

together

EXPLORING WHAT CAN BE

SAN JOSÉ STATE UNIVERSITY

College of Social Sciences

SPRING 2013 NO. 04



SERVICE

[sur-vis] noun

1. an act of helpful activity; help; aid: to do someone a service.



SHEILA BIENENFELD

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SERVICE

dean's message

Greetings! You might have noticed that my photo in this issue of *Together* has changed. Instead of my usual deanly outfit, I'm wearing my venerable but frayed 30-year-old work shirt. No, I haven't reverted to the graduate student garb of yesteryear: it's due to this issue's theme—service.

Service is a core mission of the College of Social Sciences and of San José State University. In this issue we'll tell you about alumni, faculty, students and staff rolling up their sleeves and bringing the classroom to the community.

Our friend and distinguished double alumnus, Maj. Gen. Tony Jackson, is a prime example. After retiring from a 36-year career in the U.S. Marine Corps, he was called back to service by Gov. Jerry Brown to help rehabilitate the tarnished image of the California State Parks.

Political science alumna Patricia Gardner is dedicated to serving more than 200 local non-profit agencies devoted to health and human services as head of the Silicon Valley Council of Non-Profits. SJSU students regularly serve as interns with Pat's organization, and many have gone on to fulfilling careers in the non-profit sector.

Cindy Moreno, a recent Environmental Studies graduate, was honored for promoting shorebird conservation among Latino communities while serving as an intern at the Don Edwards San Francisco Bay Wildlife Refuge. She combines her non-profit work with her role as an energy-outreach specialist for a private, for-profit company.

Sociology professor Scott Myers-Lipton doesn't only teach about social change, he encourages his students to implement change through their classwork. His students have tackled homelessness, the human consequences of Hurricane Katrina and most recently, wage inequality.

Psychologist Elena Klaw and sociologist Michael Fallon direct the Center for Community Learning and Leadership, which each year matches thousands of service-learning students with local non-profit agencies. They also coordinate programs serving veterans, elders, low-income litigants and victims of relationship violence.

We also meet the extraordinary Erlinda Yanez, an alumna who serves as an administrator in our Mexican American Studies department and as a budget analyst in our Psychology department.

The college staff elected Erlinda to receive this year's Staff Excellence Award. She is active in the community, mentors students and continues to apply the skills she honed both as an SJSU undergraduate and while completing her master's degree at the University of Chicago.

This year the college will bestow its first Social Entrepreneurship and Community Engagement Award, honoring outstanding alumni like those profiled here. If you find this work as important as I do, I hope you'll consider a donation to help fund a cash award to future recipients.

Whether you can contribute financially or not, I hope this issue will inspire a renewed interest in putting your education to work for the community around you. Any of our story subjects will tell you that the satisfaction gained from serving more than justifies the time and effort they spend.

Best wishes for a wonderful summer,

Sheila Bienenfeld
Dean, College of Social Sciences
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From campus to community

SJSU interns play key role at silicon valley council of nonprofits



KARL NIELSEN

This semester, students in the College of Social Sciences with concentrations in public administration and public policy are spending a dozen hours each week at an office a few miles west of campus, taking advantage of an unusual opportunity.

As interns for the Silicon Valley Council of Nonprofits, they have been getting hands-on experience with issues like juvenile justice and senior nutrition, as well as analyzing data for policy recommendations and writing reports and research on trends in giving.

It's all due to the efforts of SVCN executive director Patricia Gardner, a 1979 San José State University graduate. "Mentoring these students reminds me every day of the importance of SJSU

in our community and their role in educating leaders for tomorrow," Gardner says.

Gardner has headed the group, which represents 200 local organizations that provide health, senior, youth and housing services, since 2000. "We're the network of all the nonprofits," she says. "Our mission is to magnify the voice of the nonprofit businesses."

In 2011 United Way Silicon Valley named her Community Builder of the Year. The *Silicon Valley/San Jose Business Journal* has also recognized her as one of 80 Women of Influence in Silicon Valley.

