

THE SENATE FORUM

Volume XV, Number 2, Spring 2000

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

WE'RE GREAT

Tom Klammer - Acting Dean, H&SS

Almost three years after we began preparing a proposal for our campus WASC self study in summer 1997, we have received the final report of the visiting team and the decision of the WASC Commission to reaffirm CSUF's accreditation. In substance and tone, the positive nature of the team's report and the Commission's letter reflect the high degree of WASC interest in and involvement with our experimental self study and visit. It also powerfully affirms the progress Cal State Fullerton has achieved in implementing its 1994 Mis-

sion and Goals. As the team reports states, the University has made "impressive strides . . . toward becoming an institution where learning truly is preeminent." Among its many positive observations, the team's report:

- Commends the campus for its willingness to engage in an experimental accreditation process and praises the openness, candor, and spirit of cooperation the team experienced in its interactions

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AND WE'RE GOING TO GET EVEN BETTER!

Sandy Sutphen, Chair, Academic Senate

On Tuesday, August 15, Academic Affairs held an academic planning retreat for the Academic Senate and the "major players" in Academic Affairs, including deans, associate deans and others whose positions influence planning issues in Academic Affairs. These others included the Vice President for Student Affairs, the Chief Financial Officer, the Director of Admissions and Records, and the Director of Analytical Studies. The main purpose of the retreat was to set an agenda for the immediate and longer-range future, using the WASC Self Study and reaccreditation activities as the primary focus for discussion. Vice President Smith, Associate VP (Acting) Boyum, and I identified issues that emanated from the Self Study, as well as several other areas of interest and concern that seemed ripe for policy action.

Dr. Boyum and I found volunteers to write one-page "position" papers for 16 issues-

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California State University, Fullerton
Academic Senate / Academic Affairs Planning Activity

Setting the Academic Agenda

August 15, 2000
Golleher Alumni House

Agenda

8:30 AM Continental Breakfast

9:00 AM Welcome and Overview
Dr. Milton A. Gordon, President

9:15 AM Panel Discussion: WASC and Other Influences on the Academic Agenda

Dr. Ephraim Smith, VP Academic Affairs
Dr. Thomas Klammer, Dean, HSS
Dr. Sandra Sutphen, Chair, Academic Senate

10:00 AM Break

10:15 AM Participants move to breakout:
Approximately eight groups of eight persons each
(Rooms are in the TSU and directions will be provided)

11:30 AM Reconvene; Lunch

12:30 PM Reporting from Breakout Sessions

1:30 PM Adjourn

Inside

- Aligning our Campus Culture with our Mission of Learning
- Accountability and Assessment
- Instructional Technologies: Broadening Access and Expanding Assessment
- Support for Non-Native Speakers of English
- Improving Community
- General Education: The Next Needed Steps
- Developing Awareness and Use Among Current Faculty of Generally Accepted Principles of Good Pedagogy
- Improving the Program Performance Process
- Let's Finally Put a Second Language Requirement in Place!
- Let Us Really Internationalize, This Time
- Distance Learning
- Coping with Demand: State-Supported Summer Instruction and Off-Campus Centers
- Service Learning
- Increasing Graduate / Post baccalaureate Enrollments at CSUF
- Recruiting Teachers for a State That Needs Them
- Campus Diversity: A Major Asset

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Inside

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WE'RE GREAT

with students, faculty, staff, and administrators;

- Finds no areas or issues in which the institution falls short of the general spirit of the current WASC standards;
- Praises the campus for dealing openly and constructively with allegations of fiscal integrity and for taking appropriate actions to safeguard the financial integrity of the campus;
- Speaks well of the overall collegiality and mutual respect among faculty, staff, and administration;
- Praises the comprehensive programs, collaborative spirit, and high level of campus support for the Faculty Development Center and the Employee Training and Development Program;
- Recognizes the achievements of Student Affairs in undertaking a complete reorganization and introducing a comprehensive, well-organized, student-centered approach;
- Praises the collaboration between Student Affairs and Academic Affairs in such programs as the University Learning Center, the Fullerton First Year, and the University Honors Program, among others;
- Calls positive attention to the excellent resources, programs, and staffing in the areas of information and information technology, noting the "momentous steps" that have transformed the campus's information technology infrastructure;
- Cites numerous examples within the academic program audits showing how departments are using planning and assessment to improve student learning;
- Praises Analytical Studies for the excellent service it provides the campus, and singles out the Program Performance Review process as encouraging honest self-appraisal leading to real program improvements;
- Notes with admiration the loyalty and affection faculty members express for the University and the evident commitment to the University and to student learning on the part of the staff.

To have engaged in three years of work only to receive praise would not have sat-

isfied the goals of our self study, which also sought to discover ways that the University can improve and to point to directions we ought to take in coming years. The visiting team's report provides numerous suggestions and recommendations for campus consideration, all offered with the team's hope that its observations "might contribute to CSUF's continued transformation and future success."

Upon the submission of the visiting team's report, the WASC Commission reaffirmed CSUF's regional accreditation through 2011, the longest period for which WASC grants such approval. A summary of recommendations from CSUF's Self Study, the Visiting Team Report, and the WASC Commission's "Action Letter" can be found in the inserted table. ■

Editorial



From the Editor *A Funny Thing Happened on the Way to the Forum.*

Sorel Reisman

Welcome back to school. By the time you see this issue of the Senate Forum, we will be well into the Fall Semester, but right now, as I write this, it is Wednesday, August 16 and classes won't start until next Monday. This week, the week before class, when we are all supposed to be back and preparing for the new semester, has been a very interesting one.

On Monday the Faculty Development Center conducted the New Faculty Orientation Day welcoming more than 70 new, full-time tenure and non-tenure track instructors to CSUF. It was an exciting day because this is the largest cohort of new faculty that CSUF has ever recruited in a single year. Almost all of you who are "new" this year will one day be the governing academic "gray beards" of tomorrow. (FYI—the term is non-gender specific.)

Yesterday (Tuesday), Academic Affairs and the Academic Senate sponsored our annual retreat. This longstanding traditional half-day session (held for the first time last year) kicks off the new academic year by bringing together faculty, deans, and other Academic Affairs staff to discuss issues and concerns

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AND WE'RE GOING TO GET EVEN BETTER!

areas that were then sorted into eight groups, mixing and matching areas that seemed to impinge on one another. Several campus experts who had contributed their creative skills to the position papers augmented the list of attendees. Associated Students was invited to send three of its members. A total of 62 faculty, staff, and students assembled at Golleher House and signed up for a group. After hearing an overview of the conclusions drawn from the WASC Self Study and WASC's response, the attendees met in their self-selected groups and discussed the position papers. Both the papers, and the summaries of the discussion that occurred are printed in this issue of the Senate Forum. ■

that require attention by various administrative and faculty committee units over the next year. The topics of course, were derived from last year's WASC visit and review. I have compiled this issue of the Senate Forum to share the matters that were discussed and the action plans that resulted from that collegial exercise in shared university governance. Next year perhaps, we can reflect on the success of the aspirations and plans that came out of that session.

Today, Wednesday, was a different kind of day. Today the FDC organized Faculty Day; an event intended to welcome everyone back for a stimulating new year. To this end the day highlighted ex-State Senator Gary Hart whose information-laden keynote address focused mostly on the education plans and strategies developing in Sacramento. Hart's presentation told it like it is, highlighting programs and concerns of the politicians, and the public at large. Following a morning of breakout sessions in which everyone had an opportunity to share their thoughts on these and a variety of related issues, we reconvened

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Aligning our Campus Culture with our Mission of Learning (WASC Self Study)

Sandra Sutphen (Political Science)

As its first item in the "conclusions" section, the WASC Task Force wrote in our reaccreditation Self Study:

We need to align the campus culture more closely with our learning mission. Most of the self-reported evidence we accumulated from annual reports and department performance reviews indicates that faculty believe that publication and research are valued more highly than effective teaching. If, as we believe, faculty learning is integral to student learning, then emphasis on scholarly and creative activities should not be diminished when it comes to faculty review. Furthermore, achieving Cal State Fullerton's aspiration, as articulated by President Gordon at the September, 1998 Convocation, to become the "finest comprehensive University in the country,"¹ requires a prestigious and creative faculty. However, the University is clearly very serious about its Mission to make learning preeminent, and that requires excellent teaching on the part of the faculty. Consequently, effective teaching and learning, as well as assessment that includes more than student opinion surveys, need to assume a more visible presence in reports and documents, and a more significant role in rewards.

