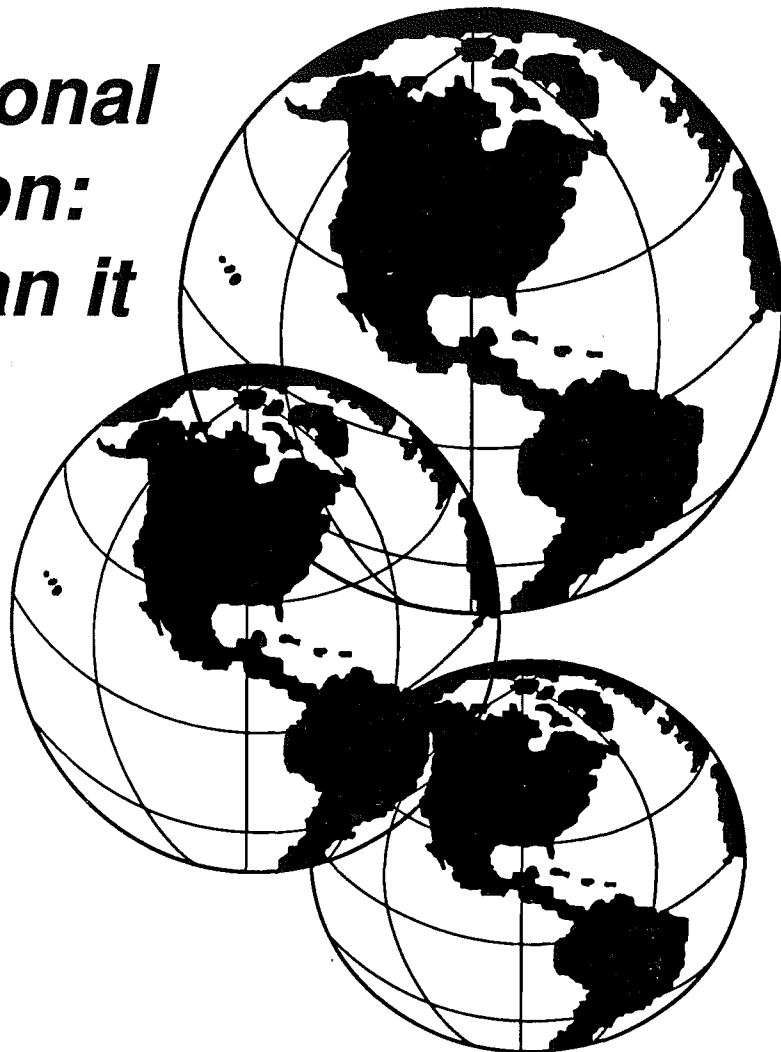


SENATE FORUM

WINTER, 1990

VOLUME 5, NUMBER 2

*International
Education:
more than it
appears*



Also in this issue:

- Improving student quality
- A look at problems in ECS
- Why women don't progress at CSUF

The Lottery con game

Stewart Long, Economics
Senate Chair

Six years ago, California voters decided in their wisdom to create a state lottery. The purported reason for this move was to provide "extra" money for education. From the very start the lottery had strong critics. Some were morally opposed to state sanctioned gambling, others felt that if education needed more funds, they should come from general tax revenues. Still others were concerned that the burdens of this indirect form of taxation would fall most heavily on the poorest members of California society who were most likely to buy the bulk of the lottery tickets.

But despite these criticisms, the educational community, which stood to gain increased resources from the scheme, was soon coopted into what has become a shameful exercise in both regressive taxation and fiscal irresponsibility. Public higher education, including the CSU system and the Fullerton campus, was not immune to this quest for a "free lunch" and became a willing participant in the process that has led to the current fiscal debacle.

On our campus, the use of lottery funds has been cloaked from the beginning in the sometimes self-righteous and obfuscating garment that we fondly refer to as "the Fullerton Way." We somehow came to believe that faculty participation in the process by which a portion of the lottery funds allocated to the campus were distributed made the use of lottery funds by CSUF something to be proud of. As the primary and secondary schools quickly diverted these "extra" funds to financing regular programs, salaries, etc., higher education condescendingly maintained the fiction that it was above such vulgar behavior. When our sister CSU campuses were forced by fiscal problems to "dip into" lottery funds to balance their budgets, the Fullerton faculty struggled to maintain the fiction that the lottery funds on our campus were adding innovative projects and programs (even if regular activities might have to be cut!). But this year, all our attempts at self-delusion over the lottery have come to a screeching halt.

The 1990-91 CSU budget situation was so bad that significant amounts of lottery funds were diverted to regular expenses by the Chancellor's Office before individual campuses even received their allocations. Library materials and replacement equipment are being funded entirely out of lottery revenues this year. Nevertheless the Fullerton campus hoped to make up

most of the remaining shortfall in the regular budget by the non-allocation of a large number of faculty and staff positions. Then by using some of the funds available from the one year suspension of the MPPP awards program we could continue to fund "special" projects and programs with lottery money from the discretionary category. President Gordon had accepted recommendations from the LRPPC concerning proposals to be funded in this way, and by late October Fullerton faculty were congratulating themselves for once again having used at least some of the lottery funds "for their original purpose."

But by mid-November, it became apparent that the lottery emperor indeed had no clothes. Projected lottery revenue shortfalls (due in part to declining ticket sales) led President Gordon (with an uncharacteristic lack of consultation with faculty) to "freeze" expenditures in the discretionary lottery category at least until February of 1991. Faculty-initiated projects were halted at their start, or in some cases in mid-stream. With all remaining lottery funds either committed to some regular expense category such as library materials, or in lottery categories not available for faculty projects (i.e., educational equity or endowments), these projects may never be completed. Furthermore, budget predictions for the 1991-92 academic year were looking bad, and lottery funds seemed likely to be a source of bailout for an even greater proportion of the CSU budget.

Reality has reared its ugly head, and Fullerton faculty can learn a lesson in public finance: namely, that to legislators and university administrators (at least at the system level) resources are resources, no matter what they are called or what their originally stated purpose. Unfortunately, this lesson has been learned at a rather large price. Despite all our well intentioned efforts to use the consultative process for good, the lottery funding to which it was applied was an inherently flawed method of funding education. Thus, we are left with a significant portion of our regular campus budget likely to continue being funded through the regressive, indirect tax which the lottery represents. In addition, the unpredictable fluctuations in lottery revenues may make our budget planning process in the future even more difficult than unpredictable political decisionmaking made the process in the past. Californians were lured into supporting this irresponsible change by the promise of "extras" for education. The "extras" have now disappeared, and the CSU is left with a budget situation where funding for the essentials has become a part of the gamble. §

Internationalizing the campus involves broad range of activities

Jack W. Coleman
Vice President for Academic Affairs

Over the past several decades most, if not all, universities in the United States have taken cognizance of the fact that, as Professor McNeill so aptly stated in the *Chronicle of Higher Education* (Aug. 9, 1990), "the world is round and that diverse people on the face of the earth interact and have always done so." An Illinois State University student-faculty Task Force on International Education concluded that, "unless a greater effort is made, too many of our graduates will leave campus with no significant intellectual or emotional cross-cultural experience."¹ As a result, universities are stepping up to the challenge to prepare their students to live and survive in an intensely interactive global society.

In attempting to do this, universities typically combine a variety of approaches to internationalizing their campuses. In some instances it is not clear what is meant by internationalization or how one can effectively judge that it has been achieved. However, in broad terms, internationalization seems to encompass, 1) curriculum, 2) reinforcing and expanding faculty global expertise and experience, 3) a mix of global students studying together and 4) opportunities for faculty and students for study and research outside their own countries. Cal State, Fullerton has committed energy to each of these areas.

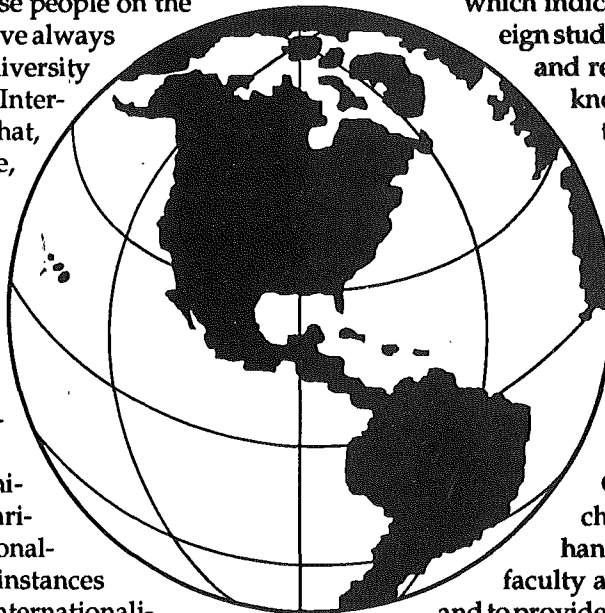
For many years the CSU has had a student International Program. This is typically for an academic year and currently encompasses twenty-five centers in fifteen countries. Program participants remain enrolled at CSUF, earn residential credit, and pay regular CSUF campus fees. All personal expenses (transportation, living, etc.) are the students' responsibility. Over the past four years the average participation per year has been twenty-three. In 1989-90, thirty-one CSUF stu-

dents took advantage of this opportunity.

Many international, as contrasted to immigrant, students attend CSUF; this year they will number approximately 850. Most of these have learned about CSUF through word of mouth. The popularity of this approach to selecting a university amongst international students is confirmed by a recent national study, which indicates that the majority of foreign students seek advice from friends and relatives who have first hand knowledge regarding an institution. They are persuaded more by this advice and by the perceived quality of the institution than they are by low tuition.² Even with this year's increased out-of-state fees (\$187 per unit plus a flat fee of \$498), CSUF remains very competitive.

