# More Fullerton @ 40

Challenges in Business Education: Charged to Change?

Katrin R. Harich

We are living through a time of extraordinary change, with changes in technology, in the geopolitical framework of the world, in capital markets, and all the rest of it. These are driving significant developments in business and I think you really have to bring about some substantial changes in the way business education works in order to prepare people well for what lies ahead.

—Kim Clark, Dean of Harvard Business School

The pace of economic, social, and technological change places tremendous pressures on higher education. It also puts universities in the real danger of falling behind. Many argue that in order to meet the challenges of the future, educational institutions need not only adapt but transform. Business schools are no exception.
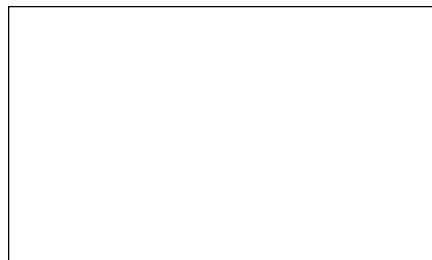
Katrin R. Harich

Interview with Vice President Ephraim Smith

Vice President Smith, who is completing his second year as Vice President of Academic Affairs, was formerly the Dean of the College of Business and Economics. As Dean, VP Smith oversaw the reaccreditation of CBE, and recently hosted the WASC visit to CSUF. In this interview, VP Smith discusses a wide range of issues that bear upon the future of CSUF.

Senate Forum: What do you anticipate the growth of CSUF to be in the next several years?

VPAA Smith: We have had remarkable growth over the last four years, and we are anticipating an annual growth of 4 ½ % for the next several years. In fact, when Chancellor Reed was on campus on February 8, he stated that with Tidal Wave II, the System will be pressured to accept 12,000 new students each year until 2008. That is equal to building one campus each year.

Senate Forum: These forecasts seem to suggest that by 2008 we'll have approximately 35,000 students here.

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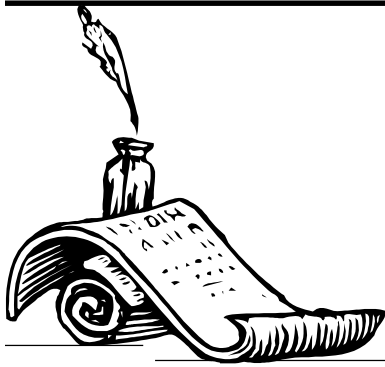
From the Editor

A Funny Thing Happened on the Way to the Forum.

Sorel Reisman

This is the last *Senate Forum* this year, and in keeping with our 40th anniversary, we have included a few more reminiscences of the past and hopes for the future. These walks down memory lane have been fascinating. Who would have thought that Cal State Fullerton, an institution so firmly entrenched in conservative, John Wayne country would have ever offered courses entitled, "The Nature of Love," or "Student Protest?" The older I get, the more I sigh and wonder, "Where have you gone, Joe DiMaggio?"

This issue of the *Forum* is replete with interviews, - a real live one with VPAA Smith that I thoroughly enjoyed conducting and even reading, and an online one with ex-faculty who have become colleague-administrators. The online interview forum (no pun intended) was in fact suggested by one of the interviewees who thought it would be interesting to compare his/her colleagues' views on how their perspectives have changed since becoming administrators. After reading the interview, one of the interviewees told me that this was a

really boring article because everyone agreed about everything, and no one had any self-doubt or conflict about issues raised on the floor of the Senate. He/she went on to say, "I guess we don't want to offend our new supervisors when it comes time for our next raise." Those comments caused me to wonder how many faculty too, voluntarily curtail their academic freedom, because they are concerned about the next FMI cycle. The older I get, the more I sigh and wonder, "Where have you gone, Joe DiMaggio?"

While I am being nostalgic about the old days, here are some of the results of the online opinion polls that we collected from the last issue of the *Forum*:

1. The Fullerton Way: A negative or a positive concept? - 40% Negative, 60% Positive

2. Has the CFA railroaded us? - 33% Yes, 67% No

3. Are we wasting money on sure-to-fail administrative systems? - 0% Yes, 100% No

4. Merit Pay: Are you for it or against it? - 71% For, 29% Against

Although I can't be sure, my analysis of these results indicates that Vince Buck voted 334 times in favor of the

Fullerton Way; Nanjundappa voted 14,234 times on the CFA issue; all the online interviewees voted 42 times each on issue #3; and those who got FMIs voted twice as often as those who didn't. And it was nice to see that 100% of the respondents liked the new *Senate Forum*. I think that is probably a consequence of my mother's recent Web-access training classes.

Thinking again about Joe DiMaggio who has absolutely nothing to do with the following, I must comment on the nature of the articles that we print in the *Senate Forum*. Any member of the CSUF community is invited to write for the *Forum*. As a matter of fact, I encourage everyone to do that. I will even publish articles anonymously if you are concerned about FMIs. The *Forum* is not a newspaper, and although some of the articles in this issue might seem to be newsy, they are not. Unlike newspapers that are typically bound by principles of journalism, where facts are reviewed and verified with multiple sources, the articles in the *Senate Forum* are not reviewed for accuracy. The authors are completely responsible for the information contained in the articles that they write. The only editing that takes place is copy editing to ensure some consistency of form, from article to article. So, if you have a beef with something that is published in the *Forum*, take it up with the author. Or better yet, write your own opposing view and make up your own facts. Fiction is almost always more interesting than reality. In fact I am sure of it. From what I recall, Kevin Costner was a far better ballplayer than Joe DiMaggio.

Have a nice summer. Don't work too hard. ∎

Sorel Reisman is a Professor of Management Science and Information Systems, a member of the Academic Senate, and Editor of the Senate Forum.

Responses to the State Auditor's Report

Mark Shapiro

Mark Shapiro

As most members of the Cal State Fullerton community know, the Office of the State Auditor released a report on December 14, 1999 that was highly critical of management practices on our campus. (The complete report is available on the State Auditor's Web site (http://www.bsa.ca.gov/bsa/pdfs/i970051.pdf.) We will not repeat all the details of those allegations here.

Instead, this article will focus on the responses that have followed in the wake of the release of the State Auditor's report

The State Auditor was concerned about irregularities in several key areas of campus operations. These include fiscal management, contracting and hiring, the establishment and operations of the University Advancement Foundation (UAF), and the transfer of CSUF Foundation funds to the UAF. In addition, the State Auditor also raised concerns about a number of food and entertainment expenses. The State Auditor's investigation took 17 months to complete, and there have been a number of responses in its wake.

Selected Results of the Latest Technology Survey

Sorel Reisman

In 1999, the Faculty Development Center conducted the first annual instructional technology survey of full and part time instructors. In the two surveys that have been conducted to date, each questionnaire was labeled with the name of a specific instructor, solely for the purposes of questionnaire distribution and collection. More specifically, this was done only to ensure that department secretaries could distribute and collect individual questionnaires, thereby guaranteeing a high response rate. **In no case were any single person's questionnaire responses examined or reported or used in any manner.** I know this because I am the person who analyzed the data. Unlike many surveys done on campus where the results are never made public, I am reporting some of the more relevant results here.

Approximately 1,200 questionnaires were distributed, and 732 were returned yielding an excellent return rate of approximately 60%, far higher than the approximately 10% return rate that is usual for these kinds of surveys. There are a number of observations that can be made from the collected data.

Technology is being used in almost 70% of the courses taught by the people who responded to this survey. This is a remarkable accomplishment considering that only 2 years ago there were probably fewer than a dozen or so people on campus who were actively using technology in their instruction. Data were collected regarding the use of various software tools 1) by instructors as part of their own classroom instruction, 2) that are required by students in their class assignments, 3) for instructor research, or 4) for instructor service.

The data indicate that:

• Between 66% and 77% of respondents do not use library software tools.

• Videotapes are still an important instructional resource for 63.4% of respondents.

• The Web is a very important resource in the classroom (68%) and for research (59.2%).

• Instructors communicate with students via e-mail (66.8%), but only 36.7% require students to use e-mail among themselves to meet course objectives.

• Most instructors use (79.4%) or expect students to use (46%) word processors.

• Spreadsheets are used by instructors for teaching (46.3%) (for grade management?), but, like database management systems, are not a part of too many instructors' teaching or research activities.

• About 60% of instructors use PowerPoint for instruction, but only 20% require students to use it.

• Hardly anyone uses statistical packages for anything.

• Approximately 58% of respondents are using World Wide Web development tools in their instruction, and even more hope to use such tools in the future.

If you have any comments regarding these data, please send them to me or Ellen Junn at the Faculty Development Center. A complete copy of all the data is available online at http://fdc.fullerton.edu. ∎

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Consumer Satisfaction and Faculty Acquiescence: Whose Reality Must We Confront?

Stanley Woll

After a brief, uncharacteristic detour into the realm of excellence (the fine speech by Philip Agre at the beginning of the Fall semester), the Faculty Forum series has once again returned to its long-standing tradition of quackery in its choice of Richard Tucker as keynote speaker in January. For anyone to take this guy's psycho-econ-babble and the notion of quality-as-consumer-satisfaction seriously is a rather depressing commentary on how far some faculty have bought into the university-as-business mindset that has been pounded into our heads by Charles Reed. (I can't help speculating that our next speaker might be Johnnie Yun, or whatever his name is, who will talk to us about how the university might buy up foreclosed [intellectual] property and sell it at a profit; or perhaps we can get Donald Trump to share his knowledge about how to close a deal and how to pick up chicks.) Equally disturbing is the fact that the audience allowed Tucker to impose his own highly questionable framework on the problem, and then not one person stood up to challenge this framework, or to defend some of our traditional academic concerns with intellectual skills, knowledge, and literacy (in the face of Tucker's emphasis on "delivery platforms," "unit pricing," and the like). I realize

Our Thoughts about Dr. Woll's Comments on the Academic Forum

John W. Bedell,
Marilyn Moore,
& Gayle Sorensen

We align ourselves with Dr. Woll's concerns about faddish elements of distance learning. It is our view, based on experiences in the classroom and with technology, that there is no viable substitute for the dialogues and conversations that take place when faculty and students are personally engaged with each other and the material. Also, he is correct in asserting that there is a need to understand the effectiveness of Web-based courses and their impact on student learning. In the comments that follow, we are taking from ongoing research on students enrolled in two general education courses over the past 18 months. To date, we have information from approximately 320 students. The primary focus of this research is on determining and defining the *students'* definitions and experiences of learning.

Dr. Woll has raised the issue of faculty and student interaction and what could be lost if technology replaces face-to-face communication. He need not worry that the marketplace will cause this if our students are any indication of what undergraduates demand of the academy. More specifically, over 98% of the students told us that both lectures and classroom discussions were important or very important to their learning. Furthermore, other face-to-face items reported as important or very important for learning were 1) the presence of a teaching team (87.6%); 2) availability of faculty during office hours (80.6%) and 3 staff led study groups (80.3%). This was followed by the reported value of student-led study groups (71.7%).

Dr. Woll is rightly worried about an excessive interest by campuses in maintaining enrollment at the cost of quality. Given these numbers, however, to replace the people element would be folly in view of its centrality to the students' views of their learning. Dr. Woll is concerned about subverting quality education via consumer demand. He need not worry; what is demanded is exactly what he cherishes, and it reaffirms "our traditional academic values."

The understanding that students view the computer as a necessary skill for their future can assuage concerns related to "market-driven" curriculum development. Rather than moving in a direction of satisfying consumer desires, it is beneficial for the university to view technology as a medium that the student will be required to use. Therefore we must define technology merely as an additional teaching tool to facilitate the learning process, - nothing more, nothing less. For those students for whom we have data, approximately 45% report household incomes of less than $50,000 per year. Many qualify for special programs on campus because of their economic disadvantage, and are dependent on the university for access to technology. While it is clear that students understand the importance of the computer for future employment (94.4%), fully 95.7% recognize computer proficiency as a major advantage in their university learning experience. For the university not to mainstream computer technology into the curriculum is to disadvantage further an already disadvantaged group.

