

Are we building a better student?

Freshman learning community results are in



Prof, student take flight with NASA

Alums of year making a difference

CSUEB introduces first doctoral program

Winter 2009

WINTER 2009

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PHOTO: CHRIS KITTING

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east bay

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Composite photo of five CSUEB students, including freshman Allison Armour's eyes.

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A TRADITION OF TEACHING, LEARNING, AND ACADEMIC QUALITY

LAST YEAR, Cal State East Bay made history with a record-breaking fall enrollment of more than 14,000, our largest ever. Among the scores of new students we welcomed was yet another record freshman class at our Hayward Campus — an increase of more than 30 percent over the previous fall — as well as the first cohort of freshmen pre-nursing students at our Concord campus. Clearly, word of Cal State East Bay's distinctively personal, professional, and achievable college experience is continuing to spread.

Today, at the start of what will be a challenging new year, the University is hard at work reinventing itself with a new academic plan as its guide. Consider just a few examples of our recent progress: New curriculum has been introduced addressing forward-looking needs like sustainability. Planning for future degrees in critical areas such as energy management is under way. More than 100 new tenure-track faculty — each with mission-critical expertise — have been hired. And we've launched an online campus, making CSUEB an e-learning frontrunner in the California State University system.

What's driving this change? The answer is a University community mandate calling for a renewed but also refreshed emphasis on our hallmark tradition of teaching, learning, and academic quality. What this recognizes is that while teaching and student interaction remain at the heart of our mission, the needs of our communities and students are

changing dramatically. And this demands nothing short of innovation on our part.

This issue of Cal State East Bay magazine highlights our evolving mission and position as a distinctively student-centered institution. You'll read about our award-winning freshman learning communities; pioneering faculty-student research; and a new professional doctoral program — our first. Other stories that will inspire you include a feature about CSUEB students, guided by expert and committed faculty, learning while also providing valuable community service. And, of course, no issue would be complete without stories about the remarkable achievements of our alumni — including our Alumnus and Distinguished Young Alumnus of the Year — demonstrating the unparalleled value and career-power of a Cal State East Bay education.

Join me in starting the new year by enjoying this issue of Cal State East Bay magazine. And in doing so, let's not only celebrate how far we've come as a uniquely student-centric university, but also how far we are destined to go — with your continuing interest, support, and passion.

Mohammad "Mo" Qayoumi
PRESIDENT



PHOTO: JESSE CANTLEY

LOOKING AHEAD

Expanded Concord nursing program aids region, state

Responding to a critical nursing shortage in Contra Costa County and throughout the state, Cal State East Bay welcomed the first cohort of freshmen to its new pre-nursing program at the Concord Campus in the fall. The program represents the University's first four-year educational offering at Concord.

The University's bachelor of science nursing program — offered for more than 30 years at the Hayward Campus — was added to the Concord Campus' curriculum in 2006. It is expected to make a significant impact on the nursing force in Contra Costa County by 2010, when the Concord Campus will have graduated 109 additional nurses and educated about 239 nursing candidates.

The Concord Campus' pre-nursing program offers new students many advantages. It ensures that students in a cohort — classmates who progress through an academic program as a group — will take all courses together, fostering social and academic connections that contribute to student success. Additionally, the program guarantees students access to the classes they need to fulfill all pre-nursing requirements.

"The pre-nursing program follows the University's nationally-recognized Freshman Learning Community Clusters program, integrating lower division general education and major prerequisite courses that have previously been offered only at Cal State East Bay's Hayward Campus," says Emily Brizendine, interim executive director of the Concord Campus. "Students in the program at Concord will enjoy the same small, innovative learning community experience that is a key component on both campuses."

The state allocated money to remodel a nursing skills laboratory and build a new simulation laboratory on the University's Hayward Campus, says Carolyn Fong, chair of Cal State East Bay's Department of Nursing and Health Sciences.

The renovations of the two science laboratories and a nursing simulation lab — at a cost of \$400,000 for construction — was paid for by a 2006 voter-approved measure. The nursing simulation lab will have a faculty observation window, behind which a faculty member can control

Students in CSUEB's nursing program at the Concord campus get hands-on clinical experience working with high-tech, lifelike mannequins in the program's recently renovated nursing simulation laboratory.

an advanced robotic mannequin to simulate various patient symptoms. The new mannequin, funded by John Muir Health, is expected to be available to students at the beginning of winter quarter. It will replace an outdated mannequin used during the fall.

New students will be accepted each year for the nursing programs at both campuses. While most other Concord classes are offered in the evening, the nursing classes will be held during the day, representing a major change at Concord.

Says Brizendine, "Educating and training more nurses at the Concord Campus is just another way that the University is meeting the workforce needs of the communities we serve."

For details about the pre-nursing program at Cal State East Bay's Concord Campus, visit www.concord.csueastbay.edu, call 925.602.8638, or contact Annie Chandler, assistant director of Enrollment Development, at annie.chandler@csueastbay.edu. ■

BY BARRY ZEPEL

UNIVERSITY NEWS

Hedrick named ACADEMY OF SCIENCES FELLOW

As a scientist, 2008-2009 should be memorable for Michael Hedrick, who began his 15th year on the Cal State East Bay faculty as new chair of the Department of Biological Sciences. In October, he was named a fellow of the recently renovated California Academy of Sciences.

Hedrick, a resident of Oakland, was elected by unanimous vote of the Academy's board of trustees. A noted researcher in vertebrate respiratory and lymphatic functions, Hedrick has more than 40 peer-reviewed publications to his credit and has presented lectures throughout the United States and at universities around the world.

As a fellow, Hedrick will be part of the group of eminent scientists who govern the Academy, which is dedicated to "exploring, explaining, and protecting the natural world," according to the academy's mission statement.

For Hedrick, who received CSUEB's 2006-2007 George and Miriam Phillips Outstanding Professor award, selection to the academy has particular significance.



Michael Hedrick

"This is something that is outside of the University, in the larger scientific community, which makes it a great honor," Hedrick said. "It is recognition within the scientific community, and it is very satisfying. It feels great." ■

PHOTO: BEN AILES

NACWAA honors Debby De Angelis as Administrator of the Year

The National Association of Collegiate Women Athletics Administrators in September honored Debby De Angelis, director of athletics at Cal State East Bay, as one of its eight Administrator of the Year Award recipients.

The award is given to NACWAA members who have made significant contributions as administrators of intercollegiate athletics. De Angelis has led the CSUEB athletics program, made up of six men's teams and nine women's teams, since July 2001. In addition to her responsibilities for the University as director of athletics, De Angelis serves as vice president of

the California Pacific Conference.

Within the National Association of Intercollegiate Athletics, she is vice chair of the Region II Management Council, a member of the National Council of Collegiate Administrators, and the Cal Pac Conference liaison for women's basketball. For the past three years, she also has served as the tournament director of the Cal Pac Conference Men's and Women's Basketball Championships.

Internationally, De Angelis serves as a member of the youth commission for the International Federation of Rowing Associations and has been a



Debby De Angelis

rowing official at the past two Olympic games. She held the position of manager for the 1976 and 1980 women's Olympic Rowing Teams.

De Angelis also was named Astro-turf Athletic Director of the Year in June. She was among 29 directors of athletics who received awards at the National Association of Collegiate Directors of Athletics Convention in Dallas, Texas. ■

MCNAIR SCHOLARS WORK TOWARD

Doctoral Degrees



PHOTO: BARRY ZEPPEL

Anita Carse, a sociology major, is among 21 participants in CSUEB's inaugural McNair Scholars Program, which provides scholarship money to students who pledge to earn a doctorate within 10 years of graduating from the University.

The first group of McNair Scholars at Cal State East Bay received recognition in October at the program's inaugural celebration held in the University Theatre. The program provides a one-time \$2,400 stipend to students who pledge to earn a doctorate within 10 years of graduating from CSUEB.

CSUEB's McNair Scholars Program will assist 21 students studying subjects including business, mathematics, ethnic studies, psychology, and biology. Participants' research interests range from international taxation to exploring the social interaction between players of video gaming consoles.

"I knew I wanted to go for my master's; why shouldn't I shoot for my doctorate?" says McNair Scholar Anita Carse, 32, who is studying social justice issues. "The McNair doctoral program teaches you how to get your master's degree along the way."

Named in memory of astronaut Ronald E. McNair, the second African American to fly in space, the McNair Scholars Program is funded through a grant from the U.S. Department of Education.

McNair, who held a Ph.D. in physics, died in the 1986 Challenger space shuttle accident.

Cal State East Bay is one of 10 campuses in the California State University system offering a McNair Scholars Program.

To qualify, students must have completed at least 90 quarter units, have at least a 3.0 grade point average, and be a first generation college student from an economically disadvantaged background. They also may be from a group historically underrepresented at universities, including African Americans, Latinos, Native Americans, native Hawaiian, and Pacific Islanders.

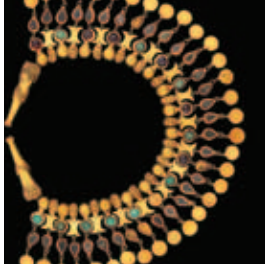
"The McNair Scholars Program aims to successfully prepare students for entrance into graduate school," said Teresa Golebiewska, director of the EXCEL and McNair Scholars programs. "They work closely with a faculty mentor, conduct research, eventually make formal presentations, and their work gets published in peer-reviewed journals."

For information about the McNair Scholars Program, visit wwwsa.csueastbay.edu/mcnair or call 510.885.3744. ■



PHOTO: BARRY ZEPPEL

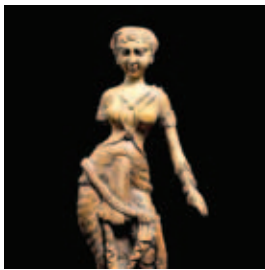
McNair Scholar Charles Washington, 23, a computer science major, encourages interested students to apply for the program, noting that participants receive strong mentoring and academic support.



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2



3



4

1. (Detail) Ornament for the neck of a robe, 1st century BC-1st century AD; gold, turquoise, garnet, and pyrite; National Museum of Afghanistan

2. (Detail) Ring depicting Athena, 1st century BC-1st century AD; yellow and white gold; National Museum of Afghanistan

3. (Detail) Statuette of a woman standing on a makara, possibly a furniture ornament, 1st-2nd centuries AD; ivory; National Museum of Afghanistan

4. (Detail) Pair of pendants depicting the "Dragon Master", 1st century BC-1st century AD; gold, turquoise, garnet, lapis lazuli, carnelian, and pearl; National Museum of Afghanistan

PHOTOS © Musée Guimet / Thierry Ollivier

CULTURAL SERIES FOCUSES ON *Afghanistan, Iran*

THE UNIVERSITY HAS PILOTED A YEAR-LONG SERIES OF LECTURES AND ARTISTIC PRESENTATIONS TO DRAW ATTENTION TO DIVERSE CULTURES OF THE BAY AREA. FOR THE 2008-2009 ACADEMIC YEAR, THE SERIES FOCUSES ON AFGHANISTAN AND IRAN THROUGH LECTURES, PROGRAMS, AND PRESENTATIONS HELD AT UNIVERSITIES AND CULTURAL INSTITUTIONS THROUGHOUT THE BAY AREA.

The series, organized through the College of Letters, Arts, and Social Sciences, began in the fall and will continue at CSUEB in April.

On April 8, the presentation, "Literature and the Making of Ethnic Americans: Literary Expressions of Afghan and Iranian American Identity 30 Years On," by Persis Karim, associate professor of comparative literature at San Jose State University, will be held at CSUEB. The next event, "Hyphenated Lives: Muslim Americans in the United States," featuring a discussion led by Soheila Amirsoleimani, associate professor of Persian at the University of Utah, is scheduled for April 28 at the Hayward Campus.

In October, the series will conclude with the conference "Dar Jahan, dar Hazar

(In the World, At Home): Afghan and Iranian Diaspora Cultures and Communities in the Bay Area," also to be held at the Hayward Campus.

The exhibition, "Afghanistan: Hidden Treasures from the National Museum, Kabul," which ran Oct. 24 through Jan. 25 at the San Francisco Asian Art Museum, kicked off the series. On loan from the National Museum of Afghanistan, the collection of nearly 230 items, from three archaeological sites, included gold objects from the famed Bactrian Hoard, bronze and stone sculptures, ivories, painted glassware, and other ancient artworks.

The exhibit program also included a Dec. 18 discussion, "Afghanistan Today: A Conversation with Two Scholars," featuring Cal State East Bay President Mohammad Qayoumi, an Afghan native, and Sanjyot Mehendale, an instructor in the Department of Near Eastern Studies at the University of California, Berkeley. In November, President Qayoumi also participated in the collaborative conference "Recovering Afghanistan's Past: Cultural Heritage in Context" at UC Berkeley.

