



The SENATE Forum

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A Critique of the Plan for Instructional Technology

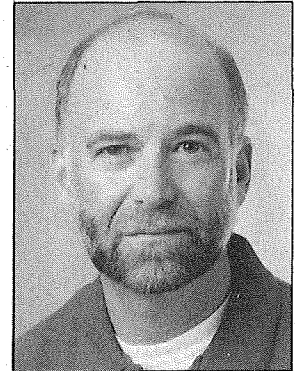
■ In the last issue of the *SENATE FORUM*, two articles focused on the coming changes in instructional technology at CSUF. This article points out the different approach of business—the “real world”—to technology issues and suggests that our approach to technology planning is flawed.

by **Sorel Reisman**

DECENTRALIZING. A FEW YEARS AGO CSUF LATCHED ONTO the notion of decentralizing computer resources at a time when budgets were not threatened, and when the often recycled concept of “decentralizing” resurfaced in industry. Five years later it is unfortunate that we have not yet learned that “xenophobia” directed at other schools or departments is not an adequate reason for continuing to pursue this terribly inefficient method of information resource allocation. More and more re-engineered companies are discovering that there is much to be gained from coordinating and centralizing some resources, particularly the technology-based ones that have strategic importance to the entire organization.

Recentralizing. In case after case across America, in the private sector and even in some government sectors, information technology is playing a pivotal role in

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He recently published a book on multimedia. With Curtis Swanson he co-founded the Multimedia Learning Center in L-118.

re-engineering efforts, and key to those efforts is the trend to recentralize. Personal computer “experts,” who until recently were proclaiming the death of the centralized computer center, are now calling upon experienced computer professionals to save them from both their exploding department budgets and their inability to keep up with technology. Unfortunately, there is little evidence that lessons like these are being learned at CSUF.

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Nowhere is this fragmentation more apparent than in the diverse computer technologies that exist among the different departments and schools on this campus. There are computers everywhere, of every kind, of every generation, running similar but different software, many of them used for a variety of similar tasks—and many of them not used at all. While diversity may be admirable in some contexts, it simply makes no economic sense when assessing an institution's computing needs.

Where are the experts? Unfortunately, university environments seem to foster and even encourage the kind of chaos that appears to characterize CSUF's computing environment. In the era of the personal computer, where almost every faculty member has acquired a measure of competence in DOS, Windows, Macintosh, and a favorite word-processor, we seem to regard faculty members' opinions about information systems as infallible.

In the "real world," not everyone is an expert about everything. In the real world, there are people who know how to use a word processor, and there are people who really know about information systems. Sometimes these are the same people, and sometimes they are not. In the real world, people who know about word processors but who do not know about information systems are rarely called upon to make strategic decisions about information system planning—especially when those

decisions have corporate-wide implications. In the real world, complex decisions are not made by committees. Why then do we rely upon faculty-based committees to make critical decisions about technologies that should be leading our institution into the twenty-first century?

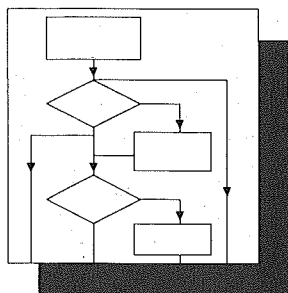
Learning from business. In a planned information systems environment, institutional computing requirements are determined by unbiased planners or analysts who have been educated specifically in the fields of planning and technology. So too should CSUF be planning the information infrastructure that is essential for us to move into the twenty-first century. Unfortunately, even as we proceed, we are failing to adopt planning procedures that are proving successful in the real world. An alarming indication of this failure can be seen in the most recent draft of the *Mission, Goals, and Strategies Statement* (November

1994) which wants us "to assure the preeminence of learning by integrating advances in information technologies into all learning environments." While this goal is certainly admirable, there is little evidence that we are doing anything to make this really happen.

"We seem to regard faculty members' opinions about information systems as infallible."

Are we ready? The campus will be completely wired with fiber optic cable in a year or two. Considering that learning is the main product of our institution, how many faculty members have been a part of the activities that are bringing us the new technology? How many faculty were surveyed to determine that wiring the campus in this fashion will improve CSUF's product? How many of us have been involved in planning the use of this technology when it finally arrives? How many of us know what can be done with this technology? How many of us even know what the technology will allow us to do? Or for that matter, how many of us even know what this technology is?

From a fiscal standpoint, how many deans or department heads have participated in planning and budgeting for the kinds of activities that will be required to make the new technology useful in the classroom? For example, is there any master plan for providing release time for faculty to learn to use the technology? How many schools or departments are prepared to invest in the hardware and software components that will be necessary to utilize fiber? How many deans even know what those components are? Will existing departmental hardware and software be integrable with the new technology? If not, why not? Will relatively new Macintoshes and PCs be useful with fiber optics or will recently acquired systems become instantly obsolete?



The SENATE Forum

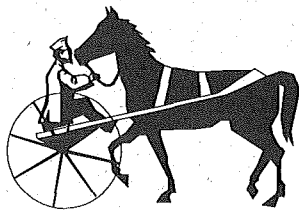
The SENATE FORUM is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues which the Senate addresses. Individuals are encouraged to respond to the materials contained in the FORUM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

Editor: Curtis Swanson, Foreign Languages & Literatures

Editorial Board: Albert Flores (Philosophy and Chair of the Academic Senate), Ben Hubbard (Religious Studies), Stewart Long (Economics), Sandra Sutphen (Political Science & Criminal Justice)

Layout: Curtis Swanson, Foreign Languages & Literatures

Planning in reverse. It is only fair to mention that a planning document entitled "Proposed Strategic Planning Activities for Instructional Technology" was issued by Gene Dippel, Associate Vice President of Information & Telecommunications Services, in October 1994. The document proposes a committee structure to address some of the questions that I have raised. Unfortunately, this document should have been generated as the first item of business rather than as an afterthought. The issues that need to be addressed, even now, are of an educational and academic nature, and not necessarily related to technology per se. For example, if we truly want to meet the goal of the integrating technology into the classroom, that goal should have been expounded first, followed by questions such as: "So how do we go about doing this?"



Information technology by itself is not a panacea. In fact, information technology can be a deep pit into which we can pour huge amounts of money without realizing even minimal return on our investment. The tradition of technology planning at CSUF, while well-intentioned, has not been a great success. There have been too many inconsequential meetings, too much money spent, too few standards, and too few results to justify many of our technology expenditures. We cannot continue to (mis)allocate scarce resources in information systems using the planning methods of the past. We must reconsider the notion of total decentralization in order to rebuild the university's information systems infrastructure, particularly from an academic computing standpoint.

"The tradition of technology planning at CSUF, while well-intentioned, has not been a great success."

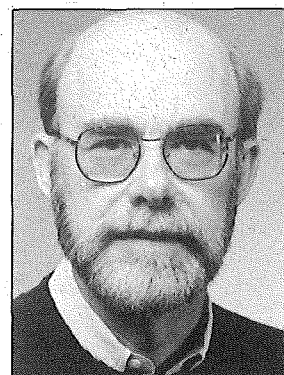
A wired campus only makes sense in an environment where there is centralized planning and coordination of the technology infrastructure, an environment in which academic needs are planned and coordinated separately from administrative needs. If we are really serious about the educational goals of the *Mission, Goals, and Strategies* statement, we need to reinvent ourselves to become a forward moving institution. If we don't, we will simply become just another big school in the CSU System. □

Statement on Collegial Governance

■ *Have you been asking yourself just what the "Fullerton Way" is? This article supplies a good working definition. According to Vince Buck, much of what is contained in this article is drawn from generations of debate on the value of legislatures and other deliberative bodies. References are available on request.*

by Vince Buck

Vince Buck has taught Political Science at CSUF since 1974. He is currently a member of the local and statewide Academic Senates and is chair of the statewide Faculty Affairs Committee.



IN HIS BOOK *THE USES OF THE UNIVERSITY*, CLARK KERR points out that of the 85 or so western institutions established by 1520 that are still around today, 70 are universities. Several others are parliaments. It is not by chance alone that these enormously successful institutions are collegial.

The importance of collegial governance to the survival and success of a university should be obvious and yet it is often under attack. The proposed planning document, which is to be used to guide future decision making, must unequivocally state its support of this crucial concept.

Collegial governance is democratic, deliberative governance characterized by rational discussion and reasoned debate. The value of collegial governance to a university is immense. Along with the widely recognized values of deliberation — inclusiveness, legitimacy and avoidance of error—collegial governance is an important factor in creating faculty commitment to an institution and the goals and values of that institution.

Faculty have an important role in governing and shaping the university. It is this role that makes them feel that they have a personal stake in the university, and induces them to give so much of themselves to the institution. It is this role that makes them willing to

engage in so many activities that are critical to the success of the institution, but which are in no way directly rewarded. If this role is diminished, then the faculty and the university are diminished. If faculty are to be limited to carrying out policy and following procedures developed by a hierarchical administration, then they will limit themselves to that alone, and the effectiveness of the institution will be impaired.

Collegial governance through deliberation also leads to legitimacy. Individuals who have a say in developing policy have a commitment to that policy, even if they are on the losing side of the final decision. If a decision is felt to be arrived at by appropriate and inclusive processes, it will be broadly supported within a community. Policy that is developed in a manner thought to be inappropriate will be difficult if not impossible to implement.

"If faculty are to be limited to carrying out policy and following procedures developed by a hierarchical administration, then they will limit themselves to that alone, and the effectiveness of the institution will be impaired."

Finally, collegial governance through deliberation reduces the chances of error. To quote Alexander Hamilton, "... the oftener a measure is brought under examination, the greater the diversity in the situation of those who are to examine it, the less must be the danger of those errors which flow from want of due deliberation."

