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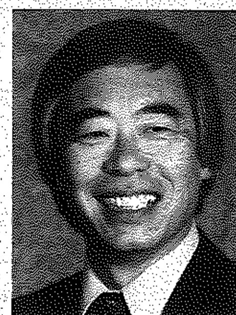
Focus on Faculty Activities

Still Crazy--*about learning*-- After All These Years!

Craig K. Ihara



Craig Ihara is a professor of philosophy and Coordinator of Asian-American Studies. He has served on the Academic Senate and is past president of the Asian Faculty and Staff Association.

At the urging of my colleagues, I wish to reveal that for twenty-five years on this campus I have blurred the boundary between professor and student by auditing classes both inside and outside of my discipline. I have done this for the most part without official sanction or record and with the knowledge of this activity shared with only a very few colleagues, many of whom have assisted me by allowing me into their classes. I reveal this now, in part, because the recent emphasis on the "pre-eminence of learning" included in our Mission and Goals seems to encourage activity of this sort.

To understand the extent of my auditing I should start at the beginning when, as a newly minted Ph.D., I audited several courses from Jim Santucci in Comparative Religion to bolster my own expertise in world religions. These included courses on *Vedic Religion, Buddhaghosa,* and *Taoism*, and I confess that I use material, especially etymological information from the latter, to this very day. I also learned a tremendous amount from Jim Dietz's course on the *Developmental Economics in the Third* World, George St. Laurent's course, *History and Development of Christian Thought*, and courses from my colleagues in philosophy such as Merrill Ring's *Philosophy of Language*, Marjorie Weinzweig's *Philosophy of Feminism*, Al Flores' *Medical Ethics*, and David Depew's, *Philosophy of Literature*, and seminar on *Aristotle's Biology*.

Mixed in with the academic work were at least three semesters of Aikido with Rod Kobayashi, two semesters of Karate with Sam Abboud, two semesters of fencing with Coach Okawa, a semester of *Intro to Modern Jazz Dance* and about three weeks of collegiate wrestling. (I quit the latter after getting dumped twice on my head, thereby learning how hard it is to get out of bed in the morning when you have whiplash.)

The only record of all this is a year of Japanese language study with Mariye Takahashi when I took advantage of the university's fee waiver plan. As I expected from my previous study of Chinese and

German, auditing wouldn't do here. I had to do homework and take exams. My second year of Japanese was not as successful as the first, precisely because I didn't formally enroll.

More recently, in Spring 1996 I took David Depew's *Medieval Philosophy* course since it was my last opportunity before our valued colleague left us permanently for the University of Iowa. Last semester, as coordinator of the Asian American Studies Program--an area in which I have no training--I audited Darlene Rodrigues' *Asian American Cultural Expressions*. There I was introduced to a wealth of Asian-American authors and artists with whom I was only slightly familiar. Currently, I am learning a lot about Japanese language, culture and psychology in Bill Gudykunst's seminar on *Intercultural Communication in Japan and the U.S.*

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Now this may seem like a long list of courses, but I don't believe I have ever audited more than one academic course a semester, nor have I audited courses every semester. But over twenty-five years, a course here and there definitely adds up.

Some might think that it is difficult to find the time to audit, but like a lot of things the hardest thing is getting started. Once built into a routine, attending class is easy. Furthermore, once you have requested a colleague's permission to sit in, dropping out can be a bit awkward. (Actually, I can only remember quitting two or three classes. Usually having an inherent interest in the subject matter and knowing something in advance about the instructors involved makes dropping out the furthest thing from my mind.)

Truth be known, I plan to continue to audit classes whenever possible. In fact, I suspect that one way or another I'll be taking courses here at CSUF long after I've retired. Since I believe that many faculty choose a life in academe precisely because they loved the life of a student, I don't think that anyone who reads this will be puzzled by my behavior. It is fun having new information and new perspectives coming in (especially when most of one's time is spent dispensing them)! I can personally attest to the fact that we are offering an intellectual banquet of impressive quality to our students. Unfortunately, faculty are like chefs who are too busy to partake in the feast of delicacies served up by our colleagues.

Of course auditing takes time, commitment and some effort, but it is rejuvenating. It is also a way to spend time with colleagues, getting to know them better, or even to get to know them for the first time. And being a student, even temporarily, can't help but to improve one's own teaching.

As mentioned, I hope that the emphasis Mission & Goals places on learning, as well as cross-disciplinary dialogue, provides some legitimacy to auditing. In fact, I think it wouldn't be a bad idea to encourage faculty to expand their own horizons in this way, perhaps by counting auditing as a kind of research activity in WPAF and PSSIs. In any case, if there are other closet auditors out there, let's get together and compare notes! ❑

Editor's Note:
Please join me in welcoming **Nancy Fitch** who is the new editor. My thanks to all the authors and others who have contributed to the ***Senate Forum*** during my tenure. ***A.F.***

The Senate *Forum*

The Senate Forum is a publication of the Academic Senate, California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues which the Academic Senate addresses. Individuals are encouraged to submit essays and other contributions to the new editor at: **nfitch@fullerton.edu**

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Editor & Layout: Albert Flores (Philosophy)

What Summer Vacation?

John Olmsted

John Olmsted is a professor of chemistry and a member of the Academic Senate. He has served as chair of the Faculty Personnel Committee and is currently a member of the ad hoc Committee to Revise UPS 210.

The myth among non-academics whom I know--and even among some of my professorial acquaintances--is that for the professoriate summer is a three-month vacation. For me and nearly all my colleagues in the science departments, the reality is that summers are filled with work. We may not be teaching in the classroom, but we are busy in our laboratories carrying out research and supervising the research of student collaborators.

Faculty research with student involvement continues throughout the year, but the pace is limited when classes are in session, both because most professorial time is devoted to classroom-related work and because the students working under my direction (two graduate students and two undergraduates during 1996-97) have classes as their first priority. When summer arrives, however, professor and students alike can devote the bulk of their attention to research.

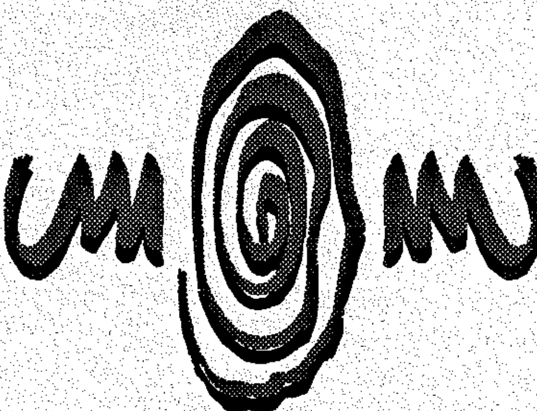
"For me and nearly all my colleagues in the science departments, the reality is that summers are filled with work."

