

The SENATE Forum

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Interview with President Milton Gordon

■ On February 2, 1995, we met with a relaxed and shirt-sleeved President Gordon in his comfortable office on the top floor of Langsdorf Hall and discussed topics of interest to CSUF faculty.

Question: What has been your greatest source of satisfaction as President?

MY GREATEST SATISFACTION? Anyone who knows me will know my answer to that question automatically. It's always the people with whom I work. I have really enjoyed the over four-and-a-half years that I have been here and the people with whom I have had an opportunity to work. That's everybody: staff, faculty, students, administrators, and community people. Cal State University, Fullerton, is really blessed in that sense. The University Planning Committee is a group that really demonstrates my vision of what a university group should look like; they work together in such a wonderful way. We have gone through some very difficult years, and I find the people associated with the institution—on campus and in the community—still upbeat about the University. That's a real pleasure for me.

The other day someone asked me what my greatest satisfaction was and I said I have always enjoyed graduation. I always enjoy seeing students walk across the stage, especially some of those who, when they started, did not have a high probability of graduating. I also immensely enjoy the beginning of the school year. To me there isn't anything like the begin-



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ning of the school year at a University: everybody's back and they're eager. You have new groups of students, new faculty, and staff. I enjoy my work.

Question: Will the University Planning Committee disband now after completing the Mission, Goals and Strategies statement?

Oh, no, that's only phase one. Phase two is now to take the SWOT Analysis, the Mission, Goals and Strategies statement, and to make them reality within the framework of Cal State Fullerton. In many ways, this will be the toughest job. We had a two day meeting in January. It began with the same enthusiasm, the same energy as

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last year. They are anxious to get started. You will see new results immediately. I think it will spark a lot of interest and a lot of good, creative thinking. It will be an organized program—hopefully with dollars behind it.

Question: *How has your view of the University changed since you began work on the new Mission, Goals and Strategies statement?*

Well, many of the aspects of the Mission, Goals and Strategies statement are not new. They are continuing throughout the history of the University. If you look at learning, teaching, and creative and scholarly work, all of those things are continuing. You will see several things on external funding. You will see a lot on collaboration and partnerships both on and off the campus. One of the best things that came out of the whole exercise is the SWOT Analysis that we did. Before the last five years, the CSU, which is the largest university in the world, could count on an additional new seven, eight, nine thousand students each year and we didn't have to do anything. We could sleep and those students would be there. But that's not true any more. It is incumbent upon every university to know its strengths, its weaknesses, its opportunities, and its threats (i.e., SWOT). You do not have to use those terms and you don't have to make it a very difficult process, but you have to know what you are good at and where there are potential problems.

Look at the change that has occurred in higher education in Orange County and the State of California in the last four years! Probably until five years ago, you and everyone else here would have never predicted the changes that have occurred; you would never have predicted what happened to Orange County or California or higher education. About 10–15 years ago, when Temple University was considering the layoff of a few faculty members, it was national news because tenure has always been sacred. During the last four years in the CSU we have considered layoffs of large numbers of faculty and there wasn't a blink off-campus, or in state government, or in the business world, or anywhere else. That's a change that I would have doubted I would have ever have seen in the mind-set of people with whom we work. But then the whole budget collapsed in California.

Question: *How does the budget look for next year?*

You are seeing a much happier President. Governor Wilson, for the first time, has a four year budget plan that gives us guidelines in terms of FTES and dollars. The inconsistency of the budget over the last four years has been one of the worst aspects of the whole budget—from

the students' perspective and from that of faculty and staff.

Question: *Last year, I believe, Chancellor Munitz said that the coming year—that is, 1995-96—would be the worst yet. Do you feel that prediction is no longer "operative"?*

If Wilson's budget stays, it will be no worse for us than this year. If his budget stays... That's a big "if" because, as you know, now comes the squabbling and the in-fighting and all the rest of it in the Senate and the Assembly. I keep hoping that people will come together and see a priority and see that if things don't change, you are doing real damage to the largest and the best public university in the world.

Question: *How would you assess the perceptions of the university by the community and do you really think that the community knows about the university and appreciates us perhaps as much as the "other" big university in the county?*

I spend a lot of time in the community and I talk to a lot of the community people about Cal State Fullerton. Those that work with the University, those students that have gone through the University, they know the quality of what we all do, but many others in the community do not. Cal State Fullerton does not have the public image that I want it to have or that we all want it to have.

Question: *How can that be changed? What can we do?*

Well, we have to make known to the community what we really do and how we really service the community. After the commencement exercise in 1993, after we graduated 100,000 students, I asked the Institute for Economic and Environmental Studies to give me a report on how we impact the county economically. The report says, for instance, that the University puts 489 million dollars out into the community on an annual basis. It impacts something like nine thousand jobs. When you expand that over

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, Foreign Languages & Literatures

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

Layout: Curtis Swanson, Foreign Languages & Literatures

southern California, the dollar amount grows to about 560 million and the jobs go to ten thousand plus. The community doesn't think of the University as an economic asset. They never have. But now, all of a sudden, people realize the impact. That has had a dramatic effect on our image.

Question: *It has effected an attitude change in corporate and government "movers and shakers," but what about the parents and prospective students? What is their image of this university?*

That is something we really must continue to work on. A group we were working with about a year-and-a-half ago looked at the media coverage of the University for a period of time and found that 70% of the media articles about the University were about athletics. It was during a period of time which was basically negative. What are we doing about it? We have started a very vigorous student recruitment program in the past year to year-and-a-half. For instance: this semester we will have the first "College Day" on our campus. Later this semester, we will be inviting students and parents to our campus.

We will also be doing things in terms of the admission process that are a little different. We have had a good number of applications but the "show rate" was just horrible. Well, what does this say to you? It says that Cal State Fullerton is not a first choice for these students. And part of the recruitment program I have initiated is that we are going to have to recruit students for whom Cal State Fullerton is a "Number One" choice. And to do this we have to show them why they should want to come to Cal State Fullerton. One of the key reasons why students should choose Cal State Fullerton is that as students they will have a seasoned, experienced faculty member in their classes and that's a real advantage.

There'll be some reorganizing in the Public Relations office. We are going to become more vigorous and much more aggressive in terms of public relations. Of the universities in the CSU system, I think we are one of the best there is in terms of teaching and research. Last year, our faculty and staff generated over eight million dollars in grants. That's quite a figure for us with such a heavy teaching load.

Question: *What would you like to have the faculty tell people who ask: "Where do you work?" What do you say after you answer with: "Oh, I work at Cal State Fullerton." How do you inform people in just a few sentences about Cal State Fullerton?*

My number one agenda is the quality of what we do. I never hesitate talking about that quality and our successes. I'm always inviting people to the campus because I think that is a real asset to us. Physically, we're a very

attractive campus. We have good equipment, good buildings, good people to just come on the campus and talk to. There are many indicators of quality. You can walk across the campus talking about programs, departments, majors.

Question: *Having been here for quite a few years, let me tell you that there are quite a few faculty members (like me) who are getting a bit "long in the tooth." I am not seeing a great many replacement and new faculty. Do you think that the faculty needs young blood periodically?*

I couldn't agree with you more. But in the last four years, Cal State Fullerton has been one of the CSU schools that has continued to hire. Many of the schools ceased hiring when the budget reductions hit us. We've never stopped. However, we have reduced the number of new hires and I totally agree that new blood is always good.

Question: *What do you see happening to the University in the future?*

I don't know what is going to happen in the future, but let me give you a few things of which I do feel terribly certain. Number one: the State of California will turn around in terms of the budget. I have absolutely no doubt about that. And so will Orange County. We are seeing difficult times but that *will* happen. The University has gone through changes and we have made some permanent changes. I doubt if we'll ever get back to the percentage of support from the State that we started with. State support was in excess of 90%. I don't think we'll ever see that again. I think the Advancement Programs that have been instituted will continue and grow by necessity. We're already seeing fantastic results. Last year, two of our graduates from one of our schools gave that school a very significant gift. A few months ago, another graduate in another school did the same thing. This will allow the schools freedom and flexibility that you don't have unless you get dollars like this.

When I go to a corporation and ask for support, I already know the first two questions they're going to ask me. Number one: "Well, how much are your alums giving?" And number two: "How much are the employees at the university giving?" Now, I can say our alums are really beginning to work with us and we're feeling pretty good about what's happening. But Advancement is a slow development; it's a multi-year process. Our staff and faculty have really responded wonderfully with the "It's Our University" campaign started by some of our emeriti faculty and staff. The economy will turn around and California will turn around. We're going to see better days. We're going to start seeing, I hope, things such as equipment dollars on an annual basis and replacement dollars and all of these things that we used to have. But,

at the same time, permanent changes have been put in place and Advancement is going to be one of them.

