Honor Bound

Freshman Justine Yang is part of Sac State’s new honors program

Are high schools making the grade?

Heavy lifting
Building a better student-athlete
Sacramento State’s ambitious Destination 2010 initiative features the goal of becoming a destination campus. And, especially during an election year, Sac State is the place to be.

As the only comprehensive four-year university in the state’s capital, the University is in the midst of many of the events that shape California. The political process is evident and practiced at almost every level from students through the governor’s race—and even into national politics.

Student elections mirror and practice the best politics has to offer by designing campaigns, and debating and discussing the challenging issues that face our campus and education in California. Classroom discussions explore issues, ethics and political strategies. Student internships place hundreds of students each year in government agencies where they learn leadership by working with California’s most influential leaders. And many graduate students work as full-time, paid staff through the prestigious Capital Fellows Program.

The campus has been alive with discussion and debate about state and national politics. Programs such as LegiSchool hosted televised town-hall meetings between high school classes and state leaders. University professors were regularly featured in media interviews about California politics and issues. And in October, we hosted the year’s only gubernatorial debate. Our students are actively engaged in the processes that will shape the future of California.

This fall, Sac State launched a new “e-advocacy” program for our friends and supporters. It is a simple, yet powerful new way to advocate on behalf of Sac State and the CSU system. It features action alerts on how to help with legislative priorities of the CSU, contact information for elected officials and media, a tell-a-friend feature and much more. To find out more or to join, visit www.SacramentoState.kintera.org.

The political season has been exciting on campus and is representative of the kinds of programs, energy and expertise that truly make Sac State an important and exciting destination.

Alexander Gonzalez
President
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‘Patient’ aids nursing students

Nursing students are attending to a new patient this semester. His name is Larry, and he’s been through a lot. Lying on the table, he occasionally groans, “I don’t feel good.” He’s been poked, prodded, stabbed, had wounds dressed, gone into cardiac arrest and was administered CPR. His resilience, however, is due in large part to his manufacturer. He’s a life-size, high-tech simulated patient mannequin known as SimMan.

Nursing professor Debra Brady conducts clinical classes in which her students work directly with the simulated patient. “SimMan’s name changes daily,” says Brady. “Today his name is Larry. A while ago it was Mel Gibson.”

Brady can, with a click of a mouse, have Larry say things such as, “No, I don’t have diabetes,” or “I am not allergic to any medications.” His chest rises and falls with each breath he takes.

“It’s a highly effective teaching tool for the students,” Brady says. “My teaching time is really maximized because they live the experience, instead of hearing about it in a lecture. It gives them valuable clinical experience, and they can make mistakes without doing the patient any harm.”

After the students administer care and the simulated patient is stabilized, they gather around a white board for a debriefing of the situation. The strengths and weaknesses of the treatment are analyzed, and the students discuss what could have been done differently to provide better care.

The simulated patient is new this year due to increased funding to admit more students and enhance their lab experiences. The nursing program is highly competitive and has an exceptional graduation rate—95 percent.

Larry, for one, appreciates the excellent care he gets from the students. “Thank you,” he says. “That helped.”

Fall enrollment up

More students are making Sac State their destination.

The University has nearly 600 more students this year than last year for a total fall enrollment of 28,529. “The biggest increase we saw was with the lower-division transfer students,” says Larry Glasimire, director of special programs and enrollment analysis in the Office of Academic Affairs. “We saw a 116 percent increase in that student population.”

One reason for the increase in first-time freshmen and lower-division transfers may be the University’s streamlined admission processes and stepped-up recruitment efforts. They included using Sac State students to stay in touch with students who were applying, letting them know what the next steps were so they were ready when they arrived, and increased outreach to high school and community college counselors.

The campus took advantage of web-based technology to encourage attendance at Sac State and make the application process as streamlined and user-friendly as possible. The recruitment website was also enhanced with interactive features such as a student message board and student blogs which chronicle the experiences of a number of students.

And Sac State also took its message to the airwaves with its first sustained radio ad campaign.

» www.csus.edu/admissions
An event billed as “an evening of art, music and the unexpected” delivered with performances by student artists and the announcement of nearly $5 million in gifts during October’s Green and Gold Gala.

The annual event in the University Union Ballroom honored philanthropists and arts patrons Eli and Edythe Broad who contributed $2 million to build a new field house, named the Broad Athletic Facility. It also celebrated the University’s 60th year of instruction and prominently featured Sacramento State student artists.

In front of a crowd of more than 500 guests, current and former students gave a variety of performances, beginning with a saxophone version of “America the Beautiful” by jazz studies sophomore Joe Berry. Artist Hiromasa Ichihara treated the audience to his creative process performance by painting a 4- by 4-foot oil and acrylic work during the cocktail reception.

And the dinner course featured an operatic performance by music graduate Eugene Chan, an accomplished singer who recently placed second in the Metropolitan Opera Western regional auditions. Chan sang “Bella Siccome un Angelo” from Gaetano Donizetti’s opera *Don Pasquale*.

University President Alexander Gonzalez also used the Gala to announce several new gifts:

- A $3 million bequest intention from an anonymous donor that will endow undergraduate scholarships, awards and programs.
- A $1 million endowment from the Bernard Osher Foundation to provide scholarships for 20 re-entry students annually. Sacramento State was one of only five universities nationwide to receive these funds.
- A $400,000 gift from Paul and Renee Snider to begin program planning for a new Museum of Natural History adjacent to the planned Science and Space Center.
- A $150,000 commitment over three years from the RCA Community Fund of the Sacramento Region Community Foundation to establish a new scholar in ethics.
- A $150,000 gift from Vision Service Plan for the Broad Athletic Facility. In recognition, a meeting room in the facility will be named for outgoing VSP President and CEO Roger Valine.

The evening also included numerous acknowledgements of the generosity of Sacramento State donors, including a video tribute to Eli and Edythe Broad.

Mark your calendars—next year’s Gala is scheduled for Oct. 5, 2007.

See photos: www.csus.edu/pa/galagallery
Across CAMPUS

Open for debate

The campus in the capital city was again in the campaign spotlight as Sac State and the California Broadcasters Association co-hosted the only live statewide debate between gubernatorial candidates Gov. Arnold Schwarzenegger and State Treasurer Phil Angelides. The one-hour event took place on Oct. 7 in Capistrano Hall.

The debate was available by satellite to all California radio and television stations and included simultaneous Spanish translation and closed captioning. Major networks carried the debate live and hundreds of media representatives were on campus to cover the event.

Hosting gubernatorial debates is nothing new to the campus. Sac State and the California Broadcasters Association hosted the 2003 Recall Debate featuring the five leading candidates—an event that attracted worldwide attention. And in 1998, they also hosted a debate featuring Gray Davis and Dan Lungren.

