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Winter 2006

# *the* Flame

The Magazine of Claremont Graduate University





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## *the*Flame

The Magazine of  
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Alumna Catherine Vail Bridge embodies the highest ideals of CGU's mission. Her remarkable story is the first in a series of profiles that celebrate outstanding CGU people.



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## the president's notebook

**T**alk about a cream pie right in the face. On September 18, 2006, a major report by Arthur Levine, the former dean of Teachers College at Columbia University, said most education schools are engaged in a “pursuit of irrelevance.” Their curricula are in disarray, and their faculties are disconnected from both public schools and academic disciplines. Levine continues that education schools have “not kept pace with changing demographics, technology, global competition, and pressures to raise student achievement.”

This was Levine’s second report on schools of education. In 2005, his first report noted that these institutions do such a poor job of training the nation’s future teachers and administrators that nine of every 10 principals consider the graduates unprepared for what awaits them in public schools.

Whew. But education schools aren’t alone in suffering withering critiques from influential insiders.

Last year the Harvard Business Review published “How Business Schools Lost Their Way,” by Warren Bennis and James O’Toole. The gist of the article: “MBA programs face intense criticism for failing to impart useful skills, failing to prepare leaders, failing to instill norms of ethical behavior—and even failing to lead graduates to good corporate jobs.”

Ph.D. programs haven’t been spared. Recent studies with titles such as “Re-envisioning the Ph.D.” and “The

Responsive Ph.D.,” have blasted doctoral education for being narrow and arcane, paying little attention to professional development, exploiting doctoral students, and leaving them in an environment of isolation.

So, we read fundamental critiques of three of CGU’s main educational activities—the Ph.D., the MBA, and graduate degrees in education. How do we respond? Graduate schools are criticized for being impersonal, narrow, and divorced from the world. In contrast, the CGU experience is intimate, transdisciplinary, and engaged with the world.

Let’s begin with the Ph.D. We emphasize applications across the disciplines to the problems of the real world. For example:

- Evaluation is a transdisciplinary focus at the School of Behavioral and Organizational Sciences.
- Political economy is the core of the School of Politics and Economics.
- At the School of Arts and Humanities “the heart of this interconnection among disciplines [is] in cultural studies, with an expanded mission of training our students in the applied areas of humanistic study.”
- The School of Religion teaches students what it means to be inside and outside a community of faith, a comparative approach including theological, historical, and contextual perspectives.

I could go on with examples, but the editor is wielding a red pen. Let me just add that CGU is also the only doctoral program in America that requires all students to study together in a “transdisciplinary course.” Students learn together how research approaches from other disciplines might lead to new knowledge and help solve practical problems.

Regarding professional development, thanks to Dr. Laurie Richlin and her colleagues, CGU is a pioneer. “Preparing Future Faculty” teaches Ph.D. students about the many dimensions of professorship, from curricular design to advising.

This year, CGU has revamped its offerings for those interested in non-academic careers—and this includes many Ph.D.s. One initiative involves DBM, the world’s leading provider of career management services. Some 80 percent of the Global 500 companies and 70 percent of the Fortune 500 companies have used DBM services. CGU is the first university to partner with DBM across a variety of faculties to provide a variety of unique services to our students. Students can take advantage of DBM’s 230 offices in 85 countries around the world.

So, CGU is already addressing many of the critiques leveled at Ph.D. programs. By expanding what we do and sharing what we have learned, we can provide national leadership to an industry under fire.



The same goes for the Peter F. Drucker and Masatoshi Ito School of Management. It already contains the seeds of the answers to the critiques of business schools. The Drucker School emphasizes what the father of modern management, Peter Drucker, espoused: values, looking at the long term, focusing on the customer, putting people at the center, and the knowledge economy. Yes, you master finance, accounting, marketing, and the usual skills of a first-rate school of management. But at the Drucker School you take a bigger, longer-term look. Because Drucker covers business and the nonprofit sector, even government, graduates are prepared to create new institutional partnerships to deal with tomorrow's challenges.

The next few years will be exciting for the new Drucker Institute and the Drucker School. We will see increased financial resources, a continuation and extension of the tremendous research done at the school, and expanded outreach activities. Five years from now, when people consider how to meet the critiques of business schools, they will turn to the Drucker School for guidance.

CGU's School of Educational Studies combines a passion for social justice with an insistence on accountability. Here, it's not "either-or," it's "both-and." If you study with us, you work on today and tomorrow's most important educational issues. You meld disciplines and experience diversity. You take both your heart and your head into the task of improving

education for better individuals and a better world.

In Arthur Levine's report and elsewhere, teacher training is criticized for neglecting the links between what teachers learn and what the results are for the students they teach. Our School of Educational Studies exemplifies a better way. Professors DeLacy Ganley, Anita Quintanar, and their colleagues are identifying new ways to ascertain the effectiveness of the teachers we teach, and to reflect back to the effectiveness of what we teach those teachers. This connection between evidence, reflection, and our own practice is, in their words, "a matter of urgency." It's just what the field of teacher training needs.

So, at the School of Educational Studies, at the Drucker School, and in our Ph.D. programs, Claremont Graduate University is already addressing the national critiques. Our task ahead is to expand and share our good work and distinctive approaches. As we do so, we can provide national leadership in graduate education.



Robert Klitgaard  
President and University Professor

**"Our task ahead is to expand and share our good work and distinctive approaches."**



# research, teaching, outreach

## FOCUS:

### Evaluating Community-based Family Literacy Programs

## FACULTY:

**Assistant Research Professor Tiffany Berry**  
**School of Behavioral and Organizational Sciences**



Children with poor early literacy skills are often considered “at risk” for failure upon entering kindergarten. In response to the challenges facing these at-risk children, many early intervention programs targeting children’s literacy have been developed.

Assistant Research Professor Tiffany Berry plans to augment existing evaluations of three family literacy programs by identifying how characteristics of the child, family, and community impact the effectiveness of each intervention. With support from the Verizon Foundation, additional data collection methods such as parent interviews, surveys, and archival community data will be used to understand how these characteristics relate to program effectiveness.

“Verizon’s grant will give us the extra help we need to measure important risk



and protective factors at multiple levels surrounding the child,” said Berry. “It will allow us to

publish and to disseminate our findings broadly, including to those evaluating programs serving high-risk families.”

SBOS Dean Stewart Donaldson noted, “Professor Berry’s evaluation work embodies the values and ideals of our applied developmental psychology program. It promises to influence policy and improve the plight of disadvantaged youth and their families.”



## FOCUS:

### Second International Design Science Research Conference May 13-15, 2007, Pasadena, California

## FACULTY:

**Associate Professor Samir Chatterjee**  
**Assistant Professor Gondy Leroy**  
**School of Information Systems and Technology**



The Second International Conference on Design Science Research (DESRIST 2007) will be held this May in Pasadena, Calif.



The conference will bring together researchers from diverse backgrounds such as computer science, information systems, software

engineering, social ethnography, and artistic disciplines, to create a forum for discussing novel solutions to emerging problems in design science. This conference builds upon the success of the first conference, held last year on the CGU campus.

“Like the Claremont conference, this second conference will bring together a community of researchers that are all exploring software-intensive systems and creative designs, an area in which NSF is also highly interested,” said Associate Professor Samir Chatterjee. “This conference will explore both the design methodology aspects as well as research conducted using design science.”

At DESRIST 2007, Chatterjee has

instituted two special awards that are named after Herbert A. Simon (Nobel Laureate and often called the father of design) and Vinton G. Cerf (ACM Turing award winner and father of the Internet). It was a special honor for the conference to be given the approval by Herb Simon’s family and estate trustee to recognize this award in his legacy.

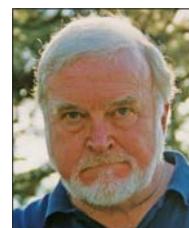
The successful workshop for young women interested in information science, which was a part of last year’s conference, will also be held during the May event. Assistant Professor Gondy Leroy will conduct the workshop. “With only a few women in the field in the U.S., this is a big problem,” said Leroy. “We hope to provide valuable career advice for young women interested in careers in information science.” For more information, please visit the Web site at <http://ncl.cgu.edu/desrist2007/>

## FOCUS:

### The Sources of Good Mentoring

## FACULTY:

**Professor Mihaly Csikszentmihalyi**  
**Research Assistant Professor Jeanne Nakamura**  
**Claremont Graduate University**



What makes a good mentor? The Spencer Foundation has awarded Professor Mihaly Csikszentmihalyi and Research Assistant Professor Jeanne Nakamura a \$410,000 grant to find out.



Conventional wisdom assumes that experienced practitioners with interest, motivation, and knowledge are the ones responsible for passing on the commitment to do “good work” from one generation to the next, and not merely the basic skills



needed for competent performance. This multi-year grant will test this assumption and demystify the mentoring relationship by collecting information on the transmission of values during professional training.

Survey data from young professionals in four diverse occupations will be collected. Nominated mentors will be surveyed to discover the strategies they employ with their apprentices. In particular, the emphasis will be on how mentors create an organizational environment that effectively embodies basic professional values such as honesty, cooperation, and thoroughness. "Despite a growing body of evidence for the benefits of mentoring and the increasing conviction that mentors are important," said Principal Investigator Jeanne Nakamura, "virtually nothing is known about how good mentors are formed."

Dean Ira Jackson of the Drucker School, where Professors Csikszentmihalyi and Nakamura have been working, commented, "This project is an example of our commitment to help create stronger leaders and management professionals—managers who can do 'good' while doing well in their careers. This project lies deep in the heart of the Drucker difference."

## FOCUS:

### Alternative Teacher Certification

## FACULTY:

**Assistant Professor DeLacy Ganley,  
co-director of CGU's Teacher Education  
Internship Program (TEIP)  
School of Educational Studies**



The California Commission on Teacher Credentialing has awarded a grant of \$312,500 to CGU's Teacher Education Internship Program

(TEIP) to support 125 interns during the current academic year. A portion of the funds will be utilized by the school districts in which CGU interns are employed to provide the intern with an on-site master teacher as a mentor or to fund release time so the intern can participate in professional development opportunities.

"Research continues to indicate that the most effective teacher preparation programs are ones that integrate academic and clinical education," said DeLacy Ganley, co-director of TEIP.

## FOCUS:

### Emergency Response Systems

## FACULTY:

**Associate Professor Tom Horan  
School of Information Systems and  
Technology**



"Call 911!" School of Information Systems and Technology Associate Professor Tom Horan heard those words as he came face-to-face with the value of his research. Fourteen days earlier, he had received \$312,000 from the National Science Foundation to study emergency 911 calls made on mobile phones. Now, he was an accident victim at a beach in Southern California.

That day brought him first-hand experience with the mobile emergency calling and emergency trauma care systems he was studying. It also gave him insights into possible refinements to his initial research design. "I got to experience how a 30-minute ambulance ride can look efficient in the statistics, but can seem like a year when you're in pain," said Horan.

One of the major delays to his receiving treatment came about because medical personnel were waiting for confirmation of his personal health records. With the

proliferation of PDAs and cell phones, Horan believes it can be practical and secure to use these devices for storage of personal health information. Serious problems, such as unknown drug interactions and allergies or other existing medical conditions, can complicate emergency treatment. It could be crucial when a victim is unconscious.

There are also issues of cost effectiveness in rendering emergency treatment. Hospitals across the country are experiencing financial crises in providing emergency care. While acknowledging



that access to personal health care information will not solve all the challenges facing emergency care providers, Horan believes his research will be helpful in making the process more efficient and cost effective.

The two-year project is expected to include a detailed study of emergency responses in California, Minnesota, and Virginia. It will culminate in recommendations for improving the uses of information technology to manage emergency response and care throughout the country.

Expanding on his research in emergency response technology, Horan is also the principal investigator for a \$400,000 grant from the Federal Highway Administration to establish the Center for Excellence in Rural Safety. He will be the research director of the new center, and the University of Minnesota and the New England Transportation Institute are

partnering in this grant. The primary focus of the research is citizen-centered improvements to rural transportation safety through behavior, technology, and policy innovations.

According to Horan, "This provides an excellent opportunity to apply our research on innovative technologies in emergency responses to a pressing national need."

Dean Lorne Olfman added, "Tom's research is helping to establish the School of Information Systems and Technology as a significant research player in the evolving field of health information systems and technology."

#### FOCUS:

### The IRIS Center for Training Enhancements

#### FACULTY:

**Professors Deborah Deutsch Smith (CGU's School of Educational Studies) and Naomi Chowdhuri Tyler (Vanderbilt University's Peabody College) are the co-principal investigators and project directors School of Educational Studies**



The U.S. Office of Special Education Programs awarded a five-year project to Claremont Graduate University and Vanderbilt University.

This national center serves to enhance the preparation and professional development of the nation's current and future professionals working with students with disabilities. Across this five-year effort, The IRIS (Individuals With Disabilities Education Act Research for Inclusive Settings) Center (Project #325F060003) will provide free online and interactive modules and training enhancements for use in both university course work and professional development activities. The overarching purpose of the IRIS Center is

to ensure that the next generation of education school personnel, as well as practicing professionals, possess up-to-date knowledge and skills about current, best practices that improve the results of students with special needs.

Professor Deborah Deutsch Smith directs IRIS-West at CGU. "The IRIS modules incorporate the 'How People Learn' (HPL) theory to translate research into practice on topics such as differentiated instructional techniques, accommodations, behavior management, effective school leadership, classroom assessment and evaluation, and diversity," said Smith. "These free supplemental enhancements and other informational materials are available through the center's online delivery system." Visit the center's Web site to learn more: <http://iris.peabody.vanderbilt.edu>.

