

SENATE FORUM

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What kind of an institution is CSUF?

We don't grant doctorates. We emphasize teaching above research. Our faculty carry 12-unit loads. The Harvard of the West we're not.

Our students commute. They are a broad cross-section of society, more than 23,000 strong. No way are we an elite liberal arts college.

We are one unit in a 19-campus system. The California State University lives in the shadow of the University of California. Some may conclude that this makes us a dull, middle-range, mediocre place.

We don't think so. In fact, if we can figure out what kind of an institution we are, we may even discover that we are among the best of that type. This issue of the Forum looks at CSUF's search for its soul.

Once upon a time, students either attended a university near their homes or went away to college. But in the last half of the Twentieth Century, other modes are being tried.

Several CSU campuses have established satellites. Perhaps CSUF should. Others are using the latest in technology to reach students who never need go near a campus. Perhaps we should do that, too--or instead. Or perhaps not. In this issue, we explore the options.

**Next
Issue** * **FREEWAY FLYERS**
* **ATHLETICS**
* **BUDGET DEFICITS**

The lottery funds: Where are we?

Abandoning its traditional glacial slowness, the Academic Senate this fall, with considerable aplomb and near record-setting speed, developed policy for handling lottery funds. With tens of thousands of dollars of "new money" available to support non-routine functions, the Senate looked to the faculty for two things: it would be the major source for creative ideas as well as the instigator of considerable activity to determine their use.

The policy proposed by the Senate was approved by the President, but we have had a continuing struggle to make it work. The main trouble has been the torrent of early deadlines imposed with apparent arbitrariness by the Chancellor's Office. In late September, we heard that the \$224,000 of Discretionary Funds must be allocated by the end of October—and at that time, the committee to do the allocating had not even met. This deadline was ultimately relaxed by one month. But on October 8th, a communication about instructional development funds (\$61,999) asked for a response by October 10th, and set up a meeting on October 14th! The orderly process of advertisement, applications, evaluation and allocation envisioned by the approved University policy faces extraordinary difficulties in this climate of induced crisis.

One criticism voiced against the University's policy is the traditional one levied against any form of deliberative democratic process—the "At least Mussolini made the trains run on time" argument. Thus if you turn a problem over to one strong man, you will get a quick, firm (and therefore—supposedly—efficient) answer. We could simply hand control of all the lottery funds to the administration and let them do whatever they want. Similarly we could save a lot of time and trouble by abolishing personnel committees, leaves committees, and research committees, allowing the administrators to allocate the promotions, the sabbaticals, and the grants by fiat. Some universities are run like this—but not the good ones.

Yet plans for spending some of the money must be developed on a crash basis. We have \$151,777 for visiting lecturers to be spent by July 1. But it takes time to decide who you want, to contact them, find mutually acceptable dates, and so on. In a practical compromise, the Senate has approved the immediate transfer of two-thirds of this money to the schools, on a per capita basis, for redistribution.

This approach evokes another kind of criticism—that we are dividing the lottery money into a mass of small pieces, supporting insignificant projects, instead of financing three or four grand designs. This approach involves trading—a willingness for most concerned to agree to postpone their pet proposals to fund one particularly large, impressive venture which can really make its mark on the institution. No doubt this sort of trading is easier when only a small number of players are involved, but in principle it is compatible with present policy. If we have grand designs already thoroughly worked out and evaluated, their sponsors should try to line up coalitions to support them.

Probably the prevailing feeling about the lottery money is confusion: so many categories, so many different (but early if not impossible) deadlines, with speed valued above deliberation. Obviously, planning for this windfall money has been less than ideal.

The fault starts at the top. The Board of Trustees knew months ago that money would be available, yet they delayed until the middle of the summer before dividing it into categories. If they could not decide its use in a timely fashion, they would have done better to leave that decision to the campuses. If we had known roughly what to expect last spring, the mechanisms could have been in place by September. Instead, September became a starting point. At Fullerton, we could have tried to establish some sort of process in anticipation of the funds—but in fact, when the last Senate finished its business in May, nothing had been done. Moreover, the Priorities Committee, which had to be centrally involved, was dangling in a sort of constitutional limbo unable to function until October. With hindsight, everything could have been better planned.

So where are we? The Senate's approach this year is to be as flexible as possible, leaning over backwards to make this crash allocation process work, even if occasional shortcuts occur. We should not insist that every procedural rule be followed rigidly, if this prevents allocation in time to be any use at all. This windfall must benefit the campus. Next, faculty must participate, both as applicants and evaluators in the process. With practicality and good will on all sides, we should be able to spend this year's money usefully, even though it would be surprising if we manage to allocate it as wisely as we must have done had we been given proper time for planning.

The deadlines for application in many of the categories are either now upon us or already past. However, those who failed to meet (or perhaps even to notice) them should not despair. Rational planning calls for the allocation process for 1987-88 money to begin this spring, a mere three months from now. We don't know yet what the Trustee-imposed categories will be, or how much money will be available, but the future will probably resemble the past: there will be a substantial amount of money (through probably less than this year) and the Trustees will want to go on spending it on much the same kinds of things. Those who hope to assist them in this task should be making their plans now.

- The Editors.

The Editors of the *SENATE FORUM* are:

Julian Foster, Political Science
Edgar Trotter, Communications
Willis McNelly, English, Emeritus
Leland Bellot, History

Faculty attitudes at Cal State Fullerton similar to those at doctoral institutions

By Keith Boyum

Cal State Fullerton is a university that values and expects both good teaching and active scholarship. Faculty here know well that it is difficult to obtain promotions or tenure unless one can demonstrate both. In research universities, by contrast, it is generally understood that publication is rewarded, and that classroom performance (short of utter disaster) will have little effect on a career. At predominantly teaching institutions the situation is reversed. Publication may be welcome, but not if it detracts from teaching. CSUF lies somewhere between these extremes.

The balance between the two—teaching versus research—virtually defines an institution's faculty. And in an important way, faculty are the institution, for the services that fulfill the university's mission are supplied by the faculty.

But tension between teaching and research is a fact of life, apparently at most American campuses. We know this on the basis of responses to a survey conducted for the Carnegie Foundation in the spring of 1984, in which 5,000 faculty at 310 institutions were asked their views on this (and many other questions).

Tension between teaching and research is a fact of life at CSUF, too. But what kind of an institution are we, in terms of the balance we strike? And what does the faculty think about what we are? We may approach those questions on the basis of CSUF faculty responses to a local survey, done in spring 1986, which employed a somewhat shortened version of the questionnaire used in the Carnegie Foundation survey. Thus not only can we comment about CSUF faculty attitudes, but we may compare them with faculty nationwide.

The Carnegie study divided institutions into five categories:

1. **Research Universities**, such as Harvard, the University of California at Berkeley, or Minnesota.
2. **Other Doctoral Institutions**, like the University of North Dakota, Texas A&M or Southern Illinois.
3. **Comprehensive Institutions**, which are usually large, typically offering to a regional clientele most standard academic programs, but none beyond the master's level.
4. **Liberal Arts Colleges**, which are small and usually exclusively undergraduate.
5. **Two-Year Institutions**.

It seems obvious that most observers would regard Cal State Fullerton as a comprehensive institution. Yet—and this is the central point of my essay—CSUF faculty display attitudes and behaviors that are not typical of comprehensive institution faculties. We are, in fact, much more like faculty in the "other doctoral" institutions.

This pattern emerges clearly in response to a question asking faculty to describe their interests in teaching versus research. The data below compare CSUF survey respondents with faculty nationwide, by type of institution.

Like most American faculty we cherish the teaching function. Nearly two-thirds of Cal State Fullerton respondents reported interests either very heavily in teaching, or in both teaching and research but leaning toward teaching. Another third of our respondents, however, indicated that their principal professional interests lay on the research side. Taken as a group, the CSUF respondents look like a classic teacher-scholar faculty: the teaching we unambiguously name as central is nurtured by a commitment to scholarship. Seven out of ten local respondents indicated interests in both teaching and research.

The relatively strong (by national standards) commitment to scholarship reported by Cal State Fullerton respondents was reflected in their accounts of CSUF experience. Three quarters of the local faculty who returned our survey reported 5 or more professional presentations given. Nearly half said they had made more than 10. Fully 78.5% of the CSUF respondents reported that they were engaged in current scholarly research expected to lead to publication. The national results (from all types of institutions) indicated that 60.8% were engaged in such publication-oriented scholarly research.

Our local respondents reported publishing articles, too, at a rate that would seem congruent with this balance between research and teaching. Over sixty percent of the national sample reported having published 4 or fewer publications. In contrast, six out of ten (58.1%) CSUF respondents reported publishing 5 or more articles in professional journals, and nearly a third reported publishing more than 10.



Keith Boyum, a political scientist, chaired the Faculty Council in 1984-85, and was elected to the statewide Academic Senate this year. He is currently Director of CSUF's Education Policy Fellowship Program.

Question: Do your interests lie primarily in teaching or in research?	Very heavily in teaching	In both but leaning toward teaching	In both but leaning toward research	Very heavily in research
All nationwide respondents	40.1%	29.7%	24.2%	5.9%
Research universities	14.7%	24.7%	44.9%	15.6%
Other doctoral institutions	24.4%	38.4%	29.8%	7.4%
CSUF RESPONDENTS	25.4%	38.7%	29.8%	3.6%
Comprehensive institutions	40.4%	34.4%	22.3%	2.9%
Liberal arts colleges	52.2%	32.6%	13.2%	1.9%
Two-year institutions	69.3%	23.1%	6.7%	0.9%

Scattered evidence apart from this survey supports this view, that CSUF faculty are generally more productive scholars than are professors at most comprehensive institutions. To take an example from my own field, a study carried out a few years ago by the American Political Science Association identified the institutional affiliation of the authors of articles published in the six leading political science journals. Our department ranked among the "other doctoral" institutions in frequency of authorship in these journals, ahead of nearly all comprehensive institutions in the nation including all of the 18 other CSU campuses. I know that several other departments on this campus could make similar comments.

