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Fall 2005

the Flame

The Magazine of Claremont Graduate University



A Global Vision:

President Robert Klitgaard
brings a world of
experience to CGU

I believe that the future success of our world community
lies in a tireless effort to **protect and empower women
and children of all societies.**

Elizabeth Delgado, Ph.D. student in Political Science

Elizabeth Delgado's skill at soccer led to an All-American career and a full scholarship to Georgetown University. After graduation, Delgado worked with children in Americorp's City Year program where she helped create a camp for ESL students, led community service projects for Young Heroes, and facilitated dialogues on racial issues and discrimination for high school students.

While serving an internship at U.C. Irvine's Center for Unconventional Security Affairs, Delgado enrolled at CGU and earned a master's in International Relations. During her doctoral studies, she was awarded a CGU fellowship to study the politics of village fisherwomen in India, interviewing community activists about their struggles for social justice. "I tried to grasp their social position, struggles and ambitions as well as the differences between rural and urban poverty in India. As the lowest social class, these women faced enormous economic and political discrimination. I learned about the hopes and growth of their grass roots movement, an experience I will never forget," she recalls.

While in India she interviewed and assessed the involvement and impact of women's entry into politics on India's political policies.

"Liz demonstrated a willingness to take on extraordinary challenges. Studying the politics of coastal village fisherwomen for CGU's partnership with the University of Kerala was extremely difficult, given the many social divisions in the community," reports Professor of political science, Dean McHenry. "She did an extraordinary job."

Her vision for the future is to help create a more just society through increasing women's political empowerment.

Help Develop a
DREAM

*the*Flame

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Claremont Graduate University

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Claremont Graduate University, founded in 1925, focuses exclusively on graduate-level study. It is a member of The Claremont Colleges, a consortium of seven independent institutions.

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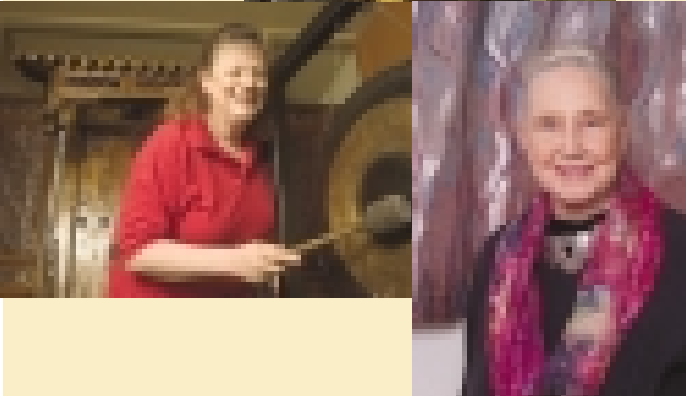
Robert Klitgaard saw many challenges and triumphs in his decades of work to improve the lives of millions around the world. Now, as he becomes Claremont Graduate University's 13th president, he reflects on the lessons learned that guide him in his new journey.

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Overcoming the Qualitative-Quantitative Divide

Within many pastimes there are competing enthusiasms, cultural differences, even barriers of antipathy. Motorcycling is a good example. In a rude cartoon two bikers regard each other at a stoplight. One is a bulky, bearded renegade on a huge Harley. The other is a sleek youngster in leathers on a bright Japanese superbike. The cartoon shows each biker's thoughts. "Idiot," the Harley rider is thinking. "Idiot," thinks the racer. They share at least these opinions in common, and the fact that, as one motorcycle advertisement puts it, "No one has to ride a motorcycle."

Most of those whose pastime is research have something in common too. They are academics, and no one has to be an academic. But academics exhibit subcultures as strongly differentiated as the motorcyclists' choppers and cafe racers—and sometimes as hostile.

Among researchers, one line of cultural differentiation concerns qualitative versus quantitative research. Part of our transdisciplinary agenda at CGU is to bridge the qualitative-quantitative divide. You'll find the divide across and within many disciplines, including sociology, psychology, management, political science, and areas of history and philosophy.

Qualitative research methods include participant observation, case studies, action research, open-ended interviews, experiential research, clinical studies, textual analysis, ethnographic fieldwork, and more. Qualitative researchers, let's call them "quals," come in many varieties but share a disdain for exclusively quantitative research—for example, when the unreliable results of large-scale surveys such as the census are statistically dredged for "significant" associations among reified "variables." Quals may have an almost aesthetic reaction to quantitative research. It is lifeless, they may say. It misses textures and flavors and individuals.

Quantitative researchers, or quants, say

this reaction is because the quals simply don't understand quantitative methods. As a result, quals are incapable of thinking rigorously about the multivariate relationships that characterize our world. Quants may bristle when quals distinguish nuanced, qualitative participant-observation from clunky, quantitative surveys. Listen, for example, to the annoyed economist T.N. Srinivasan:

If the description of nuances can vary with the observer in a conceptual sense, then there is no scientific point in attempting to describe them anyway. The quantitative versus qualitative argument is again a phony one. If by qualitative one simply means an ordinal measure of ranking of a characteristic rather than a cardinal one, it is still quantitative.

Equally annoyed, the anthropologist Arjun Appadurai responded to Srinivasan by questioning "whether problems of social life (and standard of living) can be reduced largely to their quantitative dimensions (and still remain significant)." Moreover, he questioned "whether the problems of how rural people talk and think can be divorced from the fact that serious differences of worldview and terminology separate them from the social scientists who study them."

I feel sympathy for both Srinivasan and Appadurai, and by extension for both quants and quals. But instead of disdaining each other, won't we address important problems better if we can bridge the qualitative-quantitative divide?

There are many instances of qualitative research stimulating quantitative investigation. A clinical report triggers a survey in medicine. In the human sciences examples might be cited from anthropology (Benedict's categories), psychology (Piaget's stages of development), and economics (Doeringer and Piore's dual labor markets, not to mention

Marx's history of England).

Once quantitative work is underway, qualitative techniques can help improve it. For example, qualitative techniques are being used to calibrate the accuracy and bias of the U.S. census. Anthropologists help survey researchers "translate" questions into forms that are more understandable to members of different cultural groups.

Quals, conversely, can use quantitative research as a springboard for their own work. Quantitative methods can help identify typical or atypical places to carry out case studies, focus groups, and historical research. Quals may also discover that valuable qualitative insights can emerge from statistical techniques and mathematical models.

When I listen to the hostility between quals and quants, I'm reminded of the bikers at the stoplight. My hunch is that we should cut the methodological muttering and get our academic Harleys and Kawasakis in motion, enjoying together what our machinery is for—the journeys, the discoveries, the results.

Friedrich Nietzsche once made a similar point. To paraphrase: Whether we are after laws through quantitative research or precious stones through qualitative methods, the real point is not getting to the other side of the earth but the discoveries we make en route. And then to quote: "For this reason, Lessing, the most honest of theoretical men, dared to say that he took greater delight in the quest for truth than in the truth itself. He thus revealed the fundamental secret of science," and perhaps also of successful transdisciplinary research.

A stylized, handwritten signature in dark ink, appearing to read "Robert Klitgaard". The signature is written in a cursive, somewhat abstract style with a long horizontal stroke at the end.

Robert Klitgaard
President

Professor Gets Worldwide Attention on Trust Hormone Findings

Associate Professor of Economics Paul J. Zak received worldwide attention for a paper he coauthored in the June 2 issue of the international science journal *Nature*.

The paper explores the hormone oxytocin and how giving the chemical to people through a nasal spray can make them more trusting of strangers. As an economist, Zak is primarily interested in how oxytocin, a hormone linked to human sexuality and lactation, affects the interpersonal trust essential to economic transactions. He is a pioneer in the burgeoning study of neuroeconomics, a field that aims to understand the neural basis of economic behavior.

Zak, who directs the Center for Neuroeconomics Studies at CGU, says the ramifications of the study's findings are enormous. "This hormone is key to the biological underpinnings of human societies. Interaction with strangers is essential to civilizations and modern economies," he says. "Oxytocin reduces the anxiety associated with interacting with strangers. With this understanding we can better treat social phobias, modify behavior in criminals, and design workplaces that raise interpersonal trust."

The world media quickly seized upon the weighty implications presented by the data, both good and bad. Articles on the paper's findings appeared in more than 500 media outlets around the world, from the *Los Angeles Times*, *The New York Times*, and *The Washington Post* to *The Times of London*, *Pravda* in Russia and *Xinhua News Service* in China.

Zak was featured prominently in much of the coverage, including interviews on ABC's *Good Morning America* and *World News Tonight With Peter Jennings*, *Fox News*, *National Public Radio*, and many others.

Provost Search Underway

Vice Provost Teresa Shaw has been appointed interim provost. A search committee chaired by School of Behavioral and Organizational Sciences dean Stewart Donaldson is reviewing applications in a search for a new provost.



Headlines from Around the World

More than 500 newspapers, broadcast media, and web sites worldwide carried the story on the findings presented in CGU professor Paul J. Zak's paper in *Nature*. The following selected headlines appeared June 1-3.

"Sniff this—and trust me" *Agence France Presse*

"I Swear To Tell the Truth, the Whole Truth, and Nothing but the Truth, So Help Me Hormone Oxytocin" *EITB24, Basque News and Information Channel, Spain*

"Cultivating Trust—1 Nostril at a Time" *Chicago Tribune*

"Researchers Find Trust Is in the Air," *The Day, Connecticut*

"A Person's Level of Trust Can Be Changed with Chemical Spray" *Economist, UK*

"A Potion To Be Taken On Trust," *The Guardian, UK*

"Experiments demonstrate 'trust in a bottle' hormone" *Manila Times, Philippines*

"Whom to Trust? The Nose Knows" *Minneapolis Star-Tribune*

"Hormone Dose May Increase People's Trust in Strangers" *New York Times*

"Trust Elixir a Potent Whiff" *Pittsburgh Tribune Review*

"Hormone Stimulates Trusting Behavior in Humans!" *Pravda, Russia*

"Trust via Chemistry? Study Says It's Possible" *USA Today*

"Hormone Spray Is Found to Bolster Trust in Others" *Washington Post*

"Trust Is Now a Spray Away" *WebIndia123.com, India*

"Potion raises 'trust hormone' levels?" *Xinhua, China*



Former Secretary of the Air Force Graduates from SPE

At 88 years of age, Verne Orr may be the oldest person ever to graduate with an advanced degree from CGU when he received his Ph.D. in politics and policy on May 14.

"At this stage of my life, I didn't want to just rust. I don't play golf, and I didn't want to sit around reading Agatha Christie all day long," says Orr.

His studies at CGU gave him a chance to reflect upon a lifetime of government service, using his experience as a launching board to delve deeper into foreign policy studies. "My basic philosophy is if you stop learning you stop living," he says.

After serving in the U.S. Naval Reserve during World War II, Orr returned home to become a partner in a car dealership and later president of Investor's Savings and Loan in Pasadena. In 1969, then-Governor Ronald Reagan invited Orr to serve as director of the California Department of Motor Vehicles. After many other high-level state positions under Governor Reagan, Orr became deputy director of Reagan's presidential campaign and subsequent presidential transition team. In 1981, Reagan appointed Orr to be Secretary of the Air Force.

Orr's doctoral dissertation recounted a key chapter in his life when as Air Force secretary, he spearheaded the development of the B1-B bomber from drawing board to delivery. "I learned a lot about Congressional meddling," says Orr. "Politics and procurement are inseparably intertwined."

Orr worked on his Ph.D. over several years, fitting the coursework and research into a busy life of active involvement



in his community, higher education, and charitable organizations around his hometown of Pasadena. "I've learned something in every job I've ever had," he says, "and I didn't feel like stopping now."

Orr says working with Professors Lewis Snider and Jacek Kugler in the School of Politics and Economics at CGU, whetted his interest in foreign policy and enlarged his thinking. Now he wants to write articles and opinion pieces on foreign policy for national publications. He may also write a book based on his experiences working in government.

"When I've stopped learning, I've stopped doing anything," he says.

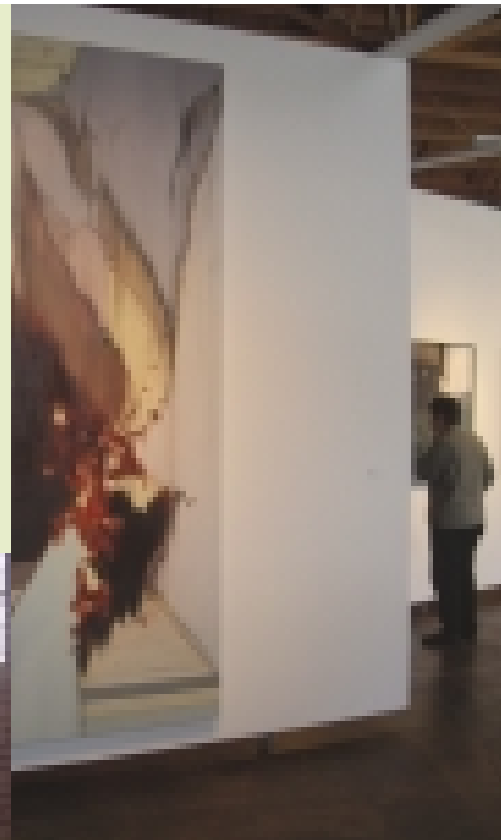
Roundtables Bring CIOs to CGU

It is not unusual to find a group of chief information officers sitting around in a conference room talking about IT disasters, challenges, and best practices. Phrases like "hot servers," "warm servers," "backup servers," and "redundancy," would be heard amid stories of techies sabotaging the IT backbone of a company after being fired, or server equipment overheating after the AC units give out.

Until recently, there was no such opportunity in Southern California's booming Inland Empire for senior IT executives to meet with their peers and discuss the issues that affect them the most. Now that has changed and the

CGU Art Students Go Supersonic

Recent CGU Master of Fine Arts (M.F.A.) graduates displayed their works at the second annual "Supersonic" art show, held at the L.A. Design Center in July. More than 130 recent M.F.A. graduates from Southern California's most distinguished art programs participated in the show, including those from UCLA, USC, UC Irvine, UC San Diego, UC Santa Barbara, California Institute for the Arts, and Art Center College of Design.



Works By CGU Alumni

Left: "Live" by Wendy Uzarski, M.F.A., 2005. Above: Spencer Douglas's, M.F.A., 2005, "Cue Tower Two."

School of Information Science has changed it. Since last year, the School has been hosting free bimonthly CIO Roundtables on the Claremont campus for just this purpose.

"This is a great opportunity to network with the IT community and address relevant topics," says roundtable regular John Pringle, senior vice president for the western region of RCM Technologies in Anaheim. "It gives me great perspective on what other companies are doing."

Each two-hour discussion focuses on a particular topic chosen in advance by the participants. Noted experts on the issue are invited to give a brief presentation leading off the discussion.

Participant Gregg Parker, managing partner of software consulting firm Ultigon, says there is a huge amount of take-home value for the attendees. "The roundtables are very practical, very pragmatic. We all face many of the same problems, and this is an opportunity to share how each of us has solved them. It's like a support group."

The roundtable events have drawn scores of CIOs from both the Inland Empire and coastal areas, representing a wide range of companies in such sectors as healthcare, biotechnology, high technology, nonprofit, government, and finance.

"This is a great gathering of top level folks in IT," says Mike Sylvester, director of facilities management for County of Riverside Department of Public Social Services. "I'm also able to network with others in the public sector and see what's happening at the universities. I'm hoping this group can develop some ideas on information superhighways in the Inland Empire."

Past roundtable topics have included CIO roles, outsourcing, change management, technology trends, and network security.

For more information on the CIO Roundtables, contact the CGU Office of Advancement at 909-607-3674.



Distinguished Leaders, Alumni Converge on Nation's Capital

More than 80 CGU alumni and guests gathered at the historic Hay-Adams Hotel in Washington, D.C. for the inaugural CGU alumni and friends conference, held on June 21-22.

The event, focusing on "Economics and Politics in an Age of Terrorism," featured a number of noted alumni, including Congressman David Dreier *M.A., Government, 1977*; Congresswoman Diane E. Watson (top) *Ph.D., Education, 1987*; Deputy Assistant Secretary for Academic Programs, U.S. Department of State, Thomas A. Farrell (right with Gloria Willingham, *Ph.D., Education, 1996*) *M.A., Asian Studies, 1973*; Under Secretary of Defense for Intelligence

Stephen A. Cambone *M.A., Political Science, 1977, Ph.D., Political Science, 1982*.

Other notable participants included Gaddi H. Vasquez, director of the U.S. Peace Corps; Admiral Bobby R. Inman, School of Politics and Economics board of visitors member, and former director of the National Security Agency and deputy director of Central Intelligence; John W. Bachmann, CGU trustee and senior partner with Edward Jones, chair of the executive committee of the U.S. Chamber of Commerce; and Dr. Victor Cha of the National Security Council.

President Robert Klitgaard and Dean of the School of Politics and Economics Yi Feng, also participated in the conference.

See more photos at <http://alumnicommunity.cgu.edu/DC2005>

CGU Enjoys Second Highest Fundraising Year Ever

Foundations, corporations, alumni, and friends contributed \$13,800,000 to CGU in the year ending June 30, making it the second most successful fundraising year ever.

More than \$9.7 million was given in the form of endowment for faculty positions, student fellowships, and the university in general. Slightly more than \$600,000 was given for capital projects, with \$300,000 of that amount designated for enhancing information technology at CGU. The latter gift, combined with a foundation gift of \$150,000 for computing upgrades last year, formed the basis for more than \$450,000 in information technology upgrades to CGU completed during this past academic year.

More than 1,270 individuals and organizations contributed to CGU during the 2004-2005 fiscal year. The number of donors increased by 17 percent from 2003-04. Alumni donations increased by 38 percent from the previous year.

The university is deeply grateful to all those who have contributed to this outstanding accomplishment. Look for the annual Honor Roll of Donors online in the coming months.

National Conference On Race and Higher Education Held At CGU

"The Impact of Brown v. Board of Education and the 1964 Civil Rights Act on Race and Higher Education: Forging a New Agenda for the 21st Century," was the title of a national research and policy conference held at CGU in February.

The conference brought together scholars, attorneys, policy makers, and education leaders to consider the impact and legacy of the two landmark laws on historically black colleges and on predominantly white institutions of higher education.

Featured speakers included Mary Frances Berry, former chair of the U.S. Commission on Civil Rights; Alvin Chambliss, lead attorney for the landmark higher education segregation case *Ayres v. Fordice*; Angela Oh, civil rights attorney and former member of President Clinton's Initiative on Race; and Theodore Shaw, president and director-counsel of the NAACP Legal Defense Fund.

