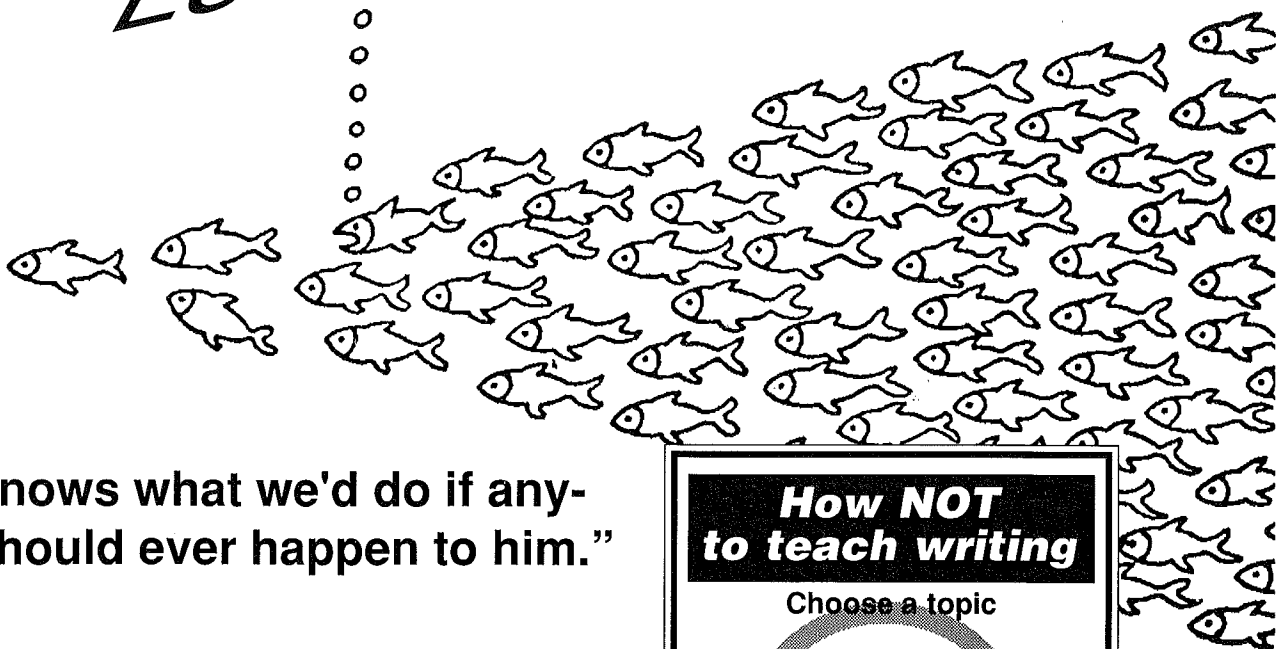


SENATE FORUM

WINTER, 1989-90

VOLUME 4, NUMBER 2

Looking for a leader



“God knows what we'd do if anything should ever happen to him.”

How NOT to teach writing

Choose a topic

Analyze it

Outline it

Write it

Revise it

Recopy it neatly

Also:

- CSUF's greatest scandal
- Curricular choices

PICKING A PRESIDENT

Leland Bellot, John Olmsted and Barbara Stone were the faculty representatives on the Presidential Selection Advisory Committee which picked Jewel Plummer Cobb as president nine years ago. The Forum asked them for their recollections of the process and for advice for their successors. Julian Foster summarizes the way the search for our next president will be conducted.

Averting disaster

Barbara Stone, Political Science

The last time CSUF was in the market for a new president, Proposition 13 had created havoc with state finances, faculty were not getting raises, and California generally was regarded as an undesirable place for an out-of-state prospect to come. Times are very different now, but some of the experiences of that search surely will be relevant to those looking for a chief executive officer in what surely will be a greatly enriched pool of applicants.

It was my perception that faculty have extraordinary potential for dominating the search committee. They may not have a vote, but they have the status and (let's be honest) aggressiveness to impose much of their thinking on the group. They should use this position, not to attempt to secure the perfect candidate, but to make sure no one unacceptable is on the list that goes to the Trustees. Interviews before the Board are chancy matters, and that group can become very unpredictable. It is vital that the faculty members of the committee assure that every nominee would be acceptable, and my experience gives me every reason to believe that they can.

Assuming matters are conducted as they were last time, the search committee should pay close attention to the background checks conducted by the

Chancellor's staff on the group of semi-finalists. Usually, I am not a great fan of the work of that staff, but, in this case, their information was vital. Subsequent developments indicated that it was amazingly accurate and detailed. It was also far better than anything a few faculty could discover for themselves, even if that were appropriate. We knew exactly what to expect from all the nominees, including President Cobb.

As a sort of odd note, let me say that there seemed to be a bias in the last search against in-system candidates. I think this probably is a mistake, since we know those people much better and take fewer risks with them. The feeling, however, seemed to be that outsiders offered better chances for finding someone truly extraordinary.

Finally, the faculty on campus should be very careful about attempting to impose narrow guidelines on their representatives on the search committee. The members themselves need to be somewhat open minded about what would make a good president. Pools are unpredictable, and too many requirements will screen people out early who might make nontraditional but excellent presidents. We on campus need to leave our representatives maximum flexibility and finally trust their judgment, since they will know far more than we can see in a single campus visit.

Good luck!•

The hidden process

Leland J. Bellot, History

Over the past several years, when asked about my experiences as a faculty representative on the last CSUF presidential selection committee, my response has always been paradoxical. With some satisfaction I can recall that within the committee business was carried out in an efficient and collegial manner, characterized by openness and mutual respect among all the

members - the trustees and the presidential representative, as well as the faculty, staff, alumni and community representatives from CSUF. Nevertheless, I am also quick to protest that outside of the committee there was a process in operation that was patronizing, prejudicial and dysfunctional.

Originally I had approached the responsibility for taking part in the presidential process with considerable misgiving. The Chancellor's staff, during the

course of preliminary meetings with the CSUF Academic Senate, had made clear that the participation of campus representatives in presidential selection was at the sufferance and discretion of the Trustees and the Chancellor, and that, if there were any indiscretions on our part, we could be barred from the process. Special emphasis was placed upon the rule that all inquiries concerning the qualifications of candidates, most particularly the "semi-finalists", were to be carried out by the Chancellor's staff, with any sort of independent inquiries by campus representatives especially forbidden. Under such conditions it seemed to me that campus representatives were likely, sooner or later, to find themselves caught in the archtypical CSU dilemma of having a share of responsibility without significant power.

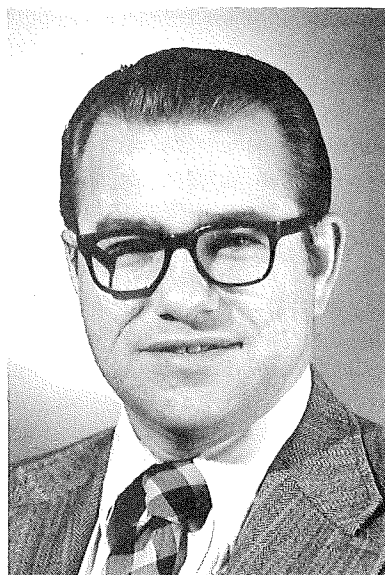
Subsequently, I was relieved to find that within the search committee the authoritarian tone which had been set by the Chancellor's staff seemed to disappear in an environment of functional collegiality. Clearly our committee was blessed with an extraordinary contingent of trustees and a presidential representative who took for granted that the campus representatives had a significant stake in the outcome of the proceedings. They demonstrated, from the beginning of our deliberations, that they valued our expertise, listened to our opinions and gave thoughtful consideration to our recommendations - even as they remained true to their own responsibilities. The most significant consequence of this climate of mutual respect and cooperation was that the committee proceedings of themselves were remarkably efficient. Out of a very long list of applications (accompanied by extensive documenta-

tion) candidates were selected and interviewed, and "semi-finalists" were chosen, by a consensus derived from frank and informed deliberations in which participants felt free to express their observations, opinions and preferences. I can recall no instance when the committee's proceedings were marred by confrontation or enmity, nor do I remember any campus representative ever complaining that the committee had acted unfairly or ineffectually.

