

# Senate Forum

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## Sustaining Quality at CSU Fullerton: An Introduction

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*Diana Guerin, Chair, Academic Senate*

Our campus continues to grow in terms of student enrollment. This fall's student headcount exceeds 37,000, representing an increase of nearly 6% from just last fall. Over the past five years, student headcount has increased over 15%, from 32,143 in fall 2003 to 37,130 students this fall.

Can the campus continue to grow at this pace and provide a quality environment for students, staff, administrators, and faculty members? The articles included in this issue of the *Senate Forum* address the issue of sustainability from a range of perspectives, including academic quality, accreditation, faculty hiring, and senate priorities.



**Photo Credit:**  
**Phil Channing**



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# Charting our Campus Future: Reaccreditation Process Update

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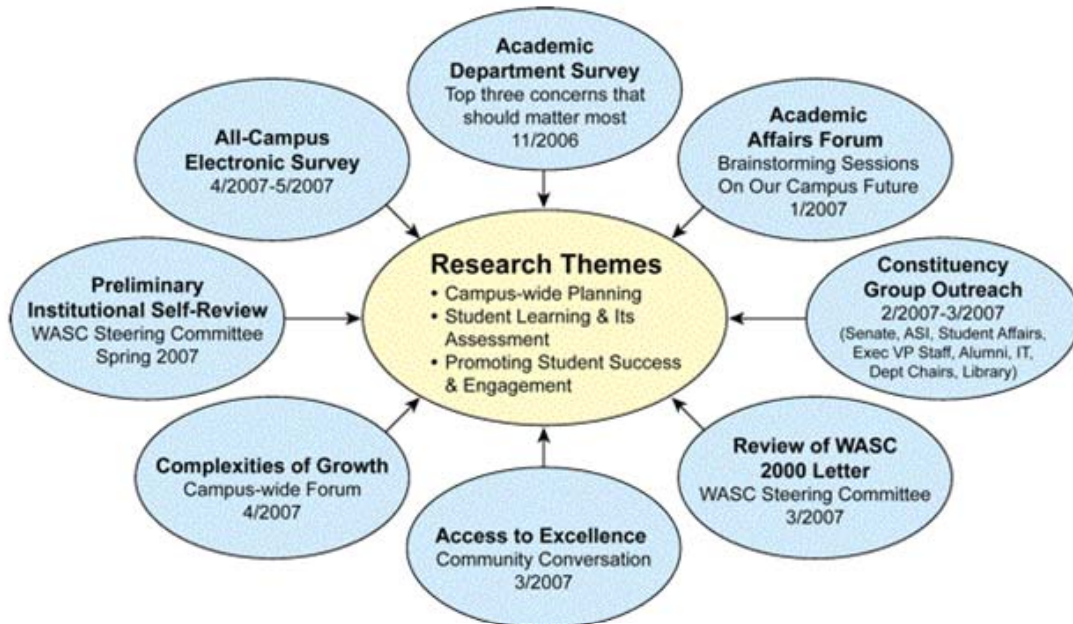
*Engaging the Campus -- Spring & Summer 2007*

## From the WASC Steering Committee:

- Sheryl Fontaine, English and Comparative Literature*  
*Diana Guerin, Child and Adolescent Studies*  
*Paul Levesque, Comparative Religion*  
*Chris Renne, Elementary and Bilingual Education*  
*Tony Rimmer, Communications and Faculty Development Center*  
*Sylvia Alva, Academic Programs*  
*Kandy Mink-Salas, Student Affairs*  
*Dolores Vura, Institutional Research and Analytic Studies*  
*Ray Young, Academic Programs and Accreditation Liaison Officer to WASC*  
*Gerald Patton, Academic Programs*  
*Heather Williams, Associated Students, Inc.*

This article reports the numerous reaccreditation activities that took place over the spring and summer of 2007 and summarizes the major findings from a campus-wide electronic survey. Our university was required to develop, and submit to the WASC staff by October 15, 2007, an Institutional Proposal that denotes the ***broad campus research themes and actions*** for the remainder of the three-year review period and, ultimately, will guide the campus toward institutional improvements. Because the reaccreditation focuses on quality improvement more than on simple compliance, the WASC Steering Committee engaged the campus in a systematic and inclusive process in order to determine these research themes.

The process began in January 2007 with the **Academic Affairs Forum**. One hundred thirty members of the campus community participated in breakout sessions on “Brainstorming Campus Futures” and the following themes emerged [listed in alphabetical order]: assessing student learning and success; enhancing campus community, growth and institutional quality; supporting faculty and staff needs for effectiveness; and the intersection of growth and



campus planning.

In February and March, the WASC Steering Committee conducted **outreach discussions** with several key groups. Multiple constituencies on the campus were encouraged to participate in these discussions, although not all elected to do so. Representatives of the Steering Committee met with the Academic Senate, Associated Students board, Student Affairs staff, Executive Vice President’s staff, Alumni Association Board, Information Technology staff, Academic Department Chairs, and Pollak Library staff.

The *Access to Excellence* workshop (March 21, 2007) drew 263 attendees who were invited to enumerate campus strengths and areas for collective improvement within the larger domains of ensuring success in student learning and building faculty and staff excellence to promote that student success. Finally, the discussions among the 182 participants at the *Complexities of Growth* forum (April 5, 2007) focused on an extensive range of topics: infrastructure challenges, financing, our imprint on the local community, staffing levels and staff support, and inherent predicaments in the nature of growth per se.

