Welcome to the premiere issue of 360: The Magazine of San Diego State University!

For almost a decade now, we’ve been telling the amazing story of San Diego State, its faculty, students and alumni, through the pages of SDSU Magazine. Our intent has been to give you a window through which to view the campus, and to keep you current and connected. That remains our goal. In fact, we’ve redesigned and reformatted the magazine to expand your view of the university, to offer a panoramic perspective on the people, programs and impact of SDSU, within our region and throughout the world. Thus, our new title: 360. We’ve matched this fresh editorial approach with a bold and exciting new design from cover to cover. All in all, we hope 360 gives you one more reason to be proud of your association with San Diego State University.

We’ve timed this first issue of 360 to help kick off a very special occasion in the life of our university. In March 2003, San Diego State University will host SDSU Month, a community-wide celebration designed to highlight the accomplishments of our students, faculty, staff and alumni, and to thank them for their support of SDSU. This celebration will feature a series of special events on campus and around San Diego, as well as promotions at entertainment, cultural and business venues.

We are hosting SDSU Month to help the entire region become more aware of, and take pride in, the work of SDSU’s past, present and future scholars and students. Our graduates include thousands of the region’s teachers, nurses, engineers, and business and civic leaders. Our faculty pursue innovation in areas from education to biotechnology to the arts, and their projects share the common theme of enhancing lives. When you combine these factors with more than a century of history, as our cover story explains, it becomes clear that SDSU shares an unparalleled relationship with its diverse, exciting community.

We’ve provided in this issue a special pull-out supplement that lists the events and benefits planned during SDSU Month, and the community partners who are helping us bring them to you. We’ve also included an SDSU Month card, which will entitle you to related discounts and other benefits at businesses and destinations around the county. I hope all of you will share in the excitement and the benefits of SDSU Month, and help make this unprecedented celebration a truly memorable experience for the entire San Diego State family.

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San Diego State University
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Targeting Enrollment

Positive academic trends at SDSU have boosted enrollment beyond budgeted levels, prompting the university to implement new admissions policies to help keep student demographics on target.

For fall 2002, the average course load for undergraduates increased to 12.8 units from 12.5 units the year before. Also, more students are staying in school after freshman year. This "continuation rate" rose from 75.3 percent in fall 2001 to 76.7 percent in fall 2002. Finally, the "show rate"—the percentage of admitted first-time freshmen who actually enroll at SDSU—jumped from last year’s level.

All these trends are good news for SDSU. But taken together, they’ve led to unexpected overenrollment of about 1,100 full-time-equivalent students. To help bring enrollment back in line with resources, SDSU will not admit any students in spring 2004. And starting with the 2003-04 academic year, the university will require upper-division transfer applicants to have completed at least 60 transferable units plus all available preparation for their majors.

The End of the Tunnel

Nearly two years into the mammoth construction project that will route the San Diego Trolley underneath the SDSU campus, workers reached a major milestone in October when they punched through from the tunnel into the underground station site near College Avenue.

“We can honestly say there really is light at the end of the tunnel,” said Clayton Kraft, SDSU’s project architect and liaison to the Metropolitan Transit Development Board, developer of the trolley project.

Excavation of the tunnel began last May on the west side of campus and progressed at a rate of 10 feet per day, with miners digging around the clock. Running 80 feet underground, the trolley tunnel will be 36 feet wide and 29 feet high—larger in diameter than the Channel connecting England and France.

Scheduled to open in early 2005, the trolley’s Mission Valley Extension is expected to accommodate 11,000 people per day, with 4,300 boarding at the SDSU station. For more info, see www.sdsutrolley.com or call (619) 594-TALK.

Snyder’s Superbowl

Super Bowl XXXVII, the third NFL championship game played in San Diego, came to America’s Finest City on Jan. 26 in large part because of SDSU alumnus and former Aztec defensive back, Ky Snyder. Snyder served as a key member of the San Diego Super Bowl Task Force, the group responsible for bringing the game to the city. He was also president of the Super Bowl Host Committee.

Snyder’s Super Bowl efforts complement his position as president of the San Diego International Sports Council, which promotes the San Diego/Tijuana region as a preferred site for sporting events that provide social and economic benefits to the community. He has held the post since 1996.

“Super Bowl XXXVII was an incredible event for San Diego,” Snyder said. “I am thrilled that I had the opportunity to participate.”
It is becoming tradition in the Mountain West Conference. As the league sits on the brink of another spring athletic season, seven schools at varying levels of elevation keep a wary eye on the one school that hugs the ocean. In the brief four-year history of the Mountain West, San Diego State has established a firm foothold on spring sports championships, and each year the Aztecs gain in strength. The spring of 2003 should continue that trend.

The Aztecs will be looking to defend conference championships in softball, baseball, men’s tennis and women’s tennis. And they appear more than ready to compete for championship hardware in men’s golf, with the women’s golf program also beginning to move in that direction.

SDSU’s track and field program is firmly established among the league’s top three. The Aztec crew and water polo programs, both young and neither a member of the Mountain West, are blossoming into national programs.

But the spring of 2003 will focus an even brighter spotlight on San Diego State as Tony Gwynn fields his first team as the Aztecs’ head baseball coach. A former Aztec player in baseball and basketball, Gwynn is destined for the Baseball Hall of Fame based on his 20-year, major-league career with the San Diego Padres. But he is now firmly entrenched on the Mesa.

Gwynn takes over a program led for three decades by his own college coach and mentor, Jim Dietz. The Aztecs coasted to the regular-season championship of the Mountain West Conference last season, but dropped the championship game of the league tournament and remained sidelined during the NCAA Tournament.

Gwynn has a clear road map for the Aztec baseball program. The itinerary merely begins with the Mountain West championship, then rolls on to the NCAA Tournament, and a spot in the College World Series. Ambitious? No question. But when a perennial all-star talks about championships, it pays to listen.

– Kevin Klintworth
Does the Nose Still Know?

Older adults may not smell as well as they used to. A San Diego State University study published in the November 2002 issue of the prestigious Journal of the American Medical Association found cases of smell loss are significantly underreported or undiagnosed—especially among older adults.

The National Institutes of Health reports 200,000 physician visits per year for smell-loss impairment in the United States, but according to the study by SDSU psychology professor Claire Murphy and colleagues, the true number of people with smell disorders may be closer to 14 million, with men more at risk than women.

“As much as 25 percent of adults 53 and older suffer from smell loss, while as little as 2 percent are diagnosed with the impairment,” Murphy said. “Those who suffer undiagnosed sensory malfunction lack the vital ability to detect certain dangers, including gas leaks, rotten food and more. And even at the most basic level, olfactory impairments lessen quality of life.”

Bookmarks

Two San Diego State faculty have published new books through the University of Nevada Press. Jackson J. Benson, emeritus professor of English and comparative literature, is the author of “Down by the Lemonade Springs,” a collection of nine essays on Western writer Wallace Stegner. The new volume complements Benson’s acclaimed biography, “Wallace Stegner: His Life and Work.”

