“There are so many talents around, but finances are a big barrier to those talents. Pomona does a really good job of clearing that barrier for people.”

SANDRA OFORI ’13
Accra, Ghana
Mathematical Economics Major
STORY ON P. 3
One of my top priorities as interim dean this year has been the College’s international initiative, which was established thanks to funding from the Daring Minds Campaign. Pomona has been a leader in international education for at least 80 years. The first Asian Studies program at an American college began here in the 1930s and included instruction in Chinese language. Our International Relations program dates back to 1945, and our involvement in study abroad began in 1929, when one of our students suggested a year of study and travel in China.

As the College’s international reputation and engagement have grown, so too the world has become more complex and interconnected. Our challenge now is to embrace this 21st century reality. We want to deepen the international experience of Pomona students so that they are equipped for leadership in an interconnected world. This is why the international initiative is so important.

The initiative has two priorities. The first is to create a global crossroads here in Claremont by broadening and deepening international engagement across the campus. The College already offers a wide range of opportunities, including study abroad on every continent but Antarctica, courses and majors in eight languages, new self-instructional language programs in Swahili and Farsi, programs in International Relations, Asian Studies, German Studies, Latin American Studies and Middle East Studies, co-curricular programs such as the Model United Nations, and internationally focused courses in the humanities and social sciences. Science professors conduct research in China, Germany, Denmark and New Zealand. The Pacific Basin Institute hosts an important research film archive and speaker series. At the same time, we admit more international students than ever in the College’s history, just under 10 percent, making our campus more culturally diverse than ever before. We also have increased financial aid to international students, which allows for more socioeconomic diversity.

The international initiative aims to promote creative connections among these diverse programs and people, to enable them to share ideas and experiences, to create new synergies and new opportunities. Better coordination and information sharing will boost the energy and prominence of global engagement, even among students and faculty whose disciplines are not specifically “international.”

The College’s new senior advisor for international initiatives, Bertil Lindblad ’78, a former Swedish diplomat and senior official with the United Nations, is leading these efforts in concert with a working group of 15 faculty and staff across the College, including our new Professor of Practice, Cameron Munter, formerly U.S. ambassador to Pakistan.

The second priority of the International Initiative is to expand the range of international experiences available to our students through the development of new and creative global connections. In the last 30 years, as national borders have become more and more permeable, boundaries between the local and the global have all but disappeared. At the same time, global networks are on the rise, both for good and for evil: cross-border networks of migration and human trafficking, trade, capital and social activism. National governments and international organizations now share the global political stage with nongovernmental organizations, multinational corporations, and even powerful individuals.

This complex universe is best understood as multilevel networks of people, organizations and governments. Our own global city, Los Angeles, offers limitless opportunities for internships, research, field trips, speakers and public service linked to the city’s many international communities. Here at Pomona, we are at work imagining new ways to connect with Los Angeles and with the world, including opportunities for summer research, study and internships as well as new avenues for experiential and applied learning. We took steps toward one of these goals by establishing our first full-time international internships last summer.

Pomona is poised to redefine the meaning of international education. Faculty members are energized and enthusiastic, ready to take bold new steps forward. I could not be more excited about the progress we have made this year, and I look forward to what comes next.

LETTER FROM ELIZABETH CRIGHTON, INTERIM DEAN OF THE COLLEGE
William A. Johnson Professor of Government and Professor of Politics

“We want to deepen the international experience of Pomona students so that they are equipped for leadership in an interconnected world. This is why the international initiative is so important.”
Back in her home country of Ghana, Sandra Ofori ’13 faced a choice—on the freedom to choose.

“In Ghana, when you start university, you have to know exactly what your major will be, and I had no idea of what I wanted to do,” she says. Students begin specializing in high school; those who study general subjects, for instance, cannot take sciences in college. Ofori wanted to explore different directions. So she enrolled at Pomona.

Campaign Pomona: Daring Minds has made one of its goals attracting and supporting international students such as Ofori, who will graduate this year as a mathematical economics major. The benefits of increasing the international presence at Pomona are many.

“Any opportunity that we can create for students from different backgrounds and nationalities to coexist in a positive atmosphere can only lead to better things later on,” explains David Brunk, the College’s associate dean of admissions. “Not only for the international students who then go home, but also for students from Kansas, who may have never met someone from China or Greece or Ghana.”

Pomona stepped up its international recruiting efforts about seven years ago. For its Class of 2008, the College enrolled nine international students. This past fall, it welcomed 40. The more than fourfold increase was accompanied by an increased number of students receiving financial aid; currently, more than a third of international students are being helped.

