

FALL/WINTER 2020

MONTEREY BAY

THE MAGAZINE OF CSU MONTEREY BAY

Campus Living During COVID-19

CSUMB provides housing
for students in need





Dear friends *of* Cal State Monterey Bay,

I am consistently impressed by our students' determination and resilience, the ingenuity and commitment of our faculty, and the dedication and professionalism of our staff. A hallmark of our university is that CSUMB Otters care for one another in difficult times, "Raft Up" and help each other succeed. This is a special place of learning and support within an inclusive community.

Now, more than ever, the region needs more college-educated people in the workforce. Our graduates leave us having acquired critical thinking and analytical problem-solving skills with which they will contribute toward social and economic progress on the Central Coast, across California, and beyond.

When we emerge from our current state, today's students will be more flexible, adaptable, and prepared for unforeseen circumstances. Their resourcefulness will carry them forward to boosting industry, reinventing services, and providing new ways of engaging disadvantaged populations.

Throughout 2020 we leveraged our culture of creativity and innovation to continue delivering on our mission. Our faculty and staff's accomplishments in this extraordinary time are a testament to their dedication to our students. Over the summer and winter breaks, faculty rolled up their sleeves and mastered the skills necessary to continue delivering effective learning opportunities. Faculty provided context about issues of social justice and created new programs that will contribute to a thriving region. Our staff devised innovative ways to provide student support, and fostered opportunities to keep us connected.

I am proud that our students and alumni continue to create, contribute, and thrive in the spirit of service they learned while at CSU Monterey Bay. I am humbled by the outpouring of support from our community through generous donations that meet student needs. That support makes the dream of a college education a reality for so many in our area, improving their lives and the lives of their families.

I am hopeful we will return soon to a vibrant, immersive, in-person educational experience. I look forward to welcoming everyone back to campus.

Sincerely,

A handwritten signature in black ink, appearing to read "Eduardo M. Ochoa". The signature is fluid and cursive, with a long horizontal flourish at the end.

Eduardo M. Ochoa, *President*

Psychology major Jennifer Hernandez-Araujo at Fort Ord Dunes State Park. CSUMB is the closest CSU campus to the beach.



PHOTO BY SCOTT CAMPBELL



Vol. XIII, No. II
Fall/Winter 2020

Published twice yearly for alumni, donors and friends of CSU Monterey Bay by University Communications.

Send letters to the editor and address changes to marketing@csumb.edu.

President
Eduardo M. Ochoa

Vice President for University Advancement
Barbara Zappas

Director of Communications and Marketing
Aaron Bryant

Editor
Sophia Huang McKenzie

Art Director
Joan Iguban Galiguis '06

Writers
Ivan Garcia
Liz MacDonald
Sophia Huang McKenzie
Tatiana Olivera
Walter Ryce
Joanna Snawder-Manzo

On the Cover
An aerial photo of an empty campus taken in September from the main quad looking north. CSUMB has limited on-campus activities to critical business operations only since March because of the ongoing coronavirus pandemic.

COVER PHOTO BY PEEMPEK, TOC PHOTOS BY SCOTT CAMPBELL AND PEEMPEK

Features

6 JOURNEY TO JUSTICE
Otter Cross Cultural Center celebrates 10 years as social activism incubator.

12 AGRICULTURE INNOVATORS
New plant and soil science degree program trains future industry leaders.

16 BLACK LIVES MATTER
Professors recommend books to learn about social justice movement.

20 GUARDIAN SCHOLARS
Program helps foster youth achieve education dream of earning college degree.

24 CAMPUS LIVING DURING COVID-19
CSUMB continues to provide housing for students in need.



Departments



28 SNAPSHOT
CSUMB launches new interactive 360-degree virtual campus tour.

32 & 34 STUDENTS
Darchelle Burnett and Jasmine Bardwaj lead student groups to help others.

36 STAFF
New provost dedicated to university's mission and student success.

38 FACULTY
Humanities & Communication professor uses poetry to inspire and teach.

40 ATHLETICS
MB United committee forms to fight racism and help create social change.

42 NEWS BRIEFS

44 ALUMNI
CART grad's career includes work on top TV shows and blockbuster horror films.

46 CLASS NOTES



On Pages 6-10: highlights from Otter Cross Cultural Center activities and events over the years including concerts, cultural celebrations and Affinity Graduation ceremonies.

Journey to Justice

Otter Cross Cultural Center celebrates 10 years of impact

BY WALTER RYCE

The Otter Cross Cultural Center began life in a vacuum with few resources. It has since grown into an activism incubator and familial second home for many students.

The impact of the Otter Cross Cultural Center, aka OC3, is easy to discern. It's in the passionate way people talk about it; it's in a webpage full of appealing programming; it's in cool T-shirts and swag sported by supporters.

The historical record is harder to pin down. The story flows through many people — across gaps of attrition and changes — and few of those people are still here.

PHOTOS BY CSUMB





One of them is Ronnie Higgs, vice president of Student Affairs and Enrollment Services. When he arrived at CSUMB, he saw a need for a space for the diverse student population to gain insight into identity, embrace empathy, and foster inclusiveness. After conversations among students and members of the CSUMB community, the idea of the Otter Cross Cultural Center was born.

The Origin Story

“There was no extra money laying around,” Higgs said. “I scraped enough funds together from different sources within the Student Affairs division to start a one-person office.”

Early on, that one person was Rita Zhang (she lowercases her name), a student activist who became OC3’s first coordinator. She inherited campus goodwill, a peer mentorship program, some grant funding, and space in the student union.

“But for all intents and purposes it was like a brand new center,” she said. “Not a lot of groundwork but a great desire to make it a vision.”

She started by listening to and talking with different campus constituents. Then she shifted the peer mentorship model to one of student coordinators with different areas of responsibility in a flatter, more grassroots approach.

“Once we had the first set of student coordinators, my role was to facilitate their learning, growth and agency in creating what they wanted,” Zhang said.

One student coordinator created a program on racism and cultural appropriation in Halloween; another created dialogues around issues that were vital to students.

Hiring student employees was a good early step because as minority enrollment increased, more students started streaming in to gather together through word of mouth.

Another layer was the Ignite internship program. It expanded student leadership in the center,

served as a pipeline to student clubs and organizations, and taught social justice, identity and activism.

“There was a lot of momentum,” Zhang said. “People were really down to support the OC3.”

Money was still scarce and she was the only paid staff, but that allowed her more freedom to shape the center and the conversation around equity and inclusion. She helped create the Safe Zone training program on campus LGBTQ+ issues, established retreats for training activists, and steered the focus toward intersectionality — foundational roots that would later bear more fruit.

“It’s interesting working at radical spaces like OC3 because I feel like I’m the bridge between students’ dreams, visions and demands — which are often progressive, radical and forward thinking — and the administrators.”

The homebase of OC3 was the Student Center, Building 12, a busy hub of activity surrounded by student clubs, campus groups, a lounge, study spaces, and games. It was a space for students to gather and build community — and OC3 has been an important part of that.

The New Guard

The 2017-18 academic year was a big year for the center. A new team of professional staff — Shantel Martinez, Bianca Zamora and Allymyr Atrero — began to assemble and usher OC3 to its present form.

“We’re the little engine that could,” said Martinez, OSU assistant director. There were times before Martinez arrived when the center was without professional staff. During those times, she said, “Students kept it alive. They were so dedicated to having this on campus. I don’t take it lightly.”

OSU Director Chelsea Buffington said, “Shantel’s been able to hone in on the mission.”

That includes heightening critical consciousness through education, leadership development, academics and experience; cultivating leaders

of change in eliminating inequality; fostering dialogue, activism, empathy and social justice; and highlighting the importance of storytelling and owning one’s story.

There’s also an unofficial tagline: “Chisme [Spanish for “gossip”] saves lives.”

OC3 signature events have emerged that demonstrate the mission. The Social Justice Dialogues brings students, faculty, staff and community leaders together to talk about urgent issues. There are eight Affinity Graduation Celebrations for historically underrepresented groups including Black, Native American, and students with disabilities. The Otter Days OC3 Block Party welcomes back new and returning students, connecting them to cultural and identity-based student clubs and resources, replacing anxiety with camaraderie. (This year, all of those activities have been virtual.)

The three core colleagues have kept OC3’s evolution moving forward. They brought back a focus on knowledge and scholarship, connecting students with mentors, offering graduate and postgraduate school test prep, building bridges with local community colleges, and taking students to conferences like the National Conference on Race and Ethnicity in Higher Education.

“We walk the talk,” said Martinez. “We present at national conferences. We’re also in the trenches — teaching, publishing, presenting.”

Martinez holds a doctorate in communications and media, with a focus on ethnic studies. Atrero studied molecular and cellular biology and has a master’s degree in higher education.

“I really value curriculum, seeing how it can lead to change,” Zamora said. She has a degree in women and gender studies and a master’s in student affairs. “We’ve come together to offer a beautiful curriculum that’s always changing every year.”

The three women sit on many committees — more than 30 combined



PHOTOS BY CSUMB

— including those that revolve around equity and inclusion, assessment, evaluation, ethnic studies and sustainability. They also find students seats at those committee tables, affording them access to how the system works.

It's About Students

One of Atrero's favorite aspects of what they do is the Ignite Social Justice retreat, a collaboration with campus partners, faculty, and student coordinators to help build the curriculum.

"What's really amazing is these students co-facilitate, create their own curriculum and present on this weekend," Atrero said. "We see them shine in their knowledge."

Jenelle Borja, who uses the pronouns "they, them, theirs," graduated from CSUMB in 2018. Borja credits OC3 and mentorship by Martinez for inspiring them to pursue a master of arts in Asian American Studies at San Francisco State.

"I want to be an agent of change and dismantle institutions that are rooted in white supremacy," Borja said.

Martinez tells the story of one transfer student from Hartnell College. He helped create the Undocu-Otters Affinity Graduation Celebration, and wrote a brilliant speech for a Deferred Action for Childhood Arrivals (DACA) march — but he was so shy he wouldn't read it.

However, after working with professional staff, he built relationships with faculty, secured a position in a research lab, and decided to apply to grad school. He was accepted into a competitive Chicano studies program at UC Santa Barbara, and is starting on his Ph.D. this fall.

"We love to put into action ways in which students can secure their voices and dreams," said Martinez.

It's not all academics, activism and development. Human traits like creativity, emotions and friendship are embraced.

"In our trainings, we create monologues, improv theater," Zamora said. "It's important to be able to do that. My family talked about the sense of oppression at the dinner table, without the language of gentrification or redlining. We felt them."

They concur that there is never a day that repeats, that every morning is a new challenge, and they wear many hats including counselor, administrator, programmer, mentor, ambassador and workshop facilitator. Martinez said that she has role-played with students getting ready to talk to their parents about changing majors, and has gone to dinner with students' families.

"We've had grown men cry on our shoulders about how to talk about toxic masculinity with their parents," she said. "We deeply understand that for our students, this isn't just their education, but is also their families' and communities' education, as they never leave these important people at the university's doorstep."

And because OC3 embraces the messy, raw, political or painful parts of life, friendship and laughter becomes even more essential, starting from the self-described "sisterhood" at the center.

"The three of us can finish each other's sentences," Martinez said. "We've spent Thanksgiving together, we vacation together, we host each other's birthdays. I consider them my family, like legit. They feel the same."

People are sometimes surprised at how much mirth and fun they encounter in OC3, like at the annual Werk Witch Drag Show in October near Halloween, or through student coordinator programming like Thursday Night Trivia or Monte's Music jams.

"We have to laugh through some of the things we experience because we're like 'Wow,'" Martinez said. "Why is everyone laughing so much? Because the ability to cultivate joy is a way to reclaim our power and not be stripped down to stories of victimhood."

Atrero adds: "I don't know how we would survive without each other. We carry these stories with us."

Know Your Future

OC3 is doing what was envisioned a decade ago, only better.

After COVID-19 and its related lockdown has passed, OC3's home will be in the new Otter Student Union building. This year, OC3's 10th year, it lives online.

"It's so great to see the strong team of three women of color running the center," zhang said.

After putting in years on the social justice front, she started a business called Community Roots Financials, helping activists understand and manage their money. She's been invited to return to OC3 to lead "Money Moves Monday" financial empowerment workshops.

"I can't believe it's been 10 years already," zhang said. "That's really cool that I get to reconnect in this special way, because OC3 has a very special place in my heart."

