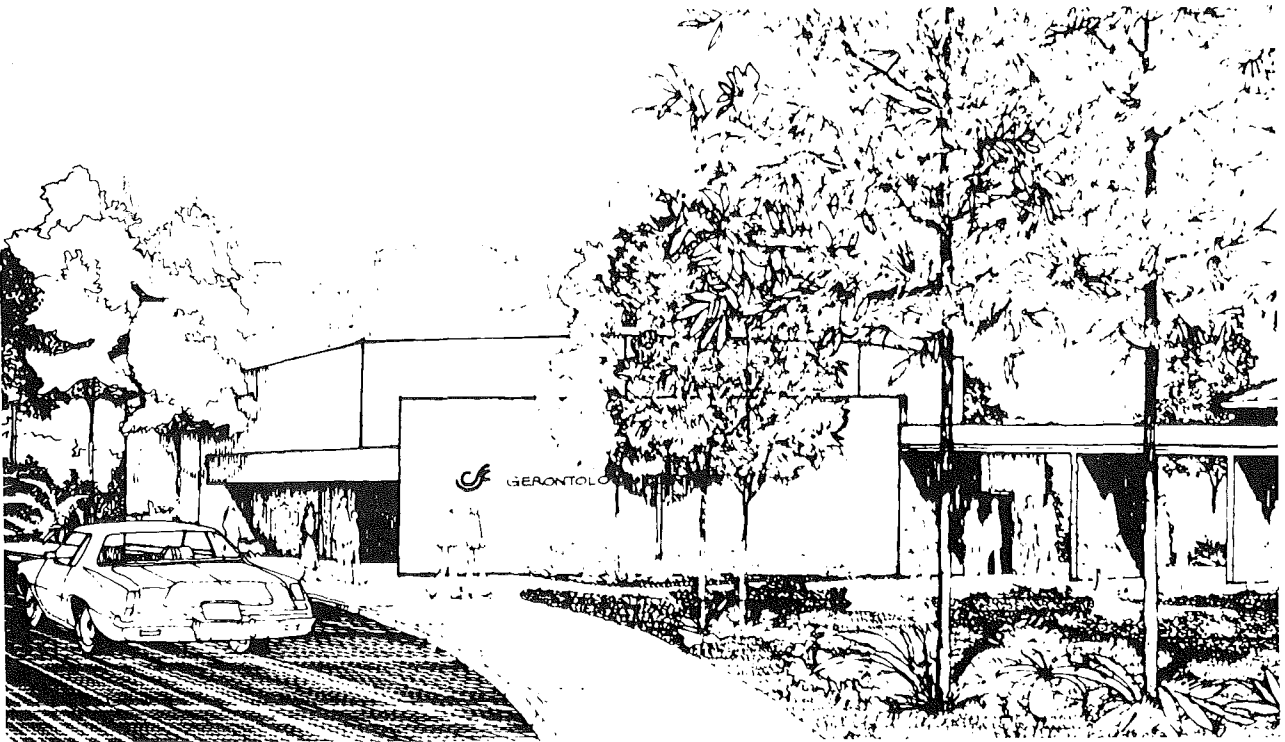


SENATE FORUM

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Gerontology: Who needs it?

Leo Shapiro and others say CSUF does. And, when Leo Shapiro talks, people listen. A look at how the Gerontology Center got here and where it's going.

Also in this issue:

- The campus during the 1970 uproar
- Faculty leaves explained
- Three faculty look at student retention

From the Academic Senate Chair . . .

This year many of the issues addressed by the Academic Senate will focus on quality. We will try to define this illusive concept as well as address such issues as the content of the general education program, fund raising priorities, long range planning and priorities. These discussions are especially timely since within the next few months we will prepare for the campus self-study for our Western Association of Schools and Colleges (WASC) ten-year accreditation visit.

Our Fall 1988 census report indicates an apparent 1.7% annual growth rate; we will have over 600 more full-time students than we intended to have, and for which we were funded. In spite of more rigorous course entrance requirements, we had no trouble filling our freshman class. We must be doing something right. Or are we? Quantity or quality? The 1976 CSUF entering freshmen average SAT verbal score was 453. The comparable 1987 score was 412. This decline took place over a period when the national norms remained steady, at 432 and 430, respectively. For mathematics, 1976 CSUF entering freshmen average SAT score was 491. The 1987 figure was 482. The national norm group data were 472 and 476, respectively. The data for 1988 are not yet available. Since our entering students are now required to have a more rigorous pattern of high school courses, it will be interesting to see if average SAT scores rise as was predicted.

We, as faculty members, must address the content and strategies of our classes. Our disciplines are constantly changing. Information bases need updating. Faculty development is in the individual's and campus' best interest. It might be helpful to ask ourselves some questions:

- how does my teaching compare to when I just started my career?
- are my assignments different? if so, how and why?
- do I assign more texts and less reading of the original sources?
- do I rely more or less on objective tests than when I started teaching?
- do I involve students in my research and scholarship?
- am I burned out? do I blame "poorly prepared" students for my lowered expectations?

The institution must provide environments that are conducive to everyone's intellectual growth. With one of the highest student-faculty ratios in California we must ask what are we doing to ensure a quality learning experience for our students and a quality work experience for our staff, administra-

tion and faculty. Some thoughts come to mind:

- have we developed profiles of which students and faculty succeed here, and do we recruit accordingly?
- what do we do to recruit the very talented high school student? do we assume that the 3.8 gpa high school senior is going to Berkeley and therefore we ignore her and "go after" her 3.0 or 2.5 colleagues?
- does our classroom structure lend itself to over-lecturing and avoidance of other teaching styles?
- does the campus allow our students to take more courses than they need in the major and thereby lose the benefits of the liberal arts breadth we can offer?
- given that California has one of the lowest baccalaureate producing rates in the nation (that's correct, right down there with Arkansas and Louisiana), what do we do on a commuter campus to retain students?
- given that we graduate approximately one-half of those who enroll, do we study those who transfer or drop out to learn what we could do or could do better to increase our graduation rate?
- why do we not have campus data banks on test scores of our students so that we can analyze trends and address program strengths and weaknesses?
- with a faculty whose median age is 50, what faculty development opportunities are available to ensure currency in one's field?
- with essentially no salary increase how do we motivate all employees to provide quality service to students and the community?

These questions should not make us feel comfortable. As professionals we are responsible for "policing" our own curriculum and our behavior. When defining quality it's always easy to fall into demagoging. My definition is better than yours. Ours better than theirs. If we do not address these and related issues, our goals and ideals will never be met. One thing is certain, if we aim for mediocrity, we will hit it. In addressing quality, many definitions should and must be employed. This is a pluralistic community and debates, definitions and measurements must reflect that fact.

As the Academic Senate wrestles with these matters, I ask you to get involved. Our committees need you and your expertise. All of us are smarter, brighter and more efficient than any one of us.

**Jack Bedell, Chair
Academic Senate**

Who said we needed a Gerontology Center, anyway?

Leo Shapiro, that's who.

Julian Foster
Department of Political Science

The Gerontology Building is the second (see box on page 6) 'private enterprise' building to appear on campus. It was paid for privately, cost the state nothing except ground, and is essentially the creation of one man. Leo Shapiro has never been a University employee. By profession he has been neither an architect nor a fundraiser. He is 83 years old. How could this happen?

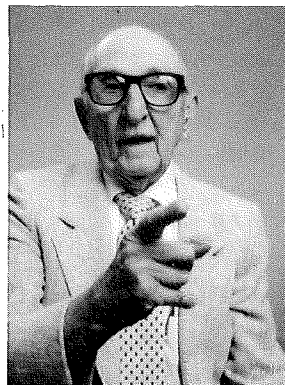
Some ten years ago, the Shapiros and the Fiermans were together one evening, and Morton Fierman, a rabbi who then taught in our Religious Studies de-

partment, was bemoaning the impact of Proposition 13. Perhaps, said Shapiro, he should volunteer to teach a course in marketing, the field in which he had spent his working life. That never happened, but Betty Robertson of Continuing Education recognized a rare combination of availability, talent and commitment. Shapiro, she thought, could be the catalyst needed to involve the senior citizen community with the University.

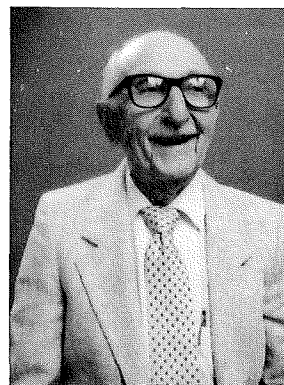
The Continuing Learning Experience (CLE) started with 28 members, and almost doubled in size at its first meeting. North Orange County is rich in retirees, and many of them are interested in keeping mentally active, exploring subjects they didn't have time for earlier. Membership now costs \$110 a year and



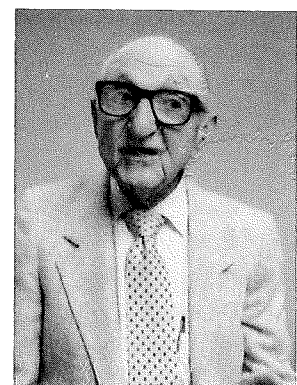
'When I started, I thought Fullerton was just another jerkwater college.'



