



Senate FORUM

Volume XXIX, Number 2/3, Spring 2013

A publication of the Academic Senate, California State University, Fullerton

SENATE FORUM PRESENTS

New Leaders Implement Fullerton Way 2.0

Conversations with some of Cal State Fullerton's new leaders



José L. Cruz

PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

What do you think your new family at Fullerton would be interested to know about you? Is there anything you think would surprise them?

The first thing I appreciate is the use of the word family, and that is what I've really felt here. I did not necessarily expect this coming from outside the system. I have received a lot of friendly advice and a lot of good wishes. When I was talking to some folks in December they were intrigued by my career trajectory. And the way I have tried to answer this concisely is by saying that I am an engineer by training, an advocate by instinct and a scholar and academic by vocation. Some say, "That is all well and good, but we want to know more personal details." I'm an avid reader and have broad musical tastes. I prefer theater to cinema. I'm a fan of stand-up comedy. I think baseball is an apt metaphor for life. And even though I don't have a talent for art or music, I have five beautiful children who excel at all the things I do not, and two grandchildren who show promise.

Could you explain the baseball-as-a-metaphor a bit more?

In baseball there's a division of roles and a rhythm that plays out. Some rituals you use to manufacture success — when do you bunt? When do you steal? — so even though everyone knows what to expect, there's still room for innovation.

What has surprised you the most since your arrival, and where, if at all, do you see the greatest need to change?

The authenticity of Fullerton. Before I decided to even contemplate the idea of applying here, I investigated what Fullerton was like — I read a couple of years' worth of Senate minutes, I read the *Senate Forum*, and I subscribed to the *Daily Titan* — but I have been around long enough to know that a public persona can sometimes be at odds

with what is really happening on the ground. I was intrigued by the possibility of being part of the family but always suspected there would be a reality check at some point. That hasn't happened, so it seems that the way the community presents itself is very well-aligned with what it is. The implication is that the institution is comfortable and not worried about talking about its limitations and its challenges and addressing them in a public manner. And you can't ask for a better situation as part of a leadership team.

You've attended Senate meetings since you arrived. How do you define collegial governance? Or to put it another way, what is your understanding of the Fullerton Way? And how do you view the relationship between the Provost and the Academic Senate and the Faculty more broadly? What can faculty do to enhance that relationship?

You could talk a couple of hours about this. In terms of collegial governance, there is an aspirational way of talking about it and an operational way of talking about it. How do you tap into the brain trust of a university to drive some broad aspirations? You need a vision of the future that uses institutional memory. The way shared governance evolves is a function of the external pressures the institution has had in the past.

SENATE FORUM PRESENTS
CSUF's New Leaders

CRUZ continued

I think that from the standpoint of the relationship of the Provost with the Senate and faculty that the Provost is a senator and a faculty member so it's an imbedded relationship. It's a mechanism that allows for a common vision and a continuous conversation about how to arrive at certain goals.

How that could be enhanced or made more effective goes back to the issue of transparency, of making sure that all voices are heard. We will listen to the silences, but the faculty should not only express themselves, they should make their talents available to advance those goals. A mindset of enabling the future and not just protecting the past would be important.

As to the Fullerton Way, I am still shaping my understanding. There is a cultural aspect to it. I've heard many different responses to my questions about this. What they all have in common is that the Fullerton Way has enabled the good things to happen here. Many say this — but follow with concern that the Fullerton Way may not have arrived at the level needed for intensified pressures of the 21st century. They're talking about a need for what I'd call the Fullerton Way 2.0. How do we maintain the participatory spirit but do so in more focused and strategic way so we can use our brain trust to create the future? We may not fight the right battles if we look to past. The Provost's job is to clarify the Fullerton Way. This is not about parliamentary procedure in the Senate but about honoring a collaborative approach.

It's difficult for someone to come in when we've had the same president for 20 years. Sounds like you hear the things we say. How do you think about the faculty's views on the issues?

You can't have preconceived ideas about how to solve problems in higher ed. It's not about the boldness of the reform or the splash of the initiative. It's about the execution. How do you harness the resources for any changes you want to make? How will you accomplish anything if you don't understand that the best way is incremental progress throughout the enterprise? In large part it is the faculty and staff and students who will implement the initiatives. Each group's voice has to be heard. Strategic Planning provides a mechanism that will allow us to prioritize so we can better structure our work and allocate our resources to achieve those goals. Those voices will contribute to determining how we translate the goals into operational terms.

If I understand you, the administration may have some ideas but the other constituencies are important because we have to do the work. In a similar vein, what do you see as the role of collective bargaining in a university setting?

Collective bargaining to me is a framework to ensure that interests and actions are aligned so the administration, faculty and employees will be bound by a common goal of improving the quality of the institution and student success.

Collective bargaining also helps achieve clarity. It's a mechanism to

provide academic freedom and clear processes to deal with grievances and properly compensate people for their work. When I was talking about the Strategic Plan, the important thing to remember is that it's a framework to make sure we all are grounded in the need to improve the institution and improve student success.

What are reasonable expectations for faculty in the RTP process? What is your view on the balance of the components?

I think that in all three areas we are striving for excellence and for growth. Faculty members are among the most important assets of the university, and we need to be sure the university is doing everything to help them improve. Here the process and expectations seem very well laid out for the faculty. It is peer-driven, with involvement from the department, the college and finally at the institutional level. The faculty gets feedback.

Sounds like you trust the other levels.

