# Senate Forum

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# A Message From the Chair
*Scott Hewitt*

As the state budget crisis continues to impact CSUF, the need for all of us to work together is greater than ever.  For the most part, we do a very good job of cooperating with each other, in the spirit of our Fullerton Way.  However, our department and college allegiances (silos) sometimes hinder cooperation.  I have seen this manifest itself in several ways during my 19 years at CSUF.  As our disciplines evolve, they move closer to each other and curricular and research overlap is inevitable. We no longer have the resources for each department or each college to offer the highest quality programs in isolation.  However, due to our protective (silo) instincts, we sometimes try to prevent other disciplines from encroaching into our discipline or sharing our resources.  I believe that all of our programs would be strengthened if we did more to foster cooperation and collaboration across disciplines.  To do that, though, we need better institutional mechanisms for promoting and implementing interdisciplinary programs.  If we were to develop an inter-college department, which dean would be in charge of the program? If I wanted to be a part of that department, would I lose all of my current lab space in my current department? If I stayed within my current department, but wanted to teach in the new department, would I have to do that above and beyond the 12 WTUs of teaching I already do for my department?  Who would evaluate my RTP file if I was split between two departments/programs? The present answers to these questions make interdisciplinary collaboration a challenge and continue to keep us in our departmental/college silos.  I encourage the Council of Deans and the Senate to discuss these issues in the near future.

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On another note, Associate Vice President Huizinga and I identified the following potential Academic Affairs initiatives that involve faculty:
• improving the graduation rate and closing the achievement gap
• increasing externally-funded research
• expanding sustainability and globalization in our curriculum and research
• fostering interdisciplinary programs and collaborative projects
• promoting experiential learning opportunities for students (research, internships, creative activities, service learning, capstone projects, …).
Vice President Smith incorporated these initiatives, together with assessment and online education, into the set of 10 Academic Affairs strategies that were presented to the WASC team during their March visit. I am hopeful that we will continue to work on these and similar initiatives in the near future so that we can focus our creative energies, enhance student learning, and write stronger external grant proposals

The Senate Executive Committee has been very busy this year. Initially, we worked on furloughs and their impacts. We sent out the Faculty Furlough Guidelines and were able to extend the date for second-year faculty to turn in their RTP files. Our efforts helped lead to increased funding for scholarly and creative activities and for sabbaticals, as these often lead to external funding that we dearly need during the continuing state budget crunch. Considerable time was spent on having a south Orange County presence and on program discontinuance. After reading the Irvine Task Force report, the Senate understands the reasons for having a continued Irvine presence, but has some concerns about the details and would like to have a Senate standing committee that is focused on our Irvine campus. The Ad Hoc Program Discontinuance Review Subcommittee and the Planning, Resources and Budget Committee recommended to suspend the French M.A. program, and discontinue the German B.A. and M.A. programs. After much debate, the Senate recommended to the President that all seven French, German, and Portuguese language programs be continued.

Regarding WASC, as we only have about one year to respond to the visiting team report, the Senate Executive Committee is working to schedule a late spring/early summer retreat with the Presidents Advisory Board (usually the PAB/Sen Exec retreat is held in the fall). The retreat would focus on the main areas of the WASC review, campus-wide planning, student learning and its assessment, and student engagement, as well as the report's findings and recommendations. In addition, the Senate Executive Committee plans to work more closely with Mike Parker, the Interim Director of University Planning.

This is my last chair's report, as I will be returning to my regular duties of teaching, research and service at the end of May. I enjoyed being the Senate chair and learned a lot. From this perch, it is really amazing to see how well our university is run and all of the great things that take place on our campus. However, I am also excited to be able to focus more on teaching and research as of June. Have a great summer. If you have any comments, questions, or concerns, please feel free to contact me at shewitt@fullerton.edu.

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# They Came, They Saw, They Recommended:
## What the WASC Visiting Team Said

*WASC Steering Committee*

Since 2007, Cal State Fullerton has been undergoing the process of reaffirmation of accreditation by the Western Association of Schools and Colleges (WASC). Re-accreditation provides an opportunity for the campus community to examine ourselves and make adjustments to improve institutional quality. Based on campus input, the WASC Steering Committee (composed of CSUF campus members) identified three campus themes on which to focus improvement efforts: Campus-Wide Planning, Student Learning and Its Assessment, and Promoting Student Engagement and Success. On a pragmatic level, accreditation by WASC is necessary for our students to be eligible for financial aid, for CSUF to be eligible for federal grants, for CSUF credits to be transferable, and for CSUF degrees to be recognized.

The re-affirmation process includes three phases, and we are currently completing the second phase: Capacity and Preparatory Review (CPR). The CPR report was submitted in December 2009, and a six-member team visited the campus March 10-12 to evaluate whether CSUF functions with clear purposes, high levels of institutional integrity and fiscal stability, and whether or not there are appropriate organizational structures to fulfill its purposes. While on campus, the Visiting Team held open forums with various constituency groups (students, faculty, staff); interviewed specific standing committees, task forces, and campus leaders; reviewed financial documents, other institutional data, curriculum materials, and student projects; and toured the main campus as well as the Irvine campus. Campus members were also encouraged to provide confidential comments to an independent email account accessed only by members of the Visiting Team.

The draft report of the Visiting Team has been received, and Steering Committee members have communicated what they consider to be "errors of fact" to the team chair. In this article, we provide an overview of the commendations and recommendations/findings reported in the draft report. The commendations and recommendations mirror those presented by the Visiting Team chair in the Team's closing remarks on March 12.

**Commendations**
**The Visiting Team praised eight aspects of campus functioning:**

- The commitment of faculty and staff to students is very strong;

- People enjoy working at CSUF and students like being here, providing evidence of an outstanding sense of community;

- CSUF is very progressive in its use of technology and library services;

- We have excellent collaboration across divisions, colleges, and departments;

- There is a strong, emerging curricular and co-curricular assessment program;

- We take advantage of opportunities as they arise, such as reviving Nursing, offering an Ed.D. program, etc.;

- The physical plant (buildings) has vastly improved since the last WASC visit;

- We are committed to diversifying the student body; and

CSUF has accessible statistical and financial data and a largely democratic budget process that promotes transparency and open debate.

## Recommendations

In addition to our continuing focus on the three themes identified in the Institutional Proposal, areas requiring attention as the campus moves to the third phase include the following eight items:

- *Leadership and Organizational Culture:* New financial realities may require the use of new approaches for effecting meaningful changes. CSUF should examine its structures in light of its mission and goals and determine how well those structures can address competing needs.

- *Planning:* CSUF should be more clear about what its planning is intended to accomplish, prioritize actions and results, and tie goals to performance indicators and the budget allocation process.

- *Research and Development:* CSUF should develop long-term strategies for strengthening areas compromised by short-term exigencies (low overhead grant applications, reductions in released time, and reduced training services).

- *Assessment of Student Learning Outcomes:* CSUF is encouraged to expand our focus on defining and communicating student learning outcomes across all departments and courses, so that these outcomes can be accomplished and reviewed effectively.

- *Advising:* Undergraduate advising is uneven and fragmented. The campus needs to clarify what has been achieved in its efforts to date, prioritize recommendations, complete critical steps, and collect evidence about effectiveness of implementing those changes.

- *Resource Management:* CSUF has staffing gaps and temporary arrangements. Monitor needs in all areas, prioritize continuity of services, and support areas most central to the university's mission.

*Readiness for Educational Effectiveness Review (EER):* In some areas, the documentation in the CPR report addresses primarily intentions rather than documenting results.

