

Senate Forum

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Julian Foster, 1926 - 2002

By *Vince Buck*

Julian Foster, professor emeritus of Political Science at Cal State Fullerton, died this summer at age 76. The son of prominent Britons who were active in the art world, he was the product of British public schools and Oxford (New College) where he graduated with honors. He came to CSUF in 1963, the same year that he received his Ph.D. from UCLA. He was an excellent teacher and published scholar, but his most important contributions were in the area of university governance.

He was twice chair of the political science department and three times chair of the Academic Senate, or Faculty Council as it was known in those days. He also served on the system-wide Academic Senate. He was a forceful spokesperson for shared governance and for the role of the faculty in helping to shape university policy.

Probably no one did more for the University than Julian. He left his stamp on many of the policy documents of the University and on the structure and procedures of the Senate. Extremely knowledgeable about the operations of the University in the earlier less-structured days of the University, he uncovered several potentially scandalous situations and prevented others. He never feared to “speak truth to power” and Power often did not appreciate it. In the end, that contributed to his undoing.

Always active in university and civic life, he was a citizen in the truest sense of the word, although



*Julian Foster,
Founding Editor of
the Senate Forum*

never an American citizen. He cared about the world he lived in and sought to make it better. Both idealist and pragmatist, he was willing to try to improve the world small piece by small piece. He was a consummate strategist, always thinking up new ways to achieve a goal. He leaned to the left politically and was never above tweaking those solidly ensconced on the right. Intrigued by a piece of 1960s right-wing drivel called “None Dare Call It Treason,” he wrote a detailed rejoinder impishly titled “None Dare Call It Reason.”

He was an intense competitor, especially at bridge and racquetball. At one point he arranged a racquetball match with a much younger, considerably more arrogant and seemingly more athletic football coach, with whom he had sparred many times over the costs of the football program. Few people looked less athletic than Julian, but he was surprisingly fast and graceful; he greatly enjoyed beating the very surprised coach. He was often underestimated, but not by those who knew him well.

Continued on page 2

Table of Contents:
Turn to page 2



Inside this issue

The theme for this issue is the status of the CSU/CSUF and the role of the Senate in establishing and monitoring indicators of quality.

- 3 **Colleagues Remember Julian**
Keith Boyum, John Olmsted, Roger Dittmann, and Herb Rutemiller
- 4 **Current Issues Facing the Academic Senate**
Lee Gilbert
- 7 **An Introduction to ASCSU: The California State Academic Senate**
Vince Buck
- 8 **Issues of Quality: Is “More with Less” Here to Stay?**
Sandra Sutphen
- 10 **Inertia Matters: CFA’s “Disturbing Trends”**
Diana Wright Guerin
- 12 **ACR 73: Restoring the Permanent: Temporary Faculty Ratio to 75:25**
Barry Pasternack
- 14 **ASD 02-51: Resolution to Monitor the Teaching & Learning Environment**
- 15 **Adequacy of the Six Indicators of Teaching and Learning**
Ed Trotter
- 16 **Monitoring the Status of Our Library Resources**
Elizabeth Housewright
- 17 **Comments on the Senate Resolution to Establish a Teaching & Learning Report**
Tom Klammer
- 18 **Past Issues, Present Issues, Different Issues, Same Issues**
Senate Forum Editorial Board
- 20 **In the Next Issue**
-

Julian Foster, continued from page 1

He was a friend and mentor to me and many other younger faculty members, encouraging us to get involved in university governance or alerting us to grants for which we could apply. He believed strongly in the university community and guided many of us to become university leaders. His influence will long be felt through those he mentored.

I enjoyed his companionship immensely. His interests were wide ranging: travel, language, ideas, mystery novels, hiking, England, and politics. He was clever, bright, witty, and always the rationalist: He did not let one get away with sloppy thinking. I was always learning from him.

On one occasion a colleague from another campus mentioned that a mutual acquaintance, an influential university leader, did not care for me because I was “too much like Julian.” It was one of the most rewarding compliments that I have ever received. ❧

A similar article appeared in The Fullerton Observer. Author Vince Buck is pictured on page 7.

Senate Forum

The Senate Forum is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues that the Senate addresses. Individuals are encouraged to respond to the materials contained in the Forum or to submit their own contributions.

Editor:
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Lee Gilbert, Foreign Languages and Literatures and Chair of the Academic Senate
Sandra Sutphen, Political Science and Director of the Faculty Development Center
Kathy Brzovic, Business Communication
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Colleagues Remember Julian

A short paragraph to remember Julian leads me to a “telegraphic” style. I cherish Julian’s memory as: Friend. Storyteller. Enjoyer of a joke, and of a party at which to tell it. Mentor. CSUF founder. Political philosopher. Colleague. Collaborator. Leader. Agenda-setter. Idea-smith. Department chair. Senator. Senate chair. Committee worker. Policy maker. Speaker of truth. Word-smith. Journalist. Author. Editor. Internationalist. Englishman. Oxonian. Politico. Democrat. Racquet-ball, volleyball, tennis player. Sailor. Husband to Bea. Father to his kids. His choice of cars apart [grin], a role model. ❧

Keith Boyum

One wouldn’t expect that an American physical chemist and a British political scientist would find a lot in common, yet I found Julian Foster to be both an inspiration and a delight. He inspired me with his fierce dedication to faculty governance, coupled with a brutal honesty that guaranteed he would make administrators uncomfortable. Julian epitomized shared governance on the Fullerton campus, and it’s a shame that he was not recognized with the Faculty Governance award, which he richly deserved. He delighted me with his sense of humor and his love of bridge, which made him an ideal partner or opponent at the bridge table. ❧

John Olmsted

In 1964 Bea Foster was a student in my class. She proclaimed it imperative that I meet her husband, which I soon did. He was working on a critique of John Stormer’s anti-Communist tract, “None Dare Call It Treason.” He tracked the circular footnotes and other shoddy scholarship to produce, “None Dare Call It Reason,” which led to the founding of the journal, “Reason.”

Despite our differences, as a perennial chair of the Academic Senate he solicited me to run and serve, which I did. He was superb in conducting parliamentary debate, as well as in ordinary discussion. His humanitarian presence always added rationality, humor, and cogency. I admired

the competent and efficient manner in which he chaired the Senate.

Our disagreements were always polite and principled. He supported the Vietnam War. I opposed it. We differed on the optimum structure of the faculty union. As president of the local chapter, I had found that my position sometimes changed after I had heard evidence and arguments, and in the effort to meld wisdom and democracy, I valued informed votes more than he did [although he advocated for direct voting for what should be an informed electorate—the faculty]. I not only respected and admired him, I became very fond of him.