Yes, but that trust is predicated on an assumption that all parties will continue to engage in continuous conversation about what excellence is. From what I see, the role of the Provost is to create an environment that facilitates that. That ensures we implement the process in a manner that is fair to the institution and all the constituencies. That ensures we are growing and challenging conventional wisdom.

What do you mean about challenging conventional wisdom?

In all sorts of organizations, the process starts to take over — the organization spends a lot of time on that process and less time stepping back to consider whether this will get us to what we think excellence is. We cannot confuse the rigorous nature of a process with excellence itself. When we say we are centered on learning, is that reflected in our standards and in the way we evaluate people? That's a more nuanced conversation. Conventional wisdom focuses on process and not taking time out for the conversation.

Some departments can put out 20 articles a year and other departments take longer to get stuff done. If someone thinks that quantity is better than quality, you seem to think that's a problem, or at least I am projecting my hope.

That's right. We need to contextualize the process — which is agnostic to the differences and leaves the definition of excellence and the application of that definition to the various parties. So how do we have the conversation to ensure that standards in Department X are such that they are excellent compared to others in their fields? Does that hold up to external scrutiny? Does that definition and process hold up? Or apply to our broader institutional goals? It's the eternal challenge. We can't ever have a table where it says one publication here is equivalent to three there and same for grant dollars. We can aspire to that, but we still need to go from program to program and have the conversation in order to have transparency.

SENATE FORUM PRESENTS
CSUF's New Leaders

You are concerned about equity. Could you explain what you mean by that term and how you think we can best move in that direction?

I think about equity in connection to the broader themes of opportunity and higher education as an engine of social mobility. There are two fundamental stories we tell ourselves. One of them has to do with the idea that if you work hard and play by the rules, you can succeed. And the other story is that of intergenerational progress — the children will always do better than their parents. Both are deeply ingrained.

“They’re talking about a need for what I’d call the Fullerton Way 2.0. How do we maintain the participatory spirit but do so in more focused and strategic way so we can use our brain trust to create the future?”

But when you look at the data, you see those narratives are untrue. If you are 24 and from a wealthy family, you are seven times more likely to have a BA than if you are from a poor family. Chances for minorities — Latinos, African Americans, Native Americans — are lower than they were for whites in the 1970s. When we look at K-12, we have 49 million children — 22 million are poor and 20 million are from those same minority groups. So the students coming our way in the future are precisely those who come from socio-economic backgrounds we’ve been least effective in helping in the past, in terms of opportunities and resources to complete their degrees.

The implications go beyond just ideals. There are consequences from the perspective of American competitiveness. If we look at the people who are 25–64 years old, we are 4th in the world in educational attainment. But when we look at the youngest sector, 25–34, we drop to 15th in the world. And our younger generation is barely better educated than the older one — only a 1 percent increase. So it’s against this backdrop that I think about equity. The only way we can be true to our narratives and be sure our country remains strong from a competitive standpoint is to improve equity in higher education — we must be conscious of the high stakes, not just for the individuals but for the nation. The great thing about Fullerton is that, because of our student demographics, we’re well-positioned to show the rest of the nation that it can be done. If we can continue to do it here at Fullerton — and we are doing it, with reasonable graduation rates at a reasonable price for our low-income students — and then move up to the next level, then we will be held up as a national standard. What specifically do we need to do? That’s what we will settle in the strategic plan and how we operationalize it.

Of course we want all students — not just those who are disadvantaged — to succeed. With that end in mind, what two or three high impact practices do you think are most important to have in place?

There are well-known high-impact practices — learning communities, writing programs and freshman seminars, for example — but we have to be mindful of the gaps they may exhibit in terms of preparation. They come from schools where we have expected less, and have given them less qualified teachers, and now we have to compensate for past inequities. What I have learned from my experience is that it’s less about best practices and more about developing better practitioners. It is about how you coordinate and allocate resources at the right time and in the right way in terms of narrowing the gaps as you go along. I’m hoping that through this work, one of the priorities will be improving student persistence and enhancing graduation rates. We will develop practices to make this possible. We know what the practices are, but we need to be sure we are doing them correctly and getting fidelity.

We have the 1440 issue. Do you have much knowledge of our feeder colleges and how this might relate?

I don’t have deep knowledge, but how we interface with the Community Colleges and the K-12 schools is crucial. There are some external pressures that may give a sense of urgency, but that interface between the 12th grade and 13th grade? We need to get that right. Those articulations are very important. We must think about them very strategically. If we are focused on student success, and 60 percent of our students come from community colleges, we can’t ignore those issues.

What do you want as the signature results of your first year here? And in the longer term, what would you like your legacy to be?

I really think that the role of the Provost is to translate the University’s aspirations into concrete actionable items — restructure, reallocate, innovate and project toward the future. In the short term, I’m not thinking about particular initiatives. This first year in particular, I think of it as keeping the trains running on time. Students have to get classes, professors have to get through the RTP process, searches have to be completed. But we also have to build a strong foundation so we’ll be well positioned to tackle strategic priorities. So if we’ve kept the trains running and kept relationships in place and have ideas about how to accelerate progress in future, we’ll be in a good place. If we succeed in the long term, we’ll be a national model. If we can reach that goal in the long term by engaging the campus community in effective ways, and if we can do that while navigating some of the difficult times ahead of us, I will be satisfied. Congress will be looking at reauthorizing the higher education law. There are many pressures to improve quality, enhance completion rates and reduce costs, so if we can be that national model by harnessing our resources in the right way — even as we are threatened by external pressures — we will have been successful.

How would you like to celebrate your birthday this year?

