

SENATE FORUM

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Senate influence and how to use it

What role should the faculty play in selecting the new president? This issue was the center of the Sante's most exciting meetings this year. Here, Jack Bedell describes what happened, and Jim Bitter, Keith Boyum and Julain Foster offer different perspectives on how Senate members should choose what to do.

The politics of president-picking

Jack Bedell, Sociology

Jewel Cobb announced her retirement on October 26, 1989, effective July 31, 1990. Soon thereafter the Academic Senate invited Caesar Naples, Vice Chancellor for Faculty and Staff Affairs, to the campus to explain how her successor would be chosen.

Some of those who had been involved in our last presidential search were less than satisfied with the process, especially with how faculty participants in it were treated. One significant misgiving focused on the lack of faculty involvement in the background checks of the finalists. Staff was seen as filtering information and Senate Executive Committee members felt that faculty who serve as references may be more candid with peers than with a representative of the Chancellor's office.

Naples came to campus on November 7, 1989 and met with the Senate leadership. He explained the selection process, and was informed of our concerns. He was unmoved. After much discussion the Executive Committee brought a strongly worded resolution to the Senate calling for a respect for collegiality and for faculty involvement in the background checks. This resolution passed unanimously and was hand carried to Dr. Naples for transmission to the Chancellor. She did not reply to it.

On February 22, the Academic Senate passed another resolution emphasizing faculty involvement in the background checks, and noting the Chancellor's failure to respond to our concerns. This resolution also elicited no response. On March 8, the Academic Senate passed ASD 90-39 which stated in part:

"that absent a positive response from Chancellor Reynolds by March 19, 1990, which would encourage faculty representatives to commit their expertise to the review and evaluation process, including active par-

ticipation in the background checks for finalist candidates, the Academic Senate of CSUF regretfully will have no recourse but to recall its faculty representatives to the President Selection Advisory Committee."

Without prior notice, Dr. Naples, Trustee Campbell (Chair of our Presidential Selection Advisory Committee) and Chancellor Reynolds arrived at the March 22 meeting of the Academic Senate. Trustee Campbell indicated that they were adding a meeting to the selection process during which all committee members would hear the results of the background checks. (In the past only trustees had access to these data during the finalists' interviews before the Board.) He reaffirmed his opposition to faculty involvement in the background checks. It is his view that confidentiality is threatened as more persons get involved and that now since everyone hears the same "facts," no one, even the trustees, has an information advantage.

After our guests left, the Academic Senate continued its discussions. Keith Boyum made a motion that stated, in essence, that our concerns have been met, and so the faculty representatives should continue to participate. The Senate decided to recess and have further discussion at a special meeting the following Tuesday, March 27. At that time Leland Bellot substituted a motion permitting faculty representatives to continue to participate while pursuing faculty involvement in the background checks. This passed after a substitute proposal from the Executive Committee that we should withdraw our participants failed.

At the March 29 meeting of the PSAC, I presented the resolution. It was briefly discussed by three of the trustees present, and then Chair Campbell indicated he was satisfied with the "new" procedures and considered the matter closed. At the April 17th meeting of the PSAC, I raised this issue again with Dr. Naples. Dr. Barnes again talked to Trustee Campbell. He was

Principles

James Robert Bitter, Counseling

A learned and distinguished colleague suggested recently that there were essentially two times when political protest is appropriate. The first is when people are powerless and have nothing to lose. The second is when another distinct group of people might be mobilized to action by the protest. His words reflect a somewhat pragmatic assessment of the uses of political protest. I would suggest that there is at least one additional circum-

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Pragmatism

Keith Boyum, Political Science

I supported the decision made by the Academic Senate to continue faculty participation in the presidential selection process. Six maxims that I call "Rules for Politicians" can help to explain why.

(1) *Know what you want.*

People unclear about what they want can never be effective in a political process. At the same time, we all want many things, and some of these wants may conflict. One must prioritize, and where neces-

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Playing poker

Julian Foster, Political Science

"Collegiality" is usually described in glowing terms as a process of mutually beneficial discussion and policy development, guided by reason and a universal desire to do the right thing. It is not necessarily like that, especially when modification of power relationships is involved. Academics who get into administration or who take leadership roles in faculty governance tend to have not only some sort of vision of how things ought to be, but a lively concern that their particular vision should prevail. As a result, collegial governance normally involves a certain amount of pushing and pulling, normally conducted in a polite and deferential manner. I tried to present this view of the world four years ago to President Cobb after I had been elected Chair of the Academic Senate. She did not care for it much. Her hope was simply that the administration and the Senate would work together, harmoniously seeking common goals. I tried to persuade her that a certain amount of dissension was both inevitable and healthy, since it appeared to me that one of my responsibilities as Senate Chair was to ensure that the Senate maximized its influence in the running of the university.

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Bedell, continued from page 2

unmoved. We reported this to the April 19th meeting of the Academic Senate, and the Executive Committee was directed to come to the next Senate meeting with options for its consideration.

During the past three months Dr. Barnes and I received formal and informal communications from trustees and their representatives that included, among other things, that we are to deal with trustees, not the Chancellor, since they control the presidential selection process, and that if we do not like the process we are free not to participate in it. On several occasions, Dr. Naples and Trustee Campbell have indicated that we can develop any questions for Dr. Naples to ask and also can give him the names of people we want him to interview about the candidates. This we have done, and he has them for his background check visits which are to be conducted during the week of April 23. A meeting of the PSAC is scheduled for April 30, during which the data will be presented and the 3-5 finalists for campus visits will be selected.

On Tuesday, May 1, 1990, Trustee Campbell was told that we were unsatisfied to date with the back-

ground checks. We informed Trustee Vitti of this also. Why? At the PSAC meeting of April 30, we were informed by staff that not all of the questions we framed were asked of the referees and that not all suggested referees were contacted.

Trustees Campbell and Vitti expressed their displeasure at the PSAC meeting and we adjourned prematurely until May 3rd. After adjournment, we learned further that yet another referee was not asked by staff what we had agreed he should be asked earlier that morning. The faculty representatives on the PSAC, after consultation with the Academic Senate Executive Committee, decided to do background checks. We informed Trustee Campbell of our decision, and he indicated that he would support our calling 2 or 3 persons on each candidate. This was done on May 2nd and May 3rd.

On May 1st, Trustee Campbell, through Statewide Senate Chair Ray Giegle, indicated that he would schedule an additional PSAC meeting after the final campus visit. This meeting was asked for by Bedell and Barnes in January; at that time, our request was denied. In the final outcome, then, the Academic Senate got everything it wanted. §

Jack Bedell is now completing a two-year stint as Chair of the Academic Senate. He is also one of the three faculty representatives on the Presidential Selection Advisory Committee. He has thus been in the interesting position of presiding over the debates on whether to withdraw himself from the latter enterprise.

Bitter, continued from page 3

stance which might reasonably motivate political protest: that is when the ideals which form the foundation for life and/or the pursuit of knowledge are threatened or undermined by the actions of individuals or a powerful few.

The introduction of idealism into the teleology of protest raises the question of which ideals truly constitute a bottom line, a significant "value base" which cannot be compromised. Wiser people than I have avoided this issue altogether, knowing that such matters of opinion invite disagreements and conflicts not easily brought to resolution. Still, there is a part of me that always seeks an ideal guideline, a personal foundation which is at once value-based and a political position. Perhaps I seek it in the manner of fools, rushing in where wiser people fear to go, but let me suggest what makes up my bottom line.

While I personally think the pursuit of happiness is a rather elusive endeavor, I do accept life and liberty as essential and fundamental human rights. I would even suggest that a certain quality and style of life is as important as having it. We live in a paradoxical nation, one formed on the principle of democracy, including "leadership by the consent of the governed." Yet, we have consistently created institutions and systems which are non-democratic in nature. It is as if we have a love-hate relationship with power.

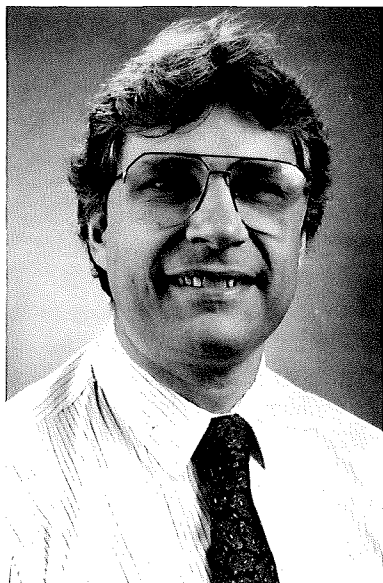
Higher education is a distinctly political system which I always hope will mirror in some way the ideals of the larger society in which we choose to live. Within state supported higher education in California, however, consent of the governed is missing in some of the most important decisions affecting academic life. Indeed, we work within a system that insists on autocratic power at the top while encouraging democratic process at the bottom. Faculty — who must live with the direc-

tives and leadership of a sitting President — have no vote in the presidential selection process and limited rights to participation on the selection committee. The loss of full faculty participation and democratic decision making when selecting a person to fill the highest position within the power structure of the university is a severe loss. In this process, faculty start with half a loaf of bread, and each compromise moves us closer toward being left with crumbs. It was for this reason that I voted in the Senate to withdraw the faculty representatives on the PSAC.

