

# SENATE FORUM

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## A history of the Academic Senate

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## What makes a good department chair

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## Publish and Perish

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# From Faculty Meeting to Academic Senate: A History of the Faculty Council

## Part 1

Larry De Graaf  
Department of History

### 1. In at the Creation

In Spring, 1986, when a majority of the faculty voted to change the name "Faculty Council" to "Academic Senate", there was little evidence of regret or nostalgia. Perhaps this reflected a lesser importance given to faculty governance by the faculty. During the 27 years that the council had existed, the campus had grown tremendously, and department or professional pursuits often took priority over university affairs. It was difficult for newer faculty to conceive of a time when colleagues had considered college-wide affairs as a paramount concern. When an institution is shrouded with such doubt as to its viability, it is well to recast its history. Why was a Faculty Council set up to begin with? What has it accomplished? Is its nominal successor still a key part of the university or more a relic of campus history?

Faculty governance began here in 1959, just a month after Orange County State College, as it was then named, opened its doors in rented buildings at Sunny Hills High School. A "Faculty Meeting" was called in the president's office (in a condemned building at Fullerton High School) on October 15. President William B. Langsdorf proposed that the faculty set times for regular meetings and consider forming a faculty council, framing a constitution, and beginning to formulate "policies regarding areas of faculty concern." These meetings, attended by all six full-time faculty, two part-timers and seven administrators, became the forerunner of the Faculty Council. They culminated in May, 1960 with the tentative adoption of a constitution.

While Orange County State College was not one of the first state colleges to set up such a body, it cannot be said that Langsdorf was following a path already clearly laid. The role of faculty in decision-making on state college campuses in 1959-60 was mixed and uncertain. Some, like San Diego State, had faculty senates which were recognized by the administration and played a substantial role in policy-making. At others, such as Long Beach, faculty organizations met and claimed a role, but the administration did not recognize them as an official entity. Still others, like the Cal Polys, were run by autocratic presidents who saw no need for faculty participation in campus affairs.

A push for collegiality came from outside the system. A series of resolutions by state legislators (including Orange County's lone Democrat,

Assemblyman Dick Hanna\*) in 1959-61 requested first the Department of Education and subsequently the Board of Trustees to establish "at each state college an academic senate or council wherein the faculty members shall be freely selected by their colleagues for the purpose of representing them in the formation of policy on academic and professional matters." In 1961 the Trustees resolved that each campus should establish "a representative faculty body." A month later the legislature mandated the same thing.

Langsdorf and the small group of professors who were shaping the new constitution rejected any conception of faculty as a distinct segment of the campus population with unique interests. Instead of the bitter disputes between faculty and administrators which were common elsewhere, Langsdorf expressed the hope that "members of the administrative staff would be considered as faculty members." The constitution followed that ideal by defining faculty to include administrators, student service personnel and librarians. The new Council was to be truly collegial. In Fall, 1960 a somewhat enlarged faculty continued to meet as a whole, but several administrators stopped attending, so the body became more genuinely a faculty group. It took the formal name Faculty Council. Most of the second year was spent revising the constitution, finally approved in May, 1961. A series of standing committees was set up, and these quickly became the means by which most questions were deliberated and new policies worked out.

The final draft of the constitution ended the practice of all faculty meeting together in favor of a representative body of 24 persons. In hopes that everyone would continue to think in terms of the institution as a whole, all members were to run at large. The president was a member *ex officio*. During its first two years, the Council also set an important precedent by electing Seth Fessenden, Professor of Speech\*\*, as its chairman. Today it is taken for granted that faculty chair such bodies, but then it was not uncommon for the President to do so.

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\*Later a congressman, and later yet convicted of a felony in the "Koreagate" scandal.

\*\*Fessenden retired in 1974 but remained a familiar figure on campus, until July 12, 1976, when he and six others were killed by Edward Allaway.

The early Fullerton faculty recommended policy in several major areas. The Committee on Faculty Personnel by early 1962 provided a comprehensive document on retention, tenure, and promotion. The next semester the Council established a precedent which lasted for two decades: annual revision of that document. The 1963 Council instituted a grievance procedure. By 1964 the Council had expanded its role to include the selection of administrators. The Committee on Instruction and Curriculum successfully asserted the right to approve all new courses and programs on the undergraduate level. Their work also extended to an Academic Master Plan which projected new majors and minors five years ahead. A Committee on Graduate Studies planned a parallel long-range plan of masters' degrees, an enterprise new to state colleges. The Committee on Academic Standards worked out a grading policy. Student Affairs received considerably more attention in the early years than they would later, with that committee working on athletic eligibility standards, rules governing dormitory life (we then owned College Park) and other issues. In 1964 the Council voted to phase out divisional majors designed for teachers, and to restructure the college around schools

and departments, thus asserting the primary of liberal arts over teacher education, which still dominated at some other system campuses. The Faculty Council thus laid the foundations not only of its own role in campus governance but of many of the basic directions and policies of a new college.

Faculty Council service was also becoming increasingly complex and time-consuming. By 1965-66 it had eight standing committees, fifteen ad hoc ones, and four specials. In 1962 it produced 161 Faculty Council Documents; later in the decade the annual product would approach 200. The role of Council chair was particularly demanding - an ex officio member of all the Council committees and several administrative bodies, occasionally attending meetings of the student senate, meeting with fellow chairs from other campuses, and regularly consulting with the president. The three units released time originally assigned soon seemed inadequate. So, too, did the part-time secretary and the broom closet of an office

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By 1965, two factions were developing amongst the faculty, reflecting (albeit murkily) two visions of what the institution was to be. Orr Ramsay (English) and Julian Foster (Political Science) became conspicuous as different sides of this conflict. We asked the old adversaries - now friends - to recall what the battle was about. . .

## Fullerton Abandons its Goals

### Orrington Ramsay Department of English and Comparative Literature

I came to higher education in California from midwestern private and state colleges because I thought the state's junior college system was the most productive and exciting educational movement of my lifetime. These colleges had for years provided both technical-vocational programs and lower division courses for students pursuing a B.A. degree. Thousands had transferred to four year campuses, where they had done as well or better than the local undergraduates.

In 1960 the California Master Plan for Higher Education was approved by the legislature and Governor Pat Brown, clarifying the role of the state colleges. Fullerton had been chosen as a site for one of the new state colleges. It was to be limited to juniors, seniors and graduate students. Its main function would be to provide programs in the liberal arts and sciences as a foundation for the preparation of teachers. To make California teachers the best in the nation was surely a noble goal. There would also be upper division programs in some vocationally oriented specialties, such as business and applied engineering. The new campus at Fullerton

was to be part of the first wave of one of the most ambitious and creative educational developments since the founding of the great land grant colleges more than a century earlier.

In the Spring of 1960 I was appointed as the only English specialist among the 41 faculty of Orange County State College. Long before my first classes or my salary had begun, I spent more than a hundred hours researching and writing a proposal for a degree in "Language Arts," which the State Department of Education had requested. (Our own Board of Trustees had not yet been established.) The degree was to include courses in communications, drama, English language and literature, and speech. I also received permission to submit plans for a more conventional major in English, which I assumed -- quite wrongly as it turned out -- would appeal only to a tiny minority of students.

Since I was informed that there were no plans to hire more English faculty for some time to come, I was constrained to design a program in which I personally could teach all the needed English courses.