» See photos: www.csus.edu/pa/debategallery

Students offer direction

On foot. By bicycle. In the car. Whichever way you travel around campus, it’s now a lot easier to navigate courtesy of a major upgrade to the signage and bike trail systems.

After nearly two years of work by design students, faculty and staff, Sac State has about 100 new signs, ranging from large signs for directions to smaller ones to identify buildings.

Students from Sac State’s Department of Design looked at existing signage, studied campus traffic patterns, checked out the signage systems at places like hospitals and shopping malls, and sought input from students and various campus offices such as Public Safety and Services to Students with Disabilities.

A campus committee selected the final design plan.

The new signs will be soon visible to bicycle enthusiasts taking advantage of a more comprehensive bike path system that will encircle most of the campus.

Vets on campus

The expanded GI Bill is bringing military veterans—including many who have served in Iraq or Afghanistan—to the Sac State campus in numbers not seen since the Vietnam War. The number of veterans using educational benefits this fall, both active duty and reservists, has increased 25 percent to more than 500.

Under the GI Bill, veterans can potentially earn benefits in excess of $1,000 a month as full-time students, plus extra financial incentives. The historic 1944 GI Bill provided education benefits to millions of veterans returning from the war.

Sac State is also part of a “Troop to College” initiative made up of representatives from the UC, CSU and community college systems, which helps veterans make the transition from the service to college.

“The campus can seem overwhelming with all the offices from financial aid to academic advising. The University is a different world than the military,” says Jeff Weston, coordinator of the Veteran Affairs office on campus. “Like many students about to enter college, veterans are a little apprehensive.”

Weston said another wave of veterans may be headed to Sac State. Last year Congress authorized reservists—who have been called up to serve in Afghanistan and Iraq since 2001—to take advantage of newly introduced benefits.

» More: www.csus.edu/admr/vets

Arnold Schwarzenegger (left), Stan Stathen and Phil Angelides during the debate held in Capistrano Hall.
Strong community support helped fuel a banner fundraising year for the University. Public contributions in 2005-06 totaled $16,239,897—the largest amount in Sac State history.

“This was truly a landmark year in private support for the University. Private funds allow us to provide a level of excellence beyond what is possible with state funding,” says Carole Hayashino, vice president for University Advancement. “We are extremely grateful to the donors who gave so generously to our students and programs. Their interest in the University speaks highly of the value of a Sacramento State education.”

The California State University system expects each campus to raise private support equal to 10 percent of its general fund allocation. Sac State’s goal for 2005-06 was $14.8 million.

Many of the gifts were in support of the Alex G. Spanos Sports Complex. They included the first $1 million of a $2 million leadership gift from philanthropists Eli and Edythe Broad to build the Broad Athletic Facility and $5 million of the $10 million that Alex G. Spanos pledged for the complex.

Other gifts included a $250,000 contribution from the Rumsey Community Fund to support activities in the Native American Studies program including an endowed scholarship, and an anonymous donation to support Asian American Studies.

The public support for the sports complex was a key to making it a reality. President Alexander Gonzalez promised students, who voted themselves a fee increase to build the new facility, that he would raise $25 million in non-state funding for it in order for the fee increase to go into effect.

» For information on giving a gift to Sacramento State, visit www.csus.edu/giving.
Doug Rice hears voices in his head. But that’s not a comment on his state of mind—the voices come from characters in his next book.

Rice, a professor in the English Department and author of three published novels including *Skin Prayer*, says his writing process starts with a single character saying a single line. In an instant, he knows the nature and complexities of his novel’s protagonist.

“By the time the character has uttered the first sentence, I know its entire life story,” Rice says.

For Rice, character development comes ahead of a storyline. “When I start to write a novel, I don’t know what the book will be about. I put the character in a situation that causes complications in his or her life, and sit back and watch how the individual behaves in that particular situation.”

He also does his best to strike minutia from the story. “In our everyday lives, we don’t go home and bore our partners with every single detail of the day. I don’t do that when I write either. I include in the story the moments that matter, because those are the instances that change who my characters are as people.”

And what if he runs into a boring character or situation? “Luckily, art isn’t exactly like life,” Rice says. “I get to orchestrate what happens, so if I find my character in a situation that doesn’t matter, I can ‘fast forward’ through that and move on to something more significant.”

So how does Rice know when a story is finished? “Total exhaustion,” he says.

“I know when I’ve pushed a story as far as it can go. When I get to the point of suffocation, there isn’t any language left in me to tell the story,” he says, adding that the ends of his novels never tell the whole story. “I want the readers to be able to provide their own ending. That way, the story doesn’t just belong to me. It belongs to the reader as well.”

Doug Rice

It is not easy to get someone on the phone at home in the evening to answer more than 70 questions about the state of affairs in the Sacramento area.

But the students of Sociology Professor Amy Liu do it year after year. Last spring they conducted more than 1,100 interviews for an annual survey that generates widespread media interest.

Amy Liu

And the survey says...
Jennifer Piatt has captured global attention. The International Paralympic Committee invited the therapeutic recreation professor to this year’s Paralympic Games in Torino, Italy as a guest and observer—a visit that Piatt hopes will lead to future collaboration between the committee and Sac State.

Piatt is now applying to conduct research on how to increase the visibility of the Paralympics, the Olympic Games for athletes with limited physical abilities.

“I think awareness is really important,” Piatt says. “These are truly ‘Para-Olympian’ athletes. They are elite athletes. They have been training for years and these sports are their careers.”

The committee invited Piatt after reviewing her recent research. That study concluded those with limited physical abilities were more likely to participate in sports if recreation staffs and organizations focused on encouraging lifelong athletic opportunities.

Everyone should have the same access to sports and recreation opportunities, Piatt contends. “Playing and competing in sports is the human right of every person,” she says.

The Paralympic Games exemplify her findings, she says, by demonstrating that sports can be part of one’s life despite physical challenges.

Piatt says that for too long the Paralympic Games have been seen as a sporting event held specifically for paralyzed athletes. But the games are held for athletes with a range of abilities. For example there are Super G skiers who are visually impaired and amputees who are track competitors. Piatt hopes to change the misconceptions.

The Paralympic Games were first held in 1948 for World War II veterans with spinal cord injuries. They soon grew to include athletes with varying abilities, and began coinciding with the Olympic Games. The Paralympic events are held two weeks after the Olympics in the same venues.

Piatt and co-researcher Laura McLachlin of Chico State hope to act as catalysts in mainstreaming the games into the American sports culture. None of the Torino 2006 games were telecast in the United States. In contrast, the games were shown live on television throughout Europe.

If their research is approved, the pair hope to conclude their study after attending and reviewing the 2008 Paralympic Games in Beijing.
Are high schools making the grade?

