

Community Engagement Report 2010



CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

*empowering
community*

experience...

My internship pulled me out of my 'comfort zone' and expanded my leadership skills in every aspect of my life.

– Aaron Douglas Jackson, Public Administration

This year of my life has been labeled – by friends, family, and I – 'the year of the unpaid, overworked, stressful, and people-pleasing internship.' This year of student teaching will probably be the busiest, most taxing of my life, but in just these few months it has convinced me that I chose the right career.

– Amelia Counts, Elementary Education

Before my internship, my view was limited to my life experiences and education in the context of my culture. The experiences that I acquired over the last year expanded my view of life. One of the challenges I encountered over the course of the internship was integrating evidence-based theories into real-world practice. After this experience, counseling became not only my profession but also my passion. This passion validates my decision to become a therapist.

– Netta Halpern, Counseling

As a co-director of Volunteer and Service Center's (VSC) Hunger Coalition I was exponentially increasing my awareness [of] jobless rates, home foreclosures, and our nation's broken economy. I realized that I could do something to take a stand against the injustices that I saw. I decided that I will attend graduate school to study public policy and law. I am a patient person, but I am not going to wait for someone else to change what I have the ability to do.

– Christiana Matyasik, Communications

Service-learning helps students practice active participation in their community and beyond, while also recognizing the relevance of academic coursework as they apply their knowledge and skills to meaningful issues and contexts beyond the four walls of the classroom.

– Dr. Jennifer Ponder, Assistant Professor, Department of Elementary and Bilingual Education

Cal State Fullerton faculty engage with the community



Service is a value that this university embraces and integrates into virtually all our operations. Whether it is service to their own departments, in campus governance, as advisers to student leaders, or in the community, faculty shape the footprint of engagement that the university creates in our region.

Following their example, students pour into virtually every segment of their communities to serve, learn and experience their studies in practical, real-world settings. As the comments on the opposite page attest, students' academic internship and service-learning experiences can lead to pivotal and life-altering revelations of their future paths. Our faculty members are committed to fostering such experiences as integrated components of the curriculum. The university backs up that commitment by valuing service among the many factors considered in departmental accreditations, tenure and promotion, and curriculum.

Achieving national recognition such as the President's Higher Education Community Service Honor Roll with distinction reflects the extent of accomplishments in service across the entire campus. Through community-based research, course-related service, outreach projects, issue forums, and informal volunteering and community leadership roles, Titans are connecting in meaningful ways with the world beyond our classrooms.

That our faculty, students, and staff continued to forge these connections through their own hours of service – despite furloughs and a tightened economy – is testament to the strength of our individual and collective commitment to our communities. For Cal State Fullerton, community engagement isn't just an amenity, it's the way we pursue our mission.

Thank you to all of our faculty, students, and community partners for creating an engaged campus, and for allowing us to be part of what you do.

A handwritten signature in black ink that reads "Milton A. Gordon". The signature is written in a cursive, flowing style.

Milton A. Gordon
President, California State University, Fullerton

CAMPUS RECEIVES HIGHEST FEDERAL RECOGNITION FOR THIRD CONSECUTIVE YEAR



The highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement is being named to the President's Higher Education Community Service Honor Roll. Fewer than one-third of the four-year, degree-granting institutions in the country earn the recognition, which was launched in the aftermath of Hurricane Katrina to honor the efforts of students throughout the nation who responded to the crisis

with relief efforts, community rebuilding, and applied research. The 2008-09 academic year was the third consecutive time that Cal State Fullerton was honored, and the second time we were named to the list "with distinction" – one of just 116, or four percent, of universities in the country to be so recognized for service in 2008-09.

About the U.S. President's Honor Roll

The President's Higher Education Community Service Honor Roll is administered by Learn and Serve America at the Corporation for National and Community Service, and the U.S. Departments of Education and Housing and Urban Development. Honorees are chosen based on a series of selection factors, including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the institution offers academic service-learning courses.

Cal State Fullerton's nominations cite the percentage of enrolled students who participate in course-related and voluntary service, and the number who serve at least 20 hours per semester, as well as the Federal Work-Study community service participation rate.

Course-Related Service

Every college at Cal State Fullerton offers internship courses and other community-based learning experiences. Service-learning is required for some majors, and an integral part of the capstone experience for others. Most of the hours represented in the campus's Honor Roll nomination – more than 90 percent – are completed through academic internships and service-learning coursework, student teaching, fieldwork and practicums.

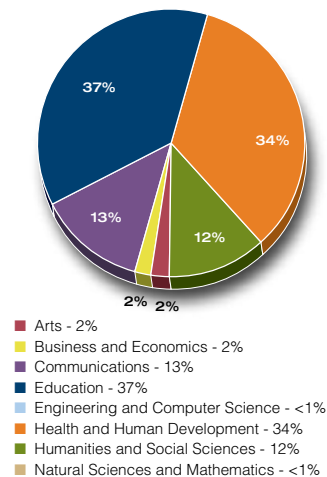
The Center for Internships & Community Engagement supports course-related service in a variety of ways: developing partnerships with placement sites; helping faculty develop the service components of their courses; counseling students who are seeking placements; supporting faculty internship coordinators with logistics of their departments' service requirements; and ensuring quality placements through web-based recruitment, registration and risk management systems.

MILLION HOURS campaign

Make Your Hours Count

The "Million Hours of Service - Make Your Hours Count" campaign was introduced in 2008-09 as a way of increasing awareness about community engagement service opportunities and to better capture service hours performed by students, faculty and staff. The goal was reached in the first year, with documentation of more than 1.3 million hours of course-related and voluntary service. The million-hour mark also was surpassed in 2009-10, despite reductions in the number of students completing service-related courses such as academic internships, externships, service-learning, practicums and fieldwork. The number of such courses slightly increased from 2008-09 to 2009-10, but the total hours slightly decreased because fewer students enrolled in them.

