

# *PostScript*

SDSU Retired Faculty/Staff News

Winter/Spring 2021

Volume XXXV No. 1

The PANDEMIC SHOPPING Issue



WHAT'S INSIDE	PAGE
<b>Articles and Features</b>	
To the Membership : FYI	3
SDSURA Scholarship Awardees	4
My Cart Runneth Over <i>Joyce Wright</i>	5
Lest We Forget: Lester Becklund <i>Leif Fearn</i>	6
A Reflection on COVID <i>Dean Popp</i>	7
From <i>PostScript's</i> Past: On Shaping the Campus <i>Tony Fulton</i>	8
Inauguration Memories <i>Em Cummins</i>	12
What If . . . ? <i>Leif Fearn</i>	13
<b>SDSURA's 360° View</b>	
SDSU's International Business Program <i>Dean Popp</i>	10
From SDSU's Research Foundation: Tackling Coronavirus	11
<b>Reports</b>	
President's Message <i>Nancy Farnan</i>	2
Treasurer's Report <i>Robin Fishbaugh</i>	6
In Memoriam	12
A Project on the Problems of Aging <i>Tom Donahue</i>	14
Coming in the Next <i>PostScript</i>	15

**Cover:** Located on the east side of the original quad and dating from 1931, this covered walkway of Hepner Hall is an icon of the early campus core.

#### OUR MISSION

To serve the mutual benefits and interests of retired and near-retired faculty and staff. To facilitate continuing contributions by members to the furtherance of the scholarly and other professional objectives of San Diego State University.



Nancy Farnan

#### PRESIDENT'S MESSAGE

*Nancy Farnan, Teacher Education*

We started 2021 by welcoming the New Year, as we do every year. This year was a little different, however, because our hopes in 2021 were for an end to a devastating, worldwide pandemic. Although that end is not swift, 2021 brings promise.

We have the promise of an end to the pandemic with vaccines that medical and scientific communities have developed in record time. I've heard people talk about "the before times" to indicate the loss of what we've missed as we have quarantined to protect our health and slow the virus' spread. Vaccines may not take us back to life exactly as it was, but they will move us

ever closer to normalcy, even if it's a different or new normal.

In the last issue of *PostScript*, I described a Facebook group called View From My Window. The group continues, with new members and new opportunities to "visit" places all over the world. We can also hear the voices of people who send positive messages to the group's over two million members. The originator of the group and her team published a book, based on the posts, that has been so popular that there will be subsequent editions. Members of the group have toured the world without leaving their homes.

Technology has, for many of us, served as a proxy for previous activities. For example, streaming services show movies that we would have seen in the theater. Many of us have become proficient users of technology that connect us with colleagues, friends, and loved ones. SKYPE, Face Time, and Zoom allow us not only to talk to others, but also see them. The SDSU Retirement Association uses Zoom to meet regularly, the minutes of which are available on our website at [retire.sdsu.edu](http://retire.sdsu.edu). We even had a chance to "meet" the 2020 scholarship awardees during one of the Zoom meetings; we anticipate we will be able to celebrate with them in person later this year. Unfortunately, since March 2020, we have had to cancel all face-to-face gatherings; however, the association's Activities Committee and others have worked to ensure that our events can be carried over until later in the year or next year—when we can safely get together.

I look forward to a new normal that will include greeting one another, in person. I wish you health and safety until we can once again visit interesting places and gather for fun and enjoyable events.♦

#### New Feature Inside!

With this issue, *PostScript* is launching a new feature called *SDSURA's 360°View* where we will share highlights of what's going on around the University—in academic departments, athletics, the Research Foundation, Mission Valley, etc. See pages 10 and 11 for a look at the International Business Program and ways that SDSU has been tackling the Coronavirus.

# *To the membership: FYI*

## What's In a Name?

The question of how *PostScript* got its name was asked, so we went to Lucille Wendling—Charter Member, first editor of *PostScript*, and Historian Emeritus—for an answer. When SDSURA's publication needed to be named, Lucille came up with "PostScript" for the following reason. When *p.s.* is added to the end of a letter, it is there to "provide the reader with a continuing thoughtful addition—just as the RA provides its members with a continued sense of community with each other, and the university, after the end of one's career."

And in case you didn't know, Lucille celebrated her 100th birthday in January of this year. Happy Birthday Lucille, and thank you!



*Lucille*

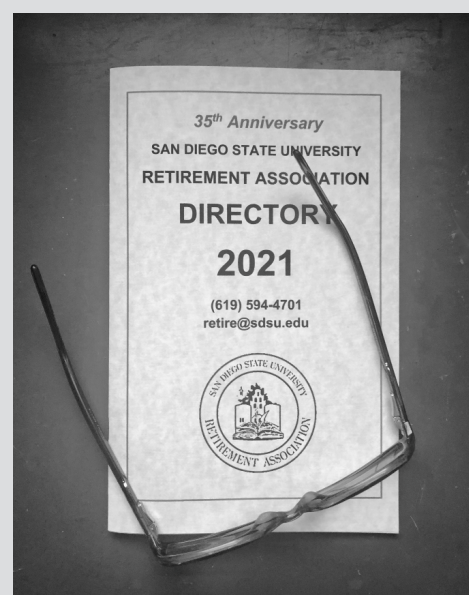
## Stay tuned—Update for the SDSURA Website

The SDSURA Board, with the help of Web Liaison Ron Young and support from University Relations and Development, has been working on bringing our website into the 21st century! Once overhauled, the site will be more current, helpful, and interactive. Thanks to the team working on improvements, as well as Pat Coffey and Deb Quiett, whose past contributions paved the way to where we're heading today. Check it out at: <https://retire.sdsu.edu>.

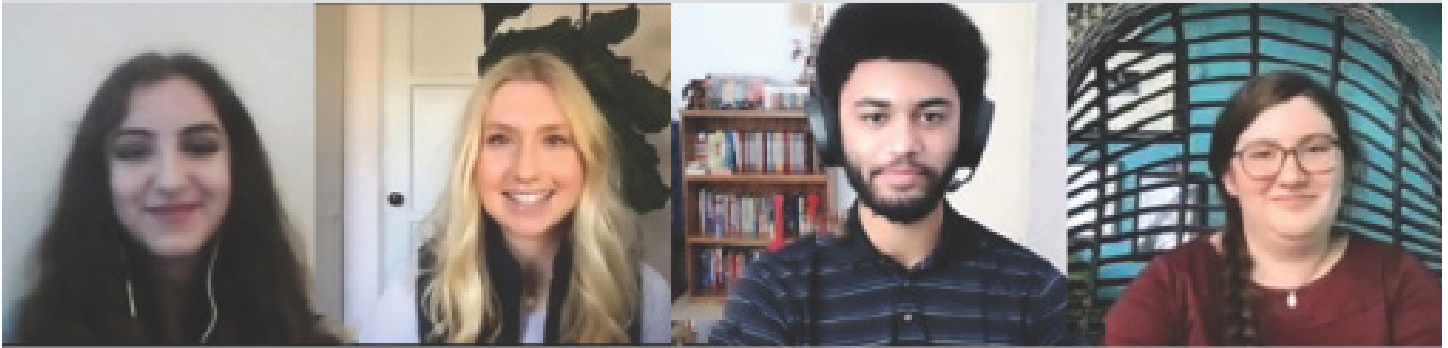
## Changes to the Retirement Association Directory

You should have recently received a copy of the 2021 SDSURA member directory. There was a change made to the format where we excluded some demographic information about members, made necessary by the adherence to SDSU's Information Security Policies and to ensure our members consent to the use of this information in future directories. There is an explanation in the directory (see below for the text included) explaining the reason for the change. In the future, we will request your permission to include certain information in the directory. To do this, we are reformatting the membership renewal documents you will receive in the Fall to include a section where you can give permission for the SDSURA to include specific information (address, phone number, email) in the directory.

