April 19 1996

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NEW PAY-FOR-PERFORMANCE PLAN CALLED “DIVISIVE”

LUNCHTIME FORUM ON STAFF MORALE YIELDS FOOD FOR THOUGHT

The pot of gold at the end of the pay-for-performance rainbow seemed more a pot of new, said many at a recent forum on staff morale.

Organized by the CSUSB Faculty Senate, the forum was dominated by discussion of the performance-based salary increase (PSI) plan now in effect. The CSU recently added the plan to various collective bargaining agreements. It gives employees one more way to raise their earnings.

CSUSB will receive $900,000 out of the $3 million the California State Employees Association has awarded the CSU system. If the money was evenly distributed among the 435 Cal State workers, that would mean $200 per person, per year.

"What we're looking at," said one woman in disbelief during the April 9 forum, "is that 9 percent, who had the largest and the brownest nose. This is the most divisive and unfair thing ever to come to Cal State, she said. Not only would we need a new policy pit worker against worker, believed some forum attendees, it also had all the trappings of a popularity contest.

PSIs make more sense in private industry, said Mayo Tornao, chair (Economics), who was on the forum panel with Helen Johnston, administrative operations analyst (Natural Sciences), Marsha Shanteler, secretary (Faculty Senate) and Teresa Morris, chair (Faculty Senate).

Economic growth is a goal of private industry, where worker incomes can rise, Tornao explained. But in a public setting, where funds at CSUSB, for example, also had all the trappings of a popularity contest.

Definitions of quality performance are just one of the questions facing administrators, said Tornao in his earlier interview.

"Is quality performance answering the phone on the second or third ring as opposed to the fifth or sixth ring?" Staff do different tasks in different areas, West explained. Staff work varies more than what faculty do. A public safety officer's job, West added, is different from a carpenter, which is different from clerical work.

"So we could conceivably look at different areas of expectations in jobs, and how quality performance may be defined, say, within a family of related jobs."

Several, not too many, staff and faculty at the forum agreed that a "staff council" should be formed and have a voice in establishing those expectations.

Years ago, CSUSB had a staff council. When the union was voted in, however, the council became unnecessary at the time. Cal State, Long Beach has had its own staff council for the past three years. A CSUSB council "would in no way replace the union," said Shanteler. "The union is a collective bargaining agent."

Once criteria are set, the yearly evaluations could become even more important, a development that could heighten the angst of faculty who serve in supervisory roles.

Faculty are not trained as managers, said Tornao, and so do not want to, much less feel qualified to, evaluate their supervisors.

"Faculty have never been in the position of reviewing someone," he added, "where the review may directly impact pay and is not merely an opportunity for a supervisor to say, within a family of related jobs." Professionals themselves just had their first experience with pay-for-performance when 47 recently were awarded increases.

The awards were given for faculty achievement in the areas of teaching, research and service to the university.

"You have to be doing something in all three areas," said J.C. Robinson, associate vice president (Academic Personnel). "You can't be a 'star' in teaching and not in professional growth."

Other issues raised at the meeting included short staffing and increasing workloads. A sign-up sheet was passed around for those who were interested in forming a staff council.

SANTIAGO HEADS RESOURCE CENTER

The Teaching Resource Center, created to promote and support innovation in undergraduate and graduate classroom instruction, was overseen by Royena Santiago (Secondary/Vocational Education).

An associate professor of education, Santiago has been at Cal State since 1990 and has been the coordinator of the master's degree option in educational technology for the School of Education. She will report to Julius Kaplan, dean (Graduate Studies/Research/Faculty Development) and work closely with Keith Johnson, director (Faculty Development), reports Los Fernandez, vice president (Academic Affairs).

Santiago's work also will coincide with two Faculty Senate committees, the Faculty Professional Development Coordinating Committee and the Instructional Quality Committee. These bodies will play key advisory roles to the center, Fernandez says.

The Teaching Resource Center will assist faculty in developing more effective teaching styles and strategies, and assist them in training faculty in the use of technology for classroom instruction, assist faculty in acquiring knowledge and skills in areas such as multiculturalism, cooperative learning, assessment and other emergent interests, and seek funding for faculty development activities.

