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The SENATE Forum

❖ A Publication of the Academic Senate, California State University, Fullerton ❖

SPECIAL EDITION:

Cornerstones: A Commitment to the Future From the Draft Report 8/97

We began the Cornerstones project with a sense of urgency and with a commitment to honor our best traditions of imagination and creativity in determining our future. The urgency is rooted in two fundamental developments which challenge all of higher education. First, we face a crisis of funding and resources, especially in light of the projected demand for university education in California. This crisis may be masked because it is developing slowly. Both university and state leaders may imagine ways of “managing” it without changing much. We believe this view is wrong. The sheer magnitude of the gap between likely resources and the projected need is cause for alarm.

Second, we are called to examine our ways of providing education in light of California’s continuing social, demographic, and economic transformation. A new economy is emerging out of California’s recovery from recession, and a new social order is shaped by the diverse communities of our people. This is a remarkable opportunity for a healthy and energetic university to ask: How best do we educate our students for this new world?

Cornerstones began with four fundamental commitments: 1. We must continue to provide educational excellence in a teaching-centered,

collegiate institution. 2. We must provide access for the growing and ever more diverse population of Californians seeking higher education in the face of limited public resources. 3. We must demonstrate our effectiveness to the people of California and to their elected leadership in crafting a new compact with the public we serve. 4. We must design a more responsive postbaccalaureate system to meet the demand in California for “liberally educated professionals.”

In light of these commitments, the Cornerstones discussion--involving our campuses as well as the broad-based Cornerstones’ Task Forces--identified four policy goals for the California State University. In support of these goals we identified ten guiding principles and a variety of specific recommendations which we believe should shape the policies of the university and influence the programs and strategies of our campuses.

The Cornerstones Framework & Policy Goals

A. Ensuring Educational Results

Principle 1 We will award the baccalaureate primarily on the basis of demonstrated learning. We will state explicitly what a graduate of the California

❖ Special Edition ❖

Dialogue on Cornerstones

Diana Guerin, Vince Buck, David Perkins,
Kolf Jayaweera, Pete Nelson, Stanley Woll,
Gayle Brunelle, Atara Stein, and
Mary Kay Tetreault.

Essays by Jeff Himpele, Richard Lippa, &
Nancy Baden; plus Notes from the Senate Chair

State University is expected to know. We will assure that our graduates possess a certain breadth and depth of knowledge together with a certain level of skills and are exposed to experiences that encourage the development of sound personal values.

Principle 2 Students and their teaching and learning experience are the center of the academic enterprise. We will shape the provision of our academic programs and support services to meet better the diverse needs of our students and our society.

Principle 3 California State University students will be expected to be active partners in the learning process, and the university will provide opportunities for active learning throughout the curriculum.

Principle 4 The California State University will re-invest in its faculty to maintain its primary mission as a teaching-centered comprehensive university.

B. Ensuring Access to Higher Education

Principle 5 We will meet the need for undergraduate education in California through increasing outreach efforts and transfer, retention, and graduation rates, and providing students a variety of pathways that may reduce the time needed to complete degrees.

Principle 6 Graduate education and continuing education are essential components of the mission of the California State University.

C. Ensuring Financial Stability

Principle 7 The State of California must develop a new policy framework for higher education finance to assure that the goals of the Master Plan are met. This framework should be the basis for the subsequent development of periodic "compacts"

between the State and the institutions of higher education.

Editor's Note: The full text of the Cornerstones Report, including specific recommendations supporting each of these principles, is available on-line at <http://www.calstate.edu/cornerstones/> or in the Academic Senate Office. You are encouraged to review this draft and to make your opinions known before November 10, 1997 either by Email at: cornerstones@calstate.edu or through the Academic Senate Office so they can be forwarded to the Task Force members listed below.

Principle 8 The responsibility for maintaining educational excellence, access, diversity, and financial stability shall be shared by the State, the California State University system, the campuses, our faculty, and students.

D. Ensuring University Accountability

Principle 9 The California State University will account for its performance in facilitating the development of its students, in serving the communities in which we reside, and in the continued contribution to the California economy and society, through regular assessment of the learning outcomes of its students and through periodic reports to the public regarding our broader performance.

Principle 10 The California State University campuses shall have significant autonomy in developing their own missions, identities, and programs, with institutional flexibility in meeting clearly defined system policy goals. □

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The Senate Forum

The Senate Forum is a publication of the Academic Senate, California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues which the Academic Senate addresses. Individuals are encouraged to submit essays and other contributions to the editor at aflores@fullerton.edu



Editor & Layout: Albert Flores (Philosophy)
Editorial Board: Vince Buck (Political Science), Nancy Fitch (History), Ben Hubbard (Comparative Religion), Sandra Sutphen (Political Science), and Curtis Swanson (Foreign Languages and Literatures).

Cornerstones: It Just Doesn't Add Up

Diana Wright Guerin

I appreciate the numerous opportunities that faculty have been given to comment on the Cornerstones Report. I took an opportunity last spring to forward my comments, and I am happy to provide a copy of them to colleagues who are interested. After reading the August 1997 draft, I will focus my comments this time on the topic of assessment, a central theme of the current report.

Principle 1 of the August 1997 Cornerstones Report pertains to awarding the baccalaureate on the basis of demonstrated learning, with recommendations pertaining to the development of general education outcomes, systems of learning assessment for courses and programs, and systems of institutional accountability.

First, my comments regarding General Education outcomes. Perhaps our department is atypical (although I think not), but the large majority of our majors do *not* complete their G.E. at CSU Fullerton, but instead at a community college. How shall this be taken into account? What happens when students fail to demonstrate the required "breadth and depth of knowledge" to receive their baccalaureate from CSU (whether their G.E. was completed at CSU or community college)? Also, should we be basing assessment of our institutional effectiveness on instruction provided at other institutions for the largest number of our students?

Now to the development of "systems of learning assessments" for G. E., courses, and programs. There is a history of controversy regarding the large-scale use of standardized tests, and this controversy continues, as reported in newspapers this very day



Diana Guerin is a professor of child and adolescent studies and a member of the Academic Senate. She serves on the Professional Leaves Committee.

I am writing; today's issue is the use of the SAT for admission to the UC. A tremendous amount of time and money has been spent to develop the tests we are so familiar with in academia, such as the SAT. How much time and money do we have available to develop these "systems of learning assessments"--especially a different one for each campus, college,

department, and course? Does the CSU have the resources to develop the reliable, valid, and unbiased measures that are necessary to reach the goals specified in Cornerstones? And, again, what happens when students don't measure up

to the learning expected of them? Will CSU be liable? What are the consequences for students if they don't meet the learning objectives?

With respect to demonstrating the "value-added" to the student: I suspect that should we pursue the extensive assessment agenda proposed in Cornerstones, we must be honest with ourselves and the public and include in the assessment program the testing of students as they enter the CSU. Only by knowing this can we really demonstrate what we've added. I also suspect that there will likely be some pressure to attribute what students have or haven't learned to the faculty member, and to tie this to some sort of assessment of performance related to the salary of the faculty member. If so, then I want the students to be pretested. I want to know what the starting point is to aid in my curriculum planning, and I don't want anyone *assuming* what the students know when they

arrive at our campus (consider CSUF's ELM and EPT data, for example).

As strange as it may seem after what I have written, I'm in favor of the concept of assessment of performance, especially student learning. I think it will help shift students' focus from what they're getting in terms of grades to what they're getting in terms of learning. It's the implementation that worries me. There are many obstacles to overcome for this undertaking to be successful. E. D. Hirsch tried, about ten years ago, to identify what elementary school students should know, and what we have learned from the response to *Cultural Literacy* is that it is hard to agree on what *all* students should know.

"The separate parts of the report do not add up in the sense that the pledges being made seem to far outweigh the resources we are projected to have to meet these pledges."

Both versions of Cornerstones that I examined call for increasing assessment of just about everything and everyone on campus--faculty satisfaction and performance, staff satisfaction and performance, student learning and satisfaction, alumni satisfaction, employer satisfaction, administrator performance...Fine. But it won't be cheap!

In closing, I just want to reiterate a few of the other points I made in my comments to the previous report. The separate parts of the report *do not add up* in the sense that the pledges being made seem to far outweigh the resources we are projected to have to meet these pledges and, as is so clearly stated, we are expected to do this all within the context of a continuing commitment to access. Consider these conflicting realities:

- A major effort to attract and recruit new students, yet we know that we will be overrun with students in Tidal Wave II.

