

PACIFIC



Reaching ^{the} *Communities*

Homecoming brings people together

Student center promise fulfilled

Sunbirds at nationals

president's message

HAROLD HAAK



Growth is fundamental to life. But growth, like life, comes with challenge. Wouldn't our time on earth be dull if it didn't?

As children we want to grow up—immediately! “I can do it myself,” is our favorite phrase, and “Oh, you're getting so big,” is our favorite praise.

When we become parents, we vacillate between wanting our children to stay young forever and wishing they'd grow up and stop acting like, well...children. No matter what our mood, however, we diligently mark their progress, perhaps literally on a doorframe. At a distance those horizontal marks, duly recording each birthday, seem to show orderly, precise growth. They appear regular and well planned; the way growth ought to be. But when we look closely we see that, no, this child who shot up three inches between ages three and four, then sprouted two more inches between seven and eight, seemed to reach a plateau by the twelfth birthday.

People grow in spurts; so do institutions.

THE CHALLENGE OF **growth** IS TO EXPAND IN **faith** AS WELL AS FACILITIES

Walking the Fresno Pacific University campus, it is obvious we are in a spurt: a new track in use, a soccer field just christened, a math-science building under construction, ground broken for a campus center and a fine arts building in the planning stage. Filling these facilities is no problem, since enrollment is also expanding. Growth is led by the undergraduate college, which this fall marked an increase of 50 percent in four years to surpass 900 students. Our healthy graduate and degree completion programs push the total student population to over 1,900.

Managing growth is an exciting process that is more art than science. University leaders are like parents deciding how far ahead to buy children's clothes—can we “buy roomy” and take advantage of the after-Christmas sales or should we wait and see what size the child needs next season?

Certainly we plan. Just as a child will be a size nine sooner or later, and a good look around at the family reunion provides strong clues as to the ultimate range of height, weight and body type, so we can chart realistic goals and plot reasonable timetables. Sometimes, though, growth comes faster or slower than we thought, as a young voice may deepen in seventh or ninth grade rather than eighth. But faith, flexibility and a sense of humor get both parents and planners through the day.

We pray as we go; always thankful for what we have and working to be responsible stewards of all that is given us: the dedication of faculty and staff, the confidence of supporters, the wisdom of the board, the energy of students and the grace of God. May we grow in service as well as in numbers, and in faith as well as in facilities.

—Harold Haak

Fresno Pacific University exists to prepare students for faithful and wise service through excellence in Christian higher education, and to strengthen the church and improve society through scholarship and service.

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Reaching the communities

People come from many ages, backgrounds and locations to learn at Fresno Pacific University. How we serve the many says much about our mission and ourselves.

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Reaching out to many means it's never quitting time

Maybe we ought to have an air horn atop McDonald Hall. Be at the main entrance to campus at around 5-6 p.m. to see the shift change. Many faculty and most staff head for their cars to end their work day. Commuter students hit the road for home or head for their campus house. Residential students drift dormward to decide dinner plans: line up for the special in Alumni Hall, fix mac and cheese from the cupboard or find a friend with a car for a fast-food run.

The end of an academic day? Not yet—not anymore.

As one line of cars, SUVs and minivans moves past the Fresno Pacific University sign out onto Chestnut Avenue, another line parades into the parking lot and another student body begins class.

Public school teachers and administrators, business people, social services workers, stay-at-home moms and those preparing for professions—these are the students, more than 900 of them each year, of Fresno Pacific Graduate School and the Center for Degree Completion (CDC). Here it's harder to tell students from faculty, in the classroom as well as the parking lot. The students are older, more experienced and often more demanding. Their goals are practical; their calendars are crowded. They are eager to learn, but may be apprehensive about higher education. They are less likely to blindly follow faculty, but more likely to appreciate anyone who reaches out to them. Dogs don't eat their homework, but a sick child can cut deep into cramming time.

Like those who attend the traditional undergraduate program, these students come from many places to get an education. Unlike their college colleagues they may go many places to learn. CDC and selected graduate programs meet in Visalia, Bakersfield and other Valley communities as well as off-campus in Fresno. For a few, the first time they walk the campus Green will be on their way to commencement.

Founded on Christ, Fresno Pacific University is framed in community and focused on service. Proclaiming this university-wide message to this student body, who must experience community without dorm life and spirituality without College Hour, is a call to examine how we do everything from teach English to staff the Business Office. As we do it well, we will expand our mission and ministry in new ways to new people and places.

—Wayne Steffen

PACIFIC standard time

This calendar is designed to present an overall view of activities at Fresno Pacific University. Individual events may be aimed at a specific audience, carry a fee and require advance registration. All events are subject to change. For the latest information, contact the sponsoring university department.

JANUARY

25-26 Unconcert

FEBRUARY

3 Pacific Brass and Flautas
Pacifica Winter Concert

4 University Jazz Band
Valentine Concert

2 Fresno Pacific Flute
Choir Festival

2 Musica Pacifica Baroque
Concert

MARCH

2 GSAC Men's and Women's
Basketball Championship

5 GSAC Men's and Women's
Basketball Championship

1-10 Concert Choir Spring
Tour

22 Spring Swing with Jazz
Band

21-24 Drama, "Androcles and
the Lion"

APRIL

9 Pacific Brass/Handbell
Choir Spring Concert

5 Honors Recital

23 Musica Pacifica Baroque
Spring Concert

24 Women's Chorale and
Flautas Pacifica Spring
Concert

MAY

4 Commencement



Homecoming 2001

Annual event features facilities dedication, family activities

Among the new activities October 26-27 were a dinner for university trustees and former student body presidents and a prayer breakfast for alumni, faculty, retired faculty and trustees. Ground was also broken for Steinert Campus Center and Ramirez Soccer Field was dedicated.

Other events included: dinner and jazz band concert, women's volleyball vs. California Baptist, Class of '91 reunion, athletics hall of fame induction dessert, karaoke & pizza, Pillar to Pillar Run, campus carnival, men's student-alumni flag football, alumni vs. student women's basketball, powder puff student vs. alumni football game, lunch at Alumni Plaza, women's soccer vs. Westmont, skit night, women's volleyball vs. Westmont, fiesta dinner and Boxhaul7 concert.



*Reaching out to
students means
reaching across ages,
backgrounds and
circumstances*



Extending the tables of

by Wayne Steffen



There's an old photograph, at least there's the story of an old photograph, of the entire faculty sitting around one table. Whether or not that picture exists in the archives, the image it portrays was grounded in reality: a society so close all members were able to discuss everything together.

What was true of the faculty was true of the students. They also could, and regularly did, gather as a whole to eat, to worship and to become friends.

As the school grew and invited more guests to the feast that ideal table became less and less able to accommodate the entire community until today, when the Special Events Center can not simultaneously seat, let alone feed, everyone.

Once a dining room, the FPU campus is now a cafeteria of schools and departments, disciplines and functions. No matter how many leaves we make, one table can no longer stretch to serve us all. So when must we separate to deal with differences and when may we push the tables together to celebrate all we have in common? In addition, how do we keep from unfairly favoring some tables while relegating others to the kitchen?

One way to handle the future is to honor our tradition of serving students first, nourishing the relationship between them and the faculty that is our academic and spiritual meat and potatoes.

While enrollment growth and the change to a university structure play their roles, the challenge of balancing expansion and intimacy is fed by more than numbers and systems. Students now cover a spectrum of ages, experiences, responsibilities and circumstances. "Non-traditional" students, those enrolled in Fresno Pacific Graduate School and the Center for Degree Completion (CDC) as well as many who take traditional college courses but commute to campus, bring different strengths and needs than those who enter college right out of high school and live where they learn.

To teach in more than one program is to sup at more than one table, and several faculty who do so agreed to share their perspectives. Like good dinner guests, they did not always agree on the details, but their desire to bring students and schools together showed through. (See pages 6-7 for a profile of those interviewed.)



Knowing students

Age and station in life divide traditional and non-traditional students. The demands of families and full-time careers weigh more on graduate, CDC and some commuter students. "They're busy juggling at least two other lives," Chris Brownell said. Grad students must take 5 units (two classes) in order to get financial aid. "They end up being stretched so thin," Mary Ann Larsen-Pusey said.

