

# THE GREY PANTHER

Newsletter of the Retired and Emeriti Faculty Association of Chapman University



## Editorial

The current US administration is bound and determined to bend education at all levels to its will. It wants to eliminate anything having to do with DEI at both private and public universities. It was not long ago that having education that paid attention to matters of diversity, equity and inclusion was a good thing. That seems to be replaced by an antiquated and racist vision. Eliminating the office of DEI is just the first step. What's next?

Richard Ruppel, a member of Chapman's English Department and Director of the General Education Program, has put together an organization of Chapman faculty called **Solidarity** with a [website](#). Its mission is to resist the changes outlined above.

Karl Reitz, Editor

## Coming Events

The annual Fall Luncheon and Talk will be held on Friday, October 17 from 11:00 a.m. to 1:00 p.m. The talk will be given by Vice President of Campus Planning and Design, Collette Creppell. [Save the date!](#)

## Chapman in the Crosshairs

The last edition of the Grey Panther discussed the goals of the newly appointed provost Norma Bouchard. Since the publication of that article, we have learned that Dr. Bouchard has been put on administrative leave with the expectation that she would not be returning. Along with that announcement, it was revealed that Dr. Reg Stewart VP of DEI had also been placed on administrative leave. The University did not indicate the reasons behind these changes, citing personnel privacy concerns. It is thus not clear if these two changes are connected or not.

However, what is clear is that these changes in administration came at a time when the University has been embroiled in a number of connected events and controversies. The first series of events surrounded the demonstrations on campus protesting the actions of the Israeli government in Gaza. As a result of those demonstrations and the animosity between students on both sides of this issue, two Jewish students claimed discrimination on the basis of their Jewish identity. One claimed to have been denied entry to a university sanctioned club and a second claimed to have received credible death threats from another student that were not taken seriously by the administration.

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As a result of the claims of these two students, the Brandeis Center for Human Rights wrote a letter to the Civil Rights Division of the U.S. Department of Education alleging that Chapman University had violated Title VI of the Civil Rights Act. They demanded a number of things as remedy to their complaint. One such demand was that the university would consider any attack on Zionism be considered an act of anti-semitism. As a result of that letter, the Trump administration has informed Chapman, along with a large number of other universities, that they are under investigation. These investigations come with the threat that these universities would lose federal funding.

Shortly after the announcement that Chapman was under investigation President Struppa stated that the Vice President for DEI was being placed on leave. As a result, a number of faculty and students connected these events and chose to walk out of classes in protest. During these protests, some students used a megaphone in violation of campus policies. According to the the Panther (the student newspaper), five students were referred for disciplinary hearings and received various sanctions. These actions were also protested by students and faculty. The Faculty Senate even issued a letter to the administration asking that the sanctions against the students be rescinded. That did not happen.

The Trump administration is attempting to eliminate any program that it considers discriminatory. This includes DEI programs, affirmative action in any form, course content that might be considered involving critical race theory. Using the threat of cuts to funding, the federal government is attempting to force universities to give up their independence to meet their missions as they see fit. This, of course, raises all sorts of issues of free speech, academic freedom and tenure. How Chapman will respond is

not clear. Will it join the likes of Harvard University and resist or will it capitulate like Columbia University.

Over four hundred university presidents have signed an open letter taking issue with the Trump administration over these policies. President Struppa is one of the signatories on this letter.

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## Orange County Guitar Circle (OCGC)

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By Jeff Cogan, Professor Emeritus, Music

How a non-profit Arts organization has benefitted the Orange County community, and Chapman University students and Chapman faculty for nearly 40 years.

Orange County Guitar Circle (<https://ocgc.org/about/>)

“Founded in 1967, the Orange County Guitar Circle is a non-profit organization based in Orange County, California dedicated to classical guitar, its history, and its repertoire.