## Next Steps

The WASC Commission will make its final decision pertaining to the CPR review in mid-June, and the campus will be notified of this decision in early July. By early August, the campus should receive the action letter and be informed of the next steps.

A follow-up visit by another team of WASC reviewers will take place in 18 to 24 months. This is the final phase of the re-affirmation process, formally known as an Educational Effectiveness Review (EER). If the campus request for an extension is granted, the EER team visit will take place in spring 2012; if not, then the next visit will be in fall 2011.

Assuming the extension of the EER is granted, during AY 2010-2011 the campus will continue working to achieve the outcomes outlined in the institutional proposal for the EER phase. In summer 2011, the Steering Committee will draft the EER report. The report will be reviewed by the campus community during early fall 2011, the final EER report will be submitted in late fall, and the EER team visit will be in spring 2012.

## Focus of the Educational Effectiveness Review

The next visiting team will focus on evidence of educational effectiveness at the student and institutional level. We are expected to demonstrate quality assurance processes including how systematic inquiry is used to improve performance in both student achievement and institutional processes.

## For More Information

The Institutional Proposal and Capacity and Preparatory Review reports (and appendices) are available for review at http://www.fullerton.edu/wasc/. The Report of the WASC Visiting Team Capacity and Preparatory Review will be posted when the final draft is received in May 2010.

# WASC Steering Committee Members

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|---|---|
| JoAnn Carter-Wells<br>*Reading, MS in Instructional Design and Technology* | Kandy Mink Salas<br>*Student Affairs* |
| Naomi Goodwin<br>*Administration and Finance* | Gerald Patton<br>*Office of Assessment and Educational Effectiveness* |
| Diana Guerin<br>*Child and Adolescent Studies* | Chris Renne<br>*Elementary and Bilingual Education* |
| Dorota Huizinga<br>*Academic Programs and Accreditation Liaison Officer* | Tony Rimmer<br>*Communications and Faculty Development Center* |
| Paul Levesque<br>*Comparative Religion* | Ed Sullivan<br>*Institutional Research and Analytical Studies* |
| Joseph Lopez<br>*Associated Students, Inc.* | Ed Trotter<br>*Academic Programs* |
| Michael Loverude<br>*Physics* | |



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# National Survey of Student Engagement

## *By Ed Sullivan*

In Spring 2009, five-thousand CSU Fullerton undergraduates (2,500 freshmen and 2,500 seniors) were invited to participate in the National Survey of Student Engagement (NSSE).  The survey was administered by web, and the campus response rate was 37.3% (good for a web based survey).  Results were received in early September and have been shared during the year with a variety of constituents (Student Academic Life Committee/WASC Student Engagement task force 7, Student Affairs, Leadership Development Program project group) for their review with an eye towards refining campus efforts to improve student experiences.

### About NSSE

NSSE obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on the National Survey of Student Engagement represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.

### Comparison groups

Summary data provided by NSSE allows us to compare responses of our freshmen and seniors with the distribution of responses of other NSSE participants at other colleges.  Six-hundred-seventeen colleges and universities participated in NSSE 2009.  One-hundred-forty-three had our Carnegie classification. Twelve of the one-hundred-forty-three were large public non-residential colleges/universities like us.  The large public non-residential colleges/universities group provides the best comparison group for considering our results.

### Results

NSSE provides five composite score groupings (Level of Academic Challenge [LAC]; Active and Collaborative Learning [ACL]; Student-Faculty Interaction [SFI]; Enriching Educational Experiences [EEE]; Supportive Campus Environment [SCE]) that provide a mechanism to focus deeper inquiry on issues that affect student learning, engagement, and success.  A copy of the presentation made to the Student Academic Life Committee/WASC SE task force 7 can be found at http://www.fullerton.edu/analyticalstudies/planning/AVP/NSSE_SALC20091015.pdf .  If you would like to know more about the campus results please contact esullivan@fullerton.edu .

### What's next

In Spring 2011, the campus will once again participate in NSSE.  The results from the survey are expected to provide insights on progress since spring 2009 on all five composite areas including a few where the university did not score as well as comparable peers.  The survey provides an additional lens for the university to assess how well student experiences and interactions contribute to student learning, engagement, and success.

*Ed Sullivan is the Assistant Vice President for Institutional Research and Analytical Studies.  He routinely produces analyses on enrollment modeling, course enrollment patterns, graduation rates, time to degree, academic trends, demographic trends, and other significant assignments that support the data needs of the university as well as inform university decisions.   He also provides university data and analyses for various state, regional, national, and special CSU system wide projects.*

# Aspirations:
## University Planning Committee Event
### *By Michael Parker*

   The analysis of the exercises conducted at the January 20, 2010 University Planning Committee Event produced suggestions as to 1) what we may consider as priorities in meeting the needs of our various constituencies and 2) what we may consider as core activities to give special attention to even in an economic downturn.  After the event, the campus community was invited to contribute to and comment on the summary document; these additions and changes are included in the lists below.

   In the first exercise participants were asked to articulate aspirations for the coming five years in context—what to emphasize in meeting the needs and expectations of one of our constituents or stakeholders.

**1. Potential students and their parents want…**
- helpful outreach to regional high schools, pre-entry advising, and an easier application process; clear statements of the excellent value that an education at CSUF offers.
- low fees, extensive scholarships and other financial aid including on-campus work opportunities.
- a well-rounded education that also provides access to professional careers and further education.
- excellent support services, food services, and extracurricular activities; reasonable class sizes and options for tutoring; a safe, inviting environment, and helpful technology capabilities.
- a full array of majors taught by faculty members with a solid reputation who serve as role models of leadership and civility.

**2. Undergraduate students (group one) want…**
- a relatively low-cost program of study with stable fees; class availability and access to a variety of majors; inexpensive access to textbooks, technology, and library resources; and support toward a timely graduation.
- assurance that their degree will be an enduring investment from a highly reputable university, that they will be given appropriate career connections and preparation.
- close working relationships with faculty within their majors, excellent instruction, helpful advising and student services.
- exciting and relevant co-curricular activities and a general sense of "Titan pride."

**3. Graduate students want…**
- accessibility to faculty and to research laboratories.
- assistance with obtaining financial aid, scholarships, and teaching assistant jobs.
- access to quality programs and faculty (with a regional, national, and international reputation), mentoring, career counseling.
- accelerated graduation opportunities made possible through available courses with small class sizes.

**4. New and junior faculty members want…**
- frequently updated information about department and campus economic and budget issues. a reasonable course load with release time for research, an adequate and stable salary structure, access to affordable housing, opportunities for spouses and for childcare.
- community involvement in a collegial workplace made possible through networking, committee membership and other opportunities to participate in campus decision making; a faculty club; mentoring by senior faculty and through recognition events and other forms of acknowledgment.

- clear expectations about faculty roles; an efficient and supportive tenure process.
- a supportive classroom environment including clean classrooms, good equipment, library resources, and a lack of overcrowding
- a supportive creative and scholarly environment (e.g. office, research, library and studio facilities); highly trained staff, professional development services, fund raising opportunities, and grant writing support.

**5. Tenured faculty members want…**
- smaller class sizes and rich and varied teaching/learning environments.
- the recruitment of more tenured/tenure-track faculty.
- enhanced shared governance.
- increased opportunity for student access.

increased support for travel to organizations that fund tivities.

efficient and effective tenure and processes.

more accountable high school programs to better prepare so that students (with a assistance) are able to take portunities (including un- can be successful after

> **"Tenured faculty members want smaller class sizes and rich and varied teaching/learning environments."**

and research; better access research and creative ac- and promotion policies and community college students for the university minimal need for remedial advantage of learning op- dergraduate research) and graduation.

