

PITZER COLLEGE

Special 2020 Issue Vol. 53 No. 1

The Participant



Pandemic Response
The College transitions to remote learning

Racial Justice Initiative
Three areas of transformative action

Environmental Analysis
Celebrating 50 years

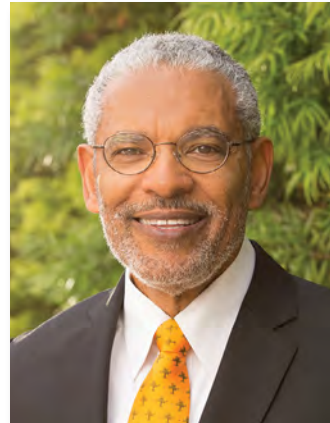
PRESIDENT'S MESSAGE

I write this message at the end of a year that has continually defied and redefined our sense of reality. We have struggled at times to comprehend the moment we're living in. We have reeled from the whirlwind of world events, disruption and losses within our own lives—of jobs and loved ones and a way of being. We are exhausted.

I also write this message at the cusp of a new year, as headlines tell us that hope packed in dry ice is on the way and that democracy's tenets may have been battered, but its seawall is still holding. And Pitzer College just admitted the first members of the Class of 2025.

As president of Pitzer College, standing on this corner of time, I want you to know that I, too, have felt despair and disbelief this year, but that our community's response to the challenges of 2020 fills me with pride and awe.

This special issue of *The Participant* begins to tell that story of tireless



determination, endless creativity and a profound commitment to each other and our shared ideals. While Pitzer's campus has been closed since mid-March, and we will start spring 2021 online, you will read how our community came together even as we were forced apart. These pages show how we individually and collectively rose to meet this moment and, as the Dean of Faculty Allen Omoto says, "learned from each other."

The magazine—online-only for the first time—portrays the unprecedented shift that our faculty, students and staff made to remote teaching and learning after COVID-19 hit. It touches on many of the stresses inherent with an online educational environment in the midst of a global pandemic. It shares the calls to action following the killing of George Floyd and the launch of the Racial Justice Initiative, which I established to better understand racial violence and inequality and address issues of equity and inclusion on campus.

This issue also honors the 50th anniversary of Pitzer's Environmental Analysis Field Group—one of the first programs of its kind in the country. For decades now, EA faculty, alumni and students have expanded our understanding and deepened our relationship with the natural world. They began addressing the roots of climate change long before the term became part of our vocabulary and our lived reality.

EA is emblematic of Pitzer's approach to education, which ties expanding knowledge to taking action. Despite this year's changing

and outright strange conditions, we found ways to broaden our academic and co-curricular ambitions. We kept innovating. Pitzer Now, Pitzer@Home, and the People's Pitzer are just some of the programs that were born as faculty, students and staff created new platforms to address our community's needs. On December 10, Pitzer and the Justice Education Initiative of The Claremont Colleges launched the country's first BA program for currently incarcerated students that puts "inside" students into the same classroom with "outside" Claremont Colleges students and faculty.

As I read this Participant, as I reflect on this year, I can see ways in which Pitzer's foundations in 1963 played out in 2020. We have had to reimagine college life as we know it, but reimagining the world is one of the things Pitzer does so well. And perhaps being a bit unconventional helps prepare you for the unprecedented.

This year we did indeed learn from each other. That's what we do here, whether the other is a professor or a student or a community member or a discipline outside of our own. At Pitzer, we know that we have teachers everywhere.

We also took care of each other. Despite a pandemic-related budget deficit, the College increased aid to students who needed extra financial support and protected the jobs of staff who couldn't work from home. And we showed up, again and again and again, in Zoom mosaics, ready

to work through shifting mountains of logistics and multiple scenarios for delivering a Pitzer education in a pandemic.

That work goes on. In the midst of such uncertainty, we do know this: Pitzer's commitment to its brand of liberal arts education and core values endures. When we return to campus, not everything will or should go back to the way it was before. The challenges and opportunities are great, and so are Pitzer's capacity and heart. We are part of the solution. We have learned so much from each other and done so much together. The Pitzer community has my eternal gratitude and admiration.

During my inauguration nearly four years ago, I invited the Pitzer community to create a discourse that reflects "the sanctity of the individual and the mutual interdependence of humanity." I am grateful we are on this journey together.

Provida Futuri,

A handwritten signature in black ink that reads "Melvin L. Oliver". The signature is written in a cursive, flowing style.

Melvin L. Oliver
President





The Participant

Special 2020 Issue

PRESIDENT
Melvin L. Oliver

EDITORS
Jim Marchant
Mary Shipp Bartlett

EDITOR/DESIGNER
Stephanie Estrada

DESIGNER
Terry Vuong

CONTRIBUTORS
Mark Bailey
Anna Chang
Anne Dullaghan
Monica Rodriguez
Susan Warmbrunn

PHOTOGRAPHERS
Laurie Losh Babcock
Justin Sleppy '21
William Vasta

VIDEO/PHOTOGRAPHER
Scott Phillips

COVER/FEATURE ILLUSTRATOR
Robert Neubecker

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1050 North Mills Ave., Claremont, CA
91711
www.pitzer.edu

ON THE COVER: The Pitzer College community remained engaged, active and grounded in its core values as the College turned to remote learning.

The diverse opinions expressed in *The Participant* are those of the individual profilees and do not necessarily represent the views of the editors or the College. *The Participant* welcomes comments from its readers.

Pitzer College is a nationally top-ranked undergraduate college of the liberal arts and sciences. Pitzer offers a distinctive approach to a liberal arts education by linking intellectual inquiry with interdisciplinary studies, cultural immersion, social responsibility and community involvement.



Table of Contents

- | | | | |
|----|----------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------|
| 1 | President's Message
<i>Melvin L. Oliver</i> | 32 | Scholar Profile
<i>Jan Bragado '20</i> |
| 3 | Pitzer Pathfinder
<i>Romarilyn Ralston '14</i> | 33 | Faculty Field Notes |
| 4 | Board of Trustees' Message | 35 | Faculty Retirement
<i>Professor Joe Parker</i> |
| 5 | Class of 2020 | 36 | Tribute
<i>Professor Emerita Agnes Moreland Jackson</i> |
| 8 | Pandemic Response
<i>Pitzer College's Pathway Forward</i> | 37 | Tribute
<i>Professor Emeritus Ntongela Masilela</i> |
| 14 | Racial Justice Initiative | 38 | Class Notes |
| 16 | Environmental Analysis 50th Anniversary | 43 | Tributes
<i>Diana Lockard, Terry Lenzner P'99 and Barbara Drake</i> |
| 24 | Conversation on Wildfires
<i>Professors Paul Faulstich '79 and Char Miller '75</i> | 44 | Sagehen Athletics
<i>Miriam Merrill</i> |
| 26 | Radical Acceptance
<i>Advice from Assistant Professor Marcus Rodriguez</i> | 45 | Pitzer Participant
<i>Matthew Adler '97</i> |
| 28 | Inside-Out Program
<i>Pitzer Launches BA Degree Program for the Incarcerated</i> | | |
| 29 | Around the Mounds | | |

Visit *The Participant* online at www.pitzer.edu/participant

ROMARILYN RALSTON '14

*Passion for social justice,
an unshakeable sense of purpose
and a bond with Pitzer*

When Romarilyn Ralston was incarcerated at the age of 24, her life might have seemed to be over before it started. After serving 23 years, Ralston made the remarkable transition to a highly competitive liberal arts college to earn her Pitzer College degree with honors in gender and feminist studies. She went on to obtain her master's degree from Washington University in St. Louis.

Today, Ralston has dedicated her life to providing individualized support to formerly incarcerated students pursuing higher education as program director of Project Rebound at California State University, Fullerton.

She has been an invited panelist on Los Angeles Mayor Eric Garcetti's Access to Higher Education Challenge Event in 2016 and was a presidential panelist at the 2018 National Women's Studies Association Conference.

Pitzer has named Ralston the 2020 *Distinguished Alumni*—honoring her as a graduate who lives the spirit of her Pitzer education and is making meaningful change in her community.

Romarilyn Ralston '14 has taken the path less traveled to advance herself and her community.

Follow your passion



A MESSAGE FROM THE BOARD OF TRUSTEES

Dear Pitzer Community,

This has been an incredibly difficult time for the country, and for us. The world will grapple with the long shadow of 2020 for years to come. We have confronted a new virus and centuries-old racism. We have seen the basic tenets of democracy attacked, economic foundations undermined and fires and floods fueled by the climate crisis. It has been a time of reckoning.

We have had to alter our plans time and again, and finally were required to deliver online education in the fall. As I write this, we don't know whether the conditions imposed by the Los Angeles County Department of Public Health, and the pandemic itself, make a spring reopening feasible. This places a huge burden on students, faculty and staff alike, while temporarily depriving us all of the fullest Pitzer experience.

Yet, in the face of a global pandemic, our community has shown great grace, courage and kindness. The faculty have invested tremendous effort to adapt to a new and challenging form of teaching. The students must deal with difficult work in unusual circumstances. Campus leaders have spent days and nights planning—and replanning—amidst ever-evolving conditions and guidelines. And alumni, families and friends of the College have offered solidarity and financial support. Throughout, our community has done its best to protect Pitzer's wellbeing, and the College has sought to serve those who have entrusted their education and livelihoods to this special place.

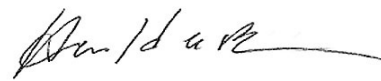
We are also a community that reverberated with outrage and pain when George Floyd was killed by those sworn to serve and protect. In the wake of Floyd's death, and in recognition of the violence that has taken so many Black lives before and since, President Oliver launched the Racial Justice Initiative. "I have spent my professional life trying to understand the sources of that violence," President Oliver wrote at the time, as he committed the College to addressing systemic racism in the nation and Pitzer's own shortcomings in its efforts to create a truly inclusive campus.

The Pitzer community also brought its signature blend of academics and activism to bear on November's election. In virtual classrooms, Zoom forums and email inboxes, people pored over issues and rallied to promote civic engagement. With the election behind us and the transition in DC setting the stage for our new president, our work must and does go on. The world needs Pitzer now more than ever.

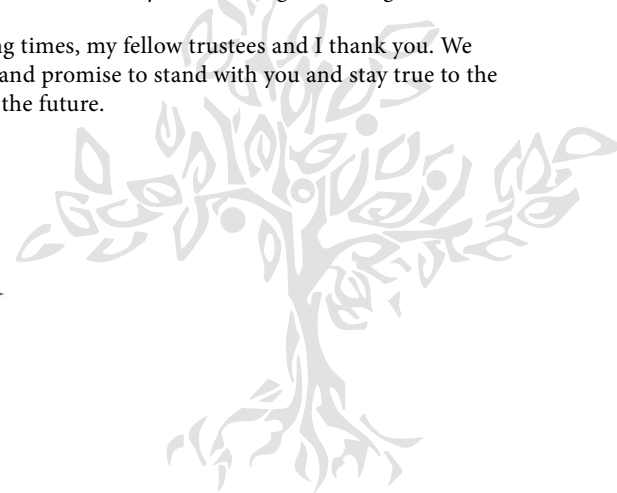
Pitzer's character and convictions, so clearly on display these past months, drew me to the school more than a decade ago. I didn't have any connection to Pitzer when a colleague introduced me to this incredible community. Still, I was quickly captivated by its innovative approach to education, its ethos and inimitable Pitzer personality and the involvement of its students, alumni, faculty and the entire Pitzer family in the world at large. I passionately believe that as a trustee and as a supporter, I am not only contributing to a college but to a better world.

For your response in these challenging times, my fellow trustees and I thank you. We are so grateful for the Pitzer community and promise to stand with you and stay true to the College's pledge to be forever mindful of the future.

Provida Futuri,



Harold A. Brown
Chair, Board of Trustees



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We look forward to celebrating you in person soon!

Visit www.pitzer.edu/commencement/celebrating-the-class-of-2020 to view related videos and photos.

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Jonathan Michael Hakman Asoulin Political Studies; Minor in History	Jan Bragado Sociology/International and Intercultural Studies	Eliana Cowan Human Biology	Jessica Grace Folsom Anthropology and History	Andrew Patrick Heffler Organizational Studies	Erin Alessandra Jung Mathematical Economics	Francelia Itzayana Lievanos Barragan Political Studies; Minor in Chicax Latinx Studies	Laurel Melton Environmental Analysis	Cléo Héloïse Léone Petric International and Intercultural Studies	Eliza Jane Schmidt Environmental Analysis/Studio Art	Noah DeLin Thanos Media Studies	Zachary Weiss Geology
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Arielle Georgia Ben-Hur Environmental Analysis	Jorj Khan Chisam-Majid Anthropology; Minor in Middle East and North African Studies	Lily Ann Gane Organismal Biology	Samuel Lloyd Gorcey-Biblowitz Media Studies	Samuel Lloyd Gorcey-Biblowitz Media Studies	Michael Lindberg Molecular Biology; Minor in Spanish	Jonathan Mitchell Liu Organismal Biology	Science Management/Psychology	Emelee Paola Pineda Psychology	Justin Otero Preciado International Political Economy	Emily Jane Sender Asian Studies; Minor in Spanish	Karease Williams Organizational Studies

Congratulations

Pitzer College Class of 2020

We look forward to celebrating you in person soon!

2020 & beyond: Creating a pathway forward

COVID-19. The election. Racial inequality. Social disruption. Climate change. Wildfires. Virtual learning.



A perfect storm of conditions upended the lives of members of the Pitzer College community in 2020. In mid-March, due to the worldwide pandemic, the College moved all classes online, as did all The Claremont Colleges, continuing through fall semester.

Pitzer College reinforced its distinctive academic mission and core values: Community engagement continued, in a different form. Social responsibility action thrived in an election year. Environmental analysis took on new urgency as wildfires raged throughout the West and in the hills above Claremont this summer. Pitzer President Melvin Oliver's Racial Justice Initiative took root (see article on pp. 14-15). Global issues and intercultural understanding remained at the core of a Pitzer education.

Faculty redesigned their curricula and pedagogy to accommodate remote learning. Fields such as science and art, with their reliance on labs and studio spaces, found ways to engage students virtually in hands-on exploration and creativity. Students discovered how to connect with one another despite transforming their bedroom or kitchen into their own isolated classroom.

It wasn't easy and it wasn't perfect. How could it be, with the campus closed? But learning continued.

This is the story of how the Pitzer College community came together to provide a pathway forward for students during enormous stress and upheaval.

'We learned from each other'

When the pandemic exploded world-wide in early spring, the College determined the most ethical and socially responsible decision was to go entirely online to prevent the spread of the coronavirus. The administration moved fast. The 5-College Center for Teaching and Learning consulted and advised. Pitzer IT held workshops to bring faculty up to technological speed. The Dean of Faculty's office set up a resource page for faculty to share materials and also arranged sessions for idea exchange and discussion. Within a week, the College had pivoted to remote education for the

remainder of spring semester.

This summer, the College looked at what had worked and what hadn't. The Dean of Faculty conducted a survey of students enrolled in spring semester asking about their experiences transitioning to remote learning and challenges they had encountered with their courses. Students also let faculty know the relentlessness of being on Zoom and suggested what would help them connect with one another and reduce stress.

"We learned from each other," said Dean of Faculty Allen Omoto. "For many faculty members, it was an opportunity to revisit their learning goals and prioritize them, especially as they planned for the fall semester."

The Dean of Faculty's office supported faculty participation in webinars on online pedagogy, offered consultation with instructional design consultants, and provided equipment for faculty to teach from home—standing desks, for example, if needed. The College also developed a technology assistance program in which faculty members could request a student aide to help lighten some of their increased load, such as scanning, organizing and uploading materials for class. "We wanted faculty to focus on their teaching rather than technology," said Omoto.

The College reached out to students in the summer, through online

"We learned from each other. For many faculty, it was an opportunity to revisit their learning goals and prioritize them."

—Dean of Faculty Allen Omoto

"We talk about all the stuff we would do if we were on campus. We're bonding over shared pain." —Izzy Alduino '24

messaging and interactive programming, inviting questions and discussion. Pitzer Now, an initiative that included online presentations by faculty and staff, highlighted for students the opportunities for engagement through curricular and co-curricular activities and proposed that "this is the most important semester you will ever spend at Pitzer College."

There was concern that many students, primarily newly admitted first-years, might choose to take a gap year or semester off. Most students chose to enroll in the fall.

Quin Mumford '24, from Norman, OK, was disappointed not to go west, but decided a gap year would be a waste of time. Although many of his high school friends are now at open-campus state schools, he called such places "a breeding ground for the disease." He's happy to be at Pitzer, virtually.

Izzy Alduino '24, from the San Francisco Bay Area, debated whether she wanted to go through the same struggle with remote learning she experienced as a high school senior. Then, she realized anything else she wanted to do, such as intern in medicine, would not be possible because of the pandemic.

Enrolled now at Pitzer, Alduino has made new friends and connections. "We talk about all the stuff we would do if we were on campus. We're bonding over shared pain," she said.

Fall 2020, online again

Fall classes started in late August, again online. Faculty were ready, students were eager, all were anxious.

"I didn't really know what to expect," said Professor of Linguistics Carmen Fought. "I went into it thinking, 'Oh, I'll just do what I have been doing, but I'll just do it online.' That was a little naïve. I think I underestimated how much time it would take for me to learn to use the tools correctly."

Fought felt "thrown for a loop" at the beginning of the semester because, she said, "I really feed off the energy of the students, and in person I can tell when things are not going well. It struck me how difficult it was to know how they were doing online. If students were quiet, I wasn't sure if the material was reaching them or if there was just other stuff going on. I felt pessimistic and tired."

Then, things clicked. She learned which tools were important—such as the whiteboard, where students make humorous sketches and engage in wordplay, and which students can use in their breakout groups to illustrate concepts from the class. She also encouraged them to use the chat box feature on Zoom. "They do this in a very creative way, and they are hilarious. I think that frees them up to have a little fun."

Faculty and students also appreciated the value of mixing synchronous (all together at one time) and asynchronous classes. A mix of the two can lead to fewer long lectures and more work individually or in groups outside the class structure.



Zoom fatigue strikes everyone

"Zoom fatigue is a real thing," said Professor of Chemistry Katie Purvis-Roberts. She admits to being tired, too—just like her students.

"The hard thing for the faculty is that it's taken us a long time to get all our materials online, to do things in a Zoom environment," she said. "We started working on the lab part of our class in June, so we've really been going strong. For our lectures, we're recording them ahead of time and putting them up. When students come to class, we focus on problem solving with them so that they get some community building. We didn't just want to be up there lecturing; we wanted them to be doing things together in groups."

Tessa Hicks Peterson, assistant vice president of community engagement and associate professor of urban studies, offered a different take: "I'm a very experiential teacher. We do meditation, we do theatre, we do group discussions, we do dyads. It's impossible to get the same level of intimacy through Zoom. I thought, how the heck is this going to work?"

"But it does. In a strange way, there's a different level of intimacy. I don't know whether it's because we're all in each other's bedrooms, or because we are investing our bodies and our faces in these little boxes. And there's no distraction in the room or what's happening outside of the room. In some ways, there's an interconnected presence in that little Zoom box that is unexpected, and it really still allows for community building in the classroom. We're all happily surprised."