Historian and SDSU lecturer Claire V. McKanna Jr. has added “Race and Homicide in Nineteenth-Century California” to his previous work, “Homicide, Race, and Justice in the American West.” The new book relies on McKanna’s analysis of 1,338 court cases to reveal a racially based judicial bias during the 1800s. For more information, visit www.nvbooks.nevada.edu.

A Spot of Camelot

As the nation prepares to mark this year’s 40th anniversary of the assassination of President John F. Kennedy, many San Diegans will recall a much happier memory of JFK. Less than six months before his death, Kennedy accepted San Diego State’s invitation to deliver the June 6, 1963, commencement address and receive the first honorary doctorate ever conferred by the institution.

More than 30,000 people, including 1,700 graduates, crowded into the old Aztec Bowl to see the president. After the ceremony, Kennedy stepped aboard a waiting helicopter and took off in a swirl of dust. Today, a stone marker identifies the spot, California Registered Landmark 798, where Camelot once came to San Diego State.

Español Online

San Diego State has become the first university in California to post admissions information online in Spanish. Jim Kitchin, SDSU’s vice president of Student Affairs, called the new Web site at www.sdsu.edu/espespanol “an essential step to ensure that Spanish-speaking parents have an equal opportunity to help their kids successfully prepare for college, academically and financially.”

Data from several sources indicate Latino parents and students are often frustrated by the language barrier in exploring college options. At the same time, other studies show Latinos are venturing into cyberspace faster than any other ethnic group.

“I’m proud that SDSU has prepared almost 500 more students,” commented David Valladolid, president and CEO of the Parent Institute for Quality Education, a San Diego-based group dedicated to teaching low-income, ethnically diverse parents how to assist their children through school.

“Thanks to Nurses Now, SDSU has nearly doubled the number of nursing students—from 50 to 90—accepted each semester since fall 2000. The first group assisted by Nurses Now will graduate this May. From now through May 2005, SDSU will produce some 450 new nurses—180 of them because of Nurses Now. Renewal funds will help prepare almost 500 more. Each Nurses Now partner pledges $72,500 per year for three years, allowing SDSU to admit and train 20 additional nursing students. Renewing partners are: Alvarado Hospital/Tenet Healthcare, Children’s Hospital, Kaiser Permanente, Scripps Health, Sharp Healthcare and UCSD Medical Center. In addition, the VA San Diego Healthcare System has joined as a new partner.

More Nurses Now

Just in time to help celebrate this year’s 50th anniversary of San Diego State University’s School of Nursing, six area health-care organizations have renewed financial pledges to SDSU Nurses Now, a community partnership that aims to alleviate a regional shortage of nurses by funding the extra faculty needed to accommodate more students.

The new book relies on McKanna’s analysis of 1,338 court cases to reveal a racially based judicial bias during the 1800s. For more information, visit www.nvbooks.nevada.edu.
Ghost in the Machine. Computers that understand human language? We’re getting there.

By Liese Klein

They are already a fact of life on the screen—computers that can talk, listen and even develop mental problems, like HAL in Stanley Kubrick’s classic “2001: A Space Odyssey.” But the challenge of creating a computer that can interact with people in a natural manner has stumped scientists for more than 50 years.

Now a cutting-edge program at San Diego State University has joined the quest for a truly “intelligent” computer, and is helping to revolutionize other fields in the process.

SDSU’s computational linguistics program packs a lot of syllables into its name and a lot of academic disciplines into its syllabus—computer science, linguistics, psychology, mathematics and even philosophy. And breakthroughs in the field find a lot of uses in daily life—from Internet search engines to phone systems to the global hunt for terrorists.

“This area is full of direct applications,” said Jeffrey Kaplan, chairman of SDSU’s linguistics department. “It is basic, cutting-edge, frontier research.”

Computers scientists and linguists blend their strengths in the discipline, which first arose as a separate study in universities about 15 years ago. SDSU established a specialty in the field around that time, and now has the largest program in the region. Two full-time computational linguists research and teach at SDSU, with another position planned for the future. Also under consideration is a potential joint Ph.D. program with UCSD.

“We’re very excited about it,” Kaplan said of the program, which currently offers a master’s degree. “We can really serve the community, we can serve students, and we can participate in the university’s goal of fostering technology. This fits within the SDSU tradition of interaction and applications in the real world.”

Jeanette Gail Pettibone, ‘02, earned her master’s in computational linguistics at SDSU and is now in Stanford University’s Ph.D. program, one of the best in the nation. “SDSU has a lot of resources,” she said. “It had a fabulous education in computational linguistics that prepared me to work at this level, and I also had the support of the whole department.”

For linguists like Kaplan, advances in computational linguistics have opened up new ways of figuring out how languages are structured and how they relate to each other. Researchers burrow their way into massive databases made up of telephone conversations, e-mails and newspaper articles to study how spelling evolves, word meanings shift and conversations unfold.

As globalization continues to bring cultures together, computational linguists are also working hard to improve intercultural communication through computerized translation. Computer scientists welcome this trend; bringing the study of language into their field helps further the quest for artificial intelligence and produce more functional computers.

But creating a computer like HAL from “2001: A Space Odyssey” isn’t easy. Just buying a faster machine with a bigger chunk of memory won’t do the job. Researchers say it involves at least four separate tasks.

• Listening: The computer must be able to convert the sound waves of speech into units of data. (HAL could even read lips!)

• Understanding: Recognizing individual words is one thing, but how do you make sense of a sentence? Computers must be taught to properly process speech as humans do and recognize words in context.

• Sorting: Like a search engine, the computer must sort through mountains of data to find the answer to a question. But an ideal computer would be able to limit itself to the pertinent facts, and deliver a simple, brief answer in plain language.

• Answering: After listening, understanding and figuring a simple answer out of its databases, the computer must answer back in a natural voice. Researchers are closing in on this problem—you can dial automated directory assistance on your phone to check their progress.

Although far from creating anything like C-3PO of “Star Wars” fame, computational linguists have already made it much easier to find information on the World Wide Web by making search engines more efficient. “We use a combination of techniques from informational retrieval and computational linguistics,” said Peter Norvig, director of search quality at Google, the world’s largest search engine.

As jobs at companies like Google multiply and research dollars grow, students are increasingly gravitating to the field from both computer science and linguistics. One hot area is intelligence, that is, keeping an eye out for terrorists and other lawbreakers in the ever-growing international thicket of computerized data.

“Intelligence researchers are scouring the Web for information, and they’re using these kinds of tools to filter the information,” said Mark Gawron, director of SDSU’s computational linguistics program. “The better those tools get, the happier they’ll be, and the more efficient they’ll be.”

“Information retrieval used to be kind of an esoteric thing,” agreed Robert Matouf, an assistant professor who joined SDSU’s computational linguistics program in 2002. “Now, everybody uses Google every day. People are starting to understand how great it would be if computers understood English better.”

