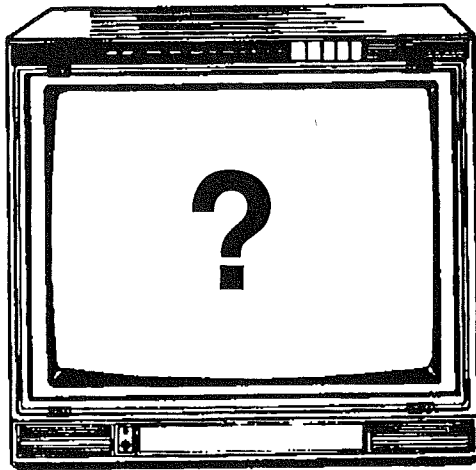


# SENATE FORUM

FALL, 1991

VOLUME 6, NUMBER 1



**Say hello to  
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*A look at teaching  
on the tube*

## **Also in this issue:**

- **Emeritus: more than a gold watch?**
- **Vietnamese Studies revisited**
- **Sabbaticals: right or privilege?**
- **Class size: cause for concern?**

# Larger classes won't hurt anyone

Wayne Overbeck  
Communications

This fall's freeze on class sizes worked an unnecessary hardship on students just when they needed flexible class limits the most. Many of us have been routinely accepting 10-15 percent more students than the stated limit for each class in anticipation of future drops. But this semester we were only allowed to replace first-day no-shows and to exceed class limits in a few hardship cases. The result: my classes are about 5 percent smaller than normal at a time when we should be accommodating more students, not fewer.

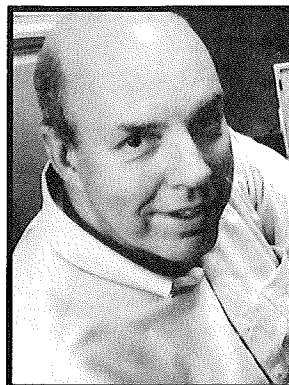
I'm told there were two reasons for the arbitrary enrollment cut-off: (1) to send a message to the state legislature that we will not serve more students than we are funded to serve; and (2) to preserve educational quality. As for the first rationale, I wish our policy-makers would look at the example set by University of California President, David P. Gardner. Gardner quietly adopted policies that would boost UC's FTE (and pressed his campuses to do the same) on the theory that resources go where the need is: a university that has grown rapidly and is over its budgeted FTE will win more resources than one that is cutting back. The recent budget and FTE history of the UC system, especially UC Irvine, shows that his strategy is working.

As for educational quality, I have trouble accepting the idea that a class of 125 students somehow offers a better educational experience than one with 132. For that matter, I doubt that a lecture class of 40 is better than one with 125. When I was a student, some of my best (and most memorable) learning experiences were in classes of 125 or more; that was true in the lower division, in graduate school and in law school. After 25 years in college teaching, I'm more convinced than ever that large classes are educationally sound and not just a necessary evil. Each semester, for almost 10 years, I've had a class of about 125 here and another with about 160 students at USC (where I'm a part-time lecturer). Meanwhile, I've also been teaching the same material to classes of 40. Assessing the student outcomes, either by test scores or student evaluation of instruction, there has been no significant difference between small and large classes if one compares apples with apples (e.g., day classes with day classes).

Given adequate staffing, of course, large classes can be augmented by small discussion groups. Then, even writing classes can be offered in a large-lecture format. Filling-in for a friend on sabbatical, I once joined two other faculty members to team-teach an

introductory writing course to 125 students at a community college. The class alternated between large lectures and small groups (for critiques of the students' work), and I thought the arrangement worked amazingly well. In fact, the class is still taught that way today, 12 years later. And that program is widely regarded as one of the best of its kind anywhere.

Perhaps we can learn from this fall's experience of living with drastic budget cuts. For one thing, I hope the university will abandon these arbitrary class-size ceilings and allow us to add as many students as we can comfortably handle. But more important, I hope we can re-think some of the policies that led us into a rigid pattern of limiting lecture classes to 40 students. Now that we have a larger lecture hall (in Ruby Gerontology Center), perhaps more of those who want to teach larger classes could be allowed to do so, thereby freeing up resources for other important things, such as providing released time for research. §



*Wayne Overbeck is a professor of communications and an attorney. He taught at CSUF from 1968 to 1973 and returned in 1980. His specialty is communications law.*

*Sandra Sutphen is chair of the political science department at CSUF. She also serves on the Senate Forum editorial board.*



# Small classes foster quality learning

Sandra Sutphen  
Political Science

As a result of the budget cutbacks and despite the rigorous "no adds" policy enforced by our deans, class sizes have increased across the university in rather dramatic fashion. In our department, classes which normally enroll between 25 and 30 students are filled to their 40-person limit. Despite a faculty cutback of three positions (somewhere between 12 and 15 class sections), our department came close to reaching last year's FTEs because of this increase in class size.

Our department used several strategies to enable us to continue to approximate our FTE target with fewer faculty. Chief among those were offering more supersections and increasing some class sizes beyond our usual 40-person limit. While we are living with the first, the latter turned out to be unacceptable.

With the loss of three-quarters of our part-time faculty, the political science department was forced to offer all but one of our introductory American government classes as supersections, ranging in size from 125 to 225 students. Ordinarily, at least half of our sections are 40-person classes. Additionally, we lost our graduate assistant position which used to be assigned to our largest classes. Consequently, the academic experience of the students in these classes is significantly different than it would have been in lushier times. In most cases, students will receive no feedback on their writing ability because no term papers will be assigned and no essay exams will be given. The opportunity to engage in critical argument and thinking will be less because instructors are forced to depend more on lectures than question and answer discussion. Students will wander through the class anonymously because instructors cannot know each of them individually (a proven factor in increased drop-out rates). Students will have less chance to get to know each other (another proven factor in higher drop-out rates) because the large classes cannot accommodate student interaction. The department has used supersections for some time with fairly good success, but they do not suit all students. No one ever anticipated that such large classes would be the only ones available.

Our second strategy—to increase some class sizes to 60—didn't work because faculty refused to accept an increase of 50 percent in their workloads—not so much because they minded the extra bodies in the classroom but because those extra students meant that faculty could no longer assign term papers and other written work. Our department places great stress on writing skills; most of our faculty agree that 40

papers (usually fewer) is the maximum they can read carefully for each class.

While some faculty members are teaching perhaps four or five fewer students than last year, because of the enrollment caps, the average faculty member is teaching far more than before. Assigned time for advisement, supervision of independent study and new course preparation have been curtailed in order to put instructors into classrooms. Our valued contingent of "regular" part-timers has been decimated, and I doubt whether they will be available when return to normal. Tenured faculty have had to move into teaching our large lower division courses; those whose teaching style has always depended on interaction with their students have been forced to adapt to a less congenial lecturing mode. Because of this diversion of specialized talent, upper division courses cannot be offered as frequently as they were in the past. Specialized classes intended to serve the relatively few students with a particular focus are now filled to the limit with people who have little interest in the topics, but cannot find anything else they can get into. Budget cuts, like the ones we have suffered this year, damage program quality in multiple ways, not all of them easily measurable.

Some faculty members were distressed when they were forced to say "no" to plaintive students who wanted their classes (after all, it's very flattering, isn't it?). Some of these faculty members even felt we were being unfair by forbidding access to our classes. But short-term gratification may not be good long-term strategy. Despite the enormous cutbacks, we will come close to making our targeted FTEs this semester. The public (and to some extent, the legislature) already believes that faculty members are complaining because they are forced to work 12 hours a week, but they don't exactly understand the situation. If the public (and their elected representatives) see that we can meet our targets despite the enormous cuts we have taken, I predict the public will have as much sympathy for higher education as it currently expresses toward welfare mothers. Not a whole hell of a lot, in other words.

Several members of our department suggested to our disgruntled students that they talk to their legislators if they were unhappy about fewer classes. I hope they do. We have the data to show that we were overwhelmed by the demand and that we did a lot to accommodate it. I hope the legislature listens. Because if they don't, I can foresee our faculty teaching bigger and bigger classes, sacrificing advising and research and losing that special intimacy with our students which our small classes have done so much to foster. §

# New sabbatical policy an improvement

Barry A. Pasternack  
Management Science

The first two paragraphs of UPS 260-102 read as follows:

*"Traditionally, sabbatical leaves are not a privilege but a right. At most reputable institutions of higher learning sabbatical leaves are granted automatically as a reward for past service and as an incentive for continually improved service to the institution, the students and the discipline."*

*By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to the quality of education offered to its students. Every effort should continue to be made by all concerned, from students to the Governor, to institute a policy which will no longer restrict sabbatical leaves through insufficient fiscal allocations and thereby place the California State University in a disadvantageous educational position vis-a-vis its students."*

Bargaining surveys conducted by CFA in 1989 and 1990 showed that sabbatical leaves were a high priority of the faculty. Accordingly, the CFA and CSU bargaining teams met during late 1990 and early 1991 to develop a sabbatical leaves policy which would bring the CSU in line with other institutions of higher learning. As with any bargaining process, neither side got all it wanted.

CFA received for, the first time, a deletion of the contract article that stated, "An approved sabbatical leave shall not be implemented unless adequate funds for such a sabbatical leave have been budgeted." Instead, new language stated that an eligible faculty member whose leave request had been approved shall normally be granted that leave. The article did allow for a leave to be deferred up to one year when the President determined that granting it would cause an undue hardship to a department's ability to offer its program.

