

California State University, San Bernardino

CSUSB ScholarWorks

Friday Bulletin

Arthur E. Nelson University Archives

4-29-1994

April 29 1994

Friday Bulletin

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/fridaybulletin>

Recommended Citation

Friday Bulletin, "April 29 1994" (1994). *Friday Bulletin*. 1022.
<https://scholarworks.lib.csusb.edu/fridaybulletin/1022>

This Article is brought to you for free and open access by the Arthur E. Nelson University Archives at CSUSB ScholarWorks. It has been accepted for inclusion in Friday Bulletin by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO THE FRIDAY BULLETIN

APRIL 29, 1994

THE JUNE 7 VOTE

\$9 MILLION IN BONDS AT STAKE FOR CSUSB

Proposition 1C, The Higher Education Facilities Bond Act of June 1994, will provide \$900 million to strengthen, upgrade and build on the campuses of the state's three systems of higher education.

More than \$9 million is targeted for Cal State, San Bernardino, says David DeMauro (Administration and Finance), noting that one-third of the funds will be used for the earthquake safety upgrades of the Pfau Library, Physical Education Building and the Commons.

Nearly \$5 million will equip the new Health and Physical Education Complex as well as the new Visual Arts Classroom Complex, which will be under construction this summer. Without the general obligation bond, CSUSB will be unable to adequately equip the classrooms and laboratories. They'll need computer terminals and materials needed for instruction that will begin this fall in the Health and Physical Education Complex, DeMauro says.

Proposition 1C, on the June 7 ballot, is expected to create more than 10,000 construction jobs. It will strengthen the state's economy by providing classrooms for job training, which is needed especially in regions that have experienced military base closures.

None of the money will be used for higher education salaries or other administrative expenses.

"Bonds are a common method of financing state construction projects," says

DeMauro, adding that voters have agreed with this method of supporting higher education in 1986, 1988, 1990 and 1992.

Many of the projects approved in 1992 are now being completed. Yet a backlog of work remains to improve earthquake safety, modernize computers and labs, provide safety features and renovate existing facilities.

Some campus construction work already has been deferred, adds DeMauro, and without the general obligation bonds, CSUSB will have no foreseeable means of financing these critical projects.

California's current bond indebtedness is approximately 5 percent of income, which meets the industry standard of

prudent debt.

If every bond measure on the June and November 1994 ballots passes, the state's bond indebtedness would be about 6 percent, and that would begin to decline in the next couple of years as existing bonds are retired. At this time it costs each Californian \$64 annually to pay off state bonds; Proposition 1C would mean an additional \$1.83 per person.

Opponents of Proposition 1C cite the cost in bond interest as one reason not to pass the measure this June. They argue that, "A college education is not a right. People should be able to choose higher education based on their determination, qualifications and ability to pay...."

HOUSE OF SPIRITS AUTHOR TO SPEAK



Isabel Allende

Isabel Allende, whose book *The House of Spirits* has been adapted for the big screen and is now showing in movie theaters across the country, will speak at the university on Wednesday, May 11. The free, 8 p.m. talk will take place in the Student Union Events Center.

Allende was raised in Chile and is the niece and goddaughter of Salvador Allende, Chile's president until a bloody coup in 1973 ended his life. Forced to flee her homeland, Allende first went to Venezuela and then to the United States, where she now lives.

One of Latin America's most celebrated novelists, Allende has published five international bestsellers, including *The House of Spirits*. She also is a leading practitioner of the art of magic realism. Throughout her narrative, readers experience what the London Times called her rare ability to "blend fantasy and legend with the political fact and well-plotted narrative to produce an enchanted world unlike anything else in contemporary fiction."

Allende will answer questions and do a booksigning after her talk. A reception, which is open to the public, will follow.

