The SENATE Forum Interview

Mary Kay Tetreault,
Vice-President
for Academic Affairs

Mary Kay Tetreault is a professor of secondary education and formerly dean of the School of Human Development and Community Service; she is the co-author of the Feminist Classroom; this summer she plans to visit France for a holiday.

Senate Forum: After three years as Vice-President for Academic Affairs, could you give us the benefit of your perspective on the current state of Academic Affairs.

Mary Kay Tetreault: "Looking back over the last few years, I am gratified to find that despite the severe cuts in resources we have had to endure, during what were very bleak budget years, and the real hardships that we have experienced as a community, we are, in my opinion, still a very healthy institution."

SF: What brings you to this conclusion?

MKT: "I think that there are several important marks of this health which I might mention. First, I am very pleased with how successfully we have completed the first phase of our planning process, articulating a statement of our Mission and Goals that we can use. This is, in part, a product of the climate that President Gordon has created in fostering our planning activities and empowering so many in the University, at all levels. We have put together a plan for our future that makes this an institution of excellence. It is also because we started

with a clear sense that the University Planning Committee would not, in fact, plan, but rather set a context for planning. Planning should take place within and across the divisions, the schools, and the departments. I am impressed to see in many areas across the University where serious efforts are being made to begin the process of implementation. The language of our Mission & Goals is becoming more and more a part of our normal discourse. And while there is much that we need yet to clarify, all indicators are that we are doing quite well in using the framework it provides to guide our planning activities.

"Second, look at the work that the Academic Senate has undertaken this year in terms of reviewing the general education program and our RTP policies, incorporated in UPS 210, as two prime examples. The opportunity to reflect on such critical issues and to engage in a process of reform is another sign of the health of our institution. We have begun to recognize the importance of nurturing faculty throughout the several stages of their academic careers, something which our current approach fails to do. Preliminary work in both of these areas is quite promising, especially as evidenced by the recent GE Symposium which fostered a productive and civil dialogue. We have also invited distinguished guest speakers that have given us a *national* perspective on these issues which has been quite helpful.

"I might add that I see the Academic Senate's effort to revise its committee structure as another indication of this health. We are beginning to develop an agenda of concerns we need to address, organizing ourselves in collegial ways to get the job done, and giving faculty the opportunity to have meaningful input."

SF: Are there additional examples where you see this vitality at work?

MKT: "I am also impressed with the variety of innovative things going on in our seven schools, including novel approaches to pedagogy and innovations in curricular offerings that are tied to what students need to know. There are promising efforts to develop effective assessment strategies and a developing consensus as to the benefits implicit in undertaking assessment activities. BAE, for example, has begun to define the core competencies that its graduates should have to be productive in their careers. HDCS is looking at outcomes assessment in all of their classes, including traditional classes as well as in service learning .

> *"We are beginning to develop an agenda of concerns we need to address, organizing ourselves in collegial ways to get the job done, and giving faculty the opportunity to have meaningful input."*

"And I see a growing acknowledgment of the importance of extending our community service learning and outreach activities. In fact, I see real thought being given to how field-based learning experiences relate to the major. I could go on in greater detail, however, suffice it to say that there is a clear focus on quality programs, resulting in real movement across the University."

SF: How are we addressing issues related to the diverse communities we serve?

MKT: "Just to mention one area where productive collaborative energies are at work. Much effort has been devoted to the development of the Asian-American Studies minor. People of different departments and schools are working conjointly to develop this much needed area of study, asking how it is related to ethnic and women's studies, and how it will serve the Asian-American community, which is growing both in size and complexity.

"In sum, in the three years I have had the pleasure to serve as Vice-President, I have reviewed numerous faculty research and development proposals, interesting and impressive planning initiatives, RTP files, PSSI applications, etc. and come away with a deep respect for the high quality of our faculty. We are indeed an institution 'that combines the best qualities of teaching and research universities,' with

first-rate faculty-scholars who are excellent teachers and infused with a genuine commitment to our community."

SF: What important challenges do you see on the horizon which we must be prepared to face in the near and long term?

MKT: "While there are perhaps too many to mention here, there are several that I should like to highlight which I think are immediate and pressing. We need, first, to respond to the changing role of the academy and the need to shape our activities so that we feel that we have some control over what happens to us. There are continuing budgetary challenges which we must face and the basic issue is how do we respond realistically. The effective implementation of Mission & Goals will be an ongoing effort, especially with regard to our GE program, where building consensus will be critical as we ask people to think in new ways. No doubt too, the large numbers of faculty retirements we expect in the coming years and the need to recruit and retain faculty will pose significant challenges, as we compete with other institutions in trying to hire quality faculty."

SF: How would you describe your approach to the implementation of the Mission statement that at CSUF "learning is preeminent?"

MKT: "Clearly there is no singular approach to how one makes learning preeminent if only because of the complexity of our perspectives and concerns, the differing ways individuals learn, and the particularities of our disciplines and in what the faculty is seeking to do. What I care about most is that we recognize the

"We need, first, to respond to the changing role of the academy...so that we feel that we have some control over what happens to us."
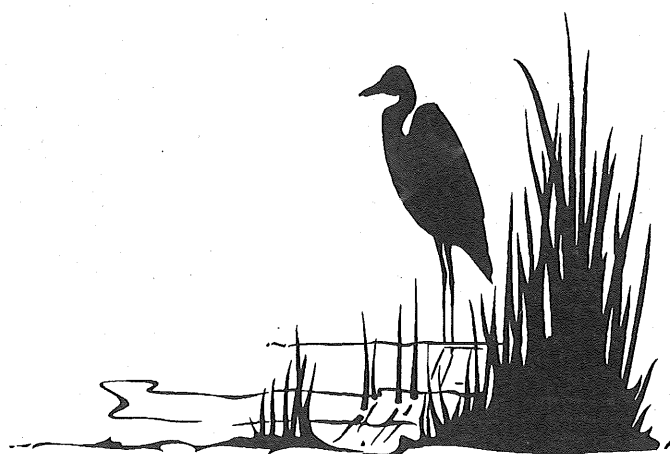
multiple meanings associated with these words as a complex statement; more than this I am excited about the prospect of engaging in an extended dialogue over this question as we move collectively to articulate our vision for the future."

SF: How will new technologies assist us in these endeavors?

MKT: "There are many excellent examples across the campus community where innovative approaches are being developed to use technology to enhance the learning process. The President's 'Technology Initiative,' which is currently in draft form, proposes some of the initiatives we could undertake in the coming years. Two ad hoc committees in Academic Affairs, the Steering Committee and the Coordinating Committee, have written a Strategic Plan for Instructional Technology, which will soon be ready for distribution and discussion. It is intended to serve as our planning document in this critical area.

"Among the many instances I might cite where faculty are already using technology to enhance learning, Pat Wegner has waxed eloquently about his use of computers to teach chemistry. There are numerous other examples of the use of e-mail for faculty-to-student and student-to-student interactions; many faculty are using resources available on the INTERNET; and there are creative productions in communications and art that employ new and developing technologies.

"While technology is very promising in what it can offer, I also believe that we should remember that professors will still be necessary for learning. We should not get so swept up by the promise of technology that we forget the place of professors in our students' education. As I've said before, I think we need to ask where professors are critical to students' learning and what it is that professors do 'best.' One of those things is certainly the conversations that go on between faculty and students, and those that faculty facilitate among students."

SF: What are your principal goals for the coming academic year?

MKT: "My goals for the coming year include furthering our discussions about making learning preeminent and what that means for a whole host of things. For example, how students experience their education; how this relates to what faculty do; how this informs our thoughts about academic innovations, including the role of instructional technology; and what all this means for how we can maintain attractive, accessible, and functional facilities that support learning.

"I'm very committed to doing all I can to support the ongoing initiatives that the Academic Senate began this year: revisions to our personnel processes, General Education, and our committee structure.

"Finally, I am committed to faculty development, in particular to what we can do to insure that all faculty flourish through the various stages of their careers. I am looking forward to working with the Dean's Council and others to refine our view of the University as a metropolis with distinctive neighborhoods (schools) that work together towards a common purpose. While acknowledging the different cultures that exist in the various schools

and the need to respect these differences, we have been able to build a consensus that best serves the University's long term goals."

SF: What unanticipated surprises have you found as Vice-President that have helped to make your work more satisfying?

MKT: "The most delightful aspect of this job is the enhanced understanding I have gained of the breadth of quality faculty, staff, and administrators, here, who really care. There is a real commitment to the overall good of this institution. I have also gained a deeper understanding of the costs of budget reductions and the effect such reductions have on our programs and ongoing needs, especially with regard to training, equipment, and facilities. There are a lot of hard-working people who have done well despite the significant challenges they face.

"Throughout the planning process, I think we have been more than successful in maintaining a perspective of pursuing options that are in the best interests of the University as a whole. The civility of this community is quite refreshing." ❏

"I'm very committed to doing all I can do to support the ongoing initiatives that the Academic Senate began this year: revisions of our personnel process, General Education, and our committee structure."

