Academic Senate of the California State University

Academic Affairs Committee

Agenda

Meeting 12/3/04

1. Call to order at 10:00 a.m.

2. Approval of the agenda.

3. Approval of the minutes from the meeting of November 10, 2004.

4. Announcements.

5. Times certain.

6. Liaison Reports

   • Keith Boyum, Associate Vice Chancellor for Academic Affairs
   • Tapie Rohm, re ATAC.

7. Items of business

7.1 (New) Graduate Education.

   • Rethinking Graduate Education in the CSU: Meeting the Needs of the People of California for Graduate Education for the 21st Century – see recommendation re subcommittee of the Academic Affairs Committee.  

7.2 (New) Advisement issues

   • Chancellor Reed’s remarks to the Academic Senate, 11/12/04.
   • Tomorrow’s Professor on advising standards and objectives.
     o Attachment A
   • Advising email exchange from D. McNeil.
     o Attachment B

7.3 Lower division core project

   A. Update reports from Keith Boyum and Marshall Cates on the implementation process.
   B. Latest updates are on the LDTP web site: http://www.calstate.edu/AcadAff/Ldtp.shtml
7.4 Flexibility in General Education Courses for Upper Division Transfers (Nursing, SCIGETC)
   a. SCIGETC Proposal, 9/30/04
      o Attachment C
   b. Questions and Answers About SCIGETC, 9/30/04
      o Attachment D
   c. Draft Resolution –

7.5 Remedial programs
   a. Thompson communication to the committee (04-2)
      o Attachment E
   b. Draft Resolution

7.6 Required Community Service
   a. (Sept) George Skelton article on the California Performance Review recommending that all college students do community service.
      o Attachment F
   b. (Sept) LA Times Editorial, 8/14/04.
      o Attachment G
   c. (Sept) LA Times on CSU Monterey Bay’s Comm. Service requirement 8/10/04:
      o Attachment H
   d. (Sept) Sacramento Bee Op Ed Page Piece, 8/27/04:
      o Attachment I
   e. (Oct) Proposed Resolution
      b. Executive Summary from the Academic Affairs Committee on Community Service and Service Learning in the CSU: State of Community Service and Service Learning in the CSU. (Attachment to AS-2488-00/AA)
   f. (Nov) Draft Resolution

7.7 Faculty Role in Intercollegiate Athletics
   a. Please read the material John Shields distributed in September.
   b. Coalition on Intercollegiate Athletics:
      http://www.math.umd.edu/~jmc/COIA/COIA-Home.html
      o Attachment J
   d. Options:
      (1) Resolution with Myron’s language –
      o Attachment K
      o Attachment L
g. Form task force?

7.8 Maintaining the Quality of Faculty Who Teach in the Extended University
   a. Proposed resolution:

8. Information items.

9. Liaison Reports.

Adjournment
Folks:

The posting below looks at faculty advising of students and how to make it a successful, and rewarded, part of your academic duties. It is from CHAPTER 4: Expectations and Training of Faculty Advisors, by Faye Vowell and Phillip J. Farren in Faculty Advising Examined Enhancing the Potential of College Faculty as Advisors, Gary L. Kramer, editor, Brigham Young University. Copyright © 2003 by Anker Publishing Company, Inc. All rights reserved. Anker Publishing Company, Inc., 176 Ballville Road, P.O. Box 249, Bolton, MA 01740-0249 USA <www.ankerpub.com> Reprinted with permission.

Regards,

Rick Reis
reis@stanford.edu

ESTABLISHING CLEAR EXPECTATIONS FOR ADVISING

If good advising is to be considered in the faculty-reward process, clearly defined expectations must be in place. Ideally, such expectations need to be established and reviewed by the major participants in the process: faculty, the staff supporting advising, and students. They need to be included in the faculty handbook and available on the institutional web site. The most basic statement of expectation should be found in an institutional advising mission statement. Mission statements vary by the kind, type, history, and culture of an institution. The following examples show the similarities and differences among mission statements for a number of different schools.

Aims Community College offers the following institutional philosophy statement and accompanying institutional goals for academic advising:

Academic advising exists to help students gain the maximum educational and personal benefits from Aims Community College. The advisor facilitates the development of these benefits by knowing the resources of the institution, by understanding the needs and goals of individuals, and by bringing these elements together in the development of meaningful educational plans.

Institutional Goals of Advising

1) To assist students in their consideration and clarification of educational goals.
2) To assist students in developing an educations plan, college program, and selection of courses consistent with the student's goals and objectives.

3) To provide accurate information about institutional policies, procedures, resources, and programs.

4) To assist students in evaluation or re-evaluation of progress toward established goals and educational plans.

5) To involve all faculty in student advising.

6) To make referrals to resources within and out of the college as appropriate.

7) To empower and encourage students to be self-directed learners.

(Aims Community College, 2002)

Hamilton College, a liberal arts college, defines expectations for advising in the following language:

Academic advising is one of the many ways in which students engage with faculty on an individual basis. Advisors and advisees work together to craft a unique, individual academic plan based upon each student's strengths, weaknesses, and goals. The College views the advising relationship as an on-going conversation that transcends mere course selection and attempts to assist students as they explore the breadth of the liberal arts curriculum, experience college life, focus on a major concentration, and prepare for life after college. (Hamilton College, 2002).

Syracuse University, a research institution, has the following expectations in regard to advising:

Academic advising is an essential part of a Syracuse University education. The University is committed to providing the individual advice and assistance that students need at every step throughout their degree programs. A successful system of academic advising is highly dependent upon a shared commitment of students, faculty and staff to the process and the availability of timely, accurate information. (Syracuse University, 2002)
The final example is from Western New Mexico University, a four-year, public, comprehensive institution. A faculty committee crafted the mission statement and definition of advising which they then shared with the faculty as a whole to offer them a chance to comment and react.

Academic Advising Mission Statement

The mission of academic advising is to assist students in relating their needs, values, abilities, and goals to the educational programs of the University. In support of the University's mission statement, academic advising recognizes the need to address the diverse cultural and academic background of its students, while promoting academic excellence. Successful advising contributes to a significant goal of a college education-developing mature and self-directed students, capable of thinking, judging, and making appropriate decisions.

Definition of Successful Advising

Academic advising goes beyond the clerical functions of scheduling classes and preparing degree plans. Good academic advising assists students in clarifying personal and career goals, developing consistent educational goals, and evaluating their progress toward established goals. Academic advising utilizes the resources of the University and refers students to the appropriate academic support services. It is a decision-making process in which the sharing of information between student and advisor promotes responsible and appropriate choices and facilitates a successful academic experience. (Western New Mexico University, 2002c)

For advising to be considered a major factor in the promotion, tenure, and merit pay process, it should be accorded a weight equal to that given to teaching or research. Requirements for documenting advising success will vary according to the history and culture of the institution. But the expectations should be stated as clearly as possible so that advising administrators can construct training that will enable faculty advisors to meet them.

The following example of an attempt to clarify expectations for promotion and tenure comes from Western New Mexico University. At this institution, the annual faculty evaluation process included various elements. Every spring each academic department establishes goals and objectives for the next year within the context of the school's goals and objectives. Early each fall, faculty members establish goals and objectives in five areas: teaching, advising, scholarly and creative activity, professional contributions, and personal relationships. Then the chair meet twice that year with faculty to review progress toward meeting these goals. This evaluation
process included a discussion of progress toward tenure and promotion for untenured faculty members.

A group of faculty met and brainstormed the following expectations for faculty in relation to tenure and promotion. This list, shared broadly with faculty through email and the institutional intranet, is discussed and refined annually. The guiding purpose of this activity was to help faculty see how expectations increase and roles change with different ranks and years of service and to establish a minimum expectation for attaining tenure. The expectations for tenure and for assistant professor should be viewed together since most faculty are hired as assistant professors. The expectations listed for assistant, associate, and full professors assume that earlier expectations continue, so only new expectations are given.

Expectations for Tenure

_ Know advisees both personally and in terms of institutional demographics,
_ Understand the kinds of challenges and problems faced by these students.
_ Keep good advising records.
_ Know how to use the student information system for advising.
_ Demonstrate basic knowledge of general-education and major requirements.
_ Demonstrate knowledge of all majors within the department.
_ Establish a track record of successful advising.
_ Demonstrate awareness of the professional qualities graduates need for success in a field.
_ Make progress toward mastery of advising as demonstrated in the annual evaluation process.

Expectations for Assistant Professor Rank

_ Demonstrate an interest in mentoring students.
_ Establish rapport with students.
_ Be active in retention efforts.
_ Attend advisor-training sessions.
_ Advise undergraduate students.
_ Direct students in majors appropriately.
_ Follow all university policies and procedures in regard to advising.
_ Understand the emerging needs of the field and communicate them to advisees.
_ Be knowledgeable about and use campus support services.

Expectations for Associate Professor Rank
Demonstrate more experience and maturity in mentoring.
Attend advisor-training sessions and help deliver training.
Advise students on issues after graduation-work or graduate school.
Effectively facilitate student decision making.
Create degree plans focusing on student needs.

