

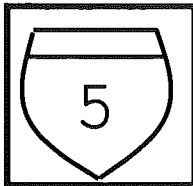
SENATE FORUM

SUMMER, 1993

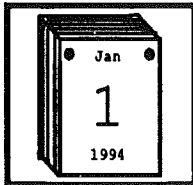
VOLUME 7, NUMBER 4

Decisions, decisions

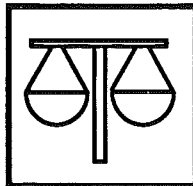
BALLOT



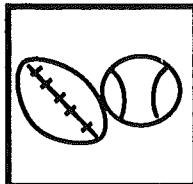
Mission Viejo Campus



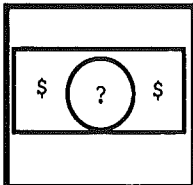
Academic Calendar



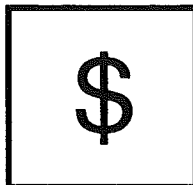
Student Evaluations



Intercollegiate Athletics



Fundraising



Student Fees

Uses and abuses of the budget crisis

Julian Foster
Political Science

As this, the last issue of the *Senate Forum* for 1992-93 goes to the printer, we still don't know where the budgetary axe will fall. The faculty expressed its preference for deep and narrow cuts at last year's election. This approach has been reinforced by the extraordinary amount of effort and paper which has recently been poured into evaluating and justifying programs. If all this turns out to have been a waste, and all the university does is shave the same percentage off the budgets of all units, there will be a great deal of justified frustration.

At present, the mood is one of gloomy anxiety. Governor Wilson's budget, draconian though it is, may be based on overoptimistic assumptions about revenues. Things may get very bad indeed. The task for the faculty is damage control. Hopefully the remarkable efforts of faculty at San Diego State, where premature lay-offs announced by President Thomas Day were rescinded under faculty pressure, will not have to be duplicated here. Nevertheless, a severe test of faculty-administrative cooperation looms.

Unfortunately, where the budget crisis may tend to demoralize faculty, it tends to energize administrators. Time for dynamic leadership! Indeed, the administrator who does not produce some unusual initiatives may be thought deficient. So some pull down classroom walls to create larger teaching environments—which then see little use. Or they combine departments, promising economies of scale—which don't appear. The test is less whether such moves actually save money than whether they look as though they might. Faculty are amenable to such changes when they are presented in a context of saving jobs.

The Academic Senate and its committees are replying to the present crisis in a methodical and responsible fashion. The Senate, for example, accepting that departmental restructuring might be necessary, developed, approved, and sent to the President a policy on this subject, which sought to ensure that restructuring would not take place without proper consultation. In doing this, they invited the school deans to give their input, but the deans declined to do so.

But the university still has no policy on this subject, because the President has not signed what the Senate has sent him—a refusal apparently based on the protests of the deans. The Council of Deans has suggested that the Senate should stay out of restructuring, leaving that matter to themselves. They have produced an alternative draft policy, not so very different from the Senate's proposal, and have urged the President to sign that instead.

The Faculty Constitution, which has worked reasonably well for more than 30 years, provides the procedural context for decision-making at CSUF. That constitution identifies the Academic Senate as the "organization through which the faculty will participate in the making of educational and professional policy..." If determining the departments which faculty members are to call home is not a "professional policy," it is hard to know what is. The Deans seem to want to take advantage of the general uncertainty to destroy a method of reaching decisions which has been in operation for a long time. In normal circumstances they would not have tried this. Disaster for the university spells opportunity for some of its denizens.

The budget crisis is bound to hurt CSUF. We should work together to minimize that hurt. The last thing the university needs is the kind of administrative manipulation which will divide the bureaucracy from the faculty. The Council of Deans' effort to anoint itself as a policy-proposing alternative to the Academic Senate has to be resisted as strongly as possible. §

The ballot propositions discussed in these pages will be presented to faculty at the annual election, May 12th and 13th. Please indicate your support for faculty governance by participating.

Fundraising

Should state funds be used?

Yes

Yes, if the funds raised are used to support the legitimate activities of this University, especially if they help to increase the number and quality of our courses and academic programs, and enhance our ability to attract the best faculty and students. Indeed, what other choices do we have when 97% of our funding comes from the state? Several years of severe cuts in state funding have forced drastic reductions in enrollments, classes, financial aid and in our faculty and staff. This has occurred despite successive annual fee increases of 24% and 40%, totalling a 68% increase over two years.

The Legislative Analyst's office reports that systemwide projected general fund support for 1993-94 will be reduced by \$196 million or 12% of our annual budget. This will accelerate a trend that has seen our share of the state's revenues fall from 4.5% to the current 3.4% of the total budget. CSU is serving 21,502 fewer students than it did in 1990-91, a 7.7% decline, despite an increasing number of eligible high school graduates. At the same time, our students have lost over 5,000 classes and experienced a shortfall in financial aid equalling 37.1%. At CSUF we have lost almost all our part-time faculty, with faculty position reductions equalling about one-third of our faculty during this time. Staff reductions have been equally severe.

All these reductions have created a new reality that has made external fund-raising an absolute necessity. In fact, if we are to have any hope of maintaining current levels of service and quality, let alone move forward, we will need to be much more aggressive in raising external funds. The Council for Aid to Education notes that in 1986 corporate donations were about evenly split between private and public institutions, with the public raising about \$1,000 per student, about double what they raised in 1972, but four times less than what private colleges receive. If we are to avoid falling further behind the competition, we must invest state money in fund-raising activities. Our future ability to meet the educational needs of our community will require a deepening commitment to fund-raising if we are to control our destiny. §

Albert Flores, Philosophy

No

The University Advancement Office (excluding Public Affairs, Alumni and Reprographics) uses 10.5 state positions and OE & E worth over \$600,000 annually. Very little, if any, of the money they raise is used to reimburse these positions. What results is a money laundering operation where the value of the state positions is exchanged for soft dollars that can be spent at the discretion of the administration. Who loses in this operation? Those areas that have provided the University Advancement Office with the state positions and OE & E are the net losers, and the administration is the net winner. They don't even care if they raise less than the value of the state positions that they use. What is important to them is that they can spend the money as they wish: on catered lunches, junkets and non-need based scholarships (just as is the case in athletics, state money may not be spent on scholarships).

The University Advancement Office has just announced plans to hire seven more professional fundraisers at an average cost of almost a half a million dollars per year for the next five years. The money to hire these administrators will perforce come from reductions in our budgets on top of the anticipated cuts of 7-10%. This is equivalent of taking seven full professors out of the classroom and transferring them to the administration. Do you really believe that, in this economy, they will raise enough money to cover their salaries? Even if they do, do you believe that they will reimburse those areas from which they took the money in the first place? Of course not.

The university suffered great embarrassment when the *L.A. Times* exposed the Robert B. Sharp fundraising scandal just a couple of months ago. Bob Sharp was paid \$540,000 to raise \$6.3 million and came up very short. There is even some doubt that he raised enough to cover his own fees. The university wound up borrowing money from banks against the pledges that were made. Now the university wants to spend \$500,000 per year on a riskier fundraising effort despite the economy and our experience with Bob Sharp.

The university should engage in fundraising, but the costs should not be borne by the state. It should be a self-supported operation. VOTE NO! §
Bill Reeves, Student Affairs

Should MVC be closed?

Yes

A number of very large corporations are finding that it is no longer possible for them to operate as they have in the past. GM, IBM and American Airlines have gone through or are going through the very painful exercise of becoming smaller. Cal State Fullerton faces similar conditions—it must shrink.

In good times, organizations can take on new initiatives, try new ideas and generally experiment with what they do and how they do it. CSUF has done that with Mission Viejo. In bad times every operation must be reviewed for its importance to the core of what the organization does—it mission. The issue then is, "Is the Mission Viejo operation central to the achievement of the University's mission?" To answer this question, contemplate the following:

- When comparing enrollment in the same courses at MVC and Fullerton, the MVC classes have consistently lower enrollments. Even when students are looking for seats in particular classes on the main campus, seats are available there.

