

# SENATE FORUM

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## Staying Safe in Earthquake Country

*David Bowman*

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On July 29 of this year, Mother Nature sent Cal State Fullerton a wake-up call in the form of the magnitude (M) 5.4 Chino Hills earthquake. Although this earthquake did not cause any serious damage to our campus, it has served as a reminder that we do indeed live in earthquake country.

Seismic hazards in California are sort of a good news/bad news deal. The bad news is that we live in earthquake country; not only do we have frequent earthquakes, but these quakes have the potential to be very powerful. The good news is that seismologists and engineers have a reasonably good understanding of the earthquake hazards we face and have made mitigation of the resulting risk a core focus of our work. With proper attention to earthquake preparedness we have no need to fear the next big quake!

### *The Bad News*

When most southern Californians think of earthquakes, their minds leap immediately to the San Andreas Fault, the ~1200 km-long “crack” in the earth’s crust that accommodates motion between two of the planet’s great tectonic plates--the North American Plate and the Pacific Plate. This fault has produced two of the largest

earthquakes in the history of the State of California, including the famous event that (together with the subsequent fire) led to the destruction of San Francisco in 1906. Seismologists worry about the San Andreas because it is not only the biggest fault in the state, but it also produces the most frequent large earthquakes. In southern California, the most recent earthquake on the San Andreas occurred in 1857 and broke a section of the fault that extends from the sleepy town of Parkfield in central California all the way south past the ski-resort of Wrightwood to the vicinity of the Cajon Pass, near the intersection of Interstate 15 and Interstate

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215. Although there is debate in the seismological community about the frequency of earthquakes along this section of the San Andreas, most estimates suggest that events of approximately magnitude 7.9 (like the 1857 earthquake) have an average time between similar-sized earthquakes (“recurrence interval” in seismo-speak) of 132 years (Sieh, Stuiver & Brillinger, 1989). There is considerable scatter in this data; some of the intervals between geologically recorded earthquakes are as short as 30 years, while others are as long as 300 years. However, the fact remains that this segment of the San Andreas is “due” for a large earthquake.

Equally serious is the threat posed by the section of the San Andreas that extends from the Cajon Pass southwards to the border with Mexico. This stretch of the fault, which last had an earthquake sometime in about 1690 and has an average recurrence interval of approximately 150 years (Jones et al., 2008), could produce an earthquake in the M=7.8 range. By the way, that’s not a typo – if it had followed its average behavior, the southernmost San Andreas should have had an earthquake somewhere around 1840. That portion of the fault is now about 160 years overdue. Ponder that for a moment...

Unfortunately, the news gets worse. The San Andreas represents only one potential earthquake source in southern California. In fact, the region is riddled with faults capable of producing earthquakes from inconsequential magnitude 2s all the way up to the monster M7+ events. On January 17, 1994, one of these small, less famous faults produced the M=6.7 Northridge earthquake that devastated Cal State Northridge. CSUN suffered approximately \$321 million in damage and required nearly six years to complete rebuilding efforts.

When we consider the earthquake safety of our campus, we should look to the experience of our sister campus. Cal State Fullerton itself is built on a fault similar to the one that caused the 1994 Northridge earthquake. The nearby Coyote Hills that make such a pleasant backdrop for our city and university are the direct result of earthquakes on the eponymous Coyote Hills fault.

### *The Good News*

Scared yet? Well, now comes the good news. As it turns out, earthquakes show a remarkable relationship between the size and frequency of events of any given magnitude. As it turns out, large earthquakes are relatively rare in the LA Metropolitan area (from a human perspective) – we only expect *on average* 1 earthquake of Northridge size or larger every 25 years or so within 100 miles of CSUF. And the odds of being killed in an earthquake are even more remote. A recent paper in *Nature* put the odds of an average American dying from an earthquake as 1 in 130,000. In contrast, the odds of dying from an airplane crash are 1 in 30,000 and the odds of dying from a motor vehicle accident are 1 in 90 (Harris, 2008).

You can make those already-remote odds even smaller by being aware of the basics of earthquake preparedness. Pop culture has created an image of earthquakes that has the damage, injuries, and fatalities in earthquakes coming from collapsed buildings. While this may be sadly true in many third-world countries, it is not the case in California.

All buildings in the state of California are required by law to be built with consideration for earthquake safety. Without going into the details of building codes, structures in California—including the buildings on our campus—are designed to be “life-safe.” This means that, in the event of a severe earthquake, our buildings should retain sufficient structural integrity to allow occupants to be evacuated, even if the building is a total loss. However, tragedies such as the collapse of the Northridge Meadows apartment complex in the 1994 earthquake demonstrate that enforcement of building codes remains a critical issue even in California. Nonetheless, the overall quality of building design and construction in California is such that the odds of building collapse from an earthquake are very small.

### *What to Do During an Earthquake*

What then is the hazard in an earthquake? Most earthquake-related injuries are the result of

building contents being tossed about during the event. The strongest motion in an earthquake generally occurs as sharp side-to-side motion in a nearly horizontal plane. Therefore, the greatest hazard in most rooms is from heavy objects being flung off walls, shelves, or desks. Unsecured computers and monitors may be flung off desks. Bookshelves that are not properly anchored to the wall may topple. Pictures may be knocked off walls.

This is the reason why *all* earthquake experts recommend that you should **Duck, Cover, and Hold On** in the event of a major earthquake. What does this mean? If you are near a desk or table when an earthquake begins, you should drop to the floor and take cover under the desk. This will protect you from the greatest hazard in an earthquake – objects being flung off desks and shelves. Once you have **Ducked** and **Covered**, you should **Hold On** to the desk under which you are sheltering. Why? Because a sufficiently strong earthquake may cause the table under which you are sheltering to shimmy away from you during the shaking. You can prevent such a dangerous (although admittedly comical) eventuality by **Holding On** to the table's leg once you've taken shelter.

If you are not near a desk or table in an earthquake, then try to shelter yourself as best as you can. In a theater, you could shelter between the rows of seats, taking care to cover your head with your arms. If you are in a large open room, such as a gymnasium, try to shelter against an *interior* wall, again taking care to cover your head. Avoid exterior walls, windows, hanging objects, mirrors, tall furniture, large appliances, and kitchen cabinets with heavy objects or glass.

Note that you should *not* stand in a doorway during an earthquake. This is an enduring myth that is sadly incorrect. It has its origins in a photograph of an adobe building that completely collapsed in an earthquake, leaving nothing standing but the wooden doorframe. Adobe is one of the worst building materials in earthquake country; the mud and straw bricks that typically make up adobe construction crumble under even minor earthquake shaking. In this case, the

doorway may be the strongest part of the building. However, in modern buildings, whether steel high-rise or wood-frame house, the door is no stronger than any other part of the building. Indeed, the doorway may be *more* dangerous in an earthquake, as it may slam shut in your face!

Also, do *not* run outside during an earthquake. Strong shaking may cause non-structural exterior elements of the building, including plasterwork, chimneys, or facades, to fall off the building. Falling debris such as this pose serious hazards to people exiting buildings. A tragic example of this occurred during the 2003 M=6.5 Paso Robles earthquake when two women were crushed by falling masonry when fleeing a building in downtown Paso Robles. The women would likely have survived the event if they had stayed indoors and Ducked, Covered, and Held On.