For details about the series, visit http://class.csueastbay.edu/Global_Knowledge.php. ■

AWARDS GALA RAISES FUNDS FOR PRESIDENTIAL SCHOLARS

PHOTOS: BEN ALLES



Presidential Scholarship recipient and music major Karissa Pivrotto-Britton, above left, croons to the crowd at a Nov. 7 gala benefiting the merit-based scholarship fund.

AN OTHERWISE HUSHED AUDIENCE GREETED A VOCAL PERFORMANCE BY FRESHMAN KARISSA PIVROTTO-BRITTON AT THE NOV. 7 PRESIDENTIAL SCHOLARS FUND BENEFIT GALA WITH OCCASIONAL WHISPERS OF, "SHE IS SO TALENTED."

Presidential Scholarship recipient and music major Pivrotto-Britton sang "On the Street Where You Live" from "My Fair Lady" and "In the Still of the Night" by Cole Porter. Pivrotto-Britton, 18, says she chose the songs because they have "so much emotion and (are) fun to sing."

The annual black-tie gala, held at Castlewood Country Club in Pleasanton, raised approximately \$50,000 for the merit-based Presidential Scholarship Fund and featured award presentations to the University's Distinguished Alumna of the Year, Evelyn Dilsaver; Outstanding Young Alumna of the Year, Jennifer Jones; and 2007-2008 Outstanding Professor Bijan Gillani.

The event, organized around the theme "Making a World of Difference," also recognized three freshman Presidential Scholarship recipients: Jesse Ashcraft, an English major; Amber Cudney, who plans to major in International Studies; and Pivrotto-Britton.

The Presidential Scholarship award is offered to high achieving high school seniors. Applicants submitted a 500-word essay chosen from two possible essay topics. The first topic required students to describe how they have used their academic achievements to enhance a community, an organization, a particular cause, school, or another person. The second topic asked students to explain how educational excellence has made them a better person.

The application also required two letters of recommendation and a list of high school organizations and activities in which students participated.

The scholarship grants students \$5,000 each year for up to four years of attendance, as long as they maintain above a 3.8 grade point average and remain enrolled as a full time student, according to Rhonda Johnson, executive director, Financial Aid. Johnson

co-chairs the scholarship selection committee with Stevina Evuleocha, University Honors Program director.

The scholarship program focuses on commitment to community service, and future scholarship recipients may be involved with mentoring at the school, Johnson says.

As the third child in her family to head to college, Pivrotto-Britton said she wouldn't have been able to attend CSUEB without the scholarship, which helps pay for her student and housing fees.

"I was so happy when I received the scholarship," she says. "I really wanted to come to CSUEB, because I had talked to the music faculty, and I thought the environment was very conducive for learning."

The gala came to a close with a message delivered by CSUEB President Mohammad Qayoumi about his vision for CSUEB by the year 2020. Envisioning an enrollment of more than 20,000 students with 4,000 on-campus residents, he concluded that the Cal State East Bay of the future will be a university where "all students major in solutions for tomorrow." ■

BUILDING A BETTER STUDENT

PHOTO: SCOTT CHERNIS

At 10-year mark, innovative learning communities register results

Editor's note: This is the first report in a year long project in which Cal State East Bay magazine is following first-time freshmen in the University's Learning Community Clusters program.

IT'S THE FIRST DAY OF THE FALL QUARTER IN A PHYSICS CLASS PACKED WITH FRESHMEN — NOT AN EMPTY DESK IN SIGHT. THE CLASSROOM ISN'T YET BUZZING WITH CHATTER, SINCE THIS GROUP OF ABOUT 50 FIRST-TIME COLLEGE STUDENTS HASN'T GOTTEN TO KNOW THE SUBJECT MATTER OR EACH OTHER YET. THEY SOON WILL. ▶

In the first lab session for Beats, Physics and the Mind, a freshman learning community cluster that weaves together courses in physics, music and philosophy, freshman Allison Armour, left, studies an oscillating string during a lesson about sound waves.



STUDENT:
Allison Armour, 18

HOMETOWN:

Tracy

MAJOR MUSINGS:

Right now I'm in business.

CAREER FORECAST:

Maybe (I'll work) in communications or nutrition.

INSTRUMENTAL INSTINCT:

Music is a big part of my life, because I always played instruments when I was little. I played the violin and piano. It's fun to play (the violin), because it's one of those instruments everyone wants to play.

MUSICAL NOTES:

I like a lot of stuff — Beyonce, Christina Aguilera, Chris Brown, T-Pain, Plies. I like pop and hip-hop a lot. I like some rock 'n' roll, and I like alternative.

WHO INSPIRES YOU?:

My mom. She takes care of me and my three sisters by herself. She had cancer last year, and she kept going to work. My mom is an office manager for The Wine Group. They own vineyards in Livermore.

PERSONAL OUTLOOK:

Plan ahead. It's OK to have fun now, but I think about the future. You shouldn't necessarily live for today, because tomorrow comes. Now what?

LEARN ANYTHING SURPRISING IN PHYSICS 1200?:

(Sound) waves traveling through solid materials, you don't really think about it, but they move faster in solids. Because the molecules are close together, the waves travel faster than in air.

Physics instructor Bill Pezzaglia supervises as students take apart an upright piano and measure the string length inside. Measuring where a piano key's hammer strikes a string determines whether certain harmonics are suppressed or enhanced.



PHOTOS: JESSE CANTLEY

Each student is enrolled in “Beats, Physics and the Mind,” part of CSUEB’s innovative 10-year-old Learning Community Clusters program that has been cited as a national education model for producing students with stronger writing and critical thinking skills and for seeing more of them return as sophomores compared with similar students attending schools that don’t offer such a program. Over the course of their freshman year, they’ll see the same faces in class each quarter, team up to study for mid-terms and finals, collaborate on lab experiments about wavelengths and harmonics, question the nature of sound, and compose music together.

But that all lies ahead.

During the first September session of Physics 1200: Behind the Music, they’re still bashful, so instructor William “Dr. Bill” Pezzaglia breaks the ice by asking: “How many people in the class are actually musicians?”

About 10 hands dart into the air.

“Now if we eliminate guitars, how many play instruments?” he says.

Half the hands drop.

“Anyone play anything exotic like the violin?” he says.

One hand remains aloft. It belongs to Allison Armour, 18, of Tracy, one of the few students who isn’t shy about asking or responding to questions the first day.

After class, Allison says she signed up for the “Beats, Physics and the Mind” cluster because of its integration of music and physics. “I’m really into science,” says Allison, who dreams about singing professionally but plans to major in business. “I thought it would be interesting.”

Over the coming months, Cal State East Bay magazine will shadow Allison and her classmates as they work their way through the yearlong learning community program, which also includes a general studies skills component. Six campuses in the California State University system offer a form of learning community. Across the country, most learning community programs are tailored toward honor students or those with basic skills needs. ▶



STUDENT:
Elmo Rey Arciaga, 18

HOMETOWN:
Oakland

MAJOR THOUGHTS:
Business, entrepreneurship. I’m committed, but I’m exploring, too.

JOB PROSPECTS:
I’m a mobile DJ, so I want to continue that. Besides that I don’t know. People call me for parties, weddings, birthdays, quinceañeras — I’ve done all types of events.

MUSICAL VIBE:
I like all types of music. I listen to more hip-hop and play more hip-hop, because that’s what people ask for. I wouldn’t choose to listen to opera or country, but some is OK.

FAMILY TIES:
Everyone in my family has gone to college — my parents, my sister, my grandparents.

WHO MOTIVATES YOU?:
My sister. She looks up to me a lot. I like to show her I’m doing good in school. She’s getting straight As. I think she tries to beat me. I got straight As once in grammar school or in middle school. In high school I had a 3.2 or 3.5 GPA, in that range.

WHY BEATS, PHYSICS AND THE MIND?:
I knew music was involved, so I chose it. I’m liking it. Physics is pretty hard. I’m learning a lot of things I wouldn’t think of otherwise.

PHYSICS MEETS MUSIC — TELL A FRIEND:
I use this program in DJing — where you see the (sound) waves on my computer screen. Just jokingly, I bring it up (to my friends) — they don’t want to hear about school. All sounds have waves. I notice for bass sounds, they have a longer wave. With claps, it’s a shorter wave but longer, with more amplitude.



Freshmen enrolled in the “Beats, Physics and the Mind” learning community cluster observe as instructor Bill Pezzaglia demonstrates the inner workings of a piano. The mechanical design of the instrument has changed little in 100 years, Pezzaglia says.

PHOTOS: JESSE CANTLEY

MODELING SUCCESS

“We’re the only one that I know of nationwide that’s mandated all year long for all freshmen,” General Education Program Director Sally Murphy says. “It’s been a remarkably successful program.”

Murphy refers to it as a model for “better learning.”

National studies by scholars at Syracuse University and The Evergreen State College report that learning communities, including CSUEB’s, help build better students. The research shows that elements of CSUEB’s program that contribute to successful student results include: teaching styles that encourage students to interact and work together, linking basic skills courses to general education classes, provid-

ing academic support such as tutoring, and guaranteeing freshmen access to required classes. Most importantly, compared with students who don’t participate in learning communities, Cal State East Bay’s freshmen benefit from forging personal ties with classmates, faculty, and advisers. When students feel at ease with peers and professors, they are more likely to participate in class and study groups, ask questions, seek help, and develop confidence in their academic ability, studies reveal.

“That’s one of the greatest ways it contributes to their overall success, by making them more comfortable in the classroom environment,” says Sahar Haghighat, who teaches the general studies section for “Beats, Physics and the Mind.” “They’re able to have a greater impact in the class

discussion ... (and) it allows them to really build up community and get a general comfort (level) with each other and also their instructors.”

In 2008-2009, Cal State East Bay offered 21 learning clusters focusing on subjects ranging from “Atoms are Everything” to “Keeping it Real: The Arts and Pop Culture.” Each learning community features three interdisciplinary classes connected by a common theme. “Beats, Physics and the Mind” weaves together physics, music, and philosophy courses around the theme of music – its mechanics, methods, and meaning.

“What’s physics have to do with music?” Pezzaglia says on Day One of Physics 1200. “If you define music as the message — not a whole lot. But if you want to talk about the vehicle, the delivery — that’s the physics.”



EXPERIMENTAL EDUCATOR

Meiklejohn Hall, the brick building anchoring the southern edge of the Hayward campus, takes its name from Alexander Meiklejohn, who created the first learning community in 1927 at the Experimental College at the University of Wisconsin, Madison.

During the winter quarter, half of “Beats, Physics and the Mind” participants will create musical compositions in Music 1085, also known as “Introduction to Audio Production,” the course that inspired many students to enroll in the cluster. The rest of the group will take Philosophy 1303, or “Introduction to the Philosophy of Art”, where they’ll ponder questions such as: “What makes something music?” Come spring, students technically will switch courses, although the music and philosophy instructors plan to teach both subjects simultaneously in partnership throughout winter and spring quarters.

Philosophy instructor Craig Derksen, dressed in black, shows up for the first day, too, to share some insight into what’s to come later in the year.

“The whole heart of this class is the making of music in the winter and spring,” Derksen says. “Everything (Pezzaglia) teaches you is only good to you if you can figure out how to apply it. If he teaches you about sound waves, you have to ask yourself, ‘How does this apply to making music?’”

On this day, however, the long-term goals behind “Beats, Physics and the Mind” elude the gaggle of freshmen as Pezzaglia launches into their first learning community lesson about the nature of sound, why some things sound good, and others appeal about as much as a crashing stack of garbage can lids. Grabbing a long metal pole, he slams one end onto the classroom floor, producing a clang that lingers for several moments.

“That’s the Doppler effect,” he says. “We call that resonance.”

Pezzaglia favors active-learning techniques and creates countless opportunities for students to observe physical phenomenon firsthand, including a final class session when they’ll take apart and reassemble an upright piano. During the first class, he strings a thick rope from a corner at the back of classroom to the front. Grasping the loose end, he sways the rope back and forth using short choppy motions. The movement creates a series of visual waves along the rope.

“There’s a point in the middle where it’s not moving,” he says. “That’s called a node ... The Greeks actually started the study of music theory by studying waves on a string. That’s how we’re going to start.”

Although the class doesn’t include a full-length laboratory experiment each week — labs typically take a couple hours — he has designed a modified lab experience for 70 minutes per week. ►



STUDENT:
Elizabeth Fualaau, 18

HOMETOWN:

Union City

MAJOR QUESTION:

I’m thinking about somewhere in the department of criminal justice or the medical field.

