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# The SENATE Forum

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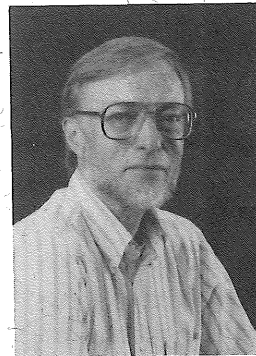
## **CSUF Outstanding Professor 1997-98 Challenges Facing Fullerton: Reflections on the Future of CSUF**

**John Olmsted**

One main theme of my Outstanding Professor lecture was that CSUF faces challenges that may lead to its demise as a "real" university. Professors at a real university guide their students to mold themselves into "what they want to be when they grow up." In doing that, we make an immense impact on all the students whom we touch. Additionally, we are role models for our students, many of whom do not have such role models in their personal lives.

We presently face four challenges that threaten to undermine our ability to do this: the challenges of culture, of cost, of computers, and of internationalization.

I think that the challenge of culture results from television's displacement of written material as the primary information source for many people. Because most television programs are served up in small snippets, they reinforce short attention spans. Consequently, students of this generation have difficulty staying focussed. Additionally, those who are



*John Olmsted is a professor of chemistry and chair of the Department of Chemistry and Biochemistry. He is a member of the Executive Committee of the Academic Senate.*

unused to reading do not easily read. Many of my students do not read their textbooks, no matter how much I exhort them.

We might respond to this challenge by adapting. Use videos. Don't lecture for more than five minutes without inserting commercials. The trouble is, these techniques do not convey information very efficiently. I believe that without the ability to read for comprehension, students are unable to become what Robert Reich calls "symbolic analysts."

The challenge of cost is simple: the cost of a university education continues to rise significantly faster than the rate of inflation. The current situation is amplified by the growth in the college age population that will inundate the universities in the coming five years. When this happened after the Second World War, the State of California responded with the master plan for higher education and

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provided the funds needed to implement that master plan. This time around, there is no indication that the people of California are willing to pay for a similar expansion.

Former Chancellor Barry Munitz believed that we should be able to increase throughput without increasing cost. Munitz ignored the fact that higher education is labor-intensive, particularly when it includes role modeling and mentoring.

Educating more students requires more faculty, and that requires more funds.

Absent additional funding to handle additional students, the quality of

education at CSU will inevitably decline.

We are challenged to incorporate computers into teaching and learning. Some futurists see the University of Phoenix as the prototype of higher education in the 21<sup>st</sup> Century.

According to them, the future of education is in computer-aided instruction, which will revolutionize our delivery systems. Perhaps, but I have yet to see a computer mentor a student in need.

While computers are changing substantially how we interact with our students, I don't think we can yet tell how the offspring of the marriage between computing and higher education will look. I do think that the computer classroom is not a panacea. The computer is not a labor-saving device. It allows us to do some things more efficiently but brings into play a different set of problems

requiring equal or greater attention of a professor. Including the costs of technical support, software licenses, maintenance agreements, and equipment replacement, computers increase the cost of education rather than bringing the cost down.

Besides, many students prefer conventional instruction to computer-based learning, and some students are antagonistic toward the

imposition of computers. Research shows that 15 to 20 percent of students feel that computers "dehumanize" the learning environment.

My fourth challenge is that of internationalization. As rapid communications shrink the globe, it becomes increasingly important for all universities to provide education that has a global perspective, but to provide such a perspective requires significant resources.

Each of these challenges requires universities to adjust how they operate; taken together, they may require universities to reinvent themselves in radically different ways. Some forecast that reinvention is necessary if we are not to be replaced by computerized entrepreneurial factories. I think we should take such warnings seriously, but at the same time I think we must not abandon what our kind of university does best. What is that? The Boyer Commission report, *Reinventing Undergraduate Education*, and *Late Night Reflections of a College President*, by Nancy Dye, the president of Oberlin College, both

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***"CSUF faces challenges that may lead to its demise as a "real" university...the challenges of culture, of cost, of computers, and of internationalization."***

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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 that the Academic Senate addresses. Individuals are encouraged to submit essays and other contributions to the editor at [dguerin@fullerton.edu](mailto:dguerin@fullerton.edu).

**Editor & Layout:** Diana Wright Guerin (Child & Adolescent Studies)

**Editorial Board:** Jane Hall (Economics), Ben Hubbard (Comparative Religion), Sandra Sutphen (Political Science), and Curt Swanson (Foreign Languages & Literatures).

contain threads that point the way. The real university engages students directly as active participants. At the same time that it imparts them with knowledge, it encourages them to question, to challenge, and to create. It prepares them for the long-range future of their entire lives.

The Boyer Commission Report accepts the goal stated by the 1947 Commission on Higher Education: universities must provide "the means by which every citizen ... is

enabled and encouraged to carry his education ...

as far as his native capacities permit."

California's master plan challenged us to enable capable students from the "second cut" to go as far as their native capacities permit. This turns out to be very far indeed, but our students typically need more nurturing,

encouragement, and direct attention than the "first cut" group. We must, therefore, work harder and more closely with our students.

This is "value-added" business par excellence, but mentoring and nurturing take time and cannot be done on an assembly line or via the Internet. That means faculty time, which in turn means substantial expense. The notion that we can educate 20% more students a decade from now without 20% more faculty strains credibility.

Unfortunately, the alternative also strains credibility. By 2015, it is estimated that the deficit run by higher education nationwide will reach \$38 billion. Raising tuition to meet this deficit will exclude many of the students whom it is our mission to educate. And the people of California do not appear to be willing to bear the financial burden of these increased costs. Somehow, then, we must become more efficient. Here are some ideas as to how we may do so.

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***"It is a betrayal of our mission that our current leaders denigrate what we are doing, in front of business and governmental leaders who have the ability to invest more in the CSU. Our Chancellor should be telling what a fine job we are doing and how much better we will be able to do it with additional resources."***

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First, part-time faculty are here to stay. The system can't afford a larger fraction of courses taught by tenured and tenure-track faculty. Part-timers are cheap and highly competent -- a "best buy" for the university. Instead of decrying the exploitation of part-time faculty, we need to find ways to keep them attuned to the campus culture.

Second, scholarly and creative activity has to be student-centered and will need external support. It has to be student-centered because

our primary mission is training undergraduates, and in an era of limited resources, all resource allocations need to address that mission. It needs to secure external support because the university's resources are insufficient to

sustain research programs. This does not mean that scholarly and creative activity needs to wither, but it probably means that fewer of our faculty will be substantially engaged in such work.

Third, "problem-based learning" will play a limited role. This instructional mode is more labor-intensive than more traditional instructional modes. Better we spend our efforts learning how to combine the visual impact of computers, the efficiency of well-crafted and delivered lectures, and the inspiration of the committed, vibrant professor so that more students care enough to learn well.

Fourth, we should focus our "international" efforts closer to home. Establishing relationships with universities across the globe costs money and consumes administrative time. We can achieve greater benefits by investing these resources locally to build relationships with the diverse ethnic communities in our service area.

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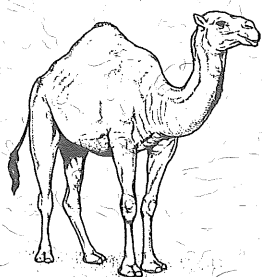
## Merit Pay: The Camel Stinks

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Vince Buck

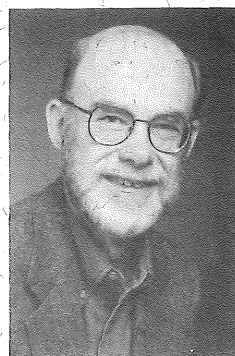
**M**y esteemed department chair tells me that we should give up on "merit pay;" that the entire camel is in the tent and that although it stinks it is not going away. I find it difficult to accept that an idea that is so bad, so destructive and so despised by most of the faculty will be around forever. It will take time and it may never fade away completely, but I believe that at some point thoughtful people who care about the future of the CSU will ask what can be done to improve performance and the work environment in the CSU. And the obvious answer will be to do away with "merit pay."

"Merit pay" is treated almost as a matter of faith in the private sector --and therefore not subject to question. Yet the bulk of the extensive research on reward and incentive systems indicates that is rarely works. (For more on this see the web site of the CSU Academic Senate's task force on merit pay: [http://www.calstate.edu/acsenate/97-11-5\\_mptf\\_report.html](http://www.calstate.edu/acsenate/97-11-5_mptf_report.html).) It is a particularly bad approach to try to motivate professionals in the education field.