Journalist Liese Klein is a former SDSU magazine staff writer.
Some 30 years ago, the San Diego community of City Heights offered hope of a new life for thousands of immigrants, many fleeing oppression. But the aging neighborhood slipped into poverty and despair, its 72,000 residents struggling against crime, illiteracy and unemployment.

The situation troubled San Diego philanthropist Sol Price, who launched a community renewal effort and in 1998 challenged SDSU to help revitalize education in City Heights. The dual mandate: instructional improvement for students and professional development for teachers.

Funded initially by an $18 million grant from Price Charities, San Diego responded with the City Heights K-16 Educational Collaborative, a partnership with San Diego City Schools, the San Diego Education Association, plus teachers and parents.

SDSU now manages three City Heights schools, while also providing on-site teacher education leading to credentials and master’s degrees. With test scores, attendance and teacher retention already improving, City Heights is once again looking toward a brighter future.

City of Hope

The City Heights Collaborative

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By Sandra Millers Younger

Like all good stories, the story of San Diego springs from relationships between characters, perhaps none more influential than the interaction between a young town and a tiny teachers’ school that grew into San Diego State University. Over a span of 106 years, San Diego and San Diego State have evolved together, enriching individual lives and building a human infrastructure strong enough to support a growing metropolis.

Today, the resulting synergy permeates countless conversations, decisions and endeavors, in every sector of commerce, at every level of society. Linked by history and destiny, the San Diego region and San Diego State University have forged a dynamic interdependence, each strengthening the other, and together creating a greater whole.

San Diego Story

Aztec Influence

San Diego at the dawn of the 21st century is at once diverse and singular, an amalgam of native Californians, frost-belt refugees and global-village expatriates—San Diegans all. And all touched daily by the permeating influence of San Diego State University.

Some 88,000 of SDSU’s 200,000 living alumni have
Coming together from both campus and community, a growing number of San Diego’s health professionals share a common passion: to eliminate cardiovascular disease, the No. 1 killer of American men and women. More than 40 of these individuals also share an affiliation with the SDSU Heart Institute.

Organized in 1999, the group comprises faculty, staff and students from four of SDSU’s seven colleges, along with several prominent San Diego-area physicians and scientists. This interdisciplinary blend of talent has created “a research powerhouse,” says Christopher Glembotski, institute director, professor and chair of SDSU’s biology department.

Attracting more than $5 million in external grant funding for 2001-02, Heart Institute researchers are engaged in analyzing the molecular basis of cardiac disease, developing gene therapies for its treatment, establishing new means of prevention, and teaching the public, including schoolchildren, the ABCs of healthy hearts.

What’s more, SDSU’s entrepreneurial approach to research enables faculty to fast-track their discoveries directly to the public through expenditures and jobs generated.

But equally important are the university’s nonmonetary contributions, including labor-force education, knowledge transfer, via faculty staff consultants and regionally focused research, and community services, such as health clinics and cultural enrichment, from KPBS to student musicals.

More than 50 years ago, Lowell Davies of the Old Globe Theatre wrote to then SDSU president Walter Hepner about “the worth of intellectual training rippling out into many fields from an educational center.”

Global Think

The International Business Program

From its ideal location on the Pacific Rim, just next door to Mexico, San Diego anchors a region poised for success in an era of growing internationalism. Increasingly, the workforce here must possess not only professional skills, but global savvy.

SDSU is answering this challenge, building worldwide educational partnerships and multiplying international learning opportunities. The most comprehensive of these initiatives is SDSU’s undergraduate international business program, one of the biggest and best, offering the nation’s No. 1 study-abroad program.

More than 750 SDSU students are currently pursuing the international business degree, a rigorous academic endeavor demanding internships, regional studies, study-abroad credits and foreign language proficiency in addition to the typical business coursework.

SDSU also offers several transnational degrees, including the nation’s first triple-degree program, requiring coursework at partner universities abroad.

International business program chair Steven Loughrin-Sacco sees such opportunities as crucial to developing international perspective among San Diego’s future leaders. “You can’t make them global if you keep them local,” he explains.

Heart and Soul

The SDSU Heart Institute

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What’s more, SDSU’s entrepreneurial approach to research enables faculty to fast-track their discoveries directly to the public through campus-based ventures. Biology professors and Heart Institute colleagues Roger Sabbadini and Judith Zyskind have each launched companies based on their research. Sabbadini’s Medlyte Inc. is working to revolutionize the diagnosis and treatment of coronary disease. And Zyskind’s Elitra Pharmaceuticals, now a part of Merck, is developing a promising new breed of antibiotics.
Joint Venture

San Diego’s earliest civic leaders realized it from the beginning. Their little town needed a university to become the city of their dreams. They started small in 1897, establishing the State Normal School of San Diego, a teachers’ college.

It wasn’t much, just a few rooms over a downtown drugstore, but it provided the homegrown educators San Diego needed to nurture future citizens, while giving city boosters and developers a selling point. “Education makes property valuable,” explained real estate mogul John D. Spreckels.

Spreckels was more perceptive than he knew. Over the next century, San Diego would grow from a tiny seaside settlement into the nation’s sixth-largest metropolis, its rutted dirt streets and clapboard storefronts morphing into 12-lane freeways and shining skyscrapers, its tiny town school evolving into San Diego State University.

Now a comprehensive urban campus of 34,000 students, SDSU is recognized by the Carnegie Foundation as a “doctoral/research university-intensive,” a designation granted to only the top 6.7 percent of the nation’s institutions of higher education.

In a very real sense, the city and its first university grew up together, each providing at every turn the support the other needed to take the next step. As San Diego matured, San Diego State reinvented itself time and again to meet evolving regional needs.

Expanding academic offerings, strengthening the faculty, upgrading athletics programs, establishing satellite campuses, initiating regionally focused research—San Diego State paralleled the city’s trajectory through a period of explosive growth. By 1986, a period of explosive growth. By 1986, a period of explosive growth. By 1986, SDSU served a population of 1 million, San Diego’s Normal School had become the nation’s 10th-largest university.

Along the way, customized curricula helped advance the city’s key industries, first aerospace and, recently, technology and hospitality. Special initiatives met regional crises. In the early 1990s, for example, SDSU responded to military and aerospace downsizing with a comprehensive Defense Conversion retraining program. Since Sept. 11, 2001, terrorist threats have triggered a wide range of sophisticated homeland security initiatives that partner SDSU researchers with civilian and military specialists.

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Entering the 21st century, San Diego State University remains committed to its threefold mission of education, research and service—and to goals set in 1997 as part of the Shared Vision compact initiated by President Stephen L. Weber. Moving toward these benchmarks, SDSU is distinguished by:

• Academic excellence: More students than ever are applying to SDSU, and they’re bringing better qualifications as admissions criteria become more selective. In 2002, faculty brought a record $140.4 million in research grants and contracts to the university. And all across campus, you’ll find top-flight departments, such as international business, No. 12 in the nation, and entrepreneurship, No. 20, as ranked by U.S. News & World Report.

