

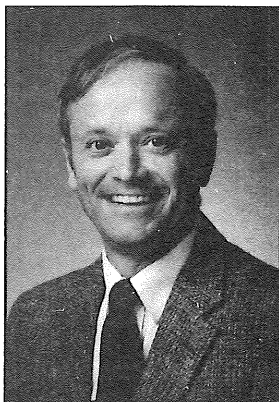
The SENATE Forum

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A PUBLICATION OF THE ACADEMIC SENATE, CALIFORNIA STATE UNIVERSITY, FULLERTON

May We Live in Interesting Times

By Keith Boyum, Chair, Academic Senate



Dr. Keith Boyum is a Professor of Political Science and the 1995-96 chair of the Academic Senate. He remains a member of the statewide Academic Senate, a position he has held for ten years. He was named the 1994-95 CSUF Outstanding Professor.

- ❖ Who shall the faculty be?
- ❖ What shall the faculty teach?
- ❖ How shall faculty be differentially rewarded?

ISUPPOSE THAT THE SENATE (RE)WORKS two of those questions every year, as committees do their work in the personnel and curricular realms. Yet both personnel and curriculum questions are especially sharply before us in 1995-96, and together with the development of new standards and criteria for PSSI awards (so-called "merit pay"), they define the essential Senate agenda for the year. No small agenda, indeed! It seems that we indeed are living in interesting times.

As to who should be recruited, tenured, promoted, or terminated, the Senate has plans to commission a special, ad hoc committee to pursue issues of basic reform. We think the time is at hand for a fresh look at our basic personnel documents (UPS 210.000, and 210.002 for library faculty).

In part, this reflects a sentiment among recent former members of the (all-university) Faculty Personnel Committee, on one hand, and faculty who have recently undergone full personnel reviews on the other hand, that all is not right with UPS 210. They testify that the document, frequently amended over the years, is not easy to work with. Standards, some say, are not sharply enough defined. Committee members and persons up for review alike worry that the size of WPAFs may be "out of control."

Perhaps in still larger part, a sentiment for change reflects new realities and fresh direction-finding. Our unionized faculty have recently voted to ratify a new Memorandum of Understanding, and that is always consequential for personnel documents. At the same time our campus has brought forth a new, well-regarded Mission, Goals and Strategies document to

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which our senior leadership is firmly committed. It is surely appropriate to ask what these new items mean or ought to mean for our personnel processes.

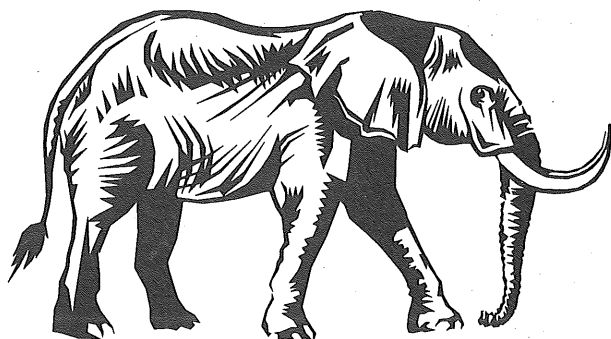
As to what the faculty shall teach, the Senate has agreed to commission a special, ad hoc committee to pursue reform of our program in general education. We are fortunate to have a very talented group assembled, and to have a clear mission articulated for them. Additionally we are pleased that in his reallocations pursuant to the university planning process, President Gordon has offered support for bringing in a consultant to help us in finding new directions.

None expect the work of this group to be complete in one year, yet all expect progress and involvement. We seek a new consensus as to the content of the foundational studies that our students undertake.

As to how the faculty shall be differentially rewarded, we expect iterative policy work from the Senate. We all may understand, however, that real transformation in our professional lives may be in prospect.

The Senate work will be iterative, because though we must have a policy in place by December 15 that will govern PSSI awards, it will be the first such policy we have developed. We are hopeful that we will be smarter about the process after some experience than we are now. Thus we expect that the guidelines we write this year will "sunset" and that new, better ones will be developed in 1996 or 1997.

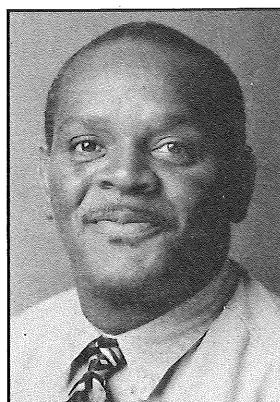
I think we know that differential rewards seem likely to change our self-conceptions and our relations with each other. I don't think we know just how these things will change, though prophets abound. Let me only say here that the choices the Senate makes in the next few weeks will be important ones as we set out on this new road. □



Student Recruitment and Outreach

■ We asked Chuck Moore, the Interim Director of Enrollment Management, to give us some insights into recruitment and outreach efforts. He says that past experience has taught him that successful recruitment begins with persistence and graduation of current students.

**By Chuck Moore, Interim Director,
Enrollment Management**



Chuck Moore has recruited students for four other universities (UC and CSU) and has been a high school teacher and a private business owner. In his new position he hopes to bring the university community together to develop new and better methods of helping CSUF students achieve their goals.

Recruitment vs. Outreach. Student recruitment is a general term that describes a wide variety of efforts designed to attract prospective students and inform them and their teachers, parents, and targeted communities of reasons they should enroll at a particular college. Outreach efforts (as opposed to recruitment) are designed to inform students of higher education opportunities in general, both within our service area and in regions designated as "test markets." Successful outreach and recruitment efforts can lead to eventual enrollment; however, outreach activities are designed to develop long-term pools rather than generate immediate applications. The entire university community may be considered as a broad recruitment

The SENATE Forum

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

Editor: Curtis Swanson

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

Layout: Curtis Swanson, Acting Associate Dean, H&SS

unit that works in a collaborative manner with specific offices charged with direct outreach and recruitment responsibilities. The terms used to define different stages of the recruitment process include: *Pool Development, Application Generation, Yield, and Retention/Graduation/Placement*. Discussion of the final stage should occur first.

Peer influence and transmission of information by word of mouth are an inexpensive method of "advertising." By treating our current students with dignity and integrity we increase chances they will refer their friends, relatives, classmates, and children. Satisfied graduates can provide direct student referrals for at least 25 years if they happen to be employed within high schools and community colleges and choose to share their knowledge of the "Fullerton Way" with their students. This important stage should always be considered the first order of business when discussing student recruitment.

"Marketing CSUF." There are many factors that may influence college choices: distance from home, majors, athletics, honors, and reputation of faculty. These or other factors may influence a student's enrollment choice. Outreach and recruitment can be likened to marketing or sales. We need referrals (applicants) and "closers" (campus community) in order to make successful matches between students and institutions. Successfully marketing CSU Fullerton requires the attractive "packaging" of our strengths and features, especially those that make us unique.

All events, activities, programs, sponsored by federal moneys or department/university resources that impact our local community have the potential of being recruitment related. Teachers, counselors, and accountants trained at CSUF are well represented in and out of our service area. Activities aimed at our broader community sponsored by campus departments also help to publicize the university. Outreach staff maintain extensive contacts with representatives of community colleges and high schools, as do many faculty members and staff who operate community-based programs or projects. Activities designed to enhance the well-being of our service communities increase the awareness of CSUF. When these activities are publicized, our public gains a direct view of CSUF student and faculty interests and strengths. Name recognition is gained, enhanced by an association with quality.

Recruitment. Coordinated, deliberate, and consistent campus-wide recruitment efforts can provide adequate numbers of qualified applicants. Determining most

productive market areas, targeting specific audiences with appropriate messages, and distributing persuasive materials effectively will result in applicant pools sufficient to meet enrollment goals. The common media do their job of publicizing our name, our strengths, and even our weaknesses. Student recruitment and outreach efforts performed by the entire university community serve to present our efforts in a positive light and to reach our current and potential students in direct fashion.

Outreach staff members train prospective students to use available resources in finding campuses that fit their academic and personal needs. College recruiters and outreach staff who represent fully accredited institutions practice their craft within a mutually agreed upon set of recruitment standards adopted by regional and national voluntary organizations. Boiled down to a simple statement, these standards include principles that prohibit value judgments demeaning to other institutions while presenting factual differences between institutions and most importantly encouraging students to conduct their own college investigations.

Student recruitment as opposed to general outreach is an effort that begins at the time a student initiates contact with the campus. Initial contact with a prospective student, parent, or involved educator has the potential of either losing or gaining an enrollment. Outreach efforts combine the general recruitment mission with efforts designed to encourage broader participation in higher education within our service area and beyond. Unlike recruiters paid "by the head," outreach staff provide assistance to anyone interested in going to college. Staff members attempt to motivate students to visit our campus and to see whether we fit their needs. If we are successful recruiters on a long-term basis, faculty and staff will see a student population that resembles both high school and community college graduates from our service area and possesses academic capabilities and desires that reflect faculty and staff strengths and predilections.

Immediate success within the realm of student recruitment is typically gauged by how well Outreach staff encourage students to make CSU Fullerton their first choice institution. This effort is evaluated by the numbers of applications garnered during the recruitment season. Final enrollment numbers are determined by system-wide mandates and the success of the campus community in transforming admitted students into enrollees. In order to accomplish this cycle on a

long-term basis, Outreach staff and others must encourage the selection of CSU Fullerton and also sell higher education in general in an era of limited incomes and rising college costs.

Yield. Encouraging a prospective student to enroll and graduate from this institution is the primary aim of most of our recruitment efforts when working with senior high school students and prospective transfer students. Selling CSUF, as opposed to selling higher education in general, is an important focal point in the "yield" portion of our recruitment process. I arrived at CSU Fullerton in January 1994 amidst plans to increase student enrollment. Based on past experience and consultation with staff and administrators, several methods typically used by post-secondary institutions to achieve enrollment goals were identified.

