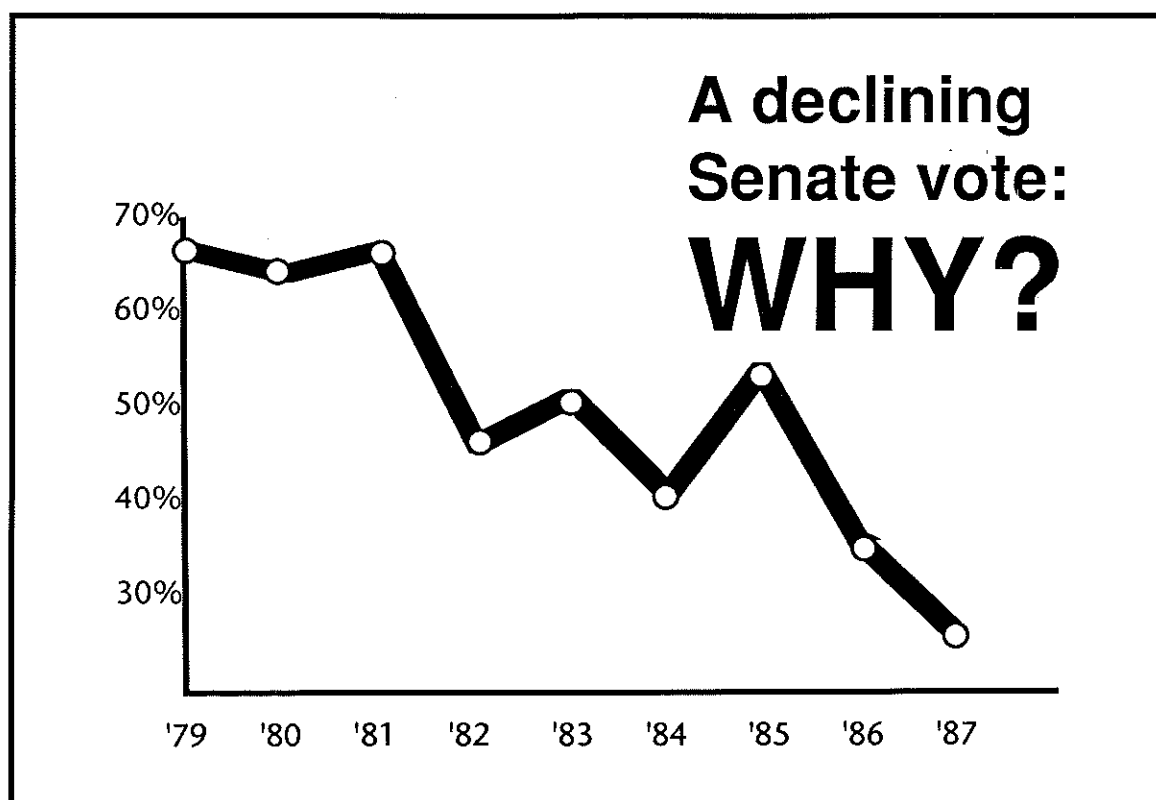


SENATE FORUM

MAY, 1988

VOLUME 2, NUMBER 4



Also in this issue:

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- * Teaching and research: more debate

Editorial

Vote Now

The Academic Senate and its structure of committees is the only way in which the faculty as a whole is represented on this campus. The Senate tackles issues that involve us all. Should we have a hotel and a stadium? Should we have a satellite in Mission Viejo? How should the General Education program be composed? How should department chairs be selected? Should there be a ban on smoking? What sort of building should be constructed next? Can the Bookstore serve our needs better than it does? Are academic standards declining? And hundreds of other problems, large and small, which continually arise.

The concept of representation requires that the voters choose representatives in whom they have confidence, and who will represent their views. Those who don't vote may not be represented. If enough people don't vote, and enough elections go uncontested, then it is doubtful if anyone is represented. If outsiders perceive this to be the case, the Academic Senate may lose its ability to do anything significant for the faculty, and become a mere debating forum.

Voting requires a visit to the Library Foyer, any time between 10 a.m. and 4 p.m. on the two polling days. This is not a major expenditure of time; you may even enjoy it.

Please Vote.

The Editors

Why Faculty Don't Vote

Philip Gianos

Elections are wonderful objects for interpretation, not least because those doing the interpreting frequently have just won or lost one. Such interpretations, while suspect, at least have the virtue of deeply felt certitude. Less certitude is present among those whose professional job it is to make sense of elections.

This uncertainty is aimed at two topics: one is the "meaning" of an election's outcome, as in the case of the presence or absence of a mandate. Does a landslide win necessarily indicate clear policy mandate? The evidence suggests not: voters can speak loudly without always speaking clearly. This was the case in the presidential election of 1980 and probably that of 1984 as well.

The second topic around which uncertainty exists is turnout: what do high or low rates of turnout tell us about voters? What messages do high or low turnout rates send to those elected? What does it mean if turnout is rising or declining? What follows is an effort to examine turnout in Faculty Council/Academic Senate elections at CSUF in recent years, informed by what we know about the dynamics of turnout in the national electorate, as well as things more peculiar to an academic setting.

The accompanying table presents turnout rates by constituency from 1979 to the present, but there is an important caveat: constituencies change and therefore figures on mean turnout by constituency are to be interpreted with caution. This is not the case with mean turnout by year, which is a more valid and revealing measure.

Two things stand out: first, some constituencies turn out at greater rates than others. Generally, the social sciences and humanities vote at higher rates than do the arts and business constituencies. This is consistent with what we know about faculties from earlier national surveys: social science and humanities faculties are consistently more politically active than their counterparts in business, the arts and engineering.

Social science and humanities faculties are also, it turns out, more left/liberal in their political views than their colleagues. It does not follow, however, that the CSUF Senate is therefore laden with leftists, since it is not clear that one's views on national and international issues translate readily into academic issues.

The second pattern, and the more important, is the steady and steep decline in overall turnout: since 1979 the rate has dropped by nearly half. In this respect,

CSUF's electorate behaves much like its national counterpart, where post-WWII turnout at all electoral levels has declined.

WHAT DOESN'T EXPLAIN THE DECLINE

In an attempt to explain the decline in turnout, several obvious suspects come to mind. None appears to be implicated.

First is faculty demographics. In the national electorate, education is by far the most powerful predictor of turnout, followed by age: the well educated and the middle aged are the most likely to vote. Our faculty is both, and every year marches closer toward the age range associated with high turnout. Purely in terms of demography, turnout should be high and, if anything, increasing.

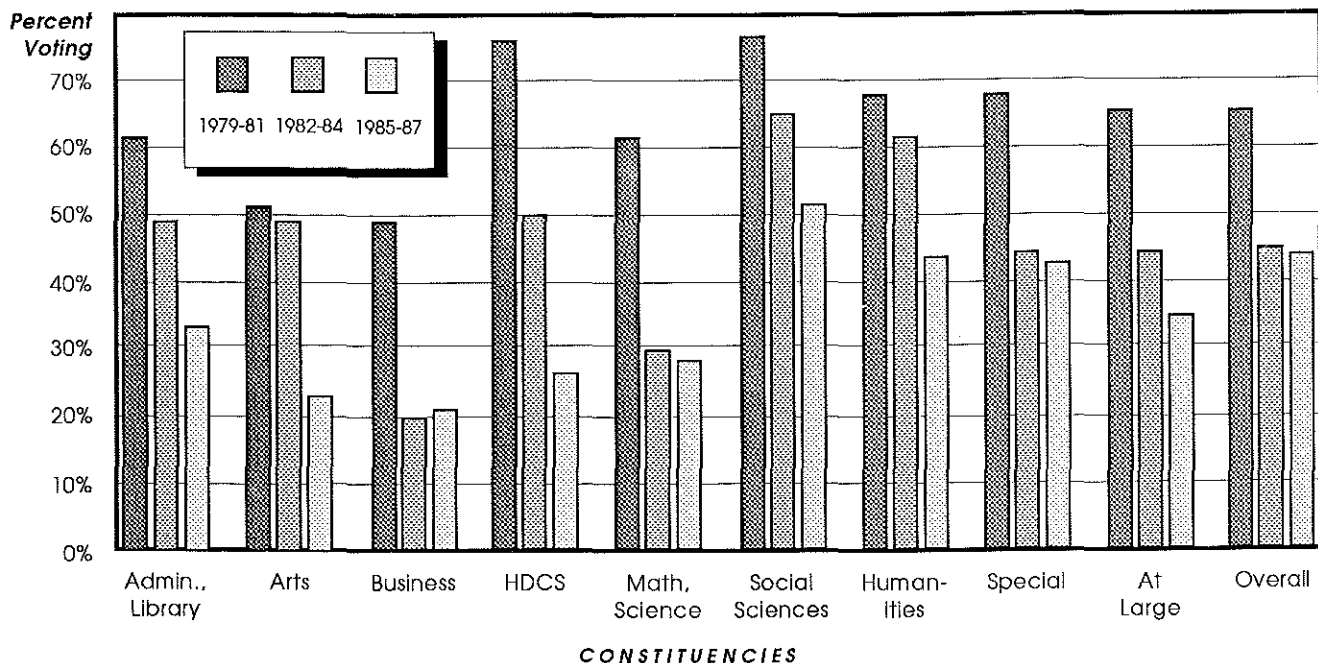
A second possibility, much studied by political scientists, is formal voting procedures. Foremost among these is registration. Many concerned with declining national turnout urge easing registration procedures in order to capture voters whose interest peaks before the election but after registration deadlines have been passed. At CSUF, we're all registered and are not dropped from the rolls for failure to vote. Another aspect of voting procedures--access to the voting booth--will be discussed below.