We were both very secular, and the only church he attended—and that infrequently—was the Unitarian Church of Orange County, where Bea and I served on the Board. In contrast to my grandiose “modest plans to save the world,” he told me that his focus was on making his contributions on a local level—where he worked and lived. This attitude accounts for his long record of dedicated service to the university. ❧

Roger Dittmann

Julian was a good friend, a fellow hiker, and a weekly bridge partner of mine for more than 25 years. I will let others comment on his lengthy, effective service in both our local Senate and the Statewide Senate. Here are some useful lessons I learned from observing Julian in action:

- **Be willing to compromise, even if you have strong convictions on an issue.** That is, try to achieve the best result possible, even if imperfect, rather than the best possible result according to your beliefs. He was always a pragmatist.
- **Always come to committee meetings (especially the first one) with something on paper to hand out.** This “innocent” device will assure that the committee has your ideas in place as a starting point.
- **There are times when faculty must oppose the university administration.** Those who speak up as untenured assistant professors will always speak up. Those who suggest that “I’m too vulnerable right now; wait until I get tenure,” will never speak up, even years later. ❧

Herb Rutemiller

Current Issues Facing the Academic Senate

By Lee Gilbert

As we resurrect the *Senate Forum* from a temporary “Winterschlaf,” I am delighted, on behalf of the whole Academic Senate, to extend a warm—if belated—welcome to the fall semester. In what has become a keynote event reflecting the long-standing tradition of strong collegial governance at California State University Fullerton, the Academic Senate and the Division of Academic Affairs co-hosted the fourth annual Academic Senate/Academic Affairs Retreat on August 20th. Intended to bring faculty leadership and members of the academic administration together at the beginning of the academic year to identify major issues of joint interest, the retreat provides an opportunity for all of us who care deeply about our institution to engage in a collegial discussion of these issues as a way of setting the Senate’s working agenda for the year.

Faculty Role in Budget-Setting

Given the difficult budget situation we face this year and undoubtedly will continue to face for at least the next year as well, it should come as no surprise that several of this year’s breakout sessions focused on budget-related questions. The most central of these topics as they relate to collegial governance practices on our campus was a discussion of what role the faculty, and in particular the Academic Senate and its committees, should play in setting campus priorities and budgets. Nor is this a topic of singular interest to this campus. On the contrary, the joint meeting of the CSU Academic Senate Executive Committee and the system-wide campus senate chairs at the Chancellor’s Office in October featured a half-day workshop on precisely that topic, and offered several examples of “best practices.” While the budget approval process varied considerably in detail among those campuses reporting, all agreed that faculty involvement is crucial and that the process itself must be collegial and characterized by



Lee Gilbert came to CSUF in the fall of 1970. He has served in a variety of capacities including chair of the Department of Foreign Languages & Literatures and Associate Dean for Student Academic Affairs in H&SS. For the last four years, Dr. Gilbert has been a member of the Academic Senate Executive Committee.

a “culture of openness.” An example of that kind of openness is reflected in the annually published budget book at Fresno State, which shows in great detail where virtually every penny of the university’s allocable budget goes.

From 1986...

An effective role for faculty in university governance must include full disclosure of campus budget information—where money is allocated, transferred, and spent. The Senate should insure that such information is made available to the faculty through the appropriate committee channels. Insuring that accurate and complete budget information is shared with the faculty must take precedence over a second, equally important concern, that is, insuring appropriate faculty consultation in planning university budget and expenditures.

*Tom Klammer, English, at-large Senator
What should CSUF’s Academic Senate do?
Senate Forum, Volume I, Issue 1,
September 1986*

Composition of the Student Body

The current enrollment situation on the main campus, combined with the high likelihood of significant budget cuts for the next several years, gave special urgency to the discussion of a topic we

called “Shaping the Student Body.” Such “shaping” can be achieved through actions such as careful monitoring of the number of applications accepted, opening or not opening admissions to certain categories of applicants (i.e., lower division transfers, mid-year entering freshmen, etc.), and setting targets for specific colleges.

Anticipating the largest freshman class in the history of the university, discussants focused on how large the freshman class should get, given the special needs of that segment of the student body. Of equal interest were questions relating to how we can continue to meet the increasing demand for upper-division transfers as we approach physical capacity on the main campus and how to respond to the growing demand for graduate programs. As faculty and administration jointly grapple to develop strategies in response to these issues, variables to consider include local demographics that indicate an expanding number of high school graduates who will meet CSU admission requirements, the effect of impactation (i.e., raising admissions standards as a way of controlling the size and nature of the student body) on smaller academic programs, how best to serve the varying needs of each of our colleges, as well as the capacity of some of the university’s unique offerings such as the Honors Program and Freshman Programs. As the campus reaches the limits of its physical capacity, thoughtful attention will have to be paid to access and equity programs for traditionally underrepresented students.

Composition of the Faculty

A related breakout session dealt with what might have well been called “The Shaping of the Faculty.” Discussants focused on issues such as what the right proportion of temporary to permanent faculty should be for a campus like ours, what specific set of duties should be delegated to temporary faculty, and which specific set of duties should be the responsibility of permanent faculty. The ratio of temporary to permanent faculty will almost certainly gain focus and significance in light of the recently published ACR 73 Task Force Report, a plan jointly authored by the Office of the Chancellor, The Academic Senate of the CSU, and the California Faculty Association. The task force recommended that the CSU achieve a ratio of 75% tenured/tenure-track faculty to 25% lecturer faculty over a period of eight years. This topic, too,

attracted much attention at the system-wide meeting in October (see the report by Barry Pasternak on page 13 for additional details).

Joint UC-CSU Doctoral Programs

Providing an initial chance to take a look at a first-ever joint doctoral degree for CSUF, one session focused on a proposed joint Ed.D. in Instructional Leadership, a collaborative effort between CSUF and UC Irvine. The proposal has already made its way through the Academic Senate’s Graduate Education and Planning Resource and Budget committees, and in mid-November was approved by the Academic Senate. It now awaits President Gordon’s approval.

Intellectual Property Rights

A topic that has been on the Senate’s working agenda for over a year is the need to develop a university policy on intellectual property rights. Particularly with the advent of Internet-based instruction, the thorny question of who owns the instructional materials developed by faculty members with support from the university has attracted renewed interest. Breakout sessions at the retreat as well as at the Faculty Day held the day after the retreat provided interested colleagues the chance to weigh in on this discussion. Informed by the input from those sessions, the Senate has appointed an ad hoc committee that will bring a proposed policy to the Senate for discussion within the academic year. The members of the committee are Emily Bonney (chair), Do (Paul) Minh, Albert Flores, Marcelo Tolmasky, Kolf Jayaweera, Linda Patton, Mike Parker, Abbie Brown, Fleur Tehrani, Thomas Clanin, Pamela Madsen, Bill Dickerson, and Pat Carroll.

Department Personnel Standards

A substantial number of our departments and programs are currently functioning without approved department standards for retention, tenure, and promotion (RTP); in the recent past, the process of getting department guidelines approved has been excruciatingly slow. Because probationary faculty in departments without approved standards are judged in the RTP process on the relatively general standards of UPS 210.000—rather than the more defined and discipline-specific criteria typical of most department standards—a timely approval of standards is clearly in the best interest of our younger colleagues. In response to this situation, a

session at the retreat in August was devoted to consideration of a proposal to streamline the approval process by creating a special ad hoc committee. After several fruitful meetings between the Faculty Personnel Committee (FPC) and the Senate Executive Committee, the proposal was modified to limit the work of the ad hoc committee to reviewing revisions required to bring department guidelines into compliance with recent revisions to the UPS 210.000 among departments with currently approved standards. For departments without approved standards, the FPC has implemented a meet and confer step between the college dean and the FPC to provide a speedier review process.

From 1986...

Although the criteria and standards for retention, tenure, and promotion in UPS 210 have not changed substantially in recent years, most faculty members seem to share the impression that the standards actually employed have shifted rather dramatically in the direction of publication and that teaching and especially service and professional activity have come to count very little. The Senate should investigate this perceived shift and do whatever is necessary to reassert the faculty's role in determining the criteria and standards for RTP.

