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PACIFIC REVIEW

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MAY/JUNE 1989

Faculty Debate Seeks to Solve The Teaching And Research Puzzle

By Harrel Lynn

Photography By Tim Turpin

Robert Cox squinted into the bright morning sunlight slanting through the window of his office. From his vantage point located on the second floor of Knoles Hall, Cox peered down upon a scene epitomizing many of the hopes and fears he holds for the future of the University of the Pacific.

He saw the ivy and brick and marble columns, and the smiling students in shorts and shortsleeves—traditional, positive symbols of the University's quest for the "personal educational experience." Then his gaze shifted across the courtyard and settled upon the library—another symbol of the UOP learning experience, but a disappointing one in Cox's eyes because it lacks the adequate resources to fuel Cox and his faculty colleagues with new knowledge to bring back into the classroom. Thus, the scene is a frustrating paradox for Cox—students in a physical and traditional environment that should facilitate learning and intellectual curiosity, but who are deterred from doing so because the faculty are shackled by systematic limitations.

"I talk to people who were Pacific students in the 1940s and '50s and they speak warmly about the academic climate of the University," sighs Cox. "It was very exciting back then, they say. But today, some people here—students and faculty alike—think the climate isn't so academically exciting. That troubles me greatly."

Cox and many of his fellow professors have endeavored to change this climate, to which the library is only one of several negative contributors. Other adjustments are needed, he feels. Toward this end, Cox and others have worked more than a year on a study of faculty roles that some people believe may radically change the character of the oldest chartered institution of higher learning in California. The responsibility weighs heavy on Cox's shoulders, along with the perception by some that his efforts and those of his colleagues are contrary to the best interests of UOP. However, he is excited because he believes the faculty movement is on the threshold of moving the University to a vastly improved academic plateau.

But across campus, seated in her office on the second floor of the Philosophy Lodge, Gwenn Browne is a similar study in animation—but for entirely opposite reasons. The outspoken professor, a veteran of 20 years of teaching at UOP, is troubled by the prospect of change—change away from the ideals she feels represent the character and viability of UOP. She too shares Cox's vision, but in her eyes it has a nightmarish outcome.

"I don't like the shape and direction that will result from the proposed change," she asserts. "What will result over the next 10 years is a school very much like a whole lot of other schools, indistinguishable in any way whatsoever. We will lose the justification for our existence."

The two professors' discussion is centered upon the workload recommendation submitted to the Academic Council on Dec. 2, 1988. Cox terms the workload report "an effort to more clearly describe

and justify the role of the faculty," while Browne feels the report is "an overreaction" to the lack of support research has received in the past. The resulting debate has involved perhaps the liveliest academic dialogue in the University's 138-year history—and with good reason: the outcome could alter the course of academics at UOP, and, in the process, transform the very character of the institution.

The recommendations of the workload study concern a clearer description of faculty working roles combined with revised standards for evaluating promotion, tenure and teaching performance, and a system of resources, rewards and recognition devices to motivate the faculty. Three committees have been drawn to assess these areas and a fourth committee has been formed to make suggestions to the administration about faculty salaries. The sections that follow will explore the salient debate points between the faculty.

Standards for Promotion and Tenure

Enhanced scholarly activity expectations have strong implications for promotion and tenure, and this area has sparked perhaps the most vehement dialogue of the debate. Psychology professor Ken Beauchamp, who heads the Special Professional Relations Committee, says that the committee's goal is to solidify existing definitions of the requirements for promotion and tenure.

"Although the fundamental change involves an increased emphasis on scholarly activity in the evaluation process, we aren't proposing a dramatic adjustment to what is currently present in the Orangebook [UOP's Operations Manual and Handbook for Academic Personnel]," explains Beauchamp. "The Orangebook already stipulates that a teacher must

demonstrate 'superior or consistent teaching and scholarly ability,' and that the faculty member is responsible for his or her professional growth.

"However, the nature of this growth is vague, so we've made it more definite in the workload report. The professor will now be responsible for production, with some discernible result required. This result must in some way be reviewed by an appropriate scholar or critic in the discipline."

Beauchamp feels that the current system has allowed a "skirting around" of the scholarly requirement. Scholarly activity and professional service have been allowed to become "interchangeable," he says, permitting a professor who does little or no scholarship to substitute committee work for the scholarly area. Under the new system, all three areas would have to be present, with teaching and scholarly activity the only two areas counting in the promotion/tenure evaluation. Professional service would be considered in the assessment of yearly salary increases or bonuses.

The proposed diminished role of professional service in the evaluation process has drawn criticism, or at least concern, from several campus sectors, even Cox. "I wrote the document, but I'm still not at ease with the situation," says Cox. "I'm not one who believes in a fixed-percentage quota of required scholarly activity or professional service. The evaluation process should include provisions for flexible, intelligent judgement."

The main goal of reducing the professional service emphasis, says Cox, is to reduce the prevalence of committee-related work. "On occasion, someone with no measurable scholarly activity was nonetheless promoted or tenured on the basis that, 'Well, they had done so many useful things.' The problem is that people can make themselves very useful, but still not be performing at a very high professional level."

Spanish professor Bob Dash acknowledges that he and his colleagues are "seriously overworked" on committees, with too much of their work concentrating on "nuts and bolts issues instead of theoretical framework." He admits that some of this time would be better appropriated on research. However, he believes committee contributions should not be totally discounted.

"There are some of us committed to faculty governance who feel that what we are doing is worthwhile and carries the University forth. We should be rewarded for the time, effort and quality of our work."

Some professors feel the new proposal too narrowly defines research and subjugates many of the activities currently considered scholarship into the professional experience category, where they would not count in promotion-tenure evaluation. They are concerned that this would lessen the significance of such professional service roles as association participation, community service on local boards, commissions and advisory groups, and admissions service involving recruitment, orientation, placement and advising of new students. Dash believes the incentive to perform these duties might wane.

"We perform many student-oriented services that make the University different from places like Sacramento State or Chico State and makes us an attractive institution to quality students," says Dash. "True, there are some faculty at every institution whom you have to feel to know if there is any pulse there. But many of us have given long hours of quality service to the University for many years, often at the expense of recognized scholarly production. We keep up on our fields, and though we might not be creating new knowledge in the pure research sense, we bring back all we learn to the classroom and our students. We are very much alive academically, and we resent that the type of academic vitality and activity we represent will no longer be recognized as meritorious."

(Continued pg. 8, see PUZZLE.)



"I'm not one who believes in a fixed-percentage quota of required scholarly activity or professional service. The evaluation process should include provisions for flexible, intelligent judgement."

... Robert Cox
Professor of English

UOP TODAY

FOUR REGENTS SELECTED TO FILL BOARD VACANCIES

A prominent Sacramento developer and three highly successful alumni have been chosen to the University Board of Regents. Robert Powell, Robert Ferguson, Tom Flores and Jim McCargo were selected to fill vacancies on the 36-member Board.

Powell is president and owner of the Sacramento-based Robert Powell Company, which builds apartments, condominiums, family homes and office and commercial buildings. In 1988 he won an award as the top "contributor to the beautification of Sacramento" and shared another award with his wife Jeannette for having "the most impact on design excellence" in the Sacramento area.

Ferguson, '41, a Stockton resident born and raised in Lodi, has operated his farm in the San Joaquin Valley for more than 40 years. Ferguson is a member of the Bank of Stockton Board of Directors, president of the South Delta Water Agency, and chairman of the Union Island Reclamation District No. 2.

Flores, '59, was recently named general manager of the Seattle Seahawks after coaching the Oakland/Los Angeles Raiders for nine seasons and playing professionally for 10 years. As the Tigers quarterback in 1956-57, Flores ranked high in several passing categories and played in the East-West Shrine game in 1958.

McCargo, '73, heads McCargo & Associates, a Stockton-based real estate investment firm. McCargo was part of the powerful Tiger basketball teams of the early 1970s, including the 1973 squad that posted a 22-6 record en route to winning the conference championship and qualifying for the NCAA regionals.

VP FOR INSTITUTIONAL ADVANCEMENT NAMED

Curtis S. Redden, president of the executive advisory council for the Children's Home Society of Florida in Jacksonville, has been named vice president for institutional advancement at the University of the Pacific.

Redden will begin his duties at UOP on June 1, according to President Bill Atchley.

Redden, 41, will have responsibility for all areas related to the institutional advancement programs of the University. Atchley indicated that plans are being made to reorganize certain aspects of the University to bring together all areas dealing with fund raising, alumni and parent relations, and external communications which include public relations, printing and mailing and audio-visual services.

"We are proud to have an individual joining the University who has high recommendations from his colleagues in the profession and who has experience and expertise in the full range of institutional advancement areas," Atchley stated. "It is a vitally important position in gaining the resources and recognition that the University must achieve in the future."

A graduate of Coker College in Hartsville, S.C., Redden also served as

an admissions counselor, director of admissions and director of Public Relations at Coker College.

From 1977 to 1978 he headed the fund raising and public relations programs at Columbia College in Columbia, S.C., and joined the Children's Home Society of Florida as state director of development and public relations in 1979. He became president of the Society's Executive Advisory Council in 1986.

While with the Children's Home Society of Florida, Redden oversaw the reversal of a 20-year decline in gifts, grants and deferred giving to the Society. In eight of the past nine years, the Society has broken all its previous records for private support, and the numbers of donors increased from 1,000 to over 6,000.

Redden also has served as consultant to the U.S. Office of Health, Education and Welfare as a grant evaluator for the Aid to Developing Institutions Program. He also has been a consultant for several colleges and educational consortiums.

He and his wife, Dora, have three college-age children.

LONG-TIME REGENT GEORGE WILSON, 1912-1989

Internationally known agriculturalist George Wilson, a University Regent since 1941 and a prime mover in the formation of the University's School of International Studies, died recently at the age of 97.

After graduating from UC Berkeley, Wilson established his farm at Clarksburg in 1922 and soon gained a national and worldwide reputation for his agricultural expertise. He served as director of the American Farm Bureau Federation from 1938-1958, president of the California Farm Bureau Federation from 1951-1955, and president of the Transworld Agricultural Development Corporation from 1967-1977.

In 1987, he authored "Farmer to Farmer Around the World," a 400-page chronicle of the history of agricultural development in the Western world.

The headquarters of the School of International Studies were named George Wilson Hall in honor of his efforts to help establish the new school. Wilson was also a major contributor to the School of Business and Public Administration.

VISITING SPEAKERS BROADEN CAMPUS PERSPECTIVES

A number of guest speakers recently appeared on campus, extending unique views on a variety of issues.

Joao Clemente Baena Soares, secretary-general of the Organization of American States, presented the 1989 Bishop Miller Lecture on April 20. Baena Soares discussed the future of inter-American relations.

Rev. Daniel Berrigan, Jesuit priest, poet, pacifist and educator, discussed "The Value of Protest" during the 1989 Pope John XXIII Lecture on April 6. Berrigan, an advocate of social justice and the necessity of personal involvement in the search for peace, has remained at the forefront of the peace movement for nearly 30 years. He was involved in

PACIFIC HAIL

*From o'er the rugged mountains
standing high:
From out the broad low valleys,
'Neath the sky;
Our Alma Mater calls,
We cannot fail,
Our voices blend in praise
Pacific Hail! Pacific Hail!*

*Long may her flaming torch
Give out its light:
Long may her spirit guide us
In the right;
To her we pledge our hearts,
We dare not fail;
To her we raise our song
Pacific Hail! Pacific Hail!*



Lois Warner Winston, who wrote the music and words to "Pacific Hail," the University's anthem, died recently in Sacramento at age 87.

Winston wrote the alma mater song as part of a music department competition, the same year she graduated from the Pacific campus in San Jose. Her first version, according to Cynthia Stevenson of the Holt-Atherton Center, was titled "A Hymn to Pacific" and had no musical accompaniment. By the time the campus moved to Stockton, the title had been changed to "Pacific Hail" and was established as the traditional anthem to be sung en masse after Tiger sports contests.

Winston later taught grammar school and lived in Oakdale for 50 years. Born in Livermore and raised in Sacramento, she returned to the State Capitol in 1980.

The PACIFIC REVIEW is also sad to report the passing of Roxanne Fisher Gordon, age 91. She was the widow of Conservatory of Music professor Robert "Pop" Gordon, who founded Band Frolic in 1927.

the anti-war Catonsville Nine incident in 1968, which led to three years imprisonment.

Yehoshafat Harkabi, former head of Israeli Military Intelligence and professor emeritus at Hebrew University in Jerusalem, addressed "Israel's Fateful Choices" on March 16.

Lorrie A. Secrest, public affairs assistant for Charles Wick, director of the United States Information Agency, discussed USIA and its functions during a campus visit on March 13. She gave a video presentation describing such USIA tools as WORLDNET satellite television and the Voice of America.

Physicist Edward Teller, best known for his work on the development of nuclear explosives and for his advocacy of a strong American defense, lectured on campus in February.

CORPORATE PATRONS RECOGNIZED

Nineteen local companies were honored for providing scholarships to UOP students during the Fourth Annual Corporate Patrons Recognition Luncheon in April.

In its first four years, the Corporate Patrons program has raised nearly \$80,000 in scholarship aid to help academically-qualified students meet their financial needs.

Companies that were recognized included Bank of Stockton, Bechtel Cor-

poration, Bertelsmann Music Group, California Cedar Products, Chevron USA, Collins Electrical Company, Continental Cablevision of California, Coopers & Lybrand, Corn Products (a unit of CPC International), Duraflame, Farmers Group, The Grupe Company, M.J. Hall & Company, IBM Corporation, MCA Music, Pacific Telesis Foundation, PaineWebber, JCPenney Company, Roek Brothers and Stockton Savings and Loan Association.

SEARS-ROEBUCK CONTINUES SUPPORT OF UOP

The Sears-Roebuck Foundation, as part of its nation-wide annual program of unrestricted grants, recently donated \$5,500 to UOP.

The endowment was presented to President Bill Atchley by Phillip Biddle, store manager of Sears in Stockton. "The ongoing support of corporations and foundations such as the Sears-Roebuck Foundation is vitally important to the University," says Atchley. "We greatly appreciate their concern for the continued development of privately supported colleges as an integral part of the unique higher education system in America."

Since 1962, when the grant program between the University and the Sears-Roebuck Foundation began, contributions have totaled more than \$115,500.

STOCKTON EYE SURGEONS DONATE LASER TO PHYSICS

A high-power laser for use in optical research was recently donated to the Department of Physics by Stockton eye surgeons Henry and Joseph Zeiter.

The Neodymium Yag Laser, previously used for three years by the Zeiters to perform vision-correcting eye surgeries, is capable of emitting powerful pulses of infrared light.

Professor of physics Richard Perry has other projects in mind for the instrument. "I am hoping to make holograms with the laser," says Perry. "Once I am able to find a frequency doubling crystal, I will be able to change the infrared light into green light, which is visible to the eye and can be used for holography." After this conversion has taken place, Perry plans to use the laser in his optics lab to teach students how to make holograms.

