

# the Flame

The Magazine of Claremont Graduate University

KIDS SAY, 'UGH! I HATE MATH. MATH CLASS SUCKS.'  
I GET TO HEAR THAT HUNDREDS OF TIMES A DAY

THEY DON'T THINK, what would happen if I

FLIP MY DESK OVER, or *light This poster on fire?* And that's HOW MATH can HELP you!

With teaching, once I get home from work I have to start planning.  
IT TAKES UP SO MUCH OF MY TIME, **THINKING OF WAYS TO TEACH THE MATERIAL** that captivates the INTEREST of my students.

There's a lot of DRUGS AND VIOLENCE AND POVERTY in their lives. It's not unusual for them TO MOVE EVERY OTHER MONTH. It's hard to ask someone who's dealing with ALL THAT to come in and *care about fractions.*

# WHY THEY STAY

AMERICA DOESN'T HAVE A PROBLEM FINDING MATH AND SCIENCE TEACHERS. IT HAS A PROBLEM KEEPING THEM.



# COME BACK TO CAMPUS WITHOUT LEAVING HOME



Every semester CGU holds scores of lectures, performances, and other events on our campus.

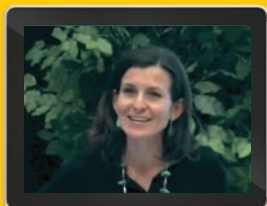
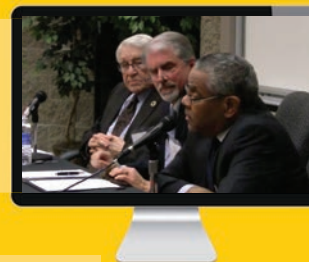
On Claremont Graduate University's YouTube channel you can view the full video of many of our most notable speakers, events, and faculty members: [www.youtube.com/cgunews](http://www.youtube.com/cgunews).

Below is just a small sample of our recent postings:



Mihaly Csikszentmihalyi, distinguished professor of psychology in CGU's School of Behavioral and Organizational Sciences, talks about why one of the great challenges to positive psychology is to help keep material consumption within sustainable limits.

Jack Scott, former chancellor of the California Community Colleges, and Carl Cohn, member of the California Board of Education, discuss educational politics in California, with CGU Provost Jacob Adams moderating. Scott is a scholar in residence in CGU's School of Educational Studies. Cohn is a professor in the school and co-director of the Urban Leadership Institute.



## **Joanna Brooks: Mormon Feminism and the Future of Religious Conversation**

Joanna Brooks leads a discussion on Mormon Feminism and the Future of Religious Conversation during the 2013 Religions in Conversation conference at CGU. Brooks is a national voice on faith in American life and an award-winning scholar of religion and American culture.

John Bachmann, senior partner at Edward Jones and former chairman of the US Chamber of Commerce, discusses how he rose from part-time college intern to CEO of one of the country's largest investment firms.



## *the* Flame

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America doesn't have a problem finding math and science teachers. It has a problem keeping them. Of the 25,000 math and science teachers who leave the profession each year, only 7,000 of them actually retire. Find out why they leave, and why CGU's Teacher Education graduates stay.

### 20 The Educator

With stints in the ministry, college leadership, the California state legislature, and even as president of the California Community Colleges, Jack Scott's career has been anything but a straight line. But there is a theme that binds everything he has done together: wherever he goes he strives—and succeeds—to provide education to those who need it most.

### 24 A Good Teacher is Hard to Find

Good teachers are precious commodities. But according to Claremont Graduate University Associate Professor Tom Luschei, our educational needs in America pale in comparison to those in developing countries. That is why he is leading an ambitious project to create a plan for getting good teachers to the students most in need.

### 38 Two Ways of Thinking, One Quest for Truth

CGU MFA student Leslie Love Stone was raised by a civil-engineer father and mathematician mother. Accordingly, her art represents the intersection of the analytical and the metaphysical, both of which infused her exhibition honoring the children slain in the Newtown school shooting.



# President's Notebook

Deborah A. Freund – President

## A practice-based research university



This March I had the pleasure of updating our board of trustees on the current state and, more importantly, future of our university. My talk was inspired by many things. Most notably, in early 2011, we began the process of realignment—forging CGU into a more efficient university; one that fosters increased synergy between students and faculty, and is more competitive in bringing in funding, both governmental and private.

Realignment, as I noted in March, has brought challenges, but also tremendous early benefits. Some of those can be found in the pages of this magazine—such as exciting new partnerships with the Sotheby's Institute of Art and Esri, a world leader in GIS software and applications. Now, it is tempting to fill the rest of this letter with a list of our recent accomplishments—as many of you know, there is nothing I enjoy more than bragging about CGU; but instead I want to write about the future of our university, and graduate school in general.

We are a research university in a changing academic world: one that is more competitive, more international, more diverse, more interactive, and based more online. How do we continue to be a vibrant institution in this changing world?

We need to affirm goals that both reflect CGU's DNA and that help us create a futuristic niche in the higher-education marketplace; one that students—like the millennial generation, who will be entering graduate school before we know it—view as valuable and will draw them here. But how do we more effectively realize our mission in the twenty-first century?

One of our major goals that addresses that issue is strengthening practice-based education and research here. By practice-based, I mean education and research that help our students learn from people in embassies, nonprofits, and start-ups as much from books, theories, and empirics; that explore

collaborative options to make greater impacts on people's lives; and that introduce our graduates to career paths they hadn't yet fully imagined.

Like all good scholarly work, practice-based research and education is always grounded in disciplinary theory, evidence, and sound science, but it is also informed by the problems and challenges that exist beyond the laboratory and lecture hall. There are multiple forms it takes, such as clinics, student internships, doctoral placements in for- and nonprofit institutions, and through engagement programs with neighbor agencies like those in the Inland Empire who would benefit enormously from our expertise.

I believe these kinds of collaborative projects are what graduate education will look like in the twenty-second century. We are already doing some of this at CGU today, but we will need to do more to take a leadership position by advancing the practice of research and teaching, and to tell the world what we're doing, to make it a more prominent part of the value that draws students to us.

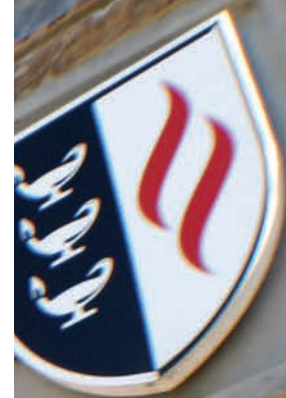
Students of the millennial generation are growing up in a very different world than the one I did. They are going to learn differently than me. Thus they are going to require a different graduate-school experience than the one everyone in my generation got.

I want to ensure CGU is the kind of graduate school millennial students will want to go to. Our size, resources, and transdisciplinary and practice-based opportunities provide them more freedom to pursue scholarship that both engage in conversations that matter, and conversations that matter to them.

But what I have written here is only the briefest description of a single element of what I see as an ambitious and exciting expansion of CGU's value to students and impact on the world. I hope you will stay tuned for more information and updates by visiting our website, reading our magazine, connecting via social media, or visiting campus. It is the good ideas and creativity of our students, faculty, staff, and alumni that have gotten us this far, and will continue being the driving force in shaping CGU's future.

A handwritten signature in black ink, reading "Deborah A. Freund".

Deborah A. Freund  
President







Sotheby's Institute of  
Art and Claremont  
Graduate University  
have created a ground-  
breaking partnership  
establishing a new master's  
degree in Art Business.

Building on the programs pioneered by Sotheby's Institute of Art more than 40 years ago, and integrating coursework from Claremont's Peter F. Drucker and Masatoshi Ito Graduate School of Management, this partnership effectively establishes the first MA of its kind to be granted in conjunction with a leading MBA program in the United States. It reflects Sotheby's Institute's commitment to harnessing the energy, creativity, and expertise of professionals in the world's major centers of art and culture, establishing Los Angeles as its third global campus in addition to London and New York.

"As the artistic capital of the western United States and the unrivaled hub of the international entertainment industry, Los Angeles provides a natural setting for a rigorous graduate program focused on the intersection of art and commerce," said David C. Levy, president of Sotheby's Institute of Art. "This partnership with one of America's most selective graduate institutions will make possible a unique educational opportunity for students pursuing careers in the international art world. The opportunity it affords aspiring art professionals to explore the evolution of the art markets, and to study their foundations, principles, and best practices under the direction of a distinguished faculty of practitioners and scholars, is unprecedented and much in demand."

"We are very fortunate to partner with the Sotheby's Institute of Art," said Bernie Jaworski, interim dean of the Drucker School. "Sotheby's Institute of Art is the world's leading provider of art business education. By blending the deep, substantive art experience and perspective of the institute with our world-class management faculty, we are designing a truly innovative program with hands-on, practical application. At the

same time, this program supports the larger Drucker School strategy of focusing on creative industries. Creative industries, such as the arts, require unique managerial and leadership insight to blend creative talent and rigorous business fundamentals."

This three-semester MA program examines the history and practices of western art and its markets, with additional exploration of the dynamically emerging art markets of Asia and Latin America. Core classes are taught by distinguished art world professionals, experts, and scholars from Sotheby's Institute of Art and the celebrated business faculty of Claremont's Drucker School.

The curriculum is built on a two-semester framework of business, law, marketing, and finance, supplemented by specialized modules in such key subjects as gallery and auction house operations, art collection management, and art evaluation. An international travel component includes seminars and symposia at major art world events, such as Art Basel Miami Beach and the Venice Biennale. The third semester is based on electives, which students may select from the upper-level art history courses of the Claremont Colleges, the Drucker School's MBA offerings, Claremont's MFA in studio art, or its graduate programs in Arts Management or Museum Studies. Alternatively, students may elect to spend their third semester at Sotheby's Institute's London or New York campuses.

Sotheby's Institute of Art and Claremont Graduate University are now accepting MA applications for the Art Business program in Los Angeles, which begins in fall 2013. For more information about the program, admission requirements, and deadlines, please visit [www.sothebysinstitute.com](http://www.sothebysinstitute.com).



## CGU partners with Esri

CGU has entered into a new comprehensive partnership agreement with Esri, the world's leading supplier of geographic information system (GIS) software.

Under the three-year agreement, Esri and CGU will provide scholarships for at least three Esri employees to begin a CGU master's or doctoral degree program per year. Additionally, Esri and CGU will engage in collaborative research and initiate a clinic program utilizing resources from several CGU programs.

In 2008, Esri selected CGU's Center for Informational Systems and Technology (CISAT) to house one of the company's inaugural Esri Development Centers (EDCs). This EDC provides CGU students and faculty with the capabilities to teach and develop state-of-the-art applications in the university's Advanced GIS Lab, as well as GIS training and student recognition through an Esri-sponsored annual achievement award.

"What makes this partnership great is that CGU and Esri share similar values. We both believe an integrated approach to GIS can profoundly affect organizations and society," said Tom Horan, director of CISAT. Notes Esri CEO and President Jack Dangermond, "Our partnership with CGU represents the latest step by Esri to form deep collaborations with outstanding universities in the region, as well as nationally and internationally. We are excited to work with the faculty and students at CGU to bring GIS research and business applications to a new level of excellence."

For more information about GIS at CGU, visit [gis.cgu.edu](http://gis.cgu.edu).



CGU's Advanced GIS Lab Director Brian Hilton working on a GIS map

## 2013 commencement speaker named



Risa Lavizzo-Mourey, CEO of the Robert Wood Johnson Foundation, will be the featured speaker of CGU's 86th commencement ceremony on Saturday, May 18.

The ceremony will begin at 9 a.m. at Mudd Quadrangle, located at the southeast corner of Tenth Street and Dartmouth Avenue.

Forbes has added Lavizzo-Mourey to its annual list of the world's most powerful women. As CEO of

the Robert Wood Johnson Foundation, she leads the largest philanthropy in the United States devoted solely to health and health care. The foundation's assets total \$9 billion.

Lavizzo-Mourey joined the foundation as a senior vice president in 2001 and was appointed president and CEO two years later.

CGU's commencement ceremony will feature the conferral of degrees, the awarding of honorary degrees, greetings by university officials, and the commencement address. Tickets are not required. Receptions will be held afterward for individual schools and programs.

## New dean of Claremont Colleges Library named

The Claremont Colleges are pleased to announce that Kevin Mulroy has been appointed to serve as the A.J. McFadden Dean of the Claremont Colleges Library. He begins on July 15.

Mulroy comes to the Claremont Colleges from the University of California, Los Angeles (UCLA), where he has served since 2008 as the associate university librarian for academic services.

He has more than 25 years of library experience and is a proven leader in all facets of library management, including public services, collection management, budgeting, personnel, fundraising, and technological innovation.

"Kevin is a perfect fit for the Claremont Colleges," said Deborah A. Freund, president of CGU and head of the Joint Governance Committee of the Claremont Colleges. "He has nurtured and led some of the most

esteemed research collections in the country. He's an academic and an author, and he's going to get along well with the faculty, staff, and students. We are delighted to welcome him."

"The Claremont Colleges are an academic powerhouse. I was so impressed by the faculty, librarians, staff, and students I met during the search process," Mulroy said. "The quality and ambition of the colleges is plain to see. It will be an honor and a privilege to join such a great institution."





## Mihaly Csikszentmihalyi receives award from Association for Psychological Science



Mihaly Csikszentmihalyi, professor of psychology and management and co-director of the Quality of Life Research Center at CGU, has received the James McKeen Cattell Fellow Award from the Association for Psychological Science.

The award honors Csikszentmihalyi for his profound impact on the field of psychological science over the past quarter century.

The award is the Association for Psychological Science's highest honor. Csikszentmihalyi will be recognized at the association's upcoming convention in May.

Csikszentmihalyi is a pioneer in the field of positive psychology and is renowned for his work in the study of happiness and creativity.

"Students come to CGU from all over the world in droves to study positive psychology with Professor Csikszentmihalyi," said Stewart Donaldson, dean of CGU's School of Behavioral and Organizational Sciences. "His books and scientific research publications on flow, creativity, innovation, and what makes life worth living are used extensively and widely cited across many disciplines and professions."