When the democratic process is absent, the erosion of liberties is all too often close behind. The most important freedom we have is the freedom to think. In an academic institution, that freedom includes the right to free and unthreatened expression. It is fundamental to the development and sharing of knowledge. Faculty must know that they can speak without fear of losing their jobs, without interference from politically motivated individuals or groups, and without having to second guess the residual effects of their pedagogy or research. We protect these necessary securities with tenure. Both academic freedom and its protection are essential to the delivery of quality education.

Equity and equal treatment in due process (and under law) also seem essential to me. I recognize continuing needs in higher education to support cultural diversity and even the redress of past discrimination. Affirmative action and cultural integration are ideal and principled parts of the foundation for which I am willing to fight. They stand, however, side-by-side with freedom of speech and academic freedom, not in opposition to them. Errors in judgment and action are opportunities for learning and growth in higher education, not normally the cause for suppression or restrictions of individual freedom. Indeed, it is in the free interchange of difference that knowledge and the quality of life becomes refined. And protest may well be one form of that free interchange of difference.

There was a time when I believed that ideals and truth were everything. I was much younger. I had a life of the infinitely possible before me. I could afford positions of "no compromise," no surrender. These days, I often hear myself taking pragmatic stands in recognition of the fact that "immediate needs" have gained substantial influence in my life. I am mortal, and the time left to make a difference in the world grows shorter each year. I am caught in what seems to be an inevitable shift from the political left to the middle of the road. I am not at all against compromise any more. It is now — more than ever — that I must have a place to finally stand without additional compromise, a final set of ideals worth risking a fight. For me, that final stand becomes necessary when to compromise threatens the promise of democratic process or the protection of the freedom of thought that is essential to a quality academic life. §



James Bitter is no stranger to principled politics, having campaigned very actively against the war in Vietnam. Armed with an Ed.D. from Idaho State University, he came to CSUF in 1987 and is Chair of the Counseling Department. He is presently a member of the Academic Senate's Executive Committee.

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sary, abandon low-ranked goals for those higher-ranked.

I think all CSUF Academic Senators wanted at least two things: an able successor to President Cobb, and a selection process featuring meaningful faculty participation. I think there is no conflict between these goals, in that meaningful faculty participation makes it more likely that we will get a good president.

With many others, I also wanted to provoke changes in the systemwide process for selecting presidents. But for me, though well worth pursuing, this was a goal I would if necessary set aside in favor of getting a good president.

(2) *Know what your opposite numbers want.*

People naturally want different things, and the things that they want are usually justifiable. Contests are seldom between good and evil. You also need a sense for what is critical to the other side, and where the areas of possible compromise may be.

Understanding that (3) *the nature of politics is exchange*, and (4) *look for compromise*.

In a world of scarcity all people cannot receive all that they want. Therefore, "half a loaf" politics is standard politics. People who seek all or nothing often get nothing.

System trustees want able leadership for (as they refer to us) "the Fullerton campus." As noted, so do we. The Trustees also want to preserve their authority as agents for the citizens of California. In this, more than us, they must have in mind the next search for a president in the CSU system.

The most probable compromise, given this, was for the Trustees and systemwide administrators to persuade us that faculty input would be welcomed and given a fair chance to affect the outcome of the search (which we in particular wanted), as a means to choosing a good president for CSUF (which both sides wanted), but with little formal change in the rules (something the Trustees wanted).

I think that we got that richly, in a dramatic visit to the Senate by Trustee Campbell, Chancellor Reynolds, and Vice Chancellor Naples. We got the assurance that faculty input to the search would be honored. We also got, in the judgment of statewide Senate Chair Ray Geigle, a small but significant change in the rules by which faculty may provide input to the presidential selection process. That means that we achieved a measure of our secondary goal, a win both for us and for sister faculties in the CSU system.

Given all of this, it made sense to me to take yes for an answer. Achieving what we reasonably might have expected is, after all, a sufficient reason for saying yes to a compromise. But in fact, there are further reasons for accepting a reasonable outcome. Two more rules for

politicians can help to explain.

(5) *Anticipating future contests, in which alliances and coalitions may differently align*, (6) *maintain cordial relationships*. These "rules" are especially important for continuing relationships, such as the faculty relationship with system Trustees.

Contrast two possible Trustee roles. The first is Champion of Faculty Views when dealing with public policy makers such as the governor, the legislature, CPEC, or the Department of Finance. The second is Champion of Policy Makers' Views when dealing with faculty. We should want Trustees who champion faculty perspectives.

Trustees can be potent allies, especially in dealing with the state's most important policy maker, the governor (whose appointees Trustees mainly are). Consider that Trustee influence with the governor was crucial about a year ago in securing state budget support for faculty research.

When making system policy directly, Trustees who cherish faculty perspectives are likelier to make policy that we appreciate than are Trustees who cherish the governor's (or somebody else's) views. Consider that our current Trustees plainly want faculty advice concerning the pending decision as to whether the CSU should offer independent doctorates in educational leadership.

In the end, we didn't get all that we had sought. That's standard politics, and therefore unsurprising. But we did well in terms of our major goals, achieved a portion of our secondary goals, and preserved an expectation of future good relationships with the Trustees. I am pleased that the Senate recognized and accepted a good outcome. §



Keith Boyum, a former Chair of the Academic Senate, is one of CSUF's three statewide Senators. He teaches constitutional law and judicial processes, has edited The Justice System Journal since 1989, and has headed the Education Policy Fellowship Program for five years.

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The next couple of years did see a certain amount of pulling and shoving. Should the Senate get a final shot at the Mission and Goals statement, or should that be in the hands of the President's Task Force? Did the hotel/sports complex agreement require Senate approval? Was the funding of the athletic program a legitimate Senate concern? Who should give out the Lottery money? How much say should the Senate have in whether and on what terms we should sponsor a satellite campus in the south county? To what extent should faculty be involved in the making of tough budgetary decisions? Some of these questions were resolved, others are ongoing, but inevitably there will be such arenas of contention.

This year's attempt by our Academic Senate to get modifications in the presidential selection process was a legitimate example of the pushing and pulling which is inherent in collegiality. The Senate's aim was to get faculty participation in the process of background checks of candidates by having a faculty member accompany Vice Chancellor Naples to the campuses of the finalists to pick up valuable information about them. As a goal this strikes me as self-evidently reasonable. It also tends to increase the influence of the faculty and — since this is a zero sum game — to dilute that of the Chancellor's Office and the Board of Trustees. It was, then, predictably controversial.

If one is going to go one on one with such powerful bodies, timing is important. In this case, the timing was good. The large salary raises for top administrators, approved in a closed session by the Board, do not look good in a period of budgetary stringency. The provision of six cars for the Vice-Chancellors at a reported cost of \$99,998.40 (expenditures of \$100,000 or more need special approval) looked worse; the cars have been handed back. The fact that the Board's chairperson does not have the A.A. degree her vita claims has recently given rise to legislative action. These indiscretions have encouraged the media, the unions, and legislators and bureaucrats sympathetic to them to sniff out further possible improprieties. The quarter of a million dollars recently spent on refurbishing the Bel Air mansion furnished by the CSU to the Chancellor then came to light; most people hadn't realized the place was a fixer-upper. The Chancellor and the Board are in trouble, and they don't need any more negative publicity. A good moment, then, for pushing them for a share of their influence.

On the other hand, the Fullerton Senate was entering into a poker game with some pretty heavy players, which may be as unwise as sitting down to play table stakes with a millionaire — however rational your strategy, you may still be overwhelmed. It is the role of the statewide senate to deal with the central administration, but unfortunately that body seems to have lost

the teeth it had in the Dumke era.

It is a principle of poker that you do not telegraph your future intentions. The Academic Senate back in November resolved that if it didn't get the modifications it wanted, it would withdraw its representatives to the PSAC. This kind of threatening behavior may get your opponents' attention, but it presents a problem if you actually do not want to do what you said you would do. Face may be lost, and with it, the ability to be taken seriously.

What our Academic Senate got was an unprecedented visit from Chancellor Reynolds, Vice-Chancellor Naples and PSAC Chair Trustee Campbell. These dignitaries arrived unheralded at the Senate's special meeting on March 27th, thus signifying that they took our Senate's protest seriously indeed. This message would have been all the stronger had they journeyed specially from their usual haunts, descending by helicopter, perhaps. Actually they were here already, to lunch with President Cobb. Never mind, their pledges that faculty opinions would be respected gained conviction from their presence.