WHAT MAY EXPLAIN THE TURNOUT DECLINE

What follows are some speculative points which might account for the decline in campus elections in recent years

First, is demographics, again. A middle-aged faculty might be expected to become, as it ages, less concerned with university politics for several reasons. Questions of salary, working conditions, office allocations and other aspects of one's work probably become more important to an older, tenured faculty. These are matters largely decided in Golden Shore, Sacramento and one's department. The value of serving on the Senate probably declines as more of us become tenured; our belief that the Senate does things which affect us directly also probably declines. In this latter respect, a survey of CSUF faculty underlines this: ninety percent of us feel able to influence department policies; sixty percent feel able to influence campus-wide policies. Three quarters of us believe our departments are "somewhat" to "very" democratic; sixty percent feel the same way about the campus administration. As a locus of political activity, the department is an attractive target: it dispenses attractive, tangible benefits like offices, equipment and released time and is believed to be relatively easily influenced. I suspect that, to the extent that CSUF is now a relatively mature institution

SENATE ELECTION TURNOUT



Faculty Participation

in organizational terms, many see the value of the Senate and what it does as diminished relative to what it might have been in earlier years--the difference, that is, between creating an institution and maintaining it.

These considerations suggest that the decline in turnout is probably the product of two quite different themes: satisfaction and dissatisfaction. I hazard the hunch that some of us are quite pleased with the representation we get and thus have no particular desire to vote; I suspect others are convinced that the things which most concern them are not readily addressed by the Senate.

One important difference between legislative politics at CSUF and that which occurs in places like Sacramento needs to be underlined. In any legislature, committees are central to the conduct of business. They do most of the work, and powerfully influence floor votes by virtue of their concentration on an issue and their expertise. Just ask Robert Bork. At CSUF, one need not be a member of the legislative body to serve on a committee, or indeed even to chair one. I suspect a reasonable amount of political ambition is channeled through these committees, and while this does not necessarily eliminate concern over low turnout, it does suggest a reconsideration of the nature of faculty representation in university affairs.

DOES IT MATTER? COULD WE FIX IT?

The most troublesome aspect of low turnout is that, if it reaches too low a level, it may lead to doubts about the legitimacy of decisions made. If those represented come to feel that an allegedly representative body speaks only for a small fraction of them, both legitimacy and compliance suffer.

Low turnout also makes the job of the representative easier because he or she need only please a small and homogeneous "attentive public" of voters, and thus we have a self-fulfilling prophecy centering on charges of inattention and unrepresentativeness.

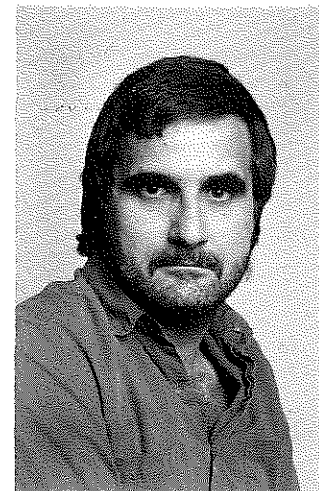
How might one increase turnout? One way is to have real disputes over issues that engage most of us regardless of department or rank, preferably ones organized along lines similar to those of political parties. Such differences exist, but not in an especially organized way. Not everyone would support such a model because not everyone likes conflict or politics. Nor does everyone believe that such debates are healthy: the fear of "factions" is as old as the United States. At the least, publications like this one serve admirably to raise common issues for all who care to read them.

At a more practical level, my own department has found a "candidates night" discussion helpful in elections for department chair: the department gathers with the candidates, listens to them, and asks questions. This might not be an attractive prospect for some candidates, but it would almost surely increase interest. In

this respect, the turnout data by year are revealing: there is a strong drop-off in turnout after 1981. Prior to that year, "slates" of candidates for the (then) Council were common. Sometimes these slates were unopposed, sometimes--1981 is an example--they were faced with opposition slates. In either case, old-fashioned hallway politics was present: colleagues were buttonholed, campaign materials circulated, plots were hatched. Almost certainly, this stimulated interest and turnout. It is probably not accidental that the disappearance of slates is associated with the decline in turnout. When in 1987 there were, for the first time, no at-large contests, turnout dropped to an all-time low of 28 per cent.

Finally, politicians learned long ago that mundane things affect election outcomes, including seeing to it that voters get to the polls. The university library foyer is not the most visible spot on campus, nor is it necessarily a place that all of us pass through daily. Increasing the number, or the visibility, or both, of polling places might--marginally--increase turnout. The easiest polling arrangement of all would be a mail ballot. This would probably increase turnout significantly. Or we could give blue chip stamps to those who voted or follow the example of Australia, and fine those who didn't. Given enough incentives, one could probably push turnout close to 100 per cent, but what would it prove? High turnout should demonstrate commitment; it is an indication of faculty support for the Senate, not an end in itself. □

Phil Gianos has been teaching theories of political participation and voting behavior in the Department of Political Science since 1971.



Professionals and Traditionals

Edgar Trotter

One of the more intriguing questions in my experience with academic governance has been the differing degrees of participation in that activity by faculty from among various disciplines. Although I first encountered the phenomenon here at Fullerton, I later heard of similar patterns from colleagues at other institutions. They generally ran along the lines of "Oh, the Academic Senate is dominated by those History (English, Political Science, etc.) folks who have a stranglehold on general education (budgets, personnel decisions, etc.) and simply don't understand Communications (Engineering, Business, the Arts)." I don't think I'll ever forget one Academic Senate colleague, a sculptor, who, after having sat through two years of meetings without a single utterance, left his final session with the words, "I don't think I've ever seen so many linear minds in one place in my life!"

The frustration he was reflecting is certainly not unknown among faculty in a variety of disciplines. In fact, it often manifests itself in outright hostility, at worst, or mere detachment, at best. But, why is it that faculty in some departments or programs seem to be uniformly involved in the process of governance while others are not?

I suspect that the attitudes and behaviors build from a variety of factors which actually differentiate the disciplines from one another. One simple paradigm might describe the two as "professional" and "traditional." The professional program is characterized by a focus on a specific set of activities and "audiences" off campus which also claim membership in the discipline. For example, accountancy is a profession shared by the "real world" and the academic alike. It is expected that leadership in the field shall come from both worlds. Such is less likely to be the case in the world of historical studies, for example. The university is the prime, if not sole, source of leadership in the study of history. Consequently, we could say that much of the locus of activity of the professional discipline is not within the university, and very often it is of a national orientation. There is the pull of contacts of all types on the faculty of the professional school.

Further, the professional school is characterized by a greater dependence upon its majors for its enrollments than are the more traditional disciplines. Consequently, there is more likely to be a focus upon service toward majors since that is where its economic action is. Faculty in such disciplines see little gain in curricular changes to enhance the "revenue" of enrollment.

Because universities are rather conservative places, particularly with respect to curriculum and personnel, it comes as no surprise, then, that newer disciplines, as they evolve, do not easily gain respect. As in all social organizations, a pecking order has evolved within American universities which place the newer, more professionally oriented fields closer to the bottom of the ladder. When faculty in such disciplines know this, they are less likely to seek out those activities which will continue to remind them of that second-class status. Being human beings, and having pride in what they've accomplished, they simply don't want the hassle. They feel the disdain of those who would keep them in their place. They duck.

Additionally, being newer disciplines, professional schools are more likely to have the most recent hires. Younger faculty, given the more challenging requirements of the personnel system, find that participation in academic governance brings few if any rewards toward their move up the career ladder. Today, any department chair who advises a junior faculty member to become active in faculty governance does so at great risk to that person's career.

And, finally, it just may be that the type of activity which the academic senate represents is simply closer to the character of some disciplines than to others. Debate, attention to policy details, and large group activity are all more characteristic of some disciplines than others, it would seem.

But, as someone who has been deeply involved in faculty governance and as someone from a "professional" discipline, I see at least five very solid reasons why faculty should participate. First, the process of faculty governance has a great need for the skills and knowledge of all fields. As university policy is developed, not only is a campus-wide perspective required, but often the policy process is immeasurably enhanced by the specialized knowledge possessed by those in business, communications, or the arts.