In exchange, CFA agreed to allow the administration the flexibility not to fund the replacement for a faculty member on leave if it chose not to do so. In reality, this was the situation already on a number of campuses. A Professional Leaves Committee comprised of tenured faculty members would, as before, review proposals and make recommendations to the appropriate administrator.

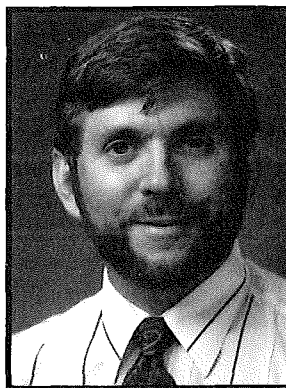
What has this modification accomplished? At CSUF, over 150 faculty members are eligible to apply for sabbaticals this year. A backlog of faculty has built up over the years due to past inadequate funding of this program and contractual language which allowed lack

of funding to be a basis for denial. Many faculty at Fullerton have never had a sabbatical leave although they have served the university for ten, twenty or even more years. They many have applied once and been denied or never even bothered to apply due to a belief that their chances were slim to none because of inadequate funding. The new contract language eliminates this roadblock.

If an equitable leaves policy is a priority of the CSU then its funding should be a priority as well. At CSUF, if everyone eligible were to receive a sabbatical leave, the long-run cost of replacements would be on the order of \$2 to \$3 million a year (depending on how one does the accounting). If such funding were not forthcoming, a leave program could be implemented through a manageable increase in the student-faculty ratio on the order of 7.5 percent. This would result in the average class size increasing by one or two students. The faculty at CSUF have already undertaken such increases in order to meet the State's budget crisis. Why should they not do so in order to get a decent leaves policy? While the situation today is compounded by the current budget situation, this crisis will not last forever and we should not allow our thinking to be too much influenced by it.

One must question the current Professional Leaves Committee's policy of ranking sabbatical leave applications. The new contract language calls for the committee to make a recommendation on a application, but leaves the issue of deferral (based on funding constraints) to the President. A ranking of applications clouds this issue. For example, the top five applications (should they be ranked) could all come from one small department. It would be reasonable to expect that some of these individuals would be required to defer their leaves for up to one year. Alternatively, the bottom ranked proposal may be the only leave request coming from a large department and no deferral may be necessary. As the decision to defer or not defer a leave is purely a budgetary decision, ranking of proposals is inappropriate and should no longer be part of the Leaves Committee's work. This committee is authorized, however, to make recommendations on whether a leave should be granted and should, therefore, develop guidelines in order to make this determination. As with many changes in policy, short term problems may develop. For example, if 150 faculty members at CSUF were to be granted a sabbatical leave during 1992-93, many programs would be placed in jeopardy if the current budget crisis does not abate. Both at Fullerton and at the statewide level, CFA has been willing to discuss equitable modifications in the contract

language which would allow implementation of the sabbatical leaves article in light of our current fiscal situation. But rather than come up with such modifications, the administration appears content to bury its head in the sand and pretend that a problem does not exist. Equally frustrating is the apparent lack of budgetary prioritization which could assist in making the new sabbatical leaves policy a success. This should not, however, stand in the way of an eligible faculty member exercising his or her contractual right and applying for a sabbatical leave. §



*Barry Pasternack came to CSUF in 1977. He is a professor of management science. In addition to serving as the campus president of CFA, he is on the statewide board of directors. He twice served as chair of the School of Business and Economics Senate. He is currently a member of the Academic Senate.*

## The Senate's dilemma

**Stewart Long**  
Chairman, Academic Senate

This year the senate found itself struggling to amend the campus's sabbatical leaves policy in response to changes in the faculty unit Memorandum of Understanding (MOU) negotiated by the CSU System and the California Faculty Association (CFA).

CSUF faculty had always felt that sabbatical leaves were a right rather than a privilege, and therefore campus policy stated that all applicants eligible for such leaves would be automatically recommended to receive them. Nevertheless, because there was inadequate state funding of sabbaticals, the policy also included a ranking system to ensure that the applicants who actually received the limited number of funded leaves were those whose projects were ranked highest by their peers. Traditionally, the campus President had accepted the rankings of leave applications by the Professional Leaves Committee without exception.

The new MOU's stated intent was that "faculty eligible for sabbatical leave ...receive their sabbatical leave," yet separate funding for such leaves was eliminated from the systemwide budget. Ironically, the new MOU language reflected a major movement towards the CSUF position that sabbaticals were a right rather than a privilege, but failed to provide the funding mechanism to implement that philosophy. Furthermore, the MOU's language qualifies the right to a sabbatical by requiring that the Professional Leaves Committee's recommendations for leaves be based on a review of applications including the consideration of "questions related to the quality of the proposed sabbatical project."

Thus the Senate found itself on the uncomfortable horns of the following dilemma:

a. Should the campus policy be amended to eliminate (as proposed by CFA) the ranking procedure in favor of a simple yes/no recommendation based on the "quality" of leave proposals? This proposal was based on the hope that all recommended proposals would be granted by the President, or at worst "deferred" for one year as allowed by the MOU based on programmatic considerations. Or,

b. Should the campus policy retain its ranking procedure (as proposed by the Faculty Affairs Committee), at least for the 1991-92 sabbatical application process. This proposal was based on the expectation that not all recommended proposals would be granted, and therefore the ones actually granted should reflect a "peer" ranking, rather than an administrative decision.

The irony of this dilemma was that choice a. seemed more consistent with the faculty's long held philosophy towards sabbatical leaves as a right, while choice b. seemed more consistent with the faculty's long held procedure for allocating a limited number of sabbaticals based on "peer" ranking rather than administrative fiat. Whatever the outcome of this year's Senate deliberations on CSUF's policy, it is the responsibility of the CFA and the CSU to clarify what they intended in the new systemwide policy on sabbatical leaves that they jointly negotiated. §

*Stewart Long joined CSUF's Economics Department in 1973. He was statewide President of the United Professors of California from 1981 until 1983, when that organization lost the election for bargaining agent to C.F.A. by a handful of votes. He was elected to the Academic Senate in 1986, and served as its Treasurer and Vice Chair before becoming Chair in 1990.*

# An in-depth look at sabbaticals

John Ibson  
American Studies

There may not be many other significant changes in our new collective bargaining agreement, but the contract has fundamentally recast sabbaticals. Last spring, a union publication dressed the CFA up like Santa Claus and exclaimed, "Yes, Virginia, There Will Be More Sabbatical Leaves!" But it appears that the union was actually more generous to the Board of Trustees than to the faculty. I've seen better Santas ringing bells for the Salvation Army. But even if we've been given no tangible gifts, faculty will inadvertently have been done a favor if the new contract generates fresh (and overdue) attention to the theory and practice of sabbatical-granting at Cal State Fullerton.

Before the new Memorandum of Understanding (MOU), faculty on sabbatical at CSUF were replaced with specially-earmarked funds. The money was limited, so that recently only about 30 faculty a year have been able to receive on-semester leaves at full pay. If there wasn't money to replace you, you couldn't go. Because the replacement money was finite, the process was competitive, with the Professional Leaves Committee ranking applicants based on their past records and future plans. A proper Leaves Committee was supposed to hold its collective nose during its deliberations, not because some proposals smelled bad, but because official CSUF policy declared that the competitive review process was itself odious, a regrettable necessity.

"Traditionally," UPS 260-102 maintained, "sabbatical leaves are not a privilege but a right," and CSUF faculty should have their sabbatical intentions expressed, evaluated, and ranked only as long as that right went unrecognized and hence inadequately funded. The document bound the Leaves Committee to recommend all sabbatical applicants to the President, with an understanding of late that only those ranked above 31 (or thereabouts) actually would be granted a leave. Though not bound to accept the Committee's exact rankings, the administration usually did so, informing unsuccessful applicants that only the insufficiency of replacement money necessitated denial of their sabbaticals.

The new contract explicitly removes inadequate funds as grounds for denying sabbaticals. This worthy goal has been accomplished not because the union secured a guarantee of dramatically increased funding of sabbaticals, but rather because the CFA acquiesced in the wiping out of replacement money altogether. However inadequate the money was before, at least it

was there, to be reduced in hard times like these, but also to be augmented in a better future. Now the cupboard isn't just bare, it's gone. Now the leave-takers' colleagues and students are left to fend for themselves as best they can. The MOU says nothing whatsoever about replacements.

It forbids required overloads but blesses required overwork, specifically mentioning increased class sizes as a means of compensating for the unreplaced faculty. The union has recently bragged that over the summer it managed to rescue sabbaticals from the axe of "powerful legislators" bent on abolishing what appeared extravagant in a time of fiscal austerity. The question is whether there was much left to rescue.

The MOU does seek to soften the blow a bit for those left behind when a colleague goes on sabbatical. If a sabbatical is approved under the new system, it may be deferred—but only for one year—to allow further planning for the faculty member's absence. The union asserts that administrators were never bound to replace sabbatical-takers anyway. But at CSUF and other CSU campuses that I have sampled, they have indeed been consistently replaced, until the current budget crisis necessitated for 1991-92 what the new MOU actually promotes for subsequent years. "Further," the CFA has opined, "it is fully anticipated that the CSU administration will continue, where necessary, to allocate resources for hiring replacements to protect the program [potentially hurt by faculty on leave]."<sup>1</sup> The basis for this anticipation of unrequired administrative largesse escapes me.

