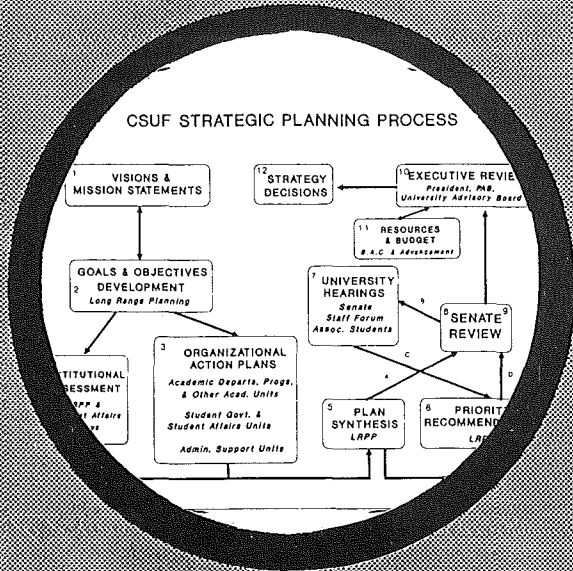


SENATE FORUM

FALL, 1993

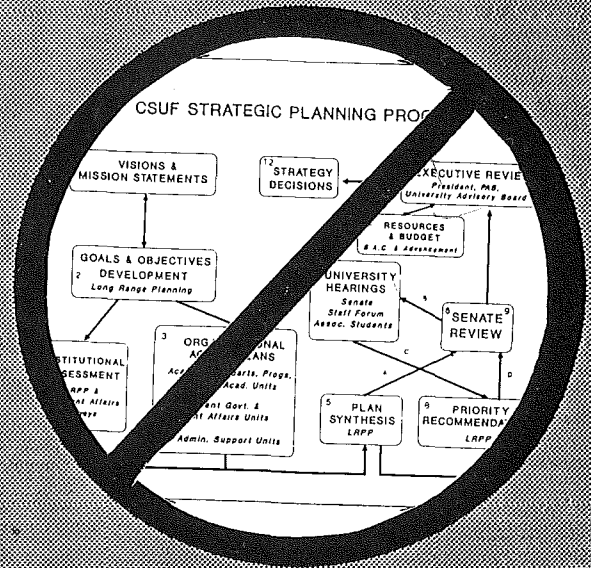
VOLUME 8, NUMBER 1



TO PLAN...

OR NOT TO PLAN?

FOUR VIEWS OF A TROUBLESOME PROCESS



Also...

STUDENT RIGHTS CHICANO STUDIES

DOING WHAT'S RIGHT

Albert Flores
 Professor of Philosophy
 Chair, Academic Senate

Several years before he was executed for impiety and corrupting the youth of Athens, Socrates, like all good citizens, took his appointed round as member of the Boule or senate, eventually serving as its chair. During a particularly raucous session, nine generals who had been victorious in a sea battle at Arginusae were accused of having left their dead and dying behind. The majority had insisted on condemning the generals en masse, which violated the law requiring individual trials. Socrates refused to bring the issue to a vote, an act some think gained him the enmity which eventually led to his death. According to Xenophon, it was more important for Socrates "to keep his oath" to uphold the law than to try to please popular opinion.

As we enter this academic year with diminishing resources and increasing workloads, the chal-

lenges brought on by restructuring, downsizing and reinventing the university will force us to reconsider accepted ways of doing things. As tempers fray and problems become more intractable, it is worth keeping in mind the example of Socrates. His fate seems relevant in two ways.

First, the Academic Senate will be a focal point for the discussion of these issues, and the rules and procedures we have adopted for the careful and thoughtful examination of evolving concerns should properly guide us through this thicket of uncertainty and change. But can we keep paramount our oath to serve the best interests of the university first, and to avoid the pitfalls inherent in letting popular opinion or parochial concerns dictate our decision-making?

Second, the traditions of faculty governance long-nurtured at this institution depend for their success upon the willingness of individual faculty to get involved. Individuals with character, integrity, and wisdom do make a difference. The on-going dedication and participation of faculty from across the university strengthen the Academic Senate's capacity to meet the challenge effectively. ¶

PLANNING: WHERE WE ARE

Terry Hynes
 Communications Department

Since 1987, CSUF has had a thoughtfully developed, much discussed and (finally) approved "Mission and Goals" statement, which was intended to help the University "forge action for the next decade and beyond." The Mission and Goals were to be used as "a pivotal reference document for discussing, interpreting, and developing policy direction for the campus." And in the years that followed, each Division and School at CSUF developed its version of a Mission and Goals statement that would translate the larger University vision into the particular focuses of the University's chief components.

Yet the "Mission and Goals" statement has remained, in large part, a coffee table publication. It was a beautifully designed and articulated set of statements, but most people forgot about it when key policy and resource decisions were being made. As the team from the Western Association of Schools and Colleges (WASC) noted after visiting CSUF in late 1990, campus planning efforts lacked a necessary integrative approach that would link resource planning with academic program planning. Instead, the

WASC team said,

many significant decisions, particularly those with budgetary implications, have been made on an ad hoc basis, year by year. We question whether this piecemeal approach can continue to serve the institution well....The campus needs to get on with the task of deciding how it will meet the needs being placed upon it by its service area. It needs to involve faculty fully in these deliberations.

The Long-Range Planning and Priorities Committee (LRPPC) of the Academic Senate was the logical group to address campus planning issues. But, in the late 1980s much of the LRPPC's time and energies each year were invested in evaluating and making recommendations on campus proposals for the use of lottery funds, which provided a short-term infusion of money for special purposes.

Then in 1990, the bottom fell out of the lottery money box, the short-term funds for special-campus projects disappeared, and just when WASC voiced its alarm regarding the lack of campus planning, the LRPPC had time on its hands! The LRPPC slowly adjusted to the new fiscal situation, gradually

shifting its attention to developing an effective strategic, integrated planning process for the campus.

"Strategic planning" has displaced much "long-range planning" in many organizations in recent years. The old-fashioned "long-range planning," rightly or wrongly, has become identified with a kind of wishful thinking, in which an institution's dreams are clearly expressed and neatly arranged, often without much hope or design for making the dreams come true. In effect, if not intent, CSUF's 1987 "Mission and Goals" statement fits this category. It committed the University to almost every imaginable worthy goal, but never set priorities among those goals.

The phrase "strategic planning," in contrast, has become associated with action-oriented planning. It takes into account an organization's internal environment, including its traditions, values, aspirations, leadership, strengths and weaknesses as well as the external environment, including social, political and economic trends, and threats and opportunities embedded in them for the future. Because most organizations' internal and external environments are in constant flux, strategic planning is oriented to be continuous and pervasive—a repetitive, rather than a "one time" document-producing activity.

Much of the LRPPC's work in 1991-1992 involved conceptualizing and articulating a strategic planning process appropriate to CSUF's collegial decision-making traditions. That meant incorporating consultation into the process at various stages. The iterative nature of a continuous planning process made linear descriptions difficult, and the LRPPC tried to represent this iterative strategic planning process visually. The visual representation—perfectly intelligible to the LRPPC members who had talked through each stage and perfectly opaque to many non-members who had not participated in those discussions and who were impatient for outcomes rather than process—was nicknamed "the flow chart from hell."

Strategic, Integrated Planning: 1992-1993

All the discussion and debate that accompanied the LRPPC's development of the flow chart prepared the committee for the ambitious undertaking which it initiated last year. After enlisting the support of key campus decision makers, the LRPPC undertook to develop and implement a strategic, integrated planning process for the University.

In keeping with CSUF's traditions, the LRPPC's goal was to develop an open system or "bottom-up" process, so people at all levels of the

University would have a role in providing information about their programs that would be used in decision making. The LRPPC was convinced that the planning process must be collegial and consultative if it was to have credibility and gain commitment and support. Without such commitment, it was unlikely that any plan or recommendations derived from the process would be implemented.

The LRPPC's Priorities Subcommittee was the prime mover in developing and implementing the integrated planning process for the campus. All LRPPC members, however, reviewed and voted on the subcommittee's recommendations at each stage of their development.

One of the early major decisions in the process concerned the criteria which would be used to review programs. Working with various University leaders (including the Academic Senate, the Council of Deans, and the President's Advisory Board), the LRPPC developed consensus on the six criteria to be used in the planning process. These criteria included both quantitative and qualitative elements, the most appropriate combination for assessing the institution's internal strengths and weaknesses.