• Vibrant diversity: On the Mesa, student and faculty demographics reflect an unwavering commitment to diversity, confirmed by independent rankings that placed SDSU No. 10 in the nation for bachelor’s degrees awarded to minorities.

• Wise cultivation of resources: Private giving to SDSU has jumped dramatically in the past three years, hitting $52.7 million in 2001-02, a target attained by only a small percentage of universities nationwide.

• Learning-centered community involvement: Beyond labs and classrooms, students gain knowledge through real-world experiences, such as tutoring inner-city school children, interning for San Diego-based businesses or monitoring regional ecosystems.

• Global opportunities: More than 180 international exchange partnerships offer study-abroad experiences in 40 countries, some leading to transnational degrees. Many of these opportunities exist within the international business curriculum’s study-abroad program, recognized in 2002 as the best in the nation by the Institute of International Education.

A number of innovative town/gown partnerships are combining these objectives. Countering effects of a nationwide nursing shortage, for instance, SDSU/Naval nursing programs—such as intership programs with hospitals in San Diego and San Diego-based businesses or monitoring regional ecosystems.

These stunning success stories may well presage a new paradigm of interaction between San Diego State University and the region it serves, continuing a tradition begun long ago in a humble classroom above a downtown drugstore.

Sandra Million Younger is editor of 360 Magazine.
On March 13, 1897, when city leaders founded the State Normal School of San Diego, none could have imagined that the tiny teachers’ college would endure and grow over the next 100 years into a major urban university.

But in March 2003, as it marks its 106th anniversary, San Diego State University can celebrate its status as the region’s first and largest institution of higher education, the campus of choice for more than 34,000 students, and the alma mater of nearly 200,000 living alumni, almost half of whom still reside in San Diego County.

SDSU continues to meet the region’s needs for teachers and school administrators. But education represents just one thread in the intricate tapestry of mutual influence and development that binds San Diego and San Diego State together as inseparable partners.

This partnership — expressed through the innumerable benefits SDSU faculty, staff, students and alumni bring to the greater San Diego community — is the inspiration for a special SDSU Month celebration. Observed throughout March, it will feature events on campus and within the community, plus promotions offering benefits at retail, entertainment, cultural and business venues throughout the county.

Ron Roberts, chairman of the San Diego County Board of Supervisors and an SDSU alumnus, said, “They are truly minds that move the world.”

“Current faculty and students continue to pursue innovation in areas ranging from education to biotechnology to the arts, with their projects sharing the common theme of enhancing the community,” Roberts said. “SDSU Month will reward them and recognize their contributions in a way that enables people from all around the county to participate.”

Cornerstone SDSU Month events include Athletics Day, presented by The San Diego Union-Tribune; the 31st annual Montys Awards Gala, sponsored by the SDSU Alumni Association; the 14th Annual Venture Challenge business-plan competition, sponsored by SDSU’s Entrepreneurial Management Center; Arts (un)Plugged, a series of performances integrating SDSU’s arts and science disciplines; “Breakfast with Brancaccio,” a special event presented by City National Bank with David Brancaccio of public radio’s “Marketplace”; and two concerts by world-renowned classical guitarist Ricardo Iznaola.

In addition, an SDSU Month card, available online and in a pullout supplement contained in this magazine, will entitle students, faculty, alumni and other community members to discounts and other benefits at businesses throughout the county during March.

SDSU Month sponsors include the SDSU Alumni Association, US Bank, Associated Students Inc., Aztec Shops, Nextel, Sempra Energy, Quest and Paetec, Promotional partners include Rubio’s Fresh Mexican Grill, Aztec Store/SDSU Bookstore, the San Diego Opera, LEGOLAND California, the Balboa Park Museum Association, San Diego Magazine, the Aztec Recreation Center, the San Diego Zoo, the SDSU College of Extended Studies, Woodstock’s Pizza, Starbucks, Westfield Shoppingtowns and US Bank. Others are expected to be added.

Media partners include The San Diego Union-Tribune, NBC 7/39, KPBS, San Diego Magazine, Cox Communications, Hispanic Broadcasting Corp., The T-Sector and Clear Channel Communications.

For more information on SDSU Month or to obtain an SDSU Month card, visit www.sdsumonth.com, e-mail info@sdsumonth.com or call (619) 594-7085.

Jason Foster is media relations manager at San Diego State University.
A kid’s perspective:

School in the Park

By Heather Holliday

Kids are jumping up and down, hands waving high in response to the teacher’s questions. All around them are clues to the answers—a enormous 3-D map of San Diego, a life-sized figure of the region’s first padre, Father Junipero Serra; a descriptive time-line spanning San Diego’s growth from 1490 to 1990. This classroom at the San Diego Historical Society in Balboa Park was designed to teach third-graders about local history and geography. But the students here, bused in from Rosa Parks Elementary School in the inner-city community of City Heights, are not rushing through an afternoon field trip. They’re attending School in the Park, an innovative 12-week program jointly taught by museum educators and Rosa Parks teachers.

The idea originated with philanthropist Sol Price, founder of Price Club and Price Charities, and an architect of the recent revival of City Heights. Aware of overcrowding at Rosa Parks, an elementary campus built as part of the City Heights renaissance, he saw in Balboa Park’s world-class museums a chance to relieve that situation, while also exposing City Heights students to new experiences. Prompted by Price, four museums agreed to a pilot program that included half the third-graders at Rosa Parks. Today, three years later, the program benefits all 800 students in the third, fourth and fifth grades.

School in the Park is a perfect fit with the City Heights Educational Collaborative, a master plan to boost student achievement and teacher retention in neighborhood schools. Launched in 1998 as the City Heights Educational Pilot, the Collaborative is a partnership among Price Charities, the San Diego Unified School District, the San Diego Education Association, and San Diego State University, which assumed administrative and operational responsibility for three City Heights schools, including Rosa Parks Elementary.

“The new environment and new set of opportunities offered by School in the Park were seen as an opportunity to help kids learn, help them get excited, help them be critical thinkers,” says Ian Pumpian, SDSU professor of educational leadership and chief educational officer for the Collaborative.

School in the Park director Susan Wachowiak was running a similar
program she’d created in Old Town when Sol Price recruited her to replicate the idea in Balboa Park. In both cases, she says, the experiential learning has appeared to all kinds of students because hands-on lessons make learning relevant.

“When education is taken outside the classroom, it becomes a world experience,” Wachowiak says. “This is how students see how [what they’re learning] fits into the world. They learn the information and then use it right away.”

Opening Minds
Perhaps the strongest evidence of School in the Park’s success is the positive response of students and parents. Ask Sarah Pasapera, a fourth-grader, what her favorite part of the program is, and she says “relish the freedom of a non-traditional classroom.” Watts, principal of Rosa Parks, says Sarah’s mother, Isabel Pasapera. (Fernando Pasapera is now in middle school and educational standards would never be able to take [our children] to all of those museums,” she adds. “They are a lot smarter because of the program. It opens their minds and expands their horizons.”