University policies reinforce the scholarly and creative activities of CSUF faculty, according to our respondents. By a striking thirty points we are distinguished from comprehensive institutions as a group, according to faculty respondents, in the matter of a publication requirement for tenure. Cal State Fullerton respondents report unambiguously that tenure is associated with publishing. Yet the standards we set for ourselves do not appear to de-emphasize the primacy of teaching to the extent that "other doctoral" universities (not to mention research universities) seem to do. We honor teaching effectiveness, and think that it should be the primary criterion for promotion.

Very remarkably it appears that Cal State Fullerton respondents have been generating scholarship without levels of support that the national faculty sample reported. Some 36.3% of the national sample reported that graduate research assistants were at work with them on a research project. Only 18.3% reported graduate research help at CSUF. In the national sample 9% reported receiving help for research from post doctoral trainees or fellows. Only 1.1% made a similar report at CSUF. Full time professional level research personnel were working with 19.7% of the national sample, but with only 5.7% of the CSUF respondents. Remembering that the national figures include community colleges and other places that feature minimal research and no graduate students, the contrast between our circumstances and the national sample becomes all the sharper.

An easy assumption that publications flow from stringent institutional requirements seems flawed, however. On one

hand the university policies with respect to publication are importantly in the hands of faculty, although Presidents, Academic Vice Presidents, and Deans are key players too. On the other hand, our CSUF respondents were fairly well insulated from inducements to publish that may stem from personnel actions. Tenured faculty made up 78% of our local respondents, and 64% held the rank of Professor. I suggest that a more complex picture, in which we hold ourselves to high standards, seems nearer to the mark.

In this picture the faculty sets high standards for scholarly activity while yet maintaining that teaching is our central professional activity. It may be a picture of Fullerton faculty as better, or harder-working, than most faculties nationwide. If true, it is quite a snapshot indeed. I think that if the picture were accurate, it would be a source of pride. But reactions to the effort required for such professional success would show up in the picture too. Some survey results bear on both pride and frustration.

A kind of surrogate for pride, reputation, was probed in the survey. Cal State Fullerton respondents believe that the academic reputation of their departments is better than is common for faculty at universities like ours in the national sample. Some 41.3% of national sample respondents from comprehensive institutions rated their department reputations as only fair or poor. Other doctoral institutions had a similar view of their departments reputations, with 42.1% offering fair or poor ratings. In contrast, CSUF respondents gave their departments similar low marks only 32.7% of the time, a figure close to that reported in the national survey by faculty from research universities (28.6% of whom thought their departments' reputations were only fair or poor).

For frustration we need only look to work loads. Cal State Fullerton respondents complained **much** more about heavy teaching loads than did respondents from **any** category of institution in the national survey. In the national sample, 61.2% rated their teaching loads as fair or poor. (Except for research universities at 46.6%, each category of institution recorded scores near that average.) But at Cal State Fullerton, no less than 85.7% agreed that teaching loads rate fair or poor.

Similarly, 53.3% of the national sample rated the faculty-student ratio at their institutions as fair or poor. In no

category of institution did more than 60% of faculty respondents echo this negative assessment. But at CSUF, 78.1% did so. One can only observe that these are striking differences, and in my judgment an obvious marker of frustration with work load. Our faculty think that, given expectations for scholarship, the 12 unit teaching load featuring full classes is too high. Compared to national norms, they're right.

Yet any indication of overall alienation is completely missing in our local respondents. The survey asked for responses to the statement, "My job is the source of considerable personal strain." Nationally, 38.7% agreed that it was; at CSUF only 31.9% agreed. More globally, faculty nationwide were asked whether their institutions were "a good place for me." Most people said they were—90.0% nationally, 86.7% in comprehensive institutions nationwide, and 91.8% of our local respondents.

I think there are some reasonable conclusions that may flow from all of this. Let me propose four.

1. CSUF is lucky to have the faculty it does, which teaches as much as faculty at comprehensive institutions while doing scholarly work at the level of doctoral institutions (exclusive of the handful of "research universities"). Moreover we are happy about our jobs and about our institution. Whatever else is proposed in any long range or other-range plan, we should make quite sure that we do nothing that is disruptive of this productive contentment.
2. We ought to strive to ameliorate teaching loads. Some gross comparisons between actual hours reported spent in instruction at CSUF and reports from other institutions nationwide suggest we are not so different from the nationwide sample. But we honor research significantly more than the nationwide sample does, and we produce much more scholarship. Thus we combine more or less typical teaching loads with atypically high research loads. Perhaps a best response is to find ways to teach well while making time available for scholarly and creative activity. I think that means teaching less where constraints allow.
3. We ought to seek more support for research. In fact intramural support has increased considerably in the last few years. The \$12,000 available for faculty research grants at the beginning of this decade increased to \$54,000 in 1983, and to \$74,000 in 1985. Hughes faculty research grants are in addition. New at a level of \$12,000 in 1983, that fund totals \$20,000 this year. Available beginning last year has been an annual sum of \$10,000 in support of faculty travel. Credit for these increases in support is largely due President Cobb, who I know agrees that more is needed.

There is always more that might be done, of course, by faculty as well as by administrators. Suggestions emerging from the long range planning process have included thoughtful faculty development programs, institutes for sharing work within and across disciplines, and cooperative arrangements with

Perils of (Not) Publishing: Reports from CSUF Compared with National Faculty Respondents, by Type of Institution

Proportions that strongly agree or agree with reservations that:	"It's very hard to get tenure in my department without publishing."	Teaching effectiveness, not publication, should be the primary criterion for faculty promotion
Research universities	91.5%	33.6%
Other doctoral institutions	84.9%	52.8%
CSUF RESPONDENTS	84.2%	65.6%
Comprehensive institutions	54.2%	71.9%
Liberal arts colleges	35.0%	83.3%
Two-year institutions	7.8%	88.0%

doctoral programs in other universities. Activities like these ought to be a priority.

4. All of this must take place in a context that honors teaching and continues to name teaching as central. The key is stressing the mutually supporting relationship between teaching and scholarship. I think that means that we should honor and support scholarship; I think it means we find the importance of scholarship in the classroom payoff; I think that means that wide rather than narrow definitions of scholarship are appropriate. Faculty will publish without stern mandates of artificial inducements as one natural outcome of the scholarly activity that we cherish as a group. But let no new mandates to publish emerge from the long range planning, or any other, process. Such mandates would be misunderstood as denigrating the teaching function. And they would be regarded as unfair—justifiably so, given current support levels.

Journalist Edward Fiske reports a comment by Ernest L. Boyer, principal author of the Carnegie Foundation's new report, with which it may be easy to agree. Fiske quotes Boyer (New York Times, 11/2/86, p.15) as saying, "While not all professors are, or should be, publishing researchers, they, nonetheless, should be first-rate scholars. We understand this to mean staying on the cutting edge of the profession, knowing the literature in one's field and skillfully communicating such information to students." Fiske continues, paraphrasing Boyer: "Scholarship is not an esoteric appendage. It is at the heart of what the profession is all about."

A NOTE AS TO CREDIT (AND AUTHORSHIP)

Members of the Teaching and Degree-Granting Elements Cluster of the Long Range Planning Steering Committee are indebted to those faculty who took the time and effort to respond. The Carnegie survey, shortened though it was (a little) for Cal State Fullerton distribution, is lengthy. We hope that this short report, plus some other reports yet to come, will be judged worthy of the faculty time expended in responding.

Members of the Cluster include Dennis Berg, David Depew, Dorothy Heide, Dean Hess, Virginia Scheel, and Keith Boyum, who wrote this report. All interpretations and other matters of opinion are the responsibility of Keith Boyum, and not of the other Cluster members. Any errors or misstatements similarly belong to him and not to other Cluster members. On the other hand the thinking and planning and effort that made these results available is a matter for group credit. John Gillis of the Testing Center worked with the Cluster in devising and distributing the surveys, and we owe him our gratitude. Dolores Vura, Director of Analytical Studies, is now at work with and on behalf of the Cluster in pursuing further analysis of the data. Sheila Roberts on the staff of the Vice President for Administration provided yeoman service in the data analysis accomplished to date.

"The mission of California State University, Fullerton is to preserve and expand the body of knowledge at all levels, enhance the condition of human life through service and dissemination of knowledge, and enrich our culture."

The University Looks at Itself, its Mission and its Goals

The University is well on the way to developing a statement of its Mission and Goals. This is a large and complex campus, with a very great number of constituencies to be consulted. One does not want a statement which is so bland and general as to be platitudinous, yet too many specifics will jeopardize the hoped-for consensus of support.

The principal authors of the draft currently before the campus are the Long Range Planning Steering Committee's Coordinating Cluster—we don't know how they chose their name—members of which appeared before the Academic Senate on November 13th. The Cluster will now consider further revisions. Meanwhile, we are offering three perspectives on the difficult process of formulating statements of Mission and Goals.

By A. James Diefenderfer and Barbara Finlayson-Pitts

The theme of our recently completed twenty-fifth anniversary celebration, "Honoring the past and creating the future," reminds us that we have a past of which we are proud, and that we ought to be actively planning our future. The formal process of developing a Mission and Goals statement provides the university with an outstanding opportunity to examine in thoughtful fashion what it is that we are about and then to set about choosing what we will become. We are not changing our mission for the sake of change. We must recognize that the mission of the university is changing dramatically because

the society we serve has and will continue to change in variety of ways.

One generally begins by reexamining and redefining one's mission and goals. We exist in a community of uncommonly rich cultural, ethnic and industrial diversity. We ought to do more than simply acknowledge this situation. We ought to capitalize upon it by declaring that we are a vital part of this richness and not simply existing in the midst of it. This unique opportunity ought to be seized by the entire campus community to assess where we are, and where we should be going to best meet the needs of our community.