The WASC Steering Committee received several specific charges from the WASC Commission. First, the Committee was required to address “areas of [needed] attention” noted by the WASC Commission in its July 2000 reaccreditation letter to the university. These included (1) refining the definition and improving evidence of learning, (2) continued strengthening of general education, (3) improving the Program Performance Review, and (4) supporting faculty learning and development. The Committee also conducted a **Preliminary Institutional Self-Review** in relation to each of the four WASC standards: (1) defining institutional purposes and ensuring educational objectives; (2) achieving educational objectives through core functions; (3) developing and applying resources and organizational structures to ensure sustainability; and (4) creating an organization committed to learning and improvement. With the information and feedback from the various meetings and activities, the

Steering Committee prepared a formal All-Campus Survey that sought to determine the perspectives of the collective voice of our campus.

***Convergence of Perspectives and Themes: The All-Campus Survey***

As a final mechanism for collecting evidence, the Steering Committee developed an electronic All-Campus Survey that was posted on campus portals for five weeks in late April and May. The survey questionnaire was organized into six major domains of interest:

- Addressing the Needs of Students
- Ensuring Student Learning
- Faculty Excellence and Effectiveness
- Staff Excellence and Effectiveness
- Campus Planning and Vision
- Campus and Community Partnerships

For each of 48 items distributed across these domains, respondents were asked to react to two dimensions: *How well is the campus doing in this area? How important is it to address this area now?* A total of 1,242 valid surveys were completed, representing a good cross-section of the university community. Of note, more than 430 individuals offered specific comments under the open-ended question at the end of the survey. The overall distribution of respondents was as follows:

Students	408	32.9% of total
Administration	94	7.6%
Staff	334	26.9%
Part-Time Faculty	124	10.0%
Full-Time Faculty	<u>282</u>	<u>22.7%</u>
Total	1242	100.0%

***Survey Findings***

Detailed survey results will be posted this fall on the re-accreditation web site: [www.fullerton.edu/wasc](http://www.fullerton.edu/wasc). A wealth of evidence emerged from the survey responses, indicating both strengths of and challenges for our campus. One informative means of assessing Cal State Fullerton’s strengths is to view those activities and qualities that

respondents regard as the university doing “Very Well” and are considered to be “Very Important.” Prominent assets and strengths include our strong technological infrastructure, welcoming and accessible environment of the university, attention to student success, and service to the needs of our regional community, along with those of our students.

In contrast, the survey found general concerns about staff sufficiency and about integrated campus planning and vision. Campus challenges were identified through cross-combinations of areas which were marked as both “not well done” and “very important” to address at this time. Students also expressed an interest in having more engagement with faculty and more out-of-classroom experiences.

Additionally, 34.7 percent of all respondents took the time and effort to provide written comments at the end of the questionnaire. Taken as a whole, these written comments demonstrated a qualitative richness behind the quantitative patterns raised in the questionnaire statistics.

***The Reaccreditation Research Questions***

Based on the confluence of information from the spring semester engagement activities, the self-review, and the findings from the campus wide survey, the Steering Committee identified three themes and six questions that will guide the campus-wide approach to reaccreditation.

**CAMPUS-WIDE PLANNING**

*In the face of enrollment pressures and system-wide expectations, how does each campus unit define and assess indicators of quality and their contributions to the academic mission of the University?*

*How do we integrate and prioritize these indicators of quality with campus-wide planning?*

**STUDENT LEARNING AND ITS ASSESSMENT**

*What are the student learning goals that we hold in common across baccalaureate degree programs?  
How are these learning goals articulated and achieved*

<b>URGENT AGENDA ITEMS—RANK ORDER OF RESPONDENTS (at least 20% of two constituencies marked “Very Important” and “Not Well Done”)</b>						
Areas of Interest	Students	Admin.	Staff	Part-Time Faculty	Full-Time Faculty	Composite Percent (Weighted)
Adequate Enrollment Planning	41%	41%	28%	35%	45%	37.85%
Campus Planning Balances Quality and Enrollment	35%	38%	23%	43%	59%	36.2%
Number of Staff is Sufficient	26%	44%	48%	21%	34%	34.6%
Number of Full-Time Faculty is Sufficient	26%	23%	30%	28%	49%	32.3%
Campus Planning Processes are Integrated	28%	47%	27%	24%	39%	31.3%
Undergrad Programs Ensure Writing Skills Development	13%	26%	19%	41%	44%	25.5%
Source: “Charting Our Campus Future,” The Campuswide Survey, April-May 2007. Revised data tabulations 06-06-07 extract. Restructuring by R. Young 09-09-07.						

*through curricular and co-curricular experiences? How can student and faculty conceptions about what constitutes “effective writing skills” be aligned, and what existing and potential means of support would assist in developing such skills?*

*How can we improve the use of quality review processes such as the PPR, annual reports, and discipline-based accreditation, so as to assist departments in assessing student learning and using the results to improve their programs?*

**PROMOTING STUDENT ENGAGEMENT AND SUCCESS**

*How can we better promote student engagement and success by means of our teaching, mentoring, and advising and make the best use of our resources in order to achieve this objective?*

**Next Steps**

Now that the research themes and questions have

been identified, the critical next step is to determine how we will address these questions and what outcomes we wish to achieve. What existing structures and processes might be used to address these questions? What additional structures, special resources, and other means of support may be needed to address these questions in order to move Cal State Fullerton to a higher level of institutional quality? And what particular improvements to the campus do we wish to see as a result of this research?