- No new campuses, but what about Channel Islands?
- Year-round and day-and-night use of campus facilities, but look at the condition of our campus facilities today with the current more restricted academic calendar and the unresolved issues of deferred maintenance.
- A commitment to service learning for every graduate--but many of our students are adult learners with extensive life experience, full-time jobs, and family responsibilities.
- More mentoring, counseling, and assessment for record numbers of students and more innovative teaching, featuring collaborative learning, problem solving, and interactive technology, done by seemingly hoards of junior faculty who are going to save the system loads of money by replacing hoards of retiring faculty.
- Less remediation, but a more diverse student body than ever.

And what's missing from Cornerstones? No mention of the seemingly ever-expanding army of part-time faculty, the itinerant scholars who teach the majority of courses in many departments on many CSU campuses. What about their development, their voice, their contributions, their responsibilities? Yes, the CSU needs to plan for the future. Yes, we must move in many of the directions suggested in Cornerstones. But overall it seems to me that the plan proposes to do too much more with much too little. It just doesn't add up. □

The Next Issue of the
❖ *Senate Forum* ❖
Focus on Faculty: The Real Story on
What Faculty Do
❖
Submit Your Reflections or other Essays by
November 3, 1997

Cornerstones: What Are the Real Costs?

Vince Buck

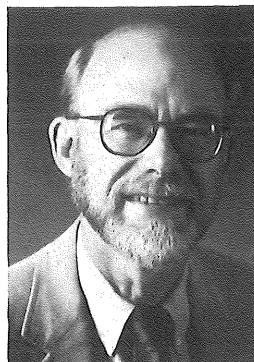
The revised Cornerstones document is much improved over the previous version. It has been shortened by removing the task force reports. Much of the earlier language that cast aspersions on the way we currently educate our students has also been modified or removed. For instance Principle 1 previously stated that we would award undergraduate degrees "...primarily on the basis of demonstrated learning rather than primarily on the basis of accumulated course credits." This was read by many to imply that students accumulated course credits not by learning, but just by sitting in class. That objectionable implication has been removed by placing a period after learning. Similar implicit and explicit criticisms of current practice have also been modified.

In fact, in an excellent introduction (pg.3) to a new section titled, "Ensuring Educational Results," homage is paid to the quality that we have already achieved. It begins:

"The California State University has a rich and secure tradition of providing education programs of great depth and value, and of regularly assessing and assuring the quality of those programs."

This seems to me to be a far better way to start off: stating that we are a strong institution with a long tradition of quality as well as access, innovation as well as assessment; then going on to state that based on our traditions, we recognize the need for more change and innovation and are committed--with proper support--to meet these challenges.

"My biggest concern is the call for comprehensive assessment and evaluation...Are we to become assessors first and professors and administrators second?"



Vince Buck is a professor of political science. He is in his second term as Chair of the Academic Senate and serves on the Statewide Academic Senate, where he has chaired the Faculty Affairs Committee.

I think that this well-written excerpt could stand alone as a one page Cornerstones document. However there are 13 other pages and I encourage you to read them carefully. The Report needs to be read by everyone, because there are important implications in it that could have more impact on this campus than our own Mission and Goals. It is now short enough to be read by anyone who passed it by last time because of its length.

Most of these fourteen pages are a reshuffling of the previous "Principles" statements. It is difficult to follow the changes, and in some cases it is even more difficult to understand them. (If you read the previous document and want guidance to the reshuffling, give me a call.) For instance, "address the faculty salary gap" has become "define and address the faculty salary gap"; "underrepresented [sic] communities" has become "traditionally under-represented communities"; "strengthening the system of merit review" has become "strengthening the system of peer review;" and "reducing the obstacles" becomes "eliminating unnecessary obstacles."

Some of this may be style, but not all of it is. For this reason I think that everyone needs to read it as carefully as possible to ascertain if what is being said is what, in our individual and collective judgement, needs be said.

Although I like the general thrust of the document, I still have concerns. I do not think there is enough emphasis on maintaining quality or on what we

expect of students. I do not like the reference to flexible remuneration. I do not think it is practical to say that we are going to expect all of our graduates to be able to "speak, read and write in a language other than English." Remember, we are measuring outputs. Are we going to keep students who do not meet that requirement from graduating?

Also, I do not favor charging graduate students more than undergraduate students. This may be fine for doctors and lawyers, but our social workers and public administrators are not going to make big bucks and the costs of their education is probably less than an undergraduate science major. The call for a graduate differential appears in three places, 6c, 7e & 8c, although it is qualified in the first reference. Someone is determined to get this into the document.

My biggest concern is the call for comprehensive assessment and evaluation (1a, 1b, 9a & 10f). I am an advocate of assessment, but this seems a bit much. Section 1a calls for a set of comprehensive educational outcomes. Section 1b calls for assessment tools to be developed with broad consensus for courses and programs. Section 9a calls for:

"...develop[ing] mechanisms for assessing institutional performance in the areas of student achievement, student satisfaction, the quality of teaching and support services, the provision of service to the community and the State's economy and society, alumni satisfaction, employer satisfaction and faculty and staff satisfaction."

What's left out? Look at Section 10f; it calls for:

"...a comprehensive internal system of performance assessment and accountability--focused on administrators, faculty, and staff--as a companion piece to the generation of a student learning outcomes assessment system."

The only thing that is not assessed or accounted for is the expenditure of privately raised funds, (7b does refer to planning for the use of these funds). Are we

to become assessors first and professors and administrators second?

Assessment is a good thing and I believe that we have been doing it for years. What I am concerned about is the costs and the demands on faculty and staff time. Where are the money and the time going to come from? We can look to Section 1c which says that there will be a "commitment to devote sufficient resources to...time required to develop appropriate assessment techniques." But how great are these resources and where will they come from?

I am afraid that this will be one more demand upon faculty time -- time that is already stretched to the limit. Last year I wrote an article on demands on faculty time in this publication. It was distributed to the CSU Senate and to the Chancellor's office. It was widely read and it struck a responsive chord. There were requests to reprint it on other campuses. I received more positive comments on this article -- especially from junior faculty--than any other that I have written.

But I have yet to hear any administrator in a responsible position in this system (including the Chancellor who often says we are overworked and underpaid), advance any plans or suggestions on how we might reverse this trend. Everything is being ratched up and nothing is being ratched down. Comprehensive assessment will be a major ratcheting up for faculty and staff. We could hire professionals to do the assessment, but they cannot develop the instruments without faculty help. And even so, hiring these professionals will take resources that could be used to reduce class size and truly improve quality.

In short, this is a good report that commits us to positive change and innovation. But it sorely needs to address the issues of workload and demands on faculty time; it must call for analysis of the costs of assessment. It would be irresponsible to continue to advocate such comprehensive assessment without doing an "economic impact statement." We need to know the costs, the trade-offs, and the intended benefits of such a large undertaking before we proceed. □

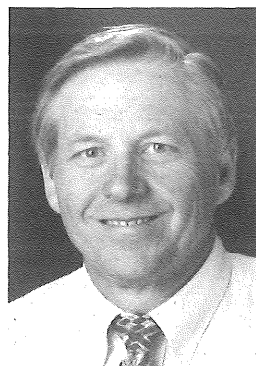
Cornerstones: Heralding a New Paradigm

David Perkins

This is the second opportunity I have had to comment, in writing, on drafts of the Cornerstones Report. I am pleased to report that some of my concerns, based on the March draft, have been addressed in the latest draft dated August 1997. There remain, however, a number of issues that I still find troubling. In hopes of further improving this latest document, I offer the following comments and suggestions.

I The Role of Faculty Research, Scholarly & Creative Activities in Promoting Student Learning

At one time in the history of the CSU, it was felt that the scholarship and creative activities in which faculty were involved enhanced the value of a student's education and the reputation of the university. In this respect it was felt that participation by students in a faculty member's scholarly and creative activities was one of the best learning experiences that we could offer them. The important role played by these activities also seems consistent with our current personnel guidelines (UPS 210). The latest Cornerstones' draft, however, continues to remain silent on this important role. In its place the authors are apparently proposing to substitute a "community service" requirement. If this transpires, we certainly won't need to hire Ph.D. faculty to carry out the mission of the CSU. In summary, the draft appears to be not only inconsistent with our current personnel guidelines, but, more importantly, to be a document better suited for use by the Community Colleges.