## GLI honored by California Association of Museums

The California Association of Museums (CAM) presented its 2013 CAMMY Award to the Getty Leadership Institute at Claremont Graduate University. The award recognizes extraordinary museum supporters, professionals, and institutions that have made outstanding contributions to California museums.

CAM selected the Getty Leadership Institute for the award for its "contributions to the museum field" and for "cultivating thoughtful museum leaders through the Museum Management Institute."

The Getty Leadership Institute (GLI) provides educational opportunities to enhance the leadership of experienced museum professionals and strengthen institutional capabilities. Since its inception in 1979, GLI's Museum Leadership Institute has served over 1,100 museum professionals from the United States and 30 other countries. In addition, since 2004, over 150 museum professionals have completed another program titled NextGen, which is dedicated to developing the leadership abilities of mid-level staff.

The award was presented during the 2013 CAM conference in Santa Barbara on February 20.

## Professor Daryl Smith receives distinguished career award

Daryl Smith, professor of education and psychology at Claremont Graduate University, has received the Howard R. Bowen Distinguished Career Award from the Association for the Study of Higher Education (ASHE).

The award is presented annually to someone whose professional life has been devoted in substantial part to the study of higher education and whose career has significantly advanced the field through extraordinary scholarship, leadership, and service.

Smith received the award on November 16 at the ASHE conference in Las Vegas. The association is a scholarly society with about 2,000 members dedicated to higher education as a field of study.

Smith's distinguished career as an educator and university leader spans more than 40 years.

She has worked as a full-time faculty member at CGU since 1986, and before that served as assistant dean of students at Pomona College and dean of students and vice president for planning and research at Scripps College. She's been a leading researcher on diversity in higher education, evaluation and organizational change, college governance issues, women in academe, women's colleges, institutional research, student affairs, and classroom teaching.

Smith is the third CGU professor to receive ASHE's Distinguished Career Award.

The award is named for former CGU Professor Howard R. Bowen, who was the first to receive it in 1985. Emeritus Professor Jack H. Schuster received it in 2007.



*Daryl Smith at the ASHE Conference's award ceremony*



## Pasadena Symphony premieres Peter Boyer's *Symphony No. 1*

The Pasadena Symphony performed the world premiere of CGU music Professor Peter Boyer's *Symphony No. 1* on Saturday, April 27, at the Ambassador Auditorium. The concerts also featured violinist Chee-Yun and guest conductor Jose Luis Gomez.

Boyer, a Grammy Award-nominated composer and CGU's Helen M. Smith Chair in Music, is one of the most frequently performed American orchestral composers of his generation, with over 300 public performances of his works by more than 100 orchestras. He has served as Pasadena Symphony's composer-in-residence this season.

His *Symphony No. 1* is dedicated to the memory of famed composer and conductor Leonard Bernstein, who had a profound influence on Boyer's work. The commission of this new work was made possible through contributions by trustees of Claremont Graduate University.

"For any composer, a commission for a first symphony is a special opportunity," Boyer said. "While I've often been asked to compose works on historical subjects or to celebrate specific occasions, with this commission I've relished the great challenge of creating a purely musical symphonic work. I've long admired the Pasadena Symphony, whose musicians are my colleagues and friends. I'm grateful both to compose this work and to conduct this fine orchestra."

The Pasadena Symphony and POPS is an ensemble of Southern California's most talented, sought after musicians. With extensive credits in the film, television, recording, and orchestral industry, the artists of Pasadena Symphony and POPS are the most heard in the world.

## CGU announces Tufts award winners

Claremont Graduate University is pleased to announce this year's winners of the \$100,000 Kingsley Tufts Poetry Award and the \$10,000 Kate Tufts Discovery Award.

The Kingsley Tufts Poetry Award is given annually for a book by a poet who is past the very beginning but has not yet reached the pinnacle of his or her career.

Marianne Boruch was awarded the Kingsley Tufts award for her collection of poetry, *The Book of Hours*. Boruch, a professor of creative writing and poetry at Purdue University, is the author of seven collections of poetry: *View from the Gazebo*; *Descendant*; *Moss Burning*; *A Stick That Breaks and Breaks*; *Poems: New & Selected*; and *Grace, Fallen from*. She has also written two volumes of essays on poetry, and a memoir.

The Kate Tufts Discovery Award is presented annually for a book by a poet of genuine promise.

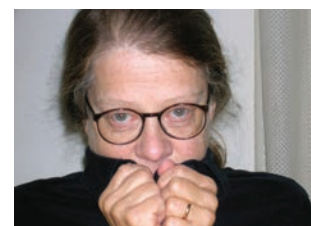
Rebecca Morgan Frank received the Kate Tufts Discovery Award for *Little Murders Everywhere*. Frank is an assistant professor of English at the University of Southern Mississippi. Her poems have appeared in *Blackbird*, the *Georgia Review*, *Guernica*, *Ploughshares*, *Prairie Schooner*, and elsewhere. She is co-founder and editor of the online magazine *Memorious*.

The panel of final judges were Linda Gregerson, poet, professor of English language and literature at the University of Michigan, and past Kingsley Tufts Poetry Award recipient;

David Barber, poet and poetry editor of the *Atlantic Monthly*; Kate Gale, poet, novelist, and managing editor of Red Hen Press; Ted Genoways, award-winning poet and journalist; Carl Phillips, poet, professor of English and African and Afro-American studies at Washington University in St. Louis, chancellor of the Academy of American Poets, and past Kingsley Tufts Poetry Award recipient.

Winners were announced in March and recognized during a ceremony at CGU in April.

The Kingsley Tufts Poetry Award, now in its 21st year, was established at Claremont Graduate University by Kate Tufts to honor the memory of her husband, who held executive positions in the Los Angeles Shipyards and wrote poetry as his avocation. The Kate Tufts Discovery Award was launched in 1993.



Marianne Boruch



Rebecca Morgan Frank



## CGU welcomes new Trustee Dian Ogilvie



On November 6, 2007, Dian Ogilvie was appointed senior vice president and secretary of Toyota Motor North America, Inc. (TMA), the holding company for Toyota's North

American sales, engineering, and manufacturing operating units. Her responsibilities include administration, corporate communications, industry and government affairs, planning and research, environmental affairs, and diversity. She is currently a member of the nine-person North American Executive Committee.

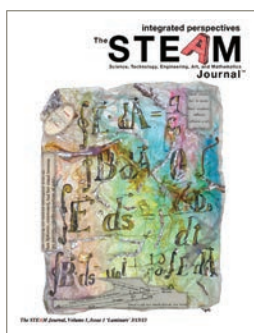
Prior to her role at TMA, Ogilvie served as general counsel and chief environmental officer for Toyota Motor Sales (TMS), USA, Inc., Toyota's sales headquarters in Torrance, California. She also served on the seven-member TMS executive committee.

Prior to joining Toyota in 1985, Ogilvie worked as an attorney handling corporate

litigation at the law firm of O'Melveny & Myers in Los Angeles, and as a law clerk for US District Court Judge William Matthew Byrne, Jr.

Ogilvie studied at Pomona College and received her bachelor of arts degree with high honors in history from the University of California, Riverside, and she was elected to Phi Beta Kappa. Ogilvie earned a master's degree in history from the University of Arizona in Tucson, and she received her juris doctor degree from the University of California, Los Angeles (UCLA) in 1975. While in law school, Ogilvie served as chief article editor of the *UCLA Law Review*, was Order of the Coif, and named Graduate Woman of the Year in 1975.

Ogilvie was recognized as one of the 100 Leading Women in the Automotive Industry by Automotive News in 2000, 2005, and 2010. Ogilvie serves on the boards of the Toyota USA Foundation, the Lincoln Center, and the National Council for Science and the Environment.



## Exploring the intersection of the arts and STEM fields

Students and faculty at CGU have collaborated to launch an online journal that explores the intersection of the arts and

the science, technology, engineering, and math (STEM) fields.

The first issue of the *STEAM Journal* was published on March 13 and is available at <http://scholarship.claremont.edu/steam>.

Over the past decade, a movement has emerged emphasizing the importance of teaching students in the STEM fields in order to prepare them for the twenty-first-century workforce.

But those skills alone are insufficient. The next generation of scientists, engineers, and mathematicians will also need education in the arts to help them unlock their potential for creativity and innovation.

The *STEAM Journal* serves as a hub for scholars and practitioners of many disciplines who wish to provide commentary, exchange ideas, and inform policy and practice of STEAM. Topics are generated by the range of submissions received.

"The *STEAM Journal* recognizes that art and science have a symbiotic relationship," said Sara Kapadia, the journal's founder and editor and a doctoral student in CGU's School of Educational Studies. "We created it as a conduit for building new knowledge and paving the way for research, collaboration, and discussion. It is our hope that this journal will amplify the rigor, effort, and span of the transdisciplinary work being done in STEAM."

A team of graduate students, alumni, and faculty from Claremont Graduate University and other institutions aided Kapadia in the launch of the journal.

The journal accepts original articles and artwork for publication. Kapadia said it will publish twice per year.



Stewart Donaldson

## SBOS playing leadership role in Third World Congress on Positive Psychology

The Third World Congress on Positive Psychology is being held in Los Angeles from June 27–30, and several School of Behavioral and Organizational Sciences (SBOS) faculty and students are prominently involved.

SBOS Dean Stewart Donaldson is serving as congress chair, and SBOS faculty members Mihaly Csikszentmihalyi and Jeanne Nakamura are serving as co-chairs for the Scientific Planning Committee. SBOS students Michael Condren and Damian Vaughn are serving as co-chairs for the Local Arrangements Committee. Many other CGU faculty members and students will be involved with organizing the conference and giving scientific presentations.

SBOS is a pioneer in the field of positive psychology. The school offers the first PhD and MA concentrations in the Western United States focused on the science of positive psychology, and it has housed the Quality of Life Research Center since 1999.

## Her Story: CGU preserves women's history



*Messina-Dysert speaking at the Women's Natural History Museum*

*"Well-behaved women seldom make history."—Laurel Thatcher Ulrich*

While this quotation serves as inspiration for women to step outside the code of gender norms, Gina Messina-Dysert, the director of the Center for Women's Interdisciplinary Research and Education (WIRE) at CGU, has a different idea about when and how women should make history.

That is why she started the Women's Living History Project, which maintains that every woman—well-behaved or otherwise—has a story to tell.

"As we know, our history books are generally filled with the stories of men, and women's stories are an afterthought," Messina-Dysert said. "This project was founded with the belief that women play a crucial role in our history, and that needs to be acknowledged."

The idea was spawned in response to a project launched by CGU's Mormon Studies Council, directed by Claudia Bushman, who served as an adjunct professor during the 2007–2008 school year. Her project aimed to document Mormon women and the roles that they play in their religious tradition.

Messina-Dysert and Tammi Schneider, current dean of the School of Arts and Humanities, were discussing how important Bushman's project is, when Schneider mentioned how she would love to see her own mother's story documented.

At this suggestion, the Women's Living History Project was born.

The project itself aims to both honor and expand the work of Bushman, and Messina-Dysert and Schneider recognized that religion would be a great place to start. Noting the success and importance of Bushman's project, they thought it would be important to document women's stories in all religious traditions.

Every woman has a story—the motto of the Women's Living History Project—and one that deserves to be told, is the driving

force behind the work. In order to launch the project, Messina-Dysert created a graduate-level course designed to offer students experience in oral history. "The objective is to train students in oral history practice, which will prepare them to participate in the project, but also to complete research for their theses and dissertations," Messina-Dysert said.

The first course took place in the fall of 2012, and 20 students each completed interviews with three women to add to the project database.

While Messina-Dysert is currently focusing on the role women play in their religious traditions, it will eventually expand to include all women's stories, religious or otherwise. The interviews that are already completed are available online as a resource to scholars, historians, and anyone who is interested in the project.

"The project has great potential. As long as there are women's stories that need to be told, I think the project will continue. The next step will be creating new categories and capturing the stories of women and their impact in our greater communities," said Messina-Dysert.

Furthermore, the Women's National History Museum has recognized the worth of this oral history. They have partnered with the Women's Living History Project, and the interviews will be featured on their website. In October of last year, both organizations hosted a gala honoring Delores Huerta (civil rights activist and labor leader who co-founded the National Farmworkers Association with Cesar Chavez) and helped raise funds for the project.

*For more information about the Women's Living History Project, or to contribute an oral history, visit [www.cgu.edu/wlhp](http://www.cgu.edu/wlhp).*



# Alcohol advertising's collateral damage

According to the Centers for Disease Control and Prevention, underage drinking nationwide accounts for more than 4,700 deaths every year. A big reason for this number of fatalities is that 90 percent of alcohol consumed by those between the ages of 12–20 is during a binge drinking session.



Grenard



Stacy

There is little doubt that underage drinking is dangerous and needs to be curbed, though that is easier said than done. New research findings from School of Community and Global Health (SCGH)

**Professors Jerry Grenard and Alan Stacy** provide insight into how we may be able to stop underage drinking before it starts.

The key is advertising. These researchers—partnering with Clyde Dent of the Oregon Department of Human Services' Office of Disease Prevention and Epidemiology—surveyed nearly 4,000 seventh graders (who are generally between 12–14 years old), then followed up with these same students in eighth, ninth, and 10th grades. The participants were assessed for the following: exposure to certain television programs during which alcohol ads appears; recognition and recall of the ads and products; how much they liked the alcohol ads shown on TV; frequency and amount of their own alcohol use; and problems associated with alcohol use, such as getting into fights or trouble with homework.

Grenard and Stacy also assessed the students for other factors that may influence teens' use of alcohol, such as parents' education, whether or not they play sports, and knowing peers or adults who drink.

Exposure to advertising was found to have a significant correlation to alcohol use, especially among girls. Liking the advertisements was connected with alcohol-related problems—such as passing out, going to school drunk, or getting into fights—particularly in boys. For both boys and girls, the more they were exposed to the ads and liked them, the more their alcohol use increased from seventh to 10th grade.

The results of this study, "Exposure to Alcohol Advertisements and Teenage Alcohol-Related Problems," were published in the February 2012 issue of the journal *Pediatrics*. In the article, Grenard and Stacy use evidence culled from their own and previous findings to conclude that exposure to alcohol ads on TV may influence alcohol use and lead to increased alcohol-related problems among adolescents. They recommend media education for adolescents, so that they will better understand and resist persuasive alcohol advertising. They also encourage the alcohol industry and policy-makers to work together to limit the exposure of these advertisements on youth.

