

# The SENATE Forum

Volume XII, Number 3, Spring 1998

❖ A Publication of the Academic Senate, California State University, Fullerton ❖

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## WHERE TERNING IS PREEMINENT

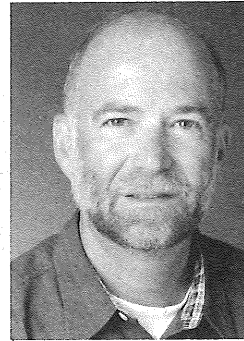
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Sorel Reisman

When last we saw Harriet, she was lying semiconscious on the deck of a cruise ship after accidentally falling from the second deck. Her ordeal at CSUF, trying to work her way through incredibly tortuous policies, practices, and politics from the time she was hired as a bright-faced smiling new assistant professor through to tenure, had inured her to the hardships of ocean travel. Her trials and tribulations of acquiring a computer for her research, getting it operational, and finding ongoing support for it were almost beyond her endurance. So after finally beating the CSUF system, Harriet took a well-deserved ocean cruise.

While away, Harriet fell in love with the Galapagos Islands, especially its bird-life. The incredible variety of colors, patterns and species of birds such as parrots, terns, and macaws, were simply captivating. Harriet decided that when she returned to CSUF that she would learn more about birds and might even study and take courses in Birding.

After her release from the hospital and through



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her 3 months of recovery, Harriet read every bird book she could lay her hands on. She even stayed up every evening watching the Discovery Channel's interminable series on birds. Her CSUF colleagues came away from their visits with Harriet convinced that she was becoming a real birdbrain!

When Harriet finally returned home, she called her Department Chair to tell him about her new research interest. Upon calling his office, however, she was greeted by a

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voice mail message from the campus' new centralized digital phone system. Intrigued by the host of options presented to her, Harriet was

directed to call Telephone Services to inquire about this new technology. So she did. She was astounded that there was now a real place called "Telephone Services," and even more astounded that

there were real people there who answered her questions. Harriet wondered if things had changed at CSUF, but having been victimized for so many years by the "Fullerton Way," a route she often likened to "the Burma Road," "the Long March," or "Napoleon's Retreat from Moscow," she remained suspicious.

Soon after her chair returned to campus from his regular Wednesday-to-Sunday "consulting" gig in Maui, he left Harriet a voice mail message on her new, recently-installed ISDN (whatever that means!) telephone. The message told her to send him an e-mail describing her new interests, the implications of this work to teaching and learning, and whether or not he would be able to tell his dean that her new-found learning was going to be preeminent.

Although Harriet had no idea how to communicate with her Chair using e-mail, she remembered seeing a newsletter in regular campus mail that had said something about new campus technology. Rummaging around in her piled up mail, she found a number of issues of something called the "Technology Rollout Newsletter." She

was astounded to learn that while she had been away, every faculty and staff member had received a state-of-the-art computer that had been installed

in each person's office. (Some people, incredibly enough, had even been able to select an Apple instead of a computer, while everyone had the option of selecting a color printer, just perfect for

the reproduction of Harriet's bird photos.)

Since Harriet's own computer had been installed years before by that strange nerd she had met at Vons, she decided to call the new Help Desk (Extension 7777) to find out how to get in on the "Rollout." The assistant told her that once she filled in the forms and her chair signed off, a machine would be delivered and installed relatively quickly. Wondering whether or not she had died on the deck of that ship and subsequently gone to heaven, Harriet decided to call their bluff and fill in the forms.



Within 10 days Harriet was called by the Rollout Team, told that she had to attend instruction on the use of her new machine, and her machine would be available post haste. She did. It was. And Harriet was incredulous.

Shortly after she started using her new system, Harriet began receiving e-mail from a number of on- and off-campus special interest user groups, each promoting activities and online discussions regarding their special interest topics. One of the off-campus Internet-based newsgroups that Harriet

was able to join was the International Tern Study Group. For more than a semester Harriet communicated with colleagues all over the world, learning more and more about this species of bird. Through her preinstalled Web browser, Harriet was able to surf the Web finding data, drawings and illustrations that she could cut and paste into the online diary she kept.

Harriet's interest in her subject peaked when she read the new Faculty Development Center newsletter and visited the new Center in the Library. There she was given personal hands-on guidance on how to use the Web to further her research and even to develop new Web-based classroom teaching materials.

This experience was so different than her earlier ones with the Learning Technology Center, a labyrinth of obsolete technology services. One of the FDC's technical support personnel brought to Harriet's attention a website advertising a summer research field trip back to the Galapagos Islands to do an in-depth study of the mating habits of terns.

Fascinated, Harriet used her e-mail system to contact the trip leader in the Department of Biology at the University of Tziporim in Argentina. Soon after, she received a reply that provided all the details necessary for her to prepare for the trip, which was to take place right after the end of the semester. Harriet was

ecstatic. There was room for one more researcher. She thanked her lucky stars, realizing that her good fortune in finding the study group and being able to join it so readily were a direct result of CSUF's upgraded technology and support services.

When the semester ended, Harriet flew to Argentina and, together with the newly formed study group, sailed to the research site of the habitat of the terns. When the team members disembarked, they organized into small study groups, each with a local guide and leader. Harriet's team, led by Dr. A. Katraz, a leading ornithologist from San Francisco, warned the group to follow him closely and to remain as silent as possible, especially since these birds hated to have their mating interrupted by human spectators.

As they proceeded up the trail overlooking the tern mating area, Harriet knocked loose a rock with her foot, causing a hail of stones to fall on the distracted birds. Within seconds the birds rose in a huge flock and took flight, leaving the would-be spectators gazing at an empty mating site. Angrily, Dr. Katraz turned to the group, searching for the culprit who had knocked the stones down upon the birds. Seeing Harriet averting her eyes, Katraz yelled at her, "I warned you to be quiet. We could have witnessed an incredible spectacle if only you had left those terns unstoned!" □

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## A Conversation with Mark Twain at California State University, Fullerton

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Karen Lystra

A very significant event occurred recently on a university campus in the middle of Orange County, and I was a reluctant witness. Let me explain what happened by an analogy. Are you familiar with the phenomena of Elvis sightings? No, the King has not yet appeared

### *The Senate Forum*

*The Senate Forum* is a publication of the Academic Senate, California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues which the Academic Senate addresses. Individuals are encouraged to submit essays and other contributions to the editor at: [nfitch@fullerton.edu](mailto:nfitch@fullerton.edu)



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*Karen Lystra, Professor of American Studies, is writing a book, "The Funniest Joke in the World: The Untold Story of Mark Twain." This article was originally delivered as the H&SS Distinguished Professor Address at the School's 1997 Convocation.*



in this vicinity—to my knowledge. But a lesser figure in the world-at-large, though someone of more importance to a university audience, was sighted in the Vice President's office two weeks ago at my university. Someone on the Vice President's staff remembered that I was doing a biography of this man's late years, so they sent him over to my office in the Education Classroom Building. Luckily, or unluckily, I was on campus. This is how I became an unwitting participant in a truly historic event: The first and, as far as I know, the only sighting of a writer whose books are still read in college courses: Mark Twain.

Before Twain left the Vice President's office I was told he asked for a copy of our Mission and Goals statement, and by the time he reached my office he was pretty worked up. Sitting down, he immediately asked if he could smoke. I told him it was against university regulations but he politely inquired if there was any rule against a dead person smoking. I allowed as how I knew of no policy against it.

So he lit up a cigar and told me his one and only rule for good health—only smoke one cigar at a time. I mumbled something about the Surgeon General's Report but it seemed to have no effect.

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*I remembered what Mark Twain had always said about his final destination: how he preferred Heaven for the climate and Hell for the company.*

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"Why did you choose California State University, Fullerton to make your first reappearance?" I asked expectantly.

"Fullerton has a grand reputation where I come from," he replied.

"Let's march right over to Langsdorf Hall, find the President, and tell him what you know about our reputation," I said excitedly.