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Fortunately, the University of Wisconsin had insisted that I pursue a broad program of studies for the Ph. D. I offered two courses in Shakespeare, two in American literature, and one each in Chaucer, Milton, British 18th, Romantic and Victorian Literature, and in Modern British and American Novels, the area of my thesis.

The first registration was a nightmare. The expected trickle was a flood. Class size was beyond our control; in my four classes the first semester, 180 students were enrolled; the next one was worse, with four new preparations and 210 students. Fortunately, the quality of the students was outstanding. I remember enjoying the work, but the prodigious load cost me such long hours that I don't even recollect the details of how I managed it. The students opted for the conventional English major much more frequently than they chose the carefully constructed Language Arts program.

I was foolish to expect the Master Plan to survive. Despite the fact that President Langsdorf and several of our deans were outstanding leaders with long experience in the two year colleges, their choice of administrative style (which at the time and since I enthusiastically supported) made it impossible for the college at Fullerton to remain faithful to its stated goals. They decided that faculty would be full partners in the development of educational policy, particularly in the areas of curriculum and personnel. The aspirations of the Master Plan were one thing; the instincts of the faculty quite another.

According to the Plan, the teaching load for faculty would be 12 units per semester, since research was to be expressly limited to that needed to support classroom instruction. In practice, however, publishable research soon became established as the major criterion in faculty promotion and tenure decisions. It followed, naturally, that potential for publication became the prime element in selecting new appointees. The faculty were building a replica of the sort of institution they knew.

The new faculty, who were recruited in unprecedented numbers in the early sixties, were almost all the product of excellent but conventional doctoral programs. Relatively few of them had any direct knowledge of the California two-year colleges; in fact, without either experience or research, many of them ignorantly disparaged the institutions which produced the bulk of their students. They ignored the long, successful and highly researched symbiosis which had developed between UC and the two-year colleges. Sentiment built rapidly to admit freshmen and sophomores to Fullerton.

The students we had were far better suited to the liberal eclecticism that was assumed in the Master Plan than they were to the conventional excellence which the faculty presented to them. On grounds which seemed plausible then, I had designed the first English major with the stultifying narrowness which ultimately doomed the great experiment which the Master Plan had mandated. Across the campus, curricula decisions were being made which were "safe" -- in other words, which indicated the

patterns obtaining at established and prestigious research universities. Teacher education, which was to have been our most important mission, was steadily denigrated and moved inexorably to the bottom of our list of priorities. The opportunity to follow the creative directions of the Master Plan was drained away.

In my eyes the most outstanding feature of the college in its early years was the high quality of the student body. In the third year we began Master's degree programs in the larger departments. My first graduate seminar had 24 enrollees, fourteen of whom later earned PH.D. degrees from major universities. They were so good that I felt that none of my own limitations interfered with their professional advancement, not too many preparations, nor too many students, nor too much faculty business. In the first ten years we sent more than a hundred graduates into major Ph..D. programs and on to college teaching positions. I am very proud to have played a role in the realization of the dreams of the legislators and of President Langsdorf and Deans Ehmann, Becker, and Hyink. Twenty five years distant the frustrations seem vague and insignificant, and the satisfaction of our accomplishment great.

A second notable feature of the early years was the nature and morale of the faculty. We had a unity and a spirit of common enterprise that made instructing under difficult circumstances seem like an adventure rather than a burden. My first office I shared with a mathematician, a sociologist, and a professor of education. Though we did not have much time for extended interdisciplinary dialogue, what did occur seemed to me intellectually stimulating, informative, and unifying. At other universities and colleges I had associated largely with English specialists. Here the traffic and office locations allowed us to see most of the faculty every day. Some of these colleagues from other departments are close friends years later.

The last of the great advantages which for me made the early years of CSUF the highlight of more than thirty years in higher education was the Faculty Council. President Langsdorf and Deans Ehmann, Becker, and Hyink regarded the faculty as full partners in educational design and operation.

We faced decisions regarding the development of dozens of majors and soon thereafter of a general education program for the first two years of college. Not once in all those decisions did I sense the imposition of executive opinion on the rank and file of professional staff. Both sides in issues were fairly heard, and the Faculty Council voted. Sometimes Council enactments were extensively negotiated but in hundreds of cases I do not recall one outright veto. A number of decisions were strongly influenced by administrative opinion, because the faculty held such great respect for the intellect and judgment of the president and deans. One example was the decision to undertake intercollegiate football. Had President Langsdorf not urged it, the faculty would have voted against it. Similarly, the president and

the deans would occasionally accede to majority faculty opinion, even though they clearly did not agree with the vote. But whether we voted in the majority or minority, we seemed to regard the outcome as a collegial judgment which all parties then undertook to make part of an

excellent overall program. We were not troubled in those early years by sore-headed minorities who obstructed or carried grudges into subsequent debate and decisions.

Orr Ramsay is *Professor Emeritus* of English

## Breeding a Revolution

**Julian Foster**  
**Department of Political Science**

When this campus was founded in 1957, nobody knew what sort of a place it would turn out to be. The state college system in that era enjoyed a modest reputation, based mainly on teacher training. In the pecking order between UC and the community colleges, we were considerably nearer the latter than the former. William B. Langsdorf, Fullerton's first president, came from the presidency of Pasadena City College. He proceeded to recruit almost all his top administrators and a large proportion of the senior faculty from similar backgrounds. The accreditation team which visited in 1961 complained that "too many people hired had their most recent experience in the public schools or junior colleges."

The Old Guard (to use the label I applied then, which does not seem appropriate to me now) thought of themselves as administrators or as teachers; not as scholars or professionals in their disciplines. Those who were teaching did not complain about the 12 unit load -- many of them were used to 15 hours a week or more. Efforts at engineering a load reduction for oneself were regarded as bad form. "This is a teaching institution" was their watchword. The unstated subtext was "this is not a research university." Scholarship received only pro forma recognition. It was a criterion for RTP purposes -- but the language was such that even the most inert faculty member could somehow qualify as an "active scholar." Research tended to be thought of as a worthy hobby, but one which could detract from the teaching mission. I remember sitting in an early faculty recruitment meeting. We were considering what looked to me like a prime candidate, a man with his doctorate just completed and two articles accepted for publication already. "Hmm", one of my senior colleagues murmured judiciously, "we'd better pass on him; he's just too good for us." Translation: his research interests may interfere with his teaching, he may leave us for somewhere more prestigious, he won't fit into the family here.

The adventure of being a member of the little group of founders had forged an almost familial sense of community. Rather than thinking of themselves as separate from the administration, the Old Guard faculty viewed themselves as extensions of it. While the state college system as a whole was in turmoil -- aggressively right-wing trustees, the replacement of the popular liberal Chancellor Buell Gallagher by Glenn Dumke, the beginnings of the drive towards unionization, efforts to establish effective faculty governance -- Fullerton remained an island of quiet and amiability. A member of the Old Guard who ventured into the statewide Senate at that time is enshrined in the folklore of that toughminded body for her cry of anguished puzzlement: "But if we can't trust our Chancellor, who can we trust?"

The junior faculty, who by 1964 were almost as numerous as the Old Guard, were a different breed: fresh out of graduate school, arrogant with scholarly ambition, wondering if Orange State was the right career move. Nevertheless, the Old Guard clearly hoped in kindly fashion to acculturate us, make us part of "the family." There was never much doubt in their minds about who were the parents in this model. Department chairmanships were held, without terms or elections, as a matter of natural right. Decisions were worked out quietly, without public hassle. The Faculty Council was an Old Guard monopoly. Rather than faculty rights or faculty interests, the overriding concepts were unity, cooperation and service.