'All my life I've been selling. Now I had to sell . . . the University.'



'After four or five calls I usually wore them down . . .'



'Producing a bit of guilt definitely gives you an edge.'

is approaching the 500 mark.

Initial sessions were held in the Mahr House, many of them with faculty volunteers as the main attraction. "When I started," says Shapiro with cheerful candor, "I thought Fullerton was just another jerk-water college. But those faculty members really impressed me." As CLE outgrew its quarters, Shapiro decided that the organization needed a home of its own, and that the home should be on this campus.

The first plan was to tap into federal funds. HUD had some years before given \$400,000 to UCSD for a similar purpose. But this was 1981, the Age of Reagan had begun and it was soon clear that this convenient source had dried up. Meanwhile, the planned scope of the building had grown, with a price tag of a million dollars. The increase represented facilities for gerontological study and research, which the University wanted, and to which CLE agreed.

Leo Shapiro does not discourage easily. He had a commitment from the University to provide land if the money could be found, so the obvious (to him) next move was to launch a fund drive. Since the University had other priorities, that was going to be up to him and a few of his peers in CLE. There was no question of any feasibility studies. Others may have been skeptical, but Shapiro never doubted he would succeed, "I just didn't think it would take so long."

At Alpha Beta as a Vice-President in charge of marketing, Shapiro had had no direct experience of fundraising. Duane Day put on some training sessions for the volunteers, but Shapiro insists that he never mastered the professionals' technique. "All my life I've been selling. Everybody sells, from the moment they get up in the morning. Now I had to sell gerontology (a word I had to explain as often as not) and the University."

Shapiro had one inhibition which a professional fundraiser would not: he could not see how he could ask others to be more generous than he had been himself. So far he has given \$100,000 to the project. He expects to put \$38,000 more into it.

At the start, most of the prospects were identified by CLE members. Others came through the National Council of Christians and Jews, and other organizations with which Shapiro was connected. The network gradually expanded. Often people would suggest a name, but "please don't tell them I sent you." An exception was former Congressman James Roosevelt, whose letters of introduction opened many doors. Shapiro would call, and get a secretary, often one skilled in boss-protection. He would never mention money at this point; he only wanted to discuss programs at the University. "After four or five calls I usually wore them down to where they would give me an appointment." Frequently he would arrive to find that the great man was 'tied up in a meeting'. "I learned to welcome that. I'd reschedule the appointment, and

when I finally got in to see the boss, I'd remind him how he'd stood me up. Producing a bit of guilt definitely gives you an edge."

Shapiro usually went out alone. Occasionally he would persuade President Cobb or others to join him. "I figured that when my prospect was someone who had never earned a college degree, he'd be particularly impressed to have the President call on him." For many months he was on the road almost every day. He never developed a routine pitch, preferring to improvise. "I remember one CEO who had a really beautiful office, and I complimented him on it. Turned out his wife had been the interior decorator. I was in." But, selling the University, he had to know the institution - and he does.

Other CLE members joined in the fundraising, but it is not an activity for everybody. You have to get used to evasion and rejection. Shapiro reckons he approached more than 500 prospective donors. Rather than ask for money face-to-face, he would make maybe half-a-dozen follow-up phone calls. How many of the prospects ultimately said 'no'? "Oh, at least seventy-five percent. You don't worry about that."

Of the University staff, Donna Rhodes, former assistant to the President, provided substantial help. "She had contacts I didn't have, and she went out to see them, and she got contributions. She was good." The University never offered Shapiro a salary, or even gas money, though while CLE picked up the tab when he took someone to lunch, or incurred other out-of-pocket costs. No administrative costs were charged against the building fund. There were times when Shapiro felt uncertain whether the administration wanted to back him. But he did get a small office on the eighth floor of Langsdorf Hall, with a phone and even a bit of secretarial support.

After six years, the cost of the building was over two million dollars, and Leo Shapiro had raised the major part of it. The Ruby Gerontology Center provides not only quarters for CLE, but offices and research facilities for the study of gerontology. CLE members like to be helpful; they would be willing to serve and have served as research subjects, for example, when anyone wants to test an older population. They have cooperated with the University on numerous projects. But academic gerontology is not a priority with them, and the facilities for it are really the University's price for allowing CLE to build on campus. Hopefully the academic gerontologists will make good use of their windfall.

The donations to the Ruby Gerontology Building far outstrip other private money raised by the University in recent years. The success of this enterprise is a pleasing reminder that, even in an age of large organizations, the self-directed amateur can still be more effective than an entrenched professional bureaucracy.

Knowing more about getting older is essential

Rosalie Gilford
Gerontology Program

Older women who have maintained a physically active lifestyle perform significantly better than older inactive women, and nearly as well as younger women, on physical performance tests of reaction time, balance, and flexibility.....Relationships, especially with children, are the "central meaning in life" most frequently mentioned by golden wedding anniversary couples..... Being past age 75 and having been affected by health problems is the most common reason that older homeowners consider selling and looking for alternate housing.....Older persons are better at recalling frequently used words from their youth than they are at recalling frequently used present-day words, while young adults recall the present-day words better.... Both young and middle-age couples who seek divorce report less marital happiness, more liberal marital values, and less conservative religious orientations than older couples who remained married over a 14-year study period.....Of community residents who are age 75 or older, female, non-Anglo, those living alone, and with low incomes will have the greatest need for community-based social and health services in order to continue performing the activities of daily living.

These generalizations are drawn from research being conducted by Cal State Fullerton faculty members Roberta Rikli, Physical Education; Pete Ebersole, Psychology; Michael Mend, Sociology; Pat Worden, Psychology; Rosalie Gilford, Gerontology; and Jeffrey Young, Gerontology.

The findings explode the myth that aging inevitably brings marked declines in physical performance and show that life style changes improve physical well-being in later life. They challenge communities to create strategies for enhancing the personal relationships of older persons in a society where children and grandchildren frequently are geographically dispersed, and other social contacts in old age are limited by health, income, and transportation constraints. They identify the importance of developing a range of suitable housing arrangements for older persons, and of educating the general public to plan their housing options for later life. They show the needs to which public resources for the elderly should be assigned.

Research in gerontology dates from the 1920s when the first text on aging was published, and has swelled with the establishment, beginning in 1945, of national, regional, and state societies. Interest in the aging process coincides with change in the age structure of American society. In 1900, persons age 65 and

older numbered less than 4 million and constituted four percent of the total United States population. By 1980, this group had grown to over 25 million, 11.3 percent of the entire population. By 2020, the respective figures should be 51 million and 17.3 percent, with the age 85 and older category expected to triple in size to 7.5 million.

These national trends are reflected in California. Between 1980 and 2020, the median age will rise from 29.9 to 38.1. In Orange County, one can expect a median age of 41.2 years, with 600,000 over 65 constituting 19 percent of the county's residents. These projections may be on the conservative side.

What will these older Californians be like? They will live longer, be healthier and financially more secure than their parents or grandparents. They will have completed more years of education than any group preceding them. They will maintain high rates of voting participation. The great majority will be active, independent, and involved with family, friends, and community. They will own the homes in which they live, though many of these may be in poor shape. They will have retired before age 65 and be involved in some kind of paid or unpaid part-time work.

However, older persons will continue to have less cash income than those under age 65. Four out of five will have one or more chronic illnesses causing some degree of activity limitation. They will have more physician visits, more and longer hospital stays, more prescription drugs than the general population. We will need more nursing homes for the 85 and older population.

Older women, who now outnumber older men three to one, will predominate. Living arrangements will continue to be more favorable for older men, most of whom will be living with a spouse whereas most older women will be widows living alone. Older Hispanics and Blacks will more likely be widowed than their white counterparts. At least one out of five older people will use one or more community services such as senior center programs, meals programs, specialized transportation, visiting nurses, and other in-home services.

Systems of higher education in California need to anticipate and plan for the educational demands of the growing older population. There will be a large group of well educated, healthy retirees anxious to cultivate new interests, pursue new activities, and lend their expertise during the years that have been added to the life course. The number in traditional academic degree programs and in university-based lifelong learning programs will increase. So will the need for special-

ized health and social services personnel.

Recently, the California Council on Gerontology and Geriatrics noted that at present, colleges and universities cannot provide sufficient qualified personnel and well-designed facilities for delivering high quality services to older Californians over the next fifty years. Noting the absence of a plan for California higher education in the field of aging, the Council initiated a major planning project, expected to provide California with estimates of personnel needs and with curriculum guidelines for a number of professions, occupations, and academic specialties that provide services, make decisions, or otherwise have an impact on older persons. Areas of needed research on aging will be identified, with special emphasis on variations within ethnic groups. Consortial relationships among institutions of higher education to maximize the efficiency of the educational system in meeting the needs of an aging society will be encouraged.

