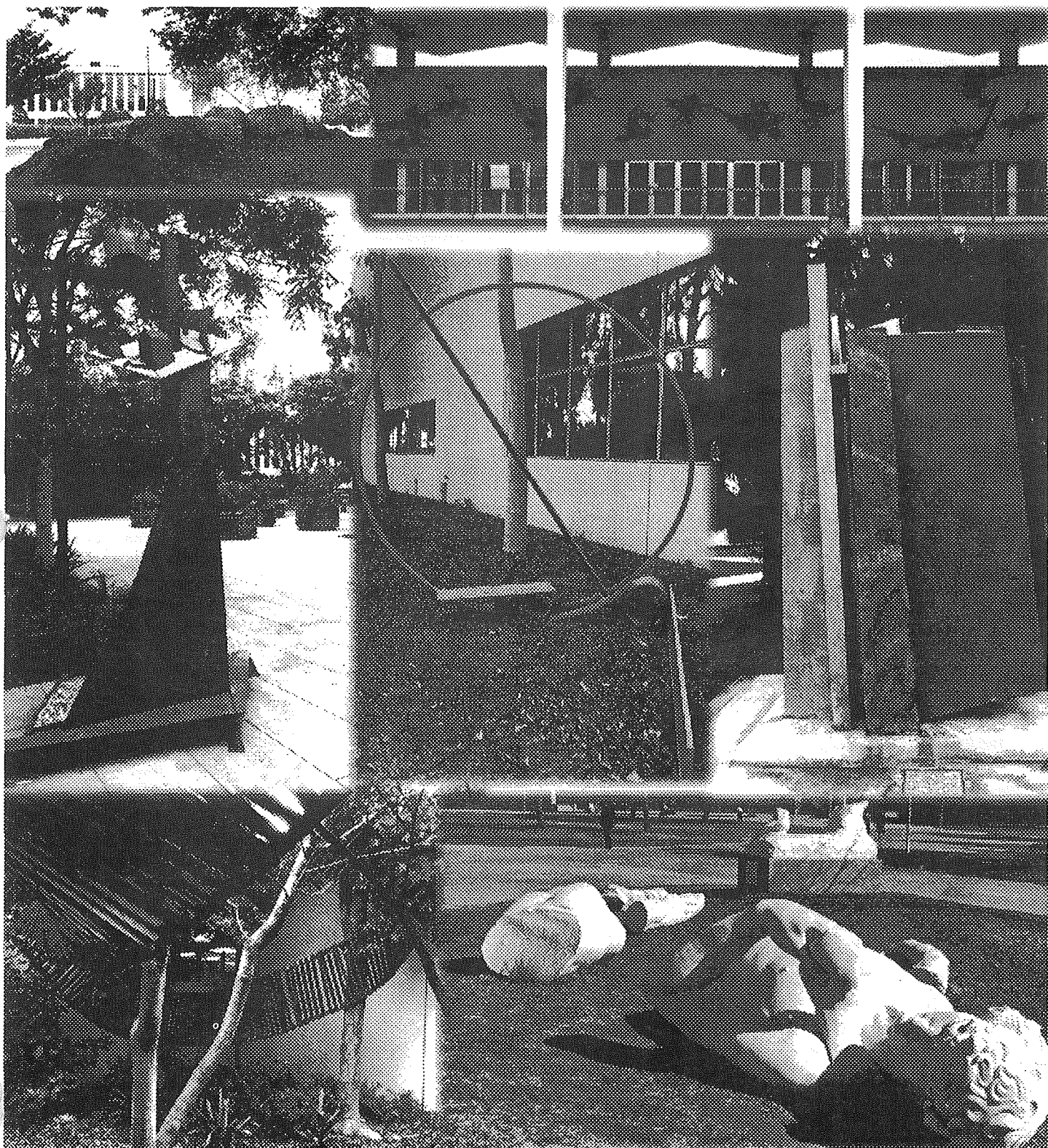


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Unkind Cuts

Sandra Sutphen
Political Science

Each succeeding year of fewer resources plunges the university into a deeper internal competition over funds. Who are the losers in this zero-sum game? Is instructional capacity being saved at the expense of administrative support? Or is it the reverse?

Budget cuts in the University are difficult to measure because different bases are used to calculate the actual loss. Here's what we do know: The loss in FTES is 2,517, down from our high in 1990-1991 of 17,940 to our low this year of 15,423. Among the best guesses about the size of the budget cutback (by Dolores Vura in Analytical Studies) is that we've lost 25 percent of our funding. Since we are accommodating only 15 percent fewer students, we know we are "doing more with less," as Chancellor Munitz is fond of saying.

On our campus, the first major budget cutback in 1991 resulted in approximately 50 members of the staff being laid off, even though the system had announced a "no lay-off" policy. The stated goal of the "no lay-off" policy system-wide—not just CSUF—was to preserve the academic program, and it has apparently saved tenured and tenure track faculty. System-wide, few, if any permanent faculty member has been laid off. At CSUF, none has.

David Losco, director of human resources, and Sherry Newcomb Hill, the university's budget officer, agreed that the university has done everything it can to prevent layoffs at all levels. The university has left vacancies unfilled, encouraged treatments, transferred within and downgraded positions to facilitate transfers. It has used attrition to generate salary savings

(that is, meeting budget cuts). Each vice president moved people around, bumping less senior people to make room for more senior staff. They were remarkably successful.

According to Mr. Losco, only 11 people of the original 50 are still in layoff status. Eight have been assigned other positions (but have "first return" rights to their previous positions). And three are unemployed. Attrition and transfers have accounted for all the others. We have no data on part-time faculty layoffs, because no one has collected (or admits) those data, and probably, none is technically a layoff.

Results today look like this:

Employee category	Oct., 1991	Oct., 1992	Oct., 1993	Changed since 1991
Full time faculty	679	652	643	-36 5.3%
Part time faculty	641	514	483	-158 24.7%
Full time staff	664	636	647	-17 2.6
Part time staff	163	110	84	-79 48.5%

As can be seen in the table, the greatest percentage loss of personnel has been suffered at the part-time staff level where temporary positions—particularly clerical—were not renewed. Full-time staff have suffered the least loss; in fact, full time staff was the only category to increase (by less than two percent) between 1992 and 1993. The largest number of bodies to leave has been among the part-time faculty. Full-time faculty outnumbered full time staff in 1991; full time staff now outnumber full-time faculty by four positions. While the greatest percentage loss (48.5) has occurred among

part-time staff, the number—79—compared to part-time faculty—158 is less than 50 percent.

According to university administrators, the greatest cuts have come from the administrative side of the budget. Last year's Long Range Planning and Priorities Committee (LRPPC) participated in consultations and reviews with all four of the divisions in the university (Academic Affairs, Administration, Student Affairs and University Advancement). The LRPPC was told that administrative resources had been cut dramatically, that staff support had been sacrificed to save instructional capacity. In sheer bodies, it doesn't work out that way.

Looking just at the bodies, faculty have lost 15 percent (from 1320 to 1126); staff has lost 12 percent (from 827 to 731).

What this analysis lacks of course are real dollar figures. It is entirely possible that the 24.7 percent loss in part-time faculty slots has cost less than the 48.5 percent loss in part-time staff. Part-time faculty don't earn much. But it seems much less likely that the 5.3 percent loss in full-time faculty

cost less than the 2.6 percent loss in full-time staff, especially if those were full professors who retired. The biggest dollar loss has to be on the academic side, though proportionately, administration may have been hit harder.

One obvious conclusion is that both halves of the university have lost positions and dollars. In sheer numbers—those bodies—faculty have suffered far more than administration and staff, a total loss of 194 to 96, more than double.

What are the visible effects of the loss of all these faculty and staff? The

most obvious has been to increase in the student-faculty ratio (SFR). Prior to the cuts, CSUF's SFR (the highest in the whole CSU system, by the way) was around 19; it is now more than 22, an increase of 15 percent.

The loss in faculty percent.

The loss in students, measured by FTES, is also around 15 percent. The loss in faculty is 15 percent.

There's a certain symmetry

to that, even though there's no necessary reason why the figures are all 15 percent. The increase in SFR has been disproportional. Humanities and Social Science's SFR is around 28, fully 27 percent more than the university as a whole.

The 12 percent decrease in staff personnel also has visible effects. Instructional support is clearly suffering. Only two technicians service all of H&SS's computers; instructional support in the computer center has been cut dramatically; the loss in

Faculty have suffered far more than administration or staff.

library resources and personnel has produced a probably irreversible loss in academic necessities. The cut back in custodial help has prompted a whole new level of creativity for this

of us who eat lunch at our desks and seek hygienic ways to dispose of banana peels and other potentially moldy detritus.

On the whole, the data show that the loss has not been shared disproportionately by administration. The growth in full-time administration may be slight, just over two percent, but there is growth. The greatest loss has been in faculty, and the reflection in the increase in SFR is clearly the most damaging effect on the academic purpose of the university. One can't help but wonder about the priorities and the direction of future cuts given the experience of the recent past. §



Sandra Sutphen has taught political science at CSUF for 20 years and coordinated the women's studies program from 1983-86. She presently serves as chair of the Political Science Department and continues to serve on the editorial board of the Senate Forum.

Know Your Campus: Security

1) How many parking tickets do the University Police write in an average year?

- a) 10 thousand a year.
- b) 40 thousand a year.
- c) 15 thousand a year.
- d) 35 thousand a year.

2) What is the salary of the University's uniformed police officers?

- a) \$24,000-26,000 a year.
- b) \$30,000-32,000 a year.
- c) \$40,000-42,000 a year.
- d) \$35,000-38,000 a year.

3) What are the yellow boxes on poles with blue lights at the top?

- a) weather recorders.
- b) first aid supplies.
- c) emergency phones.
- d) traffic monitors.

4) Which of the following are university police officers not authorized to do?

- a) Arrest people who have committed a crime off campus.
- b) Infiltrate student groups if

there is reason to expect them to break the law.

- c) Take reports of on-campus traffic accidents.
- d) Use guns in emergencies.

5) How many police officers and community service officers are there at CSUF?

- a) 10 officers, 60 CSO's.
- b) 20 officers, 20 CSO's.
- c) 15 officers, 40 CSO's.
- d) 23 officers, 35 CSO's.

6) How much training are campus police officers required to have?

- a) B.A. plus the police academy.
- b) Police Academy only.
- c) In service training plus the Police Academy.
- d) B.A. only.

7) How often, on average, is a car stolen from the University's parking lot?

- a) one a day.
- b) one a week.
- c) one a month.
- d) six a year.

8) Which of the following crimes, if they occurred on campus, would normally be investigated only by the university police?

- a) rape.
- b) car theft, vandalism.
- c) sexual harassment.
- d) all of the above.

9) How can people call 911 from campus?

- a) Dial 911 from any student housing telephone.
- b) Dial 911 from any faculty office.
- c) Insert a quarter and dial 911 from any pay-phone.
- d) Call the University Police who will switch your call to 911.

Answers on page 24

Women's World

Diane Ross

Kinesiology and Health Promotion

The first women's studies program in the United States was formally approved in 1970 at San Diego State University. By 1977, when the National Women's Studies Association was founded, there were 276 women's studies programs nationwide. Today there are over 700 colleges and universities offering an undergraduate major or minor, a master's degree and/or doctorate in women's studies. In the CSU, San Marcos, Pomona, San Francisco and San Diego all currently have a major while Northridge created a department this spring. On all other campuses women's studies is either a stand alone minor or combined with another program such as ethnic studies. Community colleges also offer many courses in the field. With an increasing number of feminist faculty it is to be expected that these numbers will continue to grow.

