

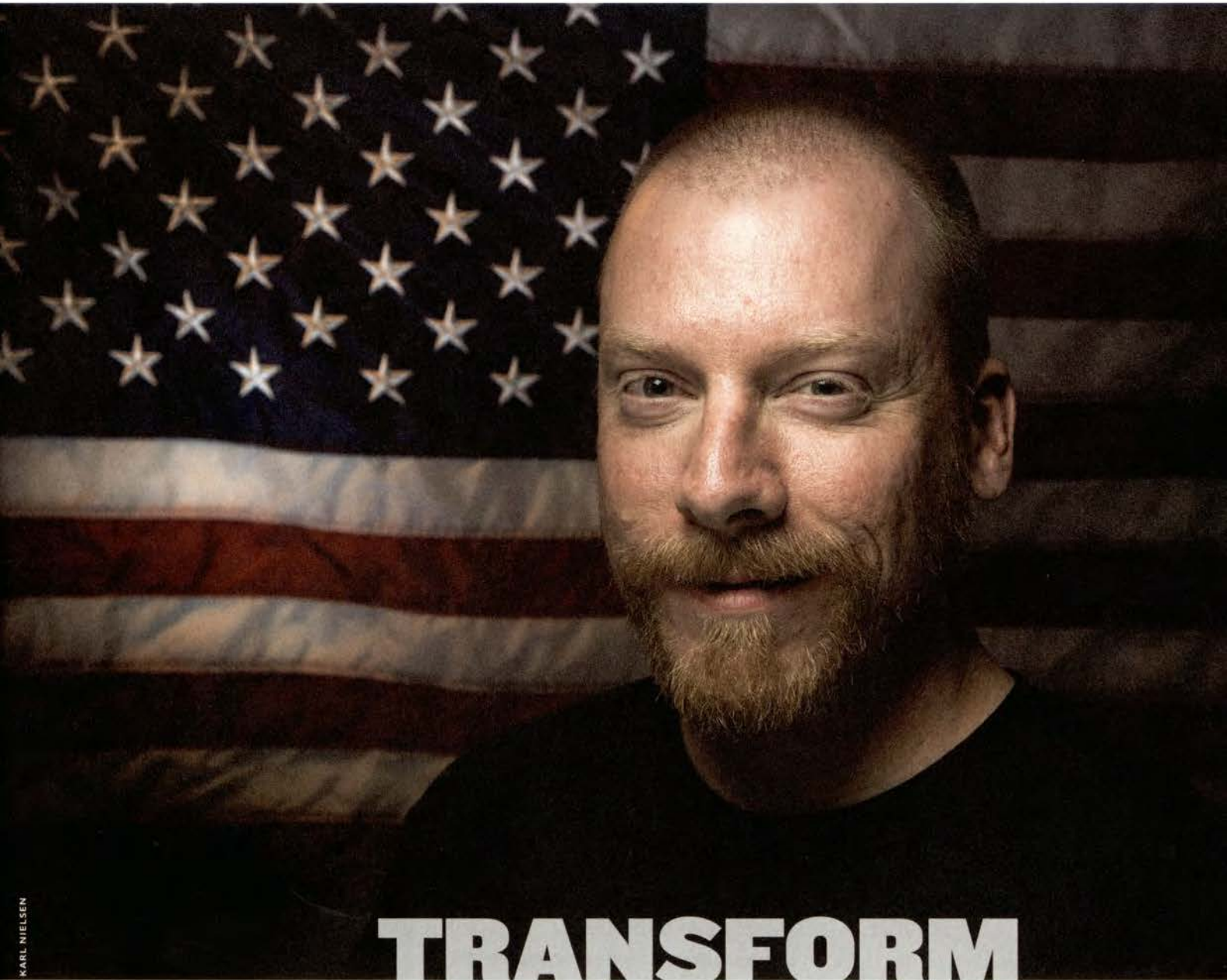
# together

EXPLORING WHAT CAN BE

SAN JOSÉ STATE UNIVERSITY

College of Social Sciences

FALL 2013 NO. 05



KARL NIELSEN

# TRANSFORM

trans-fawrm : verb

to change (something) completely and usually in a good way



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## dean's message

I once interviewed a job candidate who had that very day been offered a teaching position at a neighboring private institution affiliated with a rather large and well-established religious order (I won't say which neighboring institution, but those of you familiar with Santa Clara—hint—County will be able to guess).