Behind pay for performance is the idea that employees find work inherently boring or uninteresting and need extrinsic rewards to make them perform well or even perform at all. While we all need

to be paid and we all hope to be paid a fair and equitable salary, if we were primarily motivated by pay we would not be in this line of work. It is not the pay that makes us work the 50-60 hours a week that surveys consistently report as the average work week for faculty in comprehensive universities like ours.



*Vince Buck  
professor of  
political science  
and immediate past  
chair of the CSUF  
Academic Senate.  
He is currently  
vice chair of the  
statewide CSU  
Academic Senate.*

A frank examination of why we put so much effort into our jobs would produce a lengthy list of non-monetary incentives: love of the work, a desire to help students, a feeling that we are making an important contribution, peer pressure, socialization, self-respect, a chance to influence the world in which we live, and a belief that we are valued and supported in our efforts. In fact, the idea that we would work harder for a few dollars more is almost an insult. If we want more money it would make more sense to look for opportunities outside the university -- and some of us have done just that.

If the Trustees were truly interested in motivating faculty members to perform to the best of their abilities, they would ask how resources could be allocated in such a manner that would create a supportive work environment--one that would encourage faculty to follow their natural inclinations to work tirelessly to provide the best possible learning experience for their students. Such an environment would include a noncompetitive, fair, and equitable pay scale, reasonable workloads and class size, well maintained classrooms, funds for training and development, and an opportunity to interact socially and intellectually with colleagues. I am sure that any reader can think of other contributing elements. I would like to see the Trustees address even these, but since they rarely enter classrooms or interact with faculty, they have, at best, only an abstract understanding of these matters. They are more  
*(Continued on page 21)*

## FAQ's about Our Academic Senate

**Arlene Ehrenberger and  
Sandra Sutphen**

**Q: What does the Academic Senate do?**

**A:** The Academic Senate makes decisions on educational and professional policy. Its basic function is to develop policy proposals that, if approved by the President, become university policy. There are over 140 university policy documents that cover (1) Administrative Support Procedures, (2) Faculty Personnel Procedures, (3) Student-related issues, (4) Curriculum, (5) the Library, and (6) Research.

**Q: How large is the Academic Senate?**

**A:** The Academic Senate consists of 44 members.

**Q: How are members elected to the Senate?**

**A:** Members are either elected "at large" by the entire Academic Senate electorate or from one of several constituencies. The President and Vice-President for Academic Affairs are voting members by virtue of their office (ex officio), as are our three statewide CSU Academic Senators, the president of the California Faculty Association, and one representative from the Emeriti Association. Associated Students also elects two student representatives to our Senate.

**Q: What's a constituency, and how are the seats apportioned?**

**A:** Like the U.S. House of Representatives, Academic Senate seats are more or less awarded on the basis of population. Every school (no matter how small) is a constituency and is entitled to at least one representative. Others are apportioned on the basis of size. Because it is so large, the School of Humanities and Social Sciences has two constituencies: one for Humanities and one for Social Sciences. There are currently two "special" constituencies: (1) Student Services



*Arlene Ehrenberger has worked in the Academic Senate Office since November 1997. "The Senate Office is the hub of the University. I never dreamed that it was involved in so many aspects of the University until I got here."*

and (2) Administration, Library, and Athletics. These two, along with the school constituencies, make a total of ten constituencies.

**Q: How often are elections held?**

**A:** Elections are held every year with the terms being staggered so that approximately 1/3 of the constituency and 1/2 of the at-large seats are voted on each May. Constituency seats are held for two years, while at-large seats are held for three.

**Q: You mentioned the statewide CSU Academic Senate. What's that?**

**A:** The statewide CSU Senate is composed of representatives from each of the campuses in the CSU. Currently, CSUF has three representatives to that body. They are elected by the faculty electorate and serve a three-year term.

**Q: When does the Senate meet?**

**A:** Usually it meets twice a month on Thursdays from 11:30 to 1:00. The Senate does not meet during the summer months.  
(Continued on page 12)



*Sandra Sutphen is a professor of political science and currently serves on the Executive Committee of the Academic Senate.*



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***Should a Second Language Be Required for CSUF Graduates? The Champions' View***  
**A Foreign Language Exit Requirement: Arguments in Favor**

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**Curt Swanson & Lee Gilbert**

Last April, while the Senate was discussing the General Education document, we were struck by the lack of any mention of foreign languages. This seemed particularly curious in light of the recently published Cornerstones Report—a document that will increasingly be the focus of our attention in the months to come. The ability “to communicate in a language other than English” is established as one of the required learning outcomes for any graduate of the CSU in the Cornerstones Report.

In light of this apparent disconnect between the guiding document for our system and our GE program, one of us proposed to amend the General Education document to include such language, little realizing that he had dropped a “bombshell,” as fellow Senator Sandra Sutphen described it.

The ensuing discussion on the floor of the Senate and via e-mail finally brought the topic of foreign language competency to the attention of the campus. Outside the Fullerton campus, the critical need to improve America’s competency in foreign languages has been a topic of intense national discussions going back as far as 1978. Then, as a result of the Helsinki Accords signed on April 21<sup>st</sup> of that year, President Carter signed an executive order establishing the President’s Commission on Foreign languages and International Studies. The report of that commission, entitled *A Nation at Risk* and published in November of the following year, called America’s incompetence in foreign languages “a scandal” and a threat to our national security.

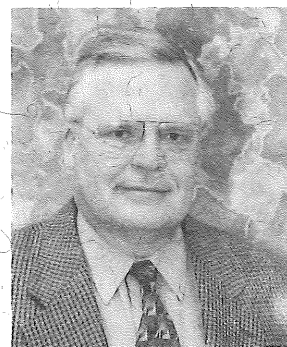
Inspired in part by the findings of the Carter Commission, the CSU created its own Foreign

Language Requirement Task Force in 1981. Over the next two years, that body scrutinized every conceivable aspect of a foreign language requirement including, for example, which and how much language should be studied, the potential impact on high unit majors, and potential resource implications. In its final report in May 1983, the task force concluded that the study of foreign language was of such importance to the intellectual and cultural maturity of our students and to society in general that inclusion in the CSU curriculum as an exit requirement was warranted. The task force specifically recommended the following to the CSU Academic Senate:

In order to graduate from the CSU, all students regardless of major must demonstrate competency in a foreign language at or above Level II as defined by the Foreign Language Liaison Committee of the California Articulation Council.

Native speakers of languages other than English were to be exempt from the requirement. (They learned English as a foreign language, after all.) All other students could meet the requirement either by passing a qualifying exam or by completing appropriate coursework at the intermediate level.

The CSU Academic Senate proceeded to issue a resolution in support of such an exit requirement. However, sensing that the idea of establishing a system-wide foreign language requirement might be a controversial issue, the system-wide senators limited themselves to recommending that individual campuses take



*Curt Swanson is a professor of German and veteran member of the Academic Senate. He is currently Associate Dean of H&SS.*

up the torch. At the time, only Sacramento State had the courage and foresight to do so, although others have subsequently joined them, including the campuses at San Bernardino, San Marcos, San Francisco, and Monterey Bay. Our sister campus to the south, San Diego State, has also had a foreign language requirement in place for years for students taking bachelor degrees in liberal arts and sciences and in music.

For one brief shining moment, it appeared that Fullerton might also move from the darkness into the light. In February of 1984, Provost Frank Marini reported in a memorandum to Provost and Vice Chancellor William Vandament that such a requirement could be instituted at CSUF with relatively minor resource implications. By that time our Faculty Council had already passed a resolution supporting a foreign language exit requirement in principle. But then the Faculty Council added a series of clauses urging the statewide academic senate and the task force to revisit how the requirement was to be met and what the resource implications might be, in spite of the fact that these issues had been previously addressed as fore-mentioned.

And so the matter died on our campus. Once again, the local politics of FTES had won out over an educational principle against which virtually no one, nation-wide, had advanced any academic arguments.