One of the most superficially pleasant features of the campus in those days was that there did not seem to be a personnel process. No one asked a probationary faculty member to prepare a file; there was a file but we never saw what was in it. There were no elections of personnel committees; if one was being judged, one did not know who was doing it. So long as the results of the secret deliberations were positive, this seemed an admirable procedure. For a while everyone was retained, everyone was promoted on schedule. However, this happy state of affairs could hardly last indefinitely.

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In a community oriented so strongly towards service, faculty rights took a back seat. In 1961, a young faculty member was picked up by the police in a men's room in Hillcrest Park and charged with soliciting. After a night in the cells, an emissary from the College appeared and - figuratively at least - pushed a neatly typed statement of resignation through the bars. The demoralized prisoner signed, thus eliminating himself as a "problem" for his employers, unless, of course, one thinks of lack of due process as a problem.

An irrepressible psychologist was another early victim. No reasons for terminating him were given, but since he seemed popular with students and had published a lot, we concluded that it was his unorthodox behavior which had done him in. He had been observed driving through a parking gate without the usual formality of opening it first. He had reassured one of his classes on a difficult point: "You better fucking well believe it." These and other stories like them were, he cheerfully assured a group of his somewhat unnerved sympathizers, entirely true. Clearly, he was not going to fit into the Fullerton family.

The 1961 accreditation team had been told that "[I]n choosing faculty, weight is also placed on the likelihood that the candidate will become a cooperative and constructive participant in the building of a new college with rapid growth potential." This innocent-seeming language turned out to have its dark side. A junior faculty member who in the previous year had been recommended for a jump promotion on the basis of his excellent teaching and publication record made the mistake of becoming a candidate for vice-chair of his department. Worse still, he got exactly as many votes as his establishment opponent. Two weeks later, he was notified that there would be no need for his services after the current year. As usual, no explanations for this bombshell were offered, but after the application of pressure, some were produced. He had been terminated because he was "energetic, arrogant, suspicious and divisive.... unable to subordinate his personal interests to those of the College."

I became this man's advocate. The grievance procedure which had been developed by the Old Guard in the Faculty Council turned out to be available only to those who were already tenured. Those who had engineered or who supported the firing barricaded themselves behind a screen of confidentiality, and refused to discuss the case with me or my client or anyone else. Frustrated on campus, my client appealed for help to the fledgling AFT. The President of that organization responded with a heavy-handed letter to President Langsdorf, "demanding" reinstatement of my colleague and threatening dire consequences otherwise. This was not a good approach. Langsdorf called an all-faculty convocation in the Little Theater, read the letter to them, announced that he did not yield to blackmail and that the personnel case involved was

"closed as of now." The wave of faculty applause which greeted this announcement remains my least happy memory of CSUF.

These events persuaded us -- a group soon identified as the Young Turks\* -- that we had better get active. In 1965 a group of us ran for the Faculty Council. We were confronting better known incumbents, much senior to ourselves, in a system of at-large voting which always favors the better known candidates. A number of us had joined the AFT's tiny campus contingent -- no other organizational rallying point was apparent -- and this proved unfortunate. Unionism was clearly incompatible with the "faculty-and-administration are-one-happy-family" concept. A memo appeared in all the boxes denouncing us as an AFT conspiracy to take over the Council: "Please join with me in protesting this usurpation of our primary rights" and so on. Needless to say, we lost. This was an educational experience.

In 1966, we did it better. We put together something called "The Faculty League," a paper organization which put out a platform of proposed changes. We obtained the help of several senior colleagues who I had once brashly dismissed as "Old Guard," but who turned out instead to share many of our ideals. We won, and I found myself, still untenured, elected to chair the Faculty Council at only the second meeting of that body that I had ever attended.

What we did with our newly minted majority is described by Larry DeGraaf in the second installment of his series. What I like to think we did was take that ambiguous animal, a "state college," and turn it away from its community orientation and towards becoming a university.

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\*With historical hindsight, this appellation seems somewhat bizarre. The Young Turks included Don Shields (later President), Lee Kerschner (now Vice Chancellor) and Sherwood Cummings (now emeritus representative on the Academic Senate).

Julian Foster writes from the perspective of an "Old Turk."



# A History of Faculty Council

Larry DeGraaf  
Department of History

## Part 2

### 2. The Consensus Shatters: 1966-67

By the middle '60s the optimism which had surrounded the creation of the Council was clouded by doubts about its representativeness and effectiveness. To some, the very structure of the Council was administration-oriented. At-large elections favored persons known campus-wide, with the result that the Council contained a disproportionate number of department chairs, deans, and senior professors. The absence of any systematic means of communication to faculty was noted by several Council chairs.

On top of these criticisms, both the campus Faculty Council and the state-wide Academic Senate appeared impotent on issues at the systemwide or state government level. An early example was the "1.8% crisis," when a snafu at the Chancellor's Office resulted in associate professors taking a pay cut and left a "squiggle" in the salary schedule that took years to work out. Despite regular salary increases, many faculty felt dissatisfied with their conditions, and this attitude was manifested statewide in Spring, 1966 when ACSCP ran a questionnaire on collective bargaining. It revealed widespread faculty membership in employee organizations (including 485 in AFT) and considerable sentiment for collective bargaining.

Thus by Spring, 1966, when it was proposed to enlarge the Council to a 36-member body to meet criticisms that it was unrepresentative, there were already skeptics wondering if the days of any type of campus council were numbered. To many voters, these constitutional amendments did not seem radical. Faculty were still defined to include administrative and academic personnel (though now restricted to full-time). Constituencies were introduced, to supplement at-large elections. One constituency was set aside for student personnel services, and another was essentially reserved for administrators. However, the resulting change in Council orientation was striking. Most of the new seats were filled by junior faculty with no prior service, and they proceeded to elect as chair one of their own kind, Julian Foster.\*

Under his leadership, the "Young Turks" (as they would be called) endeavored to increase the scope and power of the faculty vis-a-vis the administration. The Council moved into the field of budgets by establishing a Fiscal Affairs and Statewide Issues Committee. It broke ground by establishing a committee on the uses of

assigned time, previously a strictly administrative prerogative. An ad hoc Committee on Evaluation of Administrators was a further innovation. Finally, the Council in Spring, 1967 approved a constitutional amendment whereby it could override the president's veto in certain areas, a first in the system. (The Chancellor's Office put a stop to this bold move.)

The "Young Turk" Council also worked to create a more democratic environment for faculty, especially the untenured, vis-a-vis their colleagues and departments. The requirement that you had to be tenured to serve on the Curriculum and some other committees was swept away. A policy on department governance required each unit to draft a constitution specifying the division of power between the chair and the other faculty. Nontenured faculty were given the right to vote for department chairs. The Annual Personnel File was established as the sole basis for review, and faculty were assured of the right to see what was said about them.

The more democratic environment extended to a group hitherto completely absent from faculty governance. By 1966, student leaders were proclaiming a "college-community concept" by which faculty and administration would become more interactive with and responsive to ideas from students and those outside the campus. Student members were placed on six standing committees, and the student body president was given a seat on the Council. Not all manifestations of student power were equally welcome, however. A report from the Committee on Effective Teaching recommended that all departments use "student attitude inventories" as a measure of teaching effectiveness. After lengthy Council debate, all mandatory features were defeated and the proposal was reduced to a requirement that some "written evaluations of teaching effectiveness" be placed in RTP files.