Finally, in recent years a viral email about the “triangle of life” has been circulating through the Internet. If you receive this information, *disregard it*. An excellent discussion of the importance of **Drop, Cover, and Hold On** (and why triangle-of-life is a deadly fallacy) can be found at <http://www.earthquakecountry.info/dropcoverholdon/>.

#### *What to Do After an Earthquake*

After the shaking stops, your first action should be to check yourself for injuries. You should do this before anything else – although there may be a temptation to immediately rush to the aid of people around you, if you yourself are injured you could do harm to both yourself and the person you are trying to assist. If you or somebody near you is bleeding, make sure to keep pressure on the wound. Do not try to move seriously wounded people unless they are in imminent danger of further injury. For more information on First Aid procedures, I encourage all faculty and staff to take a First Aid training course from either the Office of Environmental Health and Instructional Safety (EH&IS) (<http://ehis.fullerton.edu/>) or directly from the Orange County Chapter of the American Red Cross (<http://www.oc-redcross.org>).

Once you have checked yourself and the people around you for injuries, you should assess your situation. If you see damage or feel that the building you are in might be unsafe, then evacuate the building in an orderly fashion. Try to maintain order – the greatest hazard at this point is being trampled by people rushing for the exits. You should also be aware of falling debris, be they ceiling tiles, light fixtures, or masonry from the building’s facade. Once you evacuate the building, you should move at least **150 feet** away from any other structures.

Faculty and staff should also be aware that according to the California Government Code, Sections 3100 and 3101, all state employees, including faculty and staff, are designated as disaster service workers. You should be prepared to report to designated emergency personnel – meaning your supervisor (Department Chair or Dean) – to receive further instructions. The EH&IS website includes a list of faculty responsibilities in the event of a disaster that requires a building evacuation. Faculty should:

- Direct students to evacuate using the stairways only. Elevators may not be operable.
- Instruct students to take all personal possessions with them.
- Ensure that all students in class have evacuated safely before leaving the building.
- Assist students who are not able to use the stairs. Direct/lead them to the stairwell landing. If possible, leave a volunteer to wait with them. Report the location to designated emergency personnel. [5] (<http://ehis.fullerton.edu/AcademicSafety/>)

Wherever you find yourself in the aftermath of an earthquake, you should be prepared to be self-sufficient. If possible, you should put out small fires immediately. Call for help, but don’t necessarily wait for the fire department to arrive. This is potentially more dangerous in a science laboratory environment, because adding water to a chemical fire may make the situation much worse. If you are in a laboratory environment and do not know what is burning, then do *not* try to put the fire out by yourself. Notify the fire

department or a building marshal and evacuate the building immediately.

If you are at home after a quake, you should **only** turn off your main gas valve if you have some indication that there is actually a leak, including broken pipes or the odor or sound of leaking gas. After an earthquake you should never turn the gas back on by yourself, because there may be leaks of which you are unaware; call the gas company to have your service restored. You should also be careful to unplug any broken lights or electrical appliances because they may start a fire when electricity is restored. Do not use electrical appliances (including lights) until you are sure there are no gas leaks because a spark could cause a fire to break out. Flashlights are the best light source after an earthquake.

Should the unthinkable happen and you find yourself trapped by debris, do not panic! If the shaking is severe enough that there is significant structural damage to buildings, then rescue crews will soon be on the scene looking for you. Don’t start screaming – if you are trapped in a severely damaged building, it could take several hours to rescue you, and you’ll need to conserve your strength. If you have an emergency whistle, use it to signal for help. Otherwise, knock loudly on a nearby piece of metal or a solid piece of the building. Try to knock three times every few minutes – these are the sorts of signals that rescuers zero-in on. Remember, this is a worst-case scenario. It is extremely unlikely that you will ever find yourself trapped in a collapsed building after an earthquake.

You should also be aware that telephone service (including cell phones) might not be available after even moderate earthquakes. Whenever a quake rumbles through the southland, local telephone lines get jammed as people call their friends and family to say, “Did you feel that?” However, long-distance circuits frequently will remain open after an earthquake. For that reason, you and your family should agree on a friend or family member outside southern California to serve as a contact in case of emergency.

The University will communicate emergency information to faculty, staff, and students in

several ways. The University website will serve as a central clearinghouse for information. As most of you discovered this summer, emergency information will also be sent out by email and by voice messages to your office phone. CSUF also has a new system that will send a text message to your cell phone with emergency information. However, this text-message communication system does require you to actively “opt-in”. You can do so by going to <https://myweb.fullerton.edu/PhoneUpdate/> and entering the requested information.

The best way to ensure your safety in an earthquake is to take steps now to safeguard your home and working environment. Many excellent resources on earthquake preparedness are available online. I personally recommend the outstanding guide “Putting Down Roots in Earthquake Country” created by the Southern California Earthquake Center. This guide can be accessed online in both English and Spanish at <http://www.earthquakecountry.info/>. Versions of this guide in other languages are in development and should be available soon.

### *Get Ready to Shake Out*

The final step in any earthquake preparedness plan is to practice what you would do in a real earthquake. To that end, the State of California, Southern California Earthquake Center, the U.S. Geological Survey, and the Federal Emergency Management Agency have taken the lead in organizing a statewide earthquake drill this year. The drill, dubbed “ShakeOut,” will involve emergency responders, utility companies, government agencies, schools, and businesses from across southern California responding to a hypothetical M=7.8 earthquake on the southern San Andreas fault. The purpose of the drill is both to raise earthquake awareness throughout southern California and to test the emergency

management systems that are in place in the state. If hurricane Katrina has taught us anything, it is that only preparedness can prevent a disaster from becoming a catastrophe. The ShakeOut drill was designed to meet this challenge. You can read a narrative version of the scenario written specifically for laypeople at <http://pubs.usgs.gov/circ/1324/>.

The earthquake awareness e-mails that you have been receiving throughout the semester are part of Cal State Fullerton’s effort to build on the ShakeOut exercise. In addition to our e-mail information campaign and articles such as this one, we are planning a “Get Ready Rally” on Monday, November 10. This rally will include information on earthquake safety, a noontime earthquake safety Q & A session, and a special earthquake simulator that you can sit in to experience the shaking from a magnitude 7.8 earthquake. There will also be an opportunity to buy earthquake supplies from the Geology Club as well as commercial vendors.

*Our preparedness activities for the semester will culminate on Thursday, November 13 with the ShakeOut drill itself. Between 9:30 am and 10:30 am the campus loudspeakers will announce the beginning of the drill. When the drill begins everyone should Drop, Cover and Hold On for the duration of the “earthquake.”*

Our preparedness activities for the semester will culminate on Thursday, November 13 with the ShakeOut drill itself. Between 9:30 am and 10:30 am the campus loudspeakers will announce the beginning of the drill. When the drill begins, everyone should Drop, Cover and Hold On for the duration of the “earthquake.” The duration of the drop-cover-hold drill will be based on the actual duration of shaking expected in Fullerton for an earthquake on the San Andreas fault. The loudspeakers will again notify you when that phase of the drill is done.

Immediately after the “shaking” is over, we will have an all-campus mandatory building evacuation. The total drill, including the building evacuation, should be completed in less than half an hour. Throughout the drill, students from selected Geology classes will be circulating through campus to assess the performance of the

faculty, staff, and students. Once classes resume, emergency officials from the university will continue to drill their response to various potential earthquake-related emergencies.

