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Beyond CSI

*CSUEB trains future law, order,
and forensic science pros*

**A woman of conviction:
DA Nancy O'Malley '77**

**Skeletons key to
forensic osteology**

**Family violence,
shelters, and pets**

Spring 2011

SPRING 2011

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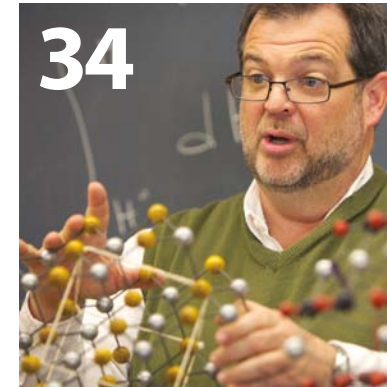


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The journey we've taken together



PHOTO SAM WILLARD

OVER THE PAST FIVE YEARS, I've felt privileged to have a regular column in *Cal State East Bay Magazine*. But with my recent appointment as the next president of San José State University, starting July 1, I will be leaving CSUEB — and this will be my last column.

While I am honored by my new appointment, I will miss this means of sharing with you the unfolding story of Cal State East Bay's transformation from a small, local college to an emerging regional leader and destination university. It's been an association, a virtual conversation, and a journey with University alumni and friends that I'll always recall with great pride.

In addition to the compelling content you can always expect in *Cal State East Bay Magazine*, in this issue you'll find a fresh take on the University's growing focus on science, technology, engineering, and mathematics (STEM) — and how it affects teaching, learning, and professional outcomes in the criminal justice arena. You'll meet an impressive array of faculty and alumni who have succeeded and contributed in fields touching on, but stretching well beyond, the world of crime scene investigation popularized in TV series such as *CSI*. At the same time, you'll find compelling evidence of the growing role of technology and hands-on interdisciplinary learning in these fields.

In our cover story, follow recent graduate Kenneth Advincula '11 as he begins his career as a forensic laboratory technician, where he hopes to follow in the professional

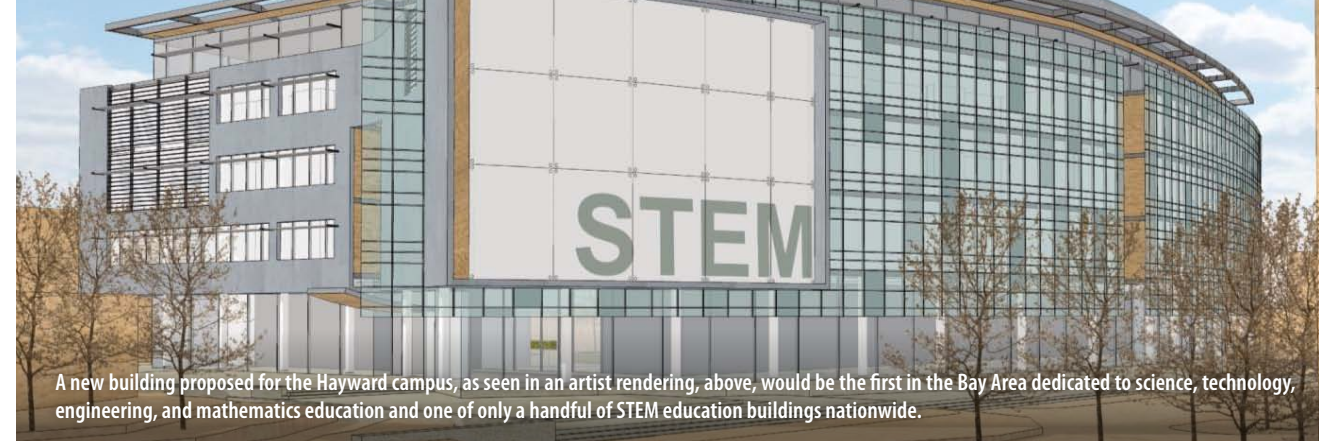
footsteps of his former instructor, Michelle Rippey '02, who handles the investigative side of the coroner's job. In the legal arena, Nancy O'Malley '77, the first woman appointed to the position once held by Supreme Court Justice Earl Warren, gives us a glimpse into her role as district attorney for Alameda County.

You'll also learn how Cal State East Bay's Department of Criminal Justice Administration sets itself apart in exposing undergrads to principles most institutions reserve for graduate students. Other stories feature the fascinating contributions one professor is making to forensic anthropology around the world; students involved in the new Forensic Science Club; and the high-profile roles alumni have played in criminal investigations and cyber crime prevention. Meanwhile, faculty members Dawna Komorosky and Dianne Rush Woods share their research findings, revealing a surprising domestic violence shelter policy gap.

These are just a few examples of what you'll discover, experience, and learn in this issue of *Cal State East Bay Magazine*. I hope you'll continue to follow the Cal State East Bay story for many years to come and continue to feel the pride I've felt so deeply.

Mohammad "Mo" Qayoumi
PRESIDENT

LOOKING AHEAD



A new building proposed for the Hayward campus, as seen in an artist rendering, above, would be the first in the Bay Area dedicated to science, technology, engineering, and mathematics education and one of only a handful of STEM education buildings nationwide.

A Bay Area First CSUEB draws up plans for STEM Education building

BY BARRY ZEPPEL

Although it may be several years before construction starts on a new STEM (science, technology, engineering, and math) education building proposed for the University's Hayward campus, the groundwork has been laid with the completion of an initial program study.

The study reveals a leadership vision taking shape for a facility unlike any other education structure in the Bay Area. The five-story facility with 120,000 square feet of instructional and office space will be the first in the region dedicated solely to STEM education — and to new ways of teaching and learning STEM.

"This facility is a central element of our plans to make Cal State East Bay the region's premier STEM-centered university," said Mohammad H. Qayoumi, CSUEB president. "It embodies the principles of an open learning system that fosters teaching and learning innovation, as well as graduates who are better prepared to contribute to the economic, environmental, and social health of the region."

Included in the unique design of the building — estimated to cost \$85 million — will be flexible, reconfigurable space that will allow for combined classroom and laboratory work. Inspired by learning models at MIT and Stanford, key features of instructional spaces will be easily movable furniture and whiteboards on wheels called huddle boards, classroom laptops with specialized software, Web interactive whiteboards, and extensive video capability. Such versatility will allow for more effective student engagement and collaboration, while strengthening connections between students and teachers and project-based multidisciplinary group learning.

In addition to classroom and lab spaces, the building will house some faculty from CSUEB's College of Science and College of Education and Allied Studies, as well as the

Center for STEM Education, which will plan and coordinate the University's overall STEM-education initiative. Plans also call for the facility to house three future complementary components: STEM Academy for K-12 Education; STEM Institute for Undergraduate Learning; and the Regional Institute for Scientific, Social, and Economic Research and Development.

The STEM Academy, which will provide innovative surroundings for developing and nurturing STEM education for the community, will support and train undergraduate and graduate students aiming to teach K-12 students. The STEM Institute will work to increase STEM literacy among college students and expand learning opportunities for undergraduates in STEM majors, while the Regional Institute will focus on applied research.

Realization of the University's ambitious plans for the facility is dependent upon donor support, which will be required to leverage state funding to start construction of the proposed building. Donor support for the STEM Education building is therefore among the most important goals of Cal State East Bay's *University of Possibilities* comprehensive fundraising campaign, now in the second year of its projected eight-year life.

Design of the building — to be located adjacent to the east side of the Arts and Education building on the current site of parking lot J — will meet CSU standards for energy performance and environmental quality and also incorporate numerous sustainability features, itself becoming part of the CSUEB learning experience and curriculum.

The STEM Education building will provide "an extended learning environment," where the effectiveness of energy-efficient technologies will be continuously monitored, demonstrating a "highly sustainable environment," according to Jim Zavagno, director of the Department of Planning Design and Construction. The design, including public areas offering a "welcoming presence," will reflect deeply held University values of collaboration, sustainability, transparency, and openness. ■

Federal education grant promises healthy start to neighborhood project



The U.S. Department of Education recognized Cal State East Bay's Promise Neighborhoods planning partnership in September with one of 21 grants nationwide to help distressed neighborhoods.

The one-year \$499,406 grant is part of a federal program to provide "cradle-to-career services that improve the educational achievement and healthy development of children." CSUEB will lead the Hayward Promise Neighborhoods Partnership in focusing on a South Hayward neighborhood, where more than half the households are considered low to extremely low income, and 36 percent of children under 6 live below poverty.

Neighborhood schools, part of the Hayward Unified School District (HUSD), have performed below county and state averages. Children in the community have elevated

rates of obesity, asthma, and diabetes; adults also have poor health outcomes.

"Cal State East Bay has been addressing the imbalances in education of poor and minority students with a hands-on, data-driven approach for years," said Nan Maxwell, professor emerita of economics, who prepared the proposal. "We are eager to tackle the challenges with our partners to improve the outcomes for South Hayward's children and revitalize a promising area."

Along with CSUEB, Chabot College, HUSD, the City of Hayward, Community Child Care Council of Alameda County, and the Eden Area Regional Occupational Program will form the project management team. Other regional partners will contribute to an advisory board. ■ **SS**

Qayoumi takes helm at San Jose State; Morishita appointed interim CSUEB president

CSU Chancellor Charles B. Reed has named longtime San Francisco State administrator Leroy M. Morishita interim president of Cal State East Bay effective July 1, when current President Mohammad Qayoumi becomes president of San José State University.

At SFSU, Morishita served most recently as executive vice president and chief financial officer, administration and finance, among other posts in his 29-year tenure.

"I am honored to have been selected to assume the leadership of East Bay, and look forward to working closely with faculty, staff, and students," Morishita said.

Morishita also has been a leader in fiscal and budget planning for the California State University system office, chairing and serving on systemwide and state committees.

Expressing confidence that Morishita will lead a seamless transition, Reed said, "East Bay will have an experienced and proven leader with a familiarity of the campus and the CSU system."

Morishita earned a bachelor's degree in psychology from the University of California, Berkeley; a master's degree from SFSU in counseling; and a doctorate of education from Harvard University in administration, planning, and social policy. ■ **BZ**



Leroy M. Morishita

Science education partnership attracts NEARLY \$12M NSF GRANT

In support of a long-term mission to transform science education for kindergarten through 12th-grade students, California State University, East Bay received a five-year grant from the Math and Science Partnership Program at the National Science Foundation for \$11.96 million to fund the San Francisco Bay-Integrated Middle School Science (IMSS) Project. The project serves predominately minority students and those from low-income families in the region.

The grant also includes funding for the Alameda County Office of Education (ACOE), which will partner with CSUEB in developing and implementing the program in Alameda, Contra Costa, Santa Clara, and San Mateo county middle schools. The IMSS Project will be offered through the East Bay Science Project at CSUEB, which has been providing professional development programs for K-12 teachers for more than 10 years.

The award recognizes the University's pioneering approach to science, technology, engineering, and mathematics (STEM) education, CSUEB President Mohammad Qayoumi said.

"Cal State East Bay is committed to providing a path to success for all students," Qayoumi said. "It's clear that STEM education is the key to their futures, as well as a critical part of our region's workforce needs."

The IMSS program will serve as a national model for broad-based collaborations in engaging and motivating underserved students to pursue careers in science, said Jeffery Seitz, CSUEB professor and chair of the Department of Earth and Environmental Sciences. It will ultimately reach more than 400 regional science teachers and 68,000 students, in addition to school administrators and afterschool program providers (see *Uplifting Science Education*, p. 35).

"This grant represents one more in a series of successful partnerships between the Alameda County Office of Edu-



cation and CSUEB," said Alameda County Superintendent of Schools Sheila Jordan.

Faculty researchers from the University will work with school district staff in Hayward, San Leandro, San Lorenzo, Mount Diablo, West Contra Costa, Santa Clara, San Mateo, and other districts to increase "the quality, quantity, and diversity of middle school science teachers and students engaged in transformative science teaching and learning," said Seitz,

who will lead the project.

Assistant Professor Michele Korb, from CSUEB's Department of Teacher Education, will join Seitz to focus on teacher preparation and support.

California middle school science curriculum covers earth science, life science, and physical sciences, Korb said. The IMSS science content will be provided by CSUEB faculty members, including Seitz; Associate Professor Caron Inouye, biological sciences; Assistant Professor Danika LeDuc, chemistry and biochemistry; and Associate Professor and Chair Jason Singley, physics.

"Part of the science content we will be encouraging teachers to use comes from live data that is made available online by such government and research agencies as the USGS, NASA, the Environmental Protection Agency, the Department of Energy, and the National Oceanic and Atmospheric Administration," Seitz said. "(This) can help in making science current, interesting, and relevant to the students. Much of the information the students will be exposed to will help them track hurricanes, the weather, and earthquakes in real time."