Collegial governance is often under attack from those who find the process too messy, time-consuming or not amenable to their ends. A deliberative process is by definition slow and "inefficient." Fast deliberation is an oxymoron and a mistake. While consensus-building processes may be slow, they are effective and responsive.

One form of attack is to ignore the collegial body and make decisions without informing it or asking for its approval. A second approach is to overload it with trivial matters. A third approach is to create parallel structures and direct decisions to them.

A final form of attack is to question the representativeness of a deliberative body. There is no perfectly representative legislature. Congress for instance is not 50% female, yet it has legitimacy. (Although many of us feel that its legitimacy would be strengthened if it had more female members.) The United States Senate

is not even based on majority rule, but it is still a legitimate body. Legitimacy has to do with how an institution or process is viewed by those to whom it is of concern. It is my strongly held belief that the collegial governing bodies on this campus (the Academic Senate and its system of committees) have a very high level of legitimacy.

"Collegial governance is often under attack from those who find the process too messy, time-consuming or not amenable to their ends."

These bodies are lacking mainly in the involvement of the junior faculty. This could be vastly improved if the reward system of the university acknowledged the importance of this role.

The legitimacy of these institutions needs to be strongly reaffirmed in the mission and goals statement. I would suggest wording along the line of the following as a new item—VI.A: *By strengthening collegial governance to provide for careful inclusive deliberation of policy proposals and to insure broad support for adopted policies.* □

Compendium resumes publication!

by Judy Mandel, Office of Public Affairs

The publication of the *Compendium* resumes in December. The streamlined format for the monthly publication will carry calendar items and professional activities of the university community. Submissions are welcome, but because of the volume they will receive minimum editing.

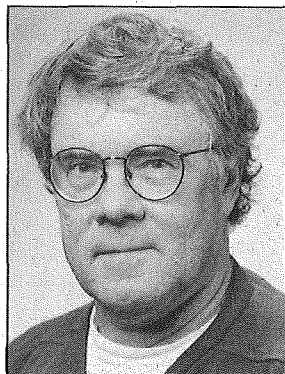
Public affairs will not be responsible for the accuracy or completeness of the submitted material. The deadline for submissions to the *Compendium* is the third Friday of the month. Items will be used in the order received and as space permits. Submissions will be accepted in typed form on the *Compendium* submission form or by e-mail to Pamela McLaren in LH-801 or Internet (pmclaren@fullerton.edu). She is also on QuickMail.

General Education Reform on the Horizon

■ *Merrill Ring was selected as the 1994 H&SS Distinguished Faculty Member by Dean Donald Castro. The following article was adapted from an address to the faculty of the School of Humanities and Social Science at its Fall 1994 convocation.*

by Merrill Ring

Merrill Ring has been at CSUF for 22 years. He recently completed a stint as chair of the Department of Philosophy where he teaches courses in metaphysics, epistemology, and the philosophy of language.



WHATEVER CRITERIA THERE ARE FOR BEING GIVEN THE award seem to have something to do with teaching. It therefore seems reasonable that this address ought to have something to do with teaching. Display of my philosophical acumen and scholarly work is probably not what is wanted here.

In different disciplines there are large variations in teaching practices—and scholarship too. Yet most of us assume that those working in different disciplines live their pedagogical (and scholarly) lives in the same way that we do.

That is why I find so many discussions of university and college teaching to be vacuous. Assumptions are made that everyone in every field is up to the same thing and faces the same problems. Not wanting to be vacuous today, I have decided that I had best not talk to you about teaching practices.

By universal agreement we have an intellectually odd General Education package, one too obviously the result of political compromise a number of years ago.

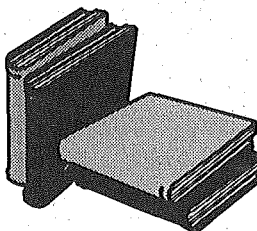
Consequently, I have decided to talk about one aspect of teaching which I think is not subject to the pointlessness which I had in mind above—curricular matters and, in particular, General Education. My aim

is to remind you about some of the structures within which we practice our teaching and the ways in which those structures can be confining. As background material for that project, let me mention several matters, not in any particular order.

1. **Timeliness.** The time has come for this campus to engage in extensive discussions about General Education (not, I hope, in “General Education wars”). That is simply in the natural course of things. It has been long enough since the last major discussion that we will soon be turning to General Education issues no matter what else might be happening.

2. **Accreditation Review.** There is, however, a significant independent spur to reconsidering our General Education program. By universal agreement we have an intellectually odd General Education package, one too obviously the result of political compromise a number of years ago. In fact, in the last accreditation review WASC noticed the extreme oddity of the situation, criticized us for it, and called for change.

3. **Shrinking Faculty.** There is another factor hastening our review of General Education. The unhappy budget situation over recent years has led to faculty cuts which have followed the course of least resistance. You cut where opportunities present themselves, trying (successfully) not to lay off tenure-track faculty. The result is that departments and schools now have a faculty which in both size and composition cannot achieve the program goals devised in richer times. In



consequence, everyone must rethink—or start rethinking since the end of the contraction is not yet in sight—what we can and should do under contemporary circumstances. This rethinking must include not only all the individual major programs but also—and very importantly—the General Education program of the entire campus.

Therefore, if this campus needs to reshape its General Education program in light of the *Zeitgeist*, in light of WASC, and in light of its own shrunken self, what shall be done? It must be borne in mind that H&SS is the preeminent General Education school on campus. Only NSM, of the other schools, has significant resources committed to General Education. Even there, the quantity of commitment does not compare with the percentage of H&SS teaching activity directed to General Education. No doubt there are those in H&SS who do not look upon our centrality in the

General Education package as a valuable thing. For my purposes here, I shall assume that they are radically mistaken. What then can H&SS do in helping along the revision of General Education that the times call for?

I know that these matters have to be worked out department by department. The only all-university mechanism involved is the Senate and its General Education Committee. However, what I would suggest is that we, the faculty of the School of Humanities and Social Sciences, view ourselves as engaged in a joint venture to produce an intelligent, coherent General Education program which we can enjoy and profit from teaching in.

What would such a thing be like? I can't answer. I have ideas, but I know that on the whole I am more willing than many of my colleagues to suspend the structures which have supported the past version of our activities. So I will not offer details here, leaving that to joint discussion. But I can say something about some broad categories of arrangements we need to think about changing.

"It is far from clear, though, that that conception of what we are to do in General Education is what is best for our students, even if it is best for our own departments and disciplines."

Instructional Technology. Our need to revise General Education is coming to an action point just when another major development is at hand. Very soon this campus will be wired for advanced communications so completely that we shall (as I understand it) be a large jump ahead of most other places, certainly our sister campuses. In planning a new General Education program, we shall have to imagine how to employ all the new technology not just to *its* best advantage but to *our* best advantage. (And that will mean being very sensitive to differences in teaching practices between disciplines.) Given the possibility of using television to accomplish certain ends, we no longer have to be worried so much about space. Classes can be pieced together with students drawn from many places; opening up teaching possibilities considerably. And time need not be such a constraint as it is now. The calendar of the academic year can grow more flexible; students can finish classes early or later.

There is, however, another constraint more

relevant to our orthodox thoughts about General Education: that is the idea of disciplinarity. On the whole, we all think of General Education as a chance to present our discipline, at least some part of it, to the general student public. It is far from clear, though, that that conception of what we are to do in General Education is what is best for our students, even if it is best for our own departments and disciplines.

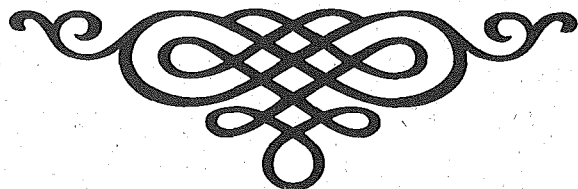
"Perhaps what the students need to get from such courses is not the truth as proclaimed by an expert but an interest in ideas, in being excited about ideas and possibilities, in thinking, talking, and writing about some subject matter."

Teaching the Discipline vs. Teaching Ideas. I think that in a legion of subtle and not so subtle ways our conception of General Education courses and thus our teaching of them is shaped by the fact that we are introducing students to our *discipline* rather than introducing them to *ideas* and to *techniques of inquiry*. For the purpose of soliciting interested students to major in that area, I do not doubt that it is fair for a department to have some course that is the introduction to the discipline. Rather, the question is why we should expect the same course to do both things? Are the students best served by that conflation of goals?

There is a further piece of our thought which constrains our General Education offerings. That is the idea of expertise. As individual teachers we think that what we should be offering our General Education students is just what we offer our majors and would-be majors: our expertise in some discipline. Yet it is not obvious that that is so if looked at from the point of view of what a successful "general education" should be. Perhaps what the students need to get from such courses is not the truth as proclaimed by an expert but an interest in ideas, in being excited about ideas and possibilities, in thinking, talking, and writing about some subject matter. Some years ago at a different university I was offered an opportunity to teach a course in a freshman honors program. The only stipulation was that the course be about something that was not a part of one's ordinary specialty. I ended up teaching the course about some historical issue that for some now unknown reason was interesting me at the time but which was not even remotely connected with my professional expertise. It was one of the most stimulating courses I ever taught. I had to

work hard to learn enough to stay ahead. And the students, bright freshmen all, thought it a wonderful introduction to the university and to intellectual life. I have no knowledge whether the content made any significant impact on their future lives. But by way of comparison, when I ask myself about General Education courses I had as an undergraduate, my response is that the vast majority of them bored me and turned me away from further interest in the discipline that presented them. I can only suspect that the vast majority of our General Education offerings have the same effect. The main cause is not that we are poor teachers, but that the courses fail to make any contact with students because we conceive of them from the standpoint of our disciplines and our own personal expertise.

