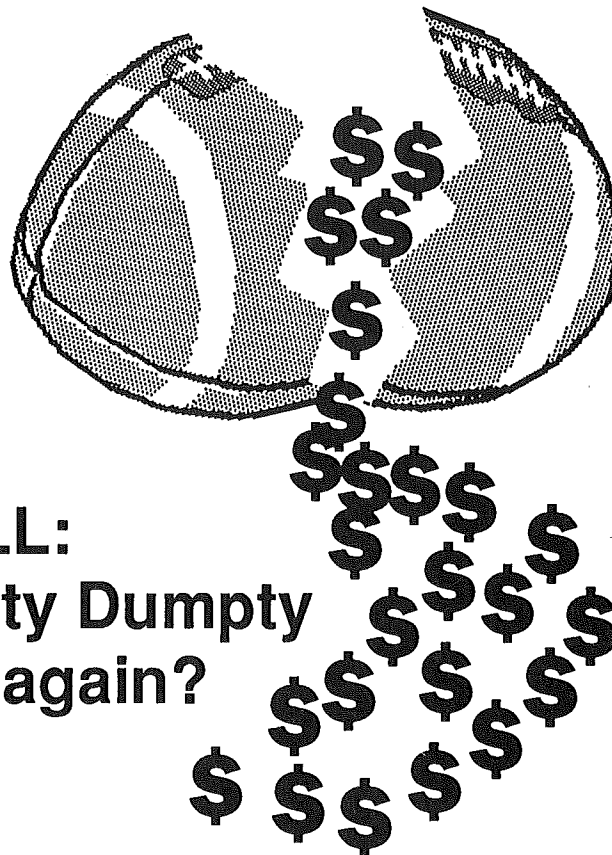


SENATE FORUM

SPRING, 1991

VOLUME 5, NUMBER 3



FOOTBALL:
Can we put Humpty Dumpty
back together again?

Also in this issue:

- **Vietnamese Studies**
- **Budget crisis at CSUF**
- **Administrative wannabes**
- **Campus building**

Budget ~~Problems~~ ~~Crisis~~ Disaster

Faculty who have spent some time at CSUF may have the impression that we have budget crises every year. It is true, annually, that we have something to grumble about, and that sometimes we may have cried wolf. But, unless the miraculous happens, 1991-92 will be our worst fiscal crisis ever.

Al Flores Philosophy

For the fourth time in as many years, CSUF faces a cut in state funding. This time, however, the cut is much larger than previous ones, and future relief is not in sight. The state of California is looking at revenue shortfall of \$7 billion in the fiscal year which begins this summer, according to the Governor's projections. The Legislative Analyst has said that Wilson is being unduly optimistic—things will be even worse than that: a \$9.9 billion gap. No one can yet foresee the impact of the Gulf War on California's economy. If the recession worsens, the state will receive less in taxes than it expects. Worst case scenarios put the shortfall at \$12 billion.

The state legislature is required to approve a budget by July 1 (though in the past it has often missed its own deadline). The period between now and July 1 will be one of intense political activity focussing on the budget, with legislators trying to save their pet programs from devastating cuts. A few brave souls among them may suggest some kind of tax increase, as State Senator Al Alquist has already done (a 2 per cent rise in the sales tax), but prospects for this do not look overly bright. It would be unrealistic for the CSU not to prepare for draconian treatment.

The CSU's Board of Trustees requested \$2.062 billion for the academic year 1991-92. The Governor has proposed a CSU budget \$402 million less than this. Coming after several years of declining support, the effects of this could be shattering.

One way to express this is by looking at the state support per student which CSU campuses receive. In 1980-81 this amounted to \$4,670 per student. In terms of constant dollars, this level of support has eroded at an average rate of a little less than one per cent a year throughout the past decade. For 1991-92 the Governor has proposed a reduction of 9.3 per cent from the current year's level, a drop larger than all those made in the 1980s combined. If 1980 funding levels had been maintained, CSUF with its 18,100 FTE would be receiving about \$20 million more next year than Gov-

ernor Wilson is proposing. The quality of our programs is inevitably suffering.

It must be noted further that the Governor's bare bones proposal assumes certain actions will be taken by the legislature between now and July. One of these is to suspend the operation of Proposition 98, which guaranteed a certain level of state support for the schools and the community colleges. Provision for suspension in times of fiscal crisis was included in the wording of that measure, and the Governor has proposed that that provision be invoked. More money for K-14, unfortunately, means less for us.

The Governor also has proposed raising student fees by \$156 per annum, something which undoubtedly will be fought by the student lobby (and remember, fellow faculty, they have more votes than we do). If this fee change is not approved, CSUF can expect a further reduction of between \$2 and \$3 million. Altogether, there is a package of 20 measures which the Governor has suggested to the legislature; failure to enact any one of them will make the already desperate forecast even worse.

For CSUF, the impact of all this "looks horrendous" in the words of President Milton Gordon at what probably will be the first of many briefing sessions, held on January 23. If we were to be funded next year by the CSU formulae, increased enrollment would mean that we would receive \$126.2 million. The Governor's budget proposes that we receive \$113.3 million—so we are likely to have to get by on \$12.9 million less than the formula budget would generate, a cut of more than ten per cent. Internal commitments will produce a further shortfall, bringing the total decrease to \$14.1 million.

When the CSU budget is cut, good bureaucratic form requires that specific expenditures be officially deleted—i.e., omitted from the list of CSU activities for which state funding is provided. Merit raises for staff have been omitted for a number of years now, and they are again on the hit list for 1991-92. They are joined for the first time by faculty MSAs and promotions; no funding is provided for either of these.

What this means is that while the campus will get less money, it is still free to decide, within some

constraints, how to make the savings. Thus the CSU in the past has granted the unfunded staff MSAs by using money officially designated for other purposes. It may be that merit step increases and promotions will be awarded in the normal way—it is too early yet to say how the campus will decide to confront this crisis or, indeed, how the CSU system will do so, for some statewide decisions on such matters seem inevitable.

Easy ways out are notably scarce. Problems have been ameliorated this year by employing Lottery funding for program maintenance rather than for the innovative programs which it was originally intended to support. In 1990-91, about two million dollars came from this source. But the recession has brought lottery revenues down and we have some paybacks to make for this year. It seems improbable that we could get as much help next year without decimating lottery items which have so far been sacrosanct, such as the endowment fund and the educational equity program.

It is not easy to know how to approach a budget problem of this magnitude. Dean Kolf Jayaweera, at the January 23rd meeting, suggested an upbeat approach: instead of complaining about the \$14.1 million gap, let us focus on the \$113.3 million which we (hopefully) will receive and design the best university we can for that figure. This appears constructive—but it is also paranoia-producing. Supposing the hypothetical “best university” simply did not include some of the departments or programs we have now?

CSUF prudently did not fill about 25 new faculty positions last year, thus enabling us to absorb approximately \$1 million of the cuts “painlessly.” A hiring freeze on new positions looks a likely possibility. All travel funds could disappear. After that, things get grimmer. Part-time and temporary faculty can simply not be reappointed, but these persons play a crucial role in our program (and especially in some departments) with 37 per cent of our FTEs generated in classes taught by them. Reduction of part-time hires would mean redeploying full-time faculty into courses with large enrollments, leaving more specialized upper division or graduate courses unoffered. As Jack Bedell pointed out at the January 23rd meeting, “we do not want to have a negative impact on programs so that they cannot meet their targets,” and to allow enrollments to decline by closing out students could trigger a downward spiral of resources.

The redeployment of tenured faculty could mean a reduction in assigned time. If anyone thinks advisement, instructionally related research and other such purposes are “frills,” faculty who would otherwise do such things could be put back in the classroom. A more acceptable alternative might be to allow class sizes to exceed the usual limits, but the use of this option is limited by two factors—the availability of oversize classrooms and the possibility that the Chancellor’s Office might raise the complex issues of mode and level

if we claim credit for teaching, say, graduate courses to groups of 15 when, in fact, there are 30 students in the room. Dean Don Schweitzer speculated gloomily that perhaps when recruiting new faculty (if, of course, we do that) we should place additional emphasis on the notion that this is a teaching institution.

There are even nastier possibilities. MSAs and faculty promotions could be put on hold for a year. The new salary structure which came into operation on January 1 conceivably could be rolled back. Worst of all, perhaps, would be lay-offs of tenured or probationary faculty, possibly accompanied by the abolition of certain programs.

Decisions will be taken in Sacramento, at the Chancellor’s Office, at the campus-wide level, and in the separate schools (which have currently been asked to propose solutions) and in departments. President Gordon has committed himself to full consultation with all the campus constituencies at each stage of what promises to be a very painful process. We can only hope that the decisions reached will be as non-destructive as possible. But don’t count on it. §

Some of our proposed new buildings will be casualties. Work on the McCarthy Hall extension and the sports stadium has already begun and will be completed, though all equipment and furnishings for the former were lost with the defeat of the bond issue (Prop. 143) in the last election. The as yet untitled classroom and office building will still rise between Langsdorf Hall and the Humanities Building, with completion expected in 1993. The Library addition and everything else is on indefinite hold.



