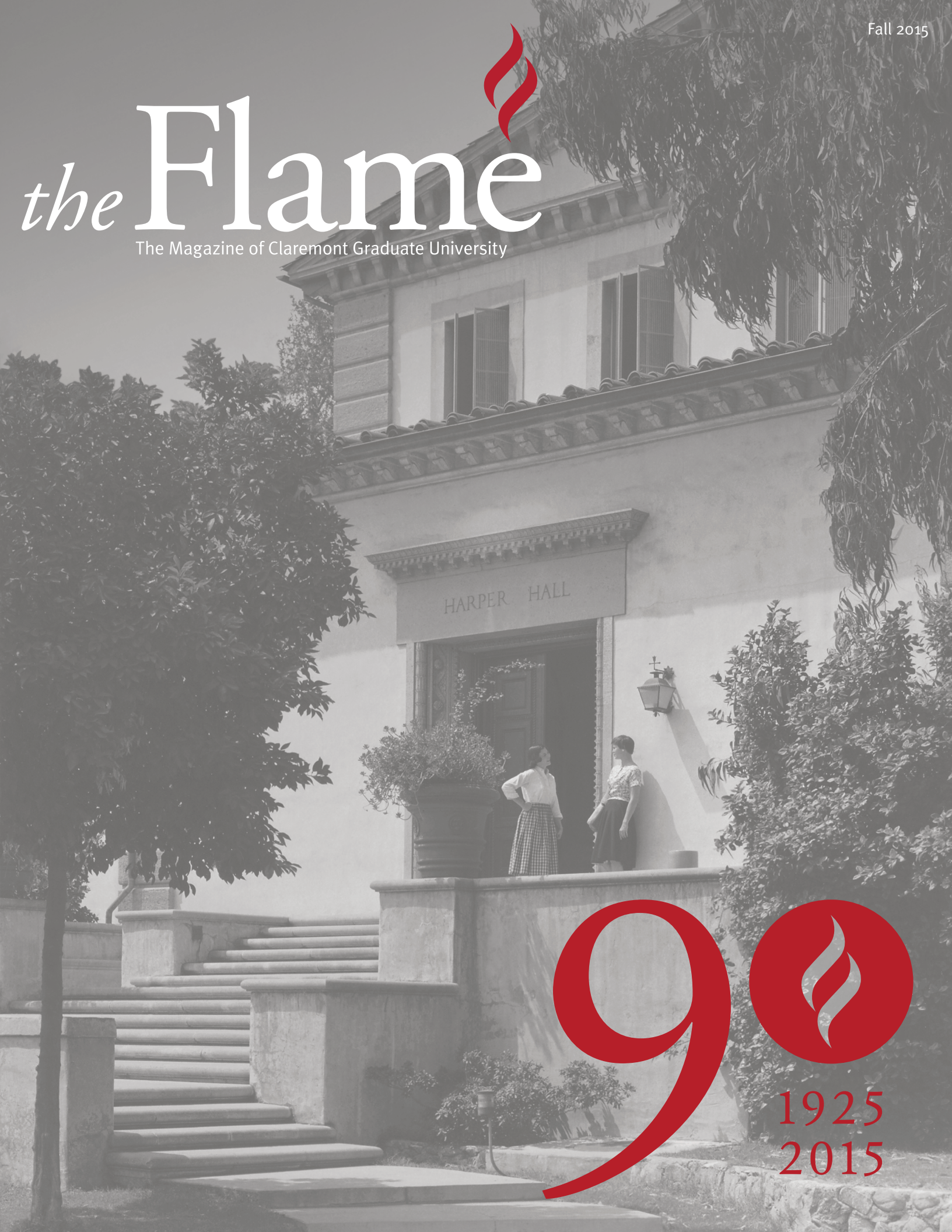


Fall 2015

# *the* Flame

The Magazine of Claremont Graduate University



1925  
2015



# “Life is our Dictionary”

As we look to our past to celebrate Claremont Graduate University's founding ninety years ago, we are reminded of how relevant the mission for experiential learning was to CGU in 1925, 1965, and now, and how that legacy will continue to define the CGU experience in the future.

During this special year of commemoration, take a moment to remember your special learning experiences at CGU, share them with us at [flame.cgu.edu](http://flame.cgu.edu), and support the Annual Fund with a financial contribution.



*Photo courtesy of Special Collections, The Claremont Colleges Library*

Visit us today to share your favorite CGU learning memory and make your gift at [www.cgu.edu/giving](http://www.cgu.edu/giving)\*

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165 East Tenth Street  
Claremont, California 91711  
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## *the* Flame

The Magazine of  
Claremont Graduate University  
Fall 2015

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Claremont Graduate University,  
founded in 1925, focuses exclusively  
on graduate-level study. It is a  
member of the Claremont Colleges,  
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programs on the basis of race, color,  
creed, place of national origin, gender,  
sexual orientation, age, or disability.





# TABLE OF CONTENTS

## 8 90th Anniversary

This special edition of the *Flame* showcases some of the highlights and moments marking nine decades of CGU history.

## Research, Teaching, and Outreach

- 16 Measuring Success: Positive psychology's Lisa Teachanarong helps educators prepare low-income students to navigate college.
- 17 Math and Crime: Air Force-funded research from the Institute of Mathematical Sciences may help law enforcement and national security efforts.

## Features

- 18 Taking Care of Business: Two Drucker alumni help make entrepreneurial dreams a reality.
- 20 On Speaking Terms: Takako Mino brings debate education to Africa.
- 22 Cosmic Dance: Stephen Martin studies the harmony between astronomy and music.
- 24 Scene Setters: How three alumni and a student each used filmmaking to explore big questions.
- 25 The Art of (Future) War: Adjunct professor Robert Bunker's knowledge of terrorists and drug cartels informs national security.

Notebook	4
News	5
Photo Galleries	28
Faculty	30
Alumni	38
Carrying the Flame	43



# NOTEBOOK

FALL 2015

## WELCOME TO A SPECIAL ISSUE OF THE *FLAME*.

The 2015-2016 academic year marks a remarkable moment in Claremont Graduate University history. Ninety years ago this October 14, our founding President James A. Blaisdell ushered in a new era in graduate education. His concept of the Claremont Colleges included plans for *“a strong graduate school providing the opportunity for advanced teaching, research, and writing.”*

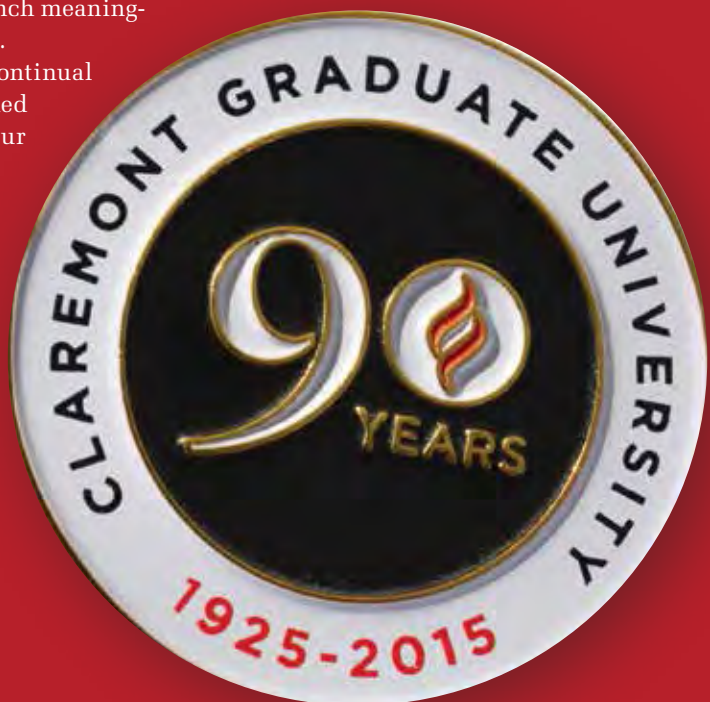
Almost a century later, CGU remains strong.

Our institution continues to serve as the graduate school for the Claremont Colleges, but CGU has also prospered into a world-class center for groundbreaking research and innovative learning.

Whereas we’ve evolved over the years, what was true during our early years remains true today: CGU is where intellectually ambitious students pursue their academic passions, where faculty bring real-life experiences into the classroom, and where alumni launch meaningful careers and improve the world.

True to Blaisdell’s vision, our continual relationship with the highly ranked Claremont Colleges strengthens our capacity to share resources and ideas, fulfilling his concept of *“a notable center of learning at Claremont.”*

It is in this spirit that we invite our readers and all members of the CGU community to reflect on the past ninety years and reaffirm your connection to this great, storied institution. Then as now, our visionary approach to research and teaching has shaped the university . . . and will continue to do so.





# ROBERT SCHULT IS NEW PRESIDENT OF CGU

CLAREMONT GRADUATE UNIVERSITY HAS NAMED FORMER NESTLÉ USA PRESIDENT AND CHIEF OPERATING OFFICER ROBERT (BOB) SCHULT AS PRESIDENT. SCHULT, WHO TOOK OFFICE JULY 1, WAS APPOINTED AFTER FORMER PRESIDENT DEBORAH FREUND ANNOUNCED IN DECEMBER SHE WOULD NOT SEEK A SECOND TERM.

Schult brings a distinct business sense to an already established academic leadership team. As former president and chief operating officer of Nestlé USA, and a co-founder and former managing director at VMG Equity Partners, he has held key positions managing more than 50 leading consumer brands and \$8 billion in sales across diverse product segments.

Schult has served on Claremont Graduate University's Board of Trustees since 2011. In addition to Claremont Graduate University, he has served on several other boards, including The Times Mirror Company and UCLA's Anderson School of Business.

"Bob knows CGU well. Since late fall of 2013 he has supported Jacob Adams, executive vice president and provost, in overseeing the university's internal operations, building a dedicated and effective management team, and developing a strategic plan to position CGU for long-term success," said Michael Rossi, chairman of CGU's Board of Trustees. "We are fully confident that Bob is capable of ensuring the university's financial sustainability and furthering its commitment to academic excellence."

The CGU Board of Trustees voted to approve Schult as president at its quarterly meeting in March.

"My day-to-day involvement over the past 16 months as chair of the Business and Finance Committee has given me

an extraordinary opportunity to become acquainted not only with Jacob Adams and the executive management team, but also with the intricacies and challenges of the university," Schult said.

**"I have a very hands-on, team-oriented approach, and I am excited to take the helm at this pivotal moment in CGU's history."**

Because Schult is already familiar with the university's operations from his work as a trustee, his appointment as president allows CGU to not only stay the course on its current strategic plan, but to accelerate its progress.

"Bob's skills are exactly suited to our challenge," Adams said. "The management team and I have utmost respect for him, and we are confident that he will provide excellent and seamless leadership for the university."

That support extends to faculty leadership, too.

"Working closely with Bob for more than a year has assured me that our academic mission and the dedication to the faculty that guide it will be met in this appointment," said David Pagel, professor and chair of the faculty. "Bob has demonstrated a commitment to candor and to meeting challenges head-on, while providing tremendous respect for faculty, students, and staff."

# NEWS

## PSYCHOLOGY PROFESSOR ALLEN OMOTO RECEIVES AMERICAN PSYCHOLOGICAL ASSOCIATION PRESIDENTIAL CITATION



Professor Allen Omoto (*above left*) of CGU's Division of Behavioral and Organizational Sciences received a presidential citation from the American Psychological Association (APA) at its Division Leadership Conference in January in Washington, DC.

The award recognizes Omoto's dedication to social justice and integrating psychological science with issues of social policy.

The citation continues a string of professional awards and honors for Omoto.

In summer 2014, the Western Psychological Association gave him its prestigious Social Responsibility Award, which goes annually to an individual in recognition of substantial and influential work that facilitates peace, freedom, social justice, and/or protection of the planet's natural environment.

APA's Division 44, also known as the Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues, elected Omoto as its president.

And most recently, Omoto was elected to a three-year term on the Policy and Planning Board of the APA. His term will last through 2017.

Omoto uses psychological perspectives and methods in attempting to better understand social issues and social problems. His research interests focus on the social and psychological aspects of prosocial behavior and civic and political engagement, including volunteerism.

He also conducts research on environmental issues, HIV, and lesbian, gay, bisexual, and transgender concerns. He has received grants to support his research from federal and foundation sources, and his work has been published in scientific journals, chapters, and other scholarly outlets.

## CISAT DIRECTOR TOM HORAN NAMED DEAN OF DRUCKER SCHOOL



Tom Horan, director of Claremont Graduate University's Center for Information Systems & Technology (CISAT) and co-director of the Transdisciplinary Studies Program, has been selected to serve as the next dean of the Drucker School of Management. Larry Crosby, who

previously served as dean, retired June 30.

While serving as dean of Drucker, Horan will also continue to serve as the director of CISAT. Under his guidance, CISAT and Drucker faculties will explore natural synergies in academic programming. CISAT will continue to offer technical master's and doctoral degrees. Horan earned his master's and doctoral degrees from CGU and has served on the faculty for more than two decades. As director of CISAT, Horan has grown student enrollment and created valuable connections with businesses and technology leaders, both locally and globally.

## BIG DATA INITIATIVE IS BIG SUCCESS

The Transdisciplinary Studies Program's Big Data Initiative for 2014-2015 brought together faculty, students, and industry partners to examine how Big Data can be used meaningfully to address our most pressing societal, global, business, and educational issues.

The initiative was marked by new courses developing students' intellectual engagement with Big Data environments, conferences and lectures featuring leading scholars (UCLA Professor of Information Science Christine Borgman, pictured at right), business leaders (TripAdvisor CEO/founder Steve Kaufer), practitioners in the field, and grants and competitions supporting student research projects.

Tom Horan, co-director of Transdisciplinary Studies and director of the Center for Information Systems & Technology, was the driving force behind the initiative.





## NEW CENTER FOR MANAGEMENT IN THE CREATIVE INDUSTRIES LAUNCHED

CGU recently announced the creation of a new Center for Management in the Creative Industries (CMCI) that will combine the university's current art business and arts management programs into one single center for graduate business and management education dedicated to the creative industries.

A collaboration between Sotheby's Institute of Art and CGU's Drucker School of Management, School of Arts & Humanities, and the Getty Leadership Institute, CMCI expands the current MA in arts management degree program with new concentrations in art museum management and management of media, entertainment, and performing arts.

Drucker Day, scheduled for November 14, and its theme of "The Creative Organization," build on CMCI's emphasis on the creative industries.



Photo courtesy of Sotheby's Institute of Art

## DRUCKER PROFESSOR BERNIE JAWORSKI RECEIVES LIFETIME ACHIEVEMENT AWARD



Bernie Jaworski, the Peter F. Drucker Chair in Management and the Liberal Arts at CGU's Drucker School of Management, has received a lifetime achievement award from the American Marketing Association (AMA).

The 2015 Mahajan Award from the AMA's Marketing Strategy Special Interest Group honors Jaworski for his leadership and career impact on marketing strategy research and practice.

"It is indeed quite an honor to receive this award," said Jaworski, who came to the Drucker School in 2011. "It is very humbling to be placed along such a great group of scholars. Upon reflection, I am most proud of the balance I tried to attain between the right level of scientific rigor and deep managerial relevance."