42ND ANNUAL CALIFORNIA HISTORY INSTITUTE HELD

The saga of Japanese immigrants in California was highlighted by the 42nd Annual California History Institute.

Sponsored by the UOP Libraries, the conference featured guest speakers, panel discussions and films on such topics as the early Japanese-American immigration movement, the constitutional and legal issues involving the internment experience, and current lifestyles of Japanese-Americans nationwide. An exhibit based on the Holt-Atherton Center's Japanese-American collections was displayed for the first time.

BENEFIT CONCERT HELD FOR CLEVELAND ELEMENTARY SCHOOL MEMORIAL FUND

Popular children's entertainers "Greg & Steve" and pop music artists "The Boys" gave a concert benefiting the UOP Cleveland Memorial Scholarship Fund in April. The event was sponsored by the Associated Students of UOP and the Anderson Y Center.

The Scholarship Fund was established in January by President Bill Atchley in memory of the five Southeast Asian students killed at Cleveland School. The Fund provides tuition scholarships to Southeast Asian students attending UOP.

FACULTY/ADMINISTRATION IN THE NEWS

Judith M. Chambers, vice president for student life, recently received the National Association of Student Personnel Administrators' (NASPA) Fred Turner Award for Outstanding Service. The award was presented to Chambers at the annual NASPA conference held in March. "We are all proud of Judy's recognition, which is richly deserved," says President Bill Atchley. "This brings distinction to UOP as well as to Judy."

Donald Floriddia, chairman and professor of medicinal chemistry and pharmaceuticals, was recently elected president of the California Pharmacist Association for 1989-90.

Carole Urzua, assistant professor of education, was recently named to the Committee on Elementary School Practices and Programs by the National Council of Teachers of English.

The Committee publicizes excellent practices and programs in the teaching of elementary language arts and suggests presentations and workshops for conferences of administrators, other educators and school boards.

Paul Phillips, director of financial aid, was selected by the California Association of Student Financial Aid Administrators as the 1988 recipient of the CASFAA Distinguished Service Award.

The award, the highest presented by CASFAA, recognized Phillips' efforts on behalf of the Association and the institutions and students it serves.

David Fries, professor of medicinal chemistry, presented the Annual Faculty Research Lecture on March 9.

The Faculty Research Committee recognized Fries for his outstanding scholarly contributions and Fries explained why he is "Addicted to Discovery: High on the Lab."

Along with fellow School of Pharmacy professor James Blankenship, Fries has been tracking polyamines—simple compounds essential to growth which are found in living organisms. By developing inhibitors to the growth of polyamines, Fries and Blankenship hope to unlock cancer's deadly secrets. Fries has conducted research on the toxic agent in starthistle for possible connections to Parkinson's Disease.

John Schippers, School of Education professor and director of student teaching placement, was named "Schoolmaster of the Year" by San Joaquin County School Superintendent Gaylord Nelson. Schippers was cited for his 27-year career at UOP and his involvement in science and computer education, curriculum development and student teacher placement. He was lauded for writing and directing the nation's first undergraduate Teacher Corps program especially designed to recruit and encourage minority students to become credentialed teachers.

Judith Van Hoorn, Durlynn Anema and Fay Goleman received the Susan B. Anthony Award, presented by the San Joaquin County Commission on the Status of Women.

Van Hoorn, assistant professor of educational counseling and psychology, received the Peace award; Anema, assistant professor of communication, was presented the News Media award, and Goleman, professor emeritus of education and sociology, accepted the Community Services award.

SUMMER HONORS PROGRAM TO BE HELD

Forty outstanding high school students will participate in the Summer Honors Program.

Designed to challenge the gifted student, the three-week program will offer two courses from June 19 through July 7. Taught by UOP chemistry professor Dr. Michael Minch, "Recombinant DNA" will address the ethical and environmental aspects of gene manipulation. "Artificial Intelligence: Programming and Philosophy," headed by UOP philosophy/computer science

professor Dr. James Heffernan and philosophy/political science professor Dr. Jerry Hewitt, will examine issues surrounding the possibility of artificial minds that reason.

Up to 12 participants will be asked to attend an additional five-week research program, which will be held July 11 through Aug. 11. Students will gain extra experience in such research areas as molecular biology, biochemistry, synthetic organic chemistry, cell biology and the application of computers to molecular structure.

UOP HOSTS CHILD DEVELOPMENT CONFERENCE

The Sandra Anselmo Memorial Fund Annual Child Development Conference, designed for persons who work with children 3-8 years old, was held in April.

Lillian Katz discussed developmentally appropriate programs for 3-8 year olds? Among the best-known early childhood educators in the United States, Katz is vice president of the National Association for the Education of Young Children, editor-in-chief of the Early Childhood Research Quarterly and a contributing editor for Parents Magazine.

Dr. Steven Silvern addressed "Issues in Using Computers with Young Children." Silvern is co-editor of "Writing With Computers in the Early Grades" and associate editor of the Journal of Research in Childhood Education.

ATHLETIC HALL OF FAME NAMES NEW MEMBERS

A select group of outstanding UOP athletes, coaches and contributors were inducted into the University of the Pacific Athletic Hall of Fame at a banquet held in April at the Stockton Hilton.

The inductees were Bill Antilla, water polo; Donald Brooks, track; Carroll Doty, sports information director; Edwin "Bud" Proulx, tennis and basketball; John Strohmayer, baseball; Max Paulsen, contributor, and members of the 1949 football team.

NEW ASUOP PRESIDENT ELECTED

Chinh Vu, a junior majoring in math and political science, was elected 1989-90 ASUOP student body president after defeating opponent Kim Austin by 19 votes in a runoff election.

Vu is the first Southeast Asian refugee to be elected to the ASUOP presidency. In 1981, Vu and his brother Khoi fled Vietnam with a dozen other refugees. After being rescued by the US Navy from their sinking 16-foot vessel, Vu and his brother eventually came to Stockton to live with their uncle.

Unable to speak English upon their arrival, Vu and his brother faced vast cultural and language obstacles in their pursuit of a democratic life. Vu's success at UOP proves that he has torn down these barriers while becoming actively involved in the American democratic system. During the past three years, Vu has represented his class as ASUOP senator, played an active role in UPBEAT and served as the assistant editor and head photographer for the Epoch yearbook.

FORENSICS QUALIFIES SIX FOR NATIONAL TOURNAMENT

The record-setting UOP forensics team recently qualified six of its members for the American Forensics Association National Individual Events Tournament.

Lynn Stark, Marlin Bates, Bruce Anderson, Danika Oswald, Leslie Peddicord and Mike Traina combined to qualify in 14 events, the highest in UOP history. Stark, a senior, qualified in five events, the most in UOP's 11-year history of competition in the national tournament. The team amassed 134 individual speaking awards at 11 tournaments during the season.

ASSEMBLY ON YOUTH DROPOUT PREVENTION

The fifth annual "At Risk" Conference, designed for teachers, parents and administrators concerned about youth who are potentially "at risk" of leaving school before graduation, was held on campus in March.

The conference offered workshops on issues related to youth problems, including identifying personality characteristics of potential dropouts, recognizing sexually abused youth and children coping with family violence, starting teen parenting programs to help students stay in school, identifying and helping the substance abuser and detecting gang pressures affecting students. Two keynote speakers were featured: Arnie Langberg, administrator of the Denver Public Schools' Alternative Education program, and Lincoln Ellis, director of the Stockton Boys Club.

ALUMNUS DEAN BUTLER IS BROADWAY STAR

Dean Butler, a 1979 communication graduate, is currently in New York portraying Rapunzel's prince in Stephen Sondheim's Tony Award-winning on-Broadway production, "Into the Woods."

"I never dreamed I would have the opportunity to perform on Broadway," said Butler. "At first I was overwhelmed. To sit in a Broadway theater having a private coaching session with Stephen Sondheim—I had a hard time believing it was really happening."

In his 10-year acting career, Butler has starred in film, television series and touring musical troupes. While attending UOP, he starred in such productions as "Anything Goes" and "My Fair Lady." Just days before his graduation from UOP, Butler secured the part of Almanzo Wilder on NBC-TV's "Little House on the Prairie," a role he played for five years. He went on to star in the T.V. series "The New Gidget."

FLAUTIST EARNS CONSERVATORY AWARD

Monique Ledoux, a sophomore performance major from Aloha, Ore., won the 1989 Conservatory of Music outstanding performance competition. Ledoux specializes in the flute. Alto saxophonist William Esparza, a junior performance major from Stockton, was second to Ledoux.

EMERITI FORM SOCIETY, SELECT LEADERS

Eighteen emeriti met recently, voting unanimously that the UOP Emeriti Society be formed. Admissions Dean Emeritus Leslie Medford was elected chairman of the Society, education/sociology Professor Emerita Fay Goleman was chosen as vice president/program chair, and drama and dance Professor Emeritus Sy Kahn was appointed secretary.

According to Medford, the Society was established to foster further emeriti contributions to the University, maintain emeriti associations with other emeriti and see that emeriti remain a part of the University.

SOCIAL SCIENCES EXPAND "WALL OF FAME"

The social sciences "Wall of Fame," established in 1958, now has 17 framed pictures on the wall of the social sciences office.

Most recently, portraits of Ray McIlvenna and Walton Raitt of the political science department, and the late Jack Mason (sociology) and the late Walter Payne (history) were added to the collection. Inclusion in the array is accorded to social sciences faculty members as they retire from active service, or who die while members of the faculty. Other honorees include Tully Cleon Knoles, Alden Harold Abbott, Robert Cromwell Root, Gustavus Adolphus Werner, Malcolm Rogers Eiselen, Harold Stanley Jacoby, Fay W. Goleman, Charles Norman, Malcolm Herbert Moule, David Kenneth Bruner, Edwin Ding, Alonzo L. Baker and Richard Coke Wood.

UOP TO HOST 42ND FOLK DANCE CAMP

The 42nd annual University of the Pacific Stockton Folk Dance Camp will be offered in two sessions, July 23-29 and July 30-Aug. 5.

Each session will include six full days and evenings of study of folk dance, folk lore, rhythms and motion, teaching techniques, costume construction, folk crafts and other related activities. Sessions will be offered for the beginning to advanced dancer and the instructor.

Registration is \$385 per week for residential campers (room, board and fees) and \$200 per week for commuter campers (fees only). A deposit of \$50 is required. For more information, contact the Folk Dance Camp, University of the Pacific, Stockton, CA, 95211, (209) 946-2295.

KEMPER FOUNDATION CONTINUES SUPPORT

The James S. Kemper Foundation, based in Long Grove, Ill., recently awarded the University a \$20,000 grant for School of Business and Public Administration faculty enrichment and development.

James Barcroft, executive director of the Foundation, presented the grant to President Bill Atchley. The Foundation, which awarded the University a similar grant of \$12,000 in 1986, also

provides summer internships to UOP students.

PHARMACY SCHOOL, CHINA DISCUSS STUDENT EXCHANGE

Four delegates from China's Guang Xi Province visited campus in March to tour the School of Pharmacy and discuss an exchange fellowship proposal made in China last summer by pharmacy professors Dr. William Kehoe and Dr. Arthur Harralson.

The Chinese will be able to send pharmacists or physicians for three-month periods to train in the School's drug dynamics laboratory and to study clinical pharmacology. In exchange, UOP hopes to send representatives to China to study Chinese medicine.

UOP music therapy department, culminated April 16 with a recital given by the learning-disabled children who participated in the project.

Music therapy undergraduate and graduate students helped participants with learning needs improve their speech skills, academic skills, social skills, motor skills and attention deficits. Guitars, keyboards, recorders and omni chords were donated by Yamaha for use in the project.

According to project coordinator Hope Young, a second purpose for the annual project is to educate the community. "We know how to teach and work with these kids [with special needs]," says Young. "So we held the project to educate the community on the purpose [of music therapy]."



TIM TURPIN

"Back
To
The
Future..."

... John Brooks Slaughter
President, Occidental College

OCCIDENTAL PRESIDENT GIVES COMMENCEMENT ADDRESS

John Brooks Slaughter, president of Occidental College, delivered the featured address to kick off the University's 132nd commencement exercises May 12-13 on the Stockton campus.

Slaughter's speech, "Back to the Future," highlighted the All-University Convocation on Friday, May 12. Dr. Slaughter was also honored with a doctor of laws degree, one of several honorary degrees and awards given during the evening. Order of Pacific Awards were bestowed upon Donald Barker, Yvonne Schildt, Stanley Volbrecht, Roy Whiteker and Paul Winters. Chemistry professor Larry Spreer was presented with the University's Distinguished Teaching Award.

On Saturday, noted children's author Betsy Byars addressed the School of Education commencement. Byars also received an honorary doctor of laws degree.

MUSIC THERAPY STUDENTS HOLD COMMUNITY PROJECT

The fourth annual Spring Community Project, a six-week community-oriented program organized by the

Funds for the project were raised in December by music therapy and Conservatory students, graduate students and faculty during an annual fund-raising music festival held at Stockton's Blackwater Cafe. "All performers donate their time to play in the festival," adds Young, who graduated in May with a degree in music therapy. "It wouldn't be possible [to hold the project] without the help of the Conservatory students and faculty."

SCHOOL OF DENTISTRY FILLS TOP LEADERSHIP POSITIONS

Two UOP School of Dentistry alumni and a School of Dentistry faculty member have been awarded new leadership posts.

Dr. James Simon, former director of the School's extramural clinic at Union City, was appointed chairperson of the department of operative dentistry by Dean Arthur Dugoni.

Dr. James Leib, a 1948 graduate of the College of Physicians and Surgeons (forerunner of the Dental School), was named president of the School's Alumni Association.

Dr. Betty Vodzak '79, a dentist in Lafayette, recently became president of the School's P&S Club, a fundraising organization dedicated to increasing unrestricted contributions to the School of Dentistry.

MCGEORGE PUBLISHES CRIME VICTIMS HANDBOOK

The McGeorge School of Law recently published the *California Victims of Crime Handbook: A Guide to Legal Rights and Benefits for California Crime Victims*, the first such volume of state-specific law in the nation.

The 208-page handbook, which includes a forward by Gov. George Deukmejian, covers the California Victims of Crime Act, victims' rights in the criminal justice system, restitution, access to criminal justice information, victims' lawsuits, and other related subjects. The book was co-authored by two McGeorge professors, Edwin Villmoare, director of the School's Center for Research, and Jeanne Benvenuti, associate director of the Institute for Administrative Justice.