Gardner, whose degree was in political science, also helped found the San José State Political Science Alumni Association, a unique group that raises between \$15,000 and \$20,000 a year to fund scholarships for students who need tuition assistance.

"We're proud to be the only department-led alumni fundraising program at San José State," Gardner says. "We also hold an annual graduation event to help mentor graduating seniors in their job quest."

Gardner, who grew up in Millbrae, briefly attended the College of San Mateo before transferring to San José State in 1976. "My dad was involved in the labor movement when I was a kid," she says. "Politics was always part of our daily conversation at home."

While taking classes from professors like Larry Gersten and Terry Christensen, she spent her free time helping out with local political campaigns, but she stayed in touch with her teachers after she graduated.

Gardner did community organizing for three years before taking a job as development director for Achieve Kids, a Palo Alto-based program that serves children with developmental disabilities.

Meanwhile, she also earned her master's degree in public administration from California State University, East Bay, graduating in 1986. She also found time to run a private political consulting business, focusing on local and state legislative candidates for about a dozen years.

At SVCN, Gardner draws on her formidable suite of skills. She often advocates on behalf of member organizations before the city council and Board of Supervisors and frequently meets with elected officials.

The organization meanwhile has grown under her leadership and has seen its annual budget increase to more than \$400,000.

She has served on a number of key policy committees, including the Blue Ribbon Committee on Housing and Homelessness,

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Command Performance

Retired Marine Corps general heads State Parks Department



On his last tour of duty, Maj. Gen. Anthony L. Jackson commanded seven sprawling Marine Corps installations in the Western United States that encompassed thousands of acres of desert and mountain terrain.

"I was kind of like the landlord," says Jackson, who graduated San José State University in 1973 with a master's degree in history. "My

last job brought me to Sacramento frequently."

That assignment proved to be a great preparation for his new job. In November 2012, Gov. Edmund G. Brown appointed Jackson the 19th director of the California Department of Parks and Recreation.

Jackson's predecessors had concealed a \$54 million budget surplus at a time when many state parks were slated for closure. Sloppy accounting and fear of embarrassment were cited as contributing causes in a highly publicized investigation conducted by the state attorney general's office.

The state parks system includes 280 scenic and historic installations, not to mention one-third of California's coastline, Jackson says. "It's just a rich history," he says.

Jackson was the fourth of seven children born to a career soldier. The family was stationed in Germany and at various posts in the U.S. before landing in Oakland, where Jackson wrestled and played football in high school.

Jackson decided to attend San José State, where he soon became captain of the freshman football team. He was a varsity linebacker the next year and played defensive end his final two years.

He earned a bachelor's degree in history with a focus on Meiji-era Japan, then stayed on for his master's in modern Chinese and Japanese history.

Jackson has fond memories of the late Benjamin Hazard, a history professor who was also a master of kendo, the Japanese art of sword fighting. "He mentored me and made sure I had the classes to ensure I got through in four years," Jackson says.

Jackson met his wife-to-be, Susan Gail Steinbach, in an anatomy and physiology class in the spring of 1969, and they

married in early 1971. After completing his master's degree, he started a Ph.D. program at the University of California, Santa Cruz, but ran out of motivation.

He spent a couple of years selling life insurance, but "it kind of ached on me that I had not yet put on a uniform and served," he says. "I always thought that's what Jacksons did when they graduated school—they joined the military," he says.

One day, instead of going to work he enlisted in the Marine Corps. "I came home and told my wife I had signed up for the Officer Candidate School," he says. "And despite that she didn't leave me."

What started out as a three-year commitment wound up becoming a 36-year career. "Being a Marine was as natural to me as eating and breathing," Jackson says. "It was what I was."

Jackson served in Iraq and the Philippines, worked in the Pentagon, commanded the First Marine Regiment and was the director of operations and logistics for the U.S. Africa Command, based in Stuttgart, Germany.