"Underage drinking is a serious health concern," said Grenard, an assistant professor in SCGH. "Students who start to drink early are much more likely to have alcohol abuse and dependence problems throughout their lifetimes. Underage drinking also contributes to one of the major causes of death in this age group, and that's accidental death, car accidents in particular."

## AMONG HIGH SCHOOL STUDENTS, DURING THE PAST 30 DAYS:



39% drank some amount of alcohol



22% binge drank



8% drove after drinking alcohol



24% rode with a driver who had been drinking alcohol

Statistics provided by the Youth Risk Behavior Surveillance—United States, 2011, produced by the CDC.





"Empowerment rolls off the tongue easily for many feminists. It's a taken-for-granted good, a taken-for-granted shared goal for all who want to improve women's opportunities and women's lives," Katie Schubert wrote on her blog, Satrey, in 2011.

"But, what is this shared goal of empowerment?"

# Empowerment is in the eye of the beholder





Photos taken from Schubert's previous trip to Cambodia; photo on the right is Schubert (right) with a friend, taken in Kampon Cham province.

For a term that is nearly ubiquitous in discussions about gender equality, especially in the context of the developing world, "empowerment" can be tricky to define. That is why this year Schubert is making her third trip to Cambodia, where she hopes to better understand what empowerment looks like in different cultures and value systems.

In 2008, Schubert—currently a doctoral student in the Department of Religion's Theology, Ethics, and Culture program—made her first, three-month visit to Phnom Penh, working for a local non-governmental organization (NGO), Project Against Domestic Violence. In summer 2010, she returned to Cambodia with another organization, the Methodist Missions. This January, she left for a 10-month research trip funded by a Fulbright Scholarship.

This third trip was fueled by questions and observations from her first two journeys to the country. In particular, she was interested in the disconnect between how NGOs and local Cambodian women understood empowerment. One way in which this disconnect crystallizes is in how they view the *chbap srey*, a code of conduct for women (in Khmer—the Cambodian language—*chbap* means "law" and *srey* means "women").

The *chbap srey* instructs young girls and adult women in proper comportment—both in society and in the home. For many, this instruction is problematic. In the 2004 country report to CEDAW (the United Nations' Committee on the Elimination of Discrimination Against Women), NGOs working in Cambodia strongly criticized the *chbap srey*, claiming it "legitimizes discrimination against women and impedes women's full enjoyment of their human rights and the achievement of equality between men and women in Cambodian society."

Schubert is familiar with the book and agrees there are passages that seem objectionable: "Some of the advice is, 'Don't think of yourself as equal to your husband; you should serve him. If he is angry, you should go to your room and think; don't yell back.'"

However, Schubert—who has been learning Khmer for the past four years—refrains from blanket condemnation of the text. In fact, she sees some value to it. "In some contexts, this is bad advice. But there's also good advice in the *chbap srey*."

These mixed feelings are partly ascribed to her conversations with Cambodian women pastors and Buddhist "nuns"; these women hold leadership positions and are respected in society. These women were also raised on the text of the *chbap srey* (the book is often taught in school) and, as Schubert discovered, still largely embrace it.

"These women have liberal values, but they also respect traditional rules. They often think it is important to have a station and fill a role. What these women are experiencing is different than how NGOs view it," she said.

One example is the level of ordination in Theravadin Buddhist countries—such as Cambodia. Women are unable to achieve as high a level of ordination as male monks. Yet, Schubert has spoken with Cambodian Buddhist "nuns" who are happy with this system; they do want to join the institution of ordination and are happy in their separate religious sphere.

"The idea of equality is important, and it certainly seems universal to me—and pretty much to Westerners in general. But traveling to Cambodia has nuanced my view. Our norms are not universal or obvious; they are constructed values," Schubert said. "I think NGOs could improve more people's lives by understanding that. They can be more effective if they can learn how everything works together in different cultures instead of transposing their own culture onto others."

Reconciling conflicting viewpoints—how NGOs view the lives of Cambodian women and how Cambodian women view themselves—is at the heart of what Schubert hopes to do on her current trip. Schubert is doing observations, semi-structured interviews with Buddhist "nuns" and women pastors, and archival research of NGOs in that country. Through this work she hopes to introduce new ways of understanding empowerment.

"I really want to improve people's lives," she said. "But I am wary of the idea of liberation. I think we first need to address some of the presuppositions we have. Hopefully that will get us to some even deeper underpinnings of what empowerment really is."

# WHY THEY STAY

TRISTAN HANN TEACHES IN SAN BERNARDINO



## **AMERICA DOESN'T HAVE A PROBLEM FINDING MATH AND SCIENCE TEACHERS. IT HAS A PROBLEM KEEPING THEM.**

In the United States, it is widely understood—among researchers and the general public—that there are not enough quality math and science teachers. However, there is a common misunderstanding about why this shortage exists. It is not because we aren't producing enough of them. The problem is, of the 25,000 math and science teachers leaving the profession every year, only 7,000 of them are actually retiring. Over two-thirds leave to pursue new careers. By some estimates, as many as half of new teachers in the United States quit within their first five years; this percentage has remained relatively steady for decades.

"In California, the numbers might be even worse," said Lisa Loop, director of operations for Claremont Graduate University's Teacher Education program. "By some accounts, 50 percent of new teachers here quit within their first three years."

With this shortage of qualified math and science teachers, many schools have no choice but to bring unqualified teachers into the classroom. A 2011 survey by the National Center for Educational Statistics found that approximately 30 percent of chemistry and physics teachers did not major in those fields in college and had not earned a certificate to teach those subjects.

Of course, this shortage affects educational outcomes for students, especially those who attend poor, urban schools. That is why, in 2005, CGU's Teacher Education received a \$460,000 grant from the National Science Foundation (NSF)'s Robert Noyce Scholarship Program to recruit and train STEM (science, technology, engineering, math) students from the Claremont Colleges and surrounding universities. The money was used to offer these students scholarships to become NSF Teaching Fellows: math and science teachers who would agree to work in Southern California's urban school districts (where these teachers are needed most) for at least two years.

Teacher Education was picked because of the stellar history of retention in their graduates: approximately 90 percent are still teaching after five years. And five years after the initial NSF grant, 41 of the 43 fellows are still teaching today.

So, why do Teacher Education graduates stay in the classroom when so many of their peers quit? That's tough to answer. Talking to the graduates themselves, it is much easier to find out why so

many teachers leave. For starters, the job never seems to end.

"I worked at Target while I was doing my bachelor's degree," said Tristan Hann, who went to Pitzer College and is in his third year teaching math at a high school in San Bernardino. "At that job, you clock in and you clock out. You don't bring your work home with you. You don't go home thinking, Did I stock that item in the wrong place? With teaching, once I get home from work I have to start planning. It takes up so much of my time, thinking of ways to teach the material that captivates the interest of my students. Especially since I teach math, which is usually the most hated subject there is."

Maria Corona, an NSF Teaching Fellow who now teaches math at a high school in Covina, confirms the unpopularity of the subject. On the first day of school each year she doesn't worry about the syllabus. She asks all her new students to write a paragraph telling her if they like math, and why or why not. "That first day is hard. Kids say, 'Ugh! I hate math. Math class sucks.' I get to hear that hundreds of times a day."

Imagine going to work and hearing, from the start of the day to the end, how much people hate what you're doing. But what inoculates Teacher Education graduates against despair is that they love what they are teaching.

### **"BY SOME ACCOUNTS, 50 PERCENT OF NEW TEACHERS HERE QUIT WITHIN THEIR FIRST THREE YEARS."**

NSF fellow Wilber Martinez graduated with Hann and Corona and, like them, he loves math—although that wasn't always the case. Like all fellows, he teaches in a high-need urban school. But he doesn't think any of his middle school students had it as rough as he did, growing up in a rough Los Angeles neighborhood.

"My students don't believe me when I tell them this, but I had to fight my way to school every day. I only lived a mile-and-a-half from my high school, but to avoid certain neighborhoods I had to walk five miles to get there each day," he said.

At the time, like most of his classmates, Martinez didn't care much for math: "I didn't like it. It

was just numbers. Sometimes I understood them, sometimes I didn't. But I didn't care that much."

Fortunately, Martinez forged a pathway to higher learning that didn't involve figuring out those numbers on the blackboard. He was a star placekicker for the high school football team, and his strong leg put him into contact with supportive coaches and teachers who consistently encouraged him to go to college. His grades weren't strong enough to go to a four-year school, but at community college he took a math class that changed his life. For the first time, Martinez had a math teacher who actually liked the subject he was teaching—or at least, imparted his love for the subject into his students.

"We were studying the quadratic formula and he was in the front of the room. He grabbed a tennis ball and tossed it to someone in back. He asked, 'So, what was was the trajectory of the ball? How can we figure out the speed and uniqueness of the parabola we just created?'" Martinez recalled. "And I was interested! I wanted to know how to do that!"

And just like that, a great teacher (and a tennis ball) changed how Martinez viewed math. Numbers and figures that were meaningless suddenly came to life. Once his own math grades improved, he began tutoring teammates on the school's football team. Word spread and soon parents were approaching Martinez to ask if he would tutor their kids as well. While he initially planned to become a civil engineer after graduating, Martinez realized that he wanted to make a career out of what he was already doing: sharing his love for math with others.

For Hann, math isn't just a subject he loves; it's something that helps him understand and navigate through a complicated world: "I feel like math is problem solving. As human beings, we're faced with problems every day. What's the fastest way to work? What do I do if my tire blows out? My girlfriend's angry at me. How do I get out of this situation with as little damage as possible? The process of thinking—if I do this, what happens?—is problem solving. And math is just like problem solving: add four to both sides of the equation. Will that help me or just get me into a bigger mess?"

**"WE WERE STUDYING THE QUADRATIC FORMULA AND HE WAS IN THE FRONT OF THE ROOM. HE GRABBED A TENNIS BALL AND TOSSED IT TO SOMEONE IN BACK. HE ASKED, 'SO, WHAT WAS WAS THE TRAJECTORY OF THE BALL? HOW CAN WE FIGURE OUT THE SPEED AND UNIQUENESS OF THE PARABOLA WE JUST CREATED?' AND I WAS INTERESTED! I WANTED TO KNOW HOW TO DO THAT!"**

Likewise, when he works with students who struggle with math—which are nearly all of those who end up in the remedial classes he teaches—he sees a lack of understanding algebra manifesting in poor decision-making and a general inability to think things through. "I have students who are so impulsive—and not impulsive like buying a pair of expensive shoes. When they are frustrated or angry, they don't think, what would happen if I flip my desk over, or light this poster on fire? And that's how math can help you. Will this help me? Will this hurt me? Are there other ways I can approach this problem?"

In Hann's classroom, turning over desks and lighting posters on fire are not hypotheticals. Both happened. In fact, after the student lit a poster on fire, Hann realized that the resulting scorch marks resembled a volcano. He taped up mathematical facts relating to volcanoes all around the damaged wall. And as for the offending student, by the end of the year he was one of Hann's favorites. This is because Hann makes an effort to view his students' behavior in the larger context of their lives outside the classroom.

"Look, a lot of them have parents who are dead or in jail. They've been in and out of juvenile hall themselves. There's a lot of drugs and violence and poverty in their lives. It's not unusual for them to move every other month. It's hard to ask someone who's dealing with all that to come in and care about fractions," he said.

That is why, to reach their students, teachers have to get creative. As Martinez can attest, a bunch of numbers on the blackboard is unlikely to engage students who already have years of failure to discourage any optimism or curiosity about the subject. In her class, Corona uses examples involving anime, nature, or skateboarding to get her students interested in the subject.

"My classes are full of repeaters—kids who have failed two or three times. They come in and say, 'I hate math! I don't want to do it!' But you show them a problem that involves a skateboard and suddenly they want to solve it," she said.

Hann will spend his nights and weekends toiling on elaborate projects to engage his students. Recently he turned his classroom into a restaurant. He covered the desks with tablecloths and photocopied place settings. He walked around in an apron (from an old Starbucks job) and spoke in a French accent. The students would get menus full of thinly veiled math problems. For example: if a burger and fries costs six dollars, and a burger is two dollars more than fries, how much is each item?





MARIA CORONA TEACHES IN COVINA





**WILBER MARTINEZ EVEN MET HIS WIFE, JESSICA, IN THE PROGRAM**



"I'm sure I could have printed out some worksheets I found online and just handed them out to the students. I would be teaching the same thing. And it would be so much easier for me," Hann said. "But how does that capture their interest in any way, and how are they going to remember that?"

What Hann describes illustrates one of the key lessons of the Teacher Education program curriculum: "The program pushed us to do whatever it takes to get through to students," he recalled. "I keep going back to one thing they told us: every time you make a decision, ask yourself a question. Is this the decision that's best for the kids or does this make it easier for you? Because the second you stop making decisions that are better for the kids and are easier for you, you need to get a new job."

However, the most important lessons Teacher Education students get from the program might be from each other. Students begin in the summer, spending six weeks as assistant teachers. After that, they start the fall semester in the deep end of the pool, with full-time teaching jobs (most teacher-credential programs reverse this; 1) students do the majority of their coursework first, and only serve as student teachers during one or two brief student teaching placements. During the fall and spring semesters, those in the program come back to the CGU campus every other Saturday to discuss what is working and not working at their schools with Teacher Ed faculty and their fellow students. "It kind of felt like we were all going through hell together," Hann (sort of) joked.

"You see a movie like *Freedom Writers*, where a teacher goes into an inner-city classroom and bonds with her students, and they all become like a family. And you're like, I wanna be that teacher! That's gonna be me! But of course that doesn't happen, and that's when you need that support group," Hann said.

Wherever Teacher Education graduates end up, they are all essentially dealing with the same issues: how to manage their school's politics and motivate the students. Not surprisingly, in addition to swapping good (and failed) ideas, the students grow close. Corona, Hann, and Martinez met in Claremont and remain good friends. Martinez even met his wife, Jessica, in the program.