*Tom Klammer, English, at-large Senator
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Teaching Excellence and Student Learning

The final two breakout-sessions of the retreat focused on issues at the heart of the university's mission. One dealt with the ongoing conversation concerning the appropriate balance between teaching and research and creative activities at CSUF, in particular in light of proposed revisions to the Master Plan for Higher Education in California. These proposals call upon all three sectors of postsecondary education to review and, if necessary, revise their RTP guidelines to ensure that teaching excellence is given significant weight in decisions that affect the compensation awarded to faculty. Discussants at this breakout session noted that the CSU in general and CSUF in particular already place significant weight on teaching

excellence in the RTP process and felt that the impetus to increase the importance of teaching is perhaps more clearly aimed at the UC. The other session dealt with a set of questions relating to the effective assessment of student learning. Are we clearly articulating student-learning outcomes in our courses and programs? How can assessment of those outcomes be linked to the process of teaching and learning? What strategies may be used to assess the effectiveness of our GE program? What role can/should the Faculty Development Center (FDC) play in this process? While no particular conclusions were reached at this session, this is a topic which has been the focus of on-going conversations over the past few years and will certainly continue to be so, particularly as the FDC reconsiders its approach to assessment activities in the future.

Collegial Governance

The Academic Senate and its committees will clearly not be suffering from a lack of work during this academic year. As chair of the Academic Senate, I cannot express strongly enough how important that work is and how essential the involvement of our faculty and administrative colleagues in that work is to the continual well-being of collegial governance at our university. To the countless colleagues who have given, and are giving, their time and expertise in service on the Senate's various committees, let me express the gratitude of the Senate for your good work. To those of you who are not yet involved, in particular our newer colleagues, I extend a warm invitation to join in the important task of governance. Early this coming spring, the Senate will send out a questionnaire to all faculty members asking them to indicate the committees on which they would be interested in serving. Please fill out the questionnaire and return it to the Senate office. ☞

An Introduction to ASCSU: The California State Academic Senate

By *Vince Buck*

I would like to describe the role of the system-wide California State University Academic Senate (ASCSU) for those—especially for new faculty—who may not be familiar with its activities.

Shared governance has a strong tradition in the CSU and is supported not only by this tradition but by Board of Trustees policy and state legislation. Each of the 23 campuses in the system has an elected Academic Senate to serve as the voice of the faculty in local matters, and the system-wide ASCSU represents the faculty of all of the 23 campuses in matters of system-wide interest.

The ASCSU currently has 51 elected members and the number of senators from each campus ranges from 1-3. As one of the largest campuses we have three senators: Barry Pasternack (Information Systems and Decision Sciences), Bill Meyer (Theatre Arts) and me. We are elected by the full-time faculty for three-year terms. We are members of the local Academic Senate by virtue of our positions on the system-wide senate and one of us always sits on the Executive Committee, currently Barry Pasternack. Otherwise there is no direct link between the two senates, although they may deal with similar issues. It should be noted that the ASCSU always tries to respect the autonomy of individual campus senates.

The ASCSU meets for three days every second month during the academic year in the week immediately preceding the Board of Trustees (BOT) meetings. In the other months the committees of the Senate meet for a single day. We deal with issues facing the CSU and higher education issues before the state legislature.

The bulk of our output is in the form of resolutions providing advice to the Chancellor, the BOT, or the legislature. Some of these resolutions turn out to be very effective, others considerably less so.



Vince Buck, Professor of Political Science, and former chair of the Academic Senate, is a representative of CSUF on the system-wide Academic Senate. He is currently in mourning over the results of the November election.

In addition, we have many informal contacts with Chancellor's Office (CO) staff and members of the BOT. The most frequent of these contacts are between the Chair of the Senate and CO staff (the Senate has an office and a staff of four in the CO), but all members of the Senate have easy access to staff and to a lesser degree the Trustees. The importance of these contacts should not be understated.

Finally, the Senate engages in lobbying the state legislature. The Fiscal and Governmental Affairs Committee keeps track of legislation and travels to Sacramento to discuss issues with legislators and legislative staff. Once a year, the entire Senate is invited to participate in Legislative Days.

In a short message of this sort, I cannot adequately describe the richness of the work of the ASCSU, but we are representatives of the faculty in system-wide matters, especially those regarding academic policy, and important guardians of the role of the faculty in shared governance. We work with the CFA but do not interfere in the bargaining process. However, by legislation we are free to speak out on any matter of concern to faculty regardless of its status in the bargaining process.

If you have any system-wide (or Fullerton) concerns that you would like to bring to our attention or about which you would simply like more information, please contact me or my fellow senators, Pasternack and Meyer. To receive summaries of ASCSU or BOT meetings, please contact me at vbuck@fullerton.edu, and I will put you on my mailing list. I appreciate the opportunity to serve you on the ASCSU. 🍷

Issues of Quality in the CSU: Is “More with Less” Here to Stay?

By Sandra Sutphen

Last September, the statewide Academic Senate published a report titled *The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of California*. The Academic Affairs Committee of the Senate produced the report, and its principal author is Robert Cherny of San Francisco State.

The report was initiated as a response to the California Legislature’s Joint Committee to Develop a Master Plan for Education. As statewide Senate Chair Jacqueline Kegley wrote in her transmittal letter:

The report surveys teaching and learning in the California State University at a crucial juncture: when the CSU faces both greatly increased student demand and large numbers of faculty retirements and when many indicators of quality have failed to recover from the fiscal crisis of the early 1990s.

The Joint Committee’s final report on the Master Plan contains 56 recommendations. Many of these recommendations are additionally broken down into “sub” recommendations, so over 100 specific issues are addressed. They range from a recommendation for full-day kindergarten for all students (No. 4) to authorizing community colleges to offer upper-division courses (No. 34), in collaboration with the CSU and UC, of course. However, the revised Master Plan does not seem to have the same focus on “quality” that is the concern of the report from the statewide Senate. When the Master Plan addresses issues of quality in the higher education system, it focuses briefly on teaching (No. 8.4), facilities (No. 19.1), accountability (No. 43), and, in recommendation No. 40, on rearranging oversight of higher education institutions by taking it away from the Office of Consumer Affairs and transferring it to the California Postsecondary Education Commission (CPEC). (This doesn’t

affect the CSU; rather, it is directed toward proprietary and technical schools, frequently un-accredited.)

Student-Faculty Ratio

What quality issues concerned the Senate? The items identified by Cherny and his colleagues included student-faculty ratio, library collections and staffing, infrastructure (both physical and technological), staff, and the faculty. Chapter 3 (pp. 11 to 37) is a goldmine of data, tracking changes in patterns, sometimes for 35 or 40 years. For instance, the data show that even though funding (based on constant dollars per full-time equivalent students [FTES]) has increased since the low period of 1990-91, the student-faculty ratio (SFR) has never returned to its pre-1990 level (p. 15). In other words, the CSU is getting more dollars, but this has not resulted in an improved SFR. Why has there been no change in the SFR? There are many explanations. The most charitable is that we are an older faculty, and thus a more expensive one. However, Cherny’s data present a different explanation: the number of tenure and tenure-track faculty has decreased as the number of temporary faculty has increased. From 1994-95 to 1999-2000, the percentage change for tenured/tenure-track faculty was 0.64%; for temporary faculty, it was 50.9% (p. 27)!