David Perkins is a professor of psychology and a former chair of the department. He has been a member of the Academic Senate and served on the Executive Committee. He is Vice-President of CFA and serves on the Committee to revise UPS 210.

II Recognition of the Student's Responsibility for Learning

The Cornerstones Report reflects a paradigm shift away from a teaching/instructional model to a learning model where the University (that, by the way, means you and me) is to be held accountable for student learning. While the document has a very long list of faculty responsibilities for learning, the draft lists only two student responsibilities: 1) develop a study plan; and 2) make more use of advising services.

I have no hesitation about assuming part of the responsibility for student learning, but, as the document now stands, it seems way out of balance. In this respect, I think we need to be more open and honest with our students and the

public about what is involved in obtaining a degree from a respectable institution of higher learning. I think the current draft gives the impression that learning and, ultimately, a degree should be easy to obtain and if that is not true then there is something wrong with the faculty and the institution.

In spite of our best efforts as faculty, learning for many of our students will be a real challenge. Successful learning may require that students re-order their priorities. A quality education may, and probably should, challenge many of our students'

"I think the current draft gives the impression that learning and, ultimately, a degree should be easy to obtain and if that is not true then there is something wrong with the faculty and the institution."

current beliefs and values about the world around them. Yes, there may even be an occasional failure. While we have many excellent students who do meet their educational responsibilities under very difficult circumstances, we also have, unfortunately, an increasingly large number of students who are *not* meeting *their* responsibilities. As an example, these latter students have not established an appropriate balance between their employment responsibilities and their educational responsibilities. They are not attending class on a regular basis and often have poor study habits. They are not meeting with instructors to review homework assignments and examination results. They are not participating in department and university student activities.

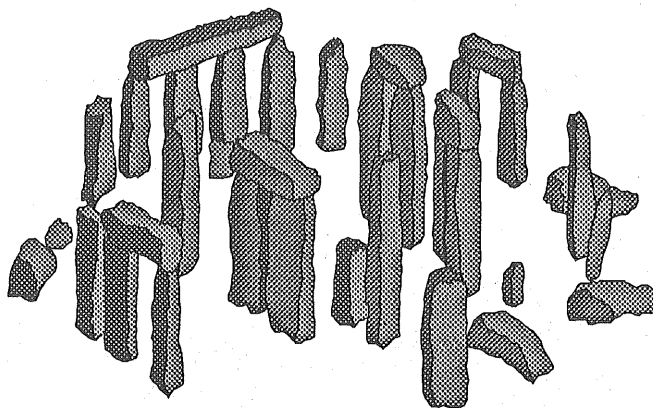
Do the Cornerstones' authors consider it bad PR to articulate the realities of a university learning environment by stating a comprehensive set of student responsibilities? Might the CSU enrollments drop if we do? Or...is this another example of what Sykes in his book, *A Nation of Victims*, calls the victimization of society where the student is perceived as a victim with few if any responsibilities.

III Assessment

We are told that "assessment" is to be used to certify to the public that our graduates possess "certain breadth and depth of knowledge together with a certain level of skills." Furthermore, the document mandates a commitment to develop "systems of learning assessment that enable students to demonstrate learning in both courses and programs." I think the issue of requiring assessment at the department and program level has not been well thought out. The report uses the word "assessment" but fails to adequately specify either the costs or the consequences of the assessment process. Are we to assume that the assessment

method contains some minimum cut-off score or criterion measure which would then be used to indicate whether the student has or has not met the department's learning objectives? If such criteria are set, what are the consequences of doing poorly, both for the student and for the program? Would the student not receive a degree even though he or she had passing grades in all the courses required for the major? Or...would we just lower the learning objectives, and/or "dumb down" the assessment? Would we be forced, or perhaps be seriously tempted, to engage in these behaviors so

that the student, the program and the CSU would appear to meet their obligations to the taxpayer? On the other hand, if there are no minimum cut-off scores, what is the motivation for the student to do well on the assessment?



It should be understood that I am not opposed to having faculty

establish a clearer set of learning objectives for their students, nor am I opposed to having faculty develop improved methods of assessing student learning. What I am concerned about is the cost effectiveness of developing and administering large scale, "high stakes," assessments of learning objectives at the department and/or university level. Furthermore, and most troubling, is the fact that the mandate for numerous assessments *beyond the classroom* implies a lack of trust in the faculty's and department's ability to provide their students with a high-quality educational experience.

IV Increasing Use of Part-time Faculty in the CSU

The document fails to discuss the implications of the increasing use of part-time faculty in the CSU. While part-time faculty provide departments with staffing flexibility and help meet high FTES targets, there are also numerous negative side effects

-continued on page 10

Cornerstones: Issues Worth Considering Carefully

Kolf O. Jayaweera

My impression of the Cornerstones Project (CP) draft is that it has identified important problems the CSU will face in the next two decades and is seeking solutions. This is good. However, it is recommending various actions without a proper study or cost analysis. I also want reiterate that the importance of research in a university must be emphasized. The lack of reference to it may be construed as a degradation of the importance of research for faculty vitality. Research must be integrated into teaching by bringing undergraduate students into faculty research. This may be the best assessment tool for student mastery of his/her discipline.

Following are my specific comments for the Cornerstones Project:

1. Development and implementation must take into account the California Master Plan of 1960. Lack of a parallel effort by the Community Colleges or UC may become an issue when legislators decide on the future of higher education. The CSU should not do this alone. The Chancellor must bring the other two systems into this project. We cannot continue to blame the Community Colleges for poor preparation of transfer students without input from them about the CSU vision. Nor can we ask the UC to better prepare Ph.D. students for teaching without its cooperation.

2. It is essential that we collect data to show legislators that the CSU represents a good investment of public money, in the long run, when the



Kolf Jayaweera is a professor of physics and Dean of the School of Natural Science and Mathematics. He is a member of the Undergraduate Reform Initiative that promotes student-faculty research & member of Sigma Xi.

final outcomes are taken into account. The CP does not address data for the present state of the CSU such as comparing the number of students enrolling in the CSU system to the number of graduates or years to graduation.

"...the importance of research in a university must be emphasized. The lack of reference to it may be construed as a degradation of the importance of research for faculty vitality."

3. To think that increased access and maintenance of quality can be achieved without an appropriate increase in resources is a fallacy. To propose or even assume that somehow technology will solve the problems and save money will be the death

penalty for the CSU. Technology does not save money, simply because keeping up with the advances in technology is very expensive and may cost even more money than investing in new faculty. For example, already I am finding that the format for delivery of instruction to current electronic classrooms is superseded by an adaptation of video conference techniques.

4. Instead of trying to get the UC to emphasize teaching for their Ph.D. students, the CSU should develop its own plan to train Ph.D.'s for teaching. We could easily adopt (without any additional cost) the Dreyfus Foundation model of post-docs where each post-doc is required to teach at least one course under the mentorship of his/her supervisor. Since we spend money on part-time faculty to teach, allowing post-docs to teach is not a problem. Funding agencies--at least in the sciences--are receptive to the

idea. All it needs is acceptance by the CSU and a reduction in payroll to pay for post-docs to teach.

5. Salary savings should reside within the units and be used to enhance faculty productivity and development. The money should go back to faculty to improve faculty development and student learning. The Chancellor's Office should keep out of this.

6. The CP should make a cost analysis of the various recommendations proposed to reduce costs or close the gap. Proposals to reduce bureaucracy within the campuses and system need to be developed. For example, to a large extent many centralized functions (promotions, rewards, PSSI, hiring) can be decentralized to the school/college. Centralized implementation always increases bureaucracy and resources. Just count the time spent on committee work.

7. The CSU needs to establish functional competencies in the basic knowledge and ability expected of every graduate. However, the expectation and assessment methods in the majors must be determined by units. One of the best forms of determining the competency of a major is to require a thesis or portfolio before they graduate.

8. Principle #1 assumes that the accumulation of credits to obtain a degree should be replaced by demonstrated learning. This implies that credit does not reflect a measure of learning. Data to back this up is needed. Campuses must discontinue grading on a curve. They should eliminate the policy that C is the grade for average performance in a course. Rather, it should be the minimum or the penultimate passing grade.⁴ (Average performance in a course means that 50% must receive a grade C or better. This is the basis for grading on a curve.)

