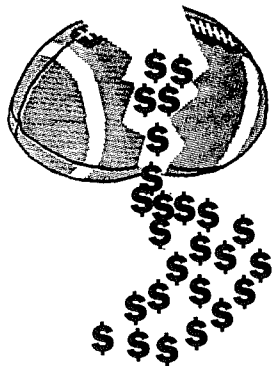
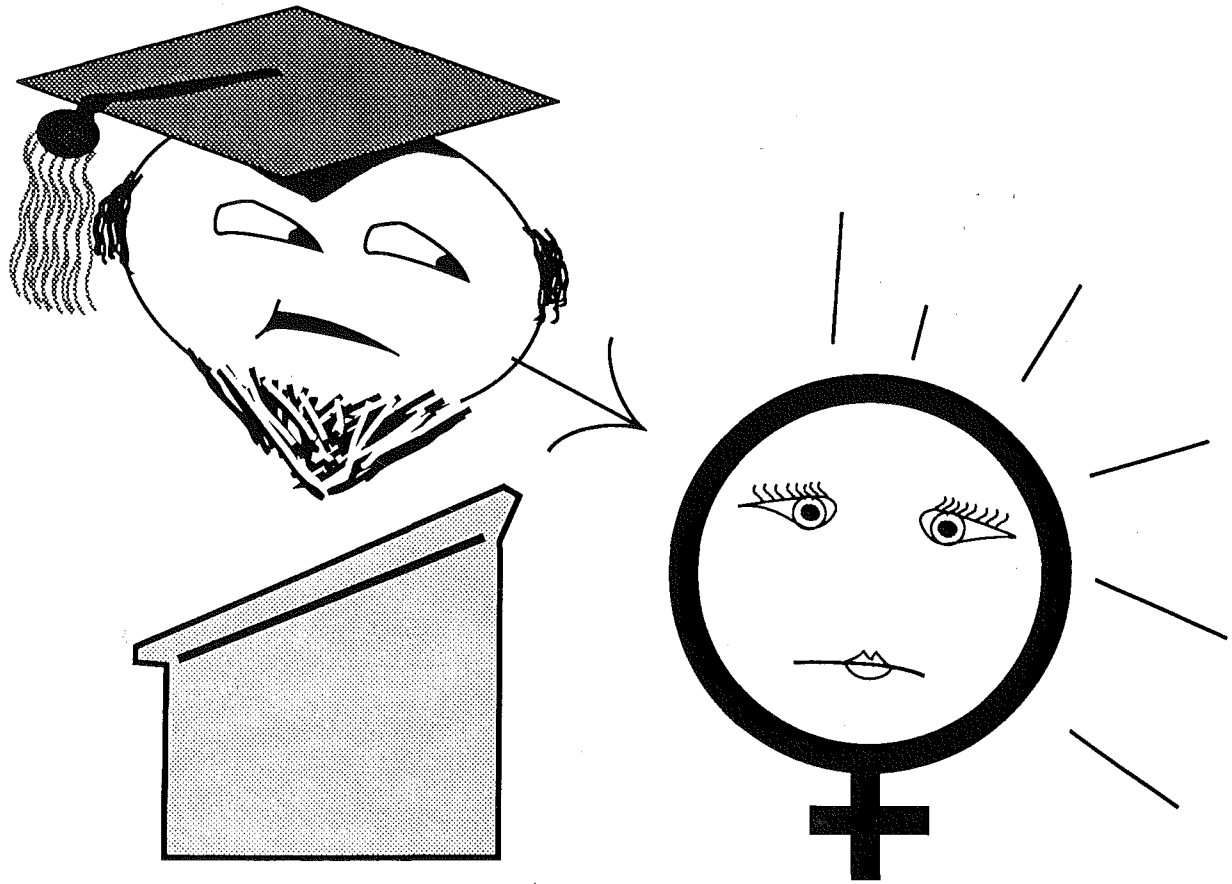


SENATE FORUM

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Student-Faculty Relations



***Athletics:
Still Bleeding?***

Has the football decision been fumbled?

In its Spring 1991 issue, the Forum ran an editorial entitled "Gordon's Gamble." We implied that the President was taking a potentially disastrous risk in retaining a Division I football team. What happened?

Stewart Long, Academic Senate
Barbara Stone, Political Science

Fifteen months ago, the campus was energized by a major debate concerning intercollegiate athletics. The Academic Senate, the Athletics Administration, and the Athletics Council recommended dropping football as the only way to avoid the disastrous effect that the impending budget crisis was likely to have on the entire Athletics Department. The recommendation was fiscal, not programmatic. The President then took it to the officers of the Alumni Association, the University Advisory Board, members of the Fullerton City Council and some informal "booster" groups, who urged him to reject it and persist with football. Citing the "clear and strong support" from the community that had emerged for continuing CSUF's Division IA football program, the President announced that football would continue in order "to prepare it for success in the on-campus stadium that will open in the fall of 1992."

He also announced the kick-off of a major fundraising campaign to support Athletics, while at the same time vowing that "the university's academic programs will *not* be tapped to offset cuts in the state budget for our intercollegiate athletic programs." This latter statement responded to a major concern of the Academic Senate.

The community support group known as the Titan Athletic Foundation (TAF) announced that it would raise \$500,000 in each of the next two years — although it had only once collected more than \$400,000 in any previous year. As though this was not challenge enough, the TAF went on to claim that it would conduct additional "special" fundraising drives to raise a further \$1.3 million over two years. If achieved, these goals would solve the problems presented by potential deficits in the operating budget of the Athletic program.

There remained the need for \$4 million to complete the Titan Sports Complex. In an interesting sequence of events leading up to the capital campaign, Robert A. Sharp, who had been serving as a consultant to CSUF on fundraising (our V.P. for this area, Tony Macias, had resigned), also headed the firm which had been hired by the City of Fullerton to do a feasibility study on the fundraising potential for the Sports Complex. He was then appointed by President Gordon to be a member of the campus *ad hoc* committee that evaluated the feasi-

bility study done by his own company. And in a final coincidence, his firm was hired under a contract with the CSUF Foundation (entered into without a competitive bid process that would have been required for a contract with the university itself) to manage the capital campaign for the Sports Complex.

Under this rather curious contract, the City of Fullerton provided the actual funds to the Foundation to pay the Sharp Company for its services. The fee was approximately \$540,000. But this was no gift from the City. CSUF agreed that, after the first \$800,000 of capital funds raised went to build a press box in the new baseball pavilion, the next \$540,000 would be used to repay the City for the Sharp Company's fee. If the drive should be a failure and not surpass the \$800,000 level, then the City would be repaid by future revenues due to CSUF from our Marriott Hotel agreement. A final point about the contract with the Sharp firm is that, while it is quite specific about when payments for services are to be made, it contains no performance standards that would tie the firm's fees to the amount of money actually raised.

At the City Council meeting when the City's participation in the fundraising was approved, council members McClanahan and Bankhead strongly insisted that the City's funds were intended to pay only for Sports Complex fundraising — not fundraising for CSUF athletics program operations. President Gordon assured them that TAF would do all the fundraising for programs and that the Sharp firm would merely coordinate what it was doing in the capital campaign with

ATHLETICS FUNDRAISING: GOALS AND REALITY

In millions of dollars

	Projected (Over 2 Years)	Reality (After 15 Months)
Capital Campaign	4.0	0.8
TAF regular drive	1.0	0.4
TAF special drive	1.3	0

what TAF was doing for operating revenues.

After the initial fanfare over all the fundraising that was now under way, a strange thing developed — silence. By the Fall of 1991 many faculty on campus were still unhappy over the President's decision to save football and were unconvinced that millions of dollars could be raised both for the operating expenses of the CSUF athletics programs *and* for finishing the sports complex. The faculty members on the Athletics Council persistently asked how well the fundraising was going. The response from the Athletics Department until well into the Fall Semester was that all was progressing well, but that details could not be revealed prematurely lest potential donors change their minds. At the same time the Athletics Council was being assured that the regular TAF fundraising drive had met its 1991-92 goal and that the special TAF drive would soon begin.

President Gordon, following through on his commitment to make the "real" Athletics budget available for scrutiny by the campus community, had put Vice President for Administration Sal Rinella in charge of carefully monitoring the program's finances. Yet despite the best efforts of the Athletics Council to oversee the Athletics budget, and despite V.P. Rinella's earlier claims

that the 1991-92 budget numbers (particularly on the revenue side) had been "scrubbed clean" and represented "reality, not bullshit," the problem that former Athletics Director Ed Carroll dubbed "non-generated revenue" has reared its ugly head once again.

TAF director Walt Bowman resigned in the middle of the first year's regular drive and, contrary to early reports, regular TAF fundraising this year actually fell well short of its goal (and even of last year's results). Projected special fundraising projects by individual teams also failed to meet their targets. And most calamitous of all, the special TAF drive which was to have raised an extra \$650,000 this year never took place.

The capital campaign's results for the first year were also far less than expected: \$1,000,000 in cash and pledges (with only 10% of this being cash). For reasons which will appear in a moment, the University was anxious to convert the pledges into hard cash. The way this was done was to ask these donors to take out loans at a cooperating local bank, with their pledges as collateral. Most agreed to do this, and CSUF got their borrowed money ahead of time, but the interest on the donors' loans was subtracted up-front from the amount borrowed. Since some of the pledge loans are for as long as five years, the result is that instead of the \$900,000 face value of the pledges, the University will receive only about \$700,000, with \$200,000 going for interest. Thus, the cash raised in the capital campaign so far totals approximately \$800,000.