In his final tour of duty, he oversaw installations like Camp Pendleton, the Marine Corps Air Station Yuma and the Marine Corps Air Ground Combat Center at Twentynine Palms, Calif.

Construction projects on the bases involved meeting state-mandated water and energy conservation standards, he says. "California prides itself on its environmental leadership," Jackson says. "Here, the Department of the Navy was leading the state in that."

After Jackson retired from the Marine Corps, he and his wife bought an RV and toured the state, but a few months later, he was approached by Gov. Brown about the state parks directorship. "This time I was smart enough to ask my wife's permission," he says.

Despite the department's problems, Jackson believes he can help. "I think State Parks has welcomed me aboard as if they were really hungry for whatever their perception was of a Marine general's contribution to that," he says. "I hope I rise to the occasion."

Jackson meanwhile credits the education he received at San José State with helping to launch his military career. "Sometimes, your education identifies you as somebody who can plan, somebody who can work hard," he says. "It says something about you." 🕒

Making friends with mother nature

Cindy Moreno has a passion for promoting environmental awareness

Cindy Moreno sounds a tad nervous about having been tapped to receive a 2013 Local Hero Award for Youth Engagement from the Berkeley-based Bay Nature Institute—especially the part about having to speak at the awards banquet.

“I have to make a speech,” she says. “I don’t know what I’m getting myself into.”

Moreno, 23, who graduated last May from San José State University with a B.S. in environmental studies with a concentration in restoration and resource management, is being recognized for her work as a student intern at the Don Edwards San Francisco Bay National Wildlife Refuge.

There, she helped develop outreach and education programs to promote shorebird conservation with the Latino communities of the South Bay under the auspices of a group called Environment for the Americas (EFTA).

“My boss from EFTA nominated me for the award,” Moreno says. “I was super shocked, but I’m very happy and just proud to be nominated.”

It didn’t hurt that the award came with a \$250 cash prize, adds Moreno, who is currently working two part-time jobs.

She spends part of her time as the garden educator at Full Circle Farm in Sunnyvale, an intensively cultivated 11-acre plot adjacent to Peterson Middle School located on the site of an old soccer field. “I mostly work with sixth-graders,” she says.

Daily lessons might include experiments with rhizomes in which onions and potatoes are suspended over a cup of water (students are asked to hypothesize what’s going to happen next).

Her other job is serving as an energy outreach specialist for WattzOn, a private, for-profit company. “We create online tools that are helping people lower their energy usage,” she says. Moreno is part of a team that visits homes and businesses to conduct energy audits and analyze people’s utility bills.

She grew up in the Central Valley. “My family and most of the people I knew were farmers,” she says. “I wanted to get out of the area. I knew I wanted a higher education because of that.”



KARL NIELSEN

She came to San José State without a declared major but stumbled across environmental studies as she took her general education courses. “I was really intrigued by it and wanted to pursue it,” she says.

Moreno recalls a sense of solidarity among environmental studies students because of their shared sense of purpose. “We’re forced to learn how to work with other people, because they’re really preparing you for the outside world,” she says.

While in the program, Moreno served as a camp mentor for Youth in Science, a science education program for low-income youth. She found time to coordinate San José State’s Earth Day Festival, and also worked to encourage students and staff to ride bicycles to campus.

Moreno also held an environmental education internship at the Guadalupe River Park Conservancy, teaching classes on composting and gray water re-use to groups of children and adults. Moreno, who seems to be comfortable in flannel shirts, jeans and hiking boots, says she’s thinking about continuing her education with the aim of becoming a field biologist.

“I want to be in the field a lot,” she says. “I don’t want to be behind a desk.” ☉

Raising the wage



Scott Myers-Lipton's students took on city hall—and won

Scott Myers-Lipton has a philosophy about higher education that guides his approach to teaching: “If you want to be a destination university, you have to do dynamic things.”

