SENATE FORUM

WINTER, 1989 VOLUME 3, NUMBER 2

Academic quality and accreditation: A case of good news and bad news?

"The good news is the Remedial Program is more popular than ever, which is also the bad news."

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A PUBLICATION OF THE ACADEMIC SENATE, CALIFORNIA STATE UNIVERSITY, FULLERTON

Some thoughts on quality

John W. Bedell, Chair
Academic Senate

Listed below are some ideas to focus the ongoing discussions of quality. I'd like to hear from you as we address this very important and provocative issue.

Quality Universities:

- "shape" their incoming classes to reflect campus goals;
- assign original source reading materials;
- provide library resources to support original research and scholarship for faculty and students;
- ensure safe and clean learning and working environments;
- create data bases that enable defining and monitoring of what success is;
- subscribe to AAUP definitions of academic freedom and responsibility for all members of the academic community;
- make available professional development programs for all employees;
- consider the tenure decision the most important RTP decisio;
- reinforce discipline identity in such matters as post tenure review;
- reward faculty involvement in the academic careers of their students through assigned time, recognition, etc.;
- fund student-faculty research projects as a high priority for socialization to the profession;
- encourage international exchanges for students and faculty including funding;
- utilize sabbatical leaves for professional development and require sharing of information through seminars upon return;
- welcome accountability measures if involved in their development/selection, etc.;
- restrict the use of student opinionnaire forms to a minor role in the RTP process;
- maximize the match between pool and hirings in terms of Affirmative Action considerations;
- require departments to guarantee significant components of writing, in their upper division General Education, or lose the right to give the course(s);
- minimize part-time hirings;
- depoliticize GE and create programs that are in the students' interests as well-rounded educated persons;
- de-emphasize FTE budget matters so that academic decisions are based on programatic intellectual reasons;
- assign courses on the basis of demonstrated faculty expertise;
- recognize and honor diverse learning styles;
- build value and moral components into the curriculum as appropriate;
- provide competitive salaries for employees so that primary fiscal loyalties are to the campus rather than to outside agencies/activities; raises must not be below rate of inflation;
- pursue PR aggressively so that those in the service area know well and often what is going on;
- increase annually the average amount alumni contribute to the campus fund-raising activities;
- solicit and obtain endowed chairs, "sponsored" positions and funded laboratories/research/teaching centers;
- adapt a "land grant" philosophy of service to its region given the percentage of graduates staying in said region;
- seek specialized accreditation and keep it since its loss has a significant impact beyond the affected program;
- inculcate a sense of volunteerism, into the students so that they recognize their social responsibility;
- finance scholarship and aid programs, minimizing the loan components so that talented students can focus on academics rather than on survival;
- develop a scholarship program that has a "purely on merit" strand geared to the gifted and talented;
- have building programs that reflect academic priorities and not the reverse;
- showcase CSUF students in national and international events;
- value collegiality and the rights of administrators faculty, staff and students;
- create advisory boards that help the campus;
- obtain challenge grants from corporations and individuals to enhance annual fund participation;
- develop learning sanctuaries on campus for small groups and individual "think" sessions; e.g., "coves" for meetings and seminars;
- are "pretty" and attractive, i.e., not covered over or paved;
- emphasize access to the curriculum for all and see to it that no group of students is disproportionately represented in a disadvantaged category;

Your thoughts?

Accreditation

The issue of specialized accreditation can be divisive on campuses. It has divided departments, caused tremendous rifts within schools, and often makes headlines, particularly when a unit loses accreditation.

On the following pages are articles of how one department was seen by others to be holding its school hostage over the issue of accreditation. In addition are some descriptions of how accreditation works and some thoughts on its value within several disciplines.

Temporary death of a department

Julian Foster chaired the SBAE Senate's 1988 Department of Accounting Reaccreditation Committee. The other members were Bob Ayanian and Joyce Pickersgill from Economics, John Lawrence and Herb Rutemiller from Management Science. Most of the information in this article came from the Committee's hearings, but it should be stressed that the opinions and perceptions here are those of the author, not the Committee.

Julian Foster
Department of Political Science

Receivership. Probably most faculty have never heard of it. Probably most of those who have regard it as something highly unpleasant but fortunately remote, rather like Hieronymous Bosch's visions of hell. "Not the sort of thing that would happen in Fullerton." Wrong. The 'victim' is — or was — the Department of Accounting in the School of Business Administration and Economics.

Suspending the normal operations of a department is a painful matter, and there is a case to be made for not publicizing anything so indecorous. Yet the implications bare thinking about. The University has no policy on receivership, no provisions which limit when it can be imposed. Technically, the signature of an administrator may be all that is needed to call a halt to the normal functioning of a department, transferring all decisions on assignments, scheduling, recruitments, funding, etc., to the School. Such an alarming possibility calls for exploration. Why did the Department of Accounting suffer this sad fate, and are other departments vulnerable to a similar hit?

Accounting has long had more than its share of critics in the School of Business. Its faculty seem to march to a different drummer. Few of them publish. A recent Consultant's Report found three Accounting faculty to be 'strong' in professional activities, two more to be somewhat active, while the remaining twelve undertook no professional activities whatsoever. This is in striking contrast to most other departments in the School. Academic accountants normally develop close ties to the practicing accounting community; at Fullerton, this does not seem to have happened. Faculty recruitment has for some years been a problem for all accounting departments; Fullerton has been less successful than most in attracting good new talent, a failure attributable to poor luck or lack of effort, according to who is explaining it.

An unusually high proportion of the full-time faculty spend twelve hours a week in the classroom; four sections of a single course was not an exceptional assignment. These four sections might all be offered at consecutive hours on the same days, consonant with the general ideal of spending as little time on campus as possible. This may not have been convenient for students, but in Accounting there are always more than enough to go around. Evening classes for undergraduates, unpopular with the regular faculty, were left almost entirely in the hands of part-timers, none of whom had doctorates. Evidence on the quality of instruction was hard to come by; the main question raised was whether faculty who seemed so little involved professionally could be keeping current in a fast-changing field.

What happened to all the uncommitted time thus generated? Jealous colleagues in some other schools would no doubt speculate on vastly profitable private practices, but this does not seem to have been the pattern. "Accounting faculty," grumped one critic, "are heavy consumers of leisure."

Experts on academic management would be quick to prescribe a solution for such a situation: fresh and invigorating leadership. A judicious mixture of exhortation and armtwisting, sticks and carrots, should do the trick. Reality proved less tractable.

Carrots have for some time been made available. The School awarded 56 MPPPs between 1985 and 1988; Accounting faculty took home only three of these. Perhaps the 'hard to hire' salary supplement was enough for them. The School of Business also has a complex scheme for giving assigned time on the basis of research proposals. From 1986 to 1988, School of Business faculty generated 71 such proposals, of which 40 were approved. The Accounting Department's share in this activity was two proposals, both unsuccessful. Question: what can you give a department which feels it has everything it wants?