A majority on the Senate's Executive Committee then proposed that since the concessions demanded had not been made, the Senate should carry out its earlier threat, and withdraw its representatives from the PSAC. This strategy was rejected by a lopsided vote of the Senate. To pursue the poker analogy one stage further, don't make your bets if you aren't sure your banker will lend you the money.

A difficulty our Senate faced was that they were playing for higher stakes than they wanted to: the participation of the faculty in the selection of the next president was on the line. On the whole, the influence of the faculty was probably enhanced by the whole exercise. To the question "Could we have gained more?" an answer must now be speculative. But I am convinced that this is the general way in which progress is made. It is hard to make gains without running risks — a comparison with vastly more important arenas, such as the civil rights movement and Lithuania, comes to mind.

Finally, anyone who plays poker will know that it is a game which requires rational decisions, reached through a process which is hidden from the other players. A committee would not be a good poker player. An Academic Senate is only likely a successful player if it has a leader who can play its cards for it without fear of repudiation. §

Julian Foster chaired the Academic Senate in 1966-67 and again in 1986-88. He served for eight years on the statewide Senate and for six as chair of the Political Science Department. In all of these positions he attempted to follow the strategies outlined in his article here, with varied success.

The anatomy of grantsmanship

Stuart A. Ross, Faculty Research
and Patrick A. Wegner, Chemistry

For several years CSUF has steadily increased the number and value of the grants and contracts it receives — the trend has been steadily upward since 1984-85. For anyone who believes, as we do, that such funding is healthy for the university, this is indeed good news. Nonetheless, the campus does not yet take full advantage of the available opportunities to obtain external support, considering the size and quality of its faculty, staff, and facilities. The campus needs to find out where improvement is needed.

Table 1:
CSUF Grant and Contract Activity is Increasing

	'86-87	'87-88	'88-89	'89-90 (8mos).	%Change 1986-87 to 1988-89
Number of Submissions	142	178	195	121	37.32
Number of Awards	66	84	71	64	7.58
Dollars Received (in Thousands)	\$3,352	\$3,985	\$4,157	\$2,999	24.02

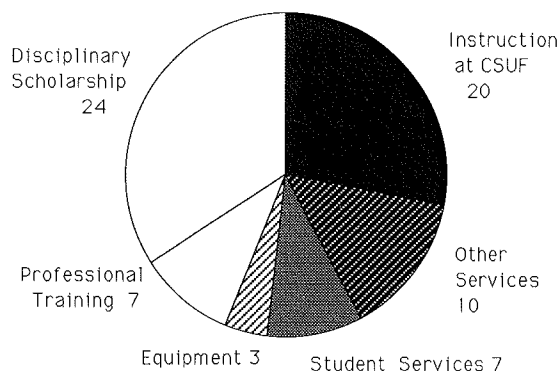
Externally funded projects are important to the campus for several reasons, which fall into two general categories. First, these projects help augment the state budget, which has well recognized limitations. Projects may be for an activity the state budget would not have covered, or may support existing activities to free a portion of the state budget for other uses. In either case the results are expanded activity, greater flexibility, and lessened dependence on state support. At present external project funding is about 4% of the total state budget for the campus. From this point of view, seeking external funding through grants and contracts is an important practical response to the present budgetary conditions.

Second, the funding of projects makes the campus a more vital and active place. Additional useful and interesting work gets done, and positive recognition by outside observers is given to the investigator, the department, and the campus. It becomes easier to attract and keep good students and good faculty. The effects are particularly pronounced within the department or school that conducts the sponsored activity. Proposal

submission, like submission of material for publication, can itself be a valuable academic activity — it requires the proposer to be up to date in the relevant disciplines, to work with other faculty at CSUF or elsewhere, and to present the material clearly. From this point of view, seeking more funding through grants and contracts is an important part of the intellectual life of the campus.

At CSUF as at other campuses, externally funded projects encompass a wide range of activities beyond disciplinary research, including instructional innovations, services to the community, and services to students, as shown in Figure 1. Both faculty and staff

Figure 1: 88-89 Awards Were for Many Purposes
(Number of Projects in Each Category)



submit proposals and receive awards — in 1988-89 about one-fifth of the external project awards were for projects directed by administrative staff. External project funding is often associated with the word "research", and the effort to attract it often triggers the familiar debate between "teaching" and "research", but the association is not wholly correct. Disciplinary research accounts for only 45% of the submissions, and only 25% of the dollars awarded.

Figure 2:
Most CSUF grants are less than \$30,000/year

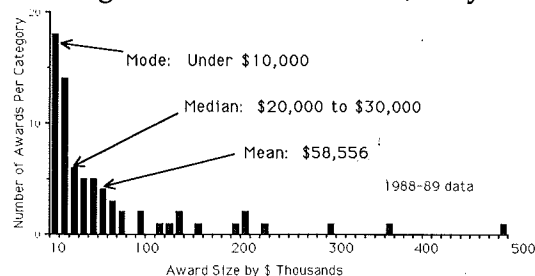
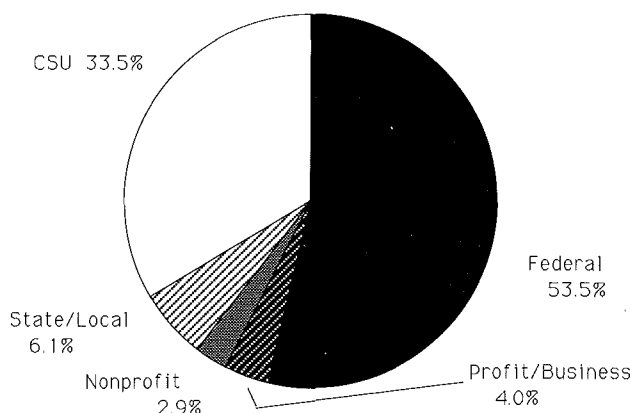


Figure 2 shows the distribution of grants and contracts at CSUF during 1988-89 by size. Although larger grants and contracts increase the dollar volume substantially and attract more attention in the press, smaller projects are far more numerous. Many projects inherently require less funding for the completion of, say, a journal article, a creative performance, a training program, or a service to the community. Small projects may be necessary trials to facilitate larger efforts in the future. The other CSU campuses for which we have checked the data have similar distributions and a similar average grant size.

CSUF earns grant and contract support from a useful mix of federal, state, nonprofit, and commercial sources, as shown for 1988-89 in Figure 3. Compared to other CSU campuses, this distribution is relatively more dependent on federal sources and relatively less dependent on state and local government sources. In 1988-89 we derived 77.5% of our non-system project support from the federal government, much more than

Figure 3: CSUF Awards 1988-89 by Source



most other campuses. The two campuses close behind CSUF in this regard, San Diego and San Jose, are the best campuses overall at obtaining external funding, so perhaps this orientation is a positive indicator. But CSUF has not applied as much as it could to state and local governments.

In many specific instances, CSUF has done an outstanding job. In 1988-89 CSUF ranked third among CSU campuses in funding from the NSF. The National Endowment for the Humanities granted two of our four applications for summer stipends for the summer of 1988. In the Academic Program Improvement competition, sponsored by the CSU system, CSUF won three of the 19 project awards made systemwide in 1988-89; only two other campuses did as well. In 1989-90 the campus received approval from the National Institutes of Health for a Minority Biomedical Research

Support Program, pending availability of funds. The renewable three-year grant will support several minority students doing research with CSUF faculty members. In 1987-88 CSUF won a major contract from the Southern California Air Quality Management District, leading a consortium of other universities and consulting firms. These and many other examples like them are good signs indeed.

The overall campus success rate in winning awards is also quite respectable. The three-year average success rate, based on the data in Table 1, is about 43%. The three-year average is more representative because proposal reviews can take several months, so applications in one fiscal year are often decided in the next year. Of course the success rate varies with the type of submission and the funding source. Renewals and invited proposals have high success rates; first-time unsolicited proposals to unfamiliar funding sources have lower ones.

Another healthy development has been the considerable growth of intramural funding made available through competitive decision processes on campus. Compared to the few other CSU campuses for which we have such information, CSUF is ahead in this. Through the Foundation \$85,000 was set aside for the Junior-Senior and General Faculty Research Awards. The Hughes awards added another \$15,000, and the Vice President for Academic Affairs provided 3 FTEF and almost \$10,000 for the Faculty Enhancement and Instructional Development grants. Neither San Diego, San Luis Obispo, nor San Francisco, for example, offer so much campus-generated intramural funding. In addition, over \$150,000 came from the state program on Research, Scholarship, and Creative Activity, and over \$50,000 from the state program of Affirmative Action faculty grants.