Students are eager to spend their summers working on research projects, but without financial support they are forced to look for outside employment. To secure such financial support, faculty in the Department of Chemistry and Biochemistry have worked diligently to secure research grant support from the National Institutes of Health (NIH) and the National Science Foundation (NSF) that pays summer stipends to undergraduate students who are doing research in our laboratories. Additionally, we include funds for student stipends in the budgets of our individual research grant proposals to other agencies, such as the Research Corporation and the American Chemical Society (ASC).

The summer of 1997 provides a good example. As the end of classes approached, I had recruited four undergraduates to work full-time on my research during the summer. Two were CSUF sophomores who had been doing research part-time during the spring semester. The others, a summer research scholar from UC Santa Cruz and a recent transfer student from UC Berkeley, were new to my group. These four students received summer stipends from the departmental NSF grant and from my personal ACS grant. A high school student volunteer joined us, so I supervised a five-student team.

A faculty director of undergraduate researchers plays many roles. At the outset, the director must identify the overall research project and its goals. In my case, this is an ongoing study of the energy-storage potential of light-absorbing substances that we embed in glassy materials. The director must help the students to understand the goals and methods of the project and assign to each student specific studies to undertake. With relatively inexperienced students such as mine, this entails careful matching of the complexity and difficulty of the studies with the talents and backgrounds of the students.

A research director is also a designer, but the design of specific experiments that will be done by each student is a joint venture. In my group, each student is encouraged to do as much experimental design as she or he feels competent to do. Inevitably, this results in some false starts and "wasted" efforts, leading to two additional roles for the director. When things go awry, I am the expert who redesigns the experiments (as often adjusting for unexpected results as for student errors), and I am also the counselor and cheerleader who provides a morale boost when an experiment has not worked. Results must also be interpreted, again a joint venture by the director and the student. Each experiment yields information that must be placed in the context of our overall project, and subsequent experiments are then designed to move us closer to our goal of building a chemical device that can absorb light and store its energy in chemical form.



Five students working on five related yet different projects can easily end up on five different tangents, so the research director must also act as a coordinator. Weekly group meetings not only allow such coordination but also provide opportunities for each student to keep abreast of what the others are doing, to share in the discussion of where each project should go next, and to incorporate into each research activity what the others have learned.

At the end of the summer, each research student must report his/her results in several forms. A written report goes to the research director and provides a permanent record of the summer's achievements. An oral report and a poster session are presented to fellow researchers at department sponsored colloquia, providing dissemination of each group's research progress to a group of peers. Here, the research director's role is to guide the students' preparation sufficiently that they learn to present logical and cohesive reports of their work.

A faculty research director also serves as mentor and role model for his or her students. Our summer NSF-REU program recognizes this explicitly in two ways. First, we include a weekly seminar/discussion series on ethical and environmental issues arising from our scientific work. This summer, I was one of the speakers in this seminar series. Second, we interact with our students socially through group activities and informal "bull" sessions.

A successful summer program generates momentum that continues through the subsequent academic year. This Fall, the three CSUF students who worked in my laboratory for the summer are continuing to do research. Two senior undergraduates have joined the group to carry out their senior research projects, a requirement for all chemistry majors. A chemistry Master's student has also selected me as his advisor, so the continuing research team now numbers six students. Three of these students wrote successful Undergraduate Research Initiative proposals, which will provide them with stipends for the intersession period so they can work full-time in the laboratory during January.

If I had time, I could go on to describe how I will spend my January intersession "vacation," but two of my student researchers have come up with results that look worthy of publication, so I need to allocate time to prepare two manuscripts for submission to peer-reviewed journals. As have many of my earlier publications, both manuscripts will recognize the research done by these students by including them as co-authors. Once that is done, I need to write grant applications for renewed funding for this research, so the next generation of student researchers will be able to participate in the joys and frustrations of doing laboratory research in chemistry. ❑

◆◆ The Next Issue of ◆◆
***the Senate Forum* is March 1998.**
Contact: Nancy Fitch, Editor at
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The Joys of Contributing to Students' Successes

K. Jeanine Congalton

Jeanine Congalton is an associate professor of speech communication and Co-Director of Forensics. She recently received a National Distinguished Service Award from the American Forensics Association.

I often am asked if I have children. My response is pretty simple, "Yes, I have 25 this year. But over the last fifteen years, I've probably had about 300." The questioners look at me in disbelief until I explain that I am a speech and debate coach. And that as a forensics educator, I belong to a very special family composed of undergraduate competitors, graduate assistants, and faculty colleagues from not only CSUF, but from colleges and universities across the nation. I watch students "grow up." I know their class schedules, their aspirations, and even their relational problems. I know just about every squad member's favorite food, favorite music, favorite television program, and favorite sports teams. I share in their joys and help them work through difficulties. I know that I learn as much from them as they do from me.

"As the Co-Director of Forensics, I am fortunate enough to work with a team of undergraduates whose primary goal is to strengthen their analytical, research, and communication skills in the competitive forum known as intercollegiate academic debate."

Since joining Cal State Fullerton, I have had the opportunity to observe and engage undergraduate students in a variety of discussions focused on numerous political, economic, and social issues. As the Co-Director of Forensics, I am fortunate enough to work with a team of undergraduates whose primary goal is to strengthen their analytical, research, and communication skills in the competitive forum known as *intercollegiate academic debate*. Although the intellectual and physical demands of this position can take a toll, the opportunity to work with students in a non-traditional classroom environment and to be a part of the CSUF "forensics family" provides unique professional and personal advantages that are often only understood by other forensics educators.

While my teaching load, which is half of my assignment, offers me many opportunities, I find that in the areas of coaching/instruction, professional service, community service, and administration, forensics offer even greater rewards

Coaching starts in July with the release of the topic for the upcoming academic year. This year's topic focuses on assistance to Southeast Asia. Students and coaches begin general reading, research assignments are made, and the journey toward the national tournament begins.

As you might guess, working with intercollegiate debate forces all of us to become conversant with a number of contemporary issues. The recent collapse of markets in a number of Southeast Asian countries, and the most recent downturn of the stock market in Hong Kong have become routine conversations for us. Pass any of the coaches or debaters in the hallway and you are likely to overhear a conversation pertaining to the potential effects of the Japan-United States security agreement and how that agreement is perceived by China. Or you might hear a heated discussion focused on the implications of the Chinese Prime Minister's visit to the United States. There is no doubt that a student with four years of debate experience is exposed to a wide variety of legal, economic, political, and international topics, certainly one of the goals of a liberal arts education.

So while some consider forensics a game, I see it as a "real world game." In the past, CSUF teams have advocated a policy toward Haiti that eventually was the one adopted by the Clinton administration. Two years before the courts focused on the issue, the debate community was embroiled in discussions about the disparity in crack/cocaine sentencing. We've also advocated enacting the ban on methyl bromide and have discussed the ramifications of security assistance to the Middle East. It's impossible to describe the feeling that overcomes you when observing that the issues you have coached your students on or the specific arguments in the briefs that they have prepared are being debated in Congress and/or being ruled on by the Supreme Court.

