

Volume 7, Number 2
Summer 2006

the Flame

The Magazine of Claremont Graduate University

$$v = \sqrt{\frac{B}{\rho}}$$

$$\lambda = \frac{h}{mv}$$

vision



Invest
in a university
dedicated to
unbounded
thinking and
excellence.

Your gift supports:

- World-class teaching and distinguished research that cultivate future leaders whose talents enrich the lives of others.
- Pioneering technology and academic innovation that enhance CGU's reputation.
- A quality education that's available for today's—and tomorrow's—students.


Claremont
 GRADUATE UNIVERSITY
Annual Fund

Office of Advancement
 165 E. Tenth St.
 Claremont, CA 91711-6160
 909.621.8027
www.cgu.edu/giving

You can make an impact on the future.
 Please consider a gift to the CGU Annual Fund.

the Flame

The Magazine of
 Claremont Graduate University

Spring 2006
 Volume 7, Number 2

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

©2006 by Claremont Graduate University

Director of University Communications
 Esther Wiley

Managing Editor
 Geri Silveira

Art Director
 Susan Guntner
 Swan Graphics

News Editor
 Nikolaos Johnson

Online Editor
 Derik Casper

Editorial Contributors
 Mandy Bennett
 Joseph Coombe

Director of Alumni Affairs
 Joy Kiewer '97

Alumnotes Managing Editor
 Monika Moore

Alumnotes Editors
 Joy Kiewer '97
 Janelle Parmer

Distribution Manager
 Mandy Bennett

Features
 Page 16: Michael Mahin with contri-
 butions from Deborah Haar Clark

Photographer/Artistic Credits
 Cover, page 16: Elaine Dalton
 Pages 3, 12, 15: Pete Bentovofa
 Page 4: Kevin Burke
 Page 11: Optec Project
 Pages 12-15; 20-23: Tom Zasadzinski
 Pages 25 and 29: Marc Campos
 Page 36: National Geographic
 Page 38: Trish Branley

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.

President and University Professor
 Robert Klitgaard

*Provost and Vice President
 for Academic Affairs*
 Yi Feng

*Senior Vice President for Finance
 and Administration*
 William Everhart

Vice President for Advancement
 John W. Crowe

Vice President for Student Services
 James Whitaker

Send address changes to:
 Office of Alumni Affairs
 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 orientation, age, or disability.*

contents



4 president's notebook

Who will take on the world's most difficult problems?

5 news: research, teaching, outreach

Examine the excellence and breadth of a few highlighted examples of our faculty's research projects. Read our newest feature to learn why social and environmental history matters, how community collaboratives are effective in strengthening schools, how we remember traumatic events, what the latest information on diversity in higher education is, and who's asking questions and finding answers about sacred texts.

8 news: university

Features

12 A New Vision for the Future

Luminaries from around the world gathered at the Drucker School for the launch of The Drucker Institute, a place where those who lived by Drucker's advice and those who teach his doctrine can come together to work for the improvement of society at home and throughout the globe.

16 Everybody's Talking

CGU's School of Religion is breaking all the rules. They're talking about religion. Read how their visionary approach is changing the field of religious studies and in the process, bringing diverse beliefs and cultures together.

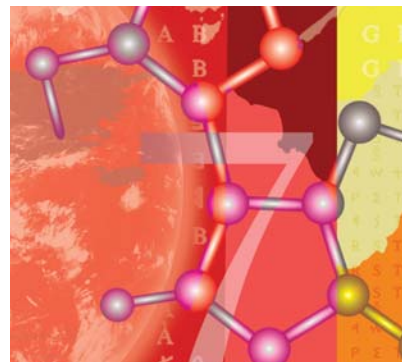
20 79th Commencement of Claremont Graduate University

Share the joy of 519 graduating students celebrating their academic achievements and the inauguration of President Robert Klitgaard.

24 faculty achievements

30 student spotlight

32 alumnotes and profiles



the president's notebook

Who will take on the world's most difficult problems?

The other night I was asked a blunt, important question.

"What is the purpose of a graduate university?"

The questioner went on to elaborate.

"I think I know what community colleges are about. I understand what liberal arts colleges are trying to do. But I'm not sure what graduate schools really provide to our world, apart from a slew of degrees."

The education represented by those degrees is important. But our job—our privilege, we might say—is also to advance knowledge and help make the world a better place. The best graduate schools aspire to take on the world's most difficult and important problems.

Thus, at CGU you'll find professors grappling with fundamental issues such as immigration (Lourdes Arguelles, Will Perez and Norma Hernandez), civic participation (Allen Omoto) and terrorism (Marc Redfield). William Crano researches ways to prevent and reduce addictions, while Samir Chatterjee is investigating how to prevent and reduce obesity. John Regan explores ways to improve education across cultures, while Dean Karen Jo Torjesen and the faculty of the School of Religion seek to improve understanding across religions. In three different graduate schools at CGU, Michelle Bligh, Barbara DeHart, Richard Ellsworth, and Jean Lipman-Blumen grapple with fundamental issues of leadership. Mihaly Csikszentmihalyi and Jean Nakamura work on ways to enhance human happiness and quality of life.

For many people, these problems seem just *too difficult*. Take immigration: What should "we" do about "undocumented immigrants"? Many of us shrug our

shoulders in despair. Hard problems like immigration often short-circuit hard thinking. We proceed reflexively (not reflectively) to cynicism, fatalism or ideology. Each of these false friends relieves our uncertainty, calms our unspoken qualms that we are part of the problem and should be part of the remedy.

If we can persuade ourselves that nothing can be done—or that only an impossible ideological leap would make a difference—well, let's get back to the shopping, the golf or yes, the journal articles.

Please, not so fast. The good news is that research sometimes shows that progress is possible on the hard questions. The School of Educational Studies is identifying classrooms, schools and districts that succeed despite being in the bottom 10 percent of socioeconomic status. CGU professors are finding new ways to strengthen community action, motivate knowledge workers, rethink diversity and humanize information technology.

Doing these kinds of research is a key part of what graduate schools are about. We have a unique role. Who else will take on the most intractable problems with more than cynicism, fatalism or ideology?

Will governments? They should—they are supposed to be looking out for our common good. But will they, subject as they are to political agendas and election cycles? Not by themselves.

Will businesses? Shareholders might not value CEOs that directed significant company resources to immigration or terrorism or failing schools. Business will be a necessary player in social progress, but we cannot corporatize thinking about our hardest problems.



What about nonprofit organizations—what Peter Drucker called the social sector? They have the ideals and often the vision, but do they have the resources to do it alone? The objectivity? The skills to reconceptualize and to evaluate scientifically what works?

It may be with a sense of shock, and then I hope with humility, that we come to realize that graduate schools have a distinctive role in taking on our world's hardest problems. Research is what we do uniquely well, compared with business, government and the social sector. It doesn't mean we do it automatically (or always well). It doesn't mean we can do it alone—on many issues, effective research can only be carried out in partnerships.

And of course it doesn't mean we can do it for free. One reason graduate schools continually seek new resources and partners is precisely to enable us to do research on the world's hardest problems.

Robert Klitgaard
President and University Professor

NEWS:

research, teaching, outreach



With this issue of the Flame, we are initiating an on-going feature focusing on the significant accomplishments brought to our society by the research of our faculty and students and the innovative teaching and outreach programs within CGU.

Recommended by our schools' deans, these selected highlights can only touch on the impressive range and **vision** of our academic community. There are many other colleagues at CGU whose research projects—like those presented here—have advanced our pursuit of knowledge and have produced significant impacts on society. We will continue to share exciting research endeavors in the Flame magazine and on the Flame Web site at www.cgu.edu/flame.

—Yi Feng, provost

FOCUS:

Puente Hills Native Habitat Project

FACULTY:

Professor Janet Brodie,
School of the Arts and Humanities



In Southern California, natural habitat is an endangered species. In 1994, The Puente Hills Landfill Native Habitat Preservation Authority in eastern Los Angeles

County came into existence to try and change that hard fact. The Habitat Authority manages more than 3,800 acres of native habitat for use and enjoyment of the public.

Led by professor Janet Brodie, and funded by a \$60,000 grant, CGU students from the History Department of the School of the Arts and Humanities are assisting the managing board of the

Preservation Authority with special projects on environmental history, history of native peoples of the area and a history of settlement and development of the area. These materials will be made available to residents using the park and for educational purposes of the public and local school children.

The team led by Brodie included Rosanne Welch, John Macias and Michael Keating. "We wanted to make the history of the land available as a good point of reference for residents," said Brodie, "especially for the children who come here to enjoy the land today and in the future."



FOCUS:

Boyle Heights Learning Collaborative

FACULTY:

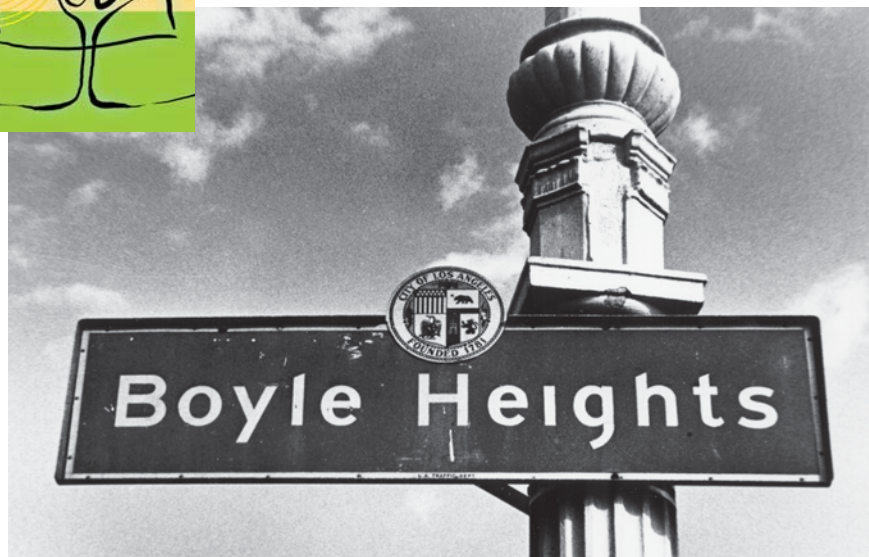
Professor Charles Kerchner,
School of Educational Studies



Fifty years ago, the question for education was, "Why can't Johnny read?" Today, the question is equally relevant for Juan, who struggles to learn

English in a neighborhood where more than half of the students drop out before finishing high school and where only 4 percent go to a university.

In a long-range evaluation project, Educational Studies Professor Charles Kerchner and doctoral student Laura Mulfinger are working in an east Los Angeles community to document the creation of The Boyle Heights Learning Collaborative, a coalition of educators, parents and grassroots organizations. The collaborative is creating a "culture of literacy" by shocking people with the truth about low achievement, increasing



expectations and building the political muscle to turn dreams into reality.

Already, collaborative members have formed an Achievement Academy that equips parents to be advocates for their children as well as their first educators and the Society of Students that arms elementary school students with the skills and resolve to make it through high school. They also began the “Feria del Libro,” a Latino book fair that this year drew 25,000 participants—this in a community that has no bookstores.

Joining Kerchner and Mulfing are CGU Education faculty member David Drew, current student Susana Santos, and CGU graduates Michelle Tellez, June Hilton, Alejandra Favela, Sara Exposito and Weijiang Zhang.

Not just post mortem evaluators, the team has been involved in the birth of the Collaborative as well as throughout its growth and development. “There are great advantages in evaluating a project from its beginnings,” said Professor Kerchner. “There is much that is learned in the drama and uncertainty of organization building.”

“The greatest pleasure of this research is in interaction with people who are trying to change the circumstances in which they work and learn—people who are realistic enough to know that it is a struggle, but strong enough not

to be defeated because of the odds,” said Kerchner.



FOCUS:

Memories of September 11

FACULTY:

Professor Kathy Pezdek, School of Behavioral and Organizational Sciences



The morning of September 11, 2001, remains absolutely clear in our memories—or does it?

“Has it been five years? Really? I will never forget where I was and what I was doing.” The morning of September 11, 2001, remains absolutely clear in our memories—or does it? Professor Kathy Pezdek conducted research into the memory of that day with three

populations at different geographic locations (New York, California and Hawaii) to examine how personal involvement in a stressful event affects event memories (memory of the external event) and autobiographical memories (memory for the personal circumstances in which one first learned of an event). “This study afforded the opportunity to test if memory for a stressful event is subject to the same distortions that everyday memories suffer from,” said Pezdek. “This issue has important implications to eyewitness memory research and the veracity of witnesses’ accounts of stressful events.”

Inaccuracies in the event and autobiographical memories of those events were revealed through the study. For example, 73% of the participants incorrectly reported that they saw a videotape of the first plane striking the first tower as it happened. In reality, videotapes capturing that part of the day’s events did not surface until much after the attacks had concluded. Inaccuracies in memory continued on the chronological timing of the events

and duration and varied across the groups. As was hypothesized, the New York group’s emotional experience of the actual event memories was more accurately retained than their autobiographical memories and differed from the other two groups at a greater “emotional” distance from the events.

“Future research is necessary to understand the conditions under which relatively more of the emotions produced by an event become attached to memory for the event itself versus the autobiographical memory,” said Pezdek.

FOCUS:

Campus Diversity Initiative Evaluation Project

FACULTY:

Professor Daryl Smith, School of Educational Studies



In 2000, The James Irvine Foundation funded the Campus Diversity Initiative (CDI) with \$29 million to help 22 independent colleges and

universities in California address issues of diversity on their campuses. The project had a strong evaluation component.

The CDI Evaluation Project has been a joint effort with Claremont Graduate University and the Association of American Colleges and Universities (AAC&U). Professor Daryl Smith took the role of the lead evaluation designer and co-director with Sharon Parker, senior research associate at CGU; and Alma R. Clayton-Pedersen, vice president for Education & Institutional Renewal at AAC&U.

The evaluation team worked with Irvine CDI campuses to measure successes and to find ways to monitor progress on institutional change and



increasing the success of underrepresented students. Additionally, the CDI Evaluation Project was charged to find and communicate new and effective diversity practices for use by all of higher education. The CDI Evaluation Project is has issued three research briefs and its final report and a resource kit.

The resource kit, final report on the impact of the CDI and all three research briefs are now available. A monograph published by AAC&U will be published in the fall.

