

SENATE FORUM

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Smoking

On May 10 and 11, the faculty will vote on whether to ban smoking in University buildings, including individual offices. The Forum offers some thoughts on how you should vote.

Standards

Battles between the traditionalists and the innovators revisited:

- General education
- The Human Services Program
- Grade inflation
- and other controversies

Ban Smoking--for the health of it

Faculty
Department of Nursing

We support the proposal to ban smoking in University buildings as an effort to improve the health status of all who occupy those buildings—faculty, staff and students. According to the Department of Health and Human Services, smoking costs Americans \$13 billion in medical bills, \$25 billion in lost productivity and \$3.8 billion in Medicare and Medicaid costs. Smoking creates health hazards for those who smoke and for those who are forced to inhale their secondary smoke.

Those who smoke have made that choice for themselves. Many of them do so in full awareness of the health hazards to which they are exposing themselves. Smokers have a 60 to 70 percent greater risk of dying from coronary heart disease than do nonsmokers.¹ Of those who have lung cancer, 85% are smokers.² Since smoking-related cardiovascular problems are more common in both men and women under the age of 55 and lung cancer is most common between the ages of 40 and 70, faculty must be regarded as a high-risk group. Banning smoking in University buildings would be a step toward encouraging better health practices and in reducing risk for many of those who spend time on the Cal State Fullerton campus.

Studies reported in the *New England Journal of Medicine* as early as 1980 and continuing through 1984 indicate direct physical harm is suffered by nonsmokers in a smoker environment. "Products of cigarette smoke were found at higher levels in the bodies of nonsmokers living with smokers, increasing with the daily cigarette consumption of the family. A similar increase occurred in nonsmokers who worked with smokers, also increasing with the number of smokers in the workroom."³

Those who inhale secondary smoke often do so without having the opportunity to make a choice. Banning smoking in University buildings would provide nonsmokers with the ability to come to work or class without having to be concerned about the health hazards of another's cigarette, cigar or pipe. These potential hazards include irritation to the membranes of the eyes, nose and throat, coughing and other symptoms of exposure to an irritant. A pregnant woman needs to be concerned about the effect secondary smoke has upon the fetus she is carrying. Smoking by pregnant women has been associated with lower birth weights in their infants, and inhalation of secondary smoke could have similar effects since this carries tar and nicotine into the system of those who inhale it. Studies have also indicated there are psychomotor

manifestations of smoke inhalation, including diminished ability to concentrate, and interference with peripheral vision, color discrimination and speech.⁴ These psychomotor effects should be of particular concern in an academic environment.

Those who seek to avoid secondary smoke often find this to be a futile, or at the very least, a frustrating effort. People who sit in the nonsmoking sections of airplanes may actually be at as much risk as those among the smokers. For economic reasons, many airlines are recirculating the interior air without bringing in a fresh supply which is not contaminated with cigarette smoke. A similar problem exists in at least some campus buildings. For example, in the Education Classroom building, it is not unusual for someone to smell cigarette smoke within the building even though it can be documented that no one has been smoking in that room. The smoke odor may be the result of secondary smoke from people who have been smoking just outside the doors of the building. A ban should include not only the buildings, but their immediate environment.

Smoking creates documented health hazards not only for the smoker but also for those who are forced to inhale either mainstream or slipstream smoke. While the smoker has exercised his or her right to freedom of choice in deciding to smoke, the person who inhales secondary smoke often has not had the opportunity for an equal freedom of choice.

We support the individual's right to freedom of choice. If a ban is enacted, perhaps people who have installed a functioning and efficient air purifier in their offices might be exempted. Our concern lies in the lack of control available to the individual who is exposed to secondary smoke. Therefore, although we have concerns about the violation of individual rights inherent in banning smoking in individual offices, we support in general the effort to ban smoking within University buildings.

1. (no author), (1977). Report of the 1977 Working Group to Review the Report of the National Health and Lung Institute Task Force on Arteriosclerosis. Arteriosclerosis, p. 20.

2. Progress against Cancer of the Lung, Publication No. (NIH) 76-526, Washington, D.C., US Department of Health, Education and Welfare, 1974.

3. Sullivan, P.P. (1985). "Second hand smoke harms nonsmokers." in D. Bender & B. Leone (Eds.) Chemical dependency. St. Paul, Minn: Greenhaven Press.

4. Stillman, S.D. & Stillman, J.M. (1980). Women's occupations, smoking and cancer and other diseases. *Cancer*. 31, 29-45.

The Age of Intolerance returns

Jack Crabbs
Department of History

When Julian Foster asked me last fall to write a piece against the proposed campus ban on smoking, I agreed. I obviously did not have all my wits about me that day. Thankless tasks are not usually my bag. How could I have agreed to this "Mission Impossible"? But I did, so here it is. The reader is hereby absolved from reading any further. Whether you are for or against smoking, do something useful instead of reading this. Write a book or two. Mow the lawn. But don't read this because no matter where you stand on this issue, you already know the truth, have made up your mind, and will not be persuaded differently by anything I say.

One of the reasons I was initially attracted to life in an academic setting was the freedom that kind of life seemed to offer not to conform. Academicians were such extreme idiosyncrats. Insulated from the pressures of the outside world, they were free not to conform within the safe confines of their "ivory tower" of learning. (The ivory tower has of course gone the way of the sleigh and the reindeer. In its place we now have management control, accountability, and merit pay for academic piecework.)

Once the bugs of the 1950s had been worked out of the educational system and the academicians, as opposed to the politicians and the administrators, had gotten control, it became clear that any university worth its salt would indeed allow free and open exchange of ideas. I remember how impressed I was as a student at the University of Chicago during the 1960s to learn that among the faculty were known members of the Communist Party! There were also arch-conservative celebrities on campus, such as Milton Friedman. Discussions of the civil-rights movement, with the discussion group containing both whites and blacks, were frequent and spirited; the war in Vietnam had its eloquent spokesmen, both pro and con; and the Arab-Israeli conflict was debated back and forth. Academicians themselves often disagreed strongly on these issues, which was what made university life exciting. But on one issue they almost all came down with Voltaire: "I may disagree, but I defend your right to hold your opinion." Fearing that one day the same logic might be applied to them, professors staunchly upheld their colleagues' right to be different and even to be outrageous.

By now the anti-smokers in my audience (who were warned not to read on) are starting to smell a rat. Springing to their feet, they declaim with considerable moral indignation that academic freedom does not extend to creating a health hazard. True enough. But I am merely suggesting that the intellectual rigidity that

characterizes the debate on smoking is symptomatic of a broader change in attitudes among academics and in society in general and a movement toward a new form of puritanism.

We have seen this before during Prohibition, when one segment of American society tried to legislate morality for the entire country. We all know that America has recently veered sharply to the political right, e.g., the Reagan Revolution. The Moral Majority is alive and well. Higher "sin taxes" on alcohol are discussed passionately by our politicians. We already have a tobacco tax on the books. (Among the most regressive tax proposals known to man, these tax measures are nevertheless eagerly espoused by many so-called liberal Democrats.)

I know academics and others who have decided that they cannot maintain a friendship with me simply because I smoke. I know people who have invited me to dinner in their home and have then told me that I must go outdoors if I want a cigarette. Strangers have come up to me in an area clearly designated for smoking and have told me that I nevertheless could not smoke. All of these people are in a sense within their rights, but they are also often the same people who refuse to have an overweight friend—fatness being another form of the same ethical irresponsibility that afflicts the smoker. Many of us sunny southern Californians fear ugliness and death even more than we fear God.

In his fanaticism the anti-smoker considers that the only solution to the smoking problem is to banish the smoker. His intolerance shows in that alternative solutions do not even enter the debate. Why not, for example, modify the ventilation systems at CSUF so that air is exchanged rather than merely recirculated? If the real issue here is health, this would be the preferred solution since (1) smoke is not the only noxious substance in the air in our buildings and (2) even if it were, it cannot be healthy to breathe oxygen-poor, carbon dioxide-rich air while we work. But the fact that solutions of this kind are met by sighs of impatience rather than serious consideration indicates that the anti-smoker is more interested in a moral crusade than in finding a *modus vivendi* with the smoker. The Age of Intolerance is once again upon us.

**Vote for or against the
ban on smoking
May 10 and 11**

What science says about smoking

Robert A. Koch,
Department of Biological Science

The Department of Biological Science joins me in supporting the statement made in 1986 by Surgeon General C. Everett Koop, M.D.

"... The scientific case against involuntary smoking ... is more than sufficient to justify remedial action ... to protect the nonsmoker from environmental tobacco smoke."

What follows is an abstract of a more complete and thoroughly referenced position paper available in the CSUF Academic Senate office.

Smoking endangers not only those who do it, but those who are exposed to it.