With its \$2,475,000 portion of the grant, CGU will focus on the IRIS Center's technical assistance and outreach activities nationwide. IRIS-West will provide instruction in the use of the center's training enhancements by using a "trainer-of-trainers" model to scale up and disseminate the work of the center to every college of education and state in the U.S.

#### FOCUS:

### Teaching Founding Constitutional Principles

#### FACULTY:

**Clinical Professor Michael Uhlmann School of Politics and Economics**



Instead of seeing a mere collection of stone edifices, SPE Clinical Professor Michael Uhlmann sees an abundance of monuments and significant buildings in Washington, D.C. that represent a valuable teaching opportunity. The National Endowment

for the Humanities agrees with him. Uhlmann received a \$111,000 award—his fourth NEH grant—to conduct residential workshops on the founding constitutional principles for 70 middle and high school history teachers. The workshops are run in parallel with careful studies of the art and architecture of Washington, D.C. They enable the teachers and their students to see the symbolic relationship between famous architectural icons such as the Washington Monument and the Lincoln Memorial to constitutional principles.

After the workshops, teachers are expected to design lesson plans around



their experiences. Posted examples of their research papers, lesson plans, and related materials will be offered in an effort to improve the teaching of American history.

"I am delighted that Professor Uhlmann has been recognized again by the NEH," said Associate Dean of SPE, Jean Schroedel. "He brings tremendous knowledge and enthusiasm to his teaching. I am sure middle and high school teachers will benefit enormously from these workshops."





## Claremont Conversation with Dean Ira Jackson and Associate Dean Hideki Yamawaki

PETER F. DRUCKER AND MASATOSHI ITO  
GRADUATE SCHOOL OF MANAGEMENT

*Last fall, President Robert Klitgaard announced the appointment of Ira Jackson as the new dean for the Drucker School. Dean Jackson, and newly appointed Associate Dean Hideki Yamawaki, agreed to share a recent conversation with readers of the Flame.*

**Yamawaki:** Ira, you've had an exciting and impressive career at Harvard and Arizona State. What attracted you to CGU?



**Jackson:** So many things, Hideki. First, the Drucker School trains people to be both effective managers and effective leaders, and that's unique—it's certainly different than a traditional business school. We call ourselves an "M" school, a management school, not a "B" school, a business school. We're looking through the lens, largely, of Peter Drucker—his view of leadership as a liberal art. I am also impressed by the passion of the Drucker faculty for teaching. What, in your view, makes the Drucker School different?

**Yamawaki:** Our students. The issues that concerned Peter Drucker also challenge them: society, organization, and management. We are not only teaching the management tools, but we are also asking very deep, noble questions of the students. Often, young M.B.A. students do not recognize the importance

of these questions. But I often hear from graduate students and alumni that their Drucker School experience becomes more and more valuable as their careers move forward.

**Jackson:** So at the Drucker School, our students are challenged to be not only analytical, but also courageous.

**Yamawaki:** That's right. Courage is one of the most important aspects of an effective manager and a leader.

**Jackson:** And for us to be effective leaders of the Drucker School, we must enhance the values and characteristics that make us unique.

**Yamawaki:** Yes. And we also have a passion for teaching that we want to preserve.

**Jackson:** We also have an obligation to grow. Every organization—Peter reminds us—needs to market and constantly reinvent itself in the context of the larger market that it serves.

**Yamawaki:** And we want to continue the Drucker legacy.

**Jackson:** Absolutely. And that legacy has been global. Hasn't Peter's life and legacy impacted Asian thinking, for example?

**Yamawaki:** There has been a strong interest in Peter's work over the years, particularly in East Asian countries—China,

Taiwan, Korea, and Japan. The first reason was Peter's uniqueness: He was the only Western management professional who gave very relevant questions to the managers in Japan. The second reason is he always said innovation is the most important factor. And the third reason is the "people" aspect of management that Peter taught so well.



**Jackson:** These same issues confront Western and U.S. businesses. There is a new understanding that management is basically the art of motivating

people, not just manipulating numbers.

**Yamawaki:** Exactly. That means we not only have to continue, but also build upon Peter Drucker's legacy.

**Jackson:** Unquestionably, Peter was the great father of modern management. He was not only an expert who wrote many books, but he was a great moral thinker, a philosopher, and a social economist. In preserving Peter's legacy, we preserve his greatness and his inspiration for us to ask the big questions that he asked for 50 years. By doing that, we will have done what Peter expected us to do, and what our society needs.

## President Klitgaard advises international leaders

In August, Indonesia's President Susilo Bambang Yudhoyono invited CGU President Robert Klitgaard to address his cabinet on practical ways of improving governance. Klitgaard then spent a week in Jakarta, addressing the top 300 civil servants and working



with the finance minister, the attorney general, the Anti-Corruption Commission, and the aid donors.

"Indonesia is one of the most important countries in the world," Klitgaard commented later. "President Yudhoyono is the visionary leader of an Islamic democracy, the fourth most populous country in the world. If he can succeed in forging an inclusive, honest, effective government, maybe Indonesia can become an example."

Also this fall, Klitgaard participated in a videoconference with leaders from the African nation of Namibia. The topic: how to reduce corruption. Klitgaard was questioned by a distinguished panel including two former cabinet ministers, the head of the national assembly, a business leader, and the head of Transparency International for Namibia. The audience included 50 government officials, journalists, activists, and corporate leaders.

## Military families are the real winners of the 2006 Drucker Innovation Award



Children of military parents stationed overseas are the big winners in the 2006 Peter F. Drucker Award for Nonprofit Innovation. This year's \$25,000 award recipient, the San Diego-based Family Literacy Foundation, keeps military families in touch through their program, United Through Reading.

"This foundation really fits the definition of innovation that Peter Drucker exemplified," said Geneva Johnson, former president and CEO of Family Service America and selection committee member.

Founded in 1990, United Through Reading's goal is to increase literacy for children of deployed parents. The program provides video recording equipment to military bases, which allow mothers and fathers to record a book-reading session for their children to play back at home. In 16 years, the program has helped ease the pain of separation while increasing literacy for more than 143,000 families.

"Peter believed that most of our success in tackling social problems over the last 40 years has come from innovations spawned in nonprofit organizations," said Drucker School Dean Ira Jackson. "This award recognizes that innovation and hopefully encourages others to seek similar success."

## The New Paul Gray PC Museum opens with praise from PC World magazine

Computer historians will be in "computer heaven" at CGU's Paul Gray PC Museum, according to PC World magazine Editor Harry McCracken. "In the coming centuries people are going to be eager to learn about the history of the PC. This museum will be one of their greatest resources," said McCracken at the opening day ceremonies.

Based on the rankings in PC World magazine's 2006 article, "The Top 25 PCs of All Time," the Paul Gray PC Museum features 24 of the top computers profiled in the

article. Located in CGU's Academic Computing Building, the collection includes some of the most rare—but fundamentally important—computers of all time.

The museum is named for Dr. Paul Gray, professor emeritus at the School of Information Systems and Technology (SISAT). It was his personal drive and dedication over the past five years that gave birth to the museum.

"These machines completely changed the way the world communicates and works. History like this needs to be preserved," said Gray. *(Ed. Note: For more information, visit [www.cgu.edu](http://www.cgu.edu), and select the "Paul Gray PC Museum" link at the SISAT site.)*



## Introducing Vice President for Advancement Grantland S. Rice



Grantland S. Rice was appointed by President Robert Klitgaard as Vice President for Advancement. Rice comes with considerable experience as an advancement professional, consultant, educator, and author.

Most recently, Rice was director of research program development at the Harvard Law School, after leading institutional fundraising for the College of Arts & Sciences, the College of Engineering, and the Fletcher School of Law & Diplomacy at Tufts University. At Harvard, he was a co-director of the school's historic \$400 million capital campaign, including overall planning, strategy, and execution. The office he established at Harvard raised nearly \$70 million for academic research, and Rice played a leading role in the creation of many of the law school's academic programs.

Rice has also worked as a senior consultant for a Greenwich, Conn., business strategy firm and as an assistant professor of literature at The Ohio State University, where he also served in the University Senate. He is the author of *The Transformation of Authorship in America*, a book about U.S. copyright and literary history.

"When the president, school deans, faculty, administrators, and trustees all echo the very same sentiments about why their university is unique and why their institution is poised for great things, only great things can happen," Rice said. "I am glad to be making a contribution to this auspicious future."

Rice received his B.A. from Colby College, an A.M. from the University of Pennsylvania, and an M.A. and Ph.D. from Brandeis University.

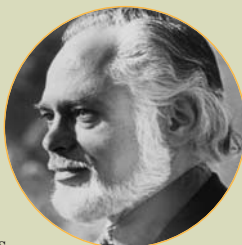
## IN MEMORIAM:

### Leonard W. Levy (1923-2006)

A distinguished scholar and unforgettable person, Leonard W. Levy, the Mellon All-Claremont Professor of Humanities and Chairman of the Graduate Faculty in History from 1971-1990, has passed away.

When Levy came to Claremont he was already a renowned historian of the American Constitution, having won the Pulitzer Prize in History in 1969 for "Origins of the Fifth Amendment." His prodigious scholarship—about 40 books and countless articles and reviews—presented critical issues of the American Constitution in ways that refreshed current debates with historical perspective. As part of the nation's bicentennial anniversary in 1976, he served as co-editor of the Encyclopedia of the American Constitution with Chief Justice of the Supreme Court, Warren Burger.

"Leonard Levy taught, researched, conversed, and lived with immense vitality and application," said Robert Davidoff, CGU professor of history, who was hired by Levy in 1972.



"His time at CGU added to the luster of the university; his great reputation, powerful intellect, great learning, and personal force made him a unique and irreplaceable American scholar."

### D.Z. Phillips (1934-2006)

CGU has lost a colleague, friend and a renowned researcher. D.Z. Phillips, the CGU Danforth Professor of Philosophy of Religion, passed away this summer in Swansea, Wales.



Phillips, also a research professor at the University of Wales, was considered a world leader in the philosophy of religion and a respected expert on Ludwig Wittgenstein, the 20th-century philosopher.

"D.Z. Phillips was one of the deepest thinkers and most prolific scholars of his generation," Dean of the School of Religion Karen Torjesen said. "His greatest legacy, however, is the next generation of younger philosophers whom he taught, inspired, mentored, and set to work on the pressing questions of this age."

# Intellectual Trespassers Found

*Our world faces many complex challenges. Solutions to these problems cannot come from singular perspectives. That's why the Claremont National Scholars awards are so important. We must train our future thinkers and leaders to become "intellectual trespassers," to solve the world's most difficult problems by engaging the full resources of our academic and intellectual capital.*

—PRESIDENT ROBERT KLITGAARD

Last fall, CGU marked a milestone in its eight decades of leadership in higher education with the arrival of the inaugural group of Claremont National Scholars.

Standing above the traditional graduate student fellowship, the prestigious Claremont National Scholars awards were designed by President Robert Klitgaard to bring an exceptional cohort of students from transdisciplinary research backgrounds to CGU.

"These doctoral scholarships are unique in higher education," said Provost Yi Feng. "The Claremont National Scholars awards are the only graduate fellowship program designed to reward and support transdisciplinary scholars in the early stages of their careers. These awards act as a foundation upon which these students can build the critical ideas we will all need for the future."

The search for CGU's first cohort of Claremont National Scholars began last year with the "Intellectual Trespassers Wanted" recruitment campaign. This nationwide effort asked educational leaders to nominate exceptional scholars who would fit the rigorous requirements of the Claremont National Scholars award, and most importantly, those who would thrive in our culture of elite, flexible, and transdisciplinary doctoral programs.

Initially funded by donations from CGU trustees, faculty, and staff, including President and Mrs. Klitgaard, the Claremont National Scholars award offers a successful applicant full tuition coverage, plus a \$20,000 annual stipend. CGU received more than 100 nominations from deans and professors around the country. Each nominee had achieved at or near the summa cum laude level in their fields and already excelled in transdisciplinary research.

The search has begun for the 2007 Claremont National Scholars. The university plans to double the number of nominations and bring eight new recipients to CGU this fall. We are proud to introduce the 2006 Claremont National Scholars award recipients.

**SUSANA BONIS**



**"CGU will help me learn more ways to complement what I've seen in practice."**

**Susana Bonis** is director of development and communications at Families in Schools, a non-government organization in Los Angeles. She has worked as a management/program analyst at high levels in the U.S. Department of Education on issues ranging from strategic planning to preparing tomorrow's teachers to use technology. She was a Fulbright teaching assistant at Eotvos Loran University in Budapest, received her M.A.T. from American University, and her B.A. summa cum laude with a double major in English and history from George Washington University.



"I am thrilled to work in a setting where boundary transgression is not only encouraged, but required."

**Victoria Bryan** is the co-founder and former managing director of STOP-GAP, the nationally acclaimed nonprofit theater company that uses theater as an educational and therapeutic tool. One referee called STOP-GAP "quite a legend in drama therapy." Bryan is currently an adjunct faculty member at California State University, Long Beach, where she recently completed an M.A. in art history. She previously served as director of programs for Angels Gate Cultural Center. She has been a writer, actor, producer, and photographer for six television series. Bryan holds a B.A. from Antioch University and a diploma in stage management from the Royal Academy of Dramatic Art, London.