FALLON HOUSE OPENS 38TH SUMMER SEASON

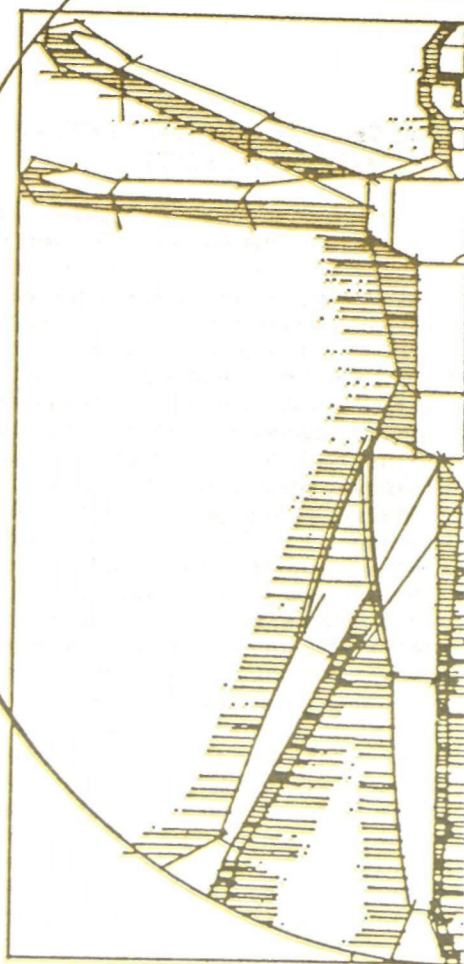
The UOP summer repertory company will open its 38th season in the Fallon House Theatre with the musical "Carnival" on Thursday, June 15.

The theatrical company, an extension of the drama/dance department, has performed summer shows in the mother lode town of Columbia since 1949. This year's 10-week season will feature five shows, including two musicals and two comedies. The student cast, directed by drama professor Darrell Persels, will present 58 performances through Aug. 19.

Productions and performance dates are: "Carnival," June 15, 16, 17, 18, 22, 23, 28, July 1, 2, 7, 13, 19, 23, 29, Aug. 3, 9, 15; "Isn't It Romantic," June 24, 25, 29, 30, July 4, 11, 20, Aug. 2, 5, 11, 18; "Calamity Jane," July 5, 6, 8, 9, 12, 14, 18, 22, 28, Aug. 1, 6, 12, 17; "Our Town," July 15, 16, 21, 27, Aug. 5, 8, 16, 19; "Natalie Needs a Nightie," July 25, 26, 29, 30, Aug. 4, 10, 12, 13, 19.

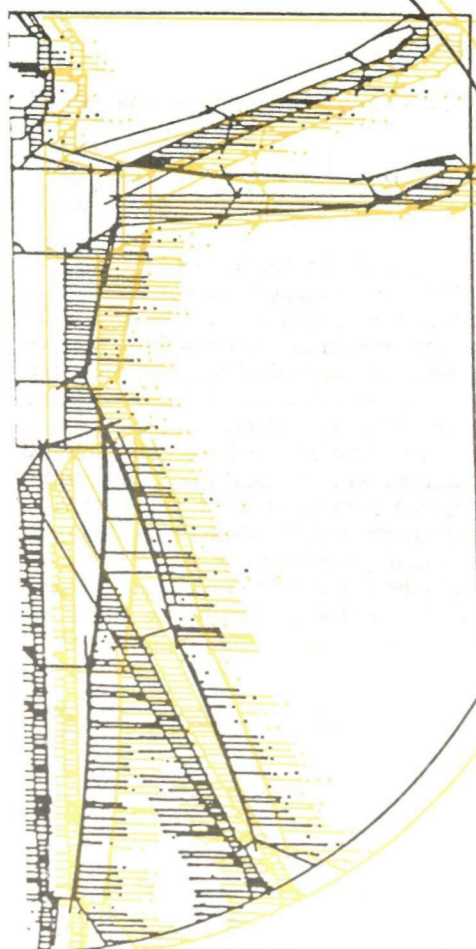
Weekend matinees, ticket discounts and special travel packages are available throughout the season. For reservations and ticket information, call (209) 946-2054 until June 5; (209) 532-4644 after June 5.

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Bridging The Athletic Conditioning Gap

By Kristin Birtwhistle
B.A., Physical Education, '81
M.A., Sports Medicine, '88



As sure as the seasons change, and as certain as another University of the Pacific athletic team concludes its season, preseason training and conditioning aren't too far behind. The fans and enthusiastic crowds may be gone, the media glamour and publicity, the thrill of victory and the agony of defeat left behind. Preseason conditioning for UOP athletes signals the start of new life.

Many fitness experts feel that the average person can maintain adequate fitness through three two-mile runs per week, aerobic dance classes several times a week, or power walks during each weekday lunch period. But for athletes who compete nationally at the collegiate level, time-consuming workouts that test physical and mental limits are the rule.

Practice time and conditioning for most intercollegiate sports teams consume 26 weeks of the school year. In-season training usually lasts 14-15 weeks, with the remaining 11-12 weeks dedicated to training, conditioning and skill workouts. The approach to team conditioning among coaches is diversified. However, with advances in sports medicine and the availability of medically based information identifying the physiological training effects of conditioning, theories of coaching styles as they relate to conditioning are converging.

The UOP Sports Medicine Center, located adjacent to the Spanos Center, is staffed by licensed physical therapists and certified athletic trainers who work in tandem with coaches and athletes to design and develop efficient conditioning programs. A cross-section of resistance work and aerobic, anaerobic and flexibility exercise is recommended as the best ways athletes can enhance physical fitness and optimize performance. In addition, fitness testing which measures each athlete's

strength, flexibility, cardiovascular efficiency and body fat percent is coordinated by the sports medicine staff. This testing establishes baseline measurements which can be re-evaluated at the end of the regular season to identify significant improvements.

But can an athlete have too much conditioning? An important concern of sports medicine is "overuse syndrome trauma," injuries resulting from incorrect exercises or too much training. Volleyball coach John Dunning proudly reports that his team has not had a single injury during this spring's conditioning program. His training format promotes progression and avoids early-season "extreme range" activities. Clearly, the prevention of injuries is an essential element of the conditioning regimen coaches prescribe for their players.

Be it football, field hockey, volleyball or swimming, each coach has a different attitude about the goals and means by which players become conditioned. Head football coach Walt Harris compares football to going to war. His 6 a.m. wind sprint workouts resemble a battlefield of fallen soldiers at the end of the hour. He is famous for his line drills that push each football player to the edge. According to Harris, his workout goal is to give each player a glimpse of what it will take to compete and be successful. He stresses discipline and developing a feel for the game. In addition, he highlights agility, balance, coordination and cardiovascular improvement. Coach Harris expects 110 percent—"which is all you have plus 10 percent."

"We educate each player about our expectations, and our expectation levels are high for each individual."

Harris emphasizes that each workout is monitored by his coaching staff to ensure that an intelligent, medically sound approach to conditioning is followed. Long- and short-

range goals, varying from player to player, are also established prior to the beginning of the football season. The target areas include weight control and strength and physical conditioning. Coach Harris has set a team goal that all of his players should be at 10 percent body fat or less. With the help of dietary counseling and recommendations by the sports medicine athletic training staff, these goals might be obtainable by the time the first kick-off is made.

One of the drawbacks to UOP's fall sports, such as football, volleyball or field hockey, is the high incidence of injuries early in the season. This is due to the summer-months gap between the spring and fall workouts which provides enough time to become deconditioned. Because summer tends to be filled with sunbathing, socializing and shopping, coaches have to rely on personal athletic motivation to keep players in peak condition.

Carla Konet, field hockey coach, has developed a summer conditioning program that goes with her players when they go on vacation. This "homework" model specifically spells out the type, intensity and frequency of exercise each of her players need in order to be physically prepared by the first game in the fall. Her program includes progressive stretching, aerobic endurance programming, stick work, power sprints, agility exercises and strength conditioning. The players are expected to make this schedule a routine aspect of their summer play.

For Coach Konet, the focus of spring conditioning is a vital source of injury reduction, but it also adds the element of fun. "With conditioning, there is no pressure of performing, so we can give more attention to skill improvement and I can take more time to work individually with my players."

For most athletes who compete at the collegiate level, conditioning, prac-

tices, team meetings and competition add up to a year-round job. Some sports attract athletes who participate on more than one athletic team; this is primarily true for the aquatic sports, where more than 50 percent of the athletes compete in both swimming and water polo. With swimming in the winter, water polo in the fall and meets during most of the rest of the year, these athletes literally live in the water.

For the aquatic sports, conditioning can include five three-hour practices per week, plus specific weight and resistance work in and out of the pool.

Aquatics Director John Tanner blends science and sophistication into his swimmers' practice sessions. Tanner and assistant Jim Taketa structure conditioning routines based on individual swimmers' strengths and weaknesses as determined through computerized testing. Tanner uses this specialized analysis to prepare swimmers for either short or long distance, speed or sprinting. By using a base built on sports medicine research, Tanner finds ways in which he can best train his swimmers to peak at key times during the season.

Because of the prevalence of shoulder injuries in aquatic sports, resistance training is emphasized for specific muscle groups in the upper body. Tanner envisions weight training moving towards more low-weight, high-repetition programs as a means to avoid injury and increase strength, not just for swimming sports, but for all athletics.

Time constraints, not injuries, are often the biggest worries for college athletes. Some non-scholarship athletes carry a workstudy job, maintain a full class schedule and participate in a sorority, fraternity or university club. Finding time for school, team play and socializing becomes a delicate balancing act. Tanner believes that sports which require a large amount of time commitment force athletes to develop discipline on and off the field. The enormous time demands required by in-season and off-season practices mandate that organization and schedule juggling be learned early on. Time management becomes an accepted part of an athlete's daily routine.

In the off-season, coaches will frequently schedule practice time around students' school schedules. Off-season conditioning usually allows athletes to be "normal" students, according to Dunning. In the fall, when games and travel are at their highest levels, student athletes are no longer "normal," he says.

The coaches are sometimes amazed that their athletes—despite the time constraints—continue to extend the extra effort needed to perfect their stroke, increase their speed or improve their strength, in and out of season. The realization is there by coaches and athletes alike that conditioning is as important as the competition itself—maybe more so when considering the complete physical and mental makeup of the athletes.

PACIFIC PROFILE

MARK PLOVNICK, DEAN OF SBPA

By Tim Turpin

The School of Business and Public Administration has a feeling of newness coursing through its halls. Extensive renovation has recently been completed in the School's nucleus, Weber Hall, resulting from a \$1.7 million, five-year project. The 28,000-square-foot facility holds a state-of-the-art computer lab, eight classrooms, a center for management development, an executive training room, and student study lounge areas/faculty suites that encourage close interaction between students and faculty.

an educator who does research rather than a researcher who teaches."

Plovnick agrees with faculty who wish to develop the climate of research at the University. "It enhances the teaching process, leads to more lively and relevant instruction and keeps faculty abreast of their fields," he explains. "It also gives the institution more visibility, which can lead to better facilities for the students. But the focus needs to remain on teaching and the quality of the education."

When Plovnick completed his undergraduate education in 1968 at

secured a post as a professor of management at Clark University in Worcester, Mass.

At the time of Plovnick's hiring, Clark's business curriculum consisted of a master's degree program in business administration (MBA) that only offered night classes. "It was a part-time faculty, part-time student program that wasn't too terrific," recalls Plovnick. "The faculty of the University eventually voted not to allow that division to continue unless it was cleaned up and made into a reasonable program."

Following calls by the University president for credible faculty to steer the faltering MBA program, Plovnick and another professor took it upon themselves to comply. With 100 part-time students in their charge, Plovnick and his colleague established admissions standards and developed a curriculum. After two years, the other professor resigned as the department's chairman, and Plovnick was asked to take over as acting chairman until a new chairman could be recruited. "Acting chairman became permanent chairman, then associate dean," laughs Plovnick. "Basically, I never got out of the job."

A year after Plovnick became acting chairman, he proposed the creation of the School of Management to replace the department. He also introduced an undergraduate program and a five-year MBA program. "The University said I could have my school of management if I built the faculty and student enrollment up to respectable levels," says Plovnick. "So all my efforts went toward achieving that goal and attaining national accreditation."

Under Plovnick's direction, the school of management grew from 100 graduate students to 500, and from zero undergraduates to 200. When Plovnick, his wife Daisy and their two-year-old son Jeff left Clark to come to UOP, Plovnick's conception of a master's program in health administration was in its beginning stages and his proposal for a master's program in public administration was being considered.

Although Clark's school of management swelled during Plovnick's tenure, he doesn't feel that SBPA will do the same. "The national trend of students entering business schools seems to have leveled off," he explains. "SBPA is really a good size [about 500 students, 22 faculty] for an undergraduate population."

"If the School is to grow, it will be through the addition of new programs," says Plovnick. "Graduate education clearly gets mentioned from time to time—MBAs are really popular."

But Plovnick is not about to start an MBA program without some research. "We have found that there is a local need and interest in an MBA," he says. "We [SBPA faculty] are asking ourselves if we would really make a sig-

nificant contribution to society by offering an MBA.

"It's a large undertaking that would require a lot of resources," adds Plovnick. "But if we ever did establish an MBA it would be a quality program reflecting the orientation toward education that already exists at UOP."

Plovnick claims UOP has the advantages of location, excellent facilities and strong ties with the business community that could contribute to a successful MBA program.

How many UOP undergraduates would enroll in an MBA program is a question Plovnick and other SBPA faculty are asking themselves. "It's possible to offer a five-year program that allows a student to shave a year from the MBA process by organizing their curriculum pretty carefully," explains Plovnick, who developed a similar program at Clark. "A student majoring in economics, for example, could start taking graduate courses in his fourth year and finish with a master's degree in his fifth year."

A graduate with an MBA in his hand feels an added advantage when entering the job market. This feeling is nothing new to SBPA alumni, claims Plovnick, who says alumni he has met claim they have an edge over their competitors holding similar degrees from different institutions. "They [SBPA alumni] have had the advantage of confidence and skill-building activities that complement the regular curriculum," he says. "Yes, every graduate knows marketing, finance and accounting, but they come out of here with a higher level of maturity, self confidence and practical experience."

Plovnick values strong ties with SBPA alumni, including alumni of the Department of Business before it was a school. "We want to keep alumni loyal and committed to the School because they have a real contribution to make," explains Plovnick. "They also can be a source of internships, jobs and guest speakers, and they can provide feedback about what worked and what didn't work for them."

A future consideration Plovnick feels may work well for the School is the introduction of additional tracks augmenting the already existing degrees. He named as examples health administration, museum management and not-for-profit management. "By offering additional concentrations," says Plovnick, "the School can better prepare students for application of generic business skills in the specific context in which they will be working."

Plovnick seems confident that future endeavors by SBPA and the University will be successful. "I think the University has a good sense of what its mission is," he says. "It has good faculty, strong leadership...the sky's the limit!"



Following Elliot Kline's resignation as dean of SBPA in 1987, associate dean Thomas Kail was named acting dean for the interim.

A new chapter in SBPA's history began when Mark S. Plovnick was named dean of the School in October, 1988, by UOP President Bill Atchley. Plovnick took office on March 1.

Although Plovnick only recently assumed his responsibilities as dean of the School, he has already formed favorable impressions of the University. "UOP has a real advantage because it combines the diversity of a university with the intimacy of a small college," he explains. "The University maintains a small college atmosphere but has 11 different schools."