Smokers, compared to non-smokers:

- are 70% more likely to die from coronary heart disease, and 200% more likely if they smoke heavily;
- are 200% more likely to die of cancer, and 300 - 400% more likely if they smoke heavily;
- are 10 times more likely to die of lung cancer and 15 - 25 times more likely if they smoke heavily;
- have an absenteeism rate 50% higher;
- have twice as many job-related accidents; and
- are hospitalized 50% more often.

Smokers inhale mainstream smoke. Non-smokers around them receive exhaled smoke and side-stream smoke (direct from burning cigarettes). Both

are dangerous.

Because side-stream smoke is produced at lower combustion temperatures, it contains more ammonia, benzene, carbon monoxide and various carcinogens than mainstream smoke.

The levels of these substances increase when perforated filter cigarettes are being smoked.

Many studies of involuntary smokers have focussed on the spouses and children of smokers. Non-smokers who live with a smoker, compared to those who do not:

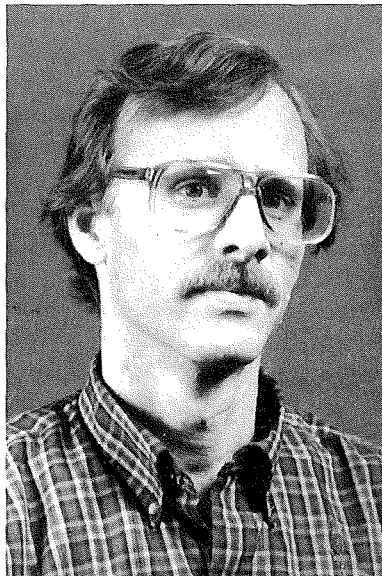
- are at greater risk of lung cancer, nasal sinus cancer, brain tumors and ischemic heart disease;
- are from 2.3 to 3.5 times more likely to get paranasal sinus cancer
- (for spouses) have an increased risk of lung cancer varying from 53% to 200%;
- (for wives) are almost three times more likely to have cervical cancer;
- (for children) will have an increased level of the nicotine metabolite cotinine in their blood.

Because of their very small size, particles of environmental smoke will follow convection currents and be distributed equally throughout a common air volume, even between rooms sharing a common air circulating system. Secondary smoke can:

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Jack Crabbs, Professor of History, was a member of the Academic Senate from 1985-87.



Robert Koch, Professor of Biology and Director of the Electron Microscopy Facility, serves on the General Education Committee..



Sandra Sutphen, Professor of Political Science, coordinated the Women's Studies Program from 1983 to 1986. She is Director of the Public Administration program and serves on the editorial board of the Senate Forum.

Confessions of an addict

Sandy Sutphen
Department of Political Science

With apologies to Mark Twain I, too, think that giving up smoking is the easiest thing I've ever done because I've done it at least a thousand times. Well, not quite; but my friends and others will confirm that I've given it a good shot on a number of fruitless occasions. This doesn't mean I've given up trying. It doesn't mean that sometime I may succeed. I'll keep at it.

In the meantime, I've changed my smoking habits considerably, thanks to the militancy of all you non-smokers. Smoking has become a private act for me, an act I rarely commit in public. I do not smoke around non-smokers, or in the common areas of our department offices. I eat in the Garden Cafe (where I rarely smoke even if I'm eating with other smokers) to allow the fresh air (from the 57 freeway and parking lots of 5000 cars) to co-mingle and diffuse the pollutants I generate. If a student, or other, comes to my office when I'm smoking, I put out my cigarette. I'm doing the best I can for the moment and I don't misrepresent the issues by denying the danger in cigarette smoke.

Which is more than I can say for the more paternalistic of the non-smoking community. Second-hand and side-stream smoke have been demonstrated to be a danger to families and others living in intimate contact with smokers. I love my department, my colleagues, my students, but (at the moment) I am not in that kind of extended and intimate contact with any one of them. And no one has yet been able to persuade me that they can differentiate the carbon monoxide generated by the parking lots and the freeway from that generated by my occasional cigarette.

When I attended the Academic Senate meeting which put the upcoming smoking ban on the May ballot, my most esteemed colleague Stew Long pricked my conscience by suggesting I was being an elitist (a truly cardinal sin for people like Stew and me). Currently, smoking is banned in many common areas and our frequently burdened staff, who are most often the workers in these common areas, must utilize their scarce free time (lunch hours, breaks) if they wish to smoke. Should faculty, solely because they have private offices, be allowed the privilege of smoking with impunity when our sisters and brothers may not? That bothers me. It bothered me so much that I discussed it with my Research Methods class (a group which has demonstrated an urbane, humored and sophisticated demeanor even when confronted by the Social Science Research Center computer lab). One expressed the sentiments of the class succinctly: "Hey, man; you're

faculty! You've earned it!" So much for working class solidarity. However, I was cheered.

And, that is my point, really. Staff are here from 8 to 5. Sometimes, I put in days which go from 7:30 (a.m.) to 10:30 (p.m.) or later. Because I get released time for advising MPA students, I hold late afternoon and evening office hours. I spend a lot of time on campus because I get my work done and I think it's my obligation to be available to students. If the total ban is enacted, I will probably break it frequently, especially when I am one of two or three persons working on my floor in E. C. at 4 o'clock on a Friday (or Monday, for that matter) afternoon. Or, I just won't come here, and so be less available and less productive. I don't like either of those options, particularly when I think there are compromise positions which could be explored (small air purifiers, better circulation systems) and levels of consideration and tolerance which could be achieved by both smokers and non-smokers. I'd like to think we can work that out.

Missing Reeks

by Donald A. Sears

I look to sea and miss
— the plume of ocean steamer, tracing
the line where sky and water meet.

I look across the fold of hills and miss
—the cottage chimneys, lacing
through the trees to tell
where homely village lies.

At home I miss the virile scent
— of bonfires in the fall,
turning deciduous mounds
of leaves to fertile ash;
— of burley, burning from the pipes
of males withdrawn in after-dinner
ritual.

Drifting through my memories
The smoke-clouds rise,
And though we've cleaned the air we breathe
I miss the gift of curling smoke
Sifting through our sterile lives.

from *Festschrift*,
25th Anniversary of CSUF, ed. J. Kalir, 1984

Retreat from the Sixties

Larry de Graaf
Department of History

The student uprisings of the late sixties were overtly concerned with opposing the war in Vietnam and supporting the civil rights movement. University administrations found themselves unhappily playing the role of surrogates for military policy and white racism, causes with which (certainly at Fullerton) they had little sympathy. To give the dramas of confrontation some local relevance, protest leaders tended to fix on certain campus policies as targets, and to formulate "demands" which could conceivably be met as a result of their actions. Did the university have the right to act in loco parentis? Should it impose curricular patterns on its students? Did it have the authority to grade their performance? Did the students have the right to evaluate faculty? Out of the resulting turmoil came courses designed to address more "relevant" topics, a general downplaying of traditional requirements, and considerable emphasis on shaping curriculum, assignments and evaluations to fit individual learning needs or tastes. Innovations were by definition good; such was the fashionable view at the time.

The behavior of the Faculty Council reflected the times. It became easier to advocate the innovative and the experimental as the traditional verities were exposed as seemingly hollow. Many faculty were swept to the left by the climate of the campus — only a few actively joined the protests, but a great many lent their support to changes which would come to haunt — or at least embarrass — them later. The history of the Senate's work on educational policy since 1970 is to a considerable extent the record of a brief plunge in the direction of many faceted change, followed by a gradual and prolonged pulling back towards the original status quo.

General Education

The General Education requirements developed in the early years of the campus were shaped by educational philosophy but also by faculty teaching interests. The larger departments were ready to specify a particular course for GE purposes; the smaller ones liked to spread their GE enrollments around so that faculty would have adequate audiences in courses they liked to teach. English 101 and 102 were required, as were Political Science 100, Psychology 101, an American history course and an introductory Speech course. In contrast, the 3-unit requirements in philosophy, art and music were to be satisfied by any of five, nine and nine courses respectively. The most eccentric provision

was for any one course from a choice of four economics courses and four in mathematics. The most controversial required four consecutive semesters of activity courses in health and physical education. It is perhaps unsurprising that this program did not survive the upheavals at the end of the sixties.

FCD 69-82 was based on the premise that "the major purpose of general education is to permit the student to explore areas of knowledge, (which exploration) will vary in accordance with the variability in human abilities, experiences, needs and aspirations." It proposed that general education take into consideration "the continuous change in the interface between the known and the unknown" and felt certain that individual students were "capable of making choices" about their own GE programs. The new GE requirements were for any 9 units of course work in four fields: (i) natural sciences (ii) social sciences (iii) arts and humanities and (iv) basic subjects. The definition of "basic subjects" was truly mind-boggling: "computer science, foreign languages, health education, mathematics, oral communication, physical education, reading, statistics and writing." The only specific course requirements to survive these reforms were those in American Institutions and Values, enshrined in Title V. In case these GE guidelines should be found too constraining, a further proposed option called for individualized interdisciplinary GE programs to fit the "unique backgrounds, knowledge, and experience" of different students.