PROFESSIONAL CONSIDERATIONS:

I wanted to be a doctor or a firefighter ...

I just want to work somewhere I can help people.

MUSIC MANIA:

I listen to all kinds of music — R&B, rap, I like the oldies — the Temptations, Tina Turner — just random stuff. I like some rock. I also listen to my island music. There’s a Christian group, the Katinas, Pacific Soul — they’re a girl group.

CULTURAL PERSPECTIVE:

Religion has a lot to do with where I come from (Samoa). I’ve been raised in the church.

FROSH OUTLOOK:

I actually like school a lot. I like the learning communities, I like the people in my classes. They’re cool. Whenever I go to my friend Michelle’s dorm, no one’s ever rude. They’re over-friendly.

FAMILY AFFAIR:

My family’s always about laughs. We’re always joking and laughing. That’s why I like my family. We’re really close. I’m seventh out of seven girls and seven boys.

COLLEGIATE MOTIVATION:

Mainly my dad. He’d give me a big old lecture, so I wouldn’t have to do back breaking work like he has.



PHOTO: SCOTT CHERNIS

A SOUND EXPERIMENT

Two weeks into the quarter, he has divided the Physics 1200 class into two groups for weekly lab sessions in Science North 246. In the lab, students will get a hands-on approach to learning about how the laws of physics influence the hip-hop, rock, and Pacific island music many of these aspiring musicians favor.

During the first lab meeting, business major Elmo Rey Arciaga, then 17, of Oakland is stationed at one end of a long counter, setting up an experiment in which he and his peers will examine the relationship between the speed of a wave on a string and the tension on the string. (The lesson was inspired in part by Galileo's father, a 16th century lutenist who observed that the pitch of a vibrating string is proportional to the square root of its tension.) Elmo says he enrolled in "Beats, Physics and the Mind," because he's already got a music-related profession in mind.

Student Jamel Jackson measures the wavelength of a vibrating string to determine the wave speed during a lab session in the "Beats, Physics and the Mind" learning community.

"I have my own D.J. business, and I want to continue to do that," says Elmo, who spins at parties and celebrations from wedding to quinceañeras. "Right now, I'm more of a mobile D.J. I've done about two club (shows)."

Regardless of whether he sticks to his D.J. job in the long run, he'll likely take away from the learning communities program some skills that will stay with him down the road, according to Catherine McHugh Engstrom and Vincent Tinto of Syracuse University, who co-authored the 2007 study "Pathways to Student Success: The Impact of Learning Communities on the Success of Academically Under-prepared College Students."

"Learning community participation was seen by students as transformative," Engstrom and Tinto wrote. "Many students who had not taken their studies seriously during high school and/or had little confidence in their ability to succeed in college developed a strong sense of purpose and confidence after one term enrolled in a curricular learning community. They blossomed in an environment that recognized their talents and took them seriously as scholars and college students."

The 3-year study by Engstrom and Tinto examined programs at 19 institutions with an emphasis on students who arrived at college needing to take basic skills classes or who didn't speak English as their first language, including many from low-income families or groups that historically have been underrepresented at universities. While learning community programs spotlighted in the study — including CSUEB, the subject of one of five case studies — particularly benefited students considered under-prepared for college work, they also prove valuable for freshmen who arrived on campus ready to tackle college-level courses.

"It enhances anybody who's in the experience over time, the learning habits and study groups become an ongoing part of their experience," says Engstrom in an interview from her New York office.

ON THE SAME WAVELENGTH

Lab sessions in "Beats, Physics and the Mind", for instance, are always collaborative projects.

For an October lab experiment, an approximately 2½-foot-long piece of string is suspended horizontally between a small motorized vibrator at one end and a pulley mounted on a short metal stand at the other end. Elmo and his partners add increasingly heavier weights to the pulley end of the string, while increasing the frequency applied to the string by the vibrator. As the string vibrates, it creates wavy lines, or wavelengths, resembling those Pezzaglia created with the rope on the first day of class. By knowing the frequency and measuring the wavelength, students will calculate the wave speed.

Pezzaglia asks them to record the wave speed and mass of the metal weight on an electronic spreadsheet posted on a computer at each station. As students enter the wavelength and mass of the weight, the spreadsheet automatically creates a chart. If the reported data is correct, the chart should show a straight diagonal line inching upward from left to right.

Across the lab table from Elmo, Allison works with two partners, including Elizabeth Fualaau, 18, who wears a blue CSUEB sweatshirt and her long hair in a knot on her head. Allison holds up a measuring stick parallel to the wave, while Elizabeth kneels down to eye its length. She jots down a measurement of .442 meters, which Allison types into the spreadsheet. Their measurements are accurate, according to the chart, which reflects a diagonal line across the screen.

The numbers aren't lining up as neatly for classmate Jamel Jackson, 18, of Stockton, who sports a diamond stud in one ear and a treble clef shaved into his closely-cropped hair. After several measurements, Jamel and his lab partner face an uneven line of data points.

"When we were doing it wrong, our points were right," he says. "Now that we're doing it right, our points are wrong."

Pezzaglia steps over to Jamel's station to assist, suggesting he adjust the tension on the string. ▶



STUDENT:
Jamel Jackson, 18

HOMETOWN:
Stockton

CURRENT MAJOR:
Business, but it might change.

JOB JACKPOT:
I don't know what it's going to be, but I'm going to do it big.

A HIGH NOTE:
I love music with a passion. It plays a big role. I do music instead of other things, like negative things, you could be doing. It's like my own high.

LISTENS TO:
Neo soul, R&B soul, gospel, rap, and I actually like all the genres, but those are the most prominent.

INSPIRATIONS:
God. My mom — she was always there. Anything I wanted to do, she always supported me.

LEADING THE WAY:
I'm the first in my family to go to college. I'm the second oldest. I've got three brothers and three sisters.

WHY CSUEB?:
This was the only CSU I was looking forward to, because it was close to home but not (too) close to home.

ALL FOR ONE:
It's been good being in this class. Physics is hard, so everyone in it, it brings us together. We call each other if we can't understand. We get together. We meet in the library or dorm or study room or e-mail.



PHOTO: SCOTT CHERNIS

Physics instructor Bill Pezzaglia offers personalized assistance to freshmen during a lab session. When some students in his learning community struggle on the first quiz, he arranges free tutoring sessions before class meetings.

RESOURCES AT THE READY

Fortunately, there's plenty of time remaining in the quarter for Jamel and others to get their bearings and extra help, if they need it. Pezzaglia works hard at engaging students in the subject matter and helping them succeed. When some freshmen in the learning community, for instance, struggle on the first quiz a couple weeks later, Pezzaglia responds by offering tutoring sessions before class two to three times per week. He also alerts general studies instructor Haghighat.

All "Beats, Physics and the Mind" students attend the same general studies class, where essays and other assignments help reinforce the subject and theme of the learning community. Haghighat, for example, frequently weaves physics, music, and ethics questions into writing assignments.

"If I realize that students are having a hard time in physics, I may ask them (to write about) what do they find most difficult, what do they find most enjoyable in physics class?" she says.

The course also emphasizes study skills, such as when and how to take notes, and

helps students understand and adapt their study methods to their individual learning style, such as auditory, visual or verbal. At the start of the quarter, students take a test that identifies their preferred learning style.

Elizabeth, who lives off campus at her parents' Union City home, credits the general studies class for helping her better manage her time and adapt to life as a college student.

"I know now what to do next quarter and what not to do," she says.

Elizabeth's family background resembles that of many of her CSUEB peers whose parents do not hold college degrees. Her father works in glass manufacturing and her mother takes X-rays at nursing homes. Seventh out of 14 siblings, Elizabeth would be the first in her family to earn a bachelor's, although one brother studies at a community college. Family connections mean a lot to her.

"We're really close," she says. "A lot of what I do is for my family. (Attending college) means a lot to a lot of people in my life — they're just waiting for me to graduate. It also motivates me."

A SENSE OF BELONGING

A couple months into her freshman year, Elizabeth is beginning to find a sense of community with some of her learning community peers and often takes a bus to campus to study on days she doesn't have class.

Ian Stenger-Morgante, who lives on campus, sometimes invites fellow "Beats, Physics and the Mind" participants back to his student apartment at Pioneer Heights.

"He invited us to his dorm the other day," Elizabeth says. "Ian's really cool ... He's so funny, he makes you laugh."

Ian, whose major is undeclared, often speaks up to ask or answer questions in class. He also frequently leads his lab team, but admits he should study more for tests.

"I meet up with a lot of people," he says, during a break in an afternoon lab. "Sometimes we hang out, or we go to my dorm, because I live on campus. We study and socialize."

"I like doing labs," he adds. "It comes pretty easy for me. It's hard for some people."

By the end of the quarter, Allison agrees that the physics class can be challenging, but taking it as part of a learning community has smoothed the way.

"As people get to know each other in three or four classes, it makes it easier to go to people for help, because you see them all the time," she says.

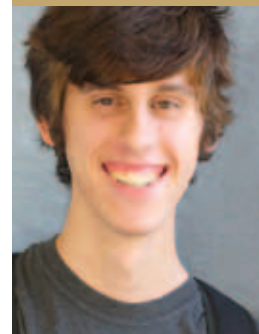
Based on research results, the social ties emerging between "Beats, Physics and the Mind" students should strengthen as they move into the winter and spring quarter together and is expected to contribute to increasing their academic self-confidence and competence.

Guaranteed access to required classes, taking general studies with the same instructor throughout the year, and an emphasis on personal connections make learning community students feel like they belong at the University and far less likely to transfer or leave school, Engstrom says.

Cal State East Bay's annual retention rate, or the rate at which freshmen enroll as sophomores, ranges between 80 and 84 percent, a figure that places the University in the top three among CSUs.

"The whole model was a strength," says Engstrom about Cal State East Bay's learning communities. "We've given what they're doing a lot of national attention, and they deserve it, especially for students who are first generation college students." ■

BY MONIQUE BEELER



STUDENT:
Ian Stenger-Morgante, 18

HOMETOWN:
Oakland

PROSPECTIVE MAJOR:
I'm thinking of going into the arts, but right now I'm undeclared. I might do graphic novels. Or I would do something with images like in computer arts.

CAREER THOUGHTS:
Maybe I would do something in the video game genre.

MEDITATIONS ON MUSIC:
I like music a lot, like metal — Cradle of Filth and Dimmu Borgir, it's Swedish. It's just amazing the way (metal) is developing.

PARENT PROFILE:
One's a psychotherapist and one's a principal at an elementary school.

HAS BEATS, PHYSICS AND THE MIND CHANGED HOW YOU THINK ABOUT MUSIC?:
Pumping hertz into your headphones can damage your ears. (Note: He hasn't lowered the volume knob yet.) I just realize it could be messing up my hearing.

STUDY STYLE:
I'm smart, but ... I don't apply myself enough ... That's my curse.

WHY BEATS, PHYSICS AND THE MIND?:
I wanted to do "Individual and Society" ... I'm glad I didn't ... This one's better.

UNEXPECTED LESSON PICKED UP IN PHYSICS 1200 "BEHIND THE MUSIC":
Sounds, when they are emitted, they never go away, but we can't detect them. There are probably sounds from a dinosaur, we just can't detect it.

THE RIGHT STUFF AT CAL STATE EAST BAY

Christopher Kitting, CSUEB professor of biological sciences, and Rene Jacome, a senior majoring in physics, observe the night sky through high-powered cameras following their return from a Sept. 29 NASA mission. The pair, wearing NASA flight suits, photographed the reentry into Earth's atmosphere of an International Space Station supply vehicle.

THEY DIDN'T MAKE IT ALL THE WAY INTO SPACE.

But earlier this year Cal State East Bay professor Chris Kitting and student Rene Jacome were issued genuine NASA flight suits. Dressed in NASA blue, for nine days they worked alongside space agency officials as well as top astronomers from around the globe. Their mission? Fly high over a remote corner of the Pacific to observe first-hand as a supply vessel for the international space station hurtled back to Earth, disintegrating into more than 100 pieces as it tore through the planet's atmosphere.

A major purpose of the Sept. 29 flight was to improve the safety of future space operations by studying the nature of spacecraft reentry into the atmosphere. Not only did the mission succeed in documenting the return of the supply vessel, known as "the Jules Verne," it put California State University, East Bay, in the space science community's limelight — quite literally. Kitting's vivid photo of a vessel fragment was the first image from the flight posted on the European Space Agency's Web site. And it remained prominently displayed there for more than a week. Perhaps more importantly, Kitting and Jacome's detailed photographs and video of the vessel's smaller debris promise to provide vital information in determining prudent trajectories for future spacecraft reentries. ▶

PHOTO: SCOTT CHERNIS

“It’s very satisfying knowing that NASA and (the European Space Agency) could develop a model that would predict major debris trajectories based on data I helped take.”