The AMA's announcement praised Jaworski as one of the country's most highly cited and influential marketing scholars. Jaworski's three main articles on market orientation have been cited more than 15,000 times and have led to a stream of other research from academics around the world.

## CGU WELCOMES NEW TRUSTEES



**Mukesh Aghi** is the president of the U.S.-India Business Council. His career includes positions leading the international growth and operations of prestigious American and Indian technology companies. Aghi's expertise spans across management of global consumer and corporate strategies; building and maintaining talents across

geographies; profitable turnaround of operations through effective business strategies; management of global joint ventures and alliances; and building strong leadership teams. He earned a BA in business administration from the Middle East College, Beirut, Lebanon; an MBA in international marketing from Andrews University, Michigan; an advanced management diploma from Harvard Business School; and a PhD in international relations from Claremont Graduate University.



**Cameron Breitner** is a partner at CVC Capital Partners Advisory, one of the five largest global private equity firms in the world. He is responsible for CVC's San Francisco office and leads his firm's investment activities in the North American consumer, retail, and services sectors. Breitner also serves on CVC's philanthropy committee. Prior to joining CVC

in 2007, he was managing director at Centre Partners, also a private equity firm. Breitner serves as chairman emeritus of Venture for America, a nonprofit organization focused on encouraging entrepreneurship among young people in the United States and is a member of the board of Enactus, a global nonprofit organization supporting entrepreneurship.



**Lorenzo di Bonaventura** is president of Los Angeles-based Di Bonaventura Pictures Television and Di Bonaventura Pictures, Inc. As a motion-picture producer, he is known for *Transformers*, *Transformers: Dark Side of the Moon*, and *Transformers: Revenge of the Fallen*. Di Bonaventura previously worked at Warner Bros., serving as president of

worldwide production and launching the first three *Harry Potter* films. He serves on American Cinematheque's board of directors and the Epilepsy Foundation of Greater Los Angeles' honorary committee. Di Bonaventura earned a BA in intellectual history from Harvard College, and an MBA from the University of Pennsylvania's Wharton School.







# “A GRADUATE SCHOOL OF THE HIGHEST DISTINCTION”

In 1910, a professor of biblical literature with no experience as a college administrator took a leap of faith. He left his small liberal arts college in Wisconsin to assume the presidency of Pomona College.

But James Arnold Blaisdell's leadership role soon took on monumental dimensions.

The former Beloit College professor who became Claremont Graduate University's founding president came to envision a concept that was unheard-of in American higher education: an Oxford-like group of small, independent colleges bound together by common resources and facilities. Just as noteworthy, his concept—known today as the Claremont Colleges—included a critical component. He recognized *“an obvious need in this area and in our time for a graduate school of the highest distinction.”*

Over the course of Claremont Graduate University's ninety-year history, our institution has decisively

met a need for advanced teaching and research. CGU has thrived through the committed administrators, faculty, students, alumni, and supporters who continually sustain us as the oldest graduate-only institution in the United States. We have flourished on the strength of cutting-edge degree programs and learning experiences that impact students' lives and help them seek answers to a world replete with questions.

Indeed, we are a graduate school *“of the highest distinction.”*

Enjoy this special issue of the *Flame*. We've put together a sampling of ninety years of CGU history; the milestones that define our past, the highlights that guide our present, and the moments that illuminate our future.



**WE HAVE SERVED AS THE PRESTIGIOUS GRADUATE SCHOOL FOR THE CLAREMONT COLLEGES, BUT WE HAVE ALSO PROSPERED AS A WORLD-RENOUNDED INSTITUTION.**

## “THE GREAT UNIVERSITY”

When James A. Blaisdell conceived of Claremont Graduate University and its place in the Claremont Colleges, he hoped to “preserve the inestimable personal values of the small college while securing the facilities of the great university.” Ninety years of remarkable history—and our esteemed status as the only research-intensive university in the country devoted entirely to graduate-level education—has proven our founding president’s words correct. CGU continues to evolve. We have served as the prestigious graduate school for the Claremont Colleges, but we have also prospered as a world-renowned institution. True to Blaisdell’s words, we are a “great university,” always on the cutting edge of research and education, providing a learning experience found nowhere else in the world.



Photo courtesy of Special Collections, The Claremont Colleges Library

**WHEN HER THEN-14-YEAR-OLD SON ASKED, “MOTHER, WHAT MAKES YOU THINK YOU CAN DO THIS?” VOGEL REPLIED, “IF SOMEBODY ELSE CAN, THERE’S NO REASON WHY I CAN’T.”**



Photo courtesy of Barry Vogel

## OLDEST ALUMNI: LILLIAN VOGEL

When Lillian Vogel received her degree from CGU, in a sense, she proved her mother’s words correct. The 105-year-old CGU alumna (*PhD, Psychology, 1961*) had been taught that “a girl should have a profession just like a boy.” To that end, Vogel—believed to be CGU’s oldest alumni—was diligent in her studies. Because of good grades, she was the valedictorian of her high school. After briefly considering careers in law and medicine, Vogel went on to get a master’s in psychology from UCLA before enrolling in CGU’s PhD program. When her then-14-year-old son asked, “Mother, what makes you think you can do this?” Vogel replied, “If somebody else can, there’s no reason why I can’t.”

After completing her doctorate (the title of Vogel’s dissertation was “Anti-Social Behavior in Boys of Elementary School Age”), she embarked on a satisfying, successful career as a California-based therapist before retiring in 2006. Her advice to CGU students: “Go where your interests suggest that you go.”

October 14

1887



Pomona College is founded. Prior to James Blaisdell’s vision of what would later become the Claremont Colleges, this was the first institution to break ground.

October 14

1925



Thirty-eight years later, articles of incorporation are filed in Sacramento. The Claremont Colleges—and Claremont Graduate University—come to life.

Fall

1927



The university admits its first students.

June 10

1928



CGU awards MA degrees to its first four graduates: Jerry Voorhis (*Education*), Eloise Sterling and Marjorie Belle Travers (*English Composition*), and Wiley Wells Mather (*Political Science*).



## DRUCKER SCHOOL OF MANAGEMENT



Once aptly described by *Forbes* magazine as the “founding father of modern management theory,” Peter F. Drucker’s influence continues to be profound a decade after his passing. His prolific writings on multiple subjects—the rise of knowledge workers, the critical importance of marketing, the role of innovation—shaped a discipline and set the agenda in management thinking for more than 60 years. His influence on our campus was just as powerful—he taught at CGU for more than 30 years

and was instrumental in developing the country’s first executive MBA programs for working professionals. The school that bears his name adheres to his philosophy of management as a liberal art and upholds the imperative that business organizations are accountable to society and should operate responsibly and ethically.

**DRUCKER TAUGHT AT CGU FOR MORE THAN 30 YEARS AND WAS INSTRUMENTAL IN DEVELOPING THE COUNTRY’S FIRST EXECUTIVE MBA PROGRAMS FOR WORKING PROFESSIONALS.**

## ART DEPARTMENT STUDIOS

CGU’s Art Department facilities were designed with one purpose in mind: artists making their own art in their own studio. Ideas, imagination, and inspiration had a place to come into being. Under the leadership of Roland Reiss, who served as the department’s chair from 1971 to 2001, and art Professor Michael Brewster, the department revolutionized art education with the 1980 design of the Tenth Street facility that has successfully functioned as a student studio and exhibit space (the East and Peggy Phelps Galleries) for the past three decades. All artists are assigned their own individual studio space, each measuring 22-x-21 feet and accessible 24 hours a day. Each year, the art department celebrates this creative space with Open Studios, an annual event that not only showcases artists’ drawing, painting, photography, video, performance art, installation, and sculpture, but also allows the public to immerse themselves in the environment where the art was created.



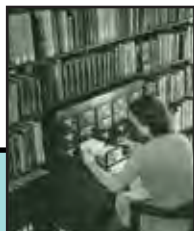
**ALL ARTISTS ARE ASSIGNED THEIR OWN INDIVIDUAL STUDIO SPACE, EACH MEASURING 22-X-21 FEET AND ACCESSIBLE 24 HOURS A DAY.**

# 1928



Aubrey A. Douglas—whose son would later write a manuscript covering CGU’s early history—becomes the first full-time faculty member.

# 1932



Harper Hall is constructed. Initially it serves as a library—hence the rooms on the second floor are taller than normal to accommodate bookshelves.

# 1936



James Blaisdell steps down as president of CGU.

# 1937



The university grants its first doctorate to Dorothy Walter Baruch, who went on to a distinguished career as a psychologist and author of children’s and child-rearing practice books.

Photo courtesy of California State Library



**IN 2007, CGU BECAME THE FIRST INSTITUTION IN THE WESTERN UNITED STATES TO OFFER RESEARCH-ORIENTED DOCTORAL AND MASTER'S PROGRAMS FOCUSED ON POSITIVE PSYCHOLOGY.**

## POSITIVE PSYCHOLOGY

When positive psychology first emerged as a discipline, it aimed to study what made humans happy, productive, and fulfilled. It was a departure from traditional psychology that often focuses on problems, dysfunction, what made people unhappy, and how that could be fixed. Since the discipline's rise in the late 1990s, CGU has been at the forefront. Under the leadership of School of Social Science, Policy & Evaluation Dean and Professor Stewart Donaldson, faculty such as Mihaly Csikszentmihalyi, one of positive psychology's founding fathers and the architect of the concept of "flow," and Jeanne Nakamura, who directed a series of studies of excellence and social responsibility in professional life, transformed our understanding of motivation, creativity, and well-being. In 1999, Csikszentmihalyi co-founded the Quality of Life Research Center to advance positive psychology research. In 2007, CGU became the first institution in the western United States to offer research-oriented doctoral and master's programs focused on positive psychology.



**IN 2004, ZAK AND HIS COLLEAGUES DISCOVERED THAT A NEUROTRANSMITTER CALLED OXYTOCIN IS LINKED TO FEELINGS OF LOVE AND TRUST IN HUMAN BEINGS.**



## NEUROECONOMICS

Traditional economics teaches us that people act self-interested and hyper-rational when making decisions. But neuroscience tells us that other factors—neurochemicals, for example—come into play. CGU researchers have been integrating these and other disciplines as part of their ongoing studies of the brain and its role in decision-making. Research by Paul Zak, a professor of economics, psychology, and management whose pioneering work identified brain processes behind "good" and "evil" behavior; Joshua Tasoff, a behavioral economist whose research areas include financial mistakes, anticipatory utility, and intrinsic information preferences; and Jorge Barraza, a social psychologist who focuses on the neurophysiology of influence and behavior, have advanced research in "neuroeconomics"—a term coined by Zak. In 2004, Zak and his colleagues discovered that a neurotransmitter called oxytocin is linked to feelings of love and trust in human beings. Research continues through CGU's Center for Neuroeconomics Studies (which Zak founded in 2006) and its doctoral program in neuroeconomics, the first in the world.

January

1946



The idea of a single centralized library (there were three at the time) serving the Claremont Colleges is first proposed.

1951



The Rancho Santa Ana Botanic Garden—which currently houses CGU's Department of Botany—is moved from Orange County to its current Claremont location north of Foothill Boulevard.

October 23

1952



The Honnold/Mudd Library (a.k.a. The Claremont Colleges Library) is dedicated.

1960s



An affiliation with the Claremont School of Theology develops, a relationship that enables both institutions (particularly CGU's Department of Religion) to share faculty members, research, and other resources.

## MINDFULNESS

Though the benefits of mindfulness—the concept of deliberately directing and focusing one’s attention—can be found in ancient Buddhist texts, it wasn’t until the modern twentieth century that researchers capitalized upon the implications of how being present, in the “here-and-now,” can lead to transformative experiences, positive changes, and effective leadership. As the corporate sector quickly embraced mindfulness practices (meditation, breathing exercises, cultivating body awareness, etc.), CGU was the first North American institution to offer business courses in mindfulness. Since 2003, the Drucker School’s executive management and MBA programs have featured highly popular classes such as “The Executive Mind” and “The Practice of Self Management,” both taught by Jeremy Hunter (*above right*). Hunter has pioneered the introduction of mindfulness practice in organizational settings, and his coursework is credited with teaching corporate executives and business leaders how to enhance their focus, enable skillful decision-making, and improve interpersonal relationships.



**CGU WAS THE FIRST NORTH AMERICAN INSTITUTION TO OFFER BUSINESS COURSES IN MINDFULNESS.**

## MORMON STUDIES



CGU’s School of Arts & Humanities has always been dedicated to studying religions’ interdependence, cultural exchange, and unique contribution to civilization, including the Indic, Jewish, Islamic, Catholic, Protestant, Middle Eastern Orthodox, and Zoroastrian traditions. In 2001, the religion department initiated efforts to integrate the study of Mormonism into its curriculum, offering courses on the subject starting in 2005 and sponsoring major conferences and lectures. In 2008, the department established the Howard W. Hunter Chair of Mormon Studies, which made CGU the first university in the world with a fully endowed chair in Mormon studies. CGU also offers the largest

graduate-level program in the world devoted to an American-born faith that counts more than 15 million members worldwide. Patrick Mason is the current chair, and he is a recognized authority on Mormonism.

**CGU OFFERS THE LARGEST GRADUATE-LEVEL PROGRAM IN THE WORLD DEVOTED TO AN AMERICAN-BORN FAITH THAT COUNTS MORE THAN 15 MILLION MEMBERS WORLDWIDE.**

# 1960 1967 1971 1983



Claremont University College is adopted as the institution’s new name. Over the course of the decade, the name is changed three more times.



The Institute for Antiquity and Christianity is established as an interdisciplinary center for research into the ancient Near East, the classical cultures of Greece and Rome, and the emergence of Judaism, Christianity, and Islam.



Peter F. Drucker, considered the father of modern management theory, arrives in Claremont. His work is instrumental in establishing CGU’s management school, where he taught for more than 30 years.



Paul Gray, an influential CGU professor and pioneer in information systems, founds what is now the Center for Information Systems & Technology. At the time, few colleges were offering such information science programs.





*This 1970 photo by Sid Fridkin shows a woman reading with Harper East in the background. (Photo courtesy of Special Collections, The Claremont Colleges Library)*

# 1987



CGU's management school is named the Peter F. Drucker Graduate School of Management.

# 1993



Kate Tufts creates the prestigious Kingsley Tufts Poetry Award, named for her deceased husband, a successful Los Angeles executive who published his poems during the 1930s.

# 1999



The university separates from Claremont University Center (now known as the Claremont University Consortium) and becomes a freestanding institution known by its current name.

# 2000s



CGU's endowment reaches \$100 million. The university also completes its third fundraising campaign, Building the Foundation for Greatness, which totals more than \$54 million.

# by the numbers

NINETY YEARS OF CGU HISTORY

Though CGU's prestige has remained constant, the university has evolved over the years—from its visionary beginning as the graduate school serving the Claremont Colleges to its current status as a freestanding research institution tackling the world's problems. Here are some facts and figures that provide snapshots of our university, past and present:

4 

The number of degrees CGU conferred for 1927-1928. (All were MA degrees.)

572 

The number of degrees CGU conferred for 2014-2015. (132 PhDs, 440 MAs)

5

The total number of schools that comprise CGU.