Course-Related Service Hours by College





Voluntary Service

Rounding out the Honor Roll nomination are thousands of hours of direct service performed by individual students; clubs and organizations; sororities, fraternities and honor societies; athletes; ROTC; AmeriCorps members; President's Scholars; and students living in the campus residence halls. The Volunteer and Service Center; Educational Partnerships; Associated Students Inc.; and Student Affairs are among the campus entities that develop and support service experiences for students outside the classroom. Faculty members also develop opportunities for students to participate in community-based research through externally funded projects such as the "Promoting Resources in Informal Science Education" grant.

Featured Programs

Center for Internships & Community Engagement

Under the auspices of Academic Affairs, CICE manages several externally funded service programs that engage students, faculty, volunteers and community partners. The following CICE programs were featured in the 2008-09 Honor Roll nomination.

After School Education and Safety (ASES)

ASES is a statewide after-school program providing free academic tutoring, enrichment, and a safe haven with alternatives for at-risk/low-income/ESL students who have low scores on state reading assessments and receive special attention through the core literacy component. Our program operates at six elementary and junior high schools in the Buena Park School District, and program staff includes students from Cal State Fullerton and other colleges. Child and Adolescent Studies major Paulina Salais was honored with a 2010 Community Engagement Award as the Outstanding Student Leader for her roles as both an ASES staff lead and a Jumpstart Member.

Jumpstart



Jumpstart is an AmeriCorps program that gives preschoolers the strong foundation in language, literacy and social development skills that will help them make steady academic progress. Cal State Fullerton's program leads the nation in children's learning outcomes, because

it is embedded in the Child and Adolescent Studies Department's curriculum. Jumpstart Corps members develop their own lesson plans and lead the class as early childhood educators while serving 300 to 450 hours in the classroom to earn educational funds from AmeriCorps as well as course credit.

Project SHINE

Project SHINE offers service-learning credit to students enrolled in sociology, TESOL (Teaching English to Speakers of Other Languages), education, gerontology or language courses. They are placed as English tutors and conversation partners for mostly elder learners enrolled in English as a Second Language or citizenship courses at local colleges and senior centers.

Students become AmeriCorps members to serve as early childhood educators to preschoolers, and earn educational awards and course credit.

Community Engagement Advocates

Community Engagement Advocates offers students with Federal Work Study awards a chance to earn both a paycheck and a Students in Service educational award while serving as tutors and homework coaches through AmeriCorps's America Reads and Counts and other programs. Partner sites include Abrazar, Project Access, and the Tiger Woods Learning Center. The latter was honored with a 2009 Community Engagement Award for Stellar Student Support.



Volunteer and Service Center

Under the auspices of Student Affairs, VSC organizes non-curricular community service projects that help CSUF pursue its mission of graduating socially responsible and civically engaged individuals. The center coordinates student-led projects representing thousands of hours of service each year. Accolades for achievements include highest honors from the Orange County chapter of the American Red Cross for blood drives, and from the Orange County Human Relations Commission for social justice projects.

Blood Drives

Blood drives are held every month under the sponsorship of various student clubs and organizations that recruit donors and raise awareness of the need to maintain a stable blood supply throughout Southern California. The drives also provide exposure for and support other Red Cross programs such as disaster services and help to build the blood supply in the event of a major disaster. Read more about the Volunteer and Service Center's projects starting on page 10.



Educational Enhancement Programs

A special focus area of the 2008-09 and 2009-10 Honor Roll nominations was high school graduation and college readiness programs. Our nomination cited the efforts of our students in such programs as **Educational Talent Search** and **Upward Bound**. Tutoring, academic advising, college tours, help with applications, summer camps, parent workshops, and college shadow days are examples of the activities that our students conduct with their high school counterparts. Because many of our student program staff members come from the same backgrounds (often the same schools) as the participants, the experiences can be as powerful for them as for their tutees. Our students come from all majors, but many have opted to pursue advanced degrees and/or careers in education or counseling as a result of their experience in the programs.

Orangewood Children's Home Outreach

Throughout the year and under the auspices of several formal and informal programs, our students, faculty and staff reach out to the neglected children who are in protective custody in the County of Orange's temporary shelter, Orangewood Children's Home. CommUnity Connection is a student-led project of the Volunteer and Service Center that organizes monthly field trips to campus for older children in Orangewood's care, and monthly outreach with younger children at the shelter. Various campus clubs and student organizations also visit the shelter regularly throughout the year, or bring kids to campus for holiday events. This is one form of outreach that defies quantification, because there are so many instances of service that fall outside of formal, ongoing outreach programs. Visitors who have spent some time with the children in this shelter find themselves returning again and again. Outreach to Orangewood has become institutionalized not only through ongoing outreach programs, but by being woven into campus life. We developed the Guardian Scholars program to provide tuition, housing and other support so that youth emancipating from the child protection system could go to college.

Above: Student volunteers were honored by The American Red Cross Blood Services, Southern California Region for the number of units collected and the greatest increase in collections during 2009.

Below: Cal State Fullerton students serve as peer mentors and role models to teens in Orangewood's Independent Living Program, which prepares them for life on their own when they leave the child protection system at age 18.

Faculty are change agents.

In their scholarly fields, in their classrooms, in their communities, they are the conduits through which students discover the world. But what happens once discovery occurs? The quality of discovery often determines the extent of ownership students assume for the worlds to which they have been introduced. Many faculty members – and every department on campus – value experiential learning as a key component of this transformative process.

As change agents, our faculty members integrate service into research, teaching and student learning. The typical result is a student who is deeply engaged in acquiring and applying knowledge, and empowered to make a difference.