The first of these reports, “‘Unknown’ Students on College Campuses,” was published in December 2005. The second report: “‘The Revolving Door’ for Underrepresented Minority Faculty in Higher Education,” was published in April 2006. The final report and executive summary, “Building Capacity, A Study of the Impact of The James Irvine Foundation Campus Diversity Initiative” is now available. These reports can be found at (<http://irvine.org/evaluation/program/cdi.shtml>).

The third brief, “Using Multiple Lenses: An Examination of the Racial/Ethnic and Economic Diversity of College Students,” is available and a book on the research is underway. The resource kit is available online from the Association of American Colleges and Universities at (www.aacu.org/irvineediveval).

FOCUS:

Institute For Signifying Scriptures

FACULTY:

**Professor Vincent Wimbush,
School of Religion**



The recently established Institute For Signifying Scriptures (ISS), directed by Professor Vincent Wimbush, raises questions and issues about “scriptures.” The

focus is less about the content meaning of “scriptures,” more about “scriptures” as a phenomenon in societies and cultures. The ISS focuses on transdisciplinary research about what work human societies make scriptures do for them.

The Henry Luce Foundation, Inc. (New York) has recognized the importance of this research and its implications for our current world with a recent grant of \$300,000 to further strengthen the research of the ISS on scriptures in terms of rituals, performances, texts, art, music and power dynamics.

Professor Wimbush underscored the importance of this grant to the ISS: “This generous grant from the Luce Foundation will allow us to continue our effort to model a different approach to

the study of religion. We must fathom the psychology, sociology, anthropology, the material-expressive criticism, the politics embedded in the phenomenon of ‘scriptures.’ ”



The ISS, originally established at Claremont with a grant from the Ford Foundation, is the only research institute of its kind in the United States. Staffed by graduate students in various fields in Claremont, the ISS continues to experiment with different projects, initiatives and approaches. Nearly 100 scholars from all over the world participate in the conversations, programs and initiatives facilitated by the ISS as research associates.

the university



Deborah Anders, new chair of the Board of Trustees

This spring, Deborah Anders became the 12th Chair of the Board of Trustees of Claremont Graduate University, the first woman to be elected to that position.

For Anders, leadership is not a new experience. Recently retired from Verizon Corporation, Anders capped her

33-year-career in telecommunications as the regional president of Verizon Communications for the West Coast market area. She built her career with increasingly more challenging positions

first with GTE and then, after the 2000 merger, with Verizon.

Following her graduation from the University of South Florida, Anders joined GTE, where she held positions in sales, marketing and operations. In 1997, she became vice president and general manager of commercial services for GTE's Data Services, and was responsible for marketing software and IT service to businesses worldwide.

Anders brought her extensive experience to assist CGU when she joined the Board of Trustees in March 2001. She has served on many of the committees of the board, including: Trusteeship Committee, Committee on Building and Facilities, Committee for Information Technology, the ad hoc Committee on Governance, and was vice-chair of the Academic Affairs Committee. Anders said about her new role at CGU:

"I know there will be challenges and many successes—I am eager to get started."

CGU President and University Professor Robert Klitgaard underscored the gratitude and excitement felt across the campus as Anders takes the gavel of the chairwoman. "Deborah Anders has always been a trail-blazer," said President Klitgaard. "As she adds another first to our history, her vision, business sense and passion for ideas will help CGU take on the many concerns our society faces," he continued. "I know that students, faculty and staff will all enjoy her as our colleague and leader."

Four exceptional leaders join the Board of Trustees

It is with great pleasure that Claremont Graduate University welcomes four Southern California businessmen to its Board of Trustees.



Richard S. Falk from La Jolla, California retired after a successful career at Paine Webber/UBS Inc., where he was

senior vice president of investments from 1994 until 2002. He had been with the same company since 1969 when it was Mitchell, Hutchins, Inc. Falk's other current activities include advisory boards at New Providence Asset Management, Tech Coast Angels and La Jolla Presbyterian Church.

"I believe that CGU offers its students a unique and exceptional learning experience—in particular through its transdisciplinary programs," Falk said. "As a new trustee, I hope to assist with this opportunity."



Mashi Rahmani from Los Angeles is the CEO and founder of Medical Management Consultants, Inc. (MMC). Since 1983, MMC, Inc. has grown to

a \$100 million company in annual gross sales as a leading HRO (Human Resource Outsourcing) dedicated to the medical profession. Rahmani—who has been recognized as a finalist for Entrepreneur of the Year by Ernst & Young—began his career in aeronautics as a senior program administrator at NASA.

Rahmani has been involved in major fundraising activities and developing the after-school program for children and youths in South Central Los Angeles.





Virgil P. Roberts, from Los Angeles has represented entertainment clients under his law firm, Bobbitt & Roberts for the past 10 years. He formed the law firm Manning & Roberts in 1976, practicing in civil litigation. Notable among the numerous civil rights and civil liberties matters handled by the firm was Roberts' representation of the NAACP in the Los Angeles school desegregation case, *Crawford v. Board of Education*. Among other awards, Roberts has been honored by the Los Angeles Urban League and the NAACP Legal Defense and Education Fund.



Dr. Sung Won Sohn from Los Angeles became President and CEO of Hamni Financial Corporation in Los Angeles shortly after it emerged as a leader in Korean-American banking after taking over rival Pacific Bank. Previously, Sohn had been a chief economist with Wells Fargo & Co. in Minnesota, where he was chosen as one of the 100 most influential Minnesotans of the 20th century by the state's largest newspaper, the *Star-Tribune*. He was also selected as one of the five most-accurate forecasters in the country by Bloomberg News five years ago, and received a similar distinction by Blue Chip publications a year later.

Speaking about his new relationship with CGU, Sohn said: "Education is the intellectual foundation of the society. A strong bridge between business and education is good for the economy."



Tufts winners Christian Hawkey and Lucia Perillo (front) were congratulated by John Maguire, former CGU president and Robert Klitgaard, current president (back).

Gala ceremony honors Tufts Poetry Awards winners

Poetry is alive and well thanks to the legacy of Kate Tufts. Poets Lucia Perillo and Christian Hawkey recently received the annual Tufts Poetry Awards in an elegant celebration at the Doheny Mansion on the campus of Mount St. Mary's College in Los Angeles, where CGU alumna Dr. Jacqueline Doud is president.

The \$100,000 Kingsley Tufts

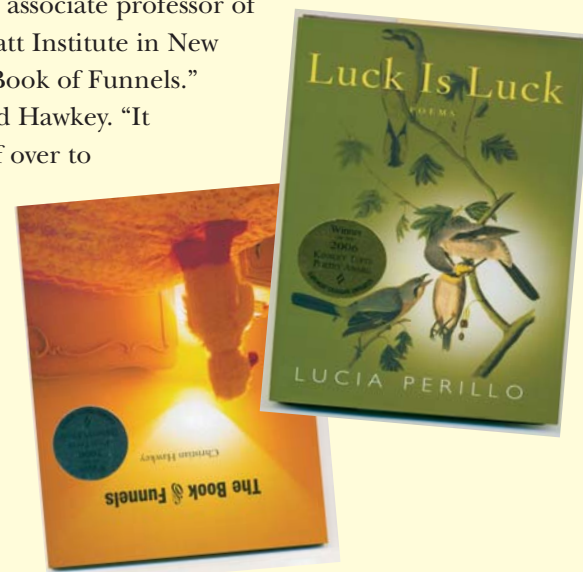
Poetry Award—an annual honor that awards emerging poets—went to Lucia Perillo, a resident of Olympia, Washington. She is the first Kate Tufts Discovery Award winner (1997) to be awarded the Kingsley Tufts Poetry Award. A prolific poet, Perillo has published four books. This award recognizes Perillo's recent collection, "Luck Is Luck."

Speaking of her award, Perillo said: "I send my work into the world, though I have no mirror with which to look back at it. I always have misgivings about not living up to the picture I'd envisioned before I even started writing. So it is affirming to get a message back that my poems spoke with vigor into someone's ear."

The judges also awarded Brooklyn resident Christian Hawkey the \$10,000 Kate Tufts Discovery Award, an annual honor that rewards first-book poets with genuine promise. An associate professor of English and creative writing at the Pratt Institute in New York, Hawkey was honored for "The Book of Funnels."

"The award was a great honor," said Hawkey. "It meant, to me, that if you give yourself over to making an object—a poem, a short story, a photograph, earrings made of cricket wings—those objects will, in gratitude, go out and do all the work for you."

The late Kate Tufts established The Tufts award at Claremont Graduate University in honor of her husband, poet and writer, Kingsley Tufts.



Yi Feng: Teacher, administrator, new provost of CGU

The Flame: Dr. Feng, can you tell us what becoming provost means in your continuing journey in higher education?

Provost Feng: I have spent all my life on the campus, as student or faculty. I have worked through the entire gamut of professorial ranks, and was chair, associate dean and dean before taking office as provost. I believe that I can contribute to the university from my background as both professor and administrator. I have been at CGU 11 years and have tremendous respect for this great community of scholars.

The Flame: How does your new role fit into your journey through life?

Provost Feng: I am a product of globalization. I was born and grew up in China, and now I am a citizen of the United States. Diversity and freedom are driving forces of our society. I am very proud to be part of this process, and my life is a testimony to what can happen when perseverance and honest work meet opportunity. My philosophy is that work always comes first. So for me, life and work are often synonymous with the latter being given the priority.

The Flame: Will you continue to teach?

Provost Feng: I love teaching. I taught English literature in China for two years, political science at the University of California, Riverside, for three years and international political economy at CGU for 11 years. However, as provost, I will not be able to find time to teach, at least for now, but I hope that I can find time to participate in seminars at CGU. For example, in the 2005 summer semester, I was a guest lecturer on social science research methods in a transdisciplinary course, and I also gave a seminar on religion and economic growth in India at the Institute For Signifying Scriptures.



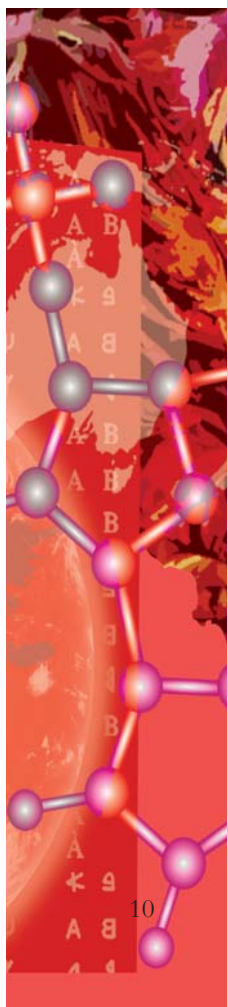
“I am glad to find that each year excellent students choose to join CGU. They are our best hope for a better future for all of us.”

The Flame: How do you plan to work with the faculty?

Provost Feng: I believe that the faculty are fundamental movers of the campus. Together with the students, they own the university. As an administrator, I am very empathetic with faculty and will do my utmost to create conditions that will continue our tradition of excellence in teaching and research.

The Flame: How do you foresee interaction between the faculty and students changing?

Provost Feng: CGU is a graduate-only institution. Faculty and student relationships are close at our university. The students have easy access to the faculty, and often work on joint research projects. I see these relationships continuing to strengthen. Students are a stimulus to faculty's work, and I am glad to find that each year excellent students choose to join CGU. They are our best hope for a better future for all of us.



"Father of the Internet" is the keynote speaker at SIST conference

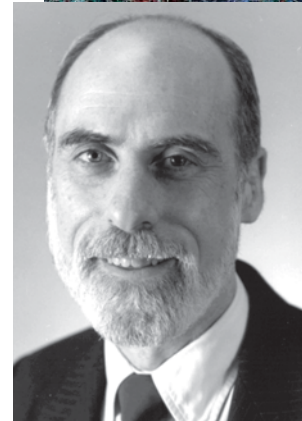
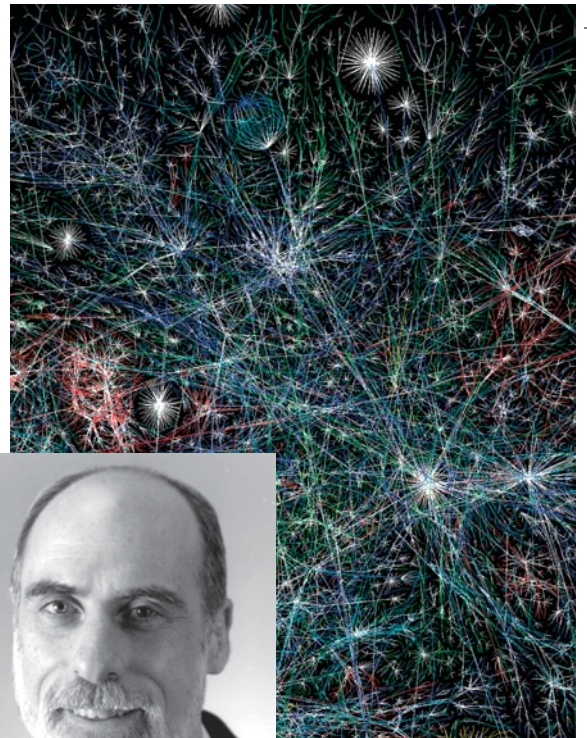
Vinton G. Cerf, widely regarded as one of the fathers of the Internet, shared his wisdom at the immensely successful First International Conference on Design Science Research in Information Systems and Technology held recently at CGU.

Organized by Samir Chatterjee, School of Information Systems and Technology (SIST) professor, the conference—which received sponsorship from the National Science Foundation—"brought together the leading design scientists from all over the

world to focus exclusively on the science of design," Chatterjee said. "Design in software and IT is an exciting field in which systems creation and their evaluation leads to better and useful information technology."

Researchers from all areas of design science, including computer science, information systems and software engineering discussed novel solutions to emerging problems.

The conference also featured a Women In IT Workshop, co-organized by SIST Assistant Professor Gondy Leroy. The workshop introduced high school and undergraduate students who have the potential to become high achievers in IT to the benefits of design science.



Vinton G. Cerf



The Flame is shining brighter

The Flame magazine is now online.

Log on to www.cgu.edu/flame, and read the current online issue, or download the PDF, and read it later. You can also download previous issues of the Flame.

The Flame Online is constantly being updated with news, faculty and student stories and now video features as well.

It's a brighter Flame shining for CGU students, faculty and friends.



