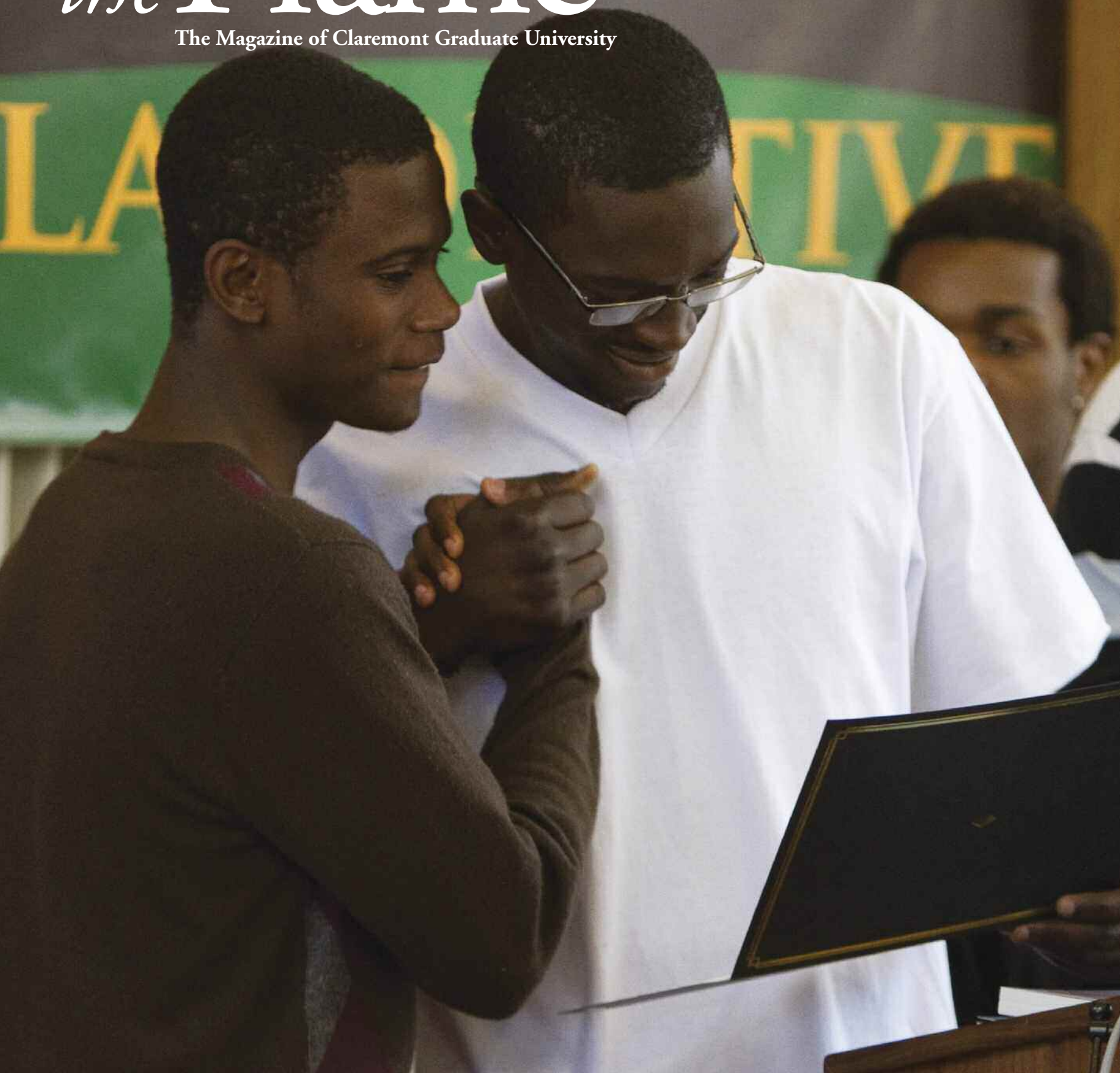


Volume 12 Number 1  
Summer 2011

# *the* Flame

The Magazine of Claremont Graduate University





## the Flame

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Claremont Graduate University  
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While most of our imaginations are fleeting, artist John Frame has spent the past five years preserving his. This story continues a series of profiles celebrating our university's outstanding individuals.

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### The Installation of Deborah A. Freund as the 15th President of Claremont Graduate University

will be held on Thursday, September 15 in Claremont. Visit the website [www.cgu.edu/installation](http://www.cgu.edu/installation) for more information, and look for video coverage of the ceremonies on the installation website following the events. The next issue of the *Flame* magazine will also include coverage of the ceremonies. If you have any questions, e-mail [donna.standlea@cgu.edu](mailto:donna.standlea@cgu.edu) or call (909) 607-3305.



## President's Notebook Deborah A. Freund – President



President Deborah Freund with Mr. Masatoshi Ito and his wife Nobuko

Peter Drucker was fascinated by Japan. He wrote much on the economically dynamic country and became a student of its art and culture. Last month I visited Japan with members from the Peter F. Drucker and Masatoshi Ito School of Management and its partner the Drucker Institute and discovered that the feeling is more than mutual.

Case in point: the best selling book in Japan last year was titled *What if the Female Manager of a High-School Baseball Team read Drucker's "Management,"* by Natsumi Iwasaki. That's 1.81 million copies in one year, not to mention that Peter's 39 books are selling as well as ever there. Iwasaki represents the next generation of Japanese intellectuals using Drucker to impact his readers and change the world.

Since I came to CGU last fall I've been brushing up on Drucker myself, not to mention Drucker School Professor Joseph Maciariello's excellent new book *Drucker's Lost Art of Management: Peter Drucker's Timeless Vision For Building Effective Organizations*, which he co-wrote with Karen E. Linkletter. Peter's wisdom has been a revelation to me. His work has helped me better understand my role as university president, and CGU's responsibility to our community, nation, and world. For Peter, success was a

social responsibility, and the windfalls of that success should be used to do even more good.

I've met no one who exemplifies the spirit of that message more than Mr. Masatoshi Ito, one of the most successful businessmen in the world and one of Peter's best friends. After the devastating earthquake and tsunami of March 11, 2011, Mr. Ito – whose company lost 49 stores – and many other Japanese business leaders stepped up to provide humanitarian aid on a miraculous scale, far beyond anything that was offered in this country after Hurricane Katrina, the Gulf of Mexico oil spill, or the recent tornados that struck Alabama. According to Mr. Ito, much of this is attributable to the influence of Peter.

I found this to be very true. I was continually impressed by how relevant Drucker's writings are to the leaders of major Japanese companies I met; leaders like Mr. Junzo Nakajima, executive vice president and CIO of Hitachi or Dr. Nobuhiro Iijima, president of Yamazaki Baking Company – which sent carloads of baked goods to the worst-hit areas where many people had lost everything. Both are deeply inspired by Peter's work and connected to us because of our commitment to furthering his legacy and teachings.

Peter aside, we can learn a lot from the humanitarian spirit of Japan's people too, which I encountered everywhere we went, a spirit that was matched only by the determination to pull through and rebuild. Everywhere the attitude of *we've been through a lot as a country, we'll get through this if we work together* prevailed. For instance, as a conservation measure while the country's nuclear plants are being repaired, there was no air-conditioning in public buildings and very little used anywhere else and – trust me – it was hot. But I never heard anyone complain. There is a moral lesson here we as a country can learn from.

I'll never forget this spirit, just as I'll never forget the profound honor I had in spending time with Mr. Ito and his





extraordinary family. The absolute highlight of the trip for me was to have a lovely 10-course traditional Japanese dinner with the Ito family and dress up in a formal kimono. They were so warm and welcoming, I felt like I was part of the family.

I have so much respect for Mr. Ito. He is a true giant in my eyes, but a very kind giant. He was so considered and cerebral in our discussions; it was a true gift to receive his wisdom and we at CGU are benefiting tremendously from his continued engagement.

Likewise, I was so impressed by the Japanese Drucker School alumni that I had the pleasure to spend time with. These young people are truly living embodiments of the Drucker legacy and are spreading the good name of CGU internationally, making us all very proud with their work. Their example has confirmed for me the need to do more to keep in touch with our alumni overseas and the Drucker School is offering an intriguing model.

There are six Drucker Alumni Chapters; four domestic, one in Hong Kong, and one in Japan (there are also plans to open chapters in China). These chapters keep alumni involved with each other, in CGU activities, and bring speakers to discuss Drucker's work. The Japan chapter made possible my meetings with alumni, and I was struck and heartened by how connected they had remained with their alma mater.

We should be thinking about how to broaden this network, instituting a number of international alumni chapters for all disciplines across the globe. These chapters would keep alumni engaged with CGU for years to come, no matter how distant their ambitions have scattered them.

Japan is the perfect place to test this network, as well as other opportunities for international partnerships. While we are doing everything we can to raise our visibility in the United States, in Japan people know CGU. This is in large part because of our dedication to teaching Drucker's management principles, but we can do more to intrigue people of all nations

with the wonderful and important work we do in and across several fields in a transdisciplinary fashion.

It is no secret that CGU has developed a special partnership with Japan for many years, just as America and Japan have enjoyed a strong relationship. This fact became most obvious to me in a surprising place. Flipping through Iwasaki's book, I decided to take the subway to the Tokyo Dome – home of the Yomiuri Giants baseball team, often called "Japan's team" – to buy my sports-loving son something from the team shop. While I walked around that stadium I truly felt this bond between our two countries, one borne out by years of cultural exchange and friendship. Moreover, the people in the team shop were eager to try out their English on me. We talked for a while about our collective disappointment that Ichiro Suzuki hadn't been voted into last month's All-Star Game. The sense of cultural friendship was really alive in that shop, and I felt it everywhere I went.

Of course, it can be felt here in the US too; and no more than over the past few months after the earthquake. I can think of no better example of this than the Drucker Relief Drive for Japan that took place on March 23. Set up in our north parking lot, CGU students, staff, and faculty took donations from 6 a.m. to 7 p.m., raising \$12,269, an absolutely incredible sum for one day (not to mention, the student-led bake sale that brought in an additional \$589). All proceeds were donated to the American Red Cross on March 31.

I can tell all of you who participated and donated that people in Japan noticed and are profoundly touched and grateful. So am I, and proud to be at a university where things like this happen. I bet Peter would have been, too.

Deborah A. Freund  
President

## Jacob Adams named CGU Executive Vice President and Provost



Jacob Adams, professor in the School of Educational Studies, has been named executive vice president and provost of Claremont Graduate University. His term began August 1, 2011.

Adams has a long history with Claremont, receiving a BA in political studies from Pitzer College and a master's degree in public policy studies from CGU.

"Proudly, Jacob is both 'our own' and also brings the perspective of other high-quality institutions he has served or been educated in," President Deborah Freund wrote in a message to the CGU community. "And like CGU, his education has been transdisciplinary."

Adams went on to earn his PhD in education administration and policy analysis from Stanford University, then joined the education faculty of Vanderbilt University in 1991 and the public affairs faculty of the University of Washington (UW) in 2001. During his time at Vanderbilt, Adams also chaired the Board of Directors of the Kentucky Institute for Education Research, whose mission was to track the implementation of the nation's most sweeping K-12 education reforms.

After serving at Vanderbilt and then UW with distinction, he joined the faculty of CGU's School of Educational Studies in 2006.

"At CGU, Jacob has been a tireless worker, known for his commitment, organization, and listening skills, and for the excellent job he did running the Faculty Executive Committee and co-chairing the Steering Committee on CGU Excellence this year," wrote Freund. "His savvy budget and people skills, honed from his experiences in capitals and board rooms, and his excellent academic work in Nashville, Seattle, and Claremont, are sure to serve us well in the years to come."

## Scott Thomas named editor of the *Journal of Higher Education*



Scott Thomas, professor in the School of Educational Studies, has been named editor of the *Journal of Higher Education*. The journal is the oldest higher education journal in the world and one of the most prestigious education journals in the United States. Thomas' term began on July 1, 2011 and extends through June 30, 2016.

"It is clear that Dr. Thomas is an ideal candidate, situated to build on the historic strength of the journal and to carry it forward into an age of digital media and global communities of knowledge and practice in higher education," said Kristen Renn, chair of the journal's advisory board.

The *Journal of Higher Education* has been owned and published by The Ohio State University Press since 1930. Thomas will be the first editor from outside Ohio State University.

Thomas is an accomplished scholar as well as an experienced editor and scholarly reviewer. His research bridges K-12 and higher education and focuses on issues related to the stratification of educational experiences and opportunities. He has also devoted considerable effort to research on methodological issues and is widely published on educational policy and research.

He has served on the editorial board of the journal *Research in Higher Education*, the annual *Higher Education: Handbook of Theory and Research*, the *Reading on Equal Education* advisory panel, and as guest editor for the *American Education Research Journal*. He is a co-editor of the *International Studies in Higher Education* series. He said he is eager to embrace the challenges and opportunities that come with leading a world-class publication.

"This is in some ways like moving from the role of musician to that of the conductor," Thomas said. "It allows me to work with the most talented scholars in a way that will make a more powerful impact than I ever could have on my own. It's quite a responsibility."

"It allows me to work with the most talented scholars in a way that will make a more powerful impact than I ever could have on my own."



## Drucker School ranked among top business schools in the country

The Peter F. Drucker and Masatoshi Ito Graduate School of Management at Claremont Graduate University is again ranked in the top 10 business schools in California, according to a survey released in March by *US News & World Report*.

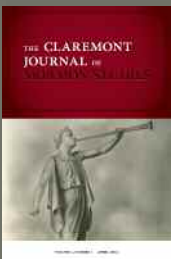
Drucker ranks as the sixth best business school in the state for part-time MBA programs and seventh best overall. The 2012 rankings mark the second consecutive year the school has hovered near the top of the state rankings.

“At the Drucker School, it’s not just about finance and accounting,” said Hideki Yamawaki, the school’s academic dean and professor of management. “We challenge our students to learn the human aspects of management through a transdisciplinary approach. Society needs a school like Drucker, and these rankings prove it.”

Nationally, the Drucker School is ranked 63rd, while its part-time program is listed as 36th.

For its business-school rankings, *US News & World Report* surveyed deans and directors of 437 accredited master’s degree programs in the United States, as well as corporate recruiters and executives who had hired MBA graduates. Programs were ranked based upon factors such as academic quality, selectivity of admission, and average starting salary and employment rates of graduates.

## Mormon Studies Program launches student-run journal



This April, students in the School of Religion’s Claremont Mormon Studies Student Association released the inaugural issue of the *Claremont Journal of Mormon Studies*.

The periodical is a biannual (April and September) online academic journal. It publishes journal articles and reviews predominantly written by graduate students. School of Religion (SoR) students Loyd Ericson and David Golding serve as editors.

“Because of social and cultural developments surrounding Mormon history, it is often the case that Mormon studies research gets interpreted as either pro-Mormonism or anti-Mormonism,” said Golding. “Claremont has served as a more abstracted location for Mormon studies research, where scholars and members of the Mormon community can engage topics in Mormon studies with a more overt attempt at academic discourse and methods of inquiry. The journal grew out of this environment, and encourages submissions of any discipline that treat Mormonism from this academic plane of interest.”

The journal is available as an online PDF, an EPUB or MOBI file (for eBook readers and Amazon Kindles, respectively), or can be ordered as a print copy.

Richard Bushman, former Howard W. Hunter Chair of Mormon Studies; his wife, Claudia Bushman, who is also an adjunct faculty member in SoR; and Armand Mauss, from the Latter-day Saint Council on Mormon Studies and adjunct professor in SoR, were all instrumental in the creation of the journal.

The *Claremont Journal of Mormon Studies* is available at [www.claremontmormonstudies.org/journal](http://www.claremontmormonstudies.org/journal).

## President of Hungary honors Mihaly Csikszentmihalyi with national science prize

Mihaly Csikszentmihalyi, School of Behavioral and Organizational Sciences (SBOS) professor and co-director of the Positive Psychology program at CGU, has received the Szechenyi Prize from the Hungarian Academy of Sciences. The prize, one of the most prestigious in Hungary, is given by the government to those who have made outstanding contributions to science.

