Conversation Makers
CLU will train 48 educators for deaf and hard-of-hearing students in five years with a federal grant.

Back to Baseball 10
Facebook Democracy? 12
See-through CLU 16
Surge of Veterans 20
Making Way for Diego 25
Ernst F. Tonsing supports CLU’s mission and tradition of Lutheran education

“When I have traveled throughout California and its neighboring states speaking on a number of subjects. Wherever I go, I tell people that I taught at California Lutheran University. Invariably they respond, ‘That’s a very good school.’ CLU is a worthy institution of learning, and that is why I have put it into my will. It is a small school with a very big reputation.”

When Fred Tonsing joined the CLU religion faculty in 1974, he found the students “bright, energetic and silly, just the right combination to make teaching exciting.” For the next 30 years, “the Tonz” made learning exciting for generations of students in the classroom, in his home and on study tours around the world.

A true Renaissance man, Tonsing pursued many interests before coming to CLU. He earned an undergraduate degree in chemistry and math intending to become a geologist. Instead, he joined the U.S. Navy and served as a commissioned officer aboard ship and then as an instructor in Naval Communications and Intelligence. Following his naval duty, he completed a master’s in divinity and served as a parish pastor before earning a second master’s degree and a PhD. in early Christian literature and art.

Tonsing, a professor emeritus of religion and Greek, sees college not only as a place where students learn the discipline and skills that will fit them for life but also a place where they develop as human beings. That involves a number of fields of study and experience including humanities, religion, arts, sciences, economics and physical training. CLU is a place that does this well, he says. “It prepares students not for the first job out of school, but the last one they will have, where they will be at the pinnacle of their achievements.”
Tennessee Williams’ one-act Suddenly Last Summer (1958) plays out in the garden of a wealthy New Orleans mansion. When the curtain goes up, the set typically coozes with green and Venus Flytraps. Just about everyone and everything in this world is a carrivore.

The production that the Theatre Arts Department staged Feb. 8 at the regional Kennedy Center American College Theater Festival in Utah shared that stark vision but not the leady look. Director Hae Sinnot, a set design specialist, was inspired by images and accounts of the asylums that existed in Williams’ day, for a play that is profoundly concerned with mental health. At the same time, Sinnot wanted the production to be “much more about going into somebody’s mind than about going into a real location.”

“You give the audience what they need,” said the assistant professor, who had help from a large student crew and the Multimedia Department. “When Venus Flyvalentata there and describes that they’re in a garden, she describes it at length. The audience doesn’t necessarily need you to recreate a realistic garden.”

When biology professor David Marcey’s semester-long experiment fell apart, it didn’t bother him. Maybe he should have seen it coming. “Students talk,” he reflected. His pedagogical experiment, conducted last fall, involved teaching one course in two ways. For one section of Biology 122: Introduction to Genes and Development, Marcey gave lectures in class and required reading at home – the traditional approach. In a second “flipped” section, he sent students to his YouTube channel on the Web for lecture content, and reserved class time for small-group activities. He encouraged students in the experimental section to dip into the textbook, but didn’t require them to.

All of the tests were identical for both groups, so Marcey could count on student performance to tell him which teaching model worked better.

Or so he thought. Halfway into the semester, students in the traditional class noticed that those in the new-flipped section were performing significantly better. Soon, both groups were visiting Marcey’s public, illustrated YouTube lectures, hitting pause and replaying bits of video on mobile devices at odd hours.

With this miniature digital divide closed, the gap in test scores all but vanished, too. Marcey surveyed the students in the traditional section and discovered that two-thirds of them were watching his cinematic lectures, or “CineLectures” as he calls them.

“I liked lectures,” Marcey said, recalling his college days. “I was ready to devour, much less video- and inquiry-based courses. Multimedia Hollywood liberals, didn’t they make it your mission to make me want to go into a right-wing buffoon – not to the extent the Manchurian Candidate ham-handedly spoofed Joe McCarthy.”

“I liked CineLectures,” said an assistant professor, who had help from a large student crew and the Multimedia Department.

A made-for-the-Youtube video- and inquiry-based course.

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“Going forward, I’ll leave out the experiment and ‘fly’ all of his lecture classes.”

"Many experiments fail in the laboratory," said Marcey. “This one actually seemed to work very well.”

Many experiments can be found by searching YouTube for ‘flyboy’.

"A restricted color palette conjures up black-and-white film. Costumes pull from the time of the play and the story, set in the 1930s and ’40s."

Multi- student media created atmospheric visuals featuring fed from security cameras, Venus Flytraps, black birds of prey and wild flowers.

"Turn construction plastics suggest broken windows and urban decay, lends texture and alibis for “shadow work” with the actors."
**WRITERS BLOCK**

**Joan Blacher** (Education emerita) – Lethal Licker (Zamaya Publications, March 2011) is the second novel in the Ark’s Jensen mystery series. When the body of a valued professor is found in a lake adjacent to an enclave of wealthy ranchers, Jensen, a former forensic psychologist turned university counselor, is reluctantly drawn into the murder case by the pleas of the victim’s daughter and the urging of the small town Vista Park police chief.

**Reese Halter** (Biology) – *The Incomparable Honolulu Beekeeper* (Lost Horse Press, October 2011) is a passion play, a mystery, a celebration of the honeybee, an internationalism, which were rarely tackled by holistic environmentalists. The Incomparable Honolulu Beekeeper is a novel in the Ardis Jensen mystery series.

**Beverly Merritt Kelley** (Communication) – *Realpolitik Ideologies in Political Film* (Lexington, February 2012) presents a comprehensive history of American political film. The book arranges six political ideologies in diachronically opposed pairs: populist vs. elitism, fascism vs. antifascism, and isolationism vs. internationalism, which were rarely tackled by Hollywood. The book is part of the Images of America series.