Prior to incorporating the computer as an instructional tool, we shared some of Dr. Woll's concerns about the

The WASC Visit at CSUF

Sandra Sutphen

By now everyone knows that the Western Association of Schools and Colleges (WASC) invited us to prepare an "experimental" Self Study that focused on our University's mission ("learning is preeminent"). You also know that the Self Study (available at www.fullerton.edu/wasc) is just one part of accreditation and that WASC also appoints a team to visit the campus and to conduct an on-site evaluation. WASC invited us to conduct an experimental site visit too, modeled after a procedure in use in Europe and Asia, called the "academic audit."

"Academic Audits" differ from traditional accreditation visits in several ways. First, and most importantly, the audit is designed to evaluate the *process* by which the institution shapes its programs, rather than the *outcome* of any specific program. In consultation with the host campus, the evaluators determine which programs are representative of the campus mission, and then "sample" and "follow a trail" of evidence to see how procedures insure quality in teaching and student learning. Sometimes the audit will focus just on academic programs; sometimes the audit will examine basic procedures that define the campus mission in other ways. Our site visit used audits of academic departments and what the site team called "core processes" as the focus of its visit.

The Academic Audits
We asked the site team to select at least one academic program from each College, not only to get a broad picture of the campus, but also because we
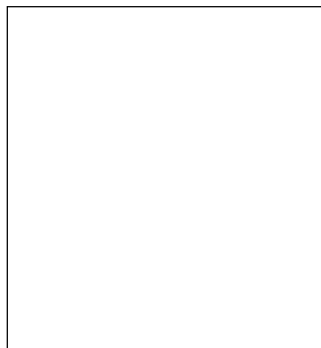
Sandra Sutphen

didn't want any single College to feel left out or neglected. In some Colleges, like Communications and ECS, that gave the team little leeway. We also knew about some contingencies—for example, the visit-week was also the week when many Theater faculty were attending a major national conference—so we steered the site team away from programs where the timing was poor. Only a few programs volunteered to be audited, and we did mention those to the team. For the rest, we made suggestions that we thought represented a broad and representative selection of programs. The team selected the Department of Music from the College of Arts, Management Science and Information Systems from the College of Business and Economics, Communications from the College of Communications, Computer Science from the College of Engineering and Computer Science, Child and Adolescent Studies from the College of Human Development and Community Service, American Studies and Psychology from the College of Humanities and Social Sciences, and Biology and Chemistry/Biochemistry from the College of Natural Sciences and Mathematics. General Education represented the tenth program in the academic audit.

Team leader David Porter divided his group into five teams of two people each (based on their expertise and preferences), and assigned two programs to each team. The teams first visited a class, selected by the host department to be a class composed primarily of majors and preferably containing a sizeable helping of

seniors. The team spent a minimum of 40 minutes in each class. The next day the teams met with faculty in each of the programs in another 40 minute session. (For GE, the team met with the GE Committee.) Finally, the teams met with the Deans of the Colleges. (For GE, the team met with Acting Associate Vice President for Academic Programs, Keith Boyum, and Acting Assistant Vice President for Academic Programs, Judy Ramirez, both of whom, despite their "acting" status, have broad experience on the General Education Committee and in GE, generally.)

Audit of the "Core Processes
During the preliminary visit to the campus in November 1999, representatives from the site team identified a half dozen or more basic processes on campus that they felt were instrumental in shaping the campus learning experience. Over the course of the next several months, the team narrowed down this list—with significant input from the Steering Committee—to four processes. These included the Program Performance Review (PPR) process, faculty and staff learning, student learning assistance, and the institutional research function. For each process the Steering Committee assisted the site team in identifying offices and functions on campus that implemented these core processes. These included the office of Academic Programs for the PPRs, both the Faculty Development Center and the Employee Training and Development program for faculty and staff learning, the University Learning Center for student learning, and two offices— Analytical Studies and the Student Research Center—for institutional research and assessment.

The Steering Committee contacted the directors of each of these centers and asked them to identify "clients" of their offices; that is, campus members including faculty, staff and students, who were familiar with their "prod-

History of The School of Humanities & Social Sciences

Lawrence B. de Graaf

The school of Humanities and Social Sciences has evolved over the past 40 years through several administrative structures and modifications of its mission and emphases. For the first five years of the campus, it was two of the college's six divisions: the Division of Humanities and the Division of Social Sciences. The former began in 1960 with five majors: Language Arts (Literature), Music, Art, Foreign Languages, and Philosophy. By 1961-62, the arts had left and Journalism (later Communications) entered the division. In 1962 it acquired a chairman, Gerhard Friedrich of English. Social Sciences, headed by Giles Brown of History, began the same year with Departments of History, Political Science, and Geography. By 1965 this division had grown to six departments with the addition of Psychology, Anthropology and Sociology. Economics was from the outset assigned to the Division of Business Administration.

The initial mission of these divisions generally mirrored that of Orange County State College. A major task was to meet the teacher shortage, so a large percent of most majors went into credential programs and on into local schools. This mission was enhanced when English and Foreign Languages set up teaching methods courses within their departments. The Social Sciences, however, declined to do so, thereby ceding the role of training K-12 teachers in their methods to the School of Education where it continues to this day. A second mission, much emphasized by founding president William Langsdorf, was to provide a liberal arts education, starting with a solid general education program. Both of these goals

Lawrence B. de Graaf

were popular among students, and in the first decade enrollments and majors in nearly all humanities and social sciences disciplines soared from 745 majors in fall 1963 (the first year individual department majors were counted) to 4,813 by fall 1970.

In 1965-66, the California State College at Fullerton was re-structured into the school and department organization it has had ever since. *[Editor's note: "Colleges" replaced "schools" at CSUF after this article was submitted to the Forum.]* The Divisions of Humanities and Social Sciences were merged and joined with the natural sciences and mathematics into the School of Letters, Arts and Science. This mammoth unit, by 1970, comprised 19 departments, with two-thirds of the campus' total enrollment. The dean was Miles McCarthy of Biology until 1970 and Hazel Jones of English from 1970 to 1974. Its missions continued to be to provide a strong subject matter foundation for teachers, and offering a liberal arts major as a foundation for other pursuits. The former goal had been greatly assisted by the Fisher Act of 1961, which required a content major other than Education for all elementary and secondary teachers.

In the late '60s, some faculty added a third mission, - transcending the boundaries of individual disciplines to explore contemporary issues of the human condition.

Our Thoughts about Dr. Woll's Comments on the Academic Forum

potential for a loss of key components and outcomes of university education. In view of these concerns, we chose not to put lecture materials online, and we did not reduce the amount or focus of assigned readings. Very importantly, we did not substitute machine-graded, objective exams for in-depth essays that required critical thinking skills, especially synthesis and analysis. Our students told us that for their learning, the computer was especially effective in helping them understand course materials (82%) and apply information (82%). Over three fourths of the students felt that the computer was valuable in helping them to achieve greater skills in communicating ideas effectively (accomplished through Bulletin Board activities). In addition, they used the computer effectively for their building of analytical, synthesizing, and evaluative skills (also accomplished using Bulletin Boards and the Chapter Orientation Points). In fact, contrary to the prevailing literature about the use of technology for rote learning, only 46.2% reported the computer as important to them for basic memorization skills (N.B. - preliminary analysis indicates this use appears to be a "male thing").

Not all Web-based instruction is distance learning in the traditional sense of the term. To equate them is to ignore the potential value of learning in courses whose traditional components are augmented with carefully constructed computer-delivered critical thinking opportunities. Used wisely, the computer is an effective tool, not an end. It enhances what the faculty wants to accomplish, i.e., better student learning. Perhaps we are "naïve as hell," but we believe Dr.
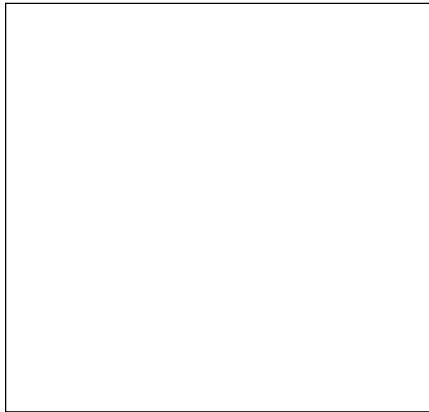
Vince Buck

Is YRO in Our Future? Can Shared Governance Cope?

Vince Buck

The Problem

The anticipated tidal wave of new student enrollments is upon us and we are bursting at the seams. We are currently the fastest growing large campus in the California State University. Our increase of 1,440 students from fall 1998 to fall 1999 was the largest in the system. And our fall enrollment of 19,885 full time equivalent students (FTES) makes us now the fifth largest CSU campus. If enrollment trends continue, next year we may be the third most populous campus, exceeded only by Long Beach and San Diego; and our planned enrollment ceiling of 20,000 FTES will be a thing of the past. (Our growth in faculty is not keeping pace, and with 969 Full Time Equivalent Faculty, we remain the 7th largest campus.)

Several other CSU campuses are in a similar situation and no new campuses are planned beyond the Channel Islands campus. The Chancellor's Office (CO) does not want to close off enrollment on any campus and has proposed several means of avoiding impaction, including distance learning, more creative scheduling of classes, off-campus centers, and year round operation (YRO).

These are stopgap measures in response to a long-term reality. California is growing and will continue to grow. At some point more far-sighted action, including new campuses, will be needed. However, these "solutions" are the answers of the moment; and given our position as a large and rapidly growing campus, we will be among the first to be expected to implement them. YRO is most likely to have the earliest major impact on our campus.

The Arguments

YRO has been widely debated. On the plus side, YRO would allow the CSU to substantially increase enrollment – conceivably up to 50% – using existing classroom facilities (new office space would be needed). This would delay well into the future the need for new campuses or new classroom buildings. It could also shorten time to degree for many students. Proponents further argue that the summer break is an artifact of an extinct agricultural society and serves no important purpose.

The arguments against YRO are more numerous. The summer break still serves valuable purposes: students use the time to earn money to support their education; it helps avoid classroom burnout for both students and faculty; it provides all elements of the university time to prepare for the remainder of the year, including scheduling of vacations, construction, maintenance and repair. In addition, it allows students time to mature, gain new off-campus experiences, and absorb the material they have learned during the year.

Students are not inanimate vessels into which knowledge can be poured day after endless day. Moreover, we already have a summer session paid for by students, the funds from which go to support many valuable campus functions. Finally, the summer break is a rich and useful tradition, which, much like the Spanish siesta, serves important societal and physiological functions, all of which may not be fully appreciated or understood by those anxious to eliminate it.

Implementation

Regardless of the many arguments against YRO, it seems to be an idea whose time has come. Barring a faculty revolt, student reluctance to enroll, or unwillingness by the state to fund this experiment, over the next few years this campus will probably see a state-funded summer session available for most students. The crucial effort must be to see that it is implemented in a responsible manner that will not harm the campus culture and the quality of education which we provide.

The Chancellor has gone on record concerning several aspects of YRO. First, it will be implemented on a campus-by-campus and program-by-program basis to meet enrollment needs. Second, it will only be undertaken if it is fully funded by the state. (This means "full-marginal" funding. Don't ask.) Third, the summer session will be staffed much as the rest of the year; that is, temporary employees will not primarily staff it. Fourth, he expects summer enrollment to be between 25% - 40% of the fall enrollment. Finally, he envisions the summer session to be more flexible, in terms of scheduling, than the other trimesters (he prefers trimesters to terms).

In spite of how carefully it may be implemented, YRO will affect the campus environment. Fully implemented, YRO operation would involve a third semester, staffed in a manner similar to the current two semesters. If we were to offer a significant proportion of our classes in the summer (in addition to those offered by distance learning, or in off-campus centers, or on weekends), the faculty and student body would become more fragmented

Is YRO in Our Future?

and diffuse than at present, and their connection to the campus community more remote. Already on this commuter campus with few facilities (such as an employee dining room) or occasions for faculty to interact outside their departments, the academic community is weak. Yet the link of individual faculty to this community is critical for the effective working of shared governance, which is the backbone of quality education.