In organizing CSUF's earthquake drill, we have made every effort to minimize the disruption to classes. However, the University has the safety of our students, faculty, and staff as its highest priority. I am convinced that the exercise will provide a valuable opportunity to make our institution more resilient to natural disasters; the simple act of preparing for the ShakeOut has already made our university a safer place. By taking such a proactive stance towards the ShakeOut drill, Cal State Fullerton has also gained significant respect from the earthquake community. Our plans have been highlighted on the ShakeOut website (<http://www.shakeout.org>), and we have been recognized by the Southern California Earthquake Center for our leadership in earthquake preparedness among regional universities. I challenge each of you to make a similar commitment to your own preparedness. Be safe. Be prepared.

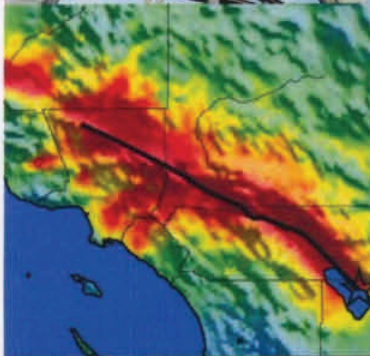


**Dr. David Bowman** attended the University of Southern California for both undergraduate and graduate school, receiving a B.S. in Geology in 1993 and a Ph.D. in Geology in 1999. After completing his doctorate, he was a postdoctoral fellow in the Tectonics Lab of the Institute for Earth Physics at the University of Paris. He has been a member of the faculty of the Department of Geological Sciences at Cal State Fullerton since May 2001, and has been Chair of the Department since July 2007.

Dr. Bowman is a member of the American Geophysical Union and the Seismological Society of America, and sits on the Board of Directors of the Southern California Earthquake Center. His specialties are Earthquake Seismology and Tectonophysics. He has done fieldwork in exotic locales such as northern Tibet, central Greece, and the San Fernando Valley. His current research interests are earthquake stress interactions, regional seismicity associated with large earthquakes, and the formation and evolution of fault systems.

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# Get Ready Rally

Monday November 10, 2008

A special event, featuring an earthquake simulator, organized to inspire CSUF to get ready for big earthquakes and to prevent disasters from becoming catastrophes

10 Monday

11 Tuesday

12 Wednesday

13 Thursday

**GET READY RALLY!**  
Central Quad  
10am-3pm

**ShakeOut Drill**

## Get Ready to ShakeOut.

On CSUF Campus

University Police  
Environmental Health &  
Instructional Safety  
Department of Geological Sciences  
*We're all in this together.*



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## Sustainability Update

*Scott Hewitt and Willem Van der Pol*

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The University has a long history of energy conservation going back to the seventies. Currently we are one of the most efficient CSU campuses with regards to energy use. We have installed very efficient computer controlled irrigation systems campus wide. The latest building additions to our campus were all LEED accredited or equivalent. Our waste management practices are such that we have exceeded AB75 requirements for the last five years. We have at least 53 courses in 14 different departments that incorporate sustainability. By having satellite campuses and online courses, we have reduced transportation.

We are in the midst of an energy conservation project, investing well over \$30 million to lower our energy use and carbon footprint. The project includes the construction of a cogeneration facility and the overhaul of the HVAC systems in our older buildings. We are in the design phase of constructing a Photo Voltaic car port style installation on the roof of the Nutwood Parking Structure. We are participating in the SCE Demand Response Program, and we are fine-tuning our Energy Management System and our Energy Information System.

The Ad Hoc Sustainability Committee (faculty-based) presented a report to the Academic Senate in December of 2007 recommending that a Sustainability Task Force look into three areas: raising awareness and building capacity, incorporating sustainability throughout the curriculum, and institutionalizing sustainability. The Task Force has split into three sub-committees to focus on these three areas this fall. In the meantime, the Sustainability Study Group (administrator/staff-based) met this summer and hopes to submit its recommendations to President Gordon in October.

We are going to explore new technologies (fuel cells, geothermal) as possible alternative sources for energy. We will be implementing Executive Order 987 and Assembly Bill 32, requiring campus wide participation. We will continue with the construction of photo voltaic installations. The campus is studying the possibility of including PV roof installations on Student Housing phase 3 and Parking Structure 4. Our Student Housing and Child Care Center projects will aim for LEED Silver accreditation.

The carbon footprint of the University is dominated first by transportation and second by building energy. Particularly transportation is of concern because we don't have much leverage getting people to use alternate forms of transportation. We need to work with other entities in our region and work on these problems in a collective manner. We can no longer assume that we are on an island. We also need to take a serious look at how we use our facilities. Currently we have long periods of time with many spaces empty while we're using energy to heat and cool them. We need to consider changing our schedules and work habits so that we use the buildings more effectively and efficiently. This may also help defer the need to build extra facilities to accommodate growth. The discussion about growth must consider sustainability as an important parameter.

A small survey was undertaken to obtain ideas to make Academic Affairs more sustainable. Those ideas were to:

- have more online classes;
- incorporate sustainability into more of our classes;
- make sustainability a GE requirement,
- put class handouts and syllabi on Blackboard instead of having paper copies;
- switching to a 4-day schedule (less energy usage) or a 7-day schedule (need to build fewer buildings and parking structures);
- provide forms and documents online and routing signatures online (change of grade forms, grad checks, grant proposal signoffs, and so forth);
- load the RTP portfolio on line; and

- send announcements by email, not in hard copy (better yet, send all announcements via email).

Please provide us with your ideas about how our campus can be more sustainable and more efficient.

**Dr. Scott Hewitt** is a professor of chemistry. He and his research students study how hydrocarbons



react in air (smog), combustion systems (incinerators), archeological samples (Olmec tar), and biological samples (aging). Scott is an avid Titan baseball fan and mountain ultrarunner. He currently serves as Chair of the Academic Senate.

**Willem Van der Pol** was born and raised in the Netherlands. After finishing his electrical



engineering studies in The Hague he went to work for Morrison-Knudsen in Delft and then went on to work for a major flower auction as a facilities manager. He immigrated to the US in 1985 with

his wife and three children and his first employment was with the Museum Of Contemporary Art in Los Angeles. Willem started at Cal State Fullerton in 1986 as the Work Control Center Coordinator and became the Associate Director of the Physical Plant in 1989. He became Director in 1999 and in that role he oversees Custodial and Landscape Services, the Building Trades and Logistical Services.



## Useful Sustainability Websites

- [www.ucsusa.org](http://www.ucsusa.org) (Union of Concerned Scientists)
- [www.energystar.gov](http://www.energystar.gov)
- [www.usgbc.org](http://www.usgbc.org) (Green Building Council)
- [www.dsireusa.org](http://www.dsireusa.org) (Database of State Incentives for Renewables and Efficiency)
- [www.hybridcenter.org](http://www.hybridcenter.org) (UCS HybridCenter Website)
- [www.climatestar.org](http://www.climatestar.org) (Climate Star)
- [www.letmeplay.com/reuseashoe](http://www.letmeplay.com/reuseashoe) (recycling shoes)

## Sustainability Fast Facts

- Every ton of recycled paper saves almost 400 gallons of oil, three cubic yards of landfill and seventeen trees.
- Americans consume six times more energy than the world average.
- The energy saved from one recycled aluminum can will operate a television set for three hours.
- As many as 17 trees are required to make one ton of paper.
- The energy saved from recycling one glass bottle will light a 100-watt bulb for four hours.
- The average American produces 1,609 pounds of waste each year. Recycling, composting and reuse can cut that waste stream by up to 75%.
- Source: New York University Sustainability, Available at <http://www.nyu.edu/sustainability/about.sustainability/fast.facs.html>

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## Issues of Global Competency

Paula Herberg

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Creating opportunities for students, faculty, staff, and administrators to enhance global perspectives and intercultural competencies will facilitate the internationalization of the CSUF campus—in line with the Mission, Goals & Strategies of the university and UPS 320.100 *International Education Policy* (6-17-82). The issue of internationalizing the curriculum is not new and is reflected in a variety of documents including the CSU (1992) *Internationalizing the California State University* report, the recommendations of the 2000 International Education Committee, the Ad Hoc International Programs Discussion Committee (Klammer, 2007) report, the 2008 Second Language Graduation Requirement Ad Hoc Study Group and the CSU Academic Senate (2008) resolution: *Support of International Experiences and Global Perspectives in CSU Education* (AS-2818-08/FA [Rev]).