1 

The number of buildings that housed the university in 1925. (It was a private residence that stood at Tenth Street and College Way that was replaced by Harper Hall.)

38 

The number of buildings that currently house the university.

24 

The number of disciplines covered through CGU's master's and doctoral degree programs.

1 million 

The amount (in dollars) of CGU's initial endowment.

187,975,333

The amount (in dollars) of CGU's current endowment.

505 

The number of new students enrolled for fall 2015.

24,917

The current number of university alumni.

2002



Peter Drucker teaches his last class during the spring semester.

2008



The School of Community & Global Health is established. This same year, CGU becomes the lead institution for the Claremont Center for Mathematical Sciences to promote math research and teaching.

2010



With financial support from the university, *Phoenix in Academe* by Malcolm Douglass is published. It is the only known work devoted to CGU's formative years.

2015-16



This academic year marks CGU's 90th anniversary.





# CHANGING THE MEASURE OF SUCCESS

Lisa Teachanarong's research assists nonprofit's efforts to get low-income minority students to college—and keep them there

Three graduating high school students receive college scholarships through the Project GRAD Los Angeles Scholars program. (Photo courtesy of Project GRAD Los Angeles)

BY EMILY SCHUCK

How do we measure a student's probability for success after high school? Should educators consider the traditional benchmarks of academic achievement: grades, test scores, and IQ? Lisa Teachanarong, PhD student in the School of Social Science, Policy & Evaluation, says such measures are only part of the story.

In the course of her research, Teachanarong is broadening how we define high school students' success and college readiness. While test-taking skills and critical thinking are important, they don't capture the full picture. As it turns out, skills like mindfulness, emotion regulation, and interpersonal effectiveness are just as, if not more, important, according to Teachanarong.

Teachanarong has spent the last three years conducting research for Project GRAD Los Angeles (PGLA). PGLA is a nonprofit organization dedicated to helping low-income minority students in the San Fernando Valley navigate a path to a college degree. They do this primarily through long-term mentorship and classes focused on social-emotional skill development.

Social-emotional skills are noncognitive or "soft skills" that allow us to manage stress and build healthy relationships with others. Though not traditionally taught in public school systems, Teachanarong believes in the ability of institutions like a public

school system to promote social-emotional development. She uses physical education as an example.

"Physical education won't help with students' math or writing skills, but we don't leave physical health up to chance," Teachanarong said. "Public education created a system to make sure that all kids get some kind of exposure to physical health education. Why should social or emotional education be any different?"

**"Let's come together as a group of people and make sure that institutions are helping to foster social and emotional growth so that all students have the tools they need to succeed."**

— LISA TEACHANARONG

PGLA students take after-school classes that teach these social-emotional skills, like mindfulness, distress tolerance, and emotional regulation. Students are also assigned a mentor that follows them throughout the seven-year program.

Teachanarong conducts her research as a project manager through the Claremont Evaluation Center, under the supervision of Tiffany Berry, associate professor in the Division of Behavioral and Organizational Sciences. The Claremont Evaluation Center assesses organizations' goals and services,

examines their underlying theories, and gives data-driven feedback to help them operate at optimal capacity. Then they take a look at outcomes, evaluating whether the programs are achieving their intended aim.

Teachanarong's job is to determine if PGLA's programming is proving to be effective in getting students to college and helping them stay there until graduation.

With the help of the Claremont Evaluation Center, PGLA ultimately hopes to narrow the gap in the quality of education that socioeconomic conditions can create.

"These students who are at high risk for low academic achievement also tend to be at higher risk for social and emotional difficulties, given the amount of stress they have to face," Teachanarong said.

"Let's come together as a group of people and make sure that institutions are helping to foster social and emotional growth so that all students have the tools they need to succeed."



Lisa Teachanarong is a PhD student in the School of Social Science, Policy & Evaluation.

# CALCULATING COMMUNITIES

Mathematical models of social networks can help fight crime and keep the peace



IMS Associate Professor  
Allon Percus

BY ROBERTO C. HERNANDEZ

In the syndicated CBS drama *Numb3rs*, researchers develop mathematical models that help the FBI solve crimes. In the 1993 blockbuster film *Jurassic Park*, a mathematician utilized his knowledge of chaos theory to correctly predict the catastrophic dangers of creating a dinosaur-themed amusement park.

In the entertainment industry, using math to fight crime and protect lives is common.

But as ongoing research taking place at CGU's Institute of Mathematical Sciences (IMS) demonstrates, such depictions are far from imaginary. IMS Associate Professor Allon Percus, along with other researchers, is studying applied mathematics methods that could help law enforcement and national security efforts.

"Ten years ago, mentioning 'crime' and 'mathematician' in the same sentence would probably have conjured up images of the Unabomber," Percus said. "Today, the tools of applied mathematics have become indispensable to help police departments predict crime and fight gang violence."

Percus' collaborators include Cristina Garcia-Cardona, a CGU alumna (*PhD, Mathematics, 2013*); Anna Ma, an IMS doctoral student; UCLA mathematics Professor (and 2014 CGU honorary

doctorate awardee) Andrea Bertozzi; and members of Bertozzi's applied mathematics group including Blake Hunter, now an assistant professor of mathematics at Claremont McKenna College.

In 2010, Percus, along with scientists from seven other institutions, was awarded a five-year grant by the Air Force Office of Scientific Research, an agency entrusted with promoting scientific research in areas that benefit the United States' peacekeeping and defense capabilities.

Percus' research builds upon prior work by Bertozzi, Hunter, and others who studied Los Angeles Police Department (LAPD) data. The data—from 748 known or suspected gang members—included the times and locations they were stopped by officers, their addresses, visible gang insignias, and any individuals accompanying them. All of this information combines to form a large social network ripe for mathematical analysis, according to Percus.

Insight into how social networks form, grow, and evolve is relevant to law enforcement and military interests. Preventing acts of terrorism and crime relies on an increasingly sophisticated understanding of how such groups form

and interact. Mathematical models of these networks, which describe who communicates with whom, help explain how these groups recruit and train members.

Using a data-mining technique called "spectral clustering," Bertozzi's group was able to identify certain social and geographical patterns that could determine, for instance, hotspots for gang violence.

Inspired by the UCLA group's results, Percus and his colleagues used methods created for solving partial differential equations to create new data classification techniques for networks of this kind. Garcia-Cardona developed an algorithm designed to determine the gang membership of gang-affiliated individuals.

Subsequent work by Percus and Garcia-Cardona in collaboration with Hunter was able to improve the rate of correct gang membership identification from 56 percent to 75 percent.

Because there are noted parallels between gang formation and the rise of insurgencies, the techniques employed by Percus and the other researchers can suggest strategies for interrupting such networks and preventing hostile acts.

"Without the underlying mathematics," Percus said, "today's world would be a very different place."

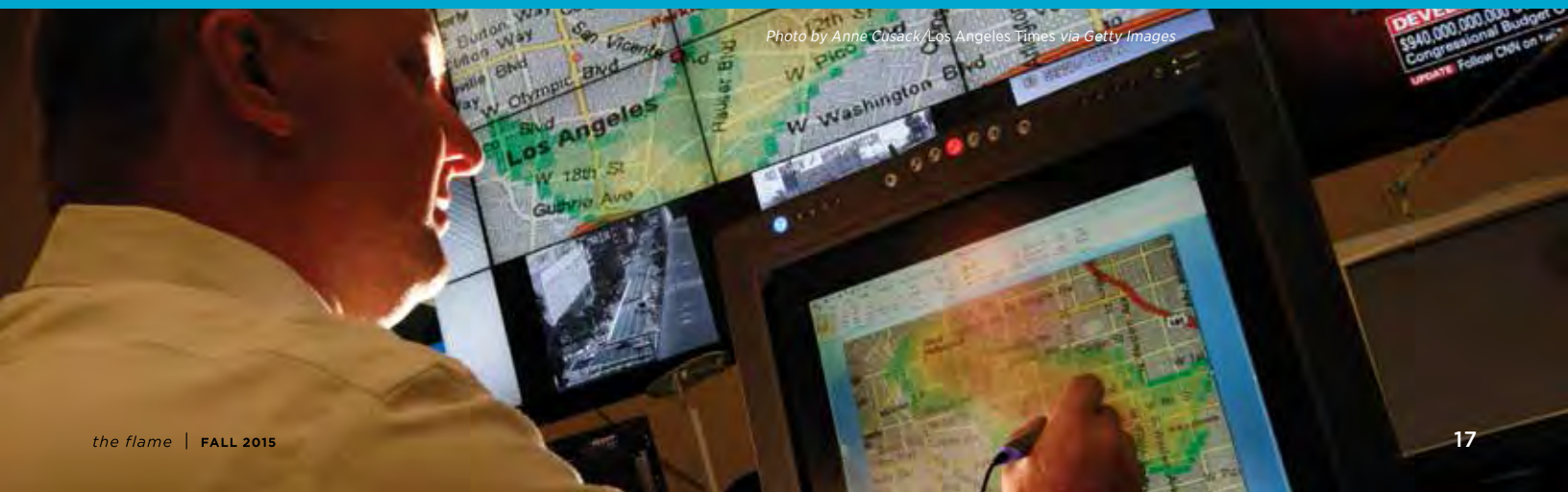


Photo by Anne Cusack, Los Angeles Times via Getty Images





# TAKING CARE OF BUSINESS

BY KERRI DEAN

Feleciai Favroth left her career as a realtor to take a chance: jumping into the beauty industry with her own line of luxurious handcrafted beauty creams and soap products.

Luis Abundis went from making homemade ice cream on his uncle's ranch as an eight-year-old boy in Mexico to selling the frozen treat from a modest storefront: offering unique flavors throughout the Bay Area.

Anna Tvelova traveled from Russia to San Francisco to chase her dreams: making her grandmother's traditional piroshki recipe into a successful business.

All three of these budding business owners got the resources they sorely needed to make their entrepreneurial dreams a reality thanks to Centro Community Partners, founded and led by Drucker School of Management alumnus Arturo A. Noriega (*MBA, 2005*).

The Oakland-based nonprofit's mission is to educate and develop low-income women and minority entrepreneurs to be effective, socially-conscious business leaders. Noriega created the program in 2010 to help underserved entrepreneurs develop business plans, improve their credit, and teach them leadership techniques. This, in turn, allows them to create jobs and revitalize their local communities.

"Not only are we bridging the gaps left by the economic development system in the US and abroad, but we are also innovating by creating entrepreneurship mobile app tools and educational programs that are scalable, cost-effective, and impactful," Noriega said.

Noriega's Centro—along with help from fellow Drucker alumnus Daniel J. Healy (*MBA, 2011*)—provides basic and advanced entrepreneurship development and advisory services that help clients grow.



Centro Community Partners assisted business owners Ana Tvelova (opposite left), Feleciai Favroth, and Luis Abundis (both at left). (Photos courtesy of Centro Community Partners)

“The program we created focuses on building an entrepreneur’s leadership ability, self-awareness, decision-making processes, and business acumen,” he said.

Centro teams up entrepreneurs with volunteer MBA-student advisors. The advisors provide clients with up to 100 hours of personalized business advice and coaching. The one-on-one time allows the client to gain valuable knowledge and skills and design business, financial, professional development, and credit improvement plans with an advisor.

Centro’s advisors benefit, too, by gaining valuable small-business advising experience and receiving unique professional training in communication, business modeling, and executive coaching.

By empowering such entrepreneurs, Centro assists its clients in creating living wages for their families and sustainable jobs in their community.

“Enabling low-income entrepreneurs can really impact those communities, because the entrepreneurs don’t just create jobs for themselves. They create jobs for other people as well,” said Healy, Centro’s entrepreneurship program manager.

The program has led to many success stories:

- Anna Tvelova worked with her Centro advisor to develop a profitable business model to get her first Piroshki kiosk off the ground and develop plans for future growth. Since the success of her first location, Tvelova has hired several part-time employees and recently opened a second location with plans to expand in the future.

**“Enabling low-income entrepreneurs can really impact those communities, because the entrepreneurs don’t just create jobs for themselves. They create jobs for other people as well.”**

- Centro helped Feleciai Favroth break into the beauty industry by building upon her business education and experience. The program assisted her in developing a business plan and financial projections, and the Centro-taught marketing techniques have helped expand Favroth’s skin care product line beyond the farmers market.
- Centro teamed Luis Abundis with an advisor who helped him with inventory control, branding, and distribution. His business expanded to a second location and more than 30 unique flavors of ice cream—including corn, cactus, and rose petal.

The new mobile app, the Centro Business Planning Tool, is expected to prompt further successes.

True to their Drucker education, Noriega and Healy incorporated many ideas from famed management theorist Peter F. Drucker into their approach. In the app—currently being used in four US states, as well as Brazil and Colombia—the first steps to building the business plan are vision, mission, and values.

“The idea is that each successful client will inspire others in their community and become role models, showing it is possible to succeed through entrepreneurship,” Noriega said.



Arturo A. Noriega



Daniel J. Healy

Drucker alumnus Arturo A. Noriega founded Centro Community Partners to educate and develop low-income women and minority entrepreneurs to be effective, socially-conscious business leaders. Drucker alumnus Daniel J. Healy serves as Centro’s Bay Area entrepreneurship trainer and program manager.

(Photos courtesy of Centro Community Partners)



“Using our voice is a fundamentally social act. When we speak, we reach out to others...and the voice plays a critical role in affirming and securing human rights.”— **TAKAKO MINO**



# ON SPEAKING TERMS



Takako Mino enrolled in CGU's Teacher Education program to build her skillset for her work in Africa.  
(Photo courtesy of Takako Mino)

## TAKAKO MINO BRINGS DEBATE EDUCATION TO AFRICA'S SCHOOLCHILDREN AND TEACHERS

BY EMILY SCHUCK

For Takako Mino, debate education means far more than teaching students how to make compelling arguments.

As the CGU alumna (*MA, Teacher Education, 2013*) said in a 2012 TEDxTalk, “using our voice is a fundamentally social act. When we speak, we reach out to others . . . and the voice plays a critical role in affirming and securing human rights.”

Currently a teacher at Rancho Cucamonga High School, Mino has been to Africa four times since 2009 in order to enhance youth empowerment through the art of debate. Over the course of her trips, she has visited several schools, worked with numerous different non-governmental organizations (NGOs), and piloted a program that introduces debate to the East African education system.

But as an international relations major at Claremont McKenna College, Mino was at first interested in how a country like Uganda could create peace after a devastating civil war.

Once she got there, she realized that education was essential to rebuilding community.

“I was struck by the fact that everyone cared about education. If they were saving money for something, it was to take their children to school. That’s where they really put their hopes,” said Mino. “I think that after so many things had been destroyed, they felt that they could only rebuild and be renewed by being able to receive an education, to become empowered and to have a voice.”

Mino modeled her approach to Africa after a Claremont Colleges program that focuses on competitive debating, professional training, and community outreach. As a part of her work at CMC, she would visit local high schools to provide public speaking and communication training.

As an intern with the Forum for African Women Educationalists—an NGO focused on empowering women and girls with gender-responsive education—she proposed a wide-ranging debate outreach and education program that covered a large area in Uganda. She visited government-funded schools in each of the country’s regions and held

trainings that covered how to create arguments, express an opinion effectively, and do research to support a position. She trained students and teachers alike, and practiced with contemporary issues in African culture, such as bride price (basically a dowry), female circumcision, and government-funded education. During this trip, she was inspired by Uganda’s enthusiasm for education. One story in particular stuck with her.