9. Many CSU campuses are already considered student centered environments. However, this is not reflected in faculty awards, RTP policies and implementation. CSUF is a very good example of this. Three years into our "Learning is Preeminent" motto and our FPC still separates teaching, research, and service as independent and mutually exclusive criteria for promotion and tenure.

10. A lot of references are made to the cost of remediation. In effect, this is a small part of the CSU budget and it is too much ado about little. On the other hand remedial programs enhance access, recruitment, retention and help students to succeed. But, I guess, remediation bashing is the politically correct thing to do. □

Perkins, continued-

of employing excessive numbers of part-time faculty. In many instances part-time faculty are less able to sponsor student projects, to attend student-sponsored activities, and to participate in departmental activities.

"It is unclear how we can build a sense of community among our students when the [part-time] faculty with whom they interact have no long-term commitment to the institution in which they are employed."

I ncreasing the number of part-time faculty means that full-time faculty have less time to devote to teaching since they have to shoulder increased amounts of department and university committee work. It is unclear how we can build a sense of community among our students when the faculty with whom they interact have no long-term commitment to the institution in which they are employed. I also wonder what negative attitudes and feelings are generated in students when they prepare their schedules and not one of their classes lists an instructor's name! I am likewise concerned about how many of our majors or graduates complete an entire degree and never take a course from a full-time faculty member. As an example, this semester we have 25 part-time faculty teaching 65 sections in our department. I hope this represents a "high-watermark!" As future alumni, will our students have developed a commitment to the University and be generous in their donations? I wonder what the WASC reviewers will say when they find out? □

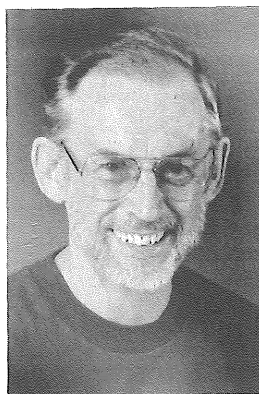
Cornerstones Neglects the Important Role of Staff

Pete Nelson

In the revised August 1997 draft, the Cornerstones Report continues to provide a clear description of the fundamental and significant changes affecting the citizens of California and it recommends a comprehensive plan as a response to those changes that the CSU must develop and implement. As an academic counselor I am in general agreement with the recommendations and particularly encouraged by the stated intention to focus on the CSU as a learning institution and with the "...students and their teaching and learning experience...(as) the center of the academic enterprise."

Among the goals and principles of the Report asserting that students are the center of the academic enterprise are frequent and appropriate references to the importance of faculty in this enterprise: their development, their renewal, their role in shared responsibility with administration, and the professional commitment of a talented faculty. There are additional faculty references, but these are representative.

What is missing from the Report are comparable references to the equally competent, responsible, and committed staff who are integral to realizing the otherwise thoughtful statements about the vision and goals of the CSU. Staff, too, need development, investment, and renewal. "The responsibility for maintaining educational excellence, access, diversity, and financial stability..." will not be realized without full integration of staff in the planning and implementation. The document would be more credible and therefore stronger to the degree it acknowledges staff importance.



Pete Nelson is a counselor for Student Academic Services, formerly known as the Equal Opportunity Program (EOP). He is co-teaching a course as part of our Fullerton First Year curriculum and previously taught University 100.

"To see the CSU as primarily a feeder system of well-trained employees for business and the economy could be to define the CSU as synonymous with a vocational school."

A second imbalance in the Report that concerns me is the emphasis placed upon the escalating changes in technology and the economy as the more important reasons for needing to make significant changes in how the CSU meets its vision and goals. One of the possible consequences of this reasoning could be the impression that the purpose of the CSU, its individual campuses, and the administrators, students, staff, and faculty all exist to meet the needs of the local, national, and international economy.

There should continue to be serious dialogue at all levels--the Chancellor and trustees, the CSU and individual campuses, and with the community at large--about the connection between the purposes of the CSU and the needs of the economy. To see the CSU as primarily a feeder system of well-trained employees for business and the economy could be to define the CSU as synonymous with a vocational school. Rather than being a vocational school, I believe that a CSU education can increase each person's ability to participate in a life well-lived. Several years ago the novelist, Irving Stone, asked the participants in the CSUF Faculty Colloquium, "Is each of us equally prepared to live the good life?" I think addressing this question is the more important task for the Cornerstones Report in providing leadership about the future direction of the CSU. □

Cornerstones: I Hardly Knew Ye

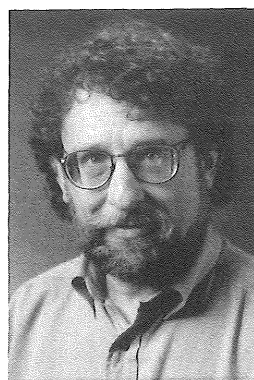
Stanley Woll

The thing that is most striking to me about the latest revision of the Cornerstones Report is the degree to which that report has been toned down--one might say "eviscerated"--from the original draft.

In this regard I am reminded of a quote from William James' *Principles of Psychology* about John Stuart Mill: "Mr. Mill's habitual method of philosophizing was to affirm boldly some general doctrines derived from his father, and then make so many concessions of detail to his enemies as practically to abandon it altogether" (pp. 337-338). Since the Cornerstones Project started off as a rather controversial, and, I believe, wrongheaded set of proposals for major, fundamental changes in the CSU system, these revisions represent something of a positive accomplishment, particularly insofar as they reflect responses to ongoing faculty input.

On the other hand, though, I have to think that this whole thing has been a colossal waste of faculty time and effort, because the current version amounts to a rather meaningless set of vague generalities which rival our own Missions and Goals Statement in their lack of specifics. As Tom Lehrer remarked about Gilbert and Sullivan, the current Cornerstones Project gives lots of rousing words and music signifying absolutely nothing.

Yes, there are still a few disturbing passages, e.g., the warning that some departments at some universities may have to be eliminated or consolidated; the continuing reference to that mysterious thing called "active learning;" and the cryptic reference to "...recognizing a wider range of engaged



Stanley Woll is a professor of psychology. His new book focuses on social and political cognition, which is entitled *Everyday Thinking: the Cognitive Psychology of Everyday Life*.

scholarship in addition to teaching, research, and creative activity" (p. 5, italics added).

There are also a few positive additions: finally, an acknowledgment that, in the absence of greatly increased funding, either access to education or quality is bound to suffer. Unfortunately, this acknowledgment is followed by the strong, but nonspecific assertion that "*Both are unacceptable*" (p. 17, italics in original). There's also at least some acknowledgment of our students' responsibility for their education and of the need for some program for faculty "renewal and reinvestment."

I'm sure that other contributors will enumerate other more specific flaws in the document; but my own fairly naive conclusion is that the report amounts to little more than a set of vague philosophical, feel-good assertions with few concrete proposals and few, if any teeth. I guess that this sort of document could result in two possible outcomes: either a lack of specific action (which is probably an undesirable outcome in itself) or an excuse to enact whatever specific actions that sound good to the powers that be and fit vaguely within the lofty principles contained in this report. (We have clearly seen the latter result on our own campus, and [lame duck] Chancellor Munitz has not exactly convinced us of his own trustworthiness or his responsiveness to faculty input). So, once again, I guess the proof is in the specific actions that follow from this document, and, as ever, eternal vigilance remains the byword. □

Cornerstones: A Qualitative Strategy for a Quantitative Problem

Gayle K. Brunelle

Recently we faculty have been challenged to take an active part in the debate over the "Cornerstones Project," a debate and a project which administrators inform us will result in fundamental changes to the CSU and, therefore, to the way in which we conduct our research and teaching. The debate, we are told, is to revolve around the proper response of this campus to the "Cornerstones Principles" which are to guide the implementation of the changes required in response to "Tidal Wave II," the expected vast increase in demand for our services during the next decade. This debate will be part of a process that will result in deep and lasting changes in how we do our jobs.

Last spring a draft of the "Cornerstones Principles" was distributed to faculty. This August the authors of the earlier draft distributed a revised "Cornerstones Report." The revised report is condensed, and omits the most troubling language which surfaced in the earlier document. The members of the Cornerstones' Task Force seem to have responded to faculty criticisms of the earlier draft, which is a very positive development. Nevertheless, fundamental contradictions remain in the revised report.