Many popular campuses are required only to "maintain a presence" at traditional college recruitment events and to visit "high feeder" community colleges and high schools annually or biannually. Highly selective institutions are known to purchase lists of SAT and ACT-takers. They attempt to communicate with these prospects by mail and in-person contacts. Finally, they often bring prospects on campus and arrange for campus tours and meetings with noted faculty or coaches to encourage enrollment. Other campuses use a combination of these techniques to recruit incoming freshmen and transfer students.

The University Outreach office at CSUF has used an additional method afforded by traditional enrollment patterns to this institution. We observed growing loyalty among applicants from our recognized service area and therefore developed strategies aimed at increasing our market share of these local residents. We also expanded our efforts in developing a larger pool of eligible students: Choices 2000 (a lottery-funded ninth-grade program) and the Early Academic Outreach Program (addressing seventh and eighth graders and their parents in both English and Spanish). On-site advising services to prospective transfer students were also increased using special funds from the CSU Chancellor's Office.

First we initiated research to determine which high schools and community colleges sent the largest numbers of students to our campus. Then we made commitments to visit these sites more regularly. Finally, we created recruitment methods that we felt would make this university stand out among competitors in our region. A second and third tier of feeder activities were initiated to develop a broader, more diverse

group of eligible students, to increase overall applications, and to market CSU Fullerton in areas destined to produce larger numbers of eligible students in the near future (Central California and Inland Empire). One of the most notable achievements was reducing admissions notification timelines from several weeks to less than one minute after completion of application evaluations.

Field admissions, developed in coordination with Admissions and Records staff, provided an opportunity for Outreach counselors to evaluate transcripts and admit students on-site at high schools and community colleges. Transfers have represented a consistent majority of CSUF's classes but the number of first-time freshmen from our service area grew from a 54% share to 70% (of Orange County CSU system enrollees) in 1994. We intensified efforts to determine whether capturing a larger portion of this pool (both high school and community college transfers) was within reach using the new tools. The jury is still out but statistics will be available in a few months allowing us to determine the effectiveness of these efforts.

In coordination with Admissions & Records, efforts have been directed at reducing delays in notifying successful applicants. University Outreach increased consortium involvement to reduce duplication of outreach services. We also lobbied to increase on-campus events directed toward parents, first-time freshmen, transfer students, administrators, and counselors. Each of these goals was designed to increase name/quality recognition within expanded "markets."

Pool Development includes activities designed to increase the number of students eligible to enter the university via regular admissions. Activities are sponsored by University Outreach (*Early Academic Outreach Program* and *Choices 2000*), federally funded TRIO programs (*Upward Bound* and *Talent Search Programs*), student organizations, and faculty initiatives. These activities are intended to provide students, knowledge of admission requirements used by CSUs, UCs and private institutions while still early in their middle and high school careers. In addition, students receive timely information about how to use community colleges for their first two years of post-secondary study at a much-reduced cost.

Parents are also targeted to receive the same information regarding college requirements in order to better equip them to assist their children in selecting the most appropriate courses to gain admission to desired campuses after high school graduation. Mixed with

information provided to students and parents are many motivational presentations designed to increase student awareness of the value of a college education and of the tools to assist them in making the most of their pre-college instruction. (Such tools include time management, decision-making strategies, memory improvement exercises, etc.) CSUF has been fortunate that visionary faculty and staff members have cultivated cooperative relationships, especially at the high school level, that aid pool development efforts and expand significantly the potential number of students able to receive these early services.

CSUF currently belongs to several consortia that have committed to combining pool development efforts and resources to increase the overall number of college-eligible students from our local service areas and adjacent communities. Here are but a few of them: *South Coast Consortium of Schools and Colleges* (LA and Orange County middle and high schools), *South Coast Higher Education Consortium* (LA, Orange, Riverside County community colleges), *STEP* (Student Teacher Empowerment Program) and *Networks* (Santa Ana Unified, Rancho Santiago CC, CSUF, Chapman University, City of Santa Ana, and UCI). All of these consortia are committed to encouraging systemic instructional improvement at the K-12 level. Competing universities have also agreed to reduce recruitment-related interruptions at local high schools by coordinating visitation schedules more consistently. Pool development efforts are intended to increase the pool of viable, well prepared college prospects. Orange County students overall perform quite well although specific underrepresented groups still have much growth potential.

Application Generation. Once eligible for recruitment, students are contacted by several campuses as a result of associations made at on-site visits, college fairs, requests for information directed at specific campuses, and mail lists purchased by campuses from testing organizations. The application generation phase is an opportunity to use "soft sell" methods to increase name recognition and to invite applications. This is done by providing attractive materials and answering questions posed by prospects about academic programs, social opportunities, and relevancy of majors to possible careers. University Outreach has used this opportunity to invite students onto our campus to complete applications in one of our computer labs. This visit accomplished two important things. First, we procured the application and informed students of their admission status on-site in a very timely

manner. Second, we exposed students and parents to both the physical and social aspects of CSUF. Visits to our top feeder schools were followed up by field admissions visits that gave accepted students an opportunity to pass along information to peers who may not have considered CSUF without the encouragement of their friends. The line between application generation activities and yield events is not always so distinct. But that is also the case for other recruitment activities.

For example, if parents telephone CSUF in frustrated attempts to find out information about math preparation programs for middle school students or high school freshmen or sophomores because they are transferred between several offices and departments, it is extremely difficult to change this negative impression later. Recruitment actually takes place when the first contact is made with representatives of CSUF. These contacts may be as simple as having "great" or "lousy" teachers with undergraduate training and teaching credentials from this campus. A comprehensive recruitment strategy considers campus climate, politically and physically, and seeks to speak about the strengths of the institution on every possible occasion. This is most crucial after a student has applied and is admitted to the campus.

Yield. The yield phase of the recruitment cycle includes broad participation from the general campus community. For example, academic departments may host receptions for admitted students and parents. Student associations can be encouraged to perform "phonathons" to encourage visits and enrollment of new students within their majors. Their activities should be focused on alleviating fears or concerns expressed by either student or parents. Scholarships also increase student willingness to enroll. Departments, schools, and the general campus community should be encouraged to sponsor and publicize financial assistance to prospective students through Outreach. Money, especially "free reward money," is an influential aid in yield, application generation, and pool development activities. It is just as important to students as the funding received by our campus community per FTE to provide academic-related services

Conclusion. Outreach begins at home. Treating our current students with dignity and integrity, while also focusing appropriate energies throughout our assigned service area, continuously developing new markets, and expanding community-based programs and projects sponsored by CSUF will bring us the students we

seek. When we've created an academic and campus environment good enough for each of our own children, we can begin to focus less on general recruitment efforts and more on specific quality-related targets. Our "student consumers" will line up to "join the Teaming Community at CSUF" if we are successful in this effort. □

About "Faculty Day"

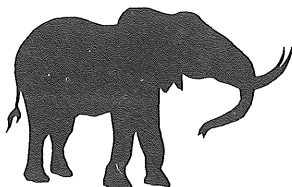
**By Ed Trotter, Director,
Learning Technology Support Center**

Ever done something for the first time and wondered why you hadn't been doing it all along? Well, that was a common reaction to Faculty Day, a series of activities conducted on campus August 30th. What started as an idea in late May blossomed three months later into a celebration of the fascinating diversity of talent among the faculty at Cal State Fullerton. It was our chance to show off to ourselves. And, did we ever!

The day was replete with creative applications of technology to the classroom, good food and hospitality, and very thoughtful perspectives on what seems to have emerged as our new institutional slogan, "Cal State Fullerton, where learning is preeminent."

Opening the day was a plenary session, led by Vice President for Academic Affairs Mary Kay Tetreault, who laid out her thoughts on the importance of focusing on learning as our first and most important mission. Reacting to her thoughts were three faculty who brought the very different perspectives of their own disciplines to bear on the issue of making learning preeminent on campus.

You should enjoy those thoughts as they are recaptured here. Hopefully you will find them inspiring. The campus was well served in this inaugural Faculty Day and will benefit significantly from future events of its kind. □



Making Learning Preeminent at CSU Fullerton

**By Mary Kay Tetreault,
Vice President Academic Affairs**

IN THINKING ABOUT THE WONDERFUL OPPORTUNITY that our First Annual Faculty Day presents to us at the beginning of this year's collective conversation about making learning preeminent at Fullerton, I decided to (1) ask how we might think differently about our own learning as faculty members and (2) what our vision might mean for how we think about student learning, particularly as it intersects with instructional technology. The idea that learning is preeminent conjures up a community where people have a heightened sense of themselves as learners and believe that both students and faculty can contribute to the construction of knowledge. It is a community that is conscious of its educational values and uses instructional technology in the service of those values. For example, we have asserted, in our *Vision Statement for Instructional Technology*, that learning is preeminent and that "we see instructional technology as central to making this vision a reality."

How then might we as faculty make learning preeminent at Fullerton? I believe that a first step is to be much more conscious of who we are as knowers and learners and specifically to ask how we learn. One of the most illustrative experiences I've had in this regard was in a workshop with Jill Tarule, one of the authors of *Women's Ways of Knowing*, who was on campus several years ago to do a seminar on collaborative learning. She asked each of the participants to write about how we learn. I found it to be quite revealing because I learn "best" when I begin with my own questions, when I know who to go to with my questions, and know who can lead me to new resources. I also do not know what I know until I write about what I am learning or discovering. But I also learn "best" with groups who have similar interests and questions, and especially groups in which they and I engage in reflective practice and become more conscious of what we know and don't know. I invite each of you to take the time in the next few weeks to sit down and do a "free write" on how you learn because I think it is only after honest reflection about how we learn (and it will be different for different faculty), that we will be able to think in new and

innovative ways about how we should be organizing teaching for our students. I also encourage you to think about establishing learning communities of your peers, both on and off campus, with whom you can discuss your passionate questions about the things you want to learn. Those of you who "surf" the networks tell me that they have opened up a myriad of learning communities for you.