On June 13th I hope to be in Washington, D.C., helping my family move while the kids finish their school year. So I expect that will be the time we’ll make our final push to relocate here.

SENATE FORUM PRESENTS
CSUF's New Leaders



Berenecea Johnson Eanes

VICE PRESIDENT FOR STUDENT AFFAIRS

Please tell us about yourself and how you got interested in student affairs and the CSUF position.

I'm originally from Indianapolis but most recently at John Jay College for Criminal Justice. CUNY is urban and John Jay is at 59th and 10th. It has a student body very much like ours. I originally planned to stay for 5 years. We decided we didn't want to raise our two children in the city — wanted them to have something more like our own growing up. We loved the city but it started to get expensive to educate two children. We didn't want to commute, and I decided I wanted another vice-presidency so that is how I got here. And I met Jack Bedell at my airport interview here. I wanted a larger portfolio and I wanted something with more campus life than my urban experience did. And I wanted dynamic leadership.

What surprises, if any, have you encountered in your position here?

Every system has its own dynamics and culture so there are CSUisms just like there are CUNYisms. You have to get to know what the system is. And then there is the campus culture and then there is integrating family into new location. So the surprise is the load — it's a hard transition. You have to have strong allies and ask for a lot of help. You have to be honest and earnest. I'm a village builder — a social worker by background — so the question is: What group support can I get? I'm part of a small network of similarly situated women and we talk once a month in complete confidence. And I have my family. So you have to build your own village. The first years can be lonely because people don't know you and may not trust you. You need to have someone at your back.

How do you define a quality student affairs program? How do you define a successful Vice-President for student affairs?

Student Affairs is an expertise and a practice. As long as you follow the basis of what the chief student affairs person is. Sometimes the understanding on the campus of your role is not very clear. So I have to educate people. I knew that wasn't the situation here — their questions made it clear that they understood. Being successful means accomplishing something around the campus. It's not just about putting out fires on campus or keeping the students happy. If you don't stay on task you can't accomplish anything. So at John Jay I re-engineered orientation and graduation. That's real success. We have had a lot to do — we have hired a new Athletic Director, we had a lock-down, so there have been things to do.

SENATE FORUM PRESENTS
CSUF's New Leaders

How does successful student affairs relate to a quality academic experience for our students?

I've been gratified to be asked to partner with the provost to be collaborative and work on this issue. For example many of our students have a disjointed experience with the university. They don't want to do the work of orientation — they just want to get registered. So we are working at ways to deal with this. So lots of what we do has to do with getting people ready to learn. So either we are getting them ready to learn or keeping them ready to learn. Lots of our small groups like McNair are infused with resources from Student Affairs. If we could do for all students what we do for McNair scholars, we wouldn't have retention issues. We totally supplement the work of the faculty and do what we can to get people where they want to be. The spirit of competition between Academic Affairs and Student Affairs has always been there and that's the biggest problem.

Do you think Strategic Planning can make a difference at CSUF?

This is interesting because I don't know as a new person how it will make a difference. We could still have trouble mobilizing people to do the plan. I don't think that's what we are being asked to do. It's my understanding that the plan will direct what we are to do the next five years. Clearly each of the VPs will be responsible for part of that work. We have to roll up our sleeves. So some of it is about the leader, some of it is getting other people involved, and some of it is about students and helping them see how it will work. The problem, of course, is that there will always be someone who worries about not being the first priority in that plan. It will be lovely to have a university-wide plan. Then my division can build on that and develop its own strategic plan — something it's apparently never had.

What's the best way to increase our graduation rate?

Stop the run-around. A lot of our students don't succeed because of reasons that aren't related to financial aid. It's a big campus and it's hard for people to know how to connect the dots. Collaboration and connections are important. The "Undeclared" major is a real problem. Who are you connected to if you don't have a major? I learned the impact of "Undeclared" while working at Morehouse College, which is an historically black institution, all-male, so not very diverse. But even on a campus where everyone looks like you, you can still manage to be disconnected. If you haven't decided on a major, no one's tracking your progress. Then you add all the other mitigating factors and it's very hard. There's something to be said for getting someone in to tell them about the resources on campus. We could be more savvy about who they are and then help them better. We have always looked at low GPAs, but we really need to move sooner than that.

What role do you see for athletics on a campus like ours?

Athletics is amazing for several reasons. Certainly for participants, but also for the campus and community — as a way of engage-

ment. But in Division I in this country, you need to have a healthy program. And we want a healthy program. Our program has a history of having a strong community.

When you hire people for your team, what are you looking for?

I am looking for basic understanding and hard-wiring around what Student Affairs is and what we're supposed to do. Good communication skills. Someone who will work hard but also be a cheerleader, and *like* students. And someone who understands the national context of student affairs conversations — who understands how the national organizations support our work.

What partnerships do you envision with other divisions?

I push my staff to partner well with everyone. I work for a president who expects me to partner with the provost all the time. Some have not had close attention — business and finance or facilities. Often Student Affairs and Facilities don't have close relationship. So I pay attention right at the beginning — how do facilities work? how does my team relate? For example, it always seems like there's an issue between students and facilities. Students can't get the space, or don't like the space, or some other problem. Or they want to know why they can't use the theater and we need to help them understand why. You can do a lot of exciting things early on to help them understand. And there's the budget. I asked Bill Barrett to explain the budget to the ASI Board and show them the link. I don't know whether the students have received a briefing from the VP of finance. I want students to know who these people are.

"It's a big campus and it's hard for people to know how to connect the dots. Collaboration and connections are important."

