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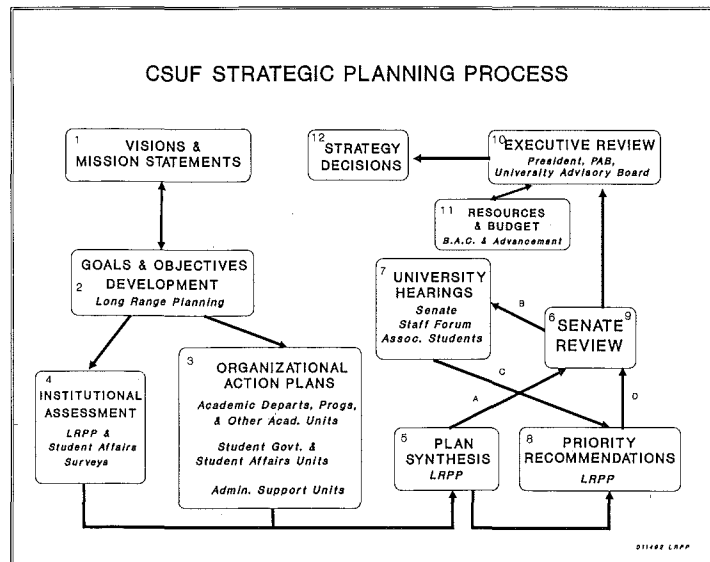
Key to planning our future

Ray Young
Geography

The three commentaries which appeared in the recent issue of the *Senate Forum* regarding planning imperatives and tough choices offered valuable grist for the contemplative mill in this critical time for CSUF. Several of the observations and recommendations by my colleagues no doubt reflect the thinking of many among the campus community. Other suggestions, including those directed at "potential targets" prematurely heighten anxieties but do raise the all-important question of "targeting on what grounds?" I share the authors' sense of urgency for planning and acknowledge that within a climate of shrinking resources, selective cuts are

(See page 2)

or



Flow chart from Hell?

Julian Foster
Political Science

The diagram above is the product of years of work by the Academic Senate's Long Range Planning and Priorities Committee (LRPPC). It is not a pretty sight.

It certainly does not represent how we actually plan here. Indeed, Dr. Young makes clear in the accompanying article that he doesn't think we have planned much at all. He says there that this is how CSUF "could" plan. This seems timid. If the diagram is anything, it is surely the Committee's model of how we ought to plan.

As such, it seems to me that there are several things wrong. Three complaints to start with:

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Key to planning. . . (cont. from p. 1)

preferable to what Julian Foster termed "spreading unhappiness equally." However, before targets are identified and actions charted, one must be able to identify the principles on which those strategic decisions are grounded. Therein lies the distinction between tactical or operational planning and, what should guide our campus through the turbulent 1990s, a commitment to strategic planning.

As Chair of the university's Long Range Planning and Priorities Committee it has been my responsibility to build a consensus about how planning might be conducted on the campus and to see that a process is launched as expeditiously as possible. This has proven to be a most challenging task, one for which I sometimes feel inadequately prepared, despite my two decades of professional experience in urban planning. Let me use this space to outline the positions taken by the LRPPC, note what the group has accomplished to date, and indicate where we propose to go from here.

One first must concede that a legacy of non-planning has characterized this institution. The LRPPC is charged with making recommendations in the University's "strategic plan." In the absence of such a plan, the committee historically busied itself with deliberations concerning the disposition of lottery funds. With steadily rising enrollments and expanding resources during the 1980s, no one seemed to press for articulating any comprehensive planning process.

The harsh truth is that for most of its thirty-plus years of existence, CSUF has operated without unified planning for its future and with muddled priorities. Admittedly, we produced Five Year Plans for academic departments, programs, and schools, prepared Five-Year Master Plans of Curriculum, compiled Capital Improvements Programs, and drafted numerous other planning fragments. Yet, the WASC Accreditation Team accurately noted that such efforts usually lacked coordination; hence, some directions seemed to be at cross purposes. Among the more difficult tasks of university planning then is the reconciliation of competing, and often firmly entrenched, self-interests.

One planning effort from the past does suggest a starting point, though it too suffers from limitations. In the Fall of 1987, the CSUF Mission and Goals Statement was adopted, enumerating twenty-four goals which were to facilitate the institution's ability to carry out its mission. Unfortunately, no prioritization among those goals was suggested. Moreover, many were so highly generalized and non-operational as to be virtually meaningless. For example, "enhance the General Education Curriculum" could be interpreted either to mean expand the diversity of course options or streamline

G.E. to a tightly defined core of knowledge and learning experiences. As a further constraint on planning, the achievement of several goals lies beyond the power of the campus — for example, "ensure full access to all who are qualified for or have potential for collegiate study." It should be obvious that carefully crafted as those statements may have been, the institutional goals need reexamination.

The LRPPC has subscribed to the view that long range or strategic planning must deal with the challenges of the entire university community. The voices of students, staff, and non-academic administrators deserve to be heard and periodically heeded. The ultimate in university vanity is for the faculty, or their standing committees for that matter, to presume that only they know what is best for the future of the academy. Collegiality in planning should be largely inclusive, not exclusive.

An additional principle adopted by the committee recognizes that directions may be formulated on the basis of either probable or optimal resources. Campus departments and operating units should not be discouraged from articulating their dreams but any evaluation or selection from those must be tempered with a heavy dose of reality.

The Committee's efforts to move toward a unified campus planning effort are reflected in the accompanying diagram. Recognizing the limitations inherent in fitting a linear model to an iterative process, we suggest the potential steps which could comprise an ongoing planning process for CSUF.

On what foundations do we then build our planning efforts? First, we should draw upon the mission and goals statements of five years ago. The LRPP does not intend to repeat that effort, although new visions of the university may be crafted by others. With modifications and amplification, some of those earlier goals may be salvaged as guiding principles.

Second, any initial plans should come from the operating units of the university, not from the Committee or some other party. In short, one builds from "the ground up," as one committee member succinctly put it. Presumably, the annual reports prepared by departments and schools as well as other entities at least hint at mid-range and long-range desired courses of action. If those documents, on the other hand, are simply recitations of achievements but lacking in signals about future intent, then we ought to change the way in which those are organized.

A third input into the creation of preliminary planning statements would come from various forms of institutional assessment. Gleaning the program per-

formance reviews and drawing on the efforts of such groups as the ad hoc Committee on Educational Effectiveness or the Institute for the Advancement of Teaching and Learning can provide some of that information base. We may also find it of value to conduct faculty and/or student surveys to take the qualitative pulse of the campus. Two years ago we meticulously dissected faculty workload practices but to date have neglected any systematic inquiry into how the recent cutbacks may have impacted attitudes or behaviors.

Perhaps the most challenging step in the strategic process arrives at the point of distillation and reconciliation of disparate inputs. That critical juncture is reached at box 5, Plan Synthesis. Communalities must be found among the action plans of the departments, programs, and other university operating units. Those then should be appraised for their consistency with campuswide goals. Once a synthesis has been drafted it is then ready for Academic Senate review and campus debate (boxes 6 and 7). Optimists will envision reasoned discussion and consensus building. The pragmatists, myself included, expect to witness acrimonious turf battles. I have no ready answer for how to resolve those inevitable conflicts of views.

After the storm fury subsides, then it becomes the duty of the LRPPC to arrive at priority recommendations which would be forwarded to the Senate (boxes 8 and 9). Their review could incorporate feedback from the Budget Advisory Committee at that point. Alternatively, input from the latter group may be sought following the Academic Senate's decision on action plan priorities. Finally, the recommendations reach the campus administration for a period of Executive Review (box 10).

Who then ultimately makes the actual strategy decisions? Let those who have been hired specifically to lead CSUF accept that burden, just as they now do. If the articulation, compilation, distillation, and prioritization steps proceeded in an open and deliberative fashion, then faculty should have little reason to fear responsive and responsible administrative behavior. To turn a phrase, suspicion and mistrust are the hobgoblins of collegiality.

As strategy decisions are made and implemented, the process starts again for another round of reexamination and redirection. One finds that major corporations which have adopted this strategic planning posture revise their plans at least once every eighteen months or two years. Hence, the prize is a process which emphasizes a dynamic core, not the production of a single horizon plan.

As of this writing the LRPPC is engaged in updating university-wide goals and objectives. The Priorities Subcommittee of LRPPC, concurrently with with the Council of Deans, has wrestled with a set of principles to guide academic resource allocations. Our next steps

will include a compilation of existing action plans as expressed in annual reports and the adoption of some form of institutional assessment. Plan synthesis, in all likelihood, will not occur prior to this coming summer. In short, few strategic decisions will emerge from this year's LRPPC committee efforts. After more than thirty years with neither a concerted process nor a unitary plan it is naive to expect instant solutions.

The flow chart inevitably will come under revision; well it should. One could argue for more consultation between the LRPPC, other related committees, and the full Academic Senate. How many feedback loops there should be and where they should appear will always be subject to debate. No one wants a proliferation of bidirectional arrows which allow for abundant dialogue but force little movement. Lengthy deliberations can become the excuse for a failure to take action. Some individuals no doubt will contend that the process should be more explicit in identifying the responsible parties at each step of the way. That too will be resolved as the activities become operationalized. Let us not dwell on the potential limitations of the process but instead utilize it, discover its flaws, then revise it.

