

Volume 12 Number 3
Summer 2012

the Flame

The Magazine of Claremont Graduate University



WHO ARE
THE STUDENTS
THAT MAKE UP CGU?

THE NEXT BEST THING TO BEING THERE



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

On our Claremont Graduate University Vimeo channel you will now find the full video of many of the most notable CGU speakers and events: www.vimeo.com/cgu.

Below are some sample photos and quotes of our recent postings:



"In politics, Twitter is more important than television."
— Leslie Stahl, television journalist and correspondent on *60 Minutes*

"I said, 'Mr. President, what do you know about the Mormons?' He said, 'They are polygamists.' I said, 'Polygamy has been abolished since 1896, Mr. President.' He said, 'Well, that is too bad!'"

— Yeah Samake, a Mormon presidential candidate from Mali, recounting a discussion about his faith with the country's then-current president



"Leaders manage tension; they manage opposing realities. The opposing reality right now facing all leaders is the evidence for optimism moving forward against the pessimistic backdrop."
— Robert Ross, CEO of the California Endowment

"LA is America, only sooner. If we do not figure [education] out in Los Angeles, chances are it's not going to happen in the United States."
— John Deasy, superintendent of the Los Angeles Unified School District



*the*Flame

The Magazine of
Claremont Graduate University
Summer 2012
Volume 12 Number 3

The *Flame* is published by
Claremont Graduate University
150 East Tenth Street
Claremont, California 91711
©2013 by Claremont Graduate
University

Director of University Communications
Esther Wiley

Managing Editor
Brendan Babish

Art Director
Shari Fournier-O'Leary

News Editor
Rod Leveque

Online Editor
Sheila Lefor

Editorial Contributors
Mandy Bennett
Dean Gerstein
Kelsey Kimmel
Kevin Riel
Emily Schuck
Rachel Tie

Director of Alumni Services
Monika Moore

Distribution Manager
Mandy Bennett

Photographers
Marc Campos
Jonathan Gibby
Carlos Puma
William Vasta
Tom Zasadzinski

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

President
Deborah A. Freund

Executive Vice President and Provost
Jacob Adams

*Senior Vice President for Finance
and Administration*
Steven Garcia

Vice President of Advancement
Bedford McIntosh

Send address changes to:
Office of Alumni and Donor Relations
Claremont Graduate University
165 East Tenth Street
Claremont, California 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.



table of contents

Features

8 Who is Claremont Graduate University?

These students exemplify what makes Claremont Graduate University such a unique institution: a place where—through research, teaching, and outreach—changing the world is not only the goal, but a requirement.

38 Carrying the Flame: CGU alums advise the President

Last year, President Barack Obama re-established the President's Advisory Commission on Educational Excellence for Hispanics. The commission is comprised of 30 members, culled from diverse professional backgrounds—education, philanthropy, business, nonprofit, and high-tech sectors—and geographic locations. But two of the 30 have something important in common: both Sara Lundquist and Darline Robles are Claremont Graduate University alums.



CGU's iconic clock tower



- 4 President's Notebook
- 5 University News
- 30 Faculty Achievements
- 33 Faculty Bookshelf
- 34 Alumnotes
- 35 Alumni profile: Gina Messina-Dysert
- 36 Alumni Booknotes

President's Notebook Deborah A. Freund – President



Ana Viola Thorne at commencement

In academia, we are in the business of telling great stories. We tell them about everything from how we conduct business and politics to who we are and what

makes us tick. Sometimes, however, we get so caught up in listening to or reading about these important stories that we never hear much about the storyteller. What led them to care about their work? What led them to CGU?

I have to admit that since I became president, as much as I love to hear about—and brag to the world about!—all the brilliant academic stories we are telling at CGU, I enjoy nothing more than meeting with students and learning who they are, where they come from, and how they became passionate about their work. The stories I've heard from students the past few years, and what they have been through to get to graduate school, have blown me away.

The story we heard during our 2012 Commencement from honorary student speaker (now Dr.) Ana Viola Thorne was no exception. Ana is a woman with many diverse interests, degrees, and accomplishments; yet she once described her life as a “dream deferred.”

Over the course of her adult life she held many different jobs—secretarial, administrative, fundraising, event-planning, marketing, and public relations—but none of them satisfied her, none felt like her calling.

Her life changed in a big way, and she began to see the glimmer of what her perfect career might be, when she made the decision to complete her education. First came a bachelor's degree in English in 2006, then a masters in humanities in 2008—both received with honors from Mount Saint Mary's College. She also has an MFA in creative writing from Antioch University.

Just this May, she received her PhD in cultural studies with a focus on media and Africana studies from CGU. Her grandchildren were there to listen to her wonderful speech and see her receive her doctorate. On that day, Ana's dream was deferred no longer, and we all look forward to seeing what she does next.

Stories like Ana's are what get me going in the morning and make me so proud to be at CGU. They are also why I love the idea for this issue of *the Flame*, in which we celebrate some of our most special students.

Outside of this issue, we have many other students doing equally amazing things. For instance, we have two students living abroad on Fulbright Scholarships, in the past year we have seen several new student-run journals and conferences appear, and Shamini Dias and Shanna Livermore have shown exceptional leadership and caring with the Graduate Student Council, which I am very grateful for.

As I have been getting to know these students, I am also struck by how the diversity of stories I hear are matched by the diversity of the students who tell them. We have students coming here from every neighborhood of Los Angeles County and every continent on the globe. This shows we get it! And our diversity is only going to get stronger.

Every CGU student has a story that propels them, and each story in some way touches on the challenges that confront us as Californians, Americans, and as humans. As we commit ourselves to addressing these global challenges at CGU, I think if we pay a little more attention listening to the life stories of our students, it will go a long way toward strengthening our academic ones.



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

Deborah A. Freund
President

To see the video of Ana Viola Thorne speaking at the 2012 Commencement ceremony, visit www.cgu.edu/commencement or use the QR code with your smartphone.



“My wishes to all of you: Believe in yourself, and think big. Speak up for yourself and ask for what you want. And last, to embrace technology in your lives.”

— Telle Whitney

CGU mourns the loss of Emeritus Professor Paul Gray



Paul Gray, professor emeritus, died on May 10 from injuries suffered in a car crash. He was 81. He was the founding chair of the School of Information Systems and Technology at Claremont Graduate University, which is also the home of the Paul Gray PC Museum.

His research focused on information systems, particularly decision support systems, knowledge management, data warehousing, and business intelligence. Gray was the author/editor of 16 books, including *Decision Support in the Data Warehouse*, with H.J. Watson.

His most recent book, with David Drew, *What They Didn't Teach You in Graduate School*, 2.0, is an irreverent, but serious, guide to charting a successful academic career.

He also authored over 160 journal articles and was known for three “first papers”: in crime and transportation, telecommuting, and group decision support systems.

Gray came to CGU in 1983 to establish the university's programs in information science. He helped secure a \$2 million grant from IBM to establish a doctoral program, which immediately put CGU at the forefront of the field. The programs eventually blossomed into what is now the School of Information Systems and Technology (SISAT).

“He was smart, well-rounded, and a bit of a perfectionist,” said CGU Professor and longtime friend Lorne Olfman. “He was a real innovator, and he helped us build one of the best known information systems programs in the country.”



news the university

Telle Whitney speaks at CGU's 2012 commencement ceremony

Telle Whitney, president and CEO of the Anita Borg Institute for Women and Technology, was the featured speaker at Claremont Graduate University's 85th Commencement ceremony on Saturday, May 12.

Whitney exemplifies CGU's commitment to prepare more women to enter technology fields. Named by *Fast Company* magazine as one of the Most Influential Women in Technology, she has been a leader in broadening the participation of women in the growing digital economy and in increasing the positive impact of technology on the world's women.

On Friday, May 11, CGU's School of Information Systems and Technology hosted a pre-commencement forum focusing on the transformative change technology has had on our day-to-day lives. The forum featured a discussion between Whitney; Armen Orujyan, co-chairman of the United Nations' Global Alliance for Information and Communication Technologies and Development; and Janet Ferrell Brodie, dean of CGU's School of Arts and Humanities. The forum was moderated by Tom Horan, dean of CGU's School of Information Systems and Technology.

The forum can be viewed on CGU's Vimeo account at www.vimeo.com/cgu.

Kay Center to collaborate with Chinese scholars on health information technology research



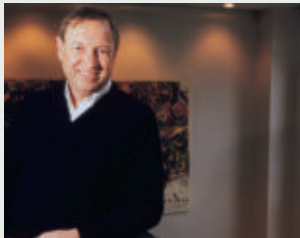
Claremont Graduate University, with support from the Kay Family Foundation, has launched a new program to promote research and collaboration between the United States and China in the emerging area of health information technology.

The Kay-CGU Visiting Interdisciplinary Professor (K-VIP) Program in Health Information Technology (health IT) will bring a professor from China to CGU as early as this fall. The professor will lead research into China's health IT needs, teach a CGU graduate practicum class, and serve as a liaison to Chinese colleges and universities.

“We want to continue to accelerate our health IT research and education, and that means we have to think globally,” said Tom Horan, dean of the School of Information Systems and Technology. “This program is the first step toward building an academic bridge in health IT between CGU and China. We're incredibly grateful to the Kay family for supporting our efforts.”

The K-VIP program will facilitate China's entry into the health IT sector and provide opportunities for CGU students and faculty to play a role in that country's booming development.

The visiting professor will be hosted by CGU's Kay Center for E-Health Research, an internationally recognized health IT research center.



William Crano

in the media

CGU faculty often appear in local and national periodicals as commentators and experts. Many of these appearances are posted and archived at www.cgu.edu/inthenews. Below are some snippets from a few of our professors' most recent appearances.

"I'm interested in persuasion. Some people go to the refrigerator and pick up a beer or something during the commercials, I do that during the shows and watch the commercials because I'm interested in what they're doing."—William Crano, professor of psychology, from an interview by Stu Taylor's radio program

"Consumers have a much more effective tool against companies that charge a price we don't like: Don't buy the product."—Michel Shermer, adjunct professor of economics, from "E-book overkill," an op-ed in the *Los Angeles Times*

"Just like we need food and water, we need to be loved."—Paul Zak, professor of economics, from "Why Love Sometimes Sucks," an entry in Zak's blog on the *Huffington Post*

"Northern Republicans were hell-bent on getting rid of polygamy. They called it one of the 'twin relics of barbarism,' along with slavery."—Patrick Mason, chair of Mormon studies, on Mormonism in the American South, from "Mitt Learns to Say Y'all as Primary Heads South," in *Religion Dispatches*

"The problem is not that we borrowed too much money; the problem is, we wasted too much borrowed money."—Jay Prag, clinical associate professor, from "It's not the debt," an op-ed in the *Inland Valley Daily Bulletin*



(L-R) Larson, President Freund, and Donnelly

CGU's 2012 Kingsley and Kate Tufts Poetry Awards winners: Timothy Donnelly and Katherine Larson

Claremont Graduate University is pleased to announce that Timothy Donnelly has won the \$100,000 Kingsley Tufts Poetry Award for his book *The Cloud Corporation*. The award, given annually to a mid-career poet, is one of the largest monetary poetry prizes in the United States.

Katherine Larson, a research scientist and field ecologist, has won the \$10,000 Kate Tufts Discovery Award for her book of poetry, *Radial Symmetry*. The Kate Tufts Discovery Award is given annually for a first book by a poet of genuine promise.

"This prize will give my family and me a measure of financial stability that would otherwise have taken a decade or more to achieve," said Donnelly. "But as true as all that is, it's the honor of having had *The Cloud Corporation* chosen for this distinction that I really can't wrap my head around."

Larson lives in Arizona with her husband and daughter.

"My husband and I worked so hard to budget for a babysitter just so I could have a few hours a week to write," she said. "This award allows me to continue my work. You have no idea what a gift that is."

The Kingsley Tufts Poetry Award, now in its 20th year, was established at Claremont Graduate University by Kate Tufts to honor the memory of her husband, Kingsley.

"The Kingsley and Kate Tufts Poetry Awards are among the most important prizes in all of the arts, and they lift our spirits year after year," Claremont Graduate University President Deborah Freund said.

A ceremony honoring this year's winners was held on April 19. It included readings by both winners and special remarks by renowned author Maxine Hong Kingston. Watch the event on the Tufts Awards Vimeo channel at www.vimeo.com/channels/tufts-poetry, or use the QR code with your smartphone.





CGU researchers identify genes that predict the success of Wall Street traders

Researchers from Claremont Graduate University's Center for Neuroeconomic Studies have identified genetic traits that predict the success of professional stock traders.

The findings, published January 24 in the online science journal *PLoS ONE*, identify a suite of genes linked to moderate production of the neurotransmitter dopamine that predict career longevity on Wall Street. Those who possess the gene combination are biologically predisposed to be highly analytical and take moderate, though not high, risks.

"I think this research dispels the popular notion that the most successful Wall Street traders are risk-taking cowboys," said CGU Professor Paul J. Zak, who led the study.

Zak partnered on the research with Steve Sapra, who earned a PhD in economics from CGU, and Laura Beavin, a current PhD student in the School of Behavioral and Organizational Sciences.

In the current study, 60 professional Wall Street traders were genotyped and compared to a control group of MBA students who did not trade stocks. The 60 traders, on average, had survived the ups and downs of Wall Street for nearly a decade.

The results suggest that using a history of risk-taking and competitive behaviors when hiring traders could be a mistake, though this is often done when brokerages hire traders.

"I think this research dispels the popular notion that the most successful Wall Street traders are risk-taking cowboys."

— Paul Zak

Bedford McIntosh named vice president for Advancement

Claremont Graduate University has named Bedford McIntosh as vice president for Advancement. His term begins on July 1. As vice president, he will oversee the university's Advancement, Alumni Relations, and University Communications offices.

"I am delighted to have a professional of Bedford's caliber in this critical area of our institution," CGU President Deborah Freund said. "He has more than 30 years of exemplary experiences in fundraising, and he will be able to take our powerful message to those who seek to create a better future through research and teaching that matter."

McIntosh comes to CGU from Loyola Marymount University (LMU), where he has served as vice president for development and alumni relations since 2007. At LMU, he supervised a team of approximately 45 professionals and a fundraising campaign that will soon close with more than \$409 million committed, over its goal of \$380 million.

"I believe the university is poised to become an even greater resource for solving some of the most challenging problems facing society. I am very excited to be a part of this unfolding future," McIntosh said.