In the meantime, our individual events competitors are persuading others about the dangers of phen-fen or pointing out why the rescheduling of rohypnol does not guarantee stronger sentencing and doing so a year before federal governmental entities recognize these problems. The late night strategy sessions, the fifteen hour days, the weekends away from home, and the wear and tear of tournament travel are all worthwhile when you realize that you and your students are two to three years ahead of federal decision makers.

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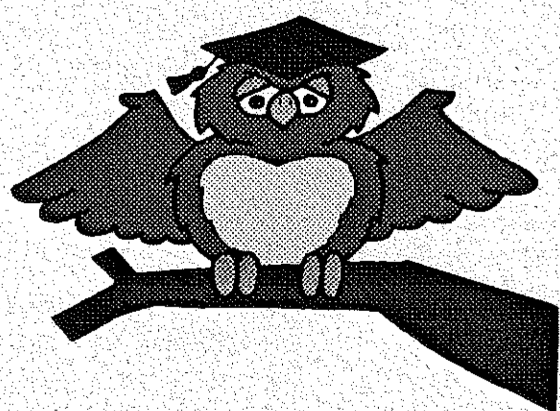
Professional service is manifested in many ways. My guess is that many members of the campus community notice that each January, approximately 1,000 high school students from over 60 schools arrive on campus. With the help of the wonderful department staff, the scheduling office, public safety, the cultural events center, and a number of other offices on campus, our "forensics family" hosts one of the largest high school tournaments in the state of California. Many of our forensics alumni help with the administration of or volunteer to judge at the tournament. And it's usually at this time of year when I find out that many faculty from across campus participated in either individual events or debate competition. This three day extravaganza is a tiring event, but it only spurs our enthusiasm on for the following two weekends of tournaments at the University of Utah and Baylor University.

Given that we have a top notch staff at CSUF, there are many requests made for the coaching staff to take part in workshops or to work in the administration of other tournaments. Dr. Jon Bruschke, our new Co-Director of Forensics--both an alumnus and one of the top debate coaches in the nation--and I are instructors at the prestigious Arizona Debate Workshop, held each August. I have spent the past 12 years helping to administer the Western States Communication Association's tournament as well as the National Individual Events Tournament. Jon can be found in the tabulation rooms at such national tournaments as UNLV and the University of Utah. In addition to tournament administration, we also serve on various regional and national committees -- service designed to promote forensics.

While we enjoy our professional service, I can speak for all of us when I claim that the greatest satisfaction comes from working with our community outreach program, *the Daniel Webster Project*. Each week, CSUF debaters and coaches can be found working with selected students from Santa Ana High School. Our goal is to utilize academic debate to teach these students responsible advocacy while at the same time engaging in a rigorous mentoring program. Through a generous grant from a University Planning Initiative, we have been able to continue with the second year of our program. All of us have willingly given up one night a week plus many "free" weekends to work with these young people. The results have been phenomenal. Students who would barely speak above a whisper when they first came to the program are now engaging in disputes about renewable energy and bringing home the trophies that represent competitive success.

Last but not least, all Directors of Forensics are involved in the tasks of budgeting, making travel arrangements to and from tournaments, completing post-tournament paperwork and reports, and recruiting. For some people, administering two budgets (the forensics program and the Daniel Webster Project) would be a full time task. For forensics coaches, it's a part of the job. But once again, with help of various staff members from the campus community, this part of the job is made much easier.

Long days, no free weekends, one month off in the summer, and always knowing that there is more to be done. Why do I continue? Why do I enjoy my job? Just re-read the first paragraph of this essay.



I work with a "family" of undergraduates, graduate students, and colleagues who give up "free time" and who sacrifice countless hours a week to improve themselves and others intellectually. This academic year, for example, there are CSUF debaters who have won debates over Arizona State, Emory, Harvard, Liberty, Louisville, Michigan State, USC, and Wake Forest--all programs that have resources that I can only dream about. These are CSUF students who give up what free weekends they have to spend time instructing and mentoring high school students from Santa Ana High School. These are CSUF students who I have the opportunity to observe "growing up" during their college years. Not all professionals have this opportunity -- I intend to make the most it. ❑

Creating a Safe Working Environment

Sandra Sutphen

Scenario 1. A student storms into your office, furious over her grade on your last test. You try to calm her down but your soothing words seem to make her even angrier. Her anger reaches such a crescendo that you feel she may completely lose control. What do you do?

Scenario 2. You log-on to your computer to check your e-mail and find a message that isn't pleasant. Someone--the return address looks like a listserv on campus but there is no other identification--is threatening to slash the tires of your car. Whom do you call?

Scenario 3. You run over to Carl's for a nutritious double western bacon burger (with cheese) and on your way back to your office in McCarthy Hall, you discover that the Fullerton Fire Department (FFD) has sealed the building. It seems some chemistry tech has discovered a way to propel a hallucinogen through the air-conditioning ducts, and the building has been evacuated. But, you'd grabbed only your wallet on the way out; your spouse has just left for a week's visit with your mother-in-law in Sheboygan, and your only set of car keys is in your office. Now the FFD has been joined by Public Safety, and they tell you in no uncertain terms that *no one* is going back into building. Don't you wish you'd brought your keys with you?

All three of these scenarios are feasible. All three can be resolved if you've thought about them beforehand. All three require that you put safety and emergency preparedness just a little higher on your agenda.

Folks who study catastrophic events are fond of talking about the "window of opportunity" that invariably follows a disaster. Heightened awareness about a risk prompts individuals and policy makers

Sandra Sutphen is a professor of political science & recently chair of the Division of Political Science & Criminal Justice. She currently serves on the Academic Senate and is an emergency preparedness consultant.

to consider--and sometimes implement--changes that have not garnered support before the critical event.

CSUF found just such an impetus after the murders of faculty at UCSD last year. While workplace violence issues were certainly a consideration before the murders of three faculty members at the UC campus, CSUF officials began a more extensive training and planning procedure shortly afterwards. CSUF has an "official" policy of "zero tolerance" of violence. Public Safety officers and employees at Environmental Health and Safety (EH&S), the two most visible offices on campus concerned with these issues, have long been happy to consult with any department about improving safety practices and procedures. Making the issue more salient to those most likely to be affected--faculty, staff and students--involves a continuing effort at education.

"The key for all of us is to become more aware of potential threats to our lives and work, threats that can be as remote and unlikely as a catastrophic earthquake or as immediate as the next time we hand back a graded assignment."

Few faculty attended the two workshops on workplace violence held for the campus community. Some departments have responded to EH&S's offer to conduct sessions for their employees. A "Workplace Violence" committee composed of representatives from Human Resources, student life, counseling, and the Health Center, among others, is updating university policies. An "Incident Response Team" was created to review specific acts of violence when they occur. The safety hazard report form has been modified to simplify reporting of threats of violence.