CSUF's Gerontology Center will be a focal point for classes, student/faculty research, student internships, conferences, and scholarly inquiry and debate in the field of aging. Such professionals as social workers, nurses, optometrists, ministers and teachers will be able to expand and update their knowledge about aging. The Continuing Learning Experience, the 400-strong group of retired and semi-retired men and women who pursue educational activities at CSUF, will now have space to expand their membership further. The center will be a hospitable setting for the annual Conference on Aging and the already flourishing Gerontology Research Colloquium. Space may be available for other academic uses.

Orange County has a growing population of senior citizens. It has rich technological resources. Recent discoveries by biologists hold promise of extending the years of health, wellness, and independence. Within engineering, the area of robotics offers potential applications to patient care that will aid families who care for their aged relatives at home and will make better places to live and work. The educational, research, and internship programs offered at the Ruby Gerontology Center will prepare the necessary personnel and make the discoveries that lead to solutions to problems of an aging society.



Rosalie Gilford came to CSUF in 1977 as a member of the Sociology Department. She is currently serving as Director of the Gerontology Program.

The life and death of CSUF's geodesic dome

The geodesic dome, which stood where the Gerontology Building is now, was the creation of Barry Gerber, an untenured (indeed, never tenured) assistant professor of political science. Barry filled his garage and his home with pieces of the thing for many months before its erection on the campus was approved. He then persuaded his students, working without pay, to lay the foundation and put the dome together. The structure was furnished with donated carpets, cushions and other accoutrements of the sixties lifestyle. Buckminster Fuller spoke at the dedication.

I remember that the departmental personnel committee invited Barry to discuss how building a dome fitted into UPS 210. He responded with a lengthy, passionate and (to me) ultimately incomprehensible exposition of how geodesic domes sym-

bolized and encompassed all the fundamental human and social relationships. The whole thing was a unique achievement, though we sadly concluded that completion of a dissertation was more relevant.

The dome flourished for a while, buoyed by the enthusiasm of its adherents. Classes and group discussions were held in it. But it was never free from problems. Chief among these was the temperature, which ranged from 55° to 85°, but unfortunately only rarely stayed in the vicinity of 70°. The popularity of lying on concrete floors declined; new generations of students failed to respond to the dome's unorthodox charm. It was converted into storage. Then it sprang leaks. In 1987 it was dismantled and removed without fanfare. Few people seemed to notice.

---JFSF

The campus divided: 1970

Larry de Graaf
Department of History

For many decades, the American conception of student demonstrations went no further than panty-raids and football celebrations. Then, in 1964, came the Free Speech Movement at Berkeley. It took a few years for this newly aggressive and socially concerned form of activism to spread across the nation's campuses, but eventually it affected most of the major colleges and universities in the United States.

Civil rights marches in the South were a model of how peaceful protests could garner headlines and sympathy, particularly when broken up by less-than-peaceful opposition. Meanwhile the Vietnam War added an element of self-interest — increasingly, students felt menaced by the threat of being drafted to fight in a cause few of them believed in. Some students tried conventional politics, most notably those who 'kept clean for Gene' McCarthy. Others doubtless enjoyed the anarchy of parades and sit-ins, and the attacks on the most available authority figures — college administrators. The steady escalation of the war, the violent deaths of public figures respected by students, the police riot at the 1968 Democratic convention combined to make the militant approach appealing.

Within the state college system, the San Francisco campus was (as might be expected, given the radical history of the Bay Area) the first to be affected. Fall 1968 witnessed a conflict involving black and "Third World" students (and numerous white allies) against the administration. Black Panther instructor George Murray's travels to Cuba and advocacy of students bearing arms against "racist administrators" caused President Smith to yield to pressures to dismiss him. In response, a Black and Third World Student Coalition presented Smith with ten "nonnegotiable demands," and AFT faculty declared a strike until these were met. Governor Reagan denounced this move and vowed to keep all campuses open. The San Francisco situation quickly drew reactions from other campuses. The small but strident AFT urged a statewide strike in support of San Francisco, and by December, 1968, the Faculty Council here had received such recommendations from several of its constituents.

The Council deftly defused the pressures for CSF to join the strike. It sent a group of faculty on a fact-finding trip to San Francisco. This body recommended looking into "modes of concerted action" rather than going on strike. A resolution was passed recognizing the right of faculty to strike as the "ultimate employee weapon" but establishing a set of conditions, including

majority approval of such an action, which made it unlikely (though, in the spirit of those years, not impossible) that a strike would be called.

The Council was still working out these policies when a group of minority and radical students tried their own version of San Francisco's action by presenting it with "Seventeen Demands", primarily calling for greater offerings in minority and Third world programs and larger minority enrollments and faculty. The Executive Committee spent much of January, 1969 in meetings to mitigate these demands. Fortunately, the Council had already instituted an EOP program and set up machinery for an ethnic studies department. These efforts would bear fruit in 1970, when the protests by radical students received little support from minorities and hence never assumed the proportions of the San Francisco crisis.

For the remainder of 1969 little happened at Fullerton, although a small group of radical students and larger numbers of anti-war protesters were common sights in the Quad. This relative calm was shattered in early February, 1970, when Governor Reagan came to the campus, at the invitation of the Associated Students president, to deliver a "convocation" address. Throughout his speech, Reagan received considerable heckling, much of it in four-letter words and some of it so loud as to make him inaudible. A week later, campus authorities charged two students, Bruce Church and David MacKowiak, with disrupting a campus event and announced they would be tried by the Student-Faculty Judicial Board. Only then was it revealed that the Fullerton Police Department had videotaped the heckling, and had failed to bring charges only because they could not identify the participants. When the college pointed the finger at Church and MacKowiak, the civil authorities promptly arrested them.

This action by the police transformed a campus disciplinary action into a cause celebre, for sympathizers of the students quickly charged they were being subjected to "double jeopardy." Technically, there was nothing illegal in students being simultaneously tried for violating campus disciplinary rules which, at worst, would result in suspension from college, and violation of statutory law, which alone carried penalties of fine or imprisonment. The principle of double jeopardy was designed to prevent repeated re-trials in the arena of public law once a person had been found innocent of that specific charge. However, the situation did present problems in that the evidence and arguments presented in each hearing was likely to be the same, and the verdict in one might affect the verdict in the other. The CSF administration thus found itself bearing the re-

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sponsibility on bringing down a civil prosecution on two of its students, for actions which were arguably exercises in freedom of speech. All this created considerable sympathy for the two "victims", and provided Fullerton's radicals and would-be radicals with a cause of their very own. By the last week of February, students had conducted several sit-ins on the first floor of McCarthy Hall, occupied the president's office, defied campus police (Bruce Church poured milk over the chief of campus security), and twice provoked the President into calling the Fullerton police to remove them after the campus had closed.

When the Faculty Council took up this issue, it confronted intransigent forces. It initially urged President Langsdorf to get civil authorities to drop formal charges against the two students. When that proved fruitless, it urged him to suspend campus disciplinary action. But Langsdorf was adamant that "this campus is no shelter for those who would violate the law." He was supported by the Chancellor's Office, and no doubt felt the presence of the same legislators who had pressured him on "The Beard" eighteen months earlier.

The other side proved equally unyielding. Demonstrations in the Quad in support of Church and MacKowiak became daily occurrences, in addition to the sit-ins. When the Judicial Board tried to hold a hearing on March 3rd, student activists and a few of their faculty advisors took the law into their own hands, overwhelming a campus security guard and forcing their way into the hearing room. A member of the board phoned Vice President Shields, who again called the Fullerton police on campus. This time, the police arrived in force, and seemingly in the mood for an ultimate confrontation. By the time they arrived, the hearing had adjourned without action, and the protesters had returned to the Quad. When they failed to disperse (and some taunted and threw a few objects at the police), officers attacked them. In the ensuing melee, seventeen students and two faculty were arrested and more were beaten. Peace was restored when several faculty led by the late Ed Cooperman (Physics) posted themselves between the students and the police, and Hans Leder came up with the idea (accepted by the administration) of declaring the gathering in the Quad

Student power: Paradise (?) gained and lost

In 1966-67, the thrust in the Faculty Council was towards democratization, spreading the power, and one of the products of this was the provision of a Council seat for the President of the Associated Students. It probably seemed to Council members at the time that this was to confer an obvious benefit; some of the students saw it that way, but others rarely showed up.

At the end of the sixties, the power-sharing tendency was carried further when the Council elected a student to its Executive Committee on more than one occasion. Considering that this is where faculty leaders do most of their secret machinations, this was a remarkable concession. The student demonstrations of 1970 persuaded the Council that it should demonstrate that legitimate channels were indeed open, and a constitutional amendment increasing the student seats on the Council to seven was approved. Student seats on all appropriate committees were also provided. This situation persisted for a decade.

The student members varied in competence and commitment. Some became no-shows, creating quorum problems for the Council (not that regular faculty absentees are unknown.) Some politely abstained from voting on issues of little significance to students; others participated with enthusiasm on everything. Increasingly, block votes were noticable — occasions on which all the stu-

dents voted the same way, even though there seemed to be no obvious reason for such unanimity.