I *Crisis or Myth: the Need for Cornerstones?*

The assumptions underlying the "Cornerstones Principles" are extremely fatalistic, and especially gloomy for the future working conditions of the CSU faculty. The authors state that fiscal priorities in California and the nation have reduced



Gayle Brunelle is a professor of history and formerly a member of the Academic Senate. She currently serves on the Humanities & Social Sciences (H&SS), Curriculum Committee and the University Calendar Committee.

the discretionary funds available to fund higher education. This much is correct.

The authors also make a logical leap unsupported by the evidence they present, however, when they assume that this deplorable situation will endure, or worsen, in the future. In a capitalistic society, supply and demand usually means that when labor is in higher demand, conditions should improve for laborers. Californians demanded prisons, and they got them. And, in a democracy, political pressure from constituents

demanding a particular service ought to result in a response from legislators to fund that service. If their children can't obtain higher education, and Californians protest to their legislators about this, why should we assume that legislators will not be responsive to their constituents' complaints? Why should we conclude that today's priorities, laws and political atmosphere will obtain tomorrow?

Perhaps there is evidence to support such an assumption, but it is not contained in the "Cornerstones Report." Meanwhile, should we simply accept that we are powerless to influence the political climate, to foster a public opinion more favorable for higher education? Should we without discussion presume that our only viable course of action is to "gird our loins" for the worst?

By the same token the great danger of "The Cornerstones Report" is that it makes no attempt to disabuse legislators of their mistaken conceptions regarding the CSU faculty, whom they seem to view as under-worked, adequately paid and inadequately assessed. Instead, this document panders to legislators' worst instincts by promising them that faculty will, essentially, give them the moon at little extra cost. Most faculty can find things in the document with which they can agree, e.g.: extra mentoring and other services they would love to offer students. But this report fails to communicate to legislators and to the citizens of California that the CSU has already been downsized (and parsimoniously, rather than "generously" supported); that faculty have already increased their productivity; and that through all of this faculty have managed to maintain a very high level of educational quality.

Faculty find themselves in the unenviable position of having to ask who will pay for the qualitative changes proposed in Cornerstones (knowing that it will ultimately be they who bear the cost). Thus Cornerstones, which is excessively gloomy regarding the standing of education in the future fiscal priorities of California, errs equally in the opposite direction of unwarranted optimism in its estimation of the ability of the CSU faculty to "do more with less."

II Tidal Wave II: Crisis or Opportunity?

The primary problem with the "Cornerstones Principles" is that they offer qualitative solutions to what is essentially a quantitative problem. The call for qualitative changes is often unsupported by evidence as to why they are needed and as to how they will address the problems Tidal Wave II will pose.

A. Why changes are needed?

The authors of the Cornerstones Principles state that the California State University must commit itself to "innovation" in order to "respond to the needs of

Californians." (August, 1997 Draft, p. 3) What evidence is there that our present instructional methods are or will be seriously deficient, when higher education is the only educational sector where the United States leads the world? Of course, there is always room for improvement. But the blanket assertion that we need to implement fundamental changes is not an obvious conclusion based on the nature of the crisis described in the "Cornerstones Principles."

Furthermore, the assertion seems to be based on the misconception that the CSU has not already made substantial qualitative changes designed to meet the needs of a more diverse student body. Innovation can be a good thing. Innovation for its

"...the blanket assertion that we need to implement fundamental changes is not an obvious conclusion..."

own sake can also do more harm than good. Let's commit ourselves instead to delivering as high quality an education as possible within the means available to us, using innovative methods when they are appropriate.

B. Is this really the solution for Tidal Wave II?

Whether the changes recommended in the "Cornerstones Principles" offer a solution to the challenge of Tidal Wave II is the crux of the problem with Cornerstones. Many of the suggestions in Cornerstones are interesting, and at least some would be useful to implement. Most, however, would require an infusion of resources the CSU lacks now, before Tidal Wave II has even hit. This institution has barely recovered from the recession earlier in this decade. The Cornerstones' Task Force states in their report that the gap between state funding of the CSU and the need will only worsen in the future. Unless private revenue

-continued on page 15

Does "Seat Time" Trivialize Classroom Learning?

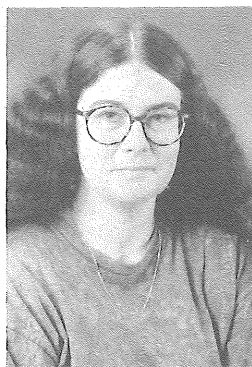
Atara Stein

I am concerned about the phrase "seat time" as used in a recent "Welcome to the 1997-98 Academic Year" memo and in other strategic planning discussions such as the University's Mission and Goals. The dismissal of what goes on in the classroom as "seat time" seems to me fundamentally to contradict an emphasis on the "preeminence of learning." The phrase "seat time" implies that students *sit* in a classroom passively

"The dismissal of what goes on in the classroom as 'seat time' seems to me to fundamentally contradict an emphasis on the preeminence of learning."

absorbing a body of knowledge. Presumably, by "disconnecting credit from seat time," the university will allow students to earn credit by other methods, such as proving their knowledge through testing. In certain cases, this can save time, enabling students to proceed more quickly to advanced classes for which they are already prepared.

Yet, I would hope that what my classes accomplish is something more than mere "seat time," the passive acquisition of knowledge. Through cooperative learning methods and an emphasis on class discussion rather than lecture, I attempt to create an atmosphere in which *active* learning takes place. I am not simply regurgitating material for my students to ingest, but I am encouraging discussion, debate, and a thoroughly participatory engagement with the course material. Ideally, students are not only acquiring a body of knowledge, but, even more importantly, learning and exploring ways of analyzing that body of knowledge, understanding its significance in a larger context than the classroom alone, and developing



Atara Stein is an associate professor of English & comparative literature. A sabbatical this spring will enable her to work on her book entitled Romanticism and Popular Culture.

ways to present an intelligent, well-argued, and well-supported perspective on that body of knowledge. In other words, what they are learning, I hope, is how to think, write, and talk about literature in an informed and creative fashion.

If learning is preeminent at Cal State Fullerton, then what goes on in the classroom--the interactions between students and faculty, and between students and their classmates--is a valuable and irreplaceable use of their *time*. □

Brunelle, continued-

sources for the CSU grow dramatically in the future, an unlikely scenario, given that competition for this revenue will likely also expand, the increased demand of Tidal Wave II will skew the imbalance between resources and need much further. No increase in faculty productivity could possibly make up the difference.

III What Should We Conclude?

The bottom line is always the bottom line. The old adage that "you can't get something for nothing" still holds true. Nor is there any technological quick fix to the problem. Quality teaching with technology requires more resources in the form of faculty time and money for equipment and technical support than do traditional methods. The voters of California and their legislators must understand that no sleight of hand can maintain both access and quality in the face of Tidal Wave II without an increase in funds *commensurate* with the increase in student demand for higher education. □

The Epistemological Shift Underlying Cornerstones

Mary Kay Tetreault

When I read the most recent draft of the Cornerstones Report, I noticed that the authors identified the proposed changes as *operational*, *organizational*, and *programmatic*. They defined operational as the services we provide to students; organizational as changes in the way we schedule our academic year and integrate community college and extended learning programs and academic work; and programmatic as developing traditional and new fields that are of relevance for California's future.

However, the first three Principles strike me as essentially about epistemological change: (1) awarding "the baccalaureate primarily on the basis of demonstrated learning;" (2) placing "students and their learning experience at the center of our academic enterprise" and shaping "the provision of our academic programs...to better meet the diverse need of our students and our society;" (3) expecting students "to be active partners in the learning process...and provid[ing] opportunities for active learning throughout the curriculum."

By epistemological change I mean the reexamination of deeply held beliefs about the nature of knowing and learning; how the diversities of gender, race, class and other significant dimensions of societal domination and oppression relate to them; and how those beliefs inform the ways we construct our educational purposes, faculty work, our programs, and our institutions.

This change is the business of the faculty and is tied to fourth Principle: reinvesting in the faculty to maintain our primary mission as a teaching-centered comprehensive university. To be successful, faculty

"By epistemological change I mean the reexamination of deeply held beliefs about the nature of knowing and learning."



