

STATEMENTS OF OPINION

1. DO YOU FAVOR A POLICY THAT WOULD PROHIBIT USED BOOK BUYERS FROM ON CAMPUS PURCHASES OF TEXTBOOKS FROM FACULTY?

83 Strongly Agree

61 Agree

80 Disagree

85 Strongly Disagree

58 No Opinion

21 Blank

PRO: Used book buyers interrupt faculty while they are doing research or holding office hours. These book buyers are frequently looking to purchase review copies of textbooks that faculty have received from publishers. Selling such books 1) raises the cost of textbooks to students as publishers factor this loss into their prices and 2) cheats faculty colleagues out of royalties.

CON: Faculty are underpaid and need to sell books they have no need for. The used book buyers provide a service to the faculty. They should not be banned from campus.

2. DO YOU FAVOR REQUIRING STUDENTS TO TAKE A DISTANCE LEARNING COURSE IN ORDER TO GRADUATE FROM CSUF?

38 Strongly Agree

38 Agree

87 Disagree

195 Strongly Disagree

16 No Opinion

12 Blank

1 Invalid

PRO: Our Mission and Goals provide that learning is a life-long endeavor and that, as a learning community, we want to provide our students with the skills necessary to engage in life-long learning. It seems increasingly clear that, whether we like it or not, distance learning is here to stay. Distance learning is a method of instruction consistent with the growth of technology in all aspects of our lives. The teaching and learning methodologies are not new and unproven. They have been developed, studied and successfully implemented since the 1950s, first in education as computer assisted instruction, and then in industry as computer based training (CBT). Tier-one universities around the world are requiring their faculty to utilize Internet-based distance learning in their instruction to better prepare their graduating students for the inevitability of technology dependent life-long learning. If we are serious about implementing our mission, we will serve our students best by ensuring their exposure to technology as part of their education at CSUF.

CON: Mandating this rule for all students is premature. The jury on distance education has not yet reached a verdict. The Internet is more or less useful, depending upon one's field. Further, for students without ready access to a computer, this requirement could cause a hardship and delay graduation. Let's get more evidence before we make this a graduation requirement.

3. SHOULD CSUF REQUIRE COMPETENCY IN A SECOND LANGUAGE AS A GRADUATION REQUIREMENT?

<u>75</u>	Strongly Agree	<u>92</u>	Strongly Disagree
<u>62</u>	Agree	<u>20</u>	No Opinion
<u>58</u>	Disagree	<u>31</u>	Blank
		<u>1</u>	Invalid

PRO: No one denies that in our increasingly interconnected global environment, competency in a language in addition to English is a valuable skill, perhaps even a cultural necessity. The arguments in favor of acquiring a second language are numerous and for the most part, indisputable: learners become more culturally aware, more proficient in their native language, and excel at other academic skills. Nearly half of our students come from homes where a language other than English is spoken. By 2003, entering freshmen will have studied at least two years of another language in high school. Given these two facts, mechanisms to test for competency will be simple to create.

CON: Adopting this requirement will put us at a competitive disadvantage because our neighboring CSUs do not require a second language. This requirement will hit our transfer students particularly hard because many will have to acquire the second language here on campus, which will delay their graduation. "Competency" is also difficult to measure and define. True competence in a language includes reading and writing, and while many of our students may speak a language other than English at home, these students are not necessarily competent in reading and writing that language. This will be an expensive requirement to implement.