No standard definition or blueprint for achieving or measuring global competency exists. I find the following definitions (Farleigh Dickinson University, 2008) useful:

**A global education** is a process that encompasses the knowledge and understanding of culture, language, geography, and global perspectives through the ongoing development of key global competencies. It enables students to understand their roles in a global community and teaches them how their actions can affect others throughout the world.

**Global competency** is more than having international campus partners or exchange programs. It is also a curriculum that ensures that all students will be able to succeed in a world governed by interdependence, diversity

and rapid change on a global scale. It provides knowledge and understanding of culture, language, geography and global perspectives. It trains students to rapidly access and evaluate a wealth of international information resources. It enables students to understand the world through the eyes of others and teaches them how their actions can affect, and be affected by people throughout the world.

California needs to prepare academic, business, and technical professionals with the knowledge and skills to work and succeed in an international context (Alquist, 2002) and who understand

- the cultures, economics, politics, and languages of other countries; and
- the cultures of California's immigrants who are bringing their diverse talents and perspectives to the state.

While there is clear consensus at senior levels that enhancing international perspectives throughout the campus is a goal, it is less clear that the entire campus community shares this mission or that a centralized process exists to develop it or measure the effectiveness of or “value added” impact of such desired outcomes. The first step would seem to be to create a sense of ownership across campus that this is a necessary and, in fact, priority area. Converting the mission statement to a sense of mission on campus would help create the environment for change. A commitment of resources to ensure success is also required. The creation of the new position of Associate Vice President, International Programs is one sign of that commitment.

There are many excellent examples of existing curricular and co-curricular international/global activities on campus; however, a coordinated sense of mission across all sectors of the campus would be beneficial. Strategies to achieve this might include:

- defining global competency and internationalization in operational terms that can be understood by all and can be measured;

- developing a new university policy statement on global competency as an academic outcome;
- incorporating language that promotes global competency and enhanced international perspectives in the campus strategic plans;
- developing a specific strategic plan to enhance international programs on campus; and
- challenging each Division, College, Department and Program on campus to discuss their global competency agenda, and develop standards for their disciplines/constituencies, if not already done.

It seems clear that a global education includes multiple strategies to produce globally competent graduates. Questions for further discussion include:

- Can students receive a global education without leaving the CSUF campus?
- Does a global education mandate an international experience/exposure of some kind?
- How can the diversity of the campus population as a whole be used to foster a better global education for all students?
- What are the requirements for faculty who are able to provide a global education for students; and, how do we develop faculty for that role?

A first step might be to identify required global competency outcomes at various levels of academic programs, such as:

- creating global competency outcomes as a measure of general education for all students;
- creating global competency outcomes (and assessment measures) for each discipline on campus as part of the learning goals for students and identifying a concurrent curriculum plan to achieve those outcomes; and
- creating global competency activities for faculty that contribute to retention and promotion processes.

A second step would be to identify campus outcomes for “internationalizing” activities, such

as:

- increasing the number and visibility of degree seeking foreign students on campus: an active recruitment strategy;
- increasing the number and visibility of visiting scholars;
- increasing the number and visibility of formal exchange programs, including study abroad opportunities;
- considering global education objectives during faculty recruitment searches; and
- encouraging more faculty and student research collaborations.

A third component would be to develop strategic processes to ensure the identified outcomes can be implemented and achieved, such as:

- internationalizing the curriculum at the discipline and program levels, including:
  - review of content for degree and quality of inclusion of global themes;
  - development of new courses and certificate programs as appropriate;
  - enhanced use of the internet—“bringing the world to the students” (online courses with international partners, “guest speakers”);
  - international internships/service learning projects with global focus;
  - foreign language study;
  - course specific imbedded international activities/experiences; and
  - summer school programs/special session options.
- faculty collaborations for research/scholarship, teaching, and service activities;
- collaborative partnerships with International agencies (e.g. UN, WHO);
- institutional self study assessing outcomes of internationalization efforts to date on campus;
- highlighting student, faculty, staff diversity on campus; and
- study abroad opportunities, exchange programs, and visiting scholars.

A final component would be to identify and implement an assessment and evaluation plan for

the various components of international activities at CSUF to consider and monitor the value added impact of these activities.

Finally, a central coordinating group should help to guide and monitor the process across campus, set target deadlines, prepare progress reports, and outline evaluation strategies to measure the success of changes made. One plausible group would be the International Education Committee of the Academic Senate. The Global Competency Task Force recently created by the Senate would be complementary to that process. And, input from all sectors of the campus would be essential.

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**Dr. Paula Herberg** is currently the Acting Associate Vice President, International Programs.



She was previously the Chair of the Department of Nursing. Dr. Herberg has over 35 years experience as a nurse with a special interest in international nursing.

In 1974, Dr. Herberg took a position with CARE as a nurse educator in Kabul,

Afghanistan. In total, Dr. Herberg has spent over 16 years working and living in developing countries helping to strengthen nursing's professional and educational systems. Her work has taken her to Afghanistan, Nepal, East Africa, Tajikistan, Thailand and Pakistan. She spent 10 years in Pakistan and held the positions of Associate Dean Nursing., Faculty of Health Sciences and Director of School Nursing at the Aga Khan University in Karachi. Since 1999 she has done consultation work in East Africa, Tajikistan, and Afghanistan. She returned to Afghanistan in 2002 as a WHO/Aga Khan University Consultant to assess the nursing/allied health education systems as part of the reconstruction efforts in that country.

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## Bicycles on Campus

*John Carroll*

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One of the more noticeable changes on campus this semester has been the increased number of bicycles and assorted wheeled conveyances. Even with some new bicycle racks in place, bicycle parking is nearly as vexing as finding an empty spot in one of the lots or parking structures. Increased parking fees and high gas prices have likely contributed to this upturn in bicycle usage, but growing concern for the environment may also be a factor.

Accompanying this surge in bicycle use is the implementation of President's Directive 16 dealing with on-campus use of personal forms of transportation. The timing was coincidental, but Directive 16 comes at an opportune moment in our campus growth. The punitive component of the new regulation has garnered the most attention lately, but the intent, and it is hoped, long-term benefits of the new policy will be a more sustainable campus.