The major objectives of CSUF's International Exchange Programs are to enhance the mix of international faculty and students on our campus and to provide concurrent opportunities for

our faculty and students to enrich their knowledge and cultural understanding through on-site experiences at foreign universities. By taking the initiative and carefully developing exchange agreements and close working relationships with key institutions in various countries, CSUF has been able to develop meaningful, customized opportunities for both faculty and students. As mutual trust and respect evolve over time through these close associations, other opportunities may develop. For example, through contacts made in the Soviet Union, it was possible this past spring for CSUF's Dance Repertory Theatre Group to visit Moscow and to perform in Leningrad. If funding permits, the Music Department's wind ensemble will play in Moscow next spring. Additionally, a three-week Executive Management Institute attended by fourteen Soviet business executives has just finished.



1. Jo Ann McCarthy, "Internationalizing the Curriculum," AASCU ERIC Model Programs Inventory Project; Department of Education, (Washington D.C., sponsor), 3.

2. Lewis Solomon, "Foreign Student Factor: Impact on American Higher Education," Institute of International Education Research/Technical Report, (1987), 24.

People's Republic of China

Exchange programs were established with Fudan University (Shanghai), Xiamen University and Northwest University. Additionally, an informal relationship evolved with Shanghai Second Polytechnic Institute.

The scarcity of access to hard currency by the Chinese coupled with restrictions on taking it out of China necessitated unique exchange agreements. Typically, and as is true for CSUF, students and faculty must pay for their transportation to and from China. Once there, tuition, room and board plus a modest stipend for incidentals are provided by the host institution, which also lays on one major and one minor excursion.

Once a Chinese student or faculty arrives at our campus, similar financial courtesies must be provided. To meet this obligation, CSUF requires its participating students and faculty to pay approximately \$5,000 into a CSUF trust fund, an amount that currently approximates the costs incurred by the Chinese institutions. This also covers CSUF fees of approximately \$1,000. This trust becomes the source of hard currency to accommodate the Chinese exchange faculty and students while at CSUF. Because of the imbalance in the number of exchange students and the expense of living in Orange County, various campus work opportunities (student assistant/graduate assistant, etc.) have been made available to many of our Chinese visitors.

The following summarizes participation in Chinese exchange programs since their establishment in 1987-88:

| <u>University</u> | <u>CSUF Students</u> | <u>CSUF Faculty</u> | <u>Chinese Students</u> | <u>Chinese Faculty</u> |
|-----------------------------|----------------------|---------------------|-------------------------|------------------------|
| Fudan | 3 | 7 | 13 | 4 |
| Xiamen | 1 | 2 | 3 | 1 |
| Northwest | 0 | 0 | 3 | 1 |
| Shanghai 2nd Polytech Inst. | 0 | 3 | 1 | 0 |

Following the Chinese government's attack on it people in Tiananmen Square, all exchanges with the PRC were suspended. The CSU ordered the recall of all students and faculty in China. CSUF had a visiting scholar and a student at Xiamen, who were notified by CSUF to return immediately, since the University could no longer be responsible for their safety. The visiting scholar came back but the student elected to stay and ceased to be an exchange student. During this period, Chinese students and faculty were free to participate in exchange programs. After approximately one year, the ban was lifted by the CSU; we can now resume a normal exchange relationship.

CSUF needs to develop programs which better prepare students and faculty to take advantage of the exchange opportunities in the PRC. It also needs to

develop program funding approaches that are less burdensome to our U.S. students and faculty. The exchange program with universities in the PRC is an excellent opportunity for our students. Because of the close personal ties that we have built with these universities, they watch over our students and faculty more closely than they do students from other American universities.

France

CSUF has had a student exchange agreement with the Mission Interuniversitaire de Coordination des Echanges Franco-Americains (MICEFA) for about five years. MICEFA is a consortium of eight campuses of the University of Paris. Most of the French students visiting CSUF have come from Paris X, Nanterre.

The French program arguably has been the most even-keeled exchange that CSUF is involved with. The University of Paris X, Nanterre is considered a world-class university. They send outstanding students to CSUF, e.g., this year one will be a post-doctoral biology student. The French exchange students' command of English is excellent. Our own students gain the opportunity to study in Paris, one of the cultural centers of the world.

Flow of hard currency does not present a problem for the French as it does for the Chinese. As a consequence, students of both universities register at their own campuses, go to school at the foreign host institution, and are responsible for the costs of participating in the program (transportation, room and board, etc.). Both CSUF and Paris X are committed to helping students find employment in the host country. Ordinarily, the French are highly qualified graduate students and so are able to find a variety of employment opportunities here. Our students have found some interesting jobs in and around Paris X.

While we have had faculty from Paris X and CSUF involved at select times with the program, it is primarily for students:

| <u>Year</u> | <u>French Students</u> | <u>CSUF Students</u> |
|-------------|------------------------|----------------------|
| 1986-87 | 4 | 5 |
| 1987-88 | 4 | 1 |
| 1988-89 | 4 | 3 |
| 1989-90 | 6 | 7 |
| 1990-91 | 5 | 5 |

This has been a strong, stable program. The CSU may attempt to preempt us with MICEFA and make this program a part of its International Program. If they do CSUF should consider seeking a separate exchange agreement with Nanterre. Bill Haddad, Linda Anderson-Fiala and I laid the groundwork for this possibility

during our visit to Nanterre last summer. This exchange agreement should develop faculty ties as well as expand student opportunities.

Japan

In 1988 CSUF established an exchange program with Nanzan University In Nagoya, Japan. A private Catholic school with a western-style campus, it is renowned for their Center for Japanese Studies where the instruction is in English. CSUF's Japanese language faculty have worked closely with Assistant Vice President Haddad in establishing this exchange. (Bill had taught there at one time.) It is perceived as a way of enhancing CSUF's minor and, when one is established, its major in Japanese.

The program's financial pattern is similar to that of the Chinese one. In addition to transportation costs, CSUF students pay \$8,500 which permits them to be enrolled full-time at CSUF (\$1,000), while the balance (\$7,500) pays for a Japanese student to attend CSUF. A CSUF student receives free tuition, books, health insurance and room and board at Nanzan. Except for health insurance, we pay the same costs for the Nanzan students here.

This financial arrangement works well when there are an equal number of students being exchanged, but Nanzan University has sent us many more students than we have sent them. This imbalance requires that many Nanzan students must pay their own program and living costs, including tuition.

| <u>Year</u> | <u>CSUF Students</u> | <u>Nanzan Students</u> |
|-------------|----------------------|------------------------|
| 1988-89 | 2 | 7 |
| 1989-90 | 2 | 9 |
| 1990-91 | 2 | 7 |

One of our goals should be to modestly expand CSUF student participation to equal that of Nanzan.

We should also encourage faculty exchanges. The Japanese do not see coming to the United States as of great value to them. However, they welcome short-term visits by our male faculty since they have housing in the priests' dormitories. The high cost of living in Japan is another complicating factor. Despite the problems associated with faculty exchanges, they are a worthwhile goal to work towards over the next five years.

Mexico

CSUF established exchange programs with the Autonomous University of Baja California (UABC) in 1985, and with the Autonomous University of Guadalajara (UAG) in 1990. The UABC is not well-

equipped to accommodate our students. They do not offer language training in Spanish, so it is only suitable for students who have a complete mastery of the language.

UABC funding arrangements are difficult. With the collapse of the peso, we cannot expect UABC faculty and students to come to Orange County and absorb its high living costs. By the same token, it is unfair to ask CSUF students to leave behind \$5,000 to support a UABC student when they could live handsomely on that sum in Mexico. However, it provides excellent opportunities for our faculty. The UABC is a rich area for joint research in border studies and marine biology. For example, many of our faculty, Jim Dietz, Jackie Kiraithe, Lon McClanahan, Ernie Pena, Bruce Wright, to name a few, have close ties with the UABC. Expansion of faculty ties can and should be expanded.

The University of Guadalajara, by contrast, is perfect for our students. It has a strong Spanish language training program for foreigners and well-developed foreign student services. It is a private university. Its students are already accustomed to paying for their tuition and room and board. None of the three UAG students who will attend CSUF this academic year have asked for financial assistance.

| <u>Year</u> | <u>CSUF Students UABC</u> | <u>UABC UAG</u> | <u>UAG Students</u> | <u>UAG Students</u> |
|-------------|---------------------------|-----------------|---------------------|---------------------|
| 1988-89 | 1 | 0 | 2 | 0 |
| 1989-90 | 0 | 0 | 1 | 0 |
| 1990-91 | 0 | 1 | 0 | 3 |

Both of these exchange programs with Mexican universities can eventually serve a very useful role. The problems of program funding will require further attention. CSUF needs to continue to develop closer and more meaningful ties with our close neighbor and friend, Mexico.

Soviet Union

In 1989 CSUF established a faculty/student exchange program with the Moscow Institute of Steel and Alloys (MISA) and is now working toward a similar agreement with the Moscow Financial Institute. Visits have been exchanged between these institutions and CSUF, and very close and warm friendships have quickly evolved. The Soviet administrators are as anxious as we are to take advantage of the thaw between our nations.

The Soviet exchange is funded in two ways. CSUF, MISA and the American Council of Teachers of Russian (ACTR), headquartered in Washington, D.C., have a tripartite agreement. The ACTR sends a certain number of Americans to MISA for language training. For this, ACTR banks hard currency which MISA can spend

INTERNATIONAL EXCHANGES

in the United States. Or, to use their jargon, MISA earns person-months based on the number of Americans it trains. In return, MISA sends its students to CSUF and reimburses CSUF from its ACTR "earnings" for the reasonable costs associated with those students. This is similar to what we do in several of our exchange programs.

