transdisciplinarity (trans·di·sē·ple·ner·ē·tē)
1. n. Knowledge beyond disciplines. — 2. n. CGU’s growing and merging universe of ideas.
Voluntary giving is a behavior on which our society depends—to care for its less fortunate members, to create sources of joy, growth, and meaning in a community, and to support advances in the arts and sciences.

Cindy Watts, Ph.D student, Religion

After graduating from Harvard Law School, Cindy Watts pursued a career in corporate law. She soon discovered that her true passion lay not in the creation of wealth, but in finding ways to help others engage in personal and social growth. She turned her life toward a study of giving, and in 2001 joined the Quality of Life Research Center at CGU. Watts works with research director Jeanne Nakamura in the Good Work project, exploring the real difference that giving makes in people’s lives. Watts reflects on the research and her own personal journey and the joy that giving brings. Watts says, “I came to understand these interests as a small piece of what CGU’s Mihalyi Csikszentmihalyi, Howard Gardner of Harvard, and Bill Damon of Stanford call ‘good work’—work that makes a positive difference in the world, and that is personally and socially useful, and beneficial to the one who performs it.”

Your gift to support the CGU Annual Fund helps students fulfill their dreams. Make your tax-deductible gift today by calling (909) 621-8027 or click www.cgu.edu/giving.
The Peter F. Drucker Graduate School of Management at Claremont Graduate University will add the name of a leading Japanese business man to its school name at a ceremony to rename the Drucker School—a name given to the school in 1987 and unchanged since then—by Masatoshi Ito, chairman of the Ito-Yokado Group, during ceremonies on Friday, Nov. 8, at Claremont Graduate University. It is an unrestrict- ed endowment gift and will be used to support strategic initiatives in the Drucker School. These may include increasing the size of the faculty, adding student fellowships, and augmenting research activities.

Along with the gift of $10 million made last May to the Drucker School by Edward Jones, AIG SunAmerica, and the Starr Foundation, the Ito gift brings the school three-quarters of the way toward realization of its $40 million endowed goal. The final $10 million for endowment will come from Drucker alumni, now 3,561 strong, and various endowment opportunities, some gifts of $25,000 to $2.5 million to fund student fellowships, and augmenting research activities. 

From left, CGU President Steadman Upham, Masatoshi Ito, Mrs. Ito, and the dean of the Drucker School, Cornelis de Kluyver, as Mr. Ito receives the CGU President’s Medallion.

The relationship between Ito and Drucker has not centered on management consulting. Rather, for the past three decades, they have visited several times a year as friends, admirers, and conversationists. “When we meet,” explains Drucker, “we don’t discuss his business but talk about Japanese and worldwide social and economic development.” Ito, however, credits Drucker’s insights with helping him lead his company to the prominence it enjoys today. Ito’s connection to the Drucker School is both personal and philanthropic. A previous gift of $3 million helped fund construction of the Ron W. Burkle Family Building which houses the management school in state-of-the-art facilities. Ito’s youngest son, Junro, received his MBA degree from the Drucker School in 1989 and is active in the Drucker School alumni network in Japan. The Ito gift to the Drucker School is the largest ever received by Claremont Graduate University. It is an unrestrict- ed endowment gift and will be used to support strategic initiatives in the Drucker School. These may include increasing the size of the faculty, adding student fellowships, and augmenting research activities.

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From left, CGU President Steadman Upham, Masatoshi Ito, Mrs. Ito, and the dean of the Drucker School, Cornelis de Kluyver, as Mr. Ito receives the CGU President’s Medallion.
D.C. alumni reception

The historic Dumbarton House in Georgetown, Washington D.C. was the site for CGU ’s October alumni reception. Hosted by Douglas West, CGU trustee and senior vice president of governmental and industry affairs for Toyota Motors North America, Inc., and his wife, Irene, the event attracted more than 30 alumni from across the east coast to tour the historic house, speak with CGU President Steadman Upham, and mingle with fellow alumni.

Kozmetsky fellows look beyond the disciplines

As a major part of the university’s quest to break down barriers to study and research across the east coast to tour the historic Dumbarton House, speak with CGU President Steadman Upham, and mingle with fellow alumni.