Hungarian President Pál Schmitt presented the prize to Csikszentmihalyi during a ceremony at Sándor Palace in Budapest on May 16. The palace is the official residence of the president of the Republic of Hungary.

Csikszentmihalyi is a Distinguished Professor of Psychology in SBOS and the director of the Quality of Life Research Center, a nonprofit research institute that studies positive psychology; that is, human strengths such as optimism, creativity, intrinsic motivation, and responsibility.

He is world-famous for his work in the study of happiness and creativity, but is best known as the architect of the notion of “flow” – a state of concentration or complete absorption with the activity at hand and the situation – and for his years of research and writing on the topic.



Mihaly Csikszentmihalyi



## 84th Annual Commencement

CGU held its annual commencement ceremony on Saturday, May 14. Congratulations to all of our recent graduates. For photos of the event, visit the photo collection on **CGU's Facebook page:** [www.facebook.com/claremontgraduateuniversity](http://www.facebook.com/claremontgraduateuniversity).

## CGU team takes first place, \$10,000 prize in International Grand Strategy Competition

A team of five students from the School of Politics and Economics (SPE) has claimed first place and a \$10,000 prize in the Wikistrat 2011 Grand Strategy Competition.

The month-long contest pitted 31 graduate schools and think tanks from across the globe against one another to develop strategies pertaining to globalization and geopolitics. After being assigned to represent a country, teams forecast their country's national trajectory, developed national policies, brainstormed alternate futures, and responded to hypothetical geopolitical crises.

The CGU team represented Pakistan. The contest was assessed by a team of judges led by former Pentagon strategist Thomas P.M. Barnett.

Comprising CGU's team were: Benjamin Acosta, PhD student in comparative politics and cultural studies; Steven Childs, PhD candidate in world and comparative politics; Sean Gera, PhD student in world politics; Byron Ramirez, PhD student in political science and economics; and Piotr Zagorowski, PhD student in world politics.

The team bested rivals from the University of Oxford, University of Cambridge, Georgetown University, Ohio State University, Yale University, New York University, and other top schools.

Childs said the CGU team's victory is a testament to the university's emphasis on trans-disciplinary education and the political methods courses found in SPE's curriculum. Rather than examine the issues in isolation, the CGU team tackled the challenges of the contest with a broad range of thought and academic expertise.

"This emphasizes the strength in CGU's approach to education," Childs said. "I'm really proud of our team."



## Drucker Drive for Japan raises \$12,000

The Drucker School collected an amazing \$12,269 in donations for victims of the Japan earthquakes and tsunami during its daylong Drucker Drive for Japan on March 23.

All of the proceeds went to the American Red Cross.

Volunteers from the Drucker School – mostly students – collected donations at CGU's north campus parking lot from 6 a.m. to 7 p.m. The fundraiser allowed donors to drop off cash and checks without leaving their cars.

Staff members at the Drucker School also organized a bake sale, where cupcakes, cookies, brownies, and other homemade treats brought in \$589. Students and staff were excited to "help Japan by eating," and many generous individuals simply donated money.

## Arts and Humanities student

## Jan Andres receives Fulbright grant



Jan Andres, a doctoral student in the School of Arts and Humanities, has been awarded a Fulbright US Student Program grant to research and teach in Poland for the 2011-2012 academic year.

The Fulbright Awards are part of the Fulbright Scholar Program, the US government's flagship effort to promote international research, teaching, and collaboration. Fulbright awards are prestigious and career-enhancing for recipients who can choose their country of destination from a list of 144.

Andres is departing for Łódź, Poland, in September. She will teach English at the Institute of English at the University of Łódź, where part of her duties will include educational advising for university students who want to study in the United States.

While in Poland she will also conduct research relevant to her dissertation on the complicated relationship between celebrity and secrecy in cultural productions of the Cold War. A portion of this work will examine Cold War jazz tours and the international community's perceptions of these jazz ambassadors – such as pianist Dave Brubeck, who visited Poland in the 1950s. These ambassadorial efforts in Poland have outlasted Communism, with events such as the American Film Festival in Wrocław continuing to bridge the cultural divide.

In her free time, Andres also plans to attend local cultural, film, and music events with her students to discover the vitality of Poland's artistic communities while attempting to comprehend the continuing legacy of US cultural ambassadorship.

"I've been watching Polish movies and furiously learning Polish to prepare," she said.



## Deborah Deutsch Smith receives Distinguished Alumni Award from Pitzer College



Smith, professor in the School of Educational Studies and director of IRIS-West, has received the 2011 Distinguished Alumni Award from Pitzer College.

The award, the highest honor bestowed upon a Pitzer graduate, recognizes an alumnus who has brought honor and distinction to the college through his or her outstanding achievements. In granting Smith the award, Pitzer called her “a true pioneer for people with disabilities” who is known for her “vivacious spirit and fun-loving personality.”

“I am honored to have my work and my contributions to Pitzer College recognized with such an amazing award,” Smith said. “I am even more flattered because the nomination came from Pitzer faculty members.”

At CGU, she serves as a professor of special education and the director of IRIS-West. She is the co-principal investigator of the IRIS Center, a federally funded national center that, in collaboration with Vanderbilt University, provides online interactive modules and other training materials for the education of students with disabilities. She is also the principal investigator of the Special Education Faculty Needs Assessment (SEFNA) project, which is identifying that an impending, critical shortage of college and university faculty in special education will affect the nation’s ability to produce a sufficient supply of teachers and researchers.

She was honored at a special reception on Saturday, June 11 during Pitzer’s Alumni Reunion Weekend.

## Professor Linda Perkins elected to board of National Council for Research on Women



Linda Perkins, associate university professor in the schools of Educational Studies and Arts and Humanities, has been elected to the board of directors of the National Council for Research on Women.

Perkins was elected to a three-year term on the board.

The council is a network of leading research, policy, and advocacy centers committed to improving the lives of women and girls. It works in partnership with businesses, academic, nonprofit, and philanthropic organizations.

Perkins said CGU will host the council’s fall board meeting in October.

“It’s such an honor to be elected to the board,” she said. “I’m tremendously excited to serve with the leaders of so many excellent organizations involved with issues of girls and women, including the White House Project, the Girl Scouts, and the Foundation Center.”

Perkins is a historian of women’s and African American higher education.



President Deborah Freund with Kate Tufts-winner Atsuro Riley and Kingsley Tufts-winner Chase Twichell.

## 19th Annual Kingsley and Kate Tufts Awards ceremony held in Claremont

Chase Twichell and Atsuro Riley, winners of Claremont Graduate University’s 2011 Kingsley and Kate Tufts Poetry Awards respectively, were recognized at a ceremony and dinner in Claremont on Thursday, April 28.

Former US Poet Laureate Robert Pinsky and Alice Quinn, former poetry editor for the *New Yorker*, gave special remarks at the ceremony. Both were also special guests at a Poetry Forum on April 27 on the CGU campus.

Twichell received the Kingsley Tufts Poetry Award of \$100,000 for her book *Horses Where the Answers Should Have Been*. The Kingsley Tufts prize was established in 1992 to honor work by a mid-career poet.

Riley won the Kate Tufts Discovery Award of \$10,000 for his book *Romey’s Order*. The Kate Tufts award is given to a poet for their first book of poetry.

The Kingsley Tufts award is one of the world’s largest monetary prizes for a single collection of poetry. It was established at Claremont Graduate University by Kate Tufts to honor the memory of her husband, who held executive positions in the Los Angeles Shipyards and wrote poetry as his avocation. The Kate Tufts Discovery Award was initiated in 1993.

Robert Pinsky



## Three schools welcome new deans

Ellis Cumberbatch's research interests include applied mathematics, industrial modeling, differential equations, fluid mechanics, and semiconductors.

Tom Horan is a national leader in designing innovative approaches to technology in both government and business environments.

Tammi Schneider, who has taught at CGU since 1993, is eager for the opportunity to shape the future of the study of religion at the university.

This summer, three schools received new deans. On July 1, **Ellis Cumberbatch** became dean of the School of Mathematical Studies (SMS), **Tom Horan** became dean of the School of Information Systems and Technology (SISAT), and **Tammi Schneider** became the dean of the School of Religion.



*Ellis Cumberbatch*

In SMS, Cumberbatch replaces John Angus, who will be on sabbatical leave.

"I'm honored to have the opportunity to lead such a strong program," Cumberbatch said.

"I hope to continue the success that the School of Mathematical Sciences has enjoyed under John, and I share his commitment to the goal of preparing our outstanding

students to assume prominent positions in the fields of government, industry, and education."

Cumberbatch's research interests include applied mathematics, industrial modeling, differential equations, fluid mechanics, and semiconductors. At CGU, he has been both department chair and math clinic director and has served on a number of university committees.

He has worked as a consultant for organizations, including IBM, the Rockwell Science Center, and the Vehicle Research Corporation. He has been a reviewer for more than a dozen academic journals.



*Tom Horan*

Horan is a national leader in designing innovative approaches to technology in both government and business environments. As dean, he hopes to leverage that expertise to broaden SISAT's reach in both training tomorrow's technology leaders as well as conducting cutting-edge research.

"The faculty and students at SISAT are highly talented and dedicated to advancing the role of technology in achieving positive organizational and societal impacts," Horan said. "I am excited for the opportunity to connect these talents with new opportunities, both globally as well as right here as part of CGU's pursuit of excellence."

He has been the driving force behind several major technical innovations, including projects that bring electronic health records to underserved communities,

map dangerous highways, and improve patient care in emergency medical services systems. He has supported this research by raising some \$5 million in grants and donations over the last decade. Much of this success has been through his directorship of the Kay Center for E-Health Research, as well as research partnerships with major universities such as the University of Minnesota.

Horan intends to continue this work as he leads the school into new realms of research and teaching. Horan succeeds Terry Ryan, who will return full time to SISAT's faculty and focus on his research and teaching relating to social learning software.



*Tammi Schneider*

Schneider, who has taught at CGU since 1993, is eager for the opportunity to shape the future of the study of religion at the university. She called it a critical piece of the transdisciplinary education CGU offers to its students.

"I'm stepping into this role at a time of tremendous potential for the School of Religion," she said. "I hope to build bridges to the other

schools within the university so that our scholarship and research are not bound by the walls that traditionally separate so many academic fields."

Schneider is uniquely positioned to achieve that goal. The friendly, talkative, and popular professor has been an active leader on campus. She has served as chair of the Faculty Executive Committee and on the Steering Committee on CGU Excellence.

She holds a PhD in ancient history from the University of Pennsylvania. Her research draws together the varied fields of archaeology, Assyriology, and biblical studies in an effort to understand the ancient Near East, especially the interactions among various peoples. Additionally, she is interested in the role of women in the Hebrew Bible.

Schneider succeeds Anselm Min as dean of the school. Min, who took the post in 2009, will remain on the faculty.



## Museum leaders from around the world convene on CGU campus

From June 18-July 8, the Getty Leadership Institute at Claremont Graduate University (GLI at CGU) held their first ever Museum Leadership Institute (MLI) in Claremont. This was a monumental step for GLI's flagship program, which is also widely regarded as the preeminent museum leadership offering in the world.



MLI is a three-week leadership program created to improve museums through professional development of their directors, curators, and other senior executives. Those accepted spend three weeks in residence for an intensive and collaborative educational experience, one where participants have the time and space to learn and reflect on themselves and the institutions they lead.

This year's 27 participants were drawn from 10 states (as well as Puerto Rico and Washington, DC) and six countries. They represented a wide-range of institutions, including the San Francisco Museum of Modern Art, Peabody Museum of Archaeology and Ethnology at Harvard University, and the Brazilian Institute of Museums.

The longstanding success of MLI is partially due to this diversity of attendees, who provide a wide range of experiences but surprising similarities: "We worked closely with a group of colleagues over specific issues and challenges, and a lot of interesting stuff came out in those conversations," said Darsie Alexander, 2011 MLI participant and chief curator at the Walker Art Center in Minneapolis. "Organizations with whom I thought I would have nothing in common are actually struggling with some of the same issues."

Over the three decades since its creation, the program has evolved to stay current with trends and needs of museum leaders. Philip Nowlen, GLI at CGU's executive director, sees MLI's move from its previous home at the Getty Center in Los Angeles to the Claremont campus as part of this evolution.

"It is not so much that the location of MLI has changed, but that our institute has been integrated into CGU's intellectual community and campus," he said. "Being here, having conversations with the university's and the consortium's brilliant faculty, has been invaluable in helping us reimagine future directions for the program."

But CGU and consortium faculty have not only contributed their advice. Over the two years since its arrival in Claremont, GLI at CGU has been exploring new ways to collaborate with several schools – including Schools of Arts and Humanities, Behavioral and Organizational Sciences (SBOS), Educational Studies, Information Systems and Technology, and the Peter



F. Drucker and Masatoshi Ito Graduate School of Management – as well as individual faculty members.

This widespread – and transdisciplinary – participation from diverse consortium faculty is especially useful for the ongoing development of MLI's curriculum, which is not about prescribing solutions.

"MLI brings you tools for you to apply in your institution . . . the course doesn't give you solutions," said Rose Miranda, 2011 MLI participant and general coordinator of museum information systems at the Brazilian Institute of Museums. "Instead, you learn to reflect about a situation, how you can deal with situations in different ways."

MLI only continues what has been a busy year for GLI at CGU. They have put on two of their NextGen programs, which develop junior museum staff: one in Claremont in March and another in collaboration with the Alberta Museums Association and University of Alberta Museums for Canadian museum professionals in Edmonton this May. Furthermore, in August and September staff will continue their collaboration with the Instituto de Liderazgo en Museos' to deliver the fourth PADEM leadership offering for Mexican museum professionals in Mexico City. And in addition to all that, GLI at CGU continues pursuing additional opportunities, both here and abroad.

"Organizations with whom I thought I would have nothing in common are actually struggling with some of the same issues."

## In Community and Global Health, healthier communities are part of the classwork

When School of Community and Global Health (SCGH) masters students Kimberly Johnson and Bree Hemingway took one of their school's grant-writing courses last year, they had no idea one of their assignments would lead to actual funding.



*Bree Hemingway*



*Kimberly Johnson*

As Hemingway recalled: "We had to write a mock grant proposal and, at the same time, the School of Community and Global Health had been

approached by the Bonita Unified School District asking for some outreach since their funding had been cut so immensely."

They decided to apply for a grant through Youth Service America – a nonprofit committed to increasing the quality and quantity of volunteer opportunities for young people. They received \$500, the maximum award, to create and run an after-school nutrition program.

Johnson and Hemingway assembled volunteers from SCGH and other schools and programs – including Applied Women's Studies, the Peter F. Drucker and Masatoshi Ito Graduate School of Management, and the School of Behavioral and Organizational Sciences – to help create the curriculum. The plan was to conduct a series of classes for a group of students at Ramona Middle School in La Verne, California.

Johnson and Hemingway met with Ramona teachers and nurses, as well as the directors of the after-school program, to get input on what would be appropriate for the students' age groups, along with what types of lessons they thought would prove most beneficial. Using what they learned from the faculty and staff, and implementing practical knowledge they had gained in SCGH's Master of Public Health program, they organized a series of five hour-long after-school classes.

"The first class was about what healthy living actually means," Johnson said, "We talked about how health isn't just physical health, but mental, emotional, and spiritual. We talked about balance."

The rest of the classes featured lessons in nutrition, fitness, and body image. The final class was an open house where kids taught

their parents about the tools they had discovered to help them live healthy lifestyles. A central goal of the project was to show the students how healthy living isn't just a personal or family-based practice, but extends to all the different levels of school and community.

That is why Johnson and Hemingway had the kids brainstorm on making their community, school, family, and themselves healthier. "They got really creative at the community level," Hemingway recalled. "One had the notion of providing a picnic with everybody in the whole community, so that everyone would bring something healthy—it was really great."