The six agreed-upon criteria are: Quality of Programs, Centrality to University Mission, Serving Student and Community Needs, Planning for Future Program Development, Resource Allocation and Other Support, and Resource Use/Productivity. For each of these major criteria, indicators were to be specified, as appropriate to each division and/or unit within each of the four divisions on campus. In Academic Affairs, for example, evidence about any combination of the following was viewed as an indicator of program quality:

- teaching excellence
- scholarship, creative activities
- innovations of faculty
- professional accomplishments of faculty
- faculty service to students
- special program features or accomplishments
- student awards and honors
- success in graduate/professional schools
- student scores on externally administered exams
- accrediting reviews/peer evaluations and licensure of students.

Once the indicators for the six criteria were agreed upon, all programs were asked to submit information about only the specified indicators so that reviews and evaluations could be made from comparable

data.

Implementation of an open, integrated planning process was dependent upon full cooperation and involvement of persons at all levels of the University, especially key administrative leaders. The process was most successfully implemented in the University's Academic Affairs Division where internal, top-level administrative support for the process was strongest. This is not to say the process was non-controversial or was viewed as completely satisfactory by all units, even in Academic Affairs. Implementation, however, did result in strong participation from all units in this division, which gave the Priorities Subcommittee a wealth of information to use in evaluating programs based on the agreed-upon planning and priorities criteria.

The LRPPC and the Academic Senate went on record in May, 1992 in strong support of non-pro rata budget cuts across campus. The faculty endorsed this position in a vote conducted by the Academic Senate the same month. With those resolutions in mind and using the recommendations from the Priorities Subcommittee, the LRPPC adopted two overall strategies for University planning. The two strategies were:

1. Downsizing and closing the gap between resources and needs for the short term, and
2. Selective shared growth for the long term, depending on available resources.

The LRPPC recommended specific downsizing and close-the-gap actions which the University might take in Academic Affairs and the other divisions to maximize its effectiveness in light of the six criteria listed above. In May, 1993, the Academic Senate endorsed the report on Academic Affairs, which contained the LRPPC's general framework and rationale as well as its specific recommendations, including some based on an assessment of the relative strength of all academic programs in the division.

Of particular importance, the LRPPC sought to develop a process that would apply to the entire campus, thus addressing the WASC team's concern about the disparate "planning exercises" CSUF has engaged in. To some extent, the vice presidents of Administration, Student Affairs, and University Advancement worked with their staffs to develop specific indicators of the six evaluation criteria that would be relevant to the units within their divisions. Their participation in the integrated planning process was not as intensive as that of Academic Affairs, but they provided the LRPPC with periodic reports and

information about their divisions. Subcommittees of the LRPPC reviewed information from these three divisions. The entire LRPPC reviewed the subcommittees' work and forwarded final recommendations on these divisions to the Academic Senate.

In addition to the recommendations contained in the specific reports, the LRPPC urged that during the next three years the zero-sum concept be used as a guiding budgeting principle in the divisions of Administration, Student Affairs, and University Advancement. That is, these divisions should develop new programs and take on fresh financial obligations by internal reorganization, rather than expecting higher percentage allocations from the general fund.

Outcomes

Developing and implementing a strategic, integrated planning process for the entire University in one year was an ambitious goal. Did the committee succeed? Yes, no, and maybe. The major challenge was to develop and implement a fundamental process that could be applied across the University. Progress was made in each of the four divisions, but that progress was uneven.

We showed that clear criteria for program evaluation could be developed, agreed upon, and applied.

We showed, too, that even in a relatively complex division like Academic Affairs, an open system, a "bottom-up" process, is viable and can be effective.

Many faculty who read the LRPPC report on Academic Affairs focused primarily or solely on what the report said about their program, rather than on the general framework or rationale underlying the specific recommendations. This was most evident at the public hearings held by the Academic Senate last Spring. Many people from programs which had been designated below critical mass and/or ranked low in relation to the criteria used in the integrated planning

The phrase "strategic planning," in contrast, has become associated with action-oriented planning.

Terry Hynes, professor and chair, Department of Communications, was a member of the Long-Range Planning and Priorities Committee from 1990-1993. She chaired the



process were, predictably, on the defensive. They tended to be very public in expressing their outrage. People from programs which had been judged as strong tended, predictably, to view the evaluations as accurate. Typically they expressed their appreciation privately, in phone calls to committee members and small-group conversations.

After the public hearings, the Academic Senate approved the first two parts of the LRPPC's report, which contain the general framework, rationale and specific recommendations on downsizing and close-the-gap actions. The Senate, as the LRPPC had done earlier, forwarded what they had approved to the President, where reports on all four divisions now rest.

Unfinished Business

President Gordon is initiating new efforts for 1993-1994. What insights from the immediate past might be helpful as we begin a new planning phase?

The LRPPC agreed that the strengths and weaknesses of the strategic, integrated planning process introduced in 1992-1993 need to be evaluated and that the process deserves to be refined for continued implementation. A key goal is to develop a strategic plan for the University. That remains to be done. And until the University has a shared mission/vision for itself, developing a satisfactory strategic plan is likely to be impossible.

We need to collect additional information from the divisions of Administration, Student Affairs and University Advancement which would be similar in depth to that collected in 1992-1993 from the Academic Affairs Division.

We should establish the subcommittees to review evidence provided by each division early in the year. Once such subcommittees were established in mid-Spring, 1993, they operated reasonably effectively. But their reports would have been more complete if they had been formed earlier and had information similar to that which the Priorities Subcommittee had for Academic Affairs. In addition, due to time constraints, the LRPPC did not fully incorporate into the planning process responses submitted to President Gordon as a result of his February call for position papers on University planning.

But these would be minor calibrations, useful only if some more fundamental issues are resolved as well. Let me suggest a few of these.

That is, these divisions should develop new programs and take on fresh financial obligations by internal reorganization, rather than expecting higher percentage allocations from the general fund.

*** What Planning?:** The purpose of any planning process needs to be understood up front. Is the goal to develop a shared view about the University's mission? Is it to go further and develop a strategic plan for implementing that vision? If the goal is to develop a plan, does everyone involved realize that any plan, while positive overall for the University, may have negative outcomes for some units within the University? Is every campus leader and a sufficient proportion of the entire campus community prepared to live with some potentially negative outcomes in the interest of shaping a more positive future for CSUF?

*** Buying into the Process:** Last year demonstrated that a "bottom-up" process can work effectively for CSUF—if there is sufficient will for it to work on the part of key leaders and decision makers as well as faculty and staff. Given CSUF's internal environment (its traditions, values and aspirations), an open-system process is likely to be the most successful kind of process for this campus if the goal is to create an *implementable* strategic plan. But commitment to the process and its outcomes needs to be evidenced in the earliest stages, particularly by the University's key leaders.

Key campus leaders and administrators gave differing priorities to the integrated planning process and its outcomes last year. Clarification of this issue will be even more important in 1993-1994. Recognizing the problem of role definition and believing strongly in the need for full consultation with key decision makers as part of effective planning, the LRPPC extended special invitations to the vice presidents for Student Affairs and University Advancement to attend its meetings. Further it unanimously recommended to the Academic Senate that these two vice presidents be added formally to its membership so that the committee might better fulfill its role as a *University* planning body. The Senate approved this recommendation in January, 1993, and it was approved by the faculty in May.

*** Planning and Budgeting:** For at least the past four years, there has been curiosity, if not puzzlement and frustration, regarding the differentiation of functions of the LRPPC and the Budget Advisory Committee (BAC); see for example, the LRPPC's

Annual Report for 1989-1990). The standard answer is, in general, that the LRPPC's role is to recommend policies/procedures with long-term implications for the University and the BAC's role is to make recommendations on budget issues for the shorter term. On the surface, this seems relatively clear; but in practice, the role of the two committees and their connection to each other remains fuzzy. In 1992-1993, the LRPPC took one step toward improving the relationship by inviting the chair of the BAC to attend and participate in LRPPC meetings. The chair of LRPPC normally attends and participates in meetings of the BAC. Developing a strategic plan requires taking budget projections into account. Otherwise, the plan is likely to revert to dream statement status.