Highlights from the 2006 Envisioning California conference

Each year, the Center for California Studies holds its Envisioning California Conference—a statewide discussion of issues affecting California. Past conferences have looked at e-democracy, the politics of power, the impact of the defense industry and the legacy of Proposition 13. For this year’s conference, the topic was “How Well are We Preparing Our Young People for Life after High School?”

Introduction to conference

It is not coincidental that the great common school movement in America occurred in the 1830s, the same period of time of Andrew Jackson and the democratization of so many American institutions. It’s no coincidence because schools, teachers and quality education are essential to democracy. As John Stewart Mill once said, “You can write a democratic constitution but the only way to create a democratic people is through education.” —Tim Hodson, director, Center for California Studies, Sacramento State

Keynote address

We have to truly think globally…We have to have a culture of high expectations and high standards for all of our students. I truly believe that it’s not only a moral obligation, it is today an economic obligation.

We need to increase the rigor in our curriculum, and we really need to bring what I call a cultural change so that every student and teacher believes that he or she can reach a higher level…We’re clearly seeing positive trends. But we need to do a better job in terms of that culture change. I know it’s a slogan but we’re still ‘leaving too many students behind.’

—Jack O’Connell, superintendent, California Department of Education
Retention rates: Why are so many young men disappearing from our schools?

Every kid in middle school just wants to be accepted...So if you are a black kid this is your paradox: If you choose to be 'black' you're going to be popular with your black friends but you won't assimilate. You're not going to take education seriously...On the other hand if you assimilate, you're going to move on and be educated, but not going to be considered 'black.'

There is another choice. There have to be positive role models for African American males, people they can relate to. We need older African Americans who can go back to these kids and say you can still be cool, you can still be popular and you can still assimilate.

—Brian Coaxum, Franklin High School (Elk Grove) graduate and UC Merced student

The adult impact—whether we say it or not—about who is smart and who isn’t is huge, who is college material versus who isn’t, who gets to go into AP class versus ‘Well, we don’t want to hurt their feelings, it’s really hard work,’ is huge. And those are all adult issues.

It changes the dynamic among adults when they can’t pick out by skin color, by language, who the ‘good kids’ are. In fact, they begin to shift and say all of our kids have this potential. In my opinion that is the most important cultural shift, the adults being able to reinforce that whoever you are, whatever your background, you are college material if you choose that, and I will give you the support. —Granger Ward, California state director, AVID (Advancement Via Individual Determination)

African American and Latino cultures have always valued education. It’s a myth that these populations don’t value education.

For young boys of color their first experience with school is generally negative...All children enter school with a positive attitude, but early on boys of color see school as a place to be seen as inferior. They don’t see role models. The teachers don’t reflect them. Maybe the janitors reflect them. But the teachers don’t.

One of the benefits of segregation was that in the insular environment within black communities, children were buffered. People were vested in the well-being of those children...With integration they weren’t always put in classes where they had the best interests of the students in mind. —Lisa William White, professor, Bilingual/Multicultural Education Department, Sacramento State

The high school exit exam: Is it a valuable measure of our students’ abilities?

How could we endorse an assessment that punishes many black and brown students at a significantly higher rate than their more advantaged peers? More black and brown and poor kids passed than those in the field suggested they could...Students have defied our wildest expectations.

It’s tragic it came to this. Poor kids get less of everything...The exit exam shined a bright spotlight on our failing high schools. Kids were leaving without skills, woefully under-prepared...If we don’t believe students can learn at the highest level, we don’t institute the practices and policies to make it happen. Their diploma was not a ticket to higher ed. It was a ticket to the unemployment line or an urban or rural street corner. The most inspiring part of all of this is that that piece of paper means something.

—Russlynn Ali, executive director, Education Trust-West

If you are to have an exit exam, something that has such an extraordinary penalty attached to it—not getting out of high school—all students who are going to be tested on that test must be taught all of the material that is going be tested. And number two, the students who are going to take that test must be taught that material by teachers qualified to teach it. California can’t say we’ve done this, and therefore California hasn’t reached a point where they can fairly or constitutionally keep diplomas from students who are otherwise qualified.

The state hired a consultant who showed progress as well as continuing deficits and gaps in the exit exam. Remediation is still quite spotty...If we do want a system, we need to do it in a way that is fair to students and doesn’t undermine our goals of improving the quality of education for all students, particularly in eliminating some of the ongoing inequality in the state. —Johanna Hartwig, attorney, Morrison & Foerster, LLP, firm that brought lawsuit representing students who didn’t pass the 2006 exit exam

The achievement gap must be reduced as soon as possible. It must be mitigated, it must be eliminated.

We must have the same standard for all students no matter what they bring through the door. The way you can do this is with data. When we administer the same test across the board in the same language we can make comparisons we never had before. We wouldn’t have had this discussion if we had escape valves, if we had alternatives. —James lanich, president, California Business for Educational Excellence
Schools as political terrain

My two-word description for education policy is ‘hopelessly politicized.’ A lot of the literature out there is dominated by think tanks that appear to have an agenda. Scholars can’t even agree what the problem is.

Conservatives tend to focus on student-centered explanations. People on the left focus on systemic or school-centered explanations. What has emerged is a policy stalemate. Conservatives argue for the implementation of market forces to improve schools, such as vouchers and charters. People on the left argue ‘throw money at the problem!’ …What has emerged politically is the illusion of reform, with its emphasis on standardized testing and structural reforms. While standardized tests and structure are important they tend to devalue critical thinking and writing skills—promoting rote memorization instead, depriving teachers of creativity in the classroom.

What is most unfortunate is that this focus on reform and structure and testing allows politicians to claim credit for reorganizing school districts, rising test scores and other reforms without having to engage the population in a discussion of the far more complex root causes of educational failure, such as poverty, social inequality and structural changes to the economy.

—Tom Hogen-Esch, director of policy studies, Center for Southern California Studies, CSU Northridge

The state legislature and the governor run education in California and the school districts get to mess around with what’s left over.

There are three kinds of areas in California: urban, suburban and rural, and they’re different. I think if you’re on a committee on education, before they let you vote you should have taken a look at small districts, middle districts and you ought to look at large districts like Los Angeles or Fresno or San Jose, so that when you vote you have an idea about how that vote affects them… We pass a lot of whitewash laws that apply to everyone. There are different needs.

—Bill Lambert, director of government relations, United Teachers Los Angeles

The ways education is politicized are so numerous it’s very hard to list them. Ever since crime became a secondary issue, education became a primary issue, in some ways with the same type of politics. The competition was no longer who could propose the stiffest testing standards…Certainly education becomes a political plaything for a lot of people in Sacramento and Washington.