However, it appears that intramural projects do not usually lead directly to proposals for external funding. For example, only 57% of the faculty who received intramural funding in 1987-88 have submitted any external proposal in that year or since. Nonetheless, intramural programs are helpful to the process and beneficial in their own right. Intramural projects provide opportunities for small projects to flourish, nourish the beginning or extension of big projects, and in general augment both the possibilities and the expectations that faculty will carry on scholarly activity in instruction or research.

The schools and departments on campus differ widely in the degree of their activity in seeking grants and contracts. The differences derive from many causes. Some schools and departments are larger than others; some are blessed with more generous sources of potential support on the outside; some have more flexibility in rearranging teaching loads and other resources to provide support for special projects; some establish

TABLE 2: Submissions and Awards by School, 1988-89 (Including CSU Awards)

	Arts	BAE	Comm	ECS	HDCS	HSS	NSM	Adm.
No. submitted	2	7	15	34	14	32	70	21
No. awarded	1	2	1	14	3	11	24	15
Dollars (1,000's)	13	42	90	327	63	402	2,212	1,008

higher expectations for proposal submission and provide more psychological support and mutual assistance for it. Table 2 shows the extent to which the individual schools on campus proposed and won externally funded projects in 1988-89; Table 3 shows the same data for the three-year period 1986-89 and also shows the submission rate per FTEF for the period.

Six other campuses were examined in detail for one year, 1987-88, to develop a set of school comparisons for CSUF. Three larger campuses and three smaller campuses were chosen. For purposes of comparison we regrouped the awards received on those campuses according to the structure of schools and departments on this campus. (Table 4) Any inferences made from this snapshot of a few campuses for one year must be made very tentatively. Award data at the school level are proportionately more variable from year to year than the aggregated campus-level data, and comparisons for other years and other campuses have not been done. However, two broad inferences may be suggested. First, these data seem to confirm the notion that some

TABLE 3: Submissions and Awards by School, 1986-89 Including CSU Awards

	Arts	BAE	Comm	ECS	HDCS	HSS	NSM	Adm.
No. submitted	8	22	15	95	27	119	172	58
FTEF 87/88	103	141	56	74	102	239	116	
No. awarded	4	6	1	36	7	41	87	37
Submissions per FTEF over 3 years	0.08	0.16	0.27	1.28	0.26	0.50	1.48	
Dollars (1,000's)	45	698	90	1,158	101	1,273	5,481	2,649

**TABLE 5
Award Activity By School, for a Sample of CSU Campuses
Number of Awards Received in 1987-88
Excluding Awards From CSU System**

	Full	DH	North	Fresno	LA	SJSU	LB
Admin	3	5	17	16	17	2	11
Agric	0	0	2	21	0	0	2
Arts	2	0	2	0	1	1	7
Bus/Econ	1	0	3	2	4	3	5
Comm.	0	1	2	0	1	0	1
Engrg.	8	0	9	8	18	24	21
HDCS	2	4	11	16	28	24	29
H&SS	13	3	2	8	4	14	25
NSM	34	8	31	20	33	84	44
Campus Total	63	21	80	91	106	154	145

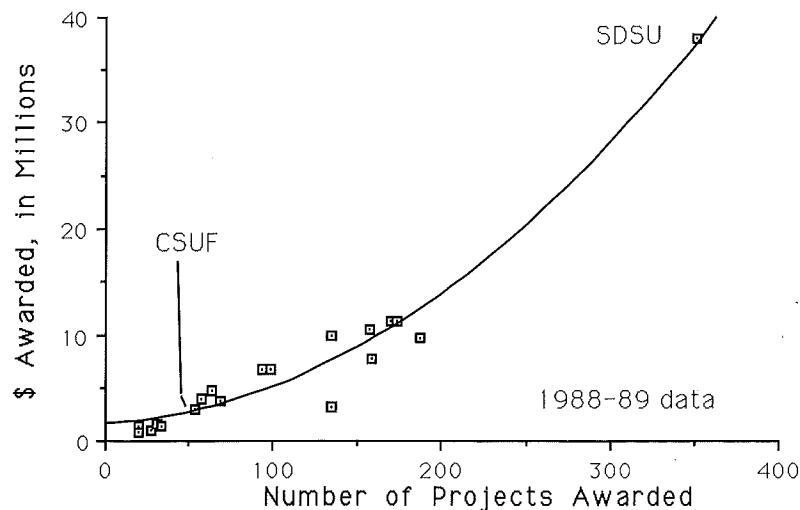
schools do typically receive more awards than others, regardless of the campus setting. Second, these data suggest that several CSUF school and the CSUF administration receive fewer awards than most of their counterparts.

It is informative to examine how CSUF compares with other CSU campuses in the effort to obtain external project funds. CSUF is a moderately large campus, ranking seventh in size, and is also among the newer CSU campuses. The array of degrees and programs that it offers resembles most other CSU campuses. CSUF's grant size is average, its success rate is appropriate, its mix of sources resembles others, and it provides generous intramural support. Nonetheless, CSUF in 1988-89 was 14th among the 19 campuses in the number of grants and contracts awarded and 14th also in the total dollars earned from grants and contracts.

The data from the Chancellor's Office are shown in Table 5. The rankings consider only funds received from outside the CSU system, so the total shown for CSUF in Table 5 is less than the amount shown in Table 1. Grants such as Academic Program Improvement grants, Affirmative Action Faculty Development grants, and Academic Computing Enhancement grants are not included. The data from all other CSU campuses were collected on the same basis.

A graph of the number of projects awarded and the total dollar funding for the CSU campuses (the data in Table 5) is helpful in understanding what is happening. Figure 4 makes visible the earlier suggestions that CSUF is not out of line with the relationships that seem to govern CSU campuses. It is simply behind in total activity. Without venturing into the complexities of fitting specific curves, the nonlinear curve shown fits the

Figure 4:
Dollar Volume Depends on Number of Projects



points on the scatterplot better than would a straight line relationship. Increases in proposal activity are likely to be rewarded by more-than-proportional increases in funding, as proposal-writing skills, ability to manage projects, and outsiders' recognition of the campus build upon each other.

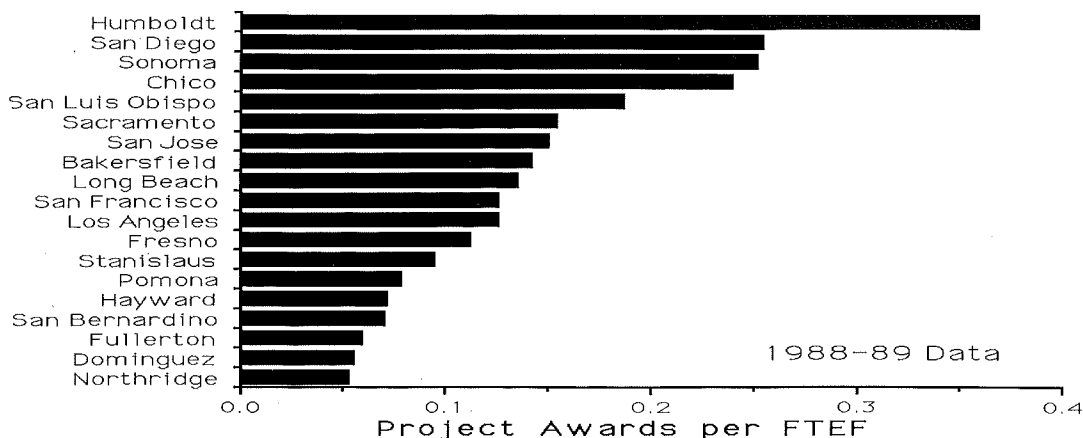
CSUF looks somewhat better when compared only to the newer campuses — we are third out of eight. Older CSU campuses tend to do better at earning grants and contracts. They have established better name recognition with the public; they have more alumni in influential positions in industry and government; and they also are also likely to be bigger campuses. Older

campuses have also had more time to develop successful procedures and expectations.

Figure 5 shows the number of projects awarded per full-time equivalent faculty (FTEF) for each campus in the system. In 1988-89 this campus earned fewer awards per FTEF than 16 other CSU campuses. Unless CSUF's fraction of awards to submissions is terribly low for CSU campuses, which does not appear to be the case, this relatively low ratio of awards to FTEF almost certainly derives from a relatively low number of submissions.