Most of the University's efforts to increase safety on the campus are uncontroversial and pretty commonsensical. A few issues require balancing our preference for an open environment with safety considerations. How do you know if you've been threatened? Maybe that angry student was just blowing off steam and will be contrite tomorrow. Faculty, staff and students have privacy rights. How do you establish a record of violent reaction without violating those rights? Some offices have been redesigned to provide a safety barrier between the staff and our public. Many are reluctant to do too much in this area because safe offices frequently look unfriendly with high counters protecting staff but appearing like formidable walls to students.

The Northridge earthquake was a second triggering event that prompted all the CSU campuses to re-examine their mutual aid responses to one another. In fact, Public Safety personnel from southern CSU campuses practiced emergency responses on our campus just last month. Our local emergency management team is now in the process of updating and improving the plans and procedures that are activated when a major disaster strikes.

For most on our campus community--especially for faculty--safety plans are a minor consideration. Plans exist, obviously. A building marshal program, where primarily staff participate in training and practice drills, is in place, and each department has a designated safety coordinator who assesses workplace hazards and recommends mitigation strategies. Some places on campus are more dangerous than others and a minority of faculty are actively involved in safety training. The most susceptible buildings--where chemicals are in frequent use--include those housing the sciences, the visual arts, the pool, and of course, physical plant. Faculty and staff who work in these areas have developed plans and procedures for dealing with emergencies and undergo regular training to enhance their preparedness.

At the very least, faculty should be aware of the following elementary precautions.

- It is safest to position your desk so that there is a barrier between you and your visitor even though many faculty prefer a more informal seating arrangement. All offices ideally should be arranged so that a faculty member can't be trapped away from the door.

- Back up your vital, irreplaceable research and find an off-site location to store copies of your work.

- Take the emergency light that was distributed to all offices two years ago out of your desk and plug it into the wall socket. Have a flashlight and extra batteries in your desk, particularly if you have an inside office without a window or work late at night.

- Know your nearest exit, and take a couple of minutes at the start of each semester in each class to tell your students to be prepared.

- Ask your department chair to hold a session for all staff and faculty on workplace violence.

Planning escape routes or installing alarm buzzers is low on everyone's list: no one wants to believe that they will be needed. Denial is a major impediment to implementing even the mildest procedures. Academic department chairs should at least discuss strategic plans with staff members even if they are unable to get the cooperation of their faculty members. The key for all of us is to become more aware of potential threats to our lives

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and work, threats that can be as remote and unlikely as a catastrophic earthquake or as immediate as the next time we hand back a graded assignment. And here's what you do about the three scenarios that started this piece.

Scenario 1. Insist that the student leave your office or you will call Public Safety. If she refuses to leave, call Public Safety immediately (911 or 2515). Don't hesitate to do this. Threatening or violent behavior from anyone on campus is out of line.

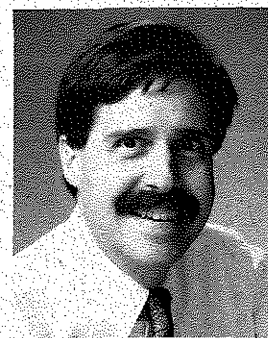
Scenario 2. Notify your department chair immediately, who will call your dean. Ask your department safety coordinator to fill out a workplace violence threat report that will be forwarded to Public Safety.

Scenario 3. You could carry a purse--if you have one and remember to put your keys in it *and* take it with you.

Mostly, you need to become more conscious that emergencies can happen any time and think ahead about contingency plans. With luck, reading this piece may prompt you to plan ahead, and find out about the resources available on the campus. ❑

On Doing Community Research

Stewart Long



Stewart Long is a professor of economics and Coordinator of the graduate program in Environmental Studies. He has served on numerous campus committees, including a stint as chair of the Academic Senate.

Recently I was cleaning out a file cabinet and came across a folder with some reprints of the first peer-reviewed article I had published. Unable to resist reading something I had all but forgotten, I was somewhat gratified to see that twenty-four years ago (can it really be that long!) I had predicted the eventual competitive decline of the big three television networks and the contrasting growth of cable and pay-per-view programming. Given these predicted trends, the majority of the article was devoted to policy analysis and recommendations to the Federal Communications Commission (FCC) in the area of television broadcasting. Despite the accuracy of its predictions about the industry, none of the article's policy recommendations were ever adopted by the FCC.

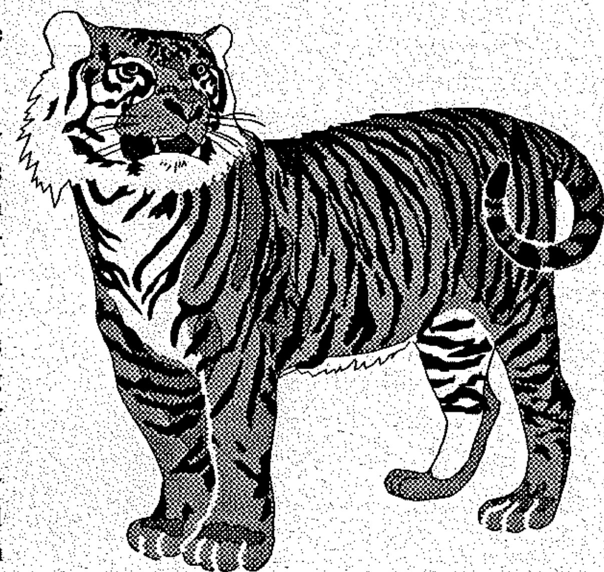
> ***"I have found that one way to increase the influence your research has is to do community research as well as research aimed at peer-reviewed publication."***

Finding this old article started me thinking about what I think is a common phenomenon in academia. You work for a relatively long time doing research, then write and submit an article to a peer-reviewed journal. After what often seems an interminable period of time, the article (if you are lucky) is eventually accepted and published. Then what happens? My guess (based on personal experience) is that after some congratulations from departmental and other colleagues, and perhaps some requests for reprints from others in your field – nothing happens! The impact of your research is reduced to that of an entry on your vita. No matter how many such entries you accumulate over the course of your career, I think many academics eventually tire of the process that the late historian Page Smith used to refer to sarcastically as "pushing back those old frontiers of knowledge."

This is especially frustrating for those who became academics for reasons like mine--which was to influence the real world. I have found that one way to increase the influence your research has is to do community research as well as research aimed at peer-reviewed publication. While the categories are not mutually exclusive, I define community research as that which is applied to solving a community problem. It is important to realize that opportunities for community research are not limited to faculty in the human or social service oriented disciplines. Although I have done several research projects of this type, the first one I did garnered more attention than any other research I have done, and will continue to have a real world impact into the 21st Century.

