

VANGUARD

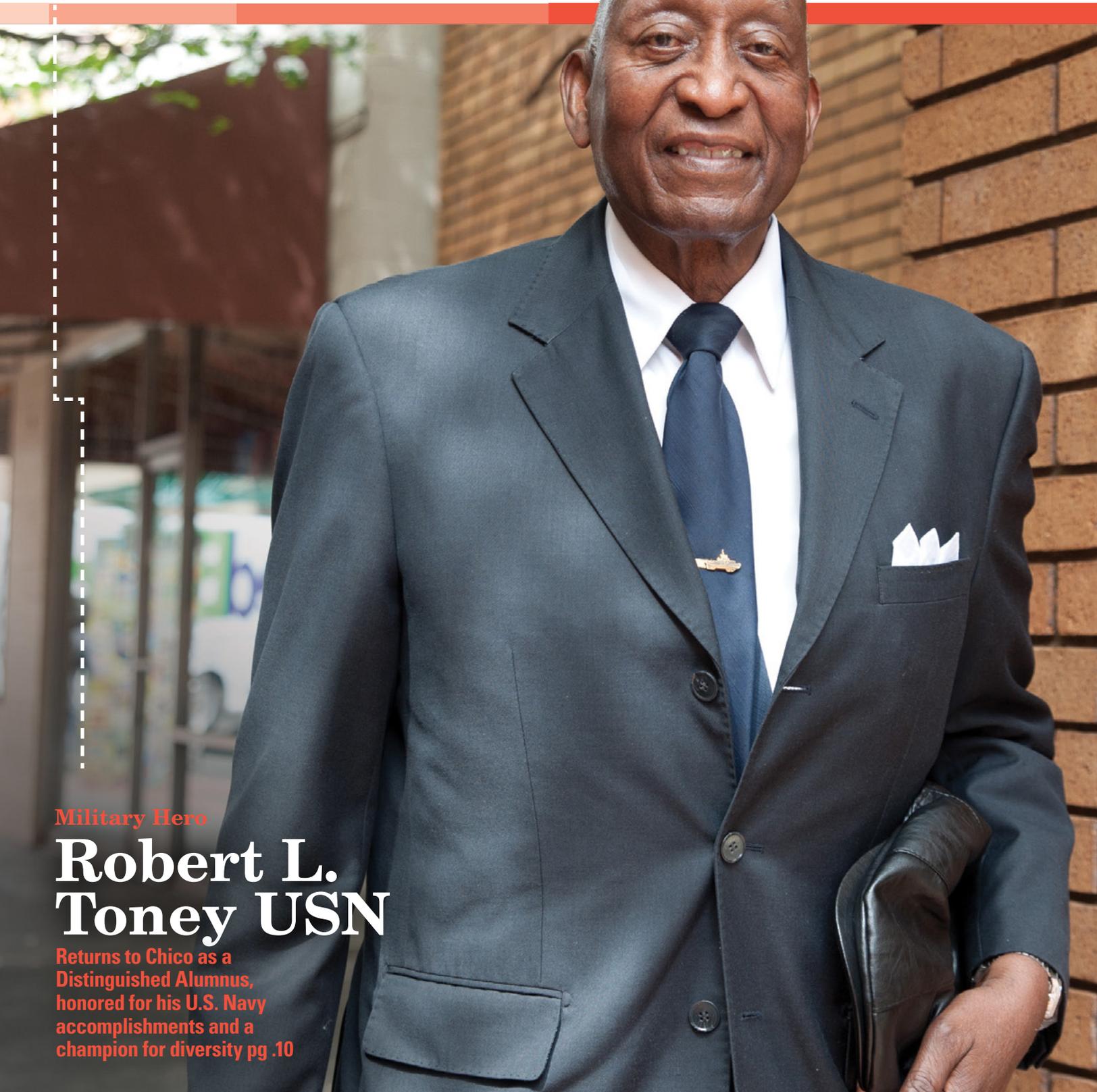
CSU, Chico College of Behavioral and Social Sciences

2013 Volume 8

Military Hero

Robert L. Toney USN

Returns to Chico as a Distinguished Alumnus, honored for his U.S. Navy accomplishments and a champion for diversity pg .10



dean's message



Gayle E. Hutchinson, Dean
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Writing an introduction for this issue of *Vanguard* takes on a deeper meaning for me than usual. It is my last issue as dean of the College of Behavioral and Social Sciences (BSS) at California State University, Chico. Serving as dean for the past six years has been one of the most rewarding periods of my professional career in higher education. The students, faculty, and staff in this college are the most dedicated, talented, and inspirational individuals with whom I have had the honor to work. Collaborating with college benefactors and alumni, whose philanthropic spirit and generosity continues to support our students and academic programs, has been my distinct pleasure.

As the spring semester rapidly nears its conclusion, I am reminded of the impact of our donors' generosity on our students. Miriam Beard (suffragette and political activist) once said, "the results of philanthropy are always beyond calculation," which are my sentiments exactly! For our students who are graduating, their experience here culminates this May with the college awards ceremony, honoring over 100 of our outstanding students, which are generously funded by close to 100 donors. The awards ceremony, an annual highlight, is followed by University Commencement, where over a thousand of our college's undergraduate and graduate students walk across the stage and into their promising futures, again made possible in part by the scores of generous donors who fund scholarships to support our students as they work to meet their academic goals.