In addition to school districts, partners include the CSU Office of the Chancellor, NASA Ames, NASA Jet Propulsion Laboratory, Lawrence Livermore National Laboratory, Exploratorium, San Jose's Tech Museum of Innovation, Chabot Space and Science Center, California Space Education and Workforce Institute, and the California Academy of Sciences. ■ **SS**

Coach of the Year honors go to water polo, volleyball leaders



In the second season since returning to NCAA Division II competition, the Athletics Department has seen two coaches honored for excellence by their peers.

Women's water polo Head Coach Lisa Cooper not only collected Western Water Polo Association (WWPA) Coach of the Year honors last spring, but also was named Division II Coach of the Year by the Association of Collegiate Water Polo Coaches (ACWPC). After leading the women's volleyball team to a runner-up finish in conference play in the fall, California Collegiate Athletic Association (CCAA) coaches voted Cal State East Bay's Jim Spagle Coach of the Year.



Lisa Cooper



Jim Spagle

In her ninth year at the helm, Cooper led the Pioneers to their best-ever seeding in the WWPA Tournament, where they finished fifth, also a new program high. Under Cooper, Cal State East Bay notched its first win over a top-20 opponent, taking down both Santa Clara and Cal State Bakersfield while they were nationally

ranked in 2010. The Pioneers posted more than 20 wins, including five victories over Division I opponents, all while maintaining a 3.1 team GPA.

"I feel honored," Cooper said. "I believe having a combination of great players, a dedicated coaching staff, and an outstanding administration at East Bay allowed my team to do so well. My team had a great first season in Division II, and we hope to keep getting better. Cal State East Bay is a great place to be. The support we get for our teams is unbelievable."

Under Cooper's guidance, two Pioneers were named ACWPC All-Americans, six players earned both ACWPC and WWPA All-Academic honors, and three collected All-WWPA recognition. All-American freshman Claire Pierce

was named WWPA Newcomer of the Year and earned a spot on the WWPA All-Freshman Team after leading the nation in scoring with 90 goals and drawing 142 ejections, while maintaining a 4.0 grade point average. Jenna Casady earned her second straight All-American award and was among the nation's assists and steals leaders, dishing out 95 helpers and notching 77 steals to lead the Pioneers.

During his 15th season with CSUEB's volleyball program, Spagle guided the Pioneers to a tie for second place in the CCAA just one season after finishing seventh in the conference. Under Spagle's watch in 2010, Cal State East Bay captured the Nanook Classic Tournament title at the University of Alaska Fairbanks, earned a spot in the American Volleyball Coaches Association Division II Coaches Poll for the first time in program history, defeated three nationally ranked teams, and was the only conference team to defeat CCAA champion and national semifinalist Cal State San Bernardino. The Pioneers' 20 victories give Spagle 14 20-win seasons at Cal State East Bay and a 380-118 overall record, the best in program history.

"Being named CCAA Coach of the Year is a true testament to the strength of our team," Spagle said. "A number of players stepped up and did a tremendous job during conference play. Our goal was to finish in the top four in the CCAA. Finishing in a second place tie is a tremendous accomplishment. I'm really proud of this team."

Spagle saw three players earn All-CCAA recognition in 2010, including first team honoree Roxanne Neely, one of three players who successfully made the transition from Division III with the Pioneers. Under Spagle's tutelage, Neely collected CCAA Player of the Week honors twice during the season, while second-team All-CCAA honoree Lauren Massa earned Nanook Classic Tournament MVP recognition. Sophomore middle blockers Kitona Offord and Brianna Bryant were named to the COBRA Magazine All-West Region Teams. ■ **KH**



Coach Jim Spagle, above center, named CCAA Coach of the Year, successfully guided the volleyball team to second place in conference play.

Rec and Wellness Center takes shape with grand opening debut

Following the January grand opening of the Recreation and Wellness Center, members of the University community can take a spin class, shoot some hoops, or go for a leisurely jog in a gleaming new \$32 million fitness facility on the Hayward campus.

To coincide with the grand opening date — 1/11/11 — festivities began at 11:11 a.m., with a ribbon cutting ceremony at 1:11 p.m. The event, which drew hundreds of attendees, formally unveiled the 54,000-square foot RAW Center that stands across the street from Pioneer Heights student apartments.

Currently enrolled students, faculty, staff, retirees, and alumni are eligible for membership.

The RAW Center boasts a multi-court gymnasium, elevated jogging track, fitness center, multipurpose fitness



PHOTO: JESSE CANTLEY

and activity rooms for aerobics, martial arts and dancing, locker rooms, juice bar, and administrative offices. The center hosts intramural sports including basketball, volleyball, and badminton, and offers fitness programs such as weight training with free weights and weight machines.

Among the sustainable building design features are cool roof systems, water efficient landscaping with reclaimed water for irrigation, and windows oriented to take advantage of daylight and external views. A specially designed wall that absorbs heat, in combination with natural ventilation features, keeps the building cool during the day. The large span of glass also allows light in during the day that helps heat the facility at night. The center is notable not only for what it houses, but how it has been built to protect the environment and preserve natural resources. ■ **BZ**

Bayer USA Foundation grant to establish CSUEB STEM Education Center



The Bayer USA Foundation, the philanthropic arm of Bayer Corp., in March announced a \$540,000 grant to California State University, East Bay to support the creation of a new Center for STEM Education (science, technology, engineering, and mathematics) on the Hayward campus. The three-year grant will also establish the Bayer Executive Directorship to lead the center and allow the school to expand regional teacher development programs for STEM subjects.

"We are enormously grateful to Bayer for this grant," President Mohammad Qayoumi said. "They share our dedication to strengthening the economy of the East Bay region and our vision of a new paradigm for math and science education in California and the region."

The grant marks the foundation's largest contribution in its ongoing nationwide commitment to strengthen STEM education and diversity. Bayer, part of an international health care, nutrition, and high-tech materials group, has offices in Berkeley, Emeryville, and Richmond.

"With this Bayer USA Foundation grant, Bayer is deepening its investment in STEM education in an area of the country that is of major importance to our biotechnology business and the company as a whole," said Greg Babe, president and CEO of Bayer Corp. and president of the Bayer USA Foundation.

The center also has received support from the William Randolph Hearst Foundation.

The interdisciplinary center will help coordinate existing STEM education projects in the University's four colleges, said Dean Michael Leung of the College of Science. It will also play a lead role in enhancing and developing new programs as part of CSUEB's ongoing focus on STEM-centeredness.

"California has long been synonymous with scientific innovation, yet K-12 students here are underperforming on standardized tests in STEM fields," said Tom Torlakson, state Superintendent of Public Instruction. "The new STEM center at CSUEB will be critical to helping us improve curriculum, provide teachers with training, and support underrepresented student populations."

Support for STEM education is one of the University's top strategic initiatives and a key priority in the *University of Possibilities* comprehensive fundraising campaign. CSUEB has developed a three-part approach to address regional challenges as well as school and workforce needs, which calls for teaching STEM across the curriculum at CSUEB, improving training for K-12 STEM teachers, and partnering with regional businesses, like Bayer, to build a pipeline of students engaged in STEM subjects and prepared for the workforce. ■ **SS**



An expert in crime scene reconstruction and examination, faculty member Keith Inman introduces Cal State East Bay students to sample evidence and tools of the trade at a private crime lab in Hayward.

PHOTO MAX GERBER

Corpses, crime, AND SOLVING FOR 'WHY'

CSUEB TRAINS FUTURE LAW, JUSTICE, AND FORENSIC SCIENCE PROS

BY MONIQUE BEELER

EXAMINING CORPSES DOESN'T MATCH EVERYONE'S VISION OF THE IDEAL POST-COLLEGE JOB. BUT WORKING AS A FORENSIC AUTOPSY TECHNICIAN FOR THE COUNTY OF SAN MATEO AMONG SCALPELS, SCALES, AND CARDBOARD BOXES OF HOMICIDE EVIDENCE IS A FIT FOR KENNETH ADVINCULA '11. THE LABORATORY JOB, WHICH HE STARTED AS A CSUEB INTERN LAST SPRING, SUITED ADVINCULA'S CAREER GOALS AND ACADEMIC BACKGROUND IN SCIENCE, MATHEMATICS, AND CRIMINAL JUSTICE ADMINISTRATION. IT ALSO MESHED WITH HIS TEMPERAMENT, FULFILLING THE SCIENTIST IN HIM WHILE LETTING HIM HELP PEOPLE HEAL FROM THE DEATH OF A LOVED ONE.

"It's my job to figure out how they died," Advincula says. "When we finally figure out why they passed, that's rewarding. For a lot of people, that's what brings closure to them."

Like many of his classmates mesmerized by TV crime scene investigation shows such as CBS's popular *CSI* series, which draws 73 million viewers weekly, Advincula arrived at Cal State East Bay prepared to pursue a career in law or law enforcement. That was before his CSUEB experiences — in and out of the classroom — showed him that his academic and professional options exceeded those he'd known when he first enrolled. It's a familiar tale to Cal State East Bay faculty and staff. When recruiters for the University visit college fairs, prospective students often ask them: "Can I major in CSI?"

"The whole CSI boom contributed to (my initial interest)," Advincula says. "When I looked into it more, I was hooked by the stories of the people, how they passed, and the lives they were leading."



Michelle Rippy '02, a senior deputy coroner for San Mateo County, has returned to her alma mater as a lecturer, a role she relishes. "I absolutely love class discussion," she says. "It forces me to keep up with the current trends."

PHOTO: MAX GERBER

SCIENCE VS. CSI

Spurred on, in part, by TV depictions of glamorous criminologists quickly solving cases — shows that one criminal justice professor labels "B.S.I." for their unrealistic portrayal of the profession — interest in forensic science, criminal justice administration, and associated fields has soared. Fortunately, the job outlook in the coming decade remains bright with demand expected to grow from 10 to 22 percent, depending on specialty. Nationwide, for instance, the U.S. has fewer than half the forensic pathologists it needs, according to a 2009 National Academy of Sciences report to Congress. The report also called for major reforms to the forensic science system nationally, including certification and accreditation, and new research to strengthen the scientific basis and reliability of methods, such as fingerprint and toolmark analysis, which have not undergone rigorous scientific study.

"Forensic science is not merely just popular at the moment but undergoing the most vigorous challenge in its 150 years," says Assistant Professor Keith Inman of the CSUEB Department of Criminal Justice Administration (CRJA). "This makes it a rich time to be in academia."

"What I find really exciting, especially with the (University's) emphasis on STEM (science, technology, engineering, and mathematics), is the opportunity to grow or be in the vanguard for progress in forensic science." That includes training the next generation of leaders in STEM education, he says.

The national push to further professionalize the role of criminologists — including criminalists, specialists who collect and analyze evidence — and improve the science they employ also makes it a rich time for CSUEB students studying CRJA and overlapping disciplines, from anthropology to computer science.

SPECTRUM OF OPTIONS

"Criminal justice administration is such a big field," says CSUEB lecturer Michelle Rippy '02, who also serves as senior deputy coroner for San Mateo County.

"It's kind of a generic term for the spectrum of fields it encompasses — crime prevention and control, restorative justice, women in criminal justice," she says. "It gives students a well-rounded perspective."

Early in her career, CRJA Chair and Associate Professor Silvina Ituarte, for example, worked in victim advocacy in a victim witness program and later in a drug treatment center and a youth center diversion program. She also notes that technology is opening up new specialties.

"A lot of times with us in criminal justice, students think you have to be in law enforcement or corrections working in a jail," Ituarte says. "There's way more than that."

Giving students full exposure to the options means that those pursuing studies in criminal justice also take courses in other disciplines, such as "Psychology of Personality," "Elements of Probability and Statistics," and "Medical Anthropology."

Partnerships between departments are not unusual. Assistant Professor Julie Beck helped found a freshman learning community, "Creativity and Social Change," that blended studies in CRJA with theater and dance. Inman and Professor William Thibault of the mathematics and computer science department have explored ways to use 360-degree computer imaging in forensic science. And Associate Professor Dawna Komorosky collaborated on a recent study with Dianne Rush Woods of the Department of Social Work (see *Save a Pet, Save a Life*, p. 30).

A CRJA degree prepares students for roles spanning insurance fraud investigator, parole officer, teacher in a women's prison, police administrator, and social worker. For students in the STEM disciplines, such as Advincula, job possibilities also include forensic laboratory technician.

"It can be very interesting for students — even those who don't want to carry a gun," Ituarte says. ▶



Close-up of a plastic headrest used in the laboratory at the San Mateo County Coroner's Office.

PHOTO: JESSE CANTLEY



PHOTO MAX GERBER

When not in the classroom, Assistant Professor Keith Inman, above, can be found on the job at Forensic Analytical Sciences Inc. performing tasks such as firearm and toolmark examination.

Advincula doesn't carry a gun on the job, but he's seen his share of gunshot wounds, methamphetamine overdoses, heart disease, and other life-ending hazards. However, he learned on his first visit to the coroner's office, where his then-instructor Rippey handles case investigations, not to rely on assumptions.

