

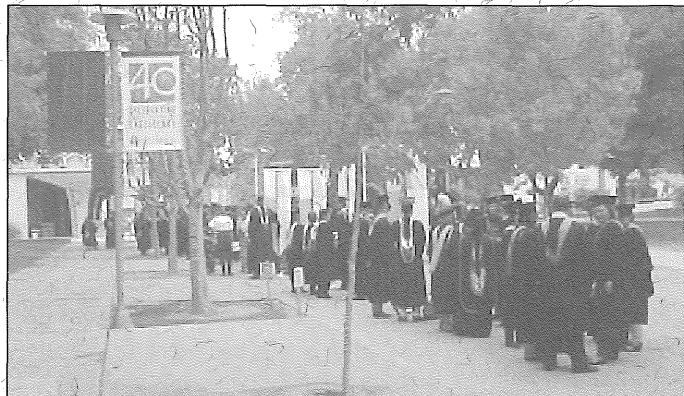
No date on paperwork  
# 230373  
ordered 1600 copies

# THE SENATE FORUM

Volume XIV, Number 1, Fall 1999

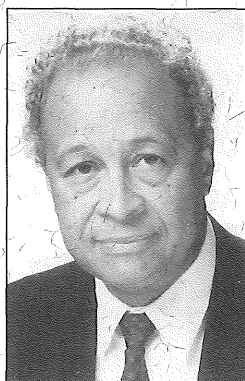
A publication of the Academic Senate, California State University, Fullerton

## Fullerton @ 40



## History and Future of CSUF

*President Milton A. Gordon*



**A**s we celebrate 40 years of excellence at California State University, Fullerton, and anticipate the next 40 years, our future will be built on the sound foundation created by the faculty, staff, administrators, and the thousands of students who have given this institution form and substance over the past four decades, as well as by the commitment shown to this institution by its alumni, support group members, corporate and business leaders, and the townspeople of the communities we serve.

We have a proud history of individuals who have stressed excellence in student learning, in scholarship and in service to the community. Our high-quality undergraduate and graduate learning experiences have been provided in the context of the State of California and in a California State University System that has emphasized access and affordability. This has created the environment for turning dreams into reality for generations of students.

California State University, Fullerton, began in 1959 with 452 students in facilities leased from the Fullerton High School District, with an initial offering of 41 classes and with five full-time faculty members. This fall, we have over

*(Continued on page 3)*

## What Should the Role of Faculty Members be at the End of the 20<sup>th</sup> Century?

*"In your work is your ultimate seduction." Pablo Picasso*

*Jane Hall*

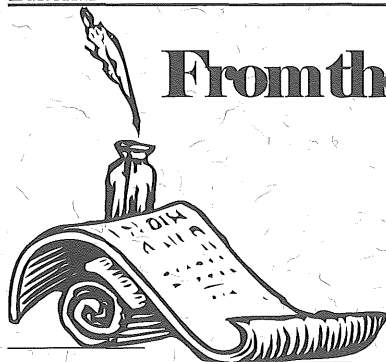
**W**hat the role of faculty should be at the end of the 20th Century might seem an odd question. We do, after all, know what we do, and we know how to do it. The basic process has worked well since Plato formally organized his Academy in a suburban Athens garden nearly 2,500 years ago.

*(Continued on page 26)*

## Inside

Editorial Page .....	2
A Report Card for CSUF .....	4
The Fullerton Way .....	5
Society's Changing Needs .....	6
The Library of the Future .....	7
Merit Pay-Pro and Con .....	9
SB645-Paycheck Theft? .....	12
CMS-Benefit or Waste? .....	15
Classroom Behavior .....	15
CSU and Doctoral Degrees? .....	17
Student Evaluations & Faculty Opinions .....	19
The Back Page .....	32

**More  
Inside**



## From the Editor

# A Funny Thing Happened on the Way to the Forum.

Sorel Reisman

When I became editor of this publication earlier in the semester, my intention was to make it more aesthetically pleasing, more readable, and to turn it into a positive vehicle for the CSUF community in general and for faculty in particular to express their views. To these ends, and with the assistance of John Nworie of the Faculty Development Center, I have 'reconfigured' the print version of the Forum, and have also created an electronic version that will be emailed to faculty and staff on a regularly erratic schedule.

It takes a long time to produce a hardcopy version of the Forum. Much of this results from needing a critical mass of submissions before it is cost effective to begin the production process. By the time that mass is accumulated, many important campus issues have come and gone with decisions having been made, all without our having a means to determine how the campus community really feels about the issues.

The online Forum (see Page 31) will, in part, be a tool that can be used to solicit in a more contemporary fashion, your thoughts about "hot" campus matters. Also, the electronic version of the Forum will be linked to a new Forum Website (<http://faculty.fullerton.edu/senatenews>) that will contain more detailed information of matters of concern to you. It will have threaded discussion groups related to those issues; it will contain instant reader survey tools to let you 'vote' on important matters in a very timely fashion; it will provide extended links to related references on the Web; and it will contain full text of archived issues of the Forum.

As you can see from some of the articles in this issue, I have already started the process that will accomplish these goals. One of the articles (Birnbaum's) has been published in an abbreviated form. The original and more thorough version is available at the Forum Website. That article, as well as some of the others really do beg for additional commentary and reader input (e.g., Mayes' and Tigart's). You can go to the Website and indicate your agreement or disagreement with these authors via the instant voting tool, via the discussion group, or by emailing me or the author directly.

Finally, in an attempt to extend the subject matter of the Forum beyond our own incestuous campus committee structures, I have included in this issue, Yate's paper, "Fredrick Taylor Comes to College," a treatise on faculty/administration relations that I hope will generate some interesting responses. As a side note, if you are interested in subscribing to the source of this paper, Z Magazine Network (Znet for short), check out the Website at [www.zmag.org](http://www.zmag.org).

.....

This being the first Forum published in our 40<sup>th</sup> Anniversary Year, I have solicited submissions from many venues on campus, asking people to briefly chronicle the history of their school or department and to share with us their visions of the future. I am pleased to be able to include some of those visions in this issue, and congratulate the authors who have given thought to our future. I am disappointed that others who were invited did not. Does this reflect an absence of vision? Perhaps next time.

.....

A number of people have asked me, now that I am editor of the Forum, whether or not Harriet Brown will be writing articles for the Forum. Of course Harriet is no different than any other CSUF faculty member. She, like many of you (and you know who you are), has promised me that she will be submitting material regarding her latest adventures. I think her commitment may be greater than others because she has agreed to serve on the Editorial Board as Editor at Large. ■

---

*Sorel Reisman is Professor of Management Science and Information Systems. He is a member of the Academic Senate and is editor of the Senate Forum*

(Continued from page 1)

## History and Future of CSUF

27,000 students enrolled in more than 6,000 classes, 700 full-time faculty, and 800 full-time staff. Our academic programs include 100 undergraduate and graduate degrees, credential and certificate programs offered in 19 permanent buildings and four satellite centers.

During our short history, Cal State Fullerton has developed a reputation for quality academic programs that combine the very best of teaching and research; these programs have joined with academic and student support programs that integrate knowledge with the development of values, professional ethics and the teamwork, leadership, and citizenship skills necessary for our graduates to make meaningful contributions to society. From this solid educational foundation, it is not surprising that we count among our alumni those who are serving in the U.S. Congress, the California legislature, an astronaut, Broadway actors and musicians, noted authors, scientists, physicians, teachers, business and civic leaders, to name but a few of our graduates' professions. Maintaining our relationship with our graduates and fostering their success and involvement in university life will continue to be one of our goals in the coming years.

As we look forward to our next 40 years, I believe our success will be built on maintaining a student-focused learning environment, continuing, for example, the close interactions among students and faculty and staff, in the classrooms, laboratories, student work environments, and service-learning settings.

Our success in the next 40 years also depends on our continued ability to recruit and retain a high-quality faculty and support staff. We need to continue efforts in the CSU System to provide

compensation packages that will allow us to hold on to intellectual talent we currently have, and to add new talent as we face increased retirements.

Solving the growing problem of the lack of affordable housing is a challenge that must be met. I am optimistic about the internal environment here at Cal State Fullerton—our recently revised personnel policies, I believe, will help create an environment for nourishing professional development of new faculty. Our training and development programs contribute to an environment where learning is preeminent for all members in our community. I believe our history of collegiality and successful problem-solving also helps create an

---

*Our success in the next 40 years also depends on our continued ability to recruit and retain a high-quality faculty and support staff.*

---

environment that is welcoming for the newcomers we must recruit to our workforce in the coming years. From our inception, we have emphasized access, educational equity and diversity. Cal State Fullerton's success at educating a richly diverse student body has positioned us well as we stand at the threshold of the 21<sup>st</sup> Century. Sustaining the county's, state's, and nation's prosperity will require making effective use of the talents and abilities of all our citizens in work settings that bring together individuals from diverse backgrounds and cultures. In addition to mirroring Orange County's and the State of California's changing communities, Cal State Fullerton has been assuming an increasingly important leadership role in

the international area with the preparation of our students for leadership in a global society.

As we look to our second 40 years, technology will play a major role in the teaching/learning process and in the way we work. Computer-assisted learning, multi-media, distance learning, and the resources of the Internet, are all transforming the way in which knowledge is generated, distributed, manipulated, and communicated. The technology infrastructure we have established over the past few years has enabled us to be in the forefront of applying technology to create better learning environments for our students and better working environments for our faculty and staff.

Cal State Fullerton has a proud history of partnerships that have strengthened the university and the communities of which we are a part. Similarly, we have contributed our intellectual expertise into helping address challenges facing our community, often providing learning and applied research opportunities for our students and faculty at the same time. Maintaining the extent to which we are engaged in our communities will be of vital importance to the university's next 40 years.

California State University, Fullerton has evolved in ways that were probably unimaginable to the small group of founding faculty who came together in the late 1950's to begin what has become a major public university. The next 40 years holds much promise as we continue our evolution. ■

---

*Milton A. Gordon is the President of CSUF*

# A Report Card for CSUF

— A Challenge to the Academic Senate

*Diana Wright Guerin*



This is my tenth year as a full-time faculty member at CSUF. Perhaps because I've been here a decade—or perhaps in response to CSUF's 40<sup>th</sup> Anniversary events—I have recently found myself pondering if the quality of academic life for faculty and students is improving, staying the same, or declining at CSUF. Given the myriad changes that have occurred during my short tenure, and the multiple factors that impact our academic environment, I find it difficult to decide if CSUF's trajectory is in the direction of a zenith or nadir. I know I'm not alone in my reflections on "The State of CSUF," as many colleagues often comment with optimism or pessimism about their perceptions of various trends on campus.

As we move into the new millennium, I'd like to suggest that a concerted effort be undertaken to develop a systematic and comprehensive method to monitor, on an annual basis, the condition of academic life at CSUF. I suggest that the Academic Senate is the ideal group to take on this responsibility and that a "Report Card on Academic Life at CSUF" would be a significant contribution to assessing the overall direction of CSUF's course. The "Report Card" is a tool used by various advocacy groups to gauge and encourage progress. An example from my field (Child and Adolescent Development) is published by a non-profit organization called Children Now. For many years, Children Now graded our state on several categories with respect to meeting the needs of children (education, health, safety, teen years, and family life) based on

carefully selected indicators. The State's status was updated in an annual report called "California: The State of Our Children Report Card." Using the identified benchmarks, strengths could be recognized. When weaknesses were noted, it was also possible to determine whether or not progress was being made in their amelioration. Some groups actually assign letter grades to the different categories assessed. For example, the nonprofit organization Zero Population Growth (ZPG) gives the city of Fullerton an overall "C+" on its "Kid Friendly Cities" report card ([www.zpg.org](http://www.zpg.org)). The ZPG report card is based on the following categories: population, health, education, public safety, economics, environment, and transportation. Fullerton's highest grade (B+) was for health (using the indicators of percent teen births, infant mortality rate, percent low birth rate). Its lowest grade ("D") was for environment (based on the number of bad air days).

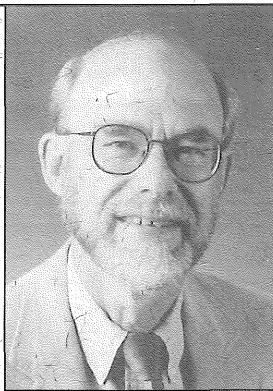
What categories and indicators would we use to characterize the quality of our academic life at CSUF? I've been asking my faculty colleagues here and at other campuses what they consider important reflections of the quality of life in the academy. Suggestions given to me included student characteristics (average SAT of entering first-year students, percent passing the EPT/ELM), faculty characteristics (percent full-time, percent part-time, percent with Ph.D., grants/research productivity), student/faculty ratio, faculty salaries (CPEC data), availability of technology, quality of instructional space, quality of library resources, retention/persistence of students... The list has been extensive, including even the availability of parking spaces!

I propose that the Academic Senate is the ideal group to take the lead in developing an ongoing system to monitor the condition of our academic environment. First, the Academic Senate is comprised of representatives from multiple constituencies: faculty, student, and administration. Its charge is to provide advice and consultation on policies relating to student and faculty life on campus. Furthermore, the Academic Senate has a wealth of expertise and resources to draw upon through its members and committee structure. Finally, in my opinion, the Academic Senate also has the respect and trust of the campus community to lead such an effort.

By developing an annual report card, we can identify the multiple factors that influence academic life at CSUF, and chart our status on each. The report card could be used to raise awareness of changing conditions in our academy, as a measure of accountability, to identify specific areas of need, to develop an agenda of change, to improve how we do what we do, and to build consensus about and commitment to change. A report card could also help communicate to our various external constituencies, CSUF's accomplishments and concerns.

The aim of *The Forum* is to generate discussion and debate about issues addressed by the Academic Senate. What are your thoughts on developing an annual report card to monitor the status of our academic environment? What are the important categories and indicators that should be included? Who should take the lead in authoring such a report? When should such a report be released to be most effective? Please send your comments to me, to the Executive Committee of the Academic Senate, or visit this topic at the Senate Forum Website-<http://faculty.fullerton.edu/senatenews>. ■

*Diana Wright Guerin is Professor and Head of the Department of Child and Adolescent Studies. She served on the Academic Senate from 1993-1998.*



## The Fullerton Way

### – A Model of Shared Governance

*Vince Buck & Jane Hipolito*

**T**he September 13 issue of *Compendium* announced that, "After an in-depth evaluation, Cal State Fullerton's nursing program has earned a maximum eight-year reaccreditation from the National League for Nursing Accrediting Committee." What the *Compendium* article did not say is that just three years ago, in 1996, our nursing program which has just earned this significant national accolade was in serious danger of being shut down by our campus administration. It was saved by "The Fullerton Way."