Each issue of *Vanguard* provides a snapshot of the exemplary educational efforts that take place within the college. In this issue, we highlight several outstanding programs and individual accomplishments that demonstrate positive impact on communities across the world, through the Internet, in the region, and over time. We are second to none, *Nulli secundus!*

As I move on to another professional adventure of my own, I extend to each and every one of you (faculty, staff, students, alumni, and benefactors) a heartfelt thank you for your unwavering commitment to student success through exemplary academic programs and experiences.

Farewell,
Gayle E. Hutchinson, EdD

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to Infinity and beyond

“We began as wanderers, and we are wanderers still. We have lingered long enough on the shores of the cosmic ocean. We are ready at last to set sail for the stars.”

Carl Sagan clearly defined what most only dream about, the chance to travel the universe. In our busy world, few of us have time to contemplate our place in the cosmos. But once in a blue moon, a museum exhibition captures our human curiosity and desire to chart a course across the cosmos. The current exhibit in the Valene L. Smith Museum of Anthropology promises to satisfy everyone’s celestial wanderlust.

Infinity and Beyond: Humanity’s Quest to Explore Space covers everything from ancient sky watchers to how modern astronauts eat on space missions. Find out where we’ve gone and where the future will lead in terms of space exploration.

Professor emerita and museum benefactor Dr. Valene L. Smith, ever the pioneer herself, once wrote a journal article about space tourism, “Space Tourism: The 21st Century Frontier,” and approached Dr. Stacy Schaefer, co-director of the museum, with this exhibit idea.

Schaefer, a faculty member in the Anthropology Department, decided to expand the idea to anthropology and space exploration. Once the topic was settled, it was only a matter of what to present and how to go about it. Luckily, the NASA Johnson

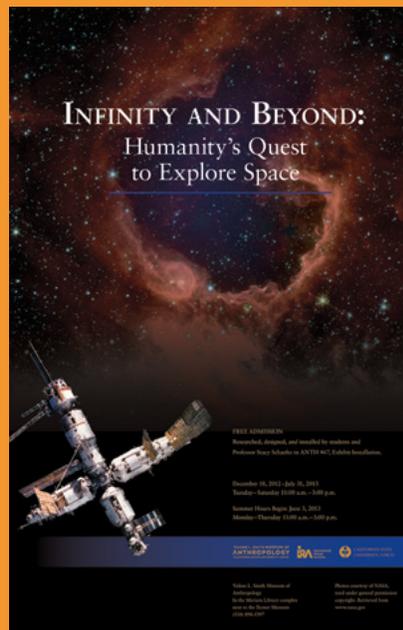
Space Center in Houston loans objects out for exhibit. Other loans came from Chabot Space and Science Center in Oakland, the W Foundation in the Bay Area, local collector Bob Benner, and Valene herself.

Last fall, the class responsible for putting it all together, Anthropology 467: Exhibit Research, Design, and Installation, began its work. They had an outline of what the topics would be and what would be involved. Students created the design and learned how to write the labels needed for each piece in the exhibit.

Each area within the exhibit covers a different topic. Upon entry to the exhibition, a visitor encounters the ancient sky-watching techniques used across many cultures. There are amazing details on the specific systems groups have used to track the sun, the moon, and the stars. “Ever since we’ve been around, humans have been fascinated with the skies and beyond,” Schaefer said. So fascinated, in fact, that a picture of the modern local Sundial Bridge of Redding, California, is included in this exhibit section.

■ READ MORE

<http://www.csuchico.edu/bss/news/p4anth.shtml>



Infinity and Beyond will be featured at the Valene L. Smith Museum of Anthropology through July 25th. For more information, visit the museums' website at www.csuchico.edu/anthmuseum.

One small step for man, one giant leap for students



Environmental performance activism

Performance activism is defined as gaining public attention, challenging people to think, learn, and consider and change their behavior through the playful, visual, engaging communication technique of acting. It can be done anywhere. Health and Community Services professor Mary Portis' Health Education Techniques class took this technique to the annual CSU, Chico This Way to Sustainability Conference on March 7 and 8, 2013.

To be effective, performance activism requires an important issue and a message that is relevant to the intended audience. With the broad topic of sustainability, the most difficult task for the students was choosing only one issue to address. After much deliberation, the students chose eight issues: endangered species, plastics, water, seasonal local foods, overfishing, the beef industry, energy alternatives, and toxic cosmetics. Working in groups of two to four members, the students created costumes and interactive fact-based challenges for the conference attendees. At the conference, students

moved throughout the Bell Memorial Union sharing environmental information with individuals and small groups.

Conference attendees of all ages were drawn to the students in their costumes and enthusiastically participated in the information challenges. The conference draws attendance from a wide range of ages, majors, and professions, so the students found that their informational challenges often lead to discussions in which everyone learned more about the topic and the values and actions of others. Because the students were mobile, they were able to make contact with a large number of attendees, most of whom would not have taken the time to stop at an informational table.

While the costumes may look silly at first glance, it takes a lot to gain the attention of people these days. Creating a "scene" brings people in to see what is happening. Once you have their attention, your message can be heard. ■

Top right, Brittany Larson dressed as a windmill and shared the options of alternative energy sources.

Middle, Kristine Short and Jordan Lee shared the process and impacts of species endangerment.

Left, Allie Gipson, Gabriela Rios, Marina Lowart, and Annie Cohodes presented the problems with plastics.

