

# SENATE FORUM

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## IN THIS ISSUE:

### *Inside the Faculty Personnel Committee*

*Barbara Stone, last year's committee chair, writes about the work of one of the University's most important and controversial bodies.*

### *Should the University teach people to read?*

*Norma Inabinette expounds the principle of remediation; Gerald Marley rejects it.*

### *What should the Academic Senate do this year?*

*Members of the Academic Senate offer a variety of prescriptions for action by the body; something to annoy everybody.*

### *The merit debate*

*The MPPP program--bonuses to excellent faculty--is defended by Glenn Nagel, attacked by Jack Crabbs, and viewed in a political context by Alan Saltzstein.*

*Also Inside*

- \* **THE LOTTERY MONEY**
- \* **A NEW ELECTION**
- \* **FACULTY DEVELOPMENT**
- \* **THE ELECTION FRAUD**

# Why the 'Senate Forum'?

The administration and the faculty have always shared in the making of policy at C.S.U.F. In the early days of the university, this may have been more obvious than it is now. The faculty was small enough that a high proportion of them were directly involved in the governance of the campus. The issues were so fundamental that few cared to ignore them. The basic outlines of personnel, curriculum, and academic standards policies were developed by the Faculty Council; indeed the vast majority of present university policies originated there. Once the large questions of principle were settled, the issues became less dramatic — more a matter of tinkering and polishing, with general agreement on the basic frameworks within which this is done.

The Faculty Council — or, to give it its new name, the Academic Senate — continues to play a critical role in policy-making. Many faculty, however, have never served on it, know little about what it does, and may think it is not worth worrying about. We do not agree. The Academic Senate derives its authority from the fact that it represents the faculty. To do that intelligently, it has to know what the faculty thinks and wants. If the faculty do not think about the issues or clarify their opinions about them, such a task becomes difficult if not impossible.

The purpose of this new publication is to let you, the faculty, know what the choices are which confront the university. Where two opposing viewpoints on any issue exist, we shall try to give equal space to both. We want to know what faculty members think, and to this end invite letters to the Editor or longer contributions. The emphasis will be on timely issues; those on which decisions will soon be due.

At many institutions of higher education, the faculty has little power. This may be because administrators have never been prepared to yield it to them, or because the faculty have never pushed for a significant role, or because they have grown apathetic and relinquished authority they once had. A reliable generalization is that faculty have less authority in third-rate places than they do in first-rate ones. Another is that policies which are fair to faculty and which respect their professional roles are more often found in universities and colleges where the faculty has played a strong role in collegial governance.

We hope this publication may have a role to play in sustaining and increasing faculty involvement at C.S.U.F.

The Editors.

## Committee elections likely

One of the most pressing items to be laid before the Academic Senate when it reconvenes on August 28 will be a proposal to have the Faculty Personnel and Professional Leaves Committees directly elected by the faculty. If the Senate supports these plans, faculty will receive a mail ballot early in September.

The Memorandum of Understanding agreed to in 1983 states that these two committees shall be "elected by tenured and probationary faculty." Since then, the Faculty Council has depended on an interpretation which held that since the Council was elected by the faculty, there was no need to change the traditional arrangements by which the Council elected the committees. A concession to the contract provision was made in that Council members who were not tenured or probationary faculty — i.e. lecturers, administrators, emeritus faculty and students — abstained from voting. The practice was challenged in the Council meeting of May 29, but the challenge was not sustained.

Since then, CFA has cited the "improper constitution" of the Faculty Personnel Committee among the grounds in a grievance case. The arbitrator in the case agreed with them, in that he ruled that the case should be referred back to a "properly constituted Faculty Personnel Committee." Plainly, the only way to comply is have the committee elected by the tenured and probationary faculty.

The Executive Committee surveyed practices at some other CSU campuses and has recommended that both committees henceforth be composed of one member from each school, with Humanities and Social Sciences having two because of its size. Generally speaking, this codifies what has been the informal practice. Constitutional amendments are required for each committee, so that each will be elected by the tenured and probationary faculty.

If these amendments do not receive unanimous approval on August 28th, faculty are likely to receive ballots concerning them as soon as possible after that date. There will also have to be a ballot for members of the committees themselves. The amending process involves of a vote of the entire faculty electorate; the election of members will be by probationary and tenured faculty only. All this should provide a challenge for the ingenuity of the Elections Committee who already face one after the sad events surrounding the mail ballot of last spring.

The Executive Committee is proposing to the Senate that it should nominate one candidate for each school (two for H & SS). The faculty will then be informed of these nominations and given time to nominate additional candidates by the usual method — ten signatures on a petition form, along with a statement of willingness to serve if elected. Write-ins will also be possible. Voting will then be at-large, with the candidate receiving the most votes in any constituency being elected.

# What's in the Lottery for the campus?

For the unsuccessful gamblers amongst us, all is not lost. Thirty-four percent of the proceeds of the California Lottery go to education. The CSU estimates its share for 1986-87 at over \$36,000,000. Of this, nearly one and a half million comes to Fullerton. Since our regular annual budget is around \$70 million, this sum is a very nice augmentation.

These funds must supplement regular funding, not supplant or replace it. Uses must be directly related to the instructional program. Buying real estate, putting up buildings and financing research are specifically prohibited. Nor can the spending create long-term commitments. The Trustees have further divided the money into categories as shown in the accompanying box.

The Academic Senate's Executive Committee moved swiftly to assert the faculty's right to a say in how the money is spent. They have proposed that any member of the campus community can originate a proposal for funding. These will be channeled through departments, schools and other administrative units to the Long Range Planning Committee, which will distribute them to categorical committees. There, they will be evaluated and placed in an order of priority. The results of this review will be forwarded by the Academic Senate to the President.

All this refers to an interim policy for 1986-87 which will probably be considered by the Senate on September 4th. A more permanent policy will be recommended by the Senate to the President some time during the year.

## **Continuing Commitments (\$147,157)**

Projects initiated by the administration during AY 1985-86: computers, equipment maintenance and "Master Teacher" stipends.

## **Endowment or Interest Earnings (\$372,240)**

Principal sum is invested. Interest is available for projects qualified under Trustees' general guidelines.

## **Discretionary Funds (\$224,000)**

Specified for new non-formula based equipment; computer software for instruction; additions to endowment with extramural matching; development and preparation of materials to enhance curriculum. President may propose other uses to Chancellor.

## **Non-Formula Based Instructional Equipment (\$154,832)**

Instructional equipment, especially "expensive" items, not available under formula allocations.

## **Student Access to Instructional Computing (\$357,020)**

Instructional computing equipment primarily for direct student use ("student workstations").

## **Distinguished Visiting Professors, Scholars, Lecturers and Artists (\$151,777)**

For short-term to year-long visits involving classes, colloquia, consultancies. May supplement state salary of distinguished visiting professor.

In addition more than \$10 million will be administered directly by the Chancellor's Office, including allocations for instructional development of faculty (\$1,000,000); minority/female graduate and teaching incentives (\$500,000); student internships and communities service (\$1,000,000); fine arts initiative (\$1,000,000); educational equity (\$500,000); and instructional television network equipment (\$1,000,000). The Academic Senate is seeking information about applying for these funds.

# The Big Swap: an Update

It is now some years since the University entered into a complex series of negotiations designed to gain it a hotel-conference center in one corner of the campus and a youth sports complex in another. The City of Fullerton agreed to replace the parking which will be destroyed by construction of the hotel, and to pay the major part of the construction costs of the sports complex out of redevelopment funds. In the early stages, the negotiations progressed smoothly, but legal obstacles arose when a student group challenged the building of the hotel on environmental grounds. Then the hotel group with which the University had been dealing pulled out, and for a while it appeared that the project was dead. It is now alive again, but its resurrection has involved some transformations.

**The Hotel.** The plans of the RJS Corporation, the original developer, called for construction of a true "hotel-conference center." RJS eventually pulled out. The Marriott Corporation has now replaced them, and they are certainly amongst the leaders in the hotel business. However, their plans stress the 'hotel' feature, with much less of a 'conference center.' The

structure will have six stories, rather than twelve, as previously. There will be 224 bedrooms, instead of the original 200. Dining facilities will accommodate 125 people, where RJS planned on 300. The conference space has been halved, to 3900 square feet — enough to accommodate a maximum of about 200 people, and not large enough to host most regional academic conferences. There was originally some talk of the University having some permanent space in the hotel — a faculty club perhaps, or meeting rooms. This hope has now disappeared. The hotel is, in short, no longer much of a conference center. It may still be possible to hold some conferences, but probably only on weekends or in the summer, when the University's facilities can be combined with those of the hotel.

**Parking.** The hotel will occupy what are now about 500 parking spaces near the corner of Nutwood and the freeway. The coin lot there will be wiped out. The City of Fullerton has already built replacement parking — the lot completed a few years ago near the Humanities Building. This, of course, is

*Continued on back cover*

# An insider's perspective on the Faculty Personnel Committee

By  
Barbara  
Stone

Two years ago, I was told that I was to be nominated for a position on the Faculty Personnel Committee. I was not, to put it mildly, overjoyed. I knew that members of that committee had to read every file submitted by faculty seeking promotion, retention or tenure. Since the committee has to act on just under 100 cases a year, that is a lot of work. I knew also that, inevitably, I would have to make recommendations which would upset some faculty colleagues. The FPC has to try to implement personnel policy fairly and objectively and, on occasion, this means saying "No." People who are turned down naturally resent it. On the committee one sees all the files, but disappointed individuals see only their own, and it is easy (and perhaps comforting) for them to believe that they have been rejected unfairly. Service on the FPC is no way to gain popularity.