Although the phrase "The Fullerton Way" was apparently not coined until sometime in the 1980's, the reality it describes, an active shared governance built on mutual respect, did indeed flourish on our campus from its beginnings 40 years ago. From the first, genuine shared governance was integral to CSUF's character. Even before the campus' first buildings were ready for occupancy, a remarkable governance structure, carefully designed to foster and protect the spirit of learning, was systematically nurtured by CSUF's founding President, William B. Langsdorf, and by the faculty, staff and administrators whom he recruited here. This governance

structure is now codified in a comprehensive series of detailed policy documents painstakingly created (and frequently revised) by the Academic Senate through its committees, in dialogue with the President and also with the Vice President for Academic Affairs, both of whom participate in the Senate as ex officio members. Once signed by the President, and according to Board of Trustees policy, "Faculty recommendations are normally accepted, except in rare instances and for compelling reasons," a policy document becomes a "University Policy Statement" (UPS) and has the force of a contract between the faculty and administration. It is by this process that the faculty determine what academic goals and values direct our university. Without this process we do not have a university in any meaningful sense of the word (except as in the phrase "University of Phoenix").

The value of Fullerton's traditional commitment to shared governance was strikingly demonstrated in the case of the Nursing program. As soon as the program's proposed termination was announced, two committees of the Academic Senate engaged in a several months long, in-depth review of the nursing program, following the procedures specified in the relevant UPS. This review turned up compelling evidence that despite years of budgetary malnutrition and administrative neglect, the Nursing program retained astonishing quality, vitality, and importance to the entire region. The committees' findings and recommendations were forwarded to the Senate, which carefully considered them and

then made its own recommendation to the President. Interestingly, the private consulting firm that President Gordon then hired to provide an outside-the-process evaluation of the nursing program strongly validated the campus' collegial review, for the consultants arrived at findings and recommendations that were virtually identical with those made by the Senate and its committees.

However, just as our Nursing program endured long term ordeals that called its viability into question, so the Fullerton Way itself has faced constant threats in recent years. Shared governance is fragile and its health depends on good faith and mutual respect among those sharing these functions. Not all of those aspects are always present, and the price of maintaining shared governance is eternal vigilance. Key administrators do not always understand its value. Indeed the term "The Fullerton Way" was coined by an administrator who was frustrated by the degree of faculty influence in university decisions.



Too often key administrators wish to make policy unrestrained by faculty views, and then attribute their inability to effectively implement these individual goals to faculty intransigence. When this happens, contention and conflict are inevitable. Exclusive non-consultative governance is a bad management style in any organization. In an organization largely populated by professionals it is foolhardy. In a

*(Continued on page 6)*



(Continued from page 5)

## The Fullerton Way

higher education institution it can be disastrous. And yet it is not uncommon for administrators to feel that their individual judgment is more likely to be correct than the collective wisdom of the faculty.

The "Fullerton Way" is not unique. The CSU has long recognized the value of shared governance in university decision making. Indeed, it is explicitly recognized in the Higher Education Employer-Employee Relations Act (HEERA) passed in 1978 which states, "The legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process."

Historically and legally then, universities in the CSU are run by shared governance. On most campuses this works very well indeed. On a few, where mutual respect is lacking, it does not work at all well. Only when participants recognize and respect the legitimate role of other participants in university governance can shared governance work effectively.

On our campus mutual respect has been stronger than on most, most of the time, at most levels. Shared governance is weakened on this campus not only by some administrators' reluctance to consult, it is also weakened because of changes in the faculty. The American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure contains this statement: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution."

(Continued on page 18)

## Meeting Society's Changing Needs

Diane Ross

Before there was a student, a curriculum, or a gym, there was a faculty member. Dr. Paul Pastor was hired in the Spring of 1960 to be the acting chair of physical education which soon became the Department of Health Education, Physical Education, Recreation and Athletics. Next came Alex Omaley, who was hired as the men's basketball coach, and in Fall, 1963, Jean Barrett joined them as a full-time faculty member. The department was off to an auspicious start. These three developed curriculum, taught classes and worked on plans for the physical education building, swimming pools, and outdoor activity areas. These were exciting days. Events moved quickly. It is much to the credit of these folks who, with those who came in the next few years, identified the philosophy, directions, goals, and standards that moved the department forward. The core values established at the beginning exist today and the department continues to be student-centered.

From the first, the department was to be completely coeducational. That is, all the major classes and the activity classes that were required of all college students would be coed. This was a departure from most institutions across the country. Many of them not only had independent departments, they even had men's and women's gymnasiums. The coed decision was farsighted for it wasn't until the 1970's and early 80's that physical education departments across the country struggled to combine two very independent departments into one. Fullerton never had to go through that trauma.

The struggle for us came in 1972 when the College re-structured the department so that athletics was recognized as a separate all-college program. The coaches were given the option by the



CSU to remain on a non-tenure track status or to meet the requirements for a faculty tenure appointment in the department. Coaches would no longer automatically teach in the academic program; they had to be invited. The structure was a Division of Health Education, Physical Education, Recreation and Athletics with Paul Pastor as the Division Chair, Eula Stovall as the Chair of the Department of Health Education, Physical Education & Recreation, and Neal Stoner as the Athletic Director. The decision to separate, established the independence of programs, budgets, faculty and staff. This independent structure still exists today. However, the academic programs now report to the Dean of HDCS while the recreation and athletic programs report to the office of Student Services.

Another change occurred in 1972. This was the year that the dance curriculum and faculty moved from physical education across campus to the Theatre Department. This move was considered fitting since the dance curriculum emphasis was on dance performance and not on dance education.

Academics, athletics and recreation to this day continue to share the same facilities, both the indoor and outdoor spaces. Clearly, scheduling these areas is a cooperative effort, which over time has worked well.

During the past 25 years our field of study has changed greatly and we have changed with it. Many of the "old

(Continued on page 7)

(Continued from page 6)

timers" know that physical education meant teaching in school. It still is the profession of teaching through physical activities and continues to be a professional direction for a number of our students. However, our academic program continually broadened and changed during these years to the study of human movement, kinesiology. Today, majors have the option of concentrating in the following focus areas; sport psychology, exercise physiology, athletic coaching, athletic training, sport and exercise management, older adult fitness, and liberal arts and humanities.

Faculty agreed to change the name of the department to better reflect the academic curriculum we had been teaching. But in changing the name, what happened to recreation and health education? We recognized that we would never have a major in recreation and so we officially dropped that option. But the health issue was different altogether; we had already taken a divergent curricular direction. We were focusing on health science with possibilities in a variety of professional venues for our graduates in the health area. Thus, in 1993 we became the Department of Kinesiology and Health Promotion. With this change the undergraduate and graduate degrees in Physical Education were realigned as degrees in Kinesiology, and the state officially approved a major in Health Science in 1997. When HDCS was reorganized in the mid-1990's we became the Division of Kinesiology and Health Promotion.

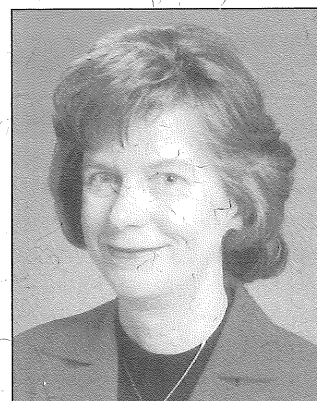
Clearly we have evolved as the University has evolved. We still believe that we prepare people to be competent in professions that deal with human movement and health. Over the years we have taken storage rooms in the building and turned them into laboratories so that today our students have experiences in six different labs. We shaped a movement analysis lab from part of the old equipment room. The computer lab, athletic training lab, exercise physiology lab, and fitness lab

have all been refurbished to provide the best possible learning experience for our students. The internationally recognized program at the Wellness Clinic in the Ruby Gerontology Center was an outgrowth of the work that Dr. Roberta Rikli and Dr. Jessie Jones established. When Dr. Debbie Rose joined the faculty she brought her program of balance for the elderly with her. This laboratory not only gives our students a place to practice, but it provides an opportunity for many elderly community folks to get expert instruction on keeping fit for daily living activities.

In 40 years we have gone from a department of three faculty to one of 21 full-time and 64 part-time; from a single focus on public school teacher preparation to a broad variety of professional opportunities in human movement; from a single exercise physiology laboratory to six labs; from primarily Anglo students to ethnically diverse students; from a single academic major to two academic majors; from 60 students to 496 kinesiology undergraduates, 70 graduates, 125 health science majors and 33 credential students.

What does the future hold? The most exciting event for us in the next year is the new addition to our current building which will allow us to continue to be programmatically futuristic, provide "indoor" offices for all faculty (yes, Terrace North will go), new labs, and a new classroom. With our academic growth, a parallel growth has taken place in the Recreation Program and in the Athletic Department, but we are all still using the same building which was built in 1965 to serve a student body of 7,000. We are all looking forward to this expansion and the new learning opportunities it will provide for our students. ■

*Diane Ross of the Department of Kinesiology & Health Promotion served on many Senate committees before FERPing.*



## Planning for the Library of the Future

*Patricia Brill*

As the year 2000 draws near, predictions about the future are especially prevalent. And predictions about academic libraries in the 21<sup>st</sup> Century are no exception to this trend. Such futuristic thinking is undeniably fraught with pitfalls—witness the earlier predictions of a "paperless society"—but also can offer valuable insights. In an effort to articulate a forward-looking plan, the CSU Libraries are in the process of revising an earlier document that has guided systemwide library planning for the last five years. Many CSUF faculty and students participated in focus group discussion of directions the revision should take. The new plan, *Working Together in the 21<sup>st</sup> Century: A Strategic Plan for the CSU Libraries*, sets forth core values of libraries in "the advancement of learning and literacy; intellectual freedom and freedom of inquiry; and unfettered access to recorded knowledge and information." This plan also sets forth a future vision in which the "campus library will be the hub of a full-service information and instruction network." What might this mean for the services, collections, and facilities of the Pollak Library of the future?

(Continued on page 8)

(Continued from page 7)

Arguably the most important indicators of the viability of the Library today as well as in the future are the services provided by Library faculty and staff. Pollak Library has made instruction and instructional support its highest priority, undertaking a variety of programs to facilitate the learning connections made among library users and the collections and the facilities. In an era characterized by exponential rates of growth in information, the identification, evaluation, selection, organization, and retrieval of those resources that best support the university's academic programs is a critical challenge. These activities are conducted in collaboration with faculty across the disciplines to assure that appropriate collections and services are provided. To this end, Library faculty have assumed a leadership role in the integration of information technology in the learning environment and continue to explore creative approaches to facilitate the means by which faculty and students obtain information.

One of the more intriguing developments in this field is customization of the ways by which an individual user gains access to electronic information. The CSU systemwide Pharos Internet gateway project (with expected implementation in Spring 2000) is incorporating aspects of this concept by allowing each campus to customize certain features to best meet local preferences. This role in guiding users successfully through vast quantities of information to relevant materials is not a new one for the Library, but rather is now being conducted in a dramatically different milieu.

Today's library collections consist of a growing variety of formats, both physical and virtual. The revolutionary impact of the Internet has been reflected in an increasing reliance upon electronic resources. However, the specious claim of some that "it's all on the Internet and it's free" is one that must be countered with reasonable

assessments. Certainly, there is an expectation that the proportion of library resources available electronically will increase along a continuum. This process is likely to be evolutionary and, for the foreseeable future, the print medium will continue to coexist alongside digitized and other formats.

Some of the most challenging aspects in this process are intellectual property and copyright issues, important matters for faculty who publish as well as serve in various editorial capacities. Electronic journals have come into the mainstream of publication, but the question of whether the future will witness an unbundling of a volume into discrete articles challenges the current perception of journal "integrity." The recent emergence of electronic books, or e-books, has captured considerable interest. The e-book, just as the e-journal, brings with it questions of textual authority, pricing, distribution patterns, and standardization of technology. Cost factors are particularly important in the academic realm; in an environment where free inquiry is valued, the notion of information "haves" and "have nots" is

---

*".....most important indicators of the viability of the Library today as well as in the future are the services provided by Library faculty and staff"*

---

abhorrent. One of the more effective CSU systemwide efforts has been in the area of leveraging the consortial purchasing power of 23 libraries to achieve more competitive pricing for electronic resources. Preservation of electronic information remains largely unresolved, with an archival imperative

for both the content and the technological apparatus necessary for access.

Some may find it surprising in an era of emphasis on remote access to information that the library as "place" continues to be an important factor. The idea of an "information commons" is often invoked in this context: a place where faculty, students, and other members of the university community congregate to seek information and collaborate with one another in the learning process. CSUF is fortunate to have gained a state-of-the-art library building (North Wing) in 1996, thus providing enhanced physical space and increased access to information technology. Features such as "smart" instruction rooms equipped with computer workstations, group study rooms, and laptop docking stations speak very much to the concept of an interactive information hub.

As part of the campus' 40<sup>th</sup> Anniversary celebration, we delved back into archives to develop a timeline of key events. In this process, many of us were amazed as we reconstructed the number of technological changes experienced within the Library, e.g., the movement from reliance on card catalogs and punched-card check-out records to highly integrated Web-based systems and interactive instructional facilities. Each of these changes reinforced the goal of facilitating access to information and, by extension, knowledge. As we contemplate possible future directions, there will undoubtedly be some surprising developments. However, the basic principle of serving as a transformational force within the academic community will remain central to our mission. ■

---

*Patricia Bril, Associate University Librarian, is a member of the Instructional Facilities Committee, was a Senator from 1992-98, and Chaired the University Research Committee during 1990-91*





## The Case for Merit Pay

*Mark Stohs*

**I**t is apparently "common knowledge" that merit pay in business simply does not work. Why then should we succumb to, much less embrace, a new system of merit? I believe that our challenge is not to accept a system of merit pay, but to set up meaningful and achievable criteria for merit so that our incentive system enhances humanity and leads to an even more fruitful and rewarding academic environment for all. I leave that challenge to individual departments, and concentrate instead on why we should give merit a chance.

Our merit system should not be an annual performance-review charade, in which managers and managed play an uncomfortable, closed-door game that no one wins. It was not a charade this year. Our actual academic FMI process allowed us to evaluate our peers in a non-hierarchical process according to standards that we created.

If we construct our systems (one for each department) of merit properly, we can; (1) increase our satisfaction, (2) enhance our collegiality, (3) provide for distinctions in levels of contribution, (4) allow for individuals to create their own paths to self-fulfillment, (5) offer a higher quality of education across the

university, and (6) reinforce the principles of professionalism.