At CSUF the Women's Studies Program is based in the School of Humanities and Social Science. It is a stand alone minor with courses housed in academic disciplines located in all of the schools except, ELS. The program is governed by a board representing a variety of constituencies: faculty, students, staff and the community. The academic structure is divided into required, core and elective courses to meet student needs and interests while maintaining a commonality across all students within the program. Although at CSUF we are not the largest minor, we are the largest minor which is not supported by a major, at a university where adding a minor to one's program is not popular. This fact bodes well for our program and its strength.

Women's studies at CSUF, like most of its counterparts across the U.S. is more than a network of courses.

"From its position on the margin and by its willingness to identify its own ideologies, wom-

en's studies brings to light the ideological nature of all structures of knowledge-most particularly the masculine bias in existing curricula that once seemed complete and impartial. Perhaps the most important skill women's studies can pass on to students is the ability to recognize those biases where they seem most invisible."

This quote from a recent publication of the National Women's Studies Association does express the tension which is addressed in most courses. The concept of gender as a social construct is accepted along with the assumption of the authority of female experience in feminist theory. Women's studies emphasizes race, ethnicity, nationality, class, age, and sexual identity as categories of analysis. Exploring topics teaches ways of thinking that emphasize making connections of many kinds and holding together things that seem contradictory.

This educational reform has itself become a social movement. Originally, in the late 60's and early 70's the curriculum was identified by various names including female studies or feminist studies, and has today evolved into women's studies or gender studies at many institutions while the social movement has established itself as the women's movement. There has been a conscious attempt to keep the curricular changes parallel with social changes.

More than simply a body of information, women's studies is also an approach, a critical framework through which to view all knowledge, that empowers students to take women seriously and validate them. Through decentralizing authority, students assume more responsibility for what they learn and how they learn it. Mary Morse writes "...students often report that a women's studies class transformed their lives in a positive way. They are no longer willing to accept the status quo." (*Utne Reader*, Jan.-Feb. 1994).

But women's studies is more than a body of knowledge and pedagogy; it is

Because the student body is now 56% female, what need is there for women's studies?

scholarship as well. The early scholars focused on women in literature and history. This focus provided a new way for scholars and students to redefine themselves and their experiences. In 1970 the Feminist Press was established. And feminist scholarship has continued to challenge the male hegemony over the content of college courses and the substance of knowledge itself. To identify the outstanding feminist scholars of the day is, fortunately, impossible because the numbers have multiplied exponentially as programs have increased. However, a few women within our geographical area who are making a difference nationally in how we view our world are worth mentioning: Sandra Harding and Karen Sachs at UCLA, Barrie Thorne at USC, Emily Culpepper at Claremont Graduate School, Lourdes Arguelles at Pitzer, Yolanda Moses, recently of CSU, Dominguez Hills and Bonnie Zimmerman at San Diego State.

Feminist scholars address their research from a non-traditional point of view. That is, they often challenge the widely-held male views which have dominated the scholarship of the academy for so long. These new voices should be welcomed but as we all know, there can be great fear among academics when new ideas are proposed. For example, Emily Martin argues (*Signs*, Spring, 1991) that "facts" in biology often are constructed in cultural terms, particularly the biological story of the egg and sperm union. Biologists have described the activity of the sperm as carrying out a "perilous journey" into the "warm darkness" where "survivors" "assault" or "penetrate" the egg. Using different language, researchers at Johns Hopkins concluded that the sperm and egg stick together because of adhesive molecules on the surfaces of each and that the egg traps and envelopes the sperm. The phenomenon of union is the same but the descriptive language clearly reflects the perspective of the

researchers and displays a different feeling.

Other examples of this male perspective include the common use of sports analogies in fields as diverse as mathematics and sociology, tracing history through "great men" and their military adventures, defining physics as "Man and His Universe," (whoops, unfair; the physics department did finally change the title of that course) and relegating women to the status of "minor authors" or ignoring them all together. Management may be defined as leadership rather than cooperation. Oral history and personal experience can be discounted as methodologies.

Women's studies is about transforming the curriculum of the academy. There is and has been a very slow but steady infusing of feminist scholarship into a wide range of courses. As an example, the elimination of sexist language from textbooks, journals, and classrooms is a simple but non-threatening change, necessary to provide an environment which is inclusive rather than exclusive. Women's studies faculty, editors, publishers and feminists across the country have been responsible for this change in the language of the academy. However, a more threatening change is trying to help others recognize male privilege in the academy. But recently, our colleagues of color have been forcing us to recognize the meaning of white privilege in the academy, a difficult but necessary transformation for all of us. As this realization permeates our consciousness and changes our behavior, we will together transform the curriculum so that all members of society feel they belong and have an investment in the future.

Active feminist scholars are scattered across departments. Ellen Junn will present "The Wonderful World of Disney: A Content Analysis of Love and Marriage Themes in Disney Animated Films" at the American Psychological Association meeting in summer 1994. Nancy Fitch's "Les Petits Parisiens en Province," was published in the *Journal of Family History* and won the prize for the best article published on French History in 1986.

Sandy Sutphen has just completed a study for the Bar Association on "Gender Bias among Law Professionals in Orange County." In 1992 Oxford University Press published Karen Lystra's book *Searching the Heart: Women, Men, and Romantic Love in 19th Century America*. Karen is currently looking at Mark Twain's family with particular emphasis on his relationship with his daughters and a secretary who became a surrogate "wife." Jill Rosenbaum is currently investigating female gangs with a focus on their perspective of the violence in which they are involved and their reasons for gang membership. Jill has also examined how the appearance of delinquent girls was used to determine guilt or innocence by the California Youth Authority staff. Corinne Wood has visited New Zealand, Samoa and Pakistan, and continues to focus on women's issues such as her most recent publication, "Women, Sexuality, and Leprosy." Last year she presented a paper on "Gender and the Pacific Rim." Shari Starrett has just had a chapter "Critical Relations in Hegel: Women, Family and the Divine," accepted for publication in an anthology, *Feminist Reading of Hegel*. These examples clearly represent the wide diversity of interests among our faculty.

As mentioned earlier, there has always been a connection between activism and academic goals. At CSUF this integration is strengthened through the women's studies student association, *Discussing Women*. It provides an opportunity for both discussion and action. Demonstrations on campus have included public protests against rape, marches at abortion clinics, and campaigns supporting feminist candidates for political office. National political events over the past few years such as the assault on the right to an abortion resulted in a 24 hour campus vigil. The Clarence Thomas/Anita Hill sexual harassment issue galvanized our students and strengthened their activities on campus.

As the coordinator of the program, I am continually asked by those not involved in the program, what does one

do with a minor in women's studies. It is a question I am unable to answer as I don't know what one *does* with a minor in most other disciplines. What I do know is that students perceive the program to be one of self-empowerment. It is through historical knowledge and understanding of the depth of female oppression and resistance that this transpires. Students report that "I gained knowledge of who I am, confidence, the right to control my own life, giving the power to myself finding my own voice." One minor said, "Women gain self-reliance, assertiveness, endurance and strength, while men learn to see the world from the perspective of a woman." Another commented, "This minor opens your mind to new perspectives on life." Students also say that their classes raised questions about conventional behaviors and assumptions. They appreciate the interactive methodology and the opportunity to disagree. But most often they report that the rigor is greater in women's studies courses and it is exciting learning because the teachers are excited about the course content. §



Diane Ross came to Fullerton in 1973 from the University of Michigan. She is a professor in the Department of Kinesiology and Health Promotion and in fall 1989 was appointed coordinator of the Women's Studies Program. She also teaches the gender issues seminar in the Liberal Studies Program. Recently she completed a year as president of the Western Society for Physical Education of College Women. Her current scholarly work focuses on gender issues in sport and physical activity.

Gays and Lesbians At the Academic Table

Robert R. Hodges
English

There has been a lot of talk lately about "seats at the table" — who is already at the table and who now has a right to be there. Groups at this national table range from racial minorities to interest groups such as business and ecology activists. Old people, through the political activities of the American Association of Retired Persons, have made their presence and demands clear in recent years. As has also the politically active religious right.

It is not always clear whether the table is a dinner table, presided over by a kindly and just authority who passes out what is due and fair, or if it is a negotiating table at which, presumably, all parties will take away something for their constituents. And hanging over the entire discussion of the "table" is the growing feeling that there is only a limited number of seats, that too many parties are demanding them, and that perhaps some will have to be satisfied with representation by others, that perhaps a little benign neglect of some is called for.

My thoughts about the table are inspired by the fact that I am a gay man, and that the gay and lesbian community is one of the last and most disputed groups to claim our place at the American table. Indeed, while many majority Americans are quick to offer lip service to other concepts of diversity as long as it sticks to race-color creed-gender and not too far from melting-pot concepts of ethnicity, acceptance of gays and lesbians drops off the screen or becomes the place where lines are drawn. Even the word *community* gets put in quotation marks when applied to gays and lesbians, as though we do not have a right to one of the sacred buzz words of our time.

Can an Orange County high school allow a noontime lesbian and gay support group to meet at school? From the uproar at the school board meeting, you would have thought that the safety, reputation, and morals of every student at Fountain Valley High School were endangered. And one prominent feminist weighed in with the opposition to the group's existence with a complicated trade-off for better sex education—a

For the official advisor of their student association to appear before them as a role model of secrecy and evasion would be cowardly and immoral.

plan not much more attractive to her right wing allies than the gay/lesbian student group. It came down, as I saw it, to the old feminist fear of the lavender menace dis-

crediting their causes. And some African American spokespeople can be found denouncing homosexuals as trying to "highjack the freedom train."

Indeed, representatives of other groups new to the table can always be found to denounce job protection bills for gays and lesbians. The recently aroused religious right have made it a first demand of their place at the table that the gay and lesbian community be excluded. And if you think that the battle is shrill and hot now, just wait until the gay and lesbian community begins seriously to push for domestic partner protections and privileges.

However, we are talking of the University, a place somewhat removed from the intolerance and anger of the community it finds itself in, a place that comparatively speaking has been gay-friendly. At CSUF, however, a better term might be gay-tolerant for the overall campus attitude. That is an enormous improvement over the situation when I first arrived here in the

1960's when the policy was something like "Don't ask, don't tell, but if there is ever a scandal the president has no option but to fire you." And an improvement over the era when gay and lesbian student organizations faced the constant threat of refusal of funding, even expulsion.

In the area of the curriculum, the Fullerton record is fairly thin on gay/lesbian issues. Thin, I am quick to say, because neither I nor other faculty have demonstrated a lot of interest in adding gay/lesbian courses to our catalog or even to our established courses.

But Fullerton has special problems when it comes to teaching diversity, teaching tolerance, our student body has been remarkably univ-erse. I teach principally upper-division literature courses, and the population of my classes is largely white. The number of Asians, African-Americans, and even Hispanics is limited. And most of them are culturally undistinguishable from the majority population. Though when I teach American literature, I earnestly discuss the melting-pot vs. the mosaic or salad bowl, and carefully include a diverse lot of writers, I discover only small interest in topics removed from their own lives. Women's issues, yes, get an interested and involved hearing, but

others seem to be a matter of little concern or engagement.

Diversity, which to faculty seems the important issue of our times, seems just like another theme to be learned. Even the famous PC debates get only a minimal response from one or two hip students in my classrooms.