Despite the drawbacks, however, I accepted the appointment because I believe in shared governance and, if shared governance is to be viable, people have to be ready to perform difficult jobs. I would not want to work in a place where all the tough decisions were left in the hands of administrators, with the faculty confining themselves to complaining after the event. When I chaired the Political Science Department years ago, I had to make some recommendations which were bitterly resented by those who were the subject of them. That goes with the territory. I thought then that it was right that such decisions be made by people who had been elected by the faculty to make them. If either department chairs or members of personnel committees ever give up trying to maintain standards and become instead simply advocates, recommending positively on every RTP decision because they want to please as many people as possible, then inevitably the deans and higher administrators will take over the role which elected faculty members should play.

Obviously I am not claiming that people elected to the FPC necessarily possess superior wisdom. All one can do is study the controlling policies, and then apply them as judiciously as possible to each case. Every case is discussed, the controversial ones at great length. Sometimes minds are changed — factors one may have overlooked are brought up by someone else. Sometimes the mix of disciplinary backgrounds on the committee is extremely helpful — I find I know much more now, for example, about what faculty in the fine arts do than I did before I went on the FPC. Occasionally, a split vote results. But when it does, this is the product of genuine disagreements of interpretation. I do not think anyone could sit in on the committee's operations without concluding that its recommendations are arrived at after as much thoughtful deliberation as possible.

UPS 210.000 is the central focus of the personnel process, at least from the perspective of the FPC. It is modified by departmental guidelines, which the committee reads before considering each department's cases. As an overall strategy, the FPC seeks to assure fairness across department lines: i.e., to

insure that, after allowing for disciplinary differences, the same effort that gets one promoted or tenured in, say, the School of the Arts will also be sufficient in the School of Business.

The greatest controversy, of course, swirls around scholarly and creative activities. Three presidents in a row have made it clear that, normally, they want to see publication. But it is not that easy. In some disciplines (e.g., the performing arts) journal publication is not a reasonable requirement, which is one reason why 210 does not impose it. What the FPC tends to do is focus on the requirement for **continuing** scholarly and creative activity. They look for a consistent effort over time, not just a single flurry of activity. Then they turn to department guidelines for help. They tend to look for publication in traditional fields, but are open to well-made arguments concerning other major contributions which a person has made to his/her discipline. The concept of "peer review" plays an important role, since it is necessary to know that the work is well regarded by others in the candidate's discipline outside of his/her immediate circle of friends and departmental colleagues.

Over the years there have been some changes in the area of scholarly and creative activity: a single article turned out once in a professional lifetime may once have been enough, but now it is unlikely to earn promotion to full Professor. Requirements probably have increased, though it is difficult to be sure without a comprehensive review of files old and new — something neither I nor, so far as I know, any other member of the FPC has been able to undertake. People recruited into the faculty now, I suspect, have to show more than once they did to secure an initial appointment in many fields, and they hold themselves to more demanding criteria. Presumably this is good for the university, though it may not be welcomed by those who find themselves unpromoted.

I know that the campus community has focussed on the requirements for scholarly and creative activity. Some people think we are adopting a "publish or perish" policy, or trying to hold faculty to standards appropriate to a major university which grants doctorates. With our 12 unit teaching load, this would clearly be a mistake, and we are not doing it. Without citing particular cases, I cannot prove this, but I am entirely convinced of it. We value scholarly and creative work, seeing it as essential for good teaching, but we are not trying to rival the University of California. President Cobb has disclaimed any such ambition, and members of the FPC all will, I think, agree. Undergraduate teaching is the main business of CSUF, and personnel actions should reflect that. I hope they do.

The FPC firmly believes that both teaching and scholarly and creative activities are crucial. In fact, the tendency is to recommend for promotion and tenure only those who are good in both categories. Teaching is not always easy to measure — one must use student evaluations (especially any written comments), syllabi and other course materials, evi-

dence of curricular innovation, etc. Nevertheless, in my two years on the committee, I have not seen a positive recommendation for tenure or promotion for someone who was not demonstrably a good teacher.

A change with which I am less happy seems to have taken place over the last dozen years or so — a downgrading of the importance of service. The focus of discussion in most personnel cases turns out to be “Teaching” and “Scholarly and Creative” activities. UPS 210.000 states that the two together shall count more than the other categories combined. In fact, under most departmental guidelines, their combined weight is overwhelming. Important contributions to the department, university or community used to count very

*BARBARA STONE, Political Science, was Chair of the department in 1973-78, and of the Faculty Council in 1979-80. She was elected to the Faculty Personnel Committee in 1984, and chaired it in 1985-86.*



heavily in personnel decisions at CSUF. Today, many departmental guidelines have reduced the importance of service to where it accounts for as little as five per cent of an overall evaluation score. At that level it is virtually meaningless.

More than once, I have seen a letter from a department chair in the file of a young faculty member urging him or her to back off the service and concentrate on the “important things.” A balance between activities has always been necessary, and this advice may be practical in terms of today’s climate. It saddens me, however, and makes me wonder what will happen to the university if the service ethic is not being instilled in those who are coming behind the tired, increasingly burned-out senior citizens.

The present system, which replaced one in which no files were submitted and no reasons for decisions were given, was developed by the Faculty Council, which in 1966-67 wrote UPS 210 in a form not fundamentally different from the way it is now. The process we have now is very demanding. Faculty have to spend hours on the uncongenial business of preparing their own files. Department committee members have to write independent evaluations of each case — a practice, incidentally, which I believe is unique to Fullerton within the CSU. The FPC has to read and evaluate every file. Decisions may not always be correct, but they are made after a long and thoughtful process. I believe the system maximizes fairness to the faculty member, which is what we are all about.

## The representative principle

For years, the Faculty Personnel Committee has six members. Earlier this year it was enlarged to seven. This change was occasioned by the departure of Engineering and Computer Science from what had been the School of Math, Science and Engineering to form an independent school. The new seat on the FPC was, by implication, reserved for them.

Fullerton’s version of “the representative principle” is this: On certain committees, every school should be represented, while the School of Humanities and Social Sciences, being more than twice as big as the others, should get two seats. Up to now, this policy has been put in writing only for the Research Committee. When this committee was set up, the thinking no doubt was that every applicant should have a school colleague to press his/her case, or at least to explain it. Occasionally this is what happened — but not, in the memory of several committee members — often.

The representative principal is now likely to be formalized from the Personnel and Professional Leaves Committees. As explained on page 2, these must now be elected by all the tenure-track faculty, a process which could, unless some structure is imposed, lead to peculiar results — seven members all from one school, for example. This would make no one happy.

The representative principle has also been advanced as necessary to the new Long Range Planning and Priorities Committee. The rationale here is the critical nature of the committee’s subject matter. Precisely how important to faculty its operation will be

remains to be seen, but this is the era of planning, so perhaps it will live up to its advance billing.

The representative principle is adverse to some other principles: that of efficiency, for one. Faculty governance has some important tasks to perform, and it needs to perform them well; not everybody is good at them. Finding people with the experience, good sense, fairness and capacity for hard work required to serve well on the FPC, for example, has never been easy, especially when all department chairs have to be excluded. There is no reason to think that these qualities are distributed uniformly amongst schools, and it may be a pity that if two available people in one school possess them, only one can be utilized.

In politics, one notion of representation assumes that one can only be properly represented by someone like oneself. Cries of dismay are therefore uttered about the paucity of manual workers, women, Hispanics, and so on, in Congress. How far should this be carried? One U.S. Senator from Nebraska did mount a serious defense of a court nominee with the argument that, so what if the man is mediocre? Don’t mediocre people deserve to be represented too?

The model assumes a somewhat parochial outlook: Can only people in similar fields appreciate what faculty do? Or perhaps the argument is political, assuming that a school colleague will automatically be an advocate, rather as some legislators tend to conceive their duty as getting as much as they can for “their” people. One might hope that faculty are broader than this.

*(Continued on Page 20)*

# Should the University

## YES

**NORMA INABINETTE** is Chair of the Department of Reading. She served as Secretary of the Faculty Council in 1985-86.



*By Norma Inabinette*

It has been said that American society has entered a significant third era of modern times, the Communication Age. Following the industrial revolution and its transition to a service base, the modern economy is characterized by a greater volume of information transmitted through written material. There is a correspondingly greater need for improved literacy to cope with the evolution from a manual/industrial to a communication environment. Just 40 years ago, an eighth-grade reading level was considered above the minimum standard of literacy. Today the average citizen should read and comprehend at the 12th-grade level to function adequately in American society.