To what extent has education reform improved things, and to what extent has it messed things up more? Most teachers will agree we’ve changed things so much so often that there’s no consistency over time. We don’t have patience to sit out any particular set of problems. Politicians want to say something is not working as well as it should, so let’s change it, let’s do something different. The main thing is to be steady on the course…Keep in mind, this is like anything else—like crime, like health—there’s no fine, permanent fix, that’s just not the way things work.—Peter Schrag, columnist, Sacramento Bee

We went through a whole series of major, major architectural changes to public schools…The dollars used to come from the local community. When it comes from the local community, people can get involved in who gets elected to local school boards and whether or not your local school board can take money out of your pocket, and people care about that. Now that it comes from the state budget it reinforces the golden rule of the political process—whoever has the gold makes the rules. And the state of California controls the purse strings, therefore, the legislature and in the governor’s office is where the policy debate happens…

We need to look at what it costs to achieve the outcomes we say we want. My hunch is that number will be much higher than people expect. And once we get the answer we’ll have to step back and say we either have to come up with that level of investment, or we have to scale back our expectations. If that’s what it costs for every student to be at a level of proficiency, and we’re not prepared to put up that money, we have to be willing to say as a state that we’re prepared to not have all our children achieve that level of proficiency. —Rick Simpson, deputy chief of staff for Assembly Speaker Fabian Núñez

Measuring success in our high schools

We need to be very careful about what numbers we use. The data available is still primitive. For example, we’re still debating graduation rates. We have very weak methodologies for assessing what works. One of the worst is ‘best practices.’ Unless we compare both low- and high-achieving schools, and are sure the bad performers aren’t doing the same thing as the high-achievers,
it is hard to make inferences. Where we don’t know, we must be willing to run experiments. We must be willing to randomly try one thing with some students and one thing with other students and see if it makes a difference. That’s the only way you can tell if the things we’re talking about really matter. —Ted Lascher, professor, Public Policy and Administration, Department, Sacramento State

Achieving a shared vision: Creating an environment of success

How well are we preparing students for life after high school? If you look at the data, we’re not doing good enough, especially for those who are underrepresented in some of our most rigorous courses. We have a moral obligation to increase opportunities for academic success, especially for those who have not been successful in our school system.

Do we have the will to educate all children? Those of us who went into education knew we weren’t going to be multimillionaires in terms of dollars. But knew we would become trillionaires in terms of life-changing experience for the children for whom we’ve had the opportunity to touch their lives. —Odie Douglas, associate superintendent, Lodi Unified School District

While growing up in East Palo Alto, Calif., surrounded by neighboring communities of affluence, the phrases “educational equity” and “social justice” were not a part of my lexicon. Yet on a visceral level, I understood that my school experience as a black female was different from the dominant group at my suburban high school.

There, I learned that Caucasian and upper middle-class were normative conceptions of what it meant to be a Bear—our school mascot. And those Bears were the ones who overpopulated honors and advanced placement courses. They were the student government officers. They matriculated to universities at impressive rates. Those students were also able to look at the faculty of the school, and at the stories and images embedded in the textbooks and see their cultural backgrounds reflected and affirmed.

My “California distinguished” high school inadequately prepared large numbers of black and Latino youth for four-year colleges. Interestingly, my alma mater has consistently been ranked as one of the top public high schools in the United States. But I recall a culture where I, and a host of other “minorities” from my neighborhood, was relegated to low-level, tracked courses. I often found myself longing for a curriculum that both challenged me and was relevant to my life. I also longed for teachers who looked like me, who understood my interests and goals, and saw value in my community.

Looking for an ally in “Bear Country” was an elusive goal. It wasn’t until I was in graduate school that I learned that there were educators, proponents of multicultural education, who dared to speak against injustice in its various forms. Scholar Bell Hooks reflected my convictions in Teaching Community: A Pedagogy of Hope: “We need…citizens of this nation to uphold democracy and the rights of everyone to be educated, and to work on behalf of ending domination in all its forms—to work for justice, changing our educational system.”

I needed critical educators in my life. Those who understood that multicultural education was more than voyeuristically reading literature about people of color, or bringing a dish to school that reflected my heritage for “Cultural Appreciation” Day. Who understand that education is a form of liberation, where one can name their own experiences and work towards social justice and equity. Within the scholarship of multicultural education, I discovered an educational ideology and philosophy to articulate my journey through the K-12 education system.

Today, I am fortunate to work in a program that prepares future teachers to work within this equity framework. And I work with students who share stories that reveal the challenges they experienced related to language, class or ethnicity, as more than 75 percent of our credential students are of color or bilingual. The adversity that many of my students have experienced has spawned a passionate cadre of educators who desire to transform schools to challenge racism, classism and linguicism.

Lisa William-White is a professor of bilingual multicultural education at Sac State. She holds bachelor’s degrees in journalism and English from Humboldt State University, a master’s degree in education from the University of San Francisco and a doctorate in education from UC Davis.
Honor bound

Sac State welcomes its first class of honors students

by Robyn Eifertsen and Laurie Hall

When Sac State launched its brand-new honors program this semester, it found 58 bright, motivated students eager to take part.

For Justine Yang the theater adage “break a leg” is a familiar one. Her first onstage faux pas was while performing a commercial skit at her high school in which she said the wrong line, a controversial one that had been ripped from the script. Instead of urging customers to enjoy Coca Cola, Yang touted “Old Gold Cigarettes.” She soon corrected herself on stage. But for Yang the mistake was “exhilarating.”

“I discovered I could mess up but I could save myself immediately,” she says. “I learned that if things go wrong, I know I can survive.”

Yang is the social chair of the Honors Program’s Honors Committee. She hopes her performing experience helps her pursue a career in broadcast journalism.

Along with drama she is interested in how others approach their lives, having traveled the world with her Taiwanese mother. “I like to think that I am willing to try new things,” Yang says. “Traveling has opened my mind to different cultures.”
Hometown: Rancho Cordova

Clpl. David Hills knows the value of education. He protected the reconstruction of the school system in Iraq as an infantryman, providing security for engineers and contractors refurbishing schools in the Kurdish region during his 2003–04 tour of duty.

“Education is the foundation for all the good things that can happen in a country,” says Hills, who hopes the schools he helped secure allow a new generation of Iraqis to become educated.

Hills’ father and both grandfathers served in the military, but it was the Sept. 11 terrorist attacks that solidified his decision to join the Army.

While in Iraq, Hills also patrolled roadway checkpoints, conducted raids on homes of suspected insurgents and trained Iraqi National Guard soldiers.

“I kind of understand that there is more in life than just going to school,” says Hills, who now uses his Army field bag as his backpack. “I realize that there is more to an education than getting an ‘A’ on paper.”
because I am able to think about different points of view.”