Second, faculty governance is often where the major decisions affecting the university are reviewed and discussed. Therefore, it is in the interest of all disciplines to have their voices heard in ways appropriate to their presence on campus.

Third, change comes slowly, of course, but only through strong participation in the decision-making process can that change take place in a manner which

Please see TROTTER, Page 8.

Does the Senate Represent the Faculty?

-No-

Jean Barrett

When the Academic Senate (then known as the Faculty Council) was created, all the members were elected at-large. This was most appropriate for a campus whose president prided himself on the ability to know every single faculty member on sight. The place was much smaller, and the faculty knew each other well enough to decide who would or would not represent them well. Council members were selected upon a relatively high level of knowledge by the electorate.

As the campus grew, pressures increased to allow newer faculty to participate in the process of faculty governance. A group led by Julian Foster (the "Young Turks") was able to convince the faculty to change the system of election to the Council to a combination of at-large and constituency representatives. This was an attempt to dilute the power of those who had been active in the past and were able to maintain their membership on the Council because of their wider campus visibility.

The changes demonstrated concern for faculty rights and faculty interests, and allowed for broader participation of faculty in the governance process. These changes served the institution well in its quest for status as a true university.

The wisdom of having the various elements of the faculty represented not only on the Senate, but also its committees was soon recognized. Increasingly this has been made a constitutional requirement. The Research Committee has for years been composed on the basis of one seat per school. When the Long Range Planning and Priorities Committee was reconstituted in 1986, a similar plan was adopted for it. In the same year, the bargaining contract required the Personnel and Leaves committees to be directly elected by the faculty in the several schools.

The Constitution Committee has now received a request to extend this format to the University Curriculum Committee as well. In our deliberations we discussed the possibility of proposing a similar pattern for the General Education Committee and the Graduate Education Committee. Conversations with members of those groups indicated that this type of faculty representation could facilitate the work of the committee as well as help each school feel more involved with the overall concerns of the university. This pattern could result in a better informed and more involved university community. People would know who the school representatives are and feel freer to contact them with

Please see BARRETT, Page 7.

-Yes-

J. Vincent Buck

Why be concerned about the structure of Academic Senate elections unless this structure makes some difference? Only if the manner of choosing Academic Senators affects their subsequent behavior in office should we spend time on this question.

At present the Senate is a combination of at-large and constituency representatives. In the abstract this should result in the election of two differently motivated groups. Those elected by constituencies should be concerned with the particular interests of those constituencies, while those elected at large should be interested in the concerns of the entire university.

This holds only if elections are competitive and if senators seek re-election. People who do not worry about re-election need not be concerned about their constituents' feelings on issues, and can behave much as they like. They can attend or not attend and they can vote however they like without fear of retribution at the polls. Such legislators are basically loose cannons voting on some basis unrelated to constituent wishes. They represent only themselves.

If we have to drag people to serve on the Senate, this is the type of legislator that we are likely to get, and it makes little difference if they come from constituencies or from the campus at large. Only in a competitive electoral situation where an Academic Senate seat is valued does the nature of the constituency enter into the equation.

Since I believe that most Senate seats are valued, I feel that it does make a difference if individuals are elected from school constituencies or from the campus as a whole. The most important difference has been suggested already. Individuals from constituency seats who wish to be re-elected must think in terms of constituency interests. Their electors share some interest that separates them from the rest of the university and these electors expect their representative to support these interests. On the other hand individuals representing the whole university electorate cannot be seen to favor narrow interests if they wish to be re-elected. They need to be viewed as rising above parochial concerns to represent the entire faculty.

The structure of the elections can therefore facilitate either unity or factionalism. Individuals who need unifying issues to get elected will emphasize or create such issues. Individuals who need divisive issues will emphasize or create those issues. On that basis alone

Please see BUCK, Page 8.

BARRETT, Continued from Page 6.

concerns and issues. This more direct access with individuals involved in the process would strengthen the role of the faculty.

Clearly there is value in assuring that all schools have representation on important committees. Information can be transmitted back and forth between the school faculty and the committee members, improving communication and understanding at each level. Expansion of the UCC seems to be a rather straightforward matter, a change in the constitution to provide a representative from each school. This solution might apply to several other important bodies as well. One of the questions that arises regarding this trend is why is there a perceived need to have every interest represented on faculty bodies across the campus. Clearly faculty understand that many decisions which affect them directly or even indirectly are made in the committees of the Academic Senate. Some contend that only by mandating that all schools have equitable representation can there be a fair hearing since the Academic Senate itself is not a proportionately representative body.

That concern arises from the fact that a highly disproportionate number of the at-large seats on the Academic Senate have been occupied over the past decade or more by faculty from a single school. There are 44 seats on the Academic Senate. Twenty of those are elected by constituencies. Of the remainder, 15 are at-large seats, three are state-wide academic senators, two are named by the Associated Students, one is the president of the university, one is the vice president for academic affairs, and one is elected by the emeriti faculty association. And one is the immediate past chair of the Senate, when there is such an individual.

As shown in Table 1, only once in the eleven years reported did faculty from the School of Humanities and Social Sciences occupy less than half the at-large seats when the state-wide academic senators are included in that group. Clearly, then, there is a disproportionate system of representation across the campus.

The campus continues to grow. Because faculty hires have not taken place evenly across disciplines, some departments and schools are populated by newer faculty while others have not had a significant number of hires in the latter half of the university's history. Fewer and fewer faculty know one another across campus. There is nothing sinister about that. It is an inevitable outcome in a campus undergoing transition from one generation to another, particularly in a period of growth. Newer faculty, now as in the era of the Young Turks, have a different agenda than do older faculty. Consequently, they will have less and less confidence in a governance system which they perceive does not articulate their concerns. This will only accelerate over the coming years as the number of new hires increases at a rapid rate.

It is now 22 years since the last significant change in representation on the Academic Senate took place, and a number of us are concerned. We are concerned about apathy and non participation on the part of some of our academic colleagues and we are concerned that our procedures have not kept pace with the changing face of our institution. One way to change the pattern is to move to a straight constituency-based form of electing Senate representatives. Faculty in schools which have historically shown a lack of active involvement in Senate affairs would of necessity become participants. If representation was more proportional the perception of the Academic Senate would also be altered. The voice of the faculty would be strengthened because it would become a more representative voice, not one which expresses the interests of one group more than others. □

Table 1

At Large Members and Statewide Senators by Constituency

	Library	Admin., MSC	etc.	ECS	BAE	NSM	HUM	SS	HDCS	ARTS
1977-78	2	2	1	2	2	6	-	1		
1978-79	1	1	2	2	3	6	3	-		
1979-80	3	-	2	1	3	7	1	-		
1980-81	1	-	2	1	2	7	2	2		
1981-82	2	-	-	2	2	5	5	2		
1982-83	2	-	-	2	2	7	3	1		
1983-84	2	-	1	2	3	7	2	-		
1984-85	3	-	-	1	6	5	1	1		
1985-86	2	-	-	-	5	6	3	2		
1986-87	2	1	-	1	5	5	2	2		
1987-88	2	1	-	1	4	6	1	2		
Total	22	5	8	15	37	67	23	15		



Jean Barrett, HEPER, was chair of Academic Senate from 1982-83.

Faculty Participation

BUCK, Continued from Page 6.

I would favor broader electorates over narrower ones. The good of the university often goes beyond the sum of those items that are favored by individual schools. Who is to look out for such interests in a legislature made up exclusively of constituency representatives?

Another reason for valuing at-large elections is that those who win them must be both well known and well regarded by the whole faculty. The path by which individuals develop a university-wide reputation requires them to develop knowledge, contacts, skills and outlooks that will serve them -- and the university -- well.

Other reasons argue for a mixed -- at-large and constituency -- representation. First, if at-large elections result in experienced individuals getting elected, constituency elections provide a means by which relatively unknown people can reach the Senate. Second, individuals may be shut out of constituency seats because they differ with their departments or schools on some fundamental constituency issue. At-large seats provide them an alternative route. Third, any faculty member in a department which already has a well-established representative will be effectively precluded from Senate service unless there are at-large seats. Finally, two electoral options allow those who feel constrained by their electorate to run in the arena in which they feel most compatible.

Some departments and schools are more interested in university issues and politics than others. When I served on the Executive Committee of the Senate an inordinate amount of time was spent trying to find individuals from areas such as the performing arts and engineering to serve on committees. If the at-large seats are eliminated then more seats will be apportioned to these parts of the university. If it is difficult to find faculty to serve on committees it will be even harder to get people to serve in the more demanding Senate.