#### VICTORIA BRYAN



#### FAY ELLWOOD



"I feel like I just got the best job in the world."

**Fay Ellwood** is a researcher and teaching assistant at the Claremont School of Theology. She holds an M.A. from the Claremont School of Theology, where she won the Presidential Award for Academic Excellence and a Presidential Scholarship. She has a B.A. in English literature from Goucher College, where she was a member of Phi Beta Kappa and the student commencement speaker. Her research continues to transcend the boundaries between literature and religion, particularly in the aesthetics of theological expression in poetry.

"The scholarship gives me the freedom to make my education my focus."

**Yvonne Flack** has a B.A. with a double major in English literature and biology from the University of Redlands, where her many honors include a Presidential Scholarship and a Regent's Scholarship. Her senior thesis explored parallels between biological mimicry and mimesis in art. She has acted in plays by Shakespeare and Marlowe, and she has been a research intern at Loma Linda University Medical Center.

#### YVONNE FLACK





# Changing Lives





W

hat has a ratio of nearly 7:680,000? It may be hard to believe, but seven is the number of doctoral degrees in special education granted in California in 2006, and 680,000 is the number of special education students in the state. Startling numbers, yet even more startling is the fact that only one of those degree recipients went on to teach prospective special education faculty.

The School of Educational Studies' Teacher Education Internship Program (TEIP) recognized this looming crisis in the preparation and credentialing of special education teachers. With its history and tradition of leadership in education, the school set about confronting these challenging statistics by strengthening and enhancing its degree and credential offerings.

This was news that energized a young high school teacher—Pandwe Gibson. Years earlier, she watched the struggles of a high school friend labeled as learning disabled. She saw how the best intentions led to limited access to the full benefits of education and even more limited choices for success in life.

"Labels are damaging to people's lives," said Gibson. "We need to find ways to provide accommodations and still provide paths for these students to move through life successfully."

Determined to make a difference, Gibson pursued a career in teaching. The journey led her from the South Side of Chicago to a teaching position in special education at Pasadena High School in California. She knew she would need additional education to pursue her goals of making a significant contribution in special education, and she was attracted to CGU's School of Educational Studies because of its dedication to social justice. There, Gibson found a philosophy of special education akin to her own. The next step was obvious; she became a student in the School of Educational Studies. "Because of my master's degree and now my Ph.D. program work at CGU, I am able to pursue my career as a teacher," stated Gibson. "I see a future where we can move away from a limited mindset of educating individuals with a disability label, and we can move toward an inclusive view of services to meet all students' needs."

Gibson was the recipient of CGU's Peter Lincoln Spencer Fellowship award. This fellowship award, named for a beloved faculty member of the School of Educational Studies, acknowledges students who have demonstrated flexibility, innovation, and an extraordinary concern for students. Gibson readily acknowledges the important role the faculty has played in her still evolving career. "CGU has so much to offer in this field," said Gibson. "I cannot only dream about my future in education; now I can see it. I want to combine teaching the next generation of teachers with my goals for changing the administration of special education programs."

Gibson's own drive and talent, combined with new knowledge and insight from her studies at



*Pandwe Gibson, M.A.,  
Special Education, 2006;  
current student, Ph.D.,  
Education*



Deborah Deutsch Smith



Sue Robb

CGU, created a model environment for her special education students at Pasadena High School, where she is acting department head for special education. Her students, who had come to her classroom from those “limiting environments,” have been praised for their innovative and creative work, such as the video production of a documentary, “Stop the Violence!” Their local cable channel was impressed with this production, and it commissioned the students to work on a 10-part TV series airing under the channel’s “Community Talks” umbrella.

The School of Educational Studies’ TEIP continues to expand and strengthen their offerings in special education so there can be more success stories like Pandwe Gibson. Chief among the resources being brought to bear on special education problems are two remarkable programs at CGU. The IRIS Center (Individuals with Disabilities Education Act Research for Inclusive Settings) for Faculty Enhancement and the PULSE Project (Preparing Urban Leaders in Special Education).

Professor Deborah Deutsch Smith, who joined the education faculty this year, serves as the director of the IRIS Center for Training Enhancements at CGU (*Ed. Note: See more details about the IRIS-West Center in the Research, Teaching, and Outreach section*). “IRIS develops and supports the use of training materials that incorporate the ‘How People Learn’ theory, translating research into practice for the next generation of teachers as well as current service providers,” Smith said. “The center’s mission is the delivery of effective services to all students with disabilities.”

Another strength in the school’s special education program is the PULSE Project. PULSE Director Sue Robb, who has extensive special education academic and classroom experience, joined the CGU faculty in 2004. This project provides significant federal fellowship funding for CGU students pursuing their teaching credentials in special education. Additionally, the project was designed to recruit the best of these students into the Ph.D. program to eventually become faculty in special education at the university level. This second phase is called Project FACULTY: Future Academics for California Universities as Leaders in Teaching for Years to Come. It builds on the strong foundation of CGU’s current doctoral programs by designing a new and replicable model that is technologically innovative. Project FACULTY’s pioneering strengths offer an individualized special education concentration and “faculty-at-a-distance” seminars that bring the concept of a “national faculty” of researchers and policy makers to CGU. The curriculum also capitalizes on the transdisciplinary strengths of existing CGU programs in evaluation, educational research, higher education, urban education, arts and humanities, management, mathematics, politics, economics, and religion.

And most recently, TEIP has added more possibilities for students seeking special education credentials. Now, a credential for Education Specialist Levels I and II for Moderate/Severe Disabilities has been added to the existing credential for Educational Specialist Levels I and II for Mild/Moderate Disabilities.

The success of the TEIP special education program and its graduates will serve as a model for other schools of education to follow, and CGU students like Pandwe Gibson will lead the way toward a new and better reality for the 680,000 students in California special education programs—and the millions more across the country.

It is a daunting task. Asked how she envisions succeeding, Gibson replied, “Student by student, classroom by classroom, school by school, and district by district!”



How  
do we find meaning?

How  
do we understand  
more about our society  
and ourselves?

How  
do we stay connected  
to the past, the present,  
and the future?



# How

## the School of Arts and Humanities answers these questions

**I**t was 2002, a year since 9/11, and the world still seemed unbalanced—color-coded alert levels, stock market impacts, and a new view of international politics. Change had become a constant.

Higher education was also compelled to change. In particular, the humanities struggled with the question of how to show their relevance. For CGU's School of Arts and Humanities, this struggle became a challenge, and the challenge became an opportunity for positive change.

Patricia Easton, dean and associate professor of philosophy, seized this opportunity. The faculty organized a retreat focusing on re-envisioning the future of the School of Arts and Humanities—individually as departments and collectively as a school.

"While we conceded that we were too small to do everything, we also knew this was our greatest strength," said Easton. "We were nimble, without the baggage and bureaucracy that larger institutions carry. We weren't the biggest, so we needed to be the smartest."



This magnificent harpsichord is one of two owned by the university.



**Kuang-Wen Chao**  
D.M.A. student

“The transdisciplinary course offers me a new way to see things and gives me a chance to reconnect myself with the world I live in. It also expands my vision and, therefore, adds depth and sentiment to my music.”

# Music



**Amanda West**  
Ph.D. student

"With a B.A. in philosophy, an M.A. in bioethics and another M.A. in applied women's studies, I am able to use what I have learned and apply it to history. Instead of three or four distinct studies, I can weave everything together into one."



# History



Historically, the strengths of the school had been the flexibility of its programs, the intimacy of its learning environment, and its commitment to interdisciplinary study. "Interdisciplinarity" had become a fashionable catchphrase at universities over the past decade, but at CGU it was second nature. There had always been collaborations across traditional disciplines, mostly driven by student interest, and empowered by the university's philosophy of flexible programming.

Now a new concept was emerging. Beyond "interdisciplinarity," the faculty at CGU, and especially in the School of Arts and Humanities, was envisioning a new concept: "transdisciplinarity."

The first task was to define "transdisciplinarity." The relatively new discipline of cultural studies provided the direction. Cultural studies operates on the premise that ideas and problems are the driving force behind critical study. It reorients scholars to combine problem-solving techniques necessary to understand a particular issue, as opposed to dissecting a problem merely within the limited boundaries of an individual discipline.

This new approach helped define "transdisciplinarity" for the School of Arts and Humanities: the joining of strengths from multiple disciplines and merging them into one powerful tool to solve complex, multi-faceted problems. Now, the faculty thought an answer to that question of "how to show relevance" might be taking shape.

The school was breaking new ground, and it had no model to follow. In the true spirit of an academic community, the faculty committed to finding solutions. "We're in this together," said Easton. "Credit for blazing this new trail will be shared by everyone involved."

Breaking down those traditional walls raised very real logistical and curricular questions. How do we implement this emerging vision? How do teachers hired in philosophy and English teach together, and to whom are their classes oriented? How can you decide what departmental duties they will assume, and in which department? Then there are the more contentious questions about which department funds these teachers, and how will they be evaluated for tenure?





"Eloping," is one of Brad's many works of art.

**Brad Eberhard**  
M.F.A. student

"Studying art at CGU has greatly increased my belief in my own artistic vision. Genuine dialogue with several professors has challenged me to intellectually and aesthetically focus my project and stand behind my practice with confidence."

## Art



## English



**Jenny Oenning**  
Ph.D. student

"The English Department directed me in a way that made me even more resolute and passionate about pursuing my Ph.D. at CGU."

It took many discussions and many meetings. Ultimately, the faculty adopted a school-wide plan that emphasized transdisciplinarity. Three concrete goals emerged:

- *Strengthen faculty resources in support of studio art, musicology and performance, and the core humanities disciplines*
- *Design and implement new degree programs that fully integrate interdisciplinary connections among and within programs at CGU*
- *Provide training in the applied areas of humanistic study*

"This plan helped bind us as an intellectual community," said Easton. "We were now committed to common goals and a unified direction while respecting each of our unique disciplinary and departmental contributions."

With the picture becoming clearer, the school could see that new faculty would strengthen its programs. In all, six new faculty members joined the school: Masahiro Yamada, Lori Anne Ferrell, Henry Krips, Eve Oishi, David Amico, and David Pagel. In addition to

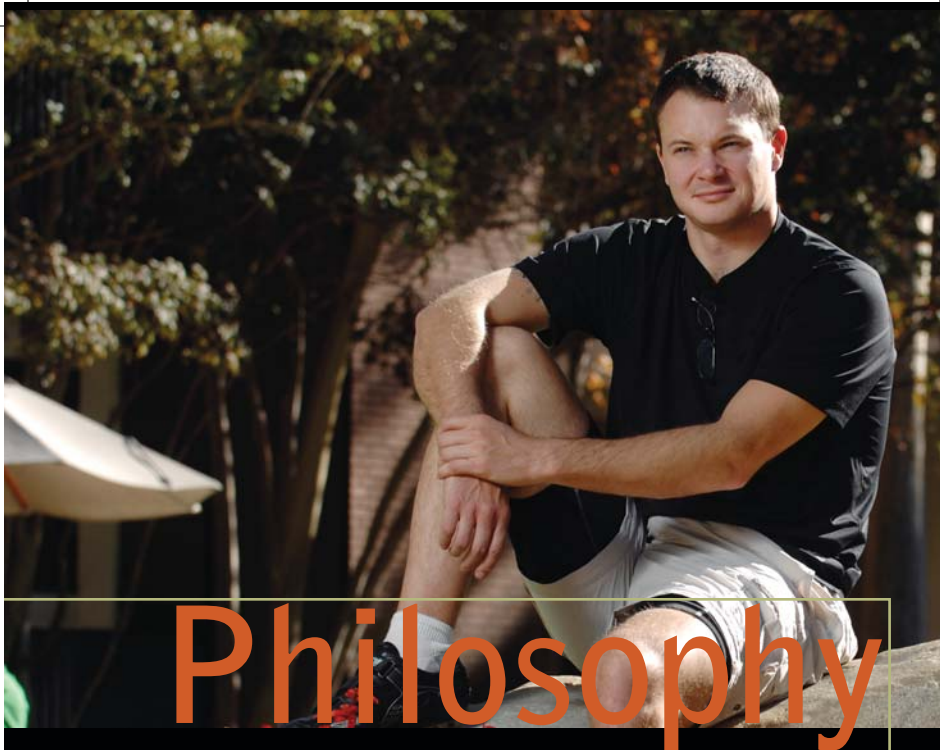
duties within their particular disciplines, they serve the program needs of at least one other discipline to help to foster a community of intellectual exchange and common pursuit.

The school has also relocated and centralized many of its departments and offices. With help from the Council of Graduate Schools and the Ford Foundation, it has hired a program coordinator and recruiter to streamline and improve administrative support for faculty and students. "In the past, cross-program study was largely a student initiated endeavor," said Easton. "Centralized organizational support makes those pursuits easy to obtain. Our full-time enrollments are up and, more importantly, there's a palpable climate of exchange and excitement. Our vision is becoming a reality."

The School of Arts and Humanities impressed another of CGU's hallmarks—applied knowledge—into its plan. It began reaching beyond the confines of the campus and into communities.

