

Senate Forum

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Priorities for University Advancement Division and for the Campus

By Pamela Hillman

When I accepted the opportunity to become Vice President of University Advancement one year ago, I established three priorities for the division:

- Raise money to support university initiatives
- Develop and expand the University Advancement Foundation Board of Directors
- Strengthen the division infrastructure to serve the university better

I anticipate that it will take three to five years to build our advancement program and think that it is important to communicate regularly with the university during these building years in order to manage expectations. With that in mind, I appreciate this opportunity to share my thoughts on University Advancement.



Pamela Hillman joined Cal State Fullerton as Vice President for University Advancement in February 2003.

I strongly believe that the function of any advancement program is to raise money for those projects and programs that the university establishes as priorities. It is not our task to determine fundraising priorities.

To help move us toward a clearly defined list of priorities for CSUF, the Advancement office has begun a process involving the college deans and campus leadership in identifying and prioritizing fundraising initiatives. We are now completing the first stage of this process, and I expect to be able to share specific fundraising priorities for the 2004-2005 year by June.

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This past year Advancement reintroduced the annual fund and telemarketing programs using student callers to contact our alumni, parents, and others for annual contributions. This program is critical to our ability to develop a strong major-gift donor pool. A study conducted by UCLA

For University Advancement to succeed, we will need to continue to develop and disseminate our fundraising priorities and to involve faculty, alumni, and administration in the process.

found that significant gifts made by individuals to a university, on average, came after 18 years of annual contributions. The annual fund is an investment in the future of the university. I am very pleased with the initial efforts; over \$100,000 was pledged in a six-week test period, and I expect that this program will be one of our highlights for the year.

There is tremendous competition for philanthropy dollars in Orange County. To help attract donors and to expand awareness, we are fortunate to have the University Advancement Foundation Board of Directors. These volunteers help us to obtain and manage private dollar gifts, and the expansion of this Board is one of my top priorities. We have set an ambitious goal of adding seventeen additional volunteers to the Board by the end of the fiscal year. We have welcomed four prominent alumni already and expect to add several others in the coming months. Cal State Fullerton is fortunate to have a successful alumni base and a dynamic business community to draw from in developing our philanthropic board. In addition to expanding the Board membership, we are also reviewing ways to enhance the role of members in the fundraising process.

The third area of focus is to strengthen the infrastructure of the division, which I view as an

ongoing process. I have instituted several changes to provide the university with more effective fundraising and better information on alumni. Specifically, we have begun a wealth screening process of our alumni database to assist us in determining fundraising goals and appropriate solicitation strategies. I have realigned units within the division to provide more direct fundraising personnel and to expand the number of college-based development officers. I expect to make other changes as the need and opportunity arise.

For University Advancement to succeed, we will need to continue to develop and disseminate our fundraising priorities and to involve faculty, alumni, and administration in the process. I look forward to keeping the Academic Senate informed of our challenges and successes in the coming years. ☺

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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and Director, Faculty Development Center

Textbook Information is Public Information

By Mike Parker

I just love the range of issues—economic, ethical, and logical—that we deal with every day here. The issue of text book availability is one that surfaces from time to time, and this time I can't resist putting in my two cents (to coin a cliché). The Titan Bookstore is sometimes criticized for having insufficient stock, stock arriving late, and charging too much for this stock. (Of course the vast majority of departments and faculty rely on the bookstore for its services and are pleased with the results, but this is not always the case.) Some faculty members think that they need to intervene to protect the students from a lack of timely availability and non-competitive pricing. Some folks think that if the bookstore has competition, it might be motivated to provide better service and pricing. And so it might. For the last few years, on-line text ordering from both big name and specialty book sellers has “disintermediated” or eliminated local retail stores of all kinds, including the Titan Bookstore. Competition has never been so great. However, other issues need to be resolved as to whether or not students can and should have all textbooks available at the bookstore.

Maximizing Student Options

To maximize service to students, we should maximize their options and the convenience of services to them. Some may want to go off-campus for their purchases if prices are lower or cash register lines are shorter. Others may go off-campus through the Internet. Others may find it more convenient to use the bookstore, whether or not there is a price difference.