CSUSB CAPITAL IMPROVEMENT PROGRAMS

(covered by Prop. 1C)

Project	Item	1994/95	1995/96
Seismic Safety Action Plan - Physical Education	C	\$ 560,000	
Seismic Safety Action Plan - Pfau Library	C	2,168,000	
Visual Arts Building	E	2,639,000	
Health & Physical Education Building	E	2,359,000	
Renovate/Upgrade Chiller/Central Plant	W,C	894,000	
Seismic Safety Action Plan - Commons Building	W,C		\$550,000

W=Working Drawings C=Construction E=Equipment

FORUM FUELS PROCESS OF COMBATING RACISM

At the end of one full hour of free and passionate discussion about racism in America, at Cal State and in the classroom, Dolores Tanno (Communication Studies) concluded that one hour was just long enough for people to state their opinions, but not nearly long enough for them to listen, really listen.

"In an hour's time," says Tanno, "mostly what you do is raise people's emotional level, but there's never really enough time to talk."

The forum on racism held in Jack Brown Hall on April 11 demonstrated to Tanno and others there that the issue needs to be talked about much more and much more openly by the entire campus.

"We crave frankness," Tanno maintains. "We just don't know how to be frank."

She was one of three professors who were panel members in a discussion moderated by Aubrey Bonnett, dean (Social and Behavioral Sciences). Elliott Barkan (History) and Clifford Young (Public Administration) were the other panelists. A day after the discussion in Jack Brown Hall, the Faculty Senate held a similar forum on diversity.

In opening statements the panelists asked the prickly questions of how to minimize racism in the classroom, how to fight discrimination if—specifically—

there aren't African-Americans in upper administrative positions, and how to cultivate respect for different points of view.

Everyone at the forum agreed that racism exists on campus and in the classroom, and some of that racism may come, suggests Tanno, "by virtue of our diversity."

Impressed by the panelists presentations, William Aguilar, vice president (Information Resources and Technology) and chair for the campus's new Committee on Diversity, was even more pleased that about 150 students, faculty, staff and administrators filled JBH 102, a lecture hall that holds 194.

It was time for such a forum, says Aguilar, who thinks that "we might even have been negligent in waiting as long as we did" to have a first discussion.

"This will be one of many forums I suspect we'll be having on this campus." A questionnaire on racism is being mailed to all campus employees and Aguilar will be encouraging faculty to distribute it among their students. Before more plans for forums are finalized, he says, his committee will want to see the questionnaire's results.

See "Forum" on back page...

NEW PFAU WING WINS DESIGN AWARD

The 1993 Charles J. Pankow Award has been presented to Cal Pac and Cal State, San Bernardino for construction quality and the innovative design of the Pfau Library's new wing.

Given by the American Concrete Institute (Southern California Chapter), the award was established in 1984 and has recognized such work as the water gardens in Santa Monica and The Tower, a 32-story office building in Burbank. Charles J. Pankow was the international president of ACI in 1980-81 and has been active in the Southern California chapter since its founding.

Fluted walls with a sandblasted finish, keeping to strict seismic codes, ductile frame and cast-in-place concrete were key winning design features in a building that uses about 12,000 cubic yards of



colored concrete. Designed by Rosetti and Associates Architects in Santa Monica, the wing is now complete and will receive its

first tenants this fall after almost two years of work.

Cal Pac says that concrete placement and shrinkage problems were overcome with the help of the structural engineer John A. Martin and Associates, key members of ACI, and Sunwest, the concrete supplier. Form work was done by Steelform Contracting and place and finish work by Performance Construction.

CURRENTS

A Summary of Faculty Development Activities



Gloria Cowan
1991-92 Outstanding Professor



Ward McAfee
1992-93 Outstanding Professor



Ed White
1993-94 Outstanding Professor

Those Who Can...Teach: Reflections on Teaching at CSUSB

Since 1980, a campuswide committee has selected a CSUSB Outstanding Professor each year. The recent WASC visitation confirmed the university's commitment to teaching. But what is an outstanding faculty member and what are the implications for the campus? In a recent series of interviews, Keith Johnson (Research & Sponsored Programs) talked with the last three outstanding professors—Ed White (English), Ward McAfee (History), and Gloria Cowan (Psychology) in an attempt to find answers to these and related questions.

