Senate FORUM

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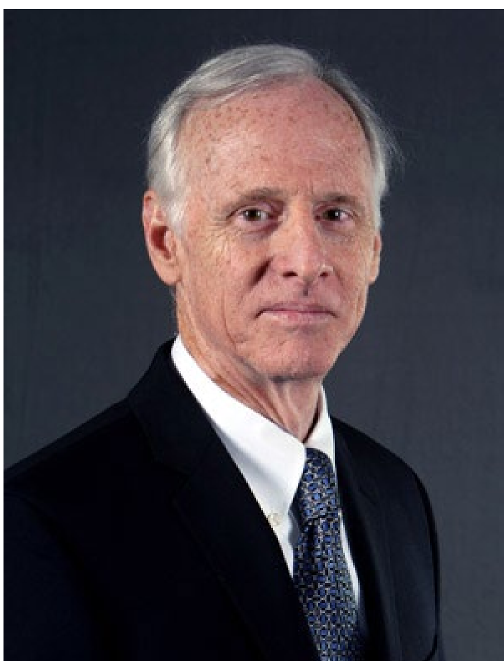
During the past several years, higher ed has been subject to increasing levels of scrutiny. Policymakers and advocacy groups are now routinely calling for public colleges and universities to expand access, improve student learning, increase degree completion rates, drive innovation, better serve their communities and keep costs affordable. And hoping to increase the pace of change, federal and state policymakers and advocacy groups are transforming the way in which states fund higher education institutions–moving from funding enrollments to funding outcomes. Since 2010, approximately 30 states have approved or are currently planning to move from enrollment-based to performance- or outcomes-based funding models. California is currently holding legislative discussions on this issue and, in the meantime, is experimenting with performance-based incentives. We at Cal State Fullerton are keeping a close eye on these developments and are working to position ourselves for success. An important part of this is to ensure that our campus community is informed about these developments. This first column by Dr. Bob Koch is a step in this direction. I hope you find it informative.

José Luis Cruz, Ph.D.

Outcomes-based funding

IN HIGHER EDUCATION



Robert A. Koch

SPECIAL ASSISTANT TO THE PROVOST

Goals need to be the driving force for outcomes-based funding, not a rhetorical afterthought.

Daniel P. Jones, President
Complete College America [1]

National Challenge

As we become firmly embedded in the 21st Century, higher education as a whole is faced with several continuing and, at times, conflicting challenges. First, there is the interplay between the elements of what has been called higher education's 'iron triangle' (access, affordability, and quality)[2]. Second, there is the societal need for higher education to supply an ample number of prepared students to meet the workforce needs of the next two decades while containing the cost of educating these students. And, third, there is the increasing demand for accountability, transparency, and evidence that universities are educating their students well.

Historically, campus leaders have alluded to the difficulty of breaking the 'iron triangle'. For example, it has been argued that quality can only be improved at the expense of increased costs that in turn would adversely impact access and affordability. Today, policymakers are pushing back against this notion arguing that the difficulty in breaking the iron triangle is due to a lack of intentionality and focus on the part of institutions of higher education. And they have identified enrollment-based funding as the main reason behind the lack of intentionality.

SENATE FORUM PRESENTS

Outcomes-Based Funding in Higher Education

Enrollment-based Funding

In the early 1950s, in response to influx of students brought on by the end of World War II and the subsequent GI Bill, public higher education was funded to provide access to as many new students as possible. The demand has continued to increase over the subsequent 60 years and has been routinely met by state support that was tied to the number of students taking classes as measured by the number of full-time students enrolled at a set census date. While this approach allowed institutions of higher education to provide the facilities necessary to provide classes for these students, intervening recessions periodically trimmed the level of support and led to periodic adjustments of efficiency. Usually this change was followed by a slow return to the previous operating conditions that were perceived by policymakers to be less cost effective. Eventually, the conditions of the third aspect of the national challenge began to emerge—policymakers demanded greater transparency, increased accountability, and more evidence that universities were concerned about helping students complete their degree programs.

Why Performance-Based Funding

In an effort to make goals like accountability and cost containment compatible with educational attainment by students, several states, under the influence of many non-governmental organizations whose missions converge on one or more of these goals, developed funding strategies that were linked to specified outcomes.

Outcomes-based funding of universities and colleges in the United States began in 1979 and has taken an assortment of forms during the intervening time. It is variously called ‘performance funding’, ‘performance-based funding’ or simply ‘PBF’. In this model of funding higher education, institutions are held accountable for improving performance in a set of activities intended to enhance student success. The primary legislative intent for attaching university funding to performance is to increase transparency and accountability. The application of various theories of action to higher education are asserted to be the driving force for universities and colleges to strive to meet the conditions placed on them by the latter expectation, so they should be internally driven to improve outcomes.[3] Nevertheless, institutions are required to supply evidence that they have met their accountability targets.

