

ViewPoint



**Norma S. Rees
President**

Following is an excerpt from President Rees' address to the faculty.

Last year I also talked about Forward Planning. In this respect, while we have made good headway by completing the first two steps—articulating the vision and developing a new Statement of Mission—events rather overtook us in the form of the need for rapid action to deal with the expectation of a severe funding cut in the absence of real numbers. Well, as I have often had occasion to remark, life is what happens while you're making other plans. Some portion of the envisioned Forward Planning activity in

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1992-1993 may be spearheaded by the Academic Planning Council to which I referred earlier, but in any case we will need to identify Forward Planning themes for this year and establish the working groups that will address them. You will be hearing more about that very shortly.

But it is clear that the University must be looking ahead more than one or two years at a time. There is a desire in all of us to think about the current lean times as merely a blip in the history of the University, which after a bit will get back to business as usual—and, fact, to try to do business as usual as much as possible during the lean times so that ultimately nothing changes much. Let me share with you some of the developments, pressures, and projections that cause me to ask you to give serious thought to our long-term future.

First, look at how the population of California is changing and consider the implications of those changes for public higher education: Right now, as we speak, fifty-four percent of K-12 enrollment are ethnic minority students; Hispanics are one-third of the school population; nearly one-fourth of all immigrants to the U.S. settle in California; one of six pupils in elementary schools were born in another country; almost twenty percent are "limited English proficient;" twenty-nine percent in kindergarten are learning English as a second lan-

guage.

By the year 2000, 108,000 more students will be graduating from high school than graduated this year, a forty percent increase. Significantly more of that number than in the past will have grown up in poverty. In 2000 only forty-one percent of the high school graduates will be white, compared with fifty-five percent in 1990; the proportion of Hispanic and Asian high school graduates will have grown dramatically. The impact on the California State University will be a combination of significant growth in the numbers of students seeking enrollment and changes in the learning styles and cultural backgrounds of these students.

These changes in our student body, of course, are already occurring. But at the same time, the current picture shows that, contrary to some of our cherished myths, in fact students are getting better. Recent studies show that in spite of the increased freshman admission requirements the California State University imposed between 1986 and 1990, the percentage of high school graduates who met the admission criteria went up from 27.5 in 1986 to 34.6 in 1990. What's more, African-American and Chicano-Latino American graduates significantly increased their eligibility for admission to both the CSU and the UC.

This kind of information comes from

California is one of a handful of states where the demand for access to public higher education will grow substantially in this decade and the next.

the work of the California Postsecondary Education Council. Its director, Warren Fox, puts it this way: "In short, the good educational news about the last decade in California's public schools is that reforms are achieving their goals. Our high school graduates are demonstrating improvement through higher graduation rates and higher grade-point averages in more rigorous college-preparation classes. ... The bad news is that California is on the verge of breaking its commitment to these students."

Going beyond the demographic changes, let's take a look at the kinds of demands on the University we can anticipate in the years ahead:

Robert Reich tells us that "in the emerging economy of the 21st century, only one asset is growing more valuable as it is used: the problem-solving, problem-identifying, and strategic brokering skills of a nation's citizens." In other words, our future will depend on the skills of an educated workforce and especially on the kinds

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A glimpse of the new Contra Costa branch campus of CSUH



The Contra Costa campus held a community open house on Saturday, September 19 prior to the first week of classes. The top photo shows the Campus Union (right side) and Contra Costa Hall (left); the bottom photo shows the Library (right side of tower) and the Academic Services Center (left).

Dossier submission deadlines for 1992-93 announced

In accordance with the Promotion, Tenure and Retention Policy and Procedures, the deadline dates for dossier submission by candidates for retention, tenure and promotion are announced as follows:

Tenure: October 1, 1992
Promotion: October 1, 1992
Retention
1st /2nd year: November 10, 1992
3rd/4th/5th year: January 15, 1993

Section 3.8 provides: "A candidate who submits the dossier after the established deadline will not be considered for promotion that year, and the Department Chairperson shall so notify the School Dean in writing, with a copy to the candidate. In the case of a candidate for retention or tenure who fails to comply with the obligation to provide within the established deadlines a dossier of materials in accordance with Article 15.12 of the Memorandum of Understanding, the evaluation will proceed on the basis of material deemed appropriate by the Department Chair after consultation with the School Dean."