Traditional undergraduates, on the other hand, focus on classes. "School is what they do. Some of them pick up odd jobs for extra cash, but they take 15-18 units per semester," Brownell said.

Commuter students tend to be more diverse in age as well as social and ethnic background than are those who live on campus, according to Larsen-Pusey. This often makes them more open to looking at issues from

more than one angle. "They are less parochial in their viewpoints," she said.

Most faculty interviewed found graduate and CDC students more likely than traditional undergrads to speak up in class. "They participate more willingly, are more openly opinionated," Rod Janzen said. "I think they see themselves more as equals to the professor." Billie Jean Wiebe, however, did not necessarily equate participation with reflection, wondering instead if some older students are so focused on the practical that they ignore the bigger picture. "They short-circuit the discovery process," she said.

Stress for resident students often centers around social and campus life, while commuter students tend to be better at managing their time, Larsen-Pusey said. "The commuter students who have all these things to juggle are not the ones who complain about the work," she added.

One reason non-traditional students are willing to work so hard is that getting a degree may be a goal they set years ago but and put on hold, Breck Harris said. "That dream re-emerges to get that degree and it emboldens them."

All categories of students are becoming more overextended, and differences between graduate and undergraduate, resident and commuter are shrinking, Wiebe said. "I'm running into more undergraduates who are working two or three jobs and say 'I can't take any Monday, Wednesday and Friday courses.'"



Reaching students

Along with varying backgrounds, traditional and non-traditional students bring differing learning styles to class. Lecture is less effective with non-traditional students, who demand a more hands-on, democratic learning environment. "The undergraduate student still requires teachers who are real sources of knowledge in their subject," Breck Harris said. "The non-traditional student requires more engagement with teachers."

"Graduate students come to class to contribute and undergraduate students come more to absorb knowledge," Brownell said. "Graduate students come to get better at what they do; undergraduate students are still trying to figure out what to do."

Research indicates older students learn by tapping into their experience, and teachers must do that in order to teach them, Harris said. Faculty must create a format where students can share with each other and treat professors as peers. "We don't call ourselves 'teachers,' we call ourselves 'facilitators,'" he said.

Whether the class meets during the day, as most traditional courses

do, or evening, as most graduate and CDC classes do, is important. "The evening hours are when people normally transition (from work to home time)," Wiebe said. This means evening students must be engaged quickly to keep from becoming tired.

To keep non-traditional classes lively and relevant, Karen Neufeld stresses collaboration, technology and experiential learning. "Because students spend every day in the real world, you have to keep your class real world. They can tell if it's phony," she said.

Traditional undergraduates tend to worry more about grades as ends in themselves, so faculty must be explicit about requirements, Neufeld said. Larsen-Pusey agreed. "I have to be much more specific because they are going to ask, 'what do you want?' They are not used to asking what they want." Larsen-Pusey suspects this focus on grades comes from previous schooling where students have not been encour-

aged to experiment.

Students in the traditional undergraduate program have many opportunities to build community and develop spiritually. All students attend College Hour and participate in service projects. Athletic teams, music ensembles, clubs and ministries are open to all. Residential students have dorm life, and commuter students have a house where they gather to talk, relax and study the Bible as well as academic subjects. Faculty interviewed tended to show more concern about communicating these universitywide goals to graduate and CDC students.



Chris Brownell

Teaches mathematics in Fresno Pacific College (the traditional undergraduate program) and Fresno Pacific Graduate School and supervises teacher-education candidates. Joined FPU in 2000 (grad math alumni).



Breck Harris

Teaches marketing in the Center for Degree Completion and the college. Joined FPU in 1995.



Rod Janzen

Serves as interim graduate school dean; teaches U.S. history in the college and curriculum and social studies education in the graduate school. Joined FPU in 1990.

Interview profiles

Faculty interviewed for this story represent many academic programs and disciplines.



Building community

The level of community in the graduate school depends on the program. “I think there are programs that develop a sense of community within the program. They develop a real sense of camaraderie,” Larsen-Pusey said.

Chris Brownell did not have that experience as a grad student. “It was very difficult for me to grasp the idea that this place was a community,” he said. Evening students don’t have the

same chance to eat together and share. While some classes try to organize meals, there is no food available on campus at night. “They can’t sit down with each other and break bread, and that’s really vital,” Brownell said.

Graduate classes can build cohesion over time. Larsen-Pusey recalled a class where the first night the administrators sat together, library media people sat together, “and there was one woman from special education and she sat by herself.” As

they came to know one another, they helped each other out and called to encourage one another. “They give each other support at many, many levels,” she said.

“I think it would be very similar to being a non-resident student in the undergraduate program,” Rod Janzen said of being a graduate student. Community develops within programs as students take many courses together, but they are not so tightly joined as those in the Center for Degree Completion, who continue as one class no matter what the subject. “In the grad school you have 13 little communities,” he said.

“The concept of community is absolutely essential and integral to the CDC experience,” Breck Harris said. Community and spiritual development are closely linked. The student-led devotions and prayer that begin each class promote a spirit of intimacy, while dinner breaks, again organized by the students, literally allow them to break bread together. “Students are sharing their lives in a personal way,” Harris said. The facilitator sets an open, friendly tone, “to let students know they are not competing against each other,” he added.



Mary Ann Larsen-Pusey

Teaches graduate bilingual, TESOL (Teaching English to Speakers of Other Languages) and curriculum and instruction courses as well as undergraduate linguistics and sociology courses. Joined FPU in 1990.



Karen Neufeld

Directs the college liberal studies program, co-directs the Visalia teacher-education program and works with teaching interns and student teachers in the graduate school. Joined FPU in 1990.



Billie Jean Wiebe

Teaches concepts and approaches in the graduate curriculum instruction program as well as secondary curriculum and CLAD/BCLAD in the teacher education program. Teaches in and chairs the English, communication and drama programs. Joined FPU in 1992.

Developing spiritually

Many graduate faculty infuse spiritual development into their classes and feel education is a moral calling. “I think most of our faculty feels that,” Rod Janzen said. The course “Education as Transformation” even uses the Gospels as a teaching text and examines what kind of teacher Jesus was.

Mary Ann Larsen-Pusey uses the Fresno Pacific Idea in some classes, stressing the prophetic role in critiquing professions and societies. Some students want to open all sessions with prayer and devotionals, while others are very uncomfortable with that. There are also students from other faiths to consider. “So you’ve got this wide mix at the graduate level. It’s always a balancing act,” she said. Larsen-Pusey tries to be sensitive without hiding her stance. “A couple of students have come back and asked me about Christianity who wouldn’t have (had I been more direct and aggressive),” she said.

Graduate students tend to be pragmatic about their goals, Chris Brownell said. Many are glad the opportunity to develop faith exists at FPU, but the flexible program and reputation for quality brought them here. “They’re not coming here because it’s a Christian university, but because it’s a university with a good reputation,” he said. Whatever the students’ approach, faculty are clearly willing to discuss their faith as it relates to their studies. “I still point to Jesus as I teach mathematics,” he said.

Biblical courses are part of the Center for Degree Completion curriculum. “The result is that whether they are Christian or non-Christian they are blessed,” said Breck Harris.

“They get insights they may not have expected.”

The sharing of faith is accomplished through dialog and mutual respect rather than pressure to convert. “Not all students are Christians, but we invite them to the experience of prayer and devotion and they do participate,” Harris said. By the end of a 57-week program a deep bond develops between students and faculty. “Many students tell us this is essential to getting their college degree,” Harris said. “They live out community.”

Coming together

The construction of Steinert Campus Center and the expansion of Pacific Bookshop into a snack shop with extended hours are some ways the university is trying to create community from communities. Chris Brownell would like to see official traditions, such as the bell that opens commencement and convocations, and unofficial traditions, such as participating in the Mennonite Central Committee Relief Sale, explained to graduate students as well as undergraduate. “Let’s do what we can to help foster the culture of the school as much as possible,” he said.

More integration among schools would help faculty teach in more than one area, Billie Jean Wiebe said. “It could be a tragedy for us if growth leads to specialization and isolation.”