A block vote of seven in a body of approximately 50 members could be very influential, deciding any issue on which the faculty were fairly evenly split. This, of course, involved the more controversial issues, on which faculty feelings run deep. Student support could be critical in electing the Council officers. Students could join with administrative faculty and come close to outnumbering the teaching faculty on the Council. Faculty irritation with the system grew until one morning when representation of staff on the Council was up for a vote.

It was noted that the student bloc had gone against seating the staff. Annoyed by this, Jack Bedell moved adoption of a surprise constitutional amendment, cutting student memberships on the Council from seven to two. A lop-sided vote in favor of this demonstrated how much discontent had been simmering.

Since 1981, the students have had two seats on the Senate. Probably about one third of the time these have been occupied by students who take a lively and intelligent interest in Senate business, one third of the time they have just been occupied, and one third of the time they haven't. Much the same appears to be true of student representatives on Senate committees.

-- JFSF

a legal class, Anthropology 069. Shields then persuaded the police to leave (an ominous example of the tendency of police to coopt authority when called on campus), and calm was briefly restored.

This episode - the first overtly violent event in the campus's history - provoked considerable reaction from the Faculty Council. It established groups to define illegal disruption and advise the president on disciplinary matters. It also passed a resolution criticizing the Fullerton Police for not consulting the college before filing charges against Church and MacKowiak, for arresting and clubbing innocent students, and for "prolonged and pointless confrontation." But the Council also approved resolutions condemning campus violence and the break-in into the hearings. Beyond allocating \$100 to aid students arrested, the council took no tangible action to assist or encourage the protesters. Such a balanced reaction undoubtedly contributed to dampening the atmosphere of revolt. The daily meetings of Anthro 069 drew dwindling numbers, and further acts of violence went no further than pelting the president with marshmallows. My mid-month, the Student-Faculty Judicial Board resumed its hearings without incident, and Church and MacKowiak were suspended, and CSF seemed return to normality.

This calm was shattered in late April when student activists unveiled a fund-raising device, a pictorial history of the protest entitled *The People versus Ronald Reagan*. The contents were largely photos of the March 3 police-student fracas, but the inside of the dust jacket portrayed 22 male and female activists au naturel. The administration immediately sought the opinion of the Orange County District Attorney on the legality of selling this book on campus, and when, on April 30, that office declared the dust jacket obscene, several students and an English Department faculty member were cited for selling it. "Free speech" had taken a bizarre twist.

The Council's Executive Committee reacted immediately to this crisis by calling a special meeting of the Council which condemned the DA's action as "inimical to free speech" and established a Free Speech Defense Fund. But even as these actions addressed one issue, a more ominous one was unfolding. The evening that the district attorney declared the dust jacket obscene, President Nixon appeared on television to announce the invasion of Cambodia. This action reinvigorated protests on campuses across the country. The news on May 4 of the shooting of several students at Kent State further swelled the ranks of protesters, and the following day as CSF students began chanting "On Strike, Shut it Down."

The Faculty Council and administration tried to calm the mounting tensions by planning convocations for May 6 and 7 to provide students an opportunity to express their views on Cambodia and Kent State. While the first convocation was underway in the Little

Theatre, a message from Governor Reagan ordered all state college and UC campuses closed for four days. This was a fascinating contrast to his reaction to the San Francisco strike, when he declared: "I want to make it perfectly plain that as long as I am Governor, our publicly supported institutions of higher education are going to stay open to provide educations for our young people."

The Council denounced this move and charged that Reagan had "disrupted the educational process on a scale which no radical group has approached." It suggested establishing a "campus in exile" to provide a forum for discussion of the Vietnam War. But shortly after the faculty meeting, student activists made an alternative campus a reality by occupying much of the Performing Arts Building. Rather than risk widespread damage by forcing them out, President Langsdorf conceded them the use of the building. A conservative governor had unwittingly succeeded in transforming CSF from the pursuits of learning into a center for antiwar activities in Orange County. The administration wisely allowed internal dissension and a fondness for drugs to weaken the ranks of the activists until the few remaining left with little resistance on May 15.

This cautious and pragmatic approach was, of course, unacceptable to the militant conservatives of Orange County, who by this time were begging for student blood. Taking a leaf out of the activists book, they set up their own organization, Society over Sedition (SOS). SOS held only one meeting, but it was a massive gathering in the gym. Proceedings were opened with the Pledge of Allegiance, and when the handful of student radicals in the front of the audience failed to stand for this, the threatening roar of collective rage was memorable indeed. Speeches ranged from a reasoned defense of administrative strategy by Don Shields (by then in charge of the campus) to demagogic denun-

Continued on back cover.

Larry de Graaf is one of Fullerton's dwindling band of founding faculty; he has taught history here since 1959. This is the fourth installment of his history of the Academic Senate.



A radical perspective on 1970 unrest

Roger Dittmann
Department of Physics,
Former President, AFT Faculty Union

A cartoon of the time showed straight, conservative students turning into rainbows when the professor's back was turned. Paris of 1968 conjures the same image, as does CSUF of 1970. It was an incredible experience—even at the time it was happening.

Hostility to Governor Reagan was high. His propensity for violence was clear to many. Apparently in order to prove that he could set foot on a California campus without causing a riot, CSF was chosen for the demonstration, presumably because it was so conservative. (Orange County had voted more heavily for Goldwater than any other large metropolitan county in the country.) President Langsdorf tried to provide cover for this political event by declaring Reagan's appearance an "academic convocation," a move which seemed only to inflame indignation. The visit was in violation of the Trustees (unconstitutional) order "that speakers be allowed on campus only for educational, and not for propaganda purposes alone." Farm workers, students, AFT, and others had picket lines ready. After making their gesture outside the gym they filed inside to await Reagan's arrival. He walked in grimaced to a chant, "Pig! Pig! Pig!" Participants were told that they must listen in their usual role of passive receptors, just as if he were on TV, and would be able to line up to address questions only after the speech—not a bad format for normal circumstances, but the participants would not pass up a rare chance to speak back.

Of the hundreds who vehemently expressed their contempt, two were singled out for prosecution. Bruce Church and his young son were both saluting Reagan with middle digits accompanied by verbal abuse. This rude, insulting affront to constituted authority could not be countenanced. Bruce was charged. Dave McKowiak had the misfortune of appearing on the front page of the Los Angeles Times clearly shouting something. He too was charged.

I rebuffed solicitations by irresponsible liberals to condemn the protestors' tactics. I would retort, "But they're dropping napalm on us!" I still remember a photograph I saw immediately before speaking at a campus rally: a man holding his child, who was about the same age as my seven year old son. His son had been napalmed. The rage I would feel were I to hold my son in the same condition rose through me. Sometimes the explanation that they broke our windows during "Crystal Night" in Nazi Germany would help make the point. They broke the windows of us people (who happened to be Jewish but nonetheless people like us). Not Jews vs. Gentiles, but Victims vs. Oppressors.

To expose the selective prosecution, many supporters testified that they had also engaged in the same behavior, but the administration would not prosecute them, only the two "examples." So obsessed was the administration that the US Constitution did not apply to it, that it had the right to deny a public trial, that when students and faculty members gained access to the hearing room, the police tactical squad, supplemented by Sheriff's deputies, was summoned.

In the hope that police would be more reluctant to attack professors (who, after all, were supposed to be authority figures) than students, I called AFT members (I was the president) to form a line to protect students from the police. I didn't wear a helmet, which I thought might be considered provocative, but I did put on ten shirts, a tanker jacket, and fifteen pairs of shorts! We formed our line. I learned later that the Star Chamber hearing officers had felt very insecure with no exit to their back in this large room full of students, with the tac squad about to attack. They had scattered out of concern for their personal safety. The students thought they might be trying to reconvene somewhere else, and had followed them. The police, frustrated by finding the room they had been called to clear was already empty, moved on the Quad beating and arresting people at random as the chant, "Pigs off campus" resounded. Photos show Ed Coopermen with his arms outstretched, trying to stop the police attack and protect the students all by himself—a one man line. It was a magnificent act of courage by this quiet, reserved person.

Finally the police were ordered to stop fighting and calm was restored. Philosophy Professor Stuart Silvers told Acting President Shields that since the condition for which the tac squad was called no longer existed, the city police should be asked to withdraw from campus. Shields refused. Silvers became adamant, shouting, "The hearing room is empty. Get the goddam pigs off campus!" A chant went up, "Pigs off campus!" Shields said, "Take 'im!", indicating Silvers. The police attacked him from behind with a baton choke hold, dragged him behind the Humanities Building, beat him, and arrested him. English Professor Cyril Epstein, who tried to penetrate the police line to assist him, was assaulted and arrested as well. Immediately in front of the police line Anthropology Professor Hans Leder convened an impromptu outdoor class dubbed Anthro 69 and began an academic discussion of the phallic significance of the policemen's clubs. Further police attacks would have been on a "class" in progress.