The applicant had been offered a higher salary, a lighter teaching load, a private office and a teaching assistant—none of which we could match. Not unreasonably, the candidate asked me why, if we did offer him the position, he should come to San José State University, rather than accept the sumptuous arrangement being offered to him by the other institution.

I heard myself blurt out, "Well, they work for God ... but we do God's work." I was surprised by the instant realization that I was not being flippant but actually was stating a deeply held belief, albeit one that I hadn't known I held.

In fact, I am proud to have made my career at SJSU. Whether we really do God's work, well, I can't say, but one thing I do know is that we are a transformational institution. For many of our students, what we offer is nothing less than a passport to the middle class and beyond.

A degree from SJSU offers a very high Return on Investment, as evidenced by the lives of generations of people who acquired here the tools to build a better life (did you know that SJSU was ranked 31st nationally for Return on Investment, out of a group of 875 comparable universities?).

I'm guessing that some of you reading these words can personally attest to the value of a degree from SJSU. We transform lives, and the faculty we attract are often people for whom the mission of the university is sacred.

In this issue of *Together*, you will read about several kinds of transformation: internal transformations in the College, examples of the transformative, life-altering impact that SJSU has had on the lives of alumni, and the transformational power of the College's privately funded scholar-

ships on the lives of individual students.

The bottom line is that as an institution we are constantly transforming ourselves, looking for new and better ways to serve our students, support our colleagues' teaching and research and live meaningful lives. I can't think of a nobler calling or a more fascinating way to build a life, and I am profoundly proud to be associated with SJSU, its faculty, staff and students.

I hope that when you read these articles you will be reminded of the transformative value of education, of the ways in which your experiences at SJSU may have transformed your life, and feel as proud as I do of the extraordinary people who choose SJSU.

As always, I welcome and am grateful for your support, your comments and your own stories of transformation.

*Sheila Bienenfeld*

Sheila Bienenfeld  
Dean, College of Social Sciences  
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# Learning to Lead

## Narcisa Polonio's Path into Higher Education



*Narcisa Polonio speaking at the pre-Congress Invitational Symposium: The Journey to Completion in Seattle.*

THE DISTANCE FROM THE gritty streets of the South Bronx to the Bay Area is something like 3,000 miles, but it felt like a couple of light years to Narcisa Polonio when she arrived on the San José State University campus in the late 1960s.

"It was like moving from one country to another," she says. "It was terrifying." Born in the Dominican Republic and raised in New York City, Polonio "ended up in California on a fluke" when her husband was accepted as a medical student at Stanford University.

By the time Polonio graduated from San José State's history department with honors and a focus on African and Caribbean studies, her world had been forever changed.

"I learned a lot about research and sociology and science and all these other things I would not have learned otherwise," Polonio says. "It really expanded my horizons in a very significant way."

She credits her San José experience with steering her to-

ward an illustrious career in higher education. She currently serves as executive vice president for education, research and board leadership services at the Association of Community College Trustees (ACCT), a non-profit organization representing the more than 6,500 trustees who govern more than 1,200 U.S. community colleges.

For Polonio, who arrived in the U.S. at the age of 11 unable to speak English, education was the key to success, although at first things didn't look all that promising. In junior high school she was placed three years behind her grade level because she didn't know the language, but she quickly caught up and was recruited while in high school to a summer program at Columbia University, where she met her future husband, a student there.

When she arrived at San José State, the campus was aflame with civil rights and antiwar protests. "I was one of those demonstrators," she says. "It was a very different institution than it is now. There was a lot of excitement."

A female professor who sensed Polonio's potential played a pivotal mentorship role. "She said, 'You're smart,'" Polonio recalls. "Why don't you go on to Stanford and get your degree?" The professor helped her apply and win admission to Stanford.

After getting a Stanford master's in education, Polonio earned her Ed.D. from the University of Massachusetts at Amherst. She went on to serve as the president of two colleges, as a faculty member at Harvard University's Institute for Educational Management and as an educational consultant.

She also directed the Office of Community Colleges at the New Jersey Department of Higher Education, has served on numerous boards and accreditation committees and taught at Columbia Teacher's College. "That was the neatest thing in the world for me," Polonio says, "because I could come back to the place where I started out an underprivileged high school student."

These are heady days for community colleges, according to Polonio. "It's almost like we're the backbone of higher education," she says. "It's the one sector of higher education that is set up to help people get jobs. In terms of turning around the economy, community colleges have played a big role."