But ultimately—more than their love for the subject they teach or their relationships with peers—what keeps these teachers teaching is the students. For Corona, it's pushing students to pass her class and seeing them go on to college; for Martinez, it's the two or three kids a day who say "I get it!" for the first time in a math class; for Hann, it's seeing

a student's face when they get their first math test back that they've actually passed.

"Students don't come up to me and say, 'Mr. Hann, I recognize and really appreciate the time you put into this lesson. Thanks so much for your effort as a teacher.' But I do see their attitudes slowly change," he said. "I see them start believing they can do this. And that's when they start taking notes or asking each other for help. That's what makes me happy."

"People become teachers because they want to help the kids. Our students are better prepared, so they do their job better. Which makes them happier," said Loop, echoing her former students' comments. "The reason people leave is because the work is hard, and if you don't feel like you are helping the kids, you get out."

Creating teachers who know they are helping kids is how CGU was able to use the NSF grant to create 40 STEM teachers who have no plans on leaving their profession anytime soon. And building on that success, last year Noyce approved a follow-up grant of \$800,000 to Teacher Education to provide additional scholarships and professional support to more STEM students looking to become teachers. This time, CGU is expanding the pipeline: they will be accepting STEM graduates looking to teach anywhere from K–12, not just secondary schools. They will also launch a recruitment campaign at Texas Southern University to increase the enrollment of African American candidates.

**I KEEP GOING BACK TO ONE THING THEY TOLD US: EVERY TIME YOU MAKE A DECISION, ASK YOURSELF A QUESTION. IS THIS THE DECISION THAT'S BEST FOR THE KIDS OR DOES THIS MAKE IT EASIER FOR YOU? BECAUSE THE SECOND YOU STOP MAKING DECISIONS THAT ARE BETTER FOR THE KIDS AND ARE EASIER FOR YOU, YOU NEED TO GET A NEW JOB.**

In his 2011 State of the Union address, President Barack Obama called for the recruitment of 100,000 new STEM teachers over the next decade. This number has since become a rallying call for many educational leaders, and it is certainly a worthy goal. However, recruitment is only a means to the far-more-important end of creating teachers who are passionate about what they do and committed to their profession. Recruitment is half the equation; if you want to know the other half, ask a Teacher Education graduate.

*CGU Education Professor David Drew is the principal investigator on the two Noyce grants, and his book STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America, speaks directly to a variety of issues brought up in this story and is great follow-up reading.*

**Jack Scott**

**In his 12 years in the California legislature, he authored 158 bills that became law—the most by any legislator during that period.**





## THE EDUCATOR

With stints in the ministry, college leadership, the California state legislature, and even as chancellor of the California Community Colleges, Jack Scott's career has been anything but a straight line. But there is a theme that binds everything together: wherever he goes he strives—and succeeds—to provide education to those who need it most.

Scott was born and raised in Sweetwater, Texas, a town whose population has remained around 12,000 for over 70 years. This is where he went to high school and attended church. At that time, the town was segregated, though that was something Scott didn't pay much attention to until he was a teenager.

"It wasn't until I was 16 or 17 that I looked around and realized how unfair that was," he said. "You can be slow to come to a realization of injustice if you are surrounded by it."

That realization came while Scott was getting ready to go to college, where he hoped to study theology in preparation for a career in the ministry. What attracted him was a commitment to serving those less fortunate (Scott considers himself lucky to have come from a close-knit, middle-class family).

"I would begin to think about statements like when Jesus said, 'Do to others what you would have them do to you.' And there's just no way I would want to be treated the way African-Americans were," he said. "It was just outright discrimination. I knew I couldn't be on that side. I had to be on the side that said justice for all."

Scott views that realization as a turning point in his life—and a motivating force in his career: "Subsequently, I have been very sympathetic to causes like the women's movement and the gay and lesbian movement. But it all started with that basic injustice that we visited upon African Americans."

From Sweetwater, Scott received his bachelor's degree from nearby Abilene Christian University and a master's degree from Yale Divinity School. He briefly entered the ministry, but ended up teaching religion at Pepperdine

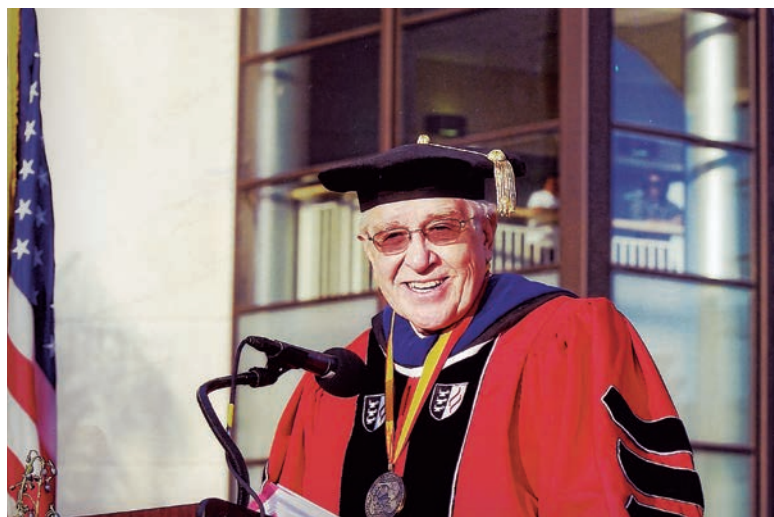
University. Simultaneously, he earned a PhD in history from CGU, which he received in 1970. Shortly afterward, his career took a shift from the classroom to administration. After five years as dean of instruction at Orange Coast College, Scott was appointed president of Cypress College in 1978.

The impetus for his transition from teaching to community-college leadership can be traced back to the lessons he learned in church and from living in Sweetwater. Scott sees education as "perhaps the number one civil-rights issue of our time." And that issue plays out most prominently at community colleges.

"Education is the road to equality. Education is the key for the poor, for the discriminated against. Even today, community college is the main point of entry for African Americans and Latinos," Scott said. "Community colleges are the avenue for the student who comes from a family where no one else has gone to college. For a recent immigrant who needs to learn English. For a student who can't afford to go to a four-year college, but can stay at home and transfer after two years."

Throughout his career, Scott has championed his belief in expanding access to community-college education, often while facing a headwind of harsh budget cuts. In fact, three months after assuming the presidency at Cypress College in March 1978, California passed Prop 13. This new law reduced property tax revenues to community colleges by 60 percent (or \$300 million). Scott immediately got creative to find ways to save money and bring in the needed revenue to keep students in class.

One of his most popular fundraising initiatives was launching a weekend swap meet on campus. One of his least popular (or at least controversial) was ending Cypress College's football program (though the team's previous 1-9



*Scott receiving Claremont Graduate University's Alumnus of the Year award in 2000.*

# THE EDUCATOR

**“Education** is the road to equality. Education is the key for the poor, for the discriminated against. Even today, community college is the main point of entry for African Americans and Latinos.”

season did give him some political cover). But the hard feelings didn't last. Scott weathered the budget cuts and went on to serve as president for nine years—still the longest tenure of any Cypress College president—and received the college's Man of the Year award in 2009.

In 1987, Scott assumed the presidency of Pasadena City College (PCC), the third largest community college in the United States. His eight-year tenure was marked by rapid expansion of the school's campus and services. Shortly after taking office, he initiated a \$100-million master plan for campus development. He later oversaw the additions of a library, parking structure, education center, and child-development center.

Though nearly two decades as a college president could nicely serve as the capstone for most careers, Scott was just getting started. As president, he had often made trips to the State Capitol in Sacramento and gained first-hand experience in how influential the legislature is in shaping education policy: they determine the budget and regulations—including teacher tenure—that affect the more than six million people attending public schools in California. And in higher education, the legislature influences private schools through Cal Grants, which can provide around \$12,000 of funding per year for students.

It wasn't too surprising then that, after stepping down as PCC president in 1995, Scott chose to parlay his experience and interest in education into politics. In 1996 he won a seat in the California state assembly from the 44th District—the first Democrat to ever do so. He was re-elected in 1998. In 2000 and 2004 he earned a seat in the California State Senate, where he chaired the Senate Committee on Education.

In Sacramento, Scott combined his passion for education with a strong background in government gleaned from his studies at CGU, which had an emphasis on America's revolutionary period. Fittingly, his dissertation was on John Witherspoon, a founding father who was the only college president to sign the Declaration of Independence. One of the lessons Scott drew from his time in Claremont was



*Scott with Leon Panetta (center) and James Hahn (right), then a Los Angeles city attorney, and future mayor (2001–2005)*

an appreciation for checks and balances, and the resulting necessity to compromise.

“I get dismayed at our current government's inability to get things done. Part of that is because people don't understand the value of compromise.

That's what I had to do with my bills,” he said. “You can't bring too much self-righteousness and ideology to something. In the first place, no one has all the answers. You need to listen. The nature of government is that you have to compromise.”

This philosophy certainly benefited Scott. In his 12 years in the California legislature, he authored 158 bills that became law—the most by any legislator during that period. Many of these bills involved education, but not all: he passed bills that streamlined the adoption process, required all handguns sold in California to have trigger locks, and imposed new gift and loan restrictions on elected officials. Of course, he also made his mark in educational matters: some of his achievements include bills that stabilized funding for community colleges and others that expanded vocational education opportunities.

While in Sacramento, Scott ended up working with three governors: Pete Wilson, Gray Davis, and Arnold Schwarzenegger. Perhaps surprising for a Democrat, Scott has a special fondness for the Republican Governor: “I had a great relationship with Arnold Schwarzenegger, though we were from different parties. He went to Santa Monica College, so he knew first-hand the value and importance of a community-college education. Now that didn't stop him from vetoing some of my bills,” Scott chuckled. “But we got a lot done.”

California has a two-term limit for legislators, so in 2008 Scott was not eligible to run again. However, he wasn't unemployed for long. In early 2009, the Board of Governors from the California Community Colleges asked him to become the new chancellor. After accepting their offer, he was unanimously approved for the position.

This would be a tough job under any circumstances. California has 112 community colleges, with a collective enrollment of 2.4 million students. This makes them the largest higher education system in the world. But someone taking over in 2009 would be presiding over the fallout





**“I had a great relationship with Arnold Schwarzenegger, though we were from different parties. He went to Santa Monica College, so he knew first-hand the value and importance of a community-college education.”**

from California’s plummeting property tax revenues—and the resulting slashing of education budgets. Indeed, over Scott’s three years as president, funding was cut \$809 million, or 12 percent. So why did he take the position?

“Leadership has to happen in difficult times as well as good. And you don’t get to pick,” he said. “Look, I knew we were in for tough times financially, but I’m a congenital optimist. But then, you have to be. If you say everything’s going to hell in a handbasket, you’re not going to get anything done. That said, I was surprised at how severe the recession proved to be.”

Scott’s optimism was tested during his three years as chancellor. Budget cuts led to schools reducing class schedules and prevented approximately 200,000 students from attending classes. But that didn’t stop him from enacting reforms—albeit, reforms that didn’t cost much money. Scott helped broker a transfer program with California State University that made transferring into a Cal State school easier. He helped create new regulations on priority enrollment designed to increase student success. And he helped create a Student Success Task Force that has come up with 22 recommendations aimed to improve completion rates of community college students.

After three years as chancellor, Scott stepped down and joined his alma mater as a scholar in residence in CGU’s School of Educational Studies for the 2012–2013 school year. In addition to providing lectures and workshops, he is helping develop the school’s new certificate for community college professionals. Like Scott, many community college administrators are picked from the



*Scott with Al Gore*

faculty, and do not have any managerial experience or expertise.

“In most cases, people who become administrators learn on the job. They might do good enough, but they probably don’t know a lot about community college finances, the principles of dealing with people, or student services. This certificate program will help prepare some people to navigate those areas before they get in and make mistakes,” Scott said.

Perhaps it’s no surprise that here, as with every other stop in his long and winding career, Scott continues working to improve community colleges. A 50-year habit is hard to break. But as impressive as his decades of leadership and advocacy have been, his actions surely pale in comparison to the cumulative accomplishments of former community college students that would never have otherwise been realized if not for Scott’s efforts.







# A GOOD TEACHER IS HARD TO FIND

**As almost any conscientious parent will tell you, good teachers are precious commodities. But according to Claremont Graduate University Associate Professor Tom Luschei, our educational needs in America pale in comparison to those in developing countries. That is why he is leading an ambitious project to create a plan for getting good teachers to the students most in need.**

With funding from UNICEF (the United Nations Children's Fund), Luschei has partnered with his colleague Amita Chudgar, assistant professor at Michigan State University, to figure out why children in developing countries—who already struggle against poverty, poor infrastructure, and often violence—don't receive quality teachers. And most importantly, what can be done about it. The problem is clear, and solutions have the potential to benefit millions.

"As important as teachers are for average children, they're that much more important for poor and disadvantaged kids who don't have resources in the home," Luschei said. "If these children can receive quality education they will have a better chance to grow up and get jobs, support their families, and participate in civic activity and the democratic process."

Though he grew up in California, and spent the first decade of his professional career teaching for the Los Angeles Unified School District (LAUSD), Luschei's interest in international education can probably be traced back to his birth. He was born in Colombia—though he moved to America while an infant—and is fluent in Spanish. In the LAUSD, he was a bilingual teacher for elementary and high school students who were learning English as their second language.

"Virtually all of them were immigrants or children of immigrants. I enjoyed talking to them about their experiences and countries of origin," Luschei said. "I learned that as great as our educational needs are in this country—and we do have profound challenges, especially in educating poor and minority children—schools have such greater needs in developing countries."

Luschei should know: he's seen these schools for himself—even before he became a researcher. While still teaching for LAUSD, he used vacation time to travel to developing countries, where he would make a point to visit their schools.

"I would just walk in and find the principal. I would say, 'Hi, I'm a teacher in the United States. Can I see your school?' Imagine doing that here. But they were almost always welcoming," he said.

What Luschei witnessed was both encouraging and discouraging.

"It was sad to see how little resources these schools had to work with," he recalled. "But then, at the same time, I got to see some amazing teachers who were doing so much with so little. Visiting those schools was really what inspired me to get into this field."

