

# THE SENATE forum

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## An Interview with Dr. Robert Palmer, Vice President of Student Services



**Dr. Robert Palmer**

*Dr. Palmer earned a Bachelor of Science degree in Education, a Masters of Science degree in College Student Personnel Administration from Indiana University at Bloomington, and a Ph.D. from the State University of New York at Buffalo in Higher Education. To augment his formal education, he also attended the Institute in Career Counseling and Placement at Alabama A & M University and the Institute for Educational Management at Harvard University.*

*Bob came to CSUF from the State University of New York at Buffalo. During his 25 tenure there he held various administrative positions including Associate Vice President for Academic Affairs, Associate Provost, and Vice President for Student Affairs. He also held the rank of University Professor and taught in the Graduate School of Education.*

**Senate Forum:** YOU HAVE BEEN ON CAMPUS FOR THREE YEARS NOW. WHAT DO YOU CONSIDER TO BE THE ACCOMPLISHMENTS OF STUDENT AFFAIRS DURING THIS TIME?

**V.P. Palmer:** It has been three years of excitement and accomplishments in Student Affairs! We orchestrated a complete realignment of services, hired new, highly qualified staff, and generally created a renewed sense of purpose and direction. Major division-wide accomplishments include the hiring of a full complement of Assistant Deans for Student Affairs, the revitalization of the University Learning Center, and the initiation of several construction projects, (Student Housing and Student Health & Counseling Center addition, Child Care Center, and most recently, a Recreation and Fitness Center).

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## Take a Deep Breath: It's (Usually) OK; and University Research Helped Make that True

Jane Hall



*Dr. Hall is a professor in the Department of Economics, immediate past Chair of the Academic Senate, 2000-2001 University Outstanding Professor, and is currently on sabbatical somewhere "down under."*

One of the things that an academic career lets you do is dedicate sustained periods of time to understanding a question that grabs your imagination. If you are really lucky, you might come up with some interesting answers and, better yet, the answers might also be useful. The answers, and reaction to them, might also suggest other questions and you might find yourself, two decades later, with no end of questions in sight. If your work becomes known outside the academic arena, you might be asked to advise various institutions – private and public – on how to solve some thorny problem. This is what has happened to me, starting with a few innocent questions about the economics of air pollution. The story that follows has two threads: how and why the air has become so much cleaner, and the critical role that applied research at California universities has played in that amazing achievement.

### Background

Southern Californian's live in the epicenter of air pollution. We have the dubious distinction of being the only region in the nation designated by an act of Congress as having "extreme" pollution. Throughout the 1970s and 1980s the polluters' mantra was – "There is no proof that ozone is a problem, and even if it were we don't know how to fix it, and even if we did, regulation would devastate the economy, the automobile industry, and energy supplies."

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## From the Editor *A Funny Thing Happened on the Way to the Forum.*

Sorel Reisman

This issue of the *Senate Forum* is packed with information and articles that I hope will keep you reading well past the end of the semester. Perhaps you will smile a bit while you are flying away to some remote location to spend the summer writing, teaching, traveling, or just relaxing. Or perhaps some of the articles will raise your blood pressure a bit, and cause you to think that when you get back in August, maybe you should get involved in activities that can improve CSUF or the community at large.

There certainly is no shortage of causes as the articles in this edition of the *For-*

*um* illustrate. Political issues such as President Dubya's anti-citizen positions on pollution and ergonomics (and who knows what else by the time you get back) offer opportunities for participation. Faculty governance, FMIs, and salary inequities offer others. Or, if you are concerned about the quality of instruction, there are many matters that relate to the ongoing issue of assessment. What about the increasing role, status, and importance being given to part timers, even as many of us seem to be abandoning our own service responsibilities? Finally, CSUF's incredible technical infrastructure places us in an enviable position rela-

tive to most other American universities. The research and teaching opportunities that our facilities offer are limited only by our own creativity. There is no excuse for any of us to not pursue a complete program of avant-garde teaching, research or service.

This is the last issue of the *Senate Forum* that I will edit. I will miss the fantastic power that this position has given me. It has been amazing how my presence at events, as editor, has struck fear in the hearts of colleagues who promise articles for the *Forum*, regardless of those peoples' positions in the campus' social/professional hierarchy. It has been a real experience entering large meeting rooms and watching people, from assistant professors through to vice presidents, scurrying away from me, avoiding eye contact with me, just because their promised

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## The Never Ending Gap

Morteza Rahmatian

*Dr. Rahmatian is a Professor in the Department of Economics, and a member of the Executive of the Academic Senate.*



It has been known for the past several years that the average salary paid to CSU faculty is substantially

below the salary paid in comparable institutions. In recent years CSU and CFA have been hard at work to close this gap; nevertheless the gap remains and is increasing over time. Furthermore, factoring in the high cost of living in some parts of California compared to other states, the "real" salary gap is even wider.

For example, CSU's 11,084 professors earn 8% less than do their counterparts at 20 comparison institutions, according to figures recently released by the California Post-Secondary Education Commission (CPEC). Out of schools that have similar curricula or recruitment efforts, California State University ranks 17<sup>th</sup> in pay for beginning professors.

Each year, CPEC calculates a "parity figure," a projection of the amount that CSU faculty salaries would have to be increased to keep compensation at parity with those of comparable institutions. Through much of the 1980s the legislature approved salary increases at the parity. However, the last time that the legislature voted a salary increase equal to CPEC's parity figure was 1990-1991. Then, from 1991-1992 through 1995-1996, there were three fiscal years with no increase and two with very small increases (an overall average of 2.75% per year). Despite the booming economy of

the late 1990s and the State's budget surpluses, the CSU trustees have consistently refused to request and the legislature has consistently refused to raise the salaries to parity. CSU salaries have lagged behind those at comparable institutions, and on average, CSU faculty members now earn less, in constant dollars, than in 1989-90.

This persistent salary disparity makes more difficult the recruiting and retention of new faculty members who must face extraordinary housing costs. CSU faculty members understand why they received no increases when the State's budget was in peril but cannot understand why, in a time of budget surpluses, they are treated with disdain when it comes to the CPEC parity figure. The fact that the CSU success rate in hiring has dropped from 79% in 1996-97 to 69% in 1999-2000 reflects, in part, these increased pressures.

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## Assessing Assessment – An Iconoclast’s View

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John Olmsted



*Dr. Olmsted is chair of the Department of Chemistry and Biochemistry and is co-director of the department’s NSF grant in the Research Experience for Undergraduates program. A long-time member of the Academic Senate, he presently serves on the Planning, Resources, and Budget Committee, the University Honors Board, and chairs the Outstanding Professor Committee. After assessing the options, John has chosen to FERP beginning in 2001-2002.*

These days, talk of assessment seems to be everywhere. One might even observe that it could become pre-eminent. Everybody’s doing it – correction: talking about the need for somebody else to do it. Chancellor Reed and the Trustees demand that each campus be accountable and assess its programs. WASC asked that we describe how we go about assessing ourselves. Statewide conferences of CSU Department Chairs (Chemistry, English, and no doubt others), “encouraged” by financial support from the Chancellor’s Office, convene to plan how to assess departmental programs. CSUF administrators and faculty devote long hours collecting data and establishing targets, including deadlines to accomplish assessment.

Nor is Cal State unique in embracing assessment. I recently attended a mini-conference in Washington, DC, convened for a decennial assessment of a National Science Foundation program that supports undergraduate research in Chemistry. A significant portion of the discussions concerned the most appropriate way to assess the success of these programs: assessment of assessment.

Well, why not? Assess the assessment. It may not have the appeal of “Begin the Beguine,” but it sounds too good to pass up. Here, then, is one faculty member’s view of this latest craze.

Is assessment a bad idea? Of course not. For a variety of reasons we need to determine how well we are accomplishing our missions: to justify our requests for resources, to validate our work, to identify and address weaknesses. Unfortunately, none of the designs for assessment that I have seen will do these things. Worse, unless we are vigilant, attempts at assessment will erode our missions rather than support them.

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## Assessing Online Instruction

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Sorel Reisman



*Dr. Reisman is a professor in the Department of Information Systems & Decision Science, and Academic Technology Coordinator in the Faculty Development Center. He is a member of the Senate and editor of the Senate Forum.*

At the Carnegie Symposium held on February 26, I had the opportunity to chair a breakout session entitled, “How Should Students Evaluate Online Courses?” To be honest, the reason the session was held was because I had an earlier opportunity to see the program and note the absence of the topic from the proposed discussion. This really wasn’t so unusual considering that despite the great gains our campus has made towards using the Internet in instruction, mostly through individual instructor’s efforts, the effect of this instructional mode has not made its way into most campus plans, practices, or procedures. Even while the Academic Senate struggles with issues that relate to online instruction, there have been only slight changes in the day-to-day operation of the departments and colleges regarding the phenomenon of Internet-based instruction.

An example that I can cite based on my own use of the Internet in my teaching includes the complete absence of a centrally coordinated Web-based source of detailed information regarding online courses for students who are curious about the so-called “distance learning” courses shown in the catalog. Another example is the absence of space utilization planning, particularly computer laboratories, given the opportunities that exist for us to capitalize on the minimal onsite classroom needs of distance learning classes.

I have been teaching (almost completely) online courses since last summer and have had a few disconcerting experiences with university policies that do more to discourage than encourage faculty from going online. For example, because we have not given any thought to developing institutional policies and/or methodologies for “testing” students enrolled in online courses, as instructors our only recourse, aside from trusting them completely, is to bring them onto campus for term tests and for final exams.

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# Are Male Students Now an Underrepresented Minority at Cal State Fullerton?

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Mark H. Shapiro

*Dr. Shapiro is professor and chair of the Physics Department and a member of the*

*Academic Senate.*



*In June, 2000 I wrote an article for my online journal of commentary on education entitled, "Where Have All the Boys Gone?"*

*which examined the sharp decline in the percentage of male high school students in the United States who enroll in college.*

Nationwide the percentage of males among all college students has declined to about 40%.

At the urging of the Sorel Reisman, the *Senate Forum* editor, I have expanded my original article (<http://members.home.net/mshapiro2/comments-6-30-00.htm>) to include a discussion of enrollment trends for male students here at Cal State Fullerton.

When it first came to my attention that the percentage of males enrolled at Fullerton had dropped to 40%, I thought that this was just a peculiarity of the particular demographics of an urban, comprehensive university that caters to students from low to moderate-income families - many of whom are older, returning students. However, last summer I attended a meeting of the Council on Undergradu-

ate Research (a professional organization that attempts to encourage scientific research in predominantly undergraduate institutions of higher education). During a lunchtime conversation with some physics colleagues who mostly hailed from private liberal arts colleges, I was surprised to find that the enrollments at these institutions also were about 60% female and 40% male. A little further checking revealed that the 60-40 ratio holds nationally with little variation across all types of colleges and universities. According to data collected by the National Center for Education Statistics, the ratio is pretty much the same in private and public institutions, 2-year and 4-year colleges, and research universities.

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## Reactions to "Are Male Students Now an Underrepresented Minority at Cal State Fullerton?"

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Jim Blackburn

*Dr. Blackburn has been Director Of Admissions And Records since 1986. He has been a member of the Academic Senate and served on the Standards and General Edu-*



*cation committees. Blackburn's primary academic areas of endeavor are the marketing of higher education and enrollment management.*

Professor Shapiro has documented and raised a challenging and important issue. The growing gap between male and female enrollment at Cal State Fullerton and elsewhere is a striking phenomenon. Why is

it that there six women to every four men enrolled at a comprehensive university which is located in an area where women do not decidedly outnumber men in the larger society? As Shapiro as indicates, this growing gap is not unique to Fullerton. My "enrollment colleagues" around the nation occasionally report being somewhat confounded by the gender related enrollment shift that seems to have begun in the late 1970's and continues.

At least one public selective university attempted an intervention in the "gender gap" trend. Several years ago, the University of Georgia engaged in an "affirmative action" program wherein men were admitted via different and arguably lower admissions standards. The threat of litigation brought that experiment in social engineering to a halt. Women currently make up just over 60% of the Cal State Fullerton enrollment. Fifty-eight

percent of the Fullerton undergraduates are female. Among urban CSU campuses, only Hayward, Los Angeles, and Dominguez Hills exceed Fullerton in the percentage of female undergraduates. UC campuses report female majorities of 51% - 57%, and there are several CSU campuses which still report male majorities, e.g. San Luis Obispo and Pomona.

As reported by Mark Shapiro, the mere act of delving into the possible reasons for the relative decline of males among the student body often engenders "rather sharp responses." The mere mention of a concern for the shift can cause some to try to divert the issue to the long-standing male imbalance among university faculty. Other critics suggest that those who even raise the issue are "closet male chauvinists." There is no evidence that the limited presence of female professors

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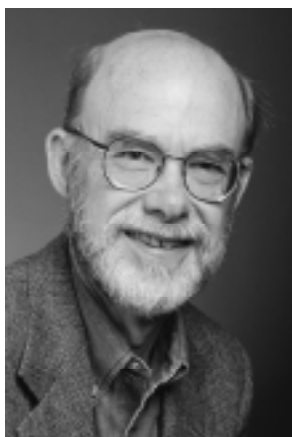
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# Shared governance: Who shares? Who governs?

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Vince Buck

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*Dr. Buck is a professor in the Department of Political Science, past Chair of the Academic Senate, and a member of the CSUF and Statewide Academic Senates.*

For the past year I have been studying shared governance in the CSU. This study was undertaken by the CSU Senate and the Chancellor's Office because of their joint desire to explore ways in which system-wide shared governance might be made to work better.

It cannot be stated too often that both state law and trustee policy supports shared governance. The Higher Education Employer-Employee Relations Act (HEERA) states:

*The Legislature recognizes that joint decision-making and consultation between administration and faculty for 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....*

Trustee policy states:

*It is the intention of the board to maintain its efforts to promote collegiality and to support the continuing efforts of the Academic Senate to preserve collegiality in the CSU.*

A key element of this study is a survey of faculty, administrators, and trustees in the CSU in which respondents were asked about the strengths and weaknesses of shared governance. While the focus of this study was on improving shared governance at the system level, much of what has been learned is applicable to individual campuses, or wherever else shared governance is practiced.