Keith Johnson: *What do you believe are the characteristics of an outstanding college teacher?*

Ward McAfee: I think there are many roads that lead to Rome, I don't think there's just one type. To be frank with you, I don't put most of my energies into teaching. I've often been amazed that sometimes the thing we might do best in life is not where we're putting most of our energies. ... I put most of my energies in my research projects. That's where my head is all the time. That's what I'm thinking about, and teaching is almost an afterthought: "Oh yeah, I've got to teach today." I prepare adequately, but it's not the core of what I regard myself when I think of a college professor; the professional work is what I put at the core.

Gloria Cowan: Excellent college teachers know their material and are able to communicate to students. But mostly, an excellent teacher is someone who gets students to be able to use their own thinking. ... Someone who can get them to know how to be critical of information, seek information, be an educated person in the world—not a person who has a file drawer of facts.

Ed White: Well, I'm a little old-fashioned about this. I think an outstanding college teacher really has to keep up in his or her field. That means not only repeating what was learned in graduate school, but making new discoveries, doing scholarship and continuing to learn. It's particularly hard at this institution because we are not paid for this work. We have no time for this work; and yet, without it, we die. I'm proud to be a member of a department in which almost everybody is active as a scholar. I don't think tenure has anything to do with it at all. I think somebody who has the curiosity to keep up in his field will do that—tenure or no tenure.

Some of the most threatened and insecure people I know have tenure, and some of the most confident and productive people I know are driven by internal means. I think tenure is wholly external. Scholarship is only part of it. A good teacher also has to know what's going on in the scholarship of pedagogy, and that means that the teaching has to concentrate much more on what the students do than on what the teacher does.

And so to be a good scholar who lectures and performs without asking the students to perform is only to do half the job. That is, a good teacher is measured not by what the teacher does but by what the students do. I think there has been a substantial decline in the demands we have been making on our students, again for very good reason. Students are terribly busy, and to ask students to do work means more work on the part of the faculty in order to evaluate that work. But the standards of this institution, of any institution, are determined by the demands put on the students. And I think in very many cases those demands have lessened, and that seems to me sad.

Your excellent college teacher, then, has to know his field really well and then has to see to it the students are active in their learning, not passive.

Keith: *What particular kinds of training or experiences have helped you become an outstanding teacher?*

Ward: Being a father maybe. ... Making mistakes. I've been

at this a long time. I remember when I first started out being a teacher, I had no self-confidence at all in front of a class. I wrote out what I was going to say word-for-word, and I read it. Now I can completely leave my notes. I can walk up and down the aisles, telling stories. It's a different scene than what it was when I started in 1965. ... I'm not a walking encyclopedia, but I've had time to bounce the material I'm dealing with off of life. I started teaching in the '60s and a lot of hot issues were prevalent then. That's probably what got me on the track of being a good teacher—having started off in the '60s you couldn't avoid hot issues. They were hitting me in the face. ... Confronting hot issues makes good teachers. I try not to make history neutral because that neuters it. I try to let the students know where I'm coming from—the unique place where I'm coming from. But I view my primary purpose as a historian to bring a past age to life. I view myself as a tour guide, going to a foreign country, pointing things out: "Be sure to be aware of this; be sure to be aware of that." And not make good-guys/bad-guys-history, where you de-nature history, really, and make lesser people the people you label bad guys—you make them two-dimensional cardboard figures, and at the same time you idealize some people beyond what they really were. So I try to make the past years real and show that they were struggling with issues, some of which we might think are resolved; some of which aren't—they're still alive.

Gloria: My training was in the trenches. I have taught in different settings, universities, classes, and to different types of students. I had no training, basically, only the experience of teaching for over 20 years. First, I taught at Rutgers as a graduate student, at Spelman College in Atlanta, Wayne State University in Detroit. From these types of teaching experiences, I've tried to figure out what I feel comfortable with and what I don't. Different teachers have different skills. I have had to find out how best to use my skills, which are not the same as other people's skills. Teaching is a life-long quest, and I don't think I'm fully trained yet.