“I had one student who didn’t even have a candle or a lamp at home, and because there is no electricity in his house, he would go to a nearby gas station to study after dark,” she said.

During other trips, Mino visited Kenya, Rwanda, Burundi, and Tanzania, and was able to follow up with some of the programs she initially started. She partnered with an organization called Asante Africa—*asante* means “thank you” in Swahili—and raised funds for her debate program.

After returning from her third trip, Mino realized that she needed to build her skillset to be more effective in a teaching environment, so she came to CGU for the Teacher Education program.

Mino was particularly moved by the girls in Rwanda, who suffered the most brutality in the recent civil war.

“The girls told me that because women have more power or more of a voice, they don’t think it’s possible for a genocide to happen again,” she said.

While teaching locally is fulfilling, Mino’s goals remain in Africa and she aims to eventually pilot an independent school there that provides an alternate form of education with an emphasis on peace education and human rights.

“I think what makes education different from other help is that it really stays with the people. You can give someone a lamp, but that lamp can break over time, or someone can steal it,” she said. “Education stays with you, no one can take that away from you. That’s what makes it really unique and empowering.”





# Dancing with the Stars

## Stephen Martin studies the harmony between astronomy and music

BY ROBERTO C. HERNANDEZ



Stephen Martin, a doctoral student in music, wrote a composition, *Spheres*, based on an analysis and interpretation of orbital data.

Photo courtesy of Azusa Pacific University

Late seventeenth-century astronomer Johannes Kepler gazed out into the solar system and saw harmony in the motions of the planets.

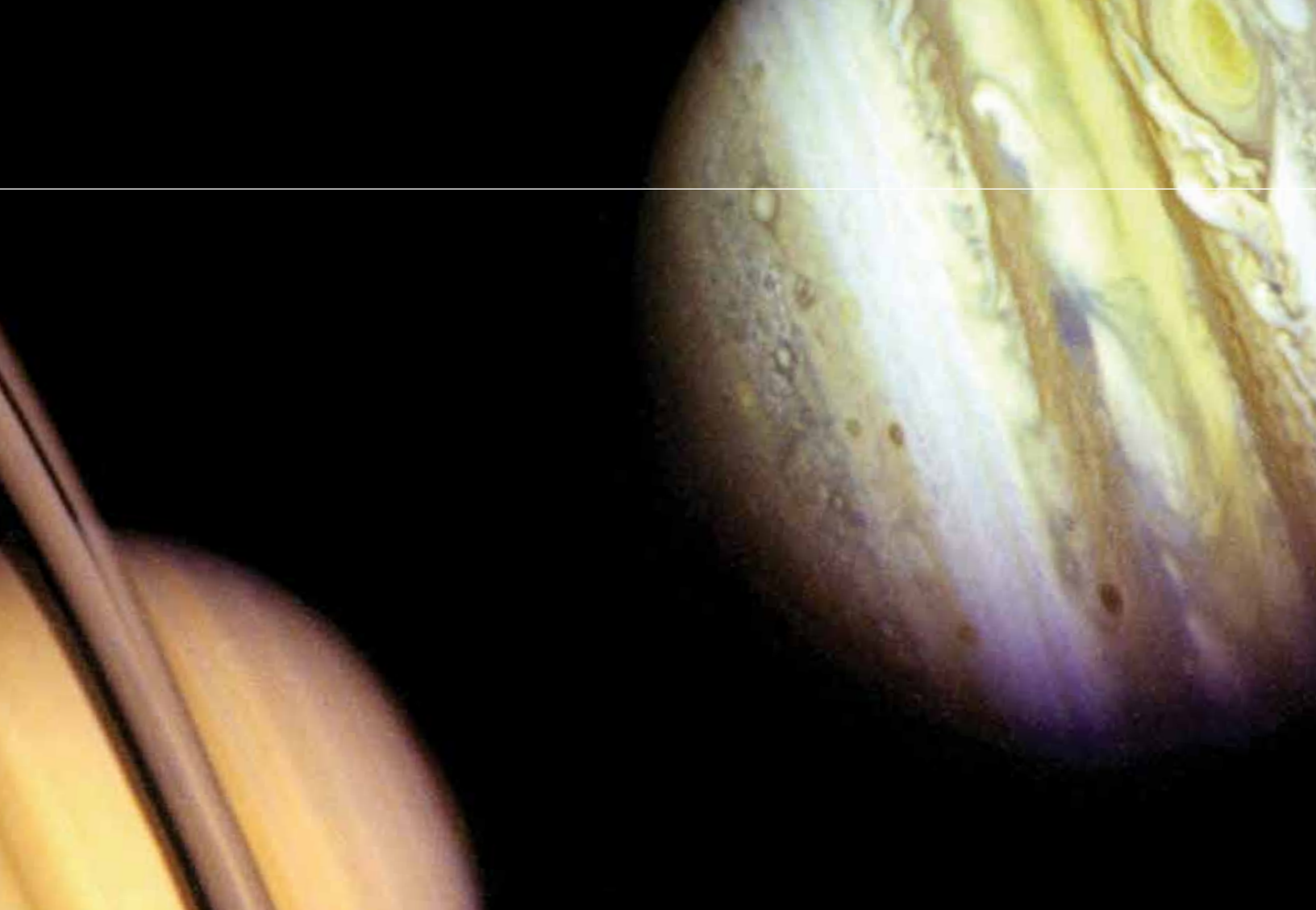
Stephen Martin studied this harmony and put it to music.

Exploring connections between the musical arts and mathematical sciences, the CGU doctoral student in music created a composition, *Spheres*, based on an analysis and interpretation of orbital data.

Martin's "Harmony of the Spheres: Cosmological Rhythm & Resonance" was the winning transdisciplinary studies project for the 2015 Commencement Forum Competition.

Martin's work is an exploration of a medieval philosophical concept known as *musica mundana* (music of the spheres), an idea that regards the regular, proportional movements of the Sun, the Moon, and the planets as a form of "cosmic music."

For *Spheres*, he plotted how celestial movements corresponded with certain geometrical figures and relationships over time. The timing of percussion instruments and musical intervals were, in part, derived from orbital



alignments or instances when planets reached their farthest (aphelion) and nearest (perihelion) points—“decisive moments,” Martin called them—from the Sun.

“When you start to hear this play out over time, it seems there is this gigantic dance going on,” said Martin, a professor of music at Azusa Pacific University and its director of music and worship. “I enjoy thinking about this concept of the planets dancing out there, and we are a part of that dance here on Earth.”

While others have studied the mathematics of the planets, Martin focused on how they corresponded with geometrical relationships.

“I debated on whether or not to take on the project because it was putting together two or three subjects—if not more,” he said. “I wanted to make sure that I was bringing them together in some sort of meaningful way.”

While he relied on authoritative NASA data, Martin also made some subjective decisions, such as assigning

Mercury’s orbit of 88 Earth days to the value of one quarter note (60 beats per minute) in 4/4 time.

“The piece speeds up over time, lending to the feeling that the planets are taking part in a cosmic dance over the course of centuries and millennia,” he added.

Martin used instrumental software for Taiko and bodhrán drums, and chimes, as well as Logic Pro X, a digital audio workstation for composing. He also utilized an audio recording of emissions from Saturn taken from the spacecraft *Cassini* in orbit as an audio loop.

Martin has been fascinated by astronomy since he was young. *Spheres* drew upon the ideas of Kepler and other medieval astronomers, but also the work of Robert Bork, an art history professor who has written extensively about how the shape and design of Gothic cathedrals are tied to geometric relationships. Martin also based his project on the writings of Hartmut Warm, a German engineer who created computer renderings of the complex patterns behind the solar system’s structure.

To listen to *Spheres*, go to <https://soundcloud.com/stephen-martin/spheres>.





From left: *Life Inside Out*, *The Miracle Archives*, and *North of Normal*

# Setting the Scene

## The art of filmmaking to explore big questions

BY RACHEL TIE MORRISON

Many CGU students and alumni satisfy their intellectual curiosity by becoming scholars, pursuing answers to vexing questions in their fields through traditional research and writing. But some opt for an altogether different medium. The following CGU alumni and student turned to filmmaking to ask questions and seek answers.

### Jill D'Agnenica (MFA, 1991)



A visual artist and film and television editor, D'Agnenica currently works on ABC Family's *Switched at Birth*. She made her directorial debut with *Life Inside Out*, a film that explores concepts of interconnection, community, and the

creative process. "When I read the screenplay for *Life Inside Out* the first time, I was struck by its affirmation of pursuing one's creative passions in the midst of everyday life," D'Agnenica said. "I wanted to validate the idea that, in contrast to that oft-told story, creativity can be simply woven into everyday life, enriching those it touches and becoming its own reward."

*Life Inside Out* won Best Premier at the Heartland Film Festival in 2013, has been screened at 12 US festivals, and received 11 awards.

### Nick Yeh (PhD, Cultural Studies, 2012)



A professor of American pop culture and filmmaking at National Dong Hwa University in Hualien, Taiwan, Yeh recently helped write and produce *The Miracle Archives*. Shot in Los Angeles, the 21-minute film explores issues of belief versus proof

and mental illness, subjects that Yeh is no stranger to, having earned a master's in mental health counseling psychology and served as a psychotherapy intern.

Yeh credits Alexandra Juhasz, the then-chair of cultural studies at CGU (currently professor of media studies at Pitzer College), with introducing him to filmmaking and a critical approach. "CGU's biggest contribution to my film career was the academic autonomy I was able to enjoy as a creative academic," Yeh said. "The multi-cultural milieu at CGU prepared me to work in a more global context."

*The Miracle Archives* was screened at the Cannes Film Festival in May.

### Angela Mouton (PhD, Positive Psychology, 2015) and Monica Montijo



In 2013, Mouton and Montijo, a PhD student in positive psychology, traveled to 22 countries on six continents to interview diverse people on three questions: What do you love? What is your great passion?

What has been a peak experience in your life? The purpose of the research trip—which resulted in the documentary *North of Normal*—was to understand positive psychology constructs in context and from a cross-cultural point of view. Though they had originally planned to explore this area through research, publishing, and conferences, filming the effort presented an opportunity. "It is important to us to bring the field of positive psychology to diverse groups of people, not just those who are involved in the profession of psychology," Mouton said. "Film is one medium that allows us to do this in an engaging way."

They plan to submit the documentary to film festivals later this year.



# THE ART OF FUTURE WAR.

ROBERT BUNKER'S TERRORISM  
EXPERTISE INFORMS THE FBI,  
CONGRESS, AND THE US MILITARY

On August 27, 2009, Al-Qaeda member Abdullah Hassan al-Asiri attempted to assassinate the deputy crown prince of Saudi Arabia. The means—half a kilogram of plastic explosive concealed inside the body of the suicide bomber—took some by surprise.

But not Robert J. Bunker.

BY ROBERTO C. HERNANDEZ



This September 2014 photo shows Robert J. Bunker in front of a barbed-wire fence in Fort Hancock, Texas, that was intended to mark the Mexico-US border. County deputies, not Border Patrol agents, were responsible for guarding the border in this area. Bunker was attending a Sheriff and State Advisor Border Summit at the time. (Photo courtesy of Robert J. Bunker/Small Wars Journal)



A highly regarded expert on counterterrorism, criminal organizations, and drug cartels, the CGU alumnus (*MA, Government, 1987; PhD, Political Science, 1993*) had been warning the authorities about the emerging threat of “body cavity bombs” as early as 2006.

Bunker’s deep knowledge of history and current political, economic, and military factors enable him to develop strategic recommendations and briefings to law enforcement and national security officials. He has conducted research for the FBI Academy and think tanks, warned members of Congress, and advised the US military.

“My view is you need to know the weaponry, the tactics, and the technology because that influences operations and, of course, operations influence your strategies and everything else,” said Bunker, also an adjunct professor at CGU currently teaching “Narcos, Illicit Trafficking, and the Border” this fall.

#### **“Sucker Punched”**

Bunker first became interested in studying terrorism in the wake of the 1983 bombing of barracks housing US Marines in Beirut, Lebanon, by jihadists. At the time, he was working on four undergraduate degrees at California State Polytechnic University, Pomona.

More than 240 American servicemen were killed in the Beirut attack. It is considered the deadliest single-day death toll in the history of the US Marine Corps since World War II.

“That kind of struck me hard,” Bunker said, adding that “love of country” motivates his work.

At this time, he was beginning to study the role of “violent non-state actors” (VNSAs), or individuals who are not formally affiliated with any established country or institution, but nevertheless are active in international conflicts. They challenge traditional state authority and national divisions and blur the definitions of “crime” and “war,” Bunker said. Examples of modern-day VNSAs include Mexican drug lords, Somali pirates, and members of the Islamic State of Iraq and Syria (ISIS).

During transitional periods of history, formerly low-profile VNSAs can rise to dominance, often filling vacuums left by collapsed regimes. Military and police authorities can be taken by surprise by VNSAs as these agencies are typically geared to confront conventional aggressors and traditional tactics.

“That’s the problem,” Bunker said. “It doesn’t fit within our modern paradigms.”

“The problem is that during these periods of transition, [these lines] blur,” he added. “What’s a terrorist? What’s a narco enforcer? What’s a Somali warlord? Are they a criminal? Are they a soldier? What was 9/11? Was it a criminal act? Or was it an act of war? . . . It’s this whole blending, this whole crime/war gray area that I look at.”

Bunker’s research underscores the constantly evolving role that VNSAs play in global affairs. Some of his key books include *Crime Wars and Narco Terrorism in the Americas*, *Non-State Threats and Future Wars*, and *Fifth Dimensional Operations: Space-Time-Cyber Dimensionality in Conflict and War*. Bunker co-edited *Global Criminal*

## VIOLENT NON-STATE ACTORS, SUCH AS ISIS, CHALLENGE TRADITIONAL STATE AUTHORITY AND NATIONAL DIVISIONS AND BLUR THE DEFINITIONS OF "CRIME" AND "WAR."

and *Sovereign Free Economies and the Demise of the Western Democracies: Dark Renaissance* with Pamela Ligouri Bunker, his wife and a CGU alumna (*MA, Politics and Policy, 1994*).

He has been a steadfast voice to authorities to watch and be wary.

### The Future of Policing

Bunker is currently the 2015 Futurist in Residence for the FBI Academy's Behavioral Research & Instruction Unit. He also served in this capacity from 2006 to 2007.

John Jarvis, a senior scientist with the FBI Academy, described Bunker's work as "very impressive."

"I have nothing but the highest praise for Robert Bunker," he said.

Bunker is also a fellow focused on counterterrorism for TRENDS Research & Advisory, a United Arab Emirates-based network of international experts that provides geopolitical and macroeconomic analysis for leaders and policy makers.

He recently concluded his term as a Minerva Chair and visiting professor at the Strategic Studies Institute (SSI) at the United States Army War College. The Minerva program is a Department of Defense-sponsored research initiative focused "on areas of strategic importance to US national security policy," according to Institute Director Douglas C. Lovelace Jr.