These seats most likely will be filled by faculty who are relatively unknowledgable and uninterested in the matters with which the Senate deals. They will attend less regularly than the at large candidates that they replace, and they will not make as valuable a contribution to debate. The result will be a Senate of reduced quality. Its stature and legitimacy will suffer in the eyes of the university community, perhaps leading to its demise as a meaningful legislative body. The Senate and its committees are working bodies, and if the work gets done shoddily or not at all, the Administration cannot be blamed for taking over Senate functions.

The at-large representatives may as a group be likely to come from one or two schools. But they are, as a group, the most valuable members of the Senate. And it is they who most often speak for the broader interests of the university. Reapportioning those seats to constituencies would do far more harm than good. □

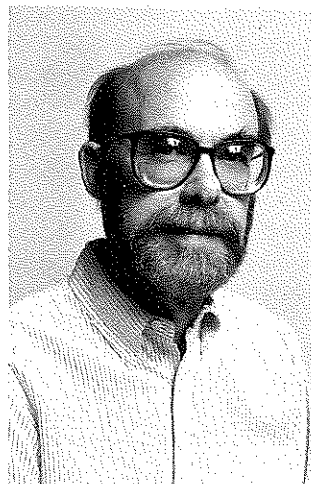
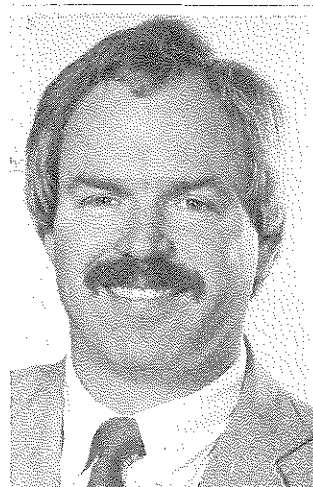
TROTTER, Continued from Page 5.

serves the needs of the newer disciplines. Academic governance is the individual's single best opportunity to make an impact upon the institution.

Fourth, somewhat akin to the third point, is that participation in faculty governance is essentially a part of faculty development. As individuals get "a piece of the action," they take greater pride in themselves as professionals and in the campus as a place to work. Their future and the university's future become interlinked.

And, fifth, just as faculty development is enhanced by participation, similarly, program development is enhanced. Programs in which the ethos is that their unit makes a difference on the campus are more likely to have higher morale and esprit de corps. □

As the Chair of the Communications Department, a former Chair of the Academic Senate and a member of the *Forum's* editorial board, Ed Trotter get to write about anything he wants, anytime.



Vince Buck is Professor of Political Science and has served in the Academic Senate and on its Executive Committee.

History of the Academic Senate, Part 3

Testing the Limits:

Academic Freedom Under Threat at CSUF

Larry deGraaf

The "Young Turk" Faculty Council of 1966-67 had dealt mainly with internal questions, and had secured a more effective role for all faculty in the making of university policy. But before it was out of office, there were already signs that its successors would not have the luxury of setting their own agendas.

The escalation of U.S. operations in Vietnam and the transformation of the civil rights movement into a racial nationalist uprising spawned activism and sometimes violence on campuses all over the country. A minority of students began protesting the draft, harassing military and industrial recruiters, and agitating for ethnic studies and other trappings of a "relevant" curriculum. As one of the nation's largest and fastest growing systems of higher education, it was inevitable that the California State Colleges would be involved in this trend.

During 1967, the CSU was the subject of a variety of unfavorable stories in the media. Much of the earliest disruption occurred at San Francisco State. After sometimes violent protests during the spring, *Open Process*, an underground paper, added a new dimension by publishing poems and essays on sex and a nude photo. In September, a black student group at San Jose charged the campus with racism and forced the cancellation of an upcoming football game. On November 6, a group of black students at San Francisco broke into the campus newspaper office and beat up several white staff members. It was in an atmosphere of a system out of control, already the subject of politicians' and public interest, that on November 8, 1967, the Drama Department at Fullerton staged an experimental play: *The Beard*.

As the Associated Press was to report later: "The Department last year put on an invitation-only performance of a play called *The Beard*. It is a dialogue between characters and representing cowboy folk hero Billy the Kid and early-day movie star Jean Harlow. Frank sex words fill the play, and the final moments, as the lights dim out, depict an act of oral copulation between the two."

The play had been shown in San Francisco (where the cast was occasionally arrested, to not unfavorable publicity) and on several campuses. It was selected by a graduate student as a directing project in Drama 470, despite the misgivings of the instructor, Ed Duerr. The audience was supposedly limited to drama students, their parents, and faculty, but in fact included a

couple of reporters also. Several days after the three showings of *The Beard*, the *Yorba Linda Star* carried a front-page story of a "lewd" play at CSF. President Langsdorf was confronted with demands that he take action against those who were responsible for such a performance.

For a few days it seemed that the fuss might soon blow over. Langsdorf sent an apology to local papers in which he emphasize dthat nothing illegal had occurred, criticized Prof. Duerr's "error in judgment," but otherwise praised the veteran drama professional. The Fullerton City Council and community advisors to the college supported the president. A few faculty felt that the apologies which President Langsdorf had offered to press and public were abridgements of academic freedom. When the Faculty Council first took up *The Beard* on November 21, Stuart Silvers (a philosopher who was not a member of body) offered a resolution critical of the president, urging that all inquiry into the play cease. But Langsdorf answered such criticisms persuasively, Prof. Duerr denied that his freedom had been restricted, and the resolution was unanimously defeated.

This harmony was threatened in early December when Langsdorf met with the College Advisory Board, on which prominent local citizens were (and are) represented. He obtained their unanimous support for his position that no disciplinary steps beyond criticism of judgment would be taken. (This meant approving a department personnel recommendation that Duerr be granted tenure.) But he also accepted the Board's recommendations for monitoring all future "possibly objectionable actions" by faculty and students. On December 6, he issued an interim policy that each department must review any class project which "might arouse profound public disfavor" and that the Public Events Board be enlarged to include three citizen representatives and consider questions regarding broader public presentations.

The Faculty Council objected to this infringement on faculty control over course content, and in early January passed an alternative policy which reiterated the principles of academic freedom as "unhampered intellectual inquiry and expression." The Council document, after more than three pages, finally included a brief paragraph in which the Council urged (but did not require) that in "unusual" situations when faculty members considered that their professional

An Academic Senate History

responsibilities might arouse public disfavor, they request the advice of their department or the Faculty Council. Langsdorf agreed to this new policy, and the academic ranks were reunited to face challenges from the outside world.

Orange County has long been a conservative Republican stronghold. But for local legislators in the earliest years of the college, conservatism did not involve hostility towards education. They had actively worked to establish a public college in the county, and they were generally proud of their achievement and cordial in their relations with the college administration. But in 1964 Senator John Murdy, a strong supporter of the college, retired and Senator Bruce Sumner lost in the primary to a member of the John Birch Society, John Schmitz. Two years later, reapportionment created several new Senate seats in Southern California. Two were won by right-wing Republicans: James Whetmore of Fullerton and H. L. "Bill" Richardson of Arcadia.

Senator Whetmore introduced two resolutions related to *"The Beard"* incident.¹ One (SR51) established a Senate Investigating Committee into the performance of

"... a most objectionable and notorious play containing hundreds of obscenities and depicting as its climax a perverted act of sexual intercourse and constituting in general a situation of intolerable dimension ..."

"There also appears to have been possible contribution to the delinquency of minors as many in the audience ... were minors."

CSUF personnel quickly refuted the last point, noting that few minors enroll in any 400-level course, and in this case the average age of the class was 24. (They might also have wondered how "notorious" the imaginary scenes of this play were compared to what Americans who often still were minors were seeing -- and doing -- in Vietnam.) But Whetmore's broader charge of artistic freedom degenerating into "pornography" remained, and it was the basis of a second resolution (SR 50) which called upon the Chancellor and trustees to take "disciplinary proceedings" against students and faculty responsible for *The Beard*.

In the State Senate President pro tem Hugh Burns, a conservative Democrat, steered both resolutions to the obscure Committee on Governmental Efficiency, chaired by Schmitz. When they reached the floor, a few liberal Democrats, led by George Moscone¹ of San Francisco, tried to amend them by linking action to a court review of the ban on the play in that city. But this amendment was voted down, and both resolutions passed by wide margins just before the legislature adjourned for the Christmas holidays. The Faculty Council had already, early in 1967, adopted a ringing statement on academic freedom.

California State College, Fullerton, takes as its purposes the promotion of academic excellence and the pursuit of knowledge. This purpose can be fulfilled only if a spirit of freedom permeates our developing campus traditions. In consonance with this spirit, the College welcomes the fullest expressions of opinion, including calls to action, in every field of human endeavor.

In response to the State Senate's resolutions, the Faculty Council established an *ad hoc* Committee on Academic Freedom and Professional Ethics. The Council also supported Drama Chair James Young's account of the circumstances surrounding the play and closed by unanimously commending Langsdorf for his defense of the faculty and of academic freedom. The Council and the administration were completely unified against an external threat.