New joint degree links business with science

Recognizing the growing importance of bioscience as an industry, the Peter F. Drucker Graduate School of Management and the Keck Graduate Institute of Applied Life Sciences (KGI) are offering a new dual degree program. The Drucker/Keck 2+1 accelerated degree program will allow students to complete a masters degree in bioscience and a masters of business administration degree in three years.

David Finegold, associate professor of information science at CGU, ultra high-speed connections through the next generation of Internet technology being developed at KGI.

Next generation of Internet technology developed at CGU

Imagine a heart patient in an examination room in Beulah, Wyoming getting a checkup from one of the world’s foremost cardiologists, but the doctor is thousands of miles away in New York City. Imagine musicians in 12 different cities playing a symphony synchronized and recorded in a Los Angeles studio. This is the kind of work that can be done with the next generation of Internet technology being developed at KGI.

According to Samir Chatterjee, professor of information science at CGU, ultra high-speed connections through the next generation of Internet technology will make videoconferencing as easy as email. No longer will videoconferencing be hampered by technical snags, poor audio and visual quality, the unreliable connections of telephone lines, or an overburdened and underpowered Internet. And because of the work of Chatterjee and others, users will no longer have to grapple with incompatible systems for addressing videoconference users.

Chatterjee and his research partners at the University of Alabama, Birmingham, the University of North Carolina, Chapel Hill, and SJIRN.net, comprise the Internet2 Middleware Initiative Video working group. With grant funding from the National Science Foundation, the group devised a standard address system for linking individual users for videoconferencing.

“The problem,” says Chatterjee, “was that companies like Microsoft and Polycom had their own videoconferencing addressing system and didn’t talk to each other.” This posed many problems when people from different universities using different systems tried to communicate.” Chatterjee and his colleagues developed a new standard. The challenge was getting all the major tech players and the international community on board.

The working group went to the International Telecommunications Union (ITU), a United Nations affiliated telecommunications standards body based in Geneva, Switzerland. In August, the group got what they had been seeking—full ITU ratification of the new standard. Now the major high technology companies are beginning to adopt the standard. With this new system, users can simply type in the address of the person they want to reach and click “send” to begin a video dialogue.

The ultra high-speed Internet on which this advanced videoconferencing depends is called Internet2. More than 200 universities, including the Claremont Colleges, in partnership with industry and government, have formed the Internet2. In the meantime, he says, as broadband reaches more homes, simple person-to-person video chats may replace telephones and email as the communication of choice. But he cannot say when Internet2 videoconferencing will reach consumers.

With all the potential of this technology, Chatterjee hopes to see Internet2 and its advanced videoconferencing spawn a new high tech boom. “The implications of this technology for both our personal, the arts, healthcare, and education are enormous,” says Chatterjee.

Respected trustee passes away

Devoted CGU trustee and friend Robert A. McCormack died on August 24 at age 59. A great supporter of businesses and educational institutions, McCormack served as a trustee and benefactor of Columbia University and the University and the Land Institute, along with many other organizations. After his death, an extraordinary CGU trustee and benefactor of Columbia University, Robert A. McCormack, who resided in St. Augustine, Florida, helping to develop businesses there. McCormack was a man of great integrity with an extraordinary ability to solve complex problems,” said Lawrence Glenn, chair of the CGU board of trustees. “He brought these attributes to the CGU board, where he was enormously respected. He was also a great friend. We will miss him.”

McCormack was drugged by lighting while riding his motorcycle in the 100th Anniversary Harley-Davidson motorcycle ride in Colorado Springs. He is survived by his wife, Susan Garner, and a son and daughter.

The Dollarization Debate

Edited by Thomas W. Willett, James W. Dynan and Dominick Salvatore (Oxford University Press, 2003)

This book explores the complicated issue of dollarization from an international perspective and looks to bring into conversation political, economic, and personal agendas of a theory of corporate entrepreneurship based on the real-world experiences of top managers. As Peter Drucker points out, “Entrepreneurship is an exploration, an empirical, scientific, and practical experiment.” This volume provides a realistic and practical discussion on the benefits and risks associated with shared leadership.

Corporate Entrepreneurship: Top Managers and New Business Creation

By Vuiy Sokha (St. Lawrence University Press, 2003)

Sokha explores the uncharted territory of management culture, corporate philosophy, organizational issues of shared leadership and personal agendas to offer a theory of corporate entrepreneurship based on the real-world experiences of top managers. As Peter Drucker points out, “Entrepreneurship is an exploration, an empirical, scientific, and practical experiment.” This volume provides a realistic and practical discussion on the benefits and risks associated with shared leadership.