Of course, Johnson and Hemingway were also aware that kids don't usually have control over the dietary choices made at home. That is why the two SCGH students sent an information packet to parents and had the kids devise realistic ways of influencing their family. "A lot of them had wonderful, sensible ideas like, 'I'll go shopping with my parents,' or 'I'll cook a meal for my family,'" Hemingway said.

Overall, Johnson and Hemingway said the students, throughout the program, grew increasingly interested in the different facets of nutrition and healthy living. And they were equally impressed by how engaged the kids had become at a practical level—even lobbying for healthy snacks in the student store.

By the end of classes, Bonita Unified School District asked Johnson and Hemingway if they would maintain the program. Unfortunately, they graduated this spring, but SCGH Program Manager Maggie Hawkins sees a long-term partnership developing: "We're continuing our relationship with the Bonita Unified School District through student internships and are presently in discussion with the district about future projects," she said. "SCGH has a strong commitment to maintaining ongoing relationships with the communities of the Inland Valleys."

"We talked about how health isn't just physical health, but mental, emotional, and spiritual."



## Edible Praxis: Sustainable Food and Religion



*Sarah Robinson*

Just as man does not live by bread alone, Christians, Buddhists, Muslims, and participants in any of the world's religions have to eat. Moreover, they have to make decisions about what and how they eat, and resolve those decisions with their religious beliefs. Sarah Robinson, a CGU doctoral candidate in religion with a concentration in women's studies in religion, is examining how religious communities are digesting this dilemma in the era of sustainable food.

Her dissertation, titled "Refreshing Religions with Edible Ethics: Local Agriculture and Sustainable Food in Muslim, Christian, and Buddhist Projects in the US," focuses on three local-scale religious communities that are urging their laity to consume consciously. Specifically, Robinson is studying a Catholic community near New York City, a Buddhist community near San Francisco, and a Muslim community in Chicago, each trying to dress religious teachings with a sustainable eating ethos.

"I argue that they are doing praxis, combining religious concepts with consumption practices," said Robinson. "I'm interested in the way this fusion happens. We have this global sustainable food movement that values local producers, reducing packaging, reducing the role of middle men, minimizing the industrialization of food production and distribution, and shortening the mileage food travels between where it's produced and consumed; and it's finding traction in some local religious communities. So how is a sense of religiosity being tied to sustainability, and then practically applied in relation to local food and agriculture?"

To find an answer, Robinson has visited these communities and conducted interviews with their leaders, trying to divine what aspects of the sustainable food movement are being expressed. What she has found is that though their approaches are unique (one focuses on sustainable meat distribution, while the other two are agriculturally based), there are some striking similarities.

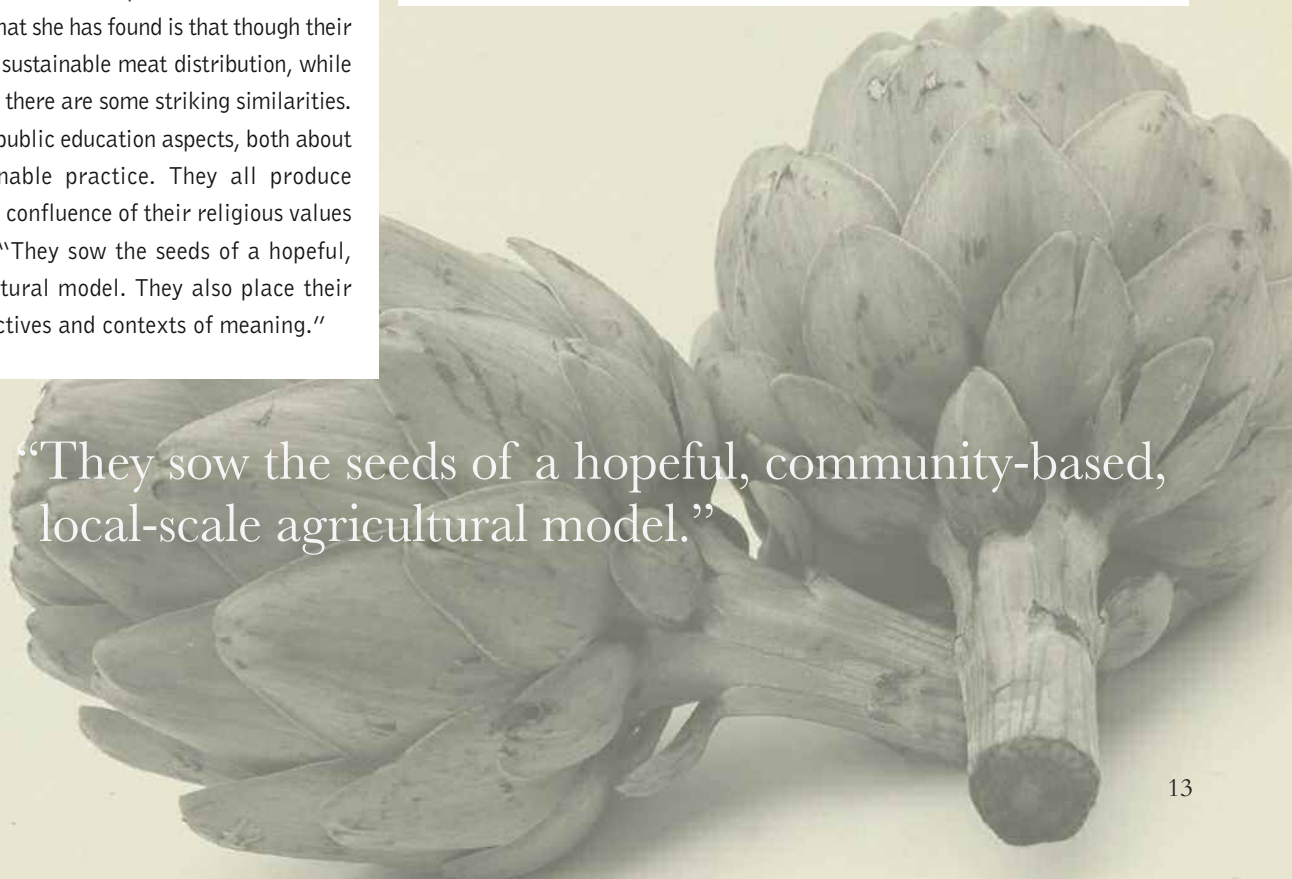
"All three of the communities have public education aspects, both about their religion and a type of sustainable practice. They all produce educational materials that identify the confluence of their religious values with sustainability," said Robinson. "They sow the seeds of a hopeful, community-based, local-scale agricultural model. They also place their work within dynamic religious perspectives and contexts of meaning."

Helping Robinson in her efforts is the CGU Transdisciplinary Studies Dissertation Grant she received last year. "T-Grants," as they are sometimes called, are awarded annually by the Transdisciplinary Studies Program to students who undertake dissertation research that involves three or more disciplines.

"The grant has been very supportive and so helpful," said Robinson. "The majority of religion dissertations don't include interviews and qualitative research methods; that whole process has been very much supported by the dissertation grant."

Now that Robinson has compiled most of her data, she has begun the arduous process of tying it all together, and placing the work of each community group within the context of academic literature written on religion and ecology. When complete, Robinson hopes her dissertation will help illuminate how "religious and environmental movements overlap, how these projects define the importance of food and farming, and how they relate to each other cross-culturally and inter-religiously in the US," offering a generous helping of soul food for thought.

"They sow the seeds of a hopeful, community-based, local-scale agricultural model."





# school of religion brings the coptic encyclopedia online and up-to-date

The Copts are native Egyptian Christians, with a population around 12 million worldwide, though their importance can hardly be measured in numbers. For centuries, Coptic civilization has influenced Christianity and Western culture, all of which—and much more—can be found in the new online Claremont Coptic Encyclopedia (CCE), a project led by scholars at the School of Religion (SoR).

The original *Coptic Encyclopedia*, published by Macmillan in 1991, is an eight-volume work on Coptic culture and religion. Its 2,800 entries, written by 215 scholars, took 13 years to compile. But as a paper-bound document it was only available to a limited readership and nearly impossible to amend. In 2008-09, SoR Professor Karen Torjesen (then dean) led the negotiation with The Gale Group for contract rights to the encyclopedia for the purpose of updating it and making it available to anyone with an Internet connection worldwide. Also participating were Gawdat Gabra, visiting professor of Coptic Studies, and S. Michael Saad, chair of the SoR's Council for Coptic Studies. SoR Dean Anselm Min signed the contract in August 2009. In early May 2011, CCE went live.

With roots going back to Ancient Egypt, Coptic civilization is one of the oldest still in existence. According to Saad, this puts it on par with Chinese or Indian civilizations, and makes Coptic culture vital for understanding the ancient world, or any of the modern institutions it has influenced.



For instance, Coptic Christianity (which, according to Coptic tradition, Saint Mark the Evangelist brought to Egypt in the first century) made great contributions to the practice of Christianity in Europe. One of the most prominent was monasticism. Saint Athanasius' biography of Saint Antony (both were Copts) detailed the ascetic ideal and inspired the creation of Europe's Christian monasteries.

And from Western monasteries came universities, which were first created in the tenth and eleventh centuries. These European centers of learning subsequently served as models for much of contemporary higher education. CGU is no different; the university's design comes directly from the Oxford model.

Coptic history also provides unique insight into ancient art and music: "Coptic music is one of the most ancient genres still known today, because it has roots in Ancient Egyptian music," said Saad. "The only way for us to know how humans used to sing 4,000 years ago is through Coptic music. And there are already 33 pages on Coptic music in our encyclopedia."

Those 33 pages are sure to increase, though, as Torjesen and Gabra, co-editors-in-chief of CCE, are putting out calls to approximately 300 Coptology scholars to submit new work. These contributions will be peer-reviewed and controlled by an editorial board to ensure the academic stature of the encyclopedia. "This is not Wikipedia, where anyone can edit and create entries," said Saad, managing editor of CCE. "But each article has a section for comments, so we will be looking for feedback."

Unlike the publication of a book, Gabra does not see an endpoint to this project; they envision an expanding encyclopedia that will be continuously updated and amended as events and new research dictate. The International Association for Coptic Studies holds an international congress every four years, and this gathering should be an especially fruitful time to generate new scholarship. The 2008 congress was held in Cairo and the 2012 congress will be held in Rome, but the launch of CCE has



(L-R) Students Sarah Morocs, Mary Ghattas, and Ian Sundwall-Byers.

emboldened the School of Religion to vie for holding the 2016 meeting in Claremont.

"By supporting the Coptic encyclopedia, Claremont is serving the world and at the same time gaining respect and stature as a world center for Coptic studies," said Saad.

Anyone interested in world politics should be especially interested in the forthcoming new entries. Copts played a substantial role in one of the biggest events of the year: the Egyptian revolution. On January 1, 2011, the bombing of a Coptic church in Alexandria led to protests that further destabilized the faltering government.

The updated version of *The Claremont Coptic Encyclopedia* will include information on this and much more on the modern history of the Middle East. The original encyclopedia contained little on events post-1950, which leaves out volumes of details on the evolving and sometimes contentious relationship between Christians and Muslims in that region.

"This is more than half a century of a very hot time," said Gabra. "This is important, and not just for Christians and Muslims, but just about anyone in the world."

Meanwhile, work continues on converting all of the information from the paper version to online HTML and PDF versions (both of which are made available for free). This conversion, which includes flagging the key words for every entry and replacing black-and-white images with color (when possible), is being carried out by SoR students Ian Sundwall-Byers, Mary Ghattas, Prinny Miller, Sarah Morocs, and Donald Westbrook.

Of course, this project also would not have been possible without the partnership between CGU and the Coptic community, manifested by SoR's Council for Coptic Studies. In addition to the encyclopedia, the council fulfills its vision of promoting a deeper understanding of the Coptic religious experience through conferences, lectureships, and cultural events.



**"By supporting the Coptic encyclopedia, Claremont is serving the world and at the same time gaining respect and stature as a world center for Coptic studies."**

The Claremont Coptic Encyclopedia is hosted by the Claremont Colleges Digital Library and can be accessed at <http://ccdlib.libraries.claremont.edu/col/cce>. For more information on the Council for Coptic Studies, visit [www.cgu.edu/pages/5446.asp](http://www.cgu.edu/pages/5446.asp).

# THE GATEWAY SUBJECT

Although mathematics education is a concern for almost every school in the country, if our educational system were a battlefield, the triage unit would probably be rushing to assist African American males at North Long Beach's Jordan High School.

Thankfully, the medics are on their way. The Claremont Long Beach Math Collaborative is a new effort to house students from North Long Beach in Claremont for a month of math education over the summer. Success would not only open up a world of opportunity for scores of young men, but might provide a new model for math education in underserved communities across the nation. And it all started with a CGU student who was alarmed by his research findings.

First, there are two things you need to know to understand the problem. One is that high school students in North Long Beach have fallen behind students statewide in math performance. The other is that in this high-minority community, African American males have fallen furthest, with their math scores among the worst in the state.

This is partially why voters approved \$1.2 billion in bonds for the Long Beach Unified School District, including \$105 million to fund the modernization of Jordan High School in North Long Beach, the springboard for the North Long Beach Initiative. Moreover, this initiative has received the support of CGU's School of Educational Studies (SES), with faculty and students facilitating community forums and surveys to identify educational and social needs.

For SES student Leon Wood, this partnership couldn't have been more fortuitous. A Long Beach resident since 1987, Wood founded and served as pastor of the North Long Beach Community Prayer Center. Through the church, Wood and his wife Paula launched the Freedom School, a summer-reading enrichment program for inner-city youth.





*(L-R) Harvey Mudd College President Maria Klawe, Leon Wood, and SES Board of Advisors member Roberta Jenkins*



*SES Dean Margaret Grogan*

**“I wouldn’t have gotten the support I got from CGU anywhere else, because I don’t have a PhD. But they opened up everything for me here to see what I could do.”**



And at CGU, his doctoral research has been inspired by what he witnessed through this outreach. Wood was not seeing North Long Beach’s children, especially young men, getting the education they needed to survive in the twenty-first century. This lack of preparation didn’t just affect individuals, but held back the entire community.

“In order to effectively move forward, we need a certain amount of doctors, lawyers, engineers, mathematicians, scientists, and technical-skilled persons so that we can call it a community of people,” Wood said. “Without that, we’re going to keep recycling social issues and social problems and have an overdependence on governmental services.”

Wood realized that, while there is no panacea for all of a community’s ills, math comes surprisingly close. Math is the foundation of careers in lucrative fields involving computers, science, and technology. Trade professions also depend on mathematics: a welder has to understand trigonometry; a good plumber needs some background in geometry. Math also serves as a gateway subject for overall success in academia, which may be more important now than ever before. The unemployment rate for those with a high school diploma rose 6 points (from 4 to over 10 percent) from 2000 to 2010. For those without high-school degrees it

got even worse: unemployment rose nearly 9 points (from 6 to almost 15 percent).

This is what makes the current state of mathematics proficiency in North Long Beach so alarming, especially for African American males. One way to measure proficiency is California State University’s Early Assessment Program exam, which tests college readiness in particular subjects. Though 12-13 percent of students statewide traditionally pass the exam every year, among African American males at Jordan High the number is usually less than 1 percent. And that is where Wood comes in.

In short, Wood’s idea – which eventually grew into the Claremont Long Beach Math Collaborative (CLBMC) – was to bring African American male students to Claremont for one month of math instruction over the summer. Claremont has classrooms, dormitories, and teachers. Claremont also has college campuses, which Wood thinks many, if not all, of these young men have never been to, unless they were there to play basketball.

“These kids may have been in the gym at Cal State, but they haven’t been in a laboratory or classroom setting like we have here,” he said. “Being on a college campus is so different than being in the inner city. You don’t even walk outside at night in the inner city. Being here is exposure to a different kind of life.”