On January 19 and 20, the Senate Investigating Committee held hearings at Fullerton City Hall. The committee consisted of Whetmore (chair), Schmitz, Richardson² and two Democrats who were just as hostile as the rest. Such legislative groups are virtually self-selected, and no one with any sympathy for academic freedom would be likely to take on such an assignment.

Langsdorf, Chancellor Dumke and Faculty Council Chair June Salz gave lengthy statements in support each quoting generously from Academic Senate and AAUP documents. The Committee called faculty, students and administrators in an effort to obtain testimony critical of the performance.

Investigations of this sort depend heavily on a supply of friendly witnesses, but cooperation was denied the committee. It concluded in amazement over the "manner in which the student body, faculty, and administration joined hands to protect and defend the persons who put on the presentation of *The Beard* and *Dutchman*³."

¹Moscone later became Mayor of San Francisco, in which office he was assassinated by Dan White.

²Two of these self-appointed guardians of public morality came to appropriately sticky political ends. Whetmore, when he decided not to run for reelection in 1976 was enmeshed in charges that he had used public funds for private purposes. Schmitz served a term in Congress, ran for President as the American Independent Party's candidate, and returned to the State Senate until his district was demolished by reapportionment. His political career appears to have been ended by the disclosure that he had a mistress and two illegitimate children. Richardson became the unofficial leader of the far right in California; he quit the State Senate in 1986.

³*Dutchman* was a widely performed play by black playwright LeRoi Jones which, like *The Beard*, contained offensive language. It, too, had been performed by Duerr's class and was cited by the senators as further reason to dismiss him. Persons outside the committee viewed that play differently for it won the 1963-64 Obie award for the best off-Broadway production.

With hindsight, the antics of these clownish "investigators" may seem absurd. At the time, they appeared as more sinister, mainly because of their threat to punish the entire system for Fullerton's failure to give them the scapegoats they wanted. Bills introduced by members of the committee following the hearings could have damaged the CSC significantly. SB 406 mandated the dismissal of an employee who was convicted of "a misdemeanor involving moral turpitude." SB 487 made it a misdemeanor to permit a student to engage in any simulated act of sexual intercourse in any dramatic production produced at a state college. SB 539 was aimed at making it easier to dismiss state college students and employees. Other bills were aimed at growing student and faculty power, particularly denying any decision-making authority to student or faculty organizations. Finally, three bills were responses to the unwillingness of the trustees to discipline Duerr, Young, and Langsdorf. They mandated a two-thirds vote to confirm new trustees and provided for the removal of existing ones by a similar vote.

Seven of these bills passed the conservative-led State Senate between April and June. The Assembly had a very different leader in Jesse Unruh⁴. He sent most bills to the liberal-dominated Committee on Education, which killed all but one. That one passed both houses in different forms and died in conference. With that, the greatest threat to the freedom of faculty to select their course content that CSUF has encountered also died. The Faculty Council had consistently reaffirmed the

principles of academic freedom, defending the President in most instances but pressuring him to modify concessions to outside advisors that might have compromised future free inquiry. The Council could take pride in its role, as well as celebrating the outcome. □

⁴Known, both for his girth and his tactics, as "Big Daddy," Jesse Unruh did much to professionalize the California Legislature while wielding heavy-handed control of it. Failing in races for Governor and for Mayor of Los Angeles, he retreated to the lesser known office of State Treasurer, which he held at his death in 1987.

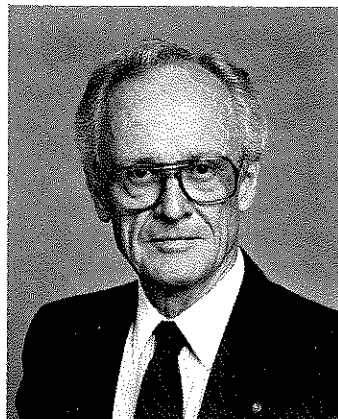


This is the third installment of Larry deGraaf's historical account of the Senate. As one of the original members of the faculty, Larry knows the history of CSUF well.

The Beard: A Participant Remembers

Jim Young

Jim Young is professor emeritus of Drama and former chair of that department.



When was the last time you were sitting in your office, facing the demands of unanswered correspondence, budget requests, reports required by the Dean, papers to be graded, committee work and the final chapters of a book overdue at your publisher when, without announcement, two men walk past your secretary, open your door, flash badges from the District Attorney's office and order you to read a play?

The play in question -- *The Beard* -- had been put on a few days earlier as part of Drama 470, a course in directing. Students in that were allowed to select the plays they would put on. Audiences were normally faculty, students in the course, and those students' friends and families. In this instance, special precautions were taken owing to the content of the play, with the instructor warning everyone of its possibly shocking content before issuing the permission slips required for admission. Ed Duerr, the faculty member

An Academic Senate History

in charge of the course, was concerned to exclude anyone who might come just to be titilated; nor did he want anyone who might take offense. At his request I, as chair of the department, came to one of the three performances of *The Beard*.

The play tells its story in ritualistic terms. Billy the Kid is the symbol of the anti-hero, the existentialist who is able to create himself without regard for the moral code of the establishment. Jean Harlow is a synthetic myth, manufactured for exploitation by Hollywood. The story is of an attempt by Billy to strip Harlow of her illusory self and to have her become real. Through his primal sexuality, Billy is one with the universe. The four letter words in which the play abounds become a metaphor for the lack of communication between human beings. Finally Harlow succumbs, removing the superficial fetishes of her sex, her stockings and panties, like a stripping of false values. In the final act of orgiastic consummation, she too becomes one with the universe.

I did not like this play; in fact I was repelled by it. Some others reflected differently. The *Times Literary Supplement* (London) called it "one of the more remarkable achievements in recent American literature..." In the weeks and months following the presentation, this may have been my test: to stand on principle rather than personal taste.

I soon discovered that a disgruntled part-time faculty member whom the Theater Department has turned down for reappointment had found out about *The Beard*. He persuaded one of the students to get four extra tickets out of Mr. Duerr, ostensibly for his parents and friends. The faculty member received these tickets, and passed them on some reporters, assuring them that they would get a newsworthy experience.

These reporters came to me, anxious to flesh out their story. I tried to persuade them to drop the matter -- unsuccessfully, of course -- and the next day I went to appeal to their editors, with similar results. The reporters were in the theater (classroom) illegally, they had got in by deception, but such facts were of little interest to their editors, one of whom assured me that the story would do more for his circulation than any other event he had ever publicized. Apparently others agreed with him. News about *The Beard* appeared in papers all over California and in other states as well.

It was on the Monday following these press disclosures that the D.A.'s men came to intimidate me. They were surprised that I did not require professors to get my prior approval for plays done in their classes. Having established that I had been present in the theater, they informed me that the District Attorney would like me to read the play and to say whether or not what I read was the same as what I had seen. I replied that I didn't work

for the District Attorney, that I chose what I read, and that I did not choose to read *The Beard*. And as a matter of fact, I never have.

The uproar about the play seemed to escalate. Book stores ran out of copies of it. People cited the performance as yet more evidence of the immoral and subversive nature of higher education in general and the California State Colleges in particular. Inevitably, the politicians responded to the outcry. State Senators James Whetmore (Fullerton) and John Schmitz (Santa Ana) led the pack, but plenty of others joined in. Governor Ronald Reagan at one point issued a public call for the resignations of Ed Duerr and myself.

Whetmore, who was running for reelection, summoned President Langsdorf, Vice-President Shields and myself to his office. I wanted to refuse to go, but Langsdorf persuaded me that we had best comply. When we got there, Whetmore was in a jovial and expansive mood. This incident, he said confidently, would give him more publicity than he could buy. However, he needed a victory. "Jim", he said, "give me Duerr and I'll get off your back." I attempted an eloquent response to this by walking out, but Langsdorf called me back. It was then that Whetmore told us of his plan for hearings in Fullerton City Hall.

I spoke before the Faculty Council, which gave us encouragement and support. I debated Senator Richardson before a friendly audience at the American Educational Theater Association. I spoke to the National Speech Association, to the Western States Speech Association, and to the Free Speech Association of America in Washington, D.C.

I also addressed audiences which were less polite. A crowd of about 3,000 of our students gave me a generally appreciative reception in the Quad. But appearing before business groups and clubs was another matter. I had sometimes to remind them that it was they who had issued the invitation, that I was their guest. It was almost frightening. In my files are a few letters of support and encouragement, and many more expressing threats, antagonism and hate. A few of these latter are signed; those that were, I answered.

When the hearings eventually opened, they were a circus. The audience for them far outnumbered the less than 300 people who had seen *The Beard*. The council chambers quickly filled up, and loudspeakers were placed in the halls so that the overflow of spectators could hear the proceedings. Much of the crowd was openly hostile; one felt very alone.