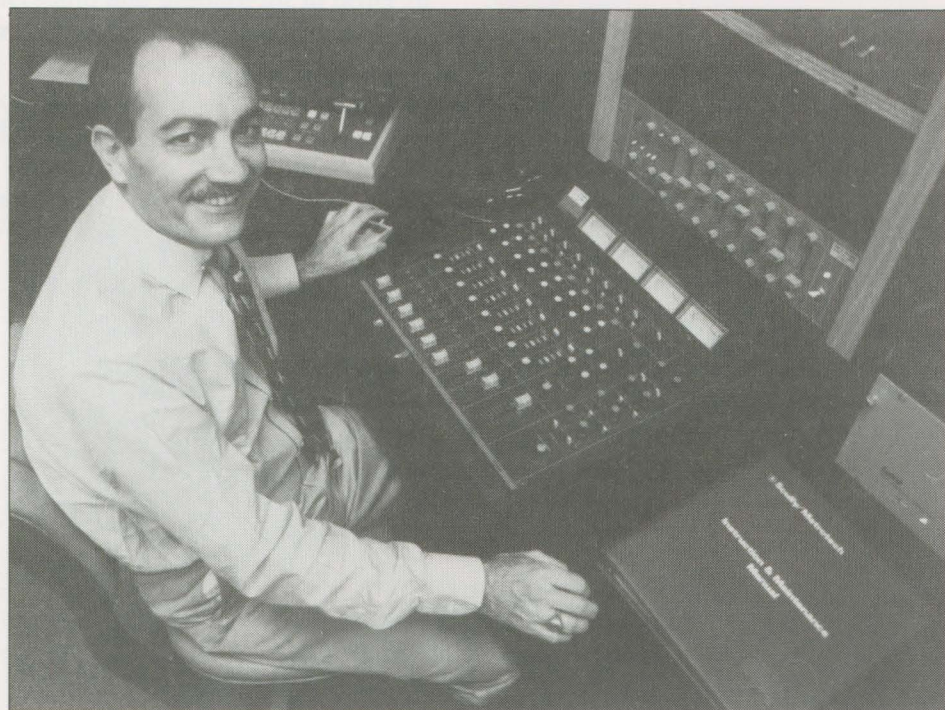
For more information, call the Office of Academic Affairs, ext. 3714.

Judy Hubbard selected for Cunniffe Award



Judy Hubbard, administrative operations analyst in the Department of Kinesiology and Physical Education, is this year's recipient of the Vivian Cunniffe Award. Other staff members honored with nominations are Kaaren E. Brommer, health record technician in Student Health Services; Keohi G. Council, administrative secretary in Academic Affairs; and Wendy Overin, former clerical assistant in the Department of Statistics.

Nominated by Stan Clark, chair of the department, Ms. Hubbard has been with K.P.E. since 1969.



Karl Schonborn of the sociology department pioneered the use of video to present original research nearly two decades ago. It is now practiced by sociologists across the country. Schonborn specializes in topics of interest to law enforcement in Northern California. His topics vary from health and safety issues to what lawbreakers are thinking and doing.

Sociologist gains broader audience through video; "socumentaries" targeted to law enforcement professionals

For seventeen years, Karl Schonborn has been writing, directing and producing "socumentaries." A sociologist specializing in criminology, Schonborn coined the term in 1975 when he started filming his research on social issues.

"My books and articles weren't reaching as wide an audience as I wanted. So I took on the challenge of expressing my research and findings via film and video." When Schonborn first started, enthusiastic students were his only collaborators. It was "tough-sledding" at first said Schonborn, but now his socumentaries are used widely in police departments and hospitals as well as in classrooms. They are also frequently shown on national network television.

