

The SENATE Forum

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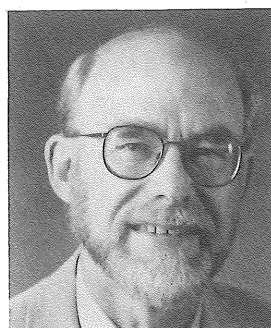
INCREASED DEMANDS ON FACULTY TIME

Vince Buck

Do you sometimes feel that you have been working more and enjoying it less? During the past five years faculty have had to deal with an unprecedented number of new and increasing demands on their time. These increased demands are the result of a unique confluence of events including reduced budgets, rapid changes in technology, and new views of teaching. While time remains finite, we as faculty are expected to perform more tasks. As a result we often feel overwhelmed and frustrated by our inability to meet the demands placed upon us. The following list includes some of those elements that have contributed to a workload that increasingly seems unrealistic:

Increased student faculty ratio (SFR). Reduced budgets have resulted in a larger SFR, larger classes and increased time spent on advising.

New technology. Computers and related technology have become ubiquitous, and knowledge of how to use new hardware and software for teaching and related activities is essential. While this technology may reduce time spent on a particular task, overall, technology may well consume more time than it saves. Learning to use new hardware and software is especially time-consuming since change is constant. Moreover, machines and programs are subject to frequent breakdowns, and often faculty must find their own way to make them work.



Vince Buck is a professor of political science and the chair of the Academic Senate. He is a member and former chair of the Faculty Affairs Committee of the Statewide Senate & active in local politics.

Information Glut. New information now becomes available at a rate unimagined just a few years ago.

New methods of teaching. There is a new emphasis placed on learning, rather than teaching. This requires that faculty become familiar with new means of "delivering instruction" which includes more active learning, collaboration and taking into account "different ways of knowing."

Increased expectations for research. There is common agreement that faculty are now expected to do more research to gain tenure and promotion. Figures show a nationwide increase in the amount of time that faculty in comprehensive universities spend on research. This increase has become known as the research racket.

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Part-time faculty. An increasing percentage of the faculty of the CSU is part time. Since these instructors have no obligation to be active in collegial governance, advisement or other aspects of the university, this places greater demands on the decreasing percentage of tenured and tenure-track faculty

Diverse student body. The increasing diversity of our student body requires greater faculty attention.

Reduced staff. Staff as well as faculty have been cut back and now faculty must do much of the work that staff once did. It is common practice for faculty to type the final copy of their syllabi, letters and memos.

Other tasks. Faculty are being used to meet new and increased demands on the university such as raising funds, obtaining grants and developing relationships with legislators. Often faculty are being used as a means of meeting needs for which there is no funding, or for which funding has been reduced.

Mentoring and peer review of instruction. There is an increased recognition that new faculty need mentoring and that faculty can be especially helpful to other faculty in their teaching. Peer review is time consuming for both parties, and with recruitment increasing in the coming years, mentoring will become very time consuming as well.

Limited training and support. With new technology, new teaching methodologies and new faculty roles there is an even greater need for faculty development and support. If anything this has decreased rather than increased. Part of this need is met by having faculty instruct and help other faculty. Often this results in inadequate training and increased demands on skilled faculty.

New management models. Some administrators believe that the way to meet the current budget crisis is to manage faculty more closely. This will require faculty to spend more time planning, explaining and justifying what it is that they do. Merit pay is another management model that seeks

to increase productivity and accountability. It too, results in faculty spending a great deal of time explaining why they are meritorious and reviewing other faculty to see if they are indeed meritorious. The resultant lack of freedom takes its toll on faculty morale making the demands on time seem even more onerous.

"All of these changes are occurring at once and at an ever increasing rate, leaving increasingly less time to do what we have traditionally done, most notably teach, do our chosen research and engage in collegial governance."

Planning for change. New and proposed changes in how we meet these increased demands require extensive discussion. New personnel documents, new curriculum, new general education programs to implement new ways of educating a diverse student body with reduced funds will result only from extensive discussions and debate.

All of these changes are occurring at once and at an ever increasing rate, leaving increasingly less time to do what we have traditionally done, most notably teach, do our chosen research and engage in collegial governance. The result is that there is less time to do our primary job well and less time for our families and private lives. The faculty feels beleaguered and morale is suffering.

The job must be made manageable once again. Individual faculty cannot be all things to all people. It is essential to determine what it is that faculty must do and how they can be assisted in doing that. There is no single easy solution. Among the possible approaches are the following:

1. Determine the core tasks of the university and how these can most efficiently be met. Much as the individual faculty cannot be all things to all people, neither can the university do everything for everybody.

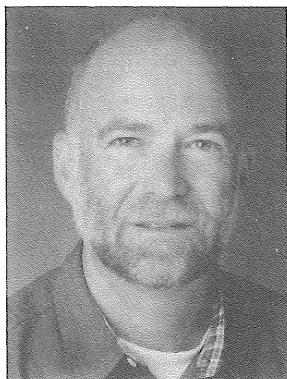
The SENATE Forum

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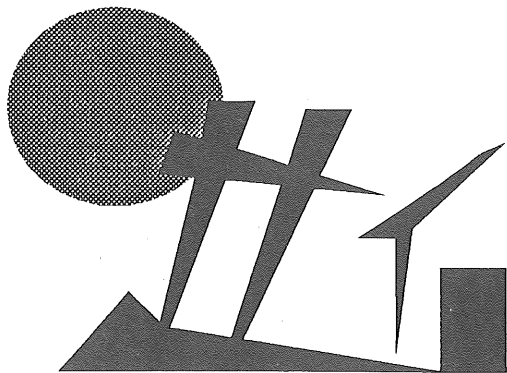
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Sorel Reisman is a professor of management science/information systems. He serves on the Academic Senate and on the executive committee, and recently designed its web page.

Buck, continued

2. Clearly state what the university expects of faculty, and provide adequate training to help faculty meet these expectations.
3. Tailor the reward system to reflect these new demands and reward faculty for their activities that support institutional goals.
4. Develop a system that permits faculty to have an individual contract that allows faculty to be evaluated on those activities that they choose to perform so they do not feel they must be active in all areas.
5. Provide staff to supplement faculty and to do those things that it does not require a Ph.D. to do, thereby freeing faculty to do that for which they are best qualified and which only they can do.
6. Plan carefully for needed technology and provide adequate training and support for using that technology. □



The Trials and Tribulations of Dr. Harriet Brown*

Sorel Reisman

** Harriet Brown is a fictitious character; she does not now, nor has she ever existed. But, Harriet is a collage of many of us, and every one of her experiences is absolutely true. The similarity of her experiences to those of non-fictitious faculty is absolutely intentional.*

Harriet Brown is ecstatic. A month after successfully defending her dissertation, "Social Impacts of Instructional Technology on Diverse Cultures," Harriet received a letter from Cal State Fullerton, offering her a tenure track Assistant Professor position, beginning in the Fall. The letter seemed to touch on almost all of Harriet's professional aspirations. Here was an institution that wanted bright new faculty with a formal background in diversity, instruction, and technology. Based on the information in the enclosed Mission and Goals Statement, CSUF seemed to provide Harriet with the opportunity to pursue her scholarly interests as well as to employ exciting new technologies as part of her classroom teaching. A school that valued both research and teaching. Wow! What an opportunity!

A few months later, after recovering from the sticker-shock of buying food and renting a house in sunny Southern California, and following her first 45 minute, five mile drive to the campus, Harriet visited her department office to pick up her Fall teaching assignment. Not too bad for her first semester, only 3 classes, allowing her to ease into the system. But could they really be serious about the class sizes? And what about those dinky little classrooms? Did they really expect her to teach so many people in such poorly designed rooms? Sure, there were overhead projectors, but the screens were at the wrong end of the room. And the lighting was all wrong. Too bright to see the images, or so dark that the students were sure to fall asleep.