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# Toward Supporting Teaching and Learning at CSUF

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Ellen Junn

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*Dr. Junn is the Director of the Faculty Development Center and a member of the Academic Senate.*

"The primary mission of the CSU centers on undergraduate teaching." "Learning is preeminent at Cal State Fullerton." Do these phrases sound familiar? What do they mean to you? When I first became Director of the Faculty Development Center, I asked myself these questions as I worked to develop and implement programs that would provide meaningful support to statements such as these. I asked myself, what would a campus look like if these statements were indeed true?

We currently have 877 full time faculty and another 1,102 part time faculty on our campus teaching over 28,000 students. Many of our colleagues across campus, whether new or senior, are well known for their excellent teaching and their tireless dedication and fondness for our students. So, how can CSUF and the FDC better support, recognize, and enhance teaching and learning for all our faculty?

I am very pleased to report that last year alone, over 600 faculty have taken advantage of or participated in one or more of the myriad programs, services, and resources we currently offer to support faculty in enhancing teaching and learning. Although the FDC is only three years old, we have begun to make significant progress in providing support for teaching and learning. Some of these programs and resources are listed below. Finally, as Director, I am constantly on the lookout for new ideas and programs, so don't hesitate to contact me if you have additional ideas or would like to become more involved with our programs.

## Teaching and Learning Programs

**Teaching and Learning Certificate Program (TLAC)**—A year-long series of 11 topical workshops on teaching and learning issues that culminate in the TLA certificate, with an emphasis either in Students and Student Learning, or Teaching and Technology. Last year, 42 faculty registered for the certificate program and 27 faculty completed the certificate in its first year. This year, another 85 faculty registered for TLAC.

[http://fdc.fullerton.edu/learning/TLAC/teaching\\_certificate00.htm](http://fdc.fullerton.edu/learning/TLAC/teaching_certificate00.htm).

**Carnegie Scholarship of Teaching and Learning Program (CASTL)**—CSUF joined the CASTL program with 33 Carnegie Faculty who have participated in microteaching. See the article in this issue of the *Senate Forum*. For a list of the Carnegie Faculty and more information, see:

<http://fdc.fullerton.edu/learning/CASTL/default.htm>.

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## Twins

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Nancy Segal

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Photo by Michael Keel

*Dr. Segal is a professor in the Department of Psychology and Director of the Twin Studies Center. She is a member of the Faculty Mentor Program and has served on the Humanities and Social Sciences Scholarship and Award Committee and Gerontology Program Council. Dr. Segal is the author of *Entwined Lives: Twins and What They Tell Us About Human Behavior* (2000) and senior editor of *Uniting Psychology and Biology: Integrative Perspectives on Human Development*.*

I first became interested in twin studies because I am a twin. My twin sister Anne and I are fraternal twins. We share only half our genes by descent, so we are related genetically in the same way as ordinary brothers and sisters. I was always fascinated with the observation that we looked and behaved so differently despite being raised in the same home, attended the same school, and had many of the same friends. As a small child I intuited that there must have been some very basic differences between us, something that we did not acquire from our environment. This was surely the source of my interest in nature-nurture questions, - i.e., how genes and experience interact to produce behavioral outcomes.

California State University works to insure that our students receive excellent classroom and laboratory instruction.

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## CSUF'S Carnegie Academy for the Scholarship of Teaching and Learning Program

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Norm Page and Eric Solberg

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*Dr. Page is a Professor in the Department of Speech Communication. In*

*addition to being a Teacher/Scholar in Residence, he is a member of the Academic Senate and serves as the campus liaison for service-learning to the College of Communications.*



*Dr. Solberg is a Professor of Economics. He is currently serving as Coordinator of Gerontology Academic Programs.*

About a year and a half ago, under the direction of Ellen Junn, the Faculty Development Center launched its Teacher/Scholar in Residence Program (TSR). In this new program, one mid-career faculty member was selected from each of the seven colleges to serve a two-year appointment as Teacher-Scholars in Residence. As TSRs, experienced faculty worked on a project of their choice and advised the director of the Faculty Development Center and the Vice President for Academic Affairs in developing additional programs to support teaching and learning. The founding TSRs selected were: Abel Zeballos (ART), Eric Solberg (CBE), Shahin Ghazanshihi (ECS), Norm Page (COMM), Lynda Randall (HDCS), Kay Stanton (HSS), and Ken Goodhue-McWilliams (NSM).

**Microteaching.** The TSR program officially began with participation in microteaching. The microteaching model was developed in the early and mid-1960s by Dwight Allen and his associates in the Stanford Teacher Education Program. The Stanford model emphasized a teach, review and reflect, and re-teach approach using actual students. A similar model, called the Instructional Skills Workshop, was developed in the early 1970s by British Columbia's Education Ministry as a five-day training support program for college faculty. While there are significant differences between the two models, they both attempt to enhance teaching effectiveness and to promote collegial discussion about teaching performance. For our campus, the microteaching model was adapted as a one-day experience with each TSR presenting two, ten-minute micro lessons in a structured, collegial model.

Although many ideas were generated for the group project, the TSRs decided to focus on extending the micro lesson concept to CSUF faculty. With leadership from Ellen Junn, the TSRs successfully applied for admission to the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) program. As a result, last Fall, the FDC recruited a total of 23 faculty volunteers to join our CASTL program to participate in a one-day microteaching event. Preliminary data were gathered regarding the par-

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# Titan Technology 1995 to 2007

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Mike Parker

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*Dr. Parker is Chief Information Technology Officer, and a member of the Academic Senate. Dr. Parker wishes to acknowledge the assistance of the following people in the preparation of this article: Dick Bednar, Amir Dabirian, Susan Kachner, Susan Lasswell, Chris Manriquez, and Mike Marcinkevicz.*

Six years ago Orange County was emerging from a big slump, and Cal State Fullerton's budget had yet to make a comeback. At that time there were fewer than 1000 student workstations, and faculty and staff workstations were a hodgepodge. There were no computing standards, no help desk, and personal computer networking was terrible. Many workstations were out of date and many staff and faculty had no workstation at all.

Productivity software (e.g. - Microsoft *Office*) was also a mishmash of releases from a variety of companies. Sending and translating files was an exasperating task except among some Mac users. But, because of the budget tragedy, some people felt that President Gordon might not be able to fulfill his information technology (IT) vision of a common network with standard workstations and software for all faculty and staff, even extending into an expanded student computing laboratory resource.

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## Nomos Ergo – Painless Computing

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Colleen Wilkins

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*Colleen Wilkins is a Safety Officer for Environmental Health and Instructional Safety and has held this position since 1993. In addition to Occupational Safety duties, she has been a committee member for a CSU systemwide Emergency Preparedness Workshop for 5 years and is involved in the Orange County Emergency Management Organization. Ms Wilkins participated in the WASC accreditation and was a recent Titan Excellence award winner.*

“Ergonomics *n pl*: The applied science of equipment design in order to reduce operator fatigue and discomfort (Webster's II New College Dictionary, 1995).” As this definition suggests equipment and tools should be designed with the end user in mind, that each individual is built differently, and therefore requires modifications in design suited just for them. Traditionally, industry has tried to fit the worker to the machine or the task.

Ergonomics is not a new-fangled 20<sup>th</sup> century term. It is a Greek word for “the laws (nomos) of work (ergo).” Since humans have been using tools they have had to contend with the following ergonomic hazards:

- Repetition – repeating the same motions every few seconds, or steady use of a device.
- Force – lifting more than 75 pounds at any one time, pushing or pulling with more than 20 pounds of initial force.
- Awkward postures – repeatedly raising or working with the hands above the head or working with the back, neck, or wrists bent.
- Contact stress – using the hand or the knee as a hammer.
- Vibration – using equipment or tools that typically have high vibration levels; examples are chain saws, jackhammers, or percussive tools such as nail guns.

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Jumping six years ahead to the present, we can say that the president's vision was achieved. This Spring the *second* computer rollout to faculty and staff will be completed and we will have installed more than 3000 computers (including part-time faculty and staff offices). For students, we will have grown from 1000 college lab workstations to almost 1500, and from 80 to 240 computers in Titan Lab. We have now network access speeds 50 times faster than the 28K modem's of the late '90s, and these can be increased indefinitely as needed. Five years ago the ISDN phone system replaced the old dial tone system, and today we have a computer telephony integrated (CTI) system that includes our campus phone directory and enables direct phone dialing from our workstations.

Looking back, these changes occurred in only six years. So it seems interesting to ask what the campus information technology capabilities will be like six years from now? Will we see great changes ahead? What are the most likely technological trends and where are they likely to take us? We have come to terms with the changes of the recent past; will new changes be harder to live with? Several of the IT staff got together recently to speculate on answers to these questions.

Lets examine some general “surprise-free” changes expected by the computer industry, and then in particular at how the work of students, staff, and faculty might change as a result. By 2007, the next batch of “old rollout computers” will have been manufactured in 2004, and our present “new 2001 models” will have been permanently retired. Personal computers will probably run, on average, about five times faster than they do today – perhaps with microprocessor speeds of 5 GHz (Gigahertz). The battery life of appliances and laptops (or even tablet computers) will extend easily through a long day because further

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# Should Part-Time Faculty Serve on the Academic Senate?

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## YES

G. Nanjundappa



*Dr. Nanjundappa is a professor in the department of Sociology, and president of the CSUF chapter of the CFA.*

There are several reasons part-time faculty should be included on the Academic Senate at California State University, Fullerton. First among these is the maximization of quality education. To the extent the Senate makes policy that influences learning in the classroom, ignor-

ing the input of more than half of the faculty results in the delivery of a curriculum uninformed by part-time experience and expertise. Can we assume part-time faculty have no contribution to make to the improvement of the university's missions and goals? The obvious answer is no.

Next is the issue of academic justice. Excluding a majority of the faculty from the decision-making process that affects the treatment of part-timers runs counter to every democratic principle America has attempted to embody. Changing the Senate Constitution to allow part-time faculty representation does not mean proportional representation. However, such representation would mean that the voice of part-time faculty would be heard in the Academic Senate, and their expertise and experience could contribute to the shaping of university policy. Moreover, what kind of message do we send to the students when they realize that it's ok to exclude such a large percentage of the faculty from faculty governance? Furthermore, if administrators and students have a right to Academic Senate membership, and they should, what possible justification exists to deny membership to part-time faculty?

The question of collegiality also needs to be raised. Part-time faculty do not want to remain stealth professors, to be seen only when entering and exiting, or heard only when in the classroom. While some have demanding schedules that include teaching on different campuses and others have non-teaching day jobs, most part-time faculty would welcome the opportunity to be received as both colleagues and contributors to campus life. Many part-time faculty already perform above and beyond the requirements of their contracts by serving on thesis or FMI committees, by publishing, by giving talks at scholarly meetings or in the community, as well as fulfilling other tasks. As members of the Academic Senate,

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## NO

Sorel Reisman - Editor

If you support the importance and value of the tenure system in higher education, then you must be against turning the responsibilities of tenured faculty over to part time employees. As our economy continues to churn, the institution of tenure will be increasingly threatened by the community at large, as an anachronism in a highly competitive labor market. Increasing the number and responsibilities of part time employees needed to "augment" the decreasing ranks of tenured faculty will eventually provide the opponents of tenure with the evidence they require to completely eliminate the tenure system.

According to the AAUP, 47% of all faculty are part-time; non-tenure-track positions of all types account for more than half of all faculty appointments in American higher education. This trend is likely to increase as administrators argue that there are not enough full time faculty to deal with the crush of Tidal Wave II students. Exacerbating the pressure of sheer numbers in the CSU are trustees who demand that we grant more degrees to more students in shorter and shorter periods of time. Notably absent from their list of demands is a requirement to improve or even maintain some degree of quality in what the institutions are expected to do. The infrequent times that the quality does get mentioned, it too is in terms of largely irrelevant numerical measures that are more related to turning out diplomas than to the quality of teaching and learning. Research is not even on their 'radar screens.'

So what is our institutional response to this? Hire more part timers. And let's be honest, in strictly economic terms, this makes a lot of sense for higher education which never gets the budgetary allocations that we all feel it deserves. So increasingly, the institution has to do more with less. How? Through the employment of migrant labor. Sounds politically incorrect, doesn't it? But what else can you call a group of workers that is often labeled "freeway fliers"?

When you consider that it costs the "system" at least \$60,000/year including benefits for a new assistant professor, the math is simple. One tenure track assistant professor teaching 8 sections (6 is more likely), costs about \$7500/section, - twice as much as the cost for a part timer. Examined another way, for the same money taxpayers can get twice as many sections taught by part timers as by tenure track faculty. And since we are primarily a teaching institution, it doesn't matter to the System whether or not we do research. It only matters to us, as we incestuously grant or deny tenure to one another.

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## CSUF'S Carnegie Academy for the Scholarship of Teaching and Learning Program

ticipants' perceptions of themselves as teachers. Across the day, in groups of four, each participant delivered two micro lessons, with structured feedback from the others in the group facilitated by the TSRs. At the day's end, Carnegie Faculty agreed overwhelmingly that the experience was excellent, enlightening, affirming, and significantly advanced our campus dialogue about the value of teaching and learning. Although space does not permit reporting of all of the responses, the following excerpts are typical:

*"I learned details about my teaching style that only colleagues could bring to my attention"*

- Mark Gillogly, Sociology.

*"The microteaching experience is worthwhile because it creates collegial discussion and metacognition about the teaching/learning process. . . The program has touched me, and I have grown."*

- Judy Smith, Special Education.

*"The Carnegie program was especially meaningful for me in that, within a non-threatening atmosphere, peers outside my discipline (just like non-major students) offered support, advice and reaffirmation. I had to be sure that I could reach people from a variety of backgrounds"*

- Jack Bedell, Sociology.

*"The CASTL experience was intellectually stimulating and very worthwhile. To critique the lessons of fellow faculty members in a constructive manner, and to have my own lessons critiqued, opened the group up for discussion about the qualities inherent in good teaching."*

- Terry Saenz, Speech Communication.

Because of the success of our Fall, 2000 CASTL Program, the FDC issued a second call for CASTL Faculty this Spring. On April 7, 2001, another group of 16 faculty participated in microteaching and joined as the newest group of Carnegie Faculty. Included in this group were some

who wanted to participate for a second time. Why? Because they felt that the first experience was so rewarding.