Speaking from personal experience, she says, "I fundamentally believe that the encouragement of one faculty member can change the life of an individual. A helping hand so you can understand the system—it makes a big difference." ☉





# Economic Developments

## Kelly Kline Shares Fremont's Good News

IT'S A GOOD THING for the Silicon Valley business community that Kelly Kline's stint as a CNN intern didn't lead to a career in TV news.

She spent the spring semester of her senior year in Washington, D.C., working for the cable network's *Crossfire* program just as the Gulf War was unfolding.

"I had a sense that journalism might not be my final resting spot," says Kline, who graduated from San José State University with a double major in journalism and political science.

"I think I realized that since I was the only broadcast journalism major without a television that it probably wasn't the path for me."

Today, Kline is the economic development director for the city of Fremont, a community of 217,000 15 miles north of San José.

"It's kind of the perfect thing for me," Kline says. "It has one foot in the policy and urban planning world and one foot planted in the private sector. It's incredibly fun."

Fremont is home to the Tesla Motors electric car plant and touts itself as Silicon Valley's manufacturing hub. "It has a lot in common with San José State from the perspective that it's this amazing place that often flies under the radar," Kline says.

Kline grew up in a small town in the Salinas Valley two hours south of San José. "San José State was six times the size of my hometown," she says.

But she quickly felt at home in the crowded urban campus. "I feel like San José State, for being such a large and robust campus, really pays a lot of individual attention to students," Kline says. "Even in its big-university setting it really has that small-school feel to it."

After graduation Kline was the fourth employee to be hired at a small startup business in Washington, D.C., called The Teaching Company, which marketed video and audio versions of lectures de-

livered by Ivy League faculty members.

Back in San José a few years later, she found a job working for a city councilor thanks to a referral from Political Science Professor Terry Chris-

tensen. That, Kline says, speaks to the strength of the San José State experience.

"There's always a sense of interconnectedness with the community, which I think helps give the students a leg up in terms of landing that first job," she says.

She returned to San José State to earn her master's degree in public administration and eventually transitioned from the city council staff to the city of San José's urban redevelopment office. She went on to spend four years in economic development for the city of Cupertino, before moving to her current job in Fremont.

The majority of new business growth in the Bay Area comes from startups, Kline says, and most of the rest comes from expansion of existing businesses.

After all these years, Kline has come to realize that she might not have veered all that far from the journalistic path she pursued as an undergraduate. As a journalism major, "one of the core reasons I wanted to be in that field was wanting to tell story."

Now she uses a journalist's communication skills in weaving a compelling story to persuade someone to invest in her community.

"One of the things that's so interesting about where Fremont is at in its development is that it's at that transition between suburban and urban and distinguishing itself as a center of advanced manufacturing," Kline says.

Kline has remained active with the political science alumni group in the College of Social Sciences and has served as a guest lecturer in the M.P.A. program. "If they have a budgeting class I'll talk about the impact of land-use decisions on a city budget," she says.

And after all these years her affection for the campus and adjoining downtown remain undimmed—she still lives within walking distance of both.

"I fell in love with both of them," Kline says, "and I haven't strayed far." ☉



# Social Change

## Merging Sociology and Social Sciences Departments

**T**WENTY-FIVE YEARS AGO, WHEN they were starting out at the College of Social Sciences, Wendy Ng and Maria Luisa Alaniz shared an office in Room 220 of Dudley Moorhead Hall.

Ng and Alaniz went on to become full professors and, while Alaniz stayed in Room 220 and eventually took over as acting chair of the college's Social Sciences Department, Ng moved down the hall and into a chairmanship of her own in the Sociology Department.

This year the women are joined again—not in offices but as chair and associate chair of a new department within the college.

The Sociology and Interdisciplinary Social Sciences Department (SISS) combines the former stand-alone departments. The merger officially took place beginning in the fall 2013 semester but it was the product of several years of discussions, retreats, planning sessions and negotiations. Ng is the chair of the new department. Alaniz is the associate chair.

The colleagues both describe the new department as somewhat of a blended family, with all the requisite conflicts, adaptation and growth inherent in joining two into one.

Ng describes the beginning of this new family as starting with a breakup. In 2010, four faculty members in sociology, with expertise in criminology, decided to decamp to the Justice Studies Department where they believed they would find a better fit.

Sociology dropped from 12 to eight full-time faculty and enrollment took a hit as students pursuing criminology majors moved as well. Enrollment quickly built back up, but meanwhile the social sciences department, which included women's studies, Asian American studies and teacher preparation for undergraduates, was having its own difficulties with only six full-time faculty members and declining enrollment.

