

Volume 10 Number 2
Fall 2009

the Flame

The Magazine of Claremont Graduate University

SOCIAL JUSTICE IN
EDUCATION

Invest in CGU's

FUTURE STUDENTS

while receiving income

RIGHT NOW

When you create a life-income gift such as a charitable remainder unitrust or gift annuity, you not only help CGU, you also receive income. With a charitable gift annuity or unitrust, you can gift an asset such as cash, stocks, or real estate to CGU and receive a deduction. You also earn income from the trust or annuity during your lifetime, and CGU benefits afterwards. With a charitable unitrust or gift annuity, everyone wins.

For more information, please contact Jim Ehlers at (909) 607-9229 or e-mail him at jim.ehlers@cgu.edu. Or you can learn more by visiting the Planned Giving website at www.cgu.edu/plannedgiving.

*the*Flame

The Magazine of
Claremont Graduate University
Fall 2009
Volume 10, Number 2

The Flame is published by
Claremont Graduate University
150 East Tenth Street
Claremont, CA 91711
©2009 by Claremont Graduate
University

Director of University Communications
Esther Wiley

Managing Editor
Brendan Babish

Art Director
Shari Fournier-O'Leary

News Editor
Nikolaos Johnson

Online Editor
Derik Casper

Editorial Contributors
Mandy Bennett
Brenda Bolinger
Dean Gerstein
Margaret Grogan
William Perez
Kevin Riel

Director of Alumni Services
Monika Moore

Distribution Manager
Mandy Bennett

Photographers
Kevin Burke
Marc Campos
William Vasta
Tom Zasadzinski

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.

Interim President
Joseph C. Hough, Jr.

*Provost and Vice President
for Academic Affairs*
Yi Feng

*Senior Vice President for Finance
and Administration*
Steven Garcia

Vice President for Advancement
Gregory Pierre Cox

Send address changes to:
Office of Alumni and Donor Relations
Claremont Graduate University
165 East Tenth Street
Claremont, CA 91711
alumni@cgu.edu

*Claremont Graduate University does
not discriminate in its educational
programs on the basis of race, color, creed,
place of national origin, gender, sexual ori-
entation, age, or disability.*

TABLE OF CONTENTS

Features

- 14 Commitment to Social Justice and Accountability:
An Introduction to the School of Educational Studies by Margaret Grogan

After her first year as Dean of SES, Margaret Grogan recounts the challenges, achievements, and privileges of her tenure, and what vision has carried her and the school through such a successful span.

- 16 A Practitioner of What He Preaches:
Education Reformer Carl Cohn comes to CGU by Brenda Bolinger

In his new role as clinical professor of urban school leadership at SES, Carl Cohn, former superintendent of two of California's largest urban school districts, brings a wealth of experience to CGU. He knows the problems big-city schools face and will train the next generation of educational leaders in how to fix them.

- 20 Closing the Mathematics Gap, One Teacher at a Time by Brendan Babish

In 2004, investor and former math professor Jim Simons put up \$50 million to fund Math for America, an organization designed to produce more qualified math teachers for low-income junior highs and high schools. While the nascent program is still growing, its CGU outpost is already turning out desperately needed new teachers for school districts in Los Angeles County and the Inland Empire.

- 24 Can Undocumented Students Earn the Right
to be Recognized as Americans? by William Perez

SES Assistant Professor William Perez was first drawn to CGU because of its vision of social justice and accountability. After arriving he soon established a research project focusing on undocumented students, and the many barriers they face in pursuing higher education.

Botany Emeritus Professor Robert Thorne.



- 4 president's notebook
- 5 research, teaching, outreach
- 10 news: the university
- 28 faculty achievements
- 35 alumnotes
- 38 alumni profile
- 39 student research

President's Notebook Joseph C. Hough, Jr. – Interim President



This issue of the *Flame* focuses on the excellent work occurring in the School of Educational Studies (SES). Under the leadership of Dean Margaret Grogan, the school has had a banner year. Increasing numbers of students are attracted by the excellent faculty who are dedicated to a curriculum that includes a substantial focus on experiential learning. The mission of the school is compelling, and never has there been a greater need for leadership in education. Pulitzer Prize-winner Chris Hedges, who will lecture at CGU on November 17, writes about the scandal of American education in his newly published book, *Illusions of Empire: From Literacy to Celebrity*. He points out that approximately seven million Americans are functionally illiterate, by which he means that their reading and language skills are so minimal they cannot complete a simple work application form without assistance. This fact highlights the importance of SES's focus on making a difference for America's children. I am especially proud of their involvement with teachers serving at all levels of primary and secondary education, and their commitment to enhancing educational opportunity for children who are victims of the failure of public education and have frequently been subjected to demonstrably inferior education, especially in math and the sciences. The newly funded program for teachers of autistic children is especially important as the number of diagnosed cases rises exponentially.

The year ahead will offer to us all a growing number of exciting events and milestones. At the head of the list is the celebration of the 100th anniversary of the birth of Peter Drucker. What we call "The Drucker Difference," the practice of responsible and responsive management, is being celebrated all over the world, beginning in China, where there are more than 100 "Drucker Academies" that offer instruction in his ideas, and in Korea, where a huge celebration was hosted recently. Other celebrations will occur in many locations, including New York City and Vienna. You will be hearing more about the special week of lectures and discussions that will occur in Claremont and the Los Angeles area from November 2-8 in the presence of a growing company of world business leaders. You should join us in the celebration if at all possible.

Interest and excitement are building as the preparation for the presidential search is underway under the capable leadership of Donald Baker, vice chair of CGU's Board of Trustees. The selection of a president is the most important work of the board, and a critical moment in the life of the entire CGU community. Included on the search committee will be members of the board, faculty, staff, and students. The committee members will solicit ideas and names from all of the interested constituents of the university to ascertain what personal characteristics and competencies are desirable in the person who is to be chosen to lead the university at this critical time.

During the last year, the faculty made extraordinary gains in obtaining external support for research, training, development, and evaluation. Over the past 10 years, the value of new grants and contracts for research and sponsored programs has ranged from \$3 million to \$7 million per year. But in 2009, CGU faculty received new awards exceeding \$14 million. The total number of proposals for external support also rose dramatically. The number of proposals submitted between years 2001-2008 varied from about 50 to 70 per year, with total value in the neighborhood of \$20 million. But in 2009, 113 faculty proposals were submitted with a total proposed value of \$63 million. More than a quarter still await funding decisions as of this writing. Much of this stunning performance can be attributed to the efforts of the new professors in the School for Community and Global Health (SCGH). The trends for 2009-2010 are promising too, with recent awards including a contract from Los Alamos National Laboratory to Allon Percus in the School of Mathematical Sciences to conduct a one-year clinic on power grid optimization; and a four-year grant from the National Institute on Drug Abuse to Alan Stacy in SCGH for a \$2.2 million study of teenage stimulant use.

The university completed the fiscal year in a very good position. Due to some very wise and very timely decisions by the board of trustees last December, and hard work by the deans of the schools and our capable central staff, the university made a significant number of adjustments to the 2008-2009 budget. As a result, we can report a surplus in the operating budget for the year ending June 30, 2009, of slightly more than \$1.3 million. Given the financial turmoil created in higher education by the downturn of 2008, this is a remarkable performance. As we look to the future, we are confident the university will remain academically strong and innovative. The combination of vision and sound fiscal policy will position us well for the coming search for a new president this year.

Gail Thompson at a reunion with her sixth-grade teacher, Susan Tessem.

Breaking the cycle of dysfunction and low expectations

RESEARCH, TEACHING, OUTREACH



Over her 25-year career as an educator and researcher, School of Educational Studies' Professor Gail Thompson has compiled achievements belying her difficult childhood. Having been brought up in an atmosphere of dislocation, dysfunction, and plenty of discouragement, her research helps demystify her

own success, and provides strategies for others to follow as well.

Thompson's writing – including four books (plus two scheduled to be released in late 2009), as well as numerous articles and book chapters – chronicles the experiences of African American K-12 students, and offers various methods for closing the achievement gap. Her expertise in these areas has led to great demand for her around the country at education workshops and academic conferences, as well as speaking engagements where she talks to parents directly. It was these disparate, but passionate, constituencies that inspired Thompson's latest research.

"Whenever I talk to educators, someone invariably makes the comment that if African American parents would just work harder, or care more about their child's education, then the kids would do better. There really is a widespread belief that African American parents don't care about their children's education," Thompson said. "So I'm thrilled to be able to speak at churches and community centers, because I can let parents know that there's this perception about them, which I know is not true, based on data I've collected."

It's this research Thompson has done throughout her career – extensive interviews, surveys, and literature reviews – as well as information gained through life experience that form the basis for one of her two forthcoming books, *A Brighter Day: How Parents Can Help African American Youth*.

"This is a book for black parents, telling them what I feel is everything they need to know to increase the likelihood that

their child will be successful," she said. "It's a comprehensive approach, using strategies, research, and stories – personal stories from my own life, my children's lives, and stories parents have shared with me about what their children have done with their lives."

The book covers both meta-issues, such as employment opportunities and the school-prison pipeline, and personal concerns, like how to deal with your and your child's self-esteem issues, how to support your child academically, and what the differences are between discipline and abuse.

For Thompson these concerns are especially personal, as she came from a single-parent household with five brothers and sisters. She had trouble at home and at school, where she would alternately cry or talk incessantly in class. Her teachers had low expectations of her, so she acted out accordingly, and was even forced to repeat the first grade. It wasn't until her sixth-grade teacher – Miss Tessem, a white woman in her 20s – began respecting and challenging her, even encouraging her to go to college, that Thompson began realizing her academic potential.

"One of the most important things I want people to know is the importance of high expectations," Thompson said. "I went from being a low achiever who was viewed as a discipline problem and no academic potential to a person who worked hard. Because someone believed in me I had a goal: to go to college and make Miss Tessem and my mother proud."

Craig L. Pearce shares leadership ideas at home and around the world



Times have changed in the US Army. As a result of improved technology and globalization, leadership in the military means more than just yelling, “Charge!”

Back in July, officials with the US Army contacted Peter F. Drucker and Masatoshi Ito Graduate School of Management Professor Craig L.

Pearce, who is widely considered the

world’s expert on shared leadership. They wanted to know how they could improve upon their over-reliance on a hierarchical model. An example: A platoon sergeant had been working for months on gaining the trust of leaders from a small Iraqi village. As part of the process, it was agreed that soldiers would refrain from prominently displaying weapons, as the villagers found them intimidating.

But overnight the agreement dissolved when a general disregarded those inroads and plowed into the village, toting weapons and causing havoc.

“Even though that general outranks that platoon sergeant by a very wide margin, he should have deferred to the sergeant’s judgment,” Pearce said. “The person with the most hierarchical power isn’t always the one who should be taking charge.”

“We used to blow up nations, now we build them. That takes a different mindset. What makes the US Army difficult to change is that rank and position is right there on your sleeve for everyone to see. It creates a challenge when everyone knows exactly where everyone else stands in terms of position of authority.”

According to Pearce, part of shared leadership involves knowledge workers. In the US Army, a private first class isn’t just taught to pull a trigger. Instead, they are taught how to deal with

language and customs. How to improvise in situations. How to build bridges, both physical and cultural. Since knowledge is flatter in the modern world, leadership shouldn’t just be based at the top.

“Leadership is not all about position,” Pearce said. “We’ve gone from a thinking of leadership as a hierarchical role to thinking of it as a social process. Organizations need to look to different people as leaders depending on the context and the knowledge they possess. And in today’s interconnected world, no one has all the knowledge.”

In terms of global reach, he’s worked with organizations from all over the world. A glimpse into his PDA shows that he has recently visited South Korea, Japan, India, Germany, Austria, the Czech Republic, Slovakia, Hungary, and the Netherlands – not to mention a score of US states. Leadership is viewed differently in each one, which creates a challenge. For instance, South Korean companies rank high on collectivism and high on power distance. In the United States, it’s the opposite: Americans are the highest ranked on individualism, but low on power distance. It’s an understanding of this dynamic nature – which is more important than ever, in our global economy – that is vital for the success of many CEOs.

A consultant for several leading companies, Pearce has a book coming out this fall called *Share the Lead*. He also won the 2004 Ascendant Scholar Award from the Western Academy of Management, the 2008 Asia Pacific Leadership Award, and has been published in many top journals, including the *Wall Street Journal*. This past summer, he was promoted to professor at the Drucker School, where he has taught since 2000. He teaches courses on leadership, teamwork, and organizational behavior, and this spring will be co-teaching a class on executive leadership with Panda Restaurant Group, Inc. CEO Tom Davin.



“Even though that general outranks that platoon sergeant by a very wide margin, he should have deferred to the sergeant’s judgment,” Pearce said. “The person with the most hierarchical power isn’t always the one who should be taking charge.”

Building a better way to communicate



One of the most debilitating symptoms of autism is inhibited communication. The neurological disorder often impairs verbal ability, making it difficult for those afflicted to form relationships with

their family and society at large. In fact, the impairment can be so severe that even rudimentary verbal communication is impossible. However, mobile service software developed by CGU Associate Professor Gondy Leroy is not only making this communication easier, but portable.

Previously, non-verbal autistic children would often be taught to express themselves with the Picture Exchange Communication System (PECS), a collection of icons on note cards that would be affixed to adhesive strips in a row, thereby creating messages ("I want a banana," "I am happy," etc.) The system was a revelation for families facing a lifetime with a non-verbal child. However, in the technological age, Leroy saw room for improvement.

"The system was large and bulky. The many cards PECS required could easily be lost or damaged. When I thought about creating an electronic version, we began discovering many other advantages of putting this on a mobile phone or PDA," she said.

What Leroy developed, with funding from Microsoft Research, along with students at CGU's School of Information Systems and Technology's Intelligent Systems Lab (ISL) and Assistant Professor Gianluca De Leo of Old Dominion University, is PixTalk, a software application that enables PECS-style communication on handheld computing devices. The software allows users to touch and drag pictures into order. Also, unlike a three-ring binder and assortment of note cards, cell phones and PDAs are not only portable, but can fit in your pocket.