The type of instruction UOP offers is an alternative to the larger schools, stresses Plovnick. "The idea of a market niche is as relevant for a university as it is for Procter & Gamble," he adds. "UOP offers an education that includes lots of hands-on experience, a low faculty-to-student ratio and many chances for personal growth and development. Educational interactions at such a personal level usually happen by accident in larger institutions, but they're cultivated daily here [at UOP]."

Another aspect Plovnick finds agreeable is the high priority the University places on teaching. "UOP's commitment to quality teaching is a refreshing change from institutions I've been involved with," says Plovnick. "Since graduating from my undergraduate alma mater [Union College in Schenectady, N.Y.], I've been places where teaching was secondary to research and publication. I've always thought of myself as

Union College, he graduated with two bachelor's degrees: mechanical engineering and economics. "The purpose of my engineering degree was to get a job," explains Plovnick, "and I earned my economics degree because I liked economics."

"I struggled through my engineering classes and enjoyed my economics classes. After two short-lived jobs with engineering firms, I was convinced that my aptitude was not in engineering."

Plovnick returned to school to earn his master's degree (1970) and doctorate (1975) at the Sloan School of Management at the Massachusetts Institute of Technology.

As a graduate student, Plovnick became involved with faculty in a number of consultancies. "We began to investigate what the business world could do to make health care more efficient," says Plovnick. "Over time, I developed a reputation and discovered it was easy to find things to write about health care because the territory was relatively new."

Occupying the other half of his professional activity are his efforts in the field of organization development. "Many organizations are working to foster employee involvement," says Plovnick. "I have been consulting in that area since 1970."

"For example, many companies I consulted for asked me to re-define their complete manufacturing process away from the assembly-line mentality to a more employee-enriching experience where workers feel they are really part of the organization and not just cogs in a wheel."

When Plovnick completed his graduate work at MIT in 1975, he

ALUMNI PROFILE

MARK ROSENTHAL, '78

By Tim Turpin, '88

Mark Rosenthal, who earned his doctorate in English at UOP in 1978, is a screenplay writer and director for Paramount Pictures. He has written such box office hits as "Jewel of the Nile" and "Superman IV," and is currently working with actor Eddie Murphy on a film about the late boxer Sugar Ray Robinson. Rosenthal visited UOP in March to receive recognition as the English Department's 1989 Alumni Fellow.

Looks of confusion and disbelief appear on people's faces after Mark Rosenthal tells them he lives in Vermont and works in Los Angeles.

Rosenthal prefers to write his screenplays at home in the quiet, peaceful town of Hinesburg, Vermont. But after completing a screenplay, he grabs his Sony Discman, boards a 727 and flies to Los Angeles where he enters the tumultuous milieu of motion picture production. Reflective days in Vermont give way to hectic weeks in Los Angeles meeting with studio executives, directors and other writers, rewriting scripts, pitching new ideas or wooing actors to be in screenplays.

In Los Angeles, breakfast, lunch and dinner often become part of Rosenthal's daily work agenda. "Eating in LA is part of the movie business," he explains. "When you discuss business, odds are it will be over a meal."

Although he feels he has adapted to the film industry and Los Angeles, Rosenthal would rather be someplace else. "I have very little respect for LA as a place," he says. "I think someone wanted to punish people who can earn a living working in the movies, so they made us live in LA."

When he first enrolled at Temple University in Philadelphia, Pa., in 1967, Rosenthal says he wasn't planning a career as a Hollywood writer and director. An English major, he later transferred to St. Andrews University in Scotland, where he completed his bachelor's degree.

Rosenthal returned to the United States to earn his master's degree at the University of Vermont in Burlington. While studying in Vermont, he gained a new pastime. "I got into folk dancing one freezing cold night at the University when I ran into a building just to get warm because it was 20 degrees below zero," he says. "I heard this strange music and said, 'Wow, this is pretty music.'" Rosenthal's interest in ethnic dance was sparked. He ended up traveling with a group of folk dancers throughout Bulgaria, Yugoslavia and the Balkans.

Rosenthal brought this love of folk dancing to UOP when he came in 1976 to work toward his doctorate in English. He taught a folk dancing class for the department of physical education in addition to attending his graduate classes and teaching undergraduate expository writing.

"Mark was particularly lively and effective as a writing teacher," recalls UOP English professor Arlen Hansen, "and very popular with students."

It wasn't until his studies at UOP were completed in the spring of 1978 that Rosenthal decided he would strive for what he secretly wanted to do. The night Rosenthal learned he had passed his doctoral exam, he packed his record collection (which currently includes about 6,000 records and 400 compact discs) into his car and drove to Los Angeles to enter the movie business. He recalls saying "That's it. I don't want to see school again. I want to go make movies. What's the worst thing they can do but send me home?"

Rosenthal claims there are many who want to break into the film industry, but few overcome the psychological barrier voiced by parents and friends who say "You have to be crazy. It's dark and scary down there, the competition is too strong and you will never make a living at it."

Only risk takers who can listen to such cries of discouragement and reply "So?" are suited for the film industry, contends Rosenthal. He believes people who say "I am an actor" or "I am a writer; this is what I want to do and nothing will dissuade me" have a much greater chance of succeeding.

Rosenthal refused to let disheartening voices dissuade him. Soon after arriving in Los Angeles with a doctorate in English and an itch to make movies, he secured a job as a reader for a director.

He was quickly exposed to one of the realities of the industry. On his first day at the job, Rosenthal was handed a pile of scripts to read. The first script he picked up was titled "Platoon." "That was in 1978," he says. "Platoon" wasn't made until 1987, so the director spent almost 10 years trying to get that movie made."

Rosenthal argues that waiting 10 years to get a movie produced is not uncommon. Of 200-400 screenplays written annually for Paramount, only about 15 of them are made. "The movie industry is probably the only art form in the world that the business dealings are as important as the artistry," he explains. "If you paint, you paint your canvas, and then, yeah, you have to try and get a gallery to sell it. But if it doesn't sell, it hasn't stopped you from painting your canvas."

"If I have a script that I plan to produce at a studio, I need at least \$8 million, a crew of 100 people and a marketing department to make it. My artistic product can't get made otherwise, because the element of money is so huge I have to know how to pitch my story to businessmen."

"Everybody in LA is writing a screenplay—you go into a supermarket, the cashier is writing a screenplay, cab drivers are writing screenplays, surfers are writing

screenplays....It's a chance at instant success."

What most people don't realize is that the main function of studio executives is to get rid of movies. Every single page of the script, the executive is looking for an excuse to close it and throw it across the room."

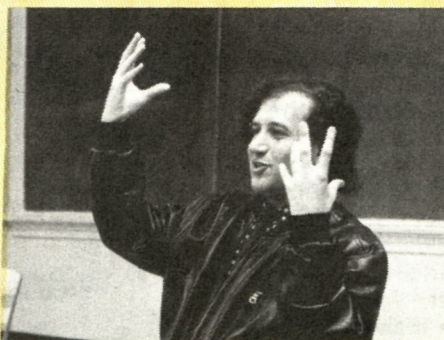
To get a studio executive to read his work from page one to page 120, Rosenthal has learned to incorporate gimmicks into his scripts. "How do I get somebody to stay awake?" he muses. "Especially if this guy is sitting on the beach on Saturday, mine is the 30th screenplay he has picked up, it's 90 degrees outside and coconut oil is getting on the pages."

"I slap him with something at the end of the page that says 'Wake up, don't fall asleep.' I sort of hold his hand and walk him through the screenplay."

Rosenthal and other screenplay writers have two philosophies of pay and workage. He says most script writers would rather write original work, but they usually take assignments from producers that guarantee production. Paramount gave Rosenthal such an assignment in November when they asked him to write a movie about the late boxer Sugar Ray Robinson for actor Eddie Murphy, who also works with Paramount.

"The reason I would rather write original stuff is because that's where the most fun is," says Rosenthal. "But you need to have the attitude as a professional writer that you have to make a living."

Only 2,000 of the 8,000 members of the Writers Guild of America write full-time for a living, according to Rosenthal. "If you are a person who needs a regular paycheck and job security," says Rosenthal, "don't go into the movie industry."



TIM TURPIN

Rosenthal can attest that the industry is rough. He sold his first script, titled "Legend," to MGM in three days. He was the talk of Hollywood and says he still receives compliments on the script. But the first thing the director did after he was hired by MGM was fire Rosenthal. The director re-wrote the script and made it his own before releasing it as "Legend of Billie Jean."

"It was a rude awakening that taught me how writers are treated," recalls Rosenthal. "Once you sell a screenplay to a studio, they can do whatever they want to it—there is absolutely no protection for the writer."

"Losing my script was hard on me—it was my first time out and I went from the heights of euphoria to the depths of potential homicide."

Although Rosenthal has since recovered and written such blockbusters as "Jewel of the Nile" and "Superman IV," he remains wary of the industry. "The movie industry is one that you are always learning from," says Rosenthal. "You are always being fooled, exploited and having your heart broken. Sometimes you feel lucky, but you never feel like you're standing on firm ground."

"So I don't feel that I know anything more about the industry now than when I first started—I just survived it, that's all."

Hollywood directors who survive and excel in the film industry have mastered that extra, unseen skill known as storytelling, insists Rosenthal. "The most difficult skill in moviemaking," he says, "is getting the audience to want to know what happens next." Rosenthal enjoys sitting in American theatres and watching the rows of faces contemplating the next scene. "Most Americans can anticipate in a movie when something funny, scary or romantic is about to happen," he adds, "because they have been conditioned that way."

But when Rosenthal screened Hollywood movies for Indonesians in Borneo, he found they didn't react the same way. "The natives watched the movies like they were '60 Minutes' or the 'CBS Evening News,'" says Rosenthal. "I took 'Wizard of Oz' to them, and they said, 'Ooh, this is a movie about a great, powerful medicine man—we have one of those in our village.'"

Rosenthal travels occasionally to Borneo, where he helps Birute Galdikas repatriate captive orangutans in the Tanjung Puting Reserve in the Indonesian sector of Borneo. "If I had my druthers, I would stay in Borneo for the rest of my life," says Rosenthal. "But you can't make a living from it."

Rosenthal and other writers, directors and producers in the film industry know that the glitzy image bandied in front of the American public has nothing to do with how movies are really made. "Movies are made by people who work very hard, have mortgages and know a bit about business," he argues. "So everybody that works in the industry kind of looks at each other with this gleam in their eye that says, 'You are as crazy as I am. You're one of those people who are willing to go through this life, not because you want a secure job but because you love the magic of movies.'"

PUZZLE (Continued from page 1)

School of Education professor Judith Van Hoorn, who has gained an international reputation for her research into child psychology as it relates to the nuclear age, agrees that professional service should not go unrecognized. She believes that professors with heavy teaching duties, but light research loads, deserve equal consideration in the promotion and tenure process. "If someone takes up the slack of another's course load, they should receive promotion or tenure equally as fast. And those who are more interested in University service should also be acknowledged for those efforts. This is especially important in the School of Education, where our relationship with the community is crucial. I don't want to start saying 'no' to the various community service tasks that I currently perform, just because these activities won't count as much as my research in the promotion and tenure process."

"One of UOP's strengths is the good feeling among our faculty—at the big research institutions with which I have been associated [Michigan, Columbia and UC Berkeley], you run into some major egos of professors who believe that their way is the only way and they will climb on the backs of everyone else to get to the top. Everybody supports each other here."

Some professors feel that this mutual support system might be eroded by narrow guidelines for promotion and tenure. In the past, according to Browne, professors felt the freedom to shift between disciplines to help out a colleague in another department or to broaden their knowledge into fresh fields of interest. But with the increased emphasis on producing publishable work to achieve promotion or tenure, professors will stay in their own disciplines, where they have the most expertise. "Most journals are disciplinary-based, so a professor must stay close to his discipline to produce publishable material," says Browne. "If you deal with other sorts of topics, you're swimming upstream. With our deference to enrollment figures, the survival mechanism will become 'flee to the middle of your discipline, grab onto an introductory course with a lot of student bodies and hang on for dear life.'"

Browne feels the loss of interdisciplinary flexibility will damage the University's tradition of innovation. Her philosophy department colleague, Herb Reinelt, concurs. "I haven't published that much—my interests have roamed in many directions," Reinelt explains. "Several years ago I organized a program, outside of my field, that I now teach in. But if research is to be considered disciplinary-oriented, no one will waste themselves [working out of their discipline] for four years like I did. It's not where you score points."

"A lot of people currently teach out of their department. But if publishing is what people want, then my colleagues and I will simply draw back into philosophy because our diversity of interests won't pay off."

However, chemistry professor Larry Spreer argues that innovation is the ingredient currently lacking in the University's academic atmosphere. Upgrading research, he contends, would bring knowledge, vitality and excitement back into the classroom.

"I love teaching, but I think that the research that I do is what keeps me interested in the profession and makes me a better teacher," says Spreer, who just capped his 18th year at UOP by earning the University's Distinguished Teaching Award. "An academic institution has to be a living organism continually changing and adapting to outside stimuli. It also should be responsive to inside changes. We have for too long been dependent on outside influences. We need to create our own direction and this [enhancement of research] is the way to do it."

"UOP is a good place, but we can make it much better."

President Atchley feels that a healthy scholarly component will help the University toward its goal of offering the "uncommon educational experience." "The professor's job is more than teaching the fundamentals—you're there to fill in the lines of knowledge and to stimulate the student's desire to learn," stresses Atchley. "To be an effective teacher, you have to bring the real world and the cutting edge of your field into the classroom. Achieving that takes some measure of scholarly activity."

"You can't keep teaching the same information over and over again. You have to introduce new ideas to keep the students interested and excited."

Sociology professor Gene Rice believes that a wide interpretation of scholarly activity would allow the

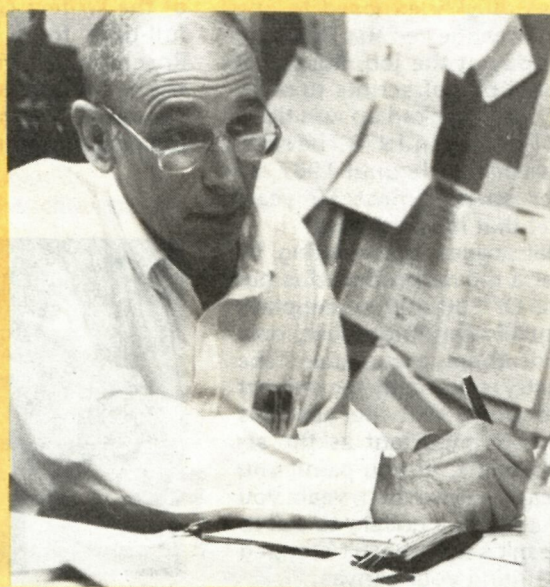
faculty more freedom to define their roles and enable them to better serve the University's mission. Rice has co-authored a nationally-recognized report which cited the 10 collegiate institutions with the highest faculty morale. His study found that the universities exhibiting the highest morale had a "broader view" of scholarship. "Scholarship should be required of all faculty, but its definition should be broadened to allow faculty to build upon their strengths," notes Rice. "Scholarship should not just be considered advancement of knowledge in the very narrow sense of publishing in refereed journals. We need to move toward the integration of knowledge...and its application to larger social problems."