**Carla Stalling Huntington** (Communication) – *Memories in Advertising: An Analytical History* (McFarland, August 2011) explores the ways in which advertising affects consumers – often unknowingly. The study covers the period since the 1950s, drawing on a variety of disciplinary approaches and theories of dance.

**In Memoriam**

Robert H. Doering, former director of athletics and chair of the Physical Education Department from 1980 to 1994, died Feb. 1, 2012, in Oceanside, Calif. He was 83. During Doering’s 14-year tenure, the Physical Education Department from 1980 to 1994, developed the Physical Education Association of Health, Physical Education and Recreation from the local to national levels, Doering served on the Board of Directors of the Southwest District from 1975 to 1980 and as president in 1977. A native of St. Louis, he earned a bachelor’s degree from Vasparsia University, a master’s from Washington University and a doctorate from University of Southern California. He is survived by his wife, Ann; son, Jonathan; and two grandchildren.

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**Farm silence**

Professor emeritus of English J. T. Ledbetter’s latest collection of poems, *Old and Lost Rivers* (Lost Horse Press, 2011), is the winner of the Idaho Prize for Poetry.

A farmer in his thirties, Jack Ledbetter was back for a summer visit on the southern Illinois farm where he was born. ‘Horsing around’ with two cousins who were more like brothers to him. Too soon it was time to leave, again.

The poet and CLU professor emeritus remembers his farewell to his cousin Bill from the backseat of his family’s old ’38 Dodge.

Thinking of the farm brings back a ghost story. The marvelous smell of a puppy’s belly, the horizon and the unknown world beyond it, or “that strange farm silence, a strange silence just like the farm.”

“Wist that [small farm] life, but I couldn’t have it,” Ledbetter said. “I couldn’t live it, so I wrote it. And that pretty much explains it.”

I wanted that [small farm] life, but I couldn’t have it,” Ledbetter said. “I couldn’t live it, so I wrote it. And that pretty much explains it, I think.”

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Solar printmaker catches February rays

“I don’t like to teach everybody the same thing. I like to find out where they’re strong and develop that strength,” says Dan Welden, as he inks a steel-backed plate for printing inside of the Kwai Kung Gallery. The gallery served as the Sag Harbor, N.Y.-based master printmaker’s workshop during his residency at CLU from Jan. 30 to March 7.

On this afternoon, Welden buses himself unhurriedly, eyes glittering, the way you’d picture Santa Claus in February. He offers to comb his hair for photos or to mess it up a bit, saying he’s flexible. In the 1970s he came up with a novel printmaking method called Solarplate, which uses sunlight instead of engraving tools to make designs for printing. He’s been using and teaching it worldwide ever since. The principal advantage of the method, compared with traditional copper plate etching, is that no toxic chemicals are required to ready the plate for the press.

So rather than fuss with solvents and the gallery’s ventilation, Welden smokes out the unexposed portions of the Solarplate’s light-sensitive top layer using tap water. Because of the overcast day, he’s left the Solarplate outside to catch ultraviolet rays for a full minute instead of 30 seconds, which is nearer to the norm in Thousand Oaks.

A less obvious advantage of Welden’s printmaking method is that it allows him to follow his teaching philosophy of focusing on an artist’s strengths. As Jason Nguyen, “I point out, a Solarplate artist begins his or her process by deciding how to produce the transparency that partially covers the steel-and-photopolymer plate. You could start with a drawing, a photograph or a piece of digital artwork rendered on mylar. This opens up fine art printmaking to all sorts of visual artists. For his own works in the mode of abstract expressionism, Welden makes drawings on transparent sheet film with markers before inking the Solarplate for a reduction” for further drawing and painting.

In time, Welden will ink the Solarplate for a reduction, as he inks a steel-backed plate for printing inside of the Kwai Kung Gallery. The gallery served as the Sag Harbor, N.Y.-based master printmaker’s workshop during his residency at CLU from Jan. 30 to March 7. Today’s students, according to Welden, relish the idea of making art with their hands because they spend so much time at computers. “They used their hands before they used the computer, and then they got into the computer and forgot about their hands. I’m very much one to bring back what’s inherent to human beings,” he said. CLU’s Artists and Speakers Committee and the Art Department sponsored the master printmaker’s residency.

Welden donated a Solarplate print run titled “The Gift” to the Art Department. At press time, a few of the 40 prints were still available. For the first time in program history, the women’s basketball team won the Southern California Intercollegiate Athletic Conference (SCIAC) Post-Season Tournament, with a 61-58 victory over Redlands on Feb. 25. As tournament champions, the Regals earned the SCIAC’s automatic qualifying berth into the NCAA Tournament.

CLU finished the regular season tied for third in the conference standings and as the No. 4 seed for the post-season tournament. The Regals went on the road for back-to-back games and took down top-seeded Occidental and No. 2 Redlands to earn the title. They joined the 64-team field competing for the national title March 2-17.

On the men’s team, senior Aaron Van Klaveren led the conference this season in scoring, rebounds and field goal percentage. While maintaining an academic grade point average of better than 3.5, he became the 25th player in team history to score more than 1,000 career points and ranks second all-time in Kingman hoops history in rebounding.

Decked out in pink headbands and socks for Breast Cancer Awareness Night at Gilbert Arena on Feb. 4, the Regals came up with the goods for a 61-48 regular season win over La Verne. A rebuffed and awed by junior Erica Whisley (l) led to the winning basket with 0.3 seconds to go.