Expectations for Professor Rank

Demonstrate mastery of mentoring process.
Work toward building collaboration among students in the major.
Conduct advisor-training session, help organizing training, attend training sessions.
Demonstrate competence in helping students reach their goals.
Exhibit few advising errors.
Share expertise with junior faculty.
Be actively involved in advising both students and faculty.
Identify improvement needed to departmental and institutional policies and procedures.
Direct graduate programs.
Demonstrate knowledge of degree plans across departments.
Answer colleagues’ questions on advising issues.
Assist with difficult advising situations.
Know the major and work to shape it appropriately.
Look to the future and imagine.
(Western New Mexico University, 2002d)

Clearly delineating expectations for faculty at different stages in their tenure track will help faculty and administrators set benchmarks and goals for faculty advising.

References


Aims Community College. (2002b). Edu 206a: Introduction to the
process and techniques of academic advising. In Academic advising summer institute 2002 session guide (pp. 139-146).

Hamilton College. (2002). Academic advising at Hamilton College. Handout at the American Association for Higher Education Conference on Faculty Roles and Rewards, Phoenix, AZ.

Syracuse University. (2002). Syracuse University statement on academic advising. Handout at the American Association for Higher Education Conference on Faculty Roles and Rewards, Phoenix, AZ.

Western New Mexico University. (2002c). Western New Mexico University academic advising mission statement. Handout at the American Association for Higher Education Conference on Faculty Roles and Rewards, Phoenix, AZ.

Western New Mexico University. (2002d). Western New Mexico University expectations for promotion and tenure. Handout at the American Association for Higher Education Conference on Faculty Roles and Rewards, Phoenix, AZ.

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TOMORROW'S PROFESSOR Listserv is a shared mission partnership with the American Association for Higher Education (AAHE) http://www.aahe.org/
The National Teaching and Learning Forum (NT&LF) http://www.ntlf.com/
The Stanford Center for Innovations in Learning (SCIL) http://scil.stanford.edu/
Email Exchange McNeil / Nellen 12/03

I found the old message below in my archives, from an SJSU chair (and senate activist), and I note her observation that many students come to us in need not only of remediation but also of advising -- not merely advice about what to take to finish the major in a minimum number of units, but also also advice about what major they ought to be in. If we advise them to stick with their initial choice and they fail to finish after, say, 60 or 90 or 105 units, then those units are "excess" costs to the university (and, for the student, a waste of time, perhaps a waste of an education).

She/I may be wrong about this, or some of it, but I do think that whatever we "do about advising" we would be well-advised to consult CSU chairs (or designees) on the subject.

BTW, we now have a very thorough list with email addresses of chairs/designees for 30 majors....

David

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Prof. David McNeil
Department of History
San Jose State University 95192-0117
Chair, Academic Senate of the CSU
408-924-5545 office
562-505-8962 cellular

---------- Forwarded message ----------
Date: Mon, 22 Dec 2003 22:49:23 -0800
From: Sally Veregge <sveregge@email.sjsu.edu>
To: David O. McNeil <dmcneil@email.sjsu.edu>
Subject: Re: [Fwd: BAC Suggestions]

David, I totally agree that many of our students should change majors. In Biology, we have many entering students who have no concept of what it takes to get a Biology degree or what they might do with such a degree other than going to medical school. Many struggle. We do what we can to help them including intensive advising. For those whose aptitude is clearly elsewhere, we advise them out of the major and try to help them find another
major that matches their interests and talents. I also agree that students should be allowed to explore within reason. One can often learn more in the process of getting lost than by going directly from point A to point B. There are very few students who are wasteful with units, i.e., who purposely take many more units than they need. Most of our students want to graduate as quickly as possible. If money were to be invested anywhere in terms of helping students graduate with fewer units, advising would be my choice—advising and annual campus meetings with community college advisors to better coordinate advising.

Regarding the UC comparison, UC spends about 2.5 times as much as we do to educate a student—let's use that comparison. They take the top 10% of graduating seniors, and likely fewer of their students need remediation. Remediation for a Biology Major means that s/he cannot start the required Biology or Chemistry series for at least one semester. That automatically sets the student back by one semester at the minimum.

I would vote for investing more in good advising. Finally, or likely not finally, I would not turn graduate students away but would vote for significantly increasing the cost of graduate education (masters or post-bac) in order to keep the cost of the first degree low—one inexpensive degree (with the option of changing majors) per student.

Sally

> From: "David O. McNeil" <dmcneil@email.sjsu.edu>
> Date: Tue, 9 Dec 2003 09:51:17 -0800 (PST)
> To: Sally Veregge <sveregge@email.sjsu.edu>
> Cc: mjhurst@pacbell.net, Annette Nellen <anellen@email.sjsu.edu>, James Brent
> <jcbrent@email.sjsu.edu>, Monica Rascoe <mrascoc@email.sjsu.edu>, Don Kassing
> <kassing@email.sjsu.edu>, Terri Thames <ttthames@email.sjsu.edu>, Senate Chair
> <senate.chair@sjsu.edu>, Michael Katz <mskatz1@earthlink.net>, Marshall
> Goodman <marshall.goodman@sjsu.edu>, Gilda Pour <gpour@email.sjsu.edu>, AS
> President <president@as.sjsu.edu>, Joe Crowley <sjsupres@sjsu.edu>, Marlene
> Coach <mcoach@email.sjsu.edu>, Debra David <ddavid@email.sjsu.edu>, Cynthia
> Haliasz <haliaszc@sjsu.edu>, Sandy Dewitz <SDewitz@sjsu.edu>, Bob Cooper
> <rocooper@email.sjsu.edu>, Pam Stacks <pstacks@jupiter.sjsu.edu>, Robert
Sally, I suspect that statistic is about right: they do, and they should change majors (especially when they discover that they're not suited for their initial choices).

What's happening now is that we are told, emphatically, that although in individual cases changing majors is good for "finding oneself" (personally I found that I wasn't suited for engineering and switched to philosophy, considered political science and theater, and ended up in history), the CSU can NO LONGER AFFORD students who don't follow "clear road maps" after early declaration of a major. Taking "excess" units (above those required for the degree one ultimately gets) means excluding someone else from being in those classes, in a "no enrollment growth" environment, and (we were told at the conference), "access is the primary mission of the CSU."

But think of the implications for the individual's life of following an excellent map to the WRONG destination throughout the college career (not to mention the impact on "access" when such individuals run into impenetrable roadblocks near the end of the trip and drop out)!

We are told that "UC doesn't permit" the sorts of major-changing we do. I guess that means our students and theirs have the same level of preparation for a purposeful college career and that the UC, furthermore, does a better job at teaching students (excuse me, I should have said "at workforce preparation").

David

On Mon, 8 Dec 2003, Sally Veregge wrote:

Judith, I recall reading (somewhere?) that college students change their majors an average of 3 times. Sally
Most of Allison's suggestions echo what several of us heard at the Student Success conference last week. The question of declaring majors is an interesting one. I had the impression that the system would love it if everyone would declare a major sometime between kindergarten and first grade. At lunch at the conference, we did a quick survey of our SJSU table and discovered that the majority of us had changed our majors. In fact, some among us had changed majors more than once. Two big suggestions that kept coming up at the conference were road maps (aka critical pathways) and "intrusive" advising. As best as I could understand, these are serious reform initiatives that amount to 1. letting students know what courses they should take, and 2. actually advising them. Judith

Annette Nellen wrote:

The attached email has suggestions from Allison. These include some financial efficiency ideas (I'm purposefully not calling some of them cost-cutting because that implies that something at the core is being cut) that go beyond delivery of a course and include ideas the CSU is already asking campuses to work on.

Regards,
Annette
<table>
<thead>
<tr>
<th>IGETC</th>
<th>SciGETC</th>
<th>Notes for SciGETC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area 1 English</strong>&lt;br&gt;Written and Oral Composition UC 2 courses CSU 3 courses</td>
<td>Same</td>
<td></td>
</tr>
<tr>
<td><strong>Area 2 Math/quantitative reasoning</strong>&lt;br&gt;1 course</td>
<td>1 course from CAN SEQ B, or C or (for Biology) D.</td>
<td>Many CSU and UC science programs require a year of calculus minimally; some (such as Engineering) require four semesters. Minimum preparation may require you to take additional math before you can take upper-division courses in the major discipline.</td>
</tr>
<tr>
<td><strong>Area 3 Arts and Humanities</strong>&lt;br&gt;3 courses including at least one from each</td>
<td>2-3 courses&lt;br&gt;defer up to 1 course</td>
<td>If you defer one course, you must complete one additional lower-division GE course in this area after transfer. The transfer institution determines applicable GE courses.</td>
</tr>
<tr>
<td><strong>Area 4 Social and Behavioral Sciences</strong>&lt;br&gt;3 courses from at least 2 disciplines</td>
<td>2-3 courses&lt;br&gt;defer up to 1 course</td>
<td>If you defer one course, you must complete one additional lower-division GE course in this area after transfer. The transfer institution determines applicable GE courses.</td>
</tr>
<tr>
<td><strong>Area 5 Physical and Biological Science</strong>&lt;br&gt;one course each, one with lab</td>
<td>CAN Chem. Seq A 10 units (2 courses)&lt;br&gt;OR CAN Phys. Seq B 8 units (2 courses)&lt;br&gt;OR CAN Biol Seq A 10 Units (2 courses)&lt;br&gt;OR One life science and one physical science course including one lab course 7 units (2 courses)</td>
<td>Please note that these are minimum requirements. Individual majors require considerably more in addition to the SCIGETC requirements. Please see ASSIST and your counselor/advisor for suggestions for specific majors. Many programs require completion of calculus-based physics. Students are urged to review the discipline program requirements for prospective transfer schools.</td>
</tr>
<tr>
<td><strong>Foreign language</strong>&lt;br&gt;UC only</td>
<td>same&lt;br&gt;UC only</td>
<td></td>
</tr>
<tr>
<td><strong>US History and Government - CSU only</strong>&lt;br&gt;2 courses</td>
<td>same&lt;br&gt;2 Courses – CSU only</td>
<td>This is not part of IGETC, but is listed for information only.</td>
</tr>
<tr>
<td><strong>39-44 units</strong></td>
<td><strong>33-44 units</strong></td>
<td></td>
</tr>
<tr>
<td>Lower-division course to be taken after transfer: none</td>
<td>Lower-division course to be taken after transfer: 2 courses maximally</td>
<td></td>
</tr>
<tr>
<td><strong>Major preparation</strong>&lt;br&gt;is not required for certification&lt;br&gt;but, where noted at right, completion of the major requirements prior to transfer is strongly recommended by the major discipline faculty.</td>
<td>IMPAC core&lt;br&gt;Major preparation 12-15 units (3-4 courses) plus additional math, chemistry, physics or biology courses required by the major discipline. (It is strongly recommended that you complete these requirements prior to transfer).</td>
<td></td>
</tr>
<tr>
<td><strong>Units including Major Preparation</strong></td>
<td><strong>60-72 units (semester units)</strong></td>
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Questions and Answers about SCIGETC
September 30, 2004