- Students who do attend class at MVC also attend class at Fullerton. This would seem to indicate that students do not (or cannot) put together a complete MVC schedule. (In SBAE we try to make it possible for students to take at least three courses in a reasonably compact "block" schedule at MVC. Very few take advantage of our MVC block while the on-campus blocks are heavily used.)

- There is insufficient concentrated demand to provide coursework necessary to complete degree requirements there.

- Most (if not all) student activities take place in Fullerton.

From the SBAE perspective, most students attend MVC when they have no other choice. No SBAE student completes a degree program there. No SBAE student clubs meet there. This lack of enthusiasm is echoed by the SBAE faculty. Only those who live in the vicinity are really eager to teach there. MVC does serve SBAE students, but only at the margin.

Is this the 'highest and best use' for the University's scarce resources? Is MVC central to the University? For SBAE the answer must be "No." Is your answer the same? If so, when you vote, vote to eliminate MVC. §

Dorothy Heide, Management Science

No

There are 20 main campuses and 9 branch campuses in the CSU system. The operating budget (non-faculty) of each branch campus is set by the Chancellor's Office and assigned to the parent campus total budget for oversight. If the branch campus should close, there is *no guarantee* that the budgeted amount would revert to the Fullerton campus. The Chancellor's Office would probably assign it to other branch campuses. Five full-time tenured staff positions would need to be absorbed by the Fullerton campus.

During the three years that MVC has been in existence, the Fullerton campus has benefitted, in that MVC monies have been retained by the main campus at the end of the fiscal year in order to be used for general University needs. This is over and above the yearly CSUF budget reductions which MVC and all divisions of the University have undergone.

The branch campuses were to offer low cost higher education to population centers which did not have ready access to a public university. They provide an opportunity for minority students and adult learners to obtain or continue with a university education. Branch campuses do not necessarily become separate four-year institutions, although one has and others may.

South Orange County continues to grow despite recent cuts in defense industries. Traffic on Orange County freeways has increased in the last two years despite job cutbacks. Recent figures indicate that 38% of the students enrolled at the branch campus are taking 51% or more of their courses there; 27% are taking all of their courses at the branch campus. Though a few may drive considerable distance to MVC, overall it makes a positive contribution to the reduction of congestion on Orange County freeways.

A focus of the CSU is to find innovative, effective, creative ways of using technology to deliver a university education to broad segments of the population. The location of the branch campus combined with new developments in interactive technology provides the University the opportunity to address this focus. §

George Giacumakis, MVC Director

**Support your local
Senate: Vote on
May 12th or 13th**

Student evaluations

In every class

Despite the time and costs involved in administering Student Opinion Questionnaires in all classes taught for credit at CSUF, the policy now included in UPS 210.000 should remain in effect for several reasons.

First, the present policy is equitable. All classes taught by all faculty are dealt with in the same manner, whether the classes are large or small and whether they are taught by tenured professors or part-time lecturers. Lecture-discussion classes and those involving individual supervision or tutorial work are treated similarly, as are highly experimental classes or those based on traditional methodologies.

Faculty whose Student Opinion Questionnaires become part of a WPAF are most effectively served if reviewers at all levels have access to the raw data and statistical summaries for all classes. The faculty member choosing only a few classes to be evaluated may or may not choose the ones most successful in terms of statistics or comments. Contrary to some current discussions, for example, a class in which the instructor is experimenting for the first time with collaborative learning may be judged by the students as embodying more effective teaching than a class the presentation of which has long remained unchanged. Sophisticated reviewers, furthermore, can understand the overall pattern of achievement in an individual's teaching if evaluations in all classes are available. Such reviewers are prepared to take aberrations into account, especially if the faculty member's narrative on teaching analyzes problems thoughtfully.

Finally, student evaluations are most useful, quite apart from the personnel process, because of what the faculty member can learn from them. If Student Opinion Questionnaires are administered in only a few classes, most of us will learn much less than we can now about how to improve our teaching. Senior professors, as well as inexperienced faculty, benefit from extensive continuing feedback about their instruction. §

Joan Greenwood, English

**Don't forget to vote
on May 12th or 13th!**

In fewer classes

In his 1988 summary of research on student evaluations, William Cashin concluded that there are more than 1,300 articles and books on student ratings, their reliability, validity and utilization. He determined that student evaluations tend to be statistically reliable, valid and probably more useful than any other form of data used for faculty evaluations providing information on clarity of presentations, organization, enthusiasm, rapport and general effectiveness.

However, his study also concluded that student evaluations should be used with other forms of information to properly evaluate teaching. In addition to ratings, other complementary data, namely portfolios and peer reviews, provide equally valuable information. A portfolio is a collection of materials documenting classroom performance (syllabi, test, term papers, lab reports, grade distributions, teaching philosophy and goal statements. . .). To professionals in the discipline, portfolios may yield more insights on class conduct than ratings alone.

On our campus, there are 447 tenured full professors, 71 tenured associate professors and one tenured assistant professor. This totals 519 tenured faculty members. If one assumes that each teaches 3.5 classes with average enrollment of 25, this translates to a staggering number of 45,412 evaluations which must be processed through the already "downsized" computer center, sorted and filed by the overloaded secretarial staff, and stored in secure locations, the number of which is dwindling. The amount of paper consumed for the evaluations and printing costs also translate into sizable expenses.

The cost/benefit ratio, in my opinion, does not warrant continuation of the present practice. A carefully selected sample of classes in the case of tenured faculty will provide data requisite for the continuous improvement of teaching, which is the principal purpose of these efforts anyway. Surely, mechanisms can be devised to designate classes which would yield the best harvest of data. This could be done in consultation with the Department Personnel Committee, Chair or combination of the two. . . Finally, the MOU, wisely, does not require evaluation of every class. Let's use our limited resources more prudently!

Jesa Kreiner, Mechanical Engineering

Intercollegiate Athletics

Should state funds be used?

Yes

We are not now, nor will we ever be, the University of Chicago. Absent that institution, and maybe a few isolated others, intercollegiate athletics have been a part of the fabric of the American collegiate experience for at least a century. At their best, which is most of the time, intercollegiate athletics provide people - athletes, students, alumni and the general public - the opportunity to enjoy the sight of extraordinary effort and physical grace in the context of a shared unifying experience. Kept in perspective, as they are at CSUF, intercollegiate athletics are as important a part of university life as our other performance-oriented, instructionally related activities: theatre and music productions, art exhibits and forensic teams.

Like these, intercollegiate athletics offer women and men with exceptional talents a way of continuing to develop those talents while pursuing a college degree. More importantly, and perhaps in contrast to the other activities mentioned above, intercollegiate athletics frequently offer that opportunity to individuals who might otherwise not have access to higher education at all.

In 1985 a task force commissioned by the Academic Senate of the CSU to develop a position paper on the role of athletics in the CSU published its report under the title *In Concordia, Mentis et Corporis*. As recently as 1992, the state-wide Academic Senate reaffirmed that intercollegiate athletics are an important activity in the CSU, noting the heuristic and social value of competitive sport for our students. Groups as diverse as the AAUP and the Knight Commission on Intercollegiate Athletics have endorsed the use of state funds to support intercollegiate athletics as long as their use is carefully monitored (here by the Budget Advisory Committee), and athletics department budgets are approved under the regular governance processes of the university.

During this difficult budgeting period, CSUF's already very modest intercollegiate athletics program has made cuts like all other programs on the campus. Indeed, it has absorbed proportionally larger cuts than most academic programs in recent years. But like the other instructionally-related activities noted above, intercollegiate athletics should continue to receive state support. §

Leon Gilbert, Foreign Languages

No

Intercollegiate athletics at CSUF has been a flawed entity, struggling to get better, but highly resistant to change. When we had intercollegiate Division I football, it generated the most revenue of any sport. It also ate resources in enormous proportions. And what did it produce? Winning seasons? Strong fan support—even in a new, on-campus stadium? An 85% graduation rate for student-athletes? Boosters who contributed large sums to the library? No, no, no, and no! Yet there are plans to revive football in 1994.

Other intercollegiate sports have fewer participants and are less expensive. But the cost per student tends to be much higher than what we spend on any non-athletic students, while the pay-off for the rest of the university is limited or non-existent.