Indeed, when I asked

a student to do a report in class on personal and clan animal totems among Australian aborigines (we were study-

I earnestly discuss the melting-pot vs. the mosaic or salad bowl, and carefully include a diverse lot of writers. I discover only small interest in topics removed from their own lives. Women's issues, yes, get an interested and involved hearing, but others seem to be a matter of little concern or engagement.

ing Thomas Keneally's *The Chant of Jimmie Blacksmith*) he repeatedly used the word "animalistic" as a description of those people. When I remonstrated to him later in private, his feelings were hurt. When I pointed out that all cultures have animal totems—we have the Mighty Ducks, the Seattle Seahawks—he looked puzzled and still didn't "get it."

Even worse was the day a couple of years ago when I brought up the decision to include in the Rose Parade both a descendent of Christopher Columbus and a Native American. A forceful male student launched into the sheer nonsense of the idea. Did everybody have to get into the act? I was taken aback by his vehemence. The rest of the class sat there silently, responding neither to him nor my mild rejoinder that it seemed at least generous to include more than a symbol of the European migration to the New World. It was all too typical of what has seemed true of my classes since about 1980. Students of a liberal disposition have learned to keep quiet here in Orange County.

Here is where I found that gay and lesbian issues can sometimes stimulate real debate, real learning in class. Not always, but sometimes. On the first day of class, I usually tell the students that I am gay. With this opening, it makes discussion of gay and lesbian aspects of literature, gay and lesbian analogies to situations in literature, or even references to my partner, less surprising. And, of course, I have a duty to my gay and lesbian students. For the official advisor of their student association to appear before them in class as a role model of secrecy and evasion would be cowardly and immoral. Furthermore, because I am ready to be open and frank, wonderful class sessions do take place. Last semester I taught the novel, *The Lost Language of Cranes* by David Leavitt. Published in 1986, its three main characters are homosexual. One is an African-American lesbian, rejected by her upwardly mobile family. The other two are a young gay man well adjusted to his world, and an older gay man (his

father actually) living a life of secret torment and lust. Like feminist issues, sexual orientation issues are concerns our students can relate to. While I heard no religious prejudice about homosexuality, many students were ready to discuss their difficulties with accepting the material; and wonder of wonders at CSUF, many others were ready to debate with them. It was the class session, in more than one sense, that I had been waiting thirty years to teach.

I, of course, do not advocate that the teaching of gay and lesbian material be the sole province of gay and lesbian professors. But that should not leave the topic more or less in the closet of secrecy where it has languished for far too long. It belongs in many courses, especially in the humanities. What should be emphasized is not just famous people who were homosexual and who contributed so much to the human race. Last year's gay and lesbian March in Washington produced an inspirational poster which in the spirit of total honesty included Ernst Roehm along with Willa Cather and Plato.

What also should be emphasized is the social and personal cost of secrecy, the damaging effects of the myth that everyone is heterosexual except for a few dangerous insane persons. Indeed, the problem of the closet, so named, or the silence and air of secrecy which we gays and lesbians had for long as our only protection makes our position in society and on campus different from the situation of other minorities today. Except for light skinned African Americans who "passed" and Jews who changed their names, other minorities did not become invisible. With promulgation of the military policy of "don't ask, don't tell," the enforcement of the closet can be clearly seen as the major form of oppression of homosexuals.

I will conclude with a few basics of our movement and some ideas on our place on the campus.

1. The debate over causation, while interesting, has nothing to do with the current situation. Freud's unprovable

theories, the size of part of my hypothalamus, or a "homosexual gene" have nothing whatsoever to do with oppression or resistance to it. Besides, fascination with causation tends to fuel the sentiment that something terrible has to be explained—like original sin or hemophilia.

2. Social construction theories of sexual desire (which reduce us to a blip on the screen of late capitalism) do not constitute a reason for dismissing our claims for equal treatment today.

3. The claim that some homosexuals have been "cured" or "converted" either from their "sin" or to heterosexuality has nothing to do with the reality of the vast majority of homosexuals. We, anyway, do not owe it to anyone to try to change, or to pretend to change, or to pretend to anything.

4. The behavior of some gays and lesbians that shocks mid-America is irrelevant to the lives and rights of most of us and should not be used to oppress a minority.

5. Whether we are 10% or much greater or lesser in numbers is irrelevant to our rights.

What should be done on American campuses, specifically CSUF:

1. The campus should be safe place to be gay, whether faculty, staff, or student. This is more or less achieved, though the rule still is the quieter, the safer. And while code words about like "stability" has have disappeared, it is still possible to manipulate the personnel process using other language.

2. Counseling and health staff should be not only gay and lesbian friendly, but specifically trained to advise homosexual students.

3. The gay and lesbian students association has long found a home at CSUF, since my colleague the late Jay Hayes, then a very bold and untenured man, founded the group in the late 1960's. Still, they ought not to have their posters torn down and defaced or their meetings interrupted by hecklers and protesters. (Such an incident occurred a couple of years ago when a right wing political group invaded a meeting.)

4. Homophobic remarks in class should be dealt with by the professor just as she or he deals with other biased remarks about race, gender, or ethnicity. In this, I suspect that most faculty are still in the "cultural closet" that finds silence and changing the uncomfortable subject the easiest response.

5. Gay and lesbian studies, sometimes called "queer studies." Because most gay men and lesbians desire integration into American society (not, of course the integration of the closet), the best place for gay and lesbian studies is everywhere. Especially courses in the humanities, social sciences, counseling, teacher preparation—any place where there is a traditional silence or huddled embarrassed reference. Many schools today have specific courses devoted to gay and lesbian studies, even entire programs and majors. Should such be developed at CSUF they ought to receive the same kind of attention as other newly proposed options.

In Conclusion

Lesbians and gay men have long found themselves comfortable in academic settings. Theories range widely on this point. Sociobiology asserts that kinship groups have evolved so as to produce a few highly intelligent non-reproducing members who will work for the common good of their genetic kin, thus insuring survival. Few gay men and lesbians take this seriously, but we do like to point out that teaching and the care-giving professions attract a large number of us. Another idea is that at adolescence, when serious heterosexual dating looms big for many teenagers, lesbian and gay teens turn to what works for them, often their studies, forming a foundation for the professions.

We members of the gay and lesbian community have so thoroughly absorbed and contributed to mainstream culture, that what we need, and in fact are taking, is our rightful place at the academic table in the United States. §

Robert Hodges has been a member of the English Department since 1965, teaching principally courses in American and modern British literature. He has published articles on Conrad, Thoreau, and Agatha Christie. He and his life partner of thirty years are active in a local gay and lesbian political organization, the Eleanor Roosevelt Democratic Club.

Faculty as Fundraisers

Stewart Long
Economics

Systemwide and campus administrators seem to have accepted without protest the conventional wisdom that the California State University can no longer be a state supported institution, but must become instead a state assisted one. This implies that in the future a significant part of each campus's total budget will have to be raised from private donors. While CSUF has engaged in external fundraising in the past (e.g., the Gerontology Center, the Annual Phone-a-thon, the Titan Sports Complex), the faculty have viewed this activity as unrelated (or supplementary) to the financial support of regular academic activities. But now it appears that part of the support for academic activities is expected to come from fundraising as well as from the state

budget and student fees.

Since CSUF is relatively understaffed with professional fundraisers (five schools have only one assigned to each), most of the fundraising will have to be done by deans, department chairs, and the faculty. As a faculty member who has worked with the University Advancement office over the past few years in attempts to raise funds, I have mixed feelings about the process and its prospects.

Most faculty are probably like I was, with little or no previous experience in fundraising. My naivete was reflected in my belief that convincing donors to contribute was analogous to convincing a federal agency to fund a grant proposal or a scholarly journal to accept an article. I felt that if I rationally and competently explained why CSUF needed funds, how the money would be used, and why society (and the donor) would benefit from funding such a high quality program as the one

in (insert your favorite) at CSUF, contributions would be forthcoming.

Of course I realized that just as in grant or article submissions, not every "ask" for funds would be successful. But having had some success in the former activity, I felt confident that I could succeed in the latter. But I had seriously misjudged the true nature of fundraising. I should have taken my cue from the professionals in the advancement office who kept talking about providing potential donors "opportunities for involvement" with the university. What this implies is that the relationship between donors and the campus is much more than a simple financial arrangement.

If a faculty member asks a private individual or business to become "involved" with a CSUF program, it implies a willingness on the part of the faculty member and the program to become "involved" with the donor. A common term for the fundraising

process is "development," and I think that is an appropriate description of how the process works. Successful faculty fundraising stems from relationships that develop between faculty and prospective donors. Sometimes these relationships are the result of planned activities where prospects have been identified and subsequently approached, but sometimes (and often more successfully) it results from a previous relationship

between prospective donors and faculty (e.g., CSUF alumni).

In either case, donors must feel a sense of involvement with a faculty member or a campus program before they will

contribute. This sense of involvement cannot be created through a slick brochure or a formal meeting where you "pitch" your program to a prospective donor. It takes a willingness on the part of faculty members to spend time getting to know and interact with members of the community beyond the campus and beyond their academic disciplines. My guess is that many faculty members are not interested in doing this and are unlikely to raise a lot of funds for their programs.

And this is part of my concern about the fundraising process at CSUF. It will never be a reliable source of support for the overall academic activities of the campus. Instead it will support, or supplement the support, for those programs where faculty are willing to be involved in fundraising and which are of interest to potential donors.

The advancement professionals assigned to each school seem very competent, hardworking, and enthusiastic, but they are constantly looking for programs or faculty activities which in their professional judgement donors are likely to support. These are not necessarily the same programs or faculty activities that are most essential to the university's mission (e.g., donors seem reluctant contribute funds

to support classes). Furthermore, it is likely that the performance of the campus's fundraising efforts will be evaluated on how much is raised rather than how those funds support the university's primary mission. The result may be that fundraising eventually will have a distorting effect on the university's priorities.

In times of continuing budget problems, I can foresee a number of trou-

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bling questions arising out of CSUF's increased dependence on external support.

One question might be whether a university activity for which private funds can be raised is more worthy of contin-

uation than another activity where no external support is available. Another might be whether faculty should be encouraged to get involved in fundraising, and how should such involvement be weighed against the teaching, scholarly, and service activities for which they were hired?

Already being

asked is the question of who should decide which potential donors should be approached by which school to

support which specific activity?

Despite my misgivings, I am currently trying to raise external funds myself. My colleague Anil Puri and I have had some limited success in attracting private funds to support the Institute for Economic and Environmental Studies that we co-direct. These funds will be used to continue and expand the Institute's research studies on regional economic and environmental issues. Without external funds the Institute could not exist.

However, if a faculty colleague were to ask me whether she should become involved in fundraising, I am not sure how I would respond. I enjoy getting

to know people in the business and general community and having the opportunity to tell them about CSUF in general and about the Institute in particular. But I do not enjoy sitting through lectures on the horrors of taxation or listening to a potential donor tell me what is wrong with any government attempt to clean up the environment. I enjoy working with Mary Gagliardo, the development officer assigned to the school of business. She is always available with good advice, but leaves final decisions to the faculty she is trying to help (even when we are wrong). But I do not enjoy dealing with a campus fundraising structure where potential donors are divided up among the different schools or programs, and where faculty are treated as naughty children if they even associate with a potential donor "owned" by someone else.

I will continue trying to raise external funds for projects I am involved in, but I worry about who will raise external funds for all the other important projects around the campus. As an economist, I understand the supposed virtues of the private sector, but I am also aware that if left to private support,

university education

I will continue trying to raise external funds for projects I am involved in, but I worry about who will raise external funds for all the other important projects around the campus.