Rene Jacome
SENIOR, PHYSICS MAJOR

In preparation for the NASA mission, CSUEB professor Christopher Kitting traveled to the University of California’s Barcroft Station and Observatory, a high altitude research facility near Bishop, to test cameras and other gear in cold, dark, clear-sky conditions.

PHOTO: CHRIS KITTING

Flying above 80 percent of the Earth’s atmosphere over the South Pacific, Christopher Kitting, left, captured images of the Jules Verne supply spacecraft by rigging image intensifiers and a video camera to telescopic camera lenses. NASA permitted Kitting and student Rene Jacome to keep the flight suits they wore during the mission.



PHOTO: RENE JACOME



PHOTO: JESSE CANTLEY

ACCIDENTAL ASTRONOMERS

Kitting and Jacome were never the likeliest candidates to get to Tahiti and chase the Jules Verne.

After all, Kitting studies marine life, not rocket reentry. But the 55-year-old has developed an expertise in long-distance photography in his quest to chronicle creatures like dolphins from a distance. His cache of equipment eventually came to include high-powered lenses and image enhancers, which effectively give cameras night vision.

About a decade ago, Kitting began to take greater interest in meteors and asteroids, which are credited for causing major biological shakeups like the demise of dinosaurs. This led him to pay closer attention to NASA, which has been scanning the skies for potentially hazardous asteroids. The Jules Verne mission made it onto Kitting’s radar partly because astronomers hoped the craft’s reentry would offer insights into meteor behavior.

But the safety aspect of tracking the falling vessel is what landed Kitting on the “multi-instrument airborne campaign,” a joint project of NASA, the European Space Agency, and the SETI Institute, a research group focused on the search for extraterrestrial intelligence. Other scientists planned to focus on the largest chunks of the 10-meter-long

craft, which would scorch the sky in bright fireballs. Kitting proposed homing in on the smaller, dimmer trailing fragments.

As it turns out, those little pieces play a big role in planning for a safe return to Earth of supply spacecraft like the Jules Verne, which are designed to be used just once. “The key question in the reentry is what is the reentry ‘footprint,’” says Peter Jenniskens, an astronomer with the SETI Institute who served as principal investigator on the mission. “It’s the smaller material that spreads out farthest.”

REAL-WORLD SCIENCE

Kitting not only had a good plan but the gumption to grab a spot on a wild science ride. He’s shown that determination throughout his career. Other examples of his outside-the-lab research quests include taking pictures of underwater “seagrass meadows” from boats, helicopters, and jet planes. He also was a team leader in the National Oceanic and Atmospheric Administration’s Hydrolab, a seafloor lab where in 1984 he and three students lived 60 feet under the Caribbean Sea and dove to depths of 200 feet.

Those students had an underwater blast, Kitting says.


“In each case, they said it was the most memorable experience in their life,” he says.

Jacome was the latest student to be dazzled on a Kitting escapade. But joining the team meant the physics major had to overcome a serious obstacle: he’s not comfortable flying. The mission required Jacome to take three practice flights in the course of preparations at a NASA facility at Edwards Air Force Base near Palmdale and in Tahiti. And on the actual observation flight, the researchers flew about 15,000 feet above the typical passenger jet height of 35,000 feet to maximize visibility.

But Jacome had plenty to do to occupy him while midair including calibration work like finding optimal camera settings and taking field-of-view measurements.

“The only time nerves bothered me were the moments when I was not at my station doing setup and calibration,” he says.

In fact, a major challenge of the space-focused mission occurred on the ground. Researchers spent hours preparing multiple cameras and assorted gadgetry in heat and humidity. All this time, they wore their flight suits, which were designed to resist fire — not keep a body cool. “We roasted in the plane on the tarmac in both Palmdale and Tahiti,” Kitting recalls.



The Jules Verne, a supply vehicle to the International Space Station (ISS), and the approximately 2 ½ tons of waste it carries, burns up Sept. 29 as it reenters the Earth's atmosphere, as depicted in this photo taken by professor Christopher Kitting. After undocking from the ISS, the Jules Verne spent 23 days maneuvering to a precise position beneath the space station before heading toward Earth. Based on the starting point, scientists used mathematical models to predict where best to position two specially-equipped observation planes to photograph and study the craft's controlled destructive reentry over an uninhabited area of the South Pacific. Kitting's photos from the mission were the first posted on the European Space Agency's Web site.

PHOTO: CHRIS KITTING

RETURN OF THE JULES VERNE

All the tribulations, though, fell away like the stages of a rocket the night of the mission. The team, divided between two jets, set a flight path designed to intercept the Jules Verne but stay at least 100 kilometers away from its train of debris made up of waste water, garbage from the space station, and the incinerating pieces of the vessel itself.

The NASA and European Space Agency calculations were spot on, placing the jets in ideal viewing positions. And researchers had their equipment up and running as the Jules Verne appeared as an ever-brighter light streaking across the night sky. About 30 seconds later, the ship suddenly broke up in a flare that resulted in many smaller fragments, each tracing a twinkling line against the black. The craft, which

entered the atmosphere racing along at 7.6 kilometers per second, took a total of about 12 minutes before some of its pieces splashed into the ocean.

Jacome remembers feeling a rush of adrenaline just before sighting the doomed ship. He wondered for a moment if the many hours of training might go for naught. "Most people were worried they would not be able to target (the Jules Verne) and may miss the whole event," he says.

But he and Kitting came through, capturing an array of images of the smaller fragments. Kitting says the high point of the trip came just as he finished shooting the crumbling craft with three cameras mounted on top of each other. "All the gadgets worked perfectly," he recalls. "What a relief!"

One of Kitting's cameras was fitted with a "diffraction grating" designed to separate light into its various components. Those components, or "spectrum," can identify what material is burning through the atmosphere. An image Kitting took showed a fragment with spectrum dominated by turquoise — a sure sign of aluminum oxide. The striking photo was zapped via satellite phone from the plane to the director of the European Space Agency, who immediately shared it during a talk at an aerospace conference in Scotland.

Soon after, the director called the researchers while they were still in flight. His message, relayed to Kitting, was that they had a hit. "He said the audience gasped. There were oohs and aahs, and they broke into applause," Kitting says.

Later that day, the photo was posted to the European Space Agency site — making it the first from the mission.

ACCOLADES FOR CAL STATE EAST BAY

Kitting and Jacome's role in the Jules Verne campaign amounts to a feather in the cap of Cal State East Bay, says Jason Singley, chair of the University's physics department. He says it should help the school recruit both students and professors, demonstrating that Cal State East Bay faculty engage in high quality research. "This is quite a big deal for the campus," Singley says.

Jenniskens was impressed with the performances of Jacome — one of four undergraduate students on the campaign — and Kitting. Kitting's training as a marine biologist also added a twist to the mission, Jenniskens said. Kitting proposed looking down at the ocean surface to try capturing the precise splashdown of Jules Verne fragments. The impact should be visible in the night because algae glow when disturbed, Kitting pointed out. As it turned out, clouds prevented the team from observing the splashdown. "Chris' background, which is very different from the other researchers', created a whole new perspective," Jenniskens said.

Although the SETI Institute is just across the Bay in Mountain View, Jenniskens hadn't paid much attention to Cal State East Bay before working with Kitting.

"Chris put CSU East Bay on the map for me," he says.

Kitting and Jacome may not have made it into space. But they showed that Cal State East Bay has the right stuff. ■

BY ED FRAUENHEIM

MONEY FOR MISSIONS



During a Sept. 29 mission, Rene Jacome, left, and Christopher Kitting crouch for hours near their equipment on board NASA's DC-8 Airborne Laboratory.

Taking part in real-life science adventures such as the NASA mission joined by Cal State East Bay professor Chris Kitting and student Rene Jacome doesn't come without some costs. To help faculty and students at California State University, East Bay cover the expenses of field work, the University has a number of funding sources. Among these is the College of Science Leadership Fund, which depends on donor gifts. It is a pool of money that gives college officials discretion to use it where it is most needed, including to support student travel and research.

In the past, the College of Science has used its Leadership Fund to help stage the Cal State East Bay Science Festival. The event attracts more than 2,500 University and community members and their children to a day filled with hands-on science learning.

The College of Science's Leadership Fund is one of several such funds at Cal State East Bay. The College of Business and Economics, the College of Education and Allied Studies, and the College of Letters, Arts, and Social Sciences also have leadership funds that give officials broad discretion over use of the money.

Donors to the University also can designate a gift "where it is needed most". And there's the option of giving directly to an academic department or program, including the University Library, Friends of Athletics, and the CSUEB Alumni Association. Make or designate a gift online at <https://webapps.csueastbay.edu/secure/onlinegift/>.

shaking

THINGS UP

Conference rolls out breakthroughs in earthquake science



Ryan Fay, geology senior

PHOTO: ERIN MERDINGER

GEOLOGY MAJOR RYAN FAY HASN'T FINISHED HIS SENIOR YEAR AT CAL STATE EAST BAY, BUT HE'S ALREADY RUBBING ELBOWS WITH PROS FROM THE U.S. GEOLOGICAL SURVEY AND OTHER EXPERTS.

On the 140th anniversary of the 1868 Hayward Earthquake, the last major deadly temblor along the Hayward fault, some 200 scientists and other researchers flocked to CSUEB for the Oct. 22 through 24 Third Conference on Earthquake Hazards in the Eastern San Francisco Bay Area.

Between sessions devoted to subjects from how a 6.9 earthquake would disrupt the labor market to radar surveying of East Bay faults, conference goers toured an exhibition of wall-size posters detailing new discoveries and technology. Fay, 28, contributed a poster outlining his research about "Unnamed Volcanics in the East Bay Hills and Implications on Long-Term Displacement on the Hayward Fault Zone."

"I've met plenty of people (at the conference) who have knowledge that can help me," says Fay, who plans to complete graduate studies at CSUEB.

Earlier conferences were held on the Hayward campus in 1982 and 1992. The most recent gathering was timed to coincide with the Hayward Earthquake anniversary, says associate professor Mitchell Craig of the Department of Earth and Environmental Sciences, who helped organize the conference.

"There's been a huge amount of progress since the last conference in the number of studies and in measurement technology," Craig says. "One recently completed study showed that the interval on the Hayward fault is about every 140 years. We're also starting to get a better handle on the repeat interval of major earthquakes on the Calaveras fault and the Green Valley fault."

Seismologists at the conference say there is a 22 percent likelihood that the next



Associate professor Mitchell Craig, above, helped organize the Third Conference on Earthquake Hazards in the Eastern San Francisco Bay Area held at the Hayward Campus in October.



Members of associate professor Mitchell Craig's research team use ground-penetrating radar to take images beneath the surface at the Green Valley fault near Fairfield.

major Hayward fault quake will happen within 30 years and could cause up to \$210 billion in damage to houses, apartments, and businesses throughout the region. Speakers also discussed steps individuals and communities can take such as increasing insurance coverage on homes, retrofitting fire stations, and making Bay Area Rapid Transit more earthquake safe.

Fay says he met scientists who he may one day turn to as academic or professional mentors.

In layman's terms, Fay explains, his research examines how over 10 million years, movement to the west of the fault line he is studying has displaced pieces of ancient volcanic rock from the Union City area 30 miles or more to the North Bay.

"We're focusing on getting a regional geographic map of the area," says Fay, running a hand over a geologic map of the East Bay depicted on his poster. "I want to do a thesis that focuses on these areas."

It's something like reassembling a jigsaw puzzle that millennia of movement beneath the earth's surface have torn apart. Fay has assigned himself the task of dating the scattered pieces and figuring out how they once fit snugly together. Once the age of the volcanic rock in his study is determined, he and other Cal State East Bay geologists will be able to calculate the speed at which earth

on either side of the Hayward fault has moved, or been displaced.

During the conference, Craig updated colleagues about his own study of the Green Valley fault near Fairfield. Craig's research team is using ground-penetrating radar and seismic techniques to map a Pleistocene era stream channel that crosses the fault.

"We are trying to image ancient stream channels that cross the Green Valley fault," he says. "It's steadily creeping, so any stream crossing will be displaced."

By dating the age of the streambed and its sediment, then measuring the distance the stream channel has traveled on either side of the fault, Craig's team will be able to calculate the rate of fault displacement.

"That enables us to estimate earthquake intervals on the fault," he says.

Craig observed that the conference provided valuable experience to students early in their careers.