One of the sad things about university life as it is presently constituted is that there are so few mechanisms that offer an opportunity for intelligent colleagues to discuss such matters as these. (Committees are clearly not the place.) I hope that this is not the end of the discussion, but it is the end of my address.



OR

From *The Superior Person's Book of Words* by Peter Bowler (Methuen, 1982):

PARADIGM *n.* Model, pattern, or example. A pretentious and unnecessary word, normally found only in psychology theses. Never use this word yourself, but be prepared, when it is used by another to lean forward intently, narrow your eyes, and say, "Just a moment—do you really mean 'paradigm' in *that* context?" When, somewhat bemused, he avers that he does, you merely raise your eyebrows and remain silent. With any luck at all, he will now have forgotten what he was going to say. Apply the same technique when confronted with *parameter*, *infrastructure*, *structure*, or *matrix*.

OR

Vox Populi vs. Vox Universitatis: The Impact of Proposition 187 on CSUF

■ *This article is intended as information and background. It is based on a close reading of the initiative, the opinions of the Legislative Analyst in the California Ballot Pamphlet, and articles published in the Daily Titan and the Los Angeles Times during November. Any subjective opinions expressed are solely my own.*

By Curtis Swanson, Editor

"Proposition 187 will go down in history as the voice of the people against an arrogant bureaucracy."

— Argument in Favor of Proposition 187 in the California Ballot Pamphlet

"Nor are those to be listened to who are accustomed to say 'The voice of the people is the voice of God.' For the clamor of the crowd is very close to madness."

— The scholar Alcuin in a letter to Charlemagne, ca. 798 (The first recorded reference to the phrase *Vox populi, vox Dei*.)

PERIODICALLY, THE AMERICAN BODY POLITIC GOES ON A rampage and indulges in direct democratic action called the initiative process. The result is often bereft of subtlety because there is no chance to refine the wording of the initiative through public debate and comment as there is when a law is under deliberation by our representative assemblies. Although these propositions are often unalloyed statements of public opinion and thus are truly the "voice of the people," it is questionable whether they are always the "voice of God" (*vox populi, vox Dei*) or even a sound basis for public policy.

"Many questions have been raised about the constitutionality of denying a sizable minority in California access to health and educational services."

Through Proposition 187, a fifty-nine-percent majority of the tax-paying citizenry of California that took the trouble to vote have gone on record as opposing access to public social services, public health care services, and attendance at public schools by so-called "illegal aliens." Many questions have been raised about the constitutionality of denying a sizable minority in California access to health and educational

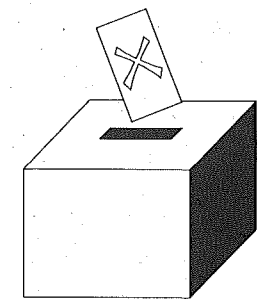
services. As written, the initiative also collides with state and federal laws and court rulings that guarantee certain civil rights and due process to everyone living in this country. Indeed, in the months before the election, the initiative was roundly criticized for being so poorly drafted that it would face years of court challenges if passed. Many supporters of the initiative freely admitted its flaws but continued to endorse it because it would at the very least "send a message" to Washington.

Immediately following the election on November 8th, a rash of lawsuits were filed to thwart the implementation of Proposition 187. Citing conflicts with the U.S. Constitution and federal statutes, a federal district judge blocked immediate enforcement of the initiative's sweeping bans on medical, educational, and social services for illegal immigrants. At the same

"Undocumented students have been a fact of life at CSUF for many years."

time, the state was permitted to draft (but not publish or disseminate) contingency regulations and procedures in case the initiative is upheld. The court ban on implementing most portions of Proposition 187 has been extended to December 14th when a hearing on a preliminary injunction will be held in federal court. Although the challenges may stretch into months and even years of hearings and appeals, it is also possible that Proposition 187 will overcome these objections in short order and become a law that we will have to reckon with.

What is the present law regarding illegal aliens at CSUF? Although most faculty members are probably unaware, undocumented students have been a fact of life at CSUF for many years. The university's treatment of such students is governed by a 1985 Alameda County decision (called "Leticia A") that allows illegal immigrants who live in California to pay the same fees as legal residents. The UC system and the California Community Colleges abide by a different, 1990



ruling called the Bradford decision that requires them to charge non-resident fees to students who are not here legally. Because of high non-resident fees at other public institutions and because illegal

immigrants are ineligible for federal and state financial aid, many students find the CSU system to be their only affordable option. According to Chancellor's Office estimates, there are about 950 illegal residents enrolled at CSU's 20 campuses (Los Angeles Times, November 21, 1994). They pay \$1,800 annually in resident fees. Full-time non-resident students and foreign visa students, however, pay \$7,704 in fees.

"Proposition 187 prohibits public colleges and universities from allowing students to attend who are not legally authorized to be in the United States."

CSU's adoption of Leticia A was challenged in the courts in 1992. At that time a Los Angeles Superior Court ruled against CSU, but the system appealed the decision. The case is expected to be heard by the Second District Court of Appeals perhaps by the end of this year. If the CSU system loses this appeal, it will probably be required to adhere to the Bradford decision. Thus, undocumented CSU students could be forced to pay higher, non-resident fees. However, they would not be faced with expulsion as would be the case if Proposition 187 were upheld.

What will happen if Proposition 187 becomes law? Quite simply, Proposition 187 bars illegal immigrants from publicly funded education. According to the Legislative Analyst's report, even if the provisions that apply to public schools are ruled unconstitutional based on a prior Supreme Court case (*Plyler vs. Doe*), undocumented students at public universities and colleges may still be barred because they do not fall under the provisions of that interpretation. Proposition 187 prohibits public colleges and universities from allowing students to attend who are not legally authorized to be in the United States. The Legislative Analyst continues as follows:

The measure requires public colleges and universities to verify the citizenship or legal status of each student at the beginning of every term or semester after January 1, 1995. If the college or university reasonably suspects that a student or applicant for admission is an illegal immigrant, then it must report its findings within 45 days to the INS, the State Superintendent of Public Instruction, the California Attorney General, and to the affected student or applicant.

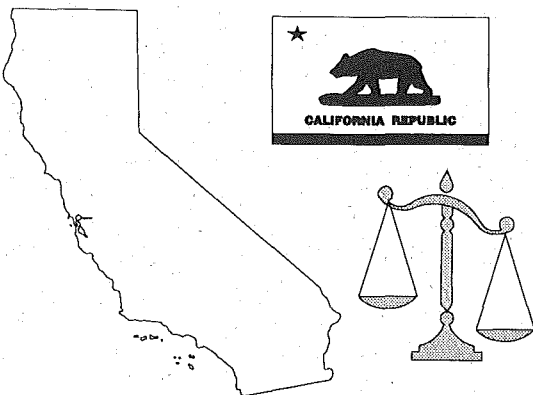
If CSUF complies with these requirements and discloses this information without the student's consent, it would appear to be in violation of the Family Educational Rights and Privacy Act (FERPA). According to the Legislative Analyst, public colleges and universities in California receive at least \$1.1 billion in federal funds subject to FERPA requirements. If the reporting measures of Proposition 187 are followed, these funds would be in jeopardy.

The requirement to verify the legal status of all students at the beginning of each semester would be a considerable annual expense to CSUF. Although the state would save about \$3000 per each disenrolled student (the difference between the actual cost of educating one student for one year and the fees paid by the student), none of that savings would be reflected in the CSUF budget.

The "Leticia A" students who would be affected by Proposition 187 could once be certain that their student records would be held in confidence. Now, however, there are reports from their counselors that they are increasingly anxious, fearful and unsure of whom they can trust. Some are asking if they are placing themselves in jeopardy by enrolling in classes next semester.

At present, it is unclear who may be called upon to administer the provisions of Proposition 187. Of course, the ultimate responsibility for enforcement will rest with the president of the university, but other administrators will surely be called upon. Registrars, admissions officers, vice presidents, deans, and even department chairs may be asked to participate. Finally, some portion of this responsibility may "trickle down" and be shared with the professoriate. Refusal to cooperate may be interpreted as insubordination and be requited with dismissal—tenure notwithstanding.

The people have spoken. How will the university respond? □



• Forum Opinion • Forum Opinion • Forum Opinion •

Letters to the Editor on Proposition 187

■ *These letters were received from faculty and staff. They have been edited for length and to ensure clarity.*

■ So far as I know, there is no change in the Prop. 187 status; the university is still enjoined from enforcing the "law." That is really moot, because we would do nothing until the Chancellor's Office provided instructions, procedures, etc. The Chancellor has (I understand) charged Chancellor's Office staff with developing procedures, in case the CSU is ordered to enforce 187 later.

Since I have not seen any CSU procedures for 187, I really can't say who would be responsible for enforcement. However, A&R admits, enrolls and disenrolls students. So, we would probably play a role in any enforcement. In my official capacity as an officer of the university, I have to do as I am told or be liable for charges of insubordination, loss of position, etc. Therefore, my feelings or those of my colleagues about the law are of only "academic" consequence. The option of civil disobedience at the personal level is not really an appropriate option, because as an official I sometimes have to do things of which I don't personally approve.

JIM BLACKBURN

Director, Admissions and Records

■ It violates constitutional rights. It also places the burden of policing on educators, and physicians. Their jobs are to educate, to heal not to determine who is worthy of educating or worthy of life.

AMPARO BRAVO

Office of International Education

■ Much is dependent, it seems, upon whether rule by law is better than rule by emotions. Given the fact that even the most benevolent emotion can turn aggressive and destructive, I believe rule by law is by far the most fair in the long run and must be preserved. They are, after all, illegal.