If not a boon to collegiality or to the faculty as a whole, is the new MOU's sabbatical policy at least an improvement for faculty as individuals? (We're talking about an American labor union here, after all. One is usually naive to expect such an organization to do much for the common good. One has every right, though, at least to expect ample individual portions of bread and butter). Does the new agreement, for example, at last recognize one's right to a sabbatical, long the wished-for policy at CSUF? Are we now all guaranteed our sabbaticals, if not our replacements? Hardly. The new MOU still provides for the scrutiny of applications by a Leaves Committee. It requires that the "review shall consider questions related to the quality of the proposed sabbatical project" and implies (or at least does not forbid) that some proposals will be denied upon assessment of their quality. The new contract is silent on the sorts of criteria that might be used to evaluate proposals, but it explicitly speaks of "review" and "approval."

The MOU, one must note, supersedes policy exist-



ing on an individual campus. The agreement not only wipes out our replacement money, it also shrouds, at least for the life of the contract, CSUF's endorsement of the right to sabbaticals. With funding no longer an issue, this contract clearly does not go on to presume an individual entitlement. The union's promises notwithstanding, the contract does not guarantee vastly (or even slightly) more sabbaticals. It binds an administration only to grant as many sabbaticals in an upcoming year as were funded under the old system for 1991-92. Other applicants may be deferred a year or simply be denied outright for qualitative shortcomings their proposals. The CFA *Bulletin* of August 16, 1991 piously calls for campus leaves committees to be "vigilant" in assuring that administrative decisions are based on the quality of proposals "and not on the now inoperative budgetary constraints of the old contract." The CSUF Professional Leaves Committee will certainly try to assure that proposals are handled appropriately both during and after the time of our review. But I'm not sure that CFA is out best model of vigilance.

## The Leaves Committee Perspective

The Professional Leaves Committee did not know how the new contract would finally read or how it would be interpreted; especially in light of CSUF's long-standing espousal of a right to sabbaticals. We unanimously voted last May not to review sabbatical applications in the fall until we were convinced that the review would be both proper and of consequence. If everyone were still thought to be entitled to a sabbatical, and with replacement money out of the picture, why conduct laborious reviews? Why, indeed, should faculty have to submit the elaborate applications that have been customarily required? We were looking for more than getting out of some work. We hoped that our strike threat would force a clarification of the issues at

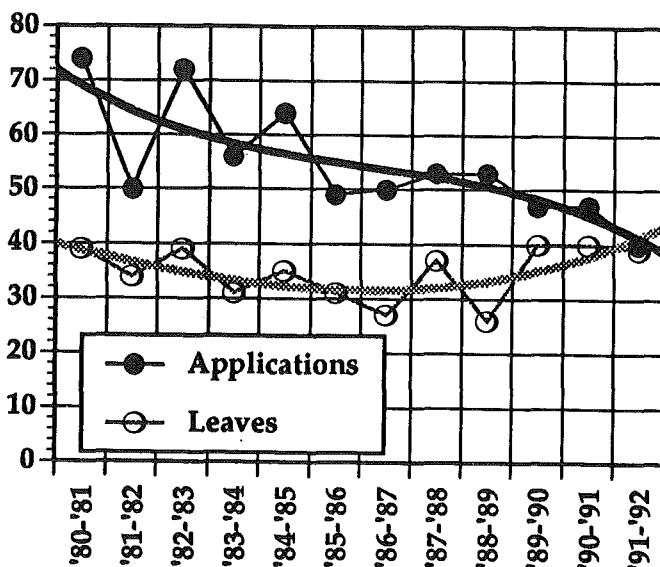
stake.

We have been partially successful, I think. If the water isn't crystal clear, it's no muddier than it was in May. As noted above, in spite of our campus's UPS 260-102, the new MOU does not require that all eligible applicants be awarded sabbaticals. It is now clear that the administration will not elect to be more liberal than the MOU. For while faculty on sabbatical will no longer cost the CSU what they used to in dollars, there are clearly other incentives for administrators to limit the number of leaves under the new system. The President is entitled to defer, and apparently even to deny, some sabbaticals; he need grant but 30 for 1992-93. Ranking of some sort will clearly occur on an administrative level.

The Leaves Committee would be highly irresponsible to do any less than conduct its usual careful review, even though the reason for doing so is now quite different than it used to be. The contract empowers the Leaves Committee not only to rank proposals but to recommend that some not be granted. But as chairperson, I will suggest that until the Senate has voice a contrary sentiment, the Committee should honor campus tradition and recommend all of the ranked applicants. In any event, the President does appear to have new authority in the MOU to deny applications on qualitative grounds, regardless of the Leaves Committee's inclinations.

On the surface, things may proceed this year much as before. Faculty will apply, we will review, rank, and recommend, and the President will grant some, as he denies or defers others. The number of CSUF faculty on sabbatical in 1992-93 may not differ much at all from the number on leave this year. But the contract has dramatically altered the subterranean of our actions, and has made likely some regrettable consequences for the

Professional Leaves Applied for and Funded



Although the number of leaves funded has remained fairly constant for the last 12 academic years, the number of applications has dropped.

This trend may be due to the fact that faculty are feeling more and more pessimistic about their chances of being granted a sabbatical.

curriculum and for the spirit of collegiality in departments. I don't think I'm just being cantankerous in my critique of the MOU; if I am, I have plenty of company among those who evaluate CSU sabbatical proposals. I have just surveyed opinions and practiced on other campuses in the CSU system. Of the several responses I received from all over the state, some expressed only uncertainty about the new sabbatical policy; a few administrators voiced approval, and most said, without qualification, that the change was *not* an improvement.

The new contract will soon be old, and at the end of two years it will be retired. Getting sabbatical replacement money restored then or anytime soon is an unlikely goal. We would salvage something valuable, though, were this regrettable feature of the new MOU to prompt us to look anew at sabbaticals in general, beyond the issue of the surrendered replacement funds. Such a fresh consideration should be in close accord with the actual needs, desires, and capabilities of CSUF faculty, be cognizant of likely fiscal realities and also be informed by historical and contemporary comparisons.

## The Nature of Sabbaticals

According to one rendering of Creation, God took the first sabbatical—and He used it for rest, not research. American universities have tended to expect more of their professors. It is no coincidence that sabbaticals entered American higher education in the late Nineteenth Century, when universities in the United States were stressing published faculty research as never before. Linking the emergence of sabbaticals to the contemporaneous birth of learned societies, journals and university presses, one historian has observed that the new leaves with pay were “to facilitate all this publication, [and]...to further de-emphasize the teaching function.”<sup>2</sup>

Harvard granted the first sabbatical in 1880, and only nine other universities had joined Harvard by the century's end. Twentieth-century growth was slow but steady; by 1920, 71 institutions had sabbaticals. Though the 1912 *Cyclopedia of Education* saw such leaves as “first for rest or pleasure, and second for research or study uninterrupted by teaching,” it seems clear that initiating institutions had quite concrete goals in mind.<sup>3</sup> Times change and places differ, and I am certainly not urging that we be bound by something resembling the sort of “intent of the framers” logic that Robert Bork would, at least selectively, have the Supreme Court follow. The origin of sabbaticals is worth knowing, if only to measure our distance from those times and settings. What Harvard did in 1880—or 1980—need hardly bind us here today. We aren't Harvard, a not altogether lamentable fact, so perfectly obvious it seems absurd to note it—except as a reminder to some of those hereabouts who would determine the worthiness of their colleagues.

After a slow start, the number of places granting sabbaticals eventually grew apace, so that by 1982, sabbaticals were found at nearly all American universities, and 84 percent of our four-year colleges.<sup>4</sup> Not surprisingly, institutions strongly stressing research and publication by faculty not on sabbatical have tended to expect more of the same from those on leave. Schools with a greater concern for teaching have tended to expect a clear relationship between the leave and the classroom. Certain places have recognized and promoted the sabbatical's potential to relax, rejuvenate, and redefine, not necessarily expecting results as tangible as a publication or a new course. Some institutions have pragmatically even seen sabbaticals as an opportunity for faculty in areas of decline to look for and train for new lines of work, including employment outside the academy.

The most common characteristic of sabbaticals in contemporary America seems to be the expectation that some sort of specific, but not necessarily tangible, benefit will result, a benefit that can be forecast in a proposal and demonstrated in a post-leave report. Institutions have varied in their definitions of “benefit,” with some being strikingly creative and broad-minded. Even Glenn Dumke, not a renowned visionary, once wrote that a sabbatical should be for “travel, special study, writing, or just plain recreation. It defeats its purpose—to refresh, enrich, and relax the individual—if it is spent in another similar educational assignment.” But rare has been the place where faculty simply take off. In a recent survey of 25 distinguished Midwestern liberal arts colleges, Ohio Wesleyan—where faculty had but to tell the dean when they would be gone—was the exception that proved the rule.<sup>5</sup>

The version of UPS 260-102 recently in force at CSUF rests on a shaky premise when it promotes an absolute right to sabbaticals by insisting that “most reputable institutions” grant sabbaticals “automatically as a reward for past service and as an incentive for continually improved service...” Neither the historical record nor current practice confirms this unqualified claim in our own sabbatical document. A recent national survey funded by the NSF and NEH found sabbaticals granted automatically at only 8 percent of the nation's public universities and just 10 percent of the private ones. Admittedly, sabbaticals were “semi-automatic” at another 38.6 percent of public universities, an undefined procedure but surely a more liberal arrangement than has prevailed here. However, nearly half of the public universities (46.6 percent), which surely included some “reputable” ones, only awarded sabbaticals competitively.