Leadership changes also proved sticky. A small group of faculty essentially ran the department, turning up repeatedly on the personnel and other key committees, and it was obviously going to be difficult for anyone to chair the department who did not meet with their approval. Two previous chairs had left for greener academic fields— according to some, they found the atmosphere at Fullerton somewhat claustrophobic. In 1986, a candidate for chair emerged who was viewed by critics of the prevailing departmental mores as potentially a new broom. There seemed to be no available alternative, but in an unusual move, an off-campus candidate was nominated and won in a close race. The aftermath of this was uncomfortable. Two weeks after the vote count, the department's four full-time Lecturers, who were understood to have sup-

ported the 'new broom' candidate, were all notified that their services would no longer be required. Our committee was told that this decision was not based on deficient performance; rather it was judged to be 'time for a change.' Meanwhile the 'new broom' candidate himself accepted a position at Long Beach State.

Keith Lantz was the victorious off-campus candidate who took over the chair position in the Fall of 1987. To the displeasure of the core faculty of the department, he proved to have a somewhat abrupt administrative style and a willingness to do such things as modify the suggested schedules turned in by faculty. Accounting had apparently gotten a 'new broom' after all. The response was not long delayed. A motion of censure was introduced in spring, 1988, and — the political groundwork having been duly laid — was approved promptly.

Meanwhile, the remainder of the School of Business was preoccupied with the need for accreditation. Accounting, with its minimal record of scholarly productivity and professional involvement, now embroidered with evidence of internal disarray, was seen as the largest single handicap to this enterprise. Out of this concern came the appointment by the School Senate of an *ad hoc* investigating committee made up of four SBAE faculty from other departments and myself (who, as a defenseless minority, naturally was elected chair).

Our committee talked to all the full-time Accounting faculty and to various others. We formed an impression that the accountants were not particularly concerned about school accreditation, especially if this meant any drastic changes in their life style. It seemed to us that reaccreditation was clearly going to be a tough business, and therefore our report specified a good many reforms which we thought were necessary. Perhaps the most crucial of these suggested that the internal dissention must end, with everyone making a good faith effort at cohabitation.

Herb Rutemiller and I went to present this document in draft form to the Accounting Department. The proceedings were disconcerting. Our position on the agenda was preempted by a reiteration of the motion to call for Keith Lantz's removal as chair. This achieved, we were invited back in, and a somewhat desultory discussion of our report ensued. I left with the impression that the Accounting faculty were prepared to tolerate our implied criticisms and to take our suggested changes under advisement, provided they were allowed to dispose of the only available leader who would be likely to force the changes forward.

The investigating committee was appointed by the Senate of the School of Business, and it was to them that our report finally went. Our key paragraph read as follows:

It is our hope that the Accounting Department will accept, through prompt implementation of these or similar recommendations, the principles of student instruction, professional/scholarly activity and program development implied herein. However, in the event that the Accounting Department refuses to do so, the long term well-being of the SBAE, and its responsibilities to students, the university and the community, would then dictate that the SBAE Senate request the Dean to assume direct administration of the Accounting Department. Such an action would continue until reaccreditation is assured.

The SBAE Senate judged that indeed the Accounting Department was rejecting the Report, and it passed a motion requesting the Dean to act as indicated. The vote of the Senate was, with the exception of the Accounting representatives, unanimous.

Receivership has been the order of the day since last summer. The department office no longer exists. The department meets only to 'advise' the Dean. It no longer has a chair; Keith Lantz has become an Associate Dean, charged with running the Accounting program. No end to this unhappy situation appears in prospect.

I was named to the investigating committee because I had earlier been elected to the Chair of the Academic Senate. In that position, protecting faculty rights is naturally a priority. It was odd and uncomfortable to be instrumental in depriving some faculty of their basic rights of self-governance.

My own rationale for this is that faculty rights are indissoluably linked with faculty responsibilities. We enjoy the great degree of autonomy which we do on the basis of an implied obligation: that we will employ it to further the common good of departments, schools, students and the university as a whole. Neglect of these responsibilities jeopardises the rights of all. If we have to admit that any part of our enterprise is sub-par <u>because</u> it is run by faculty, we invite in the authoritarian managers and all the self-styled experts who think they could run academia better than it is run now.

The episode continues to make me uneasy. There are no rules for imposing receivership. No other school has a functioning senate comparable to the one in SBAE, which took responsibility in this case. If the accounting faculty had chosen to press their case through the campus Academic Senate or the CFA, I am not sure how things would have proceeded. From one point of view, I believe we need some policy which will define how such cases must be handled. But from another, I have the feeling that I do not want to see this procedure methodically set down on green paper, for once it is there, people may start thinking that maybe they should use it, and who knows how much trouble may stem from that perception.

Faculty governance was at its best in the Accounting Dept. affair

Scott Greene
Department of Marketing

What I like about the experience just described are the faculty governance underpinnings of the process. What I have found most uncomfortable about it is the strain on friendships with colleagues on each side of the controversy. What a shame that, in this case, one of the realities which makes life so interesting, diversity in human values, appears the root of this affair.

Having come to California State University, Fullerton from a school totally controlled by an autocratic dean, I find the atmosphere at Fullerton has been truly refreshing. Had the prevailing values of the Accounting Department been at odds with those of my former dean, denial of tenure or economic sanctions for tenured faculty would have forced compliance to his will. Indeed, everyone danced to his beat. In private industry, also, autocracy is often the rule.

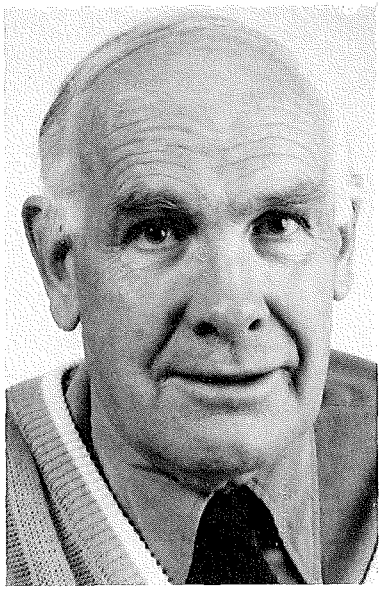
When this festering controversy finally erupted last year, our School's Faculty Senate and I as its Chair realized the entire School's well-being — albeit the University's reputation to the extent it is affected by the image of SBAE — was at stake. The state of the Accounting Department could be the crucial factor in determining whether the school was reaccredited.

Many Accounting faculty seemed deaf to this concern. Yet, friends and colleagues on each side were distressed. Worse, some of them had been forced out, and others left of their own accord for a better atmosphere. Out of concern for everyone's well-being and for our School's reaccreditation, the situation was deemed serious by the Faculty Senate. In the true spirit of faculty governance, we voted to establish an impartial fact-finding committee charged to investigate the severity of the situation, the facts from all perspectives and parties involved, and the best means for resolving the controversy.

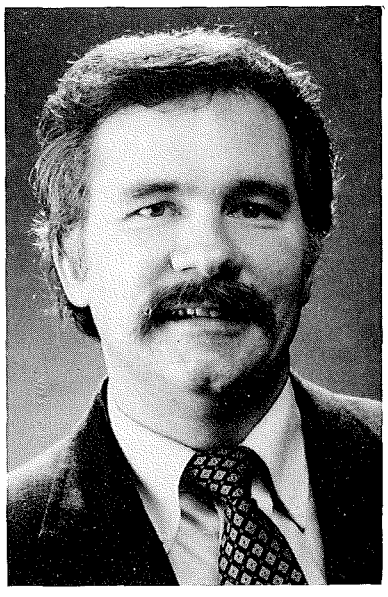
The extreme quality, depth, and equity of the Committee's report surpassed Senate expectations. Unfortunately, the judicious recommendations in that report were not embraced by the majority of Accounting faculty, and the default mode of "receivership" was enacted after unanimous Senate approval of the report. Recognizing those recommendations as prudent, however, Dean Brown upon receivership has implemented them.