"It just so happens that most of us in social science are sociologists. There was a lot of overlap in what we were doing," Alaniz said. "It just kind of came from us, kind of talk in the hallways. We started to say, 'Hey, wouldn't it be a good idea if we just merged?'"

Ng said her department was still healing from the split with the criminologists. "We had been through a divorce," she said, "and we had to get a sense of who we were as a faculty and we wanted to do that before we considered getting remarried."

Through two years of meetings, including a weekend retreat, the faculties were able to come up with a plan that would preserve the strengths of both departments while adding the possibility of new majors and concentrations to better serve students.

The new department has 14 full-time faculty, of which all but two are sociologists, so there is a synchronicity and a shared language.

The goal of any merger is to come out stronger. Dean Sheila Bienenfeld said the number of departments in the College of Social Sciences dropped from 13 to 12 but the college has been enhanced.

"By combining," she said, "both of those departments became massively enriched."

The departments are still working out curriculum, but changes are in the works. "It's a transformative experience, especially this semester," Alaniz said as the fall semester got underway. "(Students) have a more robust curriculum, more cutting edge. We're developing new courses, we're being creative in how we offer them."

Ng said exciting proposals include a degree in sociology with a concentration in sexuality, women and gender studies and another with a concentration in race and ethnicity along with a minor in either Asian American, African-American, Native American or Mexican American studies.

"We weren't just coming together because of resources," Alaniz said. "We were coming together because it would be beneficial to the students. It was just creating a much stronger department, a better curriculum and using the resources more efficiently." ◎



*Wendy Ng (chair) and Maria Luisa Alaniz (associate chair) lead new Sociology and Interdisciplinary Social Sciences Department.*

KARL NIELSEN





*Professor Marcos Pizarro Mentors Carlos Navarrete (left) and Angelina Loyola (right).*

# Finding Themselves

Identity, Insight and Social Justice in Mexican American Studies

ANGELINA LOYOLA, UNMARRIED AND with a baby, had dropped out of high school in East San José after her freshman year. She was on welfare, then working at retail jobs with no hope of finding a better life for her and her young son.

“When you’re in the middle of this poverty stricken neighborhood, there’s no light at the end of the tunnel,” Loyola said. “At that time I didn’t know what it meant to be college bound.”

Carlos Navarrete had finished high school and thought his career prospects were limited to working at the local Home Depot in East Palo Alto. So he joined the Navy to get out of town and, tired of reading Navy manuals, picked up the first book he had ever read for pleasure—Dan Brown’s *The Da Vinci Code*—and found a new world. “I was addicted,” he said.

Eventually, both Loyola and Navarrete found their way to San José State and, in a decision they both believe revealed the hand of Providence, signed up for a new course in the Mexican

American Studies department in the fall semester of 2010. It was Professor Marcos Pizarro’s “Contemporary Chicano/Chicana Issues.”

“I’m not a really religious person,” Navarrete said, “but I would have to think that there was some sort of fate that made me go there.”

Over a semester that would change the course of their lives, Loyola and Navarrete began to explore concepts of internalized racism and historical trauma, and through those concepts began to understand the Mexican American communities they had grown up in, their family dynamics and their own failures and anger.

It was the first time in college that Loyola felt like a professor was speaking her language and talking about her.

“It answered a lot of questions for me,” Loyola said. “I think back on my personal experiences and I always thought, ‘OK, that’s just the way it is. That’s just the way it’s meant to be.’ But now there’s answers to all these questions.”

Like others in the class, she found the process painful and



confusing. "There were times I remember walking back to my car and uncontrollably sobbing. It was like, what is going on here?"

Navarrete, who had conflict after conflict with teachers in high school and barely graduated, discovered in the class answers to questions he didn't even know he had.

"Every class was like a therapy session, almost," he said. "Every class you'd have to hold back tears. Almost every class somebody was crying.

"We kind of grieved, in a way," he said. "And we were able to let go of all this anger that we had toward the whole system, and how everything is set up for us to fail. And we kind of let that go. I felt like I kind of healed there."

While Pizarro said he understands the powerful force such discussions have in terms of students' self-understanding, that isn't his primary purpose.

The subtitle of the course, which Pizarro continues to teach, is "Working for Social Justice in Disenfranchised Communities."

Pizarro said he designed the course so that students can begin to understand race, identity and who they are so, if they choose to go on to work in Latino communities, they will understand those communities better.