One may continue to support the idea of an absolute right to sabbaticals, of course, regardless of how many schools honor the prerogative. But is it really excessive to require colleagues to express their plans for leaves and later to report on their doings? Would only



"disreputable" places do such a thing? Whether replacement money is ever restored or not, it seems likely that there will continue to be some sort of contest for sabbaticals for a very long time, and perhaps that's not such a bad idea. We might truly improve the process of granting sabbaticals. Herein we have much to learn from what is done elsewhere, were we to refine our conception of the contest and our enunciation of the rules of the game. What we at CSUF might profitably reconsider is the very purpose of sabbaticals and hence the sorts of proposals that applicants might submit.

Because the right to sabbaticals was not honored by unlimited replacement money, thereby introducing competition, our UPS 260-102 technically refused even to call the leaves "sabbaticals," revealingly substituting the designation "Competitively Determined Research and Study Leaves." If we are not to receive leaves automatically, if there must be a contest, must we not then resort to largely quantitative and tangible considerations in assessing a colleague's past record and future plans? If this logic sounds familiar, of course, it's because it was the same rationale that guided (or misguided) the personnel process here for over a decade.

I believe we on the Professional Leaves Committee owe our colleagues more subtlety in our consideration of their past performance and their plans for a sabbatical. Whether we should be tenured or promoted largely in terms of research accomplishments easily measured is quite another matter. My point is that the Leaves Committee is not an arm of the Personnel Committee, no matter what that group is about. I mean not at all to derogate those colleagues whose splendid in-service records overflow with publications all seemingly in anticipation of a sabbatical devoted to production of more of the same. I am simply suggesting that sabbaticals might quite properly be used for several sorts of purposes, research for publication prominent, but not paramount, among them.

At least during the time of my service on the Leaves Committee (I was elected in 1989), sabbatical applications have nearly all contained proposals involving research well under way with publication (or analogous public presentation) asserted to be likely and imminent. Much of this research has been impressive indeed; one of the genuine pleasures of service on the Leaves Committee is to learn in some detail of the important research being conducted here by some truly promising or already eminent colleagues.

Were we to broaden our notion of a sabbatical's purpose, we might not only receive more enthusiastic and potentially rewarding proposals, we might see more people applying. For reasons not wholly clear, a shockingly small proportion of eligible CSUF faculty, only about 10 percent, has been applying for sabbaticals in recent years. That's half the proportion of eligible recent applicants at Long Beach State, one third of that at San Francisco State, and about the same as that

at Dominguez Hills, according to my survey.<sup>6</sup>

No doubt sabbaticals can never be for all, and perhaps they shouldn't be, even in paradise. One study with authoritarian leanings suggested that since sabbaticals are so worthwhile, faculty should be required to apply or else explain themselves.<sup>7</sup> One need not endorse that sort of approach to urge that the granting process ought to be made to engage more than a tenth of us. Perhaps, broadening the purpose of these leaves to include professional renewal, re-training, improvement of teaching techniques or even rest and recuperation after a period of great productivity would be helpful.<sup>8</sup>

1. CFA, "Yes, Virginia, There Will Be More Sabbatical Leaves," May 1991.

2. Frederick Rudolph, *The American College and University: A History* (New York: Alfred A. Knopf, 1962), p. 407. See also John S. Brubacher and Willis Rudy, *Higher Education in Transition: A History of American Colleges and Universities, 1636-1976* (New York: Harper and Row, 1976), p. 190.

3. The *Cyclopedia* is quoted in David G. Marker, "Faculty Leaves," *New Directions for Higher Education* 41 (March 1983), pp. 27-46, p. 37.

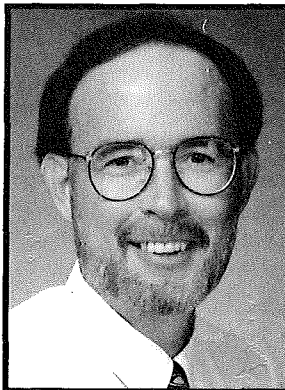
4. Charles J. Anderson and Frank J. Atelsek, "Sabbatical and Research Leaves in Colleges and Universities," American Council on Education, February 1982, p. v.

5. See Dumke et al., *The Faculty in Higher Education* (Danville, Illinois: Interstate Printers and Publishers, 1973), p. 25.

6. Anderson and Atelsek, p. 23.

7. I have no comparable national data. We do know, though that in 1979-1980 over 6 percent of the country's entire humanities faculty was on sabbatical. *Ibid.*, p. 5. And in the mid-1970s one out of ten eligible faculty at the University of Utah, disproportionately in the humanities and social sciences, took sabbaticals. H.P. Bluhm, "The Sabbatical Leave Plan," *Improving College and University Teaching*, 1976, vol. 24, pp. 207-209, cited in Darwin D. Hendel and Jeanne Solberg, "Sabbatical and Leave Experiences of Female and Male Faculty at a Large Research University," paper presented at the 1983 Annual Meeting of the American Educational Research Association, Montreal, April 14, 1983, p. 4.

8. A.W. Eberle and R.E. Thompson, *Sabbatical Leaves in Higher Education* (Indiana University: Student Association of Higher Education, 1973), cited by Hendel and Solberg, p. 4.



John Ibson, Ph.D., Brandeis University, a professor of American studies, he chaired that department from 1977-83. He teaches courses on ethnicity, 1960s America and humor. His book on Irish-Americans, "Will the World Break Your Heart?," was published last year. He was elected at large to the Professional Leaves Committee in 1989 and has chaired it since 1990.

# Teaching by television: can CSUF catch up?

George Mastroianni  
Communications

Interactive Televised Instruction (ITI) provides a way of extending a regular university course taught in a studio-classroom on our campus to one or more distant learning sites. It is "interactive" because students participate in discussions and question the instructor through a telephone or other audio link to the studio-classroom.

An ITI class is very much like a regular course with some minor modifications in course design and technique to accommodate the unobtrusive cameras in the classroom and the students viewing by television. The professor keeps the unseen students in mind and includes them in discussions and elicits their questions. Eye contact with the distant learners is maintained by looking into the lens of the camera positioned in the back of the studio-classroom.

Instead of writing on the blackboard, instructors use felt-tipped pens and construction paper on a desk, so that an overhead camera can capture a clear, legible image. On some campuses, soon to include our own, electronic graphics replace what is normally seen on the blackboard. This is usually the extent of added television production values involved in these inexpensive televised lectures.

There is no requirement that the instructor visit the distant classroom to meet the students there. He may never learn what they look like. But if a CSUF television teacher feels the need, there is no reason, other than convenience, why faculty and students should not get together.

Some special equipment is required for ITI. CSUF has had one studio-classroom in operation for more than three years. A second one has just been completed, but will not go into use until next semester. Both are situated in the basement of the Library.

The "Titan Interactive Network" was established by Extended Education for the purpose of distributing courses by cable and by microwave to area highschools. We have a channel interconnected with a consortium of five CSU campuses in southern California. The FCC recently approved the university's use of four addi-

tional channels. These, transmitting from Modjeska Peak (the older arrangements operated via Mount Wilson) can send additional courses out into Orange County.

The development of CSUF's Mission Viejo campus has further stimulated our teaching by television. The possibilities of providing regular campus courses to relatively small groups of MVC students are obvious. The range of offerings in the South County could be greatly broadened in this way.

Students at Mission Viejo sit in a classroom with a graduate assistant who handles attendance, distributes papers, administers tests, tunes in the television set and makes sure the audio connection is activated. While it is possible to offer these courses without full-time supervision, there should be some arrangement to ensure that the set is tuned in and that the students have communications with the main campus.

In fact, however, we have not made use of our facilities for ITI to the extent that might have been hoped. Programs have gone out to selected students in area highschools so that they may receive college credit, but the numbers involved have always been small. During the present semester, this program has been abandoned.

We do send courses to MVC, but not as many as we could. Last semester, three were provided in this way. We have never sent more than the present five.

We have the capability to beam courses to work places in Orange and Los Angeles counties, so that

## 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; Sandra Sutphen, Political Science; Alexandra Jacobs, Graduate Assistant

employees could take them in the most convenient setting. So if CSUF wanted to offer one of its engineering courses by television, clients at McDonald Douglas could enroll and see it without travelling to campus. However, we have yet to do much of this kind. We have conferencing capability via satellite, but do not use it much.

CSUF has probably spent about a quarter of a million dollars on preparing itself for ITI. This is a substantial sum. Are we getting the proper return on our investment, considering how few classes we are offering through ITI?

CSUF has been slower than other CSU campuses in moving into ITI. Sixteen CSU campuses have microwave technology serving distant sites. Twelve have communications satellite capability, and so can distribute courses through the country and even to other parts of the world.