One of the most pervasive learning experiences I've had in the last decade (besides being an administrator here) is researching and writing the book, *The Feminist Classroom*, which is an ethnography of seventeen professors in six institutions around the country. While I have shown the book to a number of you, I refrain from talking about it publicly for fear I will be seen as promoting the book, or worse yet, promoting a particular view of teaching. However, I'm going to break that practice today for two reasons. I believe the four themes we identified in the book, and particularly the theme of mastery, have relevance for how we think about learning and teaching and secondly, the book evoked a personal reflection from one of our colleagues, who is one of our most successful professors, that illustrates the power of how we experience learning and how we carry those experiences around with us.

Let me first briefly define the four themes and ask you to think about how they inform your experience as a learner and a teacher. These themes are *mastery*, or what the students are learning or taking away; *voice*, or how the students fashion identities and perspectives for themselves through the classroom discourse; *authority*, or how the professor reconceptualizes the grounds for his or her authority with students and over the subject matter; and finally *positionality*, or the way in which people's gender, race, class and other positions shape the construction of knowledge in each particular classroom.

I want to elaborate a bit more on mastery because of how it has dominated education at all levels. Embedded in our views of mastery are epistemological questions about the nature of knowledge, how knowledge is constructed, and who constructs knowledge. "Mastery" has traditionally meant the goal of an individual student's rational comprehension of the material on the teacher's and

expert's terms. If we think about our own teaching we have spent hours, indeed years, helping students to master ideas and materials. In some of the classrooms we observed, this traditional mastery or what is most often, individual mastery, was folded into the social construction of knowledge. It became instead *interpretation*, a matter of increasingly sophisticated and complex interpretations rather than definitive conclusions. It is my hope that in moving toward a community where learning is preeminent we can critique our ideas about mastery and be conscious of what kind of mastery we are seeking in various learning situations. It seems to me that being conscious of how we have experienced "imagery" is also essential to this rethinking and it was one of our colleague's reflections that brought the point home to me. He wrote:

In the academic world, hasn't it been very common for highly successful, but alienated students to move on an uninterrupted continuum from the isolated, disconnected world of graduate school to the equally lonely, disenfranchised existence of the assistant professor? Survivors in the quest for tenure and full membership in the professorial club frequently end up wondering how to account for the vast empty spaces in their personal lives, the strange dispassion of the professions to which they belong, and their sense of disappointment with how things turned out. In focusing on a pedagogy of connectedness and community, Maher and Tetreault also lay bare the outlines of the other, still so familiar pedagogy that trained most of us: strictly competitive mastery of learning, rigid control by expert authority, the stifling of all but imitative voices, invisibility for those without a birthright. The academic world may be changing but for those who still remember too vividly the other pedagogy or who have spent too much of their lives enduring the institutional settings that fostered and practiced it, this book offers support and even consolation.

I ask each of you to think about how you experienced mastery at various levels of your education and if that is indeed related, as our colleague suggests, to how we "live" our lives as professors. Again, if we agree

with him, how can we move beyond this and make learning preeminent for ourselves and our students?

Mastery and our pedagogics, it seems to me, are being transformed by the current epistemological and technological revolutions. These changes and our new vision about making learning preeminent suggest new ways to think about student learning. (I am influenced here by the thinking of Alan Guskin, the former President of Antioch College.) There are certain things that only faculty can do. How do we use our educational values to guide our understandings of "what faculty do best?" For example, how can we use technology to maximize faculty/student relationships, to free us to be doing what we "should" with students? How can we increase learning among students through increased peer interaction without the presence of faculty? Where are the places where students can learn by themselves? Some have suggested that students should spend more time learning by themselves and less actual time with faculty, but a different kind of time. All of this suggests that we should begin to question our traditional way of organizing all classes in a similar time block. I've heard of an English professor here whose students begin to discuss literature on E-mail before they meet in class. Does this have any implications for the time this professor and her students actually meet? I've heard of others of you whose students have unlimited access to you also through E-mail. Again, what does this suggest for the way we organize class time?

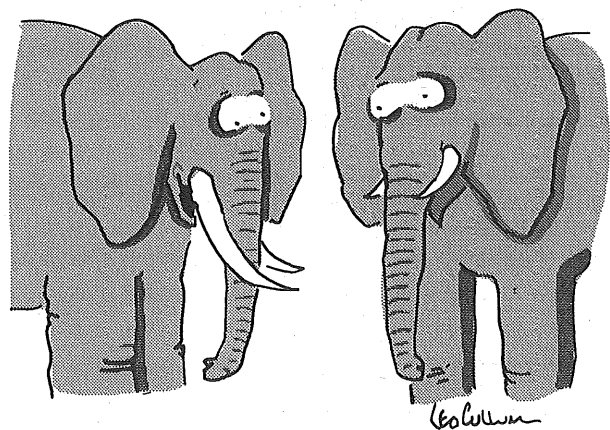
There are a number of other ideas in our Mission and Goals that speak of making learning preeminent, in unique ways at CSU Fullerton. One is that some students will be involved in faculty's scholarly and creative activity; another is that we will provide opportunities for students to learn from external communities through internships, cooperative education, and other field activities. There are a number of instances on campus where students are deeply involved in research with faculty members. Can we make that more common in the education of our students? What resources would it take to do this? We have a strong internship program in which there is high faculty involvement. How can we appropriately make learning preeminent through education that is lodged outside the traditional classroom? In recent focus groups with students, I have been struck by how students from "minority" communities have a sense of being educated for a community. How can we tie their education to their community in a way that will be both consistent with our educational values and

respect their family and community values? We have claimed we are a regional university with a global outlook. What would it mean if the "mark" of a Fullerton graduate was this global outlook? How might technology contribute to that outlook? How might experiences both on campus and abroad contribute to that outlook?

We're at the beginning of an exciting journey as we try to discover what it means to say learning is preeminent and then to act on those meanings. I want to close with further reflections of the colleague I quoted above because he identifies some of the risks in making the shift from teaching to learning but also some of the promise.

In attempting to involve students more actively in their own learning, to promote collaborative learning inside and outside the classroom, to reduce dependency on me as an authority and increase students' self-confidence and their ability to formulate questions, to discover and test answers, to create knowledge themselves as part of a classroom community of learners in which I participate but which I do not dominate, I share the feelings expressed by Dorothy Berkson, one of Maher and Tetreault's informants at Lewis and Clark, who observed, "Once you get started on this, there is no end to where it takes you and how much you feel in total conflict with everything you've been taught, everything you've learned, all the things you've modeled yourself to do."

Our colleague is right. We are being asked to think differently about ourselves as professors as we take the risk of making learning preeminent at CSU Fullerton. But what a challenge, what an opportunity, and if we succeed, we will create a community for ourselves and our students in which learning truly is preeminent. □



Heard the latest? Jake got a job at a university in California!

A Reflection on Faculty Day

By Joe Arnold,
Theater and Dance

AS I HAVE BEEN RUMINATING OVER THE past few days about how to fashion a brief but appropriate response to Vice President Tetreault's remarks, I have found myself reflecting back upon my own experience as a teacher and in particular the ways in which my teaching style has changed over the past few years. Specifically, I recall that moment five years ago when I returned to the classroom full-time. I had behind me ten years of full-time teaching followed by six years as a department chair.

As I began that new academic year, I had made myself a promise to try to begin to look afresh at my own teaching, to see if the encrustation of tenure and full professor was a permanent condition or one susceptible to change. I was, in essence, looking for a renewal of my passion for teaching. It was not that I had lost my love for teaching, but that it had become a "comfortable romance"—one that was pleasant, occasionally exhilarating, but generally predictable.

On an impulse, I signed up for a workshop sponsored by the Institute for the Advancement of Teaching and Learning. The subject was classroom assessment and techniques for improving the teaching/learning environment in the classroom. On that day, I was introduced to the work that was being done by individuals such as Patricia Cross and Tom Angelo, and it became apparent to me that a modest revolution was occurring in college teaching.

On one level, this revolution was not so much a challenge of previous assumptions as it was a confirmation of the deep-seated fears of the professoriate. As Patricia Cross has said, "Most of us are naive observers of teaching and naive practitioners of the art and science of teaching as well."

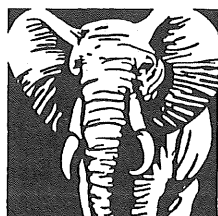
The evidence of this condition, Cross notes, is around us every day. "We assume that what we say is heard accurately and retained by students, despite consistent evidence to the contrary. We assume that students can connect thoughts and write or communicate ideas and knowledge, and we are perpetually shocked at the consistency with which this turns out not to be true.

But as naive observers, we don't question what we don't understand. Were we astronomers or oceanographers, we would pursue with great interest something that challenged our expectations or predictions. Are we curious about why students don't learn, why they come up with distorted ideas about what we thought was perfectly clear, why they fail to hear or follow the simplest directions? Well, maybe, fleetingly. But by and large, we don't set out to investigate these common departures from what we know should happen in class. We are soon on to other things, and the opportunity to learn from them is lost."

What has become apparent over the last decade (beginning at least with the Harvard Assessment Seminars in 1986) is that there has been an enormous amount of research and reflection about the nature and importance of *learning* in the classroom and the role that we as teachers can play in that process. There are two essential strands that run through my response today, and they can be seen as extensions of my experience and of the themes of "mastery" and "authority" that the Vice President has already outlined. Those strands are:

1. that to assert that "learning is preeminent" is a risky, exhilarating, potentially dangerous, and all together *correct* proposition.
2. that the greatest hope and the greatest challenge to the success of that proposition is the professoriate.