Semester two will feature a second world civilization course and courses in speech/rhetoric and in philosophy as well as the continuation of the great books seminar. The second year includes honors courses in biology, government and ethnic studies.

Because of the small classes and ample opportunities for discussion, Honors Program Director Roberto Pomo says the relationships between the honors faculty and the students are as much about mentoring as teaching.

“And the mentoring that goes on in the classroom is equally important to what occurs outside the classroom,” he says.

The students have regular social events almost every Friday, which have included workshops on topics such as time management skills, library research tools and health issues. There is also a film series where students view classic movies by legendary directors such as Otto Preminger’s Laura and Mike Nichols’ The Graduate, and discuss them with Sac State professors.

Groups of students have also attended the University’s Green and Gold Gala and the gubernatorial debate the campus hosted in October.

Between classes, the students often congregate in a noisy former dorm room in Foley Hall. The Honors Lounge is open from 7 a.m. to 8:30 p.m. every day. Students can study, work on projects, do homework, or just hang out.

“It’s a wonderful space and they really are taking advantage of it. It’s like Grand Central Station—in a good way,” Pomo says. And it has benefits for the program staff as well. “It keeps us in the loop. We can ask them, ‘How are you doing?’ As a director, if a student wants to talk, I don’t go home. In many ways it’s the most important part of the job.”

Pomo’s involvement with the program was what helped draw Justine Yang. She initially came to Sac State for the theater program and to attend Pomo’s classes. “I was interested in the Honors Program and when I found out Dr. Pomo was in charge, everything fell into place,” she says.

The lounge is one of the responsibilities of the Honors Committee. “We want students to be involved with community work in service to the Honors Program,” Pomo says. “The students take care of the social events. They look after the Honors Lounge.”

And an upcoming Honors Program journal will be run solely by the students.

“It’s given me a sense of community,” says Roberto Torres, who chairs the Honors Committee. Before coming to Sac State, Torres was enrolled in Richmond High School’s Law Academy and says the Honors Program is “just like being in my academy in high school.”

Pomo says one of the goals of the program is to develop a strong association with the campus. In addition to regular visits to each class, program staff will assess each student at the conclusion of each semester.

Plans call for a new “class” each year—the students come in as a group and stay together through the years that follow. Currently, the student groups are incoming freshmen, but Pomo hopes that someday they will be able to offer an honors program to transfer students.

“We have had requests from sophomores who have been in community college honors that want to be in an honors program when they transfer to Sac State,” he says.

Hometown: Originally from Redding. Her family recently moved to Elk Grove.

Karissa Horton hopes to one day become an evangelist. And she is off to a good start.

For four years her Sacramento-area team has placed in the top 20 nationwide in the North American Bible Quiz Tournament, winning third place in 2004. Thousands of students compete locally, regionally and statewide in the games which are similar to the TV-game show “Jeopardy.”

“I love it,” Horton says. “Its purpose is to help you have the word of God in your heart, but you get to do it with a competitive spirit.”

As for the Honors Program, Horton says it has helped her embrace others’ beliefs. “I am the most outspoken about my faith in terms of the discussions in class.” In turn, she says, “I am learning how other people think or how they express their points of views.”

Along with competing and playing piano, the Honors Committee member enjoys working as a church peer counselor. “If my friends have had needs, I’ve always been there for them.”
Roberto Torres has experienced the divide between rich and poor. And someday he hopes to close that gap.

“I’ve seen so many injustices by the government that it’s made me want to do something more than just protest,” says Torres, an aspiring U.S. Senator.

Torres worked as a summer intern in the Oakland District Attorney’s office and as the chair of the City of Richmond’s Youth Commission. As chair he organized an anti-violence conference that led to plans for a safe and fun recreational “youth café” now under development in the city.

Torres’ mother has been his inspiration to pursue law and public service. An immigrant from El Salvador at 18, Torres’ mother quickly learned English and landed a position at a law firm. Throughout any hardships, he says, “She’s handled it so well. I hope that when I go through something (difficult) that I can be like her and stay strong.”

Torres is hoping to join Sac State’s debate team and participate in student government through Associated Students.

Recruitment for next year has already begun and Pomo hopes to continue to increase representation among all groups of students. “Usually honors programs are viewed as being a bit elitist,” Pomo says. “At Sac state our mission is to be all-inclusive.

“We want to attract prospective students from a wide variety of regions and school districts. It’s what Sacramento is about, it’s what the state of California is about and it’s what this university is about.”

In addition to recruitment, part of Pomo’s responsibilities include raising additional funds for the new program for things like scholarships, books and faculty research that will impact teaching. He also hopes to send honors students to conferences with faculty and bring in guest speakers with national and international reputations.

Support these Sac State scholars

Sacramento State’s Destination 2010 initiative calls for an enhanced commitment to academics. We recently established a General Education Honors Program for highly motivated students, providing talented first-time freshmen a challenging and invigorating liberal arts education in small class settings. Honors Program students experience individualized attention and interaction from faculty members in and out of class. Can you help Sacramento State offer the very best academic experience to these promising students?

To give, please contact University Development at (916) 278-6989, or e-mail development@csus.edu.
Meeting the special needs of the Sacramento Region’s Southeast Asian community is the focus of new program in Social Work.

Working with women at the Hmong Women Heritage Association, Sac State student Dao Moua Fang is being introduced to what it takes to become a good social worker.

Closely following the guidance of social workers in the association’s Kashia Health Program, she conducts educational workshops for cancer support groups and provides case management for Hmong cancer patients. These projects are part of a new program aimed at preparing social workers to work primarily with the Southeast Asian community.

It’s giving students like Fang a new way of looking at the experiences of others. And Fang says she feels that she’s becoming more than just a by-the-books social worker.

“Dual perspective is a very powerful tool when working with ethnic communities such as Asian Americans, because they seek help within their own community before going to human service agencies for assistance,” Fang says.

Fang, who is of Hmong descent, is part of a graduate social work program that is believed to be one of the only such programs of its type in the country.

“These students are very dedicated to the field of social work and to the communities they intend to serve,” says Serge Lee, coordinator of the program and a noted social work researcher.

And social services agencies are more than grateful. Other Sac State students do assessments, crisis intervention and ongoing therapy for children and families in the mental health program at La Familia Counseling Center in Sacramento.

“The students have been very helpful,” says David Nylund, who is a clinical supervisor at the center and a professor of social work. “One of our students, due to his Hmong background, is able to use his cultural knowledge with Hmong clients. This helps with La Familia’s multicultural and diversity focus.”

A Sac State study found that Southeast Asian ethnic groups in the Sacramento Region have the highest poverty rates and the greatest need for social services.

In addition to economics, Lee says, other factors make the social work program vital to the Southeast Asian community in Sacramento. “Many Southeast Asians are still assimilating into the mainstream of American society and adjusting to life in the United States,” Lee says.