Sherrin Landis, the Historical Society’s director of education, says the museums’ resources are motivational for the children. “We have objects that help us understand [our ancestors’] culture and how they lived,” she says. “We have exhibits that help bring history to life. We have the park, which helps show how the native land has changed.”

And it’s clear that while students relish the freedom of a non-traditional classroom, they take learning in the park very seriously. Student Robert Montijo reflects on a recent lesson about erosion.

“I learned about weathering. Like now it is raining, and the rain water is washing the wall, and some of the finish will come off. Big rocks fall and break into pieces, water breaks them into smaller pieces. That is how we get beach sand.”

When the idea of School in the Park first came to Rosa Parks, educators worried about meeting benchmarks for student achievement. After all, 12 weeks in Balboa Park meant 12 weeks outside the classroom. “We needed to make sure all the state standards would be realized,” explains Emilee Watts, principal of Rosa Parks, But Wachowiak had designed School in the Park to satisfy curriculum needs and educational standards. “The program really blends standards-based and life-based learning, formal and informal learning,” she says. “It’s all based on the curriculum; we coordinate our lessons with what they’re learning in the classroom.”

Immediate Results
The results of School in the Park were clear from the outset. Watts says, Teachers saw positive changes in the students’ oral and written language skills. And that led to dramatic changes in classroom expectations, says Steve Spencer, senior research associate for the Collaborative.

“At first the Rosa Parks teachers felt they needed to protect the kids from what they thought would be unreasonable expectations from museum teachers,” he says. But the children performed so well in the new environment that their teachers were forced to revamp their perspectives and their lesson plans. “So the program is as much about teachers changing their perception of kids as it is the kids themselves changing,” Spencer says.

Along with rising student achievement and teacher expectations, behavior improved, too. “When we went back to school,” says teacher Loretta Saez, “our students were more mature; they settled quicker; they were more willing to follow classroom routines; they came in ready to learn.”

It was more than enough evidence to justify expanding School in the Park from a group of six teachers and 125 students rotating through four museums to a program involving 800 students, more than 25 teachers and 10 museums. Educators suspect the program has since contributed to a dramatic improvement in test scores.

Building Confidence
Specific evidence points to broader benefits, including increased student confidence. Watts tells the story of one fourth-grader, assigned to report on the differences between certain rocks, who was daunted by the prospect of textbook research. But after seeing and touching different rocks at the park, he dove into the project and finished it. “I’ve never seen such pride,” Watts says. “He realized that he could do something he couldn’t have done a year or two before.”

Spencer hears many such stories. “You start to see trends, he says, “things that are pretty significant: confidence, the ability to engage in a challenge and persevere to reaching the goal, feeling a sense of success, learning about cooperation. Clearly, this program impacts these kids’ self-concept. They go forward as more confident learners because of the success they’ve experienced.”

A study conducted after the program’s first year highlighted another long-term benefit—the children’s growing ability to imagine their own futures. “If you had asked them before what they’d like to do when they grew up, most said they had no idea,” Watts says. “But we started hearing things like, ‘I want to be an archaeologist.’”

Meeting scientists, historians, animal keepers, photographers—people outside the children’s normal circle of existence—may well change the future of students who attend School in the Park. (“The program) has stretched these kids probably more than we ever knew,” Saez says. “They’ll be more successful in whatever they do because they know there is something out there for them.”

More Than Numbers
Lannie Kanevsky, a visiting professor at SDSU, is working to quantify reports that School in the Park students display improvements in self-esteem, goal-setting, motivation, and sophisticated learning and critical thinking skills. But she also realizes numbers may never reveal what’s really happening in the Park. “The researcher in me is trying to do things quantitatively,” Kanevsky says, “but I know I’m going to miss some of the most important things. What the research will never capture is the heart and the spirit of it. For that, you just have to see it.”

Katherine Holiday is a freelance journalist. Both her grandparents went to San Diego State.

Brenda
“We learn about animals, and we get to see the animal.”
José
“The museum teachers teach us what we need to learn, like explorers. We don’t use social studies books; we work together.”
Miream
“We don’t have the same teachers. This is good because I like different teachers that know about different things. At School in the Park, we learn acting and painting, and we made a physical map of California.”

360 Magazine
SPRING 2000
25
Faith in the Future

By Liese Klein

In the Wake of 9-11, Students Find New Relevance in Religious Studies

The title of the book by Professor Linda Holler’s desk says it all: “Jihad vs. McWorld.” On Sept. 11, 2001, “McWorld” woke to the extremes of “Jihad,” and religious studies took on new relevance. Not that religion has ever been irrelevant on the San Diego State campus. On a typical day, here Krishnas may be drumming on Centennial Walkway, Jewish students handing out literature at Aztec Center or evangelical Christians holding forth on the Bible from the free speech steps. Eight major religious centers operate on or near campus, and numerous other religious organizations serve student needs. Since Sept. 11, however, SDSU faculty have seen a surge of interest in religious studies.

“We’ve always had a strong enrollment,” said Holler, who chairs the department, “but Sept. 11 affected our students’ seriousness in dealing with the subject matter...They’ve begun to ask such penetrating questions, they’re sending me back to the subject matter. It’s marvelous and refreshing.”

Holler is particularly pleased to see students grasping the links between religion and culture in their attempts to understand their own diverse communities. “We have excellent students coming in,” she said. “They understand that what we’re doing is not just an abstract reasoning exercise, they’re bringing their own personal experiences into the classroom.”

SDSU’s curriculum has transformed in recent years. These shifts, as well as San Diego’s changing ethnic mix, have made the courses more interesting, more relevant, more modern. We ended up going in all kinds of different directions.”

The current schedule includes courses on comparative mysticism, the religions of East Asia and alternative religious movements, also known as cults. Faculty and students investigate the role of faith in modern life through courses on religion and ecology.

“We really understand culture in the broadest kind of way,” Holler said. “We are a totally interdisciplinary field. Everything we do is affected by psychology, geography, literary criticism, philosophy, history.”

Most prescient in light of current events is a new course Holler teaches called “Religious Violence and Nonviolence.” Planned long before the Sept. 11, 2001, terrorist attacks, the curriculum explores the role religion can play in hate groups, terrorism, and even domestic violence.

“I thought it would be fascinating to juxtapose the kinds of violence religion is capable of—violation against ‘the other,’ violence to one’s self like self-mutilation and sacrifice — to all the non-violence for which religion is also famous, like the nonviolence we see in Mahatma Gandhi or the work of Martin Luther King Jr.,” Holler said. “I really developed this class as an extension of previous research. I never realized how timely it would be.”


In the Wake of 9-11, Students Find New Relevance in Religious Studies

Lecturer Samy S. Swayd has seen his class on Islam triple from an average of 20 students five years ago. Of the 66 students enrolled in fall 2001, many say they were influenced by Sept. 11 to find out more about other religions. “I think there is more interest, and I think the interest will last,” Swayd said.