For further resources on how to join Geochico Online, how to run mapping software, and how to find local geographic datasets, please contact Cathie Benjamin at cbenjamin@csuchico.edu. CSU, Chico has a site license for mapping, so anyone who would like to install the software in their classroom or office can do so for free.

ARE WE THERE YET

PERSONALIZATION, MORE-DETAILED MAPS LEAVE OTHER MAPS ASKING FOR DIRECTIONS

Hidden away on the first floor of Butte Hall is a glass door that opens onto another world. Butte 111 is definitely a breath of fresh air and a break from the traditional classroom setting. In the past it may have been easy to pass by without giving this room a second glance, but its new look will surely turn heads now.

GeoPlace is a new collaborative space in the college, a multipurpose room in which students can meet, talk about their ideas, and collaborate on projects. The room is equipped with a Mediascape designed to help people connect seamlessly with each other. Much like the ones found in the library, the Mediascape allows you to connect your laptops, tablets, or smartphones to a 42-inch display. Students can rotate quickly between the devices, allowing for a higher rate of sharing and productivity.

The other tables in GeoPlace can be clustered together or reconfigured any number of ways. Multicolored chairs are modern and comfortable, and move easily on rollers. The room can be arranged to accommodate the audience that it is holding, whether it be faculty, students, or a combination of both.

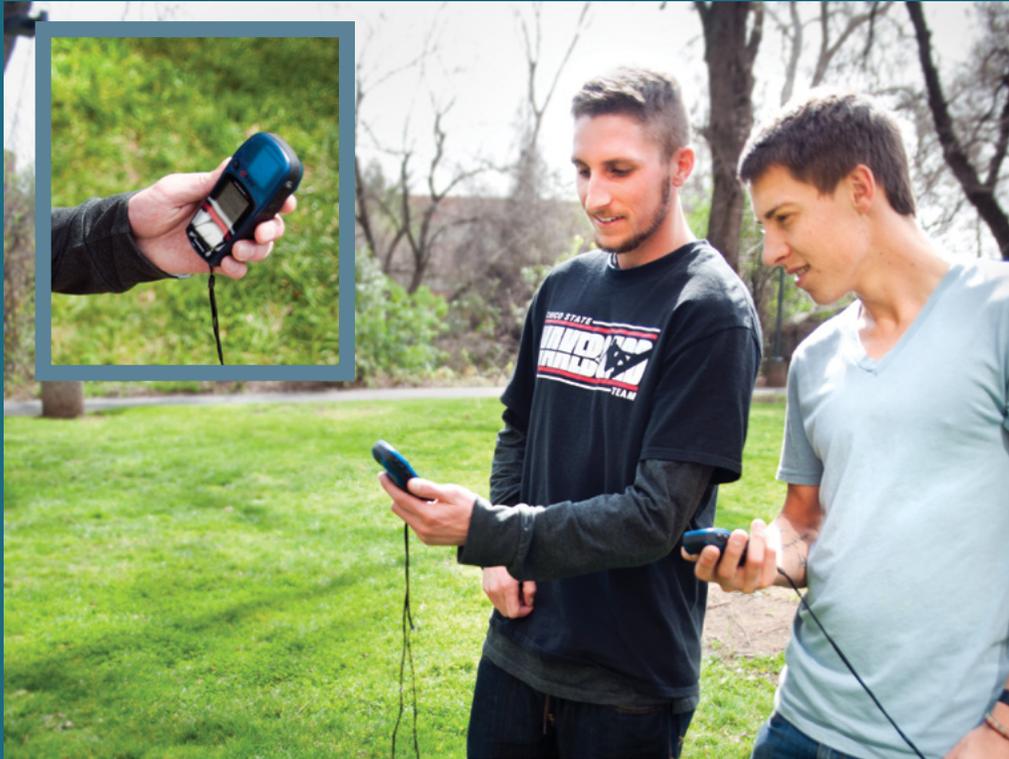
“No one really wants to sit in a traditional classroom,” said Dean Fairbanks, chair of the Geography and Planning Department. “We wanted to make it comfortable, make it different.” Fairbanks describes the room as similar to a laptop lounge, a Starbucks with academic appeal. In addition to the

non traditional setup on the interior, the glass door allows those inside to see out, and those outside to see in.

The room is open to other departments and students outside of the Geography and Planning Department. To reserve the room, other departments should contact Paula Norton, administrative support coordinator, at extension 4755.

GeoPlace isn't the only exciting thing going on in the Geography and Planning Department. Web mapping is taking off in this department, and maps are showcased at GeoChico Online, an Internet forum for creating, finding, and sharing maps of all kinds. Anyone on campus can join the fun and make a map. The map can be customized so that it displays information for whatever topic you're interested in—something you can't get from Google Maps. You're also able to program the interface, print, or include the map in a mobile application, which is more functional than other online maps. See this map gallery at <http://geochicoonline.maps.arcgis.com/home>.

“It's sort of an online portfolio for our department,” said Cathie Benjamin, instructional support assistant for the Geography and Planning Department. “We can show what our graduate and undergraduate students have done.” Students benefit from this when applying for jobs after graduation, as the department will keep the maps online for two years after the student has graduated. ■



Geography students in the field collecting GPS data.

Interested in learning about maps? The GIS User group is the perfect place—GIS means “Geographic Information Systems.” At the meetings, faculty can find out how they can integrate maps into their curriculum or teaching. This group is open to anyone and everyone in the campus community, and meetings are held the first Wednesday of every month in Butte 111 from noon to 1 p.m. To see information about upcoming meetings and power points from past meetings, please visit <http://wizard.csuchico.edu:8092/>. ■



Students Alex Fearin, Jamison Binowski, and Ted Cahill in the GeoPlace.