Strategic planning is not about power arenas but rather about principles and a willingness to tackle tough, unpleasant choices. To conduct it effectively requires that the university define the core of what it is and what it wishes to become. The Long Range Planning and Priorities Committee serves as a facilitator, compiler, filter, and transmittal agent of that pursuit and in assessing the implications of alternative actions. As the strengths, limitations, opportunities, and external threats to CSUF continually change, so too must the focus of planning. Neither significant growth nor radical change are realistic scenarios for the future of this university between now and the end of this century. On the other hand, I share the hopes of many on this campus that we will not be plagued by a lengthy period of deep retrenchment. Strategic planning must be continuous as well as flexible to deal effectively with wide ranging possibilities.

So give planning a chance; don't become absorbed in the quest for a document with the word "plan" in its title. §

Ray Young chairs the CSUF Long Range Planning and Priorities Committee and has chaired the department of geography since 1984. Since arriving in Southern California, he has completed planning research for federal and state agencies, as well as more than 25 localities, in the areas of economic development, housing, social services planning, redevelopment and fiscal impact monitoring.

Chart from Hell. . .

(cont. from p. 1)

Resources appear near the end of the planning process, in Box 11. Yet any practical innovator knows that money is the mother's milk of university policy, and that if isn't going to be available, it would be a great mistake to waste all the time necessary to go through stages 1 through 10. Indeed money can often drive policy. This may be anathema to the orderly planner, but in the real world, awareness that funding is available may be what stimulates the creative imagination.

Completeness. The Council of Deans does not appear on the chart. Yet in the present crisis, that body seems to be doing what little planning there is, assigning a rank order of priority to fifteen institutional goals. Presumably it will proceed from there to consider how to implement those priorities. How this will relate to the diagram isn't clear. School deans have official responsibilities for planning in their schools, so it is hard to know why they have been left out of the picture, both individually and collectively.

The Academic Senate appears on the right of the diagram, but unless its leadership is comatose, it will intervene at earlier stages — or, for that matter, whenever its members express concern. When, for example, the LRPPC “develops” the university's Goals and Objectives (Box 2), the Senate and others are going to want to know about it; such a major task is not something for a committee to discharge on its own.

This last point leads to a more fundamental criticism. The diagram seems to assume that the university is made up of well-disciplined bureaucrats who will give their opinions only when asked. Obviously this is not the case. Even if an attempt were made to mandate the format reflected in the diagram, it probably would not work; people here are too spontaneous, too accustomed to doing things their own way. Decision-making on the campus is a largely political activity, not an administrative one.

A major reason why the planning process proposed will never work is that it is far too time consuming. It would take maybe two years for any given proposal to wind its way through the labyrinth. The LRPPC itself, which is featured in boxes 2, 4, 5 and 8, would probably be the major bottleneck. A particular problem is presented by stage 5, “Plan Synthesis”, which suggests that a whole array of proposals will be assembled and “synthesized” before any of them can progress further. And, of course, if those involved with particular projects don't care to have their brainchildren synthesized, there has to be another set of loops drawn in, representing a process of negotiation.

If we really lived as the diagram would have us live, the effect would be a massive centralization of decision-making power. It was the dead weight of centralized “planning” which destroyed the economies of Eastern Europe. When Ray Young pronounces that “The harsh truth is that... CSUF has operated without unified planning for its future and with muddled priorities” he is both right and wrong; right, that we haven't planned, wrong in deploring this fact. When times are good, we do well to let the individual flowers bloom, and not to straight-jacket them with bureaucratic process.

But right now, times are far from good — and where is the planning when we need it? The LRPPC, which is the only Senate committee likely to undertake such an activity, is preoccupied with flow charts (although a subcommittee may be coopted by the Council of Deans to assist in their efforts.)

News of the budget crisis seems to have washed over the LRPPC without visible effect. Middle level bureaucrats in the court of Louis XVI who were found busily reconciling the Palace accounts after their employer had been taken to the Bastille. Cabinet members in the Lithuanian government-in-exile spent most of the sixties and seventies jockeying for the various portfolios: who would be Minister of Agriculture, and so on — all in New York City. At times of crisis, it can be comforting to adhere to whatever one's routines may be, regardless of how irrelevant they have become.

This is probably unfair to the LRPPC. Ray Young has made clear that the Committee would emphasize the “Long Range” in its title, to the point where it can ignore the short term.

There are two difficulties with this. The first is that the Senate seems to have no other instrument charged with planning. It was probably not foreseen that in time of crisis, the LRPPC would be otherwise engaged. The effect has been that the Senate has been virtually unable to play a role in the present crisis.

Secondly, the LRPPC approach ignores the fact that it is only in crisis situations that recommendations they may make are likely to have much effect. In secure times, the campus grows like topsy. This may be a bit wasteful, but heavy controls would be no better. But when cuts have to be made, we need rational plans, and need them fast.

I foresee a depressing cycle. The LRPPC has existed formore than a decade. The University's Mission and Goals statement was adopted in 1987, and has been forgotten since. Now the LRPPC wants to dust that off, and use it as a starting point for planning. If it achieves this, it will take so long to do that the crisis will be over. The drive to plan will then erode, and the LRPPC will return to the pleasanter task of dishing out the lottery money. Then another crisis will develop and, in terms of plans, we will find ourselves just as ill-prepared as we were for this one. §

Gloomy outlook

Jane Hall
Economics

It is no secret that a years-long failure of political will in Sacramento and Washington has led to an ongoing and worsening budget imbalance and that this university shares in the resulting havoc. Erosion of the campus budget is not a new story, but over the past several years it was a gentle downslope of funds relative to enrollment. Now it more nearly resembles a precipice. Next year (1992-93) is more likely to be worse than it is to be better. The Budget Advisory Committee (BAC) anticipates next year's *best* case scenario will resemble this year's actual funding.

The optimistic case is built on a 40% fee increase and the Governor's Budget holding up: that is, there are no further cuts in spending to balance against revenues that do not materialize. A more probable case is built on a 20% fee increase but the same premise about state spending levels. The pessimistic case sees no fee increase, but does assume the basic budget holds. These represent \$16.2 million, \$18.3 million and \$21.5 million reductions, respectively, against the level of funds necessary to meet our enrollment target at "normal" funding levels. It is easy to construct even worse cases than these, since Wilson has acknowledged that his budget is out of balance by at least \$3 billion and is predicated on welfare spending cuts the legislature is unlikely to accept.

This campus cannot, in the short run, do much about budget cuts other than adjust to them in the least damaging way. Such cuts have become more than a short run phenomenon and as the precipice gets steeper each year our approach - general emiseration - becomes less tenable. The BAC is now grappling with the issue of whether to continue across-the-board deterioration of quality and access or propose precision surgery to balance the campus budget.

Is this the time to face this issue? One factor is the size of the shortfall - simple aggregate numbers. At a shortfall of around \$16 million (the present level of misery) we are 15% below the support the state recognizes as necessary to maintain educational quality. The academic side of the house was "protected", assuming a 13% cut which means that other operations are dealing with 19-34% cuts to compensate. Academic Affairs is the lion's share of the budget, it means significant cuts elsewhere to help it out by a few percent; see the accompanying table. Another year (or two, three, four?) of equivalent or worse shortfalls cannot be dealt with this way or the place will literally begin to crumble around our ears.

Everyone on campus has stories to tell about what the loss of \$16 million meant to them. Library hours are cut, subscriptions run out, financial aid delays jeopardize students, counseling is reduced, morale sags, graduation is delayed, students aren't admitted, classroom instruction is diminished. The BAC was caught between big aggregate numbers that highlight the magnitude of what we face, but obscure the impact at a human level and anecdotes which give it a human face, but are not a basis for constructively addressing what to do next year. To bridge this gap, BAC dragooned a subcommittee (Al Flores, Steve Murray and Mike Parker) to circulate a survey to service centers that the committee identified as essential to students, staff and faculty and to make sense of the responses. We were looking for both explicit stories and empirical expressions of how the complexion of the campus is changing as we reduce the level of support everywhere and avoid the harder issue of deciding what to maintain and what to let go.

1991-92 DOLLAR REDUCTIONS

CSUF Reduction	Baseline Division Percent	Budget
President's Office 25.9%	\$3,941,802	\$1,022,000
Academic Affairs 13.4%	\$78,457,467	\$10,500,000
Administration 19.6%	\$13,812,133	\$2,072,000
Student Affairs 18.8%	\$7,915,124	\$1,484,000
Advancement 33.5%	\$962,607	\$322,000
TOTAL 15.45%	\$105,089,133	\$16,030,000

* Note: Data are from the 1991-92 General Fund Baseline Support Budget.

Portrait of Decline

Here is some of what the survey revealed:

- Admissions counseling was cut by 50%. A quarter of the staff who provide access to student records (transcripts, verifications, etc.) were lost. A&R is 13 positions below what is indicated by state budget formula.

THE BUDGET REVISITED

- The library is closed an additional 13 hours a week; 1000 periodicals were cut.
- There are 1060 fewer staff hours available every week to maintain the physical integrity of the campus.
- Student loan and CAL-grant processing is delayed by loss of 1.5 positions.
- Access to student health services fell by 55%, with waiting times up to three hours.
- Students have access to the Career Counseling Center only one night a week.
- Public Safety is down 25% in staff, and is managing with Community Service Officers (students) and overtime.

Such losses are in addition to those faculty are most aware of: increased SFRs, classes too large for discussion or essay assignments, students whose loads are reduced, students who are un-employed because of lost assistantships, and the "ghosts" of students who are not admitted because enrollments are closed earlier and earlier.