But then I remembered what Mark Twain had always said about his final destination: how he preferred Heaven for the climate and Hell for the company. I closed my office door and discreetly drew my blinds.

Twain volunteered that he was a member of a committee that was hard at work drawing up a Mission and Goals statement. Luke, the committee chair, had sent him to Cal State Fullerton because ours was such an outstanding model.

I was once again relieved, thinking he meant St. Luke.

"What is it like to work with a saint?" I asked expectantly.

"Luke is only his nickname," he chuckled, "the chairman's full name is Lucifer, Beelzebub, Satan—he goes by quite a few monikers."

I got up quickly and locked my office door.

"My chairman or boss is spiritual head of four-fifths of the human race, and political head of the whole of it," Twain explained. "He must be granted the possession of executive abilities of the loftiest order."

"What does Mr. Lucifer want to know about Mission and Goals?" I inquired cautiously.

"He thinks Mission and Goals statements are one

of the greatest human inventions," Twain replied, "and he especially admires the specimen at Fullerton."

I slunk lower in my chair and tried to change the subject.

"Don't you want to talk about the book I'm writing about you?" I asked brightly.

"I wasn't sent to inquire about research," Twain patiently explained. "Research and writing hold no interest for my chairman. Those activities are well known to create well being and pride, not to mention an increase in human knowledge and understanding. No, what my boss wants me to discuss is Mission and Goals."

"Why Fullerton?" I muttered dejectedly.

"Why goodness," he asked, "don't you know how much aggravation, irritation, and frustration the use of your Mission and Goals statement has created among the faculty?"

"It was an inspiration to Mr. Lucifer," Twain confided, "who daily admires the effect that the application of Mission and Goals is having on your campus."

I didn't respond at first, fearing the room might be tapped.

"Now see here," I finally sputtered. "You have a lot of cheek. Don't you think it is very rude for someone who has just returned from a permanent vacation in Hell to be so critical?"

"No, no," Twain laughed softly, "you misunderstand. I'm not criticizing at all. I have been appointed to a committee, as I already mentioned, to draw up a Mission and Goals statement for Hell, and I have come to Fullerton for advice. Mr. Lucifer, my chairman, thinks the Fullerton administration has been doing a splendid

job. In fact, he told me confidentially that he intends to steal the first and best line of your Mission Statement. He thought it perfect. 'Learning is Preeminent at CSUF.'"

I was outraged and said he had no right to steal such an original line. Twain apologized and explained that plagiarism was not forbidden in Hell.

"There is an awful lot of learning going on there too," he reminded me. "In fact," he said, I think we have you beat on that first 'learning is preeminent' goal."

I rose to the bait, and asked him why.

"Well," he drawled, "people who are still alive develop a skill that is so valuable that without it survival on earth is difficult: looking wide-awake while drifting off."

He pointed out that this skill was practiced to perfection by students all over the world, by faculty who have to attend each other's lectures, and by anyone who doesn't have much to say in committee meetings. He remarked that he had taken special notice of this waking sleep at our all-day symposiums featuring Mission and Goals.

"I'm not going to suggest that sleeping is preeminent at Cal State Fullerton," he looked slyly in my direction, "but the soporific effects of Mission and Goals are well known to my boss. I shouldn't be divulging state secrets, but Lucifer has outlawed sleeping with the eyes open in Hades. I can tell you this has put a strain on many of us."

I nodded sympathetically.

"It's worse than you think," Twain whispered confidentially. "Lucifer is planning to read your

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mission and Goals statement over and over all day and torture his new arrivals.”

After once again complimenting Fullerton for being a model of its kind, Twain frowned and confided that his chairman was worried about the faculty from our campus.

“How so?” I asked.

“Isn’t it obvious?” he replied, somewhat exasperated at my denseness.

“Please explain,” I sighed.

“Well,” Twain confided, “keep this under your hat. But quite a few Fullerton faculty have been toughened up by the constant repetition of Mission and Goals. My chairman fears that the endless recitation he has planned in Hades might not torture them the way it would, say, Professors from Harvard or Yale or Princeton.”

Twain mumbled something about never hearing much about Mission and Goals at highly prestigious universities with reputations for preeminent learning. He informed me cheerily that this is why he had come to Fullerton and not Harvard. I told him we were honored.

He wanted to give me another compliment but I said I would rather he stopped complimenting me altogether. There was no shutting him up though. He was quite a talker in life, too.

He slapped me on the back and told me how great it was that faculty and staff now received merit pay raises according to Mission and Goals. Forgetting myself, I told him rather heatedly that he could go to the devil.

“Precisely so,” he said. “Let me tell you, Mr. Lucifer was almost completely undone when he heard what the Cal States were doing. It depressed him for weeks that a bunch of administrators and

faculty had actually come up with such a diabolical invention without his advice.”

My patience was wearing thin and I told him his impertinence would not be tolerated, especially here.

“Some very fine, talented, highly deserving people have received PSSI’s” I insisted.

After he recovered his composure, he asked me about the morale of the fine, talented, highly deserving faculty and staff who have come away empty handed.

“Do you think merit pay has motivated the faculty and staff at Fullerton to work harder?” he asked. I pled the Fifth Amendment.

“Do you think they have had their spirits lifted and their minds energized?” I took the Fifth again.

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*“If you continue at the pace you are going,” he beamed proudly, “CSUF could be the first state university in the country without faculty-and you will at last have the answer to your question: What is the mark of a Fullerton education?”*

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He confided that the consensus, from where he sat in Hell, was that the Fullerton faculty (on the whole) were a pretty bedraggled lot due to overwork and

were becoming increasingly deranged due to the constant repetition of Mission and Goals. But he did have a few suggestions about how to increase faculty morale before he returned home.

He noticed that UPS 210 had recently been revised and he thought they had missed the boat entirely. “Increasing the planning end while leaving the human element unchanged is simply poor thinking,” he declared.

“What do you have in mind?” I asked resignedly.

“Recruitment is the key,” Twain insisted.

Now at last I could agree with my guest.

“Yes, I’ve always thought so,” I beamed. “The quality of the faculty rests on recruitment.” I

started in on the academic talent available in the current job market but he only shook his head.

"Academic talent is not what you want," he told me. "Your situation requires much more drastic measures."

"First," he advised, "you need an all-university rule that no candidate who sleeps more than 4 ½ hours a night will be considered for a faculty position."

I expressed shock but he ignored me. "It is ridiculous to hire people who need eight hours sleep or even seven. In this job market Fullerton could get the cream of the crop: sleep-wise that is."

"Think of all the work these new faculty could do in the three to four hours that the rest of the university is sleeping," he enthused. "This recruitment policy would solve a lot of campus problems right away. Your new recruits would sleep less and would consequently be available to teach more students. Fullerton could schedule classes from 10 p.m. to 1 a.m. and attract a whole new group of student 'consumers'—insomniacs."

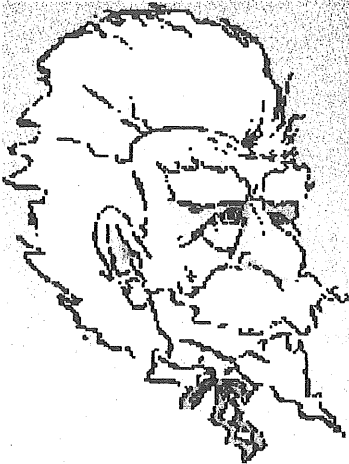
He thought we needed to add a line to UPS 210 that no one could get tenure at CSUF who slept longer than 4 ½ hours a night. I told him that the revisions committee had finished its work but he was hard to dissuade.

When I explained the actual revisions to our rules for recruitment, tenure, and promotion, he remembered a line he had used when he was alive: "Nothing so needs reforming as other people's habits." I thought it was widely applicable.

"I have another suggestion that would get more productivity out of the faculty," he said hesitatingly. "I don't really put much store in it; however, I noticed that Fullerton is aiming to graduate even greater numbers of students in the future and I think you ought to know about my idea."