Shared Governance Under YRO
The impact of YRO on *shared governance* has also received very little attention. The CSU has a strong tradition of shared governance, exemplified by an active faculty role in providing policy advice through an extensive structure of committees and academic senates. Committee service is part of the expected faculty workload. Under full YRO implementation, many faculty would not be available for committee work in any given semester, and continuity in oversight and policy advice would be threatened. Such a situation would require different structures and processes than are currently used for faculty governance.

For shared governance to work well, at least four elements must be present; 1) resources, 2) experience, 3) functional structures and processes, and 4) good will on the part of both administrators and faculty. We can assume that YRO will have little impact on good will, although a lot of good will and trust will be needed to make shared governance work effectively under these new and trying circumstances. It will have an impact on experience, structures and processes, and resources. Resources will have to be provided to support those whose workload will have to be adjusted to provide governance during the summer. Procedures and structures will have to be modified to insure that there are adequate experienced faulty throughout the year,

and to provide for continuity in governance functions.

Full implementation of YRO, however, is not the most likely scenario for this campus. Currently four CSU campuses (Hayward, Los Angeles, SLO, and Pomona) have some form of YRO. All of them are on quarters, and in no case are the summer quarters equal to the others in terms of offerings or enrollment. Average enrollment on these campuses ranges from 16% - 42%. Most of these campuses treat the summer quarter as do non-YRO campuses, with limited governance activity, but Los Angeles tries to offer a fully functioning shared governance apparatus throughout the year.

In the near future the situation at Fullerton will probably be a limited state-supported summer session, meaning that most faculty will be

> *The University should not proceed with plans to institute YRO without full faculty consultation as provided by the established procedures of shared governance.*

available for governance activities during the traditional school year. The problem then is limited to how to provide adequate governance activities during the summer session. Currently on our campus, the Senate Chair and the Executive Committee carry out summer governance activities. The Executive Committee is empowered to act on behalf of the

Senate during the summer, but the Senate must ratify its actions in the fall. Members of the Executive Committee receive no compensation for their summer work, while the Senate Chair receives a modest stipend.

In my experience this approach is not adequate even in the present situation. It is an artifact of a much smaller campus, and needs to be modified. The job of the Senate Chair is a 12-month position and should be compensated as such. She is expected to be available during the summer. Important decisions often need to be made during that time and consultation is essential. Moreover, much work must be done to carry through on the actions that the Senate takes during its final frenetic meetings, and to prepare for the next semester.

The Executive Committee too meets during the summer and should be compensated for this as well as for its heavy workload during the regular school year. During the school year it meets weekly and each member must, of course, attend the bi-weekly Senate meetings. In addition, members serve as liaison to at least two other committees, as well as sit on search and other ad hoc committees. With the possible exception of the Personnel Committee, it is the busiest committee on campus.

It should be a basic principle that faculty are compensated for the work that they do. That should apply to the

Is YRO in Our Future?

Senate Chair and to members of the Executive Committee and it should begin now. It is matter of basic fairness. In addition, this would allow the campus to expect more of the Executive Committee during the summer, paving the way for effective governance under YRO.

Beyond adequate compensation for the Senate Chair and Executive Committee, several additional approaches would be useful to provide a governance structure for a state- supported summer session These are:

• Have other critical committees such as the Budget committee work during the summer with similar resources.

• Have the Senate meet once or twice as needed during the summer, and reimburse the members for their time.

• Use faculty who are teaching in the summer for limited committee work,

possibly on an ad hoc basis.

• Limit summer policy recommendations to critical areas, and let longer-term items such as curriculum wait until the traditional semesters.

These approaches will provide an adequate structure for a limited summer session. Should we approach a summer trimester that rivals the other two, then more far reaching approaches will be needed.

Consultation Needed Now
The University should not proceed with plans to institute YRO without full faculty consultation as provided by the established procedures of shared governance. Undertaking such a radical departure from our current operations will necessitate the full support of the faculty to maximize the chances for success.

Faculty support will be given if they;

• are convinced that there is a problem for which YRO is a practical solution,

• see that YRO will benefit and not hurt the institution, the students and the faculty,

• see that it will benefit and not hurt themselves individually, and

• are involved in and responsible for the decision to move to YRO.

Early and open discussion in committees and the Senate should help resolve the above points. If the faculty cannot be convinced of the value of this approach through the deliberative process, then we should not proceed on this course. If the faculty can resolve these issues, then support will be assured. If we proceed without this discussion, there most certainly will be significant opposition, and limited willingness to participate in YRO. ∎

Dr. Buck is a CSU Statewide Senator, immediate past Chair of the CSUF Academic Senate, and Professor of Political Science.

The WASC Visit at CSUF

ucts" and processes and who could speak knowledgeably with the team about their contributions to our campus. Site team members also spoke with the directors of the centers, and finally, with the administrators chiefly responsible for the centers (usually a vice president).

In addition to their scheduled visits, including a meeting with the full WASC Task Force, and open meetings for faculty, staff, and students, the team also identified specific offices that interested them, and requested and received interviews that were initially unplanned. Four such areas were identified, and Chair Porter assigned individual members to visit with administrators responsible in the

following processes; enrollment management, development and financial planning, library and information technology, and student affairs activities and advising.

Every division of the University, from physical plant to the highest echelon, was represented in at least one meeting with the team. At their final "exit" interview, Chair Porter noted that the team met with at least 200 students and nearly that many faculty. That fact alone made the academic audit process distinctive from previous accreditation visits.

Conclusion
In about a month, the site team will present its final written evaluation to President Gordon, and then, in June, to the WASC Commission where the "reaffirmation of accreditation" will occur. We are still thinking about the Academic Audit experience (this was

written just days after the team concluded its visit and as yet, we have no formal feedback from the team), but we know that several aspects of the visit were a distinct improvement over other site visits. First, the team got to meet with many more faculty, staff, and students than is customary. Second, the focus of the visit was on our campus mission, and "learning" represented the most important area of inquiry rather than a review of tedious data and lists. Finally, the whole Self Study process was more collaborative and more inclusive than it had previously been, with major input coming from faculty, staff, and students. Whatever the outcome (and we know it will be positive), that process is a great improvement over previous accreditation experience.   ∎

Dr. Sutphen is Vice Chair of the Academic Senate and Professor of Political Science.

Responses to the State Auditor's Report

Before the public release of the State Auditor's report, President Gordon hired the Mill Valley consulting firm of K. Scott Hughes Associates to conduct a fiscal management audit of campus business operations, and KPMG was hired to audit the UAF. Both of these audits now are available to the public. The president also contracted with a media consultant to help him deal with the public relations consequences of the release of the State Auditor's report. According to Executive Vice President Judith Anderson, the consultant was hired because the position of Director of Public Affairs was vacant. The services of the media consultant were secured at a cost of $3,000.

Coinciding with the public release of the State Auditor's report, negative news reports appeared in the *Orange County Register* and the *Los Angeles Times*. President Gordon met with the Academic Senate to discuss the audit shortly after the publication of these news stories. In his remarks the president noted that the media consultant had advised him that "the story did not have legs," and that he would not respond to the allegations with any degree of specificity.

The president's initial public response, which was issued on January 14, 1999,

"As a result of our review and investigation, we did not find any serious mismanagement at the university. We do agree that there were errors of judgment and mistakes in some instances."

was only four paragraphs in length. This news release avoided direct discussion of the charges raised by the State Auditor. Instead, it repeated the conclusion of the Chancellor's Office review of the Auditor's report that had been made public at the same time. The Chancellor's review concluded, "As a result of our review and investigation, we did not find any serious mismanagement at the university. We do agree that there were errors of judgment and mistakes in some instances."

The Academic Senate was not satisfied with this response. Senator John Olmsted introduced a resolution directing the Planning, Resources and Budget Committee (PRBC) and the University Advancement Committee to study the allegations made by the State Auditor. The resolution passed by a 15 to 13 vote. The committees also were directed to report their findings to the Senate in a timely manner, and since then they have been working to meet the mandate of the Senate resolution.

Because the author is a member of the PRBC and is more familiar with the deliberations of this committee than with those of the University Advancement Committee, the remainder of this article focuses on the process adopted by the PRBC.

The PRBC decided early on that it would not attempt to conduct an independent investigation of the facts. Although the Chancellor's Office statement issued on December 2, 1999 tended to minimize the seriousness of the State Auditor's allegations, it did not challenge the basic facts that were uncovered in the State Auditor's investigation. Thus, the PRBC decided that it should 1) provide the appropriate administrators an opportunity to present their views on the issues raised by the various audits, 2) attempt to understand what the motivation was for the various activities cited by the State Auditor as being questionable, 3) determine if there were deficiencies in existing policies or procedures, and 4)

inquire of the university and UAF administration if new policies and procedures have been put in place or are in development that would reduce the chances for future "errors and mistakes" of the kind cited by the Chancellor. The PRBC decided that this could be done best by asking of the appropriate individuals a relatively small number of well-focused questions.

The PRBC appointed a subcommittee to formulate the questions. The entire committee recently approved the subcommittee's proposed questions with minor revisions, and forwarded them to the administration. The appropriate administrators have been

invited to meet with the PRBC to provide their responses. They also have been given the option of providing the committee with any additional written material that might be helpful in its deliberations.

The questions cover five specific areas. The first set of questions addresses the establishment and operation of the "University Trust Project." The State Auditor has claimed that this multipurpose trust account was established without proper authority to avoid the return of unspent utility funds to the state treasury. In the interim, changes in regulations have made it easier for the university to carry over unspent funds from one year to the next. However, the answers to this set of questions should allow the Academic Senate to determine if any additional policy is needed to ensure that campus trust funds are managed in accordance

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Responses to the State Auditor's Report

with state law and system regulations. The second set of questions addresses several instances of "questionable" contracting and hiring in the university's Business and Financial Affairs division. The State Auditor has claimed that four individuals were awarded contracts by the Business and Financial Affairs division without going through the usual bid process, and that these individuals later were hired in a manner that may have bypassed usual search procedures. The responses of the Chief Financial Officer should help to clarify the circumstances surrounding these events.

The State Auditor has claimed that the Business and Financial Affairs division has charged other university divisions and departments too much for the services that it performs for them. The third set of questions addresses these "charge back" issues. The responses should help the committee to determine if the administrative costs collected by the Business and Financial Affairs division have approximated the cost of providing the services, and whether additional policy is needed in this area.

The fourth set of questions focuses on the establishment and operation of the University Advancement Foundation. The UAF was not established as an "auxiliary" organization of the university in the same manner as the CSUF Foundation. Instead, it was established as an independent non-

profit foundation with a board of directors that did not include either students or faculty. Donated funds that had been in the custody of the CSUF Foundation then were transferred to the UAF for management. The UAF has since become an official university "auxiliary," and its board of directors now includes both a student member and a faculty member. However, the State Auditor has charged that the transfer of donated funds from an official auxiliary to an independent foundation was inappropriate (and perhaps even illegal). The answers to this set of questions should allow the committee to determine why the UAF was established as an independent foundation, and also should allow the committee to determine how effectively the UAF has managed donated funds.

The State Auditor also raised questions about how the UAF reported the proceeds of the Front & Center fundraising event, and how the funds for the President's Scholars accounts were managed. The final set of questions addresses this area. The goal of this part of the inquiry is to ensure that the UAF provides the public with accurate information about its fundraising operations, and that policies and procedures are in place to ensure that endowment funds and operating funds are managed appropriately.

The PRBC will likely spend many hours with key university and UAF personnel discussing the issues raised in the State Auditor's report. The preparation of the committee's report to the Academic Senate also is likely to be a time-consuming process. However, this will be time well spent if, in the end, it helps increase public confidence in our management processes and our fundraising activities. ∎

Dr. Shapiro is Chair of the Department of Physics and a member of the Academic Senate. He also is an active member of the Education Writers Association.

