SENATE FORUM

Defining and Measuring Academic Quality:
A Theme for the 2005-2006 Academic Senate

John W. Bedell

Anecdotes abound. Some often heard examples: The quality of incoming students is less than it was 30 years ago. Junior faculty members are pressured by student ratings, and they are letting academic standards slide. The place is a dump with weeds everywhere and paint chipped at every corner. Conversely, we hear that CSUF is ranked among the best in the west. Minority students are graduating from excellent programs in record numbers, and the number of applications is so high we must be doing something right.

Just what version of CSUF is correct? We do know the following: We have seen a steady erosion in the number of tenure and tenure-track faculty in the classroom. The proportion of our instruction delivered by our part-time colleagues is now over 50% if measured in student credit hours. The hiring of custodians has not met square footage demands and maintenance has been deferred as we have gone through a difficult budgetary cycle. But has academic quality suffered as a result of these developments? Do the anecdotes above, and others you have undoubtedly heard, have an empirical reality?

INSIDE THIS ISSUE

Members of recent Academic Senate Executive Committees have been especially concerned about our ability to recruit and retain high quality faculty and staff. Retirements and resignations have put our academic programs in difficult situations, for example, not enough full professors to "staff" the Department Personnel Committee; few to supervise graduate theses; a handful to manage recruiting; over-burdened faculty members being asked to mentor yet another colleague. Have any of these situations affected academic quality, and if yes, how?

It quickly became clear to us that we had no agreed upon definition of academic quality and no agreed upon measures or markers of it. To help remedy this, the Academic Senate passed ASD 05-92 at its September 8th meeting:

ASD 05-92 The Role of Faculty in Enhancing Quality: An Academic Vision

Following up on the highly successful Fall 2005 Academic Affairs/Academic Senate Retreat, the Senate proposes the creation of an ad hoc Academic Senate *Vision Committee on Academic Quality.* The objective of this committee is to envision the next ten years at CSUF with an emphasis on maintaining and strengthening quality in those areas of faculty concern in Academic Affairs.

Charge:
a) review policies and procedures by which institutions of higher education define, assess and regularly monitor academic quality;
b) review academic quality documents from regional and specialized accreditation bodies;
c) compile CSUF-used measures of academic quality currently collected at CSUF;
d) propose a definition of academic quality for CSUF;
e) identify qualitative and quantitative markers of academic quality at CSUF and recommend how and when these markers are to be measured;
f) recommend an Academic Senate vehicle for an active role in University planning, implementations, and monitoring with an emphasis on quality.

Membership:
a) fifteen (15) members total;
b) ten (10) must be faculty [including junior and senior faculty] and may include emeriti;
c) five (5) additional members to include President, Vice President, Dean or Associate Dean, student (as designated by ASI), and a staff member;
d) membership approved by the Academic Senate;

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e) committee chaired by the Chair of the Academic Senate.

Committee Process:
The ad hoc committee might engage in a variety of activities including, but not limited to the following:
- review local demographics and workforce predictions;
- hold campus-wide conversations regarding what the campus should "look like" academically in 2015;
- host specific focus groups such as with deans, chairs, senior faculty, junior faculty, graduate students, undergraduate students, alumni, new hires, etc.;
- assess faculty perceptions of quality and campus climate at CSUF;
- host an event in January to update the campus community on progress;
- create an electronic bulletin board for on-going discussions about quality, etc.

Rationale:
CSUF is approaching its 50th Anniversary and looks forward to a WASC visit in the near future. Recently, the Academic Senate has initiated conversations to envision the campus in 2015. In anticipation and building upon these events, the Academic Senate seeks to develop proactively an academic vision and to establish a systematic method for assessing and monitoring

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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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The timing could not be better. As you see from the Rationale stated in ASD 05-92, we are coming up on our 50th Anniversary and our most "significant" accreditation is also upon us. The number of prospective students continues to grow. The demand for a CSUF education is real. We have a responsibility to serve the students in our area, BUT we must be sure we are giving them access to quality academic programs, taught by quality faculty in an appropriately maintained environment.

What can you do? Over the next few weeks, you will be invited to meet with one or more members of the ad hoc Academic Senate VISION COMMITTEE ON ACADEMIC QUALITY (VCAQ), most probably in a focus group. Your thoughts and ideas are essential to having this whole activity work. If you find any printed resources that will inform the conversations, please get them to me for distribution to the members of the VCAQ. In addition, the articles in this edition of the *Senate Forum* set the tone for the development of the VCAQ. Please read them. You will find much "to chew on" and reflect about. This is your University. Its success is your success. Please join us in a very important activity that will help shape CSUF for the next decade or two. ❧

John W. Bedell, Professor of Sociology, is Chair of the Academic Senate.

Balancing Growth and Quality

Robert Emry and Roberta Rikli

In this essay we discuss the question "How do we balance enrollment growth and quality of education at CSUF?" In addressing this question, three assertions will be presented:

1. Increased student enrollment demand is inevitable.
2. External accountability factors are sometimes counterproductive to maintaining quality.
3. Maintaining quality educational experiences for our students is a multifaceted, complex issue which is everyone's responsibility.

Increased Student Enrollment Demand Is Inevitable
Recent population reports indicate that California, including Orange County, will continue to experience significant population increases over the next 20 to 25 years. The Public Policy Institute of California cites research projecting a population growth of 7 to 11 million people between now and 2025 (*Research Brief*, Issue # 100, June 2005). According to the *Orange County Register*, Orange County's population will grow about 35,000 a year (July 20, 2005). Similarly, the Center for Demographic Research, in a publication titled "Orange County Profiles," (9[2], June 2004) indicates

Orange County's population broke the 3 million threshold in the summer 2003. The County population is projected to grow to approximately 3.55 million by 2030. This means an average of 23,000 people will be added to Orange County annually through 2030. This is an increase of 24% (688,561 persons) over its July 2000 estimate of 2.68 million. Of this growth, 61.1 % will occur between 2000 and 2010 (pp. 1-2).

Clearly, this population growth will create social and political pressures to increase CSUF's student enrollment.
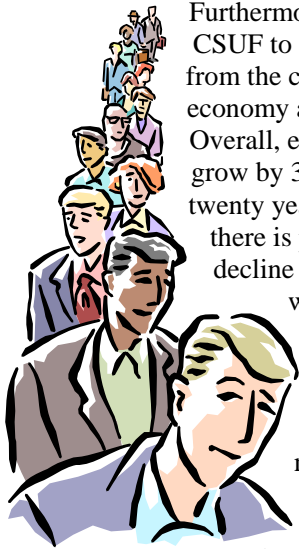
Furthermore, additional pressure for CSUF to increase enrollment will result from the changing nature of our economy and its workforce needs. Overall, employment is expected to grow by 30 to 40 percent in the next twenty years. However, within this trend there is projected to be a significant decline in manufacturing employment, with steady increases in business, professional services, entertainment, recreation, health, and educational employment needs. This trend, according to the Public Policy Institute of California, demonstrates the importance of the "human infrastructure challenge" and suggests that, "Demand for workers with a high school education or less will fall and demand for those with associate, bachelor's, and advanced college degrees will rise" (p. 2).

This same report predicts that by 2020, economic needs will require 75% of the workforce to have some type of college education, which will be 14% more than California colleges and universities will be able to produce, assuming their current rate of growth. Therefore, by 2020, without a substantial increase in college graduates, California will not have enough educated persons to drive its economy. Furthermore, "If California's youth," according to the PPIC *Research Brief*, "do not get a college education, they face the prospect of low or no employment, lack of opportunity for high-paying jobs, and greater likelihood of depending on public health and social services" (p. 2). Again, CSUF will experience political and social pressure to increase student enrollment.

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Finally, external pressures to grow enrollments, no doubt, will be accompanied by internal pressures. Who thinks his/her department is large enough? What department does not seek to hire additional faculty? Is there a college or any other university entity that does not want to grow, assuming that resources accompany growth? The only way to grow is by the internal reallocation of resources and/or the generation of additional resources. We all know that it is easier to grow than to reallocate resources. Therefore, CSUF, we predict, will also experience internal pressures to increase student enrollment.

External Accountability Factors Are Sometimes Counterproductive to Maintaining Quality

With the question being not *whether* CSUF will increase student enrollment, but *how* it can grow and maintain quality, it will be important to identify indicators that can be used to monitor quality.

As is, many typical accountability indicators, including some of those utilized in the CSU accountability process, focus more on *quantity* than on *quality*, thus facilitating growth by doing more with less. The CSU has identified the following nine performance areas, each with prescribed indicators that are to be monitored and reported biennially (CSU Accountability Process, Biennial Report 2004):

1) Quality of baccalaureate degree programs
2) Access to the CSU
3) Progression to the degree
4) Graduation rate
5) Areas of special state need
6) Relations with K-12
7) Remediation
8) Facilities utilization
9) University advancement

Whereas some of the required indicators associated with the above performance goals clearly address program quality, others may not. Defining and assessing learning goals, for example, clearly addresses area #1 above: Quality of baccalaureate degree programs.

On the other hand, indicators that involve primarily a reporting of quantitative input data often provide little information about program quality outcomes. For example, assessing area #6 (Relations with K-12) by considering only the *number* of students involved in various K-12 outreach efforts may say little about the added *value* of such programs.

Also, under certain circumstances, the pressure to improve graduation rates could result in a lower quality education for students. One way of helping students progress quickly toward graduation is to offer additional sections of high demand, required courses. However, because of the low percentage of tenure-track faculty in many CSUF departments, adding additional course sections can only be done by hiring more part-time faculty, instructors who typically do not have the same credentials as tenure-track faculty. Statistics show that 44% of classroom instruction at Fullerton already is being provided by part-time instructors.

Maintaining Quality Is Multifaceted, Complex, and Everyone's Responsibility

As CSUF prepares for additional growth, all aspects of the campus infrastructure need to be considered. Not only must we give priority to the teaching and research mission of our academic programs (that is, full implementation of our "learning is preeminent" mission), but we also need to consider other aspects of the university's mission, such as providing support programs that address student needs and maintaining an environment conducive to learning.