Gondy Leroy and the SISAT students who assisted her on the project: (clockwise from top left) Omonigho Palmer-Ikuku, Leroy, Carol Heins-Gonzales, and Juliette Gutierrez.

An additional advantage is that the software lets teachers and researchers track the users' history, allowing quick and accurate assessment of communication progress. With Associate Professor HyeKeung Seung of California State University, Fullerton and funded by the Allergan Foundation, Leroy will evaluate PixTalk in a clinical setting.

The ISL was founded by Leroy in 2003. The lab is a collaborative where she can work with students in designing, developing, and evaluating algorithms and systems. In particular, Leroy wanted to focus on projects with a positive societal impact. In that spirit, she and De Leo are disseminating the software as broadly as possible – there are over 500,000 American children, and millions worldwide, afflicted with autism. In addition to promoting it to regional and national autism associations, they provide free access to the software on the Internet.

In addition to this project, students in the ISL are working with Leroy on algorithms for websites that help lay people understand online health information, and algorithms to help law enforcement people more efficiently combine, compare, and contrast witness reports. This is work that not only benefits society, but also Leroy's students.

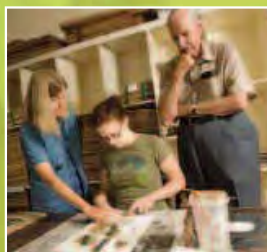
"I want my students to get involved with research, not help me grade exams," she said. "My goal is to have them publish as lead authors, and present their work at conferences. This is what's going to help them prepare for an outstanding career."



Robert Thorne, on one of his collecting trips.

RESEARCH, TEACHING, OUTREACH

Cataloguing an extraordinary career



There's a process to collecting plant specimens for botanical research. While in the field, you have to collect your sample, trim it, arrange it carefully between sheets of newspaper, give it a unique collection number (which is written on the edge of the newsprint), then put each folded newspaper section in the plant press. But you still aren't done. In addition to recording

the collection number, collection date, and locality in your field notebook, you need to write a brief description of the plant (such as the color of its flowers), as well as any notable things you observe about its environment. Then, upon returning from the field, you sometimes have to wait . . . in some cases, decades may elapse before your specimens are catalogued in a herbarium, as Botany's Emeritus Professor Robert F. Thorne surely knows. But now the CGU Botany program at Rancho Santa Ana Botanic Garden (RSABG) has received a \$110,000-plus grant from the National Science Foundation to complete the processing of Thorne's approximately 14,000 uncatalogued specimens.

The grant was awarded to Principle Investigator Lucinda McDade, CGU professor and chair of the Botany Department and Rancho Santa Ana Botanic Garden's Judith B. Friend Director of Research, and Co-Principal Investigator Sula Vanderplank, a master's student in the CGU Botany Department and RSABG's administrative curator of the herbarium.

"This is such an important project because no one can study these plants as they are now, in newspapers and boxes," said McDade. "They're not part of the scientific documentation of the plant world until they go through this phase, which includes making labels and mounting them on an archival-paper herbarium sheet. But once they are mounted and entered into our database, the specimens and associated data become available to a world of researchers."

Thorne is assisting with the project, which is already underway. In addition to deciphering his field notes, his extensive geographic and taxonomic knowledge of plants is a tremendous asset.

Thorne's backlog of 14,000 plants represents a microcosm of the 1.1 million plant specimens already housed in RSABG's herbarium. The herbarium – a research museum of dried, preserved plant specimens – already contains not only the world's most extensive collection of plants from Southern California and northern Mexico, but also plants from Mediterranean climate zone regions and other arid corners of the globe. The Thorne collections include many specimens from our local mountains (San Gabriel and San Bernardino) and Baja California, as well as from field trips to remote areas of the planet, such as New Caledonia and Lord Howe Island.

"Over my career I've had about 63,000 specimens catalogued, and we think the full sum of my collections exceeds 75,000," Thorne said. "Still, some of the plants I brought back from New Caledonia and Lord Howe Island stand out for me as being particularly exciting."

Vanderplank, who is currently helping oversee the cataloguing process, is also one of the researchers who has already expressed interest in the plants within Thorne's collection. "His historical specimens from Baja California are vital to my research. I'm studying this region now, and his samples provide the opportunity to compare what has grown there historically compared with what's growing there now."

During his long and notable career, Thorne served not only as professor of botany, but also as curator of the Pomona College and RSABG herbaria. He retired from the CGU Botany Department in 1987, and since that time has maintained daily office hours at RSABG.

Merolla and Zechmeister's findings are fully detailed in their book, *Democracy at Risk*.



RESEARCH, TEACHING, OUTREACH

How terrorism undermines democracy



After a terrorist attack the public is often advised to be vigilant. However, new research by School of Politics and Economics Associate Professor Jennifer Merolla shows that people need to be vigilant about the threats terrorism poses to democracy as well.

This research, which Merolla conducted with Vanderbilt University

Professor Elizabeth Zechmeister, was inspired by a study the pair had done in 2004 on the effect of leadership qualities, such as charisma, on voting patterns. Results indicated that threats of terrorism increased the perception of charisma in an incumbent leader. With their curiosity piqued, Merolla and Zechmeister began devising more experiments to learn what other effects terrorism might have on the public.

This led to the years-long project in which the researchers studied existing survey data and conducted six different experiments with participants in Mexico and the United States. All of the studies involved two groups of participants; one was shown newspaper articles detailing terrorist threats and the country's vulnerabilities while the other was given feel-good articles describing positive developments in the country. Afterward, the groups were given surveys on their opinions of various issues and leaders. The results paint a troubling picture.

"Our findings shed new light on the depth of the public's response to 9/11 and related terrorist threats, not only in the US, but also in Mexico," said Merolla. "In a time when the threat of terrorism faces countries around the globe, the results are disturbing because they confirm the potential for the public to become more

distrustful of others, more willing to sacrifice their rights, and more willing to pin their hopes on a strong leader who may then alter democratic institutions."

Specifically, the research findings showed that terrorist threats cause the public to elevate their perceptions of Republican incumbent candidates as stronger and more charismatic. Additionally, in times of terror, the public bases voting decisions more on leadership evaluations than they do in non-threat circumstances. Because individuals coping with terrorist threats feel a greater need for reassurance and security, they are less willing to hold leaders accountable. As the researchers found, participants concerned about terrorism blamed former President George W. Bush less for policy failures associated with his administration.

Exposure to the threat of terrorism also has implications for security policy. Participants coping with terrorism are not only more willing to give up civil liberties, but are also more supportive of restrictive immigration policies. They are also more likely to support an interventionist foreign policy. Merolla and Zechmeister's findings are fully detailed in their recent book, *Democracy at Risk: How Terrorist Threats Affect the Public*, published by the University of Chicago Press.

In the future, Merolla and Zechmeister will be looking at ways to mitigate these effects. They have NSF funding to conduct a study involving eight different countries (four liberal democracies and four illiberal democracies) that will look at whether exposing participants to information on positive democratic values ameliorates the effect of terrorist threats. They are also working on projects to judge how comparable the response to an economic crisis is to the response to a terrorist attack.



Steve Kay commits an additional \$500,000 to support the Kay Center for E-Health Research

Steve Kay with Joseph C. Hough

Philanthropist and health-systems visionary Steve Kay has committed, through the Kay Family Foundation, an additional \$500,000 to Claremont Graduate University's successful Kay Center for E-Health Research. The new funding is effective July 1, 2009, and covers a two-year period, during which time Kay Center researchers are expected to accelerate and broaden their portfolio of health and disability systems research.

"I am delighted with the rapid progress the Kay Center has made. It is becoming a national force in Health IT," Kay said. "With this commitment, the Kay Center will continue to address major challenges in health care, such as using Health IT to improve the delivery of disability benefits to millions of Americans each year."

"Since the Kay Family Foundation's original gift in 2006, it has become clear that the research being done at the Center is already making enormous contributions to improve a wide range of health

care services," said CGU Interim President Joseph C. Hough. "This additional grant of \$500,000 represents a strong endorsement of the work of the center by the Kay Family Foundation. All of us are extremely grateful to Mr. Kay for his generous support of the center, and we count ourselves very fortunate to be working with a man of such vision and compassion."

The mission of the Kay Center is to advance scientific understanding and public policy improvements relative to how new electronic health systems can best incorporate health and disability data needs so as to enable industry efficiency and promote societal welfare. Kay Center highlights include performing collaborative research with national leaders such as Susan Daniels, convening a series of policy forums in Washington DC to offer Health IT solutions, and producing high-quality doctoral graduates who have gone on to lead successful careers in both academia and government.

"This is exactly the impact-oriented research that our School of Information Systems and Technology strives to accomplish, and we are poised to make an impact right now when Health IT is so high on the national agenda," said Kay Center Director and Associate Professor Tom Horan.

For more information on the Kay Center for E-Health Research, please visit www.kaycenter.org.

Academic Computing Building completes first phase of renovations

Phase one of the more-than \$8 million Academic Computing Building (ACB) renovation is complete. With these upgrades, ACB now has five smart classrooms and five multipurpose technology rooms that support a range of collaborative projects, as well as enhanced offices and workspace. These renovations were designed to encourage interaction between students and faculty and easy movement across disciplines.

The renovations in phase one include a cyber café, vending area, central-support help desk, and an upgraded and expanded computer lab for larger classes. All ACB classrooms have enhanced instructional technology, including wide-screen and high-

definition video capability. Wireless accessibility has expanded to support more than 450 users at 54 MB/s speed inside and outside the building.

In addition, ACB has been designed and fitted with a number of "green" initiatives, which use less energy and help reduce CGU's carbon footprint. These include sensor water faucets and air hand dryers in restrooms, new energy efficient lighting and HVAC systems, and a heating system that relies on natural gas rather than electricity.

Phase two of the renovation is already underway. This entails finishing the third floor, which will increase space to 7,000 square feet. It will also extend elevator services to the third floor.



CGU's second annual poetry series in full swing



In concert with CGU's Kingsley and Kate Tufts Poetry Awards, the second year of its accompanying poetry series has begun with two nights of choice words from award-winning poets.

Gabrielle Calvocoressi and Kate Tufts Poetry Award-winners Matthew Dickman and Janice Harrington read from their work at the Geffen Playhouse on September 21, while on October 8 CGU hosted poetry great Dana Gioia on the lawn of the President's House. This year the series has been expanded to eight events at locations across Los Angeles County, with many open to the public.

"We founded the CGU Poetry Series last year because we believe that having the chance to hear distinguished poets read their poetry forms part of a civilized life," said Marc Redfield, dean of the School of Arts and Humanities. "We wanted to bring writers like Dana Gioia to the LA area and create occasions for people to listen to their words. We wanted to spread the excitement of our nationally famous Kingsley and Kate Tufts poetry prizes, which we award every April, over the entire year."

The next event will occur from November 2-7, as last year's Kingsley Tufts Poetry Award-winner Matthea Harvey will be in residence at CGU, meeting with students and giving readings at various forums. To view a full list of events visit www.cgu.edu/tufts.

Above: Matthea Harvey at this year's Kingsley and Kate Tufts Poetry Awards ceremony.



CGU now live on iTunes University

CGU's iTunes page is already stocked with over 100 audio and video files, with representation from each of our nine schools and one department.

You can find CGU under the "iTunes U" section of the iTunes store (or just type in "Claremont Graduate University" in the search bar). The site can also be accessed by clicking on "Podcasts" at the bottom of the CGU homepage. Content will be updated often.

Office of Advancement Vice President Gregory Pierre Cox underscored the value to CGU as a result of the persistence and efforts of the Office of University Communications. "CGU's presence on iTunes University expands our connection to hundreds of millions of iTunes users," said Cox. "It will help us promote the work of our faculty, the quality of their research and publishing, showcase our students, and reaffirm the importance of CGU to society."

This additional communications platform adds another level to the university's leading-edge communications plans featuring our YouTube channel, website, Twitter, and Facebook platforms.

Exhibiting the CGU alum and his work

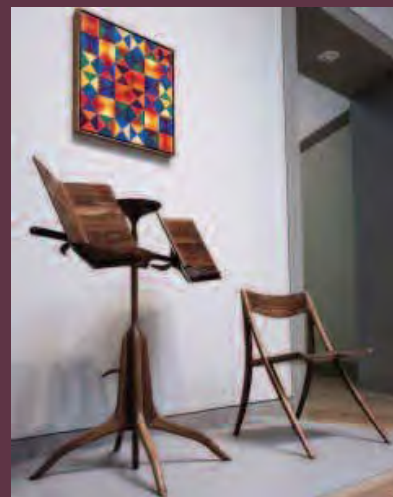


The work of artist Karl Benjamin, one of CGU's most distinguished alums, continues to garner attention and praise.

His "#4" was recently added to a permanent exhibition at the Virginia Steele Scott Galleries of American Art at Pasadena's Huntington Library. Painted in 1968, "#4" is composed of squares subdivided in quadrants of varying color, displaying Benjamin's interest in geometric abstraction. This work shares the gallery with those of other great American painters such as Helen Frankenthaler, Ed Ruscha, and Richard Diebenkorn.

Also, this past September, the Office of Alumnae and Alumni Relations partnered with the CGU Art Department for the opening reception of Paintings and Installation, a collection of Benjamin's work, at the East and Peggy Phelps Galleries on campus. The pieces in the exhibit – some of which were being shown for the first time – were personally selected by Benjamin.

Prior to the reception, a group of about 60 graduates and friends enjoyed a lecture on Benjamin's work from Interim President Joseph C. Hough and Art Department Chair David Pagel. Hundreds of members of both the CGU and art communities – including many MFA students in the art program – enjoyed the spectacular exhibition.



Karl Benjamin's "#4," hanging above a wood piece by the artist Sam Maloof.

Stewart Donaldson elected to Board of the American Evaluation Association



Stewart I. Donaldson, dean of Claremont Graduate University's School of Behavioral and Organizational Sciences, has been elected to the Board of the American Evaluation Association (AEA) for a three-year term.

AEA is one of the oldest and largest professional organizations in the field of evaluation. The international professional association is devoted to the application and exploration of program evaluation, organizational evaluation, personnel evaluation, technology assessment, policy evaluation, and many other forms of evaluation. The association has approximately 5,500 members from all 50 states in the United States, as well as more than 60 foreign countries.