Kathleen Yep, professor of Asian American studies, conducts research on loneliness as a critical public health issue. "It does dovetail with this teaching moment during this global pandemic," she said. In her classes, Yep starts with a check in, as many faculty do. "We might do a short paired-conversation in breakout rooms with a 'prompt' such as what is your 'rose-bud-thorn' for the week. The rose is something you can appreciate, the bud is something emerging that you're looking forward to, and the thorn, is 'Oh, that didn't feel great.'"

Faculty made changes throughout the semester, as they worked out technical kinks and adjusted students' workloads. Students responded favorably for the most part.

Tessa Van Buren '23, from Burlington, VT, said of her language class, "There's less pressure, more time to practice. But what I miss most is the ability to just walk into a professor's office."

Julie Stewart '23, an art and media studies major from Mountain View, CA, said, "It's a weird time. It's unprecedented norms. Most of my classes this semester are project-based, and it's fun for me, but I imagine those doing analytical work, it would be difficult to just stare at the screen all day."

Other students said they mixed up studying at home with exercise, such as doing aerobics or Zen. One student said he fought with his siblings over who got to walk the dog, just so he could get out of the house.



"In some ways, there's an interconnected presence in that little Zoom box that is unexpected, and it really still allows for community building in the classroom. We're all happily surprised."

—Tessa Hicks Peterson, assistant vice president of community engagement & associate professor of urban studies

“We visited people with very different ideas and artistic strategies. Then, the artists developed weekly exercises for the students to do at home. The following week, students returned to a synchronous Zoom class to share their work and critique it.” —Tim Berg, professor of art

Mixing it up to engage students

Faculty increasingly found ways to add hands-on work and shared projects to students’ assignments.

Jessica Kizer, assistant professor of sociology, said, “I made adjustments so students could work off screen and also connect with each other in different ways.” In one class, she assigned students to work in groups to create a children’s book on a social problem, such as informed consent at the doctor’s office. After researching the subject, students then translated their findings into a book that a child could understand.

“Because it was a new semester and a new way of teaching, I thought I could be experimental in what I was having students do,” Kizer said. “If they could work in groups, it would give them more opportunities to connect with each other.”

Faculty also learned the importance of flexibility in assigning group projects. Yep had one project in mind for her class, but students came up with an alternate project that made sense for them: getting out the vote through text and phone banking. “It animated them because it’s relevant to them. They had a proposal, a vision, and we then co-created it,” she said.

Many faculty found other imaginative ways to engage students. Assistant Professor of Mathematics Jemma Lorenat, in her hybrid precalculus/calculus class, had students investigate the mechanics of disease modeling to see how a disease might travel through a population. Her goal was it to teach students about coding and apply that to COVID-19 modeling.

“Alongside teaching technical skills, I’m interested in showing how modeling works, to demystify the process, she said. “We’re living in a world where so many things are driven by predictives, by models, so it just seems like a good tool for being a human.”

Her student, Rakesh Peddibhotia ’24, said, “The subject [COVID-19] might be bleak, but it’s interesting and inspiring because what we’re learning in class applies to reality.”

Adjusted expectations help relieve stress

Faculty recognized the major stress students were under. Because of the significant time difference, overseas students might have had a class at 2 or 3 a.m. Reliable internet access might not have been readily available for some. Family health issues, the election and disturbing national and international news affected students’ ability to concentrate. The fact that they were isolated from campus and friends added to their angst.

Some faculty let their students know that they had issues, too.

“We’re not just a textbook come to life,” said Fought. “We have hard weeks. We’re struggling. The students, presumably, are having the same struggles, and we encourage them to reach out to one another.”

Several faculty said they had lowered the number of assignments from students, while still requiring high-quality work.

Mira Punzalan ’24 said, “My professors have been super understanding in moving deadlines.” Punzalan estimates that she spent up to 75 hours



each week during September and October working with Mi Familia Vote, a non-partisan grass-roots organization in Las Vegas to get out the vote and provide resources, and also with a voting registration group at Pitzer. “I want to shout out to my professors because they were definitely supportive of the work I was doing. My Pitzer mentor for Asian American-identifying students was also there for me.”

Unique challenges, unique solutions

Some field groups have had unique challenges. Art, for one.

With art studios on campus closed, Professor of Art Tim Berg saw a problem and created a solution. Rather than just trying to make his usual studio class an online class, he took advantage of Zoom. He remotely brought artists into class from all over the world—from Zimbabwe to Northern Italy to Los Angeles—so the class could visit their studios online and see their creative processes.

“We visited people with very different ideas and artistic strategies,” said Berg. Then, the artists developed weekly exercises for the students to do at home. The following week, students returned to a synchronous Zoom class to share their work and critique it.

One Los Angeles-based artist, Candice Lin, inspired students to make their own ink, much like she does herself with rusting iron and vinegar. Students found old nails and steel wool around the house, added vinegar, found a source for tannin, whether tea or pomegranate rinds, and mixed them together to make ink. Then, they used the ink to paint something related to Lin’s work.

“It’s been good for the students because they can work offline on their own time,” said Berg. “They may be doing a little work digitally, but mostly it’s hands on. It’s a wide-ranging approach to making drawings, paintings, sculpture, installations, photos and videos.”

Science in the kitchen and around the world

Faculty in the W. M. Keck Joint Sciences—the program shared by Pitzer, Scripps and Claremont McKenna—faced particular challenges. How do you teach chemistry outside the lab?

One answer was to create “care” packages and ship them to the 250 students enrolled in Introductory Chemistry. Inside each package was about \$50 worth of lab equipment, including scales, a vial, even coffee filters.

“The subject [COVID-19] might be bleak, but it’s interesting and inspiring because what we’re learning in class applies to reality.”

—Rakesh Peddibhotia ’24

“We didn’t give them chemicals,” said Associate Professor of Chemistry Babak Sanii, who explained that the students had to source many ingredients from home, such as sugar and baking soda. Students reported they greatly preferred their kitchen labs over virtual labs.

“The hands-on aspect has been a huge win for giving them a real sense for the practice of chemistry,” he said.

Sage Fletcher ’22, an environmental analysis major from New Hampshire, analyzed water quality in partnership with graduate students at King Mongkut’s University of Technology Thonburi (KMUTT) in Bangkok, Thailand. The goal was to help make better use of Bangkok’s canals to offset traffic, so it was important to know where water quality was good. KMUTT students would observe various sites and send data back to the Pitzer students for analysis.

“We also wanted people in Bangkok to be more energy-efficient,” said Fletcher. “We would make recommendations, such as establishing more bike lanes. Then, KMUTT students would see if this was plausible.”

The focus of learning in the lab section was collaborative and project-based. “I’m learning a ton,” said Fletcher.

Sanii, however, debated cancelling his advanced chemistry lab, with 17 students. “How would they get six hours of lab every week?” he asked. So, he devised an unusual assignment: They had to pretend they were 18th-century chemists and research what was known about science at that time. Then, using 18th-century methods, repeat an experiment of one of the prominent German scientists of that era, Agnes Pockels. Next, take her experiment further using current knowledge. Finally, write a letter in the style of the time about their experiences.

“I could give them open-ended things like that, and they really ran with it,” he said.

Sadie Otte, lab coordinator at Keck Science, developed the online curriculum for the organic chemistry labs. She gave students three ways to engage: 1) a Zoom class, 2) individual study groups (especially good for international students who can arrange a time convenient for them), and 3) engagement on Piazza, where students post and answer questions and connect with one another other, not necessarily in real time.

“Most students use a combination of these three, with almost all using Piazza,” Otte said.

Rachan Sailamai ’23 from Thailand didn’t expect online geology labs to be like previous ones. He stayed engaged with lab work by learning from photos, where he could zoom in and replicate experiments on his own time.

“Geology sent me experimental tools I can use to measure different kinds of stress,” he said. For the first few weeks in his sedimentology class, he did everything on his computer, using Google Earth. Sailamai connected with another student in Malaysia to do labs together since they were in the same time zone. Then, the geology students were assigned to find sedimentary rocks in their own individual locations, take photos and make charts to share. “It was fun to go out and discover,” he said.



“Because the whole world is going through this isolation period, everyone was eager to participate because of our shared experiences. This created a lot of opportunities for us in a language course, where it is all about cross-cultural learning and communication across languages.”

— Juanita Aristizábal, associate professor of modern languages, literatures and cultures

Global connections through language

Fély Catan, assistant professor of modern languages, literatures and cultures (French), engaged her French 2 students by teaching her classes from Paris. To give students an authentic experience, she once set up her Zoom class from a table outside a Parisienne café, where students could hear French spoken in the background. She also invited French native speakers to give Zoom presentations to the class, including one who talked about racism in France.

Catan, whose specialty is Caribbean literature and culture, also connected her students with high school students in French-speaking Guadalupe to extend their awareness of how and where the French language is spoken and to promote intercultural understanding. Students met one-on-one with their Caribbean counterparts and conducted Zoom sessions, half in French, half in English.

Catan is committed to keeping the relationship with Guadalupe going, ideally at the university level. To truly connect, she plans to travel with students to Guadalupe once the pandemic is over.

In her class “Better than Fiction, Journalism in Latin America,” Juanita Aristizábal, associate professor of modern languages, literatures and cultures (Spanish and Portuguese), connected her students with journalists in Ecuador, Brazil, Costa Rica, Colombia, Germany and South Africa. Students explored such subjects as citizenship, democracy and the media, feminist journalism and journalism in the context of the pandemic.

She and her students also participated in the Racial Justice Initiative through a series of asynchronous conversations on race in Brazil between her Portuguese 1 students and young organizers with the Steve Biko Cultural Institute in Salvador da Bahia, Brazil.

“Because the whole world is going through this isolation period, everyone was eager to participate because of our shared experiences,” Aristizábal said. “This created a lot of opportunities for us in a language course, where it is all about cross-cultural learning and communication across languages.”

Community engagement, now more than ever

It might seem that community engagement would be on hold, or severely dismantled, during a raging pandemic, when all personal contact is done online. Not so at Pitzer.

Community engagement is at the center of the College’s core values and a hallmark of the Pitzer experience. Through the Community Engagement Center (CEC) and Critical Action and Social Advocacy (CASA), Pitzer advances social justice on campus and in the community through institutional power, partner collaboration, faculty expertise and student action.

This semester, 302 students were involved in community-based activities through the CEC; 262 students enrolled in social responsibility praxis classes through 14 different courses.

“That’s a lot. It’s pretty amazing,” said Susan Phillips, faculty director of the CEC and professor of environmental analysis.

“Classes that engage students in meaningful work outside the campus and their own lives have really been playing an important role.”

—Susan Phillips, CEC faculty director and professor of environmental analysis

Phillips believes that when students are involved in CEC partnerships and social responsibility classes, it benefits their wellbeing. “Those classes are an anchor for them,” she said. “They tap into a different skill set. Classes that engage students in meaningful work outside the campus and their own lives have really been playing an important role.”

Pitzer’s commitment to community engagement teaches students that their work is of enormous value to other people, Phillips said. “Pitzer does that really well. Even if it doesn’t approximate normal life right now—none of us gets to live a normal life right now.”

“Obviously, community engagement is different now,” said Hicks Peterson. “You just have to have more flexibility in how you approach it. The organizations we work with are on the front line of justice issues that don’t stop during a pandemic. Their work is perhaps even more urgent now than ever.”

Normally, Hicks Peterson said, if a community speaker comes to her classroom, perhaps only 10 to 12 people get the benefit. “Now, if I put it out on the web, perhaps 30 people will show up, from all over the country—Pitzer alums, too. Everyone’s welcome.”

Students still intern with organizations. They meet with them by Zoom, attend their staff meetings, work on projects on their own or in collaboration with other students—all remotely.

“It’s all what we were doing before, it’s just not in person. The loss is that you don’t get the five senses involved. But the gain is that what is happening on the front lines of justice in our communities is still happening, and students can still be involved and make an impact around these issues,” Hicks Peterson said.

The People’s Pitzer gets out the vote

Tricia Morgan ’08, managing director of the CEC, worked with community partners and faculty to identify feasible and meaningful remote community engagement opportunities for students.

She formed The People’s Pitzer in September, a nonpartisan program that promotes civic engagement as a key component to advancing legislative policy and social change with local communities. The majority of Morgan’s work fall semester was dedicated to voter registration and education efforts, as well as ballot access and get-out-the-vote efforts by connecting legislative issues with Pitzer values and community partners.

Benjamin Shaw ’24, the student coordinator for The People’s Pitzer, connected several dozen student organizers with the program’s four big initiatives: voter registration, voter education, ballot access and getting out the vote. Faculty,



alumni and community partners also joined in.

The People’s Pitzer held Zoom informational events in coordination with other campus groups, including Alumni Relations, Student Affairs, the Writing Center, the Institute for Global/Local Action & Study (IGLAS). At one event, the debates were screened, with links to watch various pundits and share commentary.

“We will continue to encourage the intersection between civic engagement and activism because we think there’s a huge divide there,” said Shaw. “We want to show how we as citizens can impact how the government functions. We’ll be working on awareness of the divide and on education tactics—how you can be civically engaged and active when it’s not an election cycle.”

Another result of CEC events this summer was a virtual meeting between two professors from disparate fields: Gina Lamb, adjunct associate professor of media studies, and Jemma Lorenat in mathematics and statistics. They discovered they were both starting their classes with some of the same content: the racial justice data visualizations by W. E. B. Dubois for the World’s Fair in 1900.

“I wanted to get my students engaged in posting on social media about elections—reaching out to a broader community,” said Lamb. The two classes coordinated efforts on an election project that looked at how language in the media is used to raise consciousness and perceptions. Lorenat’s class supplied the data, and both classes worked on the visualization.

The students created a website, called youth2020vision. Without endorsing candidates, it showcased students’ posters with links to pressing social issues and ballot measures. One poster showed Ruth Bader Ginsberg pointing her finger, à la Uncle Sam, saying, “We want you...to learn how to register to vote!”

Aditi Madhok ’23, of Los Altos, CA, was grateful to have been in both the classes because, she said, “It was the interdisciplinary liberal arts experience that Pitzer wants you to maximize.”

The Writing Center addresses more than writing

The Writing Center at Pitzer has always focused on helping students build confidence in their writing, hone research skills and engage in intellectual conversations about writing in different disciplines. It is doing this and more in the online environment.

Andrea Scott, director of the Writing Center and associate professor of academic writing, said that a lot of what they do now is increasingly important.

“We’ve found that students are really isolated. They aren’t having those informal conversations in the hallway where they could ask questions; they don’t have a dining hall where they can have

“It’s amazing what the students have learned from each other. They might talk about how each sees the other’s cultural stereotypes—or they might also talk about problems with boyfriends. They connect.”

— Ethel Jorge, professor of modern languages, literatures and cultures

intellectual conversations with their new friends about courses and assignments, what they were reading and thinking about. So, the center became the space that could replicate some of that for students,” Scott said.

Even though students missed being able to drop by the center for a piece of candy, a sweet touch that in the past has added to the center’s welcoming feel, virtual appointments poured in during fall semester. “We still see over 40% of first-year students,” said Scott. By the end of the semester, the center will have booked more than 600 student appointments.

“We found students were having challenges with motivation and focus in virtual platforms—they needed time management help to navigate all these different interfaces,” Scott said. “It’s a whole new world and language when you’re working digitally.”

Study Abroad: home alone

Pitzer’s Office of Study Abroad faced a stark reality when the College decided to “shut down” its programs for both fall 2020 and spring 2021 semesters.

Could Study Abroad continue virtually?

Pitzer holds a significant advantage over most peer institutions because it has its own programs and staff based at its study abroad sites. This semester, each site’s program offered a virtual core course seminar that provided a broad introduction to issues in each country. In Costa Rica, for example, the fall seminar focused on environmental sustainability issues; in Sub-Saharan Africa, it was legacies of colonialism and pan-African diasporas. Site directors agreed to teach their seminars at times that were palatable to Claremont College students.

Study Abroad continued during fall semester, at home virtually for students. Then, the Office of Study Abroad and its site directors added an intriguing component for spring 2021: virtual internships.

“One of the hallmarks of all our Study Abroad programs is profound engagement with the local communities,” said Michael Ballagh, associate vice president of international programs. “Our directors have been building internship programs for decades in many cases. They have a rich array of community-based partners, so we figured that there were at least two or so in each country that would welcome a virtual intern.”

The internships intersect with the College’s goals and core values, said Ballagh. “In December, we plan to work individually with each student



involved in the intern program, then have them work with the site director to fine tune their interests.”

Students selected for the internships will join the core course seminar for the first month of the semester, then break off into an internship program.

Sebastián Granda Merchán, director of the Ecuador site, will oversee several internship programs, including one with Yachay Wasi Indigenous School (Yachay Wasi means “house of knowledge” in the Quichua language). He anticipates that four or five students from

The Claremont Colleges will help young students learn English by developing teaching resources for them, including a short video that demonstrates a category of household words, such as colors or names for members of a family.

Merchán pointed out that Ecuador’s Minister of Education requires that all Ecuadorean students learn English. “The Indigenous students don’t have English teachers, and our interns are able to learn about another culture as they engage in international outreach. It’s a win-win.”

Ethel Jorge, professor of modern languages, literatures and cultures (Spanish), said that going exclusively online has given her field group the opportunity to work on its long-standing goal of integrating Pitzer’s Study Abroad sites in Ecuador, Costa Rica and Brazil and expanding its network of activists, intellectuals and academics throughout Latin America and the French- and Creole-speaking Caribbean. In Spanish 31, for example, the Community-based Spanish Practicum is in partnership with the Universidad Central de Ecuador, which provides virtual engagement with Ecuadorean students.

“It’s amazing what the students have learned from each other,” said Jorge. “They might talk about how each sees the other’s cultural stereotypes—or they might also talk about problems with boyfriends. They connect.”

Pitzer values endure

As Pitzer College looks ahead to a virtual spring semester, Dean Allen Omoto expressed the thoughts of many:

“I am proud of how we have responded—in our teaching and in some of the initiatives we’ve taken up as part of our online education: racial justice, intercultural understanding, sustainability, the environment. All these are huge global issues that are emerging right now, and they are at the core of Pitzer. What we’ve also taken on as a response to the pandemic has been mission specific. We responded based on our values and are able to make contributions that are tied to our values at a time when this is most needed.”

—Dean of Faculty Allen Omoto

“We want to show how we as citizens can impact how the government functions. We’ll be working on awareness of the divide and on education tactics—how you can be civically engaged and active when it’s not an election cycle.” — Benjamin Shaw ’24

“I am proud of how we have responded—in our teaching and in some of the initiatives we’ve taken up as part of our online education: racial justice, intercultural understanding, sustainability, the environment.”

THREE AREAS OF TRANSFORMATION AT PITZER



In response to the deaths earlier this year of George Floyd, Breonna Taylor, Ahmaud Arbery and other people of color, President Melvin Oliver spearheaded the Racial Justice Initiative (RJI) to embed the study of racial violence and justice throughout the Pitzer curriculum.

With continuing acts of racialized violence and the mobilization efforts by the Black Lives Matter movement and its allies to fight for racial justice, the RJI provides an important backdrop for scholars, administrators and students to analyze this unique moment in time.