**6. Organizations that fund research and creative activities want…**
- academic and administrative leadership supporting research and creative activities.
- evidence of faculty research success and opportunities for students to do research with faculty.
- sufficient support such as labs, equipment, staff, IT, release time and evidence of sustainability of funded research projects.
- interdisciplinary, inter-university, and international research activities.
- community-based preparatory research collaborations.
- appropriate numbers of underrepresented groups in research.

**7. New staff wants…**
- stable jobs, stable benefits, stable and reasonable pay.
- flexible hours and telecommuting options.
- improved communication from the university to better understand roles, expectations, processes and procedures, and interdependencies and how they relate to the university's mission and goals.
- a high morale workplace where staff have a sense of purpose and team spirit.
- greater training and advancement opportunities, more meaningful performance evaluation and recognition, and well-trained supervisors and managers.
- greater accountability for *all* CSU employees at all levels.
- better on-campus dining options especially intercession and summer.

**8. Experienced staff wants…**
- a greater sense of teamwork/morale, pride in the organization, job security, and opportunities for advancement and further development.
- a sensible workload and reasonable pay in a safe and pleasing work environment.
- staff involvement in university governance and future direction together with more decentralized decision-making.
- an organization that eliminates redundancies, unnecessary bureaucracy, maximizes access to needed exper-

tise, articulates the interrelationships between offices and business processes, and thus minimizes frustration and inefficiency.
- help in aligning personal values and philosophies with institutional values and philosophies.
- refined, accurate, easy-to-access, and user-friendly technology and data systems.
- professional training and development opportunities that articulate career paths in our evolving university.
- flexibility in work hours such as a 4/10 work schedule and telecommuting.

## 9. Local businesses that hire our graduates want…
- graduates with technological capabilities and effective communication skills who are effective team players, work flexibly and independently, and are able to adapt to evolving positions.
- graduates with the necessary certificates and licenses so that businesses don't have to supply them.
- graduates with research skills including independent thinking and problem solving skills.
- graduates who possess moral and ethical standards and are capable of developing leadership skills.
- graduates capable of working in diverse environments.
- programs and departments that continually evaluate and modify instructional outcomes to meet the changing needs of the business world.
- programs that can provide professional development opportunities for those already in the workforce.

## 10. Local city and county governments want…
- to experience CSUF as good neighbor and partner within the region (including providing access to facilities for sports, cultural events, and entertainment).
- to rely on CSUF to enhance the identity of the county and its cities through education, partnerships (such as the Arboretum and Grand Central Art Center), and cultural activities.
- to rely on CSUF to be a role model for initiatives such as sustainability.

## 11. High schools and community colleges want…
- adequate and seamless access for their graduates.
- predictable application dates and well articulated preparation requirements.
- reasonable student fees and other costs.
- a clear understanding of basic skills preparation.

## 12. The state legislature wants…
- reduced time and cost to degree.
- increased use of facilities
- greater portion of resources from federal and private funds and from donors.
- a higher profile and ever more positive community image of CSUF through academic reputation, community partnerships, and community activities.

## 13. External community members want...
- a welcoming, well maintained, accessible, vibrant campus with a wide array of interesting events and useful resources.
- many ways for community members and organizations to collaborate.
- a variety of contacts with the university, including a docent program, Web-based resources, and extensive Visitors' Center.
- CSUF to prepare large numbers of highly qualified K-12 educators.
- a large and well-qualified workforce including workers for STEM fields in the health industry.
- students to serve as good citizens and for possible service in local, state, and national government.

## 14. Alumni want…

- a sense of pride, belonging, and emotional connection.
- a growing reputation for quality of programs and graduates, for innovation, and a concomitant increase in the value of their degree.
- networking opportunities (personal, social, and professional).
- significant and growing fund raising.
- a chance to give back time, talent, and other non-monetary resources.
- job-hunting assistance.
- increased and highly visible community involvement.
- high-quality extracurricular programs (such as in sports, arts, and culture).

## 15. Current and potential donors want…
- a university that is open to the larger community.
- increased donor connections with students (time, money, talent, and academic interest).
- to understand the impact of their efforts and see that their funds are efficiently and effectively used for the purposes they care about.
- to know donors better and recognize them in ways they care about.
- to attract more people such as existing donors and to instill a philanthropic culture on campus.
- a focus on quality students while maintaining access.

## 16. Accreditation/certification groups want…
- faculty qualifications to be at least equivalent to similar institutions.
- faculty development and training to be consistent and effective.
- curricular and co-curricular services that are appropriately supported and produce qualified and well-rounded students.
- to ensure that retention and graduation goals are met.
- student outcomes that are properly and continually assessed and their results to be used for program improvement.
- plans and initiatives for the university that enhance its value for its constituents and address changing circumstances through a collegial and highly participative process.
- the budget and other campus resources to be aligned to support the values, priorities, and needs of the campus community.
- students to be satisfied with their education and to be prepared to succeed in their careers and further educational goals.

The second set of exercises helped to identify our highest priorities during these difficult budgetary times by identifying the core activities and services required on campus.

**Undergraduate Instructional/Curricular Activities**
Undergraduate instructional activities include lower division and upper division courses offered by academic departments throughout the university including Extended Education. Courses generally serve one or more of the following purposes: meeting general education or degree/major requirements, electives, and prerequisites for other courses and/or programs. Instructional and curricular activities also include the preparation of the course syllabus, readings, classroom activities, lectures, multimedia enhancements and instructional development. In addition, curricula provide research opportunities to enhance both faculty knowledge and student opportunities.
- Core activities should reduce time to graduation, maximize our reputation (for careers and further learning opportunities and skills), and reduce costs of instruction (where effective).

- Core Services/Activities are instructional classes; research; student advisement; assess student learning; curricular development; enhancement of student learning and achievement; improving the recruit-

ment of a well-prepared diverse student body and boosting their graduation rates; creating skills for lifelong learning; encouraging service learning, civic engagement and career preparation; and teaching students to be global citizens.

## Graduate Instructional/Curricular Activities

Graduate instructional activities include master's level courses and programs, credential and certificate programs, and the doctorate in Educational Leadership. Courses generally serve the purpose of meeting a degree or credential requirement. Courses and programs for the in-service development of professionals are also provided. Instructional and curricular activities also include the preparation of the course syllabus, readings, classroom activities, lectures, multimedia enhancements, and instructional development. In addition, curricula provide research opportunities to enhance both faculty knowledge and student opportunities.

> **"Core activities should reduce time to graduation, maximize our reputation...and reduce costs of instruction ."**

- Core Services/Activities: Future community needs should determine programs and courses; programs that can be offered outside of state funding should be considered. Curricular development, research opportunities, and advising are also core activities.

## Information Technology for Instruction

Information technology includes developing new instructional strategies; providing access to over 600 workstations and related services including helpdesk support and study environments; installing and maintaining instructional presentation systems for nearly 200 classrooms; and providing audiovisual support for special events. Also included are the development of Web-based technology and maintaining campus portals and classroom management services such as *Blackboard*.

- Core activities should support current programs and their instructional needs; enhance availability/access; and improve time to degree, student and faculty instructional experience, efficiency/effectiveness, and access to support services.

- Core Services/Activities: Make a greater investment in quality of online instruction, integrate technology into instruction, enhance classroom technologies, and facilitate student engagement through technology using helpdesk and online assistance.