A few days later I was swimming in my pool with two of my sons when a larger than usual number of visitors arrived. The arrested students had convened, and proceeded to disrobe and pose in front of a huge U.S. flag, above which the words "Fuck You!!

Ronald Reagan!" were printed on the final photo. The People vs. Ronald Reagan was sold on campus to raise defense funds. The D. A. declared it obscene. The administration banned its sale. More arrests and further escalation of the confrontation threatened. As a member of the Board of Directors, I immediately took the issue to the ACLU. Faced with the US Constitution, the authorities relented.

When the invasion of Cambodia and the Kent State killings reinvigorated the protests, Gov. Reagan declared the campuses closed. The protesters responded promptly. The opportunity to continue the debate was irresistible. With the formal support of the faculty as a whole, the students declared CSUF open and began the Free University. Instead of cancelling classes on Reagan's orders, many faculty conducted them in the Free University. A bewildering variety of experimental courses from Candlemaking and Weaving to Utopian Communal Living and The Future of Man entered the curriculum. If you had something to share you taught. If you wanted to learn you attended any class you wished.

It was an exhausting experience. We remained on the premises 24 hours a day, in class, in meetings, and protecting the expensive equipment from sabotage by police agent provocateurs who might try to generate an excuse to close the University. I slept many nights on the stage of the Little Theater. Ordinarily students have many services performed for them. Now they had to perform all of these tasks themselves. We took turns brushing and mopping. A community kitchen with donated food was set up. We cooked and washed dishes. An information desk was manned. Curriculum and other committees began functioning.

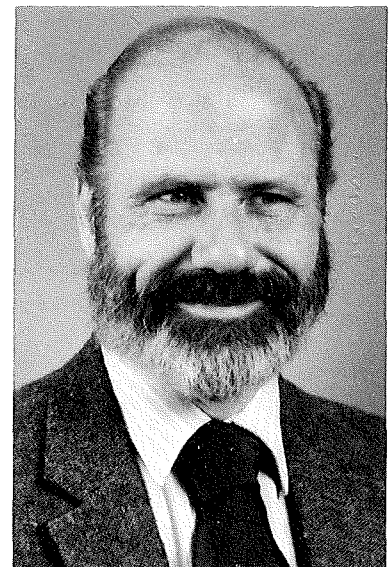
I remember trying to relax with a cup of coffee as relief from the hectic pace. I was immediately surrounded and besieged with students with ideas and plans. What a fertile intellectual environment! I thought of the contrast with discussion groups I had organized for Physical Science. There, in order to incite some student interest, I had to prepare assignments, reproduce reading materials, assign discussion panels and use all kinds of devices to stimulate activity. Not only were the students now alive with ideas, they were taking responsibility, maturing rapidly. If only that environment could be sustained, what an exciting community of activist scholars would develop!

The administration's plan was to allow the students to collapse under the weight of the enormous responsibility they had undertaken. With time the burden indeed took its toll. I was approached to help the students reorganize. I met with a steering committee and composed a committee structure with democratic centralism. The next night a large sign "Dittmann Rex" appeared across the theater screen. The anarchist students were opposed to any structure. Corporations had structure, and they were the enemy. Meetings were conducted without Roberts Rules of Order (that

was how the enemy operated) by consensus. They wanted egalitarianism. Meetings were interminable.

Eventually with the threat of further police violence, the debate over defending the Free University was intense. Students began making rudimentary arms. Ultimately the vote was to yield, and the University was abandoned, but an Experimental College was founded and continued. Such a level of intellectual ferment and activity was never again seen on campus.

I had provided bail for a variety of protesters, many of whom took flight. The union newspaper and the underground campus paper were being published out of our house. We were constantly harassed by an invasion of city officials, meticulously checking for violations of some code or other. ("Where is your fire extinguisher?" "Where is your stainless steel sink?"). The surveillance parked across the street seemed amusingly incompetent, but was probably intended only to intimidate, like the agents who would snap your photos in civil rights picket lines. A friend suggested I take firearms training (as Ed Coopermen did before his assassination in 1984). I couldn't believe it when the Panthers flew down two bodyguards from Oakland to accompany me to a speaking engagement in San Francisco, or when we would change planes at the last moment to lose or expose surveillance. The Anaheim Bulletin reported on my long-scheduled trip to Yugoslavia, and I had real doubt whether I would be permitted to go. I hid out at a friends house, sending others to retrieve my things, before leaving directly for the airport. I remember my sigh of relief when the wheels finally left the tarmac, and I was headed for a Communist country which finally promised freedom and security. I had entered a strange sort of Damon Runyan world, with bizarre experiences which somehow seemed appropriate to the times.



Roger Dittmann is active in numerous causes, especially those aimed at peace. Here he describes his sympathetic involvement with the student protesters of 1970, when he was president of the A.F.T. local.

Protest and response: a choice of evils

Gerald Marley
Department of Mathematics

Almost two decades have passed since the campus protests against the Vietnam war. My first memory of that time resulted from disciplinary action taken against two students for disrupting a campus speech by Governor Reagan. A large crowd had gathered outside the southeast corner of the Humanities Building. By the time I arrived, rumor had it that the hearing had adjourned. There was talk of assault on a security guard, but reliable information was in short supply. Noticing Vice President McCarthy, I went over to see what he knew about the goings-on. Shortly, Vice President Shields arrived, declared the gathering "unlawful", and ordered us to "disperse." I thought it curious that one Vice President could declare the other Vice President unlawfully assembled on the campus, but we did begin to disperse. Suddenly a caravan of police cars, lights flashing, came roaring toward us along Nutwood Avenue. I circled to the northeast corner of the Humanities Building to watch as police and Sheriff's deputies piled out of their squad cars and lined up facing the open space east of the Humanities Building. Batons in hand, they began to march toward the central quad area.

Several students were standing between the officers and the quad area; I was standing against the building. I was quite surprised to see these "disciplined" officers break rank and charge toward the quad. There may have been some provocation, but I saw none. Not more than 20 feet in front of me an officer flattened (from behind) a student who had not moved quickly enough to get out of the way. As the bewildered student tried to get up he received a knee in the back, once again finding himself face down on the ground.

The charging militia reached the central quad area just as classes were let out. Students streamed out of the Library to be met by scores of batons swinging in the hands of men who were obviously on a mission. The ensuing pandemonium could have occurred in the segregated South of the 1950's, or perhaps in modern South Africa or on the West Bank. The fright and outrage I felt as a result of the military assault upon my campus was profound. Things like this don't happen in America!

As I circled back toward the Science building (now McCarthy Hall), another horror occurred right in front of me. A young man dressed in fatigues, being chased by an officer, ran toward the glass doors of the Humanities Building. He found the doors locked, and

himself trapped. As he ran down the steps, he was knocked to the sidewalk. Four or five brown jacketed officers piled on top of him and held him down while one of their number repeatedly beat him in the ribs and midsection with the end of a truncheon. Eventually some faculty members—all dressed in professorial fashion—formed a human wall separating the police from those who had become the targets of free swinging nightsticks.

Although only a few minutes had passed since I came to investigate the crowd gathered outside the hearing room, what I had seen shook me in a way that is indescribable. I had heard—and rejected out-of-hand—charges of "police brutality." My conservative rural upbringing in eastern New Mexico had not prepared me for a world in which decency and fair play are not observed. Regular folk have nothing to fear from the police. Yet, right before my eyes . . . I felt no sympathy for, and in no way identified with, the "student radicals." I had seen little to admire in them, or in the "radical professors" who were identified with them. On the other hand, I had seen innocent bystanders physically attacked by off campus "peace officers." Although I was in the middle of this melee, I was not a target of any of the of the action; I was clean shaven and wore short hair, a suit, and a tie. Yet, faculty I didn't sympathize with took action to protect innocent people from the police I had always believed in. Meanwhile, I was petrified and did nothing.

During the ensuing days the Performing Arts Building became the official headquarters for the protesters. Although many of them were students, not all were. Several things struck me about those who now resided in the Little Theatre. I didn't like them. I didn't like their values, their attitudes, their language, or their appearance. I found them generally to be rather childish; on the order of junior high kids who have found that they can do "outrageous" things to get adults to yell at them. I saw hedonists; I did not see idealists.

I wondered how these people could camp out—night and day—in the Little Theatre. They had food; they had clothes; they didn't have to go to class or to work. By way of ham radio they were in touch with protest groups all over the country. The thought occurred to me that these were upper middle-class kids who were financially supported by their parents while they "protested" the principles and values which made it possible for them to camp out for days and not worry about the necessities of life. The State of California even provided hot and cold running water and toilets. They knew, not only that they needn't worry about where their immediate meals would come from, that they

could always return to school (fully financed by their parents) and move into their careers later. Now they were having fun. They had proclaimed themselves the morally superior beings in decadent American society.

