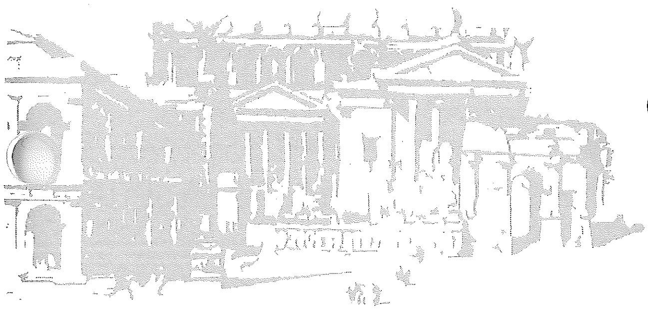


The SENATE Forum

Volume 10, Number 2 • December 1995

A PUBLICATION OF THE ACADEMIC SENATE, CALIFORNIA STATE UNIVERSITY, FULLERTON

THE PEER REVIEW PROJECT AT CSUF

During the 1994-95 academic year the Chancellor's Office sponsored a project on peer review. Five CSU campuses participated in the project: Fullerton, Dominguez Hills, Sacramento, San Francisco, and San Jose. What follows is a collaborative account of what happened at Fullerton. The portions by Vince Buck are excerpted from the White Paper on "Peer Review of Instruction in the California State University" which he prepared for the Statewide Academic Senate.

Introduction and Background

by Vincent Buck

Peer review can make teaching more valued in the academy, in the opinion of Lee Shulman, Professor of Education at Stanford and chief spokesman of the current peer review effort. The reason that teaching is not valued, he suggests, is that it takes place in isolation, away from the community of scholars. He believes that by subjecting teaching to peer review in the same manner as research, teaching will achieve a higher status. With this higher status, higher quality will inevitably follow.

Others of like mind, primarily in research universities, are working to make peer review of teaching a dominant factor in higher education. This effort is supported by the American Association of Higher Education (AAHE) and backed by grants from major foundations. The CSU, while quite different from most other institutions involved in this discussion, has joined this venture. The decision to participate originated with the Chancellor's Office, which funded the project as an Academic Planning Initiative.

In the major research universities, teaching is clearly secondary to research as a source of status and funds. Not everyone in these universities is dissatisfied with this situation, but those who are include supporters of Shulman's thesis that the way to improve teaching is to raise its status through peer evaluation of classroom instruction, and through rewarding effective teaching.

While Shulman remains at its center, this movement is not a unified one. Many are concerned solely with improving the effectiveness of instruction, and not with status. These individuals would generally steer

In this Issue

clear of peer review for purposes of retention, tenure and promotion and instead focus on supportive ways of directly improving instruction. In their attempts to improve instruction, many also find the focus on classroom observation too narrow and recommend the use of a wider range of related activities.

Those most active in the CSU initiative seem to take this broader view of peer review. The CSU is a comprehensive regional university system. Our primary mission is teaching, and CSU policy requires that teaching be valued. Further, we have always engaged in peer evaluation of teaching, including limited classroom observation. While there is much we can learn from the discussion of peer evaluation generated by the research universities, there is much we can offer as well. In some respects the CSU is out ahead in the current peer review effort.

The amount of attention being given to peer review of instruction at this time is due in large part to the initiative of the AAHE, a national organization whose direction is greatly influenced by administrators from research institutions. AAHE is committed to the idea that universities can be more effective; it provides a forum for dissemination of the ideas of major figures in the field of higher education—such as Ernest Boyer, David Kennedy and Derek Bok—on how to reach that goal. It takes particular interest in academic quality, assessment, technology, teaching and the reward system.

"[Shulman] believes that by subjecting teaching to peer review in the same manner as research, teaching will achieve a higher status."

One of the programs of AAHE is called the Teaching Initiative and has as its goal the creation of a "culture of teaching" on campuses. Under the Teaching Initiative the AAHE has for the past year been directing a project called "From Idea to Prototype: Peer Reviews of Teaching." This project has major foundation funding and involves teams in departments on twelve campuses throughout the nation working on pilot review projects. In June 1994 these teams attended an "Institute on the Peer Review of Teaching" at Stanford University hosted by Professor Shulman. Although not part of this project, participants from five CSU campuses and the CSU Director of the Institute for Teaching and Learning attended this institute.

The AAHE project is to run through 1995. During and after the project, lessons learned from the pilot projects will be disseminated. As this project has progressed, it has adopted a more comprehensive view of peer review. Indeed, the term "peer review" now seems inadequate to describe the initiative. No longer is it simply to raise the status of teaching through peer evaluation of teaching utilizing classroom observation. The broader view focuses on using a variety of approaches to directly improve instruction including teaching colloquia, developing teaching libraries and mutual mentoring. This shift has come about as involvement has moved from administrators, who care strongly about evaluation, to faculty, who care strongly about teaching effectiveness. It is a natural outcome of involving a larger group of individuals who care about the quality of instruction: status comes to take second place to quality itself.

Independent of the AAHE project, peer evaluation projects are taking place on the five CSU campuses that were represented at the Stanford Institute. These projects expect to present their results in early 1996. ❑

The CSUF Participants

By Jane Hipolito, English

At CSUF, fifteen of us worked together throughout the year. The eleven faculty members were *Chris Boyatzis* (Child Development), *Michele Druon* (Foreign Languages and Literatures), *Harriet Edwards* (Mathematics), *Ken Goodhue-McWilliams* (Biological Science and the Institute for the Advancement of Teaching and Learning), *Andrea Guillaume* (Elementary and Bilingual Education), *Jane Hipolito* (English and Comparative Literature), *Ellen Junn* (Child Development and Educational Equity), *Brian Kleiner*

The SENATE Forum

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

Editor: Curtis Swanson

Editorial Board: Keith Boyum (Political Science and Chair of the Academic Senate), Albert Flores (Philosophy), Ben Hubbard (Religious Studies), Sandra Sutphen (Political Science & Criminal Justice)

Layout: Curtis Swanson, Acting Associate Dean, H&SS

(Management), *John Olmsted* (Chemistry and Biochemistry), *Lynda Randall* (Secondary Education), and *Richard Wiseman* (Speech Communication). The Office of the Vice President for Academic Affairs signaled its interest in the project by contributing four participants—*Mary Kay Tetreault*, *Peggy Atwell*, *Soraya Coley*, and *Elena Macias*—and also provided constant, expert clerical support via *Mary Jo Medyn* and *Lynda Jenkins*. As the year progressed, we were joined by *Vince Buck* (Political Science and Criminal Justice), on behalf of the Statewide Academic Senate, and by several faculty colleagues and students whom we invited to work with us. ❑

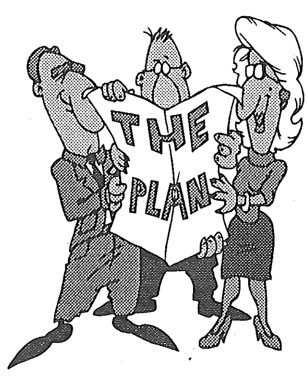
The Beginnings

By Lynda Randall, Secondary Education

In the first step of the process we discussed our own views of the purpose of the peer review process. Each faculty member identified a series of guiding questions, such as "How do we create a campus-wide collegial culture that visibly and actively supports, recognizes, and rewards good teaching?" and "To what extent do definitions of effective teaching differ across disciplinary perspectives?" After a series of discussions, the group identified three primary functions of the peer review process in higher education. We agreed that peer review should

- ❖ enhance teaching and learning through formative feedback,
- ❖ promote reflective teaching and self analysis, and
- ❖ validate teaching as a worthwhile scholarly activity and a focus of scholarly reflection.

While peer review in higher education focuses typically on the personnel decisions related to tenure, promotion, and merit pay (summative evaluation), the participants in this project envisioned a model that would facilitate improved teaching through on-going feedback and support (formative evaluation). Our thinking was as follows.



When included as a part of the tenure and promotion process, peer evaluation seems to have little or no impact upon the nature of teaching and learning. Peer reviews of teaching frequently are conducted by senior faculty members to assess the merits of untenured faculty members of those in consideration for promotion. In the absence of a comprehensive model, the resultant reviews typically yield cursory and perfunctory descriptions that provide little specific insight into the variables that affect teaching and learning.

By contrast, formative peer review has great potential to enhance the quality of teaching and learning by providing substantive, specific, and ongoing feedback in a process that is divorced from summative personnel decisions. The potential for the success of peer review in improving teaching is further ensured if the process involves voluntary participation, reciprocal mentoring, and collaboration among peers over an extended period of time.

As a result of extended dialogue, we identified a rationale for the peer review of teaching that emphasized both scholarly discourse and critical inquiry. ❑

The Rationale

By Harriet Edwards, Mathematics

What are we doing? We are putting together an intellectual foundation that will guide us and other academic groups in the development of ways to evaluate and review each other's teaching. We want this process of peer review to attain the same level of accuracy, fairness, and intellectual integrity as is present in the peer review of creative and scholarly activity. We intend to develop concrete suggestions for the implementation of peer review that will have broad application.

Why are we doing it? Our overarching motivation is to improve teaching and learning. Peer review can bring this about through increasing:

- ❖ *Respect for the art and science of teaching.* The act of reviewing and being reviewed will focus the attention of the professoriate and the administration on the complex and challenging nature of teaching. By including teaching in the respected forum of scholarly research and communication, discussion of pedagogy and the concern for it will receive the scholarly attention and respect it deserves.
- ❖ *Communication among the professoriate about teaching.* In many schools and departments,

teaching is rarely discussed informally, let alone in a scholarly fashion among instructors. Peer review by its very nature will cause such discussion to arise.