To recruit students in Europe and Asia, representatives from Pomona visit individual schools that have histories of sending students abroad. Pomona officials have been unable to visit Africa and South America, but have instead relied on growing relationships with individual schools in those countries as well. Outside organizations such as Education USA also have helped put the word out.

In the internet age, there might not seem to be a need to expend effort informing international students about Pomona. But for some of those students, such as Robert Kipkemoi Langat ’16, the internet can be five miles away—the distance of the closest trading center from his family’s farm in Kenya.
Langat suffered from the disadvantages of attending a poorly-funded school. “The school doesn’t have a library, or any laboratory. Studies are often disrupted because students are sent home to collect money, because the school says there is not enough money to keep the school open.”

He learned about Pomona through another outside organization, the Kenya Scholar-Athlete Project, which targets gifted, needy students. Pomona is paying the full cost of attendance for Langat.

“We’re not need-blind for internationals, very few schools are,” Brunk says. “But even the schools that offer aid for international students make up a pretty short list. That helps us right away.”

Increasing the money for international aid allows Pomona to diversify students’ socioeconomic status, Brunk says.

“Within a place like China, where we have a very large applicant pool, it would be very easy for us to admit and enroll only no-need students,” he says. “But that cuts against the whole philosophy of having international students here because if we did that, all of our students at Pomona would think that everyone in China is fabulously wealthy.”

Yiting Ji ’15 is not fabulously wealthy, although many of the students at the ultra-competitive Nanjing school she attended were from what she terms “good backgrounds”—they didn’t need financial aid from the other U.S. colleges they attend.

She had steeled herself for negative results in her own college applications: “When they see international students apply, and they see you applied for a lot of scholarship, it’s very likely they’ll just reject you.”

But her aid award from Pomona helped cement her decision to attend. “I wasn’t expecting Pomona to be that generous.”

The financial aid, however, is only part of the incentive. All three students say they chose Pomona because of the intimate liberal arts experience the College provides.

“I wanted a smaller school,” says Ofori, who is receiving her aid from the Fred Vogelstein ’85 and Evelyn Nussenbaum ’84 Scholarship Fund, which specifically targets international students.

“My brother went to University of Delaware, so I had these two experiences to compare. I really liked the small class sizes and the opportunity to develop close relationships with professors, which my brother seemed not to have had.”

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The type of education Pomona provides is not only different from large research universities, it is practically unavailable elsewhere around the world, Brunk says: “Liberal arts is such a peculiarly American institution.”

“I think it really helps them get a different set of thinking skills and communication skills that will really help them when they go back to their country to do whatever it is they want to do,” he says.

SNAPSHOT OF POMONA COLLEGE HISTORY An International Perspective

1897
Pomona’s first foreign student, Fong Sec, traveled to America from China in 1882 at the age of 13. He came to Pomona at the urging of President Cyrus Baldwin in 1897, where he spent four years in the prep school and one year in the college department, before transferring to UC Berkeley.

1929
Inspired partly by President Charles Edmunds’s prior presidency of Lingnan University and his continuing interest in Asia, Sik-leong Tsui ’31, a Hawaiian student of Chinese ancestry, proposed to some fellow students a full year of travel and study in China, in what would turn out, informally, to be Pomona’s first study abroad program.

1936
Pomona’s first Asian Studies program, called the Department of Oriental Affairs, was established in 1936, making it one of the first to be formed at an American liberal arts college. Five years later, with the addition of Professor Ch’en Shou-Yi to the faculty, the program became firmly established.

1945
The study of International Relations was introduced as a concentration in “special programs.” It later became part of a group of pre-professional concentrations and in 1955 was included in the general curriculum. East Asia Area and Latin American concentrations were also listed in the 1945 catalog.

1961
Pomona’s Education Abroad Program was inaugurated in 1961 with programs in 12 European and Latin American countries. The program now has programs in 32 countries on six continents, with more than 52 percent of students studying abroad each year.

1963
Knowledge of a foreign language was added as a graduation requirement.

1966
Oldenborg Center for Modern Languages and International Relations became the first facility of its kind to combine a language center, international house and coeducational residence in a single building. The dining hall featured five language sections when Oldenborg opened; today, 25 to 30 languages are represented.

1974
Field tutorials, supervised by Pomona faculty, became a feature of the Study Abroad Program. According to The Student Life, the first tutorial, under the guidance of Professor Ralph Bolton, was to be held in the Peruvian Andes.