Several faculty said working both sides of the Bartsch Hall parking lot between the graduate and undergraduate schools allows them to examine the stereotypes each have about the other. Graduate faculty feel their students are shortchanged since the business and financial aid offices, the

cafeteria, the book shop and other offices are not open evenings. Graduate courses are sometimes criticized for lack of academic rigor. “We could use more faculty-to-faculty dialogue,” Wiebe said.

Other than those who teach in multiple programs, most faculty tend to hang with members of their own school. “There was this feeling that ‘they’ didn’t understand ‘us,’” Larsen-Pusey said, although she added she hasn’t heard this so much in the last few years.

Teaching in two areas does complicate life. “Double the meetings,” Neufeld and Larsen-Pusey said. “The biggest challenge when you work in both worlds is balance,” Neufeld added. “It’s a juggling act not to compromise what I do in one role based on what I do in another.”

Still, everyone benefits when faculty cross program lines. “One of the great things about working in both worlds is that I try to bring in strengths from both,” Breck Harris.

Finding the right provost is the key to holding the academic center, according to Wiebe. The university is in the midst of a search to fill the position vacated this summer by Howard Loewen (see page 12). “I think that the chief academic officer has to be extremely flexible and insightful and must know how to articulate that one program is achieving the same ends as another,” she said. “When we moved to a university structure we spun the schools off as separate planets. We need someone to hold them in orbit.”

Whatever the challenges, faculty interviewed felt that the university is fulfilling its mission across campus. “Faculty and staff definitely care about students,” Harris said.

Different schools take different approaches, but the ends are identical. “The faculty in the graduate school are extremely tied to the mission, as is the undergraduate faculty,” Wiebe said. “We have then multiple models for education. I think we should exploit the strengths of each.”





Off-campus programs carry university values throughout Central Valley

In addition to reaching out to different groups of students on campus, the university meets people where they are in a variety of Valley locations hosted by Fresno Pacific Graduate School and Center for Degree Completion (CDC).

Most classes in the library media teacher program take place in school libraries in Fresno, Clovis, Reedley and Bakersfield. "That's where the action is," said program director Jo Ellen Miskian.

Other graduate programs include teacher education, reading and mathematics education in locations from Clovis to Bakersfield (see complete list with current student enrollment at right). Classes are taught by university regular and adjunct faculty, except at the Bakersfield Center, which has its own instructors.

Though students may come on campus only for commencement, values such as community and spiritual development remain crucial. Bakersfield Center students, schoolteachers themselves, enjoy the opportunity to mix with colleagues, according to Center Director Bill Williams. "Students do a lot of networking because we have them from Porterville, Delano, Tahachapi, Boron, Lancaster, Frazier Park, Shafter, Arvin," he said.

Math education students have community on several levels. As in other graduate programs, students tend to take many classes together. Groups of students also come from the same district and even the same school. These

people support one another throughout the three-year program by doing homework together and meeting after class, Saturday mornings and over lunch, according to Program Director Ron Koop. They often tell faculty they would not have completed the program except for the support of the group. "They work together and share experiences," he said. This focus on a subject builds a camaraderie that leads to a higher level of interest in the discipline and benefits everyone. "The more deeply teachers understand, the more deeply they are going to be able to help kids understand," Koop added.

People do reach out to one another and pray together. Koop expressed surprise at the number of students who are Christians. "I think there are certain people who are drawn to us and I think it's partly because they recognize us as a Christian institution," he said.

No matter where they study CDC students have interviews and a library resources course on campus, according to Cindy Steele, director of administrative services for the Fresno Pacific School of Professional Studies, which houses the center. There are also plans to connect CDC students with the university Career Resources Center.

Those involved with off-campus education call it an important outreach for the university. "It's a service to students to bring our courses to them," Steele said. "It shows we can step into their community."

To educate teachers, it's important to go where they are. "If we waited

FRESNO PACIFIC GRADUATE SCHOOL

Bakersfield

Director: Bill Williams
Since 1985 — 85 students
Credentials and master's degrees in administrative services and library media

Visalia

Cooperative program with Visalia Unified School District
Directors: Karen Neufeld and Douglas Bartsch
Since 1996 — 60-65 students
Credentials and master's degrees in teacher education, educational technology and graduate mathematics; classes in curriculum and special education

Kings and Tulare counties

Cooperative program with Central Valley Regional Professional Development Consortium
Director: Jean Fennacy
Since August, 2001 — 20 students
Reading certificate for secondary teachers

Merced

Cooperative program with Merced City School District
Director: Jean Fennacy
Since 1993 — 15 students
Reading certificate

Fresno, Clovis, Visalia, Visalia/Lindsay

Director: Ron Koop
Since 1998 (Visalia) — 160 students
Master's in mathematics education for teachers grades K-6

CENTER FOR DEGREE COMPLETION

Since 1991 — 75-150 students
Bachelor's degrees in management and organizational studies, Christian ministries and liberal studies

Fresno

FPU campus, University of California Center

Visalia

Neighborhood Church, Visalia Convention Center

For more information about off-campus graduate school programs, contact Edith Thiessen at 559-453-2256 (edthiess@fresno.edu). For more on the Center for Degree Completion, contact Yamilette Gutierrez at 559-453-2299 (yamigut@fresno.edu).

for these people to come to us they wouldn't come," Koop said.

Joining the university and school districts brings together the best of both. "I know I benefit as a faculty member by being at a school site every week, and I think teachers benefit from us being there," said Karen Neufeld, education faculty and co-director of the Visalia graduate program. The missions of the university and school districts fit well since both focus on service to students and communities. "They are very compatible," Neufeld said.

Training and determination take Matson to the finish line

by Dale Matson

The temperature was about 54 degrees at 5 a.m. in Squaw Valley near Lake Tahoe. It took me an hour and a quarter to climb the 4.7 miles to Emigrant Pass at 8,700 feet. The descent into Duncan Canyon is steep and there is as much braking as running.

The first 50K of The Western States 100-Mile Endurance Run are the most difficult 50K I have ever run. At this point I was near but behind the 30-hour finisher window. I sat down and my wife, Sharon, sponged me off, provided a fresh flask of Hammer Gel and words of encouragement. After about a mile of moderate climb, I descended into Deep Canyon. After the climb out, I made up lost time on the gentle descent running with a lady named Trina Parker.

We had a steeper descent into Deadwood Canyon at about 36 miles. The hour-long climb up Devil's Thumb took its toll and casualties were strewn along its length. I was still around the 30-hour window.

The hardest and hottest climb was from Eldorado Creek up to Michigan Bluff. I arrived (mile 55.7) around 8:20 p.m. Sharon provided lights, and as day turned to dusk I headed out with my stepson, Charlie, as my pacer.

Trina yelled encouragement as she preceded me out of the aid station. We were no longer running a similar pace but I did pass her again on California Street. It amazes me how an ultra is a microcosm of life. We meet people, form relationships and part richer for the experience.

In Forest Hill Sharon resupplied me and provided a bigger incandescent light to augment the LED headlamp. Running downhill was difficult on a trail strewn with roots and rocks. I also switched from 28-ounce water bottles to 20-ounce bottles to reduce weight since running at night didn't require as much fluid replacement.

Juan Sobenes took over as pacer and we headed down the 16-mile California Street section to the Rucky Chucky crossing of the American River. It was 10:40 p.m.; we were 10 minutes behind and needed to make up time. My downhill and flat running made up for my slow climbing. Juan stayed about 50 feet ahead so I could anticipate climbs by seeing when his light went above me. He reminded me to drink water to keep my weight up and stay hydrated. (My starting weight was 164, went as low as 160 during the day and began to gain at night leaving me a finishing weight of 165.)

The low river exposed large rocks that required difficult climbing on tired legs. I slung my pack over my shoulder to wade through the thigh-deep warm water. A safety cable was strung across the river against current and uncertain footing. This was the first time in three attempts that I crossed the river as a competitor.

At the far side we changed into dry socks and shoes. A volunteer brought a cup of soup and my fatigued hands spilled half on my dry socks. We then began the slow steep climb to Green Gate (mile 79.8).

At Green Gate we needed to average 20 minutes per mile to finish in the 30-hour window. We had two significant climbs, one up to the Highway 49 crossing and the other from No Hands Bridge to Auburn. The steeper descents were slower now because of stiff, sore quad muscles.