Luschei left the teaching profession and would go on to receive an MA in economics and a PhD in international comparative education from Stanford University (where he met Chudgar). His dissertation looked at teacher quality in two different Mexican states. Since then, further research has allowed him to make more trips abroad, see more schools, and find more inspiration.

In fact, he cites a visit to an Indonesian school as being particularly influential. It was a rural, multi-grade schoolhouse with three classrooms. The location was so remote that it could only be reached by walking over hills and through rice fields. Luschei doesn't speak Indonesian, but he found himself impressed with a young teacher ("probably 19 or 20," he estimated) leading a class of about 50 third- and fourth-graders. Despite the almost complete lack of materials in her room ("just a chalkboard up front"), she had the students engaged and contributing.

"She brought three kids up to the front of the room: one was tall, one was medium height, and one was short. So I said to my colleague, 'Is she teaching them about height?' He said, 'No. She's



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Top two: Luschei visiting rural schools on previous research projects;  
bottom: Luschei teleconferencing with Chudgar

teaching them symmetry.' I didn't get it. He said, 'Look at their hairstyles.' One kid had a part down the middle, one had a part on the side, and the other didn't really have any kind of part. And she was using their hairstyles to demonstrate symmetry!" Luschei recalls, still amused and impressed by the young woman's ingenuity. "If you have almost no resources, you use the resources you have, which is the kids. It was tremendous."

While working on his current UNICEF project, his thoughts often return to this teacher. "If I had to encapsulate the goal with one vision or image, she would be it. We are trying to find the policies and practices that can ensure kids in developing countries have teachers like her."

THE NEED FOR THIS PROJECT can be evidenced by Luschei's own comparative-educational research as well as through facts and figures provided by the United Nations (UN). The most startling number is 69 million: this is how many primary-school-aged children are not being educated, as of 2008. As discouraging as that number might be—larger than the population of the United Kingdom—it represents progress. In 1999, 106 million children were estimated to be out of school. The UN's Millennium Development Goals, declared in 2000, set the ambitious target of achieving worldwide, universal primary education by 2015. While that now seems unlikely to be met in the next two years, there is reason to be encouraged by the general trend.

However, as Luschei's own research indicates, getting children to school only solves half the problem. Working with Chudgar and a team of graduate students from CGU and Michigan State, he began this project by reviewing existing data on how teachers are allocated in 24 countries across three regions: Asia, sub-Saharan Africa, and Latin America. The team is identifying how factors such as teacher experience, age, and training relate to the ways teachers are assigned across rural and urban areas, poor and wealthy regions, and other social and economic boundaries.

Though their findings are still preliminary, there is clear cause for concern. One example: in some regions, new teachers are systematically assigned to work in poor rural areas. Then, as they gain skills and experience, they transfer to more desirable, relatively upscale urban schools.

"We see these types of systematic patterns emerge over and over," Luschei said. "There is little or no attempt to ensure a uniform distribution of qualified teachers."

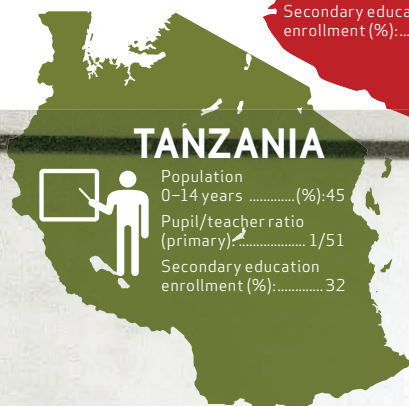
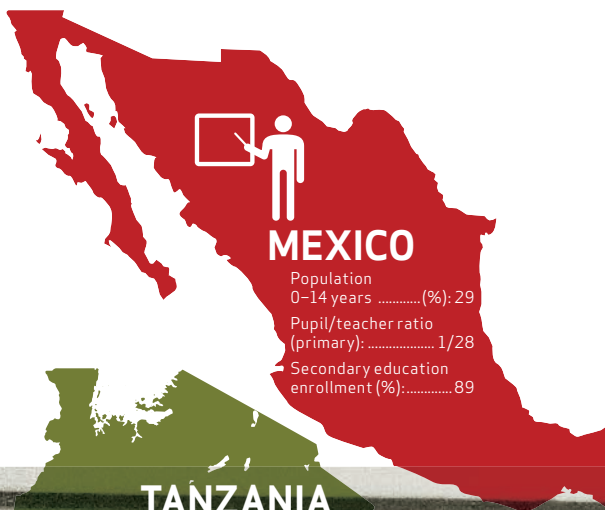
This only accentuates the disadvantages children in rural areas already face (including lack of infrastructure, increased threat of violence, and marginalization of girls and those with disabilities). According to Luschei, a more equitable system would work the opposite way, with salary incentives offered to attract qualified teachers to the least desirable locations where they are needed most.

However, putting that principle into policies that work will require more than reviewing data. As part of this project, Luschei will be taking trips to Mexico and Tanzania, while his research partner Chudgar will be travelling or overseeing trips to the Indian states of Karnataka, Rajasthan, and Madhya Pradesh. For Chudgar, these trips merge her experience growing up in her hometown of Mumbai with visits to far more resource-poor schools in the countryside.

"I went to what I would consider a resource-deprived school myself, but I still had it much better than those growing up in rural areas," she said. "There are just so many privileges associated with being in a big city and having access to the teachers that just aren't in rural areas."

On these trips, the researchers will be meeting with policymakers, teachers, teachers-union officials, and education scholars. There will also be multiple site visits. The goal is to understand how teachers are hired, trained, and assigned to schools, and then how these processes affect learning outcomes. By visiting several states within three disparate countries, they hope to discover the best practices from each region and compile those in a series of reports for UNICEF.





Statistics provided by the UNESCO Institute for Statistics, 2010

Luschei is aware that good ideas can not always be copied from one country and pasted onto another, or sometimes even amongst states within a country. However, he thinks it can work if he and his team remain aware that the contexts will change and work that into the design of their policies. What gives him hope is that he has seen it work before, in his home country.

In the 1970s, a program called Escuela Nueva (“New School”) was created in Colombia specifically to work with the most disadvantaged schools, often those located in rural areas that face increased threats of violence and diminished resources compared to cities.

“That program has become a world-wide model: it’s been adapted in 15 countries. And now it is even being implemented in Colombia’s urban settings, though it was developed for rural areas,” he said. “So it can be done.”

Additionally, having UNICEF’s support will be an indispensable asset in disseminating and perhaps implementing the policy recommendations in their reports. UNICEF has staff in over 190 countries and territories around the world, and with that, the ability to get information into the hands of those who can put it into practice. The team’s final series of reports and recommendations will be presented to UNICEF in August 2013, though they have already provided early findings.

“We’ve already submitted two reports, and both have been circulated to their country offices,” Luschei noted. “That’s going to create exposure that a couple of researchers from CGU and Michigan State could never do on their own.”

And hopefully do a lot more good than any two researchers from anywhere could ever do on their own.





## faculty achievements



**David Amico** (*Arts & Humanities*) is currently involved in an article in *Flaunt Magazine* called “Flaunt and Cadillac Present: OUR OPERATIVE WILL BE SINCERE, THE RESULTS WILL REVEAL MUCH.”



**John Angus** (*Math*) published “Optimum Age Replacement for Availability,” with Meng Lai Yin and Kishor Trivedi, in the *International Journal of Reliability, Quality, and Safety Engineering*.



**Heather Campbell** (*Politics and Policy*) presented “Race’ Versus ‘Class’ in Environmental Justice: Using Agent-Based Modeling,” with Yushim Kim and Adam Eckerd, at the Association for Public Policy Analysis and Management (APPAM) research conference in Baltimore. She published “Helping Those Like Us or Harming Those Unlike Us: Agent-Based Modeling to Illuminate Social Processes Leading to Environmental Injustice,” with Adam Eckerd and Yushim Kim, in *Environment & Planning B*.



**Samir Chatterjee** (*Information Systems and Technology*) presented a paper titled “A Predictive Modeling Engine Using Neural Networks: Diabetes Management from Sensor and Activity Data” at the IEEE 14th International Conference on eHealth Networking, Application and Services (Healthcom), in Beijing, China. He and his team also published “Persuasive and Pervasive Sensing: a New Frontier to Monitor, Track and Assist Older Adults Suffering from Type-2 Diabetes,” in *Proceedings of IEEE Hawaii International Conference in System Sciences (HICSS-46)*, Maui, Hawaii. Chatterjee organized a symposium, *Innovations in Patient Empowerment*, that was held in Pasadena in November 2012. Chatterjee also received a grant from the Michigan Center for Diabetes Translational Research to study a text-based intervention for patients suffering from diabetes and periodontal disease.



**Ingolf Dalferth** (*Religion*) published several books: *Selbstlose Leidenschaften. Christlicher Glaube und menschliche Passionen*; editor of *Grundvertrauen. Hermeneutik eines Grenzphänomens*, and *Gottvertrauen. Die ökumenische Diskussion um die fiducia*, with S. Peng-Keller; and editor of *Skeptical Faith, Claremont Studies in the Philosophy of Religion Conference 2010*, with M.Ch. Rodgers. Dalferth also had several articles and book chapters published: “Grundvertrauen: Problemdimensionen eines sozialen Konstrukts,” in *Grundvertrauen. Hermeneutik eines Grenzphänomens*; “Hermeneutische Theologie – heute?” in *Gott denken – ohne Metaphysik? Zu einer aktuellen Kontroverse in Theologie und Philosophie*; “Hermeneutische Theologie – Eine Spurensuche,” with P. Bühler and A. Hunziker, in *Gott denken – ohne Metaphysik? Zu einer aktuellen Kontroverse in Theologie und Philosophie*; “Personal Reflections,” in *Danish National Research Foundation: Center für Subjectivity Research 2002-2012*; “Skeptical Faith in Dispute,” in *Skeptical Faith, Claremont Studies in the Philosophy of Religion Conference 2010*; “The Idea of Transcendence” in the *Axial Age and Its Consequences*; “Vertrauen und Hoffen. Orientierungsweisen im Glauben” in *Gottvertrauen. Die ökumenische Diskussion um die fiducia*; “Die Auseinandersetzung um die fiducia im Horizont gegenwärtiger Vertrauensdiskussionen,” with S. Peng-Keller, in *Gottvertrauen. Die ökumenische Diskussion um die fiducia*; “Kriitiliselt uurida, mõllevall aru anda. Evangeelne vaade usule ja teadusele” in *Kirik & Teoloogia*. He also had several keynote addresses and conferences: Keynote lecture: “Situated Selves in ‘Webs of Interlocution’: What can we learn from

grammar?” at the Center for Subjectivity Research in Copenhagen; “Trust, Risk and Security” at the Transdisciplinary conference *Zwischen Risiko und Sicherheit – Welches Vertrauen brauchen wir?* In Zurich; Keynote lecture: “Contextual Theology in a Time of Globalization” at the University of Münster; and chair of the 34th Annual Philosophy of Religion Conference on Hermeneutics and Philosophy of Religion: The Legacy of Paul Ricoeur in Claremont. Dalferth also received a research grant (together with P. Bühler, B. Boothe, and R. Kunz) from the Swiss National Foundation for a project entitled Hermeneutics of Trust at the End of Life.



**Stewart Donaldson** (*Behavioral and Organizational Sciences*) was appointed chair of the International Positive Psychology Association’s (IPPA) World Congress in Los Angeles. He was also the featured invited speaker at the Danish Evaluation Institute in Copenhagen and the Centre for Work Life and Evaluation Studies at Malmo University in Sweden. He delivered the Keynote Address on “10 Interrelated Trends and Innovations likely to Influence your Evaluation Practice,” at the 2013 Oregon Program Evaluators Network Conference (OPEN). Donaldson published “Evaluation Theory and Practice,” in *Evaluation Connections* (European Evaluation Society), “Searching for Good Practices in International Development Evaluation,” and “Future Directions for International Development Evaluations,” in his new book with Tarek Azzam and Ross Conner titled *Emerging Practices in International Development Evaluation*.



**Patricia Easton** (*Arts & Humanities*) gave a paper entitled, “La Forge on the generation and function of animal spirits,” at a conference on Early Modern Medicine and Natural Philosophy in the Center for Philosophy of Science at the University of Pittsburgh. She also organized and co-hosted, with Gideon Manning, a meeting of the Early Modern Circle, with speakers Deborah Brown (University of Queensland) and Calvin Normore (UCLA), who presented their work “Descartes and Animal Souls.”



**Michael Hogg** (*Behavioral and Organizational Sciences*) assumed his role as president of the Society of Experimental Social Psychology. He visited the Rotterdam School of Management in the Netherlands to give a seminar and to serve as external examiner for a dissertation defense. He was an invited guest at the 20th Anniversary celebration event at the Jepson School of Leadership Studies, University of Richmond, and gave a talk on “Social identity and leadership” at the 20th Anniversary Symposium: *The State of Leadership Studies*. Hogg has published two journal articles, and 6 handbook and book chapters; many of these publications are co-authored with students from the Social Identity Lab (David Rast and Amber Gaffney) and with other SBOS students and alumni (Alexis Alabastro and Andrew Lac): “The social identity theory of leadership: Theoretical origins, research findings, and conceptual developments,” with D. Knippenberg and D.E. Rast III, in *European Review of Social Psychology*; “Intergroup bias and perceived similarity: Effects of successes and failures on support for in- and out-group political leaders,” with A.B. Alabastro, D.E. Rast III, A. Lac, and W.D. Crano, in *Group Processes and Intergroup Relations*. “Uncertainty-identity theory,” in *The handbook of theories of social psychology*; “Social identity and the psychology of groups” *The handbook of self and identity*; “Norm talk and identity in intergroup communication,” in *The handbook of intergroup communication*; “Group processes,” with A.M. Gaffney in *Leadership in science and technology: A reference handbook*; “Leadership,” in *Group processes*;



"The tyranny of normative distance: A social identity account of the exercise of power by remote leaders," in *Exploring distance in leader-follower relationships: When near is far and far is near*.