"FCD 69-82...felt certain that individual students "were capable of making choices about their own GE programs."

In the early 1970s the wave of radical reform rapidly lost steam, and the Faculty Council began to move away from "free elective" general education. The first step was to establish a vehicle for administering the general education program. A core college and a "dean of undergraduate studies" were discussed but the administration seemed reluctant to act. In 1973 the council established a standing committee on general education. By 1975, this body, while maintaining the four-field structure of GE, had begun to specify which courses fulfilled requirements in each area. The following year, the Commission on the Future of California State University, Fullerton criticized past GE policies, chastising departments for either considering only their own majors or for regarding GE courses simply as a

source of FTE, and calling for a new philosophy of general education that would be fully implemented, with traditional basic skills a meaningful part of the program. By 1978, the council had approved a sweeping revision of general education "designed to provide broad knowledge within the traditional areas of learning," and adding to the previous four broad subject fields requirements of proficiency courses in writing, language and formal logic or mathematics and replacing individualized interdisciplinary explorations with 6 units of Western Civilization, mandated for all students.

Inevitably, the General Education Committee and the Council became arenas in which departments fought for a piece of the GE pie. The History Department was particularly embroiled in these battles. In 1976, Afro-Ethnic Studies demanded that its History of Black Americans be counted as fulfilling the U.S. History and Institutions requirement. In the late 60s, such a request might have been granted; American Studies had qualified its one semester "American Character" course as a substitute for the traditional survey of U. S. history. But History representatives persuaded the council to reject such special focus courses and mandate that the requirement must be filled by a broad survey. Later in the decade, the mandatory Western Civilization (absent from most other state universities) would draw considerable criticism.

While CSUF was revising its GE program, a Chancellor's Task Force was recommending a major restructuring (EO 338) of GE throughout the system. While many elements of the task force report paralleled the recent revisions at Fullerton, there were some differences. It took from 1980 until 1983 for the Faculty Council to bring its GE program into compliance with the guidelines mandated for the system.

With these changes, the Senate essentially completed its transformation of general education from the individualized ideals of the 60s to a carefully structured program that provided a mix of traditional liberal arts disciplines, basic skills and select newer areas of knowledge. Many council members congratulated themselves on a well-defined GE policy. Yet in fact the saga of GE policy was not ended. It was a perennial issue on senate agendas through the 80s, and the demands to enlarge the list of courses are never ending.

Revisions resulted in a series of "plans" for students entering CSUF at different times, so that by Spring 1989 the array of GE courses and options consumed 24 pages of the Class Schedule. What academic senators might perceive as a clearly articulated program, entering freshmen could regard as a bewildering maze.

At present, no less than 567 courses are listed as fulfilling the university's GE requirements. This formidable total may seem to suggest that so many courses have been specified that we are virtually back to the

"free elective" situation. However, the wildest proliferation of alternatives occurs only in a few categories, notably the 6-unit requirement in "implications and explorations," the meaning of which has not become manifest over the years. The general philosophy of the majority of Faculty Council members has tended towards the traditional, but the day-to-day politics of securing departmental enrollments has tended to inject more alternatives into the GE program than purists could approve. Nevertheless, it is the long run trend towards the traditional which has shaped the GE curriculum since 1970.

Programs

Anyone studying the record of Faculty Council actions on proposed majors, minors and other options since 1970 might conclude that the council never saw a program it didn't like. It approved the vast majority of proposals which were put before it. Graduate programs were approved without evidence that they could ever attract enough students to be viable. Expensive undergraduate programs were also routinely approved — nursing, for example. If a proposed addition was generally understood to be academically acceptable, the Council did not oppose it.

When tradition was to be departed from, however, matters were different. What was creative

"What academic senators might perceive as a clearly articulated program, entering freshmen could regard as a building maze."

and innovative in the late sixties became highly suspect only a few years later. This was especially evident in the roller coaster saga of interdisciplinary studies. In 1967 the Faculty Council had approved in principle the creation of an Interdisciplinary Center. It would "become a 'college within the college,' breaking down the worst effects of largeness" and also "provide an experience grounded in an experimental educational program with which students and faculty alike may identify." By 1969 this idea had grown into a School of Special Studies, to encompass all existing departments and programs of an interdisciplinary nature.

By 1970 the planned unit was "The School of Interdisciplinary Studies," to include a miscellany of programs such as the M.A. in social sciences, technological studies and religious studies. An abortive search for a dean of this new school was launched, but by 1971 its status was downgraded to that of a division. Under whatever name, the interdisciplinary center continued to offer a wide array of courses on such subjects as The

HISTORY OF THE ACADEMIC SENATE

Nature of Love, Quest for Self, Character and Conflict, and Authentic Human Communication.

In 1971 the council was asked to approve a department of and major in Human Relations which would "provide an in-depth didactic and personal experience for those students whose career plans will be furthered by their becoming knowledgeable and expert in the dynamics of human relations." Some faculty viewed such offerings as "touchy-feely," and after energetic debate the proposal was defeated. Two years later a major in Human Services was approved, but by then it emphasized social service vocational training, not self-exploration.

The enrollment in ID Center courses gradually declined, and by 1975, a proposal to revise the workings of the Center encountered such heavy debate on the council floor that the director implored his colleagues not to abolish the whole program. His pleas went unheeded, and the Center disappeared.

Further evidence of how the climate of campus opinion had changed came in the early eighties, when a proposal for an ROTC program came before the council. In the era of peace marches and the Vietnam War, ROTC had been a prime target, with the buildings that housed it not infrequently vandalized. Any suggestion of introducing it on this campus would undoubtedly have encountered spirited student demonstrations and corresponding (if less strident) opposition from a great many faculty.

But in the eighties, anti-war feelings amongst the faculty had lost their urgency, while most students probably regarded them as irrelevant. Rather than being judged on political grounds, the issue became whether ROTC would be an academically respectable program. The military officers who teach in it seldom have doctorates, and may be given teaching assignments for which they have only the shakiest qualifications. On other campuses, examples abound of courses in American foreign policy, the history of specific wars (or warfare in general), the sociology of organizations and the psychology of leadership being taught by unqualified personnel under the banner of Military Science.

"...The Nature of Love," "Quest for Self," "Character and Conflict" and "Authentic Human Communication."

To be recognized on campus, the army needed the stamp of Academic Senate approval. The Senate used the leverage that this gave it to exact a number of concessions from the military, to the point where any

course which fell within the general parameters of one of the traditional disciplines would be taught by regular university faculty, while the army personnel would deal only with topics such as "leadership laboratory" and "military instruction techniques." As a result of Senate insistence, Fullerton's ROTC program contains a higher proportion of courses taught by university faculty than any other such program in the country. The Academic Senate approved ROTC not because its members were or were not sympathetic to the military, but rather because it met the test which the Senate seems regularly to apply: if a program is one normally offered by universities, and if it is academically respectable, it should be approved.

Student-Faculty Relations

During the 1960s, the same mentality that challenged the relevance of traditional curriculum charged "multiversities" with treating students as statistics ("do not fold, staple, or mutilate") also challenged traditional competitive grading. If each individual's experiences and perceptions were unique, by what right did faculty rank them A, B, C, D, or F? This philosophical position gained support from other circumstances. Good grades were essential to maintain student deferments from service in Vietnam. Giving a bad one could conceivably send a student to the war, a responsibility few faculty welcomed. Economic pressures were making a mix of employment and college the rule, not the exception. By the end of the sixties, grade point averages had risen considerably, without any verifiable improvement in the quality of student work.

This pattern persisted through the mid-70s, met only with mild suggestions that department chairs should talk to faculty whose grading patterns seemed out of line. But in Spring, 1977, the Academic Standards Committee took up the issue and set forth a series of proposals to combat such inflation. One was for the average grades for each class to be reported on student transcripts, so that a high grade might be devalued if the instructor gave little else but high grades. Another required the publication of gpa's for each course and professor in comparison with department averages. President Shields then proposed that such information be included in each faculty member's Annual Personnel File.

The council's approval of this latter proposal was challenged by a faculty referendum and decisively defeated, 301-174. President Shields then expressed the interesting view that such a referendum per se did not change policy, but at the same time he agreed to delay its implementation. The council sought a compromise by establishing an ad hoc committee, but this committee returned with recommendations even more draconian than the previous ones, particularly the idea that

any course in which over two-thirds of the grades were A or B would thereafter be graded on a Credit/No credit basis. Led by Arts representatives, that proposal was defeated, despite heated warnings about the need to "control the throwing around of As and Bs like confetti." The Shields proposal for insertion of gpa's in personnel files was quietly abandoned. Whether because of these changes or the debate which they generated, the level of grades given has returned to its pre-1970 level.