Albert Flores has taught philosophy at CSUF since 1982. His speciality is professional ethics, and he has published an edited text with that title. He is now serving as Coordinator, Health Professions, and also as a member of the Academic Senate's Budget Advisory Committee.

Gordon's gamble

On January 31, the Academic Senate considered an Athletics Council recommendation that football be dropped. Barbara Stone, Chair of the Athletics Council, explained its position. President Milton Gordon, though at that time officially undecided, spoke generally against the recommendation.

The Academic Senate voted 24-7 to recommend that football be dropped. President Gordon announced his decision the next day: football would stay. Since this is the first major confrontation between the Senate and the new president, the Forum is presenting a variety of viewpoints on the issue.

Editorial

President Gordon has committed CSUF to a very large gamble: that we can raise \$1.1 million for our intercollegiate athletic program between now and July, 1992. If we succeed in this, we will have a fully funded football team next fall, while the Athletics department will have made its contribution to meeting the budget cuts which the state is requiring of us. If we don't succeed, we will still have a football team, although it and the rest of the intercollegiate athletics program will be acutely short of ready cash, and there have got to be other negative impacts, though it is not yet clear what these will be.

The President received conflicting advice on the football issue. The on-campus groups — the Athletics Department, the Athletics Council and the Academic Senate — recommended dropping the football program. Off-campus groups — the Alumni Association officers, the University Advisory Board, the Titan Athletic Foundation and members of the Fullerton City Council — recommended keeping the sport. Although the President must be aware that the latter groups know (and perhaps care) less about the crippling budget cuts which face us, he elected to take their advice. We are now committed to the fund drive. It remains to be seen whether it will succeed.

The optimists cite an apparently parallel situation at Long Beach in 1986, in which President Horn challenged the community to save the 49er football program by raising \$300,000 in one month. This was accomplished. The optimistic scenario at CSUF has to depend heavily on the theory that the near-demise of football will stimulate community generosity in unprecedented fashion. The L. A. Times quoted Barbara Stone: "People say they want to save football, but there's no money on the table. Based on that and the past, there's not a snowball's chance in hell that fundraisers can generate \$1 million between now and July."

There are several reasons for pessimism. The TAF has established a depressing record of exaggerating its own fundraising capacities. Its failures to deliver on past prom-

ises have helped to produce the budget deficits in the program for some years now. The TAF has never raised more than \$453,891 it managed in 1989-90; its average take in recent years has been about \$100,000 less than that. It should further be noted that a lot of this money was raised by individual coaches for their particular sports; many of the coaches feel they have already reached the limit of their fundraising capacities.

"We should not be tied to past failures," the President said. However, the relevant university infrastructure is in some disarray, without a permanent VP in charge of fundraising or an athletics director. We are in a recession. We have a war. The football team has just completed an abysmal season, and attendance at the games has been minimal.

The really serious drawback, however, is that we shall be conducting two fundraising efforts, both of behalf of athletics, at the same time. The larger one, funded by the City of Fullerton to the tune of \$540,000 (a seemingly generous sum, which the City expects eventually to be repaid) aims at completion of the Youth Sports Complex; the baseball pavillion (\$800,000) will be the first beneficiary of this. The total target is \$4 million. For this, we shall be hiring an outside firm, headed by Robert Sharp, who is currently our main fundraising consultant. The second drive, to raise \$1.1 million annually over the next two years to fill in the amounts taken by budget cutbacks and to sustain the intercollegiate athletics program, will be run independently by the TAF.

Mr. Sharp will be responsible for seeing that the two drives don't conflict. "There are people who care deeply about the construction of a stadium, and those who care only about football," he has said. "I think there will be minimal overlap." We are unconvinced. It will often be possible to channel whatever funds are out there to the purpose which the fundraiser prefers.

Mr. Sharp has ties to the City at least as strong as those which bind him to the university. The City is providing the funds which will pay his firm. The stadium campaign will raise money to be used in part to pay back the City. Mr.

Sharp's track record depends on the success of the stadium campaign, but it will be unaffected if the one for football fails.

There is thus every reason to think that the \$4 million stadium drive will take priority over the \$1.1 million drive to support our intercollegiate sports, mainly football. Although members of the Fullerton City Council have urged us forward into this situation, they have made it clear that no money from the stadium drive can be used to support our sports program.

The President now speaks in terms of \$1.1 million to be raised by July next year, but much of the money will be needed before that. The Athletics department's share of the budget cut has been estimated at half a million dollars. If its programs are to be sustained at their present level, then in September, 1991, half a million dollars will be needed to pay for the faculty positions and other things which the state has, in the past, funded but no longer will. If the funds aren't there by that time, Athletics may survive by borrowing, and that will be an early warning signal. Responding won't be easy. Schedules will be set in concrete, and teams cannot simply be pulled out of their commitments. Athletic scholarships for 1991-92 will have been awarded — can we break our institutional word to student athletes? There just aren't very many cuts that are feasible.

If the money is still not there in July, 1992, it will already have been spent, and the shortfall will be added to the existing cumulative deficit. This would portend total disaster for Athletics in 1992-93. Even if football were then dropped, the cuts needed to meet the costs of having preserved it for one more year would be so draconian that all our intercollegiate sports will be decimated, and competition at the Division I level would become impossible.

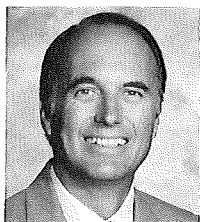
If our targets are missed, there may be other options. The

day of reckoning could be postponed by long-term borrowing. The Associated Students acts essentially as Athletics' banker, tiding them over short-term gaps in cash flow. In the past they have made longer-term loans. But it was they who triggered the current crisis by refusing to roll over such a loan, and their present officers have no inclination to make another.

The Foundation is another possibility. Profits from the bookstore, food services, etc., could be used to bail out Athletics. This has already happened. Athletics has borrowed \$150,000 (to replace the loan the A.S. foreclosed on), paying interest only until 1993, when a balloon payment becomes due. It seems unlikely that the Foundation would be interested in increasing the amount of such indebtedness. If it did this, the more academic purposes on which it usually spends its money would be undermined.

Faculty positions have for a long time been taken from the academic side of the house to support the coaches. More of this could be done. Part-time faculty can be let go as late as the first week of classes. Sections can be cancelled. Low enrollment graduate programs can be axed. But the President has said that "The university's academic programs will not be tapped to offset cuts in the state budget for our athletic programs."

If the TAF manages to raise only a little more than it did last year, we will be short about \$600,000. In a university where more than 80 percent of the budget is in personnel, this would surely mean loss of positions. But whose jobs would be sacrificed on the altar of football? Secretaries? Student services people? Public Safety Officers? Groundskeepers? The Forum doesn't know. It hopes it never has to find out. §



Dick Ackerman, Fullerton City Council

Attorney Richard Ackerman, a long-time member of the Fullerton City Council, warned the Academic Senate at its meeting on Jan. 31 against the

hazards of life without football. Extracts from his remarks:

"The key issue is the ability of CSUF to survive and provide excellence in higher education, and its ability to raise funds from community groups and the business world to do that."

"...if there were no football program at Cal State Fullerton, the hotel/sports complex project would not have gone through."

"Last year there was a meeting with President Cobb, who indicated there was some consideration about dropping the football program... The city told her... if she was going to do that... they were going to stop the project."

"I will try to set out what would happen if the football program is dropped permanently or temporarily:

-There will be no fund drive. I have talked to Bob Sharpe, who is our professional in that matter, and he believes that without a football program, you will not have a successful fund drive.

-Even if you did, you would have to convince the City Council to spend \$200,000 - \$400,000, which I submit we would not do. (The city is currently committed to bearing the costs of a fund drive to complete the complex.)

-The baseball program will suffer substantially because their pavilion will be incomplete.

-The university will still be liable for maintenance costs on the complex.

-We would look at adjusting the repayments from the university to the City. We are getting 46% of the costs we put into it. We would certainly seek to get repaid all or a large portion of what we put into that project.

-The credibility of CSUF and the City would be severely damaged. I think the town-gown relationship would be severely damaged. I think the ability of Cal State to raise money in the future would be severely damaged." §

Killing football at CSUF

Barbara Stone
Political Science

President Gordon established a task force to discover what the real deficit in athletics is. Nobody knew. To the President's credit he got people who should be able to figure it out to determine what the deficit was. He also asked that group to make projections on a 3-year basis; i.e., what will be the deficit (if there is one) at the end of this fiscal year, of next year and of the year after that. Obviously if you get further away you are guessing more, but it is something we have not done prior to this time.

The Task Force found that the athletics department is running a substantial deficit — around \$400,000. At the end of this fiscal year that number would be reduced, but at the end of the next two fiscal years beyond this one it would increase again, given even fairly optimistic projections.

The President then gave the Athletics Council a two-part charge. First, we were to suggest short term solutions for the department's short term problems, which were epitomized by a loan coming due to the Associated Students which the Associated Students had no intention of extending. Second, we were to come up with long term proposals to deal with continuing fiscal problems of the department.

