SSD GAINS SOME ELBOW ROOM

One of the nicest advantages about the Services to Students with Disabilities (SSD) move to the first floor of University Hall is space. According to director, Nick Erickson, "In our facility upstairs you walked in, you had to go into an office and out of an office—very difficult for individuals in wheelchairs."

The new office area has 1,800 more square feet than SSD's old space, which was on the second floor of University Hall. International Student Services and some Admissions and Records workers once occupied AD-183 before ISS moved to UI-235 and Admissions and Records to offices in UI-171. The switches took place just before the December holiday. The Workability IV program also moved in with SSD, leaving its former quarters in Career Development.

Getting students out of the office in an emergency is much safer and easier now, says Erickson. Students who would have to move up a flight of stairs, once the only way to exit, can now use electronic doors.

Plans to move were drawn up years ago, says Erickson. Students who would be using the department's testing quarters and computers assisted in those plans. SSD and the Academic Computing and Media Department (ACM) have worked together closely to give students with disabilities the sort of equipment these students need to smooth the road to graduation, says the ACM self-instructional lab manager, Chani Beeman.

NEW DIMENSIONS—In phase III, says Nick Erickson, when the testing rooms from SSD's former second-floor office are moved to its new space, many of the cubicles will disappear.

The testing rooms for SSD remain on the second floor until SSD has the money to move them down to the new office. SSD cannot use the cubicles that now cross-the-room as testing areas.

Erickson says, because these areas need to be "distraction-free."

THE MULTICULTURAL EXPERIENCE

Good Outweighs Bad: Imbalance the Goal

(EDITOR'S NOTE: The Jan. 26 edition of The Friday Bulletin summarized those areas in which campus employees believed the university could improve its policies and curriculum. The second installment of this series on the Report on Campus Diversity Tissue Survey—a survey conducted by the University Diversity Committee—addresses two more of the four qualitative questions put to employees.)

Behind the curriculum and policy issues that surfaced in the University Diversity Committee's (UDC) survey takes two years ago were the personal experiences that gave the discussion a provocative edge.

Questions 21 and 22 asked for the negative and positive, the actual experiences campus employees as well as students have had while working and learning in a multi-ethnic, multi-racial setting. And depending on what one was inclined to believe about the experiences, the future of the campus could look bright or far too dim.

The survey showed that, overall, the positives outweighed the negatives. The negatives for staff were chiefly employment-related, said the survey report. An African-American woman maintained that a supervisor, who was responsible for training new staff, was not training new African-American staff. In another department, a Latina employee had "heard minority staff referred to by non-minority staff as the "Mexican Mafia."

Some racism on campus, said a faculty member, clearly was an "unconscious use of racial slurs ... Perhaps I do this, too," he admitted. "Racism is easy to slip into."

And some racism rides the wave of "political correctness," held a Euro-American female professor. "I have had some Black students," she said, who "want me to teach information that is not accurate just because it is in the popular culture and is PC."

Reverse discrimination also was a problem on campus, said many faculty and staff.

"Although there were a great many complaints from staff charging reverse discrimination, for instance, said the report, "they were mainly, but not entirely, made by Euro-Americans." Some bristled at the promotion of ethnic organizations while some Black students, she said, "who want to teach..."

Discrimination in the classroom was on the minds of many students, who believed that some professors sometimes "ignored" students of a different race or ethnicity. And an English-American student wondered if her her work had been pre-judged.

"In my upper (division) writing class," she wrote, "the teacher assumed that, since I was Asian, my writing skills are not as good and

FOURTEEN FELLOWS—Among this year's Graduate Equity Fellows are (from left) Judith Scott, Art Clark, Olivia Franklin and Annette Washington. Franklin is interested in a master's degree in public administration while the other three are pursuing a master's in social work. Studying this year with the help of the CSUSB-funded Fellows program, these students are representative of the program's goals to assist underrepresented minorities, women and the disabled with postbaccalaureate education.