**AAHE Presentation.** Last month, Ellen Junn and three of the TSRs were personally invited to present an account of our campus' micro lesson experience at a special session of the AAHE conference, "Colloquium on Campus Conversations" in Washington, D.C. CSUF was the only CSU invited to formally present at this special pre-conference (currently, seven other CSUs have joined the CASTL Program). The TSRs and Ellen Junn gave a multimedia, presentation entitled, "Microteaching as a Model for Promoting and Peer-evaluating Teaching Effectiveness." Eric Solberg (Economics) and Kay Stanton (English and Comparative Literature) demonstrated micro lessons, while Norm Page (Speech Communication) served as facilitator. Although she was unable to attend the conference, Lynda Randall (Secondary Education) contributed substantially to the presentation.

**The Future.** All CSUF faculty, regardless of experience, are invited to participate in this exciting new program. Microteaching opportunities will be offered as part of our continuing Carnegie Teaching Academy Campus Program. Another call for interested faculty will occur this August. In addition, our Carnegie Program will be expanded to include not just microteaching, but will also offer a number of additional tracks. Watch the FDC website, email alerts, and flyers for more information later this summer.

As two of the founding Carnegie faculty, we can say that after certification, participants will be able to state with pride: "I am a better teacher because I am a member of the Carnegie Faculty at Cal State Fullerton." They will become a part of the developing culture of teaching and learning at CSUF. We invite you to join us!

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## Titan Technology 1995 to 2007

electronic miniaturization will enable devices to run with less power, and because battery technology is likely to improve.

Computer network bandwidth will be less of a consideration in the future. Many home computers will have access to speeds far beyond today's modems. Other appliances such as handheld computers and cellular phones will have morphed into a new type of personal digital assistant. (These appliances will not have the bandwidth of "regular" computers, but they will have some remarkable conveniences such as speech recognition and touch pads that will make it easy to control them using voice commands.) Although software never keeps up with hardware, computer interfaces will be easier to use, and the Internet will have become quite sophisticated. Not only will pages full of animation be common, but improved search engines will make it easier to find what we want.

Users are likely to have customized "agents"—software that looks for things of special interest when the appliance is idle, and then provides them when needed. For example, airline flight charts and ticket prices for frequent destinations, music downloads of favorite artists, topical information about hobbies and interests will all show up as readily as e-mail and phone calls do today.

The campus Web portal will not resemble the Web pages of today. Currently, campus Web pages present all kinds of information to every user, and the experience is like trying to drink from a fire hydrant of information. The portal of the future will automatically customize itself to the particular needs of each user—whether faculty member, student, staff or community supporter.

### Student Life

So what will the life of a student be like six years hence? Imagine Soraya, a freshman who, like her friends, has had a spe-

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## Twins

This goal places high demands on faculty time and efforts. At the same time, it is possible to maintain an active research program that includes time for manuscript preparation and conference attendance. I have always found that research activities improve classroom instruction by enhancing the meaningfulness of the material. In other words, sharing research experiences with students acquaints them with the research process and expands their vision of academic opportunities following graduation. Students can make wonderful assistants and are always thrilled when their efforts eventuate in co-authorships on papers and presentations. Perhaps I have just been lucky because twins appear to engage the interests of everyone. Students may have twins as relatives, may have twins as friends, or may know twins from their neighborhood. In addition, twins and their families have always been very willing research participants, often calling me to request being part of a project! As such, I have never lacked for assistance or for subjects.

Twins offer scientists a naturally occurring research design for probing the genetic and environmental origins of intellectual traits, personality characteristics, and other features. I have also found that being a twin helps to secure participants because it establishes an instant rapport with families.

My research program includes twin and adoption studies designed to address the underpinnings of a range of human behavioral and physical traits. Methods and concepts drawn from behavioral-genetic and evolutionary psychological theories are applied in this work. Two studies are currently ongoing. The first is a study of bereavement issues specific to surviving twins and their families. Separate surveys covering twin loss during childhood and adult years are distributed to participants who come from the United States and abroad. The second study relies on a unique research design called "virtual twins" (VTs). VTs are rare siblings that

are not genetically related, but result when infants are simultaneously adopted into the same family or when families adopt an infant soon after delivering a biological child. A key benefit of using VTs is that they offer a direct estimate of the extent to which shared family environments affect human developmental traits.

Graduate students enrolled in my seminars are exposed to recent work concerning behavioral genetic and evolutionary psychological analyses. Several students have gone on to complete MA papers that apply these themes in various twin studies. One such project involves the loss of a twin. It seemed to me that that studying bereavement in identical and fraternal twins provided another approach to questions surrounding genetic and environmental influences on human social behavior.

I first began a twin loss study at the University of Minnesota where I was a post-doctoral fellow and research associate, prior to coming to CSUF. A major finding is that surviving identical twins show higher grief intensity than surviving fraternal twins, although there is clearly overlap. A second finding is that twins (regardless of twin type) experience greater grief intensity for their deceased co-twins than they do for most other deceased relatives. One of my graduate students, Sarah Ream, found that the level of grief intensity persists for longer periods among surviving identical twins than fraternal twins. Another graduate student, Lauren Sussman, is currently working on a thesis to compare bereaved identical and fraternal twins' responses to scales on the Grief Experience Inventory. I have also completed a paper (under review) on coping with twin loss in conjunction with Dr. Shelley Blozis, a former CSUF graduate student and assistant professor at the University of Texas, Austin.

An offshoot of twin research on bereavement has been my work on the genetic and environmental bases of suicidal behaviors. I have found greater concordance for suicide and suicidal attempts among identical than fraternal twins, consistent with genetic influence. Subsequent studies conducted with colleagues have re-

vealed that surviving identical twins whose co-twins suicided show a greater frequency of suicidal attempts than surviving fraternal twins.

My work on twin relationships and twin loss has been applied in a variety of legal decisions. I have served as an expert witness on cases involving twins' wrongful death, injury and custody. The use of twin research findings in a legal context has been fascinating, as well as controversial. This topic and others including ethics of separating conjoined twins, legalities of twins' classroom placement decisions, and implications of sexual reassignment of an identical male twin will be discussed at a symposium I am hosting at the International Twin Congress, in London, June, 2001.

Twin research also addresses the psychological and social circumstances raised by the unusual family relationships resulting from assisted reproductive technologies (ART) and those that could potentially arise from adult human cloning. I have considered these issues in an invited paper in *Jurimetrics*, a journal covering issues involving law, science and technology. I was also fortunate to have had the opportunity to share these ideas with students and faculty at a Chapman University-sponsored conference held at CSUF on cloning in 1999, and another on the Human Genome Project sponsored by students in the Psychology Department.

Another current research passion concerns social relatedness in identical and fraternal twins meeting for the first time. I am finding that these identical twins experience greater initial and current closeness and familiarity than do fraternal twins. This is not surprising and, in fact, mirrors what we know about relations between twins raised together. However, to observe immediate rapport between people meeting for the first time is striking. I believe it suggests new theories about the basis and progress of other human relationships. Specifically, my data support research showing that friends and significant others do not become more similar with time; rather, their

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### ***A Funny Thing Happened on the Way to the Forum.***



article was two weeks late. I will miss not getting replies to emails and voice messages from people whose promised articles were late. I will miss the terror in their eyes that I see when they inadvertently glance in my direction. And I will miss their creative stories about why their articles are not yet complete, but will be in the email “by tomorrow.”

But really I will miss having the opportunity to be the first one to read the articles when they finally arrive. And almost without exception, they all do arrive. I have constantly been impressed at the content and quality of the submissions, and how little editing I have to do to finalize them. This is in striking contrast to those I receive as a reviewer of papers for the many international journal editorial boards on which I serve. But most of all, I have always been surprised at how interesting I have found every article that I have received from our colleagues at CSUF. Putting the *Forum* together is a bit of a chore, but interacting with all the contributors has been a wonderful experience, bringing me closer to my colleagues in ways that would have been unimaginable to me before I had the position. But make no mistake. I kind of liked the fear-factor too!

And finally, and really finally, Professor Harriet Brown is back, after almost 2 years of absence from doing whatever Harriet does. It could be that this will be the last time she contributes to the *Forum*. On the other hand, it could be that it won't be. Who knows? ■

(Continued from page 4)

### **Reactions to “Are Male Students Now an Underrepresented Minority at Cal State Fullerton?”**

causes men not to enroll at a particular university. As to the “male bias” charge mentioned above, there is no reason to believe that being concerned that a campus does not resemble the larger society is evidence of some sort of unacceptable bias. If that were the case, those of us who work for greater ethnic diversity would have long since been justifiably labeled as intellectual pariah.

Possible economic explanations. As is sometimes the case in other endeavors, some of the possible answers to Shapiro's question may lie in the economics of the current era. More than a few wealthy students attend Cal State Fullerton, but the campus is to no small degree populated by students, who come from the middle and lower socio-economic strata of southern California. This being the case, the college going patterns of CSUF students are likely to be impacted rather quickly by changing economic circumstances, i.e.- the recent boom in the job market or the recession of the early 1990's.

It is possible that the fairly recent increase in Hispanic male/female gender gap is somewhat the result of the improved economy of the late 1990's. Since the Fall of 1996 the number of enrolled female Chicanos and other Hispanics at Cal State Fullerton has increased at a rate that is over three times that of the increase in males who identify themselves as being ethnically *Latino*. There are several as yet unproven hypotheses for this “gender different” behavior. The improved economy may have made it possible for more Hispanic women to attend college. The improved job market may also have drawn more *Latinos* and others to the currently healthy job market, e.g. the construction trades. The economic temptation of full time, high paying employment may cause young men to postpone or even forego college attendance.

A related economically based possible explanation for the growing gender gap in the CSUF student body and others is

the notion of “deferred gratification.” It is probably an accepted fact that today's teenagers and young adults are often not given to patient waiting for economic rewards. The traditional method for pursuing a college degree was largely a matter of deferring such immediate financial rewards as a job that provides disposable income, in hopes of a better life later. Earlier generations of students lived rather modestly while attending college, and temporary genteel poverty was accepted as a price for possible entry into the middle class. It is possible that males are less apt to defer economic gratification than their sisters. It is also possible that the higher paying “no college required” jobs/careers are less available to women than men. Despite a lot of progress, there are still more male than female electricians, plumbers, “dotcom” workers and mechanics. [Editor's note: Since this article was submitted, the number of “dotcom” workers of any gender has decreased significantly!]

In any event, it is reasonable to picture a young man asking, “Why should I go to college for 5-6 years to become a teacher or civil servant when I can make as much or more money by pursuing a trade and do so much more quickly?” Males of my generation would have viewed that question as being somewhat rhetorical. Men, who did not go to college ran the risk of being drafted and paid \$85 a month to learn a trade that might not have been terribly marketable. The absence of conscription and a robust economy provide options to young men (and women) that were not routinely available a few years ago. Most importantly, it is the least “well-to-do” high school seniors who are most likely to avoid college for economic reasons. *Latinos* and African-Americans are certainly over-represented among the least affluent of southern Californians and the Nation in general.

Possible causes related to academic/admissions policy. Non-economic causes

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## Reactions to “Are Male Students Now an Underrepresented Minority at Cal State Fullerton?”

for changes in the gender gap of CSUF students may include the much-publicized demise of affirmative action admissions at the University of California. Some Hispanic students may have avoided local UC campuses and instead attended Cal State Fullerton. The CSU admissions standards make it possible for a student who has earned good high school grades to be admitted regardless of test scores, and it is no secret that females often earn high school grades that are higher than those of their male classmates. It would be interesting to investigate UC enrollment patterns over the last 15 years and determine if the same gender gap has existed and if the same trend has been evident. It would also be interesting to know if the gender gap in high school performance is related to family income, i.e. whether or not economically disadvantaged females perform decidedly better in high school than their male counterparts. Southern California Latino and African-American families are more likely to be poor than whites. So, the CSU's policy of admission based on high GPA may facilitate the enrollment of females who may perceive that they are now less admissible to the University of California.

At about the same time that the University of California was retreating (or being driven) from its long-term commitment to affirmative action admissions, California State University began serious anti-remediation efforts. Under current CSU policy, campuses are directed to block the further enrollment of students who do not become remediated by the end of their first year of CSU enrollment. Early data have not yet been carefully studied and reported, but it seems likely that poor high school performance leads to poor performance on placement tests and more need for remediation. Since males often earn lower grades in high school, it is also possible that they do less well in the university's remedial courses. The latter would of course lead to a higher rate of ineligibility due to not having completed remediation requirements. It seems obvious that more needs to be

known about this possible barrier to the continued enrollment of students. Does the CSU anti-remediation policy result in the reduction of a disproportionate number of males among enrolled students?

Possible explanation related to market conditions. Knowing more about the gender gaps, if any, of competitor institutions would be useful in our efforts to understanding the growing imbalance in numbers between men and women. Such knowledge might make it possible to refute the following friendly suggestion that it may be that well-qualified male college prospects are still drawn in disproportionately large numbers to the physical sciences and engineering. If that is the case, CSUF's "market position" with regard to those curricula may be a cause for the university's increased gender gap. It is axiomatic that males have traditionally been more likely to be science and engineering majors than females. Cal State Fullerton has good and even excellent offerings and track records in some areas of science, mathematics, and engineering. Unfortunately, the university's market share of students majoring in those curricula may be small when compared to the science and engineering market share of nearby universities. Since 1996, CSUF enrollment in mathematics, science and engineering has increased less than most other segments of the university, but the male increase in those disciplines is greater than the female increase. It may be that increasing Fullerton's market share of science and engineering students would help narrow the gender gap.

It may be that Fullerton's strong market share in business and economics (CBE) may have helped keep the male/female balance more nearly level. Historically, males tended to gravitate towards business or economics as majors. In recent years, more females have chosen business majors. In 1996, there were 5% more men than women in the College of Business and Economics. Today, there are nearly 100 more female CBE majors than male.

Cal State Fullerton's market share in curricula provided by the College of Human Development and Community Service (HDCS) has been on the rise. Overall HDCS' enrollment has increased by almost 50% since 1997, while total university headcount has increased about 18%. An unintended outcome of HDCS' growth is its impact upon the campus gender gap. HDCS is and has been about 82% female, and this circumstance must surely impact the overall Cal State Fullerton gender gap.

Concluding Questions. In that I believe that Cal State Fullerton's enrollment should "mirror" the communities that we serve, it would be well if achieve something of a gender balance among the student body. If the current gender based imbalance is due to a redistribution of students among our curricula, the righting of the gender imbalance requires some specific actions. As a university, we may want to attract more students (male and female) to the natural sciences, mathematics, engineering, etc. In doing so we might enroll more males and produce more female scientists as well.