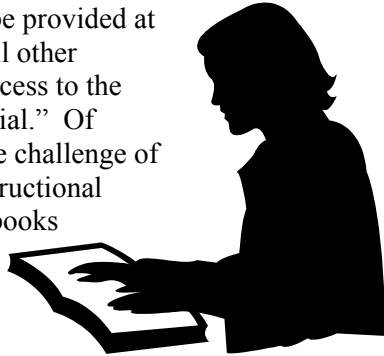
But there is more to cost than price. The ability to sell books back affects the bottom line cost to the student. The ultimate cost is the original cost minus the sell-back rebate. When a bookstore receives the book orders for the following semester prior to its buyback period, more money can be offered for books being used again the following semester. If selling back is not available through a vendor or the vendor only rebates pennies on the dollar, then the cost may in fact be higher when students use an outside vendor. Managers of Titan Bookstore are more willing to take the risk of giving a higher buy-back return to the student at the end of the semester if they know how many copies of the text will be used the next semester. In addition to the thousands of dollars returned to the University, Titan Shops has rewarded academic departments, Associated Students, and the Academic Senate with thousands of dollars in scholarships and department credits for getting requisitions submitted in a timely manner to the Bookstore. Departments not turning in requisitions to the campus store deny students needed scholarship funds.

Special groups of students are also affected; President's Scholars are provided with all their textbooks, but the Titan staff cannot provide them if they do not know what these textbooks will be. In addition, students on some kinds of financial aid may be required to purchase their books through the bookstore.

Removing Barriers to Educational Opportunities for Students with Disabilities

The University has a duty and a legal responsibility to make adapted textbook, syllabi, and course packet materials available to disabled students. Not only is Disabled Student Services (DSS) committed to removing barriers for the disabled, but both federal and state laws (especially AB 422) require such an accommodation.

Two important elements of ensuring equal access to textbook materials for disabled students are accuracy of translation and timeliness of delivery. The U.S. Department of Education, Office for Civil Rights, has defined accuracy of translation and timeliness of delivery as meaning: “The alternate format must equally and effectively communicate the information to the student with the disability and be provided at the same time as all other students receive access to the instructional material.” Of course, meeting the challenge of having printed instructional materials like textbooks prepared in alternative formats such as Braille, large print, Etext (text-based digital files), or recorded on audio tape by the first day of class requires knowing the course texts as far in advance as possible. For example, a math or science textbook can take 8 to 16 weeks to complete in Braille; other formats generally take about 4 to 8 weeks. DSS can provide the resources to do the translations, but only if the textbook orders are placed well in advance and in a public place (like a website). No private vendor has the obligation to serve our disabled students; this responsibility rests with the University—even when departments keep the bookstore and/or DSS out of the loop. In doing so, academic units place the university at legal and ethical risk.



Responsibility of Departments and Colleges

Textbook ordering is an aspect of departmental business, rather than a personal matter. UPS 300.004 requires that the list of textbooks be part of the class syllabi and thus public. In selecting textbooks and other materials and in requiring students to purchase them, faculty members are acting in their roles both as professors and public employees. And, just as we expect other public employees with decision-making responsibility to act fairly and without favoritism in directing public affairs, we are not free to favor a single private vendor as the exclusive recipient of departmental book orders. Perhaps the Vice President of Academic Affairs should require that syllabi, including a list of required textbooks, be

posted to a central web site by a specified date prior to each term in order to comply with federal regulations and the needs of the students.

In Summary

For a variety of reasons—legally and ethically required service to disabled students, and the honoring of textbook scholarships chief among them—information about what textbooks and other materials will be required for courses needs to be widely available as early as possible in advance of the semester. Arguments that the campus bookstore is less than perfect or that individuals prefer to patronize specific off-campus vendors miss the point: Textbook information is public information. Academic departments have the responsibility of making such information easily available at an early date to students, University offices such as Disabled Student Services, and textbook vendors seeking to serve Cal State Fullerton students. ♪



Mike Parker, Chief Information Technology Officer, has served as a member of the Academic Senate from 1976-1980 and from 1996-present.