At any time, if you are unable to contact someone, we will be happy to provide assistance. You can send us an email at [retire@sdsu.edu](mailto:retire@sdsu.edu) or call any of the board members whose contact information is listed in the directory. We will facilitate the contact between you and another member once they give approval. ♦



## SDSURA SCHOLARSHIP AWARDEES 2020/21



*The SDSURA Board hosted four of our eight scholarship awardees at the January, 2021 meeting, held via Zoom. From left to right they are Sama Aziz, Rebecca Pierce, Avi Martin, and Abigail Castro. Below are biographies of all eight awardees.*

**Sama Aziz**  
***Dr. Aubrey Wendling Memorial***  
***Scholarship***  
**International Economics and German**

Sama Aziz is a second semester student at San Diego State University, studying International Economics and German. She has begun working on undergraduate research, pertaining to the economics department, with a focus on homelessness in San Diego and the costs of utilities. She hopes to continue her studies over the next few years and study abroad. After that she plans to pursue a graduate degree in International Economics with a focus on international trade and relations, and hopes to work with companies across the world as a consultant. In her free time she is an avid writer and cook, and enjoys traveling as well as studying cultures and languages.

as they grow and develop. In the future, Abigail hopes to continue working as an early childhood educator in a classroom as the lead teacher and eventually in an administrative role at a childcare center or working to develop children's recreation programming that suits the needs of children with all abilities.

**Daniel Chalfa**  
**Business Administration**

Daniel Chalfa is currently in his senior year at SDSU. He grew up in San Diego and has been here most of his life. He transferred to SDSU from Southwestern College with an associate's degree in Business Administration. He aspires to run a business of his own one day where he can apply all of the knowledge he has gotten from his degree.

where he maintains equipment and helps researchers and senior design students manufacture parts. He aspires to work in the aircraft industry on either airplanes or helicopters.

**Avi Martin**  
**(Previous Awardee)**  
***Norma Summersgill Memorial***  
***Scholarship***  
**Astronomy major with a minor in Computer Engineering and Honors**

Avi Martin is a third-year student at SDSU. He plans on pursuing a career in information technology and cybersecurity, ultimately completing a graduate program in a related field. Avi currently contributes to the SDSU community in his student assistant position at the Library Computing Hub Help Desk, the primary support for student technology issues.

**Abigail Castro**  
**(Previous Awardee)**  
**Child Development and Recreation and Tourism Management**

Abigail Castro has a double major and plans to graduate this May with her bachelor's degrees. She is in the process of applying to the graduate school program at SDSU with the intention of earning a master's degree in Child Development. She has worked on campus for the past four years at the SDSU Children's Center, where she once attended as a student. She loves working with young children and helping them

**Tristin Hooker**  
***Nore and Nancy Thiesfeld***  
***Scholarship***  
**Aerospace Engineering**

Tristan Hooker is a third-year Aerospace Engineering student. At SDSU he has been a member of Rocket Project, in which he is currently serving as the manufacturing manager. He is proud to be a member of the engineering honor society Tau Beta Pi, and he looks forward to volunteering with them in the future. He has also worked as the assistant equipment technician for the Aerospace Engineering Department,

**Luna Miller**  
**Criminal Justice**

Luna Miller is a junior at SDSU. In addition to her major, she has a double minor in Sociology and Psychology. She plans on attending law school after graduation. Although she is not sure what type of law she would like to practice, she finds criminal and international law enticing options. She would like to participate in international organizations such as *Lawyers Without Borders* or possibly the UN. In her free time, she enjoys surfing, hiking, and painting.

*Continued on page 5*



*Continued from page 4*

**Rebecca Pierce  
(Previous Awardee)  
Kinesiology Pre-Physical Therapy**

Rebecca is a senior at SDSU. Through her own sports injuries, she discovered that movement is essential in the healing process, and this inspired her to learn more in college. While at SDSU, Rebecca volunteered in a Sports Biomechanics Lab focused on injury prevention for the men's basketball team and used a 3D motion capture system to provide clinicians vital information about their movement patterns. She works as a research assistant in the same lab on a study looking at the effect of cognitive behavioral physical therapy on Latinos with chronic spine pain. Rebecca has volunteered over 200 hours in physical therapy clinics around San Diego, most recently the Naval Medical Center's Comprehensive Combat and Complex Casualty Care Clinic. Her dream is to attend SDSU's Doctor of Physical Therapy program and continue her education. She aspires to be a physical therapist working to help athletes focus on preventative care.

**A. Pierre Sherrill II  
Dr. Jerry Koppman Memorial  
Scholarship  
Education/Doctoral Candidate**

A. Pierre Sherrill II (Tonee) considers himself an "agent of positive change." With over ten years of experience working with college students, Tonee's passion to see students engage with their college experience has charted an exciting journey of constant learning, fun and fulfillment. Tonee is a proud two-time alumnus of California State University, Northridge. He received a Bachelor of Arts Degree that focused on the cultures of two underrepresented communities (the Deaf & African American communities) and a Master of Arts in Educational Leadership. He is currently pursuing his doctorate in education from San Diego State University, where he is studying the impact of race on Black men's engagement with campus authority figures. Tonee aspires to further his career in higher education as a professor and perhaps one day a president of a university or college.♦



*Joyce with new boots—online shopping success!*

**MY CART RUNNETH OVER  
Joyce Wright, College of Education**

Alas, with the speedy arrival of the Covid-19 pandemic, brick and mortar stores, already hit hard, were taking an even greater beating. It was all too apparent that the days of meandering through lively malls enjoying the colorful display windows and stopping at the food court to indulge in tasty tacos or a chocolate mint ice cream cone was not going to be a pastime one could look forward to any time soon. Or perhaps ever.

My thoughts drifted back to the excitement of the opening of the College Grove Shopping Mall in 1960. It was the first in San Diego and people were impressed with the 60 stores, restaurants, and activity centers. Expecting my first child 2 years later, I would defy the weight guidelines and head there for a hot fudge sundae after a successful checkup.