At about the time we were beginning discussion of the second charge, the governor's budget was announced, which obviously has fairly devastating implications for the entire campus, including athletics. People came to believe that we really couldn't continue to do what we were doing and take a little more out of each and every program. The Finance Committee of the Athletics Council asked the athletics administration to prepare recommendations. The department assumed that the \$14 million cut was a reliable number for the campus, and that athletics would be required to absorb the same percentage of that reduction that they have been in previous years. They arrived at a \$500,000 cut that they would have to absorb.

A number of programs within the athletics department operate at a minimal fiscal level; the department gives them a .5 coach, \$5,000, and tells them anything else they want to spend they have to raise. You cannot cut those budgets and turn up any substantial amount of money. The fencing programs, the wrestling program and the men's soccer programs are covered by that. So when you go to cut department programs you in fact have a relatively small number worth cutting: football, men's baseball and basketball, women's basketball, gymnastics, volleyball and softball.

When the department administration took the \$500,000 and pro rated it among those sports, they came up with very significant hits in every area, including about \$250,000 in football; not because they were against football, but because that is where money is. Not only would that have seriously damaged these programs, but within a very short period of time it would endanger our Division I status.

In the NCAA, the big schools have gotten up tight about the puny little schools getting part of the basketball money; and so, to get the puny little schools out of the business, they established at the last convention new criteria for maintenance of a Division I classification. These have nothing to do with football. To be in Division I, you must compete in seven men's and seven women's sports. If you drop below that, you cannot be a Division I school. Furthermore, they require a minimal fiscal investment in sports other than football and basketball.

The only way we can meet this is by offering a certain minimum number of scholarships in both women's and men's sports other than football and men's and women's basketball. Thus, if you cut those other scholarship programs below the level at which we could continue to offer the significant number of grants required by the NCAA, then even if you save every grant in football and basketball, you still cannot play in Division I.

Looking at this and other factors the athletics administration arrived at a different recommendation: that Division IA football be immediately discontinued.

It is better to take out one sport than to destroy all of them in keeping football. When Coach Murphy was shown a projected \$250,000 cut, he said we should just do away with the program; we are already killing it. On that basis the Finance Committee voted immediately to make this recommendation to the President. The recommendation was unanimous.

At this point, we moved incredibly rapidly, and in an unorthodox fashion, out of concern for the student athletes who play football. NCAA regulations regarding football provide for an early signing period. Starting February 6 (please note the date), there is a very limited period of wherein new recruits may commit to their school for the following fall. If a student athlete does not make a commitment then, he may not talk to another coach about recruitment until May. We had commitments from some community college players to come to Cal State Fullerton next fall. If we were going to stop the program, we needed to let those players know that they could look for grants at other schools.

The second consideration was our own student

athletes. Student athletes are bound to the school at which they enroll full time, assuming they are recruited. If they leave (they may leave; they are not bonded serfs) but transfer to another school, they may not play in the subsequent fiscal year. Furthermore, should that student athlete be so foolish as to transfer to a school in our conference such as Long Beach State, Fresno State, etc., he must lose an additional year of eligibility because we wish to discourage intra-conference transfers. These kids can't transfer until you say the program is gone. The decision needed to be made rapidly so that these student athletes would have some options open to them.

Following the Finance Committee's recommendation, we called an emergency meeting of the Athletics Council. All voting members were involved, several of them on a conference call. The athletics administration, through Mr. Carroll, presented their recommendation. I remember specifically Joe Hays asking the question, "Ed, is there any other way?" They said no. And we therefore adopted a resolution endorsing the Athletics Department's plan to drop football. We gave it in writing to the President that day and left it with him.

This was a fiscal, not a programmatic, recommendation. Jill Rosenbaum, who is on the Council, spends more time with those football players than anybody I know. We are committed to football. We have voted for it over and over. We plug football on this campus in our recommendations consistently. The question is not programmatic. The question is fiscal. Can we afford that which we wish to do? The action or suggestion to the President is, "No, we cannot." It is up to him.

The Athletics Council took this vote, obviously, prior to talks about private fund raising, because it was our vote that set off the fund raising talk. Someone asked me, "Would that have made a difference to the Athletics Council's recommendation?" My suggestion is "no." We are making recommendations based on available, predictable fiscal resources. In the past few years, we have gone along with budgets which were potentially balanced on the basis of unrealistic projections of increased TAF fund raising that have never come through. That is why the deficit is there. If somebody came forward guaranteeing the funds in a way the President accepted, we would say, "Wonderful, you have solved our problem." But we made our judgment of fiscal realities.

Somebody else said, "Well, can't you just wait? They may raise the money. And then if they raise the money you have it. And if they don't raise the money, you don't have it." How unfair to our current student athletes can you be? You have to make some judgment about whether the fundraising projections are reasonable or not.

Further, the Big West Conference is concerned.

If this conversation had taken place three years ago, the Conference would have had serious discussions of whether to toss us out. But times have changed, and everybody else has fiscal problems, and the Conference has suddenly become much more tolerant. But the Executive Committee of the Conference did communicate to the President that if we did not make a commitment to field a Division IA football team by February 4, conference schools would be free to replace us on their schedules. Football schedules are made up two or three years in advance. Everyone has commitments. The conference schools are very concerned they will be hung out to dry. If we say we are going to play football, then we must field a team next year; and if the money does not materialize, then the money must be found. Realistically, is that money to be there? And is this a commitment this university should be making?



Barbara Stone has been a department chair, chair of the CSUF Academic Senate, a member of the statewide Academic Senate, and a member of the Governor's Commission on California Government, Organization and Economy. She is campus NCAA representative and chair of the Athletics Council.

President Gordon explained the reasons for his decision in a recent issue of Compendium. His principal points in addressing the Academic Senate were:

1. He believes the university made a commitment to retain football until it could be played in the new stadium.
2. He is confident that the funds needed to support football can be raised.
3. The money to be raised will be in addition to that which the TAF is already committed to raising.
4. The athletics deficit will be ended.
5. Money will not be taken from the academic program to save football.

Football: Some other points of view

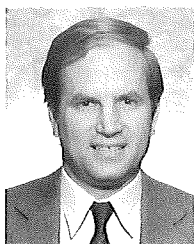


Bob Belloli, Former Academic Senate Chair

What interest could the City of Fullerton possibly have in the continuation of a CSUF football program which would use the new stadium only three or four days a year? It has been alleged that the City would never have entered into a large scale sports complex project without Division I football. Added to this is the threat that the City would discontinue its part of the project if football were cancelled.

My recollection is that the University, when the project was proposed, wanted an on-campus football stadium and improved facilities for its other sports, and sold the idea of a joint use "youth sports complex" (Isn't this still its description?) to the City. The model for this is, of course, the Arboretum, a fine on-campus facility which would never have been built without redevelopment dollars. Note it is officially called the Fullerton Arboretum, not the CSUF Arboretum.

When one considers that thousands of housing units will be built in all directions from the intersection of State College and Bastanchury, and that the hilly terrain is very expensive and unsuitable for playing fields for youth baseball, softball, soccer, and football, the City's interest in recreational facilities in East Fullerton becomes quite apparent. Considering the acreage and facilities of the complex, \$9 million is a fair price, perhaps even a bargain, for the City, so cancellation of our football program is irrelevant to its interests. It was the University, not the City, which wanted a football stadium and the only way the University could finance it was to convince the City that it would be part of a joint use "youth sports complex".§



Chris Norby, Mayor of Fullerton

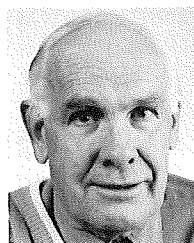
The City of Fullerton has always valued the University as a vital community asset, and has made a long-term commitment to enriching town-gown relations. We have provided funding for the Arboretum and the Gerontol-

ogy Center. We assisted the Marriott Hotel, providing a new focal point for university life and academic conferences. We have had to deal with Greek houses in a way to make them both better neighbors and positive contributors to the campus and community.

This commitment has now included City funding for the new Sports Complex. While the new facility will serve baseball, soccer and other sports, collegiate football is a central component. In lengthy negotiations with the University on this joint project, the City was always assured that a Titan football team would play in the new complex. Without it, the facility would have been reduced considerably in size and expense.

The City of Fullerton is fully cognizant of state budget cutbacks—we labor under them ourselves. But to drop football at the very eve of the new stadium's opening would be to cut off the very support and interest that could turn the program around.

President Gordon's decision assures football through the first year of the stadium, but he has not written a black check that will guarantee its permanent survival. In the end, only the community can do this. Only students, fans, boosters and donors can assure a football future with their contributions and attendance. §



Julian Foster, Former Academic Senate Chair

Most of the people who will shape our responses to the budget crisis will be ambivalent about the task. On the one hand, one defends one's school, department, program — one's turf. On the other, the university has a problem, and as members of the university community we have an obligation to help deal with that.