We arrived at No Hands Bridge at 9:07 a.m., with one hour and 53 minutes to complete the final 3.1 miles. We met Sharon at Robie Point and the longest mile began. It was bittersweet remembering my two failures before I saw the athletic field fence and truly knew I would finish. Charlie ran with Juan and me to the finish while Sharon took a short cut across the field to photograph us crossing under the banner (29:17). I was overcome with emotion as the announcer called my name and a finisher medal was placed around my neck.

Saint Paul said run the good race. He did not say we had to win. Finishing for me was victory. I have a poster that shows a solitary runner with the caption "Determination, the race is not always to the swift but to those who keep running."

Dale Matson directs the graduate school psychology program. The Western States 100-Mile Endurance Run follows a trail used by Native Americans and gold miners.



Employers want workers who are ethical as well as experienced

Personal ethics are as important to employers as technical competence, according to an FPU survey.

"Business Programs Skills for Success Survey" shows a strong ethical sense is the personal characteristic most desired by the employers surveyed. In fact, it was rated the most important single item among all characteristics and skills mentioned in the survey.

This finding is good news for FPU, which puts moral and ethical education at the heart of its mission. "That's why basing a business program in a Christian liberal arts university is so important," said Janita Rawls, undergraduate business chair.

Business owners can more easily train employees in the technical aspects of their job, but to train someone to be ethical is far more difficult, the survey report stated.

Profit and not-for-profit public and private firms in the Bakersfield, Visalia, Fresno, Modesto, Merced and metropolitan Sacramento chambers of commerce were surveyed. Participants answered questions about the importance of skills in communication, personal characteristics, computer and technology and college experiences.

The average rating for ethical behavior was 5.62 out of six. The mean for the most important communication skill was 5.33, for the top computer and technology skill 4.78 and for the top experiences 4.77.

Deborah Sauer-Ferrand, music, performed a full voice recital at Evangel University, Springfield, Missouri, September 27. Each year an alumni recital opens homecoming festivities. She also sang for the banquet closing the weekend. Her program included many selections by women composers, which she researched as part of her doctoral work at the University of Illinois.



Two faculty join the university

Julia Kay Reimer began teaching drama in January and David Alan Thompson joined the biology faculty this fall. Reimer will receive a doctorate from Southern Illinois State University, Carbondale. She earned her master's at Bowling Green (Ohio) State University and her bachelor's at Fresno Pacific College. Thompson earned a doctorate from Harvard University and did post-doctoral research at the University of California, Davis, where he received his bachelor's degree.



Richard Wiebe, philosophy, spent September 17-21 with a Museum of Northern Arizona field education group in Canyon de Chelly on the Navajo Reservation in eastern Arizona. Led by archeologist Don Keller, 10 professionals and educators were hosted by Dave Wilson, head of the Navajo Guides Association of Canyon de Chelly National Monument. Canyon de Chelly is the Navajo equivalent of Jerusalem and Mecca. Extensive Anasazi ruins, petroglyphs and pictographs, tell the human story of the canyon since 500 c.e.

Duane Ruth-Heffelbower, associate director, Center for Peacemaking and Conflict Studies, published the article "Reconciling Injustices: A Process for Indonesia" in *Islamic Millennium Journal*, vol. 1, no. 1, Sept.-Nov. 2001, pp. 56-62. The article is also available on the CPACS web site at <http://www.fresno.edu/pacs/docs/millennium.pdf>. Ruth-Heffelbower is on leave to Pusat Studi dan Pengembangan Perdamaian Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Dale Matson, school psychology, and teammate Debbie Amrhein won the two-person division of the Sierra Chal-

lenge Adventure Race in September. Their time of 27 hours and 31 minutes was second fastest of the 14 two- and four-person teams. The race—consisting of events including running, boating, mountain and road biking and orienteering—began at Millerton Lake and ended in Fish camp, near Yosemite.

A review of a book by **Rod Janzen**, acting graduate dean, appeared in the November 23 *Chronicle of Higher Education*. The book, *The Rise and Fall of Synanon: A California Utopia*, was published in 2001 by Johns Hopkins University Press.

Larry Warkentin, music, received an ASCAP/US Standard Award, a cash prize for writers of serious music. ASCAP is the American Society of Composers, Authors and Publishers. Among Warkentin's current projects is a string quartet scheduled for a February preview. Recent major compositions include "Sonata for Flute and Piano," performed in October on KVPR Valley Public Radio and featuring Janette Erickson, music faculty and principal flutist for the Fresno Philharmonic.



MOVERS AND SHAKERS

The first Christian Women's Professional Development Conference took place on campus November 3, sponsored by the Fresno Pacific School of Professional Studies. The keynote speaker was Barbara Young (above), former director of alumni and community relations, advancement division, California State University. Seminar titles included "Find Balance as a Working Professional," "Strengthening Relationships in the Workplace," "Charting Your Professional Future" and "Enhancing Your Leadership Style."

Howard Loewen worked to make Fresno Pacific a university

One of those most responsible for putting FPU on the road from college to university left campus in June.



Howard Loewen became dean of the school of theology at Fuller Theological Seminary, Pasadena, last July 1.

Loewen joined the administration in 1995, first as academic vice president, then as provost in 1999. In both positions, he was directly responsible for the academic programs. As provost he also supervised the registrar, library, Center for Peacemaking and Conflict Studies, International Programs and Services Office and athletics. "I always facetiously say the difference is more work for the same pay," he said.

Having a provost shifts some administrative burden from the president, who today is more involved in fund raising and community relations.

At the other end, deans take more control over their areas. "It's a sign that the institution is growing and maturing," Loewen said.

Though Fresno Pacific College officially became Fresno Pacific University in January of 1997—and its organization into three schools had come before—changes in governance and atmosphere continue. "The easy part was to change the name and the structure on paper," Loewen said. Faculty and staff are still defining how that structure really works, and that process is not always comfortable. On the academic side the deans have taken the lead. "They've done the really hard work," Loewen said.

Deans now oversee hiring and evaluating faculty and developing academic programs, all once the province of the academic vice president. Faculty make their voices heard more through their school and less through faculty session. "While any change brings pain as well as gain," Loewen said, "it was time to become a university. If you've made the decision to have

graduate programs, if you've made the decision to have professional development programs, you've outgrown your old structure." Today the graduate school and school of professional studies are full partners, not just appendages, according to Loewen.

For the future FPU must maintain and share its Anabaptist tradition, Loewen said. Hiring practices present a practical opportunity. Since there are not enough Mennonites to cover all faculty positions at Mennonite institutions, the university can fill vacancies with people from other traditions who can work within the FPU Idea. "To me that's genuine, biblical ecumenism," Loewen said.

President Harold Haak took on the provost title and John Yoder, formerly graduate school dean, is associate vice president for academic affairs. Rod Janzen, education and history faculty, is acting graduate dean and Jean Fennacy, education/reading faculty, joins Ken Engstrom as a second associate dean.

Muslim speaker brings Christianity, Judaism and Islam together at peace event

A look at the shared roots of Islam, Christianity and Judaism was one highlight of Stop the Hate Week October 1-5 at Fresno Pacific University.

Ghassane Habib (pictured at right), member of Fresno's Muslim Public affairs Council and the Interfaith Alliance, gave a presentation titled "Misconceptions About Islam" to a classroom packed with about 85 students, faculty and staff. Without downplaying what he called the big difference—that Christians believe Jesus is the son of God while Muslims call him one of the prophets of God—Habib noted the many beliefs that should bring the faiths together:

- that there is one God
- that angels exist and act for God
- that God brought scripture to mankind in words
- that Mary was a virgin

- that Jesus performed miracles
- the importance of Abraham, Moses, Isaac and Ishmael
- that there will be a day of judgment

Not only do Jews, Christians and Muslims all believe in one God, they all worship the same God, according to Habib. "Allah" means "the God" in Arabic, he said, "God is God is God."

Muslims around the world, and in America particularly, were revulsed by the September 11 attacks on the World Trade Center and Pentagon, Habib said. The perpetrators represent neither a religion nor a nation. "They are basically people who have hate in them," he said.