"Many SBOS professors and alums are members, so being elected to the board will allow me to represent the interests of the faculty and students, as well as the membership more broadly. It will also create another layer of visibility and impact for the work going on at CGU," Donaldson said. "I am very honored and excited to serve."

Donaldson's election comes at an auspicious time, as President Barack Obama's administration has put a

new emphasis on funding policy and programs that are proven to be effective. This creates new opportunities for evaluation specialists to provide data and evidence to help policymakers decide which policies and programs to invest in.

CGU professor and former president of the American Educational Research Association and the AEA, Michael Scriven, commented: "Good news that AEA will now have the benefit of the individual who built evaluation at Claremont Graduate University into its international flagship status."

"This is a well-deserved honor for Dean Stewart Donaldson," said CGU Interim President Joseph C. Hough. "His election to this prestigious board acknowledges his role as an innovator in evaluation sciences and underscores his extraordinary accomplishments in this field."

Donaldson is also a professor and chair of psychology, and director of the Institute of Organizational and Program Evaluation Research at CGU. His leadership in the school continues to develop one of the most extensive and rigorous graduate programs specializing in applied psychology and evaluation science in the field.

The Claremont Center for Mathematical Sciences awarded \$341,000 from the Fletcher Jones Foundation



The Claremont Center for Mathematical Sciences (CCMS) was awarded \$341,000 to establish the Fletcher Jones Fellowships in Mathematics for the Claremont Colleges.

Claremont Graduate University is the lead school for the CCMS among the Claremont Colleges, which includes Pomona, Pitzer, Claremont McKenna, Harvey Mudd, and Scripps Colleges, along with Keck Graduate Institute.

CCMS was developed as an initiative to marshal the collective strengths of the mathematics programs across the consortium, benefiting the students at the colleges, providing cross-disciplinary research opportunities among the colleges' math professors, and impacting the local community through its outreach activities.

The grant supports special fellowships for graduate and undergraduate students in mathematics to study and conduct research during eight-week intensive summer sessions that could possibly be extended into senior, year-long theses. It will enable the center to pursue its important mission of promoting excellence in research and teaching in mathematics in the Claremont Colleges and in area secondary schools.

"The announcement of the generous grant awarded to the Claremont Center for the Mathematical Sciences by the Fletcher Jones Foundation was a special moment for an impressive group of mathematics teachers and researchers in the Claremont Colleges," said CGU Interim President Joseph C. Hough. "It is a clear indication of the emergence of the Claremont Center as one of the largest, most important, and widely recognized math centers in the country."

COMMITMENT TO SOCIAL JUSTICE AND ACCOUNTABILITY: An Introduction to the School of Educational Studies

by **Margaret Grogan** Dean, School of Educational Studies

“The faculty believes a socially just nation educates all its diverse citizenry through networks of effective and accountable organizations that interact responsibly with families and communities.”

In my first year as the dean of the School of Educational Studies (SES), I have come to believe that this, the first line of the school's vision statement, serves not only as a powerful statement of purpose, but also as a call to leadership. The faculty and students at SES are a diverse group, but we are unified in that commitment to making a difference in the lives of others through formal and informal leadership roles in organizations varying from pre-kindergarten to postsecondary education.

As leaders, part of our responsibility is to take the initiative for change – especially for social justice. Our faculty conducts research and writes about effective classrooms in which children are exposed to culturally responsive teaching and rigorous standards. They study new approaches to learning that engage students and keep them in school. Faculty members are awarded grants to help involve communities in the education of their youth. They work with special needs children and the least well served of our migrant and immigrant populations. They research issues of access, equity, and diversity in P-16 education policy and leadership.

To arrange these initiatives in a broader context, SES is focusing on four priority areas for the immediate future: Latino education, math education, community college leadership, and international issues in education. Fortunately, we have so many projects and research activities we can't fit them all in this magazine, but in the following pages you will be able to read about some of our work that touches upon these areas. As a researcher in educational leadership myself, I am especially



proud of our thriving Urban Leadership Cohort program that prepares principals and superintendents to lead all over California. I have also been pleased to learn that a large number of our graduates from our Teacher Education Internship Program are still in the field five years after they've graduated. Teacher retention is one of the most frustrating problems in K-12 education, and it's heartening to know our students are there for the long haul.

But the biggest privilege of my job has been meeting our marvelous students and alums who have taken what they learned at CGU and used it to effect change in their own communities. The list is far too long to recount here, but a few notable leaders come to mind as examples: Carlos Garcia is the superintendent of the San Francisco Unified School District; Diane Watson is a member of United States House of Representatives; Lisa Wolf-Wendel is a professor and researcher at the University of Kansas; Pamela Wiley-Wells was recently honored by the March of Dimes for her service to the African American community, and directs several speech therapy clinics in West Los Angeles; Don Hossler has just been named the Sidney Suslow Award recipient by the Association for Institutional Research, and is executive associate dean at Indiana University's School of Education; Gail Thompson, an SES faculty member and alumna, was recently appointed to the California State Board of Education African American Advisory Committee; kindergarten teacher Yvette Walker was recently honored as Azusa Unified 2009 Teacher of the Year.



CLAREMONT GRADUATE UNIVERSITY



“SES is focusing on four priority areas for the immediate future: Latino education, math education, community college leadership, and international issues in education.”

I have also been pleased to find that because of such accomplishments by our faculty and alums, we attract students who are inspired to emulate them. This past year, students have presented their research at local, national, and international conferences with themes reflecting a broad variety of social justice issues. For example, PhD student Jameelah Xochitl Medina delivered a paper titled “Swimming Upstream: Islamophobia, ‘Faith-Blind Bigotry,’ and Pity.” “Understanding Mexican Students and Their Academic Experiences” was the title of a paper presented by Gail Cleveland, another PhD student. A paper, “Walls of Silence: The Need for Cultural Relevancy in Adult-Correctional Education,” was presented by Michael Washington, PhD student. Veronica Ortiz and Hugo Garcia, PhD students, presented their paper on the “Significance of Ethnic Identity in the Social and Academic Adjustment of Latino Students to College.” And PhD student Shamini Diaz presented the paper “Holistic accountability: Creative arts and story-making in nurturing success-oriented identities.” See the many other examples at the website: http://www.cgu.edu/pages/6254.asp#Int_1_Globalization.

Reading this list of our students and alumni, and their achievements, I am reminded of the leadership challenge I take on as dean. Together with the faculty, I hope to build upon the school’s success in responding to the most pressing educational needs of our time. We are guided by our Vital Feasible Plan, which states: “Since its inception, the CGU School of Educational Studies has been consistently reflective and responsive to the real needs facing society. For SES, transformation is a verb, not a noun.”



SES Dean Margaret Grogan.

A portrait of Carl Cohn, an older man with grey hair and glasses, wearing a dark suit jacket over a purple and white striped shirt. He is looking slightly to the left with a thoughtful expression. The background is a blurred green wall with some foliage.

A PRACTITIONER OF WHAT HE PREACHES: EDUCATION REFORMER **CARL COHN COMES TO CGU**

by Brenda Bolinger

With success as superintendent of two of California's largest urban school districts, **CARL COHN** knows the problems big-city schools face – from dysfunctional upper management to struggling learners – and he knows how to solve them. This experience makes him **uniquely qualified for his new position as clinical professor of URBAN SCHOOL LEADERSHIP IN THE SCHOOL OF EDUCATIONAL STUDIES (SES)**, where he prepares CGU students to become the next generation of educational leaders.

With his current appointment as vice chair of the Strategic Management of Human Capital national task force, a branch of the Consortium for Policy Research in Education, Cohn places the university and SES in the national spotlight of educational reform. Presently, reform is aimed at comprehensively transforming dysfunctional human resource practices in urban school districts in order to put the best and brightest teachers and leaders in front of the neediest kids.

"This is emerging as the next wave of school reform," said Cohn. "How do you get talent in the 100 largest school districts in America? How do you get them out of their stodgy, stick-in-the-mud, bureaucratic approach to HR? How do you get them thinking in radically different ways about the development of talent with a view on the most needy students in America deserving the best talent? It makes absolutely no sense to talk about closing the achievement gap in the abstract without a powerful new focus on getting new talent in the classroom, in the principalship."

Cohn couldn't have arrived at CGU at a better time, as right now is a prime opportunity to be at the cutting-edge of reform with the amount of attention and money being channeled to education by the Obama administration.

"There's a lot of potential for federal support, in one way or another, to get behind some serious, fundamental reforms that I think we will be participating in," said SES Dean Margaret Grogan. "Part of our

mission and our vision states clearly that we have a commitment to social justice and accountability, and Dr. Cohn's work puts us at the forefront of trying to understand how schools and school districts can better serve all students, especially those not being well served at the moment. We'll be among those that will help really move the whole reform project forward."

And for SES students seeking to cultivate a potency similar to Cohn's and apply it to education reform, their professor's ability to synergize academic instruction with extensive and current fieldwork gives them real-world, real-time insights.

"He brings the big picture," said SES doctoral student Raquel Nuñez, former manager of instruction for the Partnership for Los Angeles Education. "I get a lot of content specific learning in other classes, and you pair that with Dr. Cohn's teaching about how the system works and how these policies are made, and it's a perfect fit. He gives you tools to think about large-scale implementation."

"He's a prime example of the scholar-practitioner and an excellent role model for our students who want to remain in positions like the superintendency or principalship but, at the same time, be able to conduct solid, well-designed research, and then bring the two areas of expertise together to create better schools and better districts to serve all students," said Grogan. "That's the kind of person we have in Dr. Cohn – someone who not only brings the expertise, but is steeped in the scholarship as well."



In February of 1996, President Clinton discusses the impact of the school district's groundbreaking school uniform policy with Superintendent Cohn and community leaders at Jackie Robinson Academy in Long Beach.



"It makes absolutely no sense to talk about closing the achievement gap in the abstract without a powerful new focus on getting new talent in the classroom, in the principalship." – Carl Cohn

PRACTITIONER

Cohn began his career at Dominguez High School in Compton in 1968, opting to trade Roman Catholic priesthood studies for teaching. Soon hired by the Long Beach Unified School District (LBUSD), he rose steadily through the ranks from counselor to attendance director to regional administrator and, ultimately, to superintendent in 1992. During his 10-year tenure as superintendent, LBUSD achieved record attendance and made major strides in student retention, behavior, and academic performance.

To attain such excellence, Cohn implemented a multitude of new programs and initiatives – like mandatory uniforms for K-8 students, which not only sparked higher attendance but led to a 71 percent reduction in fights, vandalism, drug possession, and other offenses over a two-year span. He also launched an intensive focus on literacy through several measures, including summer school for students who couldn't read by third grade.

Like the reform work Cohn espouses and practices today, he saturated LBUSD with the most talented leaders and teachers he could find. Cohn's key to securing – and then improving – quality personnel was partnering with national talent-recruiting agencies, as well as

California State University, Long Beach, and Long Beach City College. Together, the city's three core education institutions collaborated on preparing teachers specifically for LBUSD classrooms, creating ongoing professional development activities, and writing rigorous content standards for all subjects.

In 2002, his last year with LBUSD, Cohn won the prestigious McGraw Prize in Education and, the next year, the district was awarded the Broad Prize for Urban Education in recognition of overall performance and the reduction of achievement gaps in low-income and minority students.

"I hope one of my legacies out there about my career is one of having led in a way that really developed and empowered people at levels below the superintendent of schools so they can really carry on the work," said Cohn, noting that, to his gratification, LBUSD continues to improve.

After Long Beach, he taught at the Rossier School of Education at the University of Southern California from 2002-2005. Then, at age 60, thinking, "If I'm ever going to do this again, I better do it now," Cohn accepted the monumental challenge of superintendency for the second time, this time with San Diego Unified (SDUSD).

Peacemaking and improving employee morale in a district fraught with conflict are

generally regarded as his most notable accomplishments during his stint with SDUSD. Cohn also cited increasing enrollment despite predictions of decline, a feat he achieved by offering more family-friendly schools with alternate choices, ones more reminiscent of charter and private schools.

SCHOLAR

Following a brief time as Leader in Residence at San Diego State University's College of Education, Cohn became intrigued with CGU after delivering the Pearce Lecture on campus and observing how the institution values close relationships between students and faculty.

"I thought, this is the type of institution where, if I wanted to get it right in terms of higher education, this might be a good fit," he said, praising the small class size.

As a primary goal, Cohn will build stronger ties to the off-campus educational arena in order to strengthen SES's Urban Leadership Program, a PhD program that trains students in research, theory, and practice, with an eye to social justice and integrity, giving them a solid academic foundation alongside real-life experiences in urban workplaces.

According to Cohn, enhancing the program means, most importantly, establishing more effective relationships with large urban school districts such as Los Angeles Unified (LAUSD), the state's largest

school system. "It's critical for the Urban Leadership Program to be solidly connected to urban school districts, building key relationships where the university is really influencing practice," said Cohn, who is currently conducting governance training for the LAUSD school board.

Cohn is also organizing a panel of experts to talk about LAUSD at the University Council for Educational Administration (UCEA) conference taking place in Anaheim this November.

"It's very good for SES and for CGU to be associated with a panel about LAUSD and a conversation about what happens next – what are their challenges and how do we meet them?" said Grogan. "It's very good that he can help position us as having key players interested in the fate of LAUSD."

Furthermore, Cohn's work as vice chair of the CPRE Strategic Management of Human Capital Task Force establishes CGU as an instrumental education reform institution. Organized by two veteran reformers, Jim Kelly and Allan Odden, chaired by Minnesota Governor Tim Pawlenty, and funded by the Carnegie Corporation of New York and the Gates, Ford, and Joyce Foundations, SMHC seeks to improve teacher effectiveness and student achievement by overhauling personnel – "human capital" – practices in urban schools.

With the action-oriented arm of SMHC, the District Reform Network, Cohn provides nationwide leadership consulting, helping districts take a hard look at their most pervasive HR problems and demonstrating how they can systematically restructure them. Reducing a convoluted application process (Chicago, for example, decreased theirs from 61 days to two days), partnering with colleges and national recruitment agencies to obtain top talent, as Cohn successfully did with LBUSD, and providing ongoing professional development are some of the strategies advocated by Cohn and implemented by the most successful districts, as demonstrated by case studies conducted by the network.

