



WEBER STATE UNIVERSITY



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A Psalm of Life

by Henry Wadsworth Longfellow
*What the Heart of the Young Man Said
to the Psalmist*

*Tell me not, in mournful numbers,
"Life is but an empty dream!"
For the soul is dead that slumbers,
And things are not what they seem.*

*Life is real! Life is earnest!
And the grave is not its goal;
"Dust thou art, to dust returnest,"
Was not spoken of the soul.*

***Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Finds us farther than to-day.***

*Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.*

*In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!*

*Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!*

*Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;*

*Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.*

***Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing
Learn to labor and to wait.***



Yulia Goff

“Learn to labor and to wait”

Henry Wadsworth Longfellow, an American poet and educator, wrote “A Psalm to Life” while he was still a young man, but the poem contains timeless wisdom.

Like any good poem, it is open to a number of possible interpretations, and it can provide insights for many of life’s important pursuits. The last line, “Learn to labor and to wait,” made me think of education. Work and patience are crucial to academic success.

Students come to Veterans Upward Bound as adults who already know how to work. To succeed in college, you have to work hard, but you also have to work smart. What does that mean? It means planning, brushing up on study skills, studying regularly, being realistic about schedules—and asking for support.

All of us at Veterans Upward Bound have gone to college. Some of us are the first in our families to go beyond high school. A couple of us are currently working on graduate degrees. We know what it’s like to be a non-traditional student, and that is why, in addition to academic help, we are happy to provide support and advice.

Being patient is equally important. Education is a process, often a grueling one. But the rewards of personal growth and improved career opportunities are well worth the wait and the labor.

Step by step, you will find yourself advancing steadily toward your educational goals. And Veterans Upward Bound is here to provide you with a sure start and support along the way.

SPECIAL SERVICE FOR VUB PARTICIPANTS



VUB has a limited supply of laptops we loan out each semester to students who really need them. Here are the guidelines we use:

LAPTOP LOAN PROGRAM

1. We loan a laptop out for one semester at a time. A person must physically return the laptop after finals. No matter when in the semester it is borrowed it must be returned after finals.
2. We keep a list of people who want to borrow a laptop and the date they were added to the list.
3. When a laptop is returned, it goes to the longest waiting person on the list for one semester. If no one is waiting, then the person returning the laptop can use it another semester.
4. There is no rental fee.
5. Unusual damage to the equipment is the financial responsibility of the user.
6. A contract must be signed for the loan to take place.

If you need a laptop, please contact Jan at 801-626-7173 .

Music helps in healing process, some veterans say

By Mary Richards
KSL reporter
February 5th, 2013

SALT LAKE CITY — Whether it's listening to music, writing music or performing, more programs around the country are finding this area of the arts helps veterans.

Paul Boruff is a naval air veteran and a musician. He's been playing and writing music since before his days in the Navy, and now he helps others at the Department of Veterans Affairs with their music. He helps with the Utah VA's annual performing arts portion of the Creative Arts Festival and recently set up the audio for the event.

As a veteran who has benefited from integrating music into his own life, Boruff said he's seen the benefits in others who have done the same.

"The arts connect the right brain and the left brain, and the energy gets focused into whatever healing process they are in at the moment," he said. Boruff has seen music help many other veterans "to heal from whatever it is they need to heal from."

The [Salt Lake Veterans Affairs](#) health care system includes music opportunities in its services. As part of the program, a man who had suffered a stroke was able to write a song for his wife a few years ago, and a Vietnam veteran with PTSD improved by leaps and bounds after a guitar class.

Therapist Emily Potter said patients have even performed at the Creative Arts Festival. "That feeling of success and accomplishment, it does wonders," she said.

While music can be cathartic and therapeutic, it's often the connections made in the brain through music that help veterans with the healing process.

"If you're already in the position of wanting to stand up there and play, that means something to you," said Boruff. "And if you can have a good experience that gets turned into a connection between right brain and left brain you feel good about yourself ... the dots are connected."

The arts connect the right brain and the left brain, and the energy gets focused into whatever healing process they are in at the moment.