With some outstanding Accounting professors hired last Fall, several strong carryovers, and hopefully a changing spirit of cooperation among the others engendered by the collegial manner of handling this highly charged matter, we may have turned the corner. In any case, I remain convinced it received the most equitable management possible.

Scott Greene chaired the SBAE Senate during academic year 1987-1988. The descriptions and opinions here are solely his.



Julian Foster



Scott Greene

Some other views

Business school accreditation leads to higher quality for all

Tom Brown, Dean
School of Business Administration and Economics

Most business schools do not have professional accreditation. Of the over 1200 institutions that offer business administration and management programs, only about 250 are accredited. We are accredited now, but there is no guarantee that we shall remain that way.

To be accredited a school must demonstrate, by meeting a wide variety of tests, that its programs are of high quality. The American Assembly of Collegiate Schools of Business (AACSB) evaluates schools on many criteria - seven major ones plus all institutions must meet eight preconditions. These standards relate to 1) the clear and appropriate articulation of mission and objectives; 2) the policies and procedures governing the admission of students; 3) the coverage of a business "common body of knowledge in the core curriculum"; 4) the adequacy of library and computer resources, facilities, and services; 5) the adequacy of financial resources and equipment; 6) the existence of educational innovation and use of technology in the school's program; and 7) the adequacy, qualifications, performance, and management of personnel resources. Important preconditions relate to the quality of the intellectual climate within which the business school operates and the extent to which the business school is allowed to pursue its objectives without external interference.

The SBAE is doing everything it can to insure that we fully meet accreditation standards. This is an issue that I think about and work on every day. I know very well that maintaining accreditation is not at all automatic even if you have been accredited for a long time. The School's reaccreditation was deferred for a year in 1982-83. Since that time, maintaining one's status has become more difficult. In the past 4 or 5 years, some very good and very prestigious business schools in the country have had to scramble to regain their accredited status. Business schools in the CSU have had great difficulty in the past 5 years. Only one CSU business school, since 1984, has made it through a reaccreditation cycle on the first try. Some have been given one or more years of continuing review. Others have fared less well and have received probation - the judgement being that their problems were too severe to be solved in one or two years.

It would seem that either schools are not as good as they used to be or that the standards of evaluation have changed. Actually, neither is really true. It is that the interpretations of the standards have changed. As someone told me the other day, "Now, they really mean it!" A number of years ago, for example, if one was found to not be in compliance with some standard, one could promise to do better and everything would again be all right. It reminds me of my rearing as a Southern Baptist. Now, however, the accrediting agency is interested in results. They want continuing evidence that promises are being met. Excellence must be documented, year after year. It is clear that promises from the dean and the president are insufficient evidence of future compliance with the accreditation standards.

Lack of sufficient scholarly activity among the faculty is the "knockout factor" for most schools. Unfortunately, while it is relatively easy to repair a curricular problem, increasing scholarly activity takes a long time and often requires changes in attitude and even campus culture. Increasing scholarship requires investment in the faculty and changes in the incentive system.

AACSB believes strongly in research as a necessary ingredient in effective teaching - that research is a means to a more important end - the improvement in the overall caliber of instruction. The belief is that *all* management schools, with their diverse missions and faculty, nevertheless teach and transmit knowledge and that the teaching function is enhanced by research. Research is thought to be the best predictor of a faculty member's effective teaching in the long run. All faculty are expected to engage in research -- the efforts of which are not only written but also subjected to peer review. This very closely parallels our campus' goal of active teacher-scholars and the structure of UPS 210.

For several years the School has been developing and refining procedures designed to invest resources in the faculty so that they may more effectively pursue their research and other scholarly activities. We have an evolving and effective faculty development plan that is backed with personnel and money resources. We work to insure that RTP standards reflect national accreditation standards. We actively recruit faculty that are interested in teaching *and* research. Our

efforts are paying off. For example, SBAE faculty production of referred journal articles increased over 100% from 1984-85 to 1986-87. The goal is to involve all faculty in scholarly and professional activity.

More resources would make maintaining accreditation easier. Campuses all over the country are trying to cope with supporting business schools that have become 25% (nationally) of the four-year degree market. It's very difficult to adequately support a professional school of that size while maintaining balance across the disciplines. We need support in obtaining resources to meet our student load -- a load that seems to increase in spite of how early we cut off applications. And we need support in obtaining classroom space that allows for efficient coverage of teaching load in classes where larger sizes can be appropriate. We know what is required to maintain accreditation and we have the programs in place to help insure the efficient and effective management of our resources to obtain that goal.

This "accreditation thing" will, however, require that schools be allowed flexibility in managing their resources. In order to be successful, schools must become highly efficient in delivering *all* of their educational products. Business schools must do a better job of allocating the resources they have in order to meet the expected performance in all areas.

This is clearly a campus that is interested in quality programs, and AACSB accreditation denotes high quality. Our students and other constituents know that. In fact, more and more corporations are now reimbursing employees for educational programs in business *only* if those programs are accredited by AACSB. The word is quickly getting out that many of the 1200 business programs in this country are not as good as they should be. We know too that corporate recruiting offices "grade" schools, and accreditation status is a major factor -- one that is increasing in importance. By their nature, professional schools are close to the community and highly visible. A business school with a poor image would damage the entire university. Further, while 25-30% of entering students initially choose business, no major state institution can afford to lose the best of that large pool of students because its business school is considered substandard. Since accreditation *requires* that business students take 40-60% of their coursework outside of the business school, accredited business schools generate substantial credit hours for other units on campus. Accreditation *insures* a broad-based degree for business students, guards against over-specialization, and provides you with thebest caliber of students in *your* classes.

Business schools are being put to the test and, in many cases, "business as usual" is no longer satisfactory. There is no question that in 10 years we will have fewer but much better business schools in this country and that's as it should be. AACSB accreditation will play a major role in this restructuring of management education. That's a role that deserves the support of everyone.

Accreditation crucial for engineering

Tim Lancey
Department of Mechanical Engineering

If you are going to have an engineering school, it has to be accredited. A very few prestigious places, like M.I.T. and Princeton, concentrate very heavily on Engineering Science, at the expense of the nuts-and-bolts applied engineering skills. They produce prospective Ph.D.'s, not necessarily working engineers. The great mass of the country's approximately 400 engineering schools graduate an overwhelming majority which intends to go out and get jobs in engineering. To do this they need to be licensed, and if they graduated from an unaccredited program, they won't be. In this, engineering is like other professions concerned with public safety (e.g. nursing), which all insist on licensing.

There are therefore virtually no unaccredited engineering schools. When a school is told by the accreditation team to improve this or that, then that is what it will do. If accreditation is pulled, one does whatever one has to do to get it back; otherwise one will soon be out of business.

Until about ten years ago, accreditations were carried out by the Engineering Council for Professional Development (ECPD). They were fairly predictable: stress on engineering design, science and written English. Then ECPD evolved into the Accreditation Board for Engineering and Technology (ABET), which is comprised of a mix of engineering educators and practicing engineers from private industrial firms or from governmental agencies. This varied institutional representation affects the policies, procedures and criteria for accreditation, with accompanying effects on the implementation of the evaluation strategies. A form of

fusion takes place between the more applied interests of the practicing engineers, and the inclinations towards theory of the university professors.