In marking the anniversary of *Brown v. Board of Education*, participants noted that integration in the schools did not

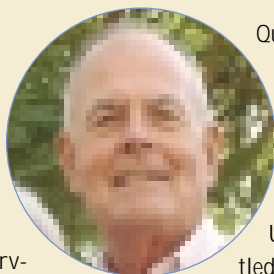
actually result in educational equity, and that now the important issue is how to deal with race-based challenges and to promote diversity in higher education. Overall consensus among attendees was that the focus was moving away from restitution and remedies for past inequities and moving toward recognizing the benefits that society can derive from diversity.

Conference sessions looked at the status of historically black colleges, many of which are in jeopardy due to the loss of black students, faculty, and administrators to white institutions. Another challenge facing these schools is that public education in urban areas is seriously underfunded. As a result of this shortfall, there are few college preparatory classes and no honors or advanced placement courses, creating a ripple effect into higher education.

Conference participants set an agenda for future research and policy making that reconsiders definitions of race and looks at other kinds of barriers to equity in higher education. Conferees generally felt that less emphasis should be placed on integration, and more on educational equity and diversity.

Trustee Don DesCombes Passes Away

CGU trustee Donald Ray DesCombes, Jr., passed away on May 23, 2005. He was 73. DesCombes joined the Board of Trustees in 1986, serving as chair and as a member of several board committees. He was a major force on the board in leading building and campus beautification efforts. He and his wife Betty provided generous support for the DesCombes Family Gate that now serves as the official entrance to the campus at Ninth Street and College Avenue. The DesCombes



Quadrangle on Tenth Street was so named to honor his many years of distinguished service as a trustee.

In 1963, after earning his B.A. in history from Dartmouth College and then serving in the U.S. Air Force, Don and Betty settled in Claremont, where he eventually became a partner and president of Averbeck Insurance Brokers in Pomona. In addition to his work with CGU, DesCombes was active with numerous community organizations, including the Friends of the Ontario Airport and the Old Baldy Council of the Boy Scouts of America. He also served on the boards of the Pomona Valley

Hospital Medical Center, the 1984 Los Angeles Olympics Organizing Committee, and the Los Angeles County Fair Association.

"Don has been one of the true and great friends of Claremont Graduate University for many, many years," said CGU Interim President William L. Everhart in a statement released shortly after DesCombes's passing. "I will sorely miss Don's wise counsel, great humor, and unflinching honesty."

President Emeritus John D. Maguire described DesCombes as "a secular deacon, an elder, a never-failing steward of this place. He was brimful of affectionate concern for this institution and so many others in Claremont."

Phil Dreyer New School of Educational Studies Dean

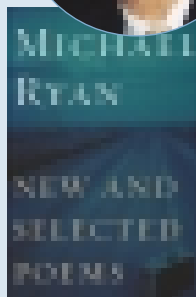
Philip H. Dreyer was named dean of the School of Educational Studies, succeeding Dean Daryl Smith.

Approaching his fourth decade of scholarship and service at CGU, Dreyer has been a member of the CGU Education faculty since 1976. He served in the provost's office for the past seven years, first as associate provost, and then as provost and vice president for academic affairs from 2002 to 2005.

As a significant part of CGU's administrative leadership team, Dreyer always emphasized quality improvement in the lives of faculty and students. Whether taking the lead or providing support for CGU's plans, Dreyer pointed out the many positive changes during the past few years: a successful WASC re-accreditation, increased faculty equity and diversity, strengthened faculty research potential, creation of programs in transdisciplinary studies, establishment of two retirement incentive plans, initiation of the Schools of Mathematical Science and Religion, establishment of the Offices of Research and Sponsored Projects and Institutional Research, and improvement of information technology resources for students and faculty.

Additionally, the administrative leadership he provided helped to balance the budget each year and increased the endowment by 50 percent. He is most proud of the strengthening of shared governance and trust between faculty and the administration.

As he moves into the dean's office in educational studies and back into the classroom, Dreyer had these thoughts, "I have always told my students that 'I would rather teach than breathe,' so returning to teach and provide leadership in the school is for me not only a breath of fresh air, but also an opportunity to renew close relationships with my best friends and colleagues."



CGU Alumnus Wins Tufts Award

CGU alumnus Michael Ryan *M.A., English, 1970*, (top), winner of the 2005 Kingsley Tufts Poetry Award, and Patrick Phillips, winner of the Kate Tufts Discovery Award, read from their award-winning books of poetry at the Thirteenth Annual Kingsley Tufts Poetry Awards ceremony held at the Doheny Mansion in Los Angeles on April 22.

The following poem is from the award-winning book by Ryan.



SPEAKING

I'm speaking again
as the travelled in a dark room.
I want to say thank you
but loud to no one.
I want to walk my cracked lips in
on the sound, as the sound
dissolves slowly like a man living

I'm painfully grateful there's breath
to make noise with, and many words
have meaning. I feel lucky
when hello doesn't hurt.
On a bus, I could love anyone.

It's not terrible to be alone.
Last night I talked to a person
so haltingly I might have been looking
for a word that wouldn't change.
That made her miscommiserate everything.

Did she feel what I thought she was feeling?
Did she feel me concealing
the pleasure that keeps me going,
as I circled that pleasure
like a dog around its master?
This pleasure, for me, is speaking
as if words enclosed the secret
in repuff that lasts after death.

AN *interview* WITH

President Robert Klitgaard

On July 1, Robert Klitgaard succeeded President Steadman Upham and Interim President William L. Everhart as CGU's 13th president. He came to Claremont from the Pardee RAND Graduate School in Santa Monica, where since 1997 he was the dean and Ford Distinguished Professor of International Development and Security.

Klitgaard has enjoyed an illustrious academic career. The author of eight books and scores of articles, he has been a professor of economics at Yale's School of Management and an associate professor at Harvard's Kennedy School of Government, where he also served half time as special assistant to Harvard president Derek Bok. He has also been on the faculties of the University of Karachi (Pakistan), the University of Natal (South Africa), the World Economic Forum (Switzerland), and the World Bank Institute. Growing up in California, Klitgaard studied at Harvard University, earning a bachelor's degree in philosophy and master's and Ph.D. degrees in public policy.

What makes Bob Klitgaard's career unique is that beyond academia he has worked on development programs in more than 30 countries in Africa, Asia, and Latin America. One of his specialties is government reform. *The Christian Science Monitor* called him "the world's leading expert on corruption." His book, *Tropical Gangsters*, was named one of *The New York Times* "books of the century."

When *The Flame's* news editor, Bryan Schneider, recently had a chat with President Klitgaard, it was this unusual international focus that prompted the first questions.

The Flame: You have worked in dozens of countries all over the world. What compelled you, early on, to live such a global life?

Klitgaard: After my first year of graduate school, I was lucky enough to be a summer intern in Peru's National Planning Institute. The government was trying to create a rational plan to help the poor, but the country was virtually bereft of useful analysis. What a contrast to America, where you could find hundreds of studies on education or labor markets or whatever the issue. In Peru, there were almost none. So, I began to think the value of new research in poor countries like Peru is much greater than it is in developed countries like the United States.

The other part is personal, having a chance to work with individuals from diverse backgrounds and cultures in one-on-one situations.

The Flame: It is interesting that your first job out of Harvard graduate school, when most might have chosen a nice tenure-track job in America, was a faculty position at the University of Karachi (Pakistan).

Klitgaard: When I returned to America from Peru to work on my dissertation, I was getting comfortable settling into the U.S. However, in the back of my mind, there was this lesson I learned in Peru—that good ideas go further there than they do here. So I thought, before I settle down and get too comfortable, maybe I should try to go someplace where it's really poor, like Bangladesh or Africa.

I started checking around, and found there was a job opening in India. I went down to look at this job, but it was too bureaucratic for me. While I was there, they told me about an opening in Karachi. I ended up getting the job and spending two years in a new organization called the Applied Economics Research Center in Karachi. It was fabulous. We worked on local and regional problems of poverty, really nuts and bolts things like: What was wrong with the shrimp industry? How could you get property taxes to work better? How could you improve fertilizer distribution in rural areas? We did a study on the economics of hawkers and peddlers, which involved all-night field trips to the city wholesale market with my students. It was a great experience to see how analysis could be useful to help poor people. Since I thought of myself as a person with an interest in all of humanity, it was natural for me to dedicate my research to people in third world countries.

The Flame: What got you interested in corruption and international development?

Klitgaard: When I was in Pakistan, many people talked to me about problems like corruption and lack of meritocracy. At that time, there was little in the academic literature on corruption that was anything but exculpatory. Academics would say, "Well, corruption is just a free market where you don't allow a free market price." It's a form of log rolling when there isn't a democratic legislature. So, corruption is the grease of the wheels of



PERSONAL PROFILE :

MOST LIFE-CHANGING PLACE TO VISIT:

" Bali. A place where over half of people's money and time are devoted to religious observance. Just being there helps to remystify life."

FAVORITE FOOD:

" So many things, but how about chili?"

FAVORITE INSTRUMENT:

" Electric guitar, but in my case please remember with sympathy Oscar Wilde's dictum, 'If a thing's worth doing, it's worth doing badly.' "

SPORTS/HOBBIES:

Surfing (" at least, in the past"), beach volleyball and motorcycling.

PROUDEST ACCOMPLISHMENT:

" Happily married husband and devoted father." Bob's wife Elaine is a mathematician and mother of Genevève (18), Tamryn (17), Kai (11), and Kristen (7).

commerce and the glue of politics. People in Pakistan were telling me something different, “Corruption is appalling; it is holding us back.”

The students I had at the University of Karachi were as good as the students I would later have at Harvard. Yet, they felt they couldn’t get ahead through their own efforts. They felt that meritocracy just wasn’t there. They felt that the corruption affected their careers and was distorting the path of the economy away from productivity. When I returned to America to be an associate professor at Harvard, I started reading the literature on corruption, and I realized that it was very incomplete. That is what started my work in this area.

The Flame: What country has had the biggest impact on you?

Klitgaard: Each experience has had an impact. Last year I was in Southern Sudan, the most impoverished place I’ve seen. Southern Sudan is as big as Kenya, Uganda, Rwanda, and Burundi combined, but in two weeks of travel, I saw no paved roads and no electricity. This is a place where, after 21 years of war, three percent of the women can read; where only 20 percent of the children go to primary school; where diseases of every kind, the usual suspects in Africa plus many others, are rife. The public health disaster of the world right now is in Southern Sudan. With all of that, still I found the most remarkable idealism among the leadership and potential leadership. After so much war and so much poverty, it’s as if all they’re left with is their idealism.

The Flame: Are there specific instances, some specific eye-opening experiences that you can recount that changed the way you do things?

Klitgaard: The summer that I was an intern in Peru, my job was to help evaluate about 200 foreign aid projects. They wanted to figure out which projects worked and which ones did not, under which donors and in what sectors.

“Bob is the most intellectually attuned individual I’ve known in my entire life. He is a great leader who is able to lead without taking credit. Wherever you go, he is the brightest person in the room, but he’ll never let you know that. He is good at developing self-confidence in the people around him. He challenges your mind. His desire to better the world distinguishes him from everyone else. He is a man whose intellect combines rationality with emotion—a rare gift.”

Pedro Jose Greer Jr., M.D.

*Assistant Dean for Homeless Education
University of Miami Medical School
Trustee, RAND Corporation*



So, I thought fine, I can do that—I’d been studying economics and statistics, hadn’t I? We had three months, \$17,000, and two other young researchers to do this. No problem.

I got the files for each project and asked, “Where is the benefit-cost ratio?” It wasn’t there, anywhere. I backed up and asked people about the country’s social welfare function. Their answer: “What’s that?” So, after a couple of weeks of frustration, I wrote a bitter letter to one of my professors at Harvard, Frederick Mosteller. I said in effect, “You’ve been teaching me all of these economics and statistics, but I don’t see any use for it at all down here. There

are no benefit-cost studies, there’s no social welfare function, and they don’t have a definition of ‘success.’ I can’t do a regression analysis.” He wrote me back saying, “How I feel for you in your misery. People can never agree in general terms on what is success and what is failure. They cannot do it. However, people can agree on examples of outrageous success and outrageous failure. Go interview the ministers and the supporters, find a few examples of each, study them, share them, and watch what happens.”

So we went off and studied successful fishery projects, and unsuccessful road projects, and so forth. At the end of the summer, we had a meeting of the government ministers and the supporters and presented these little vignettes of studies, stories of success and failure, and then led a discussion where the ministers and supporters started talking about why that kind of project worked and this one didn’t. They had a two-hour discussion. They couldn’t stop talking to each other, stimulated by these examples. They got more out of this in process, partnership, and trust, than any regression study could have ever done. That was an epiphany for me. We don’t need size-up-and-solve social science, telling people in places we don’t really understand what to do. Rather, we need to create ways to enable them to think more creatively by bringing in examples from other places to stimulate their discussions, sharing analytical frameworks to help guide their thinking, and then engaging them in a dialogue—that can lead to wonderful things. Professor Mosteller was right.

The Flame: What are some of the larger truths you have learned in your travels and experiences?

Klitgaard: That’s a difficult question. I am amazed by human perseverance. I think the thing learned most from the disadvantaged is their amazing ability to persevere. Things that would leave me flattened out and fractured, despairing, you see them come back again and

again. I realize what fiber people have compared to the soft life that I have. It's always an inspiration for me to travel to these places. I come back and try to be better, try to do better, to complain less, to be more grateful.

I am also impressed by the ability of people to change their lives. It is interesting that as economists and policy people, and social psychologists, we think of these big processes moving along in predictable ways with GDP growing and education rising, land use degrading, whatever the positive and negative trends are. And yet, in the midst of that is the power of renovation. We see people making big changes in their lives. It might be because of love. It might be because of religion. But, something happens to some people that spurs them to make a fundamental change, and I think we ignore that.

The Flame: Are there impacts you have seen in your consultations around the world with governments and development agencies that have made a difference in people's lives on the ground?

Klitgaard: Sometimes I've been lucky enough to be part of that mysterious process of individual renovation and inspiration. I was an advisor to Mozambique in 1996 and '97. I believe many people today would think that Mozambique is a remarkable success story. I hitched into a situation where they were eager for ideas. We had a session headed by the prime minister with the 37 top government officials doing just what I described earlier in Peru. They gave half of a day. I brought in cases to examine. They divided up into

two groups and went off and analyzed. They came back and shared their answers and debated them, and then after a tea break, we started talking about Mozambique. They came up with sensational ideas, which they went ahead and put into action. They cleaned up the customs bureau, knocked out a hospital mafia that was extorting money from patients, and eliminated a lot of the corruption in educational testing. Each of these actions reflected small progress, but combined it was a tipping point. People began to see progress, and meanwhile the country was pursuing sensible democratic policies and sensible economic policies. As a result, Mozambique has been growing at seven-eight percent a year. I'm not trying to posit cause and effect there, but it was heartening for me to be involved and see good things happening afterwards.

The Flame: Do you consider yourself transdisciplinary?

Klitgaard: I've been called worse.

There are some uncanny match-ups between my interests and this university's, and that's one of them. Within each discipline, many of the most interesting advances in recent years have been because of trespassing across disciplinary boundaries. I can think of many examples in economics, such as behavioral economics for example, and many in sociobiology; you can go on and on.

At CGU, there is a tremendous concern for making a difference in the world. It's not just about training academics; we want to try to have an impact. And we know that problems in the world are not con-

finied to specific disciplines. They're all transdisciplinary. If we're going to make a difference in addressing problems, we can work together in teams that respect the disciplines and understand what it means to trespass. That's very attractive to me.

The Flame: In the early 1980s, you were special assistant to President Derek Bok at Harvard. What did you learn from that experience that you can use now as a university president?

Klitgaard: Derek Bok is an amazing guy. I learned many things from him. One is that the president's responsibility to raise funds is best done by pulling together and advancing great ideas. He was relentlessly trying to extract from Harvard its best ideas and its highest aspirations to present to people in ways that would not only mobilize their resources, but their energies too.

Another thing I learned from him was the way he interacted with the deans. Each year he would write long letters to the deans going through their strategies and asking specific questions like: What are you doing about such and such? Then, he would follow progress on those issues throughout the year and come back with another round of letters the next year. His intellectual engagement at the leadership level with the deans respected them and what they knew, respected their authority, but also demanded accountability from them, and provided inspiration to them.

He also had an open-door policy, which is something I follow as well. If there's a problem, and people want to talk to you about it you should be ready to see them.

"Robert Klitgaard is a remarkable man because he combines an extraordinary sense of vision and desire to help others. He has helped African nations with his advice, bringing out their strengths and weaknesses in his books. You are very lucky to have him as a president, he will do an extraordinary job."

*James Q. Wilson, Professor Emeritus of Management, UCLA
Former Shattuck Professor of Government, Harvard University*





Elaine Klitgaard

Settling her family into their new home in the CGU president's house, Elaine Klitgaard took a few moments to reflect on the journey that has taken her half a world away from the rural South African town of Harrismith, where she grew up.

The Drakensberg region where the small town of Harrismith is located is an environmental and cultural treasure of South Africa. It is a designated World Heritage Site, known for the beauty of its mountainous parkland, teeming with wildebeests, zebras, antelopes, baboons and rhinos, and encompasses the archeological treasures of more than 35,000 bushman rock art images.

It is that connection to nature and the good and strong feelings of a small community that Elaine Klitgaard recalls with fondness about her early life in South Africa, "Everyone knew one another. We

"It's hard to keep up with Bob. He reads insanely fast and makes copious notes on everything."

became very self-reliant, walking to school and to sports. I was 16 the first time I saw a TV. I still love going out into the game reserves. We stay in huts or simple bungalows and go out looking for game. We walk out on trails and just savor being part of the wildlife and nature."

She created an eclectic and creative life when she left Harrismith in pursuit of a degree in mathematics and computer science from the University of Orange Free State in South Africa. She modeled, and was a finalist in the Miss South Africa pageant. She also worked in a computing firm installing computerized financial systems. After obtaining her B.S. degree, she returned to Harrismith and farm life. Recognizing the

The Flame: What have been some of your highs and lows professionally?

Klitgaard: It was painful to leave RAND. I'd been a part of a process there that's been very successful, mobilizing passion and energy on important problems—that's been a great pleasure.

Writing has had its highs and lows. Some people think that a couple of my books have made a difference to the problems I studied. My work on corruption had an impact in raising consciousness about the problem and it presented an approach that people found practical and useful.

The Flame: How do you think your background has prepared you for the presidency of CGU?

Klitgaard: As I said, this is a place that is interested in making a difference in the world through research and education that transcends disciplines. That looks a lot like what I've been doing. I do not pretend to master every field, but I have a wide range of interests. I hope people will find me an energetic listener who'll

learn what they're doing, and then an enthusiastic proponent of what they value most.

I am concerned about the problems of diversity, and the opportunities for diversity. It's something that has been a passion of mine for many years. I was the co-chair of the diversity committee at RAND, and a couple of my books are about the question of ethnic inequalities and how to think about them. I think there is tremendous potential for this university to make even more contributions here.