"The excellency of every art is its intensity, capable of making all disagreeables evaporate from their being in close relationship with beauty and truth." ❖ Keats
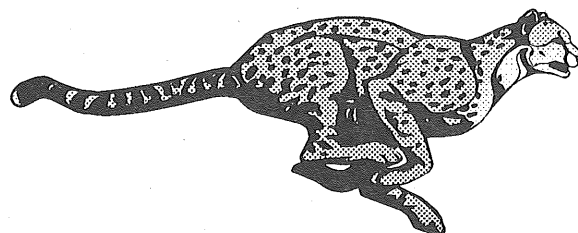
Guskin and Restructuring Higher Education
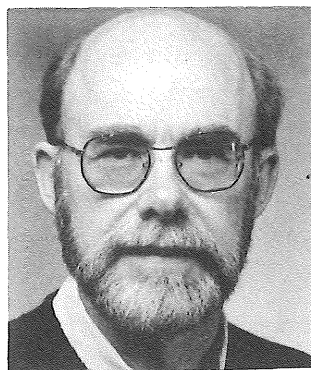
Vince Buck

During the January intersession Antioch University Chancellor Alan Guskin came to campus to talk about changes in higher education. In his talk he discussed a number of factors that he believes will force higher education institutions to change in the near future; and he made specific suggestions on how we could do more with less: use more technology, have students teach students, change the academic calendar, encourage more active learning and move away from disciplines.

The importance of Guskin's talk was not in the specifics. It is not difficult to poke rather gaping holes in some of his proposals. What is important is that Guskin's

"Guskin's ideas and comments are a part of an intense national conversation about restructuring higher education..."

ideas and comments are part of an intense national policy conversation about restructuring higher education, and this was the first time a large and diverse group of CSUF faculty participated in this conversation. It is critical that we continue to be part of it.

The focus of this conversation is most evident in the American Association of Higher Education and its premier publication *Change,* where Guskin's ideas first appeared. It is also being facilitated by several foundations and higher education think tanks including The Johnson Foundation, The Pew Higher Education Roundtable, Educom, and The California Higher Education Policy Center. In addition to Guskin, frequent contributors in this area include William Plater, Bruce Johnstone, Eugene Rice, Robert Zemsky and William Massey. The targets of this conversation are higher education policy makers, from local campus administrators to state legislators and executives.

Vince Buck is a professor of political science; he is a long-time member of our local Senate and serves on the statewide Academic Senate as chair of the Faculty Affairs Committee; he is also an avid bicyclist.

This conversation is driven primarily by financial concerns and addresses the university as an economic unit. Occasionally a writer will introduce concerns that address quality--such as active learning--but the common themes that run throughout this conversation are economic and managerial, often couched in corporate terminology.

Within this conversation there has developed a sort of mantra: be more productive; be more accountable; evaluate more; assess more; manage more; be customer oriented; use more technology; abolish tenure; and eliminate collegial governance.

The focus is clearly *not on how to sustain quality education* in an era of declining resources and technological change. Nor is much attention given to the success of American higher education and those elements that have contributed to this success. The focus is more nearly on how current practices of large corporations can be used to educate more students with no increase in resources. For public officials this means keeping taxes constant--if not lowering them--while being able to assure voters that access to public higher education institutions will not be limited; and, secondarily, that quality will not be endangered.

Often faculty are viewed as the core of the problem. It is taken as a given that, in terms of teaching, faculty time is not used in the most productive manner. It is asserted that far more students can be educated with current resources if disciplines and curriculum are

restructured; and, most critically, if faculty are more closely managed. Universities could become more productive by clearly stating their missions and goals and by structuring the reward system so that faculty use their time to achieve those goals. Faculty can no longer be allowed to determine for themselves what courses they will teach or how much time they will spend on research or service. Often some management technique such as Total Quality Management (TQM) or Continuous Quality Improvement (CQI) is advocated to achieve these ends. The best evidence given that closer management will result in greater efficiency is the assertion that industry has become more productive through this sort of restructuring.

It is also taken as a given that technology-- especially through distance learning--will provide a quick fix: saving money while maintaining quality. Again little supportive data is provided and even some of the most committed writers acknowledge that there is little evidence to date to support this claim.

Finally, it is felt that faculty are a major impediment to change: that tenure reduces administrators' flexibility and protects unproductive deadwood; and that collegial governance is an unnecessary impediment to innovative administrators. Administrators come in for their fair share of criticism as well, most notably for not being risk-takers and for giving in to faculty too often.

While some useful ideas have surfaced, much of this conversation is misleading or even wrongheaded. As was once said about the Medicare debate: there is hardly a bad idea that is not being considered. Few faculty participate in this debate and many of the individuals who do are enamored of the corporate model, and are apparently ignorant of what faculty do and the rich history of educational reform. They also seem surprisingly ignorant of how organizations work, especially collegial organizations comprised largely of professionals.

Yet we ignore this conversation at our own peril. Many policy makers hear this conversation and, not hearing reasoned responses, believe the ideas to be good ones, or at least adequate to get them off the hook; for no public official at this point wants to tell the public that quality and access are costly. Faculty need to talk with legislators and enlighten them about the realities of higher education. We need to balance the calls for change with the need to preserve those factors that have made American higher education a success, including tenure, collegial governance, and professional autonomy. Since legislators come and go with great rapidity in the new term-limited legislature, this needs to be a constant conversation; and it is an effort that needs to begin soon on this and on our sister campuses. It also is a conversation that cannot be left to university administrators. After all, it was the Chancellor's Office that thought up PSSI's as a response to the current financial crisis and calls for greater accountability (but that is another article).

We also need to participate in this conversation internally. We need to look at the ideas that are being bandied about and identify those of value: those that will preserve academic quality and improve the learning experience. Faculty have the best idea of what is of value in what we do; and of what will most benefit through change. We need to find those ideas that have merit and ensure that they are implemented, and discard the rest. If we do not defend academic quality and try to improve the learning experience no one else will.

There are several discussions and processes currently under way on our campus that will result in change, for better or worse. These include the discussions on general education, RTP, implementing technology and operationalizing the very broad mission and goals statement. Rarely before has so much been happening at one time and there are numerous opportunities to participate. The processes are open and any given faculty member can play an important role. The changes that inevitably will take place will be shaped by those that participate. It should not be necessary to point out that with a tenure-track position at a reputable university goes an opportunity and responsibility to help shape the education environment on that campus. That, in part, is what distinguishes us from institutions such as the University of Phoenix. Change is happening. Faculty can take charge of this conversation and structure these changes; or it can let others determine what those changes will be. ❑
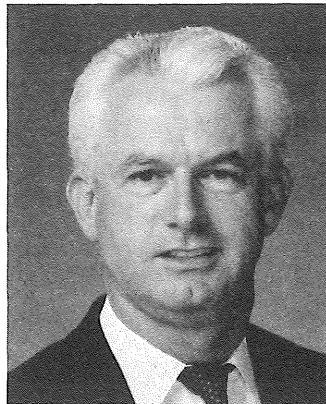
Towards a "Post-Modern" Approach to General Education

Michael Parker

Michael Parker is a professor of counseling; he will be stepping down as Acting Dean of HDCS; he is currently co-chair of the ad hoc Committee to Review UPS 210 and a wizard at spreadsheets.

If we think of general education as the study of the universal and foundational knowledge needed for a basic understanding of nature and our place in it, then our current general education program is ill-advised and unfounded. Twentieth century thought has made it all but impossible for us to claim "General Education" as a designation for eternal knowledge. If, on the other hand, we think of general education as a provisional and critical examination of the ideas and ways of knowing that our community holds dear, then we begin to be on the right track.

"General education must emphasize that knowledge is...contingent."

We have much to offer through a general education program not because knowledge is certain, but because of what we can know and do. We do well to appreciate the irony of our knowledge claims: we want to make absolute claims about truth, although our individual grip on truth is local and limited by feedback; although we want to state truths about reality, truth is only a property of language—a compliment we sometimes pay to the efficacy of the language tool. When a new belief fits in with all of our other beliefs we claim it as a discovery of truth. We want to make claims about reality although we can never get outside our skins—all observations are mediated by our embodiment, our peculiar neural sensory apparatus. We want to make claims about human nature but we can never escape being enmeshed in a particular culture. We want to make absolute claims about ethics, but we can never transcend our shared stories about particular conduct in a particular context and its consequences.

General education must emphasize that knowledge is—contrary to the western intellectual tradition —contingent. The power of disciplines is not their special method or access to reality, but the judgment of a community about the current importance of what we call the "successes" of each discipline. The disciplines emerge and survive to the extent that they have an innovative way to deal with our ongoing problems and help us to adapt. What is unique about GE is not the way it captures truth, but the way it emphasizes our hopes and places the test of truth in future action rather than in eternal absolutes.

There is no fundamental distinction between theory and practice in part because beliefs are not graded by the social class or status of those who reflect on problems. In addition, beliefs are not arrived at by a special act of contemplation distinct from the quotidian reflection of workers and professionals. Knowledge is acquired through controlled inquiry or action; research has the same character whether created by philosophers, mathematicians, scientists, teachers, lawyers, pipe fitters, or dock workers. What is called "general knowledge" and the subject matter of general education is distinguished by the ongoing frequency of its utility and not some special source of justification.

There is no fundamental distinction between logic and rhetoric since there are various ways of using dialogical persuasion and the regulative ideal of greater coherence of ideas with our whole web of beliefs. While varying tremendously, politics and

advertising are like science and history in trying to fit new beliefs in with existing beliefs without contradiction. Again, what is called "general education" is distinguished by the ongoing frequency of its utility within a community.