He monitors criminal justice trade publications, FBI bulletins, and uses his extensive police contacts for ideas on which to base his videos. Topics range from the unusual to the always timely. He is currently researching metal theft. With the increase in value of aluminum and copper, thieves are making off with guardrails, PG&E poles and other sources of these metals. Another recent video involved interviewing police who have lost or damaged their hearing on the job. Ear-damaging noises like squealing radios, sirens, yelling, gun shots and traffic, are becoming health hazards for many police.

Schonborn points out that his videos are different from educational or documentary films. They are "sociological research pieces akin to professional journal articles." They aren't "ideological as many documentaries are, and they are more original than most educational films. This is original material produced in a language everyone has learned to speak, the language of video."

Alan Smith, retiring dean of the School of Arts Letters and Social Sciences, welcomes non-traditional professional activity such as video work. "As far as I can see video is a valid medium for presenting scholarly work. The problem of acceptance as productive scholarship comes from the lack of systematic evaluation. Journal writing is refereed. Video work must include the opportunity for feedback from peers," said Smith.

According to Schonborn, referees and feedback are common in much serious video. "Since broadcast video and film shot for distribution are expensive and require a team effort, there are many occasions where funding agents, production personnel and focus-groups give feedback."

Schonborn's brand of video requires "extremely complex writing skills. You have to develop a special methodology." Finding interviewees and informants is not easy, but newspaper ads and networking help. Gaining an informant's trust also takes practice. "Interestingly," says Schonborn, "informants don't care as much as they used to about being identified, perhaps because of 'tell-all' shows like 'Geraldo.' Years ago, I had to use back lighting to conceal the identity of all of the informants in my socumentaries/pieces."

Schonborn also teaches "Visual Sociology" to both undergraduates and graduate students. Master's students can do a video in lieu of a written thesis. Three students earned their degrees with a video on migrant workers.—Brenda McConnaughy

"This is original material produced in a language everyone has learned to speak, the language of video."

—Karl Schonborn

Sabbatical leave applications due in November

Applications for sabbatical leave for the 1993-94 academic year are due Friday, November 20, in the Office of Research and Faculty Affairs.

ACE wants you

The American Council on Education announces a call for applications to its fellowship program. President Norma Rees may nominate one or two faculty or administrative staff members as candidates for national competition. The fellowship program is committed to developing diverse leaders for higher education. Fellows usually spend one year at another campus in the office of the president or other senior administrators who act as mentors. If selected, the faculty member's full salary and benefits are paid. Call the Office of Research and Faculty Affairs, ext. 3022, for an application packet.

Fulbrights available to 100 countries

Faculty members are asked to advise students that the 1993-94 competition for grants for graduate study abroad offered under the Fulbright Program will close on October 16, 1992. Only a few more weeks remain in which qualified graduating seniors and graduate students may apply for one of the approximately 670 awards to over 100 countries.

Most of the grants offered provide round-trip transportation, tuition and maintenance for one academic year; a few provide international travel only, or a stipend intended as a partial grant-in-aid.

Applicants must be U.S. Citizens at the time of application, and must generally hold a bachelor's degree or its equivalent before the beginning date of the grant, and in most cases, should be proficient in the language of the host country. Application forms and further information for students may be obtained from John Manion, in the Office of Academic Programs, WA 859.

Deadline for assistive devices funds is Oct. 9

The 1992/93 California State University budget for the Affirmative Action for Disabled Employees Programs will continue the implementation of the Systemwide Assistive Equipment/Auxiliary Aid Program for faculty and staff who are disabled.

Auxiliary aid requests for new employees and equipment requests for new and current employees are due in the campus Affirmative Action Office (President's Office) by October 9. Requests are to be submitted on forms established by the Chancellor's Office.

Examples of equipment include: braille, one-handed or large print typewriters, talking calculators, telephone amplifiers, telecommunication devices, modified chalk boards, special amplifiers and special dictation machines.

Employees are encouraged to attempt to make full use of this program.

For more information or copies of the forms, please contact Bob Portillo or Ronna Taylor, ext. 3870.