CSU Chico, for example, sends out undergraduate and graduate courses in forty disciplines by microwave. Further, it distributes courses to sixteen corporate clients in California and ten other states. San Diego State broadcasts live instruction to Mexico and Canada. Is it time for us to get more deeply involved in this arena?

#### Teaching Effectiveness

Research tells us that televised instruction is an effective way to teach. Hundreds of studies from the late 1950s on report that students do as well or better via television than those in a traditional classroom do. Maureen P. Gibbins<sup>1</sup> reports studies which show that all forms of televised instruction, including ITI, are as effective as face-to-face teaching. At Stanford, 16,652 students taking traditional on-campus courses had a mean GPA of 3.40, while 1,771 students who learned through ITI had one of 3.39. Studies at Arizona State and the University of Maryland also report virtually no difference in the mean grades of traditional and ITI students.

At Cal Poly, Pomona, the responsible administrator reviewed the reactions of high school students who had taken an ITI course: Students had a very positive experience... They felt the instructor was friendly, good and fair, that the course was not as hard as they had expected, and they were very involved in the course.<sup>2</sup>

At Chico there has been no formal evaluation of the effectiveness of ITI, but the responsible administrator observes that the distant learning student is the more committed student. They are usually adults, with a stronger commitment to learning which leads to better grades.

At CSUF, little formal evaluation has been undertaken. However, Julia George (Nursing) notes that to date there has been no significant difference between the mean course grades of the traditional and the dis-

tant students.

#### Faculty Compensation

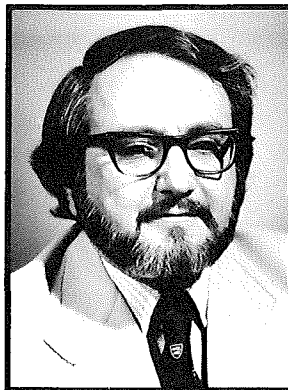
To date there is no system-wide CSU policy about how faculty are compensated for teaching via television. In some cases when an instructor is giving a tv class simultaneously with an on-campus state-supported one, the additional students are simply included in the total enrollment, and there is no additional compensation. Some campuses reward the offering departments by augmenting their faculty position allocations. If the additional ITI enrollment is large enough, some campuses like Dominguez Hills offer the instructor an additional three units of teaching credit.

When the courses are supported by student fees, even if the course is being offered also on campus, it is more likely that the instructor will receive an additional stipend. For the corporate courses offered at Chico, for example, each faculty member receives \$3,000 per class, and an additional \$100 per student for any enrollees in excess of 25.

In many courses which are supported partly or entirely by student fees, money may go to the department. This may in turn go to a graduate assistant, who helps out at the distant sites. At CSUF, the Mission Viejo budget has supported such persons.

In conclusion, it may be said that instruction through ITI is of proven value, and that any problems occasioned by the use of this new technology are soluble. The outstanding question now is how willing we are to employ this new mode of instruction. §

1. *The Effectiveness of Technology Applied to Instruction: A summary of the Research Literature* (1989).
2. In *Polynet Presents* (1990).



*George Mastroianni, professor of communications, served as coordinator of the radio-television-film sequence from 1968, when he joined the faculty, until 1991. He has his BA from Penn State where he assisted with early instructional television programming from 1955-57, and his graduate degrees from Syracuse University. He has worked professionally in commercial and non-commercial radio and television.*

# *In front of the cameras*

## *But, is it teaching?*

### Point

**Ted Smythe**  
Communications

A professor faces enough problems in teaching without deliberately exacerbating the situation, but in retrospect that's what I did when I volunteered last fall to teach history and philosophy of American mass communications to the Mission Viejo Campus via television. If I had known then what I know now, I probably still would have done it, but that illuminates my mental aberrations more than it does the pros and cons of teaching via television. In fact, I'm teaching the same course to two MVC sections this fall.

Let me quickly describe the kind of course I teach, and then discuss the pitfalls and pratfalls that have occurred. The history course is a lecture course, with a textbook and a compiled reader of about 43 articles, all of which are required. I use overhead transparencies to outline lectures, handouts to emphasize issues or points, study guides for the readings, and slides and videos to illustrate incidents or processes. I've taught the class ever since I arrived on campus in 1963, though no one from that year would recognize it today.

What are the pitfalls? Eye contact is a problem. One teaches to students in the studio as well as to MVC students via TV. Eye contact with one group means loss of eye contact with the other. It's a conundrum.

The MVC students must be "contacted" within the first 10 minutes of class or they mentally switch to a "TV-watching" mode, which means noninvolvement. In other words, don't count on their involvement later in the period if one hasn't established emotional and mental contact in the first 10 minutes. At least that's what good distance teachers tell us. That "fact" does restructure one's approach to a class. I learned this only after I had been teaching via TV for four months.

One also should alter the presentation of content or re-establish "contact" every 10 to 20 minutes. That has caused a fundamental restructuring of my course—a process likely to continue for several years.

One needs to visit the MVC students. They need to see a "live" instructor and know that one cares enough to send the very best—oneself. Since we don't have two-way television, it means other arrangements must be made for the studio students while one is at MVC. It also means the instructor's schedule must allow for the extra time required for travel, etc. One cannot use transparencies but must instead redo everything so it can be "shot" from an overhead TV camera—either by

### Counterpoint

**David Gjestland**  
Political Science

Despite vigorous objections among academic faculty as another blow to academic excellence, to the Socratic method of teaching, and to faculty security there has been a growing demand for televised classes.

Severe budget constraints have placed tremendous pressures on universities nationwide to find efficacious methods of dealing with the shortage of funds while at the same time providing equal levels of quality education for ever-expanding student bodies.

In the end, administrators chose all three. Initially, class sizes were increased and part-time faculty were hired to meet the boost in demand for courses. But recently, enrollments have in fact been restricted through increased fees and other measures such as early declines for application and by rejecting transfer students.

Still the search presses on for new methods or approaches to teaching, all of which has led to the introduction of televised teaching.

My department chair asked me if I would be interested in teaching a televised section of our introductory American government course. I agreed with some enthusiasm, mixed with trepidation—would I be able to present the course effectively over "live" TV? I have now taught the course for six semesters over the past three years. Much to my dismay, I discovered only during the last term of teaching the course that a training program was available to guide faculty who teach on television.

The class was televised in a basement studio of the library where a regular class of 40 students met as it was transmitted to several high schools in the area. This "interactive" television allowed the high school students to speak directly to the studio class through a telephone hook-up. So while the high school students could receive the televised signal and audio, we in the studio could only receive the audio from them.

It was anticipated that about 12 high school honor students would enroll in the course and gain college credit thereby. However, due to conflicts between the times scheduled for high school courses and CSUF courses, the most that ever registered were five or six high school students—a total of about 20 over three years.

Since one cannot see the remote students, I had to take roll if I was to know whether they were out there—and since they quite often weren't, this got things off to

## Point...

writing with a white grease pencil on black paper or by preprinting large typed outlines on colored paper. Once should also be sure to use a horizontal format for the TV screen rather than the vertical format of the overhead transparency. That required a complete revision of course materials, even if it did not affect course content.

There are other pitfalls, but let me instead mention a couple of pratfalls—mistakes that appear on camera or in the “headend” or production room. Last fall the lapel microphone kept falling from my shirts. The clip wouldn’t hold on slick cloth. This year they’ve attached a “stick pin.” It perforates the shirt but it holds. One can imagine, however, what a falling mike sounded like to MVC students, and students remembered it. On the evaluation sheet one commented: “Smythe can’t even keep a lapel mike on.”

One day I wanted to show a videotape, making sure students had a study sheet with points they should consider while viewing the tape. Unfortunately, the tape was NOT recorded in Standard Play (SP) and the “professional equipment” in the headend plays *only* SP. I had sense enough earlier to ask whether the technicians could run slides or film (they couldn’t then and they can’t run film now) and half-inch VHS (they can), but it hadn’t occurred to me to check on the speed. Needless to say, I was scrambling and fumbling trying to fill in for a missing videotape.

Students tend to blame the professor for these things—after all, it’s the professor’s class and he’s the one who is evaluated. I have *never* had such low evaluations as I received last fall from MVC, despite the evaluations from the studio class. It is sobering, to say the least.

Is it worth teaching via television? My answer is yes. It meets a need in the department, university and area (we keep cars off the road). My MVC students last fall did better on tests than those on our campus (they may have been smarter, I don’t know), so they certainly learned as much. And I learned a great deal about distance teaching. I went through a steep, elongated learning curve that still hasn’t flattened out, but I am learning and I believe what I’m learning benefits all areas of my teaching.

And that, in the final analysis, is my caveat: distance teaching via television will be discouraging in many respects; equipment is not yet adequate for the task either on campus or at MVC; technicians need training by the TV-Multi-Media Center, and a host of problems still remain. But, as Samuel Johnson said about hanging, teaching via television has a tendency

## Counterpoint...

a somewhat negative start. Their absenteeism may not have been entirely their fault, because their classes did not break at the same times as ours.

In theory, the remote students could ask me questions—but how many high school students would feel able to press the button and interrupt a class they had never seen? In addition, technical difficulties with the microphone often hampered their ability to contact me, so I hardly ever heard from them. Any socializing outside the classroom—something I like to encourage—was, of course, out of the question.