Ed: I was trained in the teaching of literature, but I've always been interested in writing because I've always thought of myself as a writer first. And so even though I had no training in the field of composition, I published some composition textbooks because I was interested in the teaching of writing. And when I came to California, I spent a good deal of time as an administrator, and it became clear to me right away that assessment without content is a meaningless concept. We had to know what we were assessing, what the assessment reflected, and how assessment affected teaching. And so I slowly became aware of this burgeoning field of rhetoric and composition, which is really the most exciting part of English studies. And by way of assessment over the last eight or nine years, I've wound up as a major participant in a brand new field of study, which is very exciting.

Keith: *A significant number of the student body are adult students. What are the special challenges of teaching adults?*

Ward: Adults have been around the barn a few times, and a lot of the techniques you might use to excite adolescents, adults might be bored with. ... Adults usually take the evening courses and sometimes after a full day's work, and they're

tired. They're generally more motivated than the younger students. They know what they want, but they're also coming to you having spent most of their energies that day. ... In some ways I do with the older students the same as I do with the younger students—I try to make history interesting. Whenever I walk into a classroom—a small classroom, say—I try to be aware of who my audience is and just kind of instinctively adjust to who that audience is. I'm sure glad they don't put a blindfold on us where we can't see who we're talking to. It's a conversation you're carrying on in class, and you have to know who you're talking with, whether it's an old person, young person, or whether it's a black person, a white person ...

Gloria: I don't find any special challenges. They're a delight. They're there to learn; they're fully participant. They regard education as a gift rather than as a chore. I think they're the easiest people to teach, and I don't think that they require special abilities to teach them. What requires special ability is to teach an 18-year-old.

Ed: I really like teaching adults. I've been working a lot with our graduate students in our English Composition master's program, and these are an extraordinary group of individuals. I've grown very, very fond of them. What's great about working with adults is they won't put up with any nonsense. You've really got to know what you're doing; you've got to make clear to them why you're asking them to do what you're asking them to do. Most of them are not going to sit still for rote learning or stuff that doesn't make sense. Your pedagogy has got to be right out front—here is why we are doing this; here is why it's meaningful; and here is why it's going to lead to whatever it is we're aiming to accomplish. And when you're working with grown ups, you can't say "do it because I say so." You've really got to know why you're doing what you're doing, and that seems to me very healthy.

I always assume my students are really serious about learning something. I'm sure there are some around who are not, but they don't stay in my classes very long because I do make substantial demands. I give a paper assignment the first day of class, and that's an immediate message to the students—this is not going to be a passive course. "If you want to stay in the class," I say to the students, "if you come back to the second day of class, you are completing a contract that you will accomplish the work that's set out in the syllabus, and if you don't have time to accomplish this work, please don't take up a seat in the class because this is serious business."

Keith: *What do you find to be the most challenging aspect of teaching here at CSUSB?*

Ward: The biggest challenge sometimes is having to change what you had planned at the last minute—like you had a course slated to go at 25, and more students enrolled, and suddenly it's 50. It's a different teaching situation. It's a far greater challenge to teach just a handful than it is to teach 25 or 50. ... There's a certain thing about smaller classes, but a class can get too small to where it's dead. You just don't have enough energy among the group you're talking to. I remember in the first year of the college, I had one class consisting of two people. One day, one of them was sick, so I had one student—and that's dead. You can't have a dynamic teaching situation if the class is too small. And at the same time, if you get too large you're just being a showman. Most of the classes I teach are still in the 25 range, which is a good size.

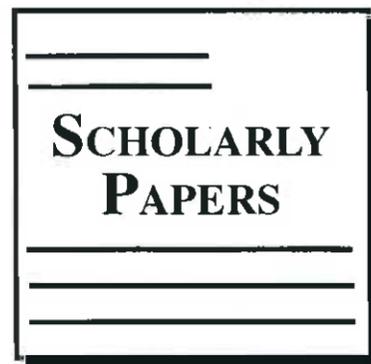
FOUNDATION INFORMATION SERVER

The Foundation's new "Information File Server" is now on-line with the Campus Area Network. Currently underway is a pilot project with Upward Bound for the development of custom financial reports available in either view mode, or down loaded to a printer. This new "Information Server" will allow most grants immediate access to their current financial information. Connection to the Campus Area Network (i.e., establishment of an E-Mail account) is a requirement prior to enabling any access profile to the Foundation "Information Server."