—Paul Boruff, naval air veteran and musician

Veterans' Workshops

Advanced Fused Glass Workshop for Veterans with artist Sarinda Jones

Join other veterans in this six-week workshop and learn to create beautiful fused glass art pieces. Participation in the Introduction to Fused Glass Workshop that was taught this past Winter is recommended, but not required.

Schedule: Thursdays from August 22 – September 26, 2013 from 10:30 a.m. to 12:30 p.m.

Fee: The registration fee is \$10 per person for each six-week session.

Max Enrollment: 12 adults who are veterans of the U.S. military

Fee: \$10 - includes all art supplies

Location: Art Access Gallery, 230 South 500 West, #125 in Salt Lake City

Contact: Amanda Finlayson, 801-328-0703, option 5 U.S. military



VUB OFFERS A LOUNGE FOR PARTICIPANTS AND ALUMNI ATTENDING SCHOOL



VUB lounge area in Annex 12 at WSU

Veterans Upward Bound on the WSU main campus has a small lounge available to current students and to alumni who are attending school and just need a place to visit study or relax. The computer shown in the photo is not attached to the internet but can be used to work on papers or to practice typing. If other computers are needed for internet access, there is a computer lab upstairs.

Please feel comfortable coming in to use the lounge if you need a break.



THERE IS MORE AT VUB THAN JUST INSTRUCTION AND TUTORING

- (1) Academic tutoring
- (2) Advice and assistance in secondary and postsecondary course selection
- (3) Preparation for college entrance exams
- (4) Information on federal student financial aid programs: a. Federal Pell grant awards b. Loan forgiveness c. Scholarships
- (5) Assistance completing financial aid applications; a. Federal Student Aid
- (6) Guidance on and Assistance in: a. Alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma b. Entry into postsecondary education
- (7) Education or counseling services designed to improve the financial and economic literacy of students or the student's parent, including financial planning for postsecondary education.
Core curriculum in: a. Mathematics through Pre-Calculus b. Laboratory Science c. Foreign Language d. Composition and e. Literature
- (8) Basic skills development in those academic subjects required for successful completion of a high school equivalency program and for admission to postsecondary education programs;
- (9) Short-term remedial or refresher courses for veterans who are high school graduates but who have delayed pursuing postsecondary education. If the grantee is an institution of higher education, these courses shall not duplicate courses otherwise available to veterans at the institution;
- (10) Assist veterans in securing support services from other locally available resources such as the Veterans Administration, State veterans agencies, veterans associations, and other State and local agencies that serve veterans; and
- (11) Provide special services, including mathematics and science preparation, to enable veterans to make the transition to postsecondary education.

INTEREST IN GOVERNMENT LOANS SET TO DOUBLE THIS SUMMER

By Herb Weisbaum, TODAY contributor
April 9, 2013

The interest rate on new government-subsidized Stafford loans is set to double on July 1 – to 6.8 percent from 3.4 percent – unless Congress acts to stop it. And there's no guarantee it will.

In his budget plan released on Wednesday, President Obama proposed having the interest rates on new Stafford loans tied to market rates.

Christian Walker, an economics and political science major at Northern Arizona University, needs Stafford loans to stay in school next year. He already expects to graduate with \$50,000 in debt.

"Raising the interest rate on those loans just compounds the problem and increases the amount of money I'll have to pay back after I graduate," he said.

It's truly déjà vu for families who rely on Stafford loans to help pay for college. The interest rate hike was going to take effect last year, but faced with a nationwide backlash, Congress agreed to delay the increase for one year. So here we are again.

Student groups and college educators across the country have called on Congress to stop the rate hike, which would affect more than 7 million students. The consumer advocacy group U.S.PIRG estimates that doubling the interest rate on Stafford loans would add another \$1,000 to the cost of each loan – and many students need one loan for each year of school.

Related: Will you be affected by an increase in student loan interest rates?

"The argument against it is the same as it was last year: The interest rate is way too high," said Ethan Senack, U.S. PIRG's higher education associate. "At a time when students and their families are already facing massive debt, this is a cost increase they simply cannot afford."

The average student in this country already graduates with \$26,600 in loan debt, according to the Project for Student Debt at the Institute for College Access & Success.

"It's scaring everyone on campus," said 19-year old Tori Uyehara, a freshman at Southern Oregon University. "We can't afford the amount of interest we're paying right now. Doubling the interest rate is just too much."