The impact on students is perhaps easiest to see. Those who are admitted pay higher fees, wait in longer lines, take longer to graduate, have fewer on-campus work opportunities, and enjoy eroding services from the library to the classroom. Faculty, staff and administrators - those on the "providing" side of this equation - suffer from knowing the best they can offer under such budgets is not their best, nor is it good enough. Pressure builds to do more with less, to undertake additional responsibilities, to try to protect the values embraced in academia. Since 80% of the budget is personnel and equipment spending is already into the bone, we can expect the pressures, the pain and the frustrations to grow. The BAC is considering the least painful damage control, not any likely short term improvement in the *overall* picture.

What Next?

As the analysis of the budget cuts continues, and as more accurate data emerge, discussions will center around how to close the gap between what we need to meet current student demand and what we will actually get. Our aspirations to provide an educated labor force for the twenty-first century, to prepare our students for the many challenges of accelerating globalization and technological change, are in serious jeopardy. Similarly, our success as an institution in fostering diversity and providing economic opportunity is eroding. Attempts to achieve community, overcoming gender, ethnic, cultural and economic bias are threatened. The choice of lowering program quality to maintain access to the largest number of students or refusing access to some to provide quality to those remaining isn't easy. Selective program elimination is a hard choice to make, but perhaps a necessary one to avoid trivializing education generally.

Gloomy prospects for next year and for some years thereafter mean we must either continue muddling

toward mediocrity, reducing funding across the board, or make some tough decisions about what we protect and maintain at a truly functional level and what we let go, or send into hibernation. This campus needs a clearer common vision of future goals. In the absence of that clarity, the BAC will endeavor to keep an ear to the ground and make intelligent recommendations to the Academic Senate and President Gordon, recognizing, however, that at some point hard choices, not general emiseration is the right way to go. §



Dr. Jane Hall received her Ph.D from UC Berkeley and has taught economics at CSUF since 1987. She was the acting dean of the school of business administration and economics from Aug. 1989-Aug. 1990. She is the co-chair of the Budget Advisory Committee.

Know your campus: A.S.

1. Who are members of the Associated Students?
 - A. Undergraduates only.
 - B. Full-time students only.
 - C. Full-time undergraduates only.
 - D. All students.
2. How much does each student pay to the A. S. each semester?
 - A. \$18
 - B. \$83
 - C. \$122
 - D. \$605
3. What is the operating budget of the A. S. for 1991-92?
 - A. Less than \$1,000,000
 - B. \$1,000,000 - \$5,000,000
 - C. \$5,000,000 - \$10,000,000
 - D. More than \$10,000,000.
4. Which of the following facilities does the University Center *not* offer?
 - A. A hair stylist.
 - B. Equipment rental.
 - C. Bowling alley.
 - D. Travel agency.
5. How is the University Center expansion to be paid for?
 - A. By student fees.
 - B. By state bonds paid off by student fees.
 - C. By the state's general fund.
 - D. By profits on food and bookstore operations.
6. Excluding the Bookstore and food services (which are run by the Foundation), how many full-time employees does the A. S. have?
 - A. 6.
 - B. 14.
 - C. 25.
 - D. 40.

Answers on page 13.

Climbing down from the ivory tower

James Lasley
Criminal Justice

As a graduate student, I must admit, there were several times I felt like giving up. But every time I was tempted to chuck Talcott Parsons and run home to the warm sands of Santa Cruz Beach, an omniscient voice would speak—bringing me to my senses: "Jim, it's a long climb up the ivory tower; but once you're there, you will then enjoy the fruits of your labor and understand the true meaning of academic freedom."

On the day I finished the climb, with my hood over my eyes and Pomp and Circumstance ringing in my ears, I planted my feet firmly on the venerable floor at the top of the tower. I once again heard the voice, but this time it was a bit more respectful: "James, now that you are secluded within the ramparts and parapets of the ivory tower, do you sense, do you feel the academic freedom?" Indeed, I did. "Yes I do, but what does it mean?" I anxiously responded. After a short pause, the voice answered, "You may now embark on the search for absolute truth; however, I must warn you, do so only by looking down from the tower. Whatever you do, never search for truth by climbing down from the tower."

So I began to search, and to flex the muscles of my new found academic freedom. My first vantage point was high atop a site location of "the tower" at Washington State University. Although I was geographically situated in the middle of some 3000 square miles of rolling wheat fields trying to research the urban phenomenon of crime, many academics informed me that such social isolation was beneficial for "a life of the mind." In fact, most scholars in the tower were quick to tell me that my mission as an academic was to be a passive observer of the activities of criminals, police, courts, etc. The warning was clear: One should not become part of them, i.e., those who dwell below the tower.

As I looked down from my university perch, the pastoral beauty of my surroundings was obfuscated by the ever present threat of "publish or perish." With tenure hanging in the balance, I combed through stacks of academic literature and crunched countless records of data to prove that I too was worthy of permanent ivory tower membership. I gave new twists to old theories. I found new correlations in used up data bases. I even enunciated theorems on how to stop crime in a utopian society.

All in all, things were going fine in "the tower." At least I had every reason to believe so. My colleagues were quite impressed with how I used state-of-the-art

statistical methods to buttress my findings. What's more, I was able to discuss my work with top minds in my field at wine and cheese parties. In fact, my university office was even starting to acquire that venerable, dusty, musty smell that you get only when you're in a museum or an intellectual think-tank. Those on the outside may not appreciate such arcane signs of achievement, but those of us on the inside can recognize the signs of academic success.

But as the months went on, I began to feel that something was missing. What could it be? My progress toward lifetime membership in the tower society was ahead of schedule. My name was appearing in the Social Science Citation Index. My articles were being published; I was even receiving reprint requests. But what was this haunting feeling?

After weeks of soul searching, I discovered the cause of my discomfort. Although I didn't want to admit it at first, I was suffering from "academic angst." This was no laughing matter. The primary symptom associated with this syndrome is an acute and all-consuming desire to climb down from the ivory tower and conduct research that has meaning to people in the outside world.

Rather than seeking treatment from my colleagues (perhaps a good dose of theory from a turn-of-the-century criminology text would have brought me to my senses), I gave in to my symptoms by obtaining an appointment at CSUF. This afforded me unlimited access to real world situations and practitioners in my field of study.

When I first arrived in Fullerton, I tried to hide my problem. I feigned my loyalty to the traditional academic ways, standing around in discussion circles with selected colleagues, debating the merits of research containing not one ounce of real-life significance. Call it an identity-crisis, a revelation, a search for meaning, whatever; but I had to climb down the tower, and climb down fast. For the first time in my life since entering graduate school, I realized that "academic freedom" meant becoming a prisoner of the ivory tower.

Like a fiend, I ran to downtown Los Angeles to find a real world laboratory wherein research could be conducted that would have true meaning and improve the quality of life for people. I ended up at the Los Angeles Police Department's Parker Center, in the office of Assistant Chief Robert Vernon (who is second in command to Chief Daryl Gates).

There I was, face-to-face with the enemy in academic no-man's/-woman's land. With reservations, largely a product of my ivory tower conditioning, I asked Chief Vernon if I could have the opportunity to

assist the LAPD in finding better ways to serve the public. He said that he would welcome my assistance. I am now marking my second anniversary since climbing down from the ivory tower.

Since then, the omniscient voice from the tower (echoed by some of my colleagues) has adopted a nastier tone: "Jim, you have violated the commandments of academe by becoming one of 'them'. What have you to say for yourself?" When I responded to the voice by simply asking "What are the commandments of academe?", I received the following reply: "**Commandment One: Thou Shalt Not Become Friendly With Practitioners.**"

Here, the message from the ivory tower is that those who "step into the shoes" of practitioners will ultimately lose their research objectivity. It is also assumed that the academic who trusts the practitioner will be tacitly manipulated into officially endorsing policy decisions. Ironically, the reverse is never assumed by the ivory tower; that is, perhaps this same friendship process may persuade the practitioner to look favorably upon the positions and viewpoints held by the academic.

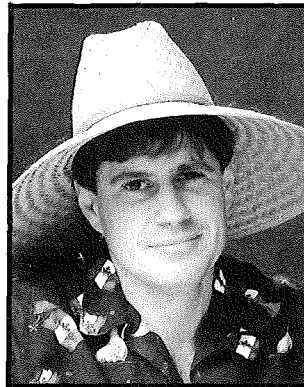
An event taking place during a recent meeting between myself and the LAPD top brass illustrates the above point. The topic was gangs. The purpose of the meeting was to decide whether aggressive enforcement tactics used by police (i.e., sweeps, crack-downs) were effective at countering gang violence. Although the majority of findings from my research on gangs suggested a firm "no" to the latter answer, I kept my mouth shut and just listened.

Near the meeting's end, when the opinion tide was quickly turning toward favoring an all out war between police and gangs, I had to speak: "I'm not a cop, but I have some info that could help us to be certain that we are making the best possible decision." Then someone shouted, "This is all we need, opinions from another university egghead who doesn't know his...!" Just as I began to defend myself, the highest ranking officer in the room stood up and spoke to a then silent room: "Listen to him. He may be an egghead, but he's one that we can trust." Needless to say, after much more talk, we left the room thinking about two sides to a two-sided issue.