In Memoriam: Coleman W. ("Coco") Morton, CGU emeritus trustee

Coleman Morton was a husband, father and businessman. He was also an inspiration to CGU. Coleman Morton became a CGU trustee in 1959 and served in that role for 30 years. In 1989, he became an emeritus trustee and continued to take an interest in the university, attending meetings of the Committee on Investments.

Born in 1919, Morton had a full life. He graduated with a bachelor's degree in economics from Yale University in 1941. After World War II, he held various positions in oil exploration and production. A few years later, he struck out on his own, engaging in independent investment and management. In 1968, he started with Trust Company of the West in Los Angeles, and in 1972 he became the director and chairman of its Investment Committee. He remained at the company until he retired.

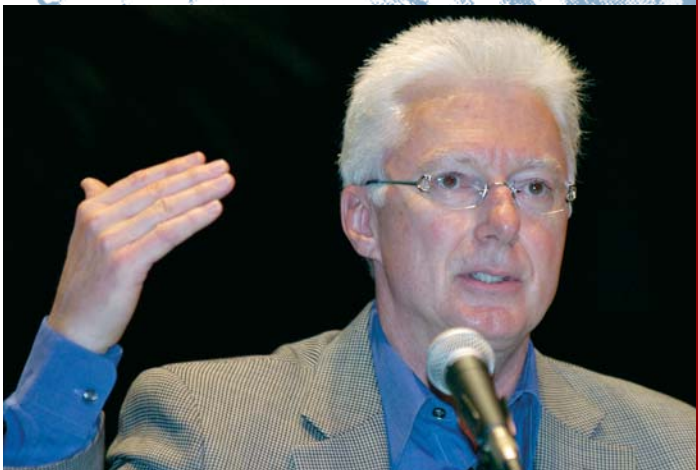
Active in several educational and philanthropic organizations, Morton served as a trustee of the Pasadena Council on Alcoholism and Drug Dependency and the Los Angeles Music Center as well as actively serving CGU.

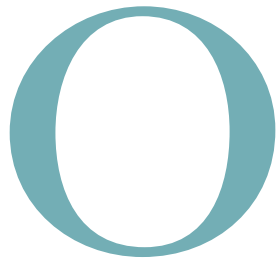
John Maguire, former CGU president, reminisces: "His unflappable courtly manner, his deep running insight and wisdom, his uncanny sense of when to make moves with our endowment and—above all—his capacity for warm friendship made him a friend of CGU and ours for whom we all are abidingly grateful and remember with great affection."

The Drucker Institute

A New Vision for the Future

At his death in November 2005, Peter F. Drucker stood unparalleled as a management icon. He was eulogized throughout the world, and there were many who wrote and spoke about his legacy. But, what will that legacy be?





ON FRIDAY, MAY 12, 2006, an extraordinary gathering took place at Claremont Graduate University's Peter F. Drucker and Masatoshi Ito Graduate School of Management. Luminaries from around the world and across all sectors of society gathered for the launch of a new component of the Drucker School—The Drucker Institute—and to convene its inaugural symposium: "The Drucker Legacy: Celebrating the Life and Extending the Work of Peter F. Drucker."

A daunting task was before the group of assembled faculty, students, alumni and friends of the late Peter Drucker: Create a plan for the future of The Drucker Institute that would carry his legacy forward and make sure that it remains relevant to future generations.

After hosting an opening dinner the previous night, President Klitgaard addressed the symposium participants and the overflow audience in Garrison Theater. "Our vision is a world made better through better management and stronger institutions of business, government and the social sector," said Klitgaard. "We believe that the ideas and approach of Peter Drucker—his legacy—can continue to make a distinctive contribution to this vision. The mission of the Drucker Institute is to carry forward this legacy in new ways and to new audiences."

Panel I: (left to right) A.G. Lafley, chairman of the board, president and chief executive of Procter & Gamble

Frances Hesselbein, chairman of the Board of Governors of the Leader to Leader Institute, founding president of the Peter F. Drucker Foundation and former CEO of the Girl Scouts of the USA for more than a decade

John W. Bachmann, CGU trustee, Drucker School Board of Visitors Chair and senior partner of Edward Jones

John W. Mack, president of the L.A. Board of Police Commissioners and former president of the Los Angeles Urban League for almost four decades

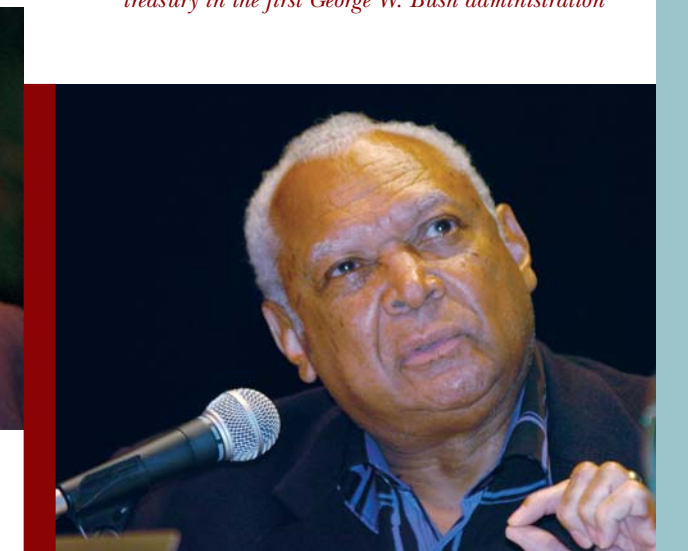
Rick Warren, senior pastor and founder of Saddleback Church in California with more than 22,000 members, author of "The Purpose Driven Life," and leader of the Purpose Driven Network, a global movement in 162 countries

Paul H. O'Neill, former chairman and CEO of Alcoa Corporation and U.S. secretary of the treasury in the first George W. Bush administration

The morning sessions of the symposium were structured around two panels of distinguished guests from government, business and the social sectors, and who also had close working relationships with the late Professor Drucker. They addressed two questions: "What has the work of Peter Drucker meant to you," and "How have his principles been useful in your work?"

"I think the Drucker legacy will carry on. Correct ideas have a life of their own."

Paul O'Neill



"Drucker was a student of society. He could see the major societal changes others couldn't see."

John W. Bachmann

John Bachmann, CGU trustee, Drucker School Board of Visitors chair, and senior partner of Edward Jones, an investment firm, described his early introduction to the Drucker philosophy through the many books Drucker published. In 1981, he moved beyond being an avid reader to seeking out Drucker's advice on the future of Edward Jones. At that time, the company had 300 branches. Under Drucker's encouragement, Edward Jones aggressively targeted metropolitan areas for expansion of its branch-office network. Within five years, there were 1,000 branches, within 10 years there were 2,000 branches and today, the company has more than 9,000 offices in the United States, Canada and Great Britain. Bachmann described the benefits of the Drucker relationship with Edward Jones that now includes executive training at the Drucker School: "We learned more than management skills. Drucker showed us that to stand still is to fall behind. His liberal arts approach, combined with his

humility and humor—his faith in people—gave us ways of thinking beyond the expected. He brought us tools that have inspired us to achieve," continued Bachmann. "It's why he is a man for the ages."

Fellow panel participants Paul O'Neill, former chairman and CEO of Alcoa Corporation and U.S. secretary of the treasury; and Rick Warren, senior pastor and founder of Saddleback Church in California with more than 22,000 members and author of the best-selling book, "The Purpose Driven Life," concurred. "I think the Drucker legacy will carry on," O'Neill said. "Correct ideas have a life of their own." Warren added, "Peter Drucker taught me that all leaders have to be learners. You can never stop learning."

Teaching a new generation of leaders is a core component of the new Drucker Institute's mission. So, it was natural that the inspiring presentations by the morning's panelists helped to prepare the way for the day's second half. A.G. Lafley, chairman of the board, president and chief executive of Procter & Gamble, put it succinctly when describing his many meetings with Peter Drucker, "I came here

Panel II: (left to right)

Richard Riordan, former mayor of Los Angeles and California secretary of education

Bob Buford, chairman Leadership Network and founding chairman of The Drucker Foundation

Charlene Jackson, M.B.A., 1987, CGU trustee and founder and president of HLS Financial Service

Stephen Rountree, M.A., Executive Management, 1977, president and CEO, Music Center of Los Angeles County and CGU trustee

C. William Pollard, chairman emeritus, The ServiceMaster Company



Panel moderator Professor Vijay Sathe of the Drucker School led participants in the first panel through their presentations and interactions, while Professor Jenny Darroch moderated the second panel.



to get inspired and generate new ideas.” And, that was the charge to the 11 working groups that gathered that afternoon. Composed of special guests, faculty members, alumni and students, they were to meet, translate the inspiration of the day into new and practical ideas and report back to the assembled audience to share their insights and suggestions.

More than 100 specific ideas were offered at the final session. Summarized into several categories, these suggestions involved research, communication and recognition.

The Institute was urged to augment the existing Drucker archives with additional materials, videos and especially a collection of reminiscences about Drucker’s impact on individuals and organizations. Digitizing the archive holdings was suggested to enable The Institute to use the latest in education and communication possibilities, especially creating an active global community of Drucker scholars and practitioners through an official Web site for The Drucker Institute.

Working group members encouraged The Institute to conduct new research aimed at solving critical issues facing societies across the globe and to communicate the findings of that research through outreach activities such as conferences, white papers, podcasts and even the creative use of prizes. These activities, and more that were identified, would be aimed at top managers in business, government and the social sector, especially in emerging nations and regions such as China, India and Latin America.

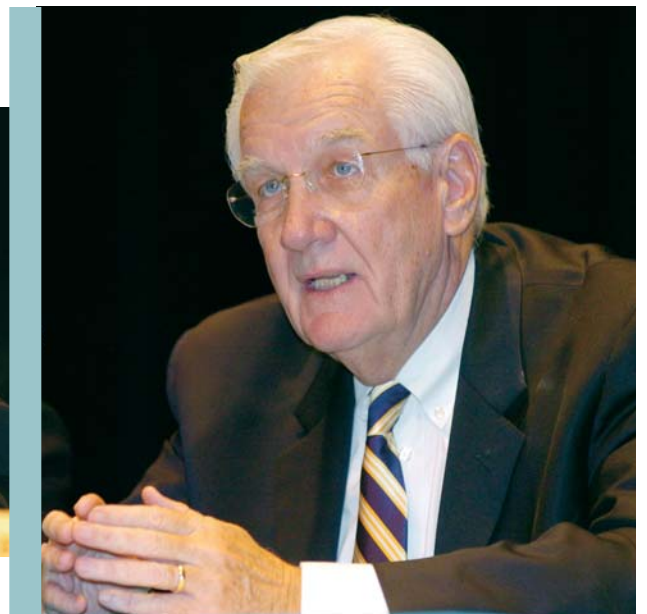
Repeatedly, throughout the day, the call was made for the Institute to become a place for those who have lived by Drucker’s advice and those who taught his unique doctrine of realizing human potential to work for the improvement of society here at home and throughout the globe.

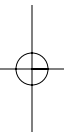
This summer, The Institute’s board and the Drucker School faculty will work closely with the school’s and the university’s leadership to realize these ideas as it begins to create and implement its strategic plans. Some of the first tasks on the agenda will be the hiring of a director for The Institute and the initiation of The Drucker Institute Web site. (A video of the May 12 symposium and proceedings will be the first offering of the new Web site.)

Dean of the Drucker School Kees de Kluyver commented: “Although Peter is best known as the founder of modern management, his contributions extended well beyond business. He cared about how public and private organization interacted. He worried about the growing divide between the ‘haves’ and the ‘have-nots’ and our waste of natural resources and the implications for all our futures.” De Kluyver continued, “The Drucker Institute can become a place where challenges are confronted and solutions are crafted. That will be a fitting legacy for this extraordinary man.”



*Special guest, (left)
Masatoshi Ito,
founder and
honorary chairman
of Ito-Yokado Group.*





EVERYBODY'S Talking

By Michael James Mahin

CGU's School of Religion is breaking all the rules. They're talking about religion, and they're doing it at the dinner table. Yes, everyone is talking, but that's a good thing. Better than good, it might be revolutionary. From the claims of the atheist, to the cries of the fanatic, religion goes to the heart of identity. It makes claims to truth that to the faithful are absolute, and that to the skeptic are incomprehensible. Across traditions and within traditions dialogue can be perplexing and challenging.

In 2000, when CGU's religious studies department became the School of Religion, university officials looked to the future of religious study and decided it was time for change. "The new vision started out with a question," recalls Karen Torjesen, dean of the school. "What should a school of religion look like in 10 years?"

What should a school of religion look like in 10 years?



Karen Torjesen, dean, School of Religion

After much discussion and debate, the newly formed School of Religion agreed: The study of religion needed to engage religious diversity on a dynamic local and global level. But universities are notoriously conservative institutions, and change wasn't going to be easy, especially for a program whose reputation for excellence spans nearly 40 years. Since its inception in the 1960s, CGU's religion department had

successfully and consistently competed against the likes of Harvard, Yale and the University of Chicago as one of the best religious studies programs in the country, boasting such luminaries as James Robinson, editor of the Nag Hammadi library, Process theologian Jon Cobb and Christian philosopher John Hick. The question became, how to make that incredible history into an incredible future.

Their approach would be threefold: (1) Expand degree programs beyond Judeo-Christian traditions. (2) Teach and examine religion not only from the typical perspective of the "outsider," or the secular academic, but also the "insider," or believer. (3) Actively seek faculty and students from a variety of religious backgrounds.

The first step was made easier by a Focus Grant from the National Endowment for the Humanities, which allowed professors in the school to spend a year exploring Islam. The School of Religion was opening to a new world of ideas and traditions. Then 9/11 happened.

"After 9/11, we thought the project, and our new vision, would dissolve," says Torjesen. "We expected academia to seek cover by isolating itself from politics. And we expected the Muslim community to withdraw out of fear of reprisal and a growing xenophobia." In fact, it was exactly opposite. Each

community was suddenly and horribly aware of what was at stake and of why such discussions were vital to the world around them. They and the university moved forward with new purpose.

The second step took the School of Religion even farther into the unknown. "It was important for us to admit that religion was not solely the domain of the academic," says Patrick Horn, associate dean of the School of Religion. "It lives and breathes in people and the communities that surround them. The truth is, true study requires both the perspective of secular 'outsiders,' like academics, and the perspective of religious and community 'insiders.' It used to be that the insider view was considered non-academic, the domain of faith. We decided to change that."