There is no fundamental distinction between eternal and contingent knowledge because there is no eternal knowledge—all knowledge claims are contingent upon the future judgment of the community. Although we are explainers, we are not explainers of God's work or of the secular version—universal order. The European/classical project since Plato has always been a variation on escaping time and chance: transcending passion, the subjective, nature, language, the senses, etc. At issue is abandoning the vocabulary of the western intellectual tradition in favor of something more useful to the projects of democracy, egalitarianism, and the emerging international order. Generalizing successfully is not based upon the application of laws of logic that guide us from particulars to the universal. Ideas are tested over and over by the community and revised. Those that we hold most dear, that work best to our lights in most situations, those we find that we can't seem to escape the importance of, we call "general." They can be taught, but it is their roots in solidarity rather than eternity that should be taught. General knowledge is the context within which we form particular knowledge.

There can be no fundamental distinction between appearance and reality because we never get outside of our viewpoints. We can only sort our descriptions into shared or idiosyncratic, into useful and not useful for certain purposes, into sentimental and wishful versus "hard nosed" and practical.

We must abandon the European tradition of appealing to the metaphysics of essences, natural kinds, and primary and secondary properties. We must rid ourselves of an epistemology based upon either the correspondence of belief with reality or upon pure logical coherence. We need to quit looking for a way of escaping appearance, time, and accident, and of trading the merely useful in favor of a transcendent hope; we need to shift our desire for ultimate justification for beliefs away from foundations and toward a better, more satisfying future. We need to cease to ask about how we might discover the ultimate nature of knowledge and only worry about the process of justifying our beliefs, for a particularly relevant audience.

There can be no fundamental distinction between foundational and historical knowledge since "foundational" ideas are those that the community has historically valued because they are connected well to the other ideas we have developed.

If there is no fundamental distinction between constructive and representative knowledge because all language is constructive, then we can quit wasting precious time trying to get reality right and focus upon making useful distinctions and explaining why and how they are useful. It seems to me that integrating progressively more useful information into the web of our beliefs about nature is, or should be, the real goal of science.

There is no fundamental distinction between objective or "value free" knowledge and normative knowledge, no more than between narrower and wider inclusion, or between short range and long range goals. "Objectivity" is a normative tribute as to what fits with the facts of our current problematic situations and as to what fits coherently with other aspects of our web of beliefs and our individualized language games. From the standpoint of language as a tool, *truth is warranted belief* and amounts to being the same thing in physics and ethics. We can note the political and ethical implications of ideas that at first may not appear to exist, to identify who wins or loses by a warranted belief and quit wasting time disguising the normative implications under false claims of objectivity. Moral progress becomes simply the increasing sensitivity to and sympathy

"What is called 'general education' is distinguished by the ongoing frequency of its utility within a community."

with larger and more diverse groups and interests, and this is something we can teach and foster.

If there is no fundamental real self that precedes community and language then we can quit searching for it and get on with the task of creating selves that meet private or public ideals; we can quit searching for meaning and create it through innovative descriptions and commitments.

The structure of modern higher education was developed as part of this ongoing discourse about method and the justification for foundational knowledge. To the antique disciplines of logic, mathematics, rhetoric, history, language, literature and art were added the empirical sciences. In the late 1800's engineering, economics, law and medicine became accepted disciplines and by the twentieth century the social sciences and business were included. This discipline-based approach to education presented conceptual and proprietary problems for the academy. Acceptance of the sciences into the curriculum put into question what was foundational and what was a specialty and a profession. And if natural science was general education, what of the social sciences? Why not engineering and medicine, e.g., health science, physical education and all the rest?

What I have been leading up to is an argument that since knowledge is contingent, no inherent information is justified as general, timeless, or basic. What is common to the candidate notions for general knowledge is the *process* of controlled inquiry, e.g., being specific and precise, holding conditions as constant as possible while seeing the consequences of manipulating others, referring to evidence to support assertions and so forth. Moreover, since any particular knowledge set can be seen as a political force that prompts its own resistance only studies that provide for *critical* inquiry have a hope of not obliviously promulgating the power of one group over another.

What are the epistemological implications of post-modernism on learning? In particular, how should general education be taught if we embrace a post-modernist perspective? I suggest that the best way to foster controlled and critical inquiry among students of general education is to: 1) avoid the standard course; 2) avoid teaching within a single discipline; and 3) continually create and, gradually and iteratively, replace a small set of standard types of inquiry with useful experiences. These experiences should be relatively extensive --like a six unit course-- and students should have a small selection within perhaps a few categories. Of course these would have to fit with CSU policy. These experiences would draw from diverse instructional forms but should involve only a small portion of seat time and a lot of collaborating, creating hands-on activities. These experiences would involve temporary "communities of learners" focusing upon some contemporary problem worked out with an instructional team. Each student would often work collaboratively but each would be expected to produce an individual digital portfolio for assessment.

Perhaps the most central feature of a post-modern general education curriculum would be to excite students about "the linguistic turn" in the twentieth century and how it has changed the western intellectual tradition. General education should focus upon the disciplines as sets of tools—sometimes overlapping. The linguistic turn in the study of knowledge claims has disclosed that disciplines are evolving symbolic forms or manifolds—vocabularies of distinctions and beliefs that are tools for dealing with particular problems and *not* ways of picturing reality. Of course, these tools demonstrate both problem-solving powers and profound limitations.

The study of discourse and textuality, of how language operates to construct social reality and maintain both institutions and "regimes of knowledge" is a central feature of higher education. The introductory general education experience would be one that demonstrates the many ways in which language operates to create, maintain and change the socio-cultural world.

Since knowledge emerges in the adventure of the *dialectic*, in opposing viewpoints rather than from only one transcendental and hegemonic viewpoint,

the appreciation of what it means to claim warrant for our beliefs emerges only by sifting, sorting and weighing viewpoints, by appreciating the evolution of ideas within and between frames of reference or even paradigms.

Working together to determine goals, develop means for their achievement, identify constraints, and reciprocally adjusting means and ends to achieve workable results teaches both cooperative group living and allows for the integration of knowledge so often held in fragmented form.

Dialogical persuasion remains a central feature of many knowledge activities across professions and disciplines whether practicing and understanding critical thinking, advertising, bargaining, or attempting to act as a leader. A greater appreciation and readiness for dealing with complexity comes about when one develops habits of rehearsal and performance

The ability to appreciate the challenges of citizenship and the complexities of culture can be acquired through discovery of the workings of our institutions. A more profound sense of belonging can be achieved through community involvement. The counter intuitive way in which meaning is created through commitment can also become apparent. Finally, "learnings" that seemed abstract in text and dialogue become more real in action.

Many diverse disciplines including all of the social sciences, business, communications, marketing and so forth, rely upon the ability to acquire and interpret data from multiple subjects including qualitative (nominal), ordinal, and parametric. Distinctions of kinds can sometimes be ordinated and provide increased evaluative utility. More rarely some may be considered parametrically and gain still greater precision and be open to substantial inferential uses in hypothesis testing. Citizens as consumers of these data need to be able to critically evaluate their meaning and utility. More importantly, they need to be able to understand that data are never pure and objective, but always perspectival and embedded in the power and value struggles of the community.

Exploring careful observation, converting qualitative description into more precise measurements of phenomenon, forming of hypotheses about the dynamics of an occurrence, controlling of intervening and contaminating factors, and then drawing inferences based upon the outcome of hypothesis testing, together these constitute a profound way to generate knowledge not only in science, but in engineering and other practical arts as well.

Understanding how things work and how we can learn how things work is crucial for living in a world of accelerating change. The act of *creation*, whether in the arts and humanities, business, engineering, community affairs, or the sciences, is a central feature of the world. If the dynamics of creativity remain a mystery, then a rigid and stereotypic view of knowledge is the result.

To take one's place in culture requires not only overcoming the parochialism of one's community, but also the cultivation of cosmopolitanism through exploring various belief and value systems, the history that made them so, and a thoughtful comparison of their respective values.

It should be obvious that I have taken pains to avoid grouping these experiences by discipline, GE category, department, or school. Moreover I hope that these experiences would be done by teams of faculty in courses developed across schools. Each team would avail themselves of technology, demonstrations/expositions, and out of class activities. The course units could vary with six unit blocks of one or two of the above items and have more impact than standard three unit courses. Rather than assuming that the experience would consist of 90 hours of "seat time," many alternatives for the use of time should be considered.   ❏
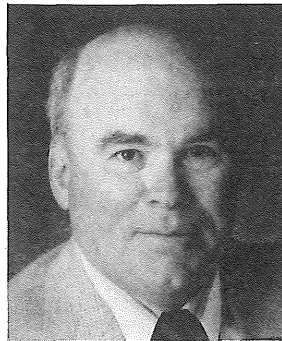
Assigned Time: Boon or Boondoggle?

Alberto T. Bueso & Herb Rutemiller

Alberto Bueso is a professor of finance and the co-author of three textbooks and numerous articles in finance; he formerly served on the Budget Advisory Committee.

Herb Rutemiller is an emeritus professor of management science and he has written extensively in the area of statistics; he is the recipient of the CSUF Outstanding Professor Award.
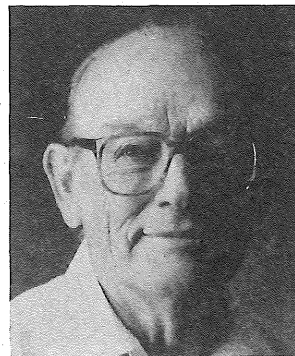
The last fifteen years have seen a virtual explosion of faculty assigned time. Most faculty members taught 12 hours during the 1970s. Today, many faculty members teach 9 hours and it is not difficult to find a few faculty who are only teaching 6 hours. There is no doubt that the average faculty member spends less time in front of the classroom today than in 1980.