When the Athletics Council recommended dropping football, this seemed clearly a wise decision. The program is both very expensive and (recently, at least) mediocre. But, the important thing was that the recommendation came from the Athletics administration, suggesting that it was not in the self-interest of some of those who voted for it. As the campus's first response to the budget crisis, this was impressive. It could set a tone, inspire others to think about serving more students, giving up assigned time, or accepting unwelcome changes of other kinds. But, football has survived. Neither the students nor the faculty want it, but the Fullerton establishment, the "boosters" do — and the university has complied with their wishes. We will

See: Football, page 20

To be or not to be an administrator

Faculty set their own hours of work; administrators are on duty from at least 8 a.m. to 5 p.m. Faculty can dress sloppily; for administrators, it's coats and ties (or the female equivalent). Faculty have long vacations, choose their own projects, and are generally independent; administrators are more constrained. So why do faculty become administrators? We asked three who have been in and out of administrative positions to explain.

1. An open letter to prospective academic administrators

John Olmsted
Chemistry

My first comment to any faculty member contemplating becoming an administrator is, "It's a thankless job". From my two stints as a junior administrator, spanning nearly 10 years under two very different sets of circumstances, I do not remember being praised or encouraged by my colleagues. Quite the opposite: no sooner had I become an Associate Dean than I was identified as "one of them", i.e., somehow different from the faculty persona I had previously been, and consequently not to be trusted.

Of course, not all faculty colleagues caricature administrators this way. I think that the majority of my colleagues respected and appreciated the job I was doing. But I only *think* this; I do not *know* it, because colleagues seldom, if ever, expressed appreciation. I don't think this is unusual. Ask yourself how often you have praised an administrator for work well done. Ask yourself how often you have characterized the Chancellor's Office staff as bumbling and/or out of touch, even though (perhaps because?) some of them are former colleagues. Even I, now once again fully on the faculty side of the academic pasture, seldom toss kudos in the direction of administrators.

So, don't become an administrator in hopes of winning accolades.

My second comment is, "Don't go into it for the money." Deans and above may be well compensated relative to senior faculty (but probably not relative to, for example, a good real estate agent). Junior administrators are not. In exchange for considerable pressure and responsibility and an increased workload, the junior-level administrator receives a salary increment that may not even match what he or she can make by teaching one summer school course.

So, don't go into administration for the money.

My third comment is, "Don't expect to wield power." The faculty in the trenches may view Deans, Vice Presidents, and Presidents as powerful individuals, but I think these individuals seldom feel themselves to be powerful. There are several reasons why academic administrators lack power. Perhaps most telling are financial constraints. In most academic institutions, the budget is a zero-sum game, which greatly restricts the initiatives that any administrator can exercise. Moreover, much of what occurs in the academic world is firmly anchored in concrete. Prior and ongoing commitments must be supported, leaving little room for innovations.

Administrative power is also restricted, both from below and from above. Individual faculty may not wield much power, but the corporate faculty is a force to be reckoned with. Few administrators are willing to consistently march in a different direction from where the faculty are headed. Compounding this inertia from below are restrictions from above. Chairs complain about being thwarted by their Deans, who in turn are denied power by their Vice Presidents, and so on. Even a President is not "King of the hill", for there is almost always a Board of Trustees with its own agenda and a keen sense of power.

So, don't become an administrator for power.

Why, then, might one choose to become an administrator? At least three reasonable and admirable motives occur to me: ambition for a leadership position, desire to be an agent for change, and a sense of *noblesse oblige*. To which I might add a fourth: some people may actually enjoy the kind of work that administrators do.

I think the Fullerton campus has had successful administrators who were attracted into administration by each of these motives. (I hope they will forgive me if I am too presumptuous in inferring their motives.)

ADMINISTRATION?

President L. Donald Shields had ambitions for leadership. He aspired to be the president of a major university (preferably an NCAA power) and, I suspect, saw lower level administrative posts as stepping stones to that goal. President Jewel Plummer Cobb aspired to be an agent for change. Perhaps that was not why she was initially attracted to administration, but that was the thrust of her leadership. Miles McCarthy served as our Acting President, I believe, out of his concern for and sense of obligation to the institution. Whatever their motives for becoming administrators, each of these leaders led us well.

My own reasons for sampling the administrative waters elude my analysis even after the fact, but they were surely a compound blend of those I have mentioned. I have forever been deciding what I would be once I grow up. Do I want to be a Dean ... Provost ... President? Two tours of duty as a junior administrator have convinced me otherwise, but it took two tours to convince me, and both were well spent and for the most part rewarding. I eventually realized that I do not enjoy doing what administrators do. I won't tell you the details. If you aspire to be an administrator, you should try it for awhile, to find out for yourself if it's right for you. If you aren't sure, you should ask those who do enjoy the work to describe their occupation. Filter their responses through your skeptical mind (You don't have a skeptical mind? Then seek another profession) and make your choice. If you are uncomfortable making problematic choices, then seek another profession.

Well, colleague, perhaps you have read this far and believe you are skeptical but forthright. Does that qualify you to be a good administrator? Not necessarily. These are prerequisites for the profession, necessary but insufficient for success. Administrative success is elusive, but here's my checklist for a good administrator. It's a "walk on water" characterization: half the attributes probably make a good administrator, a few more than that presage greatness, and a perfect score may be unachievable.

Checklist for Good Administrators

The list presupposes intelligence and imagination, traits that are assumed to be possessed by all faculty members.

Note: the list is ungraded. Different administrative scenarios require these characteristics in differing proportions. This is one reason why successful administrator A may become whipping person B.

1.) Workaholic: Administrative work expands to fill every available time. As the workload expands, the deadlines contract. Every administrative position requires at least 25% more time than its description suggests.

2.) Organized: See #1 above. The only way to keep

up with the workload, let alone find time for other worthwhile activities, is to have good organizational skills. Deficiencies here can be ameliorated by a well-organized support staff, but only if the administrator can delegate responsibility for organizing the workload.

3.) Vision: The terrain on which administrators operate is cluttered with near-term objectives. None of these is worth the time spend in achieving it. Somehow, a good administrator must rise above the trees for a view of the forest.

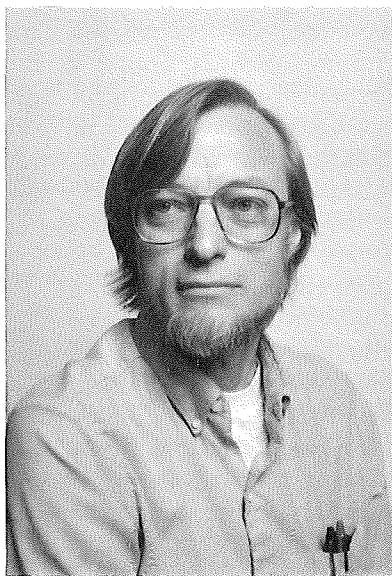
4.) People Skills: Decision-makers constrained by limited resources must make choices that will disappoint and anger members of their constituency. A good administrator finds ways to soothe disgruntlement as quickly as it is generated.

5.) Thick Skin: Even the best decisions, well explained, will generate criticism from some people. While good administrators are sensitive to criticism, they must be able to ignore the flak.

6.) Patient: Change in academic institutions is always slow. This is often a virtue, but it is frustrating to those who would be agents for change. Patient administrators may live to see the realization of their goals. Those who lack patience will live lives of frustration.

7. Flexible: "This year is a special year." In the academic world, every year seems to be a special year. Last year's brilliant administrative solution may become part of next year's problems. Good administrators adapt to changing realities, adopting new approaches as needed to accomplish the goals of the institution.

8. Tolerance: Academia is populated by non-conformists. Many of us have tendentious, even irritating manners. Yet, the strength of a university lies in its tolerance of, even nurturing of unconventional ideas. A good administrator recognizes the value of intellectual diversity and tolerates ideas with which he or she disagrees. §



John Olmsted has taught chemistry at the American University in Beirut from 1964 to 1976, and at CSUF since 1977. He was an associate dean from 1966 to 1970, and from 1982 to 1987. He has been vice chair of the Academic Senate, and served as chair of its Long Range Planning and Priorities Committee.

2. *Life in the administrative lane*

William E. Vandament
Psychology

Despite the hazards of introspection, Julian Foster's invitation to contribute this article was not easily refused. The Mike Wallace tone in some priming questions whetted my appetite for self justification. "What made you do it?" "What advantages would you cite? Power? Status?" "Have your experiences made you more conservative? More distrustful of human nature?" The challenge to defend a long career investment was clear.

My administrative career began when my wife hauled me out of the shower to talk to The Dean at Harpur College (a.k.a. State University of New York at Binghamton). He was actually the vice president for academic affairs but, to faculty who had been there before vice presidents were invented, he would remain The Dean—the one who gratuitously edited every line of every campus memo, called the department chair when he discovered an unmet class during frequent rounds, vigorously questioned academic policies we tried to initiate and the promotion decisions of the academic departments. I listened with disbelief as he asked me to join the administration for a year or so to direct academic planning and institutional research activities. I had, as chair of our academic standards committee, complained that our decisions were often based on a lack of information. The Dean suggested I would have an opportunity to remedy that—in short, to put up or shut up. Moral: to lead a peaceful life, stay out of academic governance, as well as small Italian cars, and do not criticize your campus administration.