# Do you have stories, comments, photographs to share?

Send them to the editor, Senate Forum.

Our Thoughts about Dr. Woll's Comments on the Academic Forum

Woll's concerns <u>have</u> been addressed and the jury has found that learning has not been compromised by the addition of technology. In fact, it has been significantly enriched. Dr. Woll, relax!

Dr. Bedell is a Professor of Sociology and a member of the Faculty Personnel Committee. Marilyn Moore, Assistant Professor of Sociology, California Baptist University is a former CSUF Sociology graduate student. Gayle Nunez-Sorensen is a graduate student in Social Welfare at USC and a 1999 CSUF graduate.
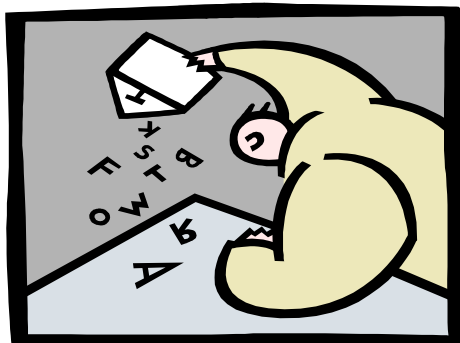
Challenges in Business Education: Charged to Change?

While there is some general consensus within most business schools regarding the necessity of adaptation and change, the exact nature of our future challenges and the ways in which to achieve desired outcomes are less clear and agreed upon. Crainer and Dearlove, in their recent book, *Gravy Training: Inside the Business of Business Schools (*Crainer, Stuart and Des Dearlove, Jossey-Bass Publishers, San Francisco. 1999) raise a multitude of issues that business schools need to tackle if they are "to survive and prosper in the new millennium" (p. 214).

According to the authors, business schools need to clarify what "business" they are in (the knowledge business? the education business? the research business? the management development business?). In an environment of flourishing and fierce competition, they need to identify their core competitive advantages and deliver what they are good at. Business schools need to create a learning environment where empowering the learner is the focus, not the mere transmittal of information. Since training is increasingly linked to performance on the job, the impact of business training has to be monitored and measured. Business schools have to be prepared to deliver lifelong learning, become international, and learn from other cultures. Program content ought to be current and cross-functional. Information technology should be used in innova-

tive ways and as a powerful tool to deliver learning.

Crainer and Dearlove argue that different business schools "will have their unique priorities and circumstances" (p. 242). In an attempt to capture these idiosyncratic conditions in the College of Business and Economics (CBE) at Cal State Fullerton, I surveyed CBE faculty, staff, and administrators regarding their perceptions of the challenges that lie ahead. This survey was informal and represents the views of a small, albeit insightful group of people.

According to the CBE faculty, staff, and administrators to whom I spoke, the challenges for the CBE include the following (not in any particular order):

Providing High Quality Business Education in The Face of Increasing Enrollment. The number of business students is expected to increase at a much faster pace than the number of faculty and staff. The challenge will be to find ways to accommodate all students without compromising the quality of the education and services (mentoring, tutoring, advising) that we provide. In this context, we need to carefully consider and explore alternative modes of content and service delivery.

Maintaining a Relevant Curriculum. Technology has altered the ways in which business today is conducted. The CBE has to keep abreast of the changes in the business environment and adapt quickly to meet the needs of the community through curricular reforms and the creative use of technology. Our curriculum needs to be monitored on an on-going basis to ensure that our students and the community at large are well served by our programs.

Staying Current in Information Systems. Information systems play an increasingly important role in today's business environment. They are also highly dynamic and ever-changing, thereby presenting educators with the

on-going challenge of staying current and of integrating information systems into the curriculum in ways that correspond to contemporary business needs.

Encouraging Integration Among Functional Areas. Business is rapidly moving to a process orientation where cross-functional teams work together to solve problems. If our students are to add value in such an environment, we need to provide them with experience in performing in this manner. Team teaching and/or cross-departmental committees might represent steps in the right direction. At the very least, inter-departmental cooperation should be enhanced for greater fluidity across departmental boundaries.

Finding, Attracting, and Retaining Quality Faculty for the CBE. It will remain a challenge to recruit and retain talented faculty members who are excellent teachers and who have the ability and interest to produce quality research. Since our ability to compete financially is limited, we must work on developing more creative and flexible recruiting strategies and packages. We must continue to work

"... business schools need to clarify what "business" they are in (the knowledge business? the education business? the research business? the management development business?). In an environment of flourishing and fierce competition, they need to identify their core competitive advantages and deliver what they are good at."

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Challenges in Business Education: Charged to Change?

with our faculty to help provide a professional environment that meets their expectations (and yes, adequate office space would certainly be appreciated).

Training and Supporting CBE Faculty. We need to continue to provide training and support to all of our faculty members as they explore new ways of content delivery, modify content, "retool" in current business practices, experiment with new technology, and teach in newly developed programs.

Charged to meet these challenges? Charged to make the necessary changes? Any change begins and ends with people. Faculty, staff, and administrators alike need to recognize and embrace the challenges that lie ahead. In the process, we should certainly not abandon what "works." By the same token, neither should we be afraid to continue to explore new developments and experiment with innovative alternatives to existing approaches. Crainer and Dearlove suggest that the future looks quite bright for those business schools willing to grasp the challenges. The choice, as always, is ours.

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Dr.. Harich is the Associate Dean for Administration in the College of Business and Economics, Professor of Marketing, serves on the Academic Senate, and is co-chair of the Elections Committee.

The School of Communications: Working Towards a Technological Future

Ed Trotter

In the fall of 1985, President Jewel Plummer Cobb stood before the Academic Senate and called for an expansion in the number of academic schools at CSUF, from five to seven. She proposed the re-establishment of a School of Engineering, and the establishment of a School of Communications. Because there had been a School of Engineering before, no one thought that idea to be particularly remarkable. However, what did catch some by surprise was the suggestion that a single department be elevated to school status. President Cobb recognized that there was a need for professional schools at CSUF, not unlike those at campuses across the nation. And more specifically, she recognized the opportunity that CSUF had to leverage its geographical location near one of the world's centers of professional communications industries.

Subsequently, I had the distinct pleasure of writing the proposal for the creation of the School of Communications, and to lead a group of faculty through the arduous task of moving that proposal through the CSUF approval process. Eventually, Speech Communication joined the Department of Communications in the proposal, and the rest is history. So today, as the College of Communications approaches the end of its 12th year, it is appropriate that this proud father look back at how the child has matured. Many cultures celebrate the passing of 12 years. So why not us?

If you can recall back to 1985, cable TV as we know it today was just out of its infancy. Personal computers were virtually brand new. Few had heard of

Ed Trotter

the Internet. The World Wide Web hadn't been conceived. Multimedia meant the combination of slide projectors and audiotape. Voice-mail and e-mail were in the domain of the elite. Even the *Los Angeles Times* was owned locally, if you can believe that.

The world of information was simpler just 15 years ago. Yet some of the ideas imbedded in our original proposal were, in retrospect, very farseeing. Consider for example, the following excerpts: "… (We are) moving from a manufacturing to a service orientation, emphasizing an information-based economy"; " … professional publications … suggest continued growth in traditional industries associated with mass communications and in new technologies, emerging to create new vistas for the field"; and "… Southern California is second only to New York as a communication center in the world." Nothing has diminished those perspectives.

Today, while we have a clearer vision of the past 15 years, we have no clearer vision of the next 15. In fact, we might be harder pressed to project forward than we were when that proposal was written. But the structure the campus set in place those many years ago remains as vibrant as ever, to

The School of Communications: Working Towards a Technological Future

face the challenges that the various communications disciplines and industries present us daily.

The founding dean of the School of Communications, David Sachsman, set the School on a path towards aggressive faculty recruiting, grantsmanship, and a strengthening of scholarly output. He was also a strong advocate of academy-industry ties. Those contributions, combined with the push by his successor Elizabeth Mechling, set the stage for the past five years under the leadership of Dean Rick Pullen who strengthened our fund raising efforts, led us through a recovery from the impact of an economic slowdown, and presided over a significant increase in enrollment. Therefore, today it is appropriate to ask, "What are the challenges and opportunities for the College of Communications?"

At this writing, the College is contemplating a move to new quarters on the south side of Nutwood in what we like to call the Communications Building (currently, "College Park"). Thus, a significant opportunity lies before us. But, every opportunity contains many challenges as well. The chance to be housed in one space, increasing our daily interactions with one another with offices on a single floor, makes us poised for significant growth, not in numbers but in what we can accomplish.

Because the College has been spread out across a dozen or so separate locations in as many as four buildings, it has been very difficult to establish a culture of unity. At times we've been almost an administrative shell rather than a vibrant organization. With this move, everyone believes that we will quite soon become an integrated team.

The strengths of our two departments are quite complementary, and our balance of professional, theoretical, and clinical curricula bode well for us in this new endeavor.

As I see it, more than most, the College of Communications is affected by the technological changes that occur in the world beyond the walls of the university. For example, on November 4, 1993 I made what I believe was the first public demonstration on this campus of the World Wide Web. No one could imagine the impact the Web would soon have. I can recall one colleague satirically chiding me about how he would become road kill on the Information Highway. Fortunately for him, he did not, but the traffic that he doubted would ever come has overwhelmed us all. What was an interesting idea just a few years ago, is now one of 17 chapters in the introductory text to the mass communications discipline. Today's computer networks will quickly emerge into "broadband communications." Broadband represents the merging of broadcast/cable television, print, and recorded media into a single delivery system. The convergence of communications technologies will have enormous impact on everyday life for us all.

Communications faculty have to constantly revise our curricula to assure that our students are presented with up-to-the minute information on how all media work. Because of the nature of communications, we often focus on the medium, but all of us know that ultimately it is the message that is the master. However, we have to understand and have our students understand the nuanced interrelationship between form and function.

Another challenge facing the College of Communications is the development of new academic programs. At present, a proposal is under consideration to split out the television and film concentration in the Department of Communications to become a

separate unit. Although the name of the proposed department has yet to be settled, it would focus on radio, television, film, and perhaps commercial photo communications. (The latter is under discussion at this time, and no formal recommendation has been made.) This program would enable our students to be exposed to curricula similar to those found at universities that have stand-alone television/film or electronic media programs.

Of course, as a College driven by our professional affiliations, it will be crucial for several reasons that we expand our outreach into our community. In Communications, we have the clear need to strengthen our ties to the professions for which we prepare our students. This must come in better internship opportunities and better connections between student and professional organizations. To do this of course, we must extend our development efforts.

But as with all human organizations, our most serious challenges lie within ourselves. A physical move, a new department, and the increasing stress on all of us for enrollment growth while maintaining quality will bring great pressures. And under pressure, many things can happen. We can implode or we can expand. Because I am an eternal optimist, here's what I believe: We will see a developing, mature, College of Communications, - one that will progress in concert with the growth of both the university as well as the myriad areas of communications in the larger community, region, nation, and world. ∎

Dr Trotter is a Professor of Communications, was Chair of the Academic Senate, and serves on the Faculty Personnel Committee and the University Honors Board.

Consumer Satisfaction and Faculty Acquiescence: Whose Reality Must We Confront?

that academicians have a well-deserved reputation for being wimps, but I thought that that reputation had perhaps been challenged by last year's successful campaign against Charlie Reed.

Using the University of Phoenix as a model for Cal State Fullerton is indeed a travesty. To design education and to evaluate educational quality on the basis of how well we "deliver" what the consumer wants is to subvert the very nature of a quality education (which can ONLY be judged according to the traditional criterion of "standards of excellence"). Is there any evidence to suggest that in the next two decades the enrollment of CSUF will be greatly threatened by the various for-profit and corporate universities? And if so, would you have CSUF sell its soul to attract students, just for the sake of keeping enrollment up (and perpetuating our own existence)? Do we really want to adopt the lowest-common-denominator strategy of attracting students? I may be (and undoubtedly am) naive as hell, but I would much prefer losing some percentage of our students who view the purpose of a college education as simply learning a trade, to losing sight of our traditional academic values (and there was once a time when most faculty would have agreed with me on that).