JOHN BRUGALETTA

English

■ The Vice-Foreign Minister of Costa Rica said it was sad to see a country that purports to be democratic

and a beacon to the rest of Latin America now propose that its public and civil servants serve as spies for the state, e.g., teachers, public service employees, doctors, nurses, etc. Are these not the same devices and tactics used by totalitarian states in Latin America to maintain control of their citizenry? Should we so serve? I think not. Furthermore, as the son and grandson of illegal immigrants myself, I know what the United States offered my grandfather and his family (my family) fleeing from possible death in a revolution that turned against them. Am I to refuse similar people the same refuge that my own family found? I think not.

We also need to be sensitive to our Leticia A students who are enrolled at CSUF and are feeling vulnerable. I've already had two of them ask if they

should enroll this coming spring semester. Let's take time to listen and to reassure them!

DON CASTRO

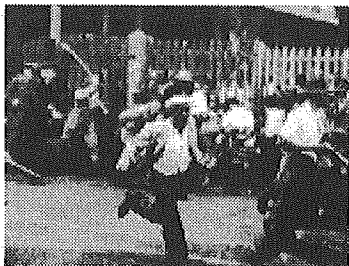
Dean of H&SS

■ I do believe—strongly—that this proposition is unconstitutional. I will leave it to my Political Science colleagues to ferret out the details. The basic point is that the State has the duty to educate those who live in the area governed by the state whether or not they are officially citizens or not.

ANGELA DELLA VOLPE

Linguistics

■ Proposition 187 is definitely not the way to go. However, I would like to point out an irony which illustrates the complexity of this issue for the



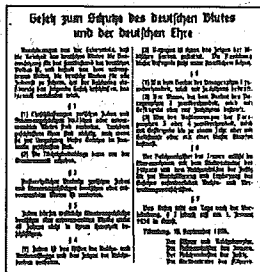
Apartheid in South Africa—Sharpsville Massacre in 1960



Racial segregation in U.S.A.



1942—Internment of citizens and immigrants of Japanese ancestry in concentration camps



1936—Promulgation of "Law for the Protection of German Blood and German Honor" directed against Jews

ILLEGAL ALIENS. INITIATIVE STATUTE.		Yes	No
187	Makes illegal aliens ineligible for public social services, public health care services (unless emergency under federal law), and attendance at public schools. Requires state/local agencies report suspected illegal aliens. Fiscal Impact: Annual state/local program savings of roughly \$200 million, offset by administrative costs of tens of millions (potentially more than \$100 million in first year). Places at possible risk billions of dollars in federal funding for California.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

November 8, 1994—Anti-Illegal Alien Initiative passed in California

The Learning Curve?

Eurt Swanson

university. Numerous international students have pointed this out to me as well. The foreign student who enters in the proper and legal "non-immigrant" visa status is considered a non-resident and will continue to be considered a non-resident for fee purposes for the duration of their studies. This means paying \$246 per unit in addition to basic fees as well as facing a requirement of full time enrollment, restricted work opportunities, etc. These are the students served by my office. Foreign students contribute between \$3 and \$4 million to our campus and another \$8 million to the local economy. Another individual might choose to cross the border without the proper visa, work illegally, etc. He/she could then (soon after entry) present him/herself as a "Leticia A" (undocumented) student to the CSU and be admitted as a resident. The CSU's "generous" interpretation of the "Leticia A" ruling is not always benefiting deserving individuals like the original plaintiff. How can we plug the loopholes without creating a police state? Is our present generosity a price worth paying for strengthening California's future? I don't know.

BOB ERICKSEN

Director, Office of International Education

■ Isn't it sadly ironic that the loudest proponents of Proposition 187 excoriate those who are here illegally by means of an initiative that is itself in direct violation of a number of state and federal laws? What is the real agenda here?

ALBERT FLORES

Chair, Academic Senate

■ I have a lot of problems with Proposition 187, the usual "stuff" that many people object to: the big brother role it places on education, social services and on the medical profession as indirect INS agents. It would force us to choose between following FERPA or this measure (and risking the loss of federal financial aid programs, federal grants etc.). I also object to it because I believe it does not properly address the root of why immigrants come to this country. It's poorly written with sections that are unconstitutional and which will be battled in the courts for quite some time, with "suspect" written throughout the language without a definition of the term. It will further the polarization of people who look, dress and speak "differently" than the mainstream. I'm appalled that many voted in favor of it only to send a message to Washington DC and finally I question the entire ballot initiative process in California, where the electorate

can pass measures even if they are unconstitutional. (If the majority of voters pass something does it make it right?)

Since 1985 the CSU has admitted and enrolled hundreds of undocumented students (known to us as Leticia A students) and we probably have about 100 or so currently enrolled at CSUF. These students did nothing unlawful in applying and the CSU likewise was following the law established in the 1985 court decision. Now you have Prop 187 which not only denies access for undocumented students (which 1985 Leticia A did not address) but also requires the admissions officer of each institution to seek documentation of legal residence for all enrolled students. Those who cannot provide such documentation must be reported to the Attorney General and the INS. So the CSU would penalize Leticia A students for being here [although] the courts in 1985 ruled that it was OK for them to apply and pay in-state tuition. It reverses the hand of time with the effect that many of these students will opt to drop out of college rather than risk being reported to the authorities. I work a lot with these students. Many of us have received countless phone calls and student inquiries after the election asking if they should drop out or even enroll for the Spring 95 semester. One EOP counselor reported a voice mail message at 11 pm on election night with one of his students in tears asking if they should come to school the next day. And to make matters worse our campus administration has not officially sent out any notice to the campus community about the status quo in light of the temporarily restraining orders placed on Prop 187. So fear and anxiety are a reality for many of these students.

JON HERNANDEZ

Assistant Dean of H&SS

■ There is a basic reason why Proposition 187's passage is so unfair: it penalizes those who were operating under one set of rules by establishing new rules that are retroactive and punitive. For years, it was tacitly accepted by most of us in California that anyone from Central America sufficiently determined to get here would be left alone to find work in those industries the rest of us didn't want any part of—picking crops, sewing garments, and cleaning and babysitting for the affluent.

Now, it's "off with their heads"—or at least off with their children's education and their health care.

I suggest a different approach: (1) Work to

overturn 187 or keep fighting it in court. (2) Insist that the federal government commit the resources to make the border reasonably immune from further illegal entry and to see that foreign visitors go home when their visas expire. (3) At the same time insist that the state government crack down hard on those industries that hire the undocumented at substandard wages; and that the feds establish compassionate rules to permit family reunification and to enable seasonal workers from Mexico to make a living wage under decent conditions while here.

BENJAMIN HUBBARD

Religious Studies

■ 187 is not new; it recapitulates many previous similar stories. I just returned from an exhibit at the Japanese-American Museum, with many artifacts from the late 1800s down through the Japanese/American concentration camps: the rhetoric, imagery and appeals to xenophobia could be transferred unchanged to the proponents of 187.

187 is a direct attack on public education especially. According to the president of Pasadena City College, where undocumented students now pay out-of-state tuition, undocumented individuals will not be able to register in public institutions *even if they pay all costs*. The proposition does, however, permit them to register in private institutions.

187 is also an attempt to maintain an uneducated, easily exploitable labor force. Arguments for the proposition speak of parents having 90 days to *send* their children back to their place of origin to go to school; the implication is clear that the parents will remain to continue working. This is the same strategy as embodied in the slave codes of the south before the civil war, when it was illegal for free persons to teach slaves to read, and illegal for slaves to know how to do so. The primary goal was maintenance of a labor force at the lowest possible cost with the least ability to change the situation.

There is another historical analogy that comes to mind in contemplation of the drafting of educators to carry out the provisions of 187. During the Nazi occupation of western Europe, Jews were also singled out as a suspect class. Most governments under occupation collaborated in deporting Jews. According to Hannah Arendt, Denmark was an exception, and succeeded in saving many Jews by refusing to recognize Jews as separate from other human beings. Some say that all Danes wore yellow stars and the king went

riding in his coach in the park wearing a yellow star.

A majority of Americans are descendants of undocumented immigrants. So I propose that we all turn in not only ourselves but all of our students, and that every public institution turn in the complete list of all registered students, and let the INS or whoever deal with hundreds of thousands of suspects. 187 is not new; it recapitulates many previous similar stories.

HELEN JASKOSKI

English

■ Proposition 187 seems contrary to the traditions and values of our nation, the one place on earth that people have been trying to treat each other as equals with inherent dignity, regardless of race, class, language, religion, or cultural background. Proposition 187 seeks to move us away from that ideal, not by calling on the government to enforce already stringent immigration laws, but requiring teachers like us—doctors, social workers, and others—to report to the INS persons “suspected” of being here illegally. On what basis should we form such suspicions? Skin color? Language? What kind of food the family cooks? This is how 187 operates to build walls of hatred and fear and paranoia between people on the basis of race, language, and culture. We must oppose it by every means we can.

TOM KLAMMER

Associate Dean of H&SS

■ I was quite disturbed that anyone of African descent could have voted for this measure. In fact, the majority of voters from this group cast their ballots in favor of 187. I would love to see the age, educational background, and income levels of all folks on either side of this issue to determine if there were any distinct patterns across ethnic lines, to the voting pattern observed here.

As one who cast his ballot against this measure, seeing it as the “ultimate” European hypocrisy (A nation of unwanted immigrants now wants to keep out people from the south who are traditional users of this territory long before Europeans arrived on this continent), I am not surprised about the outcome—legal battles and all. After all, I’ve seen over 40 pieces of legislation related to equality for descendants of slaves in this country enacted, after the 13th, 14th, and 15th amendments were passed which supposedly guaranteed equality of males of this ethnic group.

