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Fundraising at CSUF: what can go wrong?

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On not betraying the University

Stewart Long
Economics
Senate Chair

As the 1990-91 academic year ends, I could look back and say, "I told you so!" Of course no one would credit me as a forecasting genius for having predicted that athletics and budget cuts would be focal points of campus attention this year. In fact my prediction at the beginning of this year could have been made for any of the 18 years I have been on this campus.

Nevertheless, having lived through several "crises", "phased cutbacks", and an endless number of "special" (i.e., bad!) budget years, the prospect that looms for next year is the worst I have seen. The reason for this is not the absolute size of next year's budget, but rather the massive step backward that it represents from our recent progress toward mature university status.

When I arrived at CSUF in 1973 as a freshly minted Ph.D. from the University of Illinois, I found a teaching load of four courses every semester, virtually no financial support for research, a department travel budget barely sufficient to cover mileage reimbursement for driving to a conference in San Diego, and a faculty whose diversity was limited largely to the height, age, and hairlines of white male professors. Over the next 15 years I felt that things changed slowly (and unevenly) for the better. As the result of a complex set of actions and interactions between President Cobb and the Faculty, by the late 1980's we had evolved into a mature state university of improving quality. Our average teaching load was moving towards national norms; intramural funding to support scholarly activity and professional travel was available; resources were being devoted to diversifying the faculty. Especially gratifying to "veterans" like myself was that we still were able to maintain high quality instruction in mostly small classes.

But next year's projected budget cuts (and the campus' proposed solutions to them) roll back much of our progress. Gone will be most of the released time that had reduced teaching loads, gone will be much of the financial support for scholarly activity and professional travel, and gone will be many of the incentives we have been offer-

ing to attract women and minority candidates to faculty positions at CSUF. On top of this, the campus is attempting to pack more and more students into large lecture halls so that we can keep our FTES count up while laying off hundreds of part time faculty. And in a belated attempt to save the football program through a fundraising drive, we may end up destroying a good portion of the rest of our athletic programs if the drive fails. Many of us feel like we have been transported back in time to the early 1970's, and the replay is worse than the first time around!

What is to be done? As faculty we should avoid the passive acceptance of this short run situation as CSUF's long run future. We must emphasize to our peers, to administrators, to President Gordon, and to the public (including politicians) that our vision of the future of CSUF is the university of the late 1980's, not the college of the late 1960's. We must resist whenever possible the attempts to save money by diluting the quality of our university academic programs.

The faculty must have the courage to say that:

1. CSUF should *not* be attempting to pack the maximum number of students into large classrooms from 7:00 AM to 10:00 PM daily and Saturdays.
2. CSUF should *not* be attempting to eliminate "released time" for research to get every faculty member teaching four courses every semester.
3. CSUF should *not* be attempting to eliminate "released time" incentives for attracting a more diverse faculty.
4. CSUF should *not* be attempting to save the football program at the expense of endangering all of intercollegiate athletics.

Of course, we will be told that faculty are naive, for to not do these things will be "politically unacceptable," because the campus will fall far short of its FTES target (or, in the case of football, the town-gown relationship will be harmed). I would counter instead that it *should be* politically unacceptable to roll back 15 years of progress as a university. And, it would be a horrible deceit to those very students who stand to benefit most from maximum access to higher education to maintain the semblance of such access at CSUF by turning that education into a "second rate" product. §

Moving from CSU workload norms to national ones

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During AY 1989-90, the California State University and California Faculty Association, in cooperation with the Academic Senate of the C.S.U., funded a national survey of faculty workload. The purpose was to develop baseline data to provide a comparative assessment of workload assignments between CSU faculty and faculty from comparable USA universities.

A list of comparable USA universities was agreed upon by the CSU and CFA. All were public institutions. The colleges and universities chosen did not include the premier institutions within any state, but some had medical and professional schools and offered doctoral degrees. Sampling issues were far too complex to be considered in detail here; however, both the CSU and CFA were committed to representing the views of all segments of the faculty, particularly those of women and ethnic minorities. To accommodate these needs we developed a design that stratified the sample along the following dimensions: size of the university, academic rank, gender, and discipline. Due to the reluctance of the USA institutions to provide any information concerning the ethnic distributions of their faculty it was not possible to stratify on the basis of ethnicity.

We also collected data from department chairs and

temporary faculty, both part and full time. These results were presented separately and are not included in any of the figures reported here. In sum, the final survey results were based on a stratified random sample of 19 CSU campuses and 35 USA institutions.

The data consisted of responses from 1,964 CSU faculty and 1,117 USA faculty.

The Fullerton sub-sample contained 109 faculty members. The response rate at Fullerton was 69.3% (higher than the overall sample). Almost 36% of the respondents were women and 23% were minorities. Within both the CSU and the USA samples it was often impossible to fill certain categories created by our attempts to stratify the sample in such a way as to represent all faculty. For example, it is very difficult to find female full professors within engineering and computer science. The Fullerton sample contained about 52% full professors, 29% associate professors and 17% assistant professors.

To what extent do the data from these 109 persons adequately represent opinions of the Fullerton faculty? We began by randomly sampling within strata and obtained a response rate of almost 70%. In addition, the proportions of respondents in the major strata of the Fullerton sample tend to match the proportions of those groups in the Fullerton faculty as a whole. Finally, we were able to sample approximately 15% of the Fullerton faculty. Therefore, we feel comfortable in saying that these numbers present a good picture of faculty attitudes, beliefs and activities.

Table 1
Percentage of Hours Working for Institution

	CSU	CSUF	USA
Teaching, Instructional Supervision, and Guest Lecturing	32.01	29.50	30.13
Advising and Recruiting	8.90	7.17	6.95
Instructional Related Paperwork	20.16	17.68	17.12
Research, Scholarship, Preparing or Reviewing Articles, Books	12.55	16.54	18.43
Giving Performances or Exhibitions in the Fine or Applied Arts	.59	.73	1.31
University, School or Department Service	11.29	10.82	10.56
Administrative Activities	2.84	3.04	2.87
Professional Development	6.17	7.56	5.90

FACULTY WORKLOAD

How Faculty Spend Their Time

We asked faculty to report how many hours per week they worked for their institution. All faculty report working roughly the same number of hours. CSU faculty report an average of 47.9 hours, compared to 47.1 for USA faculty. The Fullerton sub-sample reports a slightly higher average: 48.7 hours. None of these difference are statistically significant.

After reporting the number of hours worked per week, we asked faculty to estimate the percentage of that time spent in various activities. Table 1 presents the average percentage of time that Fullerton, CSU and USA faculty report spending on these various activities.

Are Fullerton faculty more similar to the USA group or to their colleagues within the CSU? Like the USA faculty, Fullerton faculty spend less time teaching, advising and recruiting, and less time with instructionally related paperwork than the CSU faculty. This may be because, like the USA group, Fullerton faculty spend more time with research and scholarship, and more time giving performances and exhibitions. Fullerton faculty also spend more time on professional development activities, but all CSU faculty are higher on this variable than USA faculty.

We asked faculty a detailed set of questions about their teaching load in addition to assessing how many units they taught. We reasoned that knowing only the number of units taught would overlook critical components of teaching load, such as the number of preparations, the number of students in the course, or whether the course was a new preparation. Table 2 summarizes this information for the three faculty samples.

The results show clearly that Fullerton faculty fall between the CSU and USA faculty samples. Fullerton faculty are closer to their CSU colleagues than to their USA ones in terms of teaching load and items related to teaching load. Fullerton faculty reported fewer courses, fewer students, fewer meeting hours per week, fewer units taught, fewer different preparations and fewer new preparations than the CSU faculty. On each of the above items Fullerton faculty indicated a heavier load than USA faculty.