I do not have a major quarrel with distance learning or Web-based courses per se. However, I think that we need to know a lot more about the effectiveness (or lack thereof) of such approaches before we make a wholesale investment in them. The Internet should serve as an educational *tool*, not as an unprincipled basis for redefining fundamental educational values. As a social and cognitive psychologist, I can think of any

number of reasons why these new approaches may not work as well as traditional classroom learning.

For example, my students invariably tell me that one of the most, if not *the* most valuable feature of their education is the opportunity they have to interact with fellow students, particularly when those fellow students represent a variety of different perspectives. It's not clear to me that chat rooms and bulletin boards really provide for this interaction in the same way as face-to-face interaction. (I'm sure there must be evidence on this.)

Furthermore, it's my impression that our freshmen and sophomores are increasingly unlikely to enjoy or have experience reading. How are these students going to respond to written lessons rather than in-person, interactive ones? What is the effect of "learning" in one's own home or work environment, where there probably are all kinds of competing demands and values (remember the kind of non-academic environments that many of our students come from), interruptions, and the like, rather than in the controlled confines of the classroom? What is the possible effect of distance learning on educational access for lower income students? Once again, it may turn out that none of these questions are really problems at all, or that future developments in interactive learning will make these questions moot; but I believe that they are considerations that need to be examined before we "jump on the bandwagon" of distance learning, just to be on some "cutting edge."

Over and above the issue of the effectiveness of such learning, the increasing use of Web-based instruction raises a number of legal and ethical issues, as outlined by Press and Washburn in their article "The Kept University" in the February issue of *Atlantic Monthly*. In this article, for example, Edward Condren of UCLA, an expert in intellectual property law, is quoted as saying, "In my opinion ...

the UCLA extension program in its electronic offerings, is operating illegally. It does not have the copyright assignment from the faculty who own the rights to the courses" (p. 52). Press and Washburn also point out that many discoveries that were made by scientists, that have later benefited industry, would not have been made, and in fact, would have been censored if the research had been done under the auspices of some industrial sponsor. In the context of the CSU System, this means that courses will only be taught if students and employers deem them important (which as Press and Washburn point out, has meant, for example, a major decline in the humanities). Finally, the authors quote the historian Richard Hostadler, who wrote, "The best reason for supporting the college and the university ... lies not in the services they can perform, vital though such services may be, but in the *values they represent*. The ultimate criterion of the place of higher learning in America will be the extent to which it is esteemed not as a necessary instrument of external ends, but as an end in itself" italics added, p. 54).

As usual, I urge the Faculty Senate or whoever plans the Faculty Forum to resist as strongly as possible the Robert Tuckers and Michael Milkens of "education," who would replace "the advancement of knowledge" as a goal, with the sheer impact of "market-driven" forces. Contrary to Tucker, such resistance is not simply the stubbornness of academic "insiders" against the "ineluctable" forces of the marketplace. Rather, it is a principled defense of the educational values and standards that we have all stood for throughout our careers and throughout (at least much of) the history of education. ■

Dr. Woll, a Professor of Psychology, has been on the faculty of CSUF since 1972. He has served on a number of committees, including the HSS GE and Graduate Studies Committees.

History of The School Of Humanities & Social Sciences

At first an Interdisciplinary Center within the school, it became a separate school in the early 1970s, offering such courses as the Nature of Love, and Student Protest. The school folded by 1973, but out of it came such lasting programs as Linguistics, Religious Studies, and Environmental Studies.

Also in the 1960s, a few departments began to seek occupational and professional outlets outside these goals, as Communications had done from the start. Special programs such as the Masters in Public Administration in the 1960s were followed by the Program in Criminal Justice in the early 1970s, the Master of Science in Clinical/Community Psychology, the Master of Arts in Communicative Disorders by the end of that decade, and the Gerontology emphasis, later in the 1980s. With the collapse of the market for teachers (K-12 and higher education) in the early 1970s and widespread debate regarding the marketability of a liberal arts major, several departments toyed with career tracks, concentrations in career areas, and a growing number of courses geared towards relating various disciplines to non-teaching careers. The departure of the natural sciences and math in 1974 left a renamed School of Humanities and Social Sciences. Its deans from 1975 through 1992 were Hazel Jones of English, Leland Bellot of History, Don Schweitzer and Chris Cozby of Psychology, Don Castro of History, and Tom Klammer of English. They presided over a school whose disciplinary composition was more traditional and coherent, but whose educational focus had become increasingly varied. Amid stagnant overall enrollment in the later '70s, and declining majors in many humanities and social science disciplines, Humanities and Social Science renewed their focus on general education. A revised GE plan in 1979 gave History in particular a strong niche in a program strongly weighted toward traditional areas of learning. This emphasis was strengthened when the System-wide graduation requirement of English Writing Proficiency was adopted. Much of the campus initially turned to a few liberal arts disciplines for courses in writing, and the English Department created a Writing Center to help meet this need. General Education would continue to be a major concern to some departments within the school as a significant part of their educational mission.

A more volatile mission was that of multi-department special studies programs. Several were launched during the wave of educational innovation in the late '60s, including Russian and Latin American Area Studies Programs. The original Ethnic Studies divided into Afro-Ethnic and Chicano and would ultimately be joined by Liberal Studies in the mid-'70s, Women's Studies in the mid '80s, and Asian and Asian American Studies Programs in the 1990s. But only a few attained large enrollments, and the ideal of merging traditional disciplines into a revised curricular configuration remains today as much a dream as an actuality.

The School has also developed a variety of centers and programs for specialized study and community outreach. Two of the earliest were the Foreign Language Laboratory and the Laboratory for Phonetic Research. The Oral History Program, formed in 1967, was an early effort at linking specialized instruction with community projects, while the Speech and Hearing Clinic offered a valuable community service. The ideal of encouraging grant-funded research along with computerized instructional assistance led to the creation of the Social Science Research Center in the late 1980s. While that center only partly realized its ideals, the last decade has seen a series of specific research centers, including the Centers for Ethnographic Cultural Analysis and Public Archeology in the Anthropology Department, the Twin Studies and Decision Research Centers in Psychology, and the fortuitous acquisition of the Center for Demographic Research out of the county's fiscal crisis in the early 1990s. Several departments have offered regular lecture series for both the campus and community, of which one of the longest-running has been the Philosophy Symposium, a nationally-known annual conference with papers on a selected theme.

Despite this ever-widening array of activities, the School has struggled to maintain its once-dominant position in majors and enrollment. The goal of a liberal arts major has never regained the popularity it had in the 1960s, and teachers were a laggard market until the last few years. Accordingly, the humanities and social science disciplines saw their share of CSUF majors drop from 44.7% in 1970 to 16% in 1980, recovering to 27.7% in 1987. The School's share dropped the following year when the departments of Communications and Speech Communications split off into a school, and in 1998 HSS claimed 22% of CSUF majors.

As the campus celebrates 40 years of excellence, most current students equate that quality with a major that relates directly to employment. Yet at the same time, many leaders in the private and public sectors decry the loss of basic skills in reading, writing, and basic cultural literacy, and call for educational reforms to correct these deficiencies. In so doing they are re-emphasizing the core goal of most humanities and social sciences departments and reaffirming its importance to CSUF. ∎

Dr. de Graaf is a Professor of History Emeritus. He has served on the All University 40th Anniversary Committee, is chair of its Historical Update subcommittee, and a member of the CSU Archives Advisory Committee.
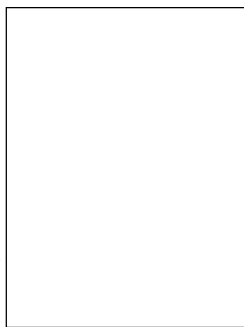
Inside Out or Outside In?

An Online Senate Forum Interview

Willy Hagan

Ellen Junn

Keith Boyum

Judith V. Ramirez

Mike Parker

*A*lthough the name of the body is the "Academic" Senate, all members of the Senate are not elected from academic ranks. In fact, elected Senators constitute a mix of full time, tenure track instructors together with administrators. The culture of CSUF, perhaps in some ways as a result of the so-called "Fullerton Way," has been conducive to a pattern of movement in which CSUF faculty move into and out of the group that we call "administrators." As members of the CSUF community make this change, it is inevitable that their perspective on issues related to CSUF will also change. In order to determine how administrators who were once faculty view their role on the Academic Senate, the Forum conducted an online interview of some of these colleagues to find out how they view themselves in relation to their role as Academic Senators.*
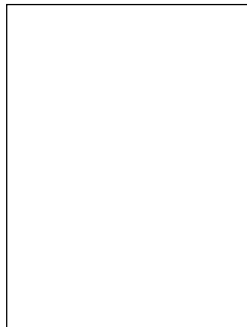
The colleagues interviewed were: 1) Dr. Judith V. Ramirez, Acting Vice President, Academic Programs and Professor of Child and Adolescent Studies; 2) Dr. Mike Parker, Acting Chief Information/Technology Officer and Professor of Counseling; 3) Dr. Keith Boyum, Acting Associate Vice President of Academic Affairs and Professor of Political Science; 4) Dr. Ellen Junn, Director of the Faculty Development Center and Professor of Child and Adolescent Studies; and 5) Dr. Willy Hagan, Vice President for Administration.

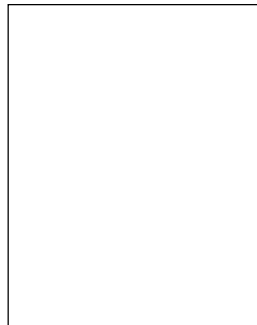### Why did you decide to run for your seat on the Academic Senate?

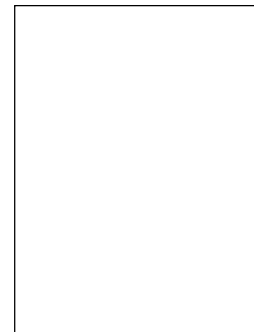**Ramirez:** You are asking about "ancient history" as I have been on the Senate for many years. My original reasons for running for the Senate were to learn more about "the Fullerton way," and to increase Senate representation from, and understanding of, programs in the School of HDCS.

Parker: I served on the Senate from 1976 to 1980, and again from 1996 to the present. I plan to run again this spring for three reasons. First, collegial governance is a remarkable instrument for getting the public discourse to a higher level, - a level where most issues emerge in a timely way, get the discussion they need, and get the attention of administrators. Second, the Senate has helped me personally to grow, see a bigger picture, and I enjoy the comradeship. And finally, over the years I have seen and appreciate the power of having a structure to systematically bring diverse perspectives to the table.

Boyum: The last time I ran freshly for the Senate was in the early 1980s, when my friend Eric Solberg (Economics) insisted to the point of bringing me a petition with my name on it. I have been on the Senate continuously since then, and it's been a good habit. Political Scientists like me think that participating in governing oneself is a very good thing. Some call it democracy.

Junn: I decided to run just after being newly tenured and at the encouragement of a couple of other senior Senators. At the time, I only vaguely knew that there was an entity referred to as the Senate and that it represented faculty governance. I wanted to become even more involved with the campus, and in ways that might have broader, institutional implications. So joining the Senate seemed to be an excellent way to increase my knowledge and participation with issues central to the campus.

Hagan: The Senate deals with numerous issues critical to the well being of this institution. As a Vice President I have tried to attend as many meetings as possible, both to stay abreast of important issues and to serve as a resource for information about my division. When the opportunity arose for me to run for the Senate, I decided to do so in order to more fully participate in the discussions and decision-making process.

Inside Out or Outside In?

Is the experience meeting your expectations, and why/why not?

Ramirez: I believe I have accomplished my original goals many times over. I have no particular expectations about how my role on the Senate might influence or be influenced by my present position. So far, the biggest problem has been schedule conflicts between Senate meetings and my other assignments and commitments.