Their moral absolutism by itself did not bother me. As a Christian, I have no problem with moral absolutes. What I found lacking from the frequent shouting matches in those days was any perceivable basis for their absolutist stance, or any willingness to consider the validity of views different from those they espoused. They simply asserted that everyone should do what they wanted.

Everything was secondary to their concerns. I remember a clergyman who came to speak about the evils of apartheid in South Africa. He was shouted down with the old favorite: "How can you talk about (such a secondary matter as) apartheid while the Vietnam war goes on?" The group organized itself as an officially recognized campus group called the "Jack London Society." Given London's views of American Indians, "Why don't you do something to help Indians?" they were asked. The reply followed an old refrain: "it is foolish to try to feed hungry people as long as the structure of society is such that hungry people exist." When asked why their unseemly behavior was necessary in order to make their points, the non sequitur, "Is the war in Vietnam necessary?" was the response. These people had a concern, and like children throwing a tantrum, they were going to hold their breath until they got their way. Nothing—certainly not mundane things like common courtesy or granting basic rights of free speech to others—was more important than what they wanted. After all, they were right! They were so right, in fact, that everyone had a moral obligation to embrace their views, and contrary views had no legitimacy and could and should be denied a hearing.

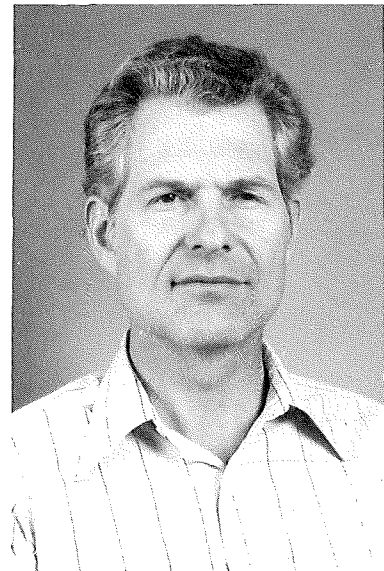
After talking with some of the protesters, I realized that they were operating on the basis of a faith commitment which most of the populace did not share. "Burn it down" was their basic response to American society. But did they have anything better to replace it with? The protesters accepted as an article of faith that upon the collapse (by any means necessary) of society, a new order would emerge which would inevitably be better. Once I understood the nature of this article of faith, I realized the foolishness of even asking about plans for the "new society."

Finally, an ultimatum was announced. The protesters were given a time certain to evacuate the occupied building. The reaction was one of ecstasy. "Oh boy! Just what we wanted. Pigs on campus! Pigs on campus!" The atmosphere was one of a bunch of kids who had been turned out of school, and could run free of supervision. The call went out to campuses throughout Southern California. Medical students from UCLA set up first aid stations. The glee with which the

ultimatum was received in the early afternoon turned into gloom later that evening when no police showed up. One by one the crowd disappeared. About midnight faculty were called to campus to gather in the Little Theatre. The strategy was that faculty outnumber the exhausted protesters. The Little Theatre was evacuated with no fanfare. The occupation was over.

The activities on campus did not go unnoticed by the community and local politicians. A group called "S.O.S." (society over sedition) scheduled the campus gymnasium for a town meeting. Though the overt physical violence of club swinging police was absent, that meeting was much more frightening to me than was the earlier police riot. Hundreds of angry citizens gathered to hear denunciations of the campus administration and faculty. I well remember the words of State Senator John Briggs, as he shouted to the delight and thunderous applause of the crowd that he would never vote for a salary increase for any faculty member in the State University system, because, he said, "There's not one of them that deserves it." Although I didn't know personally all 11,000 faculty, I would have thought it probable that there was at least one faculty member—somewhere—who was deserving of a cost of living salary increase. In the next fiscal year, unlike all other state employees, CSU and UC faculty members found themselves with no salary increase. Those of us who were less than sympathetic with the crude self-serving demagoguery of the campus protesters, found ourselves confronted with crude self-serving demagoguery from persons with real power over our lives. The protesters were only an annoyance; those running the show that night in the gym were dangerous.

Gerald C. Marley chaired the Faculty Council in 1972-73. He served on the statewide Senate from 1971 until 1979, chairing it from 1975 to 1977. He was in his third year at CSUF when the events he describes took place.



Who gets sabbatical leaves? Who do you blame if you don't?

Jesa Kreiner
Department of Mechanical Engineering

Two years ago I was asked if I would run for a seat on the Professional Leaves Committee. I readily agreed, as I have always enjoyed serving on university-wide committees. Interacting with colleagues from all schools and a variety of disciplines is interesting, and I was intrigued with the opportunity to find out what my colleagues proposed to do while away from "home". I know there would be plenty of work in reviewing the applications but was confident that the experiences I had had in reviewing files during personnel cycles had equipped me to do the task. While I consider myself well read and familiar with developments in a host of disciplines, a gnawing apprehension was still with me about how I would deal with applications very far removed from my own field. I decided that I would give it the best effort I could and rely on colleagues for needed clarifications. I thought also that I would provide the same vital explanations regarding technical disciplines. I was pleased when I found out that I had been elected.

The majority of the members had served on the committee before and thus the necessary continuity was there. We started by carefully reviewing all the pertinent documents regarding submission of proposals as well as the MOU, and after having clarified a number of issues, were ready to go to work. What became the paramount guideline for the committee was the opening statement in both the MOU and the UPS 100.001, namely that: The function of the Professional Leaves Committee shall be - a) To provide to the president recommendations for action regarding sabbatical and difference-in-pay leave requests; b) To review criteria and standards regarding sabbatical and difference-in-pay leaves and make recommendations to the Faculty Affairs Committee of the Academic Senate, and c) To provide an annual report of its activities to the faculty.

We, in the CSU system do NOT have sabbaticals like those in some other Universities where, after six years of continuous service, one earns the RIGHT to get a term of a leave. We have only the right to apply for competitively determined research leaves, which require an effort to present a good proposal which may or may not result in an award of a leave. While the faculty

member applying for a leave presumably would in every case benefit from getting one, the University might not. While recharging from the "burnout" is bound to be good, I am not sure the taxpayers would approve a lengthy vacation, no matter how well deserved.

The parts of the application are very clearly defined. First there is seniority, which is scored automatically. Applicants receive one point for each year of service since they became eligible for a sabbatical (i.e. after six years of service without a leave) up to a maximum of six points. Fifteen points are then awarded for in-service record, and fifteen more for the quality of the leave proposal. Thirty-six points is the maximum possible.

Each of the committee members reads all the proposals. The group then meets, and after discussion, each member assigns each candidate a score on each of the three criteria, and a resulting total score. The scores assigned by the members of the committee are then added up, and the resulting totals are then rank ordered. This ranking determines who gets the leaves, and who has to be disappointed.

There was a lot of misunderstanding about what should go into the In-service record. Some presented ordinary CV's or resumes ending with "references provided on request", which were frequently outdated and had little if any connection to their work at CSUF. Others included a listing of their attendance at retirement affairs or Titan games. To me the intent of the document was quite clear, namely to display the record of the faculty member while at CSUF: courses developed, record of research activities, new laboratories and experiments....And yes, there should be evidence of continuing scholarly and creative activities over the period of service. We did not count the number of books, publications, performances, exhibitions and the like. What the committee was looking for in the in-service record was evidence to give credibility to the claim that one was going to accomplish something during the leave. If one has not done anything during the past several years and the proposal states that three journal articles and two books were to be produced during the leave, this claim, however well intentioned, would be hard to believe. This is not to suggest that only research or similar activities should be itemized on the in-service record. Curricular innovations, poems,

design of new equipment.....should be within this section. A mistake which a number of people made was to reduce their record to only that part which pertained to the area of the proposed leave activity. Of course, if one has an abundance of accomplishments one must judiciously present the most important ones. Still, the record should be as complete as possible and it must demonstrate contributions both to the discipline and to the University.

The proposal is the principal part of the application. This is where the faculty member provides the plan for the implementation of the project and expectations of what is to result from the period of the leave. The size of this part of the application used to be unlimited. During my first year on the Leaves committee I read applications that were over sixty pages long. This has been now reduced to four pages, which is just as well. If one cannot present a proposal of a manageable size, one probably does not have a very clear idea of what one wants to do. The tendency in this part of the application is to be overly technical and to use the language of the discipline. I have noted that those proposals which have utilized simple, clear language, understandable to the non-specialist, have generally fared better. If the project is built on foundation of one's earlier work that is better yet. Clarity of intent is the crucial element of this segment and cannot be over emphasized.

Every proposal undergoes a very thorough scrutiny by every member of the committee. Every case is discussed and evaluated at length. The person closest to the discipline of the proposer provides clarifications if needed. At times, reassessments are made and elements of the proposal which may have been missed by some reviewers are pointed out and considered.

