May 27 1994

Friday Bulletin

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ECONOMIST ANSWERS QUESTIONS ABOUT BOND INDEBTEDNESS

Our campus has nearly $9 million in improvements at stake in the June 7 ballot initiative, Proposition 1C. Projects include upgrading the earthquake safety standards at the Pfau library, the old Physical Education Complex and the Commons. About $5 million would be designated for outfitting labs in the new Health and Physical Education Complex and the forthcoming Visual Arts Center that broke ground Tuesday.

Because opponents decry the use of general obligation bonds as a means of funding capital projects, The Friday Bulletin asked Tom Pierce (Economics) about the viability of this financing tool.

QUESTION:
Concerns about the state's economy may prompt some voters to worry about taking on more debt at this time. How legitimate is this concern?

ANSWER:
People are feeling overloaded...and generally are not doing as well as they have been in the past, so they have more financial concerns. (I might) point out that this (proposition) adds $1.83 per person per year (in indebtedness). It's true it isn't free, but on the other hand, bond interest and the ultimate principle are paid back by the taxpayers (over time)...It does cost more (this way) and it commits the state to use revenue to repay the interest over a period of 20 to 50 years, but...it is a 'small potatoes' kind of thing, in the aggregate.

QUESTION:
So, economists aren't necessarily troubled by this method of financing projects for higher education?

ANSWER:
What economists are most concerned about (when they're taking on debt), is that for something that delivers a service to the taxpayers over a long period of time, it is reasonable to pay for it over a long period of time. (Capital outlay bonds) distribute the benefits derived from the use of the facilities more equitably...as opposed to paying everything up from with this year's money...Economists say it makes some sense to pay as (facilities are) used over time.

QUESTION:
Because California has been using bonds as a means for financing higher education projects since the mid-'60s, is the state's indebtedness an issue?

ANSWER:
It does mean that when the state collects revenues from its various sources, about five percent comes off the top just to pay for the interest to bond holders. This does not seem excessive relative to the ratio of debt to revenue in other states, and this proposition does not seem to make (California's) debt unreasonably larger.

QUESTION:
Without passage of Proposition 1C, California's universities and colleges have no foreseeable means of funding capital improvements. Is there any debate about how else higher education could fund these projects?

ANSWER:
Economic conditions are changing, but it's going to be a while before California's over the worst. It's not going to improve dramatically...in fact, it may be 10 years and not one or two (before)...California's back to (normal). Budgets remain tight...but the main point is that it is sensible (to fund projects this way) when benefits (will accrue) over a long time. This frees up funds to do other things. Higher education (is important to making) California attractive to employers who locate here for the highly trained labor force.

DIVERSITY: NEGOTIATING THE SENSITIVE TURNS

by Sam Romero

As the multicultural train rolls along, engineers are keeping their eyes peeled for any obstacles that might derail a movement that is gaining speed nationwide. The most threatening impediment is racism, a surly issue as tough to leach as a junkyard dog, but one that leaders at Cal State, starting with President Evans, believe they must define before any real headway can be made on route to The Goal: Diversity.

Imputing "inherent inferiority" is what sets racism apart from nationalism or almost all other "isms," says Elliott Barkan (History).

"I would define racism" he says, "as the attitude or philosophy that tends to view another group, particularly one of different racial background, as inherently inferior because of that background, or attributing racial characteristics to a group in order to describe them as—or justify describing them as—inhumanly inferior. And then, of course, actions based upon the assumptions of inferiority."

Those assumptions and actions are exactly what the California State University system is, as a whole, said it would fight in a 1990 report called "Campus Climate: Toward Appreciating Diversity." The report was put together by a panel of experts, and suggests a framework and tone for the effort.

Says the report, "Respect throughout the university for the dignity and rights of others, including the right to be free from discrimination and harassment and the right to speak freely, is essential to creating and maintaining an environment conducive to learning."

Racism exists at Cal State just as it does at many other campuses around the nation, says William Aguilar (Information Resources and Technology). He heads the Committee on Diversity at CSUSB. But he and the committee don't know how big the problem is. The committee hopes a questionnaire it recently distributed around campus will reveal some of the current attitudes.

"People have felt isolated," says Aguilar. "We need to get a handle as to the scope of the problem."