*** Program and Curriculum Changes:** The LRPPC recommends on proposals for curricular and/or program changes. Its major challenge in reviewing and evaluating program/curriculum change proposals is to determine how they relate to the campus's long-range expectations for itself. Until the University has a clearly articulated, shared vision/mission statement and a strategic plan in place, this issue is likely to continue to be a challenge for the campus as well as the LRPPC. Many persons have good ideas about worthwhile things to do and they deserve timely actions on their proposals. For the long-term vitality of the University, such proposals should be acted on. But resource commitments made in approving program/curriculum changes also have implications for planning.

*** Planning in Time:** It's especially important not to get mired in the process itself. Strategic planning aims toward action. This means reaching consensus on priorities for the many worthy goals and objectives which the University may have, and then making resource decisions consistent with those agreed-upon priorities. Leisurely planners are likely to find that by the time they are ready to report, the decisions have already been taken.

*** Other Planning Activities:** As the WASC team noted, the campus has had various planning exercises going on which are not necessarily related to each other. For example, last year a strategic plan was approved for information technologies. Facilities planning requires much advance planning, especially for capital outlay projects. University Advancement has gone forward with "A Vision Shared" to attract more external funding to CSUF. All of these are elements of a "strategic plan in progress" and are good

examples of how vital and evolutionary a University strategic plan must be if it is to be implementable. But integration of all such activities is essential if vital links are not to be missed. We have, for example, a visionary strategic plan for administrative computing. But where is the plan for academic/instructional computing? Whose responsibility will it be to develop such a plan?

*** The 'What's Going On?' of Planning:** Effective planning, especially for large, complex organizations, requires effective communications at every stage. Keeping everyone informed is a minimum; involving as many persons as possible in collaborative ways in articulating a mission and developing a strategic plan is ideal.

*** Who Coordinates the Planning Process and The Plans?:** What should be the LRPPC's role in the planning process being initiated this year? There is not a totally shared view among all major decision makers on campus about the precise role of the LRPPC in University planning. One argument against the LRPPC's playing the central role in coordinating the planning process and the plans is that its membership is not sufficiently representative to provide a broad enough University prospective. One solution to this concern would be to add to the LRPPC representatives from the staff, alumni and community and engage the LRPPC as the central group for the new planning initiative.

One major argument in favor of the LRPPC having a central role in strategic planning for the campus is that it is a permanent committee of the Academic Senate, a major part of the campus's policy-making and self governing structure. As such and with enhanced representation, the LRPPC would be ideally situated to continue the most promising aspects of last year's open-system, bottom-up process and bridge the past through the present to a renewed reinvigorated, and innovative Cal State Fullerton of the future. Developing and refining the University strategic plans, coordinating strategic plans developed at division, school, department and other unit levels, and monitoring the implementation of strategic plans would be among the major continuing needs of an effective planning process. The LRPPC is well positioned to assume these responsibilities over time.

But the LRPPC is unlikely to be selected as the University Planning Committee at this stage. There are many other persons of vision, courage, and creativity who might be asked to meet the challenges (continued on page 20).

THE FACULTY AND THE CUTS

Barry Pasternack
Management Science

Last year CSUF faced what appeared to be the worst budget crisis in its history. Cancellation of programs, merging of units and lay-offs of tenure-track or tenured faculty seemed likely. At the last moment a sudden infusion of state support enabled us to forget about many of these worst case scenarios. But until that happened, the scene was one of unparalleled grimness. The purpose here is to review how the faculty responded to the threat of truly savage cuts in the university's budget.

The governance mechanisms at CSUF provide at least three ways in which the faculty can make its opinions and preferences known. There are statements of opinion, on which the faculty votes directly at the annual election. There are the operations of the Academic Senate, the primary body representing the faculty. There are the findings of committees, which generally though not always report to the Senate.

The faculty Statements of Opinion have appeared on the annual ballot only for the last two years. In 1992, there were five such statements, two of which had fiscal implications. In 1993, there were eight statements, of which five had obvious fiscal implications. Two of these five had to do with student fees, a matter beyond the control of a single campus; we will focus on the remaining three. These annual statements are developed by the Executive Committee and approved by the Senate. Arguments pro and con are distributed to the faculty before the vote. It could be argued that this is the most direct evidence of faculty opinion which our campus gathers.

The Academic Senate debates issues and makes recommendations on them to the President. Perhaps this process maximizes the combination of informed debate and wide participation. Over the years, the Senate's recommendations have carried considerable weight here. Presidential vetoes have been rare and exceptional.

The two Senate committees which have the greatest concern with financial issues are the Long Range Planning and Priorities Committee (LRPPC) and the Budget Advisory Committee (BAC). The precise division of roles between these two remains somewhat fuzzy. However, in 1992-93 the commit-

tees both worked extremely hard, and managed, on the whole, to keep out of each others' way. Both came up with lengthy reports and multiple recommendations.

In trying to assess the faculty's contribution in face of the critical threats that faced us, one must be selective. There is a distinction between the development of a faculty viewpoint and the function of small groups of faculty members. Much of the work of the two committees was of an auditing or consultative nature. The LRPPC, for example, devoted considerable energy to studying academic computing and the Admissions and Records Office. The final Report of the BAC contained sections on Desert Studies, Radiation Safety, Physical Plant and the Career Development Center. It was appropriate for these committees to address such topics (and many others like them) in their role of working with the administration to find ways of saving money. It could hardly be said, however, that when they were recommending on such subjects they were functioning as representatives of the faculty.

There were, however, topics which touch the faculty closely. We will focus on these.

HOW MANY SCHOOLS? In its 1992 report, the LRPPC proposed "merging schools and other administrative units." This report was adopted by the Academic Senate. In 1993, the same committee put forward the same idea, and again the Senate endorsed it. In this instance, the Committee went into detail about how seven existing schools might be combined into four or five.

So far, there has been little sign of movement on this issue. The principal savings effected by such mergers would be the salaries of the school deans, associate deans and support staffs who would be eliminated. It is not too surprising that the Council of Deans has voted against the proposal, and in favor of protecting the status of all its members.

MERGING DEPARTMENTS: Most faculty identify more with their departments than with their schools. Any proposal for altering the identity of that focus of institutional loyalty could therefore be expected to meet with faculty reluctance, if not resistance. Nevertheless, the LRPPC was undeterred. In its 1992 report it called for the consolidation of "academic departments and programs which have similar

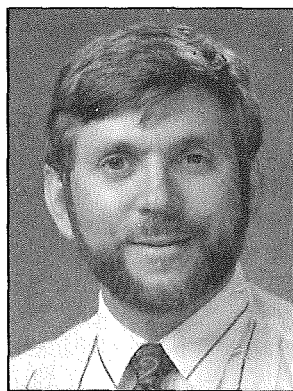
intellectual and curricular interests." In the following year, the LRPPC made an almost identical recommendation, accompanying it with a list of ten combinations of departments "where mergers should be considered." The Academic Senate stopped short of endorsing this, and substituted its own, less grammatical formula: "Consolidate academic units, as appropriate, to the recommendation of a minimum of 20 FTEF, which would provide sufficient resources for 12 month chairs."

Political Science and Criminal Justice have operated as a 'division' for more than a year now. Reading and Linguistics have become programs. The marriage of Philosophy, Religious Studies and Linguistics has been terminated by mutual consent. There is, at present, little sign of further merger activity. These things take time, but my guess would be that unless things look worse this year than they did last, the merger movement is now dead in the water.

CLOSE THE MISSION VIEJO CAMPUS? Our outpost in the south county has enjoyed only rather shaky faculty support from its inception. The original proposal for establishing MVC passed the Academic Senate in 1986 by a vote of 21 to 9 after amendments were added which provided that it should never gain resources at the expense of the main campus.

In 1993, both LRPPC and BAC addressed the MVC operation. The BAC recommended "that the MVC receive considerably greater than a pro-rata reduction." The LRPPC used even stronger language: "Eliminate or reduce CSUF programs currently delivered at the MVC." The Academic Senate itself did not go quite so far, simply recommending that the university "reduce support to MVC." Finally, the faculty at large had a chance to respond to the question "Should the Mission Viejo Campus be closed?"

Barry Pasternack came to CSUF in 1977. He is a professor of management science. In addition to serving as the campus president of CFA, he is on the statewide board of directors. He twice served as chair of the School of Business and Economics Senate. He is currently Secretary of the Academic Senate.



There were 173 votes in favor of closure, 134 opposed to it.