## Information Technology for Administration

IT for administration includes deploying and maintaining faculty and staff workstations, software, printers, fax machines, and copiers as well as the campus network, servers and telephones; manage campus identification and access cards, CMS (including HR, student administration, and finance), and the statewide network. Also included are information security and a broad range of other systems supporting campus operations, including utility and energy management, parking permit sales and ticket issuance, campus cashiering, building and facility access, work orders, and assets management.

- Core Services/Activities: Deliver efficiencies; provide powerful tools; eliminate redundancies; improve safety and security; improve our public image; reduce costs; maintain network, workstation and utility services; maintain and improve analytics and reporting; and provide administrative system support.

## Student Development, Co-Curricular, and Retention

These activities include all programs to ensure comprehensive educational experiences such as administering the Associated Students/Titan Student Union and its programs as well as the Recreation and Children's centers. Also included are career planning, educational partnerships, international education, academic assistance, University Learning and Women's and Men's/Adult Reentry/Veterans Services centers, and college-based assistant deans. Administering special events, Disabled Student Services, counseling, housing, and residential life

were also included. Other activities include student life, student leadership, multicultural development, volunteer and club and organization activities.

- Core activities should build school spirit; use current space; allow students to make connections between course material, co-curricular activities, and giving back to university; promote well-being of students; support faculty efforts; meet mandates/regulations; and reduce redundancies.

- Core Services/Activities: ASI and other items not funded by the state, items mandated by law such as Disabled Students Services, the Student Leadership Institute, the Veterans Affairs program, among others, as well as student clubs.

**Academic Services**

Academic services include academic advisement for new, returning, and transferring students as well as for students planning further higher education. Also included are academic appeals, athletic academic services, education partnerships, honors program, the Learning Center, and the Testing Center.

- Core activities should eliminate duplication of services, reduce time to degree, and support retention. They should maintain standards; promote communication, collaboration, and accountability; improve student preparation for class work (e.g. writing skills); capitalize on social media, etc.; and prepare students for online instruction.

- Core Services/Activities: Admissions and Records, academic advisement, centralized supplemental instruction (such as tutoring and writing assistance); support of special populations such as athletes, freshmen, disabled students, EOP, and the honors program.

**Public Safety, Information Security, and Health Services**

These services include patrol, traffic control, crime prevention and investigative services, the Community Service Officer Program, and managing services such as emergency awareness, preparation and response and workplace violence threat assessment. Also included are services provided by the Student Health Center, personal counseling services, and health and safety services such as injury and illness prevention, workers' compensation, lab, chemical, radiation and bio hazard safety, fieldtrip, service learning, study abroad, and other off campus activities, sanitation and food safety, and fire and life safety.

- Core activities should meet legal/regulatory mandates and basic requirements/needs as supported by assessment data; use effective/efficient outsourcing as appropriate; strive to meet expectations of students, faculty, staff, and parents; and take advantage of alternative funding sources when available.

- Core Services/Activities: Student health and counseling, information security, university police services (including patrol and investigation, escort and event security, emergency planning, threat assessment/workplace violence), injury and illness prevention, and academic safety/risk management.

**Library Services**

Library services include acquiring, organizing for retrieval, and circulation of books and other materials, as well as licensing and providing authenticated access to databases, electronic journals, and ebooks. Other services include interlibrary loan, electronic reserves, and help and instruction in the effective use of information sources in support of the curriculum and research. The facility provides a variety of study spaces for groups and individuals plus computers, copiers, and printers.

- Core activities should facilitate and support success of students and faculty, leverage technology opportunities, meet the basic needs of the populations served, address effects on other units, and be decided after consultation with the populations served.

- Core Services/Activities: Facilitate success of students and faculty through access to content, efficient information acquisition skills, and convenient printing and photocopying; and provide for collaborative learning through study spaces and computer labs.

**Business, Budget and Financial Services**

These services include strategic and operational activities such as financial and institutional research, analyses and projections, property acquisition, procurement and supply chain access and compliance, accounting, accounts payable, travel, university tax compliance, student account services, cashiering, and collections; human resource services, such as faculty and staff benefits administration, compensation and classification administration, payroll operations, collective bargaining administration and employee relations, harassment and discrimination prevention programs; risk mitigation, insurance, litigation and claims coordination, whistleblower and other investigations; logistical services, such as mail services, shipping and receiving, university archives, property inventory, moving, and auxiliary services.

- Core activities should support core mission and goals ensuring fiduciary responsibility (for legal, safety, and accreditation activities), provide budget transparency, use feedback from users to shape services, eliminate redundancy--all to maximize service quality and the return on investment for university funds.

- Core Services/Activities: Consolidate services and provide shared services to eliminate duplication for all IT, HR, payroll, and budget processes.

**Research, Scholarship, and Creative Activities**

The activities in this category include scientific, engineering, and health-related research as well as scholarly research associated with publication and the production of creative works and performances.

- Core activities should enhance student learning and development, ensure collaboration, attract external support wherever possible, and clearly address local or global impact.

- Core Services/Activities: Grant development (preparation, submission/compliance, and administration); funding for assigned time and sabbaticals; seed money for projects that meet our core principles; student learning; external funding wherever possible; and local or global impact. All activities should be conducted with accountability.

**Athletic and Recreational Activities**

Athletic and recreational activities include administering all of the programs, facilities, and services for athletes and for student recreation.

- Core activities should be tied directly to the Mission and Goals strategies, provide student support, improve our competitiveness with other universities, and promote CSUF's identity and name recognition.

- Core Services/Activities: Provide recreation facilities and programs that are not state-funded, meet Big West/NCAA requirements, provide safe strength/conditioning and sports medicine, and provide academic support to athletes.

**Faculty Development, Support, Recruitment, and Retention Services**

These activities include not only the recruitment, training, and support of temporary and permanent faculty, but especially assistance with instructional design and delivery, and the use of digital and multimedia equipment, software programs, and services. In addition, assistance is provided for preparation of personnel files and reviews of faculty performance.

- Core Services/Activities: Review and retain faculty (through the RTP process), support faculty members in keeping current and be innovative in their teaching and research, maintain RTP data and retention records, and ensure compliance with the collective bargaining agreement.

**Staff Development, Support, Recruitment, and Retention Services**

These activities include the recruitment of temporary and permanent staff and management along with staff recognition and retention. Also included are training and professional development programs designed to enhance learning and growth and that increase effectiveness and efficiency, customer service, technology use

and application, leadership, communication, health and safety, and change management.

- Core activities should help staff to be efficient and effective, enable other core services to meet the university's Mission and Goals, ensure legality and compliance of activities, retain and enhance knowledge and expertise, reduce costs wherever possible, enhance the university's image and competitive advantage, and use metrics and assessment to determine success.

- Core Services/Activities: Provide appropriate training, tools, and other resources for staff members to do their jobs, ensure that managers are supported and effective at managing and assisting staff, ensure appropriate/fair/competitive compensation and benefits within existing CSU policies, and ensure that all services are compliance driven (e.g. health and safety, sexual harassment).

## Student Outreach, Access, and Financial Aid Activities

These activities include providing services to identify and recruit underrepresented students and assist students in acquiring loans and scholarships.

- Core activities should support accreditation and student progress toward graduation; assist students in developing their career and professional objectives; maintain appropriate educational partnerships; maintain student diversity; and promote branding/marketing/development of CSUF.

- Core Services/Activities: Financial aid advisement, development of applicants, and attracting students by offering services, timely information, and supporting educational partnerships.