Issues of sensitivity can be as simple and complicated as how to refer to a minority group. For many people, says Aguilar, that can be confusing. At one

(See "Diversity" on back page...)

They say gray hair distinguishes a man.

But more than silvery-gray hair and mustache is distinguishing John Kennedy, Sr. these days. Last month the 79-year-old was named CSUSB's 1994 Distinguished Alum. A long-time San Bernardino accountant, Kennedy will receive his award at the 9 a.m., June 18 graduation ceremony for the schools of Business and Public Administration, and Social and Behavioral Sciences.

Kennedy, who earned a B.A. in business administration from Cal State in 1979 and a B.A. in economics in 1985, first opened the doors of his accounting firm in the mid-50s, a few years after a massive coronary forced him from a high-pressure job with the Carnation Company.

"I had to change my lifestyle and that's when I went into accounting," says Kennedy.

While he earned his second bachelor's in 1985, Kennedy started a scholarship endowment that has helped nine Cal State recipients over the years fulfill their own graduation dreams. For Kennedy, stricken by the education bug since taking some science classes at San Bernardino Valley College in the late 50s, the only goal in coming to Cal State was the sheer "enjoyment of studying and learning something new."

So the possibility of graduating from Cal State came as a mild surprise when one of Kennedy's professors told him that he only needed two more courses to earn a business degree.

Today, Kennedy works only in the afternoons at the Kennedy and Kennedy office. He recommends "taking life at its own pace" to everyone at any age.

Although taking life slower shouldn't be an excuse for sloth, says Kennedy, any more than disabilities should be an excuse. Kennedy sees many of the handicaps people have more as an "annoyance" than a disability.
Teaching is the major focus for faculty at our campus. In part two of a three-part interview with the last three outstanding professors, Keith Johnson (Research & Sponsored Programs) talked with Ward McAfee (History), Gloria Cowan (Psychology), and Ed White (English) who offered tips for new faculty and talked about the role of research in effective teaching.

Ward: I came into this place when we had about 250 students, and as I said before, I had a class consisting of two students. In that situation, even though I didn't look back on that as a good teaching situation, I think for a faculty member just starting out it was good. I mean, I had no self-confidence, and I had training wheels on to that kind of rarified environment. Today, walking into a classroom if you were brand-new and you had 160, 200 students in a classroom—I think I'd be terrified if I were in that situation.... I think that new faculty have to focus on getting their class preparations down. The first years are the hardest years you will ever have.... You don't really learn anything until you teach it. You might have come out of graduate school and think you know it, but when you go up in front of a class to talk, you suddenly realize you don't know this at all. And that's when you really have to learn.

Also, people coming here are usually finishing up their dissertations or have just finished them. I would advise them to get an article or two out of their dissertations, that what is publishing important, and if you have a dissertation, you can boil it down. You must have said something there. Get it out soon; don't let it become a retention, promotion, and tenure problem.

Gloria: Well, I think that they have to take care of themselves, too. They have to be a little selfish in reserving time to take care of their needs to get themselves promoted. And the other aspect is not to be so terrified of the process that it immobilizes them. New faculty should figure out what they need to do to ensure their survival in academia and not spend all their time worrying about whether they will survive. Some may get immobilized by their own fear and it prevents them from doing the things they need to do. They may be worried about every single class evaluation and become afraid to take risks in the classroom. They try to write something and become afraid that it won't be accepted and that prevents them from writing it. Part of the problem is that the reward system for publication externalizes the intrinsic pleasure of doing research and writing and, therefore, reduces the intrinsic motivation. It becomes something one has to do rather than what one wants to do.

Ed: Two recommendations: First, keep in mind that teaching is an art that takes years to develop and that the first years are very tough. If you keep trying new ideas and methods, you will find your own style and everything will get easier. Good teaching is a great pleasure for students and for the teacher. Second, keep networks alive and don't let the excessive teaching load isolate you from the national community of scholars in your field.

Keith: What different teaching strategies do you use for different-sized classes?

Ed: Since I am convinced that what matters in teaching is not what the teacher does but what the students do, I do everything I can in every class to get every student engaged, not passively. The larger the class, the more I depend on small student groups working together.