Student protests against being graded by faculty were, in the late sixties, often accompanied by assertions of the right of students to evaluate faculty. The institution of teaching evaluations was approved by the Senate in the era of protest, and shortly afterwards was made mandatory in every class. The debates on this topic were replete with fiery rhetoric about the indignity of submitting to a popularity poll and the inability of students to make any worthwhile judgments about their teachers — arguments now seldom heard. Teaching evaluations have become broadly accepted; most faculty probably find them useful, even if the important role they play in promotion and tenure decisions is sometimes deplored. One innovation of the late sixties has survived and grown since.

Conclusions

The above cases represent only a small portion of the work which the Academic Senate has performed in shaping educational policy, but several conclusions can be reached from them. The senate, like most responsible legislative bodies, has overall been in tune with its times. As educational thinking changed, so eventually did campus policies. The "retreat from the 60s" represented essentially a rethinking of the values which had shaped curriculum and academic standards. Yet many policies, not only student evaluations but a broadening of social science and humanities to include many groups and perspectives heretofore ignored, and some involvement of students in determining educational policy have endured and are now accepted as sound.

National reports in recent years have been highly critical of the quality of higher education, especially at the undergraduate level. Many of these criticisms have been echoed by publications within the CSU system, particularly the recently released reports of the Commission for the Review of the Master Plan for Higher Education and the 1986 "Self-Study of Undergraduate Education" put out by the statewide Academic Senate. These studies have noted an excessive emphasis on faculty professionalism and student careerism to the detriment of undergraduate teaching and learning; a lack of clearly articulated mission of general education; and a fragmentation of course offer-

ings to the point that universities become "supermarkets" with little vision "of what constitutes an educated person.¹ The inference is that the senates of the CSU system have not done an effective job in this area. The Master Plan Review Commission issue paper pointedly asked the Board of Trustees to take steps to improve undergraduate education, ignoring campus senates as appropriate instruments for reform.

"Giving a bad grade could conceivably send a student to the war."

Nebulous interdisciplinary offerings rejected; "touchy-feely" self-explorations replaced by professional training; a carefully structured curricular framework — how could such a record of curricular development be seen as lacking integrity? Obviously, the recent national and state reports did not apply at CSUF. Yet when the whole record of council action on program proposals is viewed, some disturbing trends are evident. Human Relations was one of the few proposed programs that was defeated. Far more common was the approval of as many as a dozen new degrees and/or majors each year. This has resulted in a steady proliferation — some would say fragmentation — of offerings that gives some credence to the "supermarket" charge. Quite a few of these have been professional or vocational in emphasis, leading to the criticism that the university was not meeting its classic responsibility of "preparing students for citizenship and social responsibility." Veterans of the liberal arts drought of the 70s might wonder how much demand today's student has for such a mission, but that line of reasoning suggests that an academic generation that rejected "free electives" as a basic framework for general education may be adopting that same ideal for the overall focus of a college education. At the least, the record of the senate in this area of educational policy can be seen as displaying two ironically different themes.

Current questions of higher education seldom deal with legacies of the 60s. They are rather asking whether the modifications since then are fulfilling the stated goals of universities, especially in regard to undergraduate teaching. Some of the criticisms raised in recent studies may relate to CSUF, and hence to the Academic Senate given its role in determining educational policy. The development of general education policies suggests that in this and perhaps some other areas, department interests were at times the prime determiner of university policy. Faculty have also been chided for a tendency to preserve the status quo in the name of maintaining educational traditions. Such

defenses often serve the campus well, but may also block or delay needed reforms. The current reluctance to expand western civilization into non-western cultures may be a case in point.

Of course, it is much easier to design ideal educational policy than to actually formulate it in the give and take of committee and senate meetings. Educational policies, like the pursuit of knowledge

itself, are constantly changing. If traditional curriculum and standards were targets of criticism in the 60s, only to be largely reinstated more recently, some of the current criticisms may share the same fate. Moreover, the senate has shown itself to be responsive in the past; it should demonstrate that same quality in dealing with the ideas coming out of current reports.

Let a thousand flowers wither

Gerald C. Marley
Department of Mathematics

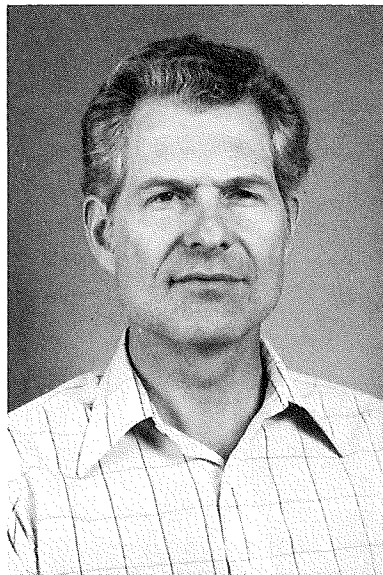
The late sixties and early seventies were troubled times for America. There was uncertainty about values—both personal and educational. How can you talk about such irrelevant things as the Roman Empire or linear algebra while people in Vietnam are being napalmed? What relevance have correct spelling and grammar while bombs are dropping in Cambodia? Indeed, "what does it profit a man to gain the whole world, yet lose his own soul?"

All across the country campuses sought to outdo one another in implementing programs and colleges which were new and different. Words such as "nontraditional," "experimental," "relevant," "third world," and "experiential" became part of the litany.

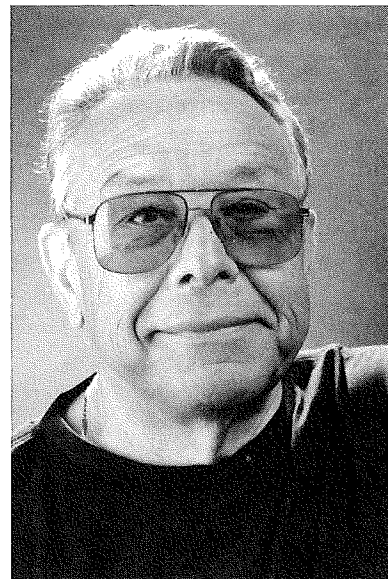
Courses and programs should be evaluated on whether they are "innovative" or "relevant", rather than on the basis of their academic content and rigor. Some even questioned the legitimacy of the notions of academic disciplines and bodies of knowledge. Some campuses attempted to evaluate "life experience" in order to see what kind of "academic credit" should be given one just for surviving from one day to the next. Assemblyman John Vasconcellos, still an influential California legislator, verbally assaulted both UC and the CSU for refusing to undertake such evaluations. In his view, a woman should receive college credit for the experience of childbirth. He thought welfare mothers should receive college credit for managing their households. After all, they have to apply for food stamps, make arrangements to obtain each month's supply, plan food purchases, etc. According to this view, I suppose that



Larry De Graaf, Professor of History, was one of the original members of the faculty.



Gerald Marley, Professor of Mathematics, served on the statewide Academic Senate from 1971 to 1979, and was chair thereof 1975-77. He chaired the Faculty Council in 1972-73.



Paul Obler is the founder of the University's Interdisciplinary Center and became its first director. His is now "FERPing," dividing his time between the English Department and Amsterdam.

a gang leader or major drug dealer should be entitled to an MBA.

Academic departments were seen as archaic and inimical to "learning." If only we could get away from our dysfunctional, self-serving notions of "turf," then "education" could really get going. I remember being told by Dean Hazel Jones that we should be teaching students to "build bridges" between bodies of knowledge, rather than trying to teach specific disciplinary content. I was never sure whether it is unimportant that students know anything specific, whether there is anything specific to know, whether there is anything specific worth knowing, or whether students already know all that is necessary to serve as solid foundations for these "bridges" we were supposed to be helping them build.

In order to facilitate the development of programs which were "relevant," and which were not restricted to traditional departments, the Interdisciplinary (ID) Center was established. To some, the idea was to bring together faculty from various departments to address, in an interdisciplinary and coordinated manner, a particular field of study. For example, faculty from the Departments of Anthropology, Art, History, Literature, and Philosophy might develop an "interdisciplinary" study of western culture. Others, however, had a very different vision—"interdisciplinary" programs would be developed by individual faculty who had something "relevant" to offer, and the programs would be immune from the normal examination and evaluation (i.e., interference) by existing institutional processes.

Two specific conflicts developed almost immediately. The first dealt with the hiring of faculty. University policy prohibited the hiring of faculty by programs, "interdisciplinary" or not. Consequently, many programs—American Studies, Ethnic Studies, Religious Studies—became departments, and began hiring their own faculty. Those which did not become departments hired faculty anyway. Despite the fact that the Faculty Council had recommended and the President had approved the policy, program directors (with the knowledge and consent of campus administrators) simply ignored the prohibition against hiring faculty.

Historians were especially in demand, being recruited and hired by at least five different departments and/or programs. Once on the faculty, these historians began to develop and propose new courses in their discipline (history), even though they were supposedly hired to teach in an "interdisciplinary" program. Each spring's new course cycle was encumbered by jurisdictional battles resulting from new history courses being proposed by historians not in the History department. After all, who can blame a faculty member for wanting to teach a course or two in the field of his/her academic interest and training?