"In order to overcome the old battle between science and faith," says Torjesen, "We needed to bring the faithful into conversation with the academic; to bring the 'insider' into conversation with the 'outsider.' We needed to build a culture of engagement."

Using their success within the Islamic community as a model, the school began building ties with other local religious cultures. They invited local religious and lay



leaders to a conference on religious diversity. Many of these initial participants became the core of the school's first Board of Visitors.

Out of this inter-religious and multicultural board emerged the model for CGU's groundbreaking "advisory council" system. Eight councils now exist: Catholic Studies; Study of the Church of Jesus Christ of Latter-day Saints; Foundation for Indic Philosophy & Culture; Islamic Studies; Jewish Studies; Middle East Orthodox Christianity; Protestant Studies; and Zoroastrian Studies.

For all their differences, each council has a common goal: to provide the school and professors with an active link to a religion and a community that can provide insight on how a faith is practiced and lived. In turn, the community has a voice in the development of a program of study that addresses their concerns while respecting academic freedom. "Many universities reach out to the community when they

need money but it was essential to our vision that our community outreach be more than just fundraising,” says Torjesen. “These councils are permanent members of our community. We want to be more than partners, we want to be friends.”

“What we learned is fascinating,” recalls Torjesen. “Each group had very specific concerns. The ‘insiders,’ from both religious and lay backgrounds, were afraid that their traditions would be distorted, that academics would use their positions as a podium for pre-existing societal prejudices and assumptions.”

“Academics,” continues Torjesen, “feared undo influence and policies that would hinder or obstruct their research. They wanted to be able to ask the hard questions without fear of offense. In the end, everyone wanted to talk, we just didn’t know how.”

For most universities, the political, institutional and academic problems created by such a vision would have been insurmountable. But CGU’s unique culture created an opportunity rather than a barrier.

“CGU has a long-standing relationship with the Claremont School of Theology,” says Torjesen. “Because of this existing culture, our professors today are uniquely adept at navigating both insider and outsider worlds and were uniquely prepared for the challenges of our new vision.”

a master’s program in Islamic Studies. “It been a win-win situation for the university and the Muslim community,” says Tareef Nashashibi, a member of the Islamic Studies Council. “We now have a local center that teaches Islam without bias, as we live it, while maintaining a secular commitment to fairness and scholarly rigor. It is a singular accomplishment in which we take great pride.”

In addition, development is beginning on similar programs in Jewish Studies, Coptic Studies, and Indian Philosophy and Culture, as well as a newly initiated multimillion-dollar fundraising campaign for the Howard W. Hunter Chair for Mormon Studies. The program will be the first of its kind at a secular university in the United States.

“In a world of so many religious conflicts, it is important to build as many bridges of friendship and understanding among differing peoples and cultures as possible,” says Joseph Bentley, chairman of the Council for Study of the Church of Jesus Christ of Latter-day Saints. “The more we examine and understand a religion’s true beliefs and practices, the more we can respect both its similarities and differences with our own.”

On a student level, this new vision and dialogue gave birth to the Sacred Texts Dinner, organized by Leah Reschly, a student in



In addition to an already “initiated” academic culture, the School of Religion also boasted a unique historical precedent, a seed for the future planted by the visionary educator and founding president of Claremont Graduate University James A. Blaisdell. In 1956, before religious studies was a recognized academic field and before multiculturalism was an academic catch phrase, Blaisdell founded the Blaisdell Institute for Advanced Study in World Cultures and Religions. It hosted such luminaries as His Holiness, the Dalai Llama and it also hosted many young community leaders, like Dr. Omar Alfi, who sat on its advisory council. “The Institute dissolved in the early 80s,” says Torjesen, “But its spirit lived on. Dr. Alfi, a retired geneticist and emeritus professor from UCLA, is now the Chair of the School’s Islamic Studies council. With the insight and dedication of people like Dr. Alfi, I think we can say that our new vision has a powerful past and an even greater future,” said Torjesen.

Work with the councils has already resulted in the formation of

the Women’s Studies in Religion program. “The idea came from a class I took on the Qu’ran,” says Reschly. “I thought how incredible it would be if we could bring more of the community in and encourage this kind of dialogue on a more widespread level.”

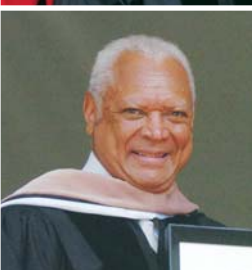
One night three months later, students and professors engaged each other across the table, across their traditions, and across their disciplines. The dinner was such a success that next year, a conference will be organized on that model. It was a triumphant rejection of an age-old taboo against talking about religion. Instead of asking, “Why don’t we talk about religion at the dinner table?” the School of Religion, its advisors, professors and students asked, “How can we?”

For all involved, making this new vision a reality is a labor of love, and love, we know, knows no faith by knowing all faiths.

Contributions to this article were made by Deborah Haar Clark.

THE 79TH ANNUAL COMMENCEMENT

and the INAUGURATION
of ROBERT KLITGAARD



Honorary Degree Recipients: (left, top to bottom) Congresswoman, **Linda T. Sánchez**, Doctor of Humane Letters, honoris causa; **James C. Collins**, Doctor of Management, honoris causa; **Alan G. Lafley**, Doctor of Management, honoris causa; **John W. Mack**, Doctor of Management, honoris causa; (above) **Dr. Shoichiro Toyoda**, Doctor of Management, honoris causa. (right) **Paul O'Neill**, Doctor of Humane Letters, honoris causa*

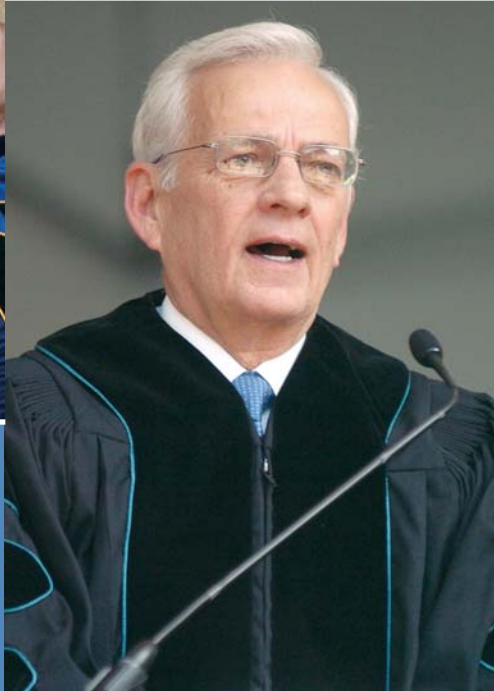
Student Speaker:
Denise Marcelle Campbell



Inauguration: **Deborah Anders**, chair of the CGU Board of Trustees, congratulates **President Klitgaard**

*Visit cgu.edu/flame for Commencement details.

Inauguration Speaker:
Paul O'Neill



Today's graduates.



Saturday, May 13, 2006

Amid a sea of smiles, joyous tears and flashing cameras—in the company of distinguished guests and speakers and hundreds of proud parents, friends and faculty—519 students were recognized for their academic achievements. We'd like to share a few of these moments with you.



Tomorrow's leaders.





**“I have an
inner drive
to be the
best that
I can be.”**

At commencement, Manuel Rodriguez thought he was going to be an usher spending his time down in the audience. Instead, he found himself up on the stage.

Surprise, disbelief and joy—all of these emotions crossed the face of Manuel Rodriguez when President Robert Klitgaard announced that he was the recipient of the Pamela M. Mullin “Dream and Believe” Fellowship, an annual award that provides a stipend of \$25,000 and one-year’s tuition and fees.

Rodriguez was an easy choice for the nominating committee and presenters. Along the road to academic accomplishment, Rodriguez faced many challenges.

In his hometown of Ciudad Guzman, Mexico, Rodriguez dropped out of the sixth grade twice before dropping out of school for 2 1/2 years to work with his father doing backbreaking work in the lumber industry to help support his family. At just 14 years old, and soon after the devastating 1985 earthquake in Mexico, he joined his sister in the United States. Rodriguez left behind his parents, a brother and three sisters to work as a janitor in a retirement home.

MANUEL RODRIGUEZ:

“Dream and Believe” Fellowship Winner

In addition to a full-time job, Rodriguez attended high school, becoming a star on the school soccer team as well as in the classroom. He was the first of his family to graduate from high school, and he did so with a 3.99 GPA. His academic and athletic talent earned him a full athletic scholarship to the University of San Diego (USD) where he excelled while leading his soccer team to the NCAA Division I championship during his junior year. At USD he developed his vision of becoming an educator to change the lives of inner city youths, especially Latino males.

“I have an inner drive to be the best that I can be,” Rodriguez explained. “My work ethic was instilled in me by my parents, and I represent my entire family in whatever I do.”

After USD, Rodriguez earned a master’s degree in bilingual education from Loyola Marymount University in Los Angeles, and then came to CGU, where he is a doctoral student in the School of Educational Studies. His dissertation will study the relationship between athletic participation and educational engagement among immigrant Latino males.

“Manuel is an exceptional scholar,” said CGU Educational Studies Professor William Perez, who nominated Rodriguez for the award. “He is intellectually curious, dedicated, and eager to tackle intellectually challenging questions.”

Rodriguez is in his tenth year of teaching sixth grade. He teaches a class of predominantly Latino students at Lake Center Middle School in Santa Fe Springs, Calif., where he constantly reminds his young students of the importance of education. He plans on teaching at a community college, where research indicates most Latino males end their schooling.

“We have to find ways to retain more Latino students in higher education,” Rodriguez said. “There needs to be more guidance for young men to achieve their full potential.”

faculty achievements

John Angus (*School of Mathematical Sciences*) published “An Asymptotic Expansion for the Inspection Paradox” in Probability in the Engineering and Informational Sciences. He also gave an invited talk at the mathematics department at the Instituto Tecnológico Autónomo de México (ITAM) in Mexico City called “Statistics in Satellite Navigation.”



Lourdes Arguelles (*School of Educational Studies*) coordinated doctoral student research presentations in two major conferences: “The New Sciences and Education Transdisciplinary Learning Community” at the Lilly West College and University Teaching Conference at Cal Poly Pomona (Ph.D. students Teri Hollingsworth, Alane Daugherty, Sam Bouman, Jeff Lagozzino, Emily Wolk, Andy Behr, and Peter Chen, presenters); “The Heart in Education,” at the American Education and Research Association Annual Meeting (Ph.D. students Laurie Schroeder, Alane Daugherty, Sam Bouman, and Teri Hollingsworth, presenters.) **Arguelles** co-authored with doctoral students Laurie Schroeder and Sam Bouman a paper on “Drawing to Survive: Images from the High Stakes Testing Era,” which was also presented at the American Education and Research Association Annual Meeting. Along with doctoral students Tessa Hicks and Amanda Perez, **Arguelles** moderated a roundtable discussion on immigration that involved members of the various California Minutemen (anti-illegal immigration) projects and pro-immigration activists. **Arguelles** co-authored “The Social Face of a Hurricane: Oppression, Tourism and Struggle in Cancun” with doctoral student Martha Barcenas. The paper was presented at the Pacific Women Studies Association Conference. Along with doctoral students Tom Dolan and Heidi Coronado, **Arguelles** coordinated a community-based research workshop for low-income high school students (and their parents) who are working to prevent violence in San Bernardino County, Calif., schools and communities.



Dale Berger (*School of Behavioral and Organizational Sciences*) was appointed to a three-year term on the Basic Processes Scientific Review Panel. This panel reviews grant proposals submitted to the Institute of Education Sciences, part of the U.S. Department of Education.



Michelle Bligh (*School of Behavioral and Organizational Sciences*) gave a presentation on “Crisis and Charisma: Exploring Leadership in the Aftermath of 9/11 and the California Recall Election” at an event sponsored by the College of Business Administration, Touro University. She also presented “The Role of Followers in Creating Leaders” as a panel chair at the 16th annual Kravis-de Roulet Leadership conference.



William Crano (*School of Behavioral and Organizational Sciences*) received a grant from the National Institute on Drug Abuse to analyze Restricted Use Files from the National Survey of Parents and Youth, a large, federally funded longitudinal study of attitudes and behaviors surrounding drug use by adolescents. The goal of **Crano’s** project is to provide guidance for future drug prevention efforts.



Robert Hudspeth (*School of the Arts and Humanities*) published “‘Born with Knives in their Brain’: Recent Writings on American Transcendentalism,” a review essay in the Massachusetts Historical Review.



John Maguire (*CGU president emeritus*) was presented the Tomas Rivera Spirit of Leadership award for his lifelong personal and professional commitment to the cause of social justice benefiting the Latino community.



Lorne Olfman (*School of Information Systems and Technology*) published a number of articles with former students: “Designing Knowledge Management Systems for Teaching and Learning With Wiki Technology” in the Journal of Information Systems Education with Murali Raman and Terry Ryan; “An Investigation of the Determinants of Knowledge Management Systems Success in Omani Organizations” in Journal of Global Information Technology Management with Kamla Al-Busaidi; “Knowledge Management Success: Empirical Investigation of a Theoretical Model” in International Journal of Knowledge Management with Shih-Chen Liu and Terry Ryan; “Assessing Knowledge Management Success” in International Journal of Knowledge Management with Murray Jennex; and “Differential Impacts of Social Presence On a Behavior Modeling Approach” in International Journal of Technology and Human Interaction with Charlie Chen and Al Harris. **Olfman** also published conference papers: “An Empirical Study of the Effects of Contextual Data Quality and Task Complexity On Decision Performance” in Proceedings of the 2005 IEEE International Conference on Information Reuse and Integration Knowledge Acquisition and Management with Wonjin Jung, Park Yong-Tae, and Terry Ryan; “Information Visualization and Decision Support” in Proceedings of the 11th Americas Conference on Information Systems with Wonjin Jung, Park Yong-Tae, and Terry Ryan; and “Determinants of Application Service Provider (ASP) Adoption As An Innovation” in Proceedings of the Thirty-Eighth Annual Hawaii International Conference on System Sciences with Nozar Daylami, Terry Ryan and Conrad Shayo.