My reverie took me even farther back in time when Downtown San Diego was the principal place to shop. At Christmas time the department store Walker Scott would encase Santa Claus in a comfy armchair in the front window and children's chats would be broadcast to the onlookers in front. My mother was shocked to hear her 5-year-old daughter on the loudspeaker unabashedly belting out "Here Comes Santa Claus" for the world to hear.

But, so much for being absorbed by the past. I needed some new boots, and knew it was time I learned how to shop the modern way—online. I bravely launched into my search and quickly became overwhelmed by the seemingly endless choices. Fabric: leather, suede, synthetics? Width: wide, medium, narrow? Wide ankle, narrow ankle? Knee high, calf high, ankle high? Height of heel: from 1 inch to 5 inches? Color: white, snow white, beige, cream, buckwheat, taupe, tan, sandstone? After an hour of mulling over all the options it was time to order. And then more decisions. Payment: Visa, Mastercard, American Express, Pay Pal, Apple Pay, Gift Card? Shipment: overnight, next day, two day?

What at first seemed like a dizzying task resulted in a greater appreciation for online shopping. After two days my purchase arrived, and I hadn't had to change out of my "Covid uniform" of sweatpants and tennis shoes or fight crowds, cranky clerks, or parking hassles at the mall. With a little more practice, I'll be ready for this year's Black Friday and Cyber Monday.♦



## LEST WE FORGET LESTER BECKLUND

*Leif Fearn, Teacher Education*

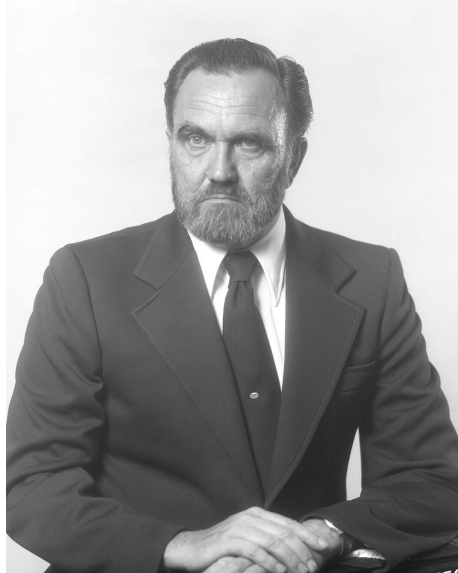
Les Becklund came to San Diego State University (College at that time) in 1967. He was part of a large group of new faculty in the then Division of Education. He came from the University of Minnesota, with a degree in mathematics education and immediately began teaching prospective high school teachers.

Six three or four, lithe, probably 175 pounds or so, Les cut an impressive figure. He'd stand in front of the classroom, lift a leg to put his foot on an unoccupied front table, and explain variables, degrees of freedom, and covariance in a way any fifth grader could understand. He knew research design and how various statistical analyses were appropriate to specific design characteristics and not to others. Then he would explain again in other contexts to ensure his students understood the ideas rather than formulae. We often had students in common. I never heard a graduate student comment about Professor Becklund without emphasizing that he was the best pure teacher they had ever had. While his specializations were mathematics, research design, and statistical analysis, his influence in the classroom was on what expert teaching looks like.

And that brings me to a story he told me late in our first year at San Diego State. He received a written note (no email then) from the secretary ("administrative assistant" now) in the dean's office. He was to meet with the dean before the end of the week. Les made the appointment with Erma Woike, the dean's secretary and showed up at the appointed time. Dean Manfred Shrupp sat opposite Les at his desk, and Fred asked Les how he's doing. Les said fine. Fred said he heard he (Les) was working on an article for publication. Les said he was. Fred leaned forward in his chair, reached one arm across his desk and pointed toward Les. "We brought you here to teach. Don't forget that's what you do here. Don't allow the writing to interfere with your teaching."

That was fifty years ago. The academic culture morphed into a very different message over the years. Les, however, stayed the course. He never allowed anything to compromise his teaching.

And he didn't limit his teaching to students in his classes. I asked if he'd have a cup of coffee with me one day after we'd been on the faculty two



*Lester Becklund, 1983*

years. We were friends, played bridge in a monthly group, and had gallons of coffee together when a cup cost a dime in East Commons. We sat down, and he said, "Okay, what's up?" I was in the final stages of a report on a study on which I'd been collecting data for over a year. I asked if he'd check it over for me. Of course he would, but he stopped after scanning for maybe a minute. "Uffda!" (Les' favored expletive) "What are you trying to do here?" I explained what the data showed. He said, no, you might have the data, but you have a wrong question. And then he said, "I'm not even sure you have the data."

He asked what I'm doing Thursday night. I said I'm teaching. He asked what about after. I said okay. Later that day he said to meet him at the computer center on Morena. In the late 1960s, there weren't data centers available on campus to just anyone, so Les had an account at the 24-hour computer center on Morena Boulevard. I asked when. He said 2:00. I said I have a meeting at 2:00. He said in the morning.

So I was waiting in the parking lot at 2:00 AM. He was already there and opened the door for me. Between about two until seven, Les pressed keys to enter every piece of data I had, plus ways to wrangle the data every way I'd ever heard about and several I hadn't. We walked out with a huge box of punch cards and what felt like a ream of tractor-drive, off-green sheets of data analyses. The day was over, but Les wasn't finished with it yet. We went to a Denny's in Mission Valley, and he talked me through what we had, and explained what I had to do and what

it meant. It was early November. I had the final oral examination scheduled for early December, and had to get the final manuscript in the hands of my committee members two weeks prior to the examination. I can't make it, Les," I said.

"Of course you can. So get to work."

I did, and I satisfied the schedule, rewrote the dissertation, passed the oral examination, and reported passage to my dean before my 30<sup>th</sup> December birthday. I met with Les after the winter holiday. He congratulated me, and seemed to plead, "When you get your next idea, don't do anything until you talk with me." For most of the next forty years that is what I did.