Click here for your career

Each year thousands upon thousands of students enroll in some form of postsecondary education. Among those who don't enroll but wish to are those who do not live near a college campus or those who simply don't know where to begin.

The State Department of Mental Health, which was recently eliminated due to budget cuts, wanted to create a distributed learning (DL) Tool Kit to assist those throughout the state who were interested in a DL education. The intent with DL is to aid in growing a well-trained and qualified mental health workforce.

Donna Jensen, distributed learning coordinator for the School of Social Work, was approached by the California Institute for Mental Health (CIMH) for such a task. CIMH is the statewide training and advocacy organization for the mental health workforce. "I think Chico State, and specifically the School of Social Work, have gotten a name throughout the state in being progressive with distance education," said Jensen. "There is a need for distance or distributed learning, so they wanted to develop a Tool Kit that they could share with the state and the mental health workforce so that those seeking an education could have an outline of what needed to be done."

Creating the Tool Kit turned out to be a much bigger project than anticipated, so Jensen connected with colleagues Patty Hunter, Jean Schulberg, Celeste Jones, and Seema Sehrawat, and they began brainstorming on Tool Kit contents.

The team surveyed the mental health workforce throughout all of California and heard back from more than 900 employees. The team accessed formal higher education and training education to see what was working and what was not.

The team creating the Tool Kit felt it was important to highlight institutions throughout the state that provided post-secondary education. The Tool Kit contains maps of each region, and including California

community and state colleges as well as select private schools that offer majors that pertain to the public mental health workforce. Contact information and links to each of the campus websites are integrated into the Tool Kit.

In addition to the specific campus contact information, the team felt it was important to include public information for those interested in DL. This information includes:

- what to look for in DL programs
- how to ensure that programs are accredited
- a self-assessment for DL
- vocational and academic decision trees
- universal design information
- tips and tools for success in a DL program

The Tool Kit also contains a section to assist students with understanding matriculation, articulation, and transferring. "The goal was to demystify some of the academic language that isn't necessarily well known outside of academia," Jensen said. The Tool Kit also provides resources for those who are seeking financial aid, need career advice, or are seeking specific licensing information for working in the public mental health system. "We really wanted to target those who are interested in working in the field of mental health, and other human services, particularly people with lived experience who have great contributions to make to the public mental health field," said Jensen.

The Tool Kit is a PDF file that can be navigated easily, and there are links throughout the entire kit, making the information and resources in it that much easier to access. It can be found on the CIMH website at: <http://www.cimh.org/>.

"It was an interesting collaborative process because we all kind of come from different perspectives," Jensen said. "Like any collaboration, you all have your angles on what you want to do and wrangling with what's important and what's not important. We didn't always agree, but I think we came out with a great product that has been very well received throughout the state." ■



New distributed learning Tool Kit provides online resources to further one's education

Donna Jensen
distributed learning
coordinator for the
School of Social Work.

Good to the last drop

A closer look at water practices in Pakistan



Turn off the tap, shower less, and only flush when necessary. All simple remedies touted solutions to an overusage of water.

Water depletion is a worldwide problem but commonly ignored. Why is it that people so mistakenly think that Earth has an endless supply of the natural resource?

At the beginning of last year, Anita Chaudhry, a faculty member in the Economics Department, traveled to Pakistan as part of a team to understand the role of groundwater in agricultural productivity.

The area she visited is eastern Pakistan, near the Indian border, which is part of the biggest contiguous system of irrigation in the world.

However, despite the system's size and how much water it moves, farmers have been setting up pumps and simply using groundwater.

More and more farmers have been doing it. Chaudhry, along with her team that is partly based in Pakistan and partly based in the United States, surveyed 700 farmers.

All of the research is being done in collaboration with the International Water Management Institute.

Of the farmers surveyed, 41 percent use both service water and groundwater. Setting up a system to pump out groundwater is very costly and can cost about four years of savings. While service water isn't free, it isn't quite as costly. Those using the groundwater are those

with the larger farms, while those using the canal water irrigation are the poorer farmers.

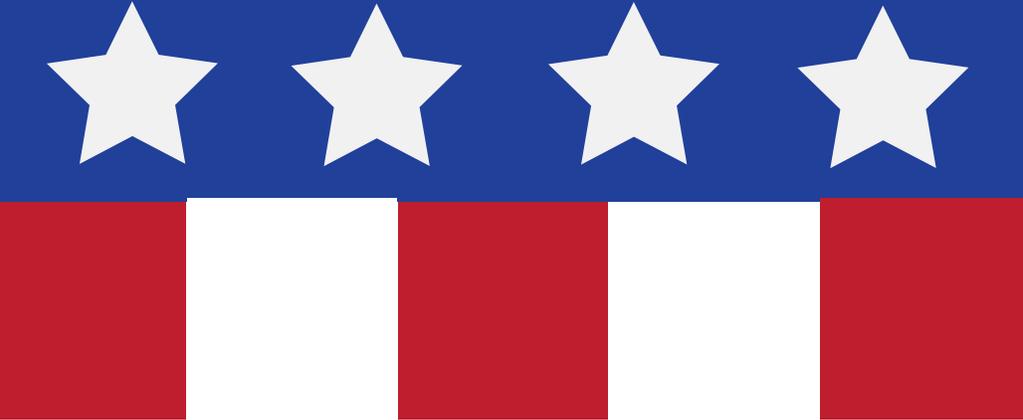
In order to improve the public resource or issue a water policy, you must first understand the role of water and what is going on. While water levels can be monitored, water usage can't be. It's difficult to monitor how much water someone pumped.