When all the campuses were directed by the Chancellor's Office to develop a Mission and Goals statement, it was suggested that ours ought to reflect the unique qualities of the Fullerton. There has been a repeated declaration that here we believe effective teaching to be the very backbone of our institutional excellence. This overt recognition of the importance we attach to good teaching in itself has been salutary, and has led to thoughtful consideration of how we can not only maintain excellence in the classrooms and laboratories, but improve upon it still further. It seems logical to expect that this commitment to quality teaching and learning should be paramount in our mission statement and that the goals which emanate from this portion of the statement will set further standards of expectation about the quality of teaching.

As we frame the Mission and Goals statement, we have the opportunity to expand our expectations beyond excellent teaching to providing an excellent education to our students. As Professor Donald A. Sears states in his essay in the

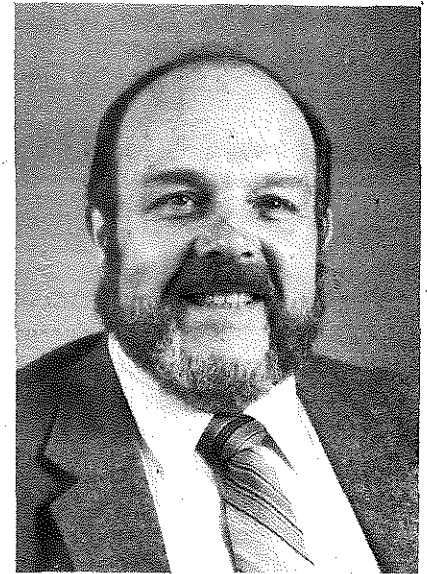
Toward 2000 series, we need to begin to "identify a true core of contemporary liberal arts that citizens of the new century may use for letting their human spirit prevail, not merely survive."

As an academic community, we have talked about the concept of the teacher/scholar and we have wondered whether it is fair to expect scholarship from the faculty. The new faculty who are being or will be hired over the next several years will come with the understanding that scholarship is expected, encouraged and supported. Support for them, as well as for the current faculty, is increasing significantly from both on and off campus sources. For example, federal and state programs are more clearly recognizing and supporting scholarly activities at non-Ph.D. institutions, such as ourselves in recognition that we, to a large extent, produce the future generations of educated citizens. In addition, the industrial community is looking to us not only to provide them with well prepared students, but also for our considerable professional talents. We believe the Mission and Goals statement can and should reflect these expectations of, and opportunities for, faculty development and scholarship.

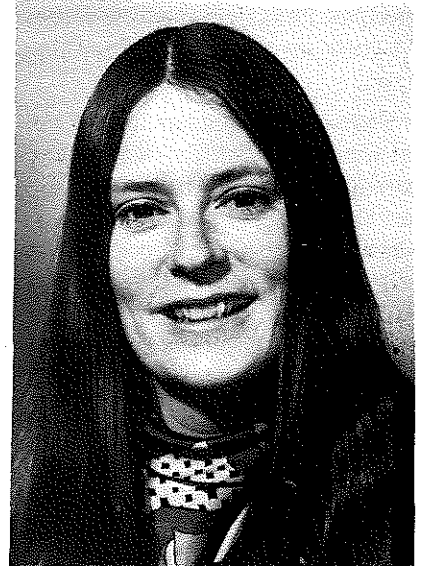
The current edition of the Mission and Goals statement from the Long Range Planning Steering Committee is intended as an umbrella document. Smaller academic units are being encouraged to create their own statements which emphasize the particular strengths as well as the hopes and dreams of the unit. Thus the "trickle down" direction for the document should reverse itself as the academic and non-academic units act to bring specificity and clarity to the effort and submit their plans to the President for her consideration.

The speakers at the Lyceum, both this year and last, emphasized the changing nature of the faculty and the student body. Through the Mission and Goals statement, we have the opportunity to capitalize on the positive aspects of those changes and to contribute actively to the future of our institution. The mode of development of our campus statement reflects a continuing commitment to provide for wide faculty, staff, student and community input. The fact that the present version of the Mission and Goals statement has been referred to the Academic Senate for further consideration reflects the President's continuing commitment to insuring broad participation in the development of the final document.

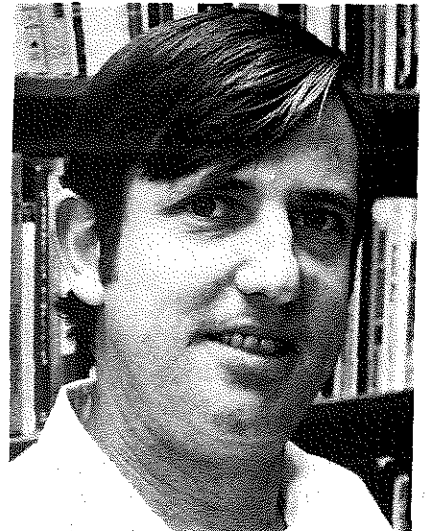
A Mission and Goals statement appropriately emphasizes the central role of the academy. The academy needs to state what it must have to achieve its responsibilities. The expectations which the academy has for each portion of the campus should be articulated. What are the factors which create an improved environment for teaching and learning? When it comes to making a priority judgement, does the academy want more microcomputers for its students or more state vehicles? The easiest way for the academy to state its priorities in an ongoing manner is through a well crafted Mission and Goals statement. This is not the time for indifference, it is time for thoughtful responses to, and improvements of, the present edition of the Mission and Goals statement.



James Diefenderfer (Chemistry) has been a school Dean since 1978; first of Mathematics, Science and Engineering, - and now of Natural Science and Mathematics.



Barbara Finlayson-Pitts (Chemistry) is, like her co-author, a member of the "Cluster" which is now drafting a Mission and Goals statement.



David Depew, a philosopher, is a member of the Long Range Planning Steering Committee; he is also chair of the Honors Board.

A Skeptic's View of Planning the Future Drawn from the Lessons of the Past

By Julian Foster

There are two principal kinds of university 'Mission and Goals' statements. One kind is normative; it seeks to tell the campus what it ought to be doing, and to inspire new efforts and directions. The other kind is empirical; it tries to describe what the campus now does, to identify its character and how it functions.

The normative type seems to have more obvious purpose. The Commission on the Future of CSUF, which President Don Shields convened in 1975 and which reported in 1977 was clearly in the normative tradition. It offered recommendations for improvement and change for every aspect of the campus. I was elected to one of the faculty seats on that group. I have to say that the best thing about the Commission was the food.

Probably no one has looked at the Commission's Report for some years, which is significant in itself. I am exhuming it here only because I believe in the adage that "those who do not know history are doomed to repeat it." For some time I was convinced that the current Long Range Planning enterprise, which has been working since 1983 and is now about ready to lay its product on the campus in the form of a Mission and Goals statement, would repeat all of the Commission's mistakes. Let me suggest what some of these were.

1. **The Triumph of Politics over Insight.** The 1975 Commission included 2 non-academic administrators, 2 students, an alumnus, a staff member and 2 members from the community—eight good people, but so far as I know, none of them had done any teaching or scholarship, none had read widely about the problems of higher education, and none (I thought) had a sense of what makes CSUF unique. When in doubt, which was much of the time, they took their cues from the President. The Commission also contained 5 elected faculty and 4 academic administrators, giving the academics a slight edge. The composition was supposed to confer legitimacy on the Commission's work ("Everyone was represented!") but it may have had the reverse effect, at least on the faculty ("Who are these people? What do they know?"). Certainly this composition did little to create a stimulating give and take.

The present Long Range Planning Committee started with the President, 5 deans, 6 faculty, 2 non-academic administrators, 2 students, 1 alumnus and 1 community representative. *Deja vu.*

2. **The President as a 'Positive' Influence.** If a change in direction or performance is to be proposed, one had best start by identifying existing gaps, weaknesses, shortcomings. The

recent University of California report, for example, cited the poor quality of undergraduate teaching as the principal weakness of the university. Its recommendations followed from that perception. The group was almost entirely a faculty one, chaired by a distinguished sociologist; in criticizing an aspect of their institution, they were not necessarily confessing their own guilt.

The Commission on the Future, however, was chaired by President Shields, who set both its agenda and its tone. A president is responsible for every aspect of a campus, and criticism of any part of the operation reflects badly upon him or her. Attempts to discuss whatever shortcomings CSUF might have had were firmly discouraged. The administrative members of the Commission were clearly not about to confess to anything other than total success in front of their boss, and tended to band together defensively as a sort of society for reciprocal congratulation. A flat statement that our performance in some respect was not very good tended to be regarded as tasteless if not subversive, and no such admissions found their way into the final report.

Presidents cannot put aside their authority even if they should want to. When I learned that President Cobb intended to chair the Long Range Planning Committee, any hopes that I had that the group would take a toughminded and realistic look at our current situation more or less disappeared.

3. **The 'More and Better' Syndrome.** If one is surveying all aspects of a university's operation, but is in effect precluded from labeling any of them as inferior to the others, what is one to recommend? The only 'fair' solution may be to suggest that while everyone is doing splendidly now, they should do even better in the future. The Commission's Report is rife with proposals that more attention be given to A while additional effort be expended on B, that the scope of C be expanded while the quality of D (already superb, of course) be further improved.

Inside the Commission, the easiest course was to nod judiciously and go along with this process. One area after another was superficially examined, after which the inevitable conclusion was reached: although it was doing fine now, it should take on new tasks while doing the old ones even better. This of course takes no account of human or other limitations. If one assumes that people are operating at a decent and hardworking level, then they aren't going to be able to assume new functions without slighting some of the old ones, aren't going to be able to spend more time and effort on A unless they spend less of both on B. Whenever the Russian economy was flagging, the central planners used to respond by raising everybody's production quotas. The Commission's approach was similar—more useful for public relations purposes than as intelligent planning.

After two years of pregnant struggle, the present Long Range Planning Steering Committee in September 1985 produced a 'discussion paper' for campus consideration.