During the next few weeks, Harriet buried herself in her new environment. Wishing to re-establish her social life, Harriet sought out the faculty club where she hoped to meet other faculty from around the campus. Harriet was dismayed to learn that there was nowhere on campus that faculty got together, except from time to time, at the Marriott Hotel. Since she was not a "lunch person," Harriet wondered how she would meet other faculty from other parts of the university. Someone suggested that the best way was to become involved in campus committee work, but Harriet was so busy with her teaching and with her plans to carry on her research, that for the time being, she decided to forego that opportunity.

Harriet's first few classes proceeded remarkably well. Although CSUF seemed to employ convoluted procedures for adding and dropping students, her colleagues assured her that those procedures would be different next semester. Since this had been the case for as long as anyone could remember, no one, she was told, ever bothered to understand the current year's processes.

Thinking to perhaps avoid some of this strange adminstrivia, Harriet decided that she would examine more closely some of the technology-based opportunities she had read about in the volumes of colorful missives that arrived daily in her mail box. It soon became clear that CSUF had a myriad of initiatives, efforts, guidelines, policies, task forces, departments, centers, and committees (both sitting and ad hoc), all of which were charged with promoting the use of instructional technology. Harriet thought that this was great. Clearly, this meant that there would be lots of assistance available.

Being the careful researcher that she was (her teaching responsibilities had so far precluded her from reinitiating her research activities), Harriet started to plan the kind of technology-based instruction that

she believed would contribute to the preeminence of learning. With the encouragement of her chair, she decided to redesign the curriculum of one of her courses so that she could teach it using television technology. After all, she thought, wouldn't it be great if she could extend her teaching efforts beyond the physical boundaries of those dinky classrooms that everyone else was stuck in? And with the potential of two-way audio and two-way video teleconferencing that everyone said was available on campus, Harriet's creative juices really started to flow. What a wonderful learning experience it would be for her students to receive instruction in a virtual classroom. After all, more and more Orange County employers, headquartered in other parts of the world, expected their employees to operate in similar non-traditional work environments. And with the fantastic popularity of the Internet and the

World Wide Web, the opportunities for physically distant learners to collaborate on team projects would really provide her students with an exceptional learning experience.

Brimming with enthusiasm, Harriet decided to visit the Center for Learning Technology. Clearly, she thought, this sounded like it should be the place to help her to redesign her curriculum and adapt it for television delivery. Since she had never designed a curriculum for television instruction, Harriet wanted guidance in how to proceed. At the

least she hoped that there would be experienced curriculum designers who could help. Unfortunately, the resource simply did not exist. Well, since Harriet had a background in instructional design, she decided that, although it wasn't exactly what she wanted, she could probably do an acceptable job on her own.

As Harriet continued to develop her curriculum, she realized that she would need a computer to develop her presentation material, to use the World Wide Web, and to start to use inter and intracampus electronic mail. Her friendly department chair assured her that he had set aside enough money

"Based on information in the enclosed Missions & Goals statement, CSUF seemed to provide Harriet with the opportunity to pursue her scholarly interests as well as employ exciting new technologies as a part of her classroom teaching."

for her to acquire the equipment she needed. In fact, the \$1300 would be made available to her as soon as she told him what she wanted.

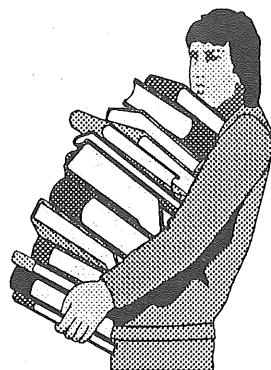
Since Harriet was not a computer expert, she recognized that she would need a lot of help to learn to use the hardware and software she would eventually buy. It seemed only logical to find out what the university's standard was so that she could be sure that there would be expertise available when she needed that help. So, it made perfect sense to her to visit the Computer Center to find out what they suggested. Unfortunately, she learned, CSUF's standards included both IBM and Macintosh computers. Harriet was confused and wondered how two distinctly different computer systems could constitute one standard for a campus. However, a friend that she met while shopping at Von's, who happened to be a CSUF Communications grad, and who worked as a systems engineer for a local PC company, gave her the advice she needed. It was fortunate for her that she met this fellow because, as she soon learned, without his employee discount, the generous department allocation of \$1300 would not have bought her much of a computer.

One morning, a couple of months later, when Harriet arrived on campus she discovered that three large cartons of computer equipment had been placed in the middle of her office. Excitedly she called her department chair, hoping to identify the technical support person who would uncrate and install her computer. Apparently, her school employed, on a part time basis, a ubiquitous technician named Chip who was responsible for servicing all requests for anything that required electrical power. After two weeks of phoning and leaving unreturned messages on a mysterious sounding answering machine that implied that Chip might return messages if he felt like it, Harriet gave up and called her friend from Von's who, in exchange for a dinner at Carl's Jr., installed her new PC.

Now Harriet felt, she was ready to start some serious work. The first thing she planned to do was to begin using electronic mail. She knew that this

would provide her with the opportunity to contact her professional colleagues back East to get suggestions regarding her redesigned curriculum. She also planned to use e-mail as a communications medium with her students, as well as with her chair, with whom it was getting harder and harder to meet.

One of the department secretaries suggested that she visit the Computer Center to get e-mail accounts that would give her access to the campus e-mail system. At the same time she thought, she would also find out how to use the Internet and the World Wide Web. When one of the student advisers told her that she wouldn't be able to use the campus e-mail system because she had an IBM PC, that her office was "not wired," and that her modem wasn't fast enough to use the World Wide Web, Harriet began to have serious doubts about whether she would ever be able to finish her project. But at least she discovered, she would be able to use her new computer and its "slow" modem to phone the campus computer and get onto the Internet. Too bad she wouldn't be able to use the World Wide Web.



Over the next few months Harriet continued her work, occasionally attending a seminar, workshop, or special session topic related to her work. Although she was never sure which of the many campus committees sponsored the events, nor did she understand why there seemed to be so many of these groups, she began to recognize faces of other faculty from around the campus who attended these sessions.

At the beginning of her second Spring semester at CSUF, Harriet went online and began teaching via the campus distance learning facilities, using her World Wide Web-based material (which she accessed via America OnLine). As the semester came to an end, Harriet looked forward to the summer. Her plans included taking a few weeks off to rest from the most arduous teaching semester she had ever encountered.

Early in June, Harriet was informed by her chair that

her student evaluations for the distance learning classes were below the department average and that Harriet would have to improve her scores in the future. He also reminded her that in the Fall she would have to prepare her RTP file and that since her department's guidelines had never been approved by Academic Affairs, she would have to use the current version of UPS 210 as her guideline. Harriet did not understand a single word of this. What did he mean by RTP? UPS 210? Academic Affairs? But more importantly, or so she thought, how could she have had such bad student evaluations?

Through the rest of the summer Harriet made the changes to her course and felt confident that she had fixed the problems that some of the student evaluations had identified. She would use black markers instead of green ones, and she would use larger type fonts and smaller words in her syllabi. But most importantly, she would stop using multiple choice tests, reduce the homework from three to only one, two-page essay, and stop requiring that students read the textbook during the semester.

Over the next year, Harriet met more frequently with the few colleagues around the campus with whom she shared professional interests. Most of them too, were "junior" faculty or part time instructors, all of whom were concerned with innovative instructional methodologies. As the year progressed, Harriet spent a great deal of time teaching and improving her course, receiving the ultimate reward of improved student evaluation ratings. At the end of the year, Harriet's chair was so pleased with the compliments he was getting from his peers about Harriet's innovative teaching practices, that he praised her work at the final department meeting of the year, held during exam week. Unfortunately, since many of her colleagues had already departed for the summer, having administered their finals the week before, Harriet did not receive the accolades from her peers, that she might have wished for.