For example, the Puente Hills Project initiated the production of a resource directory for Puente Hills, a mixed area of residential





# Philosophy

**Zenon Culverhouse**

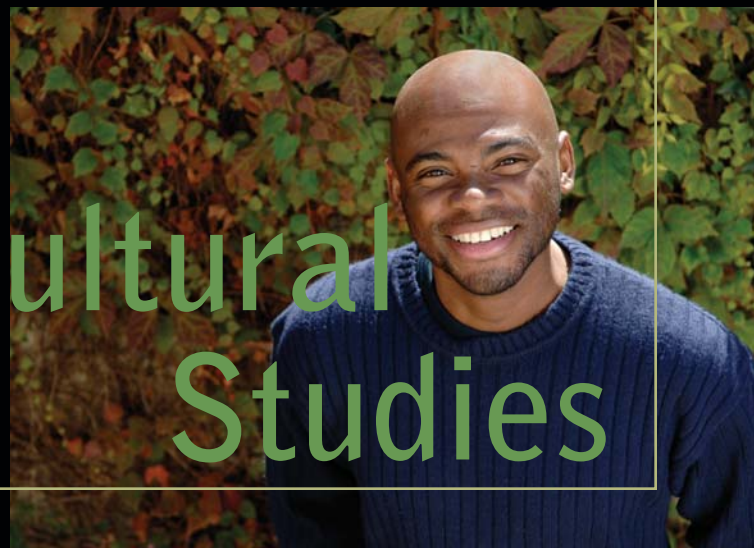
Ph.D. student

"CGU's transdisciplinary emphasis exposed me to the broader world of academics and the ways it may inform my work. Within this atmosphere, I am able to take part in the formation of a transdisciplinary journal as well as contribute to it."

**Edward Robinson**

Ph.D. student

"I've wanted to teach since I was old enough to understand the profession. I am excited that I will be a professor who can talk across multiple disciplines and fields in my teaching."



# Cultural Studies

and undeveloped land in Southern California. Directed by Janet Brodie, CGU professor and History Department chair, the project serves both historical and cultural needs; it will produce a series of documents, including written histories of the Chumash (Native Americans indigenous to the area), as well as the region's natural and environmental history, and the leisure use of the undeveloped hills.

Another example is the IMPACT Project, funded by the Mellon Foundation. Led by Easton and James Griffith, a doctoral student in philosophy, this three-year project studies the impact of online tools in graduate humanities education. It is the first of its kind.

The Kingsley-Tufts Poetry Award is yet another example of making new connections. Established in 1992, the Award is presented annually, and it offers the largest cash prize for a work by a mid-career poet—\$100,000. A companion award, the \$10,000 Kate Tufts Discovery Award, is also presented annually to a first book by a poet of genuine promise. "For 15 years, CGU has made a very real and important contribution to poetry," said Jennifer Diener, founding

member of the school's Board of Advisors. "There is an energy and creativity at CGU which keeps me around, trying to help out."

This energy and creativity moved beyond changing existing programs; it also resulted in new cooperative programs in the applied humanities. They are one-of-a-kind, innovative, and flexible graduate-level programs that are designed to give the student advanced practical tools for critical, academic study. The entire faculty contributes to the teaching and mentorship of students in these programs, and in some cases the programs are not located in any one department.

The new applied humanities M.A. programs include:

- ***Applied Women's Studies***
- ***Arts and Cultural Management (MAACM)***, the program's flagship degree
- ***Cultural Studies with a concentration in Museum Studies***
- ***History and Archival Studies***

In particular, the MAACM degree is attracting great interest. Its design calls for students to take a full load of MBA core classes on



# Applied Humanities



**Jenell Morrow**

M.A., Applied Women's Studies student

"I plan to teach women's studies in the future and I believe the Applied Women's Studies program here at CGU is preparing me to be an active scholar and a scholarly activist."



**Liliane Contreras**

M.A., Arts and Cultural Management student

"The transdisciplinary approach has been extremely rewarding as my study has been a perfect combination of my two greatest interests: business and art."

accounting, finance, and marketing from the Peter F. Drucker and Masatoshi Ito School of Management. Additionally, they also take advanced courses in a humanities concentration of their choosing. "The MAACM was created to directly meet the needs of arts and cultural institutions of the future," said Easton.

It has been an overwhelming success story. And there are substantial reasons for its success. First, it resolves the debate over whether business managers or artists are better fit to lead these institutions by eliminating the either-or proposition. Second, this program recognizes that future arts and cultural managers will not only be working within the field of the arts, but in business spheres as well.

MAACM prepares students for exhibition practicums, and it allows them to focus on disciplines like music or cultural studies. It will prepare them for leadership positions in performing arts centers or museums whose "objects" are nontraditional, such as the Los Angeles Museum of Tolerance. This program is an outstanding example of the new vision: an integrated, transdisciplinary, and

practical commitment to the future of education.

According to Board Member Diener, CGU and its School of Arts and Humanities have done well to focus on the elements that demonstrate how truly unique they are among institutions of higher education—particularly by pioneering the use of transdisciplinary studies. "I have watched with pride as the school has become an exciting, inspiring center, radiating ideas and new ways of looking at the age-old preoccupations of mankind: How do we find meaning? How do we understand more about our society and ourselves? How do we stay connected to the past, the present, and the future?"

In this age where problems are not limited to departments, and solutions are not confined to disciplines, Claremont Graduate University's School of Arts and Humanities has positioned itself to serve a new world of challenges, to offer its experiences as a model for others to follow, and to answer the most compelling question of all: "How?"



# faculty achievements



An interactive online tutorial developed by **Dale Berger** (*School of Behavioral and Organizational Sciences*) and his students won a MERLOT Classics 2006 Award for Exemplary Online Learning Resources. The award was presented at the international conference in Ottawa. Two of Berger's papers were published this summer: "Pulmonary Function Following Surgical Repair of Pectus Excavatum: A Meta-analysis," co-authored with M. H. Malek, W. D. Marelich, J.W. Coburn, T.W. Beck, and T. J. Housh, was published in the *European Journal of Cardio-thoracic Surgery*, volume 30; "Cardiovascular Function Following Surgical Repair of Pectus Excavatum: A Meta-analysis," co-authored with M.H. Malek, T.J. Housh, W.D. Marelich, J.W. Coburn, and T.W. Beck, was published in *Chest*, volume 130. An abstract of the same paper was published in *Medicine & Science in Sports & Exercise*, volume 38 supplement. The information was also presented at the meeting of the American College of Sports Medicine in Denver, Colorado. In addition to this presentation, Berger presented "How to Prepare for a Rewarding Career Applying the Science of Psychology" at the International Congress of Applied Psychology in Athens, Greece.



**Michelle Bligh** (*School of Behavioral and Organizational Sciences*) presented "Presidential Charismatic Leadership: Exploring the Rhetoric of Social Change from Theodore Roosevelt to George W. Bush," co-written with V. Seyrayani, at the annual meeting of the Academy of Management in Atlanta, Ga. "The Importance of Self- and Shared-Leadership in Team Based Knowledge Work," co-written with J.C. Kohles, was presented at the annual meeting of the Academy of Management, in Atlanta, Ga. She presented "Ethical Leadership through Ethical Scandal, Intervention and Post Intervention Periods," co-written with W. O'Connell and K. Pelletier, and "Exploring Gender Role Stereotypes: The Rhetorical Leadership of Women in the U.S. Senate," co-written with J.C. Kohles, and "Gender Stereotypes, Political Affiliation, and Media Influences on Perceptions of Women Senators," co-written with M.M. Schlehofer-Sutton, B. Casad, and A. Grotto, at the annual meeting of the Society of Industrial and Organizational Psychology in Dallas, Texas.



**Peter Boyer** (*School of Arts and Humanities, Music*) composed scores for episodes of The History Channel original series, "Engineering an Empire." He also contributed score orchestrations for the Paramount Pictures film "Mission: Impossible III," for composer Michael Giacchino. Boyer's Grammy®-nominated work "Ellis Island: The Dream of America" was broadcast nationally on the WFMT Fine Radio Network, in a performance by the Elgin Symphony Orchestra, with actors from the Milwaukee Repertory Theatre. Boyer's orchestral work "Silver Fanfare" was performed by the Nashville Symphony and the Pasadena Pops. His orchestral tone poem, "Titanic," was broadcast by the Bayerischer Rundfunk (Bavarian Radio) in Germany. Boyer served as BMI Composer-in-Residence at Vanderbilt University in Nashville, Tenn. The Vanderbilt University Orchestra also performed Boyer's work, "Celebration Overture," which was choreographed by the Cincinnati Ballet Tech Ohio for a performance at their Gala of International Ballet Stars.



**Samir Chatterjee** (*School of Information Systems and Technology*) had two papers published from the 39th IEEE Hawaii International Conference on System Sciences (HICSS) 2006, Kauai, Hawaii on the topics of RFID and e-risk insurance models. He also published "A Framework for Designing Healthy Lifestyle Management Information Systems" at the AMCIS conference in Acapulco, Mexico, and "Telehealth Taxonomy: A Tool to Classify Telehealth Programs and Applications" at the Eleventh Annual International Meeting & Exposition of the American Telemedicine Association in San Diego, Calif., co-authored with Dr. Bengisu Tulu and students Taimur Hassan and Megha Maheshwari. Chatterjee spent a month on a lecture circuit in India, giving lectures at the Indian Institute of Management, Ahmedabad. He delivered a paper, "Metrics for Measuring Internet-based Telemedicine Quality: An Empirical Investigation for Ophthalmology" at the 8th IEEE Healthcom Conference in New Delhi, India. He has also been inducted into the International Board of Advisory for the Sanjay Gandhi Institute for Telemedicine.



**Jenny Darroch** (*Drucker/Ito School of Management*), with M. Miles, published "Entrepreneurial Marketing and the Competitive Advantage Cycle" in the *European Journal of Marketing*, volume 40 (5/6).





**David Drew** (*School of Educational Studies*) has been selected as Chairman of the Board of the Western Science Education Consortium. He also serves on a WASC committee, which is reviewing the standards and criteria by which community colleges are assessed and accredited. He and CGU alum June Hilton co-authored a chapter, “Sciencemaps: An Online Resource Portal for Standards-Based Science Instruction Using Geographic Information System Technology,” in the book “Emerging Spatial Information Systems and Applications.” The article, “Too Many Options Dilute Shared Experience,” which he co-authored with Hedley Burrell, appeared in the Christian Science Monitor.



**Patrick Horn** (*School of Religion*) delivered his paper, “The Concept of ‘World’ in Whitehead, Russell, and Wittgenstein” at the 6th International Whitehead Conference in Salzburg, Austria. He co-authored with D.Z. Phillips, “Religion and Cultural Completeness” in *Kritik von Religion: Zur Aktualität einer unerledigten philosophischen und theologischen Aufgabe*; Hans Peter Grofhlans and Mohr Siebeck, editors.



**Robert Hudspeth** (*School of Arts and Humanities, English*) recently had an essay published: “Later Emerson: ‘Intellect’ and the Conduct of Life” in *Emerson Bicentennial Essays*, Ronald A. Bosco and Joel Myerson, editors.



**Gondy Leroy** (*School of Information Systems and Technology*) was the invited speaker at the Microsoft eScience Workshop at The Johns Hopkins University. She presented current work on “Facilitating Understanding and Retention of Health Information.” Last fall, she worked as a visiting scholar at the Lister Hill National Center for Biomedical Communications at the National Institute of Medicine (NLM), one of the National Institutes of Health (NIH). Together with Dr. Thomas C. Rindflesch, she researched the visualization of semantic relationships extracted from medical text and their potential effect on understanding and retention of information. Since the fall semester of 2006, she has served as her school’s liaison with the National Center for Women and Information Technology (NCWIT).

## new faculty

# MICHAEL HOGG

*Professor of Social Psychology, School of Behavioral and Organizational Sciences  
Ph.D., Psychology, Bristol University, United Kingdom*

**WHY CGU?** The School of Behavioral and Organizational Sciences is exactly what I’ve been looking for. It places an emphasis on understanding human behavior in its social and societal context.

**TEACHES:** Directed Research; Self and Identity; and Stereotyping and Prejudice. Later, I’ll add a course on Group Processes and Intergroup Relations; and one on Leadership.

**TEACHING STYLE:** My style is inspirational. At the graduate level, I see myself more in a scientific and intellectual partnership with my students rather than someone who is “teaching” them.

**RESEARCH:** I have two main projects. The first is the role of uncertainty in identity dynamics: how feelings of uncertainty motivate people to join or identify with social groups. The second is about how vicarious dissonance can lead to attitude or behavior change. I am also preparing, with the help of a colleague, the fifth edition of my

introductory social psychology text and, with another colleague, an undergraduate text on group processes.

**FAVORITE BOOK IN HIS FIELD:** “Social Psychology and Intergroup Relations” by M. Billig. Written in 1976, it is a supremely scholarly and persuasive intellectual accomplishment.

**INSPIRATION:** In my final year as an undergraduate at Birmingham University in the late 1970s, I took a course on social psychology and intergroup relations with a young professor named Mick Billig—a course that fired me with an interest in the social psychology of intergroup relations.

**INTERESTS:** It sounds hackneyed to say I love to travel, but since I was born in India, spent my childhood in Sri Lanka, and split the rest of my time between England and Australia, it’s true. I have family, friends, and research collaborators all over, so I spend time traveling. I also tinker on my guitar and do other fun things.





**Joseph Maciariello** (*Drucker/Ito School of Management*) recently published two articles on Peter Drucker: “Mastering Peter Drucker’s ‘The Effective Executive’” in *Leader to Leader* and “Peter F. Drucker on Executive Leadership and Effectiveness” in *The Leader of the Future 2*, edited by Frances Hesselbein and Marshall Goldsmith.