Amongst many, many other things, we were to

- establish Student Affirmative Action programs in all school districts in Orange County
- increase the number of off-campus grant applications
- encourage faculty to give seminars and take classes at other institutions
- average one refereed/peer reviewed publication or product per year
- increase campus-wide seminar series and give more advertisement both on and off campus
- keep department offices open 10 additional hours a week
- increase student fellowships, internships and independent study projects
- together faculty and community leaders to to develop joint studies as a service to the community
- establish new programs in Extended Education... increase arboretum use...improve the quality of cable t.v. ...

And so on and so on. One searches the document in vain for any suggestion about what it is we should do less of in order to have the time and the resources to do more of so much. Like the Commission's Report eight years before, it lacked any sense of priorities, and was essentially a thoughtless list of everything we might do more of and better.

The campus was unanimous in its annoyance, and the number of professional hours devoted to dissecting the document began to compare with the endless sessions which the Committee had apparently devoted to producing it. Reciprocal waste of time, one might think. Yet what came out of the wreckage may have more value than anything that went before.

First, I assume the Long Range Planning Committee, cowering in its bunker, was fairly shattered by the reception accorded its brain child. Meanwhile the faculty, led by David Depew and Tom Klammer, addressed the problem of finding an acceptable alternative approach. What they produced essentially abandoned the normative and instead focussed on what we actually are. The Committee was persuaded to incorporate some of this document as a framework for their own, but the draft which has now returned to the Senate still expresses the urge to tell everyone what they should be doing. The suggestions, however, are now prefaced by a disclaimer, indicating that they are only that. The result is ambiguity; if

"To read the Commission's myriad recommendations today is an exercise in the absurd."

the Senate were to approve the document, would it or wouldn't it be giving its blessing to all the points in it?

Which approach to Mission-and-Goals is superior: the

normative or the descriptive? Shields's commission on the Future adhered to the normative mode to the end. The release of its report triggered a certain amount of posturing on all sides—faculty members wearing 'Liberal Corps' tee-shirts, Don Shields fearlessly proclaiming that the future lay ahead—and then nothing happened. To read its myriad recommendations today is an exercise in the absurd. Proposal after proposal not only was never adopted, it was never even discussed. A few of the things suggested were done, but hardly ever because the Commission suggested them. One searches in vain for any sense of what the real problems of the 80s might be. All those hours of meetings, all that beef Wellington, and all we produced was a public relations exercise, words as a substitute for action.

The current Mission and Goals statement may enjoy a better fate. It too started as something of a bureaucratic PR exercise, mandated by the Chancellor's Office—not always the best stimulus for independent and creative thinking. For two years the President's Long Range Planning Steering

"The best thing about the Commission was the food."

Committee inched forward on the same track as its predecessor. But then it took the key step of revealing what it was up to before committing itself to doing it. The resulting explosion of disapproval opened the way for something more fruitful.

CSUF has its own uniquenesses: the kinds of faculty and students it has; how it balances teaching with scholarship, its place in the surrounding community, the way it arrives at policy decisions. A Mission and Goals statement can help define what we are and why. It can serve to acculturate the newcomers while clarifying the assumptions of the natives. Setting in writing what previously may have been only implicit can often be a revealing exercise. The amount of unrealistic aspiration in the draft document is commendably low; so is the amount of self-serving hype. We are not going to promise to be everything to everyone. With luck, we will be able to get a pretty good fix on who we are.

For devotees of change for its own sake, this will not be nearly enough. They may find it difficult to believe that we may be already be doing some things just about as well as we can, given the restrictions on personnel and resources. But of course there are also places where change is in order: areas of weakness, or ones in which developments in the world around us dictate a fresh response. A descriptive Mission and Goals statement can help ensure that proposed reforms are congruent with our underlying institutional character. We already have effective policy-making mechanisms all over the campus. Specific proposals should emerge from the campus community, not be mandated from the top. The Mission and Goals statement can suggest where changes are needed, and can serve as a benchmark against which subsequent initiatives can be weighed.

The Process of Long Range Planning Should Honor the University Tradition

By David Depew

Long range planning is often employed by institutions that produce and market goods and services. Such institutions typically have a structure in which virtually everyone has a boss and can be made to perform by clear inducements and threats. Because the goal of such institutions is usually to maximize profit, quantitative measures can gauge how the organization is doing at any point in time. Because, moreover, its overall performance is presumably the sum of the performances of the individual employees, each employee can be held accountable for quantitative outputs.

I have no idea how well such planning works in business but some of my social scientist friends tell me that bizarre results occur when planning of this kind is unleashed on non-profit institutions. Police departments start to think that their purpose is to issue more tickets (Social scientists, as usual, have a name for this: goal-displacement.)

The fit with universities is at least as problematic. The presentation, enhancement and transmission of difficult to quantify values are central aims of universities. Further, the most crucial members of the organization, the faculty, don't have bosses in any real sense. There is a good reason for this. The aims of universities can be achieved only when faculty members approach their work not only as an expression of deeply internalized values and traditions, but as a manifestation of a distinctive vocation and way of life. This can be assured only if they are treated as self-governing professionals, under the long range influence of their peers' estimation and not the short-run influence of external agents.

Thus it would be surprising if faculties did not resist long range planning efforts of the conventional sort. Quite apart from the desirability of this or that particular proposal, autonomous professionals will distance themselves from such exercises on the prior, and to them more important, ground that merely legitimating the language of external aims, external measures and external inducements erodes their authority, devalues their sense of mission, and assaults their sense of identity. By awakening resistance that would otherwise have never surfaced, this approach can actually contribute to precisely the kind of inefficiencies it is designed to avoid.

The implication of these reflections is not that universities should eschew long-range planning. Universities need to plan at least as much as other institutions do. What should follow is that planning should be carried out in a way appropriate to universities, and not by following the model of the business community.

A large part of such planning will be devoted to getting clear about what precisely the university is up to and to achieving and renewing consensus on overall purposes. Such an exercise, if conducted intelligently, might result in a reaffirmation of the faculty's most deeply held values and a demonstration that these values provide the key to improving the university's performance and reputation. Under the most favorable circumstances, the result would be that those who cherish traditional academic values in a world that seems increasingly to threaten them would have demonstrated that innovation is the essence of a living tradition. They would thus blunt the argument that faculty are moss-backed conserva-

"Business-style planning unleashed on universities can produce bizarre results."

tives who would run their institutions into the ground if a new breed of energetic managers were not poised to take over on a new set of terms. The stakes in long range planning can thus be fairly high.

These points are worth bearing in mind as we recall the history of the most recent exercise in long range planning at CSUF. Last fall a document couched in the language of external goals and measures was launched upon a faculty that instinctively resisted it. This resistance reflected not only the perceptions I have noted above but also the fact that CSUF has long had an exceptionally strong tradition of faculty governance. That tradition has accorded primacy in formulating educational policy to the faculty. Were it not for the fact that President Cobb was entirely sincere in stating that this document was meant only as a stimulus to discussions, the outcome could have been entirely negative.

As things turned out, however, most departments, schools and administrative units responded vigorously and positively to the invitation to react to this ill-starred document. More often than not these responses took the form of bits and pieces for an alternate draft of a Mission and Goals statement. These contributions were forwarded to the President's Long Range Planning Steering Committee. Meanwhile, the the Academic Senate took time last Spring to attempt a provisional synthesis of the schools' contributions on its own.

The document forwarded by the Senate is clearly committed to seeing CSUF as a university whose future should be a product of the values on which it was built. The draft Mission and Goals statement that the Long Range Planning Steering

Committee is about to submit for the review of the Senate appears, moreover, to have been influenced, both in its principles and content, by the Senate's draft, as well as by the separate contributions of the schools and administrative units. To the extent that this is true, I believe the draft is worthy of the faculty's attention and support. Let me review some aspects of the Senate document that may be useful in scrutinizing the committee's draft.

The Senate document conceives of goals as recognitions of new potentials for realizing the University's mission, as well as responses to tendencies and conditions that impede its realization. It invites appropriate units to implement the goals statement by finding ways to realize these potentials and obviate these threats. It makes the following substantive points among many others.

First, whereas the ill-fated draft of a year ago hardly mentioned teaching, the Senate document reaffirms the primacy of the instructional mission. While the University puts a high premium on career and professional education, it insists that such training be undergirded by a broad and deep liberal education. It invites schools and departments to find ways to improve classroom instruction by combining new technologies with proven practices. It asks us to devise means to increase the involvement of students in their learning, both in and out of class. It recognizes that our status as a commuter campus threatens these values. It reaffirms the noble historical aim of the CSU of providing access to as broad a population as can benefit from higher education, asking that ways be found to recruit and retain minorities and the disadvantaged. It countenances the notion that we should extend our presence throughout our service area in innovative ways.

Secondly, it holds that teaching and scholarly or creative activity are intimately linked. Access to excellent instruction requires a faculty that is actively involved in national and regional disciplinary communities, as well as in providing manifold economic, technical, educational, and social services to the community, in the honored tradition of land grant colleges.

This does not mean that CSUF is or is to be a research university. A teaching university does plenty of research but is not a research university because it does not seek to deflect

"The University's future should be a product of the values on which it was built."

full-time faculty from teaching into largely externally funded research projects. Increasing externally funded research is certainly a goal. But it is not a goal to be indefinitely maximized without regard to its effects on teaching or service. (Undergraduate teaching is often neglected in research univer-

sities. The University of California is continually wringing its hands about this.) Research universities hire and promote faculty almost entirely on the basis of their grants and publications. Community and most four-year colleges, by contrast, discount research almost entirely. CSUF tries for a balance; to get people who are both teachers and scholars. Our faculty are not superpersons, and they cannot be expected to publish at the UC level, nor to spend as many hours with students as purely teaching faculty can. What we aim for is a mix of people who enjoy a variety of faculty activities—not only teaching and scholarship, but governance and community service. If we are successful in this, we can allow people a variety of emphases during their careers, and have no need to force everyone to undertake every aspect of faculty work in equal measure.