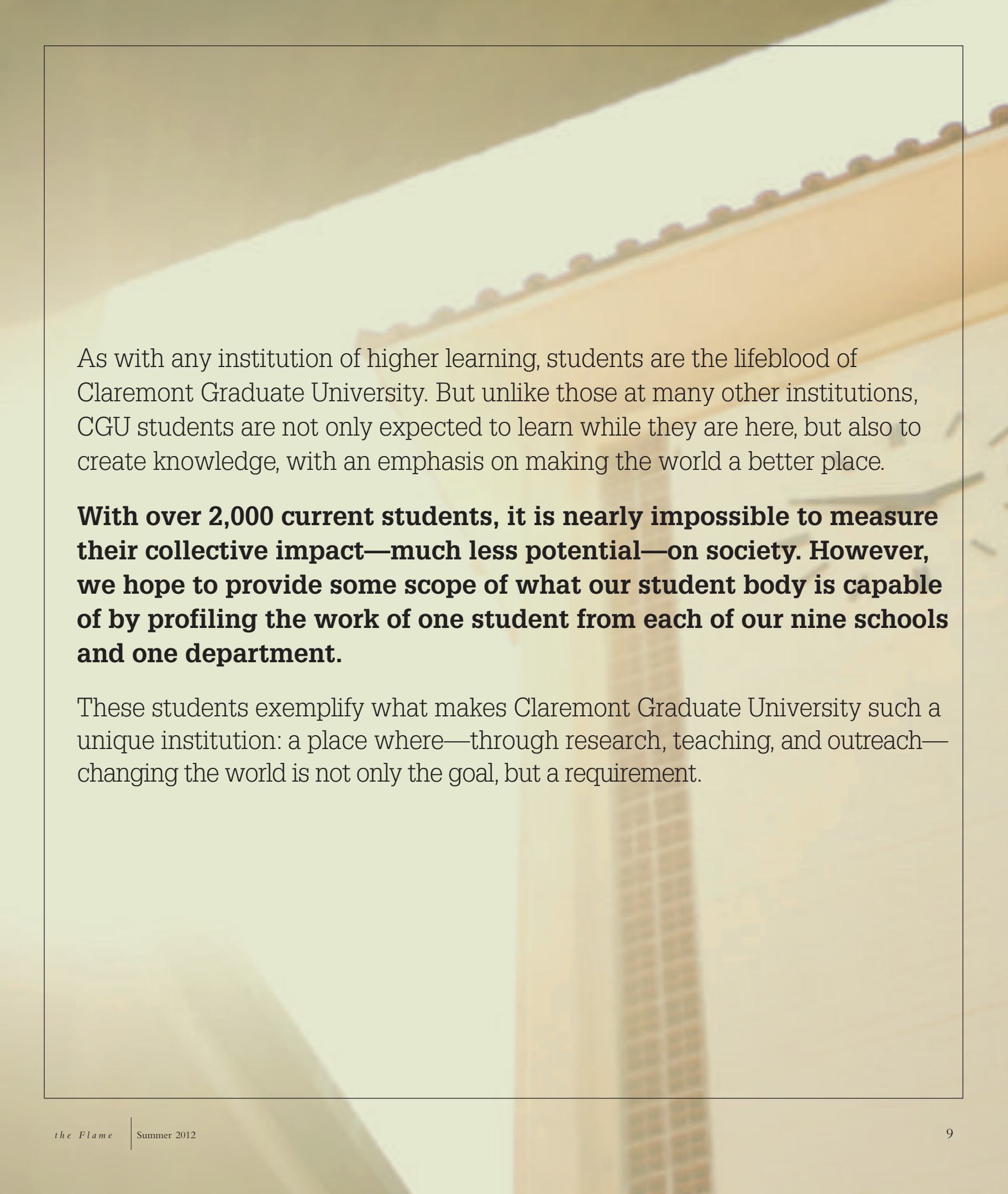
85th Annual Commencement

CGU held its annual commencement ceremony on Saturday, May 12. Congratulations to all of our recent graduates. For photos of the event, visit CGU's Commencement website at www.cgu.edu/commencement.



The background of the page is a blurred photograph of a university campus. On the right, there is a multi-story building with a light-colored facade and several windows. To the left and in the foreground, there are large, leafy trees. The overall scene is out of focus, creating a soft, atmospheric effect.

WHO IS CLAREMONT GRADUATE UNIVERSITY?



As with any institution of higher learning, students are the lifeblood of Claremont Graduate University. But unlike those at many other institutions, CGU students are not only expected to learn while they are here, but also to create knowledge, with an emphasis on making the world a better place.

With over 2,000 current students, it is nearly impossible to measure their collective impact—much less potential—on society. However, we hope to provide some scope of what our student body is capable of by profiling the work of one student from each of our nine schools and one department.

These students exemplify what makes Claremont Graduate University such a unique institution: a place where—through research, teaching, and outreach—changing the world is not only the goal, but a requirement.

A NEW CODE OF CONDUCTING

Professional orchestras in Hong Kong are very traditional, according to Jennifer Ho, doctoral student in musical arts and orchestral conducting. But her Millennium Youth Orchestra (MYO) challenges conventions and puts a spring in the step of the metropolis' customary musical march.



MYO's performances at the Shatin Town Hall Auditorium, which seats 1,400, **drew a full house** for each of their five shows.



To see footage of MYO and an interview with Jennifer Ho, visit www.youtube.com/cgunews or use the QR code with your smartphone.

While pursuing her degree at Claremont Graduate University, Ho also serves as the music director and conductor of MYO, which she founded in 1998. MYO, a community orchestra comprised of about 90 young musicians, aims to encourage young people to play music with the evident joy and enthusiasm that is sometimes absent among professionals.

After earning her bachelor's degree from the Music and Fine Arts Department at Hong Kong Baptist University, Ho had the opportunity to conduct many school and district orchestras throughout the metropolitan area, and her idea for MYO was born.

"I found that youth really wanted to continue performing and playing their instruments outside of school. So I got them all together, and we started practicing weekly. Then we'd put on a concert," Ho said. "I was inspired to start MYO because the young musicians wanted to learn more and to know more people who also love music."

After their 10th-anniversary concert in 2008, Ho left Hong Kong to continue her education in orchestral conducting at CGU. But even from across the globe, she continues working with her orchestra, returning home two or three times a year to conduct the group's versatile performances.

"The break is supposed to be a rest, but I have to work in Hong Kong and it's very difficult," Ho admitted. "Fortunately, I really love my orchestra, and I enjoy working with them very much."

MYO's mission is to defy convention by playing pieces from Broadway, Disney films, and even mainstream pop, along with the classics. The orchestra also employs a variety of nontraditional performance elements, including lighting design and video projection that differentiates them from the other orchestras in Hong Kong.

MYO is also a place for young musicians to individually shine. Ho invites amateur composers from the orchestra to compose and perform their pieces alongside the masterpieces from Wolfgang Amadeus Mozart and Peter Tchaikovsky.

This sound resonates with the Hong Kong community. Last winter, MYO presented two series of performances. For one, they partnered with the Hong Kong Children's Musical theatre to put on a Chinese version of Antoine de Saint-Exupéry's *The Little Prince*, providing live music for the play. The other was a concert entitled "Let's Celebrate!" and featured music from Broadway, Disney, Pixar Animation, and even Lady Gaga. Their performances at the Shatin Town Hall Auditorium, which seats 1,400, drew a full house for each of their five shows.

"The audience can feel our love and enjoyment with music from the smile on the musicians' faces and the movements and gestures from our bodies during our performances," Ho said. "Sometimes we will create dancing, singing, and drama elements during the performance. I believe visual perception is also a vital factor to stimulate the audience."

While the musicians in the orchestra are moving their bodies in order to elicit an emotional response from the audience, Ho believes that the essential skills needed to successfully direct an orchestra entail more than a conductor's movement of setting the tempo with a baton.

"Conducting is not only dealing with your hands, it's in your head. The individual lessons at CGU help me improve the tactical side of my conducting, and help me to work on my mind-set, how to interpret music," she said.

With her doctorate in musical arts, Ho hopes to improve her own skills as a director, and she has big plans for the symphony orchestra scene in Hong Kong. Her goal is to establish a professional, adult orchestra that would provide a place for her aging MYOers to continue sharing their music, without giving up their diverse repertoire.

"My goal is to be well-equipped to start this professional orchestra, not just for the young musicians or for my self-improvement, but also for where I grew up, for Hong Kong."

NO PLACE LIKE HOME (OR IS THERE?)

There's no place like home—which for Maren Dollwet, PhD student in the School of Behavioral and Organizational Sciences (SBOS), is wherever you hang your hat. As the child of a German expatriate (or “expat”) Dollwet grew up in several different cities, speaking different languages, and never staying anywhere for more than a few years. This peripatetic upbringing has inspired her research at CGU.

Dollwet earned her master's degree in industrial and organizational psychology at the University of West Florida. But before that, she lived in Germany and Poland, moving wherever her father's work took the family. This experience enhanced both her professional and academic focus: examining the expatriation process.

“We've moved 10 times in my life, and having seen the successes and failures of expats along the way got me motivated to try and figure out what makes that process successful,” she said.

Doing an internship at DIRECTV, a satellite television provider with over 19 million subscribers, complemented her research-focused education at CGU. It introduced Dollwet to the inner-workings of the corporate culture, something she was unfamiliar with, and an important aspect of her education for her planned career of working in expatriation.

“It was really good foundational work, just seeing the corporate world in practice,” she said. “Learning about the culture and how to do presentations, and applying the organizational behavior theories was huge for me.”

Even as an intern, her role in facilitating these changes throughout the organization was pivotal. Maureen Williams, director of leadership development at DIRECTV, found Dollwet's contributions to be exceptional. "In the course of a few short months, Maren helped DIRECTV to create several lasting talent management tools and processes. She was instrumental," she said. "I can't say enough about the positive impact Maren had."

Dollwet was responsible for collecting and analyzing data from DIRECTV's bi-yearly leadership developmental program, which had implemented a talent review process. She created a selection procedure based on assessing competencies in potential future employees that was implemented company-wide.

"I had learned about the talent review process in organizational change and development during the previous semester, and then I was able to apply it," she said.

Dollwet's work was so well-received that she was hired back on with DIRECTV after her internship ended. The company may be a perfect fit, considering her professional and research interests lie in expatriation. DIRECTV has a South American branch, where she could use her skills and her personal experience to ensure the company's expats are successful. According to Dollwet, a successful expat depends on three things: selection, training, and support.

"It really starts with the selection process because if the employee doesn't want to go or isn't motivated or open enough to go to another country, and isn't willing to take on that risk—because there are a lot of risks—then it stops there," she said.

The next step is cross-cultural training, which is more than simply training employees to bow instead of shake hands before going to Japan, or the double-cheek kiss greeting that is customary in Argentina. Rather, it is a focus on the ability to be flexible, adaptable, and open-minded to new situations and ideas, practical applications that are not specific to any given culture. "It could be for something like [a move] from California to Alabama," she said. "It's more about being accepting and taking on the perspectives of others."

Finally, the last component of a successful expatriation is support once the person, and often their family as well, arrives in the foreign country. Part of this is creating or joining a network of expats, or a different kind of support group, like a book club. According to Dollwet, it's vital that the expatriate and their family connect with people that have similar experiences. For her dissertation, she hopes to contribute to her field with research regarding the expat's family dynamics.

"The majority of studies only look at the expatriate, and they don't consider so much the family. But if the family's not happy the expatriate

"Home is such a flexible definition . . . if you cling on to where you were before, you're never going to fit in where you are now. You paint this beautiful picture of home, and the grass is always greener there. For me, 'home' is where I am right now. But when I leave it will be somewhere else."

is not going to be happy, and then they are probably not going to perform very well on their assignment," she said.



Expatriation also questions the concept of home, an area of particular interest to Dollwet. The famous heroine from *The Wizard of Oz* has made the expression "There's no place like home" a cultural epigram that places exceptional value on an established space as "home." But unlike Dorothy, Dollwet believes that with proper selection and training, anyplace can be home, be it in Kansas or Hamburg.

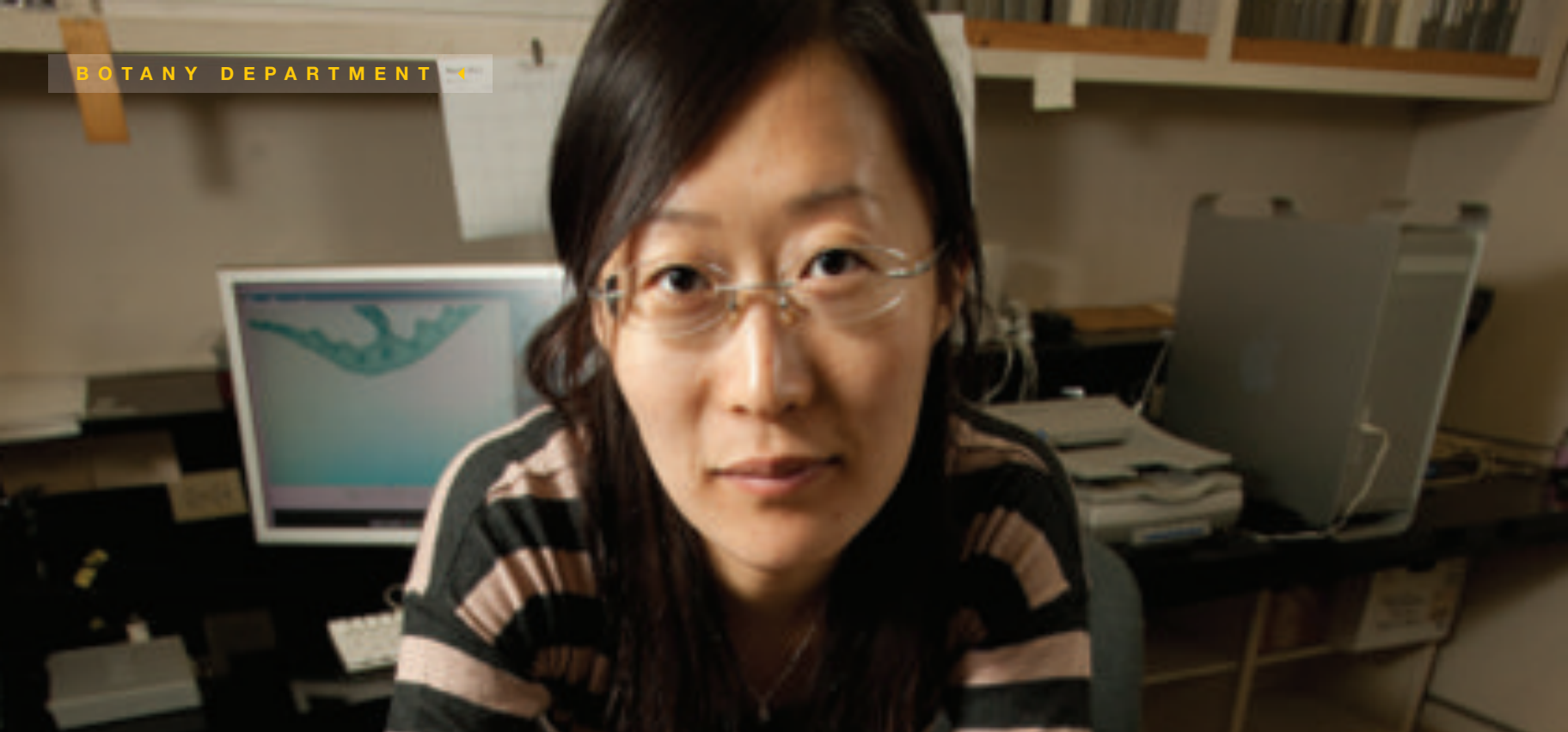
"Home is such a flexible definition," she said. "When I've talked to other expatriates' children or expats themselves, if you cling on to where you were before, you're never going to fit in where you are now. You paint this beautiful picture of home, and the grass is always greener there. For me, 'home' is where I am right now. But when I leave it will be somewhere else."

