

# The View

## ViewPoint



Norma S. Rees  
President

The California State University has long been committed to educational equity as essential to its mission to educate the citizens of the region. That commitment is stated in the numerous policies, procedures, and programs that have guided the work of

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the University at all of its campuses. To mention a few examples, the special admissions programs providing opportunities for adult students and educationally disadvantaged students; outreach activities, including visits to local schools; transfer centers in community colleges, which enroll large numbers of students who are underrepresented in the nation's four-year institutions; and the Summer Bridge Program, bringing 75 students to campus every summer to participate in a live-in five-week intensive learning experience to get a "jump start" on their freshman year. There are many others as well. The "official" list of Educational Equity programs issued by the Chancellor's Office is the following:

Programs funded through the General Fund:  
Educational Opportunity Program  
State University Grant  
Disabled Students Programs  
Student Affirmative Action  
Intensive Learning Experience  
Student Writing Skills  
Summer Bridge  
California Academic Partnership  
Faculty Affirmative Action  
Transfer Centers/ASSIST  
Graduate Equity Fellowship  
College Readiness Program  
Disabled Employees  
CAN (Course numbering program)  
MESA Engineering Project

Programs funded by the Lottery:  
Faculty Mentoring  
Faculty/Student Mentoring  
Retention Incentive  
Hispanic Students Scholarship  
Black Students Scholarship  
Student Internship Outreach to Community Colleges and High Schools

Forgivable Loan Program  
Teacher Diversity Program  
Pre-Doctoral Program

These federally funded programs complete the list: Upward Bound, EXCEL, Ronald E. McNair Scholars Program.

At a time when the University is examining itself in the light of reduced funding, inevitably questions arise about the many initiatives and programs that the CSU has created and funded in order to expand opportunities for underrepresented groups. Certainly there has been some concern that funding for educational equity might be considered expendable at a time when the University finds itself in straitened circumstances; for 1992-1993, however, the Chancellor and Presidents have agreed that the above-listed educational equity programs will continue to be supported, although they may feel the effects of the overall reduction in funding to the CSU. (You may be aware that the CSU has an Educational Equity Committee, on which I serve along with faculty and staff from several campuses; Chancellor Barry Munitz has named Ruben Arminiana, President of Sonoma State University, as committee chair. The Educational Equity Committee will continue to address its charge, among other things submitting to the Chancellor its recommendations about current and future educational equity programs separately funded by the CSU.)

*It would be foolish to ignore the fact that some Americans today assert a current version of the nineteenth century opposition to "popular schooling."*

Educational equity, of course, neither begins nor ends with a roster of programs like the one above. As valuable as these programs are, I have often reflected that we can fall into the trap of assuming that, so long as these programs are in place, the University is doing all the right things to insure educational equity on our campus. To get some perspective on this matter, let me call your attention to the following statement in Lawrence Cremin's excellent book, *Popular Education and its Discontents*: "From the very beginning of the public school crusade in the nineteenth century, there were those who thought that popular schooling was at best a foolish idea and at worst a subversive idea. The editor of the *Philadelphia National Gazette* argued in the 1830s that free universal education was nothing more than a harebrained scheme of social radicals, and claimed that it was absolutely illegal and immoral to tax one part of the

*Continued on page 2*

November 23 Vol. 3, No. 5

Faculty & Staff Newsletter

From

California  
State  
University  
Hayward

**Save these dates:**

**December 3:** William J. Bennett, "Politics and Values in Education Reform." 7:30 p.m. University Theatre. \$10/\$5. 727-2640.

**December 6:** Sing Along Messiah, a fundraiser for music scholarships. Friends of the Arts will sponsor a dinner beforehand. Dinner 6 p.m., Sing Along, 8 p.m. Tickets \$35 (dinner and admission)/\$10 (admission). 881-4299.

**December 16:** Staff Holiday Reception. 3-5 p.m. UU Main Floor.



**SMITH HONORED**—Alan Smith, retired Dean of the School of Arts, Letters and Social Sciences, attended a panel discussion featuring playwright Ruth Wolff, who was on campus as part of the newly named Alan M. Smith Theatre Symposia Week. Wolff's play "The Empress of China" was the centerpiece of a week of events which included films, the panel discussion and a poetry reading. Department of Theatre and Dance member Rhoda Kaufman said the event was named for Smith because of his support of department projects, including efforts to bring playwrights to campus.