The Evolution of PBF

In its early form, which predominated in the 1979-2009 period and now dubbed Performance-Based Funding 1.0, incentives that targeted specific metrics were offered as bonuses to regular, base funding for institutions of higher education. Of early adopters (those that initiated programs pre-2000), states like Colorado, Georgia, South Carolina, Oklahoma, Oregon and Washington ended their PBF 1.0 efforts in fewer than three years.

Performance-Based Funding 2.0, which is a revised form intended to correct several problems with PBF 1.0, offers specific funding formulas linked to performance measures that are assigned by the state, selected by the institution from options provided by the state, or independently defined by the institution. Each formulation provides a mechanism by which specified institutional expectations can be linked to various elements of that institution’s mission.[4]

In PBF 2.0, funding in any given year depends directly on outcomes linked to key performance indicators from the preceding year. The shift in terminology from performance-based to outcome-based funding is an outgrowth of the realization that institutions can perform well on a variety of key performance indicators that are not directly linked to the outcome of improved student success—most commonly defined as increasing the number of students who graduate.[5]

The Metrics

The variety of indicators and metrics that have been used in PBF models across the nation covers a wide range and often follows a timeline of the evolution of institutional performance-based funding processes as well as a student’s progress to degree. Impacts may be immediate, intermediate or ultimate.[4]

Institutions may measure immediate impacts of the onset of performance-based funding by observing changes in policies, programs and practices that yield changes in student outcomes; such changes may include the appearance of new funding incentives or performance expectations, increasing institutional knowledge of PBF goals, new institutional awareness of its own performance, and the building of institutional capacity as required to facilitate institutional goals. Immediate student responses may include modification of enrollment practices (often based on increased quality and quantity of advisement), increasing numbers of first-time, full-time student enrolled, and increasing numbers of first-time freshman and new upper-division transfer students participating in transition-year experiences.

Intermediate metrics chart the progression of students and institutions in response to the PBF environment. Institutions may gauge progressive modifications of administrative and managerial processes, the appearance of new curricula designed to enhance student performance and support student persistence, and the development of shared databases designed to enable the various institutional entities that are measuring outcomes to have a common repository for the data, enhancement of analytical capacity, and creation of new reporting mechanisms. Student persistence may be measured by: course completion; the success rates of freshman, new transfer students, first-generations students, and other at-risk students; and, passage through key milestones on the path to degree completion. The progression markers may include the completion of specific indicator courses and the reaching of specified credit unit thresholds. Such thresholds may chart a 4-, 5-, or 6-year graduation rate and measure semester-by-semester status until the final year; e.g., first year progress is measured by the attainment of 10/12/15 units or 20/24/30 units, and so forth, respectively. The successful transfer of a student to another 4-year campus after having earned more than 12 credit units may also be used.

Of course, the ultimate outcome is graduation within 4-, 5-, or 6-years. This may be demonstrated by rates or total numbers and the metrics used for this measure include completion of degree, attainment of certification, and other specialized metrics appropriate to the institution. Rate expression options include: the percentage of students entering as freshman or upper-division transfer students that earn a degree or the percentage of graduates per total full-time equivalent students. Total numbers of students graduating from the entire student body or any selected subsets may also be reported. In addition, ultimate performance indicators are sometimes collected in three areas: access, student success, and institutional stewardship. Access criteria include closing the access gap and admission of a diverse population of students. These may also be linked to the hiring of diverse staff and faculty members. Student success indicators may add data on closing the achievement gap to the measures of degree conferral just described. Stewardship is largely focused on the generation of non-state and non-student revenue streams, but in some examples includes community engagement of various types.

In certain cases, quality indicators may be included as reference points. For example, the preparation of incoming students in undergraduate, graduate, and professional programs may be reported. Additional quality indicators may include: quality of faculty, faculty productivity, instructional quality, curricular collaboration among faculty, administrative efficiency as measured by instructional costs per student, percentage or numbers of students passing relevant licensures, and achievements of graduates after leaving the institution. However, these metrics are among those considered by many policymakers not to contribute directly to improved completion of degree outcomes.