Fortunately, Fullerton already has some practices in place that will help to protect program quality during times of continued program growth. The University has established student learning outcomes for all courses in the University's General Education Program. Furthermore, all courses in the General Education Program require student writing assignments. We have a University Policy Statement on what shall be included in a course outline. We have a University Honors Program and the President's Scholars Program. We also have established a number of student learning communities. However, there is much more to consider in maintaining a quality learning environment for students.

The following are just a few examples of issues and observations that have been raised by various faculty, staff, and students throughout the campus relative to concerns about maintaining program quality during a time of continually increasing enrollments. We mention the issues below, not to be critical, but to point out that increased growth during tight budget times can affect many facets of the university. Examples of concerns about continued growth with insufficient resources:

- Class sizes will increase, having a negative influence on type of instruction and assessment (more lecture, less discussion; more Scantron exams, fewer writing assignments).

- The percentage of highly qualified PhDs teaching classes will decline (due to the difficulty in hiring tenure-track faculty because of inequitable salaries and high housing costs).

- There will be a lower percentage of highly qualified PhDs to advise and mentor students, to write letters of recommendation, etc.

- There is concern that student health services may be insufficient to meet student needs. Over the past 10 to 15 years, the Health Center staff has declined by about half during a time when the number of students has doubled, with the current waiting time for non-emergency appointments now reported to be 6 to 8 weeks. Unfortunately, the decrease in Health Center staff has occurred at the same time that there has been an increased range and complexity of health problems in students (e.g., STDs, psychological stress, substance abuse, etc.).

- Similarly, the Counseling and Psychological Services (CAPS) program has experienced a decrease in staff over past years, despite an increase in number of students on campus and an increase in requests for student help. This, of course, results in increased delays in getting an appointment to see a counselor.

- Some worry that with additional growth there will be reduced service and longer waiting lines in a variety of offices such as Admissions and Records and in the Academic Advisement Center.

- There is concern about deteriorating custodial services. According to a recent report to the Academic Senate (van der Pol, 2005), custodial

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services already are at an all-time low due to a 32% decline in custodial staff compared to increases of 32% in FTES and 36% in facility square footage across the period from 1990 through 2003. In fact, according to National Custodial Standards, the current square footage responsibility per custodian at CSUF places Fullerton close to the lowest rated category—"Unkempt Neglect." Whereas 8,500 square feet per custodian is required for the top rating of "Orderly Spotlessness" and 16,700 square feet for "Orderly Tidiness," each CSUF custodian is currently responsible for 43,200 square feet (which is about double that of 10 to 15 years ago). Luckily for Fullerton, our current custodial staff has performed far above national expectations with respect to the quality of their work.

- There also is concern that with increased growth, the backlog of deferred maintenance may continue to grow. As van der Pol reports, more than $121,000,000 is needed to address current repair and maintenance needs. Related to this is a concern that classroom and faculty research dollars might be diverted to support infrastructure needs.

Again, issues such as these (and many others) will need to be considered as we plan for and evaluate the potential impact of increased enrollment on the quality of education at Cal State Fullerton. As the University looks forward to the many positive aspects of continued growth (better serving our communities and, in fact, receiving a higher rate of FTES funding than in earlier times, which should have an overall positive effect on the budget), it will be important to involve all facets of the University in planning for this growth.

In conclusion, it is suggested that the University would profit from a series of dialogs and a strategic cost-analysis planning process relative to maintaining quality during future enrollment growth. Such planning should include an opportunity for input from faculty, staff, and students throughout the University. ❧

> *"…we believe that the current low of 53% permanent faculty is a threat to quality."*
> *-Vura & Guerin*

What Should Our Faculty Look Like in 2015?

Dolores Vura and Diana Wright Guerin

Recruiting and retaining a highly-qualified and diverse faculty is essential to maintaining a quality educational experience for students and our tradition of strong collegial governance. Permanent (tenured and tenure-track) faculty members are required not only to provide classroom instruction and co-curricular scholarly and creative opportunities for students, but also to develop curriculum and programs, mentor and advise students, and provide service and leadership to their departments, colleges, the university, and the community.

We like to think of the faculty as stable, but in point of fact, a mere decade produces a radical turnover in "permanent" faculty. Based on the losses through retirements, resignations (adjusted downward to account for disproportionate risk in early tenure track among our future hires), etc. over the past six years, we can expect to lose 327 of the current 598 permanent faculty (55%) by 2015.

Quantity: Number of Tenured/Tenure-Track Faculty Members

Current Status
How many tenured/tenure-track (T/TT) faculty members does the campus need? Historically, the CSU has recommended a maximum of 80% of the full-time equivalent faculty (FTEF) baseline allocation in order to protect the T/TT faculty from state budget shortfalls and potential reductions of the baseline FTEF. A recent agreement between the CSU, CFA, and the Academic Senate of the CSU (resulting from Assembly Concurrent Resolution 73 passed by the California Assembly in 2001) set a goal of raising the percentage of T/TT faculty in the CSU to 75%.

On our campus, the percentage of the 1,127.5 baseline positions held by T/TT last year stood at 52% (589 T/TT instructional faculty members). Our projection for 2005-06 is 53% (598 T/TT / 1137.0 baseline positions). Hence, we are currently far below the guidelines described above.

Projecting 2015

Campus enrollment continues to expand. As the baseline full-time equivalent student (FTES) increases, so does the baseline FTEF. Using the latest Multi-Year FTES Planning Estimates negotiated with the Chancellor's Office in April 2005, we can estimate the FTEF ten years from now, and then project some scenarios of what it would take to increase the T/TT faculty in both sheer size and in percent of a growing baseline FTEF.

We expect the Academic Year FTES to grow by 5,570 to 29,580 in 2015-16. Using the standard 21.28 student-faculty ratio (SFR) for new growth FTES, we would see an increase of 262 FTEF for a total baseline FTEF of 1,399.0 that year. Hence, *just to accommodate projected student growth* over the next 10 years, an average of 26.2 faculty members would need to be recruited annually.

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Table 1. Projecting the Number of Full-Time Equivalent Students (FTES) and Faculty (FTEF), 2005 – 2015

Baseline	FTES	FTEF
2005-06	24,010	1,137
2015-16	29,580	1,399
Increase	5,570	262

Moving from 2005 to 2015

In addition to growth in the student body, faculty losses must also be considered in navigating a course to 2015. Table 2 shows gains and losses of T/TT faculty over the past six years (including the latest estimates for Fall, 2005). We considered where the campus would be in 2015 under two scenarios: assuming the (1) **average gains/losses** for the past six years continued onward; and (2) **most successful year (2005)** continued forward.

For Scenario 1, across the past six years the campus has experienced a gain of 11.4 faculty members each year. Projecting an annual gain of 11.4 faculty members would give us 51% (712/1399) T/TT faculty in 2015, essentially continuing our current status. Scenario 2, projecting from our most successful year in which we gained 32.5 faculty members in 2005, would give us 66% (923/1399). These are summarized in Table 3.

Table 2. Annual Gains and Losses in Tenured/Tenure-Track Instructional Faculty

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005*	6-Year Average
Searches	67	66	81	80	9	82	64.2
New Tenure-track Hires (Total Gains)	53	49	64	49	9	65	48.2
Retired	-11	-9	-4	-8	-13**	-3	-8.0
Resignations	-4	-9	-13	-13	-19	-7	-10.8
Other/Death	-2	-1	-2	-4	-1	-1	-1.8
New FERPS (0.5)	-5	-10	-14	-7	-9	-13.5	-9.8
FERP Ended (0.5)	-3.5	-7	-9.5	-6.5	-3.5	-8	-6.3
Total Losses	-25.5	-36	-42.5	-38.5	-45.5	-32.5	-36.8
Net Gains/Losses	27.5	13	21.5	10.5	-36.5	32.5	11.4

*Fall 2005 as of 7/29/05 (there may be more retirements/resignations). **Golden Handshake.

Table 3. Projecting the Ratio of Faculty Who Are Tenured/Tenure-Track

Year	FTEF Positions	Number of T/TT Faculty	Percent of T/TT
2005-06	1,137	598 (est.)	53%
2015-16	1,399	712 (1)	51%
		923 (2)	66%
		1,049 (3)	75%

Although neither of the empirically-based scenarios will bring the campus up to the 75% to 80% levels, it is clear that the more aggressive track of conducting in excess of 80 searches annually for the next 10 years is essential to make measurable progress, coupled with minimal retirements, resignations (high retention), etc., as experienced last year. A third (3) calculation, working backwards from 75% of 1,399.0 FTEF = 1,049 T/TT faculty in 2015, would mean a total net gain of 451 faculty over ten years, or an average of 45.1 per year. Given that budget shortfalls or other unforeseen circumstances can affect baseline funding, the campus community needs to determine how close to move toward the 75-80% guidelines for T/TT faculty. On the other hand, we believe that the current low of 53% permanent faculty is a threat to quality.

Qualitative Considerations

Progress has been made in recruiting female tenure-track faculty members (male: female ratio on tenure track has approximated 1:1 for over a decade) as well as retaining female faculty members into the tenured ranks (male: female ratio was 3.8:1 in 1993 and 2.2:1 in 2003, and 2.0:1 in 2004). We would expect women to reach parity with men in the tenured category by 2015.

We expect the ethnic diversity of our instructional faculty to continue to increase. It has a long way to go to approximate the ethnic diversity of our student body. In

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2004, students were 50% minority, while the full-time faculty was 24% minority. In addition to these patterns of diversity, the campus community may also wish to monitor its success in attracting and retaining faculty members trained in institutions outside of California.

Issues for Discussion

- *Both recruitment and retention are labor-intensive as well as expensive.* How many searches can departments with relatively small numbers of full professors complete successfully? The fact that enrollment growth is uneven across disciplines makes the burden of tenure-track faculty searches and retention efforts even more intense for those disciplines experiencing the most growth.