Bunker's SSI writings are distributed to key strategic leaders in the Army and Department of Defense, the military educational system, Congress, the media, other think tanks and defense institutes, and major colleges and universities, Lovelace said.

"I have a theoretical side where I am trying to see the big picture and understand the connection on how things are evolving and emerging," Bunker said. "On the other hand, I also have that practical side. How does this support law enforcement? How does this support the US military, the US government? That duality."



Robert J. Bunker

A highly regarded expert on counterterrorism, criminal organizations, and drug cartels, CGU alumnus Robert J. Bunker (*MA, Government, 1987; PhD, Political Science, 1993*) is teaching this fall as adjunct faculty in the School of Social Science, Policy & Evaluation's Division of Politics and Economics.

Bunker was a founding member of the Los Angeles Terrorism Early Warning Group in 1996, and he is a senior fellow with Small Wars Journal El Centro, a nonprofit group devoted to analysis of guerilla wars and criminal insurgencies in Latin America. He also served as a terrorism instructor for the California Governor's Office of Emergency Services and has undergone advanced forms of peace officer and hazardous materials training.

Whether through his books or briefings, Bunker's writings and research have served as early warnings.

### "Foremost Authority"

Starting in September 2006, Bunker began a series of presentations to homeland security officials discussing the projected use of body cavity bombs by suicide bombers. Criminal organizations had already been using body cavities to smuggle drugs and other forms of contraband. But using this method to conceal an explosive was—as Bunker pointed out—the next evolution in suicide-bomb tactics.

When Al-Qaeda member al-Asiri hid an improvised bomb inside his lower intestinal tract in an attempt to kill Muhammad bin Nayef, Saudi Arabia's minister of interior and the country's deputy crown prince, it proved Bunker's forecast correct.

In a 2013 paper, "The Projected Al Qaeda Use of Body Cavity Suicide Bombs Against High Value Targets," that drew from his earlier presentations, Bunker wrote, "[We] have now entered a very dangerous window of vulnerability with regard to body cavity suicide bombs utilized against high-value targets such as commercial aircraft, but also against similar targets such as heads of state and other very important persons."

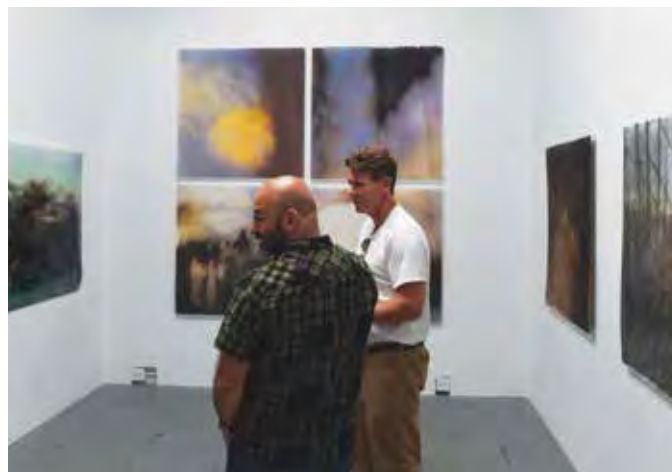
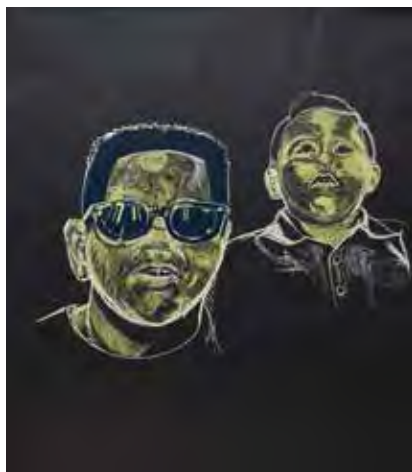
The FBI's John Jarvis and others credited Bunker for his pioneering work.

"He's probably the foremost authority on body cavity bombs, way ahead of where futurists are in that potential threat," Jarvis said.

In September 2011, Bunker spoke about Mexican drug cartels during a joint hearing before the House Committee on Foreign Affairs. He warned members of Congress that the "cartels and narco-gangs of the Americas, with those in Mexico of the highest priority, must now be elevated to the No. 1 strategic threat to the United States."

"Because I am working out a post-modern paradigm," Bunker said, "I tend to know what the questions are that should be asked. I don't have the right answers, I have the right questions."





### *Inside the Artists' Studios*

CGU's student artists opened their doors—literally—to the public this past April as part of Open Studios. The annual event showcases students' personal studio spaces and makes them accessible for 24 hours to art collectors, art lovers, and members of the public interested in the environment in which the art was created. (All photos by John Valenzuela)





### Warm Welcome

For fall orientation, CGU welcomed 505 new students. During the morning main address, students were given commemorative 90th anniversary pins to affix to each other's lapels and lanyards.

(Photos by William Vasta and John Valenzuela)





#### NEW FACULTY

## KENDALL COTTON BRONK

School of Social Science, Policy & Evaluation  
Division of Behavioral & Organizational Sciences  
PhD, Stanford University

#### WHY DID YOU CHOOSE TO COME TO CGU?

My research centers on positive youth development. I came to CGU so I could study optimal human development with leaders in positive psychology.

#### WHAT ARE YOUR RESEARCH INTERESTS?

I am interested in gaining a better understanding of how young people develop a purpose in life, what difference it makes to lead a life of purpose, and how we can more intentionally help foster a sense of purpose in the lives of young people.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

A favorite of mine is Peter L. Benson's *All Kids Are Our Kids*. The book outlines the importance of communities investing in youth so that youth are prepared to and interested in investing in their communities. Not only does it explain what positive youth development is, but it also helps explain how we can foster it and why we should bother to try.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

I clean! My house and office are never cleaner than when I have a deadline looming.

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR PHD?

When I graduated from school, I worried that my education was done, but that couldn't have been further from the truth. Grad school is just the beginning of your learning process!

## FACULTY ACHIEVEMENTS

FALL 2015



**Dale Berger** (*Social Science, Policy & Evaluation*) is chair of the finance advisors to the board for the American Evaluation Association, and chair of the awards and fellows committee for the Western Psychological Association. Berger and his students have revised his website ([wise.cgu.edu](http://wise.cgu.edu)) in support of teaching statistics. This website receives about 2,000 hits per month from around the world. After teaching at CGU for 45 years, Berger retired at the end of the spring 2015 term.



**Peter Boyer's** (*Arts & Humanities*) work *Ellis Island: The Dream of America* was performed by several orchestras, including the Binghamton (New York) Philharmonic, the Carmel (Indiana) Symphony Orchestra, the Fort Collins (Colorado) Symphony, the Erie (Pennsylvania) Chamber Orchestra, and the Oklahoma City Philharmonic, the latter of which received a rave review in *The Oklahoman*. *Ellis Island* was performed by the Chautauqua Symphony Orchestra in July. Boyer's *Symphony No. 1* was performed by the West Hartford Symphony Orchestra and the Texas Medical Center Orchestra in Houston. He participated in that performance and gave a guest lecture at The Shepherd School of Music at Rice University and an extensive interview about his work for Houston Public Media's podcast "Classical Classroom." Boyer's *New Beginnings* was performed by the York (Pennsylvania) Symphony Orchestra. The Cincinnati Pops Orchestra gave three performances of Boyer's *Rolling River (Sketches on "Shenandoah")*, which it commissioned, and recorded those performances live in concert from Music Hall as part of its *American Originals* album, which was released this summer. Boyer's recent Naxos recording with the London Philharmonic Orchestra has continued to be broadcast on classical radio stations around the United States, including Sirius-XM Satellite Radio's *Symphony Hall*, and KUSC. Boyer contributed music orchestrations to three Hollywood summer movies: *Inside Out* (Pixar, composer Michael Giacchino), *Minions* (Universal, composer Heitor Pereira), and *Jurassic World* (Universal, composer Michael Giacchino). Boyer served as assistant/cover conductor for performances of *The Lord of the Rings: The Return of the King* in Concert (the complete film with Howard Shore's Oscar-winning score performed live) with the Munich Symphony Orchestra.



**Janet Farrell Brodie** (*Arts & Humanities*) was invited by the National Endowment for the Humanities to serve on a panel judging applications for a new grant in digital humanities. Brodie was also invited by officers of the Organization of American Historians to serve as a judge for a new prize for the most original book in US women's history. She is continuing a multi-year appointment as a distinguished lecturer for the Organization of American Historians. Brodie published "Radiation Secrecy and Censorship after Hiroshima and Nagasaki" in the *Journal of Social History*.



**Carl Cohn** (*Educational Studies*) was appointed to a five-year term on the Spencer Foundation board of directors.



**Ingolf Dalferth** (*Arts & Humanities*) published *Transzendenz und säkulare Welt* (Tübingen) and, with M.A. Block, edited *Hermeneutics and the Philosophy of Religion: The Legacy of Paul Ricoeur*. He also published two papers: "Possibile Absolutum: The Theological Discovery of the Ontological Priority of the Possible" in A.K. Min's (ed.) *Rethinking the Medieval Legacy for Contemporary Theology* and "Religione, moralità e essere umano: lo statuto controverso della dignità umana" in *Persona*. He also gave several keynote lectures: "Sinnloses Leiden und die Hoffnung auf Gott" in Crailsheim, Germany; "Religionsphilosophie zwischen Passion und Lässigkeit" at Bonn University; "The Creativity of Divine Love and the Diversity of Evil" at Fordham University, New York; and "Religion and the Emergence of Transcendence" at Helsinki University. Dalferth chaired or co-chaired conferences/summer school: "Self or No-Self? 36th Annual Philosophy of Religion Conference, Claremont Graduate University; the Annual Conference of the Society for Philosophy of

Religion, Hilton Head Island, South Carolina; and *“Religionsphilosophie heute: Religion und Anthropologie*, Dubrovnik, Croatia. He was elected president of the Society for Philosophy of Religion for 2015–16 and was appointed to the *Wissenschaftlicher Beirat ‘Reformationsjubiläum 2017’* of the German Protestant churches and the German government.



**Jenny Darroch** (*Drucker*) was one of the opening speakers at the prestigious Marketing to Women conference (M2W®) in Chicago. M2W® is the only conference in the world that devotes itself to the subject of building better business results and better outcomes with today's female consumers, a group that accounts for over \$20 trillion in annual spending worldwide. She gave a talk, “Gender Convergence, Gender Roles, and Gender Stereotypes,” based on her book *Why Marketing to Women Doesn't Work*.



**Marlene Daut** (*Arts & Humanities*) gave a talk at New York University's Center for Latin American and Caribbean Studies. Her book, *Tropics of Haiti: Race and the Literary History of the Haitian Revolution in the Atlantic World, 1789–1865*, was published in July.



**Stewart Donaldson** (*Social Science, Policy & Evaluation*) is president of the American Evaluation Association (AEA) for 2015, the International Year of Evaluation. The theme of the 2015 AEA conference is “Exemplary Evaluations in a Multicultural World: Learning from Evaluation's Successes Across the Globe.” This past spring, he gave keynote and invited talks at the Eastern Evaluation Research Society Conference (Atlantic City, New Jersey), the Western Psychological Association Conference (Las Vegas, Nevada), the Canadian Evaluation Society Conference (Montreal, Canada), AEA Centers for Disease Control Evaluation Institute (Atlanta, Georgia), and the Western Michigan University Evaluation Center (Kalamazoo, Michigan). He published *Credible and Actionable Evidence: The Foundation for Rigorous and Influential Evaluations*. With CGU graduate students, alumni, and junior faculty, Donaldson published the following articles and chapters: “Happiness, Excellence, and Optimal Human Functioning Revisited” in *The Journal of Positive Psychology*; “Expanding Opportunities for Diverse Populations in Positive Psychology” in *Canadian Psychology*; “Positive Psychology for Social Justice Interventions: A Case Example of Strengths-driven Evaluation” in *Academy of Management Proceedings*; “Positive Psychology Research in the Middle East and North Africa” in the *Middle East Journal of Positive Psychology*; “The State of Preparing Evaluators” in *New Directions for Evaluation*; “Contributions of Positive Organizational Psychology to Understanding and Engaging Differences” in *Positive Organizing in a Global Society*; “Tending the Garden of Evaluation Theory: Flourishing Trees and Ph.D.s.” in *Evaluation Use & Decision Making*; “Examining the Backbone of Contemporary Evaluation Practice” in *Credible and Actionable Evidence*; and “Culturally Responsive Theory-Driven Evaluations” in *Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice*.



**David Drew** (*Educational Studies*) co-chaired a national conference on integrating the liberal arts and engineering, held at the National Academy of Engineering. His book, *STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America*, was published in paperback by Johns Hopkins University Press. Drew gave a keynote address about STEM education at a statewide education summit in Iowa.



**Lori Anne Ferrell** (*Arts & Humanities*) gave invited lectures at the universities of London, Oxford, Cambridge, Antwerp, and Chicago, as well as at the Newberry Library in Chicago. In fall and winter 2014, she was a visiting fellow of Pembroke College, Cambridge, and in January 2015, she took up a National Endowment for the Humanities Long Term Fellowship at the Newberry Library.



#### NEW FACULTY

### CYNTHIA ELLER

School of Arts & Humanities

Department of Religion

PhD, University of Southern California

#### WHY DID YOU CHOOSE TO COME TO CGU?

What's not to love? Academic excellence, breadth of research, commitment to education in diverse disciplines, plus sunshine!

#### WHAT ARE YOUR RESEARCH INTERESTS?

I've worked mostly on feminist spirituality and the history of matriarchal myth, but I'm also interested in gender theory and the development of the discipline of religious studies. In the future, I hope to do research on reincarnation belief in America.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

What did it for me many, many years ago was Max Weber's *The Protestant Ethic and the Spirit of Capitalism*. But I would want to talk to someone before I made a specific recommendation.

#### WHAT TEACHER/MENTOR MADE THE MOST IMPACT ON YOU AND WHY?

Robert Ellwood, who was my professor at USC, has been an unending source of inspiration for me. He helps students run their own race rather than one he has set out for them, and he approaches religion with a signature combination of empathy, curiosity, and a determination to find out what's really going on.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

Running errands, sewing, reading, hiking, playing video games—and when all else fails, which it often does, cleaning the house.

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR PHD?

Take your time. Unless the job market improves significantly, stay in grad school as long as you reasonably can without piling up debt. Give yourself a chance to find out what you're most passionate about and pursue it with others who share that passion, even if it means switching concentrations, schools, or even disciplines.





#### NEW FACULTY

### YAN LI

Center for Information Systems & Technology  
PhD, Virginia Commonwealth University

#### WHY DID YOU CHOOSE TO COME TO CGU?

After visiting the CISAT website, I felt greatly connected with the center's focus on integrating research, teaching, and practice in an academic environment. I caught myself saying, "Yes, that is me: design and build, collaborate in teaching, and promote social learning." I also found delight in the city of Claremont, not just in its trees and PhDs, but in its blend of West Coast chill and East Coast history.

#### WHAT ARE YOUR RESEARCH INTERESTS?

My career integrates research, teaching, and practice in the interconnected areas of knowledge management and data management. I focus on designing knowledge-management systems and methods for analytics and data science. I am also interested in interdisciplinary research, where my deep knowledge of data management and analytics can provide a different angle in other research domains.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

For a good introduction to the data-mining process in a business setting, I recommend Michael J. A. Berry and Gordon S. Linoff's *Data Mining Techniques: For Marketing, Sales, and Customer Relationship Management, 2nd Edition*.