What’s the point for the student?
SCIGETC provides a path to meeting the major lower-division transfer requirements for technical major while at the same time retaining many of the features of IGETC. It also means students will complete advanced mathematics, chemistry and physics courses at the lower division in community colleges, resulting in a cost-savings for them.

Why not stay with IGETC?
In high-unit transfer-requirement majors, students taking the required major courses AND IGETC take longer than two years and enter the upper division without full preparation required to enroll in upper division courses.

What’s the advantage for counselors?
SCIGETC provides a defined path that an advisor can recommend to the student and that is better than IGETC for a student who pursues a science or technical major.

What majors will be included in SCIGETC?
At the moment the faculty who have taken part in IMPAC meetings in Physics, Chemistry, Biology and Geology recommend acceptance of the SCIGETC for admission to their various universities.

Will other majors be included in SCIGETC?
We anticipate that other majors that have high-unit requirements for transfer will be wish to be included in SCIGETC (or the same program with a different name), if SCIGETC is approved and seen to be successful.

How does SCIGETC differ from IGETC?
At the moment IGETC allows for two courses to be postponed “for good cause” and taken at the transfer school. SCIGETC calls for two courses to be postponed and taken at the transfer school. The difference is that for SCIGETC, the postponing of the two courses would be expected and not an exception. The attached chart offers further details.

Who certifies SCIGETC completion?
The IGETC web site says:

- IGETC provides a pattern of courses that fulfills the transfer general education requirements at both the University of California (UC) and the California State University (CSU). Each California community college offers a complete set of courses that satisfy IGETC. If you attend more than one community college, the campus you attend just prior to transfer will certify your completion of IGETC, including courses taken at other California community colleges.

At present, there is a petition for partial certification of IGETC (for good cause). A similar petition would be routinely available for SCIGETC; it would not require the statement of good cause but would require the specification of a major.
What happens of the student changes his/her mind about pursuing a science major, prior to transfer?
In most cases the student can go on to complete IGETC with no loss of time or effort. Of course details depend on when the student changes his /her goals and from what major to what other major.

And what happens if the student changes his/her mind after transfer, say from chemistry to history--would the certification remain?
The student would be held to completing the SCIGETC as originally specified in the petition. In most cases they will have taken more courses by doing SCIGETC than by taking IGETC.
All, remediation is an issue I would like to see on the AAC agenda:

I read in the May 24th Modesto Bee that in our campus' home county, Stanislaus, population around 500,000 only 13% of those 25 or older have a college degree; nationwide, "that places Stanislaus fourth from the bottom on a list of 231 counties with populations of 250,000 or more surveyed." The national rate was 25.9% and California's 28.5%. The article goes on to note that the valley "serves as a launching pad for the upwardly mobile," but that our ratio of college graduates both deters businesses and prompts "talent flight." I have taught at Stanislaus for 11 years and believe that our campus is enacting that American ideal of upward mobility through education; at the same time I understand that we must provide balanced access and a fair chance at an education for all of our eligible students if the CSU is to serve as a platform for upward mobility. That access includes, and must include, eligible students who are required to take remedial courses.

However, the administration of the CSU, including the academic administration, is distorting the original goal of the Board of Trustees: to reduce the need for remediation. Instead remediation is demonized and held up as a possible target for punishment at every turn. In a meeting with the Chancellor on my campus two years ago, he stated directly that our enrollment management problems would disappear if we got rid of all remediation. It's more than discouraging to have to report that the majority of the many faculty I have spoken with in the CSU join the chorus to attack remedial students. I have enough trust in the fairness of faculty to believe they just haven't thought carefully enough about what a remedial student is.

*****Trustee Pesquiera's remedial tour:
In the mid-90s, then-Trustee Ralph Pesquiera often accompanied by vice-chancellor Peter Hoff toured many campuses of the CSU to help inform the Board of Trustees about remedial issues. I attended the meeting at the Stanislaus campus and noted that the Trustee's introductory remarks included the fact that his children attended private schools where students still learned Latin. With that comparative background in mind, I was relieved to later learn that the Trustees' stance was to reduce the need for remediation in the CSU to 10% by 2007, a very different stance than the ban on remedial classes achieved by the CUNY regents in a revision of their master plan. It is important to keep in mind that the goal is to reduce the need for remediation.

Clearly, some CSU initiatives such as the PAD (pre-collegiate academic development), CAPI (collaborative academic preparation initiative), and EAP (early assessment program) focus on the goal; however, other policies--such as the limitation of remedial work, in some cases to one semester, and proposed policies such as counting prebaccalaureate units in a total of
"sanctionable units"--units beyond which students or campuses will be penalized--have nothing to do with reducing the need for remediation. (For example, a farcical assertion would be that a high school student will better prepare for writing at college because she knows that someday any prebaccalaureate units will count against her as part of her total if she passes 120% of the minimum units required for her future degree program.)

*****Students:
Various sources document that freshman composition courses began at Harvard in the 1880s, a recognition that students who had completed high school were not prepared to write at the university, Harvard University (e.g. Berlin, Boylan). Berlin's rendering has a familiar ring:

In 1874, Eliot [the president of Harvard] introduced a test of the student's ability to write in English as a part of the Harvard entrance requirement. . . . Since the language of learning at the new university was to be English, it seemed appropriate that entering students be tested in this language. Furthermore the test in English ensured that the new open university would not become too open . . . . The fact that no freshman class had ever been able to write in the manner thought appropriate for college work and that additional writing instruction had always been deemed necessary for college students seems not to have been noticed either by Eliot or the staff of his English department. A look at the sample essays from the entrance exam of 1894--published by the Harvard Board of Overseers in indignation at the errors it found--reveals that the best students in the country attending the best university of its time had difficulties in writing. Rather than conclude that perhaps it was expecting too much of these students and their preparatory schools, however, the Board of Overseers excoriated the teachers who had prepared these students and demanded that something be done. This vilification of high school English teacher has since become a common practice as college English teachers have tried to shift the entire responsibility for writing instruction--a responsibility that throughout Anglo-American history has been shared by the college--to the lower schools. (24) [end of quote]

One of the most widely-offered general education courses began as a means to bridge the gap between writing expectations at high school graduation and at university matriculation. Unfortunately, many academics and administrators, once they have completed their degrees, misremember a golden age of writing back in their day, and this mis-remembrance is a step toward demonizing remedial students.

Additionally, over the last 30 years, many university composition programs have shifted from an "introduction to literary explication" focus to an "introduction to academic writing" focus. The vast majority of CSU first-year composition courses fall into the latter category; however, most
high school curricula are still grounded in the analysis of literature and narrative/creative writing. So, many students who must take the English Placement Test are faced with tasks that are quite different from the composition tasks they practiced in high school. If the Early Assessment Project does have an effect on high school curriculum and instruction; part of that change will be to bring the types of writing tasks assigned to high school students into closer alignment with tasks assigned at the university. Ascribing blame to students for different focuses of instruction grounded in state frameworks is a step toward demonizing remedial students.

Adjusting to the new type of task and level of expectation in writing performance is a step in the students' development as writers. Another common way of mis-thinking about writing is called the "myth of transience." The myth is that writing is learned as a set of discreet skills that then transfer to all writing situations: they should've learned that in the fourth (or eight or tenth) grade. If we stop and think about it, we know that learning to write is developmental and happens over many years. The university's designation of writing instruction as a required course and/or general education requirement is a recognition that writing is not something one "gets" at a discrete point and that writing is important enough that we require students to submit to instruction. Clearly, "remediation" is every bit as much developmental as it is remedial. (Writing faculty spent years repeating the distinction between developmental and remedial instruction, but that distinction is so ignored in conversations that it is near pointless to keep explaining it.) Many universities, but not most CSUs, require students to take two semesters of first-year composition, an explicit acknowledgment that more than one semester of writing instruction is necessary for most entering university students. Subscribing to the myth of transience is one more step toward demonizing . . .