The Senators conducting the hearings concentrated on reading the more striking passages from *The Beard*. I remember John Schmitz particularly, his moustache twitching with enthusiasm, saying "Mr. Chairman, I hate to keep reading from this book -- I

really do, but..." and then, of course, one of the more lurid passages, wrenched from its dramatic context, would be put on display.

I remember one exchange with special fondness. Schmitz was questioning me: "Dr. Young, do you believe this play to be in the mainstream of American theater?" "It wasn't until you made it so, sir." This got a laugh, which annoyed Chairman Whetmore, who banged his gavel and shouted that "There will be no laughter in this courtroom." "I must be in Nazi Germany", I said; I still have the transcripts, and I'm glad I said that.

From a vantage point twenty years on, the whole episode may seem a little ridiculous. Times have changed, and what shocked the public then might hardly cause a ripple today. The bills which would have punished the State Colleges for allowing the play to be put on all died. Senator Whetmore's son, deeply alienated by his father's performance, came to our department to study drama, and eventually asked me to chair his graduate committee. Whetmore and Schmitz both left politics under something of a cloud. I am still at Cal State Fullerton. Academic freedom here is perhaps all the stronger for having been tested. □

SENATE FORUM

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

Editor: Sandra Sutphen, Political Science
Editorial Board
 Julian Foster, Chair of the
 Academic Senate and Professor, Political Science
 Leland Bellot, History
 Ed Trotter, Communications

KNOW YOUR CAMPUS?

1. Of the 24,317 students enrolled for Fall 87, what percent were full-time students?
 - a. 81%
 - b. 88%
 - c. 57%
 - d. 40%
2. Which of the following is NOT managed, at least in part, by CSUF?
 - a. Tucker Wildlife Sanctuary in Modjeska Canyon
 - b. Southern California Ocean Studies Consortium
 - c. Desert Studies Center in Zzyzx Springs
 - d. The Marine Research laboratory in Moss Landing
3. What is the approximate State cost per FTES in the projected CSUF budget next year?
 - a. \$6,200
 - b. \$4,800
 - c. \$4,000
 - d. \$2,900
4. What is the average age of CSUF full-time faculty?
 - a. 55
 - b. 49
 - c. 43
 - d. 37
5. What percentage of CSUF students are women?
 - a. 60%
 - b. 54%
 - c. 48%
 - d. 37%
6. What was the approximate number of bound volumes (books) held by the CSUF Library in 1986-87?
 - a. 950,000
 - b. 755,000
 - c. 575,000
 - d. 425,000

The Senate Forum thanks Bob Fecarotta (Analytical Studies) for contributing the quiz.

(Answers on Page 15.)

AIDS and the Campus

David Pivar

No educated person would suggest that ignorance is the best method for preserving innocence. As an extension of this thought, none would think ignorance a very strong deterrent to the spread of disease. Stated positively, educated people accept, in principle, the idea that education is an important force in limiting the spread of the AIDS virus. We understand that education is the most effective method for limiting the spread of epidemic diseases. Agreement on the importance of education does not mean, however, that a consensus exists on the nature and the extent of education. In the current AIDS crisis, differences in a sense of urgency and in the degree of peril among our students divide us. Our reticence about discussing matters sexual also prevents us from dealing with the issues.

According to conventional wisdom among historians, this condition should not exist among "moderns." Historians locate the breaking of the "conspiracy of silence" on public sexual discussions in the 1880s. They go further in suggesting that the "repeal of reticence" about public discussions of sex had taken place in the 1910s. I find myself disagreeing with this prevailing wisdom. Prudery still exists. It has taken on new forms, especially among academics. Prudery may not be thriving and may not be widespread, but it exercises a pernicious influence in restricting our efforts to provide AIDS education.

Modern prudery is more oblique in its expression than its earlier versions. No self-respecting "modern" wants to be associated with the "Comstockery" of an earlier time. Avoiding public discussions of sex takes a more indirect expression. One method of avoidance is to claim exceptionalism for California State University, Fullerton students. The idea goes something like this: "Our students" do not engage in high risk sexual behavior." In fact, the idea is further extended to suggest that our students are sexual innocents, or, at least, very few of them engage in sexual activity.

A cursory examination of County AIDS statistics would seem to bear out the notion of exceptionalism. The reported statistics are relatively low compared with Los Angeles or San Francisco. The percent of heterosexual AIDS victims in the County is somewhat higher, though. This statistic should give cause for pause, but it does not. My experience informs me that statistical reporting in Orange County leaves something to be desired. I remember the difficulty in locating or estimating County poverty in the '60s and early '70s.

Charles Bell, Professor of Political Science at the time, performed a major service in locating "pockets of poverty" in Orange County when official keepers of the records could find none or little. Another factor, chronic underfinancing for social services and medical care for the indigent, should also make us pause. It would not surprise me to discover that estimates of those carrying the AIDS virus are substantially on the low side, just as earlier estimates of poverty in the County were on the low side. In Los Angeles County, where a conservative Board of Supervisors has been obstinate in its refusal to finance adequately AIDS testing and education, the latest estimate of people carrying the AIDS virus by 1991 exceeds the 300,000 figure. The chronic financial problems of the University of California, Irvine Medical Center should give us a clue that official statistics may be as inadequate as the provision of medical care for the poor and indigent.

Even if we assume a measure of validity to the notion of exceptionalism, other reasons for providing extensive AIDS education should predominate. Our students will not remain in Orange County forever. Economic reality suggests they will be cast from the "garden." The movement of people into Riverside County gives a clear indication that outmigration for the young has been going on for some time. With Orange County housing the most expensive in the state, it is safe to assume that more of our students will journey into environments unprotected by the "Disney myth." My reading of contemporary youth behavior also makes it clear to me that the moral character that served as the "armor of the Lord" earlier in the century is not evident today. (The fact of the matter is that it never served as an effective medical prophylaxis).

AIDS education, to be effective, must be preventive. The crisis education of the last few years is too superficial to protect a future generation. Red Cross pamphlets, videocassettes and "straight talk" about safer sex remains essentially remedial. Preventive education is the order of the day. What better place to explore the implications of AIDS education for our students than in a university that can provide multidisciplinary and interdisciplinary perspectives on AIDS and related sexual behavior and ideas. The proximate causes of the epidemic seem clear, or at least they have become an official dogma. The intermediate and long range causes

of this disease, especially the behavior that contributes to the spread of the disease, have yet to be adequately explored.

A cursory view of recent sexual history makes the importance of intermediate and long range causation more clear. There are three major "watersheds" in our recent cultural history. The Kinsey Report is the first "watershed," ending the persistence of "Victorian" prudery and guilt for many who, upon reading Kinsey's statistical reports, concluded their behavior was not so abhorrent and might even be "normal." The second "watershed" was the introduction of the "pill" with its significant changes in attitudes toward sex and sexuality and in actual behavior. Combined with the Kinsey Report and general tendencies toward expressiveness within the culture, the "pill" fundamentally changed the future of the male-female relationship and represented the fulfillment of the feminist idea of separating culture from biology. The third "watershed" is the spread of AIDS with its attendant effects on behavior and thought. The full dimensions of this epidemic have yet to be understood, but some of its outlines and alternative possibilities are clear.

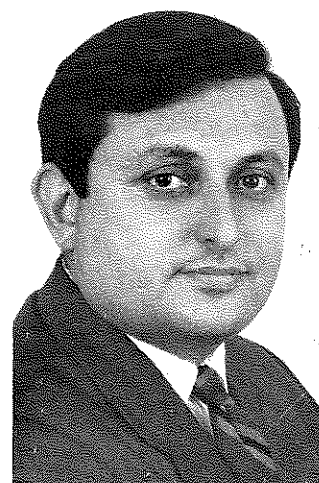
AIDS has made sex and sexuality, which was already a significant political issue, even more intensely political. Lyndon LaRouche is not the only exploiter of this issue. Its potential is explosive. As an ingredient in the mass psychologies of the twentieth century, AIDS has frightening implications for the political future. AIDS has reinforced, as well, a "new chastity," born in fear rather than conviction. The tendency has been to create "walls" between people that promote individualism without social conscience and without enlightenment. In our own day, we have seen how fear and hostility have contributed to phobias aimed against AIDS victims. Whether legislated tolerance will limit social outbursts remains to be seen.

What role do educators have in this situation? First and foremost the role of the person of knowledge is to preserve an atmosphere of reason in which new directions can be explored. Second, the person of knowledge should assume leadership in reconciling the restraints that must be exercised in an "Age of AIDS" with the natural tendency of youth for experimentation. However we address these new issues, whether through our disciplines or through the normal interaction between teachers and students in everyday life, we must acknowledge that a new sex ethic must be developed. The anti-values that have dominated our culture as we have attacked "Victorianism" and an earlier "Puritanism" lack the strength and resilience to serve a new generation. The triumph of "love over lust," at the heart of sexual reformations in the past, remains at its heart in the present. Informed opinion remains the basis for

individuals making rational judgments about risks in their lives. The task is large. It is critical that the University assume its full responsibility.