One of the late, renowned philosopher/seers of southern California, Samuel Goldwyn, said "An oral agreement isn't worth the paper it's printed on." As an example of the classic "Goldwynism" that statement is priceless. And as an explanation of why we believe



C A L S T A T E
FULLERTON

it is important to convey into print many of our deep-seated beliefs about the educational process, that statement eloquently reminds us why we engage in statements of mission, goal and vision about our institution.

To say that "*learning* is preeminent" is a radical statement. It is not a comfortable platitude. It is a statement that is both dangerous and exhilarating. It is not saying that *education* is preeminent, although it implies it as a consequence. It is not saying that *teaching* is preeminent.

To say that "learning is preeminent" asks us to rethink the way we look at both our own approach to what we know and how our students learn. It asks us to begin to look at our classes as a "community of learners" and focus not on just what our students learn but *how* they learn.

The metaphor of a "Field of Dreams" for a course is, it seems to me, an appropriate one. All of us have felt, "If I build it, they will come." Our disappointment lies in the old adage, "the way you teach, is the way you were taught." Within that adage lies the greatest challenge to the professoriate. As learners, we have been and are the recipients of past knowledge, creators of new knowledge, and the conveyors of both to the generation that follows.

What often happens to us, however, is that the *what* has become inextricably tied to the *how* of our past. The statement "If I build it, they will come" quickly becomes reduced to the mantra, "If I teach it, they will learn; if I lecture, they will know."

This occurs despite all evidence to the contrary. Several recent studies, for example, indicate that if (in a lecture mode) we do not change our teaching style after 20 minutes or so, the ability on the part of our students to assimilate that knowledge plummets to a level beyond the belief of even the untenured.

The challenge before us is, in part, to meet the themes of "mastery" and "authority" with a genuine knowledge of how our students learn. Certainly within Plato's assertion that all knowledge begins with recollection, there lies the implicit belief that new knowledge must be grafted upon and blossom forth from what is already known. This is another way of saying that we must meet our students where they are—what they know and what they bring to the arena of education.

The danger, of course, lies in two directions. Teaching that begins where students are, and does not move

beyond that point, is a wasted opportunity. Conversely, teaching that begins at points so remote from where our students are and does not build bridges to connect to what they know fails inevitably.

It is perhaps a commonplace to state that for most of us the great teachers in our lives were also the great learners. In my own discipline, the generation of lights have been people like José Quintero, Colleen Dewhurst, Laurence Olivier, Jessica Tandy and Jason Robards.

It is not by chance that Laurence Olivier, at the last time he was honored at the Academy Awards, began the close of his remarks with the phrase, "And I would like to say to my *fellow students* of acting..." It was clear that at 70-plus he had it right. He knew that teachers and learners are not that far apart. They are both engaged in a partnership in which education is not so much an acquired state as it is the acceptance of a quest.

The challenge before us today is clear. As the Priest in *Oedipus Rex* says,

Between thought and action, between
our plans and their results a distance opens.

The capacity to diminish that distance lies within those of us who teach. To dedicate a day to the Faculty, as we have done today, is a recognition of that capacity. It is also a recognition of the value of that quest in both our students and ourselves. We cannot afford to fail. And I firmly believe we shall *not* fail. □

Learning in the Context of New Technologies

By Susan Parman
Department of Anthropology

I WOULD LIKE TO THANK VICE PRESIDENT TETREAULT for the opportunity to examine what it means to make learning preeminent at CSUF, and for the opportunity to discuss issues relevant to the use of instructional technology. Fullerton, like other universities throughout the United States if not the world, is currently caught up in a veritable floodtide of decision-making about what, how, and when to invest in computer technology relevant to teaching and learning. The fact that we are at a fairly early stage in the conversion process is reflected in the fact that about 90% of the workshops, open houses, and demonstrations being presented today are concerned primarily with

demonstrating the technology. Next year, or five years from now, the technology of computers, like the technology of printing, will become invisible, and what we'll be talking about is the outcome, the products and assessment of learning. One might compare, for example, a 15th-century class in print-making in which the master printer instructs his pupils on how to arrange the letters backwards on the print tray so that they'll come out right on the printed page, as contrasted with the scene in the recent film "Dangerous Minds" in which Michelle Pfeiffer has her students ransacking the library in search of poems by Bob Dylan and Dylan Thomas that have the same meaning. The technology of printing has become invisible, whereas the insightful learning strategies—how to get students to see past the surface structure of words and grasp the meaning of a poem—has been highlighted.

Let's take the example of printing one step further. Printing was a new technology that had the potential to replace aural learning. Wise sayings, fables, and poetic histories could be replaced by new forms of narrative—by novels, by experimental forms of narrative that violated the codes of what units of information were memorizable, by works produced by new authors who didn't fit the traditional definition of experts and masters of their field. You no longer had to be an Aristotle, Bede, or Chaucer to be published; you just had to have the price of a first printing.

But what were the first uses to which printed books were put? They were used to collect wise sayings. Entire books of epigrams flooded the market. It took awhile for the new technology of printing to have an effect on how and what people communicated. We are in exactly the same situation today with the so-called new instructional technology, by which is meant computer-based technology that speeds up access to and manipulation of data in a setting defined as instructional. We use computers as a more efficient vehicle to print books. We use computers to send mail. We use computers to print lecture outlines and project them like a virtual chalkboard. These are the equivalent of using printing technology to print books of wise sayings.

But gradually, interesting new things are happening with this technology. People who send e-mail no longer start with a date, an address, and a polite code that begins, "Dear X, how are you, I'm fine, by the way I was annoyed at your recent letter to Aunt Maisie." They flame onto the screen with telepathic immediacy. E-mail has been described as a hot

medium that can cause devastating agony in interpersonal relationships, but it has also been praised as a vehicle to promote virtual communities. The implications for interaction in commuter-school classrooms is tremendous. Students who miss class because their cars break down or a family member is ill have alternate ways to interact with class members and teacher. Shy or handicapped students who never speak in class often find e-mail a vehicle of freedom and opportunity to establish contacts in the virtual classroom.

One of the primary goals of a university education is to teach critical evaluation of multiple perspectives. In fact, unlike the classical academies that taught only one point of view, universities were founded during the medieval period on the principle that at least two conflicting points of view should be taught. Out of disputation and concordance developed the critical thinking skills that came to characterize the great humanists and scientists of the Western intellectual tradition. It is because of this tradition of skeptical objectivity and tolerance of multiple perspectives that we embrace cultural diversity.

From the point of view of what's happening in the world to tolerance and respect for cultural differences, it appears that we need universities more than ever. What role will the new instructional technology play? I think it has the potential to contribute enormously to the goals of a university as I've defined them. Computers can be used to provide students with individualized access to conflicting and competitive instructional modules that lead them through a series of levels of understanding and argument. They can leap around through a series of hypertext links, taking different positions and seeing where their position leads them. The computer will be endlessly patient with its FAQ responses to student questions. Through e-mail, discussion groups, and listservs, students can practice their writing and rhetorical skills, and when classmates and teachers are unavailable they can find people to talk to both within and outside university boundaries, making the phrase "regional university with a global outlook" a living reality. Computers provide a forum for various combinations of guidance, experiment, and dialogue, and students don't seem to mind making mistakes in this environment as much as they do in the classroom.

Having convinced ourselves that the new instructional technology might indeed be useful and transformative, and at the least a necessary step to moving our students into the electronic mainstream, how do we get

ourselves to the next stage? This is the painful part. Investment in the technology is expensive. During the last year I've tried to keep track of how much other universities say they're spending, and I've found figures ranging from an annual budget of \$6 million to a paltry \$1 million. Temple University has committed \$10 million over the next five years. It has been estimated that since desktop computers were introduced in the 1960s, over \$20 billion have been spent on instructional technology, but very little of it has had an impact on higher education. Some people attribute this difficulty to psychological differences between early adopters and the mainstream population hovering on the verge of conversion. According to Jeffrey Moore in a book called *Crossing the Chasm*, early adopters are visionary, risk tolerant, willing to experiment, networked across disciplines, and focused on projects. The mainstream population that waits to be persuaded is focused on process, prefers evolution to revolution, is more averse to risk, and wants proven applications. They can be persuaded, but they need significant support from an educational institution.

According to evidence presented at the American Association for Higher Education in Washington last March, those institutions that succeed in persuading a sizable proportion of their faculty to surf the electronic tides appear to have certain things in common.

1. They manifest full economic, moral, and imaginative support from the highest administrative level.
2. They don't do things part-way but completely, committing the institution to universal access (students, faculty, administrators, janitors) to computers and electronic pathways of communication.
3. They provide an instructional design plan whereby specialized staff act as instructional designers to help faculty do what they want to do with their teaching rather than being forced to master a computerized system they neither trust nor understand nor find particularly relevant to how they understand the teaching and learning process.
4. They provide sufficient support for the technical staff who maintain the electronic pathways of the institution.
5. They reward the innovators as well as providing imaginative support for the technophobes and for those unconvinced by all the hype.
6. They establish links with other institutions. We can learn from each other's mistakes and successes.

7. They develop evaluation procedures so that they can systematically assess what works and what doesn't.

We are doing some of these things, but we have a long way to go. The open dialogue encouraged by Vice President Tetreault, and Faculty Days such as this, will help us bridge the chasm. □

A Reflection on Faculty Day

By Katrin R. Harich, Marketing

I am delighted to be here and very much appreciate the theme of today's First Annual Faculty Day. I particularly value Mary Kay Tetreault's address since it reflects aspects of my own teaching philosophy and reinforces the attempts that I have undertaken to foster student learning on our campus.

I have been asked to respond to Mary Kay Tetreault by elaborating on my teaching philosophy and teaching practice. How have I tried to make learning pre-eminent at Cal State Fullerton?

In general terms, I have attempted to make student learning a priority by carefully incorporating the concept of experiential learning into my teaching.

In academe, we have seen a growing interest in experiential learning on the part of faculty, employers, and researchers alike. Many consider experiential education a way to re-vitalize their classes and curricula and to cope with the challenges facing higher education today.