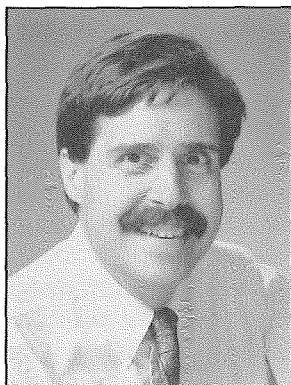
would be grossly underfunded. I do not think that external fundraising at CSUF will be the campus's financial savior, and I worry

about the possible divergence between the external appeal of programs versus their internal importance. I think faculty involvement in fundraising will remain the exception rather than the rule at CSUF. I am in a field which happens to be of interest to a large and affluent sector of the Orange County community. My colleagues in other disciplines may face a tougher challenge in finding potential donors to build relationships with.

Classroom teaching is the activity at CSUF that most desperately needs increased financial support. If getting private donors to support teaching is a difficult "sell," the temptation for both

STUDENT DIVERSITY

development professionals and faculty may be to pursue other projects whether or not they support the university's basic mission. Before faculty jump on the bandwagon of support for the vision of CSUF as a state assisted university with a significant amount of financial support coming from the private sector, they would do well to remember an old adage of economics: there ain't no such thing as a free lunch!§



Stewart Long joined CSUF's Economics Department in 1973. He was statewide President of the United Professors of California from 1981-83. He was elected to the Academic Senate in 1986, and became its chair in 1990. He was a member of the Athletics Council in 1991-92.

EQUITY AND DIVERSITY

Craig K. Ihara
Philosophy

There are signs we are approaching a watershed with regard to student diversity. For example, freshman statistics for fall 1993 reveal that 62% are members of "minority" ethnic groups! This raises some questions about the long term. What if we not only meet, but exceed the goal of achieving proportionate representation of previously underrepresented groups? What

if our white students become the distinct minority on our campus in a county that is still predominantly white? What if some other ethnic group comes to be proportionally predominant, as Asian students have on a number of UC campuses?

The fundamental question is: Why is diversity a goal? I maintain that diversity among students is valuable because it contributes to other more basic objectives, including educational equity, social justice and a rich intellectual environment. I will touch on each of these starting with what I take to be our most important concern - educational equity.

How does student diversity contribute to educational equity, understood here simply as equal educational opportunity? A simple but mislead-

ing argument would go something like this: If the composition of students does not roughly correspond to that of the larger community, those groups that are underrepresented are to that extent disadvantaged and are not being treated fairly. The university must, therefore, do what it can to correct this inequity.

But put this way there is a glaring flaw in the argument - the mere fact that a group is underrepresented, does not show that it is being treated unfairly. Robert Nozick argued the general point very convinc-

ingly in his well known book, *Anarchy, State and Utopia*. The justice of any pattern of distribution, be it wealth or tickets to the Rose Bowl, cannot be determined solely by looking at that pattern. For example, no distribution of wealth is in and of itself unjust, he argued, because justice can only be fully determined by considering the history of the events that bring about a given distributive pattern. That claim

about the distribution of wealth can also be made about any social good, including admission to higher education. So for example, the fact that Jewish students were numerically

overrepresented at MIT in the 60's did not necessarily show that Anglo students were being treated unfairly. A more likely hypothesis was that, for a variety of reasons, Jewish students, largely from New York technological high schools, were better prepared math/science students.

But even if Nozick is correct that no pattern of distribution is in itself proof of social injustice, some patterns can provide powerful prima facie evidence to that effect. So, for example, if 99% of the student body on a Cal State campus located in a predominantly Latino community consisted of middle and upper-class white students, then, given non-racist assumptions about human capacities, it would be reasonable to conclude that socio-economic factors, probably including overt and covert discrimination, contributed to this disparity.

Since as Americans we have a commitment to fair play and equal opportunity, we believe that such differences should not be obstacles to anyone's success. We conclude that the campus should respond to help correct that social injustice.

As long as student underrepresentation can most reasonably be explained by ethnic and socio-economic barriers, efforts to achieve proportionality can be seen as contributions to fairness or equity. This seems

I maintain that diversity among students is valuable because it contributes to other more basic objectives, including educational equity, social justice and a rich intellectual environment.

The main point is that we should not be misled into thinking that underrepresentation was ever the ultimate justification for diversity programs, or that proportionality itself was ever the ultimate goal.

to me to be the strongest rationale for local and system-wide educational equity efforts over the past 20 years.

But what if student demographics change such that the previous majority, becomes the minority? So, for example, our percentage of white students on campus is now below that of the white population in Orange County. Furthermore it might well continue to shrink. Does this mean that white students are now disadvantaged? That the university should initiate affirmative action programs intent on recruiting more white students?

Not necessarily. Again, the point is that neither this nor any other pattern of distribution is sufficient in itself to establish any unfairness. The crucial, and potentially controversial, issue is explaining this pattern. For example, are many white students now financially less able than others to attend CSUF? Or are they choosing to go elsewhere? Are white students being disadvantaged by our admission policies or are they simply finding Cal State Fullerton a less attractive place to attend college? The explanation is bound to be more controversial than seemed the case with African-Americans or Latinos when diversity programs were originally put into place, but it is only when we have a better grip on the answer to this question that we will know how to respond, if at all.

The main point is that we should not be misled into thinking that underrepresentation was ever the ultimate justification for diversity programs, or that proportional representation itself was ever the ultimate goal.

But granting this general point, what should we do if we reach proportional representation on our campus? Can "diversity programs" still be justified in light of their own success? If, as I have maintained, the principal reason for "diversity programs" is educational equity and socio-economic justice, then achieving proportionality on our

campus should not be regarded as our ultimate objective.

This is because there are at least two other patterns of distribution in our society that will remain problematic in the foreseeable future. The first is the underrepresentation of "minority" students in higher education taken as a whole, and the second is a disparity of social wealth and power correlated to ethnicity. Insofar as both of these patterns - the first having to do with edu-

Because our university is part of a larger system of education and a larger society, our responsibilities do not end with seeing that our campus reflects the local community.

cational equity and the second with larger issues of social justice - are best explained by continuing socio-economic barriers to equal opportunity, diversity programs continue to have a legitimate rationale on college campuses.

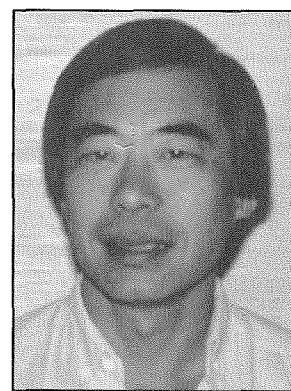
Because our university is part of a larger system of education and a larger society, our responsibilities do not end with seeing that our campus reflects the local community. We also have a role to play in resolving the larger issues that confront our society. If, for example, we can serve a larger proportion of Latino students than other campuses or other regions, it would not be inappropriate for us to do so even if this meant exceeding the proportion of Latinos in our immediate community. One reason for this is that we are still a much more accessible institution financially than many others, and serving lower income students, a disproportionate percentage of whom are likely to be Latino, would be a contribution to equity on a societal level. At the same time we must be careful not to treat other students unfairly. This is why it is important to understand as best we can the reasons behind any decline in a segment of the student population.

There is one final argument for student diversity that I should mention, because some might think it primary. Student diversity contributes to an educational environment in which there is a diversity of ideas, experiences and perspectives. Helping provide these is part of providing a good

education because all students benefit when they have the opportunity to learn from people with different backgrounds.

This is, indeed, an argument against having a student body that is preponderantly of any one ethnicity, but it does not provide significant support for the view that all ethnicities must be represented proportionally. At most it argues for sufficient representation on the part of a significant number of ethnic groups so that they might each have a voice and an impact on the intellectual and cultural life of the campus. However, having such a voice and impact is more a function of how the campus encourages and supports diversity than it is a function of proportional representation.

To summarize, the statistics show us that we are entering a new era here at CSUF, one in which "minorities" are in a majority. What I have argued is that we must recognize that proportional representation or lack thereof, was never more than an indicator of educational equity and that our responses to changes in student demographics must keep the goal of equity foremost in our decision making. §



Craig K. Ihara joined the Philosophy Department at CSUF in 1972 with a Ph.D. from UCLA and a B.A. from Stanford. He has served as Philosophy Department Chair from 1982 to 1985, School and University Educational Equity Coordinator from 1988 to 1992, and Human Relations Task Force from 1988 to present.

Accreditation and Political Correctness

Paul Foote
Accounting

The Western Association of Schools and Colleges (WASC) is the organization responsible for judging all Universities and colleges in our region. WASC has, of course, leverage on institutions by way of the threat to withhold accreditation. This could mean more than a blow to prestige. Regional accrediting agencies have Federal Government recognition and may influence the cutting off of Federal funds to institutions not complying with their standards. Agencies may delay the granting or renewal of accreditation.

The traditional focus of such agencies is—and should be—program quality. WASC, however, like its counterparts in other parts of the country, has expanded its own mandate:

‘The institute demonstrates its commitment to the increasingly significant role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity’

‘The institution selects students, faculty, administration, and staff according to institutionally developed and published nondiscrimination, equal opportunity, and affirmative action policies’

WASC claims that while institutions have an obligation of thoughtful engagement with all accreditation standards, including diversity, it will not be a criterion on which approval will be made. “Certainly no institution has been denied accreditation or lost accreditation on these grounds,” according to Don Gerth, who is currently president of both WASC and CSU Sacramento.

There is, however, reason to question

this assurance. In 1990, the Middle States agency delayed accreditation for Baruch College for having only 18% minority faculty and sanctioned Westminster Theological Seminary (Pennsylvania) for having no women on its board. Stephen Weiner, Executive Director of WASC, supported Middle States in the *Chronicle of Higher Education* (Oct. 10, 1990).

Lamar Alexander, President Bush’s Secretary of Education, warned Middle States it could lose its Federal recognition because of harassment of colleges on issues of diversity and multiculturalism.

WASC re-accredited Thomas Aquinas College (Santa Paula, California) in 1993 only after a battle over diversity. In 1990, WASC placed Westminster Theological Seminary (Escondido, California) on probationary status until February 1994 citing: (1) totally Caucasian and male Board and faculty (2) doctrinal oath required of the faculty (3) too little study of opposing theological views. [Seebach, 1993]

A desire for “diversity” might be equated with an appreciation of institutional variety, but in WASCland, language does not work that way. WASC does recognize that different institutions have their own special missions—to educate a single sex, or to focus on a particular religious doctrine, for example. Based upon a unique mission, “...a single-sex institution or a college that requires adherence to a particular religious faith as a requirement for admission need not give up those requirements in order to increase its diversity.” If this involves any sort of discrimination, this is apparently alright—and therefore not discriminatory at all. It’s not what you do, it’s what you say about it.

WASC can therefore have its headquarters at all-female Mills College. WASC failed to provide examples of men’s colleges. Would WASC regard as diverse The Citadel or a religious college training only men to be ordained ministers, priests, or rabbis?

WASC is selective in its concern for historically under-represented groups. Thousands of Vietnam veterans are homeless because of widespread discrimination by employers and by universities. Where is

WASC’s concern for the under-representation in colleges of members of religious groups (such as the Amish and the Jehovah’s Witnesses)?

