

Senate Forum

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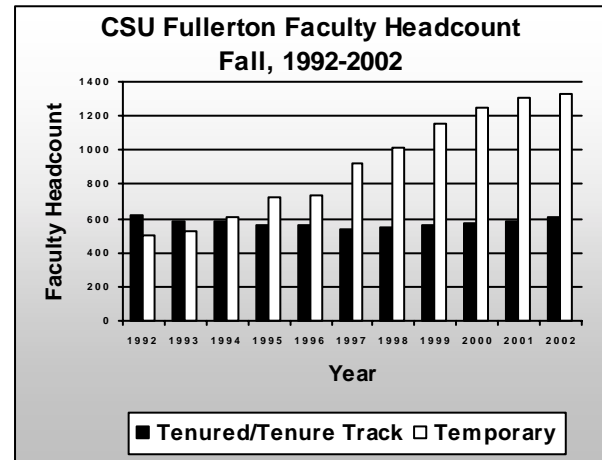
Progress Report on Implementation of ACR 73: No Progress

By *Barry Pasternack*

Last year in the Senate Forum I wrote an article regarding ACR 73 and the work that a joint task force made up of representatives of the CSU Academic Senate, CFA, and the CSU administration did in responding to this resolution. As you may recall, ACR 73 (authored by Virginia Strom-Martin in 2001) called upon the CSU to raise the percentage of tenure-track faculty in the CSU to 75% without currently employed lecturers losing their jobs. The task force estimated the cost of doing this over an eight year period at approximately \$100 million (see http://www.cs.csustan.edu/~john/Postings/SWAS/ACR_73/ACR_73_Plan_Cost_FINAL.htm for the plan details).

Last year, the CSU budget request included funding for ACR 73. While some objected to this being shown as a “below the line” funding request, in my opinion this was the proper way of accounting for it because the request came from the legislature and should be specifically funded by them. Putting the funding request “above the line” in the total budget for the CSU would have left us open to the same type of game played by the Davis administration, where our budget was cut by \$x, but \$y were restored for enrollment growth – the net effect being that we are asked to do more with less. In any event, whether the request was above or below the

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The number of tenured/tenure-track faculty is relatively unchanged between 1992 and 2002; student headcount over the same period increased from nearly 24,000 to over 30,000. (Data from CSUF Office of Institutional Research and Analytical Studies)

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line really did not matter; no monies were allocated for ACR 73 last year. This year, according to information provided to the CSU Academic Senate Fiscal and Governmental Affairs Committee, the CSU again intends to ask for ACR 73 funding “below the line.” Again, it seems doubtful that such funding will be forthcoming.

Hence, there has been no progress in meeting the stated goal of ACR 73. Having said that, if history is any guide it may be likely that the percentage of tenure track faculty in the CSU will be increasing. This, however, would be principally due to cutbacks in lecturer positions rather than additional hiring of tenure-track faculty. For example, during the difficult budget period of 1991 through 1994, the percentage of tenure track faculty exceeded 75% due to cutbacks of lecturers. While ACR 73 specifically stated that the 75% goal was not to be met by displacing currently employed lecturers, unfortunately this just may not be possible given the state’s budget situation. Stay tuned. ☞

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.

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Criteria and Standards for Temporary Faculty

By Diana Guerin and Anil Puri

A highly qualified corps of faculty is essential to the university’s mission of providing high-quality programs that foster student learning. Over the past decade, we have witnessed a trend toward increased use of temporary faculty at CSUF (see graph, page 1).

Given the large numbers of students taught by temporary faculty, this topic is particularly significant at this point in our university’s history. Its significance is compounded by the current collective bargaining agreement (CBA) that requires “preference for available temporary work” be given to incumbent temporary faculty (Article 12). Finally, the amount of university resources used in terms of faculty time to prepare portfolios as well as the time required for department chairs, personnel committees, and/or deans to review the portfolios, underscores that the process should be made as efficient as possible.