A recent strategy of ABET has involved placing emphasis for a period of time on one aspect of engineering education, such as design engineering. The current area of close scrutiny is the humanities content of our curriculum. We are to demonstrate a coherent humanities requirement, with at least eight units in a "cluster" of somewhat related courses. I am told that the coming emphases will be upon ethics and safety — an apparent response to the Challenger disaster, in which NASA and Morton Thiokol supplied some of the featured players. We are to emphasize ethical concerns across our curriculum, involving safety primarily, but also in general terms. An increased interest in the economics of engineering design projects is another expected preoccupation.

Absent from these areas of curricular concern are mathematics and the sciences. ABET seems to convey to us that we over-emphasize the sciences and we should provide a far more practice-oriented engineering curriculum than has been available to our students in research-oriented institutions.

Our graduates are exposed to fascinating professional environments, in which their managers, upon entry and for the first few years require competent technical engineering skills coupled with the ability to interact well. Following these early years, many engineers enter management, at first employing engineering and written and oral communication skills. As they advance in years, their engineering expertise becomes less in demand, and economics and communication skills come to the fore, with increased expectations of a breadth of knowledge in the humanities. ABET seems to comprehend this typical career path, and to be demanding the right curriculum for it, except that some senior engineers do not go into management, but into theoretically oriented positions.

When the ABET teams come to campus, there will be tensions. In part those are typical of any situation where an evaluation is a life-and-death question. In part it will reflect the tension between practitioners and theorists. Lack of specificity in the implementation of ABET criteria adds a threatening element of the unknown. But in spite of such problems this is a process which we must carry through successfully.

Accreditation boosts evaluation, planning

Mary Kay Tetrault, Dean
School of Human Development and Community Service

The School of Human Development and Community Service is presently immersed in preparation for accreditation visits. They include reviews from the National Athletic Trainer Association (NATA) in the spring of 1989; the National League of Nursing, (NLN)in October 1989; the Commission for Teacher Credentialling (CTC) in February 1990; and the National Council for Accreditation of Teacher Education (NCATE) in February 1990. Accreditation visits represent a significant amount of work for the faculty and can be viewed as a hurdle to be overcome. Yet from another perspective, they present an opportunity to connect with ideas current in the profession or discipline, to engage in evaluation and planning and to build consensus among the faculty.

National accreditation groups of the quality of these are essentially a clearing house for a variety of participating professional organizations to reach consensus on professional training standards. They codify the conversation regarding a profession's social mandate from its various constituencies. For instance, NCATE Standards now contain a provision for multicultural education. The NLN Standards speak to the need for theory courses in the curriculum, reflecting the evolution of that body of knowledge over the past 30 years.

While accreditation reviews can easily be perceived as an evaluation to be endured, they present an opportunity to examine all aspects of a school's programs and to engage in relevant planning as well. A school-wide Evaluation and Planning Committee is currently examining how various epistemologies inform how we think and live and work. The committee is also conducting a pilot study to learn more about our students as learners and knowers and how a deeper understanding of their characteristics can inform our school's mission and goals. While this reflection and planning might have taken place without an accreditation visit, it was that spur that generated this current activity.

A positive by-product of accreditations is that

faculty take the time to reflect on what we do and why we do it within a regional and national context. Through these discussions we listen to and compare ourselves with national perspectives in the areas of curriculum, students, faculty, facilities and resources. It helps us to avoid the hubris of insularity and to improve the quality of our students' education.

MPA process evolved from "suggestions"

Sandy Sutphen
Department of Political Science

The Master's in Public Administration program is currently accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), an independent group which works closely with the major professional association of public administrators, the American Society for Public Administration (ASPA). When the process began, NASPAA did not label the examination of schools and their curricula as an "accreditation" procedure. Rather, NASPAA invited programs to participate in preliminary examinations which could result in their being "rostered" as an "approved" program. However, within five years this seemingly benign "rostering" became a formal accreditation procedure, and programs now scurry diligently to meet what formerly were "suggestions" established by NASPAA.

Public administration enjoys a wide diversity of relationships with political science. The "traditional" (meaning, maybe the oldest, or perhaps just the most numerous) position is as a sub-field in political science. Public administration is seen as the professional orientation for a subset of political scientists, although some of those faculty have D.P.As rather than Ph.D.s. Programs in the area run from straight-forward "nuts and bolts" approaches with lots of practical, hands-on experience to a more generalized academic and philosophical orientation. About one third of public administration programs are housed within departments of political science (as at CSUF) with varying degrees of autonomy.

When NASPAA first began its "rostering" process, it didn't much like this subsidiary arrangement. The reasons are long-standing and full of the kind of academic intrigue and politics (which political scientists pretend to disdain) that characterize turf wars. Often public administration programs are housed in political science because they are considered too small to be fully fledged departments. NASPAA doesn't really like small programs, and established a minimum of five full-time faculty as acceptable. Over the years, the prevailing philosophy has shifted so that close ties with political science are no longer quite so suspect (three out of the seven members of the national board represent political science-public administration programs). The autonomy of public administration programs is still an issue. Many programs struggle to demonstrate autonomy and to prove they have a core of faculty primarily involved in public administration teaching.

In a program like ours, where the budget is not formally divided between the two programs and where faculty frequently teach in both public administration and political science, demonstrating "autonomy" can be tricky. NASPAA requires that public administrators have control over their personnel process, but our department believes all its members should have a voice in tenure-track hiring decisions, and political scientists outnumber P.A. faculty by nearly four to one. We conform to NASPAA guidelines by guaranteeing substantial P.A. representation on search and personnel committees. Since 1972, the department has allocated six units of released time to the MPA coordinator, the same number of units which department chairs of smaller departments receive. This, too, demonstrates to NASPAA the program's autonomy, at the kind of cost to the political science program which NASPAA likes to see. There have been major readjustments to the curriculum to meet NASPAA guidelines, involving primarily the upgrading of undergraduate courses to graduate seminar status. This has cost the political science program something because fewer undergraduate classes are available.

NASPAA may be suspicious of our program. We are small, with the minimum five full-time members in P.A., but we "borrow" political scientists frequently to teach our graduate courses. We are also less "nutsy-boltsy" than many programs, but we are also more rigorous than most. Ours was one of the first rostered programs and continues in good standing as we approach our second accreditation survey next year. While we may not be exactly what NASPAA wants, we have a faculty which publishes, a curriculum which is demanding, and students who do well in the field. That should give us the needed edge to stay on NASPAA's list, even if we don't meet all their guidelines.

Opinion

Specialized accreditations make sense

Julian Foster
Department of Political Science

Accreditation is essentially a way of getting a fresh look at one's own operation. In part, this means that we ourselves have to stand back a little and compose a reasonably objective picture of what we are doing. More important, the accreditation team brings its own varied perspectives to the process. It is good, once in a while, to see ourselves as others see us.

Accreditation has its costs. The monetary ones are picked up by the Chancellor's Office. The costs in faculty time are not reimbursed, and one can only hope that the many hours consumed in preparing self studies pay off in clarifying directions of change. Our campus is steered by the faculty, and faculty are busy people; it is probably worthwhile from time to time to put them in a situation where they have to assess what they and their unit are doing and what they could do next.