The failure of the TAF to improve on last year's performance has left a considerable hole in the current Athletics operating budget. This was the shortfall which the *Forum* warned of last year. The problem, however, has been solved by a single bold stroke. Virtually all the approximately \$800,000 raised for the capital campaign has (with the apparent consent of the Fullerton City Council) been redirected to covering this year's operating costs of the Athletics program. Unfortunately, this leaves the Sports Complex unfinished, with no money yet with which to finish it, and with prospects for the remainder of the capital campaign unclear at the moment.

Beset by these financial woes, the Athletics Department decided to drop two sports: Men's Gymnastics and Women's Volleyball. The decision to drop the latter landed CSUF in the newspapers, in the courts, and possibly contributed to an investigation by the U.S. Office of Civil Rights for possible Title IX violations over gender equity. The decision may have to be reversed, and in any case is likely to result in an unanticipated increase in next year's funding for women's sports.

What does all this portend for Athletics at CSUF? Major problems — both next year and into the future. Athletics is likely to end the 1991-92 year with a deficit of about \$250,000. President Gordon, sticking to his pledge that academic programs will not be tapped to

Sharp Practice

On December 18th, the *Los Angeles Times* reported the following from Huntington Beach:

A private drive to raise \$2.5 million for the new pier has fallen well short of expectations... With its 18-month contract with the city due to expire at the end of the month, the Robert B. Sharp Co., which is running the Landmark Campaign, has received pledges totalling about half of its goal. But the company has actually collected only \$378,000... And the city paid the Sharp Co. \$250,000 for the effort.

The city paid the Sharp Co. in June, 1990, to head the fund-raising drive. On Monday, council members criticized the effort as a failure.

"That's only a \$128,000 net gain," Councilman Don MacAllister noted. "That's very disappointing for a year-and-a-half-long effort."

Councilwoman Linda Moulson-Patterson said she is eager for Sharp representatives to appear before the council, as scheduled next month... "I have many questions and concerns for Mr. Sharp," she said.

It appears we are not alone.

ATHLETICS

offset the deficit, has indicated this amount must be subtracted from the Athletics Department's 1992-93 budget.

The TAF's fundraising goal for 1992-93 has been scaled back to what was actually achieved in 1991-92. The Associated Students has announced a reduction in its support for Athletics from \$131,341 in 1991-92 to \$100,000 in 1992-93. Thus, even with some already planned reductions in expenditures, next year's Athletics budget will start the year with a projected June 1993 cumulative deficit of nearly half a million dollars. This is even before Athletics' share of any additional cuts in state funding (currently projected at 5%, 10%, or worse) that CSUF may suffer in 1992-93.

What options does the Athletics Department have left? Unfortunately, very few. It could cut one or two more minor sports, but the likely candidates will not save the many hundreds of thousands of dollars necessary to balance the budget. CSUF is also getting close to the minimum of seven men's and seven women's sports necessary to remain a Division I Athletics program under NCAA rules. Furthermore, we may not be able to cut any other women's sports because of Title IX considerations. The only other way to save money would involve large cutbacks in the five sports targeted for full funding (see Bill Shumard's accompanying article) as well as in our severely underfunded (by Division IA standards) football program. Given Athletics' position between the proverbial "rock and a hard place," it is difficult to predict exactly what will happen next year. Nevertheless, some basic facts are now clear.

Unless some additional major donations are received for program operations in 1992-93, Athletics cannot come close to covering its budget. Certain types of expenditures such as grants-in-aid for student-athletes may not be paid out of state general funds. Commitments to next year's student athletes have already been made; it is not clear how they can be kept.

While CSUF has saved its Division IA football program for 1992-93, the program's budget may still have to be reduced substantially (after all, the sport with the largest budget becomes the natural target for the largest cut). Furthermore, the potentially huge cumulative deficit in Athletics at the end of 1992-93 could result not merely in the future scaling down of our football program to Division IAA (if such a less costly division is created), but rather in the elimination of football altogether. The irony of this would be that a decision to drop football last year (or even in December of 1991 when CSU, Long Beach "bit the football bullet") might have saved the money that would have allowed us to play football again at a more appropriate level of competition in 1993-94. In addition, CSUF's 1992-93 Athletics budget problem could get so bad that we would be unable to fund the minimum number of men's and women's sports necessary for us to retain our NCAA Division I status. If this last scenario should

occur, saving Division IA football for "one more year" will have been the ultimate Pyrrhic victory.

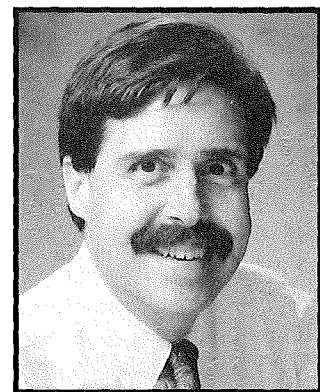
And finally, there is the fate of the Sports Complex. It stands incomplete, with no funds at the moment to build the baseball press box, to complete the support building (including the locker rooms), or for any of the other "add-ons" targeted in the capital campaign. With a 10,000 seat football stadium too small to support a Division IA football team (even if every game sold out), with a track that's too long for intercollegiate track meets and with concession stands too small to meet county health standards (problems that may take additional hundreds of thousands of dollars to correct), the Complex could end up as a lasting monument to what might have been.

Will all this come to pass? We sincerely hope not. Instead, we hope the capital campaign and other fundraising drives exceed their goals. We hope the Sports Complex becomes a place of enjoyment and pride for the campus and the entire community. We hope that no further sports have to be eliminated, and that CSUF can increase its commitment to gender equity in Athletics. We hope that Bill Shumard's "targeted sports model" is a great success. In short, we hope that a year from now President Gordon can turn to us with a smile and say, "I told you so!" §



Barbara Stone chaired the CSUF political science department from 1973-78 and the Faculty Council in 1979-80. She was elected Secretary of the Academic Senate for 1991-92. She has been the President's Athletics Representative and Chair of the Athletics Council.

Stewart Long joined CSUF's Economics Department in 1973. He was statewide President of the United Professors of California from 1981-83. He was elected to the Academic Senate in 1986, and became its chair in 1990. He was a member of the Athletics Council in 1991-92.



I knew the job was dangerous when I took it

Bill Shumard
Athletics

Having received my undergraduate degree in Journalism (Cal State Long Beach '72), let me first say how uncomfortable I am in writing this article from a "first person" perspective. Style-wise, it is a poor format.. However, wanting to communicate with our academic community in the clearest way possible, I believe this is my most effective method.

I accepted the position of Director of Athletics at CSUF on August 1, 1991, after accumulating a fairly extensive professional background of sports management at both the collegiate and professional levels. But now, after nearly a year on the job (and more than a few sleepless nights), I wonder if someone with twice my experience would be fit to tackle such a challenge... that's how overwhelmed I sometimes feel.

I have come to realize that CSUF Athletics has been a controversial part of campus history for most of the past two decades... roughly since the mid-1970's when the university made a commitment to compete at the NCAA's Division I level, the highest brand of competition in the nation.

It's not that the university hasn't deserved such an opportunity. The term "underdog" has seemed to fit Titan athletic teams very well through the years. An over-achieving group of coaches, working with very limited resources, were constantly winning more and placing higher than anyone could reasonably expect. These achievements led to 10 national championships in seven different sports, along with a belief that CSUF could reach lofty heights in overall national athletic competition.

However, the drawbacks have been numerous. The facilities for competition are not adequate. The community character of our students has made it difficult to develop enthusiastic crowds. There has been an overall lack of financing sufficient to support a highly competitive athletic program.

The university, along with the City of Fullerton and the Marriott Corporation, has tried to bridge most of that gap by building the Titan Sports Complex. But the latest round of state budget cuts and a deep nationwide recession have left the CSUF administration facing more potentially serious shortfalls as it struggles to stabilize its athletic program and provide it with realistic goals and direction.

The task I undertook when I came here was to maintain a broad-based athletic program which competed in 17 sports (nine men's and eight women's) on a "spartan" \$5 million budget. Given these parameters,

we were also asked to field a Division 1-A football team, move toward equitable funding and support of our women's teams, be competitive on the field of play, move our 350 student-athletes toward graduation, and... balance our budget.

It didn't take me long to realize that we were being asked to do more than our resources would allow. So, in January, after several months of review and deliberation, we announced the dropping of two sports (women's volleyball and men's gymnastics) along with the creation of a new "targeted sports model" in which we would strive to "fully fund" five sports which have been historically successful at CSUF. Those five sports include two on the men's side - basketball and baseball, and three on the women's side - basketball, softball and gymnastics.

Football, long known for covering many of its expenses by playing formidable opponents on the road for large guarantee checks, would be left free to find its logical level of support as it grows into its own stadium (opening fall, 1992) and as a two-year, \$4 million capital campaign is given the opportunity to succeed.

Although the decision to drop a women's sport was made in conjunction with guidelines established as part of a gender equity study of athletic department policies over two years ago, the move has been questioned and is currently in litigation. Pending the court's decision or a possible settlement, CSUF may well be forced to provide another female sport. This would bring the department back to 16 total programs... eight for each gender.

The \$4 million capital campaign alluded to earlier includes \$1.3 million to cover athletic department operating costs over the 1991-92 and 1992-93 fiscal years, covering the projected \$650,000 state callback in each of these years.

However, unrealistically optimistic revenue projections in the 1991-92 athletic department budget have left the department with a \$300,000 projected shortfall by the end of this fiscal year, making it necessary to use a large portion of next year's allotted \$650,000 just to end the year in balance.