Students in the program study subjects required of all social work majors along with 18 specialty seminar sessions that allow them to learn more about the life-changing experiences of groups who escape from their native countries, become refugees in other countries and ultimately settle in America.

Fang hopes to gain the skills she needs to aid Hmong women, many of whom were traumatized by the war in Laos and also may have lost a spouse or child in the conflict.

“Hmong have no concept of mental health. Many of these women can’t tell the difference between emotional pain and physical health problems and often attribute their poor health to physical and spiritual causes,” Fang says. “I feel that if there are more Hmong social workers working together with a psychiatrist to deliver responsive mental health services and coordinate culturally sensitive support groups for these women, then they will be able to overcome their trauma.”

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Student Dao Fang speaks with clients Lee Cha Vang, Yeng Lao and Kay Lao, refugees who arrived two years ago from the Wat Tham Krabok refugee camp in Northern Bangkok, Thailand.
Winter Sports

**MEN’S BASKETBALL**
After posting the best overall record in its Div. I history (1991-present) and setting numerous program records last year, the program has one goal in mind: winning its first-ever Big Sky Conference championship. After reaching the Big Sky Tournament each of the last four years, the Hornets will enter the season with seven returners.

**WOMEN’S BASKETBALL**
The team is working to improve its record for the third consecutive season under head fourth-year coach Dan Muscatell. He welcomes the largest incoming class of his tenure, while also returning six letter-winners from a year ago.

**GYMNASTICS**
After winning six league championships in the last seven seasons, expectations for the team will once again be high. Last season, Sac State claimed the Western Athletic Conference title and advanced to the NCAA Championships for the second time in school history.

**TRACK AND FIELD**
Senior shot putter David Nichols will look to become an All-American for the third straight season this spring. Senior Roshena Duree will lead the way for the women after being named the conference’s Field Athlete of the Year last season. In June, Sac State will serve as host for the NCAA Div. I Outdoor Track and Field Championships for the third straight year.

Spring Sports

**SOFTBALL**
One season removed from a 35-20 overall record and a 14-6 mark in the Pacific Coast Softball Conference, Sac State will look to post its fourth straight season with at least 30 wins. The Hornets, who finished just one game out of first place and narrowly missed a selection to the NCAA Regionals, return 13 players from last year’s team, which posted the most victories since 1995.

**BASEBALL**
Sac State enters its second year as an affiliate member of the Western Athletic Conference with an elevated pitching staff, a talented incoming class of freshmen and junior college players, and a solid group of returning position players.

**WOMEN’S TENNIS**
Despite a roster that featured six freshmen last season, the Sacramento State women’s tennis team was able to win its fifth-consecutive Big Sky Conference title. Sac State enters the season having won 34-consecutive matches against Big Sky competition, a streak which dates back to 2002.

**MEN’S TENNIS**
After being crowned the Big Sky Conference’s co-regular season champions last season, the team will return four players in 2007. In addition, the team welcomes a recruiting class that was ranked the 18th-best in the nation among Div. I teams by the Tennis Recruiting Network.

**ROWING**
After winning last year’s Western Intercollegiate Rowing Association championship for the first time since 2001, the rowing team will look to repeat as conference champions in 2007. The Hornets welcome back 26 student-athletes this year.

**GOLF**
The Hornet women will be one of the favorites to win the Big Sky Conference championship. Last season, Sac State placed third but the team returns the core of its lineup. Head coach Adam Pohl continued his rebuilding of the men’s golf program. A talented group of young players will guide the team during the spring.

—Sports Information

www.hornetsports.com
Building a better student-athlete

by Laurie Hall

Go on, call them muscle heads. But today’s student-athletes are embracing concepts of smart strength-conditioning that are helping them build both brain and brawn.

Modern approaches to intercollegiate athletics incorporate weight training as an essential part of an overall fitness regimen. The goal is to build not just muscle but power and explosiveness.

“We’re here to build better athletes, not better bodybuilders,” says Director of Strength and Conditioning Gary Uribe, who joined the Hornet athletics program this summer from the perpetual sports powerhouse University of Southern California. “I don’t call the plays, I don’t diagram the offense or defense. But I can make them better athletes.”

Athletes who are strong and fit are more likely to be better competitors and less likely to get injured, he says. And keeping athletes from getting injured can be as important to their success in the classroom as it is on playing field, court or track.

“Injury prevention is the primary goal of strength training because an injury can inhibit a student-athlete’s ability to continue to practice and play at a high level,” says Professor Harry Theodorides, who works with graduate students in the strength and conditioning option through the Kinesiology and Health Science Department.

Strength and conditioning is not an old profession compared to other facets of coaching, Uribe says. “As in any sport, there’s a psychology to it and no ‘one size fits all.’ Athletes come in a plethora of personalities and it’s important to learn how individual athletes respond. It’s one thing to train the body. We want to work the mind as well.”
Sacramento State subscribes to a movement-based program, which incorporates free weights and non-weighted activities to improve athleticism. The idea, Uribe says, is to go for overall strength and fitness and then become more sports-specific, working on functionality for each athlete's position in his or her sport. It's important to duplicate the movements of the position the athlete will play—standing on one leg, twisting, pushing.

"The old school of strength and conditioning was weightlifting alone, with a focus on 'big,'" Uribe says. "That's not enough within competitive sports that are multidirectional. You have to be able to do more than one move, because if after one move you're done, and the other guy can do two or three moves, you're not going to be successful."

Uribe actually starts by working outside the weight room on foot speed and agility.

"All collegiate strength and conditioning programs do the same thing as we do—the same squats, the same bench presses," he says. "But we also focus on spending as much time on movement outside."

Those movements may include agility drills such as the speed ladder, after which the athletes come inside and use weights. Other drills work on change of direction and speed. The athletes also do strength and power moves that don't use weights, focusing on the "core," the area around the trunk and pelvis.

"We place a premium on training the athlete's core, because a stronger core enables the athlete to move more efficiently," Uribe says. Theodorides adds that a strong body and core may help the student-athlete perform better and limit injuries.

But if an athlete does get injured, Uribe says it's important he or she keeps up with conditioning so that when the athlete is ready to return, there is not a lot of catching up to do.

How the training staff deals with injury depends on the program and the type of injury, of course. But Theodorides says it typically involves a team approach that could include the athletic trainer, physical therapist, team doctor and sports psychologist.

Uribe says that as a strength coach, he needs to know how the athlete is limited by injury so that he is able to address that in conditioning. For example, a "throwing" athlete such as a pitcher or a quarterback might need to back off on shoulder exercises if an injury occurs. But the student can still do alternative exercises to work the same muscle group. A player with a torn labrum would have a hard time doing overhead lifts such as a shoulder press but could do shoulder-shrugs.