Staffing and Acquisitions in CSU Libraries

Other quality indicators concerned the system’s library resources. First, data revealed greatly diminished staffing in the libraries: staffing, expressed per FTES, has declined over the past 20 years by nearly 50 percent. Similarly, the number of print periodical subscriptions has declined. As noted in the report, “When the state faced its fiscal crisis in the early 1990s, subscriptions plummeted, almost in free fall, ending their downward plunge only in 1998-99. Book collections have also suffered from inadequate funding.” The CSU library directors reported that cuts for library expenditures were greater than the cuts in general fund expenditures, and libraries were forced to reduce acquisitions, staff, and hours. Some will argue that technology is making up for some of this gap, but those of us



who work with technology know that the tools usually require more time for both mastery and implementation than prior techniques demanded.

Support Staff

Support staff, including secretaries, clericals, technicians, and para-professionals have all stayed relatively constant as student enrollment has soared; however, the growth in “professional, administrative, and executive” slots has actually out-paced the growth in FTES, the only indicator that has done so. What does this mean in terms of quality? Faculty members are forced to spend more of their time in clerical-like tasks, meaning that there is less time for developing skills in teaching and research. (I’ll be polite and not speculate about what the growth in the number of administrators means for quality education!)

Additional Challenges to Quality

The rest of the report by the Senate covered issues familiar to us all:

- the “graying” of the faculty and the implications of a massive number of retirements in the next five years;
- the continuing salary gap between the CSU and comparable campuses, as documented by CPEC; and
- the arrival of “Tidal Wave II,” the extraordinary growth forecast for the CSU that is already well underway on our campus).

In short, the Senate’s report, based on well documented facts drawn from CPEC, the CSU itself, and the Department of Finance, records threats to the quality of teaching and learning that are already manifesting themselves on our campuses. Why, when the amount of dollars (per FTES) was going up, did our SFR not go down more dramatically? If the money did not go into hiring faculty, where did it go? It certainly didn’t go to libraries, or staff, or new facilities.

Increasing Expectations for the CSU

Meanwhile, the legislators who wrote the new Master Plan appear largely oblivious to these indicators of an erosion of quality in the CSU. Instead, the new Master Plan calls for us to do more—much more—than we are doing now. This includes joint doctoral degrees, better teacher preparation, more collaboration with the community colleges and K-12 instruction, better assessment

tools, better strategies for ensuring accountability, and increasing the use of technology. The Master Plan is much more interested in K-12 and the community colleges than it is in the UC or the CSU. This is the first time that the Master Plan has attempted to incorporate all of public (and private) education in California; previous Master Plans dealt only with post-secondary education. Perhaps that explains why the Master Plan authors chose not to deal with the issues raised by the Academic Senate of the CSU.

A Role for Faculty

One can’t really blame the legislature. The issues are tough. We’re in a budget downturn. We’re in a turf war over dollars with those who ought to be our allies in the K-12 and community college sectors. But we are the educators, and maybe we need to spend more time explaining to the legislature why we are so concerned about quality. ☞



Sandra Sutphen, professor of political science, is immediate past chair of the CSUF Academic Senate. She is currently director of the Faculty Development Center.

For a PDF version of *The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of California*, go to the Senate’s web site: <http://www.calstate.edu/AcadSen/>.)

The California Master Plan for Education is available at the following website: http://www.sen.ca.gov/ftp/sen/committee/joint/master_plan/ home/020909THEMASTERPLANLINKS.HTML

Inertia Matters: CFA's "Disturbing Trends"

By Diana Wright Guerin

In 2001, the California Faculty Association warned that the CSU was a "system at risk." As part of its "Future of the CSU" campaign, CFA compiled a set of data detailing numerous trends threatening the ability of the CSU to fulfill its mission. These "Disturbing Trends" data were shared across the state last year at various CFA-sponsored campus events, meetings with legislators, etc. Although some may easily dismiss CFA's data as union positioning or posturing—to be sure, some of the data were likely selected for that purpose—it is also the case that many of the CFA claims are concordant with conclusions in the CSU Academic Senate's report discussed by Sandy Sutphen in this issue. Herein, I present some of the major trends noted by the CFA and ask the members of the CSUF campus community to determine for themselves whether or not the Academic Senate should attempt to alter the course of these trends.

Increasing Enrollments – Tidal Wave II

The CSU system experienced rapid growth in student enrollments during the late 1990s. Based on CPEC projections, the CSU will continue this rate of growth over the next several years. CFA reports that since fall 1994 student headcount in the CSU system has increased by 19%, from approximately 320,000 to over 380,000. By 2009, CPEC projects that another 100,000 students will need to be served by the CSU system.

CFA reported that our own campus has shown even more dramatic growth in student enrollments than the CSU system as a whole. Since 1994, CSU Fullerton student headcount has grown nearly 30%, with enrollments increasing from just over 22,000 in 1994 to over 28,000 in 2000. CFA contends that soaring enrollments strain the resources of the CSU and also aggravate the effects of the other trends to be discussed.

Declining Fiscal Priority in State Budget

Although enrollments are steadily rising, the percentage of the California General Fund devoted

to the CSU has fallen markedly. Over the past three decades, the percentage of the General Fund dedicated to the CSU fell from 5.92% to 3.54%. CFA states that this trend is especially alarming for two reasons. First, as already mentioned, enrollments are increasing dramatically and are projected to continue increasing for the next decade. Second, unlike the UC system, the CSU system is highly dependent on General Fund revenues to support its operations. CFA does not indicate, however, whether other sources of revenue have offset allocations from the general fund.

The Newest CSU Campus

CFA's analysis of recent trends is the CSU: If all growth in the CSU that occurred between 1994/95 and 2000/01 were restricted to one new campus, the demographics of that campus would be



	Number	% Increase 1994-2001
Students	44,000	19%
Temporary Faculty	2,188	68%
Permanent Faculty	86	< 1%
Administrators	Over 800	33%

Declining CSU Allocations to Instruction

Confluent with the declining commitment to the CSU in the state budget, CFA argues that the CSU administration has dedicated an increasingly smaller percentage of CSU funding to instructional spending. More specifically, CFA contends that the CSU administration allocated just over 50% of its budget to instructional expenditures in 1990-91; however, in 2000-01, instruction represented just over 40% of CSU expenditures.

Taking into account increasing student enrollments and inflation over the past decade, CFA reported that in 1991 the instructional expenditure per full-time equivalent student was just over \$5300; in 1999-00, that amount had dropped to under \$4700. CFA contends that the state's declining commitment to the CSU, combined with the CSU administration's declining commitment to the instructional area of the budget, undermines the ability of the CSU to provide quality instruction.

Increasing Reliance on Temporary Faculty

Lecturers now represent a majority of all CSU faculty positions. The CSU has met recent student enrollment increases by hiring temporary lecturer faculty rather than tenure-track faculty. Over half of the CSU faculty members have no access to tenure and the academic freedom it affords. CFA claims that over-reliance on temporary faculty—especially when combined with increasing numbers of assistant professors and declining numbers of professors and associate professors—produces heavier workloads for tenured faculty. Tenured faculty play crucial roles not only in providing student instruction, but also in advising and mentoring students, in curriculum development, in university governance, and in mentoring untenured faculty.

CFA reported that between March 1995 and March 2001, the net change in full-time equivalent faculty increased by 86 tenure-track faculty compared to 2,188 non-tenure track faculty. This represents a net growth of 0.89% in the ranks of tenure-track instructional faculty compared to 67.68% for non-tenure-track faculty. CFA's figures are even more dramatic for our own

campus; here the number of tenure-track faculty has increased by 13 since 1995 compared to an increase of 262 non-tenure-track faculty positions. This corresponds to an increase of 2.27% in tenure-track faculty positions and 119.44% in non-tenure-track positions since 1995.