We asked faculty to report their research and creative activity in a large number of areas, including articles in referred and non-refereed journals, patents, copyrights, exhibitions and performances. Our aim was to include all activities that might be considered research, creative or professional activity. We made a strong effort not to exclude the arts and humanities by over representing activities characteristic of the social

Table 2
Teaching Loads (Fall Semester)

	CSU	CSUF	USA
Number of Courses	3.23	3.13	2.73
Number of Students	91.92	86.34	82.72
Number Meeting Hours Per Week	11.00	9.75	9.36
Number of Units	9.14	8.99	7.65
Number of Different Preparations	2.74	2.49	2.48
Number of New Preparations	1.47	1.35	1.31

Table 3
Research, Creative, and Professional Activity 1988-1999 Academic Year

	CSU	CSUF	USA
Articles/Creative Work (Refereed)	.88	1.02	1.28
Articles/Creative Work (Non-refereed)	.45	.89	.54
Articles/Creative Work (Popular Media)	.39	.43	.60
Published Reviews	.41	.58	.51
Chapters in Edited Volumes	.22	.25	.23
Textbooks	.07	.13	.07
Research and Technical Reports	.78	1.10	.57
Presentations	2.16	2.44	2.32
Juried Exhibitions/Performances	.52	.91	.34
Non-Juried Exhibitions/Performances	.25	.16	.42

Table 4
Satisfaction with Workload and Institutional Support

	CSU	CSUF	USA
Satisfaction with Workload	10.79	10.47	9.71
Satisfaction with Institutional Support	12.29	11.94	11.18

and physical sciences.

Fullerton's faculty reported activities that often exceeded the CSU and the USA average, as shown in Table 3. In this table we have eliminated those activities that were reported at a rate of less than 1 every ten years: such items as computer software and patents or copyrights. Fullerton faculty report lower levels of activity than USA faculty only for referred articles and creative work, articles or creative work in the popular media, and non-juried exhibitions and performances. Fullerton faculty are higher than both the CSU and USA faculty in the production of non-refereed articles and creative work, published reviews, book chapters, textbooks, research and technical reports, presentations, and juried exhibitions and performances. Though the differences are small, the faculty at Fullerton appear extremely active, and compare favorably with both the other CSU campuses and other university campuses throughout the United States.

But Are We Happy?

We also asked faculty to tell us a little about how satisfied they were with their current situation. We created two scales to reflect the content areas contained within a set of items related to satisfaction. One scale assessed faculty's level of satisfaction with their workload and the other reflects their level of satisfac-

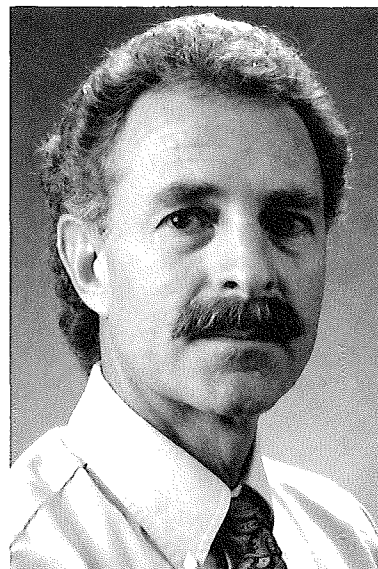
tion with the institutional support they receive. We deliberately are not reporting the content of these scales, other than to indicate that they are derived from factor analysis and achieved acceptable levels of reliability. We feel that to report more detailed results pertaining directly to CSUF might lead to erroneous conclusions concerning specific segments of the university. This would be an unfair and unintended use of the survey data.

The results are reported in Table 4. Note that higher scores on these scales indicate greater dissatisfaction. The lowest possible score was 4, which would reflect high satisfaction. The highest possible score was 16 which would reflect extreme dissatisfaction. Our faculty's level of satisfaction with workload and institutional support is somewhat higher (e.g. lower scores) than the average within the CSU, but somewhat lower (e.g. higher scores) than the USA sample.

In sum, it appears that Fullerton faculty "split the difference" between their colleagues within the CSU and those from other institutions. We seem to have slightly lower teaching loads, and therefore must invest a little less in terms of serving students. Slightly less time with students appears to be reflected in greater levels of research and creative activity. We also seem a bit more satisfied that other faculty within the CSU, but the USA faculty remain the most satisfied with both workload and institutional support.§



Richard Serpe has been Director of the Social Science Research Center since 1987. After receiving his Ph.D. in sociology at Indiana University, he taught at Purdue University prior to coming to CSUF. As director, he has been responsible for attracting more than \$800,000 in external research grants to the campus.



Rae Newton is a professor of sociology, having joined the faculty in 1972. He recently completed a stint as chair of the Sociology Department. His research interests lie in the area of social psychology. He received all three of his degrees from UC Santa Barbara.

Fund raising at CSUF: What's wrong?

We need to supplement public funding as never before. Are we ready to do what has to be done?

UCI raises much more money than we do. Well, their system possesses more charisma than ours, and they have many more people in their development office. Chapman College also raises more money than we do. Well, they are older than we, and small private institutions tend to breed greater alumni loyalty. Anyway - or so it is said - our fundraising efforts are now on the right track, with the totals received increasing substantially each year. This may be the case, though it is far from easy to be sure whether it is.

Academic senates are not usually much involved in development activities. However, concern about the state of things on our campus led the Fullerton Senate to appoint an *ad hoc* committee to look into the matter. By any measure, this was a blue ribbon group: a management expert (Michael Ames), an experienced fundraiser (Don Finn) and three former Senate Chairs (Robert Belloli, Robert Emry and Barbara Stone). This committee held a series of meetings, including two prolonged and somewhat stressful sessions with then Vice President for University Relations and Development Anthony Macias, and made a 1988 Senate report.

The tone of the committee's report was considerably more critical of administrative performance than has been usual on this most civil of campuses. Extracts from the report:

The committee is optimistic about the prospect for future fundraising (but) is concerned about the Office of University Relations & Development's present ability to exploit the myriad fundraising opportunities open to the University.

At first glance the OUR&D seems to be making great inroads...the OUR&D... depicts annual funds raised increasing from \$200,000 in 1982-83 to \$2,700,000 in 1986-87. The actual increase produced by the OUR&D is much smaller...

...funds raised through the direct efforts of the OUR&D barely cover the costs incurred.

...the OUR&D is a long way from being on the right track to achieving an acceptable funds-raised-to-cost-of-funds-raised ratio. We estimate the present ratio is close to 1 to 1. We understand the ratio

should be about 5 to 1 for a mature program.

The committee observed painfully slow response time and lack of follow-through to at least three faculty-initiated fundraising proposals. Even though in each case the OUR&D staff eventually reassured the proposer that the ideas were worthwhile, basically the attitude appeared to be "you have a good idea - now let's see what you can do with it." No concrete help was provided.

Once a new idea is validated vis-a-vis university priorities, the faculty should take a supporting role in the development process. The OUR&D - our experts on fundraising - should sell the ideas to donors.

Key people in a small development office cannot afford simply to "manage." They also need to "do". Whether they like it or not, they cannot divorce themselves from the day to day legwork necessary to raise money.

...there is no systematic, coordinated procedure presently in place for developing and maintaining consensus on fund-raising priorities. Also, there is no such procedure for deciding on the distribution of undesignated gifts.

Recently the President, apparently at Mr. Macias' urging, has requested Mr. Macias to convene a "broad-based" University Development Advisory Committee to provide her with "advice regarding fundraising" ... To date, however, this committee has only met once. No future meetings have been scheduled.

Very little happened as a direct consequence of this report. Now, however, the OUR&D, which was the target of so many of these criticisms, is in a state of flux. Tony Macias went off to KCET (and reportedly a much higher salary). Doug Stewart and Kathy Yarborough, two of the key staff people, have also departed, and the office is in the hands of a part-time consultant. All this should make change possible. The articles which follow suggest some directions it might take. §

Collegiality and fund raising

Would greater faculty involvement strengthen or handicap our fund raising campaigns?