When she returned to campus in the Fall, the department secretary reminded Harriet to pay attention to the RTP schedule that was in her mailbox. When Harriet began to seriously study UPS 210 she realized that most of her work had

been directed towards the category of "teaching" and that she had not focused at all on the "research" category. Upon closer reading, however, she felt that her innovative curriculum activities did in fact belong in that category. As she began preparing her file, and since the department secretary was now on extended leave, Harriet sought advice from senior faculty regarding how best to proceed with preparing the file. In the face of conflicting advice from everyone she spoke to, she decided to take a common sense approach to the work. Shortly thereafter Harriet received a message on her answering machine from her chair stating that in the future she should be sure to submit a more extensive description of her work than the two inch folder that she submitted this time.

As her final probationary year came to an end, Harriet decided that regardless of the outcome of her tenure situation, she deserved a well-earned vacation. For the first time since coming to CSUF, she would take off the entire summer and accompany Chip on a working cargo ship through the Panama Canal. Shortly after classes ended, Harriet and Chip departed from Long Beach harbor on her well deserved vacation. The change was wonderful, allowing her to forget all her hard work at CSUF. Though more and more she wondered whether the committee had seen fit to promote her along with her expected tenure.

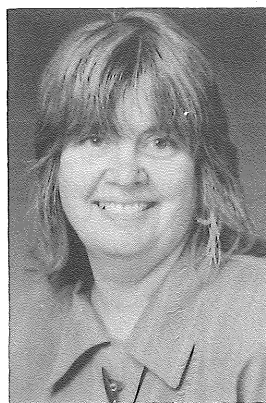
On the final night of the trip, as they returned to Long Beach Harbor, the weather had turned for the worse, with huge waves torturing the ship as it arrived at its dockside destination. Standing on the top deck, leaning forward while clutching the handrail, Harriet spotted her department chair waiting for her in the thickening rain. Suddenly, a huge squall blew her over the rail causing her to fall three levels to the deck below. As she lay on the deck, Chip, her department chair, and the captain ran over to her to see if she had survived the terrible fall. They crowded around her anxiously asking her if she was okay. Without skipping a beat she looked at them all and said, "Are you kidding? Of course I'm OK. After all, I've just spent the last six years at CSUF getting used to such hard ships" □

Can/Should Postmodernism Guide Our Discussion of General Education: A Response to Michael Parker?

Nancy Fitch

Michael Parker has offered us a provocative argument that if we accept the teachings of postmodernism, we should radically transform general education. His argument, simply stated, is that postmodernism has demonstrated beyond any reasonable doubt that all foundational knowledge is contaminated because it was produced discursively to construct power relationships. He argues that there are no inherent truths in history, philosophy, the sciences, and so forth, so we can do away with general education as we know it, that is, with a general education which is based upon the idea that you need to acquire substantive knowledge to be a purposeful and virtuous citizen in the contemporary world. Instead, he suggests that we replace content-based general education courses with "experiences," which he seems to believe are not "contaminated" since they are divorced from so-called foundational knowledge and its "false" truth claims.

Parker has obviously read a lot of postmodernism, but he has not read enough of it. If he had, he would recognize how problematic his argument is. In fact, deconstruction or postmodernism is not about the "destruction" of foundational knowledge; rather, it asserts the significance of demonstrating how such knowledge is produced by exposing the contradictions which operate within it to make it appear to be stable and unchanging, hence, *foundational* knowledge. We cannot eliminate the power of foundational knowledge by sticking our heads in the sand and by pretending that we can theorize it away or by offering educational "experiences" that ignore it. Thus, while postmodernism suggests thinking about



Nancy Fitch is a professor of history and a member of the Academic Senate. She is interested in innovative teaching using multimedia computer technology and in teaching women's studies.

student learning as part of a process that allows students to expose and challenge contradictions and instabilities inherent in existing categories and knowledge, postmodernism does not lead to the conclusion that one should simply stop asking the question: "What makes some knowledge foundational while other knowledge is marginalized." As Parker uses postmodernism, it simply becomes yet another unquestioned and extremely problematic foundational knowledge used nihilistically to avoid understanding how knowledge is produced.

Postmodernists, themselves, understand this potential problem with postmodernism and have identified it as part of the "postmodern" dilemma.

"As Parker uses postmodernism it simply becomes yet another unquestioned and extremely problematic foundational knowledge used nihilistically to avoid understanding how knowledge is produced."

Moreover, in contrast to what Parker argues, postmodernism likewise challenges the idea that "experiences" can be understood as the origin of knowledge, hence as the basis for a new and better "general education." For

postmodernists, experiences are constructed through language, history, and culture. By offering students experiences devoid of this understanding of how "experiences" are constructed, we as a university *make learning tertiary* by allowing these experiences to be shaped by pre-existing understandings, thereby reproducing rather than questioning given ideological and power systems. We undermine learning by encouraging students not to think critically about the world around them. Postmodernism, in other words, taken in its entirety

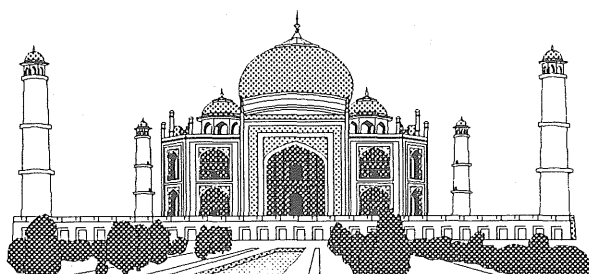
suggests a very different kind of general education than Parker offers. Indeed, most postmodern thinkers would argue that what Mary Kay Tetreault has called the “interpretive disciplines” are more necessary today than they ever have been in history

“I see postmodernism as leading to the conclusion that if learning is preeminent, general education must include courses which explore how foundational knowledge is constructed...”

because of the postmodern argument that all interpretations and knowledge are provisional. One cannot divorce pedagogy from the content of what is learned and still claim to be making learning preeminent. This does not mean that we should not rethink general education. Almost all of us, including myself, want to make learning preeminent; why else would anyone want to become a college professor? But I see postmodernism as leading to the conclusion that if learning is to be preeminent, general education must include courses which explore how foundational knowledge is constructed and maintained, so that we as a society and university might work to effect change. Students should learn, for example, that categories like gender and race are not “natural” but constructed through historical and cultural processes that make them appear to be static and unchanging.

There are other dangers in Parker’s essay. If we take postmodern theories seriously, there is neither reality nor individual experience outside of cultural construction. Thus, there is no “objective” criteria to establish that any particular interpretation is more valid or “true” than any other interpretation. This is why postmodernism undermines the idea of any inherent truthfulness in “foundational” knowledge. We can only know reality through its representations, particularly its various textual representations. But the Holocaust was not a text. Nazis killed people and experimented on human beings in camps. Their butchery was not a product of textual representation. Trying to understand the

“Final Solution” in the context of postmodernism “probes the limits of representation” and calls into question many of postmodernism’s most radical claims. No theorizing can nullify what happened, and, as we think about general education, we should remember that Nazi science was the product of educated individuals who learned a lot very well. What is so extraordinary about the Nazi atrocities is the ordinary way in which scientists applied what they had learned to kill and maim without any ethical reflection on what they were doing.



This should give us pause when we argue that “learning is preeminent at CSUF” without paying any attention to the content of what it is being learned. To substitute “experiences” for the rigorous criticism and the moral concerns of the “interpretive disciplines” makes more Nazi science possible, perpetuates the radical inequalities that continue to divide our society and world, and undermines the kind of learning that could produce a better place to live. □

General Education Objectives:

The general breadth requirements are designed so that...they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly...graduates a) will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions; b) will have acquired appreciable knowledge...; c) and will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Executive Order 595, CSUF University Catalogue.