Continuing Noncompetitive Faculty Salaries

Noncompetitive faculty salaries constitute a continuing barrier to attracting new faculty to the CSU. The California Postsecondary Education Commission (CPEC) annually compares CSU full-time faculty salaries to the average salary at 20 comparable colleges and universities. For the past two decades, CSU full-time faculty salaries have fallen below the average of the 20 comparable institutions resulting in a salary lag. The salary lag represents the salary increase required to bring the average CSU faculty salary in line with the projected average faculty salary at the comparable institutions in the subsequent year. In 2001-02, the

salary lag of 7.9% showed that CSU faculty would need a 7.9% salary increase to achieve parity with comparable institutions in 2002-03. The latest figure, published by CPEC in April 2002, is that the salary lag has increased to 10.6%. The salary lag estimate varies by faculty rank, being highest (17.8%) for full professors and lowest for associate professors (5.1%).

Increasing Bureaucracy

The number of managers and administrators employed by the CSU has ballooned in recent years. Although the ranks of tenured/tenure-track faculty remained relatively unchanged between

1994-95 and 2000-01, the number of managers and administrators employed in the CSU increased by 33%. The CSU now employs almost 2,900 managers, compared to 2,162 in 1994-95. CFA reports that the CSU Chancellor's Office alone employs over 260 managers and administrators, up 25% from 1994-95.

Our own campus has also witnessed an increase in managers and administrators. In 1993-94, CSUF's administrative (MPP) headcount was 106. In 2000-01, that number has increased almost 50% to 157. In the absence of additional information, it is impossible to discern how these additional administrative positions contribute to accomplishing our primary mission. If MPP growth on

the campus is how IT (instructional technology) support is classified (as has been suggested), perhaps the community would agree that MPP growth has contributed directly to the University's mission, for example.

As further evidence of "administrative bloat," CFA compared cumulative increases in compensation of campus presidents versus faculty. During the period from 1997 through 2000, the annual compensation for campus presidents increased by over 35% to an average exceeding \$210,000. For assistant, associate, and full professors the comparable ending salaries were approximately \$52,000, \$65,000, and \$80,000, respectively, with cumulative increases ranging from 16.77% to 17.55%.

What CFA failed to report, however, was that the CPEC salary lag for CSU presidents was estimated at 30% in 1996/97 and, during the four years from 1997 to 2001 selected by CFA, the salary lag for

Consider that the disturbing trends reported by CFA and the CSU Academic Senate represent the direction of the CSU and our campus during a period of unprecedented prosperity in California. What can we expect now that California's budget outlook has worsened considerably?

presidents moved from 23.2% to 9.8%. Hence, the salary lags for both faculty and presidents were similar at about 10% at the end of this period.

Although it has been some time since I had physics as an undergraduate, I am reminded of Newton's First Law of Motion: an object at rest tends to stay at rest and an object in motion tends to stay in motion with the *same speed and in the same direction* unless acted upon by an unbalanced force. Viewing the converging evidence from CFA and the CSU Academic Senate through the lens of Newton's Law suggests that in the absence of some external force, these data will continue in their current trajectories. Consider that the trends reported by CFA and the CSU Academic Senate represent the direction of the CSU and our campus during a period of unprecedented prosperity in California. What can we expect now that California's budget outlook has worsened considerably? The impact of this force on these trends is certainly not an appealing one to imagine. If these trends indicate anything about the quality of our academic community, then certainly now is the time for us to become an *unbalanced force* to challenge the inertia captured by these data and attempt to reverse their trajectories. Many consider faculty to be somewhat unbalanced, anyway. Perhaps it's time we proved them right. ☞

To view CFA Disturbing Trends data:
<http://www.calfac.org/Trends.html>

To view salary comparison report for campus presidents:
<http://www.cpec.ca.gov/completereports/2002reports/02-11.pdf>

To view salary comparison report for faculty:
<http://www.cpec.ca.gov/HigherEdUpdates/Update2002/UP02-02.pdf>



Diana Wright Guerin, professor of child and adolescent studies, joined the faculty in 1989. She currently serves on the Executive Committee of the Senate and on the CFA Fullerton Chapter Board.

ACR 73: Restoring the Permanent: Temporary Faculty Ratio to 75:25

By Barry Pasternack

Steady growth of student enrollments coupled with budgetary shortfalls and difficulties in recruitment during the past eighteen years has resulted in the percentage of tenure-track faculty falling significantly in relation to that of temporary faculty. For example, in 1984 full- and part-time lecturers made up 27.7% of the full-time equivalent faculty (FTEF) in the CSU system. By fall 2001 this figure had risen to 36.2% of FTEF. During this same period, the number of tenured/tenure-track faculty increased by only 1.3% FTEF.

A Call to Address the Declining Ratio of Permanent Faculty in the CSU

In response to this increasing reliance on temporary faculty, in September 2001 the Legislature adopted Assembly Concurrent Resolution (ACR) 73. This resolution was sponsored by the California Faculty Association (CFA) and authored by Assembly member Virginia Strom-Martin. ACR 73 called for the CSU administration to work jointly with the CSU Statewide Academic Senate and the CFA to develop a plan that would

- raise the percentage of tenured/tenure-track faculty back up to 75% (with the unit of measurement developed jointly by the parties),
- ensure that no current lecturers would lose their jobs as a result of implementing the plan,
- provide that qualified lecturers would be seriously considered for tenure-track appointments, and
- ensure continued improvement of faculty diversity.

A joint task force of faculty from CFA and the CSU Academic Senate, together with administrators from various campuses as well as the Chancellor's Office, began work on this response last spring. As a member of the Statewide Academic Senate, I was selected to serve on this task force.

Factors Considered

As all members of the task force agreed that the goals of ACR 73 were highly worthwhile, the principal issues became how quickly the goal of 75% permanent faculty could be reached and what the costs would be. Because no lecturer could lose his/her job as a result of the resolution, it immediately became apparent to members of the task force that there would have to be enough natural attrition of temporary faculty and growth in the student population to generate additional faculty positions sufficient to bring the percentage of tenured/tenure-track faculty up to 75%. Student growth due to Tidal Wave II should easily enable the CSU to reach this goal. Other factors considered by the task force in developing the plan were how much recruitment departments could be expected to accomplish each year and the overall system success rate for recruitment, which has been around 75%.

In light of these issues, the task force concluded that achieving the goals of ACR 73 would be possible over an eight-year period. Given this time frame, the task force then turned its attention to estimating the costs of implementing such a plan.

Estimating the Costs to Restore 75:25 Ratio

All members of the task force agreed that ACR 73 should NOT be an unfunded mandate. That is, the CSU would need to receive additional funding to accomplish the goal of restoring the ratio to 75% permanent and 25% temporary faculty. In doing the cost analysis, the task force recognized that a major financial impediment to achieving the 75% goal is that funding for new positions is several thousand dollars less than the true cost of employing a new tenure-track faculty member. Coupled with this are the additional costs campuses incur in the recruitment process as well as start-up costs associated with a new hire (e.g. equipment, release time, etc.). While some of these costs could be recovered through salary savings (the savings of replacing senior faculty with junior faculty), it was clear that additional funds would need to be forthcoming. Finally, in order to achieve success in recruitment, the task force believed that the overall teaching workload for faculty in the CSU would have to approach national norms.