Finally, the graduate-only aspect of CGU is something that fits into my background. I have been a professor mostly of graduate students. I was the head of the graduate program in economics at the University of Natal. At Yale I taught graduate students. At Harvard I taught graduate students. At RAND I only taught doctoral students. I am familiar with the tribulations and the opportunities that graduate students face. These are people that are now mature, eager, and intellectually

powerful, their brains well muscled, and they need a different kind of relationship with their faculty and with their president than they did as undergraduates. I am really looking forward to working with the students and helping them. I hope that five years from now, if you ask the students "So, was this guy a student's president?" I hope they say, "Yes, this guy likes us. He interacts with us. He helps us."

The Flame: Do you see other parallels between CGU and RAND?

Klitgaard: Yes, I do. RAND is legendary for thinking outside the box. It is highly regarded academically and yet its purpose is making a difference in the world. Somehow RAND has been blessed with an interdisciplinary spirit that you do not see at Harvard or Yale.

The spirit here at CGU is interdisciplinary. Here, too, there is a focus on the real world. I think Claremont, the whole word Claremont, has a certain mystique to it, just like RAND has a certain mystique. The Claremont name

challenges of her country, including Apartheid, Elaine Klitgaard put her talents to work by creating a school that gave the mostly rural and tribal students in her community the skills they would need to become successful with the unfolding opportunities of urban life in a changing South Africa.

Opportunity and challenge brought Elaine Klitgaard to the University of Natal in South Africa, where she served as a statistical and computer support professional. Responding to a request from a visiting professor of economics, she met someone who would, once again, change her life – Bob Klitgaard. “He had some kind of math co-processor problem and I helped him out of it. That’s how we met.”

In 1993, Elaine Klitgaard found herself balancing her roles as a wife, a mother to Genevève, Tamryn and Kai, a statistics teacher and a consultant for social science researchers. Even juggling all her roles, she enjoyed staying involved in research through her teaching and consulting. “It

“He likes to take one of the children with him on many of his trips—usually the older kids. He’s taken them to China, the Philippines, Venezuela. I think it’s been good for them to see him in action, and see the difference one person can make.”

was great because I felt like I had a ‘short-cut’ to stay connected to interesting research.”

A major move and a family addition further enriched her life in 1997. The Klitgaards moved to Calabasas, California, where Bob became the dean of the Pardee RAND Graduate School in Santa Monica, and also the Ford Distinguished Professor of International Development and Security. That same year, a fourth child joined the Klitgaard family with the birth of Kristen. Although she loves her life in California, she still misses South Africa. “I miss people, mainly. I miss my family and the friends I have there.”

Elaine Klitgaard has devoted herself to her four children and her husband, while staying

active in schools and community. Now, as President Klitgaard begins to plan for the future of CGU, Elaine Klitgaard reflects on the changes in her life and her new role at CGU. She is quick to underscore her excitement about the move to Claremont. She can see those close community bonds she cherished in South Africa, as well as the excellence in scholarship that she and Bob have always exemplified. “I think Claremont has a small town sense of community, and yet it has a broad mind and spirit. I would like CGU to feel like a large family in which individual abilities are encouraged, celebrated and given every opportunity to become the best they can be.”

represents high quality, high engagement and dedication. There is a sort of intimacy to the place.

The Flame: Placing CGU in the context of higher education in America, where do you see CGU’s place in the big picture?

Klitgaard: Some years ago, BMW developed a motorcycle called the R80GS. Today it’s even bigger and called the R1200GS. This bike was a strange bird, an 800 cc dirt bike that could carry suitcases, go on the highway, and also go fast. When BMW announced the bike, they were asked what kind of bike it was—“Is it a touring bike, a dirt bike, cruiser, what?” BMW replied, “It’s a hybrid, something completely unique. You can’t compare it to anything else.” People didn’t know how to think about the R80GS, but you know last year *Motorcyclist* magazine named the R1200GS its Motorcycle of the Year. This weird beast was their most desired bike, even though it doesn’t fit any standard category.

I think CGU can be the R1200GS of higher education. It is a unique place.

“Asked how to characterize Bob, I’d call him adventurous. He not only thinks of things that might be worth doing, he does them. He trusts his judgment, and his judgment proves trustworthy. He goes places intellectually—choosing elites, controlling corruption—and he goes places physically—Equatorial Guinea, where people are tortured for fighting corruption. He’s the only person I know who would take a surfboard when attending conferences in Indonesia and the Philippines. At Claremont Graduate University he’ll be exciting to watch.”

*Thomas C. Schelling
Professor Emeritus of Political Economy,
Harvard University
Distinguished University Professor Emeritus,
University of Maryland*

This is the only research extensive graduate-only university. We don’t have undergraduates or a medical school or law school, but we have uniqueness because of that. We also have that friendly interdisciplinary climate here that is so beneficial to students and professors alike.

The Flame: What other challenges do you see?

Klitgaard: The part-time nature of many of our students—this is an interesting challenge for us in terms of our desire for a community of scholars and learners. You lose some community feeling if you’ve got students driving in after work.

How might we harness the emerging technologies of the Internet to create virtual communities? How can we add to what we do face-to-face? Not replace it—add to it, and make this Claremont mystique even more possible in a world of part-time, 21st century, life-long learning. That’s a great challenge. We need to be pioneers in intimate graduate education in the current world the way we were in 1925.



Learning BY Design

by Carol Bliss

We know something about learning, about what affects learning, but how we prepare people to be able to do that is a young literature and field.

“Teaching without learning is just talking” Tom Angelo, Pat Cross *Classroom Assessment Techniques: A Handbook for College Teachers* (1993).

Laurie Richlin’s goal is to improve the quality of learning experiences for college and university students. Through a variety of programs, workshops, and fellowships, she teaches the scholarship of teaching and learning to graduate students, alumni, and members of The Claremont Colleges’ community. As founding director of Preparing Future Faculty (PFF), Richlin teaches current and future university professors to maximize their impact in the classroom by focusing on student learning.

Richlin’s laboratory is the 21st-century university classroom. Like a scientist attempting to discover what creates a healthy cell, she has poked and probed to discover what makes a great professor. She researches the characteristics they share in common and the kinds of things that can be learned from studying what they do. Richlin became interested in the scholarship of college and university teaching 20 years ago as a CGU graduate student. She has been researching, learning, and teaching graduate students and professors ever since.

Richlin defines a great teacher as one who helps students learn. “Great teachers know their students, are experts in their subjects, and have clear learning objectives for their courses. They understand the developmental level of students, and are willing to create experiences that match these developmental levels. A great teacher knows how to keep the attention of students and how to help them become successful through creating great learning experiences,” she explains.

Despite almost universal acceptance of the idea that teachers have the greatest impact on learning in the classroom, less than two decades ago, there was almost

no literature in the field. While studying higher education with professors Jack Schuster, Daryl Smith, Phil Dreyer, and David Drew, Richlin became interested in faculty lives and how aspiring students became professors. “I found that the only programs teaching students to become faculty members were teaching assistant (TA) development programs,” recalls Richlin. Spotting an important untapped niche, she designed an interdisciplinary teaching development program for the University of California, Riverside.

Until the 1980s, no one had researched the effectiveness of teacher training programs in higher education. There was no literature in the field and no model for research. So Richlin began to create them. Her area of specialized study became TA-to-tenure. She learned that by changing variables in course design, professors could affect the length of the learning curve, as well as the outcomes and long-term impact on learning.

While researching TA development orientation programs for the UC campuses, Richlin created a handbook on teaching topics. “It looks like pretty basic stuff now,” she laughs, “but I kept developing it.” After setting up the program at UC Riverside, she received a grant to be an educator-in-residence at four small colleges in the Midwest. While there, she began listening carefully to the stories of professors to discover what their students were learning as well as what they had problems learning. With these data and other research, she eventually began to develop some of the first literature on preparing to teach on the college level. “We know something about learning, about what affects learning, but how we prepare people to be able to do that is a young literature and field,” reports Richlin.

In 2000, Richlin developed PFF programs at CGU under the direction of then provost Ann Hart. The

TIP FOR GREAT TEACHING

1.

Recognize that learning is all about the students’ learning.

We're not playing 'gotcha'; we can't play 'gotcha' with our students and win.

purpose of PFF is to integrate the scholarship of teaching and learning along with discipline-based knowledge. Rather than teaching only specific methods, Richlin's focus is the scholarly understanding of how students learn. "Instead of thinking about how I am teaching, good professors ask, 'How are my students learning?'" she notes. The answer to this question allows professors to shift into student-focused learning.

TIP FOR GREAT TEACHING

2.

Specify what the students will be able to do after taking the course.

PFF practica and year-long fellowship help CGU students understand the ways in which students learn and to strengthen their skills in building those connections.

The idea of teaching professors to teach might seem like a natural component of the graduate school education process. "Not so," says Richlin. "Graduate students are very bright people who are exposed to teaching for 21 years. So they have a model, similar to an apprenticeship model, where they've watched other people teach. What they don't have is information on how well they were taught and how others might be learning differently. They don't have the time or process to analyze how well they have learned from

different kinds of teachers, what those differences might be, and how well others besides themselves have learned from them. Since the people you teach are not you, they are often not as interested or as adept in the subject as you are," explains Richlin.

The concept of the scholarship of learning is discovering how students are learning as well as learning what professors can do to make the process easier. PFF helps CGU students work with different learning styles and analyze the principles of learning. Without theories or models of analysis, there is no way to accurately measure professors' impact on the learning process.

Teaching and learning scholarship is an emerging field. According to Richlin, there are not-yet-agreed upon theories of the entire learning and teaching continuum, though there is a range of ways that scholars are looking at learning. Because this information exists in different places and is not highly visible, it would be difficult and time consuming for professors to access on their own.

Most professors learned on the job and through trial and error. Deeply involved in their own disciplines, most did not have the opportunity to develop a structure or process designed to address different learning styles or to discover some of the things more seasoned professors have learned. PFF provides those opportunities.

In PFF classes, students work as research teams with individuals from other disciplines. They always are amazed to see how someone from History, for example, approaches the research process differently than someone from Information Science.

TIP FOR GREAT TEACHING

3.

Set the criteria for excellence.

In PFF courses, students use Tony Grasha's "Learning Style Inventory" to understand the variety of ways in which students learn.

Students develop a syllabus for a course they are interested in teaching by first envisioning their hopes and dreams for the course. Goals for a particular class are honed and sharpened, but "where the rubber hits the road," says Richlin, "is in learning objectives." Learning objectives provide a roadmap. They state that students completing this course "will have measurable, clearly specified outcomes." Classes stress that everything students will be able to do must be observable and measurable. Rubrics are created for each assignment so that students will know in advance the quality of work expected. A rubric describes clearly specified competencies for each letter grade. "These must be consistent with who the students are and the level of demand for achievement," stresses Richlin. Rubrics are important because students need to know what is being expected.

Learning is not a mystery. Undergraduates often report that they believe criteria are made up as the professor goes along. They believe there are random ways they are evaluated on any assignment. "If professors were to make the grading criteria explicit and share it with the people who are trying to learn, then students would be more likely to learn it. We're not playing 'gotcha'; we

can't play 'gotcha' with our students and win. It is not fair sport. The sport is in helping students learn," explains Richlin.

Scholarly research reveals a clear process to the design of learning. After developing specific learning objectives, prospective professors describe what students will be able to do after they finish a course. Professors are encouraged to talk with department colleagues and agree on what a particular course is intended to accomplish as a component of a larger program. "The whole program should have clearly specified objectives and a lot of university accrediting agencies look for that now," reports Richlin. Program objectives include anticipated outcomes for an undergraduate education. They describe in which courses students learn these specifics. They define the outcomes. Learning objectives reveal how different courses fit together. Professors teaching a following course need to know what students in the first course will be learning.

While teaching and directing PFF programs, Richlin is also completing her second major book, *Designing for*

TIP FOR GREAT TEACHING

4.

Give students the opportunity to practice and get feedback before grading.

Learning: Creating Courses to Facilitate and Document Learning soon to be published by Stylus. "There is a hunger for this type of information," reports Pat Zambell, director of the Lecturer

Support Program at Cal Poly Pomona. "Most people didn't get it in their disciplines. They learned by watching their professors teach and many of them are still lecturing with yellowed notes, thinking that's the way to go. Her research is so valuable that Laurie has presented at conferences all over the world." Richlin has been invited to present the scholarship of learning across the U.S., Canada, and in international cities such as Zurich, Almaty, Kazakstan, in the former USSR, and in Perth, Australia.

Being a Scholar of Teaching also adds value in the job market. The teaching profession in higher education has changed dramatically over the last 30 years. In the 1970s jobs were plentiful. In earlier eras, graduate students were prepared in a discipline and teaching jobs were easier to find. The competition was not as great in most fields. Through contacts with mentors and professors, new graduates were able to easily find jobs. In today's higher education job market, it is important for new professors to demonstrate teaching proficiency as well as to provide student evaluations. PFF students gain advantages in interviewing for jobs in today's competitive market because they construct course portfolios that demonstrate that they know how to engage students. They develop and can discuss teaching philosophies. The job interview becomes student and outcome-focused. "A PFF Fellowship or PFF course on a CV provides reassurance to the hiring institution that their new faculty member knows the basics of effective teaching, will not run into trouble, and most importantly will understand how to design for and work with that institution's students," explains Richlin.

PFF programs have included faculty from across The Claremont Colleges as well as students from all disciplines at

CGU. The PFF Practicum is open to the entire Claremont College community. One of the most satisfying things for Richlin is hearing about the positive

TIP FOR GREAT TEACHING

5.

Read "What the Best College Teachers Do" by Ken Bain.



changes in the classrooms of recent students. There are many success stories. Mandy Bennett, Ph.D. student in religion and history at CGU and Claremont School of Theology

reports that "One of the great benefits is that I can look at a classroom of students with different learning styles and I can adjust my requirements to fit the needs of those students. I can use various types of assessment techniques which benefit everyone instead of just one group. For example, there are students who don't necessarily do well on exams but do very well on presentations and I can structure my grading accordingly."

The CGU PFF Program is now entering its sixth year. Graduates report a shorter learning curve and higher satisfaction for students in their own classrooms. The program has awarded more than 140 certificates to graduate students. Its workshops, courses, and programs have worked with hundreds of future faculty members. To learn more about teaching resources and information on these programs, visit the web site at www.cgu.edu/pff.



Art for All People

By Carol Bliss

Martha Longenecker,
Certificate, Education, 1947; M.F.A.,
1953, will step down after a
successful 27 years as director of the
Mingei International Museum in
Balboa Park, San Diego, California.



CLAREMONT GRADUATE UNIVERSITY



View of recent exhibition
MINGEI OF JAPAN — The Legacy of its Founders: Soetsu Yanagi, Shoji Hamada and Kanjiro Kawai

Museums and attracts more than 100,000 visitors each year, serves several thousand members, and is supported by hundreds of volunteers.

This one-of-a-kind museum emphasizes connection. As a young potter, Longenecker's frequent trips to Japan exposed her to the importance of the interrelationship of all things. "My travels to the East made me receptive to many things," she says. By juxtaposing objects properly in light and space, their unique energies emerge. Visitors to the museum come to understand the importance of objects that connect us to the earth and to the people who made them.

This concept of connection is echoed in the relationships Longenecker developed during her education at CGU. She credits CGU with playing a pivotal role in her career. After graduating from UCLA, Longenecker came to Claremont to study painting with Millard Sheets and to acquire a secondary teaching credential.

"Claremont Graduate School had a unique program which required student teachers to live in the community for the semester in which they were doing student teaching. As a result, they were with their students daily, learning what teaching was all about. All academic classes were held on Saturdays. The concentration was ideal."

After receiving a General Secondary Teaching Credential and interviewing for a teaching position, a comment from Millard Sheets changed her course. "He insisted that I stay on at CGS to continue my study and complete an MFA, saying, 'I don't want any half-baked kids out there teaching art,'" recalls Longenecker.

During the war years while her husband was stationed in the Pacific, Longenecker lived in Millard Sheets' guesthouse, to which he had added a ceramics studio with a kiln donated by Mrs. Sheets' mother. While at the guesthouse, she made pottery, which began to sell through the Dalzell Hatfield Galleries in Los Angeles, a relationship that continued for 20 years. Living closely with the Sheets family, where she was broadly exposed to the finest art collections and museums, was of immeasurable importance in determining Longenecker's life. "Now, after all these years, I notice so many things weaving back into my life," she says.

A telephone call from Claremont Graduate School, saying that San Diego State University was interested in her establishing a ceramics program in its art department, also changed Longenecker's destiny. "The moment I got that call, I could see the future," she laughs.

Longenecker had been privileged to participate in seminars

An elegantly dressed woman stands between paint cans and tools, directing colors and angles for new exhibition walls. Downstairs, the director of development and the head of museum archives are sewing Velcro strips on Navajo rugs for an upcoming show. Phones ring. An associate hurries in with a red acrylic sign that must be approved within minutes for an exhibition opening at San Diego airport this afternoon.

A single hour in the life of Martha Longenecker, Mingei International's founding director, demonstrates why this museum is thriving. Mingei is a spacious, light-filled museum in San Diego's Balboa Park, dedicated to furthering the understanding of people's art from all cultures of the world. Here, objects speak for themselves in the international language of line, form, and color—without barriers of time, place, or race. The museum is accredited by the American Association of

Given so much, I felt the responsibility and inspiration to share what I had learned.

with the founders of the Mingei Association of Japan—scholar and aesthetician Dr. Sôetsu Yanagi who coined the word mingei (by combining of min—meaning “all people” and gei—meaning “art”), and a potter who was a Japanese Living National Treasure, Shôji Hamada. They invited her to come to Japan to further study the art of pottery making. “I was open, like fertile ground to the realization that life is what happens while one is making other plans,” she recalls.

“I realized that accepting the professorship at San Diego State would also provide the opportunity for a sabbatical leave.” In 1962 she traveled to Japan to work at the potteries of Shoji Hamada and Tatsuzo Shimaoka, another Japanese Living National Treasure. Living and working with the Japanese people, she came to understand the true meaning of mingei. Yanagi’s teachings awakened people to the essential need to make and use objects in their daily lives that are unfragmented expressions of body, mind, and spirit. “Given so much, I felt the responsibility and inspiration to share what I had learned,” she explains.

Longenecker never planned to establish a museum. “I was just going on with my life and the opportunity present-

ed itself,” she says. As a professor, she was exposed to artists from all over the world, constantly bringing them back to the university. Watching her hard work, Longenecker’s late husband, Sydney Martin Roth, suggested the concept and provided the seed money for a nonprofit, public foundation, incorporated in 1974.