WASC does not even list political or ideological prejudice as a dimension of diversity. For decades, surveys of university professors have shown that only 5% to 16% are Republicans. The 1989 Carnegie Foundation for the Advancement of Teaching survey showed at most 4% of professors identified themselves as conservatives and at most 15% as moderate conservatives. A 1987 survey at the University of Colorado revealed that less than 7% of the faculty in the College of Arts and Sciences were Republicans and that no Republicans have been hired for the last 10 years. [Anderson, 1992]

Details of the quest for diversity are poorly spelled out. Just how far can these requirements be carried? For age, must universities accept students based upon the age distribution of the American population? For sexual orientation, must universities accept students and hire employees based upon statistics for sodomy, pedophilia, and sadomasochism? Extreme cases, WASC would probably say, neatly leaving to itself decisions on how and where diversity applies.

WASC claims that different groups (racial, ethnic, socioeconomic class, gender, age, religious belief, sexual orientation, and disability) must be represented in student body, faculty, staff, and governing board of accredited institutions must have adequate representation in terms of matriculation and graduation. WASC claims that diversity, unlike affirmative action, is prospective, includes all groups, and goes beyond meeting numerical quotas. In 1988, a California Postsecondary Education Commission study showed the eligibility for California State University admissions by ethnic group: 50% of Asian high school seniors, 31.6% of whites, 13.3% of Latinos, and 10.8% of blacks. [Lynch, 1991] Obviously if California universities and colleges attempt to recruit student bodies which reflect the ethnic make-up of the state's population at large, they will have to practice systematic discrimination against Asians. Part of the irony of diversity doctrine is that it can lead to precisely the sort of discrimination which it was developed to oppose.

A better approach would be to value any educational development which improves the chances that students will learn. New York City, while I was on the faculty of New York University, started a high school for homosexual students a few blocks from my office. Without that high school, these students said they would drop out of high school. In response to claims of gender bias, many school administrators are starting classes for girls only. In Detroit and elsewhere, successful black businessmen help each classes of black boys. In 1990, Professor Otis Scott proposed the establishment of the Cooper-Woodson College, a separate college within a college for blacks only, at California State University, Sacramento. [D'Souza, 1991, p.234] Black students on many campuses have called for blacks—only dormitories; in several cases, they have been given them. WASC claims that interaction between students and faculty of diverse backgrounds is important to the development of independent thought. Not

necessarily so. Interactions between people of diverse backgrounds can be negative experiences and can reinforce stereotypes.

(1)Independent thought is not the goal of Harvard University's AWARE week. Better terms would be: intellectual conformity, campus orthodoxy, and political correctness.

(2)After class, a student at the University of Washington asked his professor of Women's Studies for a reference supporting her claim that statistics show that lesbians raise children better than married couples do. The next day, the professor banned him from class and had two campus officers escort him away. An associate dean advised him to drop the course.

(3)University administrators have compelled some professors to attend sensitivity training (or suffer worse sanctions) for a politically incorrect choice of a word in a lecture. Meanwhile, other professors may make racist remarks with impunity. [D'Souza, 1991]

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WASC has failed to recognize legitimate criticisms of its diversity standards. The Academic Council of the University of California Academic Senate opposes them as an intrusion into campus affairs. UC Berkeley's Chancellor noted that WASC could delay accreditation. UC Santa Barbara's Committee on Educational Policy and Academic Programs opposed them because: (a)they require adherence to a particular philosophical or political point of view (b)they are internally inconsistent for linking diversity with quality of education while allowing religious and single-sex schools. The president of Claremont-McKenna College found no proof that attention to ethnic, gender, and racial issues results in higher quality education. [Seebach, 1993]

The November 1993 issue of *Heterodoxy* contains Professor Aaron Wildavsky's speech at the March 1993 conference of the National Association of Scholars. The late Professor Wildavsky was a member of the Berkeley faculty, the President of the American Political Science Association, and a founder and first president of the California Association of Scholars. He argued that replacing excellence in research and teaching with diversity will destroy higher education. Professor Wildavsky noted that had Governor Deukmejian not vetoed the bill California would have a law requiring student admissions, graduation rates, administrative positions, and faculty appointments all be proportional to California's population in terms of race and gender.

WASC has failed to provide any evidence to support its positions or even a sample statement from the opposition. To change a single accounting standard, the Financial Accounting Standards Board publishes lengthy discussion memoranda containing references to the literature. WASC's process is an embarrassment to the academic community.

WASC has claimed as a goal the preparation of our students to compete the global market. What has WASC done about foreign language requirements? With the decline in quality of American education, you may obtain a Ph.D. and even a foreign service job with the Department of State without studying a foreign language.

More generally, WASC has equated diversity with quality. It should admit that the correlation between these two characteristics may be negative. The more Universities and colleges depart from purely academic indicators in order to secure "diverse" faculty, staff and students, the more standards will be diluted.

WASC now plays a political role, attempting to impose a certain kind of liberal orthodoxy on higher education (while of course denying that it is doing so.) And indeed, pressure from underrepresented groups has added a political dimension to faculty and staff

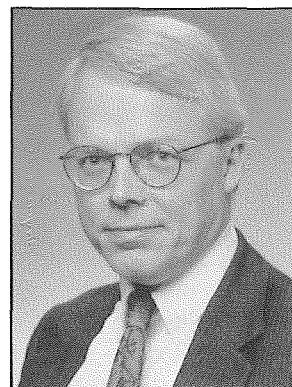
PERSONNEL PROCESSES

hiring and student admissions.

Those who accept this should have no difficulty in appreciating a political solution. The California Association of Scholars hopes to have the California Civil Rights Initiative on the ballot in 1996. It would amend California's Constitution to read: 'Neither the state of California nor any of its political subdivisions shall use race, sex, color, ethnicity or national origin as a criterion for discriminating against, or granting preferential treatment to, any individual or group in the operation of the state's system of public employment, public education or public contracting. §

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Paul Foote has taught Accounting at CSUF since 1989. He has an M.B.A. from Harvard and a Ph.D. from Michigan State.

Making Things Better:

Notes on the Personnel Process

John Olmsted
Chemistry

Personnel Standards - UPS 210 - Personnel Committees - what do these terms conjure in the minds of our junior faculty members? Perhaps it is inevitable that many are intimidated or even traumatized by the process, documents, and persons through which they are evaluated for promotion and tenure. After all, their academic fates are to be determined by what may seem a vastly complex, bureaucratic, remote and threatening piece of machinery.

I submit that this perspective, even though natural, is dead wrong. Instead, the academic fate of a junior faculty member is determined by how well (s)he performs as a teacher, scholar, and academic citizen. Along the road to tenure, there is a sequence of evaluations designed to provide constructive guidance to the junior faculty person as (s)he strives to achieve excellence as a professor.

"Oh, come off it," I can hear the scoffers muttering, "the name of the

game is tenure, and standards and review committees are there to exercise their power, perhaps arbitrarily or even capriciously." The need to preserve confidentiality on individual actions makes it difficult to counter this cynical view, but I think the numbers support my optimistic view over a pessimistic one. The following data appear in the 1992-93 annual report of the Faculty Personnel Committee (FPC).

In the 1992-93 academic year, the FPC evaluated 101 files of probationary faculty. Of these, less than one-quarter (24) were sixth-year, "up-or-out" evaluations. In other words, more than three-quarters were progress reports, from which the candidate received written evaluations by four or more senior colleagues from his/her department, (DPC plus the department chair), the dean, the FPC, and the President. This group included 18 candidates who requested early tenure, but denial of early tenure carries no penalty. Nearly every denial of early tenure was accompanied by favorable progress reports which affirmed the candi-

date's progress toward eventual tenure even though (s)he was not judged ready for early tenure.

Having read all 101 files last year, I can attest to the care and insight that reviewers invest in their evaluations. We all wish success for our junior faculty, because they are the future of the institution. Moreover, campus and senior faculty have substantial investments in every untenured faculty member. We have spent time and money in recruiting the best candidates, we have nurtured them (to the extent resources permit) with favorable teaching loads, and many of us have served as their mentors.

The numbers suggest that this investment pays off. In 1992-93, over 90% of the "up-or-out" tenure decisions were favorable, as well as over 50% of the actions on early tenure requests. I interpret these data as showing that our constructive evaluation process, which identifies weaknesses during the early probationary years, allows our junior faculty members to make the mid-course corrections needed to qualify them for tenure.

Once again, I can hear the voices of the cynics: "If 90+ percent of the untenured are eventually awarded tenure, why do we bother with this initiation ritual?" This view misses the point. Without constructive criticism, a significant number of these junior faculty members might not have achieved the professional growth that made them into valued senior colleagues. Without standards for tenure and a constructive evaluative process, we would have either a significantly less competent faculty or significantly more terminations.

Another view that I sometimes hear is that there is no need for review at the level of the FPC. My experiences as an FPC member convince me otherwise. Firstly, departments are expected to develop and apply guidelines that are consistent with campus expectations. This ensures that there is consistent treatment of colleagues in diverse disciplines and that departments strive for the level of excellence that the campus has established. The FPC plays major roles in reviewing proposed department standards, in interpreting the application of existing department standards to individual cases, and in identifying when department standards have fallen out of conformity with campus expectations.

Secondly, although departmental colleagues undeniably are best qualified to judge the academic credentials of junior faculty members, the close working relationships within departments also can generate personal and professional bias at the department level. I have seen such bias work in both ways. A department may paint a glowing picture of a junior colleague's accomplishments when the WPAF shows substantial weaknesses in one or more of the areas under review. Another department may harshly criticize a junior colleague's progress when the WPAF shows considerable strengths. The composition of the FPC, with its nine members selected from every school on campus, ensures that there will be peer reviewers who can approach such cases with minimum personal bias.

I make it sound as though our process is perfect. It is not. Although I believe ours is both fairer and more constructive than those at many other academic institutions, there are nevertheless areas in which we could improve.

One weakness was highlighted in the 1992-93 annual report of the FPC:

"The committee's efforts would be aided by up-to-date department standards from the many units which either do not have personnel standards or whose standards are out-of-date. Good department standards permit us to be more sensitive to the particular conditions and nuances of a discipline."

In my view, out-of-date standards do a disservice to junior faculty members. On one hand, the campus expects "high quality performance in both areas" [teaching and scholarly/creative activity] for the awarding of tenure. On the other hand, out-of-date department standards frequently describe expectations that are substantially below current department and/or campus definitions of "high quality." I have recommended a sunset clause for department standards that requires each department to review its standards and resubmit them for approval as part of the Program Performance Review process.

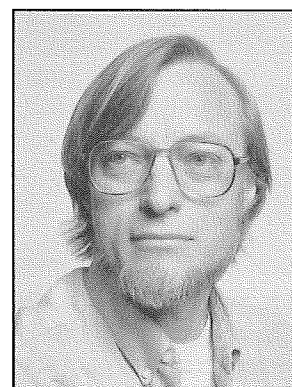
A second weakness is that many departments do not have approved standards. The responsibility for developing standards lies with the departments; beyond repeated exhortations, there is little that the FPC can do. Departments need to recognize that junior faculty benefit from department standards that provide explicit guidance concerning the expectations for retention, promotion, and tenure.

Another weakness, in my view, is that even those standards that have most recently been approved tend to be static rather than dynamic. They describe the past accomplishments that will suffice for tenure but do not describe future expectations. Tenure is the granting of secure employment for an entire career, which is likely to

span 25 or more years beyond the granting of tenure. In exchange for granting tenure, the campus expects the faculty member to continue to grow and produce as a teacher and scholar. In deciding whether or not to grant tenure, therefore, I think the most important consideration should be the faculty member's potential.

Admittedly, this is more difficult to evaluate than past performance, but just as teaching is too important to be judged solely on student evaluations, tenure is too important to be judged solely on past accomplishments. Departments should define their future expectations in their personnel standards and then expect junior colleagues to prepare WPAF narratives that include a forward-looking component as well as a retrospective one.

