3,800 ELIGIBLE TO WALK AT COMMENCEMENT

Nearly 3,800 students are eligible to participate in two June 18 Commencement ceremonies to be held on the lawn in front of the library. The following day, about 250 graduates will attend the Coachella Valley campus's ceremony in the McCallum Theatre for the Performing Arts in Palm Desert.

The main campus's 9 a.m. ceremony for the schools of Business and Public Administration and Social and Behavioral Sciences will be addressed by Ralph Pesquera, a trustee of the California State University system. Included in the platform party will be State Assemblyman Paul Woodruff, San Bernardino City Councilmen Fredly Curfie and David Oberholtzman and University Advisory Board members Marion Black, Edward Hill and Gerald Newcombe. The distinguished alumnus, John Kennedy, Sr., also will be present to receive his degree.

The 5:30 p.m. ceremony for graduates of the schools of Education, Humanities and Natural Sciences will include an address from Jim Considine, vice chair of the CSU Board of Trustees. Also in attendance will be San Bernardino County Supervisor Larry Walker, San Bernardino City Councilman Jerry Devlin and University Advisory Board members Gloria Cueter, Edward Dunigan, Luis Gomez, Don Iman and Richard Oliphant. The outstanding student honorees, Kerry Branch and Eileene Payne, and the Outstanding Professor, Ed White, also will be recognized during the ceremony.

The 2 p.m., June 19 processional for CVC graduates will include keynote speaker, Dr. June Cooper, CSU vice chancellor for human resources and operations. The platform party will include Coachella Valley Campus Advisory Board members Rolfe Arnhym, Dolores Ballesteros, Richard Daniels, Mary Drury, Linda Unbehend, Paul B. Laffin, Ronald Meraz, Dick Oliphant and Betty Williams.

EDUCATION, ENGLISH-BUSINESS MAJORS TAKE OUTSTANDING STUDENT AWARDS THIS YEAR

Kerry Branch, Outstanding Undergraduate

Eileene Payne, graduate student in special education, and Kerry Branch, a dual major in English and business, are Cal State, San Bernardino's 1994 Outstanding Students.

Selected by a university committee, both students demonstrate "scholastic excellence combined with impressive leadership, service in both campus and community organizations, and excellent professional credentials," states Juan Gonzalez, committee chair and vice president for student services.

Payne, 37, was nominated for the award by her faculty mentor, Joanne Eichinger (Education). A teacher at Rainbow Springs School in Moreno Valley, Payne works with disabled infants and wrote the Moreno Valley Unified School District's plan for the program's start-up in 1992.

Her work as a student at Cal State has included several research projects focusing on children with disabilities. Her first undertaking in 1992, "Analysis and Intervention Issues Related to the Self-Injurious Behavior in a Blind, Multiply Impaired Child," received the university's first-place award in a student research competition. The project won second-place honors in the statewide California State University competition and Payne has gone on to refine the study for publication in a scholarly journal. She also is working on publishing another study done for a class, titled, "Factors Associated with Positive Maternal Attitudes in Parenting Young Children with Disabilities."

A separate project has led to applied results in the classroom. Payne reports, "I designed an inclusive program for a three-year-old girl with Down Syndrome. She is now being educated with her non-disabled peers in a community preschool setting because of the collaborative efforts of her parents and myself."

She recently presented the results of the project, "The Impact of a Preschool Inclusion Experience," to a state conference and is preparing the study for publication.

As the Outstanding Undergraduate Student, Kerry Branch, 22, has distinguished herself not only academically, but also in the area of university involvement and service. A member of Phi Kappa Phi, the national honor society, Branch entered Cal State in 1989 as one of the university's first students in its Honors Program. Her activities since then have spanned the gamut of community service work for the Salvation Army to leadership in the English Club, work on the Faculty Senate General Education Committee, peer advising, editorial work on a literary journal and an environmental education text, and data analysis for the University's Institute for Applied Research.

Remarking that she's "still a little stunned" by the university award, she credits her parents for supporting her during her five-year career at Cal State. Now searching for employment, Branch eventually would like to attend graduate school in law or business and may consider obtaining a Ph.D. A career in law, political science or teaching at the university level are among her visions. Reflecting upon her activity level during her college experience, she wonders how she accomplished it all and credits the faculty for inspiring her "to go out and do it. Instead of just diagnosing a problem (you're taught) to solve it."