To generalize the issue, we all have groundwater in our backyard. If it's not monitored, we can deplete the water reservoir if we don't take care. Questions begin to arise such as, who owns groundwater? and does someone own it simply because it happens to be under their land?

"It's a very public resource, we all need it," Chaudhry said. "Just because I don't own land doesn't mean I don't need that water."

The research is of benefit not only to Chaudhry but to her students as well. Chaudhry visits Pakistan whenever she is not teaching. Once her data has been cleaned, her students can use it for projects such as their student research.

"The problem of groundwater governance is broader. Even though it's much more sharply felt in developing countries, it's also a big challenge in our backyard, in Butte County," Chaudhry said. "There are broader lessons that can be learned from the Pakistan case that can be applicable to California." ■



Retired **Military Hero & Champion for Diversity**



**Rear Admiral
Robert L. Toney, U.S. Navy**

Once a year, the College of Behavioral and Social Sciences has the opportunity to recognize an outstanding alumna/us who has truly had a positive and profound impact on society. This year, the college is proud to recognize Rear Admiral Robert L. Toney.

Toney was born in Monroe, Louisiana and moved with his family to Oakland at the age of 8. When he was in the seventh grade, they moved to Oroville, where he attended Oroville High from 1949 to 1952 and was both a scholar and athlete. He played basketball and participated in track and baseball, earning Block O for three years. He was a member of the California Scholarship Federation and participated in California Cadets Corps, where he was an officer for two years. Toney was also a musician, playing during football games, and was a radio disc jockey.

Toney was awarded an athletic scholarship to Youngstown University in Ohio, which he attended from 1952 to 1954, eventually graduating from California State University, Chico, in 1957 with a pre-law Bachelor of Arts degree in social science. Although Toney originally planned on becoming a

■ Continue reading on page 12





Left to right, Dean Gayle Hutchinson, Rear Admiral
Robert L. Toney, U.S. Navy and Glen Toney



lawyer, he entered the U.S. Navy Reserve in October 1957 upon advice he received while attending Chico State to apply to Officer Candidate School.

During his 34½ years as a Navy officer, Toney rose to the rank of rear admiral, the position he held when he retired in 1994. As commander of the Navy base in San Francisco, he managed more than 60,000 people from Monterey to the Northern California border, with a payroll at the time of \$2.6 billion. Toney also served as Director of Logistics and Security Assistance, U.S. Pacific Command.

One of his most significant achievements came during the late 1960s, when he was on a tour of duty in Washington, D.C., and spearheaded a program to place more minorities into the ranks of officers. “There were lots of good seamen, but nobody knew them,” he said. His list of 27 recommendations, including one to place Naval Reserve Officer Training Corps units at two predominantly black colleges, was approved in its entirety by then-Chief of Naval Operations and now retired Admiral Elmo Zumwalt. The number of minority officers rose significantly as a result of this program.

In 1977 he completed NATO Defense College in Rome, and in 1990 he completed the National and International Security Course at Harvard. Toney was decorated for his service with honors, including the Defense Meritorious Service Medal, the Navy Meritorious Service Medal with oak leaf cluster, and the Vietnam Service Medal.

After retiring from the Navy in 1994, Toney served as director of Bank of the West for 15 years and was executive vice president of business development for F.E. Jordan Associates for five years. He then served as president of the Oakland Metropolitan Chamber of Commerce, where he championed jobs for minorities.

In retirement, Toney has dedicated his life to community service, serving as a director on board, including United Way, World Affairs Council, Commonwealth Club, Volunteers of America and the Oakland Boys and Girls Club, and the CSU, Chico President’s Advisory Board.

Toney has received two honorary doctorate degrees: one in 1994 from Golden Gate University in San Francisco, and one in 1998 from National Defense University in San Diego. Toney credits his military and personal success to his teachers at Oroville High and Chico State. ■

Honors/Awards:

Honorary Doctorate in Humane Letters, National Defense University, 1988

Honorary Doctorate in Humane Letters, Golden Gate University, 1994

Decorated Legion of Merit

Defense Meritorious Service Medal

Armed Forces Expeditionary Medal

National Defense Service Medal

Vietnam Service Medal (Socialist Republic Vietnam)

Republic of Vietnam Campaign Medal

Community:

Director of The United Way

World Affairs Council

Commonwealth Club of California

Volunteers of America

Director of the Oakland Boys and Girls Club

San Francisco Salvation Army

Urban League

Navy Adopt-A-School Program, San Francisco Bay Area, 1986-88



Rear Admiral Robert L. Toney U. S. Navy



Order in the court

Simulation program has students in court on weekly basis

Being called to the witness stand can be nerve-wracking for anybody, regardless if you're testifying on behalf of the plaintiff or the defendant. Now imagine cameras recording your every move and if that wasn't bad enough, sitting and watching your performance played back and then playing it back for you and about 30 other students to critique.

That's exactly what the students in Political Science 491G are doing just about every Monday and Tuesday night during the spring semesters.

Professor Dane Cameron, now in his 32nd year, teaches the class four times a year, each time leading up to the moot court competition at the end of the semester.