Before he spoke, I told him that I thought the goal of graduating greater numbers of students without the resources to match was wrong.

"You are standing in the way of progress, and lower taxes, and the Cornerstones program, Karen," he replied firmly, "and you are putting on airs that are only tolerated in universities."



When I reminded him that this was a university, he only smiled pityingly.

"Alright," I snarled, "tell me your idea."

"Celibacy," he said slyly."

"You're joking!" I shouted, losing all semblance of decorum.

He reminded me that he personally did not believe in celibacy, but from what he had observed, the Chancellor's office might just be interested.

"One of the most effective churches in world history has used it to get a lot of work out of its employees," Twain reminded me.

He told me that he knew that Freud was not very popular these days but that sublimation was still an idea worth considering.

It was my turn to return his pitying look as I set my trap. "How do you think we could possibly certify celibacy in the faculty?"

"Fullerton's Fall 1997 guide to PSSI applications has the answer. "Performance is most thoroughly documented," he quoted triumphantly, "when described with reference to the University's Mission, Goals and Strategies."

"Celibacy," he continued calmly, "would certainly contribute to the university's mission and goals. For faculty would have more time and energy to devote to making CSUF, let me quote from our mission statement, 'the center of activity essential



to the intellectual, cultural and economic development of our region.”

I said the faculty was a downtrodden lot, but even *they* would not stand for his idea of celibacy.

He reminded me that he wasn't a personal proponent of the idea, and it wasn't too popular where he was now residing either.

“We already know how to raise the student-faculty ratio without celibacy,” I told him. It was Twain's turn to raise an eyebrow.

Proudly I repeated the phrase on everyone's lips: “Decoupling seat time from learning.”

Twain was ecstatic. “Now you're talking,” he exclaimed, “I always loved to work in bed.”

“You've spent too long in that warmer climate,” I told him. “Decoupling seat time from learning is not about that.”

I confessed that in the beginning most faculty were confused about what it meant, but the outlines were now clear.

“It means,” I explained to Twain, “that students can learn from videos and the Internet, plus each other, as well as or better than they can learn from a teacher in a classroom.”

“I'm running out of my allotted visitation time,” Twain lamented, “but the idea of decoupling seat time from learning will impress Mr. Lucifer, of that I am sure.”

“I can now understand your resistance to my earlier suggestions,” he announced thoughtfully. “I think that Fullerton is on its way to becoming a truly great university.”

I hoped he would leave but my curiosity got the better of me and I had to ask why.

“In the future there will be no faculty at CSUF,” he predicted. “Students will slip classroom videos into their home VCR's at their pleasure, take multiple choice or true-false tests

on the Internet at home and get college degrees. They may have to meet at Coco's to do some collaborative learning but that is a small price to pay for a quality education.”

If you continue at the pace you are going,” he beamed proudly, “CSUF could be the first state university in the country without faculty—and you will at last have the answer to your question: What is the mark of a Fullerton education?”

He was gone in an instant but the smell of sulfur remained. As I fled from my office, I began to wonder who this mysterious stranger really was. □

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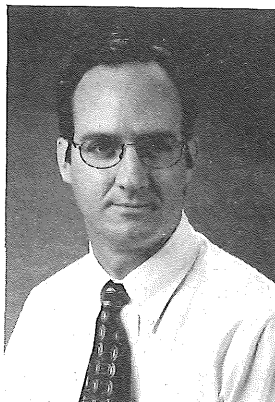
## Translating the Arts of Translation

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Stephan R. Walk

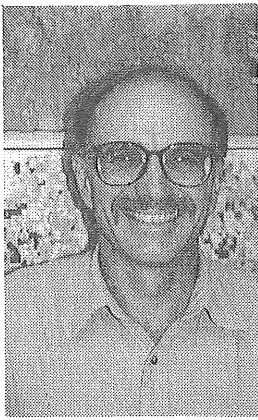
Michael C. Steiner

As attendees of the January Academic Affairs Forum, we were both stimulated and challenged by Dr. Minnich's presentation, “Transforming Knowledge: The Liberal Arts for Today.” As facilitators, we were further stimulated and challenged to find that our assigned theme, The Arts of Translation, played such a central role in her arguments. In the following, we would like to attempt to sum up our perceptions of Dr. Minnich's project, provide a summary of the primary points made by



*Stephen R. Walk is a Professor of Sociology and Philosophy of Sport and has a special interest in postmodernism.*





Michael Steiner is Professor of American Studies and Chair of the Department.

participants in our breakout session on the Arts of Translation, and supply a bit of a review of Dr. Minnich's ideas. We would like to stipulate that these perceptions are the result of both attending her presentation as well as reading her report entitled "Liberal Learning and the Arts of Connection for the New Academy."

First, a brief bit of summary of what we take her overall project to be. In an effective illustration, Dr. Minnich begins the "Liberal Learning" piece by observing how the periphery of the typical major university is often dotted with "temporary" buildings and converted homes that serve as offices for members of minority and religious groups, various "institutes" and "centers," and other apparently non-central parties to the academic enterprise. Her principal theme is the confrontation of higher education with the "problem" of diversity, the scare quotes indicating Professor Minnich's point that diversity is all too often framed as a problem. Perhaps the most poignant chord she strikes in her work is how it is that a democratic society should frame diversity as a challenge, since the resolution of diverse points of view is the very purpose of democracy and since universities were founded to function as leading forces for its enlightened operation. Hence, professor Minnich casts democracy as an unrealized project, a work in progress. She asks us to renew the mission of

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liberal education in civic life by welcoming the pluralities we find in the university (which she suggests would convert us to a "multiversity" model) and by searching for ways to dissolve old intellectual dualisms. These dualisms (e.g. universal vs. particular / timeless vs. historical) instead become the backdrop for dynamic and ongoing processes of exchange, the goal being ever-new syntheses.

A philosophy of "relational pluralism" was the driving force of Minnich's talk. Though formally rooted in the open-ended pragmatism of William James, W.E.B. DuBois, Jane Addams, and John Dewey, her notion of "relational pluralism" was inspired by a seemingly trivial event--an epiphany in a traffic jam. Stuck in traffic one day, Minnich found herself staring at a bumper sticker emblazoned with the words "Celebrate Diversity!" Far from being a sign of progress, this smug aphorism highlighted how multiculturalism can go wrong by isolating groups of people and fragmenting society. To simply

celebrate our differences with no sense of common ground, will, in Minnich's words, "keep people locked in static hierarchies and perpetuate the status quo." Instead of "stagnating our differences," and bolstering rigid

hierarchies where "humankind is sundered into kinds of humans," Minnich urged us to forge the links, connections, bridges, and translations between humans at the same time that we value their distinctive qualities. As teachers, we are all potential practitioners of relational pluralism, for at the heart of our profession is the need to translate ideas between people. A true teacher, according to Minnich, must become adept in the higher art of translation in which, aware of the rich diversity of human experience, we learn to bridge boundaries, to live in borderlands, and to inhabit--however briefly and imperfectly--another person's sensibility.

Our breakout group focused on the goals of the Arts of Translation as laudable and a particularly apt way of thinking about the needs of the classroom. Indeed, rather than focusing on broader issues of democracy and liberal education, our group discussed Arts of Translation primarily in terms of pedagogy. We envisioned improvements in teaching and learning flowing from attempts to understand the biographies students bring to the campus. That is, rather than it being the responsibility of students to simply figure out the language and concepts of disciplines (and the idiosyncrasies and interests of

faculty!), these processes must increasingly be seen as exchanges. In this context, our group suggested the very useful sets of classroom assessment techniques, including the One-Minute Paper and "What did I say?" checks, as among a number of existing tools available for addressing these goals of translation. In addition, a particularly important point about the term "translation" was made in our discussion: Too often, translation is seen as a strictly literal, term-for-term exchange of words across linguistic or disciplinary boundaries, rather than as a more general process of understanding cultures, including not only language, but beliefs, practices, lifeways, and histories. We agree with Dr. Minnich, that scientific disciplines are themselves communicative cultures with these latter characteristics, and thus are no less in need of translations.