Thirdly, the Senate document recognizes that the University's mission cannot be carried out without preservation and enhancement of the traditional system of collegial governance. Prime responsibility is given to the faculty, through the Senate and its elaborate committee structure, for the education-

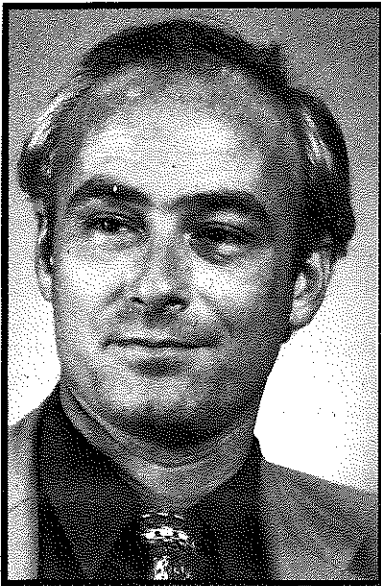
"The ill-fated draft of a year ago hardly mentioned teaching."

al mission. The administration is assigned primary responsibility for providing up-to-date facilities and services to support that mission, and for observing wise principles of resource allocation. In all matters of mutual concern, collegial consultation and consensus are to be scrupulously sought and observed.

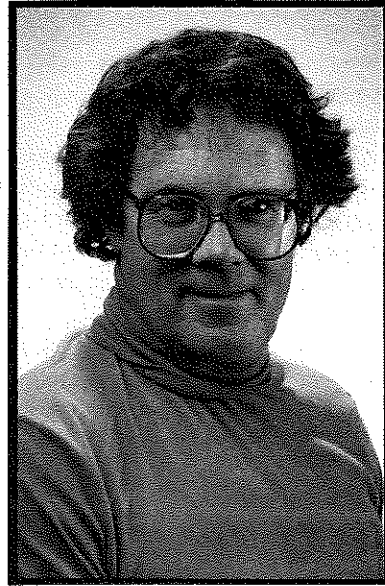
Since its work began, the Long Range Planning Steering Committee has been very concerned with the problem of enhancing CSUF's standing in the community, its reputation in the region and its recognition and visibility at a national level. Some on the Committee, including myself, have felt that the best way to attain these things is to play to our strength as a teaching university. The community should come to realize vividly what the students already know—that they have access to excellent instruction and learning experiences often unavailable at research universities, and that these can be had at CSUF at a fraction of their cost at private colleges. A plan which makes that the basis of our portrayal of ourselves to others will succeed. This requires renewed attention to the quality of the educational services and the learning environment we are offering. By dedicating ourselves anew to these concerns, and in taking the necessary steps to improve our performance, achievement in other areas and recognition in ever wider circles can be attained.

SOUTH COUNTY

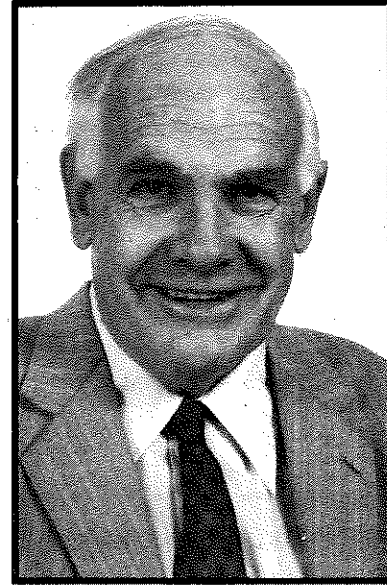
Plans for CSUF to open a 'Satellite Learning Center' in the southern part of Orange County are rapidly moving forward. The community colleges, initially dubious, have been persuaded to support it. The California Postsecondary Education Commission (CPEC) has also given its blessing. The Chancellor's Office may be about to do so. The Academic Senate has not voted on the matter yet. It is likely to take up the question on December 11. The three articles which follow present some background and perspectives on an issue which will have lasting repercussions for the campus.



James Woodward, chair of the History Department, has been a member of the Faculty Council and its Executive Committee for many years.



Merrill Ring (Philosophy) chaired the ad hoc committee on the South County Learning Center.



Julian Foster, Political Science, served on the statewide Academic Senate 1971-79, and was a department chair from 1978 to 1984. He chaired the Faculty Council in 1966-67, and is doing so again this year.

CSUF has an obligation to provide its service to South Orange County

By James Woodward

California State University, Fullerton's service area is Orange county. This means that we have a responsibility to the people of the county; those who meet our admissions standards and want the programs we offer should be able to come to Fullerton to further their educations. If the residents of the southern part of the county are to have access to the kind of higher education which the CSU offers, it is up to CSUF to provide it. Until now, it has been reasonable to expect South County residents to come to Fullerton for classes, but the freeways are now clogging up regularly for more and more hours in the day, and no relief is in sight. Highway building programs are simply not going to keep pace with population growth, the bulk of which in the foreseeable future will take place in Irvine and south thereof.

We are already losing potential students from the southern area. The districts adjacent to the Fullerton campus provide us with twice as many students per thousand as do the areas beyond Santa Ana. Potential college students in the south county are either not pursuing their educations beyond the community college level or are going to other institutions. It is therefore no surprise that the administration at Fullerton is proposing that we establish permanent facilities somewhere south of Santa Ana.

The University, for well over a decade, has had an on-again/off-again presence in the southern part of the county. Individual courses and small scale programs have been offered in Mission Viejo and its environs with varying success. None of these are active at present. What is now proposed is to develop several high-demand upper division programs, to be taught to regular, matriculated students by full-time or part-time Fullerton faculty in buildings under our full control.

A market study conducted in 1982 suggested that if the University offered programs in the South County, these would find a receptive audience. The survey was sent to over 13,000 randomly selected households. The response rate was only nine percent, but of those who did reply 63 percent indicated interest in taking courses at the satellite. Business administration was the most popular major indicated (37 percent). The humanities, social sciences, arts, computer science and engineering were each selected as majors by

between five and ten percent of the sample. Thus encouraged, the administration notified the Faculty Council of its interest in developing further plans. It also proceeded to enter into negotiations with the community colleges in the area, and made various persuasive presentations to the Chancellor's Office and CPEC. At this time it appears that all of these are supportive of a satellite center.

The Academic Senate, meanwhile, appointed an *ad hoc* committee to advise the administration on issues related to the establishment of a South County Center. This committee has made two interim reports, and is expected to produce a final one about the time that this issue of the *Forum* appears. This committee did not, in either of its annual reports, either support or oppose a South County Center, but it did express several concerns:

1. In light of demographic trends, the center should be located in the southern part of the area to be served. The site should be in Mission Viejo or farther south, rather than in the Santa Ana-Irvine area.
2. That, insofar as possible, the programs offered at the center should reflect the range of programs offered by the university (e.g. that not just business administration courses be offered).
3. That funding for the center be provided by the system up front, not by bootlegging resources allocated to the campus.
4. That no member of the faculty be coerced to teach at a South County Center.
5. That adequate library and other ancillary instructional facilities (computers and the like) be provided.

The Senate has been informed of the Committee's activities, but as yet has taken no formal action in the matter of a South County Center save to extend the life of the committee. Since a proposal for a Center has now gone forward to the CSU headquarters, action by the faculty beyond the counsel of the Committee is appropriate.

The central question before us is: should CSUF establish a center? In my judgement the answer is "yes". Surely the residents of the southern part of the County deserve as easy access to at least some of our programs as the residents of communities adjacent to the campus. When round-trip travel times range from one-and-a half to three hours, a substantial hardship is worked on our students from the southern part of the county—particularly in consideration of the fact that many of them are employed full-time.

One might argue that if facilities are to be installed in South County, this ought to be done by the system without the participation of CSUF. I believe that a CSUF center is preferable to an independent system initiative because it

would be developed under closer control of a group of faculty sensitive to instructional issues that might weigh less heavily in the minds of a group of central planners. Instead of creating programs *de novo*, programs already functioning, successful, and of proven quality would be transported to the place where they are needed.

Several centers of the sort proposed by our administration are already in operation within the system. All, I am told, are successful. None have had a negative impact on the home campuses. Experience elsewhere thus gives no cause for alarm.

If the faculty support the creation of a center, it should be contingent upon satisfactory resolution of several issues, in addition to the points above already raised by the *ad hoc* Committee:

1. That faculty who choose to teach at the center, but must travel a substantial distance to do so (say more than 15 miles), receive reasonable compensation for their travel expenses.
2. That governance mechanisms be worked out to put curricular and programmatic decisions with the faculty as they are on campus.
3. That reasonable attempts be made to provide at the Center some of the cultural enrichment activities available on campus.

These are issues that I think can be worked out between the faculty and the administration. Thus, I support the creation of a South County Center.

Senate Committee carefully weighed South County issues

By Merrill Ring

Satellite centers are an established method by which the CSU serves Californians who live far away from any of its 19 campuses. Since community colleges provide lower division work everywhere, the CSU satellites offer upper division or teacher training courses. Regularly matriculated students enroll in these and are taught by faculty on regular salaries. Extension arrangements—student fees and sliding salary scales—are not involved.

Satellites come into being in various ways. Some, like Northridge's center in Ventura, grow like Topsy—first a few departments offer this and that, and the operation gradually coalesces into a program. Others are created from on high; San Diego's center at Vista was mandated by the legislature. Most of the rest have grown from insecurities about enrollment. Stanislaus set up shop in Stockton partly out of anxiety

that if they did not, Sacramento State would. San Bernardino, which has not grown as fast as it would like, is reaching out towards Palm Springs. Hayward's Pleasant Hills satellite tends to offer a wide variety of courses from departments which do not get the enrollments they would like on the home campus.

The patterns of teaching at the satellites vary. San Diego's branch at El Centro is so far from home that it has developed its own separate faculty; problems of organization and governance, curriculum and quality control have ensued. San Bernardino opened an operation in the Coachella Valley this fall with the expectation that part-time faculty would do most of the teaching. The distance between Hayward and its branch center in Contra Costa County is much less, and the regular faculty do most of the teaching there; often they are glad to find a market for their favorite upper division courses.