Several years ago, I founded the CSUF Institute for Economic and Environmental Studies and was approached by the City of Fullerton to recommend the best way for the city to comply with a new state waste management law. The law required that all cities in California reduce the amount of trash sent to landfills by 25 percent in 1995 and by 50 percent in the year 2000. My colleagues Vic Bracer and Nick Farnum and I conducted a two year study that randomly sampled thousands of pounds of trash in Fullerton, analyzed the economic and environmental aspects of various recycling systems, and then recommended a policy to the city that turned out to be controversial but effective.

Many observers were surprised (some actually seemed outraged), when our research resulted in a recommendation that Fullerton residents not separate their recyclable materials into special containers, but instead have all the trash be picked up as usual and then be sorted for recyclables on a mechanical conveyor belt at a materials recovery facility (MRF). In a series of community meetings, public hearings, and before the City Council, I was able to explain that such a system potentially recovers more recyclable materials, vastly reduces the household hazardous waste ending up in landfills, and would not require any expensive new collection equipment (such as huge trash barrels on wheels to be picked up by mechanical lifts on the garbage trucks).



The system our study recommended was adopted and resulted in Fullerton diverting over 35 percent of its trash from landfills in 1995 (better than several cities with special recycling containers and other "bells and whistles"). According to then City Councilman Richard Ackerman, our research saved the City of Fullerton millions of dollars that otherwise would have been spent on recycling equipment.

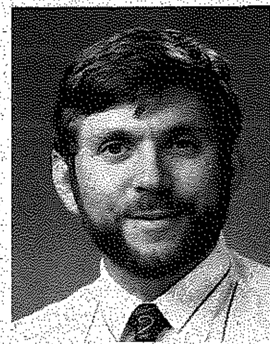
But most important from my viewpoint have been the positive side effects of the research. The many hours spent in meetings with community members and city officials gave them a chance to see CSUF faculty members doing "research" that was of interest and importance to them. It gave me an opportunity to use my disciplinary knowledge in a real world situation and then convince large numbers of non-specialists that what I was recommending made sense. These processes are different (and in some ways more difficult) than what we usually do in our classes or in writing journal articles for our professional colleagues. The non-peer reviewed research product (a three volume government document) has been read and commented on by more individuals and government agencies than any journal article I ever wrote, and is used every semester in my Environmental Studies classes. The people I met and worked with on the project continue to form a network of contacts that has helped me in later research and in placing my students in jobs and internships in the waste management field.

Did my experience lead me to abandon doing research aimed at peer-reviewed journal publication? Not at all, since the data collected in my community research has provided the potential for several journal articles. For faculty who would like their research to garner more attention from their colleagues in other disciplines, campus administrators, and the general public, and have more influence in the real world, community research may be a rewarding avenue to pursue. But one caveat is in order – be careful what you wish for! The Fullerton trash study was covered extensively by local newspapers, radio and even television. For once my university colleagues, my neighbors, and even my family knew what I was doing professionally. Unfortunately I came to be known as (and probably will be forever) "the CSUF faculty member whose research is garbage." ❑

"We trained hard...but every time we were beginning to form up into teams, we would be reorganized. I was to learn later in life that we tend to meet any new situation by reorganizing...and a wonderful method it can be for creating the illusion of progress while producing inefficiency and demoralization." **--Petronius (66 AD)**

Is There a CETI in Your Future?

Barry Alan Pasternack



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Over that past couple of months there has been much discussion throughout the CSU regarding CETI, which stands for the California Education Technology Initiative, a joint venture of the CSU and four corporate partners: GTE, Hughes, Fujitsu, and Microsoft. The goal of CETI--the name of the organization will eventually be changed--is to assist the CSU in funding the infrastructure build out necessary to allow us to be able to serve the needs of students in a technologically advanced society.

To understand the CETI relationship, we must look back at some of the planning leading up to this relationship. In 1993, the CSU began a study of the role of technology in the delivery of education. As a result of this effort a number of task forces and committees were established. By 1994, the administrative leadership of the CSU recognized that a strategy was needed to integrate, prioritize, and build upon previous efforts to utilize information technology to achieve four significant outcomes: 1) the quality of learning and teaching; 2) the quality of the student experience; 3) administrative productivity and quality; and 4) personal productivity of students, faculty, and staff. This led to the development of the Integrated Technology Strategy (ITS).

A key part of this strategy was the development of a baseline intra-campus infrastructure, an integrated inter-campus network, and access to hardware, software, training, and support for all CSU students, faculty, and staff. Unfortunately, it was recognized that neither the state general fund nor capital outlay bonds would be available in sufficient amounts or sufficient time to build even the baseline telecommunications infrastructure (estimated at approximately $300 million). As a result, in October 1996, the chancellor and campus presidents concluded that bold steps would be needed to implement the ITS. Accordingly, it was determined that corporate partnerships would be sought through a Systemwide Internal Partnership (SIP) group appointed by campus presidents. After months of analyzing proposals submitted by six corporate teams, the CETI team was selected from three finalists to move forward on this initiative.

The principles underlying the CETI agreement include:

- The initial build out of the CSU infrastructure (media, pathways, spaces, terminal equipment w/required software - <u>not</u> desktops), with current technology, will be accomplished at no net cost to the CSU.

- The partnership will be the exclusive provider of technology which lies within the scope of the baseline infrastructure, at prices equal to or better than the best prices which can be obtained by individual campuses.

- Campuses will have flexibility to select and deploy technology which lies outside the scope of the baseline infrastructure at campus cost.

- CSU staff will be retained by the CSU.

- CSU will have a majority role in partnership governance.

- Corporate partners will utilize CSU's education and training capabilities and services.

- Partnership revenue generating programs must be approved by the CSU.

- Partnership will honor intellectual property rights.

- Partnership governance structure will provide a means to review and challenge price/performance for in-scope products and services.

The Partnership's success will be judged by its:

- Ability to maintain and sustain the currency of CSU's technology infrastructure;

- Responsiveness in meeting campus and systemwide needs and priorities;

- Contribution to new modes of learning and delivery of education;

- Creation of new tools and opportunities for faculty, staff and students; and

- Contribution to personal productivity.

"As can be seen from the above list of products and services CETI plans to be involved with, the relationship with CETI has the potential to significantly impact the operations of the CSU and the individual campuses."

The CETI agreement calls for the corporate partners to invest $36 million as well as arranging for $120 million in lease financing and an additional $180 million through private placement bonds. CETI will be reimbursed for these investments in several ways. First, the money CSU normally spends each year relative to technology infrastructure will now be paid to CETI. CETI also holds out the promise of being able to reduce the CSU's current technology expenditures through the benefit of centralized planning and elimination of duplication of services. Obviously, purchasing for twenty-two campuses results in more buying power than purchasing for a single campus.