Shared Leadership: Rethinking the Roles of Women in Leadership

By Craig L. Pearce and Nancy Conger (Columbia University Press, 2002)

Pearce and Conger’s book is one of its kind to address the conceptual, methodological, and practical aspects of shared leadership. Bringing together the foremost thinkers on the subject, the book advances understanding of the complexities of the emergent, shared leadership field. In this exploration of conceptual and applied perspectives, this volume provides a realistic and practical discussion on the benefits and risks associated with shared leadership.
Campus enjoys monumental improvements

Ledge stone gates topped by beacons with CGU flame, campus boundary markers, enhanced landscaping, and new signs head the list of grounds improvements recently completed on the CGU campus.

The DesCombes Family Gate now graces the university’s official academic logo, serving as a symbol of entry to the campus. The central feature of Harper Hall East, McManus Hall, and Stauffer Hall. Future improvements will include additional academic spaces, new student housing, additional academic and administrative space, and a more inviting campus entry mark campus entries at the corner of Tenth and Fountain, named for the founder of the Claremont Consortium, Peter Boyer, and his wife, Betty, stand behind a Claremont Graduate University monument sign and open to the quadrangle between Harper Hall and the Academic Computing Building. A revamped Blasdell Fountain, named for the founder of the Claremont Consortium, serves as the centerpiece of the quadrangle.

Pedestrian gateways emblazoned with the CGU shield and new landscaping now mark campus entries at the corner of Tenth and College and Tenth and Dartmouth. Improved lighting, new benches, and walkway signs are also present.

These improvements constitute the early phases of the campus master plan which springboard from the now completed renovations of Stauffer Hall, the first building to host CGU and the first building in the new CGU campus. "These improvements tie the campus together and identify it," says Bill Everhart, senior vice president for finance and administration at CGU. "They make the campus a more inviting place and help build a sense of community."

"For a music program of our small size, having this quality and cutting-edge music technology workstations. These workstations, facilities that offer three new practice rooms with acoustic pianos and recording studio with a 32-track mixing board. According to director of music, Peter Boyer, the new Stauffer Hall will provide the "high level of sophistication and a more inviting place" for performing arts.

Music facilities highlight new Stauffer Hall

How do you get a 50-piece orchestra into a room the size of a walk-in closet? Ask anyone in CGU’s music department, and they’ll show you how

Last summer the music department moved into its new home in the basement of the recently renovated John Stauffer Hall of Learning. Included in the move was a state-of-the-art music lab that offers three new practice rooms with acoustic pianos and recording studio with a 32-track mixing board. The new Stauffer Hall includes a state-of-the-art music lab that offers three new practice rooms with acoustic pianos and recording studio with a 32-track mixing board. According to director of music, Peter Boyer, the new Stauffer Hall will provide the"high level of sophistication and a more inviting place" for performing arts.

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Ryder, Slate Join Board

Following their election at the October board meeting, Beverly Ryder and Richard J. Slate have joined CGU’s Board of Trustees.

Ryder is vice president of community involvement for Edison International and corporate secretary for Edison International and Southern California Edison. She directs Edison’s corporate citizenship program, along with overseeing all board- and governance-related matters for the corporation. She has served on the boards of many philanthropic organizations, including the United Way andYWCA of Greater Los Angeles, the California Medical Center Foundation, the Los Angeles Urban League, and CORO Foundation.

Ryder’s contributions to higher education have been many. She formerly served as a trustee for Stanford University and is currently an active member of the accrediting commission for the Western Association of Schools and Colleges.

“Beverly is highly educated and socially committed,” said CGU president Steadman Upham. “She is highly involved in the interface between education and civic engagement.”

Slate is executive vice president emeritus and consultant to Jacobs Engineering Group, Inc. For more than 30 years, he has worked in senior management positions with companies in engineering and construction, corporate services outsourcing, and global basic resources. He continues to advise the CEO of Jacobs on strategy and acquisition and also serves on the board of directors for GSE, a privately held light industrial construction group headquartered in France.

Slate is an advisor to the Soros Fellowship, a post-graduate scholarly awards program for new Americans, is president of the Alliance Français de Pasadena, and is a member of Social Services Auxiliary.