Last year Wood took this idea to then-President Joseph Hough, SES Dean Margaret Grogan, and his doctoral advisors, SES Professors David Drew, Daryl Smith, and Gail Thompson, who were all quick to support the project. Drew, whose research focuses on improving STEM (science, technology, engineering,

Wood envisions a pipeline of around 100 students attending CLBMC, with older kids mentoring the younger ones and serving as much-needed examples of academic success.



and mathematics) education, immediately recognized its potential.

"In today's high-tech global economy, mastery of mathematics can help lift young people out of poverty into rewarding jobs and careers," he said. "Providing these students from North Long Beach access to Claremont's world-class mathematics instructors would go a long way in achieving that."

The project also fit with SES' vision: "The School of Educational Studies is committed to social justice and accountability," said Grogan. "I was happy to support Leon's idea, and to help change the lives of these young men."

With his professors' encouragement, partnerships and commitments followed, with Harvey Mudd College President Maria Klawe offering to host the students on her school's campus and providing Harvey Mudd faculty to teach the students.

"I don't think any other school or university in the country would have even given me an audience," said Wood. "I wouldn't have gotten the support I got from CGU anywhere else, because I don't have a PhD. But they opened up everything for me here to see what I could do."

SES' Teacher Education graduates have already agreed to serve as instructors over the summer, even designing curriculum tailor-made for young men on summer break in partnership with Harvey Mudd and Pitzer Colleges' math faculty.

"We want to make it fun, but the biggest difference is we want them to do critical thinking," said Lisa Loop, co-director of Teacher Ed's Internship Program. "We want them to talk to each other about math. We want them to see math as something you work on together, as something to solve real-life problems. This will help them create a community amongst themselves so they can support each other through the mathematics curriculum at Jordan High."

The Long Beach Unified School District (LBUSD) has also been an instrumental program partner: they provided their current student data and math curriculum, and – led by the enthusiastic support of LBUSD Superintendent Chris Steinhauer and School Board President Felton Williams (who is also an SES alum) – have assisted in selecting program participants and securing additional funding. Troy Bennett, assistant principal at North Long Beach's Hamil-



ton Middle School, thinks this partnership could be a game-changer for many students: "In my experience as an educator, I've seen students change over the summer. I've seen kids who were focused come back and suddenly start getting in trouble. That's why this program is so important. Ninth grade is often when we lose them."

With that institutional backing, the Claremont Long Beach Math Collaborative was born, and developed rapidly. The math academy would last four weeks over the summer with 26 8th-grade graduates from North Long Beach middle schools attending. The teenagers would all be African American males entering Jordan High School in the fall.

Best of all: the great outpouring of financial support meant these students wouldn't pay a thing for the opportunity. The first contributions arrived in late 2010, when the project received several start-up gifts of \$100-\$200 from CGU alums and Long Beach city leaders. In February 2011, the American Honda Foundation gave \$60,000. The next month, SES Board of Advisors member Roberta Jenkins donated \$20,000, along with additional support from CGU Board Members Beverly Ryder and Virgil Roberts. And in March, the Wells Fargo Foundation added \$25,000, which completed the funding necessary for the first year of the program.

Even better, pledges are already coming in for the 2012 and 2013 summer programs, ensuring that the CLBMC will be sustained for several years. However, Wood has much bigger plans for it than that.

The goal for the first year of the collaborative is to just ensure that the 26 students attending are on grade-level in algebra and ready to start geometry when they begin at-



**“In today’s high-tech global economy, mastery of mathematics can help lift young people out of poverty into rewarding jobs and careers.”**

tending Jordan High School. However, these same 26 students will be invited to return the following summer, along with 26 more African American males who are about to enter high school. Eventually, Wood envisions a pipeline of around 100 students attending CLBMC, with older kids mentoring the younger ones and serving as much-needed examples of academic success. Ultimately, by the time they finish high school, Wood hopes that all CLBMC alums will have completed advanced placement (AP) courses and possess the math skills and study habits to be accepted at a major university.

Long-term plans for the collective include recruiting participants beyond African American males: “This is going to expand,” said Omar Safie, an SES doctoral student who serves as the school’s liaison to North Long Beach. “We know that Latinos are not doing well in math. We know the poor community in general is not doing well. We are starting small, but the goal is to expand to other genders and racial groups as well. We’re just starting with the most needy group.”

Like other effective intervention programs, CLBMC is rigorous and holistic, with a schedule that includes math classes in the morning and structured extracurricular activities in the afternoon. Gary Kelly, Harvey Mudd’s associate dean for student diversity, and Maggie Browning, Harvey Mudd’s vice president of student affairs and dean of students, have developed games that use elements of math for students to play. Roberta Jenkins and her husband Matthew have lined up several successful African American guests for the children to meet and learn from. There will also be movie nights and several other evening activities.

Bennett likes what he’s seen so far: “I have to commend the folks at Claremont, because they have an ambitious program. These kids are going to be worn out, which is good because a young mind needs to stay busy.”

In addition, parents of the children involved in the collaborative will be involved. While their sons collaborate in Claremont, parents will participate in parent-training classes in Long Beach. The goals of these trainings, conducted jointly by SES and Harvey Mudd, are to help parents understand their responsibilities and forge a partnership between them and their school district. “We know these kids can receive support at school, but if they don’t receive it at home they won’t be successful,” said Safie.

Judging from the community’s early response to the program, this support should be plentiful. “The students in my school who have been selected for this, they’re excited. They ask me about it every day. But their parents, that’s a whole other level of excitement,” said Bennett. “The kids don’t really realize what an opportunity this is. But the parents get it.”

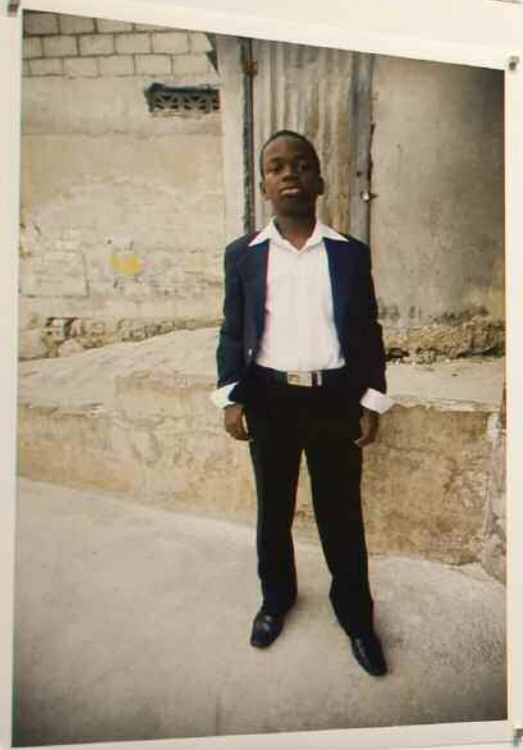
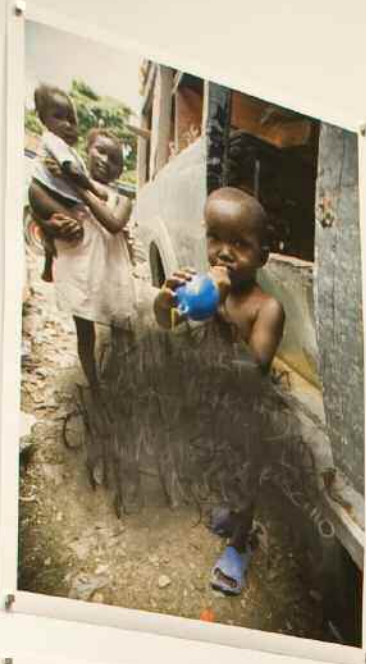
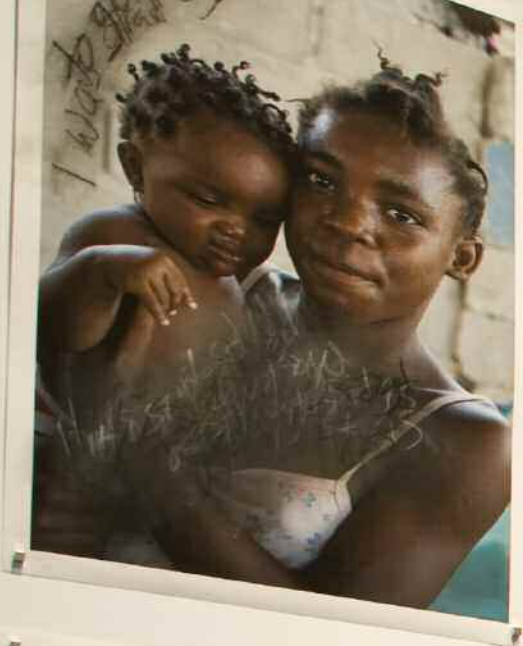
While the Claremont Long Beach Math Collaborative is still in its earliest stage, optimism can largely be attributed to the designation “collaborative.” This is a program that harnesses the potential of the Claremont Consortium, with CGU and Harvey Mudd partnering and receiving additional faculty assistance from

Pitzer and even California Polytechnic State University, Pomona. Then there is the additional encouragement and assistance from LBUSD, foundations, donors, and several individuals who are volunteering their time. For a project like the Claremont Long Beach Math Collaborative, with ambitious, long-term goals, confirmation of success may take time, but with so many pitching in and pulling for these young men from North Long Beach, the beginning couldn’t be any more encouraging.

“I’ve just had total cooperation from everyone I approached about this project. This has already become something beyond my wildest imagination,” noted Wood. “Now let’s just hope that matches up with the experiences the kids will have over the summer.”











Visitors to Kerry Rodgers' MFA thesis exhibit, *Back From Port-au-Prince*, saw portraits of suffering, dignity, displacement, and hope. But what they didn't see is Rodgers herself, who is still on her journey as artist and ambassador.

## PORTRAIT OF THE ARTIST AS A HUMANITARIAN



Rodgers credits her time in San Quentin State Prison, located just outside San Francisco, as formative for her growth as an artist. She wasn't an inmate, but a volunteer art teacher. While she worked as a commercial photographer during the week, every Thursday Rodgers crossed the Golden Gate Bridge to spend her morning at the penitentiary. Some of her students were offenders who ran afoul of the three-strikes law; some were convicted murderers serving life sentences.

"So many people only become friends with those who have similar backgrounds and life paths," she said. "That experience opened my eyes to a segment of society that's almost invisible, that doesn't have a voice. People in San Francisco live right next to that prison but never think about it. With the time I spent there, it became such a big part of my life. I couldn't stop thinking about it."

Rodgers continued thinking about San Quentin even after moving to Claremont and cutting off all communication with her formal pupils. (San Quentin's volunteer teachers are forbidden from corresponding with inmates.) "At a certain point I asked myself what most artists ask themselves: what is most important to you? And I realized, my experiences in San Quentin were some of the most interesting and important of my life," she said. "And those experiences began manifesting themselves in my artwork."

This artwork includes Rodgers' San Quentin series, a collection of oil paintings portraying students from her class outside the context of the prison: Gabriel, enthused over scoring a wedge of onion from the chow hall, in front of a large painter's palette; Felix, ruminating on political theory and classical guitar, surrounded by a lush forest.

For her next project, Rodgers again looked to draw inspiration through volunteer work. She was pursuing an opportunity in El Salvador when the Haitian earthquake struck in January 2010. Like many, she watched the devastation on TV and texted a \$10 donation from her cell phone. But when she heard that schools in Haiti would be closed for several months she realized how she could be of use. From California she tried unsuccessfully to get in touch with any organization that might be able to use artist volunteers. But she wasn't giving up.

"My best friend is a doctor, and she went to volunteer at a Haitian hospital that March," Rodgers said. "I had her ask around to see if there was a place I could teach art classes."



Through her friend, Rodgers was put in touch with an American pastor who worked in Carrefour Feuilles, a poor residential commune in the Port-au-Prince area. Though Rodgers considers her outreach work irreligious, churches often serve as the local school and community center as well as places of worship in Haiti. She contacted the pastor and he quickly confirmed that the local students would be eager for an artist to come visit.

That spring, Rodgers applied for and received a \$2,000 Friedman Grant through CGU's School of Arts and Humanities. The money helped pay for airfare, lodging, food, a translator, and art supplies (money goes a lot farther in Haiti than Southern California). In July she was on her way to a country she had never visited before, to live in a tent in a town with no running water.

When she arrived, the local school had just reopened after being closed for four months following the earthquake. Rodgers didn't know what to expect, but she had a plan. She developed different activities, and hoped to only work with a small group composed of about 10 children of similar ages. Then, on the first day of class, 20 students of varying ages showed up.

"I thought, okay, I can go with this. I can deal. Thankfully, the older kids seemed happy to do what I thought of as a younger



"Before the earthquake, Port-au-Prince had been famous for the bright, splashy paint coating the homes, shacks, and buildings... But the rubble has made the city gray... Hopefully it's just temporary."

kid's activity," she said.

But word traveled fast throughout the neighborhood. The next day, 40 students showed up; the day after that, 50. "I remember I did my count and turned to my translator and said, 'I'm not prepared for this. I can't do this.' He said, 'Okay, you tell me which ones I should tell to leave.' I thought, 'I can't do that!' These children had lost everything. I couldn't tell them to leave."

So for the next two weeks, Rodgers taught 50 children, for three to five hours every afternoon. And how did she teach that many students at once? "Through very simple instructions and through chaos," she explained. "Utter chaos."

Despite that chaos, Rodgers was surprised at her students' enthusiasm: "They were just exuberant. They were so excited to just get the chance to make art. They reminded me what a joyful activity art-making can be."

That reminder would come in handy for the second half of her trip, when Rodgers traveled throughout Haiti, taking photo-

graphs, meeting local artists, and surveying the damage. Sadly, one of the most dominant features of the Haitian environment since the earthquake is gray rubble. Lacking a strong bureaucratic system, there has been little cleanup, and Rodgers found the detritus particularly woeful in contrast to the vibrant and colorful Haitian aesthetic: "Before the earthquake, Port-au-Prince had been famous for the bright, splashy paint coating the homes, shacks, and buildings. And there are all these buses called tap taps. They're painted these insane colors. I love that about Haitian culture. I love that exuberance. But the rubble has made the city gray. I thought that was an interesting metaphor for all the emotional difficulty the earthquake has caused. Hopefully it's just temporary."

When meeting local Haitian artists she began discussing how they could collaborate and help bring that vibrancy back to the built environment. Their idea was to turn the rubble into public art projects by painting murals over the destruction. But of course, the rubble was not just pieces of a collapsed building; people had died under the wreckage and it was important to Rodgers to treat the material with an appropriate level of solemnity.

"When I paint on rubble I am very conscious that many of the destroyed buildings in Port-au-Prince are literally graves," she said. "I always do these projects with Haitian collaborators, and we do it in the spirit of memorializing all that was lost. Our intention is to honor the past while also imagining what the future will look like for Haiti."



Rodgers continued thinking about how she could contribute to the community as an artist. On a follow-up trip to Haiti in January 2011 she brought a camera and digital printer – two rarities in Carrefour Feuilles. She offered free portraits to anyone who wanted one. Though this could be considered a small gesture in America, people whose homes had been destroyed might not have any pictures of themselves or their family. Even those whose houses were intact sometimes only had a small box with about 20 photos documenting their lives. Many of the portraits Rodgers took ended up in her spring 2011 MFA show, *Back From Port-au-Prince*.

“What I appreciate about photography is its ability to make a human connection. Can you look at the photos and see someone’s eyes? That’s one way my photos function,” she said. “On the other hand, the fact that there are so many complicated stories behind those eyes is something I want to express.”

Highlighting the complication is the ever-present poverty. One mother with a newborn was so happy she nearly cried when Rodgers photographed her child. Another



“And there are these buses called tap taps. They’re painted these insane colors. I just love that about Haitian culture.”



woman Rodgers photographed was living next to a baby dying of hydrocephalus. That baby’s parents asked Rodgers to take a photo of their child, which she did, though she did not include that image in her exhibit. “I don’t want my art to be about that. But in my show there is the woman who lives next to this baby. When I look at her photo I see her dignity and strength and power, but I also see what she has to live with. A dying baby. No medical care. And I don’t know how to reconcile how we live so comfortably while our neighbors suffer. There’s no answer to that, but it’s something I think about a lot.”