### Searches open for top posts in ALSS, Library

#### Dean of ALSS

**The Position:** The Dean is the chief academic officer of the School of Arts, Letters and Social Sciences, which includes the Departments of Anthropology, Art, Communicative Sciences and Disorders, Criminal Justice Administration, English, Ethnic Studies, Foreign Languages and Literatures, Geography and Environmental Studies, History, Human Development, Mass Communication, Music, Philosophy, Political Science, Public Administration, Sociology and Social Services, Speech Communication, Theatre and Dance, and a number of centers and programs. The School of ALSS has approximately 246 full and part-time faculty and 40 staff, and offers undergraduate majors and master's degree programs. The Dean (who is assisted by an associate dean) reports to the Provost and Vice President for Academic Affairs.

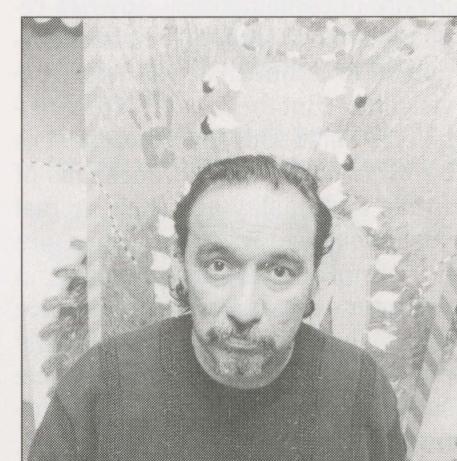
**Responsibilities:** The Dean has responsibility for developing and administering academic programs, for obtaining and allocating financial resources, and for managing and supporting faculty and staff. The Dean is expected to encourage innovative curricular development and creative and scholarly activity, as well as to initiate and maintain cooperative relationships with other university schools, community organizations and state and local agencies.

**Qualifications:** The University is seeking a dynamic and creative leader with experience in administering or working with programs that serve an ethnically and linguistically diverse population. Applicants should have substantial administrative experience and a

### Technology transfer certification offered

The reordering of this country's military and defense resources in light of the demise of the Soviet Union has led to a critical need for individuals who can facilitate the transfer of technologies from military to commercial use. To meet this demand, Cal State Hayward will begin a new certificate program, "Technology Transfer and Commercialization," this January. The program, also known as T2C, will be offered jointly by the Extension Division and the School of Business and Economics in conjunction with the Center for New Venture Alliance (CNVA). It is the first certificate program of its kinds by an academic institution.

Students in the T2C program will be required to complete ninety-six hours of course credit. The courses will be offered on the Hayward campus. For more information, contact Woody Clark at (510) 451-1668/881-3805.



**PERSPECTIVE**—George Longfish, whose works are being exhibited through November 26 at University Gallery, will speak November 23 at 2 p.m. in A&E 268. Longfish, whose heritage extends from the Seneca and Tuscarora tribes, says his work "reviews history from a Native American perspective."

community to educate the children of another."

It would be foolish to ignore the fact that some Americans today assert a current version of the nineteenth century opposition to "popular schooling"; I have lost count of the number of times, in recent years, that I have

Putting it all together, then, our task is to conduct educational programs that provide access, that use all our skills to help students succeed in meeting their goals, but always to uphold the standards of quality without which all else is unworthy of the University and unfair to our students. The

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heard presumably enlightened individuals question whether "the wrong people" are attending our public higher education institutions, adding to our budgetary strain and causing us to lament that not every student is fully prepared to do college level work. The response I would like to make was eloquently stated by Richard Millard in *Today's Myths and Tomorrow's Realities*: "it is far too easy to assume that a student is not qualified when in fact the potential for achievement is present but needs reinforcement—even remediation—for its realization." It is that perspective—that potential deserves to be reinforced—that undergirds our continuing commitment to educational equity.