*Lee Gilbert is a professor of German and veteran member of the Academic Senate. He is currently chair of the Department of Foreign Languages and Literatures. Both Swanson and Gilbert believe students' lives and careers can benefit from knowing "a language other than English."*

What has happened since then? The CSU has continued to acknowledge the importance of foreign language study by establishing a two-year foreign language entrance requirement for any student wishing to study at one of its campuses. Ironically, it remains the only entrance requirement for which there are no further expectations once the student gets to campus. In the case of all other subject-matter entrance requirements, students must complete additional coursework as a part of our GE requirements. Thus, we obviously see the CSU entrance requirements as a set of foundational learning experiences upon which we, at the university, continue to build—except for foreign languages.

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***"Prestigious universities -- public and private -- have returned to requirements in languages other than English because they have realized their importance to students' careers. Do our state university students deserve anything less?"***

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The status quo ante persists even now, when CSUF—in its own Mission and Goals—proudly characterizes itself as having "a global outlook." Our GE document and other university publications frequently refer to respect for other cultures, the values of cultural diversity, multiculturalism, globalization, and internationalization of the curriculum. Oddly missing, however, is an appreciation of how "learning a language other than English" might contribute to this process. Can a true and deep understanding of another culture be achieved in the absence of at least a basic understanding of the language of that culture? Only an American could come to such a quaint conclusion.

America remains the only "civilized" country in the world where foreign language study is not an integral part of the education of any young person. We remain so in spite of  
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***Should a Second Language Be Required for CSUF Graduates? The Skeptics' View  
Setting Rational Priorities  
for Second Language Acquisition***

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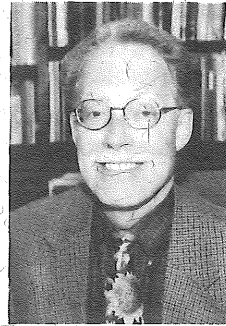
**Tom Klammer and Keith Boyum**

We salute the value, both intrinsic and utilitarian, of the study of languages. After all, one of us is in the language business, and the other confesses to using languages regularly. As well, we both believe strongly in the values of a liberal arts education, an important element of which has always been the study of foreign languages and cultures. In what follows, however, we take the role of skeptics of a second language graduation requirement at CSU Fullerton, at least in any form that such a requirement has been proposed up until now, knowing that others in these pages will act as proponents. We thus cheerfully take one side in a debate, and encourage readers interested in both sides of the question to read the companion article along with our own.

***The Apparent Purposes of a Second Language Requirement***

We suppose that a second language requirement might serve two main purposes or goals.

A *utilitarian* goal might focus on the undoubted globalization of our era and the intrusion everywhere of many languages. Surely students who expect to travel, not to Spain but to Santa Ana, can benefit from knowing Spanish, a language used extensively in every workplace in Orange County, including Cal State Fullerton. We live with the largest community of Vietnamese speakers outside of Vietnam in our midst, and we interact on a daily basis with students, faculty, staff, and community members for whom one of a variety of Asian



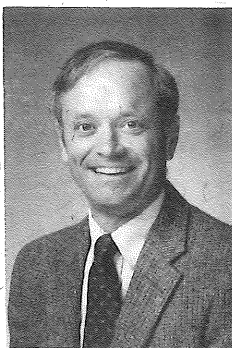
*Tom Klammer is a professor in the Department of English and Linguistics and Associate Vice President, Academic Programs. Though not currently a Senate member, several heard him call out "aye" when the Senate approved GE learning goals in 1998.*

languages is the preferred medium of communication. Surely, students who expect to pursue careers in our region, with its numerous linguistic and ethnic communities, could benefit in practical ways by gaining competence in the languages used here.

An *intrinsic* goal of learning a second language, one might argue, is that knowing the language of another people can enhance understanding and appreciation of their culture. By extension, some sense of the wonderful variety that world cultures offer may also be a benefit of second language study. In that way, students may win perspective on, may be readier to appreciate, peoples whose languages they have not studied. On the basis of such understanding and appreciation, we might hope for stronger communities of citizens whose fears of the other might be replaced with a degree of empathy and mutual acceptance that would form the foundation for greater civic progress and even enhanced international cooperation.

We observe, however, that to gain a comfortable degree of practical competency in a second language takes much work, not just a little. Yet the practicalities of the thing, as students must complete other requirements (and as the Chancellor seeks a 120 unit instead of a 124 unit degree), mean that proposals for a second language competence graduation requirement must necessarily call for a little work, and not a lot of work. If the key utilitarian outcome of





*Keith Boyum is a professor of political science and chaired the university's General Education Committee for the past two years. He is a long time member of the Academic Senate.*

such minimum study were an ability to order a meal in another language, or a taxicab in Rome, it is not obvious why the university should mandate that students acquire that skill instead of, say, skills in computer spread sheet manipulation, in financial planning, or in maintaining personal fitness. On the other hand, with intrinsic goals in mind, we doubt that a year or even two of studying a non-native language can equip a student to grasp well what Cervantes, Ovid, or Goethe had to say about the human condition.

Here is the point. We have not heard a proposal for a collegiate requirement that would build upon second language study initiated in schools when children are at age six or age eight. Yet given the second language teaching that does *not* happen in K-12 schools, proposals for a Cal State Fullerton graduation requirement inevitably target low-level skills, and carry the prospect of little increase in cultural appreciation. The personal experience of faculty members who, by and large, were required to meet foreign language requirements that did not achieve substantial extrinsic or intrinsic goals leads many of us to still further skepticism in discussions of imposing such a requirement on Fullerton students.

### ***Cal State Fullerton's Language Problem***

In order to make a case for a meaningful second language competence requirement, the "problem" cannot be posed in terms that

only make sense to members of foreign language departments. (We are assuming here, perhaps unfairly, that faculty who teach in foreign language departments would tend to favor foreign language requirements, as we know our colleagues in English, Linguistics, and Political Science believe strongly in the value of study in those disciplines.)

Yet our "opponents" are on to something: we have a serious second language competence problem at Cal State Fullerton and at many other campuses. The second language, in this case, is English. Faculty in every department have experienced first hand, and are very much concerned about, the weak writing and speaking skills in English among many students, especially among those for whom English is not a first language.

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***"...we have a serious second language competence problem at Cal State Fullerton and at many other campuses. The second language, in this case, is English."***

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Virtually all faculty agree that *this* language problem—the failure to master academic written (and sometimes spoken) English—is one of the greatest challenges facing our students. It is, therefore, one of the most important challenges facing us.

Evidence of the English problem is not just anecdotal. For example, 70% of the students whose English Placement Test (EPT) scores put them in English 099, Developmental Writing, are not native speakers of English. Furthermore, at the upper division level, students whose families do not speak English in the home fail the Examination in Writing Proficiency (EWP) in alarmingly high numbers, whereas almost all native speakers pass the first time they take the test. Every professor experiences the

problems students have with formal academic English, and some argue that it is because of those difficulties that the requirements in many classes have been diminished (e.g., no papers required, exams are multiple choice, not essay, etc.).



Our students come from a wide variety of linguistic backgrounds. Among those for whom English is not a native language, some

are immigrants from non-English speaking countries, whereas others grew up in families resident in the U.S. but spoke little if any English at home. Other students are native speakers of English, grew up in English-speaking families, went to schools where English was the language of instruction, yet still did not really master the formal variety of English used for academic and professional purposes. Among this last group, few learned, much less mastered a language other than English.

We should offer *all* students the opportunity to become competent in English and in a second language. But we should *guarantee* that every student graduates with a high degree of competency in English.

### ***Language Competency Goals for CSUF***

To the authors, language competency goals for our campus might appropriately look like these.

- 1) We should bring all students, both those for whom English is a native language and those for whom English is a second language, to a level of mastery of the formal written and spoken varieties of English used for academic and professional purposes.
- 2) We should enable and encourage – but probably not mandate -- all students to achieve or demonstrate competency in a language other than English. Such

competency might be achieved or demonstrated through

- Instruction in high school, community college, or university.
- Demonstration of competency by means of an appropriate examination. Heritage languages—those students had learned in their families or in their native lands—would be valued equally with those acquired through formal study.

We believe that achieving the first goal is by far more important for CSUF at present. That's why we have worked hard to support the upper division writing course requirement and EWP test requirement. That's why we are pleased at the new campus General Education requirement that every GE course include writing. We would encourage strongly that every department make excellent skills in written and spoken English among the highest priority outcomes of its degree programs.