Making friends with those who live beneath the tower has helped me in the classroom as well. Specifically, had I not deigned to be on equal terms with the practitioner, I would be teaching most of my classes from the *L.A. Times*. For example, in my field of interest (the police and society), things are currently changing so rapidly that current articles and texts are at least two years out-of-date. To speak to issues in the classroom such as the Rodney King incident, or the reforms in policing that are currently taking place in Los Angeles and the rest of the world, my first hand experience has been invaluable. When a student asks me a question

regarding something that they have read in the *Times* or some "tabloid", I can generate an answer based on fact rather than mere conjecture.

Commandment Two: Thou Shalt Not Seek Excessive Publicity. Another ivory tower assumption is that academics who appear regularly in the media are not scholarly. Some believe that true scholars should lock themselves away in unilluminated rooms and produce research that is only consumed by, and only understandable to other scholars. The trick here is to gain status by producing esoteric information that could easily be boiled down to a bottom line. It's no wonder why such narrow research efforts are destined only to collect dust in the ivory tower and will never reach the general public.



James R. Lasley is advisor to and coach of the CSUF surfing team, which placed 10th out of 30 collegiate surfing teams in last year's national rankings. He is also associate professor of criminal justice at CSUF, and serves regularly as a policy consultant to Chief Daryl F. Gates and LAPD's Office of Operations.

Just because someone has gained a media reputation does not mean that they are less scholarly. It is a common misconception that the media (that is, the reputable media) will accept and publish the ideas of any academic who approaches them. To the contrary, media spots are often more difficult to obtain than an acceptance by a first-tier scholarly journal. For example, an article that I wrote about my LAPD experiences was published in the *L.A. Times* Sunday Opinion/Editorial. As the editors of the *Times* will tell you, they accept one in every 500 unsolicited opinion pieces. The odds of acceptance to most first-tier academic journals hovers around 1 in 10.

Recently, I overheard a professor passing through the halls near my office call me a "publicity-hound." This is a common reaction among those who unconditionally embrace the antiquated ethics of the ivory tower. Some say that there is a thin line between image-building and publicity-hounding. However, I make it a point to the media that every time my name is mentioned, Cal State Fullerton's name is also mentioned. I seriously doubt that such tactics reflect negatively on our institution's reputation. In fact, I would venture to say that our community reputation would be significantly strengthened if greater efforts were made to publicize CSUF's fine research accomplishments.

Commandment Three: Thou Shalt Not Take a Political Stand on Issues. A common belief among ivory tower dwellers is that academics should always

remain politically neutral. There is a general feeling here that research which takes a political stand is somehow "tainted."

I must confess that, since giving up the tower for the real world, my research has become politicized. And for the better, I think. For example, I reported that a recent LAPD attempt to institute community-policing in South-Central Los Angeles was highly successful at stopping street-level violence. As a result, I was caught up in the middle of a highly political battle between Chief Daryl Gates, the Los Angeles City Council and the Los Angeles Police Commission.

On several occasions, I found myself before the Christopher Commission and LA City Council members, trying to explain the benefits of a recent LAPD community-policing program that I had been studying. In all candor, I was attempting to sell the program to them. The writing on the wall of the ivory tower clearly implies that for an academic to engage in such activity is, to say the least, an untoward act.

To make a long story short, the politicians bought my argument and funded the policing program. Statistics, not just mine, show that the program has resulted in a 70% decrease in gang homicides. In the real world, this number translates into the following: It may be that approximately 34 more people are alive today than would have been had my climb down from the tower not occurred.

The list of commandments goes on and on, but I think enough has been said to explain my basic position. It is my sense that many academics hear the same voice and message that I did, warning them not to climb down—to conform to antiquated, if not obsolete, traditions and rituals. To these scholars I must say that threats are idle and counterproductive to the future survival of academe as we now know it. For the most part, these threats are perpetuated by the academic "dinosaurs." And as we all know, dinosaurs only benefit today's society in the form of fossil fuel.

In closing, I would like to note a disturbing parallel that I have observed between my research with LAPD and the ivory tower. The LAPD, very much like academe, was an ivory tower: slow to recognize change and unaware of changing community demands. Rigidity and lack of vision lies at the heart of LAPD's present inability to justify its policies and practices to the public. If the ivory tower remains unreformed, I fear that it too will soon be called into question, just like the LAPD and other institutions that have failed to touch the pulse of the external world.

If you are willing to make the climb down, like I did, everyone will benefit from your efforts. If you are unwilling, at least help build a new ivory tower that is a little closer to the ground, one that allows its members not only to view but also to experience the needs and concerns of those who reside below. §

A success story: student writing

John Gillis
Testing Service

The Junior Level Examination in Writing Proficiency (EWP) is a requirement for graduation at CSUF. Students have an hour-and-a-half to compose an essay on an assigned topic and to complete a 50-item multiple choice test of English usage. The latter is used only when the essay has been adjudged marginal.

EWP essays are read by two faculty volunteers (paid volunteers, we should point out) and by a third faculty member if the first two disagree. Grading is on a five-point scale. The readers are carefully trained at the beginning of each of the all-day work sessions, which tends to minimize disagreements and presumably, is a check on possible grade inflation.

We have data on the EWP here since 1982-83, with the numbers of students examined gradually increasing through the years. We now have 39,457 results, which certainly seems enough on which to base some generalizations.

Women do better on the test than men do. The gap seems to be narrowing; in the first year of the test (1982-83) it was 14.55 percent, while in the latest year for which data is available (1990-91) it is about 8 percent.

The most striking feature of the test results is the different pass rates of native and non-native speakers of English. Not very surprisingly, pass rates for non-native speakers have consistently been about 50 percentage points lower than those of the majority. Many of those students whose native language was other than English have had to take the test several times before they were able to graduate.

A comparison of the results over time does suggest that we are doing something right. In 1982-83, 74.5 percent of the native speakers passed the test. The pass rate then rose steadily by a few percentage points each year, until in 1990-91, 94.8 percent were successful.

For the non-native speakers, there was a similar improvement over time. In 1982-83, only 27.4 percent of this group were successful. This number increased slowly throughout the 1980s until, in 1990-91, 45.7 percent earned passing scores.

These increases certainly do suggest that the writing abilities of upper-division CSUF students have improved in recent years. Perhaps the increased emphasis we now place on writing has had an effect. Perhaps we are doing a better job teaching writing. Perhaps the EWP Prep Workshops and the Essay Critique Program which began in 1988 are improving EWP performance. Whatever the cause, this trend would seem to be something we can take pride in. §

Thirty years of memories

June Pollak
English

In the 1950's, the Soviet Union was a formidable adversary and launched Sputnik, the first space satellite, in 1957. As a result, the U.S., determined to catch up in technological development, put higher education into a growth binge. California led the nation, building new campuses almost every year. The California legislature established the state university system in the late fifties as a network of regional campuses within easy reach of local populations. Long established colleges at Chico, San Jose, and San Diego became part of the system. In 1959, Orange County State College was officially initiated and given a liberal arts mission.

Those of us who came here in the early sixties had the rare opportunity to build a university from scratch. By 1961, when I arrived, offices and classes were housed in the temporary buildings on the north campus (now the shops). A faculty of sixty saw each other every day and shared a sense of commitment and excitement as they taught over a thousand students. From the beginning, a determination to build a top-notch institution prevailed, summed up in the phrase "The Pursuit of Excellence." As a result, the school very early developed a reputation for quality and a distinct identity.

Led by President William Langsdorf, whose focus on academic values and collegiality was exemplary, and a faculty drawn from the Claremont and other southern California colleges, a liberal arts college soon developed with a strong faculty governance structure and faculty-designed academic policies, curriculum, and personnel procedures.

The wisdom of the day predicted that Orange County State College, in the midst of a defense-oriented area, populated by engineers, would generate a college dominated by science and business. The opposite occurred. As students, the wives and children of those engineers flocked into English (which became the largest department on campus, having one thousand majors in the late sixties), History, Political Science, Foreign Languages, and the arts. Officers from the Marine Corps, retiring at forty, showed similar interests. Of course, the Business school, favored from the beginning, also thrived.

The liberal arts emphasis created a college with traditional academic structure but open to experimentation. Faculty members generated interdisciplinary programs, e.g. area studies, Liberal Studies, and Comparative Literature. However, departmental needs always took priority. For example, Comparative Lit-

erature was an independent program staffed jointly by the English and Foreign Language departments. When Foreign Languages needed all available faculty to teach their own courses, Comparative Literature came under the English Department. Similarly, area studies have remained in the History Department. Only Liberal Studies has continued as an independent program. Though larger than most departments, it has never been accorded departmental status.

Another emphasis of which CSUF has been proud is the insistence since 1961 that teacher candidates must have an academic major. Requirements and courses established here have only been equaled recently by other colleges as the result of legislation setting such standards.

Of course, the early days also had their problems, major and minor. The academic freedom confrontation in 1967 with state legislators over a performance of "The Beard" play remains particularly vivid for me, as Chair of the (then) Faculty Council. The student riots of the early 70's, although less intense at CSUF than at San Francisco State or San Jose State were a watershed which changed the dynamics of the student-faculty relationship — resulting in student participation in all university committees and student evaluations of faculty. However, the faculty successfully resisted the student demand for voting seats on faculty personnel committees. A slower change occurred as a result of the increase in numbers of students, faculty, and physical size: the early collegial model became more stratified, requiring more process and procedures to maintain the focus on academic governance and faculty standards.

While becoming a major institution devoted to excellence, CSUF was inevitably affected by problems in the CSU system and relations with successive governors and legislatures. Since the establishment in the 1950's of the CSU, governed by the Board of Trustees and Chancellor, a continuing battle has occurred between the Chancellor's office seeking central control and campuses demanding autonomy. The movement has been toward centralization though the new, current chancellor has indicated his intention to give more autonomy to the campuses.