Following is a summary of the participants in this newly established program:

| Year | CSUF Students | CSUF Faculty | Soviet Students | Soviet Faculty |
|---------|---------------|--------------|-----------------|----------------|
| 1989-90 | 0 | 0 | 4 | 0 |
| 1990-91 | 2 | 1 | 3 | 2 |

Our short experience suggests that Soviet students will normally need to take our intensive American Language Program, so they will have to be at CSUF for twelve rather than ten months. As a consequence, CSUF has negotiated with MISA and ACTR for thirty-six person-months annually which permits three Soviet students to attend CSUF for a full year.

The second way the exchange is funded is by arranging for the direct exchange of students, thus bypassing ACTR. As with the Mexican program, the significant disparity of living costs between the two countries creates complications. MISA has accepted an arrangement whereby for every two students we send to them, they will send us one. CSUF students will deposit \$5,000 into our trust account. From this their basic fees will be paid and the remainder will be used to support the Soviet exchange students at CSUF (room and board will be provided free by MISA).

Even though this exchange program is new, CSUF was able to accommodate four MISA students in 1989-90 (for ten months rather than twelve) and currently has three MISA students who came in May for language training and then enrolled in our 1990-91 academic program. Two CSUF students are in Moscow now and will attend MISA this academic year.

The MISA and ACTR have been very pleased with the cooperation of CSUF as well as with our program. There appears to be a very good opportunity to expand the direct linkage between MISA and CSUF. We may

be able to expand our Executive Management Institute to train Soviet experts in modern U.S. business management practices and the free enterprise system. Faculty exchanges are possible. MISA has expressed a desire to send over selected professors for short-term (e.g., up to one semester) research and class exposure. One MISA faculty member will join CSUF this academic year to initiate this exchange. MISA is ready to accommodate CSUF faculty under similar terms.

Conclusion

CSUF had initial successes in establishing a framework in key nations to facilitate and customize meaningful faculty/student exchanges. This framework requires nurturing and refinement so that the campus' exchange objectives are served in an effective, efficient, and balanced manner. Creative approaches to hard currency and other program funding problems must continue to be developed. Given successful solutions to these challenges, CSUF faculty and students will have exciting exchange opportunities. Those who participate will be well placed to assist in meaningful internationalization of the campus and to survive and live in this intensely interactive global society. §



Jack Coleman is Vice President for Academic Affairs. He has visited France, the USSR, Taiwan, Korea and China in the process of establishing the exchange agreements which he here describes.

Editor sought

The *Forum* is seeking applicants for the position of editor. The task entails editorial coordination, story development, and editing of written work. Design and layout skills are not necessarily requirements for the position. The faculty editor will be assigned .2 FTEF release time (normally one course per semester). Interested applicants should contact Stewart Long, Chair of the Academic Senate, at extension 3683.

Can we get better students?

*Although faculty want better students,
the Master Plan limits the options available*

James Blackburn
Director of Admissions and Records

Most faculty members would like to have better students. In fact, most colleges and universities in their institutional personae would prefer to have more good students. It is as if there were a manifest upward mobility of institutions. Open door institutions want the students who attend places which have specific admissions standards; universities using simple standards want the students who attend the more selective institutions. In short, most faculty members seem to covet the freshman classes of Harvard, Stanford, Caltech, or UC Berkeley.

The State of California, however, does not necessarily sympathize with these aspirations. According to the Master Plan, the University of California is intended to serve the top undergraduates, the CSU takes those in the middle range, and the community colleges absorb the rest. California State University is by definition a populist institution. By law, CSU campuses accept the upper third of California high school seniors, plus qualified transfer students. We are thus generally forbidden to raise our admissions standards, which would be the most direct method to improving student quality.

Any strategy for improving the mix of incoming students must be based in certain realities. There is no reason to think, for example, that an expensive recruitment pitch to the best and brightest high school seniors in New York City would yield much of a catch. What we may be able to do is to affect the choices of students who have already heard of us, have some reasons to come here and who could, therefore, plausibly be persuaded to do so.

We are a regional university. Some of the CSUs — Chico, Humboldt, San Luis Obispo — are places where students go away to college; they are relatively isolated "college towns". Our location in suburbia — worse still, in a section of suburbia where rents and other living costs are high — virtually precludes us from developing this kind of appeal. The residence halls may help a little, but of course there are not enough spaces in them yet to make much of an impact.

In fall of 1989, freshman applications were received from no less than 600 California secondary schools. New transfer students came to CSUF from 78 different California community colleges, 18 of the CSU campuses, all nine UC campuses, as well as 45 California

private/independent colleges and universities. In addition, new students came to CSUF after having enrolled at colleges or secondary schools in more than 40 other states and over 30 other nations.

However, these data can give a misleading impression. Probably most of those who come to us from outside our usual service area belong to families which are in the process of moving here. Above 90 percent of our enrollees come from Orange County and the contiguous counties of Southern California. CSUF is a largely Orange County institution, but that is not necessarily an unhappy circumstance. Orange County becomes larger, more cosmopolitan and less provincial each year.

The freshman class which enters California State University, Fullerton each year constitutes less than one tenth of the total enrollment of the university. Most commonly this group of 2200-2400 students is fairly traditional in terms of age and SAT scores, with the latter being about equal to the average for California high school seniors. The high school grade point averages of these freshmen are for the most part in the B minus range. CSUF freshmen are generally comparable to those at the other CSU campuses with the exception of CPSU-San Luis Obispo.

The number of transfers entering CSUF each year is about twice that of freshmen. Again, the university is constrained as to whom it accepts. There is a rigid formula imposed at the statewide level, and if a student meets the conditions, he or she must be admitted. Only in exceptional circumstances (explained below) do we have the option of imposing a more demanding standard than that set by the State.

Surprisingly little is known about why students select CSUF. The results of small scale studies and anecdotal records suggest that cost and location are major factors in the selection. The reputations of various academic programs also play a part in attracting prospective students to the university. Predicting or accounting for the choices and behavior of teenagers is an inexact science.

Bring in more good students

If we are to attempt to move from a populist to a more elitist admissions policy, it will be appreciated that we are severely constrained in what we can do by state policies and regulations. These are mostly enforced by the Chancellor's Office. The Reynolds administration was more sympathetic than its predeces-

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sor towards plans for improving the quality of our entrants, but the strict constraints still exist. What, then, can be done?

While the State mandates the kinds of students that we must take so long as we have space for them, it does not insist that students go where the Master Plan envisages them going. In fact, about 20 per cent of our entering freshman are eligible to attend the University of California but, for whatever reason, have opted not to do so. There are also doubtless many very bright students who prefer to attend community colleges (more convenient, cheaper, etc.) when they could be going to UC or the CSU. We could do more than we have to entice such people here.

Vice President Coleman and the school deans have begun writing to graduating high schools seniors with high SAT scores about the advantages of coming to CSUF. Contacts with high school counsellors are important, but of course, if additional resources are to be devoted to this, they will have to be diverted from somewhere else.

Anyone familiar with talented high school students knows that such persons are much sought after by colleges and universities. The recruitment of top notch high school seniors is more than a cottage industry. Student recruitment is modest sized regional and national enterprise in which some colleges and universities spend over \$750 per matriculant to recruit good to excellent freshmen.

Less than \$300 is spent per new matriculant at CSUF. Large scale increases in CSUF student recruitment could be very expensive. Localized recruiting efforts are less costly. Orange County and the surrounding areas are home to many fine students, and more of them should consider CSUF as one of their college choices.

It is hardly appropriate to attract the cream of the high school crop unless we have the kind of programs which will benefit them. Several CSUF recruitment initiatives are directed towards the recruitment of honors students. The President's Scholars, President's Opportunity Scholars, and several other scholarship programs are examples. So is the Honors Program. If these aspects of our curriculum, were more widely publicized, we might attract more of the best. We should give more spotlight to the academic achievements of our students and the institution as a whole. I do not wish to enter the athletics versus academics fray because I do not believe the two to be antithetical. But as we have a sports information director, why not an academics information director as well? Does the public know that CSUF is a good institution academically? By honoring and publicizing academic achievement, we might retain a few more of CSUF's best students and attract others of similar caliber.

The CSU is fairly new at the recruiting game. Less than a decade ago, "student recruitment" was largely a

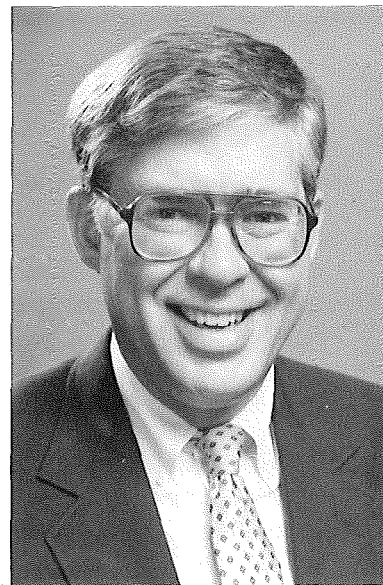
forbidden phrase in the CSUC. Many current recruitment efforts are understandably targeted towards underrepresented minorities, and that is as it should be. It is merely suggested that fairly modest recruiting efforts would most probably attract additional highly qualified students to Cal State Fullerton.

Finally, it should be pointed out that the benefits of recruiting good students are lost unless we retain them. Some institutions have found that good students are lost to "drop out" or transfer almost as frequently as are poor ones. If we are going to beef up our recruitment efforts, we need to ensure that what we have to offer here is genuinely suitable for the persons we attract.