The Complete College Tennessee Program ushered in PBF 2.0 to that state in 2010 and, having the benefit of developmental experiences since 1979, created what is arguably the most mature program in the nation. It has both intermediate and ultimate key performance indicators for each of five categories (student success, degree production, research and service, transfers, and cost efficiency). These are weighted to adjust for mission and scaled to convert values, dollars, and rates to common factors.[6,7] However, in Tennessee, adjustments for institutional mission and student demographics are made only by weighting, whereas in Missouri, a state that ran PBF 1.0 for nine years before shutting it down and reworking it during the intervening ten years, is implementing a new PBF 2.0 version that offers institutions some choice. This model uses similar key performance indicator categories (student success, degree attainment, quality, and financial efficiency), but differs in that each category has two or three different types of metrics that can be selected by the institution and includes an optional metric that is set by the institution to allow the tailoring of benchmarks to fit institutional characteristics and goals.[8]

PBF in California

With the passage of Senate Bill 195[9] into California state law on September 6, 2013, the designation of $1o million of the CSU's FY 2013-14 budget allocation, the offering of the Awards for Innovation in Higher Education—a $50-million incentive included in the FY 2014-15 Higher Education Budget[10], and the CSU Chancellor's declaration that $50 million of new funds will be dedicated to the CSU's Graduation Initiative[11], the governor, legislature and Chancellor have launched performance-based funding for higher education in California, using a PBF 1.0

format. Although SB 195 established that "It is the intent of the Legislature that appropriate metrics be identified, defined, and formally adopted for the purpose of monitoring progress toward the achievement of the goals … to improve student access and success…", it left the establishment of the metrics (at least six and no more than twelve) to the three higher education segments (CCC, CSU, and UC). In parallel, during the current session the Legislative Subcommittee on Education and Budget is hearing testimony from these segments and others on the subject. In addition, as of 1 March higher education institutions began to report on tracking measures, outcome measures, intermediate measures, efficiency measures, and state workforce preparation measures even though no funding incentives are tied to performance in any of these areas. All things considered, it is clear that the ultimate outcome sought by all three entities is an increase in the number of students completing degrees and graduating successfully.

In Part 2 of this article, an update on state and system PBF efforts will be provided and perspectives will be presented on how said efforts could impact our university.

FOOTNOTES

[1]Jones, D. P. Outcomes-Based Funding: The Wave of Implementation, Complete College America, October, 2013, http://completecollege.org/resources/.

[2]Immerwahr, J., J. Johnson, P. Gasbarra. The iron triangle: College presidents talk about costs, access, and quality. A report from the National Center for Public Policy and Higher Education and Public Agenda, October, 2008, http://www.highereducation.org/reports/iron_triangle/IronTriangle.pdf.

[3]Dougherty, KJ, SM Jones, H Lahr, RS Natow, L Pheatt, V Reddy. Envisioning Performance Funding Impacts: The Espoused Theories of Action for State Higher Education Performance Funding in Three State. Community College Research Center Working Paper No. 63, February, 2013. http://ccrc.tc.columbia.edu/publications/envisioning-performance-funding-impacts.html

[4]Dougherty, KJ and V Reddy. 2013. Performance Funding in Higher Education: What are the Mechanisms? What are the Impacts? *ASHE Higher Education Report*: 39 (2). ed. K Ward and L E Wolf-Wendel.

[5]Additional information may be obtained from the webinar "Preparing for Performance Funding 2.0: Critical Questions in Designing Formulas", Educational Advisory Board, which is accessible by anyone with a fullerton.edu account at http://www.eab.com/Research-and-Insights/Academic-Affairs-Forum/Events/Webconferences/2013/Preparing-for-Performance-Funding-20.

[6]Complete College Tennessee Act http://tn.gov/thec/complete_college_tn/ccta_summary.html.

[7]Nwosu, PO and J Koller (2014) Strategic Planning and Assessment in an Outcomes-based Funding Environment. *Planning for Higher Education Journal*, in press.
[8]Gov. Nixon outlines performance based funding model for higher education during visit to Missouri State University. http://governor.mo.gov/news/archive/gov-nixon-outlines-performance-based-funding-model-higher-education-during-visit.

[9]SB 195 http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB195.

[10]California 2014-15 Higher Education Budget, http://www.ebudget.ca.gov/2014-15/pdf/BudgetSummary/HigherEducation.pdf.

[11]State of the CSU, Timothy White, http://www.calstate.edu/stateofcsu/address.shtml.