(continued on page 28)

new faculty

HENRY KRIPS

*Professor, School of the Arts and Humanities
Ph.D., University of Adelaide, Australia*

WHY CGU? CGU is one of only four institutions in the States that awards a Ph.D. in cultural studies. I like the strong emphasis upon transdisciplinarity. And I like the Los Angeles area a lot. It reminds me of my native Australia — a strong and diverse cultural life, sprawling suburbs, interspersed with a lot of gum (Eucalyptus) trees.

TEACHES: Introduction to Cultural Studies, The New Politics. Foucault. Freud.

TEACHING STYLE: I like clarity of expression. I try to be strongly attuned to the contemporary issues of students. And close reading techniques — extremely close analysis of texts.

RESEARCH: I'm writing a book on the new politics associated with figures such as Zizek, Rancière, Agamben and Laclau. I'm interested in looking at how this new politics can help us think about a new cultural studies.

FAVORITE BOOK IN HIS FIELD:

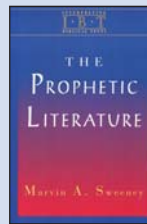
I find myself going back all the time to: "The Language of Psycho-Analysis," by Jean Laplanche and Jean-Bertrand Pontalis. This book traces the genealogy of contemporary concepts of desire, fantasy, drives, hysteria, and so on which have become part of our everyday vocabulary.

INSPIRATION: I am passionate about the intersection between psychoanalysis and political studies. There's a Nobel Prize in my field if someone can combine Marxism and psychoanalysis—the social and the individual and bring them together in talking about social change.

INTERESTS: I watch television, partly for academic reasons, partly for entertainment. I also listen to a lot of jazz, blues and Mozart, play cricket from time to time and collect tribal art.



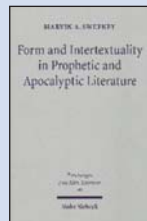
faculty bookshelf



The Prophetic Literature: Interpreting Biblical Texts

By Marvin Sweeney
(Abingdon Press, 2005)

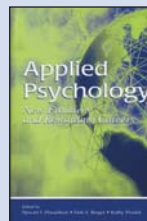
An introductory textbook for the study of the prophetic literature in the Hebrew Bible, this volume combines study of the literary characteristics of each of the prophetic books as well as the social identity (agriculturalist, royal advisor, Levitical priest, Zadokite priest, etc.) for each of the prophets, including Isaiah, Jeremiah, Ezekiel and the Book of the Twelve Prophets.



Form and Intertextuality in Prophetic and Apocalyptic Literature (Forschungen zum Alten Testament)

By Marvin Sweeney
(Mohr Siebeck, 2005)

This volume presents 19 collected essays on prophetic and apocalyptic literature. The essays focus on the formal literary structure of prophetic and apocalyptic literature as well as intertextual issues and their implications for the interpretation of this material. The essays treat Isaiah, Jeremiah, Ezekiel, the Book of the Twelve Prophets, and Apocalyptic Literature, such as Daniel, the War Scroll from Qumran and Rabbinic Heikhalot texts.



Applied Psychology: New Frontiers and Rewarding Careers

Stewart I. Donaldson, Dale E. Berger, Kathy Pezdek, editors
(Lawrence Erlbaum Associates, 2006)

Psychology graduates are finding many other rewarding careers that allow them to apply psychology in new ways. This book gives examples of emerging fields and offers lessons and advice from leaders in applied psychology. Careers using applied psychology include areas in nonprofit and for-profit organizations, law enforcement and forensics, education, medicine, government work and private consulting. Some new career paths were actually created by the editors' former students who were passionate about a particular area and "stuck to it!" According to Dr. Berger, there is a growing need for professionals to apply their skills to help make sense of the rapid changes and to provide evaluations and recommendations for action.



The Art of the Short Story

By Wendy Martin
(Houghton Mifflin, 2006)

Arranged into four historical eras, this book brings us 130 short stories to illustrate the evolution of the genre, from Aesop's fables and fairy tales to 21st century tales of ambiguity and alienation. Also included in the book are sections on "Reading: The Critical Essays," "Writing: Crafting the Short Story" and "Discussing: Writers Talk about Their Work," with interviews with such authors as Leslie Marmon Silko, Isabel Allende and Luisa Valenzuela.

Journey into the Future



Perez soon after his arrival in the U.S. in 1984.

"I was ten. I remember the van was dark and crowded. My sister Patty and I were afraid and yet eager to get to our destination. It had seemed like forever since we had seen our parents since they had left El Salvador for the United States.

I remember that night when my grandfather led us away from everything we had known and into the unknown. I remember, we were going to meet my parents. We were going to America."

For Assistant Professor William Perez, of the School of Educational Studies, it was just the start of a longer journey that would eventually take him to Pomona College, Stanford University and ultimately, teaching at CGU.

After coming to America, it seemed like the future was secure, but it wasn't long until Perez was faced with the challenge of learning a new language and adapting to a new culture. Although the transition was tough, with the encouragement of his parents and a special teacher, Mrs. Villa, Perez excelled. In junior high, academic outreach programs introduced him to the requirements and possibilities of college. In high school, Upward Bound set him on a course that would prepare him for the country's premiere institutions. "Academic outreach programs have been essential to my success. I didn't get the information about college that most kids get from their college-educated parents, since mine had never been. These programs taught me how to pursue an education."

And Perez pursued it with a vengeance.

In addition to clocking more than 1,000 hours of community service, he also earned a varsity letter in four sports, including



Perez and his teacher Mrs. Betance at his fifth-grade graduation in 1986.



“CGU is a tremendous fit for the work I’m doing in education and psychology.”

track, cross-country, soccer and tennis.

When the time came, Perez’s academic record and extracurricular activities made him an ideal freshman candidate. At the encouragement of his Upward Bound mentor, Perez applied and was accepted to Pomona College, where he earned a bachelor’s degree in psychology. But with all his successes, Perez found adapting was not easy. “Not only was it difficult connecting and making friends, I learned I still had a long way to go as far my English skills were concerned.” But Perez persisted, and as a McNair Scholar,* he came under the tutelage of Pomona College Professor Raymond Buriel.

Perez connected immediately with Buriel, who had been studying the transitional psychologies of immigrant youth. “He basically knew more about me than I did. I’ve been fortunate to have teachers all along the way that kept me on track. It’s one of the reasons I’m a teacher now.” At Buriel’s encouragement, Perez turned the focus of his McNair thesis toward his own experience. “Everything I’d done since I was 10 had been focused on the future. Buriel simply encouraged me to look at the past, and view it not as a burden, but as a source to be mined and explored.”

Perez pursued his Ph.D. in education at Stanford University, and it was there that his high school love of running re-emerged. “During my dissertation I actually started training for a marathon. It became almost like meditation. I would just run, and by the time I was back, I was ready to write again.” In 2002, Perez ran his first marathon. A year later, he completed his Ph.D. “In some ways, crossing that first finish line was like crossing life’s finish line.”

But it was really the start of his professional journey. Before coming to CGU in 2004, Perez was a research associate at the UCLA Neuropsychiatric Institute in Los Angeles, and an associate

behavioral scientist and adjunct behavioral scientist at the RAND Corporation in Santa Monica, Calif.

Of CGU he says, “The university is a tremendous fit for the work I’m doing in education and psychology.”

For education students, Perez offers invaluable guidance. “Many of my students are already teaching and are yearning for information about how to work with immigrant students,” says Perez. “I’ve been able to help them to do meaningful research.”

Richard Cortés, a Ph.D. candidate in education and a counselor at Santa Monica College is one of those students. “I am part of Will’s research team studying the resiliency of undocumented Latino students.” But Perez is more than Cortés’ professor. He’s his mentor. “Meeting him was one of my pivotal moments. It was empowering to see someone who shares the same cultural heritage, went to Stanford and is teaching at CGU. His guidance is making all the difference to me.”

For psychology students, he brings an intellectually and culturally rich experience. “My life experience definitely helps students who are studying the psychology of diverse populations. The students and I—we learn from each other.”

Doctoral student Heidi Coronado agrees: “Dr. Perez is not only accessible to students, but also encourages us to reach our full potential as scholars.”

Perez’s research is geared toward understanding and helping future immigrant students. Other research focuses on how an individual’s physical characteristics, such as skin color, are related to prejudice as well their own sense of ethnic identity.

As a professor, mentor and friend, Perez says: “I have both an insider’s view from my own experience, and an outsider’s view as a researcher. I bring multiple perspectives to teaching and research.”

After reaching his life-long goal of running in the Los Angeles Marathon, Perez has set his sights on triathlons. “I’ve never been a great swimmer, but I’m taking the time to learn,” he says. “I’ve always been up for a challenge.” Perez has come a long way from that early morning trip across the border. And his incredible journey continues at CGU.

** The goal of McNair is to increase the attainment of the Ph.D. by students from underrepresented segments of society.*

Contributions to this article were made by Michael James Mahin.



Above: At the finish line of the 2002 California International Marathon in Sacramento.

Left: Pomona College Graduation 1997: (L-R) Perez’s partner Roberta, father Miguel, Perez, sister Anabel and mother Isabel.

new faculty

HAMID MAVANI

*Assistant Professor, School of Religion, Islamic Studies
Ph.D., McGill University, Institute of Islamic Studies*

WHY CGU? The new approach to the study of Islam that takes into account the insider/outsider dimension along with a strong emphasis on the comparative aspect.

TEACHES: Qur'anic exegesis; Islamic law and legal theory; Islamic ethics; Islamic history; contemporary developments in Muslim world; Islam in the American mosaic and the Arabic language.

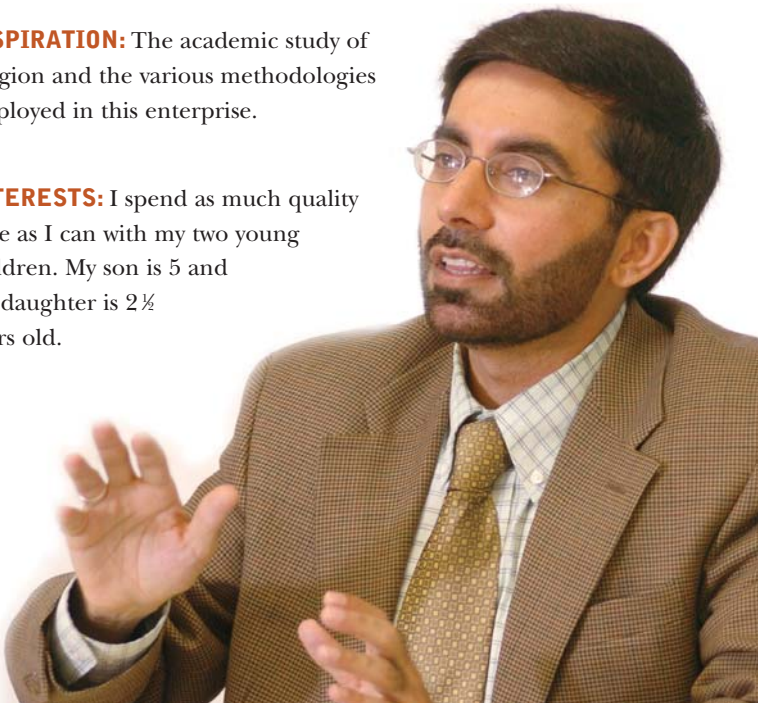
TEACHING STYLE: Primarily interactive and dialogical with a component of the traditional monologue lecture. I also encourage small-group projects and student presentations.

RESEARCH: I have many interests, including transforming my dissertation on religious authority and leadership into a book; reform in Islamic law and legal theory; and the Twelver Shi'i Muslim experience in the American mosaic which has received scant attention in scholarly works. I'm also interested in inter-faith and intra-Muslim dialogue.

FAVORITE BOOK IN HIS FIELD: "The Hermeneutical Expansion and Contraction of Theory of Shari'ah," by Dr. Abdul Karim Soroush. He subjects the notion of Divine Law to a rigorous analysis and re-evaluation in light of insights gathered from the fields of jurisprudence, epistemology and hermeneutics.

INSPIRATION: The academic study of religion and the various methodologies employed in this enterprise.

INTERESTS: I spend as much quality time as I can with my two young children. My son is 5 and my daughter is 2½ years old.



(continued from page 24)

Allen Omoto (*School of Behavioral and Organizational Sciences*)



has been named the 2006 winner of the Distinguished Contribution to Education and Training Award from the Society for the Psychological Study of Lesbian, Gay and Bisexual Issues (Division 44 of the American Psychological Association). **Omoto** also began a three-year elected term on the Council of Representatives of the American Psychological Association (APA). He also recently received joint funding from the Society for the Psychological Study of Social Issues (SPSSI) and the European Association of Experimental Social Psychology (EAESP) to hold a small group meeting on "Real World Helping and Social Action."

Susan Paik (*School of Educational Studies*), along



with Ph.D. students Susan Kawell, Laura Straus, Blessing Ubani, Belinda Vea and Amber Wang, presented at the Comparative International Education Society Conference in Honolulu, Hawaii. The symposium panel was called "Teaching, Learning and Development: International and Multicultural Perspectives." The panel was also presented at the CGU Minority Mentor Program. Paik also had a chapter, "Evidence-based Reform: Experimental and Quasi-experimental Research Considered," published in the book "Scientific Basis for Educational Productivity" which was sponsored by the American Psychological Association and the Laboratory for Student Success.

William Perez (*School of Educational Studies*) presented at several conferences. The titles of his presentations were: "Skin



Color, Physiognomy and Perceived Discrimination Among First and Second Generation Latino Young Adults," a poster presented at the Biannual Society for Research on Adolescence Conference in San Francisco, Calif.; "Immigrant Optimism, Family Obligations and Academic Engagement Among Mexican-Heritage Adolescents from Immigrant Households," a poster presented at the Biannual Society for Research on Adolescence Conference in San Francisco; "An Investigation of the Latino Appearance Typicality Schema: The Influence of Physiognomy," presented along with F. Segovia and J. Barraza, at the Annual Society for Personality and Social Psychology Conference in Palm Springs, Calif.; "Skin Color, Ethnic Identity & Perceived Discrimination Among Immigrant Latino Young Adults," a poster presented with F. Segovia and J. Barraza at the Annual Society for Personality and Social Psychology Conference in Palm Springs; and "Psychological and Social Development of Latino Immigrant Adolescents," a lecture at Harvard University Graduate School of Education.