Question: *What do you think that academic departments should be doing in regard to Advancement?*

I think that our school-based development directors have really done a great job in a short time. They're mobilizing the schools and departments within the schools and working toward school-based programs. If you think of yourself and wherever you got your degrees, you probably don't think of the university as much as you do of your own department and discipline. And that's the way the alums think. They don't think of Cal State Fullerton but they'll think of the Foreign Language Department, or of Education, or Business. That's how that whole school-based development concept started. We have to become more aggressive and everyone, including you and everyone on our faculty, has got to feel—I don't want to say comfortable—but you can't feel *uncomfortable* about going out there and asking someone to assist us.

Question: *What do you see as the impact of technology on academic programs, say in five years?*

I think we're going to be using more technology. I have often said that education is one of the few organizations where you sit around and debate whether or not you should use state-of-the-art technology. How will it impact us? It will impact when faculty can better integrate computers into their course schedules and into their teaching, when staff can use technology to make their office staff operation much more efficient, when students can use it to have a more effective scheduling process, or to make their life better, when those in the community can interact with us using some of the new technology.

We've had great learning success with using computers in a wide variety of disciplines. But I don't think anything replaces that faculty member and a student sitting on the rock having a dialogue. I feel nothing replaces that.

Question: *There are a lot of humanists out there (and I guess I'm a humanist, too) who fear that technology will replace that interaction.*

That's logical. There isn't anything wrong about that feeling. Every time anything new is introduced, there is concern, there is fear, and that's not necessarily misplaced. But recently I went back to Philadelphia and went into some high school geometry classes where I watched some of the students using computers. It was wonderful; they have no fear.

Question: *What about distance learning? Some people are fearful of it.*

Sure, they are fearful, but I think it's going to be something that can be very beneficial. We're doing some TV

courses down in Mission Viejo. The students don't have to get on the freeway and clog it up by coming to Fullerton every day. Now, that is a real advantage to the whole community. As long as you have the right faculty and students together, they can learn just as well. I am a supporter of the technology. But we need to be careful that we do not abuse it. Anything good can be abused. There's no doubt about that.

Question: *Some people have questions whether the new fiber optics infrastructure on campus will not be just another case of throwing hardware on desks without supplying training and software.*

The training has to come. People start out quite fearful and reluctant but, boy, they turn around. They become greater devotees of the whole process than anyone else. You have a number of them here on this campus already. Computing is a way to communicate and it's a way to make what we do more efficient and better, but at the core is always going to be the individual. Think about the changes that have taken place. There was concern and fear about every one of them. Our children and our grandchildren will look at the things that we are fearful of and hesitant about using and they will laugh about it because to them it will be second nature. I remember when I was a new graduate student at the University of Detroit. We were hard-wiring programs with pegs on a pegboard using the old Univac I. Later, I went to the University of Chicago where we were using an old analog computer which would crank it out—literally. But now I've got something I carry in my pocket with more memory than those machines had. I carry a Powerbook around with me when I travel and in the office. People always have access to me. It's marvelous, what is happening.

Question: *How do you see the role of the Academic Senate? Is it changing?*

Well, the four-and-a-half years I have been here I haven't seen any change. It is one of the most important advisory groups at the University. From reading the history of the university I know it always has been.

Question: *Do you feel the Academic Senate is a good medium for expressing faculty opinion generally? What are other ways in which you find out about faculty opinion?*

Well, there are many other ways. I get comments from the faculty and staff and students, but I can't really state how broadly the Academic Senate represents the faculty. On almost any issue I will get other faculty and/or staff that will disagree, but that is not really surprising. We're 20,000 students and 1,000 faculty members. You're always going to get that difference. But the Academic

Senate is probably always the first group I go to on a decision to see their thinking—either directly to the full Senate or to the Executive Committee.

Question: *How do you understand the "Fullerton Way"?*

You know, that's an interesting question. I think what it means is to talk through decisions and I have absolutely no problem with that. I think my entire history says that. I will always talk with anybody, any group, on an issue, if necessary. I think the "Fullerton Way" is that collegial discussing of things. I think the WASC Report referred to it as the "Town Hall discussion concept" or something similar. And that's fine with me as long as everyone realizes that eventually I have to make a decision. You can talk and talk and talk, but a decision has to be made at the end of the discussions. □

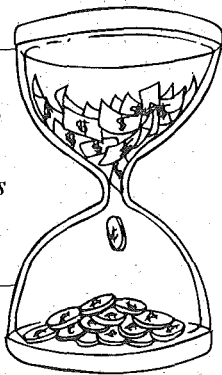
Notes from the Academic Senate

by Albert Flores, Chair of Academic Senate

FUNDING CONCERNS. The dawning of each new spring brings with it renewed hope for a better future. Recent events suggest that we *may* see some small improvement in our fiscal profile—at least where the budget is concerned. The Governor's January budget statement amounts to a four year compact with the CSU that includes a 2% increase this year with an average increase in state support of 4% each year over the next three years. For the first time in recent memory, state funding may be stabilized, thus breaking the cycle of uncertainty that has characterized our current year-to-year budgeting.

However, much of this depends upon the Trustees increasing student fees by 10% per year, up to about a third of the cost of instruction. While such increases have put a heavy burden upon our students, recent reports from Sacramento indicate that the State Senate has balked at any increase in student fees for this year! I understand that without a fee increase the revenue loss would almost equal the proposed 2% increase in state funding.

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Collective bargaining is another area that remains a quagmire of uncertainty. While "interest based bargaining" has netted some tentative agreements, negotiators have returned to "positional" bargaining with faculty compensation continuing to be the main sticking point. Apparently, the Trustees continue to insist on some form of merit based salary adjustments without any clarity as to how merit is ascertained or whether such a process will be cost-effective. There are serious concerns about what impact this will have on collegiality as well. Moreover, the Chancellor has only set aside about 2.5% of the budget for increases in compensation for *all* CSU employees. This means that faculty salaries will still lag behind those of colleagues at comparable institutions because there has been only one salary adjustment since 1990.

Planning. The adoption of the University *Mission, Goals & Strategies* statement and the call for initiatives has generated some early useful discussion about planning. While this first step is but a modest one, the hope is that we may be able to effect a substantive change in our campus culture if we undertake a gradualist approach over the span of several years. Nonetheless, we shall have to be vigilant in maintaining faculty involvement in this process so that the University we create through planning remains consonant with the basic values that have sustained us thus far.

Bookstore Issues. The *Ad Hoc Committee on Bookstore Pricing and Operations* has met several times this spring and it looks as if there has been an improvement over last fall in the quality of services available from Titan Shops. Course pack prices have been reduced and text prices have also been reduced by 3%. We will continue to monitor carefully existing pricing policies and practices to assure that students and faculty receive the best quality at the lowest cost.

Building Naming. The *Ad Hoc Committee on the Naming of Facilities* has developed a revised UPS statement that is consistent with the new CSU policy. It should be presented for Senate consideration very soon. Upon approval of this document, the *University Hall Naming Committee* will be able to resume its task.

Other Issues. The *Faculty Affairs Committee* is looking into issues of e-mail privacy and will likely propose a new UPS policy aimed at protecting the privacy of such communications. The *Computing Affairs Committee* is also looking into issues surrounding software piracy and the ethical issues of computer use. The *General Education Committee* continues to wrestle with revisions in the GE package in response to WASC criticisms that the package lacks focus, but they have been stymied by the

underlying political fallout that may result from any significant changes.

Changes in UPS 210.000 are also on the horizon but since the President did not approve last year's revisions, the limited time left in the year makes it doubtful that there will be any significant changes implemented this year. The *University Advancement Committee* has effectively undertaken its new responsibilities but concern has been expressed that there is at present no faculty representation on the Foundation's Board. The *Affordable Housing Task Force* has a signed MOU with the property owners in Brea to develop a complex of over 850 single family units, with groundbreaking expected by next spring and occupancy possible by fall 1996. This is a substantive accomplishment which will appreciably aid us in our ability to recruit new faculty as the wave of retirements begins to peak by the decade's end.

Spring registration on the new TITAN registration system worked generally well, though few faculty were aware that students would still be able to register by phone during the first week of classes. This was the most significant concern raised by faculty which had an adverse effect on instruction. We have referred the numerous complaints we received to the *Academic Standards Committee* and informed the *SIS+ Committee* that faculty do not like this feature. We will continue to monitor the changes in registration procedures.