This issue of CURRENTS focuses on Articles, Chapters, Poetry, Reviews; an Abstract of Research in Progress, Scholarly Papers—Presented, and the first part of interviews with three of the recent Outstanding Professors.

CURRENTS is published by the office of Graduate Studies, Research & Faculty Development and the office of Research & Sponsored Programs. To submit material for CURRENTS, call 5027 for submission forms.

Vol. 7, No. 3 — APRIL 1994



PRESENTED

Nicole Bournias-Vardiabasis (Biology). "The Effects of Electromagnetic Fields on Embryonic Development." Paper presented at the 1st International Congress on Alternatives to Animal Testing, Baltimore, MD, November 1993.

Richard Eberst (Health Science). "Setting the Agenda for Health Education: Specific Goals to Accomplish by the Year 2000." Paper presented at the National Convention and Exposition of the American Alliance for Health, Physical Education, Recreation and Dance, Denver, CO, April 12-16, 1994.

Victoria Seitz and **J. S. (Vic) Johar** (Marketing). "Managerial Expectations Versus Actual Current Practice for Advertising of Global Village Products in the European Market." Paper presented at the Association of International Business, Brussels, Belgium, November 1992.

———. "Direct Response Advertising of Fashion Products Across Europe: A Print Advertising Content Analysis." Paper presented at the Annual Direct Marketing Educators' Conference, Dallas, TX, November 25, 1992.

———. "Positioning Self Image Projective Products in the New Europe: Strategic Issues for Marketing Managers." Paper presented at the Association of Business Administration Special Conference on Global Issues, Nassau, Bahamas, December 16-21, 1993.

———. "Shadow Days as a Method to Evaluate Students' Planned Career Paths." Paper presented at the Western Marketing Educators' Association Conference, Scottsdale, AZ, April 21-23, 1994.

Dwight P. Sweeney (Advanced Studies) et al. "Strategies for Developing Financial Decisions at the School Site Level." Paper presented at the 23rd Annual Conference of the Association of California School Administrators, Santa Clara, CA, March 25, 1994.

Gloria: The most challenging aspect of teaching is to get students involved in their own education, to get them to want to read the material so that they can talk about it, not just to be there with pen in hand. This is particularly difficult in large classes.

Ed: Clearly the hardest thing about teaching on this campus is the excessive teaching load. I travel all over the country. I've been consultant to 75 or so different institutions of higher education, and it is very unusual to have a four-year institution that requires so much teaching time of its faculty. Faculty who are serious as scholars on other campuses are teaching half or less of the amount of time or number of students that we are teaching. The teaching load is simply excessive and makes it extremely difficult for people to become outstanding faculty and keep up in their field. If you read a journal, that's on your own time. If you put in the hundreds of hours required for an article or the thousands of hours required for books, it's all on your own time. It's as if writing, doing scholarship are entertainment, like playing chess or reading mysteries. That is, the whole system is set up to discourage quality teaching and just to process students as cheaply as possible. The stunning fact is that so many faculty at our institution and our sister institutions still manage to become serious scholars under these incredibly difficult circumstances.

Keith: Can you give me an example of a teaching strategy or technique that you have found to be particularly effective?

Ward: I try to start with the familiar and move toward the unfamiliar. I try to take something that they know a lot about—it might be something in the news that might be a common fad or a cultural assumption that's quite prevalent right now. Start with that, and then move to something that's unfamiliar that's related to it.

Gloria: In graduate classes and in teaching gender issues

what's effective is to give students an opportunity to read original material and then discuss it. The problem of Cal State now is that there are larger classes and it's not as easy to educate with large undergraduate classes. Our content classes in the major have gone from approximately 20 students in a class to between 40 and 60 students. But with the smaller classes, one of the things I do that I hope is effective is to demonstrate that there are always different ways of looking at an issue and no one way is right. So then they're prepared to understand the contradictions and complexities in ideas and research findings, rather than having to memorize facts that may be dismissed or minimized in five years. The strategy I most like to use is to help students be critical consumers of knowledge so that they can understand that knowledge is relative and constantly evolving, and that most scientific discourses, at least in psychology, are grounded in values.

