
**STRATIFICATION BETWEEN CLASSROOMS: AN ANALYSIS OF RESEARCH
COMPETITIONS IN CALIFORNIA HIGHER EDUCATION**

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ABSTRACT

The economic potential of postpositivist knowledge, as related to higher education research, disempowers both non-positivist professors and their students. Biased favoritism is evident among postpositivist and non-positivist students competing in symposiums, which leads to stratification and gender inequality among the professoriate as a communal body of knowledge (Subramaniam, Perrucci, & Whitlock, 2014). These cultural phenomena have been further exacerbated by decreased federal and state funding for higher education (Lambert, 2014; Ortuno, 2018). To increase institutional funding and prestige, senior-level staff and symposium judges encourage post positivist research, as it has the potential to harness the greatest capital and prestige for the institution; regardless of subpar graduation rates produced by the institution (Lambert, 2014; Ortuno, 2018).

Stratification in and among classrooms is evident in numerous forms; for example: (1) decreased tenured faculty positions, which are replaced with lecturers who teach larger classrooms and online classes, receive significantly less pay and benefits, and in some cases, are prohibited from engaging in student research; (2) increased tuition fees and student enrollment; regardless of subpar postpositivist retention and graduation rates (Ortuno, 2018); and (3) increased institutional funding for both postpositivist professors and their students, while decreased institutional funding for both non-positivist professors and their students perpetuates the disempowerment and stratification of non-positivist professors and their students; all under the premise of altruistic representation.

KEYWORDS: stratification, gender inequality, higher education, social mechanisms, transmutation mechanisms, intellectual closure, graduation rates, competition, symposium, and research.

1. INTRODUCTION

While pursuing an undergraduate degree at California State University San Marcos (CSUSM), I experienced numerous communicative acts of unprovoked, negative criticism from elite senior-level staff and core faculty members, who both openly referred to sociological research as “non-research”; thereby implying that sociologists conduct “wannabe research” (Tuchman, 2009). Consequently, the purpose of my investigation is to link the intersectional “transmutation mechanisms” (Schneider, 1962) and “social mechanisms” (Gross, 2009) of stratification and gender inequality to competition and research in California higher education. In doing so, I demonstrate how and why competition and research relating to California higher education is a system of oppression; one which is both

hegemonically dominated and biasedly contested (Sorrells, 2016), and has become a socially constructed space where power relations are navigated (Sorrells, 2016).

To statistically analyze these phenomena, I researched the California State University (CSU) Statewide Student Research Symposium; there are currently twenty-three CSU campuses. The CSU symposium enabled me to statistically aggregate the following intercultural communicative phenomena: (1) the type of scholarly research being recognized by the CSU, as it relates to both gender and academic discipline of the winning and non-winning professors; (2) the research most likely to generate the greatest economic and social capital for the CSU; specifically, CSUSM; and (3) the CSUSM core faculty who are “indirectly and intermediately” (Schneider, 1962) contributing to the intersectional “social mechanisms” (Gross, 2009) and “transmutation mechanisms” (Schneider, 1962) of stratification and gender inequality¹.

To advance my scholarly endeavor, I blended mixed methodology and interdisciplinary research approaches with the combined theoretical frameworks of “intellectual closure” (Subramaniam et al., 2014), which is embedded in scholarly literature on higher education, and draws on both “social mechanisms” (Gross, 2009) and “transmutation mechanisms” (Schneider, 1962). Hypothetical frameworks are thoroughly delineated in the theory section of this investigation.

All the statistical data and media artifacts gathered in preparation for this investigation are public secondary data; thus, Institutional Review Board (IRB) approval is not necessary. To better understand the intersectional mechanisms of gender inequality and stratification, I attended and presented research at professional regional conferences in Sacramento, Riverside, Fresno, and Long Beach, California, as well as Portland, Oregon. At these conferences, I observed and interacted with female professors who shared stories of institutional surveillance, retaliation, bullying, and discrimination.

By combining my lived experiences with statistical data, media artifacts, and theoretical frameworks, I was able to link the intersectional “social mechanisms” (Gross, 2009) of competition and higher education research to the “transmutation mechanisms” (Schneider, 1962) of stratification and gender inequality (Appelrouth & Edles, 2012; Ortuno, 2018). In doing so, I successfully demonstrate how and why competition, research, and California higher education is a system of both hegemonic oppression and biased domination (Sorrells, 2016). Using the intersections of competition, research, and California higher education, I was able to link the mechanisms of hegemonic power and biased cultural practices to socially constructed binary systems of both representation and non-representation, as they relate to academic disciplines and genders (Sorrells, 2016; Subramaniam et al., 2014).

¹I propose that this inquiry is of great cultural, political, and economic significance, as it demonstrates how postpositivist-funded research is supplanting both humanities and traditional social science research at CSUSM. This process has created intercultural communicative phenomena, which evaporate qualitative research and its subjective potential, in favor of postpositivist research and its objective economic potential.

LITERATURE REVIEW

Some higher education scholars propose that female professors are working harder and actively engaging more with students than male professors (Hurtado & DeAngelo, 2009). Other scholars linked rising institutional autonomy to decreased state and federal spending (Lambert, 2012; Ortuno, 2018). These new social and economic convergences have created an economic crisis in public higher education (Lambert, 2014; Ortuno, 2018). In response, public universities have turned the crisis into an economic opportunity to expand their business model by maximizing institutional revenue and economic growth; regardless of low graduation and retention rates produced by the institution for the state and local community (Lambert, 2014; Ortuno, 2018). This ‘common good’ approach contradicts the schools’ mission or mission statement (Lambert, 2014; Ortuno, 2018) of fulfilling the needs of both the state and local community by producing higher retention and graduation rates for the state and local community, as opposed to fulfilling the economic needs of the local government or public institution (Lambert, 2014; Ortuno, 2018).

In other domains of higher education literature, researchers argue that the prime directive of higher education research is to link new technology and innovation to income-producing patents and copyrights generated by postpositivist research (Subramaniam et al., 2014). These scholars argue that performance relating to knowledge in higher education research has evaporated into which professors and students are receiving the most federal, state, and/or private funding (Subramaniam et al., 2014). These cultural phenomena have “indirectly and intermediately” (Schneider, 1962) driven a wedge between qualitative and quantitative researchers in higher education, resulting in macro level social closure and micro level “intellectual closure” (Subramaniam et al, 2014)².

THEORY

The professors whose research generates the most revenue for the institution become the core faculty (Subramaniam et al., 2014). Revenue generated by the core faculty primarily enriches core faculty and senior-level institutional staff, while “indirectly and intermediately” (Schneider, 1962) conflating the professoriate and their students, into those who create income-producing patents and copyrights for the institution, and those who do not (Subramaniam et al., 2014).

Drawing from “intellectual closure” (Subramaniam et al., 2014), I theorize that decreased institutional funding from both state and federal agencies has created an economic crisis for institutions of California higher education. These institutions have responded by converting a crisis into an economic opportunity (Lambert, 2014; Ortuno, 2018); specifically, by absorbing research funds from non-positivist professors and students in the humanities and social sciences, and re-

²On one side are the postpositivist researchers, such as engineers, nanotechnologists, computer scientists, and neuropsychologists; while humanities and social science researchers (non-positivists), such as anthropologists, rhetoricians, historians, political scientists, sociologists, and women’s studies are on the other side.

filtering their capital into science, technology, engineering, and mathematics (STEM) research, as well as into neuropsychological innovation (Subramaniam et al., 2014, pp. 416, 417, 418).

Of crucial note; entrance tuition for most public institutions of California higher education is the same for both positivist and non-positivist students; however, the economic resources and research opportunities available to both students and professors differ immensely (Subramaniam et al., 2014). Intellectual closure has referred to these intercultural phenomena as “big science” and “private science” (Subramaniam et al., 2014, pp. 416, 417, 418), which are defined as:

“...competition for multimillion-dollar research grants often produced joint ventures where two or more institutions combined efforts to acquire funds and conduct research. The objectives of such giant projects (‘Big Science’ as referred to by de Solla Price, 1963 and others) are often framed in idealistic terms, but the real objectives are to obtain income-producing patents and rights...”

Owen-Smith argues that commercial and academic standards for success were once separate systems of stratification but have become ‘integrated into a hybrid regime’ (Owen-Smith, 2003, pp. 1082). ‘Private science,’ with its emphasis on commercially valuable patents, coexists with ‘public science,’ with its emphasis on publication. Moreover, the blended system of stratification within institutions has become the basis for a new form of competition between research universities that serves to increase social closure. Universities increasingly behave like profit-oriented businesses as they developed strategic plans with metrics or performance for organizational units, peer institutions for comparison, and benchmark indicators of performance for departments or centers (Tuchman, 2009). Measures of individual performance also took a new turn. Although research universities have always maintained high expectations for faculty research and scholarship, these standards were usually expressed through evidence of sustained scholarship, or recognition and standing among peers. These traditional expectations of ‘publish or perish’ soon evolved into ‘publish and perish’ because where one published, or how many citations one’s publications received, became the new standard. The escalation of standards also extended to senior faculty as departments of science and engineering were asked how many faculty were in the National Academy of Science or National Academy of Engineering, to say nothing of how many Nobel Laureates were on campus (but not in the classroom). Processes of social closure operate within institutions to produce new inequalities among academic departments and among faculty in terms of their centrality. As demands for knowledge became more specialized, major corporate funding for projects with their associated need for proprietary control of research products led to the creation of research centers that segregated their activities from regular faculty and students. Initially located either in ‘research parks’ with loose affiliations via faculty associates and graduate student employment, they soon returned to their campus environs in the form of discovery centers or other idealized names. In organizational terms, these centers became part of the university core because of their centrality to income-generating commercialization of knowledge. Faculty associated with these core activities also became core faculty, or as sometimes described, faculty whose contributions advanced the strategic plan of the

university. The overall result of the competition for private funding of university research may, as Calhoun (2006) suggests, make research universities allocators of private goods (i.e. research findings), rather than public goods. In addition, social closure processes have also drawn somewhat of a wedge between the ‘pure’ sciences and engineering on one side and the social sciences and humanities on the other, particularly because the prestige of elite universities and the ‘Wannabes’ (Tuchman, 2009) was based largely on the research and research programs. Ongoing trends, such as the global aspect of learning, have involved investments in science and engineering rather than the social sciences, specifically by expanding existing research centers and parks as well as creating new ones that will further the mission of commercialization. Corporate culture includes ideological forces that function pedagogically to produce compliant faculty members and graduate students, ensuring a dynamic and reciprocal relationship between the macro level (institution) and micro level (individual). This brings with it the value of rationality and the ways that money determines the value of what is produced rather than emphasizing the knowledge and creativity parts. For instance, the explanation of what are hot topics in disciplines is often determined by whether they can bring in money now, because that money may not be available a few years down the line. It also makes the university as an institution take precedence over the individual (faculty member or graduate student aspiring to become a faculty member) (pp. 416, 417, 418).”