The Orange County Guitar Circle (OCGC) has three primary goals. First, we celebrate the classical guitar and its repertoire. Second, we educate our members and concert-goers about the players, composers, arrangers, instruments, instrument makers, and more than breathe life into this art-form. Finally, we advocate for the continued growth and development of the Southern California Guitar Community at large.” (From the OCGC website)

The OCGC is a presenter of concerts given by students and professionals. The concerts are mainly classical in style but occasional pop and jazz has been known to occur. It’s a public forum where aficionados and professionals can share their abilities with a sensitive and friendly audience.

## History of the OCGC

The first steps in building a community arts organization usually come down to a small group of like minded individuals who dare to ask, wouldn't it be great if...? This occurred in 1967 and was helped in no small way by Brazilian guitarist, Laurindo Almeida.

Almeida's name stands out above all others as a critical impetus for the inception of the OCGC. This Brazilian guitarist was and is known for his classical guitar concerts throughout the world and especially for his collaborations and recordings with the likes of Sammy Davis Jr., Frank Sinatra, The LA Four, Stan Kenton, and Bud Shank to name but a few. As a student, I was lucky to be present when Almeida rehearsed with the California State University, Northridge (CSUN) orchestra preparing for a performance of his First Concerto for Guitar and Orchestra back in 1980.

In 1967, Almeida was responsible for encouraging the Orange County classical guitar aficionados to start up a community organization to bring attention to the music of the guitar by initiating concerts performed by community members and professionals alike. This would follow the lead of such organizations as the American Guitar Society in Los Angeles. Almeida was active in that group for many years but also made the drive down to Orange County to perform for and attend the OCGC concerts.

Other names that should be mentioned when tracing the history of the OCGC are:

Jim Forest, Richard Glenn, Dave Weisbart, Lee Zimmer, Larry Deac, George Gutman, Daniel de Arakal, Andrew Stroud, and me, Jeff Cogan.

## The Master Classes

Chapman students and community members received the supreme benefit of having a public lesson with a wide variety of performers and teachers from around the world when they were

in town playing for the OCGC. This has been a priceless experience for the students and faculty members who taught those students. Chapman University would not have had this kind of access to guitar professionals for their students without the OCGC's activities at the university.

The Gala Concerts and festival at Chapman The Guitar Circle has had several "elite" performers give recitals at Chapman University. These include Grammy winner David Russell, Grammy nominee Manuel Barrueco, Latin Grammy nominee Carlos Barbosa Lima, and Grammy winners The Los Angeles Guitar Quartet. Most were presented in Memorial Auditorium but some more recently at the Musco Center. When Manuel Barrueco performed for the OCGC, it was part of the joint project dubbed the OC Classical Guitar Festival and Competition. This event, (co-sponsored by the OCGC and Chapman University), attracted numerous attendees, guitar builders (luthiers), and vendors. It also featured two tiered competition and a master class with Mr. Barrueco.

## Memberships

Because students of Chapman were afforded the unique privilege of free membership in the OCGC, they have never had to pay for any concert attendance or masterclass (whether performing or observing). They were able to enjoy the frequent visits of world class professional performers who performed and taught them in memorable and life changing learning experiences.

Cooperation with the Guitar Foundation of America, (GFA).

The OCGC has presented the winners of the coveted GFA Concert Artist Competition since the late 1980s. These winners represent the finest young players from many different countries including France, Italy, Spain, Russia, Germany, South America, Serbia, Canada, and Mexico to name a few. I'm proud to say that I was director of the GFA competition for more

than 20 years. This helped me to have an inside view of this important organization which I believe benefitted the Chapman Guitar program.

### Benefits and Enhancements to the Student Experience

The OCGC, Chapman University Guitar program and university administration have worked in lock step for many decades. Together, they have sustained an enriching and educational experience for the University and Orange County communities in support of the extensive classical guitar literature and its performers. A win-win.