At the same time, we need to remind ourselves early and often that responsibility for educational equity is not limited to those who direct and staff the "ed equity programs." It is everyone's responsibility. That responsibility, moreover, must be manifest in quality as well as access. Higher education's responsibility for "access" was set forth in a 1986 report of the American Association of State Colleges and Universities, *To Secure the Blessings of Liberty*: "In a society in which knowledge is a source of wealth, deprivation of access to higher education is a form of bondage. The social, economic, political, and cultural complexity of contemporary America requires a much higher level of education for everyone than was before envisioned." But the "quality" responsibility is stated with equal forcefulness by Millard: "Today the questions of equity and quality and their mutual attainment in higher education are not simply a liberal fantasy, a reformer's dream, or 'it would be nice but...' They are related more directly than ever before to the quality of life and the economic welfare and international competitiveness of the nation, now and for the foreseeable future... Access to poor or second-rate programs, to programs that do not do what they say they do or are supposed to do, or to shortcuts that compromise the substance of achievement not only is not equity, it is a hoax."

task is performed in the classroom, the Learning Center, the mentoring programs, the student life activities, in every office that has contact with students, and indeed in every corner of the University—or we fail in our commitment.

Among other things, we must examine our "ed equity programs" to see whether the lessons we have learned and the efforts we make can be expanded into other areas of activity and reconfigured for even greater effectiveness. Much of this work is already under way at Cal State Hayward: our own Educational Equity Committee, chaired by Vice President John Rivers, and the directors and managers of our Educational Equity programs, have been discussing these issues and planning for the future. For example, these groups and individuals have developed the plan for an advisement center designed to respond to the University's concerns for student retention and success.

The year-long effort that resulted in the plan for a University Advisement Center grew out of our commitment to improve student retention and graduation. Almost two years ago I gathered in the President's Conference Room key University administrators whose responsibilities targeted student retention and success. I began by asking each of them two questions: What part of the retention-success action is yours? and What have you learned about the barriers to retention and success? The ensuing discussion was lively!

Several themes emerged as we proceeded: one, that the University has a long history of commitment to student retention and success; two, that the "formal" responsibility has been managed by a number of funded "programs"; three, that these programs were doing excellent work but interacted with one another only minimally; and four, that notwithstanding the commitment, funding, hard work, and progress, some students still seemed to fall in the cracks. After much discussion, the conclusion reached was that no matter how successful each program might be, and no matter how much improvement they made in

working closely together, student advisement needed strengthening. At that point I asked Vice Presidents Rivers and Martino to lead the development of a plan to fill that gap, and the result is the Advisement Center referred to above.

Now, you have probably noticed that I started out in this column talking about educational equity in terms of access and quality, and later shifted to terms like student retention and success. Are they merely different words for the same concepts? Surely there is some overlap, but there is an important difference. "Educational equity" is the term that has been used to bring to mind our responsibilities to provide educational opportunity to historically underrepresented groups. "Student retention" and "graduation rates," in contrast, can be understood to refer to all students, not only those from underrepresented groups.

Here we must openly ask ourselves a serious question: what is the next step after creating high-performance educational equity programs? Do we create more of them, or do we fund them better, or do we at least continue to fund them as in past years? Do we take a long, hard look at the educational equity programs and ask ourselves how they could be even more

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effective, perhaps by working more closely together? Do we ask all faculty and staff throughout the University to fulfill their responsibilities to educational equity? These are all reasonable approaches, but they are neither inspiring nor even new.

I believe our experience with educational equity programming has taught us lessons that can provide leverage to the next stage of development. One lesson is that nothing takes the place of good teaching. We can mount all the special programs we can invent to help students get into school and all the support programs that help them to stay in school, but if our teaching does not excite students to be all they can be, we are surely missing a key component. Another lesson is that effective educational equity requires close attention to the curriculum. Still another lesson we have learned is that students are remarkably effective in helping each other, and we have begun to build on that recognition by working with student organizations—who, to our delight, are more than willing to take on the task of contributing to student success. Finally, it's becoming clearer every day that the University must offer education of the highest quality for all our students. Looking at it that way suggests a new approach to educational equity, one that allows us to

talk about student retention, success, and graduation for all our students. It also demands of us that we reexamine and raise the standards of what we know, what we teach, and how we assess students' learning.