## Facility Maintenance

This category includes maintaining, operating, and enhancing campus facilities, grounds, and utilities, including building mechanical systems, electrical, heating and air conditioning, utility systems and controls, plumbing, elevators, custodial services, and campus grounds, including athletic facilities. Also included are university vehicle maintenance, lock installation, and repair, and energy conservation and management.

- Core activities should focus on preventative measures to avoid facility closure and more expensive repairs, maximize sustainability, be flexible within legal and regulatory constraints, manage risks, and consider cost of deferring projects.

- Core Services/Activities: Create an environment conducive to learning (e.g., buildings need to work effectively, be clean and safe) and use utilities as efficiently as possible. Maintenance should not interfere with instruction.

## Facility Planning/Development, Design, and Construction

This category includes planning, developing, designing, and managing the construction of new and rehabilitation of existing facilities, infrastructure, and landscaping. Responsibilities also include managing campus physical spaces and developing campus space need projections.

- Core activities should be cost effective based upon master plan, be user friendly, respond to demographic changes (e.g. aging population, cultural/linguistic diversity, youth programming), support current and future teaching/research strategies, take advantage of donor support, maximize functionality, and compensate for external constraints (e.g., transportation and county-wide access).

- Core Services/Activities: Maintain, refurbish, and repurpose existing facilities and equipment whenever possible, reduce utility costs, do no harm, continue beautification, and maximize user- friendly environment.

## Student Assessment Activities

This category includes in-class assessment and grading, standardized and specialized testing programs, and overall analysis and comparisons of performance.

- Core activities should maximize degree value, measure student learning, improvement and progress, compare standardized data, and show our value to employers and higher education institutions, ensure that student performance meets campus goals and the goals of certification and accreditation.

- Core Services/Activities: Provide demonstration/synthesis of classroom learning and skills including the use of capstone projects and external review/postgraduate review of student performance, ensure both formative and summative assessment of learning (class assignments, feedback, class grades, etc.).

## Program Assessment and Accountability Activities

These activities include program performance review, accreditation, and credential proposal review. They also encompass the development of metrics and assessing the significance of supporting data and documentation as well as provide standards for benchmarking and for system and national comparisons.

- Core activities should ensure that regulatory and accreditation standards are met (including discipline-based), provide data needed for program improvement, ensure that programs are consistent with university and college missions and with faculty-determined goals and outcomes; they should also ensure that assessment outcomes are made public and can be used in planning.

- Core Services/Activities (in Academic Affairs): Engage in program performance review and external accreditations (professional/credentialing), participate in collegiate learning assessment, the CLA, national survey of student engagement and SSE, participate in volunteer systems of accountability, the VSA (a college portrait), and prepare annual reports.

- Core Services/Activities (all other divisions): Ensure that regulatory and accreditation standards are met, and prepare internal strategic plans that comply to the *Mission, Goals, and Strategies* and all-university planning activities, and complete annual reports including performance assessment.

## Advancement

This category includes the management of volunteers through support activities and events, the investment of endowments and planned gifts, promoting CSUF, and building relationships that lead to major gifts. In addition, the KCET partnership produces original programming focusing upon topics of interest to Orange County area residents and showcasing CSUF. Also included is the coordination of written content for all media to assist in CSUF's inspirational positioning and to improve support for the campus.

- Core activities should influence advocates and increase engagement, leverage other funds, comply with community desires and donor interests, and maximize long-term return on investment.

- Core Services/Activities: Maintain a strong prospect identification and qualification program (research, wealth screening), maintain a strong cultivation and stewardship program, maintain a strong solicitation program (annual giving, major gifts, capital projects, scholarships, operating, planned giving events), maintain a strong leadership and endowment management (includes CSFPF board, volunteer development).

## Grant, Contracts, Cooperative Agreements Services

These activities include assisting university faculty and staff in identifying funding opportunities; preparing proposals and applying for grants; developing contracts; and meeting fiscal, ethical, and other requirements. They also facilitate compliance with external and internal rules, regulations, and procedures (including pre- and post- and non-funded activities).

- Core activities should comply with external and internal rules, regulations, and procedures; result in the submission of a plan, contract, or cooperative agreement; and enable principal investigators to develop high-quality proposals.

- Core Services/Activities: Identification and targeting of new, unique funding opportunities; support preparing, administering, and submitting proposals, contracts and agreements; provide training on proposal and awarding procedures (from pre-submission through closeout); and centralize intramural support for scholarly and creative activities.

**Community/Government Relations and Public Affairs Activities**
These activities include the many fundraising events, award ceremonies, and other special campus events, forums, councils, and centers to promote a variety of business and public interests such as health, history, government, specific science research, and the arts.
- Core activities should promote the campus Mission and Goals, enhance the university's advocacy, be responsive to the external environment, and meet constituent needs.

- Core Services/Activities: Manage relationships with elected officials, advocate for increased resources at local, state, and federal levels, as well as manage internal and external official communication to maximize brand recognition, campus identity, and campus message.

**Community Engagement/Public Events Activities**
This category includes maintaining relationships with local, county, state, and national government departments. It also includes originating and repurposing the University's public information through various media to educate both internal and external audiences and to enhance the university's reputation.
- Core activities should promote the university and its goals and the wider community.

- Core Services/Activities: Offer events that enhance engagement (for the purposes of cultivation, recognition, graduation ceremonies, and community relations), promote employment of graduates, demonstrate the value that the University adds to the region, demonstrate the effectiveness with which the University performs its function, and provide cultivation.



*Michael Parker joined the campus in 1974 as an assistant professor of counseling and moved up the tenure ranks to full professorship. He served as chair of his department from 1980-84, then was named associate dean for the then School of Human Development and Community Service. In 1993, he was named the school's acting dean, a position he held for three years. During 1996-97, Parker became the acting academic technology officer on campus, assisting the chief information technology officer, the chief financial officer and the vice president for academic affairs in implementing Gordon's Blueprint for Technology. He also served as chair of the President's Steering Committee to Implement a Common Desktop Environment and developed the university's Baseline Access to Technology initiatives for 1996 and 1997. In 2008, President Gordon named Michael as the director of university planning and is responsible for managing and coordinating a comprehensive and ongoing university strategic planning process that further advances Cal State Fullerton's commitment to excellence. The process must integrate current planning activities and key constituents, as well as align campus goals, priorities, decision-making and resource allocation. The director of university planning also is expected to measure planning outcomes and monitor progress of the strategic plan, according to the position description.*

# Facilitating Graduation Rates

## *By Ed Trotter and Scott Hewitt*

One of the most vexing issues facing higher education is the proportion of our students who ultimately achieve degrees, particularly at the bachelor's level. A broad national conversation, so to speak, has been going on for some time about America's "failure" in helping students obtain degrees. Although a good bit of it is hyperbole, there is an element of truth in the argument, particularly when it comes to our assuring the broader public that we make every effort to meet legitimate student needs.

In fact, the issue was addressed in the campus Capacity and Preparatory Review Report, (CPR) submitted during our WASC re-affirmation of accreditation process in December. It was also the topic of an earlier Forum article composed by a subcommittee of the WASC Steering Committee. ("What Should Our Graduation Rate Be? An Analysis and Recommendation," *Senate Forum*, VIV (2) Spring 2009)

Consequently, the CSU along with 23 other systems of higher education in the country agreed to what amounts to a nation-wide effort to improve six-year graduation rates. Six years is the accepted standard timeframe for measuring graduation rates, not the traditional four-year benchmark.