San Diego’s growing and influential Muslim community helped establish a Center for Islamic and Arabic Studies at SDSU in 2000, and the department is hoping to fill a full-time position in Islam by this summer. As many as 40 percent of Swayd’s students come from Muslim families and want to learn more about their traditions.

“When Sept. 11 broke out, I felt very uncomfortable,” said Sara McNabb, 29, a senior from an Egyptian background. “I took the class so I could learn more about my own religion, because I didn’t feel like I knew enough. I wanted to have a bigger impact and show that Islam is like any other religion. It doesn’t teach hatred or negative things; it teaches good things.”

Faith and experience

Often, the students’ own perceptions and experiences help shape class discussion and make for lively dialogue. As part of a recent discussion at McNabb’s Day of the Dead festival, for instance students in Rebecca Moore’s “Death, Dying and the Afterlife” section brought much more to the class than mere knowledge of the readings—they brought their personal stories.

One student spoke of pouring beer on the grave of a dead family member, as a way of sharing the celebration with the departed. Another described elaborate festivities in his ancestral state of Michoacán, Mexico.

“I think students do bring their own life experiences to religious studies classes,” said Moore, an assistant professor. “Religion is not an impersonal or academic subject to them. They raise issues and ask questions about things that I hadn’t thought about.”

Classes that incorporate students’ varied personal experiences into the curriculum are typical in SDSU’s religious studies department, which now has 13 full-time faculty members. It has remade its curriculum to reflect global cultural shifts, as well as San Diego’s changing ethnic mix.

Instead of poring over dusty tomes of theological debate and institutional history, SDSU students today are more likely to visit San Diego’s “UTO church” or interview Somali Muslims in City Heights.

“San Diego is a marvelous place to study religion in its concreteness,” explained Holler, noting the variety of cultures and religions introduced by the region’s diverse immigrant populations. “People have likened the city to Ellis Island for the 21st century.”

Culture in the broadest sense

Key to the growth of religious studies at SDSU is a team of professors invested in the interdisciplinarity that has shaped the field nationwide in recent years. These faculty members have remade SDSU’s curriculum to match shifts in the discipline—moving away from the traditional East-West dichotomy.

“We’re a pretty young faculty,” said Risa Levitt Kahn, associate professor. “We took a long look at the curriculum and realized that we could make the courses more interesting, more relevant, more modern.”

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The Margin of Excellence

Coming in March 2003, SDSU Month will celebrate San Diego State University’s many contributions to the region and its emergence as a major public research university. This celebration of achievement gives us, alumni and friends of the university, an opportunity to rededicate ourselves to SDSU’s mission of education, research and service.

Most people are surprised to learn that tax dollars, tuition fees and private donations provide only half of SDSU’s annual operating budget. The rest must come from research grants and contracts, institutional investments and private donations. For many years, SDSU lagged behind its peer universities in private giving. I’m pleased to say that we are beginning to close this gap.

Three years ago, I became chairman of the Campanile Foundation, established in 1999 to augment community support and philanthropy benefiting SDSU. Their generosity has enabled us to break records in 1999 to augment community support and philanthropy benefiting SDSU.

In the face of dwindling government budgets, we will become even more dependent upon private giving to maintain SDSU’s prominence in academics and public service. Now is the time to actively engage in initiatives that mutually benefit our students and our community, and simultaneously enhance the university's leadership role.

As we approach San Diego State’s birth month, I encourage you to consider how your generosity has enabled us to break records in private giving, creating a margin of excellence at San Diego State.

The Campanile Foundation Board of Directors

Ron L. Fowler, Chairman, The Campanile Foundation

The Campanile Foundation Board of Directors


When I was at State...

June 6, 1963: I was graduating the next week from Crawford High School and going to State in the fall, when President Kennedy came to San Diego to give the commencement address. Of course, I had to go. A whole group of us Crawfodites went to campus and sat up on the dirt at Aztec Bowl to watch all the graduation excitement and see the president of the United States. It was a huge, overflow crowd; people were sitting all around the hillside. The stage was at the other end, so we couldn’t see too well, but I could say I was there. Six months later, as I was leaving campus for Thanksgiving break, I heard the president had been shot. And I thought, “How could this have happened? I just saw him.”
The Montys: SDSU Alumni Association Awards of Distinction for 2003

The 31st annual Monty Awards celebrate the talents, achievements and contributions of San Diego State University alumni, faculty and staff. Congratulations to the following distinguished representatives of SDSU’s seven academic colleges and Imperial Valley Campus. As this year’s exceptional alumni volunteer and outstanding university employee.

College of Arts and Letters

The Honorable Leon L. Williams (alumnus)

The Honorable Leon L. Williams (’50, English) is chairman of the San Diego Metropolitan Transit Development Board (MTDB). He has also served as a San Diego County sheriff, a San Diego City Council member and a San Diego County supervisor. Known as a pioneer and a visionary, Williams was the first minority elected to the city council and an early proponent of public transportation in San Diego. He continues to contribute to his alma mater as a member of the College of Arts and Letters Dean’s Advisory Council.

John R. Weeks, Ph.D. (faculty)

During a 30-year academic career, John R. Weeks, Ph.D., professor of geography, has achieved a superlative record in teaching, research and service. He literally wrote the book on demography, authoring the leading college text on the subject. A respected professor and mentor, Weeks is the author of more than 60 articles and book chapters, and nearly 40 research reports. He also serves as director of SDSU’s International Population Center.

College of Business Administration

Adelle A. Coffman (alumna)

As one of seven charter employees of QUALCOM Incorporated, Dee Coffman (’76, accounting) played an integral role in the establishment of one of San Diego’s most successful high-technology companies. At the heart of her success in founding in 1985, Coffman has served as vice president, senior vice president and chief financial officer of QUALCOM. She committed to her alma mater, she is a member of The Campanile Foundation Board of Advisors and an advisor to the dean of the College of Business Administration.

David R. Hampton, Ph.D., J.D. (faculty)

David R. Hampton, Ph.D., J.D., professor and chair of the Department of Management, has taught at SDSU since 1973. He has authored numerous books, articles and presentations, and has lectured extensively as a visiting professor throughout the world. A frequent consultant to major corporations, Hampton has developed curriculum in this academic experience with community applications. He has received research funding from the U.S. Information Agency.

College of Education

Joseph F. Johnson Jr., Ph.D. (alumnus)

Joseph F. Johnson Jr., Ph.D. (’32, M.A., administrative and special education certificate) has served as regional representative for the San Diego Unified School District. He is also the author of numerous books, articles and presentations, and has lectured extensively as a visiting professor throughout the world. A frequent consultant to major corporations, Hampton has developed curriculum in this academic experience with community applications. He has received research funding from the U.S. Information Agency.
published his first book, “This Day in North American Indian History” (Da Capo/Perseus, 2002). Kranton is a public affairs officer for the California Highway Patrol in San Diego, where he works with the certified public accountant firm Sease & Co. LLC, in San Diego. (journalism) is building a career in Australian independent films, television shows and stage productions. He appeared in the 2002 Melbourne International Comedy Festival.