Every year several programs in the University get this kind of examination. Every ten years, the institution as a whole is gone over by the Western Association of Schools and Colleges (WASC). We will be doing the self-study for WASC in 1989-90, and the team will be here in 1990-91.

There is no doubt at all that we will be reaccredited by WASC; all respectable schools are. The value will lie in their comments and criticisms. For example, last time they were here, they raised the question of whether we were trying to do too many things, and whether we could do all of them well. Now, that did not persuade us to drop any programs - it seems to be relatively easy for us to approve new programs but almost impossible for us to terminate old ones - but nevertheless it did highlight our need to be concerned about the quality of continuing programs, and that has been useful.

Accreditations pair the values of the visiting team (and perhaps of whatever association they represent) with the values of the institution, and sometimes it isn't a perfect match. There may be clashes where one side takes an abstract theoretical approach to a discipline, while the other sees it primarily as nuts-and-bolts vocational training. There can be disagreements about how curriculum should be organized, about the qualifications that faculty need about how resources should be allocated. Such clashes may be inevitable, and they are not necessarily unhealthy.

Accreditations at their best may involve a dialogue. The accrediting team may "suggest" that a department do something; the department may come back with a counter-proposal designed to address the same problem. On occasion we may comply with accreditation requirements reluctantly. For example, the Communications Department was "persuaded" to share two units of its major requirements by the demand of their accrediting association that Communication students must have 90 units of work outside the major.

Sometimes the requirements for accreditation are just too high, too expensive, and the consequences of this can be serious. CSUF used to have a Library Science program. The students graduating into librarianship needed a license from an accredited program, and we concluded that our program simply wasn't going to make it, and that we couldn't afford what it would take to upgrade it. So we phased it out.

When accreditation is required for the program's students to get jobs, there is little alternative but to seek it; where it is not, the decision whether to try for it is left with the departments. Not all accrediting associations are of equal standing, and their various imprimaturs vary in value. (Even diploma mills will have set up their own accrediting association!) Departments which seek accreditation can use the requirements for it as leverage - "we must have more faculty, more space, more equipment to meet the requirements" - outplay those which do not in the ongoing battle for support of all kinds. At its worst, this can distort sensible allocation processes.

The accrediting agencies which want to see you get accredited, and which will be flexible about modifying their standards in face of your special circumstances, are more constructive than the others which are prone to use their power to withhold accreditation to force changes in programs. The California Legislature has considered mandating that no state-funded university bother with any accreditations, arguing that we are big enough and respected enough to go it alone without the certifications. Such a solution may be superficially appealing, yet from the larger perspective, the accreditation system improves quality, and assures us that approved institutions meet respectable standards. We should remain part of it.

Academic quality is the result of conscious efforts by all concerned

Jack W. Coleman
Vice President, Academic Affairs

Every university wants to be known for its excellence. For its students, the more prestigious the institution, the greater the initial job and social advantages. Faculty and administrators benefit in much the same way. Those who are associated with a prestigious institution have a better standing in the academic (and general) community; they are more sought after for opinions, speeches, convention papers and publications. They also have advantages when seeking extramural funding. The "halo" effect of the institution will exist regardless of the particular merits of the individual within it.

Virtually every university lays claim to excellence - have you ever heard of a campus which openly confessed to being mediocre? Yet at the same time national commissions condemn "the rising tide of mediocrity" in American higher education, and accuse us of practicing "unilateral educational disarmament." There are protests that students graduate who can barely read and write at a high school level. So who is wrong - the institutions who claim to be excellent, or those who evaluate them?

Within the academic community, a variety of informal methods are used to categorize or grade particular colleges and universities. Perhaps most common is that of simply perpetuating reputations — one 'knows' that Harvard, Princeton or Stanford are good because so many people have always 'known' and accepted this. Take a survey amongst your colleagues; their perception of the top institutions of higher education in the U.S. will be remarkably similar.

There are also common assumptions that certain kinds of programs must be better than others. Emphasis on the liberal arts and sciences is generally required for prestige. Institutions which award a B.A. are superior to two-year colleges, but inferior to places which award graduate degrees; universities which grant doctorates rank at the top. Only a few distinctive liberal arts colleges seem to escape this kind of categorizing.

Excellence may be seen as resources: buildings, equipment, faculty student ratio, numbers of support and technical staff, the size of the endowment. These are important ingredients of excellence, but that is all they are — ingredients.

Excellence may be equated with input. Institutions which attract the best students can claim to be better than others. Of course, the student choices may be a reflection of the quality of education promised, but they may also have to do with student perceptions of social life or athletic teams.

An excellent faculty is powerful evidence of an excellent institution. Faculty quality is normally measured by such things as the percentage of doctorates, the quality of the institutions which awarded them, the extent of grant support and, above all, the record of publication. There is no doubt that such characteristics are desirable, but again, they are prerequisites for excellence, rather than excellence itself. They do not address faculty interest in students, availability or pedagogical skills.

It would be easier to know what to measure if there were any agreement on the meaning of excellence in higher education; but in fact there is not. According to California's Joint Committee for the Review of the Master Plan "Educational quality means that men and

women have grown and prospered — intellectually, morally, spiritually." Alexander Astin in *Achieving Educational Excellence* informs us that "The basic premise is that true excellence lies in the institution's ability to affect its students and faculty favorably, to enhance their intellectual abilities." These definitions leave something to be desired. It is difficult for me to imagine an institution of higher education which is so inept at its educational mission that it has not, at least to some degree, "affected its students and faculty favorable to enhance their intellectual abilities" or that its students have not "grown and prospered - intellectually, morally, (and) spiritually." Howard Bowen's statement that excellence "just means more than having some kind of professional competence" tells us a little more, but is neither original nor very enlightening.

Other writers have been more helpful.

"The measurement of quality in the higher education enterprise should be based on the degree to which educational results meet the needs of society ... The needs of society and the American economy require the fullest possible development of human resources and talent. Thus, access is an implicit factor in higher education quality." (Contemporary Issues in Higher Education: Bennett, Peltason).

(By excellence) "I mean significant gains in various kinds of critical thinking skills, areas of interpersonal competence, increased clarity of purpose, increased willingness to invest yourself in something larger than yourself ... (Institutions should) help persons learn better how to take charge of their own learning and development ... knowing how to continue their own lifelong learning ... how to define some objectives, how to get resources and use them, how to use authority wisely ..." (Arthur Chickering)

"(Excellence means) a depth of cultivation which is not just intelligence, not gamesmanlike quickness (which is often passed off as excellence) ... familiar with the great works of the western tradition, some ethnographic sense of other cultures,...some skills in writing, in organizing a paper, some sense of style...(know) the difference between junk and elegance, (have) some knowledge of quantitative and technical matters..." (David Riesman)

I would like to suggest that the real questions should be: Is the favorable impact improving with each cohort of students? Has the level of impact reached a sufficiency to substantiate a claim of excellence and quality? Is the claim of an absolute nature or is it based on the magnitude of progress made? What is the current profile for excellence and quality within the institution; i.e., is it increasing, steady-state, or perhaps even decreasing? One must always ask, excellence and quality in relation to what?