"SMHC will put these human capital issues on the national education reform agenda, and will provide tools and information to courageous local leaders," stated Pawlenty, as reported by the task force in a 2008 article.

By learning to be courageous school-system leaders and change-agents under Cohn's instruction and inspiration, SES students are becoming equipped with the tools to succeed and contribute to the reform effort.

"I thought it was too broken for any improvements to be realized," said doctoral student Sammy Elzarka, former director of curriculum and assessment with a charter school management company. "But Dr.

Cohn has renewed the faith I once had in being able to reform the public school system. Thanks to Dr. Cohn, I'm far more open to entering a traditional school system than I was two or three years ago."

For fellow student Nuñez, the real-world applicability along with the personal attentiveness encountered in Cohn's approach demonstrate why CGU was the optimal choice for her education. "He makes connections with each and every person in class, which is really the signature of CGU. He truly embodies the spirit of supporting the individual learner," she said.

And, never wavering from his commitment to push students, Cohn guides them to "think in ways they possibly hadn't imagined they could," said Grogan.

"This investment in people's growth will promote the kind of longevity and the assembling of a team that is needed for helping and reforming a district," Elzarka commented.

By challenging them, Cohn is preparing the next generation of scholars and practitioners, grooming gutsy and innovative visionaries who can tackle the pressing problems of education today, and into the future.

"I have found Claremont students to be potentially strong leaders. If I were heading a school system, yes, I would hire them in a heartbeat and give them major responsibility."

"Part of our mission and our vision states clearly that we have a commitment to social justice and accountability, and Dr. Cohn's work puts us at the nexus of trying to understand how schools and school districts can better serve all students, especially those not being well served at the moment."

*MfA fellows class of 2009: (L-R) Stever Leung,
Mayla Mattensen, Josephine Relaford-Doyle,
Alexandra Lee, Kristin Creech, and Tamuka Hwami.*

Closing the Mathematics Gap,

1

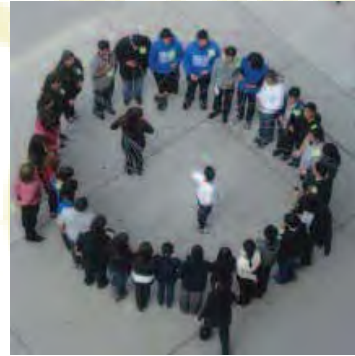
Teacher at a Time

by Brendan Babish

"When we had a manufacturing economy, the quality of math education in our schools wasn't as important as it is now. With an information-age economy, it's absolutely vital."

— David Drew

LIKE MANY IN THE UNITED STATES,



Jim Simons was concerned with the mathematics ability of his country's high school students. Unlike many Americans, he had the means to do something about it. In 2004, the investor and former math professor put up \$50 million of his own money to fund Math for America (MfA), an organization designed to produce more qualified math teachers for low-income junior highs and high schools. While the nascent program is still growing, its CGU outpost is already turning out desperately needed new teachers for school districts in Los Angeles County and the Inland Empire – and plans to keep turning them out until the need is no longer so desperate.

Most people know mathematics is not the strong suit of American teenagers. Our high school students are lagging behind their counterparts in most industrialized countries, and fading fast. In the 2006 Program for International Student Assessment (PISA – a triennial international exam that measures the ability of 15-year-olds to use math in real-life situations) US students trailed 23 of the other 29 countries that administered the test – results that were even worse than America's poor placements in 2003 and 2000.

While concern over our math deficiency is now widespread, there seems to be an equally widespread perception that these subpar evaluations are a recent phenomenon; that American students somehow lost the knack for mathematics over the past few decades; that a solution to our mathematics troubles involves getting back to the way things used to be, or "back to basics." But all these perceptions are false, according to CGU School of Educational Studies (SES) Professor David Drew, who claims we never had the knack to begin with.

“PEOPLE - AND POLICY MAKERS - APPLY THE FOLLOWING LOGIC:

we’re doing poorly now, so our schools must be deteriorating. That’s a false syllogism,” said Drew, who is on the Executive Steering Committee for MfA Los Angeles. “I’ve gone back to the international assessments of the 1990s, 1980s, 1970s, 1960s, and 1950s. We’ve always done poorly.”

While Drew’s observation should temper nostalgia for the past, one might also think it offers reason for optimism: If the world’s largest economy was built by Americans with substandard math scores, can’t it can be maintained by Americans with substandard math scores? Unfortunately, no. In a high-tech, global economy, aptitude in mathematics has never been more vital to a country’s economic success.

“When we had a manufacturing economy, the quality of math education in our schools wasn’t as important as it is now. With an information-age economy, it’s absolutely vital,” Drew pointed out.

Still, simply recognizing the importance of mathematics is hardly going to improve performance. In fact, according to Drew, the most significant factor in improving math performance is teachers.

“It’s not how the school is managed, which is important,” he noted. “It’s not the curriculum, which is also important. But I would rather see a young person taught a 1950s curriculum by an excellent teacher than taught the latest curriculum by a boring or hostile teacher. Teachers are the focal point.”

As a hedge fund manager and former professor, Simons was in a unique position to recognize the importance of mathematics teachers in



maintaining America’s competitive edge, particularly in poorer urban schools. It’s these schools that have long had difficulty recruiting and retaining highly qualified math teachers. That’s why MfA uses incentives to create great math teachers, bring them to these schools, and keep them there. The program was launched in New York City in 2004, and expanded to Los Angeles – through a partnership between CGU, Harvey Mudd College, and the University of Southern California (USC) – in 2007.

It was Harvey Mudd President Maria Klawe who initially brought the program to the Los Angeles area, and solicited the Teacher Education programs of CGU and USC. She is also a member of the MfA Los Angeles Executive Steering Committee.

Graduate students admitted to MfA Los Angeles receive a full scholarship as well as a living stipend while in school and an additional \$20,000 for each of the first four years they teach after graduation. This money not only makes teaching a more attractive career option for undergraduates with math degrees – who can often make far more in engineering fields than in public education – but allows CGU to be very selective in picking students who are passionate about the subject.



“I want to teach low-income students because I was a low-income student. I know how important it is to reach these students on their level, and CGU is one of the only schools I could find that is training people for that purpose.”

“We look for a pairing of excellent content knowledge with great communication and relational skills, and a history of working with youth,” said Lisa Loop, co-director of SES’ Teacher Education Internship Program (TEIP) and a member of the MfA Los Angeles Executive Steering Committee. “We want to see a demonstrated history, where they’ve already been volunteering in poor urban schools, they really have a passion for doing this, and that’s what they want to do.”

CGU’s program has attracted a mixture of people coming directly from college and people making career changes. One of those coming directly from college is Chelsea Diefenbach, who was attracted to the program because of her own experiences. “I want to teach low-income students because I was a low-income student. I know how important it is to reach these students on their level, and CGU is one of the only schools I could find that is training people for that purpose.”

MfA Los Angeles had 12 fellows in its 2008-2009 inaugural class. This year there are 15 new fellows – including Diefenbach, who is already teaching five periods of Algebra I in a nearby high school – and Loop hopes to increase the





trajectory of the class size about 3-4 a year until each new class has 40 fellows. Part of the reason for the gradual increase is that no student is admitted into the program until the funding has been fully secured for the entire five years.

In SES's Teacher Education Internship Program at CGU, MfA fellows start in the summer with boot camp-like practical training. They learn the essentials, such as lesson planning, classroom management, and methods course work – that is, how one teaches math. Fellows also work with teaching mentors who take them into real, live classrooms for practice and evaluation. Once the fellows are deemed ready, they receive an internship credential and are ready to start teaching by the fall.

While fellows work full-time at one of six Los Angeles and Inland Empire partner school districts, CGU advisors make at least 15 site visits to the classroom a year to monitor the instruction and offer instant feedback. In addition, fellows return to CGU for classes every other Saturday, where they can again meet with their advisors for lengthier discussions and additional



Marla Mattenson, with her class, calculating the surface area of a sand castle.

training. The summer after the first year, they finish the CGU program with classes on pedagogical theory, which is far less abstract after gaining classroom experience. Already, two CGU MfA fellows have also gone on to pursue an MA in mathematics.

The \$20,000 stipend for four years of teaching is not merely dangled as a carrot to enter the profession, but is also a bonus for professional development; the goal is not just to create teachers, but to create good teachers who will improve until they become great teachers. For the last four years they are in the program, MfA Los Angeles fellows will attend regular weekend training sessions run by Harvey Mudd Associate Professor Darryl Yong. By the end of the program, fellows should be board certified, which will provide a higher salary for them once the stipend runs out.

These training sessions should also help fellows cope with the strain and stress of teaching. High school teachers have a high burnout rate; some estimates show that up to half the teachers drop out in their first three years. However, Teacher Education has prided itself on combating this problem. Two recent alumni surveys both found over 90 percent of Teacher Education graduates still teaching after five years. Drew credits this to the quality of the instruction, and the students: "We are very realistic. While we do cover content areas and classroom management and pedagogy, we also talk about what the world is like out there," he said. "It's also because our students are so committed to giving back to the communities they came from. So MfA is superimposed on that powerful Teacher Ed structure."

Though MfA Los Angeles has low overhead operating costs, providing fellowships for these students is not cheap. A significant amount of funding comes

Joey Relaford-Doyle in her Algebra I class.



from Jim Simons' original gift, as well as \$1.8 million from the Rosehills Foundation, \$100,000-\$200,000 from individual donors, as well as a \$1.5 million grant awarded this summer from the National Science Foundation to support 10 future fellows.

To put that single gift in perspective: Each of those fellows will work with 200 students a year, over a five-year period. That adds up to 1,000 students taught by each fellow, and 10,000 students total. These are students from diverse populations: young men and young women; African Americans, Latinos, whites, Asian Americans, and Native Americans. There are talented young people in these schools and neighborhoods that sometimes only see the teachers nobody else wanted. For years – for decades – these students' potential went unrealized, to the detriment of themselves and the country.

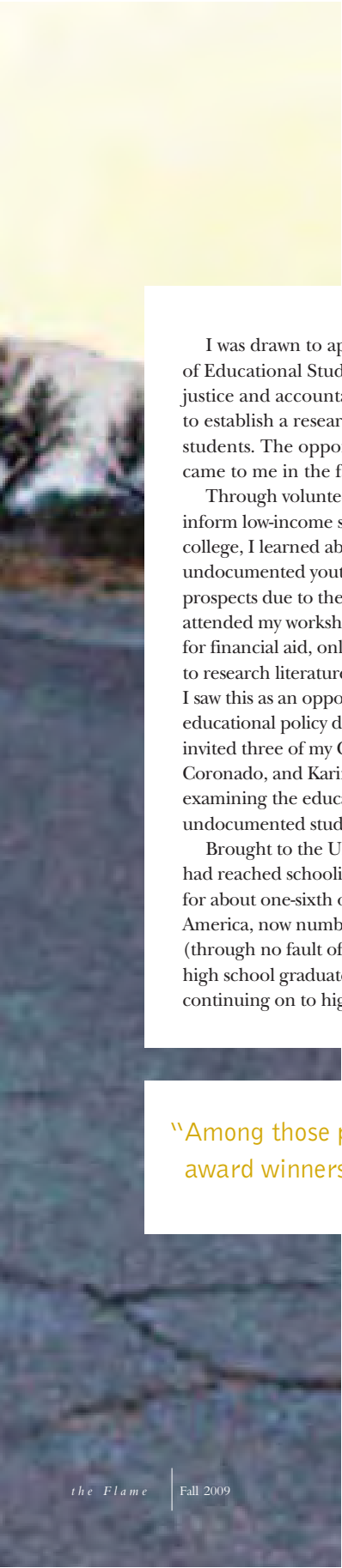
Yes, America's track record in mathematics education can be disheartening, but the early success of Math for America is finally providing a reason for optimism.



Can Undocumented Students Earn the Right to be RECOGNIZED AS AMERICANS?

by William Perez
Assistant Professor, School of Educational Studies

There are now 3.4 million undocumented youths under the age of 24 living in the United States. The 1982 Supreme Court ruling *Plyer v. Doe* guarantees them education through 12th grade, and 65,000 graduate from high school every year. But after high school, they suddenly find themselves ineligible for any federal support for higher education – virtually guaranteeing that the public investment in their K-12 schooling is squandered. I was stunned to find how little research has been done on these students and their situation. And I decided to fill the gap.



I was drawn to apply for a faculty position in the School of Educational Studies (SES) because of its vision of social justice and accountability. CGU seemed like the ideal place to establish a research program focusing on immigrant students. The opportunity to contribute to SES's vision came to me in the fall of 2006.

Through volunteer work I did conducting workshops to inform low-income students about financial aid resources for college, I learned about the plight of the nearly 3.4 million undocumented youths under the age of 24 that face limited prospects due to their legal status. Many of these students attended my workshops and inquired if they were eligible for financial aid, only to learn they were not. Initially, I turned to research literature on the topic, but found virtually none. I saw this as an opportunity to inform immigration and educational policy discussions. With that goal in mind, I invited three of my CGU students – Richard Cortes, Heidi Coronado, and Karina Ramos – to work on a research study examining the educational experiences of these undocumented students.

Brought to the United States as minors – many before they had reached schooling age – undocumented students account for about one-sixth of the total undocumented population in America, now numbering 12 million. Without legal status (through no fault of their own), these 65,000 undocumented high school graduates every year face limited prospects for continuing on to higher education, working legally, or

becoming full-fledged members of American society – and yet America is the only country they know and, for many, English is the only language they speak. Among those prevented from pursuing higher education are valedictorians, honor students, award winners, class presidents, and other student leaders.

Although *Plyer v. Doe* established a national guarantee of basic education to all students regardless of immigration status, there is no guarantee whatsoever for those seeking the next level of educational opportunity. As a result, despite the extensive public investment to make these students “college eligible,” they are unable to pursue higher education due to their lack of legal status, current federal law, and limited financial resources. As a result of the federal government’s inability to implement legislation to address the educational limbo of college-going undocumented students, eleven states, including California, Texas, New York, Illinois, Washington, and New Mexico among others, have taken it upon themselves to enact legislation to facilitate their access to higher education by allowing undocumented students who graduate from state high schools to be eligible to pay in-state tuition to attend state public institutions of higher education. Texas and New Mexico have even gone a step further by allowing undocumented students to be eligible for state grants to pay for college costs. Despite these efforts, however, higher education remains out of reach for many undocumented students who come from low-income families where even saving up \$500 for college tuition is an extreme hardship.