If it can be determined that males are simply avoiding higher education and suffering economic or intellectual stagnation, then another course of action may be indicated. The university should perhaps consider efforts to provide more male role models and attract more men to less traditionally male disciplines and careers, e.g. teaching, public service, etc.

We still do not know with any precision how the university became a place where there are 50% more women than men. Until we can answer that question, we are unlikely to know what the problem(s) may be and what the options for solution may be. It is, of course, possible that there are no problems, but Professor Shapiro has done a good thing in drawing out attention to an important and long-term phenomenon. ■

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### **Take a Deep Breath: It's (Usually) OK; and University Research Helped Make that True**

Nonetheless – and quite astonishingly – last year, for the first time since records have been kept, our region had no health advisories or alerts. Although there were almost 120 days above the State health-based ozone limit, there were nearly double that in 1976. Southern California has made more progress over the past 20 years than any other region in the country. Moreover, of the 20 regions nationally that made the most progress, the top five were all in California.

#### ***Does Clean Air Matter?***

The driving force has been public health. While we are often aware of poor visibility that obscures our view of the mountains, adverse health effects drove most regulation. For fairly small – and commonly experienced – concentrations of ozone, respiratory-related school absenteeism rises more than 80%. Even low concentrations of fine particles contribute to higher death rates. Lead reduces IQs in children. After decades of sometimes-acrimonious debate about *whether* pollution is harmful, we now ponder *how much* is harmful and *which* pollutants pose the greatest risks.

As the air has gotten cleaner, the focus has shifted to the question of whether controls are “worth it” – what are the economic benefits of controlling pollution? Public health and economic benefits are, however, inseparable. It is the gains in health that generate the largest benefits. Certainly better visibility and protection of sensitive ecosystems are also important, but health drives the economics. What benefits have those gains generated? (Inquiring politicians want to know.)

A decade ago we began transdisciplinary work here and with colleagues at other universities to answer the following question, “What would attaining the health-based standards be “worth” to Southern California?” We began the work with some trepidation. It was the messiest kind of public policy research, but the region was at a crossroad – further controls on pollution would be costly, and resistance to additional regulation was emerging in

legislation and litigation. The answer might be important. Regulators were running scared. The answer – \$10 billion a year – attracted some attention, to put it mildly. Was a sum this large credible? Consider that this reflects a time – the late 1980s – when over 12 million people were exposed to more than 200 days a year when pollution levels were unhealthy. Health advisories ran well over 100 days each year. In 1990, this resulted in 1,600 premature deaths annually, and millions of lost work or school days, along with a variety of other insults to health, such as eye irritation, sore throats, coughs and other respiratory ailments.

Since then we have done similar work in San Francisco, San Diego and Houston. We’ve learned a lot – health science has advanced and we now know that fine particles are about twice as dangerous as our Los Angeles work reflected. We can now put dollars on even more health impacts, and our modeling approach has become the state of the art. The Houston work completed in 1999 – indicating more than 400 excess deaths a year and a disproportionate impact on poor neighborhoods – pushed Texas to identify which controls would generate the greatest health benefit, relative to cost, and to adopt related regulations last April.

In short, no matter how you measure it, there are big benefits to cleaner air.

#### ***The Next Big Question***

The major question now seems to be: are pollution regulations “economy killers?” Again, California provided the litmus test, and California universities – lead by CSUF – provided the answers. If we could substantially cut pollution here – and ahead of the rest of the country – and have economic growth that equalled or bettered the rest of the country, then the economic cost is clearly not a showstopper. So, in 1995, members of the Institute for Economic and Environmental Studies – partnering with colleagues elsewhere – set out to ask a new question: “What happened to the California economy from 1965-1990 as we

regulated vigorously and in advance of the country at large?”

The conclusion: in Southern California, incomes grew faster, manufacturing jobs held up better, and even refiners, hit hardest by regulation, had higher rates of return here than in the U.S. overall. Jobs grew faster. Hispanic incomes, in particular, grew faster here. Notably, the trend was stronger in the 1980s when the extensive regulations adopted in the late 1970s were kicking in, than in the 1970s. Economic well-being and environmental improvement are complements, not substitutes.

#### ***How Did We Get Here?***

Put another way, why California? The answer is complicated, but it comes down to this: we wanted to and we could. Public support for figuring out what to do and then doing it has been consistent, as shown by every public opinion poll since the 1960’s. Notably, the *Los Angeles Times* has been behind the effort from the beginning, not only editorially, but also in committing significant reporting resources to the task of learning about and writing about smog and its consequences. Governors going back to Goody Knight and continuing (with some lapses, notably under Reagan) to today have taken tough stands, appointed able and resilient regulatory boards, and generally stayed the course. One essential factor in continued public support and political action was a stream of university research that established how smog is created (you can’t control it until you identify the culprit(s)), how it hurts us, how we can clean it up, and more recently, what the costs and benefits of cleaner air might be.

#### ***Where Do We Go From Here?***

New cars today are 90% cleaner than 1980 cars. Benzene is largely out of fuels. New power plants produce less than 1/20th the pollution of older ones. Diesel exhaust is finally coming under control. Even charcoal for the backyard BBQ is cleaner.

The central issue now is what comes next?

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### **Take a Deep Breath: It's (Usually) OK; and University Research Helped Make that True**

Do we have the political will to move forward, or will we sit down and rest on our laurels? Worse, will we backslide under pressure from Washington, rising energy prices and an economic downturn?

In spite of the unparalleled progress in California, and the significant improvements nationwide, there is still a lot to be done. Southern California has over 100 days a year of high ozone levels, and particle levels high enough to threaten life and health on almost half of all days. We have hardly begun to deal with indoor air pollution which contributes more to daily exposure than outdoor pollution for most people, and has devastating effects on the health of women and children in developing countries.

Environmental justice – the idea that poorer families and minorities should not suffer disproportionate impacts from pollution – has recently become a significant focus. People living in the highest income areas experienced lower ozone levels, and the poorer areas with higher pollution levels were also minority neighborhoods. This pattern is consistently repeated in virtually every study. This is an area ripe for further

work. Do we willfully pollute poorer areas more, or do poor people move to polluted areas because the rents are lower? Either way, this is a serious equity issue.

#### ***The Essential Lessons***

California recognized early on that public health was at risk, and moved aggressively and effectively to reduce that risk. What happens next will depend on whether the State continues down the successful path of the past 30 years. Especially at a time when a new federal administration seems determined to sit down on the job, California's leadership is crucial for the nation as well as the rest of the world. Enormous resources have been committed in the past to persuading California politicians, regulators and researchers to back off. Fortunately, in most important regards, these efforts have failed. They will only continue to fail if we continue to invest in research and education, and if the public continues to be made aware of the risks posed by a polluted environment.

Universities have been central to California's success because the work done within them provides the technical

basis to determine what to do, and at the same time informs policy makers and the public about the trade-offs inherent in collective action mediated by government. Cleaner air is a graphic example of the importance of the kind of sustained research that can be carried out in universities, of how the ability to pursue the next question and the one after that can make a difference.

Ultimately, over time and after the dust has settled, public will carries the day. We can look ahead to a time when the air is truly healthful, but only if we continue the state's tradition of persistence in the face of naysayers. This requires continued support of applied research to inform sound policy decisions, and the able cadre of faculty and students at CSU and elsewhere who carry out research directed at solving California's problems. It is also a reminder that, whatever our field of inquiry, there are important questions waiting to be answered, and those answers will spawn yet more questions. That is the nature of scholarship and one of its joys. ■

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### **Should Part-Time Faculty Serve on the Academic Senate?**

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#### **YES**

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they could provide service on one or more of its committees. As with full-time faculty, that part-time faculty who had the commitment and the time would run for Senate office.

We need to realize, as well, that part-time faculty representation on Academic Senates of other California State University campuses already exists. The following campuses now have part-time Academic Senators: Chico (2), Hayward (2), Humboldt (1), Long Beach (2), Maritime Academy (all faculty are eligible to vote and serve), Monterey Bay (1), Pomona (1), Sacramento (4), San Diego (4), San Francisco (9), San Luis Obispo (1). In addition, it should be also pointed out that numerous community colleges, such as Fullerton College, have part-time representation on their Academic Senates. In other words, the concept of part-time faculty representation on faculty governance organizations does not constitute a radical departure for any institution of higher learning. ■

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#### **NO**

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So it appears that the battle for teaching positions has been lost already, on the basis of economics alone. Now we are walking down another path that could potentially be the self-inflicted mortal blow for tenure. Now we talking about inviting our replacements to serve on the governing bodies where we still have the ability to influence some of the conditions of under which we are employed. And why are we doing this? Because many (most?) of us are too lazy to become involved in the 'service' activities that would help rectify many institutional problems, including the problem that allows part timers to be hired in the first place.

The more we allow our responsibilities to be abrogated by the 'system,' the sooner the institution of tenure will disappear. And when it does, with the employment of day labor paid like old style factory workers, on a piecework basis, higher education will become a mass production diploma mill devoid of the kind of quality assurance that tenure has historically provided. ■

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## Titan Technology 1995 to 2007

cial “gadget” for the last two years, — an all-in-one cell phone, with a personal organizer and a built-in Internet browser. It is still her favorite thing, even after two years of use. Because the gadget has AORTA (Always On Real-Time Access) service, the gadget helps her manage her social life. She and her friends have programmed it to identify and locate each other when they are within a quarter mile of each other. The gadget also locates restaurants and shops that have things she wants. She simply gives it a voice command, and a moment later, options appear. She also downloads her favorite games, movies, and music, again with a simple command. Soraya saw nothing special about the process, which, when she selected her classes from her gadget while she was at student orientation, caused a message to appear telling her that her textbooks were being bundled and that she could pick them up at a special counter in Titan Shops or have them shipped to the residence hall.

When she accesses Cal State Fullerton on the Web, she gets a customized page that focuses on the items new undergrads are likely to want to know, as well as on information about her major department. In Titan Orientation she learned how to access many other student services as well, getting answers to most of her questions by asking, and waiting for the answer to be displayed on the gadget’s screen. (It was especially helpful the first week of classes to be able to look at the screen and see where she was on campus and what direction to go to find her next class.)

Her parents gave her a debit card in high school, and now she has graduated to the new TitanCard, which is her student ID as well as being a credit card, controlled by her mom. But it is more than that. It sends out a signal that identifies her to automatic doors, *Pepsi* machines, book checkout in the

library, and TitanLab computers and printers.

For some of her classes she brings her three pound notebook computer and uses it to take notes, wirelessly access homework exercises, and do research. At \$350 it was too expensive for her allowance, but her parents decided to give it as an early birthday present. She especially enjoys the 3-D appearance of the screen and the way she can wirelessly send and receive files with her gadget.

She takes for granted that when she enters a department office to get help, the staff immediately accesses the forms, files, or records needed to help her apply for scholarships, change majors, add or drop classes, make a health center appointment, or see her advisor.

### Improvements for Staff

Most staff take this kind of automation for granted too. Mr. Winters, a credential analyst, just received a list of freshman who, like Soraya, indicated an interest in becoming a teacher. Mr. Winter’s desktop PC provides assistance that would have seemed preposterous a few years ago. When he types his password in the morning, a highly customized Web page appears on the screen. It displays the services he uses most, and brings them to the screen at a single click or voice command. He has almost no paper records, forms, or documents—just an occasional letter or advertising flyer. His desktop acts like an in-basket, displaying a series of things he has to do, automatically routing them to the next appropriate staff member, supervisor, or student while also saving everything in an easily indexed filing system.

Voice commands bring procedures, manuals, and other needed information to separate screen windows almost instantly. The university master calendar notifies him of a training session

and a campus event he might like to attend. The results of needed campus research are just a click away, too. Analytical Studies has organized credential data for many years, but now, instead of having to make a request for information, everything is provided on line.

### Improvements for Faculty

The life of the faculty member will also be more convenient. Instructors will use a desktop, laptop, or a tablet computer to automatically connect to a computer/projector when they enter a classroom, bringing to the screen selected files, including full motion video and the results of Internet searches. Voice-to-text as well as voice commands will make dictating and accessing files a breeze. Automated and instant access to student information and other campus documents such as UPS documents, travel forms, and perhaps the online creation of RTP documents will be common.

Faculty who wish to build online course modules or even whole courses will find it easier as well. Working with the Faculty Development and Distance Learning Center, they will find virtual application production services at their disposal. For example, a music instructor might create a simulation showing how Richard Straus, J.S. Bach and George Gershwin might have orchestrated a theme differently, while a chemistry professor might model a series of processes both mathematically and visually. An art history professor may be able to instantly find “slides” of any grouping of works, and be able to zoom in on realistic details as well.

In short, the next six years may well hold more technology surprises than we have seen in the last six. And many commonplace capabilities of 2007 are unanticipated in 2001. Some of the capabilities envisioned above may not happen, and some that have not been envisioned surely will. It will be an exciting time. ■

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## The Never Ending Gap

Every year most departments in the CSU utilize a tremendous amount of resources to carry out their recruitment process. The process is expensive and time consuming. Towards the end of this process, the top candidates are selected and invited to the campus for closer observation. Once the candidate meets all the necessary requirements the negotiation will begin to finalize the offer of employment. Given the CSU salary structure, we are often unable to attract top candidates where they are able to receive up to 25% more salary with a considerably lower cost of living elsewhere.

The faculty in the CSU are aging. The average age of a full time faculty member in the CSU is currently 51. System-wide, during Fall 1999 over 59% of our full-time faculty were over the age of 50 and 17.8% were over the age of 60. The average retirement age in the CSU system has been approximately 63, but with changes in the PERS retirement formula we may see a reduction in this age. Overall we should see an acceleration of retirement over the upcoming decade, with more than a third of the CSU faculty likely to retire.