Intercollegiate athletics should at least be equitable with regard to gender. Maybe it will be in the not too distant future under court order, but then only with a lot of kicking and dragging of feet.

Case in point: the men's basketball coach earns more than the women's coach even though they coach the same number of players and play the same game. The men's coach is on a three year rollover contract; the women's coach is on a three year contract, period. Anyone want to guess who has the most assistant coaches? A salary augmented by thousands of dollars? Whose boosters get the best treatment? The most university attention?

In the best of all worlds with money to spare, it is easy to support an allotment to sports. When the crunch comes, however, it's really a matter of priorities: do we pay salaries to academic faculty in the humanities, the sciences, the arts, and the professions or do we hire coaches? Should limited scholarship dollars go to maintain deserving athletes or to those gifted in art, music, and scholarship? If it is possible to find talented athletes from diverse cultures, is it not equally possible to find and recruit talented scientists, mathematicians, and other critical thinkers from diverse cultures? At this time in our institutional (and state) history, it is a matter of priorities. How we decide will tell a lot about the kind of institution we are. §

James Bitter, Counseling

Academic calendar

Should the University explore the possibilities of creating a common academic calendar with neighboring institutions of higher education?

Yes

Many CSUF students take courses at UCI, the seven or eight "feeder" community colleges, Chapman University and Whittier College while enrolled in courses here. This concurrent enrollment would be facilitated if we shared a common calendar. For example, a student who takes a class at UCI that begins the end of September, would be able to schedule work and courses better if dates for holidays, final exams, etc. were similar. Time management is easier if students enrolled in different campuses could have the same vacation times, exam dates, etc. The opportunities for families to have the same blocks of time off to do things together would greatly enhance time in and out of school.

Materials covered in 15-week semester X 9-week quarter X 17-week semester or 10-week trimester would be more efficiently covered in both range and depth if the study periods were the same lengths. Articulation and therefore transfer would be facilitated. This question calls for *exploration* with these surrounding campuses. Of course, no change would become final without appropriate on-campus discussions. §

Don Schweitzer, Academic Affairs

Should our Spring Recess mirror that of public schools in our area, or should there be a set date in the middle of the semester?

The *Forum* failed to find spokespersons on either side of this issue. The main argument for coordination with the public schools relates to families which could, if all members got a break at the same time, enjoy shared vacation activities. In practice, this would probably mean taking Spring Recess at Easter, which may distress devotees of the separation of church and state. There may also be a case for adhering to the middle of the semester, regardless of those obscure rules which set the timing of Easter, to permit regular academic organization. §

No

Of the "opinion" questions on the upcoming ballot, the least well formulated one asks if our academic schedule should be coordinated with our "neighboring institutions." I have no idea what this means. Do we coordinate with UC Irvine, which begins in late September? Or with the North Orange Community College District (which includes Fullerton and Cypress) which begin a week earlier? Or with Saddleback, or Rancho Santiago which have different schedules?

The "pro" argument for this question has some merit. As schedules stand now, if students cannot get general education classes here, unless they move very rapidly, they will be unable to enroll at a local community college. If community college schedules meshed with ours, students would find simultaneous enrollment greatly facilitated. On the other hand, some students are doing that now without great difficulty, though it does mean that they start at Fullerton College a week earlier than they do here. When the new enrollment automation takes effect, students will have ample time to know exactly which classes are available and open with plenty of time to make alternative arrangements at a community college.

I cannot believe that the question is meant to cover our neighboring UC schools. All are on the quarter system, and that schedule can't possibly be made to mesh with ours. Theoretically, three ten-week sessions is the same as two fifteen-week sessions. We could begin later, have a shorter intersession and end approximately at the same time as the UCs, but to what end?

Surely the question isn't designed to tie us to the same schedule as elementary and secondary schools, who teach nearly a full month longer than do we. Wouldn't the legislature love that!

In short, I'm going to vote "no" because I can't fathom what a "yes" vote would mean. §

Sandra Sutphen, Political Science

**Support your local Senate:
Vote on May 12th or 13th**

Student Fees

1. Should undergraduates pay for 1/3 of their education?
2. Should grad students pay 50% more than undergrads?

Yes, Yes

Nobody likes student fee increases. Not students, not faculty, not Presidents, not Chancellors. Nobody. Like everybody else, I wish fees would not increase. Two things make fee increases the *least-worst* choice available.

1. **State Budget Realities.** State revenue is declining, and higher education is at the end of the state budget food-chain. Real (after inflation) per-capita income in California is expected to *decline* by 11% in the 1989-94 period. Tax collections are consequently weak. The state constitution and other mandates require that K-12 education, certain health programs, and other state activities take priority in allocation decisions. Higher education becomes everybody's *second* priority.

Assembly Ways & Means Committee Chairman John Vasconcellos told angry CSU students last year that he would not vote to keep their fees low at the expense of taking food away from the hungry. If not food from the hungry, then from what other program? Would taxpayers support letting felons out of prison in order to keep fees low?

2. **Access.** That's right: *access* as a product of *higher* fees. Access to classes, following admission to the university. Laid-off professors offer no classes. If tax money will be unavailable, the apparent alternative to higher fees is to run the university like a Soviet supermarket, letting everybody in the front door, but having nothing on the shelves. What is the lifetime earnings cost of extra semesters spent here, rather than in one's chosen career?

Access, furthermore, must be to a product worth having. If fees are kept low while budgets decline faster than student enrollments, something will surely "give" in the way of what we call quality. I have in mind student-faculty ratios and average class sizes; library holdings; up-to-date laboratory instrumentation; repair of leaking roofs; faculty workloads.

Faculty workloads become a quality issue for students when the pressure is on to abandon faculty participation in the larger national/international scholarly community. Do letters of recommendation from someone with a national reputation carry more weight than letters from someone without a membership in a larger scholarly community? Are upper division and graduate

No, No

The Trustees have proposed increasing fees and tuition to a level where students will pay for a third of the cost of their education. Presumably the state will pay the remaining two thirds. Additionally, graduate students will be charged a fee that is 50% higher than undergraduates. The intended purposes are to increase resources to fully support the cost of instruction, prevent further erosion of quality, maintain access, and avoid enrollment reductions and faculty lay-offs.

This proposal is shortsighted in several areas and should be opposed for both practical and philosophical reasons.

The Master Plan of Higher Education provides all of the people of California access to quality education at a low cost. Under this plan the state ensured its future economic and social viability. It is inappropriate to impose a regressive tax on students for an education that benefits the entire state and its businesses.

To withdraw the state's commitment to low cost quality education at exactly that time when "minorities" are becoming a majority, when the gap between the rich and poor is increasing, when unemployment in California is well above the national average, and when there is great social need and unrest, is both unconscionable and bad public policy.

There is no assurance that higher fees will remain in the system and will result in larger CSU budgets. Indeed past experience would suggest the opposite: the increased fees will simply provide one more source of revenue for the general fund. There is likewise no guarantee that the legislature will pay for 2/3 of students' education. The state does not fully fund the students that we presently serve.

Without greatly increased financial aid, a large number of students will not be able to pay the increased costs. If adequately funded, this aid—and the increased personnel necessary to administer this program—will absorb much of the new revenue, leaving little or no net gain. However, past experience would suggest that adequate financial support will not be forthcoming, denying access to many qualified students.

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students better-served by faculty whose own work brings them near the frontiers of research than by faculty whose assignments prevent such work? Does the sun rise in the East?

Two further things make it urgent that faculty assume leadership on this issue.

First, faculty must advance the case that the dollars are needed, even when we know well (or ought to know well) that state budget dollars simply won't be there for us from any other source. If faculty together with administrative leadership won't build the argument for quality — if faculty won't stand for appropriate class sizes, and for workloads other than those assigned to community college instructors — nobody else will. Most legislators won't. They're pressured much more on access in the short run (and the short run is the only run they have in these term-limited days). Most students won't. Their interest is too frequently simply to join the white collar labor pool, and to do so at low cost.