**Gody Leroy** (*Information Systems and Technology*) was invited to speak at the Southern California Workshop on Clinical Text Analysis and Visualization at the University of California, San Diego ("Evidence-based Reduction of Perceived and Actual Text Difficulty Using Natural Language Processing"). She provided a half-day tutorial on "Designing User Studies in Informatics" at the Hawaii International Conference on Systems Sciences (HICSS) and a two-day workshop on the same topic at Aalto University in Helsinki, Finland. In collaboration with Scripps College, she completed the last two workshops in a series of four to introduce high school and undergraduate students to computing (The Claremont-Scripps Computing Academy, funded by NCWIT and Microsoft Research). Together with her students, she published a conference paper at HICSS and two conference papers and a conference poster at AMIA.



**Tom Luschei** (*Educational Studies*) was selected as a Fulbright Scholar to teach and conduct research in Colombia. He published two articles: "Exploring Differences in the Distribution of Teacher Qualifications in Mexico and South Korea: Evidence from the Teaching and Learning International Survey," with Amita Chudgar and W. Joshua Rew, in the *Teachers College Record*; and "Science and Mathematics Achievement and the Importance of Classroom Composition: Multicountry Analysis Using TIMSS 2007," with Amita Chudgar and Yisu Zhou, in the *American Journal of Education*. At the annual meeting of the Comparative and International Education Society in New Orleans, he organized a panel entitled "Teachers For Children Marginalized By Social Origin, Economic Status, or Location," with Amita Chudgar, that featured the research of CGU PhD students Rebecca Devereaux, Loris Fagioli, and Giselle Navarro. He also presented papers entitled "Developing a Cross-national Conceptual Framework for Investigating Immigrant Student Achievement," with Anabelle Andon, and "The Impact of Mexico's *Carrera Magisterial* Teacher Incentive Program on Educational Quality and Equity."



**Wendy Martin** (*Arts & Humanities*) gave the Joseph S. Schick Endowed Lecture in Language, Literature and Lexicography at Indiana State University, titled "Emily Dickinson: The Poetry and Practice of Autonomy." She also gave a lecture on *The Paris Wife* by Paula McClain and conducted a workshop on "Modernism and the 20c American Novel" at the Upland Public Library. She lectured on *The Awakening* by Kate Chopin, "The American Novel at the Turn of the 20th Century: Gender Codes and Social Change," at Vanderbilt University. Martin presented "Anne Bradstreet and the Private/Public Divide" at the Society of Early Americanists Conference in Savannah, Georgia.



**Patrick Mason** (*Religion*) published *War and Peace in Our Time: Mormon Perspectives*, with an introduction by Mason and co-edited with David Pulsipher and Richard Bushman. "Mormon Blogs, Mormon Studies, and the Mormon Mind," was published in *Dialogue: A Journal of Mormon Thought*. He delivered the University Convocation address to Southern Utah University, entitled "Mr. Joseph Smith Goes to Washington: Mormonism and Presidential Politics." He presented papers at the American Historical Association annual meeting and the *Workshop on Collaborative Learning Technologies*, and served as the respondent to panels at the Western History Association and American Academy of Religion. He was quoted or interviewed in a number of different media outlets, including National Public Radio, the *Washington Post*, KTTV (Fox 11 Los Angeles), HLN TV, Reuters,

## Jacob Leos-Urbel NEW FACULTY

*School of Politics and Economics  
PhD, New York University*



**Why did you choose to come to CGU?** I had a positive impression of CGU from the moment I stepped on campus. I was impressed with the questions that students asked me during my job talk, the faculty were serious scholars doing work they cared about, and the campus was beautiful. I also was excited to help grow CGU's program in public policy, which has a great future.

**What are your research interests?** My research focuses on education and child and youth policy. I'm especially interested in how programs and policies for children outside of school can influence their educational success and well-being. I aim to analyze what public policy for children should look like, and figure out what works, with the goal of making sure all children have the opportunity to succeed.

**What is the best book you could give someone to get them interested in your field?** A few come to mind: *What Children Need* by Jane Waldfogel, *Class and Schools* by Richard Rothstein, and *Unequal Childhoods* by Annette Lareau. Is it ok if I put in a plug for the transdisciplinary child and youth policy course that I will be teaching in fall 2013?

**Do you welcome or despair the widespread digitalization of books and media?** I think it makes a lot of sense, but I still like having a hard copy.

**What is your most common form of procrastination when trying to get work done?** I get stuck checking e-mail and the Internet more than I should. When I have reading or grading to do I like to get away from my computer and work outside. It's a good thing Claremont has so many nice outdoor spaces.

**If you could choose a career outside academe, what would it be?** It would probably be working on the same issues that I study now, just in a different role, doing policy analysis or evaluation for a government agency or nonprofit organization that serves young people.

**What advice could you give grad students that you yourself didn't learn until after you received your PhD?** I have learned that teaching can be fulfilling but that it takes more time than you think to prepare and teach a course for the first time.

## faculty achievements

KQED radio (San Francisco), and Radio 702 (Cape Town, South Africa).



**Jennifer Merolla** (*Politics and Policy*) published “Charismatic Rhetoric in the 2008 Presidential Campaign: Commonalities and Differences,” with Jean Schroedel, Michelle Bligh, and Randall Gonzales, in *Presidential Studies Quarterly*. Merolla presented “Descriptive Representation and Evaluations of Government,” with CGU alum Abbylin Sellers and CGU students Artour Aslanian and Derek Fowler, and “Framing the DREAM Act in News Media and Public Opinion,” with Karthick Ramakrishnan and Chris Haynes, at the Western Political Science Association. She was elected treasurer for the Elections, Public Opinion, and Voting Behavior Section of the American Political Science Association (APSA), and was appointed APSA representative to the American Association for the Advancement of Science.



**Anselm Min** (*Religion*) presented “Ricoeur’s Critical Philosophy of History and Hermeneutics of the Historical Consciousness: Some Hegelian Responses” at the 34th Annual Claremont Philosophy of Religion conference on the Legacy of Paul Ricoeur, and “Hermeneutics of Transcendence as Hermeneutics of Contingency: Transcendence in the Globalizing World” at the Conference on Hermeneutics of Transcendence, University of Zurich. He also published the following articles and book reviews: “Christian Faith and Trust in the Age of Globalization,” in *Gottvertrauen: Die oekumenische Diskussion um die fiducia*; “The Point of Dialogue: Response to James Fredericks on the Christian-Buddhist Dialogue,” in *Catholicism and Interreligious Dialogue*; reviews of Grace Jisun Kim’s *The Holy Spirit, Chi, and the Other: A Model of Global and Intercultural Pneumatology*, in the *Journal of the American Academy of Religion*; Stephen B. Bevans and Roger P. Schroeder, *Prophetic Dialogue: Reflections on Christian Mission Today*, in *Asian Christian Review*, and Thomas H. McCall, *Which Trinity? Whose Monotheism? Philosophical and Systematic Theologians on the Metaphysics of Trinitarian Theology*, in *Theologische Literaturzeitung*.



**Ali Nadim** (*Math*) organized a week-long workshop on “Modeling Problems Related to our Environment” at the American Institute of Mathematics in Palo Alto, California. The year 2013 has been designated as a special year for the Mathematics of Planet Earth and this workshop was one of its first activities.



**Lorne Olfman** (*Information Systems and Technology*) co-edited a special issue of the *Transactions on Human Computer Interaction*, with O. Turetken. The topic of the issue is “HCI in the Web 2.0 era.”



**David Pagel** (*Arts & Humanities*) published four catalog essays, including “The Suburban Sublime,” in *Todd Hebert: A Survey* at the North Dakota Museum of Art; “Soapbox Democracy,” in *October Surprise* at the VAST Space in Las Vegas, Nevada; “David Pagel’s Essay,” in *Dane Goodman and Keith Puccinelli: eating fresh peaches and tomatoes talking about death drawing together* at the Jane Deering Gallery in Santa Barbara; and “Joseph Land,” in *Joseph Rafael* at the Nancy Hoffman Gallery in New York. Pagel gave public lectures about the role newspaper criticism plays in a democracy at the University of Nevada, Las Vegas, and the University of California, Davis. He hosted “What Happened to Painting? A Conversation with Matthew Ritchie” at the Albright-

Knox Art Gallery in Buffalo, New York. He was interviewed by Matthew Delegat for a Creative Capital webinar and gave a digital seminar for the Oklahoma Visual Arts Coalition. His eight-artist exhibition, “The Tenth Circle,” recently opened at VAST Space in Las Vegas. The show, which riffs off of Dante’s *Inferno*, includes works by CGU alumni Kyla Hansen and Nicolas Shake and Art Department staff member Brian Porray.



**Linda M. Perkins** (*Applied Women’s Studies*) presented “The Twenty-Year Plan for the Howard University College of Liberal Arts: 1928-1948,” at the History of Education Society Conference in Seattle; “The Study of Black Women Undergraduate Students,” at the Roundtable Discussion, Association for the Study of Higher Education, Las Vegas; and “Merze Tate: The First Black Women Graduate of Oxford University,” at the Women’s Educational Leadership Forum at Oxford and Cambridge University Clubs, London, England.



**Kathy Pezdek** (*Behavioral and Organizational Sciences*) had three research articles published: “Are individuals’ familiarity judgments diagnostic of prior contact?” with S. Stolzenberg, in *Psychology, Crime, & Law*; “Plea bargaining and appraisals of eyewitness evidence by prosecutors and defense attorneys,” with M. O’Brien, in *Psychology, Crime, & Law*; and “Interviewing child witnesses: The effect of forced confabulation on event memory,” with S. Stolzenberg, in the *Journal of Experimental Child Psychology*. Co-authors are CGU graduates. S. Stolzenberg is at post-doc at USC Law School.



**Kim Reynolds** (*Community and Global Health*) was awarded a grant from the National Institute of Child Health and Human Development for research titled “Translation of District Sun Safe Policies to Schools.”



**Sue Robb** (*Education*), the School of Educational Studies, and the IRIS Center collaborated with the California Department of Education, Special Education Division, to deliver three regional trainings to state, county, and district professional development providers. These sites included Sacramento County Office of Education, Santa Cruz County Office of Education, and Claremont Graduate University. The trainings focused on the free online research-based materials developed by the IRIS Center ([www.iriscenter.com](http://www.iriscenter.com)) and on how these resources could be used to support beginning and experienced educators.



**Vijay Sathe** (*Drucker*) was elected as a fellow of the International Academy of Management’s “Nonaka’s SECI Framework: Case Study Evidence and An Extension,” with D. Finley, in *Kindai Management Review*.

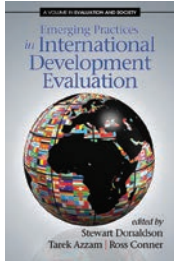


**Daryl G. Smith** (*Educational Studies*) published “Building Institutional Capacity for Diversity and Inclusion in Medical Education,” in *Academic Medicine* and “Where are they?: A multi-lens examination of the distribution of full-time faculty by institutional type, race/ethnicity, gender and citizenship,” with E. Tover and H. Garcia, in *New Directions for Institutional Research*. She gave invited addresses on “Diversity’s Promise for Higher Education: Making it Work” at the College of the Holy Cross; Smith College; the University of Missouri; the ACE Regional Women’s Leadership forum panel on managing diversity; the Mennonite Health Assembly and Education Leaders Boards of Trustees





# faculty books



## Emerging Practices in International Development Evaluation

(Information Age Publishing, 2013)

By Stewart Donaldson, Tarek Azzam, and Ross Conner

The impetus for this volume comes from reflecting on many years of experience, successes, and failures in development evaluation in Asia and Africa, and

from recent work supported by the Rockefeller Foundation on Rethinking, Reshaping, and Reforming Evaluation. The concepts, frameworks, and ideas presented in this volume are a useful contribution to the ongoing efforts at rethinking, reforming, and reshaping international development evaluation. They come from leading thinkers and practitioners in development, evaluation, research, and academia who have recognized that development evaluation must evolve if it is to respond to the challenges of the 21st Century and play a meaningful role in social and economic transformation. This volume will be of great interest to evaluation scholars, practitioners, and students, particularly to those interested in international development projects, programs, and policies. This book will be appropriate for a wide range of courses, including Introduction to Evaluation, International Development Evaluation, Program Evaluation, Policy Evaluation, and evaluation courses in International Development, International Relations, Public Policy, Public Health, Human Services, Sociology, and Psychology.



## Rachel Lachowicz

(Marquand Books, 2012)

Text by Jillian Hernandez, Amelia Jones, George Melrod,

Los Angeles-based conceptual artist (and CGU faculty member) Rachel Lachowicz is known for turning her

acerbically witty eye on the decidedly male realm of modernism, and for making radical incursions into the art-historical canon by reconfiguring certain of its key works. A mid-career survey as well as comprehensive monograph, *Rachel Lachowicz* presents an overview of 20 years' worth of art-making. Labeled a "lipstick feminist" by the art world—she once recast Yves Klein's "Blue Venus" in cherry-red lipstick, and frequently uses cosmetics in her work—Lachowicz's art falls under many headings: appropriationist, conceptual, feminist, postminimalist. Her work is always visually lush and often sexually provocative; through it, she explores the crisscrossing relations between identity and the politics of mark-making. With 116 images in color, *Rachel Lachowicz* includes texts by Jillian Hernandez, Amelia Jones, and George Melrod.

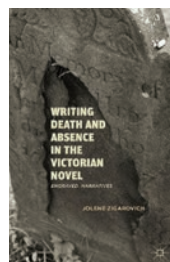


## Mormon Women Have Their Say: Essays from the Claremont Oral History Collection

(Greg Kofford Books, 2013)

Edited by Claudia L. Bushman and Caroline Kline

The Claremont Women's Oral History Project has collected hundreds of interviews with Mormon women of various ages, experiences, and levels of activity. These interviews record the experiences of these women in their homes and family life, their church life, and their work life, in their roles as homemakers, students, missionaries, career women, single women, converts, and disaffected members. Their stories feed into and illuminate the broader narrative of LDS history and belief, filling in a large gap in Mormon history that has often neglected the lived experiences of women. This project preserves and perpetuates their voices and memories, allowing them to share what has too often been left unspoken. The silent majority speaks in these records. This volume is the first to explore the riches of the collection in print. A group of young scholars and others have used the interviews to better understand what Mormonism means to these women and what women mean for Mormonism. They explore those interviews through the lenses of history, doctrine, mythology, feminist theory, personal experience, and current events to help us understand what these women have to say about their own faith and lives.