Institutions of California higher education are teaming up with private investors, philanthropists, and technological firms who provide the core faculty with annual multimillion-dollar grants, which enrich core faculty and senior-level administrators, and create new benchmarks of performance, centered on attaining private funding for the institution. This institutional alliance has divided the professoriate as a communal body of knowledge into professors who attain the most private funding for the institution, and professors who teach the large classrooms and engage with more students daily (Subramaniam et al., 2014, pp. 416, 417, 418).

The unanticipated consequences of “big science” and “private science” reveal nuances surrounding competition, research, and California higher education, which are theoretically anchored in the “social mechanisms” (Gross, 2009) of unbiased diversity, inclusion, and equality of both professors and students. In praxis, both “big science” and “private science” are “indirectly and intermediately” (Schneider, 1962) producing and reproducing the intersectional “transmutation mechanisms” (Schneider, 1962) of gender inequality and stratification; specifically, for non-postpositivist professors and students (Subramaniam et al., 2014). Dr. Louis Schneider (1962) theorized that “transmutation mechanisms”:

“...operate in the area ‘between’ individually realized goals and unanticipated outcomes taken or defined as social effects. . . It has been easier for sociologists to note the sheer existence of ‘unanticipated consequences of purposive social action’ than to demonstrate how and why specific purposive actions become transmuted into specific unanticipated consequences, and thereby identify and describe transmutation mechanisms (Schneider, 1962, p. 500).”

Schneider (1962) linked “transmutation mechanisms” to one’s “reason, perception, and eufunctional ignorance” (Schneider, 1962), arguing that:

“Ignorance is eufunctional in cases or conditions in which some of the results of action, if they became known to the particular actors who brought them about, would be ‘objects’ of indifference or even distaste or antagonism, and in which the following also hold: there is no manipulation; the results to which there is indifference or hostility are taken by definition or value assumption as generally socially desirable; there are additional results of action which are in the interest of the actors... it would be a gross misinterpretation of the paper to take it as a paean in praise of ignorance. It is the design of the paper to move toward an authentic theory through the presentation of a perspective, certain concepts, a number of tentative propositions about ignorance as ‘eufunctional,’ and a consideration of ignorance in relation to reason that is, influenced by the perspective and apparatus that will have been presented (Schneider, 1962, p. 494, 497, 498, 500, 501, 502, 504).”

“Intellectual closure” (Subramaniam et al., 2014) linked Schneider’s “transmutation mechanisms” (Schneider, 1962) to Dr. Neil Gross’s “social mechanisms” (Gross, 2009); resulting in the dual processes of macro level social closure and micro level “intellectual closure” (Subramaniam et al., 2014, pp. 413, 426, 427). Gross (2009) defined “social mechanisms” as:

“...more or less a general sequence or set of social events or processes analyzed at a lower order of complexity or aggregation by which - in certain circumstances - some cause X tends to bring about some effect Y in the realm of human social relations. This sequence or set may or may not be analytically reducible to the actions of individuals who enact it, may underwrite formal or substantive causal processes, and may be observed, unobserved, or in principle unobservable (Gross, 2009: 364).”

Shadowing Gross (2009) and Schneider (1962), I propose that nonmanipulated agency and action are necessary to link the intersectional “social mechanisms” (Gross, 2009) of competition and higher education research to the “transmutation mechanisms” (Schneider, 1962) of stratification and gender inequality (Appelrouth & Edles, 2012; Ortuno, 2018). For action and agency to be consciously or unconsciously legitimate and unprovoked, Gross (2009) noted that action requires “we grasp how the relevant individuals understand the situations before them and act on those understandings, helping thereby to enact the mechanism” (Gross, 2009, p. 368). Regarding “social mechanisms” Gross (2009) noted that, “pragmatists would view social mechanisms as composed of chains or aggregations of actors confronting problem situations and mobilizing more, or less habitual responses” (Gross, 2009, p. 368).

Drawing on “intellectual closure” (Subramaniam et al., 2014), I conjoined Schneider’s “transmutation mechanisms” (Schneider, 1962) with Gross’s “social mechanisms” (Gross, 2009). Now married, I submit that the following holds true: (1) transmuted, (2) transmuted, and (3) transmutation, are used to delineate a reciprocal, active, and fluid social relationship between Schneider’s (1962) “transmutation mechanisms” and Gross’s (2009) “social mechanisms.”

Comparatively, I submit that the following terms also hold true: (1) mechanics, (2) mechanism, and (3) mechanisms, and will be used interchangeably to delineate Gross’s (2009) “social mechanisms.” Furthermore, I hypothesize that the “transmutation mechanism” (Schneider, 1962) activates the “social mechanism” (Gross, 2009), and not vice versa (Ortuno, 2018).

A fluid social relationship operates by linking the effects of “transmutation mechanisms” (Schneider, 1962) triggered by actors at the macro level to the response “social mechanisms” (Gross, 2009) of actors inhabiting both the meso level and micro level. This active relationship occurs via an integration of individual and group “reason, perception, and eufunctional ignorance” (Schneider, 1962), as related to the unanticipated consequences of nonmanipulated agency, action, and communication (Gross, 2009; Schneider, 1962; Subramaniam et al., 2014). This unique theoretical platform enabled me to demonstrate how macro level social closure can be linked to micro level “intellectual closure” (Gross, 2009; Ortuno, 2018; Schneider, 1962; Subramaniam et al., 2014).

I posit that the collective theories of Gross (2009), Schneider (1962), and Subramaniam et al. (2014) contain the following qualities: (1) the intellectual tools and skill sets needed to advance this inquiry; and (2) by “...taking a different tack from the symbolic interactionists (Gross, 2009, p. 360),” attempts to marry a new string theory of knowledge into the robust and diverse enterprise of sociological knowledge (Gross, 2009; Ortuno, 2018; Schneider, 1962; Subramaniam et al., 2014). Per Gross (2009), “...scholars also note that in more than a century of sociological research, few universal laws have been discovered (Gross, 2009, p. 359).”

Drawing on the theories of Gross (2009), Schneider (1962), and Subramaniam et al. (2014), I utilized their research and erudition to advance and inform the findings of this inquiry; hereinafter referred to as “permutation theory” (Gross, 1962; Ortuno, 2018; Schneider, 1962; Subramaniam et al., 2014). Permutation theory (Gross et al., 2018) is a proposed grand theory that quantifies data centered on stratification and racial and gender inequality, as it relates to the unanticipated consequences of public policy, labor markets and low-wage workers, as well as competition and research in higher education. For the purpose of this inquiry, I applied permutation theory (Gross et al., 2018) to quantify data centered on stratification in and among classrooms, as it relates to competition, research, and gender inequality in California higher education.

To test the validity of permutation theory (Gross et al., 2018) as it relates to the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) of competition, research, and gender inequality in California higher education, I employed the CSUSM Committee for

Undergraduate Research Report (CUGR) from spring 2013, as an exemplar (see pg. 41, Table A). In 2013, the CUGR noted that:

“...a CSUSM team developed collaborations with CSU campuses on an NSF grant proposal to study the impacts of undergraduate research on student outcomes across the CSU. The proposal received the endorsement of 22 campuses. The proposal was not funded but will be resubmitted (see Committee for Undergraduate Research (Committee for Undergraduate Research, 2013, p. 9).”

According to “intellectual closure” (Subramaniam et al., 2014), the primary directive of these joint ventures, such as “big science” and “private science,” is to increase income-producing private patents and copyrights, which benefit both core faculty and senior-level administrators, under the premise of benefiting the entire large campus suburb (pg. 415)³.

Drawing from permutation theory (Gross et al., 2018), I propose that the macro level or X-input, is occupied by CSUSM President, Karen Haynes; the meso level or Y-input, would be the CUGR committee; and micro level or Z-input, consists of the CSUSM professoriate as a communal body of knowledge (Subramaniam et al., 2014). In this instance, the macro level or X-input, along with the meso level or Y-input, collectively and rationally decided which professors and departments would participate in the project (see pg. 41, Table A)⁴.

Permutating further, I theorize that “transmutation mechanisms” (Schneider, 1962) begin at the macro level or X-input, which in turn activates the “social mechanisms” (Gross, 2009) occurring at both the meso level or Y-input, and the micro level or Z-input. Consequently, both the Y- and Z-inputs further “transmutate” (Schneider, 1962) the unanticipated consequences of the X-input’s rational action, agency, and communication, relating to their nonmanipulated “reason, perception, and eufunctional ignorance” (Schneider, 1962); and in doing so, creating stratification in and among classrooms. As Gross (2009) noted above, “the initial stimuli may or may not be analytically reducible to the actions of individuals who enact it, may underwrite formal or substantive causal processes, and may be observed, unobserved, or in principle unobservable (Gross, 2009, p. 364).”