Second, faculty opposition to higher fees would make more probable a legislative outcome that once again tolerates degraded quality. Faculty are not influential enough in Sacramento to command outcomes. But faculty probably *are* influential enough, in combination with some other voices, to keep student fee increases lower than what we really need. And if that happens, library hours will be shortened again. And strong prospects for new faculty will be even harder to attract and retain. And smaller, specialized classes will continue to be displaced by larger, general classes.

There is no "guarantee" that extra funds generated through fees will be returned to the system. Policymakers cannot give multi-year guarantees, and Ben Franklin was right in saying that the only certain things were death and taxes. It is, however, likely that the money would flow back to the CSU. It did last year; currently nobody is seriously talking about withholding student fees from the CSU. There is a certain basic legitimacy in holding user fees to support the program used.

Should Graduates Pay More?

(1) Graduate classes cost more, *on average*. Small class sizes together with graduate-appropriate library and equipment needs, etc., make this true. (2) Advanced degree-holders earn higher incomes, *on average*. Counter examples ("But I know a graduate student who . . .") simply don't defeat the general point. (3) Where loans are involved, the period of time over which interest accumulates is shorter for grads, *on average*, than for undergrads. The net cost is therefore lower. (4) We faculty have argued for years that budgets ought to reflect a "graduate differential," inasmuch as teaching at the graduate level demands more preparation, and more individual faculty scholarship, than teaching at the undergraduate level. The inconsistency won't be missed if we now oppose a differential charge. §

Keith Boyum, Political Science

If the Master Plan of Higher Education is to be nullified as this proposal does, the CSU should not take the lead in doing it. Indeed we should be in the forefront in the fight for low cost quality education. Any impetus to change this long-standing commitment should come from appropriate elected or appointed officials.

Differential Fees

Should graduate students pay higher fees than undergraduates? Most graduate students are independent of their parents and many are supporting their own families. Some have accumulated large loans while completing their undergraduate degree. And now they will be asked to accumulate more loans to cover higher fees.

There is currently little financial aid for graduate students in the CSU, and no program for tuition waivers as in many graduate schools. For many students, then, graduate education would be more expensive in the CSU than elsewhere.

The argument that a graduate degree will result in higher income is not persuasive when applied to CSU students. Many of our students will be employed in education and the public service. While a graduate degree may result in greater income, the increase will be modest when compared to the increases from professional degrees offered in medicine and law.

Graduate education is frequently less costly than undergraduate education. In some programs, students take many of their units in undergraduate courses or in graduate courses with high enrollment. Why should graduate students in less costly programs pay more than undergraduates in an expensive major?

There is no guarantee that higher fees will go for graduate education. Nor will they go to the campus where they are generated or even the CSU. The former "mode and level" formulae that provided more funding for graduate education have been abolished.

This unfair and discriminatory policy will discourage students from seeking further professional or technical education at a time when this education is essential for the state's economy. §

Vincent Buck, Political Science

**Be sure to vote on
May 12th or 13th!**

Searching. . .

C. Alexandra Jacobs
Communications

An appointment to a search committee is not to be taken lightly. A committee's main tasks are to come up with a job description, sift through perhaps hundreds of applications, thin down the field of candidates, research the surviving candidates through recommendations and interviews, recommend a final candidate pool to the proper administrative authority, and justify its choice, both orally and in writing. It's a huge job, if done properly, which often takes most of an academic year to complete.

The composition of committees depends upon the position to be filled. Usually six committee members are nominated by the Executive Committee of the Academic Senate. For a schoolwide position, a slate balanced by department is desirable. Similarly, for an all-university position, members are chosen from the various schools on campus. Two additional committee members are appointed jointly by the Chair of the Academic and the President; one of them is often a student.

The Executive Committee tends to look for known workhorses. "There's a lot to be done, and putting on people who won't do their share is unfair to the others, and may even produce a bad decision," says Julian Foster, political science.

People new to the task are often placed on committees with more experienced colleagues so that they may learn about the process and contribute fresh ideas. The chair of the committee is usually a more seasoned veteran. According to professor of philosophy Al Flores, this experience gives the chair "a basis of confidence." Not only does a chair need experience, he or she must be capable of managing a process. While responsible for a lot more work, the chair gets only one vote, as do the other committee members.

The university mandates that search committees gender and ethnically diverse. "Sometimes women and minority faculty who are regarded as competent searchers find themselves tapped a little too often," says Foster. But as Flores points out, "It's valuable to have that alternative point of view. We want to reflect our [university] community."

The All-Important Job Description

The first step in any search process is the job description. Sometimes administrators make up a draft, and committee members amend it as they see fit. Some-

times the committee members put together the draft. Either way, both factions have a hand in designing the description. Typically, administrators stress managerial competence while faculty place more emphasis on academic sensitivity. Craig Ihara, philosophy, says, "There might be some lobbying from one side or the other," but ultimately "faculty and administration get along pretty well."

Along with the job description goes a statement of desired qualifications. The qualifications description is critical because it must say what criteria will be used in selection. It is illegal to develop other criteria later in the process; candidates have a right to be judged on known standards.

The description, along with some additional ad copy is run in the appropriate journals, most commonly *The Chronicle of Higher Education*. In order to draw in more women and ethnic groups, certain other media are targeted as well. According to Director of Affirmative Action Rosamaria Gomez-Amaro, CSUF has over 1200 contacts it can use to get job information out to various groups. "Affirmative action," she says, "has to do with outreach."

Gomez-Amaro insists that everyone has earned their positions through merit. Efforts are made throughout the process to make sure the applicant pools are reflective of the community. However, Flores says, "It is not easy to satisfy that desire because often the applicant pool is not widely balanced." While "we don't have the number one record" says Gomez-Amaro, CSUF is becoming more consistent about its Affirmative Action efforts.

What are They Looking for?

The applications roll in. There may be over a hundred for a particular position. Sorting through them is probably the most time-consuming step of the process. In the early stages, two to four committee members review each file, and cuts are made. As the process progresses, letters of recommendation are sought, and phone calls are made. At this point, every member of the committee sees every candidate's file.

Argument sometimes develops around the need for a doctoral degree, especially for positions not directly related to academia. Currently, all four Vice Presidents have one. And while a doctoral degree may be overlooked for a non-academic position, it is always required for positions directly involved with academics.

John Olmsted, chemistry, feels a doctoral degree is "absolutely unimportant in terms of being able to functionally carry out the job, but absolutely essential as far as the person being able to have credibility with the faculty." As Gomez-Amaro points out, the doctoral degree is "the basic union card" when it comes to hiring personnel.

What is said and not said on an application can be crucial. After all, these are often the first impressions the committees get of a candidate. Not only do committee members search for germane experience, they look for reasons candidates left previous jobs, evidence of failed experiences, and chronological gaps. If a failed experience is detected it is not necessarily a candidate's death knell. Often strong candidates are allowed to explain these failings, and if they are not too serious and were handled well, they may even reflect positively on an applicant's character.

Applicants are usually asked to submit between three and five letters of recommendation. As everyone knows, no one is going to ask someone who doesn't like them to serve as a reference; though experience suggests that some candidates don't know who their friends are—or aren't. Search committee members become quite adept at probing letters, not only for the good comments, but for hints of problems. While it is generally accepted that letter-writers tell the truth, Keith Boyum, political science, reminds us that "everybody's take on the truth is a slice of reality." Although letters may not contain overtly negative statements, there are certainly coded ways of pointing out negative attributes. "Most referees hesitate to lie," says Foster, "but they don't feel a need to tell the whole truth." Ihara says that "a person could very easily be damned with faint praise." Gomez-Amaro emphasizes that the committees are not in the business of "digging up dirt." But if significant dirt is there, it is the committee's job to detect it.

Letters are not enough. When the committees are getting down to the wire, they will conduct telephone interviews. Sometimes there will be two committee members on the phone with each source so that they can compare notes on what was said and how it was said. Boyum says, "There can be things said, or often implied, or there can be things that people decline to say that speak volumes" about a candidate. Sometimes it can be awkward for someone to comment in writing on a colleague, as he or she knows that his or her name will likely be disclosed to the applicant. Boyum says, "There's a nice tension between encouraging the people on the other end of the phone to be candid and the requirements for disclosure."