"What we do really well is centering the power of storytelling," Zamora said. "People's stories, the power of them."

"This is a space that continues to see trials and tribulations, and it blooms into something awesome," Martinez said.

Going forward, staff has been tasked to capture and document the work that OC3 does in photos, oral histories and data. Students have pieced together scrapbooks, but the paper trail is still incomplete.

The lack of physical artifacts of OC3's previous 10 years is not that distressing, the staff says. It is, after all, a program that lives in the hearts and minds of the many people it has touched and changed. Its impact, carried by the students, is felt out in the world. MB





New faculty member Elizabeth Mosqueda is the Bob and Sue Johnson Professor of Crop Management in the Department of Biology and Chemistry. She describes herself as the “proud daughter” of immigrant farmworkers.

Agriculture Innovators

New plant and soil science degree prepares students for leadership in Monterey County’s top industry

BY SOPHIA HUANG MCKENZIE

“It is a long narrow swale between two ranges of mountains, and the Salinas River winds and twists up the center until it falls at last into Monterey Bay.” — *John Steinbeck, “East of Eden”*

PHOTO PROVIDED BY ELIZABETH MOSQUEDA

John Steinbeck grew up in the Salinas Valley and famously wrote about the region he loved. The fertile farmland later came to be known as “the Salad Bowl of the World” with Monterey County farmers supplying more than 60 percent of the nation’s lettuces alone.

In fact, agriculture is Monterey County’s leading industry, pumping \$11.7 billion into the economy and supporting more than 64,000 jobs, according to the 2019 Crop Report from the California Agricultural Commissioner.

Community leaders and educators founded California State University, Monterey Bay in 1994, and from the beginning, CSUMB focused on innovation and service to the region. It’s no wonder then that the intersection of these three — the valley, the industry and the university — has led to the creation of the newest degree program in CSUMB’s College of Science: the Bachelor of Science in Agricultural Plant and Soil Sciences.

“We are excited to provide our students a degree pathway that will prepare them for great careers in our region’s largest industry,” Dean Andrew Lawson said.

Graduates will help support the long-term economic viability and sustainability of California’s fresh produce and horticulture industries. The program is distinctive from other California agriculture programs because it focuses on specialty fruit and vegetable crops grown in our region, he said.

The curriculum will develop cross-cutting skills such as strong quantitative and communication skills, as well as expertise in plant science, and integrated soil, water, nutrient and pest management. In close partnership with local community colleges including

Hartnell, the program will incorporate practical, hands-on learning and industry or research internship placements to provide college-to-career pathways.

*“We are excited to provide our students a degree pathway that will prepare them for great careers in our region’s largest industry.”
– Dean Andrew Lawson*

Visionary Philanthropist

Born into a farming family in the Salinas Valley, Bob Johnson is a lifelong agriculture industry leader and higher education supporter. His latest philanthropic donation to CSUMB, one of many, established the Bob and Sue Johnson Endowed Professorship in Agricultural Science. Named for him and his late wife, the professorship is a key component of the new degree program. Johnson’s desire to help the industry and the people of the region motivates his philanthropy.

“Our agriculture here is so unique. I thought, ‘Boy, we got a university here now. Let’s see how we can serve the industry,’ ” Johnson said. “It amazes me the things they’re doing there now that we could only dream of.”

“We have a lot of farm workers who want to get into the industry, but they want to get in at a higher level,” he said. “We have a large percentage going to school here, and it’s going to give them an opportunity to get the

better jobs in the industry.”

The first member of his family to go to college, Johnson attended Stanford University to study economics. He considered a career outside of farming, but at the time, the vacuum cooling system for transporting produce was invented. He realized it could revolutionize farming, so he completed his education and went home to work in the family business.

Johnson’s career spanned decades, and he became known as a strong supporter of sustainability and an outstanding contributor to agriculture and land management.

“I’ve found it really a privilege to know Bob over the years. He’s a leader in the community and has been a very generous supporter of the university,” Lawson said. “He’s been visionary in understanding the importance of agriculture and what it takes to start an ag program at the university.”

Proud Daughter of Immigrants

Elizabeth Mosqueda has joined CSUMB’s faculty as the Bob and Sue Johnson Professor of Crop Management in the Department of Biology and Chemistry. She grew up in Soledad, California, and describes herself as the “proud daughter” of immigrant farmworkers from Guanajuato, Mexico.

“Like many others in this industry, I became interested in agricultural sciences by riding around in my father’s pickup as he managed fields for the local grower he worked for,” Mosqueda said. “I have always been fascinated by the immense amount of time, investment and thought that goes into growing crops and knew early on I wanted to somehow contribute to improving these dynamic systems.”

Mosqueda became the first in her family to attend college. She earned bachelor's and master's degrees in plant science from California State University, Fresno, where she researched how automated lettuce thinners can protect grower investment during labor shortages.

She received a doctorate degree from the University of Wyoming, while studying how varying integrated pest management programs impact the evolution of herbicide resistance in weeds.

As a researcher, Mosqueda aims to help find long-term solutions for "sustainable and economically viable crop and pest management practice."

"Developing management practices that are socially, environmentally and economically sustainable for our growers will ensure long term success of our communities' agriculture industry," Mosqueda said.

As a professor, "I'm excited to have the opportunity to ... inspire the next generation of agricultural stewards in the Salinas Valley and beyond." MB

Assistant Professor Elizabeth Mosqueda works with colleagues in a Salinas Valley field. She hopes to inspire the next generation of agricultural stewards.