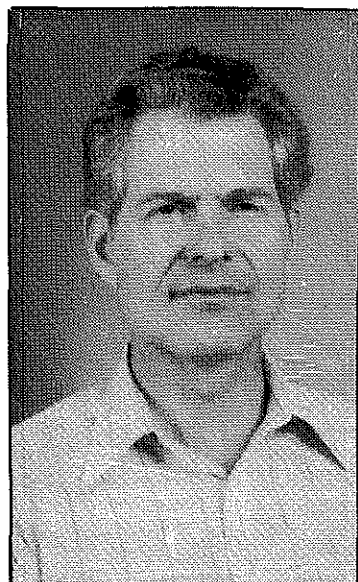
The College Board has suggested recently that the demand for literacy skills has increased. For example, on our own campus the 300,000 textbooks sold annually suggests the availability of printed information. It is clear that faculty depend upon texts as major information sources for students necessitating reading proficiency to maximize learning.

But reading skills at Cal State Fullerton are seriously deficient. Only 20 per cent of our entering freshmen are excused from taking the English Placement Test (EPT). One-third of all who take the EPT upon application to the campus fall below the minimum acceptable standard. Another one-

*(Continued on Page 7)*

## NO

**GERALD MARLEY**, Mathematics, served on the statewide Academic Senate from 1971 to 1979, and was chair thereof 1975-77. He chaired the Faculty Council in 1972-73.



*By Gerald C. Marley*

CSUF should **not** teach people how to read. Our limited educational resources should be devoted to our university level credit courses for prepared students, and should not be diverted to non-credit high school (or lower) level remedial courses for students unprepared for the academic programs we offer.

There is now pending before the Academic Senate a proposal for a non-credit remedial program to teach students how to read. The proposed program would require enrollment in non-credit remedial reading courses of ALL students who belong to a group identified by the English Placement Test as having inadequate writing skills. Nowhere does the proposed non-credit remedial reading program limit its clientele to specially admitted students. This program should **NOT** be approved.

Remediation was explicitly authorized by the Board of Trustees of The California State University in 1977. At that time the Trustees were told that remediation represented a **temporary** need. If the CSU would only show a little compassion and spend a little extra money, they were told, within five years the problem would simply disappear. A program for remediation of student writing deficiencies was implemented, but the problem did not disappear. Nine years

*(Continued on Page 7)*

# teach people to read?

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fourth fall below a cutoff score recommend by the Chancellor's Office for entry into freshman composition courses.

Clearly, Cal State Fullerton, like other American universities, faces a literacy crisis which lessens students' abilities to use published materials as learning tools. Other institutions have recognized the basic problem and have provided solutions. As early as 1972, Stanford established remedial basic skills courses. Within four years, half the entering students were required to complete such course work, a proportion identical to University of California campuses. Nationally, the trend to remediation is overwhelming, according to a 1984 study. Of 184 American universities offering doctoral degrees, only 23 did not also offer remedial courses. Only five percent of the nearly 600 comprehensive universities advertised no specific remedial programs.

If universities which are able to be considerably more selective than ourselves find their freshmen lack adequate reading skills, it seems obvious that CSUF faces a more severe problem. If these other universities, which generally enjoy higher prestige than we have not shrunk from remedial tasks, why should we?

The reading disabilities of college students stem from a variety of factors — familial, physiological, psychological, academic, emotional, attitudinal, neurological, motivational,

and cultural. All these influence the performance of learners. Whatever the cause(s) of the disability may be, asking students to perform college-level tasks without the basic skills of reading and writing is much like asking a builder to create a house without basic carpentry tools. However dedicated the teachers, the "house" we build at Cal State Fullerton will suffer. If great numbers of students cannot perform adequately because they have reading problems, the general level of academic competence suffers. Those who oppose offering remedial work in the name of maintaining academic standards seem to overlook this obvious fact.

Current admissions policies of the State University system not only accept but, in fact, attract underprepared students to the campus. As long as such policies exist, we have a moral if not a legal responsibility to meet the needs of those students. High schools have been challenged in the courts for not providing adequate remediation for the poor learner. Universities may find themselves similarly responsible for such programs because admission requirements do not specify that students should possess basic skills upon entry. It is only too common for employers to complain of college graduates who cannot read or write properly. It is clearly our obligation to prepare students to be functional, contributing members of the society they will enter. If we do not fulfill this responsibility,

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later a remedial program in student writing is going full throttle with no signs of decline or abatement. Most CSU campuses (with Fullerton a singular exception) have also implemented remedial mathematics programs with huge enrollments. These massive programs show no signs of a diminishing "need." Once the faculty of a campus decides to enter the remediation business, it finds that there are always students who "need" a program which is just a little lower than those now offered. Consequently, many of our sister campuses are being overwhelmed by the shifts in educational resources resulting from their attempts at helping students. We must not make the same mistake. Remediation is a bottomless pit and CSUF should not jump into it.

Obviously, the "need" for remediation will continue to grow until we, the faculty, decide that we are going to get out of the remediation business immediately and permanently. We must draw the line: CSUF will not teach functionally illiterate 18-year-olds how to read! Until and unless we adopt such a stance, remedial programs will continue to be developed, proposed, and approved. Moreover, they will become embedded in the body politic of the campus. These programs will further subvert our mission of providing university programs to students who are prepared to benefit from them.

Advocates of remediation simply will not accept the fact

that their well motivated creation of non-credit high school (or lower) level remediation programs have the effect of telling high schools and their students that students need not worry much about their high school courses. The (inadvertent) message is that if students really want to go to college, we will take them, and then give them anything they need to prepare them for doing college level work.

We have an obligation to let it be known that deficiencies in the basic skills of reading, writing, and mathematics severely limit the likelihood of academic success at this campus. Those students who cannot demonstrate adequately these basic skills are not cut off from educational programs, however. The State of California has provided, within each community, a college for those students who desire post-secondary educational programs but who are inadequately prepared to undertake university level work. Unprepared students can prepare themselves at their local community college or extension high school to benefit from university programs provided by the California State University or the University of California. It is neither fiscally sound nor academically necessary for CSUF to duplicate, and compete with, the college preparatory programs offered by local high schools and community colleges.

By what logic can we justify diverting resources away from

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we have failed at our basic reason for existence, especially in light of the most recent goals and mission statement of the California State University system.

Much research indicates that carefully designed and executed programs can improve the basic skills of remedial students and can contribute to their success in universities. The question is not whether we should have remedial instruction but, rather, what should that instruction be. The problem is so serious that the author of a national study of underprepared students concluded that "the future of colleges and universities may well hinge upon how well remediation is carried out." This campus can no longer afford the luxury of failing to address the broad need to develop the basic skills of our entering students. Unless the university faculty and administration provide the needed instruction in reading and writing which will repair these basic tools for learning, both curriculum and instruction will be caught in an inevitable and perhaps irreversible downward spiral bonded to the inabilities of our students. Each disabled student who passes through our doors, with or without graduating, simply reflects this institution's inability to acknowledge a need and to meet the challenge it presents.

## The 1986 Language Skills Proposal

When the old Senate adjourned for the last time on May 29th, a proposed policy on "Language Skills Remediation" was being discussed. This will soon reappear on the agenda of the present Senate. It provides that students who score less than 145 on the English Placement Test (150 being the average CSU score) would be required to pass Reading 99 and English 99. ESL students would have to take other courses, but eventually pass the final exams in these two. Undergraduates would not be permitted to enroll in more than 30 units of work until this had been done.

Remedial courses would not carry graduation credit. Special funding would be sought, but if it proved unavailable, "no more than one percent of the University's allocation shall be devoted to this requirement unless specifically authorized by an absolute majority vote of the Academic Senate."

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prepared students so that we can offer non-credit high school (or lower) level remedial courses to students who took these same courses while in high school, and who either did not learn the material, or who are unwilling to take the responsibility to review this material so that they can benefit from the programs we offer? By what logic do we call upon the citizens of California to assist us in luring unprepared students away from local community colleges, and thereby exacerbating the underenrollment programs of those colleges? Is our desire for more students (and presumably for more buildings) so strong that we are willing to create programs and to hire the faculty necessary to teach high school graduates how to read a paragraph, write a sentence, or add numbers? Is there any minimum skill level below which we will not attempt to remediate?

It is often argued that we need remedial programs to assist particular groups of students who have special needs: older returning students; students (many of whom are from ethnic minorities) admitted on the basis of demonstrated "potential"

without regard to normal admission requirements; students whose native language is not English; and so on. By virtue of being specially admitted these students may lay claim to pre-university programs which will enable them to achieve their academic objectives. However, the non-credit remedial reading program now seeking approval does not limit its clientele to specially admitted students. It seeks, rather, to teach reading to any and all students who meet certain criteria by demonstrating inadequate reading and writing skills.

We frequently hear it asserted that we have a "moral obligation" to remediate any student we admit, regardless of the pervasiveness of the deficiencies. I submit that we have even more of an obligation to meet the educational needs of the prepared students we admit. As long as there is one prepared student who is turned away from a legitimate college level course, it is immoral to spend resources to offer a non-credit high school (or lower) level remedial course to an unprepared student. It is time to say "no more" to remediation programs!

The proposal pending before the Academic Senate to teach students how to read should be rejected.