**Dean McHenry** (*School of Politics and Economics*) recently had a chapter titled “The Numeration of Events: Studying Political Protest in India” published in *Interpretation and Method, Empirical Research Methods and the Interpretive Turn*, edited by Dvora Yanow and Peregrine Schwartz-Shea.



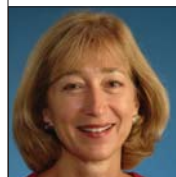
**Jennifer Merolla** (*School of Politics and Economics*) presented a paper entitled “Authoritarian Attitudes under Crisis Conditions,” co-authored with Jennifer M. Ramos and Elizabeth J. Zechmeister from U.C. Davis, at the annual meeting of the International Society of Political Psychology in Barcelona, Spain. Another paper, “Lotto, Blotto or Frontrunner: U.S. Presidential Elections and the Nature of Mistakes,” co-authored with Michael Munger and Michael Tofias, was presented at the annual meeting of the American Political Science Association in Philadelphia, Pa.



**Allen Omoto** (*School of Behavioral and Organizational Sciences*) recently had two chapters published: “Retirement Community Life: Issues, Challenges, and Opportunities” with C.A. Aldrich in J.B. James and P. Wink (Eds.), *Annual Review of Gerontology and Geriatrics*, Volume 26: *The Crown of Life: Dynamics of the Early Post-retirement Period* and “Community Service,” in *Youth Activism: An International Encyclopedia*, co-authored with A.M. Malsch, L.R. Sherrod, C.A. Flanagan, R. Kassimir, and A.K. Syvertsen, editors. Omoto presented “The Role of Community Connections in Volunteerism and Social Action” at the 2nd International Conference on Youth Empowerment: Empowering Youth Through Volunteerism in Hong Kong, and “Volunteerism and Civic Participation: The Role of Psychological Sense of Community” at the meeting of the Society for the Psychological Study of Social Issues in Long Beach, Calif. He also presented “Psychological Sense of Community: Implications for Volunteerism and Social Action” at the European Association of Experimental Social Psychology Small Group Meeting on Group-level Perspectives on Giving and Receiving Help in Kiel, Germany.



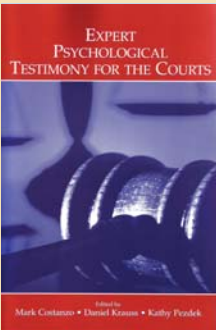
**Craig Pearce** (*Drucker/Ito School of Management*) produced several publications: “Virtuous Leadership: A Theoretical Model and Research Agenda” in *Journal of Management, Spirituality and Religion*, co-written with David Waldman and Mihaly Csikszentmihalyi; “The Importance of Self and Shared Leadership in Team Based Knowledge Work: Toward a Meso-level Model of Leadership Dynamics” in the *Journal of Managerial Psychology*, co-written with Michelle Bligh and Jeffrey Kohles; “The Importance of Vertical and Shared Leadership Within New Venture Top Management Teams: Implications for the Performance of Startups” in *Leadership Quarterly*, co-written with Michael D. Ensley and Keith M. Hmieleski; and “The Moderating Effect of Environmental Dynamism on the Relationship Between Entrepreneurial Leadership and New Venture Performance” in the *Journal of Business Venturing*, co-authored with Michael D. Ensley and Keith M. Hmieleski. Pearce gave the keynote speech at the annual conference of the Society for Consulting Psychology in San Diego, Calif., “Beyond Heroic Leadership: Is Shared Leadership the New Panacea?” Pearce gave several presentations as well: “Shared Virtuous Leadership” and “Leader Contingent Reward and Use of Humor,” co-authored with Robert Vecchio and Joseph Justin, presented to the annual conference of the Academy of Management in Atlanta, Ga; “Shared Leadership and Social Networks” at the annual conference of the Society for Industrial and Organizational Psychology in Houston, Texas; “When Leaders Attack: The Destructive Force of Aversive Leadership Cognitive, Behavioral and Performance Outcomes,” co-written with Michelle Bligh, Jeffrey Kohles, Joseph Justin, and John Stovall; and “Integrity in Leading Others to Lead Themselves: What Might Work in Schools,” co-written with Joseph Justin, at the annual conference of the Western Academy of Management in Long Beach, Calif.



**Kathy Pezdek** (*School of Behavioral and Organizational Sciences*) published the following: “Interviewing Witnesses: The Effect of Forced Confabulation on Event Memory” in *Law & Human Behavior*, co-authored with K. Sperry and S. Owens; “Is Knowing Believing?: The Role of Event Plausibility and Background Knowledge in Planting False Beliefs About the Personal Past” in *Memory & Cognition*, co-authored with I. Blandon-Gitlin, S. Lam, R.E. Hart, and J. Schooler; “Imagination and Memory: Does Imagining Implausible Events Lead to False Autobiographical Memories?” in *Psychonomic Bulletin & Review*, co-authored with

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**Expert Psychological Testimony for the Courts**

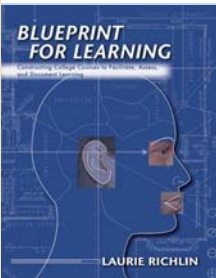
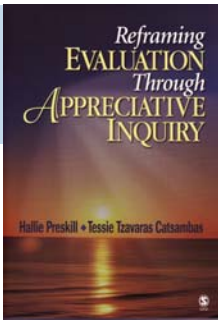
Mark Costanzo, Daniel Krauss, and Kathy Pezdek, editors  
(Lawrence Erlbaum Associates, 2007)

This fascinating book contributes to the knowledge and discussion of expert testimony from clinical, cognitive, social, and developmental psychologists. The book covers many different areas of psychological testimony, including forensic identification, police interrogations, false confessions, eyewitness identifications, sexual harassment, mitigation in capital cases, insanity defense, battered women, future dangerousness, and child custody. Expert testimony from psychologists has made a major impact in court cases around the country. Recommended for trial attorneys and social scientists in the legal system, it can also serve as a text in advanced courses in psychology, legal studies, criminal justice, and sociology.

**Reframing Evaluation Through Appreciative Inquiry**

By Hallie Preskill and Tessie Tzavaras Catsambas  
(Sage Publications, 2006)

Appreciative Inquiry is a new approach for organizational development and change. This introduction builds a theoretical foundation for Appreciative Inquiry (AI) as an application of evaluation. Covered in this text are the ways in which AI can be conducted. Examples are given of previous evaluations and how to apply these methods to the reader's own work. This book features actual cases as examples to ensure the reader's understanding of AI in organizational, community, and population contexts. In addition to individual cases, the work provides a whole-systems approach, responding to the dynamic and complex environment of evaluation. It is recommended for evaluators, management consultants, and researchers, and it can also be used as a supplement to graduate courses.



**Blueprint for Learning:  
Constructing Courses to Facilitate, Assess, and Document Learning**

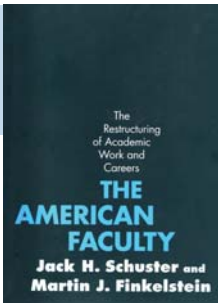
By Laurie Richlin  
(Stylus Publishing, 2006)

In her new book, Laurie Richlin brings together material from her successful workshops on college course construction. Diverse elements and teaching strategies are utilized as Richlin "how-to's" her way through successful methods of teaching. The readers becomes familiar with course design elements and begin to understand themselves as individuals and as teachers. Practical tools like tests, syllabi, rubrics, and question framing are not only explained, but also given theoretical justification. This book is recommended for graduate students planning to teach in higher education.

**The American Faculty: The Restructuring of Academic Work and Careers**

By Jack Schuster and Martin J. Finkelstein  
(The Johns Hopkins University Press, 2006)

Higher education is becoming destabilized in the face of extraordinarily rapid change. Organized around new information technologies, a global, knowledge-based economy, privatization and market forces, developments have transformed higher education. At the heart of that transformation, but largely invisible, has been a restructuring of academic appointments, academic work, and academic careers—a reconfiguring widely decried but heretofore inadequately described. This volume depicts the scope and depth of that transformation, combining empirical data drawn from three decades of national higher education surveys.





## new faculty

# EVE OISHI

*Associate Professor, School of Arts and Humanities, Cultural Studies  
Ph.D., English Literature, Rutgers University, New Jersey*

**WHY CGU?** Because the school is so small, students get a lot of individual attention and guidance. I have been extremely impressed with the range and ambition of the students' projects in the cultural studies program.

**TEACHES:** Transnational Media; Feminist and Queer Theory.

**TEACHING STYLE:** The best way for students to really gain mastery of difficult reading is to teach it to others, and therefore, student presentations are an important part of my courses. I also encourage students to develop questions about the reading before they prepare their own responses. Finally, I work closely with students to develop their ideas through writing.

**RESEARCH:** My forthcoming book, "The Memory Village: Fakeness and the Forging of Family in Asian American Literature and Film."

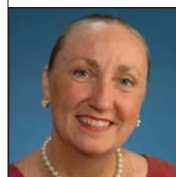
**FAVORITE BOOK IN HER FIELD:** "Imagine Otherwise: On Asian Americanist Critique," by Kandice Chuh. Chuh shows us the limitations of Asian-American Studies' dependence upon an ethnic subject, asking us to think instead about the limitations of the field's critique.

**INSPIRATION:** The late Edward Said. He was a professor at Columbia University and a prolific author and activist, whose intellectual career has been an example of how to combine the study of culture with progressive political engagement.

**INTERESTS:** Taking my dog for hikes in Elysian Park (Los Angeles); enjoying all of the local art, music and film, and curating programs for film festivals in Los Angeles and other cities.

(from page 26)

I. Bandon-Gitlin and P. Gabbay; and "What Research Paradigms Have Cognitive Psychologies Used to Study 'False Memory,' and What are the Implications of These Choices?" in *Consciousness & Cognition*, co-authored with S. Lam.



**Mary Poplin** (*School of Educational Studies*) presented papers at the Intervarsity Scholar's conference in Michigan, the National Faculty Leadership meetings in Washington D.C., and at a conference on the "Legacy of C.S. Lewis" in Kansas City.



**Marc Redfield** (*School of Arts and Humanities, English*) edited a special issue of *The Wordsworth Circle*, titled "Geoffrey Hartman: A Deviant Homage." He also published an interview with Geoffrey Hartman in the online journal *Romantic Praxis*.



**Henry Schellhorn** (*School of Mathematical Sciences*) had three articles published: "An Analytical Characterization for an Optimal Change of Gaussian Measures" in the *Journal of Applied Mathematics and Decision Sciences*, "A Note on the First Moment of Makespan in an Assembly Shop" in *European Journal of Operational Research*, and "A New Simulation Approach of the LIBOR Market Model," with Z. Chen, in *Mathematical and Computer Modeling*.



**Daryl Smith** (*School of Educational Studies*) recently had an article on faculty diversity published in *The Chronicle of Higher Education*, "Hiring the Next Generation of Professors: Will Myths Remain Excuses?"



**Gail Thompson** (*School of Educational Studies*) was recently interviewed on WURD radio in Philadelphia, Pa., on effective strategies for African-American Students. She was the keynote speaker at the Carson Communication Center, speaking on "Expect a Miracle: How Educators Can Help America's 'Stepchildren' in School and in Life." She also delivered this presentation at the 93rd Street Elementary School. Thompson gave a presentation to the 96th Street Elementary School and Horace Mann Middle School on "Improving Students' Writing Skills: Strategies That Work." She conducted workshops in Atlanta, Ga., and Richmond, Calif. The title of her presentation in Richmond was, "Why All Students Need a Culturally Relevant Education." In addition, she consulted for the Educational Broadcasting Corporation.



# alumnotes

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



ALUMNI AND FRIENDS,  
Join us for these and other  
EXCLUSIVE events

- **Feb. 15:** Panel with Peter Steinfelds, Religion Editor, New York Times, on the Future of the Catholic Church — On campus
- **Feb. 15:** Alumni Reception and Digital Exhibition of CGU Alumni Art — New York
- **Mar. 3:** Fourth Annual Teaching and Learning Workshop — On campus
- **Apr. 21:** Career Exploration Day for Alumni and Students — On campus

For information or to register, visit  
<http://alumnicommunity.cgu.edu>.

Contact the Office of Alumni  
and Donor Relations,  
909-607-7149  
[alumni@cgu.edu](mailto:alumni@cgu.edu)

## ARTS AND HUMANITIES

**June Bisantz, M.F.A., 1975**, held a solo public art exhibition, “Coming Soon!!” The exhibit interspersed Bisantz’s digital images with still slides advertising local businesses, which cycled on screen before movies in place of live-action commercials. Bisantz, a digital art and design teacher at Connecticut State University, describes the exhibit as being about anticipation and desire.

**Enid Baxter Blader, M.F.A., 2000**, was a featured artist in “Fair Exchange,” a group exhibition sponsored by the Millard Sheets Gallery for the Los

Angeles County Fair. The exhibit of 28 Los Angeles-based artists and artist collectives offered fair visitors a special opportunity to experience innovative contemporary art by leading artists. Blader also led two educational lectures held in conjunction with the exhibition: “Asphalt, Wildfires, Floods and Big Boxes,” and “Fair Exchange and the Exploding I.E.: Deep Fried Twinkies and Locals.”

**Dan Comstock, D.M.A., 1996**, is the founder and director of three arts-based enterprises: the Center for Attitudinal Healing and the Arts; the Comstock Vocal Studio; and Montana

Cappella of Voices and Instruments, an early-music ensemble. Comstock is based in Missoula, Mont.