Once each semester, he puts that philosophy to the test. Last year, for example, students from his Social Action class (Soc 164) helped pass a successful ballot initiative to raise the minimum wage in San José.

A few years back, his students pushed Congress to consider a massive civic works project to rebuild the Gulf Coast in the wake of Hurricane Katrina. The measure failed, but not their commitment to change.

“This is exactly what San Jose State students should be doing to apply their understanding,” says Myers-Lipton, a professor of sociology.

A San José native, Myers-Lipton was a professional tennis player as a young man. “By the time I was 23 I had been all over the world,” he says. His travels exposed him to the plight of people living in extreme poverty, images that he just couldn’t get out of his mind.

He wrote his thesis about Mahatma Gandhi and Dr. Martin Luther King, Jr., for his master’s degree at San Francisco State University. While working toward his Ph.D. at the University of Colorado at Boulder, Myers-Lipton helped found the International

and National Voluntary Service Training (INVST) program (now an academic department) to train students as community leaders.

Myers-Lipton brought along his model of student social engagement to San José State University when he returned to his hometown in 1999.

He has had his students stay at homeless shelters and put in stints living on the Navajo and Lakota nations, Kingston, Jamaica, and along the Gulf Coast.

He also oversees an annual “Poverty Under the Stars” event, in which students sleep out on the San José State campus to dramatize the problem of poverty in the community.

The idea for the campus sleep-out didn’t originate with him. “It was a student in my class reading about homelessness in the U.S., and then reading in the paper that San José had become the homeless capital of Northern California with 7,600 people living on the streets on any given night,” he says.

In August 2005, Myers-Lipton was finishing his book, *Social Solutions to Poverty: America’s Struggle to Build a Just Society*, when Hurricane Katrina barreled through New Orleans, breaching levees and inundating the city.

A year later, after his students saw *When the Levees Broke: A Requiem in Four Acts*, director Spike Lee’s HBO documentary about the federal government’s mishandling of the Katrina disaster, “They were so angry,” Myers-Lipton says.

Students Rochelle Smarr and Victoria Chavez laid the groundwork for what would become the Gulf Coast Civic Works Campaign, a proposal to create 100,000 construction jobs at prevailing wage to rebuild infrastructure and repair the damaged Louisiana and Mississippi coasts.

The bill was introduced in Congress in 2007 by Rep. Zoe Lofgren and reintroduced in 2009, but eventually died, despite the support of 43 congressional members and 250 organizations.

Afterward, Myers-Lipton says, “We came back and said, ‘Let’s do something where we have some power.’” That opportunity presented itself in the fall of 2010, when Marisela Castro, a student in his Wealth, Poverty and Privilege course, focused on inequality after seeing the hungry kids of the working poor sneaking food at an after-school program where she worked. Why not raise the local minimum wage to \$10 an hour, Castro wondered.

Students Leila McCabe, Heather Paulson and Saul Gonzalez joined Castro in researching minimum wage proposals from other cities, including San Francisco, Santa Fe, N.M., and Washington, D.C.

At San José State, where tuition has steadily risen and 75 percent of the students work, the minimum wage debate was not theoretical. “This was an issue that hit them directly,” he says. “Many of our students are from working class backgrounds. They’re from this community. They’re not helping ‘others’—they’re helping themselves.”

Myers-Lipton’s students went on to found the Campus Alliance for Economic Justice (CAFÉ J), with the motto, “Brewing Up a Strong Cup of Justice at San José State University.”

The fall 2011 section of his Social Action course continued the minimum wage campaign, joining with CAFÉ J to raise money for a poll to gauge public support for a \$2 an hour increase. They also forged partnerships with United Way, Catholic Charities, Jewish Federation of Silicon Valley, NAACP and the Silicon Valley Council of Nonprofits.

“We were criticized by the mayor and by the business community, who said this wasn’t really well thought out,” Myers-Lipton says. But soon, well-known SJSU alumni like John Carlos and Rep. Mike Honda added their voices in support.