The second conflict arising from the emergence of the ID Center centered around the Program in Human Services. Almost immediately a new faculty member was hired. Dr. William Lyon was a local therapist who had had some university personnel among his clients. As new courses proposed for the program were reviewed by the Faculty Council and its committees, various faculty from across the campus came to give testimonials about the value of these courses and of their regard for the work of the new faculty member. These testimonials had a familiar cant: "My life was in shambles, I was seeking identity and meaning in my life, and then I found _____. Now I am happy and free. If you would just invite _____ into your life, you would be happy too."

The testimonials gave witness to lives which had been changed as a result of personal and group therapy sessions. Indeed, the testimonials themselves provided prima facie evidence that the program was not an academic program designed to train persons to provide human services within the community. The nature of the debate concerning the program led me to conclude that we were not dealing primarily with an academic program. Rather, we were dealing more with a personality cult and the testimonials provided a defense for the personal and group therapy sessions provided.

If an important criterion for appropriateness of a university program is personal testimony about significance in one's life, then perhaps we should have a program for teaching and enriching Christian living. I guarantee that for each faculty testimonial lauding the value of the therapy received in the courses then under debate, I can produce two Christian faculty testimonials lauding the value of faith in daily life. Of course, such Christian testimonials would be just as irrelevant as the ones we heard in those days.

One of the testimonials was particularly troubling to me. Bayard Brattstrom, the chair of the University Personnel Committee, testified before the Faculty Council that, if he had his way, every faculty member would be required to take courses in the proposed program as a prerequisite to any positive personnel action. As he spoke several junior faculty who were to vote on the proposal had personnel actions pending. Can you imagine what would happen if a chair of the university Personnel Committee were to announce that he/she believed that only born-again Christians should be permitted to be promoted or tenured at CSUF?

According to its advocates, one of the objections to the newly approved courses, therefore, simply were not scheduled. Further, absent departmental policies to the contrary, any faculty member doing a graduation check is able, without review by anyone else, to approve students for graduation—whether or not they meet the requirements for the degree. Eight Human

Continued on page 20

Trying something different

Paul Obler, Professor Emeritus
Department of English

My proposal for an inter-disciplinary center at CSUF came out of the intellectual and political ferment of the '60's, but the major issues — particularly as they relate to the very nature and function of the liberal arts — are still very much with us. On the "edge of history," the traditional departmental organizations — discrete, watertight compartments — no longer seemed appropriate to the emergent needs of a self-reflecting, rapidly expanding contemporary consciousness. The intellectual excitement was at the frontiers where disciplines merged and their metaphors coalesced. Existential categories and structuralist perspectives cut across the segmented ghettos of the academic majors. Knowledge, in Polyani's phrase, was seen as "personal" in a way not experienced by prior generations.

On the campus conditions seemed ripe for the interdisciplinary proposal to be implemented. Enrollments were booming, thus tempering the departments' rancorous competition for FTE and brittle protectionism of their own turf. And as the campus grew so did some faculty disquiet about its centrifugal proclivities. There was a felt need to hold onto an earlier sense of community when "small was beautiful," a time when colleagues and students from various areas could meet in a spirit of open inquiry and creative cross-fertilization. In this mood the "No-Name" faculty club met monthly at somebody's home to hear a faculty member — albeit a specialist in some discipline — talk about a topic of general interest. A few interdepartmental, often team-taught, courses emerged. I recall a conference on myth sponsored by the English Department but featuring speakers from several disciplines. About the same time the Faculty Council approved the establishment of the Inter-Disciplinary Center (the first in the state university system), a cluster of "new" interdisciplinary programs like linguistics, liberal studies and American Studies started under an administrative umbrella headed by then Vice-President McCarthy.

In a move which now seems more than ironic, the Center was given a home in T(emporary) 2000, at the edge of the campus. My prerogatives as Director included some suggestions for structural alterations and choosing (or finding) furniture, rugs and decorations which were to reflect the informal, non-classroom atmosphere I wanted. In addition to my own administrative and teaching load, I brokered some additional courses by cross-listing and "borrowing" arrangements. Here the Anthropology Department and the Counseling Center proved most cooperative. Early courses focused on broad themes not found in traditional departments: the nature of love; the dialogue between

science and religion; jazz; Jewish mysticism; Yoga; Art, literature, and the development of consciousness; perspectives on the nature of time; a "conversation" between the social sciences and the humanities; a team-taught "Women in an Age of Crisis." In addition the first "controversial" group dynamics course, "Character and Conflict," immediately attracted such an enthusiastic response that more sections were required.

The Center's charter which I drafted included the offering of courses which could lead to the development of new programs later to become autonomous. This happened smoothly in the case of the Religious Studies program which benefited from a close and friendly collaboration with Professors Gard, McLaren and Fierman, some of whose offerings like the popular "Anxiety, Guilt and Freedom," were initially sponsored by the Center. Indeed I now count the program — maybe the first in the university system — as one of the Center's major contributions.

In view of this it seems ironic that the Center was attacked for its "secular humanist" tendencies. These were supposedly manifest in another of our developing programs, Human Services. Faculty, mostly from the social sciences, concentrated their criticisms on a cluster of courses which focused on personal growth and group process — "Character and Conflict," "The Quest for Self," and "Group Process and Leadership." These were facetiously labelled as "touchie-feelie" experiences — invariably by faculty members who knew nothing of them directly or whose knees jerked uncontrollably at the notion that the enhancement of self-knowledge could be relevant subject matter in academic groves. "We cannot take on the ills of society and become a therapeutic (sic) institution," opined one professor of history.

The roots of the opposition from some psychology faculty were, I believe, more complex. Like most American university psychology departments, ours was (and still is) experimental and non-theoretical. There was no listing of any course comparable to my own at the Center on Jung, for instance. Several of our academic psychologists were openly skeptical about the intellectual value of non-behaviorist, humanistic psychology. A few stressed the possible dangers of group encounter experiences, warning the university administration (in Orange County!) of potential law suits. As students and some faculty members from several departments, including the Counseling Center, became involved in group process experiences, a few in the psychology department contrived to gain control of the committee planning the Human Services program. Especially galling to them — even on a personal level — was the probability that the program might be headed by the Center's charismatic Professor William Lyon, a

veteran professional psychotherapist, but one lacking the "correct" academic background. Plainly the program had become too valuable a plum to entrust to those who had worked so diligently for its acceptance by the Chancellor's office.

The days of the I-D Center itself were numbered. Bill Lyon resigned. A year or so later, at a meeting of the Faculty Council to which I had received no formal invitation, the Center was administered a clumsy coupe de grace. Ironically the burden of much argument for its demise was that many of its courses were now incorporated into the curricula of other departments. That this was precisely the Center's mission was a point lost on the Council, many of whose members had already rendered their verdict. The time for innovation and experiment was over. The departments, guardians of intellectual purity, hungry again for FTE, were firmly in control.

Allow me to close on an even more personal note. At that same Faculty Council meeting, now some dozen years ago, Professor Don Sears observed that the I-D Center was my "baby," almost totally involved with me personally. I think that was largely true, and much of its history — both accomplishments and struggles — was a reflection of my own interests: I was editor of a newsletter on literature and religion; then of an Anchor book on the impact of contemporary science on the humanities (The New Scientist); of Mirrors of Man, an introduction to the liberal arts in the modern world; and I had a continuing interest in psychological processes. Certainly the Center provided me with a unique chance to explore those concerns. Many colleagues from various disciplines — among them the late Bill Alamshah (philosophy), Som Sharma (English) Bayard Brattstrom (biology), Ed Stiel (mathematics), Wayne Untereiner and Fred Katz (anthropology), Gerry Corey (human services), and Peter Ebersole (psychology) — shared my vision of the Center and helped promote its aims. Former Presidents Shields and McCarthy allowed generous freedom and were patient in their support. The excitement the Center generated, the warmth of its professors and students who found it a congenial — though temporary — home, I shall continue to value.

Still, after almost thirty years walking this campus, "criss-cross patterns on undulating green," watching its expansion, its manifest "edifice complex," I have questions which perhaps come out of the Center experience. Not so much about the Center's history — "a web of nonsense for the higher thinker" said Goethe of that kind of quest for "what really happened" — but about the role of the university. Does it create that ambience so vital to the life of the mind — of friendly dialogue across the shifting boundaries of what we call the circle of knowledge: In this time and in this place does the Center hold? Shall the circle be unbroken?