In the beginning, Longenecker sent letters to friends and associates. Two hundred responded by joining the foundation. In 1977 the young organization presented “Mingei of Japan,” at the San Diego Museum of Art. The show broke all attendance records.

Shortly after, a telephone call from one of Mingei International’s members, Judith Munk, informed Longenecker of an unprecedented offer of a challenge gift from University Towne Centre (UTC) and Ernest W. Hahn and Associates of a 20-year leasehold on shell building space, which at that time was valued at \$1.6 million. It required that Mingei International design, build out, and operate a museum within the requirements of UTC—a seeming impossibility. “I told Judy that a museum was premature. We had only two or three thousand dollars in the bank. I was teaching full-time at the university, had a

View of recent
exhibition
MINGEI OF
JAPAN — The
Legacy of its
Founders:
Soetsu Yanagi,
Shoji Hamada
and Kanjiro
Kawai





Entrance of
Mingei
International
Museum,
San Diego,
California.

using its permanent collection of more than 16,400 objects, and to provide a center for its publications and videotapes—Mingei International established a North County Satellite in Escondido in December 2003. Opened in September 2005, the exhibition “Timeless Glass—Byzantine to Dale Chihuly,” featured the permanent installation of a dramatic Chihuly chandelier over the satellite’s grand staircase.

In fulfillment of long-range, strategic plans, Mingei International is currently developing a kiosk utilizing the digital-image database for the museum’s permanent collection and library. This open-ended cross-cultural project correlates art objects in the museum’s permanent collection with art reference books in its international library. Completed presentation units of the museum’s collection will be made available to the public on kiosks at the museum’s Balboa Park and Escondido facilities. Ultimately, scholars and professionals from other museums also will be able to access and study the collection’s online select customized traveling exhibitions. This extensive project supports the museum’s mission of providing more people the opportunity of directly seeing arts of the people from all cultures of the world.

Mingei International has organized and presented more than 126 exhibitions, some of which have traveled throughout the United States. Recent and current exhibitions include “Elemental Art of the Indonesian Archipelago,” “Ningyo—The Art of the Japanese Doll,” and “Arctic Transformation—The Jewelry of Denise and Samuel Wallace.” Thirty-three related exhibition documentary publications and 19 videotapes have been produced and distributed to libraries, museums, schools and individuals throughout the world.

For furthering understanding of the culture of Japan in a world perspective, Martha Longenecker was awarded The Order of the Rising Sun, Gold Rays with Rosette by the Emperor of Japan on December 9, 2003.

In 1980 Martha Longenecker was given the CGU Alumna of the Year Award. At that time she met and was given two books by Peter Drucker. “I learned much from his wisdom on management including the advantages of outsourcing and specialization.

“I am grateful to Peter Drucker and for the intangible yet powerful way Claremont Graduate University has influenced the development of Mingei International.” Longenecker has come full circle and is excited about the possibility of giving back to CGU by working with the School of Arts and Humanities’ programs in Arts and Cultural Management and Museum Studies. “I look forward to our two institutions’ unfolding relationship,” she exclaims.

family, and there was no time to build a museum,” she recalls.

“I could not convince her that I knew nothing about starting or running a museum,” she explains. Coincidentally, at the time, Longenecker audited a religious studies course at San Diego State in which the professor spoke about the grace of God and how important it was to learn to receive. Although not in a position to make a commitment to raising the funds and building out the facility within the seven months’ deadline, Longenecker ultimately replied to the challenge that the fledgling nonprofit “would try.”

Amazingly, funds came along with the pro bono services of David Rinehart and Marc Appleton, two of our country’s finest architects. Mingei International Museum of World Folk Art opened at University Towne Center, San Diego, on May 5, 1978.

Shortly after the opening, a woman walked into the museum. She had recently moved from L.A. where she had been head of docents at the L.A. County Museum of Art. As a going away present, they had given her a membership in Mingei International. The woman was Connie Stengel, Longenecker’s childhood friend. She became head of docents. “We had the best person you could find. Everything happened like that. It was meant to be,” recalls Longenecker.

In 1996, after 18 years at University Towne Centre, Mingei International made a significant leap forward by designing and building the interior of a new, 41,000-square-foot facility on the Plaza de Panama in Balboa Park, where it strengthens San Diego’s internationally recognized art hub.

To facilitate the museum’s traveling exhibition program—



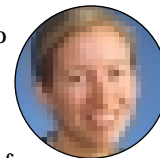
Lourdes Arguelles (*Educational Studies, Cultural Studies*) is co-principal investigator of a \$750,000 congressional grant funded through the U.S. Department of Education. With the grant, Arguelles and her colleague Rollin McCraty, at the Institute of HeartMath (IHM) in Boulder Creek, Colorado, will introduce in California and Ohio public schools IHM psycho-physiological and emotional mastery tools designed to prevent new school teachers and students from dropping out, and to seek to improve the effectiveness and mental health of all teachers and students. Arguelles, with doctoral student Alane Daugherty, conducted training sessions on Emotional Intelligence and the Heart for professional staff at Raytheon Corp. in Los Angeles.

Arguelles is also finishing the final report of the Test Edge National Congressional Demonstration Project. Several CGU Education doctoral students are working across the nation to collect and analyze data for this project. These students are Alane Daugherty, Laurie Schroder, Kim Edwards, Teri Hollingsworth, Adonay Montes, Peter Chen, Manuel Rodriguez, Celestina Garcia, Emily Wolk, Andy Behr, and alumna Nola Butler-Byrd.

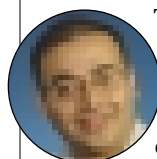
Arguelles also coauthored a paper with Arts and Humanities doctoral students Amanda Perez and Tessa Hicks titled "Women and Children as Human Cargo in the U.S.-Mexican Border: Implications for Human Rights Activists," presented at the Berkshire Women's History Conference in June 2005. She presented a paper in July 2005, along with Education doctoral student and Pitzer professor Martha Barcenas on "Women and Children of a Transnational Destructive Sect: Implications for Educational and Clinical Practice" at the First International Conference on Children's Rights in Corpus Christi, Texas. Arguelles also co-authored a paper with Mexican theologian and international human rights activist Jorge Erderly on "A Progress Report on New Development in International Terrorism," which was presented at the Annual International Cultic Studies Conference at the University of Madrid, Spain.

Elazar Barkan (*Cultural Studies, History*), along with Lourdes Arguelles, Arts and Humanities students Amanda Perez and Tessa Hicks, and Education student Fernando Valls, is working on a project to develop a series of roundtable conversations concerning U.S.-Mexico border issues. The conversations will include representatives of pro-immigration and anti-immigration groups, as well as recent immigrants.

Michelle Bligh (*Psychology*) presented "It Takes Two to Tango: An Interdependence Analysis of Trust and Cooperation Spirals" at the annual meeting of the Academy of Management in Honolulu, Hawaii. She also presented the following at the annual meeting of the Western Academy of Management in Las Vegas, Nevada: "Examining the Leadership-Culture Paradox: 'Managing Culture' or 'The Culture of Management?'" "Impaired Vision: Executive Turnover During the Height of Vision Implementation," and "Exploring Gandhi's Rhetorical Leadership."



The recording of *Ellis Island: The Dream of America* by **Peter Boyer** (*Music*) was released on compact disk in June. The recording features the Philharmonia Orchestra conducted by Boyer featuring a cast of Oscar, Emmy, and Tony award-winning actors reading stories about real American immigrants from the Ellis Island Oral History Project. Oscar-winning actress Olympia Dukakis and Tony-winning actor Barry Bostwick joined the Pacific Symphony in a performance of *Ellis Island: The Dream of America* in July at the Verizon Wireless Amphitheater in Irvine.



The Network Convergence Laboratory, directed by **Samir Chatterjee** (*Information Systems and Technology*), received a \$60,000 grant from the Institute for HeartMath in Boulder Creek, Colorado. The lab will design and develop biomonitor feedback software to be used for stress

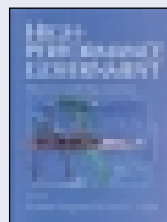
bookshelf



Exposing the Culture of Arrogance in the Academy: A Blueprint for Increasing Black Faculty Satisfaction
By Gail L. Thompson and Angela Loque
(Stylus Publishing, 2005)

This book illuminates the sources of job satisfaction and dissatisfaction for Black faculty members, giving reasons that many Black colleagues leave or stay in the academy. The book offers recommendations for change, weaving the authors' own experiences, along with responses of 136 Black faculty to a questionnaire. The purpose was to identify those factors that determine Black faculty's satisfaction or dissatisfaction with their jobs and institutions. There were recurring themes that underscore the importance of a supportive work environment built on mutual respect, full inclusion in the decision-making process, and an institutional climate that does not tol-

erate cultural insensitivity or racism. There is qualitative and quantitative information, along with the authors' conclusions, to help postsecondary institutions improve Black faculty satisfaction levels, and ultimately retention rates.



High-Performance Government: Structure, Leadership, Incentives
By Robert Klitgaard and Paul C. Light, editors
(Pardee RAND Graduate School, 2005)

The Volcker Commission report delivered the message that low-performing government provides very little service and costs way too much money. In response to the report, *High-Performance Government* offers recommendations for restructuring government, making it more mission-driven. The book discusses the possibilities and the limits of the recommendations, covering areas from reorganizing our national security system, to foreign aid, welfare reform, and terrorism.

management. Chatterjee and his students Abhichandani, Tului, Li, and Byun, published an article in the May/June 2005 issue of *IEEE Network*.

Barbara DeHart (*Educational Studies*) and **Delacy Ganley** (*Teacher Education*) will present "Social Justice and Abuse of Power" at the University Council of Education Administrators (UCEA) conference in Nashville, Tennessee in November 2005.

Cornelis De Kluyver (*dean, Drucker*) published the second edition of *Strategy: A View from the Top* (Prentice-Hall, 2005)

David Drew (*Educational Studies*) presented a paper at the Hawaii International Conference on Mathematics and Statistics in January, coauthored with alumnus Martin Bonsangue, titled "Effecting Systematic Change in the University." He also presented a paper at the Hawaii International Conference on Education, coauthored with alumna June Hilton, *Ph.D. Education, 2004*, titled "Technology in Science Education."

Drew and Bonsangue are external evaluators for a \$10 million effort funded by the National Science Foundation and launched by a consortium of Houston colleges and universities to dramatically increase the number of students of color to receive bachelor's degrees in science, technology, engineering, and mathematics. They will present their findings at the Mathfest Conference of the Mathematical Association of America.

Drew's article titled "Bank on What College Delivers, Not on What 'Apprentice' Presents" was published on the Knight Ridder network and appeared in a number of newspapers across the country, including the *Providence Journal*, the *Detroit Free Press*, and the *Las Vegas Review Journal*. His article, "Governor's Mentoring Machinery" was published in the *Sacramento Bee*.

New Faculty

BARBARA DEHART

Professor of Educational Studies Director, Urban Leadership Program

TEACHING STYLE: My teaching style is participative and provides a confluence of "real-life" applications with scholarly pursuit.



IF YOU COULD ASSIGN ONE BOOK TO EVERY INCOMING CGU STUDENT WHAT WOULD IT BE? *The Tree of Life* by Fritjof Capra.

HOW DO YOU ESCAPE FROM ACADEMIA?

I go to the beach. I love the ocean. I also love basketball games.

CURRENT RESEARCH PROJECTS:

Currently, I am researching what makes a quality cohort Ph.D. program in urban leadership. I also seek to implement focus groups between CGU and school superintendents to develop and shape public policy as it relates to public education.

OTHER FIELDS YOU WOULD LIKE TO

TEACH IN: If I were to venture out of education, I would like to teach about leadership and organization in a school of management.

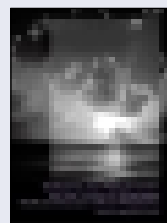


Paths to the Triune God: An Encounter Between Aquinas and Recent Theologies

By Anselm Min
(University of Notre Dame Press, 2005)

Anselm Min brings five themes from the theology of Thomas Aquinas into a mutually critical dialogue with contemporary theological concerns. He defends

Aquinas's Trinitarian theology of reason and creation against modern detractors of natural theology while calling attention to the lack of historical consciousness in Aquinas's writing. Min also discusses Aquinas's affirmation of the salvation of the non-Christian through a moral life while criticizing his naïve approach to salvation history and presents Aquinas's Trinitarian theology of salvation through the incarnation. He examines the possibility of a sacramental theology of religions for today, while also considering the scandal of the doctrine of reprobation. Min also highlights Aquinas's contemplative, sapiential conception of theology. Min devotes a large part of this study to Aquinas's Trinitarian theology, as well as an analysis and critique of contemporary social Trinitarians such as Moltmann, Pannenberg, and Plantinga, Jr., in light of Aquinas.



Wittgenstein and Gadamer on the Unity of Language

By Patrick Rogers Horn
(Ashgate Publishing, 2005)

Philosophers often try to explain the relation of language to reality in terms of a universal reality that is shared by all and against which our words can be measured. Such philosophers find themselves in the awkward position of saying that something is true for all people whether people believe it or not. Hans-Georg Gadamer and Ludwig Wittgenstein challenged this traditional approach but they both succumbed to the temptations that they tried to rebuff. Gadamer was unable to escape the charm of a universal concept of "Being" and Wittgenstein was never fully able to expunge the desire to understand language as a calculus. This work argues for the philosophical merit in paying attention to what people do and say rather than trying to justify or establish the reality of what people do and say by appealing to something outside of the life and language that people share together.

Patricia Easton (*dean, Arts and Humanities*), and the School for the Arts and Humanities received a two-year \$60,000 implementation grant from the Council of Graduate Schools/Ford Foundation for the new applied humanities programs in arts & cultural management, museum studies, and archival studies.



Yi Feng (*dean, Politics and Economics*) and **Jacek Kugler** (*Political Science*) organized the 46th Annual International Studies Association convention held in Honolulu, Hawaii, in March. Kugler was the 2003-2004 ISA president and Feng was the program chair. The organizing theme of the convention was "World Politics: Capacity, Preferences, and Leadership."

Darren Filson (*Political Science*) presented "The Effects of Profit-Reducing Policies on Firm Survival, Financial Performance, and New Drug Introduction in the Research-Based Pharmaceutical Industry" at the International Industrial Organization Conference in Atlanta in April. The paper will be published in *Managerial and Decision Economics*.

Filson also published "Dynamic Common Agency and Investment: The Economics of Movie Distribution" in *Economic Inquiry* 43:4; "Equity Links and Information Acquisition in Biotechnology Alliances" with CGU Ph.D. student Rosa Morales, in *Journal of Economic Behavior & Organization*; "At the Movies: The Economics of Exhibition Contracts" with David Switzer and CGU Ph.D. student Portia Besocke, in *Economic Inquiry* 43:2; and "Horizontal Mergers and Exit in Declining Industries" with CGU graduate Bunchon Songsamphant in *Applied Economics Letters* 12:2.

Tom Horan (*Information Systems and Technology*) hosted the National Workshop on Time-Critical Information Services in cooperation with the John F. Kennedy School of Government at Harvard University. The workshop was conducted as part of a National Science Foundation (NSF)-funded study Horan is leading. He also published two journal articles and a book chapter on emergency response information systems, coauthored with CGU students, including "Performance Information Systems for Emergency Response: Field Examination and Simulation of End-To-End Response Systems" with B. Schooley, in the *Journal of Homeland Security and Emergency Management*; "Interorganizational Emergency Medical Services: Case Study of Rural Wireless Deployment and Management" with U. Kaplancali, R. Burkhard, and B. Schooley, in *Information Systems Frontiers*; and "Devising a Web-Based Ontology for Emerging Wireless Systems: The Case of Emergency Management Systems" in *Ontology and Information Systems*, R. Ramish, editor.

Charles Kerchner (*Educational Studies*), **David Drew** (*Educational Studies*) and alumna **June Hilton**, *Ph.D., Education, 2004* prepared a report for the Los Angeles Unified School District called "The Effects of Language Reclassification on High Stakes Test Performance." In the report they demonstrated that student performance on tests in high school could be predicted surprisingly well by their earlier fifth-grade reading and language scores.



New Faculty

LORI ANNE FERRELL

*Professor of Early Modern Literature and History
School of the Arts and Humanities*

TEACHING STYLE: I actually love lecturing—it's acting, really, but with accountability. But I also like intense close readings and unscripted discussions with smaller groups.

IF YOU COULD ASSIGN ONE BOOK TO EVERY INCOMING CGU STUDENT WHAT WOULD IT BE? I suspect the best kind of book to read would center on the passionate and ultimately courageous pursuit of knowledge. Such ideas, I think, are best conveyed in the modern novel: Charles Dickens's *Great Expectations* or *David Copperfield*, George Eliot's *Middlemarch*, Graham Greene's *The Power and the Glory*, Joseph Conrad's *Victory*, to name only a few.

HOW DO YOU ESCAPE FROM ACADEMIA? I read, read, read novels and poetry of all sorts. I especially like current American poetry and 19th century, 20th century, and current works by both English and American writers. I like to take these with me to the desert or the beach. I also like to hike and I run the foothill switchbacks.

CURRENT RESEARCH PROJECTS: I am writing a book based on an exhibit I guest-curated at the Huntington Library last year, on the social and cultural history of the English-language Bible from the 11th to the 21st centuries. I am also working on some shorter pieces on the cultivation of the desire to learn and "better oneself" in early modern England.

OTHER FIELDS YOU WOULD LIKE TO TEACH IN: I've taught the cultural history of religion for years and now have a joint appointment in history and literature in the School for the Arts and Humanities, where I have been encouraged to transgress disciplinary boundaries to my heart's content. I plan on doing just that.



The Intelligent Systems Lab, directed by **Gondy Leroy** (*Information Systems and Technology*), received a \$10,000 grant from the Verizon Foundation to start developing communication software that can assist people with autism.

Jean Lipman-Blumen (*Drucker*) received an honorary degree (Doctor of Humane Letters) from the University of La Verne in May 2005, and gave the commencement address to the graduate division there. She has also published several journal articles/chapters, including "Toxic Leadership: When Grand Illusions Masquerade as Noble Visions" in *Leader to Leader*, Number 36, Spring 2005; "The Allure of Toxic Leaders: Why Followers Rarely Escape Their Clutches," in *Ivey Business Journal*, Jan/Feb 2005; "Hot Groups," with Harold J. Leavitt in *Encyclopedia of Leadership* (James Strock & Co., 2005); and "Case Commentary," in the *Harvard Business Review*, August 2005.

"Peter Drucker on a Functioning Society," written by **Joseph Maciariello** (*Drucker*), was published in *The Leader to Leader Journal*, Summer 2005.