"(Rippey) invited us on a field trip to go to the morgue," explains Advincula, who majored in applied mathematics with a minor in CRJA. "When we were there, she told us the story of a person who had been in a car accident. But it wasn't the car accident that killed her; she had medical issues."

The gap between outward appearances and what science revealed in the case solidified his interest in the field. When Rippey informed students that she was creating an internship at the coroner's office, Advincula quickly applied and was accepted. His colleagues were so pleased with his work, they invited him to stay on as an intern the following quarter. In February, they offered him a full-time position, which he eagerly accepted.

REAL-WORLD PREP

Advincula credits the real-world preparation CSUEB faculty gave him for his on-the-job success.

"Most of the instructors are ... retired cops and (faculty) still working in the field," Advincula says. "They can give us

a better, bigger perspective. We're not just learning from a book. We're learning from a person who lived the life."

Inman, one of Advincula's former CRJA instructors, has been living the life of a criminalist for nearly 35 years, performing DNA analysis and crime scene reconstruction in private practice, for sheriff's departments, and public agencies such as the state Department of Justice DNA Laboratory. He worked on the high-profile Hillside Strangler case in the 1970s. When not in the classroom, he works for a private, Hayward-based crime lab, Forensic Analytical Sciences Inc., which reviews cases, assesses evidence, and offers services from bloodstain pattern interpretation to gunshot residue analysis.

A faculty member since 1997, Inman peppers lectures with references to cases he's worked on, often showing actual crime scene photos. Students enrolled in his courses soon learn it won't be a passive experience. During a session of "Comparative Evidence and Its Evaluation," an upper division CRJA course, students take in a short video, get a dose of forensic science philosophy from Inman, then examine the basics of a shooting case in which a police officer's body was found leaning against a boat just inside a garage in a Martinez neighborhood. The 1975 case was one of the first Inman worked.

CRIME SCENES

"Here's what happens: An officer calls in a traffic stop," Inman explains to the 24 students scattered about the Meiklejohn Hall classroom. "Shortly after this, he says, 'I need backup.' A second officer shows up in mere minutes, and when he shows up, he finds the first officer shot."

"Based on what I gave you in this brief scenario, use your forensic imagination and imagine what evidence could exist."

At Inman's prompt, the students drag their desks into clusters of two or three to brainstorm.

After several minutes, Inman interrupts the thrumming, energetic conversations between students and asks the groups to call out their evidence ideas. Acting as scribe, he notes their responses — from bullet strikes to surveillance camera recordings — in blue ink on a white board at the front of the room.

"OK, Jhoanna, your group?" he says, soliciting evidence ideas.

"Timeframe in which everything happened," says senior Jhoanna Navarro, 23. "What time the call was made? What time back up came?" ▶

Forensic autopsy technician Kenneth Advincula '11 gained early on-the-job-experience through a CSUEB internship program at the San Mateo County Coroner's Office, where he now works full time.



PHOTO MAX GERBER

“It is related to physical evidence,” Inman says. “I’m going to ask you for another one.”

“The position of the body,” Navarro says.

Early in the class session, Inman stresses to his students that whether they’re studying or writing about firearms and toolmarks or dermal ridge prints (aka, fingerprints), he expects them to communicate precisely and pay attention to the small stuff.

SWEAT THE SMALL STUFF

“This idea of specifics and detail is crucial to science,” he says. “And I’m going to insist on it.

“If you leave out one detail it can be catastrophic.”

By the end of the course, he’ll set up a mock crime scene containing faux evidence for students to investigate that will further reinforce the lesson. It’s the kind of hands-on exercise that serves students well, says Ituarte, the department chair.

“It’s a valuable teaching tool,” she says. “It actually makes you remember the experience.”

For a recent restorative justice course Ituarte instructed, students created a video promoting the work of the McCullum Youth Court in Oakland, where she regularly arranges visits for her students. Many go on to volunteer for the youth-run court, where young people guilty of first-time misdemeanors from vandalism to petty theft receive legally-binding sentences from their peers, middle school and high school students who have previously appeared in the court.

PRINCIPLES IN ACTION

The youth court demonstrates restorative justice in action.

“It’s a victim-centered approach that’s focusing on repairing the harm that’s been committed,” she explains. “Instead of focusing on the criminal as violator of the law, we’re focusing on the crime as harm that was

committed either to the individual or the community as a whole. From there, everything is geared toward how to repair the harm. It’s about holding the offender accountable.”

Sentences meted out may range from paying for a broken window to providing hours of community service that may include filling a role on the youth court itself such as judge or juror.

Courts in several countries, including Australia, Ireland and New Zealand, apply restorative justice approaches to juveniles. In Canada and parts of Central America, the principles increasingly are incorporated into the adult criminal justice system. The United States, on the other hand, lags in putting restorative justice into practice, and few universities instruct undergraduate students in its tenets, Ituarte says.

“We’re leading in the sense that we’re making our students aware of (restorative justice),” she says. “It’s been around, it just hasn’t been implemented in the U.S.”

Former students steeped in restorative justice principles have gone on to roles from leading a vocational training program at San Quentin State Prison to pursuing a career in international law in London.

AIM HIGH

“You can do anything you want with a degree from here,” says alumna Rippy.

In her role as a medical legal death investigator for the coroner’s office, Rippy’s duties encompass scene investigation, handling evidence and remains, safeguarding property of the deceased — from pocket watches to apartment furniture — and notifying families of a death. When a gas line exploded in San Bruno in September, leaving seven dead, Rippy got the call to investigate the scene and assist in identifying the victims. She uses it as a case study in class discussions, challenging students to explain step-by-step how they would investigate had they been first on the scene.

“I want to give the most up-to-date information to my students,” she says. “I love coming back to campus. The students are great. You get such a good mix of people (with different life experiences; they’re able to bring that to class. I’ve had very active students.”





A crime lab dummy, above, used by Keith Inman of criminal justice administration helps the criminalist in modeling bullet trajectories.

PHOTO MAX GERBER

As an adjunct faculty member, Rippey teaches CSUEB courses — including online classes — in basic criminal investigation, administration of justice, crime prevention and control, ethics, and evidence evaluation. She originally arrived at the University 10 years ago as a pre-med student. But after taking “Basic Criminal Instruction,” her “all-time favorite class” (and now her favorite course to teach), her professional interest permanently shifted, and she crafted an independent study major, blending courses in criminal justice with chemistry, anatomy, and statistics. Because the field was so young when she was a Cal State East Bay student, Rippey improvised in determining what training it would take to make it professionally. Today, students such as Advincula benefit from existing internship, academic, and degree programs, plus the flexibility to take additional courses that support their career goals.

“There are more resources now,” Rippey says. “And you have professors here that have been involved with the field.”

Since Advincula signed on for the then-fledgling coroner’s office internship, eight more students have completed the program and an additional four have signed on as interns, serving one day each week working in scene investigation, including writing reports, and a second day serving in the pathology department, assisting with autopsies. Ultimately, Advincula says he hopes to follow in Rippey’s path on the investigative side of the house.

“There are so many internships available, including federal government and local agencies,” she says. “I’ve (also) helped some students get into probation (work). The other good thing is we have contacts all over the place. If someone wants an FBI internship, we can help them.”

NO SCIENTIFIC SHORTCUTS

Wearing blue scrubs and black clogs, Advincula spends one recent afternoon at his new job reviewing the day’s three cases, filling out case paperwork, and awaiting the pickup of the deceased. Any glamorous allure the job once held long ago was replaced by the daily medical realities of preparing tissue samples, examining muscles for signs of disease, and resolving himself to the passing of people from newlyweds to grandmothers.

During one autopsy, Advincula stared into the face of a young man who he says “could have been me” — same age, same Filipino heritage, and only a few months out of college when he died.

“That’s part of why I love this job,” he says. “A lot of people take things for granted, especially their lives.”

“I appreciate life so much more now.”

By graduation, CSUEB students like Advincula, who have enrolled in courses from across the University catalog, emerge with a realistic sense of what to expect on the job. It’s the kind of job-readiness that area employers often say gives CSUEB grads an edge in the employment market.

As Inman puts it: “They know by the time they’ve been through two or three of my classes that it’s not a (profession where you) jump out of bed, put on your designer clothes, hop in the Hummer, and helicopter into the crime scene.”

CSI-type TV shows are all about “getting the suspect” in 60 minutes, often using imaginary technology that spits out foolproof DNA or fingerprint matches instantly, Advincula explains. His job as a forensic autopsy technician, on the other hand, focuses on determining why someone died based on what their body reveals; no scientific shortcuts available. Instead, the methodical work requires patience, thoroughness, and objectivity. Analyzing deaths due to causes from gang shootings to self-inflicted wounds, he says, has taught him to keep an open mind.

“You really have to question a lot of things,” Advincula says. “You can’t take everything at face value.” ■

Get connected

Read about former classmates’ successes, check out job leads, and learn about upcoming speakers at the new Facebook page for Cal State East Bay Criminal Justice Alumni. Launched in January, the social media page also features faculty photos and alerts about professional conferences and invites departmental alumni to share their news.

REGIONAL BUSINESSES TAP UNIVERSITY FOR CYBERSECURITY TRAINING

BY NANCY GARCIA

It takes more than locks and alarms to protect electronic assets. As banking, government systems, and socializing depend more on online networks, increasingly sophisticated crooks are tempted to steal or damage information involving anything from the nation’s defenses and power grid to commerce and personal identity.

Due to continually evolving threats to exploit or cripple computer systems, mobile communications, and data networks, cybersecurity is going to be a growing field, says Criminal Justice Administration Department Chair Silvina Ituarte.

Increasingly, corporations are turning to universities, including Cal State East Bay, for help training workers.

Levent Ertaul, an associate professor in the Department of Mathematics and Computer Sciences, is collaborating with the Bay Area Council — a public policy group comprised of area business leaders — to design a certificate program in information assurance that would train business managers to boost their companies’ information security while minimizing vulnerability. The curriculum will provide insight into how operational decisions can affect protecting employees’ privacy, shielding the company’s data, and averting attempted cyber attacks.

Ertaul believes everyone should be mindful of risks. When he attends meetings with faculty from Carnegie Mellon and other universities, he says, the whole group talks about K-12 education.

“We have to start from very young,” he says. “Simply being aware is not good enough in the U.S. at the moment.” The latest threat and vulnerability report shows that the U.S. experiences the most cyber attacks. Impacts range from slow or unresponsive Web sites, to identity theft, data piracy, and losses suffered by banks.

Sitting in his office, surrounded by books, student work, and a whiteboard full of equations, Ertaul continues, “Cyberattacks are becoming a huge, huge deal. We need experts to counter information security attacks, stop them or trace them back.”

Ituarte agrees. “We’re relying more on technology, and there have been so many problems with hackers, it’s absolutely going to be critical for experts to work on protection for cell phones, computer payments, and mobile technology. Those systems are wide open for attempts by criminals.”

Cracking down on cybercrime also is preoccupying legal and sleuthing experts, Ertaul says. At his last community partnership meeting, a member of the Secret Service sat to one side, and an attorney was on the other.

“We want to prepare students in a way that they can find a job easily, and teach business people so they can reach decisions clearly,” he says.

“This country is vulnerable,” Ertaul adds. “We are placing much more valuable information on the Internet, and our lives depend on those things right now.”



Woman of conviction

NANCY O'MALLEY '77, THE FIRST FEMALE DISTRICT ATTORNEY OF ALAMEDA COUNTY, DOES HER JOB WITH HEAD AND HEART

BY FRED SANDSMARK '83

AMONG DOZENS OF FAMILY PHOTOS NANCY O'MALLEY '77 HAS IN HER OAKLAND OFFICE, ONE SHOWS A COUPLE OF HER NEPHEWS SMILING WITH CHRIS RODRIGUEZ AT A WHEELCHAIR BASKETBALL TOURNAMENT. RODRIGUEZ IS THE 10-YEAR-OLD OAKLAND BOY WHO WAS TAKING A PIANO LESSON IN 2008 WHEN HE WAS PARALYZED BY A STRAY BULLET FROM A GAS STATION HOLDUP. O'MALLEY — NOW THE DISTRICT ATTORNEY OF ALAMEDA COUNTY — PROSECUTED THE SHOOTER, RESULTING IN A 70-TO-LIFE SENTENCE. SHE REMAINS CLOSE TO THE RODRIGUEZ FAMILY.

O'Malley's dedication to the case — and to Rodriguez' well-being — isn't surprising given her history. Her older sister, Maura, was killed by a drunk driver when O'Malley was 15, an episode that affected her in ways she only later understood. "I didn't have a full appreciation of the loss of my sister until I started trying cases and talking to people who were impacted by crime," O'Malley says. "I could absorb my own loss, but being witness to someone else's loss is a very different perspective."