NEW YORK TIMES BESTSELLER

THE NEW JIM CROW

10th ANNIVERSARY EDITION

MASS INCARCERATION IN THE AGE OF COLORBLINDNESS

MICHELLE ALEXANDER

WITH A NEW PREFACE BY THE AUTHOR

NATIONAL BESTSELLER

"Profound, necessary and an absolute delight to read." —Toni Morrison

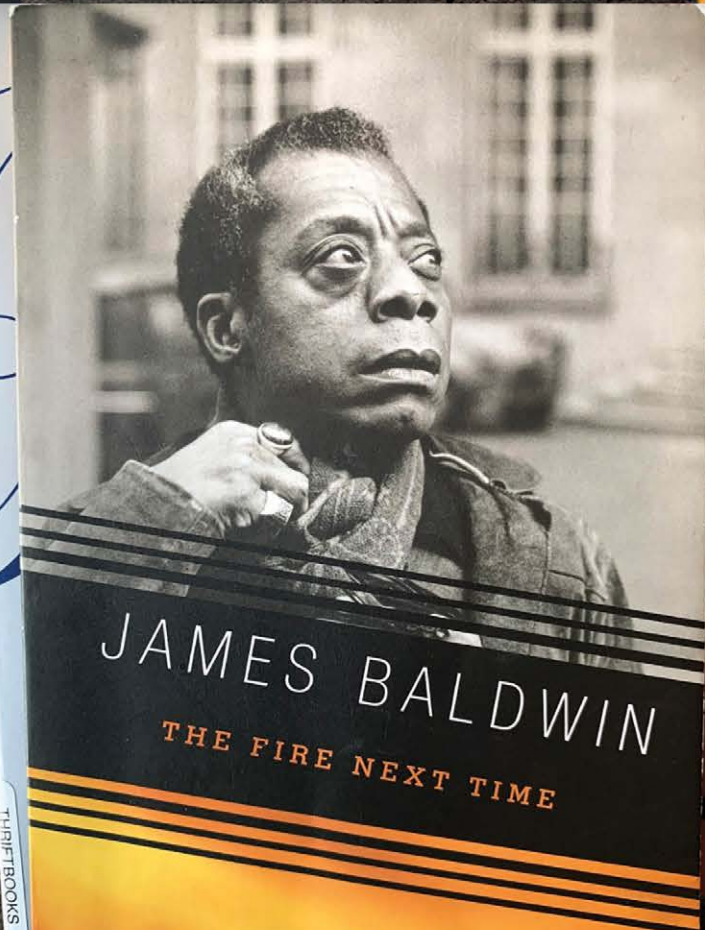
THE WARMTH OF OTHER SUNS

THE EPIC STORY OF AMERICA'S GREAT MIGRATION

WINNER NATIONAL BOOK CRITICS CIRCLE AWARD FOR NONFICTION

ISABEL WILKERSON

Winner of THE PULITZER PRIZE

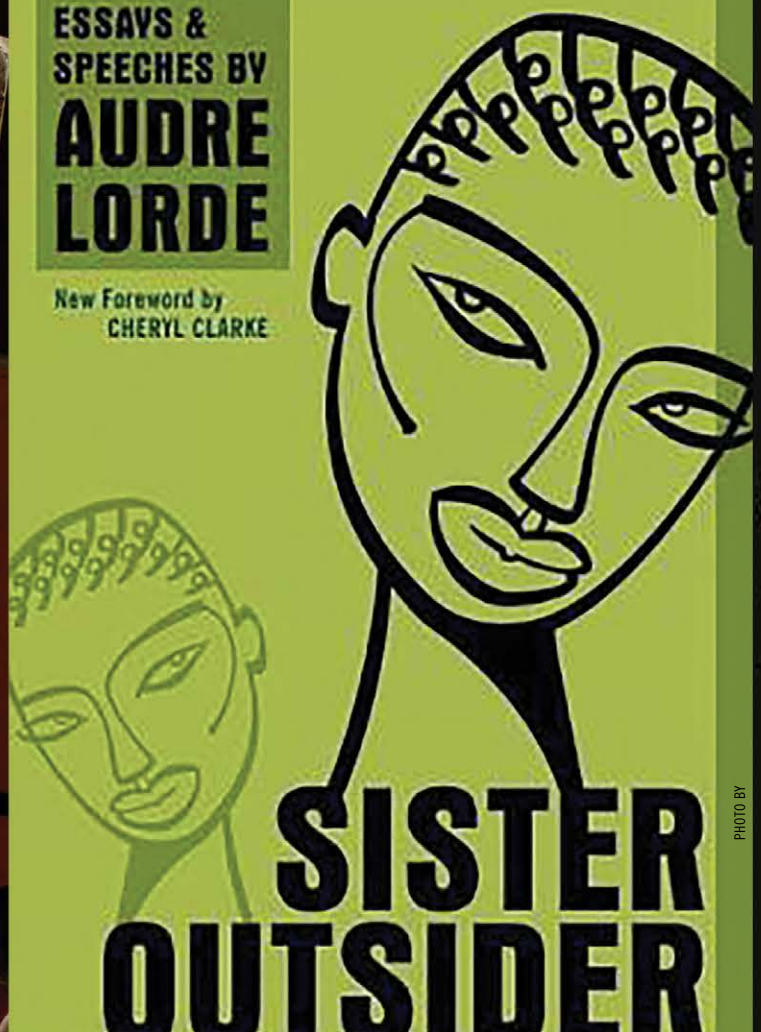


JAMES BALDWIN

THE FIRE NEXT TIME

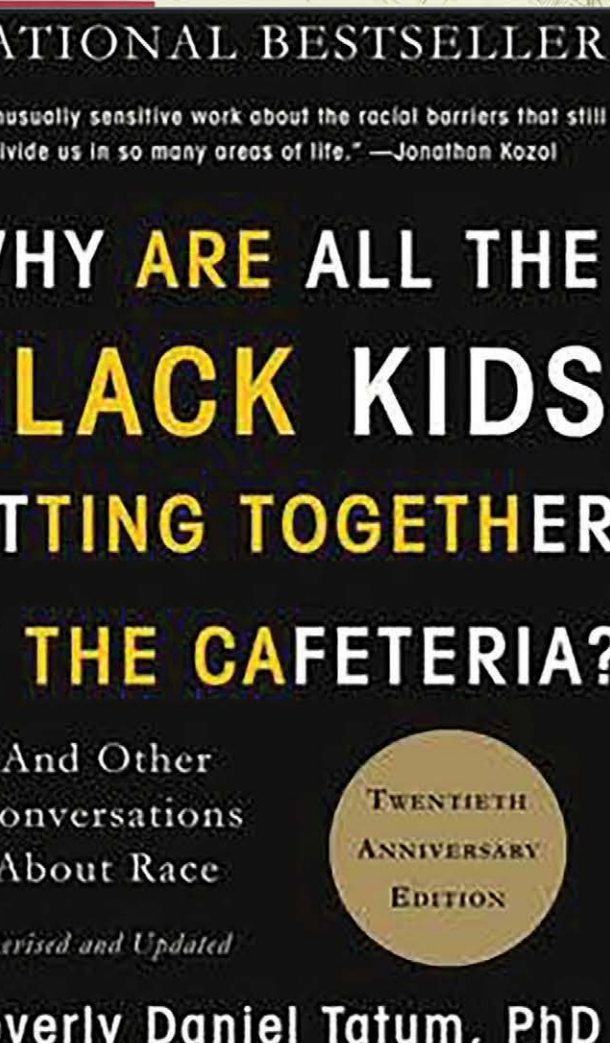
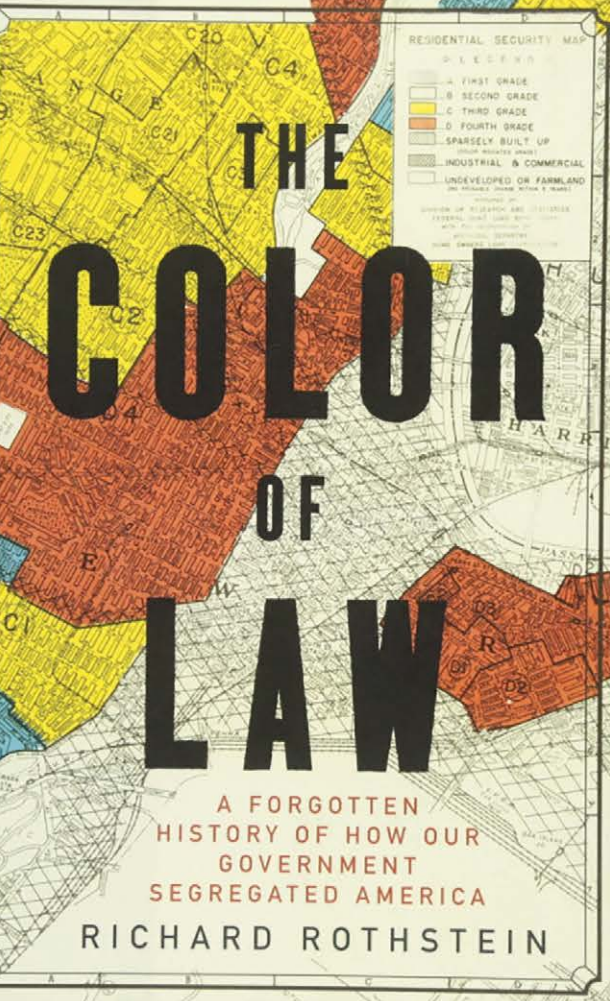
ESSAYS & SPEECHES BY AUDRE LORDE

New Foreword by CHERYL CLARKE



SISTER OUTSIDER

PHOTO BY



Books recommended by CSUMB professors who are social justice scholars.

Black Lives Matter Reading List

Professors recommend books to learn more about racism, social justice

BY SOPHIA HUANG MCKENZIE

When the tragic deaths of George Floyd, Breonna Taylor and others re-energized the Black Lives Matter racial justice movement in Spring 2020, President Eduardo M. Ochoa and other CSUMB leaders decried racism and committed to do more to fight it.

As part of the university's response, CSUMB hosted a virtual event in September with Ibram X. Kendi, author of the acclaimed "How to Be an Antiracist" and held discussions of the book. In addition, the university published a Q&A series with three professors who are social justice scholars. They offered the following book recommendations.

Daniel B. Summerhill

An assistant professor in the School of Humanities & Communication, Summerhill teaches poetry, social action, and composition studies. He is the author of "Divine, Divine, Divine," a book of poetry to be published in Spring 2021 by Nomadic Press of Oakland, California, and a semifinalist for the Charles B. Wheeler Poetry Prize. Summerhill received the Sharon Olds Fellowship for Poetry and was nominated for "30 Under 30" by the online encyclopedia, Everipedia. His poems have been published widely, including in multiple literary journals.

"The Fire Next Time" by James Baldwin

A collection of two essays in which Baldwin, deposition style, describes the ongoing and historic nature of racial injustice.

"The Warmth of Other Suns" by Isabel Wilkerson

This book chronicles The Great Migration and all of the tragedy, triumph and in-depth detail of the Black exodus to places in the northern United States and west coast. Wilkerson weaves between narrative and research to deliver a vivid and compelling read.

Bonus: *"The New Jim Crow" by Michelle Alexander* and anything by Toni Morrison.

María Joaquina Villaseñor

Villaseñor is a professor of Chicanx/Latinx studies in the School of Humanities and Communication and a faculty associate for the Office of Inclusive Excellence. She holds a doctorate from the University of California, Berkeley and her research, teaching and creative interests are Latinx creative nonfiction and memoir. She co-authored "The Historical Dictionary of U.S. Latino Literature" published in 2017, and has published numerous essays. In 2015, the National Resource Center for the First-Year Experience and Students in Transition named her an Outstanding First-Year Student Advocate. Villaseñor is a Chicana, a lifelong Californian, a twin and a mother of twins.

"Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race" by Beverly Daniel Tatum

This classic work explores the psychology of race and particularly how it manifests in educational settings. Tatum notes that because the K-12 educational system is increasingly segregated, colleges and universities might be the first time young people are meaningfully immersed in diverse, multiracial environments, yet they may lack the skills and vocabulary to engage across lines of racial difference. Readers of this book will learn about the psychological impact of racism and will gain new insights about interacting with people of different races, along with gaining concepts and vocabulary for engaging in frank conversations about race.

"Sister Outsider" by Audre Lorde

Lorde's book of essays and speeches was published in 1984 before "intersectionality" was a term. Lorde's life as a Black woman, a feminist and a lesbian, among other identities, and the ideas and perspectives she shared as a result of her positionality, revolutionized Black literature and Black thought, as well as feminist studies and many other fields. Lorde showed the meaning of having these multiple, intersecting identities through her powerful writings on her lived experience. Lorde conceptualized freedom in a radical and visionary way that meant attending to all the parts of ourselves.

Phuong Nguyen

An assistant professor in the School of Humanities & Communication, Ngyuen teaches U.S. history and ethnic studies courses including Histories of Democracy, California at the Crossroads, Asian American History, and History According to the Movies. He is the author of “Becoming Refugee American: The Politics of Rescue in Little Saigon,” a history of Vietnamese in Southern California, published by the University of Illinois Press in 2017. Before coming to CSUMB, Nguyen taught at Ithaca College in upstate New York, where he directed the minor in Asian American Studies. He grew up in the Central Coast and attended Monterey public schools from grades K-12.

“The New Jim Crow” by Michelle Alexander

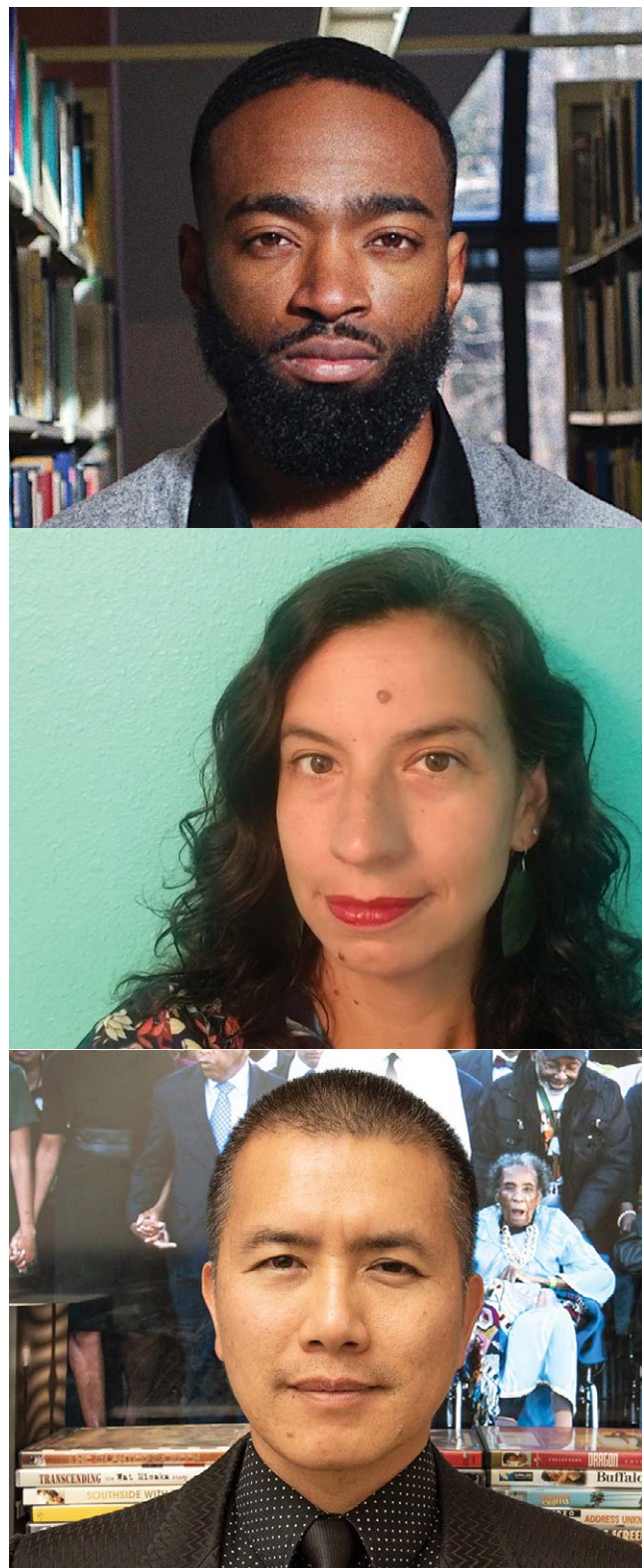
This is one of the most important books in the 21st century because Alexander diagrams with precision the legal history behind mass incarceration and the War on Drugs. She makes the bold argument that these movements are part of a historical pattern of “white backlash politics” following a period of civil rights reforms.

“The Color of Law” by Richard Rothstein

This excellent book details the history of government-sanctioned housing discrimination in 20th-century America. With all the mainstream chatter about systemic racism, books like these help us understand clearly what that term means, and how it’s perpetuated by people merely following laws and policies. For example, the Federal Housing Administration’s 40-year refusal to subsidize developments open to Black residents helps explain why suburbs were so white for so long. Homeownership in America is often the key to building wealth, and Blacks being systematically left behind only exacerbated the racial wealth gap. MB

To read the entire Black Lives Matter Q&A series, go to csumb.edu/news/black-lives-matter-1. For additional book recommendations from the CSUMB library, go to csumb.edu/antiracist.

From top: professors Daniel B. Summerhill, María Joaquina Villaseñor and Phuong Nguyen.



PHOTOS PROVIDED

Emerald McColey is one of a record number of Guardian Scholar program participants who graduated from CSUMB last spring.



PHOTO BY TATIANA OLIVERA

Guardian Scholars

Program helps foster youth make education dreams come true

BY SOPHIA HUANG MCKENZIE

Statistically speaking, Emerald McColey shouldn't be a college graduate. She describes her critical early childhood years as "spent living on and off the streets" in the outskirts of Merced, California.

"Not an easy tale to tell or, for most, to hear, but my mother was battling addictions and trauma as we survived by couch surfing, showering with yard hoses, and rationing meals until the next move," McColey said.

By age 5, she was placed in foster care, where she remained through most of her teen years. But McColey refused to be a statistic.

"I could've ended up in so many stigmatic situations many former foster youth unfortunately experience, such as homelessness, abusive relationships, young pregnancies, no education, and self-abandonment — to never allow the true self to be revealed," McColey said.

Instead, with the help of CSUMB's Guardian Scholars program for current and former

foster youth, McColey defied the odds and graduated in Spring 2020 with a business degree. She was also honored with the university's annual Future Outstanding Alumni award for her academic performance and contributions to the CSUMB community.

A shining example of what foster youth have the ability to achieve, McColey was one of a record-breaking 20 Guardian Scholars who graduated in 2020 from CSUMB.

"It's a huge accomplishment for our students," said Keyiona Ritchey, the program's retention advisor. Nationwide, only 10% of foster youth enter college nationwide and just 3% graduate.

"Our students are resilient. They have persevered and overcome so

much in their life, and they have used those same skills to navigate and successfully complete college. They believed they could do it and didn't give up," Ritchey said.