Search committees may ask candidates for an expanded list of references. In this way, the applicants will be aware who will be questioned. Some believe it is fair game for a search committee member to call up a acquaintance at the applicant's institution to get opinions. Others question such a practice. Olmsted notes that such actions are probably illegal, and "smack of the Old Boy Network." Gomez-Amaro says that verbal comments solicited through personal contacts should not be used if they negatively affect a candidate's chances. However, if a personal contact discloses something important, it can be used if the contact can be persuaded to put it in writing. Committee members have some sort of obligation to keep records of who they contact, so no opinions should be solicited surreptitiously.

Most referees who comment positively about a candidate do so with mixed feelings—if the person is as good as they say, they won't want to lose them. But once in awhile, one hears from a reference who heaps praise on a candidate in the desperate hope of getting rid of them. Ecstatic enthusiasm for Dr. X's scholarly attainments, for example, may seek to distract attention from the fact that Dr. X has the human relations skills of a coiled rattlesnake.

Face-to-Face

While it would be nice to question sources in person, that is not always possible. Also, in fairness to distant candidates, committee members do not visit local institutions in order to check on applicants. When the final group is decided upon, applicants are invited to come to CSUF for face-to-face interviews.

"There's a person behind [each] resume," as Gomez-Amaro puts it. This is the stage when they are revealed. Between four and six applicants actually make it to the interview stage. This often constitutes less than 5 percent of the original applicant pool. If the budget allows, candidates may spend two nights in a local hotel, while the days are sliced up into interviews with deans, Senate types, academic colleagues, students, staff they may need to work with, and anyone else who is interested. Members of the search committee divide the chaperoning chores. Often they eat with the visitor, alert to anything that may be disclosed in an informal setting.

Search committees design the questions, determine in what order they will be asked, and who will ask them. "We are committed to fairness," says Flores; therefore, this pattern is kept as consistent as possible for all applicants. However, there are open hearings, and one cannot control what every person will ask each applicant. Some candidates, intentionally or not, steer the

discussions more than the search committee members do. Interviews may include hypothetical situations. They are believed to be a valuable tool designed to test problem solving abilities and reveal administrative style.

Personality is a very important factor. Candidates must be able to get along with those they will be working with. An authoritarian style that may fit smoothly into the corporate world may spell trouble on a campus. They must have a collegial decision-making style. "Universities are not businesses," says Ihara. Olmsted agrees, "All campuses believe in collegiality whether they practice it or not. And collegiality in the corporate world is not something that has been developed until very recently."

Meanwhile, the candidate will be getting an impression of CSUF and its people. Is this a good place to work? How will I get along with those I'll be seeing most of? Do I understand the collegial style of governance here?—they keep talking about 'the Fullerton Way.' Will my family like this place? And—maybe most important of all—how am I going to afford Orange County real estate? Search committees not only select applicants, they try to persuade such candidates that, if an offer is made, it should be accepted.

The Moment of Truth

When the applicants have been interviewed, the senate committee collates the reactions. Many hours of discussion take place before votes for the final candidates are taken. "Usually by the time the vote is taken, the consensus is already forged," says Boyum.

This input can come in verbal or written form and often explains the strengths and weaknesses of each candidate. Unanimous enthusiasm is rare; unanimous condemnation is a little more common. But usually it is up to the search committee to account for the apparent contradictions.

Once the list is finalized, it is presented to the authority in charge of making the final decision. In the case of senior administrators, that is the President. Usually lists contain 3-5 finalists, and the President can choose from among them. Unless they are seriously split, committees normally prefer to rank their recommendations, giving their judgements as much weight as possible. Presidents usually prefer not to be constrained by rankings. Committees do not always respect the President's request; sometimes they rank the finalists even though they have been asked not to.

In any case, committee members meet with the President or whoever the responsible administrator is

and discuss their findings. Often each member is asked to comment on each candidate's strengths and weaknesses. The administrator takes all these comments under advisement, combines them with his own impressions, and ultimately has the final say as to who is hired.

There are disappointments. Sometimes a candidate makes it all the way through the process, then drops out at the last minute. This can be frustrating. Sometimes it is impossible to find acceptable candidates, in which case the search may be reopened, or aborted until the following year.

The trend appears to be toward hiring off-campus. It would appear that an on-campus candidate would have an advantage, but "it is hard to choose between the people you know and the people you don't know," Ihara says. When a candidate has filled the position sought in an acting capacity, there are a mass of indications about their future behavior, which may or may not help them. Olmsted reminds us that "a prophet is not [often] honored in his own house."

Don Schweitzer, for example, served as Dean of Humanities and Social Sciences and as the acting Vice President of Academic Affairs before being selected for the regular position. Schweitzer feels he was treated the same as all the other candidates. He even took the campus tour! From his candidate's perspective, Schweitzer found the process both highly selective and fair.

Does the process work? The quality of the appointees is, of course, in the eye of the beholder. But Fullerton seems to be among the most scandal-free, contented and collegial of the CSU campuses, so we must be doing something right. Without the search committee process, the responsible administrator would have to take an extraordinary amount of time away from his or her regular duties to duplicate the thoroughness of the committee search process. In effect, the administration is getting massive support at no cost. Faculty don't seem to mind. "Faculty are very willing to participate," asserts Flores, and Ihara says searches were "among the most enjoyable duties" he has performed at CSUF. Olmsted paraphrases Winston Churchill on democracy: "It's the worst system there is, except for all the others which have been tried."§

C. Alexandra Jacobs finds time for many hobbies outside of school. She is a member of the Royal Scottish Country Dance Society, the Society for Creative Anachronism, and the student chapter of the Society for Professional Journalists. In addition, she participates in archery, travel, Jazzercise, and amateur radio.

The four years + myth

Jim Blackburn
 Director, Admissions and Records

Several generations ago, it was apparently decided that the earning of a bachelor's degree at an American university should take four years, not counting summers. So it is generally assumed that most students can and should earn their degrees in eight semesters or 12 quarters. In recent years, about 8 percent of CSUF first time freshmen have graduated four years later. After five years about a third of the freshman cohort has graduated, and nearly 50 percent graduate after six years. The remainder either drop out of school, transfer to other institutions or persist at CSUF until they do graduate.

More than half of all college students never graduate, so far as we know. The keeping of comprehensive data has never been accomplished. Students move from state to state; names are changed, and there is no national data base for tracking students. But it is obvious that many students either do not finish college in four years, or do not graduate from the college in which they first enrolled, or both.

Since the California budget crises became "big news", much has been said and written in the media about students not being able to graduate from the CSU in four years. But, students never have typically graduated from CSUF in four years, and the state's fiscal challenges may only accentuate an already long-term trend. Class availability is only part of the problem.

First time freshmen usually constitute less than ten percent of the fall enrollment. More than twice as many students come to the university as transfers after studying for two or more years at one or more community colleges or other universities. Three to five years later, most of the transfer students receive CSUF degrees. Therefore, transfer students do not complete their degree requirements in four years.

In order to earn a CSU bachelor's degree, a student must earn no fewer than 124 units, as well as meet other academic requirements. So, arithmetic indicates that a student must average 15.5 units per semester in order to graduate in eight semesters or four years. But Table 1 shows that CSUF students do not do this. CSUF students have not averaged more than 12 units per semester in over a dozen years.

Table 1

11th Day of Instruction	All CSUF Students Average Units Per Student	Undergraduate CSUF Student Average Units Per Student
Spring 1993	10.41	11.08
Fall 1992	10.53	11.27
Spring 1992	10.46	11.17
Fall 1991	10.33	11.00
Spring 1991	10.73	11.47
Fall 1990	10.77	11.55
Spring 1990	10.66	11.43
Fall 1984	10.53	not available
Spring 1980	10.28	not available

Undergraduate students have on average taken of 11 to 11.5 units, regardless of the state's fiscal health. If they successfully complete these courses, it would take them 11 semesters or five and a half years to earn a bachelor's degree. Moreover, several of the university's degree programs require more than 124 units.