We also realized, however, that issues of classroom assessment, while central and important, leave unresolved a host of equally complex issues Dr. Minnich raises. For example, Arts of Translation are also needed to assist students in processes of synthesis across disciplines, or, as Dr. Minnich states, "moving among conceptual systems, rather than learning them separately and sequentially." While we

believe students have the ability to synthesize, we also note with some trepidation that certain disciplines are composed of theoretical "camps" and are not good candidates for synthesis. Although the very fact that there are theoretical debates in disciplines can itself be understood by students, we wondered at the challenge such debates pose to those attempting to assemble their education into a coherent whole (i.e. the impetus for our current General Education reform efforts).

This is, of course, in addition to obtaining a "professionally relevant" education and becoming "responsible citizens." Finally, we also discussed the issue of exactly how "plural" can "we" be, in the sense of connecting

content with students, without losing the very intellectual content that constitutes the "we" to begin with.

In general, we found Dr. Minnich's oral presentation somewhat more comprehensible than the "Liberal Learning" document and the result of this was, ironically, either patent obviousness or extraordinary vagueness. Few would disagree, for example, with her overall goal of inclusiveness, open and ongoing dialogues, and the preparation of students for active engagement in civic life. On the other hand, some of our faculty are not convinced that the scholarship Dr. Minnich cites provides sufficient reason to abandon our most fundamental intellectual assumptions. Hence, the changes in language and thought among faculty, administrators, and staff that Professor Minnich implies are necessary in putting forward the Liberal Learning project represent formidable challenges. This was evident in the fact that a good portion of our afternoon session was spent reviewing lines of argument that she and others have not only found useful, but frankly moved beyond, while others still considered them problematic to say the least. In other words, the shift in belief that would usher in the changes Dr. Minnich sees as essential has simply not taken place in a substantial portion of the academy.

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This naturally raises the question of how we as faculty and staff shall confront the issue of our own intellectual diversity. What Arts of Translation are available to create an "associative" campus community composed of the professionally pluralistic? How might these issues be disentangled from organizational structures and resource issues, particularly as they relate to institutional and curricular reform? Unfortunately, too often intellectually defensible ideas are dissolved and dichotomies renewed at the first mention of such issues. On the other hand, we appreciate that Dr. Minnich is intentionally attempting to change the language of these debates. Hence, while we wonder about what "untruthful human systems" are and what is meant by "moving contexts forward," our confusion is accompanied by intrigue at the possibilities. Our hope is that the Arts of Translation become liberally dispersed indeed. □

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## Should Chairs Remain in Bargaining Unit 3?

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### Keith Boyum

I have aspired to be a professor since my undergraduate days, and think that I am lucky now to be one. Yet as a sophomore I did not aspire to "join Unit 3." Note, please, that I first joined the faculty union in 1972, my first semester at Cal State Fullerton. But Unit 3 is, after all, nothing more than a convenient employee grouping, and the union is a means to seek wage and working conditions improvements. I do not think I would forfeit my faculty status if I were somehow put into another unit for bargaining purposes and was represented by some entity other than the exclusive bargaining agent for Unit 3.

But am I labor, or am I management, during these few years that I expect to spend as a chair? I teach: I must be labor. Yet there is more to be said.

Clearly in the minds of our part-time colleagues in a large Division, I am not just another colleague, but instead I figure out which among them will have how many, if any, classes to teach. I do this after leading a review of their work. So I am surely management in their eyes.

We presently have three new untenured full-time colleagues in the Division, and I reflect that I want to know how to help them on their way, and that I have some small capacity to offer such help. More sharply, I reflect that I will review their work and judge it. The personnel process looms large.

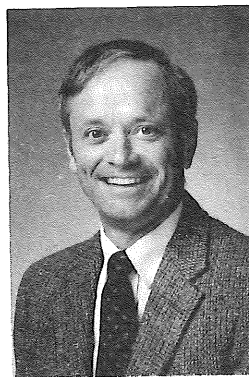
Then I consider that many of my tenured colleagues have regarded me differently since I took this job. In significant ways, I manage their work. This is not a complaint: I simply notice that a change seems to go with the chair's job.

Now consider how I am viewed by the local California Faculty Association (the CFA). Reading the many missives from the local CFA this

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*"A real union wouldn't have the likes of you, fella," said she. "You allocate budgets, hire and evaluate personnel, set work assignments. You're a manager!"*

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*Keith Boyum is Chair of the Division of Political Science and Criminal Justice and a member of the Academic Senate.*



fall about faculty workload and about how administrators might hand out unfair work assignments, I woke up one day to the fact that I am one who makes such assignments. So, in a measure, I judge that CFA does not quite regard me as faculty anymore. I said that to our local CFA President, Nanjundappa. (He sought to persuade me that I was mistaken, but I persist in my ornery opinion.)

Then there is the issue of how I view the faculty union. This spring the local CFA handed around flyers about taking a personal holiday, and the flyers had an option to check if the personal holiday falls on a day when the faculty member signing the form is scheduled to teach. The clear implication is that faculty might take such a holiday on a teaching day. I reflect that if a colleague in our division announced an intention to take a personal holiday on a day when he or she was scheduled to teach, I'd take some action to prevent that. My reaction is that of a manager, and not as a brother in the labor movement.

Consider also that some in the Senate ask me to endorse a resolution that chairs stay in the bargaining unit without specifying what the other options might be. Now, I reflect that I own a 1991 Toyota. If someone were to resolve to let me keep my Toyota, I might think that was a very good idea. But -- compared to what? What if the option were a newer car? So it is with the question of whether chairs should stay in Unit 3. Well, compared to what? What if another option seemed to offer a better opportunity for improvements to chairs'

wages and working conditions?

So in summary, I am not persuaded that CFA has the interests of chairs in mind. I am persuaded that many faculty do not regard me as just another colleague. Many of my most important duties incline me substantially toward management, not labor. And it is entirely unspecified as to what my options might be.

A final reflection is my wife's. Renae is a longtime C.T.A. activist and was twice elected president of the 8<sup>th</sup> largest teachers union local in California (the Garden Grove Education Association). When I told her about these thoughts, she just laughed. "A *real* union wouldn't have the likes of you, fella," said she. "You allocate budgets, hire and evaluate personnel, set work assignments. You're a manager!" □

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## The Worst of All Systems of Governance...

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Leland J. Bellot

**M**anagement's proposal to move department chairs out of bargaining Unit 3 into a new, unspecified, administrative category represents an ominous threat to the last bastion of collegial governance in the CSU. Although the CSU bargaining team has provided no details to us about this new administrative category, in negotiations they have asserted that CSU chairs are administrators masquerading as faculty. The intent seems clear that by separating department chairs from their faculty colleagues in Unit 3, in terms of contractual arrangements for

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*The particular danger of the proposal regarding department chairs is that it will not only reduce faculty control over the most immediate aspects of our professional lives but also alienate us from our most effective agent for communicating faculty interests and concerns: the truly collegial department chair.*

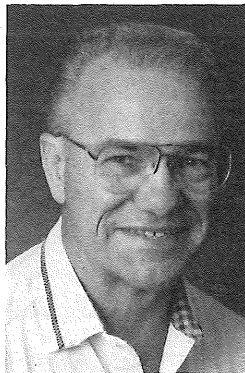
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pay and conditions of employment, the CSU will effectively transform chairs into low-level administrators rather than collegial leaders of departmental faculty.