In late October, campus presidents and provosts/vice-presidents for academic affairs were called together to discuss this new initiative. The result is a broad effort to accomplish two things: (1) increase our freshman graduation rated by six percentage points in a six-year period and (2) cut in half the "achievement gap" in degree attainment between underrepresented minority (URM) and non-URM students, currently an eight-percentage-point gap.

A campus committee was formed rapidly in order to meet a December 25 deadline for submission of a plan to achieve our assigned goal.

### *How did we come up with the Committee membership we have?*

Because so many of the issues are essentially administrative rather than curricular (such as first-year programs and general advisement, TDA issues, financial aid, Student Affairs concerns, etc.) we wanted to first assure we had each of those areas involved for almost technical reasons. We then wanted to make sure we had a breadth of perspectives and looked to see that someone on the Committee had faculty experience in each college. In several cases, such as that of the two authors, college perspectives were already available in the membership. However, in the case of most colleges, we added faculty to the group so that all colleges would be represented. Two students were included as well.

### *What is the plan?*

The goal of the CSU overall is to bring the system-wide graduation level within the top quartile of American institutions of higher education. To do that, the CSU must increase its six-year rate from 49% to 55%. As it turns out, that is the same level assigned to our campus. Each campus in the CSU has a distinct target.

Our plan to achieve that goal might be called a "living plan" in that it is intended to be revised as we progress and learn more about what we have and have not accomplished. Our February 2010 version of the plan is available at www.fullerton.edu/raisinggradrate. Essentially, it lays out the steps we should consider taking in a six-year effort to improve the CSUF graduation rate by August 2015 by a total of six percentage points over what was accomplished in our comparative base year, 2006. That was the year that the incoming freshman class of 2000 met the six-year threshold.

We have established annual targets for improvement, called a trajectory, to provide us with a metric by which we can measure our progress. In the chart accompanying this article, you can see the year-to-year targets for all students as well as our URM and non-URM students separately.

### What specific steps are proposed?

As noted above, the committee had about two months to respond to a December 25 deadline for submission of a plan of how to go about accomplishing this task. The group proposed 22 strategies for addressing what might be perceived as barriers to student progress, ranging from advising to student life to financial issues to academic/curricular topics.

In a January meeting, the Committee considered two actions, first by reconfiguring the 22 strategies into four categories to help determine what was being addressed in a more comprehensible manner. The second action was to determine priorities among the 22 strategies for possible action and additional funding. Initially four areas were targeted for attention:

- second-semester advising (later broadened to "cradle-to-grave" advising);
- improvement of the process for graduation checks to include the TDA;
- connection between careers/postgraduate life and academic choices; and
- greater role of full-time faculty in the life of freshmen.

After consultation with the Council of Deans, a fifth priority for attention was added:

- addressing the financial challenges of our students

The committee has now assigned each topic to a subcommittee to be further developed. As of this writing, the first subcommittee reports are imminently forthcoming.

### Who reviewed the plan?

The original plan, as recommended by the Committee, was submitted by the December 25 deadline. Subsequently, presentations were made to the Academic Senate, the President's Administrative Board, the Executive Council of the Division of Student Affairs, the Associated Students Board, the Council of Deans, Academic Affairs Directors, and the department chairs at the monthly luncheon meeting. Suggestions for improvements were encouraged.

Further, the plan was sent out to the entire campus community with a specific request for feedback, all of which was forwarded to the overall committee.

### Specific actions taken and planned

As the Committee was wrapping up the fall discussions, it came to its attention that some 339 first-time freshmen had not registered for spring semester through Titan I. This raised serious concerns about whether we had more than eight percent of our freshman class at risk. An immediate plan was formulated to contact as many of those students as possible. Some 210 of them were under the auspices of the Educational Opportunity Program (EOP) and most of those had remedial advising "holds" preventing their registration.

The EOP staff went to work immediately and removed virtually all of those holds by the time Titan II registration rolled around. In addition, assistant deans in the colleges were tasked to contact 98 first-time freshmen identified with one of seven colleges, Freshman Programs was assigned 13, and Academic Advisement contacted 17 undeclared majors.

Students with financial aid holds were removed from the effort. The outreach effort included a survey of why students had not registered in Titan I. Analysis has been provided to the Committee.

The net change from the previous year's registration rates, at least in part a result of these interventions, was a decline of one point in the drop-out rate, from 5.4 percent to 4.4 percent, more than an 18-percent improvement.

### What now?

There are a few components to our efforts that perhaps bode well for our making progress on this important initiative. First, there is a specific method to reporting on activities and progress. We must submit a monthly report to the Chancellor's Office about what was accomplished in that month and what the goals for the next month are. At this stage of the game, clearly our accomplishments are modest.

We anticipate that we will pick up speed and will be able to show measured improvements with time. In addition, there are other steps in our assessment of progress to include quarterly "stock-takes" with the Vice President, Academic Affairs, and perhaps the President. The President will communicate our work to the Chancellor twice annually and the Chancellor will report to the Board of Trustees once a year.
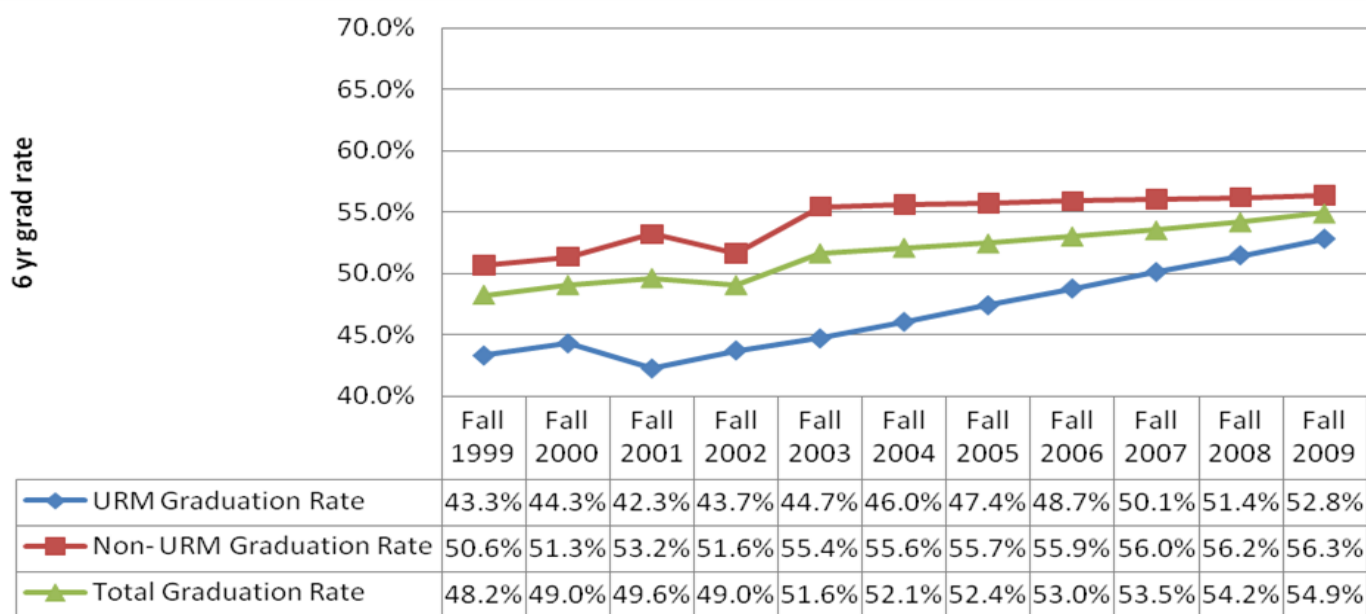
### What can you do?