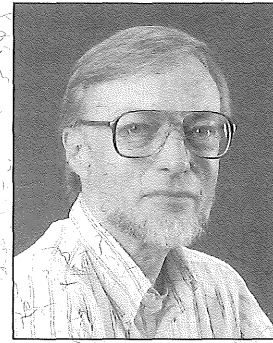
We want concrete recognition for our individual contributions, and when we are rewarded, we feel satisfied. When everyone is rewarded equally, we are not recognized as individuals. A department head's comment, "Good job," goes a long way. But money speaks much louder than words. You object, "How can this be true for talented individuals who are intrinsically motivated to be great teachers and researchers?" Perhaps there is no perfect answer to this question. But why would conflict over money destroy the collegiality of intrinsically motivated individuals?

A well-designed system of merit should enhance collegiality. If you know that your colleagues will "reward" you for performing at a higher level (of teaching, for example), then you may improve your teaching.



Your professional peers and colleagues demonstrate in concrete terms that you have earned their respect. I'm not sure that one could construct a much better system of recognition. And our respect for colleagues who do not apply for merit (because they recognize that they don't deserve it) will also increase, in comparison to a system in which all receive the same increase no matter what.

A merit system rewards differences in contribution dramatically over time and allows for individuals to pursue their own interests. For example, if Kim earns just 2% more than Lee because of merit each year, it will take



## Against Merit Pay

*Vince Buck & John Olmsted*

**W**e are currently in the throes of a new pay for performance process, even though nearly everyone, including the Chancellor's Office staff, agrees that the pay-for-performance of the past three years has been a failure. An appropriate response to this apparent failure might have been to do away with pay-for-performance. Instead, the Chancellor and Trustees decided to try a slightly different approach.

The most significant difference of this new process is that awards are to go to a much larger percentage of the faculty than under the previous scheme. Chancellor Munitz wanted to award the meritorious few, implying that the remaining faculty were something less than meritorious. Chancellor Reed has made it clear that he expects to see "merit pay" distributed to up to 80% of the faculty. While this will make it less onerous for the vast majority of the faculty, it makes it even more negative for the remainder. Worse, it ignores the other fundamental flaws in this system.

Pay-for-performance — euphemistically referred to as "merit pay," was introduced into the CSU three years ago under then-Chancellor Barry Munitz. Munitz said that the CSU needed to demonstrate that it was

*(Continued on page 10)*

*(Continued on page 10)*

(Continued from page 9)

## The Case for Merit Pay

only 35 years for Kim's salary to be double that of Lee's. That sounds like a long time. But note that our salary differences carry over into retirement, and that the current CALPERS system includes cost-of-living adjustments. Any new faculty member who is 30 years old today may expect to have 50 or more years for merit to affect their standard of living. Such differences provide serious and real motivation for faculty to enhance their contribution to the educational process at CSUF.

Why might Kim consistently "outperform" Lee? Suppose that Lee freely chooses to perform at the minimum satisfactory level, receive cost-of-living increases, but does not seek merit increases. Lee is not actually penalized, especially if Lee pursues other avenues of enjoyment and/or income. Kim, who does contribute at a high level consistently, will not resent Lee for "under-performing." This approach allows for multiple means of satisfaction, both across individuals' and across one's own lifetime.

Consider a simple example of University T which claims to value only teaching, but rewards all teachers equally, year by year. The free-rider problem suggests that University T does not promote its mission. The public knows all too well that a small number of our colleagues do not contribute. By direct analogy, free-riders also plague student groups. Several faculty in our department require students to evaluate their team members (but not themselves) more than once. With this process students tend to resolve the free-rider problem by themselves.

A strong advantage of our current FMI system is that we decide merit within the department (although within some departments there is still such diversity that establishing common criteria is a challenge). This approach allows us to ignore cross-departmental evaluation. More importantly, it enhances and

emphasizes our role as professionals. The very nature of the professionalism, whether academic or not, is peer evaluation. From this perspective, our system is not hierarchical, and demands that we treat one another fairly and with respect. We now have the freedom and responsibility to create our own departmental specific criteria for merit.

Why then are many departments opposed to the new merit system? They may believe that the administration just wants to work us that much harder, and it is time to resist. Junior faculty who hear the tenure clock-ticking may feel this most strongly. [For a stronger perspective in this vein, see Karl Marx, *Capital*, Vol. I, Part I, Chapter X, Section 3.]

In response, consider the following. At the moment, our tenure "hurdles" are often set by the stars or "gate-keepers" in our departments. The hurdles are high because when some of us get through the tenure process we feel used and worn out, and we may stop producing (one needs a rest after all). The stars want to ensure that those who earn tenure will continue to produce.

A merit system may transform this approach (which tends to be self-defeating). Once we realize that we must contribute throughout our lifetime in order to earn merit, there may be less motivation to make our junior faculty burn themselves out. If we receive merit for service, for example, senior faculty may share in advising those student associations! In effect, we extend the tenure clock, but do so sensibly. When we realize that Kim and Lee are able to coexist with respect, we have a better university. Perhaps we will even create a good system for recognizing those lecturers and part-timers who contribute immensely to our university. ■

*Mark Hoven Stohs, Associate Professor of Finance, is a member of SBAE's Academic Senate and Chair of SBAE's Graduate Committee.*

(Continued from page 9)

## Against Merit Pay

"accountable," because influential business leaders and legislators thought that the faculty, protected by tenure, were lazy underperformers. Rather than educate business leaders about what faculty actually do and how much they work (surveys indicate that full time faculty in systems like the CSU work between 50 and 60 hours per week), Munitz advocated such managerial techniques borrowed from private industry, as pay-for-performance and outcomes assessment, to motivate and direct faculty in their work.

The pay-for-performance scheme of Chancellor Munitz angered faculty more than it otherwise might have because of its timing. It came on the heels of several years with low or no pay raises. Previously, when the faculty had gone without pay increases for several years in the 1970s, they were compensated with sizeable raises when good economic conditions returned in the early 1980s. In spite of today's boom times, hoped-for pay raises have yet to materialize. Indeed, faculty salaries in the CSU trail by more than 11% by comparison with institutions that the State uses to judge the adequacy of salaries.

Perhaps the most serious shortcoming of the current scheme is its failure to address this salary gap. At Wayne State University, the school on which the scheme supposedly is based, "merit" pay was not put in place until after the faculty had received across-the-board raises that made their salaries commensurate with faculty salaries at comparable institutions. The present CSU scheme totally ignores our substantial pay gap. Even worse, the amount of money provided for across-the-board and "merit" increases is so small that the pay gap will increase further.

Because of faculty opposition to any pay-for-performance scheme,

(Continued on page 11)

(Continued from page 10)

## Against Merit Pay

Chancellor Munitz and current Chancellor Charlie Reed have accused the faculty of being opposed to having our work evaluated. Nothing could be further from the truth. We are not opposed to merit evaluations. Most of us have gained our positions by having passed through one of the most rigorous evaluations of merit that exists in today's workplace; the academic tenure and promotion system. Tenure is generally granted only in the sixth year of employment and only when peers judge that their colleague has achieved excellence in the areas of teaching, research, and service, and is likely to continue performing at that level. Advancement to full professor comes at least six years later and is based on the same judgments. Further, while junior professors may at times doubt it, most colleagues are highly supportive. We invest a tremendous amount in our junior faculty and sincerely wish – and expect – them all to succeed.

What we are opposed to is the imposition of a parallel competitive pay-for-performance scheme. The problems with this scheme are several:

- The process is time consuming. Every faculty member is eligible for merit pay every year. That is a large number of files to be prepared by individual faculty and evaluated by faculty committees and several administrators. It took one of us 27 hours to prepare his successful application two years ago. This is time that could have been spent more productively on class preparation, student advisement, or research.
- The process is competitive. The process will not award everyone who is deserving, as is the case with the tenure and promotion process. I can only get my pay raise if you do not get yours. Chancellor Reed comes from Florida where he imposed similar policies. Here's a description of the Florida system from a colleague who

received her Ph.D. there: "What I observed there was a professional nightmare. Faculty who had been collegial became petty and angry when forced to vie for scarce merit resources. My advisor encouraged me to apply to similar institutions. I didn't ... based on my observation that I didn't want to be treated as she had been."

Our university is a collegial enterprise. It depends on faculty working together to achieve educational goals. These awards emphasize competitive individual accomplishment, thereby undermining teamwork, cooperation and collaboration.

- The scheme may not even reward merit. Early decisions in this process will be made by faculty committees which will contain faculty who themselves are hoping to get pay raises. Final decisions will be made by administrators who may seek to award behavior that has nothing to do with merit. Thus it could serve simply as a patronage system or a system to achieve administration goals. A recent suit against Kaiser Permanente alleges that doctors got bonuses for reaching profit goals at the expense of care. Similar goals might be imposed in the CSU that would be destructive of professional performance and damage the learning experience of our students.

- It demoralizes the faculty. We are forced to compete against friends and colleagues, to fill out endless bureaucratic forms, and to participate in a system that makes no sense and seems patently unfair. All this is demoralizing in the extreme.

- It may be used in ways that undermine quality education and experimentation. At least one department is proposing that only faculty who receive 70% A's and B's on student opinion forms be recommended for awards. This will certainly make faculty reluctant to take chances and try new approaches with their classes. It will cause disruptions in departments when

faculty insist on being assigned to classes in which they think that they will get higher scores. To the extent that faculty believe that they can influence the scores by giving lighter workloads or higher grades (and many faculty do believe that), this approach will undermine the quality of our education. (Editor: See Birnbaum's article in this issue of the Forum).

- Merit pay does not work. When it was apparent that the Munitz process was an abysmal failure, the CSU Academic Senate established a task force to look into merit pay. The task force discovered that the vast majority of research into pay-for-performance concludes that it simply does not work. The task force reported that only 100 of the over 3000 studies of merit pay claim positive results. (This report can be found on the Web at [http://www.calstate.edu/acsenate/97-11-5\\_mptf\\_report.html](http://www.calstate.edu/acsenate/97-11-5_mptf_report.html).)

Merit pay is particularly ineffectual among professionals in educational institutions. That is because educational professionals are motivated by many things other than money; a desire to do meaningful work, a desire to help others, a desire to see students succeed, institutional loyalty, peer pressure, socialization, recognition, or a supportive work environment. After working 12 years to be fully admitted into the culture of quality, an individual is not likely to lie back and take it easy. Self-motivation, self-respect and peer pressure will see to that.

Jeffrey Pfeffer wrote in the *Harvard Business Review* (May-June 1998): "Most merit pay systems share two attributes: they absorb vast amounts of management time and they make everybody unhappy." He added, "[Merit pay] undermines teamwork, encourages employees to focus on the short term, and leads people to link compensation to political skills and ingratiating personalities rather than to performance." Further, he observed,

(Continued on page 12)

(Continued from page 11)

## Against Merit Pay

"Pay cannot substitute for a working environment high on trust, fun and meaningful work." This may not describe everyone, but it certainly describes us.

The Trustees' and Chancellor's approach to "merit pay" has been particularly distressing. The culture of the university values empirical evidence, and the faculty is open to being persuaded by reason. There has been no attempt by the Trustees and Chancellor to examine the empirical evidence, nor to persuade the faculty that pay-for-performance will somehow contribute to a more efficient operation or provide a higher quality educational experience. To the contrary, attempts to draw Trustees or the Chancellor into a dialogue concerning the research results have been like talking to a blank wall. They do not want to deal with it.

Nor have the Trustees ever made clear why they believe "merit pay" is essential. The reasons most often given for the necessity of pay-for-performance are that of accountability and that everybody else does it (an argument most common with nine-year olds).

The Merit Pay Task Force was told that the Trustees "...never had a detailed discussion of the value of or the rationale for merit pay... they were told that merit pay leads to more positive than negative consequences and that it did motivate enhanced performance." This information is inaccurate, but it appears that the Trustees, with this information in hand and with little thought or discussion, endorsed a simplistic — if intuitively satisfying — "solution" to an undefined "problem" — a "solution" that destroys faculty morale and the culture that has long sustained the CSU. If this is so, then the Trustees have not acted responsibly and have violated the trust placed in them by the taxpayers of California.

If the Trustees want to change the present reward system, they must first make clear what they see as the problem. This they have never done. Then they should examine the empirical evidence to see how the reward and incentive system can be changed to eliminate that problem and motivate the faculty to provide the highest quality educational experience possible. Such a process could gain the confidence of the faculty and lead to a new reward system that would be embraced.

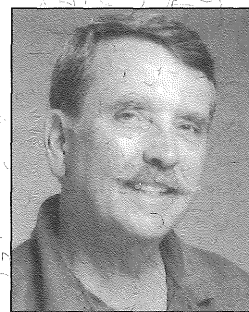
What the Trustees and the Chancellor should be doing is trying to provide the most supportive working environment, and the resources that will allow and encourage dedicated professionals to extend themselves beyond what a union contract requires. Thus we could provide the quality educational experience that our students deserve. That is what creates a successful experience everywhere, from Kindergarten to graduate school.

Indeed the Trustees and the CFA should be working together on this. The intensity of feeling in the bargaining process in the CSU has always perplexed us. After all, there is only the limited pot of money that the legislature gives the CSU to deal with. Shareholders will not be richer if the Chancellor and Trustees hold tough. The Trustees and the CFA should not be bickering over the arrangement of the deck chairs. Rather they should jointly be trying to find a way to distribute these limited funds that will create the most supportive environment for faculty to pursue their natural desire to provide a quality educational experience. ■

**Editors Note:** What do you think? Visit <http://faculty.fullerton.edu/senatenews> and cast your "instant" vote pro or con Merit Pay.

*John Olmsted is Professor of Chemistry, and is a member of the Executive Committee of the Academic Senate.*

*Vince Buck, Professor of Political Science, is a CSU Academic Senator, and member of the Executive Committee of the systemwide Academic Senate.*



## Fair Share or Paycheck Theft?

*B. Thomas Mayes*

I am opposed to the so-called "fair share" bill, SB645, recently passed by the California legislature and signed by the Governor. I am not, however, a free-loader. I customarily pay a reasonable price for services received or expected. In fact, I paid CFA dues for several years when I felt that the union was representing my interests in collective bargaining. One of the problems we face in the School of Business Administration and Economics is competing in a national labor market to hire new faculty members. Starting salaries for new Ph.D.'s in the business disciplines are approximately \$60,000 to \$90,000 per year. Given the salary structure "won" by the CFA, we are facing a situation where new Ph.D.'s must be hired at advanced rank in order to pay them a competitive wage. This creates severe inequity within the school when current Assistant or Associate Professors, with more experience, see new hires with no experience receiving equal or higher rank.