# What should CSUF's Academic Senate do?

*Twelve members of the Senate look at the coming year with a diversity of issues for consideration by the body.*

**FLOYD THOMAS**, Mechanical Engineering, Vice Chair of the Academic Senate

The administrative wheels turn year-round at CSUF. Oh, the summer months are less hectic, but much still happens then! At the School level and above administrators are normally in twelve month positions — thus, these offices can be expected to function smoothly all year. At the departmental level we have an entirely different situation — a serious dichotomy, in fact. Of forty academic departments, only twenty have twelve-month chairs. The remaining twenty have ten-month chairs.

How do the departments with ten-month chairs manage? We all know, don't we? Secretaries take care of many matters, and chairs come in over the summer as needed with no recompense except perhaps for some summer school pay. Otherwise, the academic programs suffer! Should twenty departments have to operate like this? Is this a fair and equitable arrangement for the twenty chairs? Are there other options? The answer to the first question is, I suggest, clearly "NO." As for options, yes, some exist. Administrators on several of our sister campuses have described to me how their ten-month chairs are at least partially compensated for the time spent on campus during the summer. CSUF must also find a way to compensate chairs adequately for the work that must be done outside of the ten-month appointment period.

**JEWEL PLUMMER COBB**, President of the University

Faculty development is needed for enhancing and renewing the scholarly and creative work that improves teaching. Programs to support new teaching methodologies, special seminars on and off-campus, visiting inspirational professors and individual research on new teaching methodologies, for example, are important. The augmentation of sabbatical leaves will also do much to ultimately enrich the classroom experience. Therefore, 0.2 of a faculty position is important to assist in a follow-up for the Faculty Development Plan written this June by a faculty task force committee.

**BRUCE WEBER**, Chemistry, At-Large Senator

As a new member of the Academic Senate, I can comment only from the perspective of someone who has been an outside observer. It does seem to me that the most crucial issues are our self-definition and the integrity of our teaching and scholarship. I think that the Academic Senate should keep in focus the mission and goals statement that it developed last year as the reference point for dealing with specific issues. Also, I think that we should enhance creative thinking to develop the quality rather than just the quantity of education and scholarly activity on campus. With this orientation in mind, I think that the Academic Senate should initiate actions rather than always reacting to events or exogenous inputs.

**ERNIE GOURDINE**, instructional Media Center, constituency Senator:

The Academic Senate should take a look at Instructional Television Fixed Services (ITFS) — now to be called Interactive Televised Instruction (ITI). The University has moved slowly to incorporate state-of-the-art technology into its curriculum and courses. It has either not been able or not seen fit to place ITI at any level of priority. I hope that the Curriculum Committee and the Faculty Development and Innovation Committee will consider how ITI can benefit both faculty and students. Several of our sister campuses are using ITI in significant ways to deliver instruction. We should not be left behind.

*(Continued on Page 10)*

# What should CSUF's Academic Senate do?

(Continued from Page 9)

**TOM KLAMMER**, English, at-large Senator

1. Although the criteria and standards for retention, tenure, and promotion in UPS 210 have not changed substantially in recent years, most faculty members seem to share the impression that the standards actually employed have shifted rather dramatically in the direction of publication and that teaching and especially service and professional activity have come to count for very little. The Senate should investigate this perceived shift and do whatever is necessary to reassert the faculty's role in determining the criteria and standards for RTP.
2. An effective role for faculty in university governance must include full disclosure of campus budget information — where money is allocated, transferred, and spent. The Senate should insure that such information is made available to the faculty through the appropriate committee channels. Insuring that accurate and complete budget information is shared with the faculty must take precedence over a second, equally important concern, that is, insuring appropriate faculty consultation in planning university budgets and expenditures.
3. The report of the Task Force on Faculty Development contains a number of proposals that have stimulated the interest of President Cobb and that deserve further consideration. The FDEI Committee should consider the report and bring recommendations on faculty development to the Senate as quickly as possible.

**KEITH BOYUM**, Political Science, Statewide Academic Senator:

The quality of a student's academic life is central to our purpose. The Senate needs to focus its attention on students' out-of-classroom academic experiences. These include advisement, student affirmative action, mentoring programs, special academic events, some components of admission and orientation, and enrichment programs for special groups of students such as athletes, dormitory residents, pre-law students. Underlying these concerns is a larger one: what can be done about our retention rate? According to the most recent study, only about a quarter of those who enroll in the CSU as freshmen graduate within five years. Finding ways to better retain our students is critical.

A first step will be to add the proposed standing committee on Student Academic Life to the Faculty Constitution. We should then work to make it a viable mechanism for enriching the academic life we share on our campus.

**DOROTHY HEIDE**, Management, last year's Senate Chair

First we must assimilate the constitutional changes made last year: the creation of a Long Range Planning and Priorities Committee, a Budget Advisory Committee, and a Student Academic Life Committee. All will deal with issues that go to the core of an academic institution. It is important to integrate these committees into the governance process as quickly and smoothly as possible.

Second, the use of instructional television. The campus has the necessary hardware. Now faculty committees must decide on the long-term acceptability/viability of the medium on this campus and its service area, and then, if it is acceptable/viable, develop appropriate policies.

Third, a broader topic: use of scarce resources, i.e., money as represented by faculty positions, O&E, and so on, in existing programs. A problem that comes immediately to mind is athletics. It is very expensive to participate at the Division I level, and the campus needs to consider if athletics is the most appropriate way to use these resources. Making the best use of what we have involves tough choices. Innovation may be possible only if we are prepared to free resources by cutting back on some existing programs.

**WILLIS McNELLY**, English, Emeritus Senator:

In recent years funds for scholarships, grants-in-aid, student loans or other means of helping students stay in school have steadily diminished while their costs have increased even more steadily. Our all-too-high dropout rate may be at least partially the result of this financial crunch.

Can we do anything about it? If the Academic Senate's new committee on Student Academic Life were to make an intensive study of the problem, we might be able to help. We need questions answered: What is the true scholarship situation and what is the actual need? How can scholarship funds be increased? Can the Alumni or the Emeriti help? Could departments establish scholarship funds? Can any portion of the Associated Students' funds be allocated for scholarships? Can lottery money be used? If private business and industry in Orange County have benefitted from CSUF grads, do they not have an obligation to fund some scholarships in return? How can these potentials be harnessed?

These and similar questions should at least be addressed by the Academic Senate.

**LELAND BELLOT**, History, Secretary of the Academic Senate

In response to numerous faculty complaints and inquiries, the Academic Senate has asked the administration for a report on the end-of-the-academic-year freeze which deprived many departments of unspent balances in various budgetary categories. Although the Senate has not yet received a formal accounting of the cause and extent of the freeze, informal sources indicate that the recall of departmental allocations (among others) was necessitated by a potential shortfall in salary savings — estimated by some accounts at around a half-million dollars.

Salary savings is a complicated budgetary anachronism mandated by the state. Nevertheless, there must be better ways of handling the problem than the imposition of a year-end freeze which, by inequitably punishing fiscally responsible departments and faculty, can only serve to discourage budgetary prudence across the board. The Senate looks forward not only to an accounting for last year's freeze but also an explanation of how the administration proposes to manage salary savings effectively in the future.

**JUDITH REMY LEDER**, English, constituency Senator

My own experience as a Lecturer has been generally positive. My department has given me a graduate course next year! More typically, Lecturers find themselves teaching three or four sections of the same lower division course semester after semester — cruel and unusual punishment, a waste of talent, and a threat to excellent teaching.

I see a few inequities in the treatment of Lecturers. The standards by which they are judged are, I think, much more rigorous than those on which their evaluators (the tenured faculty) are or were judged. Lecturers tend to get the heaviest teaching loads — seldom less than four classes, most of which are filled with students who will write lots of papers one has to grade. We are denied the right to apply for summer research grants — these are restricted to tenure track faculty. We need desperately to achieve some publications in order to get permanent appointments, but we live under conditions that make that extremely difficult. The University perhaps regards us more as a resource to be exploited than as a true part of the academic community. I hope the Academic Senate may be able to do something about our plight.

**STEWART LONG**, Economics, Treasurer of the Academic Senate

I would like to see the Academic Senate evaluate the role and functioning of the library. While most faculty agree that a good library is the *sine qua non* of a quality university, they sometimes lose touch with every-day library operations and problems. Since a search will take place this year for a permanent university librarian, now is an ideal time for a critical examination by faculty of where the library is in terms of collections, staff, services and technology, and how each area can be strengthened. The result would be an Academic Senate "white paper" with recommendations for improving the library's ability to support teaching, research, and other creative and scholarly activity on the campus.

**DAVID DEPEW**, Philosophy, at-large Senator and Chair of the Honors Board

We have a strong tradition of faculty governance here which I would like to see maintained and strengthened. First, new people must be brought into committee and senate work. For that to occur, schools and departments must take a positive view of faculty participation in the political life of the University, and especially the participation of younger faculty.

Secondly, I think a few changes in the image of the Senate are in order. In recent years the Senate has worked itself into a defensive posture, exercising its role by scrutinizing and often criticizing proposals from administrative components of the University. It is thus getting a reputation for resisting change and for surrendering the policy initiatives that are its proper domain. I am inclined to think this perception is unfounded. But whether it is or not, the Senate should make it its business to change whatever negative perceptions do exist. The Priorities Committee, which is to be born again as the Long-Range Planning and Priorities Committee can and should be the primary instrument for seizing the initiative. I hope to see this committee bring positive, long-range proposals to the floor, and enlist the aid of all the other committees to articulate detailed documents in the areas proper to each.