Keeping out more poor students

We have suggested that almost all faculty would like to find better students in their classes. For some, this may mean an additional two or three star students in each section. Others are more concerned with the average level of class ability, and would be satisfied if two or three of the worst students - those poor souls who have never acquired decent study habits, cannot hold on to a logical thought, and cannot compose a coherent and grammatical sentence - were magically removed. Certainly one way of raising the general ability level is to eliminate those most lacking in talent and/or energy.

The formal raising of admissions standards at CSU campuses is possible only under a rather tightly prescribed and controlled set of circumstances, known as impaction. Executive Order 319 provides for the establishment of enrollment quotas on the bases of academic area, class level, program, or student resident status. Such quotas may be established, when it can be shown that a campus receives during the first month of the filing period more qualified applicants than can be accommodated in a specific category, e.g. undergraduate communications majors. With the approval of the Chancellor's Office enrollment quotas may be set and



James Blackburn has been a college and university admissions officer for 21 years. His appointment as director of admissions and records at CSUF came in 1986. In 1990 he was elected to an at-large seat on the Academic Senate.

higher eligibility indices, higher grade point averages, and/or other supplemental admissions criteria may be applied.

Via the implementation of enrollment quotas and supplemental criteria, admissions categories become, in CSU vernacular, "impacted". However when an impacted category does not fill during the first month of a filing period (November for Fall semester and August for Spring semester), the admissions requirements for that category revert to the normal standards for the university, i.e. the top third of high school seniors, etc. Quite obviously, the Chancellor's office has made it fairly difficult for a campus or program to raise the "mandated" admissions standards.

As can be determined from the above, "impaction" in the CSU does offer a method for, at least temporarily, raising admissions standards and therefore the quality of some portion(s) of the student body. Some CSU campuses, most prominently CPSU-San Luis Obispo, have essentially become completely impacted, and that procedure seems to work fairly well. It is a fairly complicated solution, and the filing period feature results in impaction not being a permanently successful method for raising the admissions standards of a category, much less the whole campus. The SLO situation is truly exceptional. No admissions categories have been impacted at CSUF for several years. It may well be time to reconsider Fullerton's eligibility for and interest in impaction.

Where admitting students who qualify for entrance to the CSU is concerned, the state mandated standards are rigid. In normal circumstances, any student whose performance falls just above the line must be accepted. On the other hand, when it comes to the question whether an applicant who falls below the line of qualification can be accepted, the state standard ceases to be rigid. Allocations of special or exceptional admits are made available to each campus.

Students who get on to the campus without meeting the normal minimum requirements are known as "special admits." In general, this category can include anyone who is judged likely to succeed in college despite a poor high school record or low test scores. In practice, most of the special admits fall into two categories. Either they are athletes, accepted because they will benefit the university by bringing luster to its teams, or they are ethnic minorities brought in as part of our educational equity program. If we were to seek to improve the average level of student ability by cutting back on special admissions, there would be a tradeoff in that the two programs mentioned would be harmed.

About 5 per cent of our entering freshman class usually come in under the special admissions policy. Is this the "right" proportion? Obviously opinions will differ, but it seems to me that we should only admit the underqualified to the extent that we have programs which will benefit them once they are here. I am

thinking of Summer Bridge Program, the special study hall sessions for athletes, the services of the Learning Assistance Center, and so on. Bringing an under-prepared student in only to have him or her flunk straight out again benefits no one, and if the special admits are left to sink or swim without any recognition that they need special help, that is only too likely to happen. Since we can provide these services to the numbers we admit now, I believe the 5 per cent figure to be a reasonable one. There are neighboring campuses at which the proportion of special admissions amounts around 20 per cent of each group of admitted freshmen.

Getting rid of the poor students we have

Instead of or in addition to the admission, recruitment and retention of high achieving students, it is possible to improve the academic quality of the student body by encouraging the attrition of poor students. However, our decisions on who to throw out are stringently limited by state policies, which prescribe what GPA puts a student on academic probation, and how long the probationary period can be extended before the student is barred from campus. So if, for example, we wanted to get tough, and tried to adopt a policy whereby the moment any student's GPA fell below 2.0, that student was barred forthwith from our classes, we would not be allowed to do so.

When it comes to disqualifying poor students, about the only discretion we have is whether to disqualify some people at the end of the Fall semester as well as at the end of the academic year. Most CSU campuses confine themselves to doing this each summer. We have recently moved to disqualify students in January as well, thus hastening the departure of some marginal scholars and, presumably, marginally improving the mix of those who remain.

In a similar vein, moves have been made to slow the reinstatement of academically disqualified students. Within the last four years, the number of students academically disqualified at the end of the spring semester has dropped from over 1100 to less than 500. This has been accomplished by way of stricter standards in the consideration of disqualified students for reenrollment in the university.

As the standards for academic reinstatement have been toughened, it has been our hope that more of the least successful CSUF students have been either helped to improve their work via developmental education or encouraged to consider other educational options. The habitually academically disqualified student has become an increasingly rare phenomenon. Perhaps this strategy has led to a small improvement in the academic quality of the student body.

The ultimate responsibility for removing unsuccessful students from the university lies with the faculty. If professors give stringent grades, poor students

are likely to be disqualified; if they are excessively kind, no one will be disqualified. The university itself can affect this in certain ways. For example, the policy by which the class GPA appears on individual transcripts was pushed by President Shields and adopted by the Academic Senate. The routine publication of the grades awarded by each department probably generates some peer pressure on those who might otherwise be too liberal with As and Bs. But if the faculty want the poorest students out of their classes, they should bestow a D or an F on any student who, in the professor's judgement, has not performed at an appropriate college-level standard in a course.

Making better those we have

The final option for the academic improvement of the CSUF student body has received less discussion than the others. CSUF already attracts and enrolls a fairly good student body. Many colleges and universities would be happy to enroll persons whose academic qualities are similar to many of the CSUF students. Perhaps, the university could help its current students and those who follow to become better.

There should be little wonder that UCLA and

Berkeley graduate outstanding students. The surprise would be if they did not. Such universities admit and enroll only the very best freshmen, and comparatively few transfers are admitted at all. It is probably not very difficult to "make" an outstandingly good freshman into a good recipient of a bachelor's degree. Such well qualified freshmen may actually graduate and succeed regardless of their undergraduate experience or the excellence of the pedagogy to which they are exposed.

At CSUF, many of the other CSUs and dozens of other institutions, faculty and staff have the opportunity to perform an educational alchemy. Every day, we have the chance to help above average or just average students to become superior scholars and contributing citizens. In many cases, CSUF already excels in such pursuits. There are CSUF graduates among the students and graduates of "top quality" graduate and professional schools, as well as the achieving citizenry of southern California and elsewhere. We simply need more success stories, and more particularly, we need to have our success stories told more frequently and to broader audiences. §

Know your campus: grading policies

Lynnette Housty
Assistant Registrar

**Questions with more than one correct answer.*

1. If a final grade sheet is submitted and an error is made: (a.) It can easily be retrieved from the Records Office.

(b.) a Change of Grade card must be submitted. (c.) the change can be made by telephoning the Records Office.

2. A grade of "W" or "WF" can be assigned:* (a.) at any time during the semester. (b.) only after census. (c.) during the final three weeks of the semester. (d.) on the final grade sheet.

3. A "WF" can be changed to a grade of "W" or vice versa:

(a.) by a Change of Grade card. (b.) by petition. (c.) none of the above.

4. A "WF" or "W" can be changed to a grade: (a.) by a Change of Grade card. (b.) by petition. (c.) none of the above.

5. An "I" grade assigned at the end of a semester: (a.) can be extended indefinitely. (b.) will not convert at the end of the authorized time limit (one semester). (c.) none of the above.

6. A "U" grade:

a. has no effect on the student's record. (b.) is

removed once the course is repeated. (c.) if petitioned is routinely changed to a "W." (d.) is not valid if the instructor does not administratively drop the student. (e.) none of the above.

7. The Repetition of Course Policy is applicable to:

(a.) undergraduate students only. (b.) undergraduate and postbaccalaureate students only. (c.) undergraduate, graduate, and postbaccalaureate students. (d.) undergraduate, graduate, and postbaccalaureate (excluding second baccalaureates). (e.) courses taken at CSUF but repeated elsewhere.

8. An "I" grade which has been converted to an F:

(a.) cannot be changed to a grade of "W". (b.) can be changed to a "W" by a Change of Grade card. (c.) can be changed to a grade of "W" by petition.