The relative nature of the terms requires that educational institutions constantly address their goals and objectives and identify measurement procedures related to the achievement of excellence and quality. Through this exercise, concrete information is produced which speaks to the relative progress of that particular institution toward its goal. The expectations (objectives) must be clear and measurable and a specific plan of operation must exist; in their absence, you settle for "good enough" and "good enough" never represents excellence.

I am confident that our campus, any campus, can look around and readily identify obvious conditions and situations which are clearly counter to any definition of excellence and quality. If these conditions and situations were corrected, the immediate impact would be to enhance the learning experience of our students. Most changes would call on various of us on campus to depart from comfortable, familiar and self-serving behavioral patterns and attitudes and refocus on the institution, schools, departments, and students and our primary mission and purpose for being here. As professional educators, this is a modest "social cost" which we all should be willing to pay. What are these conditions and situations? Just think for a minute. I am confident that you could develop a list of things that could be improved upon. In what follows, I will identify several, but restrict my discussion to only three and provide brief comments regarding the remainder.

1. Active and Involved Learning

Let me preface this section by indicating that each of us as teachers needs to become more knowledgeable in the ways in which students learn, understand, interpret and integrate ideas. Roland Christinsen of Harvard once noted that traditional teaching is like dropping ideas into the letter box of the subconcious. You know when they are posted, but you never know when they will be received or in what form.

Tell me, I forget,
Show me, I remember,
Involve me, I understand

Both research and experience confirm the wisdom of this ancient Chinese proverb. Students who are active and involved in the learning process learn more readily and have demonstrated greater ability to use the concepts and skills being taught. A highly involved student devotes considerable time to studying, spending lots of time on campus, and having frequent and meaningful contact and interaction with faculty and other students. By the same token a highly in-

volved faculty devotes considerable energy in preparation and teaching, in relevant research and other professional activities, spends lots of time on campus having frequent and meaningful contact with students and other faculty.

There is no better way of being involved than by students initiating their own research with faculty as consultants, possibly co-inquirers. Research and scholarly activity teaches by example how knowledge is obtained and how the boundaries of our collective knowledge and understanding are expanded. We need to insure greater student-student and student-professor collaboration.

2. A Return to a Sense of Community

A sampling of campus colleagues confirms my belief and observations that our campus is experiencing a drift from a strong sense of community, cooperation and team spirit toward individualism. Further, these colleagues and I view this drift as one of our more serious problems as it impacts on behavior, willingness to be involved and, consequently, campus and program dynamics. Why this drift? Is it part of bigness? Is it a shift of loyalties from institution to professions? Is it necessary?

Many campuses throughout the nation have and are experiencing the same drift. According to Persig

"It's a problem of our time. The range of human knowledge is so great that we are all specialists and the distance between specializations has become so great that anyone who seeks to wander freely among them, almost has to forego closeness with the people around him. The lunch time here-and-now stuff is a specialty too."

On a more pessimistic note, Tyler argues:

"The University has gone multi . . . .And the 'community of scholars has become a disunity of disciplines; it increasingly resembles Ardrey's noyau: 'groups of individuals held together by mutual animosity, who could not survive had they no friends to hate."

As I perceive it, part of the problem is the lack of effective and timely communications. While we have good faculty involvement in our governance system, many faculty (and students) are outside of this process and its communications network. Unless there are positive efforts to inform the general campus of events, decisions, and happenings, many feel as if they are just spectators with no influence over the destiny of the campus or of themselves.

The heterogeneous mix of backgrounds and wide-ranging interests and views of faculty and staff demand that the campus provide the opportunity to understand each other's perspectives and to facilitate the search for community within our diversity. Recognizing that sheer size can inhibit productiveness and hence interest in "town hall" meetings, some campuses have designed what are called "microparticipation" groups. These groups are composed of faculty representing different disciplines for the purpose of generating dialog and gaining perspectives on issues from colleagues who have been socialized in very different ways.

Another mechanism aimed at reducing the negative impacts of bigness is the shared interdisciplinary project. I have observed with interest and enthusiasm as various of our colleagues have recently become involved in such interdisciplinary research. It has been gratifying to see the shared enthusiasm which has evolved and the mutual respect generated for each other and the different disciplines represented. It has been a win-win situation.

3. Dedication to the Job

"A faculty member does not interact with most members of the faculty. In large places, he may know less than a fifth, less than a tenth. The faculty lounge is no more, but is replaced with coffee pots in dozens of locations. The campus is a holding company for professional groups rather than a single association of professionals ... One-third of today's teachers are part-time professors whose main allegiance is to another organization, profession or style of work."

Having a commuter student body and a commuter faculty strain availability of both, except for the most committed and dedicated individuals. Significant use of part-time faculty compounds the problem. Part-time faculty when compared to full-time faculty have different commitments, priorities and responsibilities. Rarely are they available to the campus and to the students other than at scheduled times. This is particularly true for those who teach at more than one institution or whose classes are exclusively in the evenings.

It seems that some full-time faculty have rationalized that availability and involvement are not important, at least their own availability and involvement. After all, it's the students' responsibility to learn and my colleagues will pick up the slack for me. As a consequence, many have become excessively involved in off-campus consulting and other professional and/or personal activities to the point that they are no more available than part-time faculty. Since posted office hours normally meet minimum required availability only, shouldn't compliance with then be sacred?

I don't believe that I am describing a situation unknown to the reader. We are all aware of colleagues who seem to have lost sight of university-oriented priorities and commitment and of the fact that the University is their principle employer. Or is it? Various class schedules reflect maneuvering for special times and days, often for the wrong reasons - to accommodate personal rather than faculty priorities.

I recall one president on a campus who was going to break the back of two-day schedules. I regret to report that some fifteen years later, that practice is still alive and healthy. There are valid reasons for two-day and other scheduling "perks", but such schedules should not be construed as license to abuse the responsibilities and obligations to the University or its students.

Students have a right to expect that we are prepared and organized when we enter the classroom. We can't all be star orators, but we can demonstrate mastery of the learning process and our discipline. This does demand time for contemplation and reflection, time for relevant research, ant time for appropriate participation in outside activities. Without belaboring it, we all wish to avoid an image that I once overheard described . . .

Teach and teach and teach with no other interests or diversions and your mind will grow dull, your creativity vanishes, and you become an automaton saying the same dull things over and over to endless waves of innocent students who cannot understand why you are so educated, yet so dull.

Student priorities are equally frustrating. While each is seeking an education (for some it would be more appropriate to say only a degree) it must be their way, in their time frame and within their priorities. At various times, we have all assessed their priorities. My assessment of student priorities suggests that education typically comes after work, family and/or a boyfriend/girlfriend.

I believe that if we provide faculty availability and involvement, the problem with student availability and involvement will be at least partially solved. Perhaps each tenure-track/tenured faculty member should reaffirm their marriage vows to the University, to the School and to the Department, and most of all, to our students. Marriage should be insisted upon, not some shared living arrangement whereby the fruits of marriage can be enjoyed.

Finally, allow me to very briefly identify several other conditions or situations which, if corrected, would enhance our students' learning experience.

1. Testing: RTP files reflect a significant trend toward multiple choice, true/false, machine-gradeable examinations. Do these examination techniques reinforce our collective concerns for developing critical and creative thinking?

2. Homework: What is the role of homework? Currently, it seems that it is collected, seldom graded, and more seldom returned with constructive comments.