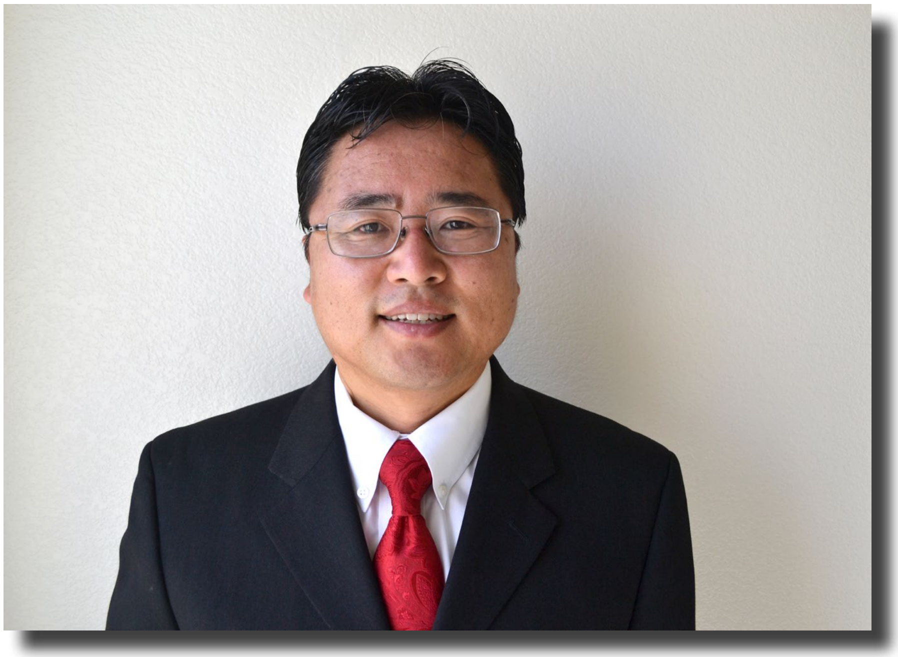
Senate
FORUM

The Senate Forum is a publication of the Academic Senate at California State University, Fullerton.

It is designed to stimulate discussion, debate, and understanding of a variety of important issues that the Senate addresses.

Individuals are encouraged to respond to the materials contained in the Senate Forum or to submit their own contributions.

An interview with
Danny Kim



VICE PRESIDENT
Administration and Finance

Tell us a little bit about yourself.

I started my career at UCLA as an analyst and worked up to the position of analyst in the Central Budget Office — in the UC system budgeting is centralized at the campus level. The campus was going through major budget reductions in the early 1990s so I was really learning about the system and financial management and budget planning in response to cuts. Then I went to UC Riverside in the same capacity, but at that time the campus was expanding enrollment, so I spent four years there planning for significant growth. So rather than cutting I was part of planning for new programs and growth over a longer-term period. I developed the original budget proposal for the law school, which did not materialize because UCI came in with their proposal. However I did work on the plans for the new medical school. Then in 1999 I transitioned over to student affairs and had responsibilities over operations. At UCR Student Affairs has large auxiliary component as well as student services so I had the opportunity to be involved programmatically as well as with respect to financial affairs. My departure culminated a 22-year career in the UC System.

What is something you think the Fullerton community would find interesting about you?

I'm a huge soccer fan and even enjoy watching two obscure teams play. I also enjoy riding my road bike on weekends but haven't had time to do that since I started this job. I'd like to get back to that.

How do you see yourself fitting into the Titan family?

Well at first I was a bit nervous because I had spent so long in one system. Moving to a new campus and a new system seemed challenging, but the transition has been easier than I expected. Everyone here has been really welcoming. I think that in the end, whether it's the campus here or at Riverside, it's all about educating students so there are more similarities than differences. The fact that I didn't have to move but stayed in the same area helped. So I feel very comfortable and at home here at the Fullerton campus.

How do you see yourself working with the Academic Senate, the President's Advisory Board (PAB) and the Planning, Resources and Budget Committee, aka PRBC?

I'm still learning about my specific role on these committees. But over the last 22 years I've worked closely with the academic senate and faculty. I enjoy working with faculty. I enjoy learning about their research interests and projects. My role here is to be highly supportive of the Senate process and provide information and data and guidance on budgetary and financial matters. I'm completely comfortable with shared governance with faculty and students. I hope to stay very engaged with the Academic Senate.

What does it take to be a successful Vice President of Administration and Finance?

It's important to have detailed knowledge about public resources and budget planning. Having this technical knowledge allows the person in my position to come up with more creative solutions to financial and budgetary matters. Being CFO is a very technical position — more than just an administrative job. I think it is very important to have that knowledge. I think it's important also to understand the culture of the campus and the priorities of the campus and the tolerance for risk. When you are managing funds you can't use very conservative methods all the time. There are some calculated risks you have to take. So the technical knowledge is very important to have in order to be efficient and optimal in everything you do.

So this gets us back to the differences between CSUF and your work at UCLA and UC Riverside.

Yes, it's different but involves a similar set of skills. So when I was in Student Affairs I was managing operating budgets and we had some reductions in some years just as you had here, and having the technical knowledge about how university funding mechanisms work, I could steer our division successfully through these periods. In the end I could protect our core mission and purposes in a whole range of ways, while still tolerating severe budget reductions.