"Students like Carlos and Angie, but really to a person in that class, people really get to this realization: 'This helps me understand what I and what my family have experienced and what we've gone through and my own personal kind of challenges,'" Pizarro said. "It's amazing, really. It's amazing to see students find this space to do this transformative work and to be emotionally exposed and revealing and to recognize the importance of it.

"We talk about healing. And one part of the process is mourning. A lot of students push this stuff deep down for a long time. But it catches up with you. So what we're trying to do is give people the tools so that they can handle that now."

### Bonded by Experience

The course tends to make bonds among the students—Loyola said she continues to be friends with those classmates—because of its intensity. "I have since talked to people who have taken that class and people who are in that class now and they have the same experience with the class," Loyola said. "It's really transformative."

Working through these histories and issues in a small group—the class is limited to 15 to 20 students and they organize themselves in a circle—is key to its success, Pizarro said.

"So they hear Angie's story and they hear Carlos's story and together they're like, 'Oh, it's not just me.' That's one piece of it," Pizarro said. "But the other piece is that for the first time they're getting the tools to be able to make sense of this stuff. This is the first time in their life they've been able to say, 'Oh, this is what this is. I always knew it. I always knew something was wrong.'"

Loyola and Navarrete now see themselves and their backgrounds more clearly and have a focus on how they can help future generations of Latino youth who are as lost as they once were.

"I think I was so confused about who I was. I always felt like there was something missing," Navarrete said. "I knew nothing about myself. I knew nothing about my feelings, my anger through high school, why my brother behaved the exact same way I did. Why my sisters always felt ashamed of getting too dark."

Coming to that understanding was difficult, he said but he has often wondered what his life might look like now if he had signed up for a different course that fall semester.

"It wasn't easy," he said, "but that's what keeps me going forward was that single class."

Inspired by Pizarro's course, Navarrete works full time as an instructional aide at Sequoia High School in Redwood City while pursuing his master's degree in Mexican American Studies.

Loyola works as an executive assistant and event director for the Santa Clara County Bar Association while working in the same master's program as Navarrete.

Both Loyola and Navarrete were the first in their families to have graduated from college and it's no coincidence, they say, that they both sat in the same classroom with Pizarro in Clark Hall three years ago and are now both in graduate school with a focus on Mexican American Studies and education.

Navarrete, 30, hopes to be a high school teacher in a predominantly Latino community while Loyola, 39, hopes to teach Chicano studies at a junior college.

Pizarro, the chair of Mexican American Studies, said he sees the department's aim as teaching the history of Latinos in the Americas but also promoting social justice.

"We call our work 'walking social justice,'" he said, "the idea being that social justice is everything you do every day. It's in how you treat the person next to you, how you do your work in school, how you interact with your family, how you do your job."

Even though the process is hard work, Pizarro believes the first step to "walking justice" is having the types of discussions and experiences Loyola and Navarrete encountered in "Contemporary Chicano/Chicana Issues"