In addition to President Oliver, the Initiative's Organizing Committee includes Chair Adrian D. Pantoja, professor in political studies and Chicano studies and an associate dean of faculty; Barbara Junisbai, associate professor of organizational studies, who teaches interdisciplinary courses in organizational theory, organizational culture and politics and institutional dynamics and change; Jessica M. Kizer, assistant professor of sociology and an affiliate of the Intercollegiate Department of Africana Studies; Linda Lam, director for the Center for Asian Pacific American Students (CAPAS); and student representative Quentin Jenkins '23, who is also involved in the Black Student Union.

"This is an important moment in the history of the country and college," said Pantoja. "I am proud to work with a diverse group of people to lead President Oliver's Racial Justice Initiative."

Added Jenkins: "I was excited to be a part of this committee because I want to pave the way for future generations of minority students at Pitzer College and help them find a home on Pitzer's campus, thus making their lived experiences feel valid in every aspect of the College. Through the committee, we have been able to promote inclusive pedagogy—where all students feel included, fund workshops and training for Racial Justice, and sponsored talks pertaining to anti-Black racism."

A call for action in three areas

The RJI was kicked off virtually with the inaugural panel moderated by President Melvin Oliver. It was an opportunity for faculty, staff, students and the community to get to know the president not merely as the head of the institution, but as a renowned scholar. "It was exciting to have a top scholar on the issues of race leading the College, and it also made sense for him, on the issue of racial inequality, to launch this initiative," said Pantoja. In addition to President Oliver, panel attendees included Andrea J. Ritchie, John A. Powell and Phillip Atiba Goff (see panel photo, opposite page).

In May, the RJI Committee invited all Pitzer academic centers and programs to develop programs in three primary areas: curricular transformation, co-curricular transformation and structural transformation.



Together, these are designed to deepen student, staff and faculty knowledge and action around racialized violence.

The programs can focus on domestic or international issues ranging from topics such as the Black diaspora to criminalization, racial bias and racialized violence, to policing, abolition, social movements and racial justice. Thanks to a generous grant from the Mellon Foundation, centers and programs within academic affairs are eligible for awards ranging from \$500 to \$3,000 for their projects.

"We have theoretical conversations in the classrooms, and we have the resources to implement discussions with community partners to learn through the lived experience," said Kizer. "Focusing on racial justice is part of Pitzer's core values of interdisciplinary learning and student engagement."

Area I: Curricular Transformation – incorporating racial justice themes

To transform the curriculum for fall 2020, the Racial Justice Initiative committee sent out a call for faculty to restructure courses or design new courses that included racial justice themes. The 23 new or redesigned RJI-awarded courses included a course taught by Professor of Mathematics David Bachman.

"He's exploring racial redistricting and how the composition of those geographic spaces mathematically help produce certain political outcomes," explained Pantoja. "Math plays an important role in elections and in this course, Mathematics of Democracy, Professor Bachman is able to show how mathematics can be used to analyze political outcomes and inequalities."

Econometrics, taught by Linus Yamane, professor of economics, was restructured to centralize the role of race in shaping economic outcomes. Courses ranging from Critical Community Studies, Social Theory of Thich Nhat Hanh, and Post-Apartheid Novels to African/a and Latinx Food Identity and Resistance, Intro to Portuguese and Internships in Psychology also provide a solid basis for a curricular transformation.

Beginning in spring 2021, the Racial Justice Initiative plans to support faculty courses by sponsoring guest speakers. "We're continuing the theme of



President Melvin L. Oliver moderated the virtual inaugural panel of the Racial Justice Initiative, *Racial Justice in Our Time: A Conversation with Activist Scholars*, on September 10.

Panelists included, clockwise, from top left: President Oliver, a leading authority on issues around wealth disparities in the Black community; John A. Powell, professor of law, African-American studies and ethnic studies at UC Berkeley, and an internationally recognized expert in the areas of civil rights and civil liberties; Phillip Atiba Goff, co-founder and CEO of the Center for Policing Equity and professor of African-American studies and psychology at Yale University; Andrea J. Ritchie, an immigrant police misconduct attorney and organizer who is currently researcher-in-residence on race, gender, sexuality and criminalization at the Barnard Center for Research on Women.

curricular transformation by funding guest speakers," said Pantoja. "This is a way for faculty to better build networks, as well as a chance for students to develop their own connections with scholars looking at racial and social justice issues."

Encouraging faculty-student research

Pantoja sees the Racial Justice Initiative as a key vehicle to encourage more faculty-student art, music, performance, community engagement, organizing and thesis research collaborations.

Keely Nguyen '22, appreciates the opportunity an RJI research grant gives her to continue the research on transformative justice she started in May with Tessa Hicks Peterson, assistant vice president of community engagement and associate director of urban studies, as well as with another Pitzer senior and Claremont Graduate University students. "Our research is focused on how to integrate self-care to make an impact on the way we want to live," she said. "My research on social responsibility has helped me look at how it uplifts my own identity in feeling marginalized and as a first-generation student."

Additionally, as part of the faculty-student research grants, the Racial Justice Initiative plans to provide stipends for students to attend RJI mission-related conferences.

Area II: Co-Curricular Transformation – working across Pitzer's programming

Creating strategic programming across the work of multiple centers or programs, including the Writing Center, Justice Education, CASA Pitzer (Critical Analysis and Social Action), the Community Engagement Center (CEC), the Institute for Global/Local Action & Study (IGLAS), the Pitzer Art Galleries, Study Abroad and the Robert Redford Conservancy for Southern California Sustainability, is another vital goal for the Racial Justice Initiative. "This is something that Quentin and I have been working on," said Lam. "We've gathered overall feedback on the curricular transformation, co-curricular transformation, student research and art. We've sent out student organization calls for proposals to encourage the cross-organizational programming."

"Linda Lam and I have worked very closely in ensuring that student voices are heard and that students are a central part of the Racial Justice Initiative," said Jenkins. "Through co-curricular transformation, we have been able to fund different programs, training and workshops that focus on a wide array of issues, some of those being criminalization, racial bias, racialized violence and policing."

Area III: Structural Transformation – addressing root problems

The Racial Justice Initiative's third mission is structural transformation. It's a tall order, but RJI members are confident that it can be achieved. "The sum of

all of these different activities are going to help build and help create a different culture—and a different institution," said Pantoja.

"My work is focused on creating programs for Asian-American students," noted Lam. "As part of RJI, we can take my work and explore how to implement it on a larger scale to include Black, Latinx and other groups. Racism is embedded in our society, and we help Asian-American students address the root problems. Students bring what they know from their communities to help make Pitzer a more just and fair place, as well as an environment to flourish and be successful. Academia and research are not separate entities—they can support social justice and social responsibility together."

Broadening the conversation

The Racial Justice Initiative hosted online panel events to bring the goals of RJI into the community beyond faculty and students to include alumni, parents and community members. The inaugural panel, "Racial Justice in Our Time: A Conversation with Activist Scholars," was held September 10, and the second, "The Rainbow Wave and the 2020 Election," was held October 15.

"The panels are additional tools that we can use in the classroom—now and in the future—to inform other members of the community and to help continue to build the curriculum or activities in Student Affairs or in Academic Affairs," said Pantoja.

Over fall semester, CASA Pitzer highlighted racial justice and healing justice within its work of community-based research and engagement. In a series of nine online Zoom meetings, CASA Pitzer invited activist scholars and community leaders to discuss strategies for social change from their frameworks, issues and lived experiences. Topics included Disrupting Injustice and Mobilizing Social Change, Structures of Surveillance/Visions of Restorative Justice, Re-creating our Community Spaces: Transitional Housing and Community Gardens and Art as Culture, as Resistance, as Industry.

Additionally, to add to the conversation, Pitzer College Art Galleries, Pitzer's Writing Center and the RJI invited students, faculty and staff to participate in a collective project to create manifestos. The resulting Eight-Minutes and Forty-Six Seconds—remembering the last brutal eight-minutes and forty-six seconds of George Floyd's life—addresses not only systemic racism and police brutality, but the ingrained inequality that persists in our judicial, educational and economic systems.

Looking toward the future of the Racial Justice Initiative

"We have such a vast repository of shared knowledge and experience within the College," said Lam. "Moving forward, we need to foster more cross-collaboration through RJI. Our work, impact and change can be even better if we share."

Visit www.pitzer.edu/racial-justice-initiative to view related videos.

ENVIRONMENTAL ANALYSIS

Pitzer Celebrates **50** Years

Fifty years ago, Pitzer College led the nation in recognizing the vital role of scholarship and education about our natural environment. In the years since, environmental sustainability has become one of Pitzer's core values. From campus landscaping utilizing drought-resistant native plants to the construction and renovation of LEED-certified sustainable buildings, the College puts its values into action. Through its rich history of environmental awareness, the College continues to educate today's environmental leaders.

Pitzer's environmental analysis major offers four tracks: Environment & Society, Environmental Policy, Sustainability and the Built Environment, and Environmental Science. In this issue, we celebrate the 50th anniversary of the Environmental Analysis field group and the sustainability efforts throughout its rich history to date.

FIRST, THE FACULTY...



THE FACULTY



John Rodman, professor of political studies, was hired in 1965 and began teaching environmental studies at Pitzer in the 1970s. He retired from teaching in 2000. In 1966-69, he testified at state and federal hearings on air pollution. In 1970, he joined the US House of Representatives' subcommittee on Science, Research and Development. Today, all 33 acres of Pitzer's main campus are dedicated as the Rodman Arboretum.



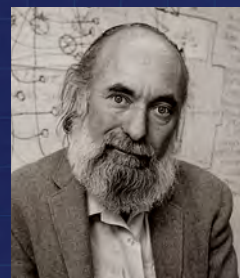
Professor **Susan A. Phillips** arrived at Pitzer in 2002 to serve as director for the Center for California and Social issues and became a part of the Environmental Analysis field group in 2008. An expert in urban studies, Phillips served as the academic director for the Pitzer in Ontario Program. She is the recipient of a Soros Fellowship and most recently a Getty Scholars Fellowship to complete her third book, *The City Beneath: A Century of Los Angeles Graffiti*, published by Yale University Press in 2019.



Kenneth S. Pitzer Professor **Donald A. McFarlane** is an expert in the ecology of extinction, late Quaternary paleobiology and paleoecology, ecology of cave ecosystems, ecology of bats, evolutionary biogeography of tropical islands, mammalogy and cave paleontology. McFarlane has led numerous student research projects at Pitzer's Firestone Center for Restoration Ecology in Costa Rica since it opened in 2005. He has been awarded multiple grants from the National Geographic Society's Global Exploration Fund. He served as an official delegate to the 15th International Congress of Speleology and is currently president of the Commission on Archaeology and Paleontology of Caves.



Professor of Biology and Environmental Science **Diane M. Thomson** is a conservation biologist with a wide range of interests in applied population and community ecology. She joined the Keck faculty in 2004. Thomson's work combines field experiments and data collection with spatial and population models. She is especially interested in the ecology of invasive species and in using models to make predictions about extinction risk and the consequences of management decisions in conservation.



Carl Hertel became Pitzer's first professor of art and environmental design and taught at Pitzer from 1966 to 1996. For the academic year 1967-68, Hertel introduced Art100 Environments and Happenings Seminar, described as a "seminar in the new art." He was a frequent collaborator with Professor Paul Shepard in works investigating the desert environments of the Western United States and Mexico from the perspectives of art and science.



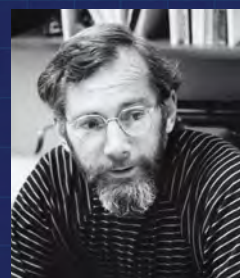
Professor **Brinda Sarathy** came to Pitzer in 2007 as an expert in natural resource management; environmental justice, race, and immigration; social inequality and US environmental policy. Since 2016, she has served as the director for Pitzer's Robert Redford Conservancy and oversaw building renovations that led to its achieving the first Net-Zero LEED certification in Claremont. She is the recipient of a Fulbright-Nehru Academic and Professional Excellence Fellowship and an American Council of Learned Societies Fellowship.



Professor of Chemistry and Environmental Science **Katie Purvis-Roberts** is an expert in urban air pollution; environmental impacts of nuclear testing in Semipalatinsk, Kazakhstan; and analytical and environmental chemistry. She is the recipient of a Henry Dreyfus Teacher-Scholar award and one of 12 Jefferson Science Fellows named by the National Academy of Sciences, Engineering and Medicine in 2016. Purvis-Roberts worked at the US State Department's Bureau of East Asian & Pacific Affairs in the Office of Economic Policy, where her work focused on environmental policies around the Asia-Pacific Economic Cooperation.



Associate Professor **Colin R. Roberts** is a physical geographer, soil scientist, geologist and environmental scientist. He is an expert in the ways landscape components record surface, climate and ecosystem histories at scales ranging from the nanometer to the kilometer. He has published research on experimental soil-dating techniques that could help scientists better understand climate change and how soils record temperature over time.



Professor of Natural Philosophy and Human Ecology **Paul Shepard** was hired in the spring of 1973 as the Avery Professor in the field of environmental studies. In his landmark book, *The Tender Carnivore and the Sacred Game*, published in 1973, Shepard contends that agriculture is responsible for our ecological decline and looks to the hunting and gathering lifestyle as a model more closely in tune with our essential nature.



Professor and plant biologist **Muriel Poston** served as the College's 13th dean of faculty and vice president for academic affairs from 2012 to 2015. She is an expert in plant systematics, environmental law and environmental policy. In 2016, Poston was elected chair of the education section of the American Association for the Advancement of Science. From 2016 to 2019, she served as the division director for the National Science Foundation's Division of Biological Infrastructure.



Associate Professor **Branwen Williams** is an expert in development and interpretation of new types of proxy records from marine organisms, penetration of anthropogenic carbon into marine environments and the resulting ocean acidification, and natural and anthropogenic-induced ocean and climate variability over the past millennium. She leads the Williams Marine Environmental Change Lab at The Claremont Colleges.



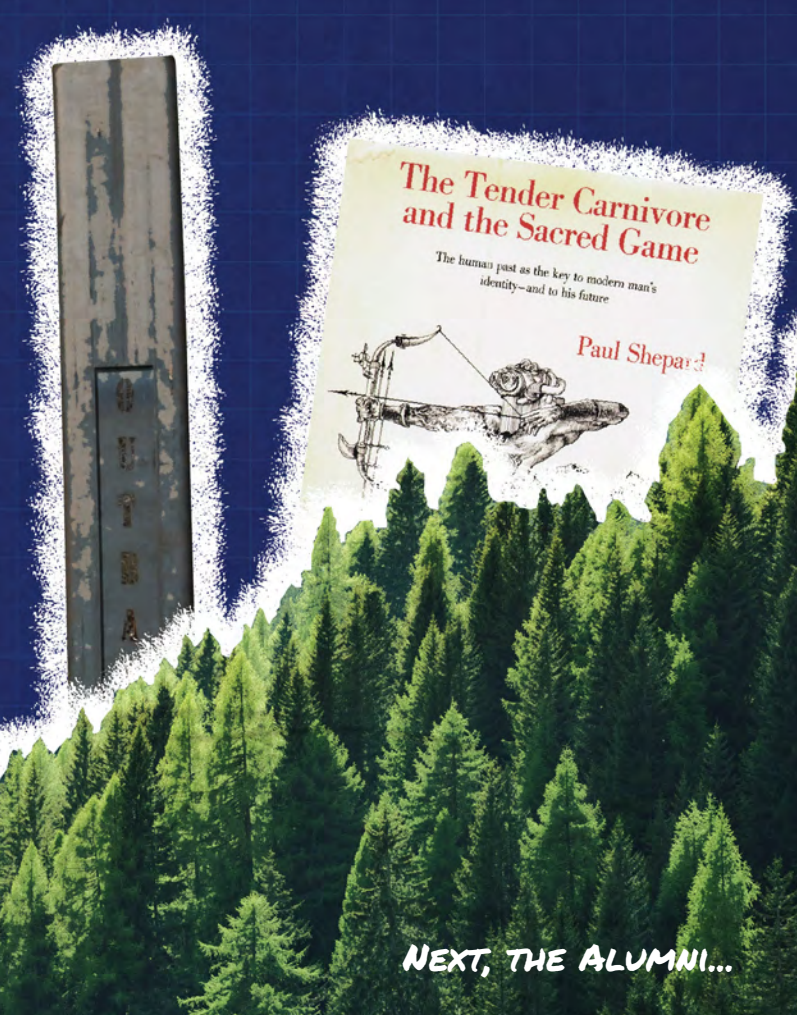
Pitzer alumnus Professor **Paul Faulstich '79** first joined the faculty in 1991, when Paul Shepard retired. Faulstich teaches and studies cultural ecology, ecological art and the ecology of expressive culture. He has been a Watson Fellow, a Senior Fulbright Scholar, a Visiting Scholar at Flinders University and a Fellow at the Centre for Environmental Studies at the Australian National University. He and his students have transformed the Pitzer campus and the wider community through courses such as restoring the Pitzer Outback and LEEP (the Leadership in Environmental Education Partnership).



In 2012, **Lance Neckar** became the inaugural director of the Robert Redford Conservancy for Southern California Sustainability at Pitzer College. As professor of environmental analysis in the sustainability and the built environment track, Neckar integrates the concept of sustainability into a multidisciplinary approach to understanding and reimagining human-made surroundings. Neckar received a National Science Foundation planning grant to strengthen research and academic opportunities at The Claremont Colleges' Robert J. Bernard Field Station on behalf of the Redford Conservancy.



Professor **Melinda Herrold-Menzies** joined the faculty in 2003 to fill the position left open by John Rodman's retirement. She is an expert on topics of conflicts over natural resources, gender and the environment, nature reserves in China and Russia, natural history, California cultures and ecosystems. In 2004, she designed a service-learning course that explores the relationship between environmental problems and issues of social justice.



NEXT, THE ALUMNI...

THE ALUMNI



Hunter Lovins '72 has committed herself to global sustainability issues and their human dimension. She is the president and founder of Natural Capitalism Solutions, a nonprofit formed in 2002 in Longmont, CO.



Char Miller '75 is the W.M. Keck Professor of Environmental Analysis at Pomona College and the 5C EA program coordinator at The Claremont Colleges. Miller is an author, media commentator and an expert on the US Forest Service, wildfire, politics and policy. His 11 books include *Not So Golden State: Sustainability vs the California Dream*.



Jennifer Layke '90 is the global director of energy programs with the World Resources Institute, where she oversees a team of energy experts that provide clean and affordable energy to communities in China, India, Indonesia and the US.



Adria Arko '10 is the climate and agriculture programs manager and agricultural ombudsman for the San Mateo Resource Conservation District in California. Working with local, state and federal partners, she assists farmers, ranchers, residential landowners, land managers, county departments and the public on natural resource conservation of working lands.



Belinda Valles Faustinos '73 is the retired executive director of Nature for All. She previously served as the executive officer of the San Gabriel and Lower Los Angeles Rivers and Mountains Conservancy (RMC) and the executive officer of three joint powers entities: the Watershed Conservation Authority, the San Gabriel River Discovery Center Authority and the Los Cerritos Wetlands Authority.