Permutating even further, I submit that an integration of “transmutation social mechanisms”

³see 2018 Transparent California for the 2011 to 2015 pay raises totaling \$1,024,117.00, listing CSU Chancellor, Timothy P. White; CSUSM President, Karen Haynes; CSUSM Provost, Graham Oberem; CSUSM Vice President and Student Enrollment Coordinator, Scott K. Haag; CSUSM Graduate Studies Coordinator, Paul Wesley Schultz; CSUSM Dean of College of Science and Math, Katherine Kantardjieff; CSUSM Director of the Career Center, Pamela Wells; and Professor of Sociology and Department Chair, Dr. Sharon Elise.

⁴A snap shot of the departments and professors who participated in the 2013 CUGR “big science” and “private science” venture is on page 41, Table A.

(Gross, 2009; Schneider, 1962) occurring across the macro-, meso-, and micro-levels of social life can be summated into polynomial casts of $X + Y + Z$; resulting in the input/outcome relationship of nonmanipulated action and the unanticipated consequences of cogent action, as a result of individual and group “reason, perception, and eufunctional ignorance” (Schneider, 1962); thus completing the “permutation process” (Gross, 2009; Ortuno, 2018; Schneider, 1962; Subramaniam et al., 2014).

To further demonstrate the validity of permutation theory (Gross et al., 2018) as it relates to “transmutation social mechanisms” (Gross, 2009; Schneider, 1962), I again employed the CUGR from 2013 as an exemplar (see pg. 41, Table A).⁵ Upon further aggregating the CUGR list, I found four distinct paradigms of “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) in the selection of CSUSM departments and professors, which I identify and expound upon below as Permutation Theory One through Four.

Permutation Theory Number One: The National Science Foundation (NSF) does not fund the medical sciences. Regardless of that fact, both CSUSM President, Karen Haynes, and members of the CUGR committee mobilized “transmutation mechanisms” (Schneider, 1962) by first considering the addition of psychopharmacology, neuroscience, and nursing programs to the CUGR. Next, both CSUSM President, Karen Haynes, and the CUGR committee activated “social mechanisms” (Gross, 2009) by producing the nonmanipulated action, agency, and communication necessary to complete the permutation process (Gross et al., 2018) by adding psychology professor, Dr. Keith Trujillo, and nursing program professors, Amy Carney and Karen McGurk, to the CUGR report.

Dr. Trujillo’s primary areas of specialization are not social or family psychology as one might expect, but psychopharmacology and neuroscience (see pg. 42, Table B). In fact, Dr. Trujillo has been privately funded by the National Institute on Drug Abuse (NIDA) since 1994. NIDA provides Dr. Trujillo with millions of dollars in grants annually, which he employs to obtain large amounts of heroin, crystal methamphetamine, oxycodone and other opiates, phencyclidine (PCP), and other varieties of dissociative drugs. Dr. Trujillo and his students use these NIDA-funded drugs to inject into rats, and then observe their responses and behaviors. The rats then reproduce drug-addicted pups, whose drugged-out daily habits and behaviors are monitored until death (see pg. 43, Table C). This exemplar demonstrates the unanticipated and aggregated consequences of CSUSM President, Karen Haynes, and the CUGR’s rational action and agency, relating to strict NSF guidelines for research grant approvals or denials. Consequently, both CSUSM senior-level staff and the CUGR’s sensible reason, perception, and eufunctional ignorance (Schneider, 1962) relating to “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) is validated in their nonmanipulated, pragmatic pursuit of NSF funding.

⁵A snap shot of the departments and professors who participated in the 2013 CUGR “big science” and “private science” venture is on page 41, Table A.

This results in stratification in and among classrooms, created by nonmanipulated action and the unanticipated consequences of cogent action, as a result of individual and group “reason, perception, and eufunctional ignorance” (Schneider, 1962); thereby, completing the permutation process (Gross et al., 2018).

Permutation Theory Number Two: Both CSUSM President, Karen Haynes, and the CUGR committee mobilized “transmuted social mechanisms” (Gross, 2009; Schneider, 1962) by first considering and then creating a misleading CUGR list of responding CSUSM departments and professors.

I reviewed data from the 2013 CUGR list of responding departments and professors and found that the CUGR committee cited both the history and global studies programs as responding departments from the Humanities, Arts, Behavioral & Social Sciences College (CHABSS) (see pg. 44, Table D, top left corner). Interestingly, both the global studies and history departments, as well as the professors who teach these disciplines – and happen to be female, were not included on the CUGR report; however, every other department, program, and male professor listed on the CUGR report was identified (see pg.41, Table A). Consequently, I spoke with the deans of both global studies and history, who were both female. I arrived during office hours, introduced myself, and showed each of them the CUGR report; closely observing their responses in the process. In both instances, their jaws literally dropped, and their surprise and confusion was quite evident. Ultimately, neither dean recalled ever receiving an invitation to CUGR’s joint research proposal (C. Nava, personal communication, spring 2016; E. Matthews, spring 2016).

Important to note; no one manipulated the CUGR committee into publishing misleading information; rather, they accomplished that action, agency, and communication of their own free will (Schneider, 1962). Similarly, the President or the X-input was not manipulated into failing to verify with the CUGR committee or the Y-input, that all professors and departments or the Z-inputs, were indeed contacted by the CUGR committee; again, both the President and CUGR committee executed that action and agency of their own free will. I propose that these actions and emotions are linked to “transmutation social mechanisms,” (Gross, 2009; Schneider, 1962) occurring at the macro level or X-input, and meso level or Y-input, which “indirectly and intermediately” (Schneider, 1962) effects the response “social mechanisms” (Gross, 2009) of the micro level or Z-input. This process results in gender inequality and stratification in and among classrooms, or the X + Y + Z input/outcome relationship, which is created by nonmanipulated action and the unanticipated consequences of cogent action, as a result of individual and group “reason, perception, and eufunctional ignorance” (Schneider, 1962);resulting in a complete permutation process (Gross et al., 2018).

Permutation Theory Number Three: Upon denial by the National Science Foundation (NSF), the CUGR responded by stating, “...our campus must create the organizational, physical, and funding

infrastructure for institutionalizing undergraduate research and creating activities (CSUSM, CUGR, Spring, 2013, pg. 11).”

Consequently, for the fall 2015 and spring 2016 academic year, CSUSM senior-level staff absorbed 3.9 percent of funding reserved for the professoriate in the traditional studies departments and re-allocated those funds to the hard sciences or science, technology, engineering, and math (STEM) departments.⁶ The example below attempts to aggregate 3.9 percent.

In fall 2014, CSUSM reported a total of $N = 4,014$ enrolled White students (fulltime, part time, graduate, post baccalaureate, and undergraduate) to the CSU Institutional Research and Analysis Department. Tuition for 2014 was roughly P or \$7,000 for the academic year, which includes both the fall and spring semester. Multiplying $P \times N$ equals the total cash generated for tuition, or T ; therefore, $P \times N = T$, or \$28,119,000.00. Next, multiplying T by 3.9 percent equals the money re-allocated to hard sciences, or M , which is \$1,096,641.00. This equation demonstrates the amount of funds which may have been taken from White students in the traditional sciences and re-allocated to all the students in the hard sciences; regardless of color, gender, or ethnicity. I chose to examine White students because there is a greater probability that they are paying cash for their college tuition.

Comparatively, in spring 2014, CSUSM reported a total of $N = 1,082$ White students graduating with a bachelor's degree to the Integrated Postsecondary Education System (IPEDS). Of N , 779 students or Q , were analyzed. Of Q , 377 White students or 48.395 percent, graduated from CSUSM's human and hard science programs, such as computer science, biology, psychology/neuroscience, and human development. Conversely, of Q , 402 White students or 51.605 percent, graduated from the traditional studies programs, such as communications, liberal studies, and business. The aggregated difference is 3.21 percent, which favors traditional studies graduates over human and hard science graduates⁷.

Consequently, I hypothesize that M or \$1,096, 641.00 in re-allocated funds may have been: (1) absorbed from tuition monies available to White students in traditional studies; (2) used to pay for the 3.9 percent transfer of additional institutional funds for the STEM program; and (3) may have also been used to pay for salary increases of both senior-level administrators and core faculty.

According to the theory of “intellectual closure” (Subramaniam et al., 2014):

⁶STEM includes computer science, bioscience, biochemistry, and nanotechnology.

⁷Note, if N is completely aggregated, the disparity rises from 3.21 percent to roughly five percent of funds possibly being withdrawn from White students in the traditional studies and reabsorbed into senior-level staff, professors, and other students in human sciences and STEM. Therefore, I propose that these phenomena are not about race, class, gender, or ethnicity, but hegemonic power. This power enriches itself at the expense of the people, while also dividing the people; all under the premise of serving the people faithfully, wholeheartedly, and altruistically.

“Transformation of universities in the corporatist trend is evident as sciences and engineering (specifically areas such as biomedical engineering and information technology) occupy the core position, relegating the social sciences and the humanities to the periphery to serve primarily as providing service to enhance the core activities of the mission. This process also makes the social sciences reliant on the sciences and engineering (cf. Marcus, 2002). An example is the large number of funded grants for projects pertaining to gender, science, and engineering under way in several American universities. (p. 417)”

Drawing from permutation theory (Gross et al., 2018), I propose that the macro level or X-input, is occupied by CSUSM President Karen Haynes. Whereas, the meso level or Y-input, is the CUGR committee, who along with President Karen Haynes or the X-input, rationally chose to reduce institutional funding by 3.9 percent for the traditional studies, non-positivists, or the Z-input; and reallocate those funds into the hard sciences, post positivists, or Z-input.

I propose that these actions and emotions are linked to “transmutation social mechanisms” (Gross, 2009; Schneider, 1962), occurring at the macro level or X-input, and meso level or Y-input, which “indirectly and intermediately” (Schneider, 1962) effects the response “social mechanisms” (Gross, 2009) of non-positivists occupying the micro level or Z-input. This process results in stratification in and among classrooms, or the X + Y + Z input/outcome relationship, which is created by nonmanipulated action and the unanticipated consequences of cogent action, as a result of individual and group “reason, perception, and eufunctional ignorance” (Schneider, 1962); resulting in a complete permutation process (Gross et al., 2018).