Habib read several passages from the *Qur'an*, the Muslim holy book. Those who use the *Qur'an* to justify terror misuse their religion, just as

followers of other religions have sometimes misused theirs, he said. The word "Jihad," for example, does not mean "holy war," as it is commonly translated, he said. "It refers to an inner spiritual struggle."

This was the second annual observance of "Stop the Hate—Build a Culture of Peace" at FPU. The efforts were organized by a group of students, faculty and staff headed by Donna Callahan, social work faculty. Other events included prayer and worship services, a candlelight vigil in downtown Fresno, a drama, a birthday party for Mohandas Gandhi, chapel presentations, forums and videos.



Enrollment growth, *U.S. News* honor give FPU reason to celebrate

Enrollment reached a milestone this fall, as the traditional undergraduate program grew to more than 900 students.

“This is a more than 50 percent increase in the last four years,” said Stephen Varvis, dean of the college. “We are going to celebrate.”

Also worth celebrating is a spot on the best value list in the 2001 *U.S. News & World Report* college guide. FPU was ranked fifth in the western universities—master’s category. “This recognition honors the hard work and success of faculty and staff who put students first,” Varvis said.

In all 905 undergraduate students fill halls and classrooms, up from 821 in the fall of 2000. The graduate school also recorded a strong surge, to 868 this fall from 808 at the same time

in 2000. With 165 in the Center for Degree Completion, total enrollment is 1,938, up from 1,705 in September of 2000. College and graduate school figures are based on the 16-day census, which is considered official for the undergraduate college but a “snapshot” for the graduate school and CDC, which have different academic schedules. CDC figures come from the center.

Academic standards remain strong as the average high-school grade-point average among the 201 freshmen was 3.56 and the average SAT score was 1,009. The top 25 percent of the class averaged a 4.08 GPA and a 1,238 SAT score. These figures compare favorably with several University of California campuses, and continue a five-year trend at FPU. At the same time

racial and ethnic diversity continues to increase among college students as the percentage of students of color (not including international students) in incoming classes rose from 22 percent to 30 percent.

“This growth, and the growth in all programs, represents a validation of our quality, our mission and our ministry,” said President Harold Haak. “We are grateful for the confidence of students and their families.”

Expanding enrollment enhances efforts to excel. “This growth isn’t just about raising numbers, it’s about increasing capability,” Varvis said. “It’s about having the means to provide the best in programs, facilities and faculty support while remaining affordable.”

Graduate school begins nation’s first program to equip teachers for dual-immersion classes

The nation’s first program to prepare teachers to work in schools where students learn in two languages will be based at Fresno Pacific Graduate School.

Federal Title VII funds provide \$250,000 this year, and are renewable for two more years. The project is a partnership between FPU, Fresno Unified School District and Parlier Unified School District. U.S. Representative George Radanovich and Senator Barbara Boxer supported efforts to secure the grant.

The program has three main components:

- identify students within the graduate school’s teacher education division for work in dual-immersion classes.
- develop seminars and courses at schools to improve existing two-way immersion programs and the teachers who work in them. Ewing Elementary School, Fresno, is the first site.
- create a center at FPU offering materials and consulting to

schools wishing to begin a two-way immersion program.

David Freeman, director of the language development program, and Yvonne Freeman, director of the literacy for multilingual learners and bilingual cross-cultural programs, lead the new effort. Linda Hoff, head of the teacher education division, is also involved.

In dual immersion classrooms—also called enriched education, two-way immersion or developmental bilingual education—students learn part of the day in English and part of the day in another language. “The big benefit is that every kid is learning two languages,” David Freeman said. Children do not receive the same instruction twice.

“Research shows native English speakers will, over several years, score better in English than students in all-English classrooms,” Yvonne Freeman said. “Spanish speakers score better in English than those in traditional bilingual programs or with no Spanish support.”



▲ REMEMBERING 9/11

To honor those affected by the September 11 tragedies, faculty, staff and students took part in the National Day of Prayer and Remembrance three days later. The ceremony began at 7:30 a.m. around the flagpole in front of the campus Special Events Center. The U.S. flag was raised and lowered to half mast, faculty Katrina Poetker spoke of Christ’s admonition to love our neighbors and our enemies and student Larkin Hand sang “Can A Nation Be Saved?” Other speakers included President Harold Haak, Rod Reed, campus pastor and acting dean of students and student Muhuwu Lumeya, who read Scripture.



related effort along these lines is the conversion of Alumni Hall, the present dining area, to an expanded bookstore and coffeehouse.

Rod Reed, campus pastor and interim dean of students, praised the fact that the center will allow student life, now located in four areas on campus, to consolidate into one. "This will help us as we seek to help students integrate faith and learning in all areas of life," he said.

Speaking for students, Larkin Hand, president of the student body of Fresno Pacific College (the traditional undergraduate program), said she looked forward to meeting her colleagues from Fresno Pacific Graduate School and the Center for Degree Completion in the center. "This will be a wonderful place to come together," she added.

A timeless vision makes a timely start as FPU breaks ground for Steinert Campus Center

Spades filled with earth fulfilled decades of promise as ground was broken October 26 for Steinert Campus Center.

Time has not dimmed the excitement and growth has only increased the demand for student and dining facilities, which have been talked about in some form or another since the 1970s. Those who led the efforts to mold dream into reality spoke only of success. "You forget about the frustrations," said Marvin Steinert, (pictured at right) who with wife Nadene made the major gift for the \$5 million project. "We thank God for His faithfulness and hope we can be involved for many years to come."

Ties between the Steinert family and the university are already many and long: Marvin Steinert was a board member 1971-81. Three sons and four granddaughters are alumni—Max, Randall, Gary, Allison, Jill, Kristine and Stephanie. Granddaughter Megan is now a senior. Max Steinert is assistant board treasurer, and he and his wife Charlotte donated funds for the new outdoor amphitheater to be located next to the center. The new building

will be east of Alumni Hall and west of the Special Events Center.

In all there were 50 major gifts to Steinert Center, said Mark Deffenbacher, vice president of advancement and university relations. "These are people who said, 'This is how we want to identify with this campus,'" he told the crowd of about 100 gathered for the groundbreaking.

The Steinert Center will contain general dining for students, faculty and staff as well as separate dining for special events and a student lounge. A student development leadership center and office space for the student life division are also included. All building funds have been raised, and construction is set to begin in the spring of 2002. Occupancy is planned for one year later.

The purpose of the single-story structure is to help the university achieve its mission to "prepare students for faithful and wise service through excellence in Christian higher education." Preparing students means nourishing bodies, minds and spirits, so the center will provide places for students and faculty to nurture relationships and create the sense of community critical to an FPU education. A



Board members break ground for new building and bread with faculty, staff and students

Business and pleasure were both on the agenda during board of trustees meetings October 26-27. In addition to approving a new benefit for employees and a new method to evaluate the president, members participated in special events ranging from a groundbreaking to a prayer breakfast.

While trustees regularly discuss issues with faculty, administrators and staff during sessions of the academic, advancement, budget and finance, facilities and services and student life commissions, time was scheduled for more informal conversations and Homecoming weekend activities. On Friday, board members took part in such special events as the groundbreaking for Steinert Campus Center, dinner with former student body presidents and an athletics hall of fame induction dessert. Saturday's options included a prayer breakfast for alumni, faculty, retired faculty and trustees as well as a post-game gathering with the women's volleyball team, volleyball boosters and president's circle donors.

The events strengthened relationships between trustees and others in the university community. "Board members told me they felt a heightened awareness of the life of the institution," said Mark Deffenbacher, vice president for advancement and university relations.

In regular session the board approved a system where trustees appoint two people from off campus with extensive experience in Christian higher education to conduct presidential evaluations. The two report to an advisory committee made up of representatives from different university groups. The evaluators present their findings to the board executive committee, and a report of those findings is made to the university. The proposal is designed to increase the board role and responsibility in evaluating the president. Formerly the president was evaluated by a committee assembled by the Human Resources Office. Evaluations will be made one year and three years

into presidential terms, and at five-year intervals thereafter.

The dental plan is available to all faculty and staff. The university will cover employee coverage and employees may pay a fee to include families.