Rice, who is currently researching the teacher-scholar role as part of a fellowship he earned with the Carnegie Foundation for the Advancement of Teaching at Princeton University, believes that the University is caught in an identity crisis. "Medium-sized universities across the nation are struggling with the same problem as UOP," says Rice. "Faculty at small liberal arts colleges know what their mission is, and professors at research universities are doing what they learned in graduate school. But comprehensive institutions like UOP are in no-man's land, caught between vague guidelines fostered by the teaching-research debate."

Some faculty at the School of Dentistry believe they are headed toward this "no man's land." Donald Poulton, chairperson of the orthodontics department, says that some of his colleagues feel squeezed by the prospect of fitting research into an already crammed teaching schedule. Contributing to the dilemma, he says, is the School's accelerated three-year academic program—one of few such programs in the country—which requires students to attend year-round and many professors to teach through the summer months.

"Everyone here agrees with the underlying idea that all faculty members should be doing some research, because of its importance in the teaching environment and in the enhancement of their own professional growth," says Poulton. "But the time constraints and the lack of money available for research support make it difficult."

William Lundergan, director for student research for the dental school, says he is probably among those "least resistant to the research change" because he has more access to research opportunities. But Lundergan, who is also chairperson of the School's Dental Faculty Council, agrees that the situation is much more difficult for the clinical dentists. "They spend so much of their time in one-on-one teaching



"The professor will now be responsible for production, with some discernible results required. These results must in some way be reviewed by an appropriate scholar or critic in the discipline."

... Ken Beauchamp
Professor of Psychology

situations that little time remains for scholarly activity. The problem we are addressing is freeing up time for the clinical people."

Stephan Highsmith, director of research at the School, believes it is important that paid time for research be given. But he feels a more telling move to enhance research would be to hire people who have research interests. "Trying to re-tool someone who really never was interested in research and putting pressure on them probably both annoys and demoralizes them," says Highsmith. "And it doesn't work. The long-range goal should be to recruit people who have research interests and provide them with resources to develop their abilities."

Beauchamp stresses that the proposed evaluation guidelines take into account the broadening of scholarship by allowing the individual schools and departments to determine their own guidelines for defining and evaluating the teaching-scholar roles. A flexible system would be constructed to address areas where research has traditionally been less emphasized or difficult to accomplish. "We understand that many professors have been very valuable contributors to the University without doing much research, and that this may be a radical shift for them. But we hope to build a flexible framework that allows what they are doing to still exist."

Beauchamp adds that considerable discretion will be afforded to the deans and department chairs to shape a system that matches the needs of their area.

Resources, Rewards and Recognition

Both sides agree that for any enhancement of scholarly activity to become reality, there has to be a full commitment by the administration to boost resources. President Atchley has loudly trumpeted his administration's support for resource enhancement. In his Inauguration Speech in April 1988, Atchley announced a \$1 million gift by Board of Regents chairman Robert Eberhardt to further academic enrichment. And in his Founders Day address on April 14 of this year, Atchley pledged to raise faculty salaries from the 40th to the 60th percentile within five years and established a goal of raising \$5 million in endowment to reward and recognize good teaching and research.

Roland di Franco, mathematics professor and chairman of the Academic Council, is encouraged by some components already in place, such as the faculty leave program which allows a faculty member to take a paid



"The structure is here. So it's not a question of constructing something radically new." . . . Academic Council chair Roland di Franco (foreground).

Also shown (L to R): Carl Wulfman, professor of physics; Bob Dash, professor of Spanish, and Judith Van Hoorn, professor of education.



semester leave every five years. "I came to UOP [in 1972] partly because of its liberal leave program—most institutions allow leaves every seven years. This program represents a tremendous amount of money that the University has committed to faculty development over the years."

Di Franco adds that resource structure is aided by a system of teaching incentive awards and faculty research grants, with funds for both totaling about \$33,000 annually. "The structure is here, so it's not a question of constructing something radically new."

The resource committee chaired by SBPA professor Jaime Agudelo has made a wide range of reward and recognition requests, including merit recognition awards, funding for summer research, and an increase in travel and research funds. (Agudelo says that each faculty member is currently limited to \$150 a year in travel funds.)

"We want to create an infrastructure to enable people to be intellectually active," says Agudelo.

The loudest concern being voiced about the current infrastructure involves the lack of library resources. There is unanimous assent that the library's holdings of 350,000 volumes are woefully inadequate for most research purposes.

"If I want to do something in the library," says Cox, "I will probably run out of resources in five minutes. If I have five or six things I'm looking up, I'm lucky to find one."

So, Cox and his colleagues spend extra money and time traveling to larger libraries at Stanford, UC Berkeley, UC Davis and even Cal State Sacramento.

Tom Leonhardt, director of Libraries since 1987, nods agreement to the professors' complaints. "I'm glad to hear the faculty say that there is a problem—that's my judgement, too."

Money is the main problem, according to Leonhardt. "The library funding is about \$1.3 million, or three percent of the University budget. We need to raise it to \$2 million, or about five percent." Leonhardt says that five percent is generally considered acceptable across the country for library funding.

"UOP's library was getting five percent of the University budget from 1965 through 1967, but it has gradually dropped since then. Part of the problem is that after being largely an undergraduate university for much of our existence, we started adding the professional schools...and the library didn't keep up

with the changes. Now we're falling behind a little more each year."

The library received a boost last year when President Atchley allocated \$100,000 for materials, but Leonhardt feels annual funding is needed to keep up with the increasing costs of materials, especially journals, which cost up to \$1,000 a year. He says the library has taken steps to help the faculty research efforts by strengthening its interlibrary loan system and joining the Online Computer Library Center, an international organization which allows access to approximately 10,000 libraries in 26 countries.

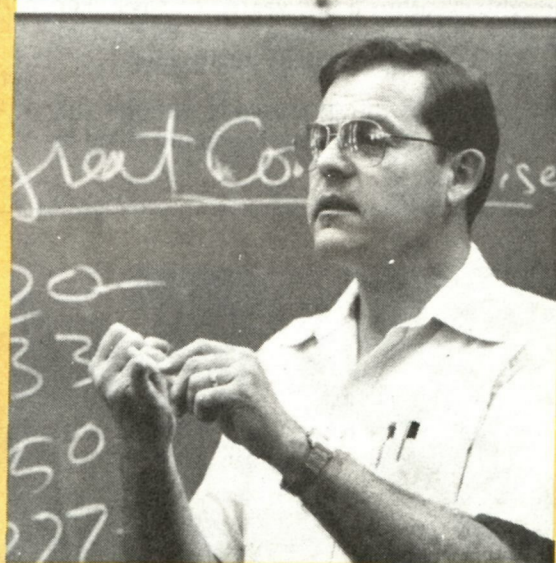
"We aren't a Berkeley or Stanford in terms of library holdings, but academic libraries of any size have an obligation to be a repository for learning. Working together, we can at least try to preserve knowledge through the written word."

The lack of research resources has forced varying levels of self-sacrifice upon many professors pursuing scholarly goals. Education professor Van Hoorn epitomizes the UOP faculty member who spends a premium amount of personal time and money on research. She devotes an estimated \$1,000 to \$2,000 yearly of her own money to pay for travel, supplies and other expenses—on top of numerous weekends and vacation time holed up in her office squeezing in research time around a year-round 27-unit teaching/advising load. The grind—which she says exists for many of her colleagues—sometimes dims her effectiveness in both teaching and scholarly pursuits.

"I have a husband and two teenage kids and it's hard to lead a balanced life when you want to do a lot. I don't think you can be a good researcher or a good teacher if you are feeling too stressed. It's difficult to do the teaching, research and the professional service I want to do and maintain a mentally healthy life."

A few professors contend that the low emphasis placed on research by the University in the past has been beneficial to some research efforts. Physics professor Carl Wulfman, internationally renowned for his 35 years of research into mathematical calculations, says that although the University's lack of support has hindered the scope of his research, it has also placed little pressure on his end product. "The University put virtually no restraint on what I did outside the classroom; consequently, I was able to gamble on a proposition that had maybe a 50 percent chance of succeeding. I had the freedom to do vital exploratory research that I wouldn't have dared to attempt at a research-minded university."

Wulfman adds, however, that he still favors stronger recognition and funding of research, estimating that he could have performed many more times



"I don't want to see this issue voted down. But I'm cautious . . . because all faculty have the justifiable right to understand all implications of any new program."

. . . Ron Limbaugh
Professor of History

the amount of research had adequate support been rendered to his efforts.

Some faculty feel that a factor even more important than tangible support funds is the feeling that the University is behind their research effort in spirit. In the past, research was almost a dirty word, say some professors. Interim Academic Vice President Lee Fennell, who was a political science professor for 10 years before shifting his duties to half-time administrative posts in 1978, says that research could not even be mentioned in the same breath as teaching. "I remember during a COP committee meeting on promotion and tenure in the early 1970s there was a knock-down, dragout fight over getting a reference to research into one-half of one sentence. The mere mention of research was threatening to them. The thought was that if you were doing research, you probably were shirking your responsibilities to students."

President Atchley's outspoken support for enhanced scholarly activity—both in tangible and inspirational terms—has been in evidence since his earliest days in office. But he doesn't think this is a radically new direction for the University. "This University was founded upon teaching-scholarship. Tully Knoles, one of its later founders, was a scholar and a teacher who continued his research activities while he was president."

Salaries

An important element of the resources dimension concerns salaries. There is consensus from faculty and administration alike that UOP's professors are severely underpaid, and figures seem to support their contention. The 1988 "Academe" indicated that the average 1987-88 annual salaries for UOP full professors were some \$5,000 less than what their counterparts received at similar institutions across the country, and \$12,000 less than like universities on the West Coast. (The latter gap was \$15,000 at the associate professor level.)

On March 30, the academic council unanimously approved five recommendations involving faculty salaries. President Atchley responded immediately in his Founders Day speech by incorporating all of them into a long-term goal of faculty salary enhancement. He answered a long-sought faculty goal by pledging to raise faculty salaries from the 40th percentile to the 60th percentile among Division IIA universities (also called "comprehensive universities"). As mentioned earlier, a goal was set to initiate a \$5 million endowment program to reward outstanding teaching and scholarship. Other considerations addressed were: the avoidance of raising faculty salaries at the expense of increasing student tuition, using money saved from improving the efficiency of the academic sector and on-campus operations.

Browne, however, doubts that the University can raise the salaries and increase resources enough to support a significant increase in research activity. "I don't see anything in the economy, in society and in the tax-law structure that leads me to believe that this institution is suddenly going to be able to double and triple its resources."

Cox feels Browne's concern is legitimate. But he believes that a stepped-up research element will have a domino effect, improving various sectors of the University and making it more attractive to support—through tuition and outside funding.

"Kids come to UOP because they respect the institution—I want them to respect the institution more," says Cox. "The students and parents respect the institution more if they talk with faculty members who are obviously well-informed and up in their fields. We want them to react with 'Wow, these professors know what they are doing. They are really connected with their subject.' And you don't get connected with your subject unless you're engaged in scholarly activity."

School of Pharmacy professor David Fries concurs with Cox. "Strong universities typically have an active faculty who utilize students in undergraduate research, building a foundation for these students to go on to graduate and professional schools. Once we have this [increased scholarly activity] in place, we will become more attractive and sought after."

President Atchley understands the faculty concerns about the University's ability to collect the resources necessary to solidify the teacher-scholar model being proposed. But he feels nothing can be accomplished without a team effort. "I'm one who thinks this outside funding can be secured," he says. "But I need everybody out there working on the team, from stu-

(Continued next page . . .)

PUZZLE (Continued from page 9) . . .

dents to the faculty and staff. If you're always doubting, you'll never do anything."

Will More Research Hurt UOP's Character?

The teacher-scholar debate extends much farther beyond the nuts and bolts, rules and regulations of the workload report. The intangible implications of the report may be its most hotly contested elements. The main concern is maintaining the character of the institution in a way that satisfies all parties—faculty, administration, alumni and, most importantly, prospective and current students.

One faction feels that the ideals upon which the University were founded upon—the deliverance of a highly personalized liberal arts education—would be jeopardized by an institution devoted to research.

The other side contends that the structure of the University has matriculated from its liberal arts college origination to a larger, comprehensive college with professional schools surrounding a liberal arts core. The ideals of the original founders have to move into the modern age, they feel.

David Jordal, a 1988 graduate in English, worries that an unbalanced emphasis on research could be detrimental to the University's tradition of close teacher-student interaction. He was drawn to UOP because of its small-school atmosphere and the professors' high teaching motivation. "I knew the professors were there to teach. They didn't have graduate students hanging around. The reason students spend the money to attend UOP is to get the individualized teaching from the professors. My fear is that too much of an emphasis might be put on research and publishing, thereby drawing too much attention away from their teaching."

Jordal acknowledges, however, that his favorite professors were also prominently involved in research. "They were really alive in their field and their research absolutely complemented what they were teaching, making it that much more rich and fulfilling," he says. "Research is a good thing, but it cannot take precedence above teaching and the student-teacher relationship."

"The weight of having to publish shouldn't be so overpowering that it leads away from the relaxed atmosphere and enjoyable experience available here," adds Jordal. "That's the character of this place—that's what makes it what it is. If you take that away, then you've lost—at least for me—the most important, special part of going here."

Pharmacy professor Fries does not believe that UOP will lose its "personalized" liberal arts context, nor does he feel that the change will bring a "publish or perish" atmosphere. He feels that the current core of researchers has proven that research and teaching are compatible with the University's time-honored student-service mission. "Some people worry about changing the character of UOP. But we are aware that we should protect the personal attention aspect of our liberal arts heritage. We won't lose that tradition going to a system that has greater expectations. If you look around at the professors currently involved with research on this campus, you will find that virtually all of them have excellent teaching records and strong histories of university and community service."

Fries cited that most of the professors chosen as the Distinguished Faculty Member of the Year in the last 10 years have been eminent researchers.

One of those Distinguished Faculty Award winners, biology professor Paul Richmond, feels that the strong student-teaching relationship that has been a hallmark of the Pacific educational experience will be maintained and even enhanced by research. Richmond says this improvement can be obtained by allowing undergraduates to assist in professors' research. "Many people lose sight of how much teaching and learning is involved in undergraduate research," says Richmond. "Hands-on opportunities for students are more available in under-

graduate research than in the regular classroom because the research relationship is one-to-one."

Richmond, who has been one of the University's most proficient deployers of undergraduate researchers (30 students over the past decade), maintains that undergraduate research is perfectly suited for UOP because of the school's small size and relatively low number of graduate students. These factors allow undergraduates to study their field in-depth and at its most current level, while at the same time allowing professors to share their research interests with them.