Unlike the University of California which is an independent, constitutional entity with only part of its funds coming from the state, the Cal-State system is a creature of the legislature, directly financed out of the General Fund in each year's state budget. As a result, the CSU is directly involved in the political battles between Governor and Legislature; between Trustees, Chancellor, and legislature; and the struggles of political parties. By necessity, the Chancellor's staff, campus

presidents, and CFA, the faculty bargaining agent, all engage in lobbying.

In these times of drastic cuts in funding for California higher education, hitting the CSU particularly hard, nostalgia for former times can be tempting. But, apart from a few generous years under Governor "Pat" Brown, CSU funding has always been tight, ranging from bad to merely adequate. Totally dependent on the state budget, any difficulties in state finances are directly felt by the CSU. For example, 1975 was a year of severe financial stringency in state revenues, so Governor Jerry Brown cut faculty pay raises from 8.5% to 7%, cut funds for faculty promotions, and "unallocated" funds already budgeted and received.

Moreover, as a drop in student enrollments developed, the Trustees and Chancellor in 1975 developed a "Steady State" model, preparing for layoffs. Trustees also established an official "60/40" percentage ratio of tenured to probationary faculty, openly afraid that "The CSU faculty will be tenured in and all full professors!" Another proposal was to make any layoffs on the basis of "merit" which threw the faculty into a statewide uproar.

For these and other reasons, particularly the general hostility of some Trustees and Chancellor Dumke to many faculty concerns, CFA (California Faculty Association) was officially established in December 1974 by the joining together of the memberships of AAUP, CCUFA/CTA, and CSEA to protect academic freedom and tenure, strengthen academic governance, and improve faculty economic conditions through collective bargaining. (I had the privilege of being the founding statewide president.) Working with the statewide Academic Senate, CFA successfully aided the elimination of both the "60/40" rule and the "layoff by merit" proposal. 1975 was also the beginning of CFA's long fight against the substitution of temporary for tenure track appointments. However, once the "60/40" formula was abolished, campus administrations began hiring lecturers, some full-time but most part-time. By 1990-91, temporary appointments were forty percent of faculty positions and about fifty percent of the total faculty. This development brought into being a host of complexities and personal inequities too numerous to address here.

What of the future? CSUF will predictably continue to evolve, both on the home campus and at Mission Viejo where we serve an area of expanding population in a context much like CSUF's early days. The critical need — in these threatening times particularly — will be to manage the changes and choices required so as to protect academic programs which have taken years to develop and to insure faculty involvement from the beginning in budget decisions about scarce resources. If we can do this — and our history gives every indication that we can — we will enhance and not just maintain a university of quality. §



Prof. June Pollak came to CSUF in 1961. She was chair of the Faculty Council from 1967-68. In 1974-76, she was founding president of the statewide CFA. She presided over the California section of AAUP (1980-81), and was later a vice president of AAUP, nationally. She is currently writing a book.

Letter to the editor: Identity crisis

I am sorry to quibble, but I feel the need to raise an objection to Alan Saltzstein's otherwise excellent article in the last issue of the *Forum*. It has to do with the "CS" part of "ECS."

When the School of Engineering and Computer Science was new, people said "Engineering" when they meant "Engineering and Computer Science" and this worried us. Now they say "Engineering and Computer Science" when they mean "Engineering" and this worries us even more. We are not engineers and we think the distinction is important.

Computer Science is a strong and viable program. We have 900 majors. Our graduate program attracts a lot of students. (Some would say, more than we need.) Our undergraduate enrollment is less healthy but the slight decline (2 to 5 percent per year) has not affected the cost of the program; it may have helped the quality. We teach large classes (our Fall SFR was 18.3). Our program is accredited and considered one of the best in Southern California. We teach service courses.

The serious decline in enrollment in a high-cost program certainly merits the concerns expressed in your article. To put us in the same category, however, is to throw away the baby with the bathwater. We were once impacted and are so no longer. But we certainly never approached 8.8 percent of the student body! (Where did those numbers come from? The source may have been a computer scientist but he/she was certainly no statistician. We had 3.5 percent of the Fall '84 Freshman class and 3.1 percent of the somewhat larger Fall '91 class.)

Of course, we worry about being swept away in a misguided "economy" move. But we worry about losing our identity even more.

Charles Mosmann
Computer Science

Grad students: a boon to CSUF

Glenn Nagel
Dept. of Chemistry and Biochemistry

It appears that positive attitudes concerning graduate programs are not universally held on campus. Those harboring doubts about graduate education at CSUF, those who may mistakenly believe that elimination of small graduate programs may save money, or those who just want to read something positive for a change are encouraged to read on.

Providing a high-quality graduate program at the master's level is a major part of our educational mission. Graduate programs enhance teaching and scholarship; they also fulfill real needs for our students and the communities we serve. Finally, graduate programs in the sciences are cost-effective; they should not be viewed as financial burdens but as investments which yield dividends.

Teaching

Teaching graduate courses in their specialty is clearly of value to the faculty and the university. Faculty remain current in their discipline and are stimulated to contribute to it and communicate their excitement to others. This experience helps maintain a strong faculty. Beyond this important but rather obvious point, graduate students enhance teaching and learning.

Graduate student support of faculty in our advanced laboratory courses is very important ingredient. Their support allows faculty to supervise undergraduate students more closely and to explore experimental approaches more readily. Under the supervision of a faculty coordinator, graduate students also teach lower-division laboratories. This provides a pool of motivated instructors for the department. In addition, teaching is an important segment of graduate education; learning a topic more thoroughly through teaching it is an experience all instructors share.

Finally, teaching in our programs allows our graduate students to explore teaching as a career and to obtain the credentials and background to be a high school or community college instructor. Six (11%) of our students in the last 10 years entered teaching positions subsequent to graduation. The need for able teachers in the sciences is widely publicized in both professional and popular literature.

Scholarship

Graduate students who complete original, published research are a boon to any department. There have been 36 graduate student co-authors in peer-reviewed publications with our faculty since 1980. (Interestingly, the number of undergraduate student co-

authors is almost identical over this period.) Publication and furthering the discipline is, of course, a goal in itself but it also makes the funding of grants more likely.

We believe that our strength as a department and a university lies in a true balance of teaching and research. Obviously our faculty must make this two-fold commitment. Faculty seeking this balance often view a department having no graduate program as a handicap in remaining productive in research. This same faculty member may not view a research university as an ideal career choice because of the lack of rewards for high-quality undergraduate teaching. Thus, we are poised to attract and develop faculty having a commitment to both teaching and research. Such people can and do make our university a model institution.

The M.S. in Chemistry or Biochemistry provides a level of coursework and experience significantly beyond that of the bachelor's degree. Virtually all of our students complete a thesis requiring, on the average, about two years of laboratory research. The program provides students with a strong background in both theoretical and practical science, a background which is very valuable in the marketplace.

Accomplishments of Alumni with Master's Degrees in Chemistry and Biochemistry, 1980-1991

Total Receiving M.A. Degrees	56
Student Co-authors on Publications*	36

Careers

Industrial Position	26
Ph.D. Program	18
High School or Community College Instructor	6
Professional School (Medicine, Dentistry, etc.)	3
Research Associate	2
Deceased	1

* Peer-reviewed publications; does not include abstracts or presentations at professional meetings.

The accompanying table shows the careers entered by our master's degree recipients. The largest group (26, 45%) accepted industrial positions. In this setting, a master's degree can provide significant advantages for promotion and/or supervisory roles. A fair number of our graduate students might be termed "late bloomers" who have excellent ability, but a less-than-sterling early academic record. These students can increase their opportunities in the job market with a master's degree but, perhaps more importantly, many gain access to a first-rate doctoral program. The table shows that the second largest group entered Ph.D. programs after graduation; nine already completed the doctorate. Our faculty are justly proud of the accomplishments of these alumni. Although they are not large, graduate programs in NSM provide individuals who are badly needed at the regional, state, and national levels; the supply of U.S.-trained scientists is critically low.

Although money has always been a popular subject, we seem to have heard of little else during the past year. How cost-effective are our graduate programs? It is clear that our Department supports its graduate program. I assert that it also helps in very real terms to support us.

The cost of a small graduate program is modest, amounting to perhaps twelve to fifteen annualized WTUs. Who pays the cost? Since there is no FTEF augmentation for graduate programs and since the vast majority of our FTES targets must be met with undergraduate enrollments, it follows that the WTU cost of a small graduate program is born primarily by the department faculty and that the cost to the University is minimal.

There are economic benefits derived from graduate programs. Graduate students teaching in our program provide high-quality instruction at a cost below that of most part-time faculty. This provides salary savings. Such students do not have a long-term commitment to teaching at CSUF, are more flexible in undertaking different assignments, and are less dependent on an uncertain WTU balance sheet.

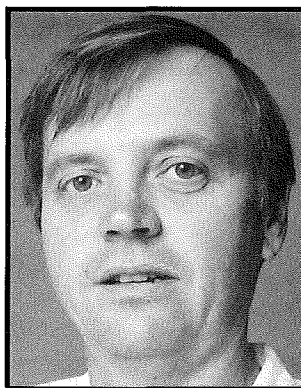
As state support decreases, we must find alternate funding. A network of former graduate students employed in local industry brings obvious opportunities for donations, contracts, and cooperative programs which bring resources to the University. Our competitiveness with agencies for research grants is greatly enhanced by the productivity of our graduate students.