When UPS 211.000, "Roles and Responsibilities of Department Chairs" [its original title] was initially developed, Cal State, Fullerton, still in its first decade, was surrounded by universities wherein departments were "managed" by "heads" appointed by upper administration. Considering the many horror tales that emerged from these institutions, the CSUF Academic Senate (then the Faculty Council) developed a model of departmental governance which provided for "elected" faculty chairs (subsequently appointed by administration) who were responsible for representing departmental interests and needs to the administration, as well as for carrying out administrative responsibilities within the department. Over the many years since the adoption of UPS 211.000, this collegial approach to departmental leadership, with remarkably few exceptions, has proven to be an effective vehicle of governance and management at CSUF.

I am entirely sympathetic with the argument that the delicate balance of these roles and responsibilities make the job of department chairs extraordinarily difficult. To paraphrase Winston Churchill, "Department chairs are the worst of all systems of governance... except for the others that have been tried!" I accept, indeed I am a strong advocate, of the view that department chairs deserve remuneration and perks, not to mention sympathy and understanding on the part of their peers commensurate with the demands that faculty and other colleagues in Unit 3 place upon them as our collegial leaders. I believe that CFA should make a special effort to identify and negotiate terms of pay and conditions of employment appropriate to rewarding incumbent department chairs and making service in this vital leadership role attractive to qualified faculty.

Sympathy for department chairs should not, however, shift our attention away from the essential issue of the CSU proposal -- collegial governance. This is above all a faculty



*Leland Bellot, a Professor of History, is a member of the Executive Committee of the Academic Senate and a Member of the Executive Committee of CFA.*

issue! Over the past several years we have seen continual erosion of faculty interests at the hands of the CSU. In the present negotiations for a new MOU, several of their demands represent a disturbing intensification of this trend. The particular danger of the proposal regarding department chairs is that it will not only reduce faculty control over the most immediate aspects of our professional lives but also alienate us from our most effective agent for communicating faculty interests and concerns: **the truly collegial department chair.** □

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## Dialogues on Technology

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### Nancy Fitch and Mike Parker

Changing conditions in the context in which the CSU finds itself have been especially troubling in recent years: lower funding levels, and the rising costs to stay competitive are just two of these. Others include complaints from within that as we partner with business we sellout the university, complaints that if we search for new efficiencies in instruction or maintain access levels we will inevitably erode quality. Many have great hopes that digital technologies, (e.g., wireless portable multimedia computers integrated with telephony and high definition satellite TV) will significantly improve instruction and reduce its

cost. Others see relying on digital technologies as an expensive fiasco that will destroy quality education and bankrupt universities. In this and following issues of *The Senate Forum*, we will debate the effect of technological innovation upon higher education. In doing so we will look for patterns in the history of higher education that can help us conjecture about some urgent questions

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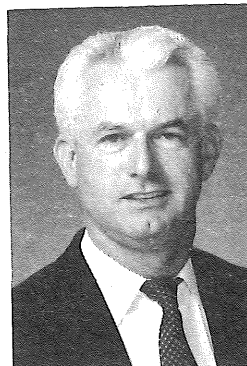
*In this and following issues of The Senate Forum, we will debate the effect of technological innovation upon higher education.*

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we face:

How will Tidal Wave II (the second baby boom entering college over the next ten years) effect the social mandate for public higher education? Will there be a new “wave of support” now as there was in the early 1960s?

- Can digital technologies reduce per student cost, improve the quality of learning, and maintain access for all Californians willing and able to take advantage of higher education?
- If universities *can* leverage technology, how can it be done most effectively?
- What is the effect of shifting the cost of technology from a modest operating cost to a major capital cost?
- Will computer technologies provide the CSU with a competitive advantage against other forms of higher education? How can the CSU compete with prestigious universities with enormous funding or compete with entrepreneurial universities like those that exist as convenient neighborhood storefronts (e.g., National or



*Michael C. Parker is Acting Chief Information Technology Officer and a member of the Academic Senate.*

Phoenix) or as those that are mixtures of nationally broadcast TV and correspondence courses (e.g., Mind Extension University)?

- In short, with all of the social, economic and technological changes just ahead, is the CSU sustainable? **We encourage the campus community to think and write about these issues along with us!** □

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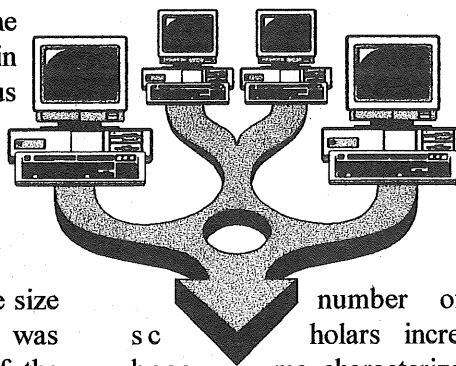
## The Modern University and the Creation of the CSU

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### Michael Parker

As I look at history it seems that the confluence of three sets of conditions is necessary to make knowledge institutions such as universities possible. The first kind of condition is the belief and value system that creates a *need* for knowledge institutions; in the past the mandate has been the desire of monarchs, churches, governments or industry (and more recently the general public) to use universities to achieve their goals. The second kind of condition is sustainability—a resource stream that makes the mandate for such an institution financially viable. The third kind of condition is the existence of effective technologies to enable knowledge transmission and that enable further discovery, invention and learning. We can examine the mix of social mandate, enabling technology and conditions for sustainability that have promoted or changed

the direction of higher education. across the ages. In doing so we can look for patterns in the history of higher education that can help us conjecture about some urgent questions we face:



Over the last century the growth in both the size and number of colleges and universities was discontinuous with the past. The need of the industrial world for ever greater numbers of professionals increased the social mandate for higher education; exponential growth, in turn, increased in the number of students and faculty. Sustainability became a major problem.

America had at first mimicked the European and especially English college traditions. The nine original colleges at the time of the revolution spread west with the expansion of the United States. Communities were motivated by the desire to produce teachers and ministers at first. Then the need for technically skilled workers with a scientific education, such as agricultural experts and engineers, increased the

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*The growth of the CSU seemed to most people to be a vast expansion of the modern university, but in hindsight it was not.*

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social mandate for Higher education. To pay for this growth the land grant college was created as the economic instrument for expansion. After the civil war, land was made available to states for public colleges; this land both provided campus space and a residual amount to sell off for start up funds.

As a result of vigorous growth in secondary education, college and university enrollment increased from something over 50,000 students in the United States of 1870 to well over 200,000 at the turn of the century—a quadrupling in thirty years. By 1950 the number had multiplied thirteen times more to over 2,600,000 students with nearly one half million degrees granted annually—a growth rate much faster than the growth of the population. As the

number of researchers and scholars increased, their product became characterized as an information explosion. The educated adult was expected to have a much wider erudition than in the past and this further enhanced the social mandate for colleges and universities.

The industrial revolution and the growth of the research laboratory reciprocally reinforced each other. Basic research suggested applied research, which suggested new materials, processes and products; this, in turn, required more graduates. In the later decades of the 19<sup>th</sup> century, Johns Hopkins and the others of the older private schools reinvented themselves as research universities linking up with the government and corporations contractually. The expertise needed to wage modern warfare invited a new economic relationship between the state and a laboratory. The complexity of big government and big business also required a much larger highly educated workforce. By the early 20<sup>th</sup>-century the university was taking on an increasingly important role in helping society and industry cope with change. As work became more complex and demanded an ever-larger educated workforce, colleges and universities were created and funded to take ever larger percentages of more talented middle-class white males and provide training similar to that given to the privileged youth of earlier centuries.

Expansion of the number of subdisciplines and increases in the cost of research stretched budgets to their limits until universities could not afford sufficient specialists to have an effective program in each area of specialization. Gradually specialists across the world, by using the telegraph, telephone and the conference as additional tools,



found each other of greater importance than colleagues on their own campuses; finally specialties became disconnected from particular campuses as did faculty allegiance—since one's identity was grounded in the viewpoint of one's subdiscipline across the world, campus authority came to be seen as an obstacle.