Another explicit acknowledgement of the importance of writing is that students are tested for placement in appropriate classes if they are not exempted by a passable score on SAT, ACT, or other examinations. Testing in any area will produce numbers of remedial students. If we had no EPT but did have the History Placement Test, the Science Placement Test, and the Philosophy Placement Test, we would also have huge numbers of students who headed to remedial classes in history, science, and philosophy. We could then complain that we didn't want "those remedial (fill in discipline here) students" who couldn't pass the HPT/SPT/PPT in our classes or university. With a placement testing program for each discipline, we might be able to place upwards of 90 percent of eligible incoming students in a demonizable category.

It would be ironic, having spent so much breath recently decrying the demise of the master plan in California, were we to decouple access from remedial programs. If you don't believe that connection exists, I invite you to visit
any remedial writing class on my campus: you will see that remedial programs, at least those in composition, are a bulwark of access sustaining the ethnic and economic diversity in the system. Put more simply: go look at whom the system keeps attempting to pile more sanctions on. If you have ever taught a remedial course, then you aware that these students actually advance and attain degrees. Decoupling remediation from access is one more step toward demonizing . . .

*****Faculty
It is a commonplace, when remedial writing programs are even housed in English departments, that the classes are by and large taught by part-time faculty and graduate-student teaching associates. The disfranchised teaching the disfranchised. Remedial courses are among the cheapest taught at the university; a graduate student teaching 15 students in a remedial course for $2000 is still much cheaper than me as a full professor teaching a freshman composition class of 25 or a graduate course of 15. Remedial composition courses on our campus have high success rates, 75-80% per term (Trustee Galinson was quoted in newspapers allowing that such success rates "don't pass the smell test," an argument that might change once he gets within smelling distance of a remedial writing class for long enough to see what transpires there). Yet, I have heard it repeated in meetings, especially ones connected to the Chancellor's office, that the faculty of these fairly cheap and highly successful programs are protective of these programs, as if a protective attitude toward successful programs that provide access is a negative thing and removes all objectivity of those involved in teaching remedial students. Where else in the CSU system are underpaid instructors who provide the direct instruction in successful access programs demonized for being protective of their programs?

*****System
Beyond EO665 and further sanctions placed on remedial students, it seems that one of the rewards of impaction is a reduction in the number of semesters granted to remedial students to remediate or the use of remedial status to deny students admission altogether. That reduction or denial then becomes the model that the less fortunate un-impacted campuses are directed to aspire to. If another tiering device in the CSU draws a line between remedial and non-remedial campuses, who wants to be in the latter, demonized, group? While the CSU speaks out of one side of its mouth championing outreach programs to save them from the budget axe, it speaks out of the other side by reducing or denying access to the very students it purports to reach out to, including students who are fully eligible for admission under our as yet unrevised master plan.

Soon, when the EAP system is declared functional, valid, and reliable, students will likely be required to take, and perhaps required to complete, remedial work in the summer preceding matriculation as Trustee policy has
been altered to allow them to do. To mount such programs to serve all targeted students in the summer on many campuses would be a monumental undertaking. Would it also be an undertaking that becomes part of the recent budget-driven fetish for conversion back to self-support rather than state support thereby imposing a further economic sanction on the remedial students? The possibilities for sanction seem endless.

Rather than thoughtlessly repeating a mantra to denigrate a certain segment of students, consider what you see as the mission of the CSU--and of your local CSU--and think about how all of your students fit within that mission.


Thanks,
~mt

rhetoric: when the baby says "wah."
FYI. We did a resolution on this (AA?) some time ago when Gray Davis proposed requiring comm service. Now Maris Shriver, who has the Governor's ear, wants it and got the California Performance Review to put it in as one of the 1,000 recommendations. FYI.

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From the LA Times

GEORGE SKELTON / CAPITOL JOURNAL
Forcing Community Service by College Students Would Be Mistake George Skelton

August 5, 2004

Gov. Arnold Schwarzenegger is asking for "the people's input" concerning a massive plan he commissioned to overhaul state government. So here's my input: Stop picking on college students.

Stop using them as piggy banks for budget-balancing — especially when rich folks aren't being asked to pay anything extra — and don't use the students now as guinea pigs for some elitist social engineering.

Leafing through the 5 1/2 -inch thick catalog of 1,000-plus proposals presented to the governor Tuesday by a state study group, one suggestion particularly caused me to wince — an idea inspired by Schwarzenegger's wife, Maria Shriver.

Shriver's life is rooted in volunteerism. Her father, Sargent Shriver, was the first director of the Peace Corps. Her mother, Eunice Kennedy Shriver, created the Special Olympics. Maria Shriver gave a motivational talk to the state study team about the merits of volunteerism. And some staffers then came up with a proposal to require community service as a condition for receiving a "degree or certificate" from any public university or college in California.

Not voluntary, like the Peace Corps. Mandatory community service, like sentencing for some convicted criminal.

OK, they'd only be required to perform 16 hours of community service — maybe for two Saturdays, sometime before graduation. But it's the "you owe us" attitude of the report — called the California Performance Review — that really grates.

"California taxpayers subsidize the education of students," the CPR report states.

"In exchange for the significant investment of taxpayer funds in their education and their future, students attending the state's public colleges and universities should be required to perform a minimum amount of community service. This service requirement will benefit the students, their community and the overall well-being of California and its people….

"The first goal is to draw students into a participatory citizenry, to recognize their efforts and to build their sense of membership within California's global society. The second intent … is to create a societal expectation that each individual has a responsibility to acknowledge the benefits provided them by society [and] accept responsibility to
participate in the betterment of society and not rely exclusively on governmental institutions."

Reads like a mix of Soviet bloc big-brotherism, Jesuit philosophy and Heritage Foundation ramblings.

Look, taxpayers don't "subsidize" students as much as they invest in California’s own future by providing affordable educations that develop a skilled, innovative workforce. It's one of the things that made California great. Weather alone didn't do it.

Our public universities used to be a lot more accessible and affordable. This year Schwarzenegger denied admission to thousands of qualified high school graduates, but backed away from rejecting even more when pressured by Democratic legislators. Annual student fees were hiked to $780 at community colleges, $2,334 at state universities and $5,684 for University of California undergrads.

The CPR staffers also see the mandatory community service as a moneymaker, "worth approximately $192 million" in free labor.

Community service is terrific, of course. It just should be voluntary. But if it is to be mandatory, it should be imposed on everybody, not just students attending public colleges. We should be encouraging their attendance, not penalizing it.

There's a good argument for requiring national public service, but that's a policy question for the president and Congress.

It's one thing for a kid with wealthy parents and free time to be ordered into community service. It's another to force some 28-year-old, return-to-college waitress with a kid at home to devote any time at all to this feel-good, ivory tower concept. The average age of community college students, incidentally, is 28.

And regarding community colleges, their leadership got smacked by the study group. It recommended that the independent Community College Board of Governors be eliminated and the entire 107-campus system be overseen by the governor's office. In the current case, that would mean Schwarzenegger's education advisor, former L.A. Mayor Richard Riordan.

This smacks of a power grab and an effort to shut up dissident voices at budget time.

In accepting the restructuring report — to personally read and send to a separate review commission — Schwarzenegger complained about "the special interests that will be screaming, that will be complaining and … squawking about the recommendations, calling them unfair and impractical or maybe even worse."

Schwarzenegger is a showman who tends toward excessive hyperbole. I doubt he really regards college students who are just scraping by as special interests. He may, however, consider community colleges as special interests when they disagree with him. That seems to be his definition of a special interest.
My input: Leave the community colleges alone. Leave the college kids alone. Enhance and encourage community service that's voluntary.

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George Skelton writes Monday and Thursday. Reach him at george.skelton@latimes.com.
EDITORIAL

... and College Students

August 14, 2004

At least the state study group had something sensible to say about kindergarten. Its smug attack on public college students has no place in a report on reshaping government and is a bad idea in any context.

In the last couple of years, the state has more than doubled fees for community college students and cut course offerings. Students commute from campus to campus to pick up enough classes and work extra hours to afford the fees — and, in many cases, to support families. The last thing they need is a group of uninformed elitists telling all public college students that they're sucking the public trough dry and should be required to perform community service in exchange.

Yes, 16 hours of service isn't a lot — which is another problem. That amount of community work is meaningless. The report spins silly fantasies about $192 million worth of free services the state would receive, all for the tiny cost of informing students of the requirement and logging their hours into their records. Forgotten are the expenses of determining which volunteer work will count, providing opportunities for students who have no transportation, checking that the work was performed and dealing with appeals. The study group was supposed to streamline government, not create a new bureaucracy.

College students shouldn't feel singled out. Adults also get snooty treatment in the report, which chastises Californians because only one in four does community service, because they volunteer "too little" time and because they focus on "narrow" interests (that means churches and schools). Never mind that those evaluations don't take into account many kinds of volunteer work or the people whose energy is spent juggling dual incomes and multiple jobs. As it happens, Californians who do volunteer spend 165 hours a year at it, significantly more than people elsewhere in the nation.

With Californians contributing the equivalent of a month of full-time work each year to religious institutions, education and other nonprofit causes, it's hard to feel too apologetic about their supposed laziness and bad values.

Encouraging civic participation is a fine idea. In that case, create college courses in which students get credit for doing meaningful community service and putting some thought and research into the topic. That would also help them get their degrees on time — which would save the state a lot more money than conscripted public service.
Monterey Bay Campus Is a Role Model

Debate on requiring community service for students turns to a university where giving back is a core value.