The presence of the camera was inhibiting. I tend to prowl around on the podium while lecturing, and sometimes realized, with a guilty start, that I must have been off-camera. I try to develop some closeness with my class; the knowledge that I was on TV, anybody might be watching, inhibited that. If I threw in an occasional joke, it would have been nice to hear people laughing—but, of course, the “interactive” link remained mute.

There was supposed to be supervision at the various high schools, but in practice, there often wasn’t—hardly surprising with such small student groups and an overworked teaching staff. I’ve no idea how those kids behaved, or whether—after I had taken roll—they were there at all.

Getting examinations proctored was an uncertain business. I eventually learned that the high school teachers were somewhat resentful at having a few of their brightest and best students pulled out of their classes so that they could be exposed to a “real professor.”

Was this valuable for the high school students? I doubt it. Selected because they were academically advanced enough to do college work, they, in fact, got rather poor grades.

The program is seen as a recruiting device for CSUF; I fear it may have the reverse effect. Ask yourself how much you would enjoy spending 50 minutes watching a talking head delivering a monologue on your television, interrupted only occasionally by an unseen audience. Rather than stress the interactive link which most students aren’t going to use, it might be better to show professionally produced programs.

Television surely can be a valuable educational tool, but I doubt that this is possible in the format CSUF seems committed to. We have all, I’m sure, seen programs on public television or even on the commercial networks and thought, “I wish my students could have seen that.” Since the program probably cost many

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# CSUF needs Asian studies program

Mary Kay Tirrell  
English

In last spring's issue of *Senate Forum*, Dr. Son Vo urged the establishment of a Vietnamese studies program at CSUF, and Dr. Jesse Owens Smith, of the Afro-ethnic studies department, took the opposite position. I want to express my disagreement with some of Dr. Smith's arguments, and to offer some further support for an Asian-oriented program.

An article in the *Chronicle of Higher Education* (April 10, 1991) noted that the history of Asians in America has largely been ignored in traditional histories. Further, that history has undergone radical changes in the last 25 years, for the majority of Asians now in the United States are not long-time residents but have immigrated since 1965. Yet CSUF offers no course which deals with the history of Asians in America.

The Afro-ethnic studies department lists 18 courses specific to the Black experience in America and Africa. Pacific Rim studies, the only campus program for those wishing to study Asia, offers a number of general courses (e.g., peoples of Asia, martial arts of Asia) as well as some courses specific to China and Japan. However, other ethnic groups in the Pacific Rim are ignored, including the Vietnamese who are having a great impact on Orange County.

Dr. Smith's implicit argument is that departments which are rooted in cultural studies are only valid for the smallest minorities on campus, not for a rising minority. If I follow his reasoning, Dr. Smith maintains that as the largest minority on campus, Vietnamese students do not need or deserve courses in their own culture. Specifically, he argues against Vietnamese studies based on what he terms the Americanization which the Vietnamese have enjoyed since coming to the United States, something which African-Americans have not been privy to. I'm not sure how he is using the term Americanization, but part of the definition includes what he describes as the "relentless subsidies (i.e., welfare) to help [the Vietnamese] get adjusted to their new environment." In fact, Dr. Smith describes these subsidies as "awesome."

An article in the *Los Angeles Times* (April 29, 1990) indicated that most Vietnamese refugees live in poverty and have the added disadvantages of not speaking English or of understanding American culture. The stereotype of the rich, well-educated Vietnamese is therefore not generally applicable to that population. Many Vietnamese students on this campus would agree with the evidence presented in the *Times*.

Dr. Smith further contends that Vietnamese students are free from problems of stereotypes "which retard their growth and development." Yet I have neighbors who tell me they would never sell a puppy to a Vietnamese because it would end up on the dinner table. Or they view most Vietnamese young people as members of murderous gangs. Dr. Smith also implies that the "cooperative value system that focuses on the importance of working together as a group and as a family" gives the Vietnamese an unfair advantage over American Blacks who "have internalized the American value system, which focuses on individualism." (Is this internalization not a form of "Americanization"?)

Recently and often, President Bush has spoken proudly about putting the "Vietnam Syndrome" behind us after our victory in Iraq. That alone argues eloquently for more courses specific to Vietnam so that we can begin to understand its history, culture and language in a broader context. We also need more courses that focus on studies of other cultures in Asia. Considering the thousands of years of history represented by Vietnam, Korea and Cambodia, to name only a few Asian countries, we have much to learn. And we have much to learn about Asians in the United States, specifically in California. Little Saigon and Little Korea, only a mile or so north on Garden Grove Blvd., aren't going to vanish from Orange County. These communities represent populations and cultures who are now a permanent and vital part of our population.

An Asian Studies program or department seems a necessity rather than a nicety for CSUF. As Dr. Vo argues, it will allow for communication; it will meet students' needs; and it will provide an archive for the diverse Asian cultures in Orange County. All are equally necessary for Black, Chicano, Vietnamese and other minority students. §



Mary Kay Tirrell is a Professor of English. This summer she attended an English as a Second Language Conference. She is a co-sponsor of CSUF's Vietnamese Student Association and volunteers her time at the Immigrant and Refugee Center in Garden Grove.



# Asian studies program unnecessary

Ronald Hughes  
Sociology

I have read and carefully reflected on the articles by Drs. Son Vo and Jesse Owens Smith which appeared in the *Senate Forum* last spring. The topic was whether the university should establish a Vietnamese or Asian Studies program. My response to these arguments requires a brief account of the genesis of ethnic studies at CSUF. My experience with this has convinced me that the needs and problems of Black, Hispanic and Native American students on the one hand, and those of Asian (especially Vietnamese) students on the others are significantly different.

When I first came to California State College, Fullerton (as it was known at the time) in 1967, I found myself to be one of 12 African Americans in a student body of about 9,000. Like most of my fellow Blacks, I was on an athletic scholarship. It was this absence of minorities which convinced me that some special minority recruitment and service programs were needed. Paradoxically, it is the large numbers of Asian students already here which is advanced as a reason for establishing a special program for them.

I was part of a small group which approached President Langsdorf and Vice President Shields about an effort to recruit more minorities. We found both these administrators to be entirely supportive. A federal grant was soon obtained to fund the "New Educational Horizons" program. By the summer of 1968, we were out in the community, preaching the values of attending Cal State to mainly minority high school audiences. No one, of course, needs to preach to the Vietnamese community about the virtues of higher education; they are already converts to this view, and are appearing on this and other campuses in large and steadily increasing numbers.

Once here, minority students complained that there were no courses directly geared to their needs and interests, while the contributions and accomplishments of their own racial groups were often ignored in regular courses. Such concerns led first to student-faculty retreats and discussions, and ultimately to the establishment of an ethnic studies department, which too, place in 1970.

The history of African, Hispanic and Native Americans is essentially a part in the larger picture of American history. Asians arrived after these groups, with the great Vietnamese influx taking place only in the last 20 years. The mission of ethnic studies is to compensate for the way in which the more traditional disciplines have so often ignored the roles played by minorities. This does not apply to the recently arrived Vietnamese.

When I entered college here, my background and experience were far from those typical of Blacks. My grandmother and my great grandmother were both teachers. My father was an M.D.; my two brothers followed him into that profession. My two sisters both have master's degrees. My family, in short, was comfortably middle class, and always placed the highest value on education.

Most African American families, sadly, have no such tradition. Nor do Hispanic or Native American ones. To attend college seems to many minority people an almost unimaginable goal. But the opposite is true of Asians, who are rapidly becoming the largest ethnic group amongst entering freshmen in Orange County.

I did not encounter significant racism on the Fullerton campus. The Fullerton community was something else. I, like other Blacks, found it virtually impossible to rent here. I eventually found myself commuting to campus from Compton. I know that Vietnamese have encountered prejudice here, but I do not believe that the breadth and intensity of this hostility approaches what the longer established American minorities faced for more than a century.

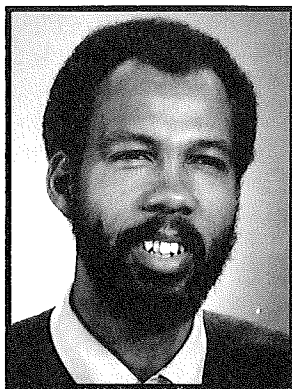
African, Hispanic and Native Americans were in large measure ground down by the dominant Anglo majority they faced for so long. By and large they have remained in the working or lower classes, without property, lacking useful job skills and, most importantly, without a culture supportive of educational or economic aspirations.

The Vietnamese refugees, by contrast, although many were 'boat people' who arrived here with virtually no material goods, were predominantly well-educated and middle class. Had large numbers of peasant farmers found their way to the United States, the problems might have been different, but they did not. Young Vietnamese, therefore, do not need role models in the way that young Blacks or Hispanics do. They already have the background and attitudes and family support which will put them on the road to success. Providing role models is one function of an ethnic studies department—one function which does not apply to Vietnamese.

Does a proposed Vietnamese or Asian studies department meet the criteria which led to the establishment of the older ethnic studies units? I contend that it does not. Let me carefully substantiate my position on this subject. Ethnic studies programs were established to provide accuracy and corrective depth concerning the experiences and achievements of minorities in American society. This is not germane to the Vietnamese. They were to provide an atmosphere of inclusiveness which would assist in the recruitment and retention of

minority students. Asian students have no need of this. Nor do the Asians need the paradigms which faculty in such programs can provide.