This is a crossroads issue for those who would rid themselves of their pasts as conquering immigrants

and those who truly believe that as Americans we must enact laws which guarantee there will never be a repeat of the violent, bloody, and divisive acts which led to the actual formation of this country.

At least the emotion is "out" and the topic is open to public scrutiny; maybe continued discussion will lead us to "overstand" why Latinos feel unjustifiably attacked by this legislation and reasons that other immigrant groups supported it. Carter T. Woodson, the "Father of African History Week," said during the early 1900s that "race" was the one most dangerous issue that Americans must resolve in order to prevent the ultimate destruction of this land. Whether or not the writers of this proposition intended race (or nationality to be specific) to be an issue, the public perception is that it is definitely related. We will all have to take a stand, welcome the opportunity to show your true colors—no matter what they be.

CHARLES MOORE

University Outreach Coordinator

■ I think the basic concept behind the Proposition is sound; that is, that people illegally in the United States should not (1) be permitted to stay here and (2) should not be permitted to take advantage of social services at taxpayer expense. It is immaterial that the illegal aliens may be paying taxes, that they may be here to improve the quality of their lives, and that they work for wages no citizen would accept—all of which are arguments against the Proposition. The root fact is that they are here illegally. This should not be distorted into a racial or ethnic issue, as it unfortunately is, since the illegal immigration is coming from the south. The principle would be the same if there were a wave of illegal WASP immigration from Canada.

The Proposition comes out of a political milieu with which I do not identify, and my heart goes out on a human level to all those who would be affected. The fact remains, however, that whatever their motivations, circumstances, or ethnicity, illegal aliens are here illegally. Immigration law is law, and it should be enforced. If the federal government does not do so, it does not seem to me unreasonable for the state to try through the limited means open to it.

GORDON PAINE

Music

■ I think 187 stinks! It does not address the problem, to the extent there is a problem, of the process of immigration. It seeks to deny services to those who can somehow be identified as illegal when they

cannot produce documentation. Proponents say 187 is not racist, but all the Wilson and Huffington ads repeated old news clips of Mexicans running through border gates. Hardly anyone that I have heard on radio talk shows has expressed any concern about Canadians or Germans, and really not very much even about Asian immigrants. 187 is really racist in its intensity, if not in its statement.

Student Affairs staff of this university report that they have been visited by students who were allowed by a court decision to register as "residents" for fee purposes and are now concerned whether the documentation they provided then will now be used against them to disenroll them. Some are frightened enough that they are afraid to come to class, fearing that there will be a tap on the shoulder.

I hope that those who say 187 is unconstitutional are right. There are certainly those, including the governor, the state attorney-general, and others, who feel that the prior Texas decision was a political one of a different Supreme Court and the current court will reach a different view. Let's hope these people are wrong and the Court sustains its previous decision.

BILL POLLOCK

Associated Students

■ When I saw Curt Swanson wearing a "Hi! I'm an illegal alien" button on the day after the election, I thought: "That is the appropriate response." We should all wear buttons which carry similar thoughts (I like "immigrant" rather than "alien," but either will do). I hate this legislation which replaces due process with suspicion and the only way to "beat it" is for all like-minded people to be as obstructionist as possible. I refuse to report anyone because of a suspicion, and so should everyone refuse.

In the farthest reaches of my imagination I can envision only one positive outcome from 187. It will never occur, and it's based on a fantasy and wrong information. But, here it is: Somehow, all the illegal workers leave California (I don't know how that happens, but let's say that it does). Suddenly, growers, textile manufacturers, hotel owners, restaurateurs, and middle class mothers are all forced to pay a decent wage to get their lettuce picked, their clothing manufactured, their rooms cleaned, their dishes washed, their children cared for. Yes, the cost of living increases dramatically and corporate profits are reduced, but the quality of life improves for people

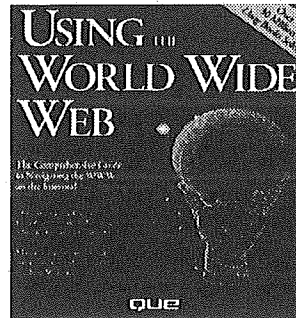
• Forum Opinion • Forum Opinion • Forum Opinion •

who have lived on the margin all their lives.

This is a fantasy based on a wrong assumption that there is a workforce available to fill these jobs. But, as I say, it's the only possible benefit I can find in 187.

SANDRA SUTPHEN

Political Science and Criminal Justice



Bill Eager

Using the World Wide Web

Que, 1994

648 pp., \$27.99

[ISBN: 0-7897-0016-6]

Reviewed by

Curtis Swanson

Computer
Pages

UNTIL RECENTLY I AVOIDED THE INTERNET BECAUSE I FELT IT was but a haven for hackers with no better way to occupy their time than to scour quixotically through network addresses for random bits of sometimes fascinating but more often useless information. Although I appreciated the utility of e-mail and the capacity to communicate worldwide, my e-mail requirements were more than satisfied with our campus-based QuickMail. But in the past few months I have seen demonstrations of revolutionary software that gradually convinced me that there is more to the "Information Highway" than just trendy "hype." So now I have moved—in the space of weeks—from a scoffer to an initiate to an enthusiastic user. I have discovered a tidal wave of high-quality information that is often immensely useful and accessible with just a few keystrokes. I still haven't found the time to browse leisurely through the Internet—it seems to be growing by leaps and bounds—but I have mastered the basic tools necessary to access some quite solid information. I know that I have just scratched the surface and that the Internet offers strata of information that I did not know was available from my desktop until just recently.

The two programs that have converted me to being a fellow-traveler on the "Infobahn" are *Mosaic* and a derivative program—*Mosaic NetScape*. Both programs are World Wide Web (WWW) browsers. *Mosaic* was created by the National Center for Supercomputing Applications (NCSA) at the University of Illinois. Surprisingly, both are available at no charge. With these tools, cruising the Internet is an effortless point-and-click pleasure. Gone (well, almost gone) are those arcane and lengthy addresses that once had to be keyed in. My screen displays a graphical user interface (GUI) that makes good use of sound, color, animation, graphics, and photographs. Within this pleasing visual environment, it is easy to follow hypertext links that take me from the latest movie reviews to an interest group on the philosopher Kant or from Fullerton to Berlin in seconds. The Internet is

truly comprehensive and international in scope.

Mosaic NetScape, the program that I find even better than *Mosaic*, allows me to set "bookmarks" if I find a particularly interesting "home page" to which I would like to return later. In the space of a few hours that I spent eagerly "surfing" the Internet, I added perhaps twenty-five bookmarks. It's very easy to accumulate bookmarks. Just call up one of the several different search utilities and type in a word or concept that interests you. Almost instantly you will get a list of addresses. Often, when you visit one of these addresses you strike a bonanza—a ready-made list of several more related services. If I want to return to the same site later, I simply insert a bookmark. Since my field is German, I went searching for several German news sources, including newspapers, wire services, and even *Der Spiegel* where I can access articles as they are printed instead of waiting a month for the last issue to be sent.

Another feature of the Internet that I find intriguing is the News Groups and Interest Groups. What they are, really, are mailing lists that will send you information automatically as it's placed on the net. You can also contribute your own information and ideas to some of the groups and even engage in chats, dialogs, or conferences online. It costs nothing to subscribe; you just send a one-line e-mail message.

What does it take to get on the net? If you have a direct Ethernet or Localtalk connection to the campus "backbone," you have the best and fastest access. Programs like *Mosaic*, installed on your desktop computer (not on the mainframe computer), make access and retrieval of information completely transparent to the user. Although they are the *non plus ultra* of current software, they require considerable RAM, a fast CPU, and a direct connection to run satisfactorily.

If you don't yet have a direct connection (although everyone will have one in about eighteen months), then a computer, a VAX account, a standard modem with communications software, and a telephone line will connect you to the mainframe and assure you of at least baseline capabilities. (That may sound like a lot but it is really a quite straightforward process.) Even if you may not be able to use *Mosaic* or *Netscape* just yet, you can still learn the basics of the Internet using *Gopher*, a popular menu-based utility that makes net access fairly painless. Accessing the *Gopher* is as simple as typing the word after the mainframe connection is established. Other navigational aids that are available on our mainframe are LYNX (a textual interface to WWW) and WAIS

(Wide Area Information Server).

Another way of accessing some features of the Internet is offered by the online services such as *CompuServe*, *America on Line*, *Delphi*, or *Prodigy*. Although they charge a monthly fee, they may include several hours of connect time in the basic charge. Also, each of these services is rushing to expand its Internet access because of increasing competition from so-called "Service Providers" who charge a monthly fee in return for Internet access. CSUF faculty and students, however, would have little reason to subscribe to such services because Internet access is available to them at no charge.

The book under review—*Using the World Wide Web*—is a good introduction to the Internet and will continue to be a good source of reference even after you become an adept. It provides a history and trends of the Internet and the WWW, teaches techniques and terminology, and discusses thoroughly the most popular WWW browsers. Fully two-thirds of the book is devoted to reviews and listings of the multitude of resources now available on WWW servers around the world. It's best to be close to your computer and already connected when reading these often fascinating and sometimes even titillating lists. Unfortunately, this part of the book will become out of date rather rapidly because of the fluid nature of these associations. But the book is such a handy reference that it will get a lot of use before that happens. □

The Elements of E-mail Style

Communicate Effectively
via Electronic Mail

David
Angell
Brent
Heslop

David Angell,
Brent Heslop:
*The Elements of E-mail
Style*

Addison-Wesley, 1994

157 pp., \$12.95

[ISBN 0-201-62709-4]

Reviewed by
Curtis Swanson

THE TITLE OF THIS BOOK PROBABLY REMINDS YOU OF Strunk and White's classic *Elements of Style*. It is supposed to. This slim volume is meant to do for electronic communication what Strunk and White tried to do for the ordinary writer of English prose. In its pages it "simplifies and summarizes contemporary

rules of writing in the e-mail context." What, you may be asking yourself, is so very different about e-mail messages? How are they any different from letters and memoranda?