In hopes of ending this unhealthy trend in athletics despite the rocky economic conditions, the athletic department's administrative team is moving forward to frame a much more conservative 1992-93 budget, likely to be in the area of \$4.5 million. "Soft dollar" projections on behalf of the administration (ticket and advertising sales, corporate marketing packages, and department fundraising goals) have been strongly on the conservative side. Individual sports' fundraising and special project revenue projections have been left

entirely out of the picture.

Instead, each coach will receive a budget from the department showing only "hard dollar" support from the university. To supplement his/her budget, each coach will have a "line of credit" available from the department in which they can borrow up to what they raised in the previous year. Specific guidelines have been established to ensure the coaches' ability to make good on the "loan" by the end of the fiscal year.

Trimming next year's budget by nearly half a million dollars, while also reapportioning more revenues to women's sports in an effort to come into compliance with Title IX means that several men's sports will be asked to compete with fewer resources in 1992-93.... an unenviable task considering that each sport's funding was only "meager" to "adequate" to begin with.

So despite all of the current doom and gloom, is there reason to be optimistic regarding the future of CSUF athletics? I believe there is.

The opening of the new Titan Sports Complex not only provides all of our sports with the opportunity to compete on campus, it also brings a new "identity" to the campus itself. With 80,000 alumni still residing in the Southern California area many may be lured back to campus through this very positive "vehicle".

The Complex also gives us the opportunity to refine and make more sophisticated our marketing and fundraising efforts. Individual seat option sales and corporate advertising packages are just a few of the new opportunities we are given.

The hiring of Brad Holland as the new men's basketball coach has led to considerable optimism regarding CSUF's most visible sport... and the quickest way to improve our bottom line. A successful, dynamic and visible men's basketball team will translate into increased ticket sales and hopefully a gymnasium improvement and expansion in the not-too-distant-future.

So why did I take this job? Because I firmly believe that an athletic program with ethical credibility and financial stability can serve as a vehicle for a university to provide it with positive exposure that no other campus activity can provide. Sports in our society provides more intangible opportunities than virtually anything else our campus community can offer. And I am hopeful that it can serve CSUF in these ways. §



Bill Shumard is CSUF's Director of Athletics. He has worked in various aspects of fundraising, publicity and administration for such organizations as the Los Angeles Dodgers, the University of Southern California, the Tournament of Roses Parade and the 1984 Olympic Games.

Where are the candidates?

John Olmsted
School of Natural Science and Mathematics

For the Spring 1991 Senate elections, no candidate filed for the available seat in the Natural Sciences and Mathematics constituency. The Senate Executive Committee chose to schedule a special election in early Fall to fill this vacancy. One month into the academic year, despite active canvassing by several Senators, no willing candidate had been found.

For the past three years, the dullest items on the Senate agenda have been committee elections. The only interest has been generated by that ever-more-frequent agenda note: "additional Executive Committee nominee forthcoming." The interest has arisen from whether a willing nominee could be found, not who the nominee might be.

What's happening here? Out of a school with nearly 100 full-time faculty, not one is interested in serving on the Academic Senate? Out of over 700 Fullerton faculty, we have difficulty finding enough

people to do academically-related committee work? On the face of it, we appear to suffer from an advanced case of political apathy.

Have we, the Fullerton faculty, lost interest in faculty governance? To the extent that we have, are there local reasons or are we just mirroring a national increase in political malaise? As I reflect on my own feelings and on views I have heard expressed by my colleagues in NSM, there seems to be no easy answer to these questions.

My personal response is both yes and no. Yes, I have less interest than in the past. Over the last two years, I have refused to consider a number of governance assignments. No Senate committees, no interest in the Senate Executive Committee or the Statewide Academic Senate, no middle-level search committees. Partly, this disengagement is due to workload. I am working on a major textbook that consumes every minute that I allow it. Partly, it is due to disillusionment. Committees work long and diligently, often with scant results. Search committees cannot produce better candidates

than the applicant pool provides. From the perspective of the trenches, the Statewide Academic Senate sometimes looks like a powerless debating society.

At the same time, my commitment to faculty governance remains high. I continue to serve on the Senate and continue to believe that my time is well spent. In a moment of weakness, I accepted an invitation to be part of the editorial team for the Faculty Forum. Without hesitation, I agreed to be on the search committee for the new Academic Vice President. And I continue to encourage junior faculty members to become involved in governance.

My commitment to faculty governance is a function of the perceived return on investment. When I see a high return, I have a high interest. When I anticipate anything less, my interest disappears.

These are the views of a long-time faculty activist. Perhaps they shed no light on the attitudes of the average faculty member, but I think they do. My interactions with colleagues in NSM reveal similar decision-making among them. Here are some examples.

Several years ago, I convinced a colleague to stand for a Senate seat in a year when some of the longer-winded senators would not be serving. The colleague served willingly and effectively as long as debates were succinct and focussed. When he perceived that the Senate was slipping into its old ways, he stopped participating.

More recently, I recruited some junior colleagues to important Senate committees, with mixed success. One of my recruits has become an enthusiastic leader, a fresh wind stirring the dry leaves of the Fullerton Way. Another resigned in mid-term, dismayed at the amount of time wasted in committee meetings that lacked any focus. Time commitments were not determining factors in either experience; quality time commitments were paramount.

In my experience, NSM faculty members almost always accept major committee assignments, even those that are most time consuming. We generally accept nominations to the University Personnel Committee, knowing the workload involved. We generally agree to serve on search committees for upper-level administrators. We frequently allow ourselves to be drafted to chair university committees, despite the extra time and effort involved. These are not the actions of a faculty that is disillusioned with governance.

Still, I think the symptoms I described to open this article are real. I think that, by and large, Fullerton faculty currently see less return on investments in governance than previously. Fewer of us view service on the Senate as worth the time. Fewer of us think that committee work provides sufficient rewards. Fewer of us even bother to vote in Senate elections.

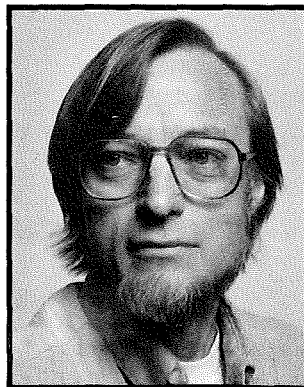
No doubt, part of this reduced interest is generic. Many of us don't bother to vote in local, state, or national elections either. But I sense also that we feel an

erosion of faculty power - or at least an erosion of Senate power. I attribute this feeling to the division of power that resulted from unionization.

Where formerly there was one body and one set of laws - the Academic Senate and University Policy Statements - there are now two. Now we also have union officers and a Memorandum of Understanding (MOU). With this division have come jurisdictional disagreements and conflicting documents. While a division of power does not necessarily dilute it, conflicts over power surely erode our sense of empowerment.

Here are a few indicators. 1.) A junior colleague is particularly keen on becoming a member of the University Research Committee. His interest is thwarted by the mandate in the MOU that members of this committee be tenured. This faculty member has expressed to me his sense of disenfranchisement. 2.) The Faculty Affairs Committee and Senate labored mightily to streamline the personnel review process, only to have the new procedures interpreted as being in conflict with the MOU. Those who worked to develop a much improved policy must feel their time was wasted; perhaps they also are disillusioned. 3.) Our sabbatical leaves policy has been fiercely debated, both in committee and in the Senate, not so much over substance but over its compatibility with terms of the MOU. The debate has been frustrating by being inconclusive. The entire Senate may be excused if it now feels disempowered.

It appears to me that we are in the midst of an irreversible redistribution of faculty power. To the extent that we have a strong statewide Union, it will be a major locus of faculty power. That is as it should be, but it is inevitably disconcerting. Old ways - dare we even say the Fullerton Way - are no longer entirely appropriate. Old ways are losing power, and new ones are not yet fully in place. We must all adapt to these shifts. I see signs that some among us are adapting by opting out, but might we not more appropriately see change as an opportunity? For all who believe in faculty governance, here is a challenge. Let us work to make the combination of Union and Senate more effective at faculty governance than either could be by itself. §



Dr. Olmsted has been teaching general chemistry for over 25 years. He has taught at CSUF for the last 14 years. He is a long-time member of the Academic Senate.

It's lonely at the top

Who does the President talk to?

Julian F.S. Foster
Political Science

Faculty talk to each other — naturally, it's a talking profession. Most of the talk, no doubt, is personal or social. Some concerns the discipline — on the value of this, see Mark Shapiro's letter in this issue. And some focuses on university policies and practices. It is with this kind of conversation that we are concerned here.

Discussion of policies and practices begins to have an official flavor when it involves someone who shares in the responsibility for what the institution does. At the department level, this means the Chair. A good chair knows what his or her colleagues are concerned or annoyed about, and provides at least a sympathetic ear to any proposals for change. The reason it has become almost universally accepted on campus that departments should elect their own chairs is because the system works best in an atmosphere of openness and trust and collegiality. Good administration requires good communication.

In the Academic Senate and its standing committees, conversation about policies and practices has a broader focus. When the full Senate discusses issues, most of its members will have been educated about them through prior discourse, so debate on the floor does not have to begin, so to speak, at ground zero. I think it is reasonable to claim that the Senate on the whole makes good decisions — a presidential veto is a rarity, and there have been very few instances in which a policy developed by the Senate has immediately had to be modified.

The center of the Academic Senate's operation is its Executive Committee — a group of eight or nine people, generally chosen because of their prior contributions to Senate work. The Executive Committee spends some of its time reacting to specific and sometimes trivial issues which arise, but makes a more valuable contribution when it discusses the larger problems confronting the campus. Executive Committee members tend to be gregarious; they interact with other faculty on and off the Senate, and thus acquire a good feel for the state of campus thinking and morale. Though the chat may often seem wandering and disorganized, it is through such a process that solutions emerge, rough spots get ironed out and consensus is built.