I believe that goal is what we have been striving for. We knew that to begin to make progress we would have to create and nourish special programs for access and support, and we have done so. We've gotten very good at it. Educational Equity programs have helped the University to enroll and graduate a larger number of low income and minority students for the past two decades and more. We still need those programs, although we are prepared to consider changes that will make them even more effective. But we have long passed the point where we can delegate full and sole responsibility for access and success for underrepresented groups exclusively to the special programs with which we have become so comfortable. We are now well into the stage of recognizing that educational equity is the responsibility of the entire university for all of our students, and that it is a very special responsibility of the faculty. We are at the start of understanding that true educational equity can take place only in a setting that prizes quality education for each and every student, and that engages in a full array of initiatives designed to help every student reach his or her potential. The University must continue to welcome and utilize new ideas that contribute to the educational success of all our students. And, most importantly, the University must hold itself accountable for progress toward our educational equity objectives.

Once again, let me quote the late Richard Millard: "Equity obviously involves considerably more than access to appropriate higher education, as important as that is. It includes not only providing the opportunity but through that opportunity encouraging the development of the potential of individuals for their own career fulfillment and their contribution to the well-being of society. Equity thus applies to all students and potential students of all ages." That, I believe, is our challenge.

## REFERENCES

Lawrence A. Cremin, *Popular Education and its Discontents*. New York: Harper & Row, 1990.

*To Secure the Blessings of Liberty*. American Association of State Colleges and Universities, Washington, D.C., 1986.

Richard Millard, *Today's Myths and Tomorrow's Realities*. San Francisco, Jossey-Bass, 1991.

## NOVEMBER

### Now through 25

- George Longfish, one person show, and Juried Student Exhibit. Gallery hours: M/T 11am-3pm; W/Th 1-7pm. 881-4299.

### 27 Friday -29

- *Caligula*, a portrait of the Roman emperor by Albert Camus. Fri/Sat 8pm; Sun 2pm; Th 6pm. \$5/general, \$4/students & seniors, \$3/CSUH students. Box office: noon to 1pm and 4-6pm the week of performance only. (510)881-3261.

### 24 Tuesday

- University Symphonic Band, includes Persichetti's *Symphony for Band*, works by Reed, Mel Powell, Ralph Vaughan Williams. 8pm. UT. \$5/\$4/\$2. 881-4299.

### 25 Wednesday

- Cummings Geology Club. "Geology of the Sutter Buttes Volcano," Brian Hausback, CSU, Sacramento. Noon. NoSci347.
- Economics Seminar. "On the Relevance of Policy to Kirznerian Entrepreneurship," Stephen Shmanske, CSUH. 2:40-4:30pm. MB2605.

### 27 Friday- 28

- Women's basketball. Cal State Hayward Tournament. 6pm.

### 28 Saturday through December 7

- Native American Art Show and Sale, jewelry, pottery, baskets, rugs, kachinas. John Ballou, American Indian Arts & Crafts Association "Artist of the Year" will demonstrate his craft during run of show. Opening receptions November 28 and 29, 2-6pm; November 30-December 7, 10am-4pm. C.E. Smith Museum, MI. 881-4299.

## DECEMBER

### 1 Tuesday

- CSUH Jazz Ensembles, guests Art Lande and Russian Dragon Band. 8pm. UT. \$5/\$4/\$2. 8814299.

### 2 Wednesday

- Cummings Geology Club. Noon. NoSci347.
- Economics Seminar. "Recent Developments in Business Cycle Theory," Jeff Hummel, Golden Gate University. 2:40-4:30pm. MB2605.
- Budget Advisory Committee meeting. 3pm. President's Conference Room. Open to campus community. (Also open to campus community: Subcommittee on Planning of the Committee on Academic Planning and Resources of the Academic Senate. 1st and 3rd Thursdays. 2-4pm. Library Conference Room.)
- Academic Affairs Open House for faculty. University Club. 4:30-6:30pm.

### 2 Wednesday, 3-4

- Yuletide Faire, arts, crafts, hot cider carolers and raffles. 10am-4pm. UU.

### 3 Thursday

- William J. Bennett, former Secretary of Education and "Drug Czar," speaking on "Politics and Values in Education Reform." 7:30pm. University Theatre. Tickets: \$10/general public, \$5/students. (510) 727-2640. Sponsored by the Smith Center for Private Enterprise Studies.

### 6 Sunday

- Let the Festivities Begin, holiday dinner and entertainment preceding Sing-Along Messiah, sponsored by Friends of the Arts. 6:30pm. \$35 includes ticket.
- Sing-Along Messiah, scholarship benefit. 8pm. UT. \$10. (Scores available, \$8). Friends of the Arts dinner, 6pm. \$35 (includes admission).