Ward: In a large classroom setting, I'm very focused on the drama of the presentation. In a large classroom you have to be a showman to a degree. I'm not embarrassed by that part. As Clint Eastwood said, "A man's got to know his limitations," and in a large class I don't pretend it's a small class. It's a different teaching situation. A large class involves a lecture format, and the tests tend to be mechanically graded, and I'm sure I have some students who never come to class. If they, on their own through the reading, can get the material, more power to them.

Now the problem is that in those large classes that are mechanically graded there's also a greater opportunity to cheat. I'm sure that students successfully do that, but that's their karma, not mine.

Gloria: With a large class, I'm pretty traditional—lecture and give-and-take questions, with little discussion. In smaller classes and in graduate classes, I have students read material that they can think about and that we can discuss. In some ways, it's easier to lecture than to provide a format for sharing of ideas. The lecturer has total control of the class. But in large classes, I sometimes wonder if I have contributed anything to their learning that they couldn't get from reading material. And I wonder what they will have from the class that will be of lasting value.

Keith: Do you have a chance to develop more of a relationship with students in a smaller class?

Gloria: Yes, I do. I work individually with students and with groups of students in research classes, helping them plan and design their research. This is the way I like to teach, more on a one-to-one basis, supervising individual students. I don't really enjoy getting up and talking about the same thing over and over. When I work with students individually or in small classes, each student is given different information, taking account of his or her own interests. There is something about the newness of working with individuals rather than teaching the same material all the time that keeps me going, as opposed to being on automatic pilot. Motivation is very important, as is giving them something about the newness of working with individuals rather than teaching the same material all the time that keeps me going, as opposed to being on automatic pilot. Motivation is very important, as is giving them something to work with.

Keith: So your own faculty development and exposing yourself to new ideas and new skills is important, obviously, to maintain your effectiveness as an outstanding teacher...

Ward: I think when you're a researcher you have to make sense out of something that is usually in an unexplored area, or if it has been gone into by other people, you're getting a different spin on that material. You're constantly wrestling with the material, and making this process a habit makes you a better teacher. As an historian I try to get away from the attitude that history is just facts and dates. To me it's ideas; it's understanding what happened and the significance of it and why it's important and why it deserves our attention now, even if it happened 200, 300 years ago. I never assume because it happened and because I get paid to do this it's important. I have the attitude going into a classroom that it's up to me to convince the students why an event is important, even though they may have never heard of this before. Why is it worth learning? There is something about the newness of working with individuals rather than teaching the same material all the time that keeps me going, as opposed to being on automatic pilot. Motivation is very important, as is giving them something to work with.

Gloria: I believe that scholarly research leads to good teaching. At the larger research universities undergraduate education suffers from the emphasis on research. At Cal State, where faculty research typically does not reach the level of that done at research universi-
In my experience, research enriches teaching because I do it. There are also very good teachers who don’t do much research and also good researchers who are not committed to teaching (although probably not at Cal State). To me, scholarly activity is a defining attribute or behavior of a person with a doctoral degree.

...to be continued

The final part of this interview will be in the June issue of CURRENTS.

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

SCHOLARLY PAPERS

PRINTED IN PUBLISHED PROCEEDINGS


ARTICLES

Articles


—“Conflict Strategies of Type-A Scor­ ing Managers.” Psychological Reports 71 (1992): 611-617.

—“The Relationship of Student Resist­ ance Strategies in the Classroom to Teacher Burnout and Teacher Type-A Behavior.” Journal of Social Behavior and Personality 8, no. 4 (1993): 1-14.


—“Relationship of Student Affect Learn­ ing to Type-A Teachers Scores.” Psychological Reports 72 (1993): 178.

Reviews


OTHER PROFESSIONAL ACTIVITIES

ADVANCED STUDIES

Dwight P. Sweeney

Was appointed to serve on the Program Advisory Committee for the 1995 International Council for Exceptional Children Annual Conference to be held April 5-9, 1995 in Indianapolis, IN. He will serve as Program Chair for the Division for Children with Behavioral Disorders.

BIOLOGY

Nicole Bournias-Vardiabasis

Grant reviewer for study section for the National Institute of Environmental Health Sciences (a branch of NIH), March 1994.

PUBLIC ADMINISTRATION

David Bellis and Brian Watts

Completed an attitude survey of residents, school teachers, and elementary school students on San Bernadino’s west side in preparation for a community-oriented problem-solving (“COPS”) program.