Ed: Well, as you would expect, I have constantly learned ways in which students' chief means of learning, that is writing, can help them understand what they're doing. I've discovered not only through my seminars here but the other ones I do constantly at other institutions, it's really very hard for many faculty to make that conceptual break, to understand that what counts in a class is not what they do, but what their students do. And so, the important thing is to have students doing something besides daydreaming or taking random notes on what the teacher is doing. If the students do something, such as a free write at the beginning of class to focus their thoughts on the reading and what happened last class, or if they are involved in doing papers and doing research, or doing something—if students do something they remember what goes on, and it all seems profitable to them.

..to be continued next month

Editor's Note: Appreciation is extended to Carrie Krueger, student assistant in the Graduate Studies Office, for transcribing these faculty interviews.

ARTICLES CHAPTERS POETRY REVIEWS

Articles

David Bellis (Public Administration). "Reduction of AIDS Risk Among 41 Heroin Addicted Female Street Prostitutes: Effects of Free Methadone Maintenance." *Journal of Addictive Diseases* 12, no. 1 (1993).

David Bellis and **Brian Watts** (Public Administration). "Knocking Down Walls in Highland: Attitudes Have Changed After Two Years of Community-Oriented Problem-Solving." *Western City* (October 1993).

Nicole Bournias-Vardiabasis (Biology). "An Alternative In-Vitro Method to Detect Teratogens Utilizing *Drosophila Melanogaster* Embryos." *Human Innovations and Alternatives* (March 1994).

Sally F. McGill (Geological Sciences) et al. "Near-Field Investigations of the Landers Earthquake Sequence, April to July 1992." *Science* 260 (April 9, 1993): 171-176.

David Shichor (Criminal Justice). "The Corporate Context of Private Prisons." *Crime, Law and Social Change* 20 (1993): 113-138.

Patricia Tefft Cousin (Advanced Studies). "Critical Perspective on Diversity." *Educational Forum* 57 (1993): 349-437.

Arthur J. Townley, **Dwight P. Sweeney** (Advanced Studies), and **J. Schmieder**. "School Board Elections: A Study of Citizen Voting Patterns." *Urban Education* 29, no. 1 (April 1994): 50-62.

Chapters

Patricia Tefft Cousin (Advanced Studies) and **L. Prentice**. "Creating Stories About Science Through Art, Literature and Drama." In *The Astonishing Curriculum: Integrating Science and Humanities Through Language*, edited by S. Tchudi. Urbana, IL: NCTE.

Reviews

Sue Greenfeld (Management). Review of "Workers at Risk: The Failed Promise of the Occupational Safety and Health Administration," by Thomas O. McGarity and Sidney A. Shapiro. *Business & The Contemporary World*.

ABSTRACTS OF RESEARCH IN PROGRESS

Neotectonic Activity on a Thrust Fault in the Northeastern Avawatz Mountains, California

by

Sally McGill (Geological Sciences) with Joseph R. Stroud

The left-lateral Garlock fault seemingly terminates in the Avawatz Mountains, California. The termination of slip on the Garlock fault may be partially accommodated by thrusting south of the Garlock fault, in the northeastern Avawatz Mountains. Along much of this previously mapped thrust fault, Quaternary alluvial fans southwest of the fault have been uplifted and incised, with the eroded material being deposited in younger fans on the northeast side of the fault. Along much of its length, the base of scarp has thus been partially buried, so that its height underestimates the true vertical displacement of the older fans southwest of the fault. We have studied a small, unmapped portion of this thrust fault on the Avawatz Peak fan, just south of the southern Salt Spring Hills. The scarp in this area appears to be younger than any other portion of the scarp, and may have formed in the most recent earthquake. Furthermore, based on the degree of rock varnish, the fan surface on each side of the fault appears to be of the same age, so the base of the scarp has not been partially buried by younger alluvium, and the scarp height is an accurate estimate of the vertical displacement since that fan surface formed. The 200-meter-long scarp that we studied is about 4-m high at its eastern end, and its height gradually diminishes to about 1-m at its western end. A 30-cm-high possible scarp farther west may be a continuation of this fault. The degree of rock varnish formation on this faulted surface appears similar to that on a 35,000-year-old fan surface west of Silver Lake playa. The thrust fault in the northeastern Avawatz Mountains has, therefore, slipped at least once in the past few tens of thousands of years. The uplift rate along this fault strand is probably no more than 0.8 mm/yr and is more likely closer to 0.1 mm/yr or less.