Despite coverage in the *Daily Titan* and several announcements on campus portals and websites, many students, faculty and staff members I have spoken with around campus still have questions about the new Directive. In this article I hope to address some of these questions by describing the process of crafting this new policy, highlight some steps that are underway or still in development, and encourage any interested parties to lend their ideas and energy to the task of making CSUF safer and more convenient for alternative modes of transportation. Some of the conversations and bike rides that helped shape the Directive are worth reviewing since many involved feel the successful process could serve as a model for future policy development.

### *The Process*

In the Fall of 2006, at a meeting of the Ad Hoc Bike and Bike Facility Committee, plans were presented for a new policy that would have

greatly reduced bicycle use and bicycle parking on campus. The objective of the plan was to reduce the likelihood of pedestrians being injured by bicycles or other forms of non-motorized transportation, including skateboards and scooters. While all agreed that improving campus safety was a necessary outcome, exactly how to reach that goal was called into question. Thus began a dialog between campus administrators and bicycle advocates that resulted in a much richer policy than would have come about if either group had developed it alone.

There was general agreement that the campus would benefit from an official policy on bicycle use and other forms of alternative transportation. In fact, the Ad Hoc Committee approved an early version of the policy. However, some members of the Ad Hoc Committee felt the plan was unnecessarily restrictive and counter to the ideas of environmental stewardship and campus sustainability. To the credit of the administrators charged with developing this policy, they did not simply move forward with the approved document, but instead sought additional feedback before implementing the new Directive. It was noted that the campus did not have any current baseline data about bicycle usage on campus. Over the next few months, students in one of my classes conducted a comprehensive bicycle rack usage survey and presented a report to the Ad Hoc Committee. The report concluded that on a typical day over 300 bicycles were parked on campus. Further, it was observed that in several popular areas rack space did not meet demand for bicycle parking, and many bikes were locked to nearby poles and railings. This was most extreme near the east entrance to Pollack Library.

As the dialog continued, a more progressive approach to bicycles and other forms of personal transportation evolved. It was agreed that these various forms of transportation should be accommodated where appropriate and safe. In order to determine safe routes through campus we went for a bike ride. On several occasions various Committee members and administrators rode bicycles, walked and traveled in electric carts around campus mapping safe routes, designating areas most suitable for bike racks,

and identifying congested areas that are unsafe for bicycle riding.

In addition to mapping routes and identifying rack locations, the document that would become Directive 16 developed from purely restrictive in tone to a policy that balances the transportation needs of students, faculty and staff with public safety. Several of the new provisions are worth noting. First, the policy charges the University with providing “safe and convenient routes for bicycles to all campus facilities” where feasible. In addition, the Directive requires the University to provide sufficient bike racks and review their use periodically. Second, Directive 16 permits parking bicycles in private offices.

The Department of Environmental Health and Instructional Safety has developed a complete Bicycle Parking and Storage policy. Third, and most significant, Directive 16 requires that CSUF establish a University Bicycle Committee.

The Committee will “review bicycle access and safety” annually and make recommendations to the Parking Advisory Committee. The Bicycle Committee will be specifically concerned with on-campus bicycle paths, routes to and from campus, bicycle rack locations and design, publicity and signage, and other campus bicycle issues. It is hoped that through effective publicity and signage more students, faculty and staff will be encouraged to consider bicycling to campus as a safe and viable alternative to an automobile. None of these provisions were in the original policy but resulted from constructive dialog and open cooperation between bicycle advocates and campus administrators.

### *Implementation*

As can be imagined, disseminating new usage rules, updating infrastructure, and establishing a new campus committee is a complicated undertaking. Consequently, these changes are being phased in. At the beginning of the Fall 2008 semester an ongoing educational campaign commenced to inform the campus community about the new policy and to provide fair warning before enforcement begins. Campus maps indicating safe routes across campus and

designating “dismount zones” where bicycle riding is prohibited have been posted across campus. In addition to the maps, permanent metal bike route signs and dismount zone signs are being installed on campus.

Throughout the rest of this year, new bicycle racks will be installed in locations convenient to campus facilities and provide logical parking options that minimize the necessity to cross dismount zones. By placing bike racks in these locations, the temptation for bicyclists to continue riding through dismount zones will be reduced. After the new racks are installed and maps and signage are updated, bike route lines will be painted on streets and sidewalks to more clearly demark bike paths.

The University Bicycle Committee is currently being formed. Directive 16 requires that the committee consist of “three faculty members appointed by the Academic Senate, two staff members appointed by the Vice President for Administration and Finance, and two students appointed by the President of the Associated Students Inc.” These voting members can serve for no longer than two consecutive academic years. In addition, the Director of Environmental Health and Instructional Safety, the Director of Parking and Transportation, and the Facility Planner or their designees will serve as ex officio, non-voting members. One of the first tasks of this committee will be to re-evaluate campus bicycle usage in the wake of both increased gas prices and parking fees and implementation of Directive 16.



### *Pedaling Forward*

At the end of September, Governor Schwarzenegger signed the Complete Streets Act into law. Although this new legislation requires cities and counties in the state to adequately address the needs of bicyclists, pedestrians and transit riders on streets and roads, it is reasonable to expect that these mandates will make their way to our campus in some fashion.

The passage of the Complete Streets Act combined with several campus initiatives to increase the University's sustainability and the planned disruption of our parking lots will, in all likelihood, generate even greater demand for bicycle infrastructure and facilities. The decision to craft Directive 16 to include a University Bicycle Committee and to require the University to accommodate bicycles into our long-range planning will serve the campus well.

Even if one is not inclined to ride a bicycle to campus, everyone benefits from a decrease in the number of automobiles coming to campus. In addition to the reduction in pollution and energy consumption, fewer cars means less congestion and a greater probability of finding a parking space. For those who choose/need to drive to campus. Whether you ride a bicycle to campus or not, if you are concerned about a safe and sustainable University, you are invited to participate in the ongoing development of our campus bicycle plan.

Further information about Directive 16 can be found at: <http://www.directive16.fullerton.edu/>



**Dr. John Carroll** is Associate Professor and Chair of the Department of Geography. He has been commuting by bicycle for as long as he has been commuting. His teaching and research interests include Geographic Information Systems, environmental hazards, and sustainable communities. Dr. Carroll serves on the Academic Senate, the University's Information Technology Committee and, not surprisingly, the new Bicycle Committee.

## *The Senate Forum*

The *Senate Forum* is a publication of the Academic Senate at California State University Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of issues that the Senate addresses. Individuals are encouraged to respond to articles contained in the *Forum*, or to submit their own contributions.

### *Senate Forum Editorial Board*

**Lynda Randall**, Editor, Secondary Education

**John Carroll**, Chair, Geography

**Joanne Gass**, English and Comparative Literature

**Katherine Kantardjieff**, Department of Chemistry

**Dana Loewy**, Business Communication

### *Submission of Articles*

All members of the campus community are invited to submit articles and responses. The typical length of submissions is approximately 1500 to 2500 words. You may email your article to Dr. Lynda Randall, Editor, at [lrandall@fullerton.edu](mailto:lrandall@fullerton.edu). Authors of articles accepted for publication will be asked to provide a brief bio and a photo. The *Senate Forum* is published three times per year, and articles are accepted on an ongoing basis.

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## **Charting the Future: The Role of Research and Creative Activities at Cal State Fullerton**

*Shari McMahan and Dorota Huizinga*

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Undoubtedly, research is vital to Cal State Fullerton.

The CSU Provosts' April 2007 report, *The Role of Research, Scholarship and Creative Activities*, indicates that the role of research since the 1990s has increased within the CSU system. Non-state funding to support research and scholarship has increased dramatically, centers and institutes have proliferated, and faculty and student awards and recognition for research and creative activities have multiplied.