### 11 Friday

- Men's basketball. Lewis and Clark. 8:15pm.

## Goldwater Scholarships support work in math and science; campus can nominate six upper-division students

In 1991, Henry Thai, a biology major at CSUH, was one of thirteen students in California to receive scholarships offered through the Barry M. Goldwater Scholarship and Excellence in Education Foundation. The program is designed to provide opportunities for outstanding students in mathematics, the natural sciences, and engineering disciplines that contribute significantly to the technological advances of the United States. Students who will be juniors or seniors during the 1993-4 academic year are eligible. The campus can nominate six students.

The award covers eligible expenses up to a maximum of \$7,000 per year. Junior scholarship recipients are eligible for two years of support or until

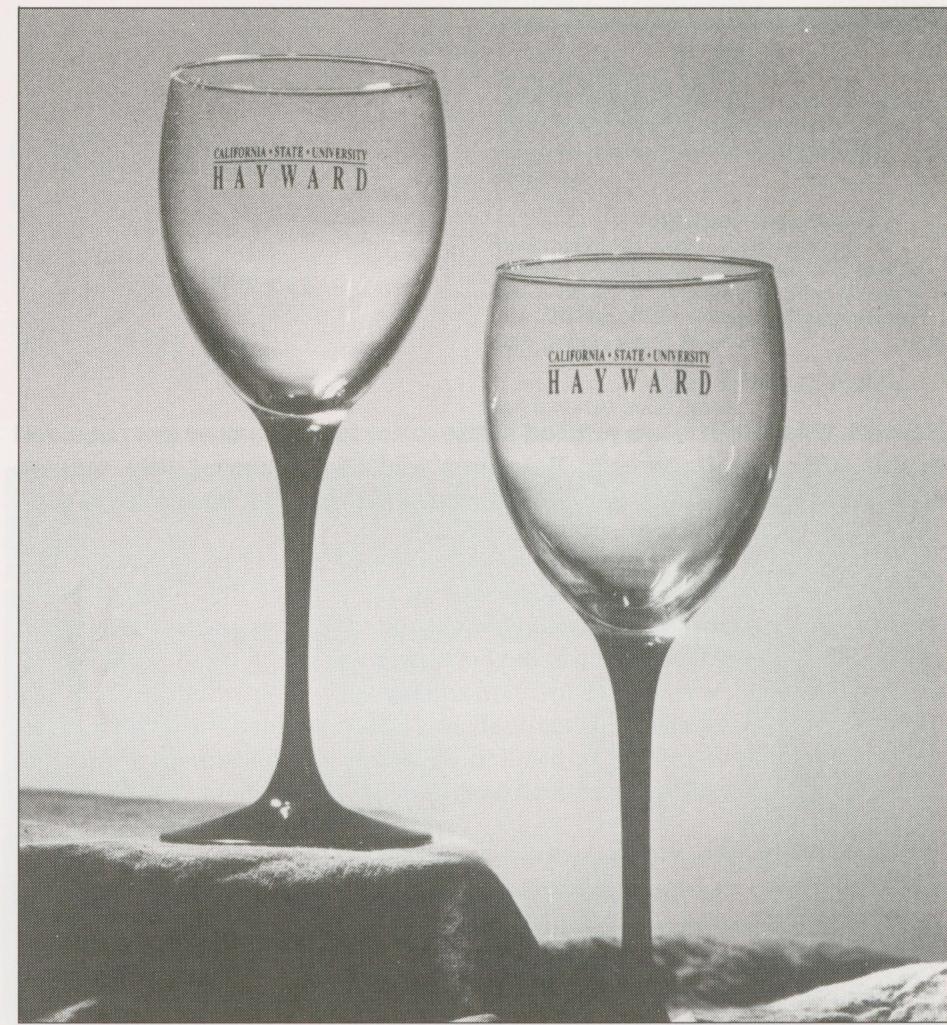
the baccalaureate degree is received, whichever comes first. The awards will be announced in May. The deadline for all 1993 nominations is February 5. Interested parties should contact Russell Merris, ext. 3244.