Anselm Min (*Religion*) published a book called *Paths to the Triune God: An Encounter between Aquinas and Recent Theologies* (University of Notre Dame Press, 2005). Min also has chapters in two new publications: "Division and Reunification of a Nation: Theological Reflections on the Destiny of the Korean People," in *Christianity in Korea*, Robert Buswell and Timothy S. Lee (eds.), and "From Different to the Solidarity of Others: Sublating Postmodernism" in *Philosophy and Social Criticism* 31.

Min presented a paper at the 26th annual Claremont Conference on Religion on "Speaking of the Unknowable God: The Dilemmas of the Christian Discourse about God," as well as a paper at The Institute for Religion and Theology, Seoul, Korea, on "Narrative: Typology and Evaluation as a Theological Method."

Susan Paik (*Educational Studies*) was co-editor of an issue of the *International Journal of Educational Research (IJER)* titled "International Perspectives on Families, Schools, and Communities: Educational Implications for Partnerships." An article by Paik titled "Korean and U.S. Families, Schools, and Learning," also appeared in *IJER*. Her paper, "Experimental and Quasi-Experimental Research Designs" was included in *The Laboratory for Student Success Review*, which has been distributed to policymakers, researchers, and practitioners. Paik also organized a symposium at the 5th International Conference of the European Research Network About Parents in Education (ERNAPE) held in Oviedo, Spain, in September.

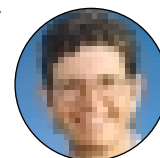
William Perez (*Educational Studies*) received a \$10,000 grant from the Haynes Foundation and a \$7,000 grant from the Fletcher Jones Foundation for a study titled "Mexican Immigrant Students in U.S. Schools: A Longitudinal Study of Cultural Transitions."

Kathy Pezdek (*Psychology*) was one of several authors of a policy forum on "The Science of Child Sexual Abuse," published in *Science* (22 April, 2005; 308: 501). She also coauthored several papers with CGU graduate students: "When is an Intervening Lineup Most Likely to Affect Eyewitness Identification Accuracy?" in *Legal and Criminological Psychology*; "What Research Paradigms Have Cognitive Psychologists Used to Study 'False Memory,' and What Are the Implications of These Choices?" in *Consciousness & Cognition*; and "Detecting Deception in Children: An Experimental Study of the Effect of Event Familiarity on CBCA Ratings" in *Law & Human Behavior*.

Marc Redfield (*English*) presented "Romanticism and the War on Terror," at Yale University in March and "Gothic Shock" at the University of Zurich in May. In June, a special issue of the online journal *Romantic Praxis* became available.

Jean Schroedel (*Political Science*) gave a presentation at the Western Political Science Association meeting titled "Prospects for Cracking the Political Glass Ceiling: The Future for Women Officeholders."

Daryl Smith (*Educational Studies*) presented a talk on faculty diversity at the University of Connecticut in Storrs on June 6. She also coauthored "The Impending Loss of Talent: An Exploratory Study Challenging Assumptions About Testing and Merit" in *Teachers College Record* in April 2005.



Gail Thompson's (*Educational Studies*) book *Exposing the Culture of Arrogance in the Academy: A Blueprint for Increasing Black Faculty Satisfaction* has been published by Stylus (2005). She also did keynote presentations for Central Cities Gifted and Talented Association, CSU Northridge, and Azusa Pacific University; was a panelist for the Vistamar School Forum, and did a presentation at a conference for educators in San Diego.

Karen Torjesen (*dean, Religion*) co-edited *Indigenous People and the Modern State* (AltaMira, 2005). She recently participated in panels at the Creativity, Dissidence, and Women conference in Cairo, Egypt; the colloquium of the Fez Festival of World Sacred Music in Fez, Morocco; and the Women's Ordination Worldwide Conference in Ottawa, Canada. She also presented a paper at the Origenianum conference in Pest, Hungary.

FACULTY APPOINTMENTS:

Robert Hudspeth was appointed research professor in the School of Arts and Humanities. **Alexandra Juhasz**, a professor at Pitzer College, now serves half-time at CGU as chair of the cultural studies program. **Hamid Mavani** has joined the School of Religion faculty in the Islamic Studies program as an assistant professor. **Roman Poznanski** was appointed as research assistant professor of applied mathematics.



Alumni, we are pleased to announce the launch of CGU Alumnotes Online.

Alumni may now post their accomplishments and photos on The Claremont Connection, CGU's Online Alumni Community.

To submit an alumnote online, visit <http://alumnicomunity.cgu.edu/SubmitAlumnnote>, and login with your ID number—the five-digit number above your mailing label on this magazine. All alumnotes submitted online will be posted within 48 hours following review. Selected alumnotes will appear in future issues of *the Flame Magazine*.

ARTS AND HUMANITIES



Lisa Adams, M.F.A., 1980, recently participated in a group exhibition titled "Pink" at the Patricia Faure Gallery in Santa Monica.

Cathy Bao Bean, M.A., Philosophy, 1969, has begun writing an advice column titled "Ask Cathy" for *AsianceMagazine.com*, an internet magazine for Asian-American women.

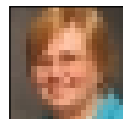
Martin Betz, M.F.A., 1986, was named the first cultural arts administrator for the city of Temecula, California. Betz has served as an art consultant in Hawaii and a museum curator.

William Peter Brayton, M.F.A., 1986, is currently dean of the School for Interdisciplinary Arts at Hampshire College in Massachusetts. He has been a faculty member at Hampshire College since 1988.

Amanda Carrillo-Hale, M.A., Teacher Education, 2000, earned her doctorate degree in educational leadership from the University of Southern California in 2005. She is currently a site administrator in the Newport-Mesa Unified School District.

Steve Cirrone, M.A., English, 1992; Ph.D., English, 1997, just published a play, *The Tragedy of Doctor Gnosis*, which is a modern adaptation of Marlowe's *Doctor Faustus*.

Bud Clark, M.A., Philosophy, 1997, received tenure at the University of Hawaii Maui. Clark was awarded the Board of Regents Excellence in Teaching Award for the 2004-2005 academic year.



Betsy Decyk, M.A., Philosophy, 1974; Ph.D., Philosophy, 1981, is the recipient of the California State

University, Long Beach (CSULB) 2005 Nicholas Perkins Hardeman Academic Leadership Award. This award is given in honor of "publicly significant contributions to the principle and practice of shared governance" at the institution. Decyk, the longest-serving lecturer member of the University Academic Senate, began teaching at CSULB in 1984, and has served on the University's Academic Senate since 1992.

Wendell Eckford, M.A., History, 2003; Ph.D., History, 2005, holds a joint appointment as assistant professor of Afro American studies and assistant professor of American history at Los Angeles City College.



Barbara Edelstein-Zhang, M.F.A., 1984, will display her work in the public art project

"Poles Apart Poles Together: Markers V," a part of the Venice Biennale, Venice, Italy, which opened in June 2005. She exhibited "Garden of Wishing Trees," a collaboration with Jian-Jun Zhang, at the Maiden Lane Exhibition Space in Manhattan, a work originally shown at the fifth Gwangju Biennale, Korea in September 2004.

John Frame, M.F.A., 1981, recently exhibited his work in a retrospective exhibition ("Enigma Variations") at the Long Beach Museum of Art. The exhibition included 45 figurative hand-carved wooden sculptures created by Frame over the past 25 years.



Christina Frausto, M.A., History, 2001, has been promoted to assistant director for the Center for California Cultural

and Social Issues at Pitzer College. Her book *Visionary Memories: The History of the Fox Pomona Theater*, is due out by the end of the year.

Kate Gale, Ph.D., English, 2004, managing editor of Red Hen Press, an acclaimed nonprofit publisher of books examining Los Angeles, was featured on the cover and in an article in the June 3-9, 2005 issue of *L.A. Weekly*. Gale is president of PEN USA; editor of *The Los Angeles Review*; a reviewer for *Choice*, the American Library Association's academic literary review journal; and host of KPFK radio's "Shelf Life." She is the author of seven books and the editor of four anthologies. Her poems and short stories have appeared in numerous literary magazines, and she was first place winner of the 1998 Allen Ginsberg Poetry Award. Her current projects include *Rio de Sangre*, a libretto for an opera by Don Davis, which will be presented on November 2, 2005 at the Walt Disney Concert Hall in Los Angeles. Gale has also been featured in *Los Angeles Business Journal*, *Poets and Writers Magazine*, and in *The Los Angeles Times*.



Robin Higham, M.A., History, 1953, presented a paper on Southern transportation between 1861 and 1865 in Morocco in 2004. Higham has cowritten with Stephen J. Harris

Why Air Forces Fail (University Press of Kentucky, January 2006). Higham is also author of *100 Years of Air Power & Aviation (Centennial of Flight Series, No. 5)* (Texas A&M University Press, 2003). He has served as a member of the Committee on Military Archives of the International Committee of Military History since 1990.

Susan Clair Imbarrato, Ph.D., English, 2003, has had a manuscript accepted for publication by Ohio University Press. The working title of the manuscript is *Traveling Women: Narrative Visions for Early America*.

Ellina Kevorkian, M.F.A., 2002, exhibited her paintings at Western Project in Culver City, California.

Karen Kitchel, M.F.A., 1982, recently had a large painting, "Facing West," purchased by the Denver Art Museum for its permanent collection. The painting will go on display in 2006 in the museum's new wing. The U.S. State Department has purchased Kitchel's 96-panel painting installation "Train Track Walk." The installation will be exhibited in a new American embassy facility abroad. In the coming months, Kitchel will have exhibitions of her works at the Morgan Lehman Gallery in Connecticut, Robischon Gallery in Denver, and the DFN Gallery in New York City.

Barbara Leventhal-Stern, Former Student, Art, was awarded a fellowship from the Arts Council Silicon Valley. Leventhal-Stern exhibited her work at the Triton Museum in Santa Clara, California and participated in shows in San Francisco at the Dolby Chadwick Gallery, George Krevsky Gallery ("The Age of Baseball" exhibition), and the Jewish Community Library ("Coming to America" exhibition).

Martha Longenecker, Certificate, Education, 1947; M.F.A., 1953, will step down after a successful 27 years as director of the Mingei International Museum in Balboa Park, San Diego, California.

Elvira Mae Lorelli, M.A., Education, 1961; M.F.A., 1969, has served as an art instructor at the Veterans Home of California in Barstow and as a tutor in adult literacy at Barstow Library. She exhibits portrait paintings and is featured in *Who's Who in American Art* and *Who's Who in American Women*.



Kara Lybarger-Monson, M.A., English, 2000, was appointed to a full-time, tenure-track position at Moorpark College.



Tammy Nyden-Bullock, Ph.D., Philosophy, 2003, was appointed to a tenure-track position as assistant professor of

philosophy at Grinnell College. Nyden-Bullock has also received one of two annual travel awards from The Kristeller-Popkin Travel Fellowships. This is a national competition aimed at helping younger scholars travel to libraries and archives for research on topics in the history of philosophy. She will use the fellowship to travel to the Koninklijke Bibliotheek, The Hague, to conduct further research on her book in progress, *Spinoza's Radical Cartesian Mind*, under contract with Thoemmes-Continuum.

Carol A. Reich, M.A., Music, 1960, is president of the Los Angeles Elementary Schools Music Teachers Association. She is the recipient of the University of La Verne's 2003 Alumnus of the Year, Service to Profession award and received an honorable mention in the 2004 Bravo Award from the Education Division of the Los Angeles Music Center.

Vivek Sharma, M.A., History, 1996, accepted a tenure-track appointment as assistant professor of political science at Yale University, beginning in fall 2005.



Megan L. Sherwood, M.F.A., 1994, was a participant in The HeArt Project's 13th annual Evening of Art at the

California Science Center in downtown Los Angeles, a fundraiser benefiting the program to connect teens with professional artists. She is curating two art exhibits for the fall 2005 season. One of these exhibitions ("Ribbons, Bows, Lace, & Fringe") was held September 10-30 at Koo's Art Gallery in downtown Long Beach, and featured **Julie Scott, M.F.A., 1994**, and seven other Los Angeles women artists.

Karin Skiba, M.F.A., 1982, associate professor of art at Riverside Community College, exhibited her work "Visual Metaphors" at the Riverside Community College School for the Arts from November 2004 to February 2005. She was the 45th Distinguished Faculty Lecturer of the Year, presenting "Art –

Disability Advocate, Tech Pioneer, and Civic Leader Honored With Alumni Awards

CGU honored three distinguished alumni at the university's 78th Spring Commencement ceremony held on May 14.



Paul K. Longmore, Ph.D., History, 1984, a member of the CGU Alumni Hall of Fame, received the 2005 Distinguished Alumni Award, which recognizes an outstanding graduate for extraordinary accomplishments in his or her profession and in society.

A pioneer in the field of disability studies, Longmore helped to establish and now directs the Institute on Disability Studies at San Francisco State University, where he has served as professor of history for 13 years.

In addition to appearances on ABC's *Nightline*, NBC's *Today*, NPR's *Weekend Edition*, and *World News Tonight with Peter Jennings*, Longmore has published three books and dozens of articles on early American history and the history of people with disabilities. In March, he received the prestigious Henry B. Betts Award from the American Association of Persons with Disabilities and the Rehabilitation Institute of Chicago, an award given to "honor an individual whose work and scope of influence have significantly improved the quality of life for people with disabilities in the past, and will be a force for change in the future."

Mary Toepelt Nicolai, Government, and **César A. Piña, M.A., Mathematics, 1987**, were named the recipients of the 2005 Distinguished Alumni Service Award, which recognizes alumni who have made remarkable contributions to their professions, their communities, and to CGU.

A 25-year veteran of the Anaheim School District and an influential political strategist, Nicolai has run political campaigns for several influential congressmen and officials in Orange County, served as Republican Campaign Chair for the city of Anaheim, and led the effort to make Anaheim a charter city. The Anaheim City Council recently voted to name the first floor of the Anaheim Central Library the Mary E. Toepelt Nicolai Children's Library.

Nicolai, a dedicated supporter of the university, recently established the Mary Toepelt Nicolai and George S. Blair Associate Professorship in American Politics in the School of Politics and Economics at CGU. She is an active member of the James A. Blaisdell Society, a network of CGU benefactors. The west wing of the university's Academic Computing Building is named in her honor.

César A. Piña has spent nearly five decades as a leader and innovator in the semiconductor industry. Between 1970 and 1975, Piña operated his own company, manufacturing specialized semiconductor diodes. In 1987, he joined the University of Southern California, managing the MOSIS Service, a self-sustaining division within the Information Sciences Institute with a worldwide customer base.

In addition to being a member of the Board of Visitors for the School of Mathematical Sciences at CGU, Piña has been a loyal supporter of the school's math clinics, sponsoring numerous clinic projects and providing students with opportunities to apply their mathematical skills to complex issues in business and industry.

For more information about the 2005 alumni award recipients, visit <http://alumnicomunity.cgu.edu> and click "News."

The Essence of Seeing" to more than 900 faculty and students on May 10 at Riverside Community College.

Mark Stevens, Ph.D., History, 1995, is core adjunct professor of history and humanities at the University of Redlands School of Business. He recently had his third and fourth articles published in the Autumn 2004 and Winter 2004 issues of *The Southern California Quarterly*. The two-part article was titled "The Road to Reform: Los Angeles' Municipal Elections of 1909." Stevens and his wife Amy live in Los Angeles.

Charles E. Timberlake, Certificate, Education, 1959; M.A., History, 1962, received an American Councils on International Education grant to conduct research in Russia in 2005. He was also recently a visiting professor at Joensuu University in Finland. Timberlake, historian, educator, and author of numerous books, will appear in the 60th edition of *Who's Who in America*.

Suzanne Elder Wallace, M.A., Music, 1990, was recently appointed artistic director of the California Bach Society. In October, she will open the Bach Society's 2005-2006 season with Cantata BWV 150, "*Nach dir Herr, verlanget mich*." Wallace is also director of choral activities at Santa Rosa Junior College.

BEHAVIORAL AND ORGANIZATIONAL SCIENCES



Jane Davidson, Ph.D., Psychology, 2001, published *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation* (Sage, 2004). Davidson launched and directed the interdisciplinary Ph.D. in evaluation at Western Michigan University and runs an evaluation and organizational consulting business in Auckland, New Zealand.

William J. Hudspeth, Ph.D., Psychology, 1967, has conducted research on brain development, which was used as part of the documentation in an amicus curiae brief submitted by the American Psychological Association to the U.S. Supreme Court to eliminate the death penalty for adolescents under the age of 18 who are found guilty of capital crimes. In April, Hudspeth presented a paper at the Quantitative EEG and Neurofeedback Symposium at the University of California, Los Angeles.

Michael J. Kleeman, M.A., Psychology, 1975, has been appointed to the advisory board of MobilePro Corporation. Kleeman is a director of Cyberinfrastructure Policy Research at the University of California,

San Diego. He previously worked for Sprint, the Arthur D. Little Consulting Company, Boston Consulting Group, and Aerie Networks. He was also co-founder and CTO of Cometa Networks.



C. Kevin Malotte, M.A., Psychology, 1978, is the recipient of a 2004-2005 Distinguished Faculty Scholarly and Creative Achievement Award at California State University, Long Beach. Malotte, a faculty member at CSULB since 1999, is director of the University's community health and social epidemiology programs. He has published widely and has received grants from the federal Centers for Disease Control and Prevention and the National Institutes of Health.

William D. Marelich, Ph.D., Psychology, 1997, received tenure and was promoted to associate professor of psychology at California State University, Fullerton.

Abe Recio, M.A., Psychology, 1997; Ph.D., Psychology, 2001, was recently appointed vice president, marketing research and planning, at Warner Brothers Pictures.

Jeff Slomann, M.S., Human Resources Design, 2000, was recognized by the State Bar of California as a certified specialist in the area of workers compensation. Slomann is a defense litigator for the firm of Bagby, Gajdos, and Zachary in Santa Ana, California. He and his wife Jennifer have 18-month-old twins, Jacob and Connor.

BOTANY

Gary Dale Cromwell, Certificate, Education, 1978; Ph.D., Botany, 1981, retired in 2004 after 33 years of teaching math and science. From 1970 to 1980, Cromwell taught at Compton College; Mt. San Antonio College; California State University, Los Angeles; the University of California, Riverside; and California State Polytechnic University, Pomona. From 1981 to 1984, he was a teacher at Alverno High School in Sierra Madre, California, and from 1984 to 2004, he taught at Arcadia High School in Arcadia, California.



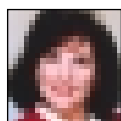
M. Patrick Griffith, Ph.D. Botany, 2005, was recently appointed executive director of Montgomery Botanical Center in Coral Gables, Florida. Griffith is the author of numerous scientific articles and other publications and has received grants and awards for his studies of plant evolution and relationships. He has conducted botanical fieldwork in the United States and abroad.