The CSU system recognizes that excellent teaching and research are integral to the students' learning experience. When students are actively involved in research and creative activities with faculty members their learning experiences are enriched, creative and critical skills are enhanced, retention and graduation are positively affected, and professional opportunities are broadened.

Research and scholarly and creative activities are necessary for the retention, tenure and promotion process at CSUF. The university will hire 80-90 new tenure-track faculty members annually over the next few years, heightening the need to support an infrastructure that recognizes that research is key to our mission at Cal State Fullerton.

What we know....

- Faculty research and creative activities have made significant contributions to California's economic prosperity. For every dollar spent on the CSU, more than double is returned to the state of California in economic resources. Particularly important, as pointed out in the

May 2008 *Access to Excellence* report, is the CSU's increasing applied research activities that represent important contributions to our regional and state economic development.

- Externally supported research and sponsored programs and donor gifts may provide additional funds to sponsor faculty travel, enhance student support services and develop new academic programs.
- The CSU has the most ethnically and culturally diverse student body of any system of higher education in the world. Encouraging students to pursue doctoral level education provides opportunities for workforce development traditionally underserved by underrepresented groups.

It is critical that Cal State Fullerton actively support the enhanced scholarship and creative activity efforts of faculty and students. It is our recommendation that resources must be provided to match the increases in scholarship and creative activity and expectations of faculty at CSUF.

Specifically:

1. Improve visibility and promote the culture of research at CSUF by increasing the emphasis on featuring faculty research, faculty/student projects and grants on the university websites and in university publications.
2. Improve an infrastructure at CSUF that facilitates grant and contract submissions by deploying a comprehensive web-based grant and contract management system, and continuing to implement recommendations provided by the report on "Grant and Contract Activities and Processes at CSU Fullerton: An Evaluation." (November 2006).
3. Extend intramural research grant activities set forth in UPS 280.000 and evaluate current policies regarding number of awards, award types, frequency and distribution of awards. Additionally, create grants sponsoring mentorship programs for new faculty, and specifically focus on writing multimillion-dollar grants.

4. Increase the availability of funding for graduate students in such ways as stipends for theses/projects, seed money for faculty-mentored projects and travel to conferences (we realize current funding under “Fleckles” fund provides some money for travel, but this money can be changed and declined to support student travel to conferences at anytime).
5. Continue to foster programs, such as MARC, MHIRT and McNair, by providing support to program directors to facilitate management of these programs.
6. Continue to create new master’s degree programs, such as the professional science master’s degrees — which are vitally important to our future workforce needs — by analyzing the needs of the community and improving the process for submitting new program proposals to Academic Programs.



**Dr. Shari McMahan** is Professor and Chair of the Department of Health Science. Her research utilizes a social ecological approach to prevent childhood obesity. She serves as Director for the Center of Healthy Lifestyles and Obesity Prevention and coordinates the Master’s of Public

Health degree program. Dr. McMahan is a Certified Health Education Specialist and Vice President elect for the Southwest District of the American Alliance for Health, Physical Education, Recreation and Dance.



**Dr. Dorota Huizinga** is Associate Vice President for Graduate Studies and Research and Professor of Computer Science at California State University, Fullerton. Her publication record spans a wide range of Computer Science disciplines, and her research has been sponsored by the National Science Foundation, State

of California, and private industry. She is also a co-author of the book “Automated Defect Prevention: Best Practices in Software Management” published by John Wiley & Sons/ IEEE Computer Society Press in September 2007. Dr. Huizinga joined CSUF’s Department of Computer Science in 1991.

#### Role of the Academic Senate and its Committees

The Academic Senate can play an important role in promoting research and creative activities at this institution. It must be clear that as part of the “green” - sustainability movement, we must strategize our use of resources at this institution. This may be as simple as sharing our achievements at senate meetings to promoting interdisciplinary collaboration among colleagues. Moreover, the committee structure sets forth an opportunity for us to review university policy statements that are integral to the infrastructure of research. We are at a pivotal time in our institution with the hiring of 80-90 new tenure track faculty members and must find a way to support, mentor, and recognize new and existing faculty and our achievements.

### Upcoming Academic Senate Meetings

#### Fall 2008

October 30  
November 6, 20  
December 4

#### Spring 2009

January 29  
February 5, 12, 26  
March 5, 12, 26  
April 16, 23    May 14, 21

*The Academic Senate meets from  
11:30 AM to 1:00 PM in the  
Senate Chambers, Titan Shops.*

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## **Rethinking Faculty Development: Toward Sustaining a Community of Learners**

*Lynda E. Randall*

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Faculty development is an essential element of institutional effectiveness in higher education. The extent to which the university supports faculty development will be strongly reflected in levels of student engagement and motivation, and thus ultimately, student learning. Faculty who engage in professional development experiences benefit also in terms of increased vitality, informed pedagogy, teaching innovations, and scholarly teaching. Moreover, faculty professional development contributes to the effective use of emerging technologies and establishes a firm foundation for the overall development of high-quality programs and curricula.

The need for maintaining currency in teaching has never been more imperative for the academy. Today's learners expect and, in many cases, demand that their instructors infuse their teaching with the kinds of digital technologies with which they have grown up and are accustomed. "Net Generation" students use technology in almost every aspect of their lives, although it is so familiar that they seldom think of devices such as PDA's, digital music players, and cell phones as technology (Jakes & Dosage, 2003). "Net Geners" tend to be connected 24/7 by technology. They text message, web conference, meet and chat via "MySpace" and "FaceBook" social networks, and they browse the Internet with ease, sometimes doing several of these things at once. Today's students are multi-taskers, inclined toward rapid shifts of attention. They value speed and sometimes find it difficult to delay gratification. These "digital natives" (Prensky, 2001) tend to learn best through visual/graphic modes, and they are typically less adept with processing text and verbal input. A recent survey

of nearly 8,000 college students revealed "Seventy-five percent of students instant message while doing schoolwork. At the same time, the student is also playing and downloading music, watching last night's "The Daily Show" and talking on the phone" (Junco & Mastrodicasa 2006, p.17).

A rapidly changing knowledge base, the lightning speed of advancing technologies, and the unique characteristics of today's learners all demand that the professoriate give high priority to their own professional development. Technological developments and characteristics of learners also oblige colleges and universities to find effective ways to motivate and reward faculty participation. With competing demands for effective teaching, scholarly productivity, and service contributions, faculty may be tempted to opt out of professional development training and seminars.

### **Facilitators of Faculty Development: Essential Elements**

As a professor, I have benefited immensely from professional development opportunities offered here at Fullerton by the Faculty Development Center. In particular, I've gained more expertise in the areas of active learning, classroom assessment techniques, use of multimedia, online instruction, and podcasting. Collectively these experiences have helped me to become more conscious of my pedagogy and to expand my repertoire of available teaching strategies. They have also allowed me to work with dozens of colleagues from across the University. My experiences have also helped me to better understand the essential features of effective faculty development programs. These features include infrastructure, situated learning, differentiated support and training, incentives, and visionary planning.