Well, for one thing, e-mail messages are often composed, sent, received, and read in the time it once took to insert a sheet of paper in the typewriter and type in the salutation. In the time it took to finish typing the letter, several more e-mail messages may have zipped back and forth.

Given the power, speed, and versatility of the e-mail message, why then do users often treat it so casually? Why do some users think that the e-mail message is the appropriate place for stream-of-consciousness thinking, breezy chatter, and off-hand observations? Why does the e-mail screen seem to be an open invitation to ignore grammar, style, and spelling? The writers of this slim breviary have taken on the task of developing an "e-mail-centric approach to writing." Although much of the book recapitulates familiar territory mapped out by Strunk and White, they succeed in making a case for the need for a unique e-mail style of writing.

What are some of the new requirements presented by e-mail communication?

Flaming. One of the first things they mention is the need to be wary of the inflammatory or negative comment. If you receive an e-mail message that contains such a remark, the technology makes it all too easy to toss off a quick, thoughtless retort. Such exchanges can quickly escalate into blazing arguments. In the lingo of e-mail, this is called a *flame war*.

Confidentiality. Sometimes an e-mail message will be sent to a network printer where it can be read by anyone. The writers suggest that such messages be treated as confidential material. It is not a picture postcard that may be read by any and all. Recipients of e-mail messages should be sure that they have permission to do so before forwarding them on.

Promptness. Sometimes e-mail users will allow messages to pile up unread for days or even weeks. Others will delete messages without even extending the courtesy of reading them. Treat your e-mail with the same respect and conscientiousness with which you treat your other mail. Reading accumulated e-mail only once a week defeats the purpose.

Shouting. Avoid using all capital letters because they are difficult to read fluently. This transgression is known in the e-mail world as "shouting." The corollary to this rule is to avoid using all lower-case letters.

The real meat of the book is the several chapters

about how to structure e-mail messages for the greatest impact, how to make a good first (screen) impression, and how to avoid clichés and choose the right words. Most of this material is also applicable to the writing of conventional letters and memoranda but it contains nothing really new about writing for the electronic medium. As much as I enjoyed this little book, I must admit that most of their grammar and style guidelines are contained in Strunk and White or similar manuals.

But perhaps there are enough little tidbits to make *The Elements of E-mail Style* a unique addition to your desktop reference library. For example, the authors discuss the use of "smileys" or "emoticons" to give inflection or even facial expression to e-mail communications. Abbreviations are also popular in the e-mail world. We all know what FYI means, but what is the meaning of FYA? (See the box on this page for some examples of abbreviations and emoticons.) A section on how to produce the special characters as used in foreign languages and elsewhere and an appendix containing e-mail jargon round out this little book. □



E-Mail Acronyms

BRB	.....	Be right back
BTW	.....	By the way
F2F	.....	Face to Face
FYA	.....	For your amusement
GMTA	.....	Great minds think alike
IMHO	.....	In my humble opinion
TIA	.....	Thanks in advance

Emoticons or Smileys

: - )	.....	Happy
: - (	.....	Sad
; - )	.....	Winking
: - ]	.....	Smirk
: - \	.....	Undecided
8 - )	.....	Wide-eyed
X - (	.....	Brain dead

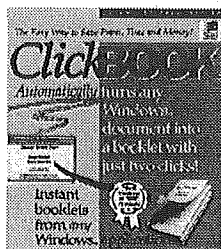


My Nomination for Most Useful Program

■ *This column will be a regular feature of the Computer Pages. Here, guest writers are invited to describe the program (word processors excluded!) that they consider their most useful application or greatest timesaver.*

by Curtis Swanson

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THE UNIVERSITY OWES ME A DEBT OF GRATITUDE FOR discovering *Clickbook* and introducing it to a wider audience. If everyone were to use it, the university would save thousands of dollars annually in paper and toner.

Clickbook can be used with any application that uses a printer. *Clickbook* takes the output of your application's print command and permits you to shrink and rearrange the pages to fit practically any layout. For example, you will find that it is very simple to place two pages side-by-side on a single sheet of paper, both front and back. Thus, instead of using four pieces of paper, you are using only one. You will find that it is just as easy to read the smaller type; everything is there, including graphics. Imagine the savings when printing lengthy reports of, say, fifty pages. You can even place more than two pages on each side. (However, when I placed four pages on each side and distributed the result to a committee, several people said they had difficulty reading it.)

Clickbook comes with several templates for making manuals, booklets, class handouts, address books, phone lists, database listings, and brochures. In addition, you can fashion your own templates for special purposes.

Set-up is very easy. Once installed, *Clickbook* requires no special treatment of the document. Simply select the *Clickbook* printer driver instead of the regular driver and choose the desired layout. (Technical note: The only problems I experienced were when I

choose the Postscript driver for my HP-4MP. The computer froze and forced a reboot. When I tried the same document with the PCL driver, however, there were no problems.)

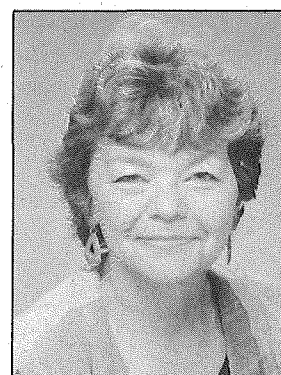
If you do a lot of printing, I think *Clickbook* is worth considering. □

The New Amorous Relationships Policy

■ *The Academic Senate recently passed a policy censuring amorous (or sexual) relationships among, faculty, staff and students. This article attempts to map out what will be and what will not be permitted under this new policy.*

by Sandra Sutphen

Sandra Sutphen has taught political science at CSUF for 20 years and coordinated the women's studies program from 1983 to 1986. She chairs the Political Science and Criminal Justice Division.



What does the new policy say? The new policy—"On Amorous or Sexual Relationships Between Faculty, Staff and Students"—states that whenever a member of the university community is in a



position of authority over another member of the community, amorous relationships between them are "unprofessional, unacceptable and potentially subject to reprimand or disciplinary procedures." The policy goes on to state that the university expects faculty and staff to refrain from assuming a supervisory role over anyone with whom the faculty or staff member is currently romantically involved and to remove themselves from any supervisory role. The policy charges supervisors with correcting any problem by removing the faculty or staff members from their supervisory role or by finding some alternate solution.

Initially, this policy was part of a



"preamble" to the University's sexual harassment policy which was passed by the Academic Senate last year. Our local authorities, from President Gordon to Affirmative Action Officer Rosamaria Gomez-Amaro

(whose office handles sexual harassment complaints), agree that most sexual harassment complaints occur as the result of failed romantic relationships, generally between male professors and female students. The Academic Senate felt that the distinction between sexual harassment and amorous relationship was clear enough that the two situations could not be covered by one document. Thus, the amorous relationship policy was born!

The committee that drafted the policy over the summer for the Academic Senate's consideration found many models available from major universities including Harvard, the UC and the CSU.

Some were more dictative and relationships were "forbidden." Some were merely cautionary and suggested that supervising faculty consider refraining. The committee felt the language proposed for the CSUF policy—that is, that such relationships are unacceptable and unprofessional—was strong without being abusive. Although a large majority of the Academic Senators agreed, some were clearly distressed by the policy.

It was the SENATE FORUM editor's plan to start an e-mail dialogue on the issues surrounding the amorous relationship policy. I (or another advocate) would explain why the policy was needed; an opponent would counter my argument; I would write a response and so forth. Unfortunately, our efforts to recruit a correspondent among the announced opponents to the policy were met with refusal or silence. So, I've

created some questions which I think reflect the major concerns surrounding the issue.

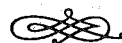
Dear Amorous Relationships Advisor:

A Famous Professor-Student Affair

Maybe not the first, but doubtless the most famous professor-student relationship was that between Héloïse and Abelard in the early middle ages.

Peter Abelard (1079-1142?) was a French philosopher and theologian whose fame as a teacher and original thinker made him one of the most celebrated figures of the 12th century. In 1117 he became tutor to Héloïse (circa 1098-1164), the niece of a canon of Notre-Dame in Paris. Héloïse and Abelard fell in love, and she gave birth to a son they named Astrolabe. At Abelard's insistence they were married secretly, since he had not yet received major orders. Abelard persuaded Héloïse to take holy vows at a Benedictine abbey. Her uncle, at first enraged by the relationship between Héloïse and Abelard and later somewhat placated by their marriage, finally decided that Abelard had abandoned Héloïse at the abbey and had him emasculated. Abelard, too, retired to a religious retreat at another abbey in Paris.

Around 1132 a famous exchange of letters with Héloïse began. These letters have become classics of romantic correspondence. Abelard died on a pilgrimage to Rome. When Héloïse died in 1164 she was buried beside him. In 1817 both bodies were moved to a single tomb in the cemetery of Père Lachaise in Paris. (C.S.)



This policy is going to have an enormous impact on our department. Prof. X chairs his lover's thesis committee because he's the only one competent to advise on her topic—the long range capacity of the SCUD missile and its effect on the desert tortoise following Operation Desert Storm. Further, he's teaching a seminar on advanced weapons system technology this spring and she must take it for her program.