“Among those prevented from pursuing higher education are valedictorians, honor students, award winners, class presidents, and other student leaders.”



We Are Americans

William Perez has compiled years of research in his new book *We Are Americans*, which was released in August 2009 by Stylus Publishing. The book has garnered many positive reviews, including the honor of “Web Pick of the Week” by Publisher’s Weekly. In their review, they stated: “No matter what one’s position is on legalizing immigrants, this collection of inspiring, heartbreaking stories puts a number of unforgettable faces to the issue, making it impossible to defend any one side in easy terms or generalities.”

To better understand the myriad of challenges undocumented students face, my research team and I spent a year collecting survey and interview data from undocumented students across the United States. Among the most significant findings, we discovered that as a group, college-eligible undocumented students demonstrate academic achievement, leadership participation, and civic engagement patterns that are often above that of their US-citizen counterparts. Over 90 percent reported volunteer and community service participation and 95 percent had participated in extracurricular activities. In those activities, 78 percent held a leadership position such as club president, editor-in-chief of the school newspaper, or captain of a sports team. We also found that undocumented students exhibit various aspects of psychological resilience, perseverance, and optimism. For example, 37 percent had been identified as gifted. In addition, while students had various responsibilities at home — such as taking care of younger siblings — worked an average of 13 hours per week during high school, 30 hours per week during college, participated in extracurricular and volunteer activities at very high levels, they still earned high academic marks in college preparatory courses. Yet, despite public investment in their education, high levels of achievement, community service, leadership experience, and a sense of commitment to American society, they are still not legal citizens, not considered American, and thus are not eligible for any type of assistance to attend college even though over 90 percent of the students we surveyed aspire to attain a master’s degree or higher. If these qualifications do not warrant official recognition of their “Americanness,” then what does?

For the past three years I have used research findings to inform current immigration policy discussions, such as the bill currently in Congress known as the DREAM Act. The DREAM Act, if passed, would provide a path to legalization to undocumented students who have lived in

the United States for more than five years and have graduated from an American high school. I recently finished a book, *We Are Americans* (see sidebar), that provides a summary of the social-science research that documents the economic and social contributions of the undocumented population. It also includes the inspiring stories of 16 students — from high school seniors to graduate students — who despite financial hardship, the unpredictability of living with the daily threat of deportation, numerous restrictions, and often in the face of discrimination by their teachers — are not just persisting in the American educational system, but achieving academically, and moreover, often participating in service to their local communities. The book reveals what drives these young people, and the visions they have for contributing to the country they call home.

Through these stories, the book draws attention to these students’ predicament, to stimulate the debate about putting right a wrong not of their making, and to motivate more people to call for the passage of the stalled DREAM Act, which would offer undocumented students who participate in the economy and civil life a path to citizenship. This research goes beyond discussing the social and policy dimensions of immigration reform. This research also dispels myths about illegal immigrants’ supposed drain on state and federal resources, providing authoritative evidence to the contrary. I also make the case — on economic, social, constitutional, and moral grounds — for more flexible policies towards undocumented immigrants.

I have presented my research on undocumented immigrants at various national and international research conferences, including the Association for the Study of Higher Education Conference, the American Educational Research Conference, the Society for Research on Child Development, the Thomas Rivera Policy Institute Education Conference, and the Society for Research on Adolescence

William Perez (second from left) with student researchers (L-R) Heidi Coronado, Richard Cortes, and Karina Ramos.

Conference. I have also been invited to lecture at various institutions of higher education including Harvard University; Stanford University; Brown University; the University of California, Los Angeles; Pomona College; and Pitzer College. I have been quoted as an academic expert on undocumented students in various newspapers and broadcast media outlets.

In an effort to have an immediate impact on educational practices that affect undocumented students, I have also presented this work to various community colleges and universities that serve undocumented students. In the spring of 2008, my research team and I were invited by Cuesta Community College in San Luis Obispo, California to lead a half-day, school-wide symposium entitled, "Opening the Doors to Undocumented Immigrant Students." We not only presented our research findings, but also provided concrete recommendations on how the school could support their undocumented student population. We organized several small group discussions where individuals developed a plan and made a commitment to implement these various plans to support undocumented students. In addition to school personnel, students, and community members, state-elected local officials were also present. At the conclusion of the symposium, we gave a press conference to both English and Spanish language media outlets.

Based on findings from my research, I argue that the civic and academic dedication of undocumented students warrants at the very least official government recognition. Going a step further, the federal government can even support and encourage this type of civic commitment by rewarding such model behavior with legislation that provides a path to legalization. Over the last decade, citizenship policy and how it relates to the integration of immigrants in host societies has emerged as an increasingly important topic of concern for public-policy makers, scholars, the media, and immigrant communities. Citizenship matters have become a major



source of political controversy in debates ranging from welfare rights and naturalization rules to multiculturalism and plural nationality. The increase of scholarly literature on citizenship and immigrant integration that has been emanating from the academy in recent years suggests that a widespread re-evaluation of citizenship questions has already begun.

In the past several decades, the United States, Western European countries, and other nations have gradually extended a growing menu of rights and benefits traditionally associated with formal citizenship and nationality to different groups of non-nationals, in particular to long-term, foreign residents. Given the educational, social, and economic investment American society has placed on undocumented students as a result of the Plyer decision, I argue that ultimately it is in the best interest of the United States to get a return on that investment by legalizing students and providing full citizenship privileges rather than keeping them marginalized, limiting their social and economic contributions. My recommendation echoes the arguments made by the Supreme Court 27 years ago in the case of *Plyer v. Doe*: it is in the compelling interest of the United States to provide higher education access and formal citizenship to talented undocumented students.

"It is in the compelling interest of the United States to provide higher education access and formal citizenship to talented undocumented students."
— William Perez

faculty achievements



Susan Ames (*School of Community and Global Health*) and Alan Stacy are co-primary investigators on several grants: "Functional Imaging of Implicit Marijuana Associations during IAT Performance," funded by the National Institutes of Health (NIH) and the National Institute on Drug Abuse; "Imaging

Implicit Alcohol Associations on Indirect Tests of Associations," funded by NIH and the National Institute on Alcohol Abuse and Alcoholism (NIAAA); and "Teenage Stimulant Use: Neurally Plausible Spontaneous and Protective Processes," also funded by NIH and NIAAA.



Tiffany Berry (*School of Behavioral and Organizational Sciences*) published "The Evaluator's Role in Recommending Program Closure: A Model for Decision Making and Professional Responsibility," with R. Eddy, in the *American Journal of Evaluation*.



Michelle Bligh (*School of Behavioral and Organizational Sciences*) presented "Leading for Learning: The Impact of Leadership on Error Learning," with B.H. Deng, at the annual meeting of the Academy of Management in Chicago; and "Leadership in 'Confucian Asia': Similarities and Differences of Justice, Trust, and Leadership Outcomes in Mainland China, Hong Kong, and Singapore," with R. Pillai and M. Carsten (CGU alumna), at the International Eastern Academy of Management, Rio de Janeiro, Brazil. Bligh is also the winner of the 2009 John Yanouzas Outstanding Paper Award.



Peter Boyer (*School of Arts and Humanities*) was named the 50th annual recipient of the Lancaster Symphony Orchestra Composer's Award, given each year to one American composer "who is making a particularly significant contribution in the field of symphonic music." First given in 1959, the award has been given to such eminent American composers as Howard Hanson, Roy Harris, Walter Piston, William Schuman, Gian Carlo Menotti, John Corigliano, and Joseph Schwantner. Previous recipients of this award include 23 Pulitzer Prize winners. Boyer will be presented with the award on subscription concerts of the Lancaster Symphony Orchestra in January 2010, at which time his work *New Beginnings* will be performed. Boyer's work *Ellis Island: The Dream of America* for actors and orchestra was given three performances by the Portland (Maine) Symphony Orchestra, with actors from the Portland Stage Company, and the work was the subject of a feature story in the *Portland Phoenix*. *Ellis Island* was also performed by the Butler County Symphony Orchestra in Pennsylvania. Boyer's work *New Beginnings* was performed by the Belgrade Philharmonic Orchestra in Serbia.



Ellis Cumberbatch (*School of Mathematical Sciences*) worked with the Claremont Colleges Math-in-Industry Workshop. This is a workshop for industrial math problems. The invited audience consisted of 30 graduate and undergraduate students plus 30 faculty members from various universities.



Cornelis A. "Kees" de Kluyver (*Peter F. Drucker and Masatoshi Ito Graduate School of Management*) was appointed visiting professor at Nyenrode Business University in the Netherlands. He published "Managing Itself: A Board's First Priority" in the *Corporate Board*. He also gave invited lectures on strategy and corporate governance at the University of Piraeus in Greece.



Stewart Donaldson (*School of Behavioral and Organizational Sciences*) has a new grant from the Rockefeller Foundation (\$138,000 in 2009) to help design the evaluation framework for the foundation's large portfolio of grants to improve the lives of the poor and vulnerable people in developing countries by easing basic survival insecurities, addressing the risks of accelerating urbanization, repairing weak and outmoded health systems, building resilience to environment degradation and climate change, and reweaving frayed social contracts. He also received another year of funding (\$127,000) from the Riverside County Department of Mental Health to supervise CGU students to provide applied research and evaluation services. Donaldson recently gave invited addresses, presented papers, and taught professional development workshops at the Australasian Evaluation Society Meeting in Canberra, the Canadian Evaluation Society Meeting in Ottawa, the Centers for Disease Control/American Evaluation Association Summer Conference in Atlanta, the Arkansas Evaluation Center Workshops in Pine Bluff, and at the CGU Summer Professional Development Series. He and SBOS student Ia Ko presented "Positive Organizational Psychology, Behavior, and Scholarship: A Review of the Emerging Literature and Evidence Base" at the First World Congress on Positive Psychology in Philadelphia.



David Drew (*School of Educational Studies*) gave a keynote address at the annual meeting of the National Science Foundation Bridge to the Doctorate program, the major government effort to broaden participation in graduate STEM education. While in Washington, he and CGU alumnus Martin Bonsangue were invited to meet with aides to nine senators and house members preparing a new bill on STEM education. He is co-primary investigator on a \$1.5 million dollar grant, awarded this spring by NSF to CGU, the University of Southern California, and Harvey Mudd College for the Math for America, Los Angeles program. This effort is aimed at increasing the number of highly effective mathematics teachers. He continues as primary investigator on

two NSF Noyce grants, totaling about half a million dollars, to CGU to support teacher education of highly effective mathematics and science teachers. These grants are not research projects, but vehicles to recruit and support outstanding graduate students. Drew's article, "On the Journal Impact Factor: A Historical Perspective" was published in the *Communications of the Association for Information Systems*. He coauthored two detailed evaluation technical reports that were formative evaluations of 1) annual progress in the Louisiana LSAMP program, which seeks to increase the number of under-represented students who achieve STEM Bachelor's and graduate degrees, and 2) annual progress in a similar Houston LSAMP program.



Rebecca Eddy (*School of Behavioral and Organizational Sciences*) published "The Evaluator's Role in Recommending Program Closure: A Model for Decision Making and Professional Responsibility," with T. Berry, in the *American Journal of Evaluation*.



Lori Anne Ferrell (*School of Arts and Humanities*) chaired the International Advisory Board meetings for the Collaborative Institute for Medieval and Early Modern Studies, the Universities of Wales. She was also a short-term residential fellow at the Newberry Library, Chicago. Ferrell was a guest lecturer in the

Adult Continuing Education Institute at the University of California, Irvine on "Reading King Lear in the 21st Century"; gave an invited lecture on "Illustrating the Protestant Bible" at the University of York, England; gave a guest undergraduate lecture at the University of Southern California on "Darwin and the Victorian Church of England"; and gave the plenary address at the Second Annual Medieval and Early Modern Studies Graduate Student Conference at California State University, Long Beach.



Dean Gerstein (*Research and Sponsored Programs*) published "The NODS-CLiP: A Rapid Screen for Adult Pathological and Problem Gambling," with Marianna Toce-Gerstein and Rachel Volberg, in the *Journal of Gambling Studies*.



Paul Gray (*School of Information Systems and Technology*) was honorary chair of the 2009 Americas Conference on Information Systems (AMCIS) in San Francisco. This conference, sponsored by the Association for Information Systems, was attended by over 1,000 academics that specialize in information systems and

technology. He presented *What They Didn't Teach You in Graduate School*, a book by Paul Gray and David E. Drew, to a joint meeting of the doctoral consortium and the junior faculty MIS camp. Gray chaired a panel on "Group Decision Support Systems – Past Present and Future" at the biannual International Conference on Decision Support Systems held in San Francisco. Gray was editor of a special series of 22 invited articles that started

NEW FACULTY

Marlene Daut

*Assistant Professor, School of Arts and Humanities
PhD, University of Notre Dame*



Why CGU? I chose to come to CGU because of its commitment to interdisciplinary graduate education. I like that the curriculum here prepares students not just for academic careers, but for careers in a variety of job fields.

Teaches: I have a variety of teaching interests. Currently, I teach courses on early American literature, the literature and culture of the African Diaspora, the literature of the Americas (including the Caribbean), post-colonial and transatlantic studies, and critical race theory.

Teaching style: I prefer the seminar teaching style. I think that giving students the opportunity to learn from one another provides an ideal learning environment for them and for me. I am also a big fan of collaborative learning through wikis and message boards, and this semester students in both of my courses will be involved in collaborative keywords projects.

Research: My current research is on the connection between eighteenth- and nineteenth-century scientific theories of race and the Haitian Revolution.

Favorite book in her field: My favorite book right now is Victor Hugo's *Bug-Jargal* (1826).