There is something else about Les Becklund. He was an expert craftsman, mostly with wood. He had his workshop in his garage, and a keg of beer on tap; and when he wasn't teaching or helping someone, he was in his garage. I grew up on a farm with a father who also was a craftsman, as farmers have to be. But the equipment and tools we had on the farm were playthings alongside Les' workshop. I used to smoke a pipe. Les made a pipe-smoker's desk rig for me, with a container for tobacco; a lid with my name jig-sawed in stylized script; and a stand to hold pipes upright, bowl-down. It is one of my treasures. I haven't smoked in thirty years, but Les' gift has a place in my home office. There's a bound copy of that dissertation lying around somewhere, as well. ♦

*Note: We thank University Archives Photograph Collection, Special Collections & University Archives, SDSU Library, for permission to use the photo of Lester Becklund.*

### IN MEMORIAM

**John (Jack) McMullen**

November, 2020

Husband of Muffie McMullen  
Accounting Services

**Tom Atchison**

December, 2020

Management

**Albert O'Brien**

February, 2021

History



## A REFLECTION ON COVID

*Dean Popp, Economics*

I think I finally feel like I am retired. Until March, 2020 I had been retired from SDSU for about ten years but I had continued to be involved in several activities. I was the President of the Retirement Association and had Board meetings to attend and organize, I was involved in the scheduling and organizing of the events sponsored by the Association and fielding the infrequent complaint or problem. As I have previously mentioned in articles to the *Postscript*, Sharon and I have volunteered for several years in our daughter's kindergarten class at Carson Elementary School which was a daily commitment of a couple of hours. But it was a lot of fun, there is nothing quite like having your knees hugged by a five year old. We both were members of the YMCA and would exercise there several times per week. We attended all SDSU basketball games and regularly attended plays and some music events. We have both been active in Osher at SDSU by taking classes and Sharon was on several committees for the group. The time commitment for Osher was variable but would usually involve five to six hours per week, sometimes more.

Unfortunately, all of our previous activities involved being with and near to people, exactly what COVID does not allow. So, now we are no longer involved in these activities and are restricting ourselves to our home for many hours each day because our age and some health conditions suggest it is prudent to limit our contact with



*Sharon and Dean's Osprey*

people. Bummer! I am sure you find yourself in some version of a similar situation. Now, we have picked up a few new activities including walking and we have purchased a stationary bike and straddle it every few days in our guest bedroom. There is the infrequent Osher class on-line which is nice but nothing like being in a classroom with other folks and Sharon is pretty active with Zoom, taking Yoga classes, some music classes and participating in a virtual book club. We also Zoom and meet socially distanced with a few friends in someone's back yard or driveway. The Aztec basketball team receives our full attention when they play as we sit glued in front of our TV.

There are two other issues that we really miss and look forward to getting

back to once the pandemic recedes, one is eating at restaurants with friends and the other is traveling, especially to Europe. It is becoming quite obvious that we are spending less money these days on dinners out, gasoline, movies and other forms of entertainment. Sharon has also mentioned she is getting tired of looking at the same shirts that I wear every week so maybe it is time to buy a few new clothes which I have not done for a year. For the past several years we have taken at least one major trip per year and often two trips. In the past year a trip to El Cajon is now considered a major event and Temecula requires intensive planning and map study, as well as making sure we have a full tank of gas.

There are some bright spots in the past year, one is the use of Zoom as a personal way to communicate. It has its limitations but will be with us for a long time. In many ways, I like it better than the phone. Also, Sharon and I have discovered some great places to walk in San Diego, several in our neighborhood but also along the waterfront and a walk in Mission Bay around the pond where enthusiasts can pilot their small power boats. We have our own private Osprey that we search for each time we walk there.

I am confident we will look back at this year as difficult but nevertheless a growing experience. At this point it does not feel that way and for many of our age group it has been life changing and a period of loss. I am confident better days are ahead.♦

### TREASURER'S REPORT

*Robin Fishbaugh Treasurer*

**SDSU Retirement Association Accounts as of  
March 9, 2021**

Scholarship Endowment Fund	\$273,543.93
Scholarship Fund	\$20,123.64
Operating Account	\$19,752.72
Activities Account	\$14,390.51
<b>Sub-total</b>	<b>\$327,810.80</b>
Bohnsack Scholarship Endowment Fund	\$57,651.33
Bohnsack Scholarship Fund	\$3,037.31
<b>Sub-total</b>	<b>\$60,688.64</b>
<b>Total Assets</b>	<b>\$388,499.44</b>



## From PostScript's Past . . .

### ON SHAPING THE CAMPUS *Tony Fulton, Facilities Planning*

Asked to write an article on what shaped the campus architecture and how the campus grew over my 28-year tenure at SDSU, I need first to reflect on the campus upon my arrival in 1979 and the conditions I walked into. If you want the complete history before I arrived, you need to reference Raymond Starr's *A History in Word and Image* (1995) and other historical references about the campus.

When I was hired in 1979, Jerry Brown was serving his first term as Governor and in short order salaries, budgets, and positions were frozen. Faculty offices were small and furnished with a chair, grey metal desk, and a 4-drawer file cabinet. Mine, too. There was no air-conditioning in buildings, and all floors were vinyl tile, both items mandated by the state. No air, no carpet. I was hired into a "building coordinator" position left over from the time Industrial Arts faculty were given release time to work on planning new buildings. Outside of the chief architect in the Chancellor's Office, I was the only architect in the entire CSU system. Yikes! What did I get myself into.

One could observe that most buildings were rather plain concrete boxes with square windows, not influenced by Bauhaus or Beaux Arts design nor the Mission style of the original 1929 campus. I later found out many of these 1960s vintage

for construction funding by a strictly enforced enrollment-needs formula and executed by external state personnel. State funding for buildings initially came from California offshore oil revenues and that source was quickly drying up by the early 1980s.

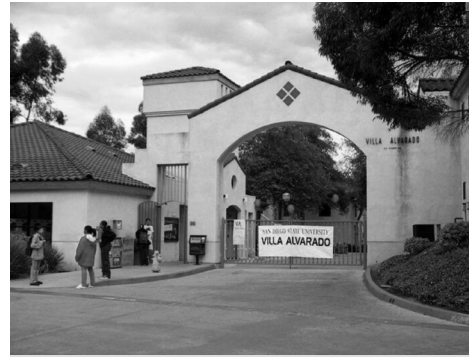
During the mid-60s, campuses were encouraged by the Board of Trustees to have a Master Plan Architect. Ours was Frank L. Hope, a distinguished San Diego architectural firm. As a result, they authored a master plan in 1968 designating locations for new buildings and one which suggested that: "all buildings should be painted white, have tile roofs, and arched forms and features reflective of the original campus." This resulted in buildings like Music,



*Parking Structure II*

Drama, Library, Adams Humanities, and the Art Building, all executed during the late 1960s and into the 70s. There wasn't much tile but at least all buildings were white and it resulted in a main mall that bridged a canyon, which held the campus together.

My first assigned project was Parking Structure II between Hardy and Lindo Paseo. It had already been designed and cost \$2.1 million to build, but over \$2.0 million was spent annexing land for its construction, the first land bought since the original campus. There wasn't much need to alter the master plan during the early 1980s since our focus was to renovate the original campus quad, the Women's Gym, and the PSFA Building with state funds as they became available. Campus housing also became a focus with Tenochca Hall and the Alvarado Apartments being built with non-state resources.



*Main entrance to Villa Alvarado*

The apartments were our first attempt to try out the master plan concepts on new buildings. Parking continued to be a problem and PS III was quickly added when the City of SD installed "resident only" permit parking in the surrounding neighborhood. We never had enough parking. Meanwhile, in 1983, the Chancellor's Office facilities staff expanded from seven to over 50 people, and projects were newly funded with state bond revenue. This action created a wealth of projects and allowed for facilities to accommodate an expanded enrollment. Unfortunately, during this period, SDSU spent a lot of its capital resources supporting and establishing the North County Center which eventually became CSU San Marcos.