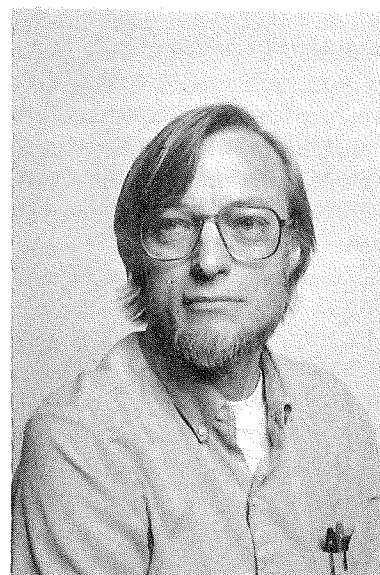
Even during the course of these proceedings, however, it became apparent that the activities of the Chancellor and his staff not only contradicted the spirit of the committee's deliberations but also tended to pervert the results of the process. Although Glenn Dumke, then the Chancellor, did not regularly attend the meetings of the search committee, he nonetheless exercised a considerable influence over its proceedings, particularly during the interviews of semi-finalists. In almost every instance the Chancellor had private sessions with these candidates prior to their interviews with the committee. Subsequently, on the basis of the interviewees' comments and questions during sessions with the committee, it became obvious that the Chancellor was slanting his briefings of the candidates according to his own favorable or unfavorable assessments of them. This impression was confirmed when one candidate, who had very favorably impressed several committee members, indicated that the Chancellor had informed him that the CSUF Foundation would undoubtedly be required to return over a million dollars in grant money to the federal government and that the athletic program had a deficit of a half-million dollars. Although campus members, who were



Barbara Stone chaired the Academic Senate in 1979-80. This Fall she was elected to the Board of Trustees of Rio Hondo Community College.



Leland Bellot chaired the Academic Senate in 1973-74. Later, he became Dean of Humanities & Social Sciences, and then, for one year, acting Academic Vice President.



John Olmsted has chaired the Senate's Long Range Planning and Priorities Committee for two years. He is Vice-Chair of the Academic Senate.

knowledgeable about these matters, attempted to assure the candidate that in both circumstances the facts and probable outcomes had been grossly exaggerated, the eventual upshot was that this outstanding candidate withdrew before the final stage of the search and accepted, instead, the offer of a comparable position in another university system. These circumstances gave credibility to rumors that Chancellor Dumke had his favorite candidate and was trying to persuade the competition to withdraw - a strategy which was ultimately unsuccessful.

The role of the Chancellor's staff in carrying out the background investigations of the semi-finalist candidates on their home campuses was, in my opinion, as dysfunctional as it was patronizing. Campus representatives, after expending an enormous amount of concentrated effort in examining the candidates' credentials and references, were barred by official policy from actively participating in any inquiries intended to obtain further information and answer unresolved questions. The official follow-up was instead conducted by a middle-level, non-academic administrator, without the benefit of any significant direct input on the part of the campus representatives. Yet it was the faculty who were best qualified to assist in such inquiries by merit of professional status and contacts, by experience in the recruitment of faculty and academic administrators and by an intimate, systemically acquired knowledge of the candidates and their cre-

dentials.

Today, on the eve of another presidential search, it is my hope that these lessons of experience may be of use to the campus representatives on the search committee. Obviously the *de facto* operation of a collegial process depends upon the attitudes and behaviors of the individuals selected to represent the various interested constituencies. One cannot prescribe collegiality. This truism notwithstanding, it seems to me that the Chancellor and the Trustees have the primary responsibility for establishing, in spirit and in practice, those conditions of mutual respect and trust which are essential, if the selection process is to be not only collegial in form but also efficient and effective in result. Finally, out of my experiences, I strongly recommend that our university community, and especially the Academic Senate, insist from the beginning that campus representatives be allowed to participate fully in all stages of the process which recommends finalist candidates to the Board of Trustees. More specifically, we must insist that the formal barrier to faculty participation in the follow-up inquiries leading to the selection of finalists be eliminated. There is no reason why a way cannot be found for faculty to play a constructive - and, yes, discreet - role in this crucial aspect of the selection process. Surely, if "Glasnost" can begin to flourish in the choice of leadership behind the "Iron Curtain", a kindred spirit can be incorporated for the same purpose within the CSU. •

Back to the future

John Olmsted, Chemistry

Selecting a campus president undoubtedly has manifold long-term effects. The president sets the agenda for change or for constancy and ultimately makes the decisions that shape the future of the institution.

Presidential selections do not come along often; we may expect our fourth president to lead us for 10 or more years. It therefore behooves us to participate in the selection process as fully and as thoughtfully as we can.

To do this, we need a profile of the president who will best serve our campus at this stage of its development. The better defined the profile, the easier it will be to compare the strengths and weaknesses of the various candidates, and the more articulate we can be in expressing our recommendations to the trustees. I will devote most of this commentary to my views about the desired presidential profile. First, though, some caveats.

No doubt all those involved in any presidential search process are committed to finding the best pos-

sible candidate for the position; yet we probably all would conclude that not every search ends in success. The reasons for this are, I suggest, inherent in the search process.

First, how outstanding a president we find will depend heavily on the quality of the applicant pool. In the San Marcos search, some participants were disappointed that there were no candidates of the stature of a Harvard or Yale president. Of course there weren't; Harvard-quality presidents are going to be attracted to Harvard, not to Cal State.

Second, finding the best candidate in the available pool depends on how accurately we evaluate them. Even if one is clear about the qualities one seeks, identifying the extent to which each candidate possesses them is seldom easy. We have all experienced errors in judgment when we select new faculty members; candidates can often hide weaknesses during the short-term exposure of the selection process.

Third, different players in the selection process have different profiles of the ideal president. The Chancellor's office seeks presidents who will lead the campuses in a manner consonant with system-wide

priorities. The faculty seek a president who will firmly oppose the Chancellor's office when campus interests conflict with system interests. The Trustees' choice may well not match the faculty's preference, and the Trustees have the final word.

Recognizing that these limits exist, we nevertheless will surely choose a better president if we have a well-defined ideal profile than if we do not. So what does the ideal president have? A vision for the campus, a commitment to collegiality, and a flair for administration.

Vision for the campus

Fullerton has been fortunate in having three presidents of vision, each of whom has been dedicated to building for the future. As our campus enters its maturity, such vision remains extremely important.

Our president must clearly articulate the importance of both teaching and research/scholarly activity and define the roles of each. Presidents Shields and Cobb both insisted on increasing the role of research, and we as a faculty value that (see Keith Boyum's survey of our views of ourselves as teachers/scholars). Yet, these demands create tensions, particularly as we replace our large cohort of older faculty. A clearly-articulated definition of what our faculty ought to be like is one of the most important things that a president can provide.

We face challenges and opportunities arising from the shifting demographics of Fullerton's service area. Our part of Southern California is increasingly Hispanic and southeast Asian, and it is incumbent on us to provide maximum accessibility to students from these communities. Such accessibility must be aggressively nurtured, and our president will have a key role to play.

Another part of the new president's vision will deal with the relative importance of the component parts of the university. How much emphasis shall be placed on the liberal core, on the professional schools, on athletics, on the satellite campus, on the arboretum and gerontology center, on external fund-raising? I hope we can find a president who recognizes that quality education emanates from a rock-solid liberal core, that all other activities become enhanced when that core is healthy.

Commitment to collegiality

The Fullerton campus has a long tradition of collegial governance vigilantly protected. I expect that every candidate for our presidency will fervently praise collegial governance. Unfortunately, administrators tend to revert to type once they have a secure position. We must, therefore, query candidates closely about their commitment to collegiality. More than that, we

need to find out what sort of track record of collegiality they have established at their present campuses.

Collegiality is soliciting all views before reaching a decision, not reluctantly hearing views after making a choice. A collegial president respects faculty perspectives, especially when they may be contrary to the president's own views. At the same time, a collegial president must not become paralyzed by lack of consensus or a panoply of opinions. Collegiality does not mean governance by committee; it means broad and open-minded consultation prior to making difficult choices.

Administrative flair

A collegial president with vision who lacks the administrative skills needed to implement campus goals will be an abject failure. Among those skills are the abilities to understand budgets and resource allocations, to select and nurture able aides, and to influence both the Chancellor's office and the state legislature. Beyond these particular skills, there is an intangible one that may be even more important: the ability to bring out the best qualities in all members of the campus team. A president with administrative flair has a staff that is loyal and dedicated, yet is encouraged to provide dissenting counsel when that is needed. He or she has a team of faculty that "pulls together" to accomplish the goals that the campus has developed collegially. The team has second-level administrators who are imaginative and confident, who have been delegated power and understand that they bear responsibility.

To sum up, the ideal president is one who is confident in his/her leadership, who builds a team of competent and visionary aides, who values initiative and independence on the part of all constituencies, and who is able to listen to a cacophony of voices and craft a solid course for the campus from all of these components. Sounds like the president of Harvard, doesn't it? •

THE TEAM FOR 1990

Elected by the Academic Senate to the Presidential Selection Advisory Committee were:

- 1. Carol Barnes, Education**
- 2. Harris Shultz, Mathematics**
- 3. John Bedell, Sociology**

Looking for a winner

*Julian Foster, Political Science,
describes the machinery of the coming search.*

At the Chancellor's Office, the Faculty and Staff Affairs division digs out its standard description of a presidency, combines it with its standard description of the Fullerton campus, and presents the resulting advertisement to the Presidential Selection Advisory Committee (PSAC) for approval. The PSAC, a 13 member group representing all the usual constituencies and some other more exotic ones, meets for the first time on January 10th.

