

May 9, 2003

To: Faculty Electorate

From: Irene Matz, Chair
Senate Elections Committee

Subject: **RESULTS OF MAY 2003 ALL-UNIVERSITY ELECTION
ELECTRONIC VOTING. TOTAL VOTED = 619**

Following is notification of the results of the Senate All University Elections for Spring 2003.

ELECTRONIC VERSION ONLY

STATEMENTS OF OPINION

1. The Academic Senate should take a position on statewide political issues.

106	Strongly disagree
117	Disagree
58	No opinion

80	Strongly agree
128	Agree

2. The Academic Senate should take a position on statewide political issues that affect the CSU.

43	Strongly disagree
30	Disagree
27	No opinion

219	Strongly agree
181	Agree

3. The Academic Senate should take a position on national political issues.

137	Strongly disagree
142	Disagree
69	No opinion

55	Strongly agree
88	Agree

4. The Academic Senate should take a position on international political issues.

150	Strongly disagree
136	Disagree
80	No opinion

50	Strongly agree
78	Agree

5. In the face of continuing budget cuts the university should reduce all programs on a pro rata basis.

187	Strongly disagree
158	Disagree
39	No opinion

37	Strongly agree
66	Agree

6. In the face of continuing budget cuts the university should selectively reduce programs.

61	Strongly disagree
64	Disagree
43	No opinion

123	Strongly agree
190	Agree

7. Best practice in classroom teaching typically requires a website to be associated with the class.

50	Strongly agree
109	Agree
156	Disagree

123	Strongly disagree
59	No opinion

8. The number of students on our main campus during traditional class hours should be:

58	Substantially decreased
114	Marginally decreased
174	Allowed to remain the same

65	Marginally increased
70	Allowed to increase to meet demand

CALIFORNIA STATE UNIVERSITY, FULLERTON
ACADEMIC SENATE

ASD 03-50

STATEMENTS OF OPINION

1. The Academic Senate should take a position on statewide political issues.

- | | |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> No opinion | |

Pro: Of course the Academic Senate should be taking public positions on issues. While it seems obvious that when issues affect the University system that the Senate should be almost obligated to take a position, it is also true that non-University issues merit our attention. We are an educated, sophisticated, and politically knowledgeable group, and others look to us for leadership. It is fundamental to democratic principles that the “marketplace of ideas” exist so that the civic culture may be informed. It is in keeping with these principles that educated members of that culture speak out on issues that arise in political discussion.

Con: The Senate is an elected body, and as such, has an obligation to represent all of the members of its constituency. We know that our community is pluralistic and many different opinions on any single issue are present among our colleagues. It would be a disservice to our members if, as a body, the Senate were to espouse one opinion when many exist. The University sponsors forums for the exchange of ideas, and that is the appropriate venue for the expression of opinions, not the Senate floor.

2. The Academic Senate should take a position on statewide political issues that affect the CSU.

- | | |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> No opinion | |

3. The Academic Senate should take a position on national political issues.

- | | |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> No opinion | |

4. The Academic Senate should take a position on international political issues.

- | | |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> No opinion | |

Pro: Members of the Academic Senate possess special expertise on many issues that affect the California State University System. And the Senate membership includes a broad cross-section of the campus community that includes students, full- and part-time faculty, and

administrators. Thus, it makes good sense for the Senate to take a stand on statewide political issues that directly affect the operation of the CSU.

Con: The CSU is supported primarily by taxpayers who hold a wide variety of views on political issues, thus we risk alienating support for the system by taking stands on controversial issues.

5. In the face of continuing budget cuts the university should reduce all programs on a pro rata basis.

- | | |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> No opinion | |

6. In the face of continuing budget cuts the university should selectively reduce programs.

- | | |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Strongly agree |
| <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> No opinion | |

Pro: Selectively reducing programs would reflect the value judgments of decision-makers. We have not developed either the criteria or standards for making such judgments. Developing these could divide the university. Absent such criteria and standards we will end up allowing administrators to impose their values.

Con: Pro rata cuts are a mindless way to make decisions. Some programs have more fat in them than others. Some programs are closer to our core mission. Some programs are growing while others are declining. Priorities should be set reflecting these realities and cuts should be made according to those priorities.

7. Best practice in classroom teaching typically requires a website to be associated with the class.

- | | |
|---|--|
| <input type="checkbox"/> Strongly agree | <input type="checkbox"/> Strongly disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> No opinion |
| <input type="checkbox"/> Disagree | |

Pro: Having a web site for every class gives students the following on-line benefits 24/7: Course syllabus, class assignments, key dates, and other important information, i.e., class assignment and instructional updates. Communication between professor and student is convenient for administrative and learning purposes. Links, helpful hints, and posted materials from the professor make studying more powerful, along with chat sessions where students exchange ideas and tips with classmates along with their professor. Today's students have become accustomed to using the Internet and expect this resource to be available to them in the pursuit of their education.

Con: Who among us knows the "best" way to teach? There are many excellent pedagogical techniques, and at any one time, we may be using one or more of these. But to say that there is some technique that is so good that "best practice" demands its presence in all classes is a vast overreaching of what we know about good pedagogy. Further, demanding that a web site be part of every class may well discriminate against lower income students who may not have ready access to a computer. Web sites are fun, certainly, but we await the compelling evidence that web sites, *per se*, enhance student learning.

8. The number of students on our main campus during traditional class hours should be:

- Substantially decreased Marginally increased
 Marginally decreased Allowed to increase to meet demand
 Allowed to remain the same

An argument supporting growth: The mission of the CSU is to provide access to higher education. We need to take those qualified students who choose to attend. Traveling to distant campuses is not an option for many of our students, who may not have transportation, may have kids in school or who may have other local obligations. Non-traditional class hours also do not work for many of our students for similar reasons. Interest in majors wax and wane. Limiting enrollment growth will hurt those programs which are growing rapidly at this point.

The opinion question actually misses the point of the growth discussion. We could always do a better job of planning, but this growth was anticipated and measures are currently underway to allow students better access to campus. We are building a parking structure that will ease one major problem for students. We are offering classes very successfully on weekends and early mornings during the week. By using our facilities more creatively, we can accommodate more students at minimal inconvenience. By arguing against growth, we run the risk—in the public’s eye—of being those Tuesday-Thursday, 10 to 2 o’clock workers so infamously categorized by an important CSU official. We need to allow growth on campus to continue.

An argument against growth: The number of students on campus now exceeds the physical capacity of the campus. This is disrupting the campus environment, undermining morale and destroying the quality of education. Classes are being forced into time slots and spaces that do not enhance learning. There are other options that can absorb new growth most notably El Toro.