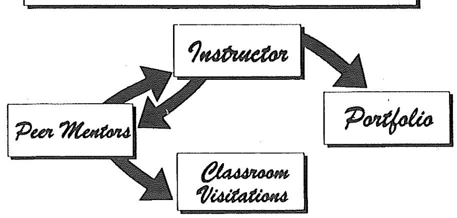
- *Accountability for one's teaching performance.* Peer review turns a critical but helpful eye onto teaching performance. Peer review, along with student review, provides feedback to the instructor on performance.
- *Reflection and thoughtfulness about teaching.* As we prepare to be reviewed, we will need to be able to explain why we teach the way we do. As we prepare to review, we will need to be able to say what we expect from a good teacher.
- *Development.* Peer review provides feedback and opportunities for mentoring. As in any profession, such input from colleagues supports each practitioner in continued development, improvement, and maturation.
- *Balance among the often competing demands on faculty members.* The two concerns of teaching and research, although ideally intertwined, often compete for a faculty member's time and attention. By developing standards of competence and excellence in teaching, professors could be rewarded for teaching excellence as surely as they now are for excellent scholarly and creative work. This may help to redress the perceived imbalance between these two pursuits. ❑

The Models

By John Olmsted,
Chemistry and Biochemistry

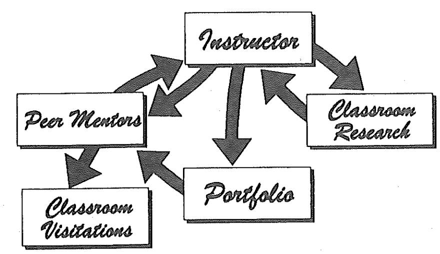
Once we had articulated our rationale and agreed on our fundamental assumptions, we divided into four subgroups, each of which developed a particular model of the peer review of teaching.

The Classroom Visitation Model



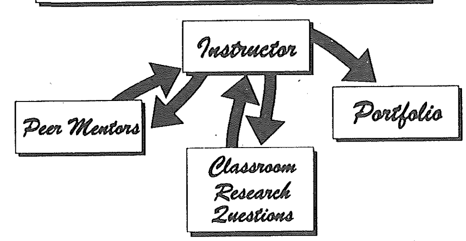
In the **Classroom Visitation Model**, frequent visits to the instructor's classes play a central role, but consultations between instructor and mentor are equally important. Prior to visits, mentors work with instructors to identify those aspects of teaching/learning that are targeted for observation. After visits, mentors present their findings and work with instructors to identify strategies for improvement. The process and results are documented as part of the instructor's teaching portfolio.

The Portfolio Model

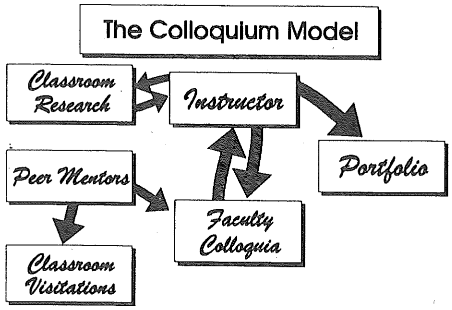


The construction and refinement of a teaching portfolio lies at the center of the **Portfolio Model**. Peer mentors review the portfolio at regular intervals as well as consulting frequently with the instructor about the structure and content of the portfolio. Classroom visitations and classroom research may or may not play roles in this model, as determined by the individual instructor.

The Classroom Research Model



In the **Classroom Research Model**, peer mentors do not directly review the instructor's work in the classroom. They work with instructors to develop appropriate classroom research questions, review the results of classroom research, and assist in refining follow-up questions. The instructor employs classroom research to determine student perceptions of aspects of teaching/learning, working with the mentors to develop appropriate instruments and consulting with the mentors concerning how to improve their performance. The process and results are documented as part of the instructor's teaching portfolio.



The central focus of the **Colloquium Model** is an ongoing series of faculty colloquia in which ideas about teaching/learning are freely discussed. Classroom visitation and classroom research may be among the tools used to collect information that is shared in the colloquia. Any one colloquium might have as its subject an individual instructor or a specific issue in teaching/learning. In this model, mentors and instructors are interchangeable. ❑

Assumptions about Teaching and Learning

- Effective teaching is context specific.
- Teaching and learning are inextricably intertwined.
- Teaching and learning are shared responsibilities.
- Learning is an active process.
- Effective teaching is goal driven.

Testing the Models

By Jane Hipolito, English

By the end of the Fall 1994 semester we had developed these four models. Four of us—Andrea Guillaume, Ellen Junn, John Olmsted, and Lynda Randall—presented them in January 1995 at CSUF's IATL Intersession Conference on Teaching and again in February at an early Spring Conference on Teaching also sponsored by CSUF's IATL. During the Spring 1995 semester we concentrated on pilot-testing the models. Each of us chose one model to specialize in and invited at least one colleague to collaborate in its testing. Some of us involved students as well. We presented our initial findings in Long Beach at a CSU conference on "Peer Review as Peer Support: Individual and Common Good" on April 27-28, 1995. We were somewhat surprised to discover that of the five CSU campuses participating in the Peer Review Project, ours was clearly the most pluralistic and inclusive in its approach. The following succinct characterization of each campus's project is by Vince Buck.

Fullerton: The Fullerton project is developing different models of peer evaluation. These models include: classroom visitation model, portfolio model, classroom research model, and colloquium model.

Dominguez Hills: The Dominguez Hills project is called TOPS (Teacher Observation/Peer Support) and is designed to train peers to observe each other's classroom.

Sacramento: The Sacramento project involves doing peer coaching. Peers help colleagues think about and evaluate their own work.

San Francisco: San Francisco is developing a conceptual six-cell model and reviewing guidelines for classroom visitation and evaluation of course material.

San Jose: San Jose has a Teacher's Classroom Visitation program which provides an opportunity to see "master teachers" in action, develop portfolios and teaching narratives, and meet together in weekly seminars.

At the end of the Spring 1995 semester the original faculty participants in the CSUF project each wrote a brief description of what they had learned during the project's pilot-testing phase. Excerpts from some of these reports follow. ❑

Classroom Observation as a Means of Peer Review

By Harriet Edwards, Mathematics

The peer review group decided not to address the use of peer review in the RTP process for reasons discussed elsewhere. However, in my situation as a member of the Math Department's Personnel Committee, which was charged with revising the Department's personnel standards, the issue had arisen and was not about to go away. Faculty in the Math Department were very concerned about what they considered to be over-reliance on student evaluations in the RTP process and saw peer review (in particular, classroom observation) as a way to balance the influence of student evaluations. I therefore participated in the peer review project with my ear tuned to clues for how best to include peer review in the RTP process so that it would be as constructive and useful as possible to all involved. I eventually produced a "white paper" outlining three possible implementation schemes for the Math Department.

Approach A: Members of the DPC observe classes of all instructors in the RTP process so that a portfolio of observations can be developed. At least one course per semester should be observed. The class should be observed twice, with a meeting scheduled with the observer and the instructor between the two observations. This will allow both to discuss the first observation, clear up any misunderstandings, provide context, etc. A simple form similar to those developed by other departments would be used.

Time commitment: Two observations and one meeting per candidate per semester.

Advantages: This method appears to be very simple, and is not too demanding of the DPC members' time.

Disadvantages: There are serious questions of reliability with this method. The questions on the simple forms are very general, so that it is likely that different observers may notice very different things and arrive at very different conclusions. (There is little guidance provided to tell the observer what to look for.) This method is likely to lead to very superficial observations and evaluations, which however appear to be specific and precise. Since no clear standards for teaching have been promulgated or discussed, this method could be seen as unfair.

Approach B: As in the first approach, members of the DPC observe classes of all instructors in the RTP process so that a portfolio of observations can be developed. Likewise, at least one course per semester should be observed. Observer and candidate meet before observations begin. Both review student evaluations and suggest any areas of concern or interest raised by them. They decide how the observation should be focused, and what the observer should look for. First observation occurs, then both meet again to discuss results and to refine the observation plan. The observer visits the course again and writes the report.

Time commitment: Two observations and two meetings per candidate per semester.

Advantages: This method has a greater specificity and ties in with issues raised by student evaluations. Thus it could be more effective in counterbalancing student evaluations. Such a method could be used to ameliorate poor student evaluations or to support and amplify good ones. The method also allows for clearer feedback so that the candidate can change and improve teaching and the observer can revise observation procedures. Agreement can be reached in advance on the nature of the observation. Therefore, the procedure may be viewed as fairer by candidates.

Disadvantages: This method might be seen as very ad hoc, because the nature of the observation is likely to change from time to time, depending on what issues are brought up in student evaluations. It therefore may be difficult to track changes over time because different characteristics may be observed at different times. Since observer and candidate together decide what should be observed and how it should be observed, serious questions about validity could be raised. Does the observation really address the same issues as those raised by the student evaluations?

Approach C: The department (and possibly the school) would maintain a cadre of trained observers whose "terms" as observers would last several years. A candidate chooses observers from among this group, with the agreement of the DPC, and works with one or two of them for several years (possibly the entire probationary period). They work together to decide what issues should be explored, and use a standard model to observe characteristics of those issues. Over time, the candidate builds up a portfolio of these observations, and this portfolio is submitted as part of the WPAF. The observers do not make a "yes" or "no" evaluation; that is done by the members of the DPC, who examine the entire file. The results of these evaluations would not be an additional requirement for the candidate, but would be placed into the same category as the student evaluations (perhaps two categories—"self-evaluation" and "external evaluation"), so that the two types of external evaluations could be combined to produce the final DPC recommendation.