Only a fairly small percentage of the CSUF student body takes the 15 unit course load needed graduate in four years. The percentage of students enrolled for 15 or more units decreased by about one third when the university's worst financial troubles began in fiscal year 1991-92. (See Table 2)

Table 2

	% of Student Body Exceeding 15 Units on 11th Day of Instruction	n
Spring 1993	8.5%	(1902)
Fall 1992	7.4%	(1794)
Spring 1992	8.2%	(1965)
Fall 1991	6.2%	(1560)
Spring 1991	12.4%	(3060)
Fall 1990	12.0%	(3013)
Spring 1990	12.3%	(2958)
Fall 1984	13.9%	(3225)

Less than half our students request more than 15 units during early registration, even though they pay fees sufficient to cover much heavier loads (Table 3). Student requests for the Spring '93 semester were particularly low. This may be a reaction to the increased student fees which were initially charged during the middle of the Fall 1992 term. Only about one quarter to a third of the advance registration participants actually get 15+ units of work.

HOW LONG TO GRADUATION?

Table 3

Students in Early Registration

	Requesting 15+ Units	Receiving 15+ Units
Spring 1993	36%	29%
Fall 1992	44%	22%
Spring 1992	45%	24%
Fall 1991	44%	28%
Fall 1988	46%	33%

So, over 50% of the CSUF student body does not graduate in four years because they do not attempt to register for enough classes. Another quarter of the student body will not graduate in four years because they don't get the classes they request. It is the latter group which is worthy of our greatest concern. Why do so many of the CAR participants not get their requested classes?

Each term, Admissions and Records receives between 74,000 and 86,000 requests for classes in CAR. Between 82% and 88% of these individual course/section requests are met, either as requested or via substitution of sections. Table 4 shows why the remaining requests were denied. Time conflicts occur when a student requests sections that meet at the same time or one which meets during a time which the student has "blocked out." (Students can indicate times of the week during which they do not wish to take classes). The most common reason for receiving a "short" schedule in CAR is "closed classes", more students desiring a class/section than there are seats. During recent semesters, closed classes have prevented between 11% and 16.5% of all requests for advanced registration.

Table 4

	Total Early Registration Requests	Denied	
		Time Conflict	Seats Unavailable
Spring 1993	73,856	1.5%	14.5%
Fall 1992	83,020	1.1%	16.5%
Spring 1992	86,516	.9%	16.0%
Fall 1991	83,762	.9%	11.3%

Unfortunately, this rather moderate number of unmet requests results in great disappointment for individual students and not inconsiderable public relations problems for the university. There is a fairly good supply of seats for most courses offered through CAR, although walk-through registration is another matter. There are "pockets" within the CSUF curriculum in which there are serious supply/demand problems.

The university's class seat shortages change over time. Business core courses were scarce last year. Required psychology courses are in short supply this semester. But some excess demand situations have

persisted for a number of semesters. For example, offerings that meet the critical thinking, written communication and oral communication general education requirements have been scarce for more than two years. Lower division GE courses can be taken at community colleges, but that fact does not offer much comfort to many of our students. If CSUF students had wanted to attend a community college, they would presumably have done so. Moreover, there are shortages among general education offerings at many local community colleges.

Communication majors do not typically have the community college option, and there have been log jams in that department for several years. Seats in criminal justice classes are now hard to come by. Space in upper division writing courses is short in several departments. Meanwhile, others are experiencing long term shortages of demand. Disappointed students sometimes ask registration staff why there are shortages in some departments and over-met demand in others.

Why do so many CSUF students never even request a "graduatable class load"? Frequently mentioned reasons for schedules of 12 units or less are work and family responsibilities. A very large percentage of CSUF students work. A fairly substantial number of them also have significant family responsibilities, e.g. children, siblings, parents. Families are important, and almost every generation has had to earn part of the money needed to attend college. In fact, much research and the conventional wisdom suggest that working up to about 20 hours per week is usually accompanied by better grades.

Many CSUF students work more than part time, and attempt to be full time students. This often does not work, and they "back off" on their course loads. There is nothing wrong with students having these lifestyles and making these choices. Sometimes, their life styles and choices are unavoidable. Living in southern California is very expensive. But it seems unwise to have the expectations of a full-time student—graduating in four years—if one is not living the lifestyle of a full-time student.

For reasons that have never been clear to me, a person can be technically a full-time student with a minimum class load of 12 units. Anyone registered for a minimum of 12 units may: receive full-time financial aid, be included on most family medical insurance policies, defer student loans, participate in intercollegiate athletics and be counted as an income tax dependent by parents. In short, "carrying 12 units" makes one eligible for all of the benefits of being a student, except one. It

is obviously impossible to graduate in four years while carrying a "full time" load of 12 units.

The media and even persons within the CSU have chosen to suggest that it is the university's fiscal challenges that have forced students to take more than four years to graduate. But, this may arguably be true for only about 25 percent of the early registrants, and there are some actions that could be taken to assist those students. But for most CSUF students, there has been no apparent plan or practice that would lead to graduation in four years of even five years. Life style and personal financial circumstances have probably caused about 75% of CSUF students to extend their college career beyond the traditional and perhaps mythical four years.

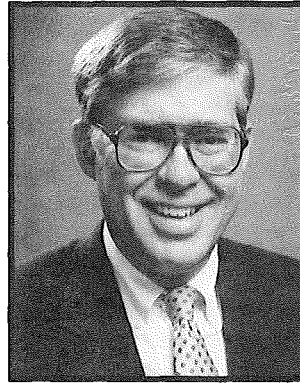
What could be done to assist the plurality of CSUF students who seem to want to graduate in four years? There are several possibilities, and unfortunately none of them appears easy to accomplish. Basically, we can either make the class schedule more nearly resemble student demand, or we can make the student body and its resulting demand more nearly "match" the university's class schedule.

Student demand is mainly the product of three factors: the university's graduation requirements, students' choices of major and the times of the week that the students can or want to attend classes. Each of these factors is at least somewhat determinable. The university graduation requirements—general education courses and required courses for popular majors—are known. There is no serious mystery about students' choices of majors, minors, etc. Students' time preferences can be at least intuited from the preferences indicated during early registration. Knowing more about the factors that affect student demand, we could build a class schedule that more closely attends to those factors. We might encounter problems involving available space and available faculty. That's what makes this possibility potentially difficult.

Changing the student body and/or its demands is perhaps still more difficult. Such changes can be helped to occur via marketing, recruiting and changes in admissions or retention policies. Some changes occur in spite of the university's behavior, e.g. the recent decrease in demand for engineering and the elevated level of demand for some of the offerings from among the natural sciences. In any event, we could change the shape, size and demands of the student body. Such changes would not come easily or without considerable expense, and the university's financial resources are

already quite strained.

Some universities and colleges use the marketing ploy of guaranteeing students that they can graduate in four years. Such guarantees are accompanied by commitments on the part of students who may be required to participate in early registration, complete 16+ units per semester, not "block times" during which classes may not be scheduled, consult with an advisor each registration, not change majors, etc. Such a strategy would put the ball in the students' court. They might surprise us. §



James Blackburn has been a college and university admissions officer for 23 years. His appointment as Director of Admissions and Records at CSUF came in 1986. He has served on the Academic Senate.

**Support your local
Senate: Vote on
May 12th or 13th**

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 E.S. Foster, Political Science

Editorial Board: Joyce Flocken, Chair of the Academic Senate; Jim Bitter, Counseling; Ed Trotter, Communications; and Sandra Sutphen, Political Science.

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What do you tell students who complain that they Can't graduate in 5 years?