Dollwet's ultimate career goal is to start a small consulting company that focuses on the expatriation process and "repatriation," which is an area of study concerned with reentering the country after an assignment abroad.

"The same amount of work is not there in research or in practice. But it goes both ways. Once you've left and you come back it's not the same, and you've changed." Dollwet added, "And you're not perceived the same way by the people around you and you don't feel the same. Home isn't really home anymore."

For the moment, Dollwet calls CGU her home. But she looks forward to exercising that flexible definition in pursuing her career.

"I've never lived anywhere longer than five years, so it's a little weird to think that I am going to be in one place for the rest of my life. I want to start my career and wherever that takes me I am open to go. And that's worldwide."



The origin of the sepal crest in *iris*

Botany student Jinyan Guo researches a group of plants in a genus with one of the most popular garden flowers in the world: the iris. But while many of us admire the bright colors (the name iris is derived from the Greek word for rainbow, after all), Guo looks at the novel structure of sepal crests in irises, which provide insight into the plant's unique evolutionary story.



“She is looking at something that’s never been looked at before . . . With her ideas, she’s been able to capture new ways of looking at crests that makes them more exciting.”



Guo—a doctoral candidate—attributes her interest in plant life to her upbringing in a city in the Shanxi province in China.

“I think it is partly my nature to love plants. But also, there weren’t a lot of gardens where I grew up. Not being able to see them so often got me even more interested in plants—especially flowers,” she said.

That is why she devoted her undergraduate and graduate work to them. She completed her master’s thesis at the Beijing Botanic Garden, Institute of Botany, Chinese Academy of Science, where she focused on iris horticulture, seeking new methods for breeding and increasing production. While writing her thesis, she came across a paper by CGU Research Professor Carol A. Wilson, who has devoted much of her career to studying the genus *Iris*. Guo wrote to Wilson about their mutual research interests and ended up applying to CGU’s Botany program.

When she began her doctoral work at CGU, Guo shifted from horticulture to phylogenetic (the study of evolutionary relationships among organisms) and morphological (the study of the form and structure of organisms and their specific structural features) research. In the genus *Iris*, Guo looks at the unique structure of the sepal crest within the bud of crested irises. Like hood ornaments on vintage autos, crests project vertically from the otherwise flat surfaces of the sepals of *Iris* flowers. The morphologies of sepal crests are particularly diverse in the Chinese species, which made them especially intriguing for her.

To understand this research, it is important to note that while there are around 270 species in the genus *Iris*, the iris flowers you see at your local florist likely come from *Iris germanica*, a single, bearded species for which there are more than 10,000 cultivars. Of the less frequently cultivated *Iris* species, 58 have sepal crests: ridges or cockscombs of often elaborately colored and fringed tissue that are perpendicular to the sepal. In crested *Iris* species, the growth of the sepal crest gives rise to a three-dimensional sepal. For Guo, these components make those 58 species of *Iris* intriguing and worthy of detailed study.

“Within this small group there is a unique structure that is so diverse. That’s what is so interesting,” she said. “If there is a weird structure that appears once it is not surprising. But if an unusual structure has evolved multiple times, that’s very interesting.”

Guo frequently travels back to her native China, and has made one trip to Missouri to collect samples of crested irises. At the Rancho Santa Ana Botanic Garden research facilities, she dissects the flower’s sepals and uses a critical point dryer to process her plant materials. She then coats these samples in gold on a sputter coater to prepare them for viewing under a scanning electron microscope. Guo is able to take detailed images of different species and at different developmental stages for each species.

“She is looking at something that’s never been looked at before,” said Wilson. “It’s unique. With her ideas, she’s been able to capture new ways of looking at crests that makes them more exciting. She’s been a very successful graduate student.”

With these images she can then compare the morphology of sepal crests in *Iris*. She looks to discover pattern development among the different lineages of crested irises that share a close phylogenetic background. Currently, her research is focused on identifying *how* these species of *Iris* have evolved. *Why* they have evolved is an intriguing question as well, and one she hopes to tackle after receiving her PhD.

“The ultimate question I want to answer is why some irises have evolved a certain way while others haven’t, and if there are any selective advantages to how these structures evolved,” she said. “I’m not covering that in my PhD research. But that is the next step.”

In fact, Guo sees research on the genus *Iris* as an endeavor that she can devote her entire career toward. For someone who grew up in a city with little plant life, decades spent studying flowers should make up for lost time.

THE TRAUMA + THE DAMAGE (UN)DONE

School of Community and Global Health student Mark Dust knows about trauma first-hand. After serving four years in the US Army Infantry, with one year in Iraq, he returned home with post-traumatic stress disorder. He is not only managing his affliction, but working to help others manage—even prevent—theirs.



Dust was stationed in Baghdad, where he spent 12 hours a day manning the gun turret as his Humvee patrolled the city and its environs. For those 12 hours he was both hunter and hunted: on the lookout for enemy activity while he and his platoon simultaneously made themselves a prominent target for attack.

“You have to keep vehicles away from you, you can’t let people walk up to you, you literally have life and death in your hands,” he said. “And you never know what is going to happen. You can go a week, a month, two months, with no incidents.

But then there will be a whole week where you’re shot at everyday.”

Not to mention blown up. One day while on patrol, an IED (improvised explosive device) was detonated by cell phone just as Dust’s truck was about to drive over it. Thankfully, the shell exploded a second too early, and Dust considers himself lucky to have only received a face full of hot oil and scratched corneas.

In 2006, he safely returned home to his family in California in one piece, though his years of service left a mental toll. Like approximately 30 percent of America’s Iraq and Afghanistan War veterans, Dust returned with post-traumatic stress disorder (PTSD).

PTSD is an anxiety disorder caused by witnessing or experiencing a life-threatening traumatic event, which then overwhelms the victim’s ability to cope with everyday life.

In Baghdad, Dust’s hyper-vigilance was a necessity for a job where he could be killed at any moment—or might have to kill someone else. After returning home, turning off that heightened awareness proved impossible.

“One of the most troubling experiences I had when I first got back happened while I was driving my family to Disneyland,” he said. “I saw some trash on the side of the road and it looked very similar to the trash pile that was hiding the IED that blew me up in Iraq. And I responded just like I would have if I were in Baghdad. I stomped on the gas pedal and swerved to get out of the kill zone. I couldn’t comprehend that I was back in California.”

In the midst of Dust’s struggles to acclimate himself to civilian life, he enrolled in the Executive MBA program at CGU’s Peter F. Drucker and Masatoshi Ito Graduate School of Management. In Professor Jeremy Hunter’s “Executive Mind” class, Dust would be sure to seat himself where he could scan the entire room and check for any threats. But it was also in that room that he found relief from his condition.

Hunter’s “Executive Mind” courses are designed to teach executives how to better regulate their mind—through managing their central nervous systems—so that their decisions are based on facts, logic, and reason, and not on anger or stress. Dust found that the same mindfulness techniques Hunter taught his students also helped combat PTSD symptoms.

“When I started feeling dysregulated, coming into an unfamiliar situation or seeing trash on the side of the road, I learned to recognize my body’s physiological response faster and realize how to intercede to stop myself,” he said.

After receiving his EMBA, Dust learned about CGU’s School of Community and Global Health (SCGH) and realized continuing his studies there would perfectly complement his new business skills.

“I know someone with a business degree doesn’t usually pursue a PhD in public health,” he said. “But I think it’s a unique combination that will help me look at the business aspects of research and how it can be best applied—not necessarily for profit, but for the most good.”

But Dust is not waiting to receive his degree to do good. Through Hunter, he was introduced to the Trauma Resource Institute (TRI) in Claremont, a nonprofit organization that helps people whose resiliency has been damaged

by exposure to trauma. He joined the staff and is currently project manager on an extension to an innovation grant TRI received from the San Bernardino County Department of Mental Health to teach its Community Resiliency Model (CRM) to 30 war veterans and 20 of their family members.

CRM is a mind-body intervention that focuses on the biological basis of trauma and lists three steps for overcoming the rush of activation resulting from PTSD. Dust never takes off a silicone bracelet inscribed with CRM’s recipe: “Grounding + Resourcing + Shift & Stay = Resilience.” Those steps lead the sufferer away from anxiety and towards increased physical awareness and positivity that, if maintained, can bring the parts of the brain affected by PTSD back under control.

Dust has also been trained in TRI’s Trauma Resiliency Model (TRM), which is designed for use by therapists to treat PTSD. While TRM has shown to be effective in treating those with PTSD, Dust is also interested in seeing if it also helps prevent people from developing the affliction. Both the mindfulness techniques Dust learned in Hunter’s class and those in TRM exercise the body’s parasympathetic nervous system (PNS). It is the PNS that can bring the fight-or-flight response associated with PTSD under control. And maybe exercising the PNS before experiencing trauma will create a resistance to acquiring PTSD symptoms in the future.

“You do bicep curls to make your arms strong, maybe we can do exercises to make your nervous system strong. That’s what I came into the PhD program to do, to experiment with the idea of strengthening the parasympathetic nervous system to see if it has an effect on preventing the development of PTSD,” Dust said.

If Dust is able to demonstrate that the PNS can be strengthened—and he has already designed experiments—he thinks it could be a breakthrough with almost limitless potential. This is because PTSD doesn’t just affect war veterans, but millions in the civilian population who have experienced traumatic events.

“I need to prove that prevention will work, and based on my experiences I think it will. If it does, we could give this training to soldiers in basic training or in the work-up before they enter a war zone,” Dust said. “But this could be useful for anyone. Just imagine if we worked on building a resilient society. There would be less alcoholism, less drug abuse, less suicides—all of which are often the result of undiagnosed PTSD.”

More information on Dust’s experience with PTSD, and his efforts to combat and prevent it in others, can be found on his blog, Ramblings on Trauma: www.ramblingsontrauma.com.

MD to EMBA: Using medical entrepreneurship for women's health

Some of us like to spend our vacations relaxing under the sun. Others seek cultural enlightenment. Sherry Thomas travels to third-world countries to help young women reclaim their lives.

Thomas is a fellowship-trained urogynecologist—one of the few in Southern California. She has also earned a master's degree in public health. Now she is an Executive MBA student in the Peter F. Drucker and Masatoshi Ito Graduate School of Management. At heart she sees herself as an entrepreneur, and what she learns at the Drucker School helps her run her career—everything from her own private practice to volunteer work in Africa.

Urogynecology is a surgical sub-specialty of urology and gynecology focusing on repairing bladder disorders, vaginal prolapse, and other pelvic-floor dysfunctions in women. These conditions often lead to incontinence, which is not just embarrassing, but can create further physical damage, such as skin breakdown.



As unpleasant as incontinence is for a woman living anywhere, it is worse for those in third-world countries. Women living in rural areas often do not have access to a medical recourse to treat conditions like these. Even women living in urban areas face long delays before seeing a doctor, during which time they can be segregated from their families to live in cramped shelters amongst women with similar conditions. And even when these women finally get to a doctor, they might be too inexperienced to help.

This is where Thomas comes in. She had been to Africa three times and travelled to Uganda this spring for her fourth trip. Her specialty is repairing fistulas, a painful and nearly debilitating condition caused by complications in giving birth. When a woman's labor is prolonged and the birth canal obstructed, blood supply to vaginal tissues and the bladder are cut off. Deprived of the oxygen and nutrients carried through blood cells, these tissues can die in a matter of minutes, ripping a hole (the "fistula") through which urine passes uncontrollably. Rectal tissues can also tear, resulting in leakage of stool as well as urine. These tears can also get infected, causing permanent nerve damage.

Fistulas are virtually nonexistent in industrialized countries due to prenatal care and the availability of caesarian sections, but the United Nations Population Fund estimates that more than two million women worldwide suffer from them.

"Before I ever went over, I had been reading about the problems in Africa for years. I had heard different groups were traveling there to help, which I thought was great. So once I was invited, I jumped at the opportunity," Thomas said.

In 2004, she was part of a delegation invited by Eritrea's minister of public health to operate on women suffering from fistulas and, in the process, help train local Eritrean doctors. She paid her own way and used her vacation time to visit the tiny country in the horn of Africa, where she stayed for 10 days and operated on 20 women—the majority of whom were teenagers and had traveled up to 30 hours to see Thomas.



"What my EMBA allows me to do is design my career . . . I want to do more volunteering and working in Africa, but I want to do that in a business sense so that it's not just a non-governmental organization, which can be ineffective."

The following year she flew 36 hours to Niamey, the capital of Niger, for another 10-day trip, this time performing 32 surgeries. According to the International Organization of Women and Development, only six doctors in the country of 11 million were qualified to operate on women with fistulas at the time of Thomas' visit.

In 2009, she traveled to Jos, Nigeria. Though this country—by far the most populous in Africa—is a major oil producer, she still found herself hampered by the poor infrastructure. "I remember we would be in the operating room doing surgery, and the power would go out," she said. "We had to wear headlamps while we worked."

On this nine-day trip she managed to repair 70 fistulas with her partner. That number is even more impressive considering their time constrictions. "We did surgery every day, from morning until evening. And that's even with having us on curfew, because of security concerns," Thomas said.

As life changing as these surgeries are for the women receiving them, they actually make up only up a small percentage of Thomas' professional duties. She runs her own practice, performs surgeries at Tarzana Medical Center and Los Robles Hospital in Thousand Oaks, manages a staff of full-time and part-time employees, and does consulting and product development work with pharmaceutical companies. While it might seem that she would have no time to return to school to earn an EMBA, Thomas sees this as a personal investment into making herself a more efficient physician.

"What my EMBA allows me to do is design my career. To be more of what I want it to be," she said. "I want to do more entrepreneurship. I want to do more volunteering and working in Africa, but I want to do that in a business sense so that it's not just a non-governmental organization, which can be ineffective."

This is especially important, as she plans on elevating her volunteer work in Africa to include administrative duties. As she knows first-hand, there are many people and industries in America willing to donate their time and medical services to third-world countries, but the organization is lacking. Her goal is to create a relationship with a specific area in Africa, and then set up the infrastructure to deliver the much-needed medical help.

"There are pharmaceutical companies that have done tremendous product development for women's health. They would love to show that they are using that for humanitarian

needs, but they don't have the venue to do it in. Then there are medical schools that produce great physicians who can provide services. And public-health schools have students and fellows who have the knowledge to extrapolate what they know to third-world countries," Thomas said.