### Will the OCGC Remain At Chapman?

The university has provided the facilities on campus free of charge to the OCGC for all of its 9 yearly events since the late 1980s! Now, however this policy is ending. Because the OCGC exists on a fairly hand to mouth basis, the budget of the OCGC is stretched thin. The university is now asking for a facility usage fee that is far beyond what the OCGC can sustain over the long term. Although the OCGC has received financial support from the Hennings-Fischer Foundation in support of our mission for many years, the OCGC still cannot afford to pay a fee for facilities that equals that of two concert performer fees. As a result, the OCGC is facing the very real possibility that the long running collaboration with Chapman University has come to an end and is now looking at other venues for the future.

### Coda

Although the OCGC is facing logistical and financial hurdles due to the uncertainty in the current university climate, we hope to overcome the remaining issues so this relationship may continue for decades to come. If not, the students in the Chapman guitar program will have lost a terrific benefit afforded by the long-running OCGC presence at the university. Time will tell.

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## All About ROI and Student Loans

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### Guest Opinion

By Charlene Baldwin,

There has been a lot of talk recently about ROI and its role in higher education. I have prepared this article to try and de-mystify ROI and to connect this concept to the potential impact to Chapman students. The opinions in this article are my own.

ROI means Return On Investment. It is considered, first off, a financial metric in the business world used to evaluate the profitability of an investment by comparing its gain or loss relative to its cost.

More recently, ROI has been utilized in higher education to measure the financial benefits of a college education relative to costs to attend (tuition, fees, living expenses) to ultimate lifetime earnings, career advancement, and other outcomes. It is often computed by measuring the time it takes for a student to recoup their investment (i.e., what they owe after graduation until they are debt free). From a purely financial algorithm, students who major in Business, Science, Pre-Law, and other professional degrees will have a better ROI since they often begin their careers with higher wages.

The current Federal Department of Education, which awards Pell Grants and other student loans based on FAFSA, has embraced the concept of ROI. They have recently announced that they may consider utilizing ROI financial measurements in order to award their grants. That is to say, "Under this proposal, students would be eligible for a larger Pell Grant if they enroll in a program that has a track record of generating high earnings for graduates." Further: "Congress should consider limiting or eliminating colleges' ability to use Pell Grants if the data consistently show that students who attend those schools do not earn a sufficient income after

leaving school.” (Source: an interview with economist Preston Cooper of the American Enterprise Institute as reported in The College Fix.)

This new more rigid application to ROI measures by the U.S. Government may impact deserving students who are majoring in liberal arts degrees (music, English literature and creative writing, education, philosophy, etc. ) for which their initial, and even eventual, wages will not compare to other fields of study, possibly resulting in a lower ROI score, taking into consideration the purely financial metrics. And there may also be a potential threat to the liberal arts universities and departments which educate them.

However, the Return On Investment for liberal arts students can be valued in other less tangible, but equally important ways. Here are just some of the values of a liberal arts education taken as important in and of themselves, but also valued by employers, no matter the chosen field. These values include the following:

**Critical Thinking:** (analyzing and forming well-reasoned conclusions)

**Problem-Solving:** (identifying problems in order to explore and implement effective solutions that lead to an informed citizenry)

**Communication:** (written and oral skills, collaboration, and inspired leadership)

**Adaptability:** (through a broad curriculum across disciplines to adapt to changing circumstances)

**Creativity and Innovation:** (thinking outside the box to develop innovative solutions)

**Interdisciplinary Thinking:** (holistic understanding)

**Ethical Reasoning:** (a moral compass to make sound judgments)

**Cultural Understanding:** (to broaden and promote a global perspective)

**Lifelong Learning:** (to continue to grow and learn)

Chapman Students receiving federal grants show promise of a successful college career, and embrace Chapman's mission to provide a personalized education that prepares them to be ethical, inquiring, and productive global citizens. Chapman's education focuses on the intellectual, physical, social, and spiritual dimensions of life. no matter what their majors or ultimate career goals may be. I believe in this as our strongest Return On Investment.

(Note: *Generative AI assisted me in the research for this article.*)

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## Peace Corps, Lalupon, and me

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### a Metaphor for Transformation

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My American name is Charlene Baldwin, but my Yoruba friends call me: Olayonun Aduke, Iyalaje. I was a Peace Corps Volunteer posted in Lalupon Town, in the Western State of Nigeria from 1966 to 1968. I was 20 years old, married, and my husband and I were part of Nigeria 24, an AgRD program.