The issues we consider and our comments to each as a way to begin a campus discussion are as follows:

1. How frequently should temporary faculty be reviewed?

University Policy Statements 210.050 and 210.060 address evaluation of temporary faculty; both mandate annual reviews for temporary faculty.

Although a monumental task given the number of temporary faculty on campus, our view is that the annual review is necessary to maintain high-quality instruction. Annual reviews provide opportunities to document outstanding performance as well as to identify areas needing improvement. Moreover,

criteria in the areas of service and/or scholarly and creative activities, if relevant for a given faculty member, are probably not amenable to assessment on less than an annual time frame.



2. What should the criteria for evaluation be?

For all faculty members, quality teaching is essential. In many disciplines, this requires engaging in professional development activities, including research/creative activities, to maintain currency in the field. This is particularly important to assess when temporary faculty are re-appointed year after year or re-appointed on multiple-year contracts.

3. How can we assure “best practices” in the hiring and evaluation of temporary faculty?

With respect to evaluation of temporary faculty, the restriction of the portfolio to a period of review that is, at most, “the preceding two semesters and performance in state supported summer instruction” (UPS 210.050), may overly restrict the information available to reviewers. Would cumulative information over the multiple years of employment provide a better basis for decisions to re-appoint faculty, particularly in the case of multiple year appointments?

It may be useful to explore the possibility of developing general guidelines across the university regarding evaluative feedback. Is it possible to develop a standard format that would make the process of providing feedback more efficient? Perhaps a template that provided quantitative (rating) and/or brief qualitative comments might be developed?

4. What importance do clear job descriptions play in the performance of temporary faculty?

Clear job descriptions are particularly important in the case of full-time lecturers. In addition to teaching responsibilities—and in consideration of the number and variety of courses in the teaching assignment—the role of scholarly/creative activities and service in the evaluation of performance should be clearly stated (see Article 15 of CBA).

5. Given the growing job rights of temporary faculty, what should we be able to expect of them beyond solid teaching?

Temporary full-time faculty should be held to standards expected of other full-time faculty; that is, they should be expected to contribute in all three areas. However, it seems unreasonable to expect temporary faculty who teach five classes to engage in activities beyond teaching and maintaining currency in their field.

We hope that these comments stimulate discussion and perhaps suggest some directions for improvement of this Herculean but essential undertaking. ❧

Diana Guerin is professor of child and adolescent studies and associate director of the Fullerton Longitudinal Study. She currently serves as secretary of the Academic Senate and assembly delegate to CFA.



Anil Puri is dean of the College of Business and Economics. Motivated partly by accreditation considerations, the College has adopted a policy establishing expectations for temporary faculty.

“Effective” Tenure: Transition to Post-Tenure Academe?

By Kathy Brzovic

Guerin and Puri address the truly critical question in point 5: “Given the growing job rights of temporary faculty, what should we be able to expect of them beyond solid teaching?” Their answer? “Temporary full-time faculty should be held to standards expected of other full-time faculty; that is, they should be expected to contribute in all three areas. However, it seems unreasonable to expect temporary faculty who teach five classes to engage in activities beyond teaching and maintaining currency in their field.”

We may safely dismiss the “however” clause as a distinction without a difference since the authors define “maintaining currency” in point 2 of their briefing paper as “engaging in professional development activities, including research/creative activities.” Let us now turn to the critical assumption underlying the argument—which on the face of it sounds reasonable enough—that temporary full-time faculty should be held to standards expected of other full-time faculty; namely, the assumption that all tenured faculty do, in fact, meet expectations in all three areas in every three-year cycle in which they are employed over their lifetime residence at the university.