What is experiential learning?

Experiential learning emphasizes the importance of practical experience over more traditional instructional approaches (such as lectures). As such, it provides "hands-on" learning where students apply what they learn to a real-world situation. Instructors are seen as facilitators of learning rather than dispensers of knowledge and wisdom. Social interaction is also seen as an important facilitator of learning.

In this way, experiential learning exemplifies the so-called active learning approach.

While the term "experiential learning" is relatively new, the concept of hands-on, practical learning is not. In fact, experiential learning has quite a history—a history that goes back to the times when the first universities in the U.S. were founded.

Theorists like John Dewey, Kurt Lewin, Jean Piaget, and David Kolb—to name a few—were responsible for furthering experiential learning in this century.

Under the active learning paradigm, knowledge is constructed jointly by students and faculty (shared authority). Faculty's role is to help develop the students' competencies and talents. Personal interactions among students and between faculty and students are considered essential. Learning takes place through a mixture of individual and cooperative learning activities.

Specifically, how did I incorporate experiential learning into my classes?

For those in the audience who do not know me, I am a member of the marketing department. The classes that I teach include "buyer behavior" and "advertising management." In both classes, past students have participated in real-life projects, or internships, for major companies such as General Motors, Hyundai Motors America, and Clothestime. In these projects, students act as consultants for these companies and engage in tasks that are based on the actual challenges that the companies are facing.

For example, Clothestime had suffered a decrease in sales in their California retail outlets. They felt that they did not have a sufficient understanding of the female shopper and what she looks for when she shops for apparel. My buyer behavior class conducted focus groups and interviews with Clothestime shoppers and presented the findings to representatives of the company. The students also made recommendations as to the strategic direction they felt Clothestime should take at this point in time.

Another example I would like to mention is the General Motors Marketing Internship Program that we have participated in for a number of years now. Here, students develop a communications campaign directed at the CSUF student population with the goal of changing students' perceptions of American-made cars. The students are sponsored by a local car dealership that makes real money available to the class. The money is then spent on an actual event that usually takes place in the quad. You might have seen us there in the past.

What does it take to make such projects run smoothly? A lot of time and effort on the part of both, students and faculty. The class is organized into a consulting agency with a president, vice presidents, and functions that a real agency would have. Each stu-

dent holds a well-defined position complete with tasks and responsibilities.

My role is that of a facilitator—an advisor, a resource, a motivator. Team work and face-to-face interaction on an on-going basis are required. The students work in teams both inside and outside the classroom. I work with the students both inside and outside the classroom.

Naturally, projects like these represent numerous challenges. Some of the specific problems include: team selection and distribution of tasks, management of group work flow, inequitable contributions by team members, different learning styles.

How can these challenges be dealt with? I would like to focus here on the one challenge to experiential learning that I consider most relevant—the students' different learning styles.

The literature on learning styles indicates that students learn in different ways. Given this diversity, it may not be enough to send students out of the classroom and to let them experience the real world. Some students require considerable structure, guidance, and supervision, all of which are associated with the more traditional teaching approaches. We need balance to accommodate a diverse student population.

Some authors have indicated that optimal learning is possible through the "academic control" of the field experience. Shirley Stretch, as one example, points out the importance of structured experiential learning where students are provided with "elements of knowledge in an academic setting", i.e., with the theoretical and conceptual basis, before they engage in the more experiential learning activities during an internship.

This combination of the more traditional lecture-type instruction with the subsequent application of what has been learned has worked well for my students and me.

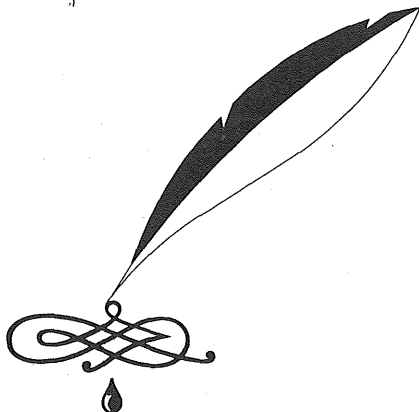
In closing, I strongly feel that experiential, active learning can contribute to making learning preeminent. The feedback that I have received from students, company representatives, potential employers in the business community, and administrators on this campus has been overwhelmingly positive. Very importantly, students feel that they have done something of value, something that they can actually use in their future careers, something that has helped them learn more about themselves and others.

I can certainly attest to that. (Mary Kay Tetreault mentioned in her address a quote that said that we can

never know where new venues will take us.) I was often surprised by what my students achieved and by how willingly they went way beyond the call of duty to make a project both a personal and a group success. Let me conclude by summarizing the outcomes of experiential learning as they have been reported in the academic literature and as confirmed through my students' and my own experiences.

Experiential, active learning leads to the following aspects of "mastery" (what the students take away):

1. Better conceptual understanding
2. The application, integration, and retention of knowledge.
Bridge the gap between theory and reality.
3. Improved analytical and strategic thinking.
Identify problems and opportunities.
Develop strategies for goal achievement.
4. Improved communication and interpersonal skills.
Better working relationships and reduced conflict.
5. Better creative, independent, and critical thinking
6. Heightened involvement, participation, and interest
7. Increased self-understanding and personal development.
Better assessment of personal strengths and weaknesses.
Identification of growth opportunities. □



Managing Prospects for Private Funding

■ This article describes how University Advancement addresses the goal of increasing external support for University programs and priorities by coordinating all aspects of private funding for the campus.

By Kathleen Costello



Kathleen Costello is Director of Foundation Relations and head of the newly-formed committee seeking external support for the 1995 Planning Initiative Proposals. She has been a member of the University Advancement staff since 1993 and has been a professional fund raiser and grant writer in Orange County for 14 years.

A MAJOR PART OF UNIVERSITY ADVANCEMENT'S (UA) mission on this campus is to build our base of support from private funding sources through an active program of grant and gift solicitations. While Directors of Development secure support for their specific school- and division-based priorities, UA also is engaged in building funding relationships with corporate, foundation, and individual donors for support of special projects. We invite Principal Investigators and Project Directors to participate with UA in this process, and provide some parameters for pursuing private funding.

Because UA concentrates on private funders (as distinct from government grant programs or contracts), our strategies and methods are very particularly focused on the intent of the donor. Ours is a very personal business that stresses relationships. Meeting a donor's interests, matching them to the University's priorities, and building a mutually rewarding, long-term partnership are goals that are particular to the Advancement endeavor and distinct from other forms of external funding. A key to the success of UA's mission is to identify ways in which the University can be the vehicle for realizing a donor's own priorities — which we do by matching the donor's priorities to the University's.

Research & Records. UA is in the daily business of researching donor interests, relating them to the University's priorities, and compiling appropriate records. Gift records provide a clear indication of a donor's prior involvement on campus and patterns of giving, while research files indicate prospective donors' interests and capacity for involvement on campus. Because UA is charged with maintaining all of the University's permanent records concerning private funding requests and awards, it is essential that copies of proposals, correspondence, and award letters be submitted to UA's office of Records & Research. If properly maintained through campuswide cooperation, these resources will provide all campus grant seekers with a reliable and accessible source of information to assist them in targeting their funding requests. It is in the interests of all those on campus who are engaged in the private funding process to take advantage of this centralized information and to contribute to it: if UA isn't aware of your ongoing funding relationship or a pending request, we can't prevent competing or conflicting requests that may be made.

Stewardship and Prospect Management. To establish and maintain funding relationships and maximize their potential over the long term, the University must be a steward of both its current and prospective donors. UA has a mandate to manage this stewardship role on behalf of the entire campus community. One of the key ways in which UA exercises this mandate is through the campuswide Prospect Management system.

At bi-monthly Prospect Management meetings, decisions are made about which private funding sources will be approached on behalf of the University and who will be involved in the approach. UA invites faculty members to participate or seek representation in the Prospect Management system to ensure that individual projects are considered among the full range of opportunities that are offered to a prospective donor, and to ensure that anticipated funding requests are not in conflict with any other plans currently being presented to the prospect.

Prospect Management encompasses all stages of the University's relationship with a donor: from initial Identification of a prospective donor's interests and capabilities, to the Cultivation period in which the relationship is built through a variety of contacts and participation on campus. Once the donor's intent and inclination to give have been established through this relationship building process, the Solicitation phase

begins for the purpose of requesting and negotiating the actual gift. Once funding has been received, the Stewardship mode continues until such time as cultivation for a subsequent gift begins.

These four stages of the University's ongoing relationships with its donors are essentially the same for all types of private funders (alumni, emeriti, individuals, foundations, corporations), funding instruments (grants, gifts, sponsorships, gifts-in-kind, endowments, product donations, underwriting), and recipients or projects (unrestricted, special events, research projects, outreach programs, departments, scholarships, fellowships). The sincerity, assiduousness and ingenuity with which we undertake each stage will characterize the success of our efforts over time.

Coordinating Requests. Unlike government grant programs, which encourage competition through an open application process, private funders place more of the burden on the applicant to be self-screening and to limit the number of requests it makes. This is because funders typically prefer to maximize their grant-making capacity by keeping administrative expenses to a minimum. There are several ways in which private funders discourage requests that don't closely align with their specific interests. Calls for Proposals allow funders to specify not only the subject matter they wish applicants to address, but also frequently the timing, audience, scope, and specific methods of a project. Some funders, particularly corporations that recruit employees from technical fields, give only to Pre-Selected Institutions that meet their own internal guidelines and criteria. Application Quotas are imposed by funders, such as private foundations, to limit the number of requests accepted from an applicant (one request per year per organization is typical). Wait-Out Periods, in which applicants must wait a specified number of years after receiving a grant before submitting another request, give funders a chance to consider other applicants. Collaborative Grants give funders the opportunity to share the burden of support for projects of mutual concern, or to spread one grant among a consortium of recipients addressing the same problem. Funder Initiatives allow funders to identify specific programs and providers proactively and save the expense of reviewing unsolicited proposals.