The Mission Viejo operation is shrinking, whether by design or happenstance. Enrollments in the second week of class (mini-census) were 470 FTEs in 1991; 398 in 1992; and 263 in 1993. After 5 years, then, it produces fewer FTEs than many home campus departments. It is generally true that course sections at MVC enroll fewer students than sections of the same course offered at Fullerton. When resources are scarce, is this acceptable? Perhaps the combination of adverse faculty opinion and hard and depressing figures will yet compel the administration to reexamine this aspect of our operation, or at least seek alternatives funding mechanisms.

INTERCOLLEGIATE ATHLETICS: The intercollegiate athletics program has been a source of dissension for some years, with football at the cutting edge of the controversy because it demands such a large investment of resources. In 1990-91 recommendations to drop the sport came from the Athletics Department, the Athletics Council and the Academic Senate.

President Gordon elected instead to be guided by off-campus people — the Alumni Association officers, the University Advisory Board, the Titar Athletic Foundation and members of the Fullerton City Council — and to hire the Robert Sharp Company to raise the million or more dollars needed. In the Spring '91 issue of the *SENATE FORUM* this was described as "Gordon's Gamble."

Did the gamble pay off? No. The Sharp Company raised little more than what was required to pay its own fees, and boosters simply failed to materialize in anything like the numbers projected. Football struggled on through one more dismal season, and then had to be suspended anyway. Considerable money could have been saved by biting the bullet a year earlier.

In May, 1992, the faculty were asked "Should any university resources be used to offset an athletics department deficit?" There were 19 affirmative and 212 negative votes. In 1993, the BAC addressed the matter by urging the President "to postpone hiring a football coach to beyond the 1993-94 academic year." In May, 1993, the general faculty again had a chance to voice their opinion, this time on the question "Should state funds be used to support intercollegiate athletics?" 92 said "yes", 212 "No." Coaches' salaries in all sports generally come out of state funds, though they generate little state money. Faculty feelings about this use of money which could

be supporting the academic program have repeatedly been made clear.

What next? There is a budget line for a football coach to be hired in January. Questioned about whether he would actually do this at the Academic Senate meeting of October 7th, the President answered cautiously. We shall see.

FUNDRAISING: With the continued decline in state funding, money from private sources looks increasingly important as an alternative. The BAC doubtless responded to this perception when it recommended that "The University Advancement Division should be protected from cuts if at all possible..." The LRPPC took a similar line: "University Advancement is essential to the development and maintenance of CSUF's image and academic reputation... the activities of this division should be expanded to the point of diminishing marginal returns."

On this matter, the Academic Senate and the administration seem to have been of one mind. University Advancement, alone amongst the university's major divisions, has a larger budget in 1993 than it did in 1992. Additional fundraisers have been appointed, supported in part by school resources.

This harmonious scene has been slightly disrupted by the faculty vote last May. Asked "Should state funds be used to support external fundraising for the university?", 145 said "Yes", but 149 said "No." It would appear that the general faculty takes a different view from those who represent it on this matter. No doubt the actual achievements (or lack thereof) of the fundraisers this year will serve to solidify faculty opinion one way or the other.

VERTICAL OR PRO-RATA CUTS? Perhaps the most important principle when cuts are in prospect is raised by this question. Should all programs suffer equally, or should cuts be selective? Further, should the selections be guided by such factors as program quality and centrality to the university's mission, or by some unrelated factors?

In 1992, the LRPPC recommended that "A combination of pro-rata and vertical (or "surgical programmatic") cuts be used..." The Academic Senate endorsed this approach. In May of that year, the faculty was presented with the problem "In the face of continuing budget cuts, should the university: a. reduce all programs on a pro-rata basis (84 votes) b. Selectively reduce programs (136 votes)

In 1993, the LRPPC used somewhat more threatening language; "To have in depth discussion

for those programs below critical mass and/or rank low with respect to the criteria used in the integrated planning process." Listed below were three small area studies programs, nursing, and the three engineering departments. The LRPPC also urged that "small and unproductive masters' programs" be scrutinized and possibly suspended.

The Academic Senate did not endorse this particular recommendation, but instead adopted even more sweeping language: "Consider discontinuance of areas and/or programs which rank low in respect to the planning and priorities criteria for academic programs utilized by the LRPPC."

The administration followed a different path, making avoidance of faculty lay-offs its highest priority. As a result there was little scope for vertical, merit-based cuts. It does not appear that quality was an important element in assigning the budget cuts.

Some of the literature of university governance propounds stereotypes of the faculty and the administration. The professoriate, it is said, is slow-moving, reluctant to face tough problems, and above all preoccupied with protecting the privileges of its own caste, especially that of tenure. The administrators, by contrast, are dynamic, problem-oriented and concerned above all with the health and quality of the university and its programs. Of course, much of this literature is authored by administrators.

It seems fair to say that the reverse is true at CSUF. The faculty, through the Academic Senate, its committees, and the direct Statements of Opinion, made clear its commitment to quality, even at the expense of mergers, discontinuances and (by implication) lay-offs. It took the lead in the tough task of assessing the contrasting quality of different units. The amelioration of the budget crisis allowed us to escape without drastic measures. It remains to be seen whether the faculty's commitment to quality will be matched by administrative action. §

IN FUTURE ISSUES

- *"Dumbing Down"
- *Grades- For What?
- *CSUF's Sculpture, the artists perspective
- *Academic Appeals

THE PLANNING IMPERATIVE

Albert Flores
Professor of Philosophy
Chair of the Academic Senate

The fiscal crisis of the past few years has forged a new orientation towards our future. Planning is among the most critical activities we will have to undertake. The inevitable downsizing of the university brought on by steadily dwindling resources has forced us to re-examine the entire range of programs and activities that, until now, has defined our mission and purpose. Towards that end, the Long Range Planning and Priorities Committee (LRPPC) last year attempted a systematic assessment of all academic programs. Although the process created some anxiety, it demonstrated that we are, at least in terms of academic quality, very well situated to meet the challenges of the future.

But the downturn in the economy is only the most obvious factor in the convergence of forces that have made planning so important. We have already seen a dramatic shift in our student body—making it one of the most diverse in the entire CSU system—that will require us to create new and culturally sensitive ways of dealing with diversity. Add to this an anticipated fifty percent increase over the next decade and a half in the numbers of students demanding access to higher education, including a significantly increased number of students who will be over the age of twenty-five. We have the elements of a new educational environment unlike anything we have so far seen in California.

At the same time, faculty are expected to retire at an accelerated rate. National estimates suggest that faculty retirements will increase between 25 and 40 percent over present rates by the turn of the century. At CSUF up to 54% of the current faculty could retire by the end of the century. Unfortunately, our ability to attract new faculty will continue to be adversely affected by high housing costs. There will also be a shortage of new PhD's; current estimates suggest that by the decade's end only seven new PhD's in the arts and sciences will be produced for every ten faculty vacancies that will become available. These challenges make planning for the future an imperative we cannot ignore.

National estimates suggest that faculty retirements will increase between 25 and 40 percent over present rates by the turn of the century. At CSUF up to 54% of the current faculty could retire by the end of the century.

Recently, President Gordon invited an outside consultant to review our planning activities from the perspective of a neutral observer. The consultant states that strategic planning "could be an important mechanism for harnessing the collective will to meet the challenges facing the campus community." The report concludes that the development of an institutional vision must be more than "a synthesis of existing plans" but "will necessitate the definition and implementation of a specific planning process."

How, then, should we plan for the future and what should strategic planning accomplish? A productive strategic planning exercise should attempt to formulate answers to three questions that ultimately lead to a framework for decision-making. Set in order of priority, each question raises a set of follow-up questions that help to define more fully the focus of discussion.

1. WHERE ARE WE NOW?

How have we previously defined our mission and goals? Has the current "Missions and Goals" statement prepared under President Cobb served its purpose well? How successful have we been in meeting these objectives and how should they be revised? What current changes in our environment necessitate revision? What structural and framework conditions limit our ability to realize our goals? What are the basic institutional values that define our activities? What are our strengths and weaknesses as an academic institution? How do we compare with comparable institutions? Have we served our students, faculty and alumni well? How should we measure the quality of our service? What has been our contribution to the surrounding community? Have we developed strong ties to these communities that we can now rely upon? What on-going problems undermine our ability to meet our goals effectively?