Finally, the *Academic Senate* and *CFA* have begun a new *Faculty Forum Series* in L-117A with the hope that we will be able to use the room for multiple purposes, including providing faculty and staff with a convenient location for informal get-togethers, lunches and other activities that stimulate a greater sense of community. Eventually, we hope to be able to create something similar to the fabled "Faculty Club," but the lack of resources and a convenient location have been the most difficult

obstacles to its realization. One hopeful initiative currently under consideration is that plans for the renovation of Commons II have included space for a new Senate Chamber that could be used as a Faculty/Staff Club, pending final approval. □

Student Affairs: Fostering Student Learning and Development outside the Classroom

■ *This article describes how the Office of Student Affairs contributes to the academic mission of the university through numerous co-curricular activities.*

by Robbie Nayman



Dr. Robbie Nayman has been the Vice President for Student Affairs since May 1990. Before that she was the Dean of Student Affairs at Skidmore College in Saratoga Springs, New York. She received her doctorate from the University of Wisconsin in the field of Counseling and Behavioral Studies.

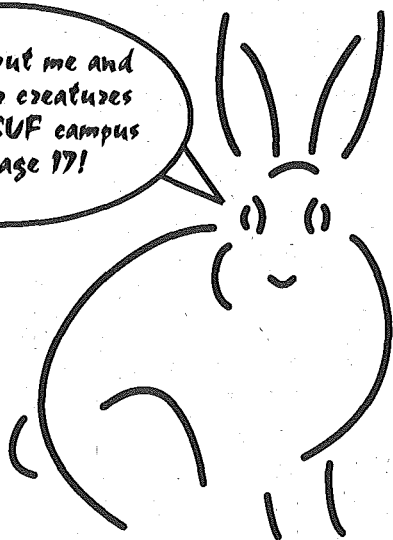
MISSION

STUDENT AFFAIRS services, programs and activities exist to help students succeed in their coursework and enhance their personal development through productive use of learning opportunities available outside the classroom. As proponents of educating "the whole student," we endeavor to respond to the demographics of our student body by making available a continuum of acces-

"The core of the academic experience for students at CSUF is what happens in the classroom."

sible and timely key supports that not only address the needs and expectations of our diverse student constituencies but also help increase students' efforts and involvement in their academic and out-of-class, or co-curricular, pursuits. Indeed, CSUF's Student Affairs professionals hold the view that student learning, academic persistence, and personal development are shaped both by for-

Read about me and
the other creatures
of the CSUF campus
on page 17!



mal classroom experiences and out-of-class involvement.

SERVICES, PROGRAMS, ACTIVITIES

A USEFUL WAY TO VIEW THE CONTINUUM of supports provided by Student Affairs is in terms of students' needs as they progress through the institution. Schlossberg, Lynch, and Chickering, (1989) propose a framework of "moving in", "moving through", and "moving on" in their book, *Improving Higher Education Environments for Adults*, which details the services and programs necessary to help students of all ages and multicultural backgrounds learn and develop at nonresidential institutions, from entry to their departure.

"Moving In"—Being a Newcomer. At entry, all CSUF students, regardless of their demographics, share the phenomenon of being newcomers, of making transition to and of becoming integrated with a new academic and campus environment. The services, programs, and resources that are key to assisting our new students through this phase include financial aid; new student orientations designed for freshmen, transfer students, international students, reentry women and minority students; career development and counseling; the Student Affairs assistant deans, located in school deans' offices; and nearly four hundred housing spaces for students seeking a college residential experience.

Students new to CSUF form indelible impressions of our campus during their first few weeks. Those impressions help shape their attitudes and expectations toward involvement with the institution, both in and outside the classroom. Thus, responding to new students, indeed, all students, in ways that communicate that they matter—to faculty, administrators and staff—is imperative to facilitating the well-being, not only of students, but also of the institution.

"Moving Through"—Campus Climate for Student Success and Development. The core of the academic experience for students at CSUF is what happens in the classroom. The research literature on progression to graduation (Noel, Levitz and Saluri, 1985; Pascarella and Terenzini, 1991) suggests that students' academic achievement, satisfaction, and personal development are profoundly influenced by the nature and quality of interactions with those who help shape an institution's campus climate, namely, faculty, peers, front-line clerical and service personnel, professional staff, the campus security force, and food service personnel. The institution's culture, policies, practices, and facilities are also essential features of the campus climate that have an impact on students. In addition, because all sectors of the university play an important role in shaping CSUF's learning envi-

ronment, Student Affairs professionals initiate a variety of joint activities with faculty and staff from other campus units to influence campus ambiance positively.

Many initiatives are undertaken by Student Affairs to contribute to the learning climate outside the classroom at CSUF, and to create opportunities for students to have validating, growth-promoting experiences. The Office of Student Life staff sponsors the highly successful student leadership institute that offers students opportunities to connect their academic classroom experiences with leadership skill building; promotes and assists student leaders engaged in activities sponsored by academically related clubs and organizations; assists Greek organizations in providing campus and community service activities; and advises student government leaders regarding advocacy on behalf of student issues.

Activities that promote community and appreciation of difference are actively undertaken by Student Affairs staff. For example, staff support is provided to our multicultural student constituencies in planning and funding campus observances of a variety of special cultural holidays and ethnic celebrations that encourage a sense of inclusiveness. The office of disabled student services hosts an annual special Olympics on campus that raises awareness and affirms our commitment to being accessible to students with special needs.

In addition, Student Affairs staff routinely serve as mediators, consultants, and advocates for civility in their work with the student community to resolve inter- and intra-group conflicts that may arise.

To help the CSUF campus become more "user friendly," Student Affairs is currently engaged in a ten-week pilot program, the *Employee Excellence Training Institute*, co-sponsored with Associated Students, that is designed for support/front-line clerical staff and student assistants to increase the quality of interaction between them and students. The goal is to improve the student experience at CSUF; improve the working life of support staff to increase job satisfaction and skill levels; and engage their participation in the achievement of the overall goals of the University. Our hope is that all support/front-line clerical staff and student assistants will eventually participate in this program with the result that students and our other publics will be served with improved responsiveness, civility and efficiency.



"As students enter their last year at CSUF and approach graduation, the Career Development and Counseling Center offers a broad range of services."

Along with our efforts to foster a co-curricular learning environment, Student Affairs staff also engage in academic support efforts that assist student retention. Examples include the monitoring of satisfactory academic progress of all financial aid recipients, which is mandated by the federal government; teaching multiple sections of Counseling 252, a credit-bearing career exploration/life planning course offered through the School of Human Development and Community Service; providing students assessment of learning disabilities and consultations with faculty on classroom accommodations to assist students with special learning needs; advising and counseling students on personal and educational issues; and intervening on behalf of students to aid them in navigating the campus bureaucracy.

"Moving On"- Planning and Managing Transitions.

As students enter their last year at CSUF and approach graduation, the Career Development and Counseling Center offers a broad range of services to assist them with all aspects of conducting a successful job search, applying for graduate school, other educational options, or, if needed, counseling regarding vocational indecision. The Student Affairs assistant deans also provide advising, counseling, referral, and consultation to prospective seniors on areas of concern related to planning and managing transitions beyond graduation.

COLLABORATIONS WITH OTHER CSUF CAMPUS UNITS

BECAUSE ALL SECTORS OF THE UNIVERSITY help shape CSUF's learning environment, Student Affairs staff regularly engage in a variety of joint activities with other campus units to benefit students. Recent collaborations with Academic Affairs include jointly administering funds allocated by President Gordon to fund proposals that promote student retention; and conducting a series of student focus groups to better understand the student experience at CSUF. Their commentaries will be used to inform the planning process for all sectors of the university, improve campus services, and design new initiatives, such as an enrollment management process for our institution.

For the last four years, I have appreciated the willingness of Ken Goodhue McWilliams to invite Student Affairs to collaborate with the Institute for the Advancement of

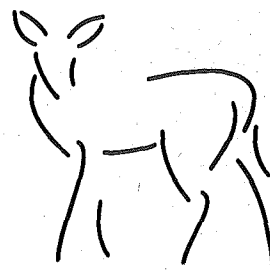
Teaching and Learning (IATL) to reach faculty. Our collaborations have included hosting a luncheon and orientation session for new faculty on campus and community support services, policies and procedures related to student life, and referral/consultation on student issues that may arise in the classroom. In addition, Student Affairs has contributed funds to the IATL in support of its activities, and has been a co-sponsor, along with other campus units, of special presentations provided to the faculty on topics related to student learning, multiculturalism, and retention.