The View from California State University, Hayward is published every other Monday except during academic recesses. Deadline for submission of material is Monday, 5 p.m., two weeks prior to the publication date. Please address all copy to The View, 908 Warren Hall, CSUH, Hayward, CA. 94542. All copy over 50 words must be submitted on a disk or through e-mail to ~view. Copy may be edited for style, length and appropriateness. The View is a publication of the Office of University Relations & Development.

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Publication Dates—Deadlines
October 12—September 28
October 26—October 12
November 9—October 26
November 23—November 9
December 7—November 23

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Emergency Preparedness Committee seeks members

The role of the Education for Emergency Preparedness Committee is to educate the entire campus community about what to do before, during and after a damaging earthquake and how to respond to an emergency on campus.

The committee has prepared an Office Survival List and a Survival Kit List for the Car which were distributed to the campus community. It has developed materials for the faculty to present to students each quarter and has posted emergency/earthquake information posters on all bulletin boards and in every classroom. Its goal is to educate staff, faculty and students on how to prepare themselves, to look for hazards in their offices, and what they should do during the earthquake's shaking and after. The "duck and cover" drills are part of this education process, as is the yearly Workshop on Emergency Awareness Day, which features a speaker and awareness activities.

The committee is looking forward to an interesting year, and is seeking members. Individuals interested in joining the committee, should call Sue Hirschfeld, at ext. 3486, or Barbara Ratto, at ext. 3061.

A.S. plans full quarter

Associated Students has planned a drive to help the victims of Hurricane Iniki. A.S. will be collecting monetary donations at *al fresco* on October 14. Checks should be payable to the American Red Cross and indicate in the memo section "Hurricane Iniki." A.S. will be located at the entrance to the amphitheater.

Several recreational activities are also planned. They include a three-on-three basketball tournament, October 10-11; a two-on-two grass volleyball tournament, October 16; a softball tournament, October 24-25; and a Halloween 5K run/walk. All events are open to students, faculty, staff and the public. For fees and registration deadlines call 881-3908. A.S. is also offering its quarterly recreational activities schedule. To sign up, call 881-3908.

As a guide to activities on campus, A.S. is publishing the Campus Events Calendar. To list an event for the November/December issue, call Julie Poerstel by October 9.

SEPTEMBER

30 Wednesday

- Smith Center: "Natural Law and the U.S. Constitution," Roger Pilon, J.D., Ph.D., director, Center for Constitutional Studies, Cato Institute. 2:45pm. UU 311.
- Men's soccer. Stanislaus. 4pm.

OCTOBER

5 Monday

- Women's soccer. U. of San Francisco. 4pm.

8 Thursday - 22

- "Sources," an exhibit of new works by CSUH faculty. Opening reception, Oct. 7. Gallery hours: M/T 11am-3pm; W/Th 1-7pm. 881-4299.

9 Friday

- Volleyball. CSU Chico. 7:30pm.

10 Saturday and 11

- "Hoopin' on the Hill." Three-on- three basketball tournament. Check-in 9am. \$15/\$30 per team; \$2/\$8 per individual. Applications due Oct. 5. 881-3908.

11 Sunday

- Garden Party, a donor recognition event. 2-4:30pm. Peristyle.

14 Wednesday

- al fresco. 11:30am-2pm.

Bone up on WordPerfect; classes start October 13

Computing Services' Information Center has scheduled the following classes for fall . Classes are open to staff, faculty and student assistants. All classes require previous experience with microcomputers. For information on requirements for a particular class, contact the Information Center. Please note that a class may be canceled if fewer than five people are enrolled.

DAY	DATE	TIME	CLASS	ROOM
October				
Tu-Th	13-15	9:00 to Noon	Intro. to WordPerfect (WP)	WA 352
Tu,Th,F	13,15,16	1:30 to 4:30	Intro. to WP	WA 352
M-Tu	26-27	1:30 to 4:30	Inter. WP	WA 352
November				
M-Tu	2-3	1:30 to 4:30	Desktop Pub. with WP	WA 352
Th-F	5-6	9:00 to Noon	Inter. WP	WA 352
Th-F	10-11	9:00 to Noon	Desktop Pub. with WP	WA 352
M,Tu,Th	16,17,19	1:30 to 4:30	Introduction to WP	WA 352
Tu-W	17-18	9:00 to Noon	Desktop Pub. with WP	WA 352
M-Tu	30-12/1	1:30 to 4:30	Intermediate WP	WA 352

For more information about these classes or to sign up for a class, please call the Information Center at ext. 3596, or send an electronic mail message to ~info.