How, if at all, would you reorganize your division?

I'm still learning about the division, but my goal is to reorganize it in a way that responds to the needs of the campus, so the structure will be very logical and very practical. This office exists at every CSU campus. And there are some consistencies about how you organize this at each campus with small differences at the margin. Most important is to have it be organized in a logical fashion. There have been some shifts as you would expect in a time of transition, and I think it worked well for the transition but it's not sustainable for the long term. So I am now looking at how to respond to longer-term needs.

A perennial problem here is getting reimbursements for travel and for covering expenses incurred in extracurricular academic activities such as hosting conferences or outside speakers. The procedures are cumbersome and slow. Do you have any ideas on how to facilitate these processes?

That particular topic is on my to-do list to improve business processes. My own travel reimbursements took a very long time, much longer than I am accustomed to. I had a conversation with Amir about implementing an electronic-based workflow system. For travel reimbursement, an electronic workflow system really could improve things — not just the timing but also the accuracy. You know the problem with the reimbursement process is that sometimes the departments process the paperwork, but there also could be delays in the accounting offices, so an electronic system would speed up the process. Also it would allow everyone to check in with where the process is. In the end it would allow everyone to be more accountable to the issuer. I'm hoping to implement this system as part of a process of converting other systems to an electronic-based workflow system.

Another perennial problem as you know is being underfunded in terms of money from the state. Do you have any thoughts about how to solve that problem?

You know most of us who have been around for awhile know fees have increased. Clearly the funding-basis has shifted from state to parents and students. In the end I think the most important thing for us is to carry out our fiduciary responsibilities in the best way possible. We need to be much more transparent in letting the public and students and parents know how we are spending our funds. Also it's important to demonstrate the real cost of operating the university. You hear statements like "it costs too much" or "we aren't getting enough funding" but you need to support those statements with hard data. You need to make financial statements clear. The financial statements don't show that the balances are committed for the future. So we need to convey as clearly as possible that there are real operating costs beyond rhetoric and hope that there is improved recognition that it takes real money. There are real operating requirements and I hope that would enhance our opportunity to seek additional funding from the state and other sources. So I guess that's about it. As VP, one thing I could do would be to help the Chancellor's office in formulating strategies and making a compelling case about our finances.

What are your top three goals for CSUF?

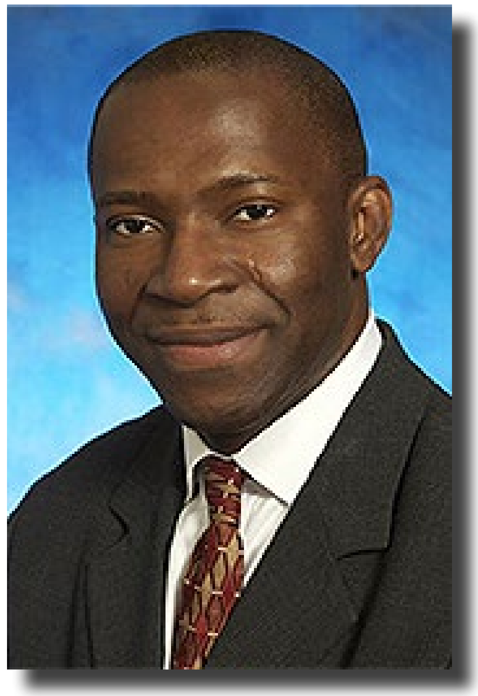
Well, I had a great vision for what the potential was. But then I was mortified when I saw that campus restaurants earned low ratings. So one of the first things I did was to improve those ratings. So now they are As and Bs. My goal is to post the letter grades, even though we are not required to do so.

So having said that, my one goal is to be a role model in higher education at the national level. Fullerton, as you know, is the largest campus in the largest system in the country, so we have enormous potential to play a role in the national conversation. So I'm hoping to be one of the players who helps achieve that goal.

My second goal is to enhance our presence locally, in this region. When you have 38,000 students you have a huge impact in the region. I know that in Orange County there are other institutions, but I was surprised at how well Fullerton is known across the state, and many of my contacts are Fullerton alums. So I want to enhance our presence in the region. Realizing the goals of College Town will have a tremendous impact on our presence and also in student life.

And a third goal is to diversify the resource base. As a CSU, we are heavily dependent on state and tuition fees, and I hope to create ways to expand extramural funding. And one way to do that is to provide a financial incentive to develop extramural funds. ℘

An interview with
Peter Nwosu



ASSOCIATE VICE PRESIDENT
Academic Programs

What kind of experience do you bring with you related to Academic Programs here at CSU Fullerton?