Permutation Theory Number Four: In further analyzing the CUGR report, I scrutinized the gender of professors hailing from the hard sciences, kinesiology, and psychology departments. I found that 77.78 percent were male or $M = 7$, while only 22.22 percent were female or $F = 2$ (see pg. 41, Table A). Comparatively, there are a total of $N = 30$ professors on the CUGR list; $F = 21$ female or 70 percent, while $M = 9$ male or 30 percent (see pg. 41, Table A). This exemplar demonstrates the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) relating to research, stratification, and gender inequality among the professoriate in California higher education (Subramaniam et al., 2014).

Drawing from permutation theory (Gross et al., 2018), I propose that the macro level or X-input, is occupied by CSUSM President Karen Haynes. Whereas, the meso level or Y-input, is the CUGR committee, who along with President Karen Haynes or the X-input, rationally chose to acknowledge more male than female hard science, psychology, and kinesiology professors, or the Z-inputs, on the CUGR report. I propose that these actions and emotions are linked to “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) occurring at the macro level or X-input, and meso level or Y-input, which “indirectly and intermediately” (Schneider, 1962) effects the response “social mechanisms” (Gross, 2009) of the micro level or Z-input. This process results in gender inequality

and stratification in and among classrooms, or the X + Y + Z input/outcome relationship, which is created by nonmanipulated action and the unanticipated consequences of cogent action, as a result of individual and group “reason, perception, and eufunctional ignorance” (Schneider, 1962); resulting in a complete permutation process (Gross et al., 2018).

I realize that some sociological theorists, such as Dr. Michel Foucault, believed their moral responsibility was to observe and research society, and not disturb it in any way, shape, or form; leading some to label Foucault as a nihilist (Appelrouth & Edles, 2012). Others, such as Dr. W.E.B. DuBois, believed that scholarly research grounded in unbiased social justice and activism should be pursued (Appelrouth & Edles, 2012). Considering these perspectives and emotions, I hypothesize that the unique theoretical tools and skill sets entrenched in permutation theory (Gross et al., 2018), permit sociologists from both factions to conduct and advance their scholarly research, while allowing them to promote their own moral perspectives of activism or non-activism in the social world.

ANALYSIS

To better elucidate the infinities and convergences relative to the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) of research, competition, stratification, and gender inequality in California higher education, I drew upon the student research symposium held by CSU as a paradigm. I found that between 2009 and 2016, the CSU hosted a statewide student research competition, wherein undergraduate and graduate students from the CSU’s twenty-three campuses converge to compete.

Students from CSUSM have done amazingly well at the CSU statewide events. From 2009 to 2016, CSUSM students have won a total of $N = 17$ awards; nine statewide championships and eight statewide runner-up awards. Upon consideration of the gender of professors mentoring winning statewide champions, I found six were mentored by a male professor, or 66.67 percent, whereas three were mentored by a female professor, or 33.33 percent (see CSUSM Student Research Symposium, 2009-2016). Further extrapolating the gender of professors mentoring statewide runner-up award winners, I found four were mentored by a male professor, or 66.67 percent, whereas two were mentored by female professor, or 33.33 percent (see CSUSM Student Research Symposium, 2009-2016).

Remarkably, I noticed that the input/outcome association in the disparity of percentages by gender is carbon copies of the California Master Plan for Higher Education (Pusser, 2004)⁸. Former Chancellor of the CSU and Bohemian Grove member, Glenn S. Dumke, was a major force driving the committee that developed and drafted the original California Master Plan for Education in 1960 (Pusser, 2004)⁹. Shadowing Dumke further, I found that the winning percentages of male professors or 66.67 percent, and female professors or 33.33 percent, both mimic the California Master Plan for Higher Education.

Pusser (2004) noted that, "...a set of University-wide guidelines were issued in July 1988. Following the Guidelines, campuses select approximately 60% of their prospective class solely based on their outstanding academic criteria"(p. 89).Pusser (2004) also noted that, "...over 60% of the students admitted to UC Berkeley in 1994 came from families in which the father was a four-year college graduate or possessed a postgraduate degree" (p. 32).

Current CSU guidelines were co-designed by Glenn Dumke, and operate in the following hegemonic and oppressive ways, which I have identified as Permutation Theory A and B (Gross et al., 2018):
Permutation Theory A: Recruiting potential students based on their parent's success in higher education, which is based on the father 60 percent of the time (Pusser, 2004).

Permutation Theory B: Drafting 60 percent of the CSU symposium research winners, based on the gender of the mentoring professor (Gross et al., 2018).

Notably, Permutation Theory B (Gross et al., 2018) also enabled me to identify the following intercultural phenomena: (1) how judges of the CSU student research competition emotionally alternate "...between habit and creativity" (Gross 2009, p. 369) in trying to solve "...everyday life

⁸The California Master Plan for Education calls for the top one-eighth or 12.5 percent of students to be drafted into elite research institutions or R1, while the bottom one-third or 33.33 percent of students are to be drafted into non-elite CSU institutions or tier III (Online Archives of California 2001, see Collection CSU 027 Section, inventory of the Glenn S. Dumke papers, 1935-1989).

⁹Founded in 1872, the idea of Bohemian Grove sprouted by a bohemian-type actor from the San Francisco Bay Area (Saunders, 2011). Initially, the club was formed by a legitimate aggregate of working-class male artists, musicians, and poets who wanted to promote male solidarity and fraternity in a male-only social atmosphere; specifically, an atmosphere filled with male-only arts, dance, poetry, and relaxation from the troubles of everyday life (Saunders, 2011). To accomplish this, bohemian members would dress up as women during plays and theatrical acts held at the grove (see Table E, pg. 45). Eventually, the founding members of Bohemian Grove moved out of California and new wealthy, ultra-conservative members purchased the grove (Saunders, 2011). Every Republican American President has been a member since 1923 (Saunders, 2011). Other current and former elite members of Bohemian Grove include: Henry Kissinger, the Rockefellers, the Koch brothers, John E. DuPont, Dave Schultz, Clint Eastwood, Mark Twain, Jack London, George Sterling, Porter Garnett, Colin Powell, Dick Cheney, Bing Crosby, Charleston Heston, Merv Griffin, MSNBC anchor, Chris Matthews, and Google Executive Chairman, Eric Schmidt; in addition to White House Chiefs of Staff, Secretaries of State, Secretaries of Defense, members of the World Bank, CEOs, and members of the Federal Reserve (Saunders, 2011). Many prominent scholars subscribe to the belief that Bohemian Grove's "... 'male only' bastion's discriminatory policies hurt women trying to compete in business and politics-and everyone in politics knows it (Saunders, 2011)."

Current and former Bohemian Grove members associated with the California higher education system include: (1) William R. Hearst III (trustee of the Hearst Corp., and William Randolph Hearst/CSU Trustee's Award); (2) Glenn S. Dumke, Chancellor of CSU 1962-1982, first Vice Chancellor of Academic Affairs for the CSU, and Co-Developing Pioneer of the California Master Plan to Education (1960); (3) former California Governor, Pete Wilson; and (4) former California Governor, and US President, Ronald Reagan (Saunders 2011; Online Archive of California, Collection CSU 027, Inventory of the Glenn S. Dumke Papers, 1935-1989; CSU Dominguez Hills: CSU Archives).

Notably, Permutation Theory B (Gross et al., 2018) also enabled me to identify the following intercultural phenomena: (1) how judges of the CSU student research competition emotionally

alternate "...between habit and creativity" (Gross 2009, p. 369) in trying to solve "...everyday life problems faced, and choices made" (Subramaniam et al., 2014, p. 413), while effectively reproducing and limiting the experiences of female professors, who support and conduct student-mentored research in California higher education; (2) which research is most likely to generate the greatest economic and/or social capital for the institution; and (3) which core-faculty members are "indirectly and intermediately" (Schneider, 1962) contributing to the intersectional "transmutation social mechanisms" (Gross, 2009; Schneider, 1962) of gender inequality and stratification in and among classrooms.

Expounding on Permutation Theory B (Gross et al., 2018), I propose that the macro level or X-input, is occupied by the judges of CSU student research competitions, who "indirectly and intermediately" (Schneider, 1962) draw from the academic standards of performance, which were co-created by Glenn S. Dumke, former Chancellor of the CSU and Bohemian Grove member. The meso level or Y-input is mobilized by the male professors who mentored winning students, and who may pragmatically and emotionally believe that their research is superior to that of female professors. Finally, the micro level or Z-input, is activated by the winning CSUSM students, who are simply trying to further their academic career by participating in the research competition.

The initial stimuli in the symbiotic relationship between the X-, and Z-inputs is not analytically deducible to the response mechanisms of the Z-inputs (Gross, 2009). Nonetheless-inputs "indirectly and intermediately" (Schneider, 1962) perpetuate the "transmutation social mechanisms" (Gross, 2009; Schneider, 1962) of gender inequality and stratification by willingly participating in CSU research competitions (Gross, 2009).

I submit that these actions and emotions relating to gender inequality, stratification, and nonmanipulated action are linked to "transmutation social mechanisms" (Gross, 2009; Schneider, 1962) occurring at the macro level or X-input, and meso level or Y-input, which "indirectly and intermediately" (Schneider, 1962) stimulate the response "social mechanisms" (Gross, 2009) of the micro level or Z-input. This process results in gender inequality and stratification in and among classrooms, or the X + Y + Z input/outcome relationship, which is created by nonmanipulated action and the unanticipated consequences of cogent action as a result of individual and group "reason, perception, and eufunctional ignorance" (Schneider, 1962); resulting in a complete permutation process (Gross et al., 2018).