Devon Hartman '77, president and CEO of the nonprofit Community Home Energy Retrofit Project (CHERP), has launched Claremont Locally Grown Power, a CHERP program dedicated to making the City of Claremont a net-zero energy city.



Mark Moore '93 is founder and president of the Earthville Network, a nonprofit designed to encourage the development of a more compassionate and sustainable world.



Kristin Dobbin '13 was awarded a National Science Fellowship for her graduate research on the role of special drinking water districts in California. Now the regional water management coordinator at Community Water Center in Visalia, CA, she works with disadvantaged communities in California's Central Valley to promote access to water as a human right.



In 2016, **Philippe Cohen '75** retired as the director of Stanford University's Jasper Ridge Biological Preserve. During his 30-year career managing biological field stations, he worked on issues relating to fire ecology, invasive species management, endangered species, grazing, mining, water rights and managing ecosystems threatened by climate change.



Jim Weiner '80, the principle of Collaborative Project Consulting, works with municipalities, universities and the private sector to facilitate high-performance building design and operations that provide long-term planning LEED consulting, energy modeling and project management service. He was named to the inaugural class of LEED Fellows, the highest professional honor bestowed by the Green Building Certification Institute.



Eric Baudry '00 is founder and CEO of Upward Spirals, a regenerative think tank and consulting company helping intentional communities, small businesses and social entrepreneurs develop organizations that are environmentally, socially and economically sustainable.



Jesse Gaddy '13 and **Julian Martinez CMC '13**'s Barbareño restaurant in Santa Barbara, CA, offers Central Coast cuisine that features local and sustainable food. Gaddy was a Shakedown Café manager at Pitzer.



Rebecca DiDomenico '81 is founder of Swoon Art House, an art space and sustainable rammed-earth building exclusively run with geothermal and solar energy; it was built to be an icon in a new generation of urban sustainable residences, using local materials with a focus on renewable resources.



Nancy Judd '90 is an artist and environmental educator who creates couture fashion from trash as an innovative way to educate about conservation. Her piece "The Obamanos Coat," made out of recycled 2008 Obama campaign door hangers, is part of the Smithsonian National Museum of African American History and Culture's permanent collection.



As a California State senator, **Kevin de Leon '03** authored and passed into law a bill that banned single-use plastic bags at grocery stores, pharmacies and liquor stores throughout the state. As president pro tempore, he solidified California's reputation as a recognized global leader in the battle against climate change and for the development of a clean-energy economy.



Phoebe Duvall '13 is the planning and environmental policy officer at An Taisce in Dublin, Ireland, where she works to protect Ireland's natural beauty and to promote sustainable urban and land-use planning.



Attorney **Anthony Guardino '83** was appointed in 2013 to the advisory board of Touro Law Center's newly formed Institute on Land Use and Sustainable Development Law. Guardino is a partner at Farrell Fritz Attorneys and writes a land-use column for the New York Law Journal.



Kier Deleo '93 is the principal of building services for Citadel Environmental Services, Inc. He has two decades of experience in the environmental industry, holding management positions with both consulting and contracting firms. He has extensive experience in building sciences related work, industrial hygiene, moisture intrusion and environmental due diligence.



Joshua Brown '10, department chair of special education at Oliver Wendell Holmes Middle School in Los Angeles, has incorporated environmental education into his teaching curriculum. Brown earned two fellowships in the 2015-16 academic year, a TeachPlus Teacher Policy Fellowship and an Earthwatch fellowship.



Mayte Sanchez '13 is the director of energy for Los Angeles Cleantech Incubator, a nonprofit organization that helps to accelerate the commercialization of clean technologies and ensure an inclusive green economy by unlocking innovation, transforming markets and enhancing community. She also serves as the board of the Young Professionals in Energy, Sacramento.

THE STUDENTS



Arthur Levine '14 was a Community Engagement Fellow at Pitzer College and an Urban Fellow to provide support for Huerta del Valle, a community partner of Pitzer's Community Engagement Center, where he now serves as projects and development manager.



Dawn Barlow '16 documented her experience with the Alaska Whale Foundation, part of her master's project at Oregon State University. At Pitzer, she assisted Professor Sarah Gilman with an experiment on thermal tolerance of intertidal invertebrates in response to climate change.



Victoria Ramirez '20's interest in the environment began when she learned about the different environmental injustices occurring within her Pomona, CA, community, particularly the impact of multiple waste and recycling centers on residents' health and livelihoods. She hopes to help alleviate the environmental burdens that low-income communities and communities of color face.



Nicole Pozzo '22 is passionate about supporting food justice and sustainable food system. She has worked alongside urban farmers and community gardeners to alleviate food insecurity and promote self agency and community health. At Pitzer, she is involved with the Food Recovery Network.



Emma Gosliner '15 is an environmental protection specialist at FEMA Region IX. She was the ecological services policy intern at US Fish and Wildlife Service and a conservation biology intern for the Center of Biology Diversity. As a habitat conversation planning associate for the state of Hawaii Department of Land and National Resources, she worked with applicants and federal partners on permitting incidental take of endangered species through Habitat Conservation Plans (HCPs) and Safe Harbor Agreements under Hawaii's Endangered Species Act.



Tiffany Ortamond '17 received a \$15,000 2017 Napier Award during her senior year at Pitzer to implement her work with Tla'amin Nation in British Columbia, Canada. Upon graduation, she worked as an environmental analyst for Pomona College and as the sustainability coordinator for Scripps College.



Emily Ng '20's passion for the environment began in high school through involvement on the South Pasadena Natural Resources and Environmental Commission and as an intern at South Coast Air Quality Management District. One of her goals is to empower Asian American and minority communities within the field of conservation.



Carly Dennis '22 has worked during recent summers for the Sitka Conservation Society in the small island town of Sitka, AK, and on salmon habitat campaigns with the Alaska Center. An alumna of Alaska Youth for Environmental Action, she loves to explore the San Bernardino mountains and talk about land use.



Amber Hassanein '15 is the 2020 Kleinman Birol Fellow at the International Energy Agency in Paris, France. Her fellowship enables her to work on energy policy-related issues.



Nohea Kahaulelio '19 and Kahea Kahaulelio '19 helped spark the idea that led Hawaii to become the first state to ban sunscreens with chemicals harmful to coral reefs. They had the idea after Nohea took a class on hazardous waste and toxic policy at Pitzer. In July 2018, they joined Governor David Ige as he signed the bill into law.



Spencer Burget '20 incorporates his support for the Black Lives Matter movement through his work in clean energy, believing that environmental justice is an integral pillar of social justice. He is currently working on two heavy-duty truck electrification initiatives with the Environmental Defense Fund.



Malaya Caligtan-Tran '22 is pursuing a self-designed major incorporating land-based healing, Indigenous knowledge and public health. She looks forward to supporting relationship building to the land and strengthening reciprocal and sustainable relationships with the local Tongva community.

FINALLY, THE STUDENTS...



Emma Barker '21 is interested in how the issues of urban planning, sustainability and gentrification coalesce in cities around the world. She is involved in the student club A Cleaner Tomorrow and participates in Designing Urban Spaces, a 5C club.



Lily Fillwalk '22 was inspired to study environmental issues, specifically food justice, when her hometown of Muncie, IN, became a food desert. She plans to pursue a career in environmental law to promote sustainability in a political setting. At Pitzer, she is a member of the Food Recovery Network and a volunteer with Claremont Sustainable Agriculture.



Graham Brady '21 is active in the Leadership in Environmental Education Partnership (LEEP), which brings local elementary school students to the Bernard Field Station to learn about local ecology and sustainability, global environmental issues like climate change and environmental justice.



Niklas Ugalde Recarte '24 is the managing director and founder of Claremont Sustainability Consulting, which advises businesses on strategies to improve environmental, social and financial sustainability. He has interned for the Global Foundation and Climate Policy and Research.

Environmental Sustainability—A Timeline

Visit www.pitzer.edu/timeline/environmental-sustainability

to view the history of this Pitzer core value in the online interactive timeline.

A Conversation with Professors Paul Faulstich '79 & Char Miller '75

In 2020, wildfires in the western states burned more than 8 million acres, destroyed more than 10,000 structures and took at least 37 lives. In the hills above Claremont, the Bobcat Fire burned more than 115,000 acres in the central San Gabriel Mountains between September 6 and November 2, 2020.

Professors Faulstich and Miller teach in the Environmental Analysis program at Pitzer College and Pomona College, respectively. In October, they engaged in a free-flowing Zoom discussion about the wildfires then plaguing the West, climate change and the wisdom of Indigenous Peoples regarding forest management. The following conversation has been edited for length.

How did the Bobcat Fire affect you personally?

PAUL: As Char well knows and chides me about, I live in the foothills, and I'm becoming increasingly aware of how wildfires are driven in large part by the climate crisis. The climate problem is getting more severe every year, threatening more lives and more communities, and here I am on the edge of that. The conditions immediately around houses are more important to preserving lives than actually the conditions of the forests themselves and the open brush. So, I am mindful of what I can do to my own home to create defensible space, and I am contemplating moving because of fire danger.

CHAR: Two things: the fires are affecting sunsets and sunrises. I was able to traffic in the apocalyptic visions of both sunrise and sunset. We lived with it, we breathed with it. You would go outside early in the morning and your eyes would tear up and your nose and throat would start going, "What the hell are you doing?" Which is why I don't chide Paul, I actually worry about Paul.

PAUL: As with COVID, we largely stayed indoors during those weeks of the most intense fires, and we can't dismiss the impact of that seclusion on our psyches.

CHAR: And downstream, too. If you watch what happens in Pomona, as Brinda Sarathy [professor of environmental analysis] would tell us, that's a social justice issue, not just a wildfire issue. The smoke impacts the lungs of a lot of people. We've got a lot of work to do.

PAUL: We do have a lot of work to do. Wildfires continue in parts of the West that don't often burn. Climate denial has also arisen, along with the idea that we should focus almost exclusively on forest management. Rather than forest management, we should turn our attention to the urban/wildlands interface—how and where we build. Large wildfires are driven largely by our climate crisis. And recent fires illustrate this point. Communities are increasingly in danger not only because of the way we manage our forests, but also the way we build our communities. Recent fires traveled most rapidly in the areas where extensive commercial logging had occurred. Often times, that logging was under the deceptive guise of fuel reduction. Even now, proposed legislation, supposedly in response to the wildfires, would erode environmental laws in order to increase logging in our national forest. This has crept in under the pretense of forest management. Science is clear: weather and climate can influence fire behavior, more so than other factors. Where trees have been removed for logging, fire burns hotter and faster. It sounds counter-intuitive, but it's true. Removing trees reduces shade, creates hotter, drier and windier conditions and encourages highly combustible and invasive grasses and other species to spread.

The most effective way to protect communities and homes from fire is to create fire-safe communities. And, of course, to deal with this issue of climate change, which we have been skirting around.



Professor Paul Faulstich '79



Professor Char Miller '75

CHAR: Your point is well taken. You can see it in a series of fires, starting with what we thought was the most destructive fire around, the Camp Fire up in Paradise, in 2018. Well, its size and danger has been obliterated this year. But if you look at Butte County, in 2008 it had a major fire that went through the logged areas. In 2018 another massive fire went right through the same logged areas. That suggests logging didn't work. And what happened this year—it came right back, two years later. So, there's enough fuel on the ground to burn and, as Paul said, that's because of the invasive grasses that have moved in. We're doing absolutely the wrong thing.

A similar story occurred with the Bobcat Fire. It overlapped with two other fires—the Station Fire and the Curve Fire—that burned over the area the last 20 years. That's chaparral that burned, not pine.

Since the 1980s, the Southwest—El Paso to Los Angeles—has consistently been drying out (EPA data shows that's going to be true for the next 60 years). That doesn't mean it's going to get hotter, hotter, hotter. It means the hot isn't going to go away, so the dryness isn't going to go away. Take that as one set of dynamics. Then these fires come in, and there's good research that many of these fires are land-converting fires. When they rip through, the seeds that drop from the tree are now in hostile territory. It's too hot, it's too dry and they can't regenerate.

What's going to happen? Those trees are ultimately going to go. When you look at the fires this summer, in the Mojave National Preserve, for example, more than 43,000 acres burned, torching an estimated 1.3 million Joshua trees. I didn't even know Joshua trees burned, let alone that they cannot regenerate. They're gone. That's a land conversion taking place two hours from campus. Whether it's pines at the high elevation, or Joshua trees in the Mojave or the chaparral in the San Gabriels, if they repeatedly burn, they're not going to recover.

We have to get used to a different kind of world. On the one hand, the obligation of those of us of this generation is really to prep the ground so that when we think about what will happen over the next 75 years, there's going to be some resilience in the system. It is going to take serious policy and science decisions to compel agencies to start to do the work that they should be doing. Rakes? That's not an answer for anything.

What's happening at the Colleges and in your own work?

PAUL: Students are very stressed. The days of optimism are coming to a close. The problem is so serious that we need to develop strategies of resilience. That



A view of the 2020 Bobcat Fire taken from the home of a Pitzer staff member in Monrovia.

becomes key to what the students are thinking: how do we create resilient communities? Also, how do we change our actions, our vocabulary, our understanding? Now, we're looking at other forms of knowledge, other ways of knowing that complement, not compete with, science. Ecologists increasingly recognize the contribution of Indigenous Peoples and Indigenous practices, not only in the maintenance of the systems but also in their restoration.

My own research on Indigenous Australian use of fire in maintaining viable populations of a little marsupial called the rufous hare-wallaby is an example of traditional resource management that has proven effective. The rufous hare-wallaby became essentially extinct after cessation of traditional fire management. It rebounded upon the revitalization of traditional fire management techniques. If you take a map of the world and map those regions that have the greatest biodiversity, and then you mark those places where people have the longest standing cultural traditions, you'll find a remarkable correlation—biological diversity and cultural diversity are linked. Where Indigenous Peoples are living on traditional land, there are generally healthy ecosystems. The lesson here is clear: these people have lived more sustainably than industrial people.

CHAR: There are lots of people in the early twentieth century who thought the Forest Service was totally wrong—ranchers and others who burned for the exact same reasons that the Indigenous Peoples did. When paradigms get created, as the Forest Service did with the fire suppression model, inside that are the germs of its destruction. I'm finding all these little tendrils of folks that pop up—I just read one—this rancher in Klamath who in 1920 said, "The moment you stop burning, you're building up fuel. And when it goes, it's going to go big." So, why not do what the Indigenous Peoples have been doing and the ranchers have been doing as long as they've been there, because that is going to reduce the size of major wildfires.

PAUL: In Australia, there's a fundamental understanding of the ways in which Indigenous Australians have cared for the land for 60,000-plus years and have allowed that land to flourish over time. What are the nuts and bolts of those management practices? How is fire utilized to create a mosaic of eco-systems so that you actually have more biological diversity? Fire has been utilized by Indigenous Peoples in some very sophisticated ways.

CHAR: In the last three to four years, there are now conversations with the National Park Service and Forest Service and the Indigenous Nations on how to reengage with cultural and resource management. By burning in ways that matter, by utilizing certain cultural resources, whether it's reeds for basket weaving, berries that might be edible or medicinal—all that is taking place.

They've been doing fire management to restore the land around the Cleveland National Forest and what cattle destroyed, all this enriched biota. Cows can trample a lot of ground and a lot of species. They're very much like human beings that way. You pull them out, and you start reworking the land, and if you manage carefully, both the land and the natural environment will benefit enormously. To say that nature by itself will restore these landscapes is a harder sell, in part because of climate change, which is changing the dynamics. We've got a lot of work to do, and as Paul suggested, we need to start reaching out to people who have been on these lands for thousands of years.

Are you optimistic about what lies ahead?

PAUL: I can be hopeful.

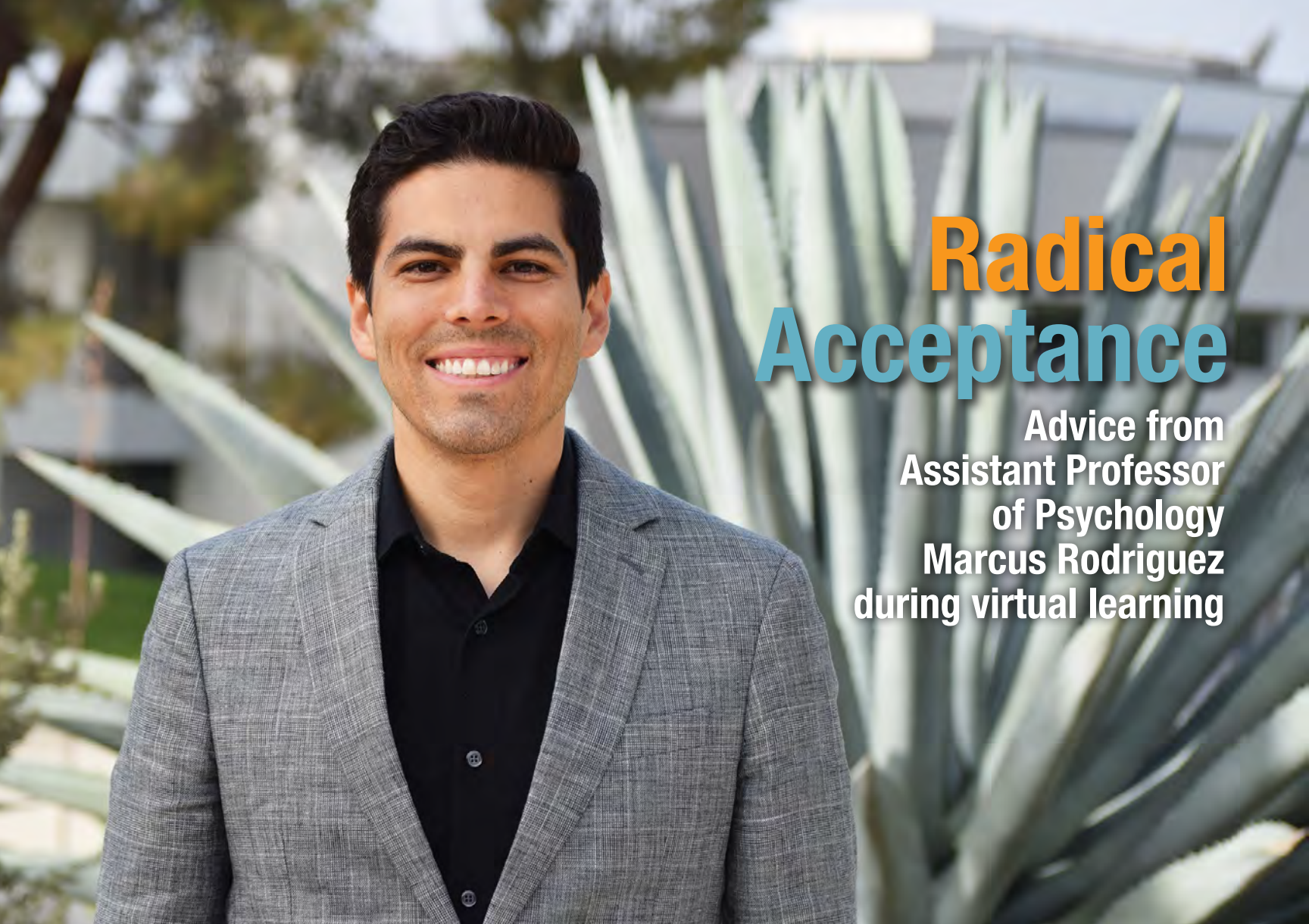
CHAR: Right. The language my students and I use is hope. Barbara Kingsolver, whose novel *Flight Behavior* we just read, writes, "Hope is the armor you put on every day to go out in the world to make it what you would like it to be." It doesn't mean you're going to get there. It's what you've got to do. It's an existential vision of your actions during a crisis.