What if the rate doesn't go up as planned?

The non-partisan Congressional Budget office estimates the loss to the U.S. treasury would be nearly \$6 billion a year.

But Terry Hartle, senior vice president of the American

Council on Education(ACE) believes law makers should consider the interest rate spread when deciding what to do.


"The government is borrowing the money at about 2 percent and lending it at 3.4 percent," Hartle said. "They don't need to get a 6.8 percent return."

The council, a trade association of about 2,000 public and private colleges and universities, wants Congress to keep the current interest rate and prevent student debt from increasing.

What can we expect?

As you might expect, Congress remains divided on this issue along political lines. Republicans think the rate should go up, Democrats don't.


The Senate budget resolution, authored by Sen. Patty Murray (D-Wash.) would keep the interest at 3.4 percent.

"The cost of a college education  has never been higher, and students across our country can't afford higher interest rates for Stafford loans," Sen. Murray said in an email to NBC News. Republicans in the House are talking about a long-term solution that would change the way the interest rates on Stafford loans are calculated. At a recent hearing on student loans, Rep. John Kline (R-Minn.), chairman of the House Committee on Education and the Workforce, said he wanted to see government "move away from a system that allows Washington politicians to use student loan interest rates as bargaining chips, creating uncertainty and confusion for borrowers."

One idea being discussed is to replace the fixed rate arbitrarily set by Congress with a variable rate tied to some market indicator, such as Treasury notes.

Supporters of this idea, including some educators, believe a floating rate would make more families eligible for these popular loans.

In his budget plan released on Wednesday, President Obama proposed having the interest rates on new Stafford loans tied to market rates. Because those rates would not be capped under the President's proposal, consumer advocates are not happy with it.

In a joint news release, a number of consumer groups said: "While the President's budget keeps rates low in the near term, we're disappointed that it risks  sky-high interest rates in the long term."

A final word

T.J. Legacy Cole, a political science major at Florida Agricultural and Mechanical University, needs a Stafford loan to finish his last semester. He knows how important it is to balance the budget, but he hopes Congress will consider the big picture.

"They need to understand that education is the key to our future, not debt," he said.



The Washington Post: The Twilight of Entitlement

By Robert J. Samuelson; Published April 28, 2013

We are passing through something more than a period of disappointing economic growth and increasing political polarization. What's happening is more powerful: the collapse of "entitlement." By this, I do not mean primarily cuts in specific government benefits, most prominently Social Security, but the demise of a broader mind-set — attitudes and beliefs — that, in one form or another, has gripped Americans since the 1960s. The breakdown of these ideas has rattled us psychologically as well as politically and economically.

In my 1995 book, *The Good Life and Its Discontents*, I defined entitlement as our expectations "about the kind of nation we were creating and what that meant for all of us individually": We had a grand vision. We didn't merely expect things to get better. We expected all social problems to be solved. We expected business cycles, economic insecurity, poverty, and racism to end. We expected almost limitless personal freedom and self-fulfillment. For those who couldn't live life to its fullest (as a result of old age, disability, or bad luck), we expected a generous social safety net to guarantee decent lives. We blurred the distinction between progress and perfection.

Bill Clinton has a pithier formulation: "If you work hard and play by the rules, you'll have the freedom and opportunity to pursue your own dreams." That's entitlement. "Responsible" Americans should be able to attain realistic ambitions.

No more. Millions of Americans who have "played by the rules" are in distress or fear that they might be. In a new Allstate-National Journal survey, 65 percent of respondents said today's middle class has less "job and financial security" than their parents' generation; 52 percent asserted there is less "opportunity to get ahead." The middle class is "more anxious than aspirational," concluded the poll's sponsors. Similarly, the Employee Benefit Research Institute found that only 51 percent of workers are confident they'll have enough money to retire comfortably, down from 70 percent in 2007.

Popular national goals remain elusive. Poverty is stubborn. Many schools seem inadequate. The "safety net," private and public, is besieged. Our expansive notion of entitlement rested on optimistic and, ultimately, unrealistic assumptions: First, that economists knew enough to moderate the business cycle, guaranteeing jobs for most people who wanted them. This seemed true for many years; from 1980 to 2007, the economy created 47 million non-farm jobs. The Great Recession revealed the limits of economic management. The faith in a crude stability vanished.