#### WHAT TEACHER/MENTOR MADE THE MOST IMPACT ON YOU AND WHY?

My dissertation chair, Kweku-Muata Osei-Bryson. He challenged my intellectual curiosity in the field of data management and analytics and was the reason I chose Virginia Commonwealth University for my PhD. He continues to help me mature as an independent teacher and researcher.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

During the day, I will clean and organize the house or office. At night, I usually do online shoe shopping. Being a night owl, my shoe collection has grown exponentially during my doctoral study.

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR PHD?

When going to conferences, do not just talk to people you know. Instead, reach out to senior researchers, junior faculty, and peers. Networking is very important in the research community.

## FACULTY ACHIEVEMENTS

FALL 2015



**DeLacy Ganley** (*Teacher Education*) received a \$3 million grant from the National Science Foundation to prepare STEM educators. She also received the US Department of State's Teaching Excellence and Achievement (TEA) grant and will host (for the fifth time) a six-week residential professional development program for approximately 20 educators from various countries. The program is sponsored by the US Department of State and IREX.



**Michael Hogg** (*Social Science, Policy & Evaluation*) was invited in November 2014 to the Orfalea Center for Global and International Studies at the University of California, Santa Barbara, to give a paper on "Group Extremism in Response to Uncertainty: Social Identity and Uncertainty-Identity Processes" as part of an international multidisciplinary conference on group attitude formation, group centrism, and extremism. He also gave colloquium addresses at the RAND Corporation in Santa Monica and to San Diego State University's psychology department. He attended publisher meetings in London in connection with his textbooks and visited the University of Kent, where he has an appointment as Honorary Professor of Social Psychology, to examine a doctoral dissertation, participate in research meetings, and visit the editorial office of *Group Processes and Intergroup Relations* (he is editor-in-chief of this journal). He gave a colloquium address at Leipzig University in Germany and took part in research meetings with students and faculty. Hogg attended the annual conference of the Society for Personality and Social Psychology in Long Beach, California. He organized, with student Jessica Tomory, the CGU social psychology program reception. He coauthored papers with students from his Social Identity Lab, including "Relative Power and Group Victim Status: Evaluations of Group Entitativity, Uncertainty, and Legitimacy of Retribution," and presented at the political psychology preconference with his student Sucharita Belavadi. Other works published by Hogg include "Going to Extremes: Social Identity and Communication Processes Associated with Gang Membership" and "Prototype-Based Social Comparisons Within Groups: Constructing Social Identity to Reduce Self-Uncertainty," both with A. Gaffney, in Z. Križan and F.X. Gibbons' (eds.) *Communal Functions of Social Comparison*; "All Power to Our Great Leader: Political Leadership under Uncertainty" with J.J. Haller, in J.W. van Prooijen and P.A.M. van Lange's (eds.) *Power, Politics, and Paranoia: Why People are Suspicious of Their Leaders*; "Fearing the Uncertain: Self-Uncertainty Plays a Role in Mortality Salience" with Z.P. Hohman, in the *Journal of Experimental Social Psychology*; "Mortality Salience, Self-esteem, and Defense of the Group: Mediating Role of In-Group Identification" with Z.P. Hohman, in the *Journal of Applied Social Psychology*; "Prototypical Leaders Do Not Always Get Our Support: Impact of Self-Uncertainty and Need for Cognition" with D.E. Rast and J.T. Tomory, in *Self and Identity*; "Social Instability and Identity-Uncertainty: Fertile Ground for Political Extremism" in J.P. Forgas, K. Fiedler, and W.D. Crano's (eds.) *Social Psychology and Politics*; and "Social Identity: How We Define Ourselves by our Groups" in K.D. Elsbach, A.B. Kayes, and D.C. Kayes' (eds.) *Contemporary Organizational Behavior: From Ideas to Action*.



**Tom Luschei** (*Educational Studies*) was invited to present for a presidential town hall on "Re-centering Education as a Moral Enterprise" at the conference of the Comparative and International Education Society in Washington, DC. At this conference, he presented two papers and served as a panel chair, discussant, and workshop presenter. He also published entries in two encyclopedias: "Information and Communication Technologies in Developing Countries" appeared in the *Encyclopedia of Educational Technology*, J.M. Spector (ed.), and "International Assessments" with Amita Chudgar was published in the *Encyclopedia of Education Economics and Finance*, D.J. Brewer and L.O. Picus (eds.).



**Wendy Martin** (*Arts & Humanities*) published "Emily Dickinson: The Poetics and Practice of Autonomy" in *The Cambridge History of American Poetry*. She gave several lectures: "Emily Dickinson: Radical Individualism and Redemptive Community" at the American Literature Association Symposium on American Poetry in Savannah, Georgia; "Women's Studies: Past, Present, and Future" and "Why

Women's Studies," both at Texas A&M, Corpus Christi, Texas; and "From Heaven Our Home to Earth as Paradise: The Spiritual Journey of Anne Bradstreet, Emily Dickinson, and Adrienne Rich" at the American Literature Symposium: God and the American Writer in San Antonio, Texas. Martin served as a moderator on the poetry panel of "The Many Voices of Poetry" at the Kingsley and Kate Tufts Poetry Awards ceremony. She spoke at Harvard University on "Remembrance: What Claremont Graduate University Meant to Sacvan Bercovitch and His Scholarship." Martin, the founder and editor of *Women's Studies: An Interdisciplinary Journal*, a journal indexed by The Modern Language Association's *International Bibliography*, received two editorial appointments: general editor, with Quentin Miller, of the *American Literature and Culture Series*, and Higher Education Teaching and Learning Association editorial board member for the *Contemporary Teaching and Learning Poetry Series*.



**Patrick Mason** (*Arts & Humanities*) published the following articles and chapters: "Violent and Nonviolent Religious Militancy" in *The Oxford Handbook on Religion, Conflict, and Peacebuilding* by Atalia Omer, R. Scott Appleby, and David Little (eds.); "Scholars, Saints, and Stakeholders: A Forgotten Alternatives Approach to Mormon History" in the *Journal of Mormon History*; and "The Graduate Mormon Studies Classroom" in *Mormon Studies Review*. He presented papers at the American Academy of Religion's annual meeting and at a symposium sponsored by the Mormon Women's History Initiative Team, and spoke at the Center for the Study of Elections and Democracy at Brigham Young University. In the spring 2015 semester, Mason was a Fulbright scholar in American studies at West University in Timisoara, Romania.



**Anselm Min** (*Arts & Humanities*) published two edited volumes: *Rethinking the Medieval Legacy for Contemporary Theology*, which contains two essays by Min, "Introduction: Rethinking the Medieval Legacy for Contemporary Theology" and "The Humanity of Theology: Aquinian Reflections on the Presumption and Despair in the Human Claim to Know God," and *The Task of Theology: Leading Theologians on the Most Compelling Questions for Today*, which also contains two essays by Min, "Whither Contemporary Theology?" and "The Deconstruction and Reconstruction of Christian Identity in the World of Difference." Min presented a response, "The 'Francis Factor': Anthropological Reflections on the Contemporary Church," to Gerald A. Arbuckle at Loyola Marymount University, Los Angeles. He presented "Panikkar's Radical Trinitarianism" at the meeting of the Society for Asian and Comparative Philosophy in San Diego and was a panelist on "Beyond Man of the Year: Assessing Celebrity and Substance in the Papacy of Francis" for the Roman Catholic Studies Group at the American Academy of Religion, San Diego.



**Ali Nadim** (*Mathematical Sciences*) was an invited panelist and speaker at two conferences: "Honoring the Memory of Professor Howard Brenner," a mini-symposium at the American Physical Society, Division of Fluid Dynamics' annual meeting in San Francisco; and at the Institute for Mathematics and its Applications and National Institute for Mathematical Sciences (South Korea) Joint Workshop on Math in Industry in Daejeon, South Korea.



**David Pagel** (*Arts & Humanities*) published four essays: "Photography in the Expanded Present: Sam Falls' Organic Pictures" in *Sam Falls: Ferns and Palms*, Pomona College Museum of Art; "Worn-Out Mechanisms and Shimmering Instants of Possibility" in *Ken Fandell, A Desert that Faces an Ocean*; "Dion Johnson" in *Chromatic Momentum*; and "Ahead of the Curve" in *Viola Frey: A Personal Iconography*, Artists' Legacy Foundation. He was invited to serve on two panels, "The Future of Arts Journalism" at CGU's Bradshaw Conference, "LA as LAB," and "How Dare We Criticize: Contemporary Art Critics on the State of Their Art" at the College Art Association's annual conference. He also lectured at California State University, Fullerton, the Santa Barbara Museum of Art, the University of Southern California, and the Columbus College of Art and Design in Columbus, Ohio.



#### NEW FACULTY

### ANDREW J. MARX

Center for Information Systems & Technology  
PhD, University of Maryland

#### WHY DID YOU CHOOSE TO COME TO CGU?

My passion and focus are on the development of geospatial sciences in emerging research areas such as humanitarian/human rights. With this in mind, I was drawn to CGU's commitment to supporting GIS and Big Data in a transdisciplinary environment. I feel CGU has positioned itself to emerge as a leading research center in geospatial sciences and applications, and I look forward to working with the students to be a part of that.

#### WHAT ARE YOUR RESEARCH INTERESTS?

The goal of my research is to better employ spatial data, specifically from satellites, to reduce human suffering in conflict areas. The international community is increasingly turning to satellite imagery to get information in war-torn regions. I'm working to develop the science behind this, to help aid organizations to better assist affected people and to help provide evidence to international courts prosecuting war criminals.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

I recommend *Physical Principles of Remote Sensing* by W.G. Rees. Data from satellite imagery is just like data from medical x-rays or the Hubble telescope, and this book helps readers understand the underlying principles.

#### WHAT TEACHER/MENTOR MADE THE MOST IMPACT ON YOU AND WHY?

Elizabeth White, the research director at the U.S. Holocaust Memorial Museum's Simon-Skjodt Center for the Prevention of Genocide, works at the nexus of academic research, DC policymakers, and human rights advocacy groups. Her support and shared vision of genocide prevention has helped push me to develop research that is actionable in the field.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

I usually go for a walk to think and get a little sun—Claremont is good for that!

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR PHD?

I've learned that the most important key to success in graduate school is knowing yourself, especially your strengths and weaknesses. Do your work during the time when you know you do it best and learn what classes will help you boost up your weaknesses (and take them!).





#### NEW FACULTY

## LUCRECIA SANTIBAÑEZ

School of Educational Studies  
PhD, Stanford University

#### WHY DID YOU CHOOSE TO COME TO CGU?

I have a deep commitment to issues around equity and school access for underprivileged children, both in the United States and internationally. CGU's faculty and students in the School of Educational Studies share that passion.

#### WHAT ARE YOUR RESEARCH INTERESTS?

My main line of research focuses on understanding how to improve teaching and learning for low-income children in the United States and abroad. I am currently developing a new line of research to study how to improve education for English language learners.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

It's hard to choose just one, but Guadalupe Valdes' *Con Respeto* is one book that always reminds me of the value of education and the (wrong) assumptions we often make about people who are different from us.

#### WHAT TEACHER/MENTOR MADE THE MOST IMPACT ON YOU AND WHY?

My high school English teacher because he loved teaching and really inspired students to go beyond the obvious.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

Doing house- and children-related stuff.

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR PHD?

Don't shut yourself out of any potential job until you have had a chance to explore opportunities fully and openly. Also, invest in your writing skills early on. Most important of all, choose with the heart. Study something that you are really passionate about because it's going to become a lifelong companion.

# FACULTY ACHIEVEMENTS

FALL 2015



**Susan J. Paik** (*Educational Studies*) published "Educational Productivity" in the *International Encyclopedia of the Social & Behavioral Sciences*. She published "Historical Perspectives on Diverse Asian American Communities: Immigration, Incorporation, and Education" with Stacy Kula, Erika Saito, Zaynah Rahman, and Matt Witenstein in the *Teachers College Record*. Paik organized and chaired a panel on the "Biographical Accounts of Notable Women: Early Social, Cultural, and Environmental Factors" at the American Educational Research Association Conference in Philadelphia. At the conference, she was a discussant for the panel "Supporting Asian Americans in Higher Education: Diversity, Resilience, and Achievement" during which four CGU doctoral students, Shirlee Mae Choe, Tammy Johnson, Annie Nguyen, and Gloria Montiel, presented their work. She also co-presented the following papers: "Notable Asian American Women: Early Traits and Experiences" with Choe, Wendi Otto, and Rahman; and "The Power of Co-Ethnic Communities: Understanding Diverse Asian American Experiences in Education" with Kula, Saito, Rahman, and Witenstein.



**Linda Perkins** (*Educational Studies, Women's Studies*) published "Is She a Feminist and Do I like Her?: Dilemmas of a Feminist Biographer" in *Vitae Scholasticae: The Journal of Educational Biography, Special Issue: A Biographical Research Bookshelf*. She presented "Toward Justice on Campus: Confronting a Culture of Sexual Violence: A Brief Historical Overview" in the presidential session at the American Educational Research Association Conference in Chicago, Illinois; was chair and presenter in the "Outrageous, Audacious, Courageous: Writing Womanist Biography in Education" symposium; and was chair and discussant in the "Pivotal Landmarks: Turning to Life History as a Guide to Contemporary Educational Policy and Practice" and "Reifying and Redefining Gender Roles in Higher Education and Beyond" symposia. Perkins is chair of the nomination committee, Division F (History and Historiography), a member of the selection committee for the American Educational Research Association for 2014–16, and a member of American Fellowships and the American Association of University Women (postdoctoral fellowships, dissertation year fellowships, summer publication fellowships).



**Henry Schellhorn** (*Mathematical Sciences*), along with Oidi Peng and CGU alumna **Lu Zhu** (PhD, *Financial Engineering*, 2014), published "Generating Random Vectors Using a Transformation with Multiple Roots and its Applications" in *Applications and Applied Mathematics*.



**Jean Schroedel** (*Social Science, Policy & Evaluation*) published, with CGU alum **Ryan Hart**, "Vote Dilution and Suppression in Indian Country" in *Studies in American Political Development*. Schroedel also presented at several academic conferences: "Political Representation of Native Americans in South Dakota" with CGU student Artour Aslanian at the Midwestern Political Science Association meetings; "A Case Study of Voting Rights Barriers Affecting Native Americans" with CGU students Robert Saporito, Joey Torres, Gary Hawk, and Anna Phillips at the Western Political Science Association meetings; and "A Case Study of Voting Rights Issues Affecting Native Americans in South Dakota" with CGU students Carlin Crisanti, Hawk, Saporito, Torres and Andrea Walters at the PRIEC Conference, University of New Mexico.



**Daryl Smith** (*Educational Studies*) published the second edition of *Diversity's Promise for Higher Education: Making It Work* and "Diversity in Higher Education: Access and Equity and More" in the *SAGE Encyclopedia of Intercultural Competence*. Smith gave talks on the diversity imperative for excellence in higher education at California State University Northridge, Middlebury College, the Compact for Faculty Diversity, the State University of New York, the University of Denver, California State University Fullerton, Missouri State University, the University of North Carolina at Chapel Hill, the University of North Carolina Asheville, Mt. Holyoke College, Hampshire College, and the University of California Irvine.