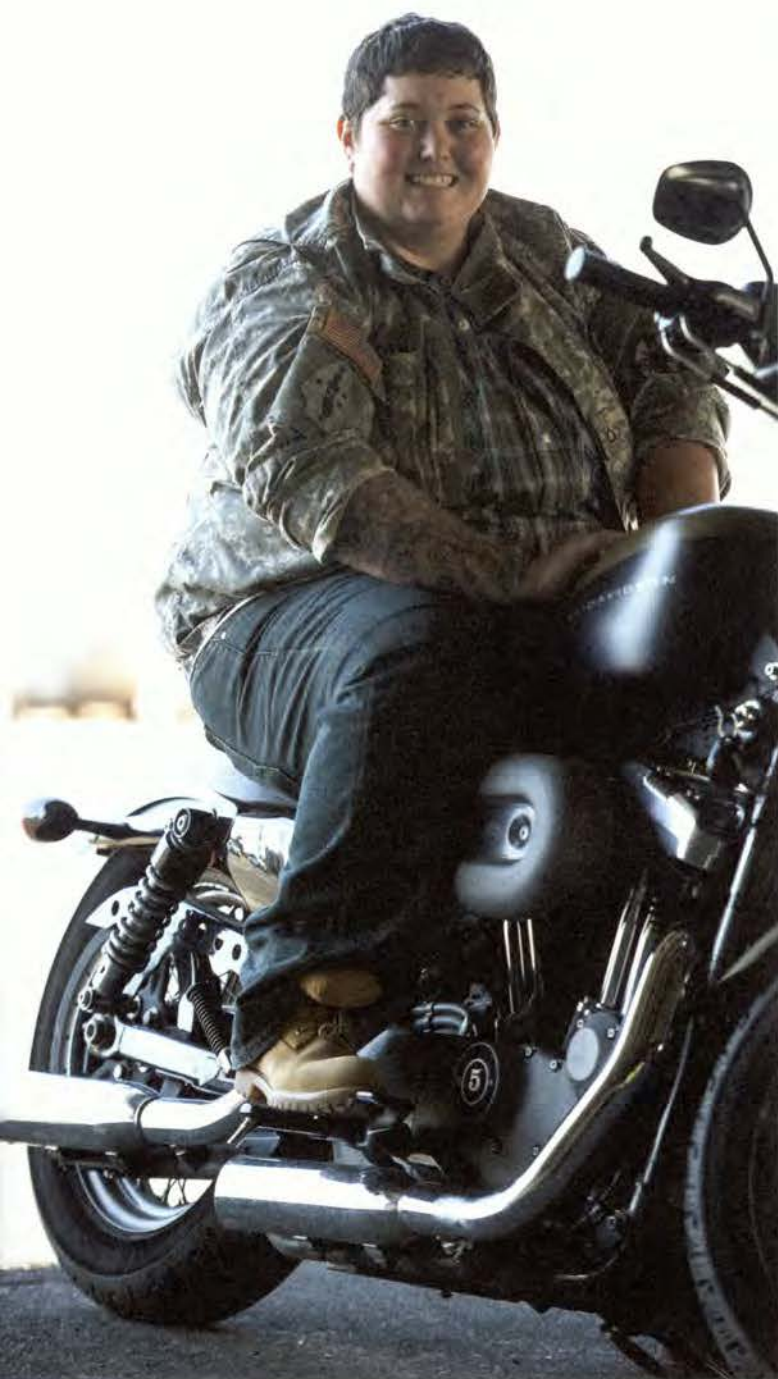
"It's big and it's huge and it's overwhelming and it's messy and no one wants to do it because it hurts and it's traumatic," Pizarro said. "But I feel confident that this is the work that needs to be done. And when we do it, it changes us, it makes this huge difference."

"Angie and Carlos, they're amazing," Pizarro said. "They're wonderful and I think that their story is the story of all of us. It's the story of our department and hopefully it becomes the story of San José State." ©



# Basic Training

Program Eases Veterans' Campus Transition



KARL NIELSEN

ULIANNE CADDEN'S HIGH SCHOOL teachers told her not to waste her time in college. Learning disabilities made school a chore and by the time Cadden, a San José native, graduated in 2000, she couldn't imagine spending more time in a classroom.

"By the time I graduated high school," Cadden said, "I kind of wanted to move on with life."

Her grandfather, a Marine in World War II, encouraged her to carry on a family tradition of military service and she ended up in basic training at Ft. Hood in 2004 and deployed to Iraq as an Army combat engineer bridge builder.

Manning a 50-caliber gun on boat patrols on the Euphrates River, Cadden had an unexpected wartime experience: she had the chance to talk with Bedouin goat herders along the river banks. It set her on a path that led her to a master's degree program at San José State University.

"I got to see these nomadic tribes and see them follow the Euphrates River from the Syrian border all the way down to Kuwait," Cadden said, "and just see how they interact within their environment and what cultural changes they were going through. These people who were nomadic tribes for like, 10,000 years, had cell phones."

She asked her brother to send her an English-language Koran and a book on the history of Mesopotamia so she could learn more about the people of Iraq and her life was transformed. "That's when I found anthropology," Cadden said.

Cadden, 30, is now aiding military veterans with their transition to college, helping them to navigate a clash of cultures she found challenging when she first showed up on campus as a veteran.

As a peer counselor in the Department of Veteran's Affairs VITAL office on campus, Cadden helps veterans connect with services and diffuse some of the tensions.

"Crossing over, from the military to college, it's like asking a college kid to go join the military," Cadden said. "It's just a different atmosphere. It's a hard transition."

Funded with \$120,000 annually from the Veterans Health Administration, VITAL (it stands for Veterans Integration To Academic Leadership) established an office at San José State in 2012.



San José State was one of 20 colleges and universities chosen by the VA to form VITAL programs and the College of Social Sciences agreed to house the program in the ACCESS Success Center.