You have attended many Academic Senate meetings since you joined our community. What is your definition of collegial governance and how does CSUF "fit" with this definition?

Working with the faculty senate at most institutions has been a pleasing experience. I respect the senate and the governance structure. If I have something to offer, I say so. I think it is about communication. This dates back to my days getting a master's at Boston University. I was the student rep to the faculty committee. You just need to understand how it works. I will say that the way the CSUF Senate functions is much more sophisticated than at other places I've been. The structure here is sophisticated. It ensures that everyone has a voice.

SENATE FORUM PRESENTS
CSUF's New Leaders



Frank Mumford

EXECUTIVE DIRECTOR OF THE AUXILIARY SERVICES CORPORATION

Please tell us a bit about yourself and how you became a Titan.

Nearly all my career has been in higher education. I really enjoy being on a college campus and feeling that what I do matters every day in the life of the students. I was in a similar position at Cal Poly SLO and got to know Bill Dickerson, former executive director. He was eyeing retirement and invited me to apply for a position on the ASC team.

I have two grown children — one in Long Beach and the other in San Diego — so Fullerton is a great location for me. I've made some good friends at CSUF and enjoy being here and the challenges the job brings.

Please describe what your job duties are.

As Executive Director, I function as the CEO of the ASC. Our corporation has close to \$65 million in revenue each year, and we have assets of almost \$100 million. Most people wouldn't guess the volume of activities we perform. Our workforce

consists of 1,000+ employees each pay period, predominantly students, who benefit from some great work experiences. I have eight directors of various divisions reporting to me and we take a team approach to tackling the issues at hand. The ASC operates commercial operations on campus (bookstore & campus dining), administers all of the grants that come to the University, and manages real estate for CSUF: College Park, College Park West (formerly the Western States College of Law), the Irvine campus, etc. We are currently working on a development project on the parking lot behind College Park that would provide apartments, retail spaces and parking. Each real estate venture takes a lot of time and effort as we coordinate everything with the Chancellor's Office.

Just what is an auxiliary?

The Auxiliary Services Corporation is a separate legal entity from the campus that performs functions that either can't be done by the University (i.e., buying and selling land) or will be less burdensome to the University if performed by the auxiliary (i.e., hiring people for relatively short-term assignments, like grants). Having our own HR department helps us perform this function for the University, but also helps the ASC. Our commercial operations hire a significant number of employees, as we employ so many students. Ours is one of the larger auxiliaries in the CSU system due to the

number of functions we perform. Other CSU auxiliaries are 'single purpose' organizations, like our Housing Authority and the Bulldog Foundation at Fresno State. There are currently 90+ auxiliaries on the 23 campuses of the CSU.

A successful auxiliary is one that

... supports the mission and performs the duties designated in the Master Operating Agreement of the campus where it resides. For commercial auxiliaries, providing the best services at the best price for the students is essential.

How does the ASC relate to students, the faculty, off campus groups and campus administration?

We're in the trenches with these groups every day. We pay close attention to the current issues and try to be ahead of changes within our core industries. The bookstore industry is a great example. Titan Shops has been a leader for years in finding better and cheaper alternatives to new textbook purchasing for

SENATE FORUM PRESENTS
CSUF's New Leaders

our students. This requires a close partnership with faculty to permit us to obtain the lowest cost alternatives. Obtaining on-time requisitions from faculty is the single most important aspect of us being able to have the inventory we need at the lowest price when classes start.

All of the functions we perform and new ideas we generate are vetted through the VP Admin & Finance office. Through that relationship, we respond to the needs of the campus.

Please give some examples as to how the ASC supports the university.

In addition to the monetary support, we provide services that would otherwise have to be performed by additional CSUF employees. We maintain unique software systems to operate our commercial operations and often hire staff members that have different responsibilities than other campus employees. We provide human resource functions that permit us to quickly hire new or replacement employees. Having this capability is a tremendous aid with contracts and grants administration, where timing for completion of a project is often critical.

How much each year does the ASC typically contribute to the university?

Around \$1.5 million in many forms, but most of it in cash. The bookstore and campus dining provide shared revenue to certain programs, but also provide lots of in-kind goods and services to many campus organizations. People always want something with a Fullerton logo to trade or give away.

What is the composition of the ASC Board?

We currently have a 24-member Board made up of faculty/staff, students and community members. These groups are a requirement of the Education Code for auxiliaries affiliated with the CSU. We find that diversity helpful as we review proposals that impact the campus. This group really brings different perspectives to our issues and makes us look at things differently than we would with just our management group.

How does the ASC get its budget? Your staff members are not state employees, correct? What role if any does this have on your operations?

We earn it! We do not receive any 'appropriation' of funds. We receive no financial support from outside entities. Each one of our operations has to be self-sufficient. This puts a very different view on budgeting when compared to the State. It takes a lot of textbooks and hamburger sales to cover our costs.

None of our employees are State employees. We have different benefits, as well as different pay grades. Our health and retirement plans are nothing like the State. It is much more difficult for us to retain our employees long-term, particularly when CSUF is hiring for like positions. We understand the differences and are always looking for ways to be competitive.

If you could change anything about the ASC, what would it be?

The recognition we receive on campus. I think we are often viewed as having certain privileges that CSUF employees don't have. Truth be told, we are so highly regulated by the State, the CSU and the campus that we must work really hard to provide the services that we do.

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 that the Senate addresses.

Individuals are encouraged to respond to the materials contained in the Senate Forum or to submit their own contributions.