Parker: Sure. Like any hard job, sometimes it gets tedious, and we get mired in smaller issues and lots of text, but mostly the Senate deals with important issues.

Boyum; Meeting expectations: sure. I expect to have a voice and to offer my views and judgments, and I certainly am able to do that. I like the Senate more than most people.

Junn: The Senate is such an interesting experience because the business of the Senate is so vital to campus functioning. My first two years were absolutely eye opening because I was immediately elected to the Senate Executive Committee without ever having served as a Senator at large. I was both very surprised and in awe of the proactive leadership and work that the Executive Committee must do behind the scenes in setting the agenda and working toward constantly making CSUF a better institution. Although the open Senate meetings can be alternately boring, lively, amusing, and/or heated, they are much less exciting than the work of the Executive Committee of the Senate. My only other recurring wish is that more of my quieter Senate colleagues add their voices and views to our general meetings. Perhaps the strictly formal *Robert's Rules of Order* renders the climate of our general meetings less

friendly to our less vocal Senators.

Hagan: I have served on senates in the past so I knew what to expect. There is a mixture of the very important and the very mundane. Much like life itself. However, now that I am closer to the action I have become more impressed with the number of truly important issues that the Senate takes up.

Do you ever feel conflicted or pressured during Senate discussions or votes?

Ramirez: Not to date.

Parker: I feel conflicted anytime there are pros and cons to complex issues. That's the name of the game. As for pressure (peer or otherwise), no.

Boyum: Conflicted or pressured? Of course. Once when I was a department chair my dean asked me to vote for a proposal he greatly favored. Well, deans are pretty influential with chairs, and faculty too. When any president has a strong view on an issue during Senate debate, it's something faculty feel, and middle-level bureaucrats like me may feel it especially. How could it be otherwise? But it's absolutely part of the job. And by the way, colleagues in departments can pressure their Senate colleagues, too. I've felt it.

Junn: I think anytime there is a very controversial issue, many members will experience some level of conflict, regardless of their position. In the end however, I think people understand and accept decisions by others when they know that those decisions were principled and honest. I never have had anyone openly rebuke or question my vote, and I doubt if many of my other fellow Senators have either. We are very fortunate to have a collegial campus climate that makes civilized disagreements acceptable.

Hagan: Many issues taken up by the Senate are not subject to a simple right or wrong decision. Reaching consensus on important and complex issues is not

always easy and never quick. The only pressure is working to fully understand the complexities, priorities and on occasion, the politics, of a particular issue. Because many of the topics relate to ongoing academic issues, I often find myself in a learning mode more so than a contributor.

Do you feel that colleagues on the Senate view you as "the other side?" Any examples?

Ramirez: If they do, I have not been aware of it. There were times in previous years, however, when I felt that department/division chairs were viewed as "the other side."

Parker: If some colleagues view me that way, they are gracious enough to hide it. I am a faculty member and serve a variety of roles and I personally see no "us and them" distinction. Just a lot of us and the challenges and opportunities we all face.

Boyum: This is a great question, and it should also be put to other Senators. Some folks may react a little differently to me. I am put in mind of a quote attributed to former Provost Frank Marini: "Where you stand depends on where you sit." As Acting Associate VP, some of my interests are different from what they were when I was a faculty member. But that's entirely unsurprising. Suppose I were a farmer, and then bought the village hardware store. My interests would change, and my votes in an imaginary township meeting might be different.

Junn: I love my work with the university and it makes little difference to me what "label" my position reads. So it came as a sort of shock to me that these categories might possibly change how people reacted to me. This first happened when one Senate Executive member actually suggested that I step down from the Executive Committee when I was selected to work in the Vice President's office as a faculty

Inside Out or Outside In?

Administrative Fellow. Fortunately, the rest of the Executive Committee disagreed and I was able to continue. Since that time, I don't know if colleagues view me as from "the other side" or not. Frankly, I find this type of thinking tiresome and downright silly. It's not something I spend any time worrying about.

Hagan: No, although on occasion, some issues, such as budget priorities, can create the appearance of faculty versus administration differences. In general, however, I feel that I am accepted as another Senator providing his perspective on important university matters.

Do you think the Senate would benefit from having additional Senators from administration? Why/why not?

Ramirez: In general, I believe collegial governance is enhanced by increased access to information and open communication. Administrators are one source of potentially useful information; therefore, their full participation should be encouraged.

Parker: Absolutely. I think the discourse gets richer when the viewpoints are more diverse. I would like to see more staff involvement too. For me the prerequisite is a commitment to service to the campus as a whole. I find this commitment in my fellow Academic Senators from whatever constituency, so I am excited at the prospect of running at large for a 5th - 8th year in a row. (Please vote for me.)

Boyum: In the earliest days of the campus, I'm told, administrators and faculty sat down together on the Faculty Council, and focused on shared interests in building a new campus.

Later, in the 1980s or '90s, the CFA gave faculty another voice, and at the same time some faculty argued that the Senate should be more purely a faculty entity. You might suppose it would have gone the other way. With the CFA as a clear faculty voice, the Senate could have been seen as the forum for a variety of voices.

Be all of that as it may, the Senate in my view needs to remain principally a faculty entity, but it profits by having administrators right there to explain, to justify, and occasionally to receive either bouquets or brickbats. Look. If the Senate is in the very business of influencing what administrators do, it can be helpful to have a handful present. Beyond that, as farmers can vote for store-owners to represent them, so faculty can be left to judge whether a given administrator brings a voice they'd like to have on the Senate.

Junn: I think that one of the reasons that the Senate exists is to provide representation and guidance for the entire campus. Our Academic Senate does make provision for members from other units not in Academic Affairs, as well it should. To the extent that faculty represent the largest proportion in Academic Affairs, I feel that the Senate should be populated primarily by faculty. The fact that we have a number of administrators on our Senate speaks well for the campus insofar as faculty elect these individuals because they value their participation in this important body.

Hagan: I am more familiar with university senates where faculty, students, administrators and staff are all represented. The Senate deals with issues that touch all campus constituencies. As such, I would agree that there is benefit in having broader campus representation on the Senate. ∎

Harry L. Norman

University Extended Education: A Rich and Varied Component of CSUF

Harry L. Norman

University Extended Educa tion (UEE) is characterized by the development of innovative programs and services in response to the needs of an ethnically diverse population and a growing economy. As a rich and varied component of Cal State Fullerton, UEE's mission is to provide outstanding learning experiences for people of all ages.

A common element that ties UEE programs together is their funding source. They are all self-supporting through fees paid by participants, grants, and contracts. UEE receives no allocation of state monies for the administration or delivery of its programs. Self-supporting classes have been an important part of Cal State Fullerton almost since the beginning of the university. Summer Session and credit extension classes, which are both fee-based

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programs, were first offered in 1961. Noncredit classes for professional and personal enrichment were added in 1966.

UEE programs currently include:

Academic Credit Programs UEE works with academic units to administer Summer Session, Intersession, adjunct enrollment, and fee-based degree programs. Some examples of fee-based degree programs that UEE administers include the MBA at the Spectrum, the Master of Science in Management Science at Garden Grove, and an MBA program for students from Lianoning, China.

Youth and Children's Programs The very popular Children's Summer Art Camp is in its fifth year. Children's Summer Writing Camp and Science Discovery Camp 2000 are new for summer 2000.

Extension Programs Professional development and personal enrichment are provided through continuing education classes and certificate programs.

Customized/On-site Programs Most of Extended Education's certificate programs are offered on-site at area businesses, or customized for specific needs. Clients have included Boeing, Experian, Hoag Memorial Hospital Presbyterian, Virgin Interactive Entertainment and Western Digital.

Continuing Learning Experience CLE is a self-governing, self-determining organization of retired and semi-retired persons that provides about 185 course offerings each year. CLE is currently celebrating its 20th year. Membership has grown from 35 to nearly 900. Members raised the funds to construct the Ruby Gerontology Center in 1988.

The American Language Program ALP is a high-quality intensive English program specifically designed to prepare international students for study in a U.S. college or university. English language review courses are also offered for those who want to improve their skills for business, professional or personal reasons.

Programs for Educators The many education reforms in California have created a heightened need for professional development. UEE has created a new department to meet the increased demands of this profession.

Distance Education Distance education classes and programs are delivered through information technologies such as interactive televised instruction (ITI) and the Internet. Current projects include developing online degree programs, establishing a digital recording lab and online video/audio streaming, and enhancing the technical capabilities of ITI class-rooms.

CERTIFICATE & INTERNATIONAL PROGRAMS

Extended Education offers more than 50 certificate programs. Program design and oversight is provided by advisory boards comprised of nearly 800 leaders from business and industry and from CSUF faculty. These board members share their expertise to design and create programs that are on the cutting-edge of current theory, practice, and technology.

UEE is also actively extending Cal State Fullerton's resources into the international community. This includes being actively involved in developing relationships with educational institutions in Vietnam since 1994, when the trade embargo was lifted. In 1995, a series of workshops in distance education and American language and culture were held at four locations in

Vietnam for 400 teachers. The workshops were coordinated by UEE, the Department of Foreign Languages, and the Masters' Program for Teaching English as a Foreign Language (TESOL).

President Gordon has led two delegations to sign agreements with Vietnamese universities, including Vietnamese National University in Ho Chi Minh City, Hue University, and Foreign Studies University in Hanoi. Discussions are currently underway for the development of a business administration program with National Economic University in Hanoi, the International Chamber of Commerce and National Economic University, both in Ho Chi Minh City.

A partnership with Jay and Jay International, USA will provide students in Chandigarh, India with computer training programs similar to those being offered here. UEE instructors will provide curriculum oversight and quality assurance for the classes which will be held at Advanced Computer Solutions in Chandigarh. Classes are expected to begin sometime this spring.

The American Language Program (ALP) is a vital component of Cal State Fullerton's international presence. Since its beginning in 1986, ALP has enrolled students from 63 different nations. In the past year, ALP added

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students from five new countries: Slovakia, Romania, Costa Rica, Mongolia and Norway. For spring 2000, a total of 110 students are enrolled in 40 sections of ALP classes.

ALP has also enrolled two scholarship students from Vietnam National University as part of the CSUF exchange agreement, and worked with the College of Business and Economics to provide English instruction and initial language assessment at Lianoning University in Shenyang, China.

INCREASING ACCESS TO CSUF PROGRAMS

As we move into the new millennium, an important part of UEE's mission is to increase access to the university. This includes opening conveniently located community classroom sites, as well as developing the staff, systems, and technology needed to expand distance education offerings.

The CSUF Garden Grove Center opened in the fall of 1998 as the result of a UEE partnership with the city of Garden Grove and Coastline Community College. The Center includes two state-of-the-art computer labs, and the technology to deliver interactive

televised instruction (ITI). There have been more than 6,000 enrollments in more than 300 classes at the Center. Degree-credit courses were offered in Garden Grove for the first time last summer, as well as a Master's of Science Degree in Information Systems in partnership with Experian and the Department of Management Science and Information Systems. State-funded degree-credit courses were added at the site last fall.

Digital arts classes in four new certificate programs began at the Grand Central Art Center last fall. The state-of-the-art computer lab at the center is equipped with Silicon Graphics 320 Workstations that deliver advanced computing and 3D visualization capabilities. Current certificate programs include Digital Imaging, Interactive Multimedia, Motion Graphics and Digital Publishing. In the future, programs in Digital Animation and Web Design will be added.

The MBA at the Irvine Spectrum program was launched in 1998 in partnership with the College of Business and Economics, to better serve the needs of the 2000 firms in the state's largest master-planned center for research, business and technology. A third cohort begins this spring.

Distance education will play a larger role in UEE programs as emerging communication and information technologies make the world a seemingly smaller place. A new Director of Distance Education is currently working to expand the number of CSUF programs accessible via a variety of technologies such as interactive televised instruction (ITI), compressed video, and the Internet. Distance Education staff serve the university as a source for production, delivery, information, demonstration, grant assistance, and experimentation. Services are divided into three main areas - ITI, online learning, and media production.