6 finish season as All-Americans

Six members of Cal Lutheran’s fall sports teams were among the best Division III athletes in the nation. Senior Justin Huses-Ramirez and junior Jackie Russell were named First Team All-Americans by D3football.com and the American Volleyball Coaches Association (AVCA), respectively. Russell’s teammates freshman Kyle McLagan and junior transfer Shannon Pearson were chosen as AVCA Honorable Mention. All three will return to compete for the Regals next fall.

Senior Shannon Pearson was named to the Third Team in the National Soccer Coaches Association of America (NSCAA) and Second Team for D3soccer.com. Teammate junior Lauren McLaughlin was named to the D3soccer.com Third Team.

Freshman Mini Harbach won the 400-yard individual medley at the Southern California Intercollegiate Athletic Conference (SCIAC) Championships on Feb. 20. Her time of 4 minutes, 35.01 seconds, earned her a provisional qualifying spot in the NCAA National Championships.

Harbach went on to place third overall in the 1,650-yard freestyle and fifth in the 500-yard freestyle. She was part of a Regals swimming and diving team that finished fifth at the championship meet.

The men’s team finished fourth at place at the SCIAC Champion-ship meet and tied for fourth in the final conference standings this season.

Sophomore Connor Sheffer placed in the championship finals for three events over the four-day competition; the 200-yard breaststroke, 200-yard individual medley and 100-yard breaststroke. He broke his own school record in the 100 breast, becoming the first CLU swimmer to complete the event in under 59 seconds.

He teamed up with sophomore Aaron Waters and seniors (on fly) and Grant East to break the program’s 400-yard medley relay record.

Hartbach takes conference swimming title

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Coach Marty Slimak guesses that CLU has been hosting baseball alumni games in the current format for at least a decade.

The highlight, if you’re there to watch baseball, is the nine-inning afternoon contest between the current Kingsmen team and a self-selected squad of top alumni players, many of whom still play in local leagues. Slimak’s current team would be the betting man’s favorite, though not necessarily by much.

“We look at this like a regular game for us,” said the winningest coach in CLU athletics history just before the game on Feb. 4. In the end, the current team did defeat the “visitors,” time-travelers whose college playing years go back to the early 1990s in some cases, by a margin of 10-2.

The day was also a social gathering. The four-inning morning game between two groups of “old-timers” – one made up of alums who finished their college careers before 2007 – may have had the better overall atmosphere. Astride the dugout, conversation hit on kids and how to qualify for health insurance, before circling back to what was happening on the field.

“He never could hit a curveball.”

“Change-up.”

Following a 5-2 comeback win by the younger alumni, Slimak announced that their team had ended a six-year losing streak against the “old old-timers.”

“I pitched one inning. I’m good,” remarked Scott Courneya, while the game stood tied. He was a first-team All-SCIAC pitcher in 2001.

1. Ian Durham, who was drafted last year by the Philadelphia Phillies, pitches for the Kingsmen alumni against the current team.
2. Billy Hayes chats with former teammates in the dugout.
3. Gabe Ward makes hands with the Kingsmen following the game.
4. Nick Dingman ’11, Chad Heisong ’10 and Matt Martin ’10 keep their eyes on the pitcher as they wait on deck.
5. Dingman disputes a call at home plate.
6. Steven Omote ’19 comes around to score for the younger old-timers in game one.
7. Pitcher Scott Courneya would like to see his kids go to CLU.
8. Chris Goodenough ’02 singled in the old-timers’ game.
9. All of the alumni returning for the Feb. 4 games played under head coach Marty Slimak over the last 18 years.
10. Coach Slimak and Ed Campanello chat between innings of the old-timers’ game.

Another college try
Baseball alumni fall to the current team, and “younger old-timers” end a six-year drought on “Sparky” Anderson Field.
José Marichal

- Works at CLU, Political Science
- Studies Civic Life, Diversity, Technology
- Publishing Facebook Democracy with Ashgate Press (July 2012)

**Listen, Facebook**

**Gumby**

April 2012

Hey professor, what do you do with Facebook besides study it? Everything good?

**José Marichal**

Hi, thanks. I have difficulty posting status updates; it’s really uncomfortable for me. I’m aware that part of my interest in FB is my fascination with how free my friends and peers are posting updates. I’m much more of a responder. You know, “You’re going to an interview today? Good luck. You won’t need it!”

6 days ago - Like

**Gumby**

Don’t go “like” it now, but did you like the (p. 5) quiz we put up about politics and film? It’s something different, I thought, but I couldn’t tell if anyone noticed. Print media 😞

**José Marichal**

A lot of Facebook’s orientation is getting you to stay there. Because that’s their business model, they’re going to try to create an environment that doesn’t lend itself to challenging discourse. They want it to be affirming and “likes” and “share things I like” and “share things I’m interested in.”

22 minutes ago - Like

**Gumby**

Are there countries where people use FB much better than we do? I mean for talking politics and organizing.

**José Marichal**

FB’s privacy statement has only been translated into seven languages. That’s an issue right there. Gumby, you really ought to read Jose’s book. There’s going to be a whole section on FB in the Egyptian revolt.

3 hours ago - Like

**Fred Hatter**

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4 hours ago - Like

**José Marichal**

In cultures and places where the self isn’t regarded very highly, an emphasis on the self and “I feel this” is really useful, because you can start to mobilize people. I talk about the need for compromise and listening to others, but when you don’t have a voice, listening is not as relevant.

19 minutes ago via mobile - Like

**Gumby**

Finally read some of your book. I guess social networking, or at least FB is television on steroids. When it’s not just superficial, it’s a lot of YELLING IN ALL CAPS!!! Not exactly a place for searching political discussion.