A NOTE FROM HUMAN RESOURCES

KNOTT'S BERRY FARM SPRING DISCOUNT

Treat your family to worlds of fun April 16-June 12 at Knott's Berry Farm and save up to \$14. Pay \$12.95 for adult tickets (regularly \$26.95) and \$10.95 for children; 2-years-and-under are admitted free.

Buy your tickets in the Human Resources Department, cash only. For more information, call Mia Martinez at Ext. 5138.



THE BULLETIN BOARD



DISABILITY AS DIVERSITY

Is having a disability an issue of diversity?

That will be the question on the table during a disability awareness workshop on May 11. The workshop will feature Richard Salzgeber, director of diversity programs at the CSU Chancellor's Office in Long Beach, and will run from 9-11 a.m. in the Sycamore Room.

"People think of cultural groups as opposed to disabled groups" when they talk about diversity, says Twillea Carthen (Human Resources). Administrators particularly will want to attend the workshop, she adds, because the program will include information on the self-evaluation instrument that administrators now are required to complete every three years and will be doing this year.

To register, call Jolene Armstrong at Ext. 5138 or call Carthen at the same extension for program information.

AND THE CEO AWARD GOES TO...

Real estate developer and Cal State alumni Nicholas Coussoulis is being honored May 13 with the Arrowhead Chief Executive Officer award that will be given by the School of Business and Public Administration.

Coussoulis, a long-time supporter of higher education, was the first in the Inland Empire to make a large-scale private gift to the university. He'll receive the award at a noon luncheon on campus.



Nicholas Coussoulis

GIFT OF BLOOD, GIFT OF LIFE

The Blood Bank will be taking blood donations on Thursday, May 12 in the Health Center. Faculty and staff who want to help replenish the campus's blood supply may make appointments for the 10:30 a.m.-3:30 p.m. drive. Those with appointments receive priority at registration. Release time has been authorized. Call Ext. 5241 for an appointment.

MARCH 1994 CRIME STATISTICS

Offenses Reported

Murder	0
Sex Offense Forcible	0
Sex Offense Non-Forcible	0
Robbery	0
Assault Aggravated	0
Assault Simple	0
Burglary	5
Motor Vehicle Burglary	7
Theft	9
Theft--Motor Vehicle	2
Stolen Vehicles	2
Arson	0
Sex Crime Misdemeanor	0
Vandalism	1
Narcotics Felony	0
Narcotics Misdemeanor	0
Disturbance	1
Obscene Calls	6
Bomb Threats	0
Threats	0
Hate Crimes	0
TOTALS	33
Year-To-Date Totals	121