The unique needs of Vietnamese and other Asian students should be addressed. I contend that the university should tackle this problem through its multicultural approach. Appropriate courses should be offered, but there is little case for setting up a separate department. Indeed, there seems to be little sentiment for it amongst the Asian students themselves, who are certainly numerous enough to make their presence felt if they hold deep convictions on such matters. §

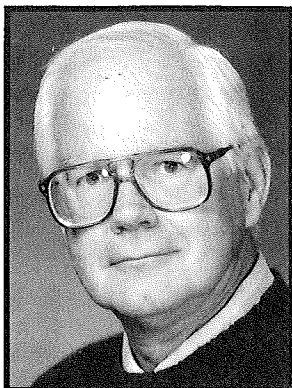


*Ronald Hughes came to CSUF in 1967 as an undergraduate. He received his B.A. in sociology in 1969 and his M.A. in 1970. He also earned an M.A. in social psychology in 1972 at UCLA, and he received his Ph.D in sociology from UCLA in 1977. He has taught at CSUF for 19 years and is currently chairman of the department of sociology. Dr.*

*Hughes teaches courses in sociology and child development.*

## Point...

to focus one's attention. And that benefits all teaching. Why else would one revise and restructure a course, from content to presentation? Because the results are worth the irritations. And the irritations will disappear, I hope. §



*Ted Smythe is a professor of communications. He has been at CSUF since 1963. His specialties are history of mass communication and international communication. He is currently teaching his history class to students at the Mission Viejo Campus via television and plans to offer the televised course again in the spring.*

## Counterpoint...

thousands of dollars to create, it is hardly surprising if it is more exciting to watch than a typical professor doing his thing.

Yet, we shall probably persist with the program as it is. CSUF has invested quite a lot of money in equipping its studios, etc. Televised instruction provides an easy way of increasing available classes at Mission Viejo. Faculty may anticipate copyrighting tapes of their own performances, visions of future royalties dancing before their eyes, though it might be more prudent for them to wonder if, when a large tape collection has been built up, they or their colleagues might become surplus to the operation.

But the real push will come from administrations anxious to cut costs. This was admitted by the Chancellor's Office: Administrators in the CSU are interested in video technology as a means of reducing costs and increasing productivity. Educational quality is not the aim. Maximizing FTE while keeping down salary costs is the name of the game.

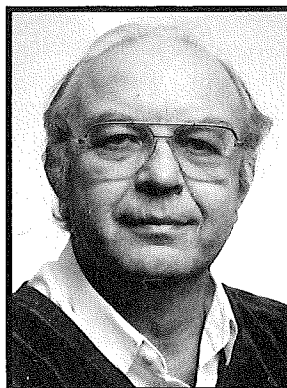
All this has led to the saddest and potentially most damaging development: the sharp decline in learning environment.

Already, a great divide separates faculty and students. No dialogue can take place in classes of 100, 200 or 500. students With televised classes the tie between student and faculty is completely severed.

As for stimulating critical thinking and analysis under these conditions—it's impossible! Teaching is reduced to providing facilities for rote learning. Testing becomes dependent on multiple-guess, machine-graded exams.

Surely we can rely on television's wonderful devices as teaching aides, as supplements to classroom instruction. Even more surely, we must curtail its use for purposes which hinder attainment of our objectives of quality education.

We cannot afford to restrict or inhibit the learning process with these devices just because it may provide cheaper education. Of what value is a cheaper education if less and less is learned? We must invest in quality education. Our future and that of our children depends on it! §



*David Gjestland was raised in South Africa and came to the United States in 1960. He received his Ph.D from UC Santa Barbara in 1982. He has been at CSUF since 1984. Dr. Gjestland specializes in American politics and public administration. He has taught six semesters of classes through the Titan Interactive Network (TIN).*

# Rank should have its privileges

**Emmett Long**  
Speech Communications

What is the significance of being awarded emeritus status upon retiring from the halls of academe? What does it mean to the awardee? The institution? One's colleagues?

These and other questions were presented to me by the Faculty Affairs Committee of the Senate when they asked me to summarize the questionnaires returned to them from a survey of institutions of higher education on policies regarding the awarding of emeritus status. This is what we found (quoting from the committee's report):

"In a survey of sixty-six universities across the United States conducted in the Spring of 1990, it was found that all of them granted emeritus status to their faculties. However, emeritus status is sometimes denied by 46 percent of the universities surveyed. The majority reason for denial, 55.2 percent of the time, is departmental denial, with administrative denial used 17 percent of the time. Most universities give more than lip service to the status, most often access to the library, but also office space (sometimes only if available) and free parking. Some institutions also grant most of the same privileges to emeriti as regular faculty enjoy, e.g., discounts to campus events."

On the basis of this survey and further reflection, I came to the conclusion that (1) the awarding of emeritus status to faculty should be based on factors other than length of service, primarily nomination by one's peers; (2) the status should be accompanied by meaningful university privileges.

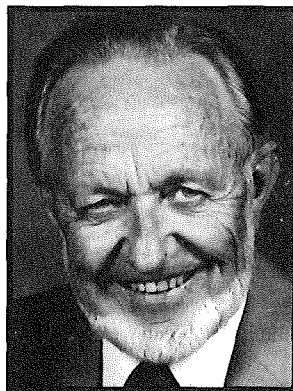
The term "emeritus" while signifying retirement from active status also carries with it recognition that the professor retired with a designation given by his peers and institution, e.g., Professor of Speech Communication Emeritus. Emeritus, therefore, carries with it a recognition that this professional title given should be kept for life. Since it was given by one's peers in the first place, it seems only appropriate that designating it as "meriting" life-long status into retirement should include an affirmation of this by one's colleagues.

In addition, the survey noted above found that a majority of universities regard the title of emeritus has something given, or at least initiated, by one's colleagues. To be sure, serving a certain length of time at a university in a certain rank should be recognized upon retirement, but most universities regard the title of "emeritus" as something awarded by the institution, rather than something that is earned merely for years of service.

Finally, though extremely rare, I can think of situations where a university might not want to accord the title of emeritus to a professor. In the survey noted above, we came across a case of a professor convicted of first degree murder late in his/her career, at about the time that person was to retire. The dilemma the university faced was whether to announce that this person was now to be given the title of professor emeritus.

I am, therefore, in support of the proposal now before the Academic Senate that would require departmental nomination to initiate the process of awarding the title of emeritus. To avoid the remote possibility that this might not occur for some retiring faculty, I would support a n addition to the document that would allow someone not so nominated to seek nomination through the Executive Committee of the Senate. In any event, I feel that emeritus status should be an award, a recognition given by one's peers, rather than simply a right based on length of service. I would hope that awarding of such a title would come routinely for all or almost all professors upon retirement. After all, the process of selection, retention, promotion and attainment of tenure means that one has not only survived as a professor, but has gone through a rigorous process of formal evaluation by one's peers along the way. It seems to me that this last act of recognition should come also from one's peers.

I also believe that the emeriti should have access to all aspects of university life on a par with regular faculty and would support amending the current proposal before the Senate to include a generic clause to that effect. The matter of free parking presently given to emeriti as something beyond par should also be continued. §



*Emmett Long is professor of speech communication emeritus. He is one of the founders of the university, having begun his career at CSUF in 1959 as director of admissions. He subsequently has served in several administrative roles at the university and in the Office of the Chancellor. In 1976, he returned to full-time teaching in speech communication and liberal studies, retiring in 1986 under the faculty early retirement program. He continues to teach in the fall semester and served the last two years as the emeriti representative on the Academic Senate. Currently, he is president of the emeriti at CSUF.*

# Searching for 'roots' of emeritus

Charles A. Povlovich  
History

There has been much discussion lately about the meaning of emeritus status. The word "emeritus" itself is Latin for "retired." Most people, looking at the word, see "merit" contained within it and conclude that emeritus rank is a special honor in recognition of merit. Some who know a little Latin have even concluded that the prefix "e" ("from") renders the whole word to mean "from, or because of, merit."

The trouble with this sort of etymologizing is that the Latin "mereo" and our "merit" have traveled different paths and acquired different meanings. In any event, the word here is the Latin "emere"; it has no exact equivalent in English, but *Cassell's New Latin Dictionary* defines it as "to obtain by service," while the participial form "emeritus" is defined as a "soldier that has served his time, a veteran."

The Latin word clearly means one who has completed his service, and it contains no value judgment regarding the quality of that service. Presumably, both a Roman legionary who fought bravely and one who fought in a cowardly fashion would both become "emeriti" if they survived to complete their enlistments.

The *American College Dictionary* defines "emeritus" in English as "retired or honorably discharged from active duty because of age, infirmity, or long service, but retained on the rolls." It gives the origin of the word as coming from the Latin for "having served out one's time." This corresponds somewhat to the Latin dictionary's rendering of the adjective "emeritus" as "worn out, finished with."

The bestowal of emeritus status on a retiring faculty member has taken on connotations of a "pat on the back and a gold watch." Actually, the professor gains nothing, and it costs the university nothing when this status is conferred. For the professor, it is merely an indication that he has completed his services. The university may even gain by getting its name on the title page of any future publication produced by this individual. It is, therefore, to the university's advantage to bestow this title on all who retire. I believe it should be an automatic process. §

*The late Charles A. Povlovich, professor of history, wrote his etymological analysis of "emeritus" in 1974.*

## Etymology irrelevant to emeritus policy

Tom Klammer  
English/Linguistics

Like the late Professor Povlovich, I believe that emeritus status should be granted upon retirement as a recognition of service, not as a special reward to an elite. However, as a student of linguistics, I question whether the etymology of "emeritus" is at all relevant in a debate about policy.