Inspiration: I'm not a big fan of inspiration, to tell the truth. Perhaps that comes from having a background in creative writing, where you're always told to write every day rather than waiting for inspiration. I think what keeps me going with my research is the excitement I feel from uncovering something new in the archives and then sharing those findings with my colleagues in the field and my students in the classroom.

Interests: I run about 40-50 miles per week. I also love to play music (loudly), cook, watch soccer, and spend time with my family and friends. My husband and I also both love to travel, and we are looking forward to visiting Vietnam for the first time next summer.

faculty achievements

Volume 25 of the *Communications of the Association for Information Systems (CAIS)* on the subject of journal self citation.



Michael Hogg (*School of Behavioral and Organizational Sciences*) spent a week in Germany, where he convened and ran the Seventh Consultation Seminar: New Developments in Uncertainty-Identity Theory, as a guest of the International Graduate College, Friedrich-Schiller-Universität, Jena, Germany. He then went on to Oppurg to deliver the keynote address, entitled "Self-uncertainty in Intergroup Relations," at the Twelfth Jena Workshop on Intergroup Processes: Threat and Intergroup Relations, Oppurg, Germany. He was a guest of the Aston Business School in Birmingham, UK, where he delivered the keynote address, entitled "Intergroup Leadership in Organizational Contexts," at the Aston Leadership Conference.



Henry Krips (*School of Arts and Humanities*) spent a month at the Boltzman Institute for Quantum Optics in Vienna, Austria, working on a "Philosophical and Cultural Analysis of Teleportation." In order to carry out this work, he has been awarded a Visiting Senior Fellowship at the Institute by the Templeton Trust.



Gondy Leroy (*School of Information Systems and Technology*) and HyeKyeung Seung, (associate professor, California State University, Fullerton) received a gift from the Allergan Foundation to test the use of PixTalk. PixTalk is communication software for children with autism developed by Leroy and her team. Also

in the medical informatics domain, Leroy and colleagues from the National Library of Medicine and Harvard Medical School received a Best Paper Award by the International Medical Informatics Association (IMIA) and inclusion of their paper "Consumer Health Concepts That Do Not Map to the UMLS: Where Do They Fit?," with A. Keselman, C. Smith, G. Divita, H. Kim, A.C. Browne, and Q. Zeng-Treitler, in the Yearbook of Medical Informatics. It was also published in the *Journal of the American Medical Informatics Association*.



Mario Martelli (*School of Mathematical Sciences*) contributed one of the problems for the Summer Seminar organized at Harvey Mudd College. The problem derived from research done with one of the clinics at Harvey Mudd College. Martelli spent several months in Firenze, Italy, to do research with Massimo Furi

from the Università di Firenze and Alfonso Vignoli from the Università di Roma, Tor Vergata. They worked on the paper "On the Longitudinal Librations of a Satellite." At the request of Gerard Venema, associate secretary of the Mathematical Association of America, he organized a special session on research with undergraduates in conjunction with the summer meeting (called Math Fest) of the Mathematical Association of America in Portland, Oregon.



Wendy Martin (*School of Arts and Humanities*) lectured widely on her book, *Emily Dickinson*. In spring 2009 she served as an adviser for a play about Emily Dickinson performed by the Olin Theater group in the "Women Speak, The City Listens" series at the LATC (Los Angeles Theater Center).



Jennifer Merolla (*School of Politics and Economics*) published "The Effect of Information Signals on Strategic Voting in Mock Mayoral Elections" in *Political Behavior*. Merolla had several conference presentations: "Feeling the Threat: An Experiment Examining Emotions, Information Processing, and Policy Stances," with Elizabeth J. Zechmeister and Travis Coan, and "What is the Difference between a Hockey Mom and a Pit Bull? Presentations of Palin and Gender Stereotypes in the 2008 Presidential Election," with Lindsay Eberhardt and Sarah Burns, at the Annual Meeting of the American Political Science Association, Toronto; "(Mexican) Democracy under Threat: Evidence Linking Economic and Security Crisis to Attitudes toward Institutions," with Elizabeth J. Zechmeister and Evis Mezini; and "Made in the U.S.A.: Pan-Ethnic Identification and Political Participation" (with Victoria DeFrancesco Soto and Zhidong Fang) at the Annual Meeting of the Latin American Studies Association, Rio de Janeiro, Brazil. Merolla also received a National Science Foundation grant, with Elizabeth J. Zechmeister, for "Collaborative Research: The Effects of Terrorist Threats on Democratic Support in Liberal and Illiberal Democracies" and a Blais Challenge Fund Award, with Adrian Pantoja, for "Assessing the Hispanic Threat Hypothesis."



Allon Percus (*School of Mathematical Sciences*) published "Parallel tempering for the traveling salesman problem" in the *International Journal of Modern Physics*, and "Incentive compatible and globally efficient position based routing for selfish reverse multicast in wireless sensor networks" in the journal *Algorithms*. He also received a \$60,000 grant from Los Alamos National Laboratory to run the 2009-10 mathematics clinic in "Optimizing Smart Power Grids."



William Perez (*School of Educational Studies*) was interviewed on a nationally syndicated NPR program, "All Things Considered," about his book *We Are Americans*. Perez had "Academic Resilience Among Undocumented Latino Students" published in the *Hispanic Journal of Behavioral Sciences*, with R. Espinoza, K. Ramos, H. Coronado, and R. Cortes. He was also a presenter at several conferences: "Heterogeneity among Latino populations: Insights from the experiences of undocumented students" at the Annual American Educational Research Conference, San Diego; "Higher Education Access: How Social Class and Ethnic Minority Status Structure the Acquisition of Educational Social and Cultural Capital," with R. Espinoza and C. Alcantar, at the Annual Pacific Sociological Research Association Conference, San Diego; "Understanding Race and Class: How to support and mentor



Evangelicals and Democracy in America, Volume I: Religion and Society
Evangelicals and Democracy in America, Volume II: Religion and Politics

by Jean Reith Schroedel and Steven Brint, editors

(Russell Sage Foundation, 2009)

By the end of the nineteenth century, the vast majority of US churches were evangelical in outlook and practice. America's turn toward modernism and embrace of science in the early twentieth century threatened evangelicalism's cultural prominence. But as confidence in modern secularism wavered in the 1960s and 1970s, evangelicalism had another great awakening. The two volumes of *Evangelicals and Democracy in America* trace the development and current role of evangelicalism in American social and political life. Volume I focuses on who evangelicals are today, how they relate to other groups, and what role they play in US social institutions. *Religion and Politics*, the second volume of the set, focuses on the role of religious conservatives in party politics, the rhetoric evangelicals use to mobilize politically, and what the history of the evangelical movement reveals about where it may be going.



Marketing Through Turbulent Times

by Jenny Darroch

(Palgrave Macmillan, 2009)

At some time in the future the recession will end. But what will happen then? How will customers respond to organizations that mistreated them in the past? What can organizations do now? *Marketing Through Turbulent Times* addresses these questions by tying together four themes: democracy, economic recession, individual depression, and customer-centered strategies. Written for decision makers who want to ensure that their marketing strategies are not only relevant for today's difficult environment but will also provide a solid foundation for future growth, this book is an invaluable resource for anyone making strategic marketing decisions.



The Rhetoric of Terror
by Marc Redfield

(Fordham University Press, 2009)

The terrorist attacks of September 11, 2001, did symbolic as well as literal damage. A trace of this cultural shock echoes in the American idiom "9/11": a bare name-date conveying both a trauma (the unspeakable happened then) and a claim on our knowledge. In the first of the two interlinked essays making up *The Rhetoric of Terror*, Marc Redfield proposes the notion of "virtual trauma" to describe the cultural wound that this name-date both deflects and relays. Virtual trauma describes the shock of an event at once terribly real and utterly mediated. In consequence, a tormented self-reflexivity has tended to characterize representations of 9/11 in texts, discussions, and films such as *World Trade Center* and *United 93*. In the second half of the book, Redfield examines the historical and philosophical infrastructure of the notion of "war on terror." Redfield argues that the declaration of war on terror is the exemplary postmodern sovereign act: it unleashes war as terror and terror as war, while remaining a crazed, even in a certain sense, fictional performative utterance.

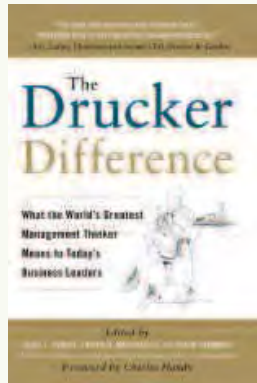


Value-Based Management with Corporate Social Responsibility

by James S. Wallace, John D. Martin, and J. William Petty

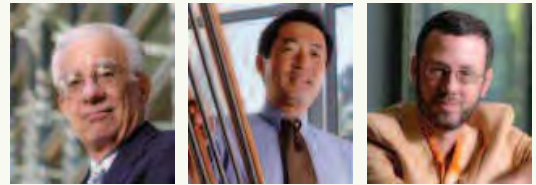
(Oxford University Press, 2009)

The first edition of this book, *Value Based Management: The Corporate Response to the Shareholder Revolution*, was written to help explain the underpinnings of value-based management (VBM). At the time of its publication, few questioned whether the concept was the proper thing to do. Instead, the debate was focused on how to implement a VBM program. With this new second edition, the authors look at VBM after having seen it through good times and bad. It is not their intent to play the blame game or point fingers. Nor is it their intent to provide an impassioned defense of VBM. Instead they provide an academic appraisal of VBM, where it has been, where it is now, and where they see it going.



Drucker faculty collaborates on book expounding on Drucker's multi-faceted legacy

(L-R) Joseph Maciariello; Hideki Yamawaki; Craig L. Pearce



Peter Drucker was a professor at CGU for over 30 years, and was still teaching up to the age of 92. He passed away on November 11, 2005, two weeks after the publication of his last book. During a Drucker School faculty meeting, in the spring of 2007, a remarkable thing happened. Spontaneously, without prompting or provocation, the entire Drucker faculty coalesced around the idea of developing a course, together, where they could build upon and honor the intellectual foundations that Peter Drucker had laid down for all of them. It was to be a new course; a different course; a transdisciplinary course.

It was a course inspired by Peter Drucker and was meant to continue building the Drucker legacy, extending it into the future through teaching at the school. The class has been a huge success; it is now required for MBA and EMBA students. Since there are Peter Drucker admirers around the world, and they can't all enroll in this unique course, the faculty decided to capture the essence of it in a book.

As a result of four semesters of faculty collaboration, the book *The Drucker Difference: What the World's Greatest Management Thinker Means to Today's Business Leaders*, based on the class, was born. Led by Drucker Professor Craig L. Pearce and his colleagues and coeditors, Drucker Professor Joseph Maciariello and Drucker Associate Dean Hideki Yamawaki, the

book contains 16 chapters based on the syllabus from the class. Each chapter explains a single, classic aspect of Drucker's work, examines its implications in today's business environment, and applies an up-to-date and contemporary interpretation of Drucker's wisdom.

"This is a major product extending Drucker's work," said Maciariello, who recently revised Drucker's groundbreaking work, *Management*, and who is considered one of the world's foremost Drucker scholars. "Each chapter builds further on his research, and takes it even further, based on different areas on management."

The book was released in October 2009, just in time for Drucker Centennial Week, which takes place November 2-8, and will feature several events in Claremont and throughout the Los Angeles area. (Check the website www.Drucker100.com for more information on Drucker Centennial Week and the many Drucker Centennial events occurring around the world.)

The book's chapter titles and authors include:

- ▶ "Management as a Liberal Art" (Karen E. Linkletter and Joseph Maciariello)
- ▶ "Drucker on Government, Business, and Civil Society: Roles, Relationships, Responsibilities" (Ira A. Jackson)
- ▶ "Leading Knowledge Workers: Beyond the Era of Command and Control" (Craig L. Pearce)

- ▶ "Value(s)-Based Management: Corporate Social Responsibility Meets Value-Based Management" (James S. Wallace)
- ▶ "Drucker on Corporate Governance" (Cornelis A. de Kluyver)
- ▶ "Corporate Purpose" (Richard R. Ellsworth)
- ▶ "Strategy for What Purpose?" (Vijay Sathe)
- ▶ "The Twenty-First Century: The Century of the Social Sector" (Sarah Smith Orr)
- ▶ "Economic Environment, Innovation, and Industry Dynamics" (Hideki Yamawaki)
- ▶ "A Pox on Charisma: Why Connective Leadership and Character Count" (Jean Lipman-Blumen)
- ▶ "Knowledge Worker Productivity and the Practice of Self-Management" (Jeremy Hunter)
- ▶ "Labor Markets and Human Resources: Managing Manual and Knowledge Workers" (Roberto Pedace)
- ▶ "Peter Drucker: The Human Economist" (Jay Prag)
- ▶ "The Drucker Vision: Corporations, Managers, Markets, and Innovation" (Richard Smith)
- ▶ "Drucker on Marketing: Remember, Customers Are the Reason You Are in Business" (Jenny Darroch)
- ▶ "A Closer Look at Pension Funds" (Murat Binay)

first-generation college bound students,” with R. Espinoza, at a workshop presentation for the Illinois Student Assistance Corps in Chicago; “Critical Issues in Postsecondary Education: AB540 Students and California Four-year Universities,” at the fourth annual Latina/o Education Summit at the University of California, Los Angeles; “Sobreviviendo la Crisis: Quality of Life in Economically Stressed Latino Communities,” as an invited panelist at California State University, Northridge; “Supporting AB540 students enrolled in the CSU system” at California State University, Fullerton; “The use of mixed-methods in studying Undocumented Students in Higher Education” at Pitzer College; “Academic Resilience and Civic Engagement Among Latino Undocumented Youth” at the Immigrant Paradox Conference, Brown University; and “The role of educators in student activism” for the Labor Council for Latin American Advancement (LCLAA) Youth Leadership Conference.



Becky Reichard (*School of Behavioral and Organizational Sciences*) published “A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies,” with B.J. Avolio, S.T. Hannah, F.O. Walumbwa, and A. Chan, in the *Leadership Quarterly*. She presented “Development of a new measure of transformational leadership” at the Academy of Management in Chicago. Her article “Emotional skills and effective management,” with R.E. Riggio, was on the Top 20 downloaded list at the *Journal of Managerial Psychology* for 2009.