Cameron has been working in the legal field for decades, sometimes appearing in court numerous times on a daily basis.

"They're learning from the horse's mouth here," Cameron said. Students are simulating everything that would need to be done in an actual courtroom, everything from writing a deposition to selecting a jury.

As time has passed, though, the program has grown both in size and popularity and unfortunately outgrown its classroom, Butte 709, and outdated equipment.

Luckily Dean Hutchinson saw a need and was able to fill it. The program has since been moved to Glenn 306, and the equipment has been updated. The room is equipped with four discrete cameras, and a technician is able to blend in with audience members and control the cameras from his or her laptop.

"There is no escaping the room," Cameron said. After each simulation exercise is over, the students all watch it together on the large-screen monitor in the room so that they can critique it to improve performance. The room can be converted into a trial court or an appellate court to suit the needs of the students.

At the end of each semester, the students participate in a week-long moot court competition. There are 32 teams of two people each on the first day. Half of those are eliminated by the second day, and so on until there remains only two teams.

This semester's competition was held April 29 to May 3.

The competition takes place at the Chico City Council Chambers downtown, and the justices are directly from the legal community, including local judges, legal scholars, and attorneys.

"They're just as good as those lawyers," Cameron said of his students. At the end of the competition, the winners walk away with a plaque, medal or award. "The students drive themselves harder than we would ever drive them," Cameron said. This year's Moot Court winners: Angela Rombeiro and Steven Chamberlin. ■



Twenty–seven years of honor students, still going strong



Students take on yearlong research projects of their choice

The Psychology Honors Program, currently in its 27th year at CSU Chico, grants selected students the opportunity to complete their own research projects from start to finish.

Twelve students are selected each year for the yearlong program and are required to take one class in the fall and one in the spring. Students are invited to apply in April and are notified in May whether or not they got in.

Any psychology student can apply, so long as they have met the prerequisites. About 30 students apply each year, making it a competitive process to get in, leaving the decision to a committee consisting of psychology faculty.

At the end of the year, the students not only produce a research paper but they also each get to present a PowerPoint presentation at a university–wide colloquium. This year's colloquium was held on May 6.

Because the program only allows a small number of students each year, the cohort becomes very close and very strong.

In the fall, each student narrows down what they'd like to do their research on, typically spending hours upon hours in the library reading up on what's already known about their topic and what research has already been published. In addition to this, they seek out faculty to serve as their mentors, sometimes even two at a time, serving as co-mentors.

"Students really get such a great benefit of working with faculty members," said Linda Kline, graduate coordinator for the Psychology Department. "And the project isn't the professors' research, it's the students own research, but that guidance is really critical through the process."

Depending on what methods the students want to use and how many people they want to participate in their research, data collection can take about a month.

Topics have ranged from anything from self-efficacy, optimism, and how those are related to the types of goals we set to whether the videos people like on YouTube differ by gender or personality.

Getting volunteers isn't all that difficult for the honors students, as many psychology professors will offer extra credit to their students if they participate in the offered research. Any given number of hours will result in a certain amount of extra credit points.

The honors students then take the spring semester to collect their data and analyze it.

Students who have completed the program in the past have used the experience as preparation for grad school and all the research that follows or have learned that maybe research wasn't the best route for them.

"It's always been for me a fantastic experience to teach it," Kline said. "The students who participate are outstanding, not just academically, but they're outstanding in so many ways, so it's nice to be able to work with these individuals for up to a year." ■

<http://www.csuchico.edu/bss/news/p14psycprogram.shtml>

CSU, Chico alumna Kendra Lewis is currently completing her postdoctorate at UC Davis. Lewis graduated from CSU, Chico with a BA in child development and a minor in psychology, and completed her PhD in human development and family studies at Oregon State University.

Although she has been at UC Davis for just under a year now, Lewis continues to stay connected to CSU, Chico by teaching online courses.

Her work at UC Davis is with 4-H, a youth development organization, as their state office is part of the campus.

The 4-H Thrive program is for youth who are part of a leadership project. While the youth are learning leadership skills, they can also learn what they're passionate about. With that growth mindset, they see that it's about the effort. They can grow their intelligence and abilities with practice, rather than those skills being innate. The youth are thriving, being caring, confident, and competent.

While 4-H promotes these things, the Thrive curriculum is written to help develop those skills even more. Volunteers are trained in the curriculum and deliver it to the youth, something new to 4-H. The