Julian Foster
Political Science

Collegiality and fundraising do not seem to mix. Certainly on this most collegial of campuses, they have not done so. Whether this is due to intrinsic incompatibilities between the two processes, or to the more accidental factor that the people who make each of these processes work do not understand one another, I am not sure. One way to find out will be to ensure that the next Vice President for University Relations and Development, whoever he or she may be, is person who understands collegial governance and is ready to work within such a framework to whatever extent is possible.

My own brush with this problem goes back to a prolonged lunch which I had with Vice-President Tony Macias not long after being elected Chair of our Academic Senate in 1986. We talked for a while about why schools and departments seemed to receive so little non-state money. I indicated to him that the Senate would like to see greater faculty involvement in setting fundraising goals and priorities, and that we intended to establish an *ad hoc* committee to see how this might be brought about. Tony plainly did not welcome this prospect, but somewhere between appetizer and desert he became converted to the notion of a fundraising committee - provided that he set it up. Ignoring his warnings of duplication and redundancy, I pressed on; if he wanted to establish a committee, that might be useful, and we would participate in it, but doing this would not head off independent Senate action.

The Senate set up its committee, which made the report reproduced in part above. Tony went ahead with his counter-committee, persuading the President to instruct him to establish a broadly based body, thus bestowing on his creation a lineage which I presume he thought would give it greater prestige. In fact, the University Advisory Development Committee (or Development Advisory Committee, its name would change from meeting to meeting) could serve as a paradigm of all that a working committee should not be. Tony selected all the members, including the "faculty representatives"; when I complained that this was a task for the Senate, he obligingly allowed us to add some more. New members were appointed from time to time, but terms of office were never specified, so the thing got larger and larger. By the Fall of 1989, there were 26 committee members.

Tony selected himself as committee Chair. Meet-

ings were restricted to one per semester, half of which was devoted to consuming a reasonably elegant lunch (paid for, presumably, out of funds raised.) The agenda normally consisted of listening to a few rather feathery and self-serving reports about fundraising successes, following which the Chair would reassure the group about what important work they were doing, and adjourn the meeting. After Tony's departure, no one bothered to call further meetings - and no one seems concerned at the omission.

If we are going to have a committee on fundraising:

1. It should select its own Chair, who will agendize what the members want to discuss.
2. It should meet at least once a month, and more often until it has defined its own role.
3. It should probably have about seven members; more than twelve becomes hopelessly unwieldy.

I hope the Senate does decide to get involved because, to adapt an adage of Jesse Unruh, money is the mother's milk of a university. If we have no input into the way money is spent, we lose a measure of control over our own lives. The Senate realized this in terms of state funding in the 1970's, and asserted its right to be consulted on appropriations. Its Budget and Long Range Planning Committees are the institutional expansion of this concern. In times when public funding isn't keeping pace with the university's needs, the disposition of private donations may be critical.

Faculty representatives have had virtually no input about where non-state money goes. Schools and departments have received little or nothing. In 1987 each school got \$3,000 as an *ex gratia* payment, perhaps to show that they had not been forgotten (which, since then, they have been). Departments occasionally see \$50 or \$100 when some contributor to "Annual Giving" has specified them as the recipients - but this seldom happens, for it is not encouraged by the solicitors. The bulk of the money raised is unassigned.

It will be tempting for whoever becomes Vice President for UR&D to play to a constituency of one: the President. That seems to be what has happened to funds raised so far; they are used at presidential discretion, so that good purposes can be combined with executive power. In a system weighed down with a line item budget, it is certainly understandable that any CEO will cherish the ability to bestow soft money on deserving individuals and causes. The OUR&D has

Continued on page 24

Private money: who raises it, who doesn't

Alana Northrop
Political Science

Conventional wisdom has it that (a) older institutions can raise more money than younger ones (b) larger places get more money than smaller ones and (c) campuses isolated in their communities do better than ones enmeshed in metropolitan sprawl. We looked at the comparative success of the 19 CSU Campuses in the period 1985-90 to see if it confirmed these patterns.

Older universities in the system are more than twice as successful in raising private funds than are newer ones. However Fullerton, which was founded in 1957, has done comparatively well for a newer campus but is still outshone by Long Beach and Northridge.

The size of the campus in terms of students is an even bigger determinate of a university's ability to raise private funds. Interestingly, the effect of campus size appears to come into play when the student body size goes beyond 13,000, with the largest campuses doing only a touch better than middle size ones. Fullerton falls far behind other large campuses in fund raising.

Finally, whether the university is located within either the Los Angeles or San Francisco metropolitan area seems to be irrelevant to private fund raising efforts. §

Collegiality (cont. from page 7)

produced such funding, albeit on a modest scale. If faculty want more, they will need more direct involvement in the fundraising and fund allocation processes.

Most faculty are not sophisticated about finances, and if they are to participate in this area, they must be given reliable data in a timely fashion. Years ago, this proved to be a major stumbling block in dealing with the state budget. Months - years - of infighting by people like Bob Feldman, Gerald Marley and Herb Rutemiller eventually got what was needed; the flow of information and consultation is now routine. In the realm of soft money, this fight is yet to come.

As in many other fields, power-sharing must be the order of the day. Faculty have their preferred goals and causes, but some of these may not be readily saleable to the donor community. Donors will likely have their own notions of what it is they want to support, which may not correspond with the university's priorities. Our professional fundraisers may feel caught in a squeeze here. It is for them to educate the faculty about the kinds of projects which are feasible. They must also seek to move donors toward as much flexibility as they can, without jeopardizing the prospective gift. No one said life was easy. §

Table 1
Private Fund Raising in the CSU

Average per annum (1985-90)	Campus	Founded	Students, thousands (1990)
\$10,114,766	San Diego	1857	30.3
\$ 7,261,699	San Luis Obispo	1901	17.7
\$ 6,121,845	Fresno	1911	19.9
\$ 5,835,196	Long Beach	1949	33.9
\$ 5,763,243	San Jose	1857	30.3
\$ 3,984,409	Pomona	1938	19.4
\$ 3,979,874	Northridge	1956	31.1
\$ 3,405,705	Fullerton	1957	25.6
\$ 3,117,590	Chico	1887	16.6
\$ 2,757,889	Los Angeles	1947	21.4
\$ 2,641,359	Sacramento	1947	26.3
\$ 2,637,707	San Francisco	1899	29.3
\$ 1,495,444	Humboldt	1913	7.6
\$ 740,750	Dominguez Hills	1960	9.4
\$ 689,597	Sonoma	1960	7.6
\$ 655,719	Stanislaus	1957	5.8
\$ 636,763	San Bernardino	1960	11.9
\$ 603,534	Hayward	1957	12.9
\$ 591,520	Bakersfield	1965	5.4

Table 2
Patterns in Fund Raising

Age of Campus:	Raised Annually
More than 53 years old	\$5,221,756
Less than 54 years old	\$2,210,142
Size of Campus (Students, 1990):	
More than 22,000	\$4,911,121
13,000 - 22,000	\$4,648,686
Less than 13,000	\$ 773,332
Surrounding Community:	
L.A. or San Francisco	\$3,300,923
Metropolitan Community	
Outside those areas	\$3,332,630

Fund raising: smoke and mirrors

Julian Foster
Political Science

Evaluating the success of the OUR&D is seldom easy, even though financial reports are put out by the Office. One problem is inherent in the nature of fundraising — that appeals made in one year may bare fruit in subsequent ones. Thus makes it difficult to assess the effectiveness of any particular operation.

"Annual Giving" — the continuous operation whereby paid students solicit alumni by phone — is a case in point. It is assumed for accounting purposes that an appeal made in 1991 may produce results immediately, or in 1992, or in 1993. Pledges made in haste are sometimes redeemed at leisure (or not at all.) Tracing the whereabouts of the more elusive alumni becomes progressively more expensive; there is no simple way of calculating whether this is worth pursuing.