2. WHAT DO WE WANT TO ACCOMPLISH?

Given the changes in our environment, where do we want to go from here? What rationale can we offer to support changes in our mission? While teaching will continue to be our primary mission, how much more emphasis should be placed on research, especially funded research? Do we have the right mix of programs and what new programs should we be developing? Can we effectively distinguish long-term from short-term goals? How does

success in achieving short range objectives enable us to better meet our long-term goals? How can we best redefine our mission and goals given anticipated future developments? What should we be doing to sustain our current strengths and overcome known weaknesses? If we plan to grow, what is our optimum size? What new areas should we prepare to enter and what should we de-emphasize or eliminate?

3. HOW DO WE GET THERE FROM HERE? What alternative strategies might we reasonably employ to reach our goals? Why might one or another strategy be preferable? How might we effectively change structural or framework conditions to better our chances for success? What policy changes should we undertake to improve the climate for success? What opportunities, trends, and threats should we prepare for? What are the resource implications of this renewed focus? Will external fund-raising provide us with the flexibility we need? How can we assure that resources will be sufficient and elastic to permit reaching our goals? What contingency plans should we develop? What implementation procedures should we adopt to assist us here? What if the economy remains stagnant? What processes will we create to monitor and modify our approaches given unexpected changes?

Answering these questions in a manner that will enable us to prepare effectively for the future will require the dedicated efforts and leadership of our best minds both on and off campus. The Executive Committee, in its response to the President's request for feedback on the consultant's report, suggested that the best way for us to proceed was to have the President convene a "Commission on the Future of California State University, Fullerton;" for him to serve as its presiding officer and to issue as its charge the development of a plan for the twenty-first century.

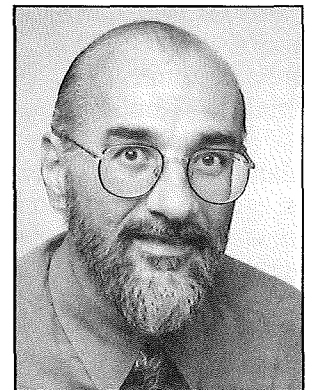
We suggested that President Gordon invite the LRPPC to constitute itself as a "steering committee" for the Commission, given its central role as the university's planning committee. With its recently expanded membership, which now includes all the vice-presidents, LRPPC not only has the experience but possesses the necessary information and vision to meet the challenge implicit in strategic planning. Nonetheless a truly synoptic planning exercise would require the expertise and input of such vital constituencies as our faculty, students, deans and directors, alumni and staff, as well as the guidance of our local business and community leaders, some of whom currently serve on the University Advisory

Board. To avoid the adverse consequences of constituting a group too unwieldy in size, we suggested that LRPPC define a suitable number of working groups or councils, with at least one member from the fifteen member "steering committee" on each group, and charge each group with the task of producing a "position paper," including recommendations on how best to prepare for the future.

Within a year after commencing their work, the Commission should plan a two- or three-day symposium at which the results and recommendations of each working group would be presented and discussed. These should be published and disseminated for further comment. Within three months of the symposium, the Commission's steering committee should undertake the task of ordering the working councils' recommendations into a final report that succinctly defines the university's mission and goals, as well as articulating a strategic plan for the future. The university community should have another opportunity to assess the final result through written comments and open hearings before issuing the Commission's report to the Academic Senate for its review. An ideal process would have the Academic Senate adopt the report as written by the Commission without amendment, while assuring that the Senate had an opportunity to express its views. Ultimately, the document would be signed by the President and become official university policy.

If we work together, keeping the best interests of the university in mind, we can develop a strategic plan that will serve us well into the next century. In this structured way we can perhaps meet the challenges that have made strategic planning an imperative fundamental to our future success. §

Dr. Albert Flores is chair of the Academic Senate. A professor of philosophy, he joined the university faculty in 1982 and has served on the health professions committee since 1984 and as coordinator since 1989. Dr. Flores also serves as the chair of the Philosophy Department.



REINVENTING THE PLAN

Julian Foster
Political Science Department

Tis the season for reinvention. In Washington, Al Gore is reinventing government. In Fullerton, the President wants to reinvent the University. Somewhere, somebody is reinventing the wheel. Again.

The urge to plan seems to erupt on our campus at about ten-year intervals. Don Shields set up his Commission on the Future in the mid-70s. Jewell Cobb established her Task Force on Mission and Goals in the mid-80s. Milt Gordon has announced his intention of forming a Planning Commission in 1993. We are on schedule.

While preparations for the latest manifestation of the urge to plan are not yet far advanced, it is already clear that the current group will have much in common with its two predecessors. Like them, it will enjoy 'blue ribbon' status. It will be a 'rainbow' group, including representatives from more than the usual constituencies: not only faculty, administrators and students, but alumni, boosters and others from off campus. Faculty will be in a minority. While the group itself may be sizeable, a very much larger number of people will become involved in its work as it reaches out for data and other food for its deliberations. The whole effort will consume prodigious quantities of working hours and will generate commensurate amounts of paper.

The presumed ethos of such a planning group is cool and detached judgment. It exists on a plane somewhere above the vulgar fray, the day-to-day scramble for resources. The people on it, selected for their wisdom, should be able to survey the university and reach objective recommendations for its good, unhampered by the pressure of special interests and small constituent groups.

This, anyway, may be how the participant planners see themselves. Their view of one another is, quite often, different. The businessmen think the faculty are obsessed with emptily academic learning and their own caste priveleges. The faculty suspect the businessmen of caring little for the pursuit of any but the most practical knowledge. The alumni are amazed at so much insensitivity to the beauties of football. Everybody is probably genuinely advocat-

ing what they believe to be in the best interests of the university, but most are unlikely to depart far from their initial perceptions of what this is.

The result is a process of attaining consensus through compromise, or what is called in Congress 'log-rolling.' X will support what Y wants, so long as Y returns the favor. I remember that on the Commission on the Future, the staff representative pushed earnestly for the inclusion of the phrase "Staff must be treated as professionals." I was never quite sure what this meant, but after the staff rep disclosed that she might be willing to affirm the importance of faculty reserach, I had no difficulty in supporting it.

The outcome of such deliberations in both the Shields and Cobb cases was to endorse virtually every goal which the university might pursue. These mega-reports then were both placed on shelves, from which they are seldom removed.

Occasionally some speaker in the Academic Senate may seek to bolster an argument by prefacing it with "As recommended in the Mission and Goals statement..." but few take this too seriously. Like the Bible, these reports contain supportive text for practically anything.

Will the new Planning Commission's product meet a similar fate? Probably. But chances for something better are enhanced if those con-

cerned realize that one key weakness of the two earlier efforts was their lack of prioritization. The question is not whether we should do A, B and C (all of which are desirable) but whether, given limited resources, we should do A or B or C. Ranking competing goals is the difficult part.

* * * * *

There are vast differences, both practical and emotional, between planning for growth and planning for shrinkage. Deciding what to build on empty ground, where to commit additional resources, and how to pinpoint areas of institutional strength can be exhilarating. If such planning is done well it may steer action. At least it will not be attacked by people who feel their existence threatened.

Planning for shrinkage is something else entirely. The LRPPC did it last year, and the new commission will have to do it this year. It is a matter of allocating cuts. Planning for growth is emotionally akin to awarding prizes; planning for shrinkage is more like firing people. Planning for growth should

Everybody is probably genuinely advocating what they believe to be in the best interests of the university, but most are unlikely to depart far from their initial perceptions of what this is.

make the university a better place; planning for shrinkage (whatever the rhetoric may suggest) will not do so. The new commission will find itself drawn towards the luxury of long range planning for growth, and away from what they need immediately to confront — how to survive budget reductions with minimal damage.

In the past few years, we have had continuous budget reductions and so, continuous planning for shrinkage. Departments were asked what they would do in face of cuts or 5% or 10% or 20%. Only masochists could respond with equanimity. The LRPPC contributed to the general gloom by targeting some units for greater than average reductions.

Perhaps there should have been advanced planning for shrinkage aboard the Titanic. Long before his encounter with the iceberg, the captain could have developed a priority list of who should be saved and who should be left to sink in the face of 5%, 10% or 20% failure of the lifeboats. The plan would, of course, have had to be circulated publicly if people were to implement it when the time came.

Sound planning involves taking decisions in a deliberate, unpressured, thoughtful fashion. Then, when one of the various projected future conditions becomes actuality, people who will know what is to happen, what to do. The institution thus avoids panicky and ill-considered responses, and its leaders project an image of preparedness and unflappability. This, at least, is the theory.