Long sought-after funding for a student services building led to construction of Student Services East in 1986 and eventually a western annex in 1995. The master plan was



*Music and Don Powell Theatre buildings*

structures were influenced by cost and designed by the Office of the State Architect with little input from the campus. Projects were supported



*Student Services East*

finally revised to accommodate these new facilities and demolish the little-used Campus Lab School. Both buildings attempted to honor the



*Chapultepec Hall*

principles of the original master plan. One did it well, the other not so well. Master plan revisions were done on a one-at-a time basis and no thought was given to a comprehensive growth plan.

In the early 1990s, there were several student votes to begin constructing a student recreation center with an adjunct arena for events and athletics. Additional parking was also contemplated to support the construction. This project coupled with the construction of Chapultepec Hall, a high-rise dormitory on the west side of campus, incensed the College Area community and eventually led to legal action which delayed the arena construction for several years. Parking, traffic, the historic significance of Aztec Bowl, as well as the height of the new residence hall became nagging issues. We, therefore, separated what was once planned to be one building and proceeded to construct Parking Structure IV and the recreation center portion of the project on distinctly separate sites. Eventually the arena was built and completed in 1997.

While these non-state-funded projects proceeded slowly, state funding was continuing to be made available through bond sales. Eventually, we renovated the Women's Gym, now ENS, and we soon discovered that libraries and engineering buildings were making great strides within the CSU system. Hoping to ride that trend, we proposed an addition to Love Library and the Engineering Building. The Love Library addition was funded and eventually built, and the Engineering Building was funded but never constructed, as bond funding was suspended for several years and enrollment in engineering dropped. The library tried desperately to follow some master planned principles but

introduced a domed element for a new entry.

Meanwhile during this period, the SDSU Foundation constructed the Gateway Building, and Aztec Shops completely renovated the East & West Commons. We also proposed a complete replacement of the Chemistry Building with a follow-up renovation to the original structure. The first building in the sequence was a Chemical Sciences Laboratory facing the entrance to campus on College Avenue. As a featured building it had to have the elements of architecture reflective of the original campus, and it did. The renovation, completed some years later in 2002, was the first attempt at covering up the boxy architecture of the original building. It was a reasonable success.

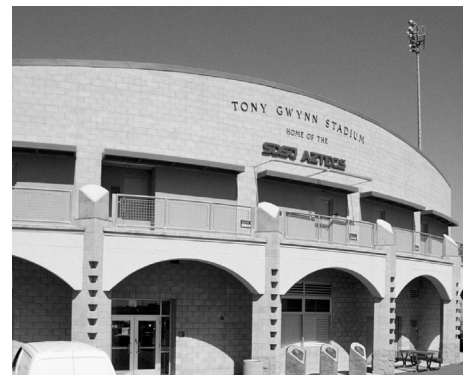
So now we enter the period of really rapid growth, the mid-90s. Given a huge donation to expand the campus athletic facilities, a master plan was commissioned to



*East Commons*

completely revamp the west side of campus, improve athletic facilities, add parking, and re-shuffle residence halls, tennis courts, etc. This led to the construction of Tony Gwynn baseball stadium, Parking Structure 5 with a unique running track and field on top, and eventually with subsequent donations an Aztec Athletic Center, Tennis/Softball Complex, and improved recreational fields. In addition to the donations which made this possible, the campus non-state sources contributed parking funds, housing funds, and master planning support until all projects were completed by 2003. Students also supported a project to replace the old swimming pool with a state-of-the-art Olympic-sized facility.

While all this is going on, I must not forget to mention the Light Rail Trolley. While many of you may not



*Tony Gwynn baseball stadium*

know, planning for the trolley began in 1992. It was not completed until 2004, fully 12 years later. Originally several routes were contemplated, most along the I-8 freeway corridor, the cheapest alternatives for MTDB. None of them served the campus population well. We wanted a station where the most access to students could be obtained. Through some judicious persuasion we finally got the "subway" route we wanted through the campus. As a result, the campus pledged the building of Parking Structure 6 to offset the loss of parking during construction.

Several on-going projects were also in the works during the early 2000s. A state-funded Social Science Building was completed in 2004, followed by an addition to the Gateway Building, an Alumni Center, and a new Student Health Services Building.

As I retired in 2007, planning was underway to expand the Student Union, renovate the Storm/Nasatir complex, and revisit Engineering. State funding had dried up again by then and several attempts to revise the master plan were facing legal challenges. It seemed like a good time to retire, so I did. As predicted, it took several more years to see these projects completed.

What you now see is that the campus is a complex of modern architecture mixed with some of the details reflective of the original campus. Landscaping, paving materials, and anchor features hold the campus palate together. Many of the buildings were built with self-support and donor funds, less with state-funded support. This likely will be the future as the campus expands toward the west.

Good luck!♦



# SDSURA'S 360° View



*Hannah Morrison, China*

## SDSU'S INTERNATIONAL BUSINESS PROGRAM

*Dean Popp, Economics*

About 30 years ago Professor of the French Language, Al Branan, and Professor of Management, Michael Hergert, saw the value of and culture in preparing students for careers in international business. This turned out to be a novel concept that found immediate interest among students and the business community and evolved into the International Business Program at SDSU (IB Program). The degree program is unique in that, although it is officially housed in the College of Arts and Letters, the degree is offered jointly by Arts and Letters and the Fowler College of Business. The program currently serves about 500 majors who pursue a rigorous business program of classes while also acquiring proficiency in one of 11 languages and exploring the history and culture of one of six regions of the world. Not surprisingly, given our location, the most popular language studied by students is Spanish but many students also emphasize French, Japanese, Chinese, German, and Italian languages. The remaining languages (Italian, Arabic, Portuguese, Korean and Russian) have at least five or more students. There is also an English language track for international students. The IB program is well respected both at SDSU and more broadly in the academic and business community and is

currently ranked 8<sup>th</sup> in the nation by US News and World Report, 2021. Other universities in the top ten of this ranking include University of California, Berkeley, Georgetown University, University of Pennsylvania and University of Southern California, very prestigious company.

The curriculum of the IB program primarily relies on existing courses offered in the College of Business and in the various language departments in the College of Arts and Letters.

Students take a structured set of business classes, classes in their chosen language and cultural classes (history, art, literature...) pertinent to the area of the world within which their language is located. The only permanent faculty member is the Director, John Putman, a faculty member in the Department of History.