Clearly, this effort will take the entire community in one way or another. Without your help, we can't succeed. You can assist our effort through constructive criticism of our plan and efforts and we've had some of that already. For that, we are grateful.

You can also think about ways you can participate in this effort. For example, do you contact students when they miss several classes in a row or when they are not doing well in your class? Do you invite students to office hours for general advisement about academics, their careers, and general adjustment to the university? Have you considered getting involved in Freshman Programs? They need full-time faulty to teach sections of University 100, the program's course that introduces students to college life and the adjustments they must make to accommodate the new challenges and opportunities they face.

There are so many ways to be involved. Even though we are a very large and complex campus, each of us experiences it on a person-to-person basis. Be that "other" person for someone.

## Trajectory of Six-Year Graduation Rate Targets for Entering Freshmen



| | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| URM Graduation Rate | 43.3% | 44.3% | 42.3% | 43.7% | 44.7% | 46.0% | 47.4% | 48.7% | 50.1% | 51.4% | 52.8% |
| Non-URM Graduation Rate | 50.6% | 51.3% | 53.2% | 51.6% | 55.4% | 55.6% | 55.7% | 55.9% | 56.0% | 56.2% | 56.3% |
| Total Graduation Rate | 48.2% | 49.0% | 49.6% | 49.0% | 51.6% | 52.1% | 52.4% | 53.0% | 53.5% | 54.2% | 54.9% |

*Ed Trotter is Acting Associate Vice President, Undergraduate Programs. A professor and former chair of the Department of Communications, he joined the campus in 1975. He chaired the Senate in 1982-83 and has served on virtually all Senate committees in his career at CSUF.*

*Dr. Scott Hewitt is a professor of chemistry. He and his research students study how hydrocarbons react in air (smog), combustion systems (incinerators), archeological samples (Olmec tar), and biological samples (aging). Scott is an avid Titan baseball fan and mountain Ultrarunner. He currently serves as Chair of the Academic Senate.*

# "Bologna" 3-Year Degree Changes U.S. Graduate School Admissions

## *By Katherine Powers*

In 1999, Ministers of Education from 29 European countries signed the "Bologna Declaration," initiating a process to realign post-secondary education. By 2008, the number of countries was 46 within what became the European High Education Area (EHEA)—a wide area bordered by Russia, Iceland, United Kingdom, Turkey, Spain—and more than 5000 institutions of higher education participate. The goals include enhancing transparency within the curriculum and degree programs to increase student and faculty mobility and collaboration across borders. A three-cycle post-secondary degree structure was established, with the "first cycle" degree as that leading to graduate work, equivalent to the U.S. bachelor's degree. Member countries of the EHEA retain control over design of the degree curriculum, including the number of years standard to completing the degree. Though comparable to the U.S. bachelor's degree, the first cycle is often a three-year degree among many members of the EHEA. The Bologna Declaration realignment of post-secondary education led to a shift from an input-based approach in higher education to one focused on student learning outcomes. Common student learning outcomes and competencies across countries and institutions would provide the transparency to the education, even with varied delivery across the EHEA. The EHEA's first-cycle degree focuses on courses in the major.  Learning outcomes include:

- Demonstrate knowledge of the foundation and history of the discipline and understanding of the discipline's structure and relationships among the subfield and to other disciplines.
- Communicate coherently basic knowledge of the field in the appropriate media; place the knowledge into context and interpret new information.
- Demonstrate understanding and execute the methods of critical analysis in the discipline; execute discipline-related methods and techniques accurately.
- Demonstrate understanding of the quality criteria for evaluating discipline-related research.

Electives are taken with the same faculty, though the competencies often found in U.S. general education occur, including the cognitive "capacity to understand and manipulate ideas and thoughts" with analysis and synthesis; methodological "capacities to manipulate the environment" as in decision-making a problem solving and; linguistic with the "capacity for complex reference in reading and oral & written communication." Variations aside, the Bologna-compliant three-year degree generally shares many common characteristics with U.S. bachelor's degree including credits/units accumulated, total number of weeks attending class, approximate number of classes taken, preparation for master's degree; the difference is the absence of general education.

In the past, three-year bachelor's degrees were generally considered inadmissible to master's degree programs in the U.S. Hence, limiting graduate school admissions for students wanting to go to school in the U.S. The "Bologna" three-year degrees, however, have most graduate schools reconsidering admissions standards. The European Association for International Education Survey (2009) found that 41.2% of schools granted regular admission now to applicants holding Bologna-compliant three-year degrees; 9.2% granted conditional or provisional admission; 10.9% did not admit holders of first cycle degree into master's degree programs. Institute of International Education (2008) found 42% of schools granted regular admission to applicants holding Bologna-compliant three-year degrees; 28% granted conditional admission; 15% did not admit holders of first cycle degree into master's degree programs. In 2006, the Council of Grad Schools Survey found that 82% considered applicants holding Bologna-compliant three-year degrees to a full admit or a conditional admit; 18% of schools did not consider holders of three-year first cycle degree for master's degree program admission. The graduate programs that admit Bologna-compliant three-year degree holders into master's programs include Purdue, SUNY Buffalo, University of Chicago Graduate School of Business, Carnegie Mel-

lon University, Columbia University Graduate School of Business, University of Minnesota, UCLA, and UC Berkeley. Within the CSU, CSULB, CSUN, and SFSU admit applicants with a three-year Bologna-compliant degree. Educators across the U.S. increasingly describe the three-year Bologna-compliant degree as sufficient preparation for the U.S. master's degree. The Bologna-compliant degree is "functionally equivalent" to U.S. bachelor's degrees (World Education Service). The discrepancy in the number of years is outweighed by their similarities.



*Katherine Powers, Director of Graduate Studies from July 2009, earned her PhD in Musicology at UC Santa Barbara with support from the Fulbright Commission. She joined the Department of Music faculty at CSUF in fall 1998. Her research areas interests include music iconography, performance practice, and women's history. Powers has served the university on a number of senate committees including four years on the Graduate Education Committee.*

## Strategic Initiatives:
## Philanthropic Foundation Board Tackles Key Projects

### *By Pam Hillman*

Working collaboratively with University Advancement over the last several months, the Cal State Fullerton Philanthropic Foundation Board of Governors has identified five key initiatives it will focus on over the next year.

"About a year ago, we engaged 150 stakeholders and other interested parties close to CSUF in an intensive exchange of ideas and perspectives about the university's present challenges and near-term opportunities," said Doug Simao, CEO of Narratus, Inc. and vice chair of the Cal State Fullerton Philanthropic Foundation Board of Governors and chair of its Strategic Planning Committee.

"Those conversations were invaluable in highlighting some of the common interests, shared needs and areas of readiness that will inform the Philanthropic Board's fundraising efforts in the year ahead."
The five initiatives were selected for development, in part, because the infrastructure for the projects is already in place. They are:

**Bringing the Past to Life: COPH & the Archaeo-Paleo Collection**

For more than four decades, the **Center for Oral and Public History** has brought together the university and the community. Preserving our past with California's largest collection of oral histories, the center is part of a vital historical narrative, empowering communities to gain a strong sense of history. Development plans include transitioning to an online archive, addressing the climate control challenges and space constraints of its current location in Pollak Library, an endowment and annual operating expenses.