PHOTO: STEPHANIE SECRET





“The second day on the job, I (realized) that this was a job where you were helping people — you were a voice for people who didn't have one.”

Nancy O'Malley '77
ALUMNA



At her office inside the Alameda County Court House, far left, District Attorney Nancy O'Malley '77 works each day at the same wooden desk, left, once used by future Supreme Court Justice Earl Warren.

PHOTOS STEPHANIE SECREST

The law has long been part of O'Malley's family — her father was DA of Contra Costa County from 1969 to 1984 — but O'Malley couldn't imagine a legal career when she was young. “I spent my grade school years in trouble for having a big mouth,” she recalls; her outspoken opinions were considered disrespectful. After high school she worked for a couple of years at a photo-processing firm before enrolling at what was then Cal State Hayward.

University life thrilled her. “Once I got there, I loved it,” she says. “The classes were stimulating and engaging.” Volunteering at a rape crisis center led her to a political science major; “I could see politics at work against victims of crime,” she recalls. O'Malley idolized Professor J. Malcolm Smith (whom she remembers as “engaging, smart, nice, and very accessible”), dreamed of an academic career, and wrote a senior thesis on upstart gubernatorial candidate Jerry Brown.

But before she could begin graduate school, O'Malley was diagnosed with lymphoma and began a year of chemotherapy at the age of 25. “I think it was the best year of my life,” she says today. “We don't often get an opportunity to look at ourselves and our life-and-death issues.”

When O'Malley negotiated her treatment plan, her doctor quipped that she should be a lawyer. She had heard it before: Her father had said it with enthusiasm, and her mother repeated it with exasperation. “There must have been something that I didn't recognize in myself, but my family did,” O'Malley says. She does acknowledge applicable skills beyond fast talk: In school she was a diplomat, moving “from the nerds to the cheerleaders to the jocks to the hard-asses,” and her crisis center volunteer work had given her empathy toward crime victims.

She enrolled in Golden Gate University School of Law, graduating in 1983. Nine months later she applied to the Alameda County DA's office. “What drew me here was not so much public service as the opportunity to go to trial,” she says.

“She cut her teeth on misdemeanor jury trials and was very good at it,” recalls Carol Corrigan, an associate justice in the California Supreme Court who hired O'Malley into the DA's office. “Very early on, Nancy was identified as being something really special. She was assertive without being aggressive, very smart without trying to impress you with how smart she was.” O'Malley, Corrigan adds, always makes important decisions with both her head and her heart.

O'Malley may have joined the DA to try cases, but “the second day on the job, I (realized) that this was a job where you were helping people — you were a voice for people who didn't have one,” she says. (The DA's office not only prosecutes crimes and fraud; it also helps crime victims access financial support, counseling, and medical care.) O'Malley was an active prosecutor — she completed hundreds of felony preliminary hearings, tried more than 60 cases to jury verdict, and won convictions in 98 percent of both misdemeanor and felony cases. She made time, however, to work at state and county levels on rights and protections for crime victims and to found the Alameda County Family Justice Center (ACFJC), which offers a range of services for victims of violence and abusive behavior under one roof. (See “Navigating Victims' Services,” page 24.)

“Tom Orloff, the former DA, was very generous about letting me run with my ideas,” O'Malley says, “because he knew I'd get my job done and do this other stuff on top of it.” (“I have a pretty big capacity to multitask,” she says, almost oblivious to the understatement.)

“You don't let everybody run with these things,” Orloff recalls with a gruff laugh. “But she had a lot of ideas and a lot of interests.” The more work O'Malley did, the more she gained Orloff's trust. “She had a lot of freedom, because she earned it,” he says. O'Malley became Orloff's chief assistant in 1999 — a controversial move because she was promoted over more-senior attorneys.

Navigating Victims' Services

BY FRED SANDSMARK '83

For a person who deals daily with lawsuits involving terrible crimes like human trafficking and gang violence, Nancy O'Malley is surprisingly sunny. But when she gets mad, look out.

In 2003 she surveyed the services provided by the DA's office and county agencies to victims of domestic violence. What she found got her Irish up: "For a battered woman with children to access all the services we claimed to provide, she would have to go to as many as 25 different locations," O'Malley says. "That was absolutely intolerable to me. That's where my personality comes out — you can't hurt my friends, my family, or people who don't have a voice."

She responded by creating the Alameda County Family Justice Center (ACFJC), which provides all services for victims of physical, sexual, or emotional

violence and other abusive behavior at one site. About 10,000 people each year use the ACFJC, where staffers called "navigators" explain victims' rights, options, and services; guide them through the bureaucracy; and check in with them repeatedly for weeks and months afterward.

"A lot of victims felt like they were being used by the system," O'Malley explains. "They thought, 'You don't care about me or my kids. All you care about is getting a conviction.' But people are seeing now that we absolutely care about them, and we really care about their kids."

"That's her baby, her hard work," says Tom Orloff, O'Malley's predecessor as DA, of the ACFJC. "It was really quite an accomplishment."

As she progressed, O'Malley collected accomplishments and awards. In 1993 she became the first woman to lead the DA's felony team at the main courthouse; in 1998 the California Senate named her Woman of the Year for her legislative contributions and work in stopping violence toward women; in 2004 she entered the Alameda County Women's Hall of Fame; and she became president of California Women Lawyers in 2009. "In the legal field, especially in the earlier years, women were judged differently," O'Malley says. "As a woman, I can appreciate the challenges of balancing work and life."

Orloff retired in September 2009 and recommended that O'Malley succeed him. The timing of the announcement was questioned, and the County Supervisors' vote for O'Malley was not unanimous; some argued that the transition was too

quick. Still, when O'Malley stood for office in June 2010, she ran unopposed and received 98.68 percent of the vote. She believes her record explains her electoral success. "I think there was a level of respect for the job I've done," she says.

Her latest initiative, known as Human Exploitation and Trafficking (HEAT) Watch, applies a variety of strategies against the commercial sexual exploitation of children, including community education, law enforcement, innovative charging and prosecution, communication with policy and community leaders, and coordinated delivery of services. "It brings together a lot of the things I've done," O'Malley says of HEAT Watch, and it also demonstrates her forward-looking nature: She has been fighting human trafficking since 1994 and helped write California's landmark 2006 legislation.



“For a battered woman with children to access all the services we claimed to provide, she would have to go to as many as 25 different locations (in the past). That was absolutely intolerable to me.”

Nancy O'Malley

Nancy O'Malley founded the Alameda County Family Justice Center, which brings together in one spot services for victims of domestic violence, sexual assault, child and elder abuse, and sexually exploited minors.

As DA, O'Malley no longer tries cases — something she misses terribly — but remains involved in legal strategy and policy. "Some on my staff may say I'm too involved," she jokes, "but that's because I have an opinion about how things should be." She also has political duties. "I'm out almost every night of the week, speaking to community groups," she says. She explains what the DA does, discusses her domestic violence and human trafficking initiatives, and engages in public conversations on topics like victims' rights and women's issues.

"I don't think the message that we serve all communities has been made as pointedly and strongly as this office is doing now," she says. She has encouraged the office staff — not just the attorneys — to help with outreach,

particularly where languages and cultures present barriers. "I'm empowering them to identify issues around diversity, (helping us) expose ourselves to these cultures, and gain a level of cultural competency," O'Malley says.

The outreach is working. The same shelf bearing the photo of Christopher Rodriguez also holds plaques and gifts from Latino, African-American, Afghani, and Asian-American groups she's met. "My message to all these groups is that we serve all the people in this community, not just those who have money or who live in certain areas," O'Malley says. Then, in spite of the seriousness of her comment, she cracks a wry smile. "My standard joke is that I represent a county where in Berkeley they drive electric cars, and in Livermore they ride horses to work. We're very diverse." ■

CHARLES E. SNOOK
1882-1894

JOHN J. ALLEN
1898-1902

EVERETT J. BROWN
1908-1908

WILLIAM H. DONAHUE
1908-1912

WILLIAM H. L. HYNES
1912-1918

EZRA W. DEGOTO
1918-1925

EARL WARREN
1925-1939

RALPH E. HOYT
1939-1947

JAMES F. COAKLEY
1947-1969

D. LOWELL JENSEN
1969-1981

JOHN J. MEEHAN
1981-1984

TOM ORLOFF
1984-2009

NANCY O'MALLEY
2010-PRESENT



PHOTO: STEPHANIE SECREST

a Bounty of Bones

Professor Henry Gilbert catalogs skeletal remains from around the globe on a first-of-its-kind Web site

BY MONIQUE BEELER

AS HE SCANS PATCHES OF PARCHED GROUND IN ETHIOPIA'S SECTION OF THE GREAT RIFT VALLEY EACH SUMMER, PROFESSOR HENRY GILBERT SEES DEAD PEOPLE. MORE ACCURATELY, HE SPOTS PIECES OF THEIR BONES — USUALLY FOSSILS TRAMPLED INTO COIN-SIZED FRAGMENTS BY MILLENNIA OF DOWNPOURS, WINDSTORMS, RELENTLESS SUN, AND CEASELESS HUMAN AND WILDLIFE MIGRATION. INTO THIS SKELETAL SMORGASBORD IS MIXED A GENEROUS HELPING OF BONES FROM ANIMALS THAT WERE ROASTED OVER PREHISTORIC CAMPFIRE, FELL TO PREDATORS, OR SIMPLY DROPPED DUE TO DISEASE OR FAMINE.

As an anthropologist who specializes in forensic osteology, Gilbert knows at a glance whether a bony body part he finds once belonged to a non-mammal or a hominid — one of the family of upright walking

species ranging from ancient human ancestors to modern people. Marks visible on hominid bones reveal to Gilbert's trained eye clues to the individual's cause of death, whether from a fall or an ax blow.

Today, through a first-of-its-kind Web site, www.forensicosteology.com, Gilbert in collaboration with colleagues at Universidad Nacional Autónoma de México (UNAM) and others, is providing a reference tool for colleagues worldwide. Known as FOROST, the online project provides a database of images of skeletal remains and case descriptions that anthropology students, human rights and genocide investigators, and forensic workers can turn to when they need help in identifying a bone fragment or pinpointing a cause of death based on marks left on skeletal remains. In a *Cal State East Bay Magazine* interview, Gilbert discusses his work. ▶

Skeletal remains cataloged on the forensic osteology Web site that CSUEB Professor Henry Gilbert contributes to range from historic to contemporary, including images of bones damaged by infection, left, Civil War muskets, and stone arrowheads.

PHOTO: UNIVERSITY OF THE PACIFIC

In what area of anthropology do you specialize?

I've been doing paleoanthropology fieldwork and running a field site in Ethiopia for the past six years. That's my primary area of expertise. There are fossils all over the Rift Valley.

You have to be able to identify a small piece of non-mammal bone fragment versus a hominid. I've spent years memorizing every bone in the human body. That's a ridiculous skill that not even a forensic scientist really needs.

What is forensic osteology?

Forensic osteology is the use of bones to re-create the circumstances of a forensic event, generally focused on pathology or events surrounding death. Bones can also reveal the stature or ancestry of the individual. Also, you can get a lot (of information) about trauma to the body.

What else does a bone fragment reveal?

It can reveal a lot. It can reveal age. It can reveal sex. It can reveal nutrition in life. It can reveal ancestry and geographic area (where the person lived). It can reveal activities surrounding death. It can reveal the diseases the individual suffered from in life and healed from.

It tells a lot of story — anything that has a metabolic system impact. Imagine you were a child and went through years without enough protein; there would be a lot of hypoplasia, bumps on the teeth.

Why did the field need the FOROST Web site?

Working in Ethiopia, I know a lot about what resources people have and don't have. People have computers and Internet ... but they don't have 50 cents to buy a photocopied book. Police in (underdeveloped countries) can go to an



CSUEB Professor Henry Gilbert, above, searches for skeletal specimens in the Great Rift Valley in Ethiopia. He spent two years memorizing the 206 bones in the human body and instantly recognizes to which part of the body a fragment belongs.

Internet café and find forensicosteology.com. Not everyone who runs a forensic science lab has a degree, especially internationally.

Right now, FOROST has almost 600 photos.

Imagine if you want to know if this (mark on a bone) was from a machete injury or a buffalo ran over the skull after death? Is it better to look at one photo or hundreds?

When you examine a bone, how do you handle it?

It depends on the circumstances. Generally speaking you use gloves, especially in any forensic context. The second thing you do is to work with a high-powered incandescent light and a good table where they won't fall and break. Then it's a matter of being thorough.

(This) is a piece of a sphenoid, it's a piece of a cranium. You can get pretty good at distinguishing between

hominid and non-hominid. I'm really good at this, so I end up training others.

There are 206 bones in the human body. Every structure that leaves a mark on a bone, I've memorized.

What photos of skeletal specimens will users find in the database?

We've got 253 specimens from 12 countries.