In addition, the Student Affairs assistant deans located in each school dean's office provide an effective collaborative link with Academic Affairs to respond to students' needs and stimulate new initiatives for improved services. A good example of this is the involvement of the assistant deans with the schools in the development of proposals to fund program initiatives that support the new Mission, Goals and Strategies statement.

Finally, as our campus embarks on the exciting challenges of implementing our new mission statement, I look forward to working with colleagues throughout the university to create the learning environment envisioned for our students and for ourselves.

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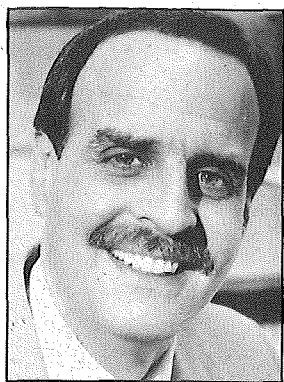
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Private Funds and Cal State Fullerton: A Perspective

- What is "University Advancement" and what does it mean to you as a CSUF faculty member? This article should answer many of your questions about development and offers encouragement to departments and faculty.

by Harry R. Gianneschi



Dr. Harry Gianneschi has been Vice President of University Advancement since 1990. He has been with CSUF since 1985. Previously he was Vice President for Institutional Advancement at Metropolitan State College in Denver.

ONE OF THE QUESTIONS MOST FREQUENTLY ASKED OF me on my travels throughout the campus regards the future of development at Cal State Fullerton. (The most frequent question is, hands down, "How much money did you raise this week?")

Frankly, although we have enjoyed excellent success over these past three years, to many faculty and staff, the verdict is still pending as regards the future role of private funding for our public state university. To some of my university colleagues, the development program remains simply an outgrowth of a temporary downturn in state support. To this group, this fund-raising "evil" will subside once its "necessity" subsides.

"We know very clearly where we are heading, and are quite optimistic about our chances of getting there successfully."

To others, the development program is more a nemesis than an evil. It is frustrating, sometimes adversarial (especially when viewed as competing for university resources) but, alas, inevitable. Still, to a fast growing segment of the community, development is viewed as having achieved not only a permanent place in the university, but, heaven forbid, a potentially positive one at that.

Regardless of the camp you fall into, I fully recognize that many of you still harbor legitimate concerns about our future. With little to look back upon for comparison, you might very well feel that our development venture has embarked upon a relatively uncharted course toward unknown destinations.

As the university's current development navigator, I want to take this opportunity to inform you that, while the speed at which we make the development journey may still be difficult to assess, we know very clearly where we are heading, and are quite optimistic about our chances of getting there successfully. Indeed, the first destination on our journey has already been clearly charted by the CSU Trustees.

In their encouragement of the campuses to create stronger development divisions, the Trustees established an initial fund-raising target for each CSU institution. That initial target, which we are to attain as rapidly as resources allow, is an annual private fund to total 10% of the university's overall state general fund budget. For Cal State Fullerton, that means that our current target stands at about \$11 million annually.

"Successful fund-raising is not in any way mysterious or magical."

Unfortunately, although we have enjoyed extraordinary fund-raising growth in the past three years (\$2.6 million in 1991-92 to \$4.1 million in 1993-94), we still are far from reaching our first destination. Can we reach it? Absolutely! Maybe not in the next year or two, but we should certainly be there before the 90s pass into history.

First and foremost, we will get there because successful fund-raising is not in any way mysterious or magical. Although a number of factors can cause annual fluctuations in a sophisticated development program, consistent fundraising success results mostly from three critical components: 1) the reputation and image of the cause or recipient (Cal State Fullerton); 2) the resources and quality of the fund-raising unit (CSUF University Advancement); and 3) the awareness, understanding, and financial capability of the recipient's primary constituencies (alumni, parents, foundations, regional and national businesses and corporations etc.).

Happily, our university has historically enjoyed a positive reputation and a solid image in the Southern California community. Thus, the most difficult component to achieve is already a reality for us. The same is not true for the other two components.

Indeed, although our university has had sporadic fund-raising successes throughout the past decade or so, we

simply have never before constructed a well-resourced, clearly organized development infrastructure. Like so many young development programs, we spent too much time in our earlier years soliciting new gifts and too little time improving records, cultivating prospects and recognizing donors.

Largely because of this, we have also failed to achieve the third critical component—an aware and financially capable constituency. During the 70s and 80s, when Southern California was booming, our university (like most CSU institutions) was doing relatively little to make this economically powerful region aware of our academic programs and the funding necessary to maintain and enhance their quality. With seemingly sufficient state funding available we never felt the necessity to prepare this enormously affluent constituency to help us.

IN THE 90s, HOWEVER, THIS SITUATION shifted dramatically. Over the past four years, we have spent much time and energy informing our alumni and community of both funding needs and opportunities. Sadly, we were finally making our constituents aware of our private funding objectives at a time the recession was making them financially unable to respond. As I look to the future, however, I clearly see these critical components steadily coming together. Certainly, through the strong leadership and encouragement of President Gordon, as well as the solid support of the Deans and the Academic Senate, our university advancement area has been constructing that all-important infrastructure over the past 36 months. With the impending completion of two searches, our university will for the first time have professional development staff in each of the schools, as well as in athletics and extended education. Additionally, we have established a central development division through internal reorganization that will deal with securing major gifts and grants for university-wide projects such as scholarships, endowments, and faculty-staff development.

Later this year our university advancement division will join with six other CSU advancement units to install new state-of-the-art computer hardware and software systems to manage our exploding alumni, donor and prospect databases. The majority of the underwriting for our new system will come from a three year grant obtained from a recently established CSU Advancement Fund.

Add to these improvements the formation of a new *University Advancement Foundation* directed solely at fund-raising and fund investment, a new prospect research office and university-wide prospect management system, a dynamic and rapidly growing alumni relations program, and a much more aggressive and externally focused public affairs area, and I think it is easy to see

the justification for my optimism. In terms of development infrastructures, I believe that our university advancement area stands among the very best in the system.

"Our graduates are beginning to dominate the Orange County business, educational, political, and arts landscapes."

My greatest optimism, however, stems from what I see on the horizon regarding our prospective donor constituency. After successfully generating a nearly 60% increase in private giving for our university during three years of the most difficult economic recession in the history of Southern California, I can't help but smile when I look toward an environment which is finally showing a financial upturn. Recognizing the powerful correlation between philanthropic giving and economic prosperity, we believe that our aggressive cultivation efforts of Orange County businesses and individuals over the past few years has placed us in an excellent position for the future.

Even more important than this impending economic upswing, however, is the fact that our most important and vital constituency—our alumni—are now reaching the "age of giving" in relatively strong numbers. Nationally, twice as many Americans will be at least 50 years old in the next few years as was true a generation ago.

Since the vast majority of giving in America comes from individuals over 50, this next generation of potentially powerful givers will finally include graduates from our relatively young institution. These 60s grads will form a more mature alumni body that will allow our university to begin to enjoy many of the philanthropic benefits enjoyed for decades by older universities.

Not only are our "older" graduates now reaching a giving age, but they are also reaching their peak earning years in ever increasing numbers. It does not take more than a routine glance at our alumni database to recognize that our graduates are beginning to dominate the Orange County business, educational, political, and arts landscapes. With nearly 80% of our more than 105,000 alumni residing in Southern California, it is becoming increasingly rare to walk into the upper echelons of any regional organization and not come face to face with a former Titan.

Finally, I remain optimistic because I see, in the very near future, a whole new giving constituency coming into being—the international community. Although the concept of American philanthropy is relatively new to businesses in Europe, Asia, Mexico and Latin America, it is

nonetheless being pursued aggressively by some leading-edge universities and with quite excellent results.

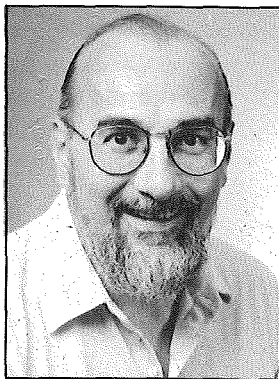
Given our location's exceptional international trade links, our rapidly expanding connections with regionally located international firms such as Toyota and Hyundai, the growing internationalization of our curriculum and, of course, our diverse student body, it is easy to see that our university is well-situated for this new development wave. While I don't expect an immediate flood of new resources stemming from the international marketplace, I do see Cal State Fullerton positioning itself at the top level of our nation's universities in this long-range, but very lucrative, community.