**Alexander Couwenberg, M.F.A., 1997**, presented paintings in solo shows at Markel Fine Arts in New York’s Chelsea district and at Dolby Chadwick Gallery in San Francisco. The Crocker Art Museum purchased a piece from the San Francisco show for their permanent collection.



**Barbara Edelstein, M.F.A., 1984**, participated in “Close to Home,” an exhibition held at a blockparty in Brooklyn. “Close to Home” brought together 25 contemporary artists from nine different countries. The installation inhabited all of 267A State Street, one of 14 award-winning 21st century townhouses designed by Rogers Marvel Architects. The artists created a kaleidoscope of intellectual and cultural life, and each visualized urban home space as a living and ever-changing organism expressed through their artistic medium. Edelstein was also the featured speaker at a New York CGU alumni event last year.

**Michael Falzone, M.F.A., 1972**, participated in the Urban Forest Project, an outdoor exhibition of banner designs on the theme of trees. The banners were on display in Times Square and were sponsored by the Times Square Art Alliance. At the end of the exhibition, the banners were turned into tote bags and auctioned off to raise money for scholarship and mentoring programs.

**Patricia Mogavero, M.A., Applied Women’s Studies, 2003**, recently launched her successful Australian business, Tribute Tracks, in the United States. Mogavero is among a group of professional graphic designers and writers at Tribute Tracks who create personalized graphic art for special occasions such as weddings, anniversaries, christenings, and birthdays.



**Scott Morris, D.M.A., 2005**, was named director of the 2007 Guitar Foundation of America Festival and Competition. The GFA is America’s largest guitar organization

and hosts one of the most prestigious music competitions in the world. The festival will be held at California State University, Dominguez Hills, where Morris is coordinator of guitar studies. Morris recently returned from a tour of Beijing and Shanghai, where he played selections from his new CD, “Danza.”

**Robert Parker, D.M.A., 1996**, returned to his other alma mater, Yale University, for the East Coast premier of his brass-and-organ showpiece, “Veni Creator Spiritus,” performed by the Yale University Concert Band. Parker’s third CD, “Peace! What Noise?” is a collection of incidental music, premiered by the Theatre Arts program at the California Institute of Technology.

**Linda Parnell, M.F.A., 1997**, converged art and science in her latest work, “The DNA Project.” Parnell sealed cotton tips with volunteers’ cheek-swab samples in fist-sized pods made of transparent polyvinyl film and wrapped these around armatures of acrylic cables and airplane tubing. Each capsule is a miniature vanity artwork that plays with contemporary notions of identity, memory, and self-preservation. Parnell also makes and sells hard-rock life capsules, which are four-milliliter bottles holding clients’ DNA on a swab set with beeswax inside a cast polyester resin.

**Kurt Smith, M.A., Philosophy, 1993; Ph.D., Philosophy, 1998**, debated nationally known author and activist David Horowitz. The debate on academic freedom took place at Bloomsburg University (BU) as part of their Constitution Day observances. Smith, an associate professor of philosophy at BU, testified earlier this year against Pennsylvania House Resolution 177, which he believes was derived from the Academic Bill of Rights promoted by Horowitz.

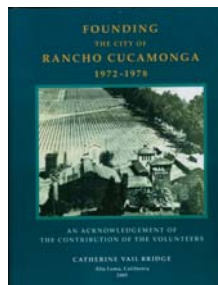
**Michael Winkelman, M.A., English, 1994; Ph.D., English, 1999**, received a grant to conduct research at the Folger Shakespeare Library in Washington, D.C. on his forthcoming book, “Love Sometimes Would Contemplate: A Cognitive Approach to John Donne’s Songs and Sonnets.” Winkelman teaches Renaissance English literature at Johnson State College, a small liberal arts institution in Vermont.

(continued on page 33)



## alumni booknotes

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



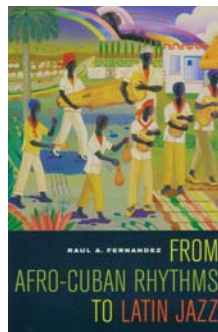
**Founding the City of Rancho Cucamonga 1972-1978: An Acknowledgement of the Contribution of the Volunteers**  
Paige Press, 2006  
**Catherine V. Bridge**  
*M.A., Government, 1971*

This case study offers a unique and comprehensive perspective on the founding of Rancho Cucamonga, a major city in California, which is now one of the most dynamic and successful cities in the state. From three formerly self-sufficient and proudly independent rural farmland communities, a thriving and integrated city was formed through the leadership and organizational abilities of citizen volunteers on the city incorporation committees. "Founding the City of Rancho Cucamonga" is not only a tribute to the efforts of dedicated citizens, but also a reflection of Bridge's CGU education in the fields of political service and democratic principles.



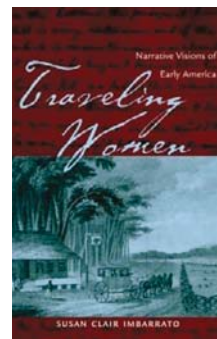
**Cancer Made Me a Shallower Person: A Memoir in Comics**  
Harper Paperbacks, 2006  
**Miriam Engelberg**  
*M.A., Education, 1983*

Unable to find release in support groups or standard journal writing after being diagnosed with breast cancer, Engelberg decided to harness the dark humor that became her coping mechanism. Cancer is not funny, but sometimes humor is simply the best way to cope. Written with a sensibility that appeals to a wide range of readers, this sassy, brave, often hilarious look at cancer treatment and the reactions of loved ones and strangers hits home with irreverence and poignancy.



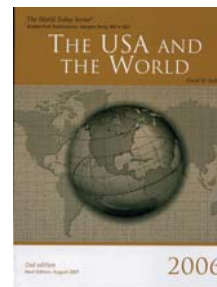
**From Afro-Cuban Rhythms to Latin Jazz: Music of the African Diaspora**  
University of California Press, 2006  
**Raul A. Fernandez**  
*M.A., Economics, 1969; Ph.D., Economics, 1972*

This book explores the complexity of Cuban dance music and the webs that connect it musically, historically, and socially to other Caribbean music, to Latin jazz, and to salsa. Fernandez first analyzes the musical and poetic foundations of various Cuban musical forms, then moves on in part two to present fascinating biographies of several prominent performers. These profiles, in conjunction with the scholarly foundation, provide an in-depth assessment of both Afro-Cuban music and Latin jazz.



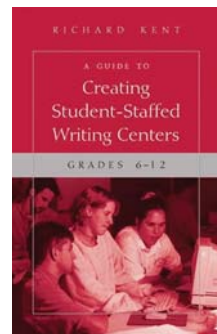
**Traveling Women: Narrative Visions of Early America**  
Ohio University Press, 2006  
**Susan C. Imbarrato**  
*Ph.D., English, 1993*

Drawing extensively from primary sources, "Traveling Women" documents women's role in westward settlement and emphasizes travel as a culture-building event. Imbarrato closely examines women's accounts of their journeys along the eastern seaboard and into the Ohio frontier from 1700 to 1830, and shows how they challenge assumptions that such travel was predominately a male enterprise. "Traveling Women" provides a more balanced portrait of westward settlement by affirming women's importance in the settling of early America.



**The USA and the World 2006**  
Stryker-Post Publications, 2005  
**David M. Keithly**  
*Ph.D., Government, 1985*

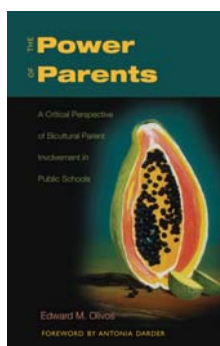
This timely book focuses on the patterns of contemporary American civilization and its relation to the world today. From the time of its founding, the United States has had basic foreign policies and goals, some of which have persisted for over a century and were pursued long after the reasons for their existence had passed. "The USA and the World" joins the annually updated World Today Series, and uses contemporary and historic American foreign policy to define America's place in an ever-changing world.



**A Guide to Creating Student-Staffed Writing Centers: Grades 6-12**  
Peter Lang Publishing, 2006  
**Richard Kent**  
*Ph.D., Education, 2002*

This is a how-to and, ultimately, a why-to book for middle school and high school educators as well as for English/language arts teacher candidates and their methods instructors. Writing centers support students and their busy teachers while emphasizing and supporting writing across the curriculum. Kent offers innovative ideas, and he lets the reader look into real classrooms to see how good teaching works.





**The Power of Parents:  
A Critical Perspective of  
Bicultural Parent Involvement in  
Public Schools**

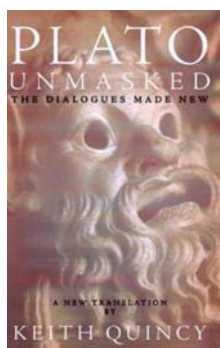
Peter Lang Publishing, Inc., 2006

**Edward M. Olivos**

*Ph.D., Education, 2003*

Delving into the areas of class, racism and power struggles, this book poses a unique and original

critical examination of the relationship between bicultural parents and the public school system. “The Power of Parents” sheds new light on why bicultural parents often mistrust the school system and uncovers the contradictions in the relationship between parents and school personnel.



**Plato Unmasked:  
The Dialogues Made New**

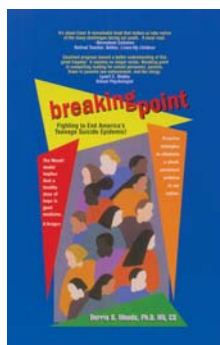
EWU Press, 2004

**Keith Quincy**

*Ph.D., Philosophy, 1976*

Entirely new and shockingly less polite than the standard versions, Quincy’s new translation of Plato’s dialogues makes these texts truly accessible and restores to them

some of their original power to provoke and inspire. Each dialogue is preceded by an introduction linking it to historical characters and events and provides biographical sketches of the principals and their relationship to Socrates and Plato.



**Breaking Point:  
Fighting to End America's  
Teenage Suicide Epidemic**

Trafford Publishing, 2006

**Dorris S. Woods**

*Ph.D., Education, 1990*

Written to demystify the cause of teenage suicide, this book is compelling reading for school personnel, parents, those in

juvenile law enforcement, and the clergy. Woods’ model is a realistic and unique capsule of potential negative influences on teenage youth who may lack good coping skills.

## JAMES RIETVELD IS MAKING HISTORY WITH SACRED HISTORY MAGAZINE



*James with Professor Tammi Schneider, School of Religion.*

**J**ames Rietveld is helping to make religion more transdisciplinary.

A 2006 Ph.D. graduate of the CGU School of Religion, Rietveld has been making a mark in religious circles since he co-launched the magazine, Sacred History. Since its 2005 debut, the bimonthly publication has attracted a large number of readers.

According to Borders, Sacred History is the top-selling religious magazine in the United States with a worldwide circulation of 100,000.

According to Rietveld, the magazine’s appeal is its thorough coverage and balance.

Sacred History offers a bridge between religion and history and binds scholarly topics with contemporary issues. Well-known scholars regularly contribute and the general public also takes part in the discussions.

With staff members from a diverse array of religious backgrounds, the magazine is a mirror of CGU’s School of Religion, and Rietveld gives credit to the university for its success.

“This magazine wouldn’t exist if it weren’t for CGU,” Rietveld said. “CGU addresses areas of concerns that are often avoided by other universities. The way this magazine is laid out, with different groups interacting and engaging one another, is just like CGU. In addition, CGU has equipped me with the proper tools that permit me to ask questions usually unaddressed—questions that engage the general reader to the point where they see the relevancy of religious and historical studies in their daily lives.”

Rietveld, editor-in-chief, first envisioned the magazine while studying at California State University, Fullerton with good friend and current publisher James Griffith.

“We knew we had to do something, or our field would suffer greatly,” said Rietveld, an Illinois native. “It seemed that the only publications we knew of made history look like a bunch of dusty dates and facts.”

While the main offices are located in Vista, Calif., much of the magazine is created from staff members’ homes. Rietveld spends most of his time as a professor of religion at California State University, Long Beach and as a professor of history at Santiago Canyon College.

Much of the magazine’s appeal is its high level of scholarly contributions. CGU faculty has contributed to numerous articles, and the university has generously received free ad space.

“Religion and history are hot items right now,” Rietveld explained. “We’re hoping to help renew the public’s interest in them.”

*“This  
magazine  
wouldn’t exist  
if it weren’t  
for CGU.”*



## “THE GOOD OLD BOYS & ONE GRAND GAL” EXHIBITION PREVIEW

**M**ore than 250 alumni and friends of the university recently gathered at CGU’s East and Peggy Phelps Galleries to be the first to view an exhibition featuring the work of “Good Old Boys” David Scott and seven fellow male artists, and “Grand Gal” Martha Longenecker.

The exhibition was a celebration of friendship and work. All of the artists met each other during their CGU university days and none are under 80 years old.

The Peggy Phelps Gallery showcased paintings and sketches from throughout Scott’s career, including a selection of 40 of his World War II sketches, all of which he generously donated to CGU’s permanent collection.

“It is a privilege to host an exhibition of such a distinguished artist whose career has spanned more than 70 years,” said Patricia Easton, dean of the School of Arts and Humanities.

Now 90 years old, Scott received both his M.A. and M.F.A. at CGU, and from 1946 to 1963 taught art at Scripps College and at Claremont Graduate University.