In recent years there have been proposals in the Academic Senate to modify the method of scoring applications. There is clearly some feeling that people should get a sabbatical when it is their turn, and therefore that seniority should count for more than a possible six out of thirty-six points. The Professional Leaves Committee does not decide this; it can (though it has not) recommend changes to the Faculty Affairs Committee, which in turn can make recommendations to the Academic Senate. The reason recent proposals for change have not been in practice approved may be that in fact, despite the apparent differences in weight-

ing, the three criteria are of approximately equal importance. This happens because the seniority scores automatically cover the whole range from zero to six, whereas those for both in-service record and quality of leave project seem mostly to fall between eight and twelve, with very few awards in the lower half or at the extreme high end of the scale.

I feel that the policy is basically fair and that it should be changed only if the intent of the leave changes, e.g. if the leave is to become primarily an award for longevity then the influence of the length of service will have to be increased. If we want to reward strictly research activities without regard for length of service, then this element will have to be eliminated.

The process is fair and equitable. Unfortunately, not everyone who applies will get a leave. Not even everyone who deserves a leave will get it. There were many excellent proposals which have not been funded because there were not enough leave slots coming to CSUF. Our "capture ratios" during the last two years were 65% and 49%. This is far from adequate but we can both hope and work for improvements in the future.



*Jesa Kreiner
(Mechanical
Engineering) began
teaching at Fuller-
ton in 1969. He
served as chair of
the Professional
Leaves Committee
in 1986-87 and
1987-88.*

Three views on student retention

Mentors discover mutually beneficial relationships develop through program

Craig Ihara
Department of Philosophy

All faculty are mentors. That is, we all give friendly advice and encouragement to students. I'm not referring here to what we do in our roles as academic advisors, but rather the sort of advice we give to students in the hallway. Topics range from course material to career options, from academic and family problems to personal history. These interactions happen more or less spontaneously, although usually the student has to take some sort of initiative such as coming to an office hour, taking part in departmental activities, or hanging around after class. With a few students, these conversations regularize and continue. Studies show that relating to faculty in this way contributes significantly to student success in college.

The University Mentor Program formally pairs students with faculty in the hope that the same sort of friendly, supportive interactions will develop. Mentors do not replace tutors, academic advisors or therapists. They are intended to be friends on the faculty.

Generally, students fill out an application, including reasons for wanting a mentor, hobbies, career goals, and major, and to submit it to whomever is administering the program. Based on major common interests, and a variety of other considerations, a mentor is selected by the school coordinator from a list of volunteers. The mentor contacts the student and some sort of meeting, e.g. lunch, is arranged. Depending on the success of that meeting, others are set up.

The obvious question is, why go to all this trouble? Why formalize what is already taking place informally? Why not leave well enough alone?

First, the Mentor Program is not intended to formalize what already takes place. Hopefully, mentors will continue with whatever informal mentoring they are already doing. Instead the Mentor Program is meant to expand and to complement what goes on naturally and informally.

Second, most students, even the most self-confident, may hesitate to take up an instructor's time on a regular basis. We may say that our doors are always open, but students can see that we are also very busy. The Mentor Program gives students a mentor's

commitment to set aside time for him or her on a regular basis. A "mentee" isn't just another student to that faculty member, but someone special.

Third, and most important, although informal mentoring is good, often the students getting the mentoring aren't the ones who need it the most. We tend to know the most assertive, the most personable, the brightest of our students, the ones who come up after class or drop in to chat. They are not the ones who need a mentor program.

The target group for the mentor program consists of those students who want or need faculty contact, but are too shy, too in awe of faculty, too alienated, too insecure, or just too lost and confused to seek it out. This is a large group, more than we can hope to accommodate in a program that depends on volunteer faculty. (H&SS, with the largest number of volunteers, has 70 mentors.) Consequently one problem the program has always had is how much to publicize and to whom?

The answer has been to accept any student who applies, but to publicize the program primarily to target groups that are the most likely to need support. Generally speaking, minority students are among the most identifiable target groups.

A practical reason for targeting minority students is that there are funds available to support programs for black and Mexican-American students. Since released time for school coordinators has been partly supported from these sources, non-minority students in the program have benefited from the university's concern for minority retention and graduation.

When a mentor and a mentee hit it off, it isn't just the student who benefits from being part of the program. Although as faculty we deal with students all the time, we usually don't know them well. Their personal problems, background, aspirations, the way they see the university, society, and life in general, usually don't enter into discussions of course content or of how to fill out a course schedule. Being a mentor puts you in touch with students in a way that being a classroom teacher or academic advisor does not.

Of course, as any mentor can tell you, things don't always work. Some students are impossible to contact. Even when you do make contact, some don't keep their appointments. (I chalk this up largely to the same insecurities that make them part of the program's target group.) When they do turn up, sometimes there is no rapport. (This is a defect of making matches from questionnaires. We're exploring other approaches.) Even when there is an initial rapport, the relationship may not continue.

Sometimes problems arise because faculty are

busy or forget to make contact, or don't make an effort to do so after an initial failure. Sometimes they think that meeting once a semester is enough. Sometimes faculty don't seem to the mentee to be very interested in them. Sometimes faculty can't stop being "professorial" and end up scaring off their mentee. Minority students especially may have difficulties with authority figures, particularly non-minority authority figures.

There are other questions and problems. Does the program really help students to a significant degree? (While this is difficult to assess in any systematic way, anecdotal evidence suggests that it does.) Why are some volunteer mentors never assigned mentees? (Primarily because we've tried too hard to match mentees to mentors in their major. This is changing.) Aren't there better ways to utilize concerned faculty? (Perhaps so, but being a mentor usually takes very little time. Meeting a student once a week for lunch is hardly an onerous responsibility, and few mentors meet with their mentees that often.)

Unfortunately, most students experience our university as a large, impersonal place. They come to campus to attend classes and very little else. The ideal of the small ivy covered college where faculty and students frequently meet and talk outside of the classroom is as impossible for us as it is for other universities. The mentor program isn't going to change this for the vast majority of our students. But we can help some of those

who need and want help the most, and in the process, we can make college a more meaningful experience for them, and for ourselves as well.

Often it's only the motivated who are willing to be helped in student retention programs

Sandy Sutphen
Department of Political Science

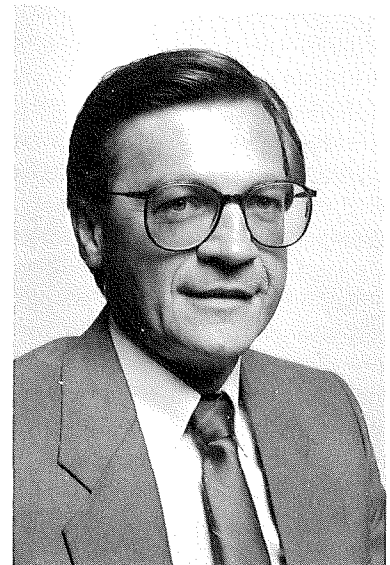
From the morning Michael Mend (Sociology) addressed the H&SS Chairs and Coordinators retreat five years ago, announcing the start of the mentor program, I have been an enthusiastic supporter and volunteer for the program. Like others, I am concerned about the drop-out rate among under-represented groups on campus. As Ruth May documented in an issue of the HDCS Educational Equity Newsletter last semester, students leave because they are dissatisfied with other members of the college in the classroom and informal settings. They stay because they perceive "caring faculty and staff" and high quality teaching. Ethnic minority students, in particular, are likely to leave when the "institution does not have sufficient



Craig Ihara has taught philosophy at Fullerton since 1972. A past member of the Academic Senate, he now plays a leading role in the mentoring program which he describes here.



Sandy Sutphen (Political Science) edited the Forum in 1987-88, after which she became (amongst other things) Director of the Public Administration program. She continues on the Forum's editorial board.



Bob Emry (Speech Communication) was chair of the Academic Senate in 1980-81. Last year, he was the coordinator of the university's educational equity program.

STUDENT RETENTION

numbers for a supportive critical mass." While intensified recruitment and remedial programs are clearly critical, I thought a mentor program sounded like an effective component of a retention plan. As the (then) coordinator of the Women's Studies Program, I was particularly concerned with assisting some of the "older" students returning to campus. I expressed that preference to Mike but also indicated I would be happy to serve as a mentor wherever he could use me.

Since then, I have been assigned at least one mentee each year, with distinctly mixed results. Sometimes I was less than diligent about initiating the contact (I discovered it was almost always the faculty member who must start the ball rolling); more often, after an initial meeting, the student seemed uninterested in continuing the relationship.

However, some of my mentee relationships have been among the better ones I have developed with students. On several occasions, we have formed a friendship, visiting each other's homes, enjoying both trivial and profound discussions, and sharing insights which were valuable to the other because they came from a different perspective. In summary, I'm glad I volunteer to be a mentor.

Having said that, it is also true that all but one of my mentees has been an Anglo woman, usually over the age of 25, strongly motivated and hardly in much danger of being a college drop-out. Even those who were younger and she who was non-Anglo, never struck me as marginal students. Most of them enjoyed healthy relationships with other faculty, did not appear to be intimidated by the institution, and had the resources to do well in a university setting. I concluded that on some level, the mentor program was attracting students who would seize opportunities to make their university experience more meaningful but who would be successful without this program. The students who most need the program, those for whom retention is a real issue, were not showing up at my door anyway.