Time commitment: The observers, who would be "on call" for candidates, would need to invest a good deal of time in training, meetings and observations. They should probably be given release time by the department and the school as an investment in the improvement of teaching.

Advantages: Almost all studies of peer evaluation show that trained observers and multiple observations are necessary for such evaluations to have a hope of being reliable and valid. If all candidates draw their observers from a standard, trained group, all will then be judged using (approximately) the same standards. Such detailed observation should also lead to the kind of specific observation and evaluation that could be coordinated with results from student evaluations, and which should have the same credibility and weight. Since the observers would not change over time, changes in the candidate's teaching could be noted, allowing for an evaluation of the candidate's ability and willingness to grow and develop. This method also allows for much greater discussion and feedback over time between candidate and observer, and should promote focused attention on teaching improvement on the part of the candidate. Thus, this method of observation can serve a formative (i.e., learning) purpose as well as a summative (evaluation or grading) one. Furthermore, as members of the department cycle through this cadre, they will receive training which will be valuable to them as teachers. Therefore all members of the department will benefit from this evaluation process.

Disadvantages: This process would be quite time-consuming for the members of the "cadre" and for the candidates. Release time would almost surely be necessary. It might be difficult to involve a significant number of department members in the cadre. The observer and candidate are working closely with each other, and such closeness could be a problem when the results become part of the RTP process (note that the rules regarding any relationship between a candidate and members of the DPC are meant to prevent undue pressure or friction). If the process is perceived to be fair, then the fact that the observer does not make direct recommendations about the candidate should keep this from becoming too great a problem. ❑

The Portfolio as a Means of Peer Review

By Andrea Guillaume, Elementary and Bilingual Education

To be truthful, I was less than enthusiastic about working on the faculty portfolio model because I require my students each year to develop professional portfolios and because I had already developed my teaching portfolio to share with my students. As a result, the model was not as fresh to me as some of the other models. However, my first group meeting quickly changed my views. Six people (Tom Savage, Hallie Yopp Slowick, Ken Goodhue-McWilliams, Kathy O'Brynne, and Susan Wycoff) formed a good-sized group from three different departments and three different professorial ranks.

"The tangible outcomes of our group's work are few.... However, the intangible outcomes are many."

Monthly meetings were held to focus efforts for portfolio development. We deviated from our original structure because we found the need to discuss artifacts and entries in great depth. In fact, one of the things we learned was that portfolios in our group served primarily as a vehicle to discuss teaching in its larger terms—exactly the point of the peer review process! Each discussion focused on only one or two entries and the way those entries related to larger issues in teaching. For instance, one of Kathy O'Brynne's entries led to discussion of what instructors should do when dependent learners feel that non-lecture methods are used as a way to escape thorough preparation. I believe that discussion touched upon a central dilemma of teaching: teachers' philosophical and moral commitments to teach in ways they conceive to be best even when students perceive otherwise.

The tangible outcomes of our group's work are few. To differing degrees, each of us selected and analyzed a small number of materials to include in a teaching portfolio. However, the intangible outcomes are many. Because we were at different stages in the tenure/promotion cycle, we served as a strong support system for each other. Newer faculty's anxieties about the WPAF were easily addressed in this forum. In fact, a number of us plan to continue our work this summer. More importantly, we fueled each other's thinking about teaching and its importance. Some of the richest discussions of teaching I had all year occurred in that small group forum because there was the time and security for all members to voice their position and concerns and because discussion was tied to concrete teaching artifacts. This was a rare opportunity. ❑

Classroom Research as a Means of Peer Review: Three Reports

Report by Brian Kleiner, Management

My peer review project actually began two years ago. It involved an untenured colleague having low evaluations coming to me for assistance. I reviewed with him his approach to leading his course. Then I offered him several changes to make. He tracked the results of these changes, which we then discussed. Additional fine-tuning was done, the results of which led to further discussions. This cycle has been repeated numerous times. However, the fine-tuning needed has been less each time, and the intervals separating our discussions have gradually lengthened. The results have been that the colleague received tenure and promotion to full professor. More important for this study is that the student evaluations of this person are to my knowledge now the highest of any tenure track faculty member who has ever taught this course in the history of CSUF.

During this two-year period the approach I used was to break down my class sessions into their primary components, e.g., title of lecture, case study, film, exercise, etc. On one or two occasions during the semester a list of what we have done earlier is distributed to the students. They are asked to indicate (anonymously) their learning interest and the value of each of the listed activities to them. They also are given an opportunity to say anything they want either to justify their evaluations or to recommend any ways to improve the course. I discuss the results of these anonymous surveys with my colleague, at a level that I determine. Afterwards, I make changes, either for that class or when I teach it again in the following semester. The results have been consistently high teaching evaluations even when class sizes have exceeded one hundred students.

In conclusion, I believe this to be a very effective approach. It is simple, nonthreatening, rewarding, and uses time quite efficiently. ❑

Report by John Olmsted, Chemistry and Biochemistry

Here is an outline of how to use classroom research (CR) as a key feature of peer review of teaching.

- The instructors identify aspects of their pedagogy about which they wish to obtain student feedback.
- Instructors compose CR questions to address these aspects, select appropriate questions from an existing question bank, or ask a peer reviewer to devise or select appropriate questions. Several vehicles can be used to obtain student responses, including in-class writing assignments, take-home questionnaires, and questions appended to assigned homework.
- The instructors and peer reviewers use the responses to assess the strengths and weaknesses of the instructors' performance and to devise methods for improving areas of apparent weakness.
- Feedback is provided to the students by reporting a summary of their responses and the instructors' intended changes.
- At some later date, a follow-up survey is conducted to determine if the students perceive that the changes have been successful.

This process may be repeated several times during a semester, with mid-course adjustments being made and then assessed.

While the most obvious subjects for CR questions are classroom style of the instructor and learning progress of the students, other aspects of the teaching/learning process can also be probed using peer-reviewed classroom research. Examples are accessibility outside of class, suitability of reading materials, and the match between the individual course and the mission and goals of the department or school.

Peer review centered on CR can also include other forms of peer interaction in supporting roles. Classroom visits by peers may supplement the insights gained from CR questions. The structure of CR reviews and adjustments made by the instructor are appropriate additions to a teaching portfolio. And CR techniques and outcomes could be topics around which to organize teaching colloquia.

During Spring semester 1995, I worked with a chemistry professor who was restructuring his approach to a particular class. His goal was to move away from pure lecture/passive learning to more active student participation, but he wanted to obtain regular feedback from the students to monitor their receptiveness and enthusiasm for the changes. I suggested the use of CR as the vehicle for obtaining such feedback.

We first met to discuss the changes he was planning and what types of CR questions to use. We decided to begin with questionnaires probing the students' views about active learning strategies in order to assess how receptive the class would be to the major changes that he was planning. These questionnaires showed that his students were positively inclined toward active learning. For comparison purposes, the questionnaires were also given in two other courses. (As an aside, we found some striking differences in attitude.) Before the first exam he monitored student progress with CR questions that showed high student morale. First exam performance was better than in previous years, providing further indications that the active learning approach was succeeding. Thereafter, monitoring decreased since the experiment seemed to be going well. After spring break, however, student performance precipitously deteriorated: daily quiz performance fell, student participation became non-existent, and the class performance on the third exam was extremely poor. CR probing of the reasons revealed a combination of "burn-out" and increased difficulty of the material and led the instructor to return to lecture style for the last quarter of the course.

While the attempt to convert a chemistry lecture course from passive to active mode was only a partial success, the use of peer review through CR was a solid success. One indicator of this is that the instructor designed the last CR probes "on the fly," interrupting a class session in which students were simply not responding to have them write their explanations for their lack of participation.

The pilot experience indicated several features that should be built into peer review through CR:

- It is important to consult prior to the beginning of the course to determine common goals and establish a set of strategies for use of CR questions.
- It is equally important to be flexible; don't try to map out an entire strategy in the beginning but modify in response to whatever developments occur.
- Monitoring should continue on a regular basis, even if it appears that the initial goals have been met.
- Regular meetings during the course must be a major component of the review process.
- All this takes time. ❑

Report by Rich Wiseman, Speech Communication

My first step in implementing the classroom research model was to choose a course to be used for the purposes of obtaining student feedback and adjusting instructional strategies. The course I chose was my section of Intercultural Communication (Speech Communication 320). I selected that course because it was a large lecture course with over 130 students and it was a general education course with students from numerous majors and having diverse perspectives.

The second step in implementation was to elicit the cooperation of a colleague to assist me in research design, data collection, and data analysis. I was fortunate in gaining the cooperation of a senior faculty member who often teaches sections of this course. Further, he also shared an interest in curricular and pedagogical innovations in the course.

The third step was to decide upon a research strategy for collecting student feedback. One of the principal criteria guiding our thinking was to insure student anonymity, for we believed that this was necessary for gathering honest and candid comments and in order that the students should not feel any anxiety about participating in the process. The research strategy used in this pilot/experimental implementation of the classroom research model evolved over the semester.

The first research strategy we used was something akin to a "suggestion box." More specifically, in the fourth week of instruction a faculty member other than myself and colleague went to the class at the beginning of the hour and announced to the students that the instructor would appreciate comments about their perceptions of the strengths and weaknesses of the instruction in the course. Further, the students could deposit these comments in a suggestion box as they exited the auditorium. The research assistant told the students that their comments would be anonymous and that the purpose of the study was to improve teaching and learning in the course. Unfortunately, only four of the over 130 students provided any feedback via the suggestion box. Three of the four were what I would consider "fluff" (e.g., "You're doing a great job — keep it up!").