"For most the part there's an alternative as long as it's a temporary injury," Uribe says.

Both Uribe and Theodorides see a huge upside for student-athletes in the new athletic facilities being built on campus. Uribe says the larger space and advanced equipment will allow them to be functional for all team sports. Today, athletes have to come to the weight room in shifts to lift. Beginning at 6 a.m. most mornings until well into the evening, each of the campus' 20 sports teams take turns coming in for workouts at two separate facilities. And large sports teams such as the 85-person-strong football and track teams can't all be in at once and have to split up even further.

When the new Broad Athletic Facility opens it will be double the size of the current setup, Uribe says, large enough to house all the teams under one roof.

Theodorides sees the weight room as a learning lab, where students in the kinesiology program learn about the value of strength and conditioning programs as they learn to be strength and conditioning coaches. "The students will get the opportunity to work with the head strength coach, student-athletes and latest equipment at the collegiate level in the new Broad facility."

And it will help the ultimate goal—more competitive student-athletes.

"We're here to help the teams get better," Uribe says. "Then we get to sit back and watch them compete. It's the best thing about being a strength coach. Your reward is seeing athletes go out and be successful."

Sacramento State is building a sleek new field house to house its intercollegiate teams. The Broad Athletic Facility features a state-of-the-art strength and conditioning complex, sports medicine rooms, team offices, locker rooms and more. Currently under construction, the facility opens in late winter 2008.

Support Hornet student-athletes

Sacramento State is building a sleek new field house to house its intercollegiate teams. The Broad Athletic Facility features a state-of-the-art strength and conditioning complex, sports medicine rooms, team offices, locker rooms and more. Currently under construction, the facility opens in late winter 2008.

Make your mark on Hornet Athletics with a generous gift toward the Broad facility. Naming opportunities exist at all giving levels for rooms, benches and equipment.

For more information on supporting Hornet student-athletes, please contact University Development at (916) 278-6989 or e-mail development@csus.edu.

www.SpanosSportsComplex.com
The influence of Spanish-language radio mogul Amador Bustos and his wife Rosalie reaches far beyond the airwaves.

The Bustoses—among the most prominent Hispanic couples in Sacramento—are devoted philanthropists. Their efforts are felt throughout the area artistically, culturally and educationally.

At Sacramento State, they contributed to the Joe and Isabel Serna Center. And they are members of the President’s Circle, providing President Alexander Gonzalez with insight on the area’s emerging issues.

Amador Bustos is thankful he can give back to the University. “We have received the benefit of several employees who were graduates of Sac State,” says Bustos, who—during the rise of his first broadcast company—admired and worked with the late mayor and professor Joe Serna.

Amador Bustos, listed by Hispanic Business in 2005 as one of the 100 most influential Hispanics in the country, made his fortune by expanding Spanish-language broadcasting. He began in the industry by selling advertising for a San Jose radio station while Spanish-language radio was just beginning to emerge. In 1992, he started Z-Spanish Media in Cameron Park with one radio station, 92.1 FM. In only eight years, Z-Spanish Media grew to include 32 stations. Bustos sold Z-Spanish in August 2000 for reportedly more than $450 million. He now owns Bustos Media LLC made up of 25 radio stations and two television stations in 10 markets.

In 1996, the couple established the Bustos/Lopez Family Fund that awards $5,000 scholarships to Hispanic high school seniors each year. So far they have helped 50 students attend college. “I feel like I am one of their cheerleaders,” says Rosalie Bustos, who takes a personal interest in each student and corresponds with them every semester. “These kids are so intelligent. They just need the financial assistance to get where they are going.”

She is also the vice president of the Mexican Cultural Center of Northern California.

Amador Bustos sits on the boards of Broadcast Music, Inc. and American River Bank, and is a member of the Investment Committee of Hispania Capital Partners, a Chicago-based investment fund.

He credits his own personal work ethic for his success. “Don’t be pushy. Be ‘pullly,’” he advises students. “Pull work toward you, do not push it away. Pull people to you instead of pushing them away.”

President’s Circle

The President’s Circle was established in 2004 to recognize some of Sac State’s most generous annual donors. This essential group of benefactors—composed of alumni, friends, faculty, staff and business and community leaders—provides critical private support to the University in fulfilling its mission to students and the community.

President’s Circle gifts promote access, quality and excellence in education and support special projects, programs and events that involve alumni and friends in the life of the campus. In addition, members provide advice and assistance for President Alexander Gonzalez in achieving short- and long-term goals for Sac State, playing a pivotal role in bringing the University closer to the community and integrating it in effective ways with the Sacramento Region.

Individuals may become members of the President’s Circle with a minimum annual gift of $1,500 to the President’s Circle Fund. Corporate memberships start at $2,500. For information on how to join this group of supporters, contact Jody Policar, director of Annual Giving Programs, at (916) 278-4168.
Cary Williams-Nunez
Ring leader

While she was studying botany at Sac State, it is unlikely Cary Williams-Nunez (Environmental Studies ’96) ever envisioned she would trade in her garden gloves for boxing gloves. But soon after graduating she found herself captivated by the sport.

Now as one of only a handful of female boxing promoters in the world, Williams-Nunez is the CEO of Sacramento-based Prime Time LLC, the parent company of Prime Time Boxing and Fitness, and Prime Time Productions, businesses she co-founded.

In July, she promoted “Rumble at Raley Field,” the biggest professional boxing event ever held in the Capital Region. Fourteen boxers competed in seven fights with special guests including the 1996 IBA World Super Heavyweight champ Eric “Butterbean” Esch, and famed referee Richard Steele. And she brought a decidedly female perspective to the event by including female bouts and male ring cardholders.

Not afraid to step into the ring herself, Williams-Nunez earned her Level IV Olympic Boxing coaching certification in 2001. As a coach, her petite frame and lady-like voice is deceiving. “Everyone keeps expecting me to be this large woman who looks like a man. That’s unfortunate,” she says. “I think strength can be looked upon as a feminine trait.”

And there is no doubt that Williams-Nunez is tough. “I was taught to get up and brush myself off (if I fell down),” she says.

And when she falls, she falls hard—such as the time she fell 40 feet into a Santa Monica lake as a competitor on NBC’s “Fear Factor.” “I basically got pulled on a speeding raft with a helicopter overhead, reached up and climbed a rope as far as I could,” she says of her 2004 appearance.

Williams-Nunez is also a fitness expert and model. She appeared on the cover of Muscle & Fitness Hers in August. And she is working on a “Knocking Out Obesity” campaign by developing boxing programs for kids. “Boxing,” she says, “is a life-changing experience.” And she would know. $
Chester “Chet” Shelden
The buzz started here

What the initial Herky the Hornet mascot may have lacked in flash he made up for in substance, according to Chet Shelden (Elementary Education, ’57). And Shelden should know. In 1955, he became the first to sport a green and gold hornet costume for Sac State.