In other action, the board:

- Selected an executive committee. John Regier was appointed as assistant treasurer as Max Steinert completes his term. Other positions were reappointments: Peter Klasen, chair; John Thiesen, vice chair; Velma Dyck, secretary; Patrick L. Evans, assistant secretary; and David Beckenhauer, treasurer.
- Welcomed Joe Taylor as faculty representative and Larkin Hand as student representative, replacing Greg Camp and Cathy Taylor, respectively. Dick Johanson, former CEO of Johanson Transportation and long-time Fresno business and community leader, joined the board in June.

FOUNDATION BOARD ATTEMPTING TO MAP THE ECONOMY

Looking beyond September 11 was the theme of university foundation board meetings October 26.

An already slipping economy took a slide after the terrorist attacks on the World Trade Center in New York and the Pentagon in Washington, D.C. While it is uncertain how far stock markets will fall and by what road they may rebound, board members must try to chart a path to long-term security. "The board is doing its best to be aware and make decisions that take us to the next step," said Mark Deffenbacher, executive director of the foundation.

Even professionals disagree on what long-term effect the attacks will have on markets. A Merrill Lynch representative spoke to the board, bringing a report that included predictions ranging from a Dow Jones composite average of 3,000 to 30,000, Deffenbacher said.

Board members also heard from attorneys Judith and Robert Wright about changes in tax, planned giving and fiduciary issues. In other action, the board signed a marketing agreement with Forbes Asset Group, an art asset management firm, and formalized a project with the university to build an office complex at the southwest corner of Willow and Heaton near campus for Mennonite Brethren denominational offices.



Jim Denney (above left), a local author with more than 45 books to his credit, launched the national publication of his latest work October 23 at the university. *Answers to Satisfy the Soul* offers "Clear straight answers to 20 of life's most perplexing questions," and is published by Quill Driver Brooks, Clovis. The event, attended by about 50 people, took place in the McDonald Hall Atrium and included a short presentation by the author, a reception and a book signing. Denney's guests were fellow Quill Driver authors Grace Lee Whitney and Stan Jantz. Whitney, a member of the "Star Trek," cast and Denney co-wrote her memoir, *The Longest Trek: My Tour of the Galaxy*, and Jantz joined forces with Bruce Bickle for *Bruce and Stan Search for the Meaning of Life*. A portion of the proceeds from the books sold at the event will support student scholarships. Among the questions asked in *Straight Answers* are "Does character matter?," "What is love?," "How can I find happiness?" and "Does God exist?"



O'siyo Fresno Pacific:

I'll explain the greeting shortly. My name is Ken Wiens. I am a Fresno Pacific alumnus from 1970-75. I lived on campus from 1970-74 during the school year and was married the summer before my last school year. I majored in English lit./biblical studies. My main Bible professor was Devon Wiens. During February and March of 1973 I went on a study tour to Israel with him and a group of other students.

I was raised in a Mennonite Brethren home in San Jose. I am an adoptee. The last time I saw my birth mother I was seven years old. That same year I was adopted. I turned 49 years old March 26, 2001. When I was 45 my daughter said one day, "Dad, we know our ancestry on Mom's side of the family. We do not know our ancestry on your side." I felt very guilty. I had always wondered and often felt somewhat alienated in the Mennonite Brethren culture, which emphasizes genealogy so much. So I began my search.

One of my first discoveries was that my birth mother had passed on in 1994. I then requested non-identifying information from the state of California. Meanwhile, my adopted dad requested a full copy of my adoption papers and passed them on to me. I was able to find living relatives at this juncture. I called my birth mother's brother on the telephone. He was 72 years old and doing fine.

What I discovered about my family history was amazing. My great-great-

grandparents were forced out of their homelands in 1836 by Andrew Jackson and the military in New Echota, Georgia. When I visited my uncle for the first time he gave me tobacco (sacred to my people) that had been carried by my ancestors on the Trail of Tears.

My genealogy? Tsalagi (Cherokee), Blackfoot, Muskogee Creek, Irish.

One year ago my wife went back with me to an annual gathering at the end of June in Monteagle, Tennessee. We went to New Echota, which is now a state park and museum. I can't begin to describe my feelings walking that land and seeing the remaining buildings from that time long ago.

Two years ago when I first attended this gathering in the original homelands of our people I was given a prayer pipe. Well, being brought up evangelical I was caught by surprise. I've never been a smoker. But that night I went out into the forest and prayed with that pipe in the lands of my ancestors as they had once prayed. It was wonderful. I'm still not a smoker, but I will pray with that pipe sometimes as a cultural expression of my people.

Last year I gave a testimony about all this in our home congregation, Lincoln Glen Church, in San Jose. I was somewhat hesitant; not sure how they all would react. I explained that the Mennonite culture and spirituality will always be a part of me. However, from this time forth I was going to learn the ways of my ancestors and bring Jesus to them and live the way Jesus wants within the cultural framework of native America.

What I have learned is when Jesus comes to a people He does not come to destroy a culture, but to transform that culture and bring out the best in that culture.

What I learned at FPC will also always be with me. Teachers like Devon Wiens, Delbert Wiens, Edmund Janzen...their examples and their teachings have remained with me and been incorporated into my native

expression of my life in Christ. Wado (thanks in Cherokee) for reading. (Oh, "O'siyo" is "hello" in Cherokee.)

Ken GreyEagle Wiens

PS: I would like to add one story that comes to mind. My son Charlie and I (pictured below) visited the memorial to those who walked the Trail of Tears in Red Clay, Tennessee, this past June. We had quite a spiritual experience. This memorial has within it the eternal flame of the Cherokee. The coals used to light this fire originated in Red Clay in the years 1832-1838, the years of our people's last councils before the removal. Charlie and I offered prayers and tobacco at this memorial.



When Charlie and I had finished praying and offering tobacco all of a sudden there was a strong smell of sweetgrass (white sage) in the air. This is used for purification in ceremonies. The smell would originate from someone lighting the sweetgrass. But there was no one else present anywhere near. We took this as a "thank you" from our ancestors for finally coming home once again.

Ken would love to hear from fellow students and faculty. His e-mail address is grayeagle49@earthlink.net

Silas Bartsch

lived his passion for service, innovation and education

From testing prototype tractors to developing innovative education programs, Silas Bartsch lived as an innovator.

That life was honored October 22 as about 150 friends, colleagues and former students gathered in Ashley Auditorium to pay tribute to Bartsch, who died October 18.

While a teenager in his native Minnesota, Bartsch drove experimental tractors for relatives of Wendy Wakeman, dean of the school of professional studies (SPS). "I can't think of a more fitting first job," she said.

As the first SPS dean, Bartsch was always building programs to better the work of teachers and the lives of students. "If you scratch the surface of any major educational development in this valley, especially those with a strong Christian influence, you will find Si Bartsch" said Arthur Wiebe, former university president.

SPS today includes the Center for Professional Development (CPD), which provides continuing education for educators and other professionals, and the Center for Degree Completion (CDC), which helps working adults complete their bachelor's degree. Bartsch spent 31 years at the university, teaching sociology and education, helping expand both the teacher education program and the graduate school and serving as interim president.

Wiebe remembered the telephone call where Bartsch offered, not just to serve on a board or advisory committee, but to leave his post as superintendent of Kings Canyon Unified School District to teach at FPU. "He said, 'During the past few years I have been increasingly convicted that the greatest need in education is for an infusion of Christian teachers,'" Wiebe said.

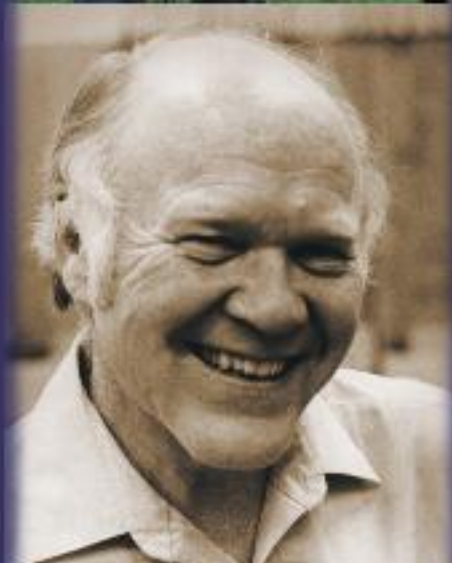
Bartsch put his passion into practice by working with the schools he strove to improve. While others promoted preconstructed programs to districts, Bartsch asked educators what they needed, said Edmund Janzen, faculty and former president.