By Eric Slater
Times Staff Writer

August 10, 2004

SEASIDE, Calif. — To graduate from college, Tracy Burke spent time in a halfway house for female felons. Alicia Gregory filled grocery bags at a food bank. Tiana Trutna taught elementary students how to grow vegetables for their school cafeteria.

Here at Cal State Monterey Bay, it's required work. To the university, it's an essential part of an education. But some educators elsewhere say required community service squanders precious education dollars — and time.

The only public university or college in the state to require such service, Monterey Bay is finding itself at the center of a fast-growing debate as California begins to consider whether to mandate community service for all 3.4 million students in the public system.

The notion that such service should be required for a college degree was among the many proposals to emerge last week from the California Performance Review, a report commissioned by Gov. Arnold Schwarzenegger that addresses hundreds of aspects of state government.

At issue, first, is whether it is appropriate to require community service as part of what goes into a university degree. Beyond that, even among those who support mandatory service, there is disagreement over how best to make such service meaningful.

Mandatory service might be of little value, some say, without accompanying academic study — "service learning," as it's known.

"Requiring community service is a good first step," said Stephen M. Reed, associate vice president for external relations at Monterey Bay. "But it's only a first step."

Students here not only must work in the community; they also must take courses related to that work.

"The important thing is not contributing hours," said Seth Pollack, director of the
university's Service Learning Institute. "The important thing is learning your own responsibility to your community. That comes not from parking cars or licking envelopes, but from understanding the root causes of our social problems."

The state's colleges and universities have long urged their students to volunteer for good causes of all kinds, and hundreds of thousands of students do. The California Performance Review advocated taking such volunteerism a step further: converting voluntary service into mandatory community work for students.

All but hidden among the 50,000 acres of artillery ranges and deteriorating barracks of the now-defunct Ft. Ord Army base, Cal State Monterey Bay has been an outpost of civic-minded academics since the day it opened nine years ago, a place where theories of ethics, community and multiculturalism are debated while the military detonates aging munitions nearby.

In part because of its service requirement, the school has acquired a reputation as a left-leaning establishment, though the area also is known for military-style conservatism, thanks to Ft. Ord, the Naval Postgraduate School and other military installations.

The university's pioneers laid the groundwork for socially conscious scholarship in the school's vision statement, written in 1994, which pledges to imbue students with the "responsibility and skills to be community builders."

All students must take eight units of service-study courses — four while fulfilling their basic general education requirements and four related to their major, all while working in the community.

They have 40 such courses to choose from — everything from "Museum Studies Service Learning" to classes on tutoring in mathematics — and students are encouraged to explore a field they might otherwise never experience.

As a communications major from a white, middle-class family in the suburbs of San Francisco, Burke chose to work in a minimum-security facility in Salinas for female convicts with young children.

"I knew a couple of people in high school who had drug problems, but their parents had the money to send them to rehab," Burke said. "This was just this huge eye-opener — about how this happens, about how the society is shaped."

The recommendation of the governor's task force, complete with quotes from Gandhi and the governor's wife, Maria Shriver, is not the first time a service requirement has been recommended for all public universities. In 1999, Gov. Gray Davis floated a nearly identical proposal.

Thomas Sowell, a fellow at Stanford University's Hoover Institution, lambasted the notion then. "Forced to volunteer," he wrote of Democrat Davis' proposal, "is the
Orwellian notion to which contemporary liberalism has sunk."

Sowell might have been among the more politically outspoken opponents, but he had lots of company — most notably all three branches of state higher education: the University of California system, the California State system and the state's community colleges.

None implemented Davis' recommendation. The reasons were many, but money was at the top of the list. Student labor is cheap only for the groups employing the students.

"It takes a tremendous amount of resources to properly administer these programs," said Season Eckhardt, Cal State's director of communications for service learning. "Before we would endorse a requirement, we would want to talk to a lot of people."

The Cal State and UC systems agreed earlier this year to expand their voluntary community service programs in a deal with Schwarzenegger that sets fee increases and funding levels for the next several years, even though Cal State had its service budget cut in half last year, to $1.1 million.

All three state systems have offices that help students who want to volunteer find community groups in need, as well as service learning courses in some academic disciplines. About one-third of UC's 200,000 students perform volunteer work, as do 45% of Cal State's more than 400,000 students, officials said.

What is clear is that all three systems have received the new panel's proposal with the same tepid response they gave Davis' plan, noting the cost and pointing out that the average age of community college students, for example, is 28 — and many of them have children and full-time jobs.

"Community service is a very good thing," community college spokeswoman Cheryl Fong said, "but I think that we need to carefully look at whether it should be an institution-wide requirement."

Pollack, the director of Monterey Bay's service learning institute, says he was once a skeptic. But, the key, he insists, is to give students a strong academic foundation in social justice issues, race, poverty and ethics so that when they go out to help in the community, the experience can mean more than just checking off another graduation requirement.

Launching a university with this as a core value, officials here acknowledge, may be enormously simpler than instituting it at existing schools, many of them much larger.

The university here has nine faculty and staff members dedicated to the program, with a budget of $400,000 and $200,000 more in grant money.

Virtually every instructor and many staff members play a role, because every student on campus is involved. Many current and former students said they had been required to perform community service in high school and got little out of it besides the right to
"I think our governor needs to do some more research before taking a step in that direction," said 20-year-old junior Marissa Serma.

Studying drug addiction, Serma and several other students agreed, can make working with addicts educational; learning about the relationship of poverty to crime rates and the demographics of the prison population helps demystify those they meet at shelters and halfway houses.

When combined with academic study, service requirements become "like opera," said Gregory, 19, a junior theater major. "Even if you don't really like it, you can understand and appreciate it."
Mandatory community service for college kids

By Alex Ricciardulli -- Special To The Bee - *(Published August 27, 2004)*

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Requiring public college students to perform community service to graduate is an idea that would enrich students' lives and benefit personnel-starved community groups. The compulsory nature of the service would not detract from the enormous good that would flow to all involved.

The proposal to make community service a college requirement was part of a number of suggestions by the California Performance Review, a state study group formed in response to Gov. Arnold Schwarzenegger's call to "blow up boxes" in finding ways for streamlining and improving California government to save taxpayers' money. The group consisted of 21 leaders from state and local government, business and labor communities, and public policy experts, representing a broad range of interests and many years of combined experience.

The group came up with more than 1,200 suggestions designed to save the state $32 billion over the next five years, including consolidating boards and eliminating departments with overlapping responsibilities, as well as the community service requirement. It is currently conducting public hearings throughout the state to get feedback on its proposals.

Regarding community service, the group recognized a gaping need for more people to assist community projects, and identified ways students would prosper by service activities, including encouraging citizenship, exploring careers and acquiring practical work skills.

Community colleges, California State University and University of California students would be required to log a total of 16 hours per pupil to obtain an undergraduate degree. That's fair because public college tuition is heavily subsidized by taxpayers. Even with recent increases, the nearly $6,000 yearly tuition at UC schools for undergraduate education is a bargain compared to comparable private universities such as the University of Southern California and Stanford, which charge about $30,000 a year.

The proposal is definitely lawful. A federal court in 1993 upheld the constitutionality of a Maryland requirement that all high school students in the state perform at least 60 hours of community service to graduate. The court found that so long as the school did not force students to work for groups that were contrary to students' beliefs, neither the First Amendment nor due process was violated.

The savings to California are clear: An estimated $192 million in service hours would be generated. Costs of enforcing compliance and keeping records could be offset by having students help administer the program as part of their community service requirement.
The big question is whether students’ lives would truly be enriched. The experience of participants in compulsory service programs such as jury duty and court-ordered community service for criminal offenses indicates that students would benefit. Several studies have shown that most jurors view their experience favorably, with jurors characterizing their service as "interesting," "important" and "educational," even though they were forced to serve.

Criminal offenders try not to get caught doing their crime, and once caught would rather not do time, whether in jail or a community service assignment. However, community service has therapeutic value and plays a crucial role in rehabilitation. Despite its compulsory nature, offenders are often enlightened by the positive psychological impact of providing service to the community.

Given the benefits of a graduation service requirement to the state, to community groups and to participating students, the appropriate question to ask is not, "Why?" It’s, "Why has it taken so long to be seriously considered?"

About the Writer
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Alex Ricciardulli is a Los Angeles County deputy public defender and teaches law school part-time at the University of Southern California and Loyola. He can be reached at aricciar@co.la.ca.us.
The Faculty's Role in Reforming College Sports

_The commercialization of intercollegiate athletics threatens academic values. Working together, professors forge a new model of the academics-athletics connection._

By James W. Earl


Last fall, I addressed the AAUP's 2003 governance conference about a faculty-led initiative to reform college sports. The Coalition on Intercollegiate Athletics (COIA) grew out of a meeting one afternoon in the student union at the University of Oregon among a few senior professors who had recently been appointed to the faculty senate. Those who get involved in faculty governance, on my campus and on virtually every other U.S. campus, quickly become bothered by athletics. It dawns on them that the firewall between academics and athletics is thin; in fact, it can barely hide an awful contradiction in the university they love.

That afternoon, we hatched a simple plan to contact the senate presidents at the other nine universities in the Pacific-10 athletics conference to see if they shared our concerns. Perhaps the ten senates could act together to urge our presidents to discuss the issues. We were naïve, but the plan turned out to be much better than we could have imagined. It gave rise to a grassroots movement among faculty leaders across the country.