However, it does not appear that the revenues currently going towards infrastructure spending and the savings possible through central planning will be sufficient to both repay the costs of infrastructure development as well as keep the systems we have in place current with changes in technology. Hence, it was recognized that CETI will need to generate additional revenue and profit. To provide these funds, the CETI group initially identified fifty potential revenue generating sources which they have designated as the "flagship fifty." These programs fall into four broad areas: development of educational content, career and student development, development of telecommunications, and commercial products.

In the educational content area, the programs include: continuing education classes, K-12 educational curriculum development, federal welfare to work programs, the CSU Virtual University, and information search services. Career and student development programs include resume and career services for both students and alumni. Development of telecommunications programs include: off-campus internet access for students, faculty, and staff, help desk services, computer repair services, and video course drop sites for video-based distance learning. The commercial product offerings contemplated include: internet banner advertising, CSU endorsed products and services, telecommunications services marketed to students, alumni, faculty, and staff (prepaid calling cards, pagers, cable or satellite TV), and computer systems marketed to students, alumni, faculty, and staff.

As can be seen from the above list of products and services CETI plans to be involved with, the relationship with CETI has the potential to significantly impact the operations of the CSU and the individual campuses. One key issue is the autonomy campuses currently enjoy and the degree to which the CETI agreement will result in more systemwide centralization. Another crucial concern expressed by many faculty relates to the issue of how an alignment with corporate America will affect academic freedom. Regarding both of these points, it should be recognized that the revenue generating ideas listed above, were simply ideas which were part of the initial proposal made by the CETI team. A major reason for the current dialogue is so that concerns regarding the revenue generating ideas can be incorporated into any agreement. Because of the legitimate concerns regarding the impact delivery of educational content has on our mission, it appears that the initial focus of CETI in terms of revenue generation will be geared towards delivery of telecommunications and internet services.

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Currently there are a number of teams comprised of representatives of the CSU and the corporate partners working on various issues concerning the CETI agreement. In addition to the design of the infrastructure and revenue generation, there are teams working on the organization of CETI and the initial agreement, internal communications, external stakeholder strategies, and professional development for the information technology staff. These teams are currently working diligently in an attempt to have a framework agreement in place by January. Due to this short time-line, many of the key points of such an agreement are evolving on a daily basis. A draft agreement for consideration by the campuses should be out by the end of November.

It is clear that the CETI agreement holds promise in giving us the resources we need to be able to serve our students using modern technology. It is also clear that these advances do not come without a price. Ultimately, the success or failure of CETI, will rest, to a large degree, on the support the agreement is given by faculty, staff, and students. Perhaps this is the greatest safeguard that exists in the CETI relationship. ❑

The Culture of the Marketplace vs. the Culture of Genuine Inquiry

Susan Parman

In the current discussion surrounding SIP and CETI, the phrase "two cultures" refers not to C. P. Snow's gulf between the humanities and the sciences but to the disparate and incongruent cultures of marketplace and university.

Debates over the relationship between universities and the marketplace have been around for a long time. Burton Bledstein, in a book called *The Culture of Professionalism: The Middle Class and the Development of Higher Education in America* (1976), paraphrases Thorsten Veblen, who in a 1918 book, *The Higher Learning in America: A Memoradum on the Conduct of Universities by Business Men*, attacked administrators in higher education who acted as "business-minded predators who corrupted the scholarly mission of a real university by packaging education in salable units, weighing scholarship in bulk and market-value, promoting the growth of a corps of bureaucratic functionaries, treating faculty as hired hands,...and selling higher learning to the public by paying obeisance to the rule that the consumer always knows best."

Veblen's acidic critique contained the implicit assumption that it was important to preserve the traditional barrier between university and marketplace. This essay suggests that the reason for this barrier is to preserve the integrity of genuine inquiry that is--or should be--the hallmark of university culture.

A university, especially one described as "comprehensive," does many things; but what makes it distinctive as a university? It may or may not use lesson plans or focus on pedagogy (as in K-12, community colleges, and teacher's colleges), but its

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primary function is to explore the boundaries of the known; to promote new thinking and critical examination of what the community accepts by unexamined consensus. A university is a cauldron of innovation (albeit often simmering rather than boiling, spending a lot of time on false directions and negative results) and the source of ideas taught in classrooms. Students at universities have a different experience from students in K-12 and community colleges because a university, in addition to its emphasis on teaching, also focuses on primary research, and students at universities have the chance to learn from faculty involved in the process of generating new ideas whose job involves commitment to and fostering of critical and creative thinking.

"The danger is that marketplace values may make it appear reasonable to consider inquiry itself as something for sale, and intellectual processes seen to serve end results--to provide certain positions, to validate results that are desired."

The path of critical and creative thinking does not run smooth. It is unpredictable. It doesn't always follow lesson plans. It is not always congenial, warm-and-fuzzy, and protective. It is sometimes prickly, often threatening to community consensus, and frequently makes people uncomfortable. Distinctive features of universities--tenure, the support by administration of faculty control of a classroom, acceptance of the diversity of opinions (including the unorthodox and the unpopular)--are designed to protect and foster critical and creative thinking. In part because of this protection, American universities have been especially productive of knowledge, and have a world-wide reputation for excellence.

Many argue that the marketing strategies represented by SIP and CETI are good business steps in a competitive university; that it is important to be pragmatic and to look on knowledge as a product and our students as clients shopping for products in the marketplace of higher education. A client in a marketplace has the right to shop in whatever place he/she chooses; the customer knows best.

But what are students shopping for, and are they really the clients? What is the university selling?--Knowledge? Learning? Grades? Degrees? Are we really saying that if students don't like what they see they'll go elsewhere and therefore we need to tailor our product to their desires? Is the value of a university education measured by attractive prices, accessibility, and the sexiness of the product?

Many students are picking up the language of the marketplace and using it in the classroom. They say they are paying "hard-earned dollars" to buy a degree; that they prefer courses that give them marketable skills and they attack GE courses because the skills they provide are not tangible and easily translatable into a job. And yet, rather than doing vocational training that would clearly, directly, and unambiguously provide marketable skills, they want a university degree, which confers status and prestige.

Why does a university degree confer status and prestige? Traditionally, because it is associated with intangible values, moral codes, intellectual standards, and the opportunity to be transformed into a different kind of person. The road to the university is like John Bunyan's narrative in *The Pilgrim's Progress*--through the Slough of Ignorance in quest of the Ivory Tower of Genuine Inquiry high above the muddy road of Daily Commerce. The "prestige of higher learning" is threatened by the invasion of the marketplace.

The invasion is conceptual and cultural--the philosophy of the marketplace threatens to invade the realm of inquiry. The danger is that marketplace values may make it appear reasonable to consider inquiry itself as something for sale, and intellectual processes seen to serve end results--to provide certain positions, to validate results that are desired.