#### *Infrastructure*

The infrastructure that undergirds professional development includes the physical spaces, the arrangement of physical spaces, material resources, and human resources. Our current location of the Faculty Development Center in the

basement of Pollock Library offers one large and one small computer classroom and several office spaces. The large classroom is outfitted with Dell computers, while the smaller classroom offers several Dells and Mac G5s as well. With the ability of Mac computers to now operate in dual platforms (Mac OS and MS Windows), it seems that a dual boot lab would be very useful for training of faculty. The integrated software tools of iPhoto, iMovie, iDVD, iTunes, iWeb, GarageBand, Keynote, and Pages make it very easy to develop attractive and efficient web content. With more and more classes being offered online, we need to provide simple tools such as Keynote that can allow faculty to create a podcast and upload it to a web site or Blackboard within as little as thirty minutes. Adobe Creative Suite also offers integrated software tools such as PhotoShop, Illustrator, Dreamweaver, and Flash for complex development and editing tasks.

Given the importance of faculty development, the University should place a higher priority on finding a more spacious location for the FDC, and one that would also encourage faculty to congregate and access resources in informal as well as instructional settings. Ideally, the location would be contiguous with the prospective Faculty/Staff Club that is under design. The FDC could then become a hub of faculty collaboration in research, grant work, and pedagogical exchanges.

Material resources such as hardware, software, site licenses, and training materials are also critical to dynamic and effective faculty development programs. We currently have a variety of material resources in the FDC, which are quite well selected to allow for diverse trainings. However, we might explore additional options for software that would allow for user-friendly development of interactive lessons for web-based delivery. One such program is SoftChalk Lesson Builder, a simple but powerful tool for the development of web-based lessons with built-in templates and flash tools for development of student practice activities and self-assessments.

I am personally indebted to the faculty and staff of the FDC who have empowered my teaching

through their training sessions and individual support. They are brilliant, hardworking, and deserving of only the highest praise. In terms of human resources, I believe we need to expand the full-time staff to allow for more training programs and the extension of professional development to colleges and departments. This would allow a two-tiered approach to general training in the FDC that is followed and supported by contextualized training within the various disciplinary settings.

### *Situated Learning*

We might think of professional development that is offered in the context of a disciplinary setting as “situated learning.” When faculty have opportunities to apply their new pedagogical skills in the context of their curriculum, the transfer of theory into practice is greatly increased. From an efficiency standpoint, it makes sense to offer university-wide and consolidated trainings, providing opportunities for groups of twenty or more faculty members to gain new skills in technology and pedagogy. But additional training is needed where the “rubber meets the road” so to speak, and that is in curricular and course work applications.

The College of Education (COE) has developed such a program for situated learning. The COE has held full-day retreats around topics such as using classroom technology and assisting students with special needs. The COE has also installed Promethean electronic whiteboards in classrooms and has begun to train faculty in their use. The development of a podcasting studio has provided ready access to additional training and excellent hardware and software. In addition, the COE Instructional Technology committee brings together departmental representatives to establish a mission and extend individual support to faculty. Rather than supplanting the training that is available in the FDC, the College seeks to help faculty build on and apply their new skills. This kind of situated learning is contextualized and immediately applicable to teaching and learning activities. In addition, it is convenient and accessible in proximity.

### *Differentiated Support and Training*

Research has shown that the professional development needs of faculty differ across stages of the career ladder. Not only do faculty differ in entry-level interests and experiences, but their needs tend to shift as they move from early career to mid-career and late-career levels.

According to a recent survey of more than 15,000 faculty at 89 colleges across the country, conducted by the Chronicle of Higher Education, mid-career faculty have become more and more “dispirited” in their work environments. The study also showed they were the most likely segment of the professoriate to feel negatively about their jobs and the fairness of their work environments (Selingo, 2008). This study strongly supports the need for differentiated support and training for midcareer faculty.

Universities such as the University of Illinois-Chicago and the University of Toronto have begun to develop specialized and targeted professional development opportunities for early-career and mid-career level faculty. Early-career training tends to focus heavily on retention and promotion needs, while mid-career programs focus more on sustaining faculty vitality, productivity, and innovation. This kind of “developmental approach” (Stevenson et al., 2005) to faculty development provides for differentiated support and training of faculty across career levels.

### *Incentives*

Ideally, incentives for participation in faculty development would be entirely intrinsic in nature. In fact there are many intrinsic rewards such as intellectual growth, self-satisfaction, and pride to be gained from professional development. The reality, however, is that extrinsic rewards such as certificates, stipends, grants, publications, and assigned time are strong motivators as well. The rapid growth in student enrollment in the University over recent years, however, has led to a burgeoning faculty, and our challenge is to continue to expand resources and explore options for incentives for faculty across career levels. We must continue to expand opportunities to support

new faculty in earning tenure and promotion, while providing real incentives for senior faculty who also deserve recognition.

### *Visionary Planning*

Leadership and vision are of paramount importance in guiding faculty development. The planning of faculty development programs requires a certain set of skills and a firm grounding in both pedagogy - the art and science of teaching- and technology. This kind of planning is no small challenge, particularly in light of the diversity of our faculty and the explosion of growth in technology. Fortunately, we do have dynamic support and leadership in campus technology, and we also enjoy the continual unfolding of new cyberinfrastructure such as the iLinc web conferencing suite of applications and rollout laptop and desktop computers. However, it will be difficult to sustain this momentum in the current budget climate, which seems to be moving from a state to national and even global financial crisis.

### *Obstacles to Faculty Development: The Formidable Challenges*

The obstacles and challenges for faculty development are formidable indeed. Faculty time constraints and competing time demands of learning about and implementing good teaching practices and producing research are difficult to resolve. They often preclude faculty from taking advantage of the many opportunities that abound. Institutional budget limitations compound these faculty constraints, because funds designated for assigned time and stipends are stretched thin. Several prevailing ideological misunderstandings also pose challenges, including the notion of pedagogy as a craft, naive views of what constitutes effective online instruction, and a lack of faculty accountability for delivering engaging online instruction.

### *The Notion of Pedagogy as a Craft*

One common false assumption in higher education is the view that knowledge of subject matter and research expertise will naturally lead

to effective pedagogy. Pedagogy, by definition, is the systematic study of both the art and science of teaching. The knowledge base is grounded in decades of research on how faculty members teach and how students learn. It includes the empirically based principles of effective teaching and learning. These principles are best “taught,” not “caught,” through rigorous instruction is research-based pedagogy. In the absence of such instruction, both in doctoral programs and among new and experienced faculty, the opportunities for professional growth and reflective practice are severely hampered.

### *Naïve Views of Online Instruction*

Online instruction requires a skill set of specific multimedia and learning management tools that are not developed through experience in face-to-face instruction. Often, both faculty members, as well as the deans and department chairs who assign them to online instruction, lack awareness of these specific skills and their importance. Consequently, a large proportion of the courses offered online are somewhat anemic in content; they rely on online readings and PowerPoint slides that provide more sterile and less than empowering experiences for learners. Because these limited online courses predominate in higher education, students themselves are often unaware of the true potential for interactivity and engagement in online instruction.

Department chairs in particular must give careful consideration to the assignment of faculty to online courses. They must understand the learning curve involved in transitioning from traditional to online instruction and consider the heavy workload that is involved. Administrators also need to understand, value, and respect the specialized skills of accomplished online instructors who demonstrate high interest and proficiency.

These considerations are also important to personnel committees, whose members may not understand how new faculty in particular may become overwhelmed by the challenges. They must also pay close attention to such statistical trends as low response rates, higher variance, and lower means in online student evaluations.