Thirdly, when proposals from committees reach the floor of the Senate, that body should resist the temptation to turn itself into a rewriting committee. Documents from committees should be reported at earlier stages and reactions solicited from the Senate at committee hearings. Once a document is formally proposed, the Senate should not hesitate to send it back until it gets what it wants. In this way, the traditionally high level of debate in the Senate can be maintained while its recent tendency to get hung up on detailed rewriting can be resisted.

# Anatomy of an election fraud

*The writing of this article was preceded by much soul-searching and discussion. Why drag this sad little skeleton out of the closet? Better, perhaps, to hope that everyone would forget the whole thing.*

*If Watergate offered any lessons, one was that to cover up a crime may be worse than committing one, and another was that if you are less than frank, people will think you are covering up. The faculty's electoral process was violated last spring. The faculty have a right to know what was done about that.*

By Julian Foster

Last May, an all-faculty election was held. At stake were a three year term on the statewide Senate and the fate of two constitutional amendments approved by the Faculty Council but requiring ratification by the electorate. One of these changed the name of the Council to "Academic Senate." The other permitted officers of that body to succeed themselves once.

The election was to be done by mail. A master was prepared in the Senate Office with two ballots to a page, separated by a typed line. This form went to Reprographics, which duplicated a suitable number, cut them and returned them. They were mailed individually to faculty, for return by noon on May 2. Four hundred and forty-three faculty sent them back in the envelopes provided.

That afternoon the Elections Committee met. There were envelopes to be opened, ballots to be unfolded, and a count to be made. With several people working, there was no occasion to view the papers as a whole. No member of the Elections Committee voiced any suspicions about the process. A tally was arrived at, with one candidate defeating the other by the narrow margin of 9 votes, while the two constitutional amendments failed.

However, Mary Watkins, the Senate's Administrative Aide, had become concerned about lack of security in the electoral process. When she examined the ballots more closely later that afternoon, she concluded that while the majority were authentic, a substantial number (later determined to be exactly 100) had never been printed by Reprographics or sent out to the faculty. Dorothy Heide, last year's Council Chair, examined the evidence and reached the same conclusion. The Executive Committee decided to rerun the election. The outcome of this second election completely reversed the initial tally: the apparent loser won handily, and both amendments were approved.

The new Executive Committee, chosen on May 29, faced an immediate problem: what should be done next? They decided to appoint an *ad hoc* faculty committee to investigate. Jean Barrett (HEPER), Robert Belloli (Chemistry) and Bernard Hyink (Political Science, emeritus) agreed to serve. This committee heard testimony on July 14. I sat with them as Senate Chair, while Michael Clapp represented the administration. The committee has made its public report to the faculty, copies of which are available in the Senate office. For the account which follows, I am solely responsible.

The real ballots had been separated by some powerful machine in Reprographics; the cut was clean, straight and uniformly just above the typed line; half the genuine ballots had a line at the top, the other half had no line. The fakes appeared to have been prepared on the sort of papercutter commonly found in department offices. There were tiny irregularities in their size, and some of the cuts were slightly diagonal. When stacked uniformly, the severed edges of the fakes were greyish, while the edges of the genuine ballots were clean. The fakes had the grainy look of having been made on a xerox machine.

All the 100 fakes were voted in the same way: for one of the candidates and against the two amendments. Further examination revealed that the 100 fakes had started as 50 double ballots, before being separated by the forger. Fifty of them carried a small telltale squiggle from dirt on the xerox machine and had the dividing line at the bottom; the other 50 had no squiggle, and the line appeared (if at all) at the top. The forger's method had evidently been to simulate the variety of ways in which faculty do mark ballots by picking up a double ballot and filling in both halves of it with, for example, a red check or a green cross or a penciled circle. The ballots were cut after being voted. It is possible to pair up each of the fakes with one other.

Since the number of signed envelopes equaled the number of ballots counted, it was evident that not only had 100 fakes been inserted, but 100 genuine ballots had been destroyed. All in all, a fairly painstaking operation which might easily have gone undetected. The principal incredulity I feel about the whole thing is that anyone should take so much trouble and run so much risk to fix an election between two highly competent candidates, along with constitutional amendments of less than cosmic import. I doubt we shall ever understand the motive behind this sad little business.

The ethical situation seems clear. Faculty more than most professions must possess integrity, and a carefully planned piece of dishonesty like this is as serious as plagiarizing scholarship, claiming a degree you do not have, or any such major breach of our professional code. The Senate's standing with the faculty was damaged. The *Times*, the *Register* and the *Chronicle of Higher Education* picked up the story, so the University was hurt too. The culprit either did not care or imagined that the fraud could never be detected.

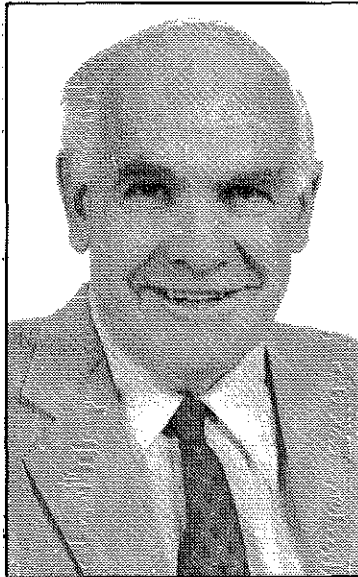
As the investigating committee found, the electoral process was rife with insecurities. The ballots were kept in an unlocked box. Some of the envelopes were slit open before the Elections Committee met. A member of the Elections Committee twice visited the Senate Office to do some preliminary operations, and was alone with the opened ballots prior to the count. Names were not properly checked against the list of voters. A xerox of the master ballot was requested by and given to a member of the Elections Committee. Developing new procedures will be a priority for the Elections Committee in the fall.

The substitution took place some time between the late afternoon of Tuesday, April 29th, and 8:00 a.m. the following

Friday. There may be many keys to the Senate Office floating around, and a nocturnal entry by someone who knew where both the used ballots and the master ballot were kept cannot be entirely ruled out. The principle of Occam's Razor, however, suggests to me a simpler hypothesis.

Were I writing the Agatha Christie mode (and I have inserted a few clues) I should now reveal "Who Done It." This would satisfy natural curiosity: the particulars of scandal have undeniable charm. The villain deserves, surely, to be unmasked and thus humiliated. Suspicion might thus be lifted from the innocent — and here I am thinking especially of the candidate who received the fraudulent votes, who I am sure is blameless.

**JULIAN FOSTER,**  
*Political Science,*  
*served on the*  
*statewide Academic*  
*Senate 1971-79, and*  
*was a department*  
*chair from 1978 to*  
*1984. He chaired the*  
*Faculty Council in*  
*1966-67, and is doing*  
*so again this year.*



But I have no legal training, or clear idea of what constitutes legal proof. Someone else who heard the evidence thought it "all circumstantial; "I disagree, finding it conclusive — but I may be wrong. Making an allegation without proper proof would hardly be a gain to the cause of justice. Besides, neither I nor the members of the investigating committee received assurances that the CSU would pay our costs, should we be sued for libel.

But the overwhelming concern here is a cherished tradition of academia: **Faculty personnel proceedings are confidential.** If the guilty party is to be punished, it must be through disciplinary procedures, which are held behind closed doors. Disciplinary action cannot be initiated by faculty, it must come from the administration. The Executive Committee has called for a confidential report to the President on personnel aspects of the matter. Such a report has been made.

Therefore, the culprit will not be named here. Nor is the name to be found in the public report of the investigating committee. The faculty's job was to determine the facts, which has been done. It is not our function to stage a public trial, conduct disciplinary hearings, or impose punishments. I hope that we have done what we should — no more, but certainly no less.

## Ballot fraud as an American tradition

It would be nice to regard this year's electoral fraud as a unique aberration. Unfortunately, this is not so. Seven years ago, it was discovered that there were 40 more ballots in the box than there were signatures of people who had voted. In some other years there have been less spectacular discrepancies.

We are, after all, an American institution, and one might say that therefore it is not too surprising if we reflect American behavioral patterns. Ballot fraud has always been one of these. The traditional machines of the Eastern seaboard popularised the slogan "Vote Early — and Vote Often." When the losing candidate in a New Mexico election in the '50s challenged the results, Congress investigated — and eventually concluded that fraud on both sides was so widespread that the best practical solution was to adhere to the original tally, however flawed.