She has valued the "faculty contact and interest in students' progress" most of all, she says, adding that she's talked with professors about everything from "life plans and how you're doing in class to whether Africa would be the new world leader."

STUDENTS TO DISPLAY ARTWORK

For the twenty-fourth-straight year Cal State students will show their stuff during the annual Student Art Show running June 17-July 14.

An opening reception for the show will be held on June 17 from 5-7 p.m. in the University Art Gallery. Gallery hours are 9 a.m.-4 p.m., Monday-Thursday. These hours will start with the campus's summer work schedule, which begins June 20.
Teaching is the major focus for faculty at our campus, in the last installment of an interview with the last three outstanding professors, Keith Johnson (Research & Sponsored Programs) talked with Ward McMee (History), Gloria Cowan (Psychology), and Ed White (English).

Keith: Do you think the CSUSB student body has changed in the last 10 years? If so, what are the implications for teaching?

Ward: I think it’s gotten younger and more vital, more alive. I like younger students—like older students, too—but I remember when I first started here it was 25 and the average age was 27. It’s not that I dislike adult students, but like a traditional college environment with some vibrancy to it, and I think that’s occurred in the last 10 years. We used to have a lot of students here (who said) that this was their third choice, and in the last 10 years. We used to have a lot of students 25 and the average age was 27. It’s not that I dislike else I’ll come here. I think a lot of students now are saying this is their first choice. They know about us, and they’re eager to come here.

I know that some of my colleagues bemoan the loss of the good old days, but I like this better than the good old days, really. I find the classes more exciting. I find even the small classes are more lively than they used to be.

Keith: How about the question of diversity in the classes? That obviously is one change that is occurring. Does that impact on teaching at all?

Ward: I started teaching in the late 60s, when diversity was a hot issue and it’s been there throughout the whole time. Going through the Civil Rights Movement, being a historian, one couldn’t ignore black people. Now if I’m weak in any area, it’s women’s history. On that score I can be faulted. I’m not as strong in women’s history as I ought to be, but so far as ethnic groups are concerned, much of my publication has been black-American history or Mexican-American history. I co-wrote with J.C. Robinson a book of documents on the origins of the Mexican War. So on the standpoint of ethnic diversity, I feel quite well-grounded. I said ‘I speak on women’s history—I’m not as strong there as they, used to be. I have wonderful students, and always have. There’s a wide range. So I don’t feel that our student body has changed in the last 10 years.

Keith: What does this campus need to improve the quality of the undergraduate or graduate experience?

Ward: I think to ensure that quality in general education courses is maintained. I know that on some college campuses GE courses sometimes turn into real Mickey Mouse courses. The faculty don’t want to teach them; the students don’t want to take them, and so I’ve had kind of an unspoken agreement to make them as easy as possible. I think that general education classes should be challenging; they shouldn’t be watered down to such a large degree that they are totally meaningless and a joke. So I would keep a very keen focus on general education courses to make sure that they’re meaningful. Maybe an examination of the syllabi and periodic visits—not for RPT purposes but to ensure that the general education classes are filled with meaningful content. Then a look at the tests. This happens periodically because every few years we get concerned about this topic, but it is something that should be coming up on a regular basis to make sure that general education is meaningful. I think that the students and the faculty are naturally into their majors, but both students and faculty can sort of slip into agreement that general education is worth their time and to participate in an intense summer workshop and become capable of further working with other teachers in their area. We could certainly do something on that model to identify and recognize the very best teachers in our departments and then provide those teachers with some support to start working with some other teachers in their departments, because there are departmental issues involved. Typically, you find some wonderful teachers in any department, but they all feel isolated. In fact, one of the exciting things about the writing across the curriculum workshop is that it brought together a group of people who were very interested in teaching. And these people spoke frequently, very movingly, about the isolation they felt, and how wonderful it was to talk about teaching for a change. We had some marvelous times, where someone from the Department of Nursing and someone from the School of Education and someone in the German Department and they did get together and do a wonderful job. That’s certainly what that model does, you know? Teachers used to change that model. It’s been very detrimental. Teachers used to know where to turn to provide support for graduate education. In psychology, we have had the trade-off of strong master’s programs at the cost of increasing the size of almost all our undergraduate major classes. I miss having smaller classes, but I guess that’s the price we have to pay.

Keith: But the pressure of growth, in your view...