When the advertisement is approved, as it will be, it is dispatched to the Chronicle of Higher Education and other likely sources of talent. The Chancellor's Office receives the replies. Anything up to 200 of these can be expected.

The Chancellor's staff weed out the plainly unqualified - those perennial hopefuls who thought that perhaps the requirements of a doctorate, or a record of scholarship or of administrative experience were not meant seriously. The remainder of the applications, with copious documentation attached are presented to the PSAC. This should happen by March. From this point in the process, the Chancellor's staff is generally confined to providing administrative support.

The PSAC, operating simply on the basis of written materials submitted by the candidates, winnows the field down to 8-15 "semi-finalists", and interviews with these are arranged. Based on the interviews, the list is further narrowed to five or six names.

The Procedures state that only the five trustee members have votes. They also say that lists of candidates should be developed not by voting, but by consensus. Presumably these provisions together are to satisfy those who believe in collegiality as well as those who believe in keeping faculty in their place.

Each candidate remaining then gets a "background check." This means primarily that a visit is paid to the campus where the candidate now is, for conversations with as many people as possible who are in a position to comment on the candidate. This time, these visits are to be carried out by Caesar Naples, the Vice Chancellor for Faculty and Staff Affairs, who reports on them to the PSAC. Information uncovered by the background checks may lead to the elimination of

further candidates.

It has been argued that two or more heads would be better than one, and that a faculty member or other members of the PSAC should accompany Dr. Naples on his travels. Present procedures do not provide for this. When Glenn Dumke was Chancellor, he was very insistent that not only should faculty not visit the candidates' present campuses, they should not even sound out contacts on those campuses by telephone. The CSU seems now to be more relaxed about this - or perhaps more resigned to the inevitable. It remains to be seen how effective faculty can be in introducing information which they are not supposed to have into the PSAC's deliberations.

Meanwhile, arrangements are made for each of the finalists to visit this campus. The selection procedures lay heavy stress on confidentiality, but at this point, that becomes impractical. Every member of the CSUF community will have an opportunity to meet with each finalist, and to make input into the final choice via some member of the PSAC. It is to be hoped that many of them will. The visits are likely to occur in April.

The visit serves a dual purpose; to let the campus see the candidate and vice-versa. It is important that the new president know what we are, and not come here with illusions about the university or about what leadership in it can hope to attain. System regulations require that when these visitors are entertained, reimbursements cannot be made for alcohol or for tipping in excess of ten per cent. This surely conveys the flavor of our budgetary arrangements.

A full report on each finalist's visit to Fullerton then goes to the Board of Trustees, along with reactions to it from members of the campus community. The finalists will not be formally ranked. However, individual members of the PSAC may write to the full Board. If there is any consensus preference on the PSAC, the Board will know it.

The Board of Trustees then interview the candidates and make their decision. This is expected to be announced after the Board's May meeting. Jewel Cobb will remain as president until the end of July, when her successor will take over. •

Undoing what was done to us

*Many of us now teach "writing courses."
But do we know what we're doing?*

Mary Kay Tirrell, English

If you think back to your own freshman writing classes in college, you may vaguely recall something of what you were taught. Your instructor probably told you, for example, to decide on a subject, analyze it into its major parts, outline it, write it, revise it, and finally to type it or recopy it neatly. I will venture that you were also cautioned to avoid error and that any errors you didn't catch were highlighted in red and noted in a shorthand peculiar to English teachers: *awk*, *p*, *dm*, *frag*. Without thinking too much about it, you wrote according to the formula your professor gave you and finished the course with a respectable grade.

What was good enough for you to know about writing then is certainly good enough to expect of the students sitting in your classes today. Or is it? I will argue that it isn't, given the last 25 years of research into writing by composition specialists like myself who have undertaken to study writing in a systematic way. To do this, researchers have not only read and analyzed numerous student papers, but they have also observed writers in the act of composing and talked to them about how they actually go about writing. One of the major findings of this research shows that writing is not linear but recursive, a process that cycles back and forth. A writer might read an assignment, try a sentence, change or rearrange some words in the sentence, reread the assignment, list some ideas, look at a reference, resume writing, and so on. No doubt you recognize some of these activities as part of your own process of writing, a process quite unlike the linear one which our professors, aided and abetted by the old handbooks, advised us to follow.

Considering how people really do go about writing has been the thrust of composition research for the past 25 years. Let me now discuss several areas of investigation which are salient to instructors in any discipline who expect students to write in their classes.

Research shows that pre-writing activities make up a very crucial part of any successful piece of writing. It isn't enough for us simply to make an assignment; we also have to help students find ways to deal with it. Time spent discussing the purpose of an assignment, providing models for students to follow, brainstorm-

ing possible topics, talking about the type of data the reader will need and how it should be gathered—all of these activities help students get started. Small group work which allows students to focus on various topics related to the assignment and to talk to each other about the project or assignment is very useful for generating ideas. The more information writers have about what they are supposed to do, the more successfully they can complete an assignment. And the more pleased we will be when we read it.

One of the most frustrating problems all of us face when we read student writing is its lack of clarity. The papers contain terms and concepts which seem to have meaning for the writer but have little meaning for us, the readers. Composition research has developed a pair of terms which capture the problem: writer-based prose vs. reader-based prose. Writer-based prose does not consider the audience, or reader. The writer is not conscious that the audience may not share the contexts or assumptions underlying the ideas she is trying to convey. Reader-based writing, on the other hand, has a strong sense of audience, a sense that someone other than the author will be reading the essay or report. I contend that often a writer—experienced as well as



Mary Kay Tirrell coordinates the Developmental Writing Program (English 99) and the Writing Center. She also teaches English 590, in which teaching assistants receive their training.

LEARNING HOW TO WRITE

inexperienced—begins a piece with writer-based prose. This is especially true when he is writing at the edge of his knowledge, trying to figure out what he wants to say. Only after a second or third draft, when he knows what he thinks, can the writer truly take his audience into consideration.

However, audience awareness does not come naturally; it must be developed. A writer cannot engage in dialogue with a reader unless she can perceive a reader's response to her writing. As experienced writers, we have developed an "other self" which questions and helps us specify our ideas for others. We also naturally turn to colleagues to read our writing before we submit it for publication. Inexperienced writers, on the other hand, have not developed an inner monitor, nor do they understand the value of giving their writing to others to read and critique. Research shows that peer groups, one-to-one tutorials, and student-teacher conferences provide the audience which writers need in order to engage in a written dialogue with a reader. If students hand in papers without the opportunity for feedback from others, we can expect fuzzy references and uncritically used terms, poorly developed ideas and faulty logic.

The part of the composing process I have been referring to here is revision, which I view as the most pervasive and necessary part of composing. Good writers start to revise almost from the time they begin to get ideas; inexperienced writers believe that writers "get it right" from the beginning. Student writers do not naturally revise. They must be given opportunities for, and be expected to produce, multiple drafts of a piece. Providing a day or two when students bring in a draft, or partial draft, of the assignment for others in the class to read in small groups, or scheduling conferences with students to discuss the paper—these activities signal to students that you expect them to write more than one version of a paper, that the finished paper will take other readers into consideration, and that it will be logical and well-organized.

I have not yet talked about correcting grammar and punctuation, nor am I suggesting that these problems be ignored. Error cannot be overlooked, especially in a society which equates even poor spelling with illiteracy. Yet our efforts to point out error work most effectively when we understand that there is usually a pattern to it, because error indicates that the writer has formed a hypothesis about how the language operates.

Consider, for example, the error students sometimes make with forms of the verb phrase which use "have," (could have, would have, should have). They often write "could of" or "would of." These errors are logical, if we think about how the phrases sound when spoken. Unless we are making a point—"I could have won if you hadn't played that card"—we might speak this phrase as "I could of won if you hadn't played that card." As competent writers, we can distin-

guish the differences between spoken and written language. Often our students have never had this simple distinction pointed out to them because we tend to look at errors individually and overlook the logic behind their occurrence.

On the other hand, inquiry into the composing process also indicates that when we respond to error is as important as how we respond to it. For example, it does a student little good to know what's wrong with a paper after it's completed and graded. Research shows that when students have no chance to incorporate comments into their texts, nor to practice the immediate skills they are supposed to learn, they see no carry-over from one essay to the next. If grammar, spelling, and punctuation are the primary issues we address, content will not improve. A poorly thought out paper remains just that—although it may be virtually free of surface errors. We are smarter to respond to papers in progress than to finished drafts, and to question ideas before grammar. Why spend time correcting sentence-level errors when the paper lacks focus and organization, or correcting errors which may disappear in a subsequent draft because the student has a better idea of what he's trying to say and has changed or deleted the problem word, sentence or paragraph?