The COIA's immediate goal is to have faculty senates from coast to coast agree on achievable, enforceable, and meaningful reforms, starting with the academic standards and governance practices most clearly within the purview of the faculty. Unlike earlier faculty movements, ours relies on well-established faculty governance procedures, so that our efforts can take official form through faculty action.

**My Story**

I wasn't hired by the University of Oregon to worry about intercollegiate athletics, and I am sure that those who appointed me wish I'd never gotten into it. I was hired to worry about the Old English language between the seventh and eleventh centuries, and _Beowulf_, the epic poem written in it. I also teach other ancient and medieval literatures, and, in my spare time, I study ancient languages, translate an epic poem of Provence, chip away at a study of Indian literature, and run adult seminars in the humanities for the community. This is my profession. And as every professor knows, in addition to all these things, I advise students, direct dissertations, and serve on numerous committees and, occasionally, the university senate.

Is it beside the point to talk about my professorial occupations here? I think not, because when I talk about college sports, I talk as a professor. In this magazine, obviously, or at an AAUP conference, I don't have to defend the faculty's role at the university. But in my dealings with those involved in athletics, I have to defend it every day. I have to explain what I do and how it embodies the university's mission, over and over again, to everyone, from the fans in the stands right on up to the trustees and the president.

Only the faculty seems to understand that professors are real stakeholders in the university, living as we do, totally immersed in it and devoted to its traditional mission. No one can stake a more genuine claim to the university than the faculty. What we do at the university isn't some sideshow; we are the main event.

One of the witty things that sports fans say to me is, Don't you wish you could pack 60,000 people into the stands for a lecture on _Beowulf_? This tiresome question is supposed to remind me that more people care
about what happens at the stadium than in my classroom, that classrooms are in fact boring, that literature isn't nearly as exciting or as popular as football. So, who am I to be criticizing athletics? Obviously, I'm just envious.

My answer is no, I'm not motivated by envy. The parents of America aren't shelling out $10,000, $20,000, or $30,000 a year to send their kids to watch football games, I remind them, but to get an education. There are tens of millions of parents out there refinancing the house and going into lifelong debt because they consider the classroom experience that I provide just that valuable. I have no doubts about the value of what I do.

For all of our concern about athletics, it is still just a sliver of the total university budget (about 4 percent). It's an auxiliary. Even if it sometimes seems as if the tail's wagging the dog, nobody could think that athletics is the dog, and education the tail. We are the university. We are the chief guardians of what makes it valuable, what makes it worth the high price parents pay. As former Harvard University president Derek Bok says in his 2003 book, Universities in the Marketplace:

Of all the major constituencies in a university, faculty members are in the best position to appreciate academic values and insist on their observance. Since they work on campus, they are better suited than trustees to observe what is going on. They have the most experience with academic programs and how they work. Most of all, they have the greatest stake in preserving proper academic standards and principles, since these values protect the integrity of their work and help perpetuate its quality.

Yet it's becoming increasingly clear that if we don't continue to set the standards, someone else will—or something else, by which I mean money and the marketplace—and those standards won't be ones we'll want to defend. To some people, the university is a business; to others, it's a state agency; to others, it's an engine for the economy; and for others—many, many others—it's little more than a great team, like the dazzling Ducks. And the university is all these things; but for you and me—for the faculty—the university is obviously something else and something more: it's academic freedom; it's the arts and sciences; it's the library, the all-nighter, the seminar table; it's liberal education, pure research, the sharing of ideas, the love of books, and the Socratic method; it's young people on a steep learning curve; it's Phi Beta Kappa and lifelong learning; and also, to be honest, it's the absent-minded professor—Einstein with his bad hair, Einstein who can't remember his phone number. That's okay with me.

So how did this absent-minded professor get involved with athletics? It's a question I ask myself every day. For the first thirty years of my academic career, I had no occasion and no reason to worry about sports. I followed the Cavaliers, then the Rams, then the Ducks, all from the unluxurious skybox of my ivory tower. Until a few years ago, even the amazing Ducks had no connection to my life as a professor.

It's as if a firewall separated the slightly disheveled intellectual enterprise the professor inhabits and the glamorous athletic one thriving across campus. I carried out my academic career at three schools, hardly aware that athletics was there at all. Maybe I should have been alarmed all along by the total disconnect.

Why am I worried about athletics now? Is it because the role of athletics on campus has changed, so I can't ignore it any more? A breach in the old firewall? Probably not: many of my colleagues remain sublimely uninterested in sports, happily concentrated on their work. Many of them wonder why I'm so interested. I don't bother them with it. I envy their focus on their research and teaching, and I've become resigned to being, for the time being, their firewall.

That's one of the functions of faculty leadership; a few of us at a time take our turns in the senate, or on the athletics committee, precisely so the rest of us don't have to worry about it. By and large, I've learned, the faculty don't really want to be bothered about athletics—even those who enjoy sports, and even those who know there's a real problem.
My involvement began when I became senate president four years ago. Shortly afterward, the athletics department announced a $90 million expansion of our stadium. I first learned about it from the local paper over breakfast one morning. Oddly, in the same issue, I also read about the latest round of cuts to the university's budget by the state legislature. I saw several things at once: a looming crisis in our academic budget; a second crisis in the relationship between academics and athletics, which suddenly looked ironic, if not comically inappropriate; and a third crisis in faculty governance—for I could barely believe that the university could launch such a huge and expensive project without even informing the faculty.

Only a few weeks later, I read another story in the morning paper, which reported that our university's annual "civil war" game against Oregon State had been rescheduled for the Saturday before finals week at the request of network television. I wasn't the only faculty member to learn about this development from the newspaper; not even the provost had been consulted. His precious "dead week," with its elaborate rules forbidding distractions, was now the biggest party weekend of the year.

The Coalition
When we carried out the plan we devised that afternoon in the student union to contact the senate presidents at the other Pac-10 schools, we discovered that although the Pac-10 teams are tough competitors, and the presidents of Pac-10 institutions also see their schools as competing in the academic marketplace, the faculties mostly don't feel this competition. Our allegiance to our professional ideals is almost always stronger than our allegiance to our individual institutions when those two loyalties come into conflict.

We belong to a profession with a shared mission and shared ideals, no matter where we work. If you encourage faculties—at least faculty leaders—to talk to each other, they see the issues surrounding athletics and academics the same way, and they're more eager to cooperate than compete.

So the Pac-10 faculties cooperated, and in spring 2000, nine of them passed resolutions endorsing the "academics first" movement initiated by former Indiana University president Myles Brand, now president of the National Collegiate Athletic Association (NCAA). The movement urges presidents, in Brand's words, to "turn down the volume" of intercollegiate athletics. Faculty leaders in other national athletics conferences read about our campaign, and the following year they, too, began cooperating to urge athletics reform on their presidents.

It was Bob Eno, senate president at Indiana University, who brought the local conference movements together under one umbrella in the COIA. No one had to be asked twice. The coalition quickly found support from faculty leaders in NCAA Division I-A schools across the country. Its steering committee, representing all six Bowl Championship Series conferences, forged a document titled Framework for Comprehensive Athletics Reform, which is now being adopted by faculty senates in every national college athletics conference. Thirty-seven faculty senates have formally adopted the framework at this point, and another twenty-one are in the process of doing so.

The framework lays out the chief directions for reform in the areas of academic integrity, athlete welfare, governance, finances, and commercialization. Its language is flexible enough to allow for debate and local difference without weakening the drive for a national consensus.

Faculty senate presidents, if I may say so myself, tend to be a responsible lot of leadership types, not firebrands, malcontents, or radicals. Every campus has professors who hate sports and who want to see them slashed or eliminated, but the coalition, following Brand's lead, adopted from the start a moderate long-term reform agenda. We were buoyed by Brand's selection as NCAA president in 2002, and we're eager to see reform take place under NCAA leadership if possible. We also admire the frank reports of the Knight Commission on Intercollegiate Athletics.

Our immediate goal, as I have pointed out, is to have faculty senates from coast to coast agree on clear, practicable, and meaningful reform of intercollegiate athletics. Our ultimate goal is to help all stakeholders in college sports bring about comprehensive reform of the entire industry, for the sake of both college
athletics and the university system. We are developing best-practices documents to help guide universities through the nuts-and-bolts practicalities of reform.

Our long-range goals lie outside the purview of the faculty. They require alliances with college and university presidents and governing boards. These goals include adjusting the length of seasons and the size of teams, cutting costs, recommitting college sports to amateurism, particularly in revenue sports, and reducing the dependence of sports programs on commercial contracts. Our ambitions are confined to Division I-A, but we encourage colleagues in other divisions to consider formulating and evaluating the issues that pertain to their athletics programs, and to initiate a similar process of faculty engagement.

Obstacles
It's widely felt that the moment is propitious. If reform misfires now, we may have missed our best opportunity to accomplish it. We also know that the immediate future is likely to present obstacles that will slow the pace of reform and tempt us to say that we've gotten as far as we can get, well before meaningful reform can be achieved. Bob Eno compiled a list of the obstacles we can expect:

1. The NCAA has approved a package of initial academic reforms. These first steps may take the steam out of reform by appearing to be an adequate result. But they will not eliminate the tremendous financial incentives that undermine reform.

2. The process of approval by faculty senates of the coalition's framework will be slow and will only partly succeed. That's in keeping with the nature of faculty senates and the unusual nature of what we're trying to accomplish. So we'll have to persist in our reform efforts.