The WASC Task Force was unspecific about what kinds of "rewards" we were talking about, and indeed, there was discussion that the concept of "rewards" was inappropriate in this context. So, a first question arises about the issue of "rewards." We currently honor our "most outstanding professor," and of course that person combines all of the qualities we value in our colleagues—teaching, scholarship, service—but is the "reward" sufficiently cognizant of "teaching and learning"? Might we establish a separate rec-

ognition for teaching? Is this even wise? We have experimented with the criteria for awarding FMIs and attempted to insure that "teaching" is always one of the criteria upon which awards are based. Can we—should we—do more to strengthen this category and mandate its inclusion in FMI applications?

Our personnel policy now requires a development plan upon which the portfolio for retention, tenure and promotion is based. Yet new faculty all suspect (reinforced by their chairs and personnel com-

mittees) that publication is the *sine qua non* for retention and tenure and that teaching is less important. What do we mean? What do we want? Do we know?

Is there a way to "reward" faculty for improving their teaching strategies (that is, for engaging in learning) that would play a meaningful role in RTP decisions? If this strategy might work for new faculty, how do we get senior faculty to pay attention to their teaching experience? How do we encourage academic renewal for our entire faculty? ■

Accountability and Assessment (WASC Site Team Report)

Patricia Szeszulski (Faculty Development Center) & Dolores Vura (Analytical Studies)

While the purpose of assessment of student learning or program assessment is solely for improvement of same, a wide array of peers and publics to whom we are accountable are increasingly exhorting us to engage in assessment practices, including the establishment of learning goals in our programs, assessment of the extent to which those goals are met, and the use these results to improve our practice, and our programs, and their outcomes in student learning. Indeed, assessment is a hallmark of current and proposed WASC accreditation guidelines and virtually all professional programs. Germane to this brief is our concern with the inclusion of mandates for assessment in the new accountability reporting in the CSU system.

Given the purpose of assessment it must be made crystal clear to all constituencies that we do not perform assessment for accountability; we perform assessment for its intrinsic intellectual benefits. Moreover, we are accountable by establishing the fact that assessment procedures and practices are in place at Fullerton, not by sharing particular assessment results outside of the faculty groups or individuals who made them.

In an effort to clarify what assessment is and what it is not on our campus, the Academic Senate Ad Hoc Committee on Assessment of Student Learning drafted "Guiding Principles for Assessment of Student Learning". The Senate unanimously passed the guidelines on 5/18/00.

Here are some of the salient features of the Guiding Principles that protect those who wish to engage in assessment:

- Assessment is encouraged, and departments and programs shall develop and implement plans to assess student learning based upon their stated learning goals and including strategies for using results to improve student learning.
- Assessment shall be valued, financially supported, and rewarded by the university.
- Those who do assessment shall control the entire process in their own programs.
- Those who do assessment control their results. Evaluation by others (including the department or program level) is strictly limited to how the results are used for improvement, and not about the nature of the results themselves. ■

Instructional Technologies: Broadening Access and Expanding Assessment

Fred Zandpour (Communications) & Ray Young (HSS)

Since the mid-1990s there have been massive technological innovations impacting virtually every academic field in many unique ways. This has posed substantial instructional content and delivery challenges to the University. Cal State Fullerton has responded vigorously by creating infrastructure and support systems, noted in the WASC reports. The fiber optic network, ubiquitous workstations, faculty and staff training programs, "smart" classrooms and the Help Desk were regarded as "momentous steps." However, WASC has suggested that the University broaden physical access to instructional technology and that the impact of "technology in the interest of learning be objectively assessed."

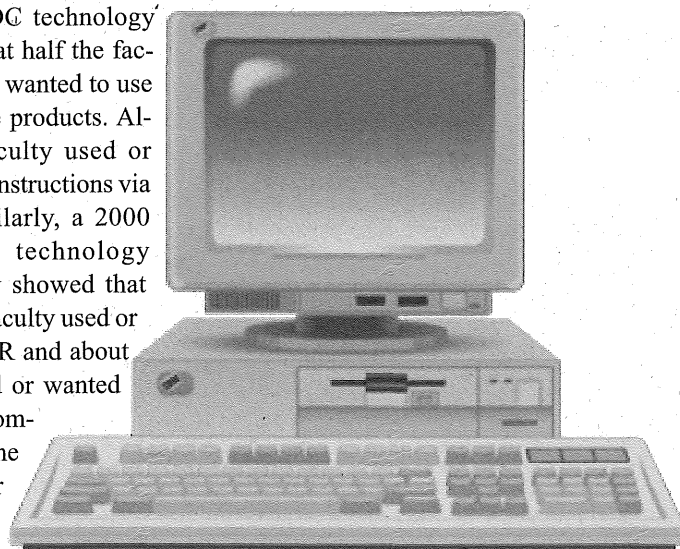
Vice President Smith has recently proposed to President Gordon that all lecture classrooms be equipped with computer-assisted media equipment. Obviously, in order to provide students with access to this instructional technology, faculty must first be brought up to speed on the use of this equipment.

Fortunately, there is a growing community of faculty adopters who utilize or would like to utilize instructional technology in the classroom. For example a 1999 FDC technology survey showed that half the faculty either used or wanted to use online courseware products. Almost half the faculty used or wanted to deliver instructions via multimedia. Similarly, a 2000 FDC classroom technology equipment survey showed that three quarters of faculty used or wanted to use VCR and about sixty percent used or wanted to use dedicated computers as well as the Internet in their classrooms. The main challenge is

how to broaden the participatory group.

Strategies for Consideration

- There should be individualized as well as group training sessions for faculty on the use of instructional technologies. Trainers could be knowledgeable students as well as faculty or staff members.
- Provide faculty with specialized software (and licensing) appropriate to academic disciplines and plan for upgrading those regularly.
- Bring discipline-based experts to campus to share "best practice" experiences with our faculty, utilizing the classroom instructional technology.
- Provide incentives for faculty to integrate cutting-edge technologies into their respective curricula and encourage innovative practices rather than simple visual repackaging of dated instructional materials.
- Provide incentives for faculty to use technologies that enhance interactivity, provide a sense of realism and encourage student collaboration.
- Devise policies and procedures to evaluate the impacts of technology-based learning activities and access at different academic levels. ■



Support for Non-Native Speakers of English (WASC Site Team Report)

*Isaac Cardenas (Chicano Studies),
Toya Wyatt (Speech Communications),
Mary Kay Crouch (English and
Comparative Literature),
Sandra Sutphen (Political Science)*

The most recent SNAPS survey of our students revealed that 48% are non-native speakers of English. This seems extraordinary, and indeed, before we begin thinking about how this exceptional bilingual capacity can be used as an asset, we need more information about these students.

- What languages are represented as part of the 48% identified as non-native speakers?
- Are they designated non-native speakers of English because the parents at home speak a language other than English? If so, at what point did they acquire English skills? For example, census data indicate that while the number of children who speak a language other than English at home grew by 1.8 million in the past decade, 71 percent of that increase was among children who speak English very well. However, it is important to point out that while students may demonstrate proficiency in oral communication skills in English, it may not necessarily mean that their other literacy skills (reading and writing) are at the level of proficiency essential to meet the academic demands of the university curriculum.
- How many of the non-native speakers of English are international students?
- What is the retention and graduation rate of non-native speakers of English?
- What are the disciplines that attract non-native speakers of English?
- In what disciplines are non-native speakers of English most under-represented?

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Improving Community (WASC Self Study)

Sandra Sutphen (Political Science) & Vince Buck (Political Science)

In casual conversation, faculty and staff talk about “community” and cover many facets of this complex term: our fondness for one another; a sense of shared purpose; our loyalty to “the institution”; our pride in our successes and our determination to work for continued improvement. But others wonder if, in fact, we do have an inviting and warm community, especially one welcoming to new faculty and staff.

In its comments to us, the WASC Site Team also stated that we could do more to include members of our campus community who frequently feel left out of our focus on learning. These include many staff members (in all of our Divisions), our part-time faculty, and, sometimes, our students. The Site Team urged us to undue this “neglect” and capitalize on the resources these groups can bring to our academic mission.

And we agree that strengthening our community bonds are critical to achieve educational excellence and continue our tradition of shared governance.

When faculty and staff are invited to speculate about what can be done to improve our sense of community, many say that the physical infrastructure is a major impediment to a warm community feeling. (We admit that these “findings” are based on our casual conversations ... we pretend no scientific survey to bolster our argument). “There aren’t enough places for faculty members to relax and enjoy themselves on campus” is one refrain. “We need more places like M.J.’s Espresso, or the Garden Café” say others. “Why isn’t there a staff and faculty club on campus? Other CSUs have them...” lament others. A bit to our surprise, our most recent conversation with

student leaders on campus uncovered the same complaint. “There’s the Garden Café...and that’s about it. We’d like more friendly spaces.”