I needed a break from research on Pavlovian conditioning, a topic not many people find interesting anyway and one that was entering a period of temporary recession in psychology. I accepted the offer and embarked unwittingly on a precarious but lengthy career as an administrator.

Some planning assignments during those early years gave me satisfaction and probably hooked me on administrative work: a new night school for local residents; a center to give credit by examination with faculty-designed assessments; a clinical medical school campus; a mathematical model projecting future facilities needs; programs of requirements for new campus buildings; models of curriculum and faculty staffing requirements for new and existing programs. The late sixties and early seventies were good times for academic planners; the plans helped us view life beyond that tragic era.

What started out to be a year in administration

turned into two and then more years as bridges to the past were burned—lab equipment divided by former colleagues with a zest worthy of Scrooge's retainers, psychological research activity restricted to methodological issues involving the binomial sequence, abortive attempts at combining teaching and administration abandoned because I became embarrassed to face students unprepared. Within four or five years there was little I was doing that resembled faculty activity. I served as an administrator for nineteen years.

The first jolt was to learn that many people in administrative jobs work very hard. I had considered administrators (other than The Dean) generally irrelevant to the educational process, and I was shocked to see the time and effort they expended. My basic tasks of maintaining and analyzing student, faculty, curriculum and facilities information were more demanding than preparing lecture notes, grading papers, reading and writing articles, keeping ink flowing in balky oscillograph pens, and seeing that the rats were fed and happy.

I discovered a new world of administrative staff obsessed with accounts receivable, purchasing, admissions and records, institutional research and budget analysis that brought money and facilities from the state. Many of these staff knew that their work would never be appreciated by students and faculty but were driven nonetheless by exotic professional codes, servants to an "unenforceable imperative."

My workload increased exponentially with advancement, so that I went home—or to some university function—late every night with important tasks undone, and relied often on last-second briefings by staff when attending meetings or giving speeches. Judgments in selecting and retaining top staff are a crucial matter. Macho-type personalities may deny it, but I am convinced that most senior administrators in sizeable institutions live a frenetic existence. It helps to be a quick-study artist, and to be able to shift one's full attention quickly from one topic to another.

Many issues are not resolved through rational discourse. Many people in positions affecting the university do not share the faculty's conviction that the intrinsic value of the institution's mission, and the wisdom of its faculty, merit a higher priority than other concerns. Senior administrators, working at the interface between faculty and other interests, often find that values regarded as "givens" by most faculty can be accorded a low priority by state officials, newspapers and other media, even members of an institution's governing board and its unions.

ADMINISTRATION?

Sometimes this low priority is manifested as healthy skepticism; however, it also appears in the form of prejudice that may be based on some unfortunate personal experience (washed out of or not admitted to some program, rejected for some university position, reared by an arrogant faculty parent). The university can be a pawn in political or personal games—a tussle between the legislature and the governor, legislators' debts to special-interest supporters, a board member's drive for status, a donor's drive to control. The administrator must recognize underlying, hidden issues and be prepared to employ such tactics as flattery and obeisance, trade-offs, selective deafness, or amassed forces when retaliation risks are acceptable. These alternative tactics do not come easily to many academics, particularly when they must be mixed and matched with care.

With faculty groups, the administrator is most likely to be troubled by the sometimes interminable length of deliberations. Paralysis can be brought on by need for consensus and respect for the interests of colleagues; the affliction of terminal politeness. Low priority is given to all-university as opposed to disciplinary concerns. Some talented faculty are reluctant to participate in academic governance. I was resigned to, not surprised by, those conditions when I became an administrator; they are endemic everywhere. I also found my contacts with faculty leadership rewarding in every institution with which I've been affiliated.

As a senior administrator one must do nonsubstantive things to protect one's personal effectiveness and career. As with politicians, assessments of senior administrators are based largely on brief contacts, public appearances, and rumor. Our colleagues in cognitive psychology have demonstrated that humans faced with partial or ambiguous information will fill in the gaps with their own "schemas" based on other information or motivation. In fact, even eyewitness accounts of specific episodes—i.e., memory for factual events—can be distorted by the appropriate use of pre- or post-event propaganda. To be an ambiguous figure can invite trouble when controversy arises because you may be largely a blank screen on which others' scripts can easily be projected.

I have known top administrators who have courted influential people easily (shamelessly, some might say) throughout their careers. These opinion-makers have laid the groundwork for other peoples' "schemas" during calmer times. In crises, their direct support may be needed. A former boss of mine referred to a basic "social climbing instinct" which can be very helpful in the upper levels of administration. Depending on the particular "in" crowd, a conversational knowledge of nonacademic topics is useful: the stock market, unpublicized activities of public figures, trends in sports cars, fashion and recreational fads among the wealthy or the "wannabe's." One travels to the right places

occasionally and is on a first-name basis with some well known people to create the proper image. Some durable administrators remember details about the courted person's family life, health, and hobbies to display their personal concern. These activities repel some former faculty members who are "project oriented" and function best when preoccupied with solving some imminent intellectual challenge.

To respond to some of Julian's questions. More conservative? No, just more pragmatic. More distrustful of human nature? Sure, including my own. Changed relations with faculty? Yes, in the sense that anyone's nonshared experiences can create a barrier to communication with others.

I have referred in another article to academic administrators as jaded optimists and cheerful kamikazes, and I probably would place myself in those categories. Clearly, administrative life can be difficult. Initiatives are aborted or only partially successful. One is usually overworked, often unappreciated, defenseless when lied about. One may be scorned as a "goddam academic" by one's own employers, publicly lashed and privately reassured by cynical politicians, even sued by more than 100 faculty (over medical practice income). Yet there are great satisfactions when you've played a role in creation of academic programs, revitalizing capital improvements activities, expanding opportunities for students, and protecting institutions in fiscal crisis.

Do it again if the opportunity arose? Sure. Just help me find a good public relations firm and a skilled drama coach, and let me at it. You're never too old to learn, are you?§



William Vandament, a psychologist, has been Vice President for Finance and Planning at Ohio State and Senior Vice President for administration at NYU. He came to the CSU in 1983 as Provost and Vice Chancellor for Academic Affairs. Since 1987, he has been Trustee Professor at CSUF.

3. Which side of the desk this year?

John W. Bedell
Acting Associate Vice President, Academic Affairs

Since I joined CSUF in 1969, I have served as (I think the order is correct): faculty member, department vice chair, department chair, union president, local senate chair, faculty member, program coordinator, statewide academic senate chair, associate vice chancellor, local senate chair and currently acting associate vice president. Some of these positions I sought, others I did not.

Some common elements emerge. Teaching - the way I do it, anyway - involves interaction with individuals in a diverse group. The role of department chair requires the ability to get along with a diversity of personalities who may have only one thing in common: the discipline. The role of senate chair requires that you get along with a diversity of personalities in a variety of disciplines. For this reason, it is the role of senate chair that, in my opinion, has best prepared me for both on and off campus involvements. The local level is a microcosm of statewide, where Sacramento egos and priorities seem to drive almost everything, regardless of merit or substance.

One of the most frustrating things in my experience has been the expectation of whatever my current group might be that since I recently was one of some alien "them" couldn't I "straighten them out?" There was frequently the assumption that since I recently worked with the former group, then they must be extremely susceptible to my skills(?) of persuasion. On many occasions, I was seen as responsible for the actions of my previous associates. This was especially true when some presidents simply could not or would not understand what the statewide senate was doing in the collective bargaining area. If only "Bedell would set them on the right path" i.e., get the Senate to do what the Presidents involved wanted.

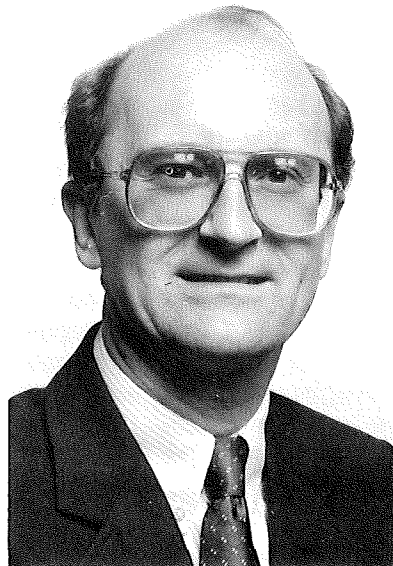
The other side of this is the faculty member who, from the moment you go into administration, sees you as a person of no integrity or worth. You are a traitor (until he or she needs money to go to that all-important conference). I have been in situations where former colleagues stopped talking to me, and even began to disagree with me on issues where we had been 100% in agreement before I had my new assignment.

My experiences have put me in contact with a lot of interesting people. I saw Trustee appointments used by both parties to reward political friendships. I saw

faculty elected on the basis of ideology, not merit. I saw both trustees and faculty attack the other for what they themselves did. No one, I have concluded, has a corner on the market of hypocrisy.