One encounters varied assessments of satellite centers. Most have remained small, some seem to be regarded as second class operations—a common view of the ten-year-old Stockton program on the main Stanislaus campus. Some have been difficult to administer—control of the Ventura center is shared between CSU Northridge and UC Santa Barbara, to the apparent happiness of neither. The Vista campus north of San Diego is now slated to develop ultimately as a separate entity, a prospect which is unlikely for most others. Overall, the most successful example seems to be the Hayward-Contra Costa one, a flourishing operation with about 600 FTE. It is this satellite which has heavily influenced planning at Fullerton.

Although a site has not yet been selected, Fullerton's planning process is well advanced. The official projection that when the center opens in spring 1988 it will generate 65 FTES that semester. At an assumed enrollment rate of 4.5 units per student, that would be about 215 students. However, to err on the conservative side, the Administration has requested the center to be budgeted for that semester at 30-40 FTES. In five years the center is expected to enroll close to 1800 students (around 500 FTES).

Under statewide rules, such a center cannot compete with community colleges in the area; consequently, only the upper division portions of three or four majors will be offered initially. It is probable though not certain that these will be Liberal Studies or Child Development, Business Administration and the credential program in Elementary Education. The center would also offer a few upper division general education courses. Planners expect that within five years the center would add some masters' degree programs (perhaps the MS in Education, the MBA), some further undergraduate majors (maybe Computer Science) and expand its upper division general education offerings.

It should be realized at the outset that the planning process has not been perfect. The needs assessment survey dating from 1982 which provides the data for all the later projections of enrollment, composition of student body, educational interests, and so on was far from ideal. More than 90 percent

of those surveyed failed to answer, and the pattern of responses from those who did cannot give any reliable indication of how the non-respondents felt. Had a survey of Saddleback and Irvine Valley students been taken, to determine how many might go on to take upper division work at a CSUF satellite, our picture of the amount and type of potential demand might be radically different. Though there are lots of statistical data flying about, they should be ingested cautiously.

Another imperfection in the planning process has been that there has been no funding provided and no sound administrative structure created for such planning. Qualified people have had to be bootlegged into the process while retaining

"The idea that the satellite center will be successful is a mixture of rationality and faith."

other duties. In consequence, there is more uncertainty attaching to the center's operations than there should be. The idea that the satellite facility will be successful is a mixture of rationality and faith, with more of the latter than hard-nosed folk might wish.

The proposal will soon arrive at the Academic Senate for comment, criticism and action. An eight person Senate ad hoc committee has been investigating the proposal for the past 20 months (often in the doldrums, but sometimes feverishly) and is now preparing its report and recommendations. The Senate will take up the matter after the Thanksgiving break.

I shall conclude by mentioning some of the issues which must be looked into by the Academic Senate. How likely is it that the FTES projections are accurate? Who would bear the burden should enrollment fall short of the projected figures? What are the potential benefits to the campus? What are the costs, financial and otherwise, for the home campus? Can there be a high quality university curriculum which does not mirror the programs and offerings found on the home campus? How would the center course be staffed? Is it likely that subtle pressure would be brought to bear on faculty to teach there? How would quality control be assured? What administrative structure is proposed for the center? Are support services, especially library facilities, adequately provided for? What are the funding mechanisms to be? How is a site to be selected for the center?

If we go ahead with plans for a satellite, the operation will be to some extent experimental. It will occupy rented facilities. No permanent commitments will be made. Progress will be monitored and evaluated. Nevertheless, once we start, it is very likely we shall continue, even if problems appear and the initial enthusiasm becomes tarnished. The decision shortly to be taken by the Academic Senate is therefore a crucial one for CSUF.

Perils of Innovation: When good intentions meet harsh realities

By Julian Foster

People who hatch bold new plans are naturally optimistic about them. It is equally natural for those who do not make such plans, but may be required to carry them out, to be healthily skeptical. A responsible innovator should be grateful for such doubters; without them, silly things may be done. So in this spirit of creative criticism, let us take a look at the South County satellite campus after it has been going for a few years and Murphy's Law has been in full operation—anything that could go wrong, has.

Faculty. We first encounter Professor Harris embedded in the freeway traffic somewhere in Santa Ana. It is 10:35 a.m., and his South Campus office hours started five minutes ago. He taught a nine o'clock class at Fullerton and is on his way to repeat it in Mission Viejo. He remembers hearing that only faculty who wanted to teach down south would do so, but when his department was asked to offer his course in the south, it was an offer he could not refuse. After all, the South County schedule could hardly be planned around the faculty who happened to live in Laguna, and Dr. Harris did not relish the idea of recruiting a part-timer to take over his favorite upper-division course, even if a qualified person could be found. The timing is inconvenient—a course at Fullerton at 9:00, one in Mission Viejo at 11:00, and another at Fullerton at 2:00, but southern offerings are scheduled by the Satellite Coordinator, not the department. "An hour is more than enough to drive 25 miles" he had been told by someone who forgot that it was the freeway traffic jams that discouraged south county students from making their way to Fullerton, and so necessitated the southern campus in the first place.

Professor Harris arrives in his southern classroom with a few minutes to spare and discovers that the maps and film which he had used in his class at Fullerton are not available. He tells five students who had been waiting to see him that they can talk to him after class, but when he leads them to his office, he finds that another faculty member has been scheduled to take over the space he uses. He suggests they repair to the coffee shop, forgetting that there isn't one. They sit down under a tree. It rains.

Soon it is time for the return trip. Harris gets mileage money, but it had not occurred to him that he should get paid for his travel time. Now he realizes that he spends about six hours a week on the road, away from his teaching and his research, constantly in a hurry, his nerves fraying. Never again, he mutters to himself, not for the first time, will he teach down there. But his oath lacks conviction. The department chair is a born imperialist, not easily thwarted.

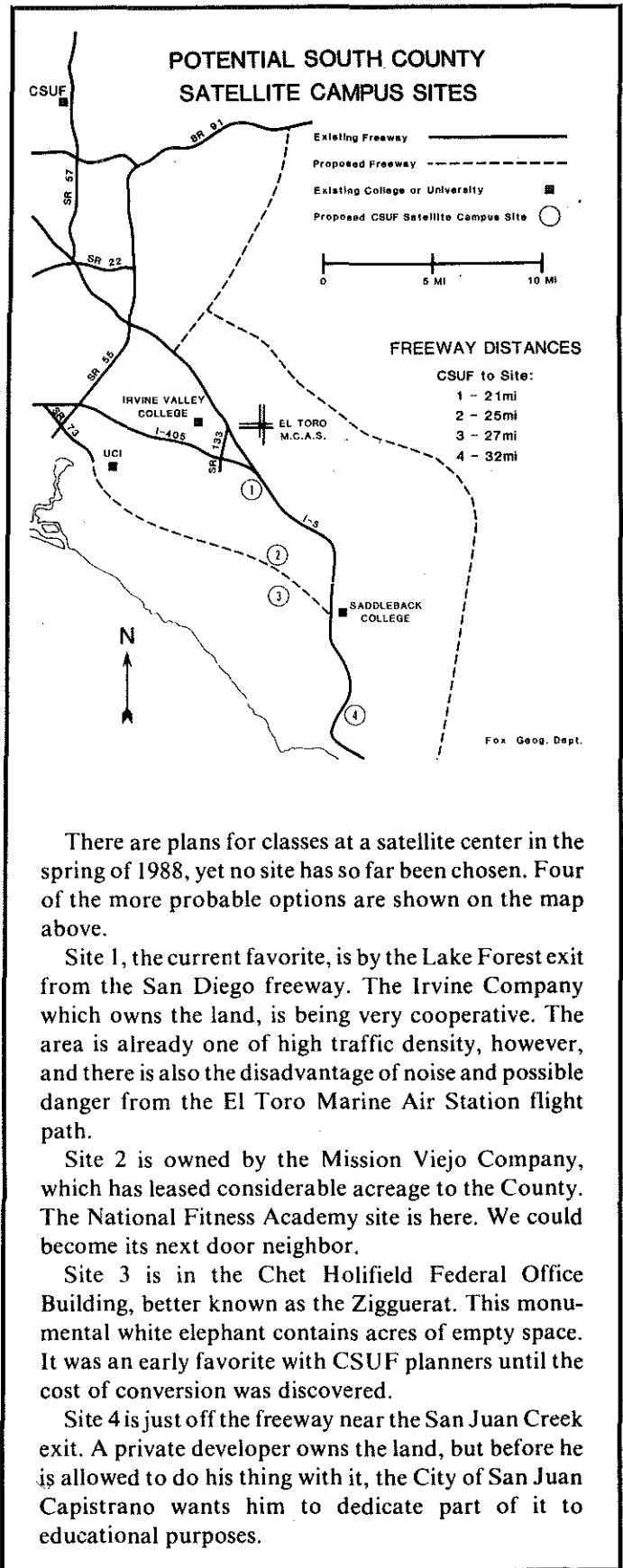
Student. Susan Atkins lives in Crown Valley, and she remembers her delight when she heard the satellite was opening. She had finished her GE requirements at Saddleback, the south county campus promised a full range of courses in the major she wanted, and graduation in two years looked easy. She is now in her third year there, because she works part-time, and some of the courses she needed were never available when she could take them. Once she drove up to Fullerton to complain to the department chair about the schedule, but she came away with a distinct feeling that he didn't give very much attention to the satellite operation. She had hoped to take some electives, thinking even the smallest campus would have some sociology, some music, some lab science, but the satellite did not offer these, and none were planned. For a while she wanted to change her major, but that was impractical too.

Now she is enrolled in a seminar which requires considerable use of the library. UCI wouldn't give her a card. The South County has no other good libraries. She isn't very good at anticipating her own needs, and so the bookmobile from Fullerton seldom brings what she wants. She knows she should make more trips to the Fullerton campus, but somehow she doesn't. Her grades aren't what they could be.