Although temporary and tenured faculty members are granted equality in terms of expectations, they are not granted equality in terms of consequences. If temporary faculty don’t meet expectations, they may be terminated. If permanent faculty don’t meet expectations, although they may be made to feel very uncomfortable, they cannot be terminated. In

the interest of the newly discovered equality between those with so-called “effective tenure” and those with tenure, we might well rephrase the questions asked in the briefing paper:

1. How frequently should *permanent* faculty be reviewed?
2. What should the criteria for evaluation be?
3. How can we ensure “best practices” in the evaluation of *permanent* faculty?
4. What importance do clear job descriptions play in the performance of *permanent* faculty?
5. Given the *lifetime* job rights of *permanent* faculty, what should we be able to expect of them beyond showing up for classes?

“Although temporary and tenured faculty members are granted equality in terms of expectations, they are not granted equality in terms of consequences.”

If any of these questions sound familiar, it might be because you’ve heard them asked by those who would abolish tenure in favor of a free labor market in academe. That those forces who advocate the abolition of tenure have had some success is borne out by the trends shown in the graph on page 1. In 2001, CSUF employed 176 full-time lecturers, as compared to 42 nine years earlier, 1,136 part-time faculty, as compared to 460, and 578 tenure-track faculty, as compared to 613. Given this unmistakable trend toward hiring part-time faculty on the spot market, granting full-time temporary faculty three-year nesting rights, and shrinking the size of tenured faculty, it’s safe to

say that Guerin and Puri’s paper is merely an indication of the post-tenure UPS document faculty can expect to find in their mailboxes in another ten to twenty years after the remainder of the old guard has retired and old departments are done away with due to another cycle of budget crises.

Of course, given present realities, we do have to be practical. Do we also, however, have to wear blinders as we are being rushed toward the destruction of the University as we know it? We might as well have a little old-fashioned intellectual fun in the process, pursuing such idle academic

“... it’s safe to say that Guerin and Puri’s briefing paper is merely an indication of the post-tenure UPS document faculty can expect to find in their mailboxes in another ten to twenty years...”

questions as these: What historically significant political and economic forces are at work in driving the above-noted trend? Can we pinpoint its origins? What social, behavioral, and psychological factors account for our willingness as well-intentioned individuals (who are, as an article of faith, committed to tenure) to devise operational plans that will ease the transition into post-tenure academe? What was and is the purpose of hiring temporary faculty? Does it create educational efficiencies? Is it cost effective? Does it allow for greater flexibility in meeting student demand for courses? Do the social costs of hiring temporary faculty outweigh the economic and politically strategic benefits? Will a free and deregulated faculty labor market lead to a profit-generating education industry for the 21st century? Will it facilitate progress to the baccalaureate degree so that we might increase the proportion of CSUF students who are graduate students? Will it make America great?

My prediction: Faculty day laborers will one day gather around tables in a Faculty Club (read Canteen) carved out of a corner in our already book-barren library (kept barren, no doubt, as an inspiration to scholarly and creative activities) to hear a reading by the next Ray Bradbury of a futuristic novel in which a group of radical intellectuals hatch a plot to give birth to a new movement to secure academic freedom by establishing something they call tenure. ✍

Kathy Brzovic is Lecturer in the Business Communication Program. She has been teaching at CSUF since 1996.

Service Learning: Impressive Growth and Impact at CSUF

By Jeannie Kim-Han

“Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.... We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.” (CSUF Mission Statement)

Service-Learning pedagogy is the utilization of community service as “text” for a given course where students are given credit for learning from their community service experience through the integration of reflection, course discussions, and other course texts. CSUF was formally introduced to the terminology in 1995 as a result of a few faculty from the Department of Sociology and their community partner attending an Institute on Integrating Service-Learning hosted by California Campus Compact. What began as a special interest project by a few faculty members has now grown to include over eighty practitioners from six of the seven colleges representing a wide range of disciplines from chemistry and geological sciences to gerontology and child development. The acceptance and use of this teaching method by such a diverse group of faculty may well be because service-learning is the only pedagogy which combines academics, service to the community, and emphasizes social responsibility and citizenship, all of which are at the heart of CSUF’s mission.