It is for these reasons, and many others—not the least of which is the extraordinary talent of the university advancement team—that I feel confident about the future of development at California State University, Fullerton. As I noted in a recent *Benefactor* article, our young program is very fragile, and lacks any real "history." Nonetheless, we possess a very clear vision of where we need to go, and, more importantly, what it is going to take to get there. From my vantage point I think you would truly enjoy the view! □

Mapping the Future: Implementing Missions & Goals through Conversation

- *We haven't seen the last of the MG&S statement. It will continue to be a roadmap for CSUF for a long time to come. "Planning" is a dynamic and evolving process.*

by Albert Flores



Dr. Albert Flores is the second-term chair of the Academic Senate. A professor of Philosophy, he joined the faculty in 1982. He also serves as chair of Philosophy and is a member of the University Planning Committee

EVERY JOURNEY begins with a plan and every workable plan must be shaped and altered if the journey is to end at one's destination.

With the adoption of the University's *Mission, Goals & Strategies* statement by President Gordon we have set for ourselves a "map" that will help define our future. But like every map, its two-dimensionality and abstraction leaves us without much detail about the opportunities and challenges we will encounter along the way. Nor does it indicate the route that must be traveled, nor what would be the best way to reach our destination. Of course these are precisely the factors that stir a deep-seated anxiety that may dissuade many from traveling. No journey, even the most memorable, is not without its peculiar surprises and enticements, and, lest we forget, its frustrations and disappointments. Even with the best of maps, no journey will succeed without determination and a readiness to enlist our imagination in facing the unexpected obstacles that beset our way. The decisions and choices that are made along the way will have more to do with the journey's success than any map could possibly have.

"Unfortunately, thus far too much of the discussion about the Mission & Goals document has betrayed a misconception of its appropriate use."

There is a lesson to be learned here, one that if properly understood can have a great deal to do with how well we begin the implementation of the current planning process. The University *Mission, Goals & Strategies* statement, like a map, is only a "tool," perhaps a roughly hewn one at best, that lays out the values and a vision which as a community we have committed ourselves to and which we believe will enable us to mobilize our collective energies in charting the course for the future. Like any tool, it is only as good as the use to which it is put. We delude ourselves and repeat the errors of the past if we misuse it or attach to it some magical capacity or unreasonable expectation. However, if we employ our map or tool wisely while acknowledging its inherent limitations, we may have a much greater chance of success in responding to the rapidly changing environment of higher education. By sticking to our plan without also thinking that it will, by itself, "cut the Gordian knot," we can avoid the disappointments of past planning efforts and perhaps see the current planning phase as a fresh start in setting the agenda for the future.

UNFORTUNATELY, thus far too much of the discussion about the Mission & Goals document has betrayed a misconception of its appropriate use. It cannot provide easy answers or a quick fix. To repeat our map metaphor: it can give us direction but it cannot dictate the route to our goals. Even the "strategies" can only articulate a tentative framework of possible approaches based on

current information and the considered judgment of many thoughtful individuals.

A plan like that articulated in our *Mission, Goals & Strategies* (MG&S) requires imagination and persistence in formulating a detailed and effective response to the underlying challenges we face. The plan is but the filter through which planning initiatives must pass. It provides the criteria by which proposals for change and innovation can be evaluated and coordinated. It is only a blueprint full of lines and angles suggestive of how we might see ourselves best, but to think that it defines a fully detailed picture of the rosy future of our collective dreams is pure, albeit convenient folly.

This misunderstanding has been further exacerbated by the uncertainty surrounding the "proposal gathering process" and the admittedly very short timeline for submitting proposals to implement the MG&S. Many have wondered aloud why this first phase of implementation brought with it no grand schemes for renewal or restructuring, no bold plans for redirecting our resources in a manner that would surely demonstrate our seriousness in undertaking yet another planning effort.

In addition, many questions have been raised about what the University's priorities are and whether we can afford to go through another University-wide process of proposal generation and evaluation only to realize at the end of the process that nothing has really changed. Will departments and other units have to "justify" their existence once more? Moreover, how much money is going to be available and how are we going to fund initiatives? Will we really undertake a "reallocation" of resources and doesn't this mean that someone's "ox will be gored?" How is this effort any different from our previous, unsuccessful efforts at planning?

There are several important differences implicit in the current approach to planning that may help answer some of these worries. First and foremost, the current effort was designed by the *University Planning Committee* (UPC) to encourage University-wide participation, collaboration, and conversation about planning. The UPC wanted to make planning an integral part of what we ordinarily do as a community, to make planning a natural part of the institution's decision-making vocabulary. Hence "planning initiatives" were intentionally limited to a maximum of 500 words as a way of inviting broad participation without also creating unnecessary burdens. By simplifying the proposal generation process, the committee hoped to elicit a greater buy-in and to maximize participation, while avoiding some of the pitfalls associated with previous efforts. The promise of new funding also had the salutary effect of generating a careful Uni-

versity-wide examination of the MG&S statement to see where opportunities to participate might exist. In short, each proposal represents a willingness to join in a serious conversation about planning for the future. The broader the participation and collaboration that resulted the greater was the potential for success.

Second, because a "cost center" could expect that it would operate in 1995-96 "with a similar base funding level and positions that were available to it in 1994-95" (UPC Bulletin #9), the UPC wished to send the message that this was indeed a different process from the most

"Inertia and a fear of change are the greatest impediments to mounting a successful University-wide planning activity."

recent exercise in restructuring where each cost center faced the unhealthy task of trying to justify its existence. Moreover, recognizing that innovative proposals might be more likely to result if cooperation between two or more cost centers were encouraged, the University Planning Committee (UPC) made a point of inviting departments and other cost centers to work on collaborative ventures that could produce greater long-term benefits, thereby increasing the chances for a more effective and efficient transit towards our goals.

WHILE IT MAY HAVE APPEARED to some that these first steps at implementing the MG&S statement lacked the boldness so many felt was required, it was evident that inertia and a fear of change are the greatest impediments to mounting a successful University-wide planning activity. Although change is necessary, bold and significant change only creates institutional resistance, often resulting in divisiveness and acrimony that can undermine effective implementation.

Instead, the UPC set for itself a more modest parameter, one that focused on changing things at the *margins*. Rather than undertake a zero-based budget analysis with all its attendant threats and uncertainties, a more congenial and effective approach suggested that by gradually shifting resources a few percentage points each year, we would effect a significant redirection of resources over a five to seven year span. We would also avoid the unnecessary disruption that inevitably dooms those who undertake ambitious planning initiatives. Additionally, by moving at a more modest pace, opportunities for on-going, careful re-examination of the potential for success of newly implemented proposals are thereby enhanced. In short, successful planning must be on-going and gradual. Of course, all this depends upon a willingness to make planning an integral part of the culture of the University.

It was important to promote a University-wide conversation where we thoughtfully engage the issues and begin an examination of how to forge a plan that best meets our evolving needs. Naturally, one consequence of broad-based discussions about planning is that our priorities begin to emerge and become clearer. We begin to see that certain options are to be preferred simply because they are in consonance with our vision of ourselves and our mission. No set of pre-established priorities can accommodate the variety of views and concerns that exist in a comprehensive University such as ours. In fact, any attempt to impose priorities that are not the product of a broad-based conversation about the future will inevitably miss the mark. By engaging the University community in an iterative discussion about planning, priority setting becomes the norm. Realistic and realizable priorities emerge that are the product of a developing community consensus. Such a consensus is precisely the aim of any planning activity because it results in a coordinated effort to implement change.

Finally, because cost centers will not voluntarily offer proposals that reduce their resources, reallocation of resources must be a consequence of the community's developing consensus regarding priorities. For example, if there were a community consensus that we can no longer afford to sustain a "division of agriculture," a reallocation of those resources and a reconfiguration of that unit might be more readily accomplished. The kind of university that emerges will no doubt be one that reflects the will and best judgment of the community. Instead of precipitating another round of "turf wars," we can seize the moment and forge an identity that meets the needs of our various communities through rational agreement and consensus building.

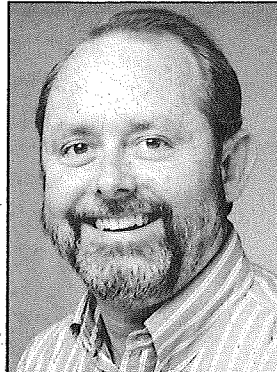
The *University Mission, Goals & Strategies* can become an effective opportunity for structuring the conversation that will result in decisions that map a better future. A map can give us direction and help us avoid getting lost, but it is no replacement for the hard work and imagination necessary to reach our destination successfully. The MG&S is an overture to our thinking and talking about the challenges facing our University. We possess the power of success in our willingness to engage in conversation. Only through mutual agreement to undertake planning as a serious effort will we be able to reap the fruits of our labor. □



Affordable Housing Task Force Update

■ *Here in concise outline form are the essential data about a faculty housing project that is sure to interest you. The Task Force chair takes us on a quick tour.*

by Donald Crane



Dr. Don Crane is Professor of Finance in the School of Business Administration and Economics. He recently served as chair of the Faculty Developmental, Educational, and Innovation Committee.