The Steering Committee invites your suggestions and encourages your continued participation, such as volunteering for one of the task forces and special sub-committees that will be created to address the research themes as the reaccreditation process moves forward. We will post the Institutional Proposal on the reaccreditation web site at <http://www.fullerton.edu/wasc>. Please feel free to contact any member of the committee directly by email or phone.

Meetings

1:30-1\*\*



Calendar of Academic Senate Meetings Spring 2008 (11:30—1, Senate Chambers)				
January	February	March	April	May
31	14, 21, 28	13, 20, 27	17	1, 15*

\*8:30-11:30, Marathon Meeting, 11:30-1, Electoral Meeting

# Priorities 2007-2008: A Survey at the Academic Senate/Academic Affairs Retreat

*Diana Wright Guerin and Sylvia Alva*

The agenda of the Academic Senate is set by Executive Committee in response to a variety of sources, including suggestions or inquiries from individual campus community members, recommendations from Senate or other committees, or in response to actions from outside the campus such as the Academic Senate of the CSU, the Chancellor's Office, or the Board of Trustees, for example.

Another mechanism used to identify proposals for

Senate action is Bylaw 83-9 in UPS 100.001, which directs the Academic Senate to provide an opportunity to receive proposals for Senate action following the President's State of the University Address. Using items from last year's Academic Senate meeting minutes of a discussion that followed President Gordon's address, we created a survey for assessing perceived priorities. That survey was administered to those attending the Academic Affairs/Academic Senate Retreat on August 13, 2007. The goal was to identify the extent to which items continued to be viewed as most urgent for this year's Academic Senate. Using electronic response clicker technology (with assistance of CITO Amir Dabirian), attendees rated each of the 29 items on a scale ranging from 1 (lowest priority) to 7 (highest priority). By using the electronic clickers, attendees were able to view the results for each item immediately. The average ratings for each of the items are displayed in Table 1 (items with means 5.0 or higher) or Appendix 1 (items with means below 5.0)

**Table 1  
Highest Rated Priorities  
Academic Affairs/Academic Senate Retreat**

Mean importance rating for each item based on ratings collected with electronic response clickers. Rating scale ranged from 1 (lowest priority) to 7 (highest priority). Number of respondents ranged from 57 to 61 across items.

Item	Mean Rating
Assessing academic quality	5.9
Increasing resources for research, including intramural research grants	5.8
Improving mentoring of junior faculty members	5.5
Reducing the student-faculty ratio (SFR)	5.5
Increasing instructional resources in large classes	5.4
Helping students transition from high school to college	5.3
Increasing the number of sabbaticals	5.3
Clarifying status of the Second Language Graduation Requirement	5.3
Addressing faculty housing issues	5.3
Standardizing the personnel process for part-time faculty	5.3
Examining the efficiency/effectiveness of online courses	5.2
Increasing the ratio of permanent to temporary faculty	5.1
Identifying strategies to resolve conflicts that undermine effectiveness of departments	5.0

Note 1. Data from the CSUF Office of Institutional Research and Analytical Studies at [http://www.fullerton.edu/analyticalstudies/FTES/TRENDS\\_IN\\_FTES\\_TARGETS\\_FTEF\\_ALLOCATIONS\\_&\\_BUDGETED-RESULTING\\_SFR\\_1987-88\\_TO\\_2006-07.xls](http://www.fullerton.edu/analyticalstudies/FTES/TRENDS_IN_FTES_TARGETS_FTEF_ALLOCATIONS_&_BUDGETED-RESULTING_SFR_1987-88_TO_2006-07.xls).

### *Survey Results*

Reflecting our primary mission, several of the items receiving higher ratings of importance pertained to teaching and learning. Table 1 displays items with average priority ratings of 5.0 or higher (on a 7-point scale).

### *Assessing Academic Quality*

*Assessing academic quality* received the highest rating, as shown in Table 1. The campus has historically collected a variety of data about *inputs* to academic quality (student/faculty ratio, characteristics of faculty and students, information about facilities), but not as much data describing the *outputs* of our collective efforts. Output data traditionally collected include, for example, the number of students graduating or the average time to degree. Perhaps the only institution-wide direct assessment of student performance is the English Writing Proficiency test, or EWP. If the campus is committed to assessing academic quality at the *institutional level*, then identifying indicators of academic quality that are meaningful across all undergraduate programs will be necessary. What are the student learning outcomes that the *institution* wishes to employ to gauge the quality of our work with students?

Assessing academic quality at the *institutional level* will require a significant commitment of resources if it is to be done well. Work on this issue has been underway for some time. The Academic Senate formed an ad hoc committee, the Vision Committee on Academic Quality (VCAQ) in fall 2005, to investigate methods for assessing academic quality. The results of that committee's labors were presented by John W. (Jack) Bedell and Gregory Robinson at the Retreat, and the results suggest that defining academic quality is indeed a complex task. Last spring, the campus hired a Director of Assessment and Educational Effectiveness, Dr. Gerald Patton. Additionally, the Senate Office has received a proposal to create a new standing committee on assessment and educational effectiveness; this proposal should come before the Senate this semester. Finally, the Institutional Proposal for WASC reaccreditation also identified assessing learning outcomes as one of

the research themes for the campus to undertake over the next few years as it prepares for the Capacity Performance Review (Spring 2010) and Educational Effectiveness Review (Fall 2011).