The postmodernists, historians of science, and sociologists of knowledge have argued persuasively that knowledge is always contextual, that inquiry follows cultural patterns of narrative sequence, that the contrast between *emic* (native/parochial) and *etic* (scientific/universal) categories is fuzzy. While recognizing the constraints of postmodernist concerns, it is also valuable to recognize the distinction made by the philosopher C.S. Peirce between sham reasoning and genuine inquiry, as Susan Haack does in her article, "Science, Scientism, and Anti-Science in the Age of Preposterism" (*Skeptical Inquirer*, November/December, 1997: 37-42, 60). Sham reasoning is marketplace reasoning. What product--the more titillating, sensational, and outrageous the better--do you want to sell? The prophecies of Nostradamus? Creationism?

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Many students express the attitude that all ideas are equivalent in value and substance ("Evolution?--that's just a theory"); that the best argued (or best sold) ideas win; and that argument consists of aggression, insistence, refusal to listen to alternatives, and community support ("Let's vote on the answer"). They are uncomfortable with ambiguity and afraid of uncertainty. They have grown up with *info-bites*, the quick truth, the happy ending. They want to be entertained and have little time to spend on trying to think through arguments, let alone generate their own; to them "argument" means asserting "I think Bigfoot lives in Oregon," and fending off challenges with accusations of closed-mindedness and references to the *X-Files*.

Sham reasoning involves knowing the idea you want to sell and using argument to support it. Like a salesman, the sham reasoner avoids evidence that may threaten the sale, and often uses obscure language, emotional ploys, and aggressive threats.

By allowing the university to be invaded by marketplace culture, we make it more difficult for students to distinguish between sham reasoning and genuine inquiry. A university should function as an arena that nurtures genuine inquiry--that is, *inquiry that has no directed outcome*. Genuine inquiry preserves the process of inquiry--the opportunity for students to pose questions that may sound stupid and have no practical implications, to develop ways of answering these questions, evaluate results, test implications, go through the frustrating, puzzling answers of a complex universe, struggle to transcend bias and unexamined assumptions, and often arrive at unwelcome conclusions or greater states of confusion.

A culture of genuine inquiry encourages the honesty of confusion, does not reward the trivial and flashy, and teaches young minds that there are certain forms of knowledge that have met more stringent tests than others. In the culture of genuine inquiry--the *sine qua non* of a university culture--the student becomes not the client but the product (a reflective, thoughtful, mature mind for whom learning will be a lifelong, critical process), and the consumer is a society that invests in its intellectual future. The structure of our universities will determine how shoddy, flashy, and impermanent these products are, or how enduring. As a university, our greatest product is the integrity of the learning process, which is rooted in structural support for genuine inquiry. Until persuaded that SIP and CETI do not threaten this structure, I will continue to interpret the former as something you do with scotch and the latter as the search for extraterrestrial intelligence. ❑

Personal Reflections on China's Economic Emergence

Madeleine Brady Romero

President Jiang Zemin's historic visit to the U.S., the first official U.S. visit by a Chinese head of state in twelve years, caused me to reflect back on my personal travels and experiences in China this summer as part of the CSUF/Fudan University exchange. The Sino-U.S. summit, which opened the door for business opportunities for U.S. companies, including Boeing and Westinghouse Electric, culminated in a Beijing promise to significantly cut import tariffs from an average of 23-26 % to 10%. Although hailed as an effort to open up China's vast market to U.S. companies, thus shaving down the large U.S. trade imbalance, it likewise can be viewed as an additional step in China's own 20 year march toward an open economy. In this essay, I'd like to cite my personal observations and experiences from my trip that are evidence of this economic emergence of China and which will ultimately help fulfill China's destiny in becoming a major economy of the 21st Century.

"Today the tenets of a capitalistic economy have taken hold, albeit in a somewhat diluted version, within the confines of a communist political structure."

To fully understand and appreciate the astounding progress of China since the 1980's, one must first look at these accomplishments against the backdrop of China's cataclysmic period of Mao Tse-tung's Cultural Revolution (1966-1976). This was a period of darkness and mental death for China; in an effort to "cleanse" history and "rebuild" China, historic buildings were destroyed, and intellectuals and teachers were relegated to the countryside to work the land. China was reduced to poverty and isolation until Mao's death in 1976, which concluded the darkest era in China's history. (I found it ironic that a giant statue of Mao is prominently displayed at the hub of Fudan University despite the fact that like all universities it was closed during this tumultuous period.)

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Deng Xioping emerged as China's leader after Mao's death and his subsequent economic reform unleashed the economic fervor that characterizes modern China. First starting in the countryside with the demise of the commune system, farm productivity was encouraged by allowing peasant farmers to keep and privately sell surplus goods. Economic reform swept from the countryside to designated urban economic zones, including Shanghai, the site of Fudan University. Today the tenets of a capitalistic economy have taken hold, albeit in a somewhat diluted version, within the confines of a communist political structure.

To find the most obvious sign of vibrant capitalism, one must look no further than the streets of the cities. Walking through the open street markets of Shanghai, minutes from Fudan University, I became engulfed in a frenetic sea of vendors hawking their wares, produce, fish or meats, including snakes, eels, frogs, etc. I became immune to the familiar "Hello--Hello" sales greeting for English speaking foreigners. Fierce competition among vendors on price and quality--a hallmark of capitalism--was apparent. The Chinese vendors seemed to relish the thrill of negotiation and sale closing. Clearly, capitalism has invigorated the Chinese economy.

Although the activities in the countryside, the factories, and in the city streets are indicators of a growing economy, changes are taking place in a more fundamental part of the economic system, i.e., *the capital markets*. For any economy to grow and flourish, access to the capital markets--where firms raise money through stock and bond offerings--is absolutely imperative. This access is accomplished through the efficient operation of the stock (equity) and bond (debt) markets. The growing prominence of China's two stock markets, in Shanghai--which I had the opportunity to visit--and Shenzhen, with nearly 800 listed stocks (in addition to Hong Kong's stock market), is yet another indicator of economic vitality. Of perhaps more significance, while I was in Shanghai in June, the central government allowed several private firms to list on the Shanghai Exchange, which up until that time was considered to be a funding source primarily for the State sector.

With China's economic reform has come the proliferation of 800,000 private firms, which have developed in an immature market economy with limited access to capital. The opening of these capital markets, albeit in its infancy stage, is not only an indicator that the government is supporting private enterprise, but portends a brighter future for cash-strapped private companies.

China is also encouraging partial equity ownership in State enterprises, which has far-reaching implications for the management of these entities. In my finance courses, my introductory lecture--and a reoccurring course theme--is that management's overriding goal in a corporation is to maximize shareholder wealth. That, of course, is accomplished by ensuring that all corporate decisions are made with the ultimate objective to maximize cash flow, which drives stock price, and therefore shareholder wealth. The concept of private equity ownership will inevitably and drastically alter management behavior. Profitability and market value are tantamount to shareholder wealth; this implies that efficiencies within the companies must be created through wage differentiation, asset modernization, and management --versus governmental-- control over hiring *and firing*. Market competition dictates producing products that consumers need *and want*, and pricing them competitively. These are all concepts that were once heretical in a communist economic system.