1991
The Pomona College Asian American Resource Center was launched in 1991 with a mission of helping “Asian Pacific American students develop intellectually, socially, personally, academically and politically.”

1995
After three years of study and a petition signed by 70 students, the College approved a Latin American Studies program.

1997
The Pacific Basin Institute moved from Santa Barbara to Pomona College. Founded as a non-profit corporation in 1979, the Institute was one of the first research and policy groups to deal with the entire Pacific Basin, as opposed to concentrating on individual countries or national groups.

2012
The College established a major in Middle Eastern Studies.
“I think people are much more open-minded here. They just express whatever they think, whatever opinions they have. It’s really good to be able to communicate freely like that.”

YITING JI ’15
Nanjing, China
Undecided, but thinking about double majoring in econ and math

Photo by Carrie Rosema
BRINGING REAL WORLD DIPLOMACY TO THE CLASSROOM

AN INTERVIEW WITH FORMER AMBASSADOR CAMERON MUNTER

Former Ambassador Cameron Munter joined the Pomona faculty this year as a visiting “professor of practice” in international relations. Munter, who grew up in Claremont, most recently was U.S. ambassador to Pakistan, guiding U.S.-Pakistan relations through a period of crisis, including the killing of Osama bin Laden. Among other diplomatic assignments, Munter served in Iraq, overseeing civilian and military cooperation in planning the drawdown of U.S. troops, and as ambassador to Serbia and deputy chief of mission at the U.S. embassies in the Czech Republic and Poland. Before becoming a member of the Foreign Service, Munter taught European history at UCLA and directed European studies at the Twentieth Century Fund (now The Century Foundation) in New York.

FROM WARSAW TO ISLAMABAD

When I joined the Foreign Service in the ’80s, it was clear that great change was coming to Central and Eastern Europe. Because of my background and languages—Polish, Czech and German—I was sent to that part of the world. That doesn’t usually happen. Most people who sign up for diplomatic service are given what they call “worldwide assignment.” If you speak Chinese, they just might send you to Uruguay.

I spent the first part of my career serving overseas never more than an hour’s plane ride from Berlin. After 20 years of doing what made perfect sense, using my background to deal with long-term issues in Central Europe, the last seven years were much more about the firefighting you have to do in times of crisis. I went to Iraq twice; to Serbia at the time when Kosovo got its independence and then, in what was my most challenging job, to Pakistan as ambassador.

THE CHANGING FACE OF DIPLOMACY

9/11 was a turning point in American foreign policy. The traditional work of a diplomat—learning about different countries, reporting back to Washington, telling America’s story overseas—
began to be less important. Those kinds of old-fashioned cultural exchanges, which I think are still very relevant, were supplanted by counterterrorism, by the efforts that America had to make to fight new challenges. As a diplomat and ambassador, I had a great deal more to do with the military and with American intelligence.

REGAINING A BALANCE

In times of great danger, you have to protect yourself. You put barbed wire around your embassy, you travel in convoys. That cuts down on your ability to have the contact you need with people, and it makes you less able to find out about their concerns. But I’m optimistic that, in the aftermath of the wars that came out of 9/11, we’re going to be able to come into some sort of balance, where the overwhelming problem of the terrorist threat doesn’t get in the way of the diplomat getting to know people, where the focus becomes not just a matter of fighting wars but thinking creatively.

COMING HOME

I didn’t want to just do nothing in retirement and didn’t want to have a job where I was working the kind of hours I was working in Pakistan. I wanted to be able to reflect on the things that happened to me and to stay engaged in the issues I’d been working on. I talked to a number of institutions, a number of colleges, and found, interestingly enough, that the ones that were most reflective were the ones you could put under the rubric of liberal arts. Coming home to a place I’d always loved was key, but it wasn’t the deciding factor. It was more Pomona the institution than the place.

THE FIRST PROFESSOR OF PRACTICE AT POMONA

I’m not judged the way my colleagues are judged—writing a book, being considered for tenure, committing to a depth of knowledge and an expertise that I can’t pretend to offer. But because I’ve already had a career, I’m able to use the experiences I’ve had to offer some breadth. The course I taught this spring on managing international crises was not a classic course in diplomacy; it was a classic course about what happens to people when they’re faced with a real-world crisis.

You have to know what it’s like on the front lines. You can study the theory of how to negotiate, the theory of how nuclear weapons work, but if you haven’t negotiated with North Koreans, you don’t know what it’s like, and believe me it’s more than simply knowing theories. When someone in my embassy in Pakistan was arrested for shooting people on the street, you have to figure out what to do. There is so much great knowledge that people learn in the classroom from traditional professors, and I hope I can round that out in a way that makes the education at Pomona a little more complete.