At the same time, increasing student numbers will necessitate a major expansion in the number of faculty. Projecting from 1988 to 2010, CPEC predicts a 37% increase in CSU student enrollment, a surge of some 130,000 additional students, from 349,804 students in 1998 to nearly 480,000 in 2010. During the same decade, it may be necessary to hire as many as 14,000 new faculty members in the CSU: 7,000 to maintain current student-faculty ratios in the face of a 37% increase in the number of students, and another 7,000 to replace those who retire. If current student faculty ratios are to be reduced, even more hiring will be necessary. The CSU hires tenure and tenure track faculty from a national pool, and therefore faces serious competition for these new faculty members. The CSU faces serious constraints on its ability to recruit and retain a faculty of high quality during the coming decade because of:

- The serious and continuing lag of CSU salaries behind those of comparable institutions.
- The expectation of considerably higher teaching loads in the CSU than in comparable institutions.
- Extraordinary high housing costs in some parts of California
- Inadequate support for faculty research, scholarship, and creative activity.

If higher education in California and particularly in the CSU is going to maintain faculty in sufficient numbers to educate the increased enrollment of students, conduct scholarly research, expand the knowledge base critical to our fields, and conduct the academic and shared governance work that is the responsibility of the faculty, significant changes in institutional resources and faculty support are clearly necessary.

Greatly increased salaries and expanded fringe benefits such as health and group life insurance, leaves, and travel funds to attend professional meetings, housing, parking and moving expenses, must be provided for faculty members in order to make college and university teaching attractive as compared with business and industry.

In order to recruit and retain a faculty of high quality, the CSU needs to:

- Improve salaries to be equivalent to those of comparable institutions.
- Improve support for faculty research, scholarship, and creative work, including a redefinition of workload in support of such activities.
- Improve health coverage to take effect immediately upon taking on employment.
- Improve family leave to make it competitive with that in comparable institutions.
- Subsidize housing.
- Increase financial assistance with relocation expenses.
- Increase financial assistance to departments for expenses incurred in the hiring process.

In the long run, the quality of higher education will be threatened by these constraints. Despite the claims made by CSU to close the gap with a combination of general salary increase and merit pay, the gap still remains and will tend to become larger in the future. This problem is real and can be easily verified by comparing salaries within CSU and other comparable institutions. Thus, we should take the politics out and concentrate on the problem in hand. ■

## THE SENATE

# forum

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## **An Interview with Dr. Robert Palmer, Vice President of Student Services**

Our work also included the centralization of the budget and human resources functions across the division, and the development of a new, comprehensive judicial affairs program focused on academic integrity. A continued focus on collaboration with departments and divisions across the campus has resulted in the opening of a new Honors and Scholars Support Services office and a record number of enrolled students for the fall semester each of the last three years. Student Affairs has also been given the opportunity to welcome the Department of Athletics, which joined the division on July 1, 1999.

*Senate Forum: IN YOUR PERCEPTION, WHAT ARE THE PRIMARY ROLES OF STUDENT AFFAIRS ON A COLLEGE CAMPUS?*

*V.P. Palmer:* Student Affairs operations vary in size and complexity based on the history, traditions, mission, and size of the institution. Generally speaking, the mission of Student Affairs encompasses the dual paradigms of student services and student development. Student services address the programs and activities that support the academic enterprise, and student development involves those interpersonal and affective strategies through which students learn. Student services and student development, when properly designed to correspond with the institution's mission and goals, reinforce and extend the university's influence beyond the classroom. As a result, these experiences and opportunities become an integral part of the educational process for students.

With a diverse and comprehensive set of responsibilities, the Division of Student Affairs here at CSUF contributes to the campus community a special perspective about students, their experiences, and the campus environment.

As a resource for students, administration, faculty, staff, alumni, and the broader community, Student Affairs provides a wide variety of services which include problem solving, research assistance and consultation.

*Senate Forum: HOW IMPORTANT IS IT FOR THE DIVISIONS OF STUDENT AFFAIRS AND ACADEMIC AFFAIRS TO WORK TOGETHER IN A COLLABORATIVE WAY? WHY?*

*V.P. Palmer:* It is extremely important for Student Affairs and Academic Affairs to work together. Institutions of higher education have traditionally organized their activities into academic affairs, which deals with cognitive development through the curriculum, library, classrooms, and labs. Student Affairs uses the co-curriculum and student activities to address personal development.

The truth of the matter is that cognitive development and personal development are interlocked. Preparing students to be productive, contributing members of society requires that they develop both cognitive and affective skills. In fact, it is difficult to classify many important life skills, such as leadership, creativity, citizenship, ethical behavior, or self-understanding, as either cognitive or affective.

Student Affairs professionals are working with appropriate academic affairs personnel to make seamless the inside and outside class activities of students. We are working to bridge organizational boundaries and forging collaborative partnerships with faculty and others to enhance student learning. The work of the assistant deans for student affairs in the various colleges, the Fullerton First Year Program, and the interface of Career Planning and Placement with academic departments, are a few examples of collaboration between academic and student affairs. I think these things can happen because of the good relationship that I enjoy with the Vice President for Academic Affairs and the academic deans, and because of the excellent work our staff does at reaching across divisional borders.

*Senate Forum: CSUF HAS BECOME QUITE ADVANCED IN TERMS OF ITS TECHNOLOGY INFRASTRUCTURE. HOW IS STUDENT AFFAIRS TAKING ADVANTAGE OF THIS IN ORDER TO PROVIDE MORE AND BETTER SERVICES TO OUR STUDENTS?*

*V.P. Palmer:* Student Affairs has taken advantage of the technology more or less in every single unit. The University Learning Center and Career Planning and Placement might be worth mentioning here.

The Career Planning and Placement Center has created a job posting system in which over 8,500 students have registered. About 30% of our approximately 8,000 seniors have registered on this system. The system allows students to check job postings and submit resumes to employers electronically in a password-protected environment anywhere they have Internet access. It also allows us to send personalized messages to groups of students to alert them to relevant career programs and speakers, or to remind them about critical deadlines for particular employers. In this way it helps us deliver a more personalized service, which has also increased demand for face to face career counseling. It is rewarding to see how students have responded to these messages with both expressions of appreciation and extensive questions concerning their individual career issues.

At the University Learning Center we have become part of the technology infrastructure, adding our own server to the University, providing students with up-to-date computers on which to work and to access the Internet and with tutors who can help students establish and increase their computer literacy skills. Recently, we have used the infrastructure to provide on-line tutoring to business students at our Mission Viejo campus. Using NetMeeting and a computer camera, we can offer one-on-one, real-time tutorials to these students. We plan to expand this service, making on-line tutorials available to students across campus. Finally, we have an always-expanding Web site through which students can learn about our facility and reach a variety of links, many of which are aimed at assisting with spoken and written English.

*Senate Forum: THERE HAS BEEN TALK AND INTEREST ABOUT PROVIDING OUR STUDENTS WITH FINANCIAL ASSISTANCE OR FAVORABLE PURCHASE PLANS FOR COMPUTERS. ARE YOU*

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## **An Interview with Dr. Robert Palmer, Vice President of Student Services**

*INVOLVED WITH THESE ACTIVITIES, AND WHAT ARE YOUR THOUGHTS ABOUT SUCH INITIATIVES?*

*V.P. Palmer:* I have been approached by the leaders of Associated Students about the possibility of working together on a laptop lending program. I support any efforts to provide accessible technology hardware and software to our students, particularly because a number of them find it challenging to afford the latest technology on their own. I know that the leaders of Associated Students are looking into the lending program and will be bringing forward a proposal for us to discuss. As for other initiatives regarding financial assistance for students wishing to purchase computers, I am not aware of such initiatives but would be more than willing to discuss such a plan with anyone who might be interested. I want to explore any possibility of providing accessible technology to our students, as there is clearly a need for such resources.

*Senate Forum: WHAT DO YOU THINK ARE THE THREE BIGGEST CHALLENGES FACING TODAY'S COLLEGE STUDENT? HOW CAN THE UNIVERSITY HELP A STUDENT MEET THESE CHALLENGES?*

*V.P. Palmer:* The biggest challenge for students is getting it all done: balancing school, work, community, family, internships, leadership opportunities, and co-curricular activities. Yet we know that students who get involved in a broad range of opportunities while a student get the full value of what we offer at Cal State Fullerton.

The professional work environments to which our students aspire are changing at an accelerated pace as technology and globalization require more advanced skills to remain competitive. Students need to make a more extensive investment than just the minimum required for graduation to become confident leaders, while developing the technological, analytical, and interpersonal skills required of professionals.

For example, opportunities such as internships, leading a student organization, intercollegiate athletics, or community service often are cited as the *highlight* of an

undergraduate education when conversing with successful alumni. Employers are constantly seeking such experiences as they look for future leaders in their organizations. With so many competing demands for their time, it is essential that we help students take advantage of these many exciting opportunities to learn and lead in the rich multicultural environment the University provides – both inside and outside of the classroom. Supporting students to make this valuable long-term investment when there are so many attractive short-term alternatives is one of our major challenges and responsibilities.

*Senate Forum: IF YOU WERE TO OBJECTIVELY RATE THE DIVISION OF STUDENT AFFAIRS AT CAL STATE FULLERTON, WHAT GRADE WOULD YOU GIVE? WHY?*

*V.P. Palmer:* I would give the Division of Student Affairs a “B+” at this stage of our evolution, but if you allowed extra for great innovation and creativity this grade would be an “A.” We are not where I know we can be, but we are a lot further along than we were three years ago, at that time I would have given us a “C-.”

We have always had outstanding professional and support staff, but efforts of the division in the past were fragmented. We are improving as a Division because we have learned to work together in a spirit of cooperation and collaboration, thereby creating a synergism among and between the various units within the division.

I am proud to be working with a group of people who are extremely dedicated to the task of serving students and I appreciate the excellent contributions made by the Directors and staff in each department. I believe that the Division of Student Affairs at Cal State Fullerton is among the best in providing quality student services, excellent educational programs, and innovative approaches to meet the needs of students. Our people are clearly our greatest asset.

*Senate Forum: LAST JULY, YOU WERE ASKED TO OVERSEE INTERCOLLE-*

*GIATE ATHLETICS ON OUR CAMPUS. WHAT HAVE BEEN THE ACCOMPLISHMENTS AND THE CHALLENGES FOR OUR ATHLETICS DEPARTMENT HERE AT CSUF?*

*V.P. Palmer:* Intercollegiate Athletics can contribute a great deal to the nature and quality of campus life, not only for the student athlete, but the whole campus. By developing teams that are competitive in our conference (Big West), we can help enhance the image of CSUF both locally and nationally. Further, we can develop greater pride and involvement among the University’s students, faculty, staff, alumni, and community members. Over the last year or so we have had significant success. In 1999-2000 the men’s baseball and women’s softball teams won conference championships and advanced to the NCAA playoffs. The baseball team hosted its inaugural NCAA Regional and advanced to the finals, while the softball team traveled to the NCAA Regional at Fresno. CSUF sent four individuals to the NCAA Wrestling finals in St. Louis and three women’s gymnasts participated in the NCAA Regional. This year the entire gymnast team will compete in the NCAA national championship. The 2000 national rank men’s soccer team won the divisional championship and advanced to the NCAA tournament.

Not only are we becoming more competitive but we are also proud of the academic improvement of our athletes. The NCAA’s 1999-2000 published graduation rate for all CSUF student athletes was more than double the 1998-99 rate; more students were involved in the NCAA Life Skills Program; and there were increased opportunities for academic mentoring for student-athletes.

We have made great strides in improving our facilities. The baseball and softball stadium improvements are nearing completion and the renovation of the Titan House for Athletic Administration offices has been completed.

We are committed to building a first-rate intercollegiate athletic program. I think a

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## **An Interview with Dr. Robert Palmer, Vice President of Student Services**

university that aspires to be among the best comprehensive universities in the country deserves nothing less.

*Senate Forum: HOW DOES THE PROGRAMS AND SERVICES THAT STUDENT AFFAIRS PROVIDES FIT INTO THE MISSION OF CAL STATE FULLERTON, WHERE "LEARNING IS PREEMINENT?"*

V.P. Palmer: The Academic Mission of CSUF is, of course, preeminent. We know that colleges and universities organize their primary activities around the academic experience: the curriculum, the library, the classroom, the studio, and the laboratory. The work of Student Affairs should not compete with and cannot substitute for that academic experience. As a partner in the educational enterprise, we enhance and support institutional productivity in learning. Therefore, what and how much students learn must also be the criteria by which the value of student affairs is judged, (as contrasted with numbers of programs offered or clients served). Our mission complements the University's mission, with the enhancement of student learning and personal development being the primary goal.

We try to function in ways that recognize that students benefit from many and varied experiences during their years at the University and that learning and personal development are cumulative, mutually shaping processes that occur over an extended period of time in many different settings. The better the balance between curriculum and co-curriculum, the more students gain. Student involvement in clubs and organizations, Greek life, athletics, student government, and other co-curriculum activities contribute to their learning experience.

*Senate Forum: IF YOU WERE ASKED TO LOOK DOWN THE ROAD FOR THE NEXT THREE TO FIVE YEARS FOR STUDENT AFFAIRS, WHAT DO YOU SEE AS ACCOMPLISHMENTS AND CHALLENGES?*

V.P. Palmer: While we have accomplished a lot in the three and a half years I have been on campus, we still have goals to achieve. There are areas in Student Affairs that we have identified as targets for attention and focus. We want to continue to build on our first rate University Learning Center, a place where any student can come to get tutoring and learning assistance in writing skills, mathematics, and other subjects with which they may be having a problem. Since opening our new center in McCarthy Hall 66, we have had a tremendous response from students, faculty and staff. The University Learning Center will need to continue to grow to meet the demand for service.

Another department in Student Affairs that has seen a lot of growth in the past year is the Career Planning and Placement Center. Student and alumni needs for career planning and job placement services continues to be a high priority for us, as is working with each college dean to meet the needs of specific majors.

In terms of co-curricular learning, Student Affairs will be emphasizing leadership training and development in the next five years. We have opened a new Multicultural Leadership Center, a service area that will not only provide support for our many culturally related student organizations, but will also be a hub for multicultural leadership skills-building. The Multicultural Leadership Center is one part of our new umbrella program, the Student Leadership Center. The Student Leadership Center will oversee the Student Leadership Institute, a Leadership Resources Library, a Leadership Speaker Series, as well as the Multicultural Leadership Center. The development of these programs will take dedication, creativity and resources. We are working with the newly formed Student Leadership Center Council, a group of local and regional business and community leaders and alumni, to help guide the vision for the Student Leadership Center programs.