I don't know if every single bone is represented. There are probably going to be more crania than other stuff. (There are) long bones — legs and arms, anything that gets fractured regularly. Ribs, there are plenty of ribs.

How did creation of FOROST come about?

It's hard to get access to (study) bones in the U.S. The Native American Graves and Repatriation Act has really changed the dynamic of who owns bones in the U.S.

Things are very different in Mexico. At the Facultad de Medicina of UNAM ... they're developing a skeletal collection. There are a lot of pathology and hospital collections in it.

And their anthropological museum has 18,000 human skeletons for people to study.

In working with people in Mexico, I thought: Why not start this international group of people who post (forensic osteology images)?

It generated this international twist to things that gave it a life of its own. It launched at the beginning of 2007-08.

Who uses the FOROST site?

I don't know who they are; I just know where they are.

We're getting (users) from Libya, from Egypt, from you name it. Name a country that's got some kind of genocide site, and they're using it.

As of January 2011, we were getting 2,200 visits a month.

There are probably a lot of students in anthropology and forensic scientists. I spoke at the last (FOROST) conference to two different people who run forensic labs in small jurisdictions in northern Mexico.

Editor's note: In March, Gilbert organized the Second Annual Seminar of Forensic Anthropology in Mexico City, drawing international FOROST participants.

How has anthropology influenced forensic science?

These (forensic osteology) skills end up being extremely useful for forensic science.

It turns out that those skills are exactly what you need when you get called to the stand and asked, "Was the cut made by a steak knife or a butcher knife?"

Nowadays, everyone uses DNA, but DNA won't tell you what happened, it can (only) tell you who was involved.

How has the site proven useful in ways you didn't expect?

We've gotten interest from people from Portugal, Spain, the Czech Republic, and France. What ends up happening is getting people together in a non-competitive way. There have been some technological innovations that have happened in ways information has been organized and cited. Lots of collaboration — that's the biggest thing. ■



The FOROST image, far left, demonstrates the mark size and shape caused to the right temporal bone by a self-inflicted gunshot wound. The image, right, taken from inside the white 30-year-old man's cranium, shows where the bullet lodged in his left temporal bone.

PHOTO THE CLEVELAND MUSEUM OF PHYSICAL ANTHROPOLOGY

SAVE A PET, SAVE A LIFE

Researchers examine
role pets play in
decision to escape
domestic violence



PHOTO: JESSE CANTLEY

BY LINDA CHILDERS '85

A SHARED LOVE OF DOGS AND AN INTEREST IN DOMESTIC VIOLENCE RESEARCH LED TWO CSUEB ASSOCIATE PROFESSORS — DAWNA KOMOROSKY OF THE DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION AND DIANNE RUSH WOODS OF THE DEPARTMENT OF SOCIAL WORK — TO EMBARK ON A SIX-MONTH RESEARCH PROJECT TO EXAMINE PET POLICIES AT THE STATE'S DOMESTIC VIOLENCE SHELTERS.

“The family pet is often an overlooked victim of domestic violence,” Komorosky says. “Concern for the safety of a family pet prevents many women from leaving a violent situation. They fear the worst if they leave their pet behind.”

Stories abound about pets that have been beaten, tormented, or killed at the hands of abusers. Both Komorosky and Rush Woods have heard heartbreaking stories of dogs and cats that have been shot, kicked, and bludgeoned in a cruel twist to domestic violence disputes.

“Batterers frequently threaten to kill or maim their partner’s or children’s pets, if they attempt to leave a violent household,” Komorosky says. “They use animal abuse as a tool to demonstrate their control over their family.”

Knowing that abandoning their beloved pets isn’t a viable option for many women who are in an abusive relationship, Komorosky and Rush Woods set out to discover how many domestic violence shelters throughout California allowed pets, and how often women with pets were turned away. Their research project queried 73 shelters about their pet policies and found that most shelters don’t provide care for animals, citing reasons including liability and space concerns. ▶

“The number of victims who never leave due to concern for the safety and well-being of a pet is immeasurable,” Komorosky says.

According to research from the American Society for the Prevention of Cruelty to Animals (ASPCA) these concerns are well founded — 70 percent to 75 percent of women reporting domestic violence also stated that their partner had threatened or actually hurt or killed one or more of their pets. The ASPCA also notes that abusers often use family pets as a means of psychologically controlling their wives and children or to force them to remain silent about abuse.

“Studies have shown that violent and aggressive criminals are more likely to have abused animals as children than criminals considered non-aggressive,” Rush Woods says. According to a 1997 study by the Massachusetts SPCA and Northeastern University, animal abusers are five times more likely to commit violent crimes against people and four times more likely to commit property crimes than individuals without a history of animal abuse.

Since most domestic violence shelters are overcrowded and underfunded, it’s not possible to erect an on-site kennel or to pay the extra costs of caring for a family pet, report organizations surveyed in the CSUEB study.

“If a woman does have a pet, it usually goes to a foster placement or with a friend, and the victim is responsible for the cost,” Komorosky says. “This is an issue, as most women leaving an abusive relationship don’t have a lot of money,

so the cost could potentially prevent her from going to a shelter.”

Rush Woods notes their research project is timely since securing protection for pets has become a big issue in the field of domestic violence. Four states passed laws in 2010 allowing companion animals to be included in restraining orders. Since 2006, 17 states, including California, have passed such legislation.

“Pets are being recognized as an important part of the family,” she says. “They provide a sense of comfort, which is important for a woman and her children who are escaping an abusive situation.”

The shelters that responded to the research study all noted that Komorosky and Rush Woods had identified a critical gap in the system — one that often forces women to choose between their own personal safety and the safety of a beloved pet.

“I see the next steps in our research project as helping to identify funding for these domestic violence shelters who want to accommodate pets and linking them with agencies and (volunteers) that can house pets on a temporary basis,” Komorosky says.

She envisions the project aiding programs such as Pets and Women’s Shelters (PAWS) Program, offered through the American Humane Society, which helps family violence emergency housing shelters to create safe environments that allow clients to bring pets with them. Additionally, the AHS offers grants to domestic and family violence shelters to assist with costs associated with adding on-site pet housing. The Humane Society of the United States also has developed a program, Safe Haven for Animals, that provides temporary shelter for pets and is available in 47 states.

Komorosky and Rush Woods now hope to develop a list of resources for California shelters to use so that when a survivor of violence is ready to leave a violent situation there will be no barriers.



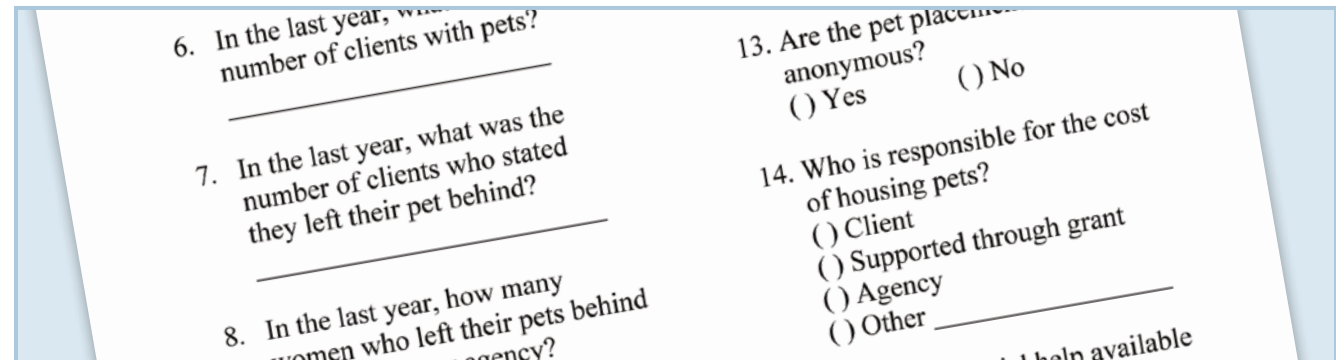
PHOTO STEPHANIE SECREST

Associate Professor Dawna Komorosky, above, is greeted by Carly, who she adopted from a beagle rescue group. Komorosky’s concern for animal welfare dovetailed with her expertise in domestic violence research for a recent project.

“I see us identifying some of the best practices that shelters can tap into to ensure their residents’ pets are well-taken care of until these women can get back on their feet,” Rush Woods says. “There are animal welfare shelters and veterinary hospitals that might be open to providing temporary or foster care on a pro bono or sliding scale basis, but right now the domestic violence shelters are too overwhelmed to locate these resources.”

Both associate professors see how the information from their research study can also be introduced in their classes.

“I think it’s important for students who are pursuing a career in social work or criminal justice to be aware of the factors that might keep a woman from leaving a violent domestic situation,” Rush Woods says. “If you don’t know the proper questions to ask, you might not understand the victim has concerns about her pet’s safety and that’s why she’s hesitant to leave.” ■



PET POLICIES LEAVE MANY ANIMALS BEHIND

Through a survey, of 73 domestic violence shelters throughout the state, CSUEB scholars confirmed that most do not offer care for pets, a practice known to deter pet-owning women from fleeing a dangerous household. Data from the American Humane Association points out why pet-friendly shelter policies matter:

- Of pet-owning women entering women’s shelters, 71 percent reported that their batterer had injured, maimed, killed, or threatened family pets for revenge or to psychologically control victims.
- Thirteen percent of intentional animal abuse cases involve domestic violence.
- Between 25 percent to 40 percent of battered women are unable to escape abusive situations, because they worry about what will happen to their pets or livestock should they leave.
- Pets may suffer unexplained injuries, health problems, or permanent disabilities at the hands of abusers, or disappear from home.
- Battered women have been known to live in their cars with their pets for as long as four months until an opening was available at a pet-friendly safe house.



PHOTO JESSE CANTLEY

Professor Jeffery Seitz doesn't limit himself to instructing CSUEB students. Through grants totaling \$14.5 million, he also has made a priority of spreading high quality science education to teachers serving kindergarten through 12th grade classrooms.

UPLIFTING SCIENCE EDUCATION

'Outstanding Professor' elevates hands-on learning for students and teachers

BY FRED SANDSMARK '83

WHILE A WHINING HAIR DRYER FILLS A CLEAR PLASTIC 8-FOOT-TALL BALLOON WITH ITS EXHAUST, CSUEB PROFESSOR JEFFERY SEITZ LAUNCHES INTO THE DAY'S LECTURE. HE DESCRIBES HOW WARM AIR RISES AND HOW THIS MECHANISM, KNOWN AS "UPLIFT," IS RESPONSIBLE FOR THE ATMOSPHERE'S VERTICAL CIRCULATION AND CONTRIBUTES TO WEATHER. SOON THE ROOM FALLS SILENT, AND ALL EYES FOLLOW THE BALLOON AS IT FLOATS AROUND THE TWO-STORY LECTURE HALL IN THE VALLEY BUSINESS AND TECHNOLOGY CENTER. SUDDENLY, APPLAUSE ERUPTS AMONG STUDENTS IN THE INTRODUCTORY EARTH SCIENCE CLASS, AND A SATISFIED GRIN CRINKLES SEITZ' BRIGHT EYES AND SALT-AND-PEPPER BEARD.

PHOTO SCOTT CHERNIS

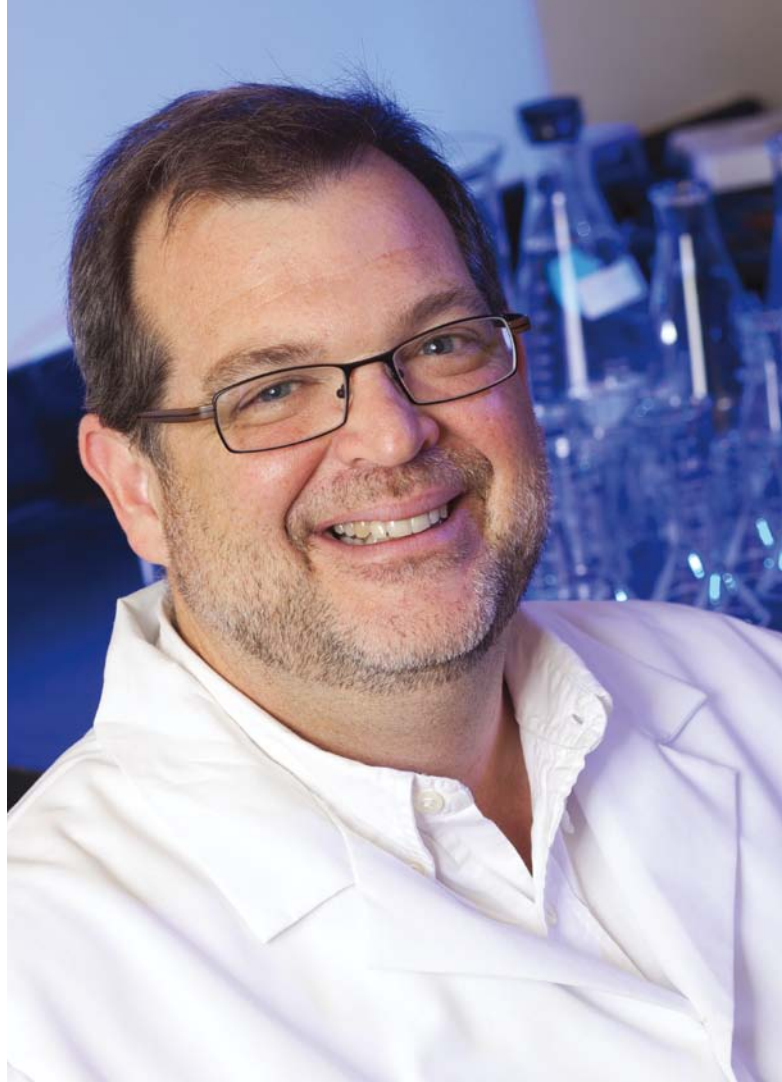


PHOTO SCOTT CHERNIS

Jeffery Seitz, professor and chair of the Department of Earth and Environmental Sciences, earns high marks from fellow educators and students for making science lessons relevant and engaging.