Is the lack of a collegial meeting place a cause or effect of the lack of community? Should there be more opportunities for campus members to attend colloquia, “brown bag lunch seminars,” social events, nights at the theater? When these are held, does the attendance warrant the effort? Who should be responsible for setting up these kinds of events? Do discipline-based events offer greater potential for success than more generic efforts? Should a campus of 25,000+ students and thousands of faculty and staff even attempt a community-building effort? Past efforts might seem to indicate that the answer is “no.”

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General Education: The Next Needed Steps (WASC Action Letter)

Bob Emry (Speech Communications) & Judy Ramirez (Academic Affairs)

Background

In Summer 1998, President Gordon approved UPS 411.201, General Education: Goals for Student Learning, as recommended by the Academic Senate after more than three years of work by the GE Committee. In Fall 1998 the Senate directed the GE Committee to begin an ongoing review of the program whereby approximately 20 percent of the curriculum will be considered each year. The purpose of the review is to ensure that the curriculum of the GE Program is designed to bring about the student learning called for in UPS 411.201. In Spring, 1999 the GE Committee used its new learning goals in reviewing existing courses for continuation in GE Category IV, Lifelong Learning. The committee began its work by asking departments to forward course syllabi and to respond in writing to nine key questions. This information was used to decide which courses should continue to be included in that GE category.

Originally the GE Committee planned to complete its review of all courses in the GE Program over a five-year period. By Spring 2000, however, the committee had completed their review of only about half of the courses in Category III.C, Social Sciences; consequently, the projected timeline was revised to allow another year to complete the review of courses in Category III.C.

Next Steps

1. Continued review of program courses
The revised course review timeline is as follows:

- 2000-2001 — complete review of courses in Category III.C, Social Sciences, as well as any proposed new GE courses.
- 2001-2002 — complete review of courses in Category III.B, Arts and Humanities, as well as any proposed new GE courses.

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Developing Awareness and Use Among Current Faculty of Generally Accepted Principles of Good Pedagogy (WASC Site Team Report)

*Ellen Junn (Faculty Development Center)
& Dave Perkins (Psychology)*

The Faculty Development Center at California State University, Fullerton has developed and implemented a variety of innovative programs and activities to support and sensitize faculty to principles and practices of effective teaching in the service of enhancing student learning. These programs are described briefly below:

- Teaching and Learning Certificate Program (TLAC)—a yearlong series of 11 topical workshops on teaching and learning issues that culminate in the TLA certificate. More details can be found at <http://fdc.fullerton.edu/news/tlac.htm>.

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Improving the Program Performance Process (WASC Action Letter)

Keith Boyum (Academic Affairs)

Let's begin with the headline. Here is what the WASC "action letter" has to say.

The University identified the Program performance Review (PPR) process as a core quality assurance process within the University and as such it was reviewed in depth by the evaluation team. The PPR process has significant potential for embedding the University's commitment to learning, through the identification of learning objectives; review of pedagogy; development of indicators of achievement; review of academic standards; and use of evidence, all tied to improving departmental performance. To accomplish these goals, significant support will be needed to assist departments, including the sharing of good practices. The roles of deans and policies on the use of data will also need to be clarified.

Why the emphasis on PPR's?

Our WASC visitors sought evidence that we take seriously a commitment to high quality, and that we undertake processes to assure ourselves that our academic units perform at a high level. We may add to this the team's and the Commission's recommendation that we refine our definitions and improve our evidence of student learning. (The Commission also recommends support for "faculty learning needed to promote and improve student learning.") Believing that careful attention to whether and how well students are learning is an essential hallmark of high quality in our programs; they naturally turned to PPR's as the key means by which we may assure ourselves of this.

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Let's Finally Put a Second Language Requirement in Place!

Lee Gilbert (Foreign Languages and Literature) & Morteza Rahmatian (Economics)

Beyond the walls of the Cal State Fullerton campus, the critical need to improve America's competency in foreign languages had been the topic of intense national discussions going back as far as 1978, when President Carter established the President's Commission on Foreign languages and International Studies. The report of that commission, published in November of the following year, called America's incompetence in foreign languages "a scandal" and a threat to our national security.

Inspired in part by the findings of the Carter Commission, the CSU created its own Foreign Language Requirement Task Force in 1981. After two years of intense discussions, the task force concluded that *the study of foreign language was of such importance to the intellectual and cultural maturity of our students and to society in general that inclusion in the CSU curriculum as an exit requirement was warranted.* The task force recommended the following to the CSU Academic Senate:

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

Native speakers of languages other than English were to be exempt from the requirement. All other students could meet the requirement either by passing a qualifying exam or by completing appropriate coursework at the intermediate level.

The CSU Academic Senate proceeded to issue a resolution in support of such an exit requirement and admonished individual campuses take up the torch. At the time, only Sacramento State had the courage and foresight to do so, although others have subsequently joined them, including the campuses at San Bernardino, San Marcos, San Francisco and Monterey Bay. The faculty presently designing the curriculum for CSU Channel Islands have also included second language competency as a graduation requirement.

For a brief time, it appeared that Fullerton might also move from the darkness into the light. In the fall of 1983 our Faculty Council passed a resolution supporting a foreign language exit requirement in principle, but then

added a series of clauses urging further review by the statewide academic senate and the Task Force. And so the matter died on our campus. Once again, the local politics of FTES had won out over an educational principle against which virtually no one, nationwide, had advanced any academic arguments.

What has happened since? System-wide the CSU has continued to acknowledge the importance of foreign language study by establishing a two-year foreign language entrance requirement for any student wishing to study at one of our campuses. But in a contorted twist of logic that defies explanation, at CSUF it remains the only entrance requirement for which there are no further expectations once the student gets to campus. Finally, the CSU Cornerstones Report includes the ability "to communicate in a language other than English" among the recommended required learning outcomes for any graduate of the CSU

But at CSUF, the *status quo ante* persists even in an age where we—in our own Mission and Goals—proudly characterize ourselves itself as having "a global outlook." Oddly missing, however, is an appreciation (or even a discussion) of how "learning a language other than English" might contribute to this process. And so we remain resolutely monolingual at CSUF in spite of growing evidence that that our incompetence in foreign languages is not serving us well in the marketplace. Consider, for example, this bit of data that was included in an article "Companies Worry About the Skills Gap", published on May 3, 1998 in the "San Francisco Examiner."

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

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Let Us Really Internationalize, This Time

Keith Boyum (Academic Affairs) & Lee Gilbert (Foreign Languages & Literature)

Sure: the landscape is littered with largely unfulfilled efforts to "internationalize the curriculum." But who can doubt it? This time, we simply must globalize.

It's a commonplace that cheap transportation and a near-zero marginal cost of information via the internet have utterly changed our world. At the same time, global warming, rising populations, immigration, the trans-national "sharing" of diseases, and the loss of rain forests stand alongside an alphabet soup of internationalism: EU; ASEAN; NAFTA; CNN; WTO (the one that provoked riots in Seattle); NATO (the one that went to war over Kosovo).

Now consider that 26% of the 1999 U.S. GDP was tied up in international trade. Some \$250 billion of California's \$1.2 trillion GDP is dependent on international trade, with \$100 billion of California exports a part of those numbers. And there are more numbers. California's trade with Mexico in the first quarter of 2000 exceeded the first quarter of 1999 by 36.5%. California's trade with China has increased 307% since 1990. (Where will it trend with the advent of permanent normal trade relations?) Meanwhile, RAND found (1994) corporations eager for hires who have cross-cultural competence, but skeptical that foreign language or even study abroad programs can meet the need alone.

Students have a sense of this. A June 2000 telephone survey of CSUF undergraduates found 22% very interested and another 41% somewhat interested in study abroad. They'd like lower costs (75%), and good fit with academic majors (73%) to facilitate the experience. Their preferred destinations are conventional: about 2/3 would have Europe in mind.

Given these realities, it is more than self-evident that our programs for student learning and for faculty development must take on a global cast. International experience must be added both to student and to faculty lives. More than that: we must develop global competence, with learning goals such as these in mind.

Students will:

Acquire the Conceptual Skills by which to understand peoples and processes that will be consequential for life that is inescapably global.

Acquire Skills Required For:

- Solving problems in multiple cultural milieus;
- Communicating across cultural lines;
- Communicating in a second language.

Value:

- Reflectiveness, self-reflectiveness: willingness to re-assess one's own views.
- Differences in heritages and cultures.