Even if the Latin origins of the word did have a bearing on the basis for granting emeritus status, Professor Povlovich's use of etymological evidence is selective. The *Oxford Latin Dictionary*, for example, provides numerous citations to support a second meaning of "emere": "To obtain or deserve (material or immaterial rewards) as the result of merit." *Webster's Third New International Dictionary* gives as the second meaning of "emeritus" the following: "retired from an office or position, esp. after gaining public or professional recognition."

Thus, even if etymological arguments are not a red herring in the great Fullerton emeritus debate, citing the evidence is a slippery business and can be made to serve the interests of either point of view. §

### EMERITUS STATUS, UPS 261.000 Highlights of the Proposed New Policy

*Recognition of service by retiring faculty shall occur in the following manner:*

*After at least ten (10) years of service at California State University, Fullerton, a retiring faculty member shall be granted emeritus status upon nomination by the department or program of appointment.*

*Emeritus status shall normally be granted after a career of active and productive service. Except under compelling circumstances, the President shall grant emeritus status after the nomination has been forwarded by the department or program chair.*

*Usually, emeritus status shall be granted in the department or program of appointment. In exceptional cases, a person who has taught extensively in two departments or programs may be granted, at their request, emeritus status in either department/program, or in both.*

# Emeritus: An automatic honor?

Julian Foster  
Political Science

Some honors bring material benefits with them. The MPPP, for example, was worth \$2,500. The Distinguished Professor award is richer still. Some faculty dislike the competitive element, but those who have won such rewards probably look on them mostly as a useful financial bonus. How many would be distressed if all their disappointed (albeit, less deserving) colleagues could enjoy similar benefits? Money is nice to have, and not because other people have less of it.

In other instances, it is the prestige which is more important: Nobel Prizes bring cash with them, but it is the award itself which is significant. It clearly says that here is one of the outstanding scientists, writers or peace-makers of the age. Presidencies of the leading scholarly societies have the same function: recognition of an extraordinary career. Some people join private clubs precisely because they know others cannot afford the membership fees, or would not be invited, even if they could. The common element here is the status is correlated with exclusivity.

What does the conferring of the title "emeritus" mean, and why is it of value? At present, it means that you have worked for the university for at least five years, and that you have retired. It carries a few modest bonuses with it. Your name is listed in the catalog and the telephone directory, which is handy, because when it disappears, people will know you are dead. Honorees are entitled to an office—but there is no limit to the number of part-time faculty, etc., with whom they may be expected to share it. It entitles you to free parking now that you don't have to visit the campus any more. It gives you membership in a pleasant social group of your fellow retirees who get together two or three times a year. Nobody is excluded—and no one, I imagine, takes inordinate pride in the title.

A plan which came before the Academic Senate in May proposes to change this. Those who are putting the idea forward believe that the granting of emeritus status should be a significant honor, a capstone to a distinguished academic career. The notion of an honorific leave-taking has, I suppose, its attractions. However, increasing the material benefits of emeritus status is not part of the proposal. Its increase in value will be dependent entirely on the fact that not everybody will get it. I am reminded of Thomas Aquinas' description of the joys of those who have attained heavenly salvation: the blessed in heaven will be able to watch the sufferings of the damned in hell in order that "the happiness of the saints may be more delightful

to them." They will rejoice not out of cruelty (of course) but because they will recognize "the order of divine justice."

Once upon a time, the decision to grant emeritus status was not automatic. In the early days of the campus, there were comparatively few retirements, and for several years, all those who departed were judged by their colleagues to be distinguished. But inevitably, the time of testing came. A luckless retiring faculty member in the theater department did not have his name put forward for the honor of putting the title of "professor emeritus" next to his name.

Well, the victim of this ploy (and his friends) had several questions: Why not? Why pick on him? Who did the picking? By what criteria? A hornets' nest of questions erupted, few of which had satisfactory answers. Emeritus status was belatedly granted to him, and it has been bestowed automatically ever since.

Mistakes are to be learned from. If we are to make this title "meaningful", it is not going to be enough merely to divide retirees into "sheep" and "goats" in some secretive or apparently arbitrary fashion. The goats will not stand for this—why should they? We will have to have some version of UPS 210, with stated criteria, committees making judgments, rights of appeal and all the rest of it.

This amounts to a gratuitous increase in workload. If part of that increase falls on the retirees themselves—the preparation of a final personnel file, for example, we may find that the title "emeritus" means that the holder bothered to ask for it; not receiving the title will mean that the retiree didn't think it was worth the trouble.

CSUF's personnel processes consume a considerable amount of time and produce a corresponding amount of tension. Their existence is justified, I think, as incentives to good performance and as a filter to weed out the occasional failure. But what would be the function of a final round of personnel procedures inflicted on faculty about to retire?

When men and women who have served the university for 20 or 30 years retire, it behooves the institution to bid them a gracious farewell. Who knows, some of them may then make it a beneficiary in their wills. There isn't an awful lot that can be done—a retirement dinner, names on the roll, part of a desk and parking if they need it. If we want to supplement this with a "meaningful honor" to some, then in effect we have to say to others: "Goodbye, thank you for your years of service—but you really weren't exceptionally good, so we're not going to make you emeritus." That's a hell of a way to go. §



**Editorial****No silver linings, please**

**Julian Foster**  
Political Science

CSU has taken a budgetary hit like never before. Administrators, faculty, students all know this from direct personal experience. But such is our congenital optimism that many of us try to pretend that the news is not all bad. This approach can involve rhetorical manouvers or more substantive matters.

According to some accounts, "we shall overcome this obstacle." My problem is that I don't know what this means. What alternatives do we have? Collapsing in front of the cuts? Filing for bankruptcy? Turning out the lights, locking up and collectively announcing that we just can't function any more?

Of course not. We will carry on. Perhaps to call this "overcoming" something, with the inspirational implications that word has carried since the '60s is okay, particularly if you are responsible for campus morale. But to make acceptance of defeat sound like a triumph of energy and willpower seems misleading to me, and it may give a false impression — that we have adjusted to our new circumstances without sacrificing quality.

One way of "overcoming obstacles" is to "roll up our sleeves." I have heard of this metaphorical exercise more than once in recent weeks — and I remain unimpressed. My sleeves have been rolled up for years, and so have those of most of my colleagues. No matter how hard one has been working, there is always someone ready to say that one could work harder — and of course that is a wonderfully easy solution to crises like the present one, since it will provide the same productivity at lower cost.

"Rolling up our sleeves" assumes we haven't been working hard up to now. "Cutting out the fat" assumes that only now are we going to become efficient. The phrase figures in another something for nothing argument, which seeks to show that the same results can be achieved for less money. If there was any fat in the CSUF, we have been cutting it out year after year. Even the *Register* doesn't seem to be using that old chestnut this year.

Then there is the "Don't think of this as a cut; think of it as an opportunity" approach. We owe this one to Governor Jerry Brown. We are exhorted to come up with innovative, more efficient ways of providing instruction. The same reasoning might welcome road accidents as opportunities for making advances in medicine. The truth is that worthwhile innovations come out of careful thought and analysis, not out of dealing with an emergency. Done properly, they are

expensive, since they need to be evaluated and examined. They involve risk, since obviously they may not work, and no one wants to take risks when they are desperately trying to balance their budgets. The only daring innovation which is likely to emerge from the present situation is to cut quality.

Mr. Dennis Campbell, Chairman of the Board of Trustees, tells us that the CSU is "entering a new and exciting phase in its growth and development." Possibly shrinkage is an exciting phase of growth, and decline a distinctive form of development. The substantive part of Mr. Campbell's message is that "we can no longer carry out our responsibility with the limited funds that we receive from the state." Hence, his goal is to "diminish our demand on the state tax dollar." The solution is to raise money from private sources to compensate for what the state will no longer provide.

This is dangerous thinking. We surely can raise more non-state money than we have. At CSUF we have been raising about \$3 million a year; but the cut was \$16 million, and we aren't likely to reach that level til some time in the next century. But more to the point, people who give money to universities normally designate particular uses — putting up a building, conducting certain research, providing scholarships for students, etc. These all involve additional activities, "add-ons", fresh responsibilities which we undertake when we accept the money. Rare indeed is the donor who simply wants to patch the holes left by state budget cuts. We are not going to be given money to rehire part-time faculty and decrease class sizes, which are our most pressing needs.

We have to tell the people of California that we cannot provide education of the quality we have done unless and until our budgets are restored. We have to keep on telling them this. If we confuse this message by saying that we have overcome obstacles, rolled up our sleeves or cut out the fat, they are less likely to understand what has happened. If we say we can make up for the budget cuts by getting private donations, the effect could be even worse. Something bad has happened to higher education in California, and it is crucial that as many people as possible be brought to comprehend this. §

*Julian Foster chaired the Academic Senate in 1966-67 and 1986-88. He was a statewide academic senator (1971-79) and chair of the political science department (1978-84). He also taught some classes (1963-present). He is now on the FERP program, and serves as the emeritus representative to the Senate.*