## Writing Death and Absence in the Victorian Novel: Engraved Narratives

(MacMillan, 2012)

by Jolene Zigarovich

*Writing Death and Absence in the Victorian Novel:*

*Engraved Narratives* asks its reader: Why do Charlotte Brontë, Charles Dickens, and Wilkie Collins see the narrative act as a series of textual murders and resurrections? What does it mean to have an enigmatic ending? And what happens when the mortality of a character is left in our hands? Beginning with an exploration of narrative deferment, suspended mourning, and incomplete burials, Jolene Zigarovich uniquely argues that the missing body plot dramatizes the desire for cultural stability and religious certainty, and that the epitaph becomes the narrative model for rhetorical deaths. Drawing from theorists such as Jacques Derrida, Maurice Blanchot, and Paul de Man, this study maintains that the narrating of death was important to the understanding of absence, separation, and displacement in an increasingly industrial and destabilizing culture.

# Marina Chugunova NEW FACULTY

Institute of Mathematical Sciences  
PhD, McMaster University



**Why did you choose to come to CGU?** The Institute of Mathematical Sciences at Claremont Graduate University has a strong reputation of offering industrial/applied mathematics-oriented programs and has a good faculty-to-student ratio.

**What are your research interests?** My most recent research is related to applications of nonlinear energy-entropy methods for analysis of the convergence rate of time-dependent thin-film solutions toward steady states. The applications of thin-film theories include, for example: industrial coating, tear-film flows, and surfactant-based lung therapy.

**What is the best book you could give someone to get them interested in your field?** *Quelques méthodes de résolution des problèmes aux limites non linéaires* by J. L. Lions.

**Do you welcome or despair the widespread digitalization of books and media?** I welcome digitalization of books and articles. It is very convenient to have all the books you need always available on your tablet or laptop. I also like to make notes and comments electronically using a digital pen and to save them in PDF format.

**What is your most common form of procrastination when trying to get work done?** I cannot make a choice of one particular form of procrastination but the most common two are playing the piano or playing scrabble.

**If you could choose a career outside academe, what would it be?** Before I joined a PhD program at McMaster University, I was a certified Microsoft programmer, writing software for a Russian industrial company. If I was not lucky enough to land an academic position I would go back to software programming.

**What advice could you give grad students that you yourself didn't learn until after you received your PhD?** I did not take part in any industrial mathematics workshops while I was a PhD student, and now I believe that it was a mistake. Graduate students who are writing their thesis in applied mathematics should not miss any opportunity to get their hands on real industrial problems.

Gathering; Mt. Holyoke College; and Purdue University. She also co-led a workshop for WASC on "Student Success."



**Tammi Schneider** (*Religion*) presented "Jezebel: A Phoenician Princess Gone Bad?" at the Society of Biblical Literature Annual Meeting in Chicago. She was also a respondent to a panel on "Ancient Ritual and Warfare" at the same annual meeting. She presented "Now that we are out of the garden, where do we go?" at the University of California, Los Angeles, in its series *Interpreters of the Bible*. Schneider also presented "Mesopotamian Civilization: Its Gods and Its Influence on Israel" at *Gods Before God*, a conference in the series *Archaeology and the Bible* held at the American Jewish University in Los Angeles. She presented "Interreligious dialogue 101: how to talk about religion" at the Upland Public Library in its series on interfaith dialogue.



**Jean Schroedel** (*Politics and Economics*) presented "Building Community Roots and Transforming Lives: Organic Gardening at an Alternative High School" at the Southern Political Science Association Meetings in Orlando. Her co-authors were Nancy Neiman Auerbach from Scripps College and two political science graduate students, Artour Aslanian and Stewart Wood. She presented "Vote Dilution and Suppression in Indian Country" at the Southern California Law and Social Science Conference at Pomona College. Her coauthor is a political science graduate student, Ryan Hart.



**Alan Stacy** (*Community and Global Health*) was co-author with **Jerry Grenard** (*Community and Global Health*) and Clyde Dent on an article documenting three-year longitudinal effects of televised alcohol commercials on the development of alcohol problems in 3,890 diverse adolescents sampled from schools in the greater Los Angeles area. Stacy was the principal investigator who developed and led the project funded by the National Institutes of Health. The article was published in the journal *Pediatrics*.



**Tom Willett** (*Politics and Economics*) was guest editor of a special issue of the *Global Economic Review on Global Imbalances and Financial Stability*. The issue included a paper Willett coauthored with Eric Chiu, a CGU alum. Willett recently joined the editorial board of the *Global Journal of Economics*, the journal of the Asia Pacific Economics Association. He remains on the editorial boards of three other economics journals and one in international relations. He is currently working with several of his dissertation students on a research project for the central bank of Korea that is attempting to identify potentially unstable international capital flows.



**Bin Xie, Andy Johnson, and Paula Palmer** (*Community and Global Health*) received a grant from the National Cancer Institute (NCI) to investigate the longitudinal dynamic influences of critical parental and familial factors on adolescents' developmental risks of obesity and related behaviors in Chinese adolescents.



**Paul Zak** (*Politics and Economics*) has flown over 100k miles speaking on his book *The Moral Molecule*, which has been published in several languages. He spoke at two TED conferences in Amsterdam, TEDxAmsterdam on "The Biology of Good and Evil," and TEDxWomenAmsterdam on "The biological differences between men and women."



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

## Arts & Humanities

**Laura Behling**, MA, English, 1992; PhD, 1997, was named dean of the college at Knox College in Galesburg, Illinois, in February 2013. Behling is a former professor of literature, and is currently associate provost for faculty affairs at Butler University. She has also taught at Gustavus Adolphus College and received a Fulbright to teach at Palacky University in the Czech Republic. Behling will start in her new role at Knox College in July 2013.



**Lisa Blas**, MFA 2001, held a solo exhibition entitled *Still Lives, Sometimes Repeated*, at Rossi Contemporary in Brussels, Belgium, from December 15, 2012–January 26, 2013. Blas took sheets of paper from a previous sculpture and used them as the support of two of the large collage works seen in this show. She then worked with bright, flat, and metallic colors to build compositions that juxtaposed density with areas of blankness.



**Clifford Eberly**, MFA 2012, was awarded third place at the Clemson National Print and Drawing Exhibition at the Lee Gallery of Clemson University. The exhibition, which took place in February 2012, was jurored by Ian Berry, associate director of Curatorial Affairs and curator at the Tang Teaching Museum and Art Gallery at Skidmore College.



**Barbara Edelstein**, MFA 1984, held two solo exhibitions in Shanghai, China, towards the end of 2012 and additionally participated in an invitational exhibition. From September 2–October 7, her work was featured in *Undoing Shuimo: International Contemporary Shuimo Invitational Exhibition* at the Duolon Museum of Art. The solo show *Leaf • Branch • Shadow* was at Front Line Contemporary from September 5–October 20, and the East Bund Art Center featured *Line Inflections* from September 16–26, 2012.

**Corina Gamma**, MFA 1998, is an artist photographer who has moved into the realm of documentary filmmaking. Her film, *Ties on a Fence*, a portrait of women living on Los Angeles' Skid Row, won two awards, and she is moving towards completion of her current project. This film, *Gatekeepers of the Arctic*, documents the polar region by chronicling stories of local Inuit and visiting scientists who witness a life increasingly challenged by the environmental transformation in the Arctic. More information on the project can be found at [www.gatekeepersofthearctic.com](http://www.gatekeepersofthearctic.com).

**Jun Kaneko**, MFA 1971, was interviewed by the American Craft Council in recognition of his work across many mediums, including clay, glass, painting, and, most notably, designing opera sets. Born in Japan, Kaneko believes every new project requires the same things: imagination and a deep understanding of materials. He has taught at the University of New Hampshire, Scripps College, and the Rhode Island School of Design, and is now at Cranbrook Academy of Art.

**Maryrose Mendoza**, MFA 1991, was one of the recipients of a 2012 Individual Artists Fellowship from the City of Los Angeles Department of Cultural Affairs. Mendoza participated in the annual group exhibition for the fellowship artists, *COLA 2012*, from September 30–October 28, 2012. The exhibition took place at the Los Angeles Municipal Art Gallery, and was curated by Scott Canty.

**Aaron Parazette**, MFA 1990, was named Texas Artist of the Year for 2012, and was celebrated with an exhibition at Art League Houston. Parazette has taught painting at the University of Houston since 1997, and refers to himself as a “tape painter,” since he uses tape to define the lines of his patterns. He wears jewelers goggles to cut machine-made tape on glass so that the edges are sharper and as thin as an eighth of an inch before applying them to his canvases. He and his partner, artist Sharon Engelstein, also have a public gallery in the living room of their Houston bungalow, which they called FRONT.

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## Behavioral and Organizational Science

**Bettina Casad**, MA, Psychology, 2002; PhD, 2006, was awarded the 2013 Outstanding Early Career Research Award by the Western Psychological Association. Casad also accepted a new faculty position at the University of Missouri, St. Louis, which she will begin on August 15, 2013. Casad is currently at California Polytechnic University, Pomona, and visited CGU's campus in October to speak to students about the effects of threatening environments on women's success in STEM majors.

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

**Mark Hatch**, MBA 1995, received the Bay Area's Most Admired CEO Award in the Innovation Category from the *San Francisco Business Times*. As the CEO of TechShop, Hatch's leadership has led the firm to expand to six United States locations and brought on partners such as GE, Ford, Lowe's, and Autodesk. TechShop has 4,000 members making everything from lunar landers and electric super-bikes to crafts and musical instruments.

**Jessica McLoughlin**, MA, Arts Management, 2010, was named assistant director of the Wildling Museum in December 2012. McLoughlin previously worked for the Skirball Cultural Center in Los Angeles, and has a broad range of experience in museums and nonprofits. The Wildling features art of America's wilderness, and is in the midst of moving to a new location in Solvang, California.

# Three long-serving faculty members to retire

This spring, three CGU faculty members who cumulatively contributed well over a century of service to the university are retiring.



**Robert Dawidoff**—who joined CGU in 1974—is a professor of history in the School of Arts and Humanities. He specializes in American intellectual and cultural history, as well as gay and lesbian history. His books include *The Education of John Randolph*, *The Genteel Tradition and the Sacred Rage*, and *Making History Matter*. He also cowrote, with Michael Nava, *Created Equal (Why Gay Rights Matter to America)*. He is currently working on *The Bargain: An American History of the Gay Male Closet*.



School of Educational Studies Professor **Daryl Smith** joined CGU as a visiting instructor in 1974, and as a full-time faculty member in 1986. She also earned her MA and PhD from CGU.

Her current research, teaching, and publications have been in the areas of organizational implications of diversity, assessment and evaluation, leadership and change, governance, women's colleges, HBCU, diversity in STEM fields, and faculty diversity. Recently she has received the Howard R. Bowen Distinguished Career Award from the Association for the Study of Higher Education.



Drucker School Professor **Joe Maciariello** has been at CGU since 1979. He also serves as director of research and academic director of the Drucker Institute. Maciariello worked closely with Peter Drucker and expounded up his legacy through research and writings on, most recently, mentoring.

Maciariello's current research involves documenting Peter Drucker's successful mentoring process using previously unpublished work. Maciariello is also working on *A Sequel to the Daily Drucker*, which will emphasize moral development, character formation, and leadership in a daily format. It will be an extension of Maciariello's previous book (co-written with Karen E. Linkletter), *Drucker's Lost Art of Management*.



## Botany

**John A. Adams**, MA, *Botany*, 1969, was profiled in the Pomona College student newspaper, the *Student Life*, about being a source of locally grown fruit to the College's dining halls. Adams, who graduated from Pomona in 1966, is the owner of Adams Acres, a grove in Rialto, California, that is the source of the freshly squeezed orange juice served to Claremont students, faculty, and staff. He supplies avocados, assorted vegetables, and oranges to both Pomona and Pitzer Colleges. He uses direct sales techniques to help keep his profits "fruitful" enough to back his business.

## Educational Studies

**Laurie Richlin**, PhD, *Education*, 1991, accepted an exciting new position as founding chair of the Department of Medical Education at the Western Michigan University (WMU) School of Medicine in Kalamazoo, Michigan. The WMU School of Medicine recently received preliminary accreditation from the LCME (Liaison Committee on Medical Education) and will be accepting students for its first graduating class in September 2014.

**Fernando Rodriguez-Valls**, MA, *Teacher Education*, 2003; PhD, *Education*, 2007, was named state director/administrator of the Migrant Education Program for the California Department of Education in Sacramento. Rodriguez-Valls was previously chair of the Department of Education and associate professor at San Diego State University.

**Eileen Wilson-Oyelaran**, MA, *Education*, 1974; PhD, *Education*, 1977, was named chair of the board of directors of the National Association of Independent Colleges and University (NAICU) for 2013–2014, and assumed her position at NAICU's 2013 Annual Meeting in Washington, DC, on February 6, 2013. NAICU serves as the unified national voice of private nonprofit higher education, with more than 1,000 member institutions and associations nationwide. Wilson-Oyelaran has been president of Kalamazoo College since 2005.

## Politics and Economics

**Brian Back**, MA, *Government*, 1974, was appointed to the State Advisory Committee on Juvenile Justice and Delinquency Prevention by California Governor Jerry Brown in December 2012. Back has been a judge for the Ventura County Superior Court since 1998, and was previously an attorney with Arnold, Back, Matthews, Wojkowski, and Zirbel LLP from 1990–1997.



**Hans Brattskar**, PhD, *International Relations*, 1987, was appointed Norway's ambassador to Kenya in February 2013. Brattskar has a long history of public service, having previously served as Norway's ambassador to Sri Lanka from 2004–2007, and later as a special advisor for peacekeeping operations in the Ministry of Foreign Affairs in Oslo. He has been director general and special envoy for climate change at Norway's Ministry of the Environment since September 2011. Brattskar was also the

first director of Norway's Climate and Forest Initiative, which aims to preserve the world's remaining rainforests, and has partnered with countries in all the rainforest basins of the world: the Amazon in Latin America, the Congo basin in Africa, and Indonesia and Vietnam in Asia.