Linda Perkins (*School of the Arts and Humanities*) became director of the Applied Women's Studies program. She gave a lecture at the Honnold/Mudd Library Series on "The Truman Commission and the History of Access to American Higher Education," was a discussant for a panel on "Education, Historiography and Analytical Categories: Race, Gender and Sexuality" at the American Educational Research Association, spoke at the Ramona Convent High School in Alhambra, Calif. for Women's History Month, and served on a fellowship selection committee at the Rockefeller Brothers Fund in New York.



Mary Poplin (*School of Educational Studies*) received a Haynes Research grant to study high-performing teachers in low-performing schools in Los Angeles. One alum and four graduate students will study 18 teachers in high-poverty area schools who have been selected as high-performing teachers from three years of achievement data. She was the keynote speaker for the annual CalTEACH program and conducted a one-day seminar with the education faculty at George Fox University on merging accountability and social justice. During the Veritas Forum at Louisiana State University, she gave four presentations. She was also a facilitator for the first conference of the National Center for Urban School Transformation in San Diego.



Daryl Smith (*School of Educational Studies*), along with other researchers, has been analyzing the student, faculty and economic diversity of about one-third of California's public college campuses. **Smith**, along with a colleague, gave a plenary speech at the WASC Annual Meeting on "Busting Myths, Building Capacity: Campus Diversity." She also participated in a panel at AERA on organizational learning and campus diversity.



Gail Thompson (*School of Educational Studies*) was invited to speak at the American Research Association Annual Conference. She has given many presentations, including: "Why All Students Need a Culturally Relevant Education" in Los Angeles; "Wings of a Dove: How Educators Can Help African-American Students to Soar Academically" to San Bernardino County, Calif., educators; "Tears Would Fall From My Cheeks: Six Lessons that I've Learned from English Language Learners" at Cal State San Bernardino; and six presentations of "Improving Students' Reading Skills" to first- and second-year teachers in the Los Angeles Unified School District. **Thompson** also gave two classroom management presentations to new teachers at George Washington Prep High School in Los Angeles, a keynote address to LAUSD school administrators and a resiliency presentation to teachers in Burbank, Calif.



new faculty

HALLIE PRESKILL

*Professor, School of Behavioral and Organizational Sciences
Ph.D., University of Illinois, Urbana-Champaign.*

WHY CGU? I'm here because of the vision SBOS has for applied research and evaluation. In particular, I'm excited about how evaluation can facilitate organizational change, development and learning.

TEACHES: Theory and Practice of Organizational Learning; Evaluation Procedures; Appreciative Inquiry; Theory and Practice of Consulting; Team Development; Case Study Methods; and Training Design and Delivery.

TEACHING STYLE: Highly interactive. I use many small group exercises, group discussions and experiential activities that require students to apply their learning to real-life case scenarios. My teaching approach is based on social constructivist and transformational learning theories.

RESEARCH: What people learn from being engaged in the evaluation process. Also, the impact of using appreciative inquiry on organization members' commitment to, and involvement in, organizational change.

BOOK THAT INSPIRED HER TO BECOME AN EVALUATOR: The first edition of "Utilization Focused Evaluation" by Michael Q. Patton. He was one of the first to articulate the importance of using evaluation findings to guide decision-making and action.

INSPIRATION: Dr. Robert Stake, director of the Center for Instructional Research and Curriculum Evaluation at the University of Illinois, Urbana Champaign. His writing and teaching motivated me to enter the evaluation field.

INTERESTS: When I need to clear the cobwebs out of my brain, I like to read novels, watch movies, travel, cook, and go to the beach. I'm also renovating my new home in Claremont.



DESMONETTE HAZLY: Taking the Initiative

It all started when Desmonette Hazly took a position as an assistant and tutor in a South Los Angeles library.

After awhile, high school student Desmonette figured out that many of the children were using the library as a refuge from violence at home. Taking action, she became a hotline volunteer for the YWCA, and eventually worked at a domestic violence shelter, where she realized many of the women there couldn't read or write, which led to literacy training ...

She hasn't stopped since.

Now a doctoral student at CGU's School of Politics and Economics, Hazly has given new meaning to the word "initiative." She has co-founded two organizations

and volunteers for many others.

If you ask her for a business card, you might get five.

As founder of Odissi International, Hazly is able to create and implement innovative community projects. Under this umbrella are two similar efforts: First Course and D.E.L.I.C.A.C.Y., which stands for Delivering ESL and Literacy in Culinary Arts Capacity. The Downtown Women's Center in Los Angeles is one of Odissi's clients. Here, homeless women and at-risk youth gain valuable work experience as they learn to provide high-quality meals for the center. And the city of Glendale, Calif., is taking advantage of the program too—as a free course at the Glendale Public Library—where some of the participants would like to actually become chefs.

Coming from Cordon Blue and culinary school training, Hazly's program is getting rave reviews from staff.

"The students are very, very pleased, and they actually leave here every day with a skill they can use," said Mary Miller, the library's literacy coordinator, who hopes to extend the program to include the homeless, those on probation and those who need jobs by offering training and work placement.

Hazly's organizational offerings aren't just culinary. She also oversees Digniti, a manufacturing company that assists and employs victims of human trafficking, and publishes Humanitarian Capitalist, a publication that encourages community service through corporate gains.

Hazly plans to focus her dissertation on the notion that terrorist groups and Los Angeles gangs are socio-economic institutions. She came to CGU because she would be encouraged to approach problems, such as her dissertation, from a different point of view.

"I wanted to be at a university that allowed me to follow my passions and be myself while I was doing it," Hazly said. "I knew (at CGU) I could explore the possibilities of my dreams and meet people who would encourage me."



DAN BARTH: Teaching Science Through Literature

When you're a kid, messing around with test tubes and conducting experiments is fun. But for some reason, once we get older, we lose that passion and curiosity. Daniel Barth is hoping to add a spark to science education.

Barth, a student in the School of Educational Studies, has been studying a link between literature and science, and he's framing his dissertation around how the two work together to increase learning potential. "I don't think I could pursue my dream at any other graduate school. CGU appreciates my scholarship and supports my dreams." A science teacher at West Valley High in

**"It's a great tool, and
I think it's helped us
tremendously and
improved security."**

Bruce Griffin, executive director of CGU's
Office of Information Technology



Hemet, Calif., Barth recently had his curriculum approved as a six-week summer science enrichment program to be implemented in middle schools in the Hemet Unified School District.

A 21-year-teaching veteran of astronomy and physics and former telescope salesman, Barth said he expected to go into middle school and be a "Mr. Wizard," but the kids "just didn't get it." This frustrated him, so he looked for ways to increase excitement and interest in science among teens.

"By the time kids leave middle school to the time they are ready to choose a major in college, only about 5 percent go on to pursue a minor or major in science," he explained. "We need to teach science that can break boundaries, and I think science through literature can do that."

The program will be centered on a book Barth recently penned, "Maurice on the Moon." The children's book is about a boy who grows up on the moon who wants to move to Earth, but after getting his chance, realizes he loves "home" more and agrees to live on the moon.

As students read about Maurice's adventures in the novel, the students do science projects that

parallel the action in the book.

"Mr. Barth is a great teacher who opens not only his classroom but the whole universe to anyone interested," said Danielle Cary, a junior at WVHS. "It is the most fun I have had in high school."

The program is also transdisciplinary, mixing in elements of science, math, literature, art and drama.

"We're really excited about the pilot program," said Dr. Phil Pendley, superintendent of the Hemet Unified School District. "It makes sense, and it's a practical way to apply the combination of several different subjects."

And, Pendley says, the curriculum is easy to understand for instructors who don't have a background in the sciences.

Barth says that he hopes that the curriculum will refoster an interest in science.

"In the 21st century, we need people with basic science literacy skills, but currently, they aren't seeing it as a viable avenue," he explained.

Dan Barth, through his innovative ideas, is starting to change their minds.



Dan's students enjoy building a rocket car.

"I don't think I could pursue my dream at any other graduate school. CGU appreciates my scholarship and supports my dreams."

SAT CHAROEN: Policing the Web

You come home from work and plop down in front of the computer. As you begin to maneuver through your system, you realize something is very wrong. Your files are permanently lost and your personal information has been compromised.

You've been hacked!

But, don't worry, this doesn't have to happen. Sat Charoen has you covered.

A student in CGU's School of Information Systems and Technology, Charoen has developed an innovative way for computer users to remember complex passwords that creates a wall between safety and danger. Because of memory limitations and ease, a lot of people reuse simple, short passwords in many applications, making their system more vulnerable.

After a year of research on the CGU campus,

Charoen determined what types of password patterns people used, and he's set up a Web site called itSecurityBootcamp.com which is available to anyone in the world to create their own complex password that is "hackproof." Users are queried for meaningful words, numbers and symbols, which are then combined into mnemonic combinations or strings of words. Adding in punctuation and numbers completes the password. It takes five minutes and is instantly memorable.

The result is a 15-character password. According to Charoen, any decent hacker can crack a standard eight-letter password in less than three seconds. His passwords would take about two months.

Charoen's research utilizes an interdisciplinary approach combining computer science, psychology, memorization theories and action research.

"I strongly believe that you cannot address IT problems without considering organizational and

people issues," he said. "CGU is one of the few schools in the nation that provides that transdisciplinary range of study allowing for this outcome."

"People need to be more aware about threats on the Internet," he continued. "Identity theft is the fastest-growing crime in the U.S. On the street, you might be able to spot the bad guys, but on the Web, there is a high degree of anonymity that a bad guy can use."

Charoen knows about protection, and he doesn't just plan on watching out for our national interests. A native of Thailand, he is also a captain in the National Thai Police Department and served as an officer in the investigative division as well.

After graduation, Charoen plans on returning to Bangkok to teach part time while conducting research and consulting on Internet security. He will also resume his role as a police officer, where he plans to work for the Police Information Systems Department and IT crime units.

alumnotes

ARTS AND HUMANITIES

Margaret Adachi, M.F.A., 1991, presented one of her sculptures, “Self Employed,” and a drawing, “Miss 273,” in an exhibition titled “Earthly Creatures” at the LMAN Gallery in Los Angeles’ Chinatown. After the exhibition, both pieces were acquired by the Fogg Art Museum at Harvard University for their contemporary collection.

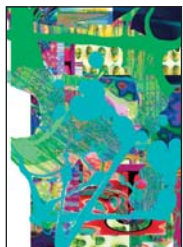
Joyce Appleby, Ph.D., History, 1966, spoke on “The Legacy of America’s First Generation,” as part of the Teaching American History Lecture Series at Baylor University. In her retirement, Appleby, who taught at UCLA for 20 years, continues to co-direct the History News Service and is active in the living wage movement in Los Angeles.

Denice Bartels, M.F.A., 1992, showed drawings in a solo exhibition titled “On Water—Drawing Light,” at the 825 Gallery in Los Angeles. Bartels has shown work at several other California locations, including the Peninsula Art Museum in Belmont, the Red House Gallery in Venice and the I-5 Gallery in Los Angeles.



Karl Benjamin, M.A., Art, 1960 was one of 180 artists to participate in the creation of a “Peace Tower.” The tower is the re-creation of a project, the “Artists’ Tower

Against the War in Vietnam,” first constructed in 1966 in Los Angeles by the Artists’ Protest Committee. The “Peace Tower,” designed by sculptor Mark di Suvero, incorporates 2 x 2 panels from each artist. The structure was on display at the Whitney Museum Sculpture Garden in New York City.



Kimber Berry, M.F.A., 2001, presented her newest series titled “Paint” at a solo show at Los Angeles’ 825 Gallery. In the series, Berry explores the

fluidity of paint and her command of the brush stroke. She aims to push the traditional boundaries not only in paint, but also in photography by combining these two elements onto her canvases. Through the use of computer and digital photography, she creates dialogues engaging the history of painting as well as technology’s new role in the creative process.

Elizabeth Bobo, M.A., English, 1992; Ph.D., English, 2005, accepted a tenure-track position at the University of Louisiana Lafayette. Bobo will be the Milton expert in a division composed of several faculty members who specialize in pre-1800 English.

Priscilla Fernandez, M.A., English, 1978, serves on the CGU Board of Trustees as chair of the Board of Advisors of the School of the Arts and Humanities at CGU and on the Board of Councilors of Save the Redwoods.

Ferne Jacobs, M.F.A., 1976, was among 10 artists selected to receive a 2005-2006 Award for Visual Artists from the Flintridge Foundation. Jacobs works in fiber, employing a wrapping technique used in ancient basket making to create works suffused with mystery and beauty.

William Krieger, M.A., Philosophy, 1996; Ph.D., Philosophy, 2003, co-authored a chapter on entity realism with Brian Keeley for the published book “Paul Churchland” and completed his book on the history and philosophy of archeology “Can There Be a Philosophy of Archeology?” Krieger is beginning a tenure-track position as a philosophy of science professor at the University of Rhode Island.

Ann Mitchell, M.F.A., 1997, was a featured artist in View Camera magazine. Her current photographic project is on a Montecito estate titled “Val Verde.” Mitchell had a solo exhibition of the work at the Golden West College Art Gallery, and Balcony Press has accepted the project for publication.

Thomas Osborne, M.A., History, 1968; Ph.D., History, 1979, has been appointed to the Organization of American Historians eight-member Committee on Community Colleges. Osborne is currently the lead author of a college-level survey text, under contract with McGraw-Hill, which internationalizes American history.

Mark H. Stevens, Ph.D., History, 1995, was appointed a 2005 John Randolph Haynes/Dora Haynes Historical Society of Southern California Fellow. He will use the fellowship stipend to complete research on his fifth article, “The Enigma of Meyer Lissner.”

Gwendolyn Wyatt, D.M.A., 1996, conducted a concert of Negro Spirituals at Carnegie Hall. She also performed as a soprano soloist with the Bob Een ensemble and, along with the Gwen Wyatt Chorale, accompanied the Los Angeles Philharmonic Orchestra during one of its holiday performances of Handel’s “Messiah.”

BEHAVIORAL AND ORGANIZATIONAL SCIENCES

Ashaki Jackson, M.A., Psychology, 2006, was featured in “A Night of Poetry and Prose” at The Good Luck Bar in Los Angeles. Jackson’s poems are often snapshots of a current or past cityscape, and she has been featured in several spoken-word CDs.

Lynette Zelezny, Ph.D., Psychology, 1998, is chair of the Psychology Department at California State University, Fresno. She received her M.B.A. from Fresno State’s Craig School of Business in 2005.