3. Some aspects of reform are truly difficult—workable solutions haven't yet been envisioned. The most obvious problems are in the area of cost reduction, where athletics conferences and the NCAA encounter antitrust strictures that make agreements to restrain costs difficult to design and sustain. And presidents—the only people who can attack these issues—have many other priorities. Inducing them to work together to arrive at practicable solutions will also require persistence. The path of least resistance will always be to answer funding needs by negotiating ever-more-lucrative commercial contracts. Faculty will have to create and maintain a national network to monitor movement, or the lack of it, and to hold presidents and boards accountable for their efforts.

4. We are only beginning the faculty reform movement. We've made progress, but the momentum against us is keeping pace. There are the destabilizing forces of conference realignment and legal infighting for economic advantages; congressional scrutiny inspired by the messy battle over access to championship bowls and dollars; and what seems an unprecedented series of scandals in the player and coaching ranks. Insofar as the acceleration of these phenomena creates additional pressure for reform, it opens up positive opportunities. But unless we respond quickly, universities could lose substantial public credibility, and forces beyond our control will take away some of the options available to us.

5. Faculty need to be both impatient and realistic. It is not hard to imagine solutions to athletics issues that conform to widely held faculty values, but that violate antitrust laws, have strong negative unintended consequences on athletes, or unnecessarily raise vocal public (and thus political) opposition. To be true partners in this endeavor, faculty can't voice simplistic solutions based on impressions rather than good data. Faculty leaders must become well educated on the issues and pragmatic in their thinking.

The goal is concrete—to achieve a new model for athletics that can persist over time in spite of real-world pressures. That means working toward a model that is not only practicable but achievable. Designing such
a model is an intellectual challenge; implementing it is a political challenge, and we must discipline
ourselves to contribute to it.

I have two more obstacles to add to Eno's list. First, the millions of avid college sports fans who crowd the
stadiums or watch on television have little reason to believe us when we say that college sports is not as
healthy as it looks. After all, the games have never been better: beautiful facilities, great coaching and
playing, amazing television coverage and analysis. From the fan's point of view, bigger is better, and there's
no such thing as too much.

The fans, of course, can't be expected to consider the situation from the owners' point of view—the owners
in this case being institutions of higher learning, mostly public ones, and almost all in deep financial
trouble. Most fans would be surprised to learn that these tremendously popular spectacles make no money
for their owners, and in fact cost most universities precious millions they can't afford. How could fans
know about the danger posed by athletics budgets that rise at twice the rate of academic budgets? If they
did understand, perhaps they'd worry that what they were watching was really the college sports bubble,
not unlike the dot.com bubble or the Enron bubble. Rapid growth often spells disaster. The fans probably
wouldn't worry anyway. It's not in the nature of fanhood. So it's up to the owners—us—to slow things
down before the bubble bursts.

But the fans are not going to understand why, and they're going to scream bloody murder if they think
professors are interfering in their fun.

And finally, there is the constant temptation for those of us who get into this movement just to throw in the
towel. Derek Bok writes perceptively and eloquently about the problem of athletics and comes to the
"melancholy conclusion" that "it may already be too late to turn back." After reading his book, William
Bowen and James Shulman's The Game of Life: College Sports and Educational Values, and James
Duderstadt's Intercollegiate Athletics and the American University in quick succession, I felt a terrible
heaviness come over me. What will it take for faculty to sustain a long-term commitment when the forces
working against reform are so great and when some of the best spokespeople for reform consider it
impossible?

Culture of Excess
I've described the coalition's reform agenda as a moderate and realistic one, and I myself try to walk the
middle path. But let me confess, my personal feelings do fluctuate between extremes. Sometimes you hear
the crowd roar, you root for the team, your students are on the field, you see how much the whole city
enjoys the games and how the local economy is thriving because of them. You ask, Why can't I just join the
crowd and go with the flow? Why complain and make them all so mad at me? Why should I feel
responsible for reforming this giant? And please, let the Ducks win on Saturday!

But then there's another part of me that sometimes takes over, which is simply outraged about the situation
of American higher education in relationship to athletics. I'm lucky: the University of Oregon has a
relatively clean, self-supporting, well-managed, and pretty successful, sometimes even inspiring, athletics
program, and an enlightened administration. But still, the faculty leadership at the university is at this
moment absolutely and totally furious about athletics. Nike wants to build us a new $200 million basketball
arena. I suppose we should be grateful, but the fact is that we don't need or want it, and all the procedures
of shared governance are being bypassed to make it happen.

Oregon is becoming a test case, an extreme example, a cartoon of what's going wrong in higher education
today, with this spectacle of arms race mentality and commercialization. Many of you have local issues like
ours. Oregon isn't so special, and I don't really want to be angry; I'd rather be moderate, thoughtful, and
persuasive.

But I'll probably never have another opportunity as good as this one to make my case. Oh, for the tongues
of angels. Oh, for that rhetorical silver bullet that might convince not only the choir, but even the most
diehard, single-minded, anti-intellectual booster who loves sports but hates universities on principle, that
despite all the ratings, the crowds, the excitement, the beauty of the game, and the glory of young athletes
in their prime—not to mention the billions of dollars pouring through the sports-entertainment industry—
college sports is not in good health. Health depends on moderation, and intercollegiate athletics, at least at
Oregon, is nothing now if it's not a culture of wretched excess.

It was inevitable, I knew it, that the longer I went on, the sadder I would become over what has happened to
college sports and what has happened to our universities during my thirty-three years as a professor. So I'll
stop. I'll end with a quotation from Bob Eno, who seems always to see the silver lining:

Already, in Division I-A, faculty leaders and presidents are working together more closely than before
because of a convergence of effort on athletics. The potential benefit to higher education of such enhanced
communication and cooperation among faculty, governing boards, and administrations is enormous, and
our response to the endemic problems of intercollegiate sports might just be the groundwork upon which a
new understanding of shared governance is built.

*James Earl is professor of English at the University of Oregon.*
I want to argue for increased attention to athletics on college campuses. I don't mean more money for athletics programs or increased attendance at games. What I mean is that faculty members, especially at small colleges like mine, can no longer afford not to pay attention to the impact of intercollegiate athletics on campus life.

At my college of about 1,500, some 375 students play intercollegiate sports. Almost all of those students, a full quarter of the student body, were recruited not primarily by the admissions office but by coaches. That's a change that has occurred during the 14 years I've been at the college. Walk-ons (athletes who weren't recruited) are almost unheard-of now, and coaches are all full-time employees. If faculty members want to help shape the changing role of athletics on the campus, now is the time to become involved.

I was recently named Wheaton's faculty athletic representative to the NCAA (every college has one), so I find myself in an odd, liminal position in relation to athletics and academics. My status as a casual fan has given way to this official role, in which students and coaches consult me to help mediate misunderstandings and faculty members occasionally consult me to complain. I have noticed that although most of our student-athletes fly under the radar (that is, faculty members never realize they are athletes) and integrate the two sides of their lives well, a nagging minority has some real trouble. I worry that our athletes are starting to put undue pressure on themselves regarding their sports, and that there's an emerging divide between the two sides of the campus.

Students who participate in intercollegiate athletics, even in small Division III colleges like mine, consider themselves forever hyphenated student-athletes. They form very strong group identities not dissimilar to those of students of color. Indeed, students of color share with the student-athletes (and there's always overlap between the groups) the experience of being taken through the group-bonding activities of special preorientation events.

Both new student-athletes and new "multicultural" students arrive on the campus before everyone else in August for special activities. Those allow students to get to know people in their groups and to form strong alliances that will help keep them happy, motivated, and in college during the months and years to come. Students of color often make lifelong friends during "multicultural orientation," and many find the experience extremely valuable.

Student-athletes likewise form strong friendships among those they meet in their first
days on the campus, but the institutional structures that reinforce those relationships are, I believe, less healthy. Students who attend multicultural orientation know that they will immediately afterward enter an academic environment in which new friends can serve as a good support system in a majority-white institution. But how they spend their out-of-class time is really up to them; the multicultural orientation is simply a jumping-off point.

Student-athletes, of whatever ethnic group, are in a different situation. They will be spending more hours per week with their teammates and coaches than they will spend on any given class, and perhaps more time than they will spend on all their classes combined. They'll spend more time with teammates than with friends they make who are not athletes, and, consequently, many of the friends they make will be athletes. Student-athletes come to college with similar work ethics (at least around their sports), similar experiences with coaches, with teams, with competition. They can swap stories of injuries, mistakes, successes, and frustration. It's natural that they should hang out together.

Last semester one of my student-athletes pointed out to me that it's seen as natural when students who are interested in theater choose the same dorm floors, spend every evening at rehearsals, and go out together. Why then, she asked, do we worry when student-athletes do the same thing? Participating in athletics, I would argue, is not intellectual inquiry or cultural expression -- not recognized as such in the curriculum, anyway. Athletics have no credit-bearing courses, no faculty members. For student-athletes, then, is pursuit of a sport a complement to course work, as theater productions undoubtedly are, or is it a distraction, keeping students from focusing on what they should be getting from their college education? Certainly, student-athletes learn from their participation in intercollegiate athletics, as student actors learn from their participation in plays. The best scholar-athletes I've taught have perfected their self-discipline and time-management skills in their sports and applied them to their studies.