"With my EMBA training I now know I can reach out to these groups and provide the guidance to get them working together and effectively to help the people who need it the most."

Closing the mentoring gap

School of Educational Studies doctoral student Torie Weiston isn't waiting until she graduates to put her research into practice. While her dissertation looks at the effectiveness of mentoring African American students, her nonprofit is already demonstrating the link in local high schools.

Weiston spends her days teaching English to freshmen and juniors at Etiwanda High School in Rancho Cucamonga, California. It was there that she was driven to despair and eventually action by some of her underachieving students.

"I was sick of seeing black kids fail. I was tired of being that black teacher who looks at black kids and sees low test scores, low grades, and doesn't do anything about it," she said.

At the time, her ambitions were modest. In 2007 she started a small mentoring program with 20 students from Etiwanda. The goal was to get as many students together as she could and inspire them to achieve academic success.

"A big part was just letting kids know you don't have to be a nerd or thought of as acting white just because you're smart," Weiston said. "Another part was teaching our history, showing we have a long line of cool, intelligent African Americans. And of course, it was just being there to give them support."

Though these straightforward principles still serve as the foundation of her mentoring program, it has steadily grown in numbers and ambition over the years. In 2010, Weiston named her program the Youth Mentoring Action Network, and registered it as a 501(c)(3) nonprofit. By early 2012, there were over 70 students and seven volunteer staff members spread out over two high schools. But perhaps most important, Weiston has been noticing a change in the culture, so that academic success is seen as cool. And since her program is a key component in attaining that success (and coolness), new students at Etiwanda are regularly brought into the network by program veterans.

For more information on the Youth Mentoring Action Network, visit www.mentoringactionnetwork.org

It's not hard to see why the network has become so popular. As the organization demonstrates, mentoring is a multi-faceted endeavor. Mentees are taken on college tours and introduced to key people on campus, such as admission reps and current students. Several students have joined the Musician's Crew, a break-out mentoring program that provides music theory and audio engineering training from professionals, as well as experience setting up and playing actual gigs. Weiston also arranges for guest speakers to come in and discuss their vocations; recently, the program hosted an advertising executive, audio engineer, and nurse.

"Our short- and medium-range goals are to get these students into four-year colleges and then get them to graduate. But we also want to help them identify a career and engage them that way," said Weiston. "If a student can identify what they want to do professionally, that will keep them motivated."

Notwithstanding the importance of these activities, Weiston knows that at its core mentoring is about one-on-one relationships.

"There is a vast body of mentoring research. Just about all of it says that it's all about the relationship. The stronger that relationship, the better the mentoring is," she said.

To foster that relationship, students are free to discuss anything with their mentors, whose doors are always open. Additionally, there are set, one-on-one appointments between mentors and students every Wednesday. These appointments, which usually last between five to 10 minutes, give mentors regular opportunities to check in with their students and identify and act on any issues before they become problems.

"There is a vast body of mentoring research. Just about all of it says that it's all about the relationship. The stronger that relationship, the better the mentoring is."

The relationship between a mentor and student is inherently different than the relationship students might have with their teachers or parents. Teachers are authority figures, inhibiting their ability to mentor and foster a personal connection. The situation is similar with parents, who also may be unable to provide this sort of guidance due to a lack of experience with higher education.

"Students should like their mentors. Students should think their mentor is cool and looking out for them. That is why students follow their mentor's guidance, not because they want to get a good grade," said Weiston.

For the Youth Mentoring Action Network and Weiston's research, there is an emphasis on mentoring students of color. While there are already many studies on youth, work, and academic mentoring, there are few that specifically address mentoring African American youth.

"There's a lot of academic achievement gap research. Everyone's talking about how poorly African Americans are doing and how we should fix it. But there's not a lot of talk about the role mentoring can play," said Weiston. "Even in youth mentoring research, studies usually address minority youth or juvenile delinquents. They combine groups, but don't look at the unique needs of the African American community."



For African Americans, there is a particular need for the mentor to be aware of cultural norms and address these students' lack of resources and familiarity with higher education. This means encouraging students to take advanced placement classes, even if he or she will be the only African American in the room; or attend a summer program on a college campus; or apply for an internship. Weiston has even had some of her mentees sit in on her classes at CGU.

"I want them to see what a graduate course is like, so they won't have that fear or trepidation," she said. "They loved it. And it was cool that CGU students liked seeing them."

Creating the Youth Mentoring Action Network has not only helped Weiston in her research—she does a lot of qualitative surveying of her students to better identify the correlation between mentoring and academic achievement—but the mentees as well. The founding class of 20 graduated in 2011 and matriculated to schools such as Alabama A&M University; California State University, East Bay; and the University of California, Berkeley.

This year's larger graduating class is eager to build on that success. Early in the spring semester, some of the students set up a white board where they update the list of schools where they had been accepted.

"Our seniors don't even seem to need our mentoring anymore. They've actually been helping us mentor the freshmen, sophomores, and juniors," said Weiston. "And it's so cool to have this visual reminder of our goal for the rest of the students."

When Weiston first enrolled at CGU, she thought her degree would help her achieve her goal of becoming a professor. But now she realizes her degree could also help her accomplish a different goal: building up the Youth Mentoring Action Network. The organization has been growing rapidly and she sees great potential for future expansion, particularly in the Inland Empire, an oft-overlooked region, despite a population of 4 million.

"I want to show people that the African American and Latino students are not dumb. It's just a matter of supporting them in the ways they need support," she said. "In our school we've already done that. I've seen the culture change. Now I want to move into other schools, and hopefully see the culture change there, as well."

CrashHelp is on the way

Some students gauge the success of their research by how many papers they publish. But while School of Information Systems and Technology students Yousef Abed and Abdullah Murad are generating plenty of publishing credits for their work on CrashHelp, they are far more interested in how many lives they save.

To understand CrashHelp, you first need to understand the common communication breakdowns between paramedics and emergency rooms in the United States. When paramedics arrive at the scene of an accident, they care for the patient and transport them to the emergency room. When the paramedics deliver that patient they should also provide a description of the accident scene and what, if any, medical treatment has already been administered.

Critical as that information is, research has shown that it is transferred effectively only 50 percent of the time. This isn't because paramedics or nurses are incompetent. Emergency rooms are fast-paced environments where medical staff may be taking care of other patients when the paramedics arrive. And these paramedics often do not have the time to wait if they are needed to respond to another 911 call.

Additionally, much of the communication between ambulances and emergency rooms is still done by radio. While paramedics might debrief a nurse on their ride in, by the time they arrive, that nurse might be off doing something else, and there is rarely a permanent record left of their conversation.



These were the findings initially identified by SISAT alum Ben Schooley while doing research for his dissertation, a project funded by the National Science Foundation under the direction of SISAT Dean Tom Horan. After graduating in 2007, Schooley returned to CGU as a research faculty member and started working on prototypes for filling the communication gaps he had discovered.

"I began working with our students and started speaking with hospitals and paramedics. I wanted to get an idea of what a system would look like that could solve this problem of physicians treating patients without enough information," he said.

Out of these conversations, Schooley, Horan, and students—including Abed, Murad, and fellow PhD student Joe Roberts—developed CrashHelp, a multimedia communications system for smartphones. With CrashHelp installed on a smartphone, emergency responders could take photos and videos of the patient and the scene and instantly send these to the hospital. This will allow emergency departments to better prepare for incoming patients, including allocating medical equipment or calling in needed specialists.

Also included on CrashHelp is a digital audio recorder for the paramedics' conversations with staff from the receiving hospital. These conversations are catalogued in the emergency room's computer and can be replayed for doctors or other nursing staff.

When Abed and Murad came to CGU as doctoral students in 2008, CrashHelp was still in its infancy, though it didn't take much convincing to get the students to join the project.

"Ben talked to me about his idea and right away I got excited," said Abed, who came to CGU with Murad from Saudi Arabia, where the two had met as undergraduates and have worked together ever since. "Initially my role was to build the technical artifact, but over time we've gotten involved in different activities."

"Though the project started with my dissertation, these guys are bringing me great ideas I never would have thought of," said Schooley. "They're designers, builders, pilot testers, and interacting with the practitioners to improve CrashHelp."

That interaction with practitioners occurred over a three-month period in a pilot phase funded by the US Department of Transportation. Six hospitals in the Boise area participated. A cell phone with CrashHelp was provided for 20 ambulances, with each shift of paramedics logging in with their own user name and password. In those three months, CrashHelp was used by over 80 paramedics in more than 750 incidents.

For programmers who had previously been disconnected from the end-user experience, seeing their creation in use was a revelation for Abed and Murad.

"Most of the projects we've done were just about building technology, not understanding how that technology was used by people, or how it would impact day-to-day tasks," said Abed.

"In SISAT, it's different. You have to study the context—and that means seeing the consumers and interacting with



them," added Murad. "That's what was so great about going to Idaho. I can see the results of my work. I can see people using the system that I created to save lives."

While it is difficult to tie the use of CrashHelp directly to patient results, feedback received through interviews and focus groups show that the pilot phase was a clear success. Practitioners found it useful for making decisions about patient care, and Abed and Murad received valuable insight on which CrashHelp features were most utilized and which technical details were inhibiting functionality.

"We didn't want to create something that looked great on paper, but then was never used," said Murad. "One of the things we discovered was that the buttons were too small for some users. That's a critical detail, but not the kind of thing you think about when you are doing your initial designs."

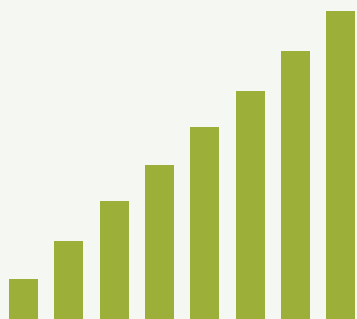
In 2012, Abed and Murad will be going back to Idaho for six more months of pilot testing the newest version of CrashHelp, revamped through feedback from their previous visit. This pilot phase will expand usage from six to eight hospitals, and for the first time will include rural locations. Another pilot phase in Minnesota has also been funded for later in 2012.

Additionally, both students are drawing inspiration for their dissertations from their CrashHelp work.

Abed has become intrigued by the use of multimedia in emergency situations; in particular, he is interested in quantifying what audio and visual information is most important to medical practitioners. Murad is looking into what other applications can be added to mobile devices to improve the performance of paramedics, both in emergency and non-emergency situations. This includes apps that can reduce paperwork and provide educational tools.

With any luck, Abed and Murad will enlist students as talented as themselves to work on these projects. But in the meantime, they are going to stay busy testing and refining CrashHelp, and maybe save some lives in the process.





Math modeling a better world

In college, School of Mathematical Sciences (SMS) doctoral student Aisha Nájera Chesler practiced pure mathematics, which meant her work only related to abstract concepts. She came to CGU to put her research into practice and is already working on projects to improve everything from medicine to the environment and even keep you from tipping over.

For the past year, Nájera has been working with Pomona College Professor Ami Radunskaya on a National Science Foundation-funded project to design a tablet that can optimally release its drug in a controlled manner over an extended period of time.

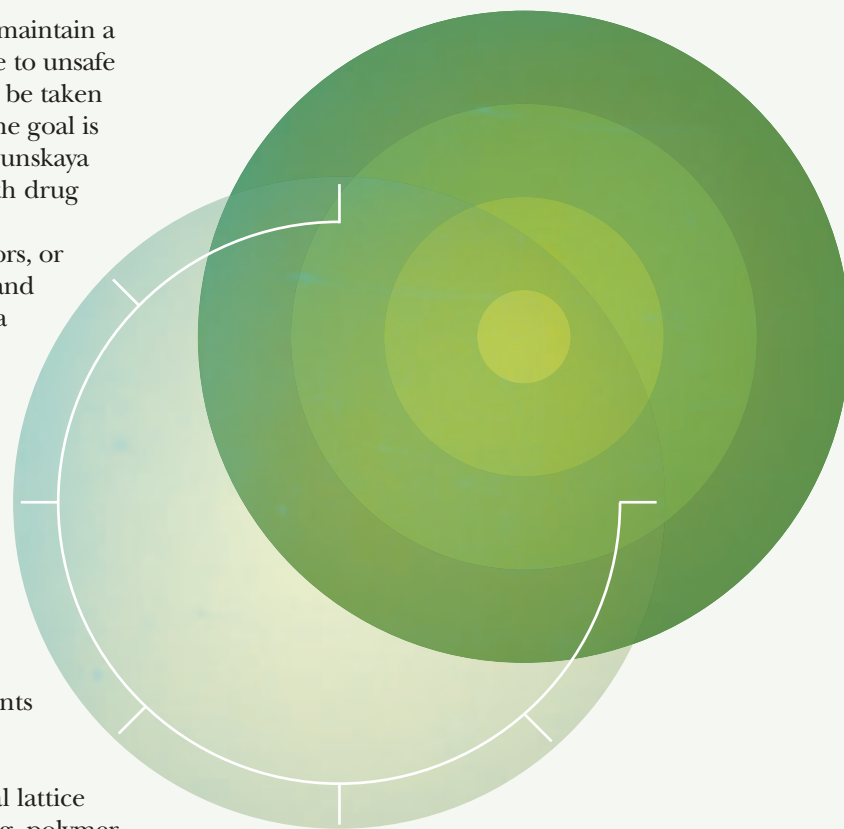
A tablet with a consistent release rate would help users both maintain a constant level of medicine in their bodies and prevent exposure to unsafe concentration levels. In addition, this would allow the tablet to be taken less often, which may translate into lower prescription costs. The goal is simple, but achieving it is far from easy. Still, if Nájera and Radunskaya are successful, their work could have profound effects for both drug companies and drug takers.

You might think this sort of research would be done by doctors, or at least scientists wearing lab coats and surrounded by beakers and pipettes. But instead, Nájera and Radunskaya work together at a small desk, flanked by a blackboard and powerful computers.

Mathematicians are utilized for this type of research largely for two reasons: their methods are cost effective (it's generally cheaper to run simulations on a computer than tests in a lab); and, more importantly, they can devise a mathematical model for creating new insights into the mixture of tablet ingredients that ensure a steady, controlled release.

Every tablet is a combination of drug, excipient (an inert adhesive), and polymer (a synthetic plastic), which are then compressed in a die at high pressure and differing temperatures (40–70 degrees Celsius). While the amount of drug present in a tablet remains a constant, the rest of the ingredients are variables that affect the rate and amount of drug released. That's where the math comes in.

Nájera and Radunskaya have developed a three-dimensional lattice composed of cells; in the lattice, each cell is represented by drug, polymer, or excipient particles. Then, with a set of rules, they simulate the water passing through pores into the interior of the tablet via a Cellular Automaton model, with the goal of creating a tablet that provides a steady drug release over eight hours.