Price Tag: \$100 Million

The work of this task force culminated in a response to Ms. Strom Martin in July 2002. In this

report the task force concluded that the goals of SCR 73 would be achievable at a cost of \$101 million by

- increasing system-wide recruitment from its current level of 1200 searches per year to the range of 1800 to 2000 per year,
- lowering the SFR from its current system level of 19.5 down to 18.0 or 18.1,
- incorporating search costs of \$11,000 per position and faculty start-up costs of \$7,500 per hire, and
- bringing marginal costs funding up to a level commensurate with the costs of new tenure-track salaries.

Prognosis for Success in the Near Term Bleak

Given the current budget crisis in Sacramento, it is questionable to what extent the goals of ACR 73 will be reached in the near term. It is hoped, however, that once the state's economy improves, the goals outlined in ACR 73 can become reality.

An Encouraging Development

While the goals of ACR 73 may not be achievable any time soon, one positive aspect to the process was the degree of cooperation exhibited by the CSU administration, CFA, and the statewide Academic Senate. All parties came away with a positive view of this experience and believe that it can form the basis for future cooperative experiences. ☺

The report of the task force with detailed spreadsheet of cost estimate can be viewed at

http://www.cs.csustan.edu/~john/Postings/SWAS/ACR_73



Barry Pasternack is a long-time member of the CSUF Academic Senate and a campus representative to the Statewide Academic Senate. He is currently chair of the Department of Information Systems and Decision Sciences.

**ASD 02-51: Resolution to Establish CSUF Academic Senate
Annual Conditions Report Monitoring the Status of the
Teaching and Learning Environment at CSUF**

WHEREAS the Academic Senate of The California State University (CSU) released an extensive report on September 7, 2001 (*The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of California*) providing a detailed analysis of several indicators of teaching and learning conditions in the CSU; and

WHEREAS the Academic Senate of the CSU report concludes that “the CSU currently faces a greatly increased demand at the same time that many indicators of quality—the student faculty ratio, library acquisitions, staff availability, and more—have failed to recover from the fiscal crisis of the early 1990’s;” and

WHEREAS the California Faculty Association (CFA) has focused attention on recent trends in student enrollment, budget priorities, faculty resources, and administrative growth in its “The Future at Risk: Trends in the CSU” report, and

WHEREAS the CFA report concludes that the CSU is a “system at peril;” and

WHEREAS the Constitution of the CSUF Academic Senate states that it is responsible for developing and formulating educational and professional policy including, among other things, curricula; academic standards; criteria and standards for the selection, retention, and promotion of faculty members; academic and administrative policies concerning students; and allocation of resources; and

WHEREAS many of the indicators examined in the aforementioned reports by the Academic Senate of the CSU and CFA pertain to educational and professional policies affecting the ability of CSUF to perform its mission of providing quality education;

THEREFORE BE IT

RESOLVED that the CSUF Academic Senate Executive Committee prepare and distribute an *Annual Conditions Report Monitoring the Status of*

the Teaching and Learning Environment at CSUF at the second meeting each fall semester to focus attention and to monitor trends on key indicators of teaching and learning conditions at CSUF; and

RESOLVED that the *Annual Conditions Report* include at a minimum historical trends, current status, and brief analysis of the following indicators of the teaching and learning environment at CSUF:

- funding to the campus per full-time equivalent student (FTES), CSU system-wide average funding per FTES, and funding to the CSUF Academic Affairs Division per FTES (all in constant dollars);
- CSUF student-faculty ratio (SFR) in terms of full-time equivalent faculty (FTEF) and tenure/tenure-track faculty only, and system-wide SFR;
- funding to the CSUF Library per FTES (in constant dollars);
- FTEF by category (tenured, tenure-track, full-time lecturers, and part-time lecturers) in comparison to FTES;
- staff positions (secretary/clerical, professional/administrative/executive, technical/paraprofessional, library) in comparison to FTES; and
- CPEC faculty salary comparison parity figure (overall and by faculty rank). Documentation of information sources shall be provided.

RESOLVED that CSUF Academic Senate post the *Annual Conditions Report* on its website and provide copies of the *Annual Conditions Report* to the Governor, members of the legislature, members of the Board of Trustees, CSU Academic Senate chair, CFA statewide and campus presidents, campus administrators, local media, members of the CSUF President’s Advisory Board, the CSUF ASB President, President of the CSUF Alumni Association, and the *Daily Titan*.

Adequacy of the Six Indicators of the Teaching and Learning Environment at CSUF

By Ed Trotter

The six indicators identified in Academic Senate Document 02-51, on the surface, reasonably address funding, workload, and support. One would be hard-pressed to argue they should not be considered in any analysis of the University's academic quality. Clearly, they should. Without some historical comparison, it would be almost fruitless to discuss how teaching and learning conditions have changed over the years.

But, for sake of discussion at least, let me be a contrarian. As one who has chased those indicators around the track over the years in a variety of roles, I know they can cast as many shadows as they do light. Therefore, I have difficulty supporting the notion that they can in and of themselves indicate a change in quality for better or worse.

Take student-faculty ratio (SFR). One could easily create a scenario where the workload for full-time faculty could drop while the overall SFR could go up by a change in the ratio of part-time to full-time faculty. And, teaching larger classes doesn't necessarily mean lower quality either.

I'm not arguing for greater reliance on part-time faculty or lecturers, but I am just pointing out how using aggregate data can sometimes obscure other "truths." In short, we have to know what, over time, the indicators have measured and what they have or have not included.

If I were to speculate about what might be missing in the indicators, I can see one glaring omission: information technology. Academic life, like much else, has been dramatically changed, by far for the better in my opinion, because of the adoption of technology in our workplace. I firmly believe that my ability to teach has been enormously improved by the pervasive Internet, in-class display options, and research opportunities for our students.

Courses that rely on group projects are much easier to mount with the advent of e-mail and other peer-



Ed Trotter, Communications, has chaired the Academic Senate as well as the forerunner to the present-day Priorities, Resources and Budget Committee and way too many others.

to-peer communication. Students in my classes are able to research today's world media today for their assignments. If not impossible in previous years, it would have been so impractical as to make assignments on international communication useless.

And, as for life in the trenches of a department, clerical staff have been freed from so much manual labor to provide other valuable support to us as faculty. For example, when I became chair of the Department of Communications in 1983, most of the clerical staff's time was spent typing for faculty. The week prior to and first couple of weeks of a new semester were spent typing ditto masters for syllabi. Then came mid-terms followed by finals. And, just prior to Thanksgiving, I would send out the call for faculty to turn in their final exams for typing. A recent check with my department's staff and that of a sister department found no one had submitted an exam for typing in years. In fact, I was met with rather strange looks when I even inquired. Those jobs have changed drastically and the support staff give us only helps us do our jobs better.

Perhaps we need an indicator of technological support. What that might be escapes me at the moment, but perhaps technology committees of the Senate and the administration might take that up.

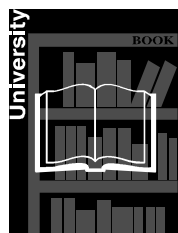
And, what of administrative reorganization? How are we to interpret indicator 5, the number of staff positions in comparison to FTES? Does more staff indicate a better or lower quality learning environment? Is my life better because we have more staff in the College of Communications? You bet. Does that mean the money had to come from somewhere else? Perhaps. I don't know. Some

Continued on page 16

Monitoring the Status of Our Library Resources

By Elizabeth Housewright

The indicator suggested in ASD 02-51 to monitor library services as a measure of the status of the teaching and learning environment at CSUF is “funding to the CSUF Library per FTES (in constant dollars).” A sheer increase in numbers of students and faculty does, of course, have an impact on library facilities, services, and materials usage and costs. For example, prices for library materials, such as databases, books, journals, and article delivery, are greatly affected by inflation, and database subscriptions are often calculated using an FTE-dependent formula. Additional challenges come from how and where FTES are added, since new degree programs and distance education or off-campus services are more expensive to the library. Involvement in the campus information competency initiative and an ever-increasing dependence on new information technology applications and web development also place demands on library faculty, staff, and equipment, even in the absence of more students.