A campus quiz

1. Which CSUF graduate program currently has the most students?
 - a) Elementary Education
 - b) Mathematics
 - c) Counseling
 - d) Business Administration
2. Which CSUF graduate program is the fastest-growing in the 1980's?
 - a) Elementary Education
 - b) Mathematics
 - c) Counseling
 - d) Business Administration
3. In the CSUF total course offerings, which mode of instruction is the most popular (the modal mode)?
 - a) large lecture (C1)
 - b) lecture discussion (C2)
 - c) discussion (C4)
 - d) seminar (C5)
4. What is the median age of community college transfer students to CSUF?
 - a) 19
 - b) 20
 - c) 22
 - d) 24
5. Which two of our primary community college feeders to CSUF are among the top ten transfer producing community colleges in the State?
 - a) Cerritos
 - b) Fullerton
 - c) Orange Coast
 - d) Rancho Santiago
6. What is the average campus GPA of women undergraduates at CSUF?
 - a) 2.3
 - b) 2.5
 - c) 2.7
 - d) 2.9
7. What is the average campus GPA of men undergraduates at CSUF?
 - a) 2.3
 - b) 2.5
 - c) 2.7
 - d) 2.9
8. Of the top three California counties producing the highest numbers of high school graduates in a recent year, which county produced the most high school graduates per total population?
 - a) Los Angeles
 - b) Orange
 - c) San Diego
9. Overall, the percent women among CSUF undergraduates has increased from 51.1% in Fall, 1980, to 53.9% in Fall, 1988. In which school has the percent women of total majors increased the most?
 - a) ARTS
 - b) BAE
 - c) ECS
 - d) NSM
10. Among first-time freshmen at CSUF, which category has the higher one-year continuation rate, men or women?
 - a) men
 - b) women

Answers to the quiz may be found on page 18.

The war on grade inflation

Dave Van Deventer
Department of History

The academic year 1976-77 marked America's bicentennial, the rejection of the Nixon-Ford administration, and at CSUF the beginnings of a war against grade inflation. Waged by the Academic Standards Committee, President L. Donald Shields, numerous faculty and Faculty Council, this campaign lasted for three years, proved to be relatively successful within two years, and remained successful throughout the 1980's.

By the mid-70's, national SAT score averages had declined from 466 Verbal and 492 Math in 1968 to 434 Verbal and 472 Math (1975) while CSUF student lower division GPA's had increased from 2.48 in Fall 1969 to 2.84 in Spring 1975. Appalled by these statistics, the Academic Standards Committee urged on by President Shields, launched a campaign against grade inflation at CSUF, seeking to curtail its growth and to reduce it, if possible. As a member of the committee during these three years, I helped carry out this campaign, the success of which is borne out by the fact that by Spring 1979 lower division GPA's were back down to 2.50 where they continue to remain in Fall 1988. (SAT average scores for 1988 were 428 Verbal and 476 Math.)

The Academic Standards Committee recommendations had very simple goals: to stimulate faculty thought, discussion, and debate on grading and grade inflation, and to reduce the extraordinary numbers of A's and B's that were being awarded. Such high grades aided the less than outstanding students at the expense of the outstanding ones by cheapening their grades.

Perhaps our most significant recommendations provided that faculty grading profiles be circulated within departments, and that departmental grading profiles receive University-wide circulation. This increased faculty awareness of grade inflation. Another proposal provided "truth in advertising" by requiring class numbers and GPA's along with the student's grade for each class to be included on the transcript. This would clarify whether the student had received, for example, an A in a class of 10 with a GPA of 4.0 or in a class of 40 with a GPA of 2.0. By making such information available to transcript readers in graduate schools, we would be rewarding our best students. Moreover, students who saw such information on faculty grading might bring informal pressure to bear on faculty to be more discriminating in their grading practices.

Other policy recommendations sought more

direct reductions of the University's overall GPA. Since the number of C's awarded had declined from 28% in 1968 to 18% in 1975, the C was redefined from "satisfactory" to "average" in an attempt to increase its use. Because no-credit grades were not counted in the student's GPA, Option 2 grading (ABC/NC) was eliminated; and Option 1 grading (ABCD/F) was required in all GE courses so that D's and F's would be counted to help lower the University GPA. Since independent studies and internships were ill-defined, unlimited in number, and teeming with A's, written specificity was required regarding course parameters and bases for evaluation. All undergraduates were limited to 9 units of independent study and 6 of internships.

Finally, we proposed modifying University regulations to ensure that students acted responsibly by providing negative consequences when they did not. The "Incomplete" grade policy was revised to require faculty to provide a provisional grade where possible so that if students "disappeared," the Department Chair would be able to assign an appropriate final grade (which was often an F). Moreover, to clarify the significance of a student's failure to complete an incomplete grade, that grade became an F rather than "be counted as equivalent to an F." Believing that poor academic performance not being an appropriate reason for withdrawal from a course after census date, we mandated the assigning of a WF, (defined as D or F quality work) and having the same effect as an F on the student's GPA. Change of grade policies were strengthened by restricting the reasons for grade changes to either a clerical or administrative error or an error in the instructor's original evaluation. Grade changes based on the acceptance of additional work or on re-examination were prohibited. The "U" grade policy was tightened by requiring that when the Registrar determined that a retroactive withdrawal was justified, he must have the appropriate faculty assign a W or WF "based upon the student's academic performance at the time of withdrawal."

For the next two years, these and other similar recommendations preoccupied the Faculty Council. However, much of this discussion was influenced by the surprise attack that President Shields launched as the Grade Inflation Report reached the Faculty Council. On May 24, 1977, he proposed requiring the inclusion of "statistical summaries of grade distributions for all classes taught and any materials which may help interpret these statistics" in all faculty personnel files. His underlying assumptions were that there might be a strong positive correlation between high student opin-

ion ratings of faculty and the assignment of high student grades by faculty, and that such information should be available to personnel committees for RTP purposes. The Faculty Council approved this, an action which provoked an immediate faculty referendum. Approximately two-thirds of the voting faculty disapproved it. President Shields refused to yield, announcing his approval of the new policy but agreeing to postpone its implementation for one year so the council could develop the best means for administering it within departments.

The Faculty Council set up an ad hoc committee to extricate itself from this dilemma. The Committee met throughout 1977-78, and eventually presented 19 pro and 43 con arguments regarding the new policy, plus three major guidelines for the "interpretation of grade summaries in the APF." At a tension-filled meeting in May, 1978, the Council debated the report and the guidelines and rejected them in a 14-14 roll-call vote. The President thereupon abandoned his unimplemented policy, perhaps satisfied that such information would now be available to the administration if needed and that he had provided a special focus to the issue of grade inflation.

Our campaign also had its excesses. The Academic Standards Committee zealously supported two proposals before the Faculty Council that provoked spirited opposition and failed to pass. One would have required faculty grading information to be made available to student consumers since class GPA's were now placed in student transcripts. The other would have required all undergraduate courses of ten or more students in which more than 66% A's and B's were consistently assigned to be offered only on a Credit-No Credit basis. The latter received especially strong opposition from faculty of the School of the Arts who have traditionally assigned relatively high grades to self-selected students.

The Faculty Council ultimately adopted most of our recommendations, though not necessarily in their original form; and by 1980 our campaign had come to an end. The campaign was largely successful. The high lower division GPA's (2.8 and up) have been reduced significantly and consistently since 1977, though this is not the case of ARTS, HEPER and a few other scattered departments.

Something changed faculty behavior in those years. Whether it was the revisions of policy, I cannot say. Moreover, I realize that there were many other motives involved in these policy revisions than the ones I have outlined. The psychological consequences of President Shields' intervention cannot be overemphasized, even though his initiative did not produce the policy changes he intended. The Council debates over our recommendations certainly raised the consciousness of the faculty on the issue of grade inflation. As a faculty member who played a minor role in the campaign, I want to commend the many concerned faculty who helped to bring it to a successful conclusion.

Grade inflation: a dissent

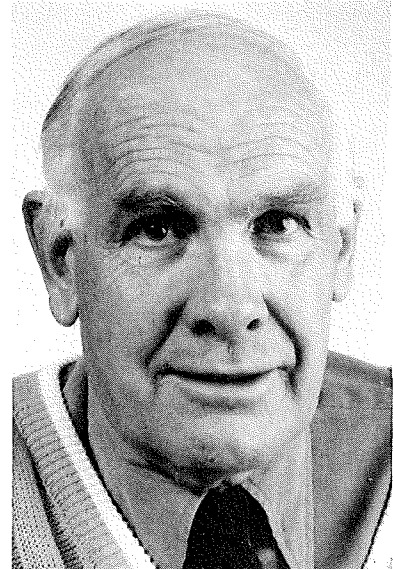
Julian Foster
Department of Political Science

The triumph which David Van Deventer celebrates in the preceding article was to persuade more faculty to give bad grades. Whether this change was accompanied by any improvement in student learning, we don't know. It may even have reflected an absolute decline. Departments which bestow persistently low

David Van Deventer was a member of the Faculty Council in the early 1970s. He has served many times on the Academic Standards Committee and the Academic Appeals Board, and he currently chairs both.



Julian Foster, Professor of Political Science, served on the statewide Academic Senate 1971-79, and was a department chair from 1978 to 1984. He chaired the Faculty Council in 1966-67, and in 1986-88.



grades - typically some in the natural sciences - commonly cite their g.p.a.'s as evidence of their unbendingly high standards. Less sympathetic observers may speculate that such departments have unrealistic expectations, fail to stimulate good student performance, or just don't put their subjects across very well. Logically, any one of these explanations is possible.