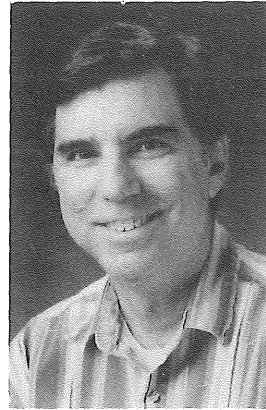
A Brief Defense of What Got Us Here

Robert Ayanian

It may seem difficult to disagree with much of what is said by Professor Parker in his article "Towards a 'Post-Modern' Approach to General Education," which appeared in the May 1996 issue of *The Senate Forum*, but I have managed.

Parker presents the claims of deconstructionist linguistics as a philosophical basis for some GE recommendations. His main point seems to be that: "...since knowledge is contingent, no inherent information is justified as general, timeless or basic." (p. 9) Except, perhaps, the professor's! Time and again in this article we are treated to statements which are intended to be received (or so it appears to me) as general, timeless and basic. But Parker cannot have it both ways. If there is *no* timeless knowledge, then the postmodernist analysis is nothing but another politically motivated, self-serving fad--which has no particular claim as a basis for general education. If there are humanly knowable eternal truths, then the postmodern analysis is wrong, and again will not serve as an appropriate basis for reforming our GE program.

A process of implicit self-exception is at work throughout the paper. For example, Parker tells us: "We want to make claims about reality although we never get outside our skins--all observations are mediated by our embodiment, our peculiar neural sensory apparatus." (p. 7) But what about Parker's own peculiar neural sensory apparatus? Why are his observations to be taken seriously? Some 150 years ago Marx implicitly claimed to have escaped an allegedly inescapable economic environment. Parker now goes him one (or



Robert Ayanian is a professor of economics and was named outstanding faculty member of BAE for 1991. His current research interest is in the debate over evolution & creationism.

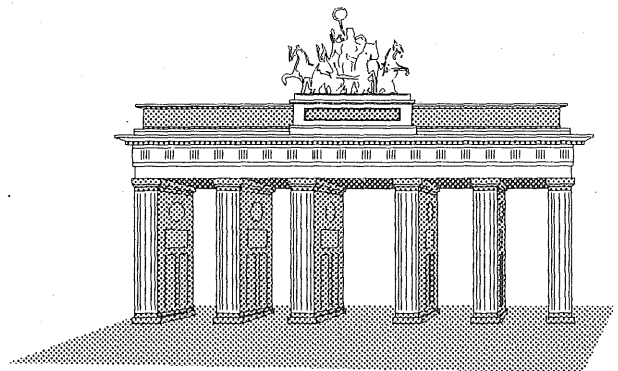
two, or three) better, and claims to have escaped his own biological nature!

If the human mind is capable of knowing the truth, we should strive to know it and teach it. If not, how would we ever know this? And why should we be teaching anything at all?

"If there is no timeless knowledge, then the postmodernist analysis is nothing but another politically motivated, self-serving fad--which has no particular claim as a basis for general education."

In my judgement, a worthwhile general education curriculum would be one that, at a minimum, schools

students in our secular and religious Western history and heritage, and inoculates them against the poison of postmodernism. If the ideas of postmodernism become dominant in the university, it will be time to close-up shop and go home. □



"Every man takes the limits of his own field of vision for the limits of the world"

Schopenhauer

The Sound of One Voice Dialoguing

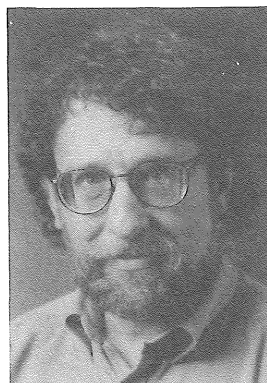
Stanley Woll

I have been trying to make sense out of Vice President Tetreault's various published remarks, ever since that incredible 1995 memo in which she tried, through sheer double talk, to explain why no more than 2% of the faculty applying for the President's initiatives were going to get them, and why the lion's share of the funds was going to the President's Multimedia Classroom and various other administration proposals. I am now convinced that it is all empty--and often incomprehensible--rhetoric designed to cover up the fact that little if anything of academic value has been accomplished by this administration, and that Cal State Fullerton, a once respectable university, in the best sense of that term, is being turned into a mediocre one, in the worst sense of that term, and in the process, becoming the laughing stock of the CSU system in general.

Stated differently, whereas the Vice President thinks that in 2096 the upcoming decade will be viewed "as a time of thoughtfully rethinking all that we do," I believe that this decade will be viewed as a time when CSUF was taken over by a bunch of bureaucrats with a high school and business mentality, a time when an anti-intellectual agenda was imposed on the university; and both students and faculty got lost in the shuffle.

For example, the main accomplishment of this administration is the Missions and Goals Statement, and that is a dubious accomplishment at best. First, it starts with that brave assertion, which has now been repeated with mind-numbing regularity, that "Learning is preeminent at California State University, Fullerton," an assertion which, to the extent that it conveys any meaning at all, is,

*"...I am now convinced that...
Cal State Fullerton, a once
respectable university, in the
best sense of that term, is being
turned into a mediocre one..."*



Stanley Woll, professor of psychology, is interested in the study of social and everyday cognition; he is completing a manuscript titled Thinking in (Actual) Practice: The Cognitive Psychology of Everyday Life.

shall we say, a misstatement. In actual fact, as we all know, *FTEs* are preeminent with this administration. Despite repeated attempts at the exegesis of the word 'learning' (which commentators such as Professor Arnold would have us construe as "revolutionary"!), and despite Tetreault's recent call for "deepening our understanding" of this dictum, the fact remains that the assertion is devoid of any substantive meaning, an empty mantra which seems to give comfort with its constant repetition.

To make matters worse, the Mission and Goals Statement has now become a kind of rhetorical straightjacket whereby everything, ranging from PSSI's to leave projects to Presidential Initiatives to the revision of general education, must be justified according to these guidelines, despite the fact that the overwhelming majority of faculty indicate that they don't understand what this Mission and Goals Statement means as far as

personnel actions and resource allocations are concerned. In general, the Mission and Goals Statement has more of the feel of religious doctrine or a cult incantation than it does a set of reasoned principles worthy of an academic institution. In fact, since we have all been provided with pocket copies, I propose that we combine it with a nightly prayer: "God is good, God is great. Learning is preeminent at Cal State."

One expression of the business mentality at CSUF, where decisions are handed down from the manager

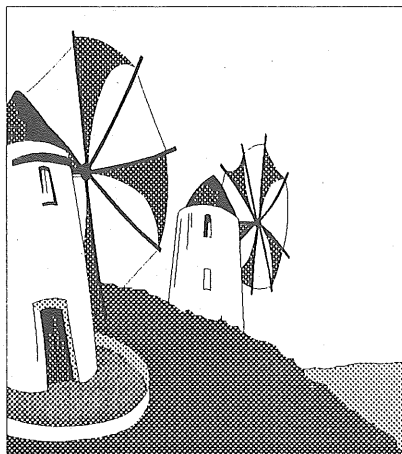
or CEO to the subordinate workers, is the fact that Vice President Tetreault *presumes* to speak for faculty in her numerous "invited" presentations. In point of fact, we have no idea of how representative her view, with its emphasis on service courses and experiential learning, is of our faculty *as a whole*, rather than of simply one school towards which the Vice President seems particularly partial. It is my observation that the Vice President's various presentations focus on only one side of the story: the faculty who comment on her presentations always seem to be in perfect agreement with her, the speakers she brings out always seem to present ideas and evidence in support of her position, especially when there are clearly strong arguments and *empirical* evidence against the validity and viability of these "goals." Is this the kind of "dialogue" that Vice President Tetreault claims to champion? Dialoguing with one viewpoint?!