Visitors to the East Gallery were treated to a selection of pieces by Martha Longenecker, *Certificate, Education, 1947; M.F.A., 1953*, and the work of CGU alumni Rupert Deese, *M.F.A., 1957*, James Hueter, *M.F.A., 1951*, former student Harrison McIntosh, and former Scripps faculty members Paul Darrow, Sam Maloof, and Paul Soldner.

The exhibition preview, co-organized by the Art Gallery and the Office of Alumni and Donor Relations, enjoyed the largest turnout in CGU alumni event history, bringing well-deserved recognition to these outstanding alumni.

Additional photos from the event are posted in CGU’s online alumni community at <http://alumnicomunity.cgu.edu/DavidScottPhotos>.



1

*1. Alumni David Scott and Martha Longenecker are well known and admired in the art world.*

*2. David Scott’s paintings and sketches span a lifetime. The work of renowned furniture-designer craftsman Sam Maloof is in the foreground.*

*3. The work of Martha Longenecker (foreground) and other artists graced the East Gallery.*

*4. Attendees enjoyed a variety of artwork.*

*5. Paul Darrow and CGU President Robert Klitgaard provided inspiration.*



2

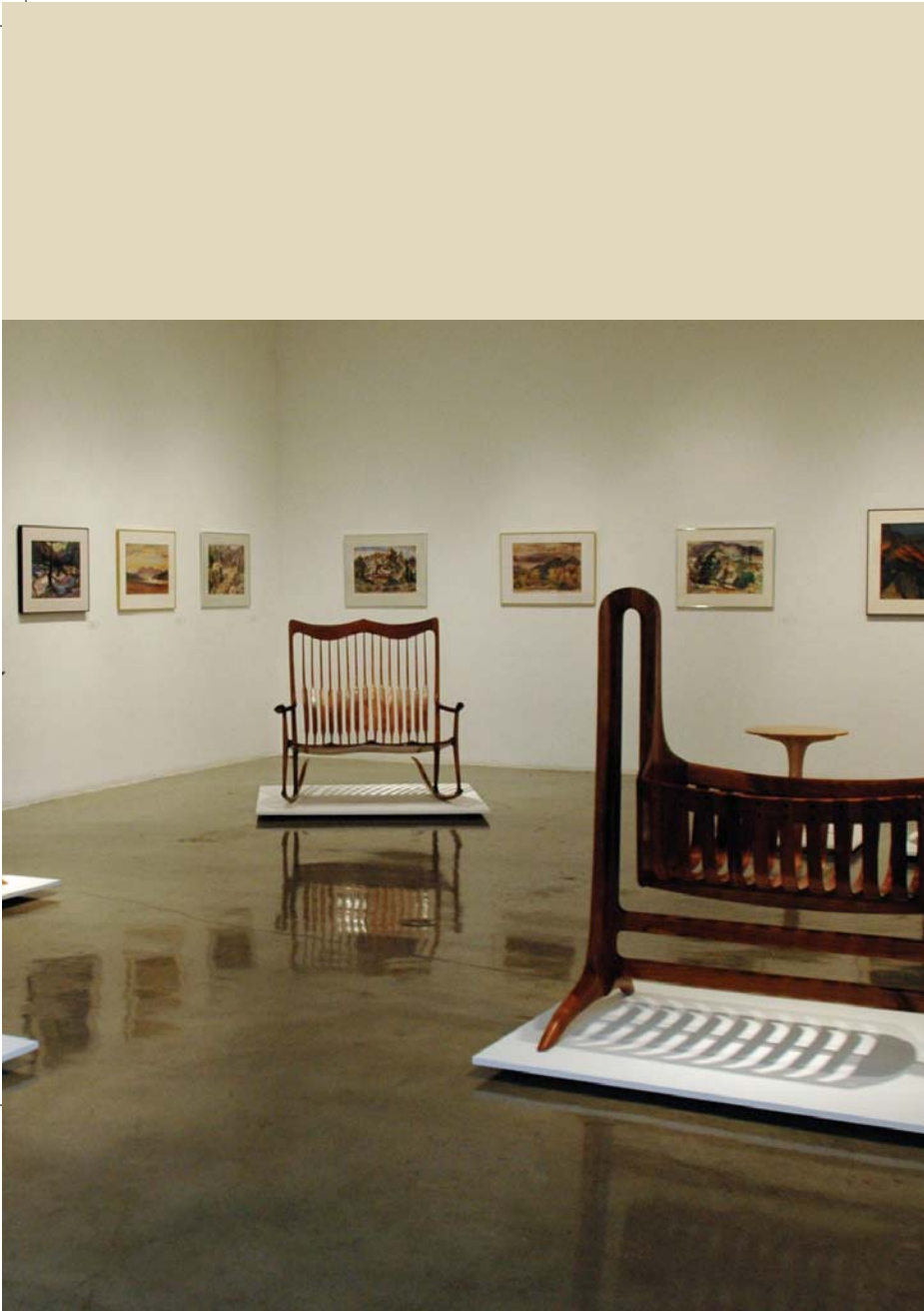


3



4





(from page 29)

**BEHAVIORAL AND ORGANIZATIONAL SCIENCES**

**E. Jane Davidson**, *Ph.D., Psychology, 2001*, was a 2006 recipient of the Marcia Guttentag Award from the American Evaluation Association. The award recognizes an individual who has made major contributions to the field of evaluation early in their career. Davidson has written a widely used textbook, started a fully interdisciplinary Ph.D. program in evaluation, and owns her own consulting company in New Zealand.

**Daniel Jordan**, *Ph.D., Psychology, 1984*, is dean of social and political psychology at the International University for Graduate Studies in St. Kitts, West Indies.

**Erina Lee**, *M.A., Psychology, 2002; Ph.D., Psychology, 2006*, took a position as a research scientist at eHarmony, the online dating site. Lee will be working with eHarmony's new marriage wellness program and doing basic relationship research.

**Ralph Miller**, *Ph.D., Psychology, 1979*, was selected as California State Polytechnic University, Pomona's Outstanding Professor for Beta Gamma Sigma. Miller has been with Cal Poly Pomona since 1976 and is a distinguished professor in the Technology and Operations Management Department.

**Heidi Riggio**, *Ph.D., Psychology, 2001*, was co-editor of a special issue of American Behavioral Scientist on work and family issues. Riggio was also a speaker at the Western Psychological Association Terman Teaching Conference, and she published an article on DYAD features in sibling relationships in the Journal of Family Issues.

**DRUCKER**

**F. Joseph Bradley**, *E.M.B.A., 1995; Ph.D., Executive Management, 2004*, accepted a teaching position at the University of Missouri, Rolla, a technological university founded in 1970 as the Missouri School of Mining and Metallurgy. Bradley will enjoy new research opportunities as the School of Management and Information Systems at UMR embarks on new M.B.A. and Ph.D. programs in enterprise resource planning, Bradley's area of study.

**William Cordeiro**, *M.A., Executive Management, 1981; Ph.D., Executive Management, 1986*, was appointed director of the Martin V. Smith School of Business and Economics at California State University, Channel Islands.

**Janis Dietz**, *Certificate, Executive Management, 1994; Ph.D., Organizational Development, 1997*, was awarded the 2006 Excellence in Teaching Award by the University of La Verne, Calif., for excellence in undergraduate teaching. Dietz is professor of business administration at La Verne.

**Theresa Hope-Reese**, *Certificate, Executive Management, 1996*, was named vice president of Human Resources for AVANIR Pharmaceuticals, where she will oversee all human resources practices and policies.

**John P. Lafare**, *Certificate, Executive Management, 1994; E.M.B.A., 1995*, is the vice president and director of Investment Management Systems for Capital Research and Management Companies in Los Angeles.

**Barbara Patton**, *E.M.B.A., 1986*, received a two-year appointment to serve on the Graduate Nursing Advisory Board of Western University in Pomona, Calif. Patton is currently senior vice president of hospital operations for the Camden Group. The board provides guidance and recommendations to the dean of nursing and support to the College of Graduate Nursing's strategic plan.

**Jeffrey Silverman**, *M.B.A., 1984*, was named vice president for operations integration and new technology development at Abraxis BioScience, Inc. Silverman will be responsible for technical support and product/process transfer, as well as the evaluation of potential business opportunities.

**Piero L. Wemyss**, *M.B.A., 1993*, has been appointed senior private client advisor at Wilmington Trust FSB. Wemyss is responsible for providing comprehensive wealth management advice to high-net-worth entities throughout the western United States.

**EDUCATION**

**David Bea**, *M.A., Education, 1995; Ph.D., Education, 2004*, was named vice chancellor for finance at Pima Community College in Arizona. As vice chancellor, Bea will act as CFO for the community college district based in Tucson, Ariz., which has six campuses and 80,000 students.

ALUMNA SNAPSHOT

**Did you know** that the first woman mayor of Claremont, Calif., was a CGU alumna? **Enid H. Douglass**, *M.A. Government, 1959*, was mayor from 1982 to 1986. For many years she was involved in the city of Claremont, including serving on the Planning Commission and the City Council. She and her late husband, Malcolm Douglass, a professor of education at CGU from 1954 to 1994, also had a long connection with the university. Enid Douglass' professional affiliation with CGU began in 1963, and she served as director of the Oral History Program beginning in 1971 before retiring.

**Evangelina "Gigi" Brignoni**, *Ph.D., Education, 2004*, accepted a tenure-track position at the University of Nebraska at Omaha and will teach undergraduates and graduate students in literacy, ESL, and graduate reading methods. Her mission is to guide students to become successful instructors with the growing English learner population in the Midwest.

**Douglas DeWitt**, *Ph.D., Education, 1993*, conducted a seminar on American education in the People's Republic of China for a group of 150 Chinese school principals and superintendents.

**Opal Goodwill**, *Certificate, Education, 1956; M.A., Education, 1956*, was named Mother of the Year for 2006 at Mission Commons, where she resides. Goodwill, 98, was the first principal of Panorama Christian School—which she helped establish—in Yucaipa, Calif. She is the mother of three, grandmother of eight, great-grandmother of 11, and great-great-grandmother of four.

**Phillip Jones**, *M.A., Ph.D., Education, 1991*, was appointed editor-in-chief of the *Journal of Physician Assistant Education*, the official journal of the Physician Assistant Education Association. Jones is professor and chair in the Department of Physician Assistant Studies and chief of the Division of Postgraduate Physician Assistant Education at the University of Texas Southwestern Medical Center at Dallas.



**Nancy Pine**, *Ph.D., Education, 1993*, spent three weeks teaching conversational English in the remote Chinese village of An Shang in central Shaanxi Province. Pine was part of a team of volunteers coordinated by the non-profit Global Volunteers organization. Along with teaching English, the project included cultural exchange, with the Americans gaining a rare glimpse at life in a Chinese village, and the Chinese students acquiring a perspective on Americans.

**Linda Whitson**, *Ph.D., Education, 1986*, was elected to the Board of Trustees of the Delta Delta Delta Foundation,

which works to fund Tri Delta's educational, charitable, and philanthropic programs. Whitson was also a visiting team member for the Western Association of Schools and Colleges (WASC) for accreditation.

INFORMATION SYSTEMS AND TECHNOLOGY

**Charlie Chen**, *Ph.D., Information Science, 2003*, was honored with the 2006 Award for Excellence from Appalachian State University's Walker School of Business. Chen, an assistant professor in the Department of Computer Information Systems, was honored for his research in management information systems, international supervisory experience management, and production and operations management.

**Hanjoo Kim** *M.S., Information Science, 2000*, accepted a position as a biostatistician in the Biostatistics Department at City of Hope National Medical Center and Beckman Research Institute in Duarte, Calif. Kim is responsible for analyzing clinical data from the hospital, a world-renowned cancer treatment and research facility.

MATHEMATICAL SCIENCES

**Rudolf Volz**, *M.A., Mathematics, 1980; Ph.D., Mathematics, 1982*, composed a rock opera version of Shakespeare's Hamlet, "Hamlet in Space." The score uses Shakespeare's original lyrics and consists of 28 songs.

POLITICS AND ECONOMICS

**Michael Doyle**, *M.A., Public Policy, 1997*, retired from the Criminal Justice Department of California Lutheran University (CLU) and was named an emeriti faculty member. Doyle came to CLU in 1976, and has served in the Criminal Justice Department as director of the Graduate and Adult Programs and the Adult Degree Evening Program. The students elected Doyle "Professor of the Year" in 2005.

**Sean McKittrick**, *Ph.D., Political Science, 1999*, accepted the position of assistant provost for curriculum, instruction and assessment at Binghamton University, after serving as assessment and accreditation director at Indiana State University. His duties include working with faculty and administrators in assessing student learning, and using such assessments to improve learning, curriculum, and instruction at the university.

**James McNabb**, *Ph.D., Politics and Policy, 2002*, is serving as an assistant professor of world politics at the Kazakhstan Institute of Management, Economics and Strategic Research in Almaty, Republic of Kazakhstan.

**Stanley Moore**, *M.A., Government, 1969; Ph.D., Government, 1971*, retired from Pepperdine University and became an emeritus professor of political science. Moore was listed in the 2006 edition of "Who's Who in America" and was elected treasurer of the Historic Highland Park Neighborhood Society, which represents 70,000 people in Los Angeles.

RELIGION

**Christina Bucher**, *Ph.D., Religion, 1988*, was appointed dean of the faculty at Elizabethtown College in Elizabethtown, Pa., where she is a professor of religion.