Goals:

- An academic community in residence.
- A vehicle for recruiting and retaining high caliber faculty.

Urgency Necessitated By:

- High projected rate of faculty retirement.
- Projected rapid growth in student population.
- Failure of salary increases to keep pace with inflation.

Constraints:

- University has no land.
- University has no money.
- Site must be in close proximity to the university.

Solution:

- Find landowner capable of providing the land and the funding of pre-development costs.
- Find landowner willing to defer rate of return in order to subsidize housing.
- Find city willing to provide entitlement, subsidies and assistance.
- Create consortium of interested educational institutions to participate.

Results:

- Very, very close to formal signing of an MOU with Santa Fe Energy Resources for development of 277 acres at Valencia and Carbon Canyon across from Carbon Canyon Regional Park. Four hundred homes is minimum consortium allotment under current plan.
- Meetings scheduled in March and April with Brea Planning Commission to approve site plan.
- Environmental Impact Report is currently circulating for public comment.
- Application pending with the state for incorporation of new non-profit organization to own and manage the project.
- Consortium established with charter members—Cal Poly Pomona, Pacific Christian College, Southern California College of Optometry, and the Brea Olinda School District. Several others considering membership.
- Seniors component has been included in project. Homes to be at market rates and include 240 additional units. Projected that most or all are to be occupied by University related families.
- Scheduled move in, if project moves ahead with only "normal" problems—April 1997. Development to be built out over 5–7 years.

Future:

- Finish all aspects of "Results" section that remain open.
- Encourage interested faculty members to participate in planning meetings with the city of Brea (3-28-95, 4-25-95).
- Encourage many, many interested faculty members to volunteer to serve on committees to get us from here to fruition. Committees and subcommittees include: policy making, legal, finance, physical design, sustainable development elementary school, historic center and many more.

Caveat:

- This project will help CSUF maintain its academic integrity into the next century, but it will require all of us pulling together to

make it happen. We are almost there, so please pitch in and help get us across the goal line. Your expertise, energy, and time are needed. □

The Role of the American Language Program

- *It's surprising how many people don't know of the existence of this program that serves the needs of scores of international students and scholars.*

by Arline Burgmeier



Dr. Arline Burgmeier has served as the Director of the, American Language Program since its inception in 1986.

THEIR NAMES AND FACES differ from semester to semester, but their determination to succeed never wavers. They are bright, goal-oriented, resolute. Having left family and friends thousands of miles behind, they have come to CSU Fullerton to pursue their objectives, and, for most of them, learning English in the *American Language Program* is just the first step in a carefully planned future.

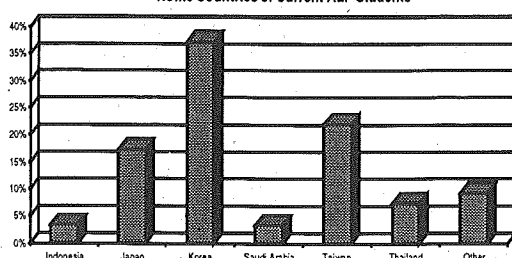
If we look in on a typical *American Language Program* (ALP) class, we see students like Jun Ho and Yung Soon, both from Korea, whose ultimate goal is to earn an MBA at CSUF. (N.B.: All names have been changed.) However, their immediate goal is to develop sufficient fluency in English to achieve sufficient scores on the TOEFL (Test of English as a Foreign Language) and on the GMAT to be admitted to the MBA program. Between them sits Mee Yeun, who plans to join her family's export business in Korea. Although she will live at home, she will travel often to the U.S., so she has come to the ALP just to improve her English. Side by side are Ying Hsiu and Chen-Sheng, a young married couple from Taiwan. Ying Hsiu is happy because she has just learned that she achieved the 500 TOEFL score required for undergraduate admission, so she will enter CSUF next semester. Chen-Sheng hasn't yet achieved 500 even after taking the

TOEFL five times, so he will enter a community college and transfer to CSUF for his upper division course work. Carlos from Peru and Norah from Saudi Arabia are the only non-Asians in the class of thirteen, but like approximately thirty percent of the students in ALP, they both hope to earn a degree in business. Behind them is Chatchanee from Thailand. She already has the 550 TOEFL score she needs and is anxiously awaiting the outcome of her portfolio review, which will determine if she is accepted into the MFA program. Across the aisle is Dr. Hamamoto, a visiting scholar from a Japan. He had planned to devote his year at CSUF to research, but discovered after his arrival that although his reading knowledge of English was excellent, his oral skills were so poor that he was uncomfortable chatting with his colleagues in the History Department. He has decided to attend ALP classes for a few weeks to improve his conversational skills. Hiroki, an 18 year-old Japanese man, feels both honored and intimidated to have a Japanese professor as a classmate.

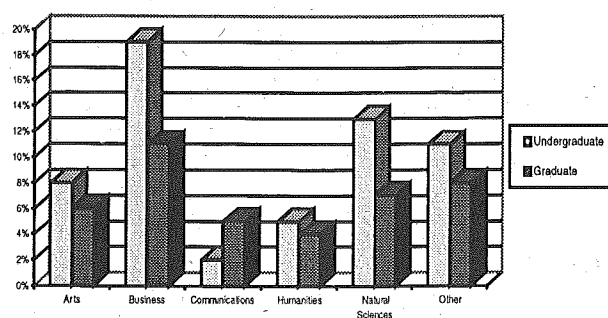
"The overwhelmingly Asian student body, for instance, reflects the tremendous economic growth now taking place in Asia."

PATTERNED AFTER DOZENS OF CLASSES from the ALP's eight year history, the makeup of this hypothetical class closely mirrors the statistics of the nationalities and intended majors of the 150 students enrolled in the ALP in the fall 1994 semester.

Home Countries of Current ALP Students



Intended Majors of Current ALP Students



Which nationalities are represented in the ALP numbers—and which are not—can be influenced by a wide range of overseas and local events, including economic upturns and downturns, and social, political or even seismic upheavals. The overwhelmingly Asian student body, for instance, reflects the tremendous economic growth now taking place in Asia. However, the Japanese, historically the largest ALP group, have been staying away recently because of the perceived widespread violence in Southern California. In contrast, the dearth of Chinese students reflects the difficulty that they currently face obtaining student visas.

"Anyone in a non-English-speaking country who expects to participate in tomorrow's international world needs to learn English today."

Students from around the world are drawn to the ALP and other intensive programs in the U.S. by their common need to learn English as a second language and, for many, by the additional need to pursue a university education in the U.S. This is because, despite its inconsistent spelling and difficult pronunciation, English has become the official or unofficial international language in the fields of business, transportation, sports, entertainment, technology, religion, communications and tourism, to name just a few. Anyone in a non-English-speaking country who expects to participate in tomorrow's international world needs to learn English today. A knowledge of English or other major language is particularly a must for those who want a university education because books of a technical or academic nature are typically published only in major languages. Thus, learning English as a second language not only equips speakers with a universal language but for many it also opens the door to higher education.

This is because in most countries university admission is limited to the few who can pass rigorous qualifying examinations. The large number of excess students have no choice but to go elsewhere if they want a university degree. Most head for the U.S., known world-wide for its outstanding system of higher education. Well-known and highly-regarded abroad, CSUF attracts a steady stream of these international students. If they lack fluency in English, they spend one or more semesters in the ALP until they reach a level of proficiency in English that will enable them to function successfully in a university setting.

To accomplish this, the ALP provides its pre-university students with a 24 hour-per-week schedule of classes

designed to improve both their language and their academic proficiencies. In levels 001, 002 and 003 of the six levels, the emphasis is on developing listening and speaking skills, building vocabulary, and practicing basic grammar structures, while in levels 004, 005 and 006, the emphasis is on developing fluency in reading and composition, and building academic skills such as library research, word-processing and oral presentation skills.

THE SMALL, INFORMAL CLASSES in ALP provide students with a non-threatening preview of the academic demands that they will encounter in future university classes and serve to equip them with the skills they will need to meet these demands. For example, level 005 students destined for undergraduate study are concurrently enrolled in a Linguistics 106 class through Adjunct Enrollment and in an ALP Academic Skills class. This support class teaches study skills such as notetaking, textbook marking and understanding test questions, while the Linguistics class provides a real and immediate opportunity to apply these skills. This sheltered introduction to university course work has proved to be an excellent transition for ALP students preparing to enter CSUF.