In order to sustain an active externally funded program, one must build a track record of success in terms of quality work and its publication. Our Department presently has nearly \$2.5 million in active external grants, with roughly \$1 million in new funding per year. While faculty write the proposals, graduate student do much of the laboratory work. If we credit them with 25% of our grant success, graduate students earn

approximately \$250,000 per year for our department.

This article is based upon my experience as a faculty member, graduate advisor, and Chair of the Department of Chemistry and Biochemistry. I feel confident that my colleagues in NSM share many of the notions expressed here. The graduate program in Biology is larger but shares many of the same qualities described here for our program. Both could be termed traditional programs in the sciences. The program in Mathematics is more diversified into traditional, teaching, and applied programs. This has been a very successful approach. I am very supportive of our Departments of Physics and Geological Sciences as they attempt to start new graduate programs. Although these will not be large, certainly not big FTE producers, good graduate programs make many contributions to the quality of a department.

Rather than looking at short-sighted ways to save a few dollars, our campus should be identifying and developing ways to raise funds to replace and surpass those we have lost. Graduate programs in the sciences and no doubt elsewhere on campus are excellent investments both financially and pedagogically. We should concentrate on perfecting, not eliminating them.



Dr. Glenn Nagel came to CSUF in 1972. He is currently chair of the department of chemistry and biochemistry. He has received many honors in his field and has numerous publications to his credit. He is also active in university and community service.

A.S. quiz answers

(from page 6)

1. D. All students are members of the A.S. except for 200-300 in special categories (e.g. over 65s) who have the requirement waived.
2. B. All students pay a \$24 activities fee, student union fees of \$49 and an Instructionally Related Activity fee of \$10. Summer session students pay \$8.
3. C. The budget for 1991-92 is \$7,514,689.
4. B. The University Center has a bowling alley, unisex hair stylist and a full-service travel agency.
5. B. This was approved in a student referendum in 1987.
6. D. The Associated Students have 40 full-time and about 175 part-time student employees.

Scholarship that we can do without

Jackson K. Putnam

History

Is it possible that the budget crunch on campus provides us an opportunity to upgrade rather than degrade the quality of our school? Perhaps, if we have the wit to ignore the advice in the last *Senate Forum* (Winter 1991, Vol. 6, no. 2). The two contributors I have in mind are Julian Foster and Gayle Brunelle, one a gray eminence on campus and the other a young rising star in my own department. Both, I have no doubt, are my intellectual betters, but that only serves to remind us that it takes great minds to make great errors.

Both warn us of hideous dangers. We may decay into a "teaching institution." We may fail to maintain "high academic standards," and may stop demanding much research and "scholarly productivity." CSUF has, they say, become a "place for scholars." Neither seems aware that this very kind of place has come in for withering criticism of late, much of it from academics themselves rather than from ignorant outsiders. Colleagues such as Foster, who take much pride in having established 'Research and Creative Activity' as a criterion for personnel actions will no doubt be pained by those of us who call their handiwork into question.

CSUF has joined the ranks of universities apparently intent on drowning academe in a suffocating deluge of publications that largely go unread. The sheer volume of the flood is enough to discourage many potential readers, but it is the quality of most academic publications nowadays that ensures that they will do little more than gather dust on the ever-lengthening library shelves of the modern university.

Nor is it a mystery why so many academic books and articles are dull reading. They are written under duress. Their authors did not want to publish, they *had* to. Instead of being spontaneous creations written with the verve and dash of writers who think they have something important to say and glow with an urge to communicate it, most modern academic prose reeks of achieving tenure, gaining promotion, or maintaining one's reputation as a continuously "productive" scholar. We make them write, and their writing reads like it. Modern academe gets the kind of writing it deserves.

According to Brunelle, the research of her colleagues "contributes enormous depth and richness" to her life at this institution. "I would feel much poorer," she asserts, "if I could no longer partake vicariously of my colleagues' scholarship because the time and support necessary to engage in active research ceased to exist at CSUF." This comment surprises me a bit, because during the past two years when we had offices

next door to each other and enjoyed the most cordial relations, we did not once feel the urge to "schmooze" together over our respective research. Never did she come to me with eyes aglow and say "Please tell me about *Old-Age Politics in California* [the title of my first book] and I'll tell you about the *New-World Merchants of Rouen* [the title of hers]."

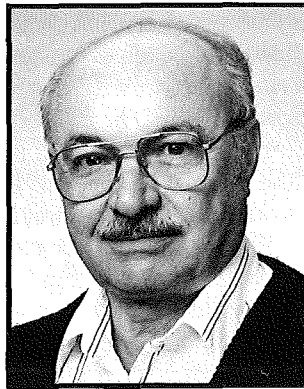
Sarcasm aside, this type of informal academic exchange seldom takes place in most universities even though they purport to encourage it. In reality the opposite situation prevails among academics: by and large we are bored with each others' research. Nor is this surprising, for most such research is so highly specialized that we can't understand it and so badly written that we don't want to. Young academics often think they are staking a claim to immortality by getting a book into print, but enthusiasm wanes when they see their prized publications get lost in the flood of other simultaneous products and vanish into the Orwellian memory holes of university library stacks. Instead of our publications being poetic "nightingales" that sing through the ages, our writing smacks of the Biblical "sounding brass and tinkling cymbals," and most of our audience is deaf.

Although paying lip service to CSUF's alleged "balance of teaching and scholarship," Foster plainly regards the latter as much more important. How else can we interpret such statements as, "maybe those who have few other commitments should teach twelve units," or "to protect good programs, we may have to turn some of the others into teaching workhorses"?

Good teaching is hard work. By what twisted reasoning is it automatically inferior to research? In a sane academic environment those who work hard at teaching should be entitled to a reduced teaching load so that they can keep up their good work. Those who slight their teaching duties in order to service their research "commitments" should not.

A good teacher who makes a concerted effort to read the massive avalanche of contemporary publications in his field despite its dullness is, I believe, a more valuable asset to this institution than his research-prone colleague who compounds the problem by publishing more of the stuff. Furthermore, good teachers who curtail their reading of current academic scholarship in order to master the classics of the field are even better. Although I take some pride in my book on old age politics, anyone who reads it and has not already read Plato's *Republic* belongs in an institution, and not an academic one.

I am not suggesting that we blow a whistle on all research and publication at CSUF. I do believe that we should call a halt to all such *involuntary* efforts. Although it is true that mere absence of publication is not *prima facie* evidence of good teaching, it is also true that the labor of research and reading can often bear better fruit in the classroom than in publication. We should not exalt the one and degrade the other. We may legitimately encourage publication and even reward it, but to require it is a sin. Let us take advantage of the current crisis to purge ourselves of this iniquity. §



Dr. Putnam came to CSUF in 1965. A specialist in California history, he has violated his own proscriptions against publications by publishing, among other things, two books: Old-Age Politics in California (Stanford, 1970) and Modern California Politics (Boyd & Fraser, San Francisco, 3rd ed., 1990).

'Animal House' or solemn ceremony?

Robert B. McLaren
Child Development

"After 25 years of attending graduation, I'll never come again." This was not mere carping at youthful pranks, but the sober reflection of seasoned colleague last Spring. Was it response to just a local phenomenon? The *Los Angeles Times*, commenting on the antics and high jinks of graduates on numerous campuses, noted that behaviors have often gone beyond youthful misconduct and descended to the level of boorishness. "It's Animal House revisited," snorted a professor at Long Beach State, where a Master's Degree recipient dropped his robe as he crossed the stage, to reveal he was wearing only jockey shorts.

On our own campus, one exercise was marred not only by shouts and untimely bursts of applause (despite the President's request for decorum), but by whisky bottles being passed across the rows, and life-size inflatable balloons of nude figures bouncing through the air. At another exercise, fully 80 percent of the students walked out of their own graduation as soon as they'd received their certificates, leaving vast rows of empty seats and a platform party having to parade through a virtually abandoned recessional. Reports from USC, Rutgers and Harvard include similar episodes embellished with Halloween masks and New Year's Eve-style noise makers.

One wishes not to engage in the fulmination of a disgruntled curmudgeon, out of step with changing times. Yet there does appear to have been a deterioration of students' regard for their university experience when they walk out almost *en masse* before the ceremony is over. To be sure, it was a chilly evening, and they had parties to attend. But those same students might well have sat through a freezing rain if it had been a UCLA football game, and after-game parties would wait. "It's as disrespectful," said one disappointed parent who had driven 60 miles to see her son's

graduation, "as if a bride walked out on her wedding to get to the reception. Is this what we pay taxes and tuition for?"

But how is blame to be assigned, if at all? As a faculty, we belong to a great tradition that stretches back to the Middle Ages, when the joy of achievement was tempered by sober reminders that a community of scholars really is a unique phenomenon. If we have merely taught classes, graded papers, picked up our paychecks and gone on, perhaps it is ourselves who must take stock. Parents, and the general public who pay our salaries have a right to expect that, having been entrusted with the education of their youth, we will have also instilled a sense of the grand, immemorial heritage of the processes of higher learning.

Indeed the higher learning, by which we do not mean merely training in basic skills, or transmitting information from the past, but exploring for new knowledge and greater wisdom, is the special responsibility of the community of scholars. It requires a seriousness of intent, the discipline of precise communication and a dedication to accuracy that goes far beyond secondary or even the post-secondary education. We are a university, not a community college, and certainly not a high school.