3. Library: A review of many course outlines over the past four years suggests that the Library plays less than an expected or desired role in many of our students' learning process.

4. Faculty Recruitment: Our general objective should be that each new hire is better than the previous hire.

5. General Education: It should be removed from the political arena and be an integrated core of curriculum which introduces students not only to essential knowledge, but also to connections across disciplines. It should extend vertically and meaningfully from the freshman to senior year.

Summary

Excellence and quality in higher education are not achieved by accident. Both are the result of conscious pursuit and one that requires careful planning, implementation and assessment.

Jack Coleman is Vice President for Academic Affairs and Professor of Accounting. He was previously Dean of the School of Business Administration and Economics.

A short history of remediation

Herb Rutemiller
Department of Management Science

I have paraphrased Hawking's title for his best-seller because the touchy subject of remediation at CSUF is replete with real or imagined black holes (absorbing instructional resources), a "big bang," four unique components (Departments of English, Mathematics, Reading, and Foreign Languages) and attempts at a unifying theory to define and control remedial courses.

The source of the remediation problem is this: the CSU has a set of entrance requirements, based on high school G.P.A. and/or S.A.T. score. Some students who meet the admission criteria are sufficiently lacking in entrance-level skills in English, Reading, and/or Mathematics that they cannot enter effectively into university level course work, even in basic skills courses such as English 101 or Mathematics 100.

Remedial courses may be defined as those which teach the basic skills normally expected of entering Freshmen. The argument in favor of remediation usually goes as follows: Our obligation to these students is the same as it is to fully qualified students. The State has decreed that they are admissible to CSUF. If high-school level courses are needed, we must supply them. These students have been short-changed in their high-school education, which is not their fault.

Against this, it may be said that if remedial courses are taught out of the university instructional budget, then we are cancelling regular university level courses to teach high-school courses. This penalizes the prepared student. Plenty of remedial courses are available at every community college, and in high-school adult education programs. Why must they be taught at CSUF?

The issue of remedial classes is an uncomfortable one for the Academic Senate. In perusing various proposals on the floor over the past 12 years, I am struck by the large number of postponements, referrals, and tabling motions. In fact, some major policy proposals on remediation seem to have been permanently tabled, without resolution to this day.

1977-78

The "big bang" occurred on our campus in 1977, with the implementation of the English Placement Test. For the first time, CSUF was presented with the prospect of large numbers of valid admits who had demonstrated inadequate entry-level writing and/or reading skills. A similar situation was developing in Mathematics and, in fact, several other CSU campuses were already offering several sections of remedial mathematics courses, in many cases for graduation credit.

I was chair of an ad hoc Committee on Remediation, which reported to the Senate in May, 1978. The committee included such household names as Bedell, Feldman, Flocken, and Van Deventer.

It is important to remember that the entire system in 1977 was suffering from below-budget enrollments, with accompanying threats of faculty layoffs. Some saw remedial courses as badly needed F.T.E.S. generators. The catch was that such courses only generated F.T.E.S. if they were for credit toward graduation. The committee looked at the four departments - English, Mathematics, Reading, and Foreign Languages, and made some tough recommendations. I believe that the Senate acted for the most part in a highly responsible manner.

The English Department was planning to offer special sections of English 101 for students who failed the placement test. They argued that such sections were "developmental", not remedial, and would cover exactly the same course material and satisfy G.E. requirements as did regular sections. The Mathematics Department was already offering similar special sections of Mathematics 100. However, their special sections used a high-school level textbook, and they made no claim that comparable material was being covered, even though the G.E. requirement was satisfied. Committee Proposal to Senate: Sections of regular basic skills courses restricted to students with inadequate entrance level skills shall be prohibited. PASSED

The committee believed that courses in reading skills should not be given credit toward graduation. However, several such courses were already in place. Tenured and tenure-track faculty were aboard to teach them. Substantial F.T.E.S. was being generated. These courses contained the catalog designation "may be repeated for credit". Obviously, we could not turn back the clock. Committee Proposal to Senate: No more than 3 units of reading skills courses shall count toward graduation. PASSED

The Foreign Language Department argued vociferously that the 8 units of FL-ED-105A, B English as a Second Language, were not remedial; the committee disagreed. Committee Proposal to Senate: FL-ED 105A, B shall not count toward graduation credit. REFERRED INTO PERMANENT LIMBO

The committee offered the Senate a statement of general principles:

Remedial courses teach those basic skills normally expected for entering freshmen, and shall be offered only if

a) Financial support does not come from the regular instructional budget.

b) Degree credit is not granted.

REFERRED INTO LIMBO (but resurfacing in 1983)

1983

The next flurry of activity occurred in 1983, when the Mathematics Department proposed Mathematics 90 (High School Algebra) as a regular catalog course. By this time, we had a new President and a new Provost, both of whom were avid believers in offering remedial courses on a regular basis. English 99 was already in place for those failing the placement exam, but this course was funded through a special budget augmentation. The proposal reaching the Senate was for Mathematics 90 to be staffed as part of the regular department offerings each semester.

Debate in the Senate on offering remedial courses in place of regular courses was spirited, to put it mildly. Finally, the issue was crystallized in a motion: Instructional costs for remedial courses shall not be supported from the regular university budget. The senate defeated this 25-11, and adopted the same statement with "should not" in place of "shall not".

Supporters of the "shall not" version informed the Chair the next day of their intention to hold a Faculty Referendum on "shall not." However, the Chair sent the document to the President for signature, asserting that a referendum on the Senate's failure to pass legislation was informational only. The referendum was held, with 79% of those voting supporting "shall not." The issue was referred to the Constitution Committee. I don't know what their ruling was, but eventually the Senate reconsidered this policy, and stuck with the "should not" version. Mathematics 90 was approved and offered, which shows what value "should not" has in the real world, when the Administration wants to do something.

1986

This time, it was a proposed document on Language Skills Remediation that again raised the question of resources for remediation. The proposal reaching the Senate required that those failing the English Placement Test take both English 99 and Reading 99 (6 units) unless they were foreign students, who could take FL-ED 105, 106 and receive graduation credit. A final proviso stated: In the event that separate funding for this requirement is not available, no more than one percent of the instructional budget shall be devoted to this requirement, unless authorized by an absolute majority vote of the Senate.

The proposal was discussed in Spring, 1986 with no action. In November, 1986, it was agendized again. The minutes are very brief. There was a motion to table and, as far as I know, the document remains on the table to this day.

1989

The remediation business is booming on our campus. The Spring, 1989 class schedule shows 37 sections of 3-unit or 4-unit remedial classes being taught at CSUF, virtually all in the daytime, using classrooms that would otherwise be available for regular courses. However, to the Administration's credit, the regular instructional budget is not being used extensively for remediation, and no graduation credit is given for any of these courses.

There are eighteen sections of non-credit English 99, a 3-unit course for those who fail the E.P.T. Four sections of FL-ED 99, for foreign students who fail the E.P.T. are also offered. According to the English Department, some funding for these courses is supplied from the Chancellor's office. I presume that this enrollment in non-credit courses does not contribute to the campus F.T.E.S.

One section of Reading 99 is being offered on an experimental basis.

The infamous Mathematics 90 is no more. Instead, Fullerton Junior College has contracted to offer 14 sections of 4-unit remedial Mathematics courses on our campus on a regular basis.

What is disquieting about this situation?