Once they discover what their model identifies as the ideal amount of ingredients, researchers at New Zealand's University of Otago will be manufacturing and testing pills based on the specifications provided by Nájera and Radunskaya.

While those researchers in New Zealand are working with indomethacin, a drug that relieves swelling and pain in the joints, Nájera believes the formula she is working on could be used with any other type of medicine that requires a controlled time-release.

"Once we have a good match between our simulations and the experimental data, it will work for other tablets. You will just need to calibrate the model for that drug's particular inputs, such as the other drugs' dissolution rate," she said.

For Nájera, the opportunity to work on projects like this is one of the reasons she decided to come to CGU. As an undergrad student in Mexico City, and later a master's student in Arizona, she strictly devoted her research and studies to pure mathematics.

"When I came here I saw math had all these interesting applications, which I hadn't realized before, because my focus had been in pure math," she said.

In addition to her work with Radunskaya, Nájera has also been working on an SMS math clinic project run by CGU Professor Allon Percus for Southern California Edison (SCE). California state law mandates that by 2020 at least 33 percent of the electricity delivered to customers be produced by renewable

energy sources. To help them reach that goal, Nájera, along with three other students, created a mathematical model that incorporated information on Edison's current operations as well as specifications on California wind and solar farms. Through a genetic algorithm, a procedure inspired by natural evolution, the group believes they have found an effective combination of energy sources for SCE to meet that 33 percent requirement.

With these two projects nearly complete, she is also starting to plot her dissertation with Radunskaya. Previous research has already been done proving the counterintuitive positive effect that noise or distractions can have on one struggling to balance, such as a waiter carrying a tray overloaded with dishes or an elderly person who has difficulty walking. This is why vibrating shoes may help those with poor balance from falling over.

In previous research on the topic, no one has been able to quantify exactly what level of distraction is optimal for helping achieve equilibrium. While trial-and-error research with human subjects would be prohibitively costly and time-consuming (not to mention potentially dangerous), Nájera thinks math might help find the answer.

"One of the great things about academia is getting to solve the problems that most interest you," she said. "Hopefully in my career I will find a position where I can continue solving problems."

Ami Radunskaya (left) and Aisha Nájera Chesler



The substance behind slogans

An early interest in politics and the environment set Nicholas Cain on an educational and career path that has combined both subjects in a variety of positions and projects. With a master's degree from Columbia University and a master's of public administration from Columbia's Earth Institute, he has influenced environmental policy and practices as a communications specialist and researcher at numerous prominent institutions. Now a PhD student in the School of Politics and Economics (SPE), Cain is undergoing the rigorous study necessary to more effectively find solutions to the world's most pressing environmental problems.

As a Sierra Club writer and editor, Cain helped craft reports on issues such as suburban sprawl and smart growth, confined animal feeding operations, and the California energy crisis. Later, as director of communications at the Pacific Institute, he worked on problems like water shortages, habitat destruction, global warming, and environmental injustice.

At both of these organizations, Cain gained a profound understanding about the critical need for robust, objective, and analytical research, which guided his next career and education choices.

"It's not enough to be an ardent advocate, it's not just saying, 'Hey, we need more efficiency,' it's about the policy and research behind it. Any attempt to move public policy must be informed by real, analytical research, otherwise you'll end up pushing for things that don't solve the problem or are even counterproductive," Cain said.



After several professional pursuits pushed him deeper into research, Cain came to CGU for the scholarly inquiry and practice that would advance his analytical understanding and abilities, his career aspirations, and his capacity to impact pressing environmental concerns.

"What I had in mind was going back to the think-tank world with a stronger understanding of research methods and theory," he said. "At CGU, having the opportunity to do tangible, real-world projects that are policy-relevant is very exciting, and gaining a hands-on grasp on problems that policy makers confront is critically important."

One of the most exciting endeavors Cain has worked on at CGU is the Sustainable Energy Modeling Project (SEMPPro). Working under SPE Research Assistant Professor Hal Nelson and Clinical Professor Mark Abdollahian, co-principals of the SEMPPro project, and with a team of SPE students, Cain is helping improve our understanding of an important but often overlooked aspect of reducing greenhouse gases—how can we site the transmission infrastructure needed to bring clean power to the grid?

“Any attempt to move public policy must be informed by real, analytical research, otherwise you’ll end up pushing for things that don’t solve the problem or are even counterproductive.”

“Climate change has to be seen as one of the most critical problems facing humanity,” Cain said. “But the socio-political dynamics of siting energy infrastructure are not well understood.”

The goal of SEMPro is to use computer simulations to provide a better understanding of the political dynamics and implications of placing, or “siting,” new power lines that can transmit renewable energy. The purpose is to help policy makers, firms, and the public interact in a more equitable and efficient way so that new transmission resources can be established and renewable energy capacity can grow. Right now, increased capacity is especially important in California, as state-created policies mandate that one-third of its electricity be generated by renewable energy in the near future.

“This is policy-relevant work on an important topic,” Cain said. “California needs power lines to bring renewable energy from wind turbines and solar power plants to the areas of the state where it’s needed. To fight climate change, we will need to invest in our electrical grid here in the US and around the world. We want to better understand the dynamics to ensure new facilities are sited fairly and without undue delay.”

Cain’s primary work with SEMPro includes conducting a review of the siting literature and helping design the model on which the project relies. He also created an academic poster that he, along with Nelson, presented at the American Political Science Association’s 2011 meeting.

Another opportunity to stretch his abilities and apply his increasing expertise arose through an invitation from SPE Associate Professor Heather Campbell. Impressed by Cain’s intelligence, professionalism, and knowledge of environmental issues, Campbell offered him the opportunity to author a chapter of the book she and Arizona State University Professor Elizabeth Corley were writing: *Urban Environmental Policy Analysis*. Campbell said working with Cain was a pleasure, and his chapter, “Learning from Citizens: Public Participation in Environmental Policy,” is a strong component of the book.

“His chapter is not only a contribution to the book but more broadly to policy literature, which too often exhorts community engagement but doesn’t tell how to do it. Nick’s approach combined his experiences in community involvement with scholarly literature on the topic and

brought a professional approach to the writing part,” Campbell said. “He is a great contributor to our student community, and I have no doubt he’ll provide a real contribution once he graduates.”

Cain’s thoughtful, and, of course, heavily researched op-ed pieces are another way in which he is attempting to contribute to the public debate. His column on the BP oil disaster, for example, co-written with Nelson, has appeared in more than 20 newspapers across the country, reaching more than 1.5 million readers. Forthcoming is an article on improving energy security and reducing pollution by supporting electric vehicles. Cain noted that his decision to tackle a particular topic in an op-ed piece has often been inspired by his CGU course work.

“One benefit of coming back to grad school is that it’s an amazing opportunity to think deeply about big issues. It forces you to pay close attention to the debates currently most important in the political science world,” he said, “and connect them to the policy world.”

More than 30 ideas for future op-ed columns and scholarly papers wait in a file for his attention, among them perhaps an idea that will provide the basis for his dissertation, which he hopes to complete in 2013. Open-minded about what will come next, Cain’s principles will guide the way:

“My north star is to work on challenging problems with smart people, in a supportive environment. CGU has provided that to me as a student—and I’m looking forward to what comes next.”

Richard Newton travels around the world in search of meaning

The Bible. Alex Haley's *Roots*. *The West Wing*. People look for meaning and instruction in everything from ancient texts to popular novels to televised political dramas. School of Religion student Richard Newton is fascinated by this phenomena, and is dedicating his academic career to studying it.

Newton is a PhD student in the School of Religion's Critical Comparative Scriptures program. His research focuses on the way communities use scripture—including ancient texts like the Bible, but really anything considered sacred—to inform their identity, understanding of the world, or decision-making.

This includes not just religious communities, but any group of individuals who follow a common text. That provides no shortage of research subjects for Newton, and his fieldwork has already taken him around the world, including modern Maya communities in Mexico, ancient ruins in Israel, and local churches in Los Angeles. He has also studied the secular communities that orient themselves around the popular television drama *The West Wing* and Alex Haley's novel and resulting mini-series *Roots*.

"People ask me whether anything can be scripture. But a popular text is not necessarily scripture. It's not a question of whether or not a book is read, it's a question of whether a book is *lived*," said Newton. "When a book is scripture, it is held high, kissed, memorized—people draw pictures from it, name themselves after characters, or name their kids after them."

This definition and wide-ranging study of scripture has been popularized by CGU's Institute of Signifying Scriptures (ISS), which eschews traditional textual analysis and instead focuses on how humans experience, engage, and evolve religious traditions. Newton is currently a research assistant at ISS, which he considers a port in his academic storm. Before joining ISS—before even knowing ISS existed—he was conducting research that fit in squarely within the institute's mission, though he didn't know it at the time.

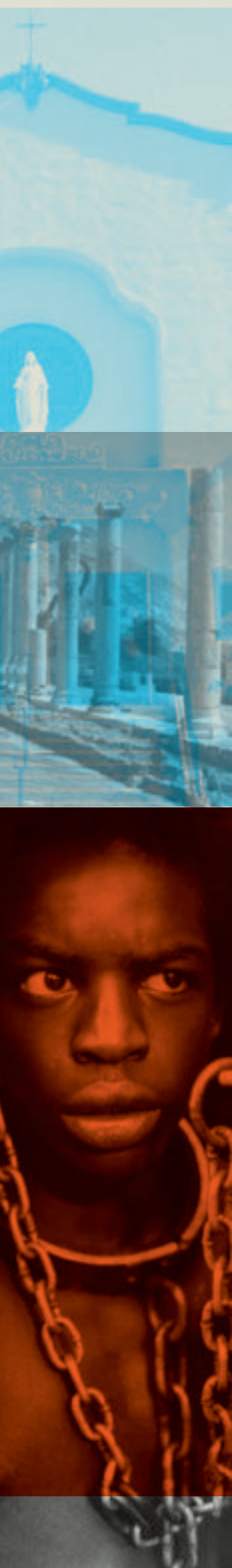
While a master's student at Southern Methodist University (SMU), Newton became interested in the Parable of the Sower, one of Jesus' key teachings from the Bible. In the story, when a sower drops his seeds on barren lands, they fail to sprout. But when his seeds are planted in good earth, they bear large yields of crops. Newton was interested in how this story was received in different parts of the world, so he traveled to a modern Maya community in Yucatán, Mexico, to learn how the community of largely agrarian Christians interpreted this parable.

He then volunteered to participate in an archeological dig in Galilee, Israel, where he talked to archeologists, anthropologists, and even hydrologists to learn more about the realities of the society in which the parable was first told.

"I learned a lot about how this single message that used farming metaphors could be used to talk about socioeconomic realities in both the ancient and the modern world," Newton said.

At SMU, his professors were supportive, but could provide little guidance for someone on such a unique path. "Most people I talked to said, 'I don't know how in the world you plan on bringing these scholars and methodologies together, because we don't put these things together,'" Newton said. "But thankfully I discovered CGU, where this kind of transdisciplinary work is encouraged."

Since arriving in Claremont, Newton has already launched several new research projects. He recently finished an ethnographic study on the politics and history of the Church of the Nazarene, a Protestant denomination with two million adherents worldwide.



"Richard came to ISS and the rather new and unique Critical Comparative Scriptures program as if he had years of intellectual and emotional preparation. He is now helping to shape and define these singular academic-intellectual initiatives for the decades to come." —VINCENT WIMBUSH, PROFESSOR OF RELIGION AND DIRECTOR OF ISS

He has also been inspired by *The West Wing*, a popular television drama about the fictionalized Democratic presidential administration of Josiah Bartlet. Newton only watched the show after it was released on DVD, but he was fascinated by how it integrated politics and religion, and by how fans of the show have formed a community built upon the show's characters. The fictional President Bartlet wrote an op-ed for the *Guardian* newspaper. There are people on Twitter who write as characters from the show. Bartlet's account alone has tens of thousands of followers. The real Vice President Joe Biden even responded to a tweet from Bartlet's fictional chief of staff.

"I've been studying how *The West Wing* uses religion, which is something political dramas usually shy away from. But in this show, the president is a liberal Democrat who is a devout Catholic, quotes scripture, and speaks to God in Latin," Newton said. "I'm also fascinated by how a community was formed around *The West Wing*. How the show takes on this formation as a sacred text. In some ways it has to do with religion, but in other ways it has nothing to do with religion."

In a similar vein, Newton is beginning work on examining another piece of popular fiction, which will become his dissertation: an exploration of how Alex Haley's *Roots: The Saga of an American Family* functions as national scripture, especially for African Americans, but also for the country as a whole.

"When I first came to CGU and was trying to get my head around the expansive notion of how scripture is defined at ISS, I realized that *Roots* was a great example," Newton said. "*Roots* re-identified and re-conceptualized the understanding of the place of black people in the United States. It changed what it means to be African American. *Roots* is probably the single most used metaphor to talk about African American identity."

For his research, Newton will be traveling to Alex Haley's family farm in Tennessee, visiting a monument to Haley in Maryland, and hopes to interview several cast members from the mini-series here in Southern California.

"What I find most fascinating about ethnography, anthropologically, is that when you start to get to know a community you realize there are so many stories and so many experiences to learn from," he said. "You make connections and meet people—for me, I always leave the better for it. And I hope to leave the places and the people the better for it, too."

"Most people I talked to said, 'I don't know how in the world you plan on bringing these scholars and methodologies together, because we don't put these things together.' But thankfully I discovered CGU, where this kind of transdisciplinary work is encouraged."

faculty achievements



David Amico's (*Arts and Humanities*) show was up at the ACE Gallery in Beverly Hills and reviewed in *Haiku Review* by Peter Frank for the *Huffington Post*.



Dale Berger (*Behavioral and Organizational Sciences*) gave a series of four webinars for the American Evaluation Association. He also gave a full-day workshop on Structural Equation Modeling at California State University, Los Angeles. Berger, the director of the Fellows and Awards Program for the Western Psychological Association, also gave presentations at their recent meeting: poster presentation, with J.C. Mary, G.W. Sosa, and C. Pentoney, called "Change score analysis versus ANCOVA in pretest/posttest designs" and "Demonstration of a new tool for teaching confidence intervals."



Michelle Bligh (*Behavioral and Organizational Sciences*) had several publications, including "Leadership in 'Confucian Asia': A Three-Country Study of Justice, Trust and Transformational Leadership" in *Organization Management Journal*, with R. Pillai, J.C. Kohles, M.K. Carsten, and G. Brodowsky, and "The Actor-Partner Interdependence Model: A Method for Studying Trust in Dyadic Relationships" with D.L. Ferrin and J.C. Kohles, in *Handbook of Research Methods on Trust*. Bligh also presented "Follower Characteristics and Leader Selection: The Role of Values, Personality, and Rhetoric," with V. Seyranian, at the Symposium at the annual meeting of the Western Academy of Management in San Diego; "Shared Leadership: A Global Perspective," a panel presentation, and "Key to the Lock: Matching Qualitative Methodology to Organizational Questions" as a symposium discussant at the annual meeting of the Society of Industrial and Organizational Psychology in San Diego.



