

their strategy for career exploration, academic preparation, and professional networking for personal growth in challenging occupations.

**So "luck" is a credo of your advising and instructional roles?**

Absolutely! With a good education and relevant experience, you can make your own opportunities. Every professional position I've held has been restructured to match my qualifications. There is literally a "hidden job market" out there with employers ready to create a position for problem solvers who possess the desired mix of knowledge, skills, talents, attributes, and attitudes. My responsibility as a teacher and mentor is to ensure students are active — not passive — partners in acquiring an education that helps develop their potential.

**Given the recent farm crisis, what are employment prospects for agricultural graduates?**

Very good! In fact, we can't always fill all our internships or supply enough graduates. Occupational opportunities in agricultural science, technology, and management go begging at very competitive salaries. A 1986 national assessment report by the U.S. Department of Agriculture is projecting a 10 percent shortage of college graduates in the scientific and business specialties of agriculture, which is the number one high-technology sector of California's economy. The Department of Labor's *Dictionary of Occupational Titles* identifies more than 260 professional jobs in agriculture and food-related industries. These represent tremendous opportunities for urban and rural residents alike and for Asian, Hispanic, and Black students; women now constitute 40 percent of our enrollment. It is important to realize only 8 percent of new agricultural sector jobs are in farm production; yet the adverse publicity about the current cycle of the historic farm problem obscures the reality of excellent job prospects in the whole spectrum of food and fiber industries that are available to our animal, plant, and

food science graduates — especially those with some agricultural business training. Our new food industry management program stresses this integrative approach.

**What is the nature of agricultural business as a field of study?**

It is a multidisciplinary degree program with a broad science foundation, a strong business base, and a solid core in agricultural economics. The major also includes a career specialty chosen from a variety of interest areas — usually management, finance, and marketing — that often include courses from disciplines outside agriculture and business. When combined with the General Education curriculum, our programs develop some of the most liberally educated students on campus. It's actually a leadership training program that blends theory and practice in preparing graduates to address important societal issues that require an integrated understanding of science, technology, economics, and management.

**Are you currently involved in any international activities?**

Yes. I recently chaired an ad hoc faculty team for the Vice President for Academic Affairs Office that wrote a planning proposal for internationalizing CSU, Fresno's curriculum. I'm directing an export market expansion project through the school's California Agricultural Technology Institute (CATI). And, I was just appointed to the International Science and Education Council's training committee and recently helped plan a national conference on international training — activities which should enable me to identify future opportunities for our agricultural school.

**How would you characterize your approach to life?**

I fervently believe success is a function of commitment, hard work, flexibility, cooperation, and perseverance in doing a quality job. The symbolic farewell gift from my colleagues in Washington, D.C., was the best-seller *A Passion for Excellence*.

A management consulting firm brought in to evaluate the Board for International Food and Agricultural Development staff operations there profiled me as "future looking, an institution builder, and a natural brainstormer." I think that's the same role I've played here at CSU, Fresno. Correspondingly, I place high expectations for top performance on students, some of whom object that I require too much work and grade tough. So, welcome to the real world of competitive standards!

**What outside endeavors do you pursue?**

After a decade of sedentary life, my enthusiasm for skiing and softball has been rekindled by my 10-year-old daughter, Lisa. We share dog training lessons, and she wants me to teach her basketball and golf. Recreational reading in recent years has focused on two intriguing areas: astronomy, especially the cosmological and metaphysical speculation about the origin and fate of the universe; and paleontology in conjunction with evolutionary biology.

**What about this other sign on your wall: "Is this what I wanted to be when I grew up?"**

That one surprises students who view professors as set in their careers. But being a teacher is only one of many occupations open to an agriculturalist. I want my student advisees to be constantly aware of life's unfolding opportunities and always maintain the ability to choose the best possible career path consistent with their values and goals as they continually approach forks in the road. After all, that's what my field of economics is all about — the science of making optimal choices.