“As a science educator, I have to be a scientist as well. To teach science, you have to do science. Otherwise, you’re not going to be current, and you’re not going to be passionate.”

Jeffery Seitz

2009–2010 GEORGE AND MIRIAM PHILLIPS
OUTSTANDING PROFESSOR

Seitz, professor and chair of the Department of Earth and Environmental Sciences, has done the balloon demonstration many times at Cal State East Bay, and the way it makes the invisible visible — and engages students’ imaginations — always excites him. He’s also excited about where the balloon idea came from: a science teacher at an area public middle school. “These teachers have lots of innovative pedagogies, techniques, and activities that I’ve adopted in my courses,” Seitz says. He should know. He’s helped train almost 700 of them.

For his inventive teaching, ongoing geochemical research, and work with kindergarten through 12th-grade science educators in the East Bay, Seitz has been named the University’s 2009–2010 George and Miriam Phillips Outstanding Professor. “Jeff is just tireless, and he’s passionate about what he does,” says Robert Curtis, science coordinator for the Alameda County Office of Education (ACOE) and one of six colleagues who nominated Seitz.

Seitz sometimes laments that he doesn’t spend as much time in the classroom as he’d like — his other responsibilities consume time — but he loves teaching, particularly in his specialty of geochemistry. “It may not be my students’ favorite class, because it can be pretty difficult,” he says with a knowing laugh. “There’s calculus.”

He understands just how intimidating the subject can be. “When a student comes to me and is struggling with (calculus), I tell them my secret,” he says, lowering his voice. “And that

is, when I started in college, I was in math remediation.” In fact, Seitz started college as a music major and spent a year in remedial math before a caring professor recognized his aptitude and steered him toward geology. “So when I have a student who’s having problems with calculus or math, I tell them: You’re not the only one. I did, too,” Seitz says.

One thing that helped Seitz “get” math was its use in modeling geochemical properties, a subject he now studies in his lab. Funded by a NASA astrobiology grant, Seitz is measuring how organic molecules behave at high temperatures and pressures — information that may help explain how life on earth originated.

Besides answering basic scientific questions, Seitz loves research because it makes him a better teacher. “As a science educator, I have to be a scientist as well,” he insists. “To teach science, you have to do science. Otherwise, you’re not going to be current, and you’re not going to be passionate.”

The lab is also a place where student lab assistants like Garret Rhett ’09 hone their skills and build their résumés. Rhett, now a CSUEB graduate student, remembers his first encounter with Seitz in 2006. “I was a physics major, but within 10 minutes of meeting Jeff, I’d changed majors to environmental science,” he recalls. “He made rocks seem fun and interesting.” He adds that Seitz is a generous and trusting supervisor, so much so that Rhett appeared as first author on an abstract based on Seitz’ lab work. “I was blown away when he let me do that,” Rhett says. “From what I’ve heard, most professors don’t do that.”

Many professors also don’t visit public school classrooms, but Seitz does. In 2002, he knocked on Scott Wagner’s door at Winton Middle School in Hayward. “I get things stuffed in my mailbox about educational programs and products all the time,” says Wagner, who teaches eighth-grade science. “But it’s not the same as showing up and explaining what you’re trying to do, like Jeff did.”

Seitz recruited Wagner for the Bay Area Environmental Science Teaching (BEST) Institute, a summertime project to train middle school science teachers. That project, begun in 2000, grew into the East Bay Science Project and spawned NASA LIFT OFF (a similar program for high school science teachers; its acronym stands for Learning Inspires

Fundamental Transformation by Opening up Future Frontiers). Together, the programs have garnered more than \$12 million dollars in additional funding from NASA and the National Science Foundation and delivered innovative science education techniques and content to teachers from about 120 schools — especially those with underserved populations — in 32 Bay Area districts.

“He was great, and the program was terrific,” recalls Wagner, who’s now at Alvarado Middle School in Union City. “Jeff was energetic and passionate about his subject matter and the need to teach science effectively and in an interesting way in middle schools. He was an unambiguous ‘plus’ to me and the other science teachers.”

From 1998 to the present, Seitz has helped attract \$14.5 million in grant funding to improve science education in the region’s K–12 schools. And while he acknowledges that improving STEM (science, technology, engineering, and mathematics) education is a national imperative, Seitz has a more personal motivation. “It’s another opportunity to talk about science,” he says. “That’s been my motivation in doing professional development work with teachers: the love of science and wanting to share that with other teachers.” And, as the hot-air balloon demonstrates, learning travels both ways. “By working with K–12 teachers, my teaching has improved greatly,” he observes.

Seitz says he was stunned and honored to get the outstanding professor award. “You could have knocked me over with a feather when I found out that I had received it,” he says with delight. “The thing that really gets to me is all the great professors who have gotten it previously. I’m now part of that list.” He cites last year’s recipient, Professor Susan Opp. “Sue has been a mentor for me since I came here,” Seitz says. “She taught me to be a full, well-rounded professor: doing research, doing service, teaching in the classroom, working with students — all of it.”

It’s a lesson that Seitz has taken to heart — and perhaps to extremes. He admits that it’s sometimes difficult to balance his many activities, but it’s worth the effort. “It’s a struggle to fit it all in a day,” he says. “But I love the science education work, and I love the research. Each one makes me better at the other.” ■

NEW CSUEB CLUB PUTS

Forensic Science

Under the Microscope



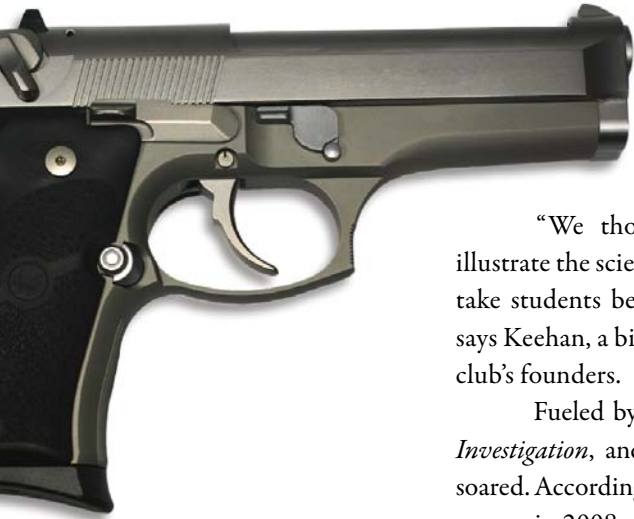
BY LINDA CHILDERS '85

SLIPPING A GLASS SLIDE CONTAINING HAIR SAMPLES FOUND AT A CRIME SCENE UNDER A MICROSCOPE, SENIOR MARY KEEHAN PEERS INTO THE LENS IN SEARCH OF ANSWERS. DURING THE NEXT HOUR, KEEHAN AND SEVERAL OTHER STUDENTS WILL EXAMINE EVIDENCE FROM BLOODSTAINS TO FINGERPRINTS FOUND AT A MURDER INVESTIGATION SCENE. THEIR GOAL: RECONSTRUCT THE EVENTS LEADING UP TO THE CRIME AND ASSIST IN IDENTIFYING THE PERPETRATOR.

It's not a typical day in the classroom but rather a different type of crime scene, one where like-minded students — all members of the newly created CSUEB Forensic Science Club — meet to discuss the latest issues, news, and trends pertaining to one of the fastest growing professions — forensic science.

By studying minute details of a crime scene, these aspiring forensic scientists are learning how to identify criminals and analyze evidence against them, as well as how to perform comprehensive chemical and physical analyses of evidence and prepare reports describing the results.

Under the guidance of Assistant Professor Keith Inman of the Department of Criminal Justice Administration, the Forensic Science Club launched in spring 2010 and meets twice a month, attracting 20 students, primarily biology and chemistry majors, who hope to broaden their knowledge of forensic science standards, practices, and protocols. ▶



“We thought a Forensic Science Club could illustrate the scientific side of the criminal justice system and take students beyond what they’re learning in the classroom,” says Keehan, a biology major with a forensic science option and one of the club’s founders.

Fueled by mainstream exposure from television programs, including *CSI: Crime Scene Investigation*, and high-profile criminal trials, interest in forensic science as a profession has soared. According to the Bureau of Labor Statistics, forensic science was one of the fastest growing careers in 2008 reporting a 30 percent jump in the number of forensic science technicians. The field bridges the gap between medicine, science, and the law — yet students quickly learn that the popular *CSI* television shows, with their highly stylized forensic techniques, don’t always accurately portray the real world of forensic science.

“Every aspect of a real investigation takes much longer than it does on *CSI*,” says junior Samantha Dunn, a chemistry major with a forensic science option and co-founder of the Forensic Science Club. “In real life it can take months to get some test results back, and not all cases are ultimately solved.”

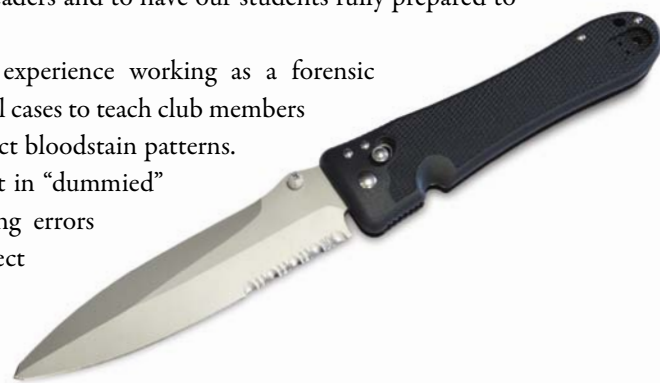
Dunn says club members often joke about analytical forensic tools that don’t exist except on television and the show’s misrepresentations about how forensic scientists process evidence.

In real life, those who aspire to work in the forensic science field typically have a strong foundation in the physical sciences. At CSUEB, undergraduate chemistry and biology majors can choose to take the forensic science option. Many students, including Dunn and Keehan, plan to continue their studies after graduation and obtain medical degrees, which are needed for employment as a forensic pathologist or medical examiner.

The CSUEB forensic science option is a 119-unit program offered through the Department of Biological Sciences. Students take courses in physical sciences and mathematics, biological sciences, and criminal justice administration.

“The Forensic Science Club complements our existing curriculum by offering students access and exposure to what they would see in an actual crime lab,” Inman says. “My goal is to train the next generation of forensic leaders and to have our students fully prepared to compete for jobs in crime labs.”

Inman, who has over 30 years experience working as a forensic scientist, uses evidence photos from real cases to teach club members techniques including how to reconstruct bloodstain patterns. At one recent meeting, Inman brought in “dummied” evidence samples containing packaging errors to help teach students how to protect the integrity of evidence by preserving it properly.



Assistant Professor Keith Inman, second from left, explains to students on a visit to a Hayward crime lab a procedure for testing the angle at which a bullet enters sheet metal. Students, from left, are: Jebel Iniguez, Lisa Adams, Gracia Frias, and Samantha Dunn.

Since forensic scientists often are called upon to testify at trials or hearings to explain evidence or laboratory techniques to jurors, Inman also has devoted time at club meetings to discussing effective presentation skills and how to face intense scrutiny while on the witness stand.

“We’re all going to be called upon to testify in court at some point in our career, and there isn’t a class that prepares you for what to expect,” Dunn says. “Keith knows how tricky cases can be and how our court testimony can impact the case.”

For Keehan, who hopes to work in a forensic lab after graduation, the one-hour to two-hour club meetings provide a welcome opportunity to analyze evidence and crime scenes, and brainstorm theories and observations with other students.

“Some of our meetings start with a PowerPoint presentation of actual case files, and club members discuss possible scenarios about what may have occurred at the crime scene,” she says. “We start with what the police would have seen when they first arrived on the scene and go through each step, making a hypothesis, and then comparing the results to the opposite situation.”