Level 006, designed specifically for future graduate students, requires demanding ALP course work in composition and reading. The Fall 1994 students, for example, focused on civil rights in the U.S. During the semester they read and discussed relevant portions of the Constitution, had as guest lecturer a constitutional lawyer, researched and wrote about the constitutional implications of current social issues, attended a law school moot court and read *The Firm*. In addition to required classes, Level 006 students enroll in one or two university classes or choose from several ALP electives, including Business English, Current Events and Public Speaking.

"The ALP is self-supporting and receives no financial assistance from the University."

At the end of each semester, ALP students scatter widely and are difficult to track. An estimated 15% return to their home countries to continue their education or resume jobs; approximately 50% remain in the ALP; 25% enter a community college or another four-year university; and between 5% and 10% are admitted to CSUF. A survey made in the fall of 1994 indicated that 84 former ALP students were enrolled in CSUF that semester, and 46 had already graduated. These numbers are sure to increase as recent community college transfers are counted in the CSUF numbers. Former ALP students self-report that ALP has prepared them well to meet the academic challenges of university study.

IN THE PROCESS OF SERVING ITS STUDENTS, the ALP serves the University as well. Its most significant contribution is attracting international students to this campus through its world-wide distribution of brochures, advertisements and promotional videos. When the ALP opened its doors in the fall of 1986, just 364 foreign visa students were attending CSUF. Eight years later, that number had nearly tripled to 970. This is due, at least in part, to the influence of the ALP. Having foreign students on campus enriches the educational experience of all and serves to promote international goodwill and understanding as people from diverse cultures discover that despite superficial dissimilarities they are more alike than different. When ALP students matriculate, they enrich the campus not only culturally but monetarily as well because the non-resident tuition that they pay remains on this campus. In a time of diminishing State support, this added income is welcome, indeed.

Best of all, it comes at no cost to the campus, for the ALP is self-supporting and receives no financial assistance from the University except indirectly through the provision of office space and classrooms. To offset real costs, the ALP reimburses campus units that provide specific services to the ALP or its students. Furthermore, ALP students will not become burdens of the State of California since they are required to provide proof of financial support before they are issued a visa to enter the U.S., and they are required to have health insurance.

A second way in which ALP serves the university is by welcoming visiting scholars and exchange students into its classes on a part-time or full-time basis at no charge. As guests of CSUF, they are guests of the ALP as well. Like Professor Hamamoto in the hypothetical class, foreign guests sometimes arrive less fluent than they were expected to be, so they are relieved to find either long-term or temporary assistance in a second-language environment.

The ALP also serves as a haven for matriculated international students who arrive in the U.S. less fluent than they were expected to be. Although they have achieved the TOEFL score required by the university for admission, some lack the functional fluency that is needed to keep up with the academic demands of their classes. Spending a semester in the ALP or sometimes enrolling in just one ALP class provides insecure or unprepared students with a comfortable transition into full university study.

The ALP is also a resource for campus professors who have questions regarding individual ESL students in their classes or who want suggestions on how they can modify their class presentations to effectively reach the increasing number of second language students in their classes.

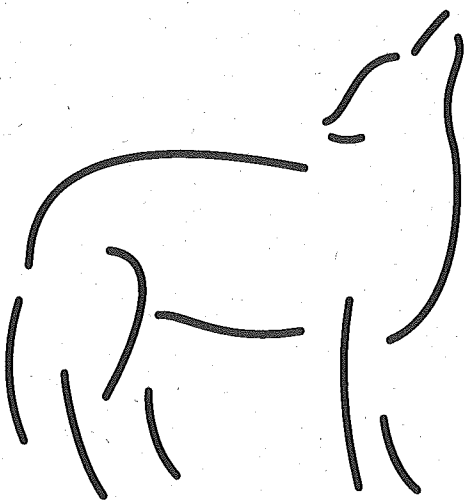
A third way that ALP serves the university is by opening its classroom doors to TESOL program graduate students who come to observe ESL classes in action or who intern in an ALP class under the mentorship of an experienced ALP instructor. After completing their degrees, many TESL graduates apply for a teaching position in the ALP. In fact, over half of the current ALP faculty and staff of 26 are products of the campus TESOL program. Thus the ALP serves CSUF by being an employer of its graduates.

"The ALP serves as a haven for matriculated international students who arrive in the U.S. less fluent than they were expected to be."

ALP also serves the larger community. For example, TESL students from Biola College are also welcomed into ALP classes to observe (but not to intern). Furthermore, when ALP administers on-campus TOEFLs for its own students, it opens these tests to non-ALP international students in the community to ease the university application process for them.

Finally, the ALP brings visibility and honor to the University through the excellent reputation it has established overseas, as verified by the late Vice President Don Schweitzer on his 1991 Asian trip. The ALP also brings visibility and honor through the active participation of its faculty and staff in professional organizations. In both 1993 and 1994, for example, the ALP welcomed hundreds of local ESL teachers to this campus when the program cosponsored the regional conference of California's branch of Teachers of English to Speakers of Other Languages (TESOL).

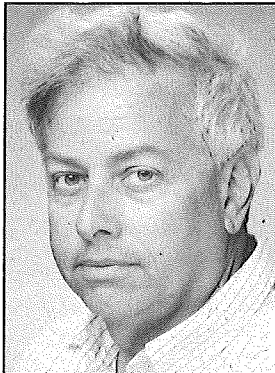
The ALP benefits greatly by being part of a respected university and is grateful to the campus administration, faculty, and staff for providing a supportive environment in which the program can serve its students and, in turn, the University. □



Fauna and Flora of the CSUF Campus

- *Have you ever walked across campus and marveled at the variety of wildlife and plants—ducks, ground squirrels, and rabbits among the beautiful and exotic shrubs and trees?*

by Joel D. Weintraub and C. Eugene Jones



Dr. Joel Weintraub joined the Department of Biological Science in 1968. He is a Vertebrate Ecologist who is interested in urban ecology, predator food habits, and biological impact assessment. Dr. Weintraub has served as the Coordinator of the General Education Honors Program and the Director of the Environmental Studies Program.

John Burroughs (1837-1921) in an essay entitled "The Art of Seeing Things" wrote that life's three most "precious" resources were books, friends, and nature, "and the greatest of these, at least the most constant and always at hand, is nature." For those of us sensitive to the natural life on campus, the plants and animals provide guideposts to the seasons and years. We greet wintering birds as old friends and mark time with the appearance of flowers and young of the year.

Historically, the area around CSUF must have been a mix of coastal sage scrub and grassland. Such habitats are characteristic of low elevation, Mediterranean climates with wet winters and dry summers with a major marine influence. These habitats are populated by fire adapted species that tolerate seasonal drought conditions. Unfortunately, coastal sage is now fragmented and in danger of loss of viability throughout southern California. In Fullerton, much of the sage/grassland was early converted to citrus crop lands. This was very evident when our "Orange State College" was first started. A remnant of this history can be seen in the campus quad, just northeast of McCarthy Hall, where a plaque sits on the west side of a large planter. This plaque reads, "The first Valencia Orchard in California was planted here in 1880 by R. H. Gilman on the property of Placentia Fruit Co. The trees are still in flourishing condition. Dedicated by Grace Parlor No. 242 Native Daughters of the Golden West, February 1, 1934." Although the last of these original trees died and was removed in the early 1970s,

it is still noteworthy to realize that the entire commercial Valencia Orange industry began on what is now CSUF land. Urbanization is now making agricultural habitats sparse as well in this area. One look at the recent grading of the East Coyote Hills will convince anyone that soon little natural open space will exist in this area.



Dr. C. Eugene Jones joined the Biology faculty in 1969 and served as Director of the Fullerton Arboretum from 1970 to 1980. His research interests are in botany including sensitive species management and pollination ecology. He is the author of several texts. Since 1989 he has served as chair of Biological Science.

The campus has its own natural community types. We are fortunate that the Arboretum, about 25 acres, is located on the northern part of the campus. It provides examples of a number of habitat types but in small amounts. In addition, many ornamental trees adapted to urban conditions have been planted on campus and provide opportunities for our classes to discover plant species. They also shade student activities and provide places for birds to feed and roost.

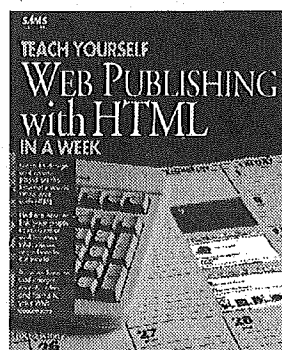
"The entire commercial Valencia Orange industry began on what is now CSUF land."