Practice can be very different, particularly when the planning is for shrinkage. A comprehensive plan may say exactly where cuts should fall and whose jobs should be on the line. Discussing such matters in a quiet committee room, with the comforting thought always that the worst may not happen after all, is one thing. Implementing the plan, with its agonized victims begging for mercy on the other side of your desk is something else. "Where should we make cuts if we have to save \$x?" is a hypothetical question. If indeed we do have to save \$x, it is likely to be eclipsed by another: "Shall we do what the plan says we should do in this circumstance?" At CSUF the answer to this second and crucial question has, more often than not, been : NO.

This is what happened last year. The LRPPC went through an elaborate evaluation process, which yielded judgments about which programs should be preserved intact, which should be cut somewhat, and which should be cut heavily. The Committee took considerable heat from people whose programs fell into the latter categories. But in the event both the

Committee's work and the reactions to it were largely beside the point, because President Gordon and Chancellor Munitz decreed that there should be no lay-offs of tenured or tenure-track faculty.

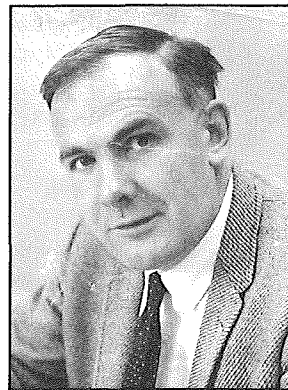
This in effect meant that the least meritorious of programs was saved from shrinkage if it was tenured-in, while the most deserving could hardly grow at all because they had to be sacrificed to the interests of the threatened areas. The work of the LRPPC was largely irrelevant, because it looked at merit, whereas the eyes of the person without whose approval the committee's recommendations could not be carried out was focussed on the status of the individuals affected.

This sort of disjunction can often occur if those doing the planning are not those who will carry it out. At CSUF, senior administrators were included on the two previous planning exercises, and they will doubtless be involved in the new one. The four vice-presidents are now all members of the LRPPC. But in the planning situation, their voice is diluted, and I imagine that they say to themselves, when the planning discussion goes off on a track they don't like, "Well, this group can decide what it likes, but I'm not going to be dictated to." And they're not.

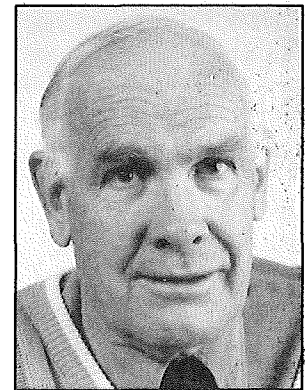
Planning groups are not organizationally responsible; no one can fire them, they can advance their goals and ideas in whatever way they think best. The administrators who face carrying out the planners' recommendations are in a different position. They have their careers to think about. They know how much trouble President Day at San Diego State got into for attempting premature lay-offs. They

Julian Foster (Political Science) served on President Shields' Commission on the Future.

BEFORE



AFTER



He has also been on the Statewide Senate (1971-1979) and Chair of the Academic Senate at Fullerton (1967-1968, 1986-1988).

must worry about possible law-suits. They have to confront the human fall-out that may ensue from the planners' meetings. They may not wish to serve simply as rubber stamps on planners' decisions. There are all sorts of reasons why they are likely to deviate from the Planners' Way, perhaps even ignoring it altogether.

If planning agencies such as last year's LRPPC are going to work hard, yet fail to have much practical effect on the outcome, should we do advance planning? I have concluded that four conditions need to be satisfied if it is to be meaningful.

1. Any planning group must find a way of ranking programs. The LRPPC made a decent attempt at this last year. The Commission on the Future and the Task Force on Mission and Goals did not. The final reports of the latter two sank virtually without trace.

2. Planning is much more likely to be successful in times of growth than in times of shrinkage. President Gordon would do well to delay the appointment of his planning group for two or three years, by which time, one hopes, growth will once again be a realistic possibility.

3. The administrators who will have to carry

out (or not) what the planners recommend should be absolutely up front to start with about what they are and are not prepared to do. If, for example, the deans are ready to block any move to reduce the number of schools, the planners can at least know that a recommendation to do so will fall on deaf ears, and may not be worth making. More critical, there is the question of lay-offs. Are we or aren't we prepared to lay off tenured or tenure track faculty in low quality or overstaffed programs? If we are not, then we shouldn't waste the planners' time. They should study personnel situations before worrying about program quality.

4. If I were to serve on the new planning commission (which I would refuse to do, on the grounds that service on one of these things is enough for a lifetime) I would ask at the first session just how much weight the President and the other administrators intend to give to our findings. One could hardly expect a blank check — "We'll do whatever you say" — but should be able to get some quotable assurances about following the plan insofar as its recommendations are based on solid arguments and reliable data. If the administrators won't say something along those lines, why waste the time? §

YES ON 172

The Statewide Academic Senate of the CSU and the CSU Fullerton Academic Senate have unanimously adopted nearly identical resolutions that **endorse Proposition 172** and **oppose Proposition 174** on November 2, 1993 special election ballot. The California Faculty Association has vigorously taken the same positions.

Proposition 172 would retain the half-cent portion of the sales tax that we now pay, but which would expire on January 1st without a positive vote by the electorate. It would dedicate the income to local public safety functions. The two senates' positions respond to "political logic." This proposed extension of the half-cent sales tax was a lynch-pin for an agreement in the legislature by which the California State University was spared from probable drastic budget cuts—cuts for which we all spent time preparing last spring. If Proposition 172 fails, the CSU would again be at

NO ON 174

risk of deep budget reductions.

Proposition 174 proposes a scheme whereby parents would be granted a "voucher" worth about \$2600, with which to support their children in non-public schools. The two senates acted on a natural faculty concern for the quality of preparation provided to students who enter the California State University, and believe that Proposition 174 might result in poorly-prepared students. Two provisions of this proposed state constitutional amendment that caused special concern were (a) that funding for the public schools would probably fall on a per-student basis, if it were adopted; and (b) that this proposed amendment to the state constitution would by its own terms effectively prohibit subsequent modification, as schools, parents, students and policy-makers gained experience with private, voucher-redeeming schooling. §

Keith Boyum

DEVELOPING A CAMPUS COMMUNITY

Kris Pierre
Student Activities

For the past two years there has been considerable discussion in the Academic Senate and Student Academic Life Committee on suggested revisions to UPS 300.00: "Student Bill of Rights and Responsibilities". Some believe that the current code, which has not been revised since 1972, is perfectly fine and don't see why time is being wasted discussing the matter. Some think that suggested revisions, which are mostly focused on the role of student organizations, go too far in an effort to control and regulate student behavior outside the classroom. Others believe the recommended revisions don't go far enough. Many probably are wondering why the Academic Senate should even be concerned with student issues outside the classroom.

An example: some would argue that it's perfectly appropriate for an academic department to be the sole voice in determining who should be the advisor to a student organization. Others feel that only students should be involved in selecting a faculty advisor. Should the advisor be held responsible for what he/she may encourage the organization to do? Must every organization have a faculty advisor?

Some of the topics being discussed are indeed unique to CSUF and reflect the personalities, politics, and traditions (or lack thereof) of our campus. However, the heart of the controversy reflects concerns and issues that campus leaders across the nation are struggling to address.

In 1989, The Carnegie Foundation for the Advancement of Teaching, the American Council on Education and the National Association of Student Personnel Administrators conducted national surveys of college and university presidents and chief student affairs officers on the quality of campus life. The central findings of this study were that there is considerable tension below the surface on most campuses. Much of this tension can be attributed to the loss of community. Universities are so administratively and socially fragmented that common purposes are blurred.

The lack of "common ground" makes it difficult to develop sound policies. Changes tend to be made more out of compromise than conviction. The

end product is policies which are inconsistent and lack solid philosophical foundations. The resulting confusion compounds the difficulties in communicating and enforcing campus rules.

Historical Background

Until about 30 years ago the process of developing student codes of rights and responsibilities was relatively easy. A group of faculty and possibly administrators got together and developed statements and guidelines of their expectations of students. These statements and guidelines were presented to students at freshmen convocations. Students were expected to behave themselves and to follow the rules. Campus regulations, even if they were outdated were seldom challenged. Colleges were expected to be *in loco parentis*. Students were considered not yet adults, and their personal lives therefore required some supervision.