When Rodgers returned to Claremont from her second, two-week trip to Haiti in January, she shared these concerns with Arts Enterprise (AE), a CGU club made up primarily of Art and Arts Management students. With fellow AE members Shanda Domango, Tiffanie Lam, and Maria Peredes, Rodgers organized a Valentine’s Day bake sale outside the Drucker School’s Burkle Building. In one day they raised nearly \$700, which they donated to Zanmi Lakay, a nonprofit that provides educational and economic opportunities to Haitian street children.

“It was so strange to come back to CGU and be in this comfortable, privileged environment,” Rodgers said. “I thought, these children have so little. I wanted to do something, even something small, to continue helping.”

The month after the fundraiser, on March 28, *Back From Port-au-Prince* opened in CGU’s Peggy Phelps Gallery. The exhibit included portraits, photographs of the public art she had collaborated on with Haitian artists, and videos.



"When they saw I was taking portraits of everybody they disappeared into the house. I was like, 'Oh, I guess they don't want their picture.' Then they came out all dressed up. And I realized they wanted their portrait. They just wanted to look good."

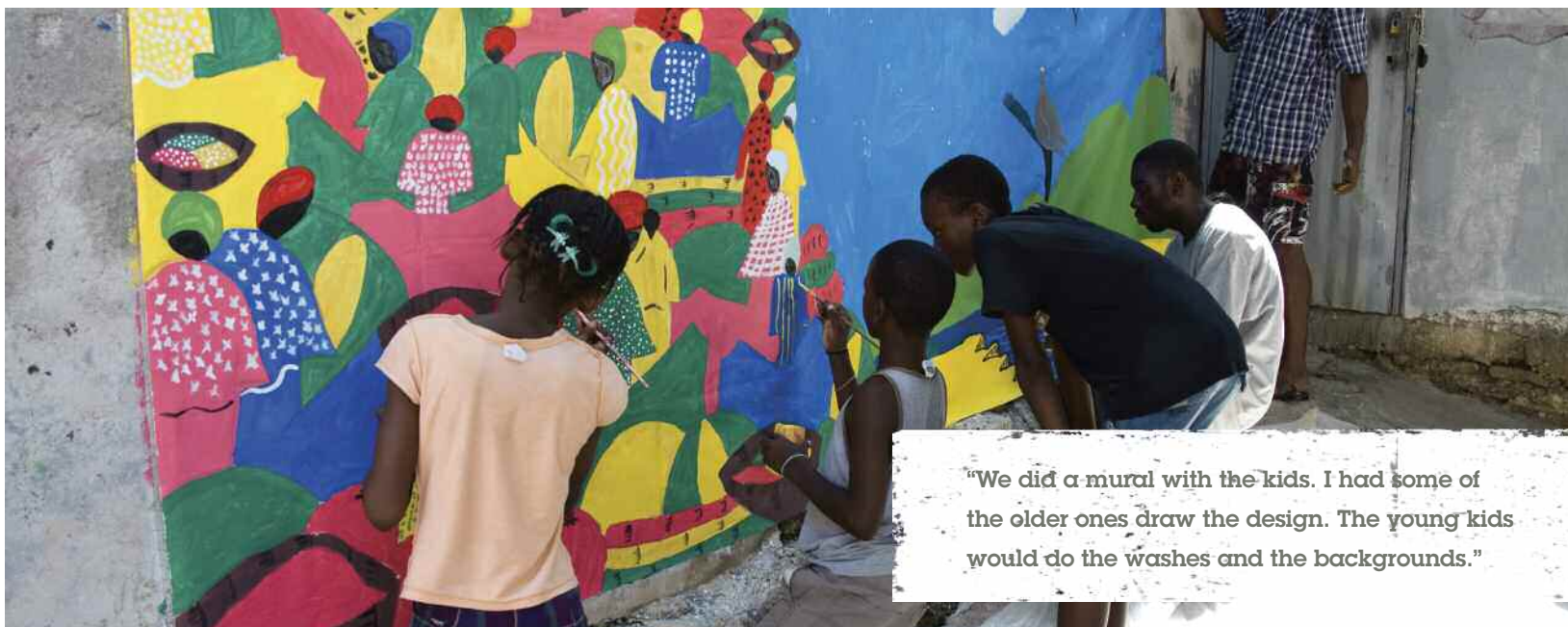
Shortly before graduating this May, Rodgers was awarded the Karl and Beverly Benjamin Fellowship in Art. The \$1,500 fellowship is awarded annually to a second-year art student. CGU Art alum and renowned painter Karl Benjamin personally picked Rodgers to receive the award based on her work. It didn't take her long to put that money to use: "As soon as I got that fellowship I booked my next trip to Haiti. I leave in July."

For this trip, Rodgers is leading a photography class for Zanmi Lakay. Though she doesn't know how often she will be returning to Haiti in the future, or for how long the country will continue inspiring her work, she knows she has developed relationships that will endure: "There's a young man who lives in the neighborhood where I stayed. He was my translator on my two trips. He's become my friend and I talk to him on the phone just about every week. My husband and I are helping him get an English education and driver's license. I feel like he is a friend for life, and he will always be a reason to go back."

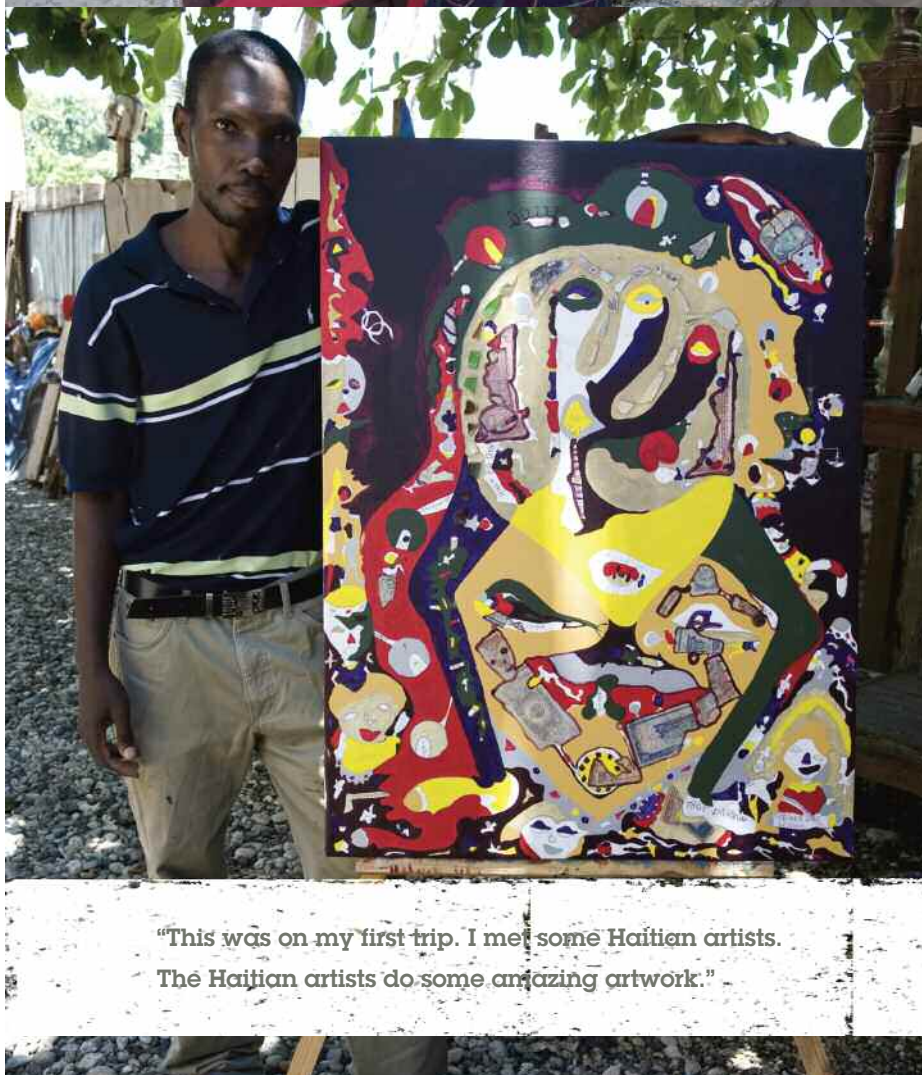
*To learn more about Kerry Rodgers, and see more images from Haiti and her San Quentin project, visit [www.kerryrodgers.com](http://www.kerryrodgers.com).*







"We did a mural with the kids. I had some of the older ones draw the design. The young kids would do the washes and the backgrounds."



"This was on my first trip. I met some Haitian artists. The Haitian artists do some amazing artwork."





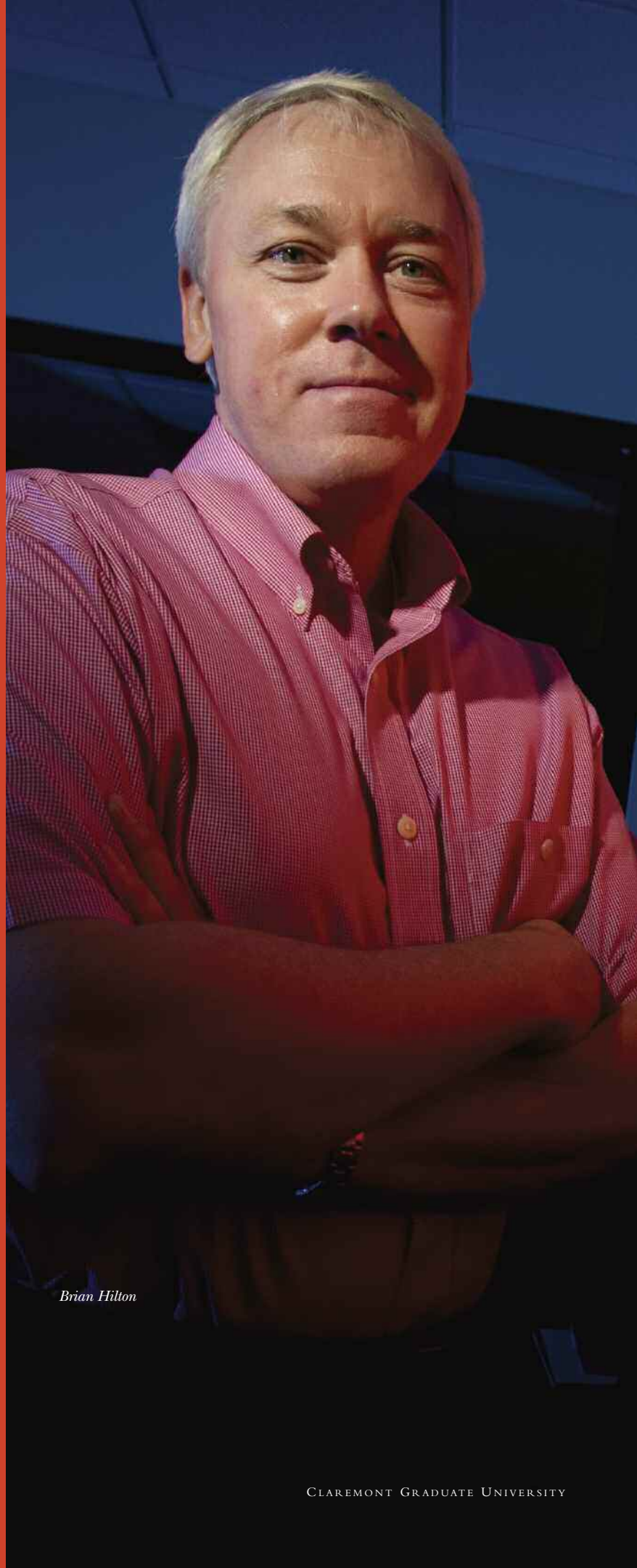
# DISASTER



**Maps.** Forget water. Forget canned food. School of Information Systems and Technology (SISAT) faculty member Brian Hilton is demonstrating that the most important resource after a natural disaster might just be a good map.

These are not the maps you fold up and keep in your glove compartment, and Hilton is not a cartographer (though he has taken cartography classes). Hilton – whose background is in economics and information technology – creates digital maps that contain multiple, potentially infinite, layers of information. And since information is often the most valuable resource after a disaster, these maps have the ability to save hundreds or thousands of lives. Working with world leaders in relief, development, and GIS (geographic information systems) software, Hilton's maps have already been put to use in Haiti, Japan, and West Africa.

Fittingly, CGU's own geographic location might be one of its biggest assets in developing disaster-related GIS maps. Monrovia, California, 25 miles west of campus, is home to World Vision International (WVI), the largest faith-based NGO in the world and one of the largest disaster relief and development agencies operating today. WVI is active in over 100 countries and manages a \$2.6 billion annual revenue stream. Three years ago, WVI formed a partnership with SISAT to help them design and develop GIS-based solutions to support the work of their Humanitarian Emergency Affairs division.



*Brian Hilton*



“Through the use of the data sets this application provided, World Vision was able to estimate population impact, transportation and infrastructure disruption, and radiation exclusion zones.”

**New GIS Initiatives at SISAT:** Building on the success of Brian Hilton and others in GIS analysis and teaching, SISAT has launched several new initiatives for fall 2011. These include an Advanced GIS Lab and conducting an international contest for GIS Day on November 16, 2011. Notes SISAT Dean Tom Horan, “We see advanced GIS research and teaching as a key growth area for us over the next several years, and look forward to creating new partnerships that can establish SISAT and CGU as a preeminent leader in this area.” More information on these initiatives can be found on SISAT’s website ([www.cgu.edu/gis](http://www.cgu.edu/gis)).



*Rubble surrounding a high-rise building in northern Japan.*

Thirty-five miles east of Claremont is the headquarters for the Redlands-based Esri International, the largest GIS software developer in the world. CGU was one of the first universities to partner with Esri as an Esri Development Center (EDC), which is housed in SISAT. The EDC helps facilitate and expand GIS use in faculty and student research projects, and serves to develop prototypical GIS solutions applied to a wide range of real-world needs. But it is most pressing for those living in disaster-afflicted areas. That is why Hilton and his team of students develop GIS maps for disaster preparedness and response, and unfortunately, this has been a busy year.

The January 2010 earthquake in Haiti devastated an already impoverished region. As many already know, underdeveloped infrastructure led to a far greater loss of life than would have occurred in a first-world country. Additionally, the lack of precise information greatly hindered relief efforts. That is one of the reasons why World Vision, which rushed in after the earthquake, has never left.

**“The Japan situation awareness map was used extensively at the start of World Vision’s response, with heavy emphasis on its ability to enable Remote Sensing capabilities.”**

In the United States, certain things are largely taken for granted, like knowing where our hospitals are located and which freeways will take us there. Also, few Americans ever have to set out on foot in search of clean drinking water. In Haiti, relief workers often don’t know where aid stations are located, and even if they do, they still have trouble finding cleared streets, or even passable paths and back roads. But one of the silver linings of the earthquake for Haitians is the massive increase in data collection. Those with certain GPS (global positioning system) equipment and software can upload the coordinates of nearly anything to websites like OpenStreetMap. For the past year, that’s what volunteer, ad-hoc cartographers have been doing all over Haiti, providing a heretofore unimaginable wealth of accurate and up-to-date information to GIS programmers like Hilton.

“This is local knowledge, information you get from people who are actually there in the country, that’s what’s most valuable,” said Hilton. “That’s the information relief workers and relief agencies need to be able to make decisions.”

Unbeknownst to many around the world, Haiti has also been struggling with a cholera outbreak since October 2010, with hundreds of thousands of reported cases and over 5,000 fatalities. Though there are scores of relief agencies operating in the country, information sharing is not yet the norm and there is no central agency that provides comprehensive lists of treatment centers and clean water sources (cholera is spread through contaminated water). Due to this lack of coordination, relief workers often don’t know where to direct people in need of medical treatment or water.