The next research strategy we attempted was to have a graduate teaching assistant in the Speech Communication Department (but not for this class) come to the beginning of a class session and solicit open-ended written comments about the instruction in the course and then immediately give these comments to the graduate student. The graduate student said that the comments would be anonymous and that the purpose of the study was to improve instruction. Further, participation in the classroom research was completely voluntary. The response rate was better, but still not satisfactory. Out of over 130 students, 27 provided comments. The comments were better in terms of their utility for improving instruction.

We felt that the low response rate was due in part to the open and unstructured way in which we gathered the data (i.e., "Please tell us what you perceive to be the strengths and weaknesses of the instruction in this class.). Our third attempt addressed this problem by developing a more closed-ended questionnaire. The structured questions were provided on a half-sheet of paper and on the back of the half-sheet were some more open-ended questions. The seven closed-ended questions focused on the presentation style and content of the instruction, while the open-ended questions continued to address the strengths and weaknesses of instruction. The graduate student we used before helped us again with the administration and collection of these questionnaires. The student came to the beginning of a class session during the twelfth week of instruction, and administered the questionnaire and collected the responses in a fifteen-minute time frame. The response rate was much better: 87 students provided comments (mostly of the closed-ended nature). We are still in the process of analyzing the data, but our impressions are that the data should prove helpful in improving future instruction ❑.

Colloquium as a Means of Peer Review

By Michele Druon,
Foreign Languages and Literatures

The colloquium model was here conceived as a reflective exchange on a specific type of class: the advanced French literature class. This exchange included two faculty: Dr. Helene Domon and myself. It was structured as bi-monthly meetings of approximately two hours, in which a series of questions related to the focus classes were systematically explored.

Goals:

- Improve the quality of teaching and student learning.
- Create a "collaborative" teaching culture in the department.
- Foster the notion of the "scholarship" of teaching.

Conception: From the start, it was decided that we would treat each other as equal partners in the exchange, without any dimension of evaluation or mentorship. This was perceived as a necessary condition for the success of a truly "peer support" structure and an entirely voluntary teaching exchange.

The focus given to our exchange—an advanced French literature class—was chosen because it was of direct personal concern to both faculty members and because it directly fed into the revision of programs that was being conducted in our department.

The underlying organization of our discussions was based on a common premise: teaching is not only a question of method, technique, interpersonal relations, but is an act of transformation of knowledge, hence content-specific. The main question leading our discussions was thus: How does content (here our specific conception of French literature) translate into specific teaching strategies?

Organization: Throughout the semester, three types of questions were discussed.

1. *Theory/philosophy of the French literature class.*

> What are the goals we respectively assign to these French literature classes?

Helene and I started at the most "philosophical" level by discussing our conception of literature which immediately revealed a few significant differences. We then discussed more specifically the functions we assign to the teaching of French literature to CSUF students.

2. *Pedagogy of the French literature class.*

> How do our respective goals translate into specific pedagogical choices and strategies?

We reviewed each other's syllabi and samples of hand-outs, class notes, student assignments and exams. We explained to each other the rationale behind these documents. We defined for each other our main teaching strategies in our respective literature classes: how we choose to conduct the study of specific literature texts, by asking which questions, involving students in which ways, etc. Fundamentally, therefore, we explained to each other the design of our classes, both as a general direction throughout the semester, or, in certain cases, as specific class sessions.

3. *Student learning.*

Which pedagogical strategies proved successful in relation to our goals, and why? Which strategies did not, and why? What could be done to improve what failed or was unsatisfactory?

We attempted to evaluate how our students responded to our different teaching strategies. I conducted several five-minute questionnaires at the end of class sessions, while Helene, who had a very small group of graduate students, chose to discuss openly with her students what went well or not so well with her class. We discussed the results of our students' feedback. When there were problems in our classes (some of my students found the assigned essays too difficult; some of Helene's students wished they had fewer readings and more structure in her class), we exchanged suggestions of "remedies" for the problems.

***Final discussion*:**

We concluded our discussions with a general self-evaluation/self-criticism of our success in our respective classes. We isolated the elements we will correct or improve when we teach these literature classes again. We also attempted to define the benefits and/or limitations of our teaching exchange.

Conclusions:

1. *Limitations of our project.*

The main obstacle was lack of time. With very heavy supervising/committee responsibilities and a heavy teaching schedule, I could not find the time to give full development to my original conception of the colloquium model, which should have ended with written presentations within the context of a department-wide pedagogical colloquium. Dr. Domon, who was also teaching full time with heavy committee responsibilities, and was busy publishing her research, had the same problem.

Also, our colloquium might have profited by including more teachers, thus creating a greater pool of pedagogical resources.

For evaluative purposes, it must be supplemented by other forms of teachers' observations such as videotaped classes or direct peer observation.

2. *Benefits of our project.*

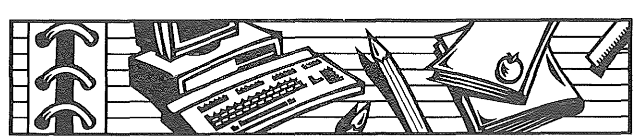
For the teachers: Dr. Domon and I agreed that we both greatly benefited from this semester's teaching exchange, in several ways.

We both gained an increased awareness of how we teach, and why we teach a certain way. The simple experience of comparing our (often different) views on literature, how we choose to teach literature, how we choose to relate to our students, etc., brought a greater level of reflectiveness to our own teaching, which is itself valuable in two ways. Increasing self-analysis also increases the potential for self-improvement, and a higher reflectiveness also fosters the advancement of the scholarship of teaching. (It should be noted that since there was no evaluation dimension introduced in our discussions, nor any dimension of "mentorship," the differences in teaching conceptions and styles were taken as mutual enrichment rather than as threat.)

The ability to share doubts, problems or difficulties with our classes, without any evaluative dimension, provided an invaluable moral support. It alleviated the teacher's "isolation" mentioned by Lee Shulman. It contributed to change of the department culture by transforming teaching into a collaborative rather than a strictly individual enterprise. Teaching a class became "community property."

For the students: The exchange of teaching ideas and materials produced immediate benefits by the simple fact that we doubled our pedagogical resources. Each class was directly enriched by another teacher's feedback and resources.

The collaboration initiated among teachers also translated into a collaborative student effort between our two classes which was then emulated by other French classes in our department. At the end of the semester, we published a booklet of stories and poems entirely written by our students (with some professorial corrections!) entitled "Oeuvres Titanesques" (pun intended). The project was financed by our department. ❑



Point, Counterpoint: Five Theses on the Religious Right

By Benjamin Hubbard, Religious Studies, with interpolated comments by Rick Pullen, School of Communications

Rick Pullen comments: I am grateful for the opportunity to dialog about the strengths and weaknesses of the so-called "Religious Right." I am also thankful for the positive statements made about the RR,especially the admission that it is a serious philosophy that currently enjoys the acceptance of a large and growing number of intellectuals. In spite of these cheerful aspects of my colleague's statements, there are a number of points made that turn out to be misinformed.

1. ***The Religious Right (RR) is dedicated, single-minded and here to stay.*** Evangelical and Fundamentalist Christians, long wary of involvement in the secular world of politics, have had a conversion experience inspired by the Supreme Court decisions of the early 60s outlawing school prayer and Bible reading, and the abortion-legalizing Roe v. Wade decision of 1973. By the late 70s they saw themselves called to enter the political coliseum and interpreted the success of the Reagan presidency as a confirmation of that decision. Some observers thought the failure of Pat Robertson's 1988 presidential bid and the demise of Jerry Falwell's Moral Majority were harbingers of only a short-lived movement. But Robertson's Christian Coalition has become one of the most influential political action groups in recent American history. It deserves some of the credit for electing decisive numbers of conservative Christians to school boards and state legislatures nationwide and for helping shape the agenda of the Republican Party for the past decade. The RR's members bring to politics a level of commitment consistent with their religious convictions. To put it another way, the discipline required of voluntarism to maintain its existence is a great asset in political life. The tenacity with which they have struggled in the anti-abortion movement—despite numerous legal setbacks—is a powerful example of their dedication. They have money, momentum and legislative successes, and will definitely be around well into the next millennium.

2. ***The Religious Right is politically and theologically astute and not simply a church-full of "bible thumpers" or extremists.*** The RR may have its Randall Terrys but its new face is much closer to that of Ralph Reed, the Christian Coalition's executive director. Reed and his colleagues know how to strike compromises as they pursue their political agenda, how to avoid taking extreme positions, how to cooperate with other religious groups on some issues and back off on others. For example, the Coalition has begun an outreach project to more conservative Roman Catholics called the Catholic Alliance. Though the two groups—conservative Catholics and some of their bishops, and evangelicals—agree in opposing abortion and the granting of special legal protections to homosexuals, they differ on welfare reform, defense spending levels, capital punishment and other issues. Reed's response to these differences: "There will be times when the Catholic Alliance will sit out an issue." It is also noteworthy that the Coalition's "contract with the American family" does not include a clause on abortion. The Coalition's aim is to build as broad a consensus as possible before taking on the most divisive issues. (This has, incidentally, lost the RR the support of some fundamentalists who signed on during the Reagan years but oppose compromises.)