To assure funders that the University's requests have been coordinated and prioritized, and to reduce the confusion and frustration of multiple (or even conflicting) requests, UA manages all approaches to

individuals and most approaches to corporations and foundations. If multiple approaches to a prospect are being considered, the parties assess issues of timing, priorities and coordinated solicitations. A sense of internal competition for assignment to a particular prospective donor occasionally emerges. This is a predictable and deliberate result of the process, which demands that all parties articulate specific plans, share ideas and information, and achieve consensus. In most cases, consensus is a clear and readily achieved matter of placing the interests and intent of the prospective donor foremost.

Signoffs and Procedures. To reduce the potential for conflict before and after funds are awarded, UA requires that all requests to private funding sources be approved in advance of submission. Signoff forms may be obtained from the UA Foundation (LH-805) or by calling Foundation Relations at ext. 2109. Additional procedures, tips, and resources for public and private grantseeking can be found in the Cal State Fullerton grants manual, located on the campus gopher server. This material is occasionally updated by the Office of Faculty Research & Development and by UA.

Outlook. With effective coordination on campus and strategic relationship building in the community, the outlook for private funding for Cal State Fullerton is exceptionally strong. □

Directors of Development: FTS-804; ext. 2009

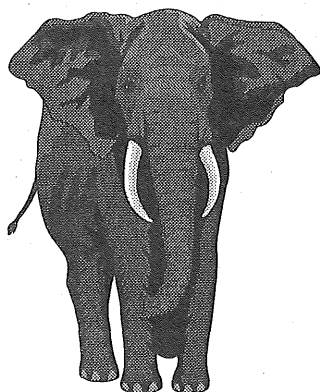
Foundation Relations: Kathleen Costello, FTS-705; ext. 5376

Prospect Management: Jean Childs-Moore, FTS-712; ext. 7124

Records: Karen Bushman, LH-805; ext. 2117

Research: Patty Tolliver, LH-805; ext. 2109

UA Foundation: LH-805; ext. 2118



CSUF Vietnam Workshops 1995

In June and July, 1995, a ten-member team of instructors from CSUF, UC Santa Barbara, and Mt. San Antonio Community College conducted a series of four workshops for English teachers in Vietnam on the latest ESL methodologies. The workshops were organized and led by Dr. Harry L. Norman, Dean of University Extended Education. Workshop sites were Ho Chi Minh City (Saigon), Hue, Hanoi, and Nam Dinh. The following articles and vignettes chronicle a few of the participants' key experiences and throw light on the reality of Vietnam today.

Morning in Saigon

By Mary Kay Crouch, English

IT'S 5:30 IN HO CHI MINH CITY on a weekday morning. Below my window a vendor, making her way down the narrow alley lined with houses, sings out "*Bánh mì!*"—French rolls for sale. My landlord buys one for my breakfast.

At 6:00 I go out onto Hai Ba Trung St. to wait for the van that will take me to the Thu Duc Language Center just outside the city. The street, a major thoroughfare, is already busy: young men are coming back from the park half a block away after a morning run; older men walk by with their tennis or badminton racquets; women are headed to the big market down the street. In July Saigon is hot and humid; people shop early to avoid the heat and the building dust and exhaust fumes from motorbikes. Cyclo drivers stop and motion for me to climb into their three-wheeled taxis. Most of these men are older, former political detainees, holding the only job they can get. They need the fare. Since private motorbikes have become standard transportation, fewer and fewer people hire the cyclos. I smile at the drivers and politely shake my head "No." "Van, van," I say. They cycle on.

Although the shops along the street are still closed (these won't open until 7 or 8), street vendors have set out their wares. Behind me an old woman carefully spreads a piece of cloth on the sidewalk and displays paper fans. Last winter she set out a scale every day; no need for fans in the dry season. During all the days

in January and July that I watched her ritual as I waited for the van, I saw no one approach her to get weighed or buy a fan, while other vendors did a brisk business.

A foot away from where I stand sits a bottle with a long piece of white paper sticking out of its neck: gasoline is for sale across the street. I've been told that this gas, sold from any kind of glass container that will hold it, is often watered down with kerosene and can damage motorbike engines. But it's cheap and people stop near the curb to fill up.

On the corner, about 8 feet away, a woman sells sandwiches from a cart. Motorbikes pull up in a steady stream; from the bored looks on the drivers' faces, these are regular customers who have little interest in watching the vendor assemble their breakfast. She cuts a French roll in half, spreads it with a spicy brown sauce, layers meat or sausage on top of that, and ends with finely sliced daikon radish. Then she wraps the *bánh mì thịt* in a piece of paper and puts a rubber band around it. Those who aren't her regular customers carefully watch her make the sandwich, point to what they want, or argue with her over the way she fixes it. In Vietnam everything is negotiable, even traditional food.

Opposite this cart, the fresh pork vendor already displays cuts of meat she has set out on a heavy piece of wood supported by two crates. Around her on the sidewalk sit metal dishpans full of pork, one or two filled with white fat. Occasionally someone buys both meat and fat. In between customers she pulls slabs out of the pans and with a cleaver cuts off chunks of pink meat. This vendor also has regular customers and often has their meat ready for them when they arrive. When I pass her to catch the van, I smell the pungent scent of the pork. Here there is no antiseptic packaging, and flies hover around the pans.

By the time I return from the Center around noon, the vendors are gone; they won't return until tomorrow morning. The shops along the street are open. The dust and exhaust fumes have created a palpable haze that will remain visible even in the dark. (Vendors who sell face masks do a brisk business in the evening.) The street, though not empty, is more quiet than at 6 am. People are eating or resting. Under the shade trees just outside the park, the cyclo drivers sleep or play a lazy game of cards, waiting for 2:00 when the siesta ends and Hai Ba Trung St. returns to life. □

Hope for the Future

By Jan Eyring
Foreign Languages & Literatures

I HAVE HAD A DEEP CURIOSITY ABOUT Vietnam for many years. This was clearly related to the U.S. relationship with Vietnam during the war but also to my years of experience teaching Vietnamese refugees in the U.S.

The protests about U.S. involvement in Vietnam particularly affected me, as my hometown was Berkeley, California, the center of some of the most violent and intense antiwar demonstrations in the nation. Since the end of the war and for the past sixteen years, I have taught or helped administer programs for Vietnamese refugees in adult and university programs in Utah and California.

Many gaps in knowledge and questions that I had about Vietnamese culture and daily life had been answered by my students but were further clarified through the sights and experiences that bombarded our CSUF team minute by minute, day after day, from south to north over an approximate one month period. But one question still remained for me. Could the U.S. and Vietnam forget their previous war rivalries and pain and enter into peaceful negotiations and relations in the future? One experience on the trip after the night of our last day workshop gave me hope in this regard.

Up until this time, many of our workshops were preceded or accompanied by formal dinners with government and education officials. Seating arrangements were prearranged, certain ritual statements of appreciation were given by the U.S. and Vietnamese parties, but there seemed to be little time or opportunity for open conversations between people.

This all changed for an instant one night at a dinner in Nam Dinh sponsored by Mr. S., a highly placed official of the communist party in Nam Ha province. The evening started out with a surprisingly personal get acquainted meeting with several officials of the province and our team in a sitting room adjoining the dining area. Mr. S. sat comfortably on one chair at the end of the room, drinking tea, smoking, talking, and joking in a friendly manner about various topics. I recall his asking us what we thought of Nam Dinh and the surrounding province. He seemed to sincerely want our opinion as he had felt somewhat isolated in his small town and truly needed another perspective.

As far as he was concerned, his town had not changed at all over the years.

After assembling in the dining room next door for another one of the delicious multi-course meals we had become accustomed to, we returned to the sitting room after dinner. By this time, the electricity had gone out (as it often did) and we were all seated in the semi-dark around tables lit with candles. In warm hushed tones we had our final after dinner conversation and began exchanging gifts and thank-yous. I was reminded of Christmastime, after the Christmas feast had been eaten, all of the gifts had been opened, and when one might finally have a chance to ponder the meaning of the previous days and weeks of busyness, bustle, and strain.

All of a sudden I felt a tear running down my cheek and looked across the room where one of our interpreters, a former Vietnamese refugee to the U.S., was also quietly crying as Mr. S. calmly proclaimed that he was grateful for the new and open relations between the U.S. and Vietnam. He said, "I have hopes and dreams that my children won't have to lose years of their lives (as I and my fellow countrymen have done) to be able to pursue their education and relationships in peace." □

Family Reunion

*By Nga Doan,
University Extended Education*

THE FONDEST MEMORY I HAVE from my two trips back to Viet Nam was my reunion with relatives I had not seen or known since I left Ha Noi in 1954. What moved me the most were my uncle's words to me: "When you left, you were still a young child. Today your hair has some streaks of gray." He remembered me as a little girl reaching out from a window to tussle and play with his hair. I barely knew him when I left as a child; yet, the bond between us was as strong as though we had known each other all our lives.

Another fond memory was the family dinner that our group had with my aunts and uncles in Ho Chi Minh City. I thought that it was very gracious of my aunts to invite the whole group over for dinner. Hospitality is a characteristic of the Vietnamese people and it is especially true in my family. They love to entertain rela-

tives and friends, and sometimes even friends of friends.

I never thought that I would ever come back to Ha Noi under the communist regime and I was somewhat apprehensive on my first trip back, but I soon discovered that I fit right in as though I had never left. □

Vinh Ha Long: A classroom with a view.

*By Michael Silverman
University Extended Education*

LOOKING OUT THE WINDOW at the end of my newly appointed classroom and beyond my new students for the day, I could see and sense the magic of Ha Long Bay—Bai Chay and Hong Gai. Except for the brow-soaking heat, this could be paradise.