We see examples of these breakthrough experiences in the articles on the following pages. A methods class leaps to life as students learn to record animal behaviors at the zoo. Kindergarteners teach their teachers that there are no age barriers to addressing social issues. Lending their creative powers to charitable events ignites a passion for change among budding public relations professionals.

In all their efforts to ignite change in our community, the Office of University Research, Initiatives and Partnerships and the Center for Internships & Community Engagement support Cal State Fullerton's faculty. We exist to facilitate and further community engagement that enhances their scholarly endeavors and supports their work with students and community partners.

We continue to embrace an ideal of integrating teaching, scholarship and service at every level of this institution. We thank all of our partners for advancing that ideal.



Jeannie Kim-Han, Director
Office of University Research, Initiatives and Partnerships
Center for Internships & Community Engagement
California State University, Fullerton

HOW REAL-WORLD TRAINING FOR REAL-WORLD PUBLIC RELATIONS BENEFITS THE COMMUNITY



Dr. Diane Witmer, Professor,
Department of Communications

Under the tutelage of Diane Witmer, coordinator of the Department of Communications Public Relations concentration, the College of Communications – the second-most active department in community engagement on the CSUF campus – has just become even more engaged. All students in the capstone Public Relations Management course are now required to complete a team service-learning project.

Witmer's research has shown that the type of experiential education provided by service-learning enhances understanding of the basic processes, tools, and techniques of public relations planning, better preparing students for professional life. An added bonus: nonprofit organizations directly benefit from the students' campaigns through expanded public awareness, greater volunteer participation, and increased donations.

A partial list of clients students served in the spring 2010 term indicates the wide net cast into the community by PR students:

Boy Scouts of America
Boys and Girls Club of Fullerton
CSUF Volunteer and Service Center
Early Literacy Program
Family Support Network
Grants Wishes, Inc.
Maps 4 College
Music Saves Lives
Paint Your Heart Out
Pediatric Cancer Research Foundation
RAISE Foundation
South Coast Children's Society
YWCA of North Orange County

The student teams are especially adept at developing marketing strategies aimed at their own demographic – a highly prized target audience for most organizations. Among the projects organized by the Spring 2010 teams were several designed to raise CSUF students' awareness of involvement opportunities on- and off-campus. Students were encouraged to learn about and reach out to the community by attending the annual **Social Justice Summit**, volunteering for the **Discovery Science Center's Bubblefest**, participating in a fundraising event in downtown Fullerton for **Music Saves Lives**, and contributing blood to the **American Red Cross**.



In the Public Relations capstone course, student teams demonstrate their skills by designing and implementing public relations campaigns and events for nonprofits. The Discovery Science Center benefited from one team's on-campus promotional campaign and on-site staffing at their spring 2010 Bubblefest event.



NIGHT of HEROES

Featuring:

CHASING KINGS
MIDNIGHT HOUR
 Resurrecting the Last DJ
KEVIN EARNEST
DJ Jaymes Q. Mayhem

Event Benefiting:



April 20
9pm
 @ **Bourbon Street**

21+

FREE SHOW

Kevin Earnest - 9:30 pm
 Midnight Hour - 10:15 pm
 Chasing Kings - 11:00 pm
 Resurrecting the Last DJ - 11:45pm
 DJ Jaymes Q. Mayhem - 12:30am

Raffle:
 True Religion Jeans \$200 gift certificate
 Wahoos Fish Tacos gift certificate
 Fearless Records swag bag

DRINK SPECIALS
DONATIONS ACCEPTED

21+

Bourbon Street is located @
 110 East Commonwealth Avenue
 Fullerton, CA 92832
 (714) 626-0050

 musicsaveslives.org

SPONSORED BY:








Public Relations students research community organizations, consult with clients to develop a concept, then produce the promotional materials, run the campaign, and stage the event. Posters, bracelets, pins and other promotional materials attracted an audience to the benefit concert in Spring 2010 that raised awareness and participation in the Music Saves Lives blood and bone marrow drives.



From Witmer's perspective, "Service-learning not only provides students with ways to make meaningful contributions to the diverse communities in which they live and work, it inspires greater creativity and a more passionate commitment to the team project." In the end, most students become lifelong advocates of community engagement, and some even choose careers in charitable organizations.

For communications student Christa Harrison, "This class and the assignments have shown me how much of a difference one business, one person, and one community can make... As a community, each person looks out for one another. Part of that is paying the community back for what it has provided to you. Community service is just that. It allows students, adults, parents, businesses, and organizations to clean up streets and highways, organize sporting leagues, offer healthy outlets to students after school, provide education to the youth, and create economic stimulus to keep the community functioning. Without community service there wouldn't be the feeling of partnership."

This class and the assignments have shown me how much of a difference one business, one person, and one community can make... As community, each person looks out for one another. Part of that is paying the community back for what it has provided to you.

– Christa Harrison, Communications



VSC PROMOTES COMMUNITY ENGAGEMENT

Faculty members integrate service-learning and internship requirements into their curriculum because they value the role that community engagement plays in enhancing their students' in-class learning. Many students in these classes fulfill their course requirements through service and social justice projects organized by the Volunteer and Service Center (VSC). These projects range from 15 to 30 hours for a service-learning class, or up to 150 hours for serving as student leader interns helping to coordinate and implement VSC programs. In addition to those fulfilling requirements for courses, hundreds more students take the initiative to get involved as VSC volunteers and student leaders in order to enrich their college experience.

Finding the Right Fit

The VSC serves community needs by working with at-risk and special needs youth; individuals and families living in poverty; environmental conservation and restoration; and coordinating blood drives. Students can participate in volunteer projects organized by VSC leaders, or they can tap the center's many resources to find opportunities to volunteer directly through a variety of community agencies. This provides students the ability to find their own niche, have diverse experiences that may relate to their major or career goals, and build skills for the future.