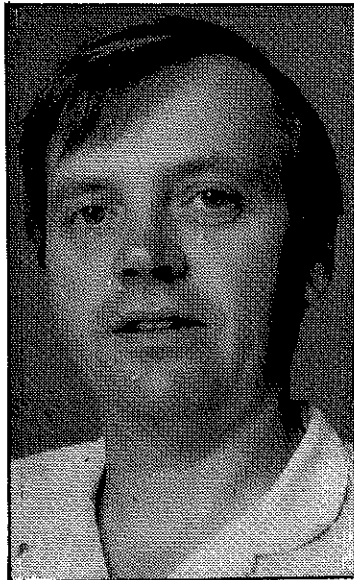
Fraud can change history. There is some evidence that John F. Kennedy was the beneficiary of thousands of dubious votes in Chicago in 1960; without them, he might have lost Illinois, a key state in his victory. Perhaps the most spectacular recent example of historically significant ballot stuffing was "Lyndon's Landslide" in 1948. In that year, then Congressman Lyndon B. Johnson was challenging the incumbent Governor of Texas, Coke Stevenson, for a seat in the U.S. Senate. With well over a million votes cast, Johnson was declared the winner of the Democratic primary by 87 votes. Attention focussed on Duval County, home of the Parr mega-ranch and hundreds of Hispanic workers, many of them illiterate in English. Duval reported 4,622 votes for Johnson, 40 for Stevenson. Since Stevenson had collected 97 per cent of Duval's votes a few years earlier, there was some question about whether this slide in his popularity could be legitimate.

It was not, of course. George Parr had long made a practice of "delivering" his county where voting was far from secret and the electoral machinery was firmly in the hands of his employees and hangers on. Before one concludes that Johnson should have sportingly conceded the election — and thus, never become a Senator or, later, President — one needs to look at the larger context. At that time, almost all the counties along the Rio Grande, with a predominantly Mexican American population, practiced the politics of fraud and intimidation. Johnson's opponent Stevenson was the beneficiary of much of this. Duval was different only in the brazen one-sidedness of its operation. To give the story a moral which perhaps it does not deserve, few people did more than Johnson as Senate leader to alleviate the extreme poverty and dependence of the poorest paid workers. To some extent because of him, these conditions which allowed the Parr machine and others to flourish have largely disappeared, and votes in south Texas and other such areas are now cast more or less freely and counted more or less honestly.

So, one might say, the Academic Senate's vote fraud is nothing exceptional. Yet in one way it was different. When fraud happens in the larger political arena, even if it detected, nothing is usually done. The Senate departed from this part of the American tradition. In both the cases where a fraud could have altered the result, the election was rerun, and the problem corrected.

# THE MERIT DEBATE

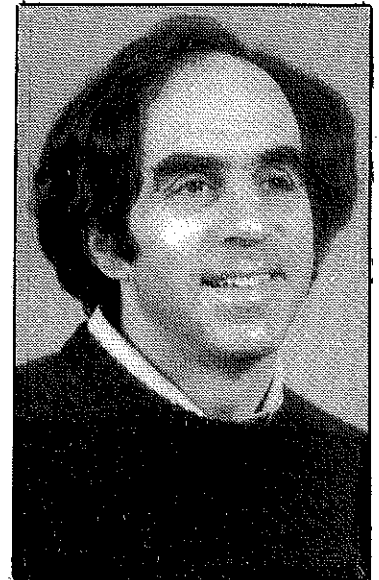
*One product of collective bargaining has been the Meritorious Performance and Professional Promise Awards (MPPP). They are embedded in Article 31 of the Unit 3 agreement. They are intended to provide "... special incentives for meritorious performance and professional promise in the areas of teaching, other professional accomplishments, and service to the University community." Allocated to each CSU campus according to the number of its faculty, they are distributed among schools on the same basis. A resolution seeking their abolition was prepared by last year's Faculty Affairs Committee, and will be coming up for action by the Academic Senate this fall.*



*GLENN NAGEL, Chemistry and Biochemistry, has served on several committees and has chaired both faculty leaves and department personnel committees on two occasions.*



*JACK CRABBS, History, has been a member of the Academic Senate since 1985. He was awarded an MPPP in 1984-85, and turned the money over to his department.*



*ALAN SALTZSTEIN, Political Science, has been department chair since 1984, and on the Academic Senate since 1985. He chaired the committee which awarded MPPPs in the School of Humanities & Social Sciences, 1984-85.*

# Faculty who excel earn reward brought by MPPP, but name isn't right

By Glenn Nagel

Although I am writing in favor of the MPPPs, let me say at the outset that there are some things I don't like about them. Mostly I don't like "Meritorious Performance and Professional Promise Awards." It could mean, for instance, that a Full Professor is (at least or at last) "promising" or that a new Assistant Professor has done (or may do) something "meritorious;" it's just unclear. Taking a full line or two on one's C.V., this item immediately draws the reader's attention and strikes a note of uncertainty in his mind (couldn't they decide?). It's bad enough that recipients have gone from "Exceptionally Meritorious" (EMSA) in 1983-4 to just "Meritorious" in 1984-6. Did they have to add the suggestion that "Promising" is what they really meant? Next, I don't like the awards as well in years I don't receive one. Since more of us don't get one than do, perhaps this is the basis for some of the negative opinions regarding this program. I think it is clear, however, that we should support this type of award on our campus and in our system.

As faculty, we are subjected to evaluation throughout our careers. Every publication, grant proposal, lecture, presentation, and seminar involves an evaluation of our performance. We are all subjected to the rigors of our personnel process. Obviously, we don't object to being evaluated; we have created a system that requires it on a regular basis. Why have we created such a system? A continual process of evaluation promotes a faculty of high quality. Equally important is the fact that evaluation allows one to gauge, and perhaps improve, one's performance. It can encourage the pioneer or shake up the complacent. It may even revive the inactive. We grade our students, rate our elected officials, reward our children, and evaluate our peers. Promotion to "Professor" does not elevate one beyond being judged. Evaluation is healthy, it's essential.

It is possible, of course, that one may not be evaluated fairly. It happens. I see this as an argument against the mechanism, not the concept. Once we decide to do it, we can learn to do it well. Some, by the way, believe that our administrators should have a minimal voice in the evaluation-selection process. My view is that it should be balanced like other similar things we do. Why should we appoint faculty colleagues to high posts with those huge salaries and not allow them to administer?

Our highly regimented retention, promotion, and tenure system allows very little in the way of recognition for those faculty who excel. Early tenure and a jump promotion are about it. Beyond that, we have the possibility of a sabbatical

every seven years and, in exceptional cases, an Outstanding Professor award. The collective bargaining process has, in my view, accelerated the trend toward regimentation and sameness to the point where we appear to be sliding toward mediocrity, or worse.

I don't believe that recognizing those who perform with excellence divides us. On the contrary, I am convinced that these rewards have very positive effects on the faculty. They reward recipients in two very real ways, they give a psychological and a financial boost, something we all can use and appreciate. They are broadly based in all areas of performance and do not favor the "researchers" over the "teachers" or vice versa (shouldn't one get extra credit if he or she is both though?). They are positive in that they reward and do not punish. They help us to recognize and retain outstanding faculty, something for which we otherwise have a very limited capacity. These awards deserve our support and our efforts to see that they are justly used. They should be renamed and retained.

## MPPP divides faculty, works against traditions of the academic world

By Jack Crabbs

At first sight, the MPPP awards give more money to the faculty — or at least some of them. Yet the faculty are ungrateful. In a survey taken by the Faculty Affairs Committee last December, three statements were offered:

"I feel that the MPPP award is a good idea, and am satisfied with the present method of implementation." 16% agreed

"I feel that the MPPP award is a good idea, but...changes should be made ..." 19% agreed

"I feel that MPPP is a bad idea and every effort should be taken to see that it is abolished." 65% agreed

Those who would like to see the program go thus outnumber its defenders almost two to one. Why this rejection?

The scale of the program has grown since its initial introduction. Last year, there were 115 awards. Each winner got \$2,500. Since the money (which includes benefits) comes out of the faculty salary budget, this represents a transfer payment of \$358,553 out of the pockets of the great majority of the faculty into those of the lucky few. Some might object to my use of the word "lucky" here; they would rather think of the winners as "meritorious" or "deserving" or something of the sort. I shall stay with "lucky," for reasons explained below.

(Continued on Page 16)



(Continued from Page 15)

It was the Trustees who insisted on the MPPP award, not the faculty. For them, it was a stroke of genius. Now that the precedent has been established, we can move toward a completely differential pay scale, with no two faculty making the same wage. I taught for one year at a school like that. None of the faculty ever wanted to see each other socially. It was in no way a community of scholars.

Most faculty know that it is very difficult to measure "merit," and that the MPPP selection process does so only in the crudest, most mechanical way. It tries to quantify everything, and it ignores the complex reality of what a good professor is and does. How much genuine attention does a professor give, for example, to the following areas? Course preparation, student advisement, attendance at student functions where one-to-one interaction occurs, examination preparation, grading, devising new curricular offerings, assistance to colleagues, reading in his own field and related fields. The MPPP selection process largely ignores all these and more, which most faculty find deplorable.

Looking at the issues from another perspective, one can argue that the MPPP award is supererogatory. We already have a variety of incentives: promotions, jump promotions, sabbaticals, released time, summer research grants, etc. Sources outside the CSU provide others: book royalties, consulting fees, fellowships, grants and so on. Most faculty find no fault with these, so why do they object to the MPPP? Because we all embarked on essentially the same enterprise, we already have more than enough mechanisms in place to reward "merit" (even though we are uncertain how to measure that), and we do not want to depart further than we have to from the principle of collegial equality. Academia has never been hierarchical, a community of superiors and subordinates, where some are encouraged to glory in being "better" than others. The Trustees and others who come from a commercial background delight in that form of divisiveness known as "the competitive spirit." But faculty are not natural competitors. They do what they do because it is their professional mission in life, not because they want to beat out their colleagues.