“I look forward to supporting CGU through the Board of Trustees and its committees and participating in campus activities offered by the different schools,” said Slate.

Reflections FROM FEZ

I am an American and proud of what that means. But as I have lived and traveled in other countries I have learned, sometimes the hard way that the meaning of being an American abroad is different than being an American at home. I have found that I am not just an American, but a global citizen as well.

My first lesson came in 1972 when as an eager, idealistic young woman, I had the opportunity to visit political prisoners detained by Ferdinand Marcos on the island of Davao in the Philippines. The political prisoners were idealistic university students like myself. They began my education the day they asked me a difficult question: “Why,” they inquired, “did the government of the United States, the beacon of democracy, support Marcos?”

Their question gave me pause. My new college degree had taught me many things about history, geography, and psychology. But it had not prepared me for the reality that my American citizenship brought with it global responsibilities— for myself as well as for my government. I had not been educated to think of myself as a citizen of the world. It had not occurred to me that I, as an American, had a stake in the fate of other nations or personal responsibility for American foreign policy.

From grade school on through college, I had learned how to be an American citizen. My classmates and I memorized the three opinions between national communities and supplant the master narrative of national identities can also be dangerous when they become absolute and exclusive.

Rather than wrap ourselves in a protective cloak of national identity, the pursuit of knowledge wherever it may lead. It is an education we carry, that citizenship is indeed the responsibility of us all.

Karen J. Torjesen is dean of CGU’s School of Region.
I drive up to the brown brick building, past two people on the front sidewalk holding picket signs. Closed circuit cameras watch me as I enter the parking lot and approach the single entrance to the building. The lobby is small, with a receptionist seated behind a security window. I tell the receptionist I have an appointment with Nora Vargas. She checks her list, looks at my ID, and buzzes me in. I sit in another waiting room waiting for Nora to meet me, since no visitors are allowed to roam the building without an escort.

With a chime, the elevator doors open. Vargas greets me, and we go up to her office. A dry-erase calendar filled with scribble overflowing the tiny boxes dominates a wall in the modest office. Over her desk hangs a photo of the late Barbara Jordan, a trailblazer for women of color in politics.

Vargas is vice president of government and political affairs for Planned Parenthood of Orange and San Bernardino Counties. Her job is to promote the nonprofit organization’s goals and programs to local and state politicians, government bureaucrats, and the public at large. As the tight security and picketers might suggest, this is not always easy.

Vargas is also a student in the applied women’s studies program at Claremont Graduate University, one of many unique degree programs at the university offering students like Vargas the flexibility to pursue their interests irrespective of traditional academic boundaries.

“I have to do a lot of multitasking in my position,” says Vargas. “I need to work with many different kinds of groups.” At any given time Vargas can be a personnel manager, a public relations officer, a lobbyist, grassroots activist, educator, crisis manager, social worker, political consultant, or legislative analyst.

Vargas’s studies at CGU are focused on women’s reproductive rights, especially as they pertain to women of color. This is a complex issue drawing upon law, political science, anthropology, history, social work, public administration, psychology, sociology, and many other traditional disciplines. To put her multifaceted interest into any one of these fields would, in Vargas’s opinion, overly limit the scope of her study.

Vargas’s work, like that of many professionals, draws on a wide variety of skills. The complex daily challenges she faces are not easily relegated to a single field or academic discipline. A word that could describe her position is “transdisciplinary”—a word also used to describe her course of study at CGU.

The term “transdisciplinary” can be found in academic texts at least as far back as the 1960s. It gained broader appeal in recent years with the establishment of transdisciplinary research institutes around the world and events such as the First World Congress of Transdisciplinarity which convened in Portugal in 1994.

Often confused with “interdisciplinary” or “multidisciplinary” scholarship, transdisciplinarity transcends traditional academic disciplines in addressing a problem or topic. Interdisciplinary and multidisciplinary scholarship, on the other hand, involves the transfer or borrowing of methods from one discipline to another. Transdisciplinarity can be either an individual or a collaborative pursuit. It does not completely eschew disciplines, as a strong grounding in a single discipline remains a prerequisite for delving outside one’s field.