Some tactics to consider as we globalize our curricular and co-curricular programs:

- Traditional student study abroad: one year; one semester
- Shorter stays: some weeks during the summer, in January
- International travel-study as a capstone to a course or degree
- International internships: AZ State facilitates student teaching in England
- Develop a country focus: Mexico is nearby
- Partner with sister campuses, such as San Diego State
- Make intentional programming use of international students & faculty at CSUF
- Faculty exchanges
- Recruit faculty abroad for our hard-to-hire areas

Distance Learning

Tom Johnson

(College of Business & Economics)
& Mark Shapiro (Physics)

Despite some dire predictions on both sides of the issue, the real future of technology in higher education is not about a winner-take-all competition between high touch and high tech. Rather, what's ahead for most faculty and most students is some kind of hybrid learning experience in which technology supplements, not supplants, both the content and the discourse that have been part of the traditional experience of going to college.

*Kenneth C. Green,
Founder/Director of the
Campus Computing Project*

Some Background

Key findings from the 1999 National Survey of Computing and Information Technology in U.S. Higher Education (530 two- and four-year U.S. colleges and universities):

- 54 percent of all college courses make use of e-mail (20 percent in 1995)
- 39 percent of all courses make use of Web resources (11 percent in 1995)
- 19 percent of faculty maintain a personal Web page
- 46.5 percent of respondent institutions currently offer one or more full college courses online via the Internet.

The Main Issue

Technology has affected curriculum delivery in nearly all academic disciplines. Universities must understand the degree to which technology impacts the delivery of educational content for each discipline and the impact on the educational product of failure to implement new delivery technologies. To make technology decisions, universities must involve all of their stakeholders in their decision making process - and they should not allow concerns with technology issues to overshadow their basic educational goals.

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Coping with Demand: State-Supported Summer Instruction and Off-Campus Centers

Keith Boyum (Academic Affairs) & Judith Anderson (Executive Vice President's Office)

The California Postsecondary Education Commission estimates that "an unprecedented 714,000 additional students, over and above the Fall 1998 enrollment, are expected at the doors of California's public colleges and universities by 2010." The Commission estimates that "total enrollment at the California public colleges and universities is expected to swell from 1,998,000 students in 1998 to some 2,700,000 students by the year 2010, a 36 percent increase." See <http://www.cpec.ca.gov/PressRelease/press092099.asp>.

Look around: more than most other CSU campuses, Cal State Fullerton is already feeling this new demand. At the same time, there is no particular reason to think that the state will build new campuses, or pour enough concrete on existing acreage, sufficient to handle that surge. Instead, policy leaders would like existing institutions to expand capacity via non-traditional scheduling, off-campus centers, distance learning, and other means. Leaving distance learning to another briefing, the present focus is on "YRO" and off-campus centers.

***YRO**, Year-Round Operation, really means state-supported summer instruction. You see, Cal State Fullerton has long since operated in summers and in January, but on fee support. CSUF fee-supported credit-bearing courses enrolled more than 11,000 in summer 1999 – typically juniors, most enrolled in one course. In summer 2000 we served about 60 FTES (figured annually, divided by 30: this equates to 120 semester FTES) in state-supported classes, while fee-supported summer enrollments decreased 400-500 [head-count] versus 1999.*

This 60 FTES was on target for our first-time, pilot-program effort. We have told the Chancellor's Office that we'd like to serve 400 "YRO" FTES (figured annually) in summer 2001.

To figure out how best to undertake "YRO," we commissioned a number of "impact analyses" for an April colloquium, and more will be reported at a colloquium on October 20th. [Please come!] Decisions made at the system level will determine faculty pay, workloads and benefits; but we will have many local systems to develop. Think about advising, consultative governance, library hours, providing student services, vacation scheduling in administrative offices, accommodating plant maintenance, and providing support services like food vending – to name just a few.

Off-Campus Centers

Cal State Fullerton's center on the Saddleback College campus in Mission Viejo (established 1989) presently enrolls nearly 500 FTES, about 1300 upper division & graduate students. Southern Orange County will be an area of very high growth in the next decades, and given that CSU campuses must strive to serve their local communities, we have sought over the last two-three years to find suitable space for further growth in the area. Presently, warm relationships with the South Orange County Community College District (S.O.C.C.C.D.) and encouragement by the CSU system orient a part of our planning toward a facility on one of their campuses. Meanwhile, the politics surrounding the re-use of the former El Toro Marine air base seem to make that otherwise-attractive location a hard prize. Our long-term interest continues.

We also occupy space in an attractive building in Garden Grove; the presence of our art programs at the Grand Central center in Santa Ana is especially interesting; we have offered M.B.A. classes in Irvine's "Spectrum," and we have discussions now underway, again with the

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Service Learning

*Kathy O'Byrne
(Academic Affairs - Fullerton First Year),
Vince Buck (Political Science), &
Judy Ramirez (Academic Affairs)*

Background

The Governor's budget includes \$2.2 million each year for the next four years to increase service learning activities in the CSU. Half of the funding (\$1.1 million per year) is to be directed toward development of an infrastructure to support faculty, students and community partnerships for service learning. The other half is for development of new service learning courses (or sections of courses) on each campus.

In addition, the CSU system was awarded a collaborative, federal Learn and Serve grant that will provide additional funds for service learning, and Cal State Fullerton has been selected to participate in a Getty Grant Program Award to support service learning in the arts. Other AY 2000-2001 service learning initiatives that are underway are an opportunity to participate in a Service Learning Institute in Teacher Education in October 2000 and a competitive scholarship program for students who engage in service.

Several years ago, the CSU Chancellor's Office developed a CSU Strategic Plan for Service Learning, with input from each campus that is being used to benchmark service learning activities. As part of this year's funding, Cal State Fullerton will assemble a planning group representing diverse constituencies (i.e., faculty, staff, administrators, students, and community partners) that will be responsible for assessing local community needs and developing the campus action plan. As early as Fall 2000, baseline reporting on both service learning activities (i.e., tied to courses) and community service activities (i.e., voluntary and/or linked to financial aid through work-study grants) will be provided to office of both the Chancellor and the Governor.

Service learning at Cal State Fullerton

We are fortunate in that we can build on accomplishments such as the following as we work to increase opportunities for students to engage in service at Cal State Fullerton:

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Increasing Graduate / Post baccalaureate Enrollments at CSUF

Keith Boyum (Academic Affairs) & John Olmsted (Chemistry)

Summary

Cal State Fullerton ought to increase graduate and post baccalaureate enrollments. The community needs more professionally trained leaders, and large campuses (like ours) should shoulder that load. Stronger graduate / post baccalaureate enrollments will enrich the faculty experience; and for strategic reasons, now may be a very good time to make a move.

Community Needs

Although some will cry "credentialism," and although sometimes those who cry that may be right, our society demands more highly-trained people at the outset of the 21st century than were needed a century ago for the economy, the polity, and the society. Schools, industry, research labs public and private, government, and – well, you name it – seek very well trained (and yes, credentialed) people for professional and leadership roles.

The Faculty Experience

Most faculty prize their expertise, wish to pursue it, wish to contribute to knowledge and its useful application. Graduate programs (and probably more importantly, a few good graduate *students*) enrich and facilitate that goal. As we enter an era of faculty hiring unknown for 30 or 40 years, making the CSUF faculty experience a rich one will make a great difference between hiring first-rank people and people of some other rank.

Graduate/Undergraduate Balance

As the following data show, CSUF currently enrolls a smaller percentage of graduate students than any of the other "larger" CSU campuses. The numbers suggest that graduate enrolment around 22% would be "optimal."

CSUF Headcount of Majors by Level			Grad % of Total, Larger CSU Campuses								
<u>Undergrad</u>	<u>Grad</u>	<u>Total</u>	<u>CSUF</u>	<u>SD</u>	<u>LB</u>	<u>NO</u>	<u>SF</u>	<u>SJ</u>	<u>SAC</u>	<u>LA</u>	
20,311	4210	24,521	17.1	<u>19</u>	<u>20</u>	<u>22</u>	<u>23</u>	<u>22</u>	<u>21</u>	<u>28</u>	

(1997-98 data. CSUF percentage was 17.3 in 1998-99)

Prudent Resource Planning

A strategic moment may be looming in Sacramento. In the last two years, serious proposals were forwarded to change the FTES calculation for graduate students. Instead of calculating graduate FTES on a base of 15, just like undergraduates, the proposal would reduce that to 12. If in an era of very good state budgets this modest proposal were to be adopted, CSU campuses would more easily be able to afford increases in graduate enrollments. If we are to increase graduate enrollments, we need to start planning now, rather than wait until this change is approved.

Implementation

If we agree that graduate enrollments should be increased, what measures should we take to implement such increases, and what programs should be targeted? ■

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

Phone: x4861

Email: sreisman@fullerton.edu

Campus Diversity: A Major Asset

Isaac Cardenas (Chicano Studies)
& Sandra Sutphen (Political Science)

In its comments about our Self-Study, our WASC Site Team mentioned that the exceptional diversity on our campus—particularly the demographics of our students—was sometimes seen as a problem to be overcome rather than an asset to be exploited. Many teachers, at all levels, have low expectations about minority students. Many educators often treat a student's native language as a weakness if it is not English. Instructors publicly apologize for not knowing how to pronounce a student's name...but don't make the effort to find where on campus they can learn to pronounce those names correctly. Some students are uncomfortable speaking in class, or social groups, as "representatives" of their ethnicity; others insist upon recognition and volunteer their experiences as a representative statement.