That's where I want to be. I think it's where our students already are. I think what the environmental analysis program at Pitzer and Pomona is really looking at is how do you gain deeper knowledge of how the world operates so that you can intervene the best you can. Students want to be in urban planning, in architecture, in public health, in environmental justice, because they know that's where the work has to be done. By those choices, they're signaling that they're hopeful—because they think that they can make a change.

PAUL: A lot of that hope is coming from seeing partnerships that can develop. Conservation biologists are increasingly recognizing the wisdom of Indigenous Peoples, their ecological knowledge and achievements.

To me, the ultimate question for modern society is whether it's possible to create socio-natural systems that are truly sustaining, as we have had for millennia on this planet, but that we have moved away from radically and dangerously. That means avoiding features of contemporary systems in which the human factor dominates to the detriment of the environment. This question cannot be answered with any degree of hope so long as the concepts of unfettered growth, technological neutrality and unlimited gratification prevail. Any solution derived from the same paradigms and problems only seems to heighten our ecological mess.

We need to look to new paradigms and listen to Indigenous Peoples around the world. We need to listen very carefully.



Radical Acceptance

Advice from Assistant Professor of Psychology Marcus Rodriguez during virtual learning

The Participant interviewed Assistant Professor of Psychology Marcus Rodriguez in late October on the psychological aspects of virtual learning this semester and asked him for his advice for the Pitzer community.

What are your thoughts on the College going exclusively online?

I think it's the safest and most ethical and socially responsible option for us at this time. But it's not ideal, and it's not equivalent to teaching in person.

Specifically, I think it's more challenging to create a sense of community and connection between students. To me, that's one disadvantage of online classes. I'm teaching clinical classes where we support each other as we provide emotional support to others, so that sense of community is really important.

How are you creating community with your students?

I start each class with a mindfulness exercise or by reading a children's book that's related to the content we're going to discuss, or both. Then I ask students to reflect on the experience and to share their observations.

My goal is for everyone to say something within the first five minutes of class. Because I've found that if people say something early on in the class, they're more likely to participate and remain engaged, rather than being passive observers. If they've gone 15 or 20 minutes without saying anything, the likelihood that they will say nothing in the next hour is high.

I've also borrowed a question that [professor] Kathy Yep likes to use: She asks, what brings you joy? And everyone answers. It might take just two

minutes for everyone to share one thing, but once they've unmuted themselves and said a word, it's way easier to do it again.

Is it getting harder or easier for students to deal with online learning?

Definitely easier. The more you practice doing something the better you get at doing that thing. There is a certain amount of radical acceptance that people have achieved as it relates to the pandemic and to online learning. I think we are using less energy resisting those realities.

What is radical acceptance?

Radical acceptance is the idea of basically trying to make peace with pain that can't be helped quickly or a problem that can't be solved immediately. Radical acceptance is when you stop fighting reality, stop throwing tantrums because reality is not the way you want it to be, you let go of bitterness. It doesn't mean you approve of something or that you like it, and it also doesn't mean you're passive or against change. It means acknowledging reality as it is, like "OK, this is the way things are right now, and so what does it mean for me to make the very best of this situation?"

Radical acceptance is the idea of basically trying to make peace with pain that can't be helped quickly or a problem that can't be solved immediately... It doesn't mean you approve of something or that you like it, and it also doesn't mean you're passive or against change. It means acknowledging reality as it is, like "OK, this is the way things are right now, and so what does it mean for me to make the very best of this situation?"

In the first semester, when we went online, I think a lot of students were really resisting the idea. Not ethically—Pitzer students are very clear that at this time social distancing is the right decision for the greatest amount of people—and yet, they were saying, "I can't believe this is really happening. This is terrible." In rejecting that reality and wishing that it wasn't the way it was, we turn pain into suffering. Radical acceptance is an idea that comes from dialectical behavior therapy, a treatment developed by Marsha Linehan. It is a skill I use in my clinical work, with my students and in my own life to keep pain just as pain, without turning it into suffering.

Do you teach that skill?

I share this idea with all of my students. I teach it in the context of dialectics, and the primary dialectic I emphasize as a clinician is the idea of balancing change and acceptance. Kind of like the serenity prayer: change the things we can and accept the things we cannot change. I teach conceptually the idea that when we practice acceptance, we can actually experience less suffering.

OK, so how do you do it?

At some point we have to make a mental commitment to accept the way things are. "We are having class online," for example. Or, "I'm not living on campus this semester." That is the statement of fact at Pitzer. Then, every time our mind turns to "Oh, no, that shouldn't be" or "I don't want to" or rejecting that fact, we need to bring our mind back to "No, this is the way it is." We're not trying to convince ourselves we like it, we're just trying to acknowledge, "This is real, this is true."

The next thing is to try to use our body to act opposite to the urge to reject reality. Because when we are rejecting reality, we often close up our body, we clench our fists, we cross our arms, we frown. So I teach a skill from dialectical behavior therapy called willing hands. We put our hands out in front of us or on our lap, almost like we're ready and willing to accept a big gift.

And I teach the skill of "half smile," which is where we first relax our face, and then we curve the edges of our lips very slightly. We're not smiling for other people to see, because it's subtler than that. It's like we're smiling to our brain. This is our way of acting opposite to our urge to reject reality. Basically, our smile is saying to our brain, "I like this." But then, dialectically, I'm holding the truth that I actually hate it: I really wish that we could be together in person, that we could do things together the way we did before. My body is

saying, "I'm OK with it." So while my mind keeps trying to reject it, my half smile and willing hands facilitate acceptance.

It's the principle of opposite action: If I act on my emotion, I will have more of that emotion. Right, when I feel sad I want to isolate myself, cry and do nothing all day. But when I do that, I end up feeling more sadness in the long run. When I feel angry and then I yell and attack and fight, I feel angrier. When I feel ashamed, my urge is to avoid eye contact, cover my face, hide and take up a little space as possible in the room. But when I do that, I end up feeling more shame.

If I feel like I want to reject reality, and I follow that urge, then that is actually going to breed more rejection of reality. And yet, if I can act opposite to that, if I can have willing hands and a half smile and keep turning my mind back to my commitment to let go of fighting reality, then I will factually facilitate the process of acceptance.

What children's books do you read to students?

There's a book called *Little Tree* by Lauren Long and also *When Sadness Is at Your Door* by Eva Eland; both are about radical acceptance. *Cry Heart, But Never Break* by Glenn Ringtved, *The Rough Patch* by Brian Lies and also Michael Rosen's *Sad Book* are all about grief and healing. Also *The Rabbit Listened* by Cori Doerrfeld and *Grumpy Monkey* by Suzanne Lang are about validation. These are very simple children's books that help open discussions to explore and grapple with these complex topics. So I might guide students through a mindfulness exercise where we practice radical acceptance, and then I'll read them a children's book to solidify that, because children's books are more emotionally evocative, right? I'm looking for that overlap between their brain and their heart—that's the spot where they're going to really learn and remember things. They learn radical acceptance with their brain, and then when I read them a children's book or guide them through a radical acceptance exercise, they get to feel it. Often what people report is that they actually feel sad when they stop fighting reality, it leads to sadness, but then a deep calmness follows. Students will also say things like, "I totally remember *Little Tree*, and how *Little Tree* practiced radical acceptance."

That's an example of how I try to teach; I don't just want to lecture at them, I try to get them to experience these things on an emotional and physical level. But as you can imagine, I prefer to read a children's book to my students when we're all sitting around in a circle, in the same room, and I can hold the book up or pass it around the class for students to look at the illustrations.

Around the Mounds

News from Campus and Beyond



Students in the Pitzer Inside-Out Pathway-to-BA Program receive their letters of admission from the College during a special virtual ceremony.

Pitzer Actively Healing Inside from Out

Incarcerated men at California Rehabilitation Center (CRC) in Norco, CA, can now earn a bachelor's of arts degree from one of the country's top liberal arts colleges. Pitzer College is the first university or college in the country to offer a bachelor's degree program for the incarcerated based on a sustainable inside-out curriculum. The inaugural cohort of eight incarcerated students in the Pitzer Inside-Out Pathway-to-BA are expected to graduate by the end of 2021.

The formal launch and signing of the memorandum of understanding by President Oliver, CRC Warden Cynthia Tampkins and California Department of Corrections and Rehabilitation Superintendent of Correctional Education Shannon Swain took place virtually on Thursday, December 10.

In my own words
By Reggie Bullock, Pitzer Inside-Out Pathway-to-BA student

Have you ever had intuitive knowledge you need something, anything, to help you change the trajectory of your life? But, also, the sad realization that you lack the resources to bring about that coveted change? You are not alone. There are over 2.2 million inmates within the US carceral system who have difficulties finding employment. The cause of these factors cannot all be stated herein, however here are a few: a digital footprint enables potential employers to discriminate against them; a lack of community connection formed by lengthy sentences; and the severe deficiency of experiential and educational opportunities that can aid obtaining of employment but are sorely repressed due to punitive measures. These measures are promulgated by socio-historical discourses, by some free citizens against felons, whether incarcerated or freed. "If you do the crime, you do the time." The inherent notion behind a statement like this is: inmates don't deserve an education; convicted felons don't deserve stable employment and a means to care for themselves, their families and a chance to give back to their communities. The psychological ramifications by this inhumane treatment, stemming from popularized discourse, undergirds the 'have-have not' paradigm that is a social problem resulting from deeply ingrained assumptions and generalizations about incarcerated and formerly incarcerated citizens. The inside-out education model provides an academic education by fostering analytical, productive, whole-self commitment to community and civic engagement. The program helps people actualize themselves as contributing members of society through challenging pernicious arguments against those currently and formerly incarcerated. This pedagogical approach

enables students inside (incarcerated) and outside (students from colleges) to be contributing members in the learning environment. This shift from conventional forms of learning encourages students to contribute their perspectives/interpretations through dynamic dialogue. Differences of opinions are welcomed and afford students the platform to hone their abilities as critical learners and gain a multi-perspective view of the issues presented. So, if we say education can be likened to preventative and supportive care, which enables students to become engaged within their communities in such a way that it heals and supports our democratic health, then what better way than to educate those incarcerated? Pitzer Inside-Out Pathway-to-BA is paving a new trail. By offering a first-of-its-kind bachelor's degree in organizational studies to currently incarcerated students, its aim is clear and true: to offer a choice. As a result of uneducated choices, being disenfranchised and marginalized, targeted and racially discriminated against, some individuals get caught in the proverbial revolving door that has become systemic in the carceral system. In order to assuage the feelings and thoughts that are associated with the degradative practices and conditions of incarceration, inmates associate their imprisonment in terms of a "career." Either of or not of their choosing. While they serve lengthy sentences, there comes a time in most imprisoned individuals' minds where they plant a universal seed, "If only I..." This usually derives from an inner looking of the heart, a knowledge that their full potentials are not being utilized. These statements are thoughts full of aspirations to be a productive member of society. FINALLY, Pitzer College heard their pleas, listened to their wants and desires by offering them a choice: a career change through education. A pathway to realize the promise of rehabilitation and a better future in a nation that was built upon second chances.



The Power of Boundless Compassion

In November, Father Gregory Boyle, the founder of the LA-based gang intervention, rehabilitation and re-entry program, spoke about "The Power of Boundless Compassion and Radical Kinship" with Professor and Associate Dean of Faculty Adrian Pantoja P'18, P'24. Boyle is also the author of *Tattoos on the Heart: The Power of Boundless Compassion*, the first reading selection of Pitzer's new Alumni & Family Book Club. About 20 minutes into the discussion, Father Boyle commented that after having done "a million and a half Q and A's like this, these are some of the best questions I've ever gotten." Visit www.pitzer.edu/pitzer-at-home to view the video, learn more about the book club and view other recorded Pitzer@Home events.

Pitzer Friday

Pitzer Friday was back in the fall semester. Pitzer Friday is an opportunity for the community to submit their photos of Pitzer swag or maybe one that features our favorite color, orange, and that shows their love for Pitzer. Winners are chosen in a weekly raffle drawing.

To view the photo gallery:
www.pitzer.edu/pzfriday



Panels on the 2020 Election

The Racial Justice Initiative sponsored two election-related panels. In October, "The Rainbow Wave and the 2020 Election," examined the forecast and uncertainty regarding African American, Latino and Asian American voter turnout and their vote choices. Chaired by Pitzer Professor of Political Studies/Chicano Studies Adrian Pantoja, panelists and academic experts shared their insights; Jane Junn (USC) on the Asian American vote, Evelyn M. Siemien (University of Connecticut) on the Black vote and Victoria DeFrancesco Soto (University of Texas) on the Latino vote.

Post-election, "The 2020 Election: What Happened, What Comes Next?" featured panelists Professor Adrian Pantoja, Pitzer Professor of Political Studies Rachel VanSickle-Ward, and activists and scholars Ashanti Gholar, president of Emerge, an organization dedicated to recruiting and training Democratic women to run for office, and Natalie Masuoka, associate professor of political science and Asian American studies at UCLA.

Visit www.pitzer.edu/racial-justice-initiative to view both 2020 Election panels.



Visit www.pitzer.edu/communications/2020/12/10/video-bachelors-degree-pathway-for-currently-incarcerated-students to view related video.

Environmental Racism and Climate Justice

At the end of September, authors, activists and academics Michael Méndez (UCI) and Julie Sze (UC Davis) joined Susan Phillips, professor of environmental studies and interim director of the Robert Redford Conservancy, for the annual Redford Conservancy Fall Lecture. The conversation centered on the intersection of climate change and environmental justice and was sponsored by the Robert Redford Conservancy for Southern California Sustainability and the Rockefeller Brothers Foundation. Visit www.pitzer.edu/redfordconservancy/2020/09/28/redford-conservancy-fall-lecture-julie-sze-and-michael-mendez/ to view the panel discussion.



#36
Best National Liberal Arts College

#17
Campus Ethnic Diversity

#12
Lowest Student Debt Nationally for Liberal Arts Colleges

—2021 Best Colleges Rankings, U.S. News and World Report

Making Masks

Kathleen Kile '97, Pitzer's mail room supervisor, made hundreds of masks to donate to the local community and Pitzer students and staff remaining on campus. Professor Tim Berg and Rebekah Meyers also designed and made masks for donation to local medical centers.



Carnegie Community Engagement Classification

Earlier this year, Pitzer College received the Carnegie Community Engagement Classification, an elective designation that indicates institutional commitment to community engagement from the Carnegie Foundation for Advancement of Teaching. Pitzer has held this endorsement for 14 consecutive years since 2006 when the Carnegie Foundation first established the program to recognized colleges and universities for their public service work. This is the third reclassification for the College and is valid until 2026.



Strive2Thrive

Strive2Thrive, Pitzer's holistic health, thriving and well-being campaign, had a lot of exciting programming and expanded support, resources and workshops in the fall 2020 semester. This included the Wellness Wednesday workshops and programming, self-care kits, mental health support and more. Larry Raskin P'22 and Ramesh Sinaee P'22 established Strive2Thrive in 2019 to focus on student health and well-being; the Office of Student Affairs oversees the program.



Giving Tuesday

This year's Giving Tuesday on November 1 was a monumental success. A record-breaking 553 donors generously gave \$1,031,627 to support Pitzer students and the College's commitment to living out its core values through the pandemic and beyond. Despite the challenges of 2020, the Pitzer community rallied together to make it Pitzer's most successful Giving Tuesday to date!



CASA Pitzer Racial & Healing Justice

This fall, CASA Pitzer highlighted racial and healing justice within the work of community-based research and engagement by inviting activist scholars and community leaders to discuss strategies for social change. The topics focused on Immigrant Justice; Critical Education and Mentoring; Labor, Race, and Space and more. Critical Action & Social Advocacy (CASA) Pitzer advances critical analysis and community partnerships around the most pressing issues in the Inland Empire.



Pitzer College Art Galleries

After moving to a virtual format in March, the Pitzer College Art Galleries featured a series of innovative talks throughout the spring, summer and fall with artists who had previously exhibited in the Galleries, Pitzer art professors and alumni artists. The series, "Stay at Home with Pitzer," was made possible through the support of Alumni & Family Engagement and the Office of College Advancement.

In the fall, the community was invited to contribute to "MANIFESTO: Eight-Minutes and Forty-Six Seconds," via written statements, performances, videos, photographs and more which have been posted on the Galleries website and are being shared via social media. The project is a collaboration between Pitzer College Art Galleries, Pitzer's Writing Center and President Oliver's Racial Justice Initiative.

Visit www.pitzer.edu/galleries/category/manifesto to view manifestos.



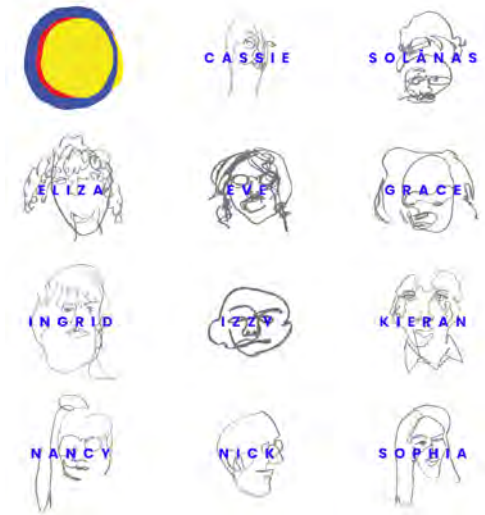
Virtual Admitted Student's Day

On April 18, the Office of Admission held a virtual Admitted Student's Day with more than 330 prospective students and 100 parents from across the US and around world from as far as Nepal, Vietnam and Paraguay. Student panelists, faculty and staff demonstrated a tremendous amount of care and compassion to these newly admitted students as they answered questions and gave wonderful advice- a virtual warm welcome to Pitzer.



National Academy of Education

This March, Pitzer College President Melvin L. Oliver was one of only 15 scholars nationally to be elected to the National Academy of Education. He is the only member elected from a liberal arts institution. The NAE is a nonprofit and non-governmental organization that advances high-quality education research and its use in policy and practice.



2020 Senior Thesis Virtual Art Exhibition

NoSingleSources featured the senior thesis work of Angel Del Amor '20, Nicholas Endicott '20, Yizhen (Cassie) Li '20, Izzy Manson '20, Grace Russell '20, Eliza Schmidt '20, Sophia Silane '20, Kieran Silva '20, Eve Sperling '20, Ingrid Topp-Johnson '20 and Nancy Xing '20. Their work is shown at nosinglesources.com.

Election Support

Before November's election, the Office of Students Affairs launched a Pre- & Post-Election Community Connections and Support site with events and resources to help give students emotional support and to provide opportunities for moving forward and finding resilience in this extraordinarily stressful time.