- *The balance of assistant, associate, and full professors is widely disparate across academic departments campus-wide.* Should future searches be limited to assistant professors, as they have been in the past? Are there sufficient senior faculty members to mentor junior faculty members? To serve on personnel committees?

- *Retention of faculty is a challenge.* Significant numbers of faculty resigned in 2002, 2003, and 2004. How can the campus deal with the continuing and growing challenges of high workload and low salary compared to similar institutions?

- *State funding is not stable.* Fall 2004 showed a net loss of 36.5 faculty members when searches were cancelled due to budget concerns and a golden handshake was offered. What can the campus do to maintain a healthy recruitment plan in the face of a changeable economic/state budget situation?

Conclusion

The campus will need to recruit aggressively over the next ten years while at the same time limiting faculty losses, if we are to make progress in improving the ratio of permanent to temporary faculty in the baseline FTEF. Both recruitment and retention must be successful to yield the number of permanent faculty required to provide quality instruction, research, and service for the campus and broader community. ✎

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Accreditation and Assessment: Imposed or Infused in Practice?

Ray Young

P eriodic winter blizzards are etched in the memories of faculty and staff who have roots in the American Midwest or the Great Plains. Ominous dark clouds form on the western horizon. Swirling winds heap intense snowfall into mountainous drifts, interspersed with barren patches of frozen earth. Indeed, it is the combination of those strong winds and rapid snow accumulation that define a blizzard. Personal traffic and ground commerce come to a sliding halt. All but the foolhardy bunker down in their homes or risk being stranded in the vulnerable rural openness or in unfamiliar places. However, when the weather breaks and people dig out from the unwanted accumulation, certain benefits are apparent. The skies seem bluer and moisture eventually percolates into the ground offering nourishment to future crops. People learn to adapt to harsh challenges and prepare more thoughtfully for future storms.

The author of this commentary apologizes for the unseasonable use of the blizzard example, but it provides a loose metaphor for the accreditation processes that universities periodically must deal with. Ominous, externally imposed rules and procedures seemingly ask more than we can deliver. Anxieties are heightened and a flurry of activity follows. The meanings of countless words are discussed, and encapsulating evidence is committed to paper.

"…accreditation processes force the university to respond to and actively internalize change on multiple fronts…"

Mountainous volumes of reports may be generated but many reports go unread, their recommendations neglected. Some departments, programs, and operating units hunker down, hoping to be bypassed or touched only lightly by the process. Eventually, the external reviewers have come and gone, a diligent process is acknowledged, candor applauded and certification renewed. Blue skies and relative calm return to the academy.

In the coming months, Cal State Fullerton will launch its formal accreditation efforts that culminate with multiple visits from a WASC accreditation team. We are a member of the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). Thus, in a sense WASC is us, not a completely alien body. There are three key milestones in the process: the submission of an Institutional Proposal (due in Fall 2007), a Capacity and Preparatory Review (Spring 2010), and an Educational Effectiveness report (Spring 2011). The **combined** bulk of these three documents is a concise one-hundred pages, exclusive of appendices. The new WASC accreditation process what is most needed is not a profound senior author or team of editors, but rather the deep engagement of a broad campus community and responsive, reflective activities. We must engage now and well into our institutional future. If accreditation is to be a concerted focus for quality assurance and program improvements, we must integrate it into regular practices and not limit it to the formal three and one-half year review period.

The current *WASC Handbook of Accreditation* offers insights into the reformulated purposes and accommodating tone of the process. It asks universities to articulate their "core commitments to institutional capacity and to educational effectiveness" (p. 37). The old 26 standards have been replaced by four that are "holistic in scope and flexible in

application" (ix). A Preparatory Review stage expresses how the university functions "with clear purposes, high levels of institutional integrity, fiscal stability, and structures and processes to fulfill its purposes" (p. 41). The subsequent Educational Effectiveness Report must address and provide "deep engagement and analysis" either by a "special themes" model or a "series of analytical essays," with a "reflective, integrative summation" (pp. 46-47). A supplemental *Evidence Guide* for the accreditation process, prepared by WASC, reveals an openness to the diversity of evidence that the university may employ in its review. Such phrases as "evidence entails *interpretation* and *reflection*," "can be both *quantitative and qualitative*," and "can be *either direct or indirect* " (p. 7) illustrate a new receptivity.

What then does the university and its component academic programs gain by engaging in systematic, reflective, on-going and assessment-based reviews of student learning and faculty activity under the accreditation process?

- It can assuage the skeptical and increasingly polarized public that we strive to be good stewards of the public resources that are granted to universities.

- Accreditation provides a framework for prioritizing university-wide goals as well as academic program and unit goals.

- Accreditation review presents a focused opportunity to examine the ways in which learning goals are directly tied to broader university goals.

- These review processes can highlight how Cal State Fullerton accommodates the varied needs of its diverse student body, employ different modes of instruction, and systematically evaluate the connections between those and our expressed missions.

- Clear descriptions of our assessment tools and the genuine use of multiple methods in defining quality and effectiveness can protect the university from rigid prescriptive metrics that may be imposed by legislatures, boards of trustees or state/federal agencies (such as those imposed upon the K-12 system).

- Formal reviews by external accrediting bodies prompt us to recognize that broadly-based, embedded practices serve our goals more effectively than does an episodic ritual of add-on activities.

- Such reviews offer a vehicle for broad campus/community representation that promotes leadership development within a climate of receptivity toward diverse perspectives.

- Finally, accreditation processes force the university to respond to and actively internalize change on multiple fronts—knowledge expands and is challenged; the student body morphs over time; available resources simultaneously expand and shrink; modes of teaching and learning shift; and public expectations/standards increase.

Now, WASC and other accrediting agencies are far more concerned with the scope of embedded practices than they are with the heft of formal documents produced in the review process. The widespread application of direct assessment activities and the use of information from those efforts to make ongoing program improvements will serve the campus well as protective insulation from any approaching blizzard.

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A View from the Trenches: Lessons Learned about the Contributions of Unit Accreditation to the Betterment of the Institution

Wendell C. Crow

As the new WASC accreditation cycle heats up for the university, it's sometimes easy to lose sight of the fact that success for the institution depends so much upon the strengths of a great many individual units. All academic departments and other instructional units must pass muster at some level—either through their own disciplines' accrediting bodies or within the process of internal program performance review. Looking to this micro level of review may lead us to important lessons about why it is necessary to engage in rigorous self-examination in the first place and why it is essential that we seek better ways to benefit from it.

Let's start with a simple fact: It's not even a given that external accreditation is necessary or even desirable for every program at any given time. Our Radio-TV-Film concentration broke off to form a separate department largely to get free of the unit (credit hour) limitations imposed by our accrediting body. As cited in the *Journalism and Mass Communications Accreditation* guide, students must have 80 units outside the major and also must have no fewer than 65 units of liberal arts & sciences (p. 59). Competing schools were able to offer their RTVF majors many more credit hours or units in their specialties and better prepare their students for the profession. There is no external body to evaluate their field academically; however, the field of communication does have such a body, and when the president says, "If so, you *will* be accredited," the discussion ends quickly.

Within the past three years, the Department of Communications has undergone both an external re-accreditation of its undergraduate major (the fifth largest of its kind in the nation) and a program performance review of our graduate program. We were successful on both counts, and in many respects these reviews were similar to those experienced by many other units at Cal State Fullerton. Like WASC, our own

external review body—the Accrediting Council on Education in Journalism and Mass Communications—recently compressed the number and nature of its review standards in an effort to make them more meaningful and easier to interpret. What may be more instructive than the reports issued and the descriptions of performance achievement are the lessons we learned about what accreditation can and cannot do.

What unit accreditation *can* do:
▪ Periodic review focuses a unit's attention like no other influence. Most units understand where their weaknesses are. Accreditation forces the remedial action that inertia has stymied.

▪ Such review also reintroduces the external community to the positive contributions the unit makes to the overall health of the field/profession and to their own lives. This reflects well on the institution and reinvigorates alumni enthusiasm for supporting its activities. In our case, we were able to solicit commentary from internship sites and key alumni that have already resulted in an increased receptivity to development requests and willingness to serve on advisory boards.

▪ Accreditation provides validation for the efforts made by the unit to achieve quality in all its endeavors, not only to the immediate community but also to the field/profession at large. In our case, we believe we renewed our role as touchstone to the

> ## *Lessons Learned from Unit Accreditation*
>
> ▪ *We constantly have to reevaluate models we wish to adopt.*
>
> ▪ *The dictates of accreditation bodies are poor substitutes for dedicated self-analysis and a culture of revitalization within the unit.*
>
> ▪ *Leverage is a key by-product of the accreditation process.*
>
> ▪ *Pressure is necessary, but not sufficient, for unit success.*
>
> ▪ *People are the programs, and specific faculty hires matter.*

mystical "real world" our students need and talk about so much. It so doing, we also renewed the university's connections to the public.

▪ It also provides an intuitive guide to students, parents, employers and search candidates regarding the relative merits of a program compared to others of a similar nature.

What accreditation *cannot* do:

▪ Neither external nor internal periodic review can salvage an unhealthy program where the will of the unit and/or the institution is weak and the marketplace is indifferent—nor should it.

▪ Accreditation cannot be the lone force to effect change. All stakeholders must be engaged in maintaining the health of the unit on a regular basis.

Naturally, units in the university differ markedly in their fundamental traditions and groundings philosophically, academically, and otherwise. As a technology-driven professional program with heavy emphasis on the best practices of our client community, we have learned a number of lessons from our own unit reviews.

▪ *We've learned that we constantly have to re-evaluate the models we wish to adopt*: Especially with regard to technology, can we afford to lead or must we instead follow the cutting edge of innovation and practice? Following is cheaper and safer in the short run. Leading requires risk and resources for the long haul. Should we become more traditionally academic and less practical? With one of the strongest required internship programs in the nation, we have fostered expectations that our students are "turn-key" hires, ready at the entry level for the profession—something that is constantly challenged by advocates, both within our department and elsewhere, for a more theoretical approach.