In the past, salary supplements were available for faculty in hard-to-hire disciplines. This salary structure permitted the professional schools to pay a competitive wage at appropriate ranks for new faculty members. When it became clear that the CFA was planning to bargain away this supplement, I told our campus CFA president that such a move was not in the best interests of my school and that if the

(Continued on page 13)

(Continued from page 12)

## Fair Share or Paycheck Theft?

supplement was lost, I would resign from the CFA. Immediately after the announcement that the market supplement was eliminated, I resigned from the CFA.

Another point of departure between the CFA's objectives and my professional values is in the arena of merit pay. There is no doubt that in organizations, you get the behavior you reward. I cherish an organizational climate that supports a high degree of professional activity among colleagues who can stimulate and partner with each other on research projects. The CFA-supported pay system, based on seniority, rewards faculty members for survival (in itself sometimes difficult) instead of professional activity. Of course, the tenure and promotion system provides an incentive for professional activity up to the time one is promoted to Full Professor, but not after that. This has serious implications for the quality of our university. If accreditation is a goal of the university, continued scholarly activity is required of all ranks. Those who have been involved in trying to meet accreditation requirements know that faculty research productivity is a major threat to our continued accreditation. A merit pay system would go a long way towards correcting this situation.

Merit pay can also be used to encourage high quality teaching. Faculty members who really try to excel in the classroom should be rewarded well above those who do just enough to get by. We all know that our official teaching load in the CSU is very high relative to comparable universities. This overload makes it difficult to keep up with our disciplines, to

experiment with new approaches to teaching, to maintain involvement with students, and to master constantly changing technologies. The existing pay system does not reward this level of effort. Merit pay is an equitable way to make sure that faculty who are contributing the most to the quality of education at CSUF are differentially rewarded compared to those who perform at minimum standards. But this concept is outside the mindset of the CFA.

---

***"Merit pay is an equitable way to make sure that faculty who are contributing the most to the quality of education at CSUF are differentially rewarded compared to those who perform at minimum standards"***

---

It is clear that the CFA does not represent my interests with respect to pay levels or pay administration. The only real voice I had in union matters was to pay dues or not pay dues. Of course I could vote on union matters when they were presented to the members, but I had little influence on the content of the contracts that were negotiated. Now the CFA has been able to propel legislation (SB 645) through the California Senate and Assembly to force faculty members to pay dues, or a so-called fair share fee, as a condition of employment. Governor Davis signed the bill so I am now being forced to pay for services I do not receive.

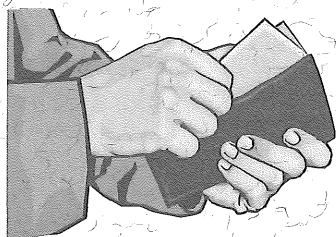
There are other aspects of this legislation that I find highly objectionable. First, this bill was designed by the CFA and pushed through the legislative process by their lobbyists. The faculty who will be affected by this bill were not consulted about the provisions of the bill, nor were we given any opportunity to propose revisions. This bill circumvents the collective bargaining process and amounts to a form of

taxation without representation. Indeed, based on my conversations with faculty colleagues, this bill was passed without the full knowledge of the CSU faculty.

Second, the way the bill is worded, it will be nearly impossible for the CSU faculty to rescind the requirement to pay the union's fees. To start the process, 30% of the bargaining unit employees must sign a petition to rescind the fee, and then a majority of the bargaining unit employees must vote to do so in an election. The expense of this effort must be borne by the individuals sponsoring the action. If the bargaining unit is defined as the whole CSU system, this means a coordinated effort to remove the fee must involve all of the campuses in the system. This is a formidable hurdle, especially if the effort must be self-financed.

Third, approximately 25% of the current CSU faculty members are CFA members. The 75% majority have elected not to join. While the CFA posits that the 75% are free-loaders, the fact is that many of these faculty members have not had the opportunity to vote in a union certification election, and many would not choose to be represented by the CFA. The CFA was the designated bargaining agent for the system before most of us were hired and we had no say in the matter. The only way we can protest some of the union's actions is to refuse to join. Forcing us to pay dues is unfair. "Paycheck theft" seems to me a more accurate term for SB645 than "fair share."

Fortunately for us, the National Right to Work Legal Defense Foundation (RTW) is supporting a group of CSU faculty members in their efforts to prevent the implementation of Paycheck Theft SB 645. The position of the RTW is that a number of the bill's provisions are unconstitutional. I urge my fellow faculty members to support our colleagues' efforts to stop the



(Continued on page 14)



(Continued from page 13)

## Fair Share or Paycheck Theft?

implementation of this bill. For additional information you should contact Professor Charles Baird, CSU Hayward, who coined the term "paycheck theft." His e-mail address is cbaird@bay.csu Hayward.edu.

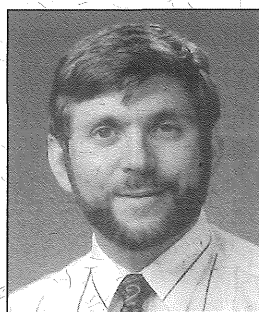
If efforts to stop the implementation of SB645 fail, one further recourse is to call for an election to decertify the CFA. I have mixed feelings about this action. While the union is clearly ineffective in bargaining for a workable pay system, the CFA does serve as a potential buffer to protect its members from unfair treatment by administrators. The important question is just how often is this protection necessary? In my experience with the CSU, I have not known anyone who has found it necessary to seek CFA representation for a bona fide grievance against the administration. So, I conclude that I have much better use of my pay than to support the CFA. Maybe you do too. ■

*Dr. B. Thomas Mayes, Professor of Management, is a member of the CBE assessment committee, Vice chair of the CBE Senate, and was a member of the University ad-hoc assessment committee*

## CMS - A Top Down Information Technology Mandate

*Barry Pasternack*

Many faculty have not yet heard of CMS, but for those who have, there is a feeling of concern, and some may even say, distrust. CMS, or Collaborative Management System, is a several hundred million dollar project being orchestrated by the Chancellor's Office in order to put the human resources, financial and student administrative systems for all cam-



*Barry Pasternack*

pus on the same software platform. Additional ancillary units such as foundations and associated students may be added to this system in the future.

After reviewing proposals from several software companies that offer enterprise resource planning (ERP) systems, The company PeopleSoft was selected as the vendor. This decision has not been without controversy given the fact that many of the universities which have implemented PeopleSoft systems similar to the one planned by the CSU have encountered substantial overruns and found that some of the software did not work as advertised ("Delays, Bugs, and Cost Overruns Plague PeopleSoft's Services," Chronicle of Higher Education, September 24, 1999).

One of the reasons that implementing software such as the PeopleSoft ERP system will be so expensive is the need to use high-priced consultants to do readiness assessments on each campus, and the necessary retraining of staff on the new system. Some faculty have felt that signing an exclusive software arrangement will leave the CSU at PeopleSoft's mercy in terms of pricing for needed services that were not part of the original contract (such as e-commerce) or necessary upgrades after the contract term expires.

Perhaps the greatest area of concern on the part of the faculty deals with the funding of CMS. As there is inadequate funding for information technology in general, the funding of CMS must come at the expense of

other campus programs. Hence, while there may be significant long-term savings from CMS, in the short-run, other campus programs may be shortchanged for a campus to pay for the work that needs to be accomplished in order to implement CMS. Many faculty members feel that it will be the academic program that will have to make the sacrifice to pay for the CMS implementation.

With this said, one may ask why the Chancellor's Office undertook this project. A major impetus is the external as well as internal factors that will necessitate a change in how the CSU does its administrative functions. For example, the State Controller's Office is revising its payroll system and this will require a change in the information system the CSU uses to report salaries (including faculty salaries) in order for employees to be paid.

Another reason for the project is that the existing software on campuses for doing the administrative functions will eventually need replacement due to obsolescence. In some cases the features that the CSU will need to offer may not be available from existing vendors, thus necessitating a change in such systems. Having each campus procure administrative systems on its own will result in a loss of economy of scale and may mean additional expense in coordinating the information at a System level. Also, having separate systems for doing human resources, financial administration, and student services will mean a duplication of data entry and loss of reporting features. One major advantage of an ERP system such as that being offered by PeopleSoft is the reduction of data entry expense and a better coordination of information. The CSU Information Technology staff estimates that there will be more than a 300 million dollar savings to the system over a 16 year period by moving to a coordinated ERP environment.

(Continued on page 15)

(Continued from page 14)

Another substantial benefit of CMS is the better student information it will offer. Students will be able to get more timely information on admissions requirements and be able to check admission applications on-line, obtain electronic access to financial aid information, and even view grades on-line. Faculty will be able to use the student information provided by CMS to provide better advising information. Class lists will be available on-line, and faculty will be able to submit grades electronically. An additional benefit of CMS to faculty is that faculty will be able to view their own human resource information online. This will include information such as leave credits and year-to-date deductions.

Given the benefits of CMS, you may wonder why many faculty members are leery about this project. Some of this unease may come from some skepticism felt by faculty towards the Information Technology staff in the Chancellor's Office as a result of the CETI project. Some may be due to a distrust of software companies in general, and PeopleSoft in particular. For example, it is not uncommon for software companies to miss deadlines for getting software releases completed or to fail to deliver on promised features (the term "vaporware" comes to mind).

As with any project as complex and costly as CMS there are a lot of potential pitfalls that may mitigate the planned benefits. Faculty should be diligent in monitoring the progress of this project in order to ensure that such benefits exceed the costs. ■

*Barry Pasternack is Chair & Professor of Management Science & Information Systems. He is a member of the CMS Board, Statewide Academic Senate, and Chair of the CSU CSIS Discipline Council.*



## DISRUPTIVE CLASSROOM BEHAVIOR

*Sandra Rhoten*

**F**aculty members on many campuses today are concerned about disruptive classroom behavior that interferes with the process of teaching and learning.

In an article in *The Chronicle of Higher Education* in 1998, the author reminded us that conflicts between faculty and students are not new. In the 13<sup>th</sup> Century, professors at the University of Bologna were terrorized by their students and physically assaulted if the students did not like their grades. In the 1820's at Yale University, students threw plates at their professors in the dining room, and rolled cannonballs through the professors' living quarters at night.

While there are no current reports of such actions by students at CSUF, many faculty members are distressed at inappropriate behavior by some of their students.

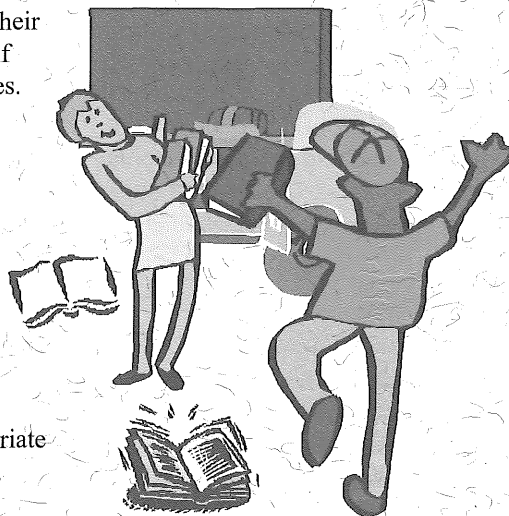
Disruptive behavior can assume many forms. It may be;

- the student in your class who persistently arrives late or leaves early;

- the student who talks incessantly while you are delivering a lecture;
- the student who loudly and frequently interrupts the flow of class with questions or interjections; or
- the student who becomes belligerent when you confront his or her inappropriate behavior in class.

It is important to differentiate disruptive classroom behavior (that which directly interferes with the ability of the instructor to teach or the ability of other students to benefit from the classroom experience) from behavior that is merely rude or uncivil. While the latter may become disruptive when it is repetitive or persistent, it usually is best addressed by example and influence.

Disruptive student behavior is detrimental to the academic community, both faculty and students, because it interferes with the learning process for other students, inhibits the ability of instructors to teach most effectively, diverts university energy and resources away from the educational mission, and may indicate a significant level of personal problems or distress on the part of the disrupter.



(Continued on page 16)

(Continued from page 15)

## DISRUPTIVE CLASSROOM BEHAVIOR

Here are some strategies for handling descriptive behavior:

Initial Class Meeting. Clarifying expectations at the beginning of a course and agreeing on standards for classroom conduct can assist students in abiding by those standards. Other positive benefits include fostering an expectation among student peers concerning appropriate behavior, and having a concrete and agreed-upon reference point should inappropriate behavior occur later.

When you are establishing and promoting guidelines for behavior in your course, it is important not to articulate standards you are unwilling to enforce. Likewise, standards for classroom behavior should be fairly and consistently applied, otherwise confusion and resentment may result.

Class Syllabus. It is best for behavioral standards to be published in the course syllabus and discussed the first day of class. Information should specify the behaviors that are prohibited, how you will manage behavioral issues, and the consequences that may result. Explaining why your behavioral standards are important for the course and benefit students can help students understand and abide by established expectations. A statement in the course syllabus might include:

“Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and instructor’s ability to teach. A student responsible for disruptive behavior may be

required to leave class pending discussion and resolution of the problem, and may be reported to the Dean of Students Office, Judicial Affairs for further action.”

If unacceptable behavior occurs, respond immediately. This may mean employing informal action, reminding the class of the agreed standards for behavior, or directing specific comments to the involved student.

If the behavior continues, notify the student that he or she must leave the classroom if the behavior does not cease immediately, and that disciplinary action may result. If the student does not respond appropriately, ask him or her to leave and to arrange to see you during office hours before the next class meeting. You may wish to consult with the Department Chairperson or the Associate Dean of Students, Judicial Affairs, prior to the meeting.

If a student refuses to leave, notify him or her that University Police (Ext. 2515) will be contacted to remove the student and that disciplinary action will result from this.

It is appropriate to call upon University Police any time a disruptive behavior situation escalates, or when it is reasonable to interpret behavior (including oral statements) as threatening or harassing to you or other members of the class.

Private Meeting. It is appropriate to meet privately with a disruptive student following a confrontation or removal from class. As an educator, you may wish to request a meeting with a student who has displayed unacceptable behavior even when a confrontation has not resulted. In either case, the meeting is an opportunity for the student to understand the inappropriateness of his or her behavior and to develop strategies for successfully continuing in the class.