DRUCKER

Rajiv Dutta, M.B.A., 1982, has transitioned from CFO of eBay to President of Skype Voice Communications headquartered in San Jose and London. Skype is eBay’s Internet communications company.

Najeeb U. Ghauri, M.B.A., 1980, founder and chairman of the board of directors of NetSol Technologies, Inc., was elected vice chairman of the U.S. Pakistani Business Council, an affiliate of the United States Chamber of Commerce.

Howard K. Laverty, Certificate, Executive Management, 1977, is a first mate on a tour boat on Lake Havasu in Arizona. He is a Captain (ret.) in the U.S. Naval Reserve. Laverty managed the Bank of America branch in Claremont from 1971-1976, while he completed the Executive Management program at CGU.

Steve O’Sullivan, E.M.B.A., 2004, was promoted to president and general manager of the Inland Valley Daily Bulletin, a local newspaper for Southern California’s Inland Empire region. O’Sullivan holds an adjunct faculty position at the University of La Verne, teaching mass media ethics.

Lindsey Rehfeld, M.A., Executive Management, 2001, expanded a class project for her management course at Azusa Pacific University into Visiting Angels. The program sends volunteers into the local community to sing Christmas carols to seniors.

Hidehiko Shirai, M.B.A., 2004, works on strategy, finance, HRM and cost management for the U.S. subsidiary of REINS International. The company operates Japanese-style BBQ restaurants called “Gyu-Kaku.”

EDUCATION

Marion Adkison, Ph.D., Education, 1964, had a new school dedicated in her name in the Ceres Unified School District of Stanislaus County. Adkison retired as superintendent of the school district in 1989 after 36 years of service.



Bettina A. Babbitt, Ph.D., Education, 1982, is a member of the Human Systems Integration organization at the

Aerospace Corporation. Before joining Aerospace, she co-founded the consulting firm, UsabilityMDx, specializing in the application of human factors in the medical domain.



B. Dean Bowles, M.A., History, 1959; Ph.D., Education, 1967, received the 2006 Outstanding Educator Award at the annual Wisconsin Association of School District Administrators Conference. The award is given to a person who has made clearly recognizable, outstanding contributions in the field of education at the local, state or national level. Bowles is emeritus professor of educational leadership and policy analysis at the University of Wisconsin-Madison.

(continued on page 34)

DR. GEORGE S. BLAIR: PASSION AND POLITICS BELOVED PROFESSOR LEAVES A LASTING LEGACY



Mary E. Nicolai

Although few professors have the chance to see their students succeed outside the classroom, the late Dr. George S. Blair, beloved government professor, witnessed the influence of two special women on their local governments as they worked to embody the enthusiasm for local government that he ignited.

These alumnae are **Mary E. Nicolai** and **Catherine Bridge**.

Mary and Catherine were present when CGU honored Mary for establishing the Mary Taepolt Nicolai and George S. Blair Assistant Professorship in the School of Politics and Economics.

Mary, an Orange County resident and former teacher, came to CGU to obtain a teaching credential and con-

tinued on to pursue a Ph.D. She'd been out of college for 25 years, having completed her bachelor's degree in political science and a master's degree in public administration. Professor Blair, who was Mary's advisor, encouraged her to apply her work experience to her studies with confidence. Mary did. And Mary flourished.

She became involved with the city of Anaheim where she worked while raising a family. She was an active member of the community, organizing the East Anaheim Homeowners Association to push for the city of Anaheim to become a charter city. She served as a member of the committee helping write the city charter, and she ran the political campaigns for several local mayors and city council members.

"George Blair was a most wonderful, encouraging person who made you feel you could do the work," said Mary. She

"George Blair was a most wonderful, encouraging person who made you feel you could do the work."

Mary E. Nicolai

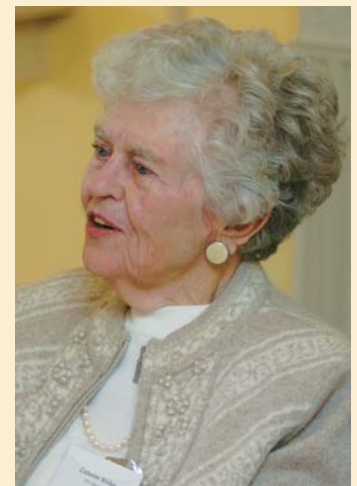
felt so passionately about Blair's importance in her life she chose to honor his memory by establishing the professorship in his name.

Catherine had a career as a one of the first female military pilots during WWII and also as a citrus farmer alongside her husband, Arthur, in rural Alta Loma from 1945 to 1985. In 1962 she enrolled at CGU to pursue a master's degree in government. Dr. Blair was one of her advisors.

Upon graduating, she became involved in local government and served on several volunteer and appointed organizations focused on updating the county master plans for the area's future development. When the need for stronger local government became imperative because of the changing mandates of the California laws, Catherine played an integral role in the incorporation of the neighboring communities of Alta Loma, Etiwanda and Cucamonga into what is known today as the City of Rancho Cucamonga.

Catherine's graduate experience at CGU gave her the confidence to become involved in local government. Of Blair, she says, "He was so good at encouraging and presented the possibilities."

Blair wanted to see his students make a difference, and indeed many of them have, such as Mary and Catherine. New legacies will abound with the establishment of the assistant professorship, and students today will make a difference in their communities as a result of the impact of professors like George Blair.



Catherine Bridge

Alumni,

Submit an Online Alumnote

<http://alumncommunity.cgu.edu/SubmitAlumnote>

Your ID is the 5-digit number on the mailing label of this magazine

Or share your accomplishments below:

Submissions may be selected to appear in a future issue of the Flame and may be posted in CGU's online alumni community. Submissions may be edited.

NAME		LAST NAME WHILE AT CGU	
STREET			
CITY	STATE	ZIP	COUNTRY
E-MAIL(S)			
HOME PHONE		WORK PHONE	

☐ This is a new address/phone number

Detach and mail to the CGU Office of Alumni Affairs,
Jagels Building, 165 E. Tenth Street, Claremont, CA 91711
Fax (909) 607-4202 (ATTN: Alumni Affairs)



For more alumnotes and photos, visit
<http://alumncommunity.cgu.edu/alumnotes>

(continued from page 32)

Florence Crago, M.A., Anthropology, 1970; Ph.D., Education, 1976, contributed to a "Chicken Soup" book (Stories for a Better World). Crago also serves as chaplain at The Cedars Retirement Center in McPherson, Kansas and as visiting minister for McPherson Church of the Brethren.

Marilee K. Scaff, M.A., History, 1963; Ph.D., Education, 1968, just celebrated her 90th birthday by heading up a League of Women Voters study and white paper on "Water Issues in Claremont (Calif.) 2005."

Julián James Velarde, M.A., Education, 2005, is the coordinator for residential education at UC Santa Cruz. His primary responsibility consists of handling judicial cases for students in two residence halls.

Shuming Zhao, M.A., Education, 1983; Ph.D., Education, 1990, is regarded as one of China's 10 most influential management experts and has been appointed adjunct professor in business at Auckland University of Technology. Zhao is dean of the Nanjing University Business School and dean of the school of graduate studies at Macao University of Science and Technology in China.

INFORMATION SYSTEMS AND TECHNOLOGY

Kamla Ali Al-Busaidi, M.S., Information Science, 2003; Ph.D., Information Science, 2005, was the recipient of the Margaret Regan Memorial Award, which is presented each year to an outstanding international female student at CGU. Al-Busaidi hails from Oman and plans to work at the Omani Royal Court.

Richard Chang, M.S., Information Systems, 1999, relocated to the Bay Area, Calif. to take a position as director for business development at Tencent's U.S. Office. Tencent is a leader in Internet services in China. As director, Chang works closely with partners in the U.S. to strengthen strategic relationships and to review new technologies and trends in the industry to help guide operations in China.

MATHEMATICAL SCIENCES

Tony Korkunis, M.A., Mathematics, 1977, is senior vice president of category management and retail operations for Fox Home Entertainment.

POLITICS AND ECONOMICS

Linda Bandov, M.A., Politics, Economics and Business, 2005, was recruited by Fremont General Corporation to be director of corporate compliance and investor relations. She is responsible for overseeing the corporate governance program and managing the Investor Relations Department.

Mansour Farhang, Ph.D., International Relations, 1980, delivered a lecture titled "Iran's Nuclear Program and United States-Iranian Relations" at Middlebury College. Following the 1979 revolution, Farhang, an expert in Middle Eastern affairs, served as Iran's ambassador to the United Nations.



Ramya Ghosh, M.A., Economics, 2003, has been working as a consultant for the International Monetary

Fund (IMF) and the World Bank. In the IMF's Independent Evaluation Office, he has been involved in several influential projects, including "An Evaluation of the IMF's Multilateral Surveillance." Ghosh is currently working towards earning his Ph.D. in Economics at CGU.



Carlos Munoz, Jr., Ph.D., Government, 1973, professor emeritus at the University of California

(UC), Berkeley, gave a lecture at the University of St. Thomas in Minnesota. In his lecture, "Diversity and the Struggle for Social Justice," Munoz discussed multiculturalism and diverse perspectives. Munoz is one of 28 civil rights activists honored in a traveling national exhibit, "The Long Walk to Freedom" for "accomplishing extraordinary deeds that changed the face of the Nation and gave birth to the modern civil rights movement." Munoz has been involved in the civil and human rights, social justice and

peace movements since the 1960s, and is a past recipient of the Dr. Martin Luther King Jr., Cesar Chavez, and Rosa Parks Award from the University of Michigan.

Kevin Sims, *Ph.D., Politics and Policy*, 1991, was promoted to professor of political science at Cedarville University in Ohio. He also serves as dean of the School of Social Science and Professional Studies.

RELIGION

Michael B. Fiske, *Former Student*, *Religion*, is chair of the Department of Mathematical Sciences at Shawnee State University in Portsmouth, Ohio.

Susan Nelson, *Ph.D., Religion*, 1985, was named vice president of academic affairs and dean of the Claremont School of Theology. She will be the school's seventh dean in its nearly 50-year history. Nelson is currently the Directors' Bicentennial Chair of Theology and Culture at Pittsburgh Theological Seminary in Pennsylvania.

Eugene F. Roop, *Ph.D., Religion*, 1972, will retire from his position as president of Bethany Theological Seminary. Roop's tenure began in 1992, as he guided the seminary in its move from Oak Brook, Illinois to Richmond, Indiana. Under his stewardship, the school retired all of its debt and built a significant endowment.

IN MEMORIAM

J. Michael Alexander, *E.M.B.A.*, 1987; *Ph.D., Executive Management*, 1994

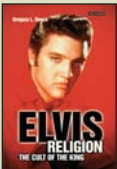
Tom A. Davies, *M.A., Executive Management*, 1980

William H. Frazier, *M.A., Education*, 1960

Eric Korsmo, *M.A. Mathematics*, 1978

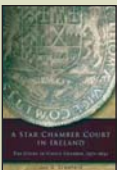
Everett Mann, *M.A., Government*, 1980; *Ph.D., Government*, 1984

ALUMNI BOOKNOTES



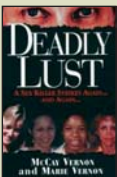
Elvis Religion: The Cult of the King
IB Tauris, 2006
Gregory L. Reece
Ph.D., Religion, 2000

Exploring the frequently bizarre — yet sometimes moving — phenomena of the cult of Elvis Presley, this book investigates what has turned the King of Rock ‘n’ Roll into a god-like figure. Reece explores the heart of fan obsession and discovers that if Elvis saves it is because now, more than ever, he seems like a prophet for our times.



A Star Chamber Court in Ireland: The Court of Castle Chamber, 1571-1641
Four Courts Press, Dublin, 2005
Jon G. Crawford
M.A., History, 1968

This volume is a meticulous and comprehensive account of the workings of the Irish court of the Star Chamber — a tribunal that was the equivalent of its counterpart in England. Jon Crawford details the varying fortunes of the court under successive Irish chief governors from Henry Sidney to Thomas Wentworth. This book is a major contribution to the understanding of governance in Ireland under Elizabeth I and her successors.



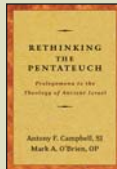
Deadly Lust: A Sex Killer Strikes Again . . . And Again . . .
Pinnacle Books, 2005
McCay Vernon and Marie Vernon
Ph.D., Education, 1966

Forensic psychologist McCay Vernon and journalist Marie Vernon tell the story of William Lindsey, father of five, confessed killer of seven women, and suspect in a dozen additional slayings. The Vernons relay the tragedy and anguish of the families left behind by the victims, mostly prostitutes and addicts, who often fell through the cracks of society.



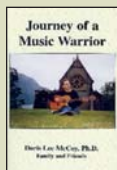
2 Samuel
Wm. B. Eerdmans Publishing Company, 2005
Antony F. Campbell
Ph.D., Religion, 1974

“2 Samuel” is Volume VIII of The Forms of the Old Testament Literature, a series commissioned by the CGU Institute for Antiquity and Christianity that aims to present a form-critical analysis of every book in the Hebrew Bible. The books focus is on “The Stories of David’s Middle Years” (2 Sam 11–20), widely regarded as the best of biblical narrative.



Rethinking the Pentateuch: Prolegomena to the Theology of Ancient Israel
Westminster John Knox Press, 2005
Antony F. Campbell and Mark A. O'Brien
Ph.D., Religion, 1974

Advocating two paradigm shifts in approaches to the first five books of the Hebrew Bible (Pentateuch), this text offers a new insight that eliminates the documentary sources from the Pentateuch.



Journey of a Music Warrior
American Spirit Foundation, 2005
Doris Lee McCoy
Ph.D., Education, 1973; *Ph.D., Psychology*, 1973

Discussing the value of music and faith to tell the story of Doris McCoy's son, Mark, as he struggles with non-Hodgkin's Lymphoma, this book draws upon the surfing community, homegrown support, and a close network of neighborhood friends in La Jolla and San Diego, Calif. Mark McCoy used several bands that he started to spread his message to local and international audiences.



You Say You Want a Revolution: Rock Music in American Culture
Thompson Learning Custom Publishing, 2001
Robert G. Pielke
Ph.D., Religion, 1973

This book explores rock and roll, from its roots in the “under-classes,” through its clash with the established culture, to its multifaceted incarnation today. According to Pielke, rock and roll has both fostered and reflected a genuine cultural revolution. During the brief history of rock music, American culture has undergone a period of continuous turbulence, with the fundamental values pertaining to race, sex, work and authority undergoing challenge and change. This book examines the interplay between the American culture and the rock music phenomenon that has become so much a part of our society.