The 1960's, which saw the Free Speech movement erupt at Berkeley, to be followed by student protests across the nation, were a time when students began to challenge the authority of colleges and universities to regulate their lives. Out-dated and too-rigid rules were abolished. Few people would argue that we should return to the previous highly controlling regulations. But no new theory of campus governance emerged to replace the old principles of *in loco parentis*. Perhaps we went from one extreme to another. Many campuses have adopted a *laissez faire* approach to developing campus policies. There may have been an overemphasis on rights without making clear that with rights come responsibilities.

The freer climate on college campuses has never been completely accepted or understood by parents or the public. The courts and the legislatures also like to intervene from time to time. Increasingly, legal opinions and legislation are making college officials responsible for the health and wellbeing of their students. University administrators are having to confront such questions as: What standards should be used to resolve conflict particularly in cases where the behavior can be viewed as socially and personally destructive? Can a good balance be found between the personal rights and responsibilities of students

and institutional goals? Finally, where does the responsibility of the college for the out-of-classroom behavior of students begin and end?

Out of Classroom Environments

Studies of learning in college usually focus on the academic aspects of the undergraduate experience. Few would question the relationship between the classroom environment to the overall educational mission of the university. However, out-of-classroom experiences are often either lightly regarded or taken for granted as a positive educational force.

Research has shown however that the out-of-classroom environment plays a major role in the overall educational experiences of students. Boyer (1987, p.180) concluded that "the effectiveness of the undergraduate experience relates to the quality of campus life and is directly linked to the time students spend on campus and the quality of their involvement in activities." The findings of the 1990 Carnegie Foundation report suggest that, "A community of learning, at it's best, is guided by standards of student conduct that define acceptable behavior and integrate the academic and non academic dimensions of campus life" (p. 37). Kuh and Schuh (1991) found that "blurred boundaries" between curricular and co-curricular policies and programs help to enhance the overall quality of the campus environment.

The 1990 Carnegie Foundation report also found that ironically, most campuses create two separate worlds for their students when it comes to regulations. In academic and classroom matters, require-

ments generally are very specific. Students are given schedules dictating when they are to show up for class. Pre-requisites for courses are specified and they have firm deadlines for projects and term papers.

The approach is generally reversed when it comes to out-of-class issues. Policy statements in this area are ambiguous at best and at times conflicting. The lack of clarity does not facilitate easy access to out-of-classroom involvement and learning experiences for new students and can prove frustrating to those students who are involved in campus life. Ultimately, it detracts from the quality of that experience.

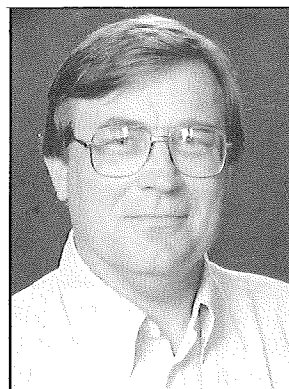
Segmented Campuses

Who should take the lead in developing policy? Given the general murkiness of the situation, many campus officials have sought to side step rather than confront the issue. Universities are increasingly complex administrative environments, frequently organized into bureaucratic fiefdoms. It is easy for individuals working in different areas to lose sight of the overall mission and purpose of their institution and to fail to understand the issues those in other areas of the campus may be dealing with.

CSUF is certainly no exception to this trend. As on most campuses Academic and Student Affairs functions are grouped into two different divisions. Like other CSU campuses, our Associated Students Inc. is a separate non-profit corporation which operates in semi-autonomy from the university.

The complex administrative structure of (continued on page 18).

Kris Pierre has been the Associate Director for the Office of Student Life at CSU, Fullerton since 1987. She has worked with policy development and coordination on four different campuses, including CSU, Long Beach and CSU, Fresno. She is active in professional associations and has written and presented on commuter and first year student issues at both regional and national levels.



Bill Reeves has served on the Academic Senate from 1983 to 1993, and previously chaired the Elections Committee in 1989-1990. He has been working at CSUF in student services since 1970. He is the campus representative of Unit 4, Academic Professionals of California.

In Defense of Student Rights

Bill Reeves
Student Services

Kris Pierre, the Associate Director of the Office of Student Life, has been trying to change the University Policy Statement on the Student Bill of Rights and Responsibilities (UPS 300.000) for over a year. Student Life has discovered that it is in conflict with a set of procedures first drafted in 1988, which regulate the governance and registration of student organizations. Rather than change the procedures to conform to university policy, the usual approach, it was decided to try it the other way around. The Academic Senate has responded by sending the proposed revision of UPS 300.000 back to the Student Academic Life Committee on two separate occasions. What is all this about?

Student Life claims that UPS 300.000 is filled with outmoded protections for students (like freedom of association), and is the product of a bygone era (the early 1970's). They want to limit the right of students to freely associate and join organizations. Their procedures and proposed revisions of UPS 300.000 would:

- *require students who want to join an organization to sign a roster and provide their ID number (now the Social Security Number). Is it desirable for the university to collect this information? Information on student membership in clubs and organizations would for the first time be available by subpoena. This idea was proposed despite this provision in the Freedom of Association section of the Joint Statement on Rights and Freedoms of Students (endorsed by AAUP, AAC, NASPA, USSA, AAHE and other prestigious professional associations) which states*

Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition. (My emphasis).

- *deny some organizations access to Associated Students funding and facilities. Of course, this may happen now - when the A.S. decides an organization does not merit funding. Why not trust the Associated Students make up its own mind about*

who it wants to accommodate or fund?

- *require certain organizations to have a faculty advisor. Presumably, if they could not find one, they would then dissolve. A year or two ago, a faculty advisor attempted unilaterally to dissolve a student group simply by resigning. Make faculty advisors liable for the actions of the group. This did not go over well with the Academic Senate! Clearly such a provision would have a chilling effect on faculty involvement in student activities.*

- *require a minimum membership size (10) for some student organizations. Bigger is better, and it eliminates those pesky "fringe" groups. Such a policy would in effect require any student organization, when challenged, to offer up the names of at least some of its members.*

- *require that "political activities," be added to the list of factors on which an organization can not discriminate. Statutory requirements of Title 5 prohibit discrimination based on sex, race, religion and national origin. Reasons for this are clear. But why should the Young Republicans and the Young Democrats tolerate sending *agents provocateur* into each other's clubs?*

- *require that a student organization be "responsible for the conduct of its members when ever individual actions are encouraged, incited, or assisted by the organization." This codifies the concept of collective guilt, and more importantly, gives the administration the right to discipline whole groups of people at a time.*

This is but a highlight of the attack upon student rights and freedoms represented by the proposed revisions to UPS 300.000. Limitations of space prevent me from cataloging all of the threats. Suffice it to say that the current document is much better than the proposed revision.

Why should faculty be concerned about whether students' freedom of speech and association are curtailed? or whether the university controls the use of student funds? or whether the university should return to the days of *in loco parentis*? Because if it can happen to students, then the faculty and staff are next. Count on it. If the administration finds out that it can safely ignore university policy adopted by the Academic Senate and signed by the president, then this is only the beginning. §

CSUF exists within the even more complicated governance structure of the campus. It is frequently unclear where policy questions and issues should be directed. Some are developed and approved administratively through the President's Advisory Board by the Academic Senate and its committees, and some are referred to the Associated Students Board of Directors. Each of these segments may take up a topic without realizing that another is already dealing with it. The result is a lack of information, coordination and consistency in the development, distribution and monitoring of policies, particularly those that impact on the co-curricular life of students.

This lack of coordination is apparent in the debate surrounding UPS 300.00. A key aspect of the controversy is the conflict between the existing document and a set of guidelines and procedures on the governance of student organizations which was approved by the PAB in 1990. The Academic Senate's Student Academic Life Committee was among many groups which reviewed and contributed to the development of these procedures. If they saw any conflict with existing policies, they failed to mention it.

What Next?

In my opinion we need some campus-wide discussion on the concept of community before returning to debate the proposed revision to UPS 300.00. Discussions over the past two years showed that some of the revisions are highly controversial. These discussions exposed many hidden frustrations of students, faculty and staff with the processes we currently use to develop policies. Already the debate has become so personalized that it is difficult for some individuals to discuss issues related to the proposed revisions in an objective way. We need to make some efforts to develop the "common ground" needed for productive discussions and debate or we risk further damaging an increasingly fragile campus ecosystem.

The Carnegie Foundation report recommends that institutions of higher education develop and adopt campus wide "campus compacts", which outline the conditions of community. They suggest six principles (see box) to use as a framework for campus wide discussions in developing such a compact. The campus compact would then be used as a framework for shaping policy, practice and programs.