In that meeting:

- Remain calm. This may be difficult if the student is agitated or confrontational, but your calm and reasoned response will best control the meeting.
- Do not take behavior or remarks personally, even though they may be directed at you. Disruptive behavior usually results from other life problems or a general academic frustration.
- Be specific about the inappropriate behavior the student has exhibited. Describe the behavior, don’t focus on the person. Explain why the behavior is a problem.
- Ask questions and summarize what you hear the student saying. Respectful concern may enable you, the educator, to help the student be successful both in your class and in his or her general university experience.
- Focus on areas of agreement between you and the student.
- Conclude by summarizing any resolution and articulating expectations for the future. Be clear that the result of continued inappropriate behavior will be a referral to the Dean of Students Office, Judicial Affairs for disciplinary action (and the possible loss of the opportunity to attend class).
- Maintain written documentation of the interaction and any agreed course of action. This may include a formal letter to the student briefly summarizing the meeting and the resolution.
- Terminate the conversation if it becomes apparent that the student is unwilling or unable to listen to your concerns and requests.
- Consult with staff in Counseling and Psychological Services if you have concerns about the emotional or psychological well being of the student.
- Contact University Police immediately if the student appears to threaten harm to others (e.g., if

(Continued on page 17)

(Continued from page 16)

## DISRUPTIVE CLASSROOM BEHAVIOR

the student makes threats of physical harm toward you or others, has a weapon, or behaves in a manner that causes you to fear for your own or another's safety).

These recommendations are based on the expectation that students can and will be reasonable if they have adequate information, clearly understand parameters, and are treated with respect.

The expectation is that students can change their behavior. However, if the student demonstrates unwillingness or an inability to change, than additional interventions including removal from the class, may be necessary.

Reporting Complaints. When less formal interventions prove inadequate or ineffective, it is appropriate for the instructor to initiate formal disciplinary action. Intervention by University



Police results in the report being forwarded to the Dean of Students Office, Judicial Affairs. When University Police have not been involved, the instructor may forward a report directly to Judicial Affairs.

When disruptive behavior is reported to Judicial Affairs, the reporting instructor will be contacted concerning the desired outcome. Remedies include disciplinary probation, a behavior contract concerning the class, anger management counseling, or other

educational interventions, or, in more severe cases, removal from the class (a student may not be removed from class permanently without a discipline hearing).

Following consultation with the instructor, the student will be required to meet with the Associate Dean, Judicial Affairs to discuss the behavior. It is possible that the matter can be resolved administratively without further involvement by the instructor. In some cases, it is necessary to convene a formal hearing in the matter, and the instructor may be called as a witness.

Faculty members are sometimes hesitant to confront students because they are concerned about possible legal action. Faculty are best protected against charges of misconduct if they articulate clear and consistent expectations for the class, initiate actions against students in good faith in carrying out their assigned academic duties, and follow appropriate university procedures

However, faculty are reminded that students have a measure of academic freedom in the classroom. University policies cannot be used to punish lawful classroom dissent. The lawful expression of a disagreement with the professor or other students is not in itself "disruptive" behavior. ■

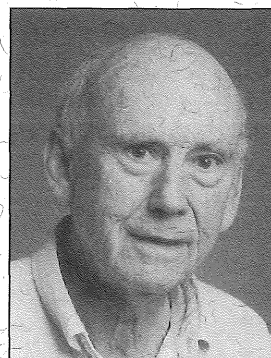
### Important Telephone Numbers

Dean of Students Office,  
Judicial Affairs 278-3211  
University Police  
Emergency 911  
Non-emergency 278-2515  
Counseling and Psychological Services  
278-3040

### Editor's Comment

If you would like to discuss issues of disruptive behavior with your colleagues, go to <http://faculty.fullerton.edu/senatenews> and participate in the discussion group concerning this matter.

*Sandra Rhotten is Associate Dean of Students, Judicial Affairs. She is also the coordinator of University Student Discipline.*



## A Brief For CSU Granting Doctoral Degrees

*By Clarence E. Tygart*

**T**he Master Plan for California post secondary education allows only the University of California (UC) System the privilege of granting doctoral degrees. Conventional wisdom is that the Master Plan is good for California State University (CSU) along with the rest of California. The uniqueness and superiority of the California Master Plan compared to other states is proclaimed by California decision makers. Is this an example of an enlightened trend setting California being ahead of the other states? Let us unconventionally look at this conventional wisdom, i.e., examine the evidence.

Other states haven't adopted the California Master Plan because of the advantages of having Ph.D. degrees granted in more than one university system. Many state universities resulted from the sale of congressional land grants. The state universities sometimes were established after a university for that state was created. Such universities usually started with an emphasis on agriculture, and initially were labelled "agricultural colleges." Most such universities then developed core liberal arts programs. The concept of agriculture was

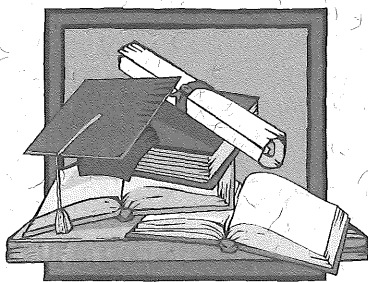
(Continued on page 18)

(Continued from page 17)

## CSU Granting Doctoral Degrees

expanded to include such departments as agricultural economics, rural sociology and agricultural related engineering. The relationship between the state universities and the communities they serve, along with their states, remains amicable.

Colleges of education experienced similar developments as agricultural colleges. Urban universities have a more recent development, but have continued the trend. The state of Michigan has Ph.D. programs at four levels of universities; the University of Michigan, Michigan State University, Wayne State University and some of the regional universities.



The California Master Plan does benefit the UC System. The CSU System is walled out of competition with the UC System. Monopolists usually try to hold on to their monopolies, and the UC monopoly even has state guarantees and enforcements. Because of this monopoly, the state of California can easily and lavishly give tax support to the UC System. The financial support barely begins with the generous public support; UC has enormous endowments and continuing private donations. The UC administration uses this money to augment faculty salaries. Public disclosure of salaries from private sources are not required. A governor, after examining the nonpublic salary augmentations, reported that the amounts were staggering in their enormity. Such concealed salary practices are common

for other universities and for private sector management. The distinguished UC scholars, of course, are deserving of their enhanced high salaries.

The CSU System faculty salaries must be at the median of the publicly disclosed salaries at comparable universities. The UC System can pay whatever is needed to attract and keep desired faculty. The UC is competing with the richest universities and they pay top, not median comparative salaries. CSU salaries are kept artificially low because it is virtually impossible for distinguished senior CSU faculty to move to UC or other outstanding Ph.D. institutions. CSU professors, therefore, can't use a competitive labor market to establish their salaries. New flexible CSU salary structures can help disguise the artificially low salaries. Higher maximum salaries can be reported even if they are unrepresentative of faculty. CSU faculty teaching load is state mandated and can't be determined by free market forces. Since California is such a dominant state, CSU faculty salaries and workload have effects nationally. The same is true for UC, but it works to the UC faculty's advantage.

The segregation of the UC and CSU Systems has some parallels with the former legalized racial segregation of Black Americans. The two segregated schools were called "separate but equal." As Black Americans often observed, the separate part was vigorously enforced. Almost without exception, the equal aspect was ignored. The contributions of willing Blacks to American society were minimized, even in the military during war. Black salaries were depressed because of limited opportunities resulting from segregation.

The California Master Plan was devised by elites who were personally outstanding and civic minded. Similar characteristics aptly describe those who continue to implement and

(Continued from page 6)

## The Fullerton Way

The first generation of faculty took this statement seriously. Far fewer faculty now — pushed and pulled by competing responsibilities and an increasing workload — see themselves as officers of an educational institution or even as citizens of the university with all the rights and responsibilities that implies. It is more difficult to get individuals to serve on committees or be otherwise involved in university governance. There is less knowledge of both issues and procedures. Many faculty do not understand the importance of shared governance nor how to make it work. It is not clear where the next generation of leaders will come from or who will socialize them. Administrators come and go. Some will be more supportive of shared governance than others. Interestingly, at this point the top administrators in the Chancellor's Office seem very aware of the importance of shared governance, even to the point of intervening in one campus dispute. This may bode well for shared governance throughout the CSU in the near future since local administrators are always sensitive to the concerns of the Chancellor and his top administrators.

However, unless the faculty understand and appreciate the importance of shared governance for a quality educational environment, and put forth the effort to make it work, it will fail. Administrators will willingly take on those tasks that faculty do not perform. Indeed they must, but the institution will be the weaker for it. ■

---

*Vince Buck, Professor of Political Science, is a CSU Academic Senator and member of Executive Committee of the systemwide Academic Senate.*

*Jane Hipolito, Professor of English & Comparative Lit., was a member of the Academic Senate and of the Faculty Personnel Committee from 1996 - 1999*

(Continued on page 19)



(Continued from page 18)

## CSU Granting Doctoral Degrees

administer the program. The Master Plan, indeed, was visionary and generous at its inception. Higher educational opportunities were extended to those who were striving, by means of a higher education, to become part of the middle class. In this noble process, astounding opportunities were afforded ambitious aspirants to the upper level professions due to a rapidly expanding CSU faculty. This occupational mobility was even more unbelievable for those of us faculty of humble family origins.

No matter how much we delude ourselves, our current efforts only maintain a status quo. The Master Plan no longer benefits CSU and deprives California of the fullest potential from CSU. No stampede to adopt doctoral programs will occur. Only some departments and universities will award doctoral degrees. The UC System will continue with the older professions such as medicine and law. The CSU campuses would emphasize more recent or applied disciplines such as education and business. An increase in total doctoral degrees granted is unlikely. Some doctoral candidates, for example, might attend CSU rather than private universities.

A CSU doctorate should and would have standards as rigorous as UC; we CSU faculty would ensure that. No knowledgeable person would suggest that the academic standards, for example, of Ohio State University are less rigorous than the University of Ohio. The CSU tradition of teaching excellence would not diminish. Faculty still would be required, for promotion and tenure, to run the same grueling gauntlet about their teaching effectiveness. Faculty, we would hope, would no longer feel the need to apologize for being a scholar at CSU.

Cost estimates largely reflect the ideologies of the pronouncing

"experts." It is doubtful that the total cost for universities will be greater than current costs relative to percentage of tax revenue or state income. Because of the loosening of the UC doctoral degree monopolies, costs could be lower. Competition tends to lower prices for commodities and services. We don't know about state support until we ask. If we don't, less worthwhile projects instead will be legislated and funded. With the Chancellor, faculty, and all other university constitutions, our efforts can bring us together as we focus on this common objective. Ideal times and circumstances never will be. The time is now, the place is here and the goal is right.

Leaving succeeding generations with opportunities equal to what we had in the pioneering years of the Master Plan poses great difficulties. The

restless pioneering spirit of California requires our best effort. We guardians of the people's university can renew our commitment each time we look at our students and see the descendants of the poor, minorities, and the oppressed. We need a vision that reaches beyond the status quo if we are going to leave a legacy. Future generations, then, can remember us as a faculty who helped make a difference that was worth remembering. ■

### Editor's Comment

What are your thoughts? Go to <http://faculty.fullerton.edu/senatenews> and register your concern in the discussion group "PhD or Not for CSU."

*C.E. Tygart, is a Professor of Sociology and a member of the IRB Committee. He was a member of the University Research Committee in 1972, when IRB was established.*

## A Survey of Faculty Opinions Concerning Student Evaluations of Teaching

*Michael H. Birnbaum*

**S**tudent evaluations of teaching were originally intended to help improve instruction, but they may be doing more harm than good. Because retention, tenure, promotion, and merit salary raises are influenced by student evaluations, faculty members make changes in their courses that *they believe* will improve their evaluations. This article explores beliefs held by members of the faculty concerning how changes in grading standards and content of courses would affect student evaluations and student learning.

A majority of CSUF faculty who were surveyed judged that student learning can be improved by increasing course content and by raising standards for grading. However, they also stated that



these improvements would hurt their evaluations. The majority judged that the current system of tenure and promotion discourages raising standards, encourages lowering of standards, and promotes "watering down" of course content. Most said that ratings are hurt by changes that would improve learning, and that the use of student evaluations of teaching is

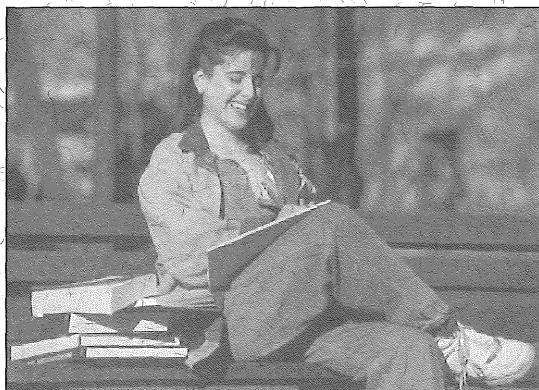
(Continued on page 20)

(Continued from page 19)

## A Survey of Faculty Opinions Concerning Student Evaluations of Teaching

harmful to the quality of education. In another survey of 142 CSUF students, the majority gave highest ratings to courses with the least content and the lowest standards; thus, the faculty understands student opinion.

A recent issue of *American Psychologist* featured the controversy on validity and biases of student evaluations of teaching. Meta-analysis of studies concluded that less than one-sixth of the variance of evaluations is



associated with educational performance. Some authors warned that ratings are so complicated that anyone using them for practical purposes must understand nonlinear, nonadditive, multidimensional modeling of confounded judgment data.

My field of research is human judgment. With the same methods used in student evaluations, I found that the number 9 is judged to be significantly "bigger" than 221. Since  $9 < 221$ , we should be careful not to evaluate faculty by the same methods that lead to wrong conclusions.

Apart from the actual validity of student evaluations is a potentially more important question, namely, their *perceived* validity. Although some teachers are fired because of student

evaluations, most figure out how to get better evaluations. Do their adjustments promote student learning? No, according to a survey of CSUF faculty.

Two hundred and eight CSUF faculty responded to an email survey. Seventy six faculty members had less than 12 years experience (68 were untenured), 66 had 12 to 24 years, and 64 had more than 24 years. Following are some of the results:

### ◆ If you were to RAISE standards for grades in your class, would it affect your student evaluations?

Nearly two-thirds of those surveyed (65.4%\* or 136) reported that higher standards would result in lower evaluations, and only 3.4% (7) thought the opposite would occur; the others stated no difference. (\*Asterisks designate that split are statistically significant throughout this paper.)

### ◆ If you were to INCREASE the amount of CONTENT (material) in your classes, would it affect student evaluations?

About two-thirds (65.9%\*) responded that increasing content would decrease student evaluations, against only 4.8% who stated the opposite. The theory proposed is that with less content, the student believes that the instructor was very successful in teaching the subject. Because students do not know what content should have been included in the course, they will not know that important material has been omitted until later, long after the evaluations are done.