### *Lack of Accountability*

While it is important to exercise judgment in the assignment and evaluation of online instructors, it is also important to provide measures of accountability for such instruction. This is tricky business, however, because the boundaries between accountability and transparency as juxtaposed with academic freedom are sometimes blurry. Perhaps it would be helpful for administrators to participate in trainings to explicate qualities of effective online instruction. This training might assist them in assessing indicators of student engagement, relevance, interactivity, authentic assessment, and media richness. We might also provide faculty with exemplars and models of well-designed online instruction and make them readily accessible.

### Communities of Learners

The ultimate goal of faculty development should be to establish and sustain a community of learning in which faculty collaborate and engage in growth and dialogue around areas of common interest. When such a community exists, faculty members are more inclined to initiate and continue their involvement from a perspective of intrinsic motivation. The key features of communities of learners involve ongoing collaboration, inquiry, dialogue, modeling, mentoring, and exploration. Learning communities develop out of ongoing collaboration as opposed to one-time trainings, although the latter do have their place in overall professional development programs.

Consider the potential value of such strategies as literature circles, action research teams, peer observation groups, and other ongoing forms of collaboration to empower the professoriate. For example, literature circles are groups of individuals who have chosen the same book, article, or other text to share through dialogue (Daniels, 2002). Structured roles such as discussion director, investigator, illustrator, connector, word wizard, and summarizer provide a backdrop for developing shared meaning through multiple lenses and diverse perspectives. They also ensure the active participation by all members of the group.

Pedersen and Eeds (2007) have explained the richness of dialogue that results from focused collaboration as “grand conversation.” Grand conversations are distinguished by the free expression of feelings and ideas, co-construction of meaning, and transactions and connections with personal experience to find relevance. Prior to the group discussions, individuals transact with text by connecting with their own prior knowledge and experience, with each reader abstracting his or her own personal meaning (Rosenblatt, 1978). Through the grand conversations of literature groups, each individual shares his or her own meaning to contribute to a richer shared meaning through multiple perspectives.

### Summary

This paper has emphasized the vital role of faculty development in the milieu of academia. It has also reviewed a variety of facilitators and obstacles for effective faculty development programs, with specific recommendations for revitalizing existing programs. These recommendations are cast within a framework of the learning orientations of net generation students, as well as the need to help digital immigrant faculty members retool to capitalize on the strengths of today’s learners. They are not intended as panaceas or simple band-aids, but simply as ideas for further discussion and debate.

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**Dr. Lynda Randall** is Professor of Secondary Education and teaches instructional strategies, instructional technology, and assessment of student learning. She serves on the University’s Information

Technology Committee and the Faculty Development Center Advisory Committee as a liaison of the Academic Senate.

Dr. Randall is serving her third term in the Academic Senate, currently in the role of Treasurer. She is also completing a three-year term as editor of the *Senate Forum*.

**Ad Hoc Textbook Affordability  
Committee Resolution  
from the Senate Executive Committee  
September 16, 2008**

**Whereas**, the cost of textbooks and ancillaries have gone up dramatically in recent years; and,

**Whereas**, higher costs can adversely affect the affordability of higher education for CSUF students; and,

**Whereas**, Associated Students, CSUF, Inc. has recommended that the CSUF Academic Senate form an Ad Hoc Committee on Textbook Affordability; therefore be it

**Resolved** that an Ad Hoc Committee on Textbook Affordability be formed this fall;

**Resolved** that the Ad Hoc Committee recommend campus based policies and solutions that have the potential to reduce the cost of textbooks and course materials;

**Resolved** that the Ad Hoc Committee report back to the CSUF Academic Senate on its findings by April 15;

**Resolved** that the Ad Hoc Committee be comprised of two student representatives appointed by Associated Students CSUF, Inc., three faculty members and one library faculty member appointed by the CSUF Academic Senate, and two administrators appointed by the CSUF Academic Senate in consultation with the Vice President for Academic Affairs.

CSUF Academic Senate Approved Unanimously  
September 18, 2008

**Faculty Strategies for Reducing Student Textbook Costs**

1. Order bundled book packages (those with CDs and other supplementary materials) only when you are sure they are necessary. You can order the book separately at a lower cost.
2. Order books by the deadline so that students can have a better chance for "buy backs." Students get a higher price for the buy back when the book is ordered for the next semester.
3. Consider whether you can use the same edition for two or more years. This also allows students to get a better "buy back" price.
4. Consider text supplements or course packs in lieu of additional textbooks that you will use to a limited degree.
5. Explore options for custom textbooks. Publishers can provide only the chapters you will use and this cuts costs.
6. Provide students the option of a digital text, which also significantly reduces costs.
7. Find out the costs of the textbooks you plan to order. You might be surprised at the total cost of textbooks for your course.
8. Consider making the textbook available in the library.
9. Work with the bookstore in making rental copies available.
10. Use materials such as .pdf files and online readings that are free and readily available to students.

**Average Textbook Prices Nationally**

	2003-2004 Academic Year	2006-2007 Academic Year	Percent Change Over 3 year period
2-year public	\$727	\$850	17%
4-year public	\$786	\$942	20%
4-year private	\$807	\$935	16%

Source: College Board Annual Survey of Colleges, average prices for full-time, full-year students.

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## Chair's Message:

### Sustaining Quality During Bad Budget Times

*Scott Hewitt*

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Our budget for this academic year is less than we hoped for. There is a significant possibility that there will be additional cuts later this year and/or that the 09-10 budget will be worse than this year's budget. What are we to do? How are we to maintain a quality education on this campus?

First of all, we will make it through this period of bad budgets. We've been through budget crises in the past, and we have not only survived, but we have prospered. We will do so this time, as well. More experienced faculty, please reassure your colleagues, who have not been through a budget crunch before, that we will survive and prosper this time, as well.

Second, we need to persevere and continue doing what we do best – teaching, research, and service. In addition, we should work together to help each other out and improve our overall efficiency. We need to seek out more external funding. We should also help our chairs, deans, directors, ... strategically plan for these cuts so that our main mission, student learning, is not compromised.

Third, this is an opportunity to plan for a better future when our budgets are more rosey. We should use this time to do long-range planning and prioritize our goals so that we become an even better educational institution. What do we want to become: better teachers, better researchers, better mentors, more collegial, more community-oriented, more efficient, more sustainable--all of the above? Most of the articles in this issue focus on ongoing discussion in these areas.

Lastly, sit back and take a few minutes to decide what small steps you can take today. Work

together, obtain external funding, help a colleague, serve on a committee, reduce your printing and photocopying, ... This year, the Planning, Resources, and Budget Committee is foregoing free lunches to reduce expenses. What can you do to help? Every little bit makes a difference.

The situation we are in is similar to a mountain ultramarathon. There are always ups and downs, and there are usually one or more periods during the race where you don't feel well. In such cases, you need to slow down, focus on just reaching the next peak, and persevere. Ultrarunners are very collegial and usually shout out a few encouraging words as they zip by. Eventually you begin to feel better and pick up the pace. At the end of the race, you're feeling great as the endorphins rush through you, and you know you've successfully completed another awesome ultramarathon in the mountains. Similarly, this period of budget malaise will eventually pass, CSUF will prosper, and you will be finishing another stimulating and rewarding year at CSUF.

Please send your comments and ideas to me at [shewitt@fullerton.edu](mailto:shewitt@fullerton.edu). Keep up the good work!