And what about the second goal, enabling all students to achieve or demonstrate second language competence? We would like to support our colleagues, our "opponents" in these *Forum* pages, in calling for its such a thing at CSUF. As noted above, we would frame it modestly, and not as a mandate. But before we can move forward with any sense of realism and confidence, we call upon our colleagues to answer these crucial questions:

- 1) *What level of competence in languages other than English do our students bring with them to CSUF from high school by virtue of the CSU's admission requirement of two years of high school foreign language instruction? That is, how many of our students could demonstrate acceptable second-language competence upon entry to the University?*
- 2) *What do we know about second language abilities among the 2/3 or more of our students who come to us via community colleges? If they have not studied a second language in high school, and if*

high school competency levels are sought, are we in effect debating a community college language study requirement?

- 3) *How many of our students could demonstrate second-language competence in a "heritage language"? Do tests of such competence exist? (The Department of Foreign Languages and Literatures received funding over a three-year period to demonstrate competency testing of heritage languages but has not yet established such a program.)*
- 4) *After subtracting the students who could demonstrate second-language competence upon entry to the University and who could demonstrate competence in a heritage language, how many CSUF students would need to take additional instruction in a second language? How much instruction would be required to achieve the recommended level of competency? What would be displaced – what would *not* be studied – in order to study a second language?*

**W**e want to support the goal of enabling all of our students to achieve competence in a second language. However, until these questions can be answered, we believe that our efforts as a faculty must continue to focus primarily on the goal of ensuring high levels of competence in speaking and writing in English. It is upon our graduates' competence in English that this university is judged by its publics. And in the world that we are preparing them to enter at the dawn of the 21<sup>st</sup> century, the lingua franca, is, at least for now, English.<sup>20</sup>

*(Swanson & Gilbert, continued from page 7)*

growing evidence that that our incompetence in foreign languages is not serving us well in the marketplace. Consider, for example, these data that were included in the article "Companies Worry About the Skills Gap,"

published on May 3, 1998 in the *San Francisco Examiner*:

The shortage of skilled workers is costing companies millions in potential revenue, according to a survey of 300 executives by Selected Appointments North America, a specialty staffing provider. Seventy percent of the companies surveyed say they have an unmet need for skilled workers, and half believe the skills gap hurts their competitiveness. When asked which skill was most lacking, 43 percent cited foreign language skills followed by technical (15 percent), creativity (13 percent) and problem solving (13 percent).



Finally, while we are talking about the reasons why one ought to study foreign languages, let's not forget the fact that research clearly shows that the study of a foreign language leads to improved skills in English. Given the frustration that we all feel as we encounter on a daily basis the weak English skills of many of our students (native and non-native speakers alike), wouldn't that be a welcome development!

In the face of all of this, why do we, on this multicultural campus with a global outlook, continue to resist establishing foreign language competency as a required learning outcome for all our graduates? Aside from the politics of FTES, one of the reasons may lie in the way many of our faculty learned a foreign language in preparation for their Ph.D. That sort of force-fed grammar/translation approach is vastly different from the way foreign languages are learned today. Walk into any foreign language class today and one will find that communicative competence and understanding of culture have eclipsed  
*(Continued on page 20)*

***Ehrenberger & Sutphen, continued  
from page 5***

***Q: Can I attend a Senate meeting?***

**A:** Senate meetings are open to all faculty members, administrators, students, and interested observers—including the media.

***Q: Where is the Senate located?***

**A:** Senate meetings are conducted in the Senate Chambers, located in the Titan Bookstore. The Senate office is located in MH-143, where the chair of the Academic Senate and two staff members are housed.

***Q: What if I want to get an item placed on the Academic Senate Agenda?***

**A:** Talk to the Senate chair, who may direct you to a committee or an administrator. Ultimately, the Constitution guarantees any faculty member's right to a hearing.



***Q: How is the Senate organized?***

**A:** An Executive Committee, consisting of the chair, vice-chair, secretary, treasurer, and three at-large members, is elected annually. In addition, the immediate past chair sits on the Executive Committee, as does one of CSUF's three statewide CSU Academic Senators.

In addition to the Executive Committee, the Senate has fourteen Standing Committees and three General committees that conduct the actual business of the Senate. The Standing Committees include the following: Academic Standards, Curriculum, Elections, Extended Education, Faculty Affairs, Faculty Development Center Board, General Education, Graduate Education, Information Technology, International Education, Library, Planning, Resource and Budget, Student Academic Life, and University Advancement. The General Committees are Faculty Personnel, Faculty Research, and Professional Leaves. There are other boards and committees, and on occasion, the Senate creates ad hoc committees for special purposes.<sup>20</sup>

***Olmsted, continued from page 3***

Fifth, forget about granting doctoral degrees. Why should we expend the resources to be a third-rate wanna-be research university, when we can better spend those resources to be a truly outstanding undergraduate and master's university?

All of this will not be enough to resurrect our university. We also need a chancellor and trustees who share the vision of "value added" for our second cut of students. We need leaders who demand of the state and the business community the resources that will let us maintain quality education.

It is wrong-headed that Cornerstones is silent on the responsibility of California's industries and government to invest in our undertaking. This is not asking for hand outs, for we all know that a well-educated work force repays the investment in education by substantial margin. Why did not Cornerstones lay out resource goals to be met by those who benefit most from a strong CSU?

It is a betrayal of our mission that our current leaders denigrate what we are doing, in front of business and governmental leaders who have the ability to invest more in the CSU. Our Chancellor should be telling what a fine job we are doing and how much better we will be able to do it with additional resources. He should be taking this message to those who do not want to listen – to the editors of the *Los Angeles Times* and *San Diego Union*, to conservative trustees, to Gray Davis and Gary Hart, to our own Dick Ackerman.

**W**ith perseverance, good fortune, and enlightened leaders, we may hope that our real university can survive the attacks being made upon us, once again to prosper. I fervently hope that comes to pass, because our students deserve no less.<sup>20</sup>

*Editor's Note: Brief responses to Professor Olmsted's article are invited for consideration of publication in the fall issue of The Senate Forum. Contact [dguerin@fullerton.edu](mailto:dguerin@fullerton.edu) for additional details.*

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## *CSUF Viewed by a New Tenure-Track Professor* **How CSUF Helps Create Professors**

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**Kristi Kanel**

**B**eing a full time assistant professor is an art, a craft, and a rejuvenating experience. As I entered this position, I brought with me all that was needed (at least, so I thought!). After all, I had been a part time lecturer, teaching 3 classes a semester for 14 years. I certainly had enough professional experience, working in the community for almost 20 years. I'd even written and published a book. What more preparation could there be? Well, let me tell you, there is much more than I could imagine! Some demands of the transition to tenure-track were difficult adjustments, but most aspects of this transition I found enriching to me, a middle-aged professional in need of growth.

Because I was not at all new to the campus, adjusting to the environment and people was not challenging for me. However, in moving from part time status to full time status, there were many changes that required significant adjustment. I had no idea that there were people on campus whose job it was to make life easier for new faculty. From campus orientation meetings to workshops about how to succeed in the retention-promotion-tenure process, I have had opportunities to attend many presentations that are specifically aimed at helping me secure my job. I now view attaining tenure as a cooperative, rather than competitive, effort. I think this increases my job morale, which will have the ultimate effect of enhancing the learning environment for our students.

Although at first I had my doubts about attending all these meetings, I must admit, I'm busy and self-sufficient, right? "Yes," to the first; "Somewhat," to the second. Being self-sufficient isn't always an effective strategy in developing the art of the professorate. Artists utilize as much material and resources as

available to create the masterpiece. Not only have I found myself using faculty and other administrative resources, but have been developing the art of using student resources as well.

I thought that one method of increasing student learning would be to share my research ideas with students and include them in the research and writing process. Student participation would not only help the students, but would also help me in my process of—dare I say it—publishing. Easy enough, right? Just have some willing students look up a few articles, collect data, analyze and interpret the data, and then publish it. I discovered it is not this easy. True, utilizing student resources is helpful and saves time, but it does require a certain amount of patience and time in terms of explanations and orchestrating the different components so that all this work eventuates into the dreamed of masterpiece. Involving students did bring me closer to them, and I appreciate that teaching is the professor's first priority. Teaching is why I'm here, and as long as I feel that teaching is appreciated on this campus, I will make it my highest priority.