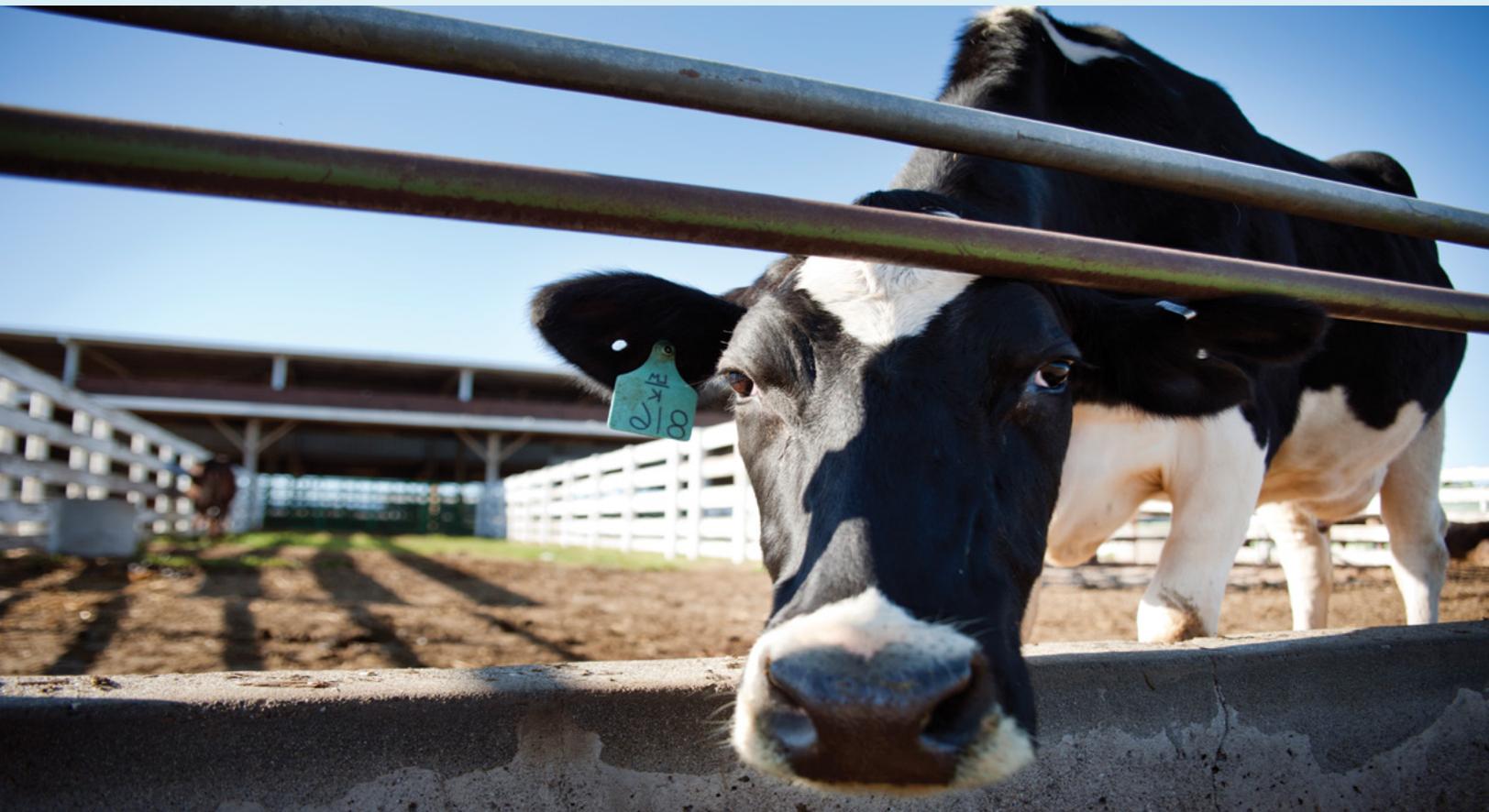
curriculum is delivered throughout the state of California and is all being analyzed and managed at UC Davis.

Lewis' research is evaluating whether or not the curriculum is helping the youth, grades third through twelfth grade, who are getting it. This is the second year of the research, and it will continue for another three years.

Not only is the difference, if any, of the youth on the curriculum versus the youth not on the curriculum being looked at, but also if the volunteers delivery of the curriculum and how much they believe in it is a factor.

The surveys and questionnaires are open to all youth in the 4-H program and can be taken either during the project meeting or at home on their own time. Most are being collected in an online system, also new to 4-H.

"It's been a lot of fun to learn about 4-H just because I wasn't in 4-H when I was younger," Lewis said. "I think it's a great program, so it's really exciting to be part of the research of a program that I believe in." ■



4-H students thrive

INDIA

A TEACHER'S JOURNEY ABROAD

Studying abroad is often thought of by alums as the source of some of the best memories from their college careers, but going abroad goes beyond the undergraduate level. Faculty members, like students, submit applications each year in hopes of getting the opportunity to create new experiences as well.

Nandi Sojourner Crosby, a faculty member in both the Sociology and Multicultural and Gender Studies Departments, recently completed her second summer teaching in Bangalore, India.

Crosby taught at Christ University, an English-speaking university, through the University Studies Abroad Consortium (USAC) program. Her first trip was in 2010, and the second, in 2012.

On her first trip, Crosby was surprised to learn

that she would not be teaching Indian students, but American students instead. During her second visit she went to the dean of the sociology department and let her interest in teaching Indian students be known. To her benefit, both the department and the students were eager to have an American professor there.

“My class met every Tuesday, Wednesday, and Thursday for four hours for four weeks,” she said. “And at least three days per week outside of my own class, I was in another class, lecturing.”

Though she taught sociology of gender in her own class, her other classes covered everything from human trafficking to various issues of inequality. She taught the three major perspectives of sociology to the 11th and 12th graders enrolled in the junior



college on campus, and research methods to graduate students. Every other day, she was in another class. She received great reviews in a country where your reputation is everything.

“The first time I went, since I was a little disappointed that I wouldn’t be talking to members of the community, I did what I do in many foreign countries, I just kind of wandered into the towns,” Crosby said.

Intrigued with the slum communities, she found herself walking through them and constantly being stared at. In India, like many other countries, it is completely normal to stare at people who look like they don’t belong, especially in the slums, where there wasn’t much outside traffic.