If such talk is valuable, when and where do our administrators participate in it? The answer is easiest in terms of the school deans, who meet with their

department chairs. Depending largely on the personal styles of those involved, gatherings of department chairs can be true exchanges of ideas, or can be mostly one-way communication — the dean talks, the chairs listen. The deans also meet regularly with one another and with the Vice-President for Academic Affairs in the Council of Deans. The institutional setting for proper interaction has been established. The central administration, by contrast, is relatively isolated.

Formal Consultation

President Langsdorf established a 'President's Council' as soon as he arrived on campus. In 1961 the name was changed to 'President's Cabinet'; at that time the group consisted of the President, six administrators (of whom only two had academic responsibilities) and the Chair of the Faculty Council. By 1969, the addition of the school deans and the growth of the administrative contingent had boosted the size to fifteen, surely too large for informal discussion. As Chair of the Faculty Council in 1966-67, I was included, and my main memories of the Cabinet are of excruciating boredom. President Langsdorf would invite the various participants to report on what was going on in their areas, and few of them ever had the nerve to tell the truth — that nothing was. So we sat through lengthy monologues about elevator operation, parking, commencement and... well, happily I have forgotten. Certainly we very seldom had an open and unstructured discussion of anything of importance.

When Don Shields became president, he cut the size of the Cabinet by dropping the school deans, leaving himself, seven administrators, the Chair of the Faculty Council and the President of the Associated Students. But membership in such group carries status for administrators, and candidates for membership are always pushing their cases. By 1973-74 the group had grown to 14 members, including such people as the Personnel Director and the Director of EOP.

This, of course, is too large for effective informal communication; it is difficult to believe that anything said in such a big group will be 'off the record.' Presumably President Shields realized this. On September 26, 1979, he sent out a memo, of which the first sentence is "Effective communication is crucial to the successful operation of any institution", leading to the conclusion: "I have decided to dissolve the President's Cabinet..."

At the same time, Shields established the

'President's Administrative Board' (PAB), consisting of himself and his three vice-presidents. Shortly after, something called the 'President's Advisory Panel' emerged, looking remarkably like the old cabinet: 14 members, 12 of them administrators. Then came the even more unwieldy 'University Administrative Council,' with 22 members, all of them administrators.

During Miles McCarthy's interregnum as Acting President, the structure remained the same. When Jewel Cobb took over as our chief executive, the seemingly inevitable administrative bloat continued. The PAB, formerly just the president and the vice-presidents, picked up not only the president's Executive Assistant but her Staff Assistant as well. By 1979, the new Vice-President for University Relations, the Director of Public Affairs and the Director of Budget Planning and Administration had been added. The size of the President's Advisory Panel, meanwhile, roared completely out of control, to the current 41 members. President Gordon has not yet altered these arrangements.

This brief historical survey suggests that the formal processes for conversation which center on the president are in various ways inadequate. First, it seems inevitable that these groups always expand to unwieldy size. Second, they have the wrong people on them. A university is an academic institution or it is nothing, yet there has seldom been more than a single faculty representative on any of these groups, while administrators with no responsibilities for the academic side of the house have predominated. Presumably the job of the Director of Public Affairs, for example, is to gain the campus favorable media coverage; but why should such an official be included in high level planning sessions? Probably the right answer here is that while these groups seem to exist to give advice to the president, they actually degenerate into mere information sharing bodies.

However, the most serious shortcoming of these various cabinet-like groups is that they are made up of people who depend on the president for their jobs. I remember once offering congratulations to a member of one of these groups. The Academic Senate had taken a position (which I believed to be right) and the President had later taken an opposite one. I had heard that the administrator with whom I was eating lunch had advocated in cabinet a view close to that expressed by the Senate and opposite to that of the President. This seemed to me to be both wise and gutsy, and I said so. "Ah" replied the administrator ruefully, "I really blew that one. I was sure the President was going to take the Senate's advice." In other words, the task of senior administrators is to figure out in advance what the president wants to do, and then advise him to do it.

Not all administrators see it like this. But they are, after all, 'on the president's team,' and can hardly be expected to show eagerness in criticizing the chief

executive's arguments or in drawing to his attention information he doesn't really want to have. Conversation about university policies and practices loses most of its value if it is less than frank; if it is sycophantic, we would probably be better off without it.

Consultation on Alien Turf

There is no reason why presidential consultation has to be with a group that he or she selects and then presides over. Indeed, these characteristics may militate against frankness. The argument I am making is that it is important for our chief executive (or anyone else centrally concerned with the management of the institution) to have some people to talk to about university matters. Whoever the president talks to needs to have a strong sense of the institution's mission, and the self-confidence to say what they believe, to tell the president things he initially may not wish to hear.

One place the president can go for such consultation is the Academic Senate. President Langsdorf used to attend rather regularly; I think he respected our deliberations even when he didn't agree with them. President Shields came quite often. He had been on the Senate before becoming an administrator, was even Chair of it briefly, and he didn't mind the rough and tumble of debate. On one occasion he was on the losing end of a nearly unanimous vote; no one joined him in voting "Aye", but this did not seem to dismay him. He kept coming. President Cobb also came to about one meeting in three, but unlike Shields, I suspect she never felt at home there. President Gordon's attendance rate has been lower than that of any of his predecessors.

Another talking place is the Executive Committee. President Langsdorf would visit quite frequently. President Shields would often come to sort out some area of disagreement, but once that was done, he would stay for what he rather embarrassingly described as a "balls out" discussion of anything and everything. President Cobb would appear once in a while, usually with her own agenda; with her the atmosphere was seldom entirely open or relaxed, but if people spoke loudly enough, she often listened. President Gordon has come more rarely than his predecessors, and other participants have described the atmosphere when he has as "constrained."

The only other official campus forum where the president might get the interaction he needs is the Council of Deans. I am not familiar with the history of this body, but my impression is that none of our presidents have made regular visits there.

There are also off-campus possibilities. There are the alumni, the boosters, the Fullerton city establishment, and so on. Such wellwishers deserve to be heard, but it is clear that their wellwishings are sometimes selective, focussing on certain aspects of CSUF to the possible detriment of the whole. Off-campus people can seldom be expected to have the depth of knowledge

and commitment needed.

Informal Consultation

There is no reason why consultation has to be in a formal setting or with a group possessing a designated membership. One factor that may have quite an effect here is geography. President Langsdorf initially had an office in the prefabs, like everybody else. Dropping in on him seemed natural, whereas an expedition to the ninth floor of Langsdorf Hall has to be planned. Miles McCarthy was well aware of this when he refused to move the Academic Vice President's office into "an administrative ghetto." Much better, he thought, to remain down amongst the troops — and so it has been ever since. It would be interesting to know how much effect physical separation from the life of the campus has on the relationships between a president, faculty and students.

President Langsdorf had personally selected most of the initial administrative team and the founding chairs of the departments. In many ways, they tended to mirror his attitudes: socially conservative though politically liberal, more concerned with teaching than research, community oriented and gently paternalistic. I think his relationships with this group were close and easy, and that they provided a sounding board for his ideas whenever he needed one. When the student protests of 1970 disrupted this familial atmosphere, Langsdorf found himself isolated in a new age which he did not fully understand.

President Shields, still in his thirties when he became our chief executive, related most easily to a younger set of faculty. He had no inhibitions about calling at any hour of day or night if he wanted to talk. I found that if I wanted to see him I could always get in fairly quickly, although when I listened to the complaints of other faculty who apparently could not, I concluded

that there was an 'A' list (who got appointments) and a 'B' list (who were to be discouraged from asking for them.) Whenever one did talk to him, at least in the earlier years, the conversation was quite uninhibited.

President Cobb, so far as I was concerned (and I was Senate Chair during two years of her regime) never schmoozed. All the interchanges I had with her were rather cautious and formal occasions, where both of us were careful not to say anything that could come back to haunt us. As they say in Hollywood, the chemistry just wasn't there.

However, I knew she had an informal group with which she would socialize and would, quite often, go further and discuss university policy. Most members of this were women; she appeared to identify strongly with others of her gender. At the time this seemed to me a bit frustrating and prejudicial, but on the whole I think it was for the best. The important thing was that she had a group with whom she felt comfortable battling around ideas.

So who does President Gordon schmooze with? I don't know, and have not yet found anyone else who thinks they do. President Gordon is probably less intimidating on first acquaintance than his predecessors. I hope that the openness and charm which he projects so well may soon translate into closeness with some group of faculty and/or academic administrators — any group of them. Aristotle said that "A man who cannot live in society, or has no reason to do so because he is self-sufficient, is either a beast or a god..." In the same spirit, all except the "beasts or gods" need a peer group. Some university presidents I have known qualified as beasts, and some others thought they were gods. President Gordon, by contrast, seems entirely human. So... §

Implementing faculty democracy

Bill Reeves
Chair, Elections Committee

The Academic Senate is described by the Faculty Constitution as the "...organization through which the faculty will participate in the making of educational and professional policy..." The Senate, as a representational body, requires the active participation of relatively few faculty. Some have complained that the same faces are seen at the Senate year after year. Faculty who may have an interest in running for a Senate seat may hesitate for fear of appearing "uncollegial" by challenging an incumbent. Faculty have little incentive

to vote in Academic Senate elections, which is a minimal involvement, when few if any seats are contested. In such a landscape, is it any wonder that faculty governance appears as a distant and stilted feature? But do not despair. Great minds have been at work.