Wendell Crow is Professor of Communications and department chair. He joined the faculty in 1977 and has headed four department concentrations during his tenure. He authored a widely-adopted graphics textbook and designed many publications at the university.

Photo by Jeanne Rice

▪ *We've learned that the dictates of accreditation bodies are poor substitutes for dedicated self-analysis and a culture of revitalization within the unit.* If accreditation bodies seem unsure of themselves in these times of accountability and assessment, it's probably because they are. A couple of years ago, our own external accrediting body issued new rules requiring all units to undergo interim evaluations between regular visits to keep units on their toes. Within a year, when they realized the extra work they had imposed on us (and on themselves), mostly through more paperwork, this requirement was abandoned. It behooves the unit to better anticipate the coming shifts in their fields and, where possible, help set the agenda rather than be obliged to react to that set by others. In short, accreditation can't just be about meeting standards. It also must be about continually setting new ones.

▪ *We've learned that leverage is a key by-product of the accreditation process.* Everyone understands and plays the resource deficit game:

> The unit knows that its best chance to pressure the university for more resources comes at accreditation time, but it sometimes overplays its hand.

> On the other hand, the external accrediting team may attempt to work both sides, seeking to assist the unit in gaining resources by bringing up deficiencies in the exit interview, while still remaining tough with the unit. It's an inherent conflict of interest that may actually benefit everyone.

> Finally, administrators—who are nothing if not vigilant and wary with the purse—know that pressure is coming from both sides and usually seek to reassure the accrediting team while trying to avoid giving away the farm. Most of us know that administrators are highly adept at the noncommittal commitment when it comes to resources.

Our department was able to gain a nice complement of computer equipment for one of our specialized programs a few years back through direct pressure from our accrediting body. However, this was an after-the-fact fix to a problem that should have been more forcefully addressed prior to the threat of probationary status.

Instead of playing out such a scenario, a better way for a unit to make leverage more positive and effective might be to involve all parties in an up-front, intense and ongoing dialogue that documents special resource needs and development *well in advance* of the accreditation visit to avoid the feast-or-famine cycle. When the visit occurs, the needed resources would be in place. This may require that we focus on the 5 or 6-year cycles of each unit and alternately concentrate resources on that unit shortly following its accreditation visit. This will be a fruitless exercise, however, unless the administration is ready to commit *solidly* and unambiguously to resources earned through assessment performance, regardless of budgetary difficulties, and units are ready to document performance thoroughly as the price for achieving such up-front resources. A sure way to turn skeptics into cynics would be a lack of follow-through for promised support properly earned.

▪ *We've learned that pressure is necessary, but not sufficient, for unit success.* Very little happens in a vacuum. Units often have all the dynamism and synergy of an anvil unless prodded and provoked. While necessary, appeals to faculty for increased dedication and service to the institution can go only so far, so mandatory unit review serves to provide the periodic upheaval needed for change. However, *enlightened self-interest* on the part of faculty may be the better motivator for real curriculum change and goal achievement. If faculty members *truly* believe that solidly grounded curricular changes mean their jobs will be easier and more fulfilling, they will be more likely to join the fray. If overall assessment scores really *did* reflect serious progress, and the university could find fair ways to acknowledge this progress without pitting programs against one another, change would seem more likely. If faculty *genuinely* thought certain changes would make a huge difference in student achievement and life satisfaction, they would clamor to make them happen. This is an appeal for more carrots, fewer sticks—an approach that appears to be surfacing with the newer dialogue on assessment. It is crucial that such arguments reflect reality, however, rather than spin, and the challenges to define the changes that merit such optimism are daunting.

▪ *We've learned that people are the programs, and that specific faculty hires matter.* The team charged with evaluating our undergraduate unit most recently was following highly specific guidelines from the *Site Team Visit Manual* to determine whether or not faculty

members' academic and professional qualifications were appropriate to the unit's mission (p. 28). Without a long-term plan for addressing accreditation issues and the right personnel to implement them, a unit may not only fail to meet expectations at a critical time, but it may also seriously delay reaching its full potential. It's important to remember, however, that long-term hiring plans must be regularly revisited. For example, we're looking for two people to teach advertising next year. Nobody need apply who is not fully immersed in issues such as guerilla advertising and viral marketing, product placement, Madison and Vine entertainment, and all types of 24-hour news media. However, would we have been able to anticipate these things five years ago? I doubt it.
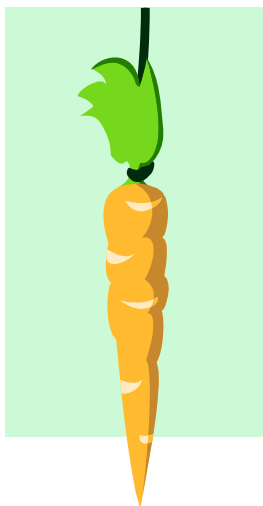
For any unit, the temptation to fill a position quickly or risk losing the faculty line is strong, especially in uncertain funding years; however, this urge may lead to hiring decisions that are at odds with long-term goals identified through accreditation and assessment activities. Much better to end a search and try again, but with a firm understanding by all that specific accreditation goals would not have been met from the existing pool. This, too, requires a good-faith commitment from on high that the hire can take place in the following cycle.

In conclusion, it's become increasingly obvious to us that unit accreditation, while a painful process, also yields considerable benefits to us and to the university. It may, indeed, be the key, mission-critical link to quality that the external community understands and values. It also seems to us that we have only begun to explore the real advantages of continuous, not simply periodic, examination of what we are about.

With apologies to the writers of Animal House, "Being blissfully irrelevant is no way to go through life, son." ❧

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Connecting Learning across General Education and the Curriculum: Provocative Questions as We Look Ahead to 2015

Sylvia Alva and Paul Levesque

Assumptions / Proposed Vision of Program Quality

- A new vision of program quality seeks to create coherence and connections across segments of the curriculum in new and purposeful ways.

- Student learning outcomes should be transparent and addressed throughout the educational experience of students.

An improvement-oriented ethos requires that we create a "culture of evidence" about the level and quality of student learning across the curriculum. In the following sections, we describe our current status and explore opportunities for more coherence and connections between learning and three areas of the General Education program.

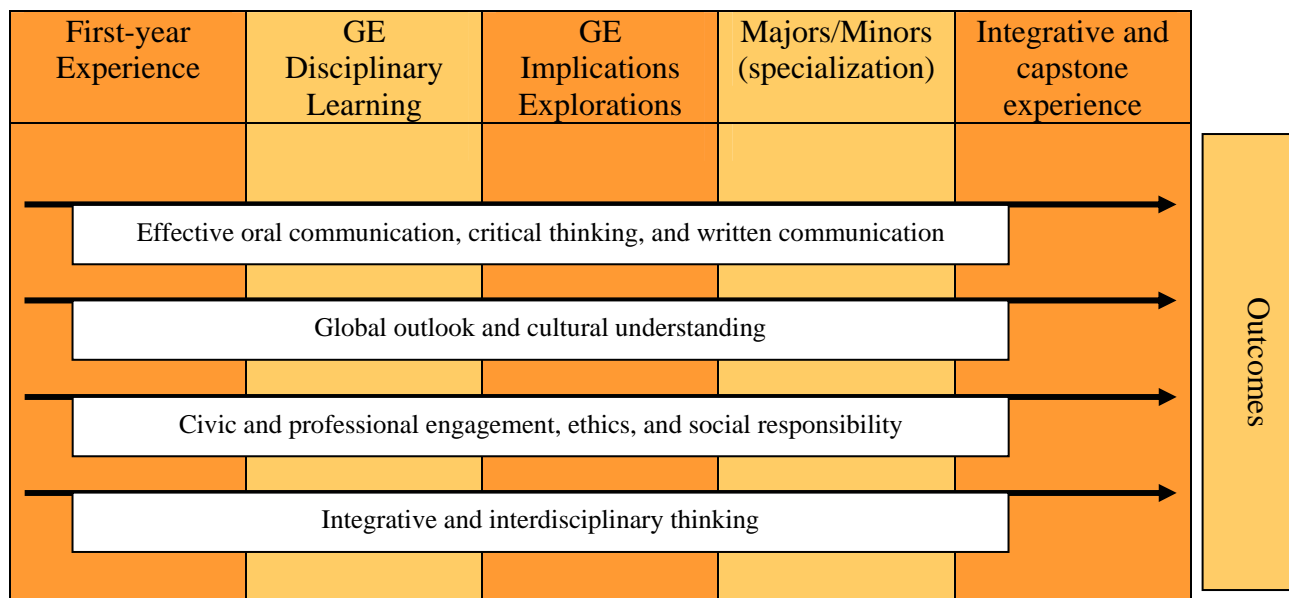*Effective Oral Communication, Critical Thinking, and Written Communication*

We require freshmen to take coursework in oral communication, written communication, and mathematics in a timely and sequenced manner to ensure that they have the necessary foundational skills to succeed in college. Undergraduates also receive feedback on the quality of their writing in all GE courses and in designated upper division writing course(s) in their major.

- We seem to collect quite a bit of information about our students' writing skills—What do we really know?

- The Examination in Writing Proficiency (EWP) measures student writing skills at or near the end of the degree. What opportunities exist for embedding other types of assessment into the EWP—(e.g., assessment of critical thinking skills or content or disciplinary knowledge)?

- Should information literacy be included as an essential skill? If so, what can be done to weave information literacy skills into GE and majors?