Vice President Tetreault, and other members of the current administration, seem to assume that because faculty generally remain silent on these issues, they are somehow apathetic and unmotivated, and that the administration can therefore dictate any kind of program or policy they choose. Unfortunately, there may be a grain of truth to the former assumption--this is certainly not an era of political activism. And with the assignment of PSSI's and other discretionary funds now in the administration's hands, faculty dissent is further discouraged. Since most administrators have never taught here, too often they accuse faculty of a lack of motivation, in general, confusing being overloaded with being apathetic or, lacking time or interest in participating in all of their Mickey Mouse "activities," with being lazy.

Equally disturbing is the fact that the administration does not seem to have any respect for faculty. Yes, we get gold pens and paperweights for having "served" for a given number of years (sound like business?); general statements of commendation are made about our "strong faculty" (before outlining

changes that are bound to undermine that strength); some of us (about whom the presenters know almost nothing) even get periodic commendations for administration-defined categories of success at being "teacher-scholars." And yet when faculty are encouraged to submit proposals for the President's Initiatives, most of the money goes to administrators. This year things look somewhat better; only 40% of the funds went to administrators. And yet Vice President Tetreault seems to have no awareness of how destructive such conflicting messages can be. She seems to believe that everything can be covered over by pollyanna predictions, rosy observations of "campus synergy,"

and the proposed humming of "let the sun shine in." But this is not only unacceptable; it is a clear insult to the real concerns of faculty, not to mention an insult to all of our intelligences.



My main gripe, here, is that scholarly thought is no longer encouraged at CSUF (to wit, the article in *The Senate Forum* by Bueso & Rutemiller). The emphasis now is on the teacher-educator model, whereby it is the direct

contribution of scholarship to a class or to "retaining students" or to educational equity or to getting students involved in research which is more important than the "advancement of knowledge" for its own sake. The emphasis has shifted from "research and scholarly activity" to "practice," "service-oriented" courses, experiential learning, postmodern approaches to GE, technologically oriented teaching. Can you imagine teaching a postmodern, experientially oriented course on mathematics conducted in a multi-media classroom as a night class? Somehow there doesn't seem to be a real coherent game plan here.

I think that many of us have thought that this administration was just a group of harmless paper pushers whose little projects were of no consequence and could safely be ignored. It is now clear that the administration, and Vice President Tetreault in particular, represent a major hazard to

the University's health. It is now clear that the Vice President, at least, is a dogmatist, who has an agenda to push and is willing to push, and push, and push...until she gets her way. Don't be fooled into thinking that this will all blow over and things will get back to normal, or that none of us are really going to be affected by this agenda. Some faculty have already been affected. For example, a well-regarded colleague of mine who had done all the right things here recently took a position at another university, in part because he got a better offer, but mainly because, by his own admission, he couldn't put up any longer with the administrators currently in power.

"...the current changes in the University constitute a willful and deliberate abandonment of what I consider the appropriate 'mission' of a university and of a university education."

So why does all this raise such ire in me, and hopefully others? Because the current changes in the university constitute a willful and deliberate abandonment of what I consider to be the appropriate "mission" of a university and of a university education. Professor Guskin may tell me that this traditional model is outmoded and unrealistic in our current social-economic climate, and I certainly acknowledge that there are some realistic constraints placed on education these days which must be taken into account in designing and planning educational reform. In my opinion, however, we should be extremely careful about making such concessions, rather than gleefully embracing them and hastening the decline of higher education. Nor should we accede to a thinly veiled, anti-intellectual agenda which panders to the lowest common denominator.

Years ago, there was a great hue and cry about the fact that then-President Shields was threatening to turn CSUF into a trade school. Today, when the signs augur a much sorrier fate, hardly a whimper is heard. What a pity. □

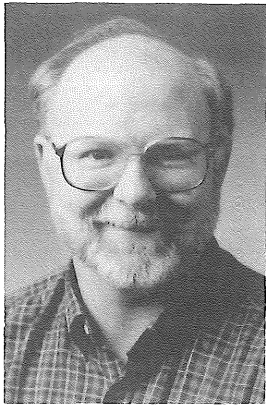
When Am I Ever Gonna Use This Stuff?

Martin Vern Bonsangue

When I get the opportunity to do mathematics with K-12 teachers in workshop sessions, I usually try to look at things from the other end of the pencil. What would I want if someone were going to help me in my math class? What would I not want? Why?

It's clear to me what I would *not* want: to be given the same old stuff in the same old way. I wouldn't even want the same old stuff in a new way (Uri Treisman once remarked that a good pedagogy will not fix a bad curriculum). What I would want is an experience that will cause me to think differently about what I do and why I do it. That means that I have had a mathematical experience that has, I hope, taken my breath away, and, at least, has caused me (as Arsenio Hall used to say) to go "hmmmm." Consequently, that's what I try to provide for my colleagues during these Institutes: a mathematical moment that will affect their professional lives, not just because the dynamic of the shared experience, but *because of the mathematics itself*.

So what is my greatest need as a teacher? To have a good answer to the old question: *When am I ever gonna use this stuff?* I am embarrassed to admit that until recently I basically ignored this question. I gave shop-worn answers like, "Math teaches you how to think, so it doesn't matter," or "Well, we can solve word problems with math," neither of which I believed in. The truth is, I didn't know. After more than two decades of studying mathematics pretty seriously, I didn't have practical applications of percents, algebra, and calculus other than the examples in the books, most of which were either contrived or trivialized, like a 23-minute sitcom that states, develops, and resolves a major crisis. I'd like to think that I taught well, that most of my students did well, and that some of them enjoyed me and the math itself. But I still lacked real appli-



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cation of the subject.

In the past, the problem was always access: how do you get a hold of real data? Where do you go to look in the library for AIDS reports, carbon dioxide levels, mortality rates, or earthquake incidences? How current is printed information? And besides, who has the time? But with the Internet, all of these things are literally a moment away. And, with private companies making Internet access increasingly common for educators and non-educators alike, "surfing the net" is no longer done only by computer geeks. Now any geek can do it.

So the search for real data sets in my own classes has launched somewhat of a second career for me. This semester I am teaching a course entitled "Calculus for Biologists," a one-semester course built around real data sets that utilize the powerful ideas of calculus, i.e., how quantities change in relation to one another, in contexts that are actually relevant to scientists. After only a few weeks it is clear to me how the mechanics of mathematics, such as algebraic manipulations, serve primarily to enhance one's understanding of and ability to describe the dynamics of a physical phenomenon. And, if the algebra is minimized, most of the ideas would be accessible to persons with considerably less mathematics background. In this spirit, then, I present the following account of a mathematics-based lesson on earthquakes that a group of Long Beach math/science teachers and I developed this past summer for use in both the middle school math class and for a university calculus class.

Most of us who live on the west coast have experienced an earthquake (some of my out-of-state colleagues say that they would *never* live here for that reason). Indeed, Southern California

natives such as myself have lived through some memorable shakers: the Magic Mountain earthquake of 1971 (magnitude 7.0); the Whittier Narrows, "Shake and Bake" earthquake of 1986 (magnitude 6.8); and, more recently, the Northridge earthquake in January of 1994 (magnitude 6.9). Although in southern California we like to think we're pretty savvy about earthquakes, because we know the lingo: "Richter scale, epicenter, aftershock," many of us harbor false ideas about earthquakes. For example, how are earthquakes caused? Are they triggered by hot weather? Is "The Big One" likely to happen? Although these questions are geological in nature and require some understanding of the earth's structure, a few mathematical observations about earthquake frequencies (how often) and magnitudes (how big) can provide insight. But first, try the Earthquake "Quiz" below. Most of the Californians that have taken it got fewer than two out of the five questions correct.