An essential element of the IB Program is strong and enduring relationships with specific universities in the foreign countries where the 11 languages offered at SDSU are spoken. So, IB has an exchange university partner in Italy, for example, because Italian is taught at SDSU but IB does not have an exchange university partner in Sweden because the Swedish language is not taught at SDSU. IB students are required to study abroad for at least a semester in a country in which their language of emphasis is taught. So, an IB student studying Italian at SDSU would have to study abroad at a university in Italy with whom IB has a working relationship. The IB Program staff at SDSU maintains close working relationships with the staff at the small number of foreign partner universities which provides accurate information on the appropriateness of curriculum offerings at the foreign universities for inclusion in the SDSU student programs. SDSU IB students are assured that classes they take abroad will be accepted at SDSU and will satisfy SDSU requirements. IB students

studying abroad usually enroll in business, cultural or language classes at the foreign partner university. The close relationship with the staff at foreign universities also allows the IB program to monitor the academic progress of SDSU students studying abroad.

The IB Program agreements include a two-way exchange of students, with foreign university students attending SDSU as well as SDSU students attending foreign universities. The exchange agreements allow the students to



*Anne Li, Korea*

pay the fees to their home universities while studying abroad which simplifies the process for students. The staff at IB advise and assist the foreign students studying at SDSU to make sure they enroll in classes that will satisfy requirements in their home university. Generally, IB students studying abroad must take classes taught in the foreign language, which requires a fairly high level of language proficiency. This requirement is eased in the case of foreign languages such as the Asian languages, Arabic and Russian where the structure of the language is quite different from English but for these languages IB students are still required to take some language classes in the language of that country.

Another important element of the IB curriculum is an internship which

*Note: We thank John Putnam and Maribel Franco of the International Business program for providing the photos for this article.*

*Continued on page 11*

Continued from page 10

provides students with an opportunity to gain valuable work experience and apply the classroom knowledge in a professional setting. The internship requires 150 hours at the internship site and allows students to develop practical skills, the opportunity to network and make connections in the professional field. Many students are able to secure a first job upon graduation through the contacts they make while completing the internship.

The students in the IB program are representative of the population of students at SDSU. Women comprise 59% of the majors and 34% of the majors are Hispanic/Latino while 30% are white. The average units enrolled varies by student level but hovers between 15 and 16 units per semester while the average total GPA of majors is 3.32.

The International Business Program is an excellent example of a degree program that blossomed from the interaction of two faculty who had a good idea and then evolved into a nationally recognized academic program that has brought acclaim and recognition to SDSU♦.

## From SDSU's Research Foundation . . . TACKLING CORONAVIRUS

**F**aculty from all seven of SDSU's colleges are studying COVID-19, analyzing how COVID-19 operates and spreads, how the pandemic affects our mental health and how communities are coping. A few examples follow.

**Eyal Oren**, associate professor and interim director of the School of Public Health, is working with clinical partners in San Diego to collect information on COVID-19 cases in order to understand who is more likely to test positive for COVID-19 depending on characteristics like age, gender, ethnicity or occupation. His project is funded by the County of San Diego Health and Human Services Agency.

**Surabhi Bhutani**, assistant professor in the School of Exercise and Nutritional Sciences, is examining the relationship between loss of smell and taste and COVID-19. In one analysis, Bhutani and colleagues found that smell loss during illness is the best predictor of COVID-19 status.

Public Health professor **Hala Madanat**, and Institute of Public Health director **Corinne McDaniels-Davidson** are partnering with the County of San Diego Health and Human Services Agency to recruit and train a workforce of Community Health Workers to provide culturally appropriate and linguistically concordant COVID-19 contact tracing services in underserved communities.

School of Nursing assistant professors **Amanda Choflet** and **Judy Dye** are collaborating with Sharp HealthCare to better understand the effect of COVID-19 on the stress, coping and anxiety levels of nurses.

Psychology professors **Gregory Talavera** and **Linda Gallo** are studying the impact of the COVID-19 pandemic on the health and well-being of Latinx residents of San Diego's South Bay. They are surveying 2,200 participants on the psychosocial and socio-economic impact of the pandemic, as well as COVID-19 health status,



testing, hospital admissions and recovery.

Virology professor **Forest Rohwer** and associate professor of mathematics and statistics **Naveen Vaidya** are collecting and analyzing environmental samples for COVID-19. Their team is developing mathematical and computational models to predict COVID-19 risk and trends in different parts of San Diego, informing public agencies about how the virus spreads and determining if there are environmental reservoirs where the virus thrives. Their work is funded by a Rapid Response Grant from the National Science Foundation.

Civil, construction & environmental engineering associate professor **Natalie Mladenov** and assistant professor **Matthew Verybyla** are working with public health assistant professor **Kari Sant** to measure SARS-CoV-2 in wastewater and evaluate its persistence in water. They are using spiking and degradation experiments, combined with sample collection from waterways with known wastewater contamination, to understand the persistence of SARS-CoV-2 in wastewater and surface water. The project is funded by the California State University COAST program and San Diego River Conservancy.

Public health professors **Hala Madanat**, **Susan Kiene**, and **Eyal Oren** are leading an NIH-funded project to increase uptake of testing in underserved com-

munities, hoping to curb these disparities. The effort, dubbed "Communities Fighting COVID!," aims to test 42,000 people in 14 months.

Professor of geography **Ming-Hsiang Tsou** directs SDSU's Center for Human Dynamics in the Mobile Age, where they have developed a comprehensive resource database to help monitor and visualize outbreak patterns in San Diego County using big data, GIS and social media. The Research HUB data includes vulnerability maps, timelines that track major policies and events for 16 major cities, and SMART dashboards that use social media and keywords to monitor real-time information.

Biology professor **David Lipson** is collaborating with San Diego biotechnology company Menon Biosensors and University of California, San Diego researchers to develop a new COVID-19 test using a combination of molecular biology and nuclear magnetic resonance technology.

Professor **Shawn Flanigan** and associate professor **Megan Welsh** in the School of Public Affairs, are surveying unsheltered homeless to understand how they cope and survive during shelter-in-place orders, which have disrupted access to needed services and resources. Their project is funded by the California Tobacco-Related Disease Research Program.

**Xialu Liu**, associate professor of management information systems, is using statistical methods to analyze how government actions impact the spread of COVID-19.

<https://research.sdsu.edu/covid-19-projects> Information courtesy of Kellie Woodhouse/SDSU Research♦

*Note: We thank Deborah Brighton of SDSU's Research Foundation for permission to print this excerpt from the 2019-20 Research Highlights brochure.*



## INAUGURATION MEMORIES

*Em Cummins, Counseling & School Psychology*

Like a proverbial time machine, the recent Presidential inauguration ceremony transported me back 72 years to January 20, 1949 when President Harry Truman was sworn in as the 33<sup>rd</sup> President of the United States. I was an 11-year old 6<sup>th</sup> grader in Dearborn, Michigan. The librarian at Wm. Ford Elementary School had acquired a TV set to receive the first-ever nationally televised Presidential Inauguration. Never having seen a television set before, I can never forget the experience of watching President Truman take the oath of office on a tiny black-and-white screen in our school library.