One of the traditional indicators of academic quality is the student-faculty ratio. *Reducing the SFR* was also rated as an important priority by retreat attendees, with a mean rating of 5.5 on the 7-point scale. From 1987 to 1992, campus records show that our SFR ranged from 18.1 to 18.7; however, since 1992 the SFR has remained at or slightly above 21.0—even in “good” years for the state budget (see Note 1). For several years, to prevent the SFR from worsening even more, our campus practice has been to fund new faculty positions so as to maintain the campus SFR at approximately 21.28. To reduce the SFR by one point, from 21 to 20, would require \$3.71 million each year.

### *Faculty Recruitment*

In 2005, President Gordon initiated a program to search for 100 new faculty members each year for the next five years. As Dolores Vura explains in her article in this issue, we surpassed the 80% success rate set as a goal for both years 1 and 2—bringing a total of 176 new faculty members to campus. This initiative was still viewed as a priority among our respondents; “*increasing the ratio of permanent to temporary faculty*” received an average rating of 5.1. This year, we continue the faculty hiring initiative.

### *Faculty Retention and Development*

Several of the items rated as higher priorities pertain to retaining a quality faculty, especially in the context of the faculty hiring strategic initiative. For example, recruiting large numbers of new tenure-track faculty will result in increased demand/need for research support, including *intramural research grants* (rated 5.8) and *sabbaticals* (rated 5.3). To support the assimilation of new faculty to the academy in general and to Fullerton in particular, respondents also rated *improving mentoring of junior faculty* (rated 5.5) as high priorities. Additional items pertaining to retention that were rated among the top priorities included *addressing faculty housing issues* (rated 5.3) and *standardizing the personnel*

*process for part-time faculty* (rated 5.3).

In response to recommendations from the Faculty Research Committee, Senate Executive Committee has requested information about the source funding for intramural grants and how to increase the size of the awards as well as the size of the pools. Likewise, the need for additional sabbaticals beyond those required in the Collective Bargaining Agreement has been raised to both Vice President Smith and President Gordon. As to mentoring of junior faculty, UPS 210.000 requires that each new faculty member be assigned a mentor to assist with the preparation of the developmental narrative during the first year on campus. The need for trained mentors has been raised by junior faculty, and a new policy on mentoring may be in the works. With respect to housing, faculty and staff were surveyed last year about their housing preferences by the Housing Authority, and Bill Dickerson has been invited to visit the Academic Senate to discuss the survey results and status of current projects. UPS 210.060, Personnel Policy for Part-Time Lecturers, will be referred to the Faculty Affairs Committee for review this year.

Appendix 1: Remaining 16 items in order of mean priority rating

Encouraging students to increase study time,  $M = 4.9$ ; Determining the maximum FTES for the campus,  $M = 4.8$ ; Addressing faculty and staff child care issues,  $M = 4.8$ ; Supporting faculty to develop online courses,  $M = 4.6$ ; Clarifying the status of FERP faculty in UPS, such as voting in department elections,  $M = 4.6$ ; Reviewing the chargeback system on campus,  $M = 4.5$ ; Improving awareness of the Accessible Technology Initiative,  $M = 4.4$ ; Securing a permanent or long-term site in Irvine,  $M = 4.3$ ; Increasing the diversity of the faculty,  $M = 4.3$ ; Decreasing emphasis on student ratings in the RTP process,  $M = 3.7$ ; Reviewing the UPS on televised courses,  $M = 3.5$ ; Examining gender balance across faculty, staff, administration groups,  $M = 3.4$ ; Reducing student gender gap on campus,  $M = 3.4$ ; Providing laptops to all faculty members (including part-time),  $M = 3.1$ ; Surveying students about their opinions regarding class size,  $M = 2.9$ ; Increasing representation of part-time faculty members on committees,  $M = 2.7$ .

*Supporting Student Learning/Instruction*

Several survey items rated as higher priorities at the retreat related to our instructional mission. *Increasing instructional resources in large classes* (rated 5.4), and *helping students transition from high school to college* (rated 5.3) were viewed as higher priorities. Given that our next building (Mihaylo Hall) will include a 250-seat tiered lecture hall, this issue seems particularly timely. The senate will nominate members to a search committee for the Director of Freshman Programs shortly, and UPS 300.002 Academic Advisement Policy requires all first-time freshmen to attend New Student Orientation. The Academic Senate has already taken steps to *clarify the status of the Second Language Graduation Requirement* (rated 5.3) for students applying for admission this year by suspending implementation until fall 2009. This will allow the work by Institutional Research and Analytical Studies and an ad hoc committee co-chaired by Brad Starr and Radha Bhattacharya to be completed and reported to the Academic Senate by March 1, 2008 (as per a resolution passed by the Senate in 2005-06).



Dr. Diana Wright Guerin, Professor of Child and Adolescent Studies, joined the faculty in 1988. She is one of three campus senators in the CSU Academic Senate. Dr. Guerin is currently serving in her second consecutive term as Chair of the Academic Senate.



Dr. Sylvia A. Alva is the Associate Vice President for Undergraduate Studies and a Professor of Child and Adolescent Studies. She serves as an at-large member of the Academic Senate and is an ex-officio member of the University Curriculum Committee and the General Education Committee.