THE DRUCKER/ITO SCHOOL

Kenneth A. Collom, M.B.A., 1989, was recently named vice president of agency operations for Direct General Corporation, a financial services holding company, headquartered in Nashville, Tennessee.

Charles Douglas, E.M.B.A., 2003, has been accepted into the Pharmacoeconomics Ph.D. program at the University of Florida's College of Pharmacy.

Rudolph I. Estrada, Former Student, Executive Management, 1990, was appointed to the Board of Directors of East West Bancorp. Estrada is a former commissioner on the White House Commission on Small Business under President Clinton. He also served as the Los Angeles district director for the U. S. Small Business Administration. Estrada is president and CEO of Estradag Business Advisors, a business and financial services company.



Judith L. Forbes, M.B.A., 1983; Ph.D., Executive Management, 1993, has been elected secretary and member of the Board of Directors of the Society of Women Engineers. Forbes is president of Jandr Associates, a consulting company.



Michael G. Gardner, M.B.A., 1993, was promoted to executive vice president and co-head of capital markets at Wedbush Morgan Securities, with headquarters in Los Angeles. He also joined the Securities Industry Association Regional Firms Committee.

Udo Henseler, M.A., Executive Management, 1978; Ph.D., Executive Management, 1980, has been appointed to the Board of Directors of Tutogen Medical, Inc., a manufacturer of sterile biological implant products. Henseler is the CEO and chairman of eGene, Inc., a biotechnology company producing genetic analyzer systems for the genotype testing markets.

Howard T. Hirakawa, M.B.A., 1990, was promoted to vice president, product development and investment marketing, for Pacific Life Insurance Company. Hirakawa joined the company in 1990.

Patricia Jackson, M.B.A., 1991, has been named vice president for advancement at Smith College. Jackson previously served as associate vice president for development at Dartmouth College. She is also a former advancement director at Mount Holyoke College and has led fundraising efforts in higher education, including capital campaigns

at Claremont McKenna College and Wheaton College, for more than 20 years.

Mary Anne Schultz, M.B.A., 1992, is a self-employed consultant in distributed learning. In addition to her M.B.A. from CGU, she holds a Ph.D. and an M.S.N. degree. Schultz is the former director of online education for the University of California, Los Angeles School of Nursing.

Paul L. Schultz, E.M.B.A., 1990, has been promoted to president and chief operating officer of Jack in the Box, Inc. Schultz joined the company in 1973 and has held a variety of positions, including restaurant manager, district manager, regional manager, divisional operations vice president, and vice president of domestic franchising.

Jeffrey S. Silverman, M.B.A., 1984, was appointed vice president, manufacturing operations for CancerVax Corporation. Previously, Silverman was vice president, San Diego Operations, for Cell Genesys, Inc.



Alex Striler, M.B.A., 1992, spent six years on Wall Street as a vice president of institutional fixed-income sales for Bear Stearns & Co., Inc. and Banco Santander, S.A. In 1998, he returned to California and entered the action sports industry as president of Bokasmo & Co., Inc. In 2004, Striler became president of Osiris Shoes, a youth footwear company headquartered in San Diego. He lives with his wife Tammy and four children on a small orange grove in Valley Center, California.



Virachai Vannukul, M.A., Executive Management, 1983; E.M.B.A., 1986, has been managing partner of VG Consultant Company Limited in Bangkok, Thailand, since 1977. He has served as a management consultant in the United States, Europe, the Middle East, and Southeast Asia. In 1984, he joined the Bangkok Metropolitan Bank as advisor to the chairman, and from 1988 to 1990, he held the position of senior executive vice president of the bank. From 1987 to 1990, he was chairman of the board of CB Richard Ellis (Thailand) Co., Ltd. From 1994 to 1997, he was advisor to the Chairman and CEO of the Bangkok Bank.

Hideya Yamaguchi, M.B.A., 1990, was recently appointed senior vice president of the System LSI Group of Toshiba America Electronic Components, Inc. Yamaguchi has worked at Toshiba Corporation since 1982.

EDUCATIONAL STUDIES

Joan Acosta, Ph.D., Education, 1978, has been a member of the Los Angeles County Board of Education since 2003.



Loretta P. Adrian, Ph.D., Education, 2004, was recently appointed vice president of student services at Skyline

College, one of three colleges in the San Mateo Community College District. Adrian will provide leadership and direction for all student services areas, including admissions, counseling, financial aid, special programs, tutoring centers, and campus security.

Khaled Ali, M.A., Education, 1985; Ph.D., Education, 1989, is the senior regional training manager-western region for Hilton Hotels Corporation, senior seminar leader at Landmark Education-Los Angeles, and designation team member for Pacific-western region seminar leaders. Ali is writing a screenplay with a noted producer.

Raymond W. Allen, M.A., Education, 1972; Ph.D., Education, 1985, is an international student advisor-faculty specialist at the University of Hawaii at Manoa.

Elizabeth Avery, M.A., Teacher Education, 2003, is an English teacher living in Alhambra.

Bettina Babbitt, Ph.D., Education, 1982, is president of UsabilityMDx. In January, Babbitt and her colleagues presented "Predicting Cognitive Performance of Deploying Health Teams," a poster session at the 13th Annual Medicine Meets Virtual Reality conference in Long Beach, California.

Billie Goode Blair, Ph.D., Education, 1983, is president of the management consulting firm, Leading and Learning, Inc. The firm includes 30 professional consultants who work with CEOs and executives on issues of organizational change, leadership, and personal and professional effectiveness.

Veronica E. Bloomfield, M.A., Education, 1998; Elementary Credential, 1999, is a literary coach at Hoover Elementary School in Whittier, California. She became a National Board Certified Teacher and Teacher of the Year for her district in 2004. In June 2002, Bloomfield married Miguel Canales, M.A., Education, 2000, who is currently enrolled in the Ph.D. program in history at CGU.

Patricia W. Blumenthal, Former Student, Education, is an educational consultant, assessment provider, and president of Seattle Pacific Consulting Group, Inc.

Mary E. Boul, M.A., Education, 1969, is retired from her position as coordinator of Allied Health Programs at Chaffey College.

Dean Bowles, M.A., History, 1959; Ph.D., Education, 1967, is emeritus professor at the University of Wisconsin-Madison, where he continues to engage in occasional teaching, a research project, state educational policy, organizing an annual international education conference, and teaching and consulting in the United Kingdom, Latvia, and Switzerland.

Lee Boyes, Certificate, Education, 1979; M.A., Education, 1980, is taking her consulting job for Los Angeles-based Clean Air Challenge to Beijing, China, to help teachers in Beijing spread the word about clean air.

Lola Coxford Brown, Ph.D., Education, 1998, is associate adjunct professor in the counseling-MFT program at the University of Southern California. She is also a psychologist in private practice in Lake Forest, California.

Nola Madelyn Butler Byrd, Ph.D., Education, 2004, is director of the Community-Based Block Program at San Diego State University.

Nancy G. Cavanaugh, Certificate, Education, 1959; M.A., Education, 1961, was honored in 2003 by Pembroke Hill School in Kansas City, Missouri, by being placed in the school's "Wall of Fame." She taught at Pembroke Hill School for almost 25 years.

Susan Marie Chavira, Certificate, Education, 1981; M.A., Education, 1982, is a bilingual fifth grade teacher.

Marie T. Collins, Ph.D., Education, 2001, was appointed principal for the new Port of Los Angeles charter high school. The school was developed as a collaboration of educators, business leaders, parents, and community members.

Veronica Cueva, M.A., Education, 1995, has been an elementary school teacher in La Puente, California, for 12 years and has worked as a writing instructor at Mt. San Antonio College for two years.

Carol B. Cynkin, M.A., Education, 1994, retired from her position as first grade teacher in the Arcadia Unified School District. Cynkin received the Profiles in Excellence award from the Arcadia Unified School District in March for her contribution to public education and the youth of Arcadia. Cynkin's fellow teachers honored her in 2004 with the construction of an organic garden (the "Cynkin Sunshine Garden") at her

school. She received the Barbara Greenwood fellowship award from CGU in 1992.

Melissa Davies, Certificate, Education, 1980; M.A., Education, 1982, is education coordinator at the Picker Art Gallery at Colgate University in Hamilton, New York. She received a B.F.A. in painting from Syracuse University in May 2004.

Gloria Marguerite Davenport, Ph.D., Education, 1991, facilitates workshops for adult children or care providers of older adults based on her supplementary textbook *Working with Toxic Older Adults: A Guide to Coping with Difficult Elders* (Springer, 1999).

Paula S. DeStefano, M.A., Education, 1992, is completing Crosscultural, Language, and Academic Development (CLAD) certification.

Phyllis Dinwiddie, Elementary Credential, 1988, is a board member and leadership co-director of the Inland Empire Writing Project. She became a National Board Certified Teacher in 2002 and is an instructor for University of California, Riverside extension.

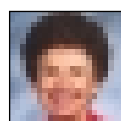
Brennan Corey Doyle, M.A., Education, 2001, teaches history at A.B. Miller High School in Fontana, California. He is enrolled in the Ph.D. program in history at CGU.

Laura Lee Drum, M.A., Teacher Education, 2003, teaches high school English at Santiago High School in Corona, California.

Andrew Encinas, M.A., Teacher Education, 2002, received a master of arts degree in education with an emphasis in multicultural counseling from San Diego State University in 2003 and is completing his master of science degree in Marriage and Family Therapy at San Diego State University.

Craig Finney, Ph.D., Education, 1982, will become department chair of recreation management at California State University Northridge in September 2005.

Susan M. Fisher, Certificate, Education, 1972; M.A., Education, 1973, teaches seventh grade English and history and seventh and eighth grade drama. She is a candidate for National Board certification for teaching.



Patricia J. Foster, Ph.D., Education, 1979, was appointed emeritus professor of nursing at Loma Linda University in July 2002. She was formerly associate dean for academic affairs at the Loma Linda University School of Nursing.

The International Association of Adventist Women named Foster the 2004 Woman of the Year.

Corinne H. Gallman, M.A., Education, 1966, is co-president of the Scripps College Fine Arts Foundation. Cristina Garcia, M.A., Teacher Education, 2002, is a Ph.D. student in public administration at the University of Southern California.

Winnie J. Gilbert, M.A., Teacher Education, 2001, is a teacher at Los Altos High School.

Barbara Goldstein, Ph.D., Education, 1996, former associate professor of school psychology and counseling at Azusa Pacific University (APU), is a school psychologist with the California Department of Education, Diagnostic Center of Southern California. She teaches part-time at APU and presented a workshop on psychoeducational assessment of culturally and linguistically diverse students at this year's California Association of School

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 provide us with your e-mail, address, or phone updates to continue to receive the Flame magazine, the alumni e-mail newsletter, and invitations to alumni and campus events.

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Psychology Annual Conference in Riverside. She also co-presented a paper on bicultural development. Goldstein has recently published articles in the *Journal of Educational and Psychological Consultation* and *School Psychology Review*. She has also completed a chapter on culturally sensitive behavioral interventions for a handbook on multicultural school psychology, which is due out this year, and she is working on a paper that explores the use of sandplay therapy with bicultural Latino adolescents. She continues to work with Fiesta Educativa, a parent-professional partnership that supports Latino Spanish-speaking

families with children with disabilities. Goldstein has appeared on the Spanish radio show Viva.

Jose Govea III, M.A., Education, 1982, is an area representative at United Teachers Los Angeles. Govea III organizes and advocates for certified education workers in Los Angeles Unified School District's South Central local district.

Winona Richards Grant, M.A., Education, 1952, has retired from private flute teaching and participates in flute quintet performances.

Crystal Folkes Green, Ph.D., Education, 2004, is in her seventh year with the nonprofit organization Survivors of Torture, International. She is engaged in a two year process to become an American Association for Marriage and Family Therapy-designated supervisor for MFT interns. She also started a small private practice in San Diego while her husband started his own custom woodworking business.

Clementine Greenberg, Ph.D., Education, 1977, is a private practitioner and substitutes as a school psychologist in the Los Angeles Unified School District.

Doug Grove, Ph.D., Education, 2004, started a research and evaluation company called Continuous Improvement Associates (CI Associates). His company's clients include the U. S. Department of Education, Orange County Department of Education, Santa Clara Department of Education, and the Markulla Institute for Applied Ethics.

Nelson L. Haggerson, Jr., Ph.D., Education, 1960, is professor emeritus of education at Arizona State University. In October 2004, he was inducted into the New Mexico Military Institute's Hall of Fame for eminence as a scholar. He was appointed to the Advisory Editorial Board of the *International Journal of Humanities and Peace*.

Peggy Marjorie Hawley, Ph.D., Education, 1968, published the second edition of *Being Bright Is Not Enough: The Unwritten Rules of Doctoral Study* (Charles C. Thomas, 2003).

James W. Hayford, M.A., Education, 1992, is associate professor at Whitworth College. He recently published "Effective and Efficient Post Play" in *American Basketball Quarterly* (Vol. 1, Second Quarter, 2004).

Kara Jennifer Heinrich, M.A., Teacher Education, 1998, is vice principal of La Seda Elementary School in the Rowland Unified School District. She completed a master's degree in school administration and an administrative credential at the University of California, Los Angeles in 2005 and is in the final stages of completing a master of arts degree in educational law at the University of California, Los Angeles. Heinrich also holds a bachelor of science degree in human development from the University of California, Davis.

Divina Himaya, Certificate, Education, 1970; Ph.D., Education, 1978, is in her sixth year as president of International Christian Scholarship Foundation. She received the 2005-2006 Outstanding Silliman Alumni Award from Silliman University in Dumaguete City, Philippines.

Ivannia Hinman, M.A., Education, 1956; Ph.D., Education, 2005, obtained a tenure-track position in the education department at Biola University. She was awarded a Haynes Foundation grant with CGU Education faculty member Mary Poplin to study high-poverty, high-performing classrooms.

Yvonne Hoch, M.A., Education, 2001, is a seventh and eighth grade language arts teacher.

Alumni, What's New?

Alumni, use the form below to update your contact information with CGU. Also, share your current academic or professional achievements. (Information will be posted on your profile page on The Claremont Connection, CGU's online alumni community (<http://alumni.claremontcgu.edu>). Recent accomplishments (awards, promotions, etc.) may also be selected for inclusion in an upcoming issue of the *Phoenix* magazine. Photos may be submitted online or via email (in .JPG, .EPF, or .TIF file format in 300dpi) to alumni@cgu.edu. Photos may be used, based on print and quality specifications.

Name First Name Middle Name Last Name Last name used while at CGU

Home Address Street, including apartment number

City State Zip Code Country

Phone Numbers Home Phone Work Phone Cell Phone

E-Mail Address(es)

Recent Academic or Professional Activities (Please print or type your responses.)

(Submissions selected for the *Phoenix* may be edited.)

Print and send this form to the Office of Alumni Affairs, Claremont Graduate University, Jagels Building, 161 East Tenth Street, Claremont, CA 91711-4368, fax (951) 871-4262 (ATTENTION: Alumni Affairs).



Jan Jackson, Ph.D., Education, 1991, has been appointed dean of the California State University, San Marcos Office of Extended Studies. Jackson is also a member of the board of the San Diego North Economic Development Council and the San Marcos Chamber of Commerce.

Bonita Jaros, M.A., Education, 2004; Ph.D., Education, 2005, presented her dissertation research findings to the American Psychiatric Association in May in Atlanta. She produced a CD, *Kaddish: Voices from the Holocaust*. She also performed a concert, "Sephardic Experience," for the American Sephardi Federation in Newport Beach in March 2005 and has an upcoming concert at the Skirball Cultural Center.

Phillip Eugene Jones, M.A., Education, 1991; Ph.D. Education, 1991, was selected to head the Association of Physician Assistant Program journal, *Perspective on Physician Assistant Education*. Since 1999, Jones has been professor and chair in the Department of Physician Assistant Studies and chief of the Division of Postgraduate Physician Assistant Education at the University of Texas Southwestern Medical Center at Dallas.

Kathleen Keene, M.A., Teacher Education, 2003, is a first grade teacher.

Lynne Kennedy, Ph.D., Education, 2004, is assistant superintendent/chief educational officer at Baldwin Park Unified School District.

Robert E. Kladifko, Ph.D., Education, 1976, spent 40 years as a teacher and administrator in the Los Angeles Unified School District. He is assistant professor in the Department of Educational Leadership and Policy Studies at California State University, Northridge.

Arthur Langdon, Certificate, Education, 1947, spent three years as a social studies teacher in Trona, California, and more than six years teaching in Monrovia High School. He was also a junior and senior boys counselor for 20 years and established the Regional Occupation Program in three school districts.

Carolyn McDaniel, M.A., Education, 1984, is a second grade teacher. She has taught for 22 years at Trona Elementary School in Trona, California. She has taught first and second grade, elementary art, and reading in a resource or lab setting. McDaniel earned a master's degree in psychology from the University of Santa Monica in 1995.

Sharon McGehee, Ph.D., Education, 1988, is superintendent of the Ontario-Montclair School District in California.

She has worked in the district for 27 years and has spent the last five years as superintendent.

Geraldine McIntosh, Certificate, Education, 1959, is a retired teacher from the El Centro School District. She is currently program chairman for Glendora Woman's Club, and she and her husband will be celebrating their 50th wedding anniversary this year.

Jameelah Medina, M.A., Teaching and Learning, 2001, published her first book, *The Afro-Latin Diaspora: Awakening Ancestral Memory, Avoiding Cultural Amnesia* (AuthorHouse, 2004). She received the State Compensation Insurance Fund's Employee Recognition Program Award for Extraordinary Achievement in 2004.

Lisa Mesa, M.A., Teacher Education, 2000, taught high school English for five years at Norte Vista High School in Riverside, where she is currently activities director and renaissance coordinator.

Herbert C. Meyer, Certificate, Education, 1958, director of athletics at Oceanside High School and El Camino High School in California, is retiring after five years at Oceanside and 29 years at El Camino. He also spent 17 years as a head football coach at Oceanside High School and 28 years as head football coach at El Camino High School, during which the teams experienced the highest number of wins in history of the state.

Mary Montes, Ph.D., Education, 1975, is a consultant with teacher training and parent workshops.

Reynaldo Monzon, Ph.D., Education, 2004, was recently appointed director for student testing, assessment, and research for the San Diego State University Division of Student Affairs.

Jessica Nath, M.A., Teacher Education, 2003, teaches reading and eleventh grade advanced placement English language at Ontario High School in California.

Mary Nelson, Former Student, Music, Education, taught beginning English as a Second Language and Literacy courses. She currently enjoys tutoring, gardening, history, and design.

Joanne K. Olson, M.A., Education, 1994, is associate professor of science education at Iowa State University. She is the recipient of the 2005 Outstanding Science Teacher Educator of the Year Award given by the Association for Science Teacher Education. Her research on novice teachers' decision-making practices won the 2004

Outstanding Paper award from the National Association for Research in Science Teaching. Olson is the Teacher Education column editor of the *Journal of Elementary Science Education*.