A Model Program

Businessman Ron Davis, a California State University, Fullerton alumnus, founded Guardian Scholars in 1998 at that campus. He wanted to make educational dreams come true for foster youth.

The program design offers a comprehensive model that has since become nationally recognized as a highly successful, life-changing program for challenged foster youth, according to the CSUF website. Guardian Scholars has served

thousands of aspiring student scholars and is utilized nationally as a model. In California, it has expanded to more than 30 colleges and universities.

Guardian Scholars launched at CSUMB in 2012, and 116 participants have graduated since then. Ritchey believes the record number of graduates last year occurred largely because most of them happened to complete their graduation requirements. However, increased support and services from the program also played an important part.

In recent years, Guardian Scholars added its first interns and started a laptop loan program. They collaborated with Hartnell College on events to help establish communication and build a better pipeline for transfer students. The program also held faculty and staff mentor trainings and welcomed several new mentors to help support participants.

"Often my students tell me they feel invisible on campus, because you can't look at someone and tell they have been in the foster care system or experienced homelessness, so their issues, needs and success get overlooked," Ritchey said.

Guardian Scholars has created positive change by providing a community-based support system.

"Knowing that they have a sub-community on campus where they can trust and build rapport with the retention advisor, have access to the different services the program provides, and meet other students who come from similar backgrounds has assisted in persistence and retention," Ritchey said.

Prior to COVID-19, participants in a focus group shared that the program gave them an environment where they "had an inherent understanding of the weight of each other's experiences," said intern Jaquelyn Martinez, who facilitated the group.

"It was an opportunity to rejoice in their resilience, strength and power, instead of having to revisit past

trauma to connect."

Despite the coronavirus, the program continues to provide a majority of its services online via Zoom videoconferencing, and every Guardian Scholar who needs on campus housing has access to it, Ritchey said.

"It's been a transition to being completely virtual, but students are making the most out of the situation."

*“Our students are resilient. They have persevered and overcome so much in their life, and they have used those same skills to navigate and successfully complete college.”
– Keyiona Ritchey*

Love for Music

A music minor at CSUMB, McColey started Tree Star Music Management last January to aid up-and-coming artists seeking services to boost their brand development, increase social media interactions, create a website, or prepare for record label interactions and copyright processes.

"Music has greatly impacted my life. I wouldn't be here without it, and I proudly serve those who feel the same," she said.

"I am seeking to grow my music community wherever I go. I wish to someday become a program director focusing on youth development using music. I hope to inspire those who know what it's like to feel abandoned, alone, or worthless. Music helps bring the pieces back together."

McColey's love for music began while living as a foster child with her grandparents. It was thought to be an ideal situation, but sadly turned out to be a "hostile and abusive home environment."

She lived with her grandparents for nine years.

"There would be times I'd stay in my room to rewrite the lyrics of songs just to avoid triggering rage or frustration from my grandparents. The abuse would go as far as mental, verbal, emotional and physical," she said.

"I maintained resiliency and focus by attending the music programs at school since fifth grade. That was my daily escape — music."

First Choice for College

In high school, McColey found friends who were motivated to pursue higher education, and she "took the leap with them."

"I did not want to continue the generational poverty in my family. I exposed myself to different lifestyles and saw life with the lens of an artist — design your path," she said.

She discovered CSUMB while researching affordable universities. It was her first choice and became the first to accept her.

"Orientation day was the first time I'd seen the campus because I didn't have resources to tour any campuses. I was afraid to even look too far into it because my confidence was so low about getting accepted. Getting accepted into CSUMB, my first choice, was a huge deal for me."

McColey learned about Guardian Scholars at orientation and at first resisted getting involved. But a persistent retention advisor at the time changed her mind.

"She wanted to get to know me. Who I was. Who I wanted to be. Conversations rarely conducted throughout my life," McColey said.

The program also offered job opportunities. McColey hired on to help plan cultural events,



Guardian Scholars staff and students visited San Francisco on a cultural exploration trip. The trips are one of the many benefits and services the program provides to students who are current and former foster youth.

workshops and weekly activities, provide community outreach and mentorship, and conduct social media marketing. The experience helped her grow quickly as a professional and increased her interest in pursuing a business degree. CSUMB also allowed her to continue cultivating her passion for music.

“The CSUMB music department was my oasis. A place where I could jive with the coolest people I know. I fell in love a few times, jammed out to the best songs, observed incredible performances, and experienced music in a variety of cultures.”

McColey hopes her story inspires foster youth and anyone else struggling in difficult circumstances

“Higher education was the catalyst of understanding my identity beyond trauma and depression.”
– Emerald McColey

— including her own eight younger siblings — to rise above it and pursue college.

“Higher education was the catalyst of understanding my identity beyond trauma and depression which pre-occupied the better parts of me,” she said.

She credits the Guardian Scholars program for its contributions to the outstanding success of her graduating class. She knows that foster youth who finish college are still the minority, but she’s hopeful the numbers will improve as the years go by.

“This is what fuels me to keep doing better,” she said. “To keep challenging myself and others.” MB

For more information about the Guardian Scholars program at CSUMB, visit csumb.edu/guardianscholars.

PROVIDED PHOTO





Kim McKinney, resident assistant, and Robyn DoCanto, coordinator of housing operations, are among the staff who remained on campus to serve students.

Life on Campus Amid COVID-19

Student Housing provides security, support for those with nowhere else to go

BY LIZ MACDONALD

When the CSU announced most instruction would be delivered remotely for the remainder of 2020 because of the COVID-19 pandemic, the majority of the roughly 3,600 CSUMB students who usually live on campus left. But a subset of the student population had no place else to go.

PHOTO BY RANDY TUNNELL



Student Housing and Residential Life staff welcome students to campus in August during housing check-in. Approximately 350 students were able to live on campus in Fall 2020.

Some lived in the family units available on East Campus with their young children. International students faced travel restrictions and were unable to return to their countries of origin. Others were former foster youth who counted on the campus to provide housing. Still others, just months away from earning their degrees, would have had their graduation jeopardized by losing their housing.

Fifteen percent of CSUMB students self-identify as housing insecure for a number of complex reasons. The university staff in the Department of Student Housing and Residential Life wanted to make sure that those students had access to safe and secure housing.

“Even in the most dire situations, we have to find a way to support those students,” Director Jeff Cooper said. “It was important that we stay open, but we had to figure out how to do that and maintain safety.”

Finding a Way

As students who could moved off campus, the university began to consolidate the locations where the roughly 1,000 students who remained on campus were housed. They brought students into the residence halls on Main Campus and to the Frederick Park apartment-style housing on East Campus.

“We had to make a lot of fast decisions with information about the pandemic changing daily,” Cooper said. “Our first priority was keeping our live-in staff — our resident advisors and Residential Life coordinators — protected so they could continue their work with PPE [Personal Protective Equipment] and physical distance.”

The team followed Centers for Disease Control and

Prevention protocols while also trying to accommodate student needs. For instance, WiFi is provided on Main Campus, but those moved to East Campus would have had to purchase their own routers for nearly \$100. With all instruction online, living without internet access wasn’t an option. So Cooper’s team purchased a dozen routers and made them available for students to check out.

Over the summer, about 250 students remained on campus. For fall semester, the number of students was about 350. Almost everyone was assigned (one student per apartment) to individual units on East Campus, and supported by a skeleton crew of nine resident advisors.

“We’re still here trying to create a community and serve the students on campus,” said Shanae Vaifanua, the associate director of Residential Life, who oversees the live-in staff. “Our team rallied together, moved and shifted as the waves came. We’re all here because we want to help meet the needs of students who have no safe place to go elsewhere.”

Riding the Waves

There have been a lot of waves to contend with: the global pandemic and the shelter-in-place order; the transition to complete distance learning; the Black Lives Matter movement taking to the streets; and record wildfires all across California and the western U.S., including three in Monterey County. Smoke was so thick the sky turned an eerie red and air quality bordered on hazardous.

“Our mission is to provide a sense of connectedness and belonging,” Cooper said. “We’ve doubled our efforts to find new ways to engage so that students know we’re here for

PHOTOS BY SYDNEY CLEMMANN



them.”

“Our job is still to help the students grow and develop as young adults,” added Vaifanua. Her team puts together weekly digital programs to help the students connect with one another and explore topics such as academic success, financial wellness, conflict management and self-care.

“We’re really focused on mental health,” she said. “We’re doing daily Zoom office hours and individual check-ins with students. Our [resident advisors] are rock stars.”

Above and Beyond

Amy Zamara has been a resident advisor (RA) for four years. A non-traditional student, she transferred to CSUMB and lives in family housing on East Campus with her daughter. On top of homeschooling her 11-year-old, she’s currently pursuing her master’s degree in social work, working as an intern for a student support team at UC Santa Cruz, and because of staffing cuts and her seniority as an RA, supporting the students who live on her street and a second street. The usual assignment is one street per RA.

“I’ve definitely been asked to do more this year,” she said. “I’m willing to do it. The need from students is greater. At the same time, I’m grateful to have this role. It’s the only way I can afford to be here and attend grad school.”

In addition to helping students with the usual issues of residential life, Zamara is helping her peers navigate loneliness and disconnection. Normally a first-year student would be living with roommates, walking down shared hallways, cooking in common kitchens and attending classes and events in person. Now, there are 18-year-olds on their own for the first time, living alone and doing all their

schoolwork and socializing online.

Because she’s studying to be a social worker, Zamara brings that perspective to her work as an RA. She pays attention to the student who consistently emails her about little things, an indicator they may be struggling with a larger issue — such as food insecurity — and works to find that student extra support.

Long Days and Hard Work

“There’s an added level of stress. But as a student staff member, I’m in a unique position to understand their needs,” she said. “I understand what it is like to have all your classes online. I know what it feels like to be stuck. I can help them know they aren’t alone in the struggle, and I play an important role to get their voices and concerns heard further up the ladder.”

“Our student leaders are so resilient and have such a commitment to service and leadership,” Vaifanua said. “People talk about unprecedented times, and it is definitely that for us. It’s been a lot of long days and a lot of hard work.”

The level of care and commitment from the staff is evident as they navigate a constantly shifting landscape. The CSU announced in September that Spring 2021 will also be entirely online. Students continue to find themselves homeless and reach out for help.

“I’ve got a good team working with me,” Cooper said. “We have to hold on to that strength to continue to support our students and their educational experience.” MB

PHOTOS BY SYDNEY CLEMMANN

CSUMB launches virtual tour

The pandemic has created a paradigm shift — a “new normal” — in which everyone is learning to conduct their business and continue their education online. To better help prospective students during this unprecedented time, CSUMB released a new virtual campus tour in November.

Studies have shown that a campus tour is the most vital part of student recruitment, as it allows students to check the “vibe” of a university to see if it is a good fit for them.

“Prospective students fall in love with our university once they step on campus,” said Jasmine Alcones, associate director of admissions and recruitment. “Since we can’t have in-person tours due to COVID-19, we knew having a robust virtual tour would be the next best way to show students how special we are and to explore our campus.”

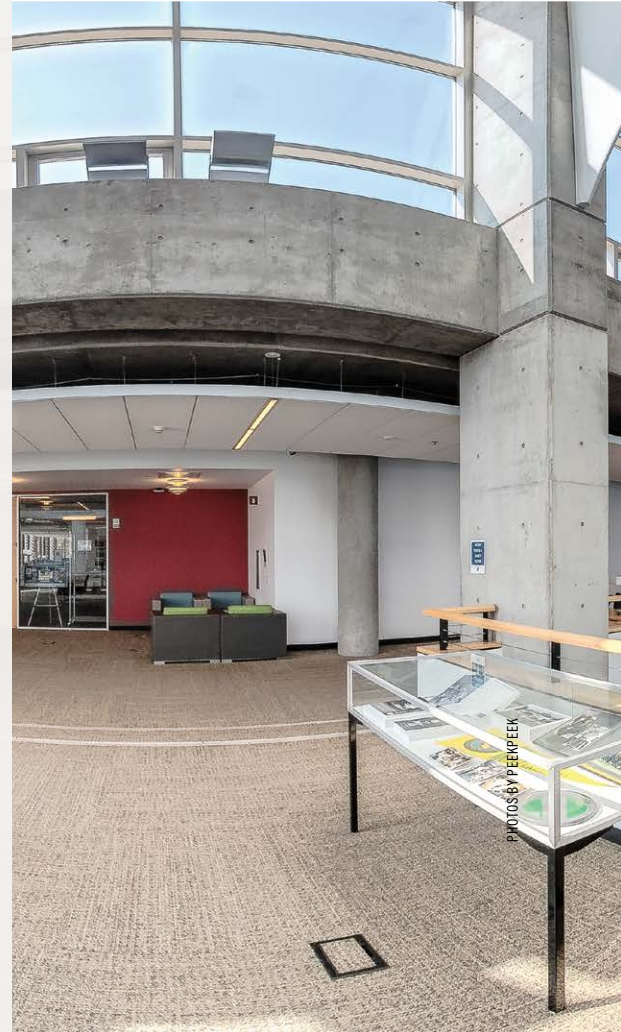
University Communications, with the help and guidance of Admissions, facilitated the creation of the new tour, which was made by virtual tour provider PeekPeek.