In the next five years, Student Affairs will continue to work diligently to partner with Academic Affairs through myriad pro-

grams. We already have very good working relationships with programs such as the Honors and Scholars Center, the Assistant Deans program, Fullerton First Year, community service/service learning, and programs for first year students. I believe we at Cal State Fullerton have a uniquely strong working relationship between Academic and Student Affairs and I want to continue to work very closely with the Vice President for Academic Affairs to further strengthen these close ties.

Finally, two areas in which we have made some small inroads and want to continue our progress are Student Affairs fundraising and development, and building up the Student Affairs Research Center. In order to accomplish some of our goals related to leadership development and in other areas, we will need to create and implement a fundraising and development agenda. We will work closely with our Division of University Advancement and with our staff to establish priorities for fundraising, and we will need to be creative in our approach. The Student Affairs Research Center has been in existence for about two years and has produced some excellent reports on research findings related to the CSUF student. We will need to move ahead in creating a research agenda within Student Affairs, find ways to do some common student satisfaction assessment across departments, and establish methods to assess learning outcomes of students involved in Student Affairs programs.

I truly believe that the Division of Student Affairs at Cal State Fullerton is doing very innovative work in the field of student affairs, and employs one of the finest groups of professionals I have had the pleasure of working with. We are dedicated to providing the student services that allow students to persist towards the completion of their degree, and to creating unique learning opportunities through our student development programs. We are proud to contribute to the excellent learning environment here at Cal State Fullerton.

*Senate Forum: THANK YOU.* ■

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## Assessing Assessment – An Iconoclast’s View

The Chancellor and Trustees demand that we be “accountable,” and they have defined the accounting categories. It is demoralizing to scan these and find virtually no references to quality – for that matter, even to “learning.” Thankfully, the Trustees’ directives leave it to academic departments to establish individual assessment plans; ominously, however, all indicators suggest that the preferred model for assessment is “bean-counting.”

I find NSF’s efforts to assess its REU (Research Experience for Undergraduates) to be illuminating. The clearly-stated goal of this program is to increase the number of students who enter research careers in science. It would seem to be obvious how to assess a program with such a clear, simple goal: Count how many participants enter research careers in science. As a control, determine how many non-participants with otherwise similar backgrounds enter research careers in science.

Obvious, - yes; easy to do, - no. REU is, like virtually everything else we do in higher education, a value-added enterprise. Perhaps those who participate in this program are those who are already on their ways to research careers, so the program adds nothing. Thus, counting alone is insufficient; former participants must be surveyed to determine what effect, if any, participation in the program had on their career choices. Thus assessment becomes complicated and expensive to do right. Neither NSF nor the participating universities is willing to invest the time and money for such a study.

NSF administrators, like administrators everywhere, believe that flawed assessment data are better than no data at all. Their bosses (the US Congress), like bosses everywhere, demand accountability. Faculty participants in their programs, like faculty everywhere, try to be accommodating and look for things to count. In the case of this training program, the easiest thing to count seems to be research output as measured by publications. Thus, a strong thread in the fabric of reviews of REU programs on individual campuses is the publication record of faculty and participants in the programs.

This reminds me of an old story about a drunk on his hands and knees under a lamppost. A cop pulls up and asks him what he’s doing. “I’ve lost my keys, officer, and I’m looking for them.” “Did you lose them right here?” “No, I think I lost them on the other side of the street.” “Then why are you looking for them here?” “Because the light’s much better here under the lamppost.”

Like the drunk, NSF and its faculty reviewers lose track of their goal and end up looking in the wrong places. The “light” cast by the professional literature mesmerizes us into thinking that stacks of publications are good for measuring lots of things. For a program that seeks to get undergraduates excited about science, publications are not only irrelevant but may actually be negatively correlated with success. “Publish or perish” is a specter that haunts young faculty; extending it to undergraduates may well drive them away from research careers.

The problems inherent in assessing the NSF-REU programs also confront the assessment of undergraduate and graduate degree programs. Valid assessment would have to be longitudinal, would have to involve appropriate control groups, and would have to measure the “value-added” quality of baccalaureate education. Indeed, the problems are exacerbated by the broader scopes of our missions. NSF cannot assess well a program that has a single, well-defined goal. How, then, can we hope to assess programs with multiple goals and with differences of opinion among various stakeholders?

Confronted by such a daunting task, we adopt the drunk’s tactic, deciding to measure what we can without regard to its’ appropriateness. A particularly stark example is an assessment plan developed by my Chemistry colleagues at a sister CSU campus. They have set “targets” for success in each course and will assess their program by comparing actual student “performance” against those targets. For example, they expect 80% of the students in their Analytical Chemistry course to receive grades of C or better. Never mind that this hardly measures

anything relevant to the department’s mission, and never mind that such targets generate pressure to “dumb down” the course to ensure “success.” They can measure this, so it must be good assessment. Frighteningly, the authorities are delighted with this approach, touting it as a model for assessment. Instead of exhorting the drunk to look for his keys where he lost them, the cop agrees that looking where the light is good is the best strategy.

Our Chancellor, Trustees, and (so they tell us, at least,) the California Legislature demand “accountability,” which entails assessment. Besides, legitimate assessment informs us of our strengths and weaknesses and helps us to improve our programs. Why not, then, assess by various means of counting? Because counting the wrong things is worse than no assessment at all, and most (if not all) of the measures that are easy to accomplish are the wrong things to use for assessment.

It is relatively easy to outline an appropriate assessment strategy. First, we need to identify those outcomes that we value most highly. Second, we need to have a robust database of alumni whom we can query about their educational experience at Fullerton. Third, we need to design survey instruments that will encourage alumni to respond and will yield information about the qualities of our programs. Fourth, we need to allocate enough resources to permit meaningful analysis of the results.

Do we have the will and resources to adopt such an assessment strategy? My department has made a modest start by trying to establish contacts with our alumni, through a survey and newsletter. This was a major undertaking, taking over a year of effort involving two student assistants. So far it is only marginally successful and has not addressed assessment. Moreover, if we are to do assessment “right,” we will need expert assistance, and it’s not clear where we could find such expertise, or at what cost.

Aw, shucks. I think I’ll just look under the nearest lamppost; after all, it’s much easier. ■

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(Continued from page 3)

## Assessing Online Instruction

Another example concerns the popularity surveys (which we euphemistically call “course evaluations”) that we conduct a week or two before final exams. If we want to conduct evaluation sessions as we normally do, we must ask distance learning students to travel to campus for this 5-10 minute exercise. Alternatively, since we know they will be on-campus for their final exam the following week, we can precede the final with the course evaluation. While the former strategy is not going to endear us to our students, it is guaranteed that the latter can do nothing but skew the popularity ratings negatively away from what they would otherwise be. After all, ask yourself, when you were a student, what did you think about your instructors or your courses 10 minutes before your final exams?

Separate from these issues is the nature of the questions themselves. While every department has the freedom to construct its own questions, it is almost a certainty that virtually every popularity survey asks questions based on the actual presence of the instructor in front of the class. Questions such as, “Did your instructor dress in a way that made you appreciate MTV performers” have no relevance to the online teaching model. This too struck home to me when I reviewed the results of the survey done of my popularity in my first online classes. To be honest, the mean of the scores of the irrelevant questions on that survey was almost identical to that I had received in prior popularity surveys. So what exactly did this score mean (no pun intended)? (The interpretation of my previous scores I leave as an exercise to others.) Ever mindful of the effect of these scores on FMIs, I mentioned this to Chairman Barry who passed on my comments to my department committee responsible for these matters.

In the middle of last semester, the committee chair called to tell me that they were revising the popularity survey and wanted to consider questions relevant to online instruction, and could I provide

some? That night, after searching the Web to see how other institutions handle this problem, I began to realize its complexity.

In the breakout session held on February 26, a group of interested faculty, all of whom have had experiences similar to mine, reached consensus on a number of issues related to student evaluations of online learning. To summarize, these can be categorized as follows:

Logistics: It is clear that the time and setting of student evaluations affects the outcome. We need to create institutional guidelines on how and where to conduct such evaluations, and also how and where *not* to conduct them. Consideration must be given to providing students with mechanisms to do their evaluations online.

Content: The group felt that it is important to recognize that there are two different objectives in conducting evaluations of online classes. While it may be true that these objectives are valid for any class, the group felt that they are especially important for online classes, given the innovative and experimental nature of all that we do in these classes. Accordingly, instructors require *diagnostic* information that provides them with feedback on the processes and methodologies they employ in online classes. It is important to understand what works and what does not so that they can alter their use of online tools or strategies, exclude them from the next class offering, or try alternatives. The group felt that these kinds of data should not be used for FMI purposes for tenured full professors, and could be included voluntarily in the teaching portfolios of faculty in the RTP cycle.

The second kind of evaluation that should be conducted (if we are determined to continue the popularity polls for FMI and RTP purposes) should be *summative* in nature. Questions should be more conceptual and comprehensive and should attempt to assess the totality of the learning experience provided by the instructor.

There was a great deal of concern expressed over the current kinds of questions that allow students to criticize the learning experience because, for example, the campus Help Desk may not have been available one night to answer a question concerning browser settings. These kinds of questions inevitably affect the scores that in turn effect decisions regarding RTP and FMIs. Everyone agreed that until CSUF deals with these kinds of issues, faculty seeking an FMI or who are on an RTP track are ill-advised to stray from narrow and traditional methods of teaching. ■

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## Twins

behavioral similarities are generally already present and provide the “social glue” that binds them together.

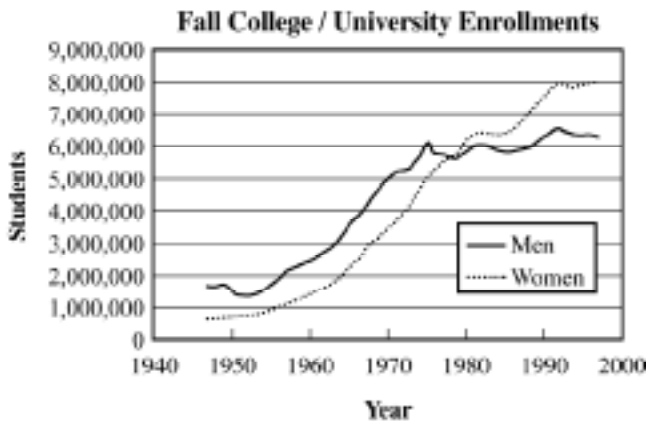
How does one convey to students the excitement and thrill of being a researcher? As I indicated above, I try to bring the research laboratory into the classroom! I do this by sharing conference news and findings with students, and by encouraging them to contribute to research projects here at CSUF. I set up “mini-conferences” in my undergraduate developmental psychology classes in which students present findings from a paper of their choice according to customary conference format. I also encourage students to attend and present their findings at conferences here and out of state.

Occasionally I have wondered if the pool of twin topics available for instruction or study will ever dry up. I have decided that this is not a worry! Instead, I continue to be impressed with the growing number of interesting problems waiting to be solved. Ideas behind many projects, papers and lectures have come from conversations with families, twins, colleagues, students and others. I look forward to what the future will bring. ■

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## Are Male Students Now an Underrepresented Minority at Cal State Fullerton?

As Figure 1 shows, college enrollment for both men and women in the United States rose rapidly from the mid-1950's until the early 1970's. At that point male college enrollment leveled off, while female enrollment continued to grow rapidly until the early 1990's. Men seem to have had a somewhat higher persistence level in their college studies, so that the number of bachelors degrees awarded to women did not exceed the number awarded to men until 1991. However, for approximately the last 10 years women have received more college degrees than men, and in the cohort of people under 26 years of age, more women than men now hold bachelors degrees.



**Figure 1**

Nationwide college and university enrollments by sex. (Data from the National Center for Education Statistics.)

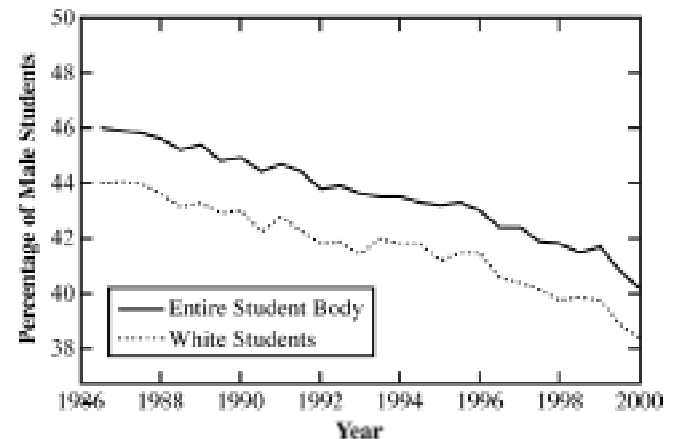
Surprisingly, the growing imbalance between male and female college enrollment has received little attention in the media and among college and university administrators. In November 1999, a conference sponsored by Goucher College (formerly a women's college that has been trying to attract men students), outlined the scope of the problem, but provided no hard data regarding the causes for the imbalance. I have been unable to find any references to systematic studies of the causes of the imbalance, even though this is something that college admissions officers seem to be aware of from anecdotal evidence.

At the Goucher conference several conjectures were made for the causes of the problem. These include the lack of male role models for boys in K-12 education (only 16% of elementary school teachers are male), teaching methods in the early grades that do not take into account the different learning styles of boys (elementary school teachers label boys as "learning disabled" three times as often as they do girls), and for men, the ready availability of relatively well-paying jobs that do not require a college education. In addition, shifts in the ethnic makeup of the K-12 population have been suggested as contributing factors. Among minority males there seems to be a high degree of peer pressure to avoid doing well in high school. One factor that does not seem to have been considered is the relatively high number of young minority males who are caught up in the criminal justice system.

Further research on the issue revealed that the decline in the percentage of male college enrollment is correlated with ethnicity. Nationwide the decline has been steepest for African-American and Hispanic males, somewhat less for white males, and least for Asian males. Here at CSUF we have experienced significant shifts in the ethnic makeup of our student body in the past 15 years. In 1986, white students comprised almost 68% of our total enrollment. Today only about 38% of our students identify themselves as "Anglo," and our student body is now so ethnically diverse that there is no "majority" group on campus.

As I noted at the outset the overall percentage of male students on our campus is about the same as the national average – 40%. However, when we look at the correlations between male enrollment and ethnicity we find some surprises.