One of the people that she was able to strike up a conversation with was a 16-year-old girl who had just finished the 10th grade. On Crosby’s second trip to India, she went back to visit the girl, now 18, and was warmly received.

“It was a really positive experience, not just for me but I think for the locals,” she said, referring to the cultural differences. “The fact that I was present helped, they were able to ask questions.” ■



Above, Nandi Sojourner Crosby, Sociology and Multicultural and Gender Studies professor



Learning through leading

Photo left to right:
First Row: Sarah Dimick, Doua Thao, Nikita Benson, Erin Lund
Last Row: Henry Schlieger, Scott Hunt, Emily La Rue, Tony Amato, Michelle Johnson, Dean Gayle Hutchinson



The best way to tell students' stories about their educational experiences here in the College of Behavioral and Social Sciences is to have the students tell it themselves. Six years ago, I started the Student Ambassador Program for three reasons, 1) connect the college dean with students in a way that allowed her to hear about student success and challenges, 2) engage students in the study of leadership through readings, discussion and community service, and 3) provide students with opportunities to serve as college ambassadors to prospective students, alumni, and benefactors.

The Student Ambassador Program brings together high-achieving students from each of the eleven departments/programs in the college. The selection process is highly competitive. Students with a minimum GPA of 3.0 are encouraged to submit an application to his/her department chairperson who may or may not recommend the applicant to the college dean for further consideration. Successful applicants join a student ambassador online learning/networking community, engage in readings and discussions about leadership, provide feedback on a variety of college and/or university-related issues, participate in and/or lead monthly ambassador meetings, and serve as distinguished student representatives at a number of college, university, and community events. Participation in the Student Ambassador Program requires a substantial time commitment and a high level of sustained performance. Student Ambassadors uniformly find the program meaningful and valuable to their professional development.

The College of Behavioral and Social Sciences greatly appreciates our Student Ambassadors and their willingness to serve as goodwill diplomats!

Best wishes always,
Dean Gayle E. Hutchinson



Erin Lund



Elizabeth Martinez



Mary Swearinger



Doua Thao



Henry Schlieger



Michelle Johnson

Student Testimonies: www.csuchico.edu/bss/news/p18sap.shtml

Symposium

Student research and scholarly work

The Student Symposium is an annual springtime celebration that recognizes outstanding student scholarship in the College of Behavioral and Social Sciences. Select undergraduate and graduate students present on topics researched in one of their courses or as part of a research project sponsored by one or more BSS faculty. In addition to orally presented research projects, a series of engaging and interactive displays are presented during a concurrent poster session.



Isaura Godinez, giving oral presentation

Isaura Godinez entered Chico State the fall of 2010 as a transfer student, and the BSS dean's office greeted her with the college's most prestigious Academic and Performance Scholarship, known as the James O. Haehn Scholarship. Since then, Godinez has received many recognitions, such as the Joanne Adams Memorial Scholarship, 2013 Anthropology Outstanding Student, and graduated *summa cum laude* (honors). Following graduation this spring, Godinez plans to take a year off and then apply to programs in human evolutionary biology and/or in molecular anthropology. She plans to study differential disease patterns in different populations and the links that these diseases may have with genetic predisposition.

Immediately after graduation, Godinez will begin working for the Moore Undergraduate Research Apprentice Program at the University of North Carolina in Chapel Hill. Godinez was told of this program by Dr. Brian Brazeal and Godinez completed the program last summer. Godinez was offered to return to North Carolina by the program director and this summer where she will serve as an adviser to junior and senior students preparing them for graduate studies. She was also offered to work with a program on the women's health campaign in Zambia during her stay at UNC.

Dr. Brian Brazeal commented that Isaura is a brilliant student and he wishes her well in scholarship and service.

more
online

College of Behavioral and Social Sciences accomplishments

FACULTY Dean Gayle Hutchinson, *College of Behavioral and Social Sciences*, was awarded the 2013 Conversations on Diversity Lifetime Achievement Award.

Jean Schuldberg, *School of Social Work* was recently appointed to the California Commission on Aging.

Holly Nevarez of the *Department of Health & Community Services* can now be found splitting her time between Butte Hall and Meriam Library as she recently accepted the appointment of director of the Office of Civic Engagement.

Sally Parker–Anderson, *Department of Political Science* was awarded the Myles Tracy Outstanding Student Organization Award.

In the media recently, professor Janja Lalich, *Department of Sociology*, was on Chicago's airwaves in January for an interview she did on the *Turi Ryder Show*. The interview was regarding the sentencing of a Chicago native involved in the 2008 Mumbai attacks. Not leaving television behind, Lalich was part of an interview on cults for *America's Biggest Secrets*, a show which will air on the History Channel early summer.

STUDENTS **Valene Smith BSS Outstanding Student Leader Award**

Jean-Claire Peltier (*Sociology*)

Glenn Kendall Public Service Award

Swan Toma (*Political Science*)

President's Academic Excellence Award

Erin Lund (*Child Development*)

Fulbright Grant Award Winner

Anna Rushton (*Anthropology Graduate*) ■ <http://www.csuchico.edu/news/current-news/4-24-13-csuchico-grad-student-receives-fulbright-award.shtml>

Outstanding Student Service Award

Austin Larsen (*Sociology*)

Outstanding Graduate Project Winner

Heidi Marie Ogle (*Geography & Planning Graduate Student*) ■ <http://www.csuchico.edu/bss/news/p20-heidi.shtml>



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