"There were several students who were coauthors on technical presentations and students who got to attend sessions," he says. "Usually you have to travel out of town for a conference. To have one come to us was a unique opportunity." ■

BY MONIQUE BEELER





Elizabeth Bascom, a third year student in the speech pathology and audiology master's program, adjusts a 4-year-old's headset during a hearing screening she is conducting at Franklin Preschool's Head Start program in Berkeley.

Audiology

STUDENTS

PAY HOUSE CALLS IN NEW MOBILE UNIT



PHOTOS: BARRY ZEPPEL

IT'S A MILD FALL MORNING IN A LEAFY BERKELEY NEIGHBORHOOD WHEN CAL STATE EAST BAY'S NEW MOBILE AUDIOLOGY VAN PULLS UP TO THE CURB AT FRANKLIN PRESCHOOL, WHERE CHILDREN'S VOICES AND DELIGHTED SHRIEKS RISE FROM THE SCHOOL YARD.

Inside the white van marked with the CSUEB seal, three graduate students in the speech pathology and audiology master's program prepare to spend the next four hours teaching preschoolers to dunk round plastic chips in shades of red, purple, and green into a nylon basket. ▶

PHOTO: JESSE CANTLEY



Grad student Jasmine Woods, far left, uses a play audiometry technique to screen the hearing of Cassandra Diaz, 4.

No game, the task will help the Cal State East Bay students screen up to 60 children from low-income families for hearing deficiencies and health conditions that, if left untreated, could interfere with speech development and future school performance. The technique, known as play audiometry, also allows the grad students to sharpen their skills at working with kids too young to take standard hearing screening tests given to older children and adults.

A teacher's aide from Franklin Preschool's Head Start program leads youngsters one by one up the steps to the audiology van where they are greeted by grad students Jasmine Woods, 23, and Elizabeth Bascom, 26. Clinical Supervisor Ellen Bernstein-Ellis lingers in the background, ready to assist or answer technical questions.

On this morning, 4-year-old Donnie Arnold enters the audiology van and plunks down cross-legged on the floor, while Woods explains the routine: Pick a chip color, then place a set of headphones over your ears. Every time you hear a sound, toss the chip marked with a happy face into the green basket. Ready?

Before the game begins, Bascom adjusts a pair of headphones over Donnie's ears. They will emit a series of tones that will help her assess the tot's hearing. She plays the first tone.

"Do you hear it?" she asks.

"Yeah," says Donnie without moving.

"What do you do when you hear it?" Bascom prompts.

"Throw it in," he says.

"Right, throw it in as fast as you can when you hear it," she says.

Donnie's hand shoots out and deposits a plastic chip printed with a smiley face into the basket, one of many small victories the CSUEB crew achieves this day.

The test determines whether a child hears tones at 1,000, 2,000, or 4,000 hertz, all of which fall within normal limits. The screening tests conducted by the mobile audiology unit crew are scored as pass or no pass.



As they hear a tone played through a pair of headsets, preschoolers tested in the mobile audiology van drop colored plastic chips into a basket.

If a youngster doesn't pass, he or she will be referred to a doctor for further evaluation and possible treatment.

TENDING TINY TOTS

Later during a brief break, Bascom, a third year student in the program, explains that through CSUEB's Speech, Hearing, and Language Clinic on the Hayward campus, she and her classmates already have spent many hours conducting hearing screenings and evaluations on older children, adults, and their University peers. Working with young children with limited language skills is pushing her to develop new skills.

"It's a lot different with preschoolers, because they can't always tell you when they're hearing something by raising their hand," she says. "That concept is harder for them. You have to play with them."

"I'm looking at working in schools, maybe not this young, maybe elementary schools," Bascom says. "Still, it's good for me to be around younger kids."

COMMUNITY EFFORT

By the time Bascom and others in the program graduate, they will gain approximately 200 hours of experience working with patients of all ages and complete two internships, including one in a school setting. In addition to providing hands-on experience for CSUEB students, the audiology van has allowed the University to extend screenings to new groups, including senior citizens and others in underserved communities. The audiology program expects to serve some 900 people annually in East Bay cities from Albany to Union City.

Cal State East Bay's audiology van rolled into East Bay communities for the first time in August, about four years after planning and fundraising for the project began. Major donors were Eden Township Health District (\$57,500), the Thomas J. Long Foundation (\$50,000), and Wells Fargo (\$23,000). Delays in delivery occurred when the original manufacturer went out of business. Then a fire at the factory of the replacement manufacturer destroyed the nearly completed van in November 2007. Its fall debut made it a welcome addition to the University's clinical teaching tools and community outreach.

"This is such a great service they're



Laila Muwwaki, 4, listens for an auditory tone during a hearing screening test at Franklin Preschool in Berkeley.



Second year grad student Cynthia Joseph, above left, performs a visual inspection of preschooler Angel Espiritu's ear. When students spot signs of unhealthy tissue in a patient's ear canal, they consult an on-site clinical supervisor for a second opinion. Those who don't pass the hearing screening are referred to their primary doctor for further examination and possible treatment.

offering for a lot of the parents, who have really low income or wouldn't have the time," says Stephanie Van Adelsberg, a Head Start Family Advocate who helps escort children to the van or to a second testing area set up inside Franklin Preschool.

Not every school the audiology van visits offers an on-site room where the Cal State East Bay clinicians can conduct screenings and evaluations in relative quiet. The sensitive equipment and tests the student clinicians run work best in silent surroundings, never a given at preschools and elementary schools. The mobile audiology unit proves particularly useful in those situations by acting as a sound-protected room.

"For the pure tone test, it's crucial to have a sound-proof environment and for the OED (otoacoustic emissions)," says Cynthia Joseph, 23, a second year student in the speech and pathology master's program.

EXPERT TRAINING

In a small sunny office a few yards from the audiology van, Joseph conducts visual inspections of children's ear canals and uses a tympanometer, which introduces air pressure into the ear canal, to evaluate the eardrum health of young patients.

"Go ahead and have a seat," she instructs a dark-haired child with large brown eyes. "I'm going to look inside your ear with a little light."

Sliding onto a pint-sized chair, 4-year-old Christopher Hernandez turns bashful, at least for the moment. He sits quietly as Joseph explains that she's going to peek inside his ear canal. With an otoscope — a magnification device

— in hand, Joseph gently places the pointy plastic tip into Christopher's left ear.

She's not sure she likes what she sees. Although the pink tissue she glimpses inside the ear canal is often a tell-tale sign of infection, Joseph wants a second opinion before forming an assessment.

"It's really pink in this one," says Joseph, pointing out Christopher's left ear to clinical supervisor Bernstein-Ellis. "OK, I'll take a look," Bernstein-Ellis says.

While she waits for feedback, Joseph explains what clinicians look for when examining the ear canal.

"If it's pearly gray, it's good, and if it's pink and inflamed, we have to refer him to a doctor," Joseph says.

Although she, too, spots some pink tissue, Bernstein-Ellis confirms that Christopher's ear looks healthy.

"There's a little curve that's pink, so I see what you're saying," she says. "But I see a good pearly gray."

Bernstein-Ellis stands up and observes: "That's good training."

Gazing inside a lot of little ears — each exhibiting individual shapes and color variations — at each testing site gives Joseph and her fellow CSUEB graduate students a breadth of experience that will help them in their studies and later in their careers, says Bernstein-Ellis.

"Today, I'm seeing things I've never seen before," Joseph says.

In addition to a healthy pink ear canal, she's observed ear discharges she hasn't before encountered.

"We've seen slides of things in class that aren't normal, but it's one thing to see a slide and see it in person," she says. "It really helps us get the experience we need." ■

BY MONIQUE BEELER

EDUCATIONAL LEADERSHIP Doctorate

BREAKS NEW GROUND

Rosanna Mucetti '05, a participant in the first doctoral program at Cal State East Bay, observes students in class at Hayward's Tyrrell Elementary School, where she serves as principal.

AS A PRINCIPAL AT TYRRELL ELEMENTARY SCHOOL IN HAYWARD, WHERE ABOUT 80 PERCENT OF STUDENTS LIVE AT OR BELOW THE POVERTY LEVEL AND APPROXIMATELY HALF ARE SECOND LANGUAGE LEARNERS, ROSANNA MUCETTI '05 IS COMMITTED TO CREATING EQUITY FOR UNDERSERVED STUDENTS.

"That passion to bring high quality education to students who I believe have been historically completely denied access drives me in my work everyday," Mucetti says.

So when she saw the opportunity to link her passion with CSUEB's Educational Leadership for Social Justice doctoral program, she thought it was too powerful a combination to pass up and enrolled.

"I want a solution," says Mucetti, 33, who holds a CSUEB master's in educational leadership. "I want to be a part of closing the achievement gap. I can do that at my school site to the best of my ability, but I want opportunities to really reflect and deepen my knowledge in my areas of expertise in order to find a systemic solution."

"I don't only want it for the kids at Tyrrell," she says. "I want it for all kids."

The ELSJ doctoral program, the University's first solo doctorate program, started during summer 2008 with 11 students, including full-time principals and district administrators at pre-kindergarten through grade 12 public schools. The program's mission is to develop bold, socially responsible school leaders who will resolve problems that block the achievement of students of color and low income students and communities, says Doctoral Program Director José López.

PHOTOS: SCOTT CHERNIS



CSUEB's Educational Leadership for Social Justice doctoral program offers evening and weekend classes that allow professional educators such as Rosanna Mucetti to continue working.

Historically, under the state Master Plan for Higher Education, doctoral degrees were awarded by the University of California, and the CSU system only could offer advanced degrees jointly with the UC or private universities. From 2003 to 2007, CSUEB participated in a joint doctoral program in Urban Educational Leadership with UC Berkeley, San Francisco State University, and San Jose State University.

Looking to reduce a statewide shortage in public school administrators, in 2005 the state legislature passed a bill allowing the CSU to grant doctorates in educational leadership. Now CSUEB, along with the nine other CSU campuses operating doctorate programs, is helping to fill the leadership gap in public schools.

PRINCIPLES OF SOCIAL JUSTICE

But what makes the doctoral program at CSUEB stand out from the rest? The answer's reflected in the program name. Although some CSU doctoral programs recognize social justice issues and address them in coursework, CSUEB is the only one making a visible commitment to social justice by inserting it into the doctorate name.

"We have a long commitment to social justice," says Jodi Servatius, interim dean for the College of Education and Allied Studies. "We only wanted to attract candidates who have a strong interest in making things more equitable to all kids."

The ELSJ doctoral program focuses on six social justice principles designed to create executive level leadership in the school environment. These principles, such as questioning discrimination and oppression in all their forms, and integrating the perspectives of different races, classes, and gender into all decision making, shape the framework around which course material revolves.

"The principles represent what we believe are important ingredients that leaders must have to lead social justice schools," López says. "Embedded in the principles are behaviors, actions, and beliefs that we attempt to develop in the doctoral program."

The principles, López explains, grew out of conversations between nine CSUEB faculty members engaged in what he called a Race Salon. Participants of the Race Salon came together after a question was sent out to the University faculty urging whoever was interested to come to the discussion group. The question was: "How is it that race determines what a student has access to?"

As a result, faculty members from departments including sociology and social services, social work, communication, ethnic studies, and the University Library came together to explore ideas about race, culture, and poverty and to identify what social justice leadership should look like in urban schools.

ON THE JOB

Back at Tyrrell Elementary, Mucetti says a big part of leadership for her involves making herself accessible and visible to her students and teachers.

"Now, say you're sorry and shake hands," says Mucetti, kneeling down beside two students who have just finished telling their sides of the who-hit-who story during morning recess.

The two boys do as they are told. Proceeding to walk onto the playground, the three of them hold hands. Mucetti walks in the middle with a student on either side.

Acting as a mediator is just one of the many facets of Mucetti's job, or as she says, "A principal wears many hats."

Acknowledging that doctoral candidates are busy professionals, the ELSJ program is structured in a flexible way in which students attend weekend classes every other week and can complete the program within three years. Students also move through the courses as a group, which allows them to develop supportive relationships and divide work.

Courses are not strictly lecture based. The students engage in presentations, writing short papers, small group discussions, debates, and panels.

"In fact, we try to lecture as little as possible," says ELSJ instructor John Watkins, regarding how he and co-instructor Renato Almanzor teach.