Mary Kay Tetreault is a professor of secondary education and Vice-President for Academic Affairs. She is a "partner" in Cornerstones' Task Force One and co-author of *The Feminist Classroom*.

renewal and development must draw upon what we are learning as faculty members, as our campus grapples with new ways of knowing and learning. One of the things I have learned in the past year is that the magnitude of the changes we are being

asked to make will require that departments, not individual faculty members, chart the way.

I came to recognize the importance of departments while serving as a "partner" on Task Force One, *Learning for the 21st Century*. Several scenar-

ios were written to help us think about how the implementation of Principles 1 and 2 might change faculty work. One that was developed around the work of an individual biochemistry professor did not go beyond what is already occurring in our own department. But another suggested new ways of thinking by imagining a department in which members agreed about what they wanted students to learn and provided students with more freedom to devise effective and efficient ways to meet their requirements. This was done in collaboration with learning teams that include faculty, a librarian, and staff with expertise in curriculum design, assessment, and instructional technology.

While this scenario is speculative, I know of initiatives underway in a number of our departments that have the potential to inform how we think about our epistemologies and of faculty renewal and development. For instance, through the *Increasing Student Learning Initiatives*, faculty members in Economics have developed self-paced learning modules in a beginning economics course. The develop-

ment of these particular modules, which will include computer applications that make use of the Internet, is taking place within the larger context of establishing goals for student learning in four theory courses, two of which are General Education courses. Core concepts will continue to be presented in lectures but students will master applied material through self-study and team-learning outside of class as well as during class periods. These modules, which will substitute for several hours of lecturing, will free the faculty to do other things.

In casual conversations with department members, I have learned that they are engaged in re-thinking the purposes of their major and the ways students learn and prepare for classes. Already they see the extent to which students like working in groups but they also see that students need to be socialized to take responsibility for learning. Faculty are well on their way to asking critical questions and proposing answers that have the potential to improve the quality of their work-life and increase student learning.

Yet another example of academic innovation is the Department of Child and Adolescent Studies. It is engaged in the second year of a project to increase student learning by defining their learning goals, restructuring the curriculum to achieve them, and struggling with methods of assessing student learning. The faculty are currently working on a new foundations and a new capstone course that will help them improve the sequencing of developmental concepts and also provide markers for pre- and post-assessment of child development majors. Pilot versions of both new courses should be ready for implementation in Fall 1998 and Spring 1999.

An example of not only departmental but school-wide change is the reform of the undergraduate mathematics, science and engineering curriculum for majors, non-science majors interested in becoming elementary school teachers, and non-majors in general education courses in the Schools

of Natural Science and Mathematics, and of Engineering and Computer Science. In the words of Kolf Jayaweera, Dean of Natural Science and Mathematics, faculty members believed that they could do better, that they could do more to take ownership over the important question of what students should be learning and how faculty do their work. Some difficult questions they have asked in team meetings and retreats are: What would a cross-disciplinary approach be? How can faculty help students make connections across disciplines? What

do they need to know about one another's disciplines? For the interdisciplinary enhancement of the science, mathematics and engineering majors, the team will explore ways to embed communication skills in the preparation of students; combine

science and technology with focused work in business; employ modern computer laboratories; build upon the rich traditions of undergraduate research, currently supported by NSF and NIH; and expand opportunities for learning through experience in problem-solving situations.

There are things to be learned from individual faculty member's reflections on how beliefs about student learning have implications for their teaching. In an article in *Creative Teaching* last May, Merrill Ring pointed out that there needs to be detailed discussions between those who support and those who oppose the emphasis on the preeminence of "learning over teaching, of collaboration over lecturing." Worrying that collaborative learning could lead to a mere switch from a passive role for students to a passive role for professors, Merrill went on to write that what is desirable is a structure where *all* are active, where *all* are learning--the instructor and the students.

Merrill used the example of a course he taught, Epistemology, in which he and the students read Richard Rorty's *Philosophy and the Mirror of Nature*. Even though he had read the book before, he had not read it carefully and thus did not see himself as an authority on the book. His proposal to the

"Cornerstones is about epistemological change, about what faculty 'do best,' and about what faculty 'should' be doing with their students."

students was that they work through it together, especially the really difficult parts. By trying to understand the argument, noticing the assumptions, beginning to formulate objectives, Merrill saw a tremendous amount of learning going on. He served as the expert guide bringing in his substantial background in philosophy. Because of their collective work to both master and interpret the text, he concluded they were collaborating and none of them was occupying a passive role.

Merrill's reflections on his teaching, and the departmental examples above, affirm my notion that Cornerstones is about epistemological change, about what faculty "do best," and about what faculty "should" be doing with their students. The changes that Cornerstones reminds us we need to undertake are, no doubt, daunting. In addition to continuing to seek resources to support the students we have and expect to have, it also provides an opportunity for us, as the document asserts, to "honor our best traditions of imagination and creativity in determining our future." □

News Flash:

Breaking the Social Contract

A just issued report commissioned by the California Education Round Table and conducted by the Rand Corp., entitled *Breaking the Social Contract: The Fiscal Crisis in California Higher Education*, concludes that there is "a time bomb ticking under California's social and economic foundations." If state funding for higher education is not increased dramatically hundreds of thousands of high school graduates--the so-called Tidal Wave II of 500,000 new students who will be seeking admission to the state's public colleges and universities by 2005--will be denied access. "The college degree has replaced the high school diploma as the entry card into productive employment. If this degree is increasingly out of reach for large segments of the California population, then a revolution in education is essential to avert increasing social unrest."

--Source: *Los Angeles Times*, Sept. 26, 1997

The New Visual Anthropology Lab: Deconstructing & Reconstructing Culture & Media

Jeff D. Himpele

Visual anthropology is the cross-cultural study of visual culture and media and is a mode of representing anthropological knowledge, typically in the forms of film and photography.

As part of the construction of the Anthropology Research Facilities on the fourth floor of McCarthy Hall, a new state-of-the-art visual anthropology lab featuring two digital video editing suites and other computer and audio-video equipment will be outfitted for training students in both the anthropological analysis and the production of audio-visual media. Cal State Fullerton is expanding its facilities in visual anthropology at an exciting time in the history of this sub-field of anthropology.

As modes of research and for representing cross-cultural knowledge, photography and film--a generic term that includes video--have been used by anthropologists since the turn-of-the-century in Europe and the United States when photographs and films were employed to record and exhibit social theories that viewed human differences in racialist and social evolutionary terms. They were subsequently disputed by anthropologists using relativist understandings of human diversity; for them, visual documentation of behavior, such as dances, served as evidence of the historical and cultural factors determining human physical types.

Since the cultural turn, film and photography in cultural anthropology have essentially been serving two agendas: to record and archive the visual systems and practices of cultures, and to develop a sometimes emphatically subjective method of theorizing and disseminating knowledge about other cultures through visual media.



Jeff Himpele is a professor of anthropology & an ethnographic filmmaker. His recent film Incidents of Travel in Chichén Itzá won an award from the American Anthropological Association.

While visual anthropology has been and continues to be repudiated by some who argue that it cannot describe, explain or theorize as well as the higher status form of academic representation--writing--some anthropological and documentary filmmakers had actually anticipated many critiques of transparent realism well before the "crisis of representation" was declared by the literary turn in the human sciences. While some visual anthropologists have attempted to reverse the textualist argument in favor of the image, text and image should not be mutually opposed nor necessarily ranked by their distinctive capacities for producing and embodying anthropological knowledge. Narrative and sound are crucial elements in virtually any ethnographic film and questions of "voice" emerge in discussions about them. For this reason and because of the variety of media now studied and employed, as I mention below, perhaps visual anthropology is a misnomer.

Nevertheless, visual anthropologists do vary in the degree to which they address specific cross-cultural forms of solely visual communication, such as gesture, art, architecture, clothing, photography and film, as well as vary in the degree and form in which narrative and nuncupative texts are used in the films and photos produced as ethnography.

In the present highly mediated world, this is an especially interesting moment for visual anthropologists. Visual media are being deployed for diverse

cultural and political movements among indigenous peoples from the Amazon and the Andes to the Arctic, and debates have emerged about whether they gain political participation through modern representational technology. As culturally diverse peoples become agents of their own media representations, ethnographic filmmakers are increasingly collaborating with the people they study in order break with older situations which had been "us" always filming "them."