**Mariko Suzuki**

You should have heard the talk in SF. Awesome. Way to GOOOOO, Jose!

4 hours ago - Like

**José Marichal**

When people do talk about politics on Facebook, they usually do it to vent, not to mobilize — even though FB is good for mobilization. That’s what I found in a study of international Facebook groups. FB is a great vehicle to capture outrage. 4 hours ago - Like

**Gumby**

It’s not bad, but I need my own cable TV show!

4 hours ago via mobile - Like

**José Marichal**

The problem is not that FB makes people ignore politics. It’s that it encourages people to view politics through the lens of the personal, through the lens of how you “feel” about all of the things out there that affect us. We wind up having conversations about how we “feel” about the Greek debt crisis or the Eurozone or the $14 trillion debt, rather than having a conversation about the actual $14 trillion debt.

Facebook didn’t create the politics of the personal, and it didn’t create the problem of fragmentation. It augments the See more 3 hours ago - Like

**Gumby**

But in the end don’t you hate FB? You’d click the “hate” button if FB had one. 16 minutes ago - Like

**José Marichal**

No, FB is great for your personal life. The problematic part is when you expect public life to be like your private life, because public life is about compromise. There should be an air of formality in public life. That formality can be a good thing. There’s a danger in expecting the president to be your “friend.”

10 minutes ago - Like

**Gumby**

With friends like Barack…well, you know.

**Jennifer Morales**

Anyway, right on. If you don’t like the political statements people make on FB, you ignore it, and if it’s not your best friend or your mom, you unfollow them. End of story.

9 minutes ago - Like

**José Marichal**

If FB is here to stay, could we make it better for democracy by changing the things we talk about? Or listening harder?

12 minutes ago - Like

**Gumby**

Is Facebook going to stay on top and get billions of users, or are we going to be talking about Google Plus or Twitter or something else next year?

**José Marichal**

There are lots of challenges for FB’s business model. Here’s an old link about FB’s May 2011 numbers. At some point FB either gets new users, possibly in China, or has to squeeze more information out of existing users.

**Facebook’s North American Users Drop Off!**

Adweek

http://www.adweek.com/news/technology/fa...

In January of this year, we were faced with an inexplicable phenomenon. Birds were falling dead from the sky. Now we may be faced with a similarly baffling conundrum. Facebook is losing users.

2 hours ago - Like - Comment - Share

**Gumby**

April 2012

I’ve always cared a lot about politics and social issues, but I think I get into more arguments at dinner than on FB, LOL.

**José Marichal**

A lot of Facebook’s orientation is getting you to stay there. Because that’s their business model, they’re going to try to create an environment that doesn’t lend itself to challenging discourse. They want it to be affirming and “likes” and “share things I like” and “share things I’m interested in.”

22 minutes ago - Like

**Gumby**

April 2012

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20 minutes ago - Like

**José Marichal**

In cultures and places where the self isn’t regarded very highly, an emphasis on the self and “I feel this” is really useful, because you can start to mobilize people. I talk about the need for compromise and listening to others, but when you don’t have a voice, listening is not as relevant.

19 minutes ago - Like

**Gumby**

April 2012

If FB is here to stay, could we make it better for democracy by changing the things we talk about? Or listening harder?

**José Marichal**

I think there are other spaces online where good discourse happens. I like blogs. The blog, sadly, has become long form writing. But it’s a place where you can develop ideas. It’s not restricted. But your question is, can you turn FB into a discursive space? Can you use it to move toward consensus with people who disagree with you? I’m not sure you can. You can certainly try.

About a minute ago - Like
A $1.2 million federal award will help put 48 teachers for deaf and hard-of-hearing students through CLU’s Graduate School of Education.

Jeff Westendorf has early memories of feeling “wiped out” by speech therapy. His 12-hour days as a preschooler who wore hearing aids started with flash cards before the morning bus arrived, and ended with him falling asleep in front of “The A-Team.”

He was struggling to talk, and it paid off. By age 5 or 6 he was speaking, and today he sounds like the graduate student he is.

“A lot of people said there were things I couldn’t do, and I did them. I played sports all through high school,” said Westendorf, who is working toward a CLU teaching credential and master’s degree in education for the deaf and hard of hearing.

With early screening and diagnosis, cochlear implants for profoundly deaf children, better hearing aids and more effective teaching methods, children with hearing loss are having unprecedented success in general education settings.

To meet the needs of its fast-growing deaf and hard-of-hearing populations, however, California needs more specialized teachers. And this school year, the CLU Graduate School of Education’s efforts to remedy the shortage received a major boost in the form of a $1.2 million Education Department grant.

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Although the teacher candidates must learn to sign, CLU’s program makes maximum use of the listening abilities of young students.

“Hearing, but also listening. They really have to attend to sound,” explained program director Maura Martindale, who has more than 30 years of teaching experience and is the chair of CLU’s Special Education Department.

The lessons are for parents as much as anything. One teacher for them.

When Westendorf had his first teaching experience last semester, at a West Hollywood elementary school, parents peppered him with questions about hearing loss and how far their kids could progress.

“Do you drive?” asked one Spanish-speaking parent through a translator. The question surprised Westendorf, who went away to Denver for college to learn independence.

“I said, ‘Of course. I drive.’ And they asked how I could hear the ambulances and the fire trucks. I said, ‘I don’t. I have the music blasting. They got a good laugh out of that.’”

Hernandez remains involved with the CLU program as a field supervisor at No Limits for Deaf Children, a Culver City-based nonprofit. There, the teacher candidates design and execute lessons for students in grades K-6.

One Saturday last semester, teacher candidates led three boys and their families in games under Hernandez’s supervision.