Susan has a few personal problems, but there aren't any personal counselors at the satellite, and she doesn't know what is available at Fullerton. Her friends elsewhere seem to be having a real collegiate experience—athletics, student clubs, public lectures, the occasional demonstration, contact with faculty if they want it. The nearest Susan gets to a collegiate experience is when she pays her A.S. fees. The satellite is a commuting operation, with people taking or teaching classes and leaving as soon as they can. Susan imagined college was a place where one made new friends, had bull sessions, maybe joined a sorority—but none of this has been available to her. Really she thinks, I might as well be in a correspondence course, or one of those things where the instructor is miles away, connected to the students by television and telephone. Oh well, she consoles herself, I'll soon have a CSUF degree. I won't have to tell anyone I didn't have a CSUF education.

Administrator. Dean Jones was one of the early boosters of the southern campus. It provided an opportunity to serve more students, and there was an undeniable satisfaction about getting in there before Long Beach or the new North San Diego County campus did. Bigger was, whatever Jerry Brown may have said, better. The Chancellor's Office would provide special funding, and promises were made that the satellite would not drain resources from the main campus. Now he is sitting in his office, feeling like a resource which is being drained.

The trouble is that at every meeting he goes to, somebody will eventually say "But how does this apply to the satellite



There are plans for classes at a satellite center in the spring of 1988, yet no site has so far been chosen. Four of the more probable options are shown on the map above.

Site 1, the current favorite, is by the Lake Forest exit from the San Diego freeway. The Irvine Company which owns the land, is being very cooperative. The area is already one of high traffic density, however, and there is also the disadvantage of noise and possible danger from the El Toro Marine Air Station flight path.

Site 2 is owned by the Mission Viejo Company, which has leased considerable acreage to the County. The National Fitness Academy site is here. We could become its next door neighbor.

Site 3 is in the Chet Holifield Federal Office Building, better known as the Zigguerat. This monumental white elephant contains acres of empty space. It was an early favorite with CSUF planners until the cost of conversion was discovered.

Site 4 is just off the freeway near the San Juan Creek exit. A private developer owns the land, but before he is allowed to do his thing with it, the City of San Juan Capistrano wants him to dedicate part of it to educational purposes.

campus?" Each university policy he tries to follow seems to work out a little differently at the remote site. When resources are divided up, when reports are being made, when small problems are demanding solution, always it seems to be a little harder to deal with those unique circumstances. He knows his department chairs are discovering the same thing. The satellite campus generates only about two percent of the FTE in his school, but it now seems to him that it occupies about twenty percent of his time.

Should We or Shouldn't We? The South County folks now have two community colleges, UCI, sundry private enterprise extension operations, and two CSU campuses within reasonable driving distance. When the CSU campus in northern San Diego county opens, a third reasonable option will exist. Population centers such as Santa Barbara, Monterey-Salinas, Stockton, Redding and Palm Springs are less well served by the CSU. The South County may be the most affluent region of its type in the world, and people there can afford to send their children away to college more easily than most. Thus the plight of what has been designated as part of our "service area" does not seem severe. It is a problem of inconvenience, not deprivation.

Nevertheless, the satellite learning center would provide an additional option for the would-be college students of California, whom we serve. The projections provided by the architects of this project—500 FTE after five years of operation—do not suggest an avalanche of pent-up demand. Indeed, such projections cast some doubt on the original premise: that there is an important unmet need. Current plans do not suggest a large-scale operation in the foreseeable future; perhaps a satellite must by definition remain small. A modest enterprise, meeting modest demands, then.

Would its existence improve the operation of the Fullerton campus? The only imaginable benefit seems to be that with it, our enrollment will grow slightly faster than it would without it. Do we need this? The North County, Corona, Anaheim Hills and Brea are still expanding in population, which indicates that our enrollment will increase even if we draw few south countians. Anyway, all growth is not good. If the satellite attracts a lot of majors in such fields as accounting, where we already have difficulty in finding qualified people to occupy faculty positions, this can hardly be regarded as healthy. Yet, present plans contemplate making courses for business majors a major focus of the satellite. Bigger is not necessarily better; additional FTEs make the introduction of changes less painful, but if the costs of earning the additional FTEs are too high, that is not a good bargain.

If we do not move now, it is said, political pressures will grow and build up and eventually persuade the Trustees to authorize a new campus to the south of us. If one accepts this scenario, one must surely also accept that the satellite will

grow to a much larger size than its proponents suggest. It is hard to believe that a South Orange County CSU could open its doors before the Twenty-first Century. But if and when such a development happens, why should it be viewed as a disaster? For the people in the area served, a fully fledged campus, able to offer courses at all levels, with a resident faculty, proper library and other services and a prospect of normal collegiate life is surely a more desirable option than a mere satellite.

The prospect of a CSU Mission Viejo or whatever may sound threatening. This threat may be much exaggerated. Most businesses like having a monopoly in the market, but the good ones can survive competition. Fullerton and Cal

"If the South County grows as expected, another CSU ought to be established."

Poly Pomona coexist happily within 15 miles of one another. If the South County grows as expected, and California spends a reasonable amount on higher education, then there ought to be another CSU established.

What we presently seem to be doing is taking a minor problem and inflating it into a major one, so that we can then propose to rush nobly in and solve it. But if there is a problem, it isn't ours. It belongs to the Trustees and the legislature, who sited CSUF too far north 30 years ago. We should not be going, cap in hand, to the Chancellor and the Trustees, pleading with them to allow us to serve more people. It is they who should be coming to us if they believe there is a problem with which Fullerton can assist, offering inducements in return for our help.

Present plans will require the Chancellor's Office to bear some of the costs of the South County venture, rent or purchase of the buildings being the biggest. They do not call for anyone but CSUF to bear the costs of the additional burdens which this enterprise may bring down on us. Nor do they provide for a quality operation in the south. If the people of California, acting through the Trustees, want our help in this matter, they should provide such things as:

1. Faculty positions above what FTEs earn, as new campuses receive.
2. A decent south county library collection in the majors to be offered there.
3. Compensation for faculty travel time (not just gas money).

Enough incentives of this kind would convince me that Fullerton could benefit from having a satellite. As things are, I am convinced that not only would the satellite provide a second-rate education, but the resources, the services and quality of the program at Fullerton would be bled to keep it going. We should refuse to support this venture.

How to teach in two places at one time

By Patrick Wegner

Interactive Televised Instruction (ITI) is educational jargon for a system which allows students who cannot come to the campus to take a regular on-campus class. The classroom situation—students facing an instructor—looks normal enough, except for the presence of some reasonably inconspicuous television cameras and a telephone. There are also students at one or more “receive sites”, miles away. These students can see and hear all that goes on in the classroom. They can ask questions and intervene in discussion by telephone, and when they do, the instructor and all the on-campus students can hear them. The instructor controls telephone reception, so that the off-campus audience cannot interrupt at unsuitable times. The off-campus students are only heard, never seen.

The broadcast system is similar to regular television broadcasting. Signals are at frequencies higher than a normal television set. Each site has a small dish to receive a signal which is then modified to be shown on a regular TV set. Because the broadcast signal is much weaker than commercial television, transmitters can be located closer together. However, only a limited number of transmitters and broadcast licenses are feasible in a given area.

The Federal Communications Commission (FCC) reserves several groups of channels for instructional television. These are usually licensed in groups of four and are designated for the broadcast of credit educational programs. License holders, who are generally universities, must provide 20 hours of credit programming a week to retain their licenses. So long as that is done, the remaining hours may be rented out to commercial concerns, interested in transmitting data. Private and commercial uses for the channels have greatly expanded over the last few years so competition for use of them has become very fierce. Recent FCC rulings have reallocated some groups of channels from educational to commercial uses. In Southern California, very few opportunities for licenses are left.

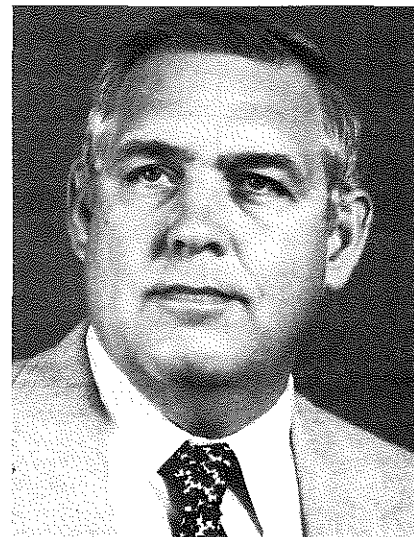
Television has been used for instructional purposes for more than 20 years.¹ More than 40 major ITI systems are operated by colleges or universities or, in a few instances, state agencies. Some systems cover entire states. More than half a million students at different educational levels use ITI each year. The Anaheim Elementary School District established one of the earliest systems which is still operating effectively. It depends on videotapes; students at the remote sites see the lectures, but cannot participate in them. In the late 1960's, interactive systems were introduced. USC has eight channels and more than fifty receive sites. Stanford has four channels and over 120 receive sites. Both Stanford and USC specialize

in engineering and technical offerings. The state of Indiana network operates 32 channels and transmits to over 100 sites including all major public institutions of higher education in the state; subjects taught include medicine, engineering, business and audiology, all presented in the interactive mode.

The latest available technology involves delivery by satellite. A consortium founded in 1984 called the National Technical University (NTU) is delivering advanced degrees in Engineering all over the country by satellite. NTU is composed of more than 20 universities including Purdue, Georgia Tech, Arizona, Minnesota, Southern Methodist, and Maryland. NTU expects to have 20,000 students within 10 years and award more than 500 M.S. degrees per year. This will put it among the top five advanced degree granting engineering institutions in the country. This model clearly could be applied to other disciplines. Educational opportunities for those who cannot attend a campus will undoubtedly increase.