However, there are other obstacles in the way of a clear view of how well the OUR&D does its job.

1. In-kind contributions are assigned a cash value. Thus reports say that funds raised in 1989 were more than 50% greater than those in the previous year. However, almost this entire increase is accounted for by the gift of the president's house (a donation which had been under discussion 14 years or more.) Useful as this residence is, it probably is not what the University would have chosen to spend the cash on, had that been unencumbered. Meanwhile, this mode of accounting tends to conceal that, apart from the house, the total raised was slightly less in real dollars than that raised in the year before.

Real estate is comparatively easy to value. Other things are not. In 1986 we received a gift of computer equipment which was written up at over \$400,000. (Naturally the donor will be pleased if the value is set high.) Computers become out of date with notorious speed. Gene Dippel remarked in an unbuttoned moment that with this lot, our best strategy might be to have a garage sale.

Distinguishing cash from in-kind contributions is not difficult. Future OUR&D reports should do this. They should also be sure to separate actual contributions from pledges.

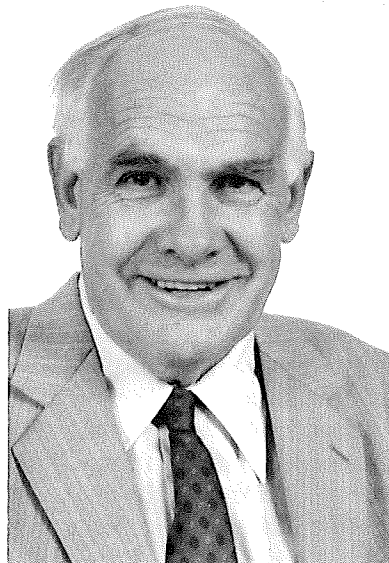
2. OUR&D Reports stress funds raised. They are rarely as explicit about the costs of raising them. To get a true picture of how much the university is benefitting from OUR&D operations, one would have to subtract from the total take the salaries of all the fundraisers, along with the costs of their offices, operations, postage and the rest.

The expenses involved in "Annual Giving", for

example, are substantial. OUR&D has played little direct part in this campaign after drawing up a contract with the Pacific Group to manage the operation for \$6,000 a month. The Pacific Group then charges the expenses of operating the program back to the University; training and paying the students, along with printing, mailing, telephone, etc., drives the total cost up to over \$400,000 a year. In cost-benefit terms, is this operation profitable? The published reports leave one in doubt.

3. OUR&D Reports do not distinguish funds raised by that office from funds raised by auxiliary groups like the TAF, Patrons of the Library, etc.. The rationale for this procedure is that OUR&D is responsible for the general image and perception of the university in the community; it is therefore legitimate for it to include in its totals any money raised by any part of the university community for any purpose. Whatever the merits of this argument, it means that much of the money raised is already earmarked for specific uses. Much might have been given if OUR&D did not exist.

It is, perhaps, the nature of fundraisers to claim credit for everything that comes in, regardless of how tangentially they may have been involved in raising it. Thus the TAF, for example, tends to complain that OUR&D takes credit for its own work; but coaches of the various sports make the same complaint about the TAF. What seems to be needed, and what we have not had, is an objective assessment of who is raising what, whether the ratio of costs of funds raised is acceptable, and in where we need to try harder. It is dangerous to let those who are in charge of fundraising operations be the persons who define their own success. §



Julian Foster chaired the Academic Senate in 1966-67 and 1986-88. He was a statewide Academic Senator (1971-79) and chair of the Political Science Department (1978-84). He also taught some classes (1963-present). Now on the FERP program, he hopes to return to the Senate next year as Emeritus representative.

Confessions of a fund raiser

Donald Finn
Theatre

I never meant to become a fundraiser. However, when I accepted the position of artistic director with a professional theater company, I discovered that ticket sales not only failed to cover new equipment and special projects, but provided only 65% of operating expenses.

I soon found out that equipment, special projects and anything to do with bricks and mortar were much easier to fund because the parameters were so specific it was possible to identify people who had appropriate special interests. The Junior League, for example, was concerned with children's programs, and they became the backbone of financial support for our Children's Touring Company, buying vans, subsidizing tickets for the needy, and so on.

The difficult money to raise each year was that needed to cover 35% of the operating costs. Donors like to know for what they are giving, like to feel that this project, that building has, figuratively speaking, their name on it. "Operating costs" are too unspecific.

There may be a lesson here for CSUF. Much of the fundraising effort that I have seen invites donations for general purposes. The appeal of "annual giving," for example, is made on behalf of "the University" instead of focussing on the particular major or other interests of the alumnus who is being solicited. I think this may be a mistake.

Over the years when I was involved with raising money, I developed various generalizations about how this might be done most productively.

Participate. Establish close ties with the community. Join service clubs, get involved in community programs either as an organization or as individuals representing the organization. Perhaps the University should consider paying the membership dues of faculty who are willing to be its ambassadors in this way.

Gather endorsements. Search out leading members of the community who, even if they do not contribute significant sums, will give you enthusiastic recommendations. This emphatically includes the media. It is they who do much to form the public image of the institution.

Establish ties. Get the business community to serve you with their expertise as well as with an annual formal commitment. In Minneapolis there is a group of large companies who have committed themselves to giving 5% of their annual earnings to the cultural life of the community.

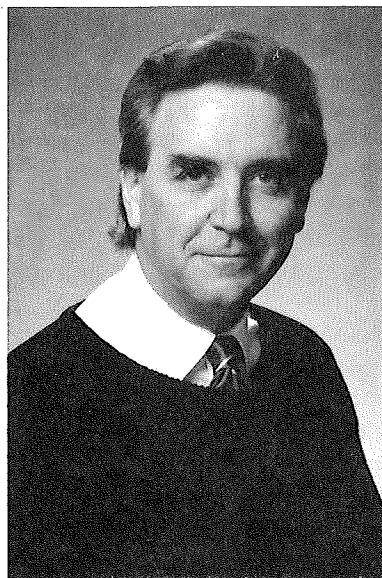
When I first came to CSUF, I began to seek support

to fund a prestigious guest artist to perform with students. I met with the only development officer the university had at that time to get a list of the ten most promising local corporations and the names of the CEOs to contact. I was embarrassed to discover when attempting to follow up an introductory letter with a phone call, that six of the ten executives were no longer with the corporations — two of them, in fact, were dead. This happened years ago — I hope we do better now.

Never poormouth your way to donations. The donor wants to think of you as a successful investment. Giving money to something which is approaching bankruptcy is seldom attractive. It isn't likely that CSUF will be able to stir the community to contribute very much to make up for the general budget slashes we face next year. Maybe they will be generous in their support for football, though I would be more hopeful if the the program was of demonstrably better quality, and not known to be poised on the brink of extinction.

Be evangelical. You have to convince potential donors that your program is a fine one, which can contribute to the life of the community. Needless to say, you need intimate knowledge of the "product" you are selling, and a real conviction that it is valuable. It will be essential for the new Vice-President for Development to learn all about CSUF, and especially to identify our areas of strength. Unfocussed enthusiasm on behalf of the institution that pays your salary will simply not be good enough.

Continued on page 24



Don Finn came to the Theatre Department in 1981. He has been artistic director of a professional theater company, taught at Oberlin and Hope Colleges, and consulted to the Colonnades Theater in New York City and as Regional Chair for the American College Theater Festival.

Planning ahead for fund raising

Michael D. Ames
Management

What can we do to strengthen the fund raising system at CSUF so it is conducive to major gift fund raising? We can improve both the quality of execution and the quality of results. We need a systematic approach to create and operate an effective fund raising program. This may sound complicated, but all it means is there is a systematic way to improve the quality of results and the quality of execution. A systematic approach allows maximum results at minimum cost.