Fast-forward 12 years to 1961 when JFK was inaugurated our 35<sup>th</sup> President. Em Cummins—then a high school English teacher in La Puente, CA—was thrilled that a poet was scheduled to participate in the inauguration for the first time in American history. President Kennedy invited Robert Frost to recite his poem, “The Gift Outright” during the ceremony. Here’s part of what he read:

*The land was ours before we were the land’s  
She was our land more than a hundred years  
Before we were her people.  
Such as we were we gave ourselves outright  
To the land vaguely realizing westward,  
But still unstoried, artless, unenhanced,  
Such as she was, such as she will become.*

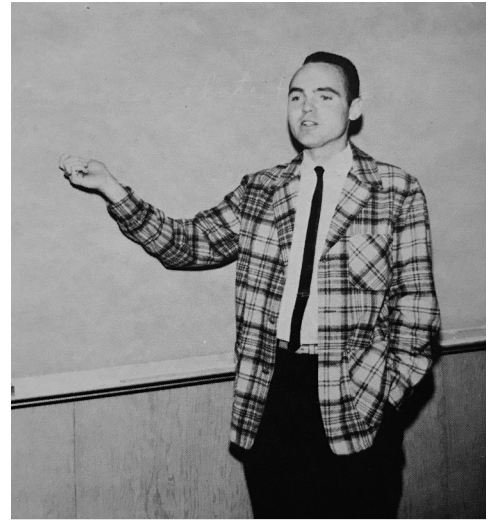
Thus a precedent was set: the invitation to an American poet to share words of meaning with the nation. Bill Clinton continued this practice in 1993 by inviting Maya Angelou, who recited “On the Pulse of Morning” at his first inauguration. Here’s an excerpt from her poem:

*A Rock, A River, A Tree  
Hosts to species long since departed,  
Marked the mastodon,  
The dinosaur, who left dried tokens  
Of their sojourn here  
On our planet floor.*

*But today, the Rock cries out to us, clearly, forcefully,  
Come, you may stand upon my  
Back and face your distant destiny,  
But seek no haven in my shadow;  
I will give you no hiding place down here.*

President Barak Obama invited poet Elizabeth Alexander to his inaugural in 2009, and poet Richard Blanco in 2013. And following this tradition, President Joe Biden invited poet Amanda Gorman to read at his inauguration. Only 22 years old, she was the youngest person ever to deliver a poem at a presidential inauguration. Here are some of her memorable words:

*We’ve seen a force that would shatter our nation  
rather than share it  
Would destroy our country if it meant delaying democracy  
And this effort very nearly succeeded  
But while democracy can be periodically delayed  
It can never be permanently defeated  
In this truth  
In this faith we trust  
For while we have our eyes on the future  
History has its eyes on us*



*Em teaching high school English, 1961*

## WHAT IF...?

Leif Fearn, Teacher Education

Michel Eyquem Seigneur de Montaigne, more widely known as Michel de Montaigne (1533-1592) tends to be known primarily as the author of *Essays* (J. M. Cohen copyright 1958 in Penguin Books, Ltd., London). The title word (Essays) is from Latin and means “exploration” or attempt at meaning or understanding. He wrote many explorations, usually titled “On ...,” as in “On Cruelty” and “On the Art of Conversation.” An attempt at meaning or understanding rests on a foundation of wondering or pondering, usually called curiosity, one of several classic creative thinking skills.

So I was wondering, what if the racial divide isn’t about racism? What if no one’s a racist? What if no one hates anyone just because of a difference in pigmentation or a language or dialect unlike one’s own or the texture of hair or the shape of a face? What if we’re chasing an illusion that resides in our own individual mind and soul, an illusion with which we have been trained from our earliest days and for which we provide labels that allow us to unconsciously avoid what masquerades as a problem? What if race really were merely a label for a social construction, and if the social construction went away, a divide would remain?

What if we were to eliminate race as the rationale for our division? Would we invent something else? Isabel Wilkerson (*Caste: The Origins of Our Discontent*, Random House, 2020) seems to suggest there is self-interest in our need for some sort of social stratification not unlike our racial divide, but not necessarily pigmentation. There appears to be a persistent fear of upsetting the existing social class system that rests in dominant-class peoples blaming the poor for their failures (Nancy Isenberg, *White Trash: The 400-Year Untold History of Class in America*, Viking, 2016).

There appears, as well, the political notion that when we define politics as conflict, we preclude decision-making on the basis of common interests (Jane Mansbridge, *Beyond Adversary Democracy*, The University of Chicago, 1980, 238); for if we begin with conflict as the fundamental basis for social interaction, we’ll even invent conflict, if none is readily available. What if we have invented the racial divide as a basis on which to interact as a society?

The Wilkerson and Isenberg examples are relatively transparent explanations for what appears to be our inability to solve the problem of America’s racial divide. But they do not respond to the Boston Globe’s back cover review of Carol Anderson’s *White Rage: The Unspoken Truth of Our Racial Divide* (Bloomsbury, 2016): “... American history as seen in the violent white reactions to black progress...”

Perhaps we could solve the racial divide problem virtually overnight, if we wanted to. What if we don’t want to? What if the racial divide isn’t a problem. What if the racial divide is a solution. What if the racial divide is a solution for our social, political, and psychological need for dominance?♦





## A PROJECT ON PROBLEMS OF AGING

Tom Donahue, *ERFSA/Benefits*

With this issue of *Postscript*, I'd like to begin a long-term discussion and analysis of useful websites for those persons who are interested in problems of aging. In current gerontology studies, people of retirement age are studied in one of three age-span categories. We are placed in early-old (ages 65-75), or middle-old (76-84), or elderly (85 and onwards.) This intriguing approach began with work in South Korea in a report by Sang Bum Lee, Jae Hun Oh, Jeong Ho Park, Seung Pill Choi, and Jung Hee Wee entitled "Differences in Youngest-old, Middle-old, and Oldest-old Patients Who Visit the Emergency Department," and on the web the discussion is found at [ncbi.nlm.nih.gov](https://pubmed.ncbi.nlm.nih.gov). The original treatment focusses on differences in aging between men and women, increases over time in admissions to internal medicine and intensive care, and length of ensuing hospital stays. The analysis giving these specific age ranges seems to be a useful one, and is likely to catch on in future scholarship.

There is a fuller and quite informative treatment of the problems of aging in the Wikipedia article found at [en.wikipedia.org >wiki>Old\\_age](https://en.wikipedia.org/wiki/Old_age) wherein separate and additional focus, the age ranges shift from young old (60 to 69), the middle old (70 to 79), and the very old (80+). This article has a wide-ranging discussion of difficulties in aging according to geriatrics (the medical emphasis) and gerontology (psychological, social and policy issues), and a reader will refer to it many times in order to have a taxonomy of issues in aging. The list of subjects for physical problems has few surprises, and includes bone and joint degeneration, chronic diseases, gait change, hearing, cardiac inefficiency, and quite a number of others, with a major concern for increasing frailty and injuries from falls. Psychological

changes include depression, fear of health loss, and fear of crime. Of keen interest is the finding that middle-old age seems to be a period of stasis and adjustment in the aging process although this conclusion comes from a rather dismal perspective: this period shows fewer suicide attempts than the earlier young old-age span (see Suicide in older adults: current perspectives at [dovepress.com](https://dovepress.com)).