Have we done a good job to date? The answer, I fear, is an emphatic no! The University "Task Force on AIDS", on which I serve, does not reach deeply into the community nor does it stimulate the discourse important to the development of new ideas. We have enlisted in the Center for Disease Control and the United State Public Health Service "war" on AIDS. The role is insufficient. The faculty must assume a more direct and dynamic role in exploring the issues and providing answers for themselves and the new generations they serve. The logical instrumentality for addressing these issues on an intellectual and scholarly level is the Academic Senate. Administrative task forces have a role to play but they cannot replace or displace the natural resources of the faculty. The full intelligence of the Academy should be directed toward this most dangerous of epidemic diseases. The Academic Senate has a special obligation to stimulate discourse on the meaning of AIDS education in the present and in the future of the University.

David Pivar, a member of the History Department, teaches in American Studies and has made a specialization of issues of public health.



Answers to quiz:

1. c (57%); 2. d (Moss Landing); 3. b (\$4,800); 4. b (49); 5. b (54%); 6. c(575,000).

The Issue: The role of research in teaching

President Cobb's article in the December Senate Forum, advocating a heavy emphasis on research as a necessary component of good teaching, has provoked an ongoing dialogue. The editors are gratified; this kind of exchange, we believe, is appropriate and we believe the function of this publication ought to be to stimulate thinking about important issues.

The February issue of the Forum contained several articles about the respective roles of teaching and research. This month's issue contains rebuttals from previous authors as well as some new entries to the argument. Clearly, this is an issue which arouses us, always, of course, in the mildest of tones. Read for yourselves. . .

The Rewards of Scholarship

Alan Kaye

In response to President Jewel Plummer Cobb's article, "The Undergraduate Experience Can Only Be Enriched by a Scholarly Active Faculty" in the December 1987 issue of Senate Forum (pp. 6-7), one of the chief issues raised in opposition to President Cobb's proposal that professors should be active in research and publication is that the Legislature does not fund the CSU system for research. This lack of monetary support is sadly an economic fact of our chosen profession at CSUF.*

Those faculty who feel that inadequate or non-existent funding acts as a barrier to research and publication should consider the other things in life which they undertake without being paid to do so. No one pays a professor to vote, yet most of us, as educated and informed members of society, do so. No one pays us to write letters of recommendation for our students or our colleagues nor do we get paid to serve on the Academic senate or its committees, yet many have served the University in this manner and thereby, made it a better university as a result. Many here have, also, given lectures (for free) to various community groups and have volunteered in our communities and in our professional organizations. No one pays a member of the faculty to exercise and stay in shape, yet it is in our best interest to do so. The better physical shape that we are in, the more energy we have and the better we feel, which means, ultimately, the better we can effectively communicate to our students. In recent years, such phrases as "No pain, no gain" and "Use it or lose it" have come to epitomize the desire to keep physically fit.

However, these phrases have come to have a wider meaning as those scientists who study the effects of aging on mental capacity have found out. For it is becoming increasingly clear that those who "use it" (their mental capacity) do not "lose it" and those who seek out

new knowledge and stretch their minds do indeed "gain" from the "pain." In short, we all do a lot of things without being financially rewarded for doing them.

No one will pay us on a continuing basis to do research (for the purpose of this discussion, I am excluding intramural and extramural grants), but I believe that it is in every faculty member's best interest (and surely in the best interests of our students) to do research, to publish it, and to teach the ideas thus discovered to our students. By doing so, the faculty assist in the betterment of our University and the CSU as a whole, and help those who exercise power and authority (our top administrators and the members of the Board of Trustees) to understand that effective teaching and research go together and as such, we, like our UC colleagues, deserve more money, resources and reduced teaching loads to pursue this goal.

Faculty should think back to their own student days and recall those professors who made a lasting imprint on them. As a student in California's public university system for nine years, I know that I always learned best when the instructor used examples from his or her own scholarship and research because it was challenging and exciting, especially in an introductory course. Although I sometimes could not understand every theory and every detail that was involved, I was motivated to study harder. I learned how to respect scholarship and how to think and analyze for myself. This was the major reason, in fact, that I became a professor. For example, I had an introductory physics course with Joseph Kaplan, then Chairman of the International Geophysical Year, and he often talked of his research. We students considered it a real privilege to be in on the ground floor of discoveries.

As faculty members become excited by talking about their field of expertise, students catch the euphoria, and this feeling, in turn, ignites in them the desire to study and learn (of course, the pressure of exams helps too). I, for one, do not see how it is possible to hide this excitement from one's students. As an added benefit, one

*This may be changing: the Chancellor's office proposed two and a half million dollars for research in next year's budget. --Eds.

can through active scholarship avoid that scourge of our profession, teacher burnout. Because new research always triggers new excitement, the dysphoria felt when teaching the same ole' stuff year in and year out does not materialize.

It is regrettable that the CSU faculty member does not receive a graduate differential nor more released time for research purposes. When I first came here in 1971, my Department Chair told me that we would soon be receiving a graduate differential. Now, 17 years later, it seems just as far away as when I first came. Many things seem unfair in our system, but who ever said teaching here (or anywhere for that matter) would be fair? There are, as we all have discovered, many unfair things in life. Debi Thomas worked so hard for the gold medal, but won a bronze instead. Yet in our hearts and souls, we know that she was still a winner. Her spirit enriched all of our lives, and in her defeat came an inner strength -- for her and for all of us. Faculty engaged in research will, inevitably, enrich themselves, their fields, our University and the University system, but especially,

they will enrich their students. Isn't that what education is all about? And equally as important, isn't the psychic enrichment, which comes about through one's combining of research and teaching, worth much more than money?

Alan Kaye joined the faculty of the Linguistics Department in 1971 and currently serves as its chair.



It Depends What You Teach

Allen Axelrad

SCHOLARLY ACTIVITY IS NECESSARY FOR GOOD UNDERGRADUATE TEACHING. This statement is an academic article of faith which, I suspect, for its true believers, is self-evident and self-justifying. For others, however, it produces more questions than answers. Will any kind or quality of scholarship suffice? Does trivial scholarship on inconsequential topics produce good teaching? Is it the effort that matters, rather than the significance of the outcome? Or, does good teaching depend on truly important, indeed seminal scholarship?

If the quality of the scholarship is the key to good undergraduate instruction, then CSUF never can be more than a mediocre teaching institution. Clearly our institutional constraints--teaching load, library, paucity of teaching and research assistantships, travel funds, salary--preclude the possibility that we will ever fill our ranks with the kind of scholars who generate seminal work at major Ph.D. granting universities. But suppose we had a few Nobel laureates or National Book Award winners or their equivalents in other disciplines--as abound at places such as Cal Tech, Stanford, and Berkeley--the question still remains: Are these people necessarily good undergraduate teachers? The halls of

academe reverberate with stories of great scholars who do not always meet their classes, who seldom have time for students, and who have been using the same lecture notes for the past twenty years in their survey courses. Scholars such as these are too busy with their research; teaching for them is an annoyance, for it interferes with their real work. We must conclude, therefore, that scholarship is at best a necessary but not sufficient prerequisite to good undergraduate teaching. We also must conclude--unless we are ready to grant that teaching at CSUF is inherently mediocre--that the greatness of the scholarship per se is not the key to good undergraduate instruction.

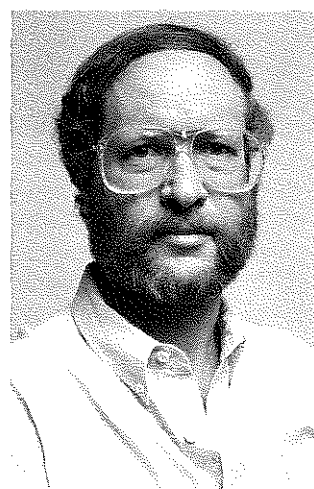
Let us suppose, instead, that the key is the knowledge obtained from the effort of engaging in original research. We master what we study. If so, this bodes well for an occasional seminar, laboratory, or other specialized course. But what about major oriented surveys and our mission in general education? In these courses our scholarship is at most a footnote to the vast knowledge for which we are responsible. Certainly one prerequisite to good undergraduate teaching in such courses is our currency in the voluminous literature of the

Teaching Vs. Research

field. From this perspective, then, engaging in research is necessarily a narrowing experience; it conflicts with the time required to read widely and remain current in areas outside one's scholarship. There is, of course, one genre of academic writing that avoids the trap of intensive and, by definition, narrow research: that is textbook writing. Textbooks require breadth and they require currency. Of all genres of academic writing this would appear to be the one most closely related to good undergraduate teaching. Yet some would ask, are textbooks really scholarship? I do not find consensus in answer to this question.