Long before our campus mission statement highlighted the importance of diversity in our community, CSUF nurtured and supported our very diverse student body. We have a number of programs that provide assistance to students of diverse backgrounds. We can expand affirmative development programs such as Talent Search, Upward Bound, Early Academic Outreach, MESA, MAES, Summer Bridge and others that provide academic enrichment and motivational support to minority students. We can also make an effort to figure out what the needs and gaps in services are, though this is only a start. The following are some ideas to consider, expand, explore and implement.

- Design support structures that give individual attention to first-generation college students, non-native speakers of English, and students from minority backgrounds as they transition from high school or work to college.
- We must communicate to students that to speak a language other than English is a personal advantage and

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Recruiting Teachers for a State That Needs Them

Claire Palmerino (Center for Careers in Teaching), Ruth Yopp-Edwards (Elementary and Bilingual Education), Belinda Karge (Special Education), Judith Kraft (Elementary and Bilingual Education), & Judy Ramirez (Academic Affairs)

It is estimated that California will need to hire 300,000 new teachers over the next decade. Almost one-fourth of California's public school teachers holds an emergency permit. Half of California's teachers are now over 45 years of age; one out of six is over 55.

A. Special recruitment strategies instituted at Cal State Fullerton

1. To recruit undergraduates into the teaching profession

- a. Opened a Center for Careers in Teaching (CCT) responsible for;
 - recruiting freshmen and transfer students interested in becoming teachers,
 - advising prospective teachers about State requirements for a Level One teaching credential,
 - providing official Multiple Subject Matter Preparation Program evaluations for teachers,
 - creating and maintaining a CCT web-site where prospective teachers can access information about requirements for Level One teaching credentials,
 - developing partnerships with community colleges to accelerate the academic progress of prospective teachers,
 - developing partnerships with school districts to assist paraprofessionals in completing requirements for a Level One teaching credential.
- b. Developed an accelerated Blended Teacher Education Program (BTEP) through which a major in Liberal Studies or Child and Adolescent Development can complete a degree and professional preparation for the Level One multiple subjects or special education credential in four years plus two summers. Forty-six freshmen completed Year 1 of the BTEP last year; 40 incoming freshmen have been recruited into the second cohort.
- c. Assisted five local community colleges in receiving Community College Chancellor's Office partnership grants to place a field representative, who will advise and recruit prospective teachers, at each community college one day a week.
- d. Conducted specialized New Student Orientation sessions for undergraduates interested in becoming teachers, highlighting academic plans that will enable students to complete their degree and credential requirements as efficiently as possible.

2. To recruit post-baccalaureate credential students

- a. Dramatically increased the annualized FTES achieved by the Department of Elementary, Bilingual and Reading Education by;
 - increasing from 10 multiple subjects credential program cohorts in 1995-96 to 21 in Fall 2000,
 - increasing the number of "part-time blocks" so that more working individuals could enroll in the program,
 - restructuring the intern program so that individuals on emergency teaching permits could qualify for services offered to Cal State Fullerton interns and be admitted to the evening professional preparation program.
- b. Established a Teacher Track Program that works with local school districts and community colleges to recruit under-represented individual into the profession and supports their efforts toward that goal.
- c. Helped to establish Future Teacher Clubs at high schools in our service area to help recruit high school students into the teaching profession.
- d. Became a Regional Center for CalStateTEACH, an innovative professional preparation program for individuals holding emergency teaching permits.
- e. Conducted overview sessions in elementary education, special education, and/or secondary education on both the main campus and at Mission Viejo.
- f. Enhanced admissions to professional preparation programs by establishing

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Campus Diversity: A Major Asset

an asset in the new global economy, including career opportunities and personal travel.

- Develop outreach and motivational programs to encourage students to pursue academic programs and disciplines where they are traditionally under-represented. This is particularly important at the departmental level, where departments must engage in outreach.
- Develop educational partnerships between the university and public schools and community organizations, and minority associations outside of classroom settings to encourage academic achievement among minority students. Some of these activities may be integrated as part of regular academic classes so that students gain academic credit as part of their service learning.
- Expand such programs as "Día de los padres" (Day of the Parent) conducted in Spanish and English to inform parents of needs and concerns of the college student. These programs address the lack of experience with college that many families' face so that they may be better prepared to serve as effective partners and supporters of their children's higher education goals. These types of programs should also be expanded to include other identified language groups on campus.
- Develop a Distinguished Speaker Series to bring bilingual role models to the campus. In the past such speakers as Carlos Fuentes, Jorge Castañeda, Dolores Huerta, and Henry Cisneros have provided a stimulating intellectual experience for all students, especially non-native speakers of English.
- Student clubs and organizations such as MESA Cooperativa, ILSA, MEChA, MAES, and others are a tremendous resource to the university for the non-native speaker of English. They offer many cultural awareness and enrichment programs to the

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Recruiting Teachers for a State That Needs Them

an Office of Admissions to Teacher Education (adjacent to other students services in UH 123) with increased staff who can serve prospective credential students more efficiently and effectively.

- g. Placed recruitment ads in the *Daily Titan* and other campus newspapers (e.g., UCI, Chapman, CSULB, etc.).
- h. Attended career fairs and recruitment fairs sponsored by county Departments of Education and/or school districts.

B. Other recruitment strategies to consider

1. To recruit undergraduates into the teaching profession

- a. Introduce community college counselors to the CCT web-site via "virtual tours" so that they can use it to assist transfer students who are prospective teachers.
- b. Work with the Director of Freshman Programs and academic units to develop "learning communities" for prospective teachers for whom BTEP is not appropriate.
- c. Develop a BTEP Web site.
- d. Hire BTEP Ambassadors to assist in recruiting high school students interested in teaching.

2. To recruit post-baccalaureate credential students

- a. Develop and run recruitment ads ("Have you ever thought about becoming a teacher?") on local radio stations.
- b. Increase advertising in campus and other local newspapers.
- c. Develop a strategy for recruiting persons who hold credentials from out-of-state or foreign counties and helping them complete the fifth-year requirements.

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Campus Diversity: A Major Asset

campus community. They participate in many activities that assist in campus outreach and retention, including high school conferences that promote higher education for many non-native speakers of English. They are excellent community ambassadors. They also sponsor many other activities that strengthen relationships to their communities such as inviting community leaders to speak on campus. It is important that we recognize their contributions and find ways of providing campus support to their activities.

- Expand programs aimed at improving faculty diversity, such as the CSU Forgivable Loan/Doctoral Incentive Program and Project 1000. ■

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Service Learning

• Last spring, the Academic Senate approved ASD 00-16, Policy on Service Learning (see attached). This policy describes service learning as an instructional strategy "used within a course to clarify, illustrate or stimulate additional thought about topics covered in the classroom, while at the same time encouraging students to develop a habit of service to the community." (It should be noted that ASD 00-16 clearly differentiates between service learning and activities such as internships, practica or fieldwork.)

• For the past two years, the Faculty Development Center has supported a campus-wide Service Learning Liaison to assist faculty wishing to incorporate service learning into their classes. In this role, Dr. Kathy O'Byrne has worked with faculty on projects such as the following: defining student learning outcomes to be met through service learning assignments; developing reflective assignments through which students document both service and learning; and assessing achievement of service learning outcomes.

• A broad-based Committee on Service Learning (formerly the Committee on Com-

munity-based Learning), with representation from Academic and Student Affairs, has for some six years served as a forum for campus-wide discussions of service learning and community service initiatives at Cal State Fullerton.

• Under the leadership of the Dean of Students, the Community-based Learning and Service Center (CLASC) has established a database of community partners, coordinated student-run community service projects, and assisted with implementation of the required service learning component of the Fullerton First Year program.

Challenges to be addressed this year:

• Assign responsibility for the development and maintenance of key structures and functions that constitute the service-learning infrastructure. Such structures and functions include, but are not limited to, student preparation for service learning assignments, community partnerships, assessment and program evaluation, faculty research and scholarship, and management information or tracking systems.

• Appoint a knowledgeable and motivated planning group that will capitalize on the work already done in service learning and commu-

nity service while developing plans to expand service-learning opportunities.