“While at the table, a boy asks, ‘What’s a sentence?’” said Alva. “I explain that buildings have sentences, and I ask them to think of some sentences. Then I ask them to give me a sentence with the word ‘rain.’”

The lessons are for parents as much as anything one. One teacher for them.

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“I said, ‘Of course. I drive.’ And they asked how I could hear the ambulances and the fire trucks. I said, ‘I don’t. I have the music blasting. They got a good laugh out of that.’”

After class at No Limits, Lizbeth Pacheco said that free instruction for her two sons with cochlear implants has shown her how to be a teacher for them.

“It helps me to help,” she explained in Spanish. C
Jefferson A. Elmendorf, the architect of CLU’s original Centrum – not just the structure that now houses a café, but the seven barrel-roofed buildings in shouting distance of it – died Nov. 30 at the age of 85.

Maybe that ends an era for CLU, or maybe not. According to the master plan approved under founding president Orville Dahl, the Centrum was supposed to become a shopping center with professional suites, a sort of bucolic strip mall that would serve (and employ) students while raising revenue for the campus. Higher learning was to move uphill from the chicken coops that Elmendorf converted for the new college, with a chapel and a conference center at the summit of Mount Clef and academic buildings nearby.

Since that vision was never realized, you could make the case that Elmendorf’s impact on CLU has steadily faded.

The early building frenzy that he led definitely came to an end. Sounds of heavy machinery, hammers and saws were rarely heard again until Pearson Library’s construction in the 1980s. Then came the largest construction boom in campus history, which continues today with at least one building dedication or groundbreaking in each of the past 12 years.

Still, if you stop to consider what Elmendorf was up to, as the architectural guidelines that are today in effect explicitly do, then you may come to an opposite conclusion about the extent of his influence on the campus today. From the Swenson Center up the

By Carol Keochekian ’81 and Kevin Matthews
“Transparency” is one of the watchwords of the architectural design guidelines that were approved in 1999 and are still in use.

Academic corridor, and on across Olsen Road, many echoes linger of the Centrum complex dedicated in 1962.

The most noticeable feature of the original buildings is the barrel-vault roofs made of poured concrete. Donald DeMan ’64, who designed Pearson Library, wrote that the scalloped forms “were chosen by Elmendorf because they did not require vertical structural support, thus allowing large, open and uncluttered interior classroom spaces.” Those interior enjoy natural light reflected from the rows of lunettes underneath the rooftops, which jut far out from walls of glass to prevent heat from getting indoors.

The rooftops also the architect’s way of projecting Dahl’s vision of an optimistic, futuristic campus fit for the Space Age. Elmendorf took his direct inspiration from photographs in an architectural journal of new buildings in Mexico, according to Ernst F. Tonsing’s University, College of Our Dreams: the First Fifty Years 1959–2009. Each building had to be a good example of expanding gathering areas to the outdoors. The architectural guidelines pick up on this, starting with the premise that community is integral to campus life. Landscaping and building design are meant to promote interaction and collaboration, providing meeting and working spaces.

CLU senior project manager Valerie Crooks points to the Swenson Center’s patios as “a clear entry and public face to the campus.” crackers for the emerging college. His firm had never made them before. The walls were built first, and then forms were placed on top of the plate lines [walls],” Samuelson said. “Concrete was then poured into the forms to about five inches thick. The roof was poured in sections, and once the concrete set, the forms were moved to the next section.” What was the effect of this trouble, over the years? You’ll know if you’ve ever made eye contact from yards off with someone standing in the Centrum Café. More recently, it is possible to look right through the William Rolland Stadium complex to the goalposts and the hills beyond.

“Transparency” is one of the watchwords of the architectural design guidelines that were approved in 1999 and are still in use. Citing the need for continuity with older structures on campus, the guidelines endorse extensive use of glass, as well as interior and clerestory windows, allowing people to see one another and be seen. Entryways of academic buildings are supposed to be inviting and lead to indoor and outdoor gathering spaces. Usually clothed in glass and framed by brick, they present, as the guidelines put it, “a clear entry and public face to the campus.”

Think of the two grand entryways that showcase stairwells in the Spies-Bornemann Center for Education and Technology, completed in 2002. They are set off from the brick and stucco by more than two stories of glass and feature shade-making protrusions.

In a way this is Elmendorf all over again, albeit with updated materials and straight lines. The newer residence halls, the Soiland Humanities, Swenson and Gilbert Centers, and even Rolland Stadium exhibit variations on this pattern, although they don’t all include the whole checklist of features. A direct connection between indoors and outdoors is important in sunny Thous sand Oaks, because faculty members and students constantly meet and do their work in both kinds of spaces. The architectural guidelines pick up on this starting with the premise that community is integral to campus life. Landscaping and building design are meant to promote interaction and collaboration, providing meeting and working spaces.

CLU senior project manager Valerie Crooks points to the Swenson Center’s patios as “a clear entry and public face to the campus.”

crooks said. So Trinity Hall mirrors the design of Grace Hall, but also adds a third color to the exterior.

Though it’s a very notable feature at CLU, transparency is not appropriate for all of the buildings on campus. Elmendorf also designed the ornamental grillwork that obscures the view of windows at Mount Clef Hall and the magazine editor’s hiding place in Pederson Administration Building. A repeating “bubble” motif, which the Samuelson brothers produced by slicing PVC pipe into circles and then gluing the rings together, served as an inexpensive means of filtering light. It also seems to complete the suggestion of tubular forms on the nearby Centrum complex roofs. Crooks said that the design was ahead of its time in promoting sustainability.