**Christopher Carrillo**, MA, *Politics and Policy*, 2004; PhD, 2006, was selected as San Bernardino County Supervisor James Ramos' deputy chief of staff in December 2012. Carrillo, who previously served as senior field representative to California Senator Dianne Feinstein, was approved for a one-year contract by the Board of Supervisors.

**Douglas Faigin**, MA, *Political Science*, 1997; PhD, *Politics*, 2000, was named to the California State University Board of Trustees in December 2012. Faigin, who is president of City News Service, Inc., was press secretary for Jerry Brown's 1974 gubernatorial campaign and deputy campaign manager of his reelection effort in 1978. The position requires Senate confirmation.

**Pamela Meyer**, MA, *Public Policy Analysis*, 1982, will be the keynote speaker in leadership at the National Association of Colleges and University Business Officers' signature workshops during 2013. She will speak specifically on the issue of confronting deception, particularly relevant at a time when higher education institutions are striving for greater transparency and accountability. She recently did an interview with the association's online magazine entitled *Deception Detection*.

**Peter Taylor**, MA, *Public Policy Studies*, 1988, was elected to the board of trustees of the Kaiser Family Foundation in January 2013. Taylor is the executive vice president and chief financial officer for the University of California system, and prior to that role worked in investment banking, first for Lehman Brothers, then as a managing director at Barclays Capital. He is outgoing chair of the James Irvine Foundation, where he has served on the board for 12 years. Taylor is also a member of the J. Paul Getty Trust, and is on the board of Edison International and Southern California Edison.

## Religion

**Katy Scrogin**, PhD, *Religion*, 2009, is the senior producer of the radio show *Things Not Seen: Conversations about Culture and Faith*. The show is hosted by David Dault and engages in in-depth conversations about how faith and belief work in everyday life. *Things Not Seen* airs on Sunday mornings at 11 on KWAM 990AM in Memphis, Tennessee, and can also be found online and in podcast form.

**Gina Messina-Dysert**, PhD, *Religion*, 2011, was interviewed by PBS's personality Tavis Smiley regarding the challenges facing the Catholic Church on February 22, 2013. Messina-Dysert is director of CGU's Center for Women's Interdisciplinary Research and Education, as well as a visiting assistant professor at Loyola Marymount University. She is a feminist theologian and ethicist and co-founder of the international project, Feminism and Religion.

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# alumni booknotes



## **The Plan: A Guide for Women Raising African American Boys from Conception to College**

Third World Press, 2013

Lawson Bush *PhD, Education, 1998*

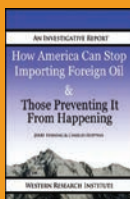
Edward Chapman Bush *PhD, Education, 2004*

Salim Faraji *MA, Religion, 2004; PhD, 2007*

Kennon Mitchell *MA, Teacher Education, 1997; PhD, Education, 2004*

A. Majadi

This team of advocates for young black men was assembled by Lawson Bush, a leading expert on the relationship between black mothers and their sons, and together they created this guide to help mothers understand and navigate the unique challenges of raising African American boys in a culture that sets deliberate traps for failure. *The Plan* helps mothers think about a variety of questions both basic and complex, including how to prepare to have a son; is your son's name important?; what does our history tell us about black mother/son relationships?; what should you expect from the public school system?; and who do you want your son to be? This book, which has an accompanying workbook, is specifically geared to mothers—both married and single—of all African American boys, including those that have had challenges and those that appear to be on the right track.

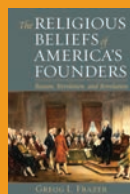


## **How America Can Stop Importing Foreign Oil & Those Preventing It From Happening**

Western Research Institute, 2013

Jerry Fenning, *MA, Psychology, 1972*,  
and Charles Hoppins

Fenning and Hoppins explain that America currently has an oversupply of cheap natural gas, and aim to enlighten the public about the tremendous potential of this energy source. The authors explore the US's huge reserves of natural gas, and how the massive drilling campaign resulting from the discovery of new shale and oil fields has resulted in more natural gas than the United States can currently use. *How America Can Stop Importing Foreign Oil* argues that switching to natural gas can put millions of people to work, put extra dollars in every motorist's pocket, and leave hundreds of billions of dollars in circulation in America instead of being sent overseas. This report also seeks to answer whether, and to what degree, there are forces and entities that are maintaining the price of gasoline and diesel at artificially high levels, how fast conversion to natural gas can be accomplished, and what obstacles must be overcome in order to make that transition.

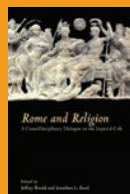


## **The Religious Beliefs of America's Founders: Reason, Revelation, Revolution**

University Press of Kansas, 2012

Gregg Frazer *PhD, Politics and Policy, 2004*

Were America's founders Christians or deists? Conservatives and secularists have taken each position respectively, mustering evidence to insist just how tall the wall separating church and state should be. Going beyond church attendance or public pronouncements made for political ends, Frazer scrutinizes the founders' candid declarations regarding religion found in their private writings. Distilling decades of research, he contends that these men were neither Christian nor deist but rather adherents of a system he labels "theistic rationalism," a hybrid belief system that combined elements of natural religion, Protestantism, and reason—with reason the decisive element. Deftly blending history, religion, and political thought, Frazer succeeds in showing that the American experiment was neither a wholly secular venture nor an attempt to create a Christian nation, and shows that today's political right and left are both wrong.



## **Rome and Religion: A Cross-Disciplinary Dialogue on the Imperial Cult**

Society of Biblical Literature, 2011

Edited by Jonathan Reed *PhD, Religion, 1994*, and  
Jeffrey Brodd

*Rome and Religion* presents an up-to-date discussion of the divinization of the emperor, also known as the imperial cult, and its general importance in early Christianity and ancient Mediterranean religions. It features opening and closing essays by Karl Galinsky, a foremost authority on Roman history and culture. Thirteen additional essays explore related aspects and draw on a wide variety of disciplinary perspectives, including theory, method, archeology, epigraphy, and art. The authors are classicists, biblical and religious scholars, historians, and archeologists, with expertise in various cultural milieus.



## **Educating Young Giants: What Kids Learn (And Don't Learn) in China and America**

Palgrave Macmillan, 2012

Nancy Pine *PhD, Education, 1993*

In her groundbreaking book, Pine reveals how reliance on antiquated teaching methods and ineffectual reform efforts has left youth in the United States and China ill-equipped for the demands of modern technology and the global economy. *Educating Young Giants* carries readers into Chinese and American elementary and high school classrooms and highlights the big difference between schools in these two superpowers. Drawing from many experiences in schools in both countries and conversations with



## In Memoriam

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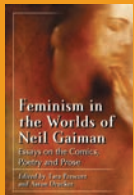
William Eadington, *MA, Economics, 1970; PhD, Economics, 1973*

Frank Pastore, *MA, Politics and Policy, 2005*

Richard Straw, *PhD, Botany, 1955*

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students, teachers, and parents, it shows how both China and America need to extract themselves from outmoded practices. Pine explores how parents, educators, and policymakers can implement practical solutions by drawing the best from both systems and genuinely equipping our children to meet the challenges we face in the twenty-first century.



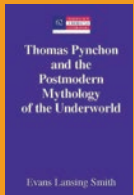
### **Feminism in the Worlds of Neil Gaiman: Essays on the Comics, Poetry and Prose**

McFarland Press, 2012

Tara Prescott *PhD, English, 2010*

Aaron Drucker *PhD Candidate, English*

This collection of new essays looks carefully at the broad spectrum of Neil Gaiman's work and how he interacts with feminism. Sixteen diverse essays from Gaiman scholars examine highlights from Gaiman's graphic novels, short stories, full-length novels, poems, and screenplays, and confront the difficult issues he raises. These issues include femininity, the male gaze, issues of age discrimination, rape, and feminine agency. Altogether the essays probe the difficult and complex representation of women and issues of femininity in the worlds of Neil Gaiman.

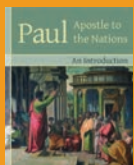


### **Thomas Pynchon and the Postmodern Mythology of the Underworld**

Peter Lang Publishing, 2012

Evans Lansing Smith *MA, English, 1980; PhD, 1986*

Smith's text is devoted to the work of one of the most highly acclaimed writers of the post-World War II period of American literature, Thomas Pynchon. Through close readings and broad amplification, this book illustrates that the descent to the underworld is the single most important myth in Pynchon's work, conferring shape and significance upon each of his novels. This book also offers a unique perspective on postmodernism, which is characterized by ludic syncretism—the playful synthesis of myths from a variety of cultures. A major contribution to the study of myth and literature as a whole, Pynchon employs an interdisciplinary methodology that will be of critical interest to scholars of comparative literature, mythology, and religion; to theorists and critics of modernism and postmodernism; to depth psychologists in the traditions of Jung, Freud, and James Hillman, as well as to the broad base of Pynchon enthusiasts and exponents of popular culture.



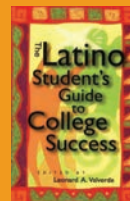
### **Paul, Apostle to the Nations: An Introduction**

Fortress Press, 2012

Walter Taylor, Jr. *PhD, Religion, 1981*

Taylor, the Ernest W. and Edith S. Ogram Professor of New Testament Studies, is a member of the Context Group applying social-

science models to the study of the New Testament. He uses these methods to explore the apostle Paul. Who was Paul? What did he do and what did he write? Taylor sets out to bring together a wealth of contemporary perspectives in a clear and accessible synthesis, bringing to bear on his subject the best of recent social-scientific and cultural-anthropological thinking on Paul. An appendix presents a clear summary of issues related to Paul's thought on gender and sexuality.



### **The Latino Student's Guide to College Success: Second Edition**

Greenwood Press, 2012

Leonard Valverde *PhD, Education, 1974*

Although the Latino community is the fastest-growing minority group in America, Latinos unfortunately encounter cultural and societal obstacles that can hinder academic achievement. Valverde's updated and revised inspirational guide gives Latinos practical skills for advancing in a college environment. In this blueprint for collegiate success, Valverde uses the first eight chapters for subjects such as selecting a college; navigating the application process; forming effective study habits; accessing student support services; and planning for advanced degrees. The second part is eight inspirational stories from Latino graduates sharing their college experiences. In the third and final section, *The Latino Student's Guide* features a listing of colleges with a record of graduating the most Latinos, as well as a list of the top 10 colleges with the most undergraduate Latino students. The second edition also includes six new chapters, introducing the impact of technological advancements and changes in cultural trends.



### **The Other Road to Serfdom and the Path to Sustainable Democracy**

University Press of New England, 2012

Eric Zencey *PhD, Government, 1986*

Our planet is finite; however our political and economic systems were designed for an infinite planet. These difficult truths anchor the perceptive analysis offered in *The Other Road to Serfdom*. Zencey identifies the key elements of "infinite planet" thinking that underlie our economics and politics—and shows that they must change. The title invokes F.A. Hayek, whose argument that any attempt to set overall limits to free markets is "the road to serfdom," only works if the planet is infinite. Zencey presents that the alternative is ecological economics, an emergent field that accepts limits to what humans can accomplish economically on a finite planet. As he explains this new school of thought, a coherent vision emerges that is a progressive and hopeful alternative to neoconservative economic and political theory—a foundation for an economy that meets the needs of the 99 percent and just might help save civilization from ecological and political collapse.

# Two ways of thinking, one quest for truth

## They Fill My Eyes

*a tribute to the children of Newtown*



CGU student Leslie Love Stone was raised by a mathematician mother and civil-engineer father. She minored in economics and holds an MBA. And as a former bank executive who focused on market research, it may seem odd to see Stone now pursuing a Master of Fine Arts. But rather than abandoning her former mode of thinking in pursuit of a new one, Stone applies mathematical and statistical models to her art.

"Every time we create a statistic, we are making a generalization about something that ignores specifics. The cost of this is that the information, by the process of collation, is sterilized, and the human element is lost. By painting these models, my goal is to reanimate that data but in a different form, to reinfuse it with a human principle," said Stone.

Stone's art represents the intersection of the analytical and the metaphysical. Typically combining three elements—a color, a body of statistics, and a random signifier—and using both formalist and conceptual—or interpretive—techniques, she aims to create meaning where connections aren't ordinarily made.



On December 4, 2012 a mass shooting took place at Sandy Hook Elementary School in Newtown, Connecticut. As information slowly trickled out on the news wires, Stone sensed an unsettling emphasis on the shooter. And that following Monday, when Stone finally got information about the victims, she found it in the form of a spreadsheet that listed only the children's names, ages, and genders.

This led her to question how society processes tragic news: By containing and rationalizing information, is it easier to process grief? By creating a summary of something, is it somehow more manageable? And what happens to the individuals behind the statistics? Where does the "human element" go?

"We are always mining the universe for data in an attempt to locate the truth, and where we lack data, we fill in the gaps with interpretation. Even though all I had were names, genders, and birthdays, the children started to come alive for me, and I started to imagine them as individuals," said Stone. "Take Jack Pinto—what a cool name! He must have liked that, and I imagined him to be good at sports. And then there is Chase Kowolsky, who was born on Halloween. And I wondered whether at his age he still thought that was cool, or was bummed out about having to share his birthday with a holiday."

Stone's installation, *They Fill My Eyes*, which was on display last January at the Mosaic Gallery in Pomona, consists of 20 paintings using colors derived from the *Myosotis arvensis* (Forget-Me-Not) and a geometric numbering system. Each piece is painted with Flashe on a 10" x 10" wood panel. The color on each indicates whether the child is a boy or girl (blue or pink). The number of colored segments reflects the child's age. The overall

number of segments is placed in eight triangular sections from left to right, top to bottom, and show the child's birth date. The series title is a line taken from the old Marmalade song, "Reflections of My Life."

What began as a personal way for Stone to process the event has transformed into a poignant commentary on how we process grief, and how we can infuse raw data with a sense of humanity. And in the same way that the children came alive as individuals for Stone through her painting, she hopes that viewers of the art can experience the same. Patrons were provided with an informational pamphlet showing them how to read the panel.

"I didn't have any expectations about how people would respond, but I noticed people spending a lot of time with each panel, counting the numbers, deconstructing, and trying to make meaning the way I had," said Stone. "This story was written in a language I understand and I felt compelled to translate it."



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