Learning Through Service Activities and Social Justice Programming

Students Advocating Civic Transformation organizes several projects each year focused on the environment, hunger/homelessness, mentoring at-risk children, social justice, individuals with special needs, and more. Projects are coordinated by 26 student project directors who recruit, train and supervise volunteers; plan and implement events; and conduct reflection and evaluation activities.

Hunger & Homelessness Awareness Week features a "Tent City" exhibit to educate and engage the campus about the realities of need in Orange County, and a college day for homeless children.

Hunger Coalition conducts food drives and collects clothing and hygiene items for shelters. The annual spring **Social Justice Summit** features workshops, keynote speakers, and a resource fair designed to promote change through education, empowerment and action.

Both ongoing service projects and special one-time events are approached as learning opportunities to illuminate the underlying issues affecting our communities and how to make lasting change.



Project Buddies: Members of this VSC student team create opportunities for college students to build lasting friendships with special needs adults. Project Buddies provides opportunities for participants to enjoy one another's company during fun group activities and grow from the experience, in addition to increasing the public's awareness that "differences" between the two populations are not as big as they might seem. Here, students and their buddies enjoy a Titan baseball game.



Project Earth: Teams of 25 student volunteers at a time take to the trails a couple of times per semester to restore Tucker Wildlife Center's habitat and grounds.



Left: **Loaves & Fishes Soup Kitchen:** VSC volunteers Erin Overton and Kathy Tran learn firsthand about families living in poverty in Orange County while they share a meal and activities with some of the children at Loaves & Fishes Soup Kitchen. Based on her involvement, Erin decided to step up her experience by becoming a VSC student leader.

Below: **Hunger Coalition Pack-a-Box:** While assembling boxes of food, volunteers learn about the 35,000 people living in poverty in Orange County and discover ways they can help. Student volunteers participate in numerous events throughout the year, building relationships with fellow volunteers and learning more about community needs.



HOW AN INTEGRATED SERVICE-LEARNING CURRICULUM PROMOTES CIVIC EDUCATION AND SOCIAL ACTION



Dr. Jennifer Ponder, Assistant Professor,
Department of Elementary and Bilingual
Education

Jennifer Ponder has been on what she sees as a multi-year journey, exploring how a social studies methods course in civic education can become a laboratory for social action curriculum in public schools. She likens it to the theory of the butterfly effect: if a small change, like the flapping of a single butterfly's wing, can lead to

major alterations in the natural environment, then a small change in education can lead to major changes in the life of the community.

Change begins in the university classroom where Ponder teaches future teachers. It then moves to a fourth- and fifth-grade combination class where students eagerly study replicas of the Constitution, translating it into "kid-friendly language," and raising questions about the meaning of the rights and obligations of a civic-minded people. These young people have been inspired to deepen their understanding of the Constitution by a social action project developed by one of Ponder's student teachers. Their efforts to raise funds for a toddler in the community who needed an expensive surgery have led them to deliberate about social policy issues and their role as citizens.

Ponder can see her influence like the proverbial butterfly's wing in the enthusiasm her students have demonstrated for integrating service-learning into their own classrooms. Ann Rago, a former graduate student in Ponder's social studies methods course, is now working with another Ponder pupil, Somer Herthel, who is pursuing her multiple subject credential.

Inspired by a course she took with Ponder in Spring 2008, Rago integrated a service-learning project into the curriculum of reading, writing, addition and subtraction. Last year, kindergarteners from two classes teamed up to write stories and make books for children being treated at Children's Hospital of Orange County. This year, Rago is mentoring student teacher Herthel in implementing a service-learning project with the kindergarteners.

Under Herthel and Rago, the little change agents learned about the Orange County Animal Care Center's efforts to promote responsible pet ownership, and created "Kindergarten Kennel Club" posters which they hope the center will display. One 5-year-old wrote a poem about his aunt's dog: "White, Cool, and Fun." The last line reads: "Even though I'm allergic!"

For Rago, the transformation is palpable: "The personalization of the topic has brought the kids closer together. Communication between teachers, students and families has increased. When we launched our 'Acts of Kindness' segment, several parents commented on their children's increased willingness to help siblings or parents, or even help with chores around the house. Long-term, this type of experiential learning impacts the future of our community, because we are teaching students from a very young age about civic responsibility and what it means to be a good citizen. Those are the best life lessons, and this is the perfect springboard to positively affect future generations."

Ponder's influence continues to spread as she inspires future teachers to engage their young students in changing the world – one flap of their wings at a time.

Opposite page, top right: Dr. Ponder's former student Ann Rago (standing) and current student Somer Herthel (seated) practice their service-learning approach with kindergarten students, who designed a campaign to promote responsible pet ownership.



HOW OBSERVATIONAL RESEARCH SAFEGUARDS ZOO ANIMALS



Dr. Sara Johnson, Associate Professor,
Department of Anthropology

If Sara Johnson couldn't take her anthropology students to Africa, where she conducted research on human and nonhuman primates, she could do the next best thing: take them to the Santa Ana Zoo. The zoo's curator, Suzanne Merner, wants to answer questions about zoo animals' behavior in captivity, but requires the capacity to collect and analyze data.

Enter 30 freshmen from Introduction to Biological Anthropology and 10 anthropology students enrolled in upper-division Behavioral Observation and you have a cohort of apprentice anthropologists who can begin to observe and analyze factors that affect captive animals' behavior.

Dr. Sara Johnson, left, takes behavioral research studies out of the classroom and into the wild at the Santa Ana Zoo.