Annabel Prins, an associate professor of psychology in the College of Social Sciences, submitted the proposal to bring the initiative to campus and is the program director. She also serves as a member of the national VITAL leadership committee.

In addition to teaching, Prins is a licensed clinical psychologist with a longstanding appointment at the National Center for Post-traumatic Stress Disorder at the VA Palo-Alto Health Care System.

"With so many veterans in the Bay Area, and the importance of education for future success, we wanted to create a program that would focus on academic success," she said, "while addressing psychosocial needs."

Damian Bramlett, San José State's VITAL veteran coordinator, anticipates that with the Iraq war over and the war in Afghanistan winding down, universities will see an influx of soldiers, sailors, airmen and Marines taking advantage of educational benefits under the GI Bill.

Bramlett, an Army infantryman with two deployments to Iraq between 2001 to 2005, knows from experience they will need help making the leap from the barracks to the classroom.

Bramlett earned a degree in criminal justice from the University of Phoenix before coming to San José State in 2008 as a graduate student.

"It was a tough transition for me," Bramlett said. "That's probably the hardest thing I've ever done was to readjust to being a civilian again. And having this label applied to me—veteran—and everything that comes with it."

### Cookie-cutter misconceptions

Common conceptions among civilians are that every returning veteran has post-traumatic stress disorder or a traumatic brain injury, Bramlett said—and that all veterans are politically conservative.

"There's assumptions that if you've deployed to a war zone that you're automatically crazy or broken or useless," Bramlett said.

An estimated 600 to 650 veterans or active duty military through reserve units and the National Guard attend San José State, Bramlett said. Of those, about 350 are using the GI Bill and only about 40 to 50 are actively involved in veteran's groups or activities on campus.

"There's not one cookie-cutter image of a veteran on campus," Bramlett said, while acknowledging that military service tends to produce punctual, prepared and respectful students.

"You have some vets that don't want to be recognized as a vet and they just want to fly under the radar and get their schooling and get out," Bramlett said. "You have others vets that are more involved and are part of the veteran community on campus."

When Bramlett arrived at San José in 2008, there were no special services on campus for veterans.

"When I first got here I thought I was the only vet on campus," Bramlett said. "As far as I knew, I was." He helped launch a veteran student organization that is still active. "Now there are opportunities for vets to meet other vets to rebuild camaraderie or networks."

Bramlett helps veterans maximize their GI Bill benefits and to find help paying for their education when their GI Bill benefits run out. He helps connect veterans with care through the Veterans Administration Medical Center and with the VA's career counseling and work-study opportunities.

In addition to Bramlett's full-time presence on campus and five students doing work study for VITAL, a clinical psychologist from the VA is also on campus two days a week providing group, individual and family counseling.

"I look at the challenges that are common to veterans and try to link them with services that can help them," he said. "I do a lot of sympathizing and empathizing."

After the military, Cadden returned home and enrolled in classes at West Valley College where she finally found teachers who could help her with dysphonic dyslexia. By the time she transferred to SJSU as a junior in 2011, she was able to read and write with more ease but still was intimidated by the prospects of a social sciences major.

Professor Roberto Gonzalez's class in theories of anthropology persuaded her she could pursue an anthropology major.

"He was a great teacher and the way he presented the material, I wasn't scared of the field anymore," Cadden said. She received her B.A. in 2013 and is now pursuing a master's degree in applied anthropology.

Cadden saw combat in Iraq and lives with psychological affects of that. "Some of the stuff wasn't fun, but what I gained out of it was a field that I love—anthropology," she said. "And if I didn't go to Iraq I never would have met those people and I would never have had that great experience and I never would have gone to college."

She plans to apply her anthropology master's degree to analyzing the culture of the United States military with an eye toward creating better systems for veterans to access services.

"The military is a culture of its own," Cadden said. "I find that when you leave the military they don't give you any strong tools or resources to connect with civilization. They kind of send you back into your culture, give you a bus ticket home. I want to work with veterans."

The transition from soldier to student to student of the military isn't lost on Cadden. "It's multiple transformations," she said. "It's finding your niche. I think it's wonderful. I don't want it to end." ☉



# The Long Goodbye

Peggy Carlson Retires After 42 Years

**S**OON AFTER FALL CLASSES got underway, Peggy Carlson retired from her job as a budget analyst in the College of Social Sciences, 42 years after arriving on campus.