Arrests

Felony	0
Misdemeanor	3

Traffic Collisions

Injury	0
Non-Injury	5

State of Calif.	\$ 2,776
Personal	\$16,470
Total \$ Loss	\$19,246

Year-To-Date	\$11,445
YTD Personal	\$52,231

PERSONNEL

Promotions

Patricia Gallagher
CA IV
Admissions
Ext. 5202. UH-171

Gregory Heintzelman
Lead Custodian
Physical Plant-Custodial
Ext. 5172. PP-114

Irene Hunt
CA III
Admissions
Ext. 5202. UH-171

Carolyn Smith
CA IV
Admissions
Ext. 5202. UH-171

Management

Andrea W. Beechko
Admin I/Assoc
Budget Analyst
Budget Office
Ext. 5135. SH-131

Full-time permanent

Brenda Catron
Dept Sec I
School of Business
Ext. 5700. JB-278

Catherine Fune
CA III
Env. Health & Safety
Ext. 5179. PP-114

Janetha Hamre

Dept Sec II
School of Education
Ext. 5600. FO-182

Full-time temporary

Jennifer Fejzic
CA III
Physical Plant
Ext. 5167. PP-100

Hourly temporary

Janet L. Brooks
CA II
Admissions
Ext. 5202. UH-178

Michael Gandy

CA II
Admissions
Ext. 5202. UH-178

Hemantkumar A. Sheth

Pharmacist
Health Center
Ext. 5241. HC-155

New Department

Jenny Casillas
from: Human Resources
to: Internat'l Students
Ext. 3208. UH-183

Debby McAllister

from: Foundation
to: Human Resources
Ext. 5138. SH-110

COMMUNITY SERVICE

Bill Gray (Athletics) wrote an article for Athletics Administration on "Computering Marketing and Sports Information Offices: In-house Publishing," which appeared in a February issue.

Mary L. Kornguth (Nursing), president of the Inland Empire Nurses Association, hosted more than 250 nurses at the annual Nursing Opportunities Unlimited gathering April 19 in San Bernardino. This year's theme was "Health Care Reform: The Challenge of Change." Other nursing faculty participating as speakers or on panels were **Donna Ziebarth, Mary Anne Schultz, Janice Layton, Marsha Raines and Marilyn Stoner.**

FORUM...

(continued from front page)

But even with more forums, will universities like Cal State have any success in battling racism?

"I don't think we have a choice," says Aguilar. "We simply have to recognize that the country is made up of very diverse individuals."

And many of those individuals, he says, disagree with many of the ideas driving the "diversity" movement.

"Diversity is a highly charged issue." The question that the campus will constantly face, he says, is, "How do we assure people that they can voice their views without being fearful of recriminations?"

Editors Note: The May 27 issue of the Friday Bulletin will take a closer look at how racism is defined as well as issues of "sensitivity."

CALENDAR

SATURDAY, APRIL 30

Softball.
UC, Riverside, Noon/2 p.m.

WEDNESDAY, MAY 4

Talk.
"Cerebral Skins" by Yolande McKay, CSUSB lecturer. Noon, Visual Arts Room 110. Free.

MAY 5,6

Dance Kaleidoscope.
Features jazz, modern, musical theatre and Native American dance. 7:30 p.m., Recital Hall (both days). Students \$3, general admission \$5. Ext. 5351.

THURSDAY, MAY 5

Baseball.
Cal State, Los Angeles, 7 p.m.

FRIDAY, MAY 6

Breakfast.
Honors outstanding educators, business people in area. 7:30 a.m., Upper Commons. \$12 per person. Reservation deadline April 29. 885-7515.

WEDNESDAY, MAY 11

Talk.
"An Evening with Isabel Allende," author of The House of Spirits 8 p.m., Student Union Events Center with book signing. Free. Ext. 5855.

SATURDAY, MAY 14

Festival.
The Second Annual Sweet Grass Gathering features Native American arts and crafts, food and dance. 1 p.m.-midnight, Pfau Library lawn. Free. Ext. 5188.

MEDIA PUNDIT LOOKS AT AMERICAN SERIALS, SWISS TALES

The popularity of American television serials and Swiss fairy tales will be the topic in a talk by Dr. Louis Bosshart on Wednesday, May 4 in the Student Union Events Center. The talk is free and begins at 4 p.m.

Bosshart, who is the 1993-94 Swiss chair at Stanford University, is a professor of journalism and mass media research at the University of Fribourg. He has published books and articles in such areas as women and the mass media, media and elections, AIDS and television entertainment.

In 1984, Bosshart acted as press officer for the Canton of Fribourg during the pope's visit to Switzerland. His organizational ties include serving as president of the Swiss Media and Communication Association and as a member of several editorial boards and award juries.

THE FRIDAY BULLETIN

is a biweekly newsletter published for administrators, faculty and staff of California State University, San Bernardino. Next issue: **Friday, May 13.** Items for publication should be submitted in writing by 5 p.m.,

Tuesday, May 3 to:
Sam Romero, Editor
Public Affairs, AD-121
CSUSB
5500 University Parkway
San Bernardino, CA
92407-2397
(909) 880-5007
Vol. 29, No. 8