Why, indeed. And why, you might well be asking, should I have the temerity to suggest that you play English teacher? You have enough to do teaching chemistry, music, calculus, or history without also worrying about teaching students how to write. Writing is, after all, something students should have learned in Comp 101. I can best answer this argument with an analogy. Writing can be compared to playing a sport. When a person learns to play tennis, for example, he acquires some skill at the game. But if he then stops playing and gets no more coaching, his skills as a tennis player will drop off. Writing is like that too. If we do not ask students to write for a long time—even a semester—their abilities are going to diminish.

Writing and critical thinking form a set of literacy skills which cannot be separated from the conceptualizing demands made of students in all university disciplines. These skills—"skills" meant here in the broadest sense of the term—are part of general mental development required of students across the curriculum. If we don't require students to write, we cannot expect them to think critically. If we expect them to think, we must also expect them to write. The one skill draws strength from and grows out of the other in a continuing spiral.

Giving class time to preparation for writing assignments, providing an audience for the writing, and emphasizing multiple drafts of papers are ways of helping students learn to write what they think. All of us have a stake in assisting students as they become competent writers and thinkers, for our sake as well as for theirs. The research indicates this, too. •

Doctorates, legal or not

A look at CSUF's biggest scandal so far

Larry de Graaf, History

It is perhaps the nature of humans to yearn for that which is forbidden. The CSU campuses are, for most practical purposes, forbidden to offer doctorates. The Master Plan for Higher Education in California (1960) formalized the three segments of public higher education — the University of California, the California State Colleges and the community colleges — and assigned different functions among them. Both the Master Plan and the subsequent Donahoe Act which codified it into law were explicit in granting to the University of California "sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the California State Colleges to award joint doctoral degrees in selected fields." UC was to be "the primary state-supported academic agency for research", while the state colleges were authorized to conduct research only "to the extent that it is consistent with their primary function" which was "the provision of undergraduate instruction and graduate instruction through the master's degree."

These decisions were probably unavoidable in 1960. A division of labor seemed to make sense. But times change. The production of Ph.Ds escalated rapidly, from 9,800 nationwide in 1959-60 to 35,000 by 1972-73. Both the quantity and prestige of research and academic publishing similarly increased, and scholarly productivity became the dominant yardstick by which institutions of higher education were measured. The state legislature and federal funding agencies ensured the existence of a gap between UC and the state colleges by bestowing upon the former more lucrative pay scales, lighter teaching loads, and vastly more research funds. The obvious effect of these developments was a sense of deprivation among many state college faculty. For some, one source of relief from this feeling was to entertain the dream that they too, might some day offer doctoral degree programs.

The Master Plan had left one possibility for state colleges: joint doctorates with a University of California campus. San Diego State was the first to make use of this option. In 1965 it set up a joint doctorate in chemistry with UC San Diego. Subsequently San Francisco State also established a joint doctorate. In each instance, the state college had to

possess extraordinary faculty or facilities in a field in which the UC campus felt it needed assistance — a hard criterion to fulfill.

In 1969, the legislature expanded the opportunities for joint doctorates by authorizing them between state colleges and private institutions. Hollis Allen, CSUF's first dean of the School of Education, had set up a master's program in school administration. Allen had been recruited from Claremont. When the legislature opened the door to joint doctorates with private institutions, school administration faculty at CSF quickly contacted their counterparts at Claremont, and a proposal was developed. By 1972, it had received the approval of the Chancellor's Office and at virtually every other level save one: the Faculty Council.

The Council had already discussed the issue of a joint doctorate in principle. In 1967 it had decided that no program leading to a doctorate be initiated at CSF "until such time as our present master's degree program receives adequate support and . . . an independent doctoral program can be initiated with sufficient support." In Fall, 1972, the Council accepted the recommendation of an ad hoc committee that "joint doctorates" could be developed at CSUF, "under several conditions, especially "the availability of necessary resources" and the restoration of graduate augmentation.*

The specific proposal for a Joint Doctorate in School Administration eventually appeared on the Council's December 1972 agenda. It was not well presented. The Chancellor's Office had by then set up a special budget formula for joint doctorates, and so some special funding was available. But many on the Council still felt the doctorate posed an additional responsibility which CSF could not properly undertake. The inadequacy of the library was particularly mentioned. The adequacy of school administration faculty was discussed behind the scenes. The proposal

*Graduate augmentation was a staffing formula which allocated 1.2 weighted teaching units to every 1 student credit unit for graduate-level classes. These augmented units, accumulated over several years, would eventually enable faculty who taught repeated graduate courses to earn a reduced load. It was eliminated about 1969 throughout the CSC system.

was defeated, 20-7.

In Spring, 1974, the Council moved to foreclose further joint doctoral proposals by rescinding its 1972 conditional approval in principle and instead mandating that before any further doctoral programs could be considered by committees they must be reviewed by the council.

The path of the School Administration proposal from approval in principle to emphatic rejection paralleled the ambiguities of state and national higher education reports. Innovations of the 1960s extended to advanced degrees, with the Doctor of Arts being proposed as an alternative to the Ph.D. which might better prepare one for teaching. In 1972-73, the Coordinating Council for Higher Education and the legislature reviewed the original Master Plan; CCHE recognized the promise of a Doctor of Arts and suggested that it "might be appropriate for selected State University campuses to offer it without increased research costs." Both CCHE and a legislative committee on the master plan agreed that differentiation of functions should remain and that "the high cost associated with doctoral education should not be duplicated at this time."

The USIU Connection

Not to be rebuffed, some School Administration faculty then embarked upon a more shadowy alternative. In summer, 1975, "advanced" off-campus seminars in School Administration were set up. These were offered through Extended Education. The "Western Management Institute" appeared, to manage the advanced seminars and to hire School Administration faculty to teach them at salaries well above the normal for extension courses. Fees approximately three times what was usual were charged. The seminars, which had not been approved as courses by the Faculty Council, seemed to meet on surprisingly relaxed schedules. One of them had at least forty students enrolled in it. These seminars continued during 1975-76.

The attraction of this expensive educational venture was not hard to discover. School administrators receive salary augmentations if and when they obtain advanced degrees. Possession of a doctorate — any doctorate — can be worth thousands of dollars over time. Publicity for the 'advanced seminars', mimeographed and distributed quietly around the schools said things like:

... a series of classes leading to a doctorate in Educational Leadership will be presented under the sponsorship of United States International University (USIU). They will be working with California State University, Fullerton, in presenting seminars and sessions toward the degree. The course of study has been designed to allow you to take the majority of those classes at the Sheraton Newport; travel to San Diego will be minimal.

(This originated with the Assistant Superintendent of the Norwalk-La Mirada School District, himself the proud possessor of a USIU Ph.D.)

United States International University, located outside San Diego, is not a diploma mill (just as Richard Nixon was not a crook). It tends to hire one or two genuinely distinguished faculty who make occasional appearances, and a large number of marginally qualified ones. It advertises itself as a place where doctorates can be obtained by attendance only on weekends. Credit is given for "experiential learning" which students have supposedly acquired outside the classroom. Doctoral dissertations at USIU may run 20 or 30 pages, and rather resemble a senior's term paper. The degrees can be obtained inside one year.

After considerable vacillation, it was decided to establish a President's Task Force at Fullerton to investigate the USIU connection. School administration faculty initially indicated that their role was confined to offering the seminars, and that if USIU chose to accept these for doctoral credit, that was a circumstance beyond their control. However, the Task Force noted that while the President of the Western Management Institute was a school administrator with a USIU doctorate, the Institute claimed to be located at CSUF, and advertised "doctorates of Philosophy" among its attractions. The other three directors of WMI were Robert Stout (then Dean of HDCS), Walter Dennison (then manager of the CSUF Foundation, which administered the WMI account) and Edward Beaubier, then a CSUF School Administration faculty member.

A sample of students from the advanced seminars was interviewed. Some declared openly that they took these courses only because of the lure of the doctorate. Other students denied this vehemently, but when a further check revealed that every one of the deniers was currently enrolled at USIU, the spectre of witness-tampering was raised. The Task Force concluded that "a de facto joint doctorate did exist between CSUF's Educational Administration faculty and USIU." This, of course, had never been approved by the University. Two school administration faculty were ultimately demoted and the directors of both the Foundation and the Extended Education program found employment elsewhere, as did the Dean of HDCS.

Doctorates in the future

This affair cast a pall over further considerations of a joint doctorate at CSUF. While the Faculty Council in 1975 revised the conditions under which a joint doctorate might be developed, and has left that policy intact, all serious discussion since 1977 has been dominated by the view that no such program should be proposed as long as library and financial resources were "inadequate" for the educational missions already undertaken.