Derek Bok, of Harvard, urges in his recently published *Universities and the Future of America*, that a proper regard for what the university stands for should begin with the first days that a student spends on campus. "Never again are they likely to be so attentive to what the institution says, or so open to advice about what aspirations and values matter most. Yet the moment is often overlooked. Amid the mass of information handed out about courses, curricular requirements, extracurricular organizations and the like, many colleges fail to include any thoughtful exposition of the larger purpose to which this wealth of activity is directed."

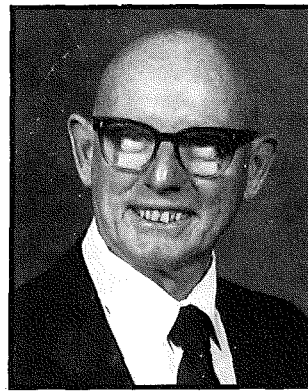
It might not be amiss to suggest that each of us incorporate in the beginning lecture of each semester, some such comment as that of Princeton's Robert Goheen (*The Human Nature of the University*), that "The modern university is involved in no less than the survival of civilization and the future of the human race." This is not hyperbole. Goheen points out that "no other institutions or agencies are so particularly designed and dedicated to the large and essential task of searching for clarity and understanding, or trying to see the requirements our civilization steadily and whole, of developing the root knowledge (and the people who can use it) on which wise action depends." It is not inconsequential that our century's greatest advances in science, medicine, law, political thought and, arguably, even in the arts have been generated within the context of higher education

When graduation time come around, it would behoove us, for the students' enlightenment and to enjoin their dignity of behavior, to recall to them the historic symbolism of the cap and gown. It is not simply regalia for the sake of pomp and circumstance, but holds the three-fold significance of prophet, priest and king. In medieval times, each university graduate was to bring something of prophetic judgement to bear on the direction that society's activities tended. The priestly function was to mediate divine insight (the university was the creation of the Church). Each graduate held the university degree by grant from the king, and was in effect a royal emissary.

These three roles might appear quaint in today's world, yet if we are to wear the cap and gown, there

should be at least some modicum of respect for their historic meaning. Heaven knows, we could use some prophetic vision, insight, and a sense of the State's gift in making the university available. But more to the point, as a community of scholars we can encourage students and faculty to recognize that we really are a unique fellowship with a heritage to honor, skills and talents to foster and frontiers of knowledge to explore. USC's Earl Pullias expressed it well when he wrote (in *A Search for Understanding*), "The potential of [humanity] is judged most meaningfully by what we have thought and done at our best. These highwater marks, usually individually achieved, give the true estimate of our nature; they suggest what we can be."

If we care greatly about our calling as scholars, we can do no better than to share our enthusiasm for it at every opportunity. §



Robert B. McLaren, Ph.D., is a professor of child development, who joined the CSUF faculty in 1967. He has authored three books and some 50 articles. He received the Outstanding Professor Award from HDCS in 1979; he served as president of Phi Kappa Phi, and AAUP and has lectured in Europe. He has chaired our Faculty Lyceum for six years.

The rise of decline

Ed Trotter
Communications

Anywhere one looks these days, everything appears dismal. The quality of higher education is threatened, students don't come to the University as prepared as they once did, and even American automobiles are not what they were. The evidence seems clear: decline is on the rise.

In this issue of the *Forum* you can read one of my favorite colleagues, John Olmsted, decrying the preparation of his students in an introductory class. He says they "turned in the most dismal performance I have ever seen." And Bob McLaren laments the disrespect today's graduates show at commencement, implying that alumni from another era held the ceremony in some awe.

The *Daily Titan* recently reported in a page one, three-line headline that "SAT scores nationwide on the

decline." The article cited statistics showing reading scores at their lowest in two decades. The cover of the last *Forum* showed an arrow pointing due south, describing the quality of the campus.

But I'm more sanguine about the general state of affairs. Too many of us pine for the "good old days," while setting aside our much cherished notion of critical thinking. Let's face it, university professors have been decrying the failure of the masses for centuries. And it's a bit egocentric to believe that one generation has a unique claim to intellectual, moral or any other form of superiority.

I'm always amused with talk about the "Golden Age" of something or other. For example, people in Communications usually say the Golden Age of Radio was in the '30s through the late '40s, followed by a similarly monikered era in television during the '50s. More locally, I was once told by a colleague at the Academic Senate that the Golden Age of Cal State

Fullerton was during the late '60s to early '70s. It turned out that was when she was most active in campus affairs. With time, her role declined and with it her estimate of the greatness of the place, I assume. I'm sure you all know similar such periods in your own field of experience or expertise.

I've decided that the Golden Age is actually a constant. *It's the second 20 percent.* It's the second 20 percent of anything, the history of a place, one's own career, you name it. The second 20 percent is simply the formative period of one's experience.

No one ever knows they are in the Golden Age until it's long past, well beyond anyone's being able to challenge the basic premise of a fonder time. The *Chronicle of Higher Education* recently ran a story about budgetary woes of colleges and universities across the country, comparing present austerity to the golden years of the 1980s. I cannot recall *ever* hearing anyone suggest that those were golden years at the time.

Another way to demonstrate that these are the worst of times is to bring out irrelevant evidence, usually anecdotal. Let's take any other of the standardized scores commonly batted around in the popular media. Using such tests as indicative of the quality of a public education system has its attractions. It's easy to compare mean scores across time or across the map. Using the SAT, we would come quickly to the conclusion that English and math instructors in the Santa Ana School District are doing a poor job. SATs in that district are at or near the bottom in Orange County.

On the other hand, it's also quite apparent that the foreign language teachers are dynamite there. Over the past decade or two, the mean number of languages spoken by students in the system has about doubled. What an impressive job they must be doing!

One of the most common comparisons faculty make is that "today's students don't (you fill in the verb) as well as they did when I was in college." Perhaps. But, memories are highly selective. How could we, when we were students, really know how well our colleagues did? We can remember the best ones, of course, but the ones who fell by the wayside we probably have forgotten—if we ever recognized them in the first place.

Further, as faculty, we clearly are a group which, it turns out, was distinct from our peers when we were students, although we didn't know it then. Something in our background made us different from the others. Generalizing from our own experiences (particularly when we aggrandize them a bit) yields false comparisons.

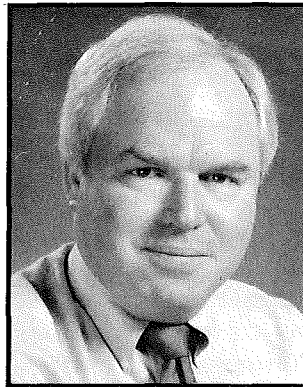
Many faculty spent their undergraduate years at institutions which were very unlike CSUF. Their admissions were more selective, perhaps, or the students did not have to work such long hours to support themselves. I went to a campus with a mission similar to that of this campus and I remember the type of students there. Believe me, they're much better here

than they were in those days.

Should we have voices crying out in the wilderness? Of course. Are they oftentimes right? Sure. But let's not lose sight of progress. The world simply isn't going to hell. Institutions are facing up to their responsibilities of getting entire classes of people into a university who previously were barred for a variety of reasons. (One of my friends in college was the first black student ever to attend my alma mater, a public university in Kentucky.) So if all of our students don't come in with a real understanding of what a university is, then let's help them help themselves.

Today we face a whole variety of issues which not so long ago we hardly knew existed—racism, sexism, homophobia We've become again a land of immigrants. As we change, we have to be careful to make sure our benchmarks remain appropriate, and are properly calibrated.

Wrestling with these issues, and these students, will for at least some us prove exhilarating. They effort may be one we'll look back on fondly some day. Nice to be creating a Golden Age, isn't it?§



Ed Trotter came to CSUF in 1975, after teaching at two other institutions. He was chair of the Faculty Council in 1982-83. He was chair of the communications department from 1983-90.

SENATE FORUM

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

Editor: Julian F.S. Foster, Political Science

Editorial Board: Stewart Long, Chair of the Academic Senate and Professor of Economics; Ed Trotter, Communications; and Sandra Sutphen, Political Science.

Alexandra Jacobs, Graduate Assistant

Students can meet the challenge

John Olmsted
Chemistry

For over 25 years, I have been teaching introductory Chemistry courses. This semester, I am teaching Chemistry 120A, the first mainstream course that is taken by all Engineering and Science majors. On their first hour exam, these students turned in the most dismal performance I have ever seen: 55% failed, 66 students out of a class of 120!

My first thought was that the exam might be flawed. In this instance, however, two experienced colleagues had reviewed it beforehand. Both then and in retrospect, they and I judged it to be a reasonable test. Moreover, 15% of the students scored A's, above our "normal" expectations of around 10%. And, not one student complained that the test was unfair. As always, slower workers complained that it was too long; but the high grades were 95's, and most students attempted all questions. I conclude that the cause of poor performance lay with the students, not with the test.

In an introductory course, it is easy to blame poor student performance on poor high school preparation. We believe that our beleaguered high school colleagues find it increasingly difficult to require intellectual accomplishment from their charges. Yet, Chemistry 120A is not taken primarily by entering freshmen. Only about 20% of my class roster are true freshmen, the remaining 80% being a welter of more experienced college students. When I examined the performance of first-time freshmen, I received a surprise. The average score for this "inexperienced" group was identical to the overall class average, and two of the top three grades were made by first-time freshmen. Perhaps our high schools have not prepared students properly for the demands of General Chemistry, but neither has some college experience done the job.