9. Grades of "RD" result:*

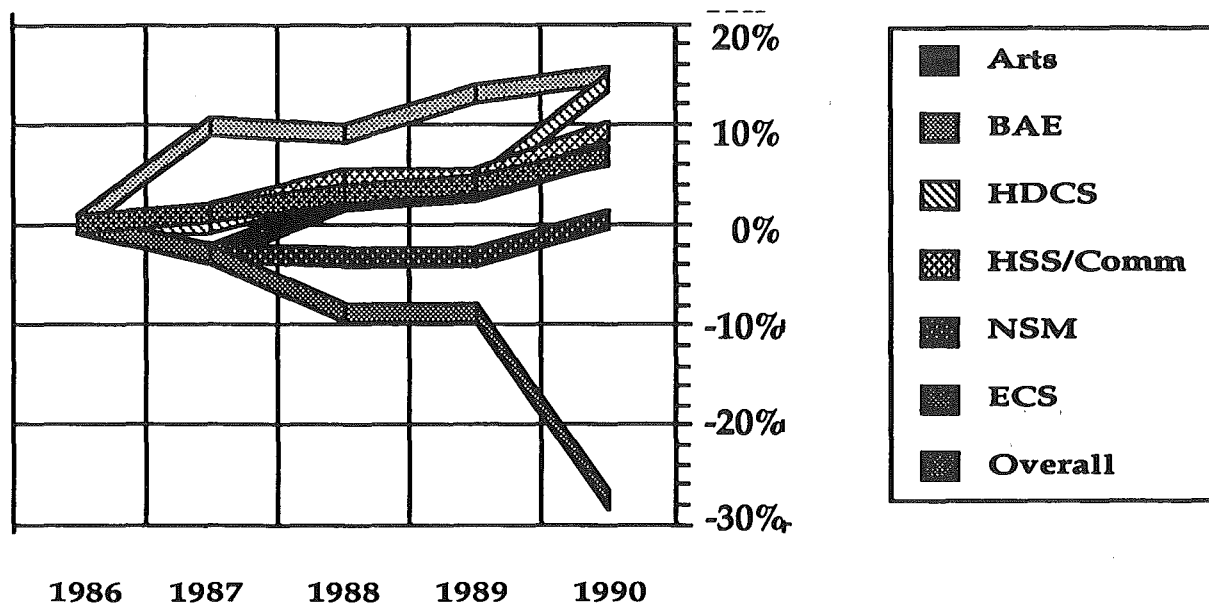
(a.) when a grade sheet is not submitted prior to final grade processing. (b.) when an instructor fails to assign a grade on the final grade sheet. (c.) when an instructor does not assign grades on certain types of courses.

10. A Change of Grade card:*

(a.) is only accepted with original signatures. (b.) can be accepted with facsimile signatures. (c.) must be signed by the instructor, department chair, and associate dean. (d.) if delivered by the student, is accepted by the Records Office.

Answers on page 12

Percentage enrollment change by school since 1986



A school in trouble

The Editors

The School of Engineering and Computer Science is in trouble. The most obvious and measurable sign of this is the enrollment figures for the past few years, which are shown in the accompanying diagram. These are costly programs, and the other schools, all of which have been growing, cannot be expected to support them indefinitely.

The accreditation process, which started badly, appears to have gone better than might be expected. But that does not mean that the school has yet got a firm grip on its problems of quality, or that it is well on the way to establishing a reputation on a par with the university as a whole.

There have been problems of organization and leadership. Some of the departments have expended great amounts of energy on civil strife. A new dean arrived this fall. His predecessor lasted only two years, during which he devoted considerable energy to fund-raising and to his own research, but much less to resolving such problems as sagging enrollments and internal feuds.

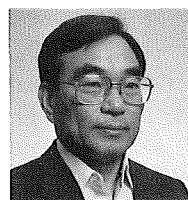
The *Forum* interviewed Andy Bazar, the new school dean, in late August. We also talked more briefly with people concerned with the future of the School, focusing on the enrollment problem. A summary of their remarks follows.



Pablo Ramsamooj (Civil Engineering): The decline in enrollments

is part of a national trend, stemming from the cutbacks in defense spending. We have done a lot of outreach activities, although they have been too low key in some instances. Institutional reputation grows with age, and we are relatively new. We are a teaching institution, and they don't get the visibility. We need to enhance our image by hosting conferences, etc.

One problem we have is our admissions process. We tend to respond to students quite late — in June or even July — by which time they may have decided to go elsewhere. At Cal Poly Pomona, all that is done by February. Even so, we get more graduate students than San Luis Obispo, which is often considered the CSU's premier engineering program. In Civil Engineering we now have 9.2 faculty positions, which house six tenured faculty, one probationer and 2 full-time lecturers. But I think things will turn round in the next year or so, and we shall not be forced to get rid of anybody.



Yung Kwon (Electrical Engineering): Early in the '80s we experienced an enrollment explosion. Now defense contracts are being cut, the computer market is saturated, and a relatively sharp decline is inevitable. The national decline has been about 7.5%. I understand that Long Beach is 7.5% down since

last year, while at Northridge, the drop has been 12%.

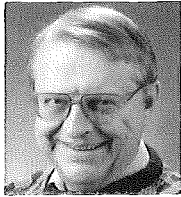
At the peak of our expansion, this department had 31.5% faculty positions. Now we have 24, with 19 faculty tenured or on tenure track. I am hoping that the

downward trend can be reversed. In the past we have done virtually no outreach — too busy fighting with one another, perhaps! People tend to prefer Pomona or Long Beach. We have to turn this around.



Jesa Kreiner (Mechanical Engineering): There is no question about a broad downward trend; it even affects Europe. Manufacturing in the U.S. is lagging. American companies have been importing British engineers in considerable numbers, making the local job situation even grimmer.

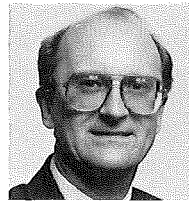
But by the end of the '90s, the nation will be short of three or four thousand engineering graduates each year. Meanwhile, while things are slow in the engineering world, we can expect an influx of graduate students, anxious to upgrade their skills while they wait for better opportunities. CPSU Pomona has not experienced the decline that we have. They are more vocationally oriented and less theoretical than we, they have existed longer, and they have many loyal alumni. We must do better at recruiting; we should pay particular attention to relations with community colleges.



David Falconer (Computer Science): In 1984-85, 8.8% of the fresh-

man class said they wanted to major in computer science; by 1988-89, that was down to less than 1%. Those are national figures. In this department five years ago, 42% of our majors were women. That is now down to 30% — I don't know why. But so far, we are doing better than the national trend.

We should strengthen our community ties. We have already have a program whereby faculty and graduate students visit high schools. We need to contact local industry about our master's program. With Lockheed and others capping the amounts they will spend on reeimbursing their employees for further training, we should be able to pick up some people at the graduate level who would otherwise have gone to USC.



Jack Bedell (Academic Affairs): Engineering enrollments are cyclical. The current downturn is not the first. If we were to take draconian actions, such as laying off faculty, as a result of the present enrollment situation, we would be unable to respond quickly as the pendulum swings back. The ECS faculty are

being responsive as they analyze the curriculum and plan for future needs, such as environmental engineering. They must be more proactive in recruiting and in

Continued on page 14

Answers to quiz on page 10

1. (b). Approximately 6,000 final grade sheets are submitted and processed randomly. Only after being scanned by the computer center can a particular grade sheet be located. Grade change cards must be submitted to make corrections.

2. (b and c). A grade of "W" or "WF" can be assigned from the day after census up until the withdrawal deadline. During the final three weeks of the semester, medical withdrawals are the only circumstances for which such grades can be assigned. Grades for medical withdrawals are entered manually during final grade processing.

3. (a). If an instructor has assigned a grade of "W" or "WF" to a student and discovers subsequently that an error was made, the error can be corrected by a Change of Grade card.

4. (b). Once a student has officially withdrawn from a course the instructor cannot change the withdrawal symbol to a grade. The student has to petition to retroactively add the course. If approved by the petitions committee, the instructor will be asked to assign a grade.

5. (c). An "I" grade automatically converts to an "F" at the end of the semester following the semester for which it was assigned, if the course requirements are not completed. Only under extraordinary circumstances should extensions be granted for more than one additional semester.

6. (e). A "U" grade is equivalent in value to an "F". Grades are never removed from a student's academic record. "U" to

"W" petitions are not routinely approved by the University Petitions Committee. It is ultimately the student's responsibility to ensure that he/she withdraws from a class. A "U" grade is the appropriate grade to assign on the grade sheet for those students who have not attended the course.

7. (c). The Repetition of Course Policy was revised to include postbaccalaureate and graduate students. Such students may apply the ROCP to their first "U" grade(s) within a given term. Effective Spring 1983 semester, any course taken at CSUF in which a "D" or failing grade was received must be repeated at CSUF to qualify under the provisions of this policy.

8. (c). A converted "I" grade must be petitioned before retroactive withdrawal can occur. If the petition is approved, the instructor will be requested to submit a Change of Grade card.

9. (a & c). Grades of "RD" result when grade sheets are not submitted in time for final grade processing, when ungraded sheets are submitted for courses such as 400 and 500 level independent study, internships, thesis and project (because of the nature of these courses).

10. (a & c). Change of grade cards are accepted only with original signatures. If the instructor is no longer with the university, the chair can sign on his/her behalf and so indicate. Grade changes are never accepted with facsimile signatures or if delivered by students. Faculty and staff may be required to show university identification when submitting grade change cards in person.

Survival as a challenge

An interview with the new dean

The Editors

This is another in a series of articles by The Forum spotlighting a new member of the campus community. In our last issue, we had a conversation with President Milton Gordon. This interview took place at the beginning of the semester.

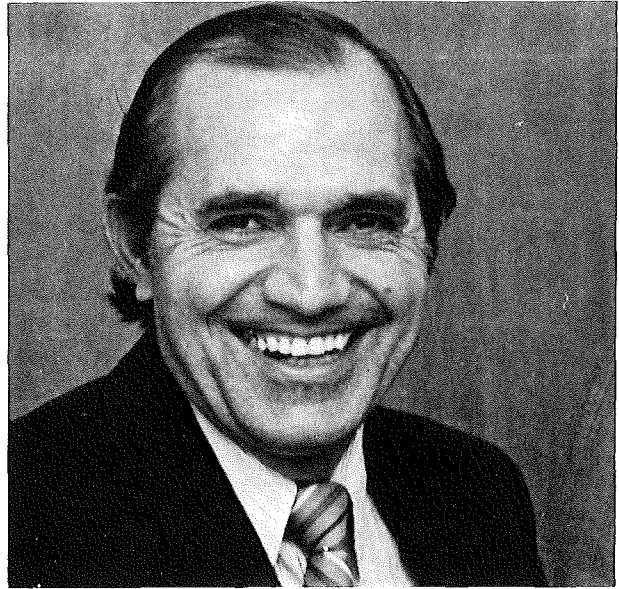
Andy Bazar (BAYzar) is a man who likes to take on challenges. Why else would he move from a comfortable berth at Cal-Poly Pomona to become dean of a school at Fullerton which, as all must acknowledge, has "problems?"