That is why Brian Carlson, World Vision’s IT director for Humanitarian and Emergency Affairs (HEA), traveled to Haiti in early 2011 to compile a list of cholera treatment centers. He sent a spreadsheet with all the locations he could find to Hilton, who augmented that list with additional treatment centers obtained by the United States Centers for Disease Control. Coupling these locations with information from OpenStreetMap, which is constantly updated, Hilton was able to create a GIS map with layers including near-comprehensive (and expandable) lists of treatment centers and water sources along with detailed and accurate routes for reaching them.

Hilton’s map of Haiti, now available online to anyone with an Internet connection, will hopefully serve as a replacement for the traditional methods of data collection and decision-making: “There is a pressing knowledge-management issue in Haiti, and in most of these underdeveloped countries,” Hilton said. “Decision-makers don’t have data. What they have is someone who knows the area and keeps all this information in their head. If a disaster happens, this person steps up and helps direct relief and displaced people, but what happens if this person is killed in the disaster? What happens if they retire?”

One country with a different set of problems is Japan. The combination of a magnitude 9.0 earthquake, huge tsunamis, and damaged power plants this March created unique challenges. That series of events was so unexpected and unprecedented that relief agencies never even imagined it in their worst-case scenario planning. “No one ever planned for this,” said Carlson. “We are faced with having to make decisions and take actions that we haven’t had to before.”

This is why the GIS map Hilton put together after the Japanese earthquake was so important. Without any prior preparations, he had to work assiduously to



create a map addressing what quickly became the most pressing issue for World Vision: nuclear fallout.

Hilton first created a layer with the locations of all the Japanese power plants affected by the earthquake, and included images provided by DigitalGlobe, a commercial vendor of space imagery and geospatial content. The Japanese government created evacuation zones around these power plants, so Hilton created another layer, with each plant's respective buffer zone. Through Esri, Hilton was able to obtain satellite images from the Department of Defense's National Geospatial-Intelligence Agency. These images were used in a new layer that included photos of what the beaches looked like before and after the earthquake and tsunamis.

After completing these layers of geographic and visual information, Hilton could add the demographic data within the evacuation zones. This is where the abundance of information in Japan becomes vital. "The important thing about data is, the more granular you can make it, the better," he said. "How much of that population is able-bodied, so they can evacuate on foot if there are no roads? How many people are infirm? How many are in hospitals? How many are over 65? Over 75? Younger than five? You could really get down to hair and eye color if you have the data. There's no limit."

"The Japan situation awareness map was used extensively at the start of World Vision's response, with heavy emphasis on its ability to enable Remote Sensing capabilities," said Carlson. "Through the use of the data sets this application provided, World Vision was able to estimate population impact, transportation and infrastructure disruption, and radiation exclusion zones."

Most recently, Hilton's GIS work is shifting from disaster response to disaster preparedness. In May, he attended World Vision's annual forum on relief in Cape Town, South Africa, where he and Carlson presented their latest project on combating the seasonal emergencies in Western Africa. Mark Janz, planning director for World Vision HEA, began working with Hilton in December 2010 on the mapping planning application for West Africa. In addition to Janz, Hilton also worked closely with HEA West Africa Regional Director Paul Sitnam and Maryada Vallet, a master of public health student at the University of California, Los Angeles. "Most of the disasters in West Africa are predictable," said Hilton. "We know if it's the rainy season, there will be mosquitoes, which means malaria or meningitis. Then, three months after the rainy season, it will be locust season, which can decimate crops and cause food shortages."

Using a PDF from the World Food Program that listed seasonal hazards by country, Hilton created an interactive GIS map. For example, users could select the month of May and see that Mali and its neighboring country of Senegal will have locusts. Subsequently, Hilton has been creating additional layers to increase the map's effectiveness. One of the recent additions includes constantly updated data from Columbia University, which uses a 10-day estimate of daily rainfall and their own algorithm to predict malarial outbreaks.

Hilton and Carlson's presentation in Cape Town was greeted with enthusiasm, and the two were able to meet with West African aid workers on potential new layers that would make the map even more helpful. One idea would help combat food shortages. During these shortages, there is often an increased risk of hijacking of food-delivery trucks. Knowing where these hijackings take place could lead drivers to take safer routes or allow dispatchers to put security in particularly dangerous or vulnerable locations.

While Hilton's work has certainly been impactful, advances in technology



*Damaged buildings following the earthquake in Jacmel, Haiti*

**"This** is local knowledge, information you get from people who are actually there in the country, that's what's most valuable."

and CGU's strategic partnerships ensure that his mapping will only grow more integral

to disaster relief and preparedness. On the technology front, Hilton's home in SISAT will prove to be a distinct advantage. Most university GIS programs are housed in geography schools, not IS or IT programs. The school also provides SISAT students – including Joe Roberts, who recently received the Outstanding Student of the Year award from Esri – to assist in current and future GIS mapping projects. And there is the potential for future collaboration with students from the School of Community and Global Health.

But perhaps most importantly, CGU's relationships with World Vision and Esri position the university to lead ambitious future projects as well. There is clearly a need for this, and the size, relationships, and experience of the school make Claremont a natural landing place, as it already has been for World Vision and Esri.

"What I think is great is that we're working with World Vision International, the world's largest NGO, and they use our maps, which are extremely powerful and can save thousands of lives," said Hilton. "They have billions of dollars at their disposal and they came here to get these tools. They could have gone anywhere, but they came here."

*To see Hilton's maps and learn more about how they are being put into use, visit Humanitarian Trends ([www.humanitarianrends.org](http://www.humanitarianrends.org)), which is a joint project of CGU and World Vision.*

## faculty achievements



**Peter Boyer** (*Arts and Humanities*) was commissioned by the Eastern Music Festival in Greensboro, North Carolina to compose a new work in celebration of its 50th anniversary. Music Director Gerard Schwarz, who selected Boyer, conducted the premiere of *Festivities* with the Eastern Festival Orchestra. The 2010-2011 concert season included more than 30 performances of Boyer's orchestral works. The Boston Pops Orchestra opened its 126th spring season with five performances of Boyer's *Silver Fanfare*, conducted by Keith Lockhart, and broadcast on WGBH. Boyer concluded his season-long appointment as Composer-in-Residence of the Fort Worth Symphony Orchestra with performances of his *Titanic*, conducted by Miguel Harth-Bedoya, and broadcast on WRR. Boyer's work *Ellis Island: The Dream of America* was performed by the Kalamazoo Symphony Orchestra, the Southwest Florida Symphony, and the University Symphony Orchestra of California State University, Fullerton. *Ellis Island* has now received over 120 live performances. The WCVB-TV program *An American Salute: The Pops at 125*, which featured the premiere performance of Boyer's work *The Dream Lives On: A Portrait of the Kennedy Brothers*, with narrators Robert De Niro, Morgan Freeman, Ed Harris, and Cherry Jones, won the Boston/New England Emmy Award for Best Arts/Entertainment Program. Boyer contributed music orchestrations to three Hollywood film scores: *The Conspirator* (directed by Robert Redford), with a score composed by Mark Isham; and two films with scores composed by Michael Giacchino: *Super 8* (Paramount Pictures) and *Cars 2* (Disney/Pixar).



**Samir Chatterjee** (*Information Systems and Technology*) along with Stanford University's Martha Russell, delivered a keynote panel titled "Information Technology and Health Behavior Change: Tools that Work" at Preventive Medicine 2011, organized by the American College of Lifestyle Medicine in San Antonio. Chatterjee also was on two panels titled "Are Artefacts the Means or Ends in Design Science Research" and "Persuasive Technology for Public Health in Developing and Developed World" at the European Conference in Information Systems (ECIS 2011) held in Helsinki, Finland. He and his student Christopher Liapis published a paper, "On a NeuroIS Design Science Model" at DESRIST 2011 conference held in Milwaukee. Chatterjee has been invited to be an associate editor of a newly established journal called *Health Systems* to be published from UK.



**Ingolf Dalferth** (*Religion*) received 100,000 Swiss Francs from the Swiss National Foundation for a research project on "Eric Voegelin and Theology. The Case of 'Dogmatization' in Western Intellectual and Political History." Dalferth chaired a conference on "Theology and Metaphysics" in Zurich, and is teaching a summer course at the International University Center at Dubrovnik (Croatia) on religion and culture.



**Stewart Donaldson** (*Behavioral and Organizational Sciences*) published chapters "Theory-driven evaluation science and applied social psychology: Exploring the intersection," with William Crano, "The past, the present, and possible futures for social psychology and evaluation," and "Social psychology and evaluation: Building a better future," with Melvin Mark and Bernadette Campbell. He also chaired a symposium on "Applied positive psychology in action" and co-authored a paper presentation (with CGU student Ia Ko) on "Applied positive organizational psychology: The state of the science and practice." Donaldson was selected as co-chair of the American Evaluation Association's (AEA) Graduate Education Diversity Internship program (GEDI). The GEDI program, which will welcome its eighth cohort of interns this fall, brings together a cohort of 6-10 outstanding underrepresented minority graduate students from around the country for a 10-month internship.



**Patricia Easton** (*Arts and Humanities*) published a journal article, "The Cartesian Doctor, François Bayle (1622-1709), on Psychosomatic Explanation," in *Studies in History and Philosophy of Biological & Biomedical Science*. She gave a panel presentation, "Teaching History of Philosophy: History or Philosophy?" This was a panel on teaching the history of philosophy at the Pacific APA. She presented a paper, "Desgabets on the Senses, Science, and Certainty," for a panel on "Experimentalism and the quest for certainty in Cartesian natural philosophy," at the bi-annual Conference of the International Society for Intellectual History: "Passionate Minds: Knowledge and the Emotions in Intellectual History," at the University of Bucharest, Romania.



**Lori Anne Ferrell** (*Arts and Humanities*) spoke at the Annual Meetings of the Pacific Coast Conference on British Studies and the Shakespeare Association of America, as well as delivered invited lectures at the College of the Desert and the University of California, Santa Barbara. She was a featured speaker at *Pasadena Magazine's* annual "Women in Business" Issue Luncheon, and was also featured in a BBC television documentary on the 400th Anniversary of the King James Version of the Bible.



**Michael Hogg** (*Behavioral and Organizational Sciences*) gave a talk on leadership and social identity at the Haas School of Business at the University of California, Berkeley, in their organizational behavior seminar series. He attended the annual New Directions in Leadership Research (NDLR) Conference at the Fuqua School of Business at Duke University, where he spoke about the role of uncertainty in support for directive leadership. He described studies conducted in collaboration with two PhD students in his social identity lab, David Rast and Amber Gaffney, and a colleague at the University of Kent in the United Kingdom, Richard Crisp. Hogg also visited Australia to meet with the publishers, Pearson Education, of his introductory social psychology text to start planning the seventh edition.



# NEW FACULTY

## Melissa Rogers

*School of Politics and Economics  
PhD, University of California, San Diego*



**Why CGU?** CGU's strength in political economy perfectly matches my research interests. After spending a year in a visiting position here, I felt a close connection with my colleagues and students and could not resist the opportunity to stay long-term.

**Teaches:** I teach broad comparative politics courses, including "Comparative Political Institutions" and "Comparative Parties and Elections," as well as classes close to my research interests such as "Latin American Politics," "Politics of Developing Countries," and "Politics of Non-Democratic States."

**Teaching style:** I am somewhat informal in my approach and I like for students to enjoy their time in class. I relate the material of the course to the students as I understand it and as I believe it fits into the broader debate within academic research. I am very open to differing opinions and I welcome dissent and debate.

**Research:** Political economy in Latin America and, specifically, the development of tax capacity in Argentina's provinces.

**Favorite book in her field:** Richard Fenno's *Home Style* or Gary Cox's *The Efficient Secret*. They are very different in style and method but share their thoroughness and logical approach.

**Inspiration:** My parents and, in particular, my late mother, who continues to inspire all who knew her.

**Interests outside her field:** My family (especially my little boy), travel, sports, and food.



**Bob Klitgaard** (*University Professor*) spent the summer at the National University of Singapore as Li Ka Shing Distinguished Chair Professor at the Lee Kuan Yew School of Public Policy. He visited leaders in Malaysia, Indonesia, and the Philippines, as well as Colombia, at the invitation of President Juan Manuel Santos.



**Tom Luschei** (*Educational Studies*) was elected to serve a three-year term on the Board of Directors of the Comparative and International Education Society (CIES). At the CIES annual conference in Montreal, he presented a paper (co-authored with Amita Chudgar and W. Joshua Rew) entitled "Teacher-related Policies, Income Inequality, and the Distribution of Teachers in Nine Countries: Evidence from TALIS," and organized and chaired a panel (with SES PhD student Matthew Witenstein) entitled "Examining Immigrant Student Success Cross-nationally: A Comparative Study of Theory and Recent Evidence." At the annual conference of the American Educational Research Association in New Orleans, he served as a panel discussant and presented a paper (co-authored with Amita Chudgar and W. Joshua Rew) entitled "Exploring Differences in the Distribution of Teachers across Mexico and South Korea: Evidence from the Teaching and Learning International Survey." He also published an article, entitled "The Effectiveness and Distribution of Male Primary Teachers: Evidence from Two Mexican States," in the *International Journal of Educational Development*.



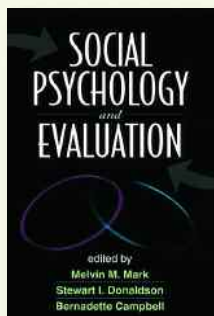
**Allen M. Omoto** (*Behavioral and Organizational Sciences*) was an invited panelist at the West Point Global Leadership Conference in West Point, New York. His presentation was titled "The Psychology of Volunteerism." Omoto also co-authored an article entitled "Environmentalism and Community: Connections and Implications for Social Action," published in the journal *Ecopsychology*, with current CGU student Benjamin J. Marcus and CGU alumna Patricia L. Winter. He co-organized the Claremont Symposium on Applied Social Psychology with CGU alumnus P. Wesley Schultz; this symposium brought experts from across the globe to the CGU campus to make public presentations on "Psychological Contributions to Sustainability and Environmental Action." Omoto co-authored several presentations with current and former CGU students at recent professional conferences, including at the Western Political Science Association in San Antonio; the Western Psychological Association in Los Angeles; and at the Association for Psychological Science in Washington, DC.



**David Pagel** (*Arts and Humanities*) published two essays: "To Die For," a consideration of artistic immortality and instantaneous gratification in *Forever Yours: The Art Guys*, and "Formalist Painting, Structuralist Film, Critical Prejudice, Historical Inertia, and Matthew Penkala's Upending of All That" in *New Paintings by Matthew Penkala*. Pagel was the visiting critic at Colorado State University and gave lectures on criticism and citizenship at the University of New Mexico, Albuquerque, and the University of Arizona, Tucson. He presented a slide lecture on Charles Garabedian's

## Social Psychology and Evaluation

Edited by Stewart I. Donaldson,  
Bernadette Campbell,  
and Melvin M. Mark  
(The Guilford Press, 2011)

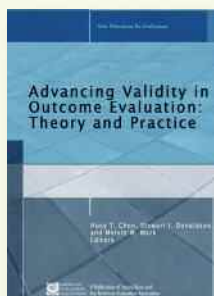


This compelling work brings together leading social psychologists and evaluators to explore the intersection of these two fields and how their theory, practices, and research findings can enhance each other. An ideal professional reference or student text, the

book examines how social psychological knowledge can serve as the basis for theory-driven evaluation; facilitate more effective partnerships with stakeholders and policymakers; and help evaluators ask more effective questions about behavior. Also identified are ways in which real-world evaluation findings can identify gaps in social psychological theory and test and improve the validity of social psychological findings—for example, in the areas of cooperation, competition, and intergroup relations. The volume includes a useful glossary of both fields' terms and offers practical suggestions for fostering cross-fertilization in research, graduate training, and employment opportunities. Each chapter features introductory and concluding comments from the editors.