Current programs include an exchange of two-way video classes with three other CSU campuses (Sacramento, Sonoma and San Jose), and the ACME program, a partnership with Warner Brothers in Burbank. In the ACME program, a two-way video class in animation is broadcast from Warner Brothers to six sites, including Cal State Fullerton. Previously, a BSN degree completion program was delivered via satellite to hospitals around the country.

TEACHER PROGRAMS

In an effort to develop additional programs to serve community needs, a new position of Director of Education Programs for UEE was created in 1999. As a result, more than 50 professional development opportunities for teachers have been created in the areas of reading, mathematics, fine arts, beginning teacher training, technology, special education, and foreign language. Additional classes are being planned with several CSUF colleges, and through grant opportunities, to meet the instructional needs for individual districts in a variety of content areas and instructional strategies. These include 1) content classes to meet specific teacher training needs, 2) district-based staff development, 3) partnerships with organizations such as Junior Great Books and Intellectual Development System, and 4) working through the state external evaluator program to support two schools via the comprehensive reforms demonstration program.

Cal State Fullerton has a wonderful reputation as a close partner with school districts. It will be the goal of this new department to support and expand the university's involvement with school districts. ∎

Dr. Norman is Dean of University Extended Education and serves on the University Planning Committee and the Enrollment Management Task Force.

Coordinator for Scholarly and Creative Activities Appointed

John Reinard

John Reinard

Vice President Ephraim Smith has recently inaugurated the position of Coordinator for Scholarly and Creative Activities to promote and support the research productivity of CSUF faculty members, specifically targeting new faculty for special assistance. By placing efforts under the aegis of a Coordinator, various efforts to promote research and scholarly activity are intended to be consolidated and advanced.

The establishment of the Coordinator's position is based on a belief that new faculty members often find that they are greeted with full class loads, committee assignments, and eager advisees. They may face considerable strain in their efforts to maintain active scholarly and creative productivity. Establishing a Coordinator of Scholarly and Creative Activities is a tangible response to the need to support research activities of faculty members. By reaching out to faculty members to assist them in developing their research agendas, progress might be made to promote their successful program of scholarly or creative activities. Operating under the Office of Grants and Contracts, and coordinating with the Faculty Development Center as well as research and mentoring arms of Colleges, the Coordinator's office located in MH 128 and can be reached at Extension 4092 or at jreinard@fullerton.edu.

During the start-up phase of the Coordinator's duties, effort will be focused on building relationships with new faculty members and by making contact through college and departmental operations. A regularly published electronic newsletter will be disseminated to the campus community. The newsletter will include sections on grant opportunities suitable for faculty members in each college, information about services provided by the Coordinator, and additional reports of the results of efforts, such as collaborative research sessions, publications, and creative presentations.

The services of the Coordinator are scheduled to include:

• Organizing initial meetings with individual faculty members who share common areas of interest or methods. These "research roundtables" will be designed 1) to promote research and creative activity, including cooperative and co-authored research, and 2) to establish a forum in which individuals may eventually be "coached" by others in areas in which they wish additional support. Such topics may range from matters regarding handling paperwork related to collecting data, to matters of technical issues related to specific research methods, or presentations of artistic accomplishments.

• Securing, as needed, experts to support scholars through instruction in specialized areas of interest. Though distinguished speakers are already frequently brought to campus to explain their work to interested audiences, this support will involve focused explanation and instruction in areas that groups of faculty members believe can enhance their own scholarly and creative plans.

• Providing a clearinghouse for methodology information on the Coordinator's Web page. This clearinghouse will include a methodology "bulletin board" for faculty to ask and share answers to questions about research methods issues. A set of "mini-reports" on scholarly activity issues will be provided, including links to related sources of specific information. Such reports will include a set of "how-to" guides for conducting research and presenting creative projects at CSUF.

• Developing and supplying a referral list of resource persons who can provide local information on methods, related issues, and appropriate outlets for scholarly and creative activities in specific fields.

• Assisting faculty members to develop their scholarly and creative activity plans. The Coordinator, in consultation with relevant faculty units will assist interested faculty, particularly new faculty, in mapping out their reasonable goals in the areas of scholarly and creative activity.

• Facilitating faculty in their research productivity by taking steps to secure support materials, such as specialized software, that may enhance scholarly/creative productivity among faculty members.

During the current semester and summer, plans include the Coordinator's meeting with college, departmental, and individual faculty members, inaugurating the newsletter, establishing the Web site, and identifying targeted faculty who may benefit from the research roundtable exchanges.

Coordinator for Scholarly and Creative Activities Appointed

During the summer, support work for faculty members will continue by focusing primary attention on individual faculty members' projects. In addition, contact with incoming CSUF faculty members will be made. In the fall, the specialized expert support and special training sessions will be in place, and new rounds of personal meetings with the new faculty will be initiated. ■

The author of this article, and the new Coordinator, John Reinard, joined the CSUF faculty in 1990, with a B.A. (Speech Communication major; Political Science minor) and M.A. (Speech Communication) from CSUF in 1970 and 1971 respectively. He earned a Ph.D. from the University of Southern California (Speech Communication; cognate area: Educational Psychology) in 1975. He taught at Cal Poly, San Luis Obispo for one year and at Arizona State University for 15 years, during which he served as a founding faculty member in the Ph.D. program in Communication. His research methods book, Introduction to Communication Research (McGraw-Hill), will see its third edition published this fall. He also authored Foundations of Argument (Brown and Benchmark), and over 100 articles, book chapters, and convention papers. He serves on a full retinue of university groups including the University Research Committee and the Honors faculty. He regularly serves on editorial boards of major journals in his field and has chaired five interest groups in his professional organizations.

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VPAA Smith: Yes. You do get numbers like that, but the fastest population growth is in South County which is projected to grow by 1,000,000 people by the year 2020. Therefore, looking for a new site for the Mission Viejo Campus becomes all the more important.

Senate Forum: Considering that kind of growth in South County, what progress have we made finding a home to replace the current Mission Viejo Campus?

VPAA Smith: Finding a new home in Mission Viejo has been a slow process. As we reported to the Academic Senate last fall, we had hopes of moving onto the El Toro Base. Right now that does not seem to be a near-term solution because the political fights over El Toro continue. Until there is resolution of the issue, El Toro appears to be on hold. I think it's important, whether or not there's an airport there, for people to know that it would have been just a matter size of what we would get there. But we are looking at other sites, and hope we will find an acceptable site within a matter of months.

Senate Forum: While we are talking about other possible sites, how successful or unsuccessful have we been with the new sites that Extended Education has opened in Santa Ana, Garden Grove, or other sites in Orange County?

VPAA Smith: We started this year at Santa Ana, and last year in Garden Grove. In April 1998 we began the MBA program at the Irvine Spectrum. The College of Human Development and Community Service has 14 sites in the County where they are offering teacher preparation programs. It takes several years for these sites to reach

maturity, but we are excited about the opportunities we have generated in these off-campus sites.

Senate Forum: What's the Chancellor's position on these off campus sites?

VPAA Smith: The Chancellor's position is that as a System we should have more off-campus sites. He is especially interested in campuses which are near impaction looking for off-campus sites. And we are definitely within several years of reaching impaction. Therefore, the System wants us to consider year-round operation (YRO) as well as developing more off campus sites.

Senate Forum: I believe you have received a planning grant for year-round operation. What's the current status of YRO for summer 2000 and beyond?

VPAA Smith: We are one of 10 campuses to receive a planning grant that Dr. Keith Boyum is directing. In the meantime, we are examining the modifications that would have to be made to all aspects of the campus to accommodate YRO. For example, we might begin with additional library hours for evening students, and move towards additional classes for seniors so they can graduate in a timely manner. There are a lot of issues that

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have to be examined. We will be offering YRO to 60 FTES, classes for high demand areas, in summer 2000. There will be 14 sections of teacher education classes, 6 sections of computer science classes, and 3 sections of liberal studies. In the summer of 2001 we expect to increase the FTES to 400.

Senate Forum: How long will it take before the campus is completely on YRO?

VPAA Smith: That depends on state funding. I would point out that in the past several weeks one of the problems surrounding YRO has been the opinion of the legislative analyst that we should receive fewer dollars in subsidy for year-round funding. She has changed her position recently and is now recommending full funding for year-round FTES. Currently that would translate into $6,290 per FTES.

Senate Forum: What are the implications of YRO on faculty salaries?

VPAA Smith: That is currently being discussed at the System level. We should hear shortly on what faculty salaries for YRO would be for summer 2000.

Senate Forum: From a student's perspective, why is YRO beneficial?

VPAA Smith: It's advantageous for students because under the current state university fee plan, a student taking one course in the fall semester pays for 0-6 units, so they might as

well have taken 2 courses. In an effort to make the summer a more attractive alternative, for summer 2000 we will charge students on a per unit basis.

On a per unit fee basis, a class will cost approximately $105 per unit. So if they take a 3-unit class it will cost them approximately $315. The same course taken through normal summer school would cost the student approximately $435. If a student takes six units in YRO, the fees amount to $438 compared to approximately twice that in Extended Education's Summer Session. So it will be financially advantageous to the student, or conversely they will not pay a penalty for a year-round course in the summer.

Senate Forum: What's the likelihood we would be going to a quarter system to deal with YRO?

VPAA Smith: Oh just the opposite. Some of the quarter campuses would go to a semester system before we would move to a quarter system. There is no talk at all of moving semester schools to the quarter system.

Senate Forum: What will happen to Extended Education in terms of being able to offer courses if we move to YRO?

VPAA Smith: Our departments have been funded from the overhead they receive from Summer School classes. Hopefully, with a marginal rate of income on the YRO courses we will be able to insure that departments will have the same amount of funds available to them as they have now. How we fund Extended Education in the future will be of interest.

Senate Forum: Enrolling a very large number of new students on the campus raises many issues. Besides insuring sufficient classrooms to accommodate Tidal Wave II, what are we doing to maintain a proper balance between full time faculty and part time faculty?

VPAA Smith: We are aggressively

recruiting tenure track hires. In the fall of 1998 we hired 37 new tenure track faculty; in the fall of 1999 we brought in 40 new tenure track hires; and our goal this year is to fill about 45 positions for fall 2000. Currently we are conducting approximately 65 national searches for tenure track faculty. If we are successful in recruiting this spring, we will have brought to CSUF approximately 125 new tenure track faculty in three years. Besides the hiring of many additional tenure track faculty, we have been actively recruiting full-time lecturers. I don't know at this time exactly how many new full-time lecturers we will bring to the campus this fall, but I would hope it would be at least 20. The way we are funded, we are trying to recruit now for next year's anticipated enrollment. Our goal is to at least stay even with enrollment, instead of always being a year behind.

Senate Forum: You're talking about the student faculty ratio?

VPAA Smith: No. Full time versus part time instructors. We are funded at a student faculty ratio of 21.28 to 1, and that has remained constant for the past several years. As enrollment has increased, the President has automatically transferred to Academic Affairs, sufficient funds to maintain that ratio.

Senate Forum: What is the current full time number?

VPAA Smith: Currently we have 660 full-time faculty.

Senate Forum: With the number of part time instructors increasing, what are we doing to provide instructional development support for them?

VPAA Smith: Last year Dr. Atwell began an orientation program for part-time instructors and this has proven to be very successful; and a number of departments have implemented their own programs for part-timers. With regard to support, all of our programs

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sponsored by the Faculty Development Center are open to part-time instructors. Unfortunately, most part-time instructors are employed elsewhere during the day and that precludes their attendance at many of the sessions. Dr. Junn, Director of the FDC continues to seek ways in which the FDC can better serve part-time instructors. This week, the FDC held a session with department chairs on working more effectively with part-timer instructors. Ellen has also announced two new initiatives in the FDC in this regard. She is re-establishing faculty liaisons for part timers, to help develop support programs, and to facilitate communication with and among part-timers; she is also establishing an informal Part-time Instructor Advisory Council to advise and plan programs and activities especially for part-timers. So, we are trying to be more attentive to the support needs of faculty who are part-time.