1. Budget augmentations or contracts from other schools can be withdrawn at anytime. Proposition 98 is casting an ominous shadow in this direction. What happens to all of those remedial sections?

2. I estimate 200 F.T.E.S. tied up in remedial sections. Wait until we have trouble some day meeting the F.T.E.S. target. Someone will surely eye this "plum".

3. Can CSUF, with limited classroom facilities, devote more and more of them to high-school level courses?

The Senate has never enacted a definitive U.P.S. on the funding of remedial courses from the regular budget. In the absence of such a policy, the Administration is free to do as it wishes.

Letters to the editor

Hecklers at '70 Reagan talk were ones drowned out

May I add something to your excellent coverage of the troubles of 1970?

Larry de Graaf's survey is, as usual, full, judicious, and reliable. I am surprised, however, to find him saying that the people who heckled Ronald Reagan on February 9, 1970, sometimes drowned him out. From my seat in the bleachers, the heckling during the speech was insignificant. Reagan had a sound system, and the hecklers didn't. After the speech, there was one piece of disruptive heckling. Some activist made what was in effect a long, hostile speech, under the form of a question. I heard later that he had been following the governor around, asking the same thing. I don't think it was one of our students, and I don't think he suffered for his harassment, and he was the only one present who came anywhere close to deserving to.

The administration decided to bring charges against two student hecklers, using the excuse that the governor's appearance was an academic event, as opposed to a political one. This thin piece of sophistry made people angry. When the two students were actually arrested, people were angrier still. The main issue, as I understood it, wasn't double jeopardy (campus discipline plus criminal charges). It was that no one deserved to be punished for political heckling.

At the time of the attempt to hold a disciplinary hearing on March 3, a young woman rushed up, took me by the arm, and said, "John, you have to see this", or something like that. I don't remember who she was, but she did me a big favor. For anthropological reasons, cops are nicer to couples than to lone young males. We were able to wander around the area with relative impunity. At one point a uniformed officer did put his hand on my shoulder and jostle me up a little knoll, but he did nothing further. An authority-minded onlooker smiled with gratification. What a victory. An individual had yielded to the massed power of the state.

A class period ended, and students started coming out of the north side of the Humanities Building. Perhaps the police interpreted this as an attack, or perhaps it was just that those particular students were conveniently close to the paddy wagons. Some of those students were arrested as they stepped out of class. Emotions of bystanders began to run high. I remember a woman, so stunned and frightened that she could barely talk, telling a somewhat older man that she had just seen someone arrested, for nothing at all, doing nothing. People really were arrested for nothing.

My mysterious friend drifted away, and off in another direction I saw my old office-mate, Stuart Silvers, being beaten with night-sticks up and down his back. Apparently Silvers had been talking loudly and excitedly, and Shields told him to shut up and go away, and he wouldn't. "The quad is a free speech area," Silvers said. "This is not a normal situation," Shields replied. (Both quotes only approximate.) So Shields asked the police to take him, and they did.

I believe that Silvers was out of control with excitement and fear. His personal sense of security depended on being able to talk. He had to use his mouth. When Shields proposed to disperse the crowd and end the discussion, I think Silvers was really alarmed. It must have seemed to him like a particularly blatant manifestation of a usually better-hidden plot by the establishment to suppress all personal liberties. The police were doubtless glad to arrest Silvers when Shields suggested it. They were probably planning to anyway. They thought of him as an important leader of student radicals. Many people thought this about Silvers. He thought it himself. He didn't seem like a leader to me, and the students didn't seem as if they needed one. He hung out with them, certainly, but in my opinion as a cultural follower, not a political leader. People who think that the student protest movements of the period were led by professors are mistaken. Occasionally a professor would tag along, but the youth culture of the late 60s and early 70s was an authentic product of the young.

Silvers subpoenaed me to testify. I remember his description of me to his lawyers, which I happened to see on a note pad. "Very straight, very square." I was asked whether I had seen him being beaten on the head. I replied truthfully that I had only seen him being beaten on the back and legs. The next day the Los

Angeles Times misreported me as saying that Silvers was not beaten on the head. Silvers was eventually convicted of trespass. On the campus were he worked. Was I guilty of it too, by being there?

I suppose the people who called the police onto our campus assumed that they would be a helpful and dignified presence, working to restore order and civility. This was a big mistake. The police made more trouble that day than the radicals, by far. They came here intending to beat people up, and when they got here they beat people up.

Soon after the violent arrest of Stuart Silvers, Hans Leder announced he was convening a college course, Anthropology 69 and asked everyone to sit down. This was a sort of benign analog of the "academic event" theory of Ronald Reagan's appearance. If everyone was sitting, it would be harder for the police to construe the event as a riot. Shields thought it over, ceased his attempts to clear the campus, and asked the police to go. The request may well have been welcome to them at that point. They had made 19 arrests, about as many as I had heard they wanted.

I am not a personal friend of Stuart Silvers, nor do I remotely agree with his politics. Nevertheless I think that in fairness we should acknowledge the pattern of events that afternoon. Silvers' ideas—expressed awkwardly, rudely, and with desperation, but expressed—were: (1) to send the police away, and (2) to continue the assembly and the discussion. Shields disagreed with him on both counts and had him arrested. Then Leder and Shields implemented the same two points, and the problem was solved.

Owing to deadline pressures, we failed to get Roger Dittmann's approval for the edited version of his article on student protest which appeared in our last issue. We apologize for this.

Dr. Dittmann has expressed his unhappiness with the title we ran: "A radical perspective on the 1970 unrest." The word "radical", he suggests, has developed a perjorative connotation. Actually, we think, it has probably always had one, in that radicals make it their business to challenge accepted attitudes. A radical who is not viewed with hostility by many of his contemporaries is probably some one who has failed to get his point across. Anyway, we regret Dr. Dittmann's unhappiness, while continuing to believe that the title was a descriptive one.

Eighteen years later, Ronald Reagan returned to our gym, the most popular president in recent memory. Busloads of flag-waving high school students provided the necessary academic atmosphere. I did not try to get one of the limited number of faculty tickets. As Reagan himself once said of redwood trees, when you've seen one performance by Ronald Reagan, you've seen them all.

John Cronquist
Department of Philosophy

Faculty Council helped prevent violence in 1970

I commend the inclusion in your November 1988 issue of the essays by Larry de Graaf, Roger Dittmann, and Gerald Marley on the Spring 1970 semester of campus unrest. Reading my colleagues' varied comments brought back to me the most intense period in my nearly thirty-three years of teaching.

As I recall this challenging time and my role as 1969-70 Chair of the Faculty Council, I am gratified that the Council, by allowing anyone to come to its meetings and speak in an orderly manner according to our procedures, made possible an outlet for a multiplicity of frequently conflicting opinions. We provided, moreover, a means of organizing the faculty, as well as certain student leaders and selected administrators. Our significant achievement was that the Executive Committee, augmented by other colleagues and a few students and administrators, could, in half an hour at any time of the day or night, get 100 to 150 faculty members and representatives of other constituencies into the quad or into a building to talk to students who were engaged in protest activities of various kinds, or to stand between such students and right-wing citizens who wanted to beat up left-wing radicals. After the one violent confrontation on March 3, we learned to serve as buffers by keeping talk going. Thus the Faculty council helped to prevent further violence.

Joan Greenwood
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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.