Why Some Faculty Choose Off-Campus Text Vendors

By Bill Haddad

Most faculty in the History Department do not use the Titan Bookstore. For decades, the Titan has not provided required textbooks in the right quantity or on time, leading faculty to seek alternative sources off campus. Despite considerable administrative pressure to inform Titan Shops of the books required for courses, some faculty members have resisted, judging that compliance will harm students. Their belief: compliance will lead to the demise of the only book provider that is reliable, accountable, and committed to serving our students.

One might ask, “What harm is there in turning one’s book requirements over to the Titan — the faculty member can still order the books from an alternative source?” The problem is that the Titan has a competitive edge because of its location on campus.

There are other issues as well. I believe that compelling faculty to provide book orders raises serious ethical issues. Although there is no evidence of this on our campus, in the past, for example in the early 1950s, when faculty members were asked to produce their reading lists, they were used against them. It has not been good for faculty when someone in authority states, “I’d like to know what books you are using.” There is a fear, perhaps unfounded but nonetheless palpable, of censorship. As one who is trying to deal with Daniel Pipes and his

If a goal of our university is to serve students and help them learn, it is clear to a large number of faculty that off-campus providers do a much better job in supporting this goal than Titan Shops.

“Campus Watch” web site, which monitors faculty whose specialty is the Middle East, I do not like the implications of demanding to know what a faculty member is assigning as reading material. What if junior faculty inadvertently neglected to comply—would this be used against them when they request a sabbatical, promotion, or tenure? What of lecturers who do not comply—will this affect their personnel evaluations or prospects for another contract?

There is tremendous pressure on non-Titan-using faculty and chairs to produce these book lists. The Dean of Humanities and Social Sciences has gone to several different department meetings urging the faculty to share their lists with Titan Shops. A similar appeal emanated from the Executive Vice President’s office. The Director of Disabled Student Services and the Director of El Toro have requested much the same. Although I do not question their sincerity, why all the pressure?

One reason proffered is the desire for the University to comply with recent legislation mandating that publishers supply campuses with handicap-accessible copies of their books, which they have not. There is no mention of faculty or of book lists in the Assembly bill. If there is so much concern about students, why isn’t the CSU suing the publishers to comply with state law? In 17 years on this campus, 13 in various administrative capacities, I have never heard of a President’s Scholar or a disabled student not being well served by an off-campus vendor. *Quite the opposite.*

If the administrative rationale set forth—to serve handicapped students and other small constituencies better—is true, then a compromise is easy. I would submit my reading lists to the President’s Scholars and Disabled Student Services so that they could order the one or two books necessary for the relative handful of students who comprise these groups, if Titan Shops would agree not to

advantage itself with the knowledge. That is, Titan Shops would use the book information for only one purpose: to serve special groups of students. I doubt that this compromise is acceptable, because I suspect the rationale. I fear the demand for textbook lists will be used to drive any competition to the Titan out of business.

Much is made of the scholarships and money that Titan Shops gives back to the campus. I have no problem with distributing funds from non-text items; buying a sweatshirt or a candy bar is voluntary. But is it fair to take money from students who must purchase books for classes and then distribute their dollars to other students and campus units? Isn't selling generally cheaper books to all students more laudable?

What of service to students and faculty? This past year a colleague ordered from Titan Shops, the books didn't arrive, and the faculty member eventually had to go off-campus for resolution. The following semester, my colleague ordered from Titan Shops a second time; the books did not arrive, and the faculty once again went off-campus to be rescued. This past summer a faculty member in the History Department who regularly uses Titan found that his books had not been ordered. In all instances, students and faculty were saved by the off-campus provider.