Passion for Pitzer

Jan Bragado '20 speaks in exclamation points. An effervescent advocate for first-generation students and an agent of change, she is passionate about her life and interests, especially when she talks about Pitzer College:

“Wow! I love my professors! I love what I’m learning and doing!”

Her career at Pitzer has been marked by the excitement she feels for the College and by the excitement she generates in others, primarily first-gen students like herself.

Yet Bragado might never have come to Pitzer if it hadn’t been for her initial interactions with Pitzer students and alumni.

As a high school senior in nearby Pomona, she had been accepted to 16 colleges throughout the US, including UCLA, UC Berkeley, Hamilton and Dartmouth. Pitzer wasn’t at the top of her list because it was so close to home.

Then, 10 minutes before signing an acceptance letter to Dartmouth, Bragado had a change of heart.

Pen in hand, she hesitated. She remembered her experience visiting Pitzer as a prospective student—how alumni and current students had been generous with their time and were committed to her, and also committed to one another. She hadn’t seen the other colleges express that level of involvement and community.

These interactions impacted how she saw Pitzer students and alumni. “I wanted to be just like them,” she said.

She chose Pitzer and never looked back.

Bragado immigrated to the US from the Philippines when she was 10, along with her parents and three siblings. The family settled in Pomona, CA, where Bragado thrived academically. The Fletcher Jones Foundation awarded her a scholarship because of her outstanding grades in high school and her service to the community.

At Pitzer, she immersed herself in helping with the Orientation Adventure program, became a diversity intern, a resident assistant and mentor to first-gen students. She also spent a semester abroad in Parma, Italy, through the Pitzer in Italy Program and tutored young refugee-immigrant children at the Center of Immigration & Asylum Cooperation. As a senior, she was promoted to admission fellow, where she held information sessions, interviewed prospective students and recruited students at local college fairs.

“At move-in day, my relationship with Pitzer Admissions came full circle,” she explained. “My recruits introduced me to their parents as their diversity sponsor: ‘She’s the one who convinced us to come here.’”

Along with her campus involvements, Bragado earned a double major in sociology and international and intercultural relations. She attributes much of her drive to the fact that she is a first-gen student. “We’re expected to work hard, to be always involved and always be the leaders of organizations. We expect that of ourselves!”

This led Bragado to focus her senior thesis on the self-care of student of color in historically white

institutions. Her thesis examines the responsibility students of color have to mentor others of color. “It’s a responsibility we take on because we want to see more students like us thrive at Pitzer,” she said.

Her thesis also focused on the challenges students face during COVID-19. She finished her thesis this spring while living with a roommate in emergency housing provided by the College. “It was amazing what Pitzer did for us! It was a very difficult time, but it was important for me to have that space to finish the semester and to be with one of my best friends.”

She was also helped by the care given by her professors. Her thesis adviser, Joe Parker, would call to see how she was doing. “Rather than asking me, ‘Where’s this, where’s that?’ he was urging me to go out and take a walk.”

Bragado expresses thanks as easily as she does enthusiasm. Along with recognizing the many significant professors in her academic career, including Barbara Junisbai, Carmen Fought, Kathy Yep and Phil Zuckerman, she also is quick to thank her parents. “It does get lost in all my activities, but they gave me these opportunities with their hard work and sacrifices by coming to this country, which led to my attending Pitzer.”

With degree in hand and enthusiasm to spare, Bragado plans to work for a few years, then pursue a career within racial justice and provide access and equity to higher education.



Pitzer Faculty Field Notes

Brent Armendinger (English & World Literature/Creative Writing) authored two poems, “Jurupa Oak” and “Meshwork,” published in *Interim: A Journal of Poetry and Poetics* in November 2019, and “Internal Combustion,” published by *Green Mountains Review* in February 2020.

Nigel Boyle (Political Studies) completed the Vietnam portion of his 2019–20 Fulbright Global Scholar project. He was partway through the Pakistan leg of the project when he was evacuated home due to the COVID-19 crisis. He hopes to complete the project, a comparative study of new liberal arts colleges in different parts of the world, in 2020–21, when he returns as the director of the Institute for Global/Local Action & Study at Pitzer.

Jose Zapata Calderon (Sociology, Chicano/a Latino/a studies, Emeritus) wrote the forward to *Defending Latina/o Immigrants: The Xenophobic Era of Trump and Beyond* by Alvaro Huerta. He also co-authored two papers, “Intersectional Organizing and Educational Justice Movements: Strategies for Cross-Movement Solidarities” for *The Assembly: A Journal for Public Scholarship and Education* and “Organizing Lessons: Immigrant Attacks and Resistance” for *Social Justice Foundation*. Calderon gave five presentations from California to North Carolina; “Political Organizing in the Inland Empire” at the Latino Leadership Summit, “Reflections and Commitment: On the Meaning of Fernando Pedraza” at the National Leadership Institute of Jose Fernando Pedraza, “The Roots of Immigrant and Refugee Migration” a presentation at Migrations: A Conference on Refugees, Immigration and Global Movement, “The Role of the Struggle Against Racism and Rising White Supremacy for Gender Equity and Immigration Justice as Part of Movement-Building” at Bennett College and “A Greensboro Requiem” reading of Emily Mann’s play at North Carolina AT&T State University.

Fély Catan (Spanish and French) wrote two articles, “Migrations Sud-Sud dans un contexte francophone: les relations intra-caribéennes” for *Littératures francophones et mondialisation* and “Le théâtre de José Rivera: l’identité portoricaine

en question” in *D’ici ou d’ailleurs: la double appartenance dans laire hispanique*.

Ciara Ennis (Pitzer College Art Galleries) presented a paper “The Appropriation of Sixteenth- and Seventeenth-Century Wunderkammer Tactics for Rethinking Biennales,” as part of the Biennial Foundation’s panel Biennialization and its Counter-narratives at the College Art Association in Chicago this past February. She was also a panel moderator for Botanic Potentials with artists Beatriz Cortez, Karen Lofgren and Jenny Yurshansky at the symposium Free Radicals: On the Provocations of Awe, Art Center College of Art and Design in Pasadena last November.

Paul Faulstich ’79 & P ’15 (Environmental Analysis) was quoted in *The New York Times* travel article “Do Not Touch the Flowers! One Family’s Eco-Adventure in the American Southwest” about a family’s visit to Anza-Borrego State Park.

Judith Grabiner (Mathematics, Emerita) and her career was the subject of an article in the *Notices of the American Mathematical Society*, one of the most-read publications among professional mathematicians. The article “A Template for Success: Celebrating the Work of Judith Grabiner,” was published in March 2020.

Steffanie Guillermo (Psychology) co-authored two papers, “Beyond stereotypes: The complexity of attention to racial out-group faces” in the *Journal of Theoretical Social Psychology* and “Pain perception and treatment for adolescents in racially concordant versus discordant patient-provider scenarios” published in *Journal of Adolescent Health*. She gave a research talk, “Effects of Suspect Race on Perceptions of Coerciveness and Guilt in Interrogations” at Claremont Graduate University in January.

Brian Keeley (Philosophy) provided expert commentary in the NBC News article “Coronavirus conspiracy theories are frustrating ER doctors.”

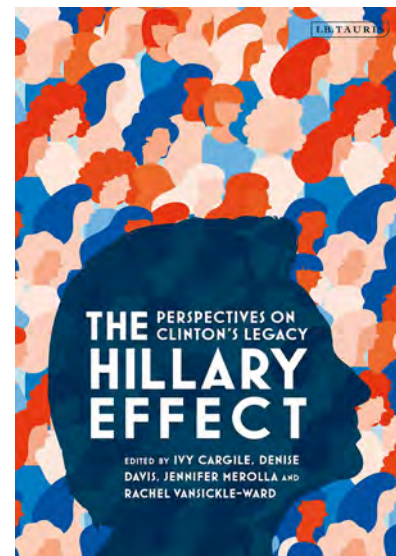
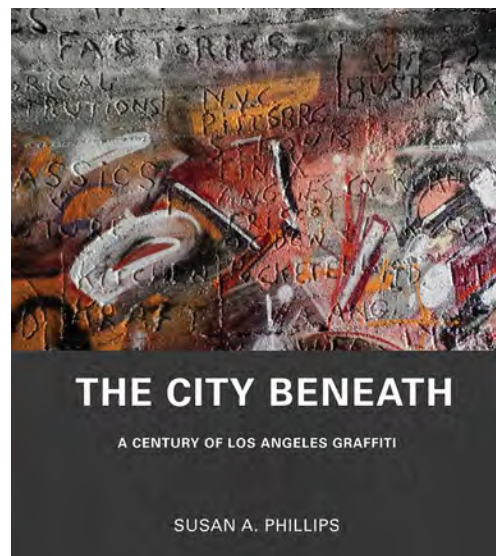
Amanda Lagji (English and World Literature)

was awarded the Northeast Modern Language Association’s Annual Book Award for the best-unpublished manuscript for her work, *Waiting for Now: Postcolonial Fiction and Colonial Time*.

Jesse Lerner (Media Studies) received a production grant from the Graham Foundation and completed a residency at the Headlands Center for the Arts. He gave invited talks at the Museo Universitario de Arte Contemporáneo (Mexico City), the Block Museum of Art (Northwestern University, Evanston, IL), the Teatro José Rubén Romero (Morelia, Mexico), the Million Dollar Theater (Los Angeles), the Simposio Internacional de Teoría de Arte Contemporáneo (at the National Anthropology Museum in Mexico City), University of Southern California (the XXVI Visible Evidence conference), UCLA (Urban Humanities Institute) and the Museo Tamayo (Mexico City). His documentaries were screened at the Pacific Film Archive (Berkeley), the Museo Amparo (Puebla, Mexico), the Festival Márgenes (Madrid), the Museo Regional de Antropología Palacio Cantón (Mérida, Yucatán) and Museo de Arte Moderno de Medellín. He published in *Found Footage* magazine (Madrid) and *Cine político en México, 1968–2017* (New York: Peter Lang), and curated or co-curated exhibitions including *Two or Three Things I Know about Latin America* in Arsenal, Berlin, *Ism Ism Ism* at Lightcone, Paris; Northwest Film Forum, Seattle; Film Front, Chicago; Govett-Brewster Art Gallery, New Plymouth, New Zealand; and the Festival Internacional de Cine de Cali, Colombia, and the documentary feature section of the Morelia International Film Festival.

David Moore (Psychology, Claremont Infant Study Center) co-authored two papers including “The development of mental rotation ability across the first year after birth” published in *Advances in Child Development and Behavior* and “Spatial thinking in infancy: Origins and development of mental rotation between 3 and 10 months of age” published in *Cognitive Research: Principles and Implications*. He also penned a book review, “A genetic unraveling: Book review of Kostas Kampourakis’s *Making Sense of Genes*” for *New Genetics and Society*. Finally, he’s evaluating 27 books as an invited member of a

Visit www.pitzer.edu/communications/2019/08/14/meet-a-pitzer-student-jan-bragado-20 to view related video.



committee that will choose this year's winner of the William James Book Award for Division 1 (General) of the American Psychological Association. Moore gave an invited lecture "On the Transgenerational Transmission of Trauma" at Pomona College.

Adrian Pantoja P'18 & '24 (Political Studies, Chicano Studies) provided expert commentary on Vermont Public Radio and in *La Croix* on the topic of Latino voters and Bernie Sander's campaign. He also gave his political insight for the *San Francisco Chronicle* article "Julían Castro warns all-white Democratic lineup would be 'deflating.'"

Susan A. Phillips (Environmental Analysis) was featured on KPCC's *Air Talk*, *Yale University Press Podcast*, *We Like LA* and *Spectrum News* for her research and her new book *The City Beneath: A Century of Los Angeles Graffiti*.

Katie Purvis-Roberts' (Chemistry, Environmental Science, Keck Science) 10th edition of her co-authored textbook, *Chemistry in Context: Applying Chemistry to Society*, was released by McGraw-Hill in February.

Babak Sanii (Chemistry, Keck Science) authored a paper "Creating Augmented Reality USDZ Files to Visualize 3D Objects on Student Phones in the Classroom," published in November 2019 in the *Journal of Chemical Education*.

Brinda Sarathy (Environmental Analysis, Redford Conservancy) won two national fellowships for the 2020–21 academic year: a Fulbright-Nehru Academic and Professional Excellence Fellowship to conduct her research "Best Practices in Municipal Solid Waste Management: A Case Study from Kodaikanal, India," and a prestigious American Council of Learned Societies Fellowship for her next book project, "Laid to Waste: The Stringfellow Acids Pit Making of Place in Southern California." In addition, Professor Sarathy won a three-month appointment as a Dibner Research Fellow in the History of Science and Technology at the

Huntington Library. The Choice editorial staff also announced that her recent co-edited book, *Inevitably Toxic: Historical Perspectives on Contamination, Exposure, and Expertise* published by University Pittsburg Press, made their annual Outstanding Academic Titles list for 2019.

Andrea Scott (Academic Writing, Writing Center), was named a Claremont Faculty Leadership Program Fellow for the 2020–21 academic year. She was also named Pitzer's Scholar-in-Residence for Spring 2021. Her co-authored, peer-reviewed article "The State of Writing Center Research across the Atlantic: A Bibliometric Analysis of a German Flagship Journal, 2010–2016," was published by *Praxis: A Writing Center Journal* in May 2020.

Teresa Sabol Spezio (Environmental Analysis) penned "An Inevitable Consequence: Changing Ideas of Prevention in the Wake of Catastrophic Events" for the *Journal of Policy History*, and she gave a talk at University California, Irvine's Center for Scientific Study of Ethics and Morality entitled "Climate Crisis: Science and Policy" in March.

Rachel VanSickle-Ward '99 (Political Studies) co-edited *The Hillary Effect: Perspectives on Clinton's Legacy* published by Bloomsbury Publishing, a volume of over thirty essays organized around five primary dimensions of Hillary Clinton's influence: policy, activism, campaigns, women's ambition and impact on parents and their children. She also co-authored *The Politics of the Pill: Gender, Framing, and Policymaking in the Battle over Birth Control* published by Oxford University Press in 2019, which tackles contraception politics and policy in the United States. She served as a political expert on KPCC's *Take Two*, commenting on Kamala Harris' presidential bid and the impeachment proceedings.

Rudi Volti (Sociology, Emeritus) reviewed Railroads and the Transformation of China for *China Review International*. He also received a contract to prepare the 9th edition of his textbook, *Society and Technological Change* published by

Macmillan Publishers and another one for a new book: *Technology and Commercial Airline Travel* to be published by Johns Hopkins University Press.

Al Wachtel (Creative Studies) wrote an article "Vaccinations Against COVID-19 and Greed," for *The Times of Israel* published on April 25, 2020.

Linus Yamane (Economics) penned an opinion article "Bias in the Academy: Counting Co-Authors" for *Inside Higher Ed* on December 12, 2019.

Kathleen S. Yep (Asian American Studies) was awarded The Claremont Colleges Diversity Mentorship Award for 2019–20. She was a panelist for an Asians in Sports Symposium for the National Basketball Association, Major League Baseball, and the National Football League. During the spring 2020 – COVID-19 semester, Yep provided drop-in qi gong classes in conjunction with the Interfaith Movement for Human Integrity. In response to COVID-19, Yep's current and former students offered virtual citizenship coaching to immigrant and refugees in the San Gabriel Valley. In May, she was named a Mellon Project Pericles Faculty Leader to develop a course on public narratives and undocumented Asian Pacific Islander Desi communities.

Phil Zuckerman (Sociology and Secular Studies) authored "The Unbearable Wrongness of William Bari" published by *Salon.com* on November 9, 2019.

Inclusive Learning

Joe Parker encourages students to listen to multiple voices. Through engaged discussion and guest speakers, he promotes inclusivity in his classes.

As he retires this year as professor of international and intercultural studies (IIS) after more than 30 years at Pitzer, Parker brings life and excitement to the classroom by incorporating new ideas and ways of thinking.

"It's important for students to be able to think critically—to see the pluses and the minuses of every institution, whether it is the nation state, or the capitalist marketplace or patriarchy," he says.

"His classes make you think deeply," says Ella Meyer '23. "He draws on different theories and always focuses on language. What words am I using? What narrative am I leaving out? How can I frame this to be more inclusive?"

Parker wants his students to move beyond the critique stage and build a constructive vision for what they want in society.

"I've been happy to see the College thinking more about social justice. It's one thing to understand justice as a theory, and another to figure out how to do it," he says.

With a master's and PhD in East Asian languages and civilizations from Harvard, Parker taught Asian religions at Bucknell University and Japanese language and literature at Carleton College before coming to Pitzer in 1989.

"I had great mentors at Pitzer who helped me make the transition from specialized graduate work to broader interdisciplinary liberal arts teaching," says Parker. They include Lourdes Argüelles, then the McArthur Chair in Gender and Feminist Studies at Pitzer and now professor emerita at Claremont Graduate University; she and Parker taught a class together in the early to mid-1990s.

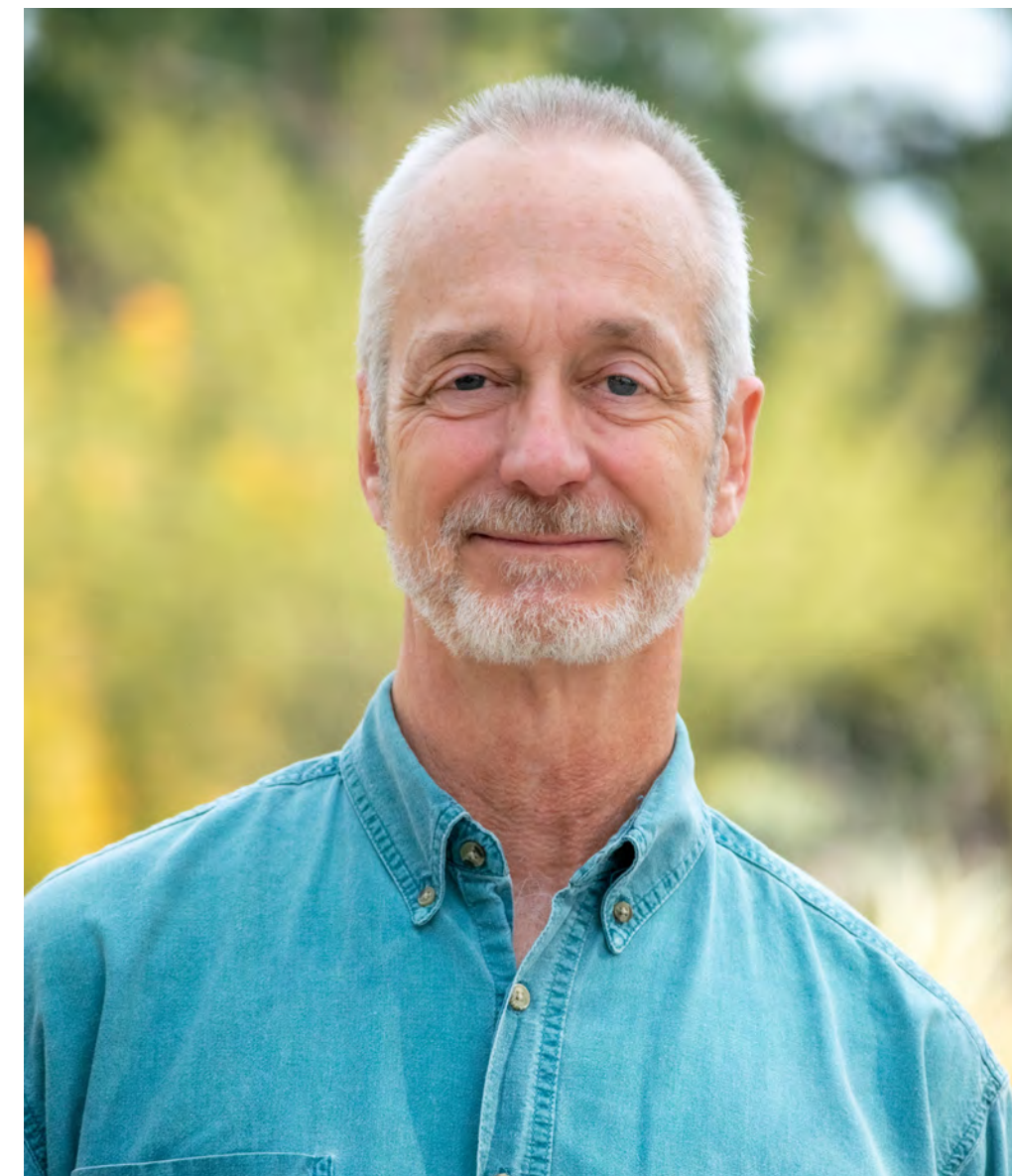
"She was interested in thinking of the Americas in a broad way, and I brought my Asian expertise into the classroom," says Parker.