In many ways my Peace Corps Service was unique, transformational, and sustainable, to me, my family, and the Yorubas with whom I worked and lived. Even after 58 years, my experiences remain vivid to me. I'd like to tell you just one story, the one which blended two events and was most transformative for me: the birth of our son and the building of Lalupon's town hall!

The villagers were surprised that after 3 years of marriage we had no children. I was ready, and so we asked Peace Corps for permission, which was granted with these three provisos: ONE: because I had enjoyed Nigerian food,



the Peace Corps Doctor said I mustn't gain a pound in order to forestall the perilous tropical toxemia; CHECK. TWO: if there were complications during the first five months of pregnancy I would be sent home; CHECK. And THREE: the child had to be born 6 weeks before our end of service. AS PLANNED. We agreed, and the villagers were content that we were a normal marriage and would be a lasting part of their world. Besides this exceptional opportunity to begin my family there (perhaps unique for Peace Corps Volunteers?) I remained busy with projects. Though we lived through the first of the Biafran War years, we were not evacuated. We turned the town jail into the town reading room, which ultimately determined my future career as an international librarian. But then, we demolished it to begin an impressive and progressive plan requested by the Bale (our chief) to create a civic center: a Town Hall with a Library, a Postal Agency, City Offices, and a large meeting room. We all moved sand, found some corrugated roofing, acquired some cement, and borrowed a cinva-ram block machine, a bulldozer, and a theodolite. Our Town Hall would be level! And we began the project. The village correlated my developing pregnancy with the developing Town Hall. Our best friend, Oduola Akanbi, related the feelings of the whole town that I must remain healthy. This was accomplished with black powder topically administered in the crook of my arm each Thursday evening and orders from the Bale to drink the yeasty dregs of palm wine each afternoon. And it worked. On the day our son was born, I was "motivating the people to move sand!". In town that evening, we celebrated Mohammed's birthday and at midnight, it became time. Getting to the local maternity clinic in wartime was quite an adventure, because the road was held by armed soldiers during the dusk to dawn curfew. But we had a plan, and though I felt no pains, I moaned, and my husband reminded the soldiers of the importance of getting me safely to the clinic.

The birth was totally normal at the Oke Offa Maternity Clinic, attended by Irish nuns, a Spanish doctor and my 19-year old sister, who had come for a visit.

The villagers planned the traditional 8-day naming celebration in the palace of the Bale. Recognizing its significance, they slaughtered a cow on the newly dried concrete floor of the town hall, so that that ceremony comingled celebrating the birth and the developing town hall. And what a party it was. All the compounds prepared obe eran, pepper beef stew. The talking drummers began the first of the orishas to our family. The palm wine tappers brought emu in their finest large gourds. Peace Corps personnel came out, other volunteers too. In the Bale's palace, he, the Imam, the headmaster of the Anglican primary school, and our friend Odu all had the honor of giving our son his names. (Later, the Olubadan of Ibadan added one more.) Those names represented our lives in Lalupon and our son's unique place in that history. He has 10,. Here they are:

Christopher:	Our name for him, a celebration of travel.
Ward:	My mother's maiden name
Abubakar:	Given by the Imam: the name of the first Caliph of Mohammed
Bamidele:	Given by the Imam: Yoruba name meaning "carry me home."
Temilola:	A princely name from Odu
Moromunbo:	From the headmaster: "I want to return to my native land."
Olarewaju:	From the Olubadan: Means "Progress"
Sunday:	A common nickname for children born on a Sunday
Lalupon:	From our chief, pouring libations, he said it this way, "so our son will not forget his village."
Baldwin:	my husband's surname.

There is much more to tell of this tale. The Town Hall was eventually completed, and it still serves the community. This birth and 3 generations of our family's subsequent multiple visits to Lalupon over the years, have solidified one American family to one special Nigerian village.