The School of Business Administration and Economics grants assigned time almost exclusively on the basis of refereed publications. In some rare instances awards are granted for educational or services areas. A conservative estimate over the last ten years would show that over 90% of the assigned time granted by the SBAE has been for research activities. What, then, are the benefits to our students of the additional research fostered by assigned time?

> *"What, then, are the benefits to our students of the additional research fostered by assigned time?"*

Has the reduction in teaching load been the result of additional resources provided to Academic Affairs? Regardless of the methodology employed, the answer to this question is a resounding no. The State has not provided extra funds, nor have we increased fund raising and we certainly have not reduced costs outside Academic Affairs. In fact, Administration today takes a somewhat larger share of the pie than it did fifteen years ago. Then, where have we obtained the funds necessary to finance the additional faculty assigned time? We have done so *by increasing average class size.* Our student-faculty ratio (SFR) is higher than what it was fifteen years ago and we are teaching fewer classes per faculty member, while increasing class sizes proportionally. We do not believe that anyone at the University disputes that fact.

Clearly the reduction in average teaching loads raises important questions: Does the increase in average class size diminish the educational experience of our students? If the answer is yes, are the benefits of assigned time worth the cost? It is imperative for a University committed to making "learning preeminent," as so ably stated by Dr. Tetreault in a recent *Senate Forum* article, to try to find answers to these two questions. It is our purpose to provide personal answers to these questions and to stimulate debate about these issues.

Does the increase in average class size diminish the educational experience of our students? In our opinion, larger class sizes have a detrimental impact on the student's learning experience and thus undermine our making

learning preeminent at CSUF. We recognize that this is not a universally agreed upon position in the academy. We base our conclusions on personal observation and common sense.

If our students were similar to those attending Stanford, Harvard or any other prestigious university, the damage caused by large classes would be minimal. Such students are able to learn under almost any conditions. They can learn *in spite* of the professor in some instances. You are dealing with students in the top of their high school classes, that are highly motivated and with a strong desire for learning.

Although some of our students fit this category, the majority clearly do not. Our students are often poorly prepared for college and in many cases, they are not as highly motivated as those attending Stanford. CSUF is also faced with the challenge of teaching a large population of students for whom English is not their first language. Our students require greater attention, more contact with faculty members, and more time to help them succeed in an academic environment.

We do not want to get involved in a controversy about the ability to learn in large classes. We would like, however, to focus on only one aspect of the learning experience. If there is one common complaint of employers about the failings of new employees it is their poor communication skills. Many CSUF graduates cannot write in a manner that communicates clearly and effectively. Are we helping students to overcome this problem? We would recommend that you conduct a simple survey. Ask your colleagues whether they have increased or decreased their use of multiple choice exams. We do not believe that the School of Business is atypical, and clearly we have significantly increased our use of such testing. While you can test students' mastery of materials through a good multiple choice test, you cannot, however, improve their ability to write if they rarely

have to do so in their undergraduate experience. The primary reason for the increase in multiple choice exams has been the increase in class sizes. Essay questions take a lot of time to grade. So conversion to multiple choice tests has been a reluctant, but necessary step. The same is true with regard to the assignment of written reports or term papers.

At a convocation by Dr. Cobb about ten years ago she claimed that CSUF as compared with the UC system offered students direct contact with faculty members. Is this true in this new environment? The impersonal nature of large class sizes acts as a barrier to such contacts. What percentage of your students do you know by name? Has this percentage changed from what it was in 1980?

If over 90% of the assigned time accrues from research efforts, there is little or no reward left for tenured faculty members to spend a lot of time improving their classroom performance. What results is a de-emphasis on teaching. We defy you to find any substantial reward equal to assigned time for faculty who do a great job in the classroom, but do not publish. There are plenty of perks for the opposite; one who does a minimal job in front of the students, but pumps out papers on a regular basis finds rewards come more easily.

In our opinion, these are but a few examples of the cost associated with assigned time. You can come up with other factors but most of us would agree that there is a cost. The University should make an estimate of the cost. How much assigned time is granted by the entire University for research, academic, administrative and all other factors? At the present time, this information is not available to administrators or the faculty. We really do not know what is the impact of assigned time on class

size. Once we know the cost, the issue that confronts us is:

Are the benefits received by students of faculty assigned time worth the cost? Benefits may come in one the following forms:

- Publications may expand the frontier of knowledge in the discipline.
- Publications may enhance the reputation of CSUF. This would enable us to hire better faculty and improve job opportunities for our graduates.
- The faculty will be familiar with current developments in their discipline, thus improving their classroom presentation.

We readily grant that publications in major refereed journals by our faculty expand the frontier of knowledge. But do you really believe that research at this level has anything to do with what we teach undergraduates? Take a look at the titles of articles in current major journals. You would be hard put indeed to introduce these topics into undergraduate courses. We must also recognize that some of our research is published in second or even third tier journals and thus may not provide a significant contribution to the discipline.

For example, take the stock market. Past publications dealt with major issues in financial markets. Current publications, however, deal with very minute, highly specific issues. It is similar to the study of *the number of angels that can dance on top of a pin*. The knowledge thus acquired cannot be of great significance to our classroom environment. We are moving in our research towards ever narrower specialization. This may not be best for our students. Please note that if we were a Ph.D. granting institution this would not be the case. Nearly all our students, however, are undergraduates and do not significantly benefit

"We should evaluate the impact of assigned time on class size and undertake a cost/benefit study of such endeavors."

from the methodology or knowledge generated by most of our research.

Clearly our reputation is enhanced by more and better publications. This may enable us to recruit better faculty. The question that must be asked, however, is would the improvement in our reputation be significant enough to warrant the cost? Please remember that we are allocating somewhere from 20 to 25% of faculty resources to this objective. Does the marginal improvement in our reputation--the recent US News Survey did not even rate us-- warrant the cost? Would such improvements significantly enhance the job opportunities of our students? We suggest that spending these resources on smaller classes, more student assistants, longer library hours, and more seminars and independent studies would give us *more bang for the buck!* Why not provide assigned time occasionally to faculty who regularly give essay tests and assign term papers?

We do not question the dedication or effort of faculty members that are deeply involved in research. They are sincere, dedicated teacher-scholars. Still, we believe that the current assigned time policy may be closer to a boondoggle than a boon. This is almost certainly a minority opinion within the faculty. Our purpose is not to attack scholarly activities but to stimulate debate on this issue and force a deeper analysis of our policies. We should evaluate the impact of assigned time on class size and undertake a cost/benefit study of such endeavors. Only through such process can we truly make learning preeminent at CSUF. ❏

"Why not provide assigned time occasionally to faculty who regularly give essay tests and assign term papers?"

The California Civil Rights Initiative Violates Human Rights

J. Owens Smith

J. Owens Smith is a professor of political science and Afro-ethnic studies; he was formerly chair of the Department of Afro-Ethnic Studies and is the author of The Politics of Ethnic and Racial Inequality.

Sponsors of the California Civil Rights Initiative (CCRI) are having a field day in pushing for a state constitutional amendment to nullify federal and state affirmative action policies. Opponents fear that if this initiative passes, it would have a devastating effect on the socioeconomic status of minorities and the historical role of the federal government in protecting minorities' basic human rights. They are hard pressed to find a way to counteract this initiative. They hope to defeat it at the polls in November by trying to mobilize enough moral support against it so as to overcome the cheering and misleading tactics used by its sponsors. The prospect for such a victory looks bleak in light of the overwhelming public sentiment in favor of CCRI.

> *"...the most politically effective way to defeat CCRI is to attack its legality by seeking an injunction against the Secretary of State to enjoin him from placing the initiative on the ballot."*

My preferred position is that the most politically effective way to defeat CCRI is to attack its legality by seeking an injunction against the Secretary of State to enjoin him from placing the initiative on the ballot.

Even if this initiative passes, CCRI would be illegal because it violates international laws protecting human rights. Its provisions would prohibit the state of California from fulfilling its duties and obligations under the newly adopted treaties for the protection of minorities, namely, the International Covenant of Civil and Political Rights, (ICCPR), and the Convention on the Elimination of All Forms of Racial Discrimination (CEAFRD). It would also be in violation of Article 26(1) of the Universal Declaration of Human Rights, which states that "higher education shall be equally accessible to all."

All treaties obtain their authority under the supremacy clause as the law of the land. Therefore, any federal and state's executive, legislative, and judicial actions must be subordinate to this clause. These treaties place legal duties and obligations on states to do the very same things that CCRI proposes to prohibit. Therefore, the only purpose CCRI will serve is to advocate and incite racial animosity in violation of Article 20(2) of ICCPR. Under this Article, the State of California is obliged not to place the CCRI initiative on the ballot.

CCRI also has negative political ramifications that cannot be ignored. If it is placed on the ballot, it will become the basis for further deteriorating race relations not only in California but across the nation as well. For it plays on the sympathy of those who falsely believe that affirmative action is responsible for their deteriorating socioeconomic status. In fact, their deteriorating socioeconomic status is caused by the downsizing of the economy.