CO-EDITORS

Emily Bonney
AND
Emily Erickson

EDITORIAL BOARD

John W. Bedell
Sociology

Emily Bonney
Liberal Studies

Emily Erickson
Mass Communications

Kristi Kanel
Human Services

David Kelman
English & Comparative Literature

SENATE FORUM PRESENTS
CSUF's New Leaders



Gregory J. Saks

VICE PRESIDENT FOR
UNIVERSITY ADVANCEMENT

Please tell us a little about yourself and what you found attractive about becoming part of the CSUF family.

I live in OC and I worked at Dominguez Hills in the same job for seven years. The Advancement Office here is structured the same way here that it was there. Before that I was at Pitzer for nine years and moved into working on fund-raising. Also was at Baylor. I grew up in the Inland Empire and met my wife at CSU San Bernardino where I majored in history and minored in communications. I've never *not* worked at a university, but always in an administrative position. I worked a short time in student affairs. I love backpacking and the outdoors and go to one place and hike. Last year we went to Half Dome and the year before the Narrows at Zion.

What makes for a successful University Advancement office?

One that can properly tell the story of the University and inspire the outside community to invest in the University. One that is student-centered. One that understands what will resonate with the donors, and one that will help the donors understand the value of caring about the University. We are the bridge, the relationship-maker.

When will you know you've succeeded at CSUF?

When we as a division are well organized, when our communications are clear and we're positioned to make strong fundraising goals for the future. And then, beyond that, when there's a clear understanding about the value of philanthropy throughout the institution and the value of investing as far as the outside world is concerned. The strategic plan says we are supposed to be raising \$15 million a year in five years. I think we will do that. At my prior institution we had a retreat and we talked about setting goals, and the chair of the Academic Senate said, "We need to be sure that Advancement has the tools to get the job done," and I never had to say a word. People need to understand we make a difference.

So what's a highlight at CSUF?

It's the opportunities, the particular character of our students, which are maybe 30-percent first-generation. We are making a difference in the lives of our students. And our size is important. We have a tremendous footprint: We're the tenth largest employer in Orange County and the second largest university in California. If a company wants to make a difference in Orange County, it should want to invest here.

A legislator says, "Stop teaching Marx and I will get your California budget increased by two million dollars." How would your Governmental Affairs folks respond?

What's taught in the classroom is the purview of the faculty. We need to be thoughtful about understanding what is important to our legislators but anytime those in the legislature confuse their role with the role of the faculty, they're going down the wrong path. There are all these proposed laws right now but some things should not be legislated.

What is the appropriate role of alumni in a university like ours?

The role of alumni relations cannot be underestimated. Alumni are our ambassadors. Corporations and foundations will ebb and flow but alumni will always be there. I know from Advancement that you need to grow the alumni role in order to achieve long-term fundraising success. There needs to be proper cultivation and

SENATE FORUM PRESENTS
CSUF's New Leaders

stewardship of our alumni. We need to make sure these kinds of things happen — like having alumni visit classes. So pay attention to strategy, communication and what's in it for them. By supporting the institution, alumni will enhance their own degrees. And we need to make sure that alumni understand that gifts of any size make a difference and help us fulfill our mission. We know that at large institutions like ours, the more micro we go, the better. In fundraising, the donor calls the shots.

Do you ever have to manage alumni where there's feuding?

Yes, over my career I have encountered feuds, but we focus more on finding common ground not resolving conflict. So we will exploit the part that interests all the parties. Sometimes those feuds and stresses can be very interesting.

"The strategic plan says we're supposed to be raising \$15 million a year. I think we will do that."

So what is the role faculty can play in all of this?

Faculty members have the ability to apply that level of connectivity. When you think about the way they interact with students, well, there's no greater bridge than that relationship. When I was at Pitzer there was a professor who said, "There is no better way to see how I did than by spending time with my former students." And the relationships were clearly good, because the graduates were passionate about what he did. If someone in my job can make sure the relationships are there and can help faculty understand their unique position, that's ideal. As it pertains to governance, I was thrilled to see there was a formal mechanism in the Advancement Committee to communicate with faculty. I have enjoyed the conversations and look forward to working with them. My job is figuring out how to keep them fresh and engaged. I want real feedback. My division needs to know there is a group to consult, to see what they think about the idea. It's a unique opportunity to have a group you meet with regularly.

Community events like "Concert Under the Stars" and "Front and Center" have both their supporters and detractors. What do you see as the role of events like this in advancing our mission?

I think there is great value in having these large events that get

the word out about the University. And the president will do the concert under the stars again in the fall. Now we will go out for sponsorship and support. We see the value in large-scale programs that raise the profile of the university, Have the community see us as their university. This year it will be 21st September 2013. Those involved in these events in the past are thrilled these will come back.

How do you see the Strategic Plan affecting your division?

From my viewpoint, we own the Strategic plan. If we are going to improve graduation rates then it's my job to make sure there are enough scholarships. When it comes to HIPs, it's my job there are resources for internships. We are going to need to find treasure and time from those with the ability to help and support our students. Nonprofits and other groups. And have us be *the* University of Orange County.

Talking to new community ...

I'm thinking of two words. One is patience and the other is excitement. Everyone who comes here is excited to be part of the Cal State Fullerton experience. There will be a lot of out-of-the-box thinking from the new people. I think that management knows enough to ask questions. I think it's always a matter of asking, respecting and innovating. I'm coming in with a great group of people, but I'm building on a fantastic history. The campus is only 50 years old and has grown from a few orange trees to 37,000 students.

The thing that has most surprised you about CSUF is ...