Bob Belloli
Coordinator, Undergraduate Studies

"At many state schools, graduating in four years is nearly impossible, as the schools try to face the budget problems by cutting staff, classes and funds"; Fullerton High School counselor as quoted in the *Daily Titan*. High school counselors, the general public, and even our own campus community all seem to have accepted the notion that the 5.5 year national average for completing a bachelor's degree is mainly due to student's not being able to get classes because of budget cuts. Private college recruiting officers are actively and eagerly promoting this notion. But it is a myth. Here are some rules which students who want to graduate in four years should follow:

1. Complete a rigorous, college preparatory curriculum in high school.

Advanced placement (AP) courses and exams can easily give students the head start of a semester's worth of college credit. Good scores on AP exams or the SAT clear them from the Entry Level Mathematics exam and the English Placement Test requirements. Yet, many first time freshmen ignore the several notices and enroll for their first semester still not having met these basic requirements. Therefore they are prohibited from enrolling in key classes in English and Mathematics in their first semester when they are given one of the highest registration priorities. (Getting a seat in early registration in English 101 is essentially impossible for second semester freshmen and sophomores). Another large group of students have taken but failed these tests and must take sub-100 level non-degree-credit courses. Having to take English 99 and one or more semesters of high school level mathematics certainly will make a four year degree nearly unattainable.

2. Enter as a first time freshman.

Every Fall we enroll nearly 4000 new transfer students and 2000 first time freshmen. We in the Academic Advisement Center (AAC) see many transfer students who have already spent two or more years in college, but who have made little or no progress in their declared majors, even when the major has a highly vertical arrangement of courses. Although we make recommendations on the completion of their GE, where there are typically many choices of upper division classes, these students will encounter problems in

completing all major requirements in just two additional years.

3. Do not repeat or withdraw from classes.

Nearly 30 percent of freshman are on academic probation! The standard advice given by our staff in the AAC and elsewhere to any student on probation is to repeat the D or F classes and to use the forgiveness feature of the repetition of course policy (16 unit maximum) to raise their GPA. While repeating classes may help the student avoid disqualification, it will certainly delay progress towards the degree.

Currently about 1200 post census withdrawals are approved and W grades recorded. Prior to the current tougher policy, we were recording nearly five times as many W and WF grades. Before the census date, dropping is easy and no grade is recorded. From the first day of class until the census date in the Fall 1992 semester there were 14,297 class sections dropped by students and 14,042 added. These classes were specifically requested by the students who dropped them, presumably because they did not get the section or instructor of first choice or later changed their minds. Unless they drop quickly, these students may deny space to others. While some of these drops are for genuinely "serious and compelling" reasons, one wonders why so many class sections are dropped when classes are alleged to be so hard to get in the first place. Unless the drop is replaced by an add, the student's unit total decreases and graduation is delayed.

4. Take 16 units each semester.

Jim Blackburn has done the arithmetic in his accompanying article. However, the Freshman Class Clusters (previously the Freshman Block Program) that I prepare have only 12 units, because entering freshmen often do not have the academic preparation, discipline, and time management skills to do well with a "full-time" load of 15-16 units. The major reason that the average course load here is 11 and not 16 units is not the availability of classes but the time demands of a 30-40 hour per week job.

5. Give your class schedule your top time priority.

These 30-40 hour per week job schedules do not allow much flexibility to take classes during afternoon or evening hours, when many course sections must be offered. There may be only one or two sections of a course offered and the times may conflict with the student's work hours. Are these long work hours due to

the need for basic financial survival as opposed to non essential life style choices? In any case, the demands of full time employment are rarely compatible with the demands of full time (16 units) student status. Unit loads rather than work hours drop and graduation is delayed.

6. Declare a major early and don't change it.

The AAC is the academic home to about 1000 students in undeclared status. About 1/4 of our freshman class (400 first time freshmen) enter as undeclared. While it is acceptable and perhaps even desirable for such students to focus on meeting GE requirements as they explore possible majors, this can extend the graduation date, particularly when a highly structured major is later chosen. Pre-enrollment declaration of majors in SBAE, NSM, and ECS is often based on ignorance or misconceptions. These and other majors may be chosen as a result of extreme parental pressure with sad but predictable consequences. So changing one's major is often the only advisable action, but is certain to cause delays in meeting major and sometimes even GE requirements.

7. See your advisor every semester.

Except for students on probation, some targeted groups, or in the School of NSM, academic advisement about class selection and progress towards the degree is not required at CSUF. New Student Orientation is not required; about half of first time freshmen and fewer than 20% of transfers attend it. The AAC sees 200-300 new and continuing students per day at peak times. However, I suspect that many students choose their courses, perhaps for years, without seeking any formal advice from the University. For them, the required graduation check often has dismaying surprises.

8. Observe Grad Check deadlines.

Students often request grad checks only one semester before they plan to graduate. Not previously having worked with an advisor, they then discover that there are too many unmet requirements to complete in just one semester or that required courses are not being offered that semester. Graduation can be delayed an entire semester for the completion of one or two courses.

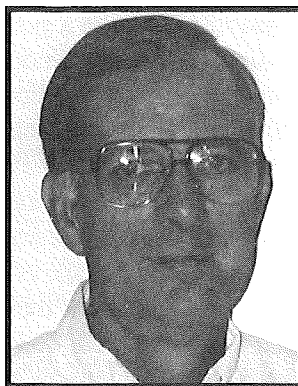
The above conditions may be totally unrealistic for the average student who chooses CSUF. That's precisely the point. The stereotype of the four year college graduate only applies in significant numbers to students who attend primarily residential, more expensive, and more selective institutions. Students who attend such institutions seldom work more than 10-15 hours per week, if at all.

The much greater access to higher education following World War II and the rapid growth of inexpensive, commuter-oriented public comprehensive universities in the 60's has made four year graduation the exception not the rule for a large majority of college students nationwide long before the budget crises of the past few years.

There are students whose graduation has been delayed and could not get classes for reasons beyond their control. The University may be responsible for this. Would we be willing to spend the faculty and staff time and money needed to make New Student Orientation and semesterly academic advisement mandatory? While we criticize students for not seeking advisement before grad check time, are we sure that seeing an advisor is always a positive, helpful experience? Has staffing been cut to the point where students do not get transfer evaluations, grad checks, etc. in a timely manner? Are class schedules arranged primarily to maximize student accessibility or to accommodate faculty and administrative preferences? Have we responded well enough to the situation of the past few semesters in several key GE categories where 1500 students attempted in early registration to get one of the 500 seats offered? Have we reassigned enough faculty from non-essential, elective upper division courses to meet the heavy over-demand in certain "roadblock" or GE classes? Can we do a better job of providing student access to popular majors and meeting our own enrollment targets without generating "roadblock" courses in these majors?

Has the University put forth a good public information effort to dispel the myth now prevalent among prospective and continuing students that CSUF's budget problems are the major factor in a student not getting classes and needing 5-6 years to graduate? Let me conclude with another quote from the Fullerton High School counselor ; "Private universities ... guarantee their students open classes and are able to graduate them in four years."

It's just not that simple !§



Bob Belloli came to CSUF in 1968. He served as chair of the Chemistry and Biochemistry Department. He is now Director of the Academic Advisement Center.

Paving the road to the 21st century

Gene Dippel
Assoc. VP, Information & Telecommunications

On December 8, 1992, the President's Administrative Board approved the *Strategic Plan: New Directions for Information Technologies at CSUF*, committing the University to a course of actions which will ultimately bring Fullerton current with the latest information technologies available today. The overall goal is to install an advanced information technology infrastructure that will support the basic administrative functions for the next ten to fifteen years. The basic theme of the *Strategic Plan* is to empower students, faculty, and administrative staff to gain more control over their own destiny through having more immediate access to information.

There are several factors that make such a vision realistic today. First, the decline in the cost of highly complex micro-chip equipment has made it possible for every user to possess that power on his/her desktop. Second, the human-machine interfaces have made this power available even to novices applying the technology. And third, the establishment and adoption of technical standards within the computer and telecommunications industries. This last factor is responsible for creating a climate in which vendors are expanding their markets and exploiting the demand for services and products that provide saner, healthier, and more creative work environments, ultimately increasing the productivity of the individual. Like it or not, there is a "new world order", and traditional methodologies and long established organizational relationships are being replaced with new structures that are reacting to these new economic, social, and technological forces. People will become more accountable for their actions; entitlements will diminish, placing more responsibility upon the individual for her/his career advancement.