I come to CSU Fullerton with more than 20 years of experience working with faculty at three major public institutions: CSU Sacramento, CSU Northridge, and Tennessee State. Although I received my doctorate from a private institution (Howard University), I am, overall, a product of the public school system. Thus, I value the foundation that public institutions provide in our lives.

I joined CSU Sacramento in 1990 when Jolene Koester was on the faculty at Sacramento State. Jolene was responsible for hiring me. In July 2004, I left to become chair of the Communication Studies department at Northridge, then became interim chair of the Department of Urban Studies and Planning in 2007-2008. Both Dean Theodolou and Provost Hellebrand had asked me to help provide stable leadership in the department. In both positions, I provided coordination and oversight for degree programs, personnel functions for tenured and tenure-track faculty; faculty searches, hiring, retention and promotion processes, teaching assignments, course scheduling and other academic, enrollment, and resource planning and budget issues, including student issues, and related administrative duties. So I bring a lot of these experiences to Fullerton.

In 2008-2009, I was also a recipient of the American Council on Education (ACE) Fellows Award to pursue a one-year leadership development program, which took me to Tennessee State University, Nashville. ACE Fellows are mentored by the president and the leadership of the institution. This allows the individual to gain the kind of exposure to leadership experiences and national higher education leaders than one gets at a single institution. I visited more than 20 institutions, some with other fellows, and some alone. Fellows also get an opportunity to travel abroad to explore international higher education in a planned visit to one or more institutions. It is a full-year program, and the Fellow does also work on a special project at the institution where he or she is placed. Upon completion of that program, I returned to Northridge. Then in 2010 I took a leave of absence and returned to TSU to serve as Assistant to the President for Institutional Planning

In 2008-2009, I worked with faculty, staff and students at Tennessee State, where I served and chaired a steering committee that developed the University's 2010-2015 Strategic Plan. The plan was completed in a six-month period of intensive work and engagement with the campus community. The time at TSU also was a chance to work with faculty, students and staff. At all institutions — Sacramento State, Northridge and TSU — I have worked with faculty. Returning later to Tennessee (where I served) as assistant to the President and later Associate Vice President for Academic Affairs, allowed me the opportunity to work on campus-wide planning and assessment. I also provided leadership with the university's successful reaffirmation of institutional accreditation for 10 years.

I love working with students. I enjoy teaching and the scholarship that goes with it. I owe a lot to Dr. Laura Fleet, my mentor and advisor at Howard University, who taught me how to teach. I encourage my students to think and to engage. I have also been shaped by my experiences at Sacramento State and Northridge, where I had the opportunity to work on scholarship and research. I moved up from assistant to associate and finally to full professor in Communication Studies, within reasonable timelines, and I owe it to the good mentors I had. In sum, I bring an eclectic background to academic programs, given the experiences and the opportunities I have been privileged to have.

Was there formal mentoring at Sacramento State?

I was assigned to a faculty member in my department, to help that person think about the future of the discipline and the future of the department. Both Drs. Larry Chase and John Hwang served as my mentors. Strengthening faculty strengthens the department. But for this mentoring role, it would have been a little difficult for me to navigate the environment of retention, tenure and promotion as a new assistant professor. At Sacramento State, we had numbers assigned for each of the four areas: teaching was 50 percent, research was 25 percent, service to the University was 15 percent, and to the community was 10 percent. So you knew how to distribute your work and plan ahead. Every department at the university had to shape its own mentoring plan. At CSUN, one of the things that I did — because I served on the Faculty Senate Committee on Equity and Diversity — was an annual workshop on retention. So mentoring was one of the things that we discussed during these workshops. We organized both the faculty senate committee and the office of faculty affairs to implement this workshop and underscore the importance of mentoring. Provost Hellebrand, Carolyn Okazaki, Chair of the Faculty Senate Educational Equity Committee, Bronte Reynolds, Chair of Educational Leadership at the time, Penny Jennings, AVP for Faculty Affairs, and myself as the chair of the sub-committee on faculty diversity, were major pillars for this effort.

Have you been here long enough to get a sense of the culture or to see things that need to change?

I see a vibrant academic environment because I have been to a number of meetings. I went to the history department and I was very pleased to see 17 faculty members looking at assessment of student learning. Universities are established to educate students. How universities assess student learning is a major part of this knowledge development. This is also an issue for us at Fullerton where we profess that learning is preeminent. If learning is preeminent, how do we know how much and how well our students are learning? Assessment provides some clue to that question. There is clearly a huge conversation on our campus now about how we advance the value of assessment. The President and the leadership of the university, along with the Academic Senate Assessment and Educational Effectiveness Committee, are helping to shape this conversation.