The shared teaching experience led Parker to think more about popular religions and underprivileged and immigrant communities. He began to focus on issues of colonization and imperialism. He went to conferences in women's studies and colonial studies and began publishing in journals outside of Asian studies.

Another key mentor was Emerita Professor of Black Studies Agnes Jackson, who taught Parker to speak more clearly and directly. In graduate school, Parker learned to write in the passive tense and to use obtuse constructions.

"I got a lot of training in teaching clear writing at Pitzer—and tons of workshops," says Parker.

In all of his classes, Parker emphasizes clarity



and inclusive communication.

"Because I am a person with white privilege, and a man, and cisgendered, and a settler-colonizer, I have to displace myself in the classroom. I have to find ways for students to express themselves, because they bring all kinds of knowledge that I don't know about."

Parker actively works with students to both "step up" and "step back and listen." While some students are comfortable talking in class, others are not. Parker will gently hold the talkative ones back to create a silent opening for others to step up.

"It becomes a beautiful moment where a student who has never talked the whole semester gets into that silent space and then says something. It teaches them that what they have to say is worthwhile, that students need to listen to it, and I need to listen to it."

Parker also makes sure students hear from outside voices by bringing non-traditional sources directly to them. In (Re)Learning Love of the Land, he invites Indigenous elders into the classroom (mostly from Southern California tribes, including the Tongva and Cahuilla) to interact with students.

Without a reservation, the Tongva don't have

land to harvest plants, explains Parker. So, Parker works with the Pitzer grounds office to provide the Tongva with things they need—such as blossoms from the Pitzer campus's elderberry trees that the Tongva then use for teas and traditional foods.

Students, in turn, are excited about working with Indigenous communities. They harvested the elderberry blossoms with Tongva members in February and March. The Tongva also help students with plant materials, such as making cordage, and with cooking outdoors.

"They give us things, we give them things. It's been a great relationship," says Parker.

In retirement, Parker plans to do "all kinds of writing" and continue working with the Tongva. He recognizes the challenges during the COVID-19 pandemic in education and in society in general, yet is optimistic.

"It's very revealing when a crisis happens to see whether large structures are able to respond quickly and effectively and when they're not. And when they not able to do that, very often people pull together and get things done."



Agnes Moreland Jackson

Years at Pitzer: 1969-1997

Professor Emerita of English and Black Studies Agnes Moreland Jackson was revered for her passion for justice, her fight for equality and her dedication to the highest academic standards. She was beloved for her concern for others, which she demonstrated through personal outreach and by taking an active role in the community.

Jackson died on April 8, 2020, at age 89.

She came to Pitzer in 1969, when the College was in its infancy, and soon became one of its most influential teachers and scholars; she retired in 1997. Professor and Dean of the Faculty John Rodman recruited her from the Claremont School of Theology, where she was a visiting lecturer. Previously, she had taught at California State University, Los Angeles, as well as Boston University and Spelman College.

She earned her bachelor's degree in English from the University of Redlands, her master's at the University of Washington and her PhD from Columbia University.

She was Pitzer's first tenure-track African American professor and was a founder of the Intercollegiate Department of Black Studies at The Claremont Colleges, now the Intercollegiate Department of Africana Studies.

"My 23-year career at Pitzer was made possible by the sacrifices of Agnes Moreland Jackson," said Halford Fairchild, professor emeritus of psychology and Black studies. "Like ripples on a pond, Agnes's influences run far and wide—all of the faculty positions created in Africana Studies are due, in no small measure, to her inspirational leadership. All of the students positively affected by those dozens of faculty members owe a debt to Agnes Moreland Jackson."

Calling Jackson the "conscience" of Pitzer College, Fairchild said that in every faculty meeting, she reminded faculty that excellence in higher education requires diversity in faculty, staff, students and curricula.

Jackson's first class at Pitzer was Introduction to African American Literature, in which she introduced students to a diverse group of writers, including Richard Wright. She told *The Participant*, in 2004, "Dean Rodman was so excited because he wanted to advance Black studies and show the relevance of Black contributions to literature."

"Agnes taught everyone that 'Black Lives Matter' all through her career,"

said Professor of Sociology Ann Stromberg. "She was a beacon for that."

Dr. Lucretia Peebles '71, an educator now in the San Francisco Bay Area, first took a class from Jackson at the Claremont School of Theology, followed by classes at Pitzer. Jackson bestowed on her the honor of being a "chosen" daughter and continued to mentor her after graduation. "She was always a teacher," Peebles said. "She claimed she could teach anyone from two to 92. She wanted me to grow into the best person I could be."

Jackson's classes drew not only students, but faculty as well, due to Jackson's vibrant teaching and, in some cases, to her remarkable connections with leaders in the creative arts. Stromberg recalled a course in the early 1980s she and several other faculty members took on Black literature, arts and music.

"In that one semester, we had guest speakers that included Toni Morrison, Maya Angelou, Kenny Burrell and Elizabeth Catlett! One of the other co-teachers was artist Samella Lewis. Can you imagine what a powerful experience we had?"

Jackson's commitment to justice and quality education extended beyond The Claremont Colleges to neighboring communities. She served on the board of directors for the Pomona Unified School District, the Society for Values in Higher Education and on the nominating committee and board of directors for Girl Scouts of America.

Upon her retirement, the College established the Agnes Moreland Jackson Annual Scholarship in her honor. Then, in 2006, a gift from alumna and former trustee Quinn Delaney '76 and her husband, Wayne Jordan, enabled the College to establish the Agnes Moreland Jackson Diversity Program Fund, which provides support for programs and activities primarily directed toward first-year students but open to all. The theme and content of each event is meant to advance Pitzer's core values of diversity and intercultural understanding.

Jackson was preceded in death by her husband of 56 years, Reverend Harold Andrew Jackson, Jr., in January 2020. She is survived by a brother, three chosen daughters and a chosen son, and numerous other relatives and friends.

At her graveside service, a Civil Rights Movement song by Sweet Honey in the Rock, called *Ella's Song*, rang out with words that mirror Jackson's life: "We who believe in freedom will not rest until it comes."



Ntongela Masilela

Years at Pitzer: 1989-2012

Professor Emeritus of Creative Studies Ntongela Masilela died July 5 after a yearlong battle with cancer, at age 71. A prolific writer about the African continent, and South Africa specifically, Masilela was widely considered one of the leading scholars of South African descent.

Masilela came to Pitzer College in 1989. His expertise was in Third World literature, Commonwealth literature, Central European literature, African literature, Latin American literature, literary theory, postmodernism and Ancient Asian literature.

He was born in Orlando West, Soweto, the eldest of four brothers. Following his secondary education at Delamere Boys School in Nairobi, Kenya, he followed his father to the United States and to the University of California, Los Angeles, where he received his BA, MA and PhD degrees in sociology. The title of his doctoral thesis was "Theory and History in Marxist Poetics."

After UCLA, Masilela held a research position at the Fanon Research and Development Centre at the Martin Luther King Jr. General Hospital in Compton, CA. He returned to Kenya in 1979 to teach at the University of Nairobi, Kenya. He studied further and taught in Poland and Germany. In 1989, he and his family relocated to the United States, where he joined the Pitzer College faculty.

Kara Henner Eastman '93, one of his former students, recalls: "Professor Ntongela Masilela made an indelible impression on my life. I once asked how I could earn an A in the class. He told me to do things 'three times better.' He introduced me to James Baldwin, Langston Hughes, Richard Wright and to myself as a writer. It is because of his pedagogy, mentorship and insistence that I spend

most of my day and night reading, that I do indeed attempt to do things three times better."

Masilela was a profound and prolific writer. His most recent book, *A South African Looks at the African Diaspora: Essays and Interviews* (2017), reflects on the meaning of, and relationship between, the concepts of home and exile. As an international scholar and a South African exile, he drew from both his own experiences and the research he conducted in archives on both sides of the Atlantic.

Among Masilela's other enduring works are *An Outline of the New African Movement* (2013) and *Historical Figures of the New African Movement* (2014), in which he curates and makes legible the intellectual history of the 19th century South African intellectuals in colonial South Africa. He also wrote many articles, book chapters and book-length works, including *The Cultural Modernity of H.I.E. Dhlomo* (2007).

Masilela worked with Professor Bernard Makhosezwe Magubane to assemble Magubane's collection of essays, published in 2000, titled *African Sociology: Towards a Critical Perspective*. The book is considered a treasure trove of sociological writings.

In addition to teaching and writing, Masilela was the former director of the H.I.E. Dhlomo Center for African Intellectual History at Pitzer, established in 1999 to create an extensive archive of the writings of New African intellectuals and to reconstruct South African intellectual history on the basis of this material.

Masilela is survived by daughters Vuyiswa and Nomaduma, and brothers Monde and Temba, plus members of his extended family.

Visit www.pitzer.edu/communications/2020/04/11/professor-agnes-moreland-jackson to view related video.

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Class Notes



Sara Wood Smith '66

1960s

'66 **Sara Wood Smith** has been a community activist throughout her life. Today, she is part of a film project called *The Boys Who Said NO!*, which includes the history of the draft resistance movement and those who opposed unjust government policies. Two years ago, she worked in Miami on the campaign of **Debbie Mucarsel-Powell '92**, who ran for and won a seat in the US Congress. Wood Smith is also engaged in grandparent activism and helps care for her grandson in order to support her daughter's work on documentary shorts about the climate action movement.

'68 Louise Beaudette Thornton

welcomed her first great-grandson into the world and is delighted to introduce Owen Robert DeKiewiet to the Pitzer community.



1970s

'71 **Paddy O'Brien's** new book, *Facilitating Rapid Process Improvement Workshops: The Self-Study Guide for Lean Leaders*, was recently accepted for publication by the Taylor & Francis Group. Her book *Lean for the Nonprofit, What You Don't Know Can Cost You* was published in 2016.



'76 **Lisa Geller** is a patent attorney in the biotechnology and pharmaceutical sectors. She was appointed head of intellectual property at Frequency Therapeutics in early 2020. Previously, she was head of intellectual property at Casebia Therapeutics, where she was responsible for all aspects of intellectual property, including patent, trademark and trade secrets. Geller has published various articles on topics related to the interface between social issues and science, and she currently serves on the board of the international journal, *Science and Engineering Ethics*.

'76 **Michael R. Mitchell's** new book, *Real Recovery: Healing from Medical Illness and Diagnosis*, was published in fall 2020. A stroke survivor, Mitchell wrote this book to help others who are grappling with medical illness heal and adapt to their new conditions.

'76 *The Los Angeles Business Journal* named **Bruce Stein** to its LA500 list of the most influential leaders and executives in Los Angeles. Stein is the co-founder and CEO of Axiomatic Gaming.

'77 *Forbes* named **Jill Baskin** one of the world's most influential chief marketing officers (CMOs). Baskin, who is the CMO at The Hershey Company, appeared at #33 on *Forbes'* list of top CMOs from around the globe.

'77 **Cheryl Polk**, who lives in San Francisco, has been appointed to the State of California's Early Childhood Policy Council. Polk has been president and chief executive officer at HighScope Educational Research Foundation since 2013. Polk earned a PhD in psychology from the California School of Professional Psychology and a master of education degree in school psychology from Georgia State University.

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New job? Published a book? Got a promotion? Climbed K2? Tell us about it!

Email: engagement@pitzer.edu
 Mail: Office of Alumni & Family Engagement / Class Notes, 1050 N. Mills Avenue, Claremont, CA 91711

*Submissions may be edited for content and length.

'75 **Anne Turley** had "a great year for Pitzies" in 2019. In March, she and **Elizabeth "Toogie" (Steinman) Smith '75** took a train trip along the coast to Monterey, where **Robyn Hamilton '75**, picked them up to tour Big Sur. **Suzanne Kaiser '75** joined them, and they traveled to Seattle to visit **Jan Longfellow King '74**. Later, Turley flew to Minneapolis to see **Judy Griesedieck '75**. Turley was roommates with Hamilton during her sophomore year, Smith her junior year, suitemates with Kaiser her senior year and shared an apartment with King at CGU. Turley writes: "Friends forever." Pictured, clockwise from top: from left, Jan King, Toogie Smith, Suzanne Kaiser and Anne Turley at Point No Point Lighthouse; Turley and Judy Griesedieck at Lake of the Isles in Minneapolis, MN; Turley and Robyn Hamilton at Ventana in Big Sur



'79 **Karen Hochman Brown**, a Los Angeles-based photographer who uses software to manipulate her photographic images, exhibited *Presenting Kristine* as part of a group show at the Ronald H. Silverman Fine Arts Gallery. Her collaborative work with Ann Marie Rousseau, *Indigo Circle of Sun*, opened at The Loft at Liz's in Los Angeles in January 2020.

1980s

'81 **Benjamin Goldfarb** joined the Los Angeles Fire Department Community Emergency Response Team. In this volunteer position, Goldfarb would serve as a community first responder in case of disaster.



Benjamin Goldfarb '81



Jo Ann Banks '81

'81 *The Inland Valley Daily Bulletin* ran a feature story on **Jo Ann Banks**, who began displaying short messages in the window of her Claremont home in March 2020. A sample of some of Banks' bon mots: "In it Together," "Stay Calm in the Chaos," "Believe the Data."

'83 **Laverne Gore** ran for US Congress in Ohio's 11th Congressional District. She lost to the incumbent, Marcia Fudge. Gore is a community activist and the executive director of the Ohio Diversity Coalition.

'85 **Steven González** was elected in November to serve as chief justice of the Washington State Supreme Court. González joined the state Supreme Court in 2012 and will start his new role as chief justice in January.

'86 **Wendi Meyers** has served in the field of psychology for nearly 35 years. She says she has been blessed to visit 32 countries and has lived in New Zealand and Oahu, HI, and is currently living in Utah, where she enjoys the snowcapped mountains. She writes: "Pitzer has been good to me!"

'82 **Bridget Baker, Jeanne Lau, Mimi Roth, Susan (Feinberg) Blum, Andrea (Mack) Wolf and Valerie (Krieger) Jahan** got together for dinner in Sausalito, CA, to celebrate their "decade" birthdays, as well as the first Pitzer legacy among them: Baker's daughter, Britt Cerny, plans to begin Pitzer in the fall of 2021.



'87 **Charles Fracchia** is the subject of a film by Jon Leonoudakis called *The Adventures of Superfan*. The film recounts Fracchia's 35-year quest to get every autograph from the 1978 San Francisco Giants in a San Francisco Giants 1979 Media Guide. The sportswriter Dan Brown also covered Fracchia's autograph-seeking adventures in an article in *The Athletic*. Fracchia told *The Participant* that the 1978 Giants team was "the first baseball team that I fell in love with."

1990s

'90 **Anne Turner** was selected by California State Assemblymember Chris Holden as Claremont's 2020 Woman of Distinction for her tireless work on homeless issues in the San Gabriel Valley. Holden's website described her as a staunch advocate for Claremont's homeless population and a well-respected leader who brought "confidence and exuberance" to her role as the City of Claremont's human services director, a position she held for six years before resigning in September.



'94 In June 2020, **Max Brooks** launched a virtual book tour for his new novel, *Devolution: A Firsthand Account of the Rainier Sasquatch Massacre*. Brooks visited bookstores and libraries, discussing preparedness and survival, sasquatch, zombies and other monsters.

'95 **Marc Garcia** is the president and CEO of Visit Mesa, a marketing organization that promotes the Mesa, AZ, area. Garcia was the driving force behind Mesa becoming the first city in the US to be "autism certified" by the International Board of Credentialing and Continuing Education Standards. Prior to certification, Garcia led a nearly yearlong effort to encourage businesses in the Mesa area to participate in specialized autism training so they could better serve people on the autism spectrum and their families. Garcia is also helping business leaders in other cities create a more inclusive environment for those with diverse cognitive abilities. A Pitzer-perfect pair, Garcia is married to **Jennifer (Van Liew) Garcia '95**.

'95 **Kate Post Spitzer** is the producer and guest booker for Spectrum News1, which won a Los Angeles-area Emmy Award for its "LA Under the Gun" live town hall. The network also received the Los Angeles Press Club's Best Regularly Scheduled Newscast award for "Your Morning" on Spectrum News1.

'95 **Michele Siqueiros** was elected to the board of The California Endowment in May 2020. Siqueiros is the president of The Campaign for College Opportunity. She is also chair of Pitzer's Alumni Board and serves on the College's Board of Trustees.

'99 **Brad Johnston**, co-founder and CEO of Tanoshi, Inc., appeared on the reality TV show *Shark Tank* in May. The entrepreneur pitched his idea for fun, age-appropriate, affordable educational devices for children that are designed to help bridge the digital divide.

2000s

'07 **Beth Livesay** was named director of brand content strategy for *NAILS Magazine*, a publication that serves professional nail technicians and salon owners. Previously, Livesay served as the magazine's executive editor.



'09 **Laura Mitchell Friedman** and **Grant Friedman '10** welcomed Owen Friedman to the world on July 30, 2020, at 7 pounds, 11 ounces—the luckiest weight ever, according to the Vegas index. Congratulations!



2010s

'11 **Ruth Bernstein** graduated with honors in anthropology and went on to obtain a master of social work degree from California State University, Los Angeles. In 2019, she became a licensed clinical social worker and has worked as a psychiatric social worker for the Los Angeles County Department of Mental Health, serving people who are experiencing homelessness. Earlier this year, she was deployed to a homeless quarantine/isolation COVID-19 unit that provides mental health support. She writes: "I am indebted to the Pitzer New Resources experience for preparing me for my demanding career. Thank you!"



'12 **Elli Del Rey** and **Franco Simbaña** shared the happy news of the birth of Santiago Simbaña, born on January 28, 2020. Congratulations!