Santiago's extensive educational experience in distance learning and instructional technology lends itself well to her new position, which will help faculty to function in the learning environment of the 21st century, notes Fernandez. In addition to authoring numerous articles on instructional curriculum design and use of computers in the classroom, Santiago is fluent in four languages.

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A SUMMARY OF FACULTY DEVELOPMENT ACTIVITIES

Presented


Mark Clark (Political Science), "The Decision Not to Contain China." Paper presented at The Claremont Institute (sponsored by the Asian Studies Center), Los Angeles, CA, December 1, 1995.


Arturo Concepcion (Computer Science) and David Milician (CS alumni), "A VLSI Design Laboratory for the Computer Architecture Course." Paper presented at the 27th SIGCSE Special Interest Group in Computer Science Education Technical Symposium, Philadelphia, PA, February 15-17, 1996.


Carol Haviland (English), "Transcending the Curricular Boundaries of Basic Writing" and "From Dissertation to Publication: It's More Than Changing the Title Page." Papers presented at the Conference on College Composition and Communication, Milwaukee, WI, March 27-31, 1996.


- "Students Attitudes Toward Statistics and Their Relationship to Statistical Concepts." Paper presented at the annual meeting of the Western Psychological Association, Los Angeles, CA, April, 1996.


Dwight Sweeney, Arthur Townley, Ken Lane & Steven Wagner (Advanced Studies), "Surviving in the PITS: Coping Skills That Work for Teachers & Administrators

Faculty Focus on Instructional Improvement

Action Research in Training School Administrators; Deborah Stine (Secondary & Vocational Education), Teaching Critical Thinking Through Writing Across the Disciplines; Robert London (Elementary & Bilingual Education), The Wilderness As A Setting for University Courses; Ronald Pendleton (Secondary & Vocational Education), Presenting Course and Program Information on the World Wide Web; Lynne Diaz-Rico (Elementary & Bilingual Education) and Laura Young (Secondary & Vocational Education), Increasing Undergraduate Oral Language Skills Using the Instructional Conversation Format to Promote Academic Discourse; and Conrad Shayo (Information & Decision Sciences) Getting Students to Work 'Asynchro-nous' in Collaborative Workgroups.

While topics in the faculty development sessions varied widely in their content, major themes involved utilizing instructional technology, issues of diversity, cooperative learning, and use of portfolios in teaching and learning as well as discipline specific strategies for instructional improvement. Many of these topics will be addressed on this campus as part of the new Teaching Resource Center scheduled to begin operation in September, 1996.
ATTENTION ALL FACULTY

Announcing the
1996 Teacher/Scholar Summer Institute

KELLOGG WEST CONFERENCE CENTER
CAL POLY POMONA

Monday, June 10 & Tuesday, June 11
9 a.m. to 4 p.m.

Workshop #1
Seering R&D: Helping Students Retain, Elaborate & Deep-Process Material to Enhance Learning
Presenter: David Winzenz (CSU Chico)

Workshop #2
Collaborative Learning: New Tools for Instruction & Interaction
Presenters: Carol Jones & Gwen Uray, (CPU Pomona) & Michael Rolfe (CSU Los Angeles)

Workshop #3
Using Information Resources, Case Studies & Other Strategies in Promoting Active Learning
Presenter: Luiz Mangruilow (Towson State University, Maryland)

Workshop #4
Assessment of Student Learning: Gathering Evidence for Course & Program Improvement
Presenter: Priscilla Chaffe-Stengel (CSU Fresno)

Workshop #5
Strategies for Promoting Active Learning Within the College Classroom
Presenter: Donald K. Maas, (CPU San Luis Obispo)

Wednesday, June 12 & Thursday, June 13
9 a.m. to 4 p.m.