The student activists needed only five weeks last spring to help gather 36,000 signatures in favor of putting the measure on the November ballot. They spent the summer and fall educating the public on the benefits of the wage increase.

After that happened, “Then the power structure here took us much more seriously,” Myers-Lipton says. But he counseled his students to avoid rancor.

“An enemy can become a friend—that’s part of organizing,” he says. “We didn’t bad-mouth them. There was no negativity in the campaign.”

When the minimum wage measure finally went before San José voters in the Nov. 6 general election, they approved it by a 60-40 margin. The new minimum wage took effect March 11.

The Social Action ideas are all student-generated, he stresses. “I don’t come in and say, ‘Hey, you should do this,’” he says. “I serve as an advisor to the group.” He also warns them that their ideas may not succeed, but he doesn’t grade them on that. “All I care is that you learn strategies and tools for change,” he says. ☉



Scott Myers-Lipton shares a passion for social justice with his students

KARL NIELSEN



Service with a smile

Forging partnerships at the Center for Community Learning and Leadership

The small office on the second floor of Clark Hall is bustling with activity, the beating heart of a powerful engine of altruism that for more than a decade has enabled thousands of San José State University students to serve their community.

Here, at the Center for Community Learning and Leadership, Elena Klaw and Michael Fallon (both faculty members from the College of Social Sciences), coordinate service learning programs involving some 80 local nonprofit organizations and between 5,000 and 6,000 students a year.

Students might tutor school children, work in a soup kitchen, educate teens on violence prevention, raise money for an urban garden program or help elderly immigrants master English so they can become naturalized citizens.

Klaw, a professor of psychology who devotes half of her time to CCLL, defines service learning as “a pedagogy that involves

students in meaningful community service with an opportunity for reflection that’s tied to the academic objectives of their curriculum.” That means, among other things, that participation in a service learning activity counts toward a student’s grade.

Service learning provides undeniable benefits to the community, but for students, “the good news is the research supports that service learning is tied to lots of positive academic outcomes,” Klaw says.

Students report increased engagement with the university and faculty, improved study behaviors, better leadership skills and higher grade point averages, she says. Engagement is also “very good proxy” for the likelihood a student will graduate.

“For those reasons, service learning is now classified as a high-impact practice,” she says.

Klaw and Fallon match faculty and their students with a list of schools and non-profits with whom they have standing agreements. “The students provide the person-power for the organization,” Klaw says.

The center traces its origins back to 2000, when the California State University system started mandating service learning on its campuses. In its first incarnation, it was called the Center for Service Learning and was headed by Dr. Debra David.

Eventually it was rechristened, with Klaw and Fallon, a lecturer in sociology, as co-directors. Klaw, who has a Ph.D. in clinical and community psychology from the University of Illinois at Urbana-Champaign, previously had worked with problem drinkers and in sexual assault prevention.

She would ask her students to devise educational materials on domestic and dating violence and have them go out into the community to give workshops. That class evolved into a campus chapter of SAVE (Students Against Violence Everywhere), a national student-driven organization that uses education to combat relationship violence.

Klaw also oversees VET—Veterans Embracing Transition, a collaboration with the Career Center that addresses the needs of student veterans.

Fallon’s responsibilities include liaison with the JusticeCorps program, a cooperative project that includes the California state courts, Bay Area counties and public universities.

Each year, 15 to 20 students volunteer to help low-income litigants prepare for their appearance in small claims and traffic court.

Project SHINE (Students Helping in the Naturalization of Elders) is a student-run program that pairs volunteers with older immigrants and refugees who want to learn English as part of the process of becoming naturalized U.S. citizens. Some 75 students provide tutoring in English and computer literacy, as well as U.S. history.

The center is also completing a nine-year AmeriCorps-funded program that each year allows 76 students to provide literacy tu-

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Sky's the limit

What happens when you decide to get your degree?