### Messiah rehearsals open

The CSUH music department invites the public to join any of the rehearsals for singing Handel's *Messiah*. The schedules is as follows:

November 23: 7-9 p.m.  
November 30: noon -1 p.m.; 7-9 p.m.  
December 2 : noon-1 p.m.  
December 4: noon-1 p.m.

Rehearsals will take place in the Music/Business Recital Hall 1055. For information call 881-4299.



ON SALE—These wine glasses can be purchased for \$5 per glass or four for \$17.50. Call ext. 3724 or stop by Warren Hall 908. They can also be obtained from members of University Relations and Development at the Yuletide Faire.

### Searches in ALSS, Library continued from page 1

record of supporting research and faculty development. Applicants should possess the terminal degree appropriate to one of the departments in the school. The University is particularly interested in attracting minority and women candidates.

Salary is competitive and commensurate with experience and qualifications.

Letters of application for this position, accompanied by a resume and names of five references, will begin to be considered on December 1, 1992 and will be received until the position is filled. Position number is: 92-0054. Please direct all correspondence to:

E. J. Murphy, Chair, Search Committee for the Dean, ALSS  
c/o Office of the Provost  
California State University, Hayward  
Hayward, California 94542-3007

### Director of the Library

Qualifications: MLS from an ALA-accredited library school or school of equivalent quality is normally expected and five years of significant professional library administration experience. Additional qualifications:

- a record of accomplishment in supervising, motivating and evaluating professional and paraprofessional employees and in managing library budgets,
- ability to plan development of collections supporting university instruction and research,
- current knowledge of technological developments and trends regarding automated library systems, on-line service and CD-Rom resources,
- ability to work effectively in a collective bargaining and shared governance environment,
- experience in obtaining external support for university libraries, and
- experience in meeting the educational needs of a multicultural community.

Responsibilities: The Director of the Library supervises a budget of about \$3 million, a collection of over 800,000 volumes accessible through INNOPAC and 13 librarians, 18 library

assistants and four other staff. The Director reports to the University Provost.

Salary is competitive and commensurate with experience and qualifications.

The appointment is effective September 1, 1993. Applications will be accepted until the position is filled. Candidates should include a letter, resume and the names of three references. Position number 92-0053. Address nominations and applications to: Chair, Search Committee for the Director of the Library Office of the Provost and Vice President, Academic Affairs California State University, Hayward Hayward, CA 94542-3007

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# View

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.

Managing Editor: Linda Schneider  
Photography: Chris Chenard, Terry Smith

### Publication Dates—Deadlines

December 7—November 23

January 11—December 28

January 25—January 11

February 8—January 25

February 22—February 8

March 8—February 22

March 29—March 15

April 12—March 29

April 26—April 12

May 10—April 26

May 24—May 10

June 7—May 24

June 28-June 14

Printed on recycled paper

**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.**

**Shyam J. Kamath** (Economics) article entitled "The Promise and Perils of India's Economic Reforms" was published in the summer 1992 issue of *Policy*.

**Zinovy D. Radovilsky** (Management and Finance) presented a paper entitled "Managing Operations in the Former Soviet Union" at the 35th Annual Conference of the American Production and Inventory Control Society (APICS) in Montreal on October 18. He has published a paper entitled "New Quantitative Approaches to Synchronize Production Flows" in the *Proceedings* of the 10th Annual National Conference of the Association of Management, volume 10, No. 2, 1992, pp. 16-20.

**Patricia Guthrie** (Human Development) participated in the American Folklore Society Meetings held October 14-18 in Jacksonville, Florida, where she served as discussant for the panel "Sea Island Culture: The Context for Change and Tradition."

**Richard A. Garcia** (Ethnic Studies) presented a lecture at a symposium on Hispanic heritage at Santa Clara University on October 15. The lecture entitled "Dolores Huerta: Woman, Organizer and Symbol" was sponsored by Ethnic Studies, Womens Studies and the History Department.

**Jacki Anderson** (EPSY) has been awarded a subcontract from the University of Oregon for \$42,000 for 1992/93 as a member of the National Institute on Disability Research, Rehabilitation (NIDRR) Research and Training Center on Positive Behavioral Support. Other participating universities in the consortium include: University of Kansas, UC Santa Barbara, University of South Florida & SUNY Stony Brook. She chaired a panel on training issues at the NIDRR, Research and Training Center on Community Referenced Behavior Management National Conference on Behavior Management in Nashville. She also chaired a training forum of sixteen state level teams in conjunction with the conference. In September, Anderson conducted a "Symposium on Positive Behavioral Support" for direct care providers and families at Michigan State University, East Lansing. She also conducted a workshop on "Systems to Facilitate Positive Behavioral Support" for administrators and case managers, Clinton, Ingham, Eaton County, Mental Health, Lansing, Michigan.