The percentage of male students on our campus has been declining steadily for the past 15 years at least. The ratio of white males to white females in the student body has declined at about the same rate during that period (Figure 2). In 1986 approximately 44% of the Anglo students on our campus were male. Today only 38% of them are.



**Figure 2**

Upper line: percentage of all Fullerton students who are male. Lower line: percentage of Anglo students who are male. (Data from the CSUF Office of Analytical Studies.)

In 1986, Hispanic students (Chicano plus "other Hispanic") comprised about 9% of the total student body. Today Hispanic students comprise slightly more than 21% of the student body. Since 1986 the decline in the percentage of Chicano students who are male has been steady – from slightly less than 46% to about 38% (Figure 3). The decline in the percentage of male students among the "other Hispanics" has been much greater – from about 48% in 1986 to less than 34% today. Taken together these figures are consistent with the national picture which shows a relatively steep decline in the male enrollment for Hispanics. Thus, even though the campus has more than doubled its Hispanic enrollment in the past 15 years, the enrollment of Hispanic males has not kept pace with this growth.

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## Are Male Students Now an Underrepresented Minority at Cal State Fullerton?

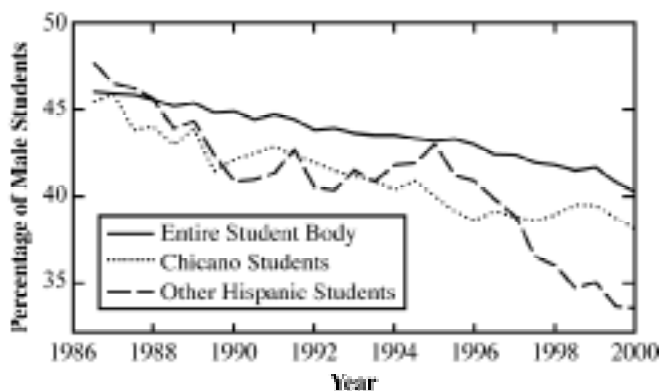


Figure 3.

Diamonds: percentage of all Fullerton students who are male. Crosses: percentage of Chicano students who are male. Squares: percentage of “other Hispanic” students who are male.

Asian students traditionally have had a significant presence on our campus. In 1998 slightly more than 11% of our students identified themselves as “Asian.” Today that figure is slightly less than 9%. Nationally, the decline in male college enrollment has been least among Asians. However, the picture here at Cal State Fullerton is much different. As shown in Figure 4, the percentage of Asian students who are male has declined from 54.5% in 1986 to 43.1% today.

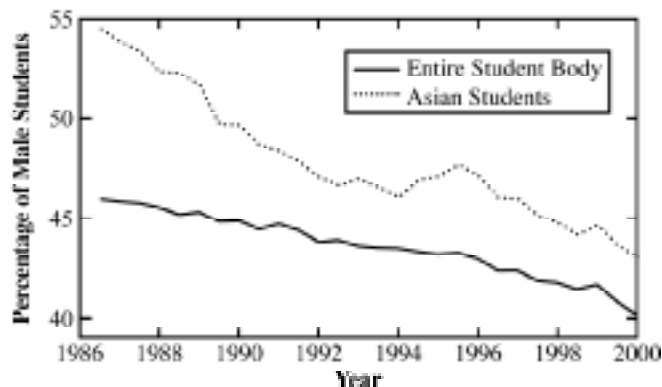


Figure 4

Lower line: percentage of all Fullerton students who are male. Upper line: percentage of Asian students who are male.

The cohort of African-American students on our campus always has been a relatively small percentage of our total enrollment – 2.3% in 1986 and 2.7% today. In contrast to the national statistics which have shown a precipitous drop in the percentage of African-American males enrolling in college, at CSUF the percentage of African-American students who are male (allowing for statistical fluctuations characteristic of the small absolute numbers of African-American students on campus) has remained relatively steady during the past 15 years – approximately 44% today vs. about 41% in 1986 (Figure 5).

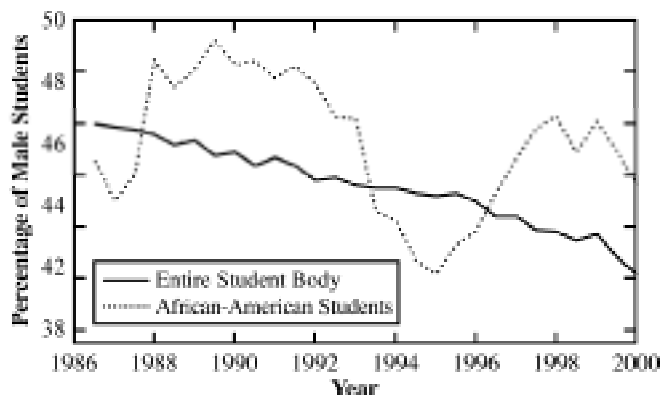


Figure 5

Diamonds: percentage of all Fullerton students who are male. Crosses: percentage of African-American students who are male.

The decline in the percentage of male high school students, who continue on to college, though quite real, is a poorly understood phenomenon. As far as I have been able to ascertain, there has been little or no research aimed at uncovering the reasons for this trend. When my earlier article first appeared, it generated a number of rather sharp responses. These were mostly from women in academia who asserted that this was a problem that they were not going to worry about since we have not yet achieved gender equity in the faculty ranks in many disciplines.

However, in the long run, it seems to me that unless we address this issue squarely, we run the risk of shortchanging a generation of young men, and those who will be affected most adversely will be young men of color.

Here at Fullerton we should be asking ourselves some specific questions. For example, why is it that the percentage of males among our Asian students seems to be declining more rapidly than for the nation as a whole? Should we be doing something to try to remedy that situation? And, why have we been able to maintain a relatively stable percentage of males among our African-American students? Are there recruiting lessons from that experience that could be extended to other groups?

Likewise, should we be taking proactive steps to stem the decline in the percentage of Hispanic males enrolling on our campus?

These are not easy questions to tackle. The trends may well reflect sociological factors that are beyond our control. In addition, enrollment management has not been a high priority issue on this campus until relatively recently; and many of us have adopted a passive attitude towards the composition of our student body. We often hear the expression that “we must work with our students as they are.” However, by not being more proactive in our approach we may be denying to significant segments of the population in our service area the advantages of a college education. As we discuss issues of growth and diversity, it seems to me that we also need to take a second look at our efforts to achieve gender equity. ■

(The author thanks Dolores Vura and the Office of Analytical Studies for providing much of the data used in this article.)

## Shared governance: Who shares? Who governs?

One theme that came through in the survey is that for shared governance to operate effectively faculty must be involved in decisions early, and administrators and faculty must work together throughout the policy process to seek solutions. Faculty should not be relegated to the position of simply agreeing to, or vetoing, proposals developed by the administration. Further, when an administrator rejects faculty advice, the reasons must be clearly stated; and, in the words of the Trustees, rejection should occur only in “rare instances and for compelling reasons.”

Of singular significance was the identification of the importance of both attitudes and structures in making shared governance function well. Without the proper attitudes, it was often noted, the best structures cannot make shared governance function well. On the other hand good structures can engender and strengthen those attitudes that are conducive to effective shared governance.

The key attitudes for making shared governance work are mutual trust among participants and respect for the other participants and the roles that they fill. This was mentioned time and again by administrators and faculty alike. Open and transparent processes, and conforming to the accepted rules strengthen those values. Secretive processes, closed-door meetings, and ignoring established practices undermine trust and respect.

There are few procedures in the university that do as much to create distrust and undermine shared governance as the insistence by administrators that their meetings must be off limits to faculty. This attitude reflects a managerial view of running a university: the managers will make important decisions and indirect employee input is adequate. Even the most overblown rhetoric during collective bargaining does not do as much to create an “us v. them” attitude as does administrative secrecy.

The regular exclusion of faculty representatives from the university’s important decision-making bodies, most notably – on this campus — the President’s Admin-

istrative Board (PAB) and Council of Deans chaired by the Vice President for Academic Affairs (VPAA) is of particular importance. Both of these bodies consider matters that are important to the educational functions of this institution, without direct faculty input. Neither the agendas nor minutes are provided to faculty. What does this say about shared governance? As one faculty member noted, “It seems like we do the sharing and they do the governing.”

The case for faculty representation on high-level university bodies is as follows:

- Meetings behind closed doors create an atmosphere of distrust, which is inimical to effective shared governance
- Faculty are the most knowledgeable members of the university about its principal functions. Their contributions to any policy discussions cannot be overestimated. The exclusion of faculty from policy discussions eliminates some of the most valuable inputs.
- More “buy-in” – critical for implementation – will occur if those who are expected to implement a policy are included its making, and are shown respect by being included in the process. To repeat an old saying: if you want us there at the landing, you had better include us at the take-off.
- Better communication will take place and the faculty will find out what is being planned for the university much faster than if they have to wait for it to be filtered down through several layers of administration
- Faculty are generally the strongest supporters of academic quality in a university, and will be the individuals most skeptical of proposals that threaten it
- The commitment of the administration to shared governance and interest in faculty views would be clearly demonstrated.
- Any tendency to engage in “faculty-bashing” and thus create an “us v. them” atmosphere will be lessened. “Anti-faculty” comments, however

innocuous-seeming, foster a climate of distrust.

- The authority to make decisions comes only in part from the powers vested by law. To quote the Trustees again, “Authority in the modern public university derives from two quite different sources: (a) from the power vested by law and administrative code in governing boards and administrators, and (b) from the knowledge of the subject matter and from the pedagogic expertise of the faculty.” Decisions are not truly shared if they are initiated or developed in meetings at which one group of participants have no say.

This university and the CSU have a long tradition of shared governance, and exclusion of the faculty – in particular the Senate Chair, the principal representative on the faculty – has long been a sore point. On at least a third of the CSU campuses senate chairs sit on the presidential administrative board, or equivalent body.

The rationale for excluding faculty representatives, other than distrust and the characteristic nature of bureaucracy to prefer secrecy, eludes me. How is inclusion harmful? If important matters are being discussed in these bodies then it is imperative that faculty be involved in those discussions. If important things are not discussed in these meetings, then making the symbolic gesture of including faculty should not cost much. If it can happen at one-third of our sister campuses, it can happen here.

On the other side of the coin, the President and the VPAA are members of the Senate and often attend those meetings. The President can attend the Senate’s Executive Committee whenever he desires. I would argue that the VPAA should attend those meetings regularly – but not as a voting member —, although that has not been the practice on this campus. Everyone – both faculty and administrators — benefits by inclusive meetings.

(Continued on page 27)



(Continued from page 5)

## Toward Supporting Teaching and Learning at CSUF

**Teacher/Scholar in Residence (TSR) Program**—A two-year program of mid-career, faculty (1 from each college) selected for their commitment to excellence in teaching. The call for 2001-03 TSRs will be issued later this semester; watch for email alerts from the FDC. For details on the past 1999-2001 TSR program see: <http://fdc.fullerton.edu/learning/TLAC/Teacher%20Scholar%20in%20Residence.htm>.

**Video Observation of Teaching Program (VOT)**—This pilot program (temporarily suspended) allowed 20 faculty to have their classroom teaching videotaped and assessed. More information can be found at: <http://fdc.fullerton.edu/bbramucci/test/VideoObs.htm>.

**Campus-wide Teaching and Learning Symposium**—“Improving Teaching and Learning in the Academy: Student Evaluations and Teaching Concerns” with keynotes by Peter Seldin and Anthony Greenwald who discussed the use of student evaluations of teaching with over 100 faculty in attendance. For more information see: <http://fdc.fullerton.edu/events/previousevents/improvingteachingagenda.htm>.

**Monthly workshops**—The FDC hosts a variety of brown bag workshops and seminars throughout the year on teaching and learning and technology (over 280 workshops a year). To register, see: <http://fdcweb.fullerton.edu/fdcworkshops.asp>.

**IDEA online modules**—These online tool kits provide faculty with a quick, efficient means of incorporating instructional design and assessment tools in their teaching activities. For more information go to: <http://instructtech1.fullerton.edu/newidea/>.

**Teaching grants**—3 intramural grants (Faculty Enhancement and Instructional Development Grants, Teaching Mini-Grants, Robert and Louise Lee Collabo-

orative Teaching Award) that support innovative teaching activities. See: <http://fdc.fullerton.edu/grants/grants.htm>.

**Summer Instructional Technology Institute**—This 2-week institute trained 49 faculty last summer to use WebCT and Blackboard to enhance student learning.

**CSUF Outstanding Professor**—an annual campus award and address. See <http://fdc.fullerton.edu/research/janehall/janehall.htm> for 2000-01 Outstanding Professor, Dr. Jane Hall, Economics.

**Outstanding Faculty for Innovations in Technology and Teaching Award**—part of a rotating annual award that recognized 67 faculty for their innovative use of technology in teaching.

**Electronic “Teaching Tips” Newsletter**—with articles and tips from faculty and students. See: <http://instructtech1.fullerton.edu/teachingtips.htm>.

**CSU Systemwide Peer Reviewed Electronic Journal, “Exchanges”** at: <http://www.calstate.edu/tier3/itl/exchanges/>.

**CSU Teacher/Scholar Summer Institute conference**—annual faculty conference sponsored by the Chancellor’s Office Institute for Teaching and Learning for all 23 CSU campuses. See: <http://www.calstate.edu/tier3/itl/programs/>. This June 25-27, at CSU San Luis Obispo.

**Part Time Faculty Liaison & Advisory Council**—a new group working with the FDC on issues involving part time faculty.

### Resources for Teaching and Learning

**Teaching and Learning Resource Library with online searchable database**—This database allows faculty to view and search a listing our small library collection. See: <http://fdcweb.fullerton.edu/result.htm>.

**Listing of worldwide teaching conferences** at: <http://fdc.fullerton.edu/news/conferences.htm>. In addition, calls for proposals for teaching conferences across the nation can be found at: [http://fdc.fullerton.edu/news/call\\_for\\_proposals.htm](http://fdc.fullerton.edu/news/call_for_proposals.htm).

**Working with international students.** See: [http://fdc.fullerton.edu/learning/working\\_with\\_IntStudents\\_index.htm](http://fdc.fullerton.edu/learning/working_with_IntStudents_index.htm).

**Issues involving student academic integrity**—For resources and more info see: <http://fdc.fullerton.edu/learning/Academic%20Integrity/default.htm>. This Fall the FDC plans to secure a site license for Plagiarism.com for faculty use in detecting plagiarized student papers.