Further examining Permutation Theory B (Gross et al., 2018), as relative to core faculty research that generates the most financial and social capital for the institution, I learned that Dr. Keith Trujillo mentored 80 percent of CSU Statewide Research Symposium winners and runners-up from 2009 to 2016 (CSUSM Student Research Symposium, 2009-2016). I was advised by CSUSM staff that Dr. Trujillo is independently funded and annually receives multimillion-dollar grants from the National Institute on Drug Abuse (NIDA). As mentioned earlier, Dr. Trujillo's research centers on analyzing

the effects of drugs on rodents, including heroin, crystal methamphetamine, PCP, dissociative drugs, oxycodone and other opiates (see pg. 43, Table C).

Although Dr. Trujillo is registered with CSUSM as a psychologist, he mentored a bio-science champion in the 2012 CSU Statewide Research Symposium, and a computer science champion in 2016(see pg. 46, Table F). Perplexed by Dr. Trujillo's omnipresence across academic disciplines, I spoke with CSUSM computer science graduate students, who informed me that most students in their graduate program were not only working to advance Dr. Trujillo's findings, but working together with the neuropsychology program to generate income-producing knowledge and potential (see pg. 46, Table G).

Subramaniam et al. (2014) discussed how knowledge as a commodity leads to intellectual and social closure, and the impact of that commodification on graduate students, professors, and universities:

“...the commercial value of knowledge was encouraged by the 1980 Bayh-Doyle Act which allowed universities to retain title to intellectual property developed with federal funding. The number of patents grew from 234 in 1975-80 to 1027 in 1987-92 (see also Huff, 2006; Mowery et al., 2004). In addition, graduate students pursuing doctorate degrees were no longer preparing for academic careers, for they were now being pursued by business and government organizations eager to use their specialized knowledge. With the advent of awareness, that knowledge is a commodity that can be used to advance individual and institutional careers as much as corporate profits, there emerged in academe a recognition that while the 2,000 colleges and universities were equal in their commitment to the value of education, some were more equal than others... within institutions, professors will develop practices that enhance their prestige and access to resources (such as new productivity norms, recognition standards), and these practices will be encouraged by institutions (via salary/promotion differentials) because they are believed to contribute to institutional prestige. In addition, practices within institutions involving knowledge transmission, in the form of graduate education, will focus on practices having little to do with the idealized norms of knowledge production/transmission or the institutional programs of graduate education, also leading to ‘intellectual closure’... Social closure is best understood as involving purposively created macro-level structures (universities) or meso-level structures (departments) for the purpose of maintaining or achieving elite standing. In contrast, intellectual closure involves subtle and hidden forms of constraint on individual agency, similar in form to self-censorship, and these constraints produce forms of adaptive behavior that serve larger goals. The choices made by individual faculty and graduate students take place within agreed upon definitions of more and less desirable career-related decisions such as the choice of research topics, publication venues, or emphasis on research, teaching or engagement. This form of closure can appear hegemonic but it is not, as there is individual agency at work. Individual choice may also be made within a cynical framework – individuals are aware of their decision tradeoffs and their actions may lead to one of the pejorative terms applied to faculty in

academe: bean-counters, money grubbers, careerists – anything reflecting pure self-interest.(p. 414, 415, 418, 419).”

Dr. Trujillo epitomizes the core faculty described by Subramaniam et al. (2014), as he is independently funded, which enables him to dictate the size of his classrooms, and smaller classrooms enable core faculty to devote significantly more time to research. In addition to NIDA funding, Dr. Trujillo was bestowed the 2017 Wang Family Excellence Award in the category of Social and Behavioral Sciences and Public Service, receiving over \$20,000.00 as part of that award (see pg. 42, Table B). In speaking with both students and staff, I discovered that Dr. Trujillo works with just 20 to 80 students each semester, whereas the average humanities or social science professor works with 120 to 220 students each semester, and yet are still required by the institution to conduct research in their ‘spare’ time.

In Dr. Trujillo’s case, all students in his class and many others from both bio-and computer science comprise the micro level, and are “indirectly and intermediately” (Schneider, 1962) working together to forward Dr. Trujillo’s research agenda, or the meso level. Collectively employing NIDA grant money to purchase psychoactive drugs, they inject these drugs into living rats to monitor both the behavioral and neurobiological effects. Collecting the data and creating software programs to aggregate the data, they then forward their innovative findings and software proposals to NIDA, who in turn relays the findings to both state and federal governments, or the macro level¹⁰.

In many ways, Dr. Trujillo is the richest drug dealer at CSUSM, which is ironic, since CSUSM is

¹ The macro level employs knowledge gained from the institution of higher education or meso level, to fight the war on drugs against some members of the micro level, as well as to divide, stigmatize, and marginalize the entire micro level.

¹ Nancy and Ronald Reagan proposed that America should “just say ‘no’ to drugs.” I propose that America should still say “no” to drugs; unless you’re a college that prides itself on pharmacologists and neuropsychologists like Dr. Trujillo, than just say “yes,” because the United States of America needs your knowledge for the following three reasons: (1) to create new, legal drugs that are highly addictive to both new users and former addicts, and in doing so, generate revenue and taxes for the economy - as is the case with the creation of both oxycodone and fentanyl; (2) to end the war on drugs; and (3) to create social panic by producing research that “indirectly and intermediately” (Schneider, 1962) further stigmatizes minorities of prejudicial color and gender, under the premise of representing them, liberating them, and/or raising awareness about them. Given this, I propose that pharmaceutical drugs are the gateway to opiate addiction and not marijuana. For example, most children ingest codeine-based cough syrup long before experimenting with marijuana. As a result, codeine chemically establishes itself within a child’s neurological and behavioral system, thereby creating the gateway to opiate addiction at a later stage in life - not marijuana. Furthermore, codeine cough syrup is usually found in most medicine cabinets. Thus, kids do not need to secretly meet a drug dealer on a street corner; rather, they can just go into their parents’ or grandparents’ medicine cabinet to get loaded. Important to note; the current opiate epidemic is primarily perpetuated by both oxycodone and fentanyl. Fentanyl attempts to replicate oxycodone, while oxycodone attempts to replicate heroin. Consequently, I submit that both oxycodone and fentanyl can indeed be linked to the unanticipated and aggregated consequences of sensible action and agency, relating to “reason, perception, and eufunctional ignorance” (Schneider, 1962), and centered in the pharmaceutical research aimed at creating income-producing patents and copyrights, as well as effectively ending the war on drugs. The unanticipated consequences of pharmaceutical research in both opiates and opiate addiction has only furthered opiate distribution and addiction under the premise of ending it; specifically, by providing a platform for drug dealers to illegally obtain and distribute opiate-based pharmaceuticals, and/or attempt to reproduce them in makeshift laboratories.

legally classified as a “dry campus;” meaning no drugs, including alcohol or tobacco, are to be sold, smoked, inhaled, injected, chugged, snorted, or consumed in any manner on campus¹¹.

A photograph of Dr. Trujillo is prominently featured on the online homepage for the College of Humanities, Arts, Behavioral & Social Sciences (CHABSS) (see pg. 47, Table H), although he admittedly specializes (and receives millions for research) in neuroscience and psychopharmacology - not social or family psychology (see pg. 42, Table B). Considering this information and applying the principles of Permutation Theory B (Gross et al., 2018), I contend that Dr. Trujillo is the primary core faculty member who “indirectly and intermediately” contributes to the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) of gender inequality and stratification in and among classrooms; as a result, he should be part of the CSUSM College of Science, Technology, Engineering, and Mathematics (CSM), rather than the CSUSM College of Humanities, Arts, Behavioral & Social Sciences (CHABSS).

To further elucidate the infinities and convergences relative to the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) of competition, higher education research, gender inequality, and stratification, I analyzed the CSUSM Student Research Symposium (CSUSM Student Research Symposium, 2003-2016). First and second place winners of the CSUSM Student Research Symposium are invited to compete at the CSU Statewide Research Symposium. The CSUSM symposium began in 2003, and from 2003 to 2016, a total of $N = 98$ awards were given to CSUSM student researchers. Of N , the winning students were mentored by $P = 42$ professors; $F = 25$ female professors or 59.52 percent, and $M = 17$ male professors or 40.48 percent. This finding suggests that female professors at CSUSM are both working harder and engaging more with student researchers; yet receiving less recognition from CSU statewide symposium judges. This supports the current literature on gender discrimination among the professoriate in higher education (Hurtado & DeAngelo, 2009) and links the intersectional “transmutation social mechanisms” (Gross, 2009) of stratification and gender inequality to competition and research in California higher education.

Further extrapolating the CSUSM research symposium data, I discovered that between 2003 and 2016, the psychology program won 45.92 percent of the awards; the College of Science, Technology, Engineering, and Mathematics (CSM) won 28.58 percent; the College of Education, Health, and Human Science (CEHHS) won 9.18 percent; and the College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS) (which excludes psychology) won 16.32 percent.

Additional assessment of the data revealed that from 2009 to 2016, the psychology program suffered a five percent decrease in the number of awards won, dropping from 45.92 to 40.92 percent, while the College of Science, Technology, Engineering, and Mathematics (CSM), experienced a 14.58 percent increase in number of awards won, improving from 28.58 to 43.16 percent. During this same time, the College of Education, Health, and Human Science (CEHHS) increased its winning percentage by 4.44 percent, from 9.18 to 13.62 percent, while awards won by the College of

Humanities, Arts, Behavioral, and Social Sciences (CHABSS) (which excludes psychology) decreased 14.02 percent, dropping from 16.32 to just 2.3 percent.

Due to the increases and decreases of awards won between 2009 and 2016, I project that by 2024 the psychology program will win 41 percent of the awards, the College of Science, Technology, Engineering, and Mathematics (CSM) will win 43 percent, and the College of Education, Health, and Human Science (CEHHS), 13 percent. Unfortunately, the College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS) is predicted to win only 3 percent of the awards; a drastic decrease of 24 percent in their comparative CSUSM symposium wins between 2003 and 2008.