Vijay Sathe (*Peter F. Drucker and Masatoshi Ito Graduate School of Management*) and Michael Crooke, CEO of PrAna, presented their coauthored paper, “Sustainable Industry Creation: A Case Study of the Birth of the Organic Cotton Industry and its Implications for Theory,” at the 2009 Global Forum on Business as an Agent for World Benefit at Case Western Reserve University in Cleveland, Ohio.



Henry Schellhorn (*School of Mathematical Sciences*) co-organized a workshop on financial mathematics at the Tata Institute in Bangalore. He presented two papers: “Advances in network credit risk modeling” and “A new algorithm on American option pricing, based on Malliavin calculus.” Schellhorn also presented the latter paper at a seminar in the Applied Probability and Statistics Department at the University of California, Santa Barbara.



Jean Schroedel (*School of Politics and Economics*) had the article “Financial Regulation in the United States: lessons from History,” with Paul Peretz, published in *Public Administration Review*. She was also a guest commentator on KKLA’s “Faith and Reason” show hosted by Frank Pastore. The topic was unemployment in California.



Deb Smith and Sue Robb (*School of Educational Studies*) of IRIS-West at CGU, along with Naomi Chowdhuri Tyler from IRIS-Central at Vanderbilt University, made two presentations at the 11th Biennial Conference of the International Association of Special Education, held in Alicante, Spain and hosted by the University of Alicante. The presentations were: “IRIS Online Resources: Providing Information and Research about Students with Disabilities” and “The IRIS Center and Differentiated Instruction: The Needs of Today’s Learners.”



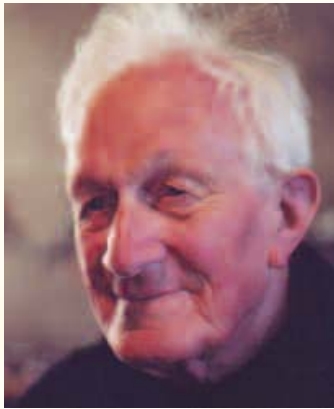
Gail L. Thompson (*School of Educational Studies*) gave a keynote address entitled “To Whom Much is Given: How You Can Improve the Schooling Experiences of African American Students” to over 500 district and school administrators, school-board members, teachers, staff, and other employees of the Lancaster Elementary School District. She conducted a three-hour workshop entitled “Let’s Bump it Up a Notch: How You Can Increase Your Effectiveness with African American Students” for nearly 200 teachers and instructional aides in the Lancaster Elementary School District. Thompson presented “Are You a Dream Maker or a Dream Breaker? How You Can Help or Harm African American Students” at a conference for educators that was hosted by the California Alliance of African American Educators. As a member of the California State Board of Education’s African American Advisory Committee, she participated in a two-day meeting in Sacramento.



Dennis Trinidad (*School of Community and Global Health*) served as chair of a grant review panel for ClearWay Minnesota, the funding agency that administers that state’s tobacco control research grants. Trinidad coauthored a paper in *Health Psychology* titled “A prospective study of cigarette smoking initiation during college: Chinese and Korean American students.” He completed his term as cochair of the Tobacco-Related Health Disparities Committee of the Society for Research on Nicotine and Tobacco (SRNT) and was selected to serve on its Executive Advisory Group for 2009-2010.

faculty
achievements

In Memoriam



Father Eleutherius Winance

Father Eleutherius Winance, a philosophy professor at CGU for 38 years, passed away on August 15 of a heart attack shortly after his 100th birthday.

An expert on medieval and continental philosophy and phenomenology, Winance taught at CGU from 1963 until his retirement in 2001. His classes focused on philosophy, phenomenology, and theology. In his career he taught in Latin, French, English, and Chinese. He was enormously popular with students, like Vernon Kooy, who wrote on CGU's tribute page that he "was studying philosophy, but majoring in Winance," as well as fellow faculty: "While Father Winance's erudition and generosity were what we admired and came to expect, it was his sense of humor that kept us on our toes and laughing," said his CGU colleague, Associate Professor Patricia Easton.

Named after St. Eleutherius, the patron of freedom, Winance was born on July 10, 1909 in Belgium. After he was ordained a priest, he helped start an elementary school and a seminary in China. While there, he was a witness to the Japanese bombing during World War II and the subsequent Communist takeover of the country. He later helped open the Institute of Chinese and Western Cultural Studies in the provincial capital of Chengdu, a school and library that contained 10,000 volumes. Not long after, the Communists closed the institution, confiscated the books, forced Winance and others to attend indoctrination sessions on Marxism, and eventually expelled him in 1952. In 1958, Winance published an account of his experiences in the memoir, *The Communist Persuasion, A Personal Experience of Brainwashing*.

Throughout his retirement, Winance maintained a full schedule of prayer, study, and preaching. Up to the last week of his life, he celebrated Mass every Thursday at a convalescent home and every Saturday at a juvenile hall in Lancaster.

He was the last of the founding monks of St. Andrew's Abbey in Valeremo, California, which he helped establish on a former turkey ranch in 1956. While there, he cultivated an impressive garden from donated plants that included fruit trees, roses, herbs, even a sequoia that he planted almost 50 years ago. His garden became a favorite place for students to convene to talk philosophy, or receive guidance and friendship.

Clinton Combs, one of Winance's former students, reflected on the massive growth of a sequoia sapling: "Throughout my philosophical career, many fine professors have planted saplings in my thought, but the sapling planted by Father Winance has grown into a tree whose height is unsurpassed."

For more tributes to Father Winance, visit www.cgu.edu/pages/6525.asp



Father Winance (center) with former student Francesca Bero (left) and late CGU Professor D.Z. Phillips (right).

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

Arts and Humanities

Emma Atchley, MA, English, 1970, was appointed to the Idaho State Board of Education by Idaho Governor Butch Otter in August 2009. Atchley will fill a vacancy left by the resignation of a board member, and will serve until March 1, 2010, the balance of the unexpired term. Atchley is a Boise native with deep roots in eastern Idaho, and also serves on the board of directors of the Bank of Idaho and the Teton Regional Land Trust, among many others.



Spencer Douglass, MFA 2005, participated in *Drama of the Gifted Child: The Five Year Plan*, a group exhibition featuring 10 emerging Los Angeles-area artists at the Armory Center for the Arts in June. The participants all graduated

from Southern California MFA programs in the past five years, and the selections examine the artists' recent work as a process by which they explore the relationship between an often-hyped academic training and the raw demands of a career.

Dion Johnson, MFA 2000, held a solo exhibition entitled *Shadows and Vistas*, highlighting two bodies of new work. The Shadow Series is comprised of intimate works on paper incorporating watercolor, colored pencil, and acrylic paint, and the Vista Series includes larger acrylic paintings on canvas featuring abutted vertical bands of translucent color. Johnson's exhibition was organized by Project 210, a collaboration of fellow Claremont MFA graduates Quinton Bemiller (*MFA 2007*) and Chuck Feesago (*MFA 2007*) that works to increase the visibility of accomplished artists through exhibitions and community interaction.



Patricia Whiteside Phillips, MA, Art, 1983, participated in the Festival of the Arts in Laguna Beach, California from July 5-August 31, 2009. Phillips was among 145 award-winning artists, and exhibited selections of mixed media and photography. The Festival of the Arts is one of California's premier fine art shows, and was voted the outstanding arts organization of 2008 by Arts Orange County.

Behavioral and Organizational Sciences

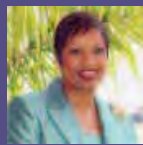
Jean Maria Arrigo, MA, Psychology, 1995; PhD, Psychology, 1999, was the recipient of the 2009 Anthony J. Marsella Prize for Peace and Social Justice from the American Psychological Association. The award recognizes outstanding contributions in scholarship and action by psychologists in one or more areas: peace and nonviolence, poverty, human rights, humanitarian assistance, spirituality, and social action. Arrigo was honored as a result of "her courage, intellectual brilliance, personal sacrifice, and collaborative leadership in mobilizing psychologists as well as military and intelligence professionals of conscience to oppose torture and to expose the role of psychology and psychologists in U.S. policies of torture."

Amanda Hawkins, MA, Psychology, 2009, began working for the education department of AIDS Project Los Angeles before the 2009 commencement ceremony. Hawkins works on capacity building, and consults around the country with implementers of HIV prevention programs to help them run more effectively. She

is also teaching a course in program evaluation at California State University, Dominguez Hills this fall.

Ashaki Jackson, MA, Psychology, 2006, had some of her poems published in the *Mujeres de Maiz Flor y Canto: La Sagrada* anthology as well as in the *Suisun Valley Review*. Jackson is completing a full-length manuscript of poetry about her grandmother's village and family, as well as working on her dissertation for her doctorate at CGU.

Peter F. Drucker and Masatoshi Ito Graduate School of Management



Melodie Mayberry-Stewart, MA, Executive Management, 1989; PhD, Executive Management, 1997, was one of the featured keynote speakers at the 2009 National Knowledge Management Conference at

Pepperdine University in August. This year's conference was themed "The Intersection of Ethics and Knowledge Management," and explored the development and application of corporate knowledge practices and issues emerging in the knowledge economy from a social/ethical perspective. Mayberry-Stewart serves as New York State's chief information officer and director of the Office for Technology.

Educational Studies

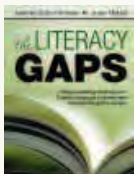
Daniel Barth, MA, Education, 1988; PhD, Education, 2007, was selected to receive two major awards for science education this past spring. Barth was honored with the 2009 Amgen Award for Science Teaching Excellence, which is given to only 34 educators from across North America each year. He was cited for his work to improve physical science and astronomy for students across the country, and for his outreach efforts at schools across Southern California. The Amgen Award includes a grant for \$10,000, which Barth plans to use for new telescopes and other astronomy equipment. The second honor Barth received is the Science Is for Kids Foundation Award, which included a donation of two large, computerized telescopes to Mt. San Jacinto College, where Barth is an associate professor of Astronomy.

Carla Bartlett, PhD, Education, 1992, was named Alhambra's Everyday Hero for 2009 by the Alhambra Educational Foundation. The award is the foundation's annual outstanding educator award. She was named Teacher of the Year by the Alhambra Unified School District in 2008. In addition to teaching at Mark Keppel High School in Alhambra, California, Bartlett also directs the district's band, which marched in the 2009 Pasadena Tournament of Roses Parade. As a freelance composer, Bartlett published her first two books of piano music, *Friendly Letters* and *Piano Postcards*, in 2008 through Centerstream Publishing (Hal Leonard).

Eliseo Dávalos, PhD, Education, 1996, organized a genocide awareness event with local high school students at the Corona Civic Center in Corona, California in April. The students, who are all students from the leadership classes at schools in the Corona-Norco school district, planted color-coded flags in front of the Civic Center representing victims from different genocides over

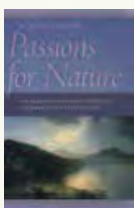
web
alumnotes

alumni booknotes



The Literacy Gaps: Building Bridges for English Language Learners and Standard Language Learners Corwin Press, 2009 **Edited by Ivannia Soto Hinman**, *PhD, Education, 2005*, and **June Hetzel**, *PhD, Education, 1998*

This book explores strategies for closing the three literacy gaps – the gap between teacher and text; the teacher and student; and student to student – which often negatively impact achievement for English language learners (ELLs) and standard English learners (SELs). It provides practical instructional suggestions for teachers of both types of students that are informed by a deep understanding of theories of second language and second dialect acquisition and the development of reading and writing proficiencies. The concepts of gaps and bridges are clearly articulated up front and provide a well-structured theme that unites the various parts of the text. Any teacher will find this book practical, and the discussions will provide meaningful ideas for application in schools.



Passions for Nature: Nineteenth-Century America's Aesthetics of Alienation University of Georgia Press, 2009 **Rochelle L. Johnson** *MA, English, 1993; PhD, English, 1999*

Nineteenth-century Americans celebrated nature through many artistic forms, including natural-history writing, landscape painting, landscape design theory, and transcendental philosophy. In this book, Johnson crosses disciplinary boundaries to demonstrate that although we tend to associate these movements with the nation's dawning environmental consciousness, they instead alienated Americans from the physical environment even as they seemed to draw people to it. Using the writings of nineteenth-century philanthropist Susan Fenimore Cooper as a touchstone, *Passions for Nature* reveals that cultural attention to the physical works was quite limited. By uncovering the roots of a cultural alienation from nature, Johnson explains how the United States came to be a nation that simultaneously reveres the natural world and yet remains largely distant from it.



Spur Up Your Pegasus: Family Letters of Salmon, Kate, and Nettie Chase, 1844-1873 The Kent State University Press, 2009 **Edited by James P. McClure, Peg A. Lamhier, and Erika M. Kreger** *MA, English, 1992*

This collection of correspondence follows the letters exchanged between Salmon P. Chase, who served as a US senator from Ohio, governor of Ohio, Abraham Lincoln's secretary of state, and chief justice of the Supreme Court, and the two daughters who survived to adulthood, Kate and Nettie. Kate, his oldest daughter, acted as an unofficial political advisor to her father and was a prominent Washington, DC hostess. Nettie eschewed a life in the public eye, becoming a wife, mother, and creator of children's books. Often separated from his family due to his career as a lawyer and as an antislavery politician, Chase's letters show an ambitious father trying to school his daughters through letters, admonishing them to study and encouraging them to develop self-discipline and personal responsibility. This volume, which includes many previously unpublished letters spanning from when Kate was a young child and Nettie was not yet born to their father's death in 1873, stresses familial relationships, the daughters' education, and the role of women in nineteenth-century America.



Encountering Disgrace: Reading and Teaching Coetzee's Novel Camden House, 2009 **Edited by Bill McDonald** *MA, Religion, 1963; PhD, Religion, 1965*

Since its publication in 1999, Nobel Laureate J.M. Coetzee's novel *Disgrace* has provoked controversy. The novel follows a professor in post-apartheid South Africa as he encounters disgrace through his sexual exploitation of a student and the shocking gang-rape of his only daughter, and its portrayal of the "new" South Africa outraged many, being labeled regressive and even racist. This first book of essays devoted to the novel brings together 10 critical essays and eight essays on teaching *Disgrace*, which all grapple with the ethical issues the novel so provocatively raises: rape, gender, race, and animal rights. Unusually, the 18 contributors to the collection are all faculty members or graduates of the same institution, the Johnston Center for Integrative Studies at the University of Redlands, and have worked together closely in crafting their essays over the past two years. This volume will be exceptionally useful to teachers of literature, philosophy, and South African culture, and to all readers of Coetzee.