The Association of College and Research Libraries published standards in 2000 that apply to institutions “at the bachelor’s and master’s degree levels.” They recommend points of comparison with peer institutions (defined using criteria such as college mission, reputation, selectivity for admission, size of budget, size of endowment, expenditure for library support, and/or size of collection) for inputs (e.g., money, space, collections, equipment, and staff), as well as for outputs and outcomes. Such a holistic look, while beyond the scope of this endeavor, would clearly provide the best measure of the contribution of the library to the teaching and learning environment.

A quick look at the *CSU Statistical Abstract 2000-2001* shows that for 2000/01 the dollars/FTE for the



Elizabeth Housewright is Acting Associate University Librarian of the Pollak Library. Currently serving as a member of the Planning, Resources and Budget Committee, she is a former member of the Academic Senate and previously chaired the Senate's Faculty Development and Educational Innovation Committee.

library at CSUF is the lowest in the system (Table 181)—but this is not as surprising when the funding/FTES for the entire Fullerton campus is also considered (Table 187; Fullerton has the lowest cost per FTES in the system). Clearly library funding at Fullerton must be viewed within this context. Another useful indicator might compare the percentage of total CSU campus general fund expenditures (Table 184—excluding Channel Islands) expended on the library (Table 181—no information for Channel Islands.) Here the CSU average is 3.7%, with Fullerton at 3.3%. ❧

URL for *CSU Statistical Abstract 2000-2001*:
(http://www.calstate.edu/AS/stat_abstract/stat0001/index.shtml)

URL for Association of College and Research Libraries:
(<http://www.ala.org/acrl/guides/college.html>)

Trotter, continued from page 15

might argue that more resources should go into faculty and less into staff. But, the lines between what is instruction and what is support have blurred somewhat over the years. Staff who assist in labs play a crucial role in improving the quality of learning at Cal State Fullerton.

So, while those indicators are of use, they are just that: indicators. They should be employed with appropriate judgment, some sense of history, and a firm knowledge of their limitations. To fracture a phrase, I wouldn't want to throw the baby out with the bathwater, but perhaps the bathwater wasn't that hot to begin with. ❧

Comments on the Academic Senate Resolution to Establish an *Annual Conditions Report*

By Tom Klammer

The resolution to establish an *Annual Conditions Report* reflects the sincere desire of the Academic Senate, acting on behalf of the entire campus community and especially of the faculty, to monitor campus progress in key areas. Presumably, the indicators selected are related to academic quality.

In support of the indicators chosen, I believe that a number of them do, indeed, represent key measures of support for academic programs. Funding per full-time equivalent student (\$/FTES) relative to the CSU system, the ratio of students to faculty (SFR) relative to the CSU system, the number of full-time faculty and support staff in relation to enrollment—these measures listed in the Senate’s resolution are data that anyone interested in the well-being of the University would want to consider.

However, none of the numbers to be included in the *Report* has any inherent meaning. And, while comparison with other institutions can be valuable in trying to bring meaning to the data, comparisons are problematic unless one can be sure that what the other campuses report is equivalent to what we report. Even without comparisons, monitoring key indicators over time would serve a useful purpose in helping us to identify and evaluate trends.

Another problem I see with the indicators is that they may not reflect the more qualitative aspects of academic life that could be more important to academic quality than our SFR, the number of support staff we have per student, etc. A campus may have “better numbers” of the kind to be included in the *Report*, yet be a stagnant institution where creativity is stifled and imagination absent. (I’ve talked to faculty and administrators from such institutions and visited a couple of them.) Are there ways in which we could gather data of a more qualitative nature in order to monitor changes in how students and faculty actually experience life in our academic community?

The least useful measure listed in the resolution is the CPEC faculty salary comparison data. I have looked at CPEC’s list of so-called “comparison” institutions, which often have missions and contexts very different from Cal State Fullerton’s. Worse, the CPEC salary comparisons aren’t adjusted for workload or cost of living. I don’t find such faulty comparisons useful.

Finally, I believe the *Annual Conditions Report* as described in the resolution will not be a meaningful way of monitoring something as complex as “the teaching and learning environment” at CSUF. A study that could do that would be part of serious institutional research, the kind of activity carried out by the Office of Analytical Studies. The difference between an annual posting of the data listed in the Senate resolution and serious institutional research is substantial. Most importantly, serious institutional research is not just concerned with data in the abstract, but with the *analysis* and *meaning* of the data. Doing such analysis and deriving such meaning require professional expertise. It should not be undertaken lightly.

Before the Senate collects and publishes the data of the *Annual Conditions Report* imagined in its resolution, it should reconsider what would be required for such a report to be worthy of the respect of scholars, not to mention governors, state legislators, and the rest of the diverse audience mentioned in the resolution. In doing so, it should seek the consultation and cooperation of professionals in the field, starting with our own Office of Analytical Studies. ✍



Before becoming Dean of the College of Humanities and Social Sciences (H&SS), Tom was Associate Vice President for Academic Programs and, prior to that, Associate Dean of H&SS. He joined the Department of English at CSUF in 1971.

Past Issues, Present Issues, Different Issues, Same Issues

By the Senate Forum Editorial Board

In putting together the present edition of the Senate Forum, we leafed through previous issues to see if we could identify the winds of change that blew across campus in the years between 1986 and 2002. Under the heading of what has changed, we note that indoor smoking has been abolished, as has the CSUF football team. Lest our readers be left with the impression that faculty are better at killing programs than creating them, let it be observed that service learning has found a place on campus, a second language requirement has been instituted, and a joint Ed.D. Program with UCI is making its way through the approval process.

Under the heading of what never seems to change, we find that the issue of merit pay waxes and wanes

with the state's economic booms and busts, while full disclosure of budget information by the administration remains an unmet faculty request, whether in good or bad times. Student remediation and retention are still on the agenda, as is assessment, albeit looming ever larger as the eternal competition between quantity and quality plays itself out in the educational arena.

Whether what has changed and what has not is for good or for ill, we ask you to be the judge. For ourselves, there is one area of academic life that we do want to hold constant and indeed promote. These pages should, above all, provide a forum for the parry and thrust of vigorous intellectual debate. To that end, we reprise excerpts from the first volume of the Senate Forum published in 1986-1987 and invite your comments on the following three topics for publication in the next Senate Forum. Please address your signed submissions (100 words maximum) to dguerin@fullerton.edu before the end of the semester. We will publish as many comments as possible in the spring 2003 issue.

Politics: Paramount or Peripheral?

In "Should the Senate be Neutral?" Professors Leder and Stone debated the extent to which the Academic Senate should take a stance on political issues or limit itself to issues of collegial governance. What do you think?

God, a nuclear war! Let's hope it won't interrupt our careers
Judith Remy Leder

Should the Academic Senate take a stand on political issues? Should the senators breathe when the senate is in session? Should the Academic Senate continue to waste its time grappling with such non-questions? If we choose to live, we are forced not only to breathe but also to act—and any action that we take as members of society will, inevitably, have political consequences. The real question, then, is "How can the Academic Senate ensure that our university's actions will have academically sound, socially responsible, and genuinely life-affirming consequences?"