The radical growth in the size of the student population continued. The GI bill began a post war growth pattern that strained the college/university capacity of the United States. The anticipated baby boom from the mid 1940s through the 1950s sparked expansion projects all over the United States, but nowhere with the planning and energy evidenced by the expansion of California public higher education. The campuses that were to become the CSU grew from a collective enrollment of 8,131 in 1935 to 133,108 in 1963, the 28 year period just at the brink of Tidal Wave I.

With the baby boom reaching adulthood, the population accessing higher education was of a size unprecedented in history and, of course, the needs of such a cohort were also unprecedented. The rise in costs to sustain the university became increasingly problematic and suggested the increased need for economies of scale and for standardization of processes. The use of new technologies to increase economies of scale, together with a remarkable recruitment program for faculty, addressed the needs of California in a way reminiscent of earlier progressive programs for water, power, and highways.

To accommodate the baby boomers the CSU doubled its capacity in a single decade! Even with the huge costs of building an infrastructure to support this growth, expenses increased less than forty percent (in 1964 dollars) and then, after a

twenty-year build out, costs began to decline dramatically.

The reason why the social mandate for CSU expansion coincided with Tidal Wave I was more than just the increase in California's population. The launch of Sputnik and the heightening of tension in the cold war created both a nationalistic and a survival spin to the public endorsement for growth. We would need scientists, engineers, teachers, and business managers on a massive scale if we were to overcome totalitarian adversaries. The expansion of the CSU was social engineering on the grandest scale.

*The growth of the CSU seemed to most people to be a vast expansion of the modern university, but in hindsight it was not. Class size would be determined by the mode of instruction (e.g., lecture, seminar, lab) and by whether the class was for lower division, upper division or graduate level. The "mode and level" system seemed set up a*

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*Even with shrinking budgets, access had to be maintained if the taxpayers were to give support. Larger student bodies and new forms of accountability were increasingly demanded to demonstrate the value of the CSU to the legislature. In order to maintain a social mandate, the CSU as well as most other universities began to look for solutions in digital technology.*

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traditional—even idealistic—model for funding the various types of instruction from lower division to graduate level in the same manner as universities of the past. From the beginning however, mode and level formulas were only partially funded, and the expectations that they implied—a traditional college system rather than something tending more toward a new workforce industry—were misleading. Faculty hoping to continue the small liberal arts college tradition continually had their hopes frustrated as did those hoping to preserve the traditions of the research university. Other discontinuous forces besides exponential growth, new funding methods and lost traditions were at work as well. This populist university, this university of the people, emerged in a time of other sweeping cultural changes: the rise of mass media, civil rights, unprecedented per capita income for the dominant middle class, and the most divisive war in the

country's history. Many students from the first generation raised on television and film had less patience for sitting in lectures and doing homework; since mass media tend to entertain and intrigue, they fostered a passive recipient less inclined to follow an argument or think critically than to get a general impression. As affirmative action became a central feature of campuses, a diversity of outlooks and values called into question the relatively homogenous viewpoint of the campus of the last generation. The demographics of the student body were quickly becoming very different from the homogenous Caucasian eighteen to twenty two years olds of the past. Diversity in culture, experiences, and social class mixed with other demographic changes—such a predominately older and working student body—to create a student population discontinuous with faculty expectations. Moreover, the unprecedented rise in income of the 50s and 60s seemed to create an expectation for an easier life requiring less discipline and for many a lessening seriousness about schooling. Finally, as a result of the Vietnam war and Watergate, a loss of trust in authority was added to this mix of changes.

Changing social mandates and economic circumstances are common. At the end of each war, for example, the social mandate for the military dropped sharply. Once the US had landed on the moon and won the “space race” against the Soviet Union, the mandate for moon exploration evaporated. Similarly, as economic cycles strained the California economy, taxpayer attitudes toward public education changed in many ways. By the 1970s the kindergarten to doctorate school system became pervasive and taken for granted. Higher education ceased to capture the interest it did when it was exclusive. The remarkable increase in a knowledgeable California workforce and an educated citizenry came to be treated in much the same way that public utility services are taken for granted and begrudged any cost. The changing attitude toward funding public higher education was aggravated by a growing sense that taxation was out of control, and the passage of *Proposition 13* suggested that cutbacks were a panacea. As diversity increased, the aging

conservative dominant culture came to see the tax burden as too high and the mission as less important. The “liberal arts plus a major” approach to providing a four-year extension of maturation for the brighter youth of the country came to be seen as both too expensive and inappropriate for a middle class workforce.

Economic changes began to work against the faculty as well. Salaries did not quite keep up with inflation, while California housing prices doubled and then doubled again.

To the frustrated hopes for a traditional college work environment were added a sense of falling behind, economically. As student/faculty ratios went up and buying power declined, faculty contentment and enthusiasm declined also. Each further change in the CSU seemed to signal disappointment.

Even with shrinking budgets, access had to be maintained if the taxpayers were to give support. Larger student bodies and new forms of accountability were increasingly demanded to demonstrate the value of the CSU to the legislature. In order to maintain a social mandate, the CSU as well as most other universities began to look for solutions in digital technology. □

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## Whither the University?

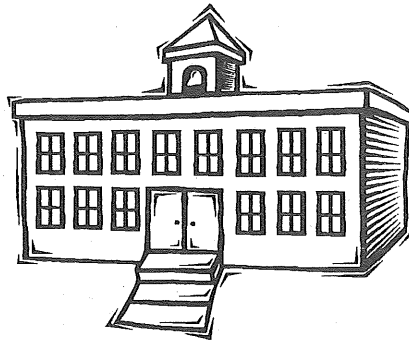
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Nancy Fitch

Writing as a historian who specializes in the relationship between technological and social change, I believe that there is no question that the university system that developed in the United States followed an industrial model. With the industrial revolution, capitalists needed skilled workers as well as managers. As capitalism and management

developed, they created the need for other “professionals”: accountants, advertisers, lawyers, and scientists for research and development. As society became more complex, the need for other professionals--social workers, counselors, psychologists, and sociologists--grew. Skilled workers were trained in K-12 schools, while various professionals and managers were increasingly educated in universities and graduate schools. Without much thought, universities simply grafted professional education on top of the traditional “liberal arts,” finding it difficult to give up on the idea that the “liberal arts” were central to the creation of “professionals.”

Yet I am not sure that I believe that the development of higher education in the United States can be divorced from the development of K-12 institutions. From my perspective, I think that one can argue that K-12 schools were created using disciplinary models to train workers necessary for new industry (this would be Michel Foucault’s argument). Some attention was paid to the “liberal arts” in this setting, but both high school teachers and the employers of perspective students were mostly interested in developing “skills” in a highly structured school day designed to simulate the “work experience.” These skills were taught in the context of “liberal arts” because teachers were often educated in the same universities as other professionals, but the emphasis was always on the utilitarian consequences of a “liberal arts” education. In other words, one might have studied some literature in order to learn how to read and write, but not to learn to appreciate literature or culture. Similarly, subjects like political science and history were taught to ensure that students would become good and loyal citizens, not because anyone believed that either political science or history would be useful in the working world. To be sure, many educators genuinely believed they were teaching the appreciation of great books, which is why students studied Shakespeare rather than Eldridge Cleaver,



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Professor of  
History, is a  
member of the  
Academic Senate.*

but the understanding of specific texts was always subordinated to the mastery of facts about them. Objective tests on material in books tests for careful reading, not sophisticated thought.

This kind of K-12 “workforce” training may have made sense in an “industrial model” of education. It is oriented toward producing “worker bees” to make profits and income for the “professionals.” “Worker bees” were not expected to be very versatile. If an employer needed to change the production line, he either provided some new training or fired workers so he could bring in new workers. In fact, the history of labor in the United States (and other industrial countries) is replete with examples of how segmented labor force participation was used to implement technological change. Since workers often resisted change, employers often found it convenient to fire whole categories of workers, so that they could be replaced with other categories of workers. This was true from the development of the earliest textile industries in the United States in the nineteenth century. When men demanded better working conditions in the Lowell, Massachusetts mills, they were replaced by women. When women demanded better working conditions, they were replaced by Irish immigrants. Immigration (both legal and illegal) has continued to provide new workers, who can be used when employers want to eliminate workers who are resistant to change. Increasingly, too, employers can eliminate workers through the increased use of technology.