When Orange County needed an institution to manage its **Archaeo-Paleo Collection** of extremely rare fossils spanning 90 million years, the county called on Cal State Fullerton. Working with the county, the university is securing the support required to preserve, curate and display these archeological and paleontological resources. Development plans include a mobile education "dig trailer" and programmatic funding to bring artifacts to area primary and secondary schools, and an endowment for ongoing collections, operations and curatorial expenses.
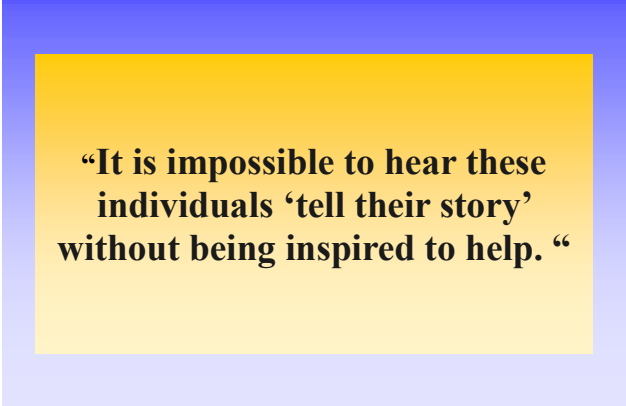
## Meeting California's Health Care Challenges: Nursing & the CATLab

While California and the nation face a looming **nursing** shortage, enrollment constraints meant that last year we could only accept 46 of 1,300 qualified candidates for Cal State Fullerton's newest entry level nursing program. And for every one we can accept, there is a significant gap between the actual cost of their nursing education and what the campus receives in state support and fee revenue. We seek to close that gap with supplemental funding for the 200 nursing students who will graduate over the next five years, a nursing education scholarship program and technology upgrades.

California's population of those 65 and over will more than double over the next 15 years, thanks to the silver tsunami of retiring baby boomers. Most older adults prefer to stay at home, and assistive technology may help make that possible. The College of Engineering and Computer Science and the College of Health are partnering in the development of the **CATLab (California Assistive Technology Laboratory)**. This research, teaching and development center would be the first of its kind in California and would provide a center for gerontologists, sociologists and engineers to work together to develop devices and technologies that would aid older populations.

## It All Starts Here: Strategic Real Estate Acquisition

To meet current needs, fulfill ture success, the university land. The main campus has for building so the university State Fullerton University munity/university relations of the campus to prospective provide new opportunities for munity.

> **"It is impossible to hear these individuals 'tell their story' without being inspired to help. "**

its mission and ensure its fu- seeks to acquire additional exhausted its available space is looking outward. A Cal District will strengthen com- and increase the attractiveness students and employers, and members of the campus com-

## Other Initiatives

The Cal State Fullerton Philanthropic Foundation Board also has designated two additional initiatives — Enhancing Education in STEM (Science, Technology, Engineering and Mathematics) and Strengthening Titan Pride — as prospects warranting further development and planning in the coming year.

 "Over the next year, our goal is to continue to work with the initiative task forces by lending our business acumen to the University as we shape the message to potential donors and partners and guide them in creating fundraising campaigns," said Annette Feliciani, president of AEF Systems Consulting, Inc. and chair of the Cal State Fullerton Philanthropic Foundation board of governors and CSUF graduate (B.A., business administration-finance '80).

"As we sit and listen to key members of the university present their ideas, I feel truly blessed to be part of this," she said.

"It is impossible to hear these individuals 'tell their story' without being inspired to help. We hope that what will happen to others as we begin sharing the stories of these exciting initiatives more widely.

I really have to commend the men and women who have given so generously of their time and talent in their work as members of our very active Foundation Board. Their hard work has really enabled us to focus on priorities for the upcoming years, and we are very much in their debt.

As the individual task forces responsible for each initiative begin their work in earnest, we will keep the Titan family updated on progress.

As Vice President for University Advancement since February 2003, Pamela Hillman has led the university's fundraising, public affairs, strategic communications and alumni programs, as well as the activities of the Cal State Fullerton Philanthropic Foundation. She also serves on the President's Administrative Board, and before coming to CSUF helped lead advancement programs at UC Riverside, Mount St. Mary's College, UCLA and the California Institute of Technology. She earned her M.S. in Educational Counseling at California Lutheran College and her B.A. in Theatre Arts at California State University, Northridge.

*As Vice President for University Advancement since February 2003, Pamela Hillman has led the university's fundraising, public affairs, strategic communications and alumni programs, as well as the activities of the Cal State Fullerton Philanthropic Foundation. She also serves on the President's Administrative Board, and before coming to CSUF helped lead advancement programs at UC Riverside, Mount St. Mary's College, UCLA and the California Institute of Technology. She earned her M.S. in Educational Counseling at California Lutheran College and her B.A. in Theatre Arts at California State University, Northridge.*

## Research Succeeds at All Levels

### *By Dorota Huizinga*

Having just read a commentary about the state's April tax revenue being three billion dollars below the original estimate, I needed some uplifting news.  To paraphrase an old adage: no news may be good news, but good news is better!  Despite a challenging climate of budget cuts and furloughs, our faculty and student accomplishments have resulted in a substantial boost to our research efforts.

From FY 2007-08 to FY 2008-09, our overall external grants and contract funding grew from $17.1M to $21.6M, and by year end, the University is expected to reach nearly $25M. This means that in the last two years the University has experienced a 45% increase in external grants and contract funding.

Also, our grant proposal submissions increased by 18% from FY09 to FY10 --129 to 158 applications; a sixty-seven percent (67%) increase occurred in *new* funding requests during the same period.  Cal State Fullerton demonstrated its competitiveness in seeking American Recovery and Reinvestment Act (ARRA) funding, ranking  third amongst our sister campuses by receiving $3.7M in federal grant awards.

In addition to continuing to pursue and implement grants for a number of successful ongoing programs, we have identified new sources of funding and partnerships with the U.S. Department of Agriculture, Housing and Urban Development and the Department of Defense, among others.

These activities are being promoted in part, by internal support from the University through the infusion of new monies, such as a $600,000 Mission and Goals initiative to stimulate research, plus $200,000 in intramural grant support from President Gordon to supplement funding to faculty in their efforts to conduct pilot projects to  better position themselves to  successfully generate increased external funding.

Other efforts to assist  faculty members successfully pursue grants have included a workshop on developing winning grant proposals and future workshops addressing the gamut of  grant and contract procurement activities from idea inception through award closeout.

Our students, too, are winning accolades for their research activities. Most recently, graduate student (public health) Lianne Nacpil and civil engineering major Beena Ajmera won top honors for their presentations at the CSU Student Research Competition. Second place awards were won by graduate student (biology) Richa Aggarwal and the electrical engineering undergraduate team of Dan Fallah and Kara Mayol.

Ajmera also captured first place in the poster competition during GeoFlorida 2010, the annual geo-congress of the Geo-Institute of American Society of Civil Engineers, where she competed against entries from PhD and master's candidates from 14 universities.

In short, our research successes of the past two years are significant and … uplifting.

**Dr. Dorota Huizinga** is the Associate Vice President for Graduate Programs and Research and Professor of Computer Science. She also serves as Cal State Fullerton's Chief Research Officer and WASC Accreditation Liaison Officer. Dr. Huizinga joined CSUF in 1991 as an Assistant Professor of Computer Science and served as the Associate Dean for the College of Engineering and Computer Science from 2003 to 2008. She is the recipient of several CSUF outstanding faculty recognitions in the areas of scholarly and creative activities, teaching and service. In 2007, she co-authored a professional software engineering book, "Automated Defect Prevention– Best Practices in Software Management" published by John Wiley & Sons. Her research was sponsored by the National Science Foundation, State of California and private industry. She is the CO-PI of the recently awarded $300, 000 federal grant "**Transdisciplinary sustainability-centered virtual community of practice**."

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