Pullen comments: Just as it is wrong to criticize New Age as an ideology by arguing against what an opinion poll would tell us are the beliefs of the average layman who is a New Ager (since such a person may be uninformed about the depth of the view to which he or she vaguely advocates), so it would be wrong to criticize the Religious Right as a philosophical ideology by arguing against the average citizen who would identify with the movement at some level. Arguments for or against the "RR" should focus on the inner logic of the position itself, especially as advocated by its intellectual proponents.

3. ***The Religious Right's diagnosis that America is in deep moral trouble—that values matter and are in short supply—is accurate and should be taken seriously.*** Our nation is awash in violence—women are battered, gang members mutually assassinated, store clerks and other innocents robbed and murdered. We are a nation prone to various addictions: to drugs and alcohol, to gambling, to pornography, to television. And we are in the midst of a teen pregnancy crisis whose wages are chronic welfare with over 18 per cent of our children living in poverty, and an abortion rate that even many pro-choice advocates find unacceptable. Of course, the RR does not have a corner on the market for able diagnoses of our moral failings,

but they have spoken out clearly on the matter.

4. ***The Religious Right commingles religious truth with political truth and consequently absolutizes or dogmatizes its positions on social issues.*** Religious conservatives have every right to state their opinions on such issues as welfare, reproductive choice, school prayer, etc. and to seek legislative changes in these areas. However, when they appeal to God, the bible, or moral absolutes as the guarantor of the truth of their political positions and the patent falsity of their opponents' stands, they are trumping the opposition by making the state into a church, their church. For instance, the RR is opposed to government-funded school breakfast programs because such programs threaten the integrity of the family ("Kids should eat breakfast at home with mom and dad.") The image of the two-parent family eating a hearty breakfast before school or work is appealing, but idyllic in many cases. This may be one biblically-inspired model but there are others, such as the exhortations of the Hebrew prophets and Jesus to feed the hungry and care for orphans. Just as serious and repugnant to many liberal Jews, Christians and other religious people is the RR's position on homosexuality. It has labored unceasingly to deny sexual orientation a place alongside gender, religion, ethnicity, nationality and color as grounds for claiming discrimination in hiring, finding accommodations, etc. The basis for this stand is a few biblical passages (two or three in the Hebrew scriptures, one in the New Testament) which condemn at least some forms of homosexual behavior.

Pullen comments: This claim commits the genetic fallacy. Even if it were true that most people in the RR devise their moral, legal, and political views from their theology, it does not follow that 1) those views are false, and 2) those views receive justification from theology. Now in actual fact, the RR is both ubiquitous and multi-faceted. An extremely small number of its intellectual supporters advocate a theocracy. Most of them find other supports for their views, e.g., legal moralism (protects morality), the harm principle (the state has a right to pass laws to stop you from harming other people or yourself) and the social benefits principle (a particular action will benefit others). Moreover, most advocates of the RR believe the state has an interest in preserving those institutions and values that seem to be necessary conditions for the preservations of social order and lawfulness. The arguments for the traditional family can be rooted in natural law and common sense intuitions about the nature of human sexuality, the husband/wife relationship, and the nature of the child raising process. It can also be argued on the basis of the harm principle (e.g., adults and children are harmed if the traditional family is replaced by alternative models). Now is not the place to carry out the argument for this view except to note one thing. This type of argument turns on issues about the nature of human persons and the family, as well as on empirical factors relevant to the assessment of harm. Note carefully that these are factual issues and not specifically religious ones, so the ideas that the traditional family is justified in the RR merely by theology is simply mistaken.

5. ***The Religious Right has trouble acknowledging that there is a "moral middle"[1] in America comprised of people who don't take absolute positions on most issues yet have good moral sense.***

The RR is fond of moral absolutes: abortion is always wrong; profanity has no place in books, movies or TV shows; discussion of birth control or AIDS prevention in high school family life classes is unacceptable in any form. In the real moral world, abortion is sometimes the lesser of two evils, condoms keep sexually active teens from having children or contracting sexually transmitted diseases, etc.

Another example of the RR's absolutism is its advocacy of the Religious Equality Amendment which would alter the Bill of Rights for the first time in history. Introduced in the House of Representatives in November, it currently reads: "Neither the United States nor any state shall deny benefits to or otherwise discriminate against any private person or group on account of religious expression, belief of identity; nor shall the prohibition on laws respecting an establishment of religion be construed to require such discrimination." The beauty of the First Amendment in the establishment and free exercise clauses has been its neutrality regarding that most sensitive of matters—religious expression. The Supreme Court has not pleased all the populace all the time in its church-state decisions over the past two hundred years, but on balance it has done a marvelous job of being fair to a body politic of dizzying religious diversity. This, though, apparently isn't good enough for the RR's devotees. They want to insure that their interpretation of what is permissible religious behavior in the public square will always prevail. On November 27, the high

[1]This expression was suggested to me by Steve Burgard, editorial page editor of *The Times Orange County*, who is working on a book dealing with the moral middle: *Hallowed Ground (A New Spiritual Style for America).*

court let stand a lower court ruling in the case of a Tennessee girl who had appealed the receipt of a failing grade in a ninth-grade class. The "F" resulted from her persisting in writing a research paper on Jesus after her teacher said the topic was unacceptable because the students were to choose a theme unfamiliar to them. This is just the type of perceived grievance the RR needs to push its amendment. But if it passes, the line of separation between church and state will be forever blurred. School prayer, school vouchers, and Nativity scenes on public property will not be far behind.

Pullen comments: The notion of "absolutize" and the concomitant idea of an "absolute" is too ambiguous to do the work asked of it in my colleague's critique. To claim that intellectual leaders of the RR are fond of moral absolutes, meaning that they advocate a point of view with certainty (100 percent sure the view is right) is simply false. Those leaders hold the epistemic justification or warrant for their various positions to varying degrees of strength both among the leaders themselves and with regard to different issues. Further, to claim that the RR steadfastly adheres to the notion that abortion is always wrong; profanity has no place in books, movies or TV shows; etc., is simply not reflective of many who identify with the RR. It is false to say that they hold that there are no circumstances in which an abortion is justified. While we are on the abortion issue, advocates of the RR hold that it is wrong intentionally to take the life of innocent human persons, the life in the womb is an innocent human person; thus, it is wrong intentionally to take the life in the womb. This is a prima facie duty and could be overridden by weightier duties. But note carefully, the overrider would have to be of greater weight than the protection of innocent human life, (e.g., the life of the mother is at stake). My colleagues may not agree with this view, but it is egregious to think that they can adequately represent, much less respond to the position of the RR with the simplistic label of "absolutization." Moreover, there is a widely recognized distinction in moral theory between the morality of a single act token vs. the morality of the act type being done by a significant number of members of society. A single act may be excusable because of circumstances surrounding the act, but if the act is repeated over and over without consideration of circumstances, it becomes inexcusable.

To refer to what the "devotees" of the RR believe and advocate in a generic manner oversimplifies the diverse body of those who reflect many of the views advocated by the RR. As my colleagues explain in Point Two, evangelicals from diverse areas have come together and differences exist in their beliefs. One cannot say that Ralph Reed and the Christian Coalition speak for all who identify with the RR any more than one can say that the ACLU speaks on behalf of all liberals. It is true that the Christian Coalition has a specific agenda which it has a constitutional right to advocate. It has lobbied hard and has had impact, just as the more liberal groups have done over the years. Those who identify with the Christian Coalition agree with some of its agenda, but not all of it. Labels are dangerous and frequently misrepresent views and beliefs of those labeled. I believe my colleague in points four and five has used a broad brush in his painting of the Religious Right. ❑

When the Inevitable Happens!

By Sandra Sutphen, Political Science

Sandra Sutphen has taught Political Science at CSUF for 21 years and chairs the Political Science and Criminal Justice Division. She teaches a graduate course called "Emergency Management" for the Masters of Public Administration program and is a member of the University's Emergency Management Team.

Okay, it's happened. The "Big One" has struck right on the Newport/Inglewood fault. Cal State Fullerton has suffered significant damage. (No lives were lost, though, since the quake had the good sense to strike at 3:30 am and the campus was relatively deserted.) Unfortunately, all buildings are closed to all personnel, except public safety officials. In fact, some buildings are in danger of imminent collapse, and. . .

Wow! The Humanities building just started collapsing, floor by floor. Massive toxic fumes are coming from McCarthy Hall, and, does that look like fire? It seems that only University Hall has emerged relatively unscathed. (Why do you think we moved here?) It may be months before some of these buildings are serviceable again, and at least weeks before some of them may even be entered.

Does this sound like a far-fetched scenario? Ask your colleagues at Northridge. The 1994 earthquake left the campus unusable for months. To everyone's amazement, the University was able to conduct classes within weeks after the devastating earthquake, but many of those classes were held off-campus and in temporary facilities. Many faculty had no offices and no access to their teaching and research materials.

Suppose the "Big One" were to strike today. Would you be ready to continue your teaching? Where are your records of your students' grades? Where are your class notes? Where is Chapter One of your next book? Where are your research files?

If you're like many of us, part or all of your vital records and materials are stored on the hard disk of your computer. Maybe you remember to back up your files to a floppy disk or tape storage, and maybe you don't. Maybe you have a hard copy of your students' grades, or the last set of regression analyses of the data from the World Bank. More likely, you do not. For some of the folks at Northridge, years of data were lost forever when their computers burned in the fire or crashed to the floor.

Some of us, on the other hand, who became computer literate before hard drives were the norm, got into the habit of storing everything on floppy disks. Floppies have the advantage of being easily portable. If we get into the habit of saving work onto floppies, and then storing the floppies in a briefcase, valuable work travels back and forth from home and will either be safe in our possession at some off-campus site, or suffering along with us wherever we are.