While continuing to build green facilities and to seek LEED’s certification for them, as it successfully with the Swenson Center, CLU will stick to architectural guidelines that owe a lot to Elmendorf. Expect more large entryways of glass, pale green or frit glass, light-colored stucco, brick, flat roofs for the buildings in the academic corridor, and sloped roofs for buildings around the perimeter.

We like the open feeling, even if we’re not sure we’d call this the Space Age. Actually, we’re not sure whether to call it new.
The number of military veterans enrolled at CLU has tripled in three years, as troops return and Post-9/11 GI Bill benefits kick in. Communication major Jeanette Zimmerman and other veterans are working on a smooth transition.

The transition from soldier to student wasn’t an easy one for CLU senior Luis Peña. Following two tours in and near Iraq, during which the Marine Corps machine-gunner ran combat missions and delivered humanitarian aid, Peña returned home in 2003 to find the pieces of his once orderly life jagged and out of place.

He was quick to anger and struggled with feelings of isolation. He lashed out at those closest to him and distrusted anyone he didn’t know.

The Oxnard resident said he felt out of place in a world at peace, as if he had spent the four years following high school graduation sliding sideways while all those around him had moved forward with their lives.

By Fred Alvarez
Then Peña landed at CLU, drawn by its small campus and its welcoming community. He was bewitched by the openness and support of students and staff, and impressed by the classes and teaching faculty.

Most of all, he said, he felt safe to explore his academic interests, taking on a double major of Spanish and art. He is preparing now to graduate and explore an advanced degree. “I felt really comfortable, like I could let go of everything and actually study, learn something, and see life from a different perspective,” said Peña, 31, who has used Post-9/11 GI Bill benefits to pay for much of his CLU education.

“There’s something about a person who goes overseas and does his duty – you come back and you feel like you have missed so much of your life,” he said. “I felt like I had lost myself for a couple of years. Cal Lutheran helped me find my way back.”

Marching Home to Study

Peña is part of a wave of military veterans across the country who are returning from combat zones and heading to the classroom, aided by federal programs designed to ease the shift to civilian life. Nationwide, more than a half-million military veterans have used the benefits of a revamped GI Bill to return to school in the nearly three years since the program took effect, according to the U.S. Department of Veterans Affairs.

The VA has paid out more than $11.5 billion in GI Bill benefits since 2009, and officials expect to see a rise in the number of service members tapping those subsidies with the end of military operations in Iraq and the announced drawdown of troops in Afghanistan.

By its small campus and its welcoming faculty. Most of all, he said, he felt safe to explore his academic interests, taking on a double major of Spanish and art. He is preparing now to graduate in the spring of 2012, minted college graduate. But Gonzalez has known that this was part of the deal all along. He said he’s grateful to be part of the group of military personnel who have helped blaze a trail at CLU.

“What Cal Lutheran has done, and is learning to do, is figure out what it takes to support service members,” Gonzalez said. “It is undoubtedly a worthwhile thing to do. And, when you look at return on investment in the number of military personnel who are going to go on to get degrees and contribute to their communities, it’s undoubtedly a worthwhile thing to do.”

Creating Community

The School of Management has gone high-tech with its outreach to military personnel. Two years ago, CLU’s California Institute of Finance – which offers an MBA and a certificate program in financial planning – launched an online military lounge aimed at promoting its programs to service members.

The military lounge allows visitors to take a virtual tour of the classroom and the online classroom, view graduate student work, and hear from military personnel about their CLU experiences.
Before she graduates next December, she wants to create a veterans club on campus and work with the University to establish a veterans liaison office, a one-stop shop in which veterans can complete the enrollment process, file financial aid requests and learn more about VA and CLU programs available to support them.

“I have a wild dream, that’s still in the works, to unite the veterans here on campus so that we can work together, share stories and build camaraderie based on our similar experiences,” said Zimmerman, a Simi Valley resident and single mother of two.

Zimmerman has enrolled in courses at various universities in a long march toward earning her degree, having joined the Navy in 2003 with the intent of taking advantage of the new GI Bill. The communication major said that CLU “has some of the best classes and some of the best teachers I’ve ever had.”

“But I also think that we, as veterans, have a lot to offer the University in terms of the different life experiences we bring to the classroom,” she added. “We are able to talk about experiences younger students might never consider. It can kind of open their eyes to what’s really going on in the world.”

Transforming Our Service

While CLU has attempted in many ways to reach out to and meet the needs of veterans and active duty personnel, there’s momentum across the campus to do even more.

Matthew Ward, CLU’s vice president of enrollment management and marketing, said the University has become much more knowledgeable in recent years about the challenges veterans face navigating the college process, from application to graduation. It was his team that recognized the rise in CLU’s veterans population and prompted the University to join the Yellow Ribbon Program. And while he believes there is a solid network of support services in place to help veterans, he knows that more can be done to better coordinate and publicize those efforts.

“The overarching question for me, as we look toward the future, is how to come up with a more comprehensive, holistic approach that focuses on the multiplicity of issues and needs of this population,” Ward said.

CLU senior Jeanette Zimmerman has a few ideas.

The Navy veteran brings a unique experience to CLU, including deployment for months at a time on an amphibious assault ship in the Persian Gulf, protecting oil platforms from attack.

Making Way for Diego

When Edlyn Vallejo Peña, a specialist in equity and inclusion in higher education, learned that her son had autism, she set out both to understand his world and to push for faster change at universities.

By Kevin Matthews
I can’t pretend that Diego doesn’t know what’s going on, because he does.

Education professor Edlyn Vallejo Peña has about 15 years to get Diego ready for college and to get college ready for Diego. As she suspected not long after his first birthday and confirmed at about 18 months, her son has a lifelong disability. His problems with communication place him on what Peña and other researchers call the autism spectrum. For Peña, progress in the field can’t come quickly enough.