In a limited sense, some may claim that the MPPP "works." If you pay a traffic cop on the basis of how many tickets he writes, he will probably write more tickets. If the salary of termite inspector depends on how many householders he can alarm, he will doubtless tent more houses. If what professors do or should do was directly quantifiable, the MPPPs might persuade some of them to do more of it. If the MPPPs produce any changes in behavior, I am convinced they are more a matter of ostentatious gestures than real substance of high quality.

Some faculty apparently do not mind undertaking the tedious work of applying for these things, like dogs being trained to jump through hoops by the promise of cookies. However, the number seems to be declining. In my own school, the number of applicants last year was virtually equal to the number of awards available. Many of those who surely could get such an award refuse to go through the humiliating ritual of displaying their achievements for inspection. As a CFA recruiter, I know of faculty who will not join CFA until

it somehow trashes the MPPPs — this should endear the program even more to the Trustees.

The MPPPs are intended to stimulate "production." I am convinced that they are vastly ineffective in doing so. Instead they stimulate discord and cynicism. The price is simply too high.

## MPPP responds to a society calling for accountability

By Alan Saltzstein

I chaired the H&SS School committee that recommended awards in 1984-85. The process was nothing but a headache for me. As a consequence, I lost a few friends and heard the Committee's efforts frequently attacked, both publicly and privately. I was glad to see the efforts of some good faculty members rewarded, but I was only too conscious that some of those we had to turn down might be equally deserving. Within my department, the selections created division and hard feelings which continue to fester. I believe that in some other departments, where it was decided by majority vote that no application for the awards should be forwarded, the bitterness may be just as great.

I would prefer to be rid of the entire process. However, attacking merit based pay plans in the current political climate has risks attached to it. Merit pay for public employees has much support in the outside world. The 1978 Civil Service Reform Act, a centerpiece of Jimmy Carter's presidency, mandated merit evaluations to set pay for the upper level of the Federal Service. Subsequently, similar plans have been instituted in state and local governments. The Reagan Administration is currently trying to extend merit pay to all ranks. More and more school systems are developing merit plans.

The thrust for merit pay is coming from a variety of directions. The Carnegie Commission on Education is advocating a very drastic merit system, including a "Master Teacher" category — a select group of classroom teachers to be paid big bucks. Teacher union leaders Mary Hatwood Futrell (NEA) and Albert Shanker (AFT) were members of the Commission. The NEA has taken a rather cautious position on merit pay ("nothing more than a placebo," commented its Executive Director); the AFT has been considerably more supportive. Leaders of both major political parties have endorsed the concept. Conservatives like the notion of rewarding merit generally. Liberals accept merit pay for public employees as a useful counter to the arguments of tax revolt leaders like Howard Jarvis and Paul Gann who insist that the public payroll is fat with lazy, mediocre people. We fight strong lobbies and popularly accepted ideas by broadly attacking merit pay.

I sense we are going to have to live with some kind of merit distinctions. If so, we should consider ways of dealing with the negative consequences. I see three basic problems with merit pay plans for our profession. Firstly, we have no decent way of evaluating performance. The criteria one might use vary

within departments and disciplines are hard to operationalize, and thus are fundamentally subjective. Secondly, the rationale for a cash award is unclear. Thirdly, the behavioral assumptions behind a pay for performance system may be contrary to the collegial values we assumed when entering academia.

There have been many sincere efforts to develop ways of evaluating performance in the public sector, but to my knowledge none have made much progress in finding such indicators in occupations like ours where one must pursue multiple competing goals which lack specific, accepted criteria of performance. If we have to live with the MPPP concept, therefore, we must accept the fact that such awards will often be arbitrary. Some who receive MPPP's will not be particularly deserving, while other accomplished candidates will be rejected. The selection processes we use are probably as good as any. I think they prevent the truly undeserving from being selected, but don't necessarily identify the best.

The Academic Senate tried to make the process more equitable by ruling that no one could receive an MPPP for a second consecutive year, but this proposal was struck down as contrary to the terms of the MOU. A possible option might be to say that only achievements since an MPPP was last awarded could be cited in applying for another; I hope the Senate will consider this concept. Perhaps we might make more awards of lesser amounts. The rituals accompanying the awards can also be significant. One year, some winners were honored at their school banquet, a procedure which I fear can only accentuate the envy and glorify possible unfairnesses. The next year, things were handled quietly and, I believe, better.

We need also to consider the meaning of the monetary grant itself. Are we giving money to supplement one's pay? To encourage one to continue to perform? Or to provide recognition for a job well done? If we want to stress performance, load reductions might be much more appropriate. Most of us would agree that our teaching loads are the

biggest impediment to research and teaching excellence. I am not convinced that a grant of money, by itself, is an appropriate stimulus to enhanced productivity.

If we are supplementing one's pay, we must evaluate how well in fact we are paid. Personally, I think full professors like myself are paid quite well. Assistant professors and part-time faculty generally are not. Full professors also have access to the kinds of things that impress people who read the MPPP applications: extensive publication records, numerous committee assignments, and years of teaching the courses they want to teach. We might then consider rewarding lower ranks more and upper ranks less, giving the salary supplements to those who need them.

If the purpose of these awards is to encourage innovations — new research, new teaching methods, new ways to serve the University — then the awards should be given based on the kind of applications we now make for research grants. One's past record is less important than the quality of the proposal if we want to promote activity.

Perhaps a combination of these uses is what we ought to aim at:

some salary supplements primarily to encourage part-time and lower ranked faculty;

load reductions for professionally productive colleagues; and

awards of variable amounts given primarily on the quality of a proposal for future work.

I don't like merit pay systems in our profession. We should continue to oppose them as far as is politically feasible at the bargaining table and in the Legislature. I fear, however, that we will have to live with them in some form. The suggestions here are designed to minimize the negative features of such plans and permit us to enhance some of the goals that have made this university a good place in which to work.

## The outstanding professor problem

Debate in the Academic Senate about the wisdom of according special recognition to meritorious faculty is nothing new. For many years we have had the Outstanding Professor award, with a committee specially created each year to pick the recipient. Picking the outstanding faculty member from the entire campus does seem a rather improbable enterprise. How is one supposed to judge whether a psychologist is superior to a chemist, or compare the merits of an instructor in music with one in accounting? The issue has been quiescent for several years, but a study of ancient minutes of the Faculty Council reveals more than one attempt to quash this award.

Many of the brightest and the best have chosen not to apply for this distinction. Most of those who have been selected have certainly been excellent teachers and scholars, though occasionally someone who was outstanding mainly for the persistence of his self-advocacy may have slipped through. Since the candidates have almost always been full Professors, not due for any

other kind of major evaluation, either they or their supporters have to do a good deal of preparatory labor. If they win, they gain in status, get to give special lectures, have their names engraved on a plaque and so on, but the financial rewards are meager.

The MPPPs have dealt what may be a fatal blow to the Outstanding Professor award. There are many more of them, so they are much easier to get, and the chance that the needed preparation is wasted effort is correspondingly reduced. The financial rewards are superior. Last year there was a great dearth of applicants for the Outstanding Professorship, to the point where the selection committee had to go out and promote some additional candidacies to give themselves a reasonable range of choice.

A reexamination of the Outstanding Professor award by the Academic Senate seems overdue.

# What is 'academic quality'?

By Jack Coleman

A major goal of our university is enhancement of academic quality. Yet it is seldom clear how quality is to be measured. Some institutions are generally recognized as being of high quality. What is it that these "quality" institutions have which others do not?

Institutions which are large, or located in major cities or have survived for a long time may pick up a degree of recognition quite unrelated to academic realities. A major sports program can enhance a general reputation simply by making the name of the institution more familiar. Generally speaking, it is easier for a university to make a plausible claim that it is excellent if it is already well known; if such a claim comes from an institution few have heard of, the public is less likely to be convinced.

An institution may possess large and attractive buildings, a substantial endowment, or generous public funding. It may manage its resources efficiently. Important as the resource element is, it seems to be only a necessary but not sufficient means of attaining the end of quality, not to be confused with the end itself.

I have had opportunity to sample the literature and to attend workshops and conferences concerned with academic or educational quality. A synthesis of my sampling regarding this topic (including the Newman Report, Alexander Astin and Heist) suggests that higher education continues to define quality generally in terms of inputs. Thus it is assumed that if a university can be selective in recruiting its students, it somehow teaches them more excellently than if it takes in a broader segment. If it recruits faculty from the most prestigious graduate schools, it is assumed that they perform better in the classroom than do their colleagues elsewhere. I am not convinced that "input" measures tell the whole story.

Because objective measures of quality are so scarce, those who try to assess it often resort to the opinions of peers. It is not easy to know how these opinions are arrived at. In many instances, they probably stem from general impressions, received wisdom, popular stereotypes of how good an institution is. I would not be astonished, to take an extreme example, if the School of Business at Princeton were rated among the best in the nation — even though Princeton does not have one! Once a place is known to be good, people assume that it and all its programs must still be good, regardless of current merit. You can confirm this almost daily by reading the latest results of various "ranking" surveys; there are few, if any, surprises.