The role of research and publication in personnel policies was considerably strengthened. A four-year effort culminated in the establishment of a Research Committee. New policy on travel insisted that attending professional meetings was as valuable as faculty recruitment and administrative travel. These had the combined effect of changing the model of state college faculty from that of a liberal arts college closer to one of a research university.

Meanwhile, larger societal upheavals began to impact the campus. The Vietnam War was reflected in a local crisis in the winter of 1966-67. Following a pattern set elsewhere the "Understanding Asia Committee," led by

\*Foster makes a habit of running for Chair.

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philosophy professor Stuart Silvers\*, proposed a teach-in on the war. Initially proclaimed a "balanced program," the project was approved by student-faculty boards and received permission to use the gym for one day early in 1967. On the eve of the event, President Langsdorf learned that the speakers list was almost totally anti-war, and included a member of the Communist Party, but few recognized experts on Vietnam. He then proposed to withdraw permission to use campus facilities. Presented with a clash between academic freedom and professional responsibility, the Faculty Council asserted the right of the teach-in to proceed, but it divorced the event from the views of the campus and called for "the presentation of broader and more professional views on the Vietnamese conflict" at a later forum (which the History and Political Science Departments put on in Fall, 1967). The President was persuaded to adopt this solution.

Close on the heels of this crisis came a more ominous one from Sacramento: Governor Reagan's proposed ten percent budget cut. The Council supported Langsdorf in resisting massive cutbacks and an increased student-faculty ratio, and it even suggested the increasingly popular option of a faculty strike. However, it declined to support a systemwide march on Sacramento and instead took part in negotiations with the State Budget Director which contributed to a compromise on the issue. Both of these crises and growing student militance on other campuses led to the formation of an ad

hoc Committee on Open Advocacy in Spring, 1967 to draft a campus policy statement on "advocacy, picketing, and related subjects."

In the first seven years of this campus's history, then, the Faculty Council was a significant organization to various groups of faculty. To some, it had played a major role in developing the educational mission and curricular policies of the new campus, in cooperation with the administration. To others, it has been a vehicle for assuring faculty of a voice in personnel and other policies crucial to their welfare at the college. By 1966-67, the latter role was being expanded into an effort to change the direction of the institution and the philosophy of education and campus governance itself. What fruits this effort would reap the next few years would tell.

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\* Silvers accumulated a following among student activists, and was arrested in the disturbances of 1970. Rather than face the resulting charges, he departed the campus and was last heard of teaching in the Netherlands.

*This is the first installment of Larry Degraaf's history of the Senate. Others will appear in subsequent editions.*



This photo of the founding faculty was taken in March, 1969, in front of our 1880 orange tree, since gone. **Front row, left to right:** Ernest A. Becker, Gerhard E. Ehmann, Barbara A. Hertsig, K. Trust, William B. Langsdorf, Lois S. Herron. **Back row, left to right,** Miles D. McCarthy, Lawrence B. DeGraaf, William A. Alamshah, Seth A. Fessenden, Ronald M. Bristow, Emmett T. Long, Stuart F. McComb.



# What Makes a Good Department Chair?

**Don Schweitzer**  
**Dean, School of Humanities and Social Science**

I feel as though I have just been parachuted into the middle of a mine field and challenged to find my way out just for the fun of it. There's no way a dean can write on this topic without offending almost everyone and looking fairly silly in the process. So, how to start? Obviously, none of what follows pertains to present or past chairs of departments in H&SS. Those individuals need read no further. It is equally obvious that this topic will interest only those who contemplate the possibility of becoming chairs and are trying to assess their chances of doing so. All others need read no further. There now -- I feel much more comfortable with a small and sympathetic audience.

You can't take the discipline out of the administrator any more than you can take the farm out of the boy. Therefore, when you ask a has-been social psychologist for a comment, you should expect the reply to rely on concepts from that field. Social psychologists attempt to account for behavior in terms of indivisible combinations of external, sociological and internal, psychological factors. Being successful as a department chair, or as any other kind of leader, depends in large part on factors external to the individual. Being a good department chair, on the other hand, depends primarily on internal factors. It is for this reason that I differentiate between these groups and am comfortable with the ideas that not all successful chairs are good chairs and not all good chairs are successful chairs.

Successful chairs are those who meet the needs of their departments. Because departments differ so greatly in size, complexity, clarity of mission, cost, centrality to the university, and a whole host of other variables, it should come as no surprise that their needs also differ. Not only that, but departmental needs change over time. Factors external to the department, such as changes in enrollment, fluctuations in budgets, and paradigm shifts in the discipline, can alter priorities for departments. Furthermore, internal events, such as personnel changes and the successful accomplishment of previously set goals, can change the needs of departments. Because departmental needs differ and shift over time, there can be no single personal or professional profile of the successful chair. Individuals can differ in many and significant ways, yet all succeed as chairs if their particular strengths match the present needs of their departments. Nonetheless, in departments that are sufficiently heterogeneous, successful chairs are frequently selected. Heterogeneity is necessary to ensure the presence of a variety of sets of skills from which departments may

choose in attempting to match individual skills with their needs. Successful chairs are also frequently identified because they are seen as being able to correct the shortcomings of their predecessors. In cases like these, departments simply look for those who are unlike the incumbent in key ways. Sometimes these factors result in the presentation of departmental nominations that are surprises to those outside the department. Again and again, however, time has shown that these surprise candidates have indeed possessed the qualities most needed by their departments at the time they are asked to serve.

So, my small band of faithful readers, know your own skills, know what your department needs, wait for the opportune time, and try not to be too much like the incumbent. If you are in the majority of those who want to be department chairs, success is your goal and I have said everything I have to say to you. You need read no further. Ahhh -- it's much easier to continue knowing that virtually no one is reading.

Good department chairs are personally comfortable in the position. That is why goodness, much more than success, depends on factors internal to the individual. Principal among these qualities is an extremely well-developed tolerance for ambiguity. Chairs are frequently called upon to make decisions, render judgments, and take actions when surrounded by overwhelmingly inconclusive evidence. The press of deadlines and the endless series of crises that fill the days of department chairs never permit the reduction of ambiguity to acceptable levels. Therefore, good chairs learn (or are born) to tolerate ambiguity--even to enjoy it.

Another quality of good department chairs is that they hold truth tentatively. Remember that the very best your closest friends and most trusted advisors can do is to tell you the truth as they see it. Operating in such ambiguous circumstances seems to make most people hold tenaciously to some truth and particularly to the accuracy and appropriateness of their own decisions, judgments, and actions. It is as though we need to know something for sure. We can, of course, know many things for sure--our birth dates, social security numbers, the names of the first and sixteenth presidents of the United States--but such certainties have little to do with chairing.

Knowing that we don't know and taking action nonetheless, and being comfortable in doing so, are essential to being a good chair. After all, the very next datum may make today's judgment wrong and yesterday's decision inappropriate.