The University's Emergency Management Team (EMT) has raised the issue of off-site storage of vital records at several of its meetings, and there are some positive moves. According to Budget Analyst Linda Erickson, the Division of Business and Financial Affairs does not need to back up payroll records on campus because they are all backed up in Sacramento. Other records are backed up daily by individuals who then take the data home with them. In fact, this was the pattern agreed as most easily implemented by the EMT; that is, individuals in each area where vital records are stored would be entrusted with the responsibility to store their data and move it with them off-site. Colleen Wilkins, who plays a major role in the University's disaster preparedness efforts, says that implementation of the Team's suggestions has been spotty.

At one time, inactive student records were stored in cardboard boxes in the basement of McCarthy Hall. When prankster students ran hoses into the building, flooding the area some years back, A&R staff resorted to ironing the records in an effort to make them legible again. Registrar Carole Jones says that the situation is much improved since then. Some years back, we were funded to put inactive records on microfilm coupled with a computer indexed retrieval system which makes the records easily accessible. They are stored in a A&R's vault which is equipped with security alarms and a halon gas fire suppression system. Carole is still searching for a convenient, affordable off-site location for a backup copy of the records. Jim Blackburn, Director of Admissions and Records, recounts that Northridge had no backup system and in order to rebuild its records, Northridge had to use tapes it had sent to the Chancellor's Office, which, in turn, were sent to Fresno where software to interpret the tapes was available. Jim says that there is plenty of on-campus duplication of records, but as far as off-site storage of older records is concerned, we have "the potential to be vulnerable."

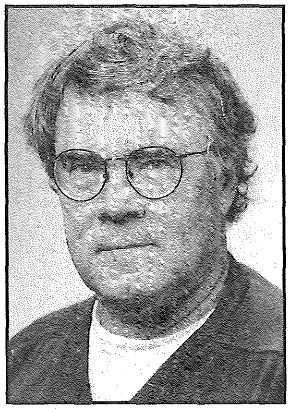
Current student records, all of which are stored electronically, are completely backed up to tape cartridges every Sunday, according to Bobbe Weber, Director of Administrative Applications in the Computer Center. The off-site storage contractor arrives on Monday morning, bringing last week's copy of the now-outdated tapes, and exchanging them for the new backup copies. A second backup copy is stored in the McCarthy Hall vault, so there are three copies available at any one time. Bobbe will have discussions soon with IBM to try to establish an agreement (perhaps including the CSUs at Long Beach and Los Angeles) to use IBM facilities to run the data in the event of a massive catastrophe.

When David Losco, Director of Human Resources, learned that after the earthquake, Northridge's office of human resources operated for weeks without any records at all, his "hair turned white." David implemented a backup system where all data vital for our employees—benefits, tax-sheltered annuities, employment histories—are backed up on CD-ROMs and stored in a remote facility.

In other words, the University has thought through this problem with foresight and good sense. As faculty, we can do the same thing. It's easy: on a PC just type "a:" before you save, and take that precious little diskette home with you. Don't be an actor in that well known play, "Life's Labour's Lost." ❑

Book Review: Darwinism Evolving

By Merrill Ring, Philosophy



Merrill Ring has been at CSUF for 23 years. He has served as chair of the Department of Philosophy where he teaches courses in metaphysics, epistemology, and the philosophy of language.

David J. Depew and Bruce H. Weber. *Darwinism Evolving: Systems Dynamics and the Genealogy of Natural Selection.* A Bradford Book - The MIT Press - Cambridge, Massachusetts and London, England. 1995

Darwinism Evolving, written by our colleagues David Depew of Philosophy and Bruce Weber of Chemistry, was not issued as a trade book by Bradford Books (a branch of the MIT Press). The publisher thought that since the book is a detailed, specialist history of the development of the Darwinian research tradition over the past 150 years it would be of small interest to the broader educated public. That expectation has been defeated by its reception: *Darwinism Evolving* has been reviewed in both the *New York Review of Books* and the *Times (of London) Educational Supplement* and other places as well.

The publisher's miscalculation had to do with the fact that one of the evolutionary wars of the late 20th century is intensifying and the Depew/Weber book is turning out to be a significant player in the struggle.

It is not a contestant, at least not an immediate, direct contestant, in the most well known of the current evolutionary wars, that between modern biological thought and creationism, a form of thought about the earth and its living inhabitants which was displaced in the nineteenth century by the rise of evolutionary biology. Depew and Weber are situated well within modern biology and the presumption is that evolution is as well established as any other major piece of science.

Rather, they are concerned with the history of *explanations* of the evolution of living creatures and their types, especially the Darwinian tradition whose central explanatory notion is that of natural selection. Just as evolution replaced creationism in the nineteenth century as the most adequate account of the existence of living creatures, so too Darwin's explanation of that in terms of natural selection and adaptation replaced other alternative explanations and became the centerpiece of modern biology.

But no major theory, perhaps no interesting intellectual construct at all, comes into the world complete and finished and prepared to deal immediately with all relevant matters. And that was true of Darwin's theory too. *Darwinism Evolving* is the history of how the explanatory theory of natural selection came to be and then of how it has developed in the last 150 years.

What has caused so much interest in the book is that it holds that Darwinism as a research tradition has not evolved bit by bit, gradually, but has persisted through two distinct stages and may well be entering a third. All scientific theories are formulated in light of certain important background theories or constraints. One way of maintaining a research tradition focused on a certain theory is to alter the background assumptions. Depew and Weber argue that Darwin originally formulated natural selection in light of a Newtonian model of the universe and science, but that that set of assumptions was jettisoned around the turn of the century and replaced with a view of the universe and science which emphasized probability. That thesis is enough to draw considerable attention from scholars and specialists.

It is, however, their contention that the Darwinian tradition is presently reformulating some of its basic background assumptions and thereby renewing itself once again that has landed the book in the midst of an evolutionary war. There are really two theses here, both of which are anathema to other biologists and philosophers. One is that the Darwinian tradition already includes secondary explanations of evolutionary life which make no reference to selection and adaptation. There are those who say one cannot be a Darwinian unless one recognizes *only* selection as an explanation of biological phenomena and that some of Depew and Weber's biological heroes are not *really* Darwinians at all. That of course is added to the claim that selection and adaptation are perfectly capable of explaining every biological fact. It is precisely the disagreement over the sufficiency of selection as an explanation that is currently so contentious. (For the pure selectionist argument, with considerable built-in nastiness, the reader should see a book which was published at the same time as *Darwinism Evolving*, but whose publisher issued it as a trade book hoping to catch the educated public: Daniel Dennett's *Darwin's Dangerous Idea*.)

Over and above that alliance with biologists who strike others as heretics, Depew and Weber also argue that Darwinism must reformulate itself again to take into account some major new developments in contemporary science. Here the catchwords are the complexity revolution, systems exhibiting self-organization, open systems, non-linear/non-equilibrium thermodynamics. The authors argue that in fact such adaptation is at present going on, though whether it will be successful or not is not yet clear. Those who identify Darwinism with the set of assumptions about science and the world formulated at the turn of the previous century are not likely to accept the claim that a new version of Darwinian theory is necessary at the end of the century.

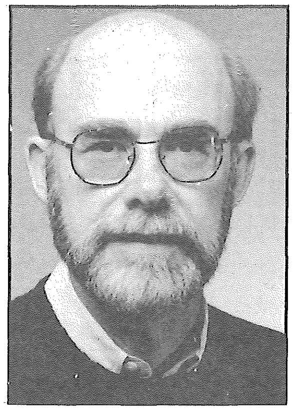
Whatever the outcome of Depew and Weber's prediction of what will come, their book is and will remain the standard historical account of Darwinism and its development. For one thing, few others will want to do the massive historical work involved. But more than that, Depew and Weber have created a work woven out of an extensive knowledge of biology, chemistry, contemporary complexity theory, the history of biological and evolutionary thought with an enormous sensitivity to the social history and the philosophy of science. It will be difficult for anyone else to match the range of insight and competence and thus to produce a work which replaces this one.

We, as their colleagues, should both congratulate them warmly on their success and should appreciate a University which enabled them to collaborate over a long period of time to achieve that success. ❑

Information Technology Run Amuck

In this satirical essay the author points out that information technology is already so entrenched in academe that one must avail oneself of it even to protest its depredations.

By Vince Buck,
Political Science and Criminal Justice



Vince Buck has taught Political Science at CSUF since 1974. He is currently a member of the local and statewide Academic Senates and is chair of the statewide Faculty Affairs Committee.

In the November 24th issue of the *Chronicle of Higher Education* I read an article about a new report entitled "Using Information Technology to Enhance Academic Productivity." This report was written by two individuals associated with higher education research institutes: William Massy and Robert Zemsky. It was funded by Educom, a consortium "dedicated to spreading the use of technology in higher education." The authors of this report find that currently "technology has enabled many colleges to do 'more with more.'" In the future, they speculate, technology will permit universities to do more with less. "Using IT [Information Technology] for more-with-less productivity enhancement requires that technology replace some activities now being performed by faculty.... With labor accounting for seventy percent or more of current operating cost, there is simply no other way."

According to the *Chronicle*, this report was developed based on a meeting of eighteen administrators and higher-education policy analysts.

I was enraged. Here was yet another jargon-filled report advocating a headlong plunge into the brave new world of technology. Here was yet another report generated by higher education research institutes trying to justify their existence by claiming to know the future of higher education—our future. And true to form it was not based on the views or stated concerns of faculty or students. It was only based on talks with eighteen administrators and higher education gurus. Yet it was being given great exposure by the preeminent publication in higher education. If left unchallenged it could influence many other administrators, trustees and legislators who look to these think tanks and high profile administrators for direction.