SYMPHONIC BAND PERFORMS MARCH 13

Composer Frank Erickson's "Balladair" and Robehord's "West HighRide Sojourn" are two of the pieces the CSUSB Symphonic Band will perform on Wednesday, March 13, at 8:15 p.m. in the Creative Arts Building (CAB) Auditorium.

The concert is in three sections. The first and third sections of the performance will feature the band, which also will perform "Fanfissca-Fanhusa" by Denza. The band is conducted by Jim Coffin, interim band director.

"The concert, because it features compositions from traditional band music to works from contemporary composers, will afford the listener a variety of music which will provide an enjoyable evening of music," Coffin says.

The second section of the concert will showcase the talents of two student quartets, bass and woodwind, conducted by Edward Boster of the Music Department faculty.

Each quartet will perform two numbers, including "A March" by Mozart and "Die Banksleugleder" by Daniel Speer.

JAPANESE STUDENTS DANCE TO JAZZ ROUTINES

With arms outstretched and toes pointed, 50 female Japanese exchange students entertained onlookers here March 5, when they performed dance routines in Coussoulis Arena.

The dance program, choreographed during a winter quarter physical education class, displayed the blending of Japanese and American cultures, says Professor Jany Antonio, whose jazz dance class the women are enrolled.

Noting that the Japanese exchange students are attending Cal State to become immersed in American language and culture, she says, "There's nothing more American than jazz because it has its roots in American culture."

Antonio has observed differences in the learning styles between her American and Japanese students. "The American students are more expressive and seek to stand out while the Japanese students try to blend in and perform in harmony with one another."

Yet she also sees similarities, including students (who) are always quick to laugh at themselves when they make a mistake."

The families hosting the Japanese women as well as the American Cultural and Language Program supporters were invited to attend the event.

As other American students, she assumed that I had help with my paper or that I had cheated."

Students also said they had experienced discrimination in grading, seen self-imposed segregation, heard racial slurs and believed that preferential treatment was given minorities in the awarding of financial aid.

But amid so many bad experiences, several hundred students said they had positive ones as well. "It is important to note," said the report, "that many who provided detailed narratives of problems in response to the"
READING CONFERENCE DRAWS 3,000 TEACHERS

The Annual West Coast Literacy Conference, and Reading Recovery and DRAWS 3,000 Country. The conference was facilitated by CSUSB's Office of Extended Education Conference Services Division. Keynote speakers for the conference included Dr. Adria Klein (Education), who is president of the California Reading Association, and Delaine Eastin, California Superintendent of Public Instruction. More than 150 teachers of literacy presentations were available for participants to choose from.

While the Office of Extended Education was responsible for the facilitation and marketing of the conference, the program was developed by several School of Education faculty. Stanley Swartz served as the program chair for the event. Rebecca Shook coordinated the program for the California Early Literacy Learning (CELL) Institute. Patricia Kelly coordinated the Reading Recovery Institute and Elizabeth Gonzalez-Chronister coordinated the Descubriendo La Lectura (Reading Recovery in Spanish) session.

DIVERSITY...

(continued from front)

previous question, still answered this question in the affirmative.

About half of all staff who answered the survey reported a positive experience, though not many male written comments. One Caucasian woman did say she had enjoyed her relationship with a Taiwanese student, learning about Taiwan culture and watching the student strive to learn counseling techniques.

While tension and some resentment was reported by a handful of administrators, most said their experiences on campus had been positive. Like staff, not many described these experiences.

The classroom was the setting for many faculty members' positive experiences. "I have spoken many hours with my students about their non-American cultural origins," one professor said, "and I love to learn of their culture. These are highlights in my life."

Faculty also had good experiences with their peers. "Mexican-American faculty have been very supportive of my efforts to learn authentic Hispanic culture as well as other cultures of the world," said a Euro-American professor.

Some faculty had made good comments about recruiting and hiring as well, saying they had not experienced any favoritism. and in experiences with peers, were positive comments from minority faculty, noted the survey's compilers.

"We are left wondering what the experiences of minority faculty are like."