◆ Are student evaluations influenced by such variables as the teacher's personality, attractiveness, gender, race, dress, religion, ethnicity, sexual orientation, or disability status? In response to this question, only 16.8% responded that student ratings are "unbiased"; 52.4%\* responded that students are biased in favor of certain groups; 26%\*

responded that students are biased against certain groups.

(The questionnaire defined student learning as "knowledge of the subject matter, as might be measured by objective, standardized exams...the sum of knowledge and skills that the student retains from the class and will be able to use in the future.")

### ◆ How would increasing the content covered in class and in assigned readings affect student learning?

45.2%\* said that increasing content would increase student learning compared to 27.9% who thought the opposite.

### ◆ How would raising standards for grading affect student learning?

57.2%\* responded that raising standards would increase student learning against only 7.7% who indicated the opposite. The theory most often expressed was that students will work to achieve a certain grade. If less is required to pass, students ease off in their studies, so they learn and retain less.

◆ Does the current system of promotion and tenure give incentives to RAISE standards for grading? A surprisingly high 92.3%\* stated "no" compared to only 5.8% who said "yes."

◆ Does the current system of promotion and tenure encourage faculty to LOWER their standards? 70.2%\* said "yes" against 28.8% who said "no."

### ◆ Does the use of student evaluations encourage faculty to "WATER DOWN" content in their courses?

72.1%\* said "yes" against 26.9% who said "no."

Thus, the majority opinion of the faculty is that the incentive system for tenure and promotion causes faculty to lower standards and water down

(Continued on page 21)

(Continued from page 20)

## A Survey of Faculty Opinions Concerning Student Evaluations of Teaching

courses, which most faculty members believe will decrease student learning. Apparently, the majority of faculty believe that the incentive system has the opposite effect of what a citizen in favor of quality education would support.

◆ **Over the years, have you changed the amount of material presented in your classes?** 48.6%\* said that they now present less material against 14.9% who said that they present more material, and the rest indicated no change.

◆ **Over the years, have you changed the standards required to get a passing grade in your classes?** 32.2%\* said that they now use lower standards against 7.2% who said that they now use higher standards. Since the majority opinion is that reductions in content and standards are harmful to student learning, it seems sad that so many faculty concede having made changes that they believe reduced the quality of education.

◆ **Please assess the preparation of students who are now enrolled in your college or university, compared to previous years.** The majority (67.3%\* or 140) reported that students are not as well prepared now, compared to only 2.4% (5) who said the opposite. When asked what percentage of lower division students possess the study skills one should expect of the top 1/3 of high school graduates, the median response was 40%, with 85 responses below 30% and 134 (64%\*) less than or equal to 50%. Apparently, about two-thirds of the faculty think that half or more of our students do not qualify under the State's concept for admission.

One theory is that declining standards for recent new teachers is a cause of

this problem. Based on data published each semester at CSUF, students who plan to be teachers have some of the highest grade point averages (GPAs) on the campus. When asked if students with the highest GPAs are indeed the best students, only 12.7%\* thought these "future teachers" are our best students; about twice as many rated these students as below average on the campus, and 55.8% judged them average.

◆ **What percentage of undergraduates who want to be teachers do you think should become teachers?** Nearly two thirds (63%\*) of respondents said that less than half should become teachers.

◆ **What percentage of graduates in your department possess the general education, specific skills, and knowledge base that should be required of a graduate?** The median response was 60%. Thus, the average faculty member believes that two out of every five of our graduates are not qualified to receive the degrees we confer upon them.

A sample of 142 lower division students evaluated 89 hypothetical classes, based on combinations of three variables: instructor's individual characteristics (personality), standards for grading in the course, and the amount of content. The students represented 29 different majors; there were also 26 with undeclared majors. I anticipated that this heterogeneous mix of students would hold a variety of different views of what would be the optimal class. However, to my surprise, the students were remarkably homogeneous in their evaluations of courses:

- 94.4% (134\* of 142) gave higher evaluations to an "attractive, well-dressed, 36 year old female with a nice personality" than to a "62 year old male with a slight tremor (due to a previous stroke) who doesn't smile in class."
- 92.3% (131\*) gave higher ratings to a class with "light" content (less than



100 pages to read in a semester, and nothing else to do outside of class) than to a course with "heavy" content (800 pages to read and homework assignments); only 9 gave highest ratings to courses with the most content. Only 16.9% (24) rated a "medium" level of content as better than the "light" level, although the "medium" course was described as having "300 pages of medium level reading" to do in the semester, and the course might require some study to master the material.

• 97.9% (139\* of 142) gave higher ratings to a course with "very easy" standards than to a course with "very hard" standards. Only 14 (9.8%) students gave their highest ratings to a course with "medium-easy" or "medium-hard" standards.

The "very easy" standards course was described as follows: "This instructor gives most students As and Bs, even those who are struggling with the material or who have not been diligent in attendance and study. Only the most clueless student will get a C in this class. If a person has half a brain and attends some of the time, (they get) an A or a B." In the "medium-easy" course most students get As and Bs. "Medium-hard" was a class with 30% As and Bs, 50% Cs, and 20% Ds and Fs. The "very hard" course assigned 7% As, 13% Bs, 40% Cs, 25% Ds, and 15% Fail.

Students gave the highest rating to the course in which the teacher is attractive, where the standards for grading

(Continued on page 22)

(Continued from page 21)

## A Survey of Faculty Opinions Concerning Student Evaluations of Teaching

are lowest, and where the content is least. Apparently, the majority of faculty are correct in their understanding of what students like.

What are the conclusions we may draw from this? According to the majority of faculty members, the incentive system (using student evaluations for promotion and tenure decisions) puts teachers in a conflict of interest between making changes that would improve student learning and making changes that would improve student evaluations. An implicit assumption in the use of student evaluations is that the average student is more likely right than the professor. However, it is dubious if a professor should redesign a course to suit anonymous comments by students who have not yet finished one class on the subject. It seems doubtful that students who have not yet taken the next course in a sequence can judge if they were adequately prepared in the first course.

Many students are inaccurate in describing what the teacher said in class when they are *motivated* to be as accurate as possible (when taking

exams). Therefore, is it reasonable to assume that these same students are accurate when they give evaluative descriptions anonymously with no incentive to be accurate and no penalty for libel?

Our incentive system has produced a decline in standards that diminishes education. Students are motivated to get good grades, and faculty are motivated to get good evaluations. Unfortunately, both of these interests can be satisfied by reductions in content and grading standards, which diminish education. The finding that the average member of our faculty thinks that only 60% of our graduates have educations to match their degrees is a sign that our institution is in trouble. We should begin to study how our incentive system can be changed to align the interests of students, faculty, and the people of the State. ■

### Editor's Comment

A more complete version of this paper may be found at <http://faculty.fullerton.edu/senatenews>.

*Michael H. Birnbaum, Professor of Psychology, is Director of the Decision Research Center, member of the Publications Committee, Society for Judgement and Decision-Making, and on the Executive board of the Society for Mathematical Psychology.*

## Reply to Michael Birnbaum's "Survey of Faculty Opinions Concerning Student Evaluations of Teaching"



*Gayle H. Vogt*

Michael Birnbaum's article, "A Survey of Faculty Opinions Concerning Student Evaluations of Teaching," again raises the issues of fairness and validity in the personality contests called "evaluations." Fairness is an issue because of student anonymity, a direct violation of procedural due process, a process

required by various education decisions in both the United States Supreme Court and the California Supreme Court.

Recently, a personnel committee member repeated, in writing, a remark he read in a student evaluation. The student comment was false, could have been harmful to a professional reputation, and was seen in a performance evaluation by several other parties. The reader will recognize these markers as the tests of libelous accusations, libel on the part of the student and the professor who repeated the false statement.

Validity is another important issue. Students may feel free to falsely accuse a professor when classroom standards are high and, as a result, grades are lower. Research shows little correlation between learning and high evaluations; indeed, some studies show an inverse relationship. That is to say, the higher the evaluation, the less learning—as measured by test scores—has taken place. What does correlate consistently is story telling: Professors who

entertain with funny stories rank higher.

A colleague, new in her department and unfamiliar with the evaluation game, whose standards were exceptionally high and whose course content was extremely rigorous, was placed on probation because of low student evaluations. When she learned to manipulate her course, her evaluations went up, thus increasing the probability for retention. There are exceptions to these anecdotes,

(Continued on page 23)



(Continued from page 22)

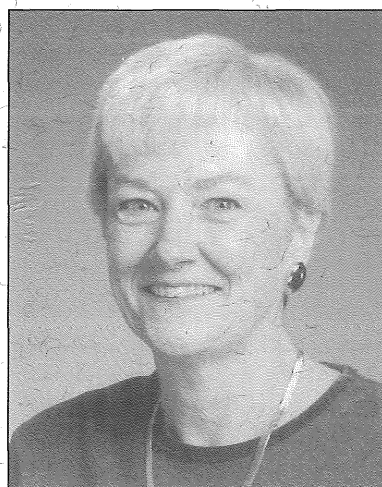
## Reply to Michael Birnbaum's "Survey of Faculty Opinions Concerning Student Evaluations of Teaching"

certainly, but the truth of them abounds in and out of academic research literature.

Where a professor with a difficult course and demanding standards also enjoys high evaluations, a little investigation often reveals that students' shopping for an easy class avoid that professor or drop the class after reading the syllabus. This routine, then, eliminates low-achieving students who might write disparaging comments or bubble in low rankings. Some professors deliberately sound tough on the first day or two in order to reduce class size, leaving student scholars who value high standards and an increased level of learning.

Those of us who believe, as I do, that student evaluations of teachers are invalid, unfair, and thus harmful to education also understand that administrators have few alternatives. The disadvantages, though, far outweigh the advantages. Anonymous evaluations create an exercise of power over a precious faculty liberty, that of due process. If the university community retains this performance measure, student anonymity should be eliminated so that faculty members can face their accusers and even sue for libel where warranted. If students were held to the same standards in their evaluations as are faculty members in their grading practices, the entire system would be improved. ■

*Gayle Vogt is a member of the Marketing/Business Writing Department. She currently serves on the Faculty Affairs Committee as well as the University Board on Writing Proficiency. Gayle was elected to the Academic Senate in 1990-93 and again from 1995-97.*



## Reply to Michael Birnbaum's "Survey of Faculty Opinions Concerning Student Evaluations of Teaching"

Mary Kay Crouch

Michael Birnbaum asked faculty questions about student evaluations; our answers indicate the negative impact we believe those evaluations have on our teaching. Because my responses to the survey generally reflect the majority opinion, in this reply to his findings, I want to bring up a related issue which he doesn't discuss specifically. Yet it seems implicit in the chemistry of faculty evaluation which Dr. Birnbaum does discuss: the design of student evaluations. For the way in which we ask our students to evaluate us is no doubt mirrored in their responses that we then have to defend and/or explain during RTP processes.

In my department, for example, students are given a sheet of nearly blank paper which is titled STUDENT OPINION FORM (note the word *opinion* as opposed to "evaluation").

Instructions for completing the page read: "Please state your opinion of the instruction in the class. Your statement is significant, for it will be placed in the instructor's Professional Review File." A large blank space follows and then, at the bottom of the page, students are asked to put a number to their opinion of the instruction: 5 = excellent; 4 = above average; 3 = average; 2 = below average; 1 = poor.

What these directions tell students more or less is this: "We want your opinion, not your evaluation of instruction. Say what you wish, and whatever you say will be significant to this instructor's evaluation by fellow professionals." Nowhere is there a place for students to comment on their responsibility to the course: "Did you attend class regularly? Did you do all the work expected of you?" No statement says, "Describe your own contribution to and involvement in this class." As Birnbaum comments, students can "give evaluative descriptions anonymously with *no incentive to be accurate and no penalty for libel*" (emphases mine). We put the burden for the course solely on the instructor and encourage our students to do the same. Are we surprised then, at the power students take when they fill out evaluations?

When I read some of my student evaluations—and I am one of those who does read them every



(Continued on page 24)



(Continued from page 23)

## Reply to Michael Birnbaum-Mary Kay Crouch

term—I wonder at times if the students and I took part in the same class. Let me give an example. I regularly teach an upper division course which studies the structure of the English language.

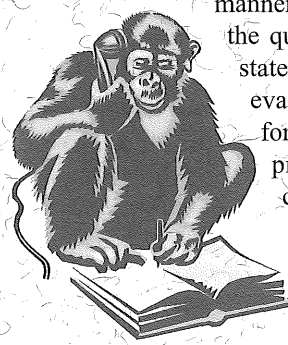


This course is required of students majoring in English and in Liberal Studies who intend to go into teaching. Students often find the course very difficult because they have little background in this area. Last spring, one student opined: “[Dr. Crouch] makes us feel guilty, incompetent, and ignorant for the things that we don’t know rather than praise us or reinforce what we do know.” I won’t give credence to that “opinion of instruction” by defending myself, but I can say that guilt, incompetence, and ignorance are not my goals for the course.

And note what else this comment implies, again something which the survey brings out. The student is not concerned about what s/he doesn’t know. Instead, the student expects praise and warm fuzzies for whatever knowledge he or she has. As a female instructor, I can’t miss the implied mothering/nurturing expectations that lurk behind this comment: “You’re a woman. Be a good mother to us, praise us, and then you’ll be a good teacher.” I teach students; I mother my daughter.

In the language course I’ve discussed here, student evaluations tend to run below the department average for those of us who teach it because most students entering credential programs must receive at least a C, some a B, or they will have to retake it. Since the course represents very high stakes for them, students often vent their frustrations about it and their grades through the end of term evaluation. Therefore, when I sit on our Department Personnel Committee, I pay attention to the classification of the courses for which instructors are being evaluated, especially in high stakes situations for faculty, e.g., RTP decisions or retention decisions for part time lecturers who teach writing. Teaching certain courses can be hazardous to one’s future at the university.

Michael Birnbaum’s survey reveals the divide that exists between what we believe in as teachers and what our students believe about themselves as learners. I hope in the future Dr. Birnbaum will look into the design of student evaluations, because the



manner in which the questions or statements on evaluation forms are presented certainly lends credence (or not) to student responses.

Perhaps faculty need to do a better job of educating our students about standards by designing evaluations which ask students to comment on the things we believe make up good teaching and learning in our disciplines. ■

*Mary Kay Crouch is Associate Professor of English & Comparative Literature*



## Reply to Michael Birnbaum’s “Survey of Faculty Opinions Concerning Student Evaluations of Teaching”

*D. V. Ramsamooj*

I want to share the experience of the Department of Civil Engineering, over a period of eight years, of the relationship between student evaluations and student learning in different sections of the same class with common final examinations. A comparison of student evaluations with final examination test scores showed that the best student evaluations were obtained by the professor whose students learned the least.