One of Richmond's students, Mark Kriskovich, recently earned the College of the Pacific outstanding senior award for natural sciences and a scholarship as COP's top undergraduate researcher in the sciences. Headed for medical school at Baylor University in Texas, Kriskovich believes the atmosphere at UOP has allowed him to learn more than he would have at larger universities. "I've been able to work closely with Dr. Richmond," he says. "My friends at larger universities say undergraduate research is available, but that it usually involves less meaningful tasks. Here, undergraduate research not only helped me learn more about science, it made me more competitive."

The research discussion has brought a competitive, invigorating mood to the campus, according to Fennell, Acting Academic Vice President. "I have seen more energy, more enthusiasm demonstrated in the past two years than I can remember since I arrived here in 1968. The faculty are talking about important academic elements."

Recently, debate dialogue appears to have inspired a notable jump in scholarly activity on campus, adds Fennell. This activity is reflected, in general terms, in the number of scholarly publications, faculty grants and scholarly presentations reported in the yearly Academic Vice President's Report. In the 1986 AVP Report, professors voluntarily reported 344 publications, research papers, workshops and presentations. Three years later the report figures had almost doubled, to 665. While acknowledging that these activities are voluntarily reported, Fennell suggests that the increase demonstrates a significant change in the attitude toward research.

"The mere fact that the faculty is more willing to report their achievements suggests an evolving perception and consciousness about what they should be doing. A larger percentage of faculty see that some degree of ongoing [research] involvement is important in their professional lives."

Dash believes the enhancement of salaries and other rewards will inspire more research. He also thinks the stigma that might be attached to those who don't do research might be a bigger factor. "I admit that I am thinking about pulling out three projects I haven't thought about for a few years," he says. "For the first time in my 25 years here, I feel threatened that people don't think I am intellectually alive."

The Academic Council's hopes to put the measures to a vote of the faculty this spring failed to

materialize. A new goal has been set for the fall semester. For many, the issue is cut and dried. "I am of the definite opinion that increasing scholarship will make this a better place for the student," asserts chemistry professor Spreer. "It's quite possible, it's quite appropriate, it's quite feasible. It's not pie in the sky."

Further introspection is required of others. "If the proposal was presented for a vote today, I don't really know how I would vote," shrugs Dash. "It's good for the University to encourage and reward scholarship. It's bad for the University to not allow for alternate forms of service for faculty who are able to present evidence of intellectual life without published works."

Others, like history professor Ron Limbaugh, feel the issues and ramifications need to be more fully analyzed. Limbaugh, who supports some form of scholarly enhancement, nevertheless urges caution in any implementation of a new system emphasizing research.

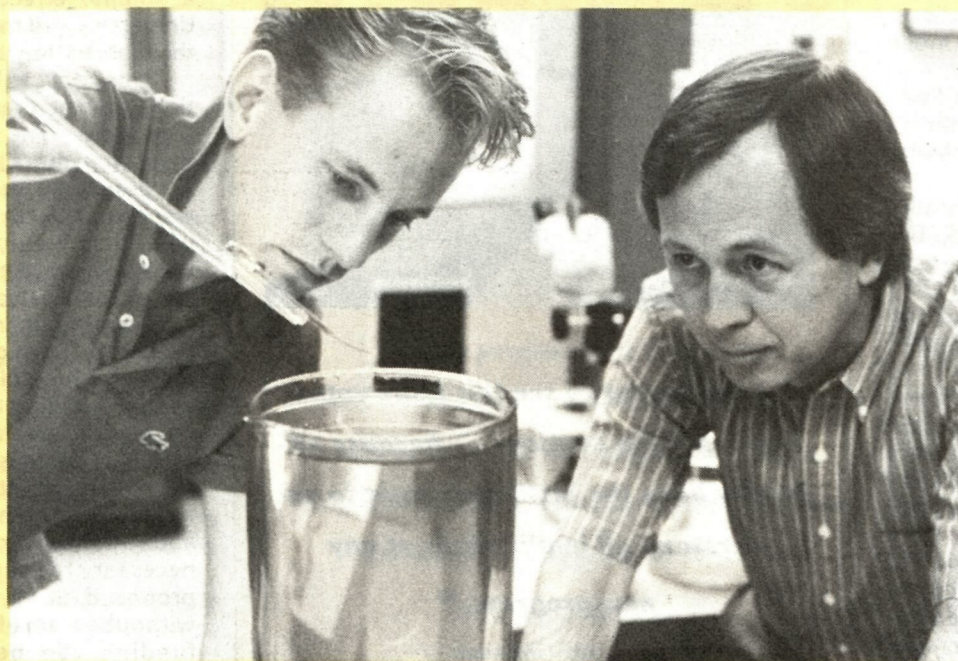
"I don't want to see this issue voted down," Limbaugh stresses. "But I'm cautious at this time, because all faculty have the justifiable right to understand all implications of any new program. I believe strongly that research is essential in my area, and that it contributes positively to my teaching. But teaching and research might not be complementary in every dimension. What impact will it have on our relationships with the students? And what about junior faculty? They were hired under one set of guidelines and now the contract would change."

And some faculty say that a new direction is already cast, whether the vote is positive or not. The fact that increased scholarly activity has been discussed, they contend, suggests that a de facto system is already functioning. "The initial charge to sensitize the faculty to research and scholarship has already been established," says English professor Arlen Hansen. "If the goal was to get the faculty interested in doing non-classroom kinds of teaching—investigating things outside the classroom, publishing and reading papers—then that goal has been achieved."

Robert Cox will assume the Academic Council Chair reins from Roland di Franco in the fall, about the time when he and the others will find out if the research and teaching puzzle is meant to fit together at UOP.

"It's risky for all of us to encourage people to pile into a boat and leave familiar shores," says Cox. "We can't promise that everything will work out smoothly. We can't give them a map to success. But neither do I think we can live here anymore."

And though Gwenn Browne and a number of her colleagues have not yet decided to set sail with Cox and his shipmates, the collective energies of the entire faculty crew appear determined to steer a strong course for UOP. The very fact that such a bold direction has been reasserted by the faculty bodes well for the future of the University of the Pacific and its students.



"Hands-on opportunities for students are more available in undergraduate research than in the regular classroom because the research relationship is one-to-one."

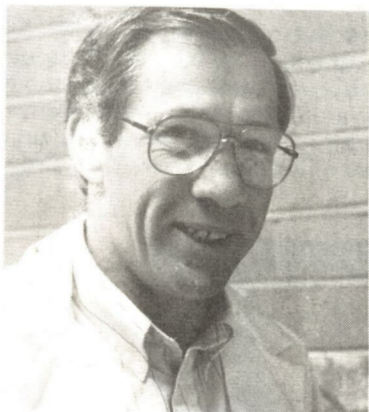
**... Paul Richmond
Professor of Biology**

COMMENTARY

ENHANCE OR ERODE OUR TEACHING TRADITION?

A teaching workload proposal that would place a stronger emphasis on scholarly activity is being debated across campus

Affirm workload proposal. . .



TIM TURPIN

David Fries, a professor of medicinal chemistry in the School of Pharmacy since 1973, is a member of the Academic Council's Special Professional Relations Committee. Twice chairman of the Faculty Research Committee, Fries recently was named the University's outstanding scholar for his research in the areas of cancer and Parkinson's Disease. He is taking a leave of absence in the fall to further his cancer research at the German Cancer Research Institute in Heidelberg, West Germany.

When Bill Atchley became the 22nd President of the University of the Pacific in the summer of 1987, one of his first observations of the University was that the academic sector needed substantial attention. He called for a study of faculty workload and began talking about ways to "enhance the climate of creativity" on campus. Many faculty agreed with President Atchley's diagnosis and were quick to support him in efforts to elevate the quality of academics at UOP. Over the last two years, the faculty and the administration of the University have been working jointly on issues of workload, requirements for tenure and promotion, resources needed to enhance scholarly and teaching activities, and ways to raise faculty salaries to a more equitable level. Much progress on these issues has been accomplished. Naturally, not all faculty agree with the proposed changes, and some controversy and certainly much interesting conversation has occurred in the process.

At the heart of the issue is preserving the nature of the University and determining the direction of its future. Those at one extreme of the debate think the proposed enhancement of scholarly activity expectations will kill the spirit and uniqueness of the University. At the other extreme, some faculty feel the University is doomed to mediocrity and a slow death from declining enrollment unless there is a major uplifting of academic quality. The compromise we must reach is one that leads to the enhanced quality of academics while preserving the personal attention given to students and

the high quality of teaching for which UOP is noted.

The debate is not one of teaching versus research, but rather one of teaching versus teaching plus research. I personally believe research, scholarly endeavors, artistic creations—creativity in all of its many forms—is a key component of effective teaching. The teacher who is not engaged in scholarly or artistic endeavors may do well teaching facts and mechanics and advising students. However, the teacher who is making creative advancement brings more enthusiasm to the classroom and becomes a role model who can excite the student into using the facts and mechanics to solve problems in our society. Creative minds are attracted to and nurtured by other creative minds. When we enhance the climate of creativity on campus we will attract more good students and the task of fund raising will become easier.

A good model of what we are trying to attain can be seen in the "Oberlin 48," a group of 48 prestigious undergraduate intensive colleges that were part of a conference held at Oberlin in 1986. The list of colleges at the conference included Amherst, Carlton, Harvey Mudd, Reed, Swarthmore and many other small prestigious, liberal arts colleges. These colleges have high admission standards yet have little trouble attracting large numbers of well-qualified students. A study of these schools (Ruscio, K.P., J. Higher Ed., 58, 205 [1987]) has revealed that their success is primarily due to four characteristics: selectivity in admissions; research productivity of their faculty; involvement of undergraduates in research projects, and the large number of graduates who go on to advanced studies. Thus, one might conclude that an academic environment which includes a high degree of faculty-undergraduate scholarly activity creates an excitement that attracts highly qualified students and directs its graduates toward graduate and professional schools.

UOP now has a number of faculty who are excellent teachers, advisors, providers of university and community service, and productive scholars. Almost without exception, the faculty selected for outstanding teaching awards at UOP in the past 10 years also have been productive scholars. The converse situation of productive scholar and poor teacher essentially does not exist on our campus. The new guidelines for promotion and tenure are being written and debated to ensure that this situation is retained. The next step for UOP is to continue to raise the climate of creativity on campus by increasing the number of teacher-scholars on its faculty. However, good scholarship is not something that suddenly shows up late in a faculty

(Continued, See pg. 12 AFFIRM)

Oppose workload proposal. . .



TIM TURPIN

Wenneth Brown has a long history of University service during her 21-year tenure in the department of philosophy. Recently ending a seven-year stint as director of the Center for Integrated Studies, Browne has served two three-year terms as chair of the philosophy department and 16 years on the advisory board of the Community Involvement Program, and held several other faculty and student affairs posts. She earned the College of the Pacific Distinguished Teaching Award in 1981.

There are basically five reasons why I oppose the Workload Report which has been proposed for the University.

First, it focuses the debate on the wrong issue. What is really at stake is what the University of the Pacific will be like in the future and that is the issue that should be addressed. We are simply told that this policy will make us a "better" University, but there has been precious little discussion of the foundations for this evaluative judgement and none at all about what the implications for the future will be. I think I see implications which I do not like.

Second, it is unimaginative. There are a number of ways in which one could pose a different future for the University which would be exciting to discuss. In fact, our reputation and our strength in the past has lain in being imaginative, innovative and different from other universities. "Scholarship" and "peer review" are the apple pie and motherhood of higher education; it is very hard to be opposed to them. However, to the extent that this policy changes Pacific at all it will make us more like other institutions. All the faculty will do more research and present the results in public fora to be judged by our peers. But this means that we will have to follow the current trends and investigate the topics and issues that other people are investigating in order to assure that we will be heard in those fora and published in those journals. There will be no more room or time or rewards for pursuing what

we are interested in and sharing the results only when we really have something to say. Policies that require research, scholarship and publication have been in place for years in hundreds of universities of all kinds. I don't know that those schools are better than Pacific but I know that they are all similar to one another and that they have fostered thousands of trivial articles on arcane subjects that have nothing to do with undergraduate teaching or with students.

Third, it is punitive. Instead of encouraging research, it proposes to punish, in salary and particularly in promotion and tenure, all persons who do not engage in the prescribed scholarly and artistic endeavor. Further, this area of activity is narrowly defined. It is considerably narrower than the descriptions of professional development which were used in the past. It is my perception that almost everything that most of us as faculty have been doing in the past has now been classified as either teaching or professional service and this additional area has been defined and declared "second only to teaching" in importance. For example, the preparation and distribution of software to a regional or national audience is considered teaching and being an invited participant in a panel at a national meeting is professional service. Apparently, the panel members who visited this campus on Founder's Day were not engaged in scholarly activity.

Fourth, it is unnecessary. If what is wanted is more publications or more national visibility, positive reinforcements for those who have engaged in this activity would be more productive. In fact, it seems to me that if the additional resources which the President has promised to provide are to be spread over the whole faculty, the real scholars among us will get less than they deserve in support of their endeavors. Selective investment of scarce resources in those areas which will be most productive makes better sense. This is not a novel idea; it's called "identifying pockets of excellence" and is being done in exactly those places where they have discovered that a publish or perish policy does not work.

Fifth, it is counter-productive. According to demographic trends, a shortage of teachers will be upon us in the late 1990s. That is the point at which most of us "unproductive" older faculty will be retiring and Pacific will have to enter the marketplace looking for younger faculty to replace us. I cannot figure out why any young faculty member would want to come to a private institution which pays less than a state college if the requirements for

(Continued, See pg 12 OPPOSE)

Founders Day Examines Faculty Enhancement

Founders Day 1989, held on April 14, was a time for introspection on the UOP campus, with a majority of the program centered on issues relating to the teaching and research discussions reported in other sections of this issue of the Pacific Review.

Keynote for the day was the "State the University" address by President Bill L. Atchley at the morning convocation. Also a part of the convocation was a presentation by The Rev. Gary Putnam, University chaplain, who gave a lively presentation on the history and traditions of the University.

Dr. George Knoles, son of the late President Tully C. Knoles, continued the theme in a luncheon address with an historical review of President Knoles and his lifetime dedication to scholarship.

The afternoon symposium featured three nationally known teacher/researchers, Dr. John King Roth, philosophy professor at Claremont-McKenna College; Dr. Deborah L. Best, associate psychology professor at Wake Forest University, and Dr. Donald McIntyre, geology professor at Pomona College. The trio discussed the characteristics that make a successful teacher-scholar, emphasizing the structural support provided by their respective institutions.

A dance at the Alex G. Spanos Center, organized by the Orange Aide, a community auxiliary, rounded out the day's events.

In his address, Atchley amplified the major points of his inaugural address made a year ago.

Commenting on the teaching/research discussions, Atchley stated:

"I must say I've never seen wider or a higher level of cooperation and productive dialogue on the part of any faculty anywhere. This kind of analysis and soul-searching is helping us develop still higher standards of academic quality on this campus.