One of the "downsides" of having a variety of positions is the possibility of being frozen by empathy. Given that you have been in slots that give you perspectives on every side of an issue, and sympathy for so many points of view, one could end up being so knowledgeable, so exposed to all sides that one never stands for anything in the eyes of those not so exposed. You run the risk of being seen as too open to the other side just for understanding where they are coming from. Information breeds tolerance and this can appear to be weakness. At times, one's loyalty to the current group is suspect if you identify with a position let alone an issue of the "opposition."

Given that I have had such a range of campus and systemwide experiences you might think that I do not know where I want to end up. That is not the case. I have always had the classroom as my primary source of professional satisfaction and look forward to my return in the near future. For how long, however, who knows?



John W. Bedell, has served as department chair, Faculty Council chair, coordinator of the Child Development program, Chair of the statewide Academic Senate, and Associate Vice Chancellor for Academic Affairs. Returning to teaching at CSUF in 1986, he is now acting as Associate Vice-president.

Do we need a Vietnamese Studies program at CSUF?

Son Vo
International Education

Lunch time has become the most pleasant part of my working days because it is then that I can be with my Vietnamese students in the most meaningful way. This is when they bring in lots of questions. They want to learn the meaning of a Vietnamese word heard somewhere else. They wonder whether this custom or that tradition are truly Vietnamese. And the question, "Why don't we have a program of Asian studies at California State University, Fullerton?" has been raised repeatedly, often by non-Asians.

Currently CSUF has a steadily increasing Asian enrollment. There were 2,553 in Fall 1985; in Fall 1990, there were 3,469. Among them Vietnamese students constitute the largest group: 848 in Fall 1990. Indeed, there are surely more Vietnamese students than this, since many of them opt not to declare their ethnicity or else identify themselves as Americans.

Orange County has the largest population of overseas Vietnamese in the world. Refugees began arriving here in 1975. Their children, who could barely pronounce an English word when they came, now speak English better than Vietnamese. Seventy percent of Vietnamese students on this campus cannot speak a whole sentence in Vietnamese without using English words. More than half of them feel more comfortable speaking English than Vietnamese. A quarter of them cannot communicate in Vietnamese at all. In general, the level of reading comprehension of Vietnamese language by Vietnamese students is unacceptable.

One day, I heard an American student singing a Vietnamese song. A verse of the song goes "When I love you, I take off my shirt. When my mom asks where the shirt would be, I will tell her that the wind would blow it away while I am crossing the bridge". It is understood that the shirt is to protect his beloved from the cold. Curious, I asked him whether he understood the song's meaning. He repeated what he learned about it from a Vietnamese student who had left Vietnam as an 8-year old. Too young to understand the value of a shirt in a poor country, he could not appropriately value this sacrifice of a lover to his loved one. The Vietnamese student explained the meaning of the song this way: "If you love someone, take off your clothes and make love." Many Vietnamese students misunderstand and misinterpret their own culture to their non-Vietnamese peers.

The number of non-Vietnamese interested in studying Vietnamese culture, language and history has been increasing remarkably. Doing business with Vietnamese in the United States and in Vietnam is becoming one of the strongest attractions. Learning a new culture can also improve the job performance of those who have daily contact with Asians. A teacher, a health professional, a counselor, or a supervisor will enjoy better relations with Asians if they are well informed about Asian culture.

I have interviewed 40 freshman and sophomore Vietnamese students about their interest in having a course on Vietnamese culture in their general education program. Surprisingly, all of them confirmed the need to know their own culture for the following reasons:

- To live more comfortably within their community, behaving according to their ethnic norms and communicating with the community in their native language.
- To avoid the embarrassment and the shame one feels when knowing other cultures and speaking other

Son Vo grew up in Vietnam, earning her BA in biology and education at Saigon University. She first came to the United States in 1963, getting an MA in botany at Washington University and a Ph. D. in education at USC. She returned to Vietnam four months before the

fall of Saigon, and worked there as a teacher before leaving as a 'boat person' in 1981. After three months in a Malaysian refugee camp she returned to the United States, where she has worked as a consultant on refugee affairs and a teacher of the Vietnamese language.



languages better than one's own ancestral one.

- To acquire the sense of belonging to a community. Ignorance of their own cultures gives them feelings of being uprooted and a sense of belonging nowhere. Their non-conventional behavior and the language barrier forces them out of their ethnic community, yet their physical appearance makes it difficult for them to be accepted simply as Americans.

- To emancipate them from the great fear of being condemned by their offspring for their inability to preserve a cultural heritage.

- All of the interviewees agreed that their non-Asian counterparts will equally benefit from an Asian studies program. Through the knowledge of other cultures each individual will learn to appreciate ethnic differences and know how to adjust to different cultures on a diverse campus.

By the year 2,000 about 20% of the Californian population will be Asian. Currently, the Orange County Asian population includes over 150,000 Vietnamese and 45,000 Koreans. In the school year 1989-1990 Orange County school districts enrolled 41,667 Asians out of a total enrollment of 350,529. In the coming years, the influx of Asians to CSUF will be guaranteed since Asians have adopted a tradition of honoring education.

With the continuous flow of Asians coming to Orange county and to CSUF, and with the opening and development of diplomatic relations with Vietnam, a program of Asian studies at CSUF will be in great demand. For instance, a course in Comparative Education of the Asian countries and the United States

would greatly benefit teachers, counselors and administrators of schools with high concentrations of Asian students. A course focusing on Asian traditions and customs and lifestyles will be useful to those who plan on doing business with Asians. A Vietnamese language course will be not only important to those who wish to become bilingual but also to those who are teaching English as a Second Language. A course on the history of Vietnam will meet the needs of those who wish to better understand the Vietnam War.

The development of an Asian studies program at CSUF will be not only an appropriate response to the students' needs but will also send a message to a county with an increasingly diverse population. Orange County is the ideal place to collect reference materials and to conduct studies on Asian cultures, activities and lifestyles. CSUF should not overlook this opportunity to become one of the most important centers of Asian Studies. In addition to practical outcomes that the program will certainly achieve, the Asian studies program will promote communication and understanding between the Asian and the non-Asian communities. This will enhance the friendly living environment in the county, the atmosphere of friendship that all of us cherish in our dreams. When can this dream become true?

Vietnamese Studies Program would only enrich the abundant

J. Owens Smith

Afro-Ethnic Studies and Political Science

Recently, one of my colleagues approached me to solicit my support for establishing a Vietnamese Studies Department. The justification he gave was that there is a large and growing Vietnamese student population on campus, and it is only fair for them to have their own department just as Blacks and Chicanos do. I reject this notion not because of any anti-Vietnamese sentiment but because such a proposal is not based on sound public policy.

Too often, policy-makers get confused between the equal protection clause and the utilitarian requirements of public policy. The former requires states to treat all groups that are similarly situated the same. For example, if the state establishes a program for one racial group, it must do the same for all other racial groups that are similarly situated; otherwise, it will be practicing discrimination.

On the other hand, a principle of utility requires the state to adopt a policy in which the main object is producing the greatest good for the greatest number. Such a policy should, according to Jeremy Bentham, promote a means of subsistence, security, equality, and abundance. Of these four objectives, Bentham argues, a policy should promote first security, then equality. Equality, he argues, cannot exist without security.

The state, according to Bentham, ought to do many things for equality that it ought not do for the sake of abundance. The purpose of equality is to ensure that all groups, to paraphrase him, obtain their fair share of the community possessions. The question here is whether the operative effect of establishing a Vietnamese Studies Department will lead to equality or abundance. This issue can be sensibly discussed only in the larger context of U.S. social problems.

As I have demonstrated in my political writings, America has a public policy to Americanize every race and ethnic group except for American born Blacks and dark-skinned Puerto Ricans.¹ To acculturate a group, the national government must, according to the philosophy of John Locke, adopt positive law (i.e., affirmative measures). The term "affirmative measure" is to be understood here as any law, policy, or program designed to assist groups to get adjusted to their environment in their initial stages of contact.

I have argued elsewhere that, historically, when-

ever the national government refused to adopt affirmative measures to Americanize groups, those groups developed the culture of poverty.² Once developed, this has the propensity for self-perpetuation. This, in part, can explain why the Vietnamese have not fallen victim to the culture of poverty in their initial stages of contact. The government has provided them with almost 15 years of relentless subsidies to help them get adjusted to their new environment. The level of this subsidy, in many instances, has been awesome.

On the other hand, the government has consistently refused to adopt positive measures to Americanize Blacks. The social programs that it established for them in the 1960s and 1970s suffered under bureaucratic politics. That is, the rules and regulations for implementation were so written that they undermined the intent of the law. This was done by redefining the law so that it would benefit not just Blacks but all individuals who could successfully claim a disadvantaged status. Consequently, the programs ended up benefiting everyone but Blacks—save for a few.

On the other hand, the programs designed to help the Vietnamese were not so diluted. As a result, the Vietnamese demonstrated a rapid rate of growth and development. For example, in higher education, they have a very high graduation rate and very low attrition in comparison to the general school population.