“95: Saqib Rangoonwala (journalism) is a news editor at KFWB-AM in Los Angeles. He has also started a business called Build-A-Book, which produces personalized storybooks to encourage children to read.

“96: Rosemary O’Brien (English creative writing), a freelance writer in Bristol, R.I., has just published her first novel, “First Saturday.” Armano Pesucquicia (M.M., performance) was chorus director for the Tuilipa Opera in August presenting an opera of “Madame Butterfly.”

“98: Monica Tencate (M.P.H., environmental health sciences) recently returned to San Diego from Washington, D.C., where she served as executive director of Planned Parenthood of South and San Diego. A U.S. Senate finance committee, Tencate is now president of Health Policy Source.

“99: Toby Danyleckus (M.B.A.) and Paula Riestra (M.B.A.) have opened 127 Galárias, an importer of handcrafted Latin American furniture and home accessories, in Poway. The couple met in the M.B.A. program at SDSU. Riestra is also a senior marketing analyst for K yocera-Wireless.

College of Professional Studies and Fine Arts

Julia Stewart (alumna)

Julia Stewart (‘77, speech communication) has built a successful 30-year career in the food service industry, culminating in her current position as president, chief executive officer, chief operating officer and director of the Hi-GP (International House of Pancakes) Corporation. Previously, Stewart held various top-level positions at Taco Bell, preceded by marketing positions with Carl’s Jr., Stuart Anderson’s and Spoon’s Grill & Bar. She is also a past president and founding member of the Women’s Foodservice Forum.

Nam L. McDonald, Ed.D. (faculty)

Nam L. McDonald, Ed.D. (‘73) in music, ‘83, music education), believes that music and other arts can enhance a child’s learning in reading, writing and oral language. As coordinator of music education in SDSU’s School of Music and Dance, he shares that philosophy with more than 35 master teachers. McDonald also serves as integrated arts curriculum director for SDSU’s City Heights Educational Collaborative, helping hundreds of classroom teachers develop customized curricula that integrate the arts within classroom environments. A noted scholar in music education, McDonald is the author of numerous books and journal articles.

College of Sciences

Siegfried H. Reich, Ph.D. (alumnus)

Siegfried H. Reich, Ph.D. (‘82, chemistry) is vice president of viral and ophthalmic diseases for La Jolla-based Pfizer Global R&D, a branch of the world’s largest pharmaceutical company. While at SDSU, Reich developed an interest in synthetic chemistry, which he furthered with doctoral studies at the University of California, Irvine. Reich was honored by the Pharmaceutical Research and Manufacturers of America (PhRMA) for his role at Agouron Pharmaceuticals in the development of Vispek®, a drug used to treat AIDS.

Edward Riley, Ph.D. (faculty)

Edward Riley, Ph.D., director of SDSU’s Center for Behavioral Teratology, has won national and international acclaim for his research on the effects of drugs and alcohol on brain and behavioral development. Riley’s research examines adverse effects of prenatal alcohol exposure in children, leading to much of our current knowledge on the subject. The U.S. Secretary of Health recently appointed Riley to a national task force on fetal alcohol syndrome and fetal alcohol effects. He also co-chairs SDSU’s new Fetal Alcohol Syndrome Center for Excellence.

Imperial Valley Campus

Mary Newell Camacho (alumna)

Mary Newell Camacho (‘75, home economics; ‘88, administrative credential) is superintendent of the Imperial Valley Regional Occupational Program in El Centro. An educator for 26 years with the Calexico Unified School District, she has secured grant funding in excess of $50 million for education, vocational training and job placement programs, sometimes partnering with SDSU to obtain economic development grants for the county and to arrange entrepreneurial training for ROP youth. Camacho last year was honored as Woman of the Year by Imperial Valley’s Center for Family Solutions.

Jeanette Roberts Shumaker, Ph.D. (faculty)

Jeanette Roberts Shumaker, Ph.D., has served on the IVC faculty since 1992. Her excellence as a teacher is evident in her many teaching awards. Her scholarship focuses on gender differences as issues of importance in literature. During four years as assistant dean of the IVC, she championed tough issues of students and staff. More recently, she authored a successful $2.1 million grant to build curriculum, campus endowment and educational technology, a project she now supervises.

Library

Andreas L. Brown (alumnus)

Owner since 1967 of New York’s celebrated Gotham Book Mart and Gallery, Andreas L. Brown (’55, economics) is recognized nationwide as the foremost bookseller and literary estate consultant in the field of American literature. Brown’s work includes evaluating and helping place significant literary collections for academic institutions. An advisory board member for the Friends of the SDSU Library for more than 25 years, Brown has donated to his alma mater a broad and valuable collection of American literature and memorabilia.

Michael J. Perkins (faculty)

As business librarian for SDSU’s Library, Michael J. Perkins (’94, M.B.A.) has served the College of Business Administration for 15 years, developing handouts, syllabi, Web resources and extensive bibliographies for students and faculty. In addition, he currently serves as acting head of collection development, supervising the acquisition of materials totaling more than $2 million per year in value. Perkins also is the library’s faculty chair and University Senate representative, a frequent committee volunteer and the recently elected senate secretary.

Distinguished Alumni Service Award

Lois C. Bruhn

Active in the SDSU Alumni Association since 1974, Lois C. Bruhn, (’53, sociology; ’69, counseling/guidance) has served the organization as president, board member and frequent committee chair. She has also represented the Association on the CSU Alumni Council. Faced by a controversial issue for her alma mater, Bruhn subsequently spearheaded efforts to resolve difficult issues and always focuses on the big picture. She is an exceptional alumni volunteer and a role model for hundreds of other alumnae who have worked with her during her 28 years of Association leadership.

Distinguished University Service Award

Davene C. Gibson

Since 1963, Davene C. Gibson, a loyal alumna and retired SDSU Foundation employee, has won the respect of co-workers for her competence, professionalism and dedication to SDSU. Her contributions include volunteer service on committees tasked with such key issues as ATE, identity, the university’s centennial and President Stephen L. Weber’s inauguration. Gibson also serves on the SDSU Alumni Association’s membership and marketing committee.