Peter Boyer (*Arts and Humanities*) was appointed Composer-in-Residence of the Pasadena Symphony for the 2012-13 season, with six performances of three of his works scheduled for that season at Ambassador Auditorium. Boyer's work *Ellis Island: The Dream of America* was performed by the DuPage (Illinois) Symphony Orchestra, the Fort Worth (Texas) Civic Orchestra, and the Southwest Michigan Symphony Orchestra. His work *Titanic* was performed by the Butler County (Pennsylvania) Symphony Orchestra, and the Lamont Symphony, University of Denver. *The Dream Lives On: A Portrait of the Kennedy Brothers*, was performed by the Sarasota (Florida) Orchestra. *Festivities* was broadcast nationally on the radio series "America's Music Festivals." Boyer orchestrated music for the forthcoming Marvel/Columbia Pictures film *The Amazing Spider-Man*, with a score by composer James Horner. Boyer also orchestrated music for several episodes of the ABC television series *Once Upon a Time*, with scores composed by Mark Isham.



Samir Chatterjee (*Information Systems and Technology*) and his research team published two papers: "Mining Behavior Profiles and Health Patterns from In-Home Monitoring of Sensor Data" and "Designing Efficient Human-Computer Interfaces in NeuroIS using Human Threading" in *Proceedings of 21st Workshop on Information Technologies and Systems*. Chatterjee also delivered the keynote lecture at ICEB 2012 held in Bangkok, Thailand, titled "Designing Next-Generation E-Health Technologies: Research Challenges and Opportunities." While in Shanghai, Chatterjee was invited to SAP Labs, China, where he talked to a group of software designers on "Design Science Research Methods." Chatterjee is also part of a team of researchers funded by the Robert Wood Johnson Foundation and led by the Institute for Social Research, University of Michigan Ann Arbor, that are exploring use of persuasive technology in oral hygiene and dental care.



William Crano (*Behavioral and Organizational Sciences*) served on expert panels, including the Surgeon General's Expert Panel on Prescription Drug Abuse in Youth. Crano published several book chapters, including "History of social influence research" in *Handbook of the History of Social Psychology*. He also had several articles published, including "Understanding Early-Onset Drug and Alcohol Outcomes: The Role of Family Structure, Social Factors, and Interpersonal Perceptions of Use," with V. Hemovich and A. Lac, in *Psychology, Health, and Medicine*. Crano had multiple interviews on radio programs such as *Money Matters*, *Talk of the Town*, and *Business Talk Radio*. He also gave several invited addresses, including "Using Mass Media for Drug Prevention" at the University of Rome La Sapienza. Along with students and research associates, Crano presented several items at the Western Psychological Association, including "Winning versus losing: How election outcomes affect perceived leader similarity."



Ingolf Dalferth (*Religion*) had several publications: "Religionsfixierte Moderne? Der lange Weg vom säkularen Zeitalter zur post-säkularen Welt," *Denkströme. Journal der Sächsischen Akademie der Wissenschaften*; "Ist Glauben menschlich?" *Denkströme. Journal der Sächsischen Akademie der Wissenschaften*; and "How cool is philosophy of religion? A symposium on D.Z. Phillip's *Philosophy's Cool Place*," with J. Churchill, P. Horn, and J. Willetts. Dalferth also presented at several conferences, including the keynote address "Andererseits. Zur Phänomenologie des Entscheidens" at the Colloquio Internationale.



Marlene Daut (*Arts and Humanities*) published "The Alpha and Omega of Haitian Literature": Baron de Vastey and the U.S. Audience of Haitian Political Writing" in *Comparative Literature*. She also won a 2012 Ford Postdoctoral Fellowship from the Ford Foundation.



David Drew (*Educational Studies*) gave a keynote address at the annual Project Kaleidoscope meeting, chaired a session at a Harvey Mudd College conference on technocrats, and spoke at an international conference on the future of engineering education in Abu Dhabi in the United Arab Emirates. The second edition of *What They Didn't Teach You in Graduate School*, written with Emeritus Professor Paul Gray, was published by Stylus Press. This edition contains 100 new "helpful hints for success in your academic career," in addition to the original 199 hints. Gray and Drew also published an article in the *Chronicle of Higher Education* containing excerpts from the book.



Patricia Easton (*Arts and Humanities*) gave an invited colloquium paper at the Department of Philosophy, University of California, San Diego, entitled "More than an Occasion for a Cause: Louis De la Forge on Real Mind-body Interaction." She also attended the Pacific Philosophical Association meeting in Seattle, and delivered comments on Monte Cook's "Body-Body Occasionalism and the Conservation of Motion."



Lori Anne Ferrell (*Arts and Humanities*) was named to the advisory board of the *Theatrum Botanicum*, one of Los Angeles's equity theatres specializing in Shakespeare repertory. She served as program chair for the Annual Meeting of the Pacific Coast Conference on British Studies, held at the Huntington Library, and was an invited speaker at the Center for British and Irish Studies, the University of Colorado at Boulder. Ferrell spoke on "The Bible in American History and Literature" at the Chinese University of Hong Kong. She also directed the Huntington

Library/USC Seminar on Early Modern British History. She was also featured in a BBC Television documentary called “When God Spoke English: the Story of the King James Bible” that also aired on PBS.



DeLacy Ganley (*Teacher Education*): CGU was awarded \$184,000 to be the TEA (Teaching Excellence and Achievement) host. The program will involve 22 middle- and high-school teachers from around the world coming to CGU for six weeks of development. The TEA Fellows will take classes at CGU, do a clinical experience in local K-12 schools, and engage in civic and cultural activities. Along with Susan Paik and Thomas Luschei, Ganley presented “Intercultural Exchange Among Global Educators: The Case of the Teaching Excellence and Achievement Program” at the annual conference of the Comparative and International Education Society (CIES) in Puerto Rico.



Eunyoung Ha (*Politics and Economics*) published “Globalization, Government Ideology, and Income Inequality in Developing Countries” in the *Journal of Politics*.



Robert Hudspeth (*Arts and Humanities*) was elected a Fellow of the Massachusetts Historical Society.



Jeremy Hunter (*Drucker*) was promoted to assistant professor of practice. His work on teaching mindfulness to executives was recently featured in the *Wall Street Journal*.



Robert Klitgaard (*University Professor*) lectured twice at Stanford, and at Pennsylvania State University and New York University. He visited Croatia to meet with mayors and trainers who have taken his methodology for controlling corruption to 20 cities in 11 countries of Eastern and Central Europe. Klitgaard also facilitated a six-hour cabinet meeting in the Philippines.



Tom Luschei (*Education*) presented at two international conferences. At the annual conference of the American Educational Research Association in Vancouver, he organized and chaired a panel entitled “Measuring Student Home Background in Large Cross-national Studies: Conceptual and Methodological Issues.” He also co-presented a paper entitled “Constructing Socio-Economic Status Measures using the Trends in International Mathematics and Science Studies Data,” with Amita Chudgar, Loris Fagioli, and Chad Lee. He was the first author of a paper presented at the annual meeting of the Comparative and International Education Society (CIES) in San Juan, Puerto Rico entitled “Teachers and Time Allocation: A Comparative Study of the United States and South Korea,” with Susan Paik, Loris Fagioli, and Wendi Otto.



Wendy Martin (*Arts and Humanities*) published “The Cold War Novel: The American Novel Between 1945-1970,” in *A Companion to the American Novel*, with Sharon Becker. Martin was a member of the WASC External Evaluation Team for re-accreditation of Occidental College. She also organized and hosted the Bradshaw Conference, “Celebrating the 40th Anniversary of *Women's Studies: An Interdisciplinary Journal*,” which she founded and has edited since 1972. Martin was the director of the Tufts Poetry Awards Program for 2011-2012; the 20th Anniversary was celebrated in April on the CGU campus.



David Luis-Brown NEW FACULTY

School of Arts and Humanities
PhD, University of California, Santa Cruz

Why CGU? California was a big draw—I grew up in the Bay Area and have always thought of California as my “tierra natal” —my homeland. I was also excited by CGU’s small scale paired with its cooperative arrangements with the Colleges.

Teaches: My “specialty” in literary and cultural studies is itself a broad, transnational and transdisciplinary field— Hemispheric Americas Studies, which is a comparative analysis of US and Latin American culture and history that shows how those regions’ histories have been intertwined.

Teaching style: I try to be as transparent as possible. As an undergraduate I felt in awe of my professors and never thought I could possibly aspire to be one. Part of the reason was I respected intellectual life so much, but part of that was because some of my professors tried to wow us with the mystique of their knowledge. I try to demystify what I do. That involves explaining where my analytical moves come from. I also lean more heavily toward discussions than toward lectures. Students learn more when they have the opportunity to test their ideas in conversations.

Research: I am working on a translation and critical edition of *El Sol de Jesús del Monte*, a Cuban antislavery novel written in 1852 by Andrés Avelino de Orihuela, an immigrant to Cuba from the Canary Islands. I am also working on a comparative analysis of representations of slave rebellion in Cuba and the United States, a book called *Blazing at Midnight: Slave Rebellion and Social Identity in Cuban and U.S. Culture*.

Inspiration: The 99%. *The Nation* magazine. “War Is Over (If You Want It).” Universal and free health care. The documentary *Inside Job* (2010), which explains the reasons for the current “Great Recession” and exposes the complicity of certain scholars in the field of economics with the economic meltdown. Immigrants also inspire me. Watch the film *Sin Nombre*, and you’ll never be the same.

Interests outside his field: Cycling. I ride my bike to work whenever I can. I am also a student of capoeira, which is an Afro-Brazilian martial art that takes years to learn. I am also quite smitten with playing the guitar. I am a rank amateur, but learning the instrument is helping me to adopt an entirely new perspective on American music.

faculty achievements



Patrick Mason (*Religion*) delivered the Eugene England Memorial Lecture at Utah Valley University, as well as other papers at the American Society of Church History Winter Meeting and the Center for the Study of Religion at the University of California, Los Angeles. He was interviewed about various aspects of Mormonism for media outlets including KPCC radio (Los Angeles), the *New York Times*, the *Los Angeles Times*, WGN radio (Chicago), Radio 702 (Cape Town, South Africa), the *Washington Post*, WWL radio (New Orleans), Wisconsin Public Radio, and the H2 television channel.



Hamid Mavani (*Religion*) presented “Recent Shi’i Contributions to the Discipline of *Fiqh* and *Usul al-Fiqh*,” at the conference on *The State of the Study of Shi’i Islam in North America*, Hartford Seminary. He also presented “The Case for Secularity in Islam,” at the Conference on Islam in America at DePaul University.



Jennifer Merolla (*Politics and Economics*) recently published “Multiple Dimensions of Mobilization: The Effect of Direct Contact and Political Ads on Latino Turnout in the 2000 Presidential Election,” with Matt A. Barreto and Victoria M. DeFrancesco Soto, in the *Journal of Political Marketing*, and “Authoritarianism, Need for Closure, and Conditions of Threat,” with Jennifer M. Ramos and Elizabeth J. Zechmeister, in *Extremism and the Psychology of Uncertainty*. Merolla made several presentations, including “Terrorist Threat and Democratic Public Opinion,” with Elizabeth J. Zechmeister, at the Mershon Center for International Security Studies, The Ohio State University. She was also awarded the Best Paper Award, International Relations, Midwest Political Science Association with the paper “Terrorism and Democracy in Latin America and the Caribbean,” with Jorge Daniel Montalvo and Elizabeth J. Zechmeister.



Anselm Min (*Religion*) organized and chaired a two-day national conference on “the most compelling theological issues today” at Claremont Graduate University. Speakers included Francis Schussler Fiorenza and Susan Abraham, both of Harvard Divinity School, Mark L. Taylor of Princeton Theological Seminary, John Behr of St. Vladimir Orthodox Theological Seminary, Robert Schreiter of Catholic Theological Union, Rosemary Ruether of Claremont School of Theology, and Mark Wallace of Swarthmore College. Min also presented “The Deconstruction and Reconstruction of Christian Identity in the World of Differance.” Three CGU faculty, Nancy van Deusen (Music), Karen Torjesen (Religion), and Patrick Mason (Religion) chaired some of the sessions. Six students of Religion responded to the papers (Rhys Kuzmic, Marlene Block, Kirsten Gerdes, Fabrizio D’Ambrosio, William Walker, and Paul Miller).



David Pagel (*Arts and Humanities*) organized two exhibitions: EST-3: *Los Angeles Art from the Beth Rudin DeWoody Collection* at the Parrish Art Museum in Southampton, New York, and Stone Gravy, a nine-artist show about art’s precarious powers, for Ameringer/McEnery/Yohe, in New York City. He gave two lectures: “Color Remix: Olitski, Irreverence and Redemption,” at the Museum of Fine Arts, Houston, and “Getting It Wrong in Just the Right Way: Art on the Left Coast,” at the University of New Mexico, Albuquerque. Pagel was also the juror and catalog essayist for “Reasons, Excuses, Alibis & Non Sequiturs,” the 18th Annual Juried Graduate Exhibition at the University of New Mexico Art Museum. In February he completed the Camino Real Double Century.



Susan Paik (*Educational Studies*) recently spoke at California State University, San Bernardino, on her research called “Nurturing Productive Giftedness: Early Influences on Later Success.” She was also invited to join the American Educational Research

Association (AERA) Policy Mentoring Committee, where she recently co-chaired the “Mentoring Seminar: Career Advice for Junior Faculty.” At AERA in Vancouver, she chaired and supported eight students in their research in two panels, “Understanding Diversity in Achievement for 1.5 & 2nd Generation Asian American Students,” and “Using Multiple Lenses for Examining Asian Americans Navigating Bicultural Experiences in Higher Education Contexts.” She presented “Understanding Achievement and Time Factors in South Korea and the U.S.,” with T. Luschei, W. Otto, and L. Fagioli. At the Comparative International Education Society Conference in Puerto Rico she presented “Teachers’ Time Allocation and Related Policies in the U.S. & South Korea,” with Luschei, Paik, Fagioli, and Otto; “Intercultural Contact Hypothesis: Can a 6-week intensive experience foster intercultural perspectives?” with D. Ganley, S. Paik, T. Luschei, M. Witenstein, S. Kula; Y. Shimogori, and K. Truong; and chaired a symposium, “Teacher Reforms around the World: Implementation and Impact on Teachers.”



Mary Poplin (*Educational Studies*) spoke at a number of conferences and forums, including the American Educational Research Association, on factors in evaluating teachers in value-added environment. She was speaker at various forums, primarily on issues of justice and Judeo-Christian thought, including Florida State University, Davidson College, and Biola University.