At its meeting on March 12, 1992, the Academic Senate unanimously adopted a new Faculty Constitution by-law:

In order to encourage debate on issues affecting faculty governance, and facilitate the expression of faculty opinion, each year the Executive Committee shall prepare no fewer than three statements of opinion on matters within the Academic Senate's area of re-

sponsibility. These shall be submitted to the Academic Senate by March 20. When approved as ballot items by the Senate, they shall be circulated to the Senate electorate, with brief arguments pro and con.

These statements shall be placed on the at-large ballot form at the all-university elections in May. Voters will have the opportunity to respond "yes" or "no," "agree" or "disagree" as appropriate. The faculty responses shall be tallied and published as part of the election results.

Such results shall constitute advice to the Academic Senate.

This by-law had been submitted by the Elections Committee with the endorsement of the Executive Committee and the Constitution Committee. The by-law grew out of a proposal made by Julian Foster as a device to increase interest in faculty elections and to help the Senate in interpreting faculty opinion.

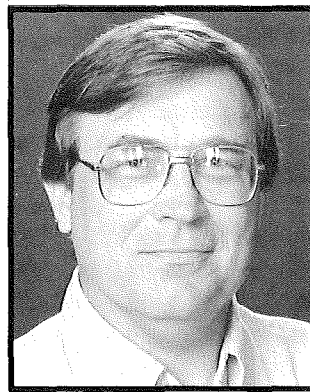
Voter turnout has been declining for several years. This increasing lack of interest in faculty elections may be due to a declining number of candidates and contests. This year candidate participation will be the worst ever. The 1992 elections will see an unprecedented number of seats decided by write-in votes.

The one exception to this trend occurred a few years ago when an advisory opinion measure on banning smoking on campus was placed on the ballot. Voter interest was extremely high. The measure was debated throughout the campus, and arrangements were even made for staff as well as faculty to vote.

The vote on the opinion statements will provide an opportunity for faculty to communicate their views on topics of importance to their representatives on the Academic Senate. It might even inspire some faculty to

circulate their own arguments for or against the measures on the ballot in addition to those circulated by the Senate. While Fullerton may never become a vibrant political arena, it could be a place for healthy grassroots debate on topics of real concern to the faculty. In such an environment, new faces may feel more comfortable running for Senate seats or volunteering for service on Senate committees and boards.

You should have an opportunity to express your opinion on no less than three statements which will appear on the ballot of the all-university election on May 13 and 14 in the lobby of the Library. Wags who suggested that the Executive Committee was incapable of coming up with three proposals for approval by the Academic Senate have been proven wrong. Indeed, the Executive Committee proposed a large number of statements, which the Senate reduced to four, adding one on its own initiative. The Senate itself has benefited from the debate on matters of immediate concern rather than its usual fare of arcane UPS documents. I'm looking forward to this election. §



Bill Reeves is chair of the Elections Committee. He has served on the Academic Senate since 1983, and previously chaired the Elections Committee in 1989-90. He has been working at CSUF in student services since 1970. He is the campus representative of Unit 4, Academic Professionals of California.

We can't afford to just sit back

Alan Saltzstein
Political Science

I recently attended a conference of directors and coordinators of public administration and public policy programs. The most frequent informal topic of conversation was "strategic planning," a contemporary euphemism for the charting of significant changes of direction in light of changes in resources and goals.

The results of such efforts included:

The placing of an autonomous Public Administration School at one of our sister campuses under a different Dean, and reducing the School to program status.

The elimination of several Engineering programs at a major prestigious university.

A proposal developed by a small group of

faculty and administrators at a large state university to radically reorganize departments and shift resources significantly.

I also attended a public hearing where citizens like myself were objecting to the proposed elimination of music programs in elementary schools.

As our esteemed editor stated in the *Forum* two issues ago, "Either we can sit back and let things happen to us, or we can plan ahead, taking responsibility for our own future to the extent that is possible." For better or worse, other institutions are not sitting back. §

Alan Saltzstein has been a member of the CSUF faculty since 1975. He served six years as chair of the political science department, and was a member of the Academic Senate. Currently, he is the coordinator and developer of the master's program in public administration.

Dangerous Liaisons

Jack Bedell, Assoc. VP for Academic Affairs
 Rosamaria Gomez-Amaro, Dir. of Affirmative Action

*Dr. A is middle-aged; his student is 20 and very attractive. She will receive a grade from him at the end of the semester. They started their relationship over a lunch to discuss her term project. It quickly progressed to a sexual affair - at his home when his wife and children were gone, and in his university office.

*Dr. B is a very distinguished faculty member. He promises opportunities for career advancement, and graduate assistantships to women students who are very bright and possess certain physical characteristics. This can lead to sexual relationships. One such relationship goes sour. He fires her, and now she is suing the University.

*Dr. C is a middle-aged faculty member whose dressing style would probably be defined as inappropriate by most. Female students allege that she shakes her breasts in front of them. Male students complain she dislikes men and grades them unfairly.

*Dr. D announces to his departmental colleagues in a public meeting that if a student offers him oral sex in his office, that is nobody else's business. He defies anyone, including the university, to interfere.

What do the above cases have in common? To begin with, they are all true stories and from our system. These incidents and several others have raised questions concerning amorous relationships on campus, especially between faculty and students.

Why should we be concerned about what appears to be people's personal business? Is it an issue of how offices owned by the State are used for personal gain? Is it an issue of professional conduct or conflict of interest? Is it an issue of a misguided mid-life crisis? Probably the answer to each of those questions is "yes", but is there much more?

Romantic relationships can seriously compromise the. The class environment is jeopardized for all, including other students, when a faculty member and one of his/her students are involved. Is he grading her fairly? Are other students not getting that extra help with difficult material? Does she have the questions and exams ahead of time? Is she jeopardized because he is bending over backwards to appear fair? Will she get better references for graduate school because they have shared special memories?

Faculty fool themselves when they think no one knows. In fact, it's just the opposite. The student grapevine transmits real and alleged sexual involvements. Students are very perceptive, and they know how often a faculty member asks his "special friend"

questions or how long she is allowed to answer while he cuts off response time for others.

Campuses around the country have begun to address such involvements. Perhaps we should be cynical here since that attention is almost directly related to the financial losses universities have incurred as students have prevailed in legal proceedings **even when the relationship was consensual!** Why? The student-faculty relationship by definition is one of inherently unequal power. Part of our professional responsibility is to recognize that the instructor has the power and as a result, the student is vulnerable. If he or she is vulnerable, how can the student consent freely and without fear of intimidation or harm to his or her career? It's impossible. Those with power, especially in a University, must not abuse it or even give the appearance of such abuse.

Where are the courts on this? In *Korf v. Ball State*, 726 F.2d 1222 (7th Cir. 1984) and *Naragon v. Wharton*, 737 F.2d 1403 (5th Cir. 1984) courts upheld actions taken by these universities whose legitimate concerns were the breach of professional ethics, the violation of the very special nature of the faculty-student relationship, and the appearance of a conflict of interest. In *Naragon*, the court stated "...a romantic relationship between a teacher and student may give the impression of an abuse of authority; it may appear to create a conflict of interest even if in fact no such conflict directly results; it tends to create in the minds of other students a perception of unfairness; it tends to and most probably does affect other students opinion about the teacher....."

Interestingly, in both cases cited above, the universities did not have a policy banning sexual relationships between faculty and students. At Ball State, their standard of conduct which was published in the faculty handbook was a "Statement of Professional

Number of Sexual Harassment Complaints 1986-1992	
<u>Complaint Filed By</u>	<u>Complaint Filed Against</u>
Student	Faculty (14) Staff (04)
Faculty	Student (02) Staff (01)
Staff	Faculty (01) Supervisor (03)

Ethics" adopted from the AAUP. The court affirmed that the University had acted responsibly in upholding the "high ethical standards within the University in order to maintain a proper academic environment." " and that the violation of the AAUP statement was sufficient cause for termination.

In both these cases, consent between adult students and the faculty in having a sexual relationship became a non-issue because of the inherent power differential of the relationship. Given this differential, the faculty, hence their employer, the University, must know that they are accountable for anything that results from an affair, such as a hostile and uncomfortable learning environment for the student. Sexual harassment cases have increasingly turned on the change in the learning environment. What began so simply as a lunch, then moved on to be an affair, now has become a full-fledged case of alleged sexual harassment with the University and the faculty member as defendants. Because of the above-mentioned power inequity, the defense is not likely to prevail, for consent will be seen as oxymoronic.

Amorous relationships on campus between supervisor and subordinate are also problematic for much the same reasons detailed above and certainly case law provides ample proof of their illegality.

The problems also extend to graduate teaching associates, laboratory assistants, tutors and any relationship where a more powerful person has some control over the destiny of a less powerful person, a secretary, an advisee, a mentee, etc.

What should we do about it? We need to realize that "amorous relationships" are likely to happen in a community of 25,000 persons. (It would be nice to think that true love could wait a semester) We also need to

realize that all stand to lose if we are not professional at all times. We cannot hide behind the notion of personal freedom or academic freedom if someone is very likely to be hurt. Remember: **hurt is in the eye of the beholder. Sexual harassment tends to be defined by the person in the subordinate or less powerful role.** In addition, we must realize that when these relationships go sour, the University is likely to be held liable because it provided the faculty the delegated authority to make decisions affecting the learning environment and allowed unprofessional conduct to occur..

We propose that CSUF develop a policy along the lines of that below. We would not be the first. Harvard, the University of Iowa, the University of Minnesota, and CSU Humboldt have specific policy statements..