The stakes are high. By the year 2000, if we continue as we have been and do not establish a systematic fund raising system, we should not be surprised if our endowment is only a few million dollars. During this same period other educational institutions with better fund raising systems will raise hundreds of millions of dollars in Orange County. If we act now and invest the time and money necessary, I believe we can have an endowment of \$50 to 100 million by the year 2000.

There is a proven approach to fund raising that will work if we follow it rigorously. It should include the four critical steps in any work cycle, PLAN, DO, CHECK, ACT (PDCA). For best results we cannot just hire someone to DO fund raising. Motivated faculty and volunteers are critical to any fund raising program, but we cannot rely on them to do DO fund raising either. We must PLAN the fund raising effort, CHECK on the outcomes, and ACT to achieve the hoped for results.

PLAN

Decide what we need the money for. This must be done before we ask for major gifts. It requires an in-depth,

Michael D. Ames has been a professor of management at CSUF since 1976, he has been Director of the Small Business Institute for the past 12 years. He advises the entrepreneurial management program. He has consulted for more than 350 organizations, and is author of numerous works on management.



campus-wide needs assessment. Using this information, needs must be prioritized and organized into comprehensible funding opportunities. Each opportunity should be easy for us and donors to understand with a descriptive name reflecting its purpose.

Address donor needs. The plan should be considered tentative until we talk to our friends in the community. Professional funds raisers know this step is essential. We must understand donor needs, not simply CSUF needs. We must address both domains. This is a key marketing step. Involvement of donors in the PLAN phase is the key to a successful fund raising campaign.

Operationalize the fund raising system. An effective plan must be more than just a pretty report. It must include a system for step by step implementation. This means taking each fund raising program and dividing it into a sequence of projects. It means dividing each project into a series of tasks. It means deciding on the kinds of people we want to be project managers and figuring out what resources they will need to accomplish their tasks. It means deciding how we can help. It means defining success criterion and measures — how we will know if we have achieved quality results and quality execution for each project and task.

DO

Put the fund raising programs into action. This step involves both recruitment and investment, bringing together the team and the resources. Key people are selected, familiarized with the programs, provided with the necessary support, and otherwise prepared for a winning effort. They then execute the plan. Motivated faculty and staff play an essential role in fund raising. Developing volunteer leadership is mandatory. Volunteers raise dollars, systems don't.

CHECK

Follow-up on progress. If we want to be sure that the programs are working, we are going to have to follow-up to insure that progress is being made. A formal system of progress reporting and deadlines, developed in the PLAN stage, must be activated and monitored.

ACT

Follow-up on action items and act on them. All those receiving progress reports should read them as soon as they receive them. If sufficient progress is not being made, the person handling the action item should give a complete report. If there are good reasons for lack of progress, we may have to do more planning to get the matter back on track. In other words we may have to redefine the PLAN, DO, CHECK, ACT cycle for the program. It may take several cycles to handle a complex problem.

This is how we can create a multidisciplinary, integrated fund raising system. It will take a major effort on our part to build this system. It will take self discipline. If we do it right, however, we will know what we can expect from fund raising operation at CSUF - explosive growth. §

Your guide to the frequently misunderstood: The Foundation

**Bill Dickerson, Director
CSUF Foundation**

In a world in which television serves as the major source of both news and entertainment, one can almost picture Jeopardy's Alex Trebek asking "in 1988, whose Bookstore was ranked #14 in the country in sales per square foot?"

Answer: The CSUF Foundation.

Or perhaps, "In February 1990, what became the first auxiliary-owned franchise in the CSU system?"

Answer: The CSUF Foundation's Carl's Jr. Restaurant.

Or, "In FY 1991, how much will the CSUF Foundation contribute to CSUF?"

Answer: Nearly \$400,000

The Foundation at CSUF is a varied, misunderstood and occasionally maligned entity — so let's take a closer look at what makes it tick.

The Foundation was incorporated in 1959 for the purpose of promoting and assisting the educational program of the university. Unlike the university itself, it is free to operate commercial enterprises. The Foundation employs about 70 full-time and more than 500 part-time people in commercial operations, administration of research and educational grants and contracts, and the fiscal administration of numerous special programs. This year its budget will exceed \$20 million.

The Titan Bookstore provides the mainstay of the Foundation's Titan Shops. It will do almost \$11 million in business this year. It operates the small retail shops in the University Center and the residence complex. The Bookstore also rents a 13,000 square foot warehouse in Orange to support its on-campus retail operations.

Several years ago, the publishing industry eliminated the practice of establishing "suggested retail prices" for textbooks. Since that time more than 90% of the nation's college and university bookstores (including CSUF) have adopted the practice of marking up textbooks 25% above cost.

Dining services comprise a major part of the Titan

Shops operation. In the University Center, the Food Court, Pub, and Garden Cafe are contracted to Marriott, as is the cafeteria and waited service dining room known as the University Club. Marriott also provides campus-wide catering and food concession sales at athletic events. Marriott will sell food worth about \$1.8 million this year. Although it shares the same name as the hotel, the Marriott Food Service Corporation functions as a totally separate division.

The Carl's Jr. is owned and operated by the CSUF Foundation as a franchise restaurant. It became the first franchise of any kind to be owned and operated by an auxiliary corporation within the CSU system. In its first year of operation, Carl's Jr. grossed \$1.3 million, almost four times as much as the food services it replaced. Based upon its success so far several sister campuses are currently investigating similar enterprises.

Campus vending services are currently subcontracted to Service America Corporation and gross approximately \$650,000 per year. The Foundation is currently analyzing the possibility of taking over the operation of the more than 80 machines on campus. It has engaged outside contractors to provide laundry facilities to dorm students and pay telephones to the campus at large, and also provides coin-operated copying machines here and there.

The Tucker Wildlife Sanctuary in Modjeska Canyon is owned and operated by the Foundation in conjunction with the University. The Sanctuary serves as an outdoor laboratory for University classes and plays an integral part in the outdoor education programs of many Orange County school districts. It is open to the public throughout the year.

The Foundation provides the fiscal administration and support services for grants and contracts, and for research and instructional projects. Typically, proposals for grants are developed by individual faculty members working with the Office of Faculty Research & Development. When a grant is awarded, the Foundation becomes the administering agent. The volume of grants and contracts is growing; it reached \$3,176,108 in 1990. At the present pace, awards for FY 1991 may exceed \$5,000,000.

Indirect costs (also known as overhead) which are included in most grants and contracts enable both the Foundation and the University to recover a portion of their costs. Ten percent of the overhead received from each grant is reallocated directly to the Project Director's

department while five percent goes to the School to provide funding for research-related activity. Any revenues remaining from grants and contracts after the Foundation recovers its administrative costs are returned to the University.

The Foundation provides accounting, computerized recordkeeping, and financial services not only for its own commercial operations and for grants and contracts, but also for several other University programs, including student loans and scholarships, University donations, conferences, workshops and institutes, agency or trust accounts, and endowments. In most instances, the Foundation maintains a fiduciary responsibility to insure the proper expenditure of funds and, in certain instances, assesses an administrative fee to help defray costs.

The Foundation's computer center is used by the CSUF Department of Public Safety to provide the recordkeeping associated with both its decal and parking citation programs. The relevant software was developed by the Foundation which is now investigating its marketing potential.

Since the Fall of 1989, the Foundation has been at least tangentially involved in the University's efforts to develop an affordable housing program to compliment its faculty recruitment process. In May of 1990, the Foundation's Board of Directors approved a four-year contract with Wilshire Promenade (a new 128-unit apartment complex in Fullerton) in which up to 20 apartment units will be rented to CSUF faculty and staff at below-market rates. At the present time, 19 units are rented to CSUF at rates that shall not exceed 87% of market rates throughout the duration of the contract.