“We decided to go with PeekPeek instead of another tour provider because of the fantastic aerial shots, and the quality of the 360-degree photos that make you feel as if you are standing on campus,” said Sydney Clemann, project coordinator.

And while the tour will surely help prospective students in the short-run, Clemann believes it will be a beneficial recruitment tool long after the pandemic.

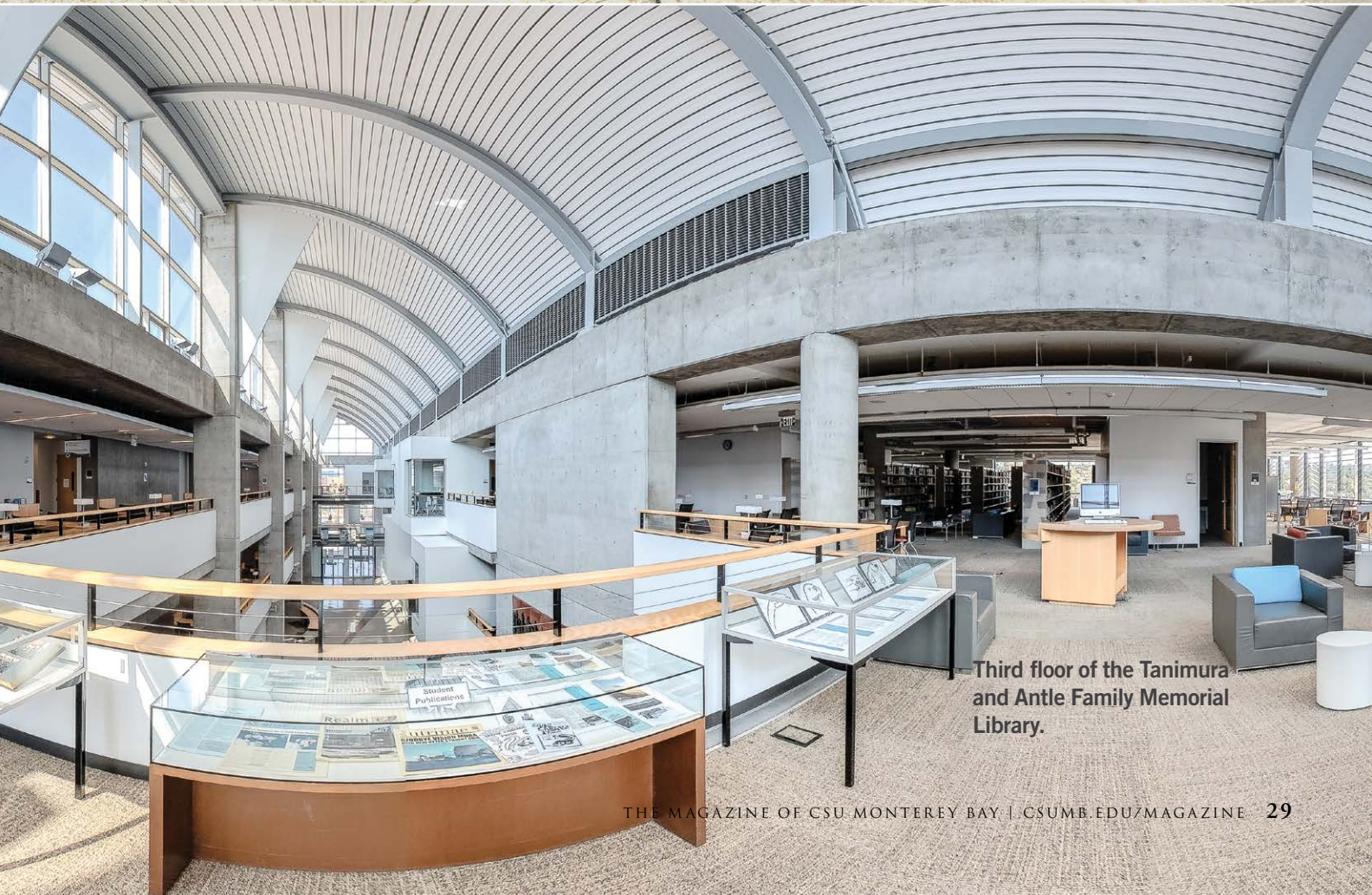
To experience the virtual tour, go online to csumb.edu/tour.

– Tatiana Olivera





The new \$55 million Otter Student Union building.



Third floor of the Tanimura and Antle Family Memorial Library.





An interior lounge area inside the College of Arts, Humanities and Social Sciences building with a view of the RND Amphitheater.



The rear exterior of the College of Arts, Humanities and Social Sciences building.

PHOTOS BY PETER DEEK

Making Positive Change

President of Black, Native American student groups
works to serve others



PHOTO BY RANDY TUNNELL

Darchelle Burnett

You may have seen her in the Black Portrait Project. A black-and-white photo captured her in a pensive moment. You may have noted her at the CSUMB Day of Racial Justice Teach-in. She was the student facilitator. Maybe you recall interacting with her at the Otter Cross Cultural Center. She works as the Signature Programs student coordinator.

She is a presence at CSUMB. President of two student organizations: Black Students United (BSU) and Native American Students United. She's a member of the President's Committee on Equity and Inclusion, the CSUMB Dance Team, the board of directors for the Otter Student Union, and more. She is a person working to make positive change in the world. She is Darchelle Burnett.

Burnett is originally from Corona, California, down south in Riverside County. The youngest of five, her sister and brother-in-law both attended CSUMB. She fondly remembers visiting the campus as a child and "seeing this big university"!

Burnett felt drawn to CSUMB. She liked the smaller classes, the idea of being part of a growing university, and the proximity to the ocean. She laughed and said, "I don't go to the beach, but I love looking at the water. My brother went to UCSC. We're all water people, so that gene just passed down."

She chose social and behavioral sciences as her major. She wasn't initially certain of what that entailed, but once she began her studies, she embraced it fully. She is set to graduate in May 2021 with a concentration in anthropology and a minor in peace studies.

Her heart set on graduate school, Burnett is eyeing dual-study programs focused on educational policy, higher education leadership, ethnic studies and indigenous studies. She is a self-described "people-person" who loves studying cultures. Her ultimate goal: to become a chief diversity officer at an institution or a non-profit organization.

With all of her commitments, Burnett's framework is something she picked up from her training as a resident assistant. She is working in the service of others, she said. Even though much is asked of her, her service reaps tremendous benefits for herself personally and her communities.

As BSU president, she wants to help students find their voices and build community. "We are a small community here, only 4% of the campus. Black culture here is very different than any other

racial culture at CSUMB. We have experienced different things as individuals, but together we can see the similarities."

The goals for BSU this year are collaboration and education. The group will partner with the new Center for Black Student Success and the Monterey County Youth Summit on Race, for which Burnett is one of the planners. BSU will still offer signature programs for Black History Month in February, but the focus will be less social and more educational.

She lamented that many Black students are "highly educated" on the subjects of systemic racism and racial injustice "prior to George Floyd, prior to COVID, prior to all of these injustices that we are now seeing," she said. The BSU's responsibility "is to forward the education to neighboring counterparts: our white students, our Latinx students, our Asian Pacific Islander students."

Her sense of service extends to the Native American population as well. She is a registered member of the Choctaw Nation of Oklahoma. When she first arrived at CSUMB, she joined Native American Students United as a way to learn more about that aspect of her identity. The group became inactive for a year.

She then volunteered to be president, adding yet another critical leadership role to her very full plate. The fact that students of indigenous descent are only 1% of the student population motivated her to revive the group and maintain a space for their cultural relevance, she said.

To those aspiring to higher education, Burnett advises: "Don't let anything hold you back from education. At CSUMB I have found that the educational community has many opportunities for you to thrive and prosper. The one major thing that I would say is, just ask. Don't wait for someone to do something for you or provide the resources for you. You gotta step forward and do it yourself."

— Joanna Snawder-Manzo



Jasmine Bhardwaj

PHOTO BY RANDY TUNNELL

Lessons on Leadership

AS president strives to help fellow students despite challenges

College seniors usually expect a challenging year. For Associated Students (AS) President Jasmine Bhardwaj, her senior year comes with distinct obstacles because of COVID-19.

“I just really miss being in person,” Bhardwaj said after months of shelter-in-place and distance learning. “It gets tiring being behind a computer.”

In addition to adjusting to a new college experience, Bhardwaj and her family have suffered hardships in recent months. Her family’s convenience store was the target of a fraud scheme, her car broke down, and her uncle passed away.

Despite the difficulties in the world and at home, Bhardwaj evokes hope that has followed her throughout her life.

“We’re living in strange times,” she said. “But some of the greatest change is happening now.”

For Bhardwaj, those positive changes came in the form of CSUMB rapidly addressing and adapting to the COVID-19 pandemic, responding to widespread actions against racism, and revising the educational experience. As AS president, Bhardwaj aspires to channel that change to

develop resources for students needing support during the pandemic.

Some of her current ambitions include strengthening the agency of students by appointing them to various university committees, collaborating to develop a textbook scholarship open to all students, and urging civic engagement amidst a national election year.

Her aspirations as AS president are reminiscent of some of the lessons she learned growing up in Gonzales, California, and working at her family’s store. Bhardwaj’s father, who migrated from India in the 1990s, consistently found ways to help others in the small rural community. For example, her family prepared free lunches for store regulars who largely consist of migrant workers.

Her experiences in her family’s store sparked her interest in business. From an early age, she had a range of responsibilities that developed over time. She bagged groceries, greeted customers in different languages, and maintained the inventory.

Because she would commute to campus and work at the store, Bhardwaj at first felt distant from the campus community as a freshman. She wanted to get involved on a deeper level, and the opportunity arrived with her appointment as AS Senator for the College of Business.

“I wanted to find ways to make memorable experiences for business students,” she said. “I also wanted students to find a sense of belonging

within the CSUMB community.”

As a senator, she advocated for students by developing a panel event offering guidance on concentrations to pursue, and supporting efforts to create positive learning environments in classroom settings. Bhardwaj was then elected vice president of financial affairs and relished finding out that, in her words, “each budget has a story.”

Bhardwaj found a space and role where her passions and talents could be utilized to help her campus community. But nobody could predict the events that followed. After the campus closed, she was selected president by the senate and outgoing president through an appointment process, instead of an election.

These may not be normal conditions for becoming a leader, but not much is normal about being a student in 2020. The challenge of serving fellow students in uncertain times is one Bhardwaj was ready to accept.

With all the change in the world, it’s understandable how Bhardwaj’s goals as a student have shifted in the years from being a freshman to a senior and current AS president.

“When I first got to CSUMB, I focused on myself,” she said. “But as I figured college out, my focus changed to helping others find their own ways to succeed.”

– *Ivan Garcia*

Ready to Tackle Challenges

New provost dedicated to CSUMB mission, student success



Katherine Kantardjieff joined CSU Monterey Bay in July 2020 as provost and vice president of academic affairs. She previously served as the founding dean of the College of Science and Mathematics at California State University, San Marcos, and the chair of the Department of Chemistry at California State Polytechnic University, Pomona. Prior to those positions, she taught at CSU Fullerton for 20 years. She holds a doctorate degree in physical chemistry from the University of California, Los Angeles.

PHOTO BY TATIANA OLIVEIRA

How did you become interested in a career in higher education?

My interest in higher education developed over several years, the combined result of merging experiences, interests and passions. My original goal upon graduating from college was to become a zoo veterinarian, and I worked for two years at the Los Angeles Zoo as a zookeeper.