The many factors that contribute to the generation and success of external project proposals fall into two

Figure 5: CSUF Ranks Low in Projects per FTEF



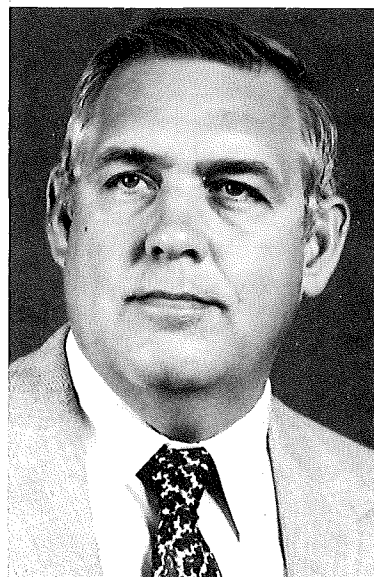
**TABLE 5: CSU Campuses
Ranked by Number of Projects**

CAMPUS	FTEF 1988-89	No. of Projects	Awards in \$1,000
San Diego	1,382	352	38,070
Chico	783	187	9,749
San Jose	1,154	173	11,229
Long Beach	1,255	169	11,222
San Luis Obispo	846	158	7,641
Sacramento	1,020	157	10,442
Humboldt	372	134	3,122
San Francisco	1,069	134	9,901
Fresno	873	98	6,787
Los Angeles	744	93	6,684
Sonoma	270	68	3,686
Pomona	800	63	4,771
Northridge	1,087	57	3,952
Fullerton	907	54	2,871
Hayward	471	34	1,391
Bakersfield	219	31	1,608
San Bernardino	402	28	1,079
Dominguez	358	20	1,377
Stanislaus	211	20	755

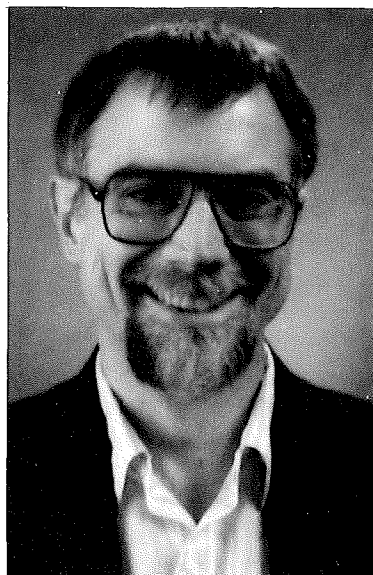
broad and overlapping categories — motivation and mechanics. Faculty may be motivated in a variety of ways. These include the desire to engage in scholarly activity, the willingness to earn external funding, the belief that external funding is available, the availability of social and financial support for submission activity, and recognition. The mechanical processes are also important. Information about grant opportunities must be distributed in a timely fashion; financial matters such as indirect costs must be handled correctly; proposal paperwork must be processed efficiently; guidelines and regulations must be clear; and the arts of grantsmanship must be taught widely.

Are these motivational and mechanical matters being handled satisfactorily? Which need the most attention? Because we feel the external funding activity contributes so positively to the campus, we think ways should be found to encourage more external project funding. We believe the key lies in improving both the motivation to submit proposals and the mechanics of the proposal submission process. We hope this article will stimulate the search for appropriate improvements. §

CSUF students Erica Boatman, Daniel Grupenhagen, Augusto Hernandez, and Awaish Qureshi assisted in the preparation of the data for this article.



Patrick Wegner is Associate Director of the California Council on Science and Technology. Joining CSUF's Chemistry Department in 1969, he later served as its chair and later became Associate Vice-President for Research and External Programs. He is on leave from his faculty position, while serving with the Council.



Stuart Ross, Director of the Office of Faculty Research and Development since 1987, has held administrative positions with the Salk Institute and the Commission on Marine Science, Engineering and Resources. He taught at Texas A & M from 1977 to 1979, and was Assistant Director of the USC Sea Grant Program until coming to CSUF.

Innovation in the classroom

Computers offer interactive learning when integrated

Curtis Swanson, Foreign Languages & Literature

Computers can process our words, do our statistics, manage our databases, and generally make our lives and our research more effective, but do they really improve the quality of our teaching? If we are content merely to adopt or perhaps adapt programs developed for the world of commerce, then I think the answer will be, in general — “no.” However, if we accept the challenge of computer technology and develop our own innovative approaches, computers will change education as profoundly as they have already begun to change society.

The relationship between technology and change has at least three aspects in the domain of education.

Technology alone will not precipitate changes. It was years before filmmakers realized they should do more than photograph theater. The medium of film has been in existence for decades but its influence on education has not been proportional to its tremendous influence upon society in general. Except for cases in which films themselves are the object of study, the overwhelming impact of film upon society has taken place outside the classroom.

Technology presents new options and opportunities for changes. Every 20th century technology has had features that have enhanced the process of education. All teaching aids in common use in education were at one time on the “cutting edge” of technology: films, slides, audio tape recordings, television, VCRs, Xerox

copies, etc. None of these technologies is exhausted or discarded. On the contrary, they are changing and evolving and we find new uses for them every day. The ultimate challenge is to merge these technologies. Our collective response to technology drives change.

The paths of change are unpredictable because the formulae for change contain too many unknowns. Many imponderable factors influence the acceptance of a new technology. For example, even the most pioneering technological achievement will fail unless there is a popular consensus that a technology is valuable. The history of science and technology is littered with some-

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Philosophy can be taught with modern media, messages

Peter A. Facione, Philosophy

What is real? What is good? How do you know? These three questions form the ontological, axiological and epistemological core of philosophy. To reflect on them is to generate a plethora of subsidiary issues, both disturbing and refreshing.

They disturb because they hammer at the shoddy, ill-constructed, intellectual framework which clutters our mental universe—that clumsy, clattering heap of rusty theories, mismatched beliefs, disconnected concepts, and leaky opinions we have painted over with our thin layer of contemporary folklore, high school generalizations, social myths, workplace cliches, and half-baked platitudes. That structure hangs together only through neglect, for if we try to adjust anything we risk having everything come crashing down.

Philosophical reflections are refreshing because they liberate! They free us from intellectual bondage; they permit us to embark on the quest for solid answers to honest questions. They guide us to the realization that truth, beauty and meaning can be found as much in the quality of the effort as in the grandeur of the goal. They give us confidence to build our beliefs on reasons we can trust because they are our own.

So, I asked myself, how can a journeyman philosopher induce today's young adults, consumed with consumerism, awash with immediate needs, goals, worries, and problems, to engage in some philosophical reflection? How can I give my students the gift of making philosophy real for them? I did not want it to be a lifeless academic specimen — gray intellectual matter probed and prodded in vitro. I did not want my introduction to philosophy students to escape the easy way, by memorizing technical terms, parroting standard arguments, and rehearsing historical debates. In the short span of weeks we would be together, those few moments when the strings of our lives would intertwine, I wanted to seize their minds, shake out the clutter and junk, and free them to begin building their own fresh views, based on their own reasons, using their own mental effort.

I needed a way in. I needed a tool to unlock their

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Swanson, continued from page 12

public in favor of competing technologies. The Stanley Steamer automobile, the DEC Rainbow computer, and beta-format video tape were all technologically sound products that enjoyed only ephemeral popularity. There can be no assurance that our particular choices will prove to be the correct ones *sub specie aeternitatis*. Even if we base our decisions on the best information available, the outcomes will be successful only part of the time. This we must learn to live with.

It is only now, several years after the PC Era began, that the influence of this new technology is beginning to percolate throughout academia. It is inevitable that it will be used initially to perform old tasks. It takes time to overcome inertia and force of habit. Only the passage of time will reveal truly innovative uses of technology, as the example of the word processor illustrates.

In the beginning, word processing programs mimicked many of the functions of the old typewriter. Word processing was perceived as a form of more efficient typing. Only rather slowly did users begin to discover that word processing led to new ways of approaching writing. Most significant was the discovery of "block moves" that made cutting and pasting unnecessary. (Characteristically, however, many word processors still use the term "cut and paste.") The next stage was to begin composing on the screen rather than transferring initial drafts to the computer. After once learning this technique, even writers who never learned to compose at the typewriter may dispense with pencil and paper.

Some people began to use outlining programs (just as I am doing now) to extend the utility of the word processor. Rewriting and multiple drafts became easier. Before, three or four drafts of an article were enough to make even the most interesting project a tedious burden. Today, we make a perhaps a dozen drafts in a few hours without ever having to re-key the original text. Copying to and from files, using 2, 10, up to 24 different text files in six different screen windows simultaneously, transferring data between files and even between word processors and spreadsheets or databases is now routine. We can send drafts of texts over networks so that whole teams can work on them simultaneously and comment on each other's work. In countless English writing labs, writing programs on computers help students discover and organize ideas and aid them in structuring sentences and paragraphs. Finally, word processing programs check structure, grammar, syntax and spelling. Computers have made the typewriter virtually obsolete.

Computers can be most useful to education only when they are fully integrated into the curriculum. Let us pray that the model of the foreign language audio laboratory of the 1970s is not adopted. All too often students were sent, not taken, to the laboratory where

they performed exercises that had very little to do with the potential excitement of learning about a foreign language and culture. Computer labs are necessary and even desirable, but computers should also be used in the classroom where students and teacher can interact with them and each other. Certainly, computers are not applicable to all instructional situations. They will never replace teachers or the classroom, but they can make them more effective.