Right after I got here one thing that really excited me was that Cal State Fullerton thinks big. It thinks big about what it can accomplish and what it can do. And that's part of what enabled me to be here or for us to have residence halls or to get Western State.

Faculty are interested in having relationships with administration. Have you had much opportunity?

I have tried to take time to meet with anyone who wants to meet with me. Gaining an understanding of the campus culture. But I wasn't surprised by the culture. I'm having a great time. It's a neat campus with a constituency that cares passionately about our students and I think we have great opportunities to broaden our brand to different audiences. I think we can extend our outreach to other parts of the county. I think that when Dr. Garcia says we're going to be a model for a comprehensive university, that's a realistic goal.

SENATE FORUM PRESENTS
CSUF's New Leaders

Please tell us a little about yourself and your background as it relates to this position at CSUF.

I would like to begin by expressing my appreciation for the campus community for making me feel so welcome. I talk to students and get that smile, and it makes my day. Just to frame my journey: Both my parents had a third-grade education. They were always there supporting me, especially since they had not had that experience. He was in law enforcement and my mother was a housewife who took care of foster kids, served on the local school board and worked for local campaigns. I was born in a remote area and taught to work hard, and when I left high school I went to college at the age of 16. It was traumatic to leave my parents but once I left, I kept on moving. I have moved around quite a bit and done K-12 in both large and small districts, UC system and now the CSU, and that's prepared me for my role as retiree.

What does it take to be a successful VP of finance?

A successful VP has to be in tune with his community, including the students. They need to be student-centered and focused on supporting a learning process in which faculty play so vital a role. I think also a successful VP must have integrity in all dealings with campus, and must be able to say no with a smile. If you mislead faculty, you make the president lose credibility. You have to have great communication skills and get out and meet people on campus. It's surprising what you learn from students and staff. You have a responsibility to stay abreast of changes in the Higher Education business and incorporate what you learn in this environment, and sometimes that's met with resistance. You have to be in tune — not just with the president but with all the constituencies. Otherwise you cause a problem for the president. You have to put your ego on the shelf in the morning. Arrogance gets you into trouble.

You've already talked some about how rewarding commencement is and meeting students on campus. What else would you add?

Sometimes students look troubled and they just need to find a room and you can show them where the where the building is. Another benefit is meeting faculty and students and staff from all walks of life. I stay active in organizations, including some that don't see CSUF as a friend, and I try to help them see it as an institution that could serve the community. Another rewarding part is making sure the president and others have the best information possible for the welfare of the campus. I try to make options available to president who is making decisions.

What are some of the frustrations of the position?

The political process. The fact that we don't have a budget in March — and have not had a budget the last six years — is repulsive. And we don't hold the Governor and the legislators responsible. And it's also repulsive that we have a board trying to decide how to spend money and we have faculty and staff and administrators working at same wage without any



Stephen Garcia

INTERIM VICE PRESIDENT
FOR ADMINISTRATION & FINANCE

raises when we're seeing tuition rise. That's what is happening. We have no answers when we go to the PRBC. Bob Mead is trying to provide leadership and really can't, and it has everything to do with the state political process.

What is the appropriate role, if any, of collegial shared governance in your Division?

I think it means a couple of things, both within the division and outside the division. I think it is very important to participate in committees throughout because there are always business aspects we need to remind people about. Everyone contributes in some way or another. You may think someone is a clerk who only crunches numbers, but what

SENATE FORUM PRESENTS
CSUF's New Leaders

she's doing is important. We have to fit the pieces together. Another part is recognizing employees for what they do.

What suggestions do you have, if any, for revising the University policy statements relating to your division?

This is kind of comical. There are policy statements from the chancellor's office but we need to establish policy here — we need to create policies with some common business sense. We need to get input from those affected. We need policies in every area but we don't have any that I've been able to find, other than one for naming facilities. They may exist but they aren't being used. I am a policy guy because it keeps us honest. We don't want any negative publicity that will damage the good things we are producing.

How do you compare CSUF's culture with that of other campuses on which you have served?

Let me describe this campus. We have role reversal here — like when your parents get old and need help. We are looking at faculty on the PRBC to provide leadership. We have campus constituent groups trying to figure out where we are going. We still have two more positions to fill, so there still are a lot of growing pains, but we will come through. Even with these problems, what we produce at the CSU is still quality. The core here is faculty members and those who support them. There's always criticism of the administration.

What is the best way to get members of the University educated about your Division and to secure their support for its decisions?

Collegial shared governance is an important way to have the areas participate in business operations. I like to look at the Portal, which we should be using much more effectively to inform the community about what we are doing. For example we have a sustainability group and a center and we haven't taken advantage of it. When you can increase square footage and utilities remain the same that's important. I think we don't make our best use of the web or other communication vehicles. Everyone respects us but we don't ensure that they will continue to do so.

Would the CSU benefit from a "guaranteed" 3 year budget and if so, why have we not had such a cycle?

We would benefit from a two-year cycle. And a three-year cycle would allow us to implement programs on the right cycle. I'm going to use my friend Bob Mead as an example. He's frustrated because he can't move PRBC ahead, and I'm frustrated because I can't give him information so they can, and I'm going to blame the legislature. We need to look to the issue of structural deficit — maybe some student fees need to be cut and maybe others need to be increased. We need information so the President and PRBC can drive a good decision-making process. We

don't have performance accountability in Sacramento and yet they want to hold the faculty and administration accountable. That galls me. The environment keeps changing monthly, and before we know it, we are in a new environment. And despite this, CSU does a great job working with students. What I'm worried about is that as faculty members get older and retire and newer ones want bigger salaries ... How are we going to handle that?