My interest in education came in the months following my college graduation. I was tapped to teach high school algebra and geometry at my alma mater, Immaculate Heart High School. I went on to teach physical science, chemistry, biology and physics at Daniel Murphy High School, where I also chaired the science department. This experience really solidified my love of teaching.

I realized I would have potential to choose where I could contribute to the quality of education if I had an advanced degree, and I left teaching to pursue my Ph.D. I discovered my true passion to blend the best of both worlds, teaching and research. As I was completing my degree, I sought faculty positions at predominantly undergraduate institutions, mainly in the California State University system. I believed in the mission of the CSU then, and still do today.

Why did you decide to join the leadership team at CSUMB?

My experience as a founding dean at CSU San Marcos was exceptionally rewarding, but I wanted to do more to advance the educational mission of a university as a provost, which has brought me to CSUMB. I enjoy being an enabler and facilitator, developing and guiding successful partnerships with the community for the public good, so that we prepare reflective thinkers, innovative leaders and thriving citizens who enhance the intellectual, economic, cultural

and civic life of our region and the state. The region then believes in the importance of the university in the region's success.

As chief academic officer, what are your goals for the university?

If you'd asked me this question a year ago, some of the answer would be the same, but much has changed. In his address eight years ago, President Ochoa talked about the conditions for a perfect storm of disruptive technical innovation upending higher education. In 2020, a disruptor most of us had not seriously considered — COVID-19 — exposed and magnified the challenges facing higher education.

Moving to remote instruction and work in the face of a global pandemic has fragmented campus life. This extends beyond the classroom, disproportionately affecting the lives of low-income students and students of color. As people adjust and try to cope with current events, we shift our expectations and adapt to dynamic circumstances. Still, the pandemic presents an opportunity to connect with our students in new ways, because we are now at the center of their virtual campus experience. In a time when higher education is being scrutinized, and the purpose of our work is being challenged, we must look to our mission as a university and remain invested in student success.

The role of the provost is as the chief academic, and increasingly operations officer, with responsibility for the university's academic and budgetary affairs. My success will depend on building solid relationships with and the trust of campus constituencies and the cabinet. For a new provost, building these relationships is challenging in normal times. Working remotely has added a significant level of complexity, requiring new ways and greater frequency of communication to build

community. After my first 90 days as provost, if I could distill some initial goals they would be focused on resources, communication, and managing change.

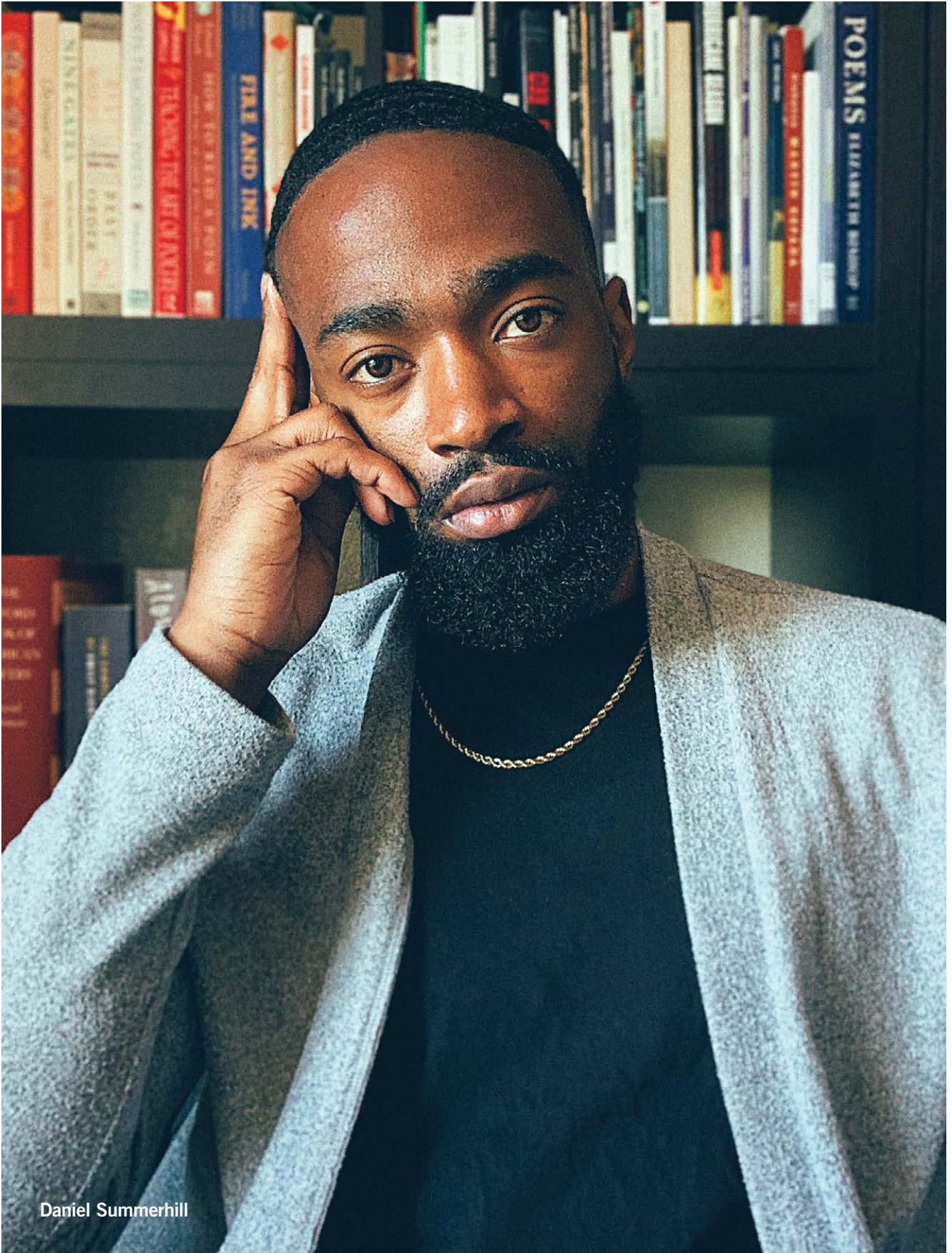
We're in a time of extreme challenges caused by the pandemic. How can we still achieve our goals?

COVID-19 has challenged the purpose of our academic work, and coping with COVID-19 will be complicated. In serving both internal and external stakeholders, our university serves a wide variety of functions, and our business model is complex. Faculty, staff and students are worried about the future — research projects, admissions, hiring, degree progress, cost of attendance, visas. The provost still has many decisions to make and to communicate, but the framework in which these decisions are made needs to change to be more effective and strategic in these uncertain and increasingly turbulent times.

Although the job for which I had prepared is not exactly the job I have in a pandemic, I have an opportunity as provost to work with university leadership to examine the new educational landscape and not only initiate reforms, but also innovation and creativity. This is an opportunity for us to reimagine the academy and what it can look like after this fundamental disruption. I enjoy connecting the dots, working collaboratively with faculty, staff and administration, to provide opportunities for our students to be successful and to realize their professional aspirations, even in this unprecedented pandemic world.

— Sophia Huang McKenzie

Answers edited for length. To read the full version, go to csumb.edu/magazine.



Daniel Summerhill

PHOTO PROVIDED

Poetry with Purpose

Professor aims to inspire students to ‘see the possibilities’

Professor Daniel Summerhill has wanted to teach at the college level since he was in junior high. “A professor of what, I didn’t know, but I was enthralled by college and the idea of the academy,” he said.

Though he always loved writing, Summerhill struggled in school as a young person growing up in Oakland. When he reached eighth grade, two events set him on the course that would lead him to his dreams.

First, he found a notebook of his older sister’s poetry. Inspired by her writing, Summerhill turned in a poem to his English teacher, Mr. Ross. Ross urged Summerhill to keep writing, going out of his way to buy him a journal for his poems.

“It meant so much to me — him taking the time, spending a few bucks on that journal, and offering that encouragement,” Summerhill said.

He spent high school writing poems, and began performing in poetry slams in college. He went on to earn his Master of Fine Arts in creative writing from the Solstice program at Pine Manor College in Massachusetts.

Summerhill has toured nationally and internationally as a performance poet. In 2018 he received an invitation

from the University of KwaZulu-Natal in South Africa and the U.S. Embassy to teach and perform at the International Poetry Africa Festival. His first book, “Divine, Divine, Divine,” will be published in January, and his second book is in the works.

Summerhill joined the CSUMB faculty in Fall 2019 as an assistant professor in the School of Humanities and Communication. He was drawn to the social action component of the creative writing program. Inspired by the work of James Baldwin and other novelists and poets, Summerhill said: “Poetry is a political thing. It involves telling the truth.”

Summerhill works to have the same impact on his own students that Mr. Ross had on him. “A lot of educators have a one-track mind about the way people learn. A one-size-fits-all model for teaching. That’s not true. I learned in different ways, and it made me interested in better ways of teaching.”

One of his favorite methods was inspired by another teacher of his, Nicole Terez Dutton. It’s called “Borrowed Tools.”

“It’s borrowing from other forms of media to talk about poetry,” he explained. He uses pop culture references such as a film to illustrate a point of view, or a popular song to discuss tension and syntax. It’s figuring out how to translate poetry to students in a way they connect with.

Now, in his second year as a faculty member, Summerhill is adapting his teaching techniques for distance learning.

“It takes a little more work to foster empathy, connection and natural conversation on Zoom,” he said. One of the silver linings is seeing his students take more ownership of their learning.

“I had planned these Zoom workshop times to break out, but when the time came, it didn’t work. Several of the students emailed me and told me they’d figured it out and were workshopping now using FaceTime. That was an exciting moment to see the students take agency for their education.

“In writing, you think about it as trusting that the reader will do the work to understand. Now in my teaching, I’m trusting my students to be diligent, focused ... and to troubleshoot.”

So far, most students are rising to the challenge, Summerhill said. He was especially proud to see one of his students, Nick Meadows, have an essay they had worked on in class published in the literary journal *Quirk*.

“It was his first time submitting, and when it was selected for publication he was so excited. And so was I. Equally, if not more,” Summerhill said.

“Professorship is being a vehicle for folks — seeing the growth and helping students see the possibilities and have those lightbulb moments.”

— Liz MacDonald



Camille Parker

PHOTO BY OTTER ATHLETICS

United for Social Justice

Otter Athletics committee pledges to fight racism, advocate change

Otter student-athletes, coaches and staff came together over the summer to form MB United, a new committee that will strategize, organize and lead the athletics department's efforts against racism and social injustice. Not only will MB United keep an open, active dialogue between student-athletes and Otter coaches and administrators, it will provide a platform for action to address issues and affect positive change.

"Through active conversations with our Black student-athletes, coaches and staff, it was clear we need to activate a working group committed to listen, learn and unite our department against racism and social injustice," said Director of Athletics Kirby Garry.

"We are proud of all student-athletes, alumni and coaches for using their voices to influence change. We are committed to unite Otter Athletics and build trust

through love, respect and empathy. We will use the urgency of the movement to develop our ability to become advocates for change."

Several Otter student-athletes were proactively involved in the creation of MB United. Their voices have been important in helping bring awareness, change and growth through these turbulent times.

The acts of violence against innocent Black people have angered and frustrated Black student-athletes, said Camille Parker, women's basketball player.

"We want to spearhead a future of open dialogue and unquestioned support from leadership. We have tangible ideas and actions that should be put into place. We want to see an actual collective effort for change, ... that this movement we are creating has the momentum and backing it deserves and is long overdue," she said.

"We are using our tools to fix the disconnect and dismantle as much racism as we can reach," said Nia Howard, track and field team member. "We want to reprogram our community to see equality as a necessity and to use our leadership to lead and be the change we want to see in the world."

— Otter Athletics Staff

To learn more about MB United, its goals and projects, visit the [MB United home page at OtterAthletics.com/MBUnited](https://www.otterathletics.com/MBUnited).

MB United Priorities

- Mental health and counseling support services for Black student-athletes
- Education and tools to address matters of racism, prejudice, diversity and inclusion
- Expand implicit bias and microaggression training to all coaches, staff and student-athletes
- Participate in civic engagement programming in partnership with campus organizations
- Voter education and registration among CSUMB student-athletes
- Advance efforts to recruit and retain a diverse student-athlete population in all sports
- Advance efforts to hire a diverse athletics administration and coaching staff
- Use our collective voices to positively impact the university, the California Collegiate Athletic Association and the NCAA in areas related to social justice



CSUMB, Monterey County partner to create internship program

CSU Monterey Bay and the County of Monterey launched an internship program in February 2020 to promote student career readiness and “to help shape the county’s workforce,” officials said. Hartnell College and Monterey Peninsula College are also involved in the program.