Global Outlook and Cultural Understanding
Study abroad
Some (relatively few) students participate in CSU-sponsored year-long study abroad programs. Short-term study opportunities are available under consortium agreements and college-based programs (Florence semester, London semester). The Second

Connecting learning across the curriculum: An example

First-year Experience	GE Disciplinary Learning	GE Implications Explorations	Majors/Minors (specialization)	Integrative and capstone experience	
Effective oral communication, critical thinking, and written communication →					Outcomes
Global outlook and cultural understanding →					
Civic and professional engagement, ethics, and social responsibility →					
Integrative and interdisciplinary thinking →					

Language Graduation Requirement may encourage more students to study abroad.

- What can be done to facilitate study abroad?

- Are there problems surrounding recognition of credit for studying abroad? If so, what can we do to improve the process?

Cultural Diversity and World Civilization Requirements in General Education
General education includes a cultural diversity requirement, a 6-unit world civilization requirement and several courses with an international or global outlook in the disciplinary implications and explorations categories. The majority of our students will also be required to demonstrate intermediate-level proficiency in a second language as a graduation requirement.

- Do these GE requirements aimed at globalizing the curriculum complement each other? What is the evidence that they do?

- The World Civilization requirement in GE is taught largely from a historical perspective. Are other important perspectives missing?

- What impact will the second language requirement have on our GE program?

- What meaning will prospective and matriculated students give the second language graduation requirement?

A Commitment to Quality Programs: Fostering An Improvement-Oriented Ethos
An improvement-oriented ethos requires that we create a "culture of evidence" about the level and quality of student learning across the curriculum. Defining student learning goals for our programs is a widely recognized practice on our campus. However, by and large, it is difficult to say with any certainty whether students have mastered program goals. Yes, individual professors issue grades to individual students, but grades reflect only one person's standard and criteria of mastery.

- What can be done to further cultivate a sense of shared responsibility for ensuring that we provide quality programs and experiences to our students?

- How can we better support the work of faculty in this area, recognizing that overseeing the curriculum and engaging in dialogue to improve student learning can be a time-consuming and difficult process? ✍

Sylvia Alva is Associate Vice President for Undergraduate Programs, professor of Child and Adolescent Development, and a member of the Academic Senate.

Paul J. Levesque, Department of Comparative Religion, has served on the General Education Committee since 2002. He holds a Ph.D. in Religious Studies from the Katholieke Universiteit Leuven, Louvain, Belgium.

Re-Envisioning Our Budget Systems

Jim Woodward, Willie Hagan, and Naomi Goodwin

At the request of the Academic Senate Executive Committee and the Vice President for Academic Affairs, we recently prepared a paper outlining a number of questions pertaining to re-envisioning the University's budget systems for the Academic Affairs/Academic Senate Retreat. At the request of the Senate Executive Committee and in an effort to continue campus dialogue regarding this important topic, we reintroduce those questions and offer thoughts and suggestions regarding ways in which campus administrators and PRBC can work together to further enhance the campus budget systems.

As you will note, a publication of the National Association of College and University Business Officers (NACUBO), *College and University*

Budgeting: An Introduction for Faculty and Academic Administrators (1994), is cited as a reference in support of many of the discussion points. From our perspective, the following NACUBO principles provide a contextual framework for exploring re-envisioning of the University's budget systems:

- Budgeting should be viewed as a dynamic consensus-building process that involves all key institutional decision makers (p. 4).

- Fiscal decisions have academic implications just as academic decisions have fiscal implications (p. 6).

- The smoothness with which the budget cycle progresses is determined in large part by the degree of trust among participants at all levels (p. 55).

- Trusting relationships tend to engender more communication and cooperation in the exchange of data, information, and analyses. Trust provides a framework for the effective and efficient engagement of the participants in the budget process (p. 56).

Financial Management Information Preparation and Presentation System

What kind of fiscal information should be developed and presented by the CFO to campus decision-makers, including the President's Advisory Board (PAB) and the Planning, Resources, and Budget Committee (PRBC)? When in the planning and budgeting process should this information be presented?

It is important for campus decision-makers to have accurate and timely information regarding the University's fiscal situation. Both PAB and PRBC play a critical role in this regard, and, therefore, it is incumbent upon the CFO to provide these decision-making bodies with the appropriate fiscal information they need to make informed decisions.

Along with information regarding budget allocations, the CFO also needs to present information regarding funds expenditures. As NACUBO (p. 2) states, "Once resources have been allocated, their expenditures can be monitored and checked for conformity with plans and expectations. To ensure accountability, operating units whose expenditures deviate from the plan should be asked to justify the differences. Significant but appropriate deviations might be signals to modify the budget plan during the next budget cycle."

As NACUBO (p. 3) also points out, monitoring expenditure patterns is key. Since budget allocations often occur after the fiscal year has begun, it is not uncommon for some of these funds to remain unspent at fiscal year end. Typically these funds are carried over to the subsequent fiscal year and expended in support of the purpose for which they were initially intended. As such, reporting on the prior year expenditures may not be particularly helpful. A five-year (or even longer) historical trend analysis comparing allocations and expenditures more fully informs decision-makers of the degree to which budget plans (allocations) and expenditures are aligned.

Allocation and expenditure information presented to PAB and PRBC should include all of the University's various fund sources. In addition to the aforementioned need for key decision-makers to receive comprehensive information, providing information regarding all fund sources mitigates potential concerns that may arise regarding the disposition of these funds.

NACUBO (p. 5) indicates, "No participants in the budgetary process ever receive as many resources as they could possibly use, but they are generally satisfied with their allocation if they perceive that compared to other participants they are treated equitably. If the reasons for unequal distribution of resources are known and generally accepted, participants will tend to perceive that they have received fair shares of the resource pool."

At a minimum, therefore, we believe the CFO is responsible for providing PAB and PRBC with both budget and actual expenditures for each of the various divisions, departments, and cost centers. Multi-year budget and expenditure information should be provided early in the academic year as the planning and budgeting process commences, and a subsequent update that includes current year expenditures to date should be provided in early spring, prior to PRBC and PAB making final allocation recommendations to the President.

Goal Setting System

What should the process be for discussing and setting overall University goals (the big issues), which would then guide the budget development and allocation process? Who should be involved in this process and when? Does the University need a multi-year plan with major goals identified? For example: Where do we want to be in five years in terms of FTES and how do we plan to accommodate this goal?

According to NACUBO (p. 1),

Clearly, budgets would be unnecessary if sufficient resources were available to satisfy the needs of everyone in an institution. Only an accounting system would be needed to track allocations and expenditures. However, resources will always be insufficient to meet existing demands; therefore, a budget becomes a mechanism for setting priorities.

Further,

Above all, the budget is a political device. It reflects the outcome of a series of negotiations over which activities should be funded and at what levels." In addition, "Because two or three budget cycles are always under consideration at any time, the results of negotiations over the budget for one cycle have an effect on negotiations over the budgets of other cycles (p. 3).

To that end, it is critical that PRBC, PAB, and other campus decision-makers be involved in discussing and establishing overall University goals, and that these goals then guide resource plans and allocations. Since the vast majority of the University's general fund budget is derived from student enrollment (allocations from the state as well as student fees), the University should explore the feasibility of establishing a multi-year plan identifying where we want to be in five years in terms of FTES. A five-year perspective of this nature allows the University to project anticipated corresponding budget growth, which in turn can be used to inform the establishment overall University goals and priorities.

Priority Setting System

What should the process be for setting specific priorities and priority spending plans designed to help accomplish overall University goals? What is the role of PAB and PRBC? How can we ensure that this occurs as early as possible in the planning process?

Should we develop multi-year goals and plans and adjust them annually based upon experience?

NACUBO (p. 2) indicates,

A budget is a plan of action for the institution. The budget represents a list or proposed activities with price tags. As the budget cycle progresses, the nature of the activities and the estimates of expenditures may change, but the budget continues to provide the overall sense of direction for the institution. The budget also provides coherence to interdependent activities, from academic departments to administrative support services and research programs.

From a timing perspective, once overall University goals have been established, the prioritization and priority spending process should follow immediately thereafter. A prioritization process in support of these goals that establishes priorities and priority spending plans that includes multi-year spending plans can then be developed before the academic year concludes and a new fiscal year begins. A multi-year priority spending plan of this nature recognizes the value of competing priorities, optimizes the time required to assess and debate these priorities, and clearly communicates the importance of these priorities over multiple years, while still providing the flexibility to adjust plans based on experience and/or shifts in the economic or political environments.

The Budget Allocation Process System

What should the process be for making budget allocation recommendations to the President? What should be the role of PAB? PRBC? The Division Heads? Should PRBC review financial data at the cost-center level to understand better how resources are utilized but not necessarily make cost-center level recommendations?

NACUBO (p. 57) notes,

While the more open decision-making process may permit more participants to become involved it has the negative effect of discouraging negotiation. In the budget process, where, by definition, insufficient resources exist to meet all needs, bargaining is essential and usually involves making trade-offs. Most budget decision makers are reluctant to negotiate in public because they do not want to publicize the issues or items on which they have to compromise.

As such, it is important to acknowledge and balance the need for both private discussions and negotiations between Division Heads, private discussions between the Division Heads and PRBC, and the more open discussions that ultimately occur during the PRBC decision-making process.

In addition to the preceding rationale regarding the need for decision-makers to receive comprehensive information, NACUBO (p. 54) asserts, "Making budget decisions concerning education and support programs requires considerable knowledge of the relationships among campus activities." Since fiscal knowledge of the various campus activities and their interrelationships can only be acquired through a review and understanding of cost centers and their financial data, it is important for PRBC to review cost-center financial data although, as a general rule, it is counter-productive for PRBC to make recommendations at this level. In rare instances, PRBC may have questions or concerns regarding cost-center financial data and should have the opportunity to request and receive additional information from the respective Dean and/or Division Head before making budget recommendations to the President.

Managing the Budget Development and Reporting Process System

What is the best way to physically manage the budget development and budget reporting process? How do we ensure that budget proposals are properly documented, formatted and presented to campus decision-makers? How do we ensure that we leverage the expertise of our Budget Administration staff in this process?