Gloria: It’s been very detrimental. Teachers used to know all their students. This quarter, I have 110 students in two courses. I don’t expect to know them. It used to be easy for our students to get letters of recommendation. Now, they may take almost five classes in their major and, consequently, have no faculty members who know anything about them. But I guess that’s the price we have to pay. In order to provide support for our undergraduate education. In psychology, we have had the trade-off of strong master’s programs at the cost of increasing the size of almost all our undergraduate major classes. I miss having smaller classes, but I guess that’s the price we have to pay.

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Coordination Dynamics of Five-Coordinate Platinum(II) Complexes

by

Larry M. Mink (Chemistry), Daniel Borchardt and Richard M. Wing (UCR)

The reversible cleft dissociation process has been studied for the following five coordinate platinum(II) complexes \([\text{DMBN}]^{-}\text{C}_2\text{H}_4\text{PtCl}_2\) and \([\text{DMBN}]^{-}\text{C}_2\text{H}_4\text{CH}_3\text{PtCl}_2\), \(\text{DMBN} = (3,10,7,11-\eta^2)-7,7\text{-dimethylethylene-bicyclo}(3.3.1)\text{nonane}\). These compounds are of trigonal bipyramidal geometry. Ethylene and DMBN lie in the equatorial sites of the trigonal plane, and the \(\eta^2\)-bound ligands \(\text{Cl} \) and \(\text{CH}_3\) at the axial sites. Both ethylene and DMBN ligands are found to undergo dynamic exchange processes. In addition to the exchange process, the coordinated ethylene further undergoes a rotational process. The \(\eta^2\)-bound ligands (Cl and CH₃) are not observed to undergo exchange. The techniques employed to study the exchange processes are \(H^1\) spin inversion, spin saturation and 2-D dynamic NMR.
EXTENDED ED GETS WITH BUILDING PROGRAM JUNE 16

Construction of the 15,600-square-foot Extended Education building at CSUSB officially begins June 16 with an 11 a.m. groundbreaking ceremony at the northwest end of the campus.

University officials and representatives from the Yussada Institute of Education in Japan will participate in the ceremony. Yussada contributed 100 million yen or about $250,000 to the $2.5 million project last July.

The one-story, classroom and office building will be used to handle some 30,000 annual Extended Education students. More than 1,300 Yussada Institute students have themselves participated in the American Culture and Language Program at Cal State. Overall, ALCIP has served almost 5,000 students since 1982.

Five classrooms, a multipurpose room that can be divided into four smaller rooms, a language lab, two computer labs and a student lounge and patio area are among the new building's features.

Cal State administrators and staff hope to occupy the Extended Education building in August of next year. The contractor is H.P. Construction of Riverside.

AFRICAN-AMERICAN GRADUATES HONORED

The first annual African-American Graduation Ceremony will be held on Thursday, June 16 at Cal State, San Bernardino and will celebrate senior students' cultural heritage and honor those who have overcome great obstacles while achieving their goals.

Held in the Student Union Events Center, the 6:30 p.m. buffet dinner costs $10 and is open to all Campus and community members. Shalimar Horsley, the principal at Frisbee Jr. High in Rialto, will be the keynote speaker. She has won several educational awards during her career. Professor Kathryn Ervin (Theatre Arts) will also make remarks.

Special certificates and recognition will be given to those students who have braved such challenges as racism, financial constraints or being a first-generation college student. Celebrations like this are a regular part of the American landscape during commencement time.

Registrations should be in by June 10. For information, call Walter Hawkins at Ext. 3047 or Cynthia Limon at Ext. 3073. The event is sponsored by the Cal State African Student Alliance and the Black Faculty and Staff Association.

THE FRIDAY BULLETIN SUMMER SCHEDULE

The following schedule is published for those wishing to submit information or story ideas for possible publication in The Friday Bulletin.

Generally, submissions for such short items as community service or birth announcements are due 10 days before the date of publication. Story ideas submitted to Public Affairs for consideration by the editorial team should be sent at least three weeks before a target publication date.

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THE FRIDAY BULLETIN is a biweekly newsletter published for administrators, faculty and staff of California State University, San Bernardino. Next issue: Thursday, June 23. Items for publication should be submitted in writing by 5 p.m., Tuesday, June 14 to: Sam Romero, Editor Public Affairs, AD-121 CSUSB 5500 University Parkway San Bernardino, CA 92407-2397 (909) 880-5007 Vol. 29, No. 11