Under normal times, the adoption of such a plan would be considered bold, ambitious, and risky. Under today's uncertain budgetary conditions, the execution of such a plan might be considered foolish and unthinkable. However, there is no better time to introduce new ideas and to improve the efficiency and effectiveness of work processes than during those periods when budgets are being decimated and operational resources are being progressively constricted. It is a reflection of their instinct for survival that human beings become more resourceful and proficient in identifying opportunities

and seeking new methodologies to handle their work, especially routine, repetitive operations that can be readily assigned to computers. As Apple's CEO John Sculley pointed out to President-elect Clinton recently the "continuing reorganization of work itself is part of a social transformation as massive and wrenching as the industrial revolution." There does not appear any alternative but to accept the spirit of the "revolution" and to join the movement.

Early in Milton Gordon's presidency at CSUF, IBM offered to conduct an Applications Transfer Study

My next priority is to extend and expand those appropriate information technologies—computers, telephone services, and television—to augment the academic programs on this campus and to improve the delivery of services to our students. . . . This plan (New Directions for Information Technologies at CSUF) will serve as my road map for advancing the information technologies on this campus into the 21st century.

—President Gordon in his 1991-92 Convocation Address to the Faculty.

(ATS) for the campus. The ATS gave the university an opportunity to examine itself through an external, professional agent experienced in conducting these studies. This effort was enthusiastically endorsed by Dr. Gordon and the PAB, and they were briefed frequently on the progress.

Two other high technology companies saw business opportunities in this project and joined IBM in the study: Information Associates (IA) and Rolm. Over ten representatives from these three firms spent a period of six weeks meeting with eight campus-based focus groups involving over 80 campus personnel. Every campus constituency was represented on at least one of the focus groups. Attendance at these focus group meetings was high, and the participants were forceful in expressing their frustrations, fantasies, and expectations. The results of the ATS were published and subsequently presented to the University Conference in

June, 1991. The ATS document was "sanitized" and republished as *The Strategic Plan: New Directions for Information Technologies at CSUF*. In its current form, the document has been presented to at least 12 different units and/or organizations.

There are two major thrusts presented in the *Strategic Plan*: first, the administrative on-line, real-time data processing component that is represented by the IBM mainframe configuration and the associated software applications; and second, the telecommunications component that includes the telephone services, video transmission, and data networks. They are described below.

Following in the shadow of the OASIS campuses, Fullerton is proceeding to implement major new systems for student information, human resources, and alumni development. All of these systems were originally developed by IA a number of years ago. Conceived as a joint development project, OASIS was a business-higher education partnership among three CSU campuses (SLO, LA State, and Long Beach), the Chancellor's Office, IBM, and IA. After three years of intensive work, the partnership produced significantly advanced and enhanced versions of each of the above software products, calling them the Plus Suite. In addition, these products were transported into the IBM data base management environment called DB2.

The major payoff of this effort to other campuses in the CSU is that the CSU now owns the software licenses to the full product line offered by IA. The value of this arrangement to each campus is in excess of \$750,000

Now that everyone has access to the same information from anywhere on the campus, we no longer have a reason to distrust the administration; conflicts over who has what and who is right have disappeared. It (the new technologies) has changed the culture of our campus..

—Anonymous Administrator at S. L. O.

each. The student information system (SIS PLUS) is a fully integrated on-line, real time student record system offering such features as touch-tone registration and other voice response information inquiry services, a full set of student advising features, on-line grade processing, and user friendly information reporting services. Subsequent to Fullerton and the OASIS campuses, Sacramento, Fresno, Chico, San Bernardino, and Northridge installed the SIS Plus system.

Only one other campus besides CSUF has decided to install the human resources system (HRS Plus): that is SLO. However the Chancellor's Office, having no other viable alternative, has selected HRS as its target environment for the entire CSU. Toward that end, Fullerton and SLO are cooperating in the implementation of HRS. Unfortunately, the fact that all payroll checks are produced at the State Controller's Office in Sacramento introduces some serious interface problems between HRS and the State Controller's payroll data bases. There is a movement within the CSU to solve this problem by transferring payroll production to the CSU, either at the Chancellor's Office or on the campus. Other features of HRS include an on line Position Control system, an attendance accounting system, and an applicant tracking system. Each of the departments will have access to the central data base for managing its applicant pools, arranging interviews, generating contracts, reporting attendance, and monitoring seniority/tenure status.

The second major thrust addresses the advancement of telecommunications services at CSUF. Beginning in the early 1980's twelve CSU campuses have received General Fund support to significantly upgrade, expand, and enhance their telephone, television and data

transmission services. The thirteenth campus—Fullerton—was scheduled to install its new telecommunications system in 1987, but the State funding sources dried up and there was no progress. After waging a valiant but fruitless effort through the legislative process to restore funding in the 1990-91 budget, an alternative funding approach was identified—the Capital Outlay Program.

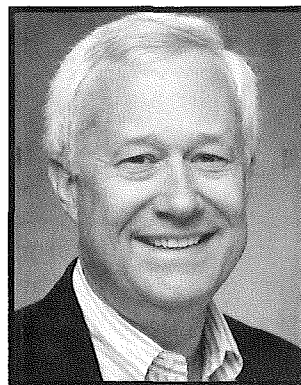
President Gordon supported an initiative to make the telecommunications upgrade project look like a new building project (which is exactly what it is). So a campaign to obtain Chancellor's Office support was successfully promoted, and a \$200,000 budget to develop the conceptual design for this campus' telecommunications infrastructure was approved in the 1992-93 budget. Once installed, every desktop will have access to a high speed digital network, and every classroom will have remotely controlled television facilities. Features that will become integrated into the telephone network include automatic call distribution, voice messaging, video conferencing, enhanced facsimile, and voice response services. Connectivity between the central mainframe computer and the campus telephone switch will yield numerous efficiencies by providing a direct link between the student and the central data mainframe. The objective is to take advan-

tage of the ubiquitous nature of the telephone as an instrument to gather source data and to disseminate information. In the near future, the telephone will give way to home-based information centers, and students will conduct many of their academic affairs remotely.

At this time the preliminary plans for the new telecommunications infrastructure are in the final stages of development, and the Public Works Board will receive them for review at their February, 1993 meeting. Nine million dollars have been included in the 1993-94 Governor's Budget for working drawings and construction. Because this project is perceived as a precedent for setting a new, advanced standard for telecommunications within the 20 campus CSU system, there are a number of detractors at the State level who would like to postpone or entirely abort this project; so there are still a number of obstacles to overcome before the project becomes a reality.

The additional cost of the *Strategic Plan* over the next seven years will be about fifteen million dollars. Every segment of the University will share in the support of this ambitious endeavor. Each of the major University divisions—Academic Affairs, Administrative Affairs, Student Affairs, University Advancement, and the Office of the President—have made modest funding commitments toward the implementation of the *Strategic Plan*. In other areas the funding sources have been identified as workload reductions, and a redirection of funds from the operational unit to the *Strategic Plan* will be effected. For example, when touchtone registration significantly reduces the need to hire over 25 temporary personnel to work in walk-through registration, these funds will defray some of the costs of the central service. As explained above, over two-thirds of the cost of the *Strategic Plan*—the telecommunications infrastructure upgrade—will be funded through the capital outlay process. The remainder of the electronics required to support voice, video, and data will be derived from the redirection of funds already used to pay for telephone services. Another highly creative and unique idea has been proposed to pay for new services that will be directly available to the student population; this idea employs the telephone company's 900 number. Students will dial a 900 number to register for classes, and through the telephone company's billing process, that student will be charged a three to five dollar fee. Students wishing to avoid paying such a fee can access the registration and other information services at no charge over a campus telephone. When presented to the Board of Associated Students, this revenue generation plan was unanimously endorsed.

The implementation of these plans requires determination, patience, and persistency from every participant. There will be no visible improvements from any of these initiatives prior to June, 1994. That's a long time to wait before any solid benefits will be available to the computer-using community. But human beings are unable to absorb change quickly, and this lengthy period will allow opportunities for training and adjustment to dramatic new processes. §



Gene Dippel has been at CSUF for 22 years. He has worked on numerous special assignments and projects. He served as Project Manager for the development and implementation of the system-wide Maintenance Management System (MMS), was appointed by the Chancellor to the Instructional Technology Commission, and currently he chairs the Classification Study Committee.

**Have a
great
summer**