NACUBO (p. 58) states, "Decisions that were once made in a very informal way now evolve in a more structured manner." And that, "In such a climate it is not unusual for more documentation to be required to justify to higher authorities that resources are allocated effectively and efficiently."

Managing the University's budget system in the ways previously described requires University Budget Administration staff involvement and expertise. Budget Administration staff should structure the budget development and management reporting process, including developing templates for budget requests;

meeting with Division Heads/PAB and other requestors to clarify and fine-tune requests in advance of PAB and PRBC discussion; developing options regarding funding mechanisms; documenting decisions regarding allocations and commitments, particularly in a multi-year budgeting environment; preparing and communicating detailed budgets once approved; and providing both allocation and expenditure reports by fund source and cost center in support of informed decision-making.

The University Planning Initiative Process (UPI)

Should PRBC establish a subcommittee of 2-3 members to review the UPI submissions and make initial recommendations to the full committee? This would allow the full committee to spend more time on larger issues related to the University budget, planning and other resource issues.

As currently structured, the UPI process requires each of the 23 PRBC members to spend hours in advance of committee meetings reviewing and assessing submissions. In addition, PRBC typically devotes several meetings to discussing and prioritizing submissions before recommending allocations to the President. Compared to the overall University budget, the $600,000 allocated to the UPI process is fairly small. In light of opportunities to re-envision the University's budget systems such as those previously described, it no longer appears to be cost effective or efficient for PRBC to continue to approach the UPI process in the same manner it has to date. Establishing a smaller UPI subcommittee to review submissions and make initial recommendations to the full committee provides an appropriate and workable solution that continues to support this worthwhile program.

In closing, we believe the University can successfully re-envision its budget systems in a number of ways, some of which we have endeavored to describe in this article. While NACUBO offers many thoughts and suggestions regarding university budgeting, ultimately there is no "one size fits all" approach. Re-envisioning University budget systems should reflect the values and character of Cal State Fullerton and as such is a topic worthy of additional discussion, as well as ongoing refinement over time. We welcome thoughts and ideas you may have for advancing this important effort. ❧

James Woodward, a member of the History Department, served on the PRBC and its predecessors off and on since 1977. On a number of those occasions he was elected chair. He joined the faculty in 1972.
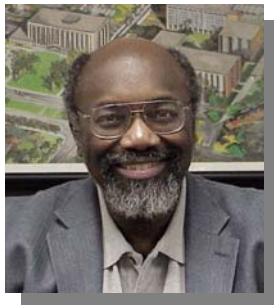
Willie Hagan, Vice President for Administration and Finance/CFO, came to CSUF in 1996 and assumed responsibility for finance this year.

Naomi Goodwin, Assistant Vice President for Administration and Finance, joined the University in 1997 as Director of Employee Training and Development.
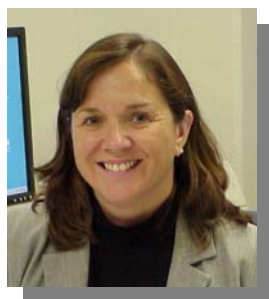
What Should the Academic Senate and Its Committees Look Like in 2015?

Scott Hewitt and Lee Gilbert

L et's begin by setting down some assumptions about trends that we believe will continue to shape our campus community over the next decade and that will therefore have a significant impact on the nature and make-up of the senate and its committees. We believe that

- Growth in student enrollment will continue to outpace growth in tenured/tenure-track faculty.

- Workloads for faculty, staff, and administration will continue to increase.

- Funding will continue to be scarce.

- The Irvine campus will continue to grow, as will the main campus.

Given these assumptions, we predict that the trends identified above will:

- Further decrease the number of faculty willing to serve on university committees (currently, less than one out of every three faculty members serves on a university committee, and it is increasingly difficult to find faculty (especially junior faculty) to fill these positions).

- Increase friction between the different groups in the Academic Senate.

- Increase the number of administrators serving on the Academic Senate (currently, they represent about 22% of the Academic Senate).

G iven the above, we believe that the next decade will bring increasing challenges to the health and vitality of one of Cal State Fullerton's greatest strengths, namely our unique and cherished tradition of collegial governance fondly referred to (at least on this campus) as "the Fullerton Way." To maintain the quality of that tradition, and to sustain the open and respectful dialog that has always been the hallmark of our governance model, we recommend the following:

- Eliminate or merge committees that are no longer needed or that have small workloads.

- Revitalize the "Fullerton Way."

- Increase communication between administration and faculty.

- Improve collegiality among faculty.

- Allow administrators to vote on the Academic Senate committees on which they serve.

- Increase the involvement of senior and mid-career faculty in the proactive recruitment of junior faculty for service on the senate and its committees.
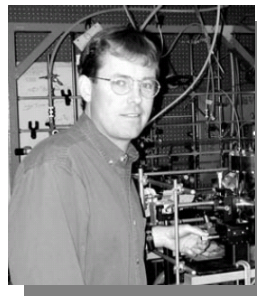
Scott Hewitt, professor of chemistry, serves on the Executive Committee of the Academic Senate. He is an avid fan of Titan baseball.

Lee Gilbert, professor emeritus, Department of Modern Languages & Literatures, is currently Acting Associate Dean for the College of HSS. Lee was chair of the Academic Senate, 2002-2004.

- Make university service more attractive

    - Create meaningful rewards for outstanding committee service, particularly in the context of RTP processes.

    - For committees with large workloads, provide participants with released time or a stipend.

- Maintain and improve upon the inclusiveness of our Academic Senate.

    - Add two staff representatives to the Academic Senate.

    - Add Irvine campus representatives to the Academic Senate.

- Maintain the traditional separation between the Academic Senate and the faculty union.

- Reconstitute the current University Planning Committee as a standing committee of the Academic Senate. The Planning, Resources, and Budget Committee as it is currently constituted already carries an immense workload just reviewing annual divisional budget proposals and university planning initiatives. Thus, PRBC does not have time to engage in thoughtful, long-range planning. ❧

"…we believe that the next decade will bring increasing challenges to the health and vitality of one of Cal State Fullerton's greatest strengths . . . the Fullerton Way."

What Should We Look Like in 2015: Satellite Campuses, Online Instruction, Interdisciplinary Programs and More?

Tom Klammer and Mark Shapiro

T he year is 2015. Social and economic trends that were evident at the start of the 21st century have continued to shape the lives of individuals and institutions through the first decade and a half of the new millennium. Cal State Fullerton has not been immune from change. In fact, faculty and administrative leaders on the prospering campus have responded in timely ways to the changing times. Those of us who were on the campus during the late 20th century are especially aware of the following changes that students and many of our younger colleagues now take for granted.

Off-Campus Centers

In response to growing population pressures, ever increasing commute times, and space limitations on its Fullerton campus, CSUF has aggressively pursued a strategy of developing off-campus centers on the model of the Irvine Campus, the Garden Grove Center, and the Irvine Spectrum facility. Half a dozen additional regional centers now serve the needs of concentrations of students around Orange County and adjacent areas of LA, Riverside, and even San Bernardino Counties. Classes in GE and selected majors are now offered collaboratively by CSUF and CSU Long Beach, Cal Poly Pomona, CSU San Bernardino, CSU San Marcos, and a number of community colleges. Specialized degree programs are offered on site at Kaiser Hospitals, county government offices, school district headquarters, and elsewhere.

Online Courses

Online courses have continued to grow, but at the same time, they have become more specialized. Faculty came to recognize that the impersonal medium of the Internet could not replace face-to-face instruction for younger and less-prepared students, nor in any degree programs where direct interaction in the classroom and hands-on guidance in laboratories could not be replicated, even with the high speed, flexible, wireless communication of the second decade of the 21st century.

However, growth in online instruction has been vigorous in degrees such as the MS in Instructional Design and Technology, MS in Software Engineering, MS in Information Systems, MS in E-Commerce, MS in Nursing, and the Teaching Credential Program for Professional Career Changers. The online BA in Liberal Studies tailored to incarcerated felons in the state prisons will, if current growth trends continue, soon become the largest undergraduate major offered by the University. Yet even in these highly successful programs, faculty still struggle with basic issues of maintaining quality and integrity when the virtual classroom extends from Camarillo to Cambodia.

"Classes meet seven days a week from 7 am to 11 pm, thereby meeting the needs of a diverse student body, virtually all of whom are employed, and making maximum use of classrooms, labs, and parking facilities."

Interdisciplinary Programs

The growth of interdisciplinary programs came as a surprise to senior faculty, many of whom have been in the FERP program for 15 years (FERP having been extended repeatedly in lieu of faculty salary increases). Recognizing the increasing need for Master's level graduates trained in emerging interdisciplinary areas, as well as in some long-standing ones, the University created a Center for Interdisciplinary Programs with a budget and faculty positions after the implementation of Governor Villaraigosa's multi-billion-dollar educational reform initiative that many feel helped move K-12 and public universities in California into the 21st century, if a bit tardily. The Center houses programs ranging from the MS in Environmental Studies and the MS in Gerontology, which have long histories on campus, to the MBA/MS in Physics, the MS in Biochemical Engineering, the MA in Criminal Justice Teacher Education (training teachers for the prisons), and the MS in Sociology and Homeland Security, as well as others. Faculty do not earn tenure in the Center (unless they have earned it in an existing department), but they are paid very well and given multi-year contracts.

Main Campus Size and Capacity

The physical campus in Fullerton has continued to expand in size and capacity following two revisions of the campus master plan in 2008 and 2012. The land and buildings of the former Hope International University have been integrated into the CSUF campus.[1] In a groundbreaking public-private venture, CSUF is the first public university in California to have been integrated with a privately funded law school (the former Western State University School of Law) to create the Schwarzenegger School of Law, Public Policy, and Criminal Justice, the formation of which enabled the campus to expand to the west of the now underground State College Boulevard.[2] To facilitate student flow on an ever-expanding campus, renovations of CSUF's oldest buildings have attempted to rationalize the use of space, with large classrooms on the first floor, smaller classrooms on the second and third floors, and offices on the upper floors. Classes meet seven days a week from 7 am to 11 pm, thereby meeting the needs of a diverse student body, virtually all of whom are employed, and making maximum use of classrooms, labs, and parking facilities. An automated system of modern "people movers" owned and operated by Associated Students, Inc., allows students, faculty, and staff to move quickly between various parts of the campus.