Amorous and sexual relationships between faculty and his/her current students are not appropriate. Such behavior on the part of the faculty will be defined as unprofessional conduct and subject to remedies outlined in the collective bargaining agreement. The faculty-student relationship is one of unequal power so the student, by definition, cannot give consent. The University does not approve of such relationships, and as a result, the faculty member will be responsible for legal and judgment costs, if any, that result from litigation arising outside of the scope of normal faculty-student relationships.

We are not so naive to believe that this policy will stop this unprofessional conduct. What we want, however, is for those so involved or inclined to realize that there is no place for such liaisons at CSUF. To engage in them is to jeopardize one's career.§

**CSUF Sexual Harassment Complaints
1986-1992**

Number of Complaints

- 25 Complaints (Formal and Informal)
- 19 Respondents

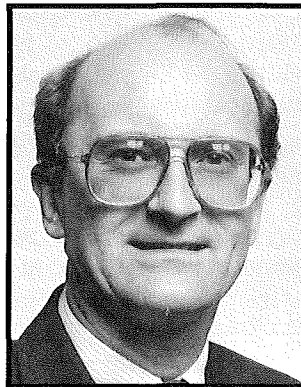
Types of Allegations

- 06 Offensive or Hostile Environment
- 05 Unwanted Attention
- 05 Inappropriate Touching
- 05 Grades at Risk or Benefits Offered/Implied
- 05 Denial of Benefits
- Post Intimate Relationship

Disposition

- 02 Withdrawn by Complaint
- 01 Informal Mediation
- 07 Discipline
- 05 Closed - Unsubstantiated Claims
- 02 Pending

**Note: Some complaints overlap with each other.*



Jack Bedell joined the sociology department here in 1969, later becoming its chair. He served as chair of the campus Senate from 1988-90 and is currently Associate Vice President for Academic Affairs.



Rosamaria Gomez-Amaro has been CSUF's Affirmative Action Officer since 1982. She holds an M.A. in higher education from San Jose State and completed her course work for her doctorate in the same field at UC Berkeley.

Marxism: alive and well?

Bruce Wright
Political Science

Several of my colleagues have recently suggested to me that my class in the Theory and Philosophy of Marxism should be transferred to the History department. The Soviet Union is dead, Marxism too must be finished; you old radicals are done for now. Socialism is for the garbage heap of history. China and Cuba will soon be capitalist too. The "free market" has won the day. And so on. In my mind nothing could be further from the truth. Many of us, not only in academia, believe that the basic theories of Karl Marx remain viable as the foundation for movements towards human justice.

Perhaps a bit of personal history can illuminate my own commitment. I was raised in the heart of Kansas. I never met Dorothy, and I almost never met a Democrat either, outside my own family. Labor union members and minorities were not only scarce but considered to be likely "reds." My family, too, was suspected of "redness." My parents taught me much about the struggle of working people and minorities in this country and about efforts to turn them back, even at the barrel of a gun. Somewhere in the family there had been a Wobbly or two and even the first socialist member of the Nebraska state legislature. So the idea of socialism was not anathema to me. Justice and socialism were linked in my mind, though I knew nothing of Marxism.

In college I immersed myself in the classical political philosophers, while participating in politics and the civil rights movement. I moved through Locke to Rousseau, from Bentham to Mill to the English idealists, seeking intellectual roots for my developing political practice. Green and Bosanquet led me back to Kant and Hegel; once I read Kant I was a confirmed Kantian. I felt that my commitment to "socialism" (control of economic relations in the interest of the society as whole with substantial economic equality) was buttressed by an understanding of the principles of justice developed by Kant.

A graduate seminar at the University of Minnesota convinced me that I knew of many philosophical problems with Marxism. I found myself in political agreement with the anti-Vietnam War Marxists in the seminar, but in philosophical agreement (much to my dismay) with my more positivistically oriented colleagues. Marx claimed to be a "scientific socialist," but his theories did not offer predictions characteristic of science as I knew it. He also espoused "dialectical materialism." Yet the concept of "dialectics" derived

from the notion of contradictions that exist in a sort of "dialogue." Material things surely could not have dialectical relationships with other material things.

In my first full-time teaching job at Georgetown, my course in political philosophy, passed rather quickly over Marx, emphasizing on what I took to be the errors of his materialism and his failure to understand principles of political action. At the same time I was actively involved in the anti-war movement and in questions of university governance. It was probably the latter which made my stay on the East Coast so short. I learned a lot at Georgetown, but not by reading Marx.

When I arrived at California State College, Fullerton in the Fall of 1970, I was to teach "Theory and Philosophy of Marxism," previously the property of Lee Kerschner (now a Vice Chancellor). I thought it would be both enlightening and fun to engage in dialogue with students where I argued for socialism but against many aspects of Marx's theories.

If I were going to teach a course on Marxism I would have to read Marx as carefully as I had earlier read Kant and Hegel. I thought that the hard part would be putting the theoretical refutations of Marx that I knew so well up against passages from his works that I assigned to the students. It would also be easy, I thought, to show how some of the more obvious problems of the Soviet Union were a result of Marx's theories. However when I began to read Marx, I discovered that what I was trying to do was not possible. Many of the positions that I took to be his simply weren't present. He never, for example, uses the term "dialectical materialism" which is often seen as the foundation of his ideas both by his critics and by his supposed followers (Stalin is credited as the author of a book entitled *Dialectical Materialism*). Many of the ideas attributed to him in the secondary literature (especially those works I had read in my graduate seminar) simply were not his.

Pointing out that the concepts of "dialectical" and "materialism" do not go together is irrelevant to Marx, though it might apply to Stalin and other Soviet writers. Much of what passed for criticism of Marx's views was applied only to more or less "official" interpretations of his works that are based on a fundamental misreadings. I was "converted" to Marxism by reading his works when I had set out to show how wrong they were.

From a positivist point of view science "describes," it does not "prescribe." But Marx did not feel that "science" should do either of these things. *Wissenschaft* in German does not signify quite the same thing as "science" in English. The relation between theory and practice for Marx is fundamentally different from that

assumed by positivist or empirical theorists. Why did I forget that he was not only a critic of Hegel but also was fundamentally influenced by Hegel's view of the relation of theory to practice? "Theory" is no more a mere description of "practice" than the latter is merely the result of applying the former.

My earlier errors were not a mere accident. Indeed the views of Marxism I criticized were held as an "ideology" in the Soviet Union. The Soviets seemed to think of Marx's views as a sort of recipe, a prescription to be applied in practice. I had assumed that what the Soviets said about Marx was true and that the criticisms of the Soviet view offered by English and American scholars were criticisms of Marx.

Yet it is not enough to say that the Soviets "applied the theory incorrectly." Marx's theory itself is a fundamental source of insight about the failures of what was described by many of its sympathizers as "really existing socialism." We must learn from the practice of the Soviet Union in rethinking what Marxism means, what problem have actually arisen for those who felt they were guided by the theory.

One key is the use of the term "ideology" by Soviet actors and thinkers; they emphatically discussed their own "ideology" as the proper source for political guidance. Yet Marx's *German Ideology* showed that many of his contemporaries who presumed to be presenting knowledge were in fact merely "ideologists." Their theories served to justify existing political and economic structures. For Marx, "ideology" is officially sanctioned theory that maintains class divisions through denial of their existence or the view that they can be taken care of by mere reform of existing structures. The Soviets were indeed "ideologists."

Marx did not speak of his own position as an "ideology," but as "scientific socialism." Unlike "ideology," it was an analysis of what actually happens in historical development, showing not how history is the advance of an "idea" but how ideas are to be explained as part of complex process of human production and reproduction.

Marx never accepted a movement or position as "socialist" simply because it was self-described in this fashion. A good deal of his actual political work consisted of arguing that many apparent socialists were actually serving interests inconsistent with the development of control by workers over their own production. His theoretical and practical work was always highly critical in tone and spirit. To learn from Marx is to learn to be equally critical. Such criticism was largely forbidden in the Soviet Union.

In Nicaragua the Sandinista revolution began from criticism of the policies of the "official" socialist party. Sandinista theory derived much from the flourishing of Marxian theory outside the Soviet Union. It was partially for this reason that they adopted the concept of pluralism as a fundamental principle, and therefore

followed the route of elections which led to their present opposition status. Today criticism and self criticism is the order of the day in the FSLN but many still see Marxism as providing the best analysis of the current situation. Marxism is more alive and vital as opposition than as government. Perhaps one important lesson of the twentieth century is that Marxism is not a good theory for public administration. But then it was never intended to be.

Marxism was always distinguished from "utopian" schemes because it emphasized the class character of the state instrument as such. By now it should be clear that control of a government by those calling themselves "socialist" is not the point of socialist struggle. Marx never thought that it was possible to provide precise descriptions of socialism in practice. His theories were about capitalism. He did believe that ultimately those who do the work will make the decisions.

Now that the old bugaboo of the Soviet threat hiding behind every progressive idea no longer holds much fascination, perhaps we can think once more in a serious way about what Marxist theory has to say. It is my delight that students now come to the class ready to think anew, not simply to condemn or idolize a system or movement. There are many interesting Marxist criticism of the problems of the Soviet experience issuing from within the Soviet Union. Could this be a source of new knowledge and inspiration?

Jeanne Kirkpatrick argued that "closed societies," like the old Soviet Union, cannot change while "open societies," even with dictatorial governments, can. Even in the paradigm case of an "open" system, the United States, it seems that change to meet basic problems is far too difficult to obtain. The Soviet Union and Eastern Europe, supposedly "closed" systems, however, have changed rapidly, unexpectedly, and relatively peacefully. Perhaps it's my old Georgetown colleague who should move to History. As for me, I'm happy where I am. §

Bruce Wright came to CSUF in 1970 and primarily teaches political philosophy. Lately, his research interests have shifted to Latin America. He was recently in Nicaragua conducting research interviews.