His attire was made of crinoline, a stiff mesh material nothing like the elaborate plush of today’s costumes. “My costume may not have been as fancy and nice as they may now, but it was fun,” Shelden says of his uniform, which was made by friends. “Basically it was made up of a big head, leotards, tights and a long stinger. We painted my black eyes on and I wore the crinoline costume and a little pair of wings. And it got cold out there in November, I’ll tell ya.”

Shelden recalls leaping around the field and getting the crowd going with the school’s cheerleaders. “I didn’t have any famous moves,” he says. “But I had a lot of school spirit. You can’t be a mascot and be inhibited. You have to be a little crazy.”

The student council and the athletics department chose a hornet—over the elk—as the school mascot on Dec. 5, 1947. (Though no record exists, the name Herky is believed to be short for “Hercules.”) It wasn’t until 1953 that the new university fielded its first football team. And it wasn’t until 1955, when Shelden volunteered during one fateful rally committee meeting, that the team had somebody to embody its school spirit.

Shelden’s newfound role was rare at the time. Only a few California teams had mascots, including Humboldt State’s lumberjack. Shelden played his role in Sac State history through 1957.

After graduating, he taught in Costa Mesa for 18 years before moving to Siskiyou County where he taught in a one-room school. Shelden retired in 1989, but then taught as a substitute for the San Juan Unified School District. For the past 13 years he has been a music specialist at Greer Elementary School.

Shelden says he looks back fondly on his years as mascot. And he especially misses the close-knit school spirit. “(As a mascot), I think you have to be dedicated to the idea that you are there not only to support the team, but the school as well,” he says.

Shelden and his wife Eudora, “Dora,” (Elementary Education, ’57), have four children and eight grandchildren.
Don Currier
Commanding presence

Whether serving in Iraq or working for a high-profile governor, U.S. Army Col. Don Currier (Criminal Justice, ’84) says he manages to stay grounded. “I know how things will play out in the field,” says Currier, who began his dual career as both a cop and an Army private. “I have enough experience to know the way things are in reality.”

For 25 years Currier has influenced criminal justice decisions at the city, county, state, national and even international levels while remaining close to the fray. And he will continue to do so following his recent appointment by Gov. Arnold Schwarzenegger to be the chief legal counsel for the California State Lottery. Before leaving for Iraq this past summer, Currier worked as Schwarzenegger’s deputy cabinet secretary on emergency services and military issues.

“Don was a dedicated member of my staff and I know he led his soldiers with that same zeal and integrity,” Schwarzenegger says. “I’m pleased to know he is home safe and willing to serve California again.”

In Iraq, Currier commanded 4,000 military police as they trained 150,000 Iraqi police officers in Baghdad. He says citizens are struggling to find faith in the country’s new justice system which lacks clear cooperation between law agencies, and firm jurisdictional boundaries. Despite the challenges, Currier says he is “proud of the gains we made in training police officers.”

Currier’s civilian career has included stints with the California Commission on Teacher Credentialing, the Governor’s Office of Criminal Justice Planning under Pete Wilson, the State Assembly Committee on public safety, the Sacramento County District Attorney’s Office, and the Sacramento City Police Department.

His military assignments have included operating an enemy prisoner of war camp in Iraq during Operation Desert Storm and working as a military police company commander during the 1992 Los Angeles riots.

Though accustomed to positions of influence, Currier strives to ensure that government officials make realistic decisions, just as he does of his soldiers.

“When I tell a soldier to do something, it isn’t something I wouldn’t do,” Currier says. “And chances are it isn’t something I haven’t already done.”

CINDY NELSON, ’98 B.A., Music, after fronting various rock bands and being featured in musicals and operas, headed back to school and graduated cum laude in the top 10 of her class with a degree in music, major emphasis in voice. Since graduating, Nelson has had a successful career, writing, recording and teaching. Now, as an international BMI recording artist, she is employed in Rosemont, Ill. LandDesign employs about 100 in Charlotte and about 230 systemwide in North Carolina, Washington, D.C., Florida, Tennessee and China. Momsen and wife Kathleen have a daughter and two sons and live in Waxah, N.C.

LAUREN DAVID, ’05 B.A., Communication Studies, after a 10-month internship, has been named communications coordinator for the city of Elk Grove. Her duties include assisting in event planning, handling finances for the communications department and working with the public information officer. Silva is applying for the master’s program in the fall of 2007.
On the Quad
Getting to know today’s students

Warwick Foy

HOMETOWN: Wellington, New Zealand.

MAJOR: Business. Plans to graduate in Fall 2007.

BACKGROUND: Recruited to Sacramento State for the men’s tennis team. Played tennis on the junior world circuit and was ranked 300th in high school. Received the Student Athlete of the Year award last year.

INFLUENCES: “A lot of the guys on the team have been good influences—they’re good athletes and good students. You have to know when to have a good time and when to be serious and work hard. The coaches discipline you but you have to learn to discipline yourself. I think college in general teaches you how to grow up.”

HIGHLIGHT: “Probably meeting so many cool people. I know if I was back in New Zealand I would still be with the same group of friends. Over there you don’t really go out of your comfort zone but here you are able to make connections and network.”

PROUDEST ACCOMPLISHMENT: “Last year I won the Student Athlete of the Year—it was quite a shock. Usually it’s given to seniors and I was a sophomore at the time.”

DESTINATION: “It would be fun to travel and play the professional circuit for a while. I’d like to work here—there are so many more opportunities. I’d like to start a business like a tennis academy where young kids who want to become good athletes could train.”
DECEMBER
EVENT. Winter Commencement, Thursday, Friday and Saturday, Dec. 21–23, University Union Ballroom and Arco Arena. (916) 278-4724 or www.csus.edu/commence.

MUSIC. Sacramento State Symphonic Wind Ensemble, Feb. 21, Music Recital Hall in Capistrano Hall. Tickets at Sacramento State Ticket Office at (916) 278-4323 or Tickets.com.

EVENT. Lenaea Festival, high-school drama competition, Feb. 2–4. (916) 278-6702.


FEBRUARY
EVENT. Of Montreal, indie rock, Feb. 12, University Union Ballroom. Tickets at Sacramento State Ticket Office at (916) 278-4323 or Tickets.com.

MARCH
THEATRE. Suessical the Musical, play by Lynn Ahrens and Stephen Flaherty, directed by Richard Bay, March 9–11, 14–18 and 21–25, University Theatre, Shasta Hall. Tickets at Sacramento State Ticket Office at (916) 278-4323 or Tickets.com.
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Roger Valine, '73
Retired CEO, Vision Service Plan
Lifetime member since 1997