And, finally and most importantly, what of *student learning*? Some faculty who try to be loyal to Titan have complained bitterly to me that the campus book store under-orders books, assuming students will drop or will not purchase the course texts. When students cannot access the course materials, the class is thrown into turmoil, students get behind, or faculty spend much valuable time trying to make arrangements for students to access the materials. One department had to go off-campus when Titan could neither put course packets together properly nor distribute them on time. How can we set expectations for students to prepare for class and participate actively when several class meetings occur before they can even buy their texts or other materials? These examples are not unusual and they illustrate my overriding complaint — lack of service, lack of accountability, lack of follow through—that quickly undermine the quality of the teaching

experience for faculty and, most significantly, the learning experiences for our students.

I believe that those of us who use alternate textbook sources should be praised rather than condemned. If a goal of our university is to serve students and help them learn, it is clear to a large number of faculty that off-campus providers do a much better job in supporting this goal than Titan Shops. Instead of forcing faculty to use the Titan, ultimately resulting in a monopoly because of its better location, why not encourage faculty members to find the cheapest books with the best service? In order to compete, the Titan book store would be forced to improve its service campus wide. Competition is good. ☺



Bill Haddad is Professor and Chair of the Department of History.

STUDENTS—The #1 Reason Why Titan Shops Needs to Receive Textbook Requisitions

By Bill Dickerson

Situation #1. Student “Jane Doe” has just completed her first semester at Cal State Fullerton. Numerous signs on campus remind her that she can sell back unwanted textbooks at Titan Shops. However, instead of receiving 50% of what she paid for the text, on certain books she only receives 10-20% of the original cost because the store cannot be certain that the book is being used the

following semester. Result: Jane receives only \$10.00 for the book for which the store had not received a requisition instead of the \$50.00 that she would have received had the store known that the book was being used the following semester.

Situation #2. Student “John Doe” is disabled and requires textbooks in an alternative format such as Braille, E-text, or audio tape to assist him in his learning. However, when classes begin, he is only able to get five of the seven required books because Titan Shops never received the textbook requisitions for the remaining two. The University has a duty and a legal responsibility to make adapted textbook and course packet materials available to disabled students, but without the timely receipt of a requisition, once again, it’s the student who suffers. Result: John suffers through the first three weeks of classes without two of his required texts while the Office of Disabled Students Services struggles to provide the missing materials at the last minute.

Situation #3. Student “Virginia Dare” is attending Cal State Fullerton on a scholarship that pays for books and related course materials. The organization financing the scholarship has advanced the necessary funds to the University, which in turn has set up a charge account for Virginia at Titan Shops. However, when she goes to purchase her books, she finds that she can only get 80% of the required texts because the bookstore had no record of the remaining books being used. Result: Virginia must now scramble to find alternative sources for her remaining books. More importantly, once she finds the books, she must find the necessary funds to purchase the books elsewhere and then begin the unenviable process of trying to get reimbursed from the University for her unnecessary expenditure at an alternative location.

Without a doubt, the number one reason why Titan Shops needs to receive textbook requisitions is to provide the best possible service to students at Cal State Fullerton. But regardless of the rationale in support of such a requirement, some faculty members continue to resist providing such information to Titan Shops, arguing that they’ve received good service from an alternative

provider and see no reason to change, regardless of the hardships created for hundreds of students. Let’s take a closer look at some of the reasons why faculty members might want to take a second look at that position.

Reduce Cost of Texts

As everyone knows, the cost of textbooks, regardless of where they are purchased, has never been higher. However, students can reduce the cost of their textbooks by 62% (or more) if they sell unwanted books back to Titan Shops. As an example, see the texts purchased by a fall 2003 freshman business major shown in the chart below. Bought new, these texts cost \$442.40. If each of the five books is used again for the fall 2004 semester, *and* if Titan Shops receives the requisitions by April 15th, the net cost to that student would be \$220.90 (\$442.40 – \$221.50). Conversely, if Titan Shops does not receive requisitions for the five books, that same student will only receive \$118.00 at Buyback instead of \$221.50, increasing the student’s net cost to \$324.40. Thus, by having the requisitions in advance of Buyback, Titan Shops was able to save the student \$103.50.