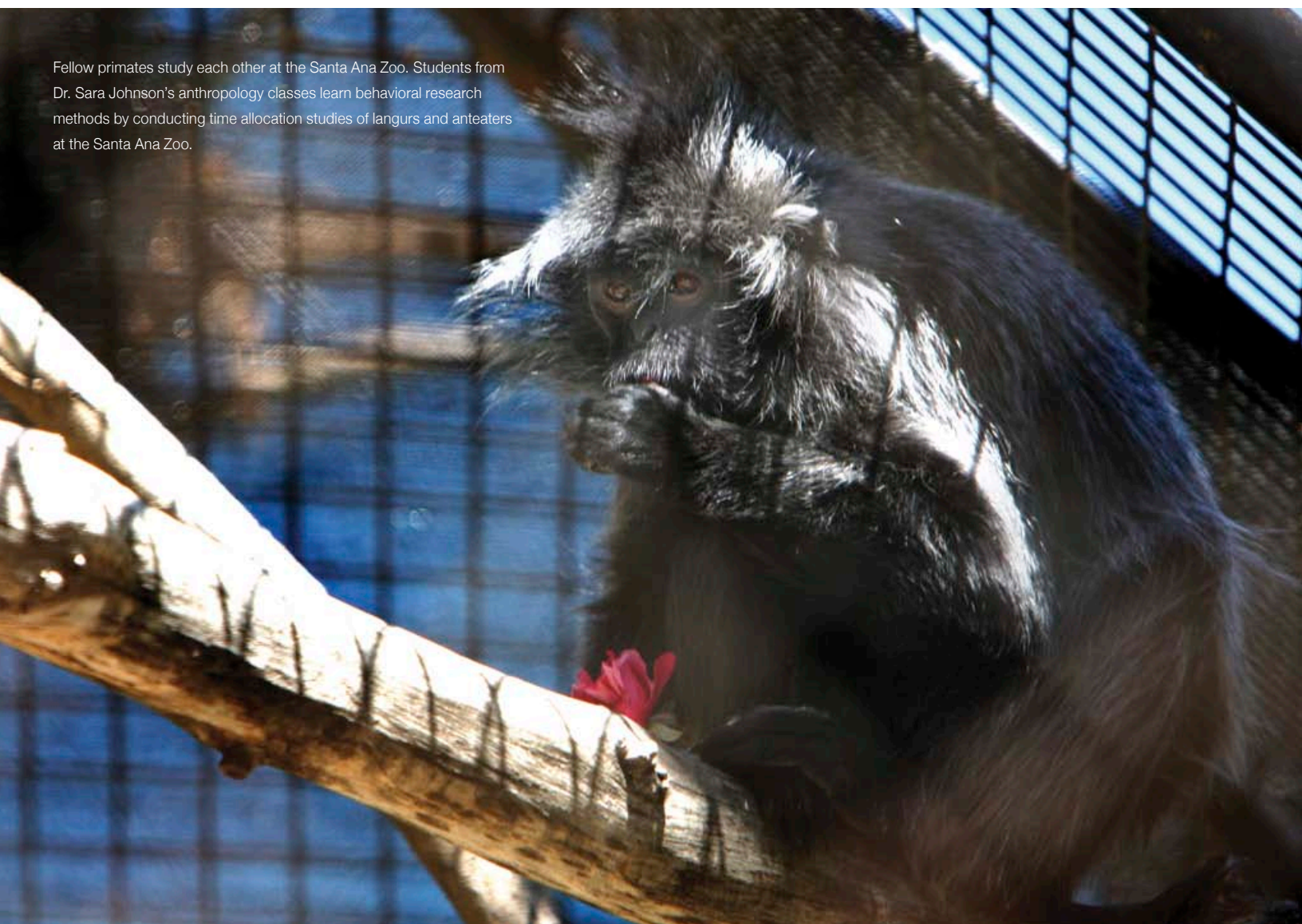
During Spring 2010, students observed the behavior of two sets of animals recently introduced to the zoo: anteaters and langurs. The zoo wants to know how newly introduced male and female anteaters are getting along and how two female langurs – one with a baby and one without – interact. Students know from their research that there's a link between affiliative behavior and the search for food. They predict that if the animals' search for food decreases, then their combative behavior goes up. Will the animals fight or flee? Will they engage in mothering or in reproductive harassment? Students present their research findings at the end of the semester.

Students serve the zoo in two primary ways. They systematically collect behavioral data and help the zoo protect animals. When one of the anteaters injured the eye of another, students alerted zookeepers, who were able to intervene. In addition to their fieldwork, they also help with basic zoo maintenance, moving dirt and cleaning habitat as part of their service. Taking care of animal needs gives students a better understanding of what it takes to run a zoological park and raise animals in captivity.





Fellow primates study each other at the Santa Ana Zoo. Students from Dr. Sara Johnson's anthropology classes learn behavioral research methods by conducting time allocation studies of langurs and anteaters at the Santa Ana Zoo.



The ongoing partnership with the zoo generates data that the curators otherwise would not have the resources to compile, while also providing practical experience for the students and preparing them for future fieldwork. Some students have become so enthusiastic about their research project they choose to continue observing animal behavior on their own time. Johnson has arranged an internship for one student and is looking into the possibility of funding for two others. Always alert to career opportunities for people who have behavioral observation skills and knowledge of quantitative methods, Johnson notifies her students of job postings in fields ranging from education to marketing and health.

She says the biggest reward as a teacher is seeing the enthusiasm of her students, “particularly in the sleep-deprived part of the semester.” Johnson finds “students hunger for this kind of hands-on experience. Through fieldwork observations they can finally comprehend the project of connecting theory to measurement.”

For her own part, Johnson plans to continue her research into the juvenile development of animals in captivity by studying capuchin and saki monkeys at the zoo. She believes zoo visitors should see what’s going on with animals and would like to create a time-release video of their bodily growth and growth in skills. We may not see the results of that research project for another five years or so, but it should be well worth the wait!