Arriving in Vinh Ha Long—The Bay of the Sinking Dragon—is truly magical. Approximately 100 miles east of Hanoi, via paved road, graveled byway and ferry, I headed east toward the South China Sea on a minibus packed with European and Aussie travelers. Passing horizons filled by young rice paddies, through the narrow, bicycle-, moped- and people-filled streets, eventually, ever so slowly, the serpentine mountains present themselves to the north and east. Coming down not only to the shore, the serendipitous hills continue out into the bay, creating hundreds, if not thousands of small islands and rocky outcrops, covered with dense, tropical vegetation. The sea, emerald green and tranquil, gently caresses the beach by the bay; the waves, soothing and rhythmic, lap along the narrow, sandy shoreline. The tropical breeze, relaxing and refreshing, cools and moistens the village on the sloping hillside. Colorfully painted boats and maroon sail junks are lined up along the shore, perhaps waiting for sightseers who wish to visit in and around the small, lushly covered, limestone islands and grotto dotted caves, or perhaps preparing nets for the day's next catch.

This would be the site of my classroom for the next four days. During the prior week Vietnamese colleagues whom I had met at our workshop in Hanoi had invited me to visit their English classes at the Quanh Ninh College of Training and Retraining and do some teaching.

With the view and dreamlike ambiance in mind, I began to teach, urged on by my Vietnamese

counterparts. Grammar, singing and American culture were on the students' minds. Sweat was coming down my brow, though, drenching my shirt and water logging my socks. It's not quite the same teaching environment as Humanities 520 or McCarthy Hall 202. The students, however, were enthusiastic to listen, sing and ask questions. Your age, marital status and income are always on the top of the question list.

During the week, the song everyone wanted to hear was Stevie Wonder's "I Just Called to Say I Love You." After singing the song (without a karaoke no less) a couple of times, we got down to the nitty-gritty grammar, vocabulary and cultural themes identified in the song. The students were eager to practice pronunciation, brainstorm ideas about vocabulary, and develop short dialogues for oral practice. Besides daily singing highlights, the instructors asked me to apply material from the video tapes produced by our ESL Distance Learning Program. So we worked on several listening and speaking activities based on our video tapes. Video scenes from around Fullerton were extremely popular.

Upon leaving the classroom the last evening of the last day of my visit, I felt the peace and the warmth of people who would have been nearly impossible to meet and share educational insights with just a few short years ago. Walking down the hill from the school, colleagues, students, and I watched as the nearly full moon arose—illuminating the enchanting islands and the glimmering waters of the bay one more time before I would have to return to California.

Vietnam Reflection

By Jan Frodesen

Department of Linguistics

University of California at Santa Barbara

Academic Coordinator

English as a Second Language Program

AS I WRITE I AM LOOKING AT SOME of my most treasured photographs of Vietnam, taken during our trip to Nam Ha Province in the north. Let me describe a few. In one, nine children, ranging in age from less than a year to about eleven, are gleefully sandwiched into a cyclo wagon for a ride around the lake. In another, five handsome, broadly smiling teenagers sit outside a restaurant, somehow looking comfortable on those ubiquitous tiny stools that appear to have been made for preschoolers. Other photos depict scenes of

Vietnamese rural life, taken from the roadside at dusk: the familiar landscapes of rice paddies, a solemn young boy straddling a water buffalo, a geese herder and his flock dodging cars, trucks and motorbikes to cross the road. It was in the rural towns and the farmlands, as reflected in these photos, that I felt most strongly connected to my memories of Vietnam thirty years ago as a "child of the 60s."

Like others in our group, I had been eagerly anticipating the trip to Vietnam not only for the teacher training opportunities, but also because of the history our country has shared with Vietnam and its influence on our psyches, both individual and collective. As a university student during the late 60s and early 70s, I witnessed the devastation of war almost daily on television and in the newspapers. More recently I had located the names of high school classmates on the Vietnam War Memorial in Washington, D.C.

Our stay in Vietnam, the first few weeks spent in the bustling cities of Ho Chi Minh City, Hue and Hanoi, offered numerous unforgettable experiences in addition to the rewarding interchanges with teachers participating in our workshops. However, it was not until we journeyed through the countryside of Nam Ha Province—where we saw whole villages toiling together in the fields, fishermen casting nets into roadside ponds as the sun set, multiple generations of families gathered at night around oil lamps for conversation and relaxation, groups of small children happily playing in the dusty streets—that I felt so profoundly the sadness of war's intrusion on such a serene way of life. As the travel writer Pico Iyer has noted, it is ironic that we associate Vietnam with hardship and war when it is one of the gentlest and most peaceful of countries. □

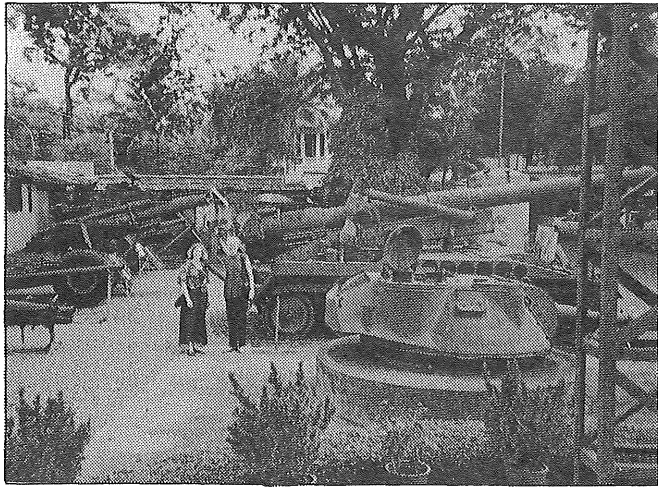
The War Crimes Museum in Ho Chi Minh City

By Curtis Swanson

Acting Associate Dean of H&SS

THE ENTRANCE AREA TO THE War Crimes Museum displays old American military equipment that had been left behind to prop up the South Vietnamese army (ARVN) but eventually fell into the hands of the victors after 1975. There are jet fighters, tanks, armored personnel carriers, a fuel bomb, a big self-propelled gun, a 105mm howitzer.

In the museum buildings that once housed the U.S. Information Service are displays that show alleged atrocities committed by the Americans and the South Vietnamese. I looked in vain for what I had expected—hate-mongering anti-American propaganda. Instead, what I saw were reproductions of pho-



The War Crimes Museum in Ho Chi Minh City



Fruit market in Hai Ba Trung Street, Saigon

tographs taken from the pages of *Newsweek*, *Time*, and *Life*. They showed American soldiers treating Viet Cong guerrilla prisoners in inhumane and demeaning ways, mutilating their dead bodies, and displaying their corpses as trophies of war. Who does not remember seeing these pictures? Who does not remember the expression "body count?" There are also sections devoted to the B-52 bombings of the North, Agent Orange defoliation, and of course My Lai. Finally, other displays show models of the "tiger cages" used by the South Vietnamese. There is little

in these displays that I could find fault with except that there is nothing critical of the conduct of the North Vietnamese Army or the Viet Cong.

What I saw was pretty much the ugly face of war that we knew in the late 60s and early 70s. Strangely, the pictures reminded me of what I have since learned about the treatment of the Native Americans by the army and the settlers in the nineteenth century. They too were treated as subhuman, brutal, cruel savages, an uncivilized race that supposedly put no value on human life—their own or anyone else's. That is the image of the enemy that has been at the heart of

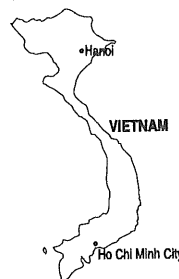


A busy street in Hanoi with cyclos

propaganda as long as history has been recorded. Such propaganda seems necessary during wartime in order to whip up sufficient fear and hatred that decent men can kill and maim and call it "doing one's duty." When peace breaks out, the depiction of the enemy always turns out to have been false or at least a tissue of half truths.

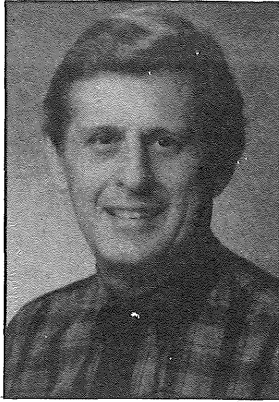
I have visited and been moved by the war memorial in Washington dedicated to the memory of the American soldiers who died in Vietnam. In Vietnam, war memorials and cemeteries are everywhere. Their war dead are mourned in family shrines found in almost every home. Feelings of suffering and anguish lie close to

the surface in the psyches of many people with whom we speak. However, it is difficult to get them to articulate their thoughts. Everyone says the war is now past and that we must get on with our lives. That is true, of course, but some memories remain indelible. □



Computer Program Review: WinPost for Windows

By Joe Sawicki, English



Dr. Joe Sawicki has been a Professor of English at CSUF since 1969 and currently chairs the Department of English and Comparative Literature. He has been using IBM-compatible computers since 1987.

Eastern Mountain Software
P.O. Box 6294
Bellevue, WA 98008-0394
(206) 391-3483
Compuserve 71570,533

Requires IBM-compatible computer and Windows 3.x
Registration Fee: \$30.00 (includes shipping and handling)

WinPost is a small but potentially useful shareware program. It enables users to generate "post-it" notes on screen and helps them avoid cluttering up their desks with little paper notes.

You can have *WinPost* start up when you turn on your computer, or you can open and close the program at any time. When installed on your computer, *WinPost* creates a typical Windows icon; double-clicking it brings up a small empty window (it looks like a group window) in which you can write a note. You can choose one of three default sizes for your notes, 1.5" x 2", 3" x 3", and 3" x 5", but once you have a note window on screen, you can re-size or re-position it in any of the usual Windows ways. I leave the default at the smallest size and use the mouse to shrink, enlarge, and/or position any note to suit my needs. Every note is saved when you turn off *WinPost* (or your computer), and all will look exactly the same on your screen the next time you open the program or reboot (depending on the way you've configured the program).