In improving education, Bartsch brought honor to the university. Janzen recalled giving talks to community groups about FPU and finding Bartsch's reputation preceded him. "People said, 'You represent the school where Silas Bartsch is,'" Janzen said.

Joining FPU in 1970, Bartsch worked tirelessly until shortly before his death. Along the way he earned, according to Wiebe, the record for the number of retirement parties given any one person. "Si would celebrate his retirement on Friday and on Monday would show up, ready to be involved in some new way," he said. "A few days ago God gave Si a retirement—we'll see if it holds."

What's sure is that Bartsch's influence will endure in the lives and classrooms of the more than 10,000 teachers served each year by the CPD. "The center was founded on his ideas," said Larry Perryman, university vice president for business affairs and former CPD associate dean. "Si will still be here."

Bartsch was born May 13, 1926. He is survived by his wife, Nadine; son, Doug; daughter, Kris; daughter-in-law, Susie; and son-in-law, Tim; as well as four grandchildren, two brothers and five sisters.



IN TOUCH WITH ALUMNI

GENERAL NEWS

John Klassen (BA '67) and wife Mary still live in Meckenheim, Germany, where they help in several Bible study groups. The Bibelseminar Bonn has grown and the enrollment in the college program is around 90, with 15 in the M.A. course. John is involved in writing the young history of the Aus-siedler churches. Germany integrates about two million Russian Germans besides several more million other immigrants.

Caty Massey (BA '99) is associate director of development for the Craig School of Business at California State University, Fresno. She is a founding member of Riverpark Rotary.

Vernon Friesen (BA '66) and wife Jeanette have ended their years of ministry in Burkina Faso and have moved back to their own home in Dinuba, Calif. Their daughters, Christy and Sara, will both attend Simpson College in Redding, Calif., and Jeanette accepted a position as a kindergarten teacher at Windsor Christian School.

Steve Ward (BA '76), formerly at Clovis High School, was appointed principal of the Center for Advanced Research and Technology (CART) a high school operated by Fresno Unified School District and Clovis Unified School District.

Gordon Kroeker (BA '81) and his wife Luise reside in Minot, North Dakota, where they pastor a Mennonite Brethren Church. They have two daughters, Ruth, 9, and Heather, 7.

Claudia Thielmann (BA '97) resides in Asuncion, Paraguay, where she is a teacher at Faith Christian School.

Ron Dyck (BA '73) lives in Watsonville, Calif., with wife Karen and two children, Timothy, 10, and Jeffrey, 5. Ron is an electrician.

Jonathan Short (BA '96) is working in Easton, Calif., teaching music in grades two-eight, algebra in grades seven and eight and gifted and talented education (GATE) courses. Jonathan and wife

Stacy had twin boys, Kyle Steven and Spencer Keith, on July 18, 2000. Stacey is now a stay-at-home mom.

Alexandra (Flores BA '99) White is currently employed by Children's and Family Services of Orange County, California. Alexandra is married to Justin B. White of Bakersfield, Calif.

MARRIAGES

Dan (BA '01) and Kerrie (McPherson BA '01) Rich were married in Oakhurst, Calif., on July 14, 2001

Mary (BA '97) Massey married **Peter Janzen ('89-'90)** on June 9, 2001, in Fresno. Their reception was at Storyland in Roeding Park.

Felipe (BA '99) and Maribel (Ramirez BA '97) Hinojosa, were married on July 15, 2000. Maribel obtained her master's degree in marriage and family therapy from the Mennonite Brethren Biblical Seminary in May, 2000. They currently live in Edinburg, Texas, where Maribel works as a psychotherapist and Felipe works for Mennonite Central Committee. He is also working on his master's degree at the University of Texas Pan-American.

BIRTHS

Jill (Slentz BA '91) Hoevertsz and husband Frank, Fresno, announce the birth of Katarina in November of 2000. They have a son, Joseph, who is 2 1/2 years old. Frank works in pharmaceutical sales for Pfizer, Inc.

Don (BA '89) and Carolyn (Wiens BA '92) Warkentine, Fresno, announce the birth of their first child, David Joel, on November 28, 2000. Don is a CPA in Fresno and Carolyn is now a stay-at-home mom.

Candi (Baldwin BA '95) Reimer and husband Paul announce the birth of Dylan Matthew on May 17, 2001. He weighed 9 pounds, 5 ounces and measured 21 3/4 inches. Candi will teach part time this year at Roosevelt High School, Fresno, while being a full-time mom to Dylan.

Rachael (Adams BA '94) Krumpe and husband Phil, Pleasant Prairie, Wis., announce the birth of Adam Thomas on December 25, 1999, and Anna Elisabeth on April 15, 2001.

Chrissy (Lampella BA '91) Allen and husband Trey, Salinas, Calif., announce the birth of Brock Evans on May 27, 2001. He joins his brothers, Logan, 4, and Hunter, 2.

Kimberly (BA '94) and Cory (BA '94) Bell, Clovis, Calif., announce the birth of Braden Daniel on July 21, 2001. Braden joins his sister Kylie who is 3. Kimberly stays at home while Cory works as an accountant at Finch, Ochletree and Co.

Bob (BA '90) and Cheri (Lowrance BA '90) Rogers, Cook, Wash., announce the birth of Noah Gabriel on June 20, 2001. Noah weighed 8 pounds, 9 1/2 ounces and measured 21 1/2 inches. He joins big brother, Brendan, age 5 1/2. Cheri is a stay-at-home mom who is currently homeschooling Brennan in kindergarten. Bob left public education in 1999 after nine years of teaching high school to pursue a career in telecommunications.

Christy (Dawes BA '93) Hansen and husband Phillip, Corcoran, Calif., announce the birth of their first baby, Brock Phillip Hansen, born November, 2000.

Rick (BA '91) and Jerolyn (Rosser '91) Robbins announce the birth of Noelle Marie on November 17, 2000. She joins sister Ashley, 6, and brothers Caleb, 5, and Zachary, 2. Rick is a music/theater teacher at Selma High School and Jerolyn is a stay-at-home mom.

Leandra (King-Rounsfull BA '00) Souza and husband Daniel, Visalia, Calif., announce the birth of Danielle Elise Souza on January 5, 2001.

Jami (Hastings BA '98) Cozby and husband Roland announce the birth of Claire Alannah on March 24, 2001. Jami is a special education teacher in the East Bay area.

Scott (FS '93) and Rachelle (Friesen BA '92) Sugimoto, Reedley, Calif., announce the birth of Ashley Brianne on April 26, 2001. Ashley joins big sister Allison.

DEATHS

Ernest E. Schmidt (PBI '49, faculty) died October 25, 2001. Schmidt and his wife Evelyn attended Pacific Bible Institute for one year before beginning a seven-year mission in India in 1950. He also served as art faculty from about 1961-70, in addition to teaching in the Fresno Unified School District. He is survived by his wife, two sons, three daughters, 11 grandchildren and one great-grand child. His daughters Judith, Carol and Sharon; son Gary; and granddaughter Heidi all graduated from the university, and son Garth attended. Schmidt was born in Saskatchewan on November 12, 1916, and began teaching in one-room school-houses in the Canadian province. He earned a doctorate in theology, a master's in education and a bachelor's in education.

Rueben M. Baerg, former dean, faculty and—from 1953-55—acting president of Pacific Bible Institute, died October 21, 2001, in Saskatoon, Saskatchewan. Baerg served as dean and teacher of



New Testament, theology and Greek at the institute for five years and was a dean and professor at Mennonite Brethren Biblical Seminary for nine years. He was acting president at both institutions. Born in 1914 in Waldheim, Saskatchewan, he earned a doctorate in theology, as well as a master's and bachelor's degree, from Northwestern Evangelical Theological Seminary. He also graduated from Tabor College and Bethany Bible Institute. He is survived by his wife, Emma (Lepp) Baerg.

FPU on the WWW

Fresno Pacific University's new web site is up and running at www.fresno.edu.

The redesigned site offers

- a new look
- organization based on the needs of the visitor
- new features on alumni, campus news and ways to get involved



Visit today and see for yourself.