**Hovig Tchalian** (*Drucker*) presented on a panel at the Academy of Management's annual meeting titled "Cultural Entrepreneurship in Action: Innovative Methods and Research Designs." His presentation focused on a novel methodology for analyzing discourse in order to identify how new ideas emerge and gain wide acceptance. He presented "Categorical Evolution or Revolution?: How Dynamic Classification Systems Emerge and Change Over Time" at the annual meeting of the European Group of Organization Studies (EGOS). The paper concentrates on the emergence of dynamic market categories, focusing on the introduction of the first commercially available electric vehicles, including General Motors' EV1 and Tesla's Roadster.



**Deb Smith** (*Educational Studies*) received the 2015 TED Pearson Excellence in Teacher Education award at the national Council for Exceptional Children's conference in San Diego.



**Joshua Tasoff's** (*Social Science, Policy & Evaluation*) paper, "Fantasy and Dread: The Demand for Information and the Consumption Utility of the Future," was featured on National Public Radio's "Morning Edition."



**Harvey Wichman** (*Social Science, Policy & Evaluation*), professor emeritus, was recently inducted as a "trailblazer" into the International Space Hall of Fame. The Hall of Fame recognizes the contributions of astronauts, physicists, engineers, and other individuals whose work has advanced an understanding of space exploration. Among Wichman's many accomplishments—he is the author of *Human Factors in the Design of Spacecraft*—he was part of a team that developed the groundbreaking McDonnell Douglas DC-X rocket.



**Tom Willett** (*Social Science, Policy & Evaluation*) published "The Political Economy of the Euro Crisis: Cognitive Biases, Faulty Mental Models, and Time Inconsistency" with CGU alumna **Nancy Srisorn** in the *Journal of Economics and Business*; "Fixed Exchange Rates and Financial Markets as Sources of Macroeconomic Disciplines" with alumni **Eric Chiu** and **Stefanie Walter** in Thomas Oatley's (ed.) *Handbook of International Monetary Relations*; "Egypt's Exchange Rate Policies After the Float" with alumnus **Ali Massoud** in the *International Journal of Social Science Studies*; and "News and the Behavior in the Korean Stock Market during the Global Financial Crisis" with alumnus **Yoonmin Kim** in *Korea and the World Economy*. Willett is also the director of the Claremont Institute for Economic Policy Studies, which held a joint workshop with the Center for Emerging Market Policies on "Capital Flows and Financial Development in Emerging Markets" in Washington, DC. In addition to a number of Claremont faculty and dissertation students, participants included economists from the International Monetary Fund, the World Bank, the Federal Reserve Board, and local universities.



**Jeffrey Yip** (*Social Science, Policy & Evaluation*) was awarded the Lim Kim San Fellowship in Leadership from Singapore Management University. He published "Career Cultures and Climates in Organizations" with Douglas Tim Hall in the *Oxford Handbook of Organizational Climate and Culture* and "The Nature and Consequences of a Boundary Spanning Mindset" with Donna Chrobot-Mason and Alan James Yu in *Positive Organizing in a Global Society*. Yip initiated a study of leader mindfulness and emotion regulation with the Center for Creative Leadership in Singapore.



**Paul Zak** (*Social Science, Policy & Evaluation*) is a regular panelist on the new Discovery Science television show *Outrageous Acts of Psych*. He recently spoke at the National Counter-Terrorism Center on his lab's work on the neuroscience of persuasive narratives; at Google on the neuroscience of high-performance organizations; and to Dignity Health on the neuroscience of philanthropy. Zak published "The Heart of the Story: Peripheral Physiology During Narrative Exposure Predicts Charitable Giving" with J.A. Barraza, V. Alexander, L.E. Beavin, and E.T. Terris in *Biological Psychology*.



#### NEW FACULTY

### JEFFREY YIP

School of Social Science, Policy & Evaluation  
Division of Behavioral & Organizational Sciences  
PhD, Boston University

#### WHY DID YOU CHOOSE TO COME TO CGU?

When I visited CGU, I was impressed by groups of faculty and students working collaboratively on bold and applied research initiatives. CGU stood out as a university with a strong research culture and a community that cares about doing work that makes a difference in the world.

#### WHAT ARE YOUR RESEARCH INTERESTS?

My interests and work are in two related areas. The first is on leadership and the psychological foundations of effective and ethical leadership. The second is on developmental relationships, such as mentoring and coaching, and the relational processes that help people learn and perform at higher levels.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

*The Human Side of Enterprise* by Douglas McGregor, an organizational psychologist and professor of management at MIT. The book challenges the reader to look at organizations at a deeper level and to consider underlying assumptions that influence how people work and relate in organizations.

#### WHAT TEACHER/MENTOR MADE THE MOST IMPACT ON YOU AND WHY?

Kathy Kram and Tim Hall at Boston University are among the professors that have made a lasting impact on me. They are exemplary organizational scholars. From working with them, I have learned the importance of persistence and patience in doing research and mentoring students.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

I enjoy science fiction. It helps that my young son is a fan of space exploration and the ever-expanding Marvel universe.

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR PHD?

Graduate school is hard work, but do make time for reflection. What is it that you care about deeply? What moves you? What gives you joy and sorrow? How does this relate to your research and work? Allow time for discernment and pursue your work with great persistence.





#### VISITING PROFESSOR

## NICOLE SEISLER

School of Arts & Humanities, Department of Art  
MFA, School of the Art Institute of Chicago

#### WHY DID YOU CHOOSE TO COME TO CGU?

As the Lincoln Visiting Artist in Ceramics, I am part of a new collaborative program that bolsters the historic ceramics department at Scripps College and opens up new possibilities for ceramics at CGU. It is an incredible opportunity to help shape this new program and to push the field of contemporary ceramics forward alongside innovative faculty and high-caliber graduate students.

#### WHAT ARE YOUR RESEARCH INTERESTS?

My sculptural, site-responsive, and participatory work is part of a hybrid movement emerging from ceramics in which materiality and temporality are grounds for a conceptual framework. I directly engage others in my process and often position myself as “facilitator” in order to question authorship and blur the overlapping roles of artist and viewer. My most recent body of work centers on hierarchies and constructs of value in contemporary art, particularly in ceramics.

#### WHAT IS THE BEST BOOK YOU COULD GIVE SOMEONE TO GET THEM INTERESTED IN YOUR FIELD?

For grounding in modern history, I recommend Edmund de Waal's *20th Century Ceramics*; and to gain insight into a future avenue for the field, I recommend *Urban Interventions: Personal Projects in Public Spaces*.

#### WHAT TEACHER/MENTOR MADE THE MOST IMPACT ON YOU AND WHY?

Marj Taylor (when I was in high school in the Netherlands), Makoto Yabe (during my undergraduate studies at the School of the Museum of Fine Arts, Boston), and Kitty Ross (throughout graduate school at the School of the Art Institute of Chicago and beyond) are amongst my most influential mentors who have revealed the personal significance of clay, making, and teaching.

#### WHAT IS YOUR MOST COMMON FORM OF PROCRASTINATION WHEN TRYING TO GET WORK DONE?

When I have just finished a big project and should be jumping to the next big thing, I often make slump-molded bowls and plates instead. It's like pickled ginger—they're the palate cleanser of my practice.

#### WHAT ADVICE WOULD YOU GIVE GRAD STUDENTS THAT YOU YOURSELF DIDN'T LEARN UNTIL AFTER YOU RECEIVED YOUR MFA?

Rejection is not necessarily a bad thing. Sometimes it helps you or your work land in the right place.

# FACULTY BOOKS

FALL 2015



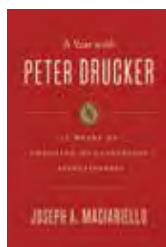
#### **Tropics of Haiti: Race and the Literary History of the Haitian Revolution in the Atlantic World, 1789–1865**

Liverpool University Press

By Marlene L. Daut

Examining writings of the Haitian Revolution—the transatlantic print culture—Daut discovers a consistency of racialized tropes used to understand the revolution. *Tropics of Haiti* serves as an archive of mostly unknown revolutionary writings and reveals

racial science as the primary vehicle of interpretation within the literature. The book offers an understanding of race issues and the Haitian Revolution and connects the racialized literature of the revolution with the present-day demonization of Haitians and Haiti.



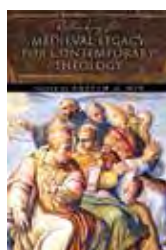
#### **A Year with Peter Drucker: 52 Weeks of Coaching in Leadership Effectiveness**

HarperCollins

Joseph A. Maciariello

A sequel to *The Daily Drucker*, *A Year with Peter Drucker* serves as a 52-week course in leadership development based on Drucker's personal coaching program, selected readings from the father of modern management's classic writings, and previously unpublished material. The book replicates the

in-person experience of Drucker's mentorship, delving into topics such as character and legacy, management in a pluralistic society of organizations, and the roadmap to personal effectiveness. An excellent year-long companion that will benefit business professionals.



#### **Rethinking the Medieval Legacy for Contemporary Theology**

University of Notre Dame Press

Edited by Anselm K. Min

*Rethinking the Medieval Legacy for Contemporary Theology* links medieval and contemporary theology by developing the theological significance of medieval insights in connection to modern issues. Through their readings of medieval texts, the contributors argue the relevance of medieval theology in

illuminating contemporary issues. The six distinguished theologians offer an informative volume detailing the significant bridge between medieval and contemporary theology.

**GREETINGS,** Another year has begun, and I am happy to say that we are making great progress in connecting with you all—our beloved CGU alumni!

Locally, we have been out and about bringing our alumni together to network and get to know each other more than we have in several years. Through more mixers and picnics, we are beginning to foster a more intimate relationship with our alums. We've also begun to offer online professional development webinars for our alumni and have launched our newest Community of Alumni Teachers, a.k.a. "CAT," which has been received with tremendous enthusiasm. Our office is currently working with other programs on campus to create a new minority mentor alumni program, as well as new alumni communities in specific schools and departments such as Arts & Humanities, Human Resources, and Arts Management & Art Business.

I am also happy to announce that one of our more active communities, the Drucker School Alumni Relations Group, is now working directly with our Alumni Engagement Office. Our new Assistant Director of Drucker Alumni Relations Rachel Jimenez came on board last May to oversee all aspects of Drucker Alumni Relations activities. Rachel brings a very creative marketing background that will surely ignite the Drucker alumni base. We are excited to have her on our team!



Finally, I'd also like to welcome Dea Marciano as the new head of annual giving for CGU. Dea brings with her several years of experience in fundraising and alumni relations in higher education. Together, we will build a comprehensive plan that will help advance the university's objectives of providing our students with the best possible experience through alumni and friends annual giving initiatives, and launch a renewed effort to strengthen student philanthropy at CGU.

Remember—your generous gifts to CGU make a difference.

As always, I ask you to share your story with us and update us on what you're up to! No news is too small. Follow us on LinkedIn or on Facebook, visit our alumni website, or contact us directly at [alumni@cgu.edu](mailto:alumni@cgu.edu). We look forward to hearing from you!

Cheers,

A stylized, handwritten signature in white ink, appearing to read "JB".

**Jason Barquero**

*Director of Alumni Engagement*



# ALUMNOTES

FALL 2015



Photo courtesy of JS<sup>2</sup> Communications

## CGU CHAT:

**André Vener** (Executive Management, 2006; EMBA, 2007)

*Alumnus André Vener is co-founder of DogHaus, a Southern California-based fast-casual restaurant chain specializing in craft hot dogs and sausages. In 2012, CNN's Eatocracy blog named the chain one of the five "Top Dogs" in the country. Vener discusses how his experiences at Drucker helped him become an entrepreneur.*

**One of your earlier business ventures—a restaurant/wine bar/jazz club named redwhite+bluezz—started out as a class project.**

Everyone had to write a paper on something they wanted to start a business on . . . During our class, my group choose my project as a cool idea. We presented it to the entire class and everyone liked that idea. That was December 2005. In May 2006, when we graduated, we actually had our graduation party at redwhite+bluezz, which had actually opened and been created from that assignment we had in class.

**You say there were several Drucker professors, including Jay Prag, Mihaly Csikszentmihalyi, and Jeremy Hunter, who were very inspirational.**

Jeremy Hunter [who teaches executive courses in mindfulness] was probably the most important one. During the day, when times are getting tough—I go for a walk and breathe. Breathing is so important. I don't want to be the person who has a heart attack or stroke because of business.

**Lastly, what advice would you give entrepreneurs?**

Living a balanced life of work and family time is the most important thing. Family comes first.



Drucker Alumni Picnic photos by  
Sherry Rayn Barnett



## ALUMNI EVENTS

CGU regularly hosts get-togethers for alumni as an opportunity for networking and socializing. Here is a selection of photos from our Alumni Social (at left) held at the Grammy Museum in Los Angeles last April as well as the Drucker Alumni Picnic (above and top right) held at the Levitt Pavilion in Pasadena this past August.

# ASK AN ALUM

FOR OUR NEW **ASK AN ALUM** FEATURE, WE SPOKE WITH **JEFFREY GROCK** (MBA, DRUCKER, 2013; MA, ORGANIZATIONAL PSYCHOLOGY, 2013), A BRAND MANAGEMENT TRAINEE FOR NBCUNIVERSAL, WHO SHARED HIS EXPERIENCES AND INSIGHT.



**Your undergraduate and graduate degrees are in business and psychology. How do those mesh for you?**

The dual degrees mesh very well as there is a great deal of overlap between

the fields of business and psychology. My psychology master's degree focused on applied research and organizational behavior, so business is a natural application.

**When did you know that entertainment was an industry that was right for you?**

Growing up, I really enjoyed different forms of media, such as TV, theme parks, and gaming. Some of my fondest memories are with my family visiting Disneyland. When I was older, I realized I wanted to contribute to a field that really captured my interest and that would enable me to create similar positive experiences for others.

**How did you land your current gig with NBCUniversal?**

I interned with the research department at NBCUniversal while studying at CGU. This really allowed me to gain experience in the industry and make connections. After I graduated, I worked as a contractor at Electronic Arts, where I was able to gain additional experience in the entertainment industry and the research field. When I saw the opening for [NBCUniversal's] Future Leaders Program [a two-year program designed to foster and develop the talent and creativity of employees], I thought it was a unique opportunity for me to learn about many facets of the industry and really find my niche in the field as well as position myself for upward growth.

**What has been the best day on the job for you since graduating from CGU?**

While I was a brand manager for *Downton Abbey*, my team ventured out to Las Vegas for the LIMA [Licensing Industry Merchandisers' Association] Conference,

which is the leading trade conference for the global licensing industry. We ended up winning the LIMA award for Best Film, Television, or Entertainment (Live Action) Program, beating out *The Walking Dead*, *Maleficent*, and *Game of Thrones*. It was an honor to win and celebrate with my team.

**What was your favorite CGU course?**

It wouldn't be fair to the CGU faculty if I just picked one. "Research Methods" with Dr. Jason Siegel, the statistics sequence with Dr. Dale Berger, and "Strategy" with Dr. Vijay Sathe are a few of my favorites.