Linda Perkins (*Educational Studies*) presented “Merze Tate and the Fight for Gender Equality at Howard University, 1942-1977,” at the American Educational Research Association in Vancouver. Perkins was a panel discussant at the closing performance of the play *The Many Mistresses of Martin Luther King* at the Atwater Village Theater in Los Angeles. She also chaired the Minority Dissertation Fellowship Selection Committee, American Educational Research Association in Vancouver.



Jean Schroedel (*Politics and Economics*) presented a paper, “The Lived Experience of Out of Home Care over the Past Six Decades,” at the International Conference on Adoption and Culture at Scripps College.



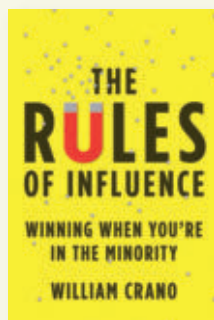
Daryl Smith (*Education*) published “Diversity in Organizing Higher Education: A Bridge to the Future?” in the *Organization of Higher Education: Managing Colleges for a New Era*. She gave talks on “Diversity’s promise for Higher education: Making it work” at Reed College, University of Oregon, Oregon State University, and Gallaudet University. Smith offered a leadership workshop for staff and faculty on management and change at Loyola Marymount University and was an invited panelist for ACE women’s leadership network on “Stalled in the Pipeline.” She was also an invited panelist for a National Association of Diversity Officers in Higher Education meeting, “Affirmative Action on the Docket.” Smith also participated on a WASC task force on graduate student success and chaired an external review team for diversity at Oregon State University.



Deb Smith (*Education*) served as the special issue editor and co-wrote three of the articles in the May 2012 special issue of the *Teacher Education and Special Education (TESE)* journal. The issue, fully devoted to Special Education Faculty Needs Assessment (SEFNA), contains articles written by SES faculty (Smith and Sue Robb), IRIS@CGU staff (Chris Young), and an SBOS alum (Bianca Montrosse). Key findings include the prediction of an unprecedented shortage of special education faculty, researchers, and school leaders in the upcoming five years.



Faculty books



The Rules of Influence: Winning When You're in the Minority

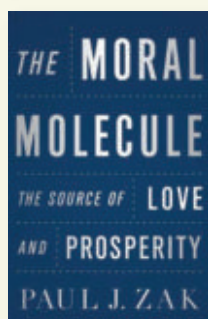
By William D. Crano
(St. Martin's Press, 2012)

No one doubts the power of the majority. It makes the rules and enforces them, and most of us are willing to go along with it, most of the time. But what happens when you're not? What about when the issue is so important to you that you're willing to take on the naysayers? It doesn't matter if you're

trying to sell a new product or service, persuade colleagues to try out a new business plan, start a revolution, or simply convince your family where to go for dinner. In all of these cases you're going up against the majority, and more often than not your efforts are going to come up short.

Or at least that was the case before Dr. William Crano—an expert in the field of influence—applied the science of persuasion to those moments when you find yourself outnumbered and overmatched. By doing so, he has discovered proven strategies, such as working from the inside and changing the game from subjective preferences to objective decisions, and distilled these strategies and more into an extraordinary collection of rules that radically affect the likelihood of success.

The Rules of Influence—the most powerful guide to being persuasive even under the most inhospitable conditions—gives you the tools to overcome overwhelming odds and take back control in every situation.



The Moral Molecule: The Source of Love and Prosperity

By Paul J. Zak
(Dutton Adult, 2012)

Why do human beings engage in courageous acts of compassion but also perpetrate violence?

Could the apparent flip-flopping morality of our species have a hidden explanation?

The Moral Molecule is a first-hand account of the discovery of a molecule that makes us moral. It reveals that compassion is part of our human nature, why loneliness can kill you, and why your neighbor may be a psychopath. From the laboratory to the jungles of Papua New Guinea, Paul Zak takes you on an amazing journey that reveals what it means to be human.



Urban Environmental Policy Analysis

By Heather E. Campbell and Elizabeth A. Corley
(M.E. Sharpe, 2012)

This timely book provides a wealth of useful information for following through on today's renewed concern for sustainability and environmentalism. It's designed to help city managers, policy analysts, and government administrators think comprehensively and communicate effectively about environmental policy issues.

Urban Environmental Policy Analysis illustrates a system-based framework model of the city that provides a holistic view of environmental media (land, air, and water) while helping decision makers understand the extent to which environmental policy decisions are intertwined with the natural, built, and social systems of the city. The text introduces basic and environment-specific policy-analytic models, methods, and tools; presents numerous specific environmental policy puzzles that will confront cities; and introduces methods for understanding and educating public opinions around urban environmental policy.

The book is grounded in the policy-analytic perspective rather than political science, economic, or planning frameworks. It includes both new scholarship and synthesis of existing policy analysis. The text features numerous tables, figures, checklists, and maps, and also contains a comprehensive reference list.



White Men's Magic: Scripturalization as Slavery

By Vincent L. Wimbush
(Oxford University Press)

The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, first published in England in 1789, was one of the earliest and remains to this day one of the best-known English language slave narratives. Characterizing Olaudah Equiano's eighteenth-century narrative of his life as a type of "scriptural story" that connects the Bible with identity formation, Wimbush's *White Men's Magic* probes not only how the Bible and its reading played a crucial role in the first colonial contacts between black and white persons in the North Atlantic, but also the process and meaning of what he terms "scripturalization." By this term, Wimbush means "a social-psychological-political discursive structure" or "semiosphere" that creates a reality and organizes a society in terms of relations and communications.

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

Arts and Humanities



Roni Feldman, *MFA 2008*, and **Christina Pierson**, *MFA 2009*, joined Emeritus Professor Roland Reiss for a group exhibition, *In the Dark*, from February 4 through March 31 at LA Mart. The exhibition took place in a darkened gallery and featured works by 17 artists working with light-emitting or reactive materials. The exhibition was sponsored by ARTRA Curatorial, Durden and Ray, and Epson.

William Leavitt, *MFA 1967*, participated in an artist conversation on February 19 with Helene Winer, John Baldessari, and Allen Ruppsberg in conjunction with the exhibition part two of *It Happened at Pomona: Art at the Edge of Los Angeles 1969-1973—Helene Winer at Pomona*. The discussion centered around the cutting-edge curatorial programs that Winer presented at Pomona College. The three are among today's most important contemporary artists, and have known each other, and Winer, since the 1960s.

Stephen Parmelee, *PhD, English, 2006*, was granted tenure at Pepperdine University in April 2012, and promoted to associate professor of film studies. Parmelee, whose dissertation was on several lesser-known Los Angeles novels from 1927 to 1940, also directs the film studies program at Pepperdine, which started in fall 2007. The program now boasts 60 majors and 40 minors at the end of its fifth year.

Jack Scott, *MA, History, 1967; PhD, History, 1970*, announced his retirement, effective September 1, 2012, as California Community Colleges' chancellor. This caps a distinguished 58-year career in higher education and public service. During his tenure, Scott has led efforts to streamline the transfer process from the community colleges to the California State University system, and in crafting the recommendations of the California Community Colleges Board of Governors Student Success Task Force, which will lead to more students transferring to four-year institutions.

Behavioral and Organizational Sciences

Kathleen Norris, *Certificate, Psychology, 2006*, was a recipient of the 2012 Distinguished Teaching Awards from Plymouth State University. The university presents three awards for excellence in teaching annually, in order to "honor the teaching profession and the individuals who exemplify its finest qualities," according to Provost Julie Bernier. Norris has previously received the Distinguished Graduate Teaching Award. She is a professor of educational leadership and coordinator of the doctoral program in Learning, Leadership, and Community.

Lynette Zelezny, *PhD, Psychology, 1998*, was named interim associate vice president for continuing and global education and associate provost of California State University, Fresno. Zelezny has been a dean and chair of psychology at Cal State Fresno, and sits on the board of directors for the United Way of Fresno County.

Peter F. Drucker and Masatoshi Ito Graduate School of Management



Scott Barnes, *MBA 1995*, was honored on April 15 at the 28th Annual L. Ron Hubbard Achievement Awards at the Wilshire Ebell Theatre in Los Angeles. Barnes was one of 12 winners in the L. Ron Hubbard Writers and Illustrators of the Future Contests for his story, "Insect Sculptor," which will also be published in the bestselling science fiction anthology series *Writers of the Future Volume XXVIII*. Barnes is a stay-at-home father to his two daughters, and edits the online magazine NewMyths.com, among other freelance projects.



Constance Rossum, *MA, Executive Management, 1989*, was the recipient of the 2011 Dr. Ahmed Ispahani Excellence in Teaching Award from the University of La Verne. Rossum is a professor of marketing and management, and the award was presented by the College of Business and Public Management. It recognizes excellence in teaching by a full-time faculty member and comes with a stipend that Rossum plans to use to support her research on organizational effectiveness.

Educational Studies

John Caputo, *MA, Education, 1977; PhD, Education, 1977*, is the Walter Ong S.J. Scholar, Professor, and Chair of the Master's Program in Communication and Leadership Studies at Gonzaga University, and was the recipient of the Exemplary Faculty Award for Teaching and Scholarship for 2011. He has guided students on an award-winning "Backpack Journalism" program in Italy for the past 10 summers.

Karen Cadiero-Kaplan, *PhD, Education, 2001*, will be leading the California Department of Education's English Learner Support Division, which was created to assist school districts across the state in teaching English learners effectively. Cadiero-Kaplan is a professor at San Diego State University, where she chairs the Department of Policy Studies in Language and Cross Cultural Education, focusing on biliteracy and English language acquisition. She is the current president of Californians Together.



Todd Jennings, *PhD, Education, 1991*, was named Outstanding Professor for 2011-2012 by California State University, San Bernardino (CSUSB). Jennings, a professor of education, has taught at CSUSB since 1990, and "has established himself as one of the most popular, albeit challenging, professors in the College of Education," wrote Professor Stephen Tibbetts, who led the outstanding professor selection committee that recommended Jennings to receive the award. Jennings learned of the award while teaching, when President Albert Karnig entered with a group of colleagues and previous recipients to offer his congratulations.

alumni profile

Exploring the f-word in religion

Reports of feminism's death may be greatly exaggerated, at least according to Gina Messina-Dysert.

Messina-Dysert, who received her PhD in religion in 2011, recently founded a blog titled *Feminism and Religion* that focuses on exploring the relationship between the two subjects.

The idea for the blog was spurred by a casual conversation with a colleague of hers, who told her feminism was dead and her interest in the subject was a waste of time.

"He said, 'The work's been done, it's over.' I was so bothered by this comment that I called a friend (fellow CGU student Caroline Kline) and pitched the idea of creating a blog together," she said.

So, *Feminism and Religion* was born, boasting the mission to "explore the f-word in religion and the intersection between scholarship, activism, and community."

Messina-Dysert's strong interest in the allegedly defunct subject originated 10 years before arriving at CGU. Through her work in a rape-crisis center and a battered-women's shelter she experienced first-hand the tension between feminism and religion.

"The women would say, 'I am a victim of domestic abuse, but I took a marriage vow in front of God.' Or, 'This is my cross to bear and I should suffer it like Jesus suffered.' I was so disturbed by these ideas," Messina-Dysert said.

These kinds of issues, and countless other explorations of feminism and religion, are featured on the blog. In a given week, a diverse range of articles appear on topics relating from feminist films and original poetry to infertility and reality television. The posts are written by contributors who come from a variety of different backgrounds, including clergy, community members, and scholars. There are over 15 regular contributors, but anyone can submit a guest post for consideration.

While the blog is open to both personal and academic articles, according to Messina-Dysert, when contributors write about their personal experiences, readers really begin to relate.

"I have written posts that have been focused primarily on academic issues, and had no response from readers. Then I wrote a post on dealing with infertility, and I had tons of comments from women who were saying, 'I've had this exact same experience,' or 'I've had these same kind of issues, and it caused me to question God, or to wonder what my role is as a woman,'" she said. "For me that was huge."



"This use of technology is allowing women to explore issues in a new way."

One of the biggest differences between a blog and an academic journal is that readers can—and do—comment or pose questions on or about any given article, allowing readers and writers to readily connect from locations around the world.

"We have subscribers on every continent. We have these people coming together and dialoguing and sharing with each other when otherwise they would not have been able to," Messina-Dysert said, adding, "This use of technology is allowing women to explore issues in a new way."

In addition to founding the blog, Messina-Dysert is facilitating a new podcast, *The Feminist Theologian*, which launched early this year.

Messina-Dysert and Kline co-founded the blog with Xochitl Alvizo and Cynthia Garrity-Bond. Garrity-Bond and Kline are doctoral students in the Women's Studies and Religion Program at CGU.

To read—or comment on—*Feminism and Religion*, visit www.feminismandreligion.com. To listen to the *Feminist Theologian* podcast, visit www.the-feministtheologian.com

feminism & religion

A lumni booknotes



Lessons from Aquinas: A Resolution of the Problem of Faith and Reason

Mercer University Press, 2011

Creighton Rosental *MA, Philosophy, 1993*

Thomas Aquinas has long been understood to have reconciled faith and reason, and to have provided justification for faith by means of proof, particularly that the Five Ways prove the existence of God. In *Lessons from*

Aquinas, Rosental argues that Aquinas's account of faith is not simply an account of justified belief, where faith rests fully upon the success of justificatory evidence, but rather that faith has its own basis for epistemic "reasonableness" — a reasonableness that does not derive from ordinary evidence or proof. Rosental goes on to examine three contemporary accounts of what qualifies as an epistemically responsible belief, and argues that under Aquinas's account, faith should be counted as rational and justified. *Lessons from Aquinas* is an erudite and accessible reading of this fundamental issue in Thomistic studies.



Multi-Dimensional Education: A Common Sense Approach to Data-Driven Thinking

Corwin Press, 2011

Doug Grove *PhD, Education, 2004*

Michael Corrigan and Philip Vincent

Grove and his co-authors provide a comprehensive guide to school improvement by outlining the steps for identifying,

collecting, analyzing, and using data as a basis for making instructional and school-wide decisions. Educational leaders have described *Multi-Dimensional Education* as "a useful tool that will serve as a starting point in the school improvement journey," as well as "an invaluable resource to help educators consider seven dimensions that contribute to school success and then interconnect them with the four C's — curriculum, community, climate, and character to create a data system that can make a real difference in a school." The book takes a systematic approach that does not limit or confine data usage to a single dimension, such as test scores, but uses a holistic and systematic approach to data collection and usage.



Plantatia: High-toned and Low-down Stories of the South

Southeast Missouri University Press, 2009

James Dixon Hearne *PhD, Education, 1988*

Plantatia: High-toned and Low-down Stories of the South is a collection of 34 stories resonating with the voices of laughter and human struggle. Hearne's writing draws greatly from the rich images in his daily life growing up

along the graceful river traces in West Monroe, Louisiana, and is spun out into tales of discrimination and comeuppances, love and connections, preaching and praying, and facing choices along life's journey. *Plantatia* is the winner of the 2010 Creative Spirit Award—Platinum for best fiction book, and the title story was nominated for the 2010 Pushcart Prize.