"As I learn more about Diego, that feeds into my research, and as an American, wrote her dissertation on building the capacity of faculty members to support students on the autism spectrum at a four-year public university in this region. Sorter is assessing the challenges these students face and rethinking how college disability offices can respond.

For Peña, progress in the field can’t come quickly enough.

Don’t Underestimate

Until he was about 13 or 14 months old, Diego Peña met all of the usual developmental milestones on time. He sat up, crawled, walked and said "mama" and "dada." But sometime between then and 18 months, he stopped speaking. He stopped pointing and stopped sucking from a straw. He stopped following simple instructions.

Peña and her husband — Damien, a former CLU staff member now working at CSU Channel Islands — soon found themselves engaged in the "very political process" of getting their son an official diagnosis, which involved an independent assessment. There was also a lot of introspection.

"Emotionally, it tears up your world, because you start questioning, what does this mean for our family, for our future?" Peña said. "And I think there’s a bit of denial in the beginning where you think, I can fix this."

In a poignant telling of her story, a video short titled "Finding Diego," Peña describes how she learned again to talk to her son after several distracted months spent "talking in front of" him and struggling to make a connection. The toughest period followed his diagnosis at age 2.

Now, Diego attends a mainstream class at a private preschool and gets 35 hours of behavioral and other therapy every week at home. Five or six people come and go during the week, so the house doesn’t know much quiet before dinner.

Peña supposes that the interior world where Diego often dwells includes characters from the "Toy Story" films, Super Grover, swimming pools and a lot of music. Lastly, with the help of medication for epileptic seizures, a new diagnosis, Diego sleeps more deeply and has emerged from his sometime "fog," she said.

He learns sight words and numbers quickly, and has academic potential. Peña’s concerns about his future revolve instead around the consequences of his limited social skills.

"Smart isn’t going to get you everywhere," Peña said. "You need to navigate the world, and you do that by interacting with people."

"Smart isn’t going to get you everywhere," Peña said. "You need to navigate the world, and you do that by interacting with people."

Accommodate

College students on the autism spectrum face daunting challenges, in part because of the premium that college life places on independence. For lack of friendships, the seven students interviewed by Sorter continue to see their mothers as their main source of support. They benefit when the disability office provides note-takers, who free them from having to write down information while trying to absorb it. But they are generally unable to manage their own time, and disability offices have been slow to offer the study reminders and coaching that many of these students received in high school, according to Sorter.

Life after college is a topic that these students don’t often broach. "It’s more about just getting through the week. For some of them, it’s about getting through the day. As far as having long-term goals and objectives, they don’t have any," Sorter said of the interviewees.

Among the day-to-day struggles are relationships with instructors. A student who zones out during a lecture or, conversely, talks out of turn and at length may appear rude or abrasive. If that student has autism or Asperger’s, he or she may be oblivious of any problem and feel mortified when called to account.

For Peña, the remedy involves not only careful instruction for students but also more mandatory professional development for faculty members. Making this sort of training voluntary sends the wrong message, she said.

Roughly one percent of children are now diagnosed with autism spectrum disorders, and 10 percent of today’s college students have a learning disability of some sort. Although discussion of the issues is healthier than it was a generation ago — when children with autism, for example, were often thought of as either robotic or aggressive — Peña observed that in the last two decades the leading professional journals in higher education have devoted about one of every 100 articles to disability.

"I would like to do research on students with autism, and not only that, but also publish it in top-tier, mainstream journals, so that we’re not just relegating these issues to the disability journals."

Naturally, Peña’s main focus is on her son. Between his communication devices — he has his own talking iPod Touch, along with the iPad — and the daily therapy, she believes his prospects of overcoming the obstacles arrayed ahead of him are good.

"I adjust my expectations of Diego with caution, because I need to be realistic about his capacities, but I don’t want to limit him. Everyone else will do that for him," Peña said. "One day he will set foot on a college campus, and I want that campus to be ready."
See it with a picture!

Upload photos of your family vacations, alumni reunions, and adventures around the globe at www.callutheran.edu/alumni/. We’ll run them in the magazine or post them on the alumni website.

And don’t forget to Follow the Flag! Request your CLU ALUMNI flag by email at alumni@callutheran.edu.

To make a gift online, visit www.callutheran.edu/finalstretch.

The Final Stretch: Helping Students in Need Graduate

Every year, faculty and administrators see promising students drop out of school due to dramatic life changes and unexpected hardships. CLU alumni, led by the Alumni Board of Directors, are coming together to make sure that these students make it to graduation. Your contribution—big or small—can make a dream come true for a student who needs our support more than ever.

Thank you for your consideration.

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Alumni Association Board of Directors

ANGELICA CASTILLO
President

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Sue and Jon Backstrom's gift

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Contact Craig Fuller at cfuller@callutheran.edu or 805.982.6631.

MIDWEST LEGACY GROUP"
MILESTONES

Teresa Amarillas, 2012, with parents Tony and Muffy Amarillas.

Lilian (Torres) Hunt ’94, with husband, Dennis Hunt.

Jessica (Saly) ’07 and John Juadines.

MARRIAGES

Leah Alvarado ’94, M.S. ’04, and Joseph Alarcon.

CORPORATE & COMMUNITY

The Batty Lady, a batting supply company for traditional and patchwork quilters and the quilting industry.

Diana (Smeltzer) Gardner, on Aug. 27, 2011, to Matthew (Lim ’09) and Elizabeth (Flaherty ’11) Taylor.

BIRTHS

Cora Hawkins on Aug. 1, 2011, to Marissa and Peter Hawkins.