His tenure here begins in a year when two accreditation teams are to be on campus, taking a critical look at his school. One of these - ABET - has already fired some preliminary salvos, letting the school know that reaccreditation will not be routine. It is probably too late to correct most of the conditions complained of in the previous visit, so the Dean is cast as an advocate, mounting the best defense possible. *[The ABET visitation has now taken place. All is well.]*

Bazar's second preoccupation this year will be with attracting students. While enrollment in CSUF as a whole is at an all-time peak, and some engineering programs elsewhere are impacted, numbers in ECS are down. No one knows precisely why. Bazar suspects that an article in the Register about the school's internal squabbles may have triggered a general rumor that Fullerton is not the place to go. Fewer students equates with fewer faculty. The school has recently lost 12 faculty positions. If faculty are demoralized, as some may be, this would add credibility to the negative image. The answer, Bazar hopes, may lie in such things as one-day workshops with high school counsellors, a recruitment video, and sending out to high schools some of our better students as guest lecturers and, in effect, ambassadors of good will. Degrees in the separate fields of engineering rather than, as now, a general engineering degree may, he thinks, be more attractive to students.

When these two problems are in hand, he intends to turn his attention to fundraising. At Pomona he did a large amount of industrial consulting, building contacts which could later result in donations. A series of banquets he set up became both popular and profitable. An industrial advisory council proved to be an asset. At Pomona, he reckoned he brought in perhaps \$1 million over 7 years.

Fullerton has not done very well in this area; there are plenty of possibilities to be explored. But they will



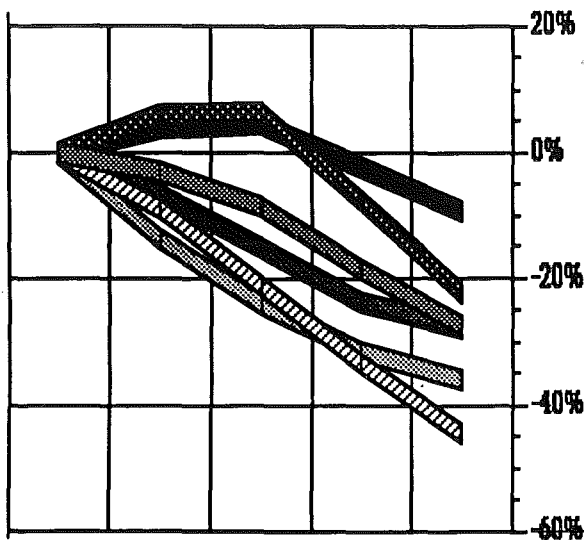
have to wait for the urgent on campus problems to be solved. Bazar expects to be in his office all day on most days; he does not visualize an ambitious schedule of national or international travel.

Faculty recruitment, which some might see as a top priority, ranks lower for him for the present year. It is a fact of life that alternative opportunities - and salaries - available in industry will always make the attracting of talented engineering faculty difficult. But Bazar insists that rank inflation is not the answer. "We are not going to bring people in as full professors. We want assistant professors, perhaps an associate professor in exceptional cases; new faculty should have to prove themselves before we confront the tenure decision."

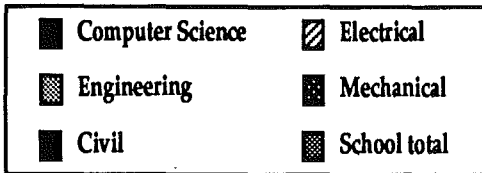
This sense of priorities informs Bazar's approach to administration. Identify the problems, one at a time, then talk to everyone about them. Confrontation - the bringing together of opposite sides, with an insistence that they put all their cards on the table - can be a valuable tool of conflict resolution. Having the office door always open - a readiness to listen - is important. But of course there are decisions to be made, and ultimately you cannot please everybody though you can hope they understand your reasoning. "I am very nice," he says, "but I am also very firm."

He clearly has a set of informal rules. One of these is that no one should play politics - that is, accumulate power for the sake of power, take decisions for personal advantage rather than the good of the whole. It would be particularly dangerous for the Dean to get into factional fighting. A second rule is that the organiza-

Percentage enrollment change by department since 1986



1986 1987 1988 1989 1990



tion chart is to be respected. The decision-making will be consensual, but unhappy faculty should consult with their department chair before coming to the Dean. In his view the faculty member who end-runs a responsible administrator at any level is out-of-line, just as the Dean would be if he bypassed the Vice-President and appealed directly to the President.

Bazar knows the CSU; he was at Fresno 1978-83, and Pomona 1983-90. He is aware of old teaching vs research debate, and is unconvinced by Fullerton's public posture. "There is much talk about the need for research in order to gain tenure or promotion, yet in fact there hasn't been very much". He tends to think of research in terms of grants received. Last-year the entire school faculty raised only about \$300,000, a sum he regards as minimal. His own clear preference is for applied over theoretical research, with industrial consulting regarded as an important professional commitment. He hopes to continue his own consulting activities once his regime is established, and to teach one course a year.

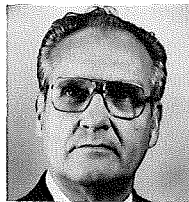
The new dean has never served on a academic senate, but he did chair the school of engineering senate

at Fresno. He believes senates perform a useful major function, and has no problem with faculty involvement in resource allocation. The school budget will be fully revealed to the council of chairs - something that did not happen in the past. Budgeting policy will be developed consensually; there will be no playing favorites.

Bazar intends to give it his best shot, but he has few illusions about the magnitude of the task. Fullerton doesn't need high cost, low prestige programs. He does not shrink from thinking the unthinkable (which has been rather widely thought across campus in recent years). There is a question of the school's survival. If the enrollment decline can be reversed and the faculty revitalized, the whole operation can be turned around. If not, then in the worst-case scenario probably computer science may revert to the School of NSM, while the teaching of engineering may just be abandoned. "I think", he says, "that I may be the school's last hope." §

School in Trouble . . . Continued from page 12

following up with those students whom we admit but who have not yet enrolled at CSUF. The various departments in ECS must make special efforts to reach and enroll more ethnically diverse and female students. I see the School as aware of its enrollment situation; nothing must be done that places it in a negative spiral.



Jack Coleman (Vice President, Academic Affairs): I am pleased that the new dean, with the cooperation of his department chairs and faculty, were able to very successfully prepare for the recent ABET reaccreditation review. Every indication given by the team suggests that they believed great, positive

strides have been made since the last reaccreditation visit.

Currently, ECS does have an enrollment problem. Part of it undoubtedly relates to the downward engineering enrollment trend nationally; part of it may be related to an image problem as well as an application processing problem. The dean, chairs, and faculty have taken energetic steps to address the problem; thus, I am optimistic that we will see a reversal of the downward enrollment trend we have been experiencing. §

Editor's note: The Office of Admissions and Records reports that spring enrollments in ECS are running 14% lower than last year. Applications are about 20% lower.

Why women don't progress at CSUF

Sandra Sutphen
Political Science

At the close of the academic year 1989-90, women made up 52.5 per cent of our student body. Of the non-tenured full-time faculty, 37.1 per cent were female. Women constituted 19.9 per cent of the tenured faculty. Among department and program chairs, we found 14.8 per cent who were women. Of the higher administration (president, vice-presidents, associate vice-presidents and school deans), 11.8 per cent were women. Perceptive readers will note that the higher the salary and status of any such group, the greater the preponderance of men in it. President Cobb was the conspicuous exception to this generalization, but it is interesting that even her undoubted commitment to equity between the sexes throughout her eight year tenure did not rearrange the general pattern.

Prior to 1980, records were not organized to show the gender of faculty, so 1981 was the first year in which a comparison between CSUF and the CSU as a whole became possible. The data show that in that year, CSUF had a marginally greater proportion of females among its faculty than did the CSU. Its proportion of women with tenure was also very slightly greater than that of the CSU system. Data are from the Chancellor's Office and the CSUF Office of Analytic Studies.

Over the next six years the proportion of women faculty at Fullerton held steady, while that in the CSU grew from 21.87 to 24.85 per cent. Significantly, the female share of probationary faculty in the CSU rose from 30.6 to 37.2 per cent, while that at Fullerton remained constant at 23.8 per cent. It appeared that while future prospects for women enjoying a share of the tenured positions more commensurate with their numbers were improving markedly on

other campuses, Fullerton was remaining aloof from this trend.

However, the period 1987-1989 has seen the picture change considerably. Women's share of the faculty positions has gone up from 22.6 per cent to 25.4 per cent. More important for the future, where there were only 20 women on tenure track in 1987, two years later there were 50. The number of tenured women has actually declined a bit with retirements, but it looks as though this trend will be reversed very shortly.