Closer to home, several campuses of the CSU have vigorous programs mostly using ground-based transmitters. Chico with its large, sparsely populated service area is the leader in the system. CSU campuses in the San Joaquin Valley are banding together to provide coverage for their less populated areas. Urban campuses at Northridge and San Diego have small but expanding operations. Cal Poly Pomona also has recently implemented a unique and creative program involving high schools.

CSU Chico has made ITI part of its regular program. It offers courses for matriculated students at 16 widely spaced receive sites. Unlike other programs, ITI at Chico includes a substantial amount of social science. Each class counts as part of the faculty members' instructional load and the department receives FTES credit for the ITI students. The students pay regular fees. Their FTES generates state resources to support the ITI programs. The shift to a general fund supported FTES



Patrick Wegner, a chemist, is currently serving as Associate Vice President, Extended Education. In this position, he has responsibilities not only for ITI but for extension, summer session and the possible South County satellite learning center.

¹For a good overview of instructional television, its history and its potential, consult the *IEEE Spectrum*, November 1984, pp. 108-114.

generating program occurred around 1979. As many may recall, low enrollment threatened lay-offs at many campuses at that time. Some people at Chico give credit to ITI for helping prevent them.

Chico offers courses from 7:00 a.m. to 10:00 p.m., five days a week, and is operating at capacity. A second classroom and channel will soon double that capacity. Besides the FTES generated, departments also receive 0.1 of a faculty position for each course presented on ITI. These may be used at the departments' discretion, including assigned time for faculty teaching on ITI. ITI assignments are voluntary, but apparently no deficit of instructors exists.

Pomona, by contrast, presents regular university-level courses to high school students in a self-support, special session mode similar to summer school. Fees are paid for each course, and the instructor receives pay based on the special session (summer school) scale. The course is not part of the instructor's regular teaching load nor are any FTES generated. Initially, only schools in the Pomona Valley were involved, but high schools in the Compton and Reseda School Districts have recently become receive sites, and this year courses are being transmitted to Anaheim and Placentia. The number of high school receive sites is increasing, and so are the number of courses offered (12 this year). Since a single course can be transmitted to several schools, one needs only a few students at each site to make an adequate sized class. The program has become successful enough that this year high schools are willing to make an up-front payment to purchase a certain number of seats for any of the classes. The high school then determines who fills the seats and what charges, if any, are to be paid by the students. The benefits to the image and visibility of Pomona should not be minimized. Moreover, it is apparent by the service to Anaheim and Placentia that ITI is not limited by service areas.

ITI is not a major media production; it is not *Nova* and it is certainly not *Cosmos*. If teaching through ITI were difficult and time-consuming, it would not have been done by so many faculty in different disciplines on so many campuses. It does require organization and perhaps a longer lead time than normal teaching. Some adjustment to the camera and microphone is needed, but once a course has been presented on ITI, repeating it is apparently quite comparable to the usual presentation.

As with any presentation technique, all instructors may not be equally comfortable with ITI, but most do not seem to find the process unduly burdensome. In some ways, it is superior to a normal classroom. For the use of instructional media, video, films, slides, overheads and so on, ITI provides a fine environment, since these can be directly placed on the screens for both on- and off-campus viewing. Using an overhead close-up camera and paper, the ITI instructor has the electronic equivalent of a blackboard on a notepad which can be employed without leaving the desk.

Students apparently adapt well to ITI, and differential achievement does not seem to be a problem. Tests are administered by a student assistant at each site. Homework comes and goes by courier in urban areas, by mail where distances are greater. Office hours are conducted over the

phone. ITI may not be the equivalent of face-to-face instruction; the instructor never sees the off-campus students. Yet all appears to work well with little, if any, diminution of quality. It presents minor, but solvable, logistical problems while requiring the instructor to make only modest modifications of presentation techniques.

CSUF belongs to CALNET, an ITI network administered by the Chancellor's office and consisting of ourselves, Long Beach, Los Angeles, Dominguez Hills, and Pomona. Each campus is responsible for its own studio classroom and for a studio to transmitter link (STL), which together cost about \$90,000. The network has a transmitter on Mount Wilson which broadcasts on four channels and covers Southern California. Each campus is also responsible for establishing off-campus receive sites. Most campuses have only a few receive sites, but one already has approximately twenty. Each site costs approximately \$4,000 for equipment, paid for either by the receiving institution or the campus or a combination of the two. Initial capital and operational organizational expenses are the major costs of ITI. Once established, ITI production costs are modest. A contract for equipment maintenance and salaries for on-site student assistants are the principal ones.

CSUF has first call on 80% of the broadcast hours on one of the four channels of the Mount Wilson transmitter. This would allow us to offer as many as twenty 3-unit courses each semester. Two CSUF receive sites exist, one in Irvine and one in Azusa. The receive sites of other members of the network are available to CSUF when they are not in use. If we offered at least 10-15 courses a semester and 10-15 receive sites, costs and expenses should be in reasonable balance.

Channels in the Los Angeles area are scarce. The ones on Mount Wilson which are currently licensed to the Chancellor's Office are the focus of an FCC action. Private commercial interests have applied for them. Plans based on their continued availability need to be carefully weighed.

Because of this uncertainty, CSUF has also applied for a group of channels on Modjeska Peak, which would allow us to cover all of Orange County and some of Los Angeles County. Whether we get these channels depends on the judgement of the FCC. USC transmits on the same frequency, and UC Riverside would like to do so. We are contending that none of these signals will interfere with any other, and we are hoping that the FCC will reach a similar conclusion.

A successful application would give the campus an opportunity to implement a complete system providing excellent service to all of Orange County. Properly managed, a system of this magnitude would ultimately more than support itself in either the FTES (general fund) or fee (special session) mode. It would also be a powerful resource for the University in instructional capability and community visibility.

A further option would be to rent channels from local school districts. These would probably be available only in the evenings. This could be a useful enhancement of our capability but should not be used too as the basis of a major program.

Other more expansive options could be explored. With rapid changes in technology, these might become affordable

in the future. The first alternative is satellite delivery. Studio classroom requirements stay essentially the same and the receive site facilities are very similar to those of the local broadcast option.

The main obstacles are the costs of the up-link and of transponder time on the satellite. Both costs are dropping dramatically but the cost of transponder time for regularly scheduled offerings to a service area like ours is still prohibitive. CSU, Chico has an up-link devoted primarily to teleconferences, but which carries a few regularly scheduled courses. For example, an M.S. degree in computer science is being delivered to Hewlett Packard facilities in Colorado by satellite. A second up-link is being purchased from lottery funds by the Chancellor's Office for the San Joaquin Valley network.

Another way CSUF could transmit its programs is by cable. The San Joaquin Valley campuses are using cable systems in their network when these are available in the cities. Cable is not as advanced as the direct broadcast (local or satellite) delivery systems. As fiber optic cable replaces the copper variety, capacity will increase dramatically, and two-way video will become a very likely possibility. The

University Channel could be used, but it reaches only to Fullerton, Placentia and Anaheim.

As communication technologies become better and more accessible, the CSUF campus has several decisions to make. We can limit our opportunities or provide ways to meet future educational responsibilities. ITI can be very useful to this or any other campus, urban or rural, to which access is limited. CSUF now has an access problem because of growing traffic congestion and limited physical capacity, both of which are expected to become even more severe in the future.

This instructional technology is complex. It requires substantial investment of money and effort. Nonetheless, there is clear potential for increased service as well as for increased resources. The question is not "will the technology come?", but "who will use it and reap its benefits?" Orange County is an advanced technological region. It will adopt and use new technologies. The campus will suffer if it chooses not to be a part of this process. We obviously cannot be active in all areas of this technology; but, we have the resources to develop a substantial but focused program which should serve both ourselves and our constituents well.

Letter: rephrase the reading question

As chair of the department that concerns itself heart and soul with reading and writing, I read with interest the essays written in *SF* 1.1 by my colleagues Norma Inabinette and Gerald Marley in response to the question, "Should the University teach people to read?"

A better question would have been phrased a bit more broadly: "Should the University teach people to read, write, and think?" English professors have been dedicating themselves to doing this since our discipline evolved its separate identity more than a century ago.

Of course, for the most part, the reading, writing, and thinking we teach are at a highly sophisticated level. The texts we teach students to read are often the great literary achievements of Western civilization. Becoming progressively more deeply engaged with such texts requires that students develop the highest levels of reasoning. Responding to that engagement in writing requires students to reach beyond the "basics" of composition that they may have been exposed to in high school and before.

However, a portion of our activity is indeed focussed upon assisting students who are not yet prepared for reading and writing at the highest levels of discourse. Why **should** we be doing this, when Professor Marley believes so strongly that we should **not**?

Stated most simply, our reasons are two. First, we are committed to the University's efforts to increase access to higher education. Those efforts are meaningless without providing academic support of the highest quality for students whose incomplete preparation might otherwise deny them the opportunity to succeed in university study.

Second (and I think this is where we differ from the "basic skills" approach advocated by Professor Inabinette), we believe that reading, writing, and thinking skills are inseparable and must be taught in an integrated fashion at every level from "remedial" through post-graduate. In this way, **all** of our classes are aimed at increasing students' **literacy**, the ability to create, to understand, and to communicate meaning in symbolic form.

Professor Marley's condemnation of instructional programs that fall below his own arbitrary definition of "university level" rests on the faulty assumption that California State University, Fullerton, exists outside of any social context and serves the sole purpose of upholding the scholarly self-image of a few of its faculty. Professor Inabinette's view of some students as academically "disabled" together with the disjointed basic skills approach taken by the "1986 Language Skills Proposal" would sever the natural and essential connections among the University's instructional programs.

Assisting all of our students to increase their ability to read, write, and think is quite properly one of the primary goals of the humanities. Academic humanists should approach the task with enthusiasm, striving to integrate literacy instruction into the core of the curriculum, rather than chopping it up unnaturally by emphasizing supposedly discrete skills waiting to be "remediated."

Sincerely,
Tom Klammer, Chair
Department of English and Comparative Literature