Senate Forum: If we invest development time or training resources for part time instructor development, we have no assurance that the part-timers will be back the following year. We may be investing in a part time instructor who will go and teach at UCI.

VPAA Smith: One thing we might do is to provide development training to people who have taught here, for example, for three or more years. You are correct that by increasing the skills of part-time instructors that we might lose some of them to our competitors. However, other part-time instructors might be eager to join CSUF because of our training programs.

Senate Forum: In the Faculty Development Center, and more and more around the institution, instructors are learning how to use technology in the classroom, but we don't have a lot of classrooms in which they can use these new-found skills. What are we doing about that?

VPAA Smith: One of our top priorities in Academic Affairs is to bring technology to every classroom. Our goal is to take some of our not-so-smart classrooms and make them a little smarter. Dr. Boyum heads up a committee that has been allotted sufficient funds to build two prototype classrooms. One prototype will be in McCarthy Hall and the other in Langsdorf Hall - so that we can learn how we might bring a minimum, but yet sufficient amount of technology to the classroom. An instructor would be able to go into the classroom where there would be a podium or cabinet containing a computer hooked up to the Internet, a LCD, a VCR, or whatever equipment they would need. This way we will get feedback from faculty on how we might proceed with a number of other classrooms.

(Editor's Note: The instructional technology survey discussed elsewhere in this issue of the Senate Forum provided faculty opinion data for Dr. Boyum's planning committee.)

Senate Forum: One kind of device that is clearly needed, whether it is in a smart classroom or not, is some form of projector that attaches to a computer.

VPAA Smith: That's right. We

> *"Currently we require that all students who do not successfully pass the ELM or EPT in Math and Language be remediated within one year. We allow them to start the summer preceding their freshman year, and they must be finished by the summer after the freshman year".*

would have some kind of computer projection device in each room.

Senate Forum: Going back to the subject of hiring instructors, what are the major obstacles that we have in hiring tenure track faculty?

VPAA Smith: The two major problems facing us are that we need more competitive salaries and that we need to be able to help prospective faculty with the high cost of housing in Orange County.

Senate Forum: How can other Cal State universities offer more or different hiring benefits than CSUF?

VPAA Smith: The schools in the Cal State System are about the same in terms of salaries, but there are major differences when it comes to the cost of real estate. For example, housing costs vary greatly from Orange County to San Bernardino to Chico. As for specific salaries, a college may decide that for a particular position it needs a senior person with unique skills or experiences. This will of necessity raise the starting salary for this position. However, some of the excess funding might have to come from the department; consequently dollars on other positions would likely suffer.

Senate Forum: In areas like information technology, how can we compete with industry?

VPAA Smith: Higher education has never really competed with industry. Our goal is to compete with other universities for prospective hires. Those who have made up their minds

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to go into industry are not going to come into higher education. In hard-to-hire areas we cannot compete with industry on salaries.

Senate Forum: What is being done to make CSUF the campus of choice for new faculty?

VPAA Smith: We have tried a number of things. First, we have tried to be more competitive with salaries. This year Academic Affairs received a salary enhancement to help us recruit faculty, and it has made a difference. Secondly, last year we started offering most out-of-state candidates reimbursement for moving expenses. Many of the schools had not done that in the past. Now, just about all our candidates who are coming from out of state have a moving allowance. Also, each new hire receives a new computer upon their arrival, and they also receive release time for the first two semesters they are here. Finally, the Faculty Development Center is planning to have even more programs directed specifically to our new tenure track hires.

Senate Forum: Do you know if the new UPS 210 is making any difference in attracting people?

VPAA Smith: Several Department Chairs have reported that prospective faculty recruits have been very interested in the constructive and developmental approach our evaluation process takes.

Senate Forum: Once we hire these new faculty, how will you find them appropriate office space?

VPAA Smith: This is a major concern. Since we are adding faculty in such great numbers, it is obvious that we are not going to find sufficient office space on campus for them. Currently, Academic Affairs is

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

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working with Administrative Affairs to secure the needed office space in College Park.

Senate Forum: Is it true that Communications is already moving over there?

VPAA Smith: We are hoping that the College of Communications will move to College Park. If everything works out, they will take over a complete floor of the building by fall 2000.

Senate Forum: Are there any plans for new buildings on this campus?

VPAA Smith: We will break ground next fall for the new Physical Education addition. That will entail demolishing Faculty Terrace North. We have incorporated FTN into our plans for the expansion of faculty offices. We currently have approximately 34 faculty in FTN.

Senate Forum: If we start moving a significant amount of our programs across the street, won't that change the locus of the campus?

VPAA Smith: It will certainly change the campus. Cal State Fullerton is a very small campus in terms of acreage. We have approximately 225 acres, which is one of the smaller footprints in the CSU System. At this time, our plans are conservative so such a shift is not likely. At the same time, we have acted to re-vitalize the central campus. For example, with the opening of Pollak Library North with its capabilities in technology, the library is a much busier place than before.

Senate Forum: In the last several years remediation has been a hot topic in the media. Where do we currently stand on remediation?

VPAA Smith: Currently we require that all students who do not successfully pass the ELM or EPT in Math and Language be remediated within one year. We allow them to start the summer preceding their freshman year,

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and they must be finished by the summer after the freshman year. Starting with next year's freshman class, they will have to be remediated by the end of the spring semester. Last year we had all but a handful of freshman students totally remediated (or for other reasons they dropped out of the institution). We were in the 99th percentile for compliance. The few students who were not remediated were those who dropped out for the spring semester. These students were given to fall 2000 to be remediated.

Senate Forum: What percentage of the students that come here have to be remediated?

VPAA Smith: For the fall 2000 freshman class, 46% needed mathematics remediation and 51%t needed English remediation. For mathematics, that was a significant decrease from the prior year.

Senate Forum: Why do you think that number dropped in math?

VPAA Smith: We feel one of the major reasons so many students need math remediation is that not all high school seniors take a math course. Also, we now have a number of faculty and staff working with high school teachers informing them of the examination and the math requirement to enter the CSU.

Senate Forum: Are there different requirements for a CSU school and a UC school?

VPAA Smith: Earlier this year the UC and CSU met and developed uniform requirements for high school students to enter either system. In the future, the CSU will be requiring four years of mathematics. Then we should see a significant increase in passage rates for the ELM.

Senate Forum: What are your thoughts about having some minimum technical competence level for entering freshmen?

VPAA Smith: This has been discussed. Currently, some students come in with advanced skills, and some only with basic skills. As a System we have not reached any conclusion, but it seems like it would be an area that would help the students if we had a placement test where they could move right into advanced classes. I assume it will be several years before these tests are devised. But it is something we should start working on.

Senate Forum: What role do you see distance education playing in the undergraduate curriculum? All things being equal, do you think distance education can offer students an equally rich and effective learning experience than what they might get coming to a traditional class?

VPAA Smith: Many faculty have taken the technology classes in the Faculty Development Center. I think Dr. Junn mentioned that more than 600 instructors have gone through various types of training on Web-based instruction, have modified 725 of their classes that are used by almost 20,000 students. So I think we have enriched many of our classes with a mixed mode of both Internet and distance education. Now we are working on a program with Kaiser for a Nursing program that will be totally distance learning. We also have the Peru MBA program that will be mixed mode. I think it will be interesting when we assess these classes, to learn if the courses have been enriched and whether these are effective alternatives to our current teaching modes.

Senate Forum: In your opinion what has been the benefit of merit pay? Has it been worth the time and resources that have gone into it?

VPAA Smith: It has been very

beneficial when we look at faculty salaries as a whole. We see the differences that the PSSI system and the FMI have made. For faculty who have excelled in teaching, research, and service, their salaries have improved dramatically.

Senate Forum: Have you noticed any negative effect on faculty moral?

VPAA Smith: A certain percent of the faculty have not wanted merit pay. So yes, we have seen that. I think it is a question of instituting it and staying with it to see the long-term benefits

Senate Forum: Are there any changes in the FMI process that you would like to see?

VPAA Smith: The negotiators from the CFA and the System will be discussing this. But on this campus it worked quite well. We followed the procedures and were quite timely in implementing it.

Senate Forum: Are there any other issues that you would like to comment on before we end this interview?

VPAA Smith: If we look at where we stand today in terms of the state budget, these are really the best of times in higher education. The state is looking at a huge surplus for the May budget revision; the System received a significant increase in funding earlier in the year in the Governor's proposed budget. And, if you look at where we are in a whole host of areas vis-à-vis five or six years ago, when we were downsizing, we've made remarkable progress. Obviously, we don't get all that we ask for, yet as a campus and as a System we are accommodating many more students, and accommodating them with quality.

Senate Forum: Thank You.

Take the Money and Run?

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I am a professor of Information Technology. Aside from my teaching, research, and academic service responsibilities, I find myself advising students and others on myriad IT-related concerns. Which computer to buy. What operating system is best. What Internet service provider to use. Whether to use cable modem or DSL. What technology stock to buy. And most daunting, what career choice to make.

The latter matter really has me concerned. Unlike the others, bad advice can have serious adverse affects on a person's future. Increasingly, students question the wisdom of staying in school to learn about information technology when they are being offered incredibly lucrative jobs that capitalize on their self-taught Internet skills. Much of my "office hour" time is being used by students asking questions like, "Why should I spend two more years to finish my degree just to get a job as programmer or an analyst at $40K when I have

been offered a job as a Web designer for $65K?" Exacerbating the situation are press reports such as the one in *Time Magazine* a few months ago describing the incredible growth of the "dotcom" IPO culture in Silicon Valley. The article talked about an exciting life (for young people) consisting of brutal working hours, relatively easy availability of venture capital, and of course, the opportunity to make millions quickly.

Recently, our local city newspaper ran a feature about a decrease in MBA applications because people are taking jobs in the dotcom industry rather than seeking advanced degrees. The article also described a dropout phenomenon of registered MBA students who leave school to start their own dotcoms. *Time Magazine* fueled the fire even more by naming 35 year old, multibillionaire ($7B at the time the issue was printed) Jeff Bezos, founder of Amazon.com, Person of the Year. And even more recently, in a recap of the highlights of 1999, the *LA Times* reported that "investors poured $69 billion into 546 first-time stock offerings in the United States - almost half of them technology companies - an 88% jump from 1998. The figure easily eclipsed the record of $50 billion set in 1996, when there were 872 IPOs, according to Thomson Financial Securities Data." So with these realities, what is the right advice for people who want to quit school and "get in on the action?"

It may be that every student is not a Jeff Bezos, but it is also incontrovertible that remuneration in the IT industry is at an all-time high and is likely to continue to be for the foreseeable future. So while it is unlikely that

every fantasizing student will make billions, it is a fact that most can make a lot of money right now by taking an Internet-related job, even without completing undergraduate degree programs. And interestingly, despite the fact that this Internet trend belies common sense and logic, there really does not appear to be an end in sight.

Consider "Tulipmania," the frenzied economy in which millions were made and fortunes lost. That phenomenon, based on even more faulty logic than the Internet economy, lasted almost 50 years, from 1593 to 1637. So if one wanted to advise a student that the current situation is unlikely to last, and that a solid education is an investment in the future, which future do we really mean? A future when, or perhaps if this Internet economy collapses? When might that be? Twenty-five years from now? Fifty? Given those timeframes, perhaps advising students to stay in school and finish their degrees and pass up the big bucks is bad advice.

The other day I heard someone commenting on the hypocrisy of the media who chastise the parents of young athletes who are offered millions of dollars to leave school and turn professional. If you do the math, it makes no sense to stay in school and pass up all that money. They can always go to school later, if they want. That's what Steve Wozniak, one of the two founders of Apple Computer did. Maybe the Internet is to the Information Technology industry what professional sports is to amateur sports. Maybe the best advice for our students is to tell the would-be employers to "show them the money." And when they see it, to "take the money, and run."