Academic Senate should pursue its problems at home
Barbara Stone

Academic senates are the primary instruments of collegial governance in a university setting. Through senates, the faculty has the right to decide matters regarding which it is particularly competent, such as curriculum. Senates also are the vehicles by which administrators should consult faculty concerning a wide range of other matters of university governance. It is a major error for academic senates to step beyond this unique role in an attempt to resolve perceived problems in the greater society. When a senate becomes involved in trying to ban the bomb or save the whales, it forfeits respect among many faculty and administrators as well as diluting its efforts with largely fruitless pursuits.

Part-time Proletarianism: Plight or Privilege?

Today, part-time faculty teach a considerably larger percentage of the courses offered at CSUF than when Professors Gass and Trotter contributed these views in the first volume of the Senate Forum.

Gass focused on the cost to the individual; Trotter on the costs to the institution.

Have our views on “maintaining a large corps of temporary faculty” changed?

The disappearing mailbox blues: Part-timers in a full-time world

Joanne Gass, English

I drive about 400 miles per week, buy three parking passes, sign three contracts, and hope that I can juggle my schedule so that I can keep my full load of classes, hold office hours, and remember where I am and where I am supposed to be.... Do I think I'm unique? I know that I am not. Many of my part-time colleagues do the same as I do and even more. We are professionals, not dilettantes dabbling in teaching for the fun of it while we make our “real” living in other more lucrative fields. We teach because we can't imagine ourselves doing anything else. Is there anything more satisfying than teaching and scholarship? I don't think there is. We want to practice our profession in one place, to devote our entire time and energy to one institution, to feel the satisfaction of doing our jobs well, and to be free of the anxiety posed by the disappearing mailbox.



Focus on the plight of the part-timer misses the point

Edgar Trotter, Communications

Too often the focus of the argument about part-time faculty revolves around the plight of the individuals concerned. The tales of woe from part-timers, sad though they may be, are of less importance than is the strongest possible defense of a system of academic tenure, fully supported by all constituencies within a University which holds dear the traditions of and necessity for developing excellent resident faculties... We must recognize that part-time instructors will never be fully initiated members of the group. It is not a right to teach at a university. It is a privilege. When someone accepts a contract to teach a course or two at the University, it does not mean that the campus has a continuing obligation to them. If this view appears harsh, it's not meant to be. Rather, we should quit trying to be all things to all people. We should minimize our dependence upon those folks whom we've trapped into a situation from which they find it difficult to extract themselves.

Parliamentarians: Perspicacious or Pansnickety?

Professor Depew characterized the Senate as reactive rather than proactive with a tendency toward nit-picking.

Has the Senate attacked the central issues in recent years, or do Depew's criticisms hold?

What should CSUF's Academic Senate do?

David Depew, Philosophy

...I think a few changes in the image of the Senate are in order. In recent years the Senate has worked itself into a defensive posture, exercising its role by scrutinizing and often criticizing proposals from administrative components of the University. It is thus getting a reputation for resisting change and for surrendering the policy initiatives that are its proper domain. I am inclined to think this perception is unfounded. But whether it is or not, the Senate should make it its business to change whatever negative perceptions do exist. The Priorities Committee, which is to be born again as the Long-Range Planning and Priorities Committee can and should be the primary instrument for seizing this

initiative. I hope to see this committee bring positive, long-range proposals to the floor, and enlist the aid of all the other committees to articulate detailed documents in the areas proper to each.

...[W]hen proposals from committees reach the floor of the Senate, that body should resist the temptation to turn itself into a rewriting committee. Documents from committees should be reported at earlier stages and reactions solicited from the Senate at committee hearings. Once a document is formally proposed, the Senate should not hesitate to send it back until it gets what it wants. In this way, the traditionally high level of debate in the Senate can be maintained while its recent tendency to get hung up on detailed rewriting can be resisted.

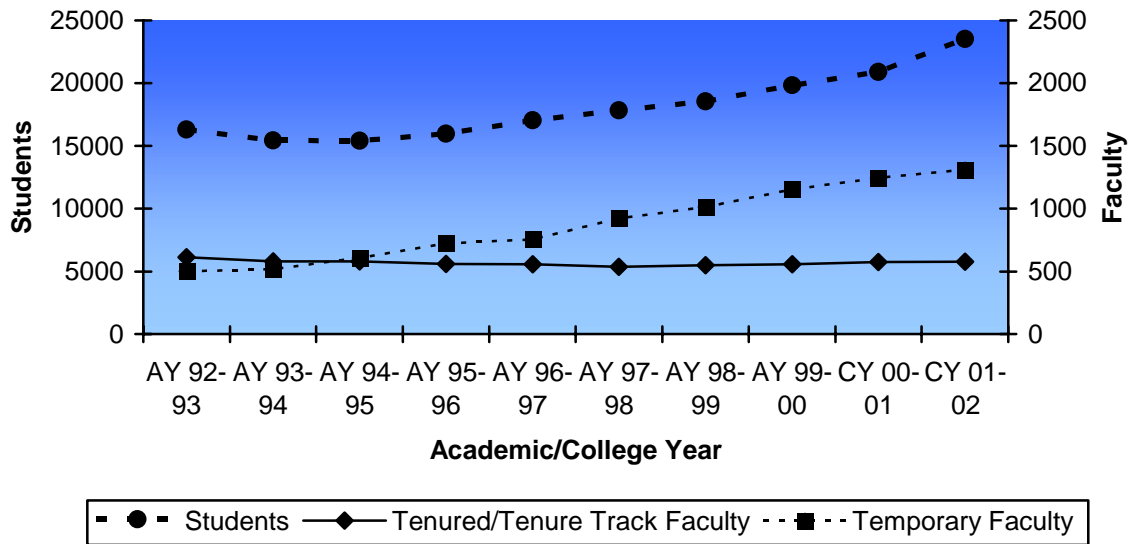
In the next issue of the Senate Forum

Tidal Wave II: Balancing Access, Affordability, and Quality in Hard Budget Years

How should the University position itself with respect to providing access, especially in today's budget context? In attempting to maximize access and affordability, has quality been jeopardized?

Annual Conditions Report Monitoring the Teaching and Learning Environment at CSUF

ASD 02-51 (shown on page 14) called for the Academic Senate Executive Committee to prepare and distribute this report. We provide a preview of one indicator below to whet the appetite.



From 1987...

One of the on-going dilemmas of any university is how to build a faculty which meets its changing needs, particularly the needs of its students, and still maintain a rational employment policy. Over the past decade or so, there has been a steady erosion in the proportion of instruction provided by full-time, tenured faculty. Existing data on the issue are piecemeal, but anecdotal evidence supports the notion of a growing part-time contingent on this campus. The Office of Analytical Studies reports that during the Fall, 1986, semester 26 percent of the total weighted teaching units were assigned to part-timers. This statistic may be overstated; department chairs, administrators and faculty on grants may be counted as "part-time." Nevertheless, even discounting such statistical "glitches," a large proportion of classroom instruction is being conducted by persons not recruited as full-time faculty. This is a far cry from the expectations that parents have when they send their sons and daughters to our campus. We point with pride to the fact that students can come [to] CSUF and benefit from the teaching of those who are fully credentialed and actively engaged in the intellectual activities of their discipline. We decry the University of California's heavy use of teaching assistants, but our use of part-time faculty is not so very different.

Ed Trotter Senate Forum Volume I Issue 3 April 1987