Phonathon raises friends as well as funds

This year's Alumni Phonathon was an exercise in outreach as well as fundraising.

As of early December, \$40,449 was either pledged or already given, according to Linda Calandra, director of annual giving and donor relations. Calandra and Paul Micu, director of alumni and church relations, sponsored the event. All gifts go to scholarships.

In all, 17 student callers spent their evenings speaking to alumni of all ages between October 1 and November 19. In addition to asking for funds, callers brought people up to speed on events on campus and happenings in the lives of today's students. One special part of the event was the prayer requests students would take from those they called. "The students would pray for the people at the end of every evening," Calandra said.

The 1980 phonathon is the first one on record. With some \$9,000 pledged in six nights. Luetta Riemer, now English faculty emerita, was alumni director.

IN TOUCH WITH ALUMNI 1717

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Information for Pacific Magazine:



Young volleyball squad surprises many with strong season

by Ken Isaak

Little was expected from the 2001 Sunbirds. After all, the team returned only three players from the 2000 squad that reached the elite eight at the NAIA national championship, and one redshirt from the 1999 national runner-up team. The 2000 Sunbirds graduated six seniors, including three All-Americans. In addition, two players transferred and two more chose not to play this season.

Talk about a youth movement. Veteran head coach Dennis Janzen entered the season with seven freshmen, four sophomores, one junior transfer and senior defensive specialist Heather Elrod. The Sunbirds opened by winning their own tournament, split the Concordia Invitational, then reeled off 24 wins in their next 25 contests.

With their sixth NAIA Region 2 championship in eight years safely in the trophy case, the women won their pool in the NAIA National Championship in West Palm Beach, Florida, November 28-December 1, then swept defending champion Dickinson State (North Dakota) in the quarterfinal. The Sunbirds drew 1999 nemesis Columbia (Missouri) in the semifinals and pushed the Cougars to a fifth and deciding game. Game five was tied eight times before the official scorer made a crucial error and deducted the

Sunbirds 11th point, stating the play never happened. The crowd of 300, which by now had adopted the Sunbirds, chanted "The score is wrong! The score is wrong!" but officials resumed play with the score at 13-11 instead of 13-12. The Sunbirds yielded two of the next three points to drop the game 15-12, and the match three games to two.

It was a bittersweet end to one of the finest seasons in a long tradition of excellence for FPU volleyball. The Sunbirds and Janzen handled the disappointment with poise. They did not rush the referees, scorers' table or launch an official protest. Instead they quietly congratulated Concordia, who went on to win its third national title in four years.

For the record, the Sunbirds finished 35-4, including a sixth GSAC title in eight years and third at the national championship. Freshman middle blocker Mesha Wimer (Sanger, Calif.) and sophomore Lin Gao (Shen Yang, China) (above left to right) were named to the NAIA National Championship All-Tournament team. Additionally Gao, the GSAC and Region 2 player of the year, earned NAIA All-America first team honors. Wimer, the GSAC freshman of the year, was named to the NAIA All-America second team.

WOMEN'S CROSS COUNTRY

The Sunbird squad enjoyed its finest season ever in 2001. Led by juniors Chrisie Gregory (Fresno) and Jennifer Toler (Fresno) (below left to right) the team finished second in both the Golden State Athletic Conference (GSAC) and the National Association of Intercollegiate Athletics (NAIA) Region 2 championship. Both races took place



on the FPU home course at Woodward Park. Ranked as high as seventh during the season, the Sunbirds qualified for the NAIA National Championship for only the second time in its 14-year history. With their strong national championship efforts Gregory (24th place; 18:48 over 5,000 meters) and Toler (27th place; 18:50) became the first and second female

Sunbirds to earn NAIA All-American honors. The Sunbirds finished eighth in the team competition, easily improving on the 21st place finish achieved in 1995. Toler, Gregory and Kristin Fairley (Clovis, Calif.) were named NAIA scholar-athletes.



MEN'S CROSS COUNTRY

Senior Roberto Lopez (Sanger, Calif.) (above) qualified for the NAIA National Championship with his fifth-place finish in the Region 2 Championship (25:23 over 8,000 meters). He made the most of the opportunity finishing 24th (25:55) to become only the second male Sunbird runner to earn NAIA All-American honors.



From left: Megan Steinert, Charlotte Steinert, Orlando Ramirez, Gabriel Ramirez, Julie Ramirez, Laura Beth Ramirez and Jaime Ramirez listen as Max Steinert speaks during dedication ceremonies. President Harold Haak is at far right.

New field honors Ramirez as coach and mentor

A man who personifies soccer success and Christian witness at Fresno Pacific University was honored October 27. Jaime Ramirez Soccer Field, inside the Bill Cockerham Track, is the university's newest athletic facility. "When you think of Fresno Pacific soccer, that's who you think of," said Max Steinert. Max and Charlotte Steinert made the major gift for the field and requested it be named for Ramirez. "I think it's appropriate to honor people while they're still alive and can enjoy the honor," Steinert said. "His players admire and respect him. He's the reason some of them are there." Ramirez was quick to share his honor. "The first thing, obviously, is to say 'thank you,'" he said. "I'm in awe of the generosity of the Steinert family and humbled by the whole thing." Since Ramirez became head coach in 1991, the men's soccer program has achieved a 118-60-14 record and winning percentage of .652 coming into the 2001 season. The Sunbirds also earned four Golden State Athletic Conference (GSAC) championships. The 1999 squad won the National Association of Intercollegiate Athletics (NAIA) Region 2 trophy and participated in the national championships. Ramirez was also instrumental in establishing the women's soccer squad, now in its first year of conference play after several years as a club sport. A 1981 graduate, as a player Ramirez scored 54 goals, 27 assists and 134 points, a record that stood until 1999. He appeared three times on the NAIA All-American list and was on the team that brought home the university's first NAIA District 3 championship in any sport. He was inducted into FPU Athletic Hall of Fame.

WOMEN'S SOCCER

Members of the Sunbirds first intercollegiate women's soccer team celebrate the conclusion of the season and dedication of the new Ramirez Field October 27. Head coach Jaime Ramirez guided the squad to a 4-12-0 record.



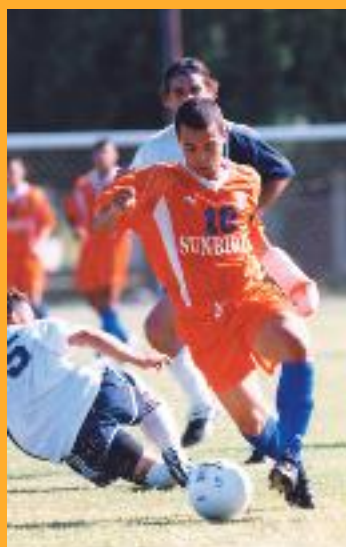
Hall of Fame

A pair of soccer standouts was welcomed into the Sunbird Hall of Fame October 26 as part of homecoming festivities. Ben Norton (left) coached from 1974-89, and Pete Sena (right) played from 1982-85. Norton was born in Calgary, Canada, and raised in India, where his parents were missionaries. He was named university MVP before returning as coach in 1974. Over the next 16 seasons, Norton amassed a 156-140-32 record as his teams won one SCAC championship and three NAIA District 3 championships, coming up with two second-place finishes in three trips to the NAIA nationals. He also served as a faculty member and athletic director. Since leaving FPU in 1990, Norton has been a teacher, school administrator, church planter and ambulance driver in Canada, Beirut and Hong Kong. Sena, a native of Santa Monica, received NAIA District 3 honors as a defender and midfielder and honorable mention as a striker. He was named to the District 3 team four times and participated in three consecutive trips to the national championships, resulting in two second-place finishes. Since graduating in 1987 Sena has become an area business owner. He is active in church and youth soccer programs.



MENS SOCCER

Freshman Fabricio Codeceira (Rio de Janeiro, Brazil) led the Sunbirds to a 9-8-1 overall record, including a 6-3-1 mark and third-place finish in GSAC. With 19 points on seven goals and five assists, Codeceira was named to the All-GSAC and NAIA All-Region teams, as well as earning NAIA All-American honorable mention status.



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