In Memoriam

Alumni


Faculty

**SDSU Month**
For a complete calendar of SDSU Month activities, please see the special pull-out section in this issue.

**Alumni Events**
(619) 594-ALUM (2586) www.alumni.sdsu.edu

**March 6**
Scholarship Luncheon; 11:30 a.m., Doubletree Hotel Mission Valley
Luncheon; Scholarship
March 6, alumni.org

**March 9**
SDSU Concert Band
7 p.m., Smith Recital Hall
“Great Opera Choruses”
7 p.m., May 1-3, 2 p.m., May 4, Smith Recital Hall

**March 14**
SDSU Symphony Orchestra
7 p.m., Smith Recital Hall
May 2
Yanni; 7:30 p.m., Cox Arena

**April 21**
Jazz Week; concerts daily
7 p.m., Smith Recital Hall
NeohIc Orchestra
B.p.m., Smith Recital Hall

**April 25**
NeohIc Orchestra
B.p.m., Smith Recital Hall

**May 1-4**
Great Opera Choruses
7 p.m., May 1-3, 2 p.m., May 4, Smith Recital Hall

**SDSU Wind Symphony**
2 p.m., Smith Recital Hall

**SDSU Symphony Orchestra**
7 p.m., Smith Recital Hall

**SDSU Concert Band**
7 p.m., Smith Recital Hall

**March 29**
The Monteys, 6 p.m., San Diego Convention Center

**April 11-13**
Danzantes Unidos
Folklorico Festival
9 a.m.-5 p.m., Montezuma Hall

**April 13**
SDSU Wind Symphony
2 p.m., Smith Recital Hall

**April 18**
Abba Koma (African Ensemble)
B.p.m., Smith Recital Hall

**April 21-25**
Jazz Week; concerts daily
Smith Recital Hall

**April 25**
Cocktail Hour at SDSU
5 p.m., Smith Recital Hall

**May 1-4**
Great Opera Choruses
7 p.m., May 1-3, 2 p.m., May 4, Smith Recital Hall

**May 2**
Yanni; 7:30 p.m., Cox Arena

**May 7**
Electronic Music Marathon
8 p.m., Smith Recital Hall

**May 11**
Jazz Ensemble #1
7 p.m., Smith Recital Hall

**May 14**
SDSU Wind Symphony
2 p.m., Smith Recital Hall

**May 17**
The Dorothy Stuzane Lecture on Women in Judaism: “Recovering Rosh-Hodesh” by Marci Falk, author of “The Book of Blessings”
7 p.m., Congregation Ner Tamid

**May 12**
The Dorris Lipinsky Lecture in Jewish Performing Arts: “Piano Music from Theresienstadt” by Philip Silver, University of Maine
7 p.m., Smith Recital Hall

**April 6**
The Donna Wallman Lecture in Modern Torah Interpretation: “Healing Ceremonies in Modern Judaism” by Judy Myers, CSU-Northridge; 1:30 p.m., Temple Emu Ei

**April 26-27**
Israel Studies Association Conference; Glickman-Galinson Symposium on Current Israeli Events; Catamaran Hotel

**April 21**
Evel A. Burnett Lecture in Classics: “E pluribus Unum: Religion as a Cohesive Force in Ancient Rome” by Karl Galinsky, University of Texas at Austin; 3:30 p.m., Aztec Athletics Center

**April 25-26**
Border Voices poetry fair
7 p.m., April 25; all day, April 26, Montezuma Hall

**May 15**
Imperial Valley Commencement

**May 17-18**
SDSU Main Campus Commencement

**Women’s Water Polo at Ray & Joan Kroc Community Center**
April 18, 2 p.m., Oregon

**March 8**
Baseball at Tony Gwynn Stadium
March 6, 6 p.m., Oral Roberts
March 7, 6 p.m., UC Irvine
March 9, 1 p.m., UC Irvine
March 12, 6 p.m., Long Beach St.
March 14, 6 p.m., Utah
March 15-16, 1 p.m., Utah
April 3-4, 6 p.m., BYU
April 5, 1 p.m., BYU
April 15, 6, p.m., San Diego
April 25, 6 p.m., Air Force
April 26-27, 1 p.m., Air Force
May 2, 6 p.m., UNLV
May 3-4, 1 p.m., UNLV
May 15-16, 6 p.m., New Mexico
May 17, 1 p.m., New Mexico

**Women’s Softball**
March 4, 3 p.m., St. Johns
March 7, SDSU Tournament
March 14, USD, Aztec Invitational
March 26, 1 p.m., Oregon St.
March 28, 1 p.m., New Mexico
March 30, 1 p.m., Colorado St.
April 12, 1 p.m., UNLV
April 13, 1 p.m., Centenary
April 17, 1 p.m., BYU
April 19, 1 p.m., Utah
May 8, Mountain West Tournament

**Women’s Crew at Mission Bay**
March 1, SDSU Alumni Race and Family Day
April 5-6, San Diego Crew Classic
April 19, San Diego City Championships
Men’s Tennis
March 12, 3 p.m., Florida St.
March 20, 11:30 p.m., Yale
March 22, 11:30 p.m., Princeton
March 26, 11:30 p.m., Harvard

**March 28**
April 18, 2 p.m., Oregon
March 29, 1:30 p.m., New Mexico
March 30, 10 a.m., UNLV

**Women’s Tennis**
March 7, 2 p.m., Washington
March 8, noon, Washington St.
March 10, 2 p.m., Rice
March 12, 2 p.m., TCU
March 17, 2 p.m., Princeton
March 19, 2 p.m., Purdue
March 20, 2 p.m., New Mexico
March 21, 2 p.m., Air Force
April 8, 2 p.m., Peppermint
April 18, 2 p.m., Oregon

**Women’s Track**
March 8, noon, San Diego City Championships
March 22, 9 a.m., Aztec Invitational
April 6, noon, All Women’s Invitational
April 11-12, 10 a.m., Cal/Nevada State Meet

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By Degrees

ERICA GONZALEZ
Future Profession: Retail marketing
SDSU degree: In December, Gonzalez became the first graduate of SDSU’s CaMexUS partnership, the nation’s first transnational, triple-degree program. CaMexUS students study for a minimum of one year at SDSU and at universities in Canada and Mexico; they graduate with three bachelor’s degrees in business — one from each institution. The program is designed to produce trilingual business leaders equipped to succeed in the NAFTA economic environment.

What has SDSU done for you?
“My CaMexUS studies have been the most rewarding experiences of my life — just incredible! I earned three degrees, speak all three languages, and I have a true understanding of the cultures and the way people do business. Not to mention that it gave me a great chance to travel.”

Who on campus had the greatest impact on your life?
“CaMexUS coordinators Beatrice Schultz and Theresa Donohue helped make my university experience more rewarding than I ever thought possible.”

What were your favorite places on campus?
“I loved hanging out at the Aztec Center patio to listen to the live music and spend time with friends. I also spent a lot of time at the library, but that was more out of necessity than choice.”

What $35 gets you these days:
1. A no-frills dinner for two.
2. Three movie tickets w/popcorn and soda.
3. A fill-up for the family SUV.
4. Another pair of half-price shoes.
5. The chance to make waves. Big waves.

In addition to all the cool benefits you get as an association member, you get this: the satisfaction of knowing your contribution is helping exceptional SDSU students achieve great things through scholarships, mentorships, and a variety of other innovative programs. To make a real difference, call 619-594-ALUM (2586) or visit www.sdsualumni.org.
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