There have been, over the years, many top administrative positions available at our University. While the numbers have changed (generally, the number of positions has increased) over the last 25 years, we have available one presidency, four vice-presidencies, five

| California State University | | | | | | |
|-----------------------------|-------|--------|-------|--------|--------|---------|
| 1981 | Men | | Women | | Total | |
| Tenured | 7,377 | 81.61% | 1,662 | 18.39% | 9,039 | 77.34% |
| Tenure-track | 950 | 69.44% | 418 | 30.56% | 1,368 | 11.70% |
| Lecturers | 805 | 62.84% | 476 | 37.16% | 1,281 | 10.96% |
| Total | 9,132 | 78.13% | 2,556 | 21.87% | 11,688 | 100.00% |
| 1987 | | | | | | |
| Tenured | 6,952 | 80.05% | 1,733 | 19.95% | 8,685 | 74.03% |
| Tenure-track | 1,138 | 62.80% | 674 | 37.20% | 1,812 | 15.45% |
| Lecturers | 726 | 58.83% | 508 | 41.17% | 1,234 | 10.52% |
| Total | 8,816 | 75.15% | 2,915 | 24.85% | 11,731 | 100.00% |
| 1989 | | | | | | |
| <i>Data not available</i> | | | | | | |
| Cal State Fullerton | | | | | | |
| 1981 | Men | | Women | | Total | |
| Tenured | 424 | 80.15% | 105 | 19.85% | 529 | 72.87% |
| Tenure-track | 77 | 76.24% | 24 | 23.76% | 101 | 13.91% |
| Lecturers | 65 | 67.71% | 31 | 32.29% | 96 | 13.22% |
| Total | 566 | 77.96% | 160 | 22.04% | 726 | 100.00% |
| 1987 | | | | | | |
| Tenured | 431 | 79.23% | 113 | 20.77% | 544 | 74.52% |
| Tenure-track | 64 | 76.19% | 20 | 23.81% | 84 | 11.51% |
| Lecturers | 70 | 68.63% | 32 | 31.37% | 102 | 13.97% |
| Total | 565 | 77.40% | 165 | 22.60% | 730 | 100.00% |
| 1989 | | | | | | |
| Tenured | 403 | 80.12% | 100 | 19.88% | 503 | 67.97% |
| Tenure-track | 86 | 63.24% | 50 | 36.76% | 136 | 18.38% |
| Lecturers | 63 | 62.38% | 38 | 37.62% | 101 | 13.65% |
| Total | 552 | 74.59% | 188 | 25.41% | 740 | 100.00% |

WOMEN AT CSUF

associate vice-presidents, and, currently, seven deans. Of those positions, only five have ever been held on a "permanent" basis by any woman in the history of the institution, by former President Cobb, Academic Vice-President Mary Mark Zeyen, Student Affairs Vice-President Robbie Nayman, Hazel Jones (Dean of Humanities and Social Sciences) and Mary Kay Tetreault, current Dean of Human Development and Community Service. Currently, only two of these positions are held by a woman, Vice-President Nayman and Dean Tetreault.

We have had any number of persons in an "acting" capacity in these positions. Again, in the history of the university, we can recall only six women holding any of these "acting" positions, and three of these were as recent as last year. The number of women in leading administrative positions is still very small. As with faculty, the last two years have seen some improvement.

At the departmental level, the number of female chairs is quite small. There are none in the Schools of Arts, Engineering and Computer Science, or Natural Science and Mathematics (although the latter school used to have one, and one of its Associate Deans is female). There is one chair and an associate dean in the School of Business Administration and Economics, and in the School of Communications, women constitute 100% of the chairs (there are, however, only two departments). In Human Development and Community Services, there are two chairs and one program director, and two chairs and two program directors (and one

acting director) in Humanities and Social Sciences. Out of a total of 54 departments and programs, only ten are chaired by women and that number has not appreciably varied, ever. To some extent, of course, the availability of women faculty explains the differences among the schools. There are very few women in engineering, a few more in science, a dribble more than that in business (one fewer than in the arts, a school 60% the size of business); only in HDCS do women comprise a majority of the faculty. At one time or another over the past 25 years, 21 departments have been chaired by women.

What does all this say? Given a quarter century of history, CSUF's record for advancing women to positions of leadership within its administration is, in my opinion anyway, abysmal. Even in those schools where women enjoy healthier percentage representation than elsewhere (HDCS and H&SS, specifically), the number of women chairs/program directors is small. Why is this so?

There are several competing theories about just that question. For a feminist, the obvious hypothesis is that there is a pattern of male domination and males act to exclude women from consideration: the discrimination hypothesis. A competing hypothesis is that women don't apply for these positions and because they are absent, can't be considered: the it's-all-due-to-prior-socialization hypothesis. A third hypothesis suggests that because the pool of female candidates is so small, there aren't enough eligible, qualified candidates to be considered: the eligibility hypothesis. Finally, one may



speculate that there are lots of good intentions to promote women, probably enough promotable women around for consideration, but that a combination of factors relating to the institution, culture, historical patterns and economic considerations have intervened: the indifference hypothesis (I call it the "indifference" hypothesis because, frankly, my dear, no one seems to give a damn).

The eligibility hypothesis seems clearly invalidated by the data. Nearly one-quarter of the tenured faculty (from whence most administrators have sprung) are female, presumably as qualified as men in their positions. The pool is there. The it's-all-due-to-prior-socialization hypothesis has its advocates. Perhaps women are not competing for these jobs because they believe leadership isn't a woman's role and they aren't ready to assume those responsibilities. The available data may be interpreted to support adherents of this view. Information supplied by the Office of Affirmative Action for major searches conducted over the past two years indicates there were no female applicants at all for the position of Dean of ECS or the Physical Plant director, and only 3 applicants each (less than 6% of the total) for the positions of Deans of BAE or ECS. There were sizeable numbers of female applicants for the positions of Admissions Officer (37%) and Vice-President for Student Services (18% in 1988-89; 26% in 1989-90), and women were chosen for both those positions. However, for the other positions for which there were a sizeable number of women applicants, Director of the Mission Viejo campus (19%) and controller (18%), men were chosen. By prior socialization, therefore, women perceive that some jobs are defined as more appropriate for women; those are the jobs women apply for and those are the ones they get when they do apply. Another way to look at these data is that there is a critical mass involved: for a woman to be selected, the pool

must contain at least 25% women, coincidentally, the approximate percentage of women in the faculty as a whole.

No one on this enlightened campus admits to the possibility that the discrimination hypothesis could have merit. (Is that too sarcastic? Actually, lots of women not only admit to the possibility but cite instances in which they are sure discrimination has occurred. Unfortunately, sexual discrimination like other forms of discrimination is hard to prove and sometimes even difficult to demonstrate. The instances which women discuss among themselves range from subtle to not so subtle. Many people, including some men, are sure that sex discrimination plays a significant part in keeping women out of leadership positions.) That leaves us with the indifference hypothesis, the one most comfortable for people currently holding the leadership positions, and one which is not totally without merit.

Political scientists (as well as others, of course) have been studying the impact of affirmative action as a public policy since Lyndon Johnson issued Executive Order No. 11246 in 1967 which began implementation at the public sector level. The findings most relevant to the indifference hypothesis include studies which have focused on the proximity of affirmative action offices/policies to top leadership offices/functions. For instance, in one study, when affirmative action offices were adjacent to the office of the mayor of a city, affirmative action effects were more marked. Policies were adhered to and hiring of women and ethnic minorities improved. This may be relevant in CSUF's case; the Office of Affirmative Action and the Office of the President are separated by seven floors of Langsdorf Hall (in the early days of affirmative action, the A.A. office was on the same floor with the president's). Other studies seem to indicate that when women and ethnic minorities are themselves in positions of leadership, hiring of women and minorities is improved. That seems less relevant, at least at our top administrative level, at CSUF.

Still, a combination of the indifference hypothesis with the discrimination hypothesis seems to fit our situation. If women look around the university and notice the absence of women in leadership positions, and also believe that they will not be chosen if they do apply, then maybe they don't apply. The evidence clearly indicates that women do not apply for many jobs for which they are qualified. If so, we are in a self-perpetuating cycle which means the university may be losing out on obtaining skilled and resourceful people to fulfill their leadership potential. §



Sandra Sutphen is chair of the Dept of Political Science and was the founding coordinator of the Women's Studies program from 1983 to 1986. She serves on the editorial board of the Senate Forum.

Because of an editing error in the Fall issue of the Forum, Bob Belloli's name was deleted as author of the quiz on General Education. Dr. Belloli, professor of chemistry, is coordinator of the Academic Advisement Center.

Athletes as students

Ed Carroll
Director of Athletics

The academic progress of student-athletes at the intercollegiate level is a major issue in the national media. The focus of recent articles has been on serious academic abuses such as fraudulent test scores, inappropriate grade changes and special actions to reinstate disqualified athletes. Others have raised questions. Do competitions and practices place excessive demands on student-athletes? Do student-athletes lack adequate high school preparation for college work? Do they take solid academic courses? Do they eventually graduate?

Many university faculty prefer a simpler model of college athletics where students attend a university to get an education and participate in athletics only as recreation. The NCAA accommodates this level of athletic program in its Division III membership. Central to the philosophy of NCAA Division III institutions is the following: *participants receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection, grading, living accommodations or financial aid. Similarly, athletes are not denied rights and opportunities that would be available to them as nonathletes.*

There are very few recruitment efforts aimed at Division II athletes. They play for pleasure, not for pay. They don't expect careers in professional sports.

Cal State Fullerton decided years ago to follow the pattern of most large public universities and to play in NCAA Division I, the most competitive intercollegiate level. It provides a focus for institutional loyalty and involvement by the campus community. It enhances the image of the university on a regional and national basis. The NCAA Division I philosophy statement indicates that an institution at this level: *Strives in its athletics program for regional and national excellence and prominence. Accordingly, its recruitment of student-athletes and its emphasis on and support of its athletics program are in most cases regional and national in scope.*

The pressure to win, particularly in men's basketball and football, can become a corrupting influence. The tremendous financial incentives produced by television, bowl games, basketball playoffs, gate receipts and boosters for those coaches and institutions that reach the top have been largely to blame. Academic standards have been jeopardized by the need to win. Consequently, the NCAA has passed considerable legislation and is conducting extensive studies regarding the academic careers of student-athletes.