Rules, regulations and policies! At first, I had some resistance to so many rules, regulations, and policies. However, after participating on a committee, it has become clear to me that these are a necessary part of our work. With the policies and regulations, work is much easier. It is actually easier to follow the path already etched for me than create a new one each time. Maybe I felt that rules and regulations jeopardized my creative

*(Continued on page 18)*



*Kristi Kanel is an assistant professor in the Department of Human Services. She is just completing her first year as a tenure-track professor at CSUF.*



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## Who Are Our Students?

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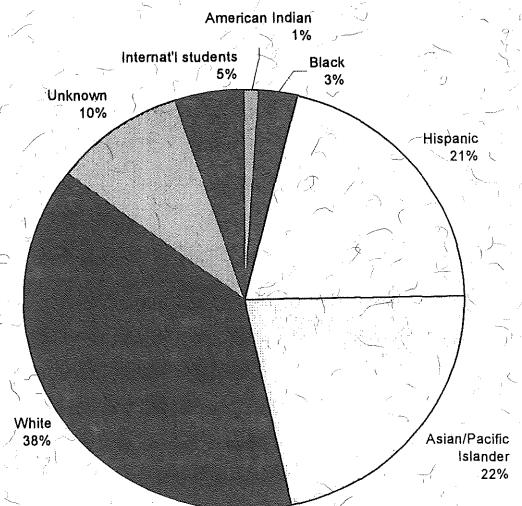
**Sandra Sutphen & Dolores Vura**

**W**ho are our students? A broad profile of our students' demographics provides a first order response to the question. Even more importantly, CSU campuses--and Fullerton in particular--are unique and quite different from national norms of college student demographics. The national norms still reify some of the images of students of past eras; there is still a presence in them of full-time, residential, homogeneous, native freshmen, who come from college-educated families and take four years to graduate. Lest we be blinded by nostalgia, here are some basic facts that can serve as a baseline for understanding who are our students.

Visitors to CSUF exclaim about it all of the time: the ethnicity of our students is incredibly varied, and diversity is the hallmark of our student body. In fall semester 1998, 47 percent of our students were members of "minority" groups and 39 percent were white. Five percent were international students (of all ethnicities) and the ethnicity of another ten percent was "unknown."

Because the vast majority of our students come from Orange and Los Angeles counties (79 percent of first time freshmen and 86 percent of our transfer students), their ethnic diversity comes as no surprise. Orange County is home to the largest Vietnamese community --outside of Vietnam--in the world. Although

the county black population is small (1.8 percent), the Latino population is 26.8 percent, according to the CSUF Center for Demographic Research. Our population on campus, described in the pie chart below, reflects the diversity of our surrounding communities. The generic terms "Hispanic" and "Asian/Pacific Islander" do not adequately reflect the diversity submerged under the labels. Although students of Mexican heritage reflect the largest bloc (15.8 percent in fall 1998), Hispanic students also come from every country in South and Central America.



In addition to Vietnam, our Asian and Pacific Island students come from the Philippines, China, Korea, India and Japan, to name just the largest categories.

First-time freshmen are the driving force behind our diversity. That is, our first-time freshmen are less frequently white (29 percent) than the total student body (39 percent). Obviously, that means there are more freshmen who are black (4 percent, compared to 3 percent), Latino (29 percent compared to 21 percent) and Asian (26 percent compared to 22 percent). The proportion that is female (58 percent), however, is nearly identical with total students (59 percent).



*Dolores Vura is  
Director of the  
Office of Analytical  
Studies.*

*Sandra Sutphen is  
pictured on page 5.*

Freshmen are also different from their more senior peers in that they carry a higher average course load (13 units) than the average of other students (10.8 units), and are--perhaps obviously--younger (18 years, compared to 23.6 for total undergraduate students and 25.1 for total students). In other words, our first time freshmen are much like what has been considered the "traditional" student. A "non-traditional" student, or a "returning student," as that term is used by our Adult Re-entry Center, is anyone over the age of 25. An average age of 23.6 for total undergraduates means that close to half of our students are "non-traditional."

New undergraduate transfer students, most of them entering as upper division students, are the driving force behind the average age of CSUF undergraduates. In fall 1998, new transfer students averaged 25.0 years old on entry. While some of them may well be "returning students", that is, returning after a significant break in their postsecondary education, there is also a trend described by one student in fall 1998 as follows: "My community college experience involved exploring, and I didn't take my GE until later. It took me five years to complete community college before I started at CSUF" (paraphrased from notes on panel presentation at a Mentors' Luncheon). Students may have ten years or more of continuous enrollment by the time they receive their baccalaureate degrees.

Freshmen are more likely to be attending full time (95 percent, compared to 61 percent). Over time, 43 percent graduate in six years, and 11 percent are still enrolled and working on their degrees, for a 54 percent "success rate." Studies have shown that the sum of students graduating by the end of six years (the statistic we are required to report federally) and continuing in a seventh year towards the degree is an accurate estimate of eventual graduations. Average elapsed time to

graduation for those entering CSUF as first-time freshmen is between five and one-half and six years. Eighty-five percent of those who are successful have changed their majors at least once.

Upper division transfer students graduate more rapidly once they are here (58 percent in three years, with 23 percent persisting, for a comparable "success rate" of 82 percent).

Average elapsed time to graduation for those entering CSUF as transfer students is between three and one-half and four years. Surprisingly, 50 percent of transfer students who are successful have changed their majors at least once.

The shape of our undergraduate student enrollment is more determined by transfers than by first-time freshmen. Annually, new transfer students enter CSUF at a rate of two for every

one first-time freshman. That is why there are so many more juniors and seniors than lower division students among undergraduates.

Most of our students are employed (12 percent are working two or more jobs), with 65 percent of lower division students averaging 20.5 hours a week, and 79 percent of our upper division students working 30.7 hours a week. Graduate students, who comprise just over 17 percent of our student body, work even more hours. Seventy-six percent of them work an average of 34.5 hours a week. Ten percent of our students are unemployed but looking for work. The heavy employment load of our students is reflected in their schedules; only 38 percent take classes exclusively during the day. Twenty-one percent are exclusively night students, but most--41 percent--take classes day and night. This doesn't leave much room for the 21 percent who have one or more dependents to spend time with their families.

The parents of 45 percent of our students do not have a college degree, and 19 percent of

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***"We need to stop calling ourselves a commuter school...A better name for a campus that serves this ethnically mixed hard-working group of adults is community-based school."***

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## Mandatory Academic Advisement for First-Time Freshmen: A New Policy

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**Bob Belloli**

### *What's an FTF and what's the new policy?*

**A**n FTF is a first time freshman, that is, a new student--usually just graduated from high school-- beginning his or her first semester at the university. The new policy is a revision of UPS 300.002, approved by the Senate and President Gordon this spring; it will take effect for this year's entering freshman class. The pertinent revision section states that all FTF must receive academic advisement prior to registration for their first semester. The requirement can be satisfied by attending New Student Orientation (NSO), by meeting with an advisor in the Academic Advisement Center or in a Department or School, or by participating in other advising activities as specified by the University.

### *Why this new policy ?*

Most of you are familiar with these sobering statistics about our entering freshmen. About 25% of the new freshmen are exempt from the ELM (Mathematics) and EPT (English) placement tests based mainly on sufficiently high SAT scores. Of the 75% who are required to take these placement tests, about 50% fail one or both and are required to enroll in remedial classes as a condition of registration for the fall semester.

But did you know that after their first semester here, over 25% of these students--who had 3.0 to 4.0 grade point averages in high school--will have grade point averages less than 2.0 and be on academic probation? For the past two years the Academic Advisement Center has done a mid-January intervention project for these students. We prepared worksheets for the approximately 500 FTF on probation,



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Coordinator of  
Undergraduate  
Studies and a  
professor of  
chemistry.*

which listed their fall grades and their spring class choices and included a set of recommendations. About 80% attended follow up workshops where we explained probation and disqualification policies and our recommendations for schedule changes. The worksheet and recommendations were mailed to all non-attendees.

Certainly poor academic preparation, poor study habits and time management skills, and the like are major contributors to a dismal first semester for these FTF and are not easily solved by several hours of orientation/advisement/ workshops. But our project discovered that inappropriate class selections both for the first and second semester were also major contributing factors to a poor start in college, possible disqualification after the spring semester, and lack of any reasonable progress towards a degree after the first year had been completed. Examples of inappropriate class selections included FTF who (1) declared a "technical" major but took none of the important lower division prerequisite classes; (2) enrolled in and then failed or had to drop upper division courses; (3) took the wrong course to meet a prerequisite requirement; (4) took two courses from the same GE category; (5) enrolled in 15-18 units because 5-6 classes was their high school course load; and so on.