STRENGTHENING NONPROFIT PARTNERS

Nonprofit organizations represent an important sector not only in our overall society, but also within Cal State Fullerton's sphere of engagement. They are our partners in community-based research, service delivery, student placements, teaching and learning, as well as in addressing the wide range of issues we confront as a society and as a campus. Helping to strengthen their capacity is the overarching goal of the Gianneschi Center programs, operated under the auspices of the Center for Internships & Community Engagement.

Safety Net Town Hall

As one of a series of events held on CSU campuses throughout the state and sponsored in part by the Chancellor's Office Center for Community Engagement, the center partnered with the county's social services hotline referral provider, 2-1-1 Orange County, and the County of Orange Community Services division to address questions about the condition of social service delivery in the county. Key informant focus groups explored the topics of hunger, health care, housing and employment, and presented their findings at a town hall dialog that also featured presentations by the heads of the Orange County Social Service Agency and Health Care Agency. Results of a Gianneschi Center survey of service providers also were presented. The Gianneschi Center commissioned white papers by CSUF faculty members Sara Johnson (Anthropology), Ellen Lee (Health Science), and Michael LaCour-Little (Finance) to place the local topics in larger perspective.

Gianneschi Summer School for Nonprofits



Half-day classes on nonprofit management topics such as budgeting, fundraising, public relations, risk management and grant writing attract students to Cal State Fullerton in the middle of summer each year. The Gianneschi Summer School for Nonprofits was established in 2006 as a means of providing

professional development at a low cost for very small nonprofits – which, the Gianneschi Center's research documents, constitute the majority of the sector. Since its inception, though, the audience has been drawn from all types and sizes of charitable organizations, and from well beyond Orange County's borders. Our nonprofit partners continue to seek capacity-building training and education through this annual event, which served students from more than 200 agencies spanning five counties for a total enrollment of 800 in 21 classes in 2010 (up from total enrollment of 760 in 17 classes in 2009).

Gianneschi Fellowship in Nonprofit Leadership

Funded through proceeds from the Summer School for Nonprofits and from the Cecil and Beulah Ballentine Endowments in Nonprofit Marketing and Nonprofit Research, the Gianneschi Fellowship in Nonprofit Leadership was established in June 2010. The inaugural prize was awarded to freshly graduated alumnus Nicholas Rivas, '10 Communications, to support a paid summer position with the California State University Foundation at the Chancellor's Office in Long Beach. The program is designed to secure the first professional résumé listing to help launch a graduate's career in the nonprofit sector. In addition to an award to cover the recipient's summer salary up to 150 hours, the fellowship includes a stipend for the host site in recognition of their investment in training and supervision.

Nonprofits enhance our lives on a daily basis, yet so few graduates consider pursuing jobs in the nonprofit sector. The Gianneschi Fellowship helps provide exposure to mission-driven careers that have high employee satisfaction.

– Lori A. Redfearn

Working and volunteering with nonprofits has reaffirmed time and again my optimistic outlook on the world.

– Nicholas Rivas



Lori A. Redfearn, Assistant Vice Chancellor of Advancement Services and Vice President of the CSU Foundation, works with Gianneschi Fellow Nicholas Rivas.

COMMUNITY, STATE AND FEDERAL RELATIONS

The university is sustained through a multitude of partnerships that extend our capacity to serve our local, global and scholarly communities. The following pages feature highlights of recent and planned efforts to advance our community engagement abilities through partnerships, networks, special projects and advocacy.

AC-NET: The Premier Center for Research, Testing, and Education

The Anaheim Center for New Energy Technologies (AC-NET) was established in early 2008 through a partnership between Cal State Fullerton and the City of Anaheim. The vision for AC-NET was first introduced to the public by Anaheim Mayor Curt Pringle during his 2008 State of the City address, where he outlined how the “symbiotic relationship between new technology, businesses, growth industries, and universities” could be established in Anaheim through AC-NET.

Combining the technical and innovative strengths of students from Cal State Fullerton along with using Anaheim Public Utilities’ real beta testing facilities, AC-NET is focused on revitalizing the local and regional economy by supporting the efforts of entrepreneurs, start-ups, and ventures in bringing clean energy and water technologies to market. AC-NET aims to be the premier center in Southern California for research, testing, and education in clean energy and water technology.

Over the next few years, AC-NET in partnership with the Cal State Fullerton Office of Community Relations and Center for Sustainability will grow to become a leader in energy research and undertake innovative approaches to new energy business planning, engineering, and policy analysis.



Dr. John Bock, Professor of Anthropology, Coordinator of Environmental Studies Program, and Director of the Center for Sustainability

An AC-NET Competition attendee gets a close-up look at the science behind a clean tech product featured at the 2010 Business Plan contest.



Preserving Orange County's History: The John D. Cooper Archaeological and Paleontological Center

The Orange County Board of Supervisors approved an agreement with Cal State Fullerton to preserve and curate some of the county's oldest artifacts and resources. The collection will remain at the county's John D. Cooper Archaeological and Paleontological Center, owned by OC Parks in Santa Ana.

"Orange County has a rich history, dating back to prehistoric times," OC Parks Director Mark Denny said. "Projects throughout the county have unearthed rare and fascinating finds like whale skulls millions of years old and stone tools used by early natives. With the help and expertise of Cal State Fullerton, we hope to share our most significant artifacts with the public."

This initiative is key to preserving Orange County's significant paleontological legacy, specifically the artifacts and specimens constituting what Cooper characterized as "the largest raw collection of fossils on the planet."

"This is the kind of win-win collaboration that benefits all parties," CSUF President Milton A. Gordon said. "Serving as a resource and catalyst for partnerships with public and private organizations is central to the university's mission."

"And it's a win for our students, as well, providing another promising avenue for our students to develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society."