Workshop #6
Repeat of Workshop #5

Workshop #7
Teaching Academic Literacy Skills to Improve Content Understanding
Presenter: Marguerite Ann Snow (CSU Los Angeles)

Workshop #8
Peer Review as Peer Support: Individual and Common Good
Presenters: Mark Stoner & Sally Perkins (CSU Sacramento), Jamie Webb & Kathleen McEnerney (OSU Dominguez Hills)

Workshop #9
Enhancing the Experiences of Junior Faculty
Presenters: Robert J. Menges (Northwestern University) & Raymond Perry (University of Manitoba)

For further information and a registration form, contact:
Keith Johnson at 3055 or E-mail to kjohnson.

These workshops are supported by the CSU Institute for Teaching and Learning and by CSUSB Instructional Improvement Funding and are free to CSUSB faculty.

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WORKING ACROSS THE CURRICULUM

Using Writing in Your Discipline, a faculty development workshop cosponsored by the Faculty Professional Development Coordinating Committee and the Writing Center, attracted more than 30 faculty on January 23. Chaired by Ed White (English), the workshop focused on improving the quality of student writing on campus. One of the issues dealt with was referring students to remedial courses. Professor White argued that "while it is comforting to blame others (elementary and secondary schools), teaching students to write is the responsibility of every faculty member." He suggested five main goals for teaching across the curriculum: (1) Writing and learning are inextricably linked and that using writing in class enhances teaching and learning; (2) Writing is different in different disciplines and contexts. Each major has its own "discourse community" with its own special language, its own way of posing and solving problems; (3) Teachers should guide the writing process, not merely judge the final product; (4) Writing is learned through reading and participating in a community, not through lectures, rules and drill; and (5) Writing involves reconception of teacher/learner functions; it is not merely additive.

Panel members then added their own classroom experiences to illustrate how writing can contribute to learning in a variety of disciplines. Morley Glicken (Social Work) emphasized the importance of clear descriptive writing in the social sciences and suggested that writing often influences—for better or worse—the image and competence of the profession. He also indicated that while spelling and punctuation are often a problem, excessive use of professional jargon is a more significant concern. It is also his view that extra credit is warranted for quality student writing.

Michael LeMay (Political Science), who reported that essay exams are widely used in Political Science to encourage writing, suggested that he tries not to over edit. He asks that his students learn the editing symbols and then edit each other's papers. In addition, Dr. LeMay encourages students to submit rough drafts and to carefully examine examples of professional writing. He believes that students will rise to the expectations that faculty establish.

Ruth Wilson (Nursing) urged each faculty member to answer the question, "Why is writing important in this discipline?" She thinks that assignments must not be too easy or too hard. "It is better to write a good paragraph than to write volumes of sloppy work." Dr. Wilson believes that journal writing is a very effective tool to encourage student writing, for it allows the opportunity for students to reflect on the lectures and that "talking to yourself in writing is an effective learning device.

Carol Haviland (English/Writing Center) drew together the elements of the panel presentations by highlighting what faculty members mean when they say writing is "poor. "Although many faculty members complain about students' poor sentence structure, as well as lack of organization, the most significant problem is finding how to help students. However, are students failing to follow assignments or students' making poorly supported assertions. Participants briefly discussed the factors that make a writing assignment "worthwhile," a topic that will be more thoroughly explored at a subsequent faculty development workshop.

To learn more about writing across the curriculum, you may borrow the videotape of the panel discussion from the Graduate Studies Office, AD-127.

Frank Williams & Marilyn McShane (Criminal Justice)

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**Fun for the summer**

Discount tickets are still available for Sea World’s summer extravaganza on July 27. The ticket includes an all-you-can-eat picnic and a second day’s free admission for everyone in your party through Sept. 30. Raging Waters tickets also are available. Adults are $12 (regular $19.99) and children are $10.99 (regular $11.99). Tickets are good on weekends April 13-May 27, and daily from June 1-June 30. Purchase all tickets for cash only on Monday, Wednesday or Friday from 1-4 p.m., or Tuesday and Thursday from 9 a.m.-noon and 3-4 p.m. Call Human Resources at Ext. 5138 for more information.