* * *

The first ethnically related departments established were in Black Studies. These departments and programs did not have the full support of deans or academic senates. They were set up in response to the pressure placed upon administrators by Black students, with their demands for a "more relevant education." In an attempt to curb student unrest on their campuses, administrators capitulated to Black students' demands by establishing Black Studies departments and programs throughout the nation. Other minority groups

piggybacked on these demands and were able to convince campuses to establish department or programs for them. In the process, the purpose, scope, and nature of an ethnic studies department has never been adequately articulated within the framework of democratic theory or the principle of utility.

A "program" here is understood to be a set of loosely related courses which satisfy general education requirements, or else may be taken as electives. A "department" involves faculty specifically recruited to teach the subject, a structured curriculum and a major, and thus serves as a principal focus for its student clientele.

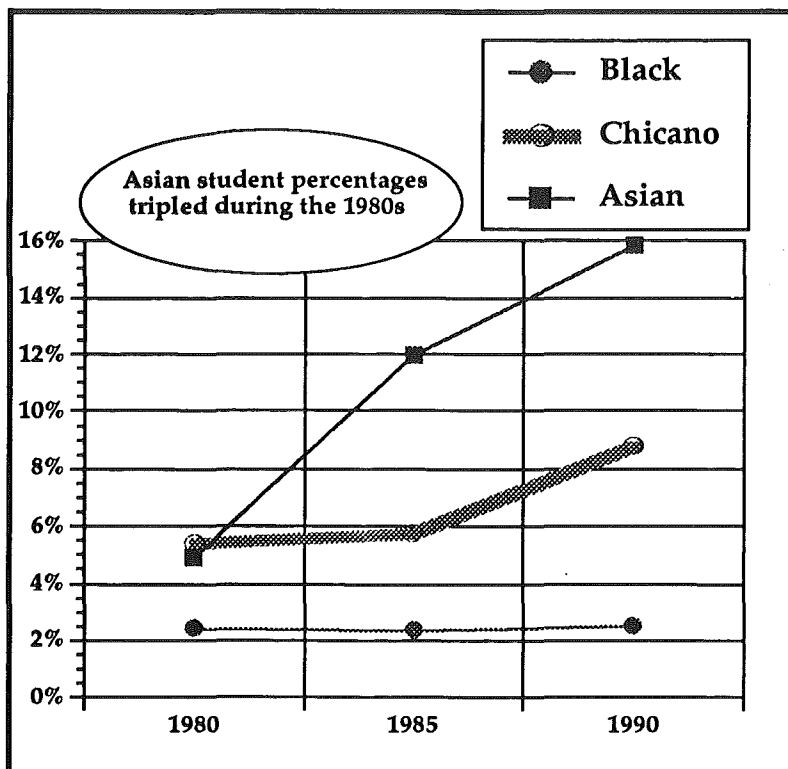
Let us look at programs first. Black Studies programs have, as I have demonstrated elsewhere, utilitarian outcomes.³

They (1) satisfy the unique needs of Black students, (2) are an agent of political socialization, (3) awaken Black students to their cultural and historical experience, (4) awaken non-Black students to those misconceptions and stereotypical categorizations that tend to perpetuate future patterns of discrimination against Blacks, and (5) create an environment that is conducive to learning. All these political objectives possess a common element: they are designed to Americanize Blacks.

A Black Studies Department serves a political role that a Black Studies program does not. First, as a mediating structure that helps Black students to discern the complexities between their private lives and the larger university that has become increasingly alien to them.

Second, the presence of a Black Studies Department promotes a link of trust among Black students by giving them a sense of belonging to the university. As sociologist Charles Willie noted, when Black students were first invited on campus, they were given a clear message: Make yourself loveable so that you may be loved. This message was not calculated to develop a sense of trust among Black students.

Third, a Black Studies Department helps to confront the impact of many stereotypical images and miscon-



ceptions that the media constantly projects of Black people. As was pointed out in a recent article in the Los Angeles Times, the "overwhelming majority of press coverage still emphasizes the pathology of minority behavior—drugs, gangs, crime, violence, poverty, illiteracy—almost to the exclusion of normal, everyday life."

In addition, the media use Blacks as scapegoats for society's ills. By citing statistical incidences, it gives the public the impression that Blacks are responsible for all these ills. This practice spills over to the classroom. Black students are forced to sit in class after class listening to their teachers and classmates rehashing these statistical incidences.

On the other hand, the Vietnamese students are free of such pathological assaults by the media and their teachers. Very seldom does the media identify them as scapegoats for society's ills. Whenever they are discussed in the media, they are projected in a positive image or as a model minority. Consequently, when they come to class, they do not have to brace themselves against any pathological assaults, as is the case with Black students.

Fourth, embedded in Black Studies Departments are Black faculty members who serve as mentors and positive role models with whom Black students can identify. Mentors who sponsor Black students as their proteges have several roles to assume in an academic environment. Primarily, their role is to interpret the institutional settings to Black students, on the one hand, and their unique behavior to the university on the other, until the two can embrace each other. In addition, mentors and role models build a link of trust between Black students and the university to the extent that the former can overcome their fears and uncertainties.

In his research, sociologist Willie has noted that Black students have to overcome the fact that they are being judged by whom they are, rather than by their academic performance. For example, the media has been so successful in projecting an image of the racial inferiority of Black people that when Black students do excel academically both their teachers and classmates view their success with reservations. These reservations are manifested in the grades that Black students receive. This is particularly true in writing term papers. Too often, Black students write an "A" paper just to receive a grade of "B+" with a note "Very Good" written at the top of the page.

On the other hand, the Vietnamese students are free from these problems. They do not have to confront the misconceptions and stereotypical images which retard their growth and development. Therefore, they do not need a department to serve as a mediating structure. They have such structure built into their cultural-value system. Historically, their culture has socialized the growing child to internalize a coopera-

tive value system that focuses on the importance of working together as a group and as a family. On the other hand, American Blacks have internalized the American value system, which focuses on individualism.

Vietnamese students have demonstrated remarkable success in getting adjusted to the American educational system. The purpose of ethnic studies departments is not to preserve ethnic culture. Culture is preserved through programs. If this is the proponents' interest, then the Vietnamese culture can best be preserved by offering courses in the Pacific Rim Program.

In summary, there is no political reason to establish a Vietnamese Studies Department. Ethnic studies departments serve as mediating structures to assist groups in their Americanization process. The Vietnamese have demonstrated an extraordinary rate of Americanization. This process has been expedited by the level of subsidies provided by the national government. They have not been victims of pathological assaults by the media; consequently, the public has not developed any misconceptions and negative stereotypical images that operate to retard their Americanization process.

Therefore, the establishment of Vietnamese Studies Department will go beyond the notion of promoting equality, and will promote abundance among the Vietnamese. Abundance, according to Bentham, should be the last thing that the government ought to promote among groups. §

1 J. Owens Smith, *The Politics of Racial Inequality: A Systematic Comparative Macro-Analysis from the Colonial Period to the 1970s* (Westport, Conn.: Greenwood Press, 1987), Chapter.

2 *Ibid.*

3 "The Political Nature of Black Studies Departments and Programs," *The Western Journal of Black Studies*, Vol. 9. (Spring 1985)



Jesse Owens Smith holds a doctorate in political science from the University of Chicago. He has published two books and numerous articles, many of them focusing on the role of ethnic studies in a university.

Dr. Cozby builds his dream house

Or, how we seem to plan a building at Cal State Fullerton

**Chris Cozby, Associate Dean
Humanities and Social Sciences**

For the past two years, I have felt a bit like Mr. Blandings, the character in the 1947 movie starring Cary Grant, Myrna Loy, and Melvyn Douglas. Mr. Blandings ventured into the wilds of Connecticut to build his dream house, only to meet with a series of unexpected pitfalls. When I was elected chair of the building committee for a new classroom/faculty office/student affairs building, I expected a challenging task but one governed by rational processes. Along with Jim Sharp and Robin Moore, our campus facility planning officers (the Melvyn Douglas and Myrna Loy of this story?), I set off to build a building. I might have done better to visit my local video store to review Mr. Blandings' experiences.

My first surprise was that the building had already been planned before the committee had been appointed. The committee members received what is called a "program" for building. Our program specified a building north of Langsdorf Hall. It would have 100 faculty offices, some department office space, 28 30-station classrooms, 5 seminar rooms, and a specified amount of space for each of several offices that serve students - Academic Advisement, International Education, Women's Center, Financial Aid, Student Academic Services, and the Learning Assistance Resource Center. In addition, the program called for a remodeling of the first two floors of Langsdorf Hall along with increases in space for Admissions and Records, Cashing, Career Development Center, Testing Center, Internships and Cooperative Education, and the Vice President for Student Affairs.

The program for our nameless new building seemed reasonable. However, I still don't know where it came from. It was prepared at least a year earlier and submitted to the Chancellor's Office as part of our capital outlay request for 1989-90. It may have been discussed briefly by the Academic Senate Executive Committee or the Long Range Planning and Priorities Committee. It was not discussed by the school deans or the departments affected. There was no consideration of alternative building plans - for example, ones that might include specialized instructional space for a department or school. There was certainly no official building committee charged with developing the pro-

gram; instead the building committee was formed only weeks before the building process was ready to roll.