However, I have to concede that David has at least two good arguments on his side. First, there is the Truth in Advertising thesis. Giving a student a passing grade implies that the student has achieved a passable grasp of the material. A student who achieves a C average on 124 units deserves to graduate from the university. One who graduates with honors has consistently been amongst the best and brightest in each class taken. If faculty give A's and B's in profusion, or give C's to people who have done virtually nothing, transcripts will not be honest records of effort and ability.

A second argument is one of Equity. If some professors adhere to traditional grading patterns while others deviate from them markedly (in either direction), students who perform at similar levels in different classes will be rewarded (or penalized) very differently. Other evils may ensue. Students will spread the word on where easy A's are to be had, and those classrooms will fill up with people who regard academic work as a distraction from their social lives. Meanwhile, faculty who offer solid and demanding courses will find their enrollments languishing.

These arguments seem reasonable enough, but I am not convinced that our present arrangements respond to them. Lower division g.p.a.'s, whether of classes, instructors or departments now almost always fall between 2.0 and 3.0, suggesting adherence to a fairly traditional grading pattern. Averages, however, can be deceiving. A disease which strikes people at an average age of forty may in fact attack only children and the old. A faculty member whose average grade given is around 2.5 may in fact be doing what David Van Deventer disapproves of - bestowing A's or B's on two-thirds or more of his class - provided he also gives several Fs.

What sort of student gets an F? It may be one who has attended classes, written papers, taken examinations, and manifestly failed to learn much of anything. I still cherish the memory of a grade change submitted by one of the more rigorous members of my department; the change was from incomplete to F. The reason given: "Term paper completed."

However, I suspect a much more common cause is what may be called bureaucratic inefficiency. Some students enroll in a class and never appear at all; others drift away after a week or two; still others get discouraged after doing poorly on a paper or examination. These drop-outs can disappear during the first four weeks, and so long as they get the requisite forms signed, there is no penalty. After that, however, the

instructor who follows official policy is supposed to give them a WF, which is essentially indistinguishable from a straight F. If these delinquents do nothing until the last three weeks of classes, the result is a U, which again has the effect of an F, and the instructor has nothing to say about it. Then there are the incompletes which, if neglected too long, will also turn into Fs.

Obviously, these mishaps are the student's own fault. Notices of what you are enrolled in are sent out. Mandatory drop dates are published in catalogs and class schedules for the benefit of those who make such things their regular reading. There is an additional safety net for the rule breaker - the petition which may avert the full penalty prescribed by law. But the kind of student who doesn't know the rules in the first place often doesn't know enough to file a petition once he has fallen afoul of them.

Dr. Van Deventer and others plainly have little sympathy for these miscreants. Transfers from community colleges, where instructors often drop students who do not attend class, should learn that matters are handled differently here. Those who misread our 'administrative drop' policy, which says that instructors can drop no-shows, must be taught that 'can' is not to be confused with 'will.' Dr. Van Deventer describes this process as making students act responsibly. I think of it rather as obedience training.

My point, however, is that if, as I suspect, a considerable majority of F grades go to drop-outs, this has nothing to do with standards or rigor. An F on the transcript does not signal that a student has been found incapable of college-level work, but rather means that he may be an unreliable member of any well-regimented organization. This is not "truth in advertising."

Nor is the equity criterion satisfied. Some faculty members follow policies to the letter; others do not. I confess without shame that if a student wants to drop my course, then I want that student out of there, and I give them a W, regardless of the date or the quality of the work (if any) which they have done. Possibly this admission will get me in trouble with the Chancellor's Office, where they like to think that all those enrolled on census date are bona fide enrollees. But I take the old fashioned view that a student's g.p.a. should reflect academic achievements, not bureaucratic dependability. I know many faculty who think and act as I do, and many others who adhere to the letter of the law; it seems unfortunate that student grades must depend on such arbitrary attitudes.

I'm not sure what should be done with incompetent drop-outs. Some sort of administrative probation, or putting them at the end of the following semester's registration line might be appropriate. I don't think that manipulating their transcripts in such a way as to make them indistinguishable from those sad characters who get Fs on their merits serves the cause of academic standards and integrity.

That Accounting problem wasn't a crisis, it was a rape

R.L.C. Miller
Department of Accounting

The roots of the so-called "crisis" in the Department of Accounting can be traced to the appointment of Keith Lantz as chairman of the department in Fall 1987. At the first faculty meeting held that fall, Dr. Lantz was belligerent, even going so far as to refuse to let a faculty member make a motion. When the faculty member stated that under Robert's Rules of Order a motion was appropriate, Dr. Lantz responded that he knew Robert's Rules of Order better than she, and he would not permit the motion. Isn't this a great way for a new chairman to interact with faculty? Shortly after this, Dr. Lantz advised the faculty that the existing policies and procedures of the department were no longer in effect. Dr. Lantz maintained this position even after he was told by faculty that these policies and procedures were the results of motions passed at duly called meetings of the faculty. Dr. Lantz' attitude toward the faculty is detailed in an article in the Daily Titan dated March 18, 1988, in which Dr. Anita Tyra, a member of the Accounting faculty, called Dr. Lantz a "dictator."

No meetings of the Accounting faculty were called from October 1987 until March 1, 1988, when a motion was introduced expressing a lack of confidence in Dr. Lantz as chairman, asking for his resignation. Dr. Lantz, as chairman of the meeting, attempted to prevent a vote on the motion. However, a vote was taken and the motion passed. Dean Thomas Brown, SBAE, was notified of the vote and was asked to conduct a referendum of the faculty as provided for in UPS 211.100. Dean Brown's response to this was to have the SBAE Senate Chair call an "Emergency" meeting of the SBAE faculty for March 8, 1988, to discuss the "Accounting Department Crisis." At this meeting the dean attempted to divert attention from the issues giving rise to the vote of no confidence in Dr. Lantz to the issue of AACSB accreditation. His message to the faculty seemed to be that if accreditation was lost it was the fault of the Accounting Department. Also in attendance at this meeting were two Accounting lecturers who did not have their contracts renewed for the 1987-88 year. It has never been made clear to me who invited these individuals who were no longer faculty. I can only assume they were invited by the dean or at the dean's request. These two individuals were apparently invited to the meeting in an attempt to discredit the Department Personnel Committee. When these individuals were introduced at the meeting, a respected full professor in the Department of Management stated that he was

offended by what was taking place and a number of faculty (including myself) left the meeting as a means of protest.

In accordance with UPS 211.100, which required the dean to investigate a lack of confidence in the chairman, the dean had his two associate deans talk to individual Accounting faculty. The faculty were asked if they supported Keith Lantz as chairman. Supposedly, a number of faculty refused to respond, stating that this question was to be asked in a confidential referendum, not in an open meeting with two associate deans. Following this, Dean Brown stated that he could find no grounds for a lack of confidence in Keith Lantz.

Dean Brown never did call a meeting of the Accounting faculty to discuss the issue of lack of confidence in Keith Lantz; instead, he continued to divert attention from the issue by talking about accreditation. At no time did he come to the Accounting Department faculty to discuss the issue of accreditation and advise the faculty specifically of what needed to be done to retain AACSB accreditation. Even today he has never advised the Accounting faculty on how the department measures up in relation to other departments in the SBAE with any specificity. He has not advised the faculty why he felt that AACSB accreditation for the SBAE was in jeopardy or exactly what is needed to obtain reaccreditation. It has been rumored that the only department in the SBAE which will meet the AACSB standards is the Department of Economics.

On May 6, 1988, at a meeting of the Accounting Department faculty, another motion was passed on a vote of 9 yes, 3 no, and 3 abstentions that the faculty lacked confidence in Keith Lantz as chairman and requesting that Dean Brown conduct a referendum as required under UPS 211.100. Again, no referendum was taken. The SBAE Senate in the meantime had appointed a committee to investigate the reaccreditation issue relative only to the Department of Accounting. This Committee made a report to the Accounting Department faculty on May 6, 1988. One of the recommendations was that Keith Lantz should remain as chairman until Spring 1989, and if, after this, any three tenured faculty should ask the dean for a referendum for removal of the chairman such a referendum would be held. The faculty agreed to accept the entire report with one exception: it would not accept Keith Lantz as chairman. The Committee reported to the SBAE Senate, which thought that the department should have accepted the report in total. It should be emphasized that the Accounting faculty were as willing as anyone else in the SBAE to do as much as possible to see the

SBAE reaccredited. However, the faculty were not willing to have Keith Lantz continue as chairman.

It should also be emphasized that reaccreditation was not the real issue; the real issue was, and still is, the dissatisfaction of the faculty with Keith Lantz as chairman and now acting associate dean. The reaccreditation issue was a red herring thrown out by Dean Brown to divert attention from the real issue, and it was snapped up by individuals who either could not, or did not want to, recognize the real issue. Dean Brown should be complimented for successfully diverting attention from the real issue.