**Favorite professor?**

I can't pick one favorite, but the professors that have had the greatest impact on my career are Dr. Jason Siegel, Dr. Dale Berger, Dr. Vijay Sathe, and Dr. Jay Prag.

**Best career advice?**

1. *Do things that are scary and uncomfortable.*

While studying at CGU, I was offered a 10-month position at Disney supporting consumer insights for the parks business. The role required me to take a year off from graduate school and move to Orlando. It was a big undertaking to move my entire life cross-country for such a short period of time. I also had to leave Los Angeles and CGU where I was comfortable to work in an unknown environment where I was a stranger. It was stressful and it was a challenge, but it also paid off in the long run. Working for Disney opened a lot of doors for me and helped me get to where I am today. So, do things that seem scary and uncomfortable—that's where you will grow the most.

2. *Work hard and ask for things you want.*

There is only one way to get what you want out of your career, and that is to make it happen for yourself. This happens by working hard and going after what you want. Don't be afraid to ask for things because the worst someone can say is "no."



# ALUMNOTES

FALL 2015



**Bettina Babbitt** (*PhD, Education, 1980*) retired as a senior engineer in June 2014 from the Aerospace Corporation in El Segundo, California. She is a lifetime member of the American Psychological Association and the Human Factors and Ergonomics Society.



**Brian Birch** (*PhD, Religion, 1998*) has been elected to serve as a board member on the Council for a Parliament of World Religions, the oldest, largest, and most inclusive gathering of people of all faiths and traditions.



**Fred Blitstein** (*MA and PhD, Politics, 1971*) is a member of the development team of the project SkyRise Miami, a large observation tower and entertainment complex under construction in Florida. It will be completed in 2018.



**Sue Borrego** (*PhD, Education, 2001*) was inaugurated earlier this year as the chancellor of the University of Michigan. She has served on numerous boards and national task forces, including as a team leader for the AASCU Hispanic Success study and chair of the NASPA undergraduate fellows program. She has also consulted for the Irvine Campus Diversity Initiative project. Borrego's ongoing research focuses on issues of student learning and success and developing organizational capacity to serve underrepresented students and the low socio-economic class.



**Sheryl Bourgeois** (*PhD, Education, 2012*) has been chosen as the Outstanding Dissertation winner of the 2014 CASE John Grenzebach Award for Outstanding Research in Philanthropy for Educational Advancement for her paper "The Relationship Between Alumni Presence on the Governing Board and Institutional Support."



**Gene Chung** (*DMA, Music, 2010*) directed the eleventh annual concert by the Wesley Youth Orchestra at Zipper Concert Hall in Los Angeles on April 18, 2015. The orchestra performed Rimsky-Korsakov's *Russian Easter Overture*, Cecil Forsyth's *Viola Concerto*, Beethoven's *Piano Concerto No. 1*, Haydn's *Cello Concerto in C Major*, and Brahms *First Symphony*. Chung founded the Wesley Youth Orchestra 11 years ago.



**Buddy Clements**' (*DMA, Music, 2002*) composition, *Concerto for Jazz Trumpet and Orchestra*, featuring jazz trumpet legend Bobby Shew as soloist, was released worldwide in October 2014 on iTunes as well as other online commercial music outlets. He was also a finalist for the Grammy Teacher of the Year Award.



**Frank Fabela** (*MBA, 2006*), chairman of Vistage, has announced the formation of the newest chief executive group for business owners and CEOs in the Inland Empire region of Southern California. As one of more than 400 Vistage Chairs in the United States, Fabela will help his group members get results using a proprietary issue-processing method to tackle their most challenging business questions.



**Irving Epstein** (*MA, Education, 1976*) has been named the first recipient of the Ben and Susan Rhodes Professorship of Peace and Social Justice at Illinois Wesleyan University, where he directs the Center for Human Rights and Social Justice and chairs the department of education. His latest publication is the edited volume, *The Whole World is Texting: Youth Protest in the Information Age*.



**Joe Garbanzos** (*MpH, MBA, 2013*) was appointed to AARP California's Executive Council. Garbanzos, a health care outreach and education expert from Chula Vista, will work on ensuring the implementation of the Affordable Care Act, the California Coordinated Care Initiative, and the Healthy Community Initiative.



**Frances Gipson** (*PhD, Education, 2012*) was appointed local district east superintendent for the Los Angeles Unified School District. She was previously the principal of El Sereno Middle School and Magnet Center.



**Gordon Lloyd** (*MA and PhD, Politics, 1973*) has been named as the Robert and Kathryn Dockson Professor of Public Policy at Pepperdine University.



**Margaret Peters** (*MA, English, 1990*) has been named vice president for academic affairs at Santa Fe Community College. Peters will help develop new training and educational programs in collaboration with the local community to meet emerging business and industry needs.



**Byron Ramirez** (*MA, Economics, 2012; MS, Management, 2007*) has published multiple articles over the past year, including a chapter ("Conditions that Promote Terrorism") in the book *Counterterrorism: Bridging Operations and Theory*. "How Climate Change, Corruption, and Inflation are Threatening Brazil's Economic Growth," and "Venezuela's Economic Woes and Their Effect on Domestic Politics" through the *Claremont Journal of International Relations*. Earlier this year, he earned a certificate in climate finance from the World Bank, a certificate in sustainable development from Columbia University, and a certificate in innovation and commercialization from the Massachusetts Institute of Technology.



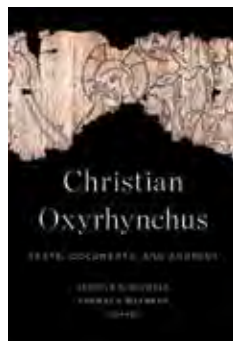
**Jerry Stevenson** (*MFA, 1986*) received five awards at the recent Professional Photographers of California state print competition. His image, *Solitaire*, was awarded Best of Show, Best of Category for Illustration, and Judge's Choice. Additionally, Stevenson was recognized as one of the state's top 10 photographers, and a second image, *Portrait of Jason LaMotte*, also received a Judge's Choice award. In addition to these awards, Inland Empire Professional Photographers and Videographers recognized Stevenson's achievements at its 2014 awards banquet. He received the Professional Photographer of the Year Award for the second year in a row and the Portrait Photographer of the Year Award for the third year in a row.



**Gail Taylor** (*MA, Cultural Studies, 2013*) traveled to Washington, DC, in April to attend the Organizing for Action Summit. Additionally, she was named publisher and editor-in-chief for *Möbius, The Poetry Magazine*.

# ALUMNI BOOKNOTES

FALL 2015



**Christian Oxyrhynchus: Texts, Documents, and Sources**  
Baylor University Press  
**Edited by Lincoln H. Blumell and Thomas A. Wayment** (PhD, Religion, 2000)

Blumell and Wayment present a thorough compendium of all published papyri, parchments, and patristic sources that relate to Christianity at Oxyrhynchus before the fifth century CE. *Christian Oxyrhynchus* provides new and expanded editions of Christian literary and documentary texts that include updated readings, English

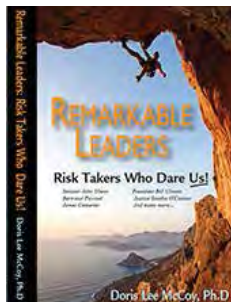
translations—some of which represent the first English translation of a text—and comprehensive notes. The volume features a succinct introduction for each Oxyrhynchus text and provides information about the date of the papyrus, its unique characteristics, and textual variants. A compelling resource for researchers, teachers, and students, *Christian Oxyrhynchus* enables broad access to these crucial primary documents beyond specialists in papyrology, Greek, Latin, and Coptic.



**Cross Cultural Competence: A Field Guide for Developing Global Leaders and Managers**  
Emerald Group Publishing  
**Simon L. Dolan and Kristine Kawamura** (PhD, Management, 2007)

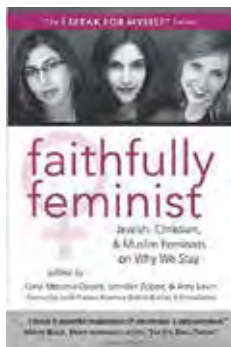
*Cross Cultural Competence* serves as a comprehensive, practical, and workshop-based program that allows facilitators and organizational change agents to help organizations and people develop cross cultural skills and global competence.

The book is grounded in rigorous and relevant theories, research, and learning methods and makes them easily accessible and fun to apply. Rich with exercises, case studies, survey instruments, and tools, it is based on the authors' extensive experience in delivering cross cultural training, coaching, and consulting in multiple languages to numerous organizations across the globe. The book describes why individuals, organizations, and institutions need to develop global competence and proposes an original and holistic "Cross Cultural Competence Model."



**Remarkable Leaders: Risk Takers Who Dare Us!**  
American Spirit Publishing  
**Doris Lee McCoy** (PhD, Education, 1973)

While much of the world is fighting over oil and gas, political power and corruption, a small, but very powerful group of people is fighting for the survival and dignity of the world's people. That's the premise of McCoy's *Remarkable Leaders*, a book based on more than 3,000 leaders, including former President Bill Clinton, she interviewed throughout her career. Such leaders use their earned status to, for example, alleviate oppression around the world. The author concludes that such individuals do what they do not for the sake of personal glory, but because they feel it is the right thing to do.



**Faithfully Feminist: Jewish, Christian, & Muslim Feminists on Why We Stay**  
White Cloud Press  
**Edited by Jennifer Zobair, Amy Levin, and Gina Messina-Dysert** (PhD, Religion, 2011)

*Faithfully Feminist* shares stories of struggle and faith through the experiences told by 15 Christian, 15 Jewish, and 15 Muslim women. Through this collection of 45 essays, the book challenges a world where women are judged for their positions in relation to their claimed identity and the idea held by some feminists that one cannot be a "true" feminist if one is a practicing Christian,

Muslim, or Jew. Through their stories, it is revealed that women who practice such religious traditions *and* hold feminist values are not uncommon—being a feminist does not mean one has to give up on one's faith.

## In Memoriam

**Lewis Baltz** (MFA, 1971)

**Sacvan Bercovitch** (MA, English, 1963; PhD, English, 1965)

**William Friedman** (PhD, Psychology, 1986)



# EVENTS

## CALENDAR 2015/16

OCTOBER 19

### 13th Annual Pat Reif Memorial Lecture

Margaret Farley, the Gilbert L. Stark Professor Emerita of Christian Ethics at the Yale Divinity School, will discuss "Gender Sexuality, and Ethics: New Perspectives." The event, co-sponsored by CGU's Department of Religion, will be held at the Claremont School of Theology's Mudd Theater. Free and open to the public.

NOVEMBER 2



### MFA Exhibitions

Please visit our Art Department as we showcase remarkable works by our MFA students. This series of exhibitions and receptions will take place at the East and Peggy Phelps Galleries and feature

the art of Ali Perreault and Hazzar Samman (Nov. 2-6), Antione Leonard and Levon Davis (Nov. 9-13), and Kristin King and Hessah Alajaji (Nov. 16-20).

NOVEMBER 14  
**Drucker Day**

Join us for Drucker Day 2015: The Creative Organization: Preparing & Managing Top Talent. Hear executives across industries share their stories and discuss how you can prepare yourself and others to manage the unique challenges of thriving in a creative organization. Alumnus Eugene Young (*EMBA*, 2011), president of Ryan Seacrest Productions, will deliver the keynote address.

APRIL 7

### 23rd Annual Kingsley and Kate Tufts Poetry Awards

The Tufts poetry awards are not only two of the most prestigious prizes a contemporary poet can receive, but together they are also the world's biggest monetary prize—totaling \$110,000—given for poetry. We invite you to explore this chance to recognize an emerging and mid-career poet.



(L-R) 2015 Tufts Poetry Awards winners Angie Estes and Brandom Som.

MAY 14

### 89th Commencement Ceremony



Mark your calendar to congratulate our graduates and share in this momentous occasion highlighting years of studious work and achievement. The traditional ceremonies will be held at the Mudd Quadrangle, with receptions scheduled at various locations afterwards.

SUMMER 2016  
**CGU Summer Alumni Mixer**

If you missed the mixer our Office of Alumni Engagement hosted at the Hotel Maya in Long Beach, Calif., this past June, rest assured because another great event is in the works for summer 2016. This will be another stimulating evening to meet fellow alumni, make new friends, and meet other members of the CGU family.



# FROM ACADEMIC TO AMBASSADOR

**Hans Brattskar's worldly ambitions led to a 30-year diplomatic career for his native Norway**

BY ROBERTO C. HERNANDEZ

It was the mid 1980s and Hans Brattskar was a professor in his native Norway. He was enjoying teaching management and economics courses at Østfold University College. A successful academic career lay before him. But Brattskar felt he needed something different. A new experience. An adventure.

So he entered the Foreign Service.

The decision to leave the classroom for the embassy led to decades of extraordinary experiences in international diplomacy. Over the course of 30 years and in visits to more than 80 countries, Brattskar helped to promote peace in countries like Sri Lanka; tackled deforestation affecting the rainforests of Brazil and Indonesia; and met with powerful and influential figures including Bill Gates and UN Secretary-General Ban Ki-Moon as well as indigenous people in remote villages in Borneo and Papua New Guinea.

Today, the CGU alumnus (*PhD, International Relations, 1987*) represents Norway's foreign policy as state secretary (deputy minister) for his country's Ministry of Foreign Affairs.

"The reason I left academia was to try some new adventure, and it certainly has been a huge adventure," Brattskar said.

One memorable experience was the more than four years Brattskar served as ambassador to Sri Lanka during the early 2000s. Not only was the island nation at the time embroiled in a civil war that dated back to 1983, a tsunami that struck Sri Lanka in 2004 only exacerbated the chaos and death toll.

"I think that experience was probably the most intense I have ever had," he said.

Brattskar helped facilitate peace negotiations between the Sri Lankan government and the Tamil Tigers and contributed to the efforts to rebuild the country in the wake of the tsunami.

Brattskar also worked at the Norwegian embassies in Malaysia and Washington, DC; served as ambassador to Kenya, and was a special representative for his ministry's peacebuilding operations as well as special envoy for the peace process between the government of the Philippines and insurgent forces.

But Brattskar took a five-year break from his diplomatic duties to tackle a global issue: deforestation. Starting in April 2008, he started Norway's International Climate and Forestry Initiative that works to reduce deforestation in developing countries and enable countries to reduce greenhouse gases, preserve biodiversity, and protect indigenous people.

Brattskar described it as "one of the most important climate efforts in the history of the world." Brazil has, with Norwegian support, been able to reduce deforestation in the Amazon by 75 to 80 percent, for example.

He said learning about other cultures, meeting new people, and visiting different areas of the world have been highlights of his work.

"If you have a positive attitude and you meet people with respect, they will meet you with a positive attitude and give respect back," he said. "So that is something I feel very fortunate about. It's been a huge privilege for me."



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# JOIN OUR BLAISDELL SOCIETY

Named for Claremont Graduate University founding President James Blaisdell, Blaisdell Society members support our university through estate commitments or trust agreements to ensure CGU remains one of the nation's greatest graduate institutions.



Your support and generosity will create a legacy for years to come:

- Gifts in your will or charitable bequests
- Memorial and honorary gifts
- Gifts that provide income

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