At our first committee meeting in May 1989, we learned that the 1989-90 state budget would provide funds for the "preliminary plans" for the building. We would have to choose an architect immediately so that work could commence on these plans as soon as the new budget was passed. The committee would also very quickly have to produce a detailed description of each room in the building - dimensions, adjacencies to other rooms, and furniture and equipment. We learned that the architects would take this information, bring us several design alternatives, and then produce preliminary floor plans and exterior drawings for approval at the March Board of Trustees meeting. Funding for "working drawings" would be requested in the 1990-91 budget, and construction funds would come in 1991-92. Finally, equipment funds would be in the 1992-93 budget and the building would be occupied in time for the Fall 1993 semester. Year by year funding for "P,W,C,E" - preliminary plans, working drawings, construction, and equipment - is the normal procedure for all buildings in both the UC and CSU.

Then we learned that the program we were given was a revision of the original one that had been submitted a year earlier. In the original version, there was an incorrect specification of the amount of space needed. After we prepared specifications for all the rooms in the building using the revised figures, we were told by the Chancellor's Office that we had to live with the original, lower square foot, figures. Holy writ cannot be revised even when it contains wholly errors.

So we then had to make recommendations on living within the reduced space. We came up with some wonderful solutions. For example, Internships and Cooperative Education could move to the Humanities Building in space vacated by Academic Advisement, and the Testing and Disabled Student Services offices could share a testing room. Crisis solved (at least for the moment).

There had been no decision about which departments would occupy the building, and so we began looking for candidates willing to move. These departments would have to be ones that did not depend on specialized lab space because the building would only have regular classrooms. We also wanted to move departments from several buildings so that remaining

departments could grow and bring faculty back from temporary faculty offices. We wanted to maintain the Fullerton tradition of keeping departments together. The news of the new building came as a surprise to the departments we talked to, and a move was not universally supported by the faculty in any department. Ultimately, the Marketing, English, and Political Science departments agreed to move - this article provides me with the opportunity to thank these faculty for their cooperation. I only wish that we had more time to plan this important transition in the life of the campus. Obviously, the people who will inhabit a new building should be involved before, not after, its layout is planned. Still, another potential crisis averted.

About that time, I began to hear about a building called the "tower". Apparently, some faculty who knew about the building plans had envisioned the building as much larger and taller than what was described in the program. Were we going to consume all the open space between Langsdorf Hall and the Humanities Building? After a series of meetings and phone calls with such folks as the Senate Executive Committee and President Cobb, I believe that everyone concerned came to understand that the building program did not call for a "tower" and the chosen design (which is two stories tall near Langsdorf Hall and five stories tall in the portion of the building that contains the faculty offices) will in fact create some interesting new open spaces.

The architects were now working on placing the various occupants in the building. The committee provided certain fundamental ground rules - Disabled

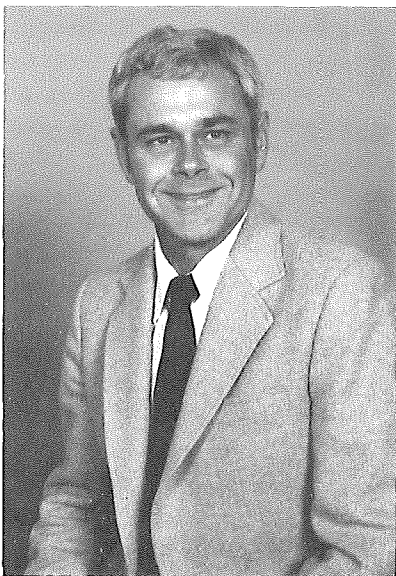
Students Services had to be on the first floor, and classrooms should be on lower floors to encourage use of stairs, for example. The architect noted that it would be expensive to rent temporary space for Admissions and Records while Langsdorf Hall was being remodeled, so they placed A&R in the new building. When the building was completed, A&R would move and then Langsdorf Hall would be remodeled for offices currently located in other buildings. With such considerations in mind, the architect developed schematic drawings that showed how space would be carved up and which offices would occupy various parts of the new building and Langsdorf Hall.

It was time for a meeting with the physical planning department at the Chancellor's Office to get approval for these plans before more detailed drawings could be developed. The staff at the Chancellor's Office listened politely to the architect's presentation. When the architect left the room, the Assistant Vice Chancellor in charge of these matters informed us that we were "in contempt of the legislature." The building program specified that Admissions and Records was to be located in the Langsdorf Hall portion of the project; therefore, our plans were not in compliance with the program approved by the legislature when funds were appropriated; therefore, we were in contempt. I had never imagined I would be found holding the California Legislature in contempt. However, the recent vote on Prop. 140 may indicate that I have plenty of company.

We were not in compliance in other ways as well - for example, the internship office had to stay in the program (a previous solution up in smoke!). We either had to get in compliance with the program or risk delaying the building for at least a year. We decided to get into compliance. So we had a major problem: How do you create expanded space for offices in Langsdorf Hall when the offices can't move from Langsdorf Hall? We developed some solutions, such as placing some A&R functions in the new building, but these were hardly satisfactory. Our solutions, necessary to keep the building process going, will create their own problems that will have to be worked out by, I hope, someone else.

Myrna and I have confronted other problems as well. A cost estimate that was \$1.5 million over budget had to be reduced to keep the project going. Some of the funds planned to meet the deficit were removed in the 1990-91 state budget. We think that this problem has been met now, but undoubtedly cost overruns will haunt us in the future. Still, we remain optimistic. The design of the building is a good one (it even has a curved wall!). Some important changes made by the committee were allowed to remain - building a large lecture hall instead of several smaller classrooms, for example. The architects are nearing completion of the working drawings that will lead to construction

Chris Cozby received his B.A. from UC Riverside and his Ph.D. from the University of Minnesota, both in psychology. He joined the Psychology Department in 1972 and subsequently chaired it for five years prior to becoming associate dean of HSS in 1984. His research has focused on the development of personal relationships and the influence of attitudes on behavior. He is the author of *Methods in Behavioral Research*, now in its fourth edition. He is on the editorial board of the *Journal of Research in Personality*.



sometime next fall, and the state may grant our request for funds for temporary space for Admission and Records while Langsdorf Hall is being remodeled.

I believe there are three main lessons here. First, each year there should be a general campus discussion of campus building needs with input from faculty, deans, and vice presidents. The tenants of any new space should be chosen before any planning is done, and they should be part of the planning process.

Second, a building committee should be formed as soon as there is any possibility that a program proposal will be developed. The committee may work on a proposal that will never get funded, but no committee will have to cope with a program which has already been approved and cannot be changed.

Third, there is a need to have our plans examined by an architect and cost estimator prior to submitting them for approval by the legislature. Once the program has been submitted, it is very difficult to change the

plans or the budget. Therefore, it is extremely important that any building plan we submit is carefully designed and carries an appropriate budget.

The first two recommendations require a greater faculty commitment to involvement in the physical planning process. The last one requires a funding source that is not in the CSU budget; implementation would require diversion of resources from other needs.

My three recommendations may be irrelevant. The campus may have reached its limit in building with projects already under way - remodeling of McCarthy Hall, additions to McCarthy Hall, the Library, and the Physical Education buildings, and a Performing Arts Auditorium. Nevertheless, I predict that similar problems will greet these new projects and suggest that we could devise better procedures to meet them. More important, I still have hope that the wings to the Humanities Building will eventually become a reality, and I really want that project to be done right. §

Football: other views

Continued from page 8

direct our meager fund-raising abilities towards helping athletics before academics. We have seen what energetic lobbying can achieve.

If the university won't cut football, should it cut my department? Hell, no! I think most faculty may feel like that. It will be a dog-eat-dog Spring. The cuts will come, probably in the wrong places, only after morale-shattering infighting. The university's spirit may suffer even greater damage than its more material resources. §



Bill Puzo, Former Athletics Council Chair

For universities like ours, external fundraising will be increasingly vital, both to meeting our goals and to meeting the public's expectations of us. State support will no doubt continue to provide for most of our basic functions. However, to fund research, capital outlays, athletics, endowed professorships and much, much more at desirable levels, we need to look elsewhere than Sacramento.

The elsewhere we need to look to is a community whose image of us is largely (wrongly?) shaped by our athletics program. It may be inappropriate that Gene Murphy, our football coach, is far more prominent than Harris Shultz, this year's Outstanding Professor, but that's the way it is. If we hope to develop more than the present minimal to mediocre levels of external funding, athletics, more than anything else, can bond us to the community.

The community has now told us that they want football to remain a focus for CSUF, and that they will pay for it. Taxes already provide partial state support for athletics here. Now, our community says that they will raise additional dollars for football. We would do well to be sensitive and responsive to our sources of real and potential external funding. §

SENATE FORUM

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

Editor: Julian F.S. Foster, Political Science

Editorial Board: Stewart Long, Chair of the Academic Senate and Professor of Economics; Ed Trotter, Communications; and Sandra Sutphen, Political Science.