Opponents of affirmative action have managed to use it as a scapegoat. They have convinced the general public that the catalysts for their downward socioeconomic status are affirmative action and other civil rights programs, when, in fact, minorities are losing their socioeconomic status at twice the rate of the majority population.

At the core of the affirmative action controversy is the failure to recognize the political function of the 1964 Civil Rights Act. It was passed during the heat of the civil rights movement as a "civil rights" bill, thus it was automatically assumed that all eleven of its titles guaranteed certain civil rights under the equal protection clause.

In general, civil rights provide for distributive protections, in that all citizens similarly situated in a class are guaranteed the equal enjoyment of these rights. Consider the various titles in the Civil Rights Act: Title I protects voting rights; Title II prohibits discrimination in public facilities; Title IV prohibits discrimination in public education; etc. Each of these titles protects rights that can be guaranteed to all individuals who are similarly situated and grants such protections to all equally under the equal protection clause.

The primary reason why Congress included Title VI and VII in the Civil Rights Act was to combat the systematic exclusion of African-Americans from government subsidized employment. During Congressional hearings, the bill's sponsors presented compelling evidence that non-white unemployment rates were 124% higher than for whites. To correct for this gross inequity, Congress added these two titles to the Civil Rights Act, which provided for affirmative action, in an attempt to correct for this injustice. As such these measures were intended to create conditions for ensuring that minorities might enjoy the same opportunities to share in the community's material possessions.

What needs to be noted is that these latter two titles do not fall properly under the equal protection clause aimed at granting "civil rights" but rather were intended by Congress to regulate the distribution of government benefits. Implied, here, is the notion that the distribution of government benefits must be regulated for the public good, particularly where a scarcity of benefits pertain. Thus Titles VI and VII were never intended to confer upon an individual an equal protection right to a government benefit as a "civil" right. Affirmative action does not grant civil rights but *aims to guarantee basic human rights* through social policies designed to create equal opportunities for all. Without these provisions oppressed minorities would be forced to resort to rebellion to avoid the tyranny of majority rule.

The principal effect that CCRI will have on the status of minorities is to deny them their basic human rights, especially in terms of access to a quality higher education. Without such an education, there is very little that one can do to take advantage of the life opportunities society may provide.

Because our educational system is decentralized, all students do not have the same freedom to obtain a quality public education which is a prerequisite for admission to and success in college. The quality of the education students receive will depend largely upon the socioeconomic status of the community where they live. The more affluent the community the greater are the chances that students will receive a quality education. In lower income neighborhoods, where the majority of minorities live, students are clearly less likely to receive a quality education that will enable them to compete successfully for access to a college education. Without the credentials that such an education provides they will be unable to take advantage of the many life opportunities the broader community enjoys, even if the state undertakes special steps to ensure their availability.

The inability of minority populations to take advantage of life opportunities will affect their well-being and their self-esteem, which will negatively impact society in the long run. To ensure that minorities are not so disadvantaged, government

> *"Affirmative action does not grant civil rights but aims to guarantee basic human rights through social policies designed to create equal opportunities for all."*

must undertake steps to ensure that the playing field is reasonably level. This may require the formulation of policies that take into account the adverse impact of our decentralized educational system, particularly when it comes to assuring access to higher education. It may necessitate the establishment of a different set of admissions criteria for evaluating minority students' access to colleges and professional schools than those used to evaluate the majority.

Before minority programs can be eliminated, the state must undertake steps to ensure that competing groups start out on a level playing field. Using such differing standards does not constitute giving "preferences" nor does it involve "preferential treatment." Preferences, in the political sense, involve giving one group an advantage over another when both groups are similarly situated. Under these conditions, any grant of special preferences to one group over another on the basis of race, or some other classification constitutes an *unjust* preference. By exploiting the public's misunderstanding about a distinction as subtle as this, the proponents of CCRI have been able to assert convincingly that affirmative action policies are discriminatory because they involve differential treatment.

There is a critical difference between *preferential* and *differential* treatment that the entire CCRI debate conveniently ignores. The International Court of Justice, in the <u>Minority School in Albania</u> case (Hudson & Bacon, *World Court Reports,* 1938) made clear that if the needs and requirements of minorities are different than the majority, then differential treatment would be required in order to assure that they are treated fairly. In short, by an appropriate legal interventions or policy actions a leveling of the playing field may result that would enable minorities to overcome the obstacles that prevent them from competing equally and successfully in a competitive society.

Thus it is paramount that the State of California be allowed to fulfill its duties and obligations in the observance and the respect for human rights required in a pluralistic society. The purpose of the United Nations Declaration of Human Rights was to establish a set of standards which states are to adopt to protect their citizens' fundamental human rights. It is essential for these human rights to be protected by rules of law to prevent officials from compelling citizens "to recourse, as a last resort, to rebellion against tyranny and oppression." Article 29(2)of the Declaration of Human Rights establishes standards for protection of these rights and freedoms.

Affirmative action measures, regardless of whether they involve goals or timetables, racial preferences, or contract set asides, create conditions to ensure that minorities enjoy fundamental rights and freedoms to share in the community's material possessions so necessary for preservation. These measures protect minorities against the tyranny of majority rule. Without them, oppressed minorities will be forced to rebel to protect their rights.
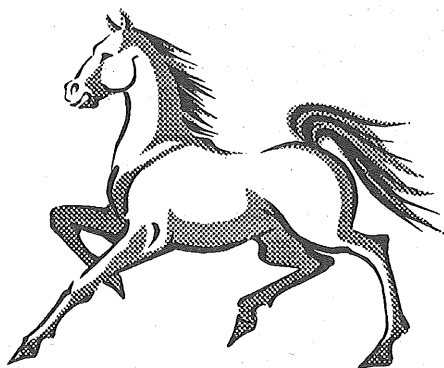
Since there is *prima facie* evidence for the unconstitutionality of the California Civil Rights Initiative under current national legislation and international law, opponents of CCRI can better serve their purpose by filing an injunction to enjoin the Secretary of State from placing the initiative on the ballot. The only purpose it will serve is to incite racial hatred in violation of Article 20(2) of ICCPR.

The real purpose of any "civil rights initiative" should be directed toward broadening the protection of minorities to give effect to the rights recognized in treaties for the protection of minorities. Instead, the placement of *this* initiative on the ballot will only exploit majority frustration over the decline of socioeconomic opportunities, reopen racial wounds that have begun to heal, and worsen race relations for no legitimate social purpose. ❑

❖ *Dialogues:*

Like it or Not:
PSSI's are Here to Stay

Keith Boyum

Keith Boyum is a professor of political science and served as the director of the Educational Policy Fellowship Program; he is completing a term as chair of the Academic Senate and served ten years on the Statewide Senate.

PSSI's are here to stay. I want to say why I think so, and close with a view as to the Senate's responsibility, given Performance Salary Step Increases.

Some form of so-called merit pay has been strongly sought for some time by the Board of Trustees and Chancellor Barry Munitz. (Recall that the Board ultimately governs The California State University.) Look to state politics to figure out why.

> *"...at least some in the CFA leadership have been persuaded that faculty pay in the aggregate will rise farther and faster if we accept merit pay than if we do not."*

Apart from those who serve by virtue of office such as the Governor and the Lieutenant Governor, Trustees are gubernatorial appointees, subject to a legislative confirmation process that is not usually problematic. In effect, Trustees are a governor's choices.

Parties (both of them, all of them) name their own to state boards and commissions, and Republicans have held the governorship since 1982. It is a commonplace that the business community is decidedly Republican, and thus the bottom line is that recent Trustees have been bottom line-oriented. Their world views and their experience in business tell them that well-run enterprises tangibly reward strong performances. That's merit pay.

Independent of this, the Chancellor argues that he needs a form of merit pay in his negotiations in Sacramento. Suppose, he says--and I am evidently paraphrasing him here--that it's true that merit pay is unnecessary, even wrong-minded. Truth aside, he says, he simply can't sell that view in the state capital. Legislators-- and more importantly (I judge) the Governor's Department of Finance-- simply won't credit arguments that faculty pay needs to rise as long as they see a portion of that pay flowing to the wrong people. In effect, it's wasted. For them, a partial solution to faculty pay issues is to end the waste. Pay lazy old professor "X" less, and use the proceeds to recruit or retain a wonderful performer, professor "Y." It's just good public management to insist that bureaucracies end obvious waste before handing them more money, after all.

Look now to the union. It's not as strong as it would be if more faculty joined. Yet even those who have joined report, when asked, a decided reluctance to engage in job actions such as strikes, or concerted activities short of strikes. Nor, for that matter, can we presume that faculty are united in their opposition to merit pay. Three-quarters of faculty who cast ballots statewide, after all, voted in favor of the current contract. There were, of course, other issues within the MOU besides PSSI's. And if that were not enough, the CFA is also weakened in Sacramento. Our union's strong relationship with Democrats has come a cropper, as Republicans now control the Assembly, half of the Legislature, as well as the governorship.

In this context, at least some in the CFA leadership have been persuaded that faculty pay in the aggregate will rise farther and faster if we accept merit pay than if we do not. In part this is timing: if California tax receipts are rising along with a recovery from recession, we must get in line now for additional funding for faculty pay. In another part, this is transferring the issue to local campuses. Some CFA leaders seem hopeful that local norms concerning who ought to be rewarded (specifically including norms for salary equality) will tame the merit pay scheme at individual campuses. Given timing and taming, then: even the non-superstars may end up with more dollars at the end of three or four PSSI cycles than they would have without PSSI'S. Or so the argument goes.