"This analysis has been a partnership effort, in the best sense of the word, between faculty and administration. It speaks well for our future."

He then outlined six "specific actions we've taken—and are about to take—in support of these ideas."

"Number one," Atchley stated, "Today I am establishing a goal of bringing our average faculty compensation up to at least the 60th percentile (of comparable schools)—and to do it within five years...sooner, if practical."

"As a matter of principle and good management practice, those faculty and staff members and academic units who contribute the most toward strengthening academic quality will receive the lion's share of increased funding. Productivity and excellence are related and will be rewarded."

In his second point, Atchley pledged to keep tuition and fee increases in line with normal inflation. At the same time he emphasized that this will only be possible if the University's endowment is increased substantially.

"The burden for salary enhancement should not be placed solely on the backs of our students and parents," he said. "This means that in our long range-program to boost endowment, a minimum of \$5 million in endowment funds must be set aside for such things as faculty merit recognition awards, summer sabbatical awards and funding for research and teaching incentive awards...all in addition to regular salary enhancement."

Atchley also stressed the need for greater efficiency, stating in his third point, "I will instruct the deans of each academic unit to make a rigorous study of their areas to determine where internal savings might come from the academic sector—without compromising [the University] mission."

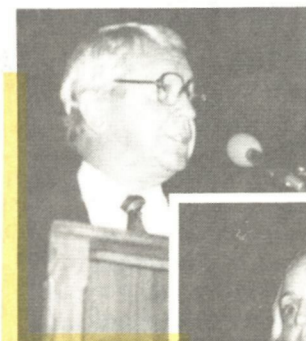
He also indicated that considerable savings already have been accomplished during the past year with nearly \$2 million becoming available over the next three years, and \$500,000 each year thereafter, as a result of operational economies. In his fourth point, Atchley promised that "the bulk of these savings will be used toward retiring the University's debt and...we may also shift some of these funds to meet current academic needs."

As his fifth point, Atchley announced plans to appoint a task force charged with developing a "UOP mission planning model" by next January. This model will be utilized to "give us some 'helicopter skill'—the ability to see above the daily routine and

see the big picture of what's really going on and where we should be headed."

Finally, he announced plans to immediately call for the development of a policy statement by the admissions and financial aid committee "that will reflect the University of the Pacific's commitment to having a student body, faculty and administration that reflect the broad ethnic diversity of our area and the state of California."

"I do this not out of any sense of idealism or bureaucratic head counting," he said. "I suggest we all have much to learn—and gain—from the ethnic diversity of our area. And, our commitment to excellence won't bring out the very best, unless it includes the best of what our diversity has to offer."



PHOTOS BY TIM TURPIN

OPPOSE (Continued from pg. 11)

promotion and tenure are substantially the same as those of the state institutions which have the security of state funding to support their pay scales. Worse yet, the state colleges make fewer demands on the out-of-class time of their faculty so those jobs will be even more attractive to young faculty who find research and scholarship to be an exciting and vital part of their professional lives.

In the past, we have been able to reward faculty who were committed to serving students, working in the classroom, advising, recruiting and performing a number of other special services to the University and community. We did not demand that everyone fit the same model and conform to some uniform pattern. I think that we have done our jobs well and built an interesting and competent faculty which is devoted to teaching and to students. It would be a shame to be unable to replace us with an equally capable and dedicated younger faculty.

Worse yet, an emphasis on scholarship and peer review will work against broadening intellectual bases of the faculty, against the exploration of new fields and interdisciplinary work. One completes graduate school with narrow expertise built on a foundation which is strongly disciplinary. If one is to begin one's teaching career with an imperative to demonstrate productivity in ways conducive to peer review, the winning strategy is obviously to exploit the narrow expertise demonstrated in one's dissertation and secondarily to engage in the burning issues central to one's discipline. A

AFFIRM (Continued from pg. 11)

member's career. If good scholarship is not demonstrated by the time of tenure consideration (seven years), it is likely never to appear. UOP is in a unique position to hire new faculty, since nearly 50 percent of the current faculty will reach retirement age within 15 years.

The process of increasing the number of teacher-scholars on campus has already begun. Appointment letters of

school like Pacific, one this size that intends to stay middle-sized and widely diversified, needs faculty with broader, not narrower competencies. It needs to develop interdisciplinary interests that cross-fertilize the expertise of individual faculty and increase flexibility. When I hear President Atchley speak, I hear him encouraging this kind of faculty development. But the proposed policy will have the opposite effect.

I won't engage in dire predictions of neglect of students and teaching or the other standard elements of the teaching versus research debate, as it is usually framed. I believe that there are

new faculty clearly state an expectation of scholarly or artistic endeavors as part of the job. Committees considering promotion and tenure are requiring high quality teaching plus a reasonable level of scholarly productivity for faculty to receive a positive recommendation. To some extent the current activities are just housekeeping. Expectations of workload and criteria for tenure, promotion and merit salary increases are being clearly stated. Per-

now and always will be people dedicated to students and to teaching who will not sacrifice that venture, because it is the exciting, energizing part of this profession, the part that makes it all worthwhile. My concern is whether or not Pacific will be able to attract such people, to retain them or even to tenure them when we want to.

I have been honored by this institution for teaching and for community service but I probably wouldn't be tenurable under this new policy. I definitely would not have chosen to come here in 1968, if such a policy had been in place.

haps more importantly, the resources needed to enhance faculty development are being addressed. The faculty is especially thankful to the president of the Board of Regents, Robert Eberhardt, who has pledged one million dollars toward an endowment to support faculty development. Indeed, the faculty and the entire Pacific constituency are responding to the challenge to support a vigorous creative climate at UOP.

ALUMNI NEWS

ALUMNI DIRECTORY SENT TO ANNUAL PACIFIC FUND \$50 DONORS

As a special incentive to encourage contributions to University of the Pacific through the Annual Pacific Fund, the 1989 Alumni Directory is being sent to donors of \$50 or more.

Since 1983, alumni contributions to APF have increased 250 percent and now total almost \$350,000 per year. In 1987-88, 14 percent of Pacific alumni contributed to the Annual Pacific Fund. This is a record to be proud of—yet

compared to other private colleges and universities in California, UOP ranks in the bottom half as far as alumni support. Through offering the Directory as a benefit for a contribution of \$50 or more, it is hoped that many alumni will participate in what is a crucial element of fund raising at Pacific.

Gifts to the Annual Pacific Fund help make up the difference between the monies raised through tuition and fees

and the actual cost of running the University. APF gifts are used for high priority objectives established by the President and the Board of Regents, and fund such needs as scholarships, faculty development and research, and classroom improvements and equipment.

The 1989 Alumni Directory is being compiled and produced under the direction of the Annual Pacific Fund Office. Rather than contract with an outside

firm to publish and market the directory, APF staff decided to produce and pay for the directory and offer it as a premium to their contributors. Gifts received between Sept. 1, 1988, and Aug. 31, 1989, will qualify donors to receive their complimentary copy of the Directory, which is expected to be completed and mailed by late summer. □



Give
five.

What you get back
is immeasurable.

Just five hours a week. Just 5% of your income. It's not much to give, to the causes you really care about. But that small investment could change somebody's life. And it's hard to imagine a better return than that.



CLUBS

The East Bay Pacific Club tasted international beers after hearing geography professor Roger Barnett speak about the history and science of beer making. A meeting was held on May 1 to plan future events. For more information, call Esther Decker Hebbard, '82, (415) 370-1650, or Stan Lichtenstein, '49, (415) 769-1948.

The Fresno Pacific Club gathered for a barbecue lunch on the banks of the Kings River after their wildflower walk with Professor Dale McNeal in April. For more information on future club activities, call John Longstaff, '80, (209) 225-6410, or Al, '52, and Mary Stockdale, '51, (209) 252-8206.

The Hawaii UOP Club will hold a summer potluck picnic at Bellows Air Station Beach on a Sunday in July. All alumni, recent grads, parents and friends are welcome. Call Helen Brinkmann, '53, (808) 942-2448, for more details.

The Monterey Pacific Club sponsored a Wildflower walk with botanist David Brewer before their beer tasting with professor Roger Barnett. For more information, call David, '64, and Wendy Banks, '67, (408) 624-8317.

The Orange County Pacific Club will host a beer tasting event with professor Roger Barnett at Irvine Cove on May 20. For more information, call Mary Middleton, '57, (714) 641-5187, or David Ireland, '86, (714) 549-3921.

The Sacramento Valley Pacific Club sponsored a volunteer work weekend at UOP's Feather River Inn Alumni Center. They have decided to "Adopt a Cabin" there and will welcome donations of time and money. On April 27 they heard Dean Ed Haley speak

ADOPT A CABIN

UOP alumni can "adopt a cabin" at the Feather Inn Alumni Camp and Conference Center, through a plan coordinated by Pacific Club members.

Last year, three alumni couples—Max and Bev Bailey, Bob and Nancy Spiekerman, and Bob and Mary Young "adopted" Nevada, one of eight cabins at the Feather River Center, located in the Plumas National Forest 60 miles north of Lake Tahoe. The couples installed new showers, carpet, linoleum, window shades and a front porch. This spring, the Sacramento Valley Pacific Club adopted Siskiyou and the South Bay Pacific Club took Tuolumne under its wing. Five more cabins await adoption. For details, call the Alumni Office at (209) 946-2391. □

about "Strategy and Foreign Policy in a New Age: An Open Letter to George Bush." For more information, call Joanne Casarez, '78, (916) 372-0632, or Mary Young, '55, (916) 488-2824.

The South Bay Pacific Club enjoyed hearing Conservatory professor Bill Dehning's remarks about international breweries before their recent beer tasting in Palo Alto. A steering committee meeting was held on May 2 to plan a summer event and discuss the "Adopt a Cabin" program. For more details, call Jan Lassagne, '53, (408) 446-0597, or Alison Johnson, '83, (408) 280-1241 evenings.

The Stanislaus Pacific Club will attend a matinee of "Isn't It Romantic" on June 25 at the Fallon House Theatre in Columbia. The club is planning a giant garage sale for next fall to raise funds for their adopted cabin at Feather River. For more information, call Gail Ballas, '76, (209) 578-5219, or Margie Lipsky, '76, (209) 522-6161. □

TWO MORE ALUMNI FELLOWS FETED

Two alumni fellows were not listed in the March/April 1989 issue of the PACIFIC REVIEW. They are:

Nancy Sans, Drama and Dance: Sans graduated in 1968 with a major in drama and later earned an elementary teaching credential from San Francisco State University. She is a television writer/producer in New York for the Children's Television Workshop. Sans has received three Emmy awards for her work with Sesame Street.

Marcel Martinez, Economics: Martinez received his bachelor's degree in economics in 1985. He is an insurance and financial planner in Glendale.

NOMINATIONS For 1990 Alumni Recognitions

The UOP Alumni Association traditionally honors alumni for their contributions to professional, University and public service. A brief description of each award is listed below, and the Alumni Office is actively seeking nominations in these categories for 1990.

DISTINGUISHED PROFESSIONAL SERVICE honors an alumnus who has achieved notable success in his or her professional field.

DISTINGUISHED PUBLIC SERVICE honors an alumnus who has made exceptional contributions to society through civic leadership or other public service.

DISTINGUISHED UNIVERSITY SERVICE honors an alumnus whose loyalty to and efforts in behalf of Pacific are worthy of special recognition.

DISTINGUISHED YOUNG ALUMNI honors an alumnus from the last 15 years who has made exceptional accomplishments in their profession or community, in addition to the University.

I nominate _____
(If female, please include maiden name)

for _____ award.
(Indicate category)

UOP class year _____

Name and address of nominator or other qualified person willing to develop additional information concerning the outstanding contributions of the nominee:

Name _____

Address _____

City, State, Zip _____

Phone () _____

Please mail this form, along with supportive information, to the Alumni Office, University of the Pacific, Stockton, CA 95211, before Jan. 1, 1990.

TIGER TRACKS



'50s

Gloria Chapman, COP '51, retired this spring to a residence near the ocean at Diamond Head, Honolulu, Hawaii, after 21 years in elementary school teaching. She writes that she is soaking up sun and awaiting the birth of her first grandchild.

Philip D. Guthrie, COP '51, and his wife **Mary Lesperance Guthrie, COP '52**, are semi-retired and live at Bodega Bay. He is a former spokesman for the California prison system.

Mitchell B. Warchol, COP '51, retired one year ago from the U.S. Corps of Engineers. He is a resident of Manchester, N.H.

Mathew Equinoa, COP '52, has been appointed by Governor Deukmejian to the Stockton State Hospital Advisory Board. His term will expire in September 1991.

Phyllis Chamberlin Overman, COP '53, is a resident of Tacoma, Wash. Her son **Robert** sings with a comedy group "The Amazing Pink Things" and her daughter **Leah** is an artist.

Dorothy Mulvihill, COP '55, recently won the singular honor of "Outstanding Theatre Educator" from the California Educational Theatre Association. She is a teacher at Manteca High School and a resident of Manteca.

Barbara Ferguson Siebert, COP '55, is an elementary school teacher with Rescue Union School District and lives in El Dorado Hills.

Lola Vida Johnson, COP '56, is a professor of English at California State University, Stanislaus. She lives in Turlock.

J. Wesley Brown, COP '58, is associate professor of psychology and religion at St. Olaf College in Northfield, Minn. He recently published a textbook, "Innovation for Excellence: The Paracollege Model," which outlines the success of the cluster college system at St. Olaf.

Edward H. Rankin, COP '58, will be awarded a Doctor of Ministry from San Francisco Theological Seminary this spring. His doctoral project is "The Hidden World of Narnia: An Introduction and Study Guide to the Chronicles of Narnia." He is rector of St. Luke's Episcopal Church in Vancouver, Wash.

Merle E. Logan, COP '59, retired in December after 26 years as a service supervisor in the Lodi and Stockton offices of the Employment Development Department. He lives in Lodi.

'60s

Dan Poynter, COP '60, author of 28 books, has just published the fifth revised edition of "Parachuting, The Skydiver's Handbook." A Rhizite, he lives in Santa Barbara.

Apolinar Sangalang, COP '60, was recently honored by the Filipino Community of Stockton and Vicinity Inc., an umbrella group for more than a dozen nonprofit Filipino service clubs and organizations throughout San Joaquin County. The award was in recognition of his service in elected office.

Alfred Baguio, COP '62, is a marketing and technical representative for Computer Sciences Corporation. He and his wife **Diana**, an accountant, live in Carmichael.

Michael A. Cusanovich, COP '63, has been named vice president for research and dean of the graduate college at the University of Arizona in Tucson, Ariz.

Paul Starr, COP '64, heads the Agroforestry Research Project in Haiti, where he lives with his wife **Susan** and their daughter **Kristen**. Paul is a professor at Alabama's Auburn University, which is the lead institution for the project to restore and strengthen Haiti's forests and agriculture.