Whatever else, good undergraduate teaching requires a deep commitment, and a great deal of time and effort. It requires currency in broad areas of knowledge; it requires a lot of preparation time; it requires time spent with students outside the classroom; for some it requires an enormous amount of time for reading and commenting upon essays and research papers; and, at the very least, it requires sustained enthusiasm. Since, with the possible exception of textbook writing, there is no direct relationship between our research and most of what we teach, perhaps there is an indirect relationship. Perhaps engaging in research helps undergraduate teachers sustain their enthusiasm for their teaching. I know of good teachers at CSUF whose enthusiasm is continually rekindled by their scholarly activity. But what about others? I also know of some who are so preoccupied with their scholarship that they allocate little time for their teaching. Furthermore, I know of good teachers at CSUF who do no scholarship at all. What sustains them? Perhaps for them good teaching is intrinsically satisfying.

If good teaching really were dependent upon scholarly activity, then there is an additional question that we might ask. What about good high school, junior high school, and elementary school teaching? If the psychological rewards for good teaching are not potentially sufficient in and of themselves, what are we to think about virtually all pre-college teachers? Some would say that what they do is really different. But they too must know their stuff, spend the time and commit the effort, care about their students, and generate the same enthusiasm, albeit for less status and poorer pay.



Allan Axelrad is currently chair of the American Studies Department.

The Bias in the Search for Merit

Julian Foster

I am not one of those who believes that all faculty are equal, or even that we should act as though they are. Some work harder, more skillfully, more productively than others. Why not reward and encourage them? The MPPP program is an effort to do that by bestowing \$2,500 prizes on the meritorious and the promising. This assumes that you can find them.

To get an award, you have to nominate yourself, asserting your "superiority" in one or more of four categories:

- A. Teaching.
- B. Professional accomplishments.
- C. Service to the University.
- D. Promise.

The table below shows, school by school, the criteria on which the winning candidates were judged.

MPPP Awards by School and Category										
Div- ision	ABC	AB	AC	BC	A	B	C	D	BD	Total
ARTS	5	1	0	5	0	3	0	0	0	14
BAE	8	2	0	2	0	6	0	0	0	18
ECS	2	2	0	1	0	3	1	0	1	10
HDCS	7	3	0	0	0	2	1	0	0	13
H-SS	16	5	1	6	0	10	1	0	0	39
NSM	4	2	1	0	0	6	0	1	1	15
LIB.	1	1	1	0	0	0	0	0	0	3
ATH.	0	0	0	2	0	0	0	0	0	2
Total	43	16	3	16	0	30	3	1	2	114

A glance at the table might suggest that H-SS was the school most loaded with talent. Not so. Each of the divisions receives a number of awards based on its size. Each is, in short, arbitrarily judged to be just as meritorious as any other; an oddly egalitarian ground rule for an incentive scheme.

The smallest and most mysterious of the categories, over on the right of the table, is "promise". How does one identify that? Since it is apparent that two-thirds of the promising faculty are in NSM, I asked Dean Diefenderfer about this. He suggested that past performance was the best indicator of future promise. This did not sharpen the distinctions. I have regarded myself as promising for some decades now, and am wondering whether I could win an award in this category before I retire. After all, there could be worse epitaphs: "He showed promise."

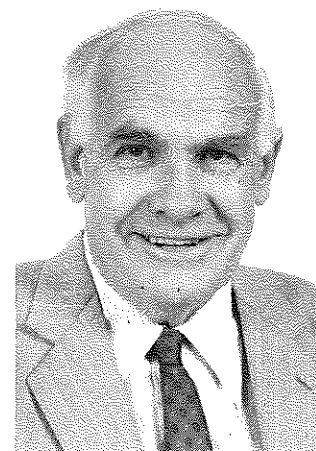
Good teaching, the University likes to say, is as important as scholarship. However, the people who dole out the MPPPs don't seem to know this. Of the single category winners, 30 were rewarded for their professional accomplishments, 3 for university service, and for good teaching: none. Of the 114 winners, 107 were rewarded (in part or entirely) for superior professional accomplishments, 62 for superior teaching, and 49 for superior service. Whether this is a sign of indifference to teaching or of the difficulty of recognizing merit in the classroom, I cannot say.

The awards seem to take little account of faculty assignments. Many of those singled out as "superior" teachers teach only one course a semester --very likely their favorite one. Some of those in administrative or department chair positions were not honored for service, prompting one to wonder if they aren't very good at what they spend most of their time doing. Some won awards for superiority in the same year that they were denied promotions.

Awards in each division followed a broadly similar pattern, but detailed examination reveals a few quirks. Which school, for example, gave the highest proportion of awards for service? Answer: the School of the Arts, an area in which it is notoriously difficult to find anybody who will serve on anything. Which division picked no superior teachers at all? Answer: Athletics, where I thought most of what they did was teach. Which division picked only people who were judged superior teachers? Answer: the Library.

As I said, I have no objection to rewarding "merit" (or "promise" either for that matter, if I knew what it was.). But it does seem to me that the MPPPs do this in pretty hit and miss fashion. The principal miss is the rewarding of our principal function: teaching.

Julian Foster,
Chair of the
Academic
Senate and the
Founder of the
Senate Forum,
admits that he
received an
MPPP last
year.



Realistic Goals for Research

Bob Belloli

Professor McNelly might be interested to know that I can think of a similarity between diborane molecules and James Joyce novels. They both are studied by college professors for long periods of time with the goal of discovering new insights about the world in which we live. Most of the rest of his article attempts to continue to contrast research in the sciences with that in the humanities and social sciences to explain why HSS research is more difficult.

"...expected to turn out research as if we were faculty members...of a highly endowed Ph.D. granting institution. What nonsense!" What nonsense indeed! A highly prolific publisher in our department might produce one or two quality publications per year. Reflecting the difference in teaching load, resources, and mission, our counterparts in the UC produce 4-8 such papers per year. No one expects us to publish as if we were UC faculty but rather as if we were faculty at any top-notch liberal arts college.

"...we don't have students to do the basic research, ...with computers and paid computer time." I would think that Master's students in HSS could be given thesis projects that interface with the faculty member's scholarly interests. Furthermore, free computer time and computers are just as available to sociology or psychology professors as to chemistry professors and just as useful to each in furthering their research.

"...compete one-on-one with colleagues...from the Great Universities." It is true that science is typically now done with research teams rather than by an individual both doing and interpreting his or her own experiments. This actually puts science faculty at

Teaching Vs. Research

CSUF at more of a disadvantage. We compete with faculty at "greater" and many less than great universities who have much better equipped laboratories and have teams of doctoral and post-doctoral students and full time technicians to speed the progress of their research projects.

"...work on our own with a few books...not with state provided lab equipment." The state provides our library with extensive interlibrary loan capabilities. Some of the largest research libraries in the world are an hour or two from the campus. In the near future we will have on-line access to these collections from campus or office terminals.

If one does not really want to do scholarly, publishable work, it is easy to find excuses why it can't be done here. Conversely, we have many examples on our own campus of faculty who want to be active scholars and have found the ways and means to achieve this goal. Most of the examples of scholarly activity that McNelly claims are not research are activities that could be subjected to peer review, the accepted standard by which a faculty member's credentials as a scholar are judged for the determination of tenure and promotion. Finally, the "publishing stars" among my colleagues that I know best are, in fact, among the most "concerned teachers totally committed to their students."

And McNelly Replies. . .

Without wishing to engage in a spirited discussion with my friend Bob Belloli over whether diborane or James Joyce is more important to contemporary society (I don't know who was more surprised - Bob that I knew about diborane or I that he knew about Joyce), I would like to suggest that he and I are talking about the same thing: we - all of us in whatever department - are teaching in an institution that demands some solid evidence of publication (the "thunk" of a book slamming on a table will do very nicely, thank you) for the granting of tenure or promotion to full professor. What's worse, they have these expectations without giving us sufficient support to meet their rarified, unreal standards.

All of us need much more from this institution before its administration can demand - no, even request - that we perform as recognized scholars. We need research-oriented released time, more realistic teaching loads, adequate sabbatical leaves, travel funds, and all of the myriad perks that our counterparts at the prestigious universities consider theirs by right of office.

Chair of the
Chemistry
and
Biochemistry
Department,
Bob Belloli
enjoys a
good
debate with
Will
McNelly.



**Will
McNelly** is
professor
emeritus of
English and
has always
loved to
argue.



Aside from Belloli's suggestion that M.A. thesis students in the School of Humanities and Social Sciences be given projects that interface with the faculty member's scholarly interest - a notion that is simply impractical in many of our disciplines - Belloli essentially reinforces my salient points: we're put upon by an administration that wants us to be superior teachers and scholars simultaneously; we're given insufficient support, monetary or moral, and, finally, we all fervently desire that the administration recognize the inherent differences in our disciplines and thus approach us with humane understanding. After all, the unexamined university is not worth teaching in, and the unexamining faculty is not worth joining.