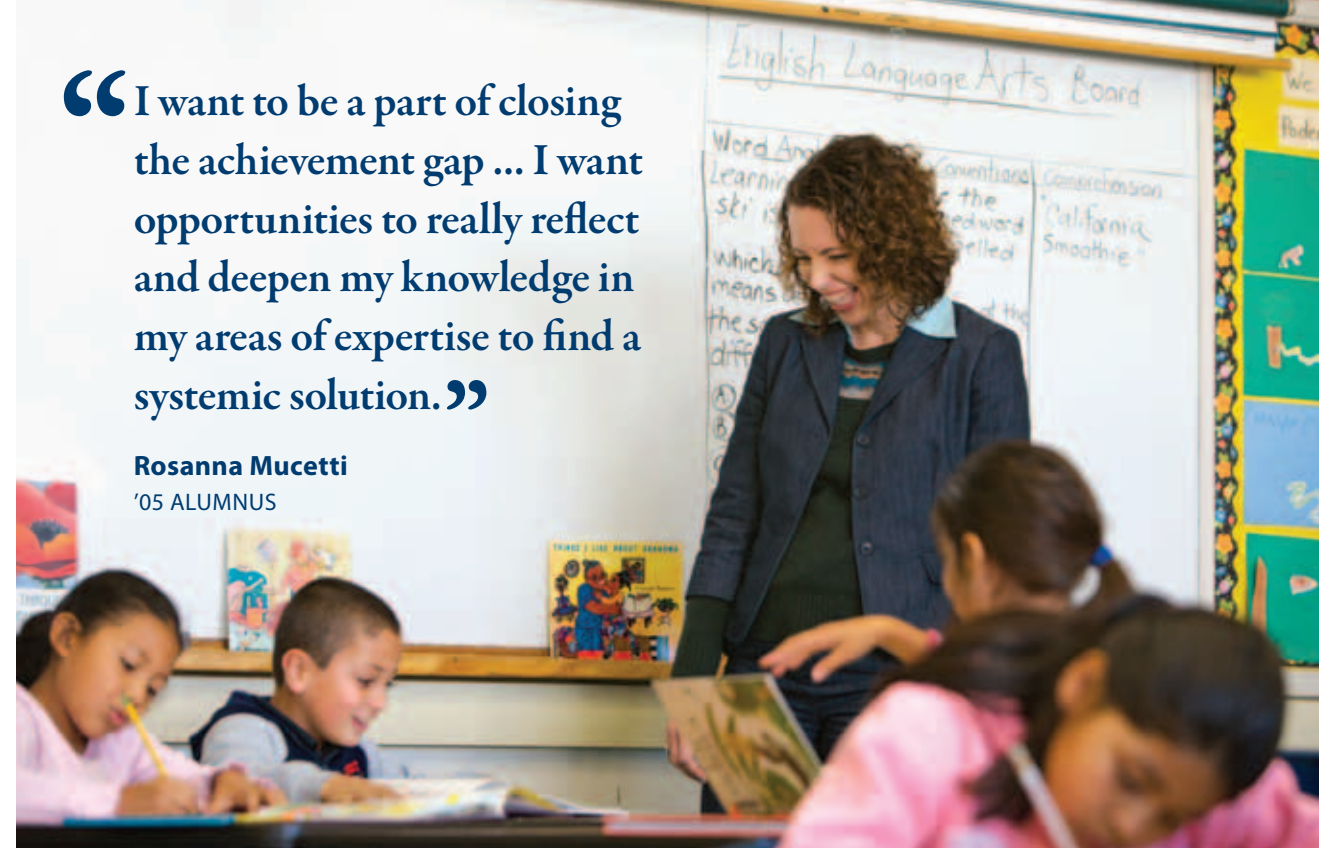
"The differentiated instruction is part of social justice practice (and does) not assume everyone learns the same way," says ELSJ doctoral student Mia Settles, who is a principal at Cleveland Elementary School in Oakland.

During one Friday night class about practicalities, referring to how students practice social justice in their day-to-day work as leaders, Almanzor walks to the board and draws a four-box grid. Across the top of the grid he writes the words active and passive, and along the left side he scribbles the words racism and anti-racism. He circles the box where the words passive and anti-racism intersect.

"You can't be passively anti-racist," he says. "You have to do something."

"I want to be a part of closing the achievement gap ... I want opportunities to really reflect and deepen my knowledge in my areas of expertise to find a systemic solution."

Rosanna Mucetti
'05 ALUMNUS



Mucetti, above right, is among 12 students enrolled in CSUEB's first doctoral program. Cal State East Bay is one of nine California State University campuses offering doctorates in education but the only program emphasizing social justice on the diploma.

The in-class discussion develops students' thinking about ways they combine their own experience and knowledge with an emerging sense of being a social justice practitioner, Watkins says.

For many ELSJ students, the schools they work at serve as a breeding ground for their dissertation topics. The dissertation, highlighted in the second and third year of the program, requires each participant to address a real life problem that exists in schools. The students then develop solutions for those issues through observations, surveys, and case studies.

Like many of their classmates, Mucetti and Settles say they already have ideas they want to explore as possible dissertation subjects.

Mucetti is considering delving deeper into one of her two passions: English language learners or best practices in literacy and language arts programs.

"I want to look at schools as organized crime, and the criminal acts that are embedded in education," Settles says.

For example, the high suspension rate of African American boys strikes her as a crime. Settles argues that the days children spend out of school during a suspension are days they are denied education. There should be better ways to discipline students, she says. She also questions the ethics of some school leaders' decision making by pointing out that some principals involve the parents of European American students in the suspension process but not the parents of students of color.

Settles expects an ELSJ doctoral degree to give her a badge of credibility when she applies her education to solving real world problems such as these.

"The degree puts you in a group that demands to be heard," Settles says.

LOOKING TOWARD THE FUTURE

Within the next three years, the University plans to expand the program to also focus on community college leadership. López says that he wants to begin developing the program in fall of 2010 by bringing together community college leaders, presidents, and board members.

"There's a great need out there, because there are very few doctorate programs for community colleges and none that are active in the Bay Area," López says.

For now, students such as Mucetti continue to appreciate the opportunity to apply what they learn in the program instantly in their day-to-day work.

"I see myself as very fortunate to be able to have such a strong connection between application and scholarly practice," Mucetti says.

"I don't ever want to become complacent in my position, because I think that's very dangerous," she says. "(The ELSJ program) shields me from becoming complacent and accepting things the way that they are." ■

BY ERIN MERDINGER

A faculty

Emerita professor champions women's history and CSUEB through gift annuity

FROM THE FIRST U.S. HISTORY COURSE SHE TAUGHT ON THE HAYWARD CAMPUS BACK IN 1966, JUDITH M. STANLEY SAYS SHE FELT AT HOME AT THE UNIVERSITY, WHERE SHE WENT ON TO SERVE FOR 32 YEARS.

"It was a great, great place from the get-go to be and teach," says Stanley, an emerita professor of history.

"It was a terrific teaching environment," she says. "The students were wonderful. They were always so interesting. We had a great range of students — age and culture. I always had so much admiration, then as now. Some of them were working more than 20 hours; some of them were married and juggling all these balls."

Like many of her students, Stanley and her brother were the first in their family to attend college. Interested in helping future CSUEB students continue their educations, Stanley has become the first person to establish a charitable gift annuity benefiting the University.

Charitable gift annuities are long-term agreements between a nonprofit organization, such as the University, and a donor that span the donor's life. Under a gift annuity, the organization receiving the gift — which could be cash, securities or other assets — agrees to pay the donor a fixed amount of money, called an annuity, during his or her lifetime. The annuity is partially tax-deductible. In Stanley's case, she also plans to donate her annuity to the University for a new scholarship in her name.

The Judith M. Stanley Scholarship Fund in Women's History will award a \$500 scholarship each year to a history major who plans to write a senior thesis related to women's history.

Although Stanley discovered a passion for history as a child, her fascination with women's roles in historic events evolved later.

"I loved history since the time I was in grade school — at first it was the story," she says referring to what

intrigued her. "Then it became interesting to understand not only what had happened but why it had happened."

In her initial years as a lecturer at Cal State East Bay, she led a two-part survey of U.S. history that spanned the early days of the young nation to the Civil War and Reconstruction. Later, she also taught nursing history for 20 years.

"I loved the Puritans," Stanley says. "We read a wonderful book: Edmund Morgan's biography of John Winthrop. It had a great chapter on a woman in history, Anne Hutchinson. She was tried and kicked out of Massachusetts Bay Colony as a heretic."

As a young faculty member absorbed in teaching about the Jacksonian period, the reform movements of the 19th and early 20th centuries, and the New Deal, it didn't at first anger her that women rarely appeared in textbooks and other scholarly work. By the 1970s, however, Stanley and her peers actively inserted influential women, from the

FIRST

Lowell Mill Girls factory workers to suffragist Lucretia Mott, into the history curriculum.

"I remember reading about some of the women I taught about in U.S. history who were school teachers and really hated it, but it was all they could do," Stanley says. "I loved going to work all those years."

Active in her department and in faculty government where she served as an officer in the senate during her tenure, Stanley says she harbors "all these good feelings about the institution," which she occasionally visits for Faculty Emeritus Association and Foundation events.

"I'm delighted at what I see now," she says. "The campus looks beautiful, and there's a sense of dynamism and vitality there."

After arranging a charitable gift annuity at her own alma mater, she felt comfortable setting one up when Cal State East Bay recently added it to the options for institutional giving.

"Maybe other faculty will think about it," she says. "It seems to be an eminently sensible way to give back." ■

BY MONIQUE BEELER

Judith M. Stanley, emerita professor of history, is the first member of the University community to establish a gift annuity benefiting CSUEB.

PHOTO: BEN AILES

“Cal State students ... were grounded and practical. That’s what that school is so good at doing. You get both the theory and the hands-on practicality.”

Evelyn Dilsaver
'77 ALUMNUS

Evelyn Dilsaver '77, who recently retired as chief executive officer for Charles Schwab Investment Management, has been named Cal State East Bay Alumnus of the Year.

PHOTO: SCOTT CHERNIS

Alumnus OF THE YEAR

Former Schwab CEO turns advocate for low-income women

DURING 16 YEARS AT CHARLES SCHWAB & CO., ALUMNA EVELYN DILSAVER '77, CAL STATE EAST BAY'S 2008 ALUMNUS OF THE YEAR, ROSE TO THE TOP OF THE FINANCIAL INDUSTRY, WEATHERING ECONOMIC BOOMS AND BUSTS.

That may be why Dilsaver, who retired last year as CEO of Charles Schwab Investment Management, is content to sit the current crisis out, turning her energy to corporate board work and mentoring low-income women.

The daughter of Filipino immigrants, Dilsaver grew up in Hayward, commuting to CSU East Bay while working retail jobs full-time to pay tuition. She credits her mom, a certified public accountant when she lived in the Philippines, with her love of math. “Math always came easy to me,” says Dilsaver, who majored in accounting at CSUEB. “It was logical.”

Dilsaver says she got a “fabulous education” at the University, where professor Ray Roberts “made accounting fun” and Richard A. Lopez, who was then the associate director of the school’s Placement Center, suggested an internship at Ernst & Ernst that kicked off her career.

As a CPA at Ernst — now Ernst & Young — Dilsaver recruited from CSU East Bay. “We loved Cal State students because they were grounded and practical,” she says. “That’s what that school is so good at doing. You get both the theory and the hands-on practicality.”

So Dilsaver enrolled in an eight-week senior executive program at Stanford University, returning to Schwab to manage branches and take jobs in sales management and business development. Then, Schwab co-CEO Dave Pottruck hired her as his chief of staff.

When Schwab acquired U.S. Trust, Dilsaver stepped in to lead the acquisition team before she was named U.S. Trust’s chief financial officer and chief administrative officer.

In 2006, she returned to Schwab and, as chief executive officer of Schwab Investment Management, she oversaw everything from portfolio management and fund administration to legal affairs and the company’s technology systems.

But Dilsaver says she found the weekly cross-country commute from San Leandro to New York grueling, and she

didn’t want to move her family. So after growing Schwab’s investment assets from \$137 billion to \$200 billion within four years, Dilsaver decided to retire.

She’s hardly sitting still, however. Dilsaver is a member of four corporate boards: Tamalpais Bancorp, Longs Drugs, High Mark Funds, and Aeropostale.

She’s also a board member of Women’s Initiative, a San Francisco-based nonprofit that trains low-income women and provides small business loans that have funded everything from a motorcycle repair shop to an event chair-rental company. Dilsaver took over as the Women’s Initiative chairwoman in 2003, while she was at Schwab, hiring a new director and overhauling the organization’s financing.

She also started tracking the nonprofit’s graduates, finding that 75 percent of the women remain in business after five years. During 2008, the organization graduated approximately 750 women who received between \$250 and \$25,000 in microloans to seed their businesses.

“It really changes women’s lives,” Dilsaver says. “We know for every dollar we invest, it’s a \$40 return to the community. These women get off welfare, pay taxes, and hire at twice the minimum wage. They contribute back to the community.”