A transdisciplinary education enables graduate students to better position their knowledge in the broader world. It helps them explain the context, meaning, and importance of their research to nonspecialists and more effectively link their findings to the widest possible body of knowledge. Perhaps most importantly, transdisciplinarity can help create the environment for innovation and the emergence of new fields.

Transdisciplinarity by other names has a distinguished history in the United States. Groups of specialists from different fields produced the atomic bomb, isolated the structure of DNA, and discerned the movement of continents on tectonic plates. That tradition continued in the 1990s with geneticists, information technology experts, and other specialists who mapped the human genome.
“We need more entrepreneurs in corporations. That entrepreneurial spirit requires creative people with more breadth of knowledge. A particular area, but also know how to find answers to what they don’t know.”

— Don DesCombes, CGU trustee and chairman of PFF Bank and Trust

John Sibert, a CGU trustee and managing director for Global Financial Group, is a former chemist for the Atlantic Richfield Company. He helped assemble a research group composed of scientists from a wide range of fields to study every single interaction of a hydrocarbon molecule (constituents of oil, coal and natural gas) in the atmosphere. Sibert says the project led to many important breakthroughs for the industry as well as for the scientists themselves. “We all went back to our respective disciplines having found crucial new perspectives.”

Transdisciplinarity and its close cousins inter- and multidisciplinarity are gaining popularity because the fragmenting of knowledge into disciplines has become entrenched to the point of impeding scholarship. In many ways, however, academia has simply reflected increasing specialization in the world at large.

We know that division of labor in human groups started long before industrialization, but with the Industrial Age and what many call the post-Industrial Age in which we now live, an increasingly complex and technical world has specialized knowledge to new levels. But with this megaspecialization, the need for those who can “think outside the box” and see beyond their own fields of knowledge has never been greater.

“I’ve noticed that the people who can see the big picture and bring everything together are more creative and tend to advance more,” says CGU alumnus Mike Hertel, a member of the board of visitors for CGU’s School of Politics and Economics and director of environmental affairs for Southern California Edison. “It’s a constant struggle to find people who are not so parochial in their thinking.”

Don DesCombes, a CGU trustee and chairman of PFF Bank and Trust agrees. “We need more entrepreneurs in corporations,” he says. “That entrepreneurial spirit requires creative people with more breadth of knowledge. We need people who not only know a lot about a particular area, but also know how to find answers to what they don’t know.”

Disciplines in the academy have been shaped in large part by the promotion and tenure process, a system dependent on review. They also argue that integrating transdisciplinary knowledge barriers. The growth of independent think tanks and many call the post-Industrial Age in which we now live, an increasingly complex and technical world has specialized knowledge to new levels. But with this megaspecialization, the need for those who can “think outside the box” and see beyond their own fields of knowledge has never been greater.

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Transcultural Research Circle at the University of Wisconsin are two examples of specialties being brought together to address issues of common concern. Dual-degree programs have become common in recent years. Even the big federal research funders such as the National Science Foundation and the National Institutes of Health are promoting projects that cross disciplines.

Despite its benefits, there are many impediments to actually putting transdisciplinarity into practice in a university. Turf battles may break out over who controls budgets, who sets agendas, and where academic credit hours are allocated. Competition between independent degree programs and traditional disciplinary departments can develop. Cutting existing requirements to accommodate transdisciplinary education can pose problems.

Academics express concern that such scholarship promotes work that is difficult to evaluate and escapes normative standards of review. They also argue that integrating transdisciplinary requirements into the graduate curriculum would force students to the periphery of their field. The manner in which methods are transferred between disciplines is also a concern. Students with dual degrees can have difficulty getting hired in some academic departments because they are not thought to be grounded enough in any single discipline.

Ranu Samanta, associate professor of cultural studies at CGU, and...
Digging into Philosophy

Will Krieger (Ph.D., Philosophy, 2003) didn’t set out to be the next Indiana Jones, even though he has the hat for the part. He does archaeology but “doesn’t dream of big finds—I lost arks or holy grails. I go to learn about the past,” he says, “so anything I find is exciting.”

Before coming to CGU in 1993 to study philosophy, Krieger had little experience in the field that would later define his life. “When I was 16 I went on a teen tour of Israel,” he recalls. “On a whim I chose archaeology as the focus—I think I had read The Source the year before. That first dig in northern Israel really excited me, even though it was only for a couple of weeks. And then I completely forgot about it until I got to grad school.”