Students in subsequent semesters also benefit. As shown in the right two columns below, the same texts could be purchased for \$331.85 (used price) in spring 2004 and, as before, after Buyback with requisitions turned in on time, the net cost to the spring 2004 student for the same five books would be \$166.50 (\$331.85 – 166.50). Compared with purchase of all new texts, that’s a savings of \$275.90— or 62%.

Example Demonstrating Benefits to Freshman Business Students of Requisition Rewards Program at Titan Shops

New Text Purchase Fall 2003			Buyback Fall 2003			Spring 2004	
Course #	Book Title	New Price	Buyback Price w/Req	Buyback Price w/o Req	Savings	Used Price	Buyback Price w/Req
ACCT 201A	Financial Accounting	\$115.00	\$57.50	\$39.00	\$18.50	\$86.25	\$43.25
BUAD 201	Business Comm. Today	\$96.25	\$48.25	\$30.00	\$18.25	\$72.20	\$36.25
ENGL 101	Perspectives on Argument	\$52.45	\$26.25	\$16.00	\$10.25	\$39.35	\$19.75
HIST 110A	Hist. of World Societies	\$79.00	\$39.50	\$23.00	\$16.50	\$59.25	\$29.75
MATH 115	College Algebra	\$99.75	\$50.00	\$10.00	\$40.00	\$74.80	\$37.50
Total		\$442.40	\$221.50	\$118.00	\$103.50	\$331.85	\$166.50

So with timely submission of requisitions to Titan Shops (which by the way, nearly 70% of faculty and departments do), students can save substantially on their texts. For this reason alone, 100% of the requisitions should be submitted to Titan Shops each and every semester. But besides the significant savings to students, there are several other reasons why everyone benefits when Titan Shops receives the requisitions.

Requisition Rewards Program

To illustrate the level of significance that Titan Shops places on the receipt of requisitions, the store developed the Requisition Rewards Program in which departments AND students are rewarded when faculty and departments make timely submissions.

Each Department can earn up to \$1000/semester (\$500 in bookstore merchandise and \$500 in student scholarships) by merely submitting at least 95% of the required requisitions on or before the due date. Since its inception in 1998, Titan Shops has awarded more than \$280,000 to the Academic Senate, Associated Students, and Academic Departments at Cal State Fullerton through this Requisition Rewards Program.

Titan Shops Net Revenues Remain on Campus

And while we're on the subject of scholarships, exactly what DOES Titan Shops do with all the money it makes selling books and merchandise? As a major component of the Cal State Fullerton Foundation, (along with Campus Dining and Sponsored Program Administration) all the net proceeds from Titan Shops accrue to the Foundation's bottom line where they are used to benefit the University in any number of ways.

For each of the past 5 years, the Foundation has disbursed an average of more than \$1.3 million dollars to the university in support of its

educational mission. Although the precise mechanism for the distribution of these funds is embedded in a variety of different Foundation Programs, suffice it to say, Titan Shops plays a major role throughout the campus. So a third reason why Titan Shops should receive requisitions is that 100% of the net revenues from Titan Shops remain on campus.

Since its inception in 1998, Titan Shops has awarded more than \$280,000 to the Academic Senate, Associated Students, and Academic Departments of Cal State Fullerton through this Requisition Rewards Program.

Therefore, to save students money on the cost of books, to earn dollars for scholarships and to underwrite departmental costs, and because every single dollar earned from the sale of the books will remain on campus to benefit the University, Titan Shops should be receiving all textbook requisitions. Anything short

of complete submissions from the entire campus only hurts students – and, after all – shouldn't students be our #1 priority? ☺

Bill Dickerson has served as the Executive Director of the Cal State Fullerton Foundation since 1988. In that capacity, he serves as the



CEO of a nonprofit auxiliary organization of 600+ employees that together generate annual revenues of more than \$40 million dollars. In addition to overseeing Titan Shops, Bill has served in several

regional and national positions of leadership; most recently he was elected to a three-year term on the Board of Trustees of the National Association of College Stores (NACS).