Elizabeth Wakelee Kanago, COP '66, has her own business writing grants and proposals for non-profit groups and works part-time for the Municipal Health and Human Services Commission. She lives in Anchorage, Alaska.

Basil A. "Buzz" Fleming, Education '67, was awarded the Silver Beaver, the highest award for service to youth that a local Boy Scout council can bestow on an adult. Fleming has been involved in scouting for 52 years. He is a resident of Angels Camp.

Hal Lurtsema, COP '68, a Stockton realtor, has joined the Prudential Real Estate Affiliates. His firm, the newest for Prudential in Northern California, is called Prudential Lurtsema Real Estate.

Janelle Gobby Reinelt, COP '69, is a professor of theatre arts at California State University, Sacramento.

'70s

Benjamin Reddish, Education '71, a counselor at Edison High School, has earned the Clarion Modell Distinguished Service Award, the highest honor given by the California Association for Counseling and Development. Reddish has worked 29 years for Stockton Unified School District.

David Sargent, COP '71, and his wife **Terri** are coaches for competing high school teams in the academic decathlon. David coached the Stagg High School team to victory in

the first eight San Joaquin County Academic Decathlons. Terri was his unofficial assistant coach for the first seven decathlons. Terri is now head coach of the Edison High team.

Richard Harkness, COP '72, is an industrial psychologist and statistician. His company, Case Systems Inc., has offices in Stockton and San Francisco.

Daniel J. Nutley, SBPA '72, a certified public accountant, was recently elected to the board of directors of Dunn & Veerkamp, an accounting firm with offices in Lodi and Stockton. He and his wife **Luana** make their home in Stockton.

Jacky Ruttencutter Thompson, Callison '72, lives with her husband **Mike** and their three children in Portland, Ore. She would like to hear from her classmates.

Chris Equinoa, COP '74, has been named principal of Argonaut High School in Jackson, after serving four years as the school's vice principal and athletic director. He and his wife **Susan** live in Jackson with their three children.

Russ Leatherby, COP '75, has been named president of Irvine-based UniCARE Financial Corporation, an American Stock Exchange company. Recently elected as trustee of the KOCE Foundation (Orange County public television), he is currently serving as the chairman of the Orange County Round Table. He and his wife **Susie Thiel Leatherby, Education '75**, live in Laguna Hills.

Robert A. Reich, Raymond '75, has been named director of marketing and public relations at Tacoma Actors Guild, a professional theatre company. He lives in Tacoma, Wash.

Jose M. Carranza, Pharmacy '76, owns a bilingual pharmacy on Crows Landing Road in south Modesto. He is a resident of Hickman.

Dean Cooper, COP '76, has been elected president of the San Joaquin County Section of California Trial Lawyers Association. He is a Stockton resident.

Rick Field, COP-Conservatory '76, wrote, performed and recorded the music score for the upcoming movie "Gangsters in Love." Field, who lives in Tarzana, plans to wed **Carrie Turetsky** in July.

Janis L. Stevens, COP '76, performed with the Sierra Repertory Theatre in the role of Hedda Gabler. Some of her reviews read, "Stevens was a stunning and flawless Hedda; her performance, breathtaking."

Valerie Schumann, COP '77, recently won the Realtor of the Year award from Wiggins and Associates Inc., a Stockton commercial and industrial real estate firm. According to the firm, she is "a sales associate who has produced substantially while showing marked improvement in education and abilities."

Dianne Drew Butler, SBPA '78, has been elected vice president of the San Joaquin County Section of California Trial

Lawyers Association. She lives in Stockton.

Andrew Bassetti, COP '79, is an attorney with Alston Courtage, MacAulay & Proctor. His wife, **Richelle Gerow Bassetti, COP '79**, is an attorney with Lane Powell Moss and Miller. They are residents of Mercer Island, Wash.

Royce McNaughton Cano, COP '79, is a communication graduate student at Cal State, Hayward after working eight years as an advertising manager at Pacific Bell. She will be graduating with an MA in Speech Communication in June and plans to teach at the college level. Her husband **Loreto Cano, SBPA '79**, works as a records analyst at Syntax in Palo Alto. They live in Fremont.

Margaret "Peggy" Clark Dryzek, Callison '79, completed her Ph.D. in political science/international relations in December from Ohio State University. She is presently a visiting assistant professor of political science at the University of Oregon in Eugene. She and her husband **John** are expecting their first child in August.

Gary Lowe, COP '79, and his wife **Gabriele** are doctors of chiropractic medicine with a joint practice in Manteca, where they reside.

'80s

Eric Bryant, SBPA '80, received an award of excellence from his employer, the Grupe Company. He is a resident of Stockton.

Chris Isaak, Callison '80, recently won a Bay Area Music Award—known as a Bammy—for the second year in a row. Isaak and his group Silverstone were named best club band by a vote of music fans in the Bay Area.

T.P. Ryan, COP '80, is general manager for Goodyear Tire Corporation in Belgium. Fluent in Dutch, German and French, he manages 140 employees and directs the marketing, finance and administrative aspects of a company boasting \$60 million in annual sales. He lives in Brussels with his wife **Anita** and infant son **Christoph**.

Kenneth Wornick, COP '80, is living in McAllen, Texas. He is director of marketing for Family's Defense and Space Business. He and his wife **Cynthia** are expecting their first child in June.

Daniel DeLuca, SBPA '81, has formed Pacific Mortgage, a full-service residential and commercial mortgage banking company in Stockton. He spent four years at the Bank of Agriculture and Commerce as assistant vice president in the commercial loan department.

Allison Johnson, Pharmacy '81, has been promoted to pharmacy supervisor for Walgreen's California East District, covering 19 pharmacies in Oakland, Fairfield and San Francisco. She has been with the national drugstore chain since 1984.

Robert H. Poe, COP '81, was appointed as managing general partner of SMR Investment Partnership. He lives in San Marino.

Elaine Nunn Calzia, Education '82, is a kindergarten teacher and her husband John is a high school special education teacher. They are employed by Fall River Joint Unified School District in Burney.

Gary Grinstead, Engineering '82, has recently passed the examination to become a registered structural engineer. He is currently employed as an associate engineer with Gamayo, Sanchez & Associates in Stockton.

William O. Maxwell, Raymond/Callison '82, is an international auditor for the Americas and the Far East, working for AMP Inc., a Fortune 170 manufacturer of electrical connectors.

Kevin Arlin, COP '83, is working as a department manager for Louis Rich, Inc. in Turlock. His wife **Karen Perkins Arlin**, COP '83, is employed by First Interstate Bank Modesto. They are residents of Modesto.

Sheri Arrigoni Lee, COP '83, obtained her M.A. in Counseling from California State University, Sacramento. She works for Fresno City College as a college recruiter/representative. Her husband **John K. Lee**, COP '83, graduated from the UOP School of Dentistry and now is in private practice in Fresno, where the couple resides.

Eileen Sullivan McGee, Education '83, is a preschool teacher of the severely handicapped with the San Jose Unified School District. Her husband **James McGee**, Engineering '83, is a systems test engineer with Lockheed Missiles

and Space Company. They live in Los Gatos.

Ernest "Jerry" Oliveras, COP '83, is currently associate director of Anresco Labs of San Francisco and was recently featured in an article in the *San Francisco Examiner* concerning food safety. He lives in Daly City.

Kerry Colangelo, COP '84, has been named marketing coordinator for Grupe Development Company in Stockton. She will be responsible for marketing and advertising for the company's single-family home communities in the East Bay and the Greater Sacramento areas, including San Joaquin County. She resides in Stockton.

Vickie Fortini, COP '84, has finished her master's degree in U.S. Colonial and Revolutionary History and is teaching history at Modesto Junior College and San Joaquin Delta College.

Elisabeth A. Madden, COP '84, attended McGeorge School of Law from 1984-87 and passed the bar in 1987 on her first attempt. She works for a law firm located on Fisherman's Wharf in San Francisco, where she lives.

Nicole G. Miller, COP '84, is in the final year of her doctoral program in Clinical Psychology at the California School of Professional Psychology. She is currently working on her pre-doctoral internship at the Loma Linda Veteran's Hospital and Medical School. She previously earned her master's degree from UOP's psychology department in 1986.

Pixie Everson Baber, COP '85, is on the board of directors of Everson Enterprises and is the chairperson for the 1989 Colusa Waterfowl Festival. She lives in Colusa with her husband Jon.

Karen Benedict, COP '85, is a programmer/analyst in the Department of Technical Services for the County of San Luis

Obispo and is studying for a master's degree in computer science at Cal Poly San Luis Obispo.

Sandy R. Jacobson, COP '85, is an associate intramural director in athletic administration at UC Davis. She lives in Woodland.

Marcel Martinez, COP '85, is a self-employed insurance and financial planner. His wife Elizabeth is a pre-school teacher. They live in Glendale.

Kelly L. Mayer, COP '85, has been named managing editor of the Riverbank News, Oakdale Leader and Escalon Times. She lives in Junction City.

Kathryn L. Shrader, COP '85, is personal assistant to State Assemblyman John Lewis. She is a resident of Newport Beach.

Scott Williams, COP '85, won the top producer award after selling more than \$7.1 million of land during 1988. He is with Wiggins & Associates Inc., a Stockton commercial and industrial real estate firm.

Michelle Adams, COP '87, is a district staff member in the Stockton offices of Assemblyman Patrick Johnston. Before the Nov. 8 election, she worked with the Dukakis campaign out of Stockton.

Michelle Decker, COP '88, is an associate buyer with the Northrop Corporation—B-2 Division in Pico Rivera. She lives in Santa Ana.

IN MEMORIAM

Lois Richardson McElroy, COP '24

Marlitt P. Stark, COP '27

Alice Marie Quinn Leahy, COP '29

Helen Trent Hoepfner, COP '30

David H. Smith, COP '30

Ellis E. Eckland, Engineering '33

Bradford Champlin, COP '35
Janet Baker Robinson, COP '36

Claire D. Sprague, Education '38

Alvin J. Codiga, COP '39
Marian E. Haworth Seller, COP '42

Jack Vineyard, COP '49
Norma A. Meyer, COP '53
Dewey Mixon, COP '59
Eleanor B. Parton, COP '60
Laurence Carnegie, Pharmacy '77

BIRTHS

To **Susan Schneider Garcia**, Callison '76, and her husband **Richard David Garcia**, Callison '76, a daughter Margo.

To **Christine Lombardo Cappuccio**, COP '81, and her husband **Joseph Cappuccio**, SBPA '86, a daughter Cassandra Anne.

To **Julianne George**, COP '81, and her husband Eric, a son Jacob George Van Leeuwen.

To **Karen Perkins Arlin**, COP '83, and her husband **Kevin Arlin**, COP '83, a daughter **Michelle Elizabeth**.

Laura Roberts Kelso, Education '81, and her husband **Brad Kelso**, SBPA '83, a son Grayson.

To **Yrena Shilling Friedmann**, Pharmacy '82, and her husband

Rick Friedmann, Pharmacy '81, a son Eric Charles.

To **Cindy Pellegrini McCuiston**, COP '83, and her husband Shaun, a daughter Tonya Dee Ann.

To **Laurie Shonk**, COP '84, and her husband John, a son William Ian Michael.

To **Fontayne "Christy" Tawatari**, Pharmacy '86, and her husband **Art Tawatari**, Dentistry '86, a son Zackary Satoshi.

MARRIAGES

Annette Ormsbee-Johnson, Conservatory '75, and Richard Bryan Hutton.

Ruth Peabody, Conservatory '79, and Stephen Escher.

Toni Marie Raymus, COP '79, and Andrew Sephos.

Norman M. Hamada, Pharmacy '80, and Debra L. McCartney.

Robert J. Michel, SBPA '84, and Laura Meredith.

Mathew Snider Jr., COP '86, and **Sandra Stubbs**, COP '87.



Your opinions are important to us! In the past year, we have instituted changes in the style, design and content of the PACIFIC REVIEW. We are contemplating further modification and would like input on the direction YOUR PACIFIC REVIEW should go. Please take a few minutes to fill out the survey below and send it, with any additional comments, to: Harrell Lynn, Editor, PACIFIC REVIEW, University of the Pacific, Stockton, CA 95211.

Have you noticed a change in the Review in the past year?
☐ Big change ☐ No change ☐ Haven't noticed

What do you like most about the changes in the REVIEW?
☐ Graphics/layout ☐ Use of photography ☐ Writing
☐ Department consistency ☐ Use of color

Do you like the current 11 X 17 inch tabloid news format?
☐ Very much ☐ OK ☐ No

Would you prefer an 8 X 11 inch glossy magazine format?
☐ Very much ☐ Maybe ☐ No

Is the current type-style easy for you to read?
☐ Very legible ☐ OK ☐ Difficult

Are the departments informative?
(Sports, Alumni News, Alumni/Pacific Profiles)
☐ Very ☐ OK ☐ No

Do you find the features interesting?
☐ Very ☐ OK ☐ No

Rate these in your order of preference (1 to 6):
☐ UOP Today ☐ Main Feature Story ☐ Profiles
☐ Sports ☐ Alumni News ☐ Tiger Tracks

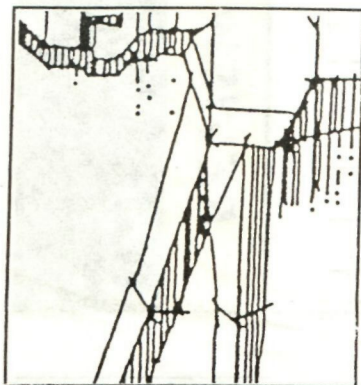
How often would you like the PACIFIC REVIEW to be published?
☐ 3X year ☐ 4X year ☐ 5X year (current total)
☐ 6X year (Bi-monthly) ☐ 7 to 9X year ☐ Monthly

What area/department needs the most change, and why?

What new department/section would you like to see in the REVIEW?

Other comments or suggestions:

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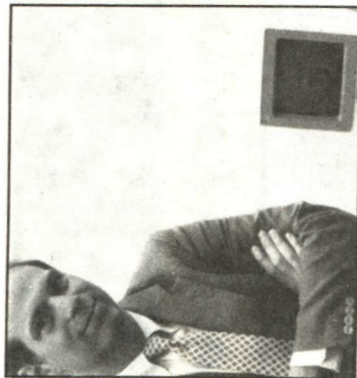
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PHOTOGRAPHY
Tim Turpin '88

The faculty is currently debating whether teaching and research can fit together in the academic puzzle. The cover illustration is by Judy Huang, who plans to graduate this fall with a B.F.A. in graphic design.



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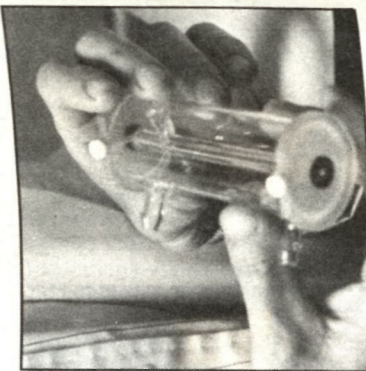
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