In other words, while one can (and should) argue that we must train students for jobs, we should not



be under any illusions that students with nothing more than skills can ever be more than instruments, who will quickly be laid off or replaced when it suits management's needs.

From the management perspective, workers collectively are nothing more than "a factor of production," which should be carefully manipulated and controlled when production decisions are made.

**D**uring the early stages of industrialization, many managers and employers were self-made men, but they almost always surrounded themselves with "professionals." "Professionals" were and are quite different from the "worker bees." They need to be versatile, they need to know what's going on, they need to be able to change as conditions change. This has always been true, but arguably, it has become increasingly true because the pace of technological change is so rapid. Furthermore, it is no longer sufficient to be parochial in one's vision, as capitalism (which has always been global) has reduced time and distance to the point that "the world is local," as Michael argues. Thus, one can suggest that the old industrial model of grafting professional training onto the traditional liberal arts remains as significant as it has ever been, for it is only in the liberal arts components of education that one gets exposed to different ways of looking at problems, to cultural differences, to global considerations, and to critical thinking that transcends disciplinary blinders.

**W**ith this in mind, I believe that Michael is right to argue that the growth of the CSU was not a vast expansion of the modern university. Since both of us were students

at San Diego State University in the late 1960s, we have experienced the persistent underfunding of higher education from the perspectives of both the student and the faculty member. Demand for classes was often far in excess of supply, and I remember sitting in an intermediate Japanese class in 1969 that was filled with students who had no previous experience in or understanding of the Japanese language; it was the only open class they could get. Classes were crowded, burned-out professors who taught too much to too many students gave stale lectures and mindless multiple choice examinations, and one struggled to complete a degree in a timely fashion. My brother once described our education as "cattle car" education, you "round them up, get them in, get them out." Yet, in spite of the challenges to obtain a good education, it was nonetheless possible for motivated students to do well in the 1960s, which is why both Michael and I are college professors at CSUF today. As Michael points out, however, conditions deteriorated after Proposition 13, so that it now appears that "the 'liberal arts plus a major' approach to providing a four-year extension of maturation for the brighter youth of the country ... [can] be seen as both too expensive and

inappropriate for a middle class workforce.

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*Epecially since the trustees of the U.C. have ensured that the University of California will be safe for white, upper middle class students from affluent areas, we have to ensure that we continue to provide a high quality education to ALL students in the state of California. If we conclude too rapidly that "the 'liberal arts plus a major' approach" to education is too expensive, we may deprive much of working class and minority California of an opportunity to lead in business, in government, in education, and in the professions.*

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**F**rom my perspective, our analyses (which I do not believe differ that much) raise more questions than they answer. Most important, what do we mean by "a middle class"

workforce? Once we can come to some agreement on this question, we then need to ask ourselves, what should be the role of the CSU in the education of future students? Are we going to be an institution that provides "workforce" training, i.e., will we produce the "worker bees" for corporate capitalism? Will we continue to train managers,

leaders, professors, and professionals? Or, will we continue to do a little bit of both (as we have been doing)? It seems to me that one has to address these questions or we will end up as the poor substitute for mediocre K-12 education. Especially since the trustees of the U.C. have ensured that the University of California will be safe for white, upper middle class students from affluent areas, we have to ensure that we continue to provide a high quality education to ALL students in the state of California. If we conclude too rapidly that “the ‘liberal arts plus a major’ approach” to education is too expensive, we may deprive much of working class and minority California of an opportunity to lead in business, in government, in education, and in the professions. □

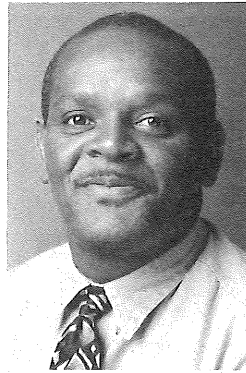
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## Expanding Our Concept of Enrollment Management

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Charles Moore

Enrollment management, from my perspective, is a term currently used by campuses within the CSU system to describe methods used to attract sufficient numbers of applicants during a specific school term to meet full time equivalencies set by the Chancellor’s Office of this system. Current funding mechanisms and processes employed to determine how the state-allocated budget will be distributed to each of the member campuses contribute to this “self-limiting” perspective of enrollment management. Many campuses have rushed to develop enrollment management positions without examining this “new” concept in a much broader fashion. The vast majority of CSU campuses who’ve developed administrative positions related to this concept have done so within the past five years; the “most popular” campuses within the system have practiced to some extent an expanded version of the



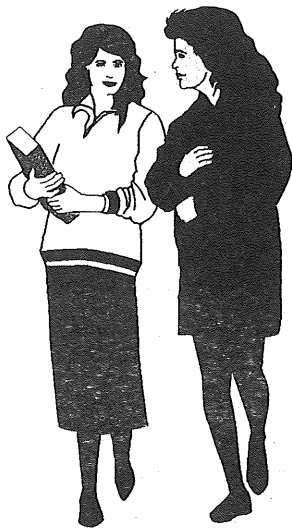
*Chuck Moore is with the CSUF Office of Enrollment Management.*

enrollment management concept over a much longer period. Is this a time when campuses might position themselves in a fashion designed to attract more “full paying” students in order to prepare for the moment when state funding or support is no longer available to provide the necessary capital to subsidize public higher education? The writing is on the wall in proverbial spray painted letters in regards to whether there will be a mandate to increase the proportion of the state’s general funds in support of higher education. According to a recent report, California’s general tax fund support has dwindled considerably during the last twenty years and will ultimately “dry up” around the year 2017 if current trends continue. We know that parents will pay for quality educational experiences, for Americans historically have paid for higher education longer than they have had publicly subsidized options available to them.

Our colleagues in private higher education institutions have constantly been faced with this dilemma; they’ve identified their niches, packaged their strengths in attractive manners, identified their markets, and worked diligently to provide educational experiences valuable enough to cause graduates to desire the same experiences for their children, grandchildren, and friends. Public institutions are beginning to use the private marketing firms, consultants, focus groups, and other mechanisms to begin to market themselves in the same fashion as privates. Enrollment management is only a new concept for public colleges and universities who receive the bulk of their fiscal support from state or local

entities. The entire concept, unlike the term enrollment management itself, is the lifeblood of private institutions that must recruit, support, nurture, and graduate students in order to remain "open for business."

Severe budget shortages experienced in 1990 and 1991 have prompted CSU campuses to adopt the skeletal version of enrollment management. The fact remains that current campus allocations, for the most part, are tied to the generation of full-time equivalent students. There are special funds for capital improvements, equipment enhancement, and start up funding for new or renovated campuses; however, the majority of the allocation decisions are based on the size of FTES. The current focus on FTE as the primary driver in the allocation process cannot be disregarded. If one focuses solely on this fact, the long-term objective will be missed. I can envision in place of this campus, "the North Orange Coast Superior Mall," replete with medical testing facilities (NSM), high priced attorneys (top floor McCarthy Hall), ample parking facilities with shuttle service, and the world's largest Barnes and Noble book outlet (Library) with a Kinko's computer rental stand on the first floor near the main entrance. Adopting a much broader view of enrollment management will prevent this occurrence.