POLI SCI CHAIR

Dear Poli Sci Chair:

How did you ever let this situation develop this far? Yes, your department will have to do something. First, remove the professor from the

student's committee and find someone else to chair her thesis. Revise her study plan to eliminate the advanced weapons seminar. If necessary, go to another university and find an expert to chair her thesis and tutor her for her seminar. And yes, the department which let this situation get out of hand should pay the costs of hiring this instructor. After all, it's not as if CSUF is located in such a remote environ that there are no other graduate schools around. Somebody in political science wasn't thinking.

Dear Amorous Relationships Advisor:

Professor Y is chair of our departmental personnel committee which is about to evaluate his wife for promotion and tenure. What do we do?

DPC MEMBER.

Dear DPC member:

There is lots of policy and precedent on this campus for just this situation. In fact, the amorous relationship policy is basically intended only for unmarried folks. Our existing "anti-nepotism" policy specifies that when a "family member" is involved, the supervisor, or in this case, DPC chair (or member), excuses himself from the committee and a substitute is found. The University has been able to resolve this kind of problem without grievance claims from any affected member, including other members of the department.

Dear Amorous Relationships Advisor:

"I have been the subject of advances from male and female students for twenty-five years... And there is a particular kind of student I have responded to. [This student] was working through something that only a professor could help her with. I'm talking about a female student who, for one reason or another, has unnaturally prolonged her virginity. If she loses that virginity with a man who is not a teacher, she's going to marry that man, boom. And I don't think that marriage is going to be very good."

WILLIAM KERRIGAN

Prof. of English (Amherst)¹

Dear Prof. Kerrigan:

When your remarks first appeared in *Harper's*, I could hardly believe my eyes. This policy is designed just for people like you: men, particularly, who believe that sex with a student is a "perk" of the job. No, this policy isn't going to stop your behavior. But at least the University has told you, in clear and unambiguous terms, that your behavior is unprofessional. And if that allows the rest of us to escape paying for the settlements of the law suits against you, the policy will have done its job.

Dear Amorous Relationships Advisor:

Isn't this policy just the product of middle-aged feminists who are jealous of their male colleagues and their female students? Aren't you just petty spoil sports out to impose your humorless politically correct standards on the rest of us?

FRIEND OF KERRIGAN

Dear Friend of Kerrigan:

Part of that's right. I'm certainly middle-aged and

a feminist. I have no idea if I'm jealous of my female students and my male colleagues' attraction to them, but I do know that what a professor sees as a situation of mutual attraction, a student frequently sees as one of coercion. And no, she doesn't tell that to her pursuer, and yes, she frequently acquiesces to unwanted advances, and no, if you don't understand why that happens, I can't explain it to you. □

☞

From *The Superior Person's Book of Words* by Peter Bowler (Methuen, 1982):

☞

ECONOMICS *n.* An arcane language, used by its own cognoscenti for reviewing past events in the production and distribution of wealth. There are some who would define economics as a science rather than a language; but, in the absence of any evidence that future events can be predicted by economists on the basis of fixed laws, this approach can hardly be supported by the objective lexicographer.

☞

ET HOC GENUS OMNE *phr.* And all that sort of thing. Why say *etc.* when you can say *et hoc genus omne*?

☞

JEJUNE *a.* Short on worthwhile content. A perfect example of the Superior Word, were it not for the inhibitions aroused even in Superior People by the prospect of having to pronounce it not only correctly but casually.

☞

SYMPOSIUM *n.* Discussion of a set subject by a group of people, each of whom makes a contribution. Common enough a word in this sense, but what is less commonly known is its original sense—a post-prandial drinking party, with dancers and music. Hence the usefulness of the word. "Sorry to rush through dinner tonight, Mother; Ethel and I have to attend a symposium at eight o'clock."

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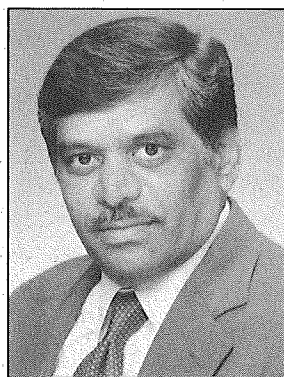
¹Quoted in "New Rules About Sex on Campus," *Harper's*, Vol. 287, No. 1720 (September, 1993), 35-36.

Moving Targets: CSUF's Retention, Tenure, and Promotion Process

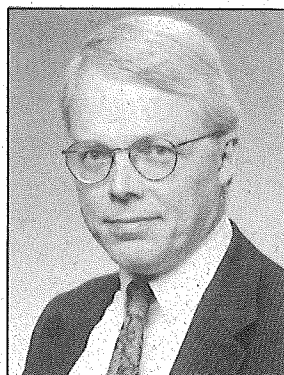
■ According to the authors, CSUF's system of deciding on retention, promotion, and tenure is unfair and inconsistent. They support a reform of the existing process.

by G. Nanjundappa and Paul Foote

G. Nanjundappa has been a professor of Sociology at CSUF since 1972. He is a member of the Academic Senate and serves on the Faculty Affairs Committee.



Paul Foote has been a professor of Accounting at CSUF since 1989. He will be on leave of absence through 1996 and teaching at Sultan Qaboos University in Muscat, the Sultanate of Oman.



DOES CSUF HAVE A PROBLEM WITH ITS UPS 210? USING VAX mail, in Fall 1993, we sent to all CSUF faculty members with electronic mail accounts a list of suggested changes to UPS 210. (A copy of this list is available from G. Nanjundappa.) Some members of the faculty responded via VAX mail or in person. They suggested even more areas needing improvement. The responses to the ideas in this article were generally very supportive.

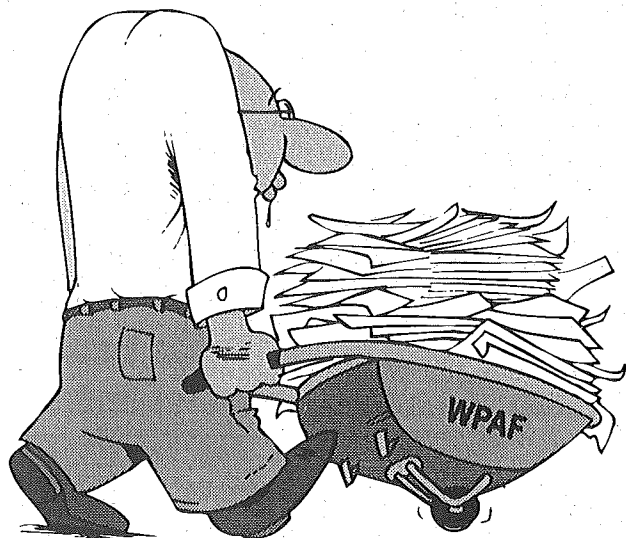
As members of both the California Faculty Association (CFA) and the Faculty Affairs Committee (FAC), we have had opportunities to learn about faculty status disputes, grievances, lawsuits, and suggestions for improvement. We are sensitive to the acute problems of retention, promotion, and tenure at CSUF. We want to make everyone aware of our sense

of urgency in correcting these problems, even professors in departments where everyone received tenure long ago. Everyone should be very concerned about the quality of our working environment. We sincerely believe that the personnel process can be improved to make it a more fair and humane process.

Retention and Tenure. The problems are so numerous that there is not enough space to list all of them in a single article. Even though accreditation standards remain the same for five to ten years or more, CSUF's game is to have a moving target for retention and tenure. For example, a former Vice President for Academic Affairs informed some departments that their departmental standards were no longer acceptable. What was wrong? If a department included a quantitative standard for publications, the Vice President for Academic Affairs opposed it. Accrediting bodies may report that the national average for publications in accredited universities is three journal articles every five years. Such quantitative standards have been ignored at CSUF. Can you imagine a basketball, football, or baseball game where judges inform players at the end of the game how the judges chose to score the game?

"Without due regard for peer evaluation of teaching, there is no concern for academic standards."

Teaching Performance. At some universities, an evaluation of teaching performance must include a peer evaluation of the following: academic and professional achievements, currency in the subjects taught, teaching skills, and maintenance of academic standards. At CSUF, many members of the Faculty Personnel Committee (FPC) and others responsible for personnel decisions appear to comment only on the student opinion forms. Without due regard for peer evaluation of teaching, there is no concern for academic standards. At a joint meeting of the FAC and of the FPC in Fall 1993, a member of the FPC informed us that (a) they knew how to read student opinion forms, (b) there is no correlation between expected grade in a course and a student's evaluation of a professor, and (c) there is no grade inflation until a professor awards 80% or more A's in a course. We are amazed at such claims. How can anyone analyze student opinions under these conditions: (a) different questions for different departments and (b) all forms are lumped together in a department's average



(tenured, untenured, and part-time faculty; required and elective courses; undergraduate and graduate courses)?

CSUF must reform this process by: (1) mandating departmental standards, (2) requiring peer evaluations of currency and of academic standards, (3) having a common set of questions used throughout the university (including expected grade in the course), (4) applying the best models for analyzing the data (consistent with the measurement literature).

A CSUF professor, who is an expert in the field of measurement, responded to us: "If student evaluations are to be included, they should not be anonymous." Furthermore he noted that "I know of no evidence that student evaluations are correlated with quality of teaching. Typical results show that instructors who have higher standards get better performance from students and also are rated *less* favorably by students. I also know of no evidence that courses are improved by using student feedback to instructors."

Another professor noted that CSUF calculates incorrectly a mean and standard deviation for ordinal-scaled data: CSUF should use the median.

"CSUF's system of hiring, retention, promotion, and of tenure should not be an embarrassment to those who have to go through the process."

Scholarly and Creative Activity. At the time a professor joins CSUF's faculty, the accreditation standards should apply. If, for example, the current accreditation standards are three journal articles in five years, then the FPC and the president should not be able to award early tenure to a professor with one

minor journal article and deny full term tenure to another professor with more than three journal articles. Yet, this is exactly what has been happening.