**Online textbook search service** with Faculty Center Network, see: <http://facultycenter.net/>.

**Diversity Web** link to AACU, for syllabi, texts and more for faculty interested in infusing diversity and multicultural information into their courses. See: <http://www.diversityweb.org/>.

**Online audio name pronunciation link** at: [http://www.csuopona.edu/~faculty\\_computing/lab/Pronunciations/Pronunciation/index.html](http://www.csuopona.edu/~faculty_computing/lab/Pronunciations/Pronunciation/index.html).

**Computer Based Training (CBT modules) and teaching**—These free modules from the CSU Chancellor’s Office allow faculty to incorporate CBT on a variety of topics into their courses for students to learn independently on their own time. ■

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## Nomos Ergo – Painless Computing

There are acute musculoskeletal injuries associated with this list, but most of the injuries occur because the individual was engaged in an activity over a long period of time. In fact, that is what the terms “cumulative trauma disorder” or “repetitive stress injury” imply. While this article is mostly about how our campus jobs, the activities we engage in at home are also contributors to injury.

It has not been very long since the days of writing out documents, lecture notes, or other memos long hand. Secretaries were invaluable resources because they did numerous jobs throughout the day, including typing (which took several motions), filing, taking dictation, answering the phone, and running errands. Personal computers were not common until the 80's. Moving ahead 10 or 12 years, President Gordon's computer rollout project made it possible for every campus employee to have a desktop computer, and students to have computer access in labs. Not only could we type to our heart's content, but we had an ever increasing supply of software programs that allowed us to produce documents with graphics, just by clicking a mouse. Access to the World Wide Web was so infectious that people could spend hours at the computer without realizing how much time had gone by. Repetitive motion injuries began to increase.

Now we can sit at our desks for hours, typing or entering data at a rapid rate. Accomplished typists execute an astounding 10,000 keystrokes per half hour. The small muscles of the hand begin to take quite a pounding after 2 - 4 hours of typing. Long gone are the days when carriage returns, erasures, and adjusting the paper gave your wrists a momentary break in the repetition.

Of course there are other related risk factors, such as how often you take a break from sitting, your posture when you are sitting or standing, the reach to answer your telephone and the way you cradle the phone receiver when you talk. Are

you tied to using your mouse or have you learned any key commands? How often do you exercise, are you overweight, have you sustained prior back injuries? Many of the risks for back, shoulder, and wrist injuries can be reduced by learning new habits and attending to aches and pains before they get worse.

Due to the increase in musculoskeletal disorders across a variety of industries, Cal/OSHA (California Occupational Safety and Health Administration) wrote an ergonomic standard which was promulgated October, 1997. Twenty-two other states already administered their own federally subsidized programs by the time Federal OSHA's standard was implemented on January 16, 2001 (National Education Association, February 2001).

The California standard states that if two or more employees doing the same job have a similar injury, then the following must occur: a written program will be established and a worksite evaluation of the activities must be conducted. The causes for the repetitive motion injury will be corrected in a timely manner by administrative controls such as job rotation and breaks, or engineering controls such as redesigning workstations, tools, or processes. The training component is very important and includes explanation of the symptoms and consequences of the injuries caused by repetitive motion, and the importance of reporting symptoms to the employer.

The Federal standard includes the same requirements as in the Cal-OSHA standard but has set Action Triggers and time frames with which to evaluate an injury. Federal OSHA also states that the information about the program must be provided in both written and electronic form to all employees. They have allowed all programs written prior to November, 2000 to be grand-fathered with the caveat that a program evaluation is done to review program elements and success.

The Environmental Health and Instruc-

tional Safety (EH&IS) office believes that being proactive in reducing injuries is the best method. A few years ago, following decentralization of the Worker's Compensation risk pool funds, the Chancellor's Office offered training for trainers for two injury prevention programs called, 'Sitting Safe,' and 'Back Safe' – both produced by Future Industrial Technology. These two programs, which provide visual and hands-on activities (stretching exercises and lifting practice) for the user, are the main focus of CSUF's ergonomics program.

The training class time is approximately 1 ½ hours. Those who attend leave with knowledge of the risk factors of repetitive motion injuries, a reference workbook, and a stretching exercise card. Ergonomic training is listed on a calendar insert within our Safety Matters newsletter. Employee Training and Development also lists EH&IS classes in their calendar and register all participants electronically ([etd.fullerton.edu/etd/Registration/index](http://etd.fullerton.edu/etd/Registration/index)) or by phone at x4178.

Along with these training programs, EH&IS provides onsite ergonomic evaluations meant to identify and correct problems. These evaluations include the placement of items around the desk, distance and angle of the monitor to the user, furniture assessment, glare reduction, and telephone body mechanics. If any problems are found, recommendations are communicated to the supervisor of the employee in case administrative or engineering controls need to be made. All participants in the Sitting Safe class may receive an evaluation at their convenience.

Remember—just a few changes in your daily habits can help you avoid back injuries for life.

*(Editor's note: EH & IS is working with the FDC and the Rollout Committee to produce a Web-based instructional video to illustrate ergonomically correct workstation principles.)* ■

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### **Shared governance: Who shares? Who governs?**

The practice on this campus in recent years has more often been one of separate and unequal spheres of influence. Top administrators and their advisors meet on their own and the Executive Committee of the Senate generally meets without administrators. Periodically the leaders of these groups meet to inform each other what is taking place. This is at best inefficient and often ineffective.

More important, this managerial approach is not joint decision making and runs counter to the principles of shared governance, an issue addressed in the CSU Academic Senate's 1985 position paper, *Collegiality in the California State University System* which states:

*Participants should consider one another as colleagues and should respect each other's individual expertise and contributions... Academic administrators should consider themselves "management" only in the context of collective bargaining... A collegial approach to decision-making is the means whereby the fundamental values of the university can be preserved, and its conflicting objectives balanced, and its legal obligations to the state met. \**

The better model is the one that has been suggested throughout this article: open, inclusive and transparent processes, with faculty and administrators working early and often throughout the process to reach a joint solution.

And in the end, it is all about respect and trust.

\* This document and the others quoted in this article can be found in *Principles and Policies: papers of the Academic Senate, The California State University*. I encourage everyone interested in shared governance to read these documents. They can be found on the CSU Academic Senate's homepage at: [www.calstate.edu/tier3/acadsen](http://www.calstate.edu/tier3/acadsen)

(Continued from the back page )

### **A Day in the Life of Harriet Brown, Or Stop Me If You've Heard This One**

in Veneerland? She was an academic, accustomed to theoretical and intellectual endeavors. She should be seeking more spiritual pursuits, she thought, when suddenly she felt a terrible pain in her tooth. The pain was so excruciating that she didn't think she could make it back to her car. But being Harriet, and this day in her life being so outrageously ridiculous, it came as no surprise when she noticed the dental practice of the famous Buddhist dentist, The Great Dr. Moon Shine Loo. The sign on Dr. Loo's door promised instant pain relief without the use of unnatural, manmade drugs. This was great. Harriet could address both her spiritual and corporal needs by just climbing the stairs and going to The Loo. And after an hour in his chair, she was healed. "Yes," she said to herself. "Avoiding Novocain truly is the way to transcend dental medication." And enlightened, Harriet drove back to Orange County.

On her way home, Harriet started to feel remorse about her dalliance with Buddhism. After all, she had attended Sunday school until she had her PhD. Her sister had entered a convent when Harriet was in graduate school. Harriet herself had even thought about following her sister. Exiting off the 91 Freeway she made her way through Fullerton, and decided to find a church where she could seek salvation. (Or whatever.) Parking in front of the Church of Blessed Flowers, she wandered into the small florist shop adjoining the church. Hoping to somehow alleviate her guilt, she struck up a conversation with the friar behind the counter and proceeded to listen sympathetically to his tale of woe.

Apparently the church had decided to open this shop to stimulate "business" in the cathedral. Since the local people liked to buy flowers from the "men of God," a rival florist in Yorba Linda thought the competition was unfair. He asked the good fathers to close down, but they would not. He went back and begged them to close. They ignored him. He asked his mother, a devoted church-going cookie-baker to ask them to get out of the business. They ignored her too. So the rival florist hired Hugh MacTaggart, the roughest and most vicious

thug in Newport Beach to "persuade" them to close. Hugh beat up the friars and trashed the store, saying he'd be back if they didn't close shop. Terrified, when Harriet appeared, they were preparing to do so, thereby proving that Hugh, and only Hugh, can prevent florist friars.

### **PostScript**

*For long time aficionados of Harriet Brown, and in response to unremitting and underwhelming demand from this year's Outstanding Professor of the Year, the editorial staff of the Senate Forum felt that we would be remiss if it did not bring everyone up to date on Dr. Brown's ornithological research activities.*

*In tern for this, and given that until now we hadn't heard from Harriet since the tern of the century, we would like to report that last year, while in France on her quest for the famous and almost never-heard of French Frying Tern (a popular Chinese bird sometimes served with sliced potatoes cooked in hot oil), Harriet participated in the Tern de France where she took a tern for the worse. On that long and sobering bicycle ride, poor Harriet, who was in the lead, had the tables tern on her when she attempted a U-tern, blowing her front tire, terning her over and over on the steep mountain. Luckily, a competing bicyclist, an internist by trade, applied a tourniquet to her terned ankle, and proceeded to retern her to her boyfriend Ted, the Atlanta media mogul.*

*On her way home, she visited a French bird watching sanctuary where she stumbled upon two, mysteriously killed terns. When no one was watching, Harriet picked up the carcasses and hid them in her backpack. When she got to the Air France gate however, she ran into problems and couldn't bring the birds back to the US. After all, as everyone knows, the French are very strict about their carrion regulations.*

*And finally, can you believe that when she did get back to the U.S., she decided to enter this Senate Forum article in a new pun contest run by the Orange County Register. She thought that an article with at least 10 puns would have a really good chance of winning. Unfortunately, no pun in ten did. ■*

# THE SENATE FORUM THE BACK PAGE

Volume XVI, Number 2, Spring 2001

A publication of the Academic Senate, California State University, Fullerton

## A Day in the Life of Harriet Brown, Or Stop Me If You've Heard This One

*As told to the Senate Forum Staff, with exceptional assistance from the World Wide Web*

Dr. Harriet Brown finally returned to CSUF after more than two years of therapeutic leave following her escapade with the unstoned terns. (Readers unfamiliar with the “perils of Harriet Brown” are advised to refer to previous issues of the *Senate Forum*.) Harriet was ecstatic about returning to school. She had put behind her all those awful memories of the conflict with her Chair. He was gone, retired or FERPing with all the other gray beards that continued to wander the halls and classrooms of the university, trying to recapture their youth. Although she rarely saw many FERPers, once in awhile she would spot a couple having coffee and even playing chess at one of the campus coffee kiosks. It was hard to sit there sometimes and avoid overhearing their inane chatter.

One afternoon Harriet, in desperate need of coffee and some fresh air decided to stroll over to the Starbucks on the second floor foyer of the TitanShops. After buying her coffee, she looked around for a table, but there was none available. All the tables were filled with groups of students and faculty from other colleges, - all but one. At that table sat her ex-Chair, playing chess with the ex-Dean of her College – two of the people who had caused her so much grief when she first came to CSUF. Memories of the past rushed into her head and she could feel herself getting angrier and angrier at these selfish clods that were monopolizing the table. Not only were they sitting there playing chess, but in the raised voices of the aged whose hearing, among other things, has diminished, they were loudly discussing some recent chess tournament in which one or the other had been victorious. Furious, Harriet sought out the manager whose office was just off the foyer. The manager, always concerned about moving people

quickly in and out of the coffee shop, came out of his office and asked them to disperse. “But why?” they asked, as they moved off. “Because,” he said, “I can’t stand chess nuts boasting in an open foyer.”

Although she was jubilant at her minor victory, Harriet realized that she was going to be late for her first class of the semester, and all she had with her was the new class list. She decided to go to the classroom, take roll, and ever-mindful of those damned student evaluations, endear herself to her students by giving them a very short first class. When she opened the door to her new semi-smart classroom, she looked out on a sea of unfamiliar and semi-smart faces, faces of students who couldn’t decide whether to drop her class and take the 10:00 AM section, and students who had hated the earlier section and wanted to try to add hers because they’d heard that she was an easy grader. As she called roll, she came upon a student named Juan who clearly looked familiar from a class she had taught years before. But she didn’t recognize his name. Being the curious researcher that she was, she finally asked Juan if he had been in one of her classes in the past. “No,” said Juan. “It must have been my brother, Amahl. And we are twins—I guess if you’ve seen Juan, you’ve seen Amahl.”

When she left class a bit later, she decided that she wanted to get away from the cosmopolitan Fullerton climate and drive up to Hollywood for dinner and maybe a movie. By the time she found her car in the once-again newly repaved parking lot, an alleged power shortage had resulted in the cancellation of classes. The traffic jam onto Nutwood was a nightmare. Eventually, by driving the wrong way in front of Langsdorf Hall, she made her escape to the

freeways, and up to the “city.” After two hours of driving, she parked behind a Western-type bar where she could relax and have a cool one. She couldn’t believe how much the bar reminded her of her growing-up days in Texas. As she sat there talking to the bartender, a three-legged dog walked in, slid up to the bar and announced, “I’m looking for the man who shot my paw.”

The bartender, who had had his fill of this creature (the dog, not Harriet), threw the creature (the dog, not Harriet) out the door and came back to do whatever bartenders do with patrons that they find attractive. He was really hoping to add an intellectual professor to his long list of conquests. He was even willing to overlook the fact that she was from Orange County, mainly because he wasn’t too sure where that was. Trying to impress her with his inside information about the idiosyncrasies of movieland, he attempted to win her over with a story he had just heard about the two trained boll weevils who grew up in South Carolina. One, he told her, came to Hollywood and became a famous performing weevil. The other stayed behind in the cotton fields and never amounted to much. Just like all the other tourists who roam around Hollywood hoping to spot a star or take home some really interesting “National Enquirer”-type information, Harriet demanded to know more about these weevils. Exasperated, the bartender finally told her that he didn’t really know much more, but the second one was known as the lesser of two weevils.

Leaving the bar to escape the clutches of the bartender, Harriet found herself in an environment from which she felt completely estranged. Boll weevils. Three-legged dogs. What was she doing up here

*(Continued on page 27)*