## Advancing Validity in Outcome Evaluation: Theory and Practice

Edited by Stewart I. Donaldson, Huey T. Chen, and Melvin M. Mark



(Jossey-Bass, 2011)

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1. Validity Frameworks for Outcome Evaluation  
Huey T. Chen,  
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2. What Works for Whom, Where, Why, for What, and When?

Using Evaluation Evidence to Take Action in Local Contexts John Gargani, Stewart I. Donaldson

### 3. New (and Old) Directions for Validity

Concerning Generalizability Melvin M. Mark

This chapter reviews several alternative framings of generalizability issues and provides potentially fruitful directions for enhancing external validity in outcome evaluation.

### 4. Criticisms of and an Alternative to the Shadish, Cook, and Campbell Validity Typology

Charles S. Reichardt

### 5. Reframing Validity in Research and Evaluation: A Multidimensional, Systematic Model of Valid Inference

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### 6. Conflict of Interest and Campbellian Validity

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### 7. The Construct(ion) of Validity as Argument

Jennifer C. Greene

### 8. Assessing Program Outcomes From the Bottom-Up Approach: An Innovative Perspective

to Outcome Evaluation Huey T. Chen, Paul Garbe

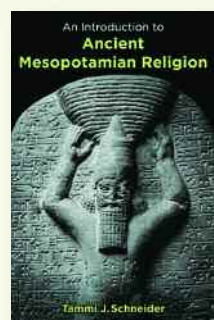
### 9. The Truth About Validity

William R. Shadish

## An Introduction to Ancient Mesopotamian Religion

Tammi J. Schneider

(Eerdmans Publishing Company, 2011)



In An Introduction to Ancient Mesopotamian Religion, Tammi J. Schneider offers readers a basic guide to the religion of the peoples living in the region of the Tigris and Euphrates Rivers from the beginning of the Bronze Age to the time

of Alexander the Great and Darius III. Drawing from extant texts, artifacts, and architecture, Schneider reveals a complex, fluid, and highly ritualized polytheism and describes both its intriguing pantheon of deities and the religious experience of the people who spent their lives serving and appeasing them.

## faculty achievements

painterly humanism at the Santa Barbara Museum of Art. He was a panelist for “Like A Whole Other Country,” for the Texas Biennial in Austin, as well as for “Regionalism,” at the Fort Worth Art Museum.



**Mary Poplin** (*Educational Studies*) gave one of the plenary presentations at Cambridge University during the Triennial OxBridge Conference in honor of the contributions of C.S. Lewis. She also presented in a session at Pepperdine University on philosopher Dallas Willard’s *Knowing Christ*.



**Vijay Sathe** (*Drucker*) published “The World’s Most Ambitious ID Project: India’s Project Aadhaar” in *Innovations*.



**Henry Schellhorn** (*Mathematical Sciences*) published “A Trading Mechanism Contingent on Several Indices” in the *European Journal of Operational Research*.



**Jean Schroedel** (*Politics and Economics*), along with Michelle Bligh, Jennifer Merolla, and Randall Gonzalez (a PhD student in SPE), published an article entitled “Finding Her Voice: Hillary Clinton’s Rhetoric in the 2008

Presidential Campaign” in *Women’s Studies: an Interdisciplinary Journal*. She also gave three talks: “Women’s Political Representation: A comparative Analysis” at the Gender, Society and Change Conference at CGU; “Charismatic Rhetoric in the 2008 Presidential Campaign: Commonalities and Differences Across the Candidates,” with Randall Gonzalez, at the Western Political Science Association meetings in San Antonio, and represented work also done with Michelle Bligh and Jennifer Merolla; and gave a talk entitled “Women in Politics: Gains, Setbacks, and the Road Ahead” at Career Forward Fridays in San Gabriel.



**Jason T. Siegel** (*Behavioral and Organizational Sciences*) gave two invited talks at Kyoto Notre Dame University in Kyoto, Japan. The first talk was titled “Applied health and social psychology: Finding success at the crossroads.”

The second talk was titled “Anti-drug campaigns in America: Theoretical pathways.” Both talks were given in collaboration with William D. Crano and Eusebio M. Alvaro.



**Daryl Smith** (*Educational Studies*) recently published two book chapters: “The Diversity Imperative: Moving to the Next Generation” in *American Higher Education in the 21st Century* (3rd edition) (P. Altbach, R. Berdahl, P.

Gumport, eds.), and “Identifying Talent, Interrupting the Usual: Diversifying the Faculty,” in *Critical Issues in Higher Education* (L.M. Stulberg and S.L. Weinberg, eds.). Smith spoke at the University of Kansas and Des Moines University



on "The Imperative of diversity for institutional viability: Building capacity for a pluralistic society." She spoke at the University of Rochester on "Excellence in higher education: The diversity imperative." At the University of Washington she spoke on "The Pursuit of Excellence for UW Medicine: The Diversity Imperative."



**Wayne Snyder** and Bruce Matsui (*Educational Studies*) presented a day long workshop to school and district administrators in Mississippi. Snyder has been working in the MAST (Mississippi Academy of Science Teaching) project for the last several years. The MAST program is a state-wide professional development program for elementary, middle school, and high school teachers from across the state, and is run out of Jackson State University by Physics professor, Mehri Fadavi. Snyder has been involved with the teacher professional development for a number of years. This is the second year of including a workshop day for superintendents and principals. The title of their presentation was "Classroom Based School Reform." Snyder also presented at the National Science Teachers Association conference in San Francisco. The title of his presentation was "Scientific Literacy: Using Examples and Nonexamples to Develop Student Understanding."



**Dennis Trinidad** (*Community and Global Health*), with E.J. Pérez-Stable, S.L. Emery, M.M. White, and K. Messer, published "A nationwide analysis of US racial/ethnic disparities in smoking behaviors, cessation and related factors" in the *American Journal of Public Health*.



**Vincent L. Wimbush** (*Religion*) had several publications: "Response to: D. Max Moerman, The Death of the Dharma: Buddhist Sutra Burials in Early Medieval Japan" on the *Religion & Culture Web Forum*; "Interpreters – Enslaving/Enslaved/Runagate" in the *Journal of Biblical Literature*; "Ex-Centric Reading: A Case for Critical Reorientation" in *Worrying Over Words: Fostering Biblical Scholarship for the Twenty-First Century: Essays in Honor of Kent Harold Richards on the Occasion of His Retirement*; "The Work We Make Scriptures Do For Us: An Argument for Signifying on Scriptures as Intellectual Project" in *Transforming Graduate Biblical Studies*, ed. Elisabeth Schuessler Fiorenza and Kent H. Richards; and "African Americans and The Bible" in the *Cambridge Dictionary of Christianity*. Academic conference papers read: "White Men's Fetish," at the Society for Anthropology of Religion in Santa Fe, New Mexico; and "Making Do with the Fetish: Scriptures and Vernaculars II," at the the Iconic Book Project Symposium III at Syracuse University.



**Paul Zak** (*Politics and Economics*) filmed a BBC television episode in Claremont on the brain basis for morality. Korean TV featured his research on the brain and social media. Zak spoke at WOM Update in Buenos Aires and attended the first neuromagic conference in Galicia, Spain. He conducted an experiment in Papua New Guinea with a Japanese television crew in tow, and spoke at TED Global in Edinburgh, Scotland.

## NEW FACULTY

### Jonathan Jaffee

*Peter Drucker and Masatoshi Ito Graduate School of Management  
PhD, University of California, Berkeley*



**Why CGU?** The high quality of the faculty, students, and administration was a major attraction of CGU and the Drucker School of Management. The Drucker School is a particularly collegial place, and I enjoy the small class sizes.

**Teaches:** I teach "Business Strategy" and "Business Law" to MBAs and Executive MBAs. In fall 2011, I will also be teaching "Organizational Theory and Design" to Executive MBAs.

**Teaching style:** My courses are based on business school cases or legal cases. I like to think of my classroom as a relaxed but structured atmosphere for students to hone their strategic and legal-reasoning skills.

**Research:** My current research focuses on the legal profession, including the role of the educational backgrounds of law-firm partners on firm performance. Recent publications involve the role of professional networks on law firm performance (*Organization Science*, 2010) and spin-off firms on the technological innovation of "parent" hard disk drive firms (*Organization Science*, 2009).

**Favorite book in his field:** *The Demography of Corporations and Industries*, by Glenn R. Carroll and Michael T. Hannan (Princeton University Press, 2000), which expands on the latest research in my field, "organizational ecology."

**Inspiration:** I was fortunate to have several wonderful mentors in my educational and professional experiences who instilled a high standard for research and teaching.

**Interests outside his field:** My family keeps me occupied outside of the Drucker School. I have two adorable kids, ages six and nine. My girlfriend and I are obsessed with our wire fox terrier. I am fortunate that my parents live in California (though my sister lives in the Congo). I try to visit my 93-year-old grandmother in South Florida as much as possible. I also ski and play tennis.

To view more CGU alumnotes, go to <http://alumncommunity.cgu.edu/alumnotes>

## Arts and Humanities

**Lewis Baltz, MFA 1971**, had his black-and-white series of photographs, called *Prototypes*, featured at the National Gallery of Art in Washington, DC, from March 20 through July 31, 2011. *Prototypes/Rodne de Nuit* included some 60 works that question the transformation of the postwar industrial landscape of America, and the 12-panel color mural *Ronde de Nuit*. The exhibition also included works by Donald Judd, Sol LeWitt, and Richard Serra, artists who inspired Baltz. The show was organized by the Art Institute of Chicago, where it was on view from September 2010–January 2011.



**Karl Benjamin, MA, Art, 1960**, was part of a group exhibition through his gallery, Louis Stern Fine Arts, during *Art Paris: Just Art!* at the Grand Palais in France this summer. The gallery used the exhibition to showcase the pioneering work of mid-twentieth century, Southern California-based, Hard Edge painters. These artists will also be prominently featured in the Getty Museum's Fall 2011 exhibition, *Pacific Standard Time – Art in Los Angeles 1945-1980*.

**Jeffrey Groves, MA, English, 1983; PhD, English, 1987**, teaches one of the most popular classes at Harvey Mudd College (HMC), "Literature 110: Shakespeare," which has become an institution at HMC, a school that only offers majors in engineering, science, and mathematics. Groves, who trained in literature and pursues scholarly work on the history of the book, cites the intellectual firepower of Harvey Mudd students as well as the fact that it is an interdisciplinary institution as reasons he chose to teach there. The class performed *A Midsummer Night's Dream* on April 29 and 30 as part of HMC's annual alumni weekend. Groves' class was highlighted in the *Chronicle of Higher Education*.

**Pamela O'Leary, MA, Applied Women's Studies, 2008**, co-hosted a live Q&A Conversation on the *Washington Post* jobs blog on May 18, 2011. The discussion, "Closing the Salary Gap; Negotiating Tactics for Female Graduates," explored the fact that women, even those fresh out of college, still make less than men. O'Leary is executive director of the Public Leadership Education Network, and partnered with career coach Alyssa Best to discuss salary negotiation tactics for women graduating from college.

## Behavioral and Organizational Science

**Jeffrey Bordin, PhD, Psychology, 1992**, conducted a classified military study that was cited in an article by the *Wall Street Journal* by Dion Nissebaum on June 17, 2011. The article notes that the study finds that "The killings of American soldiers by Afghan troops are turning into a 'rapidly growing systematic threat' that could undermine the entire war effort." Bordin is a political and behavioral scientist working for the US Army in Afghanistan, and, according to the article, also warned that "the magnitude of the killings may be unprecedented between 'allies' in modern history."



**Dana Essex, MA, Psychology, 1992; PhD, Social Psychology, 2000**, was hired as business processes director for UCare, an independent, nonprofit health plan with more than 200,000 members. Essex was previously a Lean Six Sigma Black Belt at the University of Minnesota Medical Center, Fairview, in Minneapolis, where she led process improvement project teams. At UCare, Essex serves as the

health plan's internal business performance improvement consultant and is responsible for comprehensive business performance improvement initiatives. Essex is a member of the American College of Healthcare Executives, the International Society of Sigma Six Professionals, and the American Psychological Association.

## Botany

**David Young, PhD, Botany, 1975**, is the man behind Arizona State University's (ASU) new sustainable campus at Lake Havasu. As senior vice president of academic affairs, Young says that his 10-year tenure at ASU is due to the fact that he "kept getting more things to do that were different." Young is now envisioning a Lake Havasu campus where general education classes are built around the theme of sustainable cultures. The ultimate goal is to create a private, liberal arts college atmosphere at the Lake Havasu City campus, which large institutions such as ASU can typically only achieve by creating honors programs to develop student-teacher relationships.

## Peter F. Drucker and Masatoshi Ito Graduate School of Management

**Erika Gamst Bernal, MBA 2008**, received the 2010 Volunteer Service Award for the Association of Donor Relations Professionals, in acknowledgement of her outstanding work in professional development and webinar programming for the organization. Bernal is a donor relations and stewardship officer at Cedars-Sinai Medical Center in Los Angeles.

**Melodie Mayberry-Stewart, MA, Executive Management, 1989; PhD, Executive Management, 1997**, was named CEO of TRI Group Holdings, a technology company headquartered in Clifton Park, New York. Mayberry-Stewart stepped down earlier this year from her position as chief information officer and director of the Office of Technology for New York State, and during her tenure significantly improved the state's overall IT ranking nationally. She drastically increased participation among minority and women business enterprises to more than 20 percent, and co-founded the highly successful NYS CIO Academy, a model now used in other states. Mayberry-Stewart was named one of Premier 100 Leaders in Technology by *Computerworld* in 2008; named among *Information Week's* Top 50 Government CIOs in 2009; and profiled in *CIO Magazine* in 2010.

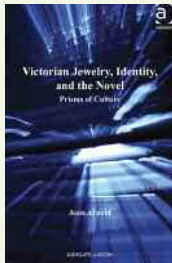
**Richard Sudek, EMBA 2003; MA, Psychology, 2005; PhD, Management, 2007**, was appointed director of the Ralph W. Leatherby Center for Entrepreneurship and Business Ethics at Chapman University. Sudek has been an assistant professor of entrepreneurship since his graduation from the Drucker School in 2007, and was president and founder of Nadek Computer Systems, Inc. in Irvine, which he sold in 1999. He is on the board of governors and is chairman emeritus at Tech Coast Angels, the nation's largest group of investors at early stage firms, and has served on advisory committees at Microsoft, IBM, and Cisco.

## Educational Studies

**Martin Bonsangue, PhD, Education, 1992**, was the recipient of California State University, Fullerton's 2011 Outstanding Professor Award, the highest faculty honor bestowed by the university. Bonsangue is a professor of mathematics, and a longtime champion of developing better mathematics teaching skills for elementary, middle-, and high-school teachers. He learned of the award when



# alumni booknotes



## Victorian Jewelry, Identity, and the Novel

Ashgate, 2011

Jean Arnold *MA, English, 1988; PhD, English, 1997*

In this study of Victorian jewels and their representation, Arnold explores the role material objects play in the cultural cohesion in the West. She argues that diamonds and other gems symbolized the most closely held beliefs of the Victorians and can therefore be considered “prisms of culture.” Mined in the far reaches of the British Empire, they traversed geographical space and cultural boundaries, representing monetary value and evoking empire, class lineage, class membership, gender relations, and aesthetics. Arnold analyzes the role of jewelry in Western culture and surveys the cross-cultural history of the Victorian diamond, uncovering how this object became both preeminent and representative of Victorian cultural values.