Cal State Fullerton, as any other large, complex organization, requires its new employees to complete a training/orientation program as a condition of employment. Similarly, as a minimal but important step towards improving success, satisfaction, and

retention of our FTF as they make the difficult transition from high school to college, the new policy requires that these new students get proper academic advisement about the selection of their first schedule of classes and not be allowed to register without it.

### ***How will the policy be implemented?***

Registration holds will be placed on all FTF until they have been advised, and then the hold will be cleared on the computer. Although the new policy does not mandate attendance at NSO, we have data showing that when students know that they will be able to register at the conclusion of their orientation session, participation in NSO increases greatly. We are linking NSO with registration this summer and increasing the number of programs. We are publicizing the new Fullerton Freshman Guarantee, which states that if a FTF takes all required placement exams on time and attends NSO, he/she will be guaranteed a full, compact schedule of the correct classes, especially key classes in mathematics and English. With this expansion of NSO and increased publicity, we expect to group advise up to 2,000 of the expected freshman class of 2,500 FTF. Smaller groups of students in specialized programs such as EOP, Fullerton First Year, and Music will advise their students as in the past and release holds as appropriate. Despite all these efforts, we anticipate that 200 to 400 students will need individual advisement. These students will be directed to the Academic Advisement Center, which is open all summer, can clear holds, and can accurately advise about important prerequisite major classes in addition to the GE classes which make up the total schedule for the vast majority of FTF. Departments or schools that prefer to advise these students in

their own units can request us to redirect these majors.

### ***What are the policy's implications for faculty?***

There need be no change in advising workloads for faculty due to this new policy. However, making advisement mandatory for all transfer students as well--as some suggested at a Senate meeting--would have huge implications because faculty expertise is crucial in evaluating transfer work and recommending future coursework in the

major. There are over 2,000 FTF each fall, but 5,000 to 6,000 transfer students. Additionally, advising transfer students is much more time consuming.

Traditionally, NSO advisement for FTF is done by the associate/assistant deans of the schools with help in many cases from department/program chairs, but little direct involvement from teaching faculty. This advisement is in addition to the work of the staffs from New Student Programs and the Academic Advisement Center. However, consider this an open invitation: any interested faculty members who would like to play a role in making this new policy a success should contact their dean's office for involvement opportunities.

### ***What rewards are there for faculty involvement?***

Let's start with the "warm and fuzzy feeling" reward. I find few things about my work here as rewarding as seeing a big smile on a student's face and hearing him or her thank me for saving a great deal of time and money after I have carefully explained some details about GE, graduation, or other requirements. But academic advising is much more than

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***"Some summers ago when visiting colleagues at a Colorado State University campus, I asked how they got such a good turnout of faculty advisors for the summer orientation programs. Simple, I was told: they are paid! What a radical idea--paying expert educational professionals a consulting fee for services rendered ..."***

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providing guidance about course selection. I have had students tell me that some advice about making career choices or dealing with interpersonal problems that I gave (and felt was almost trivial or commonplace) made a life-changing impact for them. That's rewarding!

But warm and fuzzy feelings don't pay that credit card statement. Some summers ago when visiting colleagues at a Colorado State University campus, I asked how they got such a good turnout of faculty advisors for the summer orientation programs. Simple, I was told: they are paid! What a radical idea--paying expert educational professionals a consulting fee for services rendered during non-compensated time periods. For several thousand dollars, we could provide 50 hours of faculty advising at \$40/hour--enough hours to provide extensive faculty involvement at all of our NSO programs and some department offices as well. Too expensive? No budget for this? Sending one representative to a workshop or conference can easily top \$1000 for travel, hotel, registration fees, and the like. The money is there, if there is the will.

**A**cademic advising is given a brief mention in UPS 210 under teaching-related activities, and it certainly fits under department and university service as well. It is hard to estimate how much reward there is in terms of RTP for being an effective and caring advisor, but my sense is that not much weight is given. Similarly, the new Faculty Activity Report form lists advising under teaching and student development activities, and it could also be listed in the section for service. However, rather than in a pay raise or promotion, I think faculty members should expect their reward to be primarily in the satisfaction of knowing that young people have been properly guided through the maze of requirements and the many personal and career decisions they need to make. ☛

### *Kanel, continued from page 13*

autonomy, but I now realize I have plenty of room for creativity in my ventures as a teacher, writer, and community collaborator. I discovered this insight when I was painstakingly correcting new course proposals as part of my committee duties. I held no contempt of malice toward the contributors for shortcomings in their work. If they just made the changes we prescribed, the proposal would pass. I then realized that if in my own work of writing grants or proposals I took the advice offered to me, then I would also be successful. Thus, I have learned to surrender to the practical and thank those who helped me realize this.

**I** have only just begun my apprenticeship into the professorate. Cal State Fullerton has provided many mentors and experienced journeymen/women who are always available to me, and I am grateful. ☛

### *Sutphen & Vura, continued from page 15*

our students come from families where neither parent experienced *any* college. More than half of our undergraduates major in either business (28 percent) or a discipline in the school of Humanities and Social Sciences (23 percent). The majority of graduate/postbaccalaureate students is concentrated in degree programs in Human Development and Community Services (17 percent), Humanities and Social Sciences (17 percent), Business Administration and Economics (13 percent), and teaching credential programs (most of the 32 percent in the "Other" category).

**W**e need to stop calling ourselves a commuter school. Though it is true that only 400 students actually live on campus, 63 percent commute from home or work to CSUF in less than 30 minutes. A better name for a campus that serves this ethnically mixed, hard-working group of adults is *community-based school*. ☛



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## Academic Technology for Y2K

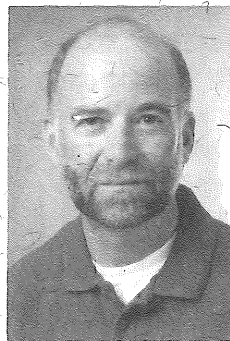
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### Sorel Reisman

**I**n March of this year I attended a national conference in Washington, DC where faculty from across the nation came together to extol their institution's progress in using the World Wide Web to deliver instruction. Each speaker recounted his or her remarkable success of having one, two, or even three instructors using the Web for instruction, where only 12 months earlier, none was involved. Almost universally, each wistfully concluded that more hadn't been done because a campus infrastructure didn't exist to enable more faculty to develop and deliver Web-based instruction.

This experience led me to recognize the incredible progress we have made at CSUF; indeed, only 18 months ago our institution appeared to be in a similar state. In fact, CSUF's transition to a 21<sup>st</sup> century university was well underway. A representative group of faculty, staff, and administrators (now called the "Roll-out Committee") had been meeting for more than 3 years and was just concluding final plans to capitalize on earlier campus rewiring projects and install a networked, state-of-the-art computer on every full-time employee's desk.

Today, the painful memories prior to and during "the roll out" have been forgotten and we take for granted the incredible technology that has changed the way we operate as we perform our daily tasks. Consider for example, the pervasiveness of e-mail. Only a year or so ago, many of us didn't, couldn't, or wouldn't use it. Recall the variety of e-mail systems that the campus tried to provide for those who did. Then, few faculty could correspond via e-mail with on-campus administrators because of the idiosyncratic nature of the then widely-used Apple e-mail system QuickMail, a system not available to most faculty.



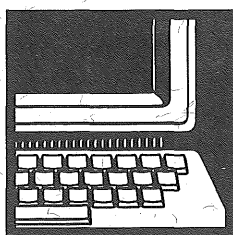
*Sorel Reisman is a professor in the Department of Management Science/Information Systems. He is a member of the Executive Committee of the Academic Senate and Academic Technology Coordinator in the Faculty Development Center.*

Another painful process experienced by many on our campus was our general inability to share documents because of incompatible word processors, spreadsheets, etc., in use throughout the campus. Recall, too, how so many people had to be coerced to forgo the pleasures of continuing to use WordPerfect, MultiMate, WordStar, dBase III, and all those other modern and wonderfully user-friendly systems. The painful, but very short-lived retraining process mandated by the Roll-out Committee resulted in our being able to share every kind of document with anyone on this campus, as well as with almost anyone else who works in a modern electronic workplace.