What Do You Believe About West Coast Earthquakes?

1. Given that a "felt" earthquake (4.0 or higher) has occurred on the west coast, the chance that it is a "severe" earthquake (6.0 or higher) is about:
(a) 50% (b) 25% (c) 10% (d) 5%
(e) 2% (f) less than 1%
 2. Generally speaking, earthquakes with deeper epicenters (10 km or more) will tend to be more/less/about the same in magnitude as those nearer the surface.
 3. Southern California tends to get more/less/about the same number of "felt" earthquakes (4.0 or higher) than does Northern California.
 4. Earthquakes in Southern California tend to be more/less/about the same in magnitude as those in Northern California.
 5. Small earthquakes (2.5 to 4.0) constitute about what percentage of all west coast earthquakes?
(a) more than 99% (b) about 90% (c) about 75%
(d) about 50% (e) about 25%
(f) about 10% (g) less than 5%
-

To answer to these questions, we turned to the Internet to hunt for earthquake data. While there are several good geological sites that post recent data, we found the Earthquake Laboratory at the University of Washington to be very current and easy to use. The Internet address is:

<http://www.iris.washington.edu/FORMS/event.search.form.html>

Earthquake Data by Magnitude					
Magnitude	n	Mean	Med.	Mode	Ave. Depth (km)
7.5 - 7.9	1	7.60	7.6	7.6	1
7.0 - 7.4	3	7.06	7.1	7.1	13
6.5 - 6.9	6	6.73	6.75	6.8	14.3
6.0 - 6.4	9	6.16	6.2	6.3	10.6
5.5 - 5.9	26	5.60	5.6	5.5	8.1
5.0 - 5.4	78	5.18	5.2	5.0	8.4
4.5 - 4.9	162	4.67	4.6	4.5	8
4.0 - 4.4	497	4.15	4.1	4.0	7.6
ALL DATA	782	4.47	4.3	4.0	7.9

Earthquake Data by Region					
Location	n	Mean	Med	Mode	Ave. Depth (km)
Southern Cal.	230	4.45	4.3	4.0	6.3
Central Cal.	101	4.41	4.2	4.0	6.6
Cal/Nev Brdr.	123	4.48	4.3	4.0	4.8
Northern Cal.	128	4.49	4.2	4.2	11.7
Oregon/Wash	200	4.49	4.0	4.0	9.7
ALL DATA	782	4.47	4.3	4.0	7.9

TABLE I

We downloaded earthquake data over a six-year period for earthquakes whose epicenters were in the latitude and longitude range for the west coast. The download yielded 90 electronic pages worth of data, a sample of 782 earthquakes of magnitude 4.0 or greater! We used a spreadsheet program to generate the descriptive statistics detailed in Table 1, which yields answers to some of the "quiz" questions almost immediately. For example, the typical earthquake in northern California has a magnitude of about 4.5, same as that in southern California. However, there were about twice as many "felt" earthquakes in southern California (213 compared to 123), while northern California quakes tended to have much deeper epicenters (11.7 km compared to 6.1 km). While these answers trigger more questions that are geologic in nature, they do help bring one's beliefs about earthquake behavior into line with reality. Perhaps the most interesting question centers around the relative frequency of big vs. small earthquakes (questions 1 and 5). A graph of the number of earthquakes of different magnitude ranges (7.0 to 7.9, 7.0 to 7.4, etc.) shows an intuitive yet stunning

example of exponential decline. The data pictured in the chart below suggest that the total number T of earthquakes of magnitude M is related in an exponentially decreasing fashion. In the language of algebra,

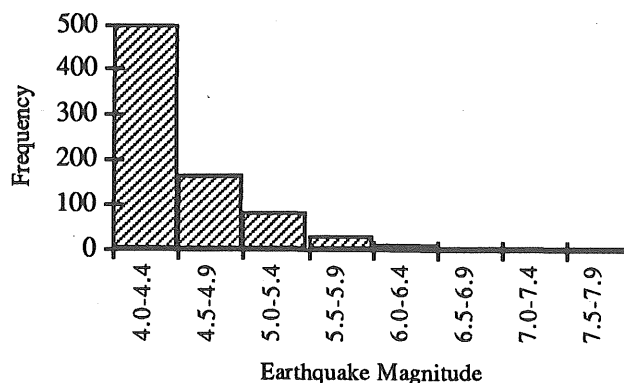
$$T = Ab^M$$

for some constant A and base b . Although earthquake magnitudes are measured in base ten, we found that using the base 7.1 gives a better "fit" to the data and therefore might be a better model for west coast earthquake frequencies. The data clearly show that big earthquakes (6.0 or larger) represent a fraction (18 / 782, or about 2.3 %) of all "felt" earthquakes over the past six years. Thus, while "The Big One" is possible, it is unlikely, and certainly does not merit the hysteria portrayed by the media every time an earthquake occurs.

The earthquake data are a documented, accessible source of information that gives insight into understanding issues about earthquakes. In exploring this data, we dealt with many aspects of arithmetic and advanced algebra as well as incorporating technology in an integral way. The mathematics was powerful because it occurred in the context of a situation that was tied to the teachers' individual and collective experience.

Using real data together with simple technology as a catalyst to discuss powerful ideas in mathematics makes a lot of sense to me. Both student and teacher are partners in trying to figure out what the data mean, and what mathematical models might be useful tools to make predictions. Besides, it's fun not to do the same old same old. And if the teacher ain't having fun, ain't nobody gonna have fun. □

Distribution of "Felt" Earthquakes (N = 782)



Making Learning Preeminent in the Athletic Experience

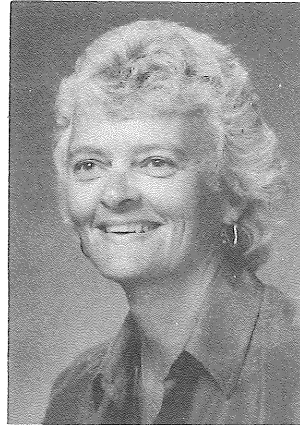
Maryalyce Jeremiah

The place of the athletic experience within the context of a comprehensive university has been the subject of much debate throughout the past decade. This debate has focused on whether or not resources should be allocated to "competitive athletic experiences" (intercollegiate athletics) at the expense of what some believe to be the more narrow definition of "academic" experiences.

During the past two years Cal State Fullerton has defined and embraced a Mission and Goals Statement which challenges each of us to examine our own discipline and area, to clearly define what it means to make learning preeminent within them. If we are committed to the Mission and Goals as articulated, we will further be challenged to accept a much broader definition of a university than what appears to exist today.

It seems that very little attention is paid to what the mark of a Cal State Fullerton education really is. What does the profile of a CSUF educated individual look like and how best can we, university-wide, contribute to the shaping of that profile? How can we more accurately define the parts of our university that enhance that profile? While the "seat-time" that students accumulate seems to be the focus of much of what we do, there are many other experiences that may help to form this profile.

The athletic experience, embodied in our intercollegiate athletic program, is one of the least recognized and least respected "out of classroom, experiential learning opportunities" within the academic community. Yet this opportunity provides a natural learning laboratory that exists in no other environment within the university. Learning itself requires values clarification, a good work ethic, persistence, discipline, and collaborative exchange.



Maryalyce Jeremiah is the Associate Athletic Director & Senior Women's Administrator. She served as head coach of women's basketball for seven years and is a member of the Athletics Council and the Academic Senate.