Dilsaver’s larger goal is empowering women through work or sports. A former high school and college volleyball player who has coached girls and boys over the past 12 years, she believes in the link between sports and business success.

“It develops a degree of confidence and leadership skills you need,” she says. “On a team, you know when to be a leader and when to be a team player.”

After a career of team building, Dilsaver has more time today to work out, improve her knitting, and spend time with her three children, ages 17, 20, and 24.

And the family tradition lives on at Cal State East Bay: Dilsaver’s niece and nephew are enrolled at the University. “They love it,” she says. “It’s a great education.” ■

BY KIM GIRARD

Young Alum of the Year

JENNIFER JONES '00 CRUSADES AGAINST VASCULAR DISEASE

WHILE STUDYING FOR A MASTER'S DEGREE IN KINESIOLOGY AT CAL STATE EAST BAY, JENNIFER M. JONES '00 REALIZED THAT EXERCISE, WHILE INTERESTING TO STUDY AS A PURE SCIENCE AND CRITICAL TO OVERALL HEALTH, FELL SHORT IN PREVENTING THE DEADLIEST DISEASES IN THE COUNTRY.

That insight led Jones to a Ph.D. program where she studied genetic links to hypertension, academic work that helped land her a prestigious job as a senior clinical scientist assisting with new drug trials at pharmaceutical giant Abbott Laboratories in Santa Clara.

For her academic and career accomplishments over the past decade, Jones, 33, has been chosen Cal State East Bay's first Distinguished Young Alumnus of the Year. The award, one of the University's highest honors, was presented at the CSUEB award gala, "A World of Difference," Nov. 7.

Jones says she's "surprised, honored, and flattered" to be the first recipient of the award, presented to a former student under the age of 35. Jones says CSUEB's master of science program in kinesiology, though small, had much to offer.

"The interaction with professors is excellent," she says. "There are many opportunities here for students and for career development. There's a lot of potential for growth."

During her years at Cal State East Bay, Jones says Rita Liberti, the chairperson of the kinesiology department, and Calvin Caplan, the graduate/undergraduate coordinator, were particularly influential. Liberti nominated Jones for the award, and Caplan, she says, "helped get me to the Ph.D. level," providing guidance through her master's program that helped get her accepted to the University of Maryland, College Park, where she earned a doctorate in kinesiology at age 29.

Jones, as a student, coupled a high level of motivation with academic commitment, Caplan says.

"Jennifer was exceptionally bright, but she didn't just rely on her intelligence," he says. "She applied herself so well to her endeavors — whether she was in a seminar giving a presentation, doing a paper, or working with undergraduate students as a lab assistant. She's one of the best students I've ever had."

As an undergraduate student at the University of San Francisco, Jones, who runs, lifts weights, and calls herself a weekend exercise warrior, studied exercise science. But while at CSUEB, she became interested in the other pieces of the puzzle, including the idea of coupling drug therapy with behavior modification to treat disease, and began pursuing these ideas in the lab.

"If you look at chronic disease like cardiovascular disease, it's the No. 1 killer in the U.S.," she explains. "Despite efforts, there seems to be a need to continue my research in this area. Lifestyle change is a must, and that's where exercise comes in. But after my Ph.D., I realized it wasn't just lifestyle. It's also pharma therapy that you need to improve the quality of life."

At Abbott, Jones works within the vascular division in what she describes as a think tank role, designing early stage clinical trials and supporting teams during those trials. She focuses on combination drug therapies that include the use of delivery devices, such as catheters and stents, which open an artery or vessel to deliver a drug.

In her lab, Jones has mentored students. Working with Liberti, Jones, who is African American, plans to start a mentoring program for minority scientists at CSUEB.

"There are not many African Americans (in my field)," she says. "I'd like to be a role model."

It seems that this scientist is already well on her way. ■

BY KIM GIRARD

Jennifer Jones '00 is the first graduate to receive recognition as Distinguished Young Alumnus of the Year.



PHOTO: BEN AILES

CLASS NOTES

1960s

Richard Leo Enos, B.A., speech and drama ('69), received the Texas Christian University (TCU) Chancellor's Award for Distinguished Achievement as a Creative Teacher and Scholar at the TCU fall convocation. This award is the highest recognition a faculty member can attain at TCU. Professor Enos is the holder of the Lillian Radford Chair of Rhetoric and Composition in the department of English.

Kent Peterman, B.S., elementary education ('65), is president of Fighting Back Partnership's board of directors, chair of the City of Vallejo Planning Commission, and secretary of the governing board of Mare Island Technology Academy. He retired after 40 years of teaching.

Carol Putman, B.A., social science ('68), is a plein air and still life painter who was listed in the 2009 edition of Who's Who in America.

1970s

Debi "Cis" Schafer-Braun, B.S., physical education ('74) and M.S. physical education ('81), has been selected to The Women's Community College Volleyball Hall of Fame and The Women's Community College Basketball Hall of Fame at De Anza Community College, where she has taught for 32 years. She also participated in the 1972 Olympics as an alternate on the track and field team.

Walter Cambra, B.A., philosophy ('70) and B.A., history ('02), has completed the "SuperStar Course" offered by the American Federation of Astrologers Inc. He has published several articles in "Today's Astrologer."

Bill Christensen, B.A., East Asian studies ('79) and M.B.A., management sciences ('81), recently was named dean of Udvar-Hazy School of Business at Dixie State College in Utah. He has been a professor

at the college since 2001, where he has taught courses in operations management, strategic management, purchasing and supply management, and statistics.

Daniel K. Hatton, B.A., English ('72), has been appointed an adjunct associate professor of Biomedical Informatics at Nova Southeastern University in Florida. He also is CEO of Hatton Consulting in San Diego. Additionally, he has served as an active duty colonel in the U.S. Army Medical Service Corps where his team implemented telemedicine in Bosnia, which was credited with saving many military and civilian lives.

Peggy Fulton Hora, B.A., political science ('75), recently published "Drug Treatment Courts in the Twenty-first Century: The Evolution of the Revolution in Problem-solving Courts" in the Georgia Law Review, spring 2008. In the article, Hora, a recently retired judge of the Alameda County Municipal Court, demonstrates that the traditional criminal justice system response to drug offenses wastes vast economic and human resources.

David Jones, M.S., biological science ('77), is director of horticulture and curator of living collections for The Kampong botanical garden in Coconut Grove, Fla. He has been an adjunct professor at Miami Dade College since 2003.

Patrick S. Kwok, B.S., biology ('70), chemistry ('72), and master's of public administration ('81), served as a director of the Santa Clara Valley Water District from 2007 through January 2009. He previously was mayor of the city of Cupertino, where he sat on the city council from 2001 to 2007. Additionally, he has held positions on the boards of agencies and organizations including the state Water Environment, League of California Cities, and Bay Area Air Quality Management District.



President Mo Qayoumi met with alumnus Patrick S. Kwok, left, a former mayor of Cupertino and outgoing director of the Santa Clara Valley Water District, last fall. Kwok earned CSUEB bachelor's degrees in biology (1970) and chemistry (1972) and a master's of public administration (1981).

Daniel Pon, B.A., political science ('73) and M.P.A. ('76), was named vice president of human resources for U.S. Airways in September 2007. He has more than 23 years of human resources experience in industries that include manufacturing, information technology, financial services, and air cargo.

Jacqueline Simon, M.A., speech ('76), was reelected to the board of trustees of MiraCosta College in November, representing Area 3, which includes Carlsbad and Encinitas. She has approximately 17 years of teaching experience at the community college level and currently teaches speech and communication in San Diego and Riverside county districts.

Karlyn Taylor, B.S., child development ('72), retired from her kindergarten teacher position at Otis Elementary School in Alameda in 2008. Taylor taught for 24 years and contributed annually to the Otis Elementary auction, which raises money for the school's arts programs.

1980s

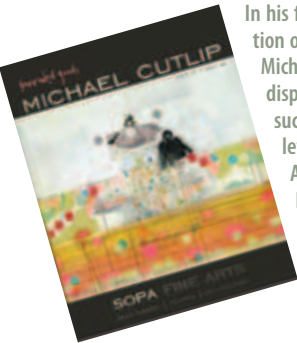
Peter Blair, B.S., business administration ('85), wrote and self-published the humorous book "Gardening for Golfers." He lives in Santa Barbara with his wife and two children, and serves as chief information officer for Rincon Technology Inc.

Martin Scheir, M.P.A. ('88), retired Navy Reserve officer, has worked for the U.S. Equal Employment Opportunity Commission for 15 years. He serves as a senior investigator in the Oakland office.

Caroline Soto, B.S., business administration ('88), was named city clerk for Dublin, where she had served as deputy city clerk since 2005.

1990s

Michael Cutlip, B.A., art ('99), held his first solo exhibition of collage works at Sopa Fine Arts in British Columbia. His work has been shown widely throughout the West Coast, including at the San Francisco Museum of Modern Art and the Triton Museum of Art in Santa Clara. His work has appeared in "New American Paintings," a magazine featuring the work of contemporary American artists.



In his first solo exhibition of collage works, Michael Cutlip '99 displayed pieces such as "Totem," left, at Sopa Fine Arts in Kelowna, British Columbia.

Yvetta Franklin, B.A., liberal studies ('96) and Educational Leadership Certificate ('04), was included in Who's Who Among Teachers in the Nation in 2005 and 2006. She earned an M.S. in education from Walden University in 2007, graduating with a 4.0 grade point average.

Alex LaBeaux, B.S., business administration ('90), is the director of sales and marketing for ISIS Services, a life sciences company that facilitates the development of medical products and pharmaceuticals for clinical applications. LaBeaux has approximately 15 years of experience in the medical device industry and has received awards for exceptional sales and leadership.

Jo Anne LeDuc, M.B.A. ('92), was elected president of the Insurance Regulatory Examiners Society. She has been an Advanced Insurance Examiner in the Bureau of Market Regulations with the Wisconsin Office of the Commissioner of Insurance since 1993 and a member of IRES since 1994.

Kristen Morgin, B.A., art ('93), held her second solo exhibition at Marc Selwyn Fine Art in Los Angeles. Her clay sculptures, including fired and unfired works, range from cartoon characters to a life-size bicycle and demonstrate her skills as a realist.

Phil Sykes, B.S., kinesiology ('99), is the head field hockey coach at the University at Albany in New York where he has worked for the past five years. He also participated on the 1996 U.S. Olympic field hockey team.



As a member of the 1996 U.S. Olympic men's field hockey team, Phil Sykes '99 traveled to the White House for an audience with then-First Lady Hillary Clinton and President Bill Clinton.

2000s

Thomas Awiapo, M.P.A. ('04), works for Catholic Relief Services in his home country of Ghana and travels across the United States each year teaching American Catholics about African issues.

Misty Gamble, B.A., art ('04), recently completed a one-year artist-in-residency at Watershed Center for the Ceramic Arts in Newcastle, Maine, where she earned the Howard Kottler Fellowship. Her work, which she exhibits nationally, is inspired by the human figure and its infinite capacity for communication. In the fall, she started teaching at Kansas City Art Institute.

Elisa Marquez, B.A., sociology ('01), was chosen to serve on Hayward's Planning Commission. She also works for the city of Oakland as a case manager in the senior services department.

Claudia Quezada, M.P.A. ('01), serves as director at large on the board of directors for the Hispanic Chamber of Commerce of Contra Costa County. She graduated in September from the Hispanas Organized for Political Equality (HOPE) Leadership Institute.



Claudia Quezada, left, and her son Liam take a photo with 1992 Nobel Peace Laureate Rigoberta Menchu during a talk at Los Medanos College in Pittsburg.

PHOTO: COURTESY OF CONTRA COSTA TIMES

John Visbal, M.B.A. ('07), was appointed CEO of the California Autism Foundation in April. He also owns and operates two businesses, East Bay Logistics and EBL Coffee.

Submit Class Notes

Share news about your career, accomplishments, and changes in your life with fellow alumni. Include your address, phone numbers, degree earned, major, and graduation year. Mail to: Cal State East Bay magazine, Attention: Editor, 25800 Carlos Bee Blvd., WA 908, Hayward, CA 94542. Or e-mail to: monique.beeler@csueastbay.edu.

CALENDAR



THEATRE AND DANCE

Go! A Faculty Dance Concert

Jan. 29, 30, and 31 at 8 p.m. \$10 general admission; \$7 youth, senior, and alumni; \$5 with CSUEB ID.



MUSIC

Even Such Is Time: Sacred Music for Chorus

East Bay Chamber Singers Concert Feb. 6 at 7:30 p.m. in Music and Business room 1055. Buddy James, conductor. \$7 general admission; \$5 senior and youth; free with CSUEB ID.