# Update on the Five-Year Faculty Hiring Initiative

*Dolores H. Vura*

This essay provides an update on the effects of President Gordon’s tenure track faculty hiring initiative, both to date and as projected to 2015. For the Academic Affairs/Academic Senate Retreat in August 2005, Diana Guerin and I prepared a talk that addressed the question, “What Should Our Faculty Look Like in 2015?” (The resulting article is at [www.fullerton.edu/senate/forum/Fall\\_2005.pdf](http://www.fullerton.edu/senate/forum/Fall_2005.pdf)) We found that it would be very difficult just to stay even over time, with a projected 51% of the FTEF committed to permanent faculty by 2015, at the prior six-year average net gain of 11.4 tenured/tenure track faculty per year. Even the best year’s net gain (32.5 in fall 2005, based upon 82 searches) would project out to only 66% committed by 2015. Our conclusion was that it

would take a lot more than eighty searches per year to see any significant net gain in percent of the FTEF committed to permanent faculty.

President Gordon had also been working on this problem, and a few weeks later at Convocation, he unveiled his plan to conduct 100 tenure track searches per year for the next five years. Now that we are starting our third year of 100 searches, has it made a difference? Are we on a more positive road to increasing the percent of FTEF committed to permanent faculty?

Table 1 displays the patterns of gains and losses of tenured/tenure track faculty over the past eight years. Both fall, 2006 and fall, 2007 easily became our “best” years in net gains, given high success rates on the 100 searches each that counterbalanced the average and sometimes even higher than average numbers of losses through retirements, resignations, entering or exiting FERP, and other reasons such as death. Fall 2006 was amazing, with 93 hires from the 100 searches and a net gain of 56 permanent faculty. Fall 2007 was not as lucky, but it still generated the second

**Table 1: Annual Gains (blue) and Losses (orange) Tenured/Tenure Track Faculty**

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<b>Searches</b>	67	66	81	80	9	82	100	100
<b>New Tenure Track Hires (Total Gains)</b>	53	49	64	49	9	65	93	83
<b>Retired</b>	-11	-9	-4	-8	-13	-3	-9	-14
<b>Resignations</b>	-4	-9	-13	-13	-19	-7	-11	-12
<b>Other/Death</b>	-2	-1	-2	-4	-1	-1	-1	-5
<b>New FERPS (0.5)</b>	-5	-10	-14	-7	-9	-13.5	-6	-3
<b>FERP Ended (0.5)</b>	-3.5	-7	-9.5	-6.5	-3.5	-8	-10	-8.5
<b>Total Losses</b>	-25.5	-36	-42.5	-38.5	-45.5	-32.5	-37	-42.5
<b>Net Gains/Losses</b>	27.5	13	21.5	10.5	-36.5	32.5	56	40.5

There was a Golden Handshake in Fall 2004 (full retirements up)  
Fall 2006 data as of 8/22/06. Fall 2007 data as of 07/30/07.

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highest net gain of 40.5 permanent faculty.

Table 2 (on the next page) represents the total available history of counts of tenured/tenure track instructional faculty, full-time lecturers, sabbaticals and FERPS, as well as the FTEF allocation, FTES target, and resulting SFR. The comments boxes that highlight state budget context for the major shifts provide a reference for the long trends. Of greatest interest here are the last two columns showing a) percent tenured/tenure track of the baseline FTEF, and b) percent ALL tenured/tenure track commitments of the baseline FTEF. The latter is only available from

1995-96 forward; it is the truer version, though, because it includes FERPS at 0.5, MPP's with retreat rights, and other permanent faculty who may not be on campus during the given fall semester (buyouts, leaves, and the like.) The instructional tenured/tenure track faculty represented in the first column as a percent of the FTEF is more of a census count of those in the classroom or chairing departments each fall. The irony of a high percent permanent faculty being associated with bad budget times is clear – the only periods in thirty years when permanent instructional faculty exceeded 80% of the baseline FTEF were 1977-79 and 1991-1993.

**Table 3**  
**Actual 2000-01 thru 2006-07 and Projected 2007-08 thru 2015-16 Tenured/Tenure Track Faculty**

	Tenured & Tenure Track	Projected / net gain	FTEF Allocation	Projected / increase	FTES Target / Est.	Projected / increase	% T-TT of FTEF
2000-01	576	---	984.7	---	20,770	---	58.5%
2001-02	578	2	1,037.8	53.1	21,825	1,055	55.7%
2002-03	612	34	1,044.2	6.4	22,035	210	58.6%
2003-04	620	8	1,078.3	34.1	22,761	726	57.5%
2004-05	579	-41	1,127.5	49.2	23,808	1,047	51.4%
2005-06	602	23	1,137.0	9.5	24,010	202	52.9%
2006-07	650	48	1,171.8	34.8	24,750	740	55.5%
2007-08	694	44	1,246.9	75.1	26,349	1,599	55.7%
2008-09	742	48	1,265.7	18.8	26,749	400	58.6%
2009-10	790	48	1,284.5	18.8	27,149	400	61.5%
2010-11	838	48	1,303.3	18.8	27,549	400	64.3%
2011-12	868	30	1,322.1	18.8	27,949	400	65.7%
2012-13	898	30	1,340.9	18.8	28,349	400	67.0%
2013-14	928	30	1,359.7	18.8	28,749	400	68.2%
2014-15	958	30	1,378.5	18.8	29,149	400	69.5%
2015-16	988	30	1,397.3	18.8	29,549	400	70.7%