**James Sallie**, *Ph.D., Religion, 1969*, is interpreting his photographs of Native American Pueblo tribes' rock art, beginning with the West Mesa petroglyphs on the Rio Grande near Albuquerque, N.M. Sallie will utilize ethnic data that analyzes each symbol to explain its function in their religion of each separate site from the 13th century A.D. to the arrival of Europeans. After the completion of this project, Sallie will begin interpreting selected rock art sites in California, Arizona, and Nevada.

IN MEMORIAM

**Philip Borst**, *Ph.D., Government, 1968*

**Mary E. Clements**, *Certificate, Education, 1932; M.A., Modern European Languages, 1932*

**Vicente Noble**, *Ph.D., Education, 1974*

**1:** (L-R) Kathleen Ross, *Ph.D., Education, 1979*, president of Heritage University; President Robert Klitgaard; Eileen Wilson-Oyeleran, *Certificate Education, 1973; M.A., Education, 1974; Ph.D., Education, 1977*, president of Kalamazoo College; and Candace Introcaso, *Ph.D., Education, 1996*, president of LaRoche College.

**2:** Alumnus Thomas Farrell, *M.A., Asian Studies, 1973*, deputy assistant secretary for Academic Programs for the U.S. Department of State, offered insights on leadership in government and global programs. Darius Mans from the World Bank Institute and Hilton Root, professor of public policy at George Mason University, (not pictured) also contributed.

**3:** IBM's Christopher J. Mustain, and CEO of Strayer Consulting Group Richard Strayer, *M.A., Psychology, 1972; Ph.D., Psychology, 1974*, (not pictured) commented on innovation and leadership.

**4:** Gaddi Vaquez, former Peace Corps director, alumna Erlinda Barranda, *M.A., Psychology, 1968*, Congresswoman Diane Watson, *Ph.D., Education, 1987*, and Ambassador Sallama Shaker met at the reception.

**5:** Michael Crooke, CEO of Revolution Living, former CEO of Patagonia, and a current CGU doctoral student in management, described his experiences in leading environmentally conscious organizations.

**6:** Anna Escobedo Cabral, treasurer of the United States, spoke about rising from humble beginnings to become a major figure in the government.





*“I thought it was a fascinating, high-level conference.”*

—Carolyn Sabatini, E.M.B.A., 1987

## CGU ALUMNI ARE LEADING THE WAY

The historic Hay-Adams hotel, directly across the street from the White House in Washington, D.C., was the setting for the Second Claremont Graduate University Alumni and Friends Leadership Conference, sponsored by the CGU Office of Alumni and Donor Relations. The event featured panel discussions with distinguished alumni and staff and a chance to network with important leaders.

The conference, moderated by Joy Kliever, *Ph.D., Education, 1997*, director of Alumni and Donor Relations, opened with a welcome by CGU President Robert Klitgaard and a keynote address by Dr. Sallama Shaker, deputy minister for the Americas, Ministry of Foreign Affairs of Egypt. Shaker presented an intriguing analysis on how leadership can foster peace building, citing her experiences in the Middle East.

The panel “Leadership in Education” featured three alumnae who are college or university presidents (See photo). These distinguished leaders spoke about how their experiences at CGU helped shape their visions of higher education.

The political theme resonated throughout much of the second half of the conference during the panel discussion, “Lobbying and Leadership,” in which CGU Senior Fellow Alan Heslop and Bernie Robinson—widely considered one of Capitol Hill’s most influential lobbyists—explained the history of lobbying in the U.S. government.

Other distinguished speakers were John Maguire, president emeritus of CGU; Cornelis de Kluyver, professor and former dean of the Drucker School; and Wendy Martin, director of the CGU Transdisciplinary Studies Program.

During the event, Klitgaard met with two members of Congress, David Dreier, *M.A., Government, 1977* and Diane Watson, *Ph.D., Education, 1987*. Both said their time at CGU has had a large impact on their decisions in guiding the nation.

“My time at CGU was invaluable,” said California Congressman Dreier. “When I mention Peter Drucker and CGU, people know what I’m talking about.”

“It was the class sizes and the attention I got that really impacted me,” California Congresswoman Watson said. “And the campus is beautiful.”

Dreier and Watson co-sponsored a private alumni reception in the foyer of the Rayburn House Office Building. The evening featured a keynote address by Gaddi Vasquez, former director of the U.S. Peace Corps and U.S. representative to the United Nations Food and Agriculture Programme.



## GUILLE ESQUIVEL: PUTTING HER EDUCATION TO WORK



Alumna Guille Esquivel's interest in baseball is academic as well as professional. Last spring, Esquivel, *M.A., Cultural Studies, 2005*, was named as team coordinator for the Cuban Federation in the inaugural World Baseball Classic. Based in New York, Esquivel was responsible for handling the day-to-day needs of the Cuban team, both on and off the field.

Esquivel always had a passion for sports, and baseball is her favorite. She incorporated her love of sports into her undergraduate education, working as an anchor in the Sports Information Department at the University of San Diego. After earning her B.A in sociology, she worked as a production assistant at Fox Sports Net.

At CGU, Esquivel focused her master's thesis on the experience of players from the Dominican Republic in Major League Baseball. "The Cultural Studies program at CGU afforded me the opportunity to get my degree in something I loved," said Esquivel. "It not only allowed me to do research in baseball, but also opened my eyes to the cultural aspect of my thesis."

As preparations began for the inaugural World Baseball Classic, the Dominican team initially requested Esquivel, but they had already been assigned a coordinator. The Cubans were still without one, and Esquivel got the assignment.

Still, she was apprehensive about the reception she would receive. "I did not know what their reaction would be to a female coordinator," Esquivel recalled. In meetings with the Federation's staff and officials from MLB and the MLB Players Association, Esquivel quickly established her qualifications and solidified her position. By the time the players arrived, the Federation considered her indispensable.

Although the Dominican Republic was the favorite—and many counted out the Cubans—Esquivel's players never wavered in their determination to win. They kept their promise to take Esquivel to San Diego, where Cuba eliminated the powerful Dominican team in the semi-finals and eventually lost to Japan in the finals. "Although I would rewrite the ending, it was a truly great experience that I would not trade for the world."

Esquivel is currently working at a sports marketing firm and editing baseball books for a Dominican sportswriter whose work she cited in her thesis. And yes, she is looking forward to working with distinguished baseball players again.

## Alumni, submit an online alumnote

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## student spotlight



### EMMA TRAORE: Coming to the Drucker School was a business decision

Back home in the small African nation of Burkina Faso, Drucker School student Emma Traore had few opportunities to continue her education once she finished high

**“I have no doubt that I will be prepared for my career once I graduate.”**

school. So, six years ago, she contacted her uncle who lived in Santa Ana,

Calif., and made the gutsy decision to move to the United States.

Burkina Faso (formerly Upper Volta) is a soccer-loving, landlocked nation in West Africa, with a population of nearly 14 million. The nation—colonized by the French from approximately 1896 to 1960—is agriculture based. Traore lived in Ouagadougou, the capital, a crowded city of a million people. Her father is a banker and her mother works in education.

When she came to the United States, Traore spoke only French, but before she finished her second year at Orange Coast College in Southern California, she was getting more comfortable with English. After three years at the University of California, Los Angeles, Traore made her way to CGU, where she studies financial engineering. Among many things, the small size of the Drucker School classes attracted her. “I wanted to find a place to be close with my professors, somewhere I could get the most out of my time,” she said. “My classes are very interesting, and the professors and other students are very willing to help.”

Traore hasn’t ruled out returning to Africa after she graduates, but wherever she goes, she would like to work at a consulting firm with a global reach. According to Jullie McCurdy, administrative director of the Drucker M.S.F.E. (Master of Science in Financial Engineering) program, students come from all over the world—China, Vietnam, Indonesia, Columbia, Belgium, Thailand, Taiwan, and the United States—to study at CGU.

Traore knows why they choose the Drucker School.

“The financial engineering program has the analytical and computational component, but it also adds the management and leadership component I will need for my career.”

### ALFONSO LIMON:

### Bettering the world through advanced technology

Alfonso Limon is doing research at CGU’s School of Mathematical Sciences that could make the world’s supercomputers even more super.

Working with Professor Hedley Morris, Limon’s research involves creating computer codes that will analyze massive amounts of information, extract all their essential features, and then compress the original data set into a much smaller volume. Limon’s technique may be compared to that used to compress larger digital images into JPEG format: His goal is to make compression techniques more effective and easier to use with many different types of data.

For example, Limon’s research could eventually enable climatologists to better-forecast dangerous atmospheric conditions by distributing the essential data in a computer-generated storm simulation to its most critical regions, i.e., those near the advancing edge of the hurricane or tornado. At the same time, Limon’s method is general enough that it can be applied in vastly different fields: the simulation of electron movement in nano-electronics (devices so small they operate on a

scale thousands of times smaller than a human hair) or, in mathematical finance, the prediction of the point in time at which a particular asset will mature.

“There are a lot of very nice tools that have been developed over the course of the history of mathematics, but

surprisingly few are highly effective when applied to problems with discontinuities,” Limon explains. “Most mathematical tools are better at dealing with slow, smooth changes than with spikes and jumps in the data. My goal is to create a highly effective method of making sense of information sets that include rapid changes.”

Limon’s work is partially supported by the GAANN Fellowship and most recently the CGU Dissertation Fellowship. “CGU has been very generous in supporting my research,” he says. “And I am grateful to have this opportunity and the support of so many talented faculty members.”

**“CGU has been very generous in supporting my research.”**



# carrying the flame



"We studied the same lessons and passed the same exams as the men. We earned our wings, and no one can say otherwise."



*“My studies gave me entry into the language of government. People began to see me as an authority. It was a big change, and I owe it to CGU.”*

# Catherine Vail Bridge

From the endless blue of the open sky, to the transformed agricultural landscape of Southern California, Catherine Vail Bridge, M.A., *Government*, 1971, has always looked to the horizon. In times of trouble and change, she served her country with courage and her community with knowledge, embodying the highest ideals of CGU’s mission.

In 1977, Bridge combined her life experiences with her CGU education to help create the City of Rancho Cucamonga, voted by Money magazine among the top 50 “Best Places to Live in 2006.” But that’s getting ahead of the story—65 years ahead.

After Pearl Harbor in 1941, the U.S. was at war. Millions of men joined the armed services. Art Bridge, Catherine’s future husband, was one. Not only men heeded the call. Aviatix Nancy Love was the first to answer. She called on experienced women pilots to ferry military planes in the AAF Air Transport command as WAFS, Women Auxiliary Ferry Squadron. Flyer Jacqueline Cochran also answered. Cochran’s Women Air Force Service Pilots, or WASPs, made history as the first female pilots to fly U.S. military aircraft. Bridge was a proud WASP.

“My mother thought it was unladylike and refused to let me apply,” said Bridge. “But my father reminded her of her own childhood dream of becoming a doctor, one that she was forced to abandon because she was a girl. After that, she agreed to let me go.”

Becoming a WASP wasn’t easy. “We got teased, but mostly we ignored it,” said Bridge. “We studied the same lessons and passed the same exams as the men. We earned our wings, and no one can say otherwise.”

Hopping between air bases, Bridge and the WASPs flew everything from the B-29 Superfortress to the legendary P-51 Mustang. “I actually flew a P-51 before Art had even seen one,” said Bridge. “Many of those planes were straight out of the factory. They didn’t call us test pilots, but that’s what we were doing.”

In 1944, Art Bridge returned home on leave after two years overseas. “We had been engaged since 1941. Upon his arrival, I asked him what he wanted to do. He said, ‘Get Married.’” Five days later, Catherine Vail and Art Bridge were husband and wife. While Bridge returned to the WASP, Art went back overseas. She continued to fly with the WASPs until the program ended in December 1944.

At the end of WWII, the Bridges assumed ownership of Art’s family citrus ranch in Alta Loma. Together they worked and watched as one of the great agricultural communities of California first thrived, then struggled, and finally yielded to the pressures of development.

New housing developments brought huge spikes in property taxes. “The taxes drained the farm’s profitability. With three children on the brink of college, we were forced to consider new sources of income,” said Bridge. CGU (then CGS) and becoming a teacher offered a solution.

But ferrying airplanes was one thing and taking graduate classes after an absence from school of 20 years was another.

“I was the only woman in my government classes, and I was so much older than everyone else. I was scared that I wouldn’t have the right answers, the right questions, the right grades.” But Bridge realized that she had something that was priceless: experience. Armed with this maturity, she threw herself into her classes.

When urbanization began to affect her community, Bridge turned to CGU again and sought the help of professors like George S. Blair, who was her advisor during the writing of her master’s thesis. “I invited him to give a talk to the community, said Bridge. “He helped us understand the questions our community should be asking and showed us alternatives. My studies gave me entry into the language of government. People began to see me as an authority. It was a big change, and I owe it to CGU.”

Catherine and Art Bridge were among the founders of the City of Rancho Cucamonga. Bridge’s struggles and the scores of volunteers who founded Rancho Cucamonga are recorded in her book, “Founding the City of Rancho Cucamonga 1972-1978.”

In CGU’s boardroom, the mantel is inscribed with the phrase, “Life is Our Dictionary.” As a guiding light for CGU’s mission and exemplified in Bridge’s life, the phrase asks that we bring experience to bear on education, and education to bear on experience. Not all of us are destined to steal fire from the gods, but Catherine Vail Bridge deserves our thanks for keeping that guiding flame alive.



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