Grants & Contracts Workshop

June 8 at 10:00 in CA-120

Every other month during the academic year, the Foundation conducts training workshops. Topics discussed so far this year included independent contractors, federal grant accounting requirements, financial statements, job posting requirements, travel procedures, and much more.

The next workshop will be Wednesday, June 8 at 10:00 a.m. in the Creative Arts conference room CA-120. Attendance is open to anyone. If you have a specific topic you would like to hear about, please call the Foundation Grants and Contracts Office at 3911. We will work the topic into a workshop discussion item.

Indirect Detection of $^{79}$ Chemical Shifts of Iron(ll) Model Hemes Bound to Phosphine Axial Ligands by Larry M. Mink (Chemistry), F. Ann Walker, Michael A. Bruck, Kenner A. Christensen (Department of Chemistry, University of Arizona, Tucson)

The $^{79}$Fe chemical shifts of isotopically enriched diamagnetic $^{57}$Fe(ll) porphyrins of the type $\text{([Por]Fe(PMe}_3)_2]$, where $\text{Por} = \text{TPP}$ (tetraphenylporphyrin), $\text{(p-C}_1\text{)}_4\text{TPP}$, $\text{(p-OCH}_3\text{)}_4\text{TPP}$, and TMP (tetramesitylporphyrin) have been measured. The coordination of axial phosphine ligands to the iron center allows indirect detection of the insensitive low-$^{199}$Fe nucleus via the sensitive $^{109}$P nucleus. Stepping through the $^{109}$Fe frequency, causes the $^{31}$P doublet to collapse when the resonant frequency of $^{109}$Fe is reached. We have been able to rapidly obtain quantitative data on the effect of solvent, temperature, sixth ligand, and porphyrin substituents on the $^{109}$Fe and $^{31}$P chemical shifts. We have thus far investigated the bis-(trimethylporphyrine) and mixed trimethylporphyrine-L complexes (L = an imidazole, a methyl-thiether, several pyridines, an alkyi amine, an isonicotine and CO). We have found a rough correlation between the $^{31}$P and the $^{109}$Fe chemical shifts. This rough correlation makes it extremely simple to predict the $^{109}$Fe chemical shift of a new complex. We have found that the temperature dependence of $^{109}$Fe and the $^{31}$P signals is opposite, the $^{109}$Fe shifts increase while the $^{31}$P shift decrease with temperature.
DIVERSITY... (continued from front)
time African-Americans preferred being referred to as Black and, lastly, more people in the Hispanic community are favoring the word Latino. The word Hispanic, for instance, has had too much influence. He knows how the preferences have changed within the Latino community. They are limited in expressing their views—regardless of how repugnant—is one of his concerns. We do not want to divorce them from this discussion of ‘diversity,’ he says. That is not, he adds, “free speech. Some Caucasians, however, who reject outright racist philosophies, already feel removed from the discussion. More sensitive about how minorities see them, they wonder if the multicultural movement is just one more way to “bash” all whites. “Having been the victim of that, I know that that has existed,” says Barkan, whose Jewish heritage, he believes, actually has brought him “historical sensitivity to the plight” of other groups. Some activists, who are politicizing the issues of multiculturalism, have used the movement as a means of strengthening their position by attacking whites as collectively responsible for what has happened,” he says. “I’m convinced that it’s a counterproductive strategy” because it alienates potential allies. Malcolm X, for example, says Barkan adds, was discovering before he died that not “all white people were the devil.”

Intimidating someone so much that they are limited in expressing their views—regardless of how repugnant—is one of Aguilar’s concerns. We do not want to divorce them from this discussion of “diversity,” he says. That is not, he adds, “free speech.”

Promotions
James Booth
Boig Mint, Worker
Physical Plant
Ex. 5172: PP-104

Carmen Carwell
CA III
Audio Visual
Ex. 5148: BI-008

Venon Rodgers
Custodian
Ex. 5172: PP-104

Full-time temporary
Joe Abrego
Building Svcs. Public Safety
Ex. 5170, IA-010

Marge Vines
Locksmith
Ex. 5107, PL-111

Nona Bradley
Custodian
Ex. 5172: PP-104

Community Service
Dr. Frances Berdan (Anthropology) spoke to 250 seventh-graders at Mountain View Jr. High School on May 9 about “Discovering the Aztec Civilization.”