Ever since she started out as a campus telephone operator at the age of 19, Erlinda Yanez has experienced life at San José State University from many sides—as a student, staff employee and mentor—and it's fair to say it's the center of her life.

"When I was a 19-year-old kid, I never thought I would be here, but San José State just draws you in and doesn't let you go," she says.

Yanez, who divides her time between serving as coordinator in the Mexican American Studies department and as a budget analyst for the Psychology department, credits the faculty members with whom she has worked with encouraging her to pursue her own education.

"I'm really grateful to my professors who thought, 'I think she has potential, I'm going to bug her to go back to school,'" she says. These days, she is thinking (without any further prompting) about a Ph.D. in sociology.

Yanez and her family moved to the Bay Area from their hometown of San Antonio, Texas, while she was in high school. She graduated from San José High School and enrolled at San José State but dropped out to raise her two daughters as a single mother.

After her early stint as a phone operator, Yanez worked for the College of International and Extended Studies. In 1998, she transferred to Mexican American Studies.

"When I started working for Mexican American studies, one professor in particular kept saying, 'What the heck are you doing? You don't want to be a secretary for the rest of your life!'" she recalls. "He put that bug in my ear, and got me to help with some of his research."

Soon, she was taking courses while continuing in her staff role, partly to mollify her faculty mentor and partly to set an example for her kids regarding the value of an education.

"Along the way, it became something so important to me I just could not let it go," Yanez says. "Sometimes we spent Mother's Day in the library studying for finals and writing papers," she says. Today, her older daughter is a community college student, and her youngest plans to apply to San José State when she graduates high school.

She was getting ready to graduate with a double major in behavioral science and sociology in 2009, when a teacher sug-



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gested that she apply to the Ronald E. McNair Post-Baccalaureate Achievement Program.

Thanks to a federal grant, McNair scholars participate in a six-week summer research project under the guidance of a faculty member, receive a \$2,800 research stipend and take intensive prep classes for the Graduate Record Exam.

Yanez conducted her field research in San José. "The biggest recurring theme is watching different groups of people struggling financially," she says. "There were always these different strategies that people had. My question was always, 'How do they do this?'"

As she started considering graduate school, Yanez applied to the University of Chicago at a professor's suggestion. "Lo and behold, I got in," she says. "They gave me funding, and that's really how I wound up going there."

Yanez took a leave of absence from San José State during the 2010-2011 academic year and moved to Oak Park, a Chicago suburb, while she pursued her master's degree in urban sociology.

Her fieldwork involved comparisons between Chicago's Englewood and Little Village neighborhoods. "With some people, there was a strategy where multiple adults would work and contribute to the home," she says. "One would stay and manage for the whole family."

Back home, Yanez finds time to give back to the community.

Through San José State, she became connected with the Third Street Community Center, where she taught English as a Second Language and advanced English classes. The Cesar Chavez Com-

CONTINUED ON PAGE 10

the Juvenile Justice Systems Collaborative and the City of San José General Fund Structural Deficit Committee.

When Gardner hires a San José State student as an intern, she assigns him or her a project. Last year, for example, when the city was pushing for local residents to substitute recycled shopping bags for disposable plastic bags, Gardner asked an intern whether SVCN should get involved.

The intern, Star Dormanesh, quickly arranged for nonprofit member agencies to distribute 8,000 recycled bags to their clients as part of their holiday gift programs.

It was a good example of how her group “magnifies” the influence of the nonprofit community, which includes hospitals, schools, parent-teacher groups and environmental organizations, Gardner says.

She has chaired or co-chaired the political science alumni association for the past six years. In addition to the scholarships, an annual reception for graduating seniors, held at Christensen’s home, gives the students a chance to meet working alumni. “They can talk to us about the kinds of jobs they’re interested in and begin that networking process,” she says.

Gardner says that she values what she learned at San José State because it was a practical program with deep ties to the surrounding community.