UPS 411.600 is the Policy on Service Learning adopted by the Academic Senate in 2001. It provides guidance on how service-learning courses are to be implemented, including the appropriate number of hours of community service activity that may be expected and the weighting of service learning in computing the course grade. The policy also guides the interactions between faculty, students, and community partners, providing the foundation for how the Center for Community Service-Learning supports each constituent.

Growth in service-learning has been dramatic. During 2002-03, twenty-five courses were converted to service-learning, similar to years past, yielding a total of 102 service-learning courses/sections. This resulted in an increase of 155% over last year; approximately 4000 students were involved, in comparison to 1600 in 2001-02. One administrator commented that service-learning may well involve the largest number of students for a single program at CSUF! The increase in service-learning courses at CSUF is consistent with that found in the CSU system, which reported “over 1,650 courses offering service-learning components providing more than 51,000 students with opportunities to participate in service-learning. Currently, more than 12% of the CSU student body participates in service-learning.”¹ Compared nationally, CSUF and its sister campuses far exceed their counterparts; according to the Campus Compact Annual Survey, similar universities report that on average only 21.6 faculty per campus offer service-learning courses.²

The student impact is no less impressive than the level of faculty participation. Dr. Kari Knutson-Miller and Dr. Jenny Yen, both faculty in the Department of Child and Adolescent Studies, co-authored a study that compared student learning outcomes across sections of the same course taught by the same faculty. They compared student learning when service-learning was fully integrated with direct service, integrated with indirect service, or not implemented (control group). Results of the study empirically validated what practitioners have always known to be true via anecdotes: students who participate in *direct* service have higher levels of comprehension and mastery of course materials.

These findings are consistent with research recently conducted by the CSU Chancellor’s Office of Community Service-Learning, which in its study of 2000 students enrolled in 85 courses across seven campuses found “a sizable percentage (conservatively 41%) of students are much better able to learn the subject matter in CSL courses...compared with courses that do not

provide service-learning experiences.”³ This finding was consistent for all subsequent semesters including spring 2003, when the study ended. The other significant finding was the confirmation that “community service [is] a vital factor in promoting student learning as long as students perform at least a total of 20 hours of service.”⁴ Finally, in all three phases of the study, the majority of students consistently chose the service-learning option when presented with the opportunity and highly rated their experience in relation to course objectives, service work, and learning.

Given these results and current level of acceptance of the pedagogy, the question of whether or not service-learning is here to stay may have been answered. However the *quality* of service-learning integration continually needs to be addressed if we are truly to capture and harness the full potential and power of this teaching methodology. Service learning is beginning to make tremendous changes in the communities, practitioners, and most of all the CSUF students, who in 2002-03 provided over 80,000 hours of service to people in need. ❧



Jeannie Kim-Han is director of the Center for Service-Learning. She has 18 years of experience in the field and has served in statewide leadership positions including

Executive Director of California Campus Compact, Board President of Youth-Service California, and Vice-Chair and Commissioner of the Governor’s Office of Service and Volunteerism (GOSERV).

¹ Community Service Learning in the CSU Website: www.calstate.edu/csl/facts_figures/servlearn.shtml

² “2002 Service Statistics.” Highlight of Campus Compact Annual Member Survey. Campus Compact.

³ Coan, Don. “An Exploratory Study of Community Service-Learning Courses on Selected Campuses in the CSU.” Phase II Report, Spring 2002.

⁴ Coan, Don. “An Assessment of the Quality and Impact of Spring 2003 Service-Learning Courses in the CSU.”

Ruminations on the Marginalization of the CSUF Academic Senate

By John Olmsted

If leaders of the Senate ask if the Senate has become marginalized, we can be sure that it is so. The question is not “has it become marginalized,” but “what accounts for its marginalization.”