What do you think about the new VP for Human Resources position?

I feel it's good, but it has to be phased in. We can't just say we have a VP for Human Resources and whisk everyone over. We need to take the expertise that Jenny and others have and start an implementation committee. We need to advise and recommend to the President a sum of money for professional development. When we have new faculty and staff. We don't do enough to invest in them. We already have a bad reputation in HR for staff and we don't want to do the same for faculty. Our most valuable resource here is our students, but close is our faculty. Without a quality faculty we don't have anyone to address students. Something as simple as timely reimbursement for moving costs can make a difference. At Sacramento we handled each faculty member as though he or she were the only one being hired, and the key to a successful HR department lies in who gets put in that department. There must be some understanding of what it takes to recruit and retain faculty. If we don't do that well, we will fail. I will do my best to make some of those tools are in place.

If you could reorganize your division, what would you do, if anything?

I would make sure the functions are properly aligned and they are not right now. We want to keep up with presidential and AS initiatives. We want to know what's going on and do what we can to support ASI and the students in general and make sure division resources support division goals. We don't have anything like that now. We need to communicate what we do well and address what we don't do so well. If we had done this it wouldn't have happened to the magnitude it did in HR. We need to be strategic in getting all the information info to necessary bodies, but there's no plan for that. This is a question of priority not budget. We see divisions with massive carryover balances but they are there to be used for strategic things. Need to monitor in the division to be sure all functions of the division are being handled. I want an office strictly devoted to keeping me in contact with my managers in the community and helping me stay on top of all things so nothing gets dropped by the wayside. Without a plan good intentions won't take you far. Need to revisit the whole structure of the division and make sure about mission and goals. What we haven't done is had significant cuts. We reduced our baseline \$79 million but we had tuition increases and so on. So there have been adjustments, but we haven't gone back and conducted an inventory of what we are doing and needs to be done so we don't do less important things. We have a plan, we have a focus and the rest of the support aligns with that, but we can't do without a plan.

SENATE FORUM PRESENTS
CSUF's New Leaders



Jim Donovan

DIRECTOR OF ATHLETICS

What about Cal State Fullerton, both the University and its athletic program, made you want to become Athletic Director?

Well I grew up in Orange County and always thought CSUF had the potential to be extremely successful. And I believe that more today than ever. I am really impressed with how improved as a campus and in academics the school is. In the 70s the arts were well-respected, but now we have Mihaylo and I see an overall improvement of academics. I feel athletics could have the same kind of success, and I am more excited today than when I first got here. The best days are ahead for titan athletics.

In what ways do you think the Athletic program at Cal State Fullerton advances the larger mission of the University?

Well you know first of all I go back to the student athlete. We expect them to be students first – that's how we treat them and what we expect of them. They are the visible face of the university. I always say athletics is the front porch, the most visible thing and what you see first about the university. We have 250,000 people seeing events, some are alums but also people locally and we get television broadcasting so nationally a million households and regionally 250,000. It's what people see and it's the first impression they have of CSUF. We are out there promoting CSUF as an entity, and we will try to promote the academic side more at our sports events.

During national broadcasts we included these spots so you can talk about the school, and just got three instant replay boards where we can run academic points of pride. We see ourselves as an important part of the university, although not the most important part, in supporting the mission.

Have you identified short and/or long-term goals for the program and, if so, what are some of them?

Well, I've been on board about 80 days, so the focus has mostly been on short-term goals. I am focused on customer service. Students and staff are customers, faculty members are customers, and there are also corporate customers. Students are very important customers whether attending games or participating as athletes. Another goal is to look at the budget and work toward a long-term plan. I am getting feedback from all the parts of the program. I would like to put a group of people together to create a 5-year strategic plan. Maybe we can do this in April or May, so long-term, finances. Short-term, I'm working on attitude and philosophy. I want to engender a positive attitude with an eye to the future. If you buy into it, that will happen.

SENATE FORUM PRESENTS
CSUF's New Leaders

Is there a development person?

Currently, I'm the primary person on that. We have talked to the Development Office and we have some help with special events. The money we are getting right now is highly transactional — like the dinner to raise money for golf. Someone will help with that. An associate director of Development will help with the database, and then there will be a director who will look for donors and gifts that are substantial. That's already being implemented.

What are your impressions, so far, of the program and its prospects for success?

I went to the student board and advisory committee. I was really impressed by the students. At some institutions the student athletes come across as having high expectations about being treated differently. I didn't get that from our students at all. They are very proud to be part of a team. They give no impression of deserving of better treatment. This is a testimony to the staff and students and the university as a whole. We are a part of the mission but just a part. Everyone is important not certain segments above others.

What are your impressions of the academic performance of student athletes here and do you have specific plans for supporting their success?

We have very good athletics academic service. According to the NCAA now every student has to be charted and stay on track to graduation. There are penalties that can come down on the team, from fines to post-season bans. We are supposed to be getting alignment with those standards so that the team as a whole is moving to graduation. The services that we provide and the attitudes in the academic services are excellent. My impression is that our faculty cares about all our students. We focus on student learning. I really appreciate the faculty for that attitude. We are a teaching institution. We could maybe use another full-time person in academic affairs for athletes but, short of that, the attitude of the entire faculty in supporting our students is really outstanding.

While the campus community is generally aware that the Athletic program is less well-funded in comparison to its conference counterparts and other comparable institutions, how do you argue for increased resources in a time of reduced state support and in the wake of a series of fee increases on students?