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[1] The CSU Trustees purchased the land after Hope's Board of Trustees decided to move Hope to the less urban environment of Visalia in the San Joaquin Valley.
[2] Trustee-authorized negotiations between the University and the Southern California College of Optometry to form a second public-private partnership, effectively merging the College of Optometry with CSUF's College of Health and Human Development, have not yet been successful.

Campus Environment

To maintain and increase the sense of human scale and the feeling of a park-like campus even as the density of students and buildings grew, revised master plans made the Fullerton Arboretum a key element of campus design. From the northeast corner of the campus, the Arboretum expanded along well-planned corridors between and among classroom and administrative buildings so that pedestrians now walk through shaded bowers and grassy meadows on their way from one building to the next. At the same time, pressure from both students and employee organizations has resulted in a significant improvement in **campus security**, with closed circuit television allowing a relatively small number of Public Safety officers to monitor the entire campus 24 hours a day, seven days a week.

Student, Staff, and Faculty Housing

While real estate prices abated modestly for a few years after 2005, subsequent increases led the campus to continue expanding its faculty-staff housing program (as well as, of course, its student residence halls). In addition to developing University Gables, University Heights, University Park, University Towers, and University Grove, the CSUF Housing Authority bought and renovated several apartment buildings as rental housing for faculty, staff, and graduate students. A number of other apartment buildings within walking distance of campus were also purchased by the Housing Authority and remodeled into apartment residences for undergraduate students. In collaboration with the cities of Fullerton and Placentia, the Housing Authority also began an active program of acquiring individual homes within a two-mile radius of the campus, renovating them, and leasing them or reselling them to faculty and staff. The leases provide a flow of revenue for the acquisitions and renovations, and the sales, on an equity-sharing basis, have enabled many faculty and staff to own their first home, a powerful recruitment incentive. The two cities and the University applied for and received substantial start-up funding for this project from the federal Department of Housing and Urban Development. The program is extremely popular in the community because it has helped to stabilize aging neighborhoods and has provided a reliable source of University employment to citizens and parents who care about public schools and participate in civic life.
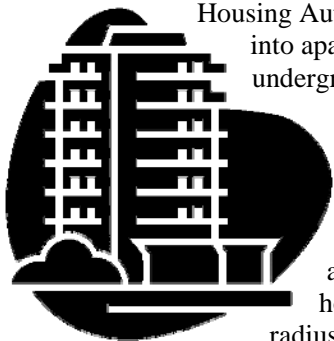
Tom Klammer is Dean of the College of Humanities and Social Sciences. He joined the faculty in 1971.

Mark Shapiro is professor of physics, emeritus. He has served on the Academic Senate many terms since joining the faculty in 1970.

Transportation

Transportation on- and off-campus has been transformed partly with federal dollars and partly through a visionary initiative by the ASI. With increasing numbers of faculty members living within a few miles of campus, a network of bike trails created by the cities with federal dollars encourages low cost, environmentally sound travel to and from the University. Parking structures have been built on the east, west, and north margins of the campus, and the range of parking options has increased. Valet parking services with convenient drop-off and pick-up at several locations is attractive to late night students and faculty, those with limited mobility, and those short on time who can afford the self-supporting service, which also offers child care, automobile maintenance and recharging, and laundry and dry-cleaning services. One of the parking structures includes a convenient and comfortable public transit center that allows bus, Metrolink, Amtrak, and Centerline riders to connect quickly with campus shuttles and people-movers. The expanded system of subsidized public
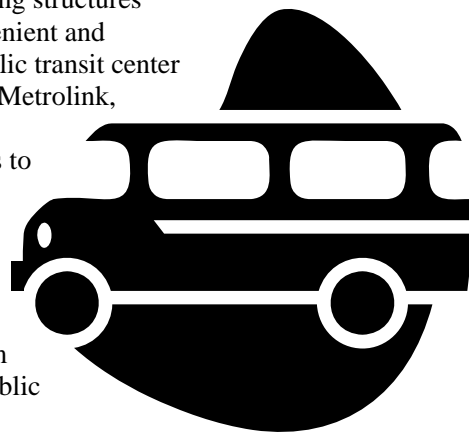
transportation offers the campus community low-cost alternatives to freeway traffic and the expense of on-campus parking. Federal dollars undergrounded State College Boulevard and Nutwood Avenue and constructed a dedicated freeway exit and entrance enabling campus traffic to enter and exit the parking structures directly from the 57 freeway, similar to what had been constructed for Disneyland in the 1990s. Throughout campus and within a two-mile radius, ASI hydrogen powered shuttles and rechargeable electric people-movers provide efficient, almost silent transportation, speeding students and faculty to and from classes, parking lots, residence halls, nearby homes and apartments, and the Fullerton Transportation Center. As a result, there has been no need to lengthen the 10-minute transition time between classes.

The University Club
The University Club, a popular dining, conference, and special event venue located adjacent to the Samuelson Performing Arts Center, has grown steadily in popularity and in its ability to generate revenue. In addition to providing faculty and staff with a place to socialize for breakfast, lunch, and happy hour, the club hosts small conferences, weddings, bar mitzvahs, and other events that enable the long-desired campus facility to be available to faculty and staff at modest cost.

With its enrollment of 40,000 degree-seeking students at the Fullerton campus, 15,000 more at CSUF's various off-campus centers, and more than 50,000 in University Extended Education programs, the University in 2015 is widely respected as one of the best of its kind in the state and the nation. Seeking to maintain its tradition and record of excellence, President Milton A. Gordon and Academic Senate Chair Jack Bedell, both among the most senior and distinguished of the University's leaders, have jointly announced the appointment of a committee to plan for the University's 60th anniversary. ✍

What Students Care About

Drew Wiley and Heather Williams

A number of themes emerged clearly from the discussions that took place at the Academic Affairs/Academic Senate Retreat: First, the campus is most definitely developing; second, development poses and will continue to pose new challenges for the campus community; and third, the campus is lucky to have dedicated leaders who will take on these challenges in order to ensure that this institution continues its success well into the future.

Now, speaking to the title of this article, we turn to the student perspective. Not unlike the above-mentioned reflections from the retreat itself, we emphasize three important points. A core, and possibly sometimes overlooked, perspective of students is that the quality of their education is paramount. To students, the purpose of being here is to become educated so they can have a better, more successful, and more fulfilling career and life. While students are here, they focus on classes and exams and they participate in co-curricular programs and other out-of-classroom learning and development. All of these individual pieces matter, and they are pieces of a larger whole that eventually contribute to the quality of education that is so important to students.

When looking at the more specific issues that were discussed at the retreat, most lead to and gravitate toward the topic of the previous paragraph: quality. The campus is growing at a quick pace. For students, this means that there will be more competition for a seat in classes, longer lines in student service offices,

Drew Wiley, ASI Executive Vice President, is in his fifth year at Cal State Fullerton. Planning to instruct at the collegiate level, Drew thinks he would be happy and honored to return to his alma mater as a faculty member in political science.

and even longer and more competitive lines for a spot in the parking lot. What students desire is very different from what is realistically feasible. Students want to have every program, service, and facility imaginable available at the highest quality and in abundant quantity. What students are likely to get is far from this. Balancing growth comes down to allocating the campus resources where they are needed without spreading these resources too thin.

The faculty members directly affect the quality of a student's education. Given that students are concerned about the quality of their education, they are most definitely concerned about the quality of their faculty. Realizing that budget concerns are not going to disappear, we believe that the campus should be looking at ways and incentives to attract and retain quality faculty.

Another factor directly affecting the quality of a student's education is the process of accreditation and assessment. From a student perspective, our hope would be that the campus leaders look at these processes as a means to confirm and validate the quality and success for which this institution is already known. In the interest of the students on this campus, the process should be used as a catalyst to make programs and services better, more efficient, and less costly, if possible. Overall, accreditation can be looked at as a way to reaffirm past practices and progress toward future success.

The programs, services, and facilities that students experience while here encompass more than can be mentioned in this brief reflection. A few topics, however, did come up at the retreat and warrant mention here as well. Students utilize and rely upon advisement services every semester in order to progress toward their degree. They put into the hands of an advisor, quite possibly, the most precious possession they hold at this stage in their life. Without getting into the skepticisms or horror stories that some students might share about their experiences, we would like to touch on a few hopes. Academic advisors are people who students hope can help educate them about how they can plan to become

Heather Williams, ASI Director of Administration, is in her third year at Cal State Fullerton. She plans to attend law school and eventually serve as an elected official in the state or federal government.

educated in their chosen fields. Having an advisor who can help undeclared students purposefully survey various fields of study, help students who know what they want to find an academic program that meets their desires, or help students see how the general education program can perfectly supplement their major field are all hopes that different students bring to the table when they sit down with an advisor. Study abroad and other creative programs to supplement in-class experiences are desired by students, but sometimes not suitable for everyone. Students hope that there will be other alternate programs that suit those who cannot devote an intersession, summer, semester, or year to a study abroad program.

When it comes to expanding the campus, including off-campus centers, Internet classes, etc., it is important to maintain a community on-campus as well. Students do not want to feel disconnected and alienated from campus. It is important to provide adequate and diverse programs that extend the availability of education to different parts of Orange County and to the far reaches of the globe. That said, it is also important for this institution to be aware of how those students in Orange County and around the world feel about their association with this institution.

In closing, it is important to note that, as mentioned in the beginning of this article, the campus is developing. This growth will pose challenges, and there is leadership to guide the campus successfully into the future. The students on this campus are grateful for the work of all the constituencies that are a part of our campus community because without that work, the name California State University, Fullerton that we will all see on our diplomas would not mean what it does, namely, success. ❧

What Makes Shared Governance Work?