Alumni, to submit a booknote, e-mail alumni@cgu.edu with your name, publisher, publication year, a brief summary of your book and a high-resolution photo of the book's cover. Books must have been published no earlier than 2006. Submissions may be edited.

CGU ALUMNI HELP UNRAVEL THE MESSAGE OF THE GOSPEL OF JUDAS

by Deborah Haar Clark

The discovery, authentication and translation of The Gospel of Judas — unveiled in a dramatic April 2006 announcement and highly publicized National Geographic TV special—involved three alumni of the School of Religion at Claremont Graduate University.

Marvin Meyer, *Ph.D., Religion, 1979*, Craig A. Evans, *M.A., Religion, 1980; Ph.D., Religion, 1983*, and Stephen Emmel, who attended CGU for five years in the 1970s, were called on by the National Geographic Society to assist in its work with a 1,700-year-old codex, or ancient book, containing the only known surviving copy of The Gospel of Judas.

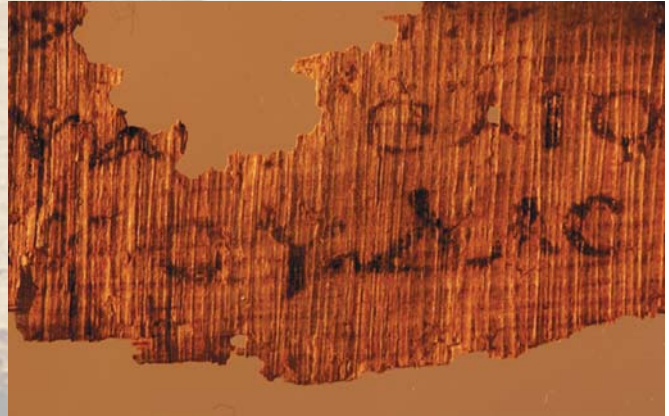
“A new gospel does not happen every day; it does not happen every century,” said Meyer, Grisct Professor of Bible and Christian Studies at Chapman University in California, and one of three translators who deciphered the manuscript from the original Coptic, an ancient Egyptian language employing Greek letters.

The newly unveiled gospel, thought to be a translation of the original Greek text written in the second century A.D., captivated worldwide attention because of its radically different portrayal of Judas Iscariot. Judas has long been reviled as the disciple of Jesus who betrayed him to the Romans, leading to his crucifixion, but the new manuscript portrays Judas as acting at the request of Jesus, who wishes to liberate himself from his physical body.

“In the Gospel of Judas, Judas Iscariot is portrayed as a good disciple,” said Meyer. “The authors of the text depict him as the only one who truly understands who Jesus is.”

Emmel helped determine the authenticity of the manuscript and then continued on the project as a consultant. A professor of Coptology at the University of Münster in Germany, he was among the first three known scholars to see the codex when it was offered for sale 21 years ago for \$3 million. Unsold, the leather-bound papyrus document ended up moldering in a Long Island safe deposit box for 16 years until it ended up in the hands of the National Geographic Society.

“I had no difficulty assuring them that I was looking at the very same manuscript that I had already seen once before, in 1983, and that my opinion remained unchanged: it is an undoubtedly authentic Coptic papyrus codex from



Above: The last page of The Gospel of Judas. The final words are: “The Gospel of Judas.” Left: The old book (codex) as it looked when it was recovered from the owner after decomposing for 16 years in a New York safe deposit box.

Egypt, most probably manufactured approximately around 400 C.E.,” he said.

Evans, who is the Payzant Distinguished Professor of New Testament at Acadia Divinity College in Nova Scotia, was called on for his expertise on the historical Jesus, as well as gospels both inside and outside the New Testament.

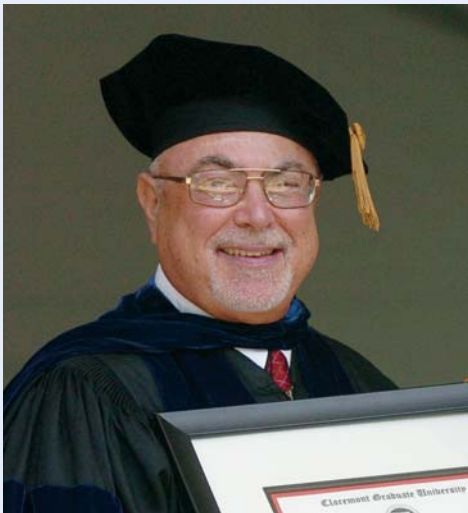
“My role was to interpret the text and explain how it contributes to our knowledge of Jesus and Christian origins and, especially, the diversity of traditions in the second century, when The Gospel of Judas was composed and first circulated,” said Evans.

All three alumni credit CGU for helping set them on the intellectual courses they travel today—ones that lead to their work on The Gospel of Judas. It was in Claremont that each of them was first exposed to Coptic and then allowed access to the Nag Hammadi Library, a collection of ancient codices discovered in Egypt.

“There was no better place to pursue graduate studies in Christian origins,” said Evans. “I learned the importance of getting involved in ground-breaking, original scholarship, concerned with important primary literature—and then publishing one’s work. I found it infectious and it has had a lasting influence on my academic career.”

In Distinguished Company

Each year, Claremont Graduate University recognizes distinguished alumni for outstanding lifetime achievements and contributions to the university and to society. This year, two accomplished CGU alumni are the recipients of the awards.



“Dr. Balitzer is an alumnus of remarkable creativity, talent, honor, and conviction.”

Joy Kliewer, director of Alumni Affairs

Alfred Balitzer (*Ph.D., Government, 1971*), an internationally recognized advisor, political consultant and scholar, has been awarded the 2006 CGU Distinguished Alumni Award. This award is bestowed each year upon one exceptional CGU graduate in honor of extraordinary lifetime accomplishments in his or her professional field and in society.

For the past 20 years, Dr. Balitzer has served as Chairman of Pacific Research & Strategies, a company specializing in government affairs and public relations. A loyal alumnus and long-time

supporter of the university, Dr. Balitzer is a Senior Fellow at CGU and serves on the Board of Visitors of the School of Politics and Economics. He recently retired from Claremont McKenna College, where he spent 34 years on the faculty.

For the past three decades, Dr. Balitzer has been actively involved in political campaigns throughout California and the nation. His campaign experience includes four presidential campaigns, U.S. Senate and gubernatorial campaigns, statewide initiative campaigns and local elections. Dr. Balitzer served on the U.S. Court of Claims Bicentennial Commission and was a consultant to the Secretary of the U.S. Department of the Interior and a consultant to the Administrator of the General Services Administration. In 1984, President Reagan appointed Dr. Balitzer special ambassador to Brunei.

Among his many other prestigious government appointments, President Reagan appointed Dr. Balitzer to the Board of the National Graduate Fellowship Program in 1985, where he served as vice chair. In 1996, California Governor Pete Wilson appointed him to the Boating and Waterways Commission of California, where he served as chair.



“A person of extraordinary talent and integrity, Dr. Murthy’s successes reflect our dreams for all of our graduates.”

Joy Kliewer, director of Alumni Affairs

Subramanyam “Subbu” Murthy (*Ph.D., Information Science, 1995*) is the recipient of the 2006 CGU Distinguished Alumni Service Award. This award is bestowed upon alumni in honor of remarkable service to their professions or communities and to the university. Dr. Murthy is a dedicated alumnus and member of the Board of Visitors of the School of Information Systems and Technology (SISAT) at Claremont Graduate University.

A leader and innovator in the IT industry, Dr. Murthy was instrumental in establishing a partnership between SISAT and QTC Management, a company in which he served as chief infor-

mation officer. This relationship has led to numerous collaborative projects with the school and the launch of CGU’s Kay Center for e-Health Research.

In 2003, Dr. Murthy was appointed visiting scholar in the School of Information Systems and Technology. He has taught a number of courses in IT management, combining his practical and academic knowledge to provide students a unique educational experience. In his current position as president of TimeWarper, Inc., Dr. Murthy is pioneering efforts to manage electronic information exchange.

Balitzer and Murthy were honored at CGU’s 79th Commencement ceremony. (See page 20.) Dr. Balitzer delivered the charge to new graduates at the end of the festivities, welcoming them to the alumni community.

SANDRA BALDONADO, A WOMAN OF MANY WORLDS

Sandra Baldonado, *M.A. Education, 1970*, leads a full life by anyone's standards. She's a mother, grandmother and world traveler. And that's just for starters. Her world of work includes practicing law and serving as a Claremont City Council member.

After being elected to the Claremont City Council in 1999 and re-elected in 2003, Baldonado served as mayor from March 2004 to March 2006. She was the second mayor of Claremont to be an alumna of CGU (**Diann Ring**, *M.A. Public Policy, 1976*, served in the early 90s).

"I really enjoyed it," she said of her mayoral experience. "I met with kids and scout troops and people who wanted to have the mayor at their events, such as a 100-year-old resident who was having a birthday party."

A cum laude graduate from Smith College, Baldonado chose a degree in economics and soon after graduation found herself working as a special assistant on Lyndon Johnson's vice-presidential campaign.

After relocating to California to start a family, Baldonado balanced professional aspirations with familial expectations. "When I started at CGU I had two kids, and found CGU to be very accommodating to my schedule," says Baldonado. "I had some wonderful professors at CGU."



By the 1970s, Baldonado had completed her thesis in bilingual education and started teaching sixth grade in Claremont. But she became disillusioned with teaching and looked again to politics. Balancing her career with full-time motherhood, she ran for

the California State Assembly twice, served as vice chair of the California Democratic Party from 1977-81, completed her J.D. at Whittier College School of Law in 1982, and in 1980 was elected to the Three Valleys Municipal Water District Board on which she served until 1992. In 1999 she was elected to the Claremont City Council and in 2004 became mayor.

Baldonado praises CGU as an integral and positive force in Claremont. "Of all the colleges, CGU is consistently the most concerned and active citizen."

In addition to her responsibilities as a councilmember, Baldonado practices family law and estate planning in Claremont.

Baldonado has four children and six grandchildren and loves to travel, especially to Third World countries.



Anderson, CGU graduate (right) with Ben Bernanke, former chair of the CEA. Bernanke replaced Alan Greenspan as chairman of the Federal Reserve.

JOHN E. ANDERSON TAKES ECONOMICS TO A HIGH LEVEL

John E. Anderson, *Ph.D. Economics, 1977*, puts his CGU education to work every day. He's a senior economist for public finance on the President's Council of Economic Advisors (CEA). Chaired by Edward Lazear, the CEA provides President George W. Bush and senior members of the administration with policy advice on various economic issues.

As a senior advisor, Anderson works primarily on issues of tax policy and expenditure programs, interpreting the latest academic research, evaluating policy options and making recommendations to policymakers in Washington, D.C.

"I'm enjoying the job tremendously," he reports. "Every day I test my economic wits. It's policy advising in 'real time.' Sometimes I have to make decisions in short order. Overall, though, my job is a combination of longer term and shorter term decisions."

Anderson says that the job offer was completely unexpected.

"I got a phone call one day last year from the Chief of Staff," says Anderson. "How could I say 'no'? For an economist with public policy interests, this is the opportunity of a career. It's a great honor."

Having studied math and economics at Western Michigan University, Anderson's introduction to "how economics is used, and not used, in public sector decision-making," came after college when he took a job as a city planner. At CGU, this interest turned into a dissertation on housing economics. "Claremont provided an exceptionally strong education, on par with the very best graduate programs in economics, with particular strength in applied microeconomics," says Anderson.

While his time at CGU was intense, Anderson found time to relax. "In our spare time," recalls Anderson, "my wife Mary Ann and I enjoyed bicycling around Claremont and Pomona, and hiking, snow-shoeing and rock climbing in the San Gabriel Mountains."

After leaving Claremont, Anderson and his wife returned to Michigan where he took a teaching post in the Economics Department at Eastern Michigan University. In 1991, Anderson moved to the University of Nebraska in Lincoln (UNL). He will return to UNL after he completes his one-year appointment to the CEA.

Anderson is thankful for the doors that his CGU education opened. "I love to teach and conduct research, both at the university and in policy arenas—domestically and internationally. I owe my ability to do so to the great training I received at CGU."



“TO BE ABLE TO GIVE

to an institution like CGU
means a lot. It comes back
to you in so many ways.”

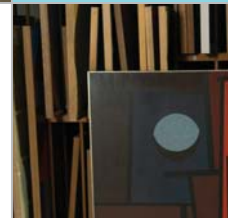
—Karl Benjamin

Karl and Beverly Benjamin, CGU alumni and lifelong educators, are passionate about giving back to CGU to help future artists.

The Benjamins have been involved with CGU for more than five decades. Karl (*M.A. Art, 1960*) is an emeritus professor of painting at CGU and a recognized artist. Beverly (*Ph.D. Education, 1980; M.A., Education, 1968*) was a professor of child development at a local college. Both Benjamins are avid supporters of art. Needless to say, the field has changed over the years. “Things have moved more to the digital arts now. I’m interested in keeping the art of painting alive,” says Karl.

CGU’s art program has a strong painting component, which Karl and Beverly hope to preserve. They’ve done so by establishing two charitable gift annuities. Their most recent gift helps fund the Roland Reiss Chair in Art that supports a painting professor while their other annuity funds a fellowship for a painting student.

For Karl and Beverly, CGU is a special place. “We hope to inspire others to support CGU,” Karl says. “Beyond the financial and tax benefits of giving, you get so much personal satisfaction, especially in meeting the students who benefit from the fellowship,” Beverly adds.



To discover how you can support CGU and supplement your income through a Charitable Remainder Unitrust or Gift Annuity, please contact Debbie Bills in the Office of Gift Planning:

**165 East Tenth Street
Claremont, CA 91711
909-607-9229
debbie.bills@cgu.edu
www.cgu.edu/giving**

Hollis Cooper

Raised in Houston, Texas, Hollis Cooper studied at both Princeton University and the School of the Museum of Fine Arts Boston before receiving her M.F.A. in Painting from CGU in January 2006. Her work focuses on the integration of virtual environments with the language of painting.



From "Best Laid Plans" M.F.A. exhibition at CGU. Acrylic on PVC and panel 2005



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