“I think there’s a lot of commitment to giving back to the community,” she says. “A lot of it has to do with the professors at the school.”

Even after graduation, “We would run into them in the community and they would mentor us and network with us,” she says. “The department keeps that network alive and moving.” ☉

toring in low-income schools.

The center also hosts an annual community connections event in which local not-for-profits recruit student volunteers, and an awards ceremony.

Apart from these in-house programs and activities, CCLL also supports faculty members from across campus who wish to incorporate service learning into their classes.

“A class in hunger might have students work in a soup kitchen,” Klaw explains. “Students have chosen gay and lesbian marriage rights, for example. They have gone out and done research on body image.”

Neelam Rattan, a lecturer in psychology who teaches two sections on the Psychology of Prejudice, has her students create a multi-media Tunnel of Oppression, a tool that addresses social injustice, Klaw says.

Marjorie Freedman, an associate professor of Nutrition, Food Science and Packaging, has her students operate the Spartan Smart Cart, which makes fresh organic fruits and vegetables available on campus, Klaw adds.

Students engaged in service learning assignments are expected to integrate their experiences with their classroom work, keeping journals, making class presentations or writing papers, Fallon says.

He estimates that as many as 2,500 San José State students participate in some form of organized service learning each semester. CommUniverCity alone estimates that the 1,400 students in its programs provide about 25,000 hours of service per semester, he adds.

Klaw says she and Fallon are always looking for new ways to offer students a richer educational experience. “Service learning is a higher-impact process that increases critical thinking, she says. “From my perspective, there’s no downside to incorporating applied pedagogy into coursework.” ☉

community Action Center asked her to lead a group of students to Tijuana, Mexico, where over the 2008 spring break, they built a house by hand for a woman with a terminally ill daughter.

Yanez learned how to frame walls and windows, mix cement and nail tar paper to a roof. “I’m confident now that if I were to build my own house, I would know how to do it,” she says.

Yanez also plays a prominent role as a mentor for students in the Mexican American Studies department. “A lot of them are first-generation students,” she says. “The professors bring me in to talk about how to write a good research paper, because that was something I struggled with.”

Yanez works with local groups, like Latinas Contra Cancer, studying the difficulties people have in remaining compliant with their medical tests and treatment. She also is involved with Food Empowerment, an organization that promotes access to healthy foods in poor neighborhoods.

“Some of the issues I see in why people have trouble getting enough food resemble their difficulties in adhering to medical treatment,” she says. “All those types of things are really interconnected.”

Since returning to campus in 2011, Yanez added her second half-time position in Psychology. With 22 years of accumulated experience, she can retire from the university in a few years, although she doubts she’ll ever get it out of her system.

“I had my baby showers here,” she says. “I graduated from here and I’m sending my girls here.” ☉



These three photos are the winning images from our first college photo contest. Enjoy! If you have a photo that you would like to submit for future contests, please feel free to send a JPEG to me (at: sheila.bienenfeld@sjsu.edu). We will, from time to time, feature some of the outstanding work of our faculty, staff, students and alumni. If you do submit a photo, please include a few words describing the photo's connection to the College of Social Sciences. Happy shooting!

—Dean Sheila Bienenfeld

Cityscape

Chaz Guerrero
Student
Department of Communications Studies

Fall color

Patricia Loredo
Administrative Assistant
Department of Communications Studies

Kayaks

Gary Klee
Professor of Environmental Studies



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On the cover Project SHINE (Students Helping in the Naturalization of Elders) pairs volunteers with older immigrants seeking to learn English as part of the process of becoming naturalized U.S. citizens.

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Your annual gift to the College of Social Sciences assists us in our mission to deliver a high-quality education to students who need it the most.

Whether you designate your gift for the Dean to invest in our most pressing needs or for your alma mater department, in an era of extraordinarily limited resources, your tax-deductible contribution will help to realize our students' dreams.

Please give to the College of Social Sciences fund today.
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