*Shaded area is the 5-year plan to conduct 100 searches per year*

*Note 2006-07 onward should be re-benched but is not in order to compare FTES with history*

*2015-16 projected FTES are almost identical to what was projected in August, 2005.*

*AY 29,549 plus a doubled YRO of annualized 4,000 FTES makes up the CY target in Version 16*

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Table 3 selects actual tenured/tenure track counts, FTEF allocations, and FTES target from Table 2 starting with 2000-01, and then projects those numbers for both the five-year band of time when we are enjoying the results of 100 searches from the prior year, and on all the way to 2015. The projection has the following assumptions:

- We anticipate the annual net gain as an average of the fall 2006 and fall 2007 results (48 net gain of tenured/tenure track) for the remaining three years of the hiring initiative.
- The FTES targets are expected to grow modestly but steadily, by 400 FTES per year,

from 2008-09 forward. This trend line culminates in an Academic Year 2015-16 FTES which, when summed with a doubled annualized YRO of 4,000, matches our Chancellor's Office multi-year ("Version 16") estimate for the out-year exactly.

- The SFR will remain constant at 21.1, so the FTEF will continue to grow at that same rate relative to the FTES growth.
- We project a reduction to 75-80 searches per year starting in 2010-11 (producing a net gain of 30 instead of 48 starting in 2011-12 and onward).

Table 2: Full-Time Instructional Faculty, FTEF, FTES, SFR (updated 08/10/07)

Tenured	Tenure Track	Tenured & Tenure Track	Sabbats. at 0.5	FERPS at 0.5	Lecturers	FTEF Allocation	FTEF Target	Actual FTES	Budgeted SFR	% T-TT of FTES
1977-78	503	161	664	83	804.5	15,000	14,438	18.65	82.5%	
1978-79	510	144	654	78	784.5	14,600	14,425	18.61	83.4%	
1979-80	519	110	629	78	755.6	14,310	14,886	18.94	83.2%	
1980-81	524	93	617	98	784.1	14,700	15,438	18.75	78.7%	
1981-82	529	101	630	96	803.7	15,300	15,964	19.04	78.4%	
1982-83	513	111	624	109	810.7	15,600	15,890	19.24	77.0%	
1983-84	473	112	585	100	808.9	15,600	15,910	19.29	72.3%	
1984-85	473	121	594	113	825.4	15,600	16,060	18.90	72.0%	
1985-86	514	48	562	151	829.6	15,800	16,384	19.05	67.7%	
1986-87	538	80	618	101	832.6	16,000	16,698	19.22	74.2%	
1987-88	544	84	628	102	868.4	16,500	16,811	19.00	72.3%	
1988-89	530	98	628	104	912.4	17,000	17,209	18.63	68.8%	
1989-90	503	136	639	101	953.4	17,600	17,518	18.46	67.0%	
1990-91	479	155	634	95	968.2	17,800	17,940	18.38	65.5%	
1991-92	505	159	664	74	827.1	16,790	16,924	20.30	80.3%	
1992-93	447	166	613	42	727.8	15,425	16,286	21.19	84.2%	
1993-94	453	127	580	43	719.0	15,300	15,423	21.28	80.7%	
1994-95	467	113	580	46	728.8	15,609	15,414	21.42	79.6%	
1995-96	469	90	559	58	751.0	15,808	15,971	21.05	74.4%	
1996-97	479	79	558	67	800.0	16,929	17,044	21.16	69.8%	
1997-98	465	71	536	75	845.1	17,801	17,826	21.06	70%	
1998-99	467	82	549	79	873.3	18,400	18,538	21.07	69%	
1999-00	453	105	558	102	943.1	19,885	19,839	21.08	66%	
2000-01	431	145	576	135	984.7	20,770	20,852	21.09	65%	
2001-02	407	171	578	176	1,037.8	21,825	22,035	21.03	63%	
2002-03	401	211	612	176	1,044.2	22,035	23,038	21.10	65%	
2003-04	394	226	620	149	1,078.3	22,761	22,953	21.11	64%	
2004-05	387	192	579	140	1,127.5	23,808	24,396	21.12	56%	
2005-06	384	218	602	142	1,137.0	24,010	25,514	21.12	56%	
2006-07	399	251	650	161	1,171.8	24,750	26,112	21.12	55.5%	

Up through 1990-91, sabbaticals were allocated in the State and CSU budget to the campus. From 1991-92 onward, sabbaticals are in departmental replacement usage.

Budget Crisis FTES/FTES Reduced with SFR increase

1992 Golden Handshake

Low Points of FTES/FTES High Points for SFR

FTES Recovery to Point of 1991-92 FTES and FTES Baseline Growth Dollars Begin

FTES Growth at Constant SFR

2004 Golden Handshake

Notes: Academic Year (AY) FTEF and FTES used, because that is how we budget (YRO is overload)  
 Only the FTES target, i.e. baseline FTES, can be compared to the Tenured/Tenure Track headcount, because T/TT can only be hired with baseline funds  
 2006-07 is NOT re-benched here, for purposes of comparison across history.  
 Likewise, non-baseline funding from the CO (re-benched 24 MSN FTES above baseline, 652 1-time advance on 2007-08) is not included in the FTES target.

In this model, the percent permanent faculty climbs gradually to 70.7% by 2015-16, for a substantially better result than we could have expected when we made projections back in August of 2005. This result is twenty-one percentage points higher than the 2005 projection based on a six-year average, and five percentage points higher than the 2005 projection based on the best year (2005).