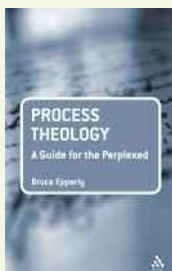


## The Illusion of Victory: The True Costs of War

Melbourne University Publishing, 2011

Ian Bickerton *PhD, History, 1974*

In *The Illusion of Victory*, Bickerton argues that most rewards of victory in modern warfare are exaggerated or false. This discussion demonstrates that when the ostensible benefits of victory are examined a generation after war, it becomes inescapably evident that defeat rarely means conforming to the demands and expectations of the victor. Consequently, long-term political and military stability is denied to both the victorious and defeated powers, and further outbreaks of war are by no means deterred. From Waterloo to Afghanistan, this account argues that this sobering reality is increasingly the case in contemporary war, and, as the rhetoric of victory becomes hollow, all countries must adopt creative new approaches to resolving disputes.

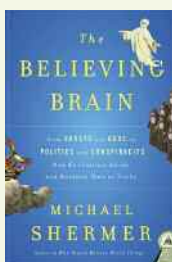


## Process Theology: A Guide for the Perplexed

T&T Clark International, 2011

Bruce Epperly *PhD, History, 1974*

As part of Continuum’s “Guide for the Perplexed” series, this text provides an accessible introduction to process theology, aimed at nurturing the theological imagination of undergraduates, pastors, and interested laypersons. Epperly describes the major themes of process theology and relates them to the everyday lives and spiritual commitments of people today. In addition to addressing traditional theological issues, *Process Theology* addresses cutting edge topics in theology and ethics such as pluralism and postmodernism, matters of life and death, science, technology, and genetics, and emerging forms of Christianity. This text is designed for seminary and university classes as well as congregational study, and will help readers overcome the obstacles created by the technical language often employed by process theologians.

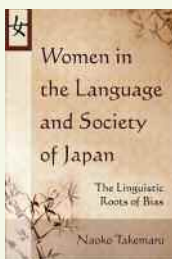


## The Believing Brain: From Ghosts and Gods to Politics and Conspiracies – How We Construct Beliefs and Reinforce Them as Truths

Times Books, 2011

Michael Shermer *PhD, 1992, History*

In this work synthesizing 30 years of research, psychologist, historian of science, and the world's best-known skeptic Michael Shermer upends the traditional thinking about how humans form beliefs about the world. Simply put, beliefs come first and explanations for beliefs follow. The brain, Shermer argues, is a belief engine. From sensory data flowing in through the senses, the brain naturally begins to look for and find patterns, and then infuses those patterns with meaning. Our brains connect the dots of our world into meaningful patterns that explain why things happen, and these patterns become beliefs. Once beliefs are formed the brain begins to look for and find confirmatory evidence in support of those beliefs, which accelerates the process of reinforcing them, and round and round the process goes in a positive-feedback loop of belief confirmation. Shermer outlines the numerous cognitive tools our brains engage to reinforce our beliefs as truths.



## Women in the Language and Society of Japan: The Linguistic Roots of Bias

McFarland, 2010

Naoko Takemaru *PhD, Education, 2003*

Feminist critics have long considered language a primary vehicle for the transmission of sexist values in culture. Takemaru provides a much-needed sociolinguistic critique, which examines the representation of women in traditional Japanese language and culture. Derogatory and highly sexualized terms are placed in historical context, and the progress of non-sexist language reform is reviewed. Central to this work are the individual voices of Japanese women who took part in Takemaru’s survey, expressing their candid thoughts and concerns regarding biased gender representations. In their own words, they give voice to the reality of being female within the constraints of a traditional – and sometimes misogynistic – language.

President Milton A. Gordon and a delegation of administrators and fellow professors entered his abstract algebra classroom bearing a crystal elephant and blue and white balloons. Bonsangue plans to use his \$4,000 award from the President's Associates to begin a scholarship fund for first-generation college students, of which he was one, who are pursuing careers as math teachers.

**William Hemmerdinger**, MFA 1975; PhD, Education, 1979, conducted beginning and intermediate drawing classes as part of the Fine Arts Work Center Visual Arts Workshop in June 2011. The workshops were intended to simultaneously introduce basic drawing procedures and techniques to novices, and to remediate skills of the more experienced artists. The intensive drawing model is structured around a quick-paced sequence of instructor-driven drills, with evaluation occurring in 20-minute intervals via student-directed discussion.



**Greta Nagel**, PhD, Education, 1992, was presented with the Robert E. Kelly Award at the Association of California School Administrators Region XVII Celebration of Excellence on May 9, 2011 at the Irvine Marriott. The award is presented to recipients who, upon retirement from teaching and school administration, contribute significantly to public education or educational leadership by volunteer work in their community, and is sponsored by Bank of America. Nagel is the founder, president, and curator of the Museum of Teaching and Learning, a nonprofit charitable organization established to create exhibits and events that explore how people learn.

**Darline Robles**, MA, Education, 1977, was named to the President's Advisory Commission on Educational Excellence for Hispanics on May 26, 2011. In appointing Robles and her colleagues, President Barack Obama said, "The extraordinary dedication these men and women bring to their new roles will greatly serve the American people. I am grateful they have agreed to serve this Administration and I look forward to working with them in the months and years to come." Robles is currently a professor of clinical education at the Rossier School of Education at the University of Southern California. She was the first Latina to serve as superintendent of the Los Angeles County Office of Education, and was named one of the Top 100 Influential Hispanic Americans by *Hispanic Business Magazine*.



**Eileen Wilson-Oyelaran**, MA, Education, 1974; PhD, Education, 1977, was named the 2011 Lifetime Woman of Achievement Award Winner by the YWCA of Kalamazoo. The award is given to a local woman who has made significant contributions to the well-being of the community, state, or nation and has a record of accomplishment, leadership, and positive role-modeling in her chosen field, professional or volunteer. Wilson-Oyelaran is the first woman and first African American president of Kalamazoo College, and also chairs the F.W. and Elsie L. Heyl Science Scholarship Fund, which provides financial support for Kalamazoo-area high school graduates studying science and nursing.

## Politics and Economics

**Brian McGowan**, MA, Politics and Economics, 2005, was named president and CEO of the Atlanta Development Authority in May 2011 by Atlanta Mayor Kasim Reed. McGowan has served as US deputy assistant secretary of commerce and COO for the US

Economic Development Administration since September 2009, and was also detailed to the White House from July-November 2010 to establish and lead an Economic Solutions Group with the National Incident Command to assist communities after the BP oil spill. McGowan has also held high-level positions in the cities of Ontario and Palm Springs, and has worked for former California Governor Arnold Schwarzenegger.

**Armen Orujyan**, MA, Politics and Policy, 2004; PhD, Politics and Policy, 2007, presented "How to Bridge the Gap: Upscaling Partnerships and Entrepreneurship in ICT Infrastructure in LDCs" at the Fourth UN Conference for LDCs' Broadband Commission event on May 10, 2011 in Istanbul, Turkey. The Broadband Commission is co-chaired by H.E. Paul Kagame, president of Rwanda, and Carlos Slim Helú, honorary lifetime chairman of Grupo Carso. The commission's mission is to promote the adoption of broadband-friendly practice and policies so that the entire world can take advantage of the benefits broadband can offer.

**Richard Van Kirk**, MA, Business Economics, 1971, was presented with the Rafer Johnson Humanitarian Award for his work with the Special Olympics on June 11, 2011. The award was presented by Johnson himself, who was a teammate of Van Kirk's in the late 1950s on the Southern California Striders, a private track-and-field club whose roster boasted some of the greatest athletes of that era. While Van Kirk did not go on to Olympic fame, he still holds the school record for the long jump at the California Institute of Technology (Caltech), and won a Southern Pacific AAU long jump title. Van Kirk has been involved in the area's Special Olympics, which Johnson helped found, for more than 30 years, and served as CEO and president for Special Olympics Southern California from 1995-1999.

## Religion

**Fay Botham**, MA, Religion, 2002; PhD, Religion, 2005, gave a lecture at Le Moyne College in Syracuse, New York, entitled "The Purity of the White Woman: Race, Gender and Religion in American Anti-Miscegenation Law." In the lecture, Botham explored the workings of race, gender, and Christianity in historical American bans on interracial marriage, and considered the ways in which this history serves as a framework for understanding today's debates over same-sex marriage. Botham is visiting assistant professor of religious studies at the University of Iowa.

## In Memoriam

**Rolleen S. Connell**, MA, Education, 1977; PhD, Education, 1986

**Harry LeRoy Cook**, PhD, Economics, 1961

**Beth Dalton**, MA, Education, 1994

**Charles DeWet**, MFA 1965

**Stephanie Henderson-Boen**, MA, Teacher Education, 1998

**Patricia Hodges**, PhD, Social Psychology, 1971

**William Jean Hudspeth**, PhD, Psychology, 1967

**Stephen McCray Smith**, PhD, Religion, 1980



# London

From June 3-5, 2011, more than 80 alumni of the seven Claremont Colleges accepted the invitation of the Claremont University Consortium President's Council to join hosts Jane Wilson (*Scripps College, 1964*) and Michael Wilson (*Harvey Mudd College, 1963*) to explore the city of London, England.



*Group shot in London on the top floor of the Tate Modern*

Guests enjoyed inside perspectives on the Science Museum, the Tate Britain and Tate Modern, and the Wilson Centre for Photography, followed by a sushi dinner at the Wilson's home next door to the museum.

CGU President Deborah Freund, along with her fellow Presidents Lori Bettison-Varga of Scripps and Maria Klawe of Harvey Mudd, took the opportunity to share with the group of alumni, most of them living overseas, the recent developments in Claremont, and the shared initiatives being spearheaded by the Council of Presidents.

After a wonderful time sharing memories from Claremont in London, the council looks forward to hosting similar events around the world in the coming years.

# Japan

At the request of many alumni and friends in Japan, Freund also visited Tokyo in June. Over the course of a week, she joined representatives from the Drucker School and Drucker Institute in visiting with many CGU friends, including Mr. Masatoshi Ito, one of the namesakes of our graduate school of management.

On Tuesday, June 14, the Office of Alumni Relations hosted an event at the Hotel Okura for all of our Tokyo constituents. Forty alumni gathered to hear Freund and Drucker Academic Dean Hideki Yamawaki deliver an update on the university and take part in a conversation about organizing more events for our strong contingent of alumni, parents, and friends in Japan.

We are continuing the conversation with our alumni via e-mail, and look forward to inviting them to join us for President Freund's installation in September.



*Tomo Yagisawa, MBA 2004*



*President Deborah Freund*



*Katsutoshi Fujita, MBA 2004*

# John Frame puts his imagination on display

While most of our imaginations are fleeting, artist John Frame has spent the past five years preserving his.

Stepping into *Three Fragments of a Lost Tale*, Frame's recent exhibition at the Huntington Library, you might think you've entered a dream. The space is dark and populated by figurines with eyes so vivid and piercing you can feel them stare back at you. These characters are intriguing, perhaps disturbing, but their world seems so fully realized it is hard not to find yourself fully entranced.

*Three Fragments* ran from March-June this year, but fortunately for those who missed it, the show is just the beginning. *The Tale of the Crippled Boy*, a feature-length film consisting of animated vignettes, not only builds on Frame's current work, but is so ambitious it might take the rest of his life to complete.

It is already a high achievement to just have an exhibit at the Huntington, where living artists are rarely showcased. An exception was made for *Three Fragments*, which featured three dozen sculptures and incorporates wood carving, found objects, photography, music, and filmmaking.

For Frame, who received his MFA from CGU's Art Department in 1980, creating this show and the resulting film required a complexity and depth of

skill that's developed over 30 years. "Every day – and I literally mean this – every day I try to learn something new; add a technique, treat a surface in a way I haven't before," he said.

As with most artistic achievements, Frame's project is a mixture of perspiration and inspiration. The skills necessary to create his sculptures and bring them to life were honed over decades. Many of the materials used were collected through time-consuming browsing at flea markets, garage sales, and on eBay. But the concept came suddenly, early one morning in 2006, when Frame awoke unusually early and found himself half awake and half asleep.

Hypnopompic is the technical term for the state of consciousness leading out of sleep. It is usually fleeting, a short period of time when you have access to both your subconscious and conscious thought. Frame had gone to bed at one o'clock in the morning. When he awoke an hour later he saw the entire project – moving figurines, set designs, fabrics, even complex stories.





**“It was almost as if the whole thing was complete, and I had this little window to look through to see it.”**

“It was almost as if the whole thing was complete, and I had this little window to look through to see it,” he said. “I was afraid to move. I didn’t even want to get up to go to the bathroom or make coffee. When my wife woke up I asked her to get me a paper and pencil and I started writing. I put down all the things I had been thinking about for four hours. Every time I captured a thumbnail drawing of one figure, another one would come.”

All these years later, intuition still drives his work. When he is in his studio, Frame said he is so immersed in the flow of activity he sometimes forgets to go to the bathroom or stop to eat. Of course, “flow” – a psychological state where one is fully immersed and focused on a task – was identified by CGU Professor Mihaly Csikszentmihalyi, who came upon his discovery after initially becoming fascinated by artists like Frame, who lose themselves in their work.

While Frame has never met Csikszentmihalyi, he has seen the psychologist talk about flow, and found it perfectly described what had happened to him. In his talk, Csikszentmihalyi presented a graph demonstrating that one’s level of skill and challenge must be in sync to enter flow, and the higher the skill and challenge levels, the more intense the experience is.

“Creating something out of nothing is always a challenge,” said Frame. “In this project I gave myself that challenge, and I learned to photograph my work – which I had never done before. I learned to use Final Cut Pro, the software for professional filmmaking. Plus Logic Pro, the Mac music program. So the challenge side just went right off the graph, but it was coupled with a lot of technical skills. I was out at both ends, which I think is why I was able to stay in flow longer.”

Frame’s mastery of his craft was particularly influenced by Roland Reiss, CGU professor emeritus and former chair of the Art Department. “I think of Roland as a mentor figure,” Frame said. “Outside of class we would sit down and talk over coffee, discussing life and art. Really talk about things,

broadly and deeply. Not just art theory and how to scope out a career. He was willing to talk about life, and I needed to hear that at the time.”

Reiss is pleased to see how those conversations have germinated: “From the start he marched to his own drum looking for something deep, profoundly moving, and beyond the current dialogue. I still hear that sound when I look at his work today. It has developed beyond what I could imagine at the time, into something quite personal, powerful, and extraordinary.”

CGU Associate Professor and art critic David Pagel sees these conversations reflected in Frame’s recent exhibition. “Working with his hands and carefully crafting actual objects are essential to the kind of insights Frame is after,” he wrote in the exhibition’s accompanying book. “His goal is to come to some kind of understanding of his life’s meaning, purpose, and point – that he did not know when he began – while at the same time inviting viewers also to come to some kind of understanding of their own lives.”

Themes such as life’s meaning, purpose, and point may seem grand, but they have intrigued Frame from the beginning of his career. And, though influenced by conversations, his recent work contributes something the spoken word could not: “I have a fundamental belief that art is a high and rarefied form of communication. We have it specifically to deal with things that other forms of language are not equipped to deal with,” he said.

“That’s what I’m trying to do, communicate. I’m trying to reach people and touch them. I think it’s rare in our culture to have that kind of experience in the visual arts.”

*For video and photos of Frame’s work, including an excerpt of The Tale of the Crippled Boy, visit John Frame’s website: [www.johnframesculpture.com](http://www.johnframesculpture.com).*



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# Keep in touch.



## Keep learning. Join your local Drucker Alumni Chapter.

The Drucker School is pleased to announce the creation of Drucker Alumni Chapters. Join your local chapter to get back in touch with fellow alums and attend Drucker-sponsored events, including invited speakers, workshops, and networking opportunities.

Chapters are already up and running or being organized in Orange County, Los Angeles, Nevada/Clark County, Japan, Hong Kong, Beijing, and Shanghai. To get involved, visit the Drucker Alumni Community ([www.druckeralumnicommunity.com](http://www.druckeralumnicommunity.com)), update your Drucker profile, then contact Drucker's Director of External and Alumni Relations Scott Benton at [scott.benton@cgu.edu](mailto:scott.benton@cgu.edu).