On May 8, 1988, a new UPS dealing with Department Chairs was approved providing that if a majority of tenure-track faculty sign a petition asking for the removal of the Chair, the dean must conduct a referendum and if a majority of the faculty vote for a new Chair the dean must initiate a selection process for a new Chair. The necessary signatures were obtained on a petition and this was submitted to Dean Brown on June 1, 1988. While all this was going on in Spring semester, 1988, two faculty members in the department who were opposed to Keith Lantz being chairman were issued letters of reprimand by dean Brown, one letter of reprimand was for a faculty member allegedly saying "damn" in the department office.

This academic year Keith Lantz has done class scheduling and has given punitive schedules to faculty who opposed him. One faculty member who opposed Lantz was taken completely out of his research area in the Fall semester. He was given a course in introductory accounting and another upper division course outside of his field that he had not taught for ten years. The courses he had been teaching were given to a lecturer and two part-time instructors. (This, by the way, was in direct conflict with AACSB standards. Where was the concern about accreditation?) Ironically, this faculty member has one of the best overall publication records in the department and had two articles published in refereed journals in this past year. Where is the concern about research? Other faculty who opposed Lantz have been given undesirable schedules, while faculty who are perceived as supporting Lantz have been given good schedules. In addition, faculty members who opposed Keith Lantz have been denied the opportunity to teach Summer Session 1989 while other faculty who are perceived as not being opposed to Lantz are given the opportunity to teach Summer Session. Lecturers are also being given Summer Session teaching whereas senior tenured professors were denied this teaching opportunity.

Much has been said and written about the Accounting Department "crisis." The above chronicles what happened and shows how the administration in a well orchestrated fashion can take self-governance away from the faculty. The whole issue of the Accounting Department is not accreditation; it is a matter of self-

governance and the desire of faculty to replace a chairman with whom they cannot work. This right has been denied to the faculty of the Department of Accounting, and just as it happened to the Department of Accounting it can happen to your department!

Koch: Smoking

Continued from page 4.

- aggravate preexisting respiratory diseases such as asthma;
- cause cancer in healthy non-smokers;
- have a significant detrimental effect on exercise performance. Oxygen uptake and time to exhaustion are reduced, whereas carbon dioxide output, maximal blood lactate, heart rate, and ratings of perceived exertion are increased.

There are predictions that involuntary smoking may eventually cause 46,000 deaths annually, mainly from heart disease, cancer and emphysema. Based on these data and the health hazards they verify, we conclude that the choice to smoke must not interfere with the nonsmokers' right to breathe air devoid of tobacco smoke and its toxins and carcinogens.

Answersto quiz on page 13:

1. (c) Counseling grads numbered 228 in Fall, 1988.
2. (b) Mathematics grew by a factor of 1.9 from Fall, 1980 to Fall, 1988. (from 34 to 65 students)
3. (c) discussion. 34.3% of all sections with enrollments in Fall, 1988 were discussion mode, in contrast to 14.3% lecture discussion, 10.4% seminar, 2.8% large lecture.
4. (c) 22, or, 4 years after high school graduation (as opposed to the traditional 2)
5. (b) and (c) Fullerton is 7th in the State, Orange Coast is 1st in the State
6. (c) 2.7 Fall, 1988 women continuing undergraduates had an average campus GPA of 2.72
7. (b) 2.5 Fall, 1988 men continuing undergraduates had an average campus GPA of 2.55.
8. (b) Orange, with 10 high school grads per 1000 population. Los Angeles and San Diego both had 8 per 1000 population.
9. (d) NSM, from 37.3% to 48.4%
10. (b) women, in every cohort since Fall, 1981. For example, of women first-time freshmen in Fall, 1987, 76.2% continued at CSUF in Fall, 1988. The percent continuing for men in the cohort was 70.8%.

Letter to the editor

'Short history' short of facts, perspective

Herb Rutenmiller embodies the ideals of service to the university and dedication to public higher education that distinguish the finest members of the CSUF faculty. Knowing him, I don't question his motivation in writing what he has entitled "A short history of remediation" in the last issue of *Senate Forum* (3.2, Winter 1989). Nevertheless, I think it important to correct several small errors of fact in his article and to challenge what I feel are some badly mistaken assumptions.

First, the errors of fact. Herb believes that enrollment in courses like English/Foreign Language Education 099 (Developmental Writing) does not contribute to the campus FTES because such courses do not count toward the baccalaureate. This is incorrect. Student enrollment in courses like Developmental Writing is credited to the campus workload like enrollment in any other course in our curriculum.

Second, Herb refers to students who "fail" the English Placement Test. However, students do not pass or fail the EPT. Unlike the Entry Level Mathematics test (ELM), which students can fail, and which they may repeat in an effort to pass and thereby qualify for admission to introductory baccalaureate-level math courses, the EPT is a placement test rather than an entry test. Students take it only once. The results provide diagnostic information that enables us to place them into classes appropriate for their writing abilities and native language background.

Third, Herb confuses foreign students (those studying at CSUF on a foreign student visa) with the much larger number of students whose native language is not English, but who are legal residents or U.S. citizens and graduates of California high schools. Although individuals in both groups of students may have similar problems with English, foreign students must meet specific, rather demanding English proficiency requirements for admission to CSUF, whereas

legal residents and U.S. citizens who are graduates of California high schools enter CSU campuses under a single set of admission requirements regardless of native language. No special English language proficiency test (other than the EPT) is required of them.

These small errors are not as important as the faulty assumptions that underlie Herb's article. First, consider his title. He calls his essay a "history." Yet the essence of his article is merely a chronicle of Faculty Council/Academic Senate actions. Is it unreasonable to expect that a history focusing on instructional programs pay some attention to the goals of those programs, their quality, and their outcomes? Herb pays no attention to those matters because in his mind the label "remediation" means there is no point to further consideration. His critical thinking abilities are subverted by the negative connotative power that this label holds over him.

Second, note Herb's fondness for two other labels, also heavily pejorative in his usage: high school and junior college. In his use of these words as labels of contempt, we can see, I believe, a considerable degree of insecurity about the status of CSUF and a need somehow to affirm our stature by making sure that we professors aren't confused with our educational and social inferiors who teach at lower status institutions.

Herb confidently calls the courses of which he disapproves "high-school level," but he fails to provide even the slightest evidence that the course with which I am most familiar, Developmental Writing, is in any way a high-school level course. In fact, Developmental Writing is a course designed for college students; it aims at developing and refining college-level writing abilities; it is the equivalent of no course that I know of taught in high schools. However, I don't really think those facts are the point. For Herb, "high school" is just a negative label meant to evoke automatic, unthinking agreement with his unsupported opinions; in other words, it's a slur.

(Incidentally, there is no longer a "Fullerton Junior College." Too bad—the term "junior" can be uttered with such contempt—it's almost as loathsome and beneath our respect as "high school.")

"A short history of remediation" is no history, but it is embarrassingly short—short on facts about our instructional programs, short on sensitivity to the needs of an increasingly diverse student body, short on understanding of and appreciation for the role of the California State University at a time of rapid social change. It is disappointing that an issue of the *Forum* that demonstrates admirably careful treatment of one topic (accreditation) should set aside two pages for an article that gives so little reflective consideration to another.

Tom Klammer
Departments of English and Linguistics,
Coordinator of English Composition

Marley: A thousand flowers

Continued from page 11

Services majors had their grad checks approved, and received degrees from CSUF, although none of them met the requirements for any degree approved for this campus. When a formal challenge to their graduation was made, the Faculty Council refused to enforce the academic requirements for the degree. "We can't punish students," it was argued. The administration took an equally ho hum attitude. It was acknowledged, of course, that the someone had been naughty, but maybe he would not do it again.

While Chair of the Faculty Council in 1971-72, I attempted to raise with the administration several questions arising from what I had seen in the Human Services Program. I wrote a lengthy and detailed documentation of specific practices engaged in by those running the program which I believed were unworthy of persons within the university community. Nothing happened. George Watson provided written documentation alleging additional malfeasances. Nothing happened. In addition, I raised with the administration the question of the proper status of a faculty member

who is academically trained in one discipline; is recruited, hired, tenured, and promoted in that discipline; and then most of each year's teaching is done in a field in which no academic credentials have been obtained, submitted, or reviewed. Nothing happened. It seemed that "interdisciplinary" meant "immune from accountability and the normal standards and procedures of the university."

The university sometimes seems painfully slow to act, and when the action comes, it may be indirect. That is what happened in the case of the Human Services program. The program's personnel committee, which naturally contained several of its enthusiastic supporters, recommended Bill Lyon for tenure; however, perhaps because he saw some writing on the wall, he eventually declined the appointment and left the university. With his departure, the course in "Character and Conflict" seemed to lose much of its messianic charisma. Human Services became a department providing training for social and community work, rather than a forum for self-exploration. The Interdisciplinary Center was eventually abolished. The Faculty Council was free to return to academic questions.

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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