Dr. David Shite (Advanced Studies) presented a talk titled “The Teacher and the Law: Your Rights and Responsibilities” to the Edison Elementary School faculty on April 29.

Dr. Thomas Timmreck (Health Science) spoke to 250 seventh-graders at Mountain View Jr. High School on May 9 about “Discovering the Aztec Civilization.”

HONORS
Dr. Tom M. Rivera (Undergraduate Studies) was recognized as the Good Samaritan of the Year by Catholic Charities at their annual banquet on April 22 in San Bernardino.

In Memoriam
The campus community sends sincere sympathy to Dr. Thomas Rivera (Undergraduate Studies) whose mother, Jennie Rivera, died May 1. Services were held at the San Salvador Church in Colton.

Ball State Leader
New Undergrad Dean
Charles Martin, who last served as the assistant dean for University College at Ball State University, is now the new dean for undergraduate studies. Martin joined the Ball State faculty in 1980, serving in many academic and administrative areas.

Weston State College

Numerals in parentheses indicate registration level.

Personnel
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James Booth
Custodian
Ex. 5172: PP-104

Carmen Carwell
Dup. Machine Opr.
Ex. 5148: BI-008

Venon Rodgers
Custodian
Ex. 5172: PP-104

Full-time temporary
Joe Abrego
Parking Svc. Svs.
Ex. 5170, IA-010

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With a Ph.D. in speech pathology from Southern Illinois University, he also has served on the faculty of Kearney State College and the University of New Hampshire, and was a clinical supervisor at Worcester State College.

Calendar
FRI, MAY 27
Talk

THURSDAY, JUNE 2
Music
CSUSB Jazz Band, Andy Cleaves, director. 8:15 p.m., Creative Arts Building Recital Hall. General admission $5; students and senior citizens $3. Ext. 5659.

WEDNESDAY, JUNE 8
Music
CSUSB Syriphon Band, Luis S. Gonzalez, director. 8:15 p.m., Creative Arts Building Recital Hall. General admission $5; students and senior citizens $3. Ext. 5659.

THE FRIDAY BULLETIN is a biweekly newsletter published for administrators, faculty and staff of California State University, San Bernardino. Next issue: Friday, June 10. Items for publication should be submitted in writing by 5 p.m., Tuesday, May 31 to: Sam Romero, Editor Public Affairs, AD-121 CSUSB 5500 University Parkway San Bernardino, CA 92407-2097 (909) 880-5007 Vol. 29, No. 10

The second of two open forum sessions held by the University Planning Advisory Council will be June 2 in the Lower Commons Sycamore Room. The 1:45 p.m. meeting is where three of the five division vice presidents are making their budget planning presentations. Opening up the budget review process to the campus was recommended by several campus constituencies.

The forum, says David DeMauro, vice president (Administration and Finance), will give staff and faculty critical insight on the decision-making process when considering such factors as increased enrollment and new laws.

Social Services... and Gatherings
All interested in rehabilitation counseling or social service employment are welcome at the June 10 annual dinner put on by the student chapter of the California Rehabilitation Association, South.

The program begins at 6 p.m. with a social hour in the Lower Commons Sycamore Room. Reservations for the $15.90 dinner must be made by June 3. Direct your questions to Karl Hagar at (909) 383-4853 or Margaret Cooney at Ext. 5662.

Walk for Cancer Cure
For June 4
You can walk, run, skate or wheelchair your way around a course at Cal State, San Bernardino on June 4 and raise the American Cancer Society with a new campaign called Making Strides Against Cancer.

Launched this year as an “awareness event” that will focus on how cancer can be overcome, Making Strides will recur at various locations in Southern California to raise funds for research, education and parent services of the American Cancer Society, states Carol Dupuis, a campaign volunteer and manager of the Bookstore at CSUSB.

“This is an event for everyone, including cancer patients, recovered cancer patients, their families and friends as well as the public,” Dupuis reports. Participants may compose as much of the route as they like because this is a sponsorship, not pledge-per-mile, event.

“The course around Cal State will be a unique and challenging course will feature the residence housing and through shaded, level, park-like scenery,” Dupuis says. More participants will be able to complete the “move-along-a-thon” as 10 minutes, she adds. Registration will begin at 8 a.m. and the event starts at 9 a.m.

Information is available from the American Cancer Society at 824-2724.