Computers can easily merge the functions of diverse separate technologies. Now and in the future, computer applications for education will orchestrate laserdiscs, CD-ROM, digitized audio and video. We should no longer think of a computer display as a monochrome monitor and a blinking cursor. Computers already being used in education combine brilliant digitized sound and vivid high-resolution video to create a whole palette of techniques that can revolutionize many areas of teaching.

If we are to teach computers to teach, we must be wary of transferring linear, book-oriented approaches to them. Programs that present screen after screen of text do not exploit the possibilities of the computer. The computer is simply not a book or even a workbook. Indeed, the computer is not even what we thought it was just five years ago. In the process of creating innovative computer applications we are discovering that effective teaching techniques for the computer often require that we break many of the rules learned about linear media.

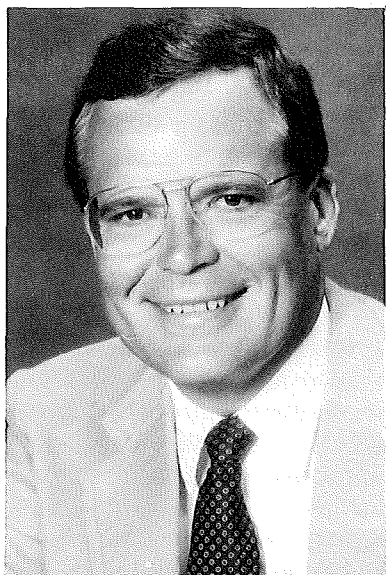
An essential component of computer-assisted learning is interactivity. Many people think of interactivity as being primarily a function of hardware. Rather, it is a design concept that involves the exchange of information between user and program. It's what happens in people's heads, not in what keys or buttons they press. Truly interactive programs respond to individuals' needs, interests, and previous knowledge and are modified as they are used. Each user, in fact, becomes the editor of the program.

In most respects, education is profoundly conservative and traditional, loathe to change unless it must.

If you would like to see some examples of how computers can teach using the full potential of video and audio, you are invited to visit the multi-disciplinary CSUF Interactive Videodisc Learning and Research Center, located in L-118. The co-directors, Curtis Swanson of Foreign Languages and Literatures and Sorel Reisman of Management Science, feel that Interactive Videodisc (IAV) is an important node in the technological development of education. They would like to show you how they are using IAV to teach in their disciplines, and how you could employ IAV. Please give them a call!

Swanson, continued from page 13

Technology, on the other hand, thrives on innovation — the more radical the better. The domains of education and technology are dissimilar but they do not exclude one another. Technology neither can or ever should displace the human teacher. The affinity between teacher and subject and the relationship between teacher and student can never be duplicated by a machine no matter how sophisticated. On the other hand, many of us involved with teaching are beginning to realize the potential of computing technology to extend our understanding of our disciplines and to communicate it to our students. §



Curtis Swanson (Foreign Languages and Literature) has taught German at CSUF since 1970. He is Director of the Foreign Languages computer lab, and Co-director of the Interactive Videodisk Learning and Research Center. He has authored several instructional packages employing these technologies.



*Peter Facione came to CSUF in 1979, having helped found the M.A. program in applied philosophy at Bowling Green State. His approach to teaching is exemplified in his 1988 book, *The Student's Guide to Philosophy*, one of his five textbooks. In August, he will become Dean of Arts and Sciences at the University of Santa Clara.*

Facione, continued from page 12

heads, a tool with intellectual content and emotional power. Dramatic experiences, personal and social, are the optimal devices. For example, the war in Vietnam, the tragedy of Kent State, the civil rights movement, and even the Second Vatican Council, had worked for many my age. But to work, an experience must be lived. And how best to live the kinds of experiences which provoke one to philosophy? If not directly, then through that medium most capable of engaging this generation's eyes, ears, minds and hearts—videotape.

It took two years to develop a matched list of topics and videos. My strategy would be to start with familiar questions about God, meaning and freedom. I would move from them to questions about personal morality and ethics, and from there into social policy, law and the purposes of government. It is an easy progression to concerns about human nature and what it means to be a person. These lead to more general questions about the structure of reality and the processes of knowing. We would tie our philosophical peregrinations together by considering how facts and theories exist only within world views, things which we build, individually and collectively, and which help us to make sense out of the chaos of reality.

I asked myself, as a conceptual engineer, bent first on clearing the mental rubble, how should I begin? The three great questions which start this essay would not do. They are simply too abstract to be effective in initiating the philosophical dialectic. But things are happening in society, things which, like Vietnam, raise questions that lead one to philosophy. The abortion issue is just one example, neo-racism, another. So questions like these make sense: "Will racism and prejudice ever end, and what does your answer say about human society and the human condition?" "Is all truth one and, if so, what does this mean for the conflicting claims of science and religion?" "Is social utility more important than justice, and what does that mean for capital punishment and guaranteeing the rights of innocent persons?" "Is respect for a person's autonomy more important than respecting fetal life?" "Do governments have rights which no individual citizens or group of citizens can have?" "Is war inevitable, and what does this say about human nature?" "When does human life begin and end, and what does this mean for euthanasia, abortion, and the rights of frozen embryos?" "Are there souls, and if so, how do souls and bodies interact?" "Suppose you could be cloned and suppose your entire memory and personality, preserved on a computer disk, could be read into your clone, would you take advantage of this technology as a way of living an indefinite number of lifetimes?"

Armed with questions like these, I gathered videos which I hoped would demand attention and provoke responses. For example, in *Inherit the Wind* science

confronts Biblical literalism over the issue of creationism. A reading from *Genesis* and scenes from Jane Goodall's research on chimpanzees and the issue is joined. *The Thin Blue Line* inquires about justice, respect for law, truthfulness, personal ambition, and how our mental overlay of expectations creates our sense of what the facts really are. This theme, how we make truth out of chaos, is reinforced by three documentary films from the series *The Day the Universe Changed*. The first illustrates how human curiosity drives Western rationalism. The second shows how world views give way by cleverly dramatizing the conceptual revolution in which Newtonian physics replaced Aristotle's ontology. The third, used at the end of the course, sums up by showing how, at every level of inquiry, what we question, how we inquire about it, what we expect to find, how we gather evidence, and what we say the facts are are all determined by our world view.

Cry Freedom and *Salvador* probe the powers of government, the question of human rights, and the conflicts between self-interest, truth, justice, human dignity. *The Seventh Seal* raises questions about the meaning of life, religion, and personal immortality. *Poletown*, a documentary about GM and a small Detroit neighborhood, makes real the fear that contemporary capitalism is indistinguishable from corporate socialism. Debates from *Ethics in America*, whether they are about confidentiality and child abuse, or about friendship and truthfulness, illustrate the use of universalizable ethical principles in personal morality and public policy. *Black Athletes Fact and Fiction* and *Science and the Paranormal* show how evidence and reason can expose fallacies and false assumptions at the root of our social myths. *Killing Us Softly* alerts us to how our concepts of masculinity and femininity are shaped by advertising. *Crimes of Violence* and *Pornography in America* raise questions about punishment, freedom, and the greatest good for the greatest number. A documentary on brain science brings into focus traditional philosophical questions about personal identity, human nature, and the self. And an uplifting video history of the Southern Christian Law Center raises the question of whether hearts and minds can be changed.

Sure, students enroll in Philosophy 100 merely to satisfy a GE requirement. And some get through with their minds in neutral. But many are challenged to think more about themselves, society and the human condition than they ever had before. And that, after all, is the goal! To make them think—whether they want to or not. Recently, a quiet Hindu student struggling with who she was and what her religion and her ethnic heritage told her about her place in society came up after class and said, "I did not expect it when I enrolled, but there are many things I am no longer sure about. Yet, one thing I know. This course made me think." §

Know your campus: athletics

1. The highest team G.P.A. for this past year was attained by: (a) women's fencing, (b) men's cross country, (c) wrestling, or (d) volleyball

2. The head coach with the greatest seniority at CSUF is: (a) Lyn Rogers, women's gymnastics, (b) Gene Murphy, football, (c) Judi Garman, softball, or (d) Dick Wolfe, men's gymnastics

3. Which one of the following states has the football team never played in? (a) Mississippi, (b) Oregon, (c) Kentucky, or (d) Oklahoma

4. The highest dollar expenditures per student-athlete occur in: (a) football, (b) baseball, (c) women's gymnastics, or (d) men's basketball

5. The largest number of student-athletes major in: (a) criminal justice, (b) business, (c) physical education, or (d) communications

6. The last CSUF team to win a national championship was: (a) softball in 1986, (b) baseball in 1984, (c) men's gymnastics in 1979, or (d) women's gymnastics in 1982