In identifying weaknesses in our personnel process, I have focused on department standards. This is because the most contentious and difficult personnel recommendations that I have seen resulted from department standards that were vague, out-of-date, non-existent, or not adhered to by the department. In contrast, when approved standards provide clear guidelines, junior colleagues know what they must accomplish, and this makes everyone's job in the RTP process easier. §



Dr. Olmsted has been teaching general chemistry for over 25 years. He is a recent convert to the practice of Classroom Research, which interactively explores students' approaches to learning.

Special People

Nancy Dority

“Special admits”—students who are admitted outside of the standard admission criteria—are often the focus of interest. During budget shortfalls, people begin to question the wisdom of admitting any students who fall outside of regular admission parameters.

Why dedicate any of our limited resources to students who possess less than the minimum qualifications? The University has made great strides in attaining ethnic diversity; should it therefore discontinue exceptional or special admissions? Graduation statistics may make those questions particularly pertinent. The latest figures show that while 57% of regularly admitted students either have graduated or are still enrolled after six years, only 29% of the special admits meet this criterion of success.

There is much more to exceptional or special admission for a university than echoing the demographics of a county or community in which the university serves. This category of students is more than simply a series of graduation data. So who are they? They are not just individuals of underrepresented groups, and to consider them as such does a great disservice to the many individuals within traditionally underrepresented groups who are regularly admissible. Nor are they solely the athletes that represent the University in sporting events. In fact, in the last two years, the numbers of exceptionally admitted first-time freshmen and lower division transfer athletes who enroll have declined from a total in 1991-1992 of 61 to a total of 46 in 1992-1993.

The exception made to admit students outside of standard parameters can be one based on their special talents such as art, music, theater, dance, athletic ability, scholarship, experience, maturity or educational and economic disadvantage. Since each decision is made on a case by case basis, one can only begin to gain an understanding of these individuals through examples.

Melanie is a first-time freshman who was admitted outside of regular parameters. In her sophomore year in high school, she underwent a kidney transplant. This necessitated a long recuperative period at home, with home tutoring. Although her eligibility index exceeded the California minimum of 2800 and she had 30 semester units of high school subjects, Melanie did not have the proper configuration of course work. Within the courses that she presented for admission consideration, Melanie lacked 2 semester units of foreign language, 2 semester units of math and 1 semester course of Visual and Performing Arts. Although not all

Continued on page 17

Special Numbers

James Blackburn

Admissions and Records

In another article—Nancy Dority, CSUF Admissions Officer, has addressed several of the issues associated with admitting and enrolling students who do not meet the university's published admissions requirements. I agree with everything Ms. Dority has written. My purpose here is to bring some more “numbers” to the discussion of this important topic.

Sections 40900 and 40901 of “Title 5” permit exceptional admission to the university on six different bases. “Institutional commitment” refers essentially to ethnic groups which the University has chosen to support. “Scholarship” includes poor students who have turned their academic records around. “Maturity” is adult reentry students who lack the usual qualifications. “Athletics” includes people specially recruited to play on university teams. “Special Talents” include art, music and theater. “Economic Disadvantaged” students are supported through the E.O.P.

Utilization of Exceptional Admits (Enrolled Students)

	1990-91	1991-92	1992-93
Inst. Commit.	111	79	65
Scholarship	8	6	2
Maturity	3	3	2
Athletic	72	61	46
Special Talent	4	4	3
Economic Disadvantage	185	167	230
Total	383	320	353
Percent of New Students	3.6%	3.7%	3.80%

Across the CSU campuses up to 8% of all undergraduate admissions may be made exceptionally, i.e. to persons who don't meet the published admission standards. There is no record of Fullerton's ever having enrolled more than about 4% of its new students via exceptional admission. At least to LA basin CSU campuses enroll as many as 20% of their new students via exception.

Data provided by the CSUF Office of Analytical Studies indicate that underrepresented students, i.e., African-American, Native-American and Latinos, are three to ten times more likely to have been admitted exceptionally. This is understandable since persons of color are more likely to have been economically disadvantaged or to be a “first generation” college student.

Continued on page 18

SPECIAL ADMISSIONS

those who are exceptionally admitted overcome catastrophic illness or serious extenuating circumstances, all show promise of achieving and succeeding in an academic environment.

Drew had attended college for only one term in the last five years. During that time the standards at the CSU had changed. As a lower division transfer, he now needed to have completed the four basic subjects within the General Education program which are Oral Communication, Critical Thinking, English Composition and Mathematics. Although he had completed English Composition and Critical Thinking, two of the other basic subjects remained outstanding. Using professional judgment, the Admissions Office admitted Drew to the University as an Adult Re-entry student.

These types of admission are supported throughout the CSU system in two sections of Title V, California Code of Regulations. Each of these sections of Title V empowers the CSU to admit up to 4% of its new student population under the auspices of "special admits". One section of special admission is for individuals who are educationally and economically disadvantaged, the other is for general exceptions such as those enumerated above. CSUF has never over utilized exceptional admission slots; unlike other CSU campuses we have never exceeded the allotment, and the numbers have remained constant.

Exceptional admissions should be an integral part of the fabric of a university community. While maintaining academic standards is imperative, special talents and backgrounds must be valued in the admission process. Although some exceptionally admitted students may face additional challenges in the classroom, many bring a new perspective to discussions that would be lost if the admission

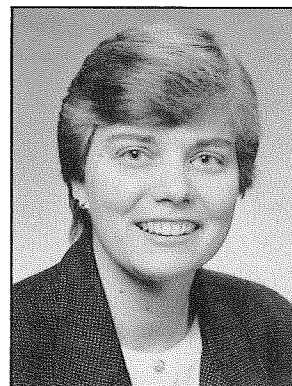
process were even more regulated by stringent.

First-generation college students, who are designated frequently as specially admitted students, may bring to the campus a spark and an enthusiasm that others can lack. For many of these students a college education was neither an anticipated nor an expected event. Rather, it was realized through persistence and solitary application to their studies. While they may individually lack the sophistication often observed in their regularly admitted counterparts, who have spent time on a college campus with another family member or friend, an exceptionally admitted student can contribute a basic appreciation of just being a part of the campus community. Specially admitted students should be viewed as bringing to the campus community different and unusual strengths. Individuals of special talent and unusual backgrounds are an enrichment, not a degradation, of the regular standards.

How many individuals within the educational community today would not have been as well educated or would not have achieved as much if all the admission process were to do was to admit the regular student? Should the admission process become a totally regimented, rigid one, one that judges an applicant acceptable only if their eligibility index meets the minimum standards? Should there be no flexibility for a student who has amassed a 3.00 grade point average or higher and who has completed 30 units of General Education courses with the exception of Critical Thinking? Such a person would have to be denied regular admission to CSUF.

Comparing the most recently collected CSUF graduation rates for regularly admitted students and specially admitted ones gives cause for pause. A report prepared by Dolores Vura,

Director of Analytical Studies, entitled *Distribution of Ethnicity*, Fall, 1993 students, states, "Compared with 57.2% overall success of regularly admitted students, only 29.3% of specially admitted students succeed." These data are based on students who have graduated or who are still persisting after six years. This discrepancy may appear to be alarming. However, given the rate of success for those who met all the required academic criteria as compared to those who were brought in under special parameters and must rebuild or even establish some of their basic academic foundations, the discrepancy is not so great. These data should not be used to suggest that the University retreat from its commitment to special admissions. Rather, they should be utilized to point out that the university must continue to augment its efforts to retain all of its students and encourage overall success on the part of its regularly admitted as well as its specially admitted populations. §



Nancy J. Dority graduated from Rutgers College in 1980 with a B.A. in French. She came to CSUF as Admissions Officer in July 1990 from her position as Associate Director of Admissions at Rutgers University. She is currently working on her MBA at the University of Redlands.

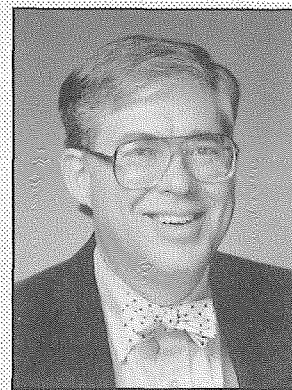
continued from page 16

It is important that we note that African-Americans are six times more likely to have been admitted "regularly" than by exceptions, and CSUF Latino students are more than eight times more likely to have been admitted regularly than by exception. Clearly, there are many student-athletes and students of color who are regularly admitted. To suggest otherwise is to contribute to a cruel set of stereotypes. The demographics of CSUF have changed, and they will continue to change. But, exceptional admissions are not the major factor in these changes.

It has been noted that exceptionally admitted students are more frequently academically disqualified. That is the

truth. But more than a few exceptionally admitted students graduate. 177 exceptionally admitted students graduated from CSUF between 1987 and 1990. Many of these men and women are now productive citizens/taxpayers and good representatives of the university. I wonder what might have happened to them had they not been admitted to the university.

In 25 years of being an admissions officer and a student of higher education, I have never known a college or university without some sort of exceptional admissions program. Even the most selective colleges in New England use special admissions. I am glad that CSUF has such programs, and I am proud that they have been used prudently and with generally positive results. §



James Blackburn has been a college and university admissions officer for 23 years. His appointment as Director of Admissions and Records at CSUF came in 1986. He has served on the Academic Senate.

Talking Statuary

These are derived from conversations with the Senate Forum's Production Artist, Dori Beeler.

Brian Cantley **Environmental Design:**

Wall Gazing Gallery

There seems to be a paradox, I can comment on it as an environment as I am a Environmental Designer, and I can comment on it as a piece of sculpture although I am not a sculpturalist. As an environment it is my favorite place on campus in that it does what it was supposed to do. The Wall Gazing Gallery, it's based on the theme of a Buddhist Monk who stared without blinking at a cave wall for nine years and came out enlightened. So, it's not a space where you go to look at something else, it's a space where you go to reflect what's happening inside of you or to just get away from the outside atmosphere. In that case it works wonderfully, because you are staring at a white wall, with the reflection of the water there and you've got the shade of the structure and the water falling down as well. A lot of my students have commented that they can find me out there like clockwork, when I have my heavy teaching days because I get so stressed out from the teaching that I just sit out there and eat my lunch and just

kind of vegetate. And I think that it is wonderful for that, and I think that is what it was supposed to do. It does create an environment, and it creates something that removes you from the rest of the hustle and bustle of whatever else is going on.

So the paradox is that I really enjoy it and applaud it as an environment, as a piece of sculpture and I think it is part of the background, I think the Artist was trying to mimic some Vietnamese huts in its detail. The tin roof is incredible, it is a piece of material that everyone is used to, it's a very man made material, a very industrial, minimalist material used in a very simple way and it is very effective you get the sound of rain on a tin roof. The structure itself, for me, is a little unplanned, it seems as though it was an afterthought. The way the shapes come together, it leaves a little bit to be desired in the way that the wood joints come together. A lot of the beauty comes from the elements and there seems to be a lack of detail in there. Again, the artist was trying to mimic the Vietnamese huts, but I'm not a subscriber to the school that you try to xerox other architectural styles of the past. I always tell my students that you

try to analyze and readapt the concept or the idea, not the form. And so I have a problem with forms that have been duplicated.