Evening hours for Student Services help busy students

Student Services extended its hours of operation to 7 p.m. Monday through Thursday beginning September 24. Offices will close at 5 p.m. on Friday. The schedule will continue throughout the 1992/93 academic year. These additional hours of operation will create more opportunities for busy people to use services and participate in student life activities.

Assoc.Students	8 a.m.-7 p.m./M-Th	Student Health	8 a.m.-7 p.m./M-Th
Board of Dir.	8 a.m.-5 p.m./F	Services	8 a.m.-5 p.m./F
Counseling & Career Dev.	8 a.m.-7 p.m./M-Th 8 a.m.-5 p.m./F	Student Life	8 a.m.-7 p.m./M-Th 8 a.m.-5 p.m./F
Disabled Student Services	8 a.m.-7 p.m./M-Th 8 a.m.-5 p.m./F	Testing and Evaluation Ser.	8 a.m.-7 p.m./M-Th 8 a.m.-5 p.m./F
Financial Aid Services	8 a.m.-7 p.m./M-Th Closed/F	Trio/Excel Prog.	8 a.m.-7 p.m./M-Th 8 a.m.-5 p.m./F
Housing and Residential Life	8 a.m.-7 p.m./M-Th 8 a.m.-5 p.m./F	University Union	7:30 a.m-10 p.m./M-Th 7:30a.m-7 p.m./F 9 a.m.-5 p.m./Sat
Pioneer Heights	8 a.m.-11 p.m./M-Th 8 a.m.-5 p.m./F 10 a.m.-2 p.m./Sat	Upward Bound	8 a.m.-7 p.m./Tu-F 8 a.m.-5 p.m./Sat
Public Safety	24 hours/Daily	Vice President Student Sercvies	8 a.m.-7 p.m./M-Th 8 a.m-5 p.m./F

Items in this section are printed in the order in which they are received in the Office of University Relations and Development. We receive numerous submissions each week and print them as space allows.

Doris Duncan (Accounting and Computer Information Systems) spoke on "Professional Certification: How and Why" at the Data Processing Management Association, Central Valley Chapter in June. She also has been selected for the Advisory council of the International Biographical Centre for 1992.

Marek Bielecki (Philosophy) read a paper "Dynamics of Conceptual Structures in Mathematics and Science" at the 15th International Wittgenstein Symposium "Philosophy of Mathematics," held at Kirchberg/Wechsel, Austria, August 17-23. He also read a paper "From Simulation to Emulation of Scientific Discovery" and had it included in the proceedings of, the 3rd Artificial Intelligence Symposium for the CSU System held in Long Beach, June 18-19.

Ana Maria Rodriguez (School of Education) has been selected to represent the California State University on the Commission on Teacher Credentialing Advisory Panel on Paraprofessional Career Ladders.

Lynn Paringer (Economics) has received a Fulbright grant for the 1992-93 academic year. The grant is for lecturing at the Higher School of Economics in Prague, Czech and Slovak Federal Republic, under the East European Initiatives Lectureships Program, from January to June 1993.

Zinovy Radovilsky (Management and Finance) presented a referred paper entitled "New Quantitative Approaches to Synchronize Production Flows" at the 10th Annual National Conference of the Association of Management in Las Vegas on August 6. He also was chair of the Management Science section at the same conference on August 7.

Kathleen Kashima (Counseling and Career Development) participated in a panel presentation on "Recruiting and Involving People of Color" at the 2nd All-Branch Volunteer American Heart Association Conference held on August 8 at Cal State Hayward. She also attended as a California delegate the 1992 Enterprise Conference for the American Heart Association, August 19-23 in Dallas.