Vince Buck

Shared governance is the traditional and established manner of managing higher education institutions in America, and its long history reaches back well beyond the establishment of this country. It is based on the need to ensure academic freedom and on the status of professionals in making decisions in areas related to their professional expertise. Faculty members not only create and impart knowledge, but have the right and responsibility to engage in a joint process of governance of the institution along with administrators. The goal of shared governance is to determine the fundamental academic goals and values of the institution.

The term "shared governance" refers most appropriately to an Academic Senate and its committees representing the faculty voice, working in concert with a more hierarchical administrative structure. This tradition has been nurtured and supported by the American Association of University Professors (AAUP) since 1915, especially in its *Statement on Government of Colleges and Universities* (1966). It is established by law in California in the Higher Education Employer-Employee Relations Act (HEERA).

- The AAUP states in its 1940 Statement of Principles of Academic Freedom: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution."
- The Higher Education Employer-Employee Relations Act (HEERA) of 1978 states: "The legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of

higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process."
- According to CSU Trustee policy, "faculty recommendations are normally accepted, except in rare instances and for compelling reasons."

In spite of the long tradition of shared governance and in spite of higher education's obvious successes, higher education in America, and especially the institution of shared governance, is under constant attack from within and outside of the academy. The nature of the criticism of shared governance in universities is that it is too slow and too resistant to change, and that it restrains dynamic and visionary leaders. It is also criticized for favoring self-interested faculty over other "stakeholders" in the university community.

> *"Shared governance has a long and valued tradition not only in America, but in the CSU and on this campus in particular. It has been weakened in recent years and faces major challenges in the years ahead…"*

An important characteristic that these critiques share is that they are based on no empirical research. Little research has taken place to see if shared governance works, and none will take place here. In contrast to the critics of shared governance, based on my experience, I steadfastly believe that shared governance works, indeed is critical to the successful operation of a university. When it works well, universities run well and morale is high. When it fails, it still succeeds, because in its absence we are left with autocratic control. Its mere presence is a success and mitigates the harsh climate that otherwise would exist.

No system of governance is perfect and none succeeds all the time. The system can fail both on procedure and on results. The most successful systems engender trust, and participants are able to work together openly to craft effective policy for their institutions.

Criteria of Effective Shared Governance
Below are some criteria that I believe characterize successful and effective shared governance, with comments as they relate to this campus as appropriate:

1. *Faculty members are involved in the important decisions of the university.* There is little doubt that faculty control the curriculum. Faculty

members determine the criteria and standards in this area, and their decisions are rarely overturned. But as one moves farther from this area, the faculty voice is more often ignored or not sought. Important budget and personnel decisions often ignore faculty, and the Senate plays no significant role in planning the future of this campus, neither the size and nature of enrollment growth nor the actual physical environment. More importantly, many decisions are made by administrators behind closed doors where even faculty leaders are excluded.

2. ***Most decisions reflect the will of the faculty.*** The criterion here is most, not all. This requires several steps: the Senate must understand this will and then act favorably upon it. Then the president must endorse this decision. This is a difficult standard to achieve. There are occasions when the president and the Senate each have valid reasons to act contrary to the will of the majority. However, this standard probably fails more often because the communication between the Senate and the faculty is not adequate and the faculty will is unknown. Discussions of the Senate are open to all campus members, and at times additional open forums are held. However, members are often too busy with other obligations to take part, even in issues that directly affect them. Finally, this standard fails completely on those decisions where Senate participation is excluded.

3. ***Decision making is efficient and important issues are addressed in a timely fashion.*** This is perhaps the most frequent criticism of shared governance. The Senate is a legislative body and is not designed to be quick on its 90 feet. And yet it has demonstrated many times that it can act quickly when quick action is essential. Consultative governance takes more time at the front end than arbitrary governance. But at the far end, given its greater legitimacy and buy-in, consultative governance will make the process go more smoothly. I believe that in the long run inclusive governance is always more efficient than its counterpart. Yet not all important issues make it to the Senate, and some come as done deals. Perhaps one of the biggest weaknesses of shared

> *"Administrators come and go. Faculty cannot let a negative climate created by one administrator last beyond his or her term. Faculty will always outlast administrators."*

governance is that faculty involvement is not invited early and often in important decisions.

4. ***Most decisions are effective.*** This standard is almost impossible to judge. Was the decision to institute plus/minus grading a good one? What about setting up a separate College of Education? Partisans will often give different evaluations of policy outcomes. Perhaps a more critical criterion is the following one.

5. ***Decision making processes engender trust.*** Is there respect for the manner in which decisions are made? Do members of the community feel that the processes are open, fair, and appropriate? Do participants trust each other more, having participated in the process? It is often said that good shared governance processes are built on trust. But it is equally important that the processes themselves create trust—or at least do not undermine it.

6. ***Processes are transparent.*** This is an important element in building trust and in shared governance itself. The process that is often least transparent is the budget process, and this lack of transparency weakens the voice of the faculty. Without an effective faculty voice in making budget and priority decisions, shared governance fails.

7. ***All persons are treated with respect.*** I suppose that a process could work without this element as long as there is trust, but faculty-bashing and administrator-bashing (and both take place) demonstrate a lack of respect and seriously undermine both trust and shared governance.

8. ***Legitimacy is bestowed upon decision-making bodies.*** Legitimacy is not an entitlement, but rather it is earned. Legitimacy is the end product of effective governance and derives from the items above.

9. ***Community members are willing to participate effectively in shared governance structures.*** I am tempted, in my disrespectful manner to say: "What part of shared governance don't you understand?" Shared governance cannot work

unless faculty members are willing to share their part of the burden, and that sharing needs to begin when new faculty first walk in the door. It cannot wait until tenure is granted. The views of all faculty members need to be known. The learning process to be an effective participant takes time and many experiences. One cannot become an effective leader without spending time in the trenches.

Major Challenges to Shared Governance

As previously mentioned, shared governance has a long and valued tradition not only in America, but in the CSU and on this campus in particular. It has been weakened in recent years and faces major challenges in the years ahead, in particular two: *exclusion of faculty in major decisions* and *lack of faculty to participate in committees and on the Senate*.

Exclusion. The individuals who can have the most impact on shared governance are the top administrators. If they do not trust the processes of shared governance or the faculty who participate in those processes, shared governance will not function well. If they are unwilling to put forth the effort to engage in consultative governance, then shared governance will not work. If they feel that the participation of faculty beyond the curriculum is not legitimate, or that many areas of decision-making are off limits to faculty, then shared governance cannot work. Faculty need to resist those attitudes, even in the most dire circumstances. Administrators come and go. Faculty cannot let a negative climate created by one administrator last beyond his or her term. Faculty will always outlast administrators.

Participation. Participation is the backbone of shared governance. There are as many reasons for not participating as there are for participating. They are just not as valid. We are at a critical juncture in our university because of the demographic profile of the faculty. A decision was made many years ago to cut back on the hiring of tenure-track faculty. The result is a distribution of faculty that resembles a U curve with the lead leg disappearing out the door. Experienced leaders and the institutional memory are leaving the university. And the ranks from which to fill the vacant positions are thin. The university will soon belong to the faculty hired in the last ten and next five years, and they are largely inexperienced in governance. Shared governance is not taught in graduate school.

> *"If you do not participate, do not complain about administrators doing too much. Administration always rushes in to fill a void."*

Additionally, department chairs often socialize their faculty not to participate. They want them to publish and to teach and to get tenure. It is felt that too much participation in shared governance will keep faculty from gaining tenure. No doubt that is true, but it is the rare case that someone participates "too much."

Many of our most effective current faculty leaders participate because they were mentored to participate by an earlier generation of senior faculty: Julian Foster, Joan Greenwood, John Olmsted, Lee Bellot, Bob Feldman, and others. It is the obligation of senior faculty to encourage their junior colleagues to participate as much as it is the obligation of all faculty, as "officers of the university," to participate. If you do not participate, do not complain about administrators doing too much. Administration always rushes in to fill a void. And a void is always an excuse to hire more administrators.

But, lest I scold too much, I must add that participation is rewarding and fun. Participation gives one a say in how the institution is shaped. Most workers would give their eye teeth to have some control over their work environment. That is a right and privilege of faculty. Through participation you get to meet your fellow faculty. I have enjoyed nearly every committee that I have been on. I have enjoyed the opportunity to meet new faculty. I have met many of my closest acquaintances and friends through committee work. It has helped me create my community and made my time here very satisfying.

Vince Buck, Professor of Political Science and former chair of the Academic Senate, is a representative of CSUF on the system-wide Academic Senate.

Culture Corner

GOD BLESS AMERICA AND ALL SHE STANDS FOR

On September 11, 2001, we lost our innocence to insane, mindless madmen who hate us.
Goodness, mercy, kindnesses are anachronisms—archaic, old fashioned, gone.

Innocence is lost as we view each person with suspicion, dread and fear and rightly so.
Decency and tolerance toward others, no matter how different, no longer, cannot exist.

Innocence is gone surrounded by red, burning hate that will last through oh generations.
Kindness went out the windows when people jumped to their deaths—no choice.

Innocence is lost smacked down by a few who scheme and plan to control us all.
Honesty no more—lies and rumors of lies will prevail under suspicion and surveillance.

Innocence is gone with children afraid to ride their bikes—chemicals to kill them outside.
Integrity no more as systems, countries wage war and rumors of war—to gain what?

Innocence is wrong, innocence gone wrong when we become the fool.

Righteousness

Innocence nearly killed us all

Good

Innocence

Now a 21 gun salute to the home of the brave, and if we watch ourselves, the free.

Ruby "Jean" Fuller was born November 19, 1948 in Atlanta, Georgia. She passed away on June 16, 2005. She loved teaching at California State University, Fullerton for the past 18 years. Much beloved by colleagues, friends and family alike, her love of life, eternal optimism and beautiful spirit will be greatly missed by all.