Second, that large corporations (think: General Motors, AT&T) were so dominant that they could provide

secure jobs and generous benefits — health insurance, pensions — for much of the labor force. Deregulation, foreign competition and new technologies changed all this. Companies became more cost-conscious, cutting jobs and squeezing fringe benefits. The private "safety net" has shrunk.

Third, that improvements in economic efficiency (a.k.a. "productivity") would lift living standards and finance bigger government without steeper taxes. Government could pay for new programs by taking a fixed share of rising incomes. In reality, greater income inequality has dampened middle-class living standards, while existing programs — soaring health costs and the effects of an aging population — have claimed an ever-larger share of taxes.

Fourth, that lifestyle choices — to marry, have children or divorce — would expand individual freedom without inflicting adverse social consequences. Wrong. Family breakdown has deepened poverty and worsened children's prospects. About 30 percent of children live with either one parent or no parent; on average, their life chances are poorer than those in two-parent households.

Weighed down by these contradictions, entitlement has been slowly crumbling for decades. The Great Recession merely applied the decisive blow. We're not entitled to many things: not to a dynamic economy; not to secure jobs; not to homeownership; not to ever-more protective government; not to fixed tax burdens; not to a college education. Sooner or later, the programs called "entitlements," including Social Security, will be trimmed because they're expensive and some recipients are less deserving than others.

The collision between present realities and past expectations helps explain the public's extraordinary moodiness. The pandering to the middle class by both parties (and much of the media) represents one crude attempt to muffle the disappointment, a false reassurance that the pleasing past can be reclaimed. It can't. This does not mean the economy can't improve. Derek

Thompson, writing in the *Atlantic*, suggests that when "millennials" end their delays in marrying, having children and buying homes, they will administer a welcome stimulus to growth. The trouble is that today's grievances transcend the economy.

In the post-entitlement era, people's expectations may be more grounded. But political conflicts — who gets, who gives — and social resentments will be, as they already are, sharper.

Entitlement implied an almost-limitless future. Facing limits is a contentious exercise in making choices.





Don Benally

Don Benally grew up in Forest Lake, Arizona. He was one of seven children, five sisters and a brother. Don joined a National Guard unit as a senior in high school. Immediately following graduation, he went to boot camp at Ft. Leonard Wood, Missouri, where he trained and became a combat engineer. He served active duty in Desert Storm and also served in Operation Iraqi Freedom. Don's military experience lasted 18 years.

Don achieved an Associates degree with Anthem College in Phoenix, AZ, in Computer Electronics and started his own business.

Following an injury, he returned to school and got a second Associates degree from the College of Science at Weber State University. Don says, "It was hard coming back to school." After having many years in the military and having his own business, maintaining the mind-set for study was difficult. Yet he has shown remarkable

VETERAN SPOTLIGHT DON BENALLY What a success story!

commitment and perseverance and was awarded Veterans Affairs State of Utah scholarship in 2009 and then again in 2013. Each assisted in his studies.

Don just graduated with an Associates degree as an LPN in Nursing from the Ogden-Weber Applied Technical College. He plans to continue his education and graduate with a Bachelors degree for his RN from Weber State in May 2014. Don says that school has become his hobby over the past several years.

Tutors were extremely important to Don. He appreciates the VUB tutors and the assistance that was available to help him succeed. Don started his studies at the lowest level of math. Jim Shepherd assisted Don in learning and completing all needed math classes through Math 1050. Donna Rigby, former Director at VUB initially helped Don with English. Yulia Goff continues to assist Don with papers and writing projects.

In closing Don stated, "I would encourage the veterans who plan on going to college to take advantage of the services that Veterans Upward Bound offers. It's a good start."



JOB SEEKING?

(The following article has been adapted from its original format aimed at 22-24 year-old college graduates so that it is more appropriate for adults.)

When it's time to get out there and get a job, here are some tips to help job seekers. It won't be easy, because the job market is tough and the competition is fierce. You'll want to avoid wearing flip-flops to the interview, texting a friend while meeting with your prospective employer or letting a typo slip by on your resume. Do not make these common, and costly, errors.