Milestones

1979

Ellen (Dvoracek) Coleman, Lancaster, Calif., is a biology teacher and international baccalaureate coordinator at Highland High School in Palmdale. She also coaches the girls’ golf team with her husband. Ellen writes: “I would like to thank Dr. Barbara Collins for serving as my inspiration and for providing many of my former HHS students with a wonderful experience in biology at CLU.”

1980

Donovan Thomas Finney on Aug. 8, 2011, to Shayna (Dorch ’94) and Charley Finney.

Jessica Saly ’07 and John Juadines on May 13, 2011.

DEATHS


Edward P. Bryan ’82 on April 27, 2011.

Bobby L. Christopher, M.A. ’82, on Dec. 4, 2010.

Hilda L. Harder, M.S. ’78, on Oct. 21, 2011.


Victoria Way, MBA ’07, and Rodney Zaccardo on July 9, 2011.


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Bobby L. Christopher, M.A. ’82, on Dec. 4, 2010.

Hilda L. Harder, M.S. ’78, on Oct. 21, 2011.


Frank A. Turner ’74, MBA ’85, on Sept. 27, 2011.

Myrna H. Vallens, M.S. ’81, on June 5, 2011.

1980

Donovan Thomas Finney on Aug. 8, 2011, to Shayna (Dorch ’94) and Charley Finney.

Jessica Saly ’07 and John Juadines on May 13, 2011.

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Kevin Kress ’95, a Sonoma resident and fourth-generation San Franciscan, owns and operates RK Equestrian, a full-service facility with lessons in equestrian dressage, cross-country jumping and stadium jumping. Building on international connections made at the 2004 Olympic Games in Athens and the 2006 World Equestrian Games in Germany, he imports horses from Ireland and Argentina, providing grounds for the most highly regarded competitive sport horses.

“A long-time participant in 4-H clubs, Kress is one of 40 nationally certified judges of pygmy goats, a breed that he also raises and shows. “Cal Lutheran prepared me to wear so many hats,” said the philosophy and political science double major, adding that his professors encouraged him to pursue all of the subjects that interested him. Kress went on to earn a Master of Education from the University of San Francisco and a J.D. from Empire College of Law.

Heidi Elowitch, M.S.
Newbury Park, Calif.

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Kpresso (Agusta ’00) and Scott Femmtkamer (vacationing in Jamaica.)
Shayla Bonnie, San Diego, Calif., is assistant coordinator of the Single Marine Program for Marine Corps Air Station (MCAS) in Miramar. The program provides community-building activities and resources for bachelor's and married Marines stationed far from their spouses.

Michael Gonzalez, MBA '10, Santa Paula, Calif., is a marketing specialist with Limoneira, with host country nationals at local micro-finance Development volunteer, Megan collaborated last summer. As a Community Economic civic center she finished a two-year service as a U.S. Peace Corps Volunteer in Azerbaijan. She finished a two-year service as a U.S. Peace Corps Volunteer in Azerbaijan.

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Drew Nakahara, Klaua, Hawaii, is a guest service agent with the St. Regis Princeville Resort. She also volunteers with KORE, teaching children and adults with disabilities how to surf.

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deborah sali, m.s., palmdale, Calif., is administrative assistant to the director of Admissions & Records at College of the Canyons in Santa Clarita.

elizabeth shura, Ventura, Calif., is a partner and president of All About Preservation, a foreclosure real estate maintenance company. She and her husband are licensed foster parents and are currently caring for a baby girl they hope to adopt.

patrick souleault, Bm, Simi Valley, Calif., is senior director of Quality Assurance with United Online Inc. He has two sons, ages 7 and 10.

Monica (Osnagholu) Piddock, M.a., Ventura, Calif., is an English teacher and reading specialist at Channel Islands High School.

Jayme White, Middle Grove, N.y., coaches football at Saratoga Springs High School.

Ramom Caprin Jr., Bm, Converse, Texas, is a financial adviser with Investment Services International. He and his wife, Tami, have a 3-year-old daughter and 1-year-old son.

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In Honor of the People

Museums cannot decide by themselves how to tell indigenous communities’ stories.

By Rosa Corral ‘06

Beginning with a senior project involving the La Boyeaux Collection of New Guinea Art at CLU, I’ve had a series of opportunities to work with indigenous collections. Each time, I’ve learned practical skills involving the care and the exhibition of cultural material, but more importantly, I’ve gained perspective on the ethics of cultural property.

For the museum staff, the ceremony affirmed the Kuringgai people’s right to reclaim their cultural material in all its forms. In Australia, museums are often more advanced than the government in their attitudes and policies on these issues.

For the Kuringgai community, the return of ancestral remains meant that the spirits of the individuals would finally be at rest.

For me, witnessing the effect that it had on the community, the reburial ceremony brought the realization that repatriation is more than the transfer of objects or ancestral remains. It was a transfer of power and part of a healing process.

After completing my program, I returned to the States intending to continue my work with indigenous collections and projects that incorporate indigenous perspectives. I began working on a project for the Minnesota Historical Society, digitizing a significant regional collection of Ojibwe and Dakota cultural material. This process included the creation of a virtual exhibition called In Honor of The People, which also serves as a platform for American Indian voices and raises awareness about Minnesota tribes.

Similar to a repatriation, the website restores community access to cultural materials. In support of ongoing language revitalization efforts in Minnesota, it includes Ojibwe and Dakota translations for the titles of objects. When making decisions about content, design, and display, throughout the process, our team consulted an American Indian Advisory Committee of local Dakota and Ojibwe community representatives. At the committee’s request, we omitted the images of a number of culturally sensitive items. Photographs of objects considered possibly sacred were not included.

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To tickets and more information, visit KingsmenShakespeare.com.
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