Obviously, I can function best as the role model I am, an older (divorced) woman, sympathetic to the problems which women like me might have returning to an academic environment. Indeed, most of my mentees, especially the ones where the relationship was successful, fit that mold. But I don't think they really needed me.

This year, at least in H&SS, the mentor program is operating differently. Working with Sy Abrego in University Outreach, students from "at-risk" groups have been targeted more specifically. I have been given released time to work with Craig Ihara as the mentor coordinator for the school and one of our goals is to increase our solicitation for the program among ethnic minority students. While the program is still open to any student and still voluntary in nature, we are trying much harder to reach the students who will benefit most from the program.

Involvement with the mentor program has also given me more information about promoting a more supportive environment. While my role model function may be constrained by my race, I have learned other skills which help in student retention. I adjust my curriculum to assure that issues of racial history, status and equity are included. I know the resources of the University well, so that when I encounter a student with language problems or learning difficulties, I can recommend appropriate help. As Ruth May points out, the "at risk" student is frequently passive in academic settings, so I make sure my classroom experience is so diversified that the passive student gets involved and does participate. But ultimately, if the program is to succeed, it must find the students who need it and can profit from it and enlist even more cooperation from ethnic minority faculty and staff who can serve as appropriate role models.

Educational Equity program is designed to recruit, retain under-represented students

Bob Emry

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Concern about student retention — particularly the retention of ethnic minority students — has prompted a more broadly-based focus on issues of "educational equity." Responding to directives, and funding, from the Chancellor's Office, CSUF developed an educational equity program which is now being implemented on campus. The program attempts to provide services in the following three areas: outreach programs which attract students to the university; transition programs which assist students new to college or the campus; retention programs which aim to keep students at the university until graduation. The program also is designed to facilitate "mainlining," or placing special emphasis on serving under-represented minorities, eliminating the duplication of services, and increasing faculty involvement in all equity functions. A major component of the program is the allocation of specific educational equity resources to each school and the development of individualized "school-based" plans. The faculty recruited from each school include Vincent Suez of Art for the School of the Arts, Ken Goldin, Associate Dean for BAE, Jesa Kreiner (Mechanical Engineering) and Nick Mousouris (Computer Science) for ECS, Ruth May of Reading in HDCS, Craig Ihara of Philosophy for H&SS, and Ken Goodhue-McWilliams of Biology for NSM. Released time for these coordinators is given to each school to permit them to develop and implement equity plans. During

1988-89, these coordinators have worked with the dean and faculty of their respective schools. The school coordinators have served as senior mentors and implemented discipline-based strategies aimed at under-represented students. At present, the coordinators have emphasized student retention issues, faculty involvement, faculty-student interaction and reorganizational issues.

Retention

With respect to retention, the discipline-based mentor program continues to function successfully and is seen as a crucial factor in student retention. All school coordinators have recruited additional faculty mentors and student mentees. An increased effort has been made to introduce personally the mentor and the mentee and/or to follow up on mentor/mentee relationships in order to reduce faculty and student frustrations with no-shows, etc. During this semester, the effectiveness of the mentor program will be assessed. That is, are we doing more than matching names? [Editor's note: for a discussion of the mentor program, see Craig Ihara's accompanying article.] Faculty who are mentors serve relatively few students. Methods are needed to involve more faculty in educational equity and to do so with greater efficiency. Having faculty work with groups of students in an on-going orientation program may result in an more efficient involvement of faculty. Similarly, ways of involving students helping each other, under faculty guidance, need to be explored. Thus, next semester, the coordinators will examine the feasibility of a peer mentor program. In such a program, junior/seniors would mentor freshman/sophomore/transfer students.

The equity program has also instituted a new program for students on academic probation. Each student who was a member of an under-represented group and who was also on academic probation was contacted by one of the school equity coordinators. In the process, the coordinators documented a lack of tutoring and academic support services for academically troubled students. Therefore, efforts are being made to ascertain ways of making systematic support available. Student honor groups could provide tutoring services; perhaps tutoring can be offered around block enrollment models.

The school coordinators are also examining various models of early warning systems and will be working with the Student Academic Life Committee during the Spring semester to continue studying these kinds of programs.

Faculty Involvement

The coordinators, of course, are faculty. As a result their involvement in educational equity adds significant faculty input. Within their schools, coordinators have made attempts to involve faculty and staff in the retention and recruitment of ethnic minorities and especially members of under-represented groups.

Coordinators have generated equity goals for their respective schools and will be seeking the dean's and departmental feedback on these goals. Coordinators have attended school retreats, school chairs' meetings and department meetings to discuss educational equity issues with faculty. One coordinator attended a national conference on retention of Black students; another attended a regional conference on advisement; and all coordinators have attended conferences at the chancellor's office. Each coordinator surveyed the departments of their schools regarding tutoring services and equity activities. During the Fall semester, coordinator's met bi-weekly in planning and discussion sessions. The equity coordinators will be working with the Academic Senate Committee on Student Academic Life. This relationship is considered important and provides the coordinators a means of recommending policy as well as receiving broad-based faculty feedback on activities and plans.

Faculty-Student Interaction

Currently the coordinators are developing approaches to facilitate interaction between target students, faculty, staff, and administrators. By disseminating additional information to students regarding awards, scholarships, internships, grants, and faculty projects, as well as conferences, lectures, and special events, we hope there will be greater faculty-student interaction. The school coordinators are also planning training programs where each school will conduct training in inter-cultural sensitivity and/or educational equity for mentors and other interested faculty.

Reorganization

Perhaps reorganizing is our most important priority. Consider the following statement made by the members of the Commission for the Review of the Master Plan for Higher Education in The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education:

The most important lesson to be learned from past failures is that programs to achieve equity cannot be treated as the responsibility of just another group or office. Institutional barriers such as faculty and administrator attitudes, differential treatment, discriminatory curricula and indifference must be addressed. Equity must be incorporated into every function of every educational institution. . .

Currently, plans are being made to involve faculty in discussing curriculum with community college faculty. This discussion will focus on changes which would make it easier for students to transfer from one system to another. Faculty need to be more involved in outreach functions. Faculty need to develop and implement an aggressive program for attracting minority students to the teaching profession.

We welcome your input and suggestions on this issue critical to our University's capability of serving the needs of our changing community.

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ciations of students, Communism, pornography, long hair and anything else which was anathema to the local bourgeoisie. Later that night, a vacant temporary building next to one which the radicals had been allowed to occupy was burned. While no charges were filed, the widespread suspicion that the arson was the work of the crusaders against campus violence contributed to the rapid decline of SOS.

The end of the Spring Semester, 1970, effectively halted the protests. The activists went home, leaving the powers that be to take their revenge. All faculty were punished for the well publicized actions of a very few when their salary raise was struck from the state budget. The Board of Trustees authorized Chancellor Dumke to issue student disciplinary procedures that largely eliminated students and faculty from such proceedings. He also weakened one of the statewide Academic Senate's prize accomplishments - a faculty grievance procedure - by making up new policies which reduced faculty participation and were not subject to approval or change by the Academic Senate or local councils. Many faculty feared these measures were previews of an all-out assault on tenure or the concept of faculty governance. CSF's Lavern Graves, chair of the statewide senate in 1970-71, spoke for many when he observed that "academic freedom is in more serious jeopardy now than at any time within my memory."

Such a gloomy future was doubly painful because in many ways it seemed undeserved. Arguably, the Faculty Council had performed admirably during trying times. It had resolutely defended and redefined the principles of academic freedom and insisted that unhampered intellectual inquiry must be defended from irresponsible radicals, vengeful politi-

cians and frightened administrators alike. The Council had wisely refrained from associating itself with such tactics as shutting down the campus or a systemwide strike which, though done in the name of academic freedom, transcended the limits of responsible behavior. In spite of the time consumed dealing with repeated crises, the Council between 1968 and 1970 was able to draft a considerable number of significant policies. Faculty and students were given greater opportunity to participate in campus governance. An EOP program and an Ethnic Studies Department were established to meet the needs of new types of students. Many new curricular programs, both traditional and innovative, were developed. Meanwhile, the campus continued to grow rapidly in enrollment despite budgetary crises and general upheaval.

To militants who felt that the issues of the late sixties demanded campus takeovers and faculty strikes, the Council was a wet blanket, helping to kill the golden opportunity for concerted action. Other faculty, who had unsuccessfully urged stronger action against the "crazies" disrupting the campus, could charge the Council with weakness. The Council itself was divided, as in the debate on the dust jacket, where one faculty member proposed a donation to a student free speech fund while another denounced "those in the college community who feel the need to deliberately seek confrontation with civil authorities." The Executive Committee spent many hours in consultation with administrators through all the crises. But these efforts often received less notice than the role of administrators or individual faculty acting outside the council. In retrospect, it appears that one lasting legacy of these years of turmoil was dampening of the enthusiasm with which many faculty had looked upon the Faculty Council.

SENATE FORUM

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

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