The University GE Committee is another component of the ongoing work I have seen on campus. The Academic Senate and Academic Affairs GE Retreat was particularly informative. The vibrancy is in the engaged conversation that faculty are having. The President's presence underscored the university's commitment to the discourse on GE as the bedrock of American higher education. Part of this conversation is how we frame GE as an intentional program, and how we assess it. I see lots of opportunities to reform what we are doing in GE, and we are moving in that direction together.

What are your thoughts about majors getting exemptions?

In my role as AVP, I see it already, but some of it is embedded in the Executive Orders. I am aware of these conversations. What we need to pay attention to, however, is demonstrating through other means that students are, in fact, learning what we expect they would learn, assuming that exemptions are granted. In some respects, perhaps for accreditation purposes, etc., a good case can be made for exemptions. To me, this means instituting a robust assessment mechanism that demonstrates that learning is taking place. Here outcomes matter. You don't want to see everyone seeking to get exemptions. What are they asking for and why? What are the trade-offs? You don't want to encourage a blanket request for exemptions.

What do you see in terms of relations between administration and faculty?

What I've seen — and again this comes from being in the academy for many years — is a relationship that values shared governance. But shared governance is not the equivalent to doing nothing. Shared governance is not an abdication of responsibility or decision-making. At every institution, there are different levels of responsibility. We have an academic senate, which makes policy. The president has final authority on policies. That is the nature of our consultative process. Shared governance also allows for networks of responsibility and accountability. I go back to the assessment piece and advising, and WASC too. I know there are some weaknesses in assessment — I can't impose my will — so you go through the consultative processes — Academic Programs and the Academic Senate Committee (AEEC) and the Task Force on Assessment — working together to address issues of structures and capacity to support faculty and staff, and to enhance the process for an integrated assessment system as called for in our Strategic Plan. I was in the AEEC when we looked at the second draft. And we made revisions and it was a stronger document. We did not want to include procedures in the policy. That revised policy was sent to the full Academic Senate, where further revisions were made to strengthen the document. And the President has signed it. Now we are working to develop the procedures and create an educational effectiveness plan. These are the kinds of things you can engage in. The interpersonal relationships are important; they reinforce the shared governance. I am very, very pleased with the consultative processes. And it's not just consultation. Things are happening. I see intersections between consultation and progress.

What would you hope to have accomplished by the end of the first year?

There are seven offices that report to Academic Programs. We have a weekly directors' meeting so that we're all on the same page, and we have robust discussions about our direction. **Academic Programs** is at the core of what we do at the university. Thus, during the first year, our focus will be on capacity and infrastructure building. We must have the right pieces and all the staff in place for a well-running and well-functioning Academic Programs office. Before this, we had a different structure: separate graduate and undergraduate offices. I am the first to manage both, along with several other units: Advising Center, Health Professions Advising Office, Honors, Freshman Programs, and Assessment Office. My task is to build a cohesive office that better serves the university as envisaged by Provost Cruz. So I am reorganizing and building.

The Office of **Graduate Studies** was never a part of the Office of Academic programs. It is now. So, I have to build a more synergistic relationship between graduate programs and undergraduate programs.

CSUF had an AVP of **Undergraduate Programs** but there was no director to manage the undergraduate work. Now we have one. When I arrived I asked for a job description for this position because we had none. We have created one, and now we're moving forward to advertise the position. We also have a GE component to the position, given the importance we have attached to GE as a program. So part of the plan is a faculty coordinator for GE. We manage the catalog, and we are talking about moving that online next year.

We are looking at advising — we just hired six new graduation specialists that will work with colleges. The graduation specialists will be centrally managed, but locally directed, with 70 percent of their work carried out within colleges supporting students. The other 30 percent will be centrally managed through a uniform training process, common data tracking system and a uniform mechanism for assessing quality of advising, all carried out through Academic Programs and the **Advising Center**. We are expecting two more graduation specialists. Our focus is on improving student learning and graduation.

We strengthened the advising in the **Health Professions Office**. Keep in mind, we have a minor in the health professions now. We have some 12 students in the minor, and some 70 students who have expressed interest in the health professions, and the advising office for the health professions advises nearly 1,400 students enrolled in other colleges, most of them from the College of Natural Sciences and Mathematics and the College of Health and Human Development.

We are strengthening the **Honors Program**, and this program will move to share space and resources with students in other excellent programs such as the President's Scholars and Guardian Scholars.

Freshman Programs now serves more than 500 students, and there's work needed to strengthen the program. We have instituted the GE Pathways program to provide greater coherence for our students through a themed approach that has been tried at a few other CSU institutions. I am excited about the prospects of this program and the interest it has generated among our faculty. The Strategic Plan wants us to ensure that 75 percent of students get advising in five years but we are pushing for 100 percent. So it's a very busy period for us.