Through online research, I discovered that the CSUSM Office of Graduate Studies is responsible for coordinating the CSUSM symposium and assigning the judges. To gain a better understanding of CSUSM research symposiums, I made an appointment to speak with the Dean of Graduate Studies at CSUSM. Upon entering the Graduate Studies Department, I was greeted by the Dean's assistant, who asked why I wanted an appointment with the Dean. I explained that it was regarding sociologists presenting research at the CSUSM symposiums. Her derisive response: "Sociologists do not perform research" (L. Bandong, personal communication, spring, 2016)¹². Incredulous, I exclaimed, "Yes, we do!" Ignoring my emphatic reply to her denunciation of sociological research, her demeanor quickly shifted, and she apathetically inquired, "When would you like to set up your appointment?" (L. Bandong, 2016). Although I anticipated an apology, none was forthcoming, so I quietly scheduled my appointment and exited the building.

I returned for my appointment with the Dean the following week. When I asked him why he thought sociologists were not performing well in the symposiums, he angrily thrust his white, arthritic finger in the direction of the College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS), and growled, "It is because sociology professors are not engaging with their students, so you march back over there and go talk to them, not us!" (P. Schultz, personal communication, spring, 2016).

During my meeting with the Dean of Graduate Studies, I also requested information regarding the number of rats exterminated in Dr. Trujillo's research between 2003 and 2016. Initially, the Dean denied my request; however, I reminded him that IRB regulations allow this information to be disseminated to inquiring CSUSM students. He pondered this for a moment, then stated, "Let me see what I can do. I will email you within the week" (P. Schultz, personal communication, spring, 2016). He never emailed and furthermore, made a point of avoiding me publicly for the next two years at all campus events, symposiums, and research conferences.

¹²A week later, I spoke with a sociology professor regarding the Dean's comments. In assessing these comments, she stated, "The Dean is right. It is our fault; our department can do better. Not enough staff members are engaging in research with undergraduates" (K. Glover, personal communication, spring, 2016).

Seeking perspective on the symposium from core faculty, I spoke with Dr. Trujillo during office hours. Upon meeting him, I first offered my humble congratulations on both his research and symposium winnings. His face lit up and he smiled proudly. I then proceeded to inquire as to why he believed sociologists were not performing well in the symposiums, and he passively replied, “it’s because they don’t do research, or they want to be social workers” (K. Trujillo, personal communication, spring, 2016). Disconcerted, I responded:

“Sociologists do conduct research, and not all sociologists are social workers; that is like saying red salsa is the same as green salsa, which is not true. Dr. Trujillo, you do know that sociology is in the College of CHABSS, whereas social work is in the College of CEHHS? Thus, they are different academic disciplines, which share some similarities, but are still very different - completely different.”

Upon hearing my analogy, Dr. Trujillo’s face abruptly reddened, and his demeanor changed from calm to unsettled. He fumbled in his pocket and retrieved a business card, which he tersely handed me. He then stated that he was too busy to talk and told me to make an appointment if I wished to engage in any further discussion (K. Trujillo, personal communication, spring, 2016).

By employing rhetoric that relegates sociological research to “wannabe research” (Tuchman, 2009), both elite senior-level staff and core faculty members explicitly imply that sociological research is neither objective nor subjective; it simply does not exist. It is worthy to note that no one manipulated their rational action, agency, and communication; rather, they engaged in this behavior of their own free will, as it correlates to their “sensible reason, perception, and eufunctional ignorance” (Schneider, 1962). In this case, I would argue that ignorance is not passive, harmless, or bliss; but harmful, destructive, and active (Schneider, 1962; Ortuno, 2018). Drawing on permutation theory (Gross et al., 2018), the misguided perception of sociological research is functioning as the intermediate, attracting the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) of “sensible reason, perception, and eufunctional ignorance” (Schneider, 1962), and underscoring the stratification in California higher education.

The final phase of this analysis focused on graduation rates, as opposed to symposium winnings. Utilizing this methodology, I cross-analyzed the CSUSM Student Research Symposium winning percentages with the graduation rates of undergraduates in their associated academic disciplines.

For the academic years 2004, 2008, 2012, and 2014, CSUSM awarded $N = 7,258$ undergraduate degrees (IPEDS National Center for Statistics, CSUSM Completions 2004, 2008, 2012, 2014). The psychology department made up 6.94 percent of total graduates, which was the second lowest percentage of the studied cohort. Dr. Trujillo is a psychology professor, and 93 percent of his students graduated (CSUSM OTRES, 2018); however, his students represented less than one percent of the entire graduating class for psychology in the years examined. Further scrutinizing the data, I found that the College of Science, Technology, Engineering, and Mathematics (CSM) made up the

lowest percentage of graduates in the studied group at 6.71 percent, the College of Education, Health, and Human Science (CEHHS) made up 16.97 percent, and the College of Business and Administration (CoBA) made up 22.42 percent, ranking second highest in graduates among the studied cohort¹³. Interestingly, the most successful group was the College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS) (which excludes psychology), graduating 46.96 percent of the studied group.

Despite these subpar graduation rates, seven employees of CSUSM and the Chancellor of CSU reported combined pay increases of \$1,024,117.00 to Transparent California between 2011 and 2015¹⁴. I suspect that part of this pay increase is achieved by replacing tenured professors with lecturers. In speaking with tenured faculty, counselors, and lecturers, I discovered that lecturers receive significantly less pay, do not qualify for pensions, teach considerably larger classes and more online classes, and in some cases, must be employed by the institution for up to five years before receiving healthcare benefits.

In spring 2016, I approached the Associate Deans of each college at CSUSM and obtained a list of lecturers and tenured professors. Upon aggregating this data set, I learned that the College of Education, Health and Human Sciences (CEHHS) was taught by N = 253 total professors; T = 54 tenured or 21.34 percent, and L = 199 lecturers or 78.66 percent. The College of Science, Technology, Engineering, and Mathematics (CSM) was taught by N = 158 total professors; T = 57 tenured or 36.08 percent, and L = 101 lecturers or 63.92 percent. The College of Business and Administration (CoBa) was taught by N = 66 total professors; T = 33 tenured or 50 percent, and L = 33 lecturers or 50 percent. The College of Humanities, Arts, Behavioral, and Social Science (CHABSS) (including psychology) was taught by N = 437 total professors; T = 140 tenured or 32.04 percent, and L = 297 lecturers or 67.96 percent.

The profit potential in replacing tenured faculty with lecturers has “indirectly and intermediately” (Schneider, 1962) contributed to stratification in higher education by decreasing the number of tenured professors who specialize in qualitative research and the subjective, non-positivist potential, in favor of the core faculty’s postpositivist research and the objective, economic potential (Subramaniam et al., 2014).

My experience as an undergraduate student at CSUSM serves to illustrate the impact of stratification upon students. From the fall of 2015 to spring 2017, I was enrolled in N = 16 sociology classes at



¹³STEM also includes bio-science, computer science, and bio chemistry.

¹⁴see 2018 Transparent California for the 2011 to 2015 pay raises totaling \$1,024,117.00, listing CSU Chancellor, Timothy P. White; CSUSM President, Karen Haynes; CSUSM Provost, Graham Oberem; CSUSM Vice President and Student Enrollment Coordinator, Scott K. Haag; CSUSM Graduate Studies Coordinator, Paul Wesley Schultz; CSUSM Dean of College of Science and Math, Katherine Kantardjieff; CSUSM Director of the Career Center, Pamela Wells; and Professor of Sociology and Department Chair, Dr. Sharon Elise.

CSUSM. Of N, only five classes were taught by tenured professors, or $T = 5$; thus, only 31.25 percent of my classes were instructed by a tenured professor. Notably, graduate programs at elite institutions such as Harvard, Princeton, University of Chicago, and University of California, Los Angeles, all require three letters of recommendation that must be from tenured professors, not lecturers or associate professors. The lack of tenured professors in my chosen academic discipline resulted in only a 31.25 percent chance of obtaining the required reference letters; substantially less than a 100 percent opportunity. This circumstance produces a markedly stratifying disadvantage to students pursuing graduate education at elite institutions; a disadvantage not within the power of the students, but within the policies created by institutional power (Ortuno, 2018).

Comparing lecturer and tenured faculty ratios to the disparity in CSUSM symposium percentages, I would posit that by 2024, many of CSUSM's humanities and social science programs (excluding psychology) will be taught only by lecturers, offered only online, or will cease to exist.

In the spring of 2017 and 2018, I attended two professional research conferences, wherein higher education scholars presented quantitative research demonstrating the link between decreased institutional funding and the cessation of certain non-positivist academic disciplines. These academic presentations support my 2024 prediction; however, few professors are willing to openly discuss the decrease in institutional funding, for fear of institutional retaliation and/or termination. As a result, most students are unaware of this type of stratification in higher education.

In conclusion, the above exemplars demonstrate how and why competition, research, and teaching in California higher education is a system of oppression; one which is both hegemonically dominated and biasedly contested (Sorrells, 2016). I utilized these findings to elucidate how power relations are navigated (Sorrells, 2016) in regard to academic disciplines, gender, professors, core faculty, senior-level staff, and the students they may or may not support (Sorrells, 2016; Subramaniam et al., 2014). The statistical data, hypothetical frameworks, and lived experiences employed in this inquiry enabled me to link the intersectional "transmutation social mechanisms" (Gross, 2009; Schneider, 1962) of stratification and gender inequality to competition and research in California higher education (Appelrouth&Edles, 2012).