Marketing strengths of the institution in a consistent manner to our legally mandated audiences, targeting specific sub-groups for special recruitment activities (academic high achievers and serious scholar-athletes), simultaneously working to increase the retention and graduation rates of current students, is a brief description of the expanded enrollment management proposed here. I also believe that the second portion of this formula is much more important than the first. That success breeds success has been a personal

motto and has been disproved very few times during my brief lifetime on this planet. The success of a single student brings with it the prospect of creating a lifelong, active alum, and with it a walking "billboard" about the strengths of this university—in the flesh. One statement best describes my enrollment management perspective:

*Pure enrollment management is a state in which there is an entire campus community that believes every admitted student should have the best support necessary to achieve his or her desired academic, personal development, and career objectives. An outstanding feature of this community is a cohesive academic support program made almost seamless to the user(s).*

When we recruit students to the university, descriptions of the items available to aid students in reaching those goals are what recruiters typically provide individuals and audiences. When a campus has taken time to identify strengths, weaknesses, of both the institutions and its student population and how those facets affect the progress or growth of each portion of the campus' student body, staff, faculty, and administrators, then and only then have serious enrollment management discussions occurred. Other methods of reaching short-term enrollment goals have just that effect—the development of a short-term solution; we find ourselves during each subsequent semester, asking the same traditional question—are we going to have problems making target? When a campus is in a position to determine how best to position itself in order to avoid this repetitive cycle of feast and famine, it should do so with vigor and an encyclopedia's worth of statistical and qualitative information.

Many of us talk about our campus reputations and academic strengths without much more than a piecemeal look at data that may support or refute these perspectives. We know generally that the market

for higher education is becoming much more competitive (especially for the highest academic achievers at both the first-time frosh and transfer levels). In all but a few cases, CSU campuses enjoy "academic loyalty" from within their service regions. We've

been able to become quite complacent; this regional loyalty has been the key to meeting proscribed FTES goals for as long as most are able to remember. It's not surprising that few campuses have taken more than a three-year

analysis of application, admission, and enrollment trends experienced by each feeder high school or community college. How many have sought to ascertain reasons for the trends found in this data by working directly with counselors, students and parents from these feeder sites? I believe the "front-end" of the enrollment management process (application generation) can be solidified by providing consistently high levels of services to the high schools and community colleges that send students to the campus. Establishing lines of communication beyond the counselor conferences is an excellent method of solidifying this base of community support; identifying and supporting teachers and counselors who graduated from the institution is another method of guaranteeing lifelong support from a satisfied "customer." Repeat business is great business and less expensive than constantly generating new "clientele."

As stated earlier, I believe that supporting students who matriculate is the most important method of maintaining consistent or growing levels of enrollment. This can most quickly be accomplished by looking closely at how each direct and indirect academic component interacts with the others. This process must be accompanied by identification of administrative barriers that inhibit

interaction among campus units, development of a well-thought out set of recruitment, enrollment, registration, fee payment, student assessment, course delivery and academic intervention processes. All of these administrative

developments must also be accompanied by the desire to "shape" each student's educational endeavors into a memorable (if not enjoyable) tangible learning experience. If done as an entire campus community, the

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*When we have in place an entire community comprised of lifelong learners, seriously engaged in the inclusion of every student on its mantle of success, none of us will hesitate to direct our children to this institution, regardless of their level of high school or community college achievements. We will each one, from the janitor to the food server, to the faculty person or athletic coach, to the clerical assistant and the electrician, have been proud to have our names associated with this campus.*

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process will result in the creation of enrollment management operations that better meet the long-term needs of a campus and campus constituencies. When local merchants, business owners, church congregations, and neighborhoods associated with this campus are as proud of it as are the staff, faculty, students and administration, we can be assured of survival deep into the next millennium. If this process is achieved with all members understanding that enrollment management is a campus wide responsibility, increased numbers of students will succeed, and attract ever-larger numbers as long as the buildings that comprise this campus are available to them. That's what I would term enrollment management at its best. Is Cambridge ashamed that it sits in the shadows of Harvard? I think not? When we have in place an entire community comprised of lifelong learners, seriously engaged in the inclusion of every student on its mantle of success, none of us will hesitate to direct our children to this institution, regardless of their level of high school or community college achievements. We will each one, from the janitor to the food server, to the faculty person or athletic coach, to the clerical assistant and the electrician, have been proud to have our names associated with this campus. □



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## Notes From the Senate Chair

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### Vince Buck

**A**t the end of the month I will finish my term as Chair of the Academic Senate. It has been a great experience with enough ups and downs to rival Magic Mountain. This has been a busy two years: we have witnessed computer roll-outs, Cornerstones, GE reforms, a new UPS 210, CETI, the restructuring of committees, and administrative and staff changes from the top of the CSU to the Senate office.

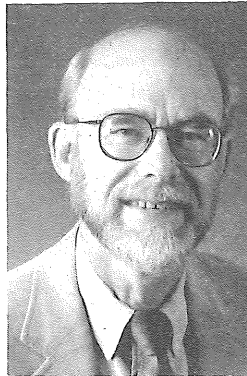
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*Effective shared governance depends on faculty actively exercising their right to shape the direction of this institution. To paraphrase one of my favorite musicians, Dr John: "If we don't do it somebody else will."*

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During this time I have come to appreciate even more the importance of the Senate in the effective operation of this university. Rather than fill this space with a valedictory on the joys and disappointments of the past two years, I would like to reflect briefly on the importance of the Senate and of shared governance.

The CSU has a strong tradition of shared governance endorsed in State legislation, Title V of the Education Code and Chancellor's Office Policy. Among the individual campuses, Fullerton is looked to as a leader in this area. A fuller treatment of this tradition and the current health of shared governance must wait for a later issue of the Senate Forum. However even a brief discussion of this topic should reference the Higher Education Employer-Employee Relations Act (HEERA)



*J. Vince Buck is outgoing Chair of the CSUF Academic Senate and a Professor of Political Science. He was recently elected Vice-Chair of the Statewide Academic Senate.*

which states that

...joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher

learning and is essential to the performance of the educational missions of such institutions.

On this campus the role of the Senate in this consultation is vital and broad. Our constitution states:

The Academic Senate shall develop and formulate educational and professional policy which shall become University policy if approved by the President...Educational and professional policy shall include, among other things: curricula; academic standards; criteria and standards for the selection, retention and promotion of faculty members; academic and administrative policies concerning students; and the allocation of resources.

**L**ater it declares that “The Academic Senate shall have power to consider any matters properly brought before it.” Over the years the Senate has acted broadly as evidenced in the more than 135 University Policy Statements developed by the Senate. These include policies on course outlines, review of administrative units, the allocation of faculty positions, sexual harassment, police practices, and the use of alcoholic beverages by students.

By tradition and by the state of California, the faculty of this institution have been given immense responsibilities. The members of the Senate take their role in shared governance seriously. So, too, should every faculty member. Effective shared governance depends on faculty actively exercising their right to shape the direction of this institution. To paraphrase one of my favorite musicians, Dr John: “If we don’t do it somebody else will.”

I am filled with appreciation for all of the members of the community who meet their professional responsibilities by service on the Senate and its committees, in spite of having to meet increased work demands. In the past two years, I have been heartened to see many faculty take on new or increased governance responsibilities in spite of these increased demands. These faculty will insure that shared governance will survive.

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Mary Kay Tetreault and I will vacate our positions at about the same time. We have worked closely together over the past two years, and I have been impressed and gratified by her commitment to collegial governance. She is always available for consultation, and our discussions are open and frank. While our agendas often differ, we can disagree—sometimes vigorously—without becoming personal. She does not lose respect for individuals when they disagree with her. She attends Senate meetings regularly and actively participates in debate. Her won/lost record is probably as good as mine. She respects the work of the Senate and views it as an ally and not an adversary. She has

unified Academic Affairs and reduced the tension that previously existed between the Senate and the deans. She has handled the last seven months with particular grace. We could all learn from her example. □

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**The Next Issue of the  
❖ *Senate Forum* ❖**

**Is There Room for Research at  
CSUF?**

**How Has Faculty Governance  
Changed During CSUF’s 40  
Years?**

**Life As an Emeriti Faculty**

**Submit your reflections or other  
essays to the editor at:  
nfitch@fullerton.edu**

**or**

**Nancy Fitch, History, H-815F**

**by September 1, 1998**

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