Meanwhile, however, the other half of the doctoral dream — research — has been receiving ever increasing emphasis. By the early 1980's, all faculty were expected to show substantial publications for promotion. The campus's Mission and Goals Statement (1987) claimed that "scholarly, creative and research activities enhance the teaching effectiveness, enthusiasm and performance of the faculty," called for increased funding for research and related activities, including full-time research leaves. In 1988, the state for the first time included a line item for research in the CSU budget albeit on a modest (2.5 million) scale. There has been no substantial change in the original Master Plan designation of the CSU mission as being primarily under-graduate and master's level teaching. Yet CSUF, like many other non-doctoral granting institutions, seems determined to pursue the "university model."

Does such emphasis upon research raise once again the possibility of a doctoral program? The oft-

The master's degree "has lost much of its value both as an acknowledgement of academic achievement and as a credential for employment."

cited linkage between individual scholarly activity and teaching effectiveness is best borne out at this level. Should CSUF set aside the skeletons and concerns of the past and once again consider joint doctoral programs?

The state slightly reopened the possibilities of CSU doctorates in the 1987 Master Plan Review report, especially Issue Paper No. 3, "Graduate Education and Research in California Postsecondary Educational Institutions." Recognizing the preeminence of research and publication in measuring status and allocating funds and the consequent second-class feelings among campuses without doctoral programs, this issue paper cautiously suggested singular or joint doctorates by the CSU. But it explicitly promoted this policy only for Ed.Ds (of which California has granted only 6.7 percent of the national output in recent years). It did not settle the perennial fears that the state would expect CSU campuses to fund such programs largely from existing resources.

This underscored a real problem: the growing gap in funding between CSUF and UC campuses. For

example UCI received nearly \$35 million in private investor funds last year, approximately ten times the amount given to this campus. Lagging faculty salaries are making it increasingly difficult for CSUF to attract the candidates it wants. Its large teaching load and inadequate time and funding for research and publication discourage applicants. Without the sort of shot in the arm which involvement in doctoral programs could give, we may be caught in a long term decline. Are there new areas of advanced study, unmet needs for doctoral-level work that CSUF and another campus might address? Is it conceivable that such initiative would bring added resources? These seem at the least ideas worth studying in a time when the shortage of doctorally qualified faculty is becoming acute.

The other answer to breaking the vicious cycle of inferior image and inadequate resources is to increase the prestige of our master's degrees. The number of these has grown steadily; now we offer forty-one. While some have become nationally recognized in their fields, the master's degree overall has shared neither the prestige nor the tangible support accorded to doctorates. CSUF has contributed to this poor image. Few departments in which the Ph.D. is the usual requirement for employment will even hire a person with a masters for part-time instruction in lower division courses. Except in the sciences, this precludes our own graduate students from being genuine teaching assistants (a ban which borders on hypocrisy when we reflect on how many of us were TAs with less than a master's level in formal training). We regard acceptance of our master's students into Ph.D. programs as a mark of honor, even if these doctoral programs require our students to repeat many of their postbaccalaureate units. Little wonder the Postsecondary Education Commission concluded in a 1985 report that the master's degree "has lost much of its value both as an acknowledgment of academic achievement and as a credential for employment."

To restore the prestige and markets for master's degrees, CSUF must first give its own students more respect. Teaching assistantships and internships in appropriate courses would be one way to start. With the pending demise of statewide community college credentials, leaving each of over 50 districts free to set its own hiring standards, CSUF might press for greater acceptance of its MAs in that area. Liaison with doctoral programs might bring greater recognition of work accomplished by those who go on to post M.A. degrees. We should also explore new fields in which some form of master's degree might become the accepted professional credential. Once these trends were under way, the university might realize greater research funds and thus fulfill the dream of becoming a recognized research and postbaccalaureate education institution with or without the burdensome ghost of doctoral programs. •

Perspectives on the scandal

Gerald Marley, Mathematics

CSUF almost had a joint Ph.D. program - twice. School Administration faculty, from the School of education, worked out a joint Ph.D. program with Claremont Graduate School. The resulting proposal was rejected by the Faculty Council. Of course, the Council didn't just come right out and vote it down. We came up with a backdoor way of killing the proposal. We lamented the loss of adequate support for existing graduate programs, and queried how we could talk about Ph.D. programs under such circumstances. Ultimately, the Council adopted a Bylaw stating that "No committee of the Faculty Council shall review any proposal for a doctoral program unless the specific proposal is referred by the Faculty Council, to the Committee." That took care of that! Or, so we thought.

We began to hear from several quarters about a Ph.D. program being offered by CSUF. Various CSUF faculty were asked for information about the "CSUF Ph.D. program." Rumors, questions, and denials were rampant, yet information was hard to obtain. The Executive Committee of the Faculty Council had numerous meetings with the President about these ongoing rumors. He assured us that the Dean had assured him that the rumors had no substance. The rumors persisted.

Eventually it was learned that the alleged Ph.D. program was a joint program between CSUF and United

States International University (in San Diego). Julian Foster called USIU to ask about the availability of a Ph.D. program in Orange County, and CSUF was mentioned as the local vendor of their program. Indeed, it turned out that several CSUF faculty (not all from the School of Education) were listed in the USIU Catalogue as "adjunct faculty." That still wasn't good enough to counter the Dean's denials to the President, however.

Finally, three things happened. First, a copy was obtained of a flier being circulated in a neighboring school district advertising a Ph.D. program through CSUF. Second, an irate student in the program complained about the high cost of graduate work at CSUF, and from him was obtained a CSUF Foundation receipt for big bucks for a graduate course being offered through Continuing Education. Third, Julian Foster, Herb Rutenmiller, and I (then the three campus representatives to the Statewide Academic Senate) met with the President to express our concern about the matter and our dismay that answers either were not forthcoming or were not believable. We didn't exactly make a "cancer on the Presidency" appeal, but we did manage to get his attention. He appointed an investigating committee to discover the facts. The plug was pulled on the operation, and four CSUF faculty or administrators were disciplined by the President. CSUF is no longer a branch campus of USIU. •

Why good people ignore bad things

*The people who should have known didn't want to know.
The field was left open to the amateur whistleblowers.*

Julian Foster, Political Science

It was the Academic Senate which unearthed the USIU connection. It was people on the Senate who broke it. With hindsight it might seem that neither task should have been unduly difficult. In fact, this was one of the tougher battles I (or, to my knowledge, anyone else) was ever involved in on the campus.

For a considerable time the Administration

manifested a deep disinterest in whatever might be going on. When Jack Bedell, then as now Senate chair, called an expanded meeting of the Executive Committee to air some of the evidence, Don Shields, then President, dismissed it as "a lynching bee." Those of us who insisted pursuing the investigation were, he suggested, "conducting a vendetta" born of "paranoia" or else liberal arts snobbery about schools of education. The Academic Vice-President of the time authored an

exculpatory memorandum on the whole matter which later turned out to have been drafted by the Dean of HDCS. These and other defensive blocking tactics persisted for some weeks.

Why? If this university possesses integrity — which I know it does — and if its principal administrators possessed principles — which I am sure they did — why was it so hard to get some action? Perhaps the answers to this question may carry some implications for the future. Here are some thoughts on the matter.

First, this was a victimless 'crime.' School Districts offered incentives to their people to get additional certification, without apparently caring whether such certification was accompanied by actual learning. School District employees were therefore on the lookout for any means of picking up these extra credentials. They didn't mind paying a relatively stiff price for a doctorate, so long as not too much effort was demanded. Enter some CSUF faculty, ready and willing (for a price) to meet this "social need." The school of education got the doctoral involvement it had been pining for. A cozy arrangement, then, with all parties benefitting.

Conclusion: scams that have victims may be relatively easy to expose. Where academic integrity is the only victim, the muckrakers have the forces of everyone's self-interest arrayed against them.

The USIU connection was an off-campus, non-mainstream activity. The state budget is closely guarded, and state-sponsored programs are carefully monitored. In the realm of Extension, however, a more freewheeling and entrepreneurial spirit prevails. Activities are undertaken precisely because they will be profitable — as this one was. It was also "creative," "innovative" and potentially status-enhancing. Such considerations probably lulled into inattention some who should have known better.

Conclusion: if the university gets into trouble, it will probably be on account of something that operates through the Foundation.

Third, this matter involved a number of university people carrying out a variety of activities — planning, advertising, lecturing, taking in money and so on. In short, the university itself was implicated. Cracking down on individual miscreants is relatively easy. Cracking down in this instance would not only violate the tribal loyalty which administrators seem to feel for one another, it would involve admitting to institutional wrongdoing. Don Shields, who I believe to have been in most ways an excellent president, probably saw his choices as defending the university or subjecting it to humiliation; he chose the former.

For him, history may have repeated itself. He had become President of Southern Methodist University when the NCAA brought formal accusations that athletes there were being paid salaries. Shields reacted initially with denials, and with plans to sue the NCAA

for selective enforcement of its regulations. Later, when it had become impossible to rebut the NCAA's case, he was able to convince himself that the wrongdoing was in the past, and he issued repeated public statements to this effect, which turned out to be untrue.