DISCUSSION

Institutions of California higher education have responded to decreased federal and state funding with varying forms of stratification, such as raising tuition and parking fees for students, while decreasing pay rates for non-positivist lecturers and tenured faculty, resulting in decreased research opportunities and fewer available classes for non-positivist students. Others forms of institutional stratification have been created by the reallocation of non-positivist institutional funding into postpositivist research conducted by core faculty with smaller class sizes and fewer students. Institutional stratification has been further perpetuated by senior-level staff, who "indirectly and intermediately" (Schneider, 1962) focus on both the economic potential embedded in postpositivist research and increasing student enrollment rates. Surprisingly, there has been no institutional

accountability for over-investing in postpositivist research that fails to generate income, nor for subpar postpositivist graduation and retention rates produced by the institution (Ortuno, 2018).

Increasing enrollment rates while decreasing tenured faculty positions translates into additional money for the institution by generating the required revenue to increase pay rates for senior-level staff and postpositivist core faculty; unfortunately, both non-positivist professors and their students are negatively impacted and stratified in the process. My hypothesis is supported by the following quote from CSU Chancellor, Timothy P. White, "...enrollments are up, there's no parking - all the things that are signs of a successful university." According to White, the CSU graduates about half of the bachelor's degrees every year in California" (Chantung, 2016). White's rhetoric further supports my theory that CSU senior-level staff measure institutional gross revenue and success by increased enrollment rates, tuition and parking fees; which collectively translate into the type of 'run-of-the-mill' jobs acquired by recent CSU graduates¹⁵. While White states that CSU produces roughly 50 percent of California's bachelor's degree recipients, he fails to mention that the universities could substantially improve graduation rates by lowering student drop out and retention rates.

In speaking with postpositivist students who have either failed and/or dropped out of STEM and psychology programs, I found that these students primarily attributed their negative academic experience to professors and core faculty who lacked patience and/or interest, and failed to take the time during their scheduled office hours to address questions regarding arduous formulas, limited in-class lecture notes, and potential test review questions. Based on the outcome of such behavior, these instructors have both implicitly and explicitly conveyed the following: (1) the student is not fit for their class; (2) the student is not fully applying themselves; and/or (3) the student should schedule



¹⁵One survey revealed that more than 40 percent of new college graduates are either unemployed and in debt because of the cost of going to college, and/or working jobs that do not require a college degree (Reuters, 2013). CSU students across the state of California are paying ever-increasing tuition costs without attaining better paying jobs after graduation. I argue that White's rhetoric "indirectly and intermediately" (Schneider, 1962) creates a moral panic that persuades and influences people to attend college, only to graduate and obtain employment that does not require a college degree; all while accumulating massive debt due to the cost of going to college, which translates into more money for the institution, but not for the people who pay to enrich the institution (Ortuno, 2018). According to the US Department of Education (Chen & Soldner, 2013), "more than half of STEM bachelor's degree recipients switched to non-STEM related fields when they entered graduate school or the labor market" (Lowell et al., 2009; National Science Board, 2012) (Chen & Soldner, 2013, pg. 2), which further supports my proposition that recent college graduates are either not acquiring employment in their academically trained fields, and/or acquiring employment in fields that do not require their educational training or justify their accrued college debt. In 1960, college tuition to the University of California, Berkeley was free. If one were to compare the inflation rate of 1960 to 2008, the tuition to UC Berkeley in 2008 would still be free; however, modern inflation drove the price up to \$6,654.00 – an increase of 6,000 percent in 2008 (see Table I, pg. 48). For fall 2018, admission to UC Berkeley for twelve units of study is \$31,886.00 – an increase of 31,000 percent from 1960. In this scenario, 'the house wins' (i.e., the institution) holds true - and all under the guise of altruistically serving the people by both educating and housing them for a fee.

an appointment with a CSUSM counselor to inquire about dropping out of the STEM or psychology program, and potentially re-enrolling in another, less 'onerous' major.

This methodology stratifies both STEM and psychology students by: (1) forcing students or 'paying customers' to pay to retake their course or take another course, because the professor failed to engage or positively encourage students during office hours; (2) forcing students or 'paying customers' to pay to enroll in a non-positivist program, which may appropriate enrollment slots from incoming high school seniors and community college transfer students; and (3) psychologically blaming the students or 'paying customers' for not trying hard enough - even belittling them for not being smart enough for their class and/or not fully applying themselves - despite the fact that the professor willfully turned their back on the student.

In my experience at CSUSM, I have witnessed students who fail to apply themselves; however, I have witnessed more students take time to meet with professors and core faculty during office hours; only to be intimidated, berated, and even bullied. Furthermore, I have witnessed successful students who routinely gave 100 percent to their education (exemplified by prompt attendance to class, taking thorough notes, participating in class discussions, timely completing assignments, etc.) suddenly drop out of class, and in some cases, withdraw from college altogether due to their lived experience with certain CSUSM professors and core faculty.

As long as these rogue professors and core faculty latch onto a few students who write positive online reviews and respond favorably to institutional surveys regarding their teaching methods, these actors can continue to quantify high dropout rates by pointing to successful students, while negatively labeling unsuccessful students as lazy, unprepared, unmotivated, or failing to invest the necessary time outside the classroom to successfully navigate and pass their course.

Again, relying on permutation theory (Gross et al., 2018), senior-level institutional staff or the X-input, side with rogue professors and core faculty or the Y-input, and unfairly divide students or the Z-input, into classes of "hardened survivors" and "wannabes" (Tuchman, 2009). This hegemonic process links the intersectional "transmutation social mechanisms" (Gross, 2009; Schneider, 1962) of California higher education to stratification in and among classrooms, or the X + Y + Z input/outcome relationship, created by nonmanipulated action and the unanticipated consequences of cogent action as a result of individual and group "reason, perception, and eufunctional ignorance" (Schneider, 1962); culminating in a complete permutation process (Gross et al., 2018).

Decreased federal and state funding has created increased competition for funds among the professoriate, which in turn has created new institutional benchmarks of performance, centered on obtaining research funding, and not on publications, class size, or overall institutional graduation rates (Subramaniam et al., 2014). This competition results in stratification in and among classrooms, as well as gender inequality among the professoriate as a communal body of knowledge (Subramaniam et al., 2014). Specifically, these performance canons, perhaps unwittingly, pit the

professoriate against one another in a stratified ‘rat race’ to obtain the most private funding for the institution (Subramaniam et al., 2014). These social and economic convergences have created a new millennial ‘mission statement’ centered on generating mass institutional revenue and maximizing institutional expansion; not on increased graduation rates, reduced retention rates, or lower tuition and parking fees (Lambert, 2014; Ortuno, 2018). This new millennial ‘mission’ enables the institution to both expand and enrich itself at an unprecedented rate, while framing the institution as altruistically charitable to the community who may or may not attend the institution; nevertheless, the community pays taxes to further enrich the institution and local government (Ortuno, 2018). I have identified this resultant cultural phenomenon as “the business of diversity” (Ortuno, 2018).

The business of diversity (Ortuno, 2018) also utilizes minority postpositivist researchers as a platform for core faculty to lobby federal, state, and private agencies for multimillion-dollar research grants, which are “indirectly and intermediately” (Schneider, 1962) used to advance core faculty research and channel funds deep into the pockets of senior-level administrators. These administrators profit handsomely from patents and copyrights developed by core faculty and minority postpositivist labor; essentially free labor and enhanced prestige for the institution (Subramaniam et al., 2014).

Institutional officials and CSU symposium judges encourage the business of diversity (Ortuno, 2018) by biasedly endorsing the economic potential of postpositivist core faculty research. They disregard non-positivist professors and student researchers, and vote for minority postpositivist researchers, whose core faculty mentors are forwarding the following institutional goals: (1) to produce the most private capital for the institution; (2) to generate the most social capital for the institution by framing both core faculty and the institution as charitable to minorities of prejudicial color and gender, and thereby create a false sense of altruistic trust between institution, the community, and the state; and (3) to equip postpositivist minority researchers with the necessary tools and skill sets to become productive citizens and taxpayers. (Note: Goal number three is not the institution’s primary or secondary goal; rather, it is last on their list.)

The race, ethnicity, class, and gender of postpositivist student researcher symposium award recipients are repeatedly referenced in multimillion-dollar grant proposals written by core faculty. This creates an empathetic narrative centered in research, competition, higher education success, and student diversity; or as previously described, the business of diversity (Ortuno, 2018). Both postpositivist core faculty and senior-level institutional staff have a vested interest in assuring that postpositivist minority researchers perform well at student symposiums, which promotes and perpetuates the business of diversity (Ortuno, 2018). The increase in CSUSM symposium wins between 2009 and 2016 conclusively reinforces this assertion, since the increase is due to postpositivist minority student research centered in bio-science, computer science, and neuropsychology,

In the logic of capitalism, this “pragmatic action” (Gross, 2009) is normal and socially accepted (Sorrells, 2016); however, the unanticipated consequences (Schneider, 1962) attached to this logic “indirectly and intermediately” (Schneider, 1962) contribute to the intersectional “transmutation social mechanisms” (Gross, 2009; Schneider, 1962) of gender inequality and stratification in and among classrooms, which perpetuates the permutation process (Gross et al., 2018). These phenomena lead some scholars to propose that higher education is becoming a private benefit, rather than a public good (Lambert, 2014; Ortuno, 2018), and argue that this has become the current and correct inquiry to further examine the future of higher education (Lambert, 2014; Ortuno, 2018).