We are — compared to our peers — maybe second from the bottom. And compared to all division IA schools, we are definitely in the lower quartile. If you had to look at one single issue, and going back to first answer about constraints on athletics, it's the budget. Just last week I heard about a geographical survey of Division IA athletes, and 10 percent come from Southern California — and we are smack in the middle of that region. We have some of the best students and some of the best athletes in this area, so it's not lack of quality. It's a budget issue. I realize we went through horrendous cuts, but the reality is that with some additional financial support, there's no reason we can't start winning conference championships in practically all the sports we play. I'm not saying we have to be the best-funded because we have strategic advantages, which attract quality coaches and employees, but we need at least comparable salary levels and recruiting funds. We only operate now with about 2/3 of the scholarships that the NCAA allows. For example our track and field program is woefully under-funded. The total scholarships allowed for all 5 of the events we have is 30 equivalents and right now we are operating at 10.5. Funding has not changed except for being reduced over the last decade. My general sense is that the budget support had been reduced. Tuition has gone up but not enough to cover the increase in cost. We might be last in the conference in the number of scholarships. It's tough to expect to win when we don't get enough funding for scholarships. If the University wants these sports and we are in a conference that has them then we should be budgeted to have scholarships per NCAA rules. I am more on the faculty side for salaries for coaches but scholarships are a student resource. I see three ties. We get University support in our budget, student support through fees and Development to get outside support, and need to enhance all three to get the funding we need. We are already doing the development part and communicated on the university side and now need long-term strategy on the student fees side.

The Athletic Department has endured some tragedies in your brief time here. Can you tell us what those experiences have been like for you personally, as well as for the student-athletes and the staff?

I think that obviously you are sad to lose people just as the University as a whole has lost a member. It was very impactful on staff and stu-

SENATE FORUM PRESENTS
CSUF's New Leaders

DONOVAN continued

dent athletes. I'm 53 and I can't explain why these things happen, and for these young men and women this may be the first time they have lost anyone they were close to. And it's tough on staff because these were young vibrant people who were lost. We have been getting counseling help through student services. They will be missed.

While we tend to think of athletics on college campuses as co-curricular, that is, alongside and supportive of the core curriculum of the university, are there lessons unique to athletics that you believe are of benefit to other students and the rest of the campus community?

Not only do our students go through the same academic rigor as everyone else but, like students in the arts, they have a special skill they're able to hone and develop. In addition, athletics teach students things like leadership and specific life lessons. Every member learns how to make a plan, and learns how to react to adversity because things don't always go according to plan, and every season you will win and lose, and you need to learn how to pick yourself up and go on after the losses. And that is what you have to do throughout your life. Obviously athletics teaches teamwork and belief in others — that person will do his job because you are focusing on your job — and belief in yourself. I believe performing arts, lab courses and athletics all teach this. Students come out well-rounded, with the ability to learn from valuable life lessons. We are examples. Our student athletes are held to a higher standard. If one of them does something wrong, it makes the newspapers. And they can lose the opportunity to participate in athletics.

As for the rest of the campus community, there were probably 2,000 students at homecoming, and I bet they are more likely to talk about the homecoming experience because they had fun and it was exciting. Athletics are good for the institution and good for the students.

In what ways can the campus community, faculty members in particular, become a greater part of the athletic program at Cal State Fullerton? For faculty who want to be a bigger part of it besides being a spectator, what can they do?

We are grateful for the support on campus generally for students. And I would love to have faculty night — to see our faculty come out and see their students honing their athletic skills, see their students representing the school on a national scale. They would have a lot of fun, and it means so much to the students when faculty and staff come out. I would love to have to build an extra grandstand because 500 faculty members showed up.

What two or three things would you like the campus community to know, that perhaps it does not know, about Intercollegiate Athletics at Cal State Fullerton?

One of the first ones is that we have a dance team that has won its 12th national title. Many people know that, but what they don't know is that each of those students pays \$3,500 to be on that team. They have to try out and be at events and practice 20 hours a week all school year, and on top of that, they have to put the money in so they can compete nationally. They do a phenomenal job of representing CSUF. They are like our ambassadors. Also, all the members of the track and field team have to buy their own shoes, which is completely atypical for a division IA school. You would expect the institution to buy at least one pair of shoes for the athletes. We are working on the possibility of developing one-clothing look for all teams. We are working with ESPN to bring some national television exposure to the campus for a sporting event. We are always looking for things that will bring pride to the entire university.

While we do have a lot to do budget-wise there have been some real improvements. Instant-replay boards. Improvements for the tennis court and for track and field are coming up. And the development officers — we'll have three supporting athletics.

What new innovations, such as entrepreneurial ideas, new ways of doing business, or other activities in the program, should we look for in the near future?

We are working closely with Auxiliary Services to do a better job of concessions at all our events. We are in academics and entertainment. We are doing great in academics. The students are on the same level as the rest of the students here, and we serve as a vehicle for very diverse ethnic and economic groups of students to get degrees. On the entertainment side, getting people to buy ticket and come to events, trying to get people to attend, is harder. We're competing with the Ducks and the Angels and the movies and all the other sports. Honestly, are we providing the same kind of service? No, but we're getting better. We've been working with merchandising people. At one point students would come from their dorms, try to gain side entry, then be told they had to go around to the front. So we changed that. We are trying to walk in people's shoes and see if it's something people would like. We have posted the Titan Top 10 Musts for how to deal with customers. It's all about how to approach customer service. Emails from customers saying, "Can you do this? Can't you open entrance on 3rd base side not just 1st base side?" So, yes. The future looks great.