Not that she has gone anywhere. Carlson still comes into her office in the dean's suite on the first floor of Washington Square—strictly as a volunteer. She's fulfilling a promise to Dean Sheila Bienenfeld to oversee the finances until her successor is hired and trained.

"I told Sheila I would help out," Carlson says matter-of-factly. "I wouldn't leave the College in the lurch—it's budget time."

Any employer would hate to lose an employee with that kind of dedication, Bienenfeld says.

"Peggy has been far more than a superb budget analyst," Bienenfeld says. "She is a financial wizard, an extraordinarily hard worker and a loyal friend. I, and all of the staff are terribly sad

to see her leave, but we all know how richly she deserves this new adventure in retirement. She is irreplaceable, and we will all miss her."

A Concord, Calif., native, Carlson moved to San José in 1971 at the age of 19 to live with her sister. She took a job in San José State University's shipping and receiving department, and after a year transferred to the School of Art and Design.

She worked there for 32 years, acquiring a husband (Steve, who was a graduate student there) and many good friends. Nine years ago she transferred to Social Sciences, lured by higher pay and more opportunity.

"I administer the College's budget, which is \$13 million to \$15 million," she says. "We have a lot of different sources of funding. I oversee all that."

In her years on campus, Carlson has seen some dramatic changes.

"When I got here, I had one of those old Royal manual typewriters," she recalls. "Now I sit with two computers on my desk. I have two laptops, and I often have both of them going. I'd say the biggest change on campus has been technology."

The physical setting is "nicer-looking than it used to be," Carlson says, noting that San Carlos, 9th Street and 7th Street ran right through campus. Meanwhile, many old structures were demolished to make room for new construction.

"I still have keys to buildings that don't exist," Carlson says.

Carlson took classes at local junior colleges, but never earned her degree—and she half-wishes she had. "If I had a regret, that would be one of them," she says, "but I don't believe in regrets."

Carlson, who lives in an old Victorian house that her husband restored three-quarters of a mile from campus, doesn't think her long career is particularly unique.

"It's not unusual on this campus to have people here for 35, 40, 45 years," she says. "It's a great place to work. The pay is not high, but the benefits have always been good. Your job is not boring. It's a good atmosphere to work in."

Since "retiring," she and her husband have taken a trip to France. She plans to work on six unfinished quilts and otherwise looks forward to doing "whatever I want."

After all these years, "I wouldn't trade it for anything," Carlson says. "I love the university. I love the college. I believe in what we do." ☉



# Philanthropy transforms students' lives

Herein some photos of a few of our scholarship recipients



Frank D. Payne Memorial  
Scholarship  
Armando Ayala  
In Memory of Dr. Frank Payne,  
Professor of Psychology and  
Former Chair



Outstanding Graduate Research  
Scholarship  
Atsuko Iwasaki  
In Recognition of Exceptional  
Graduate Student Thesis /  
Research Psychology



Ronald C. Rabedeau Memorial  
Scholarship  
Farah Culbertson  
In Memory of Dr. Ronald  
Rabedeau, Former Chairman of  
the Department of Psychology



Steve Clickman Memorial Scholarship  
Sol Jobrack



Fauneil J. Rinn Scholarship  
Amanda Marshall



Political Science Alumni Scholarship  
Anthony Pham



Wesley L "Bud" Hubbard Scholarship  
Vincent Tice



The Les Francis Scholarship for Civic Engagement  
Natalie Leong Jencks



John and Margery Vernon Scholarship  
Christian.Rodriguez



Sally Casanova Pre-Doctoral Scholar  
Carmencita Navarro





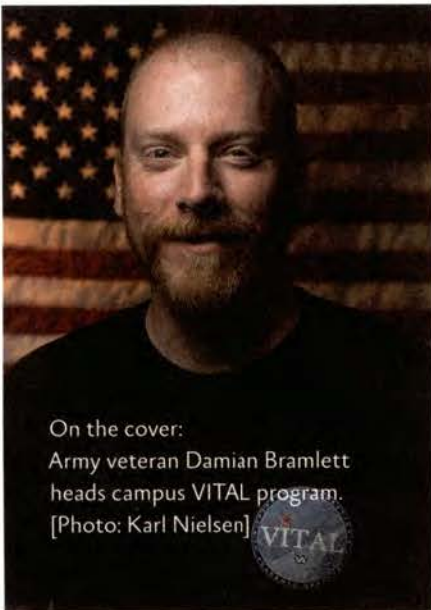
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**FALL 2013**

Sheila Bienenfeld, Ph.D., Dean

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