A third quality of good department chairs is patience. If you are not comfortable with things happening slowly, you will not be comfortable as a chair. It is even possible to be proactively patient. Doing nothing is doing something, and sometimes that is precisely the right thing to do. Changes slowly implemented are much more likely to last; and after all, making changes last is far more difficult than making changes, as Hutchins once noted after seeing most of what he had created at Columbia swept away. Don't mistake procrastination for patience. Procrastination is motivated by either waiting for conclusive information or fear of taking action. As I said above, information will never be conclusive. Furthermore, fear is not the response of someone who is comfortable and, therefore, not the response of a good chair.

Another quality of good department chairs is that they recognize when they are and are not in control, and are comfortable in both situations. It's like riding a roller coaster. As long as you're in line, you are in control of whether you ride or not, but once the lap bar locks in place, and the car starts to move, you lose that control. Chairing a department is like that. Some of the time the chair is just along for the ride. If you try to exercise control when you don't have it, you look silly. If you don't exercise it when you have it, you look impotent. If you can't tell the difference, you can't be comfortable.

So, to the few who are still reading, know that we can't know for sure, make haste slowly, and pay attention to who's in charge. That's all I have to say about good department chairs. You need read no further. However, since there are more words here, my children will read on out of a sense of filial obligation. For them, I have a few comments about great department chairs.

As you have read, "oh best beloved," one can become a successful chair by meeting the needs of others and a good chair by being comfortable in the process of doing so. There are two qualities, however, that separate great chairs from all the others. These qualities are love and faith. The love of which I speak encompasses love of one's colleagues and co-workers, who are sometimes unworthy of being loved, love of the university one serves, because sometimes its rights must take precedence over the rights of a person, and love of the academy in general, because sometimes those involved (particularly the students) don't understand or appreciate it.

Faith is certainly essential for greatness as a chair or as any kind of leader. It may also be essential for goodness and even for mere success. Faith is essential because it is an antidote to the aloneness that is an inevitable aspect of leading. Faith provides the communion we all seem to need and the strength we need to continue when we sense that we have been distanced

from our friends and colleagues. Great chairs are frequently alone because their success, goodness, and love set them apart.

So, "oh best beloved," off to bed. You need read no further.

Don Schweitzer has been Dean of H&SS since 1980 where he has had many occasions to use his skills as a social psychologist.



## Some other opinions. . .

After Dean Schweitzer was kind enough to share his thoughts about department chairing, the *Senate Forum* asked a selected group to comment on his thoughts and to express their own. We were able to cajol four colleagues from three schools to reply.

## A Good Department Chair. . .

### Bob Belloli, Chair Department of Chemistry and Biochemistry

I certainly agree with Don Schweitzer that the characteristics of a good and successful Chair differ as a result of the very different nature of academic departments. Our department has 20 full-time and nearly as many part-time faculty, most of whom are graduate students hired as teaching assistants for lower division laboratories. My duties with respect to schedule preparation, advisement, clerical supervision, the RTP process and the like are very similar to those of Chairs in other large departments. However, there are significant differences as well. Our department has four stockrooms/workshops with six technical staff who report to me. In a typical year we have about \$300 - \$500,000 of active research grants. These grants support projects that are housed exclusively in on-campus laboratories. We have about 30 teaching and research laboratories which generate problems at the department Chair's level with respect to maintenance, space allocation, hazardous waste management, safety, and facility design and renovation. Our technical and clerical staff prepares and processes 50 - 100 state and foundation purchase orders per month, and I manage a relatively very large budget of OE and other state accounts. With this background in mind, some specific comments about attributes of a successful chair.

*Organized.* I suppose that one could be disorganized and chair a large, complex department such as Chemistry or Biology, IF one has: a) a large amount of time one can afford to waste, b) administrative assistants with advanced degrees in chemistry who run the day-to-day operations (as there are at many universities but not the CSU) and c) a faculty which does not get upset when documents are misplaced and resource opportunities are missed.

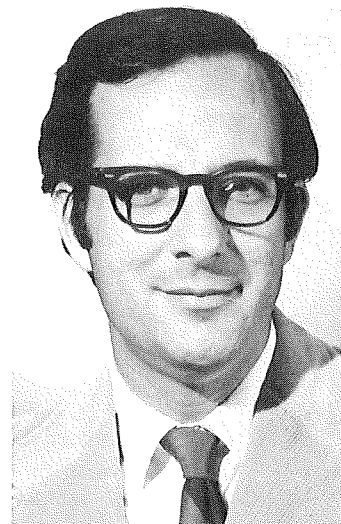
*Assertive and Decisive.* The Chair must be an effective, articulate champion of the department's needs for faculty and staff positions, space, and fiscal resources to the Dean and higher administrative levels. While an all-School and all-university perspective is important, the needs of the department must have priority. The Chair must be willing formally to criticize and even reprimand

staff and faculty when informal counseling about problem areas has failed. As a member of the DPC, I had anonymity in the RTP process. As the Chair, I do not.

*Impartial.* The Chair must recognize and reward excellence in teaching, productivity in research, and generosity in service. However, one must be careful to avoid the situation where the "stars" get anything and everything they want and the rest of the faculty feels that their somewhat lesser contributions are not appreciated and their concerns will not receive a sympathetic hearing. Favoritism based on personal feelings or political power considerations will deepen and harden such factionalism as already exists, perhaps to the extent that the functioning of the unit will be seriously compromised.

*Approachable.* This can be the most difficult yet most important aspect of being a Chair. Given that personal problems can seriously interfere with the functioning of the department, the Chair must be willing to listen to accounts of them and to intervene in personality clashes among students, faculty, and staff (student-faculty, faculty-faculty, staff-student, etc., etc., ad

Bob Belloli came to CSUF in 1968 and is currently chair of the Chemistry and Biochemistry Department.



## Department Chairs

nauseam). These groups should find the Chair to be a person who is "approachable" in these matters. Obviously, the larger the numbers of students, faculty, and staff, the more likely will these problems develop. The Chair must nurture the enthusiasm and sympathize with the concerns of staff and faculty, even when the subject is something

that he or she is personally not very enthusiastic about or sympathetic towards. Patience and a sense of humor are wonderful tools in diffusing tense situations and solving interpersonal problems. The Chair must be willing to expend a great deal of emotional energy in this area. Sometimes by the end of the day all of mine is gone!

## Successful Chairs

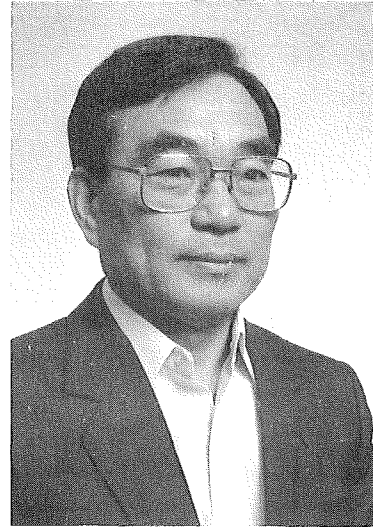
### Young Kwon Department of Electrical Engineering

Like any living organism, a department has its own life cycle. The department may be in its infancy, or going through rapid growth, or already fully grown. As it grows, there may be many obstacles and difficulties coming from external forces. Changing economic or social conditions may dictate the supply and demand of students or faculty and a good chair, like a good physician, must continue to operate through these difficulties. Mostly, departments suffer from colds and minor illnesses; rarely, there can be a malignant tumor, growing without much notice. Physicians advise that prevention is better than a painful operation. Unfortunately, a weak department is usually caused more from a lack of leadership than from the members themselves. Leadership qualities such as honesty, integrity and a keen knowledge about the changing world as well as sound judgment and a willingness to fight for the department are the qualities which are needed in a chair.