The Foundation also contracted with the University's Social Science Research Center to conduct a survey of recently-hired faculty and administrators for the purpose of determining their housing choices and needs. The results of that survey show that the problems of affordable housing at CSUF are significantly greater than had been anticipated. The Foundation has hired consultants to work with the University's recently-named Affordable Housing Task Force. It is likely that the Foundation will be instrumental in helping the university address this most important need.

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The Foundation has a 20-member Board of Directors consisting of students, faculty, administrators, and leaders from the surrounding community. The Board meets quarterly; its Executive Committee acts on its behalf between meetings. The Foundation's Executive Director and the remainder of its administrative staff report officially to the Executive Committee of the Board and in a liaison capacity to the Vice President for Administration.

Historically, the 20-member Board of Directors has

been chaired by one of its community members. Former President Jewel Plummer Cobb broke that precedent by assuming the Chair following the death of Clarence Schwartz, a long time member of the Board. She retained it until the end of 1987. The Board then returned to its traditional mode, electing David Palmer, Chief Financial Officer for the Eadington Companies in Fullerton. Palmer has been re-elected ever since.

Does the Foundation make a profit? As a non-profit organization, it cannot do so. However, its operations do make money on a modest scale, and the proceeds go either into reserves or into what has come to be called the "University Needs Assessment."

The reserves can be tapped for a variety of purposes, which must be approved by the governing board. At present, for example, the Foundation has lent the President's office \$150,000, for which it receives interest. This money has been transferred to the Athletics Department, to meet its cash flow shortage. A balloon payment is due in 1993.

"University needs" include quite a variety of projects. In 1990-91, the biggest items are faculty research grants (\$86,000), provision of help to the faculty research office (\$63,000), The office of University Research and Development (\$43,500), the President's office (\$36,500) and to Academic Affairs (\$30,000) to support two half-time people who work on the Chemistry Department's current and (hopefully) future grants. Faculty development and travel will get \$15,000. Opportunity Scholars get \$4,000. The remaining funds (\$33,900) will fund the community outreach. The total for 1990-91 will be \$311,900. To that may be added the amounts of overhead handed to schools and departments, budgeted at \$49,000. The University will thus benefit to the tune of \$360,000 from Foundation operations. One must expect this sum to grow, year by year. §

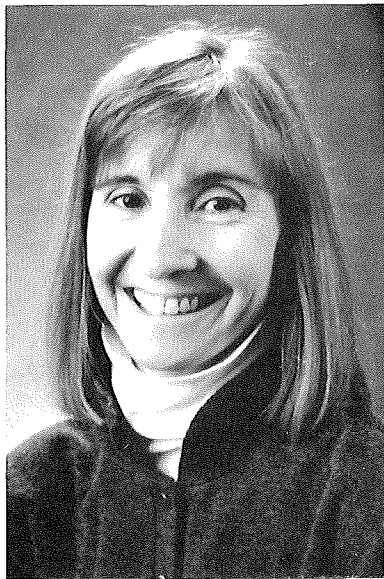


Bill Dickerson became Executive Director of the Foundation in 1988 after 16 years at William Paterson College in New Jersey as Director of the Student Center and Executive Director of its Foundation. He is president-elect of the Auxiliary Organization — a 62-member group of CSU auxiliaries.

How do we look in the eyes of some newly joined colleagues?

The Forum asked three new members of the CSUF faculty for their impressions of the campus. Many of us have been on the campus so long, we've forgotten what it's like to be 'new.' And, what faced a new faculty member a decade or two ago may not be what new faculty confront today. We think you'll learn from the lessons to be taught from our new colleagues.

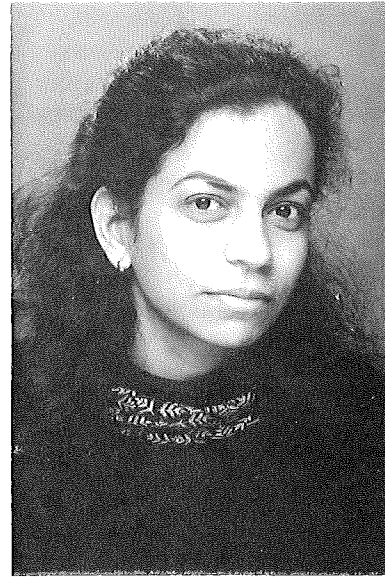
The panel of 'experts'



Sheryl Fontaine received her Ph.D. in English and American Literature from the University of California, San Diego in 1984. Her specialization is composition and rhetoric, in which she has taught undergraduate and graduate courses at the State University of New York at Stony Brook and Claremont McKenna College. She joined CSUF's English Department in the Fall of 1990.



David Drath acquired a Ph.D. from NYU in 1972. He then served on the faculty of Harvard Medical School's department of Biological Chemistry (1972-80) and of the University of Texas Medical and Graduate School at Houston (1980-89). He came to CSUF in the Fall of 1990.



Radha Murthy was born in India, where she obtained her bachelor's and master's degrees. Coming to the United States, she worked as a teaching assistant at Pennsylvania State University, recently receiving her Ph.D. from there. Her area of research is open economy macroeconomics. She has been an Assistant Professor in the Economics Department of CSUF since the Fall of 1990.

Acceptance vs. conformity

Sheryl I. Fontaine
English and Comparative Literature

"So, what do you think of Cal State Fullerton?" I was not asked a similar question during my first semesters at either SUNY Stony Brook or Claremont McKenna College. As a newly-arrived assistant professor at these schools I was most often asked, "How are you doing with the new job?"

Though I may be slightly guilty of overinterpretation (a side effect of teaching two sections of literary analysis), I feel that the difference between these two questions may illuminate an important institutional contrast. When someone asks me how I am doing with the new job, they are asking me how I'm fitting in, what adjustments I have made, and how successfully I have made them. Asking me what I think of CSUF takes the onus off me by indirectly inquiring how successfully the school has welcomed me, how the new job is fitting into my expectations.

I don't mean to suggest that CSUF is an amorphous container that shapes and reshapes itself to whatever faculty fill it. Rather, the people I've met here have acknowledged that as a new faculty member I bring with me something that will add to what is already here, something that doesn't have to slide as smoothly as possible into a preexisting, preshaped slot.

Unlike many new faculty, I haven't had to spend my first semester "unpacking." I didn't have to adjust to Southern California—I'd lived in Claremont for three years and spent five years at UC San Diego working on my Ph.D. I didn't have to adjust to being a faculty member—I'd been out of graduate school for six years and had had two other faculty appointments. So my impressions of Fullerton come from my own desire to find a place that feels right to me.

Beyond giving me a general feeling of acceptance, the faculty, staff, administrators and students I have met here have given me some other, very specific impressions. Let me tell you how you have made me feel during my first semester.

You have made me feel welcome—not "greeted" with fancy cocktail parties and impersonal receptions, but welcomed with a useful new faculty orientation, opportunities to meet individual faculty, and a department chair and mentor who never seem too busy to listen. During my first two months at CSUF I saw President Gordon more times and at closer range than I ever would have expected. And I felt a private

comraderie with him as I overheard people ask him, "So, what do you think of Cal State Fullerton?"

You have made me feel that at Fullerton teaching has intellectual and professional value. In my department people talk about teaching in the hallways; students are ushered warmly into offices. We spend time in meetings discussing—truly discussing—teaching issues. I do worry about the number of students I have, and know that colleagues share such a concern. But contrast to what skeptics may think, the critiques of our teaching load focus as often on the harm it can do to our students as on its intrusion into our research time.

There is no doubt that Fullerton has made me feel that students are important, that their lives, their feelings count. And students have made it clear that they do have lives and feelings, ones that they will, like it or not, bring into my classroom. I can't say it's been easy for me to keep track of all the lives and remember to make room for them. In one semester my students' academic lives have been interrupted by morning sickness and babies being born, by suicides and cancer, by evictions and job disputes. But at a school where the stairways become crowded enough to deserve announced 'sig-alerts,' the students expect personal relationships with teachers and most of the teachers I have met wouldn't expect any less of themselves.