While the photos depict actual crime scenes, Keehan says the club mandates that members keep the information confidential and not discuss cases outside of the group.

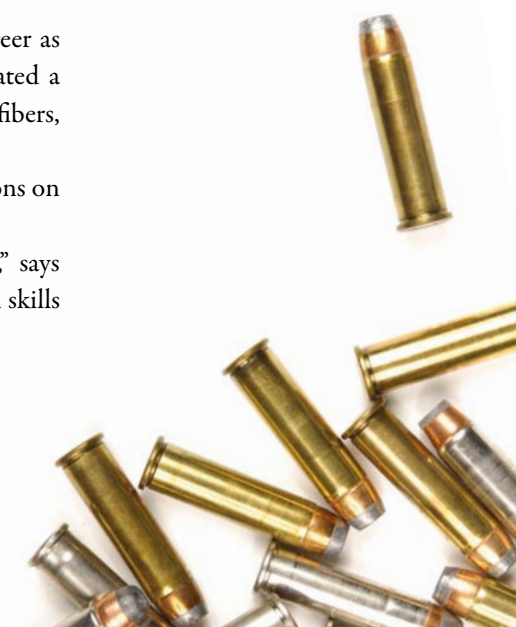
Another recent club meeting featured a guest speaker who discussed his 33-year career as a forensic scientist working in private and government crime laboratories. He also donated a comparison microscope to the club that can be used to analyze side-by-side specimens of fibers, hair, and ballistics.

Keehan says club members plan to schedule more guest speakers as well as presentations on new developments in the field of forensic science.

“Forensic science is an ever-changing field that presents a lot of unique challenges,” says Keehan. “Evidence only gets you so far — to solve a case you need to have good analytical skills combined with stellar police work.” ■



A trail of evidence comprises fake blood, an old shoe, and bullet casings in mock crime scenes Assistant Professor Keith Inman stages for students enrolled in the course “Comparative Evidence and its Evaluation.”





An authorized lithograph of Andy Warhol's *Gold Marilyn*, left, highlights American 20th century pop art in an art collection donated to the University Library.

BY SARAH STANEK

“WAIT JUST A MOMENT,” SAYS LANIER GRAHAM, CURATOR OF ART COLLECTIONS FOR THE UNIVERSITY LIBRARY AND LECTURER OF ART HISTORY SINCE 1993, AS HE ADJUSTS THE LIGHTING IN THE EMERITUS READING ROOM ON THE UNIVERSITY LIBRARY'S SECOND FLOOR. “I WANT YOU TO GET THE FULL EFFECT HERE.”

While he speaks, the room darkens to illuminate a Renaissance painting of the Madonna and Child. The small print, with the Virgin Mary and infant Jesus cheek-to-cheek, draped in rich red cloth, is the first chronological piece in a room showcasing ways to introduce different teaching models into the library. The display is the product of a donation from the Institute for Aesthetic Development (IAD) to the University in 2010 following decades of collaboration, including several installations at the University Art Gallery.

The gift, including hundreds of original artifacts, museum-quality replicas, limited edition lithographs, artist's workbooks, and art reference books, represents global art from the Stone Age through the Bronze Age to today. With pieces from almost every continent and cultural art tradition — including African masks, Tibetan silver statuary, and pop art

— the teaching collection lays the foundation for “A Walk Through World History.”

At the moment, it's a short walk — the one-room pilot exhibit is limited to a sampling of European art from the collection. But Graham and University Librarian Linda Dobb see possibilities for a pathway through study rooms and public galleries connecting prehistoric art to the rise of realism and the abstract representations of the modern era.

“We envision many different types of learning spaces within the library, not all of them traditional,” says Dobb. “Exhibits like this absolutely fit with our vision of what a modern university library and learning center can be.”

Support for a “new century learning center” is a priority in the *University of Possibilities* comprehensive fundraising campaign. In addition to modernizing library spaces to provide more technological connections and collaborative areas, Dobb says she'd welcome more interactive teaching exhibits and spaces to display art and artifacts belonging to the University, including the IAD collection. “These are ways a good library becomes a great library,” she says.

A broad teaching collection like this one is particularly valuable to the University, as pieces can be displayed in different contexts, such as by geographic origin or time period. This invites deeper inspection and interaction from students.

“Slides and books are good tools,” Graham says. “But teaching with actual art is better.”

The key, he explains, is that each gallery has an authentic centerpiece. “A collection with all reproductions doesn't give the full aesthetic experience,” he says. In this model, each period or cultural tradition is represented by selected originals, such as Egyptian scarab carvings and terracotta artifacts, with museum-quality replicas of larger statues and hieroglyphs giving additional context.

When fully realized, “A Walk through World History” will complement survey courses in art and art history, world history, anthropology, religious studies, education, and continuing studies. In fact, it's already begun serving its educational purpose. In designing and arranging the

“We envision many different types of learning spaces within the library, not all of them traditional ... These are ways a good library becomes a great library.”

Linda Dobb
UNIVERSITY LIBRARIAN

nascent display, Graham worked with Daniel Charm, Lisa King, and Joan McLoughlin, graduate students in the University's certificate program in Art Museum and Gallery Studies.

Back in the darkened reading room, Graham moves clockwise from the Madonna to the later Renaissance, represented by richly illuminated manuscripts and a fresco replica — two of the primary media during the era. Continue turning, and the crisp edges of the Baroque period blur into 19th-century impressionism. Completing the circle, he arrives at the more angular 20th-century modernist pieces.

And, pointing back to the corner of the room dedicated to Leonardo da Vinci, Graham notes that the Renaissance great was not only an artist but also a scientist and engineer — a neat connection between the University's STEM education initiative and the arts.

It's the type of integration that characterizes Cal State East Bay's approach to a 21st-century education and a 21st-century library. As Graham says, “The Wisdom Traditions of the world teach that it is only when we use both logic and intuition equally on a regular basis that we can reach the fullness of our humanity.” ■



An iconic image of Shiva, above, is a bronze replica of a 12th century statue from the Chola Dynasty in southern India.

A walk to Remember

The gift of a teaching collection of global art and resources inspires a vision for “A Walk Through World History” within the University Library as it evolves into a more comprehensive learning center for the 21st century.

CRIME

IN

In fields from literature to cyber security, alumni apply an investigative eye

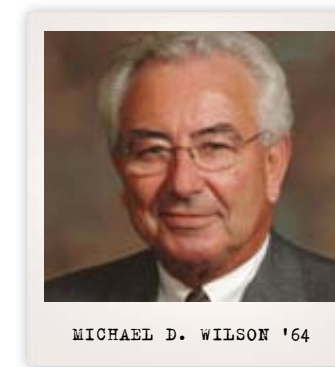
MIND

BY KIM GIRARD

MICHAEL D. WILSON '64, JOE MAJKA '81, AND ELIZABETH KLAVER '85 SHARE COMMON GROUND AS SLEUTHS: THEY INVESTIGATE AND THEY SEEK TRUTH. FOR WILSON AND MAJKA, IT'S CRACKING WHITE COLLAR CRIME. KLAVER INVESTIGATES THEORIES OF THE BODY AFTER DEATH AND HOW MEDICAL PROCEDURES LIKE AUTOPSIES ARE HISTORICALLY PORTRAYED IN ART.

From Waco to Oklahoma: an FBI life

In April 1993, FBI agent Michael D. Wilson '64 drove out to David Koresh's Branch Davidian Ranch to study the aftermath of the fire that burned the Waco, Texas, compound to the ground. The fire killed about 80 Branch Davidians, including Koresh, following a 51-day siege.



Wilson stayed at the crime scene for a month after the fire, bringing in four fire chiefs to help gather evidence that would prove who had been shot and who had died in the fire. "Everyone was blaming the FBI for the fire," he says. Evidence proved the Davidians had lit the fire within the complex.

Crime investigation is "about the people, understanding what motivates people," says Wilson, who spent 26 years with the FBI before he helped found the Houston-based firm Integrity Partners, where he focuses on corporate compliance and financial fraud.

A bachelor's degree in psychology from California State University, East Bay sent Wilson on his way, but he says formal education isn't enough to solve cases: It also requires street smarts. "College led me to a career I wanted to be in," he says.

After graduating, Wilson, the son of a firefighter who grew up in the East Bay, worked as a Berkeley police officer and in naval intelligence before taking the test to join the FBI. He was accepted in 1970 and served as FBI investigator, supervisor and senior manager at some of the highest levels within the Bureau.

Aside from his work at Waco, Wilson was assigned to numerous high-profile cases including the Oklahoma City bombing, organized crime cases in New Jersey, and the ABSCAM public corruption and organized crime sting of the late 1970s and early 1980s that led to the arrest and conviction of a senator, six congressmen, and additional public officials.

Wilson says he loved the challenge of the FBI that led him to investigate the most notorious criminals one day — and meet with the president of the United States on another.

"You don't know what you're going to be doing every day," he says.



English Professor Elizabeth Klaver '85 has studied the autopsy in popular culture and art from depictions in TV crime shows to paintings such as Rembrandt's *The Anatomy Lesson of Dr. Nicolaes Tulp*, above.

Art and the Autopsy

Elizabeth Klaver '85, who earned a master's in English from CSUEB, was never interested in medicine or death until she closely studied Samuel Beckett plays during the 1990s.

While reading *Waiting for Godot*, Klaver, an English professor at Southern Illinois University, considered that the play takes place after the characters die making "animated corpses" the main characters.

Klaver then became intrigued by the link between death in art and the origins of the Greek word autopsy, which translated means self (auto) and eye (opso). "It dawned on me that the word autopsy really had nothing to do with death," she says. "It means seeing with one's own eyes."

That epiphany would provide the connection to Klaver's future work.

"You can see (autopsies) going on in places that have nothing to do with the body," she says. "It's used metaphori-



ELIZABETH KLAVER '85

cally — doing an autopsy on the economy, trying to analyze the economy. And then I started to realize there are literal autopsies taking place everywhere."

Klaver has studied autopsy in everything from Rembrandt's famous painting *The Anatomy Lesson of Dr. Nicolaes Tulp*, which portrays a group of men gathered around a corpse, to how female corpses are portrayed in Hollywood film to how autopsies are conducted on television shows like *CSI*.

She is author of two books, *Sites of Autopsy in Contemporary Culture* (SUNY Press 2005) and *Performing Television: Contemporary Drama and the Media Culture* (University of Wisconsin, Popular Press 2000).

Aside from her graduate English studies (Jacob Fuchs, now retired, was a favorite professor), Klaver says physics and art history courses at CSUEB inform her teaching work today — as do autopsies. Klaver says she went from "shock to fascination" while watching an autopsy to prepare for one of her books. While pathologists say bodies speak to them, Klaver notes that autopsies are visual. "Reading a book, watching a film or the TV, you're in the same position as a pathologist performing an autopsy," she says.

An interesting idea to consider the next time you read *Waiting for Godot*.

To Catch a Cyber Thief

When Albert Gonzalez, mastermind of the largest hacking and identity theft scheme in U.S. history, was indicted in 2009 Joe Majka '81 knew he had done his job.

Majka, who is senior business leader in Cyber Security and

Investigations at Visa, worked with the Department of Justice and the U.S. Secret Service for years tracking Gonzalez, a self-taught programmer accused of stealing data from more than 130 million credit and debit cards.

For Majka, fraud and data theft cases are typically complex, lengthy and international in scope, involving slippery online characters who sell the data they steal. Gonzalez was "the most notorious," he says.

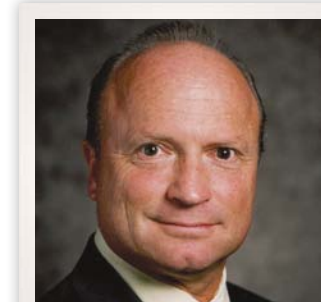
Majka joined Visa in 1996 after working as a Pleasanton police officer and in bank security. Majka's job entails policing security on a network that serves as the connection point between 1.6 billion global payment cards, 29 million worldwide merchants, and 16,600 financial institutions in 170 countries.

While the banks typically hire their own investigators to handle smaller fraud and data theft cases, Majka's nine-person team jumps in on cross-border investigations involving multiple banks. "If we can see that several banks are being attacked in the same way then we help coordinate (the investigation)," he says. About 90 percent of his team's work is investigating hackers who attack merchants and credit card processors to steal data.

Majka says his early college studies at Cal State East Bay in sociology helped him understand the criminal mind "from the street criminal to the white collar criminal."

Last year, Majka was asked to testify before the House Committee on Homeland Security on the topic "Do the Payment Card Industry Standards Reduce Cybercrime?" (Majka argues that they drastically do help and that the companies that adopt these standards are protected.)