• Determine priority community needs to be addressed through service learning activities. Since our current and potential community partners could be either overwhelmed or under-supported by Cal State Fullerton students interested in service, prioritizing community needs best addressed by service learning activities is an important first step in development of a long-range service learning plan. Fortunately we already have on-going relationships with a number of community groups and task forces who can speak responsibly on emerging community needs such as literacy, domestic violence and issues of older adults.

• Facilitate campus-wide collaborations to increase student awareness of the many diverse opportunities for service at Cal State Fullerton. Efforts to increase opportunities for service learning should not be interpreted as opposition to community service. Although non-credit-bearing, community service opportunities will continue to be included in many work-study financial aid packages and attractive to students interested in volunteerism and leadership development. ■

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Support for Non-Native Speakers of English

- What programs and services are currently available on campus that builds on the strengths and resources that non-native speakers of English bring to the campus?

We must first recognize that the concern is not primarily a language issue but cultural and socioeconomic as well. Suggestions for improving support for our students begin with the "diagnostic" and end with the goal of cultivating a campus climate of affirming, validating, and embracing the unique strengths that non-native speakers of English bring to education and to our campus community.

Two departments on campus are uniquely situated to help our non-native English-speaking students. Toya Wyatt of Speech Communications suggests her department's graduate students can provide assessments for students who are non-native English speakers, perhaps collaborating with the American Language Program by conducting pre- and post-test measures of their English language skills. Depending on their client base in their clinics, Speech Comm. students may be able to also spend an hour or so a week assisting with the development of English language skills during in class small group conversational interactions. A similar collaboration might be possible for students wishing to enter the teacher credential programs. Toya has also discussed developing a class that would stress English conversational proficiency (as opposed to reading and writing which is stressed in the American Language Program) and that also has a stronger pronunciation focus).

Mary Kay Crouch, in English, suggests that we can build on programs already in place. For example, there is the CAPI project that is assisting teachers in local area high schools with teaching general literacy skills to students who may enter CSUF. Additionally, Mary Kay suggests the following:

- The English Department can give workshops on ways that faculty can learn to assist students with reading and writing. How does one present material in such a way that students

can grasp it? There are techniques that work well for both native and non-native speakers (NNSs). One doesn't have to learn specific techniques that work only for NNSs.

- Conduct other workshops that assist instructors in diagnosing major problems students have with writing. Instructors can then make referrals to the English Department's Writing Center (open to all students) and to the University Learning Center.
- Offer credit courses for non-native speakers that will enhance their literacy skills on the upper division level. Mary Kay teaches a course for students who repeatedly fail the EWP, and finds that there are specific skills that these students can acquire.
- And speaking of the EWP, Mary Kay suggests that we might consider changing our testing of students for the EWP. "It's obvious," she says, that the students who repeatedly fail the exam are NNSs of English. Perhaps it's time to rethink this process."

Moving beyond the diagnostic arena, other strategies address a more broad-based community effort, such as:

- Develop faculty development programs that sensitize faculty to the needs and concerns of the non-native speaker of English.
- Conduct campus research and focus groups with non-native speakers of English to determine their needs and concerns.
- Expand such programs as "Día de los padres" (Day of the Parent) conducted in Spanish and English to inform parents of needs and concerns of the college student. These programs address the lack of experience with college that many families' face so that they may be better prepared to serve as effective partners and supporters of their children's higher education goals. These type of programs should also be expanded to include other identified language groups on campus.

It goes without saying that we want all of our students to be successful, but we need to ask if our non-native English speaking students merit programs that are designed to give them additional assistance. ■

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From the Editor

to listen to a panel of our peers and colleagues who shared with us their views regarding the issues of the day.

In general, Hart and the panel, and even the breakout session leaders of the session that I attended, delivered a message that in my view went something like this: "Like it or not, Tidal Wave II is here; it isn't going away; the public and the politicians are interested in K-12; hence they will receive interesting funding attention; the community colleges are demanding more funding because they believe they are under supported; we (Cal State) will have to get more efficient; we will have to find ways to deal with more, unprepared students; graduate them in less time; and too bad if we don't like it."

Realistically, we must recognize that the administration of CSUF and the Cal State System is responsible for developing systems and procedures to handle the influx of Tidal Wave II students. But also realistically we, as faculty have a responsibility for speaking up when the quality of education is threatened by some of their plans. For example, all things being equal: can anyone at all believe that a 120-unit degree program provides a more sound education than a program that requires more units? Can anyone at all believe that students can learn and internalize as much in a 5 week or less intersession course as in a 15 week course? Does anyone really believe that a totally online course is "better" than an in-class course? Does anyone really believe that online courses are less expensive to offer than traditionally delivered courses?

Of course not, of course not, of course not. Faculty must speak up against these kinds of "new efficiencies" and defend the quality of the education for which we alone are responsible. But in doing so, we must also be realistic. We must work together with the administration (most of whom have come from our own faculty ranks), to implement new programs that deal with the inevitable future, but we must do this while assuring that our graduates are educated and prepared for their own roles in society. That's our job.

Check out www.aaup.org/acahome.htm for interesting reading on contemporary issues related to higher education in the U.S.

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Improving Community

For example, the history of collegial meeting spaces on campus is rich with disappointment. What is now Golleher House began as the Mahr House and 35 years ago was a faculty club, serving lunch and hosting a wine and beer cocktail hour on occasion. It died as the campus grew bigger. The second floor of the bookstore used to house several eating areas available for private meetings (the "Schwartz Room") and briefly, a sit-down, tablecloth and real napkins, lunch café for faculty and staff. Former President Cobb ate there frequently, and for a while, it looked like a going concern. It died when the Marriott opened. Even finding permanent space for the Senate was like pulling teeth, but at least the Senate now has a meeting room that, despite its acoustical problems, is a multi-purpose facility well used by many other campus divisions.

We are not naïve enough to believe that establishing a decent restaurant on campus is going to solve all of the issues related to enhancing our sense of community, though some believe it would be a start. The opportunities for social interaction on campus are many: our excellent theater productions, our concerts, our art galleries, and our athletic events, all offered at very reasonable prices. Off-campus folks support these efforts, we speculate, more than our on-campus community. We think "building community" is worth thinking about as we hire more new faculty and staff and anticipate opportunities for their integration into our larger campus "family." In fact, given the nature of the times, if we do not actively and consciously work at it, the "Fullerton family" will not happen, and the university will be the worse for it. ■

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General Education: The Next Needed Steps

- 2002-2003 — complete review of courses in Category III.A, Mathematics and Natural Sciences, as well as any proposed new GE courses.
- 2003-2004 — complete review of courses in Category I, Core Competencies, and Category II, Historical and Cultural Foundations, as well as any proposed new GE courses.

2. Continued program development

Although UPS 411.201 specifies goals for student learning in GE, due to the time-consuming nature of the course review process, the GE Committee has not as yet developed a plan for assessing student attainment of these goals. The lack of progress in this area was noted by the GE Committee in preparing for the WASC accreditation visit last year and by the WASC reviewers in their Final Report. It was, therefore, no surprise to find the following recommendation in the WASC action letter received in July 2000:

"Given the size and complexity of the University, the (GE) program will need to be adaptable to many different types of students. Clarification of the program, improved communication about it to students and continued attention to defining the goals of the program and working to establish evidence of their accomplishment will be important priorities." (emphasis added) ■

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Improving the Program Performance Process

What is the Current PPR Process?

CSU system mandates, UPS 410.200 (1992), and administrative guidelines govern. Essentially, departments are asked to prepare self-studies every seven years, following a SWOT format. Ideally, Annual Reports provide input to the seven-year document. Self-studies are reviewed by the dean, by at least one outside reviewer, and in NSM, by colleague internal reviewers also. Departments complete the process with a seven-year plan. Accreditation reports may substitute for PPR's on a program, not on a departmental, basis.

What Should We Do to Improve the PPR Process?

Here are suggestions from the visiting team.

- Retain department flexibility, department self-reflection;
- Clarify responsibilities of deans and central administration, esp. re: feedback and action plans;
- Follow existing PPR procedures more closely;
- Consider an interval between reviews shorter than existing seven years;
- Expand PPR's to all units, including support / non-academic units;
- Strengthen relationships between: PPR's and annual reports; PPR's and resource allocations; and PPR's and university planning processes;
- Re-examine the policy of substituting accreditation reports for PPR's;
- Provide resources centrally for PPR's; Establish an oversight group. ■

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Distance Learning

The key question is, does the use of information technology bring a significant, cost-effective benefit to the educational experience and to learning outcomes? To date, the research evidence on this question is mixed.