Similarly, whereas previous bounded definitions of culture had once marginalized film, radio, and television from the traditionally authentic domains of anthropological research, media ethnographers are now watching television alongside their subjects to learn how the televisual mediates perceptions of political conflicts and cultural difference. Visual anthropologists are concerned with placing visual culture into the complex of social and political processes that shape production, distribution and reception, using new media research to question the impact of transnational media on local cultures. Given the variety of media practices to study, the new debates, and the new techniques and technologies for ethnographic representation, the field is clearly moving into a more central place in anthropology.

"Visual anthropology is the cross-cultural study of visual culture and media and is a mode of anthropological knowledge, typically in the form of film and photography"

Cal State Fullerton is addressing these new directions in visual anthropology as it expands its facilities and emphasis in this field. The visual anthropology lab will be an innovative center for training students in the cross-cultural analysis of visual media and in the production of visual representations of culture and social behavior. As I have designed it, our unique ability to project and remotely operate a digital video editing system will make Fullerton's among the very best equipped anthropology departments in the country for teaching visual anthropology on a scale well-suited for classroom sessions.

Briefly, digital video editing systems work by stor-

ing recorded video footage from tape in high capacity hard drives; the video clips can then be accessed and manipulated by cutting and pasting scenes on an on-screen graphic timeline to produce full-screen high quality programs that are recordable onto videotapes. As in word processing, one can compose, see results immediately and revise choices endlessly. I developed such a system while teaching

"...a digital video editing system will make Fullerton's among the very best equipped anthropology departments in the country for teaching visual anthropology on a scale well-suited for classroom discussions."

previously at Princeton and used it for the qualitative analysis of documentaries. After seminar discussions in which students successfully critiqued films, small groups of students were challenged to use the editing system to re-edit the original films.

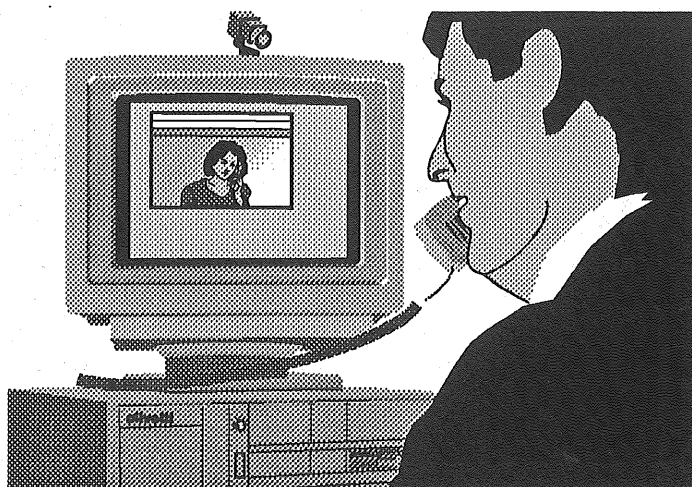
In another course, students encountered the creative crises and reframings of a term-long project using films seen in class. In both long- and short-term exercises, students learn more through the practice of reconstructing films than they do by analytically deconstructing them. Students experientially gain a sense of the malleability of video scenes, that meaning is not intrinsic to images, and how narrative sequence and relations between audio and video tracks can be combined to construct an ideological argument that appears self-evident. In addition to the potency of editing, they also learn about the stakes of representing cultural difference from considering the dilemmas and trade-offs of their edit selections, and afterwards, as peers critique their work.

Having the ability to do this with an entire class at Cal State Fullerton, rather than dividing into small groups, will facilitate closing the gap between teaching theories of representation and the practice of cultural construction with media. Furthermore, visual anthropology students will be trained here in the production of anthropology videos as a form

of ethnographic research and as a mode of social and cross-cultural engagement.

Since the issues of representation (genre, authority, modes of address, etc.) that occur in ethnographic interactions seem to appear more explicitly in visual anthropology, students will be able to apply visual anthropology to other areas of cultural anthropology as well as to a variety of careers as they become critical viewers of media. Within our department, visual anthropology will cross-cut the department's other research areas of physical anthropology and primatology, archaeology, linguistic anthropology, applied anthropology, and museum studies.

As an active meeting ground for our multi-centered department, the visual anthropology lab will provide excellent technical facilities for creating both audio-visual documentation and displays, and offer a place for students and faculty



from across the discipline to critically consider the cultural assumptions, limits, and consequences of visual representation; in turn, it should enrich all of the sub-fields of anthropology.

Finally, the facilities will also be a vital media for anthropology's and the university's communication with the public by providing a unique forum for cross-cultural understanding. □

Beyond "Postmodernism": You Need to Know to Deconstruct!

Richard Lippa, Department of Psychology

I'd like to move--shall I say "deconstruct"--the recent debate in the *Senate Forum* about "post-modernism and note, quite briefly, where the whole "discourse" goes wrong for me: Bickering back and forth about the existence of "foundational knowledge," "historicity," "canonical truth," and the "social construction" of "narrative meaning" misses a fundamental fact of my everyday, workaday life as a teacher here at Cal State Fullerton--namely, that many of my students don't know much of anything.

In the psychology classes I teach, I attempt to "slip in" cultural information--in the broadest sense--because, in my experience, my students generally lack such information. In Introductory Psychology, for example, I discuss Paul Broca's 1861 discovery of the "speech center" of the brain, and as an aside, I ask students what was going on in the United States at about this time. Many don't know. When I lecture about the famous 19th Century American psychologist, William James, I mention in passing that he had a famous literary brother, and I ask if anyone knows who he was. Generally no one does. In Social Psychology I refer to a series of variations in Stanley Milgram's famous obedience experiments as a kind of "theater of the absurd." I ask if my students know what this refers to. Generally no one does. I then define the concept, and as a possible link to the notion of absurdist theater, I ask my students if anyone has read or seen what I consider one of the certifiable theatrical masterpieces of the 20th Century, Beckett's *Waiting for Godot*. No one has heard of the play.

In discussing theories of leadership in Social Psychology I ask for illustrations of "social-emotional" versus "task-oriented" styles of leadership among recent U.S. presidents. Most students go blank at this request for historical information. In discussing the nature of memory and conditioning, I cite

Proust's famous *petite madeleine*, and the train of memory it triggers in *Remembrance of Things Past*. Not only are my students unaware of the *madeleine*, they have never heard of Proust (forget about reading him). When discussing the concept of "parsimony" in psychological theories, I offer Newton's "laws of motion" as an example of a simple set of elegant theoretical propositions that can explain an enormous array of phenomena. Most do not know about Newton's laws. And so it goes.

Thus I must smile when I hear acrimonious debates about "facticity" and the "narrative basis of knowledge," about "construction" and "deconstruction," and about "this-centrism" and "that-centrism." Quite honestly, I simply wish my students knew something period, for they cannot "construct" or "deconstruct" unless they have some knowledge to start with. To construe, reconstrue, or even to misconstrue in any kind of interesting way, they must possess a cognitive "critical mass," which many of them lack.

So let's declare a truce: Canonical knowledge has its place. Quite honestly, when I fly, deep down I hope that the engineer who designed the engine was not a "deconstructionist," but rather, a boring "essentialist" in touch with the "foundational knowledge" of his field. And if a surgeon cuts into my body, I hope she too is steeped in the canonical knowledge of her discipline (and that she got good grades in medical school). Postmodernism has its place as well. In the social sciences and humanities, "facts" are indeed endowed with meanings by social contexts and subjective human "narrators."

But deep down, I worry less about "imperialist essentialist" science and mushy postmodernism than I do about the abysmal ignorance of many of my students. To challenge canonical orthodoxy, you have to first understand it deeply, and to deconstruct anything, you must first know it exists. I'd be happy if many of my students were skilled (if grimly polysyllabic) postmodernists or equally, if they were ardent, smug essentialists. But sadly, many of my students, even after four years of "higher education," don't know much of anything. I hope we don't forget this when thinking about curricular reform. □

The Yin and the Yang of China's Reunification

Nancy T. Baden

Capturing the essence of a journey is never easy, as you attempt to shift through the kaleidoscope of impressions and grasp the core of the experience. Adding China to the equation does not help, because China in itself is somewhat overwhelming. There is an "other" worldly quality about it.