The emergence of the stock markets also has implications for the Chinese people who are saving more of their earnings as living standards are rising. With as many as 100 million Chinese people--from farmers to bureaucrats--investing their savings in Chinese stocks, market value and shareholder wealth maximization takes on new meaning. While in Shanghai, I passed what is known as Shanghai's Stock Bar, a regular meeting place for investors to trade tips and boast about trades. Evidence of shareholder objectives--huge dollar signs and Chinese yuan symbols--are boldly displayed on the walls of the bar; the electricity of China's market fever is unmistakable. I found it prophetic that China's leader Jiang Zemin, on his historic trip to the U.S., visited the New York Stock Exchange and at the opening declared, "I wish you good trading."

Another readily apparent transformation is taking place in Shanghai, which as China's largest city with a population of 16 million was largely built by the British, French and U.S. imperialists in the 19th and early 20th centuries. After stagnating for 40 years under Communist rule, Shanghai has been embarking upon a development path so expansive that roughly one-fifth of the cranes in the world are at work building here. Since 1992, Deng Xioping has targeted investment in this city, with the objective to make Shanghai into China's foremost city, rivaling even Hong Kong.

Prior to the revitalization, Shanghai was a city choked by traffic, uncompetitive state factories, and pollution. The development is unfathomable, with dozens of skyscrapers over 20 stories high currently being built; there are roughly 22,000 construction sites, often busy throughout the night. There has been major investment in infrastructure, including a new airport and numerous elevated modern highways. Just last year alone, Shanghai attracted $7.4 billion in foreign investment.

Education is essential for an economy to thrive and be competitive. A visit to one of Shanghai's primary schools and a subsequent discussion with the administrator revealed how much value is being placed on education in China. In 1992 Shanghai opened one of its first private schools, with the academic emphasis on giving children skills to maintain a competitive edge, notably in English and computer skills. Roughly

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60,000 students attend private schools, which are endorsed by the government and becoming more affordable to China's growing middle class. At Fudan University, we were invited to attend classes and to interact with students; our conversations centered on the competitiveness and pressure--both internal and external--to succeed.

With all the evidence of progress and economic vitality, China still has formidable hurdles to overcome. My trip out to the countryside left an indelible image in my head. The lack of mechanization and inefficient, labor intensive farming methods was galling. Road construction is slow, as the dearth of modern equipment--and the overabundance of human labor--dictates the use of ancient masonry techniques. In Shanghai, the skyscrapers hid the sprawling tenement housing in their shadows. The emergence of a competitive society also portends problems for the masses of laborers that will inevitably be replaced by efficient capital intensive production methods. These problems, although not insurmountable, will nonetheless be a challenge to China in fulfilling its destiny to become a major economy of the 21st Century. ❑

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that management's job is to provide the tools, encouragement, and security for faculty to use their creativity and imagination."

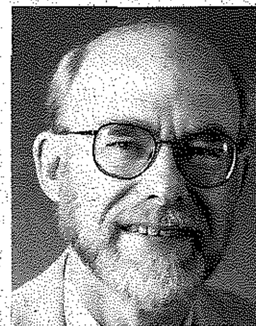
This is a marvelously simple and elegant approach: management provides the infrastructure that makes it possible and makes it easy for the faculty to concentrate on doing their job. There is little faculty time spent on developing and implementing the comprehensive systems of evaluation and assessment that "Cornerstones" calls for. There are no endless meetings rehashing the goals and objectives of courses, programs, departments, schools and even the university. Nor are there more meetings to determine how these goals and objectives should be measured and then determining if they have been met. There is no need to continually respond to administrative requests to justify the existence of one's department or program. Long hours are not spent filling out applications for merit pay increases. One does not have to answer to a chair or dean about whether or not a course has enough "appropriate" content or pedagogy. The professional is trusted to act in the best interests of the student, the university and the discipline. The time that is not spent answering to managers remains free for the pursuit of scholarly activities.

Clearly this system is not perfect and equally clearly there are benefits to some management. Moreover, changes in the external environment will force changes in the university. New technology will have to be made available and new faculty development opportunities will have to be provided. But wholesale changes to a more comprehensive management model can only prove costly, requiring that more time and resources be spent on administrative procedures and less on scholarly activities and teaching. It will not improve instruction, the learning experiences of students, nor the morale of faculty. It will not make us more productive nor improve the quality of our institutions. We must understand and appreciate the particular genius of our institutions of higher education before we set out to remodel them on a corporate model of dubious value. ❑

Notes from the Senate Chair:

Less is More: The Value of the Minimally Managed University

Vince Buck



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We have been beaten over the head in recent years about the need for more corporate style leadership for the university. These demands come from corporation-funded higher education think tanks and from such sources as Richard Mahoney, the former president of Monsanto, who was widely quoted as saying that he had a nightmare in which he was required to run Monsanto like a university.

The corporate model of management that is proposed for the university calls for more centralized management, less tenure, less shared governance, more goals and objectives, more risk-taking, more merit pay, more reports, and more accountability. This model ignores the fact that many contemporary management theories are advocating drastically different approaches for corporations. More importantly, it ignores the history of the modern university and the positive impact that minimal management has had in the academy.

> ***"What a concept! We hire highly trained and highly committed professionals and give them the freedom to provide learning experiences in the manner that is, in their professional judgment, best. In this model there is minimal management and the professional is free to spend his or her time providing instruction."***

When Alan Gushkin spoke here several years ago, he stated that if the university were invented today it would not resemble the contemporary university. I disagree. Our comprehensive state university exists as it does for compelling reasons and there is a strong possibility that a newly invented university would closely resemble the current Cal State Fullerton.

The current comprehensive state university provides quality education at minimal cost. There are ways to provide a higher quality education but only at a greater cost and to a narrower spectrum of students. And there are cheaper ways to provide an "education"--possibly through distance learning--but quality will suffer. In our current system we bring moderate-sized groups of students together with competent, but modestly paid, subject-matter experts in an environment conducive to learning.

What a concept! We hire highly trained and highly committed professionals and give them the freedom to provide learning experiences in the manner that is, in their professional judgment, best. In this model there is minimal management and the professional is free to spend his or her time providing instruction. Our system exists at the nexus of cost-effectiveness and quality. No doubt improvements in quality or efficiency can be made. However, before we move towards heavy-handed and extensive management, we should look carefully at what we already have and might lose.

Several years ago Robert Woodbury, chancellor of the University of Maine system, described this model in an article entitled "Why Not Run a Business Like a Good University," (*Christian Science Monitor*, March 23, 1993). In this model, he points out, "There is minimal bureaucratic control over 'the work'...The basic assumption is

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