Other Important Issues

- The 1999 Campus Computing Survey data reveal that user support levels (support staff) in two- and four-year colleges and universities are well below those found in organizations and corporations of similar size and technological complexity
- There is some data that suggests that student maturity affects persistence in

distance learning courses

- Equipment/access issues must be considered
- Faculty time for learning software, preparing materials, and conducting the course are important considerations
- Ownership and rights issues also are important for faculty involved in distance learning ■

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Developing Awareness and Use Among Current Faculty of Generally Accepted Principles of Good Pedagogy

- Carnegie Scholarship of Teaching and Learning Program (CASTL)—this spring CSUF joined the CASTL program which will recruit 30 faculty to participate beginning Fall 2000. Our campus program will focus on peer observation and discussion of micro teaching lessons. More information can be found at http://fdc.fullerton.edu/announcing_a_call_for_faculty.htm.
- Video Observation of Teaching Program (VOT)—this pilot program allows faculty to have their teaching videotaped and assessed. More information can be found at <http://fdc.fullerton.edu/bbramucci/test/VideoObs.htm>.
- Brown bags and workshops—FDC hosts a variety of brown bag workshops throughout the year on teaching and learning.
- IDEA online modules—these online tool kits provide faculty with a quick, efficient means of incorporating instructional design and assessment tools in their teaching activities. For more information go to <http://fdcnt.fullerton.edu/newidea/>.
- Faculty Enhancement and Instructional Development grants (FEID)—these grants support innovative teaching activities. Check the following website for further information under grants at <http://fdc.fullerton.edu>.
- Teaching Mini-Grants—these grants assist faculty with their teaching activities. Check the following website for further information at <http://fdc.fullerton.edu>.
- Teaching and Learning Resource Library with online searchable database—This database allows faculty to view and search a listing of our small library collection. For more information on this database go to our homepage <http://fdc.fullerton.edu> and click on FDC Resource Library.

- The FDC has a website that lists teaching conferences worldwide at <http://fdc.fullerton.edu/news/conferences.htm>. In addition, calls for Proposals for teaching conferences across the nation can be found at http://fdc.fullerton.edu/news/call_for_proposals.htm.
- Summer Instructional Technology Institute—This institute trains faculty to use WebCT, Blackboard, and FrontPage to enhance student learning.
- Computer Based Training (CBT modules) and teaching—These free modules from the Chancellor's Office allow faculty to incorporate CBT on a variety of topics into their courses for students to learn independently on their own time. For more information contact the FDC at x4722.

Some issues to consider as we continue our search for ways to improve teaching and student learning:

- Can we agree on a definition of effective teaching?
- How can we improve our methods of evaluating teaching?
- How can CSUF further enhance effective teaching? ■

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Coping with Demand: State-Supported Summer Instruction and Off-Campus Centers

S.O.C.C.C.D., concerning a presence on the 100.5 acres they will acquire when the U.S. Navy cedes its former blimp / helicopter base in Tustin. Planning in Tustin led by S.O.C.C.C.D. focuses on digital-age, high-tech programs in which local businesses may be interested partners.

Issues surrounding off-campus centers certainly include

- Faculty assignments,
- Whether to offer full programs (versus selected courses),
- Which programs to offer at satellite centers,
- Development of new programs if / where appropriate (e.g., at Tustin). ■

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Let's Finally Put a Second Language Requirement in Place!

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

And as a final thought, some may argue that a new graduation requirement, if any, should be broader than solely for a second language. It might be facility in a second language or another tool, such as facility in using technology. ■

THE SENATE FORUM

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CSUF's WASC Reaccreditation: Commendations and Recommendations			
	Recommendations for Action from		
	CSUF Self Study Final Report	WASC Visiting Team Report	WASC Commission Letter
1. Alignment of campus culture with University's learning mission.	Give effective teaching and learning a more visible presence overall and in reward structure.	Bring hiring, RTP, and merit pay policies into accord with University's goal of making learning preeminent.	Redefine the definition and improve evidence of learning, with the university's mission statement as a frame. Given the variation among departments, attention is needed to sharing good practices, providing support and training to faculty and staff, and using evidence and data for further improvements within departments and across the university.
2. Assessment	For all curricular programs, develop clear statements of learning goals and systematic assessment of program outcomes with the goal of program improvement.	In order to make learning preeminent, it will be necessary to develop an outstanding program of assessment, which CSUF does not yet have.	
3. General Education	Move from GE learning goals to assessment of student achievement with the goal of improving the GE program.	Work for greater clarity, coherence, and simplicity in GE requirements. Improve GE advising.	Continue to strengthen general education. Clarify the program, improve communication to students, and continue attention to defining the goals of the program and establishing evidence of their accomplishment.
4. Accountability & Cornerstones	<i>Cornerstones</i> accountability reports should not add to bureaucratic red tape, but take into account existing program review and accreditation processes.	Seek ways of integrating <i>Cornerstones</i> and merit pay requirements into existing functional processes.	
5. A Culture of Evidence	Analyze and use data we regularly collect as a basis for assessment and planning.	Strengthen the ability of Analytical Studies to provide to a wider audience the institutional research, analysis, and interpretation needed to turn "piles of evidence" into "a culture of evidence."	
6. Annual Reports and Program Performance Reviews	Improve quality and substance of PPR self studies to achieve PPR policy goals. Extend PPR process to all divisions of the University.	Follow existing PPR policy more closely and consistently. Consider providing institution-wide support for the preparation and evaluation of PPRs. Increase external consequences of program performance.	Improve the PPR process. PPR has the potential for embedding the university's commitment to learning through identification of learning objectives; review of pedagogy; development of indicators of achievement; review of academic standards; and use of evidence, all tied to improving departmental performance. Significant support will be needed to assist departments. Roles of deans, policies on use of data need to be clarified.
7. Technology	Continue support for technological improvement, innovation, support, and service. To this end, provide sustained support to Library, FDC, and Employee Training and Development. Extend and improve instructional technology in classrooms	Continue efforts to exploit technology to enhance learning and to assess the impact of technology on learning. Could technology assist in efforts to improve communication skills of students for whom English is a second language?	
8. Diversity	Increase support for students whose native language is not English. Support faculty in learning to teach second language students effectively.	Instead of viewing diversity as a challenge, problem, or threat, use student diversity to enhance pedagogy and enrich the curriculum. ¹	
9. Service Learning & Community Involvement	Increase advising and assessment in support of "real world" learning opportunities such as internships, service-learning, and practica.	In addition to valuable community-based learning experience outside the campus, consider how to take advantage of students' work experience to enrich educational programs. Similarly, use the professional experience of part-time faculty to enhance student learning. ²	
10. Campus as Community	Define more clearly what notions of "community" are relevant for a complex, metropolitan campus such as CSUF.	Extend the definition of campus community to integrate three groups more fully: evening students, adjunct faculty, and staff. ³	
11. Faculty Learning and Development			Support faculty learning and development. Imminent retirements offer the university a strategic opportunity to recruit and support faculty committed to the learning goals of the university. Enhance already strong faculty development programs to support faculty learning needed to promote and improve student learning.

¹ "Diversity has long been a source of pride for CSUF. The institution's current balance of approximately equal enrollment of Hispanic, Caucasian, and Asian students is unique. This balance could be a substantial asset to the university's quest to create an environment of perpetual learning. CSUF has developed many successful co-curricular programs to promote an appreciation and celebration of diversity. In this context, it was somewhat disappointing that many faculty and staff members seemed to still view diversity as a challenge to be met or threat to be avoided rather than as an opportunity or asset. There was a sense that CSUF would create a culture of learning *despite* the high level of diversity. Many of the goals under the diversity rubric simply involved the matriculation or graduation of an increased portion of students from particular ethnic minorities. Relatively little attention seemed to have been given to using the diversity of the student population to enhance pedagogy or enrich curriculum." (Report of the Visiting WASC Team, June 2000, p. 43)

² "Similar to our comments about diversity, many of the faculty and staff we interviewed seemed to perceive student employment and the use of adjunct faculty as impediments rather than assets to learning. Shifting the paradigm and seriously considering ways that these factors might become learning assets may reveal valuable opportunities across the institution. At the very least, actively listening to these constituencies would be likely to provide insights as to how to expand and enrich the existing CSUF learning community." (Report of the Visiting WASC Team, June 2000, p. 44)

³ "Members of the WASC team formed the impression that some faculty members might be developing a garrison-mentality, and would choose to preserve the CSUF community by building walls and 'protecting' the academic excellence that has already been established through tradition. There are many aspects of the campus culture in which CSUF is justified in taking great pride. However, the visiting team felt that building bridges rather than walls would be a more effective way to both sustain and extend the academic and collegial values CSUF has been working hard to create. Three populations in particular appear to be ready for greater participation in the CSUF community. Nearly all CSUF students work some but those who work the most attend evening classes. The relatively few faculty and staff services available in the evening make it more difficult for these students to fully participate in the CSUF community. Likewise some departments have had considerable success inviting adjunct faculty to participate more fully in departmental educational decisions and also providing them with dedicated support for the courses they are teaching. The staff is a third constituency that seems to be ready, willing, and able to become more active participants of the CSUF learning community. From everything the team observed, this group is an invaluable institutional asset that often does not receive the recognition or appreciation their contributions warrant." (Report of the Visiting WASC Team, June 2000, p. 44)