**Plan Ahead.** A good and successful chair is the one who plans ahead and motivates faculty to bring about healthy departmental growth. A good plan is possible only after departmental consensus is reached and such factors as the needs of students, faculty and the community are taken into account. Personal ambition of the chair, or a half-hearted effort, can obscure or distort an otherwise workable plan. I have seen many empty five-year plans (recreated year after year) which serves no real purpose because no one paid any attention to them.

#### **Willingness to Serve**

Even with a good plan, a negligent and reluctant chair can leave the department in perpetual stagnation. Only a willing and motivated chair can inspire faculty members through constant communication and encouragement. Often, a seemingly good chair, for fear



Young Kwon joined the faculty in 1969 and is the newly elected chair of Electrical Engineering.

of making enemies, will try to appease every faculty member; the needs of the department and students are conveniently ignored. The chair then becomes an event-driven incompetent instead of a real leader.

**Honesty** Honesty is one of the most important assets of a good and successful chair. "Playing politics" should not be confused with dishonesty. One can play politics and still remain honest. Dishonest administrators (thinking they are smart politicians) manipulate and distort departments behind the members' backs. A dishonest leader attracts equally dishonest followers and perpetuates power through intimidation and veiled threats to the hard-working honest members who object to the manipulation. "Parasitic" administrators - those who sap resources from the system for their own personal welfare - seem to me to be in abundance in academia. The system does not have enough safeguards against these kind of abusers (who, for the obvious reason, seem to seek administrative positions), because we assume most professors are honest..

#### **Knowledge of the discipline and the surrounding world**

Most professors confine their narrow knowledge around the research they are pursuing and the courses they are teaching. A successful chair, on the other hand, must know about other specialties in the

department and related curricular matters, particularly as they affect the changing world. A good and successful chair must take the broadest view.

**For the aspiring chair**

In addition to these more general thoughts about good and successful chairs, I have some concrete suggestions for those who aspire to be chair.

*Respect seniority:* do not favor junior over senior faculty. This will shock the senior faculty and alienate the juniors who are not so favored.

*Follow procedure:* faculty will know what to expect and failure to follow the rules is a denial of due process rights to faculty.

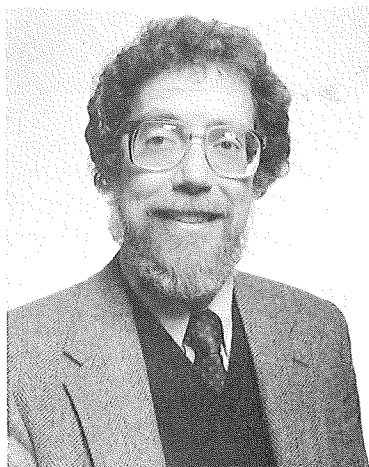
*Leave a clear paper trail:* save your memos! This is the best method to protect the best interests of the department.

*Keep your hand out of the cookie jar:* every department has some money for graders, equipment and so forth. An equitable and well documented distribution of every penny is essential to the smooth operation of a department.

*Do not expect gratitude:* in a well-run department, each person gets exactly what he or she deserves, and people are rarely grateful for getting what they deserve. The only real compensation for running a department well is that you do not have to suffer under one who runs it badly.

And good luck to those of you who aspire to the position; you'll need it!

Tom Klammer is Professor in the department he has chaired for six years, English and Comparative Literature.



## After six years. . .

### Tom Klammer

Department of English and Comparative Literature

As one who is about to leave the office of department chair after almost six years in that position, I found Dean Schweitzer's comments on successful and good department chairs convincing evidence that, contrary to what chairs may sometimes feel, deans do think about and understand the challenges that face department chairs. In fact, no one in my experience has expressed more sensitively an awareness of the ambiguity and relativity that often provide the difficult context for a chair's deliberations and actions.

A chair's position at CSUF begins with a contradiction: the department elects the chair (or believes that it does); but the president appoints the chair upon the recommendation of the dean. The chair has, thus, a split identity resulting from complexity in simply answering the question, "Who made you the chair?"

Out of that contradiction, however, comes one of the most important of the chair's tasks. The chair mediates between the university's administrative hierarchy (the necessity and importance of which he or she understands) and the faculty (whose values the chair shares and strives to express and protect). The chairs I most admire understand and can maneuver within the administrative culture of the university's managers, but they are able to avoid adopting the language and style of that culture as their own. They continue to speak the faculty dialect natively, but they become fluent in the administrative jargon so that they can skillfully translate for both groups for whom they work.

From the viewpoint of the administration which appoints chairs, their primary role is to be conscientious "managers" of their "units," carefully using the "resources" allocated to them to carry out their department's "mission." Of course, the department faculty, when it reflects upon the matter, also wants a chair to do that well, though the chair's reminders about controlling copier use and his or her responsibility to follow up on occasional student complaints may not always produce immediate happiness among faculty colleagues.

I haven't found that carrying out managerial duties leads to a great sense of satisfaction. For me, greater pleasure has resulted from the opportunities the position has allowed me to help students and faculty members solve problems. After some time in the position, a chair can become very useful as a source of accurate information and appropriate referrals, a guide through the bureaucratic maze, and a facilitator of communication. Helping a faculty member to get a travel

## Department Chairs

grant or assisting a student on probation to get back in good standing is far more rewarding than managing to finish the year without the department spending beyond its budget allocations.

Dean Schweitzer speaks of love and faith, qualities which far transcend our job assignments, which are so temporary and unimportant in the long run. I suppose, though, that being a chair carries its own challenges to love and faith. Mere fatigue from what seems a constant and overwhelming barrage of paperwork is one. Feeling the limitations in one's wisdom in dealing

with difficult personnel matters is another. But just when a problem seems hopeless and dispiriting, a colleague's generosity or word of support seems to arrive, a sustaining gift. For every experience that may undermine love and faith, another seems to come along to affirm those qualities and keep them alive because the chair works in an environment in which the love and faith of others is so evident.

## As an advocate. . .

### Julian Foster Department of Political Science

In six years of chairing the Political Science Department, these are the skills I found important...

**Making Arguments.** Justifying some special benefits for the department or one of its members. Examples: promotion recommendations (especially for jumps), disputes with accrediting agencies, getting an extra half-time secretary, justifying a tenure-track appointment, inserting our courses into the GE program. Like an attorney with a client, one does not always win, but if the department doesn't think you are trying hard, they have every right to get irritated.

**Schedule Building.** A petty and routine task? No way. If you don't put on classes at appropriate hours, if you allow conflicts or make any of a large number of possible errors, enrollments may dip and all manner of bad things will follow. This would be easy except that Dr. A consults on Mondays, B can't get going before noon, C's schedule involves her babysitter, D just must have a graduate course, E and F carpool together, G won't teach evenings, H likes to address large classes but shouldn't, I dances aerobically at noon, J thinks its his turn for Tuesday-Thursdays. . . If you make them unhappy, they will quite likely do the same for you.

**Creative Fudging.** Honesty is the best policy, but one should not overdo it. Matters requiring sophisticated treatment include faculty workload reports, post-tenure reviews, nationwide searches for people you already have, and the use of sick leave. One also needs to know by how much one should overspend one's faculty allocation and one's travel budget.