Asked whether his work has made him reluctant to use bank cards, Majka laughs. "I feel very comfortable," he says. After all, with a stolen card, he says, there's bank protection and a trail to follow. With cash, the money's just gone. ■



JOE MAJKA '81

PASSIONATE PURSUITS

University alumni have pursued a passion for criminal justice and forensic science in diverse professions. Here is a sampling:

- Mystery writer Charlotte Elkins '72, teaching credential '74, writes a series of detective novels with her husband, Aaron, about Lee Ofsted, a struggling female professional golfer. Elkins is past recipient of the Agatha Award for best short story of the year.
- Anthony "Tony" Hare '77 is a forensic clinician with the San Francisco Forensic Institute and a visiting scholar at the University of California, Berkeley. He served for 24 years with the Oakland Police Department. His leadership of the Hostage Negotiation Team led to new guidelines for incidents where traditional responses don't work.
- Assistant Chief Howard A. Jordan '06 has served the Oakland Police Department for more than 20 years on patrol, investigations, internal affairs, and administration. He manages approximately 800 officers and 370 non-sworn personnel and saw the department through the 2009 shootings of four police officers.
- Cory Louie '98, a former special agent for the U.S. Secret Service, serves as trust and safety manager for Google. His position involves managing global risk, abuse, and fraud issues. His Secret Service training included investigation of network intrusions and cybercrimes.
- Ronald J. Miller '86, owner of Behavioral Forensics and Investigations, specializes in detailed and in-depth psychosocial background investigations related to death penalty murder litigation.
- Psychologist Claude S. Munday '77 conducts medical-legal evaluations as a qualified medical examiner for Newton Medical Group in Oakland where he specializes in workers compensation and personal injury cases.
- Diane Urban '86, as acting assistant chief of the San Jose Police Department from late 2010 until January 2011, became the highest-ranking female officer in department history. She also has worked as a sniper and hostage negotiator. She is a graduate of the Senior Management Institute for Police and the West Point Leadership Program hosted by the Los Angeles Police Department, where she teaches.

CLASS NOTES

1960s

James J. Berry, BA, psychology ('67), retired after serving as a psychology professor at Orchard Ridge Campus of Oakland Community College, Farmington Hills, Mich. He also served as dean for academic and student services.

Jim Grassi, BS, recreation and park administration ('66), a former senior class president, has been a minister for 30 years. Grassi recently wrote two books that received Silver Angel Awards, *Wading Through the Chaos* and *Crunch Time in the Red Zone*.

Arthur B. Scott, BS, recreation administration ('69), counsels Oakland Unified School District middle and high school students about their academic future with CSUEB's Project SOAR. He was a founding member of the Black Student Union (BSU). Scott began a food management business and was listed in Black Enterprise Magazine as one of the 100 top black businesses in the United States.

Dennis R. Sobol, BA, psychology ('66), is a professor in psychology and the department chair of psychology and behavioral sciences at Orchard Ridge Campus of Oakland Community College, Farmington Hills, Mich. He recently announced his retirement after serving the school for 43 years.

1970s

Steve Barranti, BA, political science ('73), is the associate director of human resources for the San Jose State

University Research Foundation. Active in the community, he is personnel commissioner of the Livermore Area Recreation and Park District.

Jack Jason, BS, recreation ('78), has been the personal sign language interpreter for Academy Award-winning actress Marlee Matlin for approximately 20 years and runs her company, Solo One Productions. Jason earned an MA in television and film from New York University. His early professional experiences included working as an interpreter in the performing arts, including on Broadway. He also worked with D.E.A.F. Media in the Bay Area, as an on screen interpreter for TV news and talk shows, and as a university coordinator of interpreter services.

Michael P. Jensen, BA, English ('78), an independent Shakespeare scholar, he recently lectured at the Oregon Shakespeare Festival. He co-teaches an undergraduate course on Shakespeare in Popular Culture in the Theatre Arts Department at Southern Oregon University.

Calvinia Williams, BS, criminal justice administration ('75), founded the lupus ministry and support group Lupus of Nevada Inc., in Las Vegas. She produced an on-air cable talk show and held a variety of positions with the West Coast Office of the National Association for the Advancement of Colored People, Sickle Cell Chapter in San Francisco. Williams received the Woman of the Year 2006-2007 award from the Omicron chapter

Beta Sigma Phi in Las Vegas. She also authored *Loving God While Living With Lupus*.

1980s

Lee Dutra, BS, business administration ('82), began his career in Ernst and Young's San Francisco assurance practice. He moved to Germany for the firm from 1988 through 1995. At present, Dutra supervises 750 employees in assurance, tax transaction, and advisory services.

Jim Hannan, BS, business administration ('89), is the CEO and president of Georgia-Pacific LLC. He recently was elected chairman of the American Forest and Paper Association's board of directors.

Kim Kaselionis, BS, accounting ('85), chief executive officer for Circle Bank since 1996, was named 2010 Most Admired CEO in the small business category by the *San Francisco Business Times*.

Liz Kniss, MPA, health care administration ('85), served as mayor of Palo Alto. She is a registered nurse specializing in public health and is a Santa Clara County supervisor.

John W. McKiernan, BS, nursing ('81), is a retired U.S. Naval Officer. He works as a nurse anesthetist at Laurens County Health Care System in Clinton, S.C.

Maureen Nelson, BA, liberal studies ('89), was promoted to manager of adult career services at the Oakland Private Industry Council, where she helps administer federal funds for job training. She credits an invitation to speak at a

CSUEB Career Day with inspiring her to make the switch from publishing to career counseling. She earned her MA in career development from John F. Kennedy University in 2007, where she was named outstanding student of the School of Management.

Darrell Slocum, BS, physical education ('80), was a member of the Pioneer football team and holds the record for longest punt. He is marketing and communications director for Golden State Cellular and recently received the Rural Cellular Association's Outstanding Achievement Award at a national convention. Slocum also serves as president of the Board of Directors for the Calaveras Visitors Bureau and is on the civic advisory board of Sonora Regional Medical Center.

1990s

Laura Benz, BS, criminal justice administration ('93), retired after serving as senior staff manager in the human resources arm of United Parcel Service. She handled employee and community relations and communications.

David Bond, BA, liberal studies with an option in Afro-American studies ('92), played professional soccer with the North Bay Breakers, CCV Hydra, and Sacramento Scorpions. He recently became head coach for the Bay Area Ambassadors FC of the National Premier Soccer League.

Brent Christensen, BA, human development ('95), served as a Spanish-speaking missionary. He met his sweetheart as a student at Brigham Young University

and is now the owner of Flying Wrench Mobile Repairs in Utah.

Lisa Gentile, MS, education and psychological studies ('97), is a published poet, a playwright, screenwriter, and film director. Her films have premiered at the California Independent Film Festival and the Danville International Children's Film Festival. She runs a Web site dedicated to life coaching.

Bryan Gillette, MA, business administration ('99), taught training and development at Cal State East Bay and later worked at McAfee. He recently joined TopCon in the Bay Area as vice president of human resources.

Harold Leffall, BA, political science ('90), has appeared in Black Enterprise, Essence, and Entrepreneur magazines. He has also written numerous articles for several national publications and media outlets, including Best Self Atlanta and National Public Radio. He recently wrote the book *Living from Within: Getting to the Heart of True Happiness, Peace and Self Acceptance*.

Luis Molina, BS, liberal studies ('99), serves as mayor of Patterson.

Denise Olson, MS, counseling ('98), is a licensed marriage and family therapist. She is assistant director at Converge Pacwest where she provides counseling for adults and couples and treats trauma survivors. Olson has also worked at Golden Hills Counseling Center in Brentwood since 1997.

2000s

Frank Beede, BA, teaching credential ('06), was an offensive lineman for the Seattle Seahawks. He became a history teacher at Freedom High School in Oakley. Beede won the 2010 NFL Teacher of The Year award, which recognizes former NFL players who later work professionally as teachers.

Michael Bortner, MA, anthropology ('01), wrote *Imperial Japanese Good Luck Flags and One-Thousand Stitch Belts*, published by Schiffer Books.

Emily Chan, BS, biological science ('04), moved to Beijing, China, for a time where she worked with disabled children. She speaks at engagements throughout Massachusetts, New York, and Washington and appears regularly on a local access television show *A Healer in Every Home*. She's also a practitioner at the Lydian Center for Innovative Medicine in Cambridge, Mass.

Michael DeJesus, BA, Art ('06), is a graphic designer and owns an online T-shirt store.

Marissa Keltie, BA, theatre arts ('04), became a member of the Impact Theater Club in Berkeley. She teaches at St. Edward School in Newark and the StarStruck Theatre in Fremont.

Christopher Talbott, BA, mass communications ('02). Talbott is director of athlete marketing management for the Wasserman Group, which represents the National Basketball Association and Major League Baseball.

Submit Class Notes

Share news about your career, accomplishments, and changes in your life with fellow alumni. Include your address, phone numbers, degree earned, major, and graduation year. Mail to: Cal State East Bay Magazine, Attention: Editor, 25800 Carlos Bee Blvd., SA 4800, Hayward, CA 94542. Or e-mail to: monique.beeler@csueastbay.edu.

Students suggest tactics to strengthen relations with young alums

BY ELIAS BARBOZA

Pulling their desks into clusters of five, business students in Dan Martin's "Creativity and Innovation" class prepare themselves to work together to solve a real-life challenge. Martin, associate professor in business management, reveals this week's assignment to the quietly waiting class: How can the Alumni Association gain the interest of current students?

Within moments, 65 students of diverse ages and backgrounds begin trading ideas. As their discussions slowly grow louder, Kate Shaheed stands alert at the front of the classroom, scribbling observations across the pages of a worn-out notebook.

Shaheed, director of Alumni Relations, has been exploring ways to heighten awareness of the Alumni Association for the past eight years. Martin offered to help by assigning half of his class the task of brainstorming ways to promote the association and its events.

"For some time, the Alumni Association board of directors has been aware that we are missing an opportunity to reach out to alumni while they are still students," Shaheed said. "We are learning that the best way to (engage) alumni is to serve students and facilitate opportunities for both groups to interact."

As the quarter continued, groups in Martin's class researched the topic by surveying students around campus. Individual students created videos and blogs about their findings and personal suggestions. Some groups posted their finest ideas online and encouraged the class to vote for the best.

At the last class meeting, each group presented their proposal. One of the most well received suggestions came from senior Kevin Troglin, a

business major with an option in corporate management, who recommended organizing a day for alumni to visit campus to meet with students.

"It's important to let students know early about the association," Troglin said. "Ideally, 10 alumni would speak in different classrooms at the same time. At the beginning of class, each speaker would give information and encourage students to join (the Alumni Association) when they graduate."

Working with students on the project gave Shaheed fresh ideas about how to increase involvement in the Alumni Association, including several concepts she's considering putting into action.

"The Alumni Association now has a fresh perspective on how to demonstrate our relevance to today's students — tomorrow's alumni," Shaheed said. "This starts with more information about benefits and more opportunities to interact with alums, especially using the channels our students prefer, including social media."



Director of Alumni Relations Kate Shaheed, above right, sits in on a business class as students deliver presentations about ways to promote the Alumni Association to students before they graduate.

PHOTO: JESSE CANTLEY

THE LAST WORD:

"In what way does investigation play a role in your field of work or study?"

The scientific method begins with a question, followed by a hypothesis that once tested leads to a conclusion — or possibly new questions — about some mystery of the universe. From the child's query, "Why is the sky blue?", to Newton's inquiry into gravity's laws, all investigation starts with curiosity and zeal for discovering answers. Sharing their thoughts below, University members reveal how they use investigation in their daily lives:



PHOTOS: ELIAS BARBOZA

"In psychology, if you don't investigate life, you'll stick to the same perspectives. You have to investigate things you are curious about in order to grow as a person."

Michelle Gregory
SENIOR
PSYCHOLOGY



Investigation into new techniques about people's health and wellness is important. I investigate physiology to understand the human body in order to help others.

Louis Roberts
Senior
Kinesiology



I use hard samples in geology such as soil, ground water, ground penetrating radar, and gravity data in order to see different layers of rock so I can investigate if specific metals, such as lead or arsenic, may be a contaminant of concern.

Calvin Lee
Lecturer
Earth and environmental science



In entertainment, doing research on the audience is important to see what's appealing to them.

Germaine Alexander
Senior
Theatre arts



I research how to solve problems. In my field, I need to investigate who to talk to and how to approach a problem in order to get things done for the program and help students navigate through the University system.

Raquel Arcia '77
Program coordinator
Multimedia graduate program



In my job, I'm given a problem, and I need to investigate where to go to solve it and what's the best way to get the data we're looking for.

Marianna Wolff '95
Administrative Support Coordinator
Speech Pathology Program

“Your support helped me make the transition to university life. I couldn’t have done it without a scholarship. Thank you!”

Amanda Madrid
Scholarship recipient
Junior, nursing major

Every gift, at any level, helps power dreams, aspirations, and possibilities for a new generation of students at Cal State East Bay. Put your gift into action at www.support.csueastbay.edu, or send your gift in the enclosed envelope.