**Bette Felton** (Dept. of Nursing) has had her article "How Organization of Nursing Care and Resident Health Status Affect Nursing Home Cost," accepted by *Nursing Outlook*. *Nursing Outlook* is a nursing and health policy journal that is peer reviewed and published monthly.

**Herbert M. Eder** (Geography and Environmental Studies) participated in the Joint Annual Meetings of the Conference of Latin Americanist Geographers (C.L.A.G.) and the National Council of Geographic Education (N.C.G.E.) held in Santo Domingo, Dominican Republic from September 19-26. The first five days were field excursions to sites of importance in the late 15th century Spanish exploration and settlement of the island, including Columbus' first settlement at La Isabela. Eder also gave a workshop for "Teaching the Agricultural Geography of Latin America and the Caribbean," and attended his final C.L.A.G. board meeting at the end of his final three-year term as an officer.

**David Stein** (Music) was the guest conductor for the Mt. Diablo Unified

School District's All District Choral Festival. Over 200 singers participated from four Concord area high schools in the October 29 evening concert.

**John Hammerback** (Speech Communication) attended the annual convention of the Speech Communication Association in Chicago, October 30- November 1. He chaired a panel of debut papers in public address; served as reviewer of papers in public communication; became vice-chairperson of the Public Address Division and its primary program-planner for the 1993 convention; and presented two co-authored papers, "Ethnic Heritage as Rhetorical Constraint: The Plan of Delano" and "Reies Lopez Tijerina's 'Letter from the Santa Fe Jail."

**Jane A. Moller-Frazier** (Nursing) has been appointed to the Board of Trustees of St. Rose Hospital.

**Leone Nidiffer** (Institutional Research and Analysis) attended a training workshop on "Investigating Sexual Harassment Complaints." The workshop was held in Napa on September 2 and was conducted by the California Association of Affirmative Action Officers. Nidiffer is one of the two administrators, along with **Robert Portillo** of the Office of the President, designated by President Rees to investigate sexual harassment allegations for the University.

**Harry Carter** (Music) national chairman of International Exchanges for the American Choral Directors Association, led a delegation of six U.S. choral conductors to the National Convention of the Swedish Choral Directors Association in Orebro, October 1-4. During the week following the convention there were visits which included a wide variety of choral activities and workshops/rehearsals conducted by the U.S. participants. After working with the Nicolai Chamber Choir in Stockholm, Carter was featured as guest conductor on the choir's October 10 concert in Oxelosund.

**Al Newell** (Plant Operations), **Gwenda Plaisance** (Contra Costa), **Phil Garbutt** (Geology) and **Patti Moeller** (Library) attended the California State Employee's Association (CSEA) 57th annual General Council in Sacramento, October 9-12. While there, they elected statewide officers and discussed plans for the coming year. Some of the keynote speakers were State Controller Gray Davis and Insurance Commissioner John Garamendi.

**Frederic Palmer** (Music) was guest conductor of the Sacramento Recorder Society at its meeting on October 6.

**Jay Rizetto** (Music) was a guest speaker, October 14, at the Department of History at UC Berkeley. His lecture was entitled "The Music of the Inca Before and After 1492."

**Jay L. Tontz** (School of Business and Economics) was the keynote speaker at the Annual Meeting of the Alameda County Electrical Contractors Trust at the Lakeview Club in Oakland. His topic was "Entrepreneurship Programs for American and Russian Executives."

**Benjamin Bowser** (Sociology and Social Services) and **Glynn Custred** (Anthropology) have been selected as California State University System Field Faculty Fellows for 1992-93 to analyze language use issues in California through the California Field Poll Institute.

**Academic Affairs  
Open House for Faculty**  
University Club  
4:30-6:30 p.m.  
Hosted by Frank Martino  
December 2—Wednesday

# The View

From  
California  
State  
University  
Hayward

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