**Doing New Things.** Everyone can come up with new ideas; it is the chair's job to make them happen. Faculty exchanges, mailings to alumni, department lunches, new advisement routines, jointly taught courses, programs in the South County. . . Students clubs have to be reinvented each year. Flexibility and unfounded optimism are the keys.

**Knowing What Is Going To Happen.** Writing requirements, personnel policies, advisement regulations, the General Education package and a lot of other things are in seemingly constant flux. You need good connections to the Academic Senate and its committees in order to see what is likely to happen and perhaps to adapt it to your department's needs before it does. It is also vital to know when the Dean is coming into some windfall of money or equipment, and to get to him before he wastes it on other units.

There are other important things, obviously -- attention to detail, getting things done not more than a week late, outthinking the CAR program, kindness, tact and fairness (or the appearance of them), and making sure that the democratic process comes out the way it should. But when I have to vote for a new chair, it is the five listed skills I would mainly consider.

Julian Foster served as chair of Political Science from 1977 - 82.



## What "the Experts" Say:

A national study of the "what makes good department chairs" is currently being conducted at the University of Nebraska-Lincoln. Funded by the Lilly Endowment and TIAA-CREF, the project is entitled "A Study of the Academic Department: Faculty Growth and Development Practices of Excellent Chairs." The project is coordinated by the Teachers College and the Institute of Agriculture and Natural Resources' College of Agriculture.

The objectives of the project include identifying a national sample of chairs who are reputed to excel at assisting faculty and to collect information from them about their roles and behaviors. The outcome of the project will be a handbook outlining the findings and offering suggestions for chairs and faculty.

The current research design involves interviewing 190 chairs on 70 campuses representing a national geographic cross-section of colleges and universities. Although the research is still underway, Dan Wheeler, assistant director of the project and a "faculty development specialist" at the University of Nebraska-Lincoln, uses a list of behaviors which "promote constructive change" (see box) to describe the qualities of what makes an excellent chair.

S. S.

### An Excellent Chair

1. Listen
2. Seek out faculty
3. Focus on discovering faculty interests, needs, and motivations.
4. Provide a departmental goal framework broad enough to include the faculty's goals.
5. Be present and future oriented.
6. Work to find niches for faculty matching individual and organizational needs.
7. Provide formal and informal feedback.
8. Find or help faculty obtain resources to accomplish their goals.
9. Be honest and straightforward in dealing with issues, especially differences.
10. Intervene when concerned about effect on department or individual.
11. Get higher administration involved in major shifts of personnel or resources.
12. Be open to new perspectives and one's own growth.

## *The appropriate mix between teaching and research*

In last month's *Senate Forum*, President Cobb described a good teacher as one actively engaged in research and publication. Some members of the faculty have different opinions and we asked two of them for theirs.

# Undergraduate education; a commentary

**Geoffrey King**  
**Department of Management**

I read with great interest President Cobb's article in the *Senate Forum* (December 1987) entitled "The undergraduate experience can only be enriched by a scholarly active faculty".

The President gives three reasons why research is important for undergraduate education (although towards the end of the article the discussion appears to have shifted towards graduate programs). The three reasons why research is important for undergraduate education cited by the President are:

1. A teacher involved in research is stimulating for the students who in many cases can be active participants.

2. Active involvement in research in one's discipline can prevent burnout and boredom that often develop in the mid-career crisis period.

3. Active teachers/researchers with a reputation in the discipline expand the scholarly visibility of the campus and so attract the "best and brightest" faculty recruits.

Addressing the first reason, it is by no means certain that a teacher involved in research is in fact stimulating for the students. The teacher may well be teaching a course unrelated to his or her research in which case the time spent in teaching may be perceived as detracting from the research. At CSUF, those professors working on "scholarly" activity are rewarded by receiving assigned time; that is, they teach less. If in fact, the researcher is stimulating to the undergraduate, one would think that it would be better to be teaching more rather than less. Sadly, some researchers too often are boring in the classroom, which is why they try to avoid the experience.

Turning to the second reason, I have often wondered whether or not what is described as "burnout" might more properly be called "alienation," resulting from a perception on the part of the faculty that the administration is using coercion to produce more research. For example, new faculty are told by administrators to concentrate on "research" for their personnel files in the retention, promotion and tenure process, rather than "service" or "professional activities."

With respect to the reason of attracting the "best and brightest," CSUF must be careful not to send mixed signals. In the California system of higher education, the UC system was designed for the research part, while CSU was intended to assume the teaching burden. Resources, and indeed professional salaries have been allocated with this separation in mind. There is some evidence accruing that CSUF is earning a reputation of fraudulence among some would be recruits. We say "teaching is number one", but the recruit finds out later that promotion without research is impossible. Ph.D. graduates from research oriented institutions are being warned not to go to CSUF because there are no resources to support research. We will become even less competitive as fewer Ph.D. graduates are emerging from U.S. institutions, and in the 1990's, CSUF will be seeking to fill many faculty positions at the same time as "real" research institutions.

In a university there are many disciplines. Not all of these really lend themselves to "research". One example might be Theatre - where "the play's the thing." "Publish or perish" is difficult to apply across the campus. Let's focus for a moment on the School of Business and Economics. Tom Peters, the reknowned author on "Excellence," presents his views for a five part agenda for business education. The first item on his agenda is, "Induce more faculty interaction with industry." Most young business-school faculty are technically or theoretically oriented. Few have held line jobs, and fewer have managed many people. Not many seem to be interested in business except as an abstract proposition. A "publish or perish" philosophy discourages junior faculty members from engaging in consulting. Those who do consult generally address relatively conceptual problems, distant from the day-to-day reality of the operations center or sales region. In the other four parts of the Peters' agenda, there is no mention at all of "research".

Evidently, Tom Peters is less than enthusiastic about the role of "publish or perish." But if "education is the single most critical element in enhancing the individual's contribution to our society's long term competitiveness" ("Running Out of Time" (The American Assembly, Columbia University, November 19-22, 1987) the classroom is our resource. Yet, CSUF reduces the

teaching load for those faculty engaged in publication. "Good teaching requires that the instructor reach the students. There is simply no way to avoid that" (Kenton Machina, professor of philosophy at Illinois State University, *Academe*, May-June 1987, p.19). A dedicated teacher will always seek to refresh mind and spirit, and will generally do it by a catholicity of interest that is the very antithesis of narrow specialization. On the other hand, if a person is not a good teacher, "original research" certainly will not create one.

A few months ago, the American Council on Education urged universities to return to teaching and move away from "publish and perish". This is not just a recent view. Professor Arrowsmith, of the University of Texas, said in 1966, "I am suggesting what will doubtless seem paradox or treason - that there is no necessary link between scholarship and education, nor between research and culture, and that in actual practice scholarship is no longer a significant educational force. . . . The scholar has disowned the student - that is, the student who is not a potential scholar - and the student has reasonably retaliated by abandoning the scholar".

I am not opposed to "research." Research has profoundly affected all of us, including the teacher in the classroom. President Cobb states that some balance between the activities of teaching and research is necessary. But no mention is made of the other criteria for promotion and should the "balance " be achieved by coercion such as "preferential schedules"? Coercion will not enhance our reputation; and our reputation will not depend on a plethora of publications alone.