Joan Sieber (Psychology) has been elected, effective January 1, 1993, Fellow of the American Psychological Association, the highest status in the association.

Nominations sought for Outstanding Professor Award

The California State University Board of Trustees each year presents Outstanding Professor Awards to two faculty members selected from a group made up of one nominee from each of the twenty campuses.

The award recognizes excellence in teaching and contributions made to students, to academic disciplines and to the various campus communities. It includes a cash award. Formal presentation of awards will be made at a trustees meeting. The two outstanding professors have traditionally had the opportunity to make a presentation to CSU colleagues on other campuses.

The selection of a nominee from Cal State Hayward is made by a special subcommittee of the Faculty Affairs Committee. The successful candidate for the nomination also receives the George and Miriam Phillips Outstanding Professor Award of \$1,000. In early fall, the subcommittee will be available to discuss the application process and criteria for selection with potential nominees.

Each nomination shall be supported by evidence which includes detailed lists of the nominee's achievements as a teacher, as a member of his/her profession, and as a part of the campus community.

Evidence shall also include written statements, which are both descriptive and evaluative, by present and former students, colleagues in the nominee's academic discipline, campus administrators, and others who are qualified to comment upon the nominee's teaching and related contributions. The evaluations shall include a description of the type of evidence used as a basis for judgment. Written statements shall include a brief paragraph identifying the writer.

Faculty members interested in competing for the nomination and Faculty Award, or in recommending others, should notify the Office of the Provost and Vice President, Academic Affairs in writing by October 12.

Candidates must submit supporting evidence to the office by October 26. The evidence shall include (a) a table of contents, (b) full curriculum vita, (c) documentation and evaluation of teaching accomplishments, including student course evaluations, (d) documentation and evaluation of professional achievement, (e) documentation and evaluation of service to campus and community, and (f) any other material deemed relevant in support of the nomination.

For additional information, call Larry Alfred, Associated Vice President, Research and Faculty Affairs, at ext. 4212.

Chair of Department of Anthropology appointed

President Rees has appointed Alan Almquist as chair of the Department of Anthropology, effective fall quarter 1992.

Mathews retires; friends and colleagues will hold dinner

Athletic Director Al Mathews is retiring this October after twenty-nine years at CSUH. On November 20, a dinner will be held in his honor at Waterfront Restaurant, Jack London Square. For information call Susie, ext. 3038.

of knowledge and abilities delivered by higher education. According to Robert Atwell of the American Council on Education, "Colleges and universities are key in the development of the human resources and the skills necessary for the U.S. to compete in the global economy. Yet the status of the academy is also affected by trends in the economy," which we must understand and prepare for in order to meet the challenges we will face.

What about the fiscal possibilities for the years ahead? Atwell gives us the national perspective:

"That higher education is in its most dire financial condition since World War II is almost unarguable. ...

The CSU and the UC are among the few categories of state spending not protected by statutory or constitutional formulae, leaving us especially vulnerable in budgetary hard times.

At the state level, higher education accounted for as much as twenty-three percent of state spending in 1970; now it is down to about eighteen percent because of federal mandates in health care and welfare and the pressures on states to spend more on prisons, highways, and K-12 education. ... The supreme irony in all this is that society's expectations of higher education are rising while the resources are diminishing." What we are seeing at the CSU, then, is the manifestation of the pressures on state spending and diminishing resources that Atwell outlines. Moreover, California is one of a handful of states where the demand for access to public higher education will grow substantially in this decade and the next.

Warren Fox of the California Postsecondary Education Council gives us the State perspective:

"California's budget is structurally ill-equipped to support either the short- or the long-term budgetary

needs of California's colleges and universities. ... State funding for higher education does not occur in a vacuum, and higher education will be competing over the coming years with other State services for limited funds." The Commission on State Finance projects annual State budget deficits through the rest of the decade, between \$5 billion and \$7 billion by 2001; the State Department of Finance projects a whopping \$20 billion structural deficit by 2000. Yet the California Postsecondary Education Commission projects that, merely to "fund expected college and university enrollment growth during the next decade, higher education budgets will need to grow by an average of about 7.5 percent per year between now and 2001." Our circumstances and prospects are further compromised by the fact that the CSU and the UC are among the few categories of state spending not protected by statutory or constitutional formulae, leaving us especially vulnerable in budgetary hard times. CPEC's keen understanding of the dilemma of the CSU is shown in these recent statements: "Particularly vulnerable to this pressure is the California State University—the State's major public source of both new public school teachers and new baccalaureate degree holders in key subject areas such as engineering, computer science, business, and the physical sciences. It is the largest public university system in the United States, and enrollment pressures for first-time freshmen and increasing demand from transfer students require its expansion. ... California's colleges and universities will continue to search for ways to increase efficiency and cut expenses, but their flexibility for absorbing further budget cuts is almost exhausted. One-time cuts are, by definition, limited; hiring freezes cannot continue forever; and student fees cannot rise by 40 percent every year."

It becomes excruciatingly clear that, for public higher education in California to meet the demands that will, appropriately, be made on it in years ahead, our citizens will need to make support for the University one of its highest priorities. Otherwise, we will be looking forward to year after year of diminishing state support.

Well, what about fundraising and all the activities that are supposed to fill the state funding gap? Of course we are more heavily engaged in fundraising from private sources than ever before, and expect to increase our efforts and our gains every year; but it is well to remember that only a fraction of colleges and universities,

Even as we are forced to recognize that a commitment to "business as usual" will not serve us adequately, we are beginning to realize that we must ask ourselves just what our business is.

most of them private, have ever been able to rely primarily on private giving for their operational support.

Then how do we plan for the future? If planning was ever important, it is surely so now. In the absence of real planning, taking into account the reality of what our state support will be in the near future, we are at the mercy of last-minute decision-making when we learn at last what next year's budget will be. The obvious—and difficult—answer is that we must think of forward planning in terms of what our priorities are, what we are determined to do with whatever funds we have, and how to deal with reduced support in a thoughtful manner in place of responding to the latest demand and the loudest voice without having weighed the consequences to the enterprise as a whole.

A university can grow and develop in different ways. It can grow by accretion, adding new things from time to time to what is already there. Even if the university doesn't actually grow in size—numbers of students, numbers of buildings—growth by accretion shows up in an increase in the array of programs, the number of courses, the details of degree requirements, and the number of assignments that people take on and have to keep track of. Growth by accretion is the most common way that universities change; as has often been pointed out, academic

institutions are better at starting things than stopping them.

The other way that the university can change is more fundamental. It can change not only what it does but how it does it. It is no secret that universities rarely make fundamental changes except when they find themselves in crisis situations. Fundamental change is scary. It is hard to get support from the organization itself to make fundamental changes.

How should Cal State Hayward position itself for its future? If the lengthy analyses I have just gone through tell us anything, it is that growth by accretion is an unlikely basis on which to plan the University's future in totality, while in fact we are in what looks like rather more of a crisis situation, the kind that promotes fundamental change.

I believe that Cal State Hayward should be thinking about reinventing itself for the next phase of its history. Even as we are forced to recognize that a commitment to "business as usual" will not serve us adequately, we are beginning to realize that we must ask ourselves just what our business is. At the same time, we must not lose the strength of our accomplishments and our traditions. Is that an impossible task? I believe not. I believe that a faculty who created a new university on top of a hill in Hayward thirty-odd years ago and has been continually renewing itself, has, in fact, been in the business of re-inventing the University at every stage of its development. I believe we are not afraid to think new thoughts, test cherished assumptions, and look ahead to the task of educating our students for the world they will live in with all the excitement that makes education our bag.

In recent weeks and months, I have been surprised at the number of people who apologize to me for having brought me to California and to Cal State Hayward just when we are facing all these problems, and even ask me if I am sorry that I came. I have this to say to all of you: I love it here! I not only don't want to do anything else, I want to do what I do right here.

It will be a challenging year. At every stage, let's remember that "none of us is as smart as all of us."

The View

From
California
State
University
Hayward

University Relations & Development, CSUH, Hayward, CA 94542-3004