“The benefits of CSUMB’s partnership with the Monterey County Internship Program will pay significant dividends for years to come for our students, our employers and our community. We are investing in our future,” said Rhonda Mercadal-Evans, associate director of CSUMB’s Center for Advising, Career and Student Success and a member of the program’s development team.

The County of Monterey is the largest employer in the county with 800 job classifications in 25 departments. They believe student interns will bring new cutting-edge approaches to its teams, because students are learning current approaches to solve systemic challenges. Interns can help the county better serve the community through collaborating on projects with county staff.

Go to the county website at co.monterey.ca.us for more information, including a listing of available Internships by department, resources for students about resume writing and interviewing, and testimonials by interns and supervisors.

Pictured above, from left: internship program development team members Arturo Roque, Rhonda Mercadal-Evans, Yvonne Walker, Irma Ramirez-Bough, Rene Casas and Michael Rosales. Not pictured: Alyssa Leadingham.



Campus gives vital help to wildfire first responders

When lightning strikes ignited major wildfires in CSUMB’s tri-county region in August, the university provided vital resources for firefighters and first responders battling the blazes.

CSUMB served as an ideal staging area for ground support because of its central location and large parking lots, according to Ken Folsom, CSUMB’s emergency manager.

Every vehicle assigned to the River and Carmel fires came to CSUMB to be repaired and demobilized. Sleeping trailers, tents and portable showers were set up on Parking Lot 59.

CSUMB also housed firefighters in the Pinnacles residence hall in single and four-bed units. Starr Lee and Cece Chavez, senior facilities coordinators for Student Housing and Residential Life, said that the numbers ranged from 50 to 115 firefighters per night, for over 14 days. Lee also worked with local Target stores to procure donations of linens, pillows, shower curtains and toiletries.

In accordance with their priorities of life, property and environment, CAL FIRE ordered mandatory evacuations. CSUMB’s University Police were enlisted in the effort to notify residents in danger from the River, Carmel and Dolan fires.

“We’ve assisted CAL FIRE before,” Folsom said, referring to the Soberanes Fire in 2016 when CSUMB supported the efforts of 5,000 firefighters and support crew. “We’re partnered with first responders in a way that’s special.”



YOU@CSUMB online portal promotes student wellness

CSU Monterey Bay joined 14 California State University campuses last spring in piloting an online portal to support students' personal growth, academic success and overall well-being.

YOU@CSUMB is available 24 hours a day, seven days a week, to provide resources and content to enhance academic success, career preparedness, physical and mental health, and connection to campus. Students create a completely confidential account with their campus credentials to use the portal.

While not meant to replace one-on-one services, the portal can be a great resource for students as they navigate their academic journey, said Jessica López, outreach lead for CSUMB's Personal Growth & Counseling Center.

"Students can find resources to support their well-being and address new challenges created by COVID-19, including articles on social distancing, student loans, getting the most from remote learning, and how to cope with anxiety," López said.

Content can be customized based on students' personal interests and needs. Students take quizzes, called reality checks, to assess how they are doing academically, emotionally and socially. Once they complete the reality check they are given feedback and directed to campus resources for additional support.

The portal is primarily a resource for students, but staff and faculty may also log in and encourage their students to use the portal to cope with stress and enhance personal growth, López said.

PHOTOS PROVIDED



Center for Black Student Success provides central home, support

CSUMB opened its new Center for Black Student Success (CBSS) in Fall 2020 to engage and empower African Diaspora students by providing academic, professional, and personal/cultural support and enrichment programming.

CBSS serves as the central hub and campus home for Black student life, working with campus and local community members to ensure Black collegiate success at CSUMB. It will operate under faculty director Umi Vaughn, an associate professor in the School of Humanities and Communication. Vaughn teaches Africana studies, anthropology, music and performance, and visual and public art.

The center will also have an advisory body to President Eduardo M. Ochoa and Brian Corpening, associate vice president for inclusive excellence. The body is composed of representatives across campus strategically aligned with the CBSS goal of increasing the number of Black students enrolled at and graduating from CSUMB.

The primary responsibility of the committee is to align the on-going programs and initiatives across campus and provide campus leadership and feedback on how to support Black student success at CSUMB.

The center will also partner directly with the Africana Heritage Scholars Living-Learning Program, African American Faculty & Staff Alliance, African Heritage Research Collaborative, Men of Color Alliance, Harambee African Heritage Men's Community Gathering, the Otter Cross Cultural Center, as well as the varied student organizations that support Black students.

Through the Lens

Alum's Hollywood success story led to work on blockbuster horror films



Ram Paul Silbey on location while filming the horror movie, "Us."

PHOTO PROVIDED BY RAM PAUL SILBEY

Asked about his first professional experience in broadcast, TV and film, filmmaker Ram (pronounced “rom”) Paul Silbey goes back. Way back.

“I had a radio show in Marin County, where I grew up, when I was 10 years old,” he said. “We used to play music, chit-chat. Through high school I had a public access TV show with a bunch of friends. We taped 60 half-hour sketch comedy shows.”

His “real first job” was working as a grip, helping shape light, on an ad shoot at the Monterey Bay Aquarium. That was during his senior year in 2006 as a Cinematic Arts and Technology major at CSUMB. He said he didn’t have a specific goal when he entered the film program, but that it helped him hone in on his strengths.

“I chose the program because it was hands-on [and not] all theory and reading and not practicing,” he said. “I just liked making projects that were creative. Through collaboration, I found myself good at logistics, coordinating, thinking about story and how it makes sense, and not so much some of the more detailed levels of directing or lighting.”

Silbey spoke to current Cinematic Arts students via videoconference last May about his life and career after college. Chris Carpenter, Media Production Specialist and lecturer, remembers Silbey as being a “solid, organized student who was very serious about taking his skills to the next level.”

That next level, according to Silbey’s Internet Movie Database profile, included jobs as line producer, production supervisor, unit manager, locations assistant, utility assistant, production coordinator and more.

The projects have ranged from TV shows like “Homecoming,” “Sid the Science Kid,” “Monk,” “Kitchen Nightmares,” “Brooklyn Nine-Nine” and “Big Little Lies” to films including “Insidious: Chapter 2,” “The Purge,” and both of Jordan Peele’s hit movies, “Get Out” and “Us.”

Silbey worked as assistant director on Peele’s movies, meaning he was the “nerve center” of information: coordinating shooting schedules; communicating what was needed to all departments, actors and crew; making sure scripts, sides and visuals were ready when needed; booking and casting extras.

He couldn’t predict the cultural, critical and box office phenomenon that “Get Out” would become.

It grossed \$176 million from a \$4.5 million budget. But he knew it could be something special “because you’re working with a storyteller like Jordan Peele,” he said.

That success allowed “Us” to ramp up to an even bigger scale which seems to imply that the logistics — including a \$35 million budget and taking over Santa Cruz Beach Boardwalk for six nights — becomes harder. But not necessarily.

“In some ways it is harder because it’s bigger. But you have a bigger budget and a bigger crew and more support.”

The next project the public can see that Silbey worked on is “Bruised.” It’s Halle Berry’s directorial debut about a female mixed martial artist, which has landed a \$20 million distribution deal from Netflix.

In September he was about to embark on a phase of his career that he and the industry have never been on before: filmmaking during COVID-19.

“If you take what you know, a rule book, take that whole thing and throw it in a fire,” he said. “I haven’t done it yet. It’s just opening up now. It’s forced everything to slow down.”

In a way, that’s an extreme example of the thing that he loves most about filmmaking: its freshness.

His work has taken him from Los Angeles to Louisiana to overseas. He is currently line producing two films, working as an assistant director on a pilot, and producing two other films to get them off the ground. He works with a revolving crew of people, some familiar and some new.

“Every project teaches you something. Everything you do, you meet somebody that brings you somewhere else. Your journey is constantly evolving,” he said. “I think that’s healthy. There’s always another way to tell a story. Every project is unique, the challenges and rewarding moments. Nothing is the same. That’s why I like what I do — you never get bored.”

– Walter Ryce

1998

Amy Marbach (B.A., Liberal Studies) recently hit her 20-year mark as a staff member at CSUMB. She is currently a user services specialist in Technology Support Services.

Joel Alexander (B.S., Management and International Entrepreneurship) has owned and operated two insurance and vehicle registration offices for the last 10 years. He employs 10 bilingual employees.

2001

Mack Smith (M.A., Special Education-Liberal Studies) has been teaching special education ever since graduating and is navigating distance learning with the skills he learned in Tech Tools.

2002

Jeffrey Woolery (B.A., Visual & Public Arts) has been working remotely as a single father with one son. Woolery is a property and casualty claims adjuster.

2003



Jason Mansour (B.S., Earth Systems Science and Policy) hunts tropical cyclones that threaten the United States and its territories. During the peak of hurricane season, he was in the Atlantic Basin.

2004

Angelica Leon (B.A., Collaborative Health and Human Services) is currently living in Gilroy with her 6-year-old son. Leon received her licensed clinical social worker certification in December 2020.

2005

James Green (B.S., Telecommunications, Multimedia and Applied Computing) is currently in the CSUMB Teaching Credential Program after five years of substitute teaching. He is co-teaching a third-grade class in the Alisal Elementary School District. Green has a total of 12 degrees: one bachelor of science and 11 associate degrees. He has seven pets and cared for his father for 15 years until he passed in 2015 at the age of 88.

2006



Samuel Lopez-Downum (B.A., Teledramatic Arts and Technology) is currently working as an actor in Los Angeles. Lopez-Downum writes and performs improv from three short films and has shot a number of sketches. He has also performed in many short films and some television. Lopez-Downum backpacked through Europe in 2018 and 2019, including Spain, Portugal, the UK and Morocco.

2009

Ashley Williams (B.A., Liberal Studies) started her eighth year teaching in August. Although this year looks very different, she is amazed at how well everyone is coming together to support one another. Williams and her husband have an almost 3-year-old, Zeke, and a 6-year-old, Jax.

2011

Danielle Driscoll (B.S., Environmental Science, Technology and Policy) is a senior planner for Snohomish County Public Works Surface

Water Management. As part of the Community Floodplains Solutions program, she helps assess watersheds to try to create win-win solutions for agriculture viability, salmon habitat restoration and floodplain mitigation. She works with local tribes, farmers, landowners and a variety of stakeholders. She is also the project manager for the countywide shellfish program and pollution identification correction program. These programs go hand-in-hand, dealing with water quality issues — particularly bacterial issues and the operations of commercial shellfish beds in Puget Sound. Driscoll says she loves her job and is so fortunate to be an alumna of CSUMB. She went back to school and completed a master's degree in organizational leadership from Brandman University in 2018. On Sept. 2, 2020, Driscoll gave birth to her first baby boy, William. She and her husband are ecstatic about this next adventure in their life.

2012



Robyn DoCanto (B.A., Visual and Public Arts) just recently celebrated her four-year anniversary with Student Housing and Residential Life at CSUMB. DoCanto married a fellow alum, Gio, in 2015 and moved back to Marina. The couple welcomed their son, Wolfe, in 2017 and had their daughter, Domino, in April 2020.

Steven Macias (B.S., Business Administration) currently serves as executive director at The Blind and Visually Impaired Center of Monterey County. He is the youngest executive director in the center's 49-year history. Macias is also the founder of the Monterey County Camaros Car Club. He belongs to the Mission Trail Lions Club and serves on the Monterey-Salinas Transit Mobility Advisory Committee. In his downtime, he manages his multiple stock portfolios and provides pro-bono start-up consultation.

2013



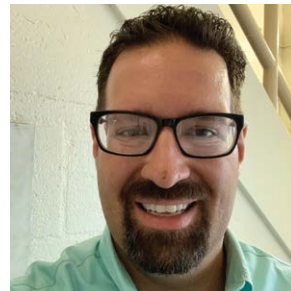
Carmine Lepiane (B.S., Business Administration) obtained his CPA license after graduating and has worked at a local tax and accounting firm, Vanderbilt CPAs, for seven years. He prepares individual, trust and business tax returns. He has also worked with various non-profits in the area, including the Monterey Public Library and the Carmel Public Library Foundation, and served on multiple boards and committees, while providing professional guidance where needed. When he is not working, Lepiane spends time with his wife, Ashley Stockton, who is also an Otter alum. They are expecting their first child. Lepiane said he's grateful for the wisdom and experience that the staff at CSUMB shared with him and his wife, and they both hope to further the ever-expanding success of CSUMB.