Some sites ask for a subscription fee. We will look at a few of these in the future, but one which comes highly recommended (by Professor Rick Schulte) is written by Leslie Kernisan, M.D., and contains advice both for a person moving along in years and for family members of that person. The site is found at <https://betterhealthwhileaging.net>. We will have more to say about such sites in due course.

At times a foray into information available on the web can be relatively benign and a bit helpful, and it can require only a slight effort. A worried but less-than-computer-confident acquaintance recently asked whether or not a website could answer the question of why he had a racing heart rate when he retired to bed for the night. The answer, when properly Googled at [www.hopkinsmedicine.org](https://www.hopkinsmedicine.org) and [www.medicalnewstoday.com>articles>heartpalpitations](https://www.medicalnewstoday.com/articles/heartpalpitations), is to see your doctor; but the condition is ordinarily harmless and can be relieved by drinking water ahead of time and doing deep-breathing exercises for five or ten minutes when such an episode begins. (This information, I have to add, was gladly received although the exchange rapidly degenerated into rough male joshing along the line of "I suppose sudden death is just nature's way of telling you to slow down.") The point is that many of us are using the web, and depending on it for others and for ourselves, for health inquiries already.

Of course some subjects require a wide ranging inquiry, covering lots of sites and long periods of time-intensive reading. Here's another personal story illustrating this matter: recently a long-time friend (for 58 years) in academic life chose to end it all because of what is noted in some places in the recent literature as the three critical conditions: bereavement (he was recently a widower), clinical depression, and rapid-onset Alzheimer's. It seems that the danger for suicide is greater in earlier stages of the disease than later ones. This subject is treated in the most recent reputable studies, like those found under Alzheimer's at [pubmed.ncbi.nlm.nih.gov](https://pubmed.ncbi.nlm.nih.gov). It takes a few days of inquiry before one gets the fuller picture of the dangers in this disorder.

And finally: some subjects are quite important, yet difficult to find on the web. At the beginning of February, the state of California at last made it easier to register to get the COVID-19 inoculation sequence. While some HMOs are gearing up to better organize their vaccination programs, the state has stepped up its involvement. Beginning with a trial run in San Diego and Los Angeles for the website, at last people could register at [myturn.ca.gov](https://myturn.ca.gov) for an appointment to get the vaccine for this brutal virus—and not a moment too soon.

In short, a list of useful websites discussing problems of aging would be helpful to many readers of *PostScript*. The Retirement Association asks for suggestions and submissions for this list. The next issue will discuss helpful sites showing changes in spending in retirement, but suggestions of any sites on all pertinent subjects will always be welcome. Please e-mail those suggestions to [donahue\\_thomas@ymail.com](mailto:donahue_thomas@ymail.com). ♦

### WEBSITES MENTIONED

**The new investigative paradigm:** Differences in Youngest-old, Middle-old, and Oldest-old Patients Who Visit the Emergency Department at [ncbi.nlm.nih.gov](https://pubmed.ncbi.nlm.nih.gov)

**General remarks on aging:** [en.wikipedia.org >wiki>Old\\_age](https://en.wikipedia.org/wiki/Old_age)

**A subscription resource:** <https://betterhealthwhileaging.net>.

**Palpitations:** [www.hopkinsmedicine.org](https://www.hopkinsmedicine.org) and [www.medicalnewstoday.com>articles>heartpalpitations](https://www.medicalnewstoday.com/articles/heartpalpitations)

**Alzheimers:** Google yields many sources discussing this subject under "Alzheimer's and Suicide." A variety of publications on this topic are at: [pubmed.ncbi.nlm.nih.gov](https://pubmed.ncbi.nlm.nih.gov)

**The Covid-19 vaccine in California:** [myturn.ca.gov](https://myturn.ca.gov)

## Coming in the next PostScript. . . YOUR GREATEST ADVENTURE!

### ADVENTURES

Barbara Barnes, Enrollment Services

Have you ever rafted white-water rapids through the Grand Canyon, sighted a Resplendent Quetzal in the cloud forests of Costa Rica or vagabonded to Alaska? Have you been surprised by a rattlesnake under your backyard grapefruit tree, spotted a Bighorn in the local desert, or housetrained a puppy? If you've lived any of these moments, you've had an adventure, and *PostScript* invites you to tell your story.

Share with us your most thrilling times, old and new. If your adventure involved travel, tell us how you prepared, who kept you company, the food you ate. If your adventure was dropped upon you—you moved to a new town when your significant other took a different job, you were drafted into military service,



*Peninsular Desert Bighorn in Anza Borrego Desert State Park, January 2021*

you took on the care of an elderly parent, you faced that snake in your yard—share, if you'd like, how you found your way through the lows and celebrated the highs. Or perhaps your adventure was of the cerebral sort—

academic research, scientific discovery, writing a novel. How did the path find you and where has it led?

And, no matter what your adventure, did it turn out differently than you expected? Did it change you? Did you learn something? (For me, a lesson that's remained through the years is, "Don't go skinny dipping where you don't know the territory.")

And we are very aware of the fact that, for many of us, living through the pandemic has been a kind of adventure. On-line shopping, Zooming with friends, and as Dean said in his reflection on COVID (see page 7), even a drive to El Cajon, can be counted as memorable, if not challenging events, certainly the stuff of adventure. So, please share your stories—one or even several. And if you have dreams of future adventures, share those as well. We can't wait to hear!♦

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Coming in the Next  
*PostScript*  
“*Greatest Adventures*”

*Left: Looking east from Campanile Mall across the plaza—Hepner Hall, the domes of the Physics and Astronomy Building, a corner of the Faculty Staff Center, and the old Administration Building--red tile roofs, arches, and palm trees.*

**DEADLINE: July 31, 2021**

Please e-mail your double-spaced article of approximately 400-1000 words to [whitesagecafe@aol.com](mailto:whitesagecafe@aol.com). If you have no access to a computer, mail your typed or clearly printed article to SDSU Retirement Association (see address below). Scanned photos may be sent as an attachment or mailed. Contact Barbara Barnes at [whitesagecafe@aol.com](mailto:whitesagecafe@aol.com) if you have any questions.

*PostScript* is published by the San Diego State University Retirement Association  
5500 Campanile Drive, Gateway 3528, San Diego, CA 92182-5000  
Phone: 619.594.4701 email: [retire@sdsu.edu](mailto:retire@sdsu.edu)  
WEB PAGE: <http://retire.sdsu.edu>