In summary, the hiring initiative is working. Conducting 100 searches per year and providing the appropriate infrastructure and resources for the large cohorts of new tenure track faculty are extremely ambitious goals. The plan also has long-term challenges, such as peak numbers of faculty coming up for tenure review and newly tenured sabbaticals, but the long-term positive effects are clear. Everyone who is working so hard on each and every aspect of the initiative should be congratulated.



Dolores H. Vura, Assistant Vice President for Institutional Research and Analytical Studies, came to CSUF in fall of 1986. She is the designated Enrollment Planning and Reporting Liaison

to the Chancellor's Office, and she is active in the campus WASC reaccreditation process and university planning.

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## Dysfunctional Arguments: A Response to "Dysfunctional Departments"

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*Stanley Woll*

In reading through Sue Parman's article, "Dysfunctional Departments," in the Fall, 2006 *Senate Forum*, I couldn't help asking myself: If I didn't already know that Sue was an administrator, would I be able to discern that fact from her article? And my answer is: "You bet!"

First, Sue lists a set of criteria for determining whether a department is "dysfunctional." Conspicuous by its absence from this list is "the satisfaction or morale of the faculty within that department." Such a criterion is obviously of

lesser importance to Sue because, according to her presentation, such dissatisfaction is primarily a function of the "agendas" and "motives" of disgruntled "mischief makers" within the department. We might call this assumption the "bad apple" viewpoint so commonly appealed to by the Bush administration.

Not only is this an odd argument for a *social* scientist to make, but it also amounts to a "blaming the victim" mentality. Such an argument implies that if a society or group is functioning well for most members, then any dissatisfaction must be due to some character or "temperamental" flaw of individuals or cliques. Additionally, it assumes that whistleblowers, by the very fact that they criticize the status quo, must, by definition, be bad apples. Either a "company person" (or loyal Bushie) or a "bad apple." (Remind me to increase my contribution to the Government Accountability Project next month!) Finally, I find it rather insidious to suggest (or imply) that any sharing of complaints about a department amounts to "malicious

gossip.” Talk about McCarthyism!

Secondly, Sue argues that all interactions with higher-ups should be channeled through department chairs. Since it is my observation that many, if not most complaints within departments reflect some dissatisfaction with the chairs themselves, this idea makes no sense whatsoever. Furthermore, it represents a rather authoritarian denial of the rights of the individual faculty member who may have legitimate concerns about his/her department.. Do faculty only have status or credibility as part of a department? If this is true, then the faculty senate and CFA are themselves questionable entities, and the opportunity to file grievances is itself suspect.

Does a department chair always have the best interest of all faculty members in mind? If a faculty member or members cannot work things out within the normal departmental channels, does that automatically mean that the given faculty member must be a troublemaker or a temperamental malcontent? As has been noted on numerous occasions in the debate over the Iraq war, political dissent lies at the heart of our democracy and therefore should not be squelched just because we’re in the cloistered halls of academia.

Although faculty certainly derive much of their identity from being members within a given department, this does not mean that they must thereby give up their own individual voices. And departments that seem to be running smoothly (by any set of criteria) are not necessarily hospitable places in which to work. In my view, too many rewards in the CSUF system are based on the ability to “just go along with the program” and “not make waves.” You’d think that a little room should be left for occasionally “rocking the boat.”

As I recall, John Stuart Mill and deToqueville both had something to say about the “tyranny of the majority”:

there needs [to be] protection against the prevailing opinion and feeling, against the tendency of society to impose...its own ideas and practices as rules of

conduct on those who dissent from them; to fetter the development and, if possible, prevent the formation of any individuality not in harmony with its ways, and compel all characters to fashion themselves upon the model of its own. (Mill, 1859/1947, p. 7)

Hey, it may not be Umberto Eco, but at least it’s relevant to the issue at hand.

#### Reference

Mill, J.S. (1859/1947). *On liberty*. London: J.W. Parker and Son.



Dr. Stanley Woll is a Professor Emeritus, currently in the Faculty Early Retirement Program, in the Department of Psychology. His research focuses on social and everyday cognition, and he has published a book titled *Everyday Thinking: Memory, Reasoning, and Judgment in the Real World* (Earlbaum, 2002).

Dr. Woll has taught at Cal State Fullerton for 35 years, primarily in the area of personality theory. He also conducts research on Internet Dating as a way of testing out theories of mate selection and “impression management.”

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## A Report on Activities and Positions of the Statewide Academic Senate

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*Barry Pasternack, Chair, Statewide Academic Senate*

The Academic Senate of the California State University (ASCSU) held their November Plenary meeting on November 8-9, 2007 at the Chancellor's Office. At this meeting resolutions were passed on the following items: CSU 2008-09 Budget Priorities, support of the Report of the CSU Textbook Affordability Taskforce report (the report is available at: [http://www.calstate.edu/ats/textbook\\_affordability/documents/Textbook\\_Taskforce\\_Report.pdf](http://www.calstate.edu/ats/textbook_affordability/documents/Textbook_Taskforce_Report.pdf)), opposition to the "Community College Governance, Funding, Stabilization, and Student Fee Reduction Act (Proposition 92 – to be voted on in February 2008), a resolution dealing with responses of the Board of Trustees and the Chancellor to campus votes of no confidence, and a response to the first draft of the Access to Excellence Strategic Plan. Along with the last resolution we sent in comments from a number of campuses including the excellent response from the CSU Fullerton Academic Senate.