Griselda Aguirre (B.A., Social and Behavioral Sciences) enjoys traveling and hopes to someday travel the world. She is an active community volunteer and regularly gives back to her community. Aguirre is

currently pursuing a master's degree in social work at San Jose State University.

Ness Ruvalcaba (B.A., Psychology) moved to the Bay Area after graduating and obtained her master's degree in counseling. She recently became a licensed marriage and family therapist and now works for a non-profit agency in a program that provides mental health treatment to youths at risk of commercial sexual exploitation. Ruvalcaba also went from having one betta fish in the dorms to having a 40-gallon tank with 15 fish.

2014



Nick Rodrigues (B.S., Computer Science) was recently promoted to Interim Associate Director of Network Services at CSU Monterey Bay. Rodrigues credits CSUMB for not only allowing him to get an excellent education, but also setting him up with networking opportunities, which has led him to where he is now. He says an alumni group has enabled him to build stronger connections and grow his career with the

support of many amazing people at CSUMB.

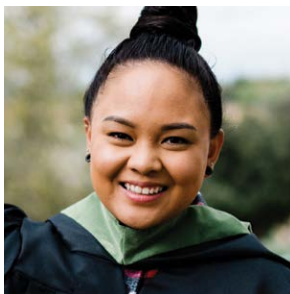
Kyle Dalton Lipscombe (B.A., World Languages and Culture) moved to Japan six years ago after graduating from CSU Monterey Bay. Lipscombe has worked in various companies and schools as an English as a second language teacher. While working full time, he is currently studying at a Japanese university to get his second degree and an English teacher's license to be able to teach in Japanese public schools.

2015

Samantha Ramirez (B.S., Marine Science) is a research scientist for one of the newest and most awarded antibody development companies in the U.S. Located in Temecula, California, the company mainly works on antibody development for cancer research purposes but has also tacked on antibody development for COVID-19. Ramirez said she loves her job and all of the people she has met along the way. In September 2020, she married her boyfriend of 12 years, and they bought their first home together. Ramirez credits it all to CSUMB because if it weren't for all of her professors and friends at the university, she wouldn't be the woman she is today.

Kristen Peterson (B.A., Integrated Studies Special Major) won a seat on the Capitola City Council after graduating from CSUMB in 2015. She is in the final year of her first term and is running for re-election while also serving as Capitola's mayor. Additionally, Peterson continued her education at California State University, Northridge and earned her master's in public administration with an emphasis in public sector management and leadership in 2018. She is also working full time as a senior associate of government relations for the Silicon Valley Leadership Group.

2016



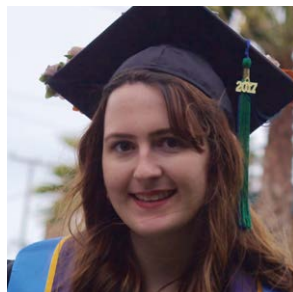
Megan Parayno (B.S., Kinesiology) recently graduated with her master's in sports administration from Fresno Pacific University. She works full time as a program director for First Tee of Fresno, a non-profit youth golf organization. She is also a graduate assistant for Fresno State Athletics.

Bettina Canuto (B.A., Psychology) recently married and has been employed at Stanford University for two years.

Drew Stuck (B.S., Kinesiology) works for the California Life Sciences Association, which helped coordinate delivery of Personal Protective Equipment (PPE) including six million free masks to 450 essential California life sciences companies during the COVID-19 pandemic.

Lauren Stokes (B.A., Sociology) landed "an amazing job" at a small accounting firm, and has been busy volunteering for fundraisers in her hometown. She was recently accepted to Lincoln Law School and plans to pursue a law degree.

2017



Emily Schwerdtfeger (B.A., Psychology) began working in a day program for adults with disabilities after graduating. She then transitioned to a group home for at-risk female youth in the foster care system. Schwerdtfeger also volunteered as a

group facilitator for a local chapter of Depression Bipolar Support Alliance (DBSA). Schwerdtfeger's passion for helping others and investing her time with the group home subsequently landed her a facility manager position. A year later, she was accepted into a master's program at Capella University and is now in a marriage and family therapist program. Balancing work, volunteering and school life has been a challenge, but she makes time for traveling, self-care, and hobbies including painting, reading and hiking. Because of recent events, she has devoted time to advocating for Black Lives Matter, joining peaceful protests, and educating herself, her family and her community. Furthermore, Schwerdtfeger has participated in community cleanup and recycling events.

Michelle Meissner (B.S., Psychology) earned her master's degree in nursing at Columbia University in New York. Throughout nursing school, Meissner volunteered around the city with homeless populations and the New York City Marathon. She began her career at Mount Sinai Morningside hospital as an inpatient clinical nurse just as COVID-19 cases surged. She was forced to learn very quickly and efficiently. She plans to work in New York for the next few years and

to advance to working in the emergency department.

Claudia Cardoso (B.A., Collaborative Health and Human Services) is currently employed with the Salinas Union High School District as a paraeducator. She is also in her last year of graduate school to obtain a master's degree in school counseling. Cardoso's goal is to become a school counselor in her hometown of Salinas. She also had her second baby in 2019, making her a mother of two boys, Xavier and Joseph.

Laila Richardson (B.A., Human Communication) has explored various career opportunities since graduating from CSUMB. She worked at California Health and Wellness, a managed care plan for Medi-Cal, and is now employed at Claire's Montessori International Academy. Richardson is currently attending a local community college to earn early childhood education units while working as an assistant kindergarten teacher.



Ryan Sigala (B.A., Human Communication) started an internship at Mann's Fresh Vegetables in 2017. When he graduated that December, Sigala was offered a full-time job as a marketing assistant. He was later promoted to marketing coordinator. Sigala took his current job at Scheid Family Wines in March and recently purchased his first house in Soledad, California.

2018



Margaret D'Arrigo (Master of Business Administration) made some major career shifts after she earned her degree in the Executive MBA Program at CSUMB. She became CEO of D'Arrigo Consulting with a vision to empower women through leadership development, education and community engagement. An employee of Taylor Farms, she resigned and began

consulting on special projects for the company. She completed her four-year term as a board of trustees member for Salinas Valley Memorial Healthcare System and was hired to work in the communications department. She joined the board of the Food Bank for Monterey County, serves as a steering partner for Bright Futures, and handed over the leadership of IMPOWER, Inc. (an organization she co-founded) to a new board of strong female leaders. D'Arrigo also resigned from many boards and task forces that no longer align with her passions. Her jobs now allow her the flexibility to spend more time with her teenage twin boys. In addition, she was elected to the Hartnell College Board of Trustees, District 3, and is still an active community leader in the fields of women's empowerment, education, health and wellness. D'Arrigo completed an online course and received a certificate in psychological first aid. Currently, she is enrolled in an online course on racial equity and inclusion. In addition, D'Arrigo is writing her first book, a memoir, and plans to publish it in 2021. D'Arrigo says her MBA increased her confidence and her courage and has improved her overall life experience.

Steven Villaneda (B.S., Kinesiology) was hired as a police officer for the City of Salinas and married his

girlfriend of eight years. Prior to joining the police department, Villaneda was a trainer for the Montage Wellness Center and led numerous presentations regarding health and longevity.

Molly Machado (B.A., Psychology) works at The Coalition of Homeless Services Providers, the lead continuum of care agency for Monterey and San Benito counties. Machado manages the nonprofit's coordinated entry system for housing referrals, which attempts to match approximately 3,000 unsheltered individuals and families with housing interventions. Machado is also studying to earn a master's degree in public administration through Rutgers University.

Chad Nichols (B.A., Psychology) is currently a graduate student completing his third and final year in the M.S. School Psychology program at CSUMB as an intern. Nichols was hired in Spring 2020 as a school psychologist in the Monterey Peninsula Unified School District. The school district assigned him to an elementary school as a full-time school psychologist with full responsibilities and a supportive role at a kindergarten through eighth-grade school site. He says his experience working in the field of education so far has been exhilarating and informative. Nichols

has been a student at CSUMB since 2013 and credits a great deal to the experiences and relationships that he has formed throughout the years. Ultimately, his time at CSUMB has helped lead him to where he is today and prepared him to be an influential member of the community and beyond.

Meriel Glysson (B.A., Psychology) is a mother to a 1-year-old boy and engaged to be married. She graduated as a Master Certified Health Coach from Dr. Sears Wellness Institute with a specialty in families. She is currently studying pregnancy as well as adults and seniors. Glysson is also a certified therapeutic art coach studying to obtain a mindfulness certificate while beginning her own health coach practice from home.

2019



Olivia Quadros (B.S., Business Administration) says she felt empowered to enter the world of business with curiosity and ambition upon graduating from CSUMB. Quadros was accepted into an internship program

in Madrid, Spain, in Fall 2019. She discovered her passion for copywriting and launched a freelance copywriting business. Then a dear friend in Monterey sent her a job application for a position at Monterey Premier, a local web development and design company. She was hired as the executive assistant and in-house copywriter. In addition, Quadros also writes for the Marina Chamber of Commerce and plans to continue copywriting for her own clients.

Marie Alonzo (B.A., Collaborative Health and Human Services) is in her second year of the Master of Social Work program at CSUMB. Alonzo also holds a part-time position with the Cooperative Learning Center as a graduate writing tutor and serves as the College of Health Sciences and Human Services Senator. She is also a student board member on the Otter Student Union Board.

Jonathan Velasquez (B.S., Kinesiology) earned entry into nursing schools all over California, but because of the pandemic, will delay starting until Fall 2021. He says he's excited to be a future registered nurse and plans to further his education and become a nurse practitioner. Velasquez credits CSUMB as just the beginning of a successful career in the medical field.

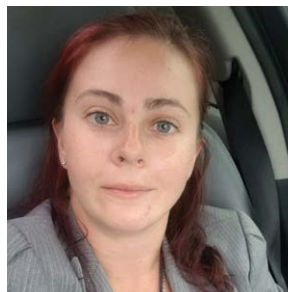
Guadalupe Espinoza (B.S., Human Development and Family Studies) is working from home as a preschool teacher while school campuses are closed because of COVID-19. She loves what she does and thanks CSUMB for helping her become an even better teacher.

Stephanie Madrid (B.A., Collaborative Health and Human Services) moved to Marin County to live with her fiancé and stepson after graduating from CSUMB. Madrid is currently working for Center Point, Inc. as a client service assistant, offering services to those with drug and alcohol addiction. She plans on attending Sonoma State University for her master's degree in public administration and is also seeking employment through the county to obtain further experience.

Angel Ortiz Medina (B.S., Computer Science) has been a label designer at biomedical company Stryker Endoscopy for over a year and loves it. Ortiz Medina has taken on many more hobbies outside of work like biking, landscaping and dog training. He says CSUMB taught him how to survive in the real world and face challenges. He is currently working from home and has "opened up to the possibilities that are out there."

Adrian Rocha (B.A., Psychology) is pursuing a Master of Business Administration degree at CSUMB. Rocha was also recently promoted from a program specialist to a case manager.

Corey Tinay (B.A., Social and Behavioral Sciences) joined the U.S. Army right after graduation. After returning from training, he started a graduate program in international studies at the University of San Francisco. He is currently a research intern for the county of San Mateo. After graduation this spring, he will go on to be an officer in the Army. Tinay's goals are to pursue a doctorate during or after his service commitment and to continue conducting research related to post-colonial theory studies and teaching.



Eunice Latu (B.S., Sustainable Hospitality Management) is enrolled in a one-year master's degree and teaching credential program. Latu will graduate in June and start working as a teacher in August.

SUBMIT A CLASS NOTE!

Share news of your activities and achievements.

Go to csumb.edu/alumni

Select *News*, then *Submit a Class Note* and fill out the form.



University Communications
100 Campus Center
Seaside, CA 93955-8001

**Thank you to all our donors.
Our students need you now
more than ever!**



**Give the gift of education
for a brighter tomorrow.
donate.csumb.edu**