In September 1988, my department instituted common examinations in Statics and Dynamics. There were as many as seven sections of each class at the peak enrollment period in the School of Engineering, with an average of about three to four sections per semester. Generally, the number of students in each section did not exceed 30, but occasionally a few faculty members taught double sections. The final examinations were prepared by all of the instructors. The student test papers were also graded by

(Continued on page 25)

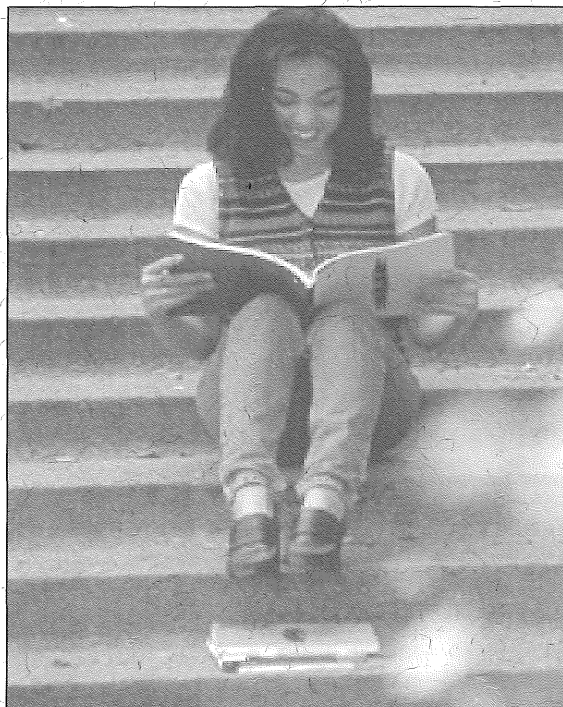
(Continued from page 24)

## Reply to Michael Birnbaum'

all of the instructors; the same instructor graded each test question for all sections. Students also evaluated each instructor and class section by means of student ratings.

There was a great disparity in the average test scores of individual sections — some sections did much better on the average than others. Often there was a difference of two letter grades between the average test scores of the highest and lowest sections of the same class. However, the average final grades assigned to each class, using the same grading scales for all classes, were adjusted because of political reasons and social promotion. This meant that students who would have failed if common standards were used, were allowed to pass the course.

The most interesting point is that there was one professor whose students' performance in both courses was always the lowest. But this professor consistently obtained the highest student evaluation in the Department.



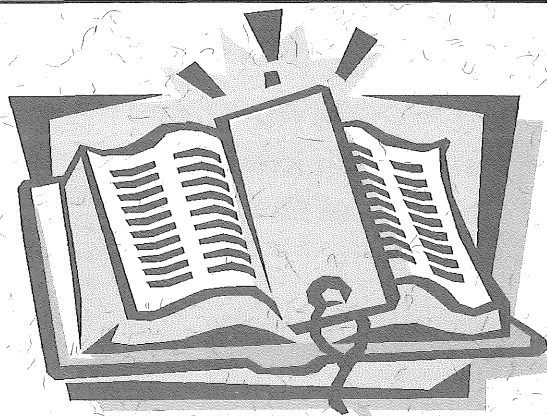
On the other hand, one professor whose students' performance was almost always the best, received only average student evaluations.

It is generally accepted that common examinations are the most objective means of assessing the quality of education. They are used nationally and internationally to judge student learning. Accordingly, it must be concluded that there was an inverse correlation between student evaluations and teaching effectiveness.

Student evaluation is important, as the students may have valuable information about their teachers. However, in a university where there is only a personal or professorial standard, the academic standards vary greatly. In such a system, the penetration into the subject and the academic standards may suffer. In such a system, high evaluations may represent lower standards rather than higher learning.

There are those teachers who students take when they really want to learn, and there are those who students take when they merely wish to pass the course. Low-performing students enjoy lower academic standards and tend to evaluate such easy teachers highly.

Whatever the level of preparation the students have for college, their level of performance at the time of graduation should be adequate in order to protect the public from malpractice or sub-professional work. As in any system, there ought to be a sufficient number of checks and balances. Professional accreditation helps to establish some minimum standard, but



anyone who understands the accreditation process, knows that it cannot guarantee adequate academic standards, as do, for example, the Engineer-in-Training (EIT) and Professional License (PE) examinations. One way of ensuring adequate academic standards is to have the final examination in each course prepared by an external agency. The test papers may be graded by the course instructors for economy and other practical purposes, but they should be open to review by authorized personnel. In this way, low performing classes may be identified and the educational process improved.

Without common examinations we would not have learned that the professor who obtained the highest evaluations also taught the students the least. With common examinations, the self-interests of students, the teachers, and society are aligned. ■

### Editor's Comment

If you wish to add your own replies to Birnbaum's thesis and/or to the replies, please go to the discussion group at <http://faculty.fullerton.edu/senatenews>.

*D. V. Ramsamooj is a Professor of Civil and Environmental Engineering*



(Continued from page 1)

## What Should the Role of Faculty Members be at the End of the 20<sup>th</sup> Century?



*Jane Hall*

Neither the basic objectives - creating and imparting knowledge - nor the basic methods - inquiry and interaction among groups of learners with an expert faculty member in the lead - has changed. Arguably, the basic nature of humans, and of human interaction, has not changed either. So the obvious answer would seem to be that we create and disseminate knowledge, and that we do this by means of close interaction with our students, and exchanges of various kinds with our professional peers. The modern university being somewhat more complex than a small suburban university named for a local demigod, we also engage in collegial processes of governance and interaction with administrators and policy-makers on the campus and beyond. The modern state university, depending as it does on taxpayer support and offering access to a broad spectrum of students, also demands that we respond to the public's reasonable wish to know what we are doing with their money.

Notice in the preceding paragraph how smoothly the faculty role expanded from the time-honored and primary

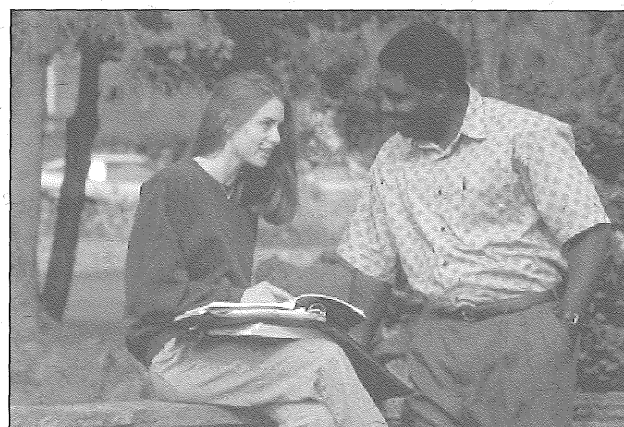
one of disseminator and creator of knowledge to include, first, governance, and second, quasi-administrative tasks, including provision of data and various reports in support of public relations. And this occurred without any diminution of teaching loads. In fact student faculty ratios have risen significantly since CSUF was founded, and this is not atypical.

Plato had it easier in several ways. Starting out with substantial gifts to found his Academy and continuing on generous bequests, it seems that he was not asked whether he was doing much worthwhile; his public saw that as self-evident. And his students, while they were diverse for the time - women were included - came to the Academy with good educations (entering students were required to be proficient in geometry, for example - no remedial math) and no need to work or to maintain a family. So, the faculty role was clear - teach and create knowledge, with a ready and willing group of students with freedom from what, in the modern state university, are increasingly burdensome requirements for multiple and often detailed reports that bear no direct relationship to the faculty member's primary role.

Having whinged and whined and harkened back to a dead philosopher (always a good refuge for an academic), what should we do about this? How do we define our role? What weight should we give to different aspects of the multi-faceted work that we do? How do we set and protect boundaries so that our primary role is not further diminished? Presumably we wish to maintain that role, or we would not be faculty members. Picasso was speaking of artists, but his words are no less true of us. Seduced as we are by the prospect of learning, and of passing

knowledge on, we do care about our work.

Here, then, a modest proposal. First, we know, and must be ever vigilant in informing the wider community - including campus (but they really know this) and systemwide administrators - that faculty at CSUF provide exceptional value and quality in education, often to students whose dreams would never be realized without our efforts. We should all quote Tracy Caldwell to someone every day! This is essential if what we believe our primary role - teaching and creating - is not to become secondary. Is this a plea to jump on the accountability bandwagon? No. It is a plea to make a greater individual effort to help non-academics with whom we have daily contact understand that we are not locked in an ivory tower with every summer free. That we care about and engage actively with our students, and are committed to continue to do this. This does not mean detailing how hard we work, or how far faculty salaries have lagged. Tell stories about students who "catch on," the ones who come back 10 years later with flourishing careers, the ones who write notes saying that you were a monster at the time, but they now realize how much they learned by your insistence on



their making more effort. We are small bits in a vast system. If that system is not going to squeeze us out of teaching and into paperwork, we need to let the public know, on an individual basis,

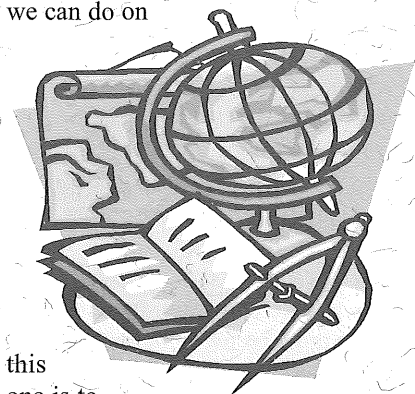
(Continued on page 27)

(Continued from page 26)

## What Should the Role of Faculty Members be at the End of the 20<sup>th</sup> Century?

what goes on in our classrooms and offices. Our students must have faces and not just be incomprehensible numbers in the public mind.

Second, it seems that I hear daily from faculty, department chairs, deans, and up, that we are required to produce too much paper. No sooner is one report sent on than a demand for another flies in over the transom. Frankly, the best we can do on



this one is to continue requesting (as the Academic Senate just has, in our response to the systemwide draft accountability document) that reports be consolidated and integrated with timetables for reports that we already produce, and that the purpose and use of required reports be made clear. We can also politely inquire as to the need for reports, when their objective is truly obscure or they promise to absorb resources essential to another task more central to our primary role.

Finally, while it does take time, collegial governance is an essential part of maintaining the primacy of our central role of teaching and creating. Curricular development and standards, recruiting and evaluating our peers, advising on budget allocations (and myriad other important tasks) must be undertaken by faculty because the decisions and policies that result from these processes determine the future of the institution and the role of faculty in

it. If we abrogate these responsibilities, we lose the right to define who we are. In an age where the state university system faces competition from the University of Phoenix and its ilk, as well as demands to provide access to increasing numbers of sometimes ill-prepared students, without increasing costs, it would be all too easy for a faculty member's primary role in the next millennium to become mediator of electronic learning.

If we are committed to providing opportunities to learn that are appropriate and effective for our students, and to advancing knowledge in other ways, it is incumbent on us to insist that this is our primary role. To do otherwise is to concede the battle to the likes of Spencer Tracy in *Desk Set*. If we are to have a say in defining our primary role, it is then incumbent on us to continue to engage in collegial governance, and to do this effectively. ■

### Editor's Comment

If you would like to begin chronicling your own classroom "success stories," go to <http://faculty.fullerton.edu/senatenews> and help us all to begin telling our stories to those who will listen.

*Jane Hall is a Professor of Economics, and Chair of the Academic Senate*

(Continued from the Back Page)

## Frederick Taylor Comes to College

Japanese call "kaizen" or constant improvement), and mechanization. The use of the division of labor is based on the "Babbage principle" after the mathematician and entrepreneur, Charles Babbage (inventor of the first computer). The idea is to substitute lesser skilled (cheaper) labor for skilled (more expensive) labor whenever possible. This we see being done with a vengeance with the proliferation of part-time, temporary, non-tenure, and graduate student instructors. As more expensive faculty retire or leave,

they will be replaced whenever possible with cheaper and less secure people. For example, it makes no sense to managers that I teach two sections of Introduction to Economics, a course that, from their point of view, can be taught by anyone minimally qualified. So when I leave my university, I will likely be replaced with part-time faculty. The other courses I teach can either be dropped, or if needed, taught by other part-timers or shifted to the remaining teachers on an overload basis.

Systematic hiring fits in nicely with the Babbage principle. The idea is to hire people who can be easily controlled. Of course, most new teachers do not have to be controlled since they have already learned that they must behave themselves if they want to get tenure (this, in turn, is partly a function of the glut of new teachers brought about by the use of part-timers, temporaries, etc.). Over the past 20 years at my campus, not a single new faculty member has become an active dissident; few have been willing to take even the smallest risk. The part-timers and other contingent teachers are, almost by definition, so insecure that they will seldom rock the boat, no matter what an administration does.

The two most important control mechanisms, in my view, are the stress now being placed on our system and mechanization in the form of computers. On an automobile assembly line, stress is delivered by speeding up the line, reducing the amount of materials available to workers, or taking a person off the line. Sooner or later, a bottleneck appears along the line, indicated by flashing lights. Then management focuses attention on the trouble spot and the workers, usually grouped into teams, are expected to solve the problem, but without the stress being removed. When they solve the problem (by working faster, for example), management has gained a reduction in unit cost. In the colleges

(Continued on page 28)



(Continued from page 27)

## Frederick Taylor Comes to College

and universities, the stress takes the form of recurring budget cuts (these are usually blamed by our employers on outside forces, such as state legislatures, but they are really the result of their own plans). We are then expected to continue to teach an increasing number of students with fewer resources. We are encouraged to believe that we must all pull together to get through the crisis, though a minute's reflection would tell us that the crisis is permanent and has already consumed most of our work lives and that we suffer (as do all of the other workers in academe, such as secretaries, maintenance and custodial, and food service employees) disproportionately to the top administrators who continue to draw the largest salaries and whose staffs continue to grow. We "alleviate" the stress by teaching more overloads, doing more class preparation, agreeing to larger class sizes, foregoing sabbaticals, never asking for release time, paying for our own conference trips, making fewer copies of articles, concurring with the hiring of more part-timers and temporary instructors, and so forth.