Nevertheless, I do worry about the growth on campuses of a separate athletic culture. Nowadays, even at Division III schools, recruiting is key to the "success" of an athletics program -- and success is measured, increasingly, by championships. William G. Bowen and Sarah A. Levin argued in their 2003 book, *Reclaiming the Game*, that elite small colleges have developed an athletic culture that is separate from the general student body. Student-athletes, even in Division III, are under a lot of pressure to make athletics a priority. Of course, if you join a team, you should be willing to do your best to make that team successful. The problem is that because students are taking four or five classes per semester, their stake in any one class is never as high as their stake in their sport. They can sometimes tell themselves that doing poorly in one class is no big deal. Then it can be too late when they finally realize that even one D or F can have a serious impact on their GPA and, in turn, on their eligibility.

Coaches can go a long way toward helping student-athletes get their priorities straight, but many institutions don't encourage coaches to get involved with academic culture. My own institution recently adopted an exciting new curriculum that invites students to take "connected" courses across disciplines. The admissions office is happy to promote the
new curriculum to visiting prospective students. Yet only when one of our coaches pulled me aside to ask me to explain it to her, so she could talk about it to her recruits, did I realize that none of us had thought to pull the coaches into that particular loop.

Coaches are the primary authority figures on the campus with whom student-athletes have contact. The coach is a constant presence in their lives. The coach works with the athletes for a couple of hours a day just about every day during the season and runs into them pretty often even in the off-season. How many hours do you spend with even your most enthusiastic undergraduate major?

The most courses in which I've taught a student over her college career was five, including an advanced-level independent study. She was a star athlete, and I think for her I held a position as her adviser that was as analogous to a coach as it is possible to get. We sort of fell into the relationship once she realized I was a fan of her sport and could talk with her about it as well as the course. She had very little confidence in herself academically, and she clearly was relieved to be able to talk both sports and literature with a professor. For my part, once I watched her on the field, I understood the kind of determined effort of which she was capable, and I saw past her in-class nerves. I began pushing her harder than I would have pushed another shy student, and we both were pleased with the results. I'm sure she never would have predicted, in her sophomore year when she was so terrified of 19th-century literature, that by her last semester she'd be doing an upper-level independent study on Christina Rossetti.

We faculty members should establish coachlike bonds with student-athletes not to compete with the athletics department for hearts and minds, but to acknowledge the students' dual identities and make that work to their academic advantage. We can make explicit that we expect as much of them as their coaches do. We can talk more with their coaches to let them know how their athletes are doing, but also to let them know that coaches are not the only ones who care about these students.

Professors should find out who among our majors are athletes and reach out to them, bring them into an intellectual environment that can offer some of the rewards that sports do. We can call coaches when issues arise, explaining why it's important for student-athletes to miss practice occasionally to attend departmental events. We can even attend the occasional competition, just to show that we're not one-sided and that we recognize the joys of our students' athletic lives.

I like college athletics. I was a three-sport athlete in high school and turned to sportswriting in college when I was no longer good enough to play varsity. I think many students perform better in the classroom when they can organize their time around both intellectual and physical work. What I worry about is a culture in which the two are increasingly seen as oppositional. In my experience, it is coaches and faculty members who see athletics and academics that way, not students. And if students can find the constructive complementarity in the student-athlete identity, surely their professors and coaches can, too.
Paula M. Krebs is chairwoman of the English department at Wheaton College, in Massachusetts.
Congress has postponed renewing the Higher Education Act for the time being, but when legislators reconsider it they will probably once again weigh proposals that would reward or punish institutions on the basis of their graduation rates. Critics of such proposals have reached the proper conclusion that the degree-completion rates that colleges must now publish are poor indicators of institutional effectiveness. Unfortunately, the critics have often reached that conclusion for the wrong reasons.

Graduation rates are said to be misleading because some of a college's dropouts will go on to earn degrees at other colleges. But that argument confuses a national perspective -- whether undergraduates complete their degrees anywhere -- with an institutional perspective: that is, whether each college enables the students that it admits to complete their degrees there, at that particular institution.

Because 97 percent of first-time freshmen at baccalaureate institutions intend to complete their degrees at that institution, it makes little sense to give institutions "credit" for degrees earned by their dropouts at other institutions. Moreover, from a college's perspective, the increased costs and educational problems caused by a high dropout rate are in no way mitigated by the knowledge that some dropouts will earn degrees elsewhere. Indeed, the fact that so many colleges invest significant resources in retention programs is ample evidence that, from an institutional perspective, degree completion at one's first college is an important outcome.

The major problem with the graduation rate as a measure is that it is usually a misleading indicator of an institution's capacity to retain its students. For example, if college A's graduation rate is 70 percent and college B's rate is only 40 percent, that does not mean that college A is better or more effective at retaining students. College A might actually be even less effective than college B at keeping students in college. It all depends on the kinds of students that the two colleges admit.

In a national study that Leticia Oseguera and I recently completed at the University of California at Los Angeles's Higher Education Research Institute, registrars at 262 baccalaureate institutions that were participants in the Cooperative Institutional Research Program provided four-year and six-year degree-attainment data on students who had completed the CIRP survey six years earlier. We used those data to estimate each student's chances of completing a bachelor's degree based on his or her characteristics as an entering freshman. The estimates were computed by weighting freshman
characteristics such as high-school GPA, sex, and parental education according to how much they differentiated completers from dropouts. By averaging the estimates for all students enrolling at a given institution, we were able to calculate for each institution an "expected" degree-completion rate.

Although the variation among institutions in their actual six-year baccalaureate-degree-completion rates was remarkable -- ranging from 18 percent to 96 percent -- subsequent analyses of expected rates based on CIRP data show that most institutions' degree-completion rates are primarily a reflection of their entering-student characteristics, and that differences among institutions' completion rates are primarily attributable to those differences.

For the statistically inclined: The correlation between actual degree-completion rates and expected rates (based on entering-freshman characteristics) turned out to be 0.85 for four-year completion and 0.81 for six-year completion. Translation for the nonstatistically minded: Roughly two-thirds of the interinstitutional variation in baccalaureate-degree completion rates is attributable to differences in entering-student characteristics.

An important byproduct of our study was a set of formulas that any institution can use to compute a customized expected degree-completion rate using CIRP data. Any college that wishes to assess its own capacity to retain students can now compare its actual retention rate with its expected rate. When the two rates are close -- say, within 0 to 5 percentage points -- the institution can be said to have a retention capability that is on par with institutions nationally. If the actual rate substantially exceeds the expected rate, then the institution is doing a better job than most in retaining its students. If the actual rate falls substantially below the expected rate, then the institution's capacity to retain students is relatively poor.

Being able to calculate an expected degree-completion rate puts any institution's actual rate in an entirely new light. To illustrate, take 2 of the 262 institutions, both located in the Midwest, that have actual six-year degree-completion rates that are essentially identical: 56 percent (a public university) and 55 percent (a private liberal-arts college). Without any other information, one might be tempted to conclude that the institutions are "equally effective" in retaining their students.

However, when we look at their expected rates, we are forced to draw an entirely different conclusion: Whereas the liberal-arts college's expected degree-completion rate of 68 percent is substantially higher than its actual rate of 55 percent, the public university's expected rate of only 40 percent is considerably lower than its actual rate of 56 percent. Clearly, the public university is doing an excellent job of retaining its students, while the liberal-arts college is doing a relatively poor job, even though their actual degree-completion rates are virtually identical.

An even more extreme example involves two liberal-arts colleges -- one on the West Coast and the other on the East Coast -- that have identical expected degree-completion rates of 59 percent. What this means is that, when it comes to dropout-proneness, their
entering student bodies are essentially identical. Their actual rates, however, paint a different picture of how successful the two colleges have been at keeping their students enrolled: The East Coast college's degree-completion rate turns out to be 77 percent, which is 18 percentage points above expectation, compared with the West Coast college's rate of only 26 percent, which is 33 percentage points below expectation. Clearly, the latter college might well want to take a critical look at its retention problem. By contrast, the East Coast college might have something to teach the rest of us about effective approaches to undergraduate retention.

Of course, those examples are exceptions to the general rule because, for most institutions, expected and actual degree-completion rates correspond rather closely. Thus, for 40 percent of the 262 institutions, actual and expected rates are within 5 percentage points of each other, and for nearly two-thirds of the institutions, the two rates are within 9 points of each other.

In short, administrators and policy makers who are trying to make sense out of different institutions' degree-completion rates are confronted with a dilemma: How much of each institution's rate should be attributed to institutional policies and practices, and how much to the characteristics of the students who enroll? Without entering data on each student, it is very risky to assign institutional "credit" or "blame" for high or low degree-completion rates. The obvious solution is for colleges to develop the habit of collecting relevant information on their students when they first enroll. Such data would then provide a basis for learning how much any college actually contributes to, or detracts from, its students' chances of completing a degree, or of achieving many other types of outcomes. That information would come much closer to assessing institutional quality and effectiveness than raw degree-completion rates would.

Instead of simply comparing those rates, we should be asking ourselves: How can we help facilitate degree completion? What is it about certain institutions that enables them to retain their students at higher-than-expected levels? And what is it about certain other institutions that causes their students to drop out? If we really want to get serious about institutional improvement, those are the kinds of questions that we should be exploring.

_Alexander W. Astin is a professor emeritus of higher education and organizational change at the University of California at Los Angeles and the former director of its Higher Education Research Institute, which he founded._

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