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
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 University system.

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Mathematics and Sciences Department Chair Mohammad “Mo” Qayoumi

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.

Mohammad “Mo” Qayoumi
President

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.

Expanded Concord nursing program aids region, state
**McNair Scholars Work Toward Doctoral Degrees**

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.”

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 Golkeiwzka, 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 www.csueastbay.edu/mcnair or call 510.885.3744.

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**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.

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**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 Administrators 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 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 Assistant 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.

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**Doctoral Degrees**

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.

“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 Golkeiwzka, 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.”

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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 Sobhila 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 Amrhein, associate professor of Persian Studies, both of 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

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

PHOTO: SCOTT CHERNIS

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.

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 — Beyoncé, 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.

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.

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.
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.

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“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.
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, providing 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 advisors. 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.

“Three of the greatest ways it contributes to their overall success, by making them more comfortable in the classroom environment,” says Sahar Halhghat, 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.

“Physics: ‘What’s physics do 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.”

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.

“That’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.

PHOTOS: JESSE CANTLEY

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 1907 at the Experimental College at the University of Wisconsin, Madison.
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 world around them.

During the first lab meeting, business major Elmo Rey Arciaga, then 17, of Oakland observed that the pitch of a vibrating string is proportional to the square root of its tension. (The lesson was inspired in part by Galileo’s father, a 16th century lutenist who proved valuable for freshmen who arrived on campus ready to tackle college-level courses. Particularly benefited students considered under-prepared for college work, they also particularly benefited students considered under-prepared for college work, they also

“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.

“I have my own DJ 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 DJ. I’ve done about two club (shows).”

Regardless of whether he sticks to his DJ 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 the case studies — particularly benefited students considered under-prepared for college work, they also proved valuable for freshmen who arrived on campus ready to tackle college-level courses.

“When we were doing it wrong, our points were right,” he says. “Now that we’re doing it right, our points are wrong.”

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 Fialaau, 18, who wears a blue CSUEB sweat-shirt 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.

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 wavelength 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.
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 connections students make to 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.

“I 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 spring semester. The quarter’s small size allowed for professors to get a master’s of the “Beats, Physics and the Mind” students, and it 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
THE RIGHT STUFF
AT CAL STATE EAST BAY

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.

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.
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.

“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

“I’ve been visualizing the Jules Verne supply spacecraft’s reentry over the South Pacific while working on this problem the past year,” Kitting says. “It’s a nice fit.”

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.

“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.

“It’s the smaller material that spreads out farthest.”

In preparation for the NASA mission, CSUEB faculty 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.
The Jules Verne, a supply vehicle to the International Space Station (ISS), and the approximately 2½ tons of materials it carries, burns up Sept. 29 as it enters Earth's atmosphere, as depicted in this photo taken by professor Christopher Kitting. After undocking from the ISS, the Jules Verne spent 11 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.

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 the NASA and European Space Agency calculations were spot on, placing the jets in ideal viewing positions. Researchers had their equipment up and running as the Jules Verne reenters the Earth’s atmosphere, as depicted in this photo taken by professor Christopher Kitting. After undocking from the ISS, the Jules Verne spent 11 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.

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 captured 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 ahs, 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
Conference rolls out breakthroughs in earthquake science

GEOLGY 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 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 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 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.

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

"It's steadily creeping, so any stream crossing will be displaced."
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 logo, 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.

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.
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 audiology, also allows the grad students to sharpen their skills as 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 mobile audiology van, which is parked just outside his preschool. He is accompanied by his mother, Laila Muwwaki, and his teacher’s aide. The van is decorated with a smiley face into the basket, one of many small containers ready to assist or answer technical questions.

“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 into the basket. One of many small containers ready to assist or answer technical questions.

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 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 bit 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 approxi-mately 300 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 ($25,000). 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.

“‘OK, I’ll take a look,’” Bernstein-Ellis says. “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
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.
ON THE JOB

Back at Tyrell Elementary, Mucetti says a big part of leadership for her involves making herself accessible and visible to her students and teachers. “Now, you 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. “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.”

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. Lopez 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 doctoral programs for community colleges and none that are active in the Bay Area,” Lopez 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

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Cal State East Bay Magazine | WINTER 2009

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

BY MONIQUE BEELER

PHOTO: BEN AILES

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

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. 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.”

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.”
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 out the current crisis, 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.”

“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
**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
Submit Class Notes

Share your story, accomplishments, and changes in your life with fellow alumni. Include your address, phone number, 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: Comment@csueastbay.edu

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 Railford 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 46 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 “Ciz” Schaefer-Braun, B.S., physical education (’74) and M.S. physical education (’81), has been selected to The University of Texas at Austin’s Athletic Hall of Fame. Braun is a 32-year veteran of the sport.

Carolyn Massey, B.A., sociology (’01), was appointed as a district manager for Rincon Technology Inc. and secretary of the governing board of the United Auto Workers Local 690. Massey 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.

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.

Michael Cutlip, B.A., art (’79), held his first solo exhibition of collage works at Sopa Fine Arts in British Columbia. His work has been widely shown 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.