You have made me feel that my research matters. This is especially important to me, a member of a relatively new discipline—Composition and Rhetoric—whose research often looks odd even to members of my own department. I have received support from colleagues who share my research interests (there are two other Composition specialists in my department!), from a departmental committee that listened to my projected research plans and said, "We want to know what you find out; it could make a difference to the way we think about ourselves. How can we help?" and from a research office that read a description of another proposed research study and said, "Great! Let's see if we can help find you some money."

No one will believe a word of this essay if I don't add that after barely one semester my impression of CSUF is certainly not complete. I don't know yet how well I can teach four classes a semester or how successfully I will continue to find released time for the research I need to do to be an informed, productive academic. I don't know how confident I can be about giving such a diverse student body the classroom they want, while at the same time satisfying my own sense of what I want the classroom to be.

I am disappointed that the daily demands on my time have kept me from exploring the campus or getting a better sense of what goes on outside while I'm holed up in my classroom or office. Is this true of other faculty? And if it is, then how has Fullerton managed to create a general sense of itself? I wonder about the

effects of being at a CSU when the state budget is, according to the media, "in crisis." And I wonder about the effect on faculty of being constantly reminded that they are in the second-tier of the state higher education.

My impressions of Cal State Fullerton are more than what I have been able to capture here. They exist as flashing images in my mind—faces of people who share the seventh floor of HSS with me on MWF: my congenial officemate, the colleagues who invited me to join the 11 a.m. lounge-lunchers, the ever-cheerful and helpful support staff. I see fleeting images of offices and classrooms I have hurried past, of trees and flowers as fall begrudgingly gives way to winter, of students grouped and scattered in hallways, under trees, against buildings. In writing this essay I have stopped some of these images for a moment to find out for myself—as well as for you—what I think of Cal State Fullerton.

Pretention vs. realism

David Drath
Biology

What struck me most on my first visit to CSUF was the noticeable lack of pretension on the part of people I met. The faculty was honest in their assessments of the university the student body, their teaching loads and the opportunities for research and support. This realistic view of the strengths, weaknesses, and growth potential of CSUF was uncompromised by fantasized comparisons with older, more heavily endowed and historically more elite schools.

This was in contrast to the grandiose and often inaccurate self-assessments made at other universities with which I have been affiliated. I appreciated this more realistic approach of a university committed to becoming the finest possible institution, given the constraints of budget, endowments, and charter.

Later my integration into CSUF was facilitated by something I had not experienced elsewhere, a well-planned, efficient, and friendly "New Faculty Orientation Program" and a solicitous and protective department. The fact that I set realistic goals for myself, particularly after listening to the second-year faculty presentations at the orientation, also helped.

My professional career had been spent at medical schools and teaching hospitals where ten lectures a year were considered a heavy teaching load. In such environments, the classroom takes second place to research, and one-on-one training of graduate and medical students, postdoctoral fellows, and clinicians comprises a major part of one's teaching responsibili-

ties. Here, my one upper division immunology course, with its restricted enrollment - a heavy teaching assignment by medical school standards - pales in comparison to what my new colleagues do.

Even so, I found that the anticipated dates for setting up my laboratory and beginning research projects were unavoidably pushed back. There was always another lecture to prepare, another test or a grant to think about. CSUF is second to none when it comes to generating paper. Thank God for recycling!

In the week before finals, I made my long-awaited entry into the lab. Now fully aware that to establish the kind of research program that I've conducted in the past would be extremely difficult here, I've restructured my goals. Research will have to revolve around teaching schedules and responsibilities, particularly in later years when these increase. Intersessions and summers must be used more efficaciously than before. University resources will directly influence my research goals.

At medical schools, various services and facilities were routinely available including glass washers, technicians, personal secretaries, extensive biomedical library resources and state-of-the-art animal facilities with complete veterinary assistance. Soon, animal facilities will be available here when the McCarthy Hall Annex is finished. Some services at CSUF, on the other hand, far exceed those which were familiar and usual at other settings. For example, the radiation, biohazards, and animal care groups at the university seem geared toward assisting rather than impeding research.

The student body at CSUF differ a lot from others I've experienced. The most obvious contrast, and the one which will initially have the most impact on my immediate research plans, stems from the lack of a Ph.D program. Because it normally takes around 5 years to earn a doctorate, there is a certain built-in stability and continuity of the research programs. At an undergraduate university, based on my initial observations, students will spend one or perhaps two semesters in a particular lab and then move on.

Those students pursuing a master's degrees will, of course, remain longer but the fact that they are usually the ones who teach the laboratory sections of our courses puts them into almost the same category as the faculty with respect to their time constraints. It surprises me that so many of them are employed outside the university, yet are still able to pursue their course work as effectively as they do. The students that I've met through my immunology course compare very favorably with others I've taught at medical schools at the University of Texas and, in fact, several of the students are as aggressive, competitive, and bright as those one meets at Harvard.

Let me conclude with some comments about my adopted state and county. I've always wanted to live in Southern California. In the East, there is a certain lifestyle and a mystique associated with the Southland.

Since living here, I have come to feel that the California dream is, in reality, a myth. This is a beautiful state with many breathtaking panoramas, historical sites, recreational opportunities, and cultural events to enjoy.

The downside, however, is that more often than not the natural beauty is significantly diminished by smog or pollution with white skies being more the rule than the exception. Traffic is unbearable, adding to the pollution problem and making even the simplest excursions tedious. I have yet to find an off-hour for freeway travel. Housing is mostly unaffordable, public schools are overcrowded, and relentless building all over the hillsides with little apparent regard to environment impact help tarnish the California image.

In many regards, Orange County still hasn't left the Fifties and I'm not just referring to its politics. The availability of leaded gasoline and the number of cigarette smokers, even cigarette vending machines on campus, immediately come to mind. I'm told that the pollution problem is better controlled now than it was ten years ago and that freeway expansion is planned for the near future. I hope that California can come to grips with its demographic and environmental challenges. Until then, this pleasant campus is a welcome oasis.

Collegiality vs. individualism

Radha Murthy
Economics

Looking back at my first few weeks on campus, I recollect feeling how dramatic a move I had made. From Southern California, distant Penn State, from where I recently graduated, appeared to be fairy land. The small cozy campus town, aptly called Happy Valley, dotted liberally with lush green oaks and majestic Dutch elms, the clock at the Old Main building chiming every quarter hour, an overfed squirrel harassing a student enjoying the campus newspaper and an occasional ray of sunlight, other students on their skate boards deftly weaving their way through the vast campus; for some reason, this began to have an unreal aura.

My colleagues and the administrative staff welcomed me warmly. I appreciate their having lent a patient ear to all my initial complaints about the smog and noise, and in helping me settle down. The "New Faculty Orientation" was a nice way to meet other new faculty members and get a feel for the University.

The absence of Ph.D programs calls for a bigger emphasis on teaching. However, I am glad that there is a good research environment in the Department. The faculty regularly present their work in seminars and

are always willing to give suggestions and comments on the research pursuits of their colleagues. Of course, there is that additional flavor of scholarship-discussions in hallways and elevators and scribbling on envelopes.

What struck me most was the high level of collegiality in the Department. I did not sense any undercurrents of academic and or status rivalry, nor was there any concern to be political -- all of which are not so uncommon in the strife for tenure. Is the department rank-conscious? The answer is an unqualified "No". This is what makes the seminars, department meetings and lunch meetings with outside speakers so much fun.

A big question I faced in my first semester of teaching here was to decide on the level of difficulty of my lectures. I noticed a wide disparity in the abilities and motivation levels of my students. At one end of the scale were some who effortlessly scored high points and at the other end were those who needed more attention and help. "I am not an 'Econ type'" was the placid reply I got from some of them when I tried to find out where the problem was. Fortunately, this was easy to deal with. It involved presenting economic theory not as theoretical concepts but disguised as applications to the every day world.