We have a new website that went live in March, and we started on that before I arrived. It focuses on the three key responsibilities of the Office of Academic Programs: curriculum development, quality assurance and student success.

Thanks to the support from the Provost, we now have a dedicated **Office of Assessment** in McCarthy Hall, where faculty can seek technical support for their assessment work. We are working to have an open house in Fall 2014. We will have a completed an educational effectiveness plan that will also include protocols for professional development and an assessment calendar, thanks to the leadership of Joe Burgtorf as chair of the AEEC. We are working on an Assessment Management System, in collaboration with IT and other units, and will conclude with a recommendation to the Provost by the end of Spring semester.

We are looking at **Campus Labs**, which are being utilized in some fashion, by some colleges and the Division of Student Affairs. What I'm trying to do is to ensure that we have a uniform, integrated system for assessment planning and improvement that focuses on student learning and the services that support student learning.

The other piece is **faculty development**. We will begin a robust system of professional development for faculty and staff guided by the work of the Academic Senate Assessment and Educational Effectiveness Committee.

And finally we're looking to the successful completion of the WASC Interim Report, due in early spring 2015. We have scheduled a kickoff of the planning for the report in March. So we have a lot of work to do.

Is there something about your non-work life the Titan community might like to know?

I love to travel and am interested in other cultures and places. I've been to more than 42 states and 30 countries. I speak English fluently, and several West African languages fluently as well. And I came to the United States as an immigrant student. Today I am a U.S. citizen, a teacher, and a scholar.

Part of my interest in travel is my discipline. My degree is in intercultural communication. I am always excited in a new place, in people and their cultures; what happens when people from different backgrounds encounter one another. Intercultural encounters can be both challenging and promising — challenging when individuals fail to take the time to learn about the other; promising when individuals take the time to learn about the other. Our diversity can be both a challenge and a promise. We become a better place when we harness the promise of that diversity.

Why did you come to the United States?

Years ago, in graduate school, I read a book about whether you can really go home, and the author talks about immigrant experiences in the United States, and says that when you come to a new place, the initial tendency is to want to go back upon the completion of your studies. Most immigrants come to a foreign place for all kinds of reasons — for school, for economic reasons, for political reasons, or simply to explore a new place. How do you adapt in such a new place? What are the promises and challenges of adaptation?

When I arrived in the United States, I always thought I would go back once I completed my education. That decision was not an easy one once I completed my studies. There was political instability in my country, a result of long years of military rule. I wondered if I should go back or get some experience teaching, then return home. So I ended up staying, and then decided that I needed to become a citizen.

I have spent at least half of my life in the United States. I have visited multiple continents — Africa, Europe, North America, South America, and Asia— and multiple countries. Whether it's Brazil, Thailand, the United Kingdom, France, South Africa, Mozambique, Mexico, France, Senegal, Canada, the Netherlands, Ghana, etc., each country is different. You learn a lot from the people. You see enough differences that differences no longer make a difference — I have always shared with my students the value of engaging with the world, and to see the world as their village, rather than see their village as the world.

This is summed up for me in this sentence, which I have in my most recent book: "My village is not the world. The world is my village." Such a view allows you to step back and reflect on the many wonderful opportunities that different places provide. I want our students to develop not a narrow view but a cosmopolitan view of the world.

Is there anything else you want our readers to know?

One other thing I want to underscore is the collaboration with student affairs. That connection between academics and student affairs is vital. Both Jose and Berenecea come from that background, and I saw at CSUN how it worked. This was one of my many attractions to Fullerton. The VP of Student Affairs at Northridge, the late Terry Piper, worked very well with Academic Affairs, and you can see the value of that collaboration to faculty and to students; so one of the things we are working on are ways to strengthen that collaboration and relationship in more than just talk. So the GE Pathways is one example of how we are trying to do this; the April workshop with faculty and student affairs will focus on co-curricular activities; we will also focus on how we assess these activities.

I still publish because it is very important to me. I have focused on encouraging colleagues to engage in research. I currently serve as journal editor, and publish or attend one professional disciplinary meeting each year, or work-related professional association meetings where I present a paper. I am an administrator, who also sees himself as, first and foremost, a faculty member.

That lens has guided how I engage colleagues, faculty, staff and students. I can't ask you to do something if I am doing nothing. How can I ask faculty to go to conference when I don't? There are ways to engage this process, one of which is doing collaborative work, even with the busy work of administration. Finding faculty you can work with, and finding different ways of working together, helps one to maintain currency and relevance. ꕤ