The campus was once home to coyote, bobcat, mountain lion, and probably grizzly bear. Today, feral cats, raccoons, opossum, California ground squirrel, and cottontail rabbits are often seen on the campus along with the possibility of a coyote from nearby open space. The birds are the most visible of the vertebrates. For example, if one gets to the faculty parking lot south of the art building before 8 am during the winter, one can see roosting flocks of wintering waxwings (a bird known to get drunk on fermented berries) and other visitors including yellow-rumped warblers (flitting among the tree branches) and the ground loving white-crowned sparrows with their plaintive calls. The sparrow is known to have dialects in their song, and the ones on campus are probably from breeding populations from northern California and Oregon. In late March and early April they will be gone from the campus on their northward migration, only to return late next fall. Occasionally an early winter morning will bring a crow or raven into view, flocks of cormorants, gulls, or even Canada Geese overhead, and possibly a Cooper's Hawk hunting for its prey. If one wants to see

more bird species, a trip to the Arboretum with its aquatic habitats will often yield a species list in excess of 20 birds, as well as giving the observer a sense of natural open space.

We encourage the campus human community to get to know the non-human inhabitants of this land. What, you say, you haven't seen any of the species mentioned in this article or even visited the Arboretum? Burroughs ends his essay (as we will) with a woman who complains that she is unaware of the bird species that Burroughs had just easily seen and heard from her backyard. His advice to her (and to you) is that "you must have the bird in your heart before you can find it in the bush." □

Book Reviews



Laura Lemay

Teach Yourself Web Publishing with HTML in a Week

Sams Publishing, 1995
397pp., \$25.00

[ISBN 0-672-30667-0]

by Chris Cozby

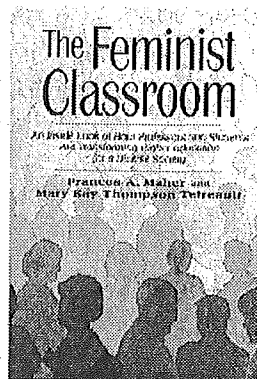
■ Have you made your own "Home Page" yet? Here is the review of a book that will show you how. Dr. Chris Cozby is the Director of the Social Sciences Research Center

HAVE YOU GOTTEN ON the World Wide Web (WWW) using a net browser such as Netscape or Mosaic? Have you noticed that web pages often have file names that end with the extension *html*? Have you wondered how these pages are created or perhaps thought you might like to create your own "home page"? I answered "yes" to these questions and purchased Laura Lemay's book to learn more about publishing home pages on the web.

Lemay promises to have you creating your own pages in a week. All you have to do is read seven sections, each with two chapters, every day for a week. Can you do it? The beauty of this book is that Lemay delivers on her promise. She begins with a general introduction to the World Wide Web, defines terms such as browser, server, URL, and home page. Even if you are familiar with these terms, Lemay's clear explanations are useful. Right away she gets you thinking about what you want to accomplish

when you design a page on the web and how to structure a page. On the second day, you will learn about HTML (HyperText Markup Language) and how links are established in documents. You will find that the basics of this language are remarkably simple. You can have a home page up and running after the second day, but it will be pretty boring. After the third day, however, you will be creating a much more sophisticated home page and you will be familiar with all of the funny creatures on the web, such as HTTP, Gopher, and FTP. Graphic images and sounds will be added to your page on the fourth day. On the fifth day, you will learn about Lemay's philosophy of what makes for effective pages—a set of very useful do's and don'ts. The final two days are fairly technical and advanced but still worthwhile just to help understand how servers work and how some of those nifty web things like forms are created.

Lemay writes clearly, uses good examples, and has very good advice about structuring web pages. And although you might not expect it in a computer book, she has a great sense of humor. For example, the distinction between ordered and unordered lists is illustrated by showing that the three steps in summoning the devil constitute an ordered list while the names of the three Furies are part of an unordered list. After my seven days with Lemay's book I created my own very simple home page and it's there on the World Wide Web right now. Point your browser to <http://www.fullerton.edu/ssrc/ssrc.html>. I couldn't have done it without Laura Lemay's fine book. □



Francis A. Maher and
Mary Kay Thompson Tetreault

The Feminist Classroom

Basic Books, 1994
303 pp., \$25.00

[ISBN 0-465-03302-4]

by Judith V. Ramirez

- *An inside look at how professors and students are transforming higher education for a diverse society. Dr. Ramirez is Chair of the Division of Child Development, Counseling, Human Services and Nursing. She expresses appreciation to Ellen Junn, Child Development, for her insightful comments and suggestions during the writing of this review.*

IN RECENT YEARS, many college and university campuses have made concerted efforts to integrate gender issues and multicultural content into their curricula. Beginning with a pilot study in the fall of 1985, and concluding with follow-up interviews in the spring of 1993, feminist scholars Frances Maher and Mary Kay Tetreault explored some of the effects of these efforts on classroom pedagogies at six very different American colleges and universities. *The Feminist Classroom* presents the methods, data, and findings of their nine-year investigation.

Combining in-depth interviews with classroom observations, the authors documented teacher-student interaction in selected classrooms at Lewis and Clark College, Wheaton College, the University of Arizona, Spelman College, Towson State University, and San Francisco State University. At each institution, three faculty members "well known for their commitment to women's studies and to fine teaching" (p. 10) were selected for study. As a group, the seventeen women included in the final sample represented a wide range of disciplines: biology, education, the humanities, literature, philosophy, psychology, sociology, and women's studies.

The findings discussed in *The Feminist Classroom* are organized around four analytical themes: mastery, voice, authority, and positionality. Each theme is presented as both a pedagogical construct for examining relationships between the teachers, students, and course materials at each of the institutions, and as a methodological focus for discussing innovations in ethnographic research introduced in the study. (An overview of the themes is given in the table on page 20.)

I FOUND THE METHODOLOGY, findings, and analyses presented by Maher and Tetreault fascinating and thought-provoking. By the time I finished reading *The Feminist Classroom*, I had a renewed appreciation of the complexity of college teaching and a firm conviction that an institution like ours, which claims to hold learning as preeminent, needs to devote more attention and resources to research and dialogue around questions such as: how do we and our students construct themselves as learners? how do we define and assess "good teaching" in our different disciplines and in the institution as a whole? how can we foster community-building among the many groups comprising our diverse student body and between our students and ourselves? and how can we and our students become more conscious of the positions through which we view the world; positions influenced by factors like race, gender, ethnicity, and social class?

As I think about implications of the Maher and Tetreault study, it is clear to me that one of our greatest challenges is to create learning communities in which conversations

Theme	Pedagogical question	Methodological innovation
Mastery	How does the professor define "subject matter mastery" in this course?	The authors' interpretations of the data were shared with their informants and "an interactive construction of meaning" developed.
Voice	What classroom relationships help students "fashion their voices"?	The authors engaged in dialogue with the participants about both pedagogy and methodology; thereby influencing the latters' voices.
Authority	How do the teacher, her/his students, and the university community describe and define "good teaching"?	By discussing their observations and interpretations with their informants and incorporating the latters' responses into their analysis, the authors modified their "authority" as researchers.
Positionality	How do "gender, race, class, and other socially significant dimensions" influence relationships between and among the professor, students, and content of this course?	The authors included discussion of ways in which the specific teaching contexts influenced the classroom observations, the interviews, and their receptivity to what they saw and heard.

can occur about how to develop classroom pedagogies less focused on the achievements of the "dominant minority" and more attentive to the experiences of those traditionally excluded—"women of all backgrounds, people of color, and all women and men who perceive their education as not made for them." (p. 1) Addressing this challenge under current mandates to serve increased numbers of students with fewer resources, however, seems to me to be exceedingly problematic.

In conclusion, if you, as I do, endorse the CSUF mission that "learning is preeminent" and that "we aspire to combine the best qualities of teaching and research universities where actively engaged student, faculty, and staff work in close collaboration to expand knowledge," *The Feminist Classroom* will convince you that in-depth studies of classroom pedagogy in higher education are long overdue. And if you are committed to "creating environments where *all* students have the opportunity to succeed..." (Goal IV, emphasis mine), you will find the voices of the students and teachers included in the Maher and Tetreault report often fascinating, sometimes puzzling, but most of all informative. □

Submission Information:

Articles and letters for publication should be sent to the editor:

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If possible, please include a diskette with your manuscript. The deadline for submissions to the next issue is **May 5, 1995.**

RICHARD BRAUTIGAN

"I always wanted to write a book that ended with the word 'mayonnaise.'" 03