Where else within the university academic environment can a student experience physical and intellectual growth, and acquire these attributes in as natural a laboratory as exists in a competitive athletic event? In what classroom experience can a student recognize the value of teamwork as it relates to learning as clearly as in the athletic experience?

Not only is *learning* made preeminent through the athletic experience but *learning how to learn* is also a priority. The opportunities for acquiring this skill are manifold in athletics. A student/athlete does not merely develop physical skills but through the challenges of competition learns game strategy and important lessons in self-mastery. If student/athletes do not learn how to learn in the context of competition, they are not likely to be successful and their team may not excel.

To illustrate, consider the student/athlete who participates in soccer and learns skills necessary to compete successfully in the game of soccer. Within any given moment in a game, the soccer player uses any number of these skills, initiating an "action-reaction situation." If the performance of a particular skill produces the desired effect, the athlete internalizes the skill so that recognition in a subsequent game situation becomes possible. If the performance of the skill does not have the desired effect, that too is internalized and the athlete "learns how to learn" when and how to use that particular skill to achieve the best effect in the future. Learning how to learn takes place over and over within competition, and successful athletes and good teams routinely emphasize the importance of recognizing when these situations occur.

The preeminence of learning in the athletic experience is the foundation of all successful athletic programs, and the success achieved through competition is the motivating force that magnifies learning opportunities. Possessing such attributes as a good work ethic, persistence, discipline, and team work, or collaborative exchange, are vital to all learning whether in the traditional classroom or out on the field but, no doubt, they are essential to successful competitive athletics. The many opportunities for participating in such activities and the benefits they provide behooves us to take a broader look at what athletics can offer.

Once we recognize and respect all aspects of the learning environment that are available to students at Cal State Fullerton, we will be better able to clarify what it means to make learning an essential part of every students' educational experience. Peter Hoff in his "Credit for Learning: A Key to Learning Productivity in Our University" observes that "learning that results from experience" could, in the future, be used more often in awarding college credit than what has been given traditionally for seat time alone. If this innovative approach were to be implemented, the learning that takes place in the athletic experience would be recognized and more respected, and perhaps the debate over the added value of athletics might end.

Finally, included among the many laudable goals articulated in our Mission and Goals Statement is the goal of "providing opportunities for students to participate in a competitive intercollegiate athletics program." The 1991 *Report of the Knight Commission on Intercollegiate Athletics* observes that "at any level of skill, the athletic experience drives home a fundamental lesson: goals worth achieving will be attained only through effort, hard work, and sacrifice, and sometimes even these will not be enough to overcome the obstacles life places in our path." If that lesson can be learned by student/athletes at Cal State Fullerton through their participation in intercollegiate athletics, then certainly opportunities for athletic competition can be seen as a vital part in deepening our understanding of what it means to make learning preeminent. □

❖ *Student Services:*

Reaching Out To Prospective Students & Sharing Our Mission*

Chuck Moore

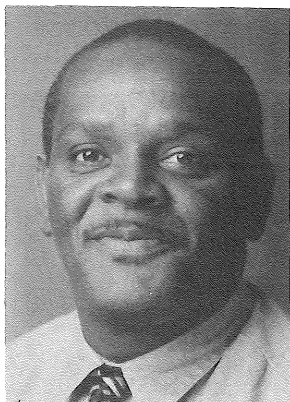
Providing services to our respective communities is an inherent mission of all campuses within the CSU. Imbedded within CSUF's Mission and Goals Statement are specific charges which challenge us to create a solid communications and service delivery network with our several constituencies. While all members of the campus community may be involved indirectly in student services, Outreach/Relations with Schools and Colleges staff are chiefly responsible for this endeavor. In its most simplified form, "outreach" involves assisting and encouraging members of our various communities to pursue a college education.

"All members of the campus community can participate in productive outreach activities."

Provision of outreach services is a visible and invaluable activity conducted under the aegis of "service to the community." These activities serve our campus by building a database of prospective students who in the near future choose to attend CSUF. In effect, outreach is a two-way enterprise benefiting those who receive this information while enhancing the success of our recruitment drives.

All members of the campus community can participate in productive outreach activities. Those whose business and personal lives bring them in contact with potential students, parents, community

* Editor's Note: This article, written for the Spring issue of *The Senate Forum*, was delayed due to limited space. As an indication of the success of these efforts, this Fall netted CSUF more than a thousand FTES over target, totaling 17,044.



Chuck Moore is interim Director of Enrollment Management and formerly Coordinator of Outreach. He is founding member of Riverside's "Saturday Academy" a program to promote academic skills development.

members, and teachers can provide eligibility information and useful descriptions about the benefits of attending CSUF.

Formal events held by departments and programs which showcase educational opportunities and the high quality of our academic programs are excellent examples of outreach activities. These activities convey a positive experience which may generate a large number of "warm leads." If information request cards are made available to prospective students in attendance then departments can use this information to recruit these students to CSUF. A natural extension of such outreach efforts includes formal presentations of the results of academic research. The "Economic Summit" conducted by Dr. Anil Puri, in BAE, is one excellent example; it disseminates information useful to many sectors of our community and showcases CSUF in very positive ways when it is widely publicized.

Faculty who teach at local community colleges also have an excellent opportunity to identify potential scholars and share information about admissions and transfer requirements. Workshops and conferences provide another valuable context to solidify our reputation among professionals in attendance and may serve as an effective conduit for passing along admissions information.

Systemwide outreach initiatives which serve to inform students prior to or early in the high school experience can aid in increasing the numbers of students who will be eligible to attend CSU campuses. Such activities are designed to inform students of the academic prerequisites for successful completion of higher education programs. An ef-

fective outreach presentation results in students beginning serious college search investigations early and in their formulating plans to complete necessary academic and testing requirements prior to submitting their completed applications. Current activities, supported by lottery funds, include academic tutoring, admissions eligibility presentations, sponsored field trips to our campus, time management and study-skills presentations, and career orientation workshops. These activities target middle and high school students from low-income families.

CSUF *Choices 2000* program, also a lottery supported initiative, is designed to provide academic support preparation and admissions information to every ninth grader at twenty-four sites. At these events, information request cards are provided to every student who receives program services. We also mail contact cards and follow-up with multiple contacts by admissions outreach counselors and students once initial data is collected. Outreach staff currently conduct personal visits to over 250 high schools and 45 community colleges within the Southern California region. During the Fall semester, most of these visits typically are aimed almost exclusively at encouraging seniors to apply to the university. Spring visitations typically focus on lower division students and provide useful eligibility information critical to proper planning for admission to college; students are also invited to visit our campus and to make contact with programs they may already have some interest in pursuing.

The CSU Chancellor's Office also provides special lottery funds for provision of transfer services to our community college constituencies. Transfer students are most concerned with acquiring specific, accurate information about lower division general education and course requirements for a variety of majors. We are fortunate to have well trained graduate students who answer questions about a variety of academic and other issues of concern to our transfer population, including child care, housing availability and financial aid disbursement procedures. Professional staff also provide transcript reviews, speak to community college staff about program changes, and arrange campus visits.

Here, too, the collection of information request cards is a consistent source of data collection and a staple of our many outreach activities.

Recruiters, admission officers, and outreach representatives serve "as point persons" for initiating contact with prospective students and encouraging them to contact CSUF departments and services for more specific answers to their inquiries. When successful, outreach efforts lead to an application, admission, enrollment, and eventually graduation. When the campus is focused and equipped to respond appropriately to inform students regarding entrance requirements, testing,

"When successful, outreach efforts lead to an application, admission, enrollment, and eventually graduation."

housing, financial aid, and student activities, the efforts of professionals involved in sharing outreach service will be magnified.