Typos and spelling errors

You've probably spent hours poring over your resume to make sure it accurately showcases your talents and experience. All the work could be for naught if your resume or cover letter also includes a typo or spelling error.

"There are a number of hiring managers (who) won't even call them, or even give them the time for an interview, because they'll feel like their attention to detail is not as high," said Janette Marx, a senior vice president with staffing firm Adecco who works with the engineering, IT, medical and scientific industries. "That does become a big disqualifier."

Also-and this should go without saying-don't lie on your resume.

Adecco asked 500 hiring managers to name the most common resume mistake that disqualifies people from consideration. About 43 percent said spelling errors were the No. 1 problem, while 28 percent listed not being truthful.

Lack of experience

Instead of lying, the better path is to be able to truthfully beef up your resume.

Many college graduates wrongly believe that you can still land a career-path position just because they have a college diploma.

"They believe that coursework and (a) degree will get them a job," said Rich Feller, a professor of counseling and career development at Colorado State University, and president of the National Career Development Association.

But these days, Feller said employers are looking for a degree plus a specialized certificate, strong internship or some other documented success. That means college students need to develop other specialized skills and get relevant experience while they're earning their degree.

Employers also are less likely to offer training programs for entry-level workers.

"We've switched the burden for training to the employee, more so than in the past," Feller said.

Dressing inappropriately

A job interview is generally not a time to show off your flair for fashion – or much of your body, for that matter.

The Adecco survey also asked hiring managers to name the biggest general mistakes they see job candidates making. Half of them named "inappropriate wardrobe or attire."

Marx said women should generally make sure to dress conservatively with close-toed shoes, an appropriate length skirt and understated jewelry and makeup. For guys, the most common feedback she gets is that their clothes were wrinkled.

It's generally better to err on the side of being better-dressed, but that doesn't automatically mean a suit or a tie. Before you go on an interview, ask someone what the dress code is so you'll fit in.

"When you're interviewing at a specific company you want to research the culture of that company," Marx said.

Missing your interview

Remember, first impressions matter-and your potential employers' impression of you starts the moment you walk into the office.

So, get there on time. In the Adecco survey, 44 percent of hiring managers said a big mistake young jobseekers make is to show up late or at the wrong date or time.

Checking your phone, or checking out

Thirty percent of the managers Adecco surveyed said a big faux pas young jobseekers make is to check their phone or send a text while interviewing.

"Going into an interview, it is so imperative: The phone is on silent, it's put away and it's not brought out," Marx said.

Many also complained that young jobseekers don't make eye contact while interviewing, which Marx said can show a lack of confidence.

Not being flexible

It would be nice to land a dream job and get a generous compensation package right out of college, but even experienced jobseekers often aren't getting what they want these days.

In the Adecco survey, about 36 percent of hiring managers also complained that new job seekers are too aggressive about expectations for pay and other benefits, such as vacation time.

MATH TUTOR

WSU – Annex 12

Mon – Fri: 8:00 am – 4:30 pm

Mon, Wed: 1:30 pm – 3:00 pm Math B

Tues, Thurs: 1:00 pm – 2:30 pm Math A

Fri and other hours by appointment

SLCC – Redwood – CT194

Mon, Tues, Thurs: 1:30 pm – 6:00 pm

Wed: 12:00 pm – 6:00 pm

ENGLISH & COMPUTER LITERACY TUTOR

WSU – Annex 12

Mon, Wed, Fri: 8:30 am – 4:30 pm

Computer: Mon: 1:00 pm – 2:30 pm

English: Mon, Wed: 11:00 am – 12:00 pm

WSU – Davis – Rm 259

Tues, Thurs: 8:30 am – 11:30 am

SLCC – Redwood – CT 114

Tues, Thus: 1:00 pm – 5:00 pm



ENROLLMENT ADVISOR

WSU – Annex 12

Mon: 8:00 am – 4:30 pm

Wed: 8:00 am – 10:30 am

Fri: By appointment

SLCC-Redwood – SC 059

Tues, Thurs: 8:30 am – 10:30 am

SLCC – South Campus