'13 The research of **Karen Eisenhauer** and Professor of Linguistics Carmen Fought was featured by *The Washington Post* in a video about Disney's "princess problem." Their research explores gender representation through the nature of—and imbalance between—male and female dialogue in Disney princess movies.

'13 **Mick Rosenthal** helped build the Brink Election Guide, a new non-partisan mobile voting app designed to make democracy more accessible and increase voter turnout among people with disabilities. Rosenthal has been working on the project since the 2016 election.

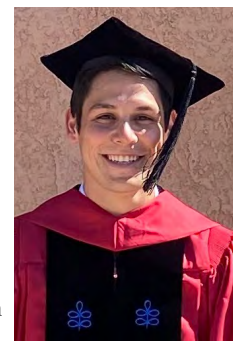


'13 **Emily Souder** was excited to share the news of her engagement to Devon Storlie. The couple got engaged during a hike at Devil's Lake in Wisconsin with their dog, Miles, as a witness.

'14 **Michael Ceraso** ran for a Claremont City Council seat and came in second to the winning candidate in his district. Ceraso runs Winning Margins, his own consulting and media relations company, and is a founder of Community Groundwork, a nonprofit focused on training community college students interested in working on political campaigns and in the government.

'14 **Jack Higgins** came across the "Jam in the Van" YouTube channel a year before he graduated from Pitzer. This encounter impacted the rest of his life. As a senior, he was the chair and treasurer of the Kohoutek Music and Arts Festival Committee. He also documented his work with the Kohoutek Festival and the Pitzer music community in his thesis. He drew on his experience at Pitzer, where he became an intern with "Jam in the Van." Since then, Higgins has worked full time at the company as their lead content creator, creative director and, more recently, executive video producer.

'14 **Alfredo "Freddy" Valencia** earned his PhD in chemical biology from Harvard University. He successfully defended his doctoral dissertation, "Biochemistry, Structure, and Function of SMARCB1-Mutant mSWI/SNF Chromatin Remodeling Complexes in Human Disease," this May.



Matt Hoffer '14 and **Julia (Filo) Hoffer '14** were married on December 22, 2019, among Claremont Colleges friends. Pictured from left: **Harold Johnson '14**, **Jake Weber '14**, **Sabrina Canela CMC '14**, **Olivia Knight '14**, **Julia Hoffer**, **Matt Hoffer**, **Sam Greene '10**, **Ryan Daly '16**, **Nick Romo '14**, **Anah Jacob '11**, **Gabriel Villareal '14** and **Matt Wolf '15**.

'15 **Adam Faison** stars in the Freeform television dramedy show about a family's grieving process, *Everything's Gonna Be Okay*.

'16 *Forbes* featured **Isaac Richard III**, a financial advisor at Morgan Stanley, in its article "How These Morgan Stanley Partners Are Changing the Diversity Narrative in Wealth Management." The article says Richard, one of the youngest Black partners in Morgan Stanley history, is dedicated to addressing the racial wealth gap that stems from long-standing structural racism in this country.

'17 **Aviva DeKornfeld** reported on and produced the episode "The Out Crowd" for *This American Life* that won the first-ever Pulitzer Prize for audio journalism. The episode documents the personal impact of the Trump administration's "Remain in Mexico" asylum policy. DeKornfeld reported the story from one of the squalid tent camps at the border.

'17 **Lillian Horin**, a PhD candidate in biological and biomedical sciences at Harvard University, was one of 45 doctoral students nationwide to receive a Howard Hughes Medical Institute 2020 Gilliam Fellowship to advance diversity and inclusion in the sciences.

'18 **Peter E. Hansen** created a campaign called #FeedTheFront. The campaign bought large take-out orders from local Portland restaurants needing business and then delivered the orders to healthcare workers on the front lines of the COVID-19 pandemic.

'19 **Joshua Corwin** was nominated for a Pushcart Prize, a literary prize published by Pushcart Press that honors the best poetry, short fiction and essays published by small book presses. Corwin's poetry collection, *Becoming Vulnerable*, was slated to be released by Baxter Daniels Ink Press/International Word Bank in spring 2020. Corwin describes himself as a neurodiverse poet who explores his journey with autism, addiction, pain and perseverance. Corwin has already been published by Al-Khemia Poetica, Spectrum Publishing and Placeholder Press, and *The Ephimiliar Journal*, *Art of Autism* and *Ginosko Literary Journal*. He's also contributed numerous times to *Rattle Poetry's Rattlecast* (a live-stream poetry reading and weekly podcast) and was longlisted for The Palette Poetry 2020 Spotlight Award. Corwin is scheduled to appear at the *Los Angeles Times* Festival of Books on the poetry stage in 2021.

'19 **Bashel Lewis** authored the article "The Power Of Grit: How Michelle Obama's Words Changed My Life," for *Forbes*. In the article, he describes how Michelle Obama's speech, delivered at his high school, changed his perspective on life and inspired him to look at challenges as opportunities for growth. At Pitzer, Lewis pursued a degree in organizational studies. After graduation, he took a position at Nielsen as an associate with the Commercial Emerging Leadership Program.

In Memoriam

Alexis Amber '02

lost her three-year battle with a brain tumor and passed peacefully on November 18, 2019.

Described as a hero by her family, Amber continued to work as a lawyer up until the summer of 2019. She was a partner at Gordon & Rees Scully Mansukhani in Los Angeles, CA.



Netzali Can '23 passed away from complications from an allergic reaction over winter break while visiting family in Guatemala. During her semester at Pitzer, she was active in the Latinx Student Union, was involved with Indige-Nation Claremont Scholars and provided mentorship and support for Native youth in Los Angeles. She was also a student employee at the Grove House.

Arielle Davis '18 passed away on December 18, 2019, following years of battling multiple autoimmune diseases. Davis was an advocate for people who struggled with debilitating health issues. At Pitzer, she became a leader with the 5C student-led group Disability,

Illness and Difference Alliance. She was a member of Psi Chi, the international psychology honor society, and served on the College's Judicial Council. After graduation, Davis worked as a family resource coach at Children's Hospital Los Angeles and enrolled in a UCLA certificate program for patient advocates.

Lauri Devine '71

passed away on February 19, 2020. She was a double major in English and humanities. While sitting in, marching on and standing up for peace and just causes, she became a social worker in behavioral health and child welfare, specializing in kinship care. In 2011, she became involved with a worldwide community of drum-circle facilitators, and she loved to introduce people to the experience. Out of what she described as an abundance of admiration for her Pitzer experience, Devine was pleased to be an ongoing supporter of the Katie Lawson Memorial Fund and encouraged others to continue support in her stead.



Stephen Lappin '89 died on April 14, 2020, after a brief battle with neuroendocrine carcinoma. Lappin made his career in life science research and worked at Caltech, SmithKline Beecham, Amgen, and Agilent Technologies, where he served as a field applications specialist. His family says he was a proud Pitzer graduate who often spoke fondly of his undergraduate days and gave his daughter a campus tour when she was visiting colleges.

CJ Robertson, a former Pomona-Pitzer assistant athletic director and assistant football coach, passed away in November 2020 at the age of 51. Robertson spent 12 seasons as an assistant football coach for defensive linemen and linebackers and director of football operations before being promoted to the assistant athletic director of events and operations in 2016.

Ann Sweet '71 passed away on September 8, 2019, from complications from a bilateral subdural hematoma. Her family says she enjoyed her time at Pitzer. After graduation, she went on to earn a master's in early childhood education at the University of Washington and taught for many years.

Diana N. Lockard, Pitzer's First Dean of Students

Diana N. Lockard, Pitzer College's first dean of students, died on March 22, after battling Alzheimer's disease. She was 95.

From 1967 to 1977, Lockard helped the College establish its first residential student programs. She soon immersed herself in several turbulent issues affecting college campuses nationwide, such as the Vietnam War, the growing use of drugs and the Black and Chicana students movements.

Her predecessor, Dean of the College Charlotte Elmott, had not been closely involved with social issues affecting students. Lockard, from a younger generation, took on a new role. "I saw myself as someone who probably was more in tune with students," she said in an early campus interview.

Pitzer students, especially women, became more interested in careers in the 1970s; Lockard responded by helping develop a Career Planning Office. Also, in recognition of the times, obsolete housemothers were replaced with



resident assistants, who were students themselves.

Lockard received a BA from Smith College, an MA from Columbia University and a PhD in higher education from Claremont Graduate University. She went to Vietnam in the 1950s as a director of economic and community development for CARE. In 1960, she came to Claremont on a fellowship to examine college administration at The Claremont Colleges. Over four years, she worked closely with Robert J. Bernard and Louis T. Benezet, presidents of CGU, and John Atherton, the founding president of Pitzer College. She was able to witness the early organization of the College before it opened its doors.

Following her years at Pitzer, Lockard served on the Citrus Community College District Board of Trustees and the California Community College Trustee Board, with presidential terms on both. In the 1980s, Lockard was executive director of California Concerns, which worked to promote women to leadership roles at Southern California colleges and universities.

Lockard was predeceased by two husbands, Edward W. Malan and Curtis Lee.

Terry Lenzner P'99, Pitzer Trustee & Benefactor

Terry Lenzner P'99, former trustee and generous benefactor to Pitzer College, passed away on April 23, 2020, in Washington DC, at age 80. He was a dedicated attorney who risked his life investigating the murders of civil rights workers, a tireless public servant who directed legal services in the Poverty Program and prosecuted organized crime, an assistant chief counsel to the Senate Watergate Committee and a devoted family man and friend to many.



Lenzner demonstrated his commitment to Pitzer College by serving on the board of trustees, from 1999 to 2005, and by sending his son Will to Pitzer. He and his wife, Margaret, also provided funding to expand the Pitzer College Art Galleries' ability to serve faculty, students and the community through founding the Lenzner Family Art Gallery at Atherton Hall.

Pitzer trustee Jon Graham '82, who served with Lenzner on the Pitzer Board for several years and was a partner at a law firm that frequently retained Lenzner's firm, noted that "Terry was highly regarded in elite legal circles for setting a high ethical bar in a field beset with inappropriate conduct. Many of the best law firms in the country retained his services knowing that his reputation for integrity was well deserved."

The New York Times described him as "a bulldog investigator with a Harvard pedigree whose career took him from pursuing civil rights violators in the South through the Watergate hearings and decades of sometimes controversial private investigations." *The Washington Post* noted his "supporting role in many of the past half-century's most high-profile political dramas, corporate high jinks and headline-making episodes."

The youngest of three boys, Terry Falk Lenzner was born in Manhattan,

NY, on August 10, 1939.

As he describes in his 2013 career memoir, *The Investigator*, his father, a former Penn football player, encouraged him to go "to the best schools and play football." He did both and became captain of the football team at Harvard College.

After graduating from Harvard Law School, Lenzner joined the Justice Department's Civil Rights Division in 1964, which was then focused on voting rights in the Deep South. He was sent to investigate the murder of the three civil rights workers Michael Schwerner, James Chaney and Andrew Goodman, later dramatized in the film *Mississippi Burning*. He also helped manage the Federal grand jury inquiry into the beatings of protesters at the Edmund Pettus Bridge in Selma, AL, in 1965.

Lenzner moved to New York City in 1967 to join the organized crime task force at the office of the US Attorney for the Southern District of New York. In August 1969, he became director of the Legal Services Program at the Office of Economic Opportunity, where he was in charge of 2,200 lawyers providing free representation for the poor in local offices across the country.

He soon went from working for the Nixon Administration to investigating Nixon as assistant chief counsel to the Senate Watergate Committee. He and a colleague delivered subpoenas to the White House demanding documents and the president's secretly recorded tapes, which ultimately led to Nixon's resignation in August 1974.

As a lawyer in private practice, Lenzner's cases often included complex investigations, such as the cost overruns of the Alaska Pipeline and malfeasance at United Way. He founded the firm Investigative Group International, which continues today. He retired in 2015.

Lenzner is survived by his wife, Margaret, sons Jon and Will, daughter Emily, four grandchildren, and brother Robert. His nephew, Sam Lenzner '07, predeceased him.

Barbara Ann Drake, Pitzer Community Member & Tongva Tribal Elder

Barbara Ann Drake, beloved Tongva Elder widely known to many Pitzer students, faculty and staff as "Auntie Barbara," passed away on November 18, 2020. She was 80.

Drake was a central force in cultivating long-standing partnerships between The Claremont Colleges and the local Tongva community. In celebrating her life, the Gabrieleno/Tongva Tribal Elders and Members of the Local Tongva Community, along with Pitzer College's Robert Redford Conservancy for Southern California Sustainability, described her as follows: "Peerless in her warmth, generosity of spirit and ability to bring people together, Auntie Barbara allowed our better selves to take root and flourish."

Drake was born in West Los Angeles in 1940 to Tongva mother Dolores Lola Lassos and Anglo father Charles Milton Scott. She was raised on her mother's traditional plant-based medicines until she was in her teens. Her upbringing built the foundation for her love of native plants and her interest in ethnobotany.

Auntie Barbara was known to arrive at events with baked goods or a jar of homemade jam and depart by pressing a small bundle of white sage, wrapped in red yarn, into the palms of guests. She worked graciously with innumerable students, guiding them on their intellectual, creative and spiritual journeys. Throughout her life, she demonstrated how to be indelibly tied to the land, and to the plant relatives that had given her and her people life. Leaving an



offering of tobacco or sage, or a strand of her beautiful hair, was critical in the reciprocal relationship she had with the land. "Our breath is here," she said. "It's on this land."

She was an enrolled member of The Gabrieleno/Tongva San Gabriel Band of Mission Indians and served as tribal secretary for many years. Drake went on to work in Indian Education Title VII for San Bernardino Schools before coming to Pitzer College in 1993 to lecture on ethnoecology. Beginning in 1996, she began to participate in the Leadership in Environmental Education Program (LEEP), where she introduced hundreds of children to Tongva perspectives on the environment. She was dedicated to teaching children to see the natural world in different ways—as the center of all life, as cultural history, as storytelling, as tradition, as part of holistic community building. She said: "Even a rock has a life. Do you know why? Because it changes. Everything has a life. Everything is interconnected with each other. It's important to teach that to the children."

Drake was one of the founding members of Mother Earth Clan, Cultural Keepers and the Chia Cafe Collective. She loved bringing Tongva community people together to continue their culture and traditions.

Over the past five years, Auntie Barbara felt her people coalescing and growing together, saying, "We're rebuilding ourselves. It's like being reborn." She considered her partnership with Pitzer College and the land of the Robert Redford Conservancy and Bernard Field Station in particular to be a key part of that revitalization.

She is survived by her husband of 60 years, Gary Drake, two children and numerous extended family members.

Miriam Merrill takes over as Pomona-Pitzer athletic director

Pomona-Pitzer's Miriam Merrill is an atypical athletic director doing her job in unusual times. She arrived in Claremont in July, in the midst of the pandemic and prior to decisions regarding the upcoming semester and fall athletics.

Merrill, who has a doctoral degree in sports psychology from Temple University, is a woman of color in a profession that is still largely dominated by white males.

"I believe my presence is really important, as it models what an athletic director can look like," she said.

When Pomona-Pitzer began searching for an athletic director, they were looking for someone who truly understood the value of the residential liberal arts experience and our student-athletes' commitment to excelling academically and athletically, according to Mike Segawa, Pitzer College vice president for student affairs and a member of the search committee.

Pomona-Pitzer sought someone who could work effectively with all campus stakeholders—faculty, staff, students, coaches, parents and others—and collaborate with colleagues both on and off campus. In addition to these qualities, the successful candidate would be responsible for generating support for the upcoming renovation and expansion of the Center for Athletics, Recreation and Wellness.

It was also important to hire someone who was intimately familiar with and genuinely embraced the Division III philosophy; who prioritized the overall educational experience of student-athletes at two highly selective colleges.

Merrill emerged as the top choice among a talented pool of candidates.

"She's a very supportive person, but it was also clear she would not be afraid to hold people accountable," Segawa said.

Merrill joins the Sagehens from Hamilton College, a member of the New England Small College Athletic Conference, where she was associate director of athletics. Like Pomona and Pitzer, Hamilton

is a small, highly selective liberal arts college competing in Division III. During her time there, she oversaw numerous aspects of the athletic program and filled in as the interim director for four months in 2019.

Merrill's experience also includes serving as athletic director at Chicago's Richard J. Daley College and being head coach of women's track and field at Robert Morris University in Chicago.

As a college student-athlete at the University of Cincinnati, Merrill was a track and field All-American and was inducted into the university's Athletics Hall of Fame in 2012.

Merrill, who is also a professor of physical education and chair of the



"Coaches are focused on students' overall mental health and well-being. They are being intentional about asking, 'How are you doing?'"

—Miriam Merrill

department at Pomona, brings more than professional experience to her job, according to Segawa. She brings the lived experience of an elite athlete and that of a woman of color. "She is well prepared to succeed at Pomona-Pitzer," Segawa said.

Since Merrill's arrival, the department has launched a diversity newsletter and established a group that meets weekly to address diversity, equity and inclusion matters.

Understandably, COVID-19 has made getting to know Pomona and Pitzer challenging for Merrill. Exploring the two campuses and meeting the students, faculty and staff who bring the colleges to life has been slowed down by the pandemic.

Despite this, she has reached out virtually and is learning quickly. "People understand, and I am so appreciative," Merrill said. "I would not be able to do it without the support of both Pomona and Pitzer."

In the months since she has been in Claremont, Merrill and her staff have kept the lines of communication with coaches and student-athletes open as they weather the health crisis. Teleconferencing tools, such as Zoom, are being used to maintain contact with students and to ensure they are doing well both mentally and physically during the pandemic. "Coaches are focused on students' overall mental health and well-being. They are being intentional about asking, 'How are you doing?'" Merrill said.

Some ideas implemented during the pandemic could have a place in Pomona-Pitzer athletic programs post COVID-19, Merrill said. For instance, coaches in certain sports have attended virtual camps, where technology has provided additional information that will help in the recruitment of talented student-athletes. Video conferencing has also allowed coaches to hold virtual open houses for prospective student-athletes interested in attending Pitzer or Pomona. "Through Zoom, you can reach so many potential student-athletes," commented Merrill.

As the academic year continues, Merrill and the coaches will be looking ahead and preparing for when public health conditions are expected to improve and students will be able to return to physical classrooms and engage in sports. "We will be ready," she said. "There is an end in sight."



Pitzer Participant

Matthew Adler '97 supports Pitzer College. A large loss insurance specialist at AXA XL, Adler specializes in property and casualty insurance and specialty risk and is a past president of the Construction Defect Claim Managers Association. In his spare time, he has been an executive board member of The Production Company theatre group in Los Angeles. And he is a frequent speaker at insurance industry seminars and events.

Year in and year out, Adler steps up to the challenge of representing core community values such as diversity, dialogue, inquiry and action. In every instance, his values mirror Pitzer's values.

Adler gives consistently to the College, through good times and challenging times. He understands that steady support is essential and often is the difference between success and something less.

"For me, Pitzer was a safe space to learn, grow and meet the world as my own person. It's important to me that others be able to find their wings as well, so I am proud to continuously support Pitzer."

Matthew Adler exemplifies the power of supporting Pitzer Core Values. And he recommends that you support Pitzer, too.



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