Steven Pinkston, Certificate, Education, 1978; M.A., Education, 1979, is the Christian Service Director at Bellarmine College Preparatory School in San Jose, California. This year, he received a master's degree in theology from the University of San Francisco. Pinkston serves on the advisory board for Loyola Marymount University's Leadership in Equity, Advocacy, and Diversity Center. He is also an associate pastor and head of the Jail/Prison Ministry at Maranatha Christian Center.

Paula Pitzer, Certificate, Education, 1960; M.A., Education, 1965, is director of alumni and communications at Foothill Country Day School in Claremont. She wrote a book titled *Into the New Century*, a history of the school for its 50th anniversary celebration in 2004.

Mark Polland, M.F.A., 1990; Ph.D., Education, 1996, is an attorney at a construction law firm in downtown Los Angeles. He also teaches art history part time at Chapman University.

Nicholas C. Polos, Certificate, Education, 1954, is an emeritus professor of history and has published nine books and 82 monographs in history and education. His latest work, *San Dimas: Preserving the Western Spirit*, has won four book prizes, including the California Historical Society prize for local history. Polos has been a Rockefeller Fellow, a Danforth Fellow, a Woodrow Wilson Research Fellow, a Rhodes Scholar Appointee, and a National Endowment for the Humanities Fellow. Polos is involved in Veteran's History Project research and a lecture series on Greece and Egypt.

William F. Purkiss, Ph.D., Education, 1994, is an emeritus professor in the Department of Communication Studies at Chaffey Community College. He was named faculty lecturer of the year in 2003, and retired in 2004 after 44 years of teaching.

Carolyn Quetzál, M.A., Education, 1993, and Teri Quetzál are co-founders of Summit Family Wellness in Tarzana, California, which provides holistic health care for women, children, and expectant mothers in the San Fernando Valley.

Enriqueta Ramirez, M.A., Teacher Education, 2003, was awarded Pomona College's 2005 Inspirational Young Alumni Award. Ramirez, a 2000 graduate of Pomona College, heads the science department at John Marshall Middle School in Pomona, where she

was chosen as the Teacher of the Year in 2003.

Hazel Michelle Rios, M.A., Teacher Education, 2004, teaches mathematics at Azusa High School.

Carol K. Roemer, Ph.D., Education, 1992, is professor emeritus at Long Beach City College. She retired from Long Beach City College in May 2004.

Leslie Rommel, M.A., Teacher Education, 1997, is in her tenth year of teaching elementary school.

Linda Sacco, M.A., Modern European Languages, 1976; Certificate, Education, 1978, was awarded a Fulbright-Hays grant to attend a seminar in Ecuador this summer. She was also awarded a Fulbright Teacher Exchange position with a teacher in Mexico for a semester.

Deepak Shikhada, Ph.D., Education, 2001, is assistant professor of religious studies at Claremont McKenna College (CMC). Shikhada was chair of the 2005 Asian Studies for the Pacific Coast Conference, and was recipient of the Irvine Foundation's Diversity Award and CMC's Technology in the Class award.

Alisa Allen Shyer, M.A., Education, 1985, is founder, choreographer, com-musical director, and director of Karousel Kids, a nonprofit performing arts corporation. She is a 26-year veteran of the Claremont teaching community, where she was honored with the Los Angeles Music Center's Bravo Award, recognizing her as the outstanding school teacher in Southern California in the area of performing arts. She is also director of the arts at Foothill Country Day School. She has directed, choreographed, or performed in more than 150 productions.

Bess Silverston, Ph.D., Education, 1984, is an adjunct faculty member at California State University, Bakersfield and a mentor at California State University, Northridge. Silverston completed her Pupil Personnel Services credential in 2003.

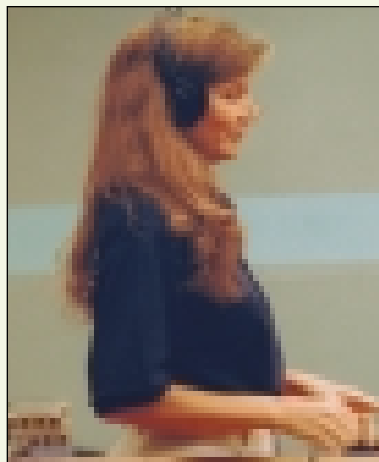
Sandy Jean Skora, M.A., Education, 1989, is a sixth grade science teacher, department chair, and Outdoor Science School coordinator.

Glenn Smith, Certificate, Education, 1957, is chancellor emeritus of San Mateo County Community Colleges and a fellow of the College at the College of Notre Dame in Belmont, California.

Arlette S. Solomon Poppy, Ph.D., Education, 1983, is an active docent at the Gamble House in Pasadena, California.

LIFE IS A MERRY-GO-ROUND

Alisa Shyer, M.A., Education, 1985, has been going round in circles since graduation. As founder and director of Karousel Kids, Inc., a nonprofit performing arts group for kids of all ages, Shyer was one of twelve teachers to receive a 1997 National Fellowship Award from The Johns Hopkins University acknowledging outstanding and



innovative educators, and has been honored with the Los Angeles Music Center's prestigious Bravo Award. Karousel Kids has performed at the Television Academy of Art and Sciences' national tribute to Mr. Fred Rogers, the Hollywood Bowl Tribute to Television Night with Carol Channing, the recent Orange County Fourth of July Celebration at Verizon Amphitheater with Pat Sajak, and recorded at Abbey Road Studios with the London Symphony Orchestra.

A veteran teacher in the Claremont community for more than 25 years, Shyer's first production came as part of an internship while she was a student attending Pomona College. The small, \$100-production of *The Wizard of Oz* was organized and performed so impressively as to lead her professor to say, "This

is what you should do." That summer, Shyer taught one of six youth theater classes at the former Claremont Playhouse. Unknown to her at the time, the class was an audition, and at the end of the summer, her production of *You're a Good Man Charlie Brown* earned her a permanent place at the playhouse, where her group would perform until the playhouse closed.

As enrollment and budgets grew, so did the need for a name. "I left it up to the kids," says Shyer. "It was their group, so I let them name it. One of the names they came up with was Karousel Kids, and it stuck." The importance of Shyer's work was quickly becoming apparent to students and parents alike. "Not only were we having fun, but we were building self-esteem, teaching responsibility and team-work. Parents were also telling me that their kids' grades were actually better during the performance season." Led by a group of parents, Karousel Kids was secretly incorporated behind Shyer's back and the official letter of incorpora-

tion presented to her as a gift at the end of the 1983 season.

Shyer's experience led her to pursue an M.A. in Education, where her thesis explored the benefits of integrating the performing arts into education. At CGU, Shyer came under the tutelage of Malcolm Douglass, Phil Dreyer, and first-year professor Mary Poplin. "I really appreciated how we as students were encouraged to participate in a hands-on way. For some classes, I'd bring in students," remembers Shyer. "One of those students wrote me recently. No one in her family had ever been to college and the day I took her to CGU was the first time she'd ever been on a college campus. I used it as a good time to talk to them about education, college and their futures in general. She's now at UCLA getting her law degree. A student's success is the greatest award a teacher can get."

Over the years, Shyer's small community-based class has grown



into a nationally acclaimed group with students ranging from ages three to 21. Performing "Millennium," an original composition written by her husband, co-musical director Brian Shyer, Karousel Kids was the featured background music to many TV millennium extravaganzas. "We were celebrating the millennium and didn't even know. The next day, a friend mentioned it to Brian and we thought they were joking until someone else said it too. We went to a media clipping service and spent hours trying to find it. When we finally did, the whole service room cheered and so did we. It was amazing."

Shyer credits her late father Howard Allen, who was deeply involved with the Claremont Colleges, and her mother Dixie, with instilling in her the inde-



pendence and self-confidence needed to pursue one's dreams. "In many ways," says Shyer. "Karousel Kids is just an extension of what they taught me. It's a place where kids can grow into who they really are, and who they want to be. It all started on Foothill, the colleges and in Claremont, and all paths have led back to this community through my work with young people."

In addition to her work with Karousel Kids, Shyer recently became Director of the Arts at Foothill Country Day School. An active participant in civic affairs, Shyer has served with the Claremont League of Women Voters, the Claremont Community Foundation and been featured in the Inland Empire Business Magazine. Currently, Shyer has just finished preparation for a summer production of *The Wizard of Oz*, and was preparing Karousel Kids to perform in the Candlelight Pavilion's twentieth anniversary show in Claremont. She lives in Claremont with her husband Brian and their son Allen.



Marybeth Song, Ph.D., Education, 2001, has been working for the past several years with the Jet Propulsion Laboratory and California Institute of Technology (Caltech) to develop and evaluate science education programs, including CAPSI, the Caltech Pre-College Science Initiative. Song has conducted hundreds of interviews with teachers and science researchers regarding how young people learn to conduct scientific investigations and is turning this research into a book.

Larry Totaro, Certificate, Education, 1976; M.A., Education, 1977, is a registered respiratory therapist at Loma Linda University Medical Center. He has worked at Loma Linda Medical Center since 1980 and has been responsible for bedside therapy, supervisory and educational work, research, and a HEART team trip to China.

Elesa S. Trisler, Ph.D., Education, 1996, is fieldwork coordinator for teacher interns at Azusa Pacific University. She recently retired as pre-intern director for Claremont, Charter Oak, Glendora, and West Covina Unified School Districts.

Leonard A. Valverde, Ph.D., Education, 1974, is author of *Leaders of Color in Higher Education: Unrecognized Triumphs in Harsh Institutions* (AltaMira Press, 2003), a comprehensive study that examines the challenges and dilemmas facing minority members in leadership positions in higher education. Valverde is a senior visiting scholar at Harvard University in the fall 2005 semester. His primary involvement is with the Civil Rights Project, a joint program between the Law School and the Graduate School of Education. He is completing two books, one on higher education and the other about the K-12 level.



McCay Vernon, Ph.D., Education, 1966, received an honorary doctorate from McDaniel College and the Larry Stewart award from the American Psychological Association for lifetime contributions to psychology and deafness. He co-authored a psychological study of a serial killer titled *Deadly Lust* (Pinnacle Books, 2005).

Janet Doty Vincze, M.A., Education, 1984, is a substitute teacher.

Nancy Ware, Certificate, Education, 1972; M.A., English, 1972; Ph.D., Education, 1996, is past director of interdisciplinary general education at California State Polytechnic University, Pomona.

Carole Anne Weeks, Ph.D., Human Development, 2000, is assistant principal, Elementary Instructional Specialist, in the Los Angeles Unified School District.

Caryn V. White, Certificate, Education, 1968; M.A., Education, 1968, is a licensed marriage and family therapist for Sequoia Counseling Services. She recently moved her practice to Redwood City, California. White uses her elementary teaching experience to support parents and families with classes and therapy. She has been in the counseling field for 10 years.

Gloria Willingham, Ph.D., Education, 1996, was selected as a Fulbright senior specialist candidate by the J. William Fulbright Foreign Scholarship Board, the Bureau of Education and Cultural Affairs of the Department of State, and the Council for the International Exchange of Scholars. She delivered the keynote address at the induction ceremony (Sigma Theta Tau International Nursing Honor Society) and graduation celebration of the School of Nursing at California State University, Dominguez Hills. She founded Village Projects, designed to provide minorities with access to leadership opportunities.

Ronald F. Woggon, Ph.D., Education, 2000, is a part-time instructor for Pima County Community College in Tucson, Arizona.

Donnalyn Yates, M.A., Education, 1993, has been an elementary school teacher and has developed educational products to help children who have difficulty memorizing math facts. Yates speaks on this topic at teacher conventions and has authored several books in this area.

Jill Zavidowsky, M.A., Education, 1994, recently began teaching literature part time at Citrus College in California. She published an article about turning 50 years old in the August 14, 2005 issue of *The Claremont Courier*. Zavidowsky is active in the Inland Area Writing Project (through the University of California, Riverside) and was awarded Teacher of the Year from Garey High School in the Pomona Unified School District in 2003.

INFORMATION SCIENCE

Peter Garza, M.S., Information Science, 2001, is founder and president of EvidentData, Inc., a company specializing in computer forensics, electronic discovery, and information security. Garza previously served as a special agent with the Naval Criminal Investigative Service, conducting and supervising investigations for more than

10 years. He is former president of the Southern California High Technology Crime Investigation Association and a member of the International Association of Computer Investigative Specialists.



Murray Jennex, M.S., Information Science, 1995; Ph.D., Management of Information Systems, 1997,

is assistant professor in the Information and Decision Systems Department in the College of Business Administration at San Diego State University. He is also editor-in-chief of the *International Journal of Knowledge Management* and president of the Foundation for Knowledge Management. Last month, as academic keynote speaker at an Air Force conference in Tucson, Jennex presented research findings regarding critical factors for knowledge management success. He also moderated a panel on issues facing the U.S. Department of Defense and the U.S. Air Force in implementing knowledge management. This summer, Jennex taught knowledge management in the Ukraine through a federally funded CIBER grant.

MATHEMATICAL SCIENCES

Dietrich Chen, M.A., Mathematics, 1995, was appointed president of HMS National Inc., a leading provider of home warranties and other products and services for the real estate transaction market.

Rudolph Volz, M.A., Mathematics, 1980; Ph.D., Mathematics, 1982, is the owner and head of the company ScorePraise, which works with world indicator numbers based on the method of Balanced Scorecard. He is also gaining visibility for his transformation of the original text of Faust into a rock opera.

POLITICS AND ECONOMICS

Mark Abdollahian, M.A., International Relations, 1992; Ph.D., Political Science, 1996, is currently director and chief operating officer of Sentia Group, Inc., a company that he co-founded in 2002 to empower the commercial and public sector with advanced predictive behavior software using agent-based modeling techniques. Abdollahian has worked with such companies as Arthur Andersen, Booz Allen Hamilton, Ford, Hughes, Motorola, McKinsey, Raytheon, and the U.S. government in various capacities. He is co-author of *Power Transitions: Strategies for the 21st Century* and author of several articles on advanced decision-making approaches in political and economic crises. He has received grants and awards from the

John and Dora Haynes Foundation and the U.S. government. Abdollahian is an adjunct faculty member in the School of Politics and Economics at CGU.

Linda Bandov, M.A., *Politics, Economics and Business, 2005*, was recently promoted to director of corporate compliance and assistant corporate secretary for a public water utility company and is responsible for overseeing corporate governance program and the management of 26 subsidiaries.

Karla Borja, M.A., *Economics, 2002; Ph.D., Economics, 2005*, has accepted a position as assistant professor of economics at Whitworth College in Spokane, Washington.

Emma Brossard, *Certificate, Education, 1968; M.A., Government, 1968; Ph.D., Government, 1971*, published an article about Venezuela's petroleum concerns for *Petroleumworld.com*. Brossard taught political philosophy, Latin American politics, and energy politics for 18 years in several midwestern and southern universities.

Sunghee Choi, M.A., *Economics, 2002; Ph.D., Economics, 2005*, was appointed as an economist at the Korean Energy Economic Institute, a leading Korean government-sponsored research institute.



Kenneth Cimino, M.A., *Politics and Policy, 2003; Ph.D., Politics and Policy, 2004*, will publish his first book, *Gay Assimilation:*

The Group Consciousness of Gay Conservatives, next year. Cimino is a visiting assistant professor in political science and public policy in the politics and international affairs department at Drake University.

Rossina Seville Gil, M.A., *Politics and Policy, 1994*, works for Grovewell, LLC as a crosscultural trainer/coach for executives either leaving or entering the country. She is the mother of two boys, the youngest of whom is 13 months.

Emily Gill, M.A., *Government, 1968; Ph.D., Government, 1971*, was named the Caterpillar Professor of Political Science at Bradley University, where she has taught for 32 years. The Caterpillar Tractor Company donated funds for a five-year period for professorships based on candidates' record of research and contributions to the discipline of political science.

Richard Gretz, M.A., *Economics, 2001; Ph.D., Economics, 2005*, accepted a position as assistant professor of economics in the Foster College of Business Administration at Bradley University in Peoria, Illinois.

Darrene Hackler, M.A., *Public Policy, 1996; Ph.D., Political Science in Economics, 2000*, has written "Information Technology Industry and Telecommunications: An Empirical Analysis of Cities in the Minneapolis-St. Paul and Phoenix Metropolitan Areas" for the *Journal of Urban Technology* (forthcoming, 2005) and has co-written "Demographic Change in Small Cities, 1990-2000" with Christiana Brennan and **Christopher Hoene, M.A., *Public Policy, 1996; Ph.D., Political Science, 2000***, for *Urban Affairs Review* (Volume 40, No. 3).

Bruce Hall, M.A., *Politics and Policy, 1991; Ph.D., Political Science, 1993*, was ordained deacon in the Episcopal Church in February 2003 and serves at Grace and Holy Trinity Cathedral in Kansas City, Missouri. He also works as a clinical social worker in the Missouri juvenile justice system.

Janeane Harwell, M.A., *Politics and Policy, 2002*, is adjunct instructor in international relations and comparative politics. She is completing her doctorate in political science and has a graduate certificate in women's studies. This year she presented a paper to the Western Social Science Association in Albuquerque, New Mexico.

Sandy Hester, M.A., *Public Policy, 1997*, has been a leader in the nonprofit sector for more than 30 years. She is program director of Caring Connections Friendly Visitor Program of the Council on Aging (COA) of Orange County, California, a program that links older adults with volunteers who connect them to health and social services. Hester is also chair of the Disability Rights Workshop planning committee, Access to Health Care Task Force, and the Friendly Visitor Collaborative. She is a member of the Multi-Ethnic Behavioral Health Services Task Force and the Orange County Office on Aging's Senior Citizens Advisory Council and its Health Committee. She also serves on the County's Mental Health Board's Committee on Older Adult Services and the Mental Health Services Act (MHSA/Prop. 63) work group. In 2002, she received the Certificate of Recognition from Cynthia P. Coad, former chair of the Orange County Board of Supervisors.

James Hightower, M.A., *Economics, 1967; Ph.D., Economics 1970*, professor emeritus at California State University, Fullerton, will coordinate a new online Master of Science in Information Technology program at the university, to be launched in fall 2005.

Jason Kao, M.A., *Economics, 1997; Ph.D., Economics, 2004*, works at the Taiwan Institute of Economic Research, a

major think tank for the Taiwanese government. His area of research is economic development, high-tech and emerging industries, national technology policies, and government instrument development.

James Kraska, M.A., *Politics and Policy, 1989*, is an active duty Navy JAG who has just completed the Master of Laws (LL.M.) degree from the University of Virginia School of Law. He is assigned to the chairman of the U.S. Joint Chiefs of Staff as an international law advisor.