For an administrator (but not for faculty) uncovering institutional wrongdoing is inevitably a form of self-criticism: "sorry, folks, I let this happen." For those directly concerned with fundraising (as presidents are and faculty are not) airing anything discreditable works dead against the kind of boosterism which is one of their responsibilities. And ultimately, the administrator may have to take harsh and punitive actions, which in the USIU case included, I think, getting rid of a favored protege. In retrospect it does not seem to me surprising that the USIU connection had to be revealed by amateur sleuths, while those who had the authority to demand information did not do so because they didn't want to know what might be out there.

Faculty are in an excellent position to be whistleblowers. Tenure protects them from the sidetracking, demotion or firing which often befalls such people in the outside world. I and others who gathered the data on the USIU connection and then refused to be quiet until something was done about it risked very little, except perhaps an excess of self-righteousness.

Conclusion: academic senates can properly function as institutional watchdogs and institutional consciences. Improprieties cannot be covered up where there is effective collegiality. Administrators, however sound, may if left to themselves find reasons for turning a blind eye on things they would rather not know about. It is up to the faculty to hold their feet to the fire. If we fail to do this, it is ultimately the integrity of the university which suffers. •

FOR THE RECORD

In our last issue Barry Pasternack, writing in his capacity as President of the Fullerton chapter of CFA, commented on the issue of post-tenure review. At one point in this he wrote: "I do not believe that Dr. Foster's concerns for the perceived direction of the post-tenure review process are well founded."

Dr. Pasternack points out that in fact he did believe my concerns to be well founded. How the "not" got inserted, I cannot imagine. Naturally I like people to think that my concerns are well founded; I am just not used to it. In any case, apologies from the FORUM for inadvertently misrepresenting Dr. Pasternack's position. JFSF

On the edge

Why does a university such as ours teach some subjects and not others? Perhaps we just followed the accepted conventions of academia. Everybody "knows" that respectable universities offer courses in literature, history and physics, while refusing to teach basket-weaving, cosmetology or how to win at blackjack.

Demand is always part of the equation. As a public institution we have some obligation to offer what the public wants and needs (provided it falls within the "respectable" realm) and our internal concern with FTE ensures that we not teach such things as Gaelic Lan-

guage and Literature, for which minimal demand could be expected.

Fullerton is a relatively young university, and on the whole it has made mainstream choices in curriculum matters. Perhaps it has not felt secure enough to do much else. But it would be nice to think that there are purely intellectual reasons for our collective decisions to do some things and not others.

*We thought it might be interesting to focus on some of the programs we offer which have been and perhaps still are controversial. We asked spokespersons for three different kinds of programs to comment on their *raison d'être*.*

God and man at Fullerton

When, many years ago, the Faculty Council debated the establishment of Religious Studies as a major program, a cynical member enquired whether such a move would be followed by a Department of Astrology? The point was clear. Many people believe in religion of some kind. Many also believe in astrology. Amongst the educated elite, religious belief, while by no means universally held, is generally treated with respect, while astrology (however many

people swear by it) is despised as an ignorant superstition.

By studying religion while not giving any house room at all to astrology, would the university be recognizing and acting on this distinction? Does the presence of a Religious Studies program implicitly recognize the legitimacy of religion? And if it does, is this a violation of the separation which should exist between church and state?

Benjamin J. Hubbard, Religious Studies

While under house arrest in 1963, the Ayatollah Khomeini was visited by the head of Iran's secret police who tried to persuade Khomeini to abandon his campaign against the Shah: "Politics is lies, deception, shame and meanness," he said. "Leave politics to us." To which Khomeini replied, "All of Islam is politics." That principle, Islam is politics, was apparently unknown or unappreciated by the U.S. State Department and the press. The consequences of such ignorance would sting the presidencies of Jimmy Carter and Ronald Reagan and might yet come home to haunt George Bush.

Religion factors into politics not just in the Islamic world but in the struggle over the abortion issue in America, Israel's debate over how to deal with the Intifada, Tibet's cries for autonomy from China, the

"troubles" of Northern Ireland and the demands by some Indian Sikhs for an independent state. For better or worse, religious convictions profoundly affect political and social behavior worldwide. So there needs to be a place in the academy where the world views of various religions are studied on their own terms, and not as part of some other field of inquiry. This is not to denigrate the important contributions to the understanding of religion made by anthropologists, historians, philosophers *et al.* It is simply to stress that no other discipline looks at the origins, sacred writings, beliefs, customs and ethical norms of a particular religion as the primary category of investigation.

Religion scholars are trained in the original languages of the tradition in which they specialize and in the exegesis or historical-critical interpretation of its sacred texts. They are dedicated to looking at religions comparatively (how does a given religion fit into the

larger scheme of religions and cultures worldwide?) and existentially (how does a given religion touch the lives of its adherents and the societies they inhabit?). And they utilize the tools of history, philosophy and the social sciences. In sum, religious studies is a distinct field of inquiry because of its emphasis on interpretation of texts in their original languages, comparative or phenomenological approaches to the understanding of religion, and an existentialist or personalist stance toward the various religious communities themselves. It is, at the same time, dependent on the methodology and findings of the other humanistic disciplines and the social sciences.

Since the field began to develop in North America during the 1950 and 60s, religious studies has been hampered by identity problems. Although religion scholars knew what they were up to, colleagues were not always sure. The majority of academics attended universities where either there was no department of religious studies or it was subsumed under a combination philosophy and religion program. The minority went to schools where a distinct entity called the department of Bible (in Protestant-sponsored institutions) or the department of theology (in Roman Catholic ones) existed to help further the denominational goals of the school. Though some of these departments of Bible or of theology were academically sound, they usually made assumptions about the religious superiority of the sponsoring faith. Professors who attended such schools and took such courses sometimes tend to view religious studies as suspect at a state-sponsored university. And the majority of academics, who had no exposure to the field of religion in college, are either mystified as to what we are up to or very skeptical that a subject so saturated in subjectivity and value judgments can possibly have a place in a public university.

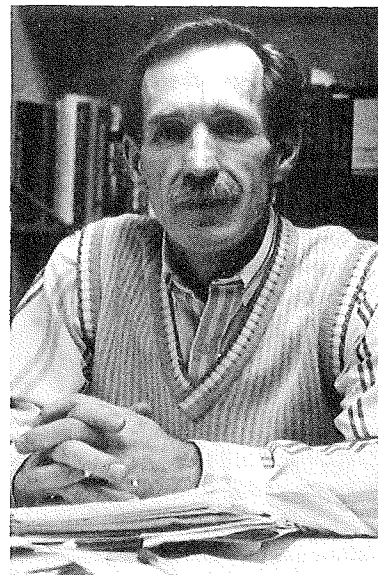
Nor has the designation "religious studies" — which almost all departments in this field have adopted — helped allay these suspicions. Whenever the person sitting next to me on an airplane discovers that I am a college professor and asks the obvious question, "What do you teach?" I cringe a little before responding. Often, the next question will be "Are you a clergyman?" or "Do you teach in a seminary?" Lately, I have started saying that I teach comparative religions or comparative religious studies. This usually clarifies the matter nicely, though one new acquaintance quipped, "so which ones have you been comparing lately?"

Given the complex and emotion-laden nature of religion, religious studies professors will probably need to continue clarifying the nature of their misunderstood field on state university campuses for some time. This is a generally positive situation in my view as it will force us to remain aware of what we do (present the world views of various religions in an objective manner) and of what we ought not do (make

value judgments about one or another religion or subset thereof).

Finally, a word about the sorts of students who take our courses and how they are affected by them. One significant group consists of those raised in a certain religious tradition who for various reasons want to know more about it. Most are surprised to discover how much they didn't know about something as familiar as the faith of their fathers/mothers. They usually come away with a more nuanced intellectual appreciation of their home tradition — of both its luster and its tarnish. Another significant group consists of those who want to know about other peoples' religions. In some instances there is an existential motivation: a friendship with someone of another religion or bewilderment with the activities of a certain faith (Shiite Muslims, for example). In other cases there is simply a general curiosity about what appear to western eyes to be exotic beliefs and practices (Hindu reincarnation, for example). A much smaller group of enrollees in religion courses are "seekers," those looking for solutions to their personal problems or the answer to life's riddle. (Psychology and philosophy get some of the same students). They generally come away unfulfilled or with their original expectations altered. What we in religious studies hope students derive from our courses is both factual information about the world's religions and habits of mind such as intellectual honesty, sensitivity to the beliefs and customs of others and an interdisciplinary approach to learning.