7. The largest crowd to witness a CSUF athletics event was at the football game vs.: (a) Michigan in 1979 (92,496 in attendance), (b) LSU in 1987 (73,452), (c) Grambling in 1971 (76,344), or (d) West Virginia in 1988 (49,542)

8. How many teams does the Intercollegiate Athletics Program at CSUF support? (a) 10 (6 men's and 4 women's), (b) 17 (9 men's and 8 women's), (c) 21 (11 men's and 10 women's), or (d) 16 (10 men's and 6 women's)

9. The total annual budget for athletics at CSUF is approximately (in millions): (a) \$4.2, (b) \$2.0, (c) \$9.6, or (d) \$6.0

10. Women's athletics teams at CSUF receive approximately what proportion of the total annual expenditures? (a) 6%, (b) 10%, (c) 20%, or (d) 30%

11. The smallest proportion of the total annual athletics budget is provided by: (a) Associated Students' fees, (b) State support, (c) The Titan Athletic Foundation/fundraising, or (d) Away-game guarantees

Answers on page 19

That letter may be loaded

T. Roger Nudd, Student Services

"Professor Jones, will you write me a letter of recommendation?" This simple question can set in motion a chain of events which may result in a fine job offer for a deserving student. Then again, it may end in a court of law with Jones the defendant in a defamation of character suit. If you, as a faculty member, have a responsibility to assist able students in getting jobs or obtaining admission to graduation programs, don't you also have a responsibility for seeing that the incompetent and unsuitable don't get them first? And if you have praised a student's merits in a letter, is it not appropriate at least to hint at the student's shortcomings, if you are aware of them? How can these things be accomplished with relative safety in this age of litigation?

First, let's look at the technical points of the law which may cause you not only to get dragged into court but (God forbid) to lose.

A faculty member may successfully be sued by a student if the faculty member communicates to a third party, verbally or in writing, damaging material which is untrue or unprovable, unless the faculty member is able to prove that he/she was legally privileged to make the statement(s). To assert the element of privilege requires that the statement be made in good faith, that the faculty person had the duty to make the statement, that the statement was limited in scope to the issue at hand, that it was made without malice, and that it was communicated in a proper manner to proper parties.

The Family Educational Rights & Privacy Act of 1974 classifies statements about college students by faculty as an "educational record" which cannot be released without the student's written permission. This, incidentally, makes it illegal to post grades with everyone's name in plain sight.

The real issue is what to say about a student whose abilities appear to be limited or about whom you have some other potentially damaging information or opinions. This problem is often compounded by profound naivety on the part of the student. A student whose name appeared on many disciplinary reports I received in my capacity as Dean of Students once asked for a letter of recommendation. Perhaps because he had considerable charisma and suspected that I enjoyed some of his antics, he pictured me as a supporter. Once I recovered from the shock and discovered that he was serious, my mind raced as to how to respond without getting sued, perhaps keeping alive any chance he had to get a job and remove himself from our midst. Finally I said: "I'll write you a letter, but I want you to come in

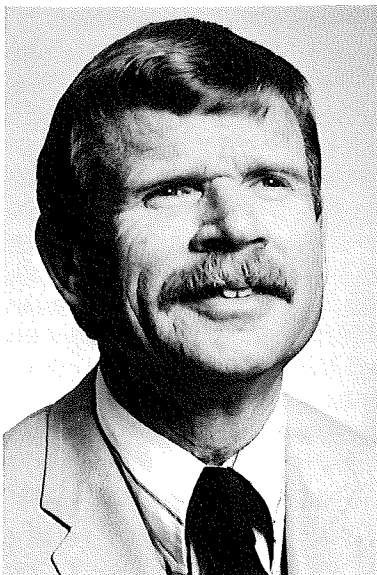
here and read it before I send it." He did and was, dumbfounded at my mostly negative comments. He asked me not to send it, and of course I did not. He got a view of himself he had not seen before. Fortunately, he left without a job rather than continuing in school.

It is safe, of course, to mention specific grades received and to comment on what you see as energy level, attentiveness to deadlines, participation in class discussions, and response from other students. Assessments of intelligence or personality are necessarily more subjective; if you want to be negative, it is safest to focus on factual points. Unfortunately, employers and graduate schools often expect more. I sometimes found myself asked to comment on John Smith's "potential" to contribute positively to the profession of law or medicine or machine nut production. Resist this kind of prognostication if you have some dark thoughts.

Knowing the pitfalls of libel suits and their effect on the frankness of reference-givers, many employers attempt to solicit information on the telephone rather than expecting you to put it in writing. Since you probably are not certain of to whom you are talking, whether the conversation is being recorded, and how big a mouth the person on the other end has, giving negative opinions on the phone, while safer than writing them, is not completely safe. It could be construed as oral defamation.

If you feel compelled to make negative comments, frame them in the context of actual incidents in which the student has failed to perform properly. To avoid suggestions of malice, your letter should state that the

Continued on back cover



T. Roger Nudd earned his Ed.D. at UCLA, and came to CSUF in 1966. He served for several years as Vice President for Student Services. He is now a counsellor in the Career Development Center.

The Editorial Board of the Senate Forum decided that it was appropriate for the magazine to attempt to assess the Cobb presidency, rather in the way that national magazines offer verdicts on outgoing U.S. Presidents.

The Cobb years: an assessment

Alan Saltzstein, Political Science

College presidents share with presidents and governors the presumption that they are placed in their position to bring forth changes. Yet they are also expected to share their leadership and direction with significant other bodies—Congress, state legislatures, and, in the case of a University, with the faculty.

As faculty we hope presidents will successfully undertake new missions while protecting faculty prerogatives, consulting with us, and frequently bowing to our better judgment in areas where we feel we ought to rule. On this campus we want to assume that the faculty leads the president as much as he or she leads us.

How has President Cobb served the university? Have we been served well these past eight years? Has the faculty role been strengthened? Have the changes that have occurred enhanced the faculty's view of the educational mission?

To deal with these questions, the forum invited all past academic Academic Senate Chairs during the Cobb years to discuss of the President's accomplishments. All but two were able to attend. Ed Trotter, Chair of the Faculty Council in 1982-83, and Keith Boyum, Chair of the Faculty Council in 1984-85, were out of town during the session. They were asked to react to a draft of this article, however, and their remarks are included. Those attending were:

Dr. Jean Barrett, Professor of Physical Education, Chair of the Faculty Council, 1983-1984

Dr. Jack Bedell, Professor of Sociology and Chair of the Academic Senate, 1988-89 and 1989-90

Dr. Julian Foster, Professor of Political Science and Chair of the Academic Senate, 1986-87 and 1987-88

Dr. Dorothy Heide, Professor of Management and Chair of the Faculty Council, 1985-86

Dr. Leo Schmidt, Professor of Education and Chair of the Faculty Council, 1981-82

The discussion below draws on their free flowing

and occasionally raucous comments.

Major Accomplishment: New Buildings

Concrete and steel typify the major accomplishments of her reign. All agreed that the new buildings on campus were either proposed or significantly guided by Cobb. "The dorms would not have been built without President Cobb," Bedell said. "In fact, dorms were built in Hayward solely because she was able to secure them for us."

Most argued that the Gerontology Center would not have come to fruition without her leadership. The funds were acquired from private sources in Orange County, a unique funding mechanism for an entire building in the CSU system. "Don Shields could not have worked with these people the way she did," Barrett said. The negotiations on the hotel and sports complex, though initiated prior to her arrival, were guided by Dr. Cobb. She was praised for involving the faculty in the final decision even though, according to Foster, she may have risked some good will in the Fullerton community by doing so.

Some wondered if perhaps growth was pursued without adequate thought to its consequences. Foster cited the presence of temporary buildings for faculty offices as one example, and the South County satellite as another: "She believes that bigger is better. I don't agree that it always is." Others, however, argued that State funding and constituent pressures make it very difficult for a President to do otherwise.

Many Good Appointments

Cobb was also lauded for her appointments, particularly Jack Coleman, who was seen by the group as a staunch advocate of the faculty, and of academic values, and one who, according to Foster, "didn't always see eye to eye with President Cobb." Heide also argued that her concern for the hiring of minorities and women has left an important mark on the campus: "We would not be paying as much attention to Affirmative

Action without her." Hires of women and minorities were perceived by the group as generally high quality appointments as well.

A Push for Faculty Research

Presidents also set a tone or atmosphere for their years in office. We talk about the "Reagan Years" the "New Deal" and the "Great Society" at the national level. Was there a tone to the Cobb years? Indeed there was.

The participants concurred that the Cobb years have meant an emphasis on faculty research defined as publications in refereed or juried books and journals. The interest in such activity pre-dates Cobb and is in keeping with national norms and values. Nonetheless, all agreed that Dr. Cobb encouraged and expanded this interest.