Finally, note that both PSSI "winners" and "losers" may be added to the coalition in favor of continuing the program as time goes on. On one hand, those who receive PSSI awards may decide they like the program, for apparent reasons. But add to their number those faculty who got no award in any given cycle, yet who believe they will, in fact, get a pay raise next year or the year after that. Surely they would not be happy to see the program ended before their turn came. Paradoxically, "losers" may be more anxious to see the program continued than "winners."

Given all of this, I think that PSSI's are here to stay, what then becomes the Senate's role?

I think the Senate's obligation is to create a PSSI policy that is as well in tune with local campus norms as we can make it. We take the votes of Senators as our principal indicator of local norms.

I think we will have not one, but many such votes. I think we will take up the PSSI policy frequently, not rarely, in the next few semesters. In the foreseeable future, PSSI's are here to stay, not only in our faculty pay experience, but in the life of the Senate as well. ❏

❖ *Dialogues:*
Managed Learning: Is it Here to Stay?

Michael Russell

Keith Boyum's perspective on PSSI's takes stock of the current political climate and concludes that merit pay is here to stay. He is probably right about the climate. I shall try to balance his tone of sensible equanimity with my own howl of protest. I didn't get a PSSI. I am demoralized, resentful, envious, angry, and alienated. I'm PSSI'd.

"The idea that aggregate faculty pay just might go up generally because of PSSI's is a howler."

Let's focus on alienation. For a start: yes, look to the union. The idea that aggregate faculty pay just might go up generally because of PSSI's is a howler. Can we even dream that if we make peace with PSSI's maybe we'll have a place in line, collectively, for raises? This is patently absurd. As a group, PSSI's put us further behind. That's because it looks like we've got raises! If we make peace with *this* we are, as H.L. Menken said, like "an ox whose last proud, defiant gesture is to lick the butcher behind the ear." It's worse. There is incentive to butcher one another. PSSI's mean competition for a raise.

A PSSI sure looks like a raise. Is it a raise, or is it a special award? There isn't always a difference, certainly no very tidy distinction. But there is ambiguity, and it does matter. Roughly, if you do exactly what you're supposed to do, and do an outstanding job of it, you ought to get a raise. Here "outstanding" and "excellent" are measured against
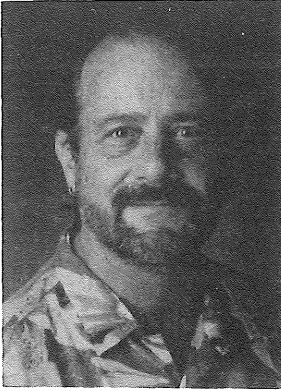
Michael Russell is a professor of philosophy, professor and head of Human Services, and a practicing research psychoanalyst; in 1992 he was named as the HDCS Outstanding Professor.

stated criteria. In a contest, in contrast, you stand out, or excel, in comparison with your competitors. In either case, one ought to be able to know the rules. But special awards can be applied, according to special rules. It would be all right to get an award for, say, success in getting grants. It might be all right for there to be a special award for stylish dressing. It would not be all right to have this decide who got a raise. That's not in the rules.

Actually, when I was promoted to full professor the rules were that there would be no more raises. That rule was not a good thing, but neither is meddling with it. For all the fear and rhetoric about tenured professors becoming "dead wood" after promotion, I do not personally know anyone who has made it through the RTP process without, thereafter, remaining fully committed to continued excellence and growth as a teacher and scholar, and active both professionally and in diverse forms of service. Really, this is surprising. So often when people are made to do what they otherwise were inclined to do on their own, motivation is diminished. That's alienation for you! But somehow by the time we get to be full professors we have, it seems internalized the perspective of our oppressors, so that we are utterly committed to continued productivity. The dead-wood hypothesis is bunk.

But, now, right in there with the cutting edge of

> *"An award is a carrot. Withholding a raise that would be deserved, if any is deserved is a stick. New sticks and carrots inhibit freedom of intellectual development. It's managed education."*

mis-management, the University reintroduces a new set of carrots and sticks. This meddles not only by undermining intrinsic motivation and reintroducing alienation. It meddles with academic freedom. An award is a carrot. Withholding a raise that would be deserved, if any was deserved, is a stick. New sticks and carrots inhibit freedom of intellectual development. It's managed education. It meddles with the commitment to an authentic path of learning, already internalized but also made free by the attainment of tenure at top rank. It preempts that spirit. At Cal State Fullerton, learning is preempted. We have reintroduced, into a potentially collegial community of inquiry, a new round of fear, competition, envy.

It is worse than that, here, at Fullerton. Anywhere in the system these PSSI's would smack of corporate academia, an alienating mis-management which undermines good will and intellectual freedom in one "swell foop." Here, at CSUF, this came coupled with the New Age pedagogy of our Missions and Goals. Bad enough that we should throw the old rules to the wind. In the same stroke, here, we are trying to learn a whole new "Missions and Goals" language with which to conceptualize our productivity, so that we can all write volumes of self-promotions, self-justifications, proposals for external funding, certainly, and other vehicles of grab-for-the-funds collegial throat cutting. (Forget the contemplative life, but meanwhile, of course, we're busy learning!)

I knew how to meet the established criteria for being an A-1, top-of-the-line, cracker-jack, hot-dog outstanding professor. I did that. Then come the PSSI Awards, which pretty clearly said, make your case in the M & G language of collabo-learn-a-babble. O.K. I did that. I *think* I did that. (It was pretty plain that we were *supposed* to do that. See UPS 286.000, Section 3.2. I was *astounded* to hear at the April 18 Senate meeting that some successful PSSI recipients made their cases entirely

in UPS 210.000 four category old-think language.) It was also implied that these proposals would best focus on one area--teaching, or scholarship, or service. (By the way, what ever happened to "professional"? Check out Sections 3.2 and 3.3. Now you see it; now you don't.) Did I get that wrong? It seemed pretty clear that raises for the most outstanding of the outstanding were a poor bet if wagered in all areas, and that successful applicants were more likely to get recognition for being outstandingly outstanding in just some one arena. (The implication is that those successful applicants who spread their accomplishments across categories were more wondrous in each than I was in my one.) I explained exactly and precisely just how my teaching showed how tuned in I was to the preeminence of learning, citing evidence and all sorts of M & G criteria.

Our Missions and Goals promotes expanding learning across disciplines. I was required, however, to submit my application to only one of the two schools in which I hold an appointment. In the one I picked, my committee colleagues collegially "recommended" me, which, apparently, amounts to damning with faint ho-hum. Not "highly", eh? I do not know what criteria they used. It could not have been the old criteria for "outstanding" as a teacher, which I have met year after year after year, in review after review. I must have not made out enough of an M & G newthink case for "highly." That is not credible to me either. But then, I had to invent what I thought the Missions and Goals language means. I guess everyone else did too. ❏

INTERNET Search Engines

Barry Alan Pasternack

The INTERNET presents the opportunity for individuals to access information from an exceedingly wide array of sources throughout the world. The most challenging aspect of using the INTERNET, however, is identifying where such information is located.

The inherently disorganized manner in which computer files are linked together on the World Wide Web made search engines a necessity for finding information. In a classic case of individuals finding a need and filling it, dozens of different generalized and specific search engines have been developed for finding information on the World Wide Web. Some of the more popular general information search engines include Alta Vista, Excite, Lycos, Infoseek Guide, Webcrawler, and Yahoo!.

Search engines fall into two broad categories: table of content type engines and index type engines. To understand the difference between the two approaches, imagine having a book on inventions of the 19th century with each chapter corresponding to an invention (e.g. a chapter on the telephone, the light bulb, the steam engine, etc.). To find which year Thomas Edison invented the light bulb one could go to the book's table of contents and locate the chapter dealing with the invention of the light bulb. If, on the other hand, one wanted to identify all of Edison's inventions during the 19th century one would go to the index to find all the pages which have Edison referenced.

While there are numerous search engines of each type (and some that offer both types of searches),
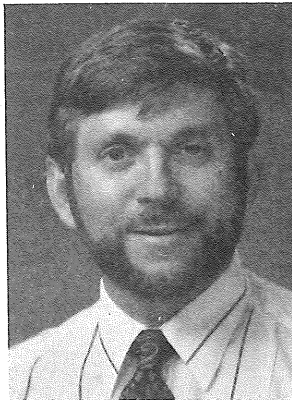
Barry Pasternack is a professor and chair of management science/ information systems; he is a member of our local Senate and has served on the Executive Committee for four years; he was recently elected as Statewide Senator.

perhaps the most widely used engines are **Yahoo!** (used primarily for table of content type searches) and **Alta Vista** (used for index type searches). The following brief tutorial covers the usage of these two search engines.

Yahoo!:http://www.yahoo.com Yahoo! is one of the oldest of the search engines on the World Wide Web. It was begun in April 1994 by Stanford grad students Jerry Yang and David Filo and attracts some 600,000 users per day. Yahoo! is different from some of the other search engines on the Web in that nearly all data contained in the Yahoo! database has come from organizations submitting information to Yahoo! (this is done by clicking on the "Add URL" function in the menubar).