The electronic revolution confronts us with the most extreme assault on our traditional patterns of work. The future will see more and more distance education, the cloning of lectures captured on video and sent out over the web, the forcing of faculty to put their courses online, increased electronic monitoring of faculty effort, and other such methods of substituting capital for labor. Teaching as traditionally practiced is labor intensive and the labor is not especially cheap. These facts are inimical to sound business practice, so the obvious remedy is to replace us with machines, the prices of which have been falling for quite awhile. As David Noble puts it: "Educom, the academic-corporate consortium, has recently established their Learning Infrastructure Initiative

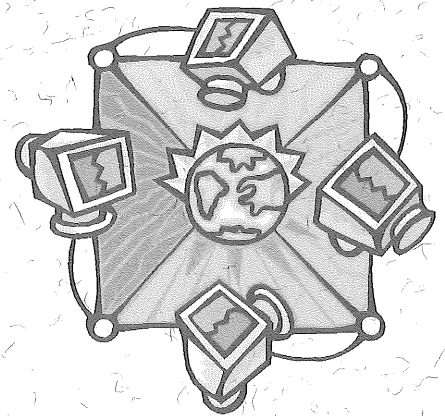
which includes the detailed study of what professors do, breaking the faculty job down in classic Tayloristic fashion into discrete tasks, and determining what parts can be automated or outsourced. Educom believes that course design, lectures, and even evaluation can all be standardized, mechanized, and consigned to outside commercial vendors. 'Today you're looking at a highly personal human mediated environment,' Educom president Robert Heterich observed. "The potential to remove the human mediation in some areas and replace it with automation-smart, computer-based, network-based systems is tremendous. It's gotta happen."

It is reasonable to ask why all of this is happening. The proliferation of administrative staff, the extraordinarily high salaries paid to top administrators and research faculty, the tremendous expansion of buildings, laboratories, and computing equipment at universities around the country suggest that it is not a true financial crisis which is to blame. Rather, I think that the universities have become centers of accumulation, or, to put it more bluntly, places in which a lot of money can be made. Universities today are more concerned about generating patentable research, often the basis for spin-off businesses owned by researchers and administrators, and the corresponding alliance with private corporations (which supply computer software and hardware, purchase the patentable research, form partnerships with researchers and administrators, and supply employment for the higher ups in the academy when they leave academe) than with anything else.

It may seem heretical to say it, but most universities have no sincere commitment whatever to the education of undergraduates. If they did, they would not be employing the lean-production techniques outlined above, all of which are harmful to the "production" of educated human beings. If, for example, my university cared, it would not be implementing a system

of "differential teaching" in which those who don't publish enough or bring in enough grants will be punished by being forced to teach more. If it cared, it would not allow professors to "buy back" their courses by hiring part-timers to teach them. (I was once hired to teach a course at the central campus by a professor who literally begged me to do it and who had never previously met me and knew nothing about my background.)

Undergraduates are a major source of the large sums of money needed to convert the university from a school into a business. These expenses are the main reason why tuitions have risen by a much greater percentage than have prices for so many years. Now that further tuition increases are getting difficult to sustain, the universities are coming after us, ruthlessly cutting the cost of instruction and pressuring us to work harder. (I should note that some money has to be spent on students, mainly to entertain them. In addition, students must be led to believe that their "education" is the reason why their wages will be higher after graduation than they would have been had they not gone to college. It really



makes no difference to the university and, sad to say, to many students, whether they learn anything or not.)

In the face of what is essentially an attack on the craft of teaching, the reactions of the teachers have been

(Continued on page 29)



(Continued from page 28)

## Frederick Taylor Comes to College

remarkably passive. Some of us keep our heads firmly in the sand; a few of us have actually become cheerleaders for lean production. A friend of mine and I gave a talk at a conference on education and technology. In it, we pointed out the potential downside of things such as distance learning. Our presentation was met with derisive attacks from academics that believed that the electronic revolution was, by definition, a good thing. They could not grasp that technology is always embedded in a system of social relationships and that, in a capitalist society, technology can and will be used to control workers. There are even teachers who argue that tenure may not be a good thing, or that the downsizing of the universities may be a blessing in disguise because it will give us a chance to weed out superfluous departments and programs.

At my college, many teachers seem to believe that there are good and bad administrators; if we could just get rid of the bad ones, our problems would disappear. They fail to understand that all administrators are firmly positioned in the corporate hierarchies that are implementing all of these policies. They do not act in our interests because they cannot do so and keep their jobs. If our administrators were really on our side, they would understand that in a war, the generals have to do more than make private pleas. They have to rouse the troops to action.

If our branch campus wanted more money from the central university, our administrators would try to put enough pressure on the university to get it. They would mobilize faculty, staff, and students to write letters, send emails, march and demonstrate in Pittsburgh and the state capitol, Harrisburg, raise a fuss in public meetings, and other such direct actions until the university capitulated. But, of course, this is

unimaginable. No matter how odious our administrators might think a particular university decision is they always go along. They know who butters their bread. The university has decided to try to break the union of maintenance and custodial workers at my campus over pathetically small sums of money (to the university, though not to the financially strapped and hardworking employees), a truly rotten thing to do, but not so awful that any of our administrators would take a public stand against it.

Probably the most common faculty response is cynicism. We distance ourselves from our colleges and refuse to participate much in their affairs. This is an understandable response; after all, the crisis forced on us causes a lot of pain and anguish. But even as we are cynical, we do continue to solve the pressures created by the continued stressing of our system. We do give up our sabbaticals; we do teach larger classes; we do pile on the overtime; we do not challenge our employers when they tell us there is no money for anything; we act as if it is impossible to do anything about the shrinking of the tenure stream faculty. We could resist but we do not.

What is worse, the very accommodations we now make to lean production prepare our work for its final mechanized degradation. There are plenty of studies purporting to show that, in terms of narrowly defined competencies, distance learning yields the same results as classroom teaching. As we allow our work to be stressed, we inevitably begin to take shortcuts (less writing, more "objective" tests, less rigor, greater willingness to agree to the elimination of low enrollment programs in difficult subjects, etc.) to ease the stress. But as we do this, we make the learning experience more amenable to replication through electronic means. Administrators will then say, with some truth, that we might as well put our product on the Internet. It is a lot cheaper and the

results are the same. Of course, this will be accompanied with a lot of hype about how electronic education allows the schools to tailor schooling to the exact needs of individual students and to serve constituencies who otherwise could not go to school. But this will be propaganda masking the true motive: raising large revenues with minimum costs.

In the end, our only hope is to organize ourselves, both at our workplaces and with teachers around the world. Some teachers, including graduate students, have done this, but the resulting unions have been rather tepid examples of what is needed, namely militant organizations aimed at taking control of the schools so that they can serve the majority of people, creatively and equally. Unfortunately, for most faculty, any type of formal organizing is too big a step to take immediately. So, in the short term, perhaps we can do some things to show our employers that we

---

***We can challenge administrative policies with speeches, with letters, with petitions, with emails, to them, to the media, to politicians, to board members, any way we can.***

---

know what is going on and that we do not like it. First, we can begin to speak out in meetings and in private conversations. When administrators say something ridiculous or simple-minded, we must challenge them. We can challenge administrative policies with speeches, with letters, with petitions, with emails, to them, to the media, to politicians, to board members, any way we can.

(Continued on page 30)

(Continued from page 29)

## Frederick Taylor Comes to College

Second, we can refuse to participate in our own demise. We can insist on our leaves and let the university turn us down. (At my college, we just received a memo canceling all sabbaticals for next year. So much for collegiality on this matter.) We can appeal the decision and make it public. We can refuse to teach overload. We can refuse to give up our syllabi and to put our courses on line. We can resist any administrative prying into our classrooms. We can, at least if we are tenured, refuse to give student evaluations; if we do give them, we can refuse to show them to any administrator. These can only be used against us, as is also the case for the teaching and research dossiers teachers are now commonly required to furnish each year to their supervisors. We can refuse to serve on committees, including those that hire new faculty members, unless these are going to be given real authority. Third, we can offer our support to any group on campus, such as students or other employees, who are resisting being sacrificial lambs. If we are going to protest what is happening to us, we had better realize that we will need the support of others and to get this, we must give unconditional encouragement and aid to working people on and off the campus.

Perhaps the cynics are right and nothing will come of any efforts we make on our own behalf. I do not believe this, and the history of resistance movements tells me that it is not true. But even if we accomplish little, at least we will stop living on our knees. ■

*Michael D. Yates is Professor of Economics at the University of Pittsburg at Johnstown and a labor educator.*

We would like to hear from you. Send your comments, articles, photographs of special events, cartoons, or suggestions to the editor, Sorel Reisman.

Phone: X4861

Email: [AcademicSenateNews@Exchange.fullerton.edu](mailto:AcademicSenateNews@Exchange.fullerton.edu)

## Of 40 Memories - unspoken

**I**n order of priority  
In step like sheep we walk  
Since summoned by authority  
(To celebrate diversity?)  
Donned in black - we talk  
Our voices hushed by music loud  
Ready is the circus crowd.  
On narrow chairs, seated neatly row by row,  
We hear our *leader* tout  
Of excellence, achievements great;  
Our tall leader has it made:  
All achievements, great or small  
We owe to *leadership* - so say all.  
For three hours we sit and listen  
Wondering if something missing:  
Full time faculty - now 655  
Remedial students by the thousands  
Student achievement takes a dive.  
Excellence in what we ask?  
Part-time faculty to the task.  
Their load as high as 21  
Who has lost and who has won?  
While heavy load is on our back,  
Peter's Principle is well on track:  
With more Directors being floated,  
Administration now is fully bloated.  
While they are boasting  
We are roasting.  
Considered as a stimulant,  
Remember, learning is now *imminent*.  
A million dollars for more sport!  
Who's in charge, who holds the fort?  
With ignorance and gullibility galore,  
Soft money unaccounted for,  
What will our future hold in store?  
To walk in silence like some sheep,  
To acquiesce and stay asleep.

*Anonymous*

## Compliments of the Season *from the Forum*



## THE SENATE FORUM

The Forum is a publication of the Academic Senate of California State University, Fullerton

### Editorial/Production Team

Editor - Sorel Reisman, Management Science/Information Systems  
Design and Production: John Nworie - Faculty Development Center  
Production Director: Arlene Ehrenburger - Senate Staff  
Editor at Large: Harriet Brown

### Editorial Board Members,

Jane Hall: Editorial Confidante - Economics  
Ed Trotter: Editor Without Portfolio - Communications  
Vince Buck: Editorial Critic - Political Science  
Sandra Sutphen: Shadow Secretary - Political Science

THE SENATE  
**FORUM**  
ONLINE

A Service of the Academic Senate, California State University, Fullerton

## Welcome to the Online Forum

### In this Issue .....

The Senate  
Home Page

Back Issues

CSUF  
Home Page

Discussion  
Groups

Senate  
News

**The History and Future of CSUF** – Send your comments directly to the President by clicking here: mgor-don@fullerton.edu

**The Role of Faculty** – What do you think? Click here to participate in an on-line discussion.



**Comments to the Editor** – Do you like the revised Forum? Yes/No



Do you have comments for the editor? – Click here: – AcademicSenateNews@Exchange.fullerton.edu

**A Report Card for CSUF** – contact the author at dguerin@fullerton.edu or participate in a discussion group on this topic by clicking



**The Fullerton Way – A negative or a positive concept?**



**CSUF Addresses Changing Social Needs** – email the author at dross@fullerton.edu

**Libraries of the Future** – contact the author by clicking on dbril@fullerton.edu

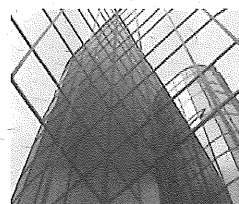
**Merit Pay** – are you for it or against it? Vote here.



**Has the CFA railroaded us?** Protest by clicking cbaird@bay.csu Hayward.edu and/or vote here:



**Are we wasting money on sure-to-fail administrative systems?**



**Disruptive Behavior**

If you want to discuss particular issues privately, click here: rohdin@fullerton.edu

**If you are interested in a more detailed version of Birnbaum's study click here**



If you want to participate in a discussion of this topic, click here.

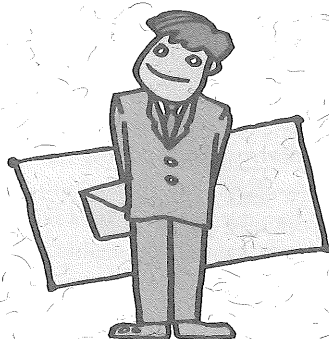


**The Back Page – Taylor**

Your comments on the Taylor article can be forwarded to the editor at AcademicSenateNews@Exchange.fullerton.edu or you can participate in a discussions group by clicking on the icon.



<http://faculty.fullerton.edu/senatenews>

CAL STATE  
FULLERTONCELEBRATING  
FORTY YEARS OF  
EXCELLENCE

## Frederick Taylor Comes to College

### Breaking faculty jobs into discrete tasks

By Michael D. Yates

Reprinted with permission of the author and Z magazine Network

I do not think that many faculty members would challenge the notion that their universities are run by people who are primarily managers and not academics. At the University of Pittsburgh at Johnstown, where I work, our administrators have never been scholars and no more so than at present when the very titles so common to academe have been changed to reflect the managerial and business like role those who hold these titles are expected to play. We do not go to the Dean's office but to that of the Vice President for Academic Affairs.

As any management expert will tell you, the essence of management is control, control over every aspect of the enterprise. In most workplaces, the one element that can impede the ability of management to control its domain is the human element. That is why managerial control is essentially a matter of controlling the organization's employees, or to use a word that college teachers don't like to hear, its workers. Over the past 150 years or so, managers have devised a number of techniques for managing (controlling) their employees. These techniques have been theorized and systematized, first by Frederick Taylor, and many times since by his disciples. It is possible to learn these techniques and the theory behind them in business schools, seminars, and journals. We must have no doubt that our administrators have studied the theory and practice of managerial control and that they are busy applying what they have learned.

The most comprehensive system of managerial control has been pioneered by Japanese automobile manufacturers and is known to its critics as "lean production." It is based on the twin ideas that every aspect of work must be controlled to the greatest degree possible and that the employees must be led to believe not only that this is good for them but that they have some real say in directing their enterprise. With our faculty senates and their ideology of shared governance, many of us have already absorbed the second idea. The first idea is more radical, and poorly understood by most of us.

The control over work is necessary if management is to contain costs and enlarge the organization's surplus. There are many aspects to lean production, some of which need not concern us, at least yet, because they are impossible, at least so far, to apply to teachers. For example, the job of teaching college students is not as susceptible as are most other jobs to Tayloristic time and motion studies. (See historian David Noble's article, "Digital Diploma Mills," *Monthly Review*, February 1998, for evidence that this is being considered.) Nor is the utilization of "just-in-time" inventory, an innovation in which a firm keeps no stock on hand but rather has it delivered just as needed, usually by an outside contractor. (Here again, the use of part-time teachers called on just as needed, i.e., without advance notice, can be considered a form of just-in-time.)

Those features of lean production which are applicable to teaching are the detailed division of labor, systematic hiring, stressing the system (what the

(Continued on page 27)