ISSUE	PAPERS DISCUSSED	DISCUSSANTS (IN ORDER OF SIGN UP)	CONCLUSIONS AND/OR RECOMMENDATIONS
Assuring learning in the face of demand	# 1. Aligning our Campus Culture with our Mission of Learning - From the WASC Self Study #2. Accountability and Assessment - From the WASC Site Team Report # 12. Coping with Demand: State-Supported Summer Instruction and Off-Campus Centers	Sandra Sutphen (Political Science) Elizabeth Housewright (Library) David Fromson (NS&M) Sylvia Alva (Academic Advisement) Pat Szeszulski (Faculty Development Center) Anil Puri (CBE) Micky Hollis (HDCS) Tom Klammer (H&SS) Dave Perkins (Psychology) Willie Hagan (Administration)	Group One's main emphasis was the concept of assessment. It noted that CSUF is the only CSU campus without a "real" budget for assessment and it urged the Senate to make assessment a university priority. Its specific suggestions included: a) revising the existing UPS on syllabus construction to establish guidelines for including learning goals and assessments and to mandate the inclusion of GE learning goals in GE courses; b) revising the guidelines for Program Performance Reviews to include learning goals and assessment, and providing support (funding) for data collection; c) building assessment into all new projects designed to cope with increased demand, such as Year-Round-Operations (YRO) and distance learning; and d) providing incentives to full-time faculty who might consider teaching in off-campus sites so that this growing area is not relegated solely to part-time faculty.
Assuring learning including GE	# 1. Aligning our Campus Culture with our Mission of Learning - From the WASC Self Study #7. Developing Awareness and Use Among Current Faculty of Generally Accepted Principles of Good Pedagogy - From WASC #13. Service Learning	Kolf Jayaweera (NS&M) Bob Emry (Speech Comm) Kathy O'Byrne (Fullerton First Year) Judy Ramirez (Academic Affairs) Vince Buck (Political Science) Kandy Mink (Student Affairs)	Group Two was also concerned with assessment and recommended that we use the rich source of data on our campus about writing initiatives. For example, students take the EPT; they take English 101; they take the EWP; they complete an upper division writing requirement. Instead of compiling these data into "piles of evidence," we need to use them to construct a "culture of evidence" and assess the effectiveness of this GE program. This Group also wanted to be sure that we would subject service learning to rigorous assessment. Governor Davis's budget has included \$2.4 million to increase service learning; our campus will submit a proposal on how to spend this money; the Senate should spearhead an effort to create an infrastructure for service learning and build in learning and assessment strategies.
Assuring learning via technology & across distance	#2. Accountability and Assessment - From the WASC Site Team Report #3. Instructional Technologies: Broadening Access and Expanding Assessment # 8. Improving the Program Performance Process - From WASC #11. Distance Learning	Richard Pollard (Library) Elliot Sacks (Associated Students) Jeanne Fanning (Human Development and Community Service) Sorel Reisman (Faculty Development Center) Katrin Harich (CBE) Perry Jacobson (Sociology) Susamma Barua (Computer Science) Someone whose name was illegible	Group Three was concerned with instructional technology and its application to a variety of areas. Its concrete recommendations reinforced the need for assessment as well, calling specifically for a UPS to address assessment issues in distance education. The group recommended that Academic Affairs and the Office of Information Technology together develop a strategic plan regarding academic computing.
Diversity	# 4. Support for Non-Native Speakers of English From the WASC Site Team Report #9. Let's Finally Put a Second Language Requirement in Place! #10. Let Us Really Internationalize, This Time #16. Campus Diversity: A Major Asset	Jesa Kreiner (Mechanical Engineering) Angela Della Volpe (Linguistics) Lee Gilbert (Foreign Languages and Literatures)	Group Four looked at issues of language skills in general, and the 48% of our students for whom English is not the primary language. The Group wondered if mandating a second language requirement for these bilingual students makes sense. Rather, these students need (and must) demonstrate a proficiency in English. A specific curriculum for non-native speakers of English is needed, and there are several programs—Linguistics, Foreign Languages, English, Speech Communications—that could get together to work on that curriculum as well as its assessment. The 52% English-only students should be able to demonstrate "competency in a second language at an intermediate level," which means that the students competency be in communications skills. For these folks, a second language requirement does make sense.
Diverse community	# 6. General Education: The Next Needed Steps - From the WASC Action Letter #9. Let's Finally Put a Second Language Requirement in Place! #13. Service Learning #16. Campus Diversity: A Major Asset	Herb Rutemiller (Management Science/Information Systems) Melody Johnston (UEE) Mary Grace Cachuela Pat Brill (Library) Norm Page (Speech Comm) Isaac Cardenas (Chicano Studies)	Group Five was concerned with diversity issues and opposed a suggestion to substitute a technology skill for a second language (suggested in one of the position papers). To build support for diversity, the Group recommended that folks on the academic side build better relationships with student groups that support diversity. They also reminded us that there is software available that will assist faculty in learning how to pronounce students' names. They recommended the creation of an <i>ad hoc</i> committee to examine service learning and diversity, paying special attention to the non-profit sector as a possible aid in blending diversity into service learning.
Post-bacc's within rising student #'s	#3. Instructional Technologies: Broadening Access and Expanding Assessment # 12. Coping with Demand: State-Supported Summer Instruction and Off-Campus Centers #14. Increasing Graduate / Post baccalaureate Enrollments at CSUF #15. Recruiting Teachers for a State That Needs Them	Fred Zandapour (Comm) Hamid Tavakolian (Management) Bill Meyer (Theater and Dance) Claire Palmerino (Center for Careers in Teaching) Ray Young (H&SS) Roberta Rikli (Kinesiology and Health Promotion) Diana Guerin (Child Family and Community Service)	Group Six stressed the need for more assessment efforts at both the program and university-wide level, particularly in regard to the effectiveness of Year-Round-Operations, distance learning, and off-site centers. Assessment is needed to understand the "big issues" of the size, scale and scope of the university. That is, how big should CSUF be? Where should it grow? Do we want to teach more teachers? Do we want to teach more graduate students? How do we support these costly programs? The Group recommended that the Senate examine how the cost of graduate programs can be covered, perhaps through support for differential funding. And, with regard to off-site centers, Group Six thought that the Santa Ana Art Center might be an effective model, but it still saw potential problems, and encouraged both rigorous assessment and more emphasis on faculty development.
What student body do we want?	#10. Let Us Really Internationalize, This Time #11. Distance Learning #14. Increasing Graduate / Post baccalaureate Enrollments at CSUF #15. Recruiting Teachers for a State That Needs Them	Keith Boyum (Academic Affairs) Mark Shapiro (Physics) Farouk Abdelwahed (Management) Judy Anderson (Executive Vice President's Office) Tom Johnson (CBE) Harry Norman (UEE) Ephraim Smith (Academic Affairs) Bob Palmer (Student Services) John Olmsted (Chemistry)	Group Seven discussed distance learning at length, finding that while distance learning provides access, it does not do so with cost savings. The group's most pointed recommendations came in the area of international education. We have at least 25 agreements with institutions outside of the U.S., but last year, only 56 of our own students "studied abroad" (however "abroad" is defined). Among their recommendations: international students need subsidization to cover the costs of housing. They suggested exploring the possibility of buying University Village and offering subsidized rent to international students, and increasing the number of fee waivers for international graduate students. To encourage more CSUF students to engage in international learning, they suggested offering less-than-semester-long courses, including study trips over intercession and shorter summer and intercession study-abroad courses.
Cross campus themes	# 4. Support for Non-Native Speakers of English From the WASC Site Team Report # 6. General Education: The Next Needed Steps - From the WASC Action Letter #7. Developing Awareness and Use Among Current Faculty of Generally Accepted Principles of Good Pedagogy - From WASC # 8. Improving the Program Performance Process - From WASC	Evan Mooney (AS) Rick Pullen (College of Comm.) David Falconer (Computer Science) Mary Kay Crouch (English and Comparative Literature) Jim Blackburn (Admissions and Records)	Group Eight focused on diversity and community issues. It recommended that workshops be held to sensitize community members to issues of difference and diversity, and to build awareness across the campus. Echoing many other groups, the Group thought increasing funding for Faculty Development Center efforts was in order. The group also recommended research to document second language capacity among all students, and expressed concern that upper division GE confuses students. And, to solve the "building community" problem, they recommended establishing a faculty-staff dining facility.