Searching in Yahoo! can be done either by submitting key words or by following a path made up of categories and subcategories of interest. In terms of the key word search, it can either be one which returns documents containing all key words (and) or documents containing at least one keyword (or). One can search for exact key words matches or for matches that contain the key word as part of a string. For example, searching on the word "real" in an exact word search would only return documents containing that word. In the string search, however, documents containing the words reality, realty, surrealism, realign, etc. would be returned.

To select which procedure to use one clicks on the word "options". An additional option one can choose is to set the maximum number of documents that will be identified containing the search terms

(the default is 25).

To search through Yahoo! following a path, one begins by selecting a general category of interest. Figure 1, lists fourteen broad categories by which information is indexed.

Arts
    Humanities, Photography, Architecture, ...
Business and Economy
    Directory, Investments, Classifieds, ...
Computers and Internet
    Internet, WWW, Software, Multimedia, ...
Education
    Universities, K-12, Courses, ...
Entertainment
    TV, Movies, Music, Magazines, ...
Government
    Politics, Agencies, Law, Military, ...
Health
    Medicine, Drugs, Diseases, Fitness, ...
News
    World, Daily, Current Events, ...
Recreation
    Sports, Games, Travel, Autos, ...
Reference
    Libraries, Dictionaries, Phone Numbers, ...
Regional
    Countries, Regions, U.S. States, ...
Science
    CS, Biology, Astronomy, Engineering, ...
Social Science
    Anthropology, Sociology, Economics, ...
Society and Culture
    People, Environment, Religion, ...

Figure 1

Within each of these broad categories one will find subcategories. Many of the subcategories themselves will have subcategories. Next to the subcategories are numbers in parenthesis which represent the number of entries categorized under that subject heading. This number does not include entries in any of the linked directories. Many subcategories also contain a search box which can be used for doing a key word search. Such searches can be restricted to being within the subcategory.

It is worth noting that one can frequently reach a desired listing of documents in several ways. For

example, to find a listing of United States Business Schools one can begin a search in the Education category or in the Business and Economy category. Similarly, a search for real estate agents in a particular area could begin with the Regional category or the Business and Economy category. The "@" symbol that appears at the end of a category means that this heading is listed in multiple places within the Yahoo! hierarchy. Clicking on the heading will take you to the primary location in the hierarchy for that heading.

Alta Vista: http://www.altavista.digital.com/ Alta Vista is a relatively new search engine, having made its public debut on December 15, 1995. It is supported by Digital Equipment Corporation and is run on Digital equipment capable of providing a search response in under one second. Alta Vista uses a robotic spider to scan approximately 2.5 million web pages a day and currently has over 16 million web pages and 8 billion words in its data base.

Alta Vista locates web pages by beginning its robotic search with a few thousand web pages and then searching all pages which can be found via hyperlinks from this initial set of pages. Hence, a page which is on the web but does not have links to it from other pages will not be located by Alta Vista.

A search on Alta Vista is by key words and phrases. The search can be done either on the World Wide Web or Usenet. The result of the search is a rank ordering of documents which match up to the key words and phrases. Writing the key word in lower case results in Alta Vista finding matches which are case insensitive (i.e. in lower or upper case). If a capital letter is used in a key word, Alta Vista will only return documents which have the key word capitalized.

Alta Vista treats every web page and usenet article as a sequence of words (a string of letters delimited by either punctuation (e.g. ".", ":", etc.), a non-alphabetic character (e.g. "/", "&", etc.), or white

space (e.g. spaces, tabs, etc.). The search results can be displayed in either standard form (the default), detailed form, or compact form.

For example, a search on "Barry Pasternack" yields the three forms listed in Figure 2

I STANDARD FORM:
Barry Alan Pasternack's Resume
        RESUME OF. BARRY ALAN
PASTERNACK. SUMMARY. I have international
        experience in administration, teaching and consulting for academia, business, and government. I offer skills in operations research, statistics, production-planning and management information...
        Http://www6.fullerton.edu/msis/bpastre.htm -size 6k - 15 Oct 95

II DETAILED FORM: (same as above)

III COMPACT FORM:
Barry Alan Pasternack's R (15Oct95)
RESUME OF. BARRY ALAN PASTERNA

FIGURE 2

One can search on a series of key words and/or phrases. Each key word or phrase is entered separated by a space. The search finds documents containing as many of the key words or phrases as possible.

Phrases are words listed in quotes (e.g. "master of ceremonies"). For such phrases Alta Vista will identify documents which have the words in quotes together as a contiguous string (although the words can be separated by any amount of white space or punctuation). If there is punctuation between words (e.g. ".", "/", etc.), the punctuation does not count and the words are treated as being together in a phrase. For example, http://www.fullerton.edu is equivalent to the phrase "http www fullerton edu".

Alta Vista has two types of searches it can perform;

simple queries and advanced queries. Both allow logical operators in the search. The following are some of the principal rules for the two types of searches.

Simple Queries: If a key word has a + sign in front of it, the search will only give back documents which contain that key word. If a key word has a - sign in front of it, the search will only give back documents which **do not** contain that key word. The use of the * symbol serves as a wild card and will match up to any letters. For example, searching for the key word real* will give reality, realtor, realign, etc. The * can only be used at the end of a word which contains at least three letters. It will match up to a string of five additional lower case letters (no capitals or numbers).

One can search for key words in the entire document or just in the document title. In the latter case one precedes the key word by "title:". For example, searching on title:"barry alan pasternack" will only return documents which have barry alan pasternack in the title.

Advanced Queries: Advanced queries use the logical operator **AND** or **&**, **OR** or **|**, **NOT** or **!**, and **NEAR** or **~** to connect words and phrases. (AND, OR, NOT, and NEAR may be written in either upper or lower case.) Additionally, the logical operators may be nested using parentheses. Using the **AND** operator between two words or phrases ensures that only documents containing both words or phrases will be identified. The **OR** operator between two words or phrases returns documents containing at least one of the words or phrases. Putting the **NOT** operator in front of a word or phrase returns documents which do not contain that word or phrase. The **NEAR** operator between two words ensures that the search will only return documents for which the words are within ten words of each other.

Putting words and operators within parentheses defines the logical ordering. For example, searching

for management AND (science OR "information systems") will return documents containing either the key words management science or the key words management information systems.

As with the simple search, in an advanced search key words can be in the entire documents or just in the document title (precede the key words by **title:**). Additionally, one can restrict the key words to being in the document's URL (precede key words with **url:**), in the host name of the page's server (precede the key word with **host:**), or in the document's hyperlinks (precede the key word with **link:**). This latter feature enables one to search for all the documents which are linked to a particular document.

> *"One can search for key words in the entire document or just in the document title."*

For searching Usenet articles the search can be restricted to be in the From: header (precede the key word with **from:**) or the SUBJECT: header (precede the key words or phrases with **subject:**). Additionally, one can search for articles posted to a particular newsgroup (precede the name of the newsgroup with **newsgroup:**), articles which have the key words or phrases in the summary (precede the key words or phrases with **summary:**), or articles which have the key words or phrases in the article (precede the key words or phrases with **article:**)

In an advanced query one can have the search results ordered by specific key words or phrases. One can also specify the period over which one is searching (based on the date of posting). Search results can be displayed in standard, detailed or compact form as well as getting simply the count of how many documents contain the search terms.

As an indication of the comprehensive nature of the Alta Vista search engine, a recent article in the *Wall Street Journal* detailed how the new measure of an individual's status in the INTERNET community is how many citations show up when an Alta Vista search is done on the individual.　　❏

❖ *Academic Affairs:*

NEW FACULTY ORIENTATION

Peggy Atwell

Peggy Atwell is a professor of secondary education and Associate Vice President for Academic Affairs; she was recipient of the National Council of Teachers of English "Promising Research" Award.

In discussing faculty support programs, it helps to distinguish between *orientation and mentoring,* two complementary yet distinct activities. The goal of an *orientation* program is to help faculty make initial adjustments to their new academic setting and to introduce them to the culture and expectations of their new campus. Successful orientation programs are short term, focused and structured, and help the newcomers create, as well as become part of, a social network that helps them move through their transition period quickly. This kind of program also organizes and presents information the University feels is important for the newcomers to have, in a manner that is easy for them to incorporate.

The goal of *mentoring* is to introduce a colleague to a discipline or discipline-specific network that reaches beyond an individual campus. Most often, mentoring implies a difference in experience and status between the mentor and mentee; mentors are more established in their fields and have access to professional networks they are willing to share with a promising colleague. Usually, mentoring occurs as a natural selection or pairing, rather than as an arrangement. Most successful mentoring is done on campuses that have active senior faculty, like CSUF.

Both orientation and mentoring activities can play important roles in supporting faculty professional growth.

A STANDARD PATTERN:

CSUF initiated a New Faculty Orientation (NFO) program this year that is based on a theory that new faculty move through phases that can be characterized by the concerns they have at certain times after their arrival. While the time spent in each phase differs for each individual, the pattern seems to be one shared by almost all newcomers. Using this phase theory as a basis for planning, the NFO program was organized with two clear

> "*Successful orientation programs are short term, focused and structured, and help newcomers create, as well as become part of, a social network...*"

operational guides. First, *that newcomers need certain information at certain times* and secondly, *that presenting information too soon is as useless as not presenting it at all.*

Phase One: Initial Transition Concerns
The first transition phase begins as soon as faculty accept a position at the University, although it may be months before they arrive on campus. A successful orientation program establishes early and frequent contact by phone and mail, and continues steadily through the first semester following the faculty member's's arrival.