At Cal State Fullerton, we have developed and implemented activities designed to foster a greater number of eligible applicants. During the last two years we have increased the number of students who apply from our area. Statistics indicate that our applicant pool is growing and a larger proportion of Orange County's students who attend a CSU campus are choosing CSUF as their first choice among local colleges. Our market share of 54% has grown to a current high of 70%, with freshman enrollments increasing for the first time in recent memory. If there is a single indicator that we are reaching out effectively within our service area, this data surely ranks high among them. □



My Summer Vacation

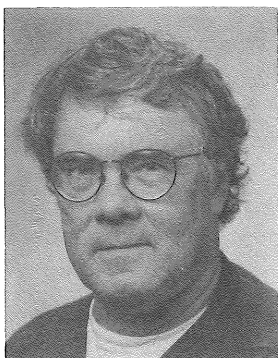
Merrill Ring

To save repeated accounts of our summer vacation in England, I'll try to say it once. If you aren't at all interested, skip this.

First the injury report. My son, Quentin, alone had no injuries though I caught a cold on the way over and passed it on to him. He went to see a doctor who, thanks to National Health, charged us nothing. When I asked about paying, the receptionist said "It's taken care of by reciprocal arrangement." I thought "Sure: any Brit who needs medical care in the US will be asked to fork over."

To continue with genuine injuries--I've been told that these stories are good so I'll go on and on. Quentin and I went to Gatwick to pick up my wife, Jenifer, and her mother. Just as we were preparing to depart, Jenifer's mother, aged 69, fell down the escalator--a lovely double somersault. The airport authorities were worried about a possible bruised kidney or some such and took her by ambulance to a hospital. But she fell just as I was preparing to leave to get our rental car--it was about noon on a Saturday and the rental agency closed at 12:30 for the weekend. So I had to rush off leaving the poor woman on the escalator, though with very ample assistance and Q guarding our luggage.

Upon my return with the car an hour or so later, there was no evidence of the accident. Fortunately, I happened to spot Quentin--who with the luggage had been turned over to the chief of airport security. They were willing to give me an escort to the hospital. So we wheeled the luggage to the parking garage and Q and I took off to meet the escort. Well, we spent the afternoon waiting as one does in hospitals. Finally they discharged her about 5 pm. This too was free, courtesy of National Health. She had massive bruises all over--very stiff and sore. We managed to get her stowed with some comfort in our rented Renault. We consulted the map as to how to



Merrill Ring is professor of philosophy and chair of the Budget Advisory Committee. In his free time he enjoys coaching soccer, reading and, of course, traveling about.

get to Hampshire and it looked as if a short way ahead we could connect with the M25 (motorway) and wheel down it to the M3 and then south. Well, we weren't quite accomplished readers of British maps at the time and what looked to be a junction was no such thing. So we sailed off into the outskirts of London--though it slowly dawned on me (as I was working hard to get used to a new car in a very different traffic system) that the supposed exit was non-existent. There ensued a wonderful few hours as we tried to find our way out of the maze.

Eventually, we figured out how to do something right and got headed south on an appropriate road. Along about 7 pm we all started getting hungry, especially Jenifer's mother who hadn't eaten since 7 am on the plane. We pulled into one of those horrible little British food places, "The Happy Chef" or whatever, and ate the unbearable. During this stop Jenifer discovered that one of her suitcases was not in the car. Further anxiety. We finally managed to arrive at our destination about 9 pm--still daylight in England fortunately.

The next morning we had to do something about the missing suitcase--recall that in Britain luggage left sitting around is assumed to have been left there by terrorists and blown up. Jenifer called Gatwick and luckily this one had not been destroyed. Somehow while racing to load the car we had simply not loaded one piece. Someone found it sitting in the parking garage and since it might contain a bomb had no inclination to steal it, but reported it to security, where someone figured out that it was both safe and belonged to us. Anyhow we had to go back to the airport the next morning. We now read British maps much better than we had the previous evening and so had a relatively swift and completely uneventful trip to Gatwick and back with the suitcase.

Jenifer's mother spent her entire month in Britain in considerable pain. And two days later I wrenched my lower back out of place--I was stooping down into one of those very short British refrigerators after a very long and tiring walk. After a week, when it clearly wasn't getting better, I had to see a chiropractor in Winchester. He treated me twice and made it much better, less stiff--but the injured muscles needed rest. And they couldn't get it since we were on the road by then and that French vehicle had not been engineered with any attention paid to how the seat fitted one's back. Most of the driving was agony. The back pain lasted until we finally returned the car

On our road trip to Cornwall, we decided to go up the coast and visit Tintagel, the coastal spot where King Arthur was supposedly born. A two hour driving trip left me in bad shape. We pulled into a car park with grass. I laid on the grass till the pain and the stiffness in my back subsided--I did this frequently--while Jenifer and Quentin went off to discover the way to the old castle. However, Jenifer had managed to do her own fall--she hadn't seen a two inch curb and had toppled (?) off it without being able to get her hands up and landed in the street on her lip--which was really quite swollen. (After the passerby's who helped her had left, she looked at Quentin and they both burst into laughter.)

Skip now to our last night in London. Jenifer's mother has returned home, Jenifer's face is no longer swollen and, not having the car, my back is passable--some days I could tie my own shoes without laying in bed. We are looking for a place to eat. I turn to point out a sign to J and Q--the house I'm in front of has a "porch" raised from the sidewalk about an inch, my heel catches on it and I go tumbling backwards. My back (the side not previously injured) crashes down into what must be the last boot-scraper left on a front porch in London. It really hurts (my head hits the house bricks, my finger gets entangled in the fence, etc). Jenifer told me I broke off a piece of the cast iron boot-scraper--I think much of the blow must have been absorbed by my belt, otherwise I probably would have been impaled. It was rather painful flying home the next day. Still it was a wonderful time. □

❖ *Notes from the Senate Chair*

An Open Forum

Vince Buck

It is a pleasure as the new chair of the Academic Senate to address you in this issue of *The Senate Forum*. *The Senate Forum*, which was originally conceived by Julian Foster, is unique in the CSU system. It is a major platform for discussing issues of critical importance to this campus and we are fortunate to have it.

The Senate Forum welcomes articles from whom-ever chooses to submit them and it seeks to reflect the diversity of viewpoints that exist on this campus. If some of us have had more than our share of articles in *The Senate Forum*, it is because we have submitted more (and, of course, because our articles are especially cogent and insightful). The articles I find of particular interest are those that address issues--and suggest solutions--that are helpful to the Academic Senate. In the past some articles have even spurred the Senate into action.

At this time I believe that we would benefit from articles that would help us address the critical climate of change that we face. There is a great deal of pressure from outside the academy calling on higher education to change, primarily by doing more with less: admit more students, use more technology, increase quality and do it with less money. This may not be possible, yet that does not make the pressure on the university any less real. The university--our university, the CSU system and higher education in general--will change, probably before most of us retire. We can have some impact on that change or we can let others determine what the university will be like in the 21st century.

I am sure that many of you have ideas on how we can face and influence these changes. Thoughtful pieces on any of the following topics would be of service to the entire university community.

Technology. What needs to be done so that we can use new computer technology effectively for teaching, research and administrative purposes?

Assessment. Do we need to do something different here? If so, what, why, and how?

Development. If the university is to change, what training do faculty and staff need to be able to work in this new environment; and how are they going to get it?

Governance Structures. Do our collegial governance structures need to be changed to work well in a university under pressure?

Community. In a time of increased pressures how can we preserve and revitalize the academic community that has helped shape and nourish this university?

Here's how you can help. *The Senate Forum* provides an important service by being just what its name suggests: a forum for topics like these. □

❖❖ *The Senate Forum* ❖❖

Submit your 1000-2000 word essay on MS/DOS disk for the next issue by December 1, 1996

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