The orientation helped me understand and be sympathetic to the problems of the students, which primarily arise because CSUF is a non-resident campus. I had taught courses as a graduate assistant in Penn State, where an undergraduate walks to class from his or her dorm, less than ten minutes away. Here they drive from home to campus to part-time (or even full-time) jobs. It is hard to know what one can expect of them.

A disparity in the ability and motivation of students will always exist. What makes the problem easier to deal with at Cal State is the small class size. A principles class in Economics at Penn State has about 800 students in an auditorium where the professor teaches with a microphone. The typical class size at most large state universities is about four or five times the size at Cal State, and the advantages of having to lecture to a small group of students are obvious. Within a month I knew all my students by face and most of them by their names - an impossibility at many places.

Any reasons for being disappointed with CSUF? Yes, just one! In the first week here, I was shocked to hear that support for our mainframe system was in jeopardy. I was very concerned about access to data bases and on having to rely on a personal computer for lengthy iterations and calculations. Of course I was not the only one to have felt this way. I did see the efforts that were being put into getting an alternative system.

I look back at a semester of my career as Assistant Professor. With all those deadlines for proposals, classes to prepare, forms to fill and exams to grade - I feel happy to be a part of CSUF. About Southern California: yes, I have been charmed by the beaches, mountain slopes and fresh flowers throughout the year. §

Campus vs. CSU in the old days

Herb Rutemiller
Management Science

Those who chafe today under the constraints imposed by the State on the CSU system have no idea how well off they are compared to the early days. I joined CSUF as chair of a new department in the business school in 1966, the first time I had ever worked for a state institution. What fascinated me the most was the labyrinth of regulations to control and monitor the activities of the University, and the twists and turns of the faculty and administration to get around them.

For example, the word "degree" was carefully guarded, permitted only in broad terms such as "Business," not in "Marketing" or "Management." The faculty came up with "concentration." When the State put in constraints on "concentration," along came "emphasis." If "emphasis" had been outlawed, I'm sure we would had "tendency" or perhaps "tilt."

With regard to purchasing equipment, the rules were amazing. As I tried to furnish a new department, I discovered a Sacramento prohibition against purchasing filing cabinets. On the other hand, we were inundated with handsome large leather briefcases, "State of California" emblazoned on the side, later outlawed by Gov. Jerry Brown as a symbolic attack on bureaucracy.

A particularly annoying edict to me was the absolute prohibition against buying by a department or school anything related to computers. One of my faculty needed for classroom demonstrations a binary circuit simulator, cost \$1000.00. The only loophole I could find was that any item costing \$25.00 or less could be bought without approval. The salesman and I sat down and wrote out forty \$25.00 purchase orders for switches, relays, light bulbs, etc., and they arrived nicely assembled into a binary simulator.

During my first year, the School of Business moved to new facilities on the third floor of the just-completed Library Building. We were not permitted to take any furniture with us. Every faculty and department office in the new building had brand new furniture. The faculty offices were stunningly beautiful. The furniture was of matched dark-stained wood and chrome, and every office was identical. All the furniture, including the desk, was bolted in place. The desks had only one small 2-inch drawer in the center, and very little surface area. They looked like the "executive desk" you see in fancy business offices, perhaps with an onyx penholder in the center.

There were built-in slats (bookcases) mounted on the wall, with enough room to hold about half the books in an ordinary metal bookcase, and they were open on the ends. Permanently mounted aside each desk was what we came to call our "coffin." This was a long box

with a flat hinged lid, meant to be a filing cabinet of sorts (possibly an attempt to evade the State's "no filing cabinets" rule). Anyhow, the coffin lid was the only extensive flat surface in the office. Like everyone else, I used this for piles of papers, books, folders, etc. Nothing that required ready access could be kept in the coffin, so most of us used it as a book storage area.

In 1970, we moved to Langsdorf Hall, leaving those hated desks and coffins for someone else. The most interesting feature of this new building was the department offices. The architects had the idea that a more friendly, open atmosphere for students and visitors would be generated if the secretarial offices had no doors. So, they were simply large open areas off the hallways. There was no way to secure typewriters, mailboxes, or anything of value, and no privacy whatsoever. You can imagine how the secretaries loved that!

We were constrained under formulas limiting the number and size of classrooms in Langsdorf Hall so the struggle was how to get more. Someone came up with the idea that each department needed a "laboratory" to conduct business experiments. "Laboratory" turned out to be an illegal word, usable only by the sciences, but we got by with calling them "activity rooms." Furthermore, each of these large extra rooms received a "preparation room." The thought was to get this extra space from the State, then use (or subdivide) these activity rooms as classrooms, and convert the preparation rooms to offices.

The first project after we moved in was to wall in the secretaries, before they all left or went insane. The classroom problems was not so easy, and took several years. First of all, the "preparation rooms" were at the back of the activity rooms, so that you could only get to them through the classroom. They lay fallow for quite some time, until passages were built. The activity rooms were divided into two classrooms, but the shape of these rooms was — and is — far from ideal. Just 18 feet deep and 31 feet wide, they are furnished with three long rows of tables and chairs. There is less than three feet between the blackboard and the first table, so the instructor is hanging over the first row of students. Unless he has better peripheral vision than Magic Johnson, students at the far ends are invisible, and those at the end of the front row can't see the board.

The cost of all this conversion and replacement was considerable, not to mention all the conniving that went on over the years to evade purchasing restrictions. The lesson I have learned from this is that irrational rules and restrictions will be immediately evaded or broken, often at considerable cost. The world's work will get done in spite of the rules, and there will almost never be any penalties assessed for violations because virtually everyone is guilty. §

Author index to the *Senate Forum*, Volumes 1-5

This is the 18th issue of the Forum. The future of the publication is a little uncertain, due (of course) to the budget cuts. So, this seemed a good time to thank our contributors by publishing an author index and to recall the variety of topics covered by publishing a subject index. We hope to be back in the Fall.

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It is very easy to be critical about fundraising activities at CSUF, and to be sure that the track record of the institution could be improved without much effort. Yet the problem may have less to do with the people working away in the development office and more to do with a campus-wide malaise.

We have two significant problems: a lack of communication and a muddled identity. The communication problem exists between the administration and the professoriat, between schools, academic departments, and the faculty members of like disciplines. It is not just a "commuter campus" for the students (you can't buy a cup of coffee from a human being after 2 p.m. on Fridays!) but for the entire campus population. We are fragmented. We are ignorant of what we, collectively, are. We don't know enough to be able to point out our own strengths.

The identity problem is easy to define. Such words as "tradition", "loyalty", "responsibility" and "atmosphere" don't ring very loud for those of us who were educated in more intimate surroundings — at institutions with a clear, describable "character." At such

establishments, buildings were conceived as places where human endeavour is primary, rather than being created by state formula. There is a recognition that such universities' responsibilities extend beyond the walls of the institution and into the life of the communities in which they function. This may involve a baseball team, a symphony orchestra or any other activity the community appreciates and about which they brag. Good academic departments can serve this function — but at CSUF we seem to be too embarrassed by the possibility that other departments will be upset to even publicly identify the ones that are really strong.

I believe we have had many opportunities to share our "stuff" with the community, but have decided to go it alone. Bringing a concert series of outside performers to Plummer Auditorium does not constitute a program of outreach. As a result, local giving is neither plentiful nor organized. Orange County is wealthy. We are not tapping into that wealth on the scale we should.

The job of fundraising is exhausting and often difficult. When asking for something, you must be prepared to give something else in return. It is my hope that our next Vice-President for University Relations and Development will have the imagination and the fortitude needed to excite the community and to develop a solid and successful program of advancement. §

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.

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