One CSUF faculty member responded to us: "Unlike other universities, this one does not make use of outside judges of a faculty member's scholarship." He further stated that "Without scholarship, a faculty member can be popular with students, but has nothing of value to actually teach them."

Conclusion. A departmental chairperson responded: "Certainly the whole process is political. It is my view that the role of the (FPC) should be restricted to reviewing files and departments for consistency and fairness."

CSUF's system of hiring, retention, promotion, and of tenure should not be an embarrassment to those who have to go through the process. We urge everyone who finds the current process unfair and inconsistent to support reforming the existing retention, promotion and tenure process. □

❧

From *The Superior Person's Book of Words* by Peter Bowler (Methuen, 1982):

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EGREGIOUS *a.* Exceptional. An interesting example of a word that has gradually changed from complimentary to pejorative in its usage, being now most commonly found immediately preceding the word ass. Interestingly akin to *consummate* in the latter regard. In its Latin origin, it carries the sense of "out of the herd"—cf. *gregarious*. It is an excellent word for insulting strangers with "Sir, you are an egregious rogue (ass, rascal, blunderer, etc.)." It sounds unpleasant, and it leaves the wretched object of your wrath uncertain as to just how insulting you have been. Even more effective in this way, though of course totally unjustified on lexical grounds, can be the use of the term on its own. "Sir, you are egregious." Needless to say, the term should be used thus only when you are quite certain the person you are addressing is unaware of its meaning.

❧

Legal Protections for Faculty

by Sandra Sutphen

WHEN MAY YOU BE SUED FOR DOING YOUR PROFESSORIAL job? What is the University's obligation to defend you if you are sued? Recent events on campus prompted the SENATE FORUM to ask these questions of those in the system who know. We talked with Peggy Atwell, our Associate Vice President for Academic Affairs, and Catherine Wynne, formerly the senior university counsel. (She has since retired to go into private practice.)

Ms. Atwell stressed that cases where faculty are personally liable are extremely rare. These cases, she said, would occur in the very infrequent instance where the faculty member's behavior was extreme, conscious and a clearly intentional disregard for professional standards. It happens so rarely, she said, that even discussing the issue in the FORUM might leave faculty with a negative impression. As long as faculty are using "their common sense and behaving appropriately," they have no need to worry.

Ms. Atwell is correct. We still think that many faculty are curious about the level of risk they may be running.

Before she left CSU, Ms. Wynne revised the system's document on "liability and right to defense and indemnification." This is the policy which governs state university personnel who are being sued in a tort action. "Indemnification" means the state will act on behalf of the employee. "Tort" means any act or damage—other than breach of contract—for which a civil case can be brought.

The policy states that state employees are liable for any injury caused by their acts except for "discretionary" acts. A discretionary act is generally defined as one which "requires exercise in judgment and choice and involves an equitable decision of what is just and proper under the circumstances." The example I use in our emergency management class may help in understanding the distinction when public employees are indemnified and when they are not. A firefighter may not be sued for damages when she exercises her judgment and chooses to protect threatened houses on the north side of a street but not on the south side. However, when she runs over a pedestrian with her fire truck on her way from the fire, she may well be personally liable for the damage, particularly

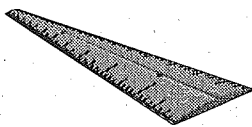
if it can be shown that she was driving negligently. (The fire department may also be liable, of course.) Although the fire department may well be obligated to defend her, they might not be obligated to cover any punitive damage against her.

We are protected similar to the firefighter. If we are sued for an action committed in the performance of our duties, we may request the state to defend us. The state is obligated to pay all judgments and settlements except those for punitive damages or "exemplary" damages (which means much the same thing). In fact, according to Ms. Atwell, the state is prohibited by law from paying punitive damages.

The state does pay regular damages, according to Ms. Wynne. In our experience, the minimum is about \$2,000 (except for those cases that are dismissed and for which the damages are therefore nothing) and the maximum can be as high as the \$1.3 million awarded in the recent CSUF case. (This case apparently was settled while going through the appeal process; no one we spoke with wants to comment). Most cases are settled without litigation. By the time they have gone through the necessary procedures, which include a mandatory settlement conference, the settlement barely covers the attorneys' fees for the suing party. If settlement is not possible, cases go to either a state or federal court, depending on the charge. If necessary, the court's appellate processes may later be used.

Not surprisingly, many cases against professors deal with sexual harassment. I asked Ms. Wynne if she could give me an example which would clarify the extent of the university's responsibility to defend an accused professor. She said that the University would defend an instructor as long as the instructor were acting "as a professor." But if the professor "took off the student's clothes," the university would refuse to defend the instructor because such an action is clearly outside the "scope of the employee's employment."

The question which occurred to me, of course, is how the system "knows" that the instructor was acting outside of the scope of employment. Suppose the instructor claims that one set of circumstances happened while the plaintiff against the instructor claims another. One does get the feeling that somehow, the University does know. Associate Vice President Atwell's office does an investigation which generally precedes any action outside the system. Remedies must be "exhausted" through the administrative process before the court will hear a case. In other words, if



there are lower stages of resolution available—through the department chair, the dean, Atwell's office, or wherever the appropriate remedy lies—than these must be used prior to any suit. Other appropriate offices include Affirmative Action and Student Academic Appeals, as well as the several unions which have contracts with the University. Most of the cases generally wind up in Atwell's office, accompanied by folders of documentation.

And, again, as Ms. Atwell stressed, very, very few of these cases require personal liability on the part of the instructor. She also pointed out that every CFA member is covered by personal liability insurance.

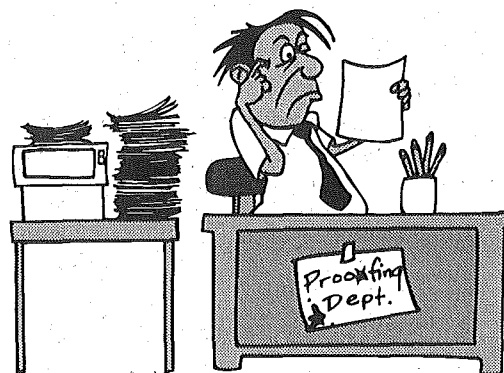
Comforting though that is, a surprisingly high number of my colleagues have told me that they have opted to carry their own insurance or are investigating their options.

We believe the University should also consider offering some training for its instructors on how to avoid problems. We could use some explicit guidelines about situations such as these. Should we or should we not talk to a student behind closed doors? How detailed should our record keeping be with respect to students' complaints about us? Should we ever meet with students off-campus? Must we avoid all physical contact with a student, including the sympathetic pat on the arm or the congratulatory hug? Training sessions would be in the best interest of any institution that wants to avoid expensive and time consuming lawsuits. Ms. Atwell said she is planning on just that kind of session for department chairs and coordinators in the near future. That may help ease our concern, no matter how rare the case of our personal liability may be. □

Notable Quotable

The natural interaction between computers and people inherently causes data to expand, consuming all available space.

— Anonymous



From the Editor

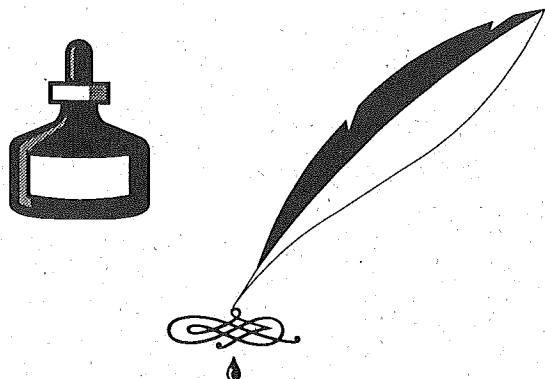
THANKS TO ALL OF YOU WHO SAID THEY ENJOYED THE NEW look of the Senate Forum. I hope you also enjoy this issue.

A new feature introduced with this issue is the *Computer Pages*. More and more faculty are realizing the tremendous influence of computers on their research and teaching. In a bit over a year we will have a campus-wide fiber optic network that will revolutionize the university computing culture. Already, faculty are responding to the "gee-whiz" potential of new hardware and software. For example, two of the reviews in the *Computer Pages* focus on the current "hot" topics of Internet and e-mail. Future issues will discuss multimedia and CD-ROMs. The primary intent of this new section is *not* to report on what the MIT Media Lab is doing these days or to speculate about the impact of computers in the twenty-first century, but rather to show what CSUF faculty is doing here and now and how we can learn and apply their knowledge in our own teaching and research.

However, besides publishing practical and "hands-on" reports, the *Computer Pages* will also offer a discussion forum for the social and pedagogical issues associated with the New Media. The enormous implications of technology for society need to be recognized and discussed. Although I take great pleasure in working with computers, I realize that computing is not a socially or pedagogically "neutral" activity. Those of us who work with computers and have some influence on how others—especially students—will use them are accountable for the impact of computers on education. For example, "distance learning" is becoming more and more feasible. A whole new CSU campus (Monterey) is being developed around this concept. There is no doubt that

distance learning will one day be economical and efficient. However, unless we in education integrate this new technology into our social and humanistic value system, we may become victims of a "learning machine" that is inimical to the notion of the university as it has evolved since the Renaissance.

— Curtis Swanson, SENATE FORUM editor

**Submission Information:**

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If possible, please include a diskette with your manuscript. The deadline for submissions to the next issue is **March 10, 1995.**

Next Issue:

**The Administration
speaks out !**

Articles and an Interview . . .

Milton Gordon, President

**Robbie Nayman,
Vice President for Student Affairs**

**Harry Gianneschi,
Vice President for University
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