LIBERAL ARTS AND INTERNATIONAL ISSUES

If you were studying biology in the 1970s, it was very unusual to consider going to a grad school or into a career somewhere other than the U.S. Now, if you’re going to be a serious scientist at a high level, you’re going to have to know the work of people from around the world. And that’s also true in the humanities and the arts. A student today is not likely to have a career that won’t touch on international issues.

LEADING THE WAY

Pomona is unique in that it’s a West Coast school of this caliber, and that it’s in a part of the country that looks out over the Pacific, looks to South America. Rather than comparing itself to other colleges, Pomona can be path-breaking.

I’d love to see the College get its name in the news because of its innovation not only in sending students abroad but sending students abroad to work on problems that are relevant to Indonesia, China, Mexico and other parts of the world. That is going to take more than junior year abroad; it’s going to take people who are competent in science, in politics, in all of these things at once. You can only get that at a liberal arts school. Pomona is ready to take that next step, and I’d like to be part of the movement that propels the College in that direction.
WORKING AROUND THE WORLD

Pomona Introduces International Summer Internships

By Paul Sterman ’84

Last summer Jessie Yu ’13 began paving her career path in exceptional fashion: She interned at Broad & Bright, a law firm in Beijing. The firsthand work experience in China increased her passion for international law and broadened her as a person, says the Pomona senior.

“I think there’s just something about working abroad that is so different from taking classes or even being in an academic setting abroad,” says Yu, who spent six months studying at Cambridge University in England before working in Beijing. “It brings new challenges. It helps you with adaptability, thinking on your feet, practical career skills and interpersonal skills.”

Such growth is among the many benefits students gain from Pomona’s summer internship program. Administered by the College’s Career Development Office (CDO), the program funds full-time domestic and international internships. Two other students worked abroad last summer (the first year of the program’s international component): Rebekah Cramerus ’14 worked as a teacher’s assistant in Guatemala, while Kathy Lu ’14 worked at the U.S. Embassy in Beijing as an intern for the U.S. State Department.
“If we’re fulfilling a mission by providing a liberal arts education, producing well-rounded students and lifelong learners, it means there has to be the global dimension,” says Mary Raymond, director of the CDO.

In addition to providing a career boost, the internships help students compete successfully if they apply to graduate school and for fellowships and scholarships, adds Raymond.

The College pays the hourly wages of interns, and provides stipends of up to $4,000 for domestic internships and up to $5,000 for international internships to cover living expenses and travel in the summer, funded primarily by gifts from alumni, parents and foundations. The CDO’s aim is to provide as many interested students as possible with these tremendous opportunities, and already the program has grown dramatically because of donors’ increased funding. Eight students will be funded for international internships this summer.

“The students are very grateful for the Pomona community,” says internship coordinator Marcela Rojas.

Working for Broad and Bright, which specializes in international business law, Yu translated various legal documents from Chinese into English and says she learned a great deal about the Chinese judicial system. She plans to attend law school.

In Guatemala, Cramerus worked for Safe Passage/Camino Seguro, a nonprofit that helps children and families living in extreme poverty. In the mornings, she taught English to eighth graders. In the afternoons, she was an assistant to a class of second graders, reading with them, helping them with their homework, and generally being a supportive, caring presence for children who didn’t always get that at home.

“I’ve never met kids who were so eager to get your attention and help in any way possible,” says the Pomona junior.

Cramerus says the experience at Safe Passage reinforced her desire to teach English as a second language and improve the lives of at-risk children through education.

“In a way, I wonder if the children I worked with ended up helping me more than I ended up helping them,” says Cramerus.

— Rebekah Cramerus ’14 Houston, Texas double major in linguistics and Russian and East European studies
Last year, after more than 30 years in a half-dozen countries holding senior positions at organizations including UNAIDS, UNICEF and Save the Children, Bertil Lindblad ’78 was yearning for something different. He reached out to Professor Betsy Crighton, his former faculty advisor at Pomona. The College, as it happens, was in the midst of major plans to expand its global outreach. Just over a year later, he is back in Claremont as the College’s first-ever Senior Advisor for International Initiatives. “It was very good timing,” he says.

Since March, Lindblad has been tasked with creating a campus hub for Pomona’s global engagement, partnerships and activities. He’ll be working to establish relationships with international organizations, facilitate visits by high-profile professionals, and expand internship and research opportunities abroad. “There’s an upsurge of student interest in global issues, as applied to everything from economics to public health and art,” he says. “I’m excited to build on existing initiatives and to expand Pomona’s global footprint.”