There is that floating grid in the water as well as a bench along side the water. The bench seems to be the least effective part. It's an interactive part because people have been carrying it around, it's gotten really trashed. And I don't think people read it as part of the sculpture. The floating grid, I don't know the background and I don't know what it is, I think it works as separate piece of sculpture, by itself. I'm sure if I knew a little more of the history of it that I could accept the fact of the relationship between the pieces. Part of the paradox is that it does attempt to occupy the whole reflecting pool out there, it has elements that reach out in to the still waters of the pool and into the pavement itself.

So I have very mixed feelings about this piece. In some parts it works incredibly well and in others it falls really short of what my expectations would be. An interesting note is that it has never been vandalized. I think that the students have accepted it not as a piece of sculpture but as part of their

SCULPTURES ON CAMPUS

domain, which is one thing I try to teach about Environmental Design. The moment a piece of art or sculpture becomes habitable, it crosses over from being a piece of sculpture to a piece of architecture, and usually people have a lot more respect for a space or thing that they can inhabit as opposed to a piece that they just look at.

Mike McGee
Gallery Coordinator:

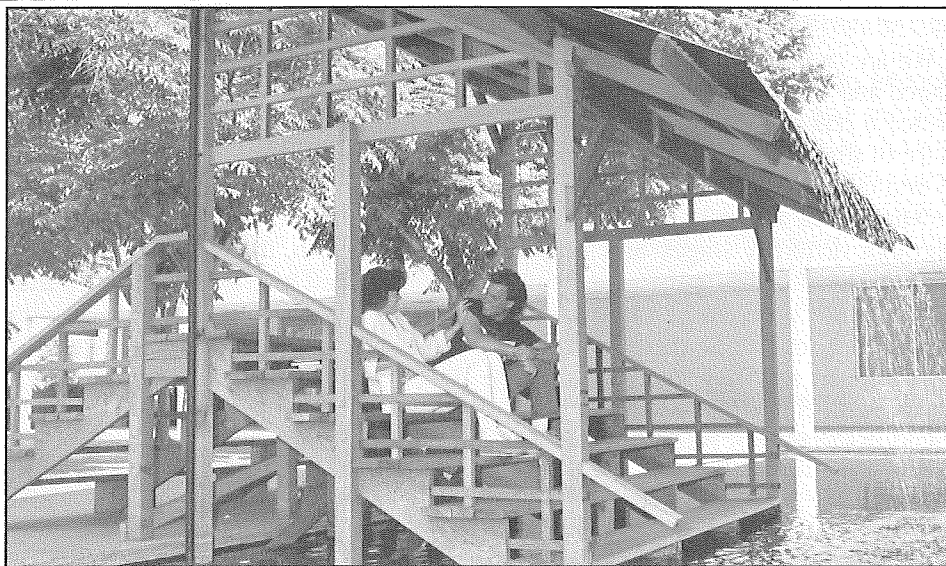
Wall Gazing Gallery

It's a very effective use of space, it works on a lot of different levels. A lot of artists are working on the relationship of sculpture to the human body and in that piece you actually go into the piece and become a part of it. That is a non-traditional role for Western sculpture. And I think it's very interesting in that it extends the definition of sculpture and gets the viewer involved. On the other hand the piece is obviously intended to be a tribute to Vietnam. There is a texture to this piece that is created by the wood, tin roof and water. It's like you are in the rain falling down in a rain forest.

California Carwash

Dustin Schuler is a contemporary Southern California artist who used to live in Orange County. He has been doing works primarily with cars but also airplanes and other icons of contemporary life, taking the images and treating them in a really humorous way. This notion of a skinned car, a trophy, is one of his signatures, he's also done boats and airplanes back East. The piece we recently received, we haven't installed yet, is called California Carwash and there are two palm trees constructed of steel that look like paper doll cutouts, and they are probably a little smaller than regular palm trees. There is a car that is a three quarter scale porsche made out of plastic, a synthetic industrial material, that has been cut out into pieces like a skin, like an animal skin and then hung up like a trophy.

So obviously Dustin is making a



Wall Gazing Gallery

comment on the concern of our culture, the idea of all the driving around, automobiles that are status symbols, and he's just taking that one step further and also making the allusion to previous times, previous cultures where they did similar things with animal skins, which were seen as trophies. He's kind of playing with that, the whole idea of man's relationship with the machine and how the machine is created by man but yet is a metaphor for man.

The palm tree is an icon and he has ironically transformed that into an industrial material, steel, and he's playing with the issue on an aesthetic level flat and three dimensional images. He's playing with that by taking a car, a three dimensional object, flattening it out. But then he's also playing with that by taking a palm tree and flattening that out too, he's taken two images of palm trees and intersected them at 90 degree angles, so that the palm tree starts to have a three dimensional quality. The sculpture has been outside and steel rusts and takes on a patina that's very industrial looking plus there are rivets in the palm trees themselves, contradicting the organic quality.

Homage to David Smith

Where as Dustin Schuler's signature image is the car, Michael Todd's sig-

nature image is that circle. He's played with that circle and different permutations and variations of that circle for years and you see a sculpture of a circle like that you automatically think Michael Todd. But his sensibilities are much different. He studied with David Smith who was a minimalist sculpture and he did huge metal cubes. That is the extreme edge of minimalism.

So his sensibilities are much more productive, much simpler, much quieter. Different people have different personalities and artists are like that too, and Michael Todd has pursued an avenue where his work is very simple and quiet, it's made to be looked at, and meditated upon and be seen in a secluded way. It plays with very subtle variations of line and shape and movement, and things that you have to play very close attention to really understand and appreciate it. There's symbolism too, the circle representing completeness, and allusions to Oriental philosophies, and Zen, the nature of the circle.

There are other little tiny shapes, and again that's something, he'll play with: tiny triangles. And interestingly enough he'll play with rods which then become lines in space, they begin to bring up the issue of two dimensional space. There are very different and more sophisticated formal issues with Todd.

Davis

We are re going to lay a pad for this piece and make it a permanent piece. Since it has been up, there have been a lot of students and classes looking at it and talking about it.

Michael is an artist who has gone through different stages and phases. Before he did this particular sculpture, he did a series of these wedge shaped houses that he literally left out in the desert and they took on a life of their own. So, Michael is very interested in the idea of place and the idea

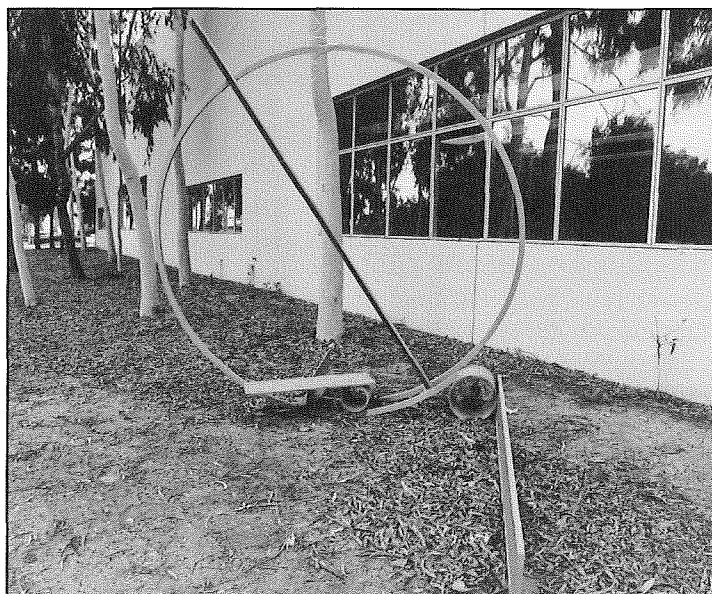
of home. And, how structures define that and how that interacted with the environment.

In this work he was dealing more with formal issues about sculptures and still maintaining some of those issues of home and our relationship with the earth, the indicators of what home is and man's presence. To that end he has incorporated the classic beam, and then at the very bottom of that classic column he incorporated a drill bit, a huge drill bit, like its drilling into the earth. And there are

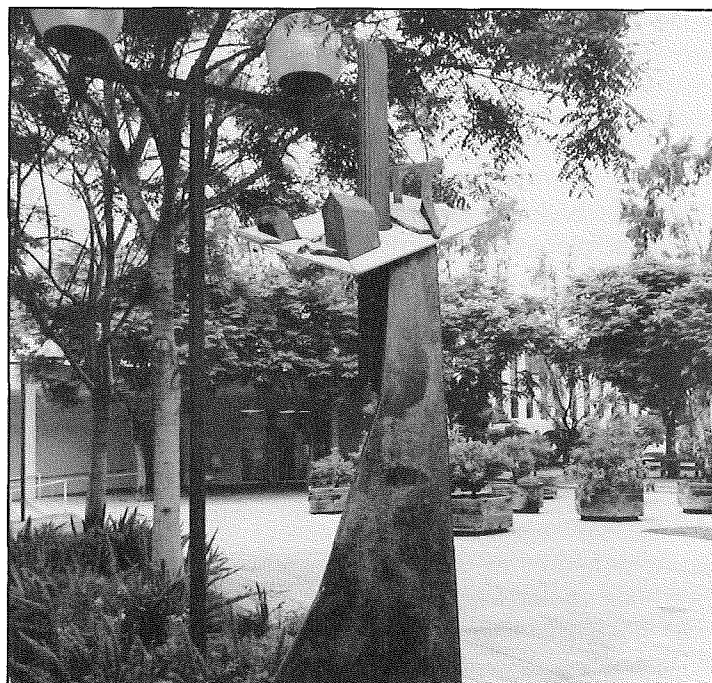
very industrial materials of steel and so he is playing again with the organic and man made materials and where the organic aspect comes in is that he has allowed the steel to take on a rusty patina, on the plane up at the top he has the home type shape and the arches which relate to Roman architecture. Those are no doubt symbols of dwelling and man's place. It's interesting because it is teetering in a really precarious position. So many students have gravitated to that piece.



California Carwash



Homage to David Smith



Terra Ingognita

PERSONAL PROCESSES

Darryl Curran

Chair of Art Department:

Redoubling Wall Path

The idea of this sculpture was to get a piece of sculpture on campus by an internationally known artist, Lloyd Hamrol. And by the cheapest means possible, which was to hire him to teach a sculpture class in which the students would engage in the development of an idea and go through the process of making a proposal through all of the channels to do a piece of art for the public. This is an enormous problem for any public art. It was a learning process for the students and also for the artist, he learned that if this was to be a public work installed in this campus, it had to gain approval from the California Legislature. However, if it is not a permanent piece, then it only had to be approved by this campus. So he decided that he would make it a semipermanent piece. They tried by using a number of different ingredients to make a piece to last a while...so here it is 18 years...that would erode over the course of time and that would say something about the process of life and death and

of evolution. There would be a relationship to the natural organic processes, and it might say something about civilizations, when civilizations come together. That's how this evolved. In its natural form it looks like remnants of adobe buildings.

At first, there were clay materials encased in burlap bags and then placed on the ground and they used rebar to hold the bags in place by driving the rebar down through the bags and into the existing soil. They were two bags wide and side by side, that is probably where it received its title Redoubling Wall Path. What's happened is that local kids have ridden their bicycles over the middle so you see that there is kind of valley forming.

In the meantime, these trees have grown enormously; it was quite a prominent feature. I think though that Lloyd Hamrol would approve because this is part of his process, nature has continued here; How it evolves and disintegrates, and how it goes through natural processes of responding to wind and rain. And, in this case even to human interaction.