California State Assemblyman Chris Norby, in his former role as Orange County Supervisor, congratulates CSUF President Milton A. Gordon on formalizing the agreement with the Board of Supervisors to preserve and curate the county's Archaeological/Paleontological Collection. The center is named in honor of the late Dr. John D. Cooper, emeritus professor of geological sciences, in honor of his dedication to preserving the collection.

North Orange County Economic Development Partnership

The Office of Community Relations focused on local Economic Development as a priority for 2009-10. The NOCEDP was founded as a partnership between Cal State Fullerton, the City of Fullerton, the Fullerton Chamber of Commerce and Sempra Energy. The NOCEDP works with key public and private stakeholder focus groups and surveys to develop an understanding of the unique economic relationship of North Orange County to the rest of Orange County's socioeconomic environment. The NOCEDP will develop a North Orange County regional partnership to address key identified issues in job training, job growth and infrastructure maintenance. Over time, the NOCEDP will foster economic development partnerships throughout North Orange County to benefit business growth and further student potential.



Federal & State Relations

American Recovery and Reinvestment Act Funding



Cal State Fullerton garnered approximately \$3.75 million in federal stimulus (ARRA) funding last year, including \$424,540 received in the last quarter.

Cancer Screening

The largest of the most recent federal funding grants (\$210,448) was awarded to Dr. Sora Park Tanjasiri for a program to identify and address barriers to screening for cancer prevention, early detection and treatment services among Pacific Islanders. One particularly underserved population is Tongan Americans in Southern California.

The funding received will establish an infrastructure for patient navigation services, increase the number of patients receiving screening services, and increase the proportion of eligible patients on health insurance. Such a navigation program will be the first ever for Pacific Islanders in the area, and will become a model for the development of future efforts to increase access for ethnic minorities to cancer screening and treatment services.



Dr. Sora Park Tanjasiri, Professor and Director, Center for Cancer Disparities Research, Department of Health Science

What Triggers Volcanoes



Dr. Brandon Browne, Assistant Professor, Department of Geological Sciences

Volcanologist Dr. Brandon Browne, Assistant Professor of Geological Sciences, received \$150,000 to investigate the role of magma mixing as a potential trigger for the 2006 eruption of Augustine Volcano in Alaska. Funding supports the thesis projects of two undergraduates and one graduate student each year through 2011, as well as two

weeks of field work on the volcano itself in summer 2010. On that trip, South Middle School faculty member Matthew Bidwell conducted field work that he will use to develop new volcano-based curriculum for his seventh-grade earth science classes.

Below: Augustine Volcano, located in Alaska, provides active research opportunities.



Minority Access to Research Careers



Dr. Amybeth Cohen, Associate Professor and Director of Minority Access to Research Centers, Department of Biological Science

The final project approved in this period was \$64,092 awarded to Dr. Amybeth Cohen, Professor of Biological Science and Director of the Minority Access to Research Careers program. Funding will provide support of the MARC U-Star program, which recruits and prepares promising minority science students for entry and success in

doctoral-level biomedical programs. The ARRA funding awarded to the MARC Scholars program will accelerate the pace of science, stimulate economic growth, and create and/or retain jobs by providing research training for the undergraduate participants.

Federal Funding Requests for Fiscal Year 2010

Each year we address the needs of our students and faculty by seeking appropriate federal investment to assist in funding priority campus projects and initiatives. We received the following funding for fiscal year 2010:

\$350,000 – Vietnamese Language Program

\$300,000 – CATALYST (Advancement of Teaching and Learning in Math and Science)

\$1,600,000 – Prader-Willi Syndrome Research

These campus priorities were supported and sponsored by Congressman Ed Royce.

State Legislative Outreach Priorities for 2010

Cal State Fullerton is collaborating with the entire CSU system to focus on three main priorities for 2010. The most critical is the state budget and funding for the CSU. The governor has proposed a significant reinvestment in the CSU in his 2010-11 budget and our focus is on making this proposal a reality in the final Budget Act. The reinvestment in the CSU is essential for the state's economic recovery, workforce needs, and international competitiveness. The other key goals are to advocate on behalf of two Board of Trustees-sponsored pieces of legislation:

AB 867 (Nava) California State University: Doctor of Nursing Practice Degree

This legislation would authorize the CSU to offer doctoral nursing programs and award the Doctor of Nursing Practice Degree independently of the University of California and other institutions of higher education.

AB 1971 (Lowenthal) California State University and University of California: alumni: disclosure

This legislation would reauthorize the university to operate affinity programs with commercial vendors which make exclusive offers to alumni and provide revenue for CSU alumni associations. Cal State Fullerton generates approximately \$150,000 in revenue each year as a result of our affinity program to fund programmatic services, events, scholarships, building projects, athletics and overall university communication.

For more information, please visit our website at:

www.fullerton.edu/advocacy.

POINTS OF ENGAGEMENT FOR RESEARCH AND SERVICE

Research Centers

Cal State Fullerton partners with numerous agencies, funders, and community partners to advance knowledge through scholarship and research. Through these centers, connections are established and strengthened between the university and all of our related communities – academic and geographic. The centers can be reached through links at the following site: www.fullerton.edu/research.asp