At Pomona, Lindblad will utilize his contacts around the world at United Nations agencies, NGOs and think tanks. For more than a decade at UNAIDS, he oversaw programs to strengthen HIV/AIDS prevention and treatment efforts in Eastern Europe and Central Asia and was instrumental in coordinating the first ever UN General Assembly Special Session on AIDS. Before that, he was a senior advisor at UNICEF, where he led the development of a new policy on child protection grounded in the Convention on the Rights of the Child.

The Swede says that his own career was shaped by his formative college experiences. At Pomona, he was a government major with added international relations course work, politics and foreign languages. (He speaks English, French, Russian, German and Swedish.) “Coming from a formal educational environment in Europe, I was struck by Pomona’s small class sizes, the professors who became true mentors to me, the string of guest speakers from around the world, speaking different languages at lunch and the sense that the world was very much my oyster,” he says with a laugh.

In keeping with Pomona’s liberal arts focus, Lindblad will work with the College leadership to help encourage all Sagehens to develop more global mindsets. “There are global elements and international implications for most professions,” he says. “Even if you don’t pursue a job overseas, you are still part of an ever-changing global community.”
State of the Campaign

Campaign Pomona: Daring Minds has raised $188,794,686 in gifts and pledges toward its goal of $250 million.

### Campaign Initiative

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<tr>
<th>Goal</th>
<th>Progress</th>
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<tr>
<td>Increasing Affordability for Deserving Students</td>
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<tr>
<td>Strengthening Teaching and Learning</td>
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**Campaign Goal**

Campaign Goal: $250,000,000

Progress: $188,794,686

Updated, May 16, 2013

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Double your gift through the POMONA ALUMNI COMMUNITY CHALLENGE

Thanks to the collective generosity of fellow Sagehens, **EVERY ALUMNI GIFT TO THE ANNUAL FUND BEFORE JUNE 30 WILL BE MATCHED DOLLAR-FOR-DOLLAR!**

Be part of the community effort to make a difference for Pomona students and have your gift doubled today by visiting pomona.edu/alumni-community.

You can also call toll-free 1-888-736-9425 or send a check payable to Pomona College to:

The Pomona College Annual Fund
333 North College Way
Claremont, CA 91711-6324

Thank you!

*Gifts matched 1:1 up to $250 per gift.

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Giving to the Campaign

www.pomona.edu/daring-minds/giving

Campaign Pomona: Daring Minds offers a unique opportunity for alumni, parents and friends of the College to play a role in launching an exciting new era in Pomona history. The success of this ambitious effort will depend upon gifts of many types and every size, from people from all walks of life.

### Annual Fund Gifts

Gifts to the Pomona College Annual Fund touch the lives of every Pomona student through scholarships, support for faculty, and funding for programs that bring faculty and students together. Strengthening the Annual Fund is essential to maintaining Pomona’s place among the finest liberal arts colleges in America.

### Endowment Gifts

Gifts for endowment provide lasting support for Pomona’s people and programs and play a key role in ensuring that Pomona will always be true to its promise to provide a world-class education to its students, regardless of their ability to pay. This campaign offers numerous naming opportunities for endowments to support student scholarships, faculty fellowships, student research and student internships and a range of programs and opportunities.

### Capital Gifts

Capital gifts fund the construction and renovation of up-to-date facilities that play a crucial role in the educational process. This campaign offers a range of naming opportunities for those who want to see their contribution transformed into spaces and equipment that will help educate future generations of Pomona students.

### Planned Giving

The Pomona Plan offers donors the opportunity to make significant charitable gifts to the College while taking advantage of current tax incentives and meeting the future needs of their own families. Planned gifts include bequest provisions and a range of income-providing annuities and trusts.

### Pledges

Pledges allow Pomona donors to make a generous commitment to the campaign over a period of up to five years.

### Whom to Contact

**Gifts to the Annual Fund:**
Michael Spicer, director 1-888-736-9425; www.pomona.edu/give

**Gifts to Endowment or Capital Projects:**
Craig Arteaga-Johnson ’96, assistant vice president, 909-607-7441

**Planned Giving (The Pomona Plan):**
Robin Trozpek, senior director, 909-621-8143 or 1-800-761-9899; pomonaplan@pomona.edu

*For more information about the Daring Minds campaign and to track our progress, go to: www.pomona.edu/daring-minds*
Jessie Yu ’13 was one of the first three students to participate in Pomona’s summer international internship program. She spent the summer working at a law firm in Beijing.