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

Getting to know our neighbor

Pacific Christian College has an educational mission that is very different from our own.

Gerald C. Tiffin

Founded in 1928, Pacific Christian College is completing its 19th year in Fullerton, after moving from Long Beach in 1973. With a student body of 600 students, (150 Graduate students) and 50 faculty, half of whom are full-time, Pacific Christian College is more than a regional college. Students enroll from 16 countries and 28 states pursuing some 13 majors and four Graduate programs, all based around a core of Biblical and General studies.

PCC is related to Christian Churches and Churches of Christ, the more conservative wing of the Disciples of Christ movement in American religious history. The College is governed by a free-standing, self-perpetuating 30 member Board of Trustees, the Chair of whom is Mrs. Shirley Woods, an Anaheim library consultant.

The College operates on an annual budget of 5 million dollars, most of which is raised through tuition and contributions to the College. Tuition is \$2,600 a semester for 1991-92, but will rise to over \$3,000 a semester in the Fall of 1992.

PCC has been accredited by the Western Association of Schools and Colleges since 1969, and the American Association of Bible Colleges since 1963. 60% of the faculty and administrators hold doctorates from institutions such as Vanderbilt, Claremont, Ohio State, Illinois State, Michigan State, Stanford, Fuller Theological Seminary, Southern Baptist Seminary, Brigham Young University, United States International University, and Utah State.

The Pacific Christian College student body is deeply involved in community service. That service is directly anchored in the life of congregations in Orange County, through which a variety of services are rendered. This year, PCC students anchored and delivered the entire programming and teacher back up materials for "Red Ribbon Week" in four elementary schools and one Junior High school in the Fullerton school district. Some 50 students are currently involved in after-school, afternoon, and lunch-time programs in the Fullerton school district. For seven years, Pacific Christian College has cosponsored Project Lovetide which provides food and children's Christmas toys for some 2,000 families every year. Dormitory halls and campus clubs continually provide service projects in North Orange County.

Pacific Christian College is a Christian college and as such, represents a unique combination of higher education elements. The college is very mission driven. Every student is expected to use educational studies in careers that will not only render significant service to society, but advance the work and purpose of Christ and the Church. All Faculty, Administrators and Trustees are required to be Christian. 98% of the student body is Christian, although that is not a requirement of admission. Biblical Studies is part of the required core of every academic program, reflecting the College's belief that Biblical studies operates as the base of all learning.

Pacific Christian College is primarily a teaching institution. Teaching is highly prized in decisions regarding faculty advancement and ranking. At the same time, research is part of PCC faculty activity. That research often centers upon congregational life and church concerns. PCC faculty are also involved in research projects including studies of organizational mortality, demographic research, Biblical textual studies and studies in human behavior. PCC faculty are published in a variety of publications including professional journals.

PCC then stands as an unique institution in the current pluralistic continuum of Higher Education. Philosophical and intellectual presuppositions based on a Biblical frame of reference are clearly advocated. Undergraduate students are required to participate in a Convocation twice a week which features a range of activities, but often includes worship and exhortation. Thus, the life of students centers in an integrated experience of academic, religious and community life. Often, class sessions begin with some form of devotion or prayer.

The relationship between Pacific Christian College, a private religious college, and California State University at Fullerton, is indeed unusual. That uniqueness has been forged through sensitive and careful interactions and discussions over the nineteen years of neighborly proximity. Beyond the obvious connections of a shared geography and a shared membership in the same accrediting association, the linkage in relationship can be described by the following associations. PCC facilities are shared with CSUF, from CSUF students living in the PCC dorms, to shared parking, to the campus theater which is used by the various University departments. Shared programs include two PCC faculty members who have taught at the Univer-

sity in recent years, and over the years, at least two Cal State Faculty members have taught classes at PCC.

In 1983, WASC gave its approval for the arranging of contract programs in which PCC students are assigned academic advisors at the University for courses needed to supplement certain PCC programs. Upon appropriate admission to the University, these arrangements for PCC students are facilitated through the UPAA's office on the CSUF campus and governed by a PCC Faculty Academic Contracts Committee. Approximately 25-35 students enroll in CSUF classes each semester under this arrangement. From the beginning of the relationship, reciprocal library privileges have been enjoyed, and CSUF recreational facilities have been made available to PCC students who pay regular fees. Pacific Christian College athletic teams use CSUF athletic facilities as part of a trade off for PCC housing the University football team in August during training camp. PCC intramural teams regularly participate in the CSUF intramural schedule. There has always been a certain amount of cross-registration between the colleges, although more Pacific Christian College students take course work at the University than vice versa. Over the years, a number of University students have been granted permission by CSUF departments to take particular courses at PCC. PCC grants the use of Nutwood Avenue marquee space to advertise University events. There has been extensive faculty speaker exchange, both in classes and in special presentations, seminars, and colloquiums.

This unique relationship between a major public University, and a private religious college works, in great part because of the openness, generosity, and neighborliness of CSUF administrators, department chairs, and faculty. It also works because Pacific Christian College is a unique religious institution. PCC is not monastic in orientation or character, and seeks to educate its students in the light of the realities of modern urban public life. It does not seek to duplicate what is available at an outstanding university like California State Fullerton, but seeks to fulfill its own mission for students who choose to enroll.

The role of faculty at PCC is very significant. They exercise responsibility for the curriculum of the College. They also organize in committees (including student members) for the formulation and carrying out the mission of the College, particularly centering upon the teaching-learning process. The faculty operates as "faculty of the whole" with a representative Academic Committee that works with the Dean to direct faculty business and as a liaison to the Administration.

Academic freedom at the college is encouraged and fostered within the context of the mission and purpose of the institution. Any faculty member who chooses to apply and teach at PCC must be in harmony with and be able to support the mission of the College. At the same time, critical thinking is highly valued at

PCC. It is promoted and taught in the context of a variety of subjects, by means of analysis, open teaching processes and interactive styles of learning.

The College does teach life science and other science courses that support the general education requirements of the College as well as courses for students who will teach K-6 in public schools. While the PCC College community is committed to the belief that God created the world - how that was accomplished is an open and continuing discussion. The biology textbook adopted by the College is written from an evolutionary frame of reference. This is because PCC recognizes the importance of students examining every theory on its own terms. PCC seeks to be open to truth in whatever form it presents itself. A number of the faculty have significant backgrounds in scientific thought and scientific enterprise, particularly in the psychology and the social science departments.

Because the college operates from a very specific and unique mission, it is concerned about the private and personal lives of faculty members. In a small and focused college, teaching and modeling cannot be limited to the classroom. Consequently, a professor's private life, in some respects, takes on a significance seldom attributed to it on a larger university campus. Any polarity between professional and private life is difficult to defend in a college community whose mission presupposes acceptance of a consistent expression of shared and articulated values. Yet, there is no automatic response to the realities of brokenness in the lives of students and faculty. Attitudes, in the context of such circumstances greatly impacts the College's response to such situations.

Traditional and conservative in theology, the College is not culturally fundamentalistic or atavistic. Neither is PCC theologically fundamentalistic, but rather would most accurately be identified as part of conservative evangelicalism. The College's heritage is one which emphasizes Christian unity and restoration of New Testament Christianity; stressing essentials of Christian faith, but leaving much room for opinion and academic freedom within the core of a non-sectarian non-denominational educational environment. This allows for a normal wide range of political opinions on campus. At the same time, there is significant unanimity around core beliefs and frame of reference.

It is this spirit that has fostered satisfaction in the PCC community with regards to its proximity to CSUF and has allowed the college to grow and develop without feeling its identity overshadowed or blurred by a much larger public institution. §

Gerald C. Tiffin is Dean of the College at Pacific Christian College. He was Professor and chair of the Social Sciences Department from 1972 to 1982 when he became Dean. He holds the B.A. and M.A. degrees in history from California State University at Los Angeles and the Ph.D. from Stanford University in History of Education.

Diversity doesn't count here

Sandra Sutphen
Political Science

Troy Duster's Lyceum presentation focussed on diversity issues in the university, particularly "self-segregation" which, when drawn to its extreme, results in Balkanization of both the curricular and social lives of the institution. Isaac Cardenas of Chicano Studies, Bill Gudykunst of Speech Communications and Sue Parman of Anthropology acted as commentators on Duster's presentation.

Duster is a professor of sociology and director of the Institute for the Study of Social Change at UC Berkeley. His remarks to the Lyceum audience are well reflected in his article in the September 25, 1991 edition of the *Chronicle of Higher Education* entitled "Understanding Self-Segregation on the Campus." Tracing the demographic transformation which has occurred in American universities in the past 30 years (Berkeley's freshmen class, for instance, is 30% Euro-Anglo today, compared to 90 percent in 1960), Duster maintains that the enormous shift raises fundamental questions about what it means to "be" American and how institutions should respond to provide the "Americanizing" model. Duster is unalarmed by social or academic "Balkanization" and separateness, and more concerned by the faculty which continues to be unresponsive to the needs of ethnic minority students.

In his response, Isaac Cardenas supported opportunities for underrepresented groups to participate in academic and cultural groups which allow these students to develop a sense of belonging, "of being one with others like [themselves]," and which help combat the feelings of isolation and cultural conflict which many students feel. As Cardenas pointed out, students from underrepresented groups are often the first from their family to attend a university. They experience a pressure to assimilate which is frequently unwelcome. Cardenas feels that "ethnic and racial groups can maintain distinctive cultures, organizations and identities" as part of the larger group while contributing to the common collective experience.