This is how policy seems to evolve in higher education. Individuals several steps removed from the classroom, seeking to enhance their careers, and competing against other individuals trying to do the same, hastily advance proposals for the future that are not well thought out and which may be impractical or even harmful. Other decision makers looking for magical solutions to today's overwhelming social, demographic and financial problems attempt to implement these proposals unmindful of their real costs and impact. People like Massy and Zemsky may often be wrong, but they always have an audience among those who are in denial, preferring to believe that there are cheap fixes that will allow us to maintain quality, access, and low taxes.

I decided that this nonsensical report could not go unchallenged. I needed to act, but first I needed a copy of the report. Immediately I called up the Intemet's World Wide Web and downloaded a copy from http://www.educom.edu/program/nlii/keydocs/... massy.html. After reading through the report, I then got on Lexis-Nexus to look for articles written on this subject and printed off half a dozen. I also called up the several of the library indices and checked for more scholarly articles on the topic (even though scholarly articles on information technology is almost an oxymoron). After digesting this material I processed my reply and directly faxed or e-mailed it to individuals who I knew would be interested. Then I photocopied several copies to distribute to a few individuals on campus, etc., etc.

It took a lot of work but I think I may have succeeded in blunting the impact of the report among other readers of the *Chronicle* of Higher Education. But we must remain forever vigilant or the blind march to technology will overtake us, devouring our time and forever changing the way we work! ❑

Comment from the Editor: My colleagues who share Dr. Buck's ambiguity about where technology is leading us may find the following book of interest: Clifford Stoll, *Silicon Snake Oil: Second Thoughts on the Information Highway* (Doubleday, 1995). Stoll finds computers to be cold, addictive, and ultimately unproductive. He feels that they draw us into a sterile and inauthentic ersatz reality. I agree with him when he says that computers cost too much money and become obsolete too quickly, but I cannot agree with the thesis of his book, especially since I happen to know that Stoll lives and breathes computers when he is not writing such antitechnology polemics. Nevertheless, he does a masterful job of assembling arguments and counter-arguments. The book is charming and witty but in the end one must be suspicious of a neo-Luddite who admits to owning five computers. ❑

Performance Salary Step Increases—PSSIs

By Keith Boyum, Chair, Academic Senate

Keith Boyum is a Professor of Political Science and the 1995-96 chair of the Academic Senate. He has also served nine years on the statewide Academic Senate. He was named the 1994-95 CSUF Outstanding Professor.

I called my friend Nermly to tell him about the Senate's work with the *Performance Salary Step Increases* policy—PSSIs. (I pronounced the acronym.)

"That's not very nice, you know," observed Nermly, thinking me scatological.

"Hey, I didn't make up the category, therefore I didn't create the acronym, and besides, I voted against the contract," I protested. "But the Senate has been hard at work on the policy to implement this portion of the Unit 3 (faculty) MOU."

"Implement, huh? Is that like shovels and hoes and rakes?" Nermly's jokes reminded me of Ed Trotter's. I decided to ignore him. (Nermly, I mean.)

"The Senate worked on the policy on December 7th." I waited for a Pearl Harbor Day crack, but Nermly surprised me.

"What should I, as a loyal, Mission-and-Goals-cardcarrying member of the Faculty know about this?" he asked.

"I think you should know that PSSIs are permanent increases in base salary," I said. "They are not, repeat not, rolling bonuses like the old MPPP awards were."

"Cool," said Nermly, making it sound like *kewl.*

Each is worth about half of an 'old' salary step — a little less than $2500 per year for a full Professor step 20 on the old scale; about a thousand bucks for an Assistant Professor at the old step 11. The contract says you may receive up to four such steps in the process that will take place in spring '96, and up to five such steps in the fall '96 process (and thereafter). Now, the probability of receiving one or more step-awards is importantly dependent on how much money is in the pot. For spring '96 the systemwide figure is $900,000. For fall '96 the figure will depend on the state budget, but optimism prevails. I've heard people speculate about as much as $7 million, systemwide."

"I think I'll add to my baseball hat collection with all the money I receive," Nermly daydreamed. "Maybe I'll add a room on my house to properly display them."

"Uh, Nermly," I interjected. "You have to apply."

"*Kewl.*"

"An application must have three parts to it: a one-page form; a vita of any length; and a narrative of not more than 500 words."

"Five hundred words?" Nermly sounded like it wasn't enough.

"Well, I think the vita has to carry much of the load," I offered. "And note that the 500 word justification / roadmap to your vita must employ the University's Mission & Goals as the essential criteria."

"I know the goals by heart," averred Nermly, somehow giving the lie to it when he read from his M&G card. "[I]. To ensure the preeminence of learning. [II.] To provide high quality programs that meet the evolving needs of our students, community, and region. [III.] To enhance scholarly and creative activity. [IV.] To make collaboration integral to our activities. [V.] To create an environment where all students have the opportunity to succeed. [VI.] To increase external support for university programs and priorities. [VII.] To expand connections and partnerships with our region. [VIII.] To strengthen institutional effectiveness, collegial governance and our sense of community."

I think Nermly's girlfriend had told him he sounded sexy when talking in Roman numerals.

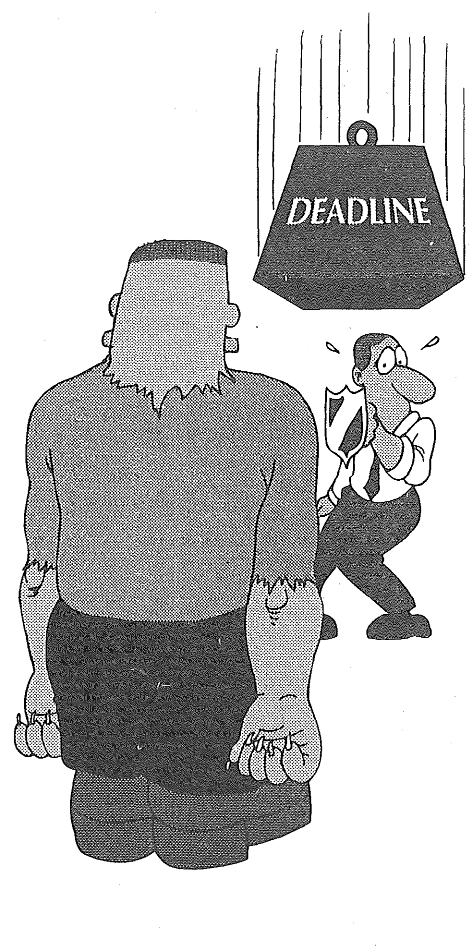
"Is there more I should know?" Nermly's words sounded, well, Roman.

"Yes," I responded. How could I say no? "You must turn in an application to your department chair (or equivalent) by the first day of classes for spring '96: that's January 29th. So get the job done over Intersession."

"What else? I need more information!" Nermly was fully warmed up now. I'm glad he wasn't speaking Latin.

"The period of professional performance on which reviewing committees will focus is the past five years. Get ahold of the new document," I advised him. "UPS 286.000 should be available in your department office; failing that, in the dean's office; and the Senate office, MH-143 (ext. 3683) always has a supply available."

As he scurried away he left me worried that the policy should have stipulated English as the language for his vita + 500 words. "E pluribus unum! In hoc signo vinces! Lux et lex! Amo, amas, amat!" ❑



Herrn K.s Lieblingstier

By Bertolt Brecht

■ *Bertolt Brecht (1898–1956), the celebrated twentieth century German writer, is perhaps best known for dramas such as* Die Dreigroschenoper (The Three-Penny Opera), Galileo Galilei, *and* Mutter Courage und ihre Kinder (Mother Courage and Her Children)*—unique, revolutionary, parodistic, and disengaged treatments of social themes that have influenced modern drama and theatrical production. He is less well known for his poetry and his prose vignettes. One of his* Kalendergeschichten *is a prose paean to the pachyderm and thus of more than passing interest to the CSUF campus community.*

Als Herr K. gefragt wurde, welches Tier er vor allem schätzte, nannte er den Elefanten und begründete dies so: Der Elefant vereint List mit Stärke. Das ist nicht die kümmerliche List, die ausreicht, einer Nachstellung zu entgehen oder ein Essen zu ergattern, indem man nicht auffällt, sondern die List, welche die Stärke für große Unternehmungen zur Verfügung stellt. Wo dieses Tier war, führt eine breite Spur. Dennoch ist es gutmütig, es versteht Spaß. Es ist ein guter Freund, wie es ein guter Feind ist. Sehr groß und schwer, ist es doch auch sehr schnell. Sein Rüssel führt einem enormen Körper auch die kleinsten Speisen zu, auch Nüsse. Seine Ohren sind verstellbar: Er hört nur, was ihm paßt. Er wird auch sehr alt. Er ist auch gesellig, und dies nicht nur zu Elefanten. Überall ist er sowohl beliebt als auch gefürchtet. Eine gewisse Komik macht es möglich, daß er sogar verehrt werden kann. Er hat eine dicke Haut, darin zerbrechen die Messer; aber sein Gemüt ist zart. Er kann traurig werden. Er kann zornig werden. Er tanzt gern. Er stirbt im Dickicht. Er liebt Kinder und andere Tiere. Er ist grau und fällt nur durch seine Masse auf. Er ist nicht eßbar. Er kann gut arbeiten. Er trinkt gern und wird fröhlich. Er tut etwas für die Kunst: Er liefert Elfenbein. ❑

Mr. K.'s Favorite Animal

When Mr. K. was asked which animal he most admired, he named the elephant and gave the following explanation. The elephant combines cunning with strength. His is not the puny cunning that suffices to escape from an ambush or to obtain a meal by stealth but rather the cunning that furnishes strength for great endeavors. To wherever this animal has been there leads a broad track. Yet the elephant is also good-natured and has a sense of humor. He can be a good friend as well as a good enemy. Though very large and heavy, he is also very fast. His trunk supplies his enormous body with the smallest of morsels, even nuts. His ears are moveable; he only hears what he wants to hear. He also lives a long time. He is gregarious, too, and not just in the company of other elephants. He is everywhere not only liked but also feared. A certain comic quality makes it possible even to revere him. He has a thick skin that repels knife blades, but he has a tender disposition. He can be sad. He can be angry. He likes to dance. He dies in a thicket. He loves children and other animals. He is gray and is conspicuous only because of his bulk. He is not edible. He knows how to work hard. He likes to drink and be merry. He is a patron of the arts—he supplies ivory. *(Translation by Curtis Swanson.)* ❑

CAL STATE FULLERTON

How Much to Love It

"I'm beginning to lose all respect for my body."