All areas of the campus - faculty, administration, staff and students - should be involved in the discussions on developing a campus compact. The

principles could then be passed along to new students, faculty and staff via orientation and other welcoming programs.

Ideally, the campus compact could serve as a benchmark in discussions on academic and student life policy matters. The principles could also be used to shape approaches to assessment and evaluation. In addition, the compact has potential application as a guide in day-to-day decisions, from developing new courses or refining existing ones to assisting student programmers deciding what types of speakers to bring to campus.

Such an undertaking at CSU, Fullerton would not be easy. It would require all of us to make a commitment as we work to balance individual interests and shared concerns. It would make us all more accountable for our actions (or inactions) and may require us to share parts of our "turf".

A campus compact and principles of community would not resolve all differences of opinion. However, they would help to lift the level of discussion and provide a healthy framework in which decisions on campus policies and programs might be made. §

PRINCIPLES OF CAMPUS COMMUNITY

A college or university is:

- 1) an *educationally purposeful* community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.
- 2) an *open* community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.
- 3) a *just* community, a place where the sacredness of the person is honored and where diversity is aggressively pursued.
- 4) a *disciplined* community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.
- 5) a *caring* community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.
- 6) a *celebrative* community, one in which the heritage of the institution is remembered and where rituals affirming both transition and change are widely shared.

from *Campus Life: In search of Community*, Carnegie Foundation, 1990

A LIFE OR DEATH ISSUE?

Isaac Cardenas
Chair, Chicano Studies

Last Spring, rejection of a proposal for departmentalization of Chicano Studies at UCLA led nine protesters to go on a hunger strike, vowing not to eat until resolution of this academic issue. Five UCLA students, one UCLA professor of medicine, one high school student, and two community members claimed they were willing to fast until death for what they perceived as a serious gap in the curriculum. The fourteen-day fast followed a peaceful demonstration by more than two hundred students which ended in physical damage to the UCLA Faculty Center and the arrest of nearly one hundred students. There was widespread support from the community and elected officials, including marches, demonstrations, and even elementary school children who pledged such sacrifices as not chewing gum or eating candy until the issue was resolved.

Why would students and faculty consider the establishment of a department a life-and-death matter when a program was already in place?

One needs an understanding of historical, political, and psychological issues pertaining to disempowerment and exclusion, and of how differently programs and departments are treated in universities. The events highlighted the seriousness of purpose and the commitment of the supporters of departmental status for Chicano Studies at the most prestigious public university in the city with the nation's largest Chicano community. Three decades ago the student movement called for the institutionalization of Chicano Studies on all college campuses. Consequently, UCLA established a Chicano Studies program in 1973. Chicano Studies became established as an academic field and has made much progress in terms of creating insightful literature and expanding knowledge. Yet there is still considerable pressure from people advocating its demise. Without full administrative support at UCLA, the program languished and by 1987-88, a Faculty Senate Committee recommended its disestablishment and suspension of the major. In 1990, new admissions to the Chicano Studies major were halted.

In 1990-91, student and community leaders began a campaign not

Why would students and faculty consider the establishment of a department a life-and-death matter when a program was already in place?

only to reverse these changes, but for the establishment of a Chicano Studies Department. A group of faculty submitted a proposal for a Department in 1992. An Academic Senate Committee and the Spanish, Economics, and History Departments voted in favor of this proposal. After months of delay and on the eve of Cesar Chavez's wake, Chancellor Young finally announced his decision: not to grant department status, and instead called for maintaining the major within an interdepartmental program structure. The timing of the decision was interpreted as an insult, insensitive to the Chicano community. There was a perception that all procedural channels had been exhausted, without result. The demand for departmental status through a hunger strike was deemed just and symbolic of a larger struggle for justice in the Chicano community.

The UCLA hunger strike was inspired by the late farm labor leader Cesar Chavez who went on three long hunger strikes to demand better working conditions for agricultural workers. This most recent episode at UCLA is directly connected to earlier Chicano struggles against poverty, inequality, disempowerment, racism, and discrimination.

As a program, Chicano Studies at UCLA was marginalized. When an academic committee proposed a moratorium in 1991, it was revealed that the major lacked proper funding, and that there were neither incentives nor rewards for faculty in traditional disciplines to teach in such a program. There are other problems associated with borrowed faculty and joint appointments. It is no big secret that individual departments have their own agendas and perceptions as to the legitimacy of Chicano Studies as an academic field. It is also well known that being "borrowed" by an outside department, or accepting a joint appointment are risky moves for untenured faculty who are under pressure to publish in disciplinary trade journals and to meet home department teaching obligations. Few would think that the structure of a program promotes high quality research and curriculum development. If these things were desired, UCLA should have established a full-fledged Chicano Studies department with budgetary autonomy and a core faculty who have real power in the process of granting retention, tenure, and promotion.

As a result of the hunger strike, the solution reached was to provide a new and strengthened structure for UCLA's interdisciplinary programs, including the Chicano Studies Program. The plan creates a

new campus organizational entity called a "Center for Interdisciplinary Instruction," a unit with a combination of features that draw on the strength of academic departments and interdepartmental programs on the campus. The first program to become a Center for Interdisciplinary Instruction will be Chicano Studies, which will, with Regental approval, be named the Cesar Chavez Center for Interdisciplinary Instruction in Chicano Studies.

The plan calls for a core group of faculty to be appointed full time to the Program. Faculty can move their appointments to a center either temporarily or permanently for up to 100% of their time. However, a majority of the faculty will hold joint appointments with academic departments. This agreement helps to resolve one of the principal issues facing interdisciplinary studies at UCLA: how to obtain faculty who have defined, long-term links to the program.

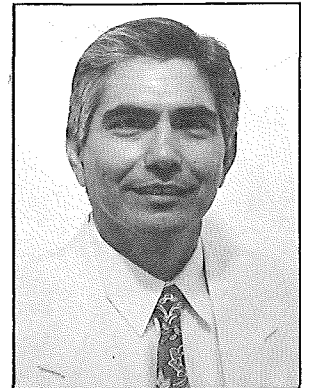
The plan also takes into account several other issues. Commitments to curriculum include a senior faculty appointment responsible for course development. Consistency in course offerings taught by a combination of tenured faculty, temporary faculty and teaching assistants will be assured. Long term stability for the program will be provided by recognition of faculty participation in it, and by administrative provisions to replace faculty on leave, departing or retiring.

Significant gains were made for the Chicano Studies Program at UCLA. However, departmental status was not achieved. The interdepartmental approach will maintain a majority of the faculty holding joint appointments with academic departments. Since a department is the primary functional unit of any university, it seems likely that resources made available to departments will tend to be greater than those allocated to "Centers for Interdisciplinary Instruction." The new plan seems to leave the Chicano Studies in a precarious position, but it is clear that the hunger strike demonstrated what can be done if further efforts to undermine the program occur.

The message was loud and clear: issues of diversity are serious and should not be taken lightly by the university. Universities must be responsive to changing community needs, and Chicano Studies, especially in California, should be given a high priority in their academic structure. The role of a Chicano Studies Department should grow in response to the demographic changes in the student body and the community. Successful models for Chicano studies in the CSU and elsewhere are found in departmental

status, rather than programs, and are strong when they are allowed autonomy, rather than consolidated or merged with different ethnic studies programs. ¶

Isaac Cardenas is chair and professor of the Chicano Studies Department at CSUF. He came to Cal State Fullerton in 1974 as chair of the department. He is an active member of the National Association for Chicano Studies.



SENATE FORUM

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

Editor: Julian F.S. Foster, Political Science
Editorial Board: Al Flores, Philosophy and Chair of the Academic Senate; Barbara Stone, Political Science; Stewart Long, Economics; Sandra Sulphen, Political Science; and Dana Lamb, Art.
Production Artist: Dori Beeler ¶

(continued from page 6)

of the planning efforts that will be undertaken this year. Does that mean that work undertaken by the LRPPC last year will be lost? I hope not.

It's too soon to know, however, if the 1992-1993 LRPPC's ambitious efforts will become just another of the "planning exercises" which so frustrated the WASC team. Effective planning by and for CSUF will occur only if key leaders and decision makers are sufficiently comfortable with risk, controversy, and change to make the hard choices that will be required in an effective planning process. And those decisions will be implementable only if all of us have enough confidence in the planning process (e.g. that it was fair, that all important and relevant views had a chance to be heard adequately) to support the outcomes. ¶