Some possible causes, all of which no doubt contribute:

- The graying of our faculty has depleted the ranks of “young Turks.” Those who were once in this camp have aged if not matured, losing either their radical zest or their perspective; some joust at windmills, others no longer joust.
- The emergence of a faculty union as an important political player has removed from the Senate’s purview all those issues that now fall under the collective bargaining agreement.
- Well-meaning attempts to make the Senate representative of all constituencies rather than a Faculty Senate have, perhaps paradoxically, weakened it rather than strengthened it. A leaner Senate that was only a faculty body could narrow its focus to the issues where faculty members have most expertise and most influence.
- Top-level administrators tend not to take the Senate seriously. What is the attendance record of top administrators at Senate meetings? (There is a chicken-egg relationship here, to be sure. Administrators would pay more attention and time to a body that was more often involved in important issues).



- A relatively mature campus has less exciting issues to address than a young or adolescent campus. Building a university is much more stimulating than maintaining one.
- Young faculty members are not dumb, and not many of them are foolish. Their cost-benefit analyses match the advice of their conscientious senior mentors: university service carries no rewards that compensate for the time commitments and risks.

On the other hand, the last substantial Senate issue in which I participated was neither marginal nor without its rewards. I refer to the new University Honors Program. Faculty and administrators worked cooperatively to create and sustain it. Faculty from several disciplines donated freely and generously of their time and talents. A Senate committee labored diligently to craft a policy that some of us shepherded through the approval process. An oversight Board continues to monitor and nurture it.

There may be a lesson here. The Senate is not marginalized when it involves itself in issues of curriculum and academic programs. Maybe that’s how to revitalize the Senate. Convert it to a Faculty Senate. Reduce the number of committees to those that deal with curriculum, programs, and RTP. Make it attractive to junior and mid-career faculty, somehow. ✍



John Olmsted just retired after 26 years at CSUF, the last two as a FERPer. He was the CSUF Outstanding Professor in 1997-98 and received the CSUF Faculty Leadership in Collegial Governance Award in 2003. In retirement, he is revising his general chemistry textbook and serving on the board of the Friends of the Fullerton Arboretum.

Academic Senate, Not Faculty Council, Should Keep Jousting

By Sandra Sutphen

John suggests that the Academic Senate might become more relevant if it returned to its earlier status as a “Faculty Council,” representing just faculty, and narrowing its focus to those issues “where faculty have most expertise and most influence.” Those issues are apparently curriculum, RTP, and academic programs.

However, I think the most spirited discussions in which the Senate has engaged recently involved two areas that don’t fall into those categories, and these were our discussions about the Master Plan and “enrollment management.” The Master Plan is a physical description of how the campus plans on growing—new classrooms, new parking structures, new Children’s Center, new University Club (oh, yeah), and infrastructure—and has been in process for over two years. The combination of budget cuts, extraordinary demand, and limited space has forced us into a state of “impaction,” and that means we must limit enrollment. Choices about managing enrollment raise questions of how to preserve campus diversity while maintaining equity and access. Actually, both discussions were about the same thing: what ought the University look like in the foreseeable future? I think faculty have important and insightful thoughts about the future of our institution, and I think our input was taken seriously by the administration.

Another role that the Senate fills is to recommend faculty for participation on boards, *ad hoc* committees, and search committees where individual Senators and faculty members get to interact with other constituencies and interest groups on the campus. Personally, these have been among the best Senate experiences I have

had, getting to know other people and working on exciting plans or participating in searches and interviewing for critical campus positions. In these situations, my perspective as a faculty member is sometimes different from my colleagues’ perspectives, and I’ve found that difference has been valued in those situations.

In short, I think the Academic Senate’s inclusion of a wider range of constituents than just faculty means that faculty, management, student services, and other constituencies have an enhanced opportunity to learn each other’s perspectives, and that’s a good thing. John is right: the Senate too often jousts at windmills, but, frankly, friends, I always thought it did and I think it always will. It’s just the nature of deliberation, and legislative bodies everywhere do love to hear themselves talk. ❧



Sandra Sutphen is interim director of the Faculty Development Center and professor of political science. She has served way too long on the Academic Senate and fervently believes it is time for new blood.