I had first visited China in 1982, just as it was emerging from the Cultural Revolution, a dark and tortuous period. I knew the changes I would find in 1997 would be striking, but I wasn't prepared for the degree of change. In 1982 China was beginning to stir. In 1997 the reunification of Hong Kong represented yet another step in China's dramatic attempts to reenter the world power scene. I soon realized that I had arrived at another turning point.

You couldn't help but be impressed by our Fudan University hosts. They were more than gracious, proud of their university's accomplishments and looking forward, along with the rest of the nation, with optimism and excitement to the Hong Kong reunification of July 1. Street signs and tee shirts were evident everywhere marking the days remaining in the reunification countdown; school children could be found in parks and other public places practicing for the celebration, clear signs of the long anticipated event. It was as if a series of forces that had been unleashed following the Cultural Revolution had now taken hold; China was entering a new phase as the nation prepared to take on the 21st Century.

Nowhere was this sense of anticipation more evident than when we came upon a street vendor in the

"China was entering a new phase as the nation prepared to take on the 21st Century."



"Terry" Baden is a professor of foreign languages and literatures and recently served as department chair. She was one among several faculty who eagerly traveled to Shanghai for the 5th CSU Fullerton/Fudan University Faculty Seminar.

bustling downtown area of Shanghai. Upon seeing Barry Pasternack's tee shirt emblazoned in red Chinese characters commemorating the reunification (a gift from our Fudan hosts), the woman gave him a marvelous smile and a vigorous thumbs-up. (Barry insists that she was really only trying to sell him a watch.) Whatever her motives, her joy was unmistakable.

After the Fudan exchange I journeyed south to Hong Kong on my passage to Macao where I was going to present a lecture. In Macao the mood was mixed. The Portuguese will be handing Macao back to the Chinese in 1999 and while there was an accepting facade, private conversations were more reflective about the unknown future. What is to happen to the many Macanese who are of Portuguese and Chinese blood and were trained in Portuguese schools? Their Chinese language literacy skills are not always strong. How will they fare under the Chinese regime? On the other hand more entrepreneurial spirits were seeking to position themselves advantageously in anticipation of the new situation. It's the old adage about the glass being half-full or half-empty, depending upon your perception.

It was obvious when I arrived in Hong Kong on June 24 with only six days to countdown that excitement

was the order of the day. The festivities were to be on a grand scale with China's President Jian Zemin and Great Britain's Prince Charles taking center stage under the gaze of the world media. Hong Kong's beautiful harbor front was decorated with dragons and banners; fireworks were set in place for the upcoming spectacular; and hotels across town were offering "Return of the Dragon" specials at inflated prices. The curious along with the world press were beginning to assemble, prepared to record this historic event. Newspapers and TV were heralding the "Handover Countdown" (note the terminology here). The *China Morning Post*, in a series of articles and feature stories, attempted to present various sides of the issue. In the view of some, China's dependence on the economic clout of Hong Kong meant that she would tread lightly. Those who had been protesting the changeover were expressing their concerns about civil rights and their potential loss of democracy. One dour British subject announced that he would not be witnessing the "spectacle of the century" because he considered the whole affair boring!

However, it was again another anonymous vendor who poignantly captured the moment for me. After a farewell ride on the Hong Kong to Kowloon ferry, I decided to succumb to the commercial frenzy surrounding the event by purchasing a commemorative tee shirt. After all, since I had the Chinese version from Shanghai, why not have the Hong Kong rendition as well. The young Chinese woman who waited on me carefully checked the size and the quality of the garment. As she prepared to wrap my purchase, she ran her hand across the garment and said very quietly, in her careful but halting English, "This is special tee shirt. Not for wearing. To put in drawer and keep." She added, as tears welled up in her eyes, "Our flag will never fly again." It was a bittersweet ending to a memorable journey. The simple joy and sadness of two vendors in two cities brought the emotions down to a human level. The joy in the People's Republic contrasted vividly with the uncertainty being experienced by those in Hong Kong who were being "handed over." I felt that I had in a small way shared a moment of symbolic importance in their lives. □

Fall 1997

Notes from the Senate Chair: A Flawed Search Process

Vince Buck

During the summer, when everybody was on vacation, Barry Munitz announced that he was leaving the CSU to head up the Getty Trust. He had long suggested that he did not want to leave, but you can't blame him for taking what must be one of the best jobs in the world. Although we all disagreed with him on a number of important items, especially PSSIs, I believe that we were fortunate to have him as chancellor. His greatest contribution was the political cover that he gave us.

We are a very vulnerable system, especially in this era of term limits and inexperienced legislators. Someday a Bernie Richter (R-Chico) with real political power may come along and seriously threaten the system and those things we believe are critical for academic excellence. It is happening in other states. Barry Munitz was able to keep those threats at arms' length for us. His predecessor could not have done that. The CSU needs to select a successor that can.

We are not off to an auspicious start in the search for this person. On August 5th the Los Angeles Times reported that the Board of Trustees would hold the search in absolute secrecy and that business credentials would be stressed while academic credentials would receive reduced emphasis. Indeed a statement that called for "significant academic accomplishments of the character to command the professional respect of the academic community" that was used in the 1990 search criteria, had been removed. When the names of the search committee were released, it turned out that the only faculty member on that committee was Bernie Goldstein, the faculty trustee.

In response to these and other reports I sent a slightly modified version of the following letter to Martha Fallgatter, Chair of the Board. No response was received, but in a subsequent conversation with

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Jim Highsmith, chair of the CSU Academic Senate, who had sent a similar letter, she indicated that the Board would not be changing its procedures or criteria in this search.

Since August the CSU Senate and most of the local senates have passed resolutions asking the Board in the strongest terms to institute a more open and inclusive process that seeks to find a candidate with outstanding academic credentials. No response is expected. Indeed, there is a rumor that the new chancellor has already been selected. □

An Open Letter to the Board of Trustees

I am very disturbed about the search procedure for the new chancellor. As a professor of political science, I have always believed that whenever possible, the public's business should be conducted publically. Whatever is gained by secrecy is more than lost by the distrust and suspicion that a closed process generates. Whoever is hired by such a process will start the job under a cloud. It is one of the goals of a search process not only to hire an outstanding individual, but to create a climate in which that individual can succeed. In that, a closed process fails.

Moreover, an open process will generate much valuable information about candidates. There is no substitute for frank communication from colleagues at a candidate's current place of employment, and that information is impossible to obtain in a closed process. Finally, a closed process is especially reprehensible in an institution that in its scholarly processes depends upon openness and the full sharing of information.

Further, I am concerned about the limited role envisioned for faculty in this process. I come from a tradition that believes that the university is first and foremost the faculty. While other constituencies are important, it is the faculty who the university relies upon to provide the learning experience for our students. It is the faculty who best understands what is necessary for success in that process. It is the faculty who spend their entire professional lives in the academy and who have the institutional memory so essential for a well

functioning university. And finally it is the faculty who have the fullest professional and personal commitment to quality education and scholarship. As such, it is critical that they have a significant role in selecting the individual in whose hands the fate of higher education in California rests.

I am equally concerned about the downplaying of the academic stature of the candidates in the search for a new chancellor. While business experience may be of value, it is critical that the new chancellor have sufficient academic accomplishments to command the respect of the faculty. That stature will provide the new chancellor with some slack in making the difficult decisions that face this system. Lacking that stature, the new chancellor will have to prove herself or himself at every turn. He or she will have to bend over backwards to demonstrate legitimacy in the eyes of the most important constituency, and that is not a comfortable position to be in. Barry Munitz had that stature as well as business experience. But he also has a charismatic personality, and we are unlikely to get another chancellor like him.

The chancellor is also the individual who explains higher education and the educational processes of the CSU to the residents and leaders of this state. The needs and practices of higher education are not well understood by the general public and their representatives, and it is largely through his or her ability to interpret higher education that the chancellor protects this system. Chancellor Munitz excelled at this, but it will be difficult in the extreme for anyone without an outstanding background in higher education to do that well.

This process seems designed to insure failure in an attempt to hire a competent individual and create a climate in which that individual will succeed. A secret process with minimal faculty involvement that seeks a candidate with less than stellar academic credentials has disaster written all over it.

I strongly urge you to reconsider this process.

J. Vincent Buck, Chair, CSUF Academic Senate