The best measure of any athletics program's academic success is the graduation rate of its students. This sounds simple. Unfortunately, it is not. CSUF uses

three separate formulas to calculate graduation rates of its athletes. The first two are required by the NCAA; the third was developed by the Athletics Department.

The first method focuses on the percentage of those freshman who, initially recruited as athletes, graduate within five years. Unfortunately, this method excludes all student-athletes who are not initially on a scholarship, or who transfer in after their freshman year. The total cohort is less than half of the student-athletes participating at CSUF. Another problem with this method is that a student-athlete who graduates after five years, which is very typical of all students at CSUF, is counted as a non-graduate. Using this formula, CSUF has graduated 21.6% of its student-athletes from the entering freshman classes of 1981-82 through 1984-85. The rate for all such CSUF students is 27.1%.

However, a straight comparison of the student-athlete graduation rate to that of the overall student body is misleading. The graduation rates of CSUF students vary with gender and admission status. Females are more successful than males. Students who are regularly admitted outperform exceptional admissions. Athletes and non-athletes of the 1984-85 entering cohort are compared in groups defined by gender and admission status in the table below:

| | Graduated in 5 yrs | Graduated in 5 or 6 years |
|------------------------------|-----------------------|------------------------------|
| Women, special admits | | |
| Total | 11.7% | 16.0% |
| Athletes | 33.3% | 33.3% |
| Men, special admits | | |
| Total | 5.6% | 14.0% |
| Athletes | 15.8% | 21.1% |
| Women, regular admits | | |
| Total | 36.1% | 46.6% |
| Athletes | 44.4% | 66.7% |
| Men, regular admits | | |
| Total | 22.7% | 33.9% |
| Athletes | 28.6% | 35.7% |

Student athletes thus outperformed their total cohort in virtually every category. Commenting on these data, Delores Vura, Director of Analytical Studies, has written that they "dramatically confirm" the hypothesis that "a lower graduation rate for student-athletes compared to their total cohort could be due entirely to the fact that there are more men and more special admits among athletes."

The second method utilized by the NCAA includes recruited freshmen and recruited transfers. Those who

left in good standing and those still enrolled after five years are then excluded. Using this analysis, the CSUF student-athletes graduation rate for the same four recruited classes climbs to 44.0%. There is no comparable university-wide data.

The third method, developed by the Athletics Department, focuses on athletes who reach their senior season of eligibility regardless of when they entered the university. Student-athletes who quit the team and/or dropped out of school prior to reaching their senior season of eligibility are excluded. No artificial time limit is placed on how long it may take a student to graduate. The justifications for focussing on this group of student-athletes are many. They have maintained eligibility under CSUF normal progress rules and have been influenced by our coaches and academic policies and procedures for up to five years. The graduation rate using this method for those who reached their senior season of eligibility during the years 1982-83 through 1988-89 is 53.1%. This is an ongoing study, updated annually.

A factor which significantly contributes to the poor academic record of many CSUF student-athletes is the illusionary dreams many have for a career in professional sports. Looking at the graduation rates of each CSUF sport over the past seven years, there is a significant gap between men's basketball, baseball and football and the remainder of the sports, those in which professional careers are most likely to be available.

Some student-athletes lack sound academic preparation prior to admission. Certainly, many of them would not be enrolled in a university were it not for their athletic ability and their desire to participate at the intercollegiate level. Many of these student-athletes come from disadvantaged educational economic backgrounds and are members of underrepresented ethnic groups. Athletics can make a significant contribution to CSUF's educational equity goals by increasing the graduation rate among these groups.

In order to improve the academic success of our student-athletes, a host of new policies, services and incentives have been developed and implemented over the past several years. Chief among these has been the increased emphasis of the role of head coaches in ensuring and being held accountable for the academic progress of their student-athletes. Since head coaches determine whom to recruit, who in on scholarship, who

competes and who sits out, they have a tremendous influence on each member of their teams. The athletic administration expects them to use their influence to ensure their athletes take the right courses, attend class, study and eventually graduate.

We have clearly told our head coaches that academics are the number one priority in our Athletics Department and that significant part of their annual evaluation will be based upon the academic progress of their team. This policy is innovative at the NCAA I-A level and our efforts have received favorable mention in the local press, a USA Today editorial and on CNN.

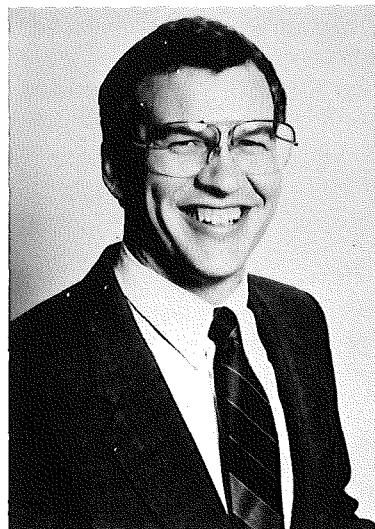
The number of athletic exceptional admissions at CSUF has decreased from 94 in 1983-84, representing 58% of all athletes admitted, to 46 or 33% in 1989-90. Most of these special admits are required to participate in our special academic emphasis program which begins with their successful completion of the Summer

Bridge Program. We also set standards above the NCAA minimum requirements for admitting transfer students.

All first-year exceptional admits and any student-athletes on academic probation must attend the department's study hall for a minimum of four hours a week. Head coaches are responsible for enforcing this policy and teams that fail to maintain an 80% or higher attendance rate lose the privilege of utilizing exceptional admissions the following year. Study-hall work-

"... many college administrators are acting to clean up their sports operations on their own. Cal State Fullerton, where less than 30% of student-athletes were graduating, now requires coaches to be evaluated, in part, for the academic performance of their athletes."

USA Today, Sept. 18, 1989



Ed Carroll, Director of Athletics since 1985, is a 1972 History graduate of CSUF. He has worked in Athletics for the past 10 years after having served in various capacities with the University Recreation Program for nine years.

shops on test-taking, organizing written assignments and time-management are offered. Tutors are available during study-hall hours and as needed.

In 1983, President Cobb created the position of Academic Coordinator for Athletics, and Alison Cone was hired. Shortly thereafter, under the leadership of then Faculty Athletics Representative Dr. Pat Wegner, the Athletics Council passed a strong normal progress and minimum G.P.A. rule. In order to maintain eligibility for competition, CSUF student-athletes are required to pass 24 units a year, of which at least 18 units must count toward either their major or general education requirements.

Alison Cone and her staff of two graduate assistants coordinate all the above activities. They counsel student-athletes on services provided by the Learning Assistance Research Center (LARC), career development, and school-based academic counselors. They collect mid-semester grade checks and attendance reports for student-athletes. This information is passed on to the head coaches and special action is taken when student-athletes are not performing well in their classes. To ensure academic integrity, Alison Cone reports to the Associate Vice President for Academic Programs. She also works closely with Dr. Barbara Stone, the president's Faculty Athletics Representative, responsible for the certification of student-athlete eligibility.

This fall semester, the Athletics Department implemented a new policy approved by the Athletics Council. This program requires that a selected group of student-athletes must attend 100% of their classes to remain full participants in the athletic program. Regular class attendance is crucial for these students to achieve academic success. Their class attendance is monitored and if a student-athlete misses a class, they are held out of their next athletic competition. During the off-season, a student-athlete who misses a class is held out of practice for one week.

The Athletics Department has also instituted several programs to recognize and reward student-athletes who make outstanding academic progress. Chief among these is the annual Athletics Department Academic

Recognition Banquet. Those honored at this banquet include the department's male and female "Scholar-Athlete of the Year", the top scholar-athlete for each team, athletes who meet the criteria of Big West Conference Scholar-Athlete and all graduating seniors.

It is too early to measure the success of these various policies and programs in improving the graduation rates of student-athletes. However, I am confident we will be successful and we will continue to refine our policies and procedures and develop new ones, as necessary. I find the past graduation rates of our CSUF student-athletes unacceptable. Student-athletes should be held to a higher standard than the regular student. They are image-makers and a focus of media attention. They must be role models for young people, whether they are competing or in the classroom. The graduation rate of the pep squad, A.S. Board of Directors, varsity band, debate team, theater casts, or the choir are of little interest to Congress or to the national media. However, these groups are concerned with the graduation rates of student-athletes, particularly those in the high-visibility sports of football and men's basketball.

The media make the athletics program the most visible aspect of the university. Therefore, we must ensure that our teams are not only competitive and abide by the rules, but even more important, that student-athletes are properly educated and do graduate. We initiated significant steps to ensure this before it became a matter of intense media concern. With the help and support of our university administration, our staff and, most importantly, the faculty we will be successful. §

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

Editor: Julian F.S. Foster, Political Science

Editorial Board: Stewart Long, Chair of the Academic Senate and Professor of Economics; Ed Trotter, Communications; and Sandra Sutphen, Political Science.

In the next issue:

- **Fundraising**

Why CSUF hasn't done better

- **First Impressions**

How we appear to new faculty

- **Faculty workload**

How CSUF compares with the CSU and with a sample of comparable universities

- **Vietnamese Studies**

Do we need a new ethnic studies program now that our largest minority is Asian?

- **Campus Buildings**

One faculty member was surprised at what he found.