About 2 years ago, during the academic year following the first Summer Technology Grant program, I had the opportunity to listen to my colleagues who had participated in the previous summer's program. Like the people I heard at that conference in DC, they too lamented their inability to extend their work at CSUF because the campus infrastructure was inadequate for more widespread implementation of their ambitious projects. Even worse, some were forced to transfer their work to other universities in order to test, refine, or carry on further research.

Today, the situation is dramatically changed. Our "problems" are quite different--problems that almost any American institution of higher education would love to have, since most don't have the technology base that now exists at CSUF. Let's consider some of these new problems.

We have this "Postmaster" person (whoever that is!) who constantly informs campus community members--many of whom are happy to remain uninformed. We also have students, staff, and faculty who want to use the World Wide Web to search, communicate, acquire information, etc. What a terrible problem trying to address all those needs! Then there is the problem of providing training for people who want to use our new facilities and who are demanding to learn even better methods of doing so. And, of course, there is the Academic Senate, which now has to spend considerable energy formulating Web policies to ensure that all of our web sites are attractive, useful, legal, etc. Then there is the need for policies regarding e-mail use and abuse. The demand for software to protect all our e-mail users from viruses is never-ending. And the formulation of policies concerning universal student e-mail access. Who knows, with all this demand, we may soon have to consider creating a new support program -- "TA" for "Technologists Anonymous" -- to help the growing number of hopelessly addicted e-mail users to stop using the technology and get some rest and relaxation!



In case you were smiling, more serious is the increasing demand for even more technology, especially among instructors. It was only 18 months ago that the Roll-out Committee was trying to figure out how to encourage "late adopters," usually faculty, to take advantage of the new technologies that would soon appear on their desks. Today, either because of social pressure or because of the proliferation of programs offered through departmental and other grass roots efforts, more formal programs offered by Training and Development and the Faculty Development Center, this problem is essentially non-existent. Less than 12 months ago there were only a handful of instructors using the Internet and World Wide Web for instruction. Today, the Faculty Development Center supports

more than 225 instructors who are using the Web in their classroom activities. By September 1999, based on the number of Summer Technology Grants that will be offered in the next month or two, that number will rise to more than 300. This growth is nothing less than spectacular.

When I was asked as a member of the Senate Executive Committee to contribute a short retrospective about how things are different today than they were a year or two ago at CSUF, the state of our technology was in the forefront of my mind. Despite my own skepticism last year about our slow rate of technological change, and despite other administration-related matters about which I have been critical in the past, today there is no question in my mind that CSUF's technology progress is really the result of the well-considered vision of President Gordon. From an academic technology standpoint, his contribution to this campus clearly puts CSUF on par with the best universities in the United States. Faculty members should acknowledge this.<sup>20</sup>

### *Swanson & Gilbert, continued from page 11*

soporific grammar rules. The study of languages truly can be the key that unlocks the secrets of culture. While struggling with the differing modes of communication in a foreign language, students simultaneously learn a great deal about the factors that go into communicating effectively in English.

When we first came to the campus in 1970 there were few foreign-born faculty or students outside of the Department of Foreign Languages and Literatures. How different it is today! Now, faculty members who were born into other languages and cultures teach in many disciplines at CSUF. Walking across the quad, one will hear a cross-section of the world's languages being spoken by students. According to the Student Needs and Priorities Survey (SNAPS), as early as 1994, 28% of CSUF students originally came from other

countries. Only 46% of our students rated themselves as proficient only in English. CSUF is, in fact, a multicultural and multilingual campus.

If we believe that variety is a good thing and that a society in which many cultures are at home and are tolerant of each other is better than a monolithic society where only one culture holds sway, then our university community stands as a model for such a society.

Unfortunately, a sizeable segment of our students remain resolutely monolingual and monocultural. About 20% of our students report that they do not even have at least minimal knowledge of a language other than English. If one were to replace "minimal knowledge" with "communicative competence," the percentage would be even higher. Without the experience of learning another language and the culture with which it is intermingled, how can this 20% minority of students hope, as stated in the Cornerstones Report, "to appreciate and value cultures other than one's own?" Most of these students will graduate from CSUF without being able to utter a comprehensible sentence in a language other than English.

**Y**et they will enter a world outside the university where they will be expected more than ever before to have knowledge of other peoples and cultures. Employers will demand that our graduates possess such skills. Prestigious universities --public and private-- have returned to requirements in languages other than English because they have realized their importance to students' careers. Do our state university students deserve anything less?

### *Buck, continued from page 4*

interested in making sure that the taxpayers get their money's worth out of the CSU, without really understanding the CSU at all.

"Merit pay" is a bad idea that has gained currency at the worst of all possible times. At a

point when resources dry up -- and in spite of the good economy, other "needs" have limited resources -- the demand for more accountability grows. It is the old idea that blood can be squeezed from a stone: if you can produce more with less, we can give you less or at least no more. If the lazy and irresponsible faculty will just do more, we can educate the next tidal wave with no greater resources.

A major problem with this "accountability" approach is that it simultaneously reduces several incentives to work in the CSU at all. Instead of making up for smaller salaries with a better work environment, it offers a far poorer work environment where faculty feel their work is not appreciated, where they do not have the resources to do a good job, and where they must view their fellow employees not as colleagues, but as competitors. At a time when most of us are nearing retirement and the CSU must recruit many faculty, we find it difficult to hire due to noncompetitive salaries, high housing costs, and a non-supportive work environment.

The most important element of a quality education is a highly qualified and highly motivated faculty. Our university was fortunate to have grown during the 1960's and 1970's when major universities were overproducing Ph.D.'s, when housing prices were low in Orange County, and when we had a salary scale that was viewed as fair and reasonable. As a result we were able to hire just such a faculty. When I came here in the mid-seventies after several years at a major research university, my salary increased by over 40%, and I could look forward to substantial step increases each year after that. At that time, a job in the CSU was viewed as one of the most desirable in the country, and I was glad to be here.

**I**would not be so quick to accept a job here now, and unless we get more enlightened compensation and workplace policies enacted by a more thoughtful Board of Trustees, many highly qualified job candidates will react similarly; the quality of education in the CSU will inevitably decline.

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## Our Unofficial and Unedited Academic Senate Minutes

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*The official minutes of Academic Senate meetings can be obtained from the Academic Senate Office. However, members of the Senate receive Sandra Sutphen's unofficial minutes after each meeting; her report provides a quick summary that is certainly more amusing than the official minutes. At the behest of Chair Hall, who thought these unofficial minutes might give non-Senators a sense of some of the Senate's business this year from an "insider's view," I have selected excerpts from these "Members Only" minutes. These excerpts do not reflect all issues reviewed by the Senate—indeed, considerable time was spent discussing the faculty contract and responses to the imposition of working conditions, Cornerstones implementation, graduation rates of CSUF athletes, and other topics. Readers desiring a complete record of activities or more details than presented can ask a colleague on the Senate or review the official minutes. Thanks to Senator Sutphen for giving her blessings to this more public distribution of her observations!*

—Diana Guerin

### Changing the Grading System to Include Plus and Minus Marks...

12/3/98 We almost passed a policy to implement plus/minus grading... To our amazement, we tackled the last item on our agenda, a proposal to change our grading policy by adding plusses and minuses. Senator Gannon reported for the Academic Standards Committee that there are at least 13 CSU campuses using the +/- system and that they are content with it... Mark proposed a change so that A+ would equate to a 4.3 grade. Most of us didn't like that, so it didn't pass. We were concerned that +/- might lead to grade inflation, but Jerry reported that most campuses hadn't experienced that effect. Our student member Kristine Buse said that students generally support the change. Someone (sorry) reported that in a survey of 300 students, about 80% favored the change. Don Castro noted that the change we are proposing would make a C- no longer a passing grade. What effect will that have on the core courses in GE that require a "C" grade... and are there ramifications for graduate courses as well? Judy Ramirez recommended that we refer the policy to the GE and Grad Ed committees for comments, and that was such a popular idea that--

even though many of us were ready to vote--it won out, and we referred it to those committees. 2/18/99 Keith said that the GE committee was not ready to report back about "+/-" grading. (Editor's note: This proposal failed on 4/15/99)

### World Wide Web Policy

10/15/98 We worried the World Wide Web policy to death, clawing and biting with our little teeth and nails and indulging in rampant paranoia and eventually we passed it. Many, many, many new issues were raised after Curt Swanson reviewed the changes that the Information Technology Committee had incorporated into the first draft. In the opinion of several Senators, the committee had done a superb job of answering all the questions raised by the Senate... Here are some of the objections that were raised (to quote Dave Barry, "I'm not making up any of this"): Barry worried that a professor might include a link to him- (and presumably her-) self posing in the nude; Vince was afraid someone might include an article that he (Vince) had written 20 years ago that no longer reflected his (Vince's) philosophy; Carol feared that if she directed students to sites selling education-related products that she would be accused of attempting commercial profit; Mark wanted to exempt courses from the policy; Sorel and Sandy feared that exempting courses would allow sex and race discrimination... Here's what we wound up doing. We eliminated the reference to abiding by all federal, state and local laws because it's assumed we will do that anyway. We changed the prohibition against adding unauthorized personal information by clarifying that it was okay to add material available in "official" University sources (like the catalog and schedule of classes). Any other inclusion of information now warrants a written consent from the subject. We made it mandatory that non-administrative sites include a disclaimer. We did not exempt courses from the policy. Finally, although it was far from unanimous, we passed the policy.