The Supreme Court and the Idea of Constitutionalism University of Pennsylvania Press, 2009 **Edited by Steven Kautz, Arthur Melzer, Jerry Weinberger, and M. Richard Zinman** *PhD, Government, 1976*

From *Brown v. Board of Education* to *Roe v. Wade* to *Bush v. Gore*, the Supreme Court has assumed an increasingly controversial place in our national life over the past 50 years. Few questions divide our political community more profoundly than those concerning the court's proper role as protector of our liberties and guardian of our constitution. In this volume, distinguished constitutional scholars aim to move debate beyond the sound-bites that divide the opposing parties to more fundamental discussions about the nature of constitutionalism. The chapters include examinations of the philosophical and historical origins of the idea of constitutionalism, particularly in American history; on the practices of constitutionalism around the globe; and on the parallel emergence of and tensions between constitutionalism and democracy. Although the Supreme Court and the idea of constitutionalism represents a variety of viewpoints and approaches, the ultimate theme of all of the essays focuses on the central paradox of the struggle between democracy and constitutionalism.

the past 100 years on Holocaust Remembrance Day. The flag planting concluded a unit of study where students were taught the eight stages of genocide. Dávalos is the director of student services for the Corona-Norco Unified School District.



Donald Hossler, PhD, Education, 1979, is the executive associate dean at Indiana University's School of Education, and was named the Sidney Suslow Award recipient by the Association for Institutional Research. The award honors recipients "for their cumulative and ongoing

scholarly efforts to keep institutional research on the cutting edge of research practice, policies and procedures in higher education." It is not always awarded annually, but instead is given only when the selection committee receives a nomination for an individual that meets the award criteria. Hossler is an internationally recognized expert on issues of college choice, student financial aid policy, enrollment management, and higher education finance.



Carolyn Conway Madding, PhD, Education, 1995, was named a 2009 recipient of the Fellowship Award of the American Speech-Language-Hearing Association (ASHA), one of the highest honors the organization can bestow. The ASHA Fellowship recognizes

professional or scientific achievement and is given to members who have made outstanding contributions to the professions. Madding, who is department chair and professor of communicative disorders at California State University, Long Beach (CSULB), created and organized the Linguistically Different Clinic at CSULB, as well as created a new Special Cohort MA Program, which doubled the number of graduate students in the Communicative Disorders Department.

Sylvia Whitlock, PhD, Education, 1978, was the keynote speaker at a luncheon in June honoring the 50th Anniversary of the Rotary Club of Kingston, Jamaica. Whitlock, who is Jamaican-born, is credited with breaking the glass ceiling when she became the first female Rotary president in the world in 1987. She presided over Rotary Club of Duarte, California, which had its charter revoked by the Rotary International in 1978 for admitting three women into its membership, and which operated as the ex-Rotary Club of Duarte until the Supreme Court ordered its reinstatement in May of 1987. Whitlock still serves as secretary of the Duarte club.

Pamela Wiley-Wells, PhD, Education, 1993, was honored by the March of Dimes Foundation in a gala at the Four Seasons Beverly Wilshire Hotel on June 26, 2009. The gala, entitled "Healthy Babies, Healthy Futures: A Salute to African-American Families," featured multiple Grammy Award-winner Deniece Williams and was produced by American Idol's music director. Wiley-Wells is president of the Los Angeles Speech and Language Therapy Center, Inc., and also serves on the Board of Visitors for the School of Educational Studies at Claremont Graduate University.

Yvette Walker, MA, Education, 1995, was named 2009 Teacher of the Year by the Azusa Unified School District in Azusa, California. Walker, who teaches kindergarten at Paramount Elementary School, started off as an engineering major at California State Polytechnic University, Pomona, but switched to liberal studies

after working with at-risk teenagers during her junior year. She has taught kindergarten for the past 15 years, and works to impress the importance of education and college on her young students.

Information Systems and Technology

Michael Leih, PhD, Information Science, 2009, joined the faculty of the Department of Business Administration at Trevecca Nazarene University as an associate professor of information technology. Trevecca Nazarene University is located in the greater Nashville, Tennessee area, and offers undergraduate, master's, and doctorate degree programs.

John Stager, MA, Information Science, 2004; PhD, Information Science, 2008, is now an assistant professor of informatics at Indiana University East's School of Business and Economics. Stager has previously held positions with Washington Mutual, Pemco Technologies, and as an adjunct professor and information technology researcher at the University of Redlands.

Politics and Economics

Michael Hollis, MA, Economics, 1997, started his new position as director of the Southern California office of Anderson Economic Group (AEG) on September 1, 2009. At AEG, a commercial damages expert witness firm, Hollis will work as an affiliated expert in wage and business loss analysis, business valuations, and commercial damages. He has more than thirty years of experience in banking, corporate finance, and economic analysis and prior to joining AEG, has held positions at major US and foreign banks, both domestically and overseas.

Bernard Moore, MA, Politics and Policy, 2004, earned his PhD in political science with a concentration on black politics and judicial politics at Howard University in May 2009. Moore accepted a position as an assistant professor at Williams College and was promoted to a post as one of the senior policy advisors in the office of Congressman Danny K. Davis (D, Illinois).

Timothy Worley, MA, Politics and Policy, 1995; PhD, Political Science, 1999, is moving to Denver, Colorado to take a position as director of technical programs for the American Water Works Association (AWWA) in September 2009. Worley will oversee all activities within the Technical and Educational Council of AWWA.

Religion

Mary Ellen Robertson, MA, Women's Studies in Religion, 1999, was the organizer of the 2009 Salt Lake City Sunstone Symposium, sponsored by *Sunstone Magazine*. The annual three-day conference is an independent forum of Mormon thought, and Robertson's theme was "Celebrating Mormon Women's Contributions." Robertson, who was hired last year to plan the symposium, viewed the conference as an opportunity to use her master's degree in a setting where she could do work in Mormon women's studies.

To submit an alumnote go to <http://alumnicommunity.cgu.edu/submitalumnote>. Your ID is the five-digit number on the mailing label of this magazine.

web
alumnotes

alumni profile



A career (and government) well accounted for

Climate change, student-loan reform, the post-Hurricane Katrina housing crisis, wounded soldiers returning from Iraq and Afghanistan – these are the types of problems that have recently crossed CGU alum Cindy Gilbert's desk.

Gilbert is a senior design methodologist for the United States' Government Accountability Office (GAO) in Washington, DC. She works with various research teams, usually on several projects at a time. These projects span many policy areas, including some of the most complex and pressing, such as homeland security, international affairs, and education.

The GAO receives requests for information either directly from Congress or from legislative mandates. Then: "Given our time and resource constraints, we determine the best methods to employ. For example, we may have a year to investigate a program or policy area, or there may be a hearing in three months and Congress wants GAO to weigh in; we need to be ready for that," said Gilbert.

In addition to planning and designing the work, she often has a pivotal role in executing the research, whether it's developing a survey, conducting focus groups, or convening an expert panel. She may also weigh in on how the results are reported, ensuring that the reports or testimonies are consistent with how they conducted the work. Said Gilbert: "GAO has a solid reputation of presenting Congress and others with fact-based, objective findings, and I'm lucky to have a part in making that happen."

A large part of what's helped Gilbert make things happen is her training in applied psychology from CGU's School of Behavioral and Organizational Sciences (SBOS).

Gilbert cites the courses she took, her work as a teaching assistant, and the invaluable research and evaluation opportunities at CGU as especially helpful in preparing her for her career.

She said: "While at CGU, I worked with Professor and Dean Stewart Donaldson and Professor William Crano on their various research and evaluation projects, and by the time I arrived at GAO, my portfolio of research experiences was vast and varied. I don't think I could have been more prepared for the position."

Those she worked with have fond memories of her as well. According to Donaldson: "Cindy was a star student and stellar SBOS jobs and internship coordinator during her time here. Her passion has always been to make a significant contribution toward improving federal policy in Washington, DC. Her work at the GAO is extraordinary, and illustrates the power of a dream."

Her dream of doing work that matters was further realized thanks to a paid internship with the GAO set up through SBOS. When she graduated, the internship soon became her life's work.

"It is exciting to work for an organization that people listen to – we work for Congress – and through Congress our work has an impact on the American people," said Gilbert. "You want your work to have impact, and when I'm working on something here, I know it makes a difference."

Peter Carlson gets to know the Good Men



School of Religion doctoral student Peter Carlson's dissertation research was inspired by a curious name he came across one day in the library: Boni Homines (the Latin translates to English as "Good Men"). These particular "good men" were a collection of Augustine monks who ran the medieval English abbey Ashridge Priory.

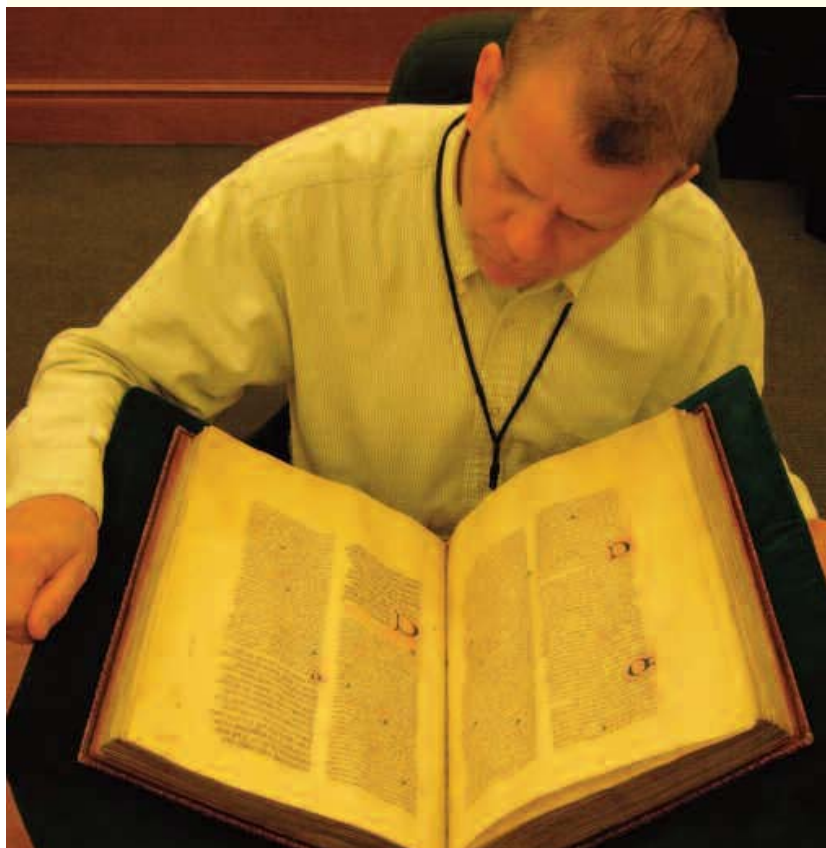
"What first grabbed my attention was their name – the Good Men," said Carlson. "The Good Men never existed beforehand, and their monastery was shut down by Henry the Eighth in 1539. I began to get intrigued by the questions of who these people were. Everyone seems to know that they existed, but no one seems to know why."

Researching a small English monastery (made up of about 20 brothers) that has been closed for nearly five centuries is no easy task. To penetrate the widely known historical outline of Ashridge, Carlson decided to analyze the same books the Good Men themselves used in their daily studies.

"What I realized was that no one had actually analyzed their library. And part of that thinking came about because one of the first things I do when I visit somebody's house is I look at what books are on their shelves. I think libraries are very telling. They not only show what's important to you, but what's important to show off," Carlson said.

Unlike a contemporary home library, books from Ashridge – of which 12 are extant – were expensive, hand-written manuscripts full of marginalia, such as notations, comments, intricate drawings, even some doodles. The Huntington Library in San Marino, California had four of the original books, but the other eight were scattered across England. Partially aided by a CGU research grant, Carlson tracked down each manuscript and spent countless hours in ornate English libraries scrutinizing medieval scribbling.

In addition, Carlson had to go through the "agonizing process," as he puts it, of teaching himself Latin. Compounding the difficulty was that most study guides were for classical Latin, rather than the medieval Latin essential to his work.



Fortunately, the hard work (and far-flung travel) paid off. Analyzing thousands of pages has unearthed a series of insights that Carlson is currently analyzing as he finishes his dissertation. He noted that one of the more striking discoveries was the monastery's focus on learning: "There was a phrase within the order's founding documents stating that the monks must be *significante literati* ['significantly learned']. This, along with many of their notations, has helped frame my basic thesis, that Ashridge was founded essentially as a college as we understand it today – a religious college, but a college nonetheless; an academic setting where people could increase their learning."

Lori Anne Ferrell, Carlson's PhD advisor and a CGU professor of English and history, has been impressed with his work, to say the least: "Peter was – and is – one of those rare PhD students who makes a PhD advisor's job pleasing. Not because we didn't have a lot to do together – some of it intricate, and all of it painstaking – but because interacting with intellectually curious, hard-working, fully-committed doctoral students is, quite simply, the best job on the planet."

Claremont Graduate University
150 East Tenth Street
Claremont, CA 91711
www.cgu.edu

Non-Profit Org.
U.S. Postage
PAID
Claremont, CA
91711
Permit No. 38

Our students and faculty have a commitment to excellence in research that advances knowledge and contributes meaningful solutions for a better world. As graduates and friends of the University, you know that this commitment extends beyond the borders of our campus and long after graduation.

The Claremont Graduate University Annual Fund raises the vital funds necessary to provide these opportunities for today's students to become tomorrow's leaders.

Give your gift today.
Make a difference for a lifetime.

Your gift to the Annual Fund is 100% tax deductible. Please consult your tax advisor.



www.cgu.edu/giving

The Claremont Graduate University Annual Fund
165 E. Tenth Street, Claremont, CA 91711, (909) 621-8027