MUSIC

10th Annual Night of Jazz

Music Department Scholarship Fundraiser March 3 at 8 p.m. and 10 p.m. at Yoshi's in Jack London Square, Oakland. Guest artist with the CSUEB Jazz Ensembles; Johannes Wallmann, director. Advance tickets \$25 for the 8 p.m. show and \$15 for the 10 p.m. show.



ART

Forgotten Contributions of the Bay Area Chinese

Opening reception March 6 from 4 to 7 p.m.; runs through June 12 (closed March 23-31; May 25), 10 a.m. to 4 p.m. Monday through Friday, in the C.E. Smith Museum of Anthropology (MI 4047). Free.



ATHLETICS

Men's Basketball



LECTURE SERIES

Lincoln at 200: In Fact Rather Than Fiction

April 8 at 2 p.m. in the Oak Room at Concord Campus. Was he truly a great emancipator, orator, and family man? Free for OLLI members; \$5 for non-members.

HAYWARD CAMPUS

THEATRE AND DANCE

Sophisticated Ladies

March 6, 7, 13, and 14 at 8 p.m. and March 8 and 15 at 2 p.m. in University Theatre. \$14 general admission; \$12 youth, senior and alumni; \$8 with CSUEB ID.

CSUEB Opera Workshop Scenes and Arias

March 11 at 7:30 p.m. in Music and Business room 1055. Allen Shearer and Pamela Hicks, directors. Free.

The Giver

May 1 and 8 at 8 p.m. and May 2 and 9 at 2 p.m. and 7 p.m. in University Theatre. Adapted by Eric Coble and directed by Ann Fajilan. \$8 general admission; \$6 youth and senior; \$4 with CSUEB ID; \$20 family of up to two adults and two children.

Pilipino Culture Night

May 22 at 7 p.m. and May 23 at 6 p.m. in University Theatre. Co-produced by the Pilipino American Student Association and the Department of Theatre and Dance, featuring original drama and traditional dances. \$12 pre-sold, \$15 at the door.

MUSIC

22nd Annual Invitational Band Festival Concert

Feb. 7 at 3 p.m. in University Theatre. Wesley J. Broadnax, director. Free.

CSUEB Jazz Workshop and Jazz Ensemble Concert

With San Joaquin Delta College Jazz Ensemble Feb. 16 at 7:30 p.m. in University Theatre. Johannes Wallmann and Brian Kendrick, directors. \$7 general admission; \$5 senior and youth; free with CSUEB ID.

Student Composers Recital

Feb. 24 at noon in Music and Business room 1055. Free.

Entering Student Scholarship Recipients Recital

March 3 at noon in Music and Business room 1055. Free.

CSUEB Symphonic Band Concert

March 10 at 7:30 p.m. in University Theatre. Wesley J. Broadnax, conductor. \$7 general admission; \$5 senior and youth; free with CSUEB ID.

Trombone Ensemble Recital

March 12 at noon in Music and Business room 1055. David Ridge, director. Free.

ART

Annual Faculty Exhibition

Jan. 28 through Feb. 26 from 12:30 to 3:30 p.m. Monday through Thursday in University Art Gallery. Free.

Pre-Columbian Sculpture

Jan. 29 through June 4 from 12:30 to 3:30 p.m. Monday through Thursday in University Art Gallery. Free.

Annual Bachelor of Fine Arts Exhibition

April 1 through April 23 in University Art Gallery.

Annual Student Juried Exhibition

May 19 through June 4 in University Art Gallery.

ATHLETICS

Women's Basketball

Jan. 29 at 5:30 p.m. vs. Simpson
Jan. 31 at 5:30 p.m. vs. Menlo College
Feb. 5 at 5:30 p.m. vs. Dominican
Feb. 19 at 5:30 p.m. vs. Cal Maritime
Feb. 26 to 28 Cal Pac Basketball Playoffs

Men's Basketball

Jan. 29 at 7:30 p.m. vs. Simpson
Jan. 31 at 7:30 p.m. vs. Menlo College
Feb. 5 at 7:20 p.m. vs. Dominican
Feb. 19 at 7:30 p.m. vs. Cal Maritime
Feb. 26 to 28 Cal Pac Basketball Playoffs

Baseball

Jan. 30 at 2 p.m. vs. Bethany University
Feb. 6 at 2 p.m. vs. Menlo College
Feb. 8 at noon vs. Menlo College
Feb. 20 at 2 p.m. vs. Willamette University
Feb. 21 at 1 p.m. vs. Willamette University
Feb. 22 at 11 a.m. vs. Willamette University
Feb. 27 at 2 p.m. vs. Redlands
Feb. 28 at 1 p.m. vs. Redlands

March 1 at 11 a.m. vs. Redlands
March 2 at 2 p.m. vs. Oregon Tech
March 6 at 2 p.m. vs. Trinity International
March 10 at 2:30 p.m. vs. CSU Monterey Bay
March 13 at 2 p.m. vs. Cal Lutheran
March 14 at 11 a.m. vs. Cal Lutheran
April 3 at 2 p.m. vs. Chapman University
April 4 at 1 p.m. vs. Chapman University
April 5 at noon vs. Chapman University
April 10 at 2:30 p.m. vs. University of La Verne
April 11 at 11 a.m. vs. University of La Verne
April 28 at 2:30 p.m. vs. Sonoma

Women's Softball

March 7 at noon vs. Simpson
April 3 at 2 p.m. vs. Dominican
April 4 at noon vs. Menlo College
April 10 at 2 p.m. vs. Bethany University
April 11 at noon vs. Holy Names

CONCORD CAMPUS

LECTURE SERIES

Artificial Intelligence and Cognition

Feb. 11 at 2 p.m. in the Oak Room at Concord Campus. A discussion about how robotic technology is used to explore human intelligence in thought experiments and academia. Free for OLLI members; \$5 for non-members.

At the Root of Anti-Semitism: Then and Now

March 11 at 2 p.m. in the Oak Room at Concord Campus. Why have Christians and Jews experienced 1,800 years of religious strife, despite a shared cultural and theological history. Free for OLLI members; \$5 for non-members.

The Grand Opera Season: Discover World Performances Part III

Thursdays March 12, 19, 26 and April 2 at 10:30 a.m. in LB 149 at Concord Campus. See and hear excerpts from La Forza del Destino, Trojans at Carthage, Otello, and Tosca. \$40 for OLLI members; \$55 for non-members.

Why We Get Cancer

Fridays, March 13, 20, 27, and April 3, 10:30 a.m. in LB 149 at the Concord Campus. Discuss diet and environmental factors. Learn about cell division and tumor growth. \$40 for OLLI members; \$55 for non-members.

Spies and Spying: 21st Century Espionage

Wednesdays, March 18, 25, and April 1 at 1:30 p.m. in LB 149 at Concord Campus. Discuss 21st century espionage and spy history from World War II to today. Are the deeds of the CIA, Britain's SIS, and Russia's SVR moral and worth the costs? \$30 for OLLI members; \$40 for non-members.

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Cal State East Bay's mission calls for it to provide *an academically rich, multicultural learning experience that prepares all of its students to realize their goals, pursue meaningful lifework, and be socially responsible citizens — locally and globally.* At the same time, the University has forged a vision for the future calling for academic innovation, increased access and enrollment, new support for student success, and deeper engagement in regional stewardship. In sum, Cal State East Bay has committed itself to nothing short of reinvention to meet the dramatically changing needs of the students and region we serve.

Against this bold vision, the University faces unprecedented challenges ranging from economic uncertainty and declining state support to complex, new 21st century workforce requirements. Thus — now, more than ever — the support of friends who share a passion for Cal State East Bay's distinctive mission and vision is making a critical difference. Without their support, the University would be unable to deliver on its

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Last year, these supporters — recognized in this special section — contributed more than \$1.5 million through the Cal State East Bay Educational Foundation. This support helped make possible scholarships, faculty development and research opportunities, new academic and departmental programming, art and cultural activities, and improvements in facilities and technology. But, more importantly, this generosity represents a lasting and profoundly transformative investment in the hearts, minds, and hands of East Bay's next generation of knowledge workers, leaders, entrepreneurs, teachers, and citizens.

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your name was shown, please contact the Office of
University Advancement, 25800 Carlos Bee Blvd.,
WA 908, Hayward, CA 94542, 510.885.2360.*





ALUMNI EVENTS

Homecoming Game and Celebration

CSUEB vs. Simpson College
Thursday, Jan. 29
Games at 5:30 and 7:30 p.m.
Stop by the Alumni Association booth for snacks and a free gift.

Global population speaker

Thursday, March 5
Time to be announced
New University Union

Jane Roberts, co-founder of 34 Million Friends of UNFPA (United Nations Population Fund), will discuss the importance of global family planning and maternal health and her group's grassroots campaign to make good on the United States' withdrawn pledge of \$34 million to UNFPA.

Visit www.csuebalumni.org for updated event details.

You ought to be in (homecoming) pictures

Can't make it back for Homecoming?

Don't miss out on being a part of the festivities. Make a page in the virtual photo album, which will be displayed during the game. Send a favorite photo (current or historic) and your best college memory, in 50 words or less, to alumni@csueastbay.edu. Photos should be saved and e-mailed as a 300 dpi JPG file. If you need help scanning your photograph, contact Shareen Ram at 510.885.2877.

Alumni Association welcomes new slate of leaders

Congratulations to the new directors of the Cal State East Bay Alumni Association:



Long Huynh '04
Director, Graduate Services
Academy of Art University



Liane Sieux '04 and '06
Teacher
Hayward Unified School District



Nora Foster '07
Child Welfare Worker
Alameda County Social Services Agency



Sinan Jaber '06
Technical Support Engineer
Open-E Inc.

Thank you to all of the members who took the time to vote. If you are interested in learning more about the Association board, contact Kate Shaheed at 510.885.2839 or kate.shaheed@csueastbay.edu.

All in the family

Is attending CSUEB a family affair in your clan? If you are an alumnus with two or more generations of family members who have graduated from Cal State East Bay, we want to hear from you. Let us know who in your family attended and how they have benefited from their CSUEB experience, and you may be featured in a future Cal State East Bay magazine story. Call 510.885.4295 or e-mail monique.beeler@csueastbay.edu.

What is inCircle?

A new online community exclusively for CSUEB alumni

- Extend your network and join over 90,000 alumni.
- Search for jobs, classmates, mentors, and more.
- Post a job opportunity or classified ad.
- Start an alumni group or discussion.
- Promote your event, business, Web site, or blog.
- Set your own privacy settings. Share as much or as little information as you choose.



REGISTER AT
<http://csueastbay.affinitycircles.com> using the 10-digit alumni ID number that appears above your name on the back of the magazine cover.

THE LAST WORD:

“What aspect of a CSUEB education most helps students succeed?”

As a University recognized as a “Best in the West” institution for five consecutive years by the Princeton Review for features such as small class sizes, diversity, and affordability, Cal State East Bay makes student achievement a top priority. But what factors contribute most to positive results for students? A few community members share their observations.



The dedicated attention the professors give to the students makes the students on an individual basis feel important and reassured that they chose the right university to fulfill their higher education goals.

Dianna Wheaton '87
Financial aid counselor
Planning and Enrollment Management



The professors being from different backgrounds helps students get a different point of view they never thought of before.

Duoshellg Esparza
Junior
Biology and Spanish major



The programs like writing workshops, tutoring, and counseling make it easier for the students to succeed in classes.

Jamal Roberts
Freshman
Business major



The smaller campus helps with knowing your teachers and them having the time to speak with you. The teachers care about your everyday life and understand that you have a life outside of school.

Erin Hare
Junior
Nursing major



The learning communities help you meet new people and get study buddies, which form good habits.

Erin White
Sophomore
Biological science major



The intercollegiate athletics teaches student athletes responsibility in life and to be part of a team, which they carry into their school work and their jobs.

Marty Valdez '82
Sports information director
Athletics

There are limitless ways to express
what a Cal State East Bay education
can do for students...

Transform

Prepare Motivate
Create
Nurture Inform Excite
Encourage Educate
Inspire Challenge

But there is just a single word for the support of thousands of alumni,
parents, and friends whose gifts make this possible each year:

Essential!

Every gift makes a meaningful difference—including yours. Your support helps ensure that Cal State East Bay can continue to enhance scholarship opportunities and offer a superior educational experience that is uniquely **personal, professional, and achievable** for every student.

Make your gift to the Cal State East Bay Annual Fund today at <http://support.csueastbay.edu> or by completing and returning the postage-paid envelope provided in this issue.

Let us know the word you think best describes what a Cal State East Bay education can do by sending an e-mail to giving@csueastbay.edu.



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