### Honors Program

2/18/99 Ed Trotter and Tom Klammer gave us an update on a new approach to an honors program. 3/18/99 We discussed a new structure for the Honors Program, with Ed Trotter (speaking for the Honors Board) and Tom Klammer saying the Board was eager to get the new program up and running. Ed also praised the hard work of the Board, including the student members. Milt said that we have 200 to 300 applicants with GPA's of 4.0 or higher, including some National Merit finalists, and that to attract this caliber of student to CSUF, we need a strong honors program. Lee Bellot urged that the program involve more "enrichment" than just classes. As Tom

Klammer proposed an editorial correction, we realized we had the wrong document in front of us, so we postponed further consideration until the corrected version could be obtained, and declared our time certain of 12:30 had arrived (at 12:20)...

Somewhere in there, we got the correct copy of the Honors Program policy, and voted unanimously to adopt it.

### **CSUF Satellite Campus**

12/3/98 We heard about Cal State El Toro, whoops, I mean a proposal to move our satellite campus to El Toro. Jane announced at 11:54 that our time certain of noon had arrived, and that both Milton and Ephraim were on hand to update us about plans to move our Mission Viejo satellite to the El Toro Marine base. Milton explained that our lease (on 20 acres) at Saddleback is up in the summer of 2000 and that Saddleback has grown so much that it probably cannot renew our lease. Meanwhile, the County will acquire El Toro, and whether or not an airport is built (Milton made it very clear that we are absolutely neutral about the airport), locating some educational facility at the site is under serious consideration. Southern Orange County is growing rapidly; the CSU (in the form of officials and members of the Board of Trustees) support moving the satellite campus there, and whether or not there is litigation over the site--which there surely will be--there is space for us to relocate in 2000. Ephraim explained how and why that is possible. We are asking for 200 acres and we have our eyes set specifically on 88 acres on the east side of Irvine Boulevard... We anticipate an FTES of 5,000 by the year 2005. Ephraim explained that the El Toro site has many advantages because of its existing housing and facilities. Our recruitment experience last year indicated that the high cost of housing is a major deterrent to attracting faculty. And, we will have to get serious about replacing faculty, because while only 16% of our current faculty is over 60, by the year 2002, 34% of our faculty will be over 60. There are unresolved issues about the base. Some environmental cleanup--but not on the site we want--will occur. Milton assured us that the housing and classroom areas are out of the noise pattern. Everyone who's been participating--Jay Bond, John Lawrence, to name two--thinks the transportation infrastructure is ideal: three major freeways/tollways and adjacent light rail. John Olmsted thought this sounded more like a new campus than a satellite. Milton countered that we will have reached our master plan cap of 20,000 in three years. He thinks the CSU would be wise to consider the future in planning for this addition.

### **General Announcements**

8/29/98 Jane welcomed us back and distributed written announcements but singled out some for emphasis: many meetings over the summer; approval by President Gordon of GE goals, Women's Studies major and two Latin American programs in SBAE; and new landscaping projects....Barry announced that while CETI is dead...Son of CETI is around. Vince attended the same meeting as Barry and reported that he was impressed by how little has happened. Vince said...a "distributed learning system" for teacher education has been purchased from the Open University (Britain) and that Carol Barnes is heading that project. Jane said that as of 8/26/98, we had reached 18,114 toward our annualized target of 18,300. The Governor has signed the budget, and the CSU has received an increase of 15% to fund additional enrollment, do some maintenance, and maybe get faculty a teeny salary increase. . .all depending on the contract negotiations, of course. (We probably won't get the 12%--that's TWELVE percent!--that Gov. Wilson signed for corrections officers, but then we don't beat up people in the Corcoran prison, do we??)

10/15/98 Sutphen announced that at the Foundation Board meeting last evening, Executive Director Dickerson--in *his* announcements--indicated that plans were proceeding apace to build a senior citizen housing complex on campus and that those concerned with space on campus should be aware of that.

### **Academic Calendar**

10/29/98 ...Our next item of business was a resolution offered by Vince to change the academic calendar so that classes begin after Labor Day and end Memorial Day. What emerged from the discussion? Everyone who has served on the Academic Calendar Committee is very frustrated by his experience (that is, Bill Meyer, Keith and Tom Klammer expressed such a thought). Was it in defense of the Thanksgiving break that Tom urged us to consider students' teaching and learning in our discussion? He did say that he was sure that anyone over the age of 5 wants a longer summer vacation. John Olmsted and Dave Fromson expressed opposite points of view as seen from the perspective of scientists who use laboratories in NSM (and other considerations). Some said students love the Thanksgiving break; others disputed that. Eventually, by a very narrow vote (15-13) we approved Vince's motion and thus President Gordon will be informed that the Academic Senate wants classes to begin after Labor Day and end before Memorial Day. Uh huh.<sup>20</sup>



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## ***The Current and Previous Senate Chair Share Their Perspectives on the Highlights of AY 1998-99***

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### **Jane Hall and Vince Buck**

#### **Jane Hall's Highlights**

##### **The Computer Roll-Out After One Year**



Old: Who wants this? We (a) like what we had, (b) know what we want and it isn't whatever we're getting, (c) want nothing to do with any of it, (d) know that Bill Gates is somehow behind this, and (e) hark fondly back to the days of the quill pen (apologies to the geese).



New: Well, it's not so bad after all. We (a) find it much easier to regale one another with e-mail messages of great import and otherwise, (b) notice that our students find this a convenient way to reach us, (c) appreciate the convenience of sending documents hither and yon (assuming that McAfee is awake and on the job), (d) look forward to the day of paperless forms, and (e) are beginning to think that perhaps the quill pen was a bit over-rated.

##### **Vince Buck as Immediate Past Academic Senate Chair**



That rare individual who knows when to endeavor to steer his successor away from the shoals, gently points out the things that might be done, and who has made this job far more possible than it might otherwise have been.<sup>20</sup>



*Jane Hall is professor of economics and currently chair of the CSUF Academic Senate.*

*Vince Buck is pictured on page 4.*

#### **Vince Buck's Highlights:**

##### **Charlie Reed**



He is honest, straight forward and has political skills that could be of use to us in Sacramento. He is more flexible than he appears (and considerably more flexible than the Republican-appointed Board of Trustees).



He says unfortunate things in public, many of which show disrespect for faculty; he seems to enjoy playing the bad boy. Like his predecessor, he has little understanding or little interest in the mischief that "merit pay" causes.

##### **Jane Hall as Senate Chair**



That means that I am out of the hot seat; and she is doing an excellent job.

##### **The Contract Vote**



There are no winners when a contract is voted down.



However, if the contract had not been voted down there would have been 1 winner and 20,000 losers. It would also have indicated that we would accept any contract forced upon us.

##### **Cornerstones**



There are many important and innovative changes in Cornerstones.



In spite of the innovations, this plan sacrifices quality for public relations. It has always been a top-down document, and there has never been any interest in looking at the real costs involved in the many accountability and assessment measures it proposes.

##### **John Olmsted's**

##### **Outstanding Professor Talk**



I was not able to be there, but I read it and you should, too. It is on the web at <http://fdc.fullerton.edu>. (Click on "What's happening" and then on "Outstanding Professor Talk"). I do not agree with all that he says, nor does anybody else, but it is the best talk that we have had on this campus in many years about the realities that face the CSU and what we should do about it.<sup>20</sup>