The true measure of educational quality, I believe, is not input but output. How much does a university do for its students — developing their talents, and increasing both their knowledge and their ability to use it? What faculty do is the key to quality. An institution of high quality is one that produces a great amount of desirable change in those who attend it.

Beyond this, I think there are various characteristics which a university of high quality must possess:

1. General internal agreement regarding its mission and goals, its priorities, and how to optimize the employment of resources to those ends. It appraises and reappraises and is willing to introduce and to manage change.
2. Academic programs that go beyond content and are designed to contribute to the students' ability to think clearly and critically, to communicate effectively, act wisely, discriminate among values, and progress toward career aspirations.
3. A faculty on the growing edge of their academic fields, seeking new ideas, materials, and approaches to improvement and, at some level, actively involving the student in the learning process and encouraging the individual creativity of each student.
4. Administrators who provide leadership in helping to make crucial decisions about the institution's future and to manage resources prudently, and sometimes courageously, to achieve institutional goals.

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# Making good teaching better

By Carole Harrison

The faculty want to teach well, and they welcome programs which may make good teaching better. Evidence of this includes (1) the CSU Academic Senate's recent reaffirmation of its position emphasizing the primacy of excellent undergraduate teaching, and (2) the high rate of response (43.4 per cent return) to survey conducted on our campus by the Faculty Development and Educational Innovation (FDEI) Committee last spring. A five member Task Force on Faculty Development was appointed, and has now made its report.

The Task Force emphasized the necessity of any program of faculty development being "owned" and run by the faculty. A well-planned program, sensitive "to faculty needs and desires, can indeed do much to stimulate renewed faculty interest in the profession, help them to keep current in their disciplines, assist them in improving their teaching, encourage and support their study of new fields of learning, and establish and maintain the collegial and social interaction essential for a healthy academic environment." The Task Force believed that only by including a relatively large group of faculty members in the design and implementation of faculty development would a program evolve that is **by and for** faculty. The role of the administration must be one of benevolent support — providing monetary and human resources, encouraging faculty to participate, and rewarding them for doing so.

The Task Force's proposal suggested a three-year program that would begin modestly and expand. The first phase of the program as recommended by the task force includes the following components:

1. **FACULTY DEVELOPMENT STUDY GROUPS** — Three groups of between six and eight members each would meet monthly for dinner and discussion about faculty renewal, teaching excellence and the direction a faculty development program should take. During the spring semester the three groups would come together for a small conference to present their findings and recommendations. Each member of the Study Groups would receive a \$25 stipend per meeting.
2. **FACULTY SUPPORT GRANTS** would be initiated in the spring semester. These grants would provide assigned time and/or funds to enable faculty members to plan new courses or restructure existing ones, develop new teaching methods and materials, and engage in a wide variety of other activities leading to personal and professional growth. Individual awards would provide assigned time not to exceed 3 WTU's per semester and/or operating, travel and other expenses not to exceed \$1000. The activities supported by the grants include the four in which the FDEI Committee's survey indicated CSUF faculty members are most interested: 1) developing instructional materials that would facilitate learning for a course currently taught, 2) designing a new course or restructuring an existing one to include innovative teaching strategies and materials, 3) participating in a professional exchange program with another campus, and 4) taking a course to augment knowledge of the subject matter he/she currently teaches.

3. **FACULTY SUPPORT WORKSHOPS** would be inaugurated. For example, a "Semester Kick-off Program" would begin the spring by bringing new and veteran faculty members together for lunch and for several practical workshops concerned with improving classroom performance. It would also teach techniques of time and stress management. The day-long meeting would foster faculty interaction and orient new faculty members to campus values of collegiality and teaching excellence. CSUF faculty would serve as workshop facilitators and leaders, and a continental breakfast, lunch, and wine and cheese would be provided. In response to continued interest by the faculty, the workshop, "Improving Student Writing in All Disciplines" would be offered again in spring 1987. The workshop familiarizes faculty with techniques of assigning and evaluating writing and is designed to increase the use of writing as a means of teaching. Other workshops would be planned in response to faculty need and interest.

**CAROLE HARRISON**, Music, was Vice-Chair of the Faculty Council in 1985-86, and a member of the Task Force on Faculty Development in 1986.



The activities proposed for the 1986-87 academic year, as outlined above, would provide opportunities for involvement in each of the three components of a successful faculty support program: 1) personal (professional) development, 2) instructional (and curricular) development, and 3) institutional (organizational) development. During the second and third phases of the program, **STUDY LEAVES** (equivalent to sabbaticals) and a **FELLOWS PROGRAM** were suggested by the Task Force.

The Academic Senate's FDEI Committee would play a central role in all of these activities. In the bylaw describing its duties, the Committee is charged to "(a) formulate, review and recommend policies regarding faculty development and . . . (e) encourage and assist faculty in using resources for faculty and program development." In recognition of the important and time-consuming task of creating and implementing a meaningful faculty support program on the CSUF campus, the chair of the FDEI Committee would receive 3 WTU's of assigned time for one semester.

The proposal of the Task Force Report will be referred to the FDEI Committee, to be translated into the language of specific policies. The Academic Senate will consider these recommendations, and forward them to the President. President Cobb has already indicated her wholehearted support for the work of the Task Force.

# Representation

(Continued from page 5)

Another problem with the representative principle is that it can lead to some groups being permanently excluded. The most frequent victims will be faculty not organized by school — the librarians (who may never have a seat in Professional Leaves), and the student service personnel (who may be excluded from Long Range Planning). Being fair become progressively more difficult, the more one legislates.

The is also the question of whether bureaucratic organization should always be the guide. Do engineers need separate representation this year, whereas previously they could be regarded as part of MSE? Do colleagues in the same constituency necessarily have much in common; philosophers and foreign language people, teacher education types and nursing faculty? If the proposed School of Communications becomes a reality, must we enlarge committees to provide them with a seat? Do they necessarily want all these seats? These are all the question with which the Academic Senate should come to grips.

## An award

Being staff to the Academic Senate might easily be regarded as something of a nightmare. One's principal "boss" changes every year. The forty-three other members of the Senate can ask for service. So can committee chairs or, indeed, any of the many faculty involved in governance tasks. Instead of the reasonably methodical scheduling of work which characterizes most offices, the Senate by its nature is unpredictable. Sometimes there is nothing much to do; at others, the load is overwhelming.

All this makes it the more remarkable that Mary Watkins, the Senate's Administrative Aide for the past two years, has been able to cope so well that this year, she received the Outstanding Staff Member award for the University. As I feel sure everyone on the Senate will agree, no award has been more truly deserved. JFSF

## Coming in the next issue

**Where Did All the Money Go?** An analysis of what led to the freeze on departmental and other expenditures in the spring of this year, with ruminations on whether this will be a recurring disaster.

**Is Instruction by Television the Wave of the Future?** Pat Wegner explains the capabilities of ITFS, and suggests some policy possibilities. Commentary by Stewart Long.

**Can We Afford the Athletic Program?** Joyce Flocken examines the costs and benefits of our present effort to play big league sports. Commentaries from interested parties.

**Faculty and Administrators: Allies or Adversaries?** Julian Foster speculates on the curious relationship between the two; on the virtues and dangers of both conflict and cooperation.

**Should we have a Satellite Campus in the South County?** Differing views of current planning to expand CSUF's service area.

# The big swap

(Continued from page 3)

already filled during peak class hours. Another lot will be built at the north end of the campus, and the one currently leased to the optometrists will be reclaimed. Additional possibilities involve shuttle service to off-campus parking locations. Nevertheless, there seems little doubt that student parking problems will be intensified. The only longterm answer to this problem may be parking structures, which are not immediately in prospect.

**The Youth Sports Complex** is essentially a stadium, to be built on the existing football field. It will accomodate an audience of about 10,000 people — enough for many of our present games, but not large enough to attract the big-time football schools. A second structure, to hold another 10,000 could be added later. Control over this facility will be shared between the University and the City.

The precise design of the stadium is yet to be decided. It may have office space for the coaches, which would in turn free up other space for faculty, but this is not a firm promise. It is not yet clear how often this facility will be used, or what proportion of the use will be by the University. There is also the matter of maintenance costs. It can be argued that an 'events center', geared to basketball and to public performances of various kinds would be of greater benefit to us, but no doubt this would cost more, and it is probably too late to negotiate the change.

**Money.** The University originally was to pay a share of the construction costs of the sports complex. It now seems that it may be lent this money by the City. The trade-off is that we do not appear likely to get any income out of the hotel for many years. Funds which we were scheduled to receive under the original plan will go towards paying off our loan obligations to the City.

**Costs and Benefits.** If the deal goes through as presently planned, the University will gain a hotel on its land, but without any specific ties to or uses by CSUF. It will gain a sports stadium with a price tag of over six million dollars at no immediate cost to itself. It will give up some sorely needed parking, and yield some control over its present football field to the City of Fullerton. This complex equation will probably be presented to the Board of Trustees for approval relatively soon. It is likely to be explored by the Academic Senate at its meeting on September 11th, when Vice President Sal Rinella has agreed to appear and respond to questions on this and other topics. All faculty are welcome to attend that meeting, and to participate as questioners in it. A word of warning to those of rhetorical bent: each question must be asked within fifteen seconds.

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