Lewis Thomas, shortly before dying

A dog will die in twelve or fifteen years,
weak of haunch and blind, no pleasures left,
not interested in play or roasted meat.

This is the dog that searched your face for signs,
for any signal, pleasure or commands,
a tireless dedication in decline.

How much to love? The stoic says, "Not much.
Your vase has smashed?" he asks. "Say only
you have lost some clay. Your wife? A girl."

Then how much less this rattletrap device
for locomotion, for maneuvering
the rotting entertainments of the earth.

Just as the dog no longer hears your call,
the hands no longer listen to the brain;
intestines go to sleep; the heart retires.

No longer does the smell of grass or crayons
recall the whiff of youth, nor morning wake
the somnolence of careless certain death.

And yet a trace of fondness still remains—
call it respect—not for this corpse but for
a version of it as it walks the dog,

unconcerned as now with how it walks
so walking better, snuffing the dog's wet coat,
the burning leaves, the air, the air itself.

The Computer Screen and the Window

This tidy monitor displays the moon
as landscape: mountains and a sky
of stars and one revolving, distant Earth.
Beside it is a window with a view
of jacarandas blooming alongside
a freeway with its backups, noise and fumes,
then distant ragged mountains, a pale sun.

The first preserves my screen from damage by
too much insistence on a text, or else
a pure, unchanging gaze at heaven's math.
The second shows me Earth with all that pays
its life for something it can hardly tell.

Both panes of glass attract my eye. Who knows
which is the source and which derivative?
But each is colored with the other's blood,
and so my proper place, I have a hunch,
is right between them where I'm sitting now.
Each feeds a different urge: to lift the loam
in handfuls to my face and breathe the scent
of struggle and decay; and then to see
that something has escaped this endless round
of death and birth and lives forever in
a change that will not change, undying light.

Feral

A red-tailed hawk flew back along our left,
a blacksnake agonizing in its clenched-tight claws,
writhing and hissing in a final burst of life.
We were Americans, the mild, effete,
conciliatory, vegetarian,
concerned for anyone downtrodden or
whose forebears might have lacked some self-esteem.

Today we tramp the river bottoms for
a sign of feral pigs. Sometime today
our narrow bullet's tip would part the hairs,
drill through the pigskin and a shield of gristle,
penetrate the clasping of its heart
and out the other side, a spray of frothy
pulmonary tissue in its wake.
We would shake off this drowsy kindliness.
But this was sinister, this ancient omen—
a raptor, with a serpent, on our left.
Our seers all had taken oaths to see
no meaning in the world, in entrails, stars,
or in the calligraphic flight of birds.
They left to us, as trivial, deciding
if this meant the feral pig's impending death
or ours, our cultures, our community's,
our world's.

Answers to Five Important Questions Posed by the Smithsonian Institution

1. *"What do you do if you're locked out of your hotel room—naked?"*

Consider the morosities of wool,
the cloying ubiquity of cotton,
how they are passed away
like the wild hairs of our youth.
Taste and see how good
is the kiss of the breeze below.
(Might you, by chance, have an extra towel?)

2. *"Why do dogs bark?"*

Why do chickens stare?
Why do mushrooms grow?
Why are (most) tomatoes red?
Why do naked people (often) have red faces?
Why is the earth a planet and not a tomato?
Why do (some) mushrooms stop our growing?
Why are you staring at this naked chicken?

3. *"Can a man be killed by ants?"*

Yes, but not a woman or child.
Ants are really very tender at heart,
delicate of sensibility
and worth as much as you or I.
Ants will survive us all
and are therefore man's teachers.
It is an honor to be slain by ants
(though not if one is a child or a woman).

4. *"How do homing pigeons find their way home?"*

a. They have teensy maps tattooed on their toes. (No.)
b. They ask directions of scrub jays. (No.)
c. They triangulate the North Star with the tectonic creep of the Pacific Plate, divide the degrees by the value of harmonic convergence, and factor in Heisenberg's principle of where'd-it-goism. (No.)
d. I give up. (Good.)

5. *"What is the effect of headache remedies on radishes?"*

It depends.
Aspirin, Tylenol or Advil?
Scarlet Poppers, Icicles or daikon?
On rutabagas—now *that's* a question.

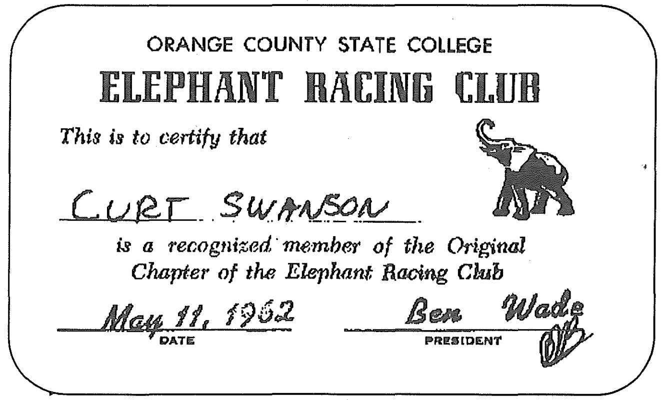
John J. Brugaletta, English

Letter to the Editor

Whoever made up the logo forgot the words UNIVERSITY. After all, we are first and foremost a university.

The Titan mascot, Tuffy, is an Indian elephant, not the African elephant portrayed in the logo. All elephants in the original elephant race were Indian elephants; all logos up to this latest were Indian Elephants. Not all elephants are alike: there are two distinct species. They differ by ears and head shape and the differences are clear to junior high students. They are not clear to most academics or public relations people. Note, for example, the latest SENATE FORUM (October 1995) which has one African elephant, the CSUF logo with an African elephant, and a joke and another outline of an Indian elephant! Too bad Public Relations didn't take advantage of the presence of zoologists on the University faculty and especially "Yours truly," the original Zoological Advisor to the original elephant race.

Bayard H. Brattstrom
Professor of Zoology



ORANGE COUNTY STATE COLLEGE

ELEPHANT RACING CLUB

This is to certify that

CURT SWANSON

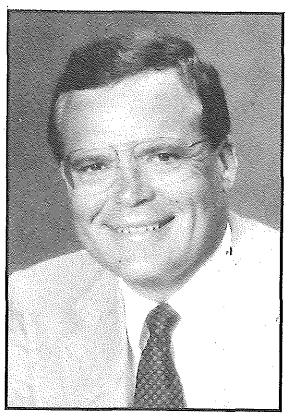
is a recognized member of the Original Chapter of the Elephant Racing Club

May 11, 1962 — DATE

Ben Wade — PRESIDENT

Editor's Note: Bayard Brattstrom recently visited the SENATE FORUM editorial offices and presented me with this card that makes me an official member of the Elephant Racing Club—retroactive to 1962.

From the Editor



Curtis Swanson, the outgoing editor of the SENATE FORUM, is presently serving as the Acting Associate Dean of H&SS. He was the Chair of the Foreign Languages and Literatures from 1992 to 1995 and was also the Resident Director of the CSU International Program in Germany from 1984 to 1986.

I began editing the SENATE FORUM in September 1994 and this is my sixth issue. It is also the final issue under my editorship—my Swanson(g), if you forgive the pun. I have enjoyed working with many fine article writers who made my editing duties gratifying and pleasant. My thanks to the Academic Senate staff—Beverly Geddy and Annette Bow (now Speech Comm)—who have shepherded each and every issue through to publication, and especially to my wife, Ortrud, who has proofread and critiqued every issue. My thanks to a fine Editorial Board who have supplied me with advice, ideas, and insights and who supported me steadfastly in my initiatives. Thanks especially to two fine Academic Senate chairs for their assistance and counsel: Albert Flores and Keith Boyum.

The reason for my stepping down as editor is my new assignment as Acting Associate Dean of H&SS since fall 1995. Editing the SENATE FORUM is extremely time consuming. As editor I have not only developed and edited the articles, I have also done all the layout ("desktop publishing"). The last two issues have been very difficult to manage given the pressure of my other duties; however, I did not want to lay down my office until a successor could be found. I am happy to report that *Albert Flores* has been selected to be the next editor, beginning with the third issue of the academic year. In his acceptance he states that he "appreciates the opportunity to serve the Academic Senate and looks forward to upholding the strong tradition of dialog and exchange of information." ❑

Auf Wiedersehen!

CAL STATE FULLERTON
The Academic Senate
California State University Fullerton
P.O. Box 34080, Fullerton, CA 92634-9480