Bill Gudykunst approached Duster's remarks less from the acknowledgement of the separateness of groups and more from the conception of the common good, based on diversity. Asking why we should try to establish commonalities with people who are different from ourselves, Gudykunst used Martin Buber and Robert Bellah's arguments to draw a distinction between communities created for security (where language and habits are the same) and those created to foster shared activities as an ethical end in themselves.

Conflict which arises from community—and all communities experience conflict—must be resolved through "graceful fighting," and an underlying ethic of acceptance.

As an anthropologist whose research is primarily European, Sue Parman distinguished the American immigrant experience as one of constant change with an underlying consistency centering around issues such as individualism and equality. Parman noted that biological anthropologists have moved away from the concept of "race" as an outdated Platonic archetype. Rather, differences among persons may be tracked using environmental analysis and gene structure, and avoiding gross stereotyping based on "culture." Parman preferred the Duster metaphor of community as a multicultural orchestra with each group contributing a distinct voice, but the whole integrated and sonorous.

I was unable to attend the Lyceum—my summary is based on the written remarks of the participants—but Duster's optimistic analysis describes nothing I know, not CSUF, not Orange nor Los Angeles Counties, not the U.S., not Europe, not anywhere in this world. The most "sonorous" integration of diversity on this campus is the food hall which serves tacos and burritos, pizza, and egg rolls.

The Lyceum also took place before the aftermath of the jury decision which exonerated the police officers who beat Rodney King. What happened in Los Angeles and elsewhere was a clear manifestation of the failure to acknowledge our diversity, but not our racial diversity. The issue in Los Angeles was class; the issue was income. The diversity at issue here is the "haves" and the "have-nots." The fact that so many of the have-nots are also people from underrepresented ethnic minorities is a clear manifestation of racism, but diversity in races is not the issue.

If the discussions about diversity and the achievement of community seem too politically correct, or if Duster, *et. al* are preaching to the converted and the rest don't care, there is a much more practical reason to acknowledge the changing demographics of the institution. The current minorities who will be the majority will also be the taxpayers. They will have every right to be very angry and punishing towards institutions which have neglected their needs. Define it as race; define it as class. Either way, the failure is obvious. §

Sandra Sutphen has taught political science at CSUF for 24 years and coordinated the women's studies program from 1983-86. She presently serves as chair of the political science department and continues to serve on the editorial board of the Senate Forum.

Research: yes!

Mark Shapiro, Physics

I was a bit taken aback by the tone of Professor Putnam's "Scholarship that we can do without" [*Senate Forum*, Spring 1992]. For the 22 years I have been a member of this faculty, scholarship (or appropriate creative activity) has been a requirement for tenure and promotion. My own department (Physics), like most others in the School of Natural Science and Mathematics, places approximately equal weight on teaching and scholarship in the personnel process. In my view, this is an appropriate weighting for a science department. Other units within the University may choose to place different relative emphasis on these two primary areas of evaluation. Nevertheless, I would strongly oppose granting tenure to any faculty member who is either unwilling or unable to present his or her ideas to colleagues in an appropriate forum - or worse yet, has no ideas worth presenting!

Perhaps too many trivial publications do clutter the literature. I would argue that this is the result of "publish or perish" attitudes prevalent in the "research" universities. In contrast, personnel policies in my department (and I think in most departments of our University) place a much greater emphasis on quality of publication rather than on quantity.

The "comprehensive" universities and the better liberal arts colleges may well be the last bastion of true scholarship. As an example, a member of Professor Putnam's own department, Dr. James Woodward, is carrying out fundamental research on the foundations of physics using laboratory and support facilities in my own department. This effort has been continuing for many years. Dr. Woodward's investigations have required extreme patience and persistence. The number of publications from this research has been small, but they have raised a number of important issues. It is unlikely that this sort of work could find a home in a major research university. In an institution such as ours, however, scholarship can be valued for its intrinsic worth. We in Physics have greatly enjoyed many scientific discussions and arguments with our colleague from History. He has enlivened our department with his ideas.

Professor Putnam complains that "informal academic exchange seldom takes place in most universities even though they purport to encourage it." When I read that statement I had to wonder if we both were working at the same university. In my department such exchanges occur on a daily basis! Hardly

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Riots: no!

Carl Jackson, Afro-Ethnic Studies

In the aftermath of the Rodney King verdict, CSU Fullerton stayed open. This is worth noting because all the other CSU campuses in the area closed. Dominguez Hills, Long Beach, Los Angeles, Northridge, Pomona and San Bernardino all interrupted classes for safety reasons. We did not have to. We must be different—but how?

Orange County is probably just as capable as Simi Valley of coming up with an all-white jury would interpret what we all saw on tape as normal and prudent police work. Not that the riots have abated, Orange County legislators have been among the fiercest opponents of any additional tax to provide compensation and rebuilding possibilities to the victims. We live in a self-absorbed area.

But in this day and age, self-absorption can be a costly mistake. We are all part of single community. So many people have a sense that there is "we" and "they." America is still a racist society, still a society of "haves" and "have-nots." So long as this remains true, conflict is inevitable. We escaped damage this time, but we have no guarantees that next time we shall be so lucky. We should stop being shortsighted, and realize that we had better make some changes now, while we have a breathing space.

This is a collegial campus. We should be able to communicate better with one another. We need to educate our students to understand others. Prejudice springs from ignorance and fear of the unknown, which creates an atmosphere of mental maladjustment, which is unhealthy both for the university and the community at large.

In the years ahead, the composition of our student body will change. Anglos will become, statistically, a minority, as they already have at Berkeley and UC Irvine. It would be a tragedy if the campus became divided and segregated—not a place where people of different backgrounds and different ethnicities can interact, but instead one where everyone learns to adhere to their won group, to peers as like themselves as possible.

People need to understand and identify with their own ethnic group, yet be able to be empathetic and sympathetic to other groups. In this way, we can promote true cultural diversity. §

Carl Jackson teaches Afro/Human Services 311, Intracultural Socialization and Cultural Diversity.

Your vote counts!

Keith Boyum
Political Science

Good news! There are only three propositions on the June, 1992 ballot, and all deserve your support. [You may quit reading here, if you promise to vote yes on June 2.]

A first proposition has to do with largely technical corrections to the state constitution. A second proposes \$1.9 billion in bonds to construct K-12 facilities. California each year adds a number of school children the equivalent of all of Montana's school kids — a new Montana, every year

The third, Proposition 153 would provide \$900 million for higher education capital outlay. That means buildings and other "big ticket" items. Major equipment, for example.

The state needs the classroom space. Using Master Plan for Higher Education assumptions about the fractions of our population that will (and should) seek education beyond high school, we'll need by the first years of the next century about twenty additional community colleges, about five more California State University campuses, and about three new University of California campuses. That's *in addition* to the larger student populations that may be expected at places like CSUF.

Figuring out our current student population is pretty easy. Figuring out our future student population is not much harder. You count the numbers presently in, say, eighth grade, or sixth, or indeed, in kindergarten. Human beings grow up at a steady rate. You then make some sensible assumptions about migration, about the fractions who will want to go to college, etc. An alert poetry major with a hand calculator and some raw numbers could figure it out reasonably accurately.

But actual projects may be more interesting than population projections. Several CSUF projects would be supported by Prop 153. These include much needed additions to the library and to the physical education building. Funds from the bond measure would also support upgrading CSUF's electrical and telecommunications systems. We would be able to move ahead with plans and working drawings for the auditorium and addition to the fine arts complex that are a part of our master plan. We'd like to equip the new lab science addition to McCarthy Hall. We'd like to move forward with plans for a classroom/office building to the north of Langsdorf Hall and to provide other good facilities in the interests of educating students.

All of this ought to incline you, gentle reader, to a favorable view of Proposition 153. What then could stand in your way? Not, I hope, some general concern about debt for the state. By all standard yardsticks, California is comfortably at or below national averages in bonded indebtedness (per person, per measure of wealth, etc.). And not, I hope, some misunderstanding about budgets. There is no good reason to think that money appropriated in this way will negatively affect our annual budget.

The upshot ought to be your support for Proposition 153. Support Cal State Fullerton's mission; provide for tomorrow's prosperity by providing for tomorrow's college students. Vote for Proposition 153, and encourage your friends to join you in doing so on June 2. §

Keith Boyum was recently elected to his third term on the (statewide) Academic Senate of The California State University, for whom he chaired the Governmental Affairs Committee in 1991-92.

Research. . .

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a week goes by without one or more of my colleagues sharing the excitement of some new success or, just as importantly, the pain of a failed attempt towards towards his or her research goals. Although we are a small department, we hold *regular* biweekly colloquia that are well attended by both our faculty and our majors. The speakers include our own faculty as well as distinguished visitors. It is not unusual to have all of our full-time and several part-time faculty at these talks. The question and answer sessions of these colloquia are frequently intense and exciting, and involve both faculty and students. Whenever the colloquium is given by an outside person, we invite that person to dinner in order to continue the discussion. Most of us find these informal sessions to be as valuable as the formal presentation. Surely, similar exchanges must take place in the history department?,

I would hate to think that CSUF is not a place for scholars who contribute in important ways to their own disciplines. Good teaching requires more than an understanding of learning styles or a passing acquaintance with the literature of one's own field. It requires the courage to be actively involved in creating and renewing one's discipline. This effort can and does make a real difference in the classroom. In our rush to cut costs let us be careful not to cut corners to the point that the quality of our shared enterprise is diminished beyond recognition. §