African American Resource Center	Center for the Study of Emerging Financial Markets
Archeological Research Facility	Chicano Resource Center
California Desert Studies Center	Community Learning and Literacy Center
Center for Applied Biotechnology Studies	Decision Research Center
Center for Cancer Disparities Research	Developmental Research Center
Center for Careers in Teaching	Family Business Council
Center for Children Who Stutter	Fibromyalgia Research and Education Center
Center for Community Collaboration	Forum for Advanced Security Technologies
Center for Corporate Reporting and Governance	Gianneschi Center for Nonprofit Research
Center for Demographic Research	Health Promotion Research Institute
Center for Economic Education	Institute for Economic and Environmental Studies
Center for Entertainment and Tourism	Institute for Molecular Biology and Nutrition
Center for Entrepreneurship	Institute of Gerontology
Center for Ethnographic Cultural Analysis	International Center for Economics of Pharmaceuticals, Aging and Health
Center for Excellence in Science and Mathematics Education/ CATALYST	Ocean Studies Institute / Southern California Marine Institute
Center for Insurance Studies	Office of University Research, Initiatives and Partnerships
Center for International Business	Professional Teaching Development Center
Center for Internships & Community Engagement	Real Estate and Land Use Institute
Center for Oral and Public History	Sales Leadership Center
Center for Public Policy	SchoolsFirst Center for Creativity and Critical Thinking
Center for Remote Sensing and Environmental Analysis	Small Business Development Center
Center for Research on Educational Access and Leadership (CREAL)	Small Business Institute
Center for Successful Aging	Social Science Research Center
Center for Sustainability	South Central Coastal Information Center
Center for the Advancement of Responsible Youth Sport	Sport and Movement Institute
Center for the Forum for Advanced Security Technologies (FAST)	Tucker Wildlife Sanctuary
Center for the Promotion of Healthy Lifestyles and Obesity Prevention	Twin Studies Center

Service-Learning Faculty

Faculty members develop experiential learning opportunities that invite students to apply and expand on their coursework through service and reflection. We acknowledge the faculty members who enriched the curriculum of their courses by designing service-learning components that broadened their students' experience and deepened the relationships the university enjoys with its community partners.

Brenda Bowser, Anthropology

Kathy Brzovic, Business Writing Program

Isaac Cardenas, Chicana/o Studies

Nathan Carr, Modern Languages and Literature

Diane Clemmens-Knott, Geological Science

Debra Conkey, Communications

Victoria Elmquist, Sociology

Janet Eyring, Modern Languages and Literature

*Jorge Fontdevila, Sociology

Juan Carlos Gallego, Modern Languages and Literature

Dennis Gaschen, Communications

Erualdo Gonzalez, Chicana/o Studies

Jessica Grimes, Sociology

*Breta Hedges, Business Writing Program

Leslie Hinesmon-Matthews, Afro-Ethnic Studies

Carolyn Houston, English and Comparative Literature

*Sara Johnson, Anthropology

*Jessie Jones, Health Science

Dean Kazoleas, Communications

Cynthia King, Communications

Kari Knutson-Miller, Child and Adolescent Studies

Edythe Krampe, Sociology

Richard Lamprecht, Management

Laurie Sue Lang, Distance Nursing

Aubrey LeBard, Business Writing Program

*Patricia Literte, Sociology

Benedicta Lusk, Management

*Shari McMahan, Health Science

*Michele Mouttapa, Health Science

^Tu-Uyen Nguyen, Asian American Studies

Norman Page, Human Communication Studies

Margaret Palmer, Child and Adolescent Studies

*Jennifer Ponder, Education

Raymond Rast, History

Diana Robles, Child and Adolescent Studies

*Dana Rutledge, Nursing

*HyeKyeung Seung, Human Communication Studies

Anna Shin, Modern Languages and Literature

Dennis Siebenaler, Music

Kathy Strickland, Education

*Sora Park Tanjasiri, Health Science

Ying-Chiao Tsao, Human Communication Studies

Eileen Walsh, Sociology

Diane Witmer, Communications

*Jennifer Yee, Asian American Studies

Cheryl Zimmerman, Modern Languages and Literature

* Recipient of Call to Service - Move to Action mini-grant for community-based research or development of a service-learning course. Funding provided through private donations from the UniHealth Foundation; the Gianneschi Center's Beulah and Cecil Ballentine endowment; and the CSUF Graduate Studies and Research Office. Grants awarded by the Center for Internships & Community Engagement in partnership with the Health Promotion Research Institute and the Graduate Studies and Research Office.

^ Recipient of National Asian Pacific American Women's Forum (NAPAWF) grant to teach a course on women's health issues and to create service-learning research opportunities for students.

COMMUNITY ENGAGEMENT AWARDS

The Center for Internships & Community Engagement presents the annual Community Engagement Awards to honor students, faculty, community partners and student clubs and organizations whose leadership, service, and partnership strengthen the bonds of engagement that connect the university and the community.

	2009 HONOREES	2010 HONOREES
FACULTY		
Outstanding Service-Learning Instructor	Dr. Jennifer Ponder Elementary and Bilingual Education	Dr. Tu-Uyen Nguyen Asian American Studies Department
Extraordinary Internship Coordinator	Peggy Shoar, MA Child and Adolescent Studies	Peggy Weatherspoon Gerontology Department
STUDENTS		
Outstanding Student Leader	Laura Lighter	Paulina Salais
Extraordinary Acts of Service	Colleen Voronel	Monique Arteaga, Scott Ramirez, Amy Chaikittirattana
COMMUNITY PARTNERS		
Stellar Student Support	Tiger Woods Learning Center	Richman Elementary School
Most Committed Partner	Orange County Parks	THINK Together
STUDENT CLUBS & ORGANIZATIONS		
Impact	Volunteer Income Tax Assistance Liberal Studies Student Association	Flying Samaritans National Society of Collegiate Scholars
Total Hours	Circle K Lambda Theta Alpha Latin Sorority	Alpha Phi Omega National Service Fraternity Beta Alpha Psi

Honors at Commencement

AmeriCorps Sashes



Graduating seniors who have completed two years of service as an AmeriCorps Member during the prior four years may be acknowledged with a sash worn at commencement. CSUF AmeriCorps programs include Jumpstart and Students in Service. Three students were honored in 2009, and seven in 2010.

Community Engagement Medals

Graduating baccalaureate and masters students who elected to complete academic internship or service-learning course(s) in excess of departmental requirements may be eligible for the Community Engagement Medal worn at commencement. There were 124 honorees in 2009, and 120 in 2010.

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