Simon Lamar, M.A., *Economics, 2000; Ph.D., Economics, 2004*, accepted a tenure-track position in the Department of Economics at Whittier College.



Morlie Hammer Levin, M.A., *Public Policy Studies, 1978*, has been appointed national executive director of Hadassah,

the Women's Zionist Organization of America, effective September. Levin has an extensive background in Jewish communal work, management consulting, and policy studies. She previously served as vice president, strategic donor initiatives at the Jewish Federation in Los Angeles.

Robert Meadows, Ph.D., *Criminal Justice, 1986*, was promoted to the rank of full professor of criminal justice at California Lutheran University.

Matthew Moore, M.A., *Politics and Policy, 1989*, was recently appointed department research program manager at the Idaho Transportation Board (ITB). He previously served as senior transportation planner responsible for administering Idaho's Congestion Mitigation and Air Quality Improvement Program for ITB. He co-managed Idaho's Transportation Future: Getting There Together and also served as a liaison to the Idaho Department of Environmental Quality, Local Highway Technical Assistance Council, and Federal Highway Administration on transportation and environmental quality issues.

Svetlana Morozova, M.A., *Public Policy, 1997; Ph.D., Political Science, 2005*, is senior analyst at Innovest Strategic Value Advisors in Toronto, researching how lesser environmental liabilities could lead to higher corporate profit. She is also a contributor to Canada's Business TV programs related to the discussion of the current national greenhouse gas policies.

Bernadette Palombo, M.A., *Politics and Policy, 1991; Ph.D., Political Science, 1993*, has been promoted to full professor at Louisiana State University, Shreveport.

Derek Schaeffer, M.A., *Mathematics, 2003; Ph.D., Economics, 2005*, is a financial economist at the Citadel Group in Chicago.

Theodore Reynolds Smith, Ph.D., *Economics, 1969*, was named president of the Moroccan American Trade and Investment Council, an organization formed under the patronage of His Majesty King Mohammed VI of Morocco to promote the recently signed Free Trade Agreement between the two countries.

Tharon Smith, M.A., *Politics and Economics, 2002*, is traveling to China as an Avery Adventure in China grant recipient. Smith and partner Gary Love are an internationally recognized salsa dance couple, and they will travel to China to learn and teach the art of salsa dancing. Smith is enrolled in the doctoral program in economics at CGU.

Glen Sparrow, Ph.D., *Government, 1976*, is emeritus professor of public administration and urban studies at San Diego State University (SDSU). He also works with the U.S. Agency for International Development on a project through which he brought together SDSU and the Autonomous University of Baja, California to create a joint master's degree in transborder public administration and governance.

Ted Trzyna, Ph.D., *Government 1975*, president of the California Institute of Public Affairs, served on the steering committee for the World Conservation Congress, which was held last November in Bangkok. The event brought together some 6,000 leaders and experts in natural resource conservation from nearly 200 countries.

Mario Villarreal-Diaz, M.A., *International Political Economy, 2002; Ph.D., Political Science and Economics, 2005*, is a NRI doctoral fellow at the American Enterprise Institute for Public Policy Research in Washington, D.C. He has just published his first paper, "Metropolitan Latino Political Behavior: Voter Turnout and Candidate Preference in Los Angeles," with Matt A. Barreto and Nathan D. Woods, in the *Journal of Urban Affairs* (February, 2005). Villarreal-Diaz was selected to be the student speaker at CGU's 2005 commencement ceremony.

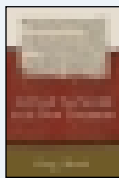
Brad Watson, M.A., *Politics and Policy, 1992; Ph.D., Political Science, 1996*, was recently named to the Philip M. McKenna Chair in American and western political thought at Saint Vincent College in Latrobe, Pennsylvania. He is spending the 2005-2006 academic year at Princeton University, where he is a visiting research scholar and a visiting professor in the politics department. His next book is an edited collection titled *The West at War*.

Featured recent works by alumni authors

Creativity in Virtual Teams: Key Components for Success
Pfeiffer, 2004

Jill Nemiro
Ph.D., Psychology, 1998

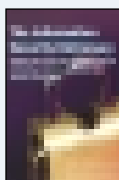
Virtual teams are rapidly growing as a vehicle to pull together key human resources across the globe to respond to and overcome the pressures and demands of our competitive global marketplace. The overall goals of this book are to provide those who design, manage, lead, or are members of virtual teams with the knowledge and tools they need to lead their virtual teams to high levels of creativity. This book provides both a theoretical model of the key components for high levels of creativity in virtual teams and a series of practical assessment tools, discussion questions, checklists, and exercises to assist team members in assessing and strengthening the key components in their virtual teams. Case stories and lessons learned from real virtual teams doing creative work are also shared. Nemiro is associate professor at California State Polytechnic University, Pomona.



The Dead Sea Scrolls and the New Testament: Essays in Mutual Illumination

Fortress Press, 2005
George J. Brooke
Ph.D., Religion, 1978

Brooke's book reveals that New Testament scholars can use the Dead Sea Scrolls to learn about the linguistic, historical, religious, and social contexts of Palestine in the first century. A wide range of topics and themes are discussed, including Matthew's Beatitudes, the lost song of Miriam, Levi and the Levites, women's authority, and the use of scripture in the parable of the vineyard.



The Information Security Dictionary: Defining the Terms That Define Security for E-Business, Internet, Information and Wireless Technology
Springer/Kluwer Academic Publishers, 2004

Urs R. Gattiker

M.B.A., 1981; Ph.D., Business Administration, 1985

Gattiker's book defines more than 1,200 of the most commonly used words in the security field, with focus on terms used most often in forensics, malware, viruses, vulnerabilities, and IPv6. Special attention is given to terms that most often prevent educated readers from understanding journal articles or books in cryptography, computer security, information systems, role-based access management, and applied fields such as system design, security auditing, vulnerability testing, and role-based access management. The book includes extensive cross-referencing and is available in printed and electronic format. Gattiker is Parchamsche Foundation professor of informatics and information science at the International School of New Media at the University of Lübeck in Germany.



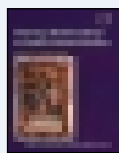
Kathleen and Christopher: Christopher Isherwood's Letters to His Mother
University of Minnesota Press, 2005
Lisa Colletta
Ph.D., English, 1999

Kathleen and Christopher is a compilation of more than 100 previously unpublished letters by writer Christopher Isherwood to his mother. The letters, written between 1935 and 1940, were composed while Isherwood was still a struggling writer, and offer an eyewitness account of Europe on the brink of war and an intimate look at the early life of a major figure in literature and the gay rights movement. Colletta is assistant professor of English at Babson College.

Language Arts Workshop: Purposeful Reading and Writing Instruction
Prentice Hall, 2006

Nancy Frey, Ph.D., Education, 2003 and Douglas B. Fisher, Ph.D. Education, 1996

This book, written by two CGU alumni, presents a method for organizing instruction that explores a gradual release of teaching responsibility through meaningful experiences for literacy development, including oral language, spelling, vocabulary, word study, fluency, and comprehension. Through the approaches outlined in the book, students read and write every day, spending time with their teacher, collaborating with peers, and working independently.



Marriage Relationships in Tudor Political Drama

Ashgate, 2005
Michael Winkelman
M.A., English, 1994; Ph.D., English, 1999

This monograph tells the story of how and why royal marital selection was examined in sixteenth-century English drama. The book analyzes aspects of marital relationships in works by late Elizabethan dramatists Christopher Marlowe, John Lyly, Thomas Kyd, and William Shakespeare. Winkelman argues that dramas were crucial battlegrounds for debates about the future of the monarchy, especially during the reigns of the oft-married King Henry VIII and his unmarried daughter, Queen Elizabeth I. Winkelman is assistant professor of literature at Johnson State College in Vermont.



POV: Portraits of Violence
d3G Press, 2005
James Higginson
M.F.A., 1990

Higginson has released his first hard cover book of photography. In *POV*, Higginson's shocking and stunning fine art photography chronicles the brutal side of personal and familial relationships. With this electrifying and intricate series, he assaults the subject of violence using friends, actors, and next-door neighbors as models in theatrically staged photographs. According to one art historian, "...not since Mapplethorpe or Witkin has an artist's images taken our breath away with such extreme conviction." (d3gpress) Higginson's solo exhibition titled, "I LOVE YOU," featured the entire *POV* series at the Ernst Museum, Budapest, Hungary, in spring 2005. The world premiere of his photography

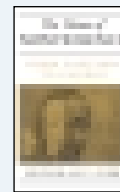
series "Recollection," opened in April 2005 in Bologna, Italy, at Sala Museale del Baraccano and his work "POV:Sacrifice" was included in the University of California, Riverside group show "Defense: Body and Nobody in Self Protection," in spring 2005. *POV* is scheduled for release with distribution by Vice Versa in Germany, Switzerland and Austria in fall 2005.

The Scandal of Images: Iconoclasm, Eroticism, and Painting in Early Modern English Drama

Susquehanna University Press, 2005

Marguerite Tassi
Ph.D., English, 1993

Tassi's book is an interdisciplinary study of the radical, inventive ways that Elizabethan dramatists such as Shakespeare, Marston, and Lyly, appropriated and transformed painting for the stage. Through close examination of a group of early modern English plays, some virtually unknown, this book offers a unique analysis of painting properties, picture tropes, and painter characters in light of the Protestant "scandal" of images and antitheatricalism. Tassi is an associate professor of English and director of graduate studies in English at the University of Nebraska-Kearney. She and her husband, Shaun Padgett, are the parents of a two-year-old daughter, Francesca.



The Virtue of Non-Violence: From Gautama to Gandhi

State University of New York Press, 2004
Nicholas F. Gier

M.A., Religion, 1969; Ph.D., Religion, 1973

This book begins with an analysis of the concept of nonviolence in India as it originated in Jainism, spread to Buddhism, and was gradually taken up by Hinduism. Gier's principal thesis is that Gandhi shares a contextual pragmatism with Buddhism. Gier also turns to Confucian philosophy to draw comparative points with Gandhi. The book concludes with an assessment of Buddha, Christ, Martin Luther King, Jr., and Gandhi and offers a charismatic theory of the nature of saints of nonviolence. Gier, professor emeritus in the Department of Philosophy at the University of Idaho, recently presented an invited address, based on his book, at the first annual conference of the Mahatma Gandhi Center for Global Non-Violence at James Madison University.

Alumni, if you are interested in submitting a booknote, e-mail alumni@cgu.edu with your name, the publisher, the publication year, and a brief summary of your book, along with a photograph of the book cover. Books to be featured in the Booknotes section should have been published no earlier than 2005. Submissions may be edited.

<http://alumnicommunity.cgu.edu>

Log into The Claremont Connection

CGU'S new Online Alumni Community

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- Create a personal profile page
- Post an "Alumnote"
- Add photos

Communicate

- Register for alumni events online
- E-mail classmates through the site

Network

- Make business connections
- Post your resume and search resumes



To log in...

1. Go to The Claremont Connection at <http://alumnicommunity.cgu.edu>
2. Click on First Time Login. Search for your name
3. Enter your Temporary Password - your temporary password is the 5-digit ID number located on the mailing label of this magazine

RELIGION

Elizabeth Castelli, M.A., Religion, 1986; Ph.D., Religion, 1987, presented the Hamilton College Department of Classics Winslow Lecture in February. Her talk was titled "Martyrdom and Meaning-Making in Ancient and Contemporary Christian Contexts." Castelli is an associate professor of religion at Barnard College. Her recent publications include *Martyrdom and Memory: Early Christian Culture Making* (Columbia University Press, 2004) and *Interventions: Activists and Academics Respond to Violence* (Palgrave MacMillan, 2005), an anthology co-edited with Janet Jakobsen (2004).



Monica A. Coleman, M.A. Religion, 2003; Ph.D. Religion, 2004, is director of womanist religious studies and assistant professor of religion at Bennett College for Women in Greensboro, North Carolina. *The African American Pulpit*, a nondenominational preaching and ministry journal, recently named her in the "Top 20 to Watch" in "The New Generation of Leading Clergy: Preachers under 40."

Derek Malone-France, M.A., Religion, 2000; Ph.D., Religion, 2001, recently began an assistant professorship in the multidisciplinary university writing program at George Washington University.



Robert Pielke, Ph.D., Religion, 1973, has republished his book *You Say You Want a Revolution: Rock Music in American Culture* (Thompson Learning Custom Publishing, 2001). He has also published an alternate history-science fiction novel titled *The Mission* (iUniverse).

IN MEMORIAM

Neal W. Becker, Former Student, Psychology

Fran Burton, Certificate, Education, 1968; M.A., Education, 1968

Andrew J. Condon, M.A., Education, 1968

Herbert Ward Hogan, M.A., History, 1950; Ph.D., History, 1958

Sarah Plese, M.A., Education, 1996

William L. Ricci, M.A., Executive Management, 1976

Robert K. Scantlebury, Certificate, Education, 1947

Laurence Melvin Stutsman, Certificate, Education, 1940; M.A., Anthropology, 1940

Arthur Underdown, M.A., Executive Management, 1979

OCTOBER

20 "Trusting the Pope: Episcopal Authority in Late Antique Rome." Kristina Sessa, speaker. Public Lecture Series of the Institute for Antiquity and Christianity. 7:30 p.m., library of the Institute for Antiquity and Christianity. More information: www.cgu.edu/inst/iac or (909) 621-8066.

20 Executive Forum Series. Topic and speaker TBA. To register and for further information on locations for these events: www.druckeralumni.org or (909) 607-7359.

20 "The Making of a Prophet." Richard Bushman, speaker. Part of the "Joseph Smith and the Prophetic Tradition: A Comparative Inquiry" conference. 7 p.m., Mudd Theatre, Claremont School of Theology.

20-21 "Joseph Smith and the Prophetic Tradition: A Comparative Inquiry." School of Religion Conference. More information: (909) 621-8085 or religion@cgu.edu.



27 "Visions of Rastafari." Robert Hill, professor of history at UCLA, speaker. Brown Bag lunch. 12 noon – 1 p.m. Institute for Signifying Scriptures, 1017 N. Dartmouth Ave., Claremont. More information: (909) 607-9676.

29 An Evening with CGU President Robert Klitgaard and Friends, Annandale Golf Club, Pasadena, California, 4:30 p.m. "The Challenge of Corruption." Talk followed by reception with wine and hors d'oeuvres. Admission is free. Guests welcome. Advance registration required. RSVP to (909) 607-7149 or alumni@cgu.edu.

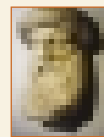
31 "Process Psychology." David E. Roy, speaker. 4:10-6 p.m., Haddon Conference Room, Butler Building, Claremont School of Theology. Center for Process Studies: (909) 621-5330 or <http://www.ctr4process.org/events/CPSEvents.htm>.

NOVEMBER

3 An Evening with CGU President Robert Klitgaard and Friends, the Center Club, adjacent to the Orange County Performing Arts Center, Costa Mesa, California, 6 p.m. "The Challenge of Corruption." Talk followed by reception with wine and hors d'oeuvres. Admission is free. Guests welcome. Advance registration required. RSVP to (909) 607-7149 or alumni@cgu.edu.

3 "Re-Envisioning the Roots of Jewish Apocalypticism and Mysticism through the Dream Literature of Second Temple Judaism." Frances Flannery-Dailey, speaker. 7:30 p.m., library of the Institute for Antiquity and Christianity. More information: www.cgu.edu/inst/iac or (909) 621-8066.

8 "Paul's 'Romans' in a Process Perspective." David Lull, speaker. 4:10-6 p.m., Haddon Conference Room, Butler Building, Claremont School of Theology. Center for Process Studies: (909) 621-5330 or <http://www.ctr4process.org/events/CPSEvents.htm>.

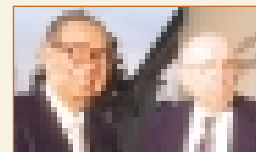


10-12 "Roma Caput Mundi." Conference, co-sponsored by the Institute for Antiquity and Christianity and Claremont Consortium for Medieval and Early Modern Studies. More information: www.cgu.edu/inst/iac or (909) 621-8066.

10 "Narratives from the Grassroots: Thoughts and Feelings About Religion, Community and U.S.-Mexico Border Crossing." Lourdes Arguelles, professor of Education, speaker. Brown Bag lunch. 12 noon – 1 p.m. Institute for Signifying Scriptures, 1017 N. Dartmouth Ave., Claremont. More information: (909) 607-9676.

15 "Rahner's Theology in a Process Perspective." Youngpa Kwon, speaker. 4:10-6 p.m., Haddon Conference Room, Butler Building, Claremont School of Theology. Center for Process Studies: (909) 621-5330 or <http://www.ctr4process.org/events/CPSEvents.htm>.

17 "An Innovative Approach to Successful Leadership." Mashi Rahmani, speaker. Executive Forum Series. To register and for further information on locations for these events: www.druckeralumni.org or (909) 607-7359.



18-19 "The Political Economy of Regional Integration." Sponsored by the School of Politics and Economics. More information: (909) 621-8079.

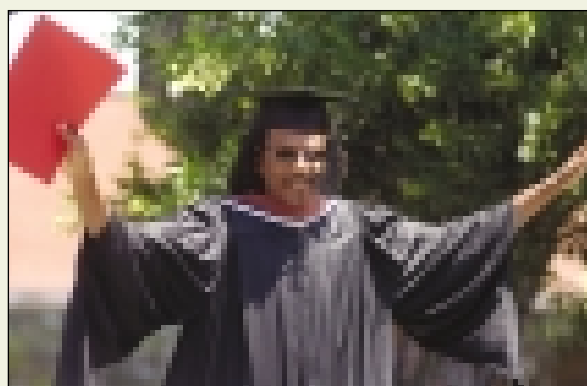
DECEMBER

8 "Women in Genesis: Who Defines Them?" Tammi Schneider, professor of Religion, speaker. Brown Bag lunch. 12 noon – 1 p.m. Institute for Signifying Scriptures, 1017 N. Dartmouth Ave., Claremont. More information: (909) 607-9676.

JANUARY

17-20 The 2005 Kingsley Tufts Poetry Award winner, Michael Ryan, will be in residence at CGU for readings, lectures, and workshops. More information: (909) 621-8113.

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COMMENCEMENT 2005



Nearly 500 graduates were honored at CGU's 78th Spring Commencement ceremony held on May 14. The event featured commencement speaker Admiral Bobby R. Inman, former director of the National Security Agency. Honorary degrees were given to Esa-Pekka Salonen, composer and conductor of the Los Angeles Philharmonic; and CGU alumnus Sacvan Bercovitch (Ph.D., English, 1965) distinguished literary critic and Powell M. Cabot Research Professor of American Literature at Harvard University. School of Politics and Economics Ph.D. graduate Mario Villarreal-Diaz was student speaker.

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