At this early stage, faculty focus on logistical matters that range from insignificant to profound. Decisions relating to moving to a new city are foremost in their minds. Choosing where to live, selecting schools for their children, transferring bank accounts and financial concerns as well as learning absolute basics about a new campus are of

great concern. Newcomers at this stage spend time discovering the simplest of things, like where to park, where their classrooms are located, and the like.

Sometimes a well-meaning chair, anxious to get to the heart of teaching, research, and service expectations for the newcomer, may seek to dispense with these mostly nonacademic matters quickly or not address them at all. However, it is critical that time be taken to deal with these needs. Even the most experienced or dedicated newcomer will not be able to consider the subtleties of curriculum or focus on a research

> *"It is imperative that we find out what new faculty members need and then help them make the transition smoothly."*

agenda until these matters are somewhat settled. It is imperative that we find out what new faculty members need and then help them make the transition smoothly.

A new faculty orientation program can provide a systematic and centralized plan that responds well to needs of this sort. As a result, the newcomer will spend a minimum of time making initial adjustments.

Phase Two: Personal Professional Concerns. Once faculty have settled in and the basic transition needs are met, they are free to think about more professional matters. For some, this stage begins as early as the second semester and typically spans two to three years. During this time, faculty members come to identify themselves as part of a specific discipline or program group within their school, with some idea of where they fit and what specific contributions they can make. Typically, the focus will be on matters that directly affect the faculty member as a discipline expert--for example, refining course syllabi, seeking support for research projects or grants, and building a record for promotion and tenure. By this time, the need for faculty orientation are well past, so their needs are better served by a mentor.

Phase Three: Collaborative Professional Concerns. It is not uncommon for it to take several years for faculty members to begin to feel as if they are contributors to the campus' academic program. After teaching for several semesters, faculty develop a breadth of experience that helps them see a bigger picture, and they are able to become more sophisticated members of the team. At this stage, their focus becomes more social and service-oriented. They move outward, often beyond the program or campus, to find and incorporate current professional information into teaching and scholarly work. Ideally, this outward movement continues to expand throughout a career. It is in this phase that the faculty can begin to help redesign and revise curriculum beyond their specific courses. Contributions to program reviews and governance issues also become of more interest. It is at this time, too, that faculty have increased concern for establishing their reputations as scholars by publishing or presenting papers and becoming known in their area of specialization. Often, faculty at this point no longer need to be mentored but find they have much to offer to junior colleagues by becoming mentors themselves.

CSUF's NEW FAULTY ORIENTATION PROGRAM:

During Summer 1995, and long before new faculty arrived on campus, each one received several letters from various people on campus, including the Vice President and Associate Vice President for Academic Affairs, the Director of IATL, as well as from chairs and deans. Each letter came with useful information and material about the campus and the local community. The local newspaper, the Fall academic calendar, a description of the New Faculty Orientation Program, and the Mission & Goals were a few of the items sent.

First Day: For most newcomers, the schedule that opens the academic year is confusing, and the prospect of reporting to a new place where they have few friends can be intimidating. To help our faculty feel comfortable and part of a group, they were invited to an all-day meeting the day before the academic year officially began. Our intent was to give them a chance, in a small and informal setting, to learn how to navigate the campus and to begin to meet people. We gave each a copy of the new Faculty Handbook, a list of *really* pertinent phone numbers, and a list of key terms to use as references during the year.

The day began with a campus tour led by two faculty members that provided a unique view of the campus. Lunch with the deans kept the focus social while giving the faculty members an informal way to talk about their school and assignments. Time was also spent in the afternoon with chairs and department secretaries, who gave them keys, copy cards and information about how the office works. (New faculty later declared this as the high point of the day.) Faculty later met with Human Resources staff who explained the complex maze of health care options available. Spouses were invited to attend this session and a few did. The day ended with the President hosting a reception at El Dorado Ranch. Faculty reported later that making friends so early helped reduce feelings of isolation and made them feel welcome.

The Seminar Series: A series of two hour meetings was held during the Fall Semester. During Spring 1995, departments with new faculty graciously agreed not to schedule the newcomers for classes during a two hour block, which facilitated the seminar series meeting at a common time.

The Seminar Series included topics new faculty most needed to know about at this early stage. Sessions included information on library collections and services, with particular attention to electronic access to materials, journals, and bibliographic information for classes and research. Admissions & Records provided background on SIS+ and general information about how our students register. The Computer Center staff put together an excellent demonstration of the equipment and services available to faculty. As an added bonus, the staff individually linked each new faculty member to e-mail and the main campus academic computer. Other sessions were held with the Faculty Personnel Committee Chair, the Faculty Affairs & Records Coordinator, Director of Faculty Research, University Advancement, Foundation and Titan Book Store which provided useful information. At the final session, other junior faculty involved in the Untenured Faculty Organization ended the semester, as it had begun, on an informal and social note.

Second Semester: The formal orientation program ended in December, at the end of the fall semester, when mentoring would become a better type of support. As is the case with all mentoring activities informal connections are established which are sustained as such relationships develop. Next year we will expand efforts in supporting and promoting mentoring activities.

The Statewide Senate has been discussing the importance of mentoring new faculty. This year's experience makes me believe that our centralized orientation program works well to create a solid base for such support. Because orientation can be organized in systematic ways that focus on early transition needs, the effort to provide more personal and sustained support of a mentor seems best placed in departments. Mentoring should be focused on teaching and learning in a discipline and should begin in the departments. ❑

In memoriam

Frederic "Ric" Miller
(1940–1995)
Professor of History

B.A., M.A., Ph.D., University of Minnesota,
M.A., School of Theology, Claremont,
Specialization: Roman History

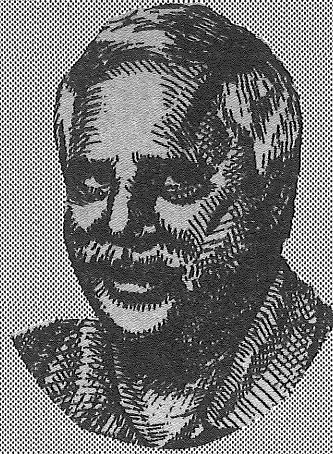*Department of History, CSUF, 1969-95*
Chair, Department of History, 1991-95
University Chaplain
Senator, Academic Senate & Faculty Council
Member, numerous Senate & University Committees
Treasurer, Patrons of the Library

William "Bill" Puzo
(1940–1996)
Professor of Geography

B.S., Monmouth College
M.A., Florida State University
Ph.D., University of California, Los Angeles
Specialization: Africa & North America

CSUF, Department of Geography, 1970-96
Coordinator, Pacific Rim Studies, 1988-93
Senator, Academic Senate & Faculty Council
Member, numerous Senate & University Committees
Associated Students, Board of Directors
President, Fullerton Rotary Club

Illustrator: Angeli Paden

Being Senate Chair Was . . .

Keith Boyum
Senate Chair, 1995-96

Sad duty. I must begin any reflection on the year with a salute to the two colleagues we lost, Ric Miller and Bill Puzo. I remarked in different ways at two memorial services that they were marvelous campus citizens. I am far from alone in missing them both.

Made easier for the support. Vince Buck, David DeVries, Al Flores, Dave Fromson, Ronald Hughes, Ellen Junn, Barry Pasternack, and Judy Ramirez -- and, for a semester, Ric Miller -- were never fractious, always willing, unfailingly reasonable, well-resolved when that was needed, and ready to bend when that made sense. Bev Geddy in the Senate office made it all happen, as I knew she would, and as I know she will for any successor. "Nanjun" Nanjundappa stood as a partner when CFA and Senate interests made it sensible to work together, which was often.

Senate committee chairs gave our body good work in a timely way. And members of the Senate themselves were remarkably responsive to the leadership that Executive Committee set before them. We were efficient, as with a consent calendar, and well-focused, as with PSSI policy development.

Novel. I never dreamt I'd learn so much about merit pay (PSSI) policies around the system. I think I'll do a screen play.

Fun. A Senate chair represents our faculty, suitably. Aw shucks, that I had to stand in for the faculty when Bill Clinton greeted our baseball team at the White House. Hey: I was, after all, the starting third-sacker for the Lakota, No. Dakota High School team 33 years ago.

Significant. The Senate chartered and convened special committees to ask *who the faculty shall be, what the faculty shall teach,* and *what the faculty shall be paid for their work.* (Those would be the ad hoc committees on Faculty Personnel Guidelines, on Proposing Revisions to the General Education Program, and on Drafting PSSI Guidelines.) Other work also mattered, but it's hard to get more fundamental than did this Senate with those efforts, all of which require further work next year. Expect, dear reader, that the Senate will continue to be near the heart of what matters at this fine institution.

A *Grand Experience.* A Political Science Professor might be persuaded to stay on another year--and for that matter, for longer than that, if the faculty constitution permitted (it permits only two consecutive terms) and if the brew of fun and significance continued to be as heady. But another calling is more urgent, to chair my home Division of Political Science and Criminal Justice. I'll be on the Senate next year as im-mediate past chair, but not at its helm. I'll miss the leadership role, but I won't plan on missing a Senate meeting. We'll have work to do. ❑

CAL STATE FULLERTON