A force like religion that beats at the heart and soul of humanity's social life, and that which affects the decisions of nations is simply too important not to be studied in the academy. In this setting, religious studies scholars are in the best position to examine religious traditions and interpret them for colleagues and students. •



*Ben Hubbard came to CSUF in 1985, and in 1989 became both a member of the Academic Senate and the Chair of his department. A holder of MAs in both religion and journalism, his book *Reporting Religion: Facts and Faith* will be out in January, 1990.*

Is education only for the mind?

Many years ago, Sonoma State developed a course in Frisbee. This enterprise attracted the attention of a cynical press, who wondered what taxpayers' money was being wasted on. It also raised the ire of Alex Sherriffs, then in charge of academic affairs in the system. It may even have contributed to the firing of Sonoma State's President Diamondopoulos, though he had such a talent for embroiling himself in controversy that it is hard to identify the separate nails in his professional coffin. (He later became President of Adelphi University; once you are on the administrative escalator, even major disasters may not derail your career.) Anyway, courses on Frisbee have not become recognized as a legitimate part of classical education.

Perhaps frisbees are intrinsically absurd, especially to people who have never thrown them. But exactly how games with one are different from more mainstream sports is not entirely obvious. At Fullerton we offer, for example, volleyball, with courses at the beginning, intermediate and advanced levels. But we don't offer chess. Why not?

Both volleyball courses and chess courses would focus on how to win. Both would hone and develop a skill. In both cases, winning is related to a knowledge of the principles which underlie the game. Volleyball depends of developing fast reflexes, but chess is obviously more intellectual. It seems reasonable to suppose that analysis of chess problems may be a form of critical thinking, something which our General Education program requires us to teach. But physical education looms large in our curriculum, while intellectual games do not.

In the sixties, all our students used to be required to take a physical activity as well as a health course as part of General Education. Some of them, especially the reentering adults, resented this deeply. In 1967, the Faculty Council debated dropping these requirements. At first, the Council seemed persuaded by "healthy body - healthy mind" arguments. As Chair, I disapproved of this, and so I proposed that the Council should adopt an official crest: an athlete rampant above the corpse of Socrates. This arrogant intervention may have been effective; the original decision was rather promptly reversed, and PE has been out of the GE program since. But it is still very much a part of our curriculum. -- JFSF

Ian Bailey, Physical Education

"Education should begin with the right direction of children's play." -- Plato, 427-347 B.C.

"Give his body continual exercise; let him work, and move about, and run and should, and be continually in motion; let him be a man in vigor, and soon he will be such by force of reason. . . it is the happy constitution of the body which renders the operations of the mind facile and sure." -- J.J. Rousseau, 1712-1778

—"Let's all introduce ourselves."

—"Ian Bailey, Physical Education."

—"Oh! Athletics!"

—"No! Physical Education."

Even though we all learn to talk as we explore our environment, we still have to have English teachers to teach us how to speak our language correctly. It is something that we learn initially by trial and error but do we know it all? Because we all have bodies and we can all at least move around in our environment, do we think that no one has to teach us how to move? It is something we do by instinct after all! Is it possible that we need to be taught both? Unfortunately we live in a head oriented society and with the dichotomy of mind and body that we tend to perpetuate, the body is always secondary. Manual labor will always be inferior to mind work. But humans are both mind and body and to express self with the body is just another way of being human; not primary, not secondary, but equal. For what are we without our bodies?

At the turn of the century some physical educators were M.D.'s and were very important in demanding programs for students and for the development of the curriculum. Not only did they stress the importance of and need for physical exercise for well-being but they brought status to the emerging field. But its status and popularity have fluctuated. In many national crises, both ancient and modern, there have been concerns about the fitness of young men being recruited into the military forces. The failure of Orange County youth to perform well on physical fitness tests recently are causing concern about school physical education programs. In the 60's here at CSUF and on many other CSU campuses it was a part of the General Education requirement. It no longer is. But its popularity with the students has not waned and, requirement or not, many find joy in the expression of the physical in the performance classes that are offered. Despite its

importance, viability, and popularity, for some, "Physical Education" is just play and games. It is much more than that. It has communicated, expressed, and still does express, the relationships between certain knowledge and understandings and a group of professionals who are concerned with the total well-being of people. George Bernard Shaw is credited with the saying, "Those who can, do; those who can't, teach." Physical educators are expected to be able to both "do" and "teach"; but it is more than the doing that is taught.

In physical education, more than any other subject, we are dealing with the total person. We need to be aware of the individual physically, mentally and emotionally, for in the performance of movement, persons express themselves whether they are aware of it or not. Ask the dance therapists: ask the psychiatrists. Physicaleducation is helping others to learn to move with fluidity and efficiency and control, and to enjoy performing movement skills on their own or with others. It is helping people to establish early habits of exercise and physical activity for healthy living and well-being. It is helping adults to learn to play again in a well-oriented society.

The curriculum is continually focused on satisfying both societal and student needs. We are currently hearing much concern expressed about the health of the younger generation. Thirteen and fourteen year-olds are suffering from obesity, and some cannot outdo their parents in exercise and running. But it is not just a physical problem, it is a cultural one. It is nothing new. A quarter of a century ago, John Kennedy talked about "soft American." When the U.S. finds it increasingly difficult to compete successfully in the Olympics, questions about whether we do enough to produce athletes are raised. The armed forces have repeatedly voiced complaints about the fitness of recruits. It is

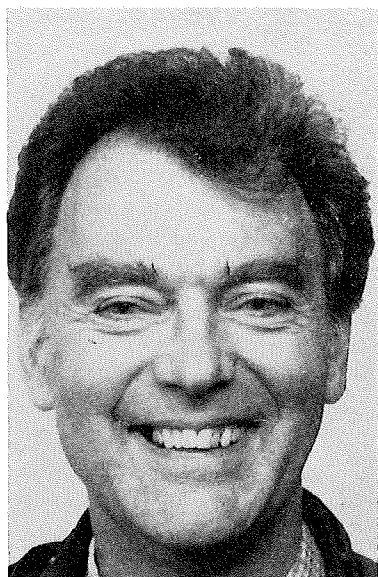
believed that a nation which is physically run down is unlikely to lead the world successfully.

The well trained physical educator should be aware of trends in society which need to be reflected in changes in the program. He (or she) must also be sensitive to the moods and feeling of individuals, and be able to treat them accordingly. It is said that people are never more close to being their true selves than when they play. Many leaders in situations where people do not know each other very well use games to "break the ice" to help individuals get a sense of "togetherness" and intimacy. The physical educator helps people to be their real "selves."

The subject matter in physical education provides the student major with an applied liberal arts education within one department. They need to know how to apply the principles of physics in order to help a person impart more force to a throw or jump. They need to know physiological principles so that they can apply them to increase efficiency in running, walking, and performance. Physical education students need to know how best to analyze and give feedback so that they can apply them to increase efficiency in running, walking, and performance. Physical education students need to know how best to analyze and give feedback so that the performer can apply the information and also become aware of their own improvement.

How do you motivate the average performer? How do you help the group learn to work together and bring it to see the advantages of doing so? How do you help the students in performance classes deal with the conflicts that arise in the competitive situations which are an integral part of the games/sport setting? Applied principles of psychology and sociology will provide insight and understanding of what is involved so that the teacher can achieve these goals. It is a hidden challenge in a classroom of forty to know where each student is in their level of learning: it is also one which is not easy to avoid:

In the gymnasium or on the field the student's proficiency level is soon painfully obvious. In junior and senior high school, the teacher must know how best to organize not forty, but more often sixty, students so that all needs may be met and fragile egos not bruised or destroyed. At the collegiate university level individual needs for knowledge and performance improvement must be met. Where one game is played by each student in a class there are always half who are losers. Where more games are played a pecking order is established with one person finishing at the bottom. You may say "That's life!" But how does the teacher help someone deal with that? Perhaps skills can be brought up to where everyone has a chance to win sometimes in a society where winning is so important. Perhaps information about how they function physio-



Ian Bailey has wanted to be a teacher of physical education since he was 17. An expatriate Englishman, he came to this country on a Fulbright, and has been at CSUF since 1972.

Continued on page 19

Character and Conflict

Probably no single course has ever stirred more arguments than "Character and Conflict" did in its early days. Many of those who took it became enthusiastic supporters. Listening to some of them, one got the impression that living through the course was rather like becoming a born-again Christian — a life-transforming experience, comprehensible only to those who have undergone it. Gerald

Marley has argued in a previous issue that the university should not be in the business of providing such experiences.

The days of high-pitched argument over the course have passed, but it is still possible to wonder whether the university is, by offering it, becoming a surrogate therapist, and if so, whether this is a proper function for an academic institution.