We also considered a first reading of the following items: a response to the recommendations made in the CSU draft report on drops, withdrawals, incompletes, and repeats, a resolution dealing with the autonomy of individual universities within the CSU system, a resolution dealing with academic freedom of CSU area studies programs, a resolution dealing with the annual report on the status of teacher education programs, a resolution responding to the Board of Trustees item on remediation that was discussed at the September Board meeting, a resolution on professional business fees, and a resolution on the roles and responsibilities of the CSU Doctorate in Education Advisory

Committee. Additionally, a resolution on support of internationalization of the CSU educational programs was referred back to committee.

In addition to the items discussed at the November Plenary meeting, the members of the Access to Excellence Steering Committee met on Wednesday, November 14<sup>th</sup> to discuss ways to improve the current draft of the report. I was quite pleased to see the discussion recognize the concerns expressed in the campus comments as well as comments made by several ASCSU Committees and Senators. As always, if you have any questions, please do not hesitate to contact me – [bpasternack@fullerton.edu](mailto:bpasternack@fullerton.edu).



Dr. Barry Pasternack was elected Chair of the CSU Statewide Academic Senate for the 2007-2008 academic year, after representing

CSUF as a member of this body since 1997. Dr. Pasternack is currently on leave from the Department Chair of Information Systems and Decision Sciences position at CSU Fullerton, where he has served on the faculty since 1977. Among his many honors and awards are a designation as the "Outstanding Faculty Member in the School of Business Administration and Economics" (1999) and the receipt of a "Bautzer Faculty University Advancement Award" (1996). He has published numerous articles and books in the areas of quantitative analysis and management science.

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## “Nanjun” and “The Fullerton Way”

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*Leland J. Bellot  
Professor of History (Emeritus)  
Faculty Council/Academic Senate  
(1972-2000)*

On September 13, 2007, only days after learning of the sudden and tragic death of our colleague Gangadharappa Nanjundappa, the Academic Senate of California State University, Fullerton unanimously approved a resolution honoring him for his many contributions to the Senate. There one can find an exhaustive narrative of Nanjun’s many years of service, his extensive committee assignments and his major achievements on behalf of the faculty and students of the university. However, even this impressive tribute did not entirely capture Nanjun’s most significant, and enduring, contribution to the Senate and “The Fullerton Way.”

Nanjun’s outstanding contribution to collegial governance at CSUF was his leadership in achieving an effective working relationship between the campus chapter of the California Faculty Association and the Academic Senate. When collective bargaining for faculty was first introduced into the CSU, opponents of unionization argued that unions would inevitably conflict with, and even destroy, faculty senates. On some CSU campuses these predictions, to a greater or lesser extent, came true. At Cal State Fullerton, however, the local chapter of the CFA has almost invariably chosen cooperation, rather than competition, with the CSUF Academic Senate in the common cause of furthering faculty interests.

This salutary state of affairs is primarily owing to Nanjun’s dedicated commitment to collegial governance and his persistent exertions in its behalf. From the time of his tenure as the chapter membership chairman, and increasingly as the chapter president, he encouraged union members of CFA to run for the Senate and actively to

participate in its committees and subcommittees. Simultaneously, he persistently invited, indeed recruited, members of the Senate to join the union and take part in its activities, including service in positions of leadership. He provided a model for such cooperation by his faithful attendance at Senate meetings, and by regularly taking part in its deliberations, as well as those of its committees.

In several instances, Nanjun’s success in promoting the spirit and practice of cooperation between the Senate and the union produced major tangible benefits for the CSUF faculty. For example, in 1995, when the CSU sought unilaterally to impose upon faculty a system of “merit pay,” Nanjun, fearlessly and energetically, took the lead in coordinating counter-measures undertaken by the campus CFA and CSUF Academic Senate -- actions that contributed decisively to the withdrawal of this untoward administrative challenge to shared governance and faculty interests. Most recently, it was primarily through Nanjun’s determined initiative and leadership that the CFA and the Academic Senate successfully joined together in persuading the administration to reallocate funds towards providing greater equity in salaries for tenured and non-tenured faculty.

In all his efforts on behalf of collegial governance Nanjun relied primarily upon his formidable powers of persuasion and persistence, as well as a fearless disregard for his own self-interest. He not only served as a role model for faculty; he, also, actively recruited, to the cause of shared governance, colleagues whose skills and talents complemented his own. These remarkable achievements were his greatest contributions to “The Fullerton Way”.



## **SENATE FORUM**

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

### **Editor**

*Lynda Randall, Secondary Education*

### **Editorial Board**

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*Diana Guerin, Child and Adolescent Studies / Chair of the Academic Senate*

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*Dana Loewy, Business Communication*

## **Call for Papers**

*The Senate Forum solicits and accepts articles related to important issues that are relevant to the Academic Senate. In addition, the Editorial Board is actively seeking papers related to three upcoming themes:*

*Growth of the Professoriate: Managing and Sustaining Resources for Quality Education*

*The Changing Role of the Academic in a Digital Society*

*Finding Level Ground in an Age of Accountability: A Response to the "Access to Excellence" Initiative*

*On average, articles range in length between 1000 and 2000 words. Submissions should be emailed as attachments to the Editor, Lynda Randall, at [lrandall@fullerton.edu](mailto:lrandall@fullerton.edu)*