**Personnel**

**New Employees**

Promotions
Patricia McMahon
Student Personnel Technician I
Financial Aid Department
Ext. 3431, UH-150

John Nimmo
Computer Operator
Admin, Computing & Telecomm.
Ext. 7272, GL-022

Armando Roladan
Lead Custodian
Physical Plant
Ext. 5166, PP-100

Full-time Temporary
Crystal Fisher
Computer Operator
Admin, Computing & Telecomm.
Ext. 7288, GL-022

La’Keisha Gilford
Housing Office
Ext. 5246, Housing

Donna Malick
CA II
Physical Planning & Development
Ext. 5130, SH-179

Cynthia Olivo
Head Resident I
Housing
Ext. 5246, Housing

Mini Taylor
Registered Nurse
Health Center
Ext. 5241, HC-102

Keith Terry
Locksmith I
Physical Plant
Ext. 5166, PP-121

Xandro Zamora
Registered Nurse I
Health Center
Ext. 5241, HC-102

Full-time Probationary
Janine Brown
Public Safety Officer
Public Safety
Ext. 5165, PP-120

Dorothy Cartwright
DS III
English Department
Ext. 5824, UH-334

Kathryn Roach
CA II
Admissions & Records
Ext. 3317, UH-135

Management
Sheila Joy-Bickham
Manager of Computer Operations
Admin, Computing & Telecomm.
Ext. 7306, RM. PL-022

Timothy Tremain
Director of Housing
Housing Office
Ext. 5246, Housing

**March 1996 Crime Stats**

<table>
<thead>
<tr>
<th>Crime Type</th>
<th>No.</th>
</tr>
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<tbody>
<tr>
<td>Murder</td>
<td>0</td>
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<tr>
<td>Sex Offense Force</td>
<td>0</td>
</tr>
<tr>
<td>Sex Non-Force</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
</tr>
<tr>
<td>Assault Agg.</td>
<td>0</td>
</tr>
<tr>
<td>Assault Simple</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>4</td>
</tr>
<tr>
<td>M.V. Burglary</td>
<td>5</td>
</tr>
<tr>
<td>Theft</td>
<td>21</td>
</tr>
<tr>
<td>Theft from M.V.</td>
<td>5</td>
</tr>
<tr>
<td>Stolen Vehicles</td>
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<tr>
<td>Arson</td>
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<tr>
<td>Sex Crime Misd.</td>
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<tr>
<td>Vandalism</td>
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<tr>
<td>Narcotics Fel.</td>
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<tr>
<td>Narcotics Misd.</td>
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<tr>
<td>Obscene Calls</td>
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<td>Bomb Threats</td>
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<tr>
<td>Threats</td>
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<td>Hate Crimes</td>
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<td>Weapons</td>
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<td>Non-Injury</td>
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<tr>
<td>YTD Personal</td>
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**Third Annual Gospel Fest Comes to CSUSB**

Nine local choirs and two solo performances will be featured at the third annual Gospel Fest coming on May 4 to Cal State. Held in the Student Union Event Center, the guest choirs include St. Anthony’s Gospel Choir, Jordan Gospel Group, Nitty Persuasion Youth Choir, Ecclesia Christian Fellowship, Spiritual Awakening, and the CSUSB Concert Choir. Da’Jhana Davenport and Joe Reyes are the two featured solo performers. Gospel Fest will begin at 6 p.m. and run until 9 p.m. Admission is $3 for CSUSB students and $5 for the general public. Tickets are available at the ASI Box Office. For more information call Ext. 5933.

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**Fourth Annual Gospel Fest Comes to CSUSB**

Nine local choirs and two solo performances will be featured at the fourth annual Gospel Fest coming on May 6 to Cal State. Held in the Student Union Event Center, the guest choirs include St. Anthony’s Gospel Choir, Jordan Gospel Group, Nitty Persuasion Youth Choir, Ecclesia Christian Fellowship, Spiritual Awakening, and the CSUSB Concert Choir. Da’Jhana Davenport and Joe Reyes are the two featured solo performers. Gospel Fest will begin at 6 p.m. and run until 9 p.m. Admission is $3 for CSUSB students and $5 for the general public. Tickets are available at the ASI Box Office. For more information call Ext. 5933.