Another hypothesis occurred to me. Normally, our department tries to screen incoming students via placement test, counselling weaker performers to begin with our Preparatory Chemistry course. Statistical analyses have shown little correlation between placement test scores and subsequent achievement. Thus, faced with the logistical impossibility of shifting students between courses that were oversubscribed, we dropped the placement test this year. Perhaps this allowed a larger proportion of underqualified students into the course.

When I examined test scores for support of this hypothesis, I received another surprise. About 20% of my students have taken a preparatory chemistry course, either at CSUF or at a community college. Like the first-

time freshmen, this group had exactly the same average score as the overall class average. Perhaps unqualified students slipped into the course, but they were no more unqualified than those who completed a course designed to qualify them.

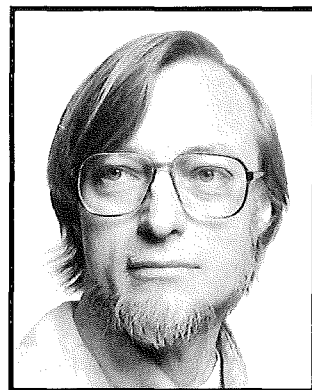
Seeking more information, I probed the students' preparation further during the lecture following the exam. I gave a "drop" quiz with just one question: to list all the "memory bank" equations they had learned for the exam. (As part of my teaching strategies, I highlight "memory bank" equations, explicitly and repeatedly mentioning that they must know these.) For Exam #1, there were 7 such equations. The average student could only come up with two or three. Clearly, they had not prepared themselves properly.

I also asked them to report, in writing but anonymously, how much time per week they had been spending on chemistry. As one might expect, the answers ranged between zero and 60 hours. About a quarter of the class reported insufficient study time. While this no doubt accounted for some of the poor performers, one-fourth is well below 55%. It seemed clear that many of my students either had no clear idea of how to prepare properly for a rigorous examination or had no business taking chemistry.

We have now had our second hour exam in this course. While the failure rate on Exam #2 was still an eye-popping 35%, the class average improved by 10 points. The number of A's was virtually the same, while many more students made B's and C's. Given that the top and bottom quartiles did not improve their performance, the middle half of the class improved by a remarkable 20 points.

As I returned this second test, I asked students who had improved markedly to account for their improvement. The answers held no surprises: they studied more regularly, they studied longer, they tried a wider variety of study strategies. Then I asked a follow-up question: why had they not realized before (Go to page 20)

Dr. Olmsted has been teaching general chemistry for over 25 years—the last 14 at CSUF. He is a recent convert to the practice of Classroom Research, which interactively explores students' approaches to learning.



As good as they think they are

Marlyn Madison
Political Science

Soon after I had arrived at CSUF last fall, a senior professor from another department told me that all the students here cared about in a class was doing the minimum amount of work necessary to get an 'A'. This depressed me. Were the students not concerned with whether they learned anything? Did they really belong in higher education?

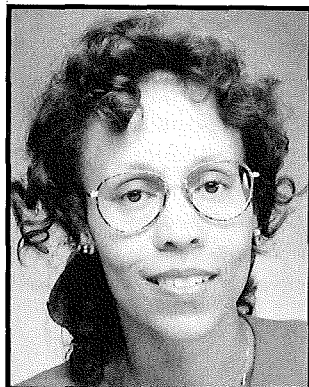
The people in one of the upper division writing classes I was assigned seemed to confirm this pessimistic assessment. They complained about the workload and my "harsh grading". They seemed to think that they should not be expected to write full sentences, to use paragraphs, or to think critically about the ideas and arguments that they had been required to read about.

When I told this group they they were fortunate to be at a major university committed to higher education, one young man laughed loudly and told me that I had to be kidding. Did I know where I was?

In response, I assured these men and women that they were as good as students in a private college or at the University of California. My expectations for them were the same. Specifically, I required them to read, write, and think critically about the subject matter.

Although some grumbling continued and one young female asked me to lower my standards to help her grade, some of those in this class eventually accepted the challenge of working and learning. I would find them attending my office hours for help with their writing efforts and with undertaking critical thinking about social science and its application to political life in the Middle East.

Too frequently, I have been told by those in my classes that they were "poor students" who were forced to go to a "second-rate" institution. Admission based on a GPA in high school is frequently the basis for this perception, although it is not a very reliable indicator of



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potential success in college. Low grades may become a self-fulfilling prophecy.

I remember one young man explaining his perception of the hierarchy of education in California. Bright, highly intelligent students go to private schools. Those less gifted intellectually attend the University of California system. Those students who are still poorer academic material enter the CSU. Clearly some of our students have poor academic self-images. They do not associate the university with improving their standing in the intellectual community. Perhaps they despair of ever being to read perceptively, write cogently, or to follow complex arguments.

Oddly enough, improving one's self-image has been associated with education in private institutions and has traditionally been one of their goals. It should be a recognized part of the mission of the CSU system. Students' self perceptions cannot be improved without remaining staunchly committed to the principles of higher education.

The CSU system offers opportunities for higher education to the top one-third of all graduates of California high schools. Some educators feel that this allows entry to students who really do not have the potential for college work. After all, not everyone can be expected to become an intellectual. When this view is combined with the realization that many CSU students support themselves by working all too many hours and are the first generation in their families to go to college, some instructors may draw the conclusion that they cannot expect substantial amounts of serious work from their classes.

While many students may come into the university less than prepared in terms of basic reading, writing and mathematical skills, the University has made it possible for them to remedy these deficiencies and to continue to learn and to progress in their majors. One does not have to lower one's standards in order to teach at CSUF. We must remain committed to promoting learning and academic standards suitable to a university. Students must be made to feel that they are in such a setting.

I don't know why the class I have described turned out so differently from the others I taught. After a semester at CSUF, I have found that most students are willing to pursue their studies in a manner that allows one to retain one's commitment high academic standards. I was fortunate to encounter many who were highly motivated and willing to do the reading, the writing, and the critical thinking required to master complex subject matter. I remember talking with one

(Go to page 20)

Challenge. . . (from p. 18)

the first test that they needed to apply themselves in these ways? Their responses surprised, saddened, and angered me.

From a junior geology major: For two years, he has taken general education courses. Not one of them has required him to do any serious studying. He has taken pre-calculus, but his math aptitude is high enough that he didn't have to work hard to succeed. This student improved from an F to a C, and said he knew he still had not prepared adequately. He is confident he will do still better for the rest of the course.

From a sophomore psychology major: Even though the announced expectation is at least two hours of preparation for every hour in lecture, this is the first course she has taken that actually requires that commitment. This student tripled her grade, from mid-teens to mid-fifties, by devoting the appropriate study time.

From a sophomore pre-med, reporting what fellow students had told him: Even in Preparatory Chemistry, studying a few hours just before each exam and memorizing a few equations is enough to ensure a decent grade. This student made A's on both exams, by reading before lecture, reviewing after lecture, doing extra problems, and taking advantage of office hours. When I asked how he knew to do all this, he confessed that he had gotten off to a disastrous start in Chemistry 120A a semester ago, pulled his grade up to passing, and then dropped. He re-enrolled this semester, knowing from past experience that success requires diligence from day one.

Colleagues, what are we doing? I see students with the ability to succeed who are failing badly. I find them able to succeed once they understand what success requires. I find them willingly, without objection, investing the time and effort needed for success. But, I find that in other courses, apparently across the curriculum, they are not being challenged.

We are denying these students the education that they deserve. Yes, they come to us lacking in background and, especially, lacking in mental discipline and study skills. Yes, a significant percentage of them will fail if we demand that they do genuine college-level work. I expect to fail up to one-third of my class this semester. Nonetheless, we are cheating those who are capable and willing if we do not set appropriate standards and adhere to them. We all know that unchallenged minds do not grow. What I am seeing is a group of students whose minds have not been challenged here at Fullerton, after 30 even 60 units of coursework. Despite that

handicap, I am also seeing that a significant number of them can and will respond when they are challenged.

It is up to you, my colleagues, to provide those challenges. Are you willing to do so?§

As good. . . (from p. 19)

group at the end of the Fall semester about the writing workload in the course. Since they had to complete four papers, I expected to hear a series of complaints about exhaustion beyond belief. It was very reassuring to me to hear several students respond to my query by saying that the assigned papers were "not too much at all".

For an instructor, the main concentration must be on teaching in a manner that is consistent with mastering the subject matter. I know of no discipline that does not require hard work. Students understand this. On occasion, they will try to persuade the instructor that it is not in anyone's interest to require the effort needed for real learning. I feel the instructor has a responsibility to resist such pressures to lower standards and to reduce the amount of time the student is involved in academic work. To do so helps no one, least of all the student.

An instructor who expects and demands substantive work and learning from students is likely to see his/her expectations and demands met. At least, I found mine satisfied this first semester. I believe CSUF students respond favorably to the serious tasks of reading, writing and thinking if they are challenged and encouraged to do so in a fair manner. My belief is supported by the findings of the second report of *The Harvard Assessment Seminars* (1992) Professor Richard J. Light summarized one of its most important findings as follows:

All the specific findings point to and illustrate one main idea. It is that students who get the most out of college and who grow the most academically, and who are the happiest, organize their time to include interpersonal activities with faculty members or with fellow students, built around substantive academic work. (p.6)

It was not a surprise to find writing was one of the most highly valued skills. (p.8) Although writing is time-consuming and exposes students personally on a number of levels, they frequently respond favorably to the intellectual challenge. There will always be some who grumble about the workload and the grading, but most students at CSUF responded very much like students at Harvard have done. They were willing to work and learn.§