Some complained that this definition of professionalism was more compatible with traditional disciplines and a problem for applied and non-traditional programs. Barrett added that HDCS and Arts faculty may have been disadvantaged by this policy which "favors a natural science model of faculty research."

The push for research has been coupled with an attempt on her part to secure more funds for faculty efforts. "I think that on faculty research she has always been anxious to pay it more than lip service, to put her money where her priorities lie," Boyum said. "My impression is that we have more local funds to support faculty scholarly and creative activity than most other CSU campuses." Trotter added that specific plans were laid out by the President during his term as chair to "put dollars in faculty pockets to support scholarly activity."

The Role of the Faculty

The Cobb years were also viewed as a time of faculty influence and respect in spite of efforts system-wide to enhance the role of management. All Senate and Council Chairs found her generally supportive of the faculty, and respectful of the prerogatives of the Senate. Vetoes of Senate policy have been few, even in cases where she had initially voiced disagreement with a policy. Major disagreements occurred only in two areas.

She initially vetoed a "no smoking" policy. Ultimately, however, she supported a revised policy which was actually a stronger one.

She has been firm on policies concerning Affirmative Action and sexual harassment, often insisting on changes in working which at least initially were not supported by the Council or Senate. She actively resisted changes in sexual harassment policies proposed by people concerned with protecting the rights of persons accused of violations. "She thought of this area as her own, and resented anyone who interfered with it," Heide said.

Free Speech, Academic Freedom, and Academic Standards

She was lauded for her support of free speech and academic standards when these were challenged by outside groups. When students and faculty protested the presence of Klan activist Tom Metzger on campus, she supported his right to speak and worked to diffuse the controversy by arranging to have his television program taped elsewhere. Trotter was particularly impressed with her willingness to support a principle in light of what was obviously a particularly repugnant issue for her.

Bedell considers her "State champ on raising academic standards," a policy supported by most faculty. She was subject to considerable criticism from certain community groups for supporting higher entrance requirements.

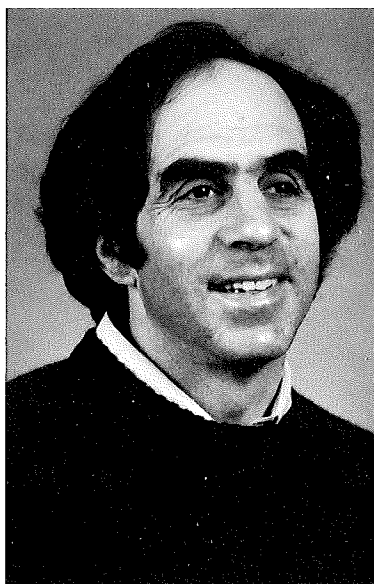
Creating a Faculty Community

Dr. Cobb has made efforts to encourage a greater sense of togetherness on the part of faculty. She sensed, quite correctly, that the increased size of the faculty and the placement of the University within an urban complex have discouraged the development of common feelings and experiences. Two initiatives she undertook were aimed at improving the common experiences of faculty.

She insisted on the creation of the University Club although it never has been a profitable venture for the food vendors. She stimulated the faculty through the Lyceum which has enjoyed considerable faculty attendance.

Sources of Tension

No President, however good, is without critics. By definition the job is one where diverse groups desire



Alan Saltzstein was persuaded to volunteer for the sensitive assignment of writing up the Academic Senate Chairs' assessment of President Cobb's tenure.. He is now completing his second term as chair of Political Science and is a member of the Academic Senate

incompatible things. The Senate and Council Chairs also found some things about the Cobb years they did not like.

A Difficult Personal Style

Cobb was praised as a personally pleasant and likable person. At least two, however, found her difficult to predict. "I haven't gotten consistency from one meeting to the next," Bedell complained. And, Schmidt said, "I wasn't sure from one meeting to the next what I was getting into. Perhaps that was good because it kept me on my toes."

"I never found it easy to strategize with her," Foster said. "I hesitated to kick around alternatives because she would assume too quickly that I was committed to this or that position."

Others attributed this to the very difficult role she was placed in, following a popular, back-slapping man who had grown up with the system. Though her personal style may have been annoying at times, no one seemed to feel the faculty had suffered because of it. "Usually she came around to the faculty position" Heide said. "It was only took a matter of time."

Lack of Concern for Teaching

Others argued that interest in teaching has been slighted during the Cobb years. According to Foster, "she never really did much for classroom teaching. I think she often dismissed this concern in her own mind by insisting that an active interest in research was a prerequisite of good teaching. I think that may be much more true in her own area, the natural sciences, than it is elsewhere." One can point to specific funds and programs that did encourage teaching innovations. However, the emphasis on research in promotion and tenure decisions may have served to dampen concern for the classroom.

Where is Our Service Area?

The definition of "community" in the Cobb years was Orange County, particularly that part of the County typified by high tech industries and new, upper-class housing developments. The South County Campus, frequent statements in her yearly addresses and lack of concern for other parts of the service area were cited as evidence of this. "There has been less concern for the working class students of Los Angeles and Riverside Counties who make up a large component of our population," according to Heide.

The South County Campus was also cited by Foster as a questionable decision on her part and one that may cause much anguish when the satellite becomes an independent campus and faculty hired by Fullerton to teach there can no longer do so. However, faculty participation in that decision was quite extensive. The Senate in fact was offered a veto of the policy but ultimately supported it.

Athletics: The Achilles Heel?

Her role in athletics was the subject of considerable dispute among the group. All agreed that the problem of athletic funding was one she inherited, and indeed has recognized as a problem. Bedell, however, maintained that "She was not willing to play surgeon with it." According to Foster, "Athletics is much more under control than it was," and he gave her good marks for improving the situation. All agreed that the problem of the role of intercollegiate athletics will be a major one for her successor.

We Have Served One Another Well

The view from academic leadership thus is a positive one. The Cobb years have been times of strength for the faculty. Cobb has respected academic prerogatives and acted to promote faculty interests. She was guided by strong academic values. Her view of the ideal faculty member is a change in emphasis from her predecessors, but one that most faculty members support. They are pleased by her endeavors to woo support from the external community and gain funding for campus projects. The problems faculty have had are a natural by-product of a system of shared leadership, where both roles are never clearly defined. All agreed she worked extremely hard.

Faculty leaders and college presidents thrive best when a creative tension between both parties is present. Good faculty leaders expect initiatives from presidents but assume presidents will be very sensitive to their needs. Good presidents want to act in the interests of the faculty, though they know that there are times when they can't. Clearly, during the Cobb years strong faculty leadership and a strong president have survived together during a time of considerable turbulence. These comments suggest that President Cobb and Senate leadership should be pleased with one another. §

Answers to quiz on page 15

1. (a) 3.41
2. (d) 22 years
3. (b)
4. (d)
5. (b) approximately 20% of all student athletes
6. (a)
7. (b)
8. (b) 3 more than the NCAA minimum of 7 men's and 7 women's
9. (a) includes all expenditures, including operating and personal costs
10. (d)
11. (a) 3.6%

Quiz by Bill Puzo, Geography

The Cobb Report Card

We asked the members of the panel to grade President Cobb on a number of traits we felt were important indicators of the performance of a college president. Below are the anonymous grades supplied by four of the five panel members.

1. Relations with:

- C+ a. students
- C+ b. faculty
- B- c. community groups
- C- d. staff

2. Support of policies with regard to:

- A- a. academic standards
- A b. faculty research
- B- c. teaching
- C- d. community service
- B+ e. ethnic, racial and sexual diversity
- B f. faculty governance

3. Decision making:

- B a. willingness to consult broadly
- C+ b. weighing of diverse perspectives or points of view
- C c. speed

4. Administration:

- B- a. selection of staff
- C- b. capacity for organization
- C- c. financial understanding
- C+ d. long range planning

5. Long Range Vision:

- B a. for the academic mission of the campus
- B+ b. for the place of the University in the community
- B- c. for the role of universities as change agents

Nudd, continued from page 16

information is given at the request of the student. You should also state that the letter is intended only for the person to whom it is addressed and may not be shared more broadly without the permission of the student. Make sure that your response is within the bounds of the requirements to assert the element of privilege described above. When approached by a student about whom you know you will have to be critical, it may be as well to get the request for a letter itself in writing.

On some reference forms we see spaces in which the student may waive his/her right to inspect the reference. These waivers are legally binding provided that the student signs them voluntarily. An educational institution requesting information on an applicant cannot legally require that the student waive this right, but students who do not waive it when they have the opportunity know that they may be reducing the value of any recommendation they receive.

The legal staff of the College Placement Council has prepared sample form letters of reference to show you how to avoid the pitfalls mentioned in this article. Copies may be obtained from the Career Development Center, Langsdorf Hall 208. §

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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