Hot keys allow you to create or retrieve a note while you are working in any Windows program and then

The Academic Life

It seemed so easy: Get a Ph.D.,
Hold forth. They'll all agree.
Wear tweeds and smoke a pipe,
And as the years go by you ripe and ripe.
The problem is your colleagues love to snipe
(That one's a deadly shot),
And as with years you ripe and ripe you rot and rot.

I once knew everything and taught each class
Less with my notes than gas.
The Jacobean plays
Would languish while I filled them in on gays
Or the ecology. Those were the days.
Now I go in prepared
Because the more I learn the more truth has me scared.

And now that I've become a senior prof,
The sort whose genteel cough
Means nothing to the young,
I chair committees and I hold my tongue
Instead of teaching Shakespeare, Frost or C. G. Jung.
Those peers I must review
Are often in the wrong and yet prepared to sue.

Menander likes his toot and takes offense
When students want some sense.
He's even more inflamed
When someone lists five drunkards and he's named—
Enraged at truth, but not exactly shamed.
He has a child and wife,
Though none who know him would admit he has a life.

Then Phillida, a student, "liked my eyes,"
The first of many tries;
"Seduce the prof" it's called.
Her backpack's scored with all the teachers balled.
Administrators are surprised, appalled,
But then she has her rights,
And who would cavil with a woman for such slights?

I think retiring early might be fun,
Something my friends have done.
They carve things out of soap,
Compose three volumes on a minor scop,
Or write accusing letters to the Pope.
But why join in the fad?
To be abused by fools can't be entirely bad.

John J. Brugaletta, English

"hide" it. At any time you can show all your notes on your screen, hide them all, cycle through all your existing ones or rearrange them; if you wish, you can arrange for an important note (or notes) to be "always on top," that is, always visible regardless of the Windows application you are using.

All the notes are fully editable with standard Windows editing conventions, and you can use Undo, Cut, Copy, and Paste; there's also a vertical scroll bar which allows you to keep the basic window small even if your note is a long one. Speaking of length, each *WinPost* note can contain up to about 60,000 characters of text (something like 10,000 words, I think), and the program allows you up to 100 notes at a time. You can copy any note to the Clipboard for insertion as text in most Windows programs, or you can embed the notes into any OLE-compliant document, just like a yellow sticky note. As the on-line, printable, documentation says, *WinPost* can be a great annotation tool. You can change the text color and/or background color of your notes, and you can also default to any Windows font that is installed on your computer. And of course you can print a single note, or all the notes in your system.

You can also choose to show only a group of notes. With *WinPost* you can create up to 32 groups or categories (the program calls them "layouts") in which you can place notes. An Alarm Note feature allows you to create a note and arrange for it to be displayed

at a later specified date/time, accompanied by an optional alarm tune.

Installation is extremely easy, as is changing defaults, and the program is very simple to learn. If you are a heavy computer user who spends a lot of time keeping track of all your paper-based short notes, you might want to give *WinPost* a try. □

Letter to the Editor: Reflections of a New Faculty Member

By Yun Kuen Lee
Department of Anthropology

I kept telling myself that Cal State Fullerton should be very much like the Midwestern school where I had been serving in the last three years: a metropolitan commuter campus and a department of comparable size. "Relax," my friends told me, "you can easily adjust to an environment like that." Nevertheless, after a few weeks of life at CSUF I am surprised.

Despite the fact that Cal State is a commuter campus, there is also a culture of intellectuals that is fostered by administrators, faculty and students. When I arrived in August I was greeted by the administrators with open arms. I was introduced to different levels of administrators including the Dean, Associate Vice President, Vice President, and the President. There were many orientation activities aimed to help new faculty members to get familiar with campus life in southern California. I also heard for the first time the term "CSUF family."

My real surprise was the department. Since CSUF is a commuter campus, and most of our students have to work to pay their tuition, it is almost inevitable that they always rush to and from the school. However, the Department of Anthropology has tried extremely hard to create a bond between the faculty members and students, as well as among the students themselves. The bimonthly Friday afternoon colloquia provide a great opportunity for students to participate in departmental business and also to learn about anthropological topics. The traditional pig roast picnic of the department that is held in September not only brings the faculty and students together, but also the spouses, families, and friends. Although we all have a heavy teaching load, some of my colleagues have unlimited energy

In Memoriam

Miles McCarthy

† September 20, 1995

Rarely has a man of brilliant intellect, tremendous energy, and overwhelming personality also been warm and compassionate and a friend to countless faculty and students.

Miles McCarthy was such a man—a truly wonderful person and a towering figure at California State University, Fullerton, who set a standard for all those who follow him.

He was loved and admired by all who knew him.

The Emeriti of CSUF

and patience to provide academic and personal advice to students.

The university's motto is that learning at CSUF is pre-eminent. The hardware investment is definitely important to achieve this goal. Yet the human resource is equally important. My colleagues in the Department of Anthropology are not only leaders in their own fields of specialties, they are also role models for our students. Their personal touch may well be the critical factor for a successful education. My interpretation of the CSUF family is that the professors really care about the scholarly achievements and intellectual maturation of students.

Although my own family is still in the cold Midwest, the feeling of a warm home at Fullerton is gradually sinking in. □

Product Names Get Lost in Translation

By Richard Lederer

A GOURMET COFFEE WAS SOLD IN Tokyo as an antidote to stress. Its name, supposedly, was meant to assure people that it would soothe the troubled breast, was printed in English as "Ease Your Bosoms."

A canned spicy pepper sauce from Ghana is named *Shitto*, and a Gatorade-style sports drink from Japan sells under the name *Pocari Sweat*.

The Germans named one of their products *Merdöl*. They found they couldn't sell it in France.

The original ad slogan that the Swedes packaged for their Electrolux vacuum cleaner was "Nothing Sucks Like Electrolux!"

In Seoul, South Korea, the government received so many complaints about taxi drivers that it had to set up a telephone hotline for passengers who encountered rudeness or dangerous driving. To advise customers of this service, a sign was posted on the inside rear door notifying English-speaking passengers of the availability of an "Intercourse Discomfort Report Center."

We chuckle at such clumsy translations, yet we don't realize how equally susceptible are we English speakers and writers. Despite endless boardroom cogitation, many a multi-national corporation has ended up with its brand name or slogan on its face. Global slip-ups remind us that few words and idioms can be literally

translated. *Caveat venditor*—seller beware: It's best to hire the best for translation.

More than others, the automobile industry seems to be prone to linguistic accidents. The classic story of vehicular misnaming is associated with General Motors. As the literal translation of the *Nova* to Spanish means "star," why then, GM wanted to know, were Hispanic Chevrolet dealerships so unaccommodating to this model? That's because when spoken aloud, *Nova* sounds like *no va*—which means "It doesn't go." GM changed the name to *Caribe*.

Ford Motor Company's *Caliente* turned out to mean "streetwalker" in Mexico. Ford came up with a second flat tire in Japan, where *Cortina* translates as "jail." The company discovered that a truck model it called *Fiera* means "ugly old woman" in Spanish. As if this were not enough, it turns out that *Pinto* is a slang term meaning "small male appendage."

Even the luxurious Rolls Royce Company found out the hard way that in German, *Silver Mist* means "human waste."

Here are more classic cross-border marketing misfortunes:

Braniff Air Lines, promoting its comfortable leather seats, used the headline "Sentado en cuero," which was interpreted as "Sit naked."

The colas of the world have been shaken up explosively by mistranslation. When Pepsi-Cola invaded the huge Chinese and German markets, the effort initially fizzled. The product's slogan, "Come alive with the Pepsi generation," was rendered (or should I say rent?) into Chinese as "Pepsi brings back your dead ancestors" and into German as "Come out of the grave with Pepsi." Coca-Cola also discovered in Taiwan that the Chinese characters chosen to sound like its name mean "Bite the Wax Tadpole." *Fresca's* brand name fizzled in Mexico, where its name turned out to be slang for "lesbian."

Perdue Chicken's slogan, "It takes a tough man to make a tender chicken," read, in Spanish, "It takes a sexually stimulated man to make a chicken affectionate."

A beer company slogan, "Turn it loose," became, in Spanish, equivalent to "Suffer from diarrhea."

3M translated its Scotch tape slogan, "Sticks like crazy," into Japanese and came up with a sticky problem. The slogan translated literally into Japanese as "It sticks foolishly."

The Kellogg Company encountered a problem when it introduced its *Bran Buds* to Sweden. The name translates loosely into Swedish as "Burnt Farmer."

Vicks had to change its product name to *Wicks* before entering the German market when it was discovered that *Vicks* sounded like a vulgar verb in German.

Colgate Palmolive had to discard *Cue* as the name for its toothpaste in France. *Cue* is the name of a widely circulated French pornographic magazine. Even the wrong nonverbal cue can wreak havoc with a product's reception in a far-off land:

Gerber Baby Food initially packaged their African product just the same as in the U.S.—with a cute baby picture on the jar. They didn't realize that because so many Africans cannot read, nearly all packaged products sold in African carry pictures of what is inside. Pureed baby—horrors!

Muslims in Bangladesh rioted and ransacked Thom McAn stores when they mistook the company's logo on some sandals for the Arabic letters for Allah. One person was killed and 50 people were injured before the melee ended. □

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About the author: Dr. Richard Lederer is the best-selling author of *Anguished English*, *Get Thee to a Punnery*, *Crazy English*, *The Write Way*, and several other books, of which more than a million are in print. This article is from a forthcoming book.

Dr. Lederer is a regular columnist for SPELL/Binder, a publication of the *Society for the Preservation of English Language and Literature*. Its Internet address is <http://www.maloy.com/~tmaloy/spell.html/>

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