TABLES

The following faculty and staff have participated on CSUSM CUGR since 2010. These faculty and staff have been instrumental in advancing undergraduate research at CSUSM:

Susan Andera	Nursing
Todd Astorino	Kinesiology
Bonnie Bade	Anthropology
Ranjeeta Basu	Economics
Judy Bauerlein	Visual and Performing Arts
Elizabeth Bigham	Human Development
Katherine Brown	Communication
Amy Carney	Nursing
Vassilis Dalakas	Management and Marketing
Charles De Leone	Physics
Ann Fiegen	Library
Rocio Guillen-Castrillo	Computer Science
Grant Hubbard	UARSC
Sajith Jayasinghe	Chemistry and Biochemistry
Kimberley Knowles-Yanez	Liberal Studies
Konane Martinez	Anthropology
Karen McGurk	Nursing
Yvonne Meulemans	Library
Carmen Mitchell	Library
Arcela Nunez-Alvarez	National Latino Research Center
Youwen Ouyang	Computer Science
Kendra Rivera	Communication
Liliana Castaneda Rossmann	Communication
Juan Santos	Sociology
Michael Schmidt	Chemistry and Biochemistry
Mari Steffensmeier	Career Center
Martha Stoddard-Holmes	Literature and Writing
Keith Trujillo	Psychology and OTRES
George Vourlitis	Biological Sciences
Pamela Wells	Career Center

Table A. 2013 CSUSM professor and department listing for the Committee for Undergraduate Research (CUGR) (pg. 2).

CSUSM Professor Receives 2017 Wang Family Excellence Award

San Marcos, January 30, 2017



Press Release | By Eric Breier

SAN MARCOS - California State University San Marcos psychology professor Keith Trujillo has been recognized with the prestigious 2017 Wang Family Excellence Award in the category of Social and Behavioral Sciences and Public Service. The California State University's Board of Trustees will honor Trujillo at its Jan. 31 meeting in Long Beach.



The annual Wang Family Excellence Award recognizes four outstanding faculty members and one outstanding staff member from the California State University system who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements. Their activities advance the CSU's mission and enhance excellence in teaching, scholarship and service. Each recipient is given a \$20,000 award.

"It's an incredible honor," Trujillo said. "I work with some extraordinary people here at Cal State San Marcos and in the entire California State University system, and this award could have gone to any number of people who are deserving. So, I feel this is more of a recognition of the work we all do, rather than an individual award."

The Wang Family Excellence Award is the latest in a long list of honors for Trujillo. In 2001, he earned CSUSM's President's Award for Scholarly and Creative Activity. Among the numerous recognitions since then is the National Award of Excellence in Mentorship from the National Hispanic Science Network on Drug Abuse; the Award for Education in Neuroscience from the Society of Neuroscience; and the National Award for Research from the National Hispanic Science Network on Drug Abuse.

Trujillo's areas of specialization are psychopharmacology and neuroscience, and his current research focuses on the behavioral and neurobiological effects of psychoactive drugs.

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Table B. 2017 CSU Wang Family Excellence Award article. Spring 2017 CSUSM home page. 2011 CSUSM Student Research Symposium & CSU Statewide Runner-up Winner

Marianne Klumph - Keith Trujillo, Faculty mentor

Psychology, Graduate

Adolescents Show an Enhanced Behavioral Response to Dissociative Drugs

2009 CSUSM Student Research Symposium Winner

Brian Sullivan - Dr. Keith Trujillo, faculty mentor

Psychology

Behavioral Differences Between Adult and Adolescent Animals Following Acute Administration of PCP

2008& 2007 CSUSM Student Research Symposium& CSU Statewide Winners

Name	Advisor	Title	Place
2008			
Shane C Allen	Keith Trujillo, Psychology	Behavioral Sensitization to the Prescription Opiates Oxycodone and Codeine: Comparisons to Morphine and Implications for Abuse	1st Place
2007			
Monique Smith	Trujillo, Psychology	Different Effects of Oxycodone on Adult and Adolescent Rats	1st Place
Melissa Guaderrama	Keith Trujillo, Psychology	Enhanced Behavioral Response to Methamphetamine/Codeine "Speedball" in Rats	1st Place

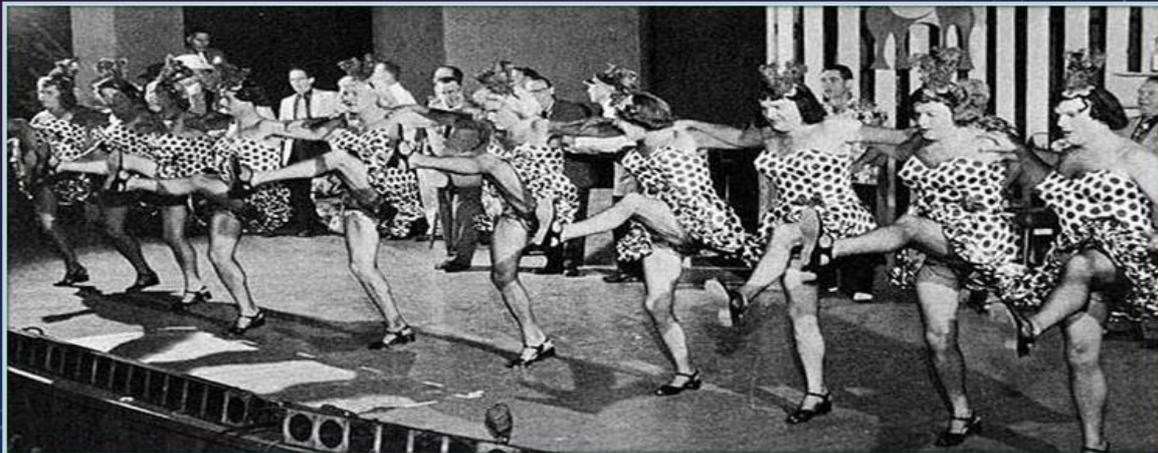
Table C.2011, 2009, 2008, & 2007 CSUSM& CSU Student Research Symposium Winners

Responding Colleges/Department/Programs

Humanities, Arts, Behavioral & Social Sciences
Communication
Global Studies
History
Literature & Writing Studies
Psychology
Education, Health & Human Services
Education
Human Development
Kinesiology
Science & Mathematics
Biological Sciences & Biotechnology
Chemistry & Biochemistry
Computer Science & Information Systems
Physics
Library

Table D. 2013 CSUSM, CUGR Responding Colleges, Departments, & Programs (pg. 5)

Bohemian Grove: 1872-Present



Bohemian Grove: Social Club



Bohemian Grove Members with CSU Connections



**Table E.Bohemian Grove - male only dancers, Ronald Regan & Richard Nixon, and
2016 Statewide Runner-Up**

Aaron Porter- Dr. Keith Trujillo, faculty mentor

Computer Science, Undergraduate

Confirming the DIVA model with respect to the Speech Sound Map and Auditory Error Map

Congratulations to the winners at the 2012 CSU Statewide Competition!

First Place: Carlos Gonzalez

Carlos Gutierrez Gonzalez - Dr. Keith Trujillo, faculty mentor

Biological Sciences, Undergraduate

Behavioral Differences between Adults and Adolescents with Ketamine Administration

Table F.2016 & 2012 CSUSM & CSU Student Research Symposium Winners

B. Revenue Distribution

When revenue is received by the University, all out-of-pocket payments or obligations (and in some cases, a reasonable reserve for anticipated future expenses) attributable to protecting (including defense against infringement or enforcement actions), marketing, licensing or administering the property may be deducted from such income. The income remaining after such deductions is defined as net revenue. In the case of multiple intellectual properties licensed under a single licensing agreement, the University shall determine and designate the share of net income to be assigned to each intellectual property.

1. Creator's Share -

The creator (or creator's heirs, successors, and assigns) normally shall receive fifty percent (50%) of net revenue. If there are joint creators, the net income shall be divided among them as they shall mutually agree. Should the creators fail to agree mutually on a decision, the University shall determine the division.

2. University's Share -

The University normally shall receive fifty percent (50%) of net revenue. Distribution of the University's share shall be allocated in support of its technology transfer activities and academic and research programs as determined by the Provost.

Table G.2012 CSUSM Intellectual Property Policy & Policies: VIII. Proceeds Distribution.

Welcome to CHABSS

The College of Humanities, Arts, Behavioral and Social Sciences (CHABSS) offers an exciting variety of degrees and programs that make up the core of a liberal arts education at CSUSM. Students in CHABSS courses master skills and technologies essential for professional success in a 21st century interdependent global society. The College provides a supportive learning atmosphere with rich opportunities for close interaction and collaboration with peers, faculty, and community partners. CHABSS graduates are well prepared to enter the world of work in a variety of careers or to pursue post-baccalaureate study leading to advanced academic and professional degrees. Come explore with us:



“I provide the tools underrepresented students need to seriously pursue graduate studies or a career in research.”

2017 Wang Family Excellence Award

Dr. Keith A. Trujillo



Table H. Spring 2018 CSUSM College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS), welcome to CHABSS online home page.

Cost of Higher Education:

These college costs were obtained from the 1963 and 2008 issues of the "World Almanac". Tuition for state universities reflects a resident's cost.

Tuition (per Year)	1960	1960 Today	2008
UC, Berkeley	\$ 0	\$ 0	\$ 6,654
Columbia	\$ 1,460	\$10,147	\$33,906
University of Georgia	\$ 195	\$ 1,355	\$ 4,964
Harvard	\$ 1,520	\$10,564	\$33,709
MIT	\$ 1,500	\$10,425	\$33,600
Michigan State	\$ 279	\$ 1,939	\$ 8,843
Northwestern	\$ 1,200	\$ 8,340	\$33,559
Penn State	\$ 480	\$ 3,336	\$12,164
U of Texas	\$ 100	\$ 695	\$ 7,630

Editor's Analysis:

The chart shows that tuition costs typically have increased many times faster than the CPI adjusted cost from 1960. It is no wonder that today's kids can not afford to work themselves through college and often need to incur tremendous debts to obtain this almost basic requirement in today's world.

Emerging expenditures:

According to [The College Board](#) other essential student costs increased in the 2017–2018 academic year:

- \$25,290 - average moderate college budget for an in-state public college
- personal and transportation expenses ran from \$2,730 at private colleges to \$3,270 at public universities
- new markets and services for students have emerged - students pay [websites that write papers](#) up to \$700 for a 5000 words essay
- \$1,250 - average cost for books and supplies at public colleges

Table I. Price of Higher Education 1960 to 2008. Comparing 1960 Life and Costs to Today's.

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