Yvette Franklin, B.A., liberal studies (’96) and Educational Leadership Certificate (’04), was included in Who’s Who Among American Teachers in the National and 2005. 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 (’96), is the director of sales and marketing for SIS 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 1991 and a member of IRES since 1994.

Kristen Morgen, B.A., art (’93), held her second solo exhibition at Marc Selwyn Fine Art in Los Angeles. Her clay sculp- tures, 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 (’79), is the head field hockey coach at the Univer- sity of Utah in Salt Lake City, where he has worked for the past five years. He also participated on the 1996 U.S. Olympic field hockey team.

2000s
Thomas Aviato, 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 Gab, B.A., art (’04), recently completed a one-year artist 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.

Claudia Quezada, M.P.A. (’01), 10 years she started teaching at Kansas City Art Institute.

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

Submit Class Notes
CALENDAR

THEATRE AND DANCE

Go! A Faculty Dance Concert
Jan. 29, 30, and 31 at 8 p.m. in University Theatre, $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.

10th Annual Night of Jazz
Music Department Scholarship fundraiser March 3 at 8 p.m. and 70 p.m. at Roths 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 23-31). 401 O to 4 p.m. Monday through Friday, in the C.E. Smith Museum of Anthropology (MI 3047). Free.

ATHLETICS

Men’s Basketball
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 p.m. vs. CSU Monterey Bay
March 13 at 2 p.m. vs. Cal Lutheran
March 16 at 1:30 p.m. vs. Cal Lutheran
April 3 at 2 p.m. vs. Chapman University
April 4 at 2 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 7:30 p.m. vs. University of the Prince
April 28 at 12:30 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

LECTURE SERIES

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 3 p.m. in University Theatre, $14 general admission; $12 youth, senior and alumni; $8 with CSUEB ID.

CSUEB Opera Workshop Scenes and Arias
March 17 at 7:30 p.m. in Music and Business room 1055. Allen Shoemaker and Pamela Hicks, director. 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 Fujian. $8 general admission; $6 youth and senior; $4 with CSUEB ID. $50 family of up to two adults and two children.

Pilgrimage of a Night
May 22 at 7 p.m. and May 23 at 8 p.m. in University Theatre. Co-produced by the Philippine American Student Association and the Department of Theatre and Dance, featuring original drama and traditional dances. $12 per adult, $15 at the door.

HAYWARD CAMPUS

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. Free.

Annual Student Juried Exhibition
May 19 through June 4 in University Art Gallery. Free.

ATHLETICS

Women’s Basketball
March 13 at 2 p.m. vs. Redlands
March 14 at 2 p.m. vs. Trinity International
March 16 at 2 p.m. vs. CSU Monterey Bay
March 19 at 2 p.m. vs. Cal Lutheran
March 20 at 2 p.m. vs. CSU Monterey Bay
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March 21 at 2 p.m. vs. Chapman University
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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 7:30 p.m. in LB 149 at Concord Campus. See and hear excerpts from Le Paix de Don Juan, 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, 17, 24 at 1:30 p.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 10, 17, 24, and April 1 at 7:30 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 KGB, Britain’s MI5, and Russia’s FSB moral and worth the cost? $30 for OLLI members; $40 for non-members.

CONCORD CAMPUS

THEATRE AND DANCE

MUSIC

Sophisticated Ladies
March 10 at 2:30 p.m. in University Theatre, Wesley J. Broadway, 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

Enterprising Student Scholarship Recipients Recital
March 1 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. Broadway, conductor. $7 general admission; $5 senior and youth; free with CSUEB ID.

Trombone Ensemble Recital

MUSIC

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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 requirements. Thus — now, more than ever — the support of friends who share a passion for Cal State East Bay’s distinctive requirements. Thus — now, more than ever — the support of friends who share a passion for Cal State East Bay’s distinctive requirements. Thus — now, more than ever — the support of friends who share a passion for Cal State East Bay’s distinctive requirements.

The entire University community recognizes and celebrates those whose continuing and generous financial support make this investment possible. You, the donors, are our most valuable legacy.
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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 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 programs like writing workshops, tutoring, and counseling make it easier for the students to succeed in classes.

Jamal Roberts
Freshman
Business major

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 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 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

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 JPEG file. If you need help scanning your photograph, contact Sharen 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.

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 campaigns to make good on the United States’ withdrawn pledge of $34 million to UNFPA.

Visit www.csuebalumni.org for updated event details.

What is inCircle?

A new online community exclusively for CSUEB alumni

- Expand your network and join over 65,000 alumni.
- Search for jobs, businesses, mentor, and more.
- Post a job opportunity or classified ad.
- Join or create group discussion.
- Promote your event, business, Web site or blog.
- Set your own privacy settings and as much or little information as you choose.

REGISTER AT
http://in-circle.csueastbay.edu/ev.php?group=calstateeastbay

Reprinted from the alumni newsletter, the Star. Read the online version at www.csuebalumni.org.

THE LAST WORD:

You ought to be in (homecoming) pictures

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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.