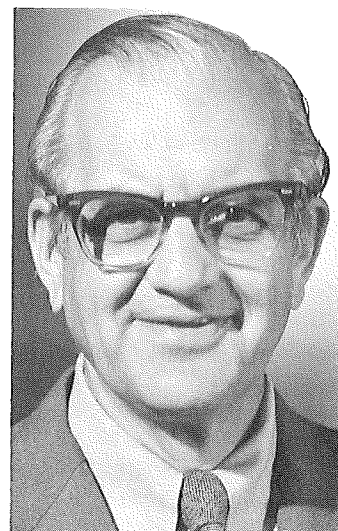
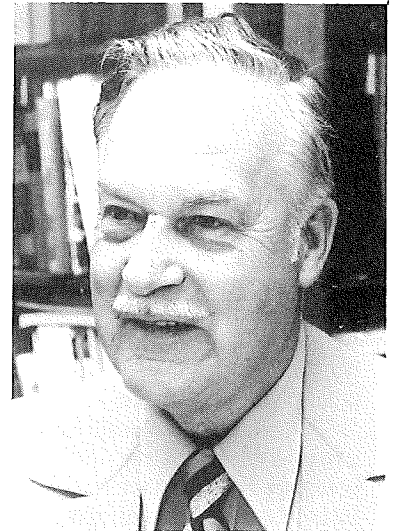
## A Scholarly Active Faculty, Indeed

**Willis E. McNelly**  
Professor of English

Too often we "head-in-the-clouds" academicians mistake research for scholarly activity. A chemist hunts for the two missing electrons in the di-borane molecule, and when the results are published we call it either scholarly activity or research. But when a sociologist broods over the effects which the graying of America will have in the next half century and develops several new classes to teach -- even an entire curriculum -- it's certainly not "research." At best it's merely keeping up with the field.

Unfortunately, those with the ultimate authority over the tenure, retention, and promotion process extol the one and denigrate the other even though no one really cares about those two missing electrons

Geoffrey King has been in the Department of Management since 1973.



Scholarly activity is no stranger to science fiction expert Will McNelly, Professor Emeritus of English.

Answers to trivia quiz:  
1., b; 2, c; 3, a; 4, c; 5,c; 6, c.

## Research and Teaching

except other boron chemists. (Oh yes, I realize that the integrity of chemical bonding theory might depend on accounting for those two missing electrons; but. . .

Yet we should all care about the short and long-term effects of the graying of America. We're all getting older, and the demands on health care and housing, to say nothing of our future economic well-being as well as the Social Security program, must be considered by all of us.

While my example may be extreme, we must recognize that some research is not true scholarly activity just as considerable scholarly activity is not research. A colleague in the art department preparing a one-person show two years in the future may contemplate an empty canvas for weeks. Another might spend hundreds or even thousands of hours (and out-of-pocket dollars) building a nationally famous forensics team and never write a line about it, but both are just as deeply involved in scholarly activity as the active research scientist.

We all know these things, of course, and could adduce dozens of similar examples. Yet in a teaching institution with heavy teaching loads, extremely large class sizes, insufficient sabbaticals, little travel money to attend conventions, we're still expected to turn out research as if we were faculty members of a highly endowed Ph.D. granting institution. What nonsense! How short-sighted to ask so much of us!

What's more, faculty members in the humanities or social sciences labor under a still larger handicap -- we don't have students to do the basic research for us in well-equipped labs, with computers and paid computer time to run results in a hurry, and we don't have journals that accept subsidized printing fees. We must compete one-on-one with colleagues throughout the country, many of them from the so-called Great Universities, faculty members who may teach as much as a course or two each semester. Further, joint student-faculty publication is virtually unknown in our disciplines. We work on our own with a few books, much thought, and considerable contemplation, not with state-provided lab equipment or teaching time subsidized by industry or the government.

The intrinsic nature of both the social sciences and the humanities also suggests that both research and scholarly activity, however defined, takes years, sometimes decades of cumulative thought. We cannot sprint to the pages of literature or a historical or sociological problem. Nearly four centuries have passed, and we're still contemplating Hamlet's problem, such was the transcendent nature of Shakespeare's genius. To say anything incisive about Hamlet requires years, even decades of patient contemplation. I have read James Joyce's "Ulysses" a couple of hundred times, taught it often, but I still find new insights every time I approach the Irish novelist's masterwork. Like the classroom activities of my colleagues, my teaching is improved

though those insights, patiently evolved, energetically contemplated, and eagerly shared, not through any footnotes I might add to the "James Joyce Quarterly."

Yes, we need a teaching faculty totally involved with the process and art of teaching, of sharing the insights we have patiently won through decades in the library, classroom or lab. We don't need a few publishing stars on our campus. Instead, we need concerned teachers totally committed to their students.

### Trivia Time

Can you answer the following questions about your campus?

1. As of 1987, how many degrees has CSUF conferred?
  - a. 60,000
  - b. 80,000
  - c. 120,000
  - d. 180,000
2. Which of the following are most numerous on campus?
  - a. Blacks
  - b. Hispanics
  - c. Southeast Asians
  - d. Arabs
3. What percentage of CSUF faculty are women?
  - a. 23%
  - b. 17%
  - c. 11%
  - d. 6%
4. The projected CSUF budget for next year is approximately
  - a. \$180 million
  - b. \$120 million
  - c. \$96 million
  - d. \$62 million
5. What are FTES?
  - a. Fulltime temporary employees
  - b. Full term enrollments
  - c. Fulltime equivalent students
  - d. Faculty times of employment
6. Which of the following is an intercollegiate sport at CSUF?
  - a. Men's tennis
  - b. Men's water polo
  - c. Women's softball
  - d. Women's soccer

Answers on Page 17.

Last semester, the Academic Senate undertook a survey of faculty opinions about various facilities and services around campus. We report the results below, in order of descending approval. However, we do caution you to note that had more of you responded (note the number responding in column one) the approval and disapproval ratings (column two, which summarizes those responding "very good" and "good; column 3 summarizes "mediocre" and "poor" responses) might be different. If your favorite bete noire is favorably rated, you have only yourself to blame!

## Responses to the Faculty Survey

	Total Responses	% Approval	% Disapproval
Grounds and Landscaping	223	90	11
Faculty Affairs and Records	183	89	11
Public Safety	181	85	14
Personnel Services	199	83	17
Computer Center	151	82	18
Telephone Services	196	82	18
Reprographic Center	158	91	19
Academic Senate	173	79	21
Payroll	225	78	22
Admissions and Records	191	77	23
Career Development Center	149	72	28
University Academic Advisement Center	118	72	28
Public Affairs	154	70	30
University Recreation Program	122	70	30
Academic Appeals Process	90	68	32
Faculty Research and Development	181	68	32
Extended Education	165	67	33
Learning Assistance Resource Center	129	64	36
Internship Center	73	62	38
Mail Services	228	61	39
Grants & Contracts Admn. (Foundation)	113	58	42
Library	230	53	47
Bookstore	227	49	50
Custodial Services	235	49	51
University Food Services	203	49	51
Affirmative Action Office	142	45	55
Media Center	202	43	57
Minor Construction and Repairs	168	41	59
Heating and Air Conditioning	224	31	69
Typewriter Repair	99	27	73
Parking	224	25	75
Elevators	225	19	81
Copy Machine Maintenance	196	18	64
Condom Dispensers in the Restrooms	2	99	1*

\*Only kidding (they hadn't been installed at the time of the survey).

# 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.

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