Game Action

Caire Faulkenstien, she is an internationally known sculptor, and she has dealt with copper pipe for years. As you can see she is of abstract expressionist sympathies. All that calligraphic movement she has going on in each piece, and a lot of her work is plumed so when the water is running water it squirts out all over the place. Three is one like this down at the Long Beach Museum. It looks like it is acrylic drips on the pipes to hold them together. Or it might be hot glass with melted colorations throughout. It looks to me like it was commissioned for this space, so, because it's the gymnasium and it's called game action, I imagine she was talking about movement, form and balance. Not in aesthetic terms but the idea of implying or conveying to the viewer the activity that would go in a gymnasium. There is no static line or form here. Everything is asymmetrical, off balance, constantly moving, point-counterpoint going on here. A lot of rhythmic, curved forms.

It is very revealing of the time period, her career was in full stride, it is revealing of the abstract expressionist period. It is in constant motion.

Game Action



Redoubling Wall Path

SCULPTURES ON CAMPUS

Jim Jenkins:
Art

Solstice

The Steve Metzger Memorial outside the UC was one that was paid for by the Associated Students. They wanted to have a memorial for all the faculty and students that have died on campus for some reason or another. And so Steve applied for it and received the commission. Steve's history is that he was a painter and he started doing collages and his work started come off the canvas and take on a more three dimensional form. So then he was doing these in such an elaborate way that he was building and fabricating of these structures that he would hang on the wall, painting on parts of them. And really they were becoming very

much like three dimensional collages of abstract paint really dealing with color and form in very formal ways. Eventually they came off the wall entirely and became freestanding.

This piece is a collection of shapes. Some surfaces of which are covered in either flat colors or abstracted color fields in a variety of colors, like a Jackson Pollack abstract painting. So, you have both the painted surfaces that are complimented by the regular metallic surfaces that have been left intact.

I always thought this piece is interesting because with all the vandalism that has happened in particular to the Lemonade piece, I always appreciated the fact that the Metzger piece has never been touched. People have

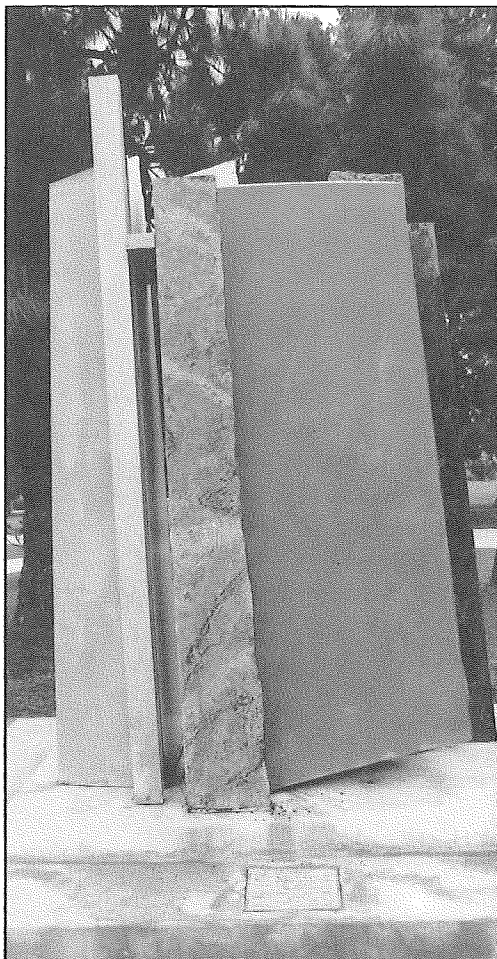
always respected it. It could be two fold, they might respect it first because it was a memorial that was commissioned by the students for the students and second because it was a really strong piece. People didn't want to mess with it because they respected it.

Unlike the Lemonade piece which had some bad publicity when it first came to campus. Word got out how much it might have cost and plus the fact that people that really didn't respect or understand it. I think vandalism really comes from lack of information.

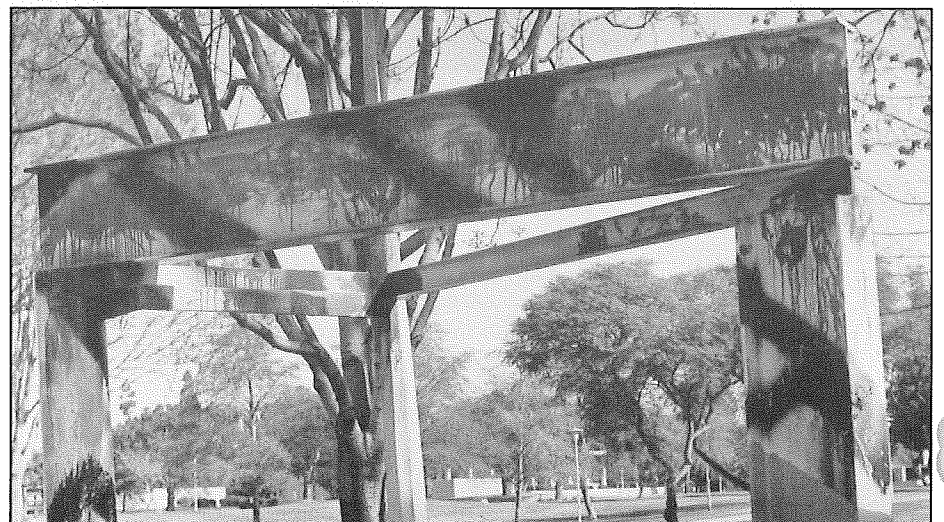
David

When we brought the David to campus, it was very important to surround the arrival of that piece to campus, to make people aware of where it came

David



Solstice



Lemonade

from and what it meant. Maybe when people begin to understand and appreciate what's going on there they will be less prone to violate it. This piece fell over in a 1987 earthquake. It was on display in the Forest Lawn Cemetery in Cypress. It is a replica of the original David made of the same type of materia - Carrara marble -from the same quarry. During the 1987 Whittier Quake it broke off at the ankles and fell face first.

The piece is an exact replica. You can go up and look at the face of this thing and actually feel the contours of the face and the marble, which you can't do with the originals in Italy. It is quite wonderful to have so much accessibility to it.

When something is on the ground like that it is going to be very accessible. We hope, though, that people don't walk all over it and damage it.

Interestingly enough, if recent history proves itself, probably the atmosphere is going to attack it. It was tough to find a site to work with this piece, because we wanted it to look natural, so if someone came up and saw the pediment sitting there, with the piece broken off at the ankles, cascading down a grassy knoll, someone could come up to this and recreate in their mind the event that took place there, and respect the force of the quake. Gravity comes into play in a big way, the heavier pieces where further down the hill.

An Original

This is a project that I did with my 3-D and beginning sculptural class my first year on campus. The Dean and Chair wanted to announce the arrival of a new sculpture instructor to try to

increase the visibility of the department. They gave us a little bit of support to put together a project with my classes that could be placed somewhere within the art department to show us off a little bit.

So we came up with this project that took over this courtyard. The whole idea of what we came up with which reminds me, coming from back East, a lot of snow fencing, the flat fencing, light weight and temporary, that is put up along the crest of ridges and hill-sides to stop snowdrifts from forming in high traffic area.

The idea of having this courtyard surrounded by three walls, and an open hallway in front, it's really a ribbon of movement that kind of comes in from the top seemingly off the roof, and bends its way in between several trees and then winds out exiting back out on the top of the roof at a different point.

The whole idea of this line moving through space and coming in and exiting was where it came from. It was quite a massive thing to work with because we were trying to put this together with just a few students. We made a model of the site, we built all the components, and finally on the day that we decided to do this, we had all kinds of things to deal with from our drills not working to the point where we had to run out to Rental place and rent a drill. Security came to check on us; they didn't know what we were up too, and they hadn't been notified, The Dean got called on a Saturday. After a long, long day we got it finished and it's been hanging there very happily there for thirteen years now.

We made a bronze plaque for it and we kept trying to come up with a title for it. We kept saying, "It's an original piece what can we call it?" We actually ended up calling it An Original.§



An Original

Vanishing Freshmen

Thank you for devoting so much attention in your Winter issue to admissions and student diversity. It had something for everyone. For those who think our current crop of students ill-prepared, Karl Kahrs cited declining SAT scores for first-time freshmen (I decline to use the PC term "fresh-person"). Actually the scores are even worse than Karl reported, because the scores of exceptional admits were excluded from his study. John Lawrence decried the increased class sizes and the effect that it has on the quality of the educational experience. Both Dolores Vura and Ed Trotter focused on the accomplishments of our diverse student body. What I missed, however, was a discussion about the threat to our institution from the declining numbers of first-time freshmen.

Since Fall 1989, when the numbers of FTF peaked at 2294, there has been a 37% decline to 1448 in Fall 1993 (33% alone from Fall 1991 to Fall 1993). At the same time, student fees at the CSU have increased 103% to \$1440. The *L.A. Times* reported on January 11, 1994 that California students took out "a staggering 50% more in loans in 1993 than the year before...Meanwhile, the number of students taking out loans jumped 28%..." When you consider that over 40% of our students don't graduate, repaying loans is especially onerous for those without a degree.

You may recall that one of the features of the two most recent student fee increases is that fully one-third of the fee increase goes to pay for the fees of those students receiving financial aid. What we have here is a scheme to redistribute income rather than having the State be responsible for financial aid.

Lots of students simply can't afford to attend Fullerton, and those who can are being increasingly attracted to the UC

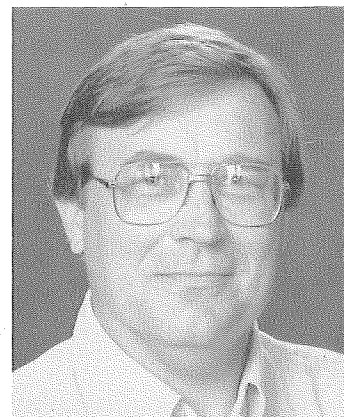
and private colleges. I believe that the other factor contributing to the decline in the numbers of FTF is the failure of the "new" CSU admission requirements. We have finally arrived at the end of a long phase-in period for subject matter requirements. You will recall that admission used to be a function solely of the high school gpa and test (SAT or ACT) scores, called the admission index. When the new plan was initiated, the Chancellor's Office promised that it would be a boon to under represented minority students because it would force them to get adequate academic preparation in high school. In Fall 1993, Fullerton admitted 38% of its Black FTF, and 28% of its Chicano FTF as exceptions to its admission policy (that is, they were not regularly admissible). Furthermore, the Chancellor's Office has had to reduce the admission index in order to keep accepting the "top third" of the graduating seniors. For those of you who thought that increasing the requirements for admission was the answer, think again.

What's to be done? The path that Chancellor Munitz and President Gordon want to follow is the one leading to ever higher fees. Gordon, in a first for California, recently approved a plan to charge students a fee to pre-register for classes! This path will take us to being an exclusively upper division and graduate institution. Our freshmen will disappear, driven to the community colleges and the privates by our high fees. The old-timers will tell you that this is the way we started out, and it's the way Mission Viejo operates, but it is certainly different from the way most people think of a comprehensive state university. The other way requires that we abandon the student fee increases (and roll them back, if possible), welcome more freshmen to our institution, reverse the increase in class sizes, and, as Dolores Vura sug-

gests, give them the instruction they need to be successful students§.

Sincerely,

Bill Reeves
Student Affairs



How did you do...? (see page 3)

- | | | |
|------|------|------|
| 1) B | 4) B | 7) B |
| 2) D | 5) C | 8) D |
| 3) C | 6) C | 9) A |

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: Al Flores, Philosophy and Chair of the Academic Senate; Barbara Stone, Political Science; Stewart Long, Economics; Sandra Sutphen, Political Science; and Dana Lamb, Art

Production Artist: Dori Beeler§