Life Before Birth: The Hidden Script That Rules Our Lives

NTI Upstream, 2011

Arthur Janov *PhD, Psychology, 1960*

A remarkable follow-up to the international bestselling *The Primal Scream*, groundbreaking psychologist Arthur Janov cites in this examination hundreds of studies showing how experience in the womb and at birth have enduring

life consequences, laying the foundation in later life for anxiety and depressive disorders, heart attacks, and even cancer. Janov explains how during pregnancy and the first years of life, events are imprinted in the brain that affect how aggressive or passive people will become, how despairing or optimistic they will be, and even how long they will live. Destined to have as profound an impact on psychotherapy as *The Primal Scream*, this book compels doctors and pregnant women to consider the lasting impact of events that occur during pregnancy.

In Memoriam

Emmanuel Ablo, MA, Economics, 1970; PhD, Economics, 1971

Patricia Arkin, MA, English, 1963; PhD, Education, 1978

Bernard Henry Booms, Former Student, Economics

Robert Edward Jenkins, Certificate, Executive Management, 1983; MA, Executive Management, 1984; EMBA 1985

Mary Nicolai, Certificate, Education, 1970

Mary-Val Marsh Twist, MA, Education, 1953

James Vincent Wiseman, Certificate, Education, 1941

Oscar Jimenez-Castellanos, *PhD, Education, 2008*, was awarded a prestigious Ford Post-Doctoral Fellowship in the annual competition administered by the National Research Council of the National Academies. He will be in residence conducting school finance and English language-learners research at the University of South Florida, Tampa, during the 2012-2013 academic year. Jimenez-Castellanos is currently an assistant professor and Fulton Professor in the Mary Lou Fulton Teachers College at the University of Arizona.

Cherie Ichinose, *PhD, Education, 2011*, accepted a tenure-track position as an assistant professor in the Department of Mathematics at California State University, Fullerton. Ichinose graduated from CGU in December, and her dissertation was entitled "Learning Mathematics in the 21st Century: High School Students' Interactions While Learning Mathematics Online."



Margaret Shurgot, *MA, Education, 1980*, was appointed director of development and communications for Catholic Charities CYO in December 2011. Shurgot has 30 years of experience in fundraising and public relations in the arts and higher education, and has held positions with the San Francisco Symphony, the Committee to Restore the Opera House, and California College of the Arts. She will be responsible for managing all fundraising, communications, and donor relations activities for Catholic Charities CYO and will work closely with the organization's leadership team.

Politics and Economics

Ramya Ghosh, *MA, Economics, 2003; PhD, Economics, 2011*, was interviewed by his local CBS station regarding the mortgage settlement deal announced on February 20, 2012. Ghosh is an assistant clinical professor of economics at Drexel University's Center for Graduate Studies.



David McFadden, *MA, International Relations, 1987; PhD, Politics and Policy, 1995*, was selected as dean of the School of Pharmacy at Manchester College in Indiana in May 2012. McFadden was previously an executive vice president at the college. With more than 20 years of experience in higher education leadership, McFadden has led enrollment, strategic planning, and marketing initiatives for Manchester, and served as interim dean of academic affairs and assistant professor of political science.

Ezat Parnia, *MA, Government, 1981; PhD, Government, 1984*, was named the new president of Pacific Oaks College and Children's School in Pasadena, continuing his 30-year career in higher education. Parnia has been a college professor at the University of Hartford, and a dean and administrator at Cambridge College, as well as vice president at Nichols College in Massachusetts and CEO of the Education Advisory Group, LLC. Parnia joined the Pacific Oaks campus in January 2012, and will be inaugurated in September.

Fred Thompson, *PhD, International Relations, 1972*, has been elected a fellow of the National Academy of Public Administration. The academy is a congressionally chartered, independent, nonpartisan organization committed to the improvement of the management of government. Thompson is the Grace and Elmer Goudy Professor of Public Management and Policy at the Atkinson

Graduate School of Management at Willamette University. He is the only member of the university's faculty to have received all three of its top awards for teaching, research, and service.

Elizabeth Toledo, *MA, Politics, Economics, and Business, 2011*, was profiled by the *Desert Sun* in their online edition regarding a \$1-2 million investment that the California Endowment will provide 14 California communities each year for the next 10 years. Toledo is the manager for Building Healthy Communities in the eastern Coachella Valley, which received one of the grants. In 2006, at age 23, Toledo was elected to the Coachella Valley Unified School District Board, and in 2010 she was appointed to the Riverside County Board of Education.

Religion

Shannon Beets, *MA, Religion, 2004*, was promoted to executive vice president and provost of Sierra Nevada College in Lake Tahoe in December 2011. She now oversees all academic departments as well as the registrar's office, graduate and undergraduate admissions, institutional effectiveness, library, and academic support services. Since 2006, Beets has served in various positions including registrar, dean of enrollment services, assistant provost, and most recently, vice president of institutional effectiveness. In 2007 she received the Distinguished Service Award for her work on accreditation.

Gayle Beebe, *MBA 1994; MA, Religion, 1995; PhD, Religion, 1997*, was appointed on February 1 to the board of directors for the National Association of Independent Colleges and Universities (NAICU). During his three-year term he will represent a region that includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. NAICU member institutions, which number more than 1,000, enroll nine out of 10 students attending a private college or university in the United States. Beebe is president of Westmont College near Santa Barbara.

web alumnotes

alumni awards



In May, the Alumni Office was honored to present our two alumni awards to Douglas Stahl (MS, Information Systems, 1997; PhD, Information Systems, 2000; EMBA 2006), and Armen Orujyan (MA, Politics and Policy, 2004; PhD, Politics and Policy, 2007).

Stahl received the Distinguished Alumni Service Award, honoring graduates who have achieved recognition for their philanthropic or volunteer service to the university and to society. He is vice president of clinical operations at City of Hope Cancer Center. He is a former president of the Drucker School Alumni Board, and a member of the Drucker School Board of Advisors.

Orujyan is founder and chairman of the board of Athgo Corporation, a nonprofit dedicated to developing and providing technology-driven entrepreneurial platforms to young people around the world. He is co-chairman of the United Nations' Global Alliance for Information and Communication Technologies and Development, and was recently appointed as a commissioner on the UN's Broadband Commission for Digital Development. He received the Distinguished Alumni Award, the alumna or alumnus of the year award given to graduates who have made extraordinary contributions in their academic or professional field. He also participated in the Commencement Forum and delivered the charge to new graduates to conclude the 85th Commencement exercises.

CGU alums advise the president



Last year, President Barack Obama re-established the President's Advisory Commission on Educational Excellence for Hispanics. The commission is comprised of 30 members, culled from diverse professional backgrounds—education, philanthropy, business, nonprofit, and high-tech sectors—and geographic locations. But two of the 30 have something important in common: both Sara Lundquist and Darline Robles are Claremont Graduate University alums.



Sara Lundquist

Lundquist received her PhD in higher education from the School of Educational Studies in 2003. She currently works as vice president of student services at Santa Ana College (SAC), where she has been employed for over 33 years. In addition, she helps facilitate the Santa Ana Partnership, a K-12 higher education collaborative.

Robles graduated in 1977 with her master's degree in education. She went on to serve as superintendent of the Salt Lake City and Montebello Unified School Districts, as well as the Los Angeles County Office of Education from 2002 to 2010. She is currently a professor of clinical education at the University of Southern California and involved with several educational nonprofits in the Los Angeles area.

The two bring this wealth of experience and advocacy to the president's commission, which has been charged with providing advice to Obama and Secretary of Education Arne Duncan on improving education and educational opportunities for the country's Hispanic population. No modest task.

Hispanics are both the largest and fastest growing minority in America—currently numbering more than 54 million—yet they have the lowest education-attainment levels of any group in the country. Though they only currently comprise 16 percent of the population, estimates show that between now and 2050, 60 percent of the United States' population growth will be made up of Hispanics.

"If we are going to be competitive in this world, the public has to understand: if we don't educate Latinos, our largest growing minority, we're not going to be competitive globally," said Robles.

Lundquist hopes the commission can create a credible plan to achieve Obama's goal of America having the highest proportion of college graduates in the world by the year 2020; we are currently 12th. Like Robles, Lundquist sees Hispanics as vital to achieving this.

"I am honored that these talented individuals have decided to join the administration and serve our country," President Barack Obama said in a written statement announcing appointments to the commission. "I look forward to working with them in the months and years to come."

"It is absolutely numerically impossible to reach that goal without developing our talented Latino and Latina students," she said. "My job is to help run one of California's largest community colleges and increase access to higher education in one of America's most Hispanic and Spanish-speaking cities. That experience is something I am migrating to the meta-goal of the president's commission."

Lundquist also brings her experience with the Santa Ana Partnership, a program that has already been successful in her region and can provide valuable models to be exported to other communities.

The Santa Ana Partnership works with a collective of educational institutions in Orange County that are collaborating to address the vulnerabilities of the increasingly Hispanic, English-learning student body in the Santa Ana Unified School District (SAUSD). Just one recent example of the partnership's work occurred in 2011, when the heads of the University of California, Irvine; California State University, Fullerton; Lundquist's Santa Ana College; and SAUSD signed an agreement guaranteeing admission to a baccalaureate-degree program at one of those universities for every SAUSD student who graduates from the Santa Ana Unified School District, enrolls at SAC, and meets transfer requirements.

"That was an extraordinary pipeline expander for students. Not everyone is going to take advantage of it, but it changes a person's perspective of themselves when they get a letter from the heads of these institutions saying that they are saving a seat for you at their university," Lundquist said.

Robles, who was named among the top 100 Influential Hispanic Americans by *Hispanic Business Magazine* and Woman of the Year by the LA County Commission of Women, represents K-12 education on the commission. She is most interested in seeing more work done by schools to engage Hispanic families—something she says is too often lacking in school districts.

"Even in California, there are places where there are low expectations because of color," she said. "There is still the inability to engage the community and parents as true partners. Not just people who come in to sign documents."

As with Lundquist, Robles hopes to use her own experience and other success stories to create guidelines that can be replicated by other school districts and communities. She is on the board of directors for two Los Angeles-based nonprofits, Alliance for a Better Community and Families in Schools, that advocate for, among other things, engaging families as partners in their children's education.

But she is also eager to learn more from colleagues on the commission who come from areas with far smaller Hispanic populations: "Yes, there are things we can learn from California and replicate on a national level. And there are lessons to be learned as well from areas where Latinos only make up a small number of the student body. We can learn from everywhere."

Since its creation in May 2011, the commission has convened via conference call every few months and is concurrently holding community action summits throughout the country. Action summits are events for local education stakeholders to meet and discuss the issues pertinent to their region. These action summits are an essential component of the commission's success. Both Lundquist and Robles are adamant that, while the federal government has a role in education, it is the work done on the local level that will determine Hispanic student success.

"You can get charisma, evangelism, and power from the federal government, but solutions have to live and work on the ground, in school classrooms, in colleges, and at universities," said Lundquist.

"Yes, the federal government can set goals, work with us, provide resources, but change is really going to come from the grass roots," added Robles. "Early school programs, engaging parents, getting our students college-ready, all of that work has to be carried out on a community level."

With commission meetings continuing this spring, the plan for all members is to focus their efforts on action nationally and in their own communities. While serving on the commission is an honor for Lundquist, that is what really drives her.

"Anyone who works in a community like mine gets to look into the eyes of the young men and women who defied the odds and overcame so many obstacles to get to college," she said. "And when you are around that energy and the power of those young people, you feel yourself on the rising tide of the progress we are making. That's what makes me so optimistic about the future."



Darline Robles

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

LEAVING A LEGACY TO BE PROUD OF

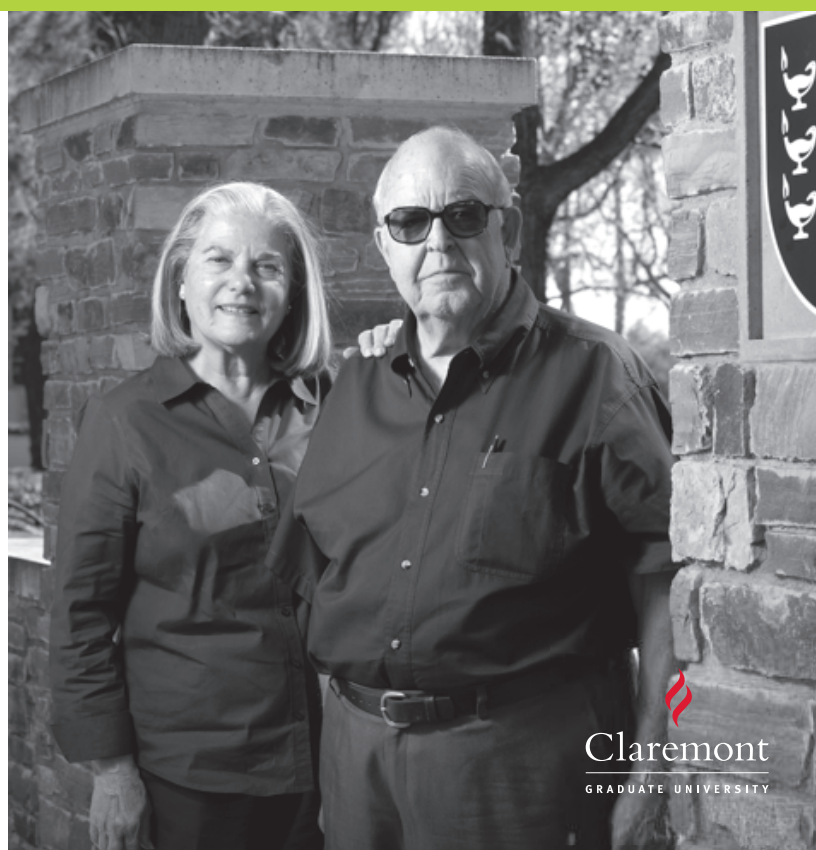
When Cortus Koehler looks back on his successful career, he and his wife Addie are grateful for many things. One thing they are most thankful for is Cortus' Claremont Graduate University experience, which enabled him to go on to a successful career as a professor of land-use management at California State University, Sacramento.

"I received help from several key professors at CGU, like John Regan, George Blair, and Gerald Jordan," Cortus said. "Their support and assistance gave me opportunities and a sense of direction that I feel greatly contributed to my professional success."

It is because of this that Cortus and Addie have made a provision for CGU in their estate plans.

"We want to make sure that CGU is able to provide the kind of education to future students that Cortus received," Addie said.

If you would like more information about the best way to provide for CGU in your estate plans, or if you would like to learn about other planned-giving opportunities (some even provide you with steady payments), please return this magazine's insert card or call (909) 607-9229 or e-mail plannedgiving@cgu.edu. You can also go to www.cgu.edu/plannedgiving.




Claremont
GRADUATE UNIVERSITY