Gerry Corey, Human Services

Human Services 300, "Character and Conflict", was created and developed by Dr. William Lyon, the first Coordinator of the Human Services Program. Several professors who are still on campus took this course themselves. The course has weathered the storms of controversy it once evoked and is now an option in General Education, Category E, "Life-Long Learning." More people now seem convinced of the value of a course which challenges students to examine their decisions about how they are living. It is an experiential group class designed for self-exploration. It provides a safe setting in which students can review their values, assumptions, beliefs and life decisions. It is structured around a personal discussion of such topics as: the struggle for personal autonomy; a review of one's childhood and adolescence; work and leisure; body image; sex roles; sexuality; love; intimate relationships; marriage and family life; loneliness and solitude; death and loss; and meaning and values.

The content truly deals with issues related to lifelong learning. At the initial meeting, the professor goes into great detail describing the purpose and structure of this course. Before students enroll in a course that demands personal involvement and commitment, they should be fully aware of the expectations of the professor. Students are also given written material to guide their participation and to help them make better use of a group process as a vehicle for personal learning.

Each week the students are assigned reading materials on a particular topic. The professor begins each 3-hour class with an lecture, lasting perhaps half an hour to an hour, on the topic for the week. Then the students meet in small discussion groups, which are co-facilitated by students who have taken this course previously. The facilitators are enrolled in a course called "Practicum in Group Leadership." The way they handle their groups is carefully supervised throughout the semester.

Over the many years that I have read student evaluations for all of our classes, I continue to find a trend indicating that Character and Conflict is viewed by the students as one of the most important courses they have taken. In fact, some decide to change their major to human services as a partial result of the experience in this course. As a General Education elective, it attracts people from a wide diversity of majors and cultural backgrounds. We offer three sections each semester, all of which typically fill up during pre-registration.

When students initially attend this class they are often surprised. All too often they sit in lecture halls and dutifully take notes. They are used to education that is restricted "from the neck up." The idea that education can ideally involve an integration of the cognitive and affective domains is foreign to many. In his book, *Freedom to Learn for the 80s*, Carl Rogers writes about the values of what he calls significant, meaningful, experiential learning. He describes this whole-person learning as having a quality of learner



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involvement — which includes the whole person in both feeling and cognitive aspects as it pertains to the learning event. Significant personal learning, Rogers says, makes a difference in the behavior and even the personality of the learner. It relates the learner to what is learned in a close and unusual way. It "combines the logical and the intuitive, the intellect and the feelings, the concept and the experience, the idea and the meaning."

Students are not used to asking if their learning is significant. Some of them are resistant to sharing their ideas about the topics discussed in their classes and even reluctant to raise questions. When they enter Character and Conflict for the first time, they are told that their active participation is expected. Although this class deals with personal concerns, it is also an academic experience. Students are expected to read several books and to write a weekly reaction paper on what they have learned from the readings and their small group experience.

Character and Conflict is not group therapy which may aim to change a person or to help them work through some specific problems. It is a kind of personal learning which will hopefully continue throughout one's lifetime in that it provides an opportunity to look at their lives from a fresh perspective. Students are not told how they should change their values, but rather they are provided with a context whereby they are able to explore the values and beliefs they hold, their feelings, and their modes of behavior. Students often share selected life experiences, but for the purpose of letting others know who they are. The class is also a laboratory in interpersonal learning, for students learn how to talk appropriately about themselves, how to listen and to react to each other, and how to communicate honestly and effectively. Students are expected to deal with the topics of the course in a personal manner, yet self-disclosure is always guided by the readiness and willingness of each individual in the group. They have an opportunity to get feedback from others pertaining to their own concerns, and to learn how other people experience them.

Although it is not the purpose of the course to form friendships, many of the participants do develop bonds with each other that continue well beyond the end of the semester. For some students, a support system and network for helping one another grows out of their experiences in their small groups.

A course such as this is needed on this campus because only too often students feel personally removed from the material they are learning. Too many perceive education as merely acquiring the tools for a job or an education. Self-exploration classes offer an opportunity to integrate the cognitive and affective dimensions of learning. This type of experiential learning challenges students to review who they are and who they are becoming. It also provides them with an

opportunity to make changes in their beliefs, thoughts, feelings, and behavior. As I read through the student evaluations each semester for this class, I become aware how challenging this type of learning can be. Although some of the students initially resist looking inside themselves and talking about their personal views, the majority become convinced of the value of this type of sharing on a personal and educational level. Self-exploration courses are not confined to CSUF, and most colleges and universities now offer something of the kind. Experiential learning can make a difference in the lives of the learners, and it can generate an enthusiasm about learning itself. •

Bailey . . .

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logically, psychologically and socially in the competitive situation can help an individual come to terms with his or her situation. It is not just the physical person who participates in our classes but an integrated being.

We are involved in the edification of students/people regarding the multidimensional and holistic nature of being human. We teach students/people about the multidimensional nature of PE. We educate students/people through the multidimensional nature of PE. Who else includes the physical in a synthetic as well as an analytic way?

We are pledged to the teaching of knowledge related to, and the development of understanding of, people moving. We teach physical skills and strategies. We are interested in the teaching/learning of healthy practices and behaviors. We are concerned with teaching/learning social skills. We are engaged in teaching and helping students learn. We are dedicated to the whole process of education. We happen to use the human movement phenomena of play, games dance, sports, etc., and the study of them as our medium.

—Let's all introduce ourselves.

—I'm Ian Bailey, Physical Education. •

What do students know?

In a future issue we plan to discuss a variety of measures of what our students know and -- more intriguing -- don't know. If you have done any kind of survey of this, please get in touch with the Senate office. (MH-143, ext. 3683)

Western Civilization: Once again with feeling

Jack A. Crabbs, Jr., History

I would like to respond to some of the criticism of the Western Civilization course raised in the last issue of *Senate Forum* by Professors Emory Tolbert and David Depew, both of whom are friends of mine. First, some history of the debate over this particular course:

When David and others complained that historians should not imagine that they are the only ones qualified to teach Western Civ, the History department agreed to open the course up to non-history faculty, and David and other non-historians began at that point to teach it.

When Emory and others complained that the American history survey (History 180) did not contain enough content on ethnic minorities, the History Department agreed to support the idea of a brand new course - History 170, emphasizing ethnic minorities - as an alternative to the "white" History 180.

When the CSUF General Education Committee asserted that all GE courses should use essay examinations, the History Department complied.

When the GE Committee expressed its concern that Western Civ was being taught as king-war-king-war rather than as values and ideas, the History Department went before the committee and explained that that sort of history had not been taught for decades.

The History Department set up a departmental committee whose sole function was to monitor the quality of the Western Civilization course. We are currently considering a proposal to change Western Civilization into a World Civilizations course. My own feeling is that such a move would be seen as "progressive and innovative" by the campus at-large (and especially by Emory but perhaps less so by David), but that it would not be without some costs.

Criticism of Western Civilization has been hydraheaded: chop off one head and another one appears. The History Department has been more than forthcoming in its response to past criticisms. Now the battle-lines are being redrawn again, in slightly different form but by some of the same old warriors (myself included). Why is this? Everyone on campus knows the answer to this question, and the bottom line is that it has little or nothing to do with the quality or relevance of a Western Civilization course.

* * *

Western civilization is one of five major civilizations on the face of the earth, and can be distinguished from, say, Islamic or Sinitic civilization on the basis of art, philosophy, science, marriage customs, family structure, music, sexual mores, etc. No amount of wishful thinking or construction of political agendas

about what our curriculum should be can change the fact that Western civilization is a real cultural entity different from the other four living civilizations.

One can try to get round this basic reality by introducing cute little acronyms like DWEM (Dead White European Male), a term which rings like "dork" or "nerd" and is intended to trivialize the subject. But if we take this term apart, we will see that it is nonsense. DEAD - Since history is defined as the study of the past, go back away, and I guarantee you that everyone will be dead. WHITE - One can just as well argue that Western civilization is not white but colorless. Euclidian geometry was developed by a "white" Greek male. It is studied today by all races, creeds, and colors, and one does not hear complaints that it should be replaced by black or female geometry. EUROPEAN - Adding "European" to "white" in the term DWEM is a simple-minded redundancy. MALE - Until recently history (and religion and art and politics and science and even philosophy) has been male-dominated. One can lament this, but one cannot deny it. When you teach the history of Philosophy, David, how many female philosophers do you cover? Or conversely, David, take a look at the text that we are using in Western Civilization. It contains as much "gender history" as any book on the market.

I will be comfortable teaching history only as it is and not as we would wish it to be. In my own field, for example, Islam was ahead of the West up until about the time of the Renaissance. Should we not teach this so as not to offend Westerners? Since then the west has jumped ahead of Islam, and all of modern Middle Eastern history has had to wrestle with that central fact.

This does not mean, as Emory laments, that we teach that the west is "the source of all high culture and wisdom, owing little or nothing to the rest of humankind." It means simply that the West is the source of a particular, readily definable, and real "high culture and wisdom" - our "high culture and wisdom" - and no amount of gainsaying can change that basic fact. •

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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