Krieger came to CGU to pursue a degree in philosophy because the Claremont Colleges Consortium offered a wide variety of faculty with whom he could study. Along the way to his Ph.D., however, Krieger discovered the transdisciplinary possibilities that are the university’s academic signature. “I was doing some transdisciplinary work with Tammi Schneider [associate professor of religion] between philosophy and religion,” he says, “and she mentioned the dig that she was involved in. I went on a dig with her as a student in 1994 and decided this was something I wanted to do. I’ve been involved in a dig every year since then. It’s a part of my career.”

Always interested in the philosophy of science, Krieger embraced archaeology as his science. “If you’re going to be a philosopher of science, you should be a working scientist,” he believes. “I try to apply my theoretical work in the field and see if indeed it is the way that science does work or should work.”

Archaeology is an ideal field in which to test his theories, he says, because “it has been practiced for thousands of years, but in terms of archaeology as a science, it’s a baby. The boundaries aren’t set. I hope to offer new models of how science is done, or should be.”

Krieger combines both interests in his academic career. Currently he teaches philosophy as an adjunct or visiting professor at several universities, occasionally teaches in the field of religion, and will be teaching an archaeology course in the spring 2004 semester at CGU. His dream? “I love what I do,” he says, “but archaeology is an ideal science. It combines strong qualitative training with finance and management. It began in 1997 as one of the first such programs in the country and remains the only such program offered jointly between math and business schools. The program filled a need in industry, government, and academia. For example, the information science program [now the School of Information Science], combining the fields of computer science, information systems, and management, was one of the first of its kind in the nation. Founded in 1983, it arose in response to an emerging need in the high technology sector for professionals who combined expert technical skills with training in management. IBM was an early supporter of the fledgling CGU program. Another transdisciplinary program, financial engineering, is a joint degree program offered through the School of Mathematical Sciences and the Peter F. Drucker Graduate School of Management. It combines strong quantitative training with finance and management. Studies directed by Paul Zak. Various research institutes pursue transdisciplinary scholarship at CGU. Examples include the Quality of Life Research Center headed by Mihaly Csikszentmihalyi and the Center for Neuroeconomics Studies directed by Paul Zak.

New faculty chairs have been endowed to support distinguished transdisciplinary scholars including the Peter F. Drucker Transdisciplinary Chair in Management and the Liberal Arts and the George and Ronya Kozmetsky Transdisciplinary Chair. Faculty Kozmetsky Fellows are chosen each year to promote transdisciplinary pursuits at CGU. The university may soon become the first university to have a transdisciplinary core course required of all incoming doctoral students. A number of new transdisciplinary degree programs are in the planning stages.

Much of the transdisciplinary work going on at CGU is not done through programs labeled as such, but rather through the traditional degree programs and academic departments that offer great flexibility and exchanges between schools as well as dual-degree programs. Various research institutes pursue transdisciplinary scholarship at CGU. Examples include the Quality of Life Research Center headed by Mihaly Csikszentmihalyi and the Center for Neuroeconomics Studies directed by Paul Zak.

New faculty chairs have been endowed to support distinguished transdisciplinary scholars including the Peter F. Drucker Transdisciplinary Chair in Management and the Liberal Arts and the George and Ronya Kozmetsky Transdisciplinary Chair. Faculty Kozmetsky Fellows are chosen each year to promote transdisciplinary pursuits at CGU. The university may soon become the first university to have a transdisciplinary core course required of all incoming doctoral students.
Once every two years, the trustees of Claremont Graduate University assemble in a retreat setting away from campus to strategize and discuss the progress and future of the University. This past spring the trustees, along with members of the university’s administration, convened the biennial retreat on Coronado Island, California, under the theme of “CGU 2010.”

This meeting marked an extraordinary turning point in the history of Claremont Graduate University. For the first time in the institution’s history, CGU stepped beyond an image of itself as a unitary “graduate school.” Instead, the key academic segments that comprise “the university” escaped the normative confines by demonstrating their distinctive identities and compelling visions for the future. Through a series of presentations and discussions by the academic deans over a two-day period, each of CGU’s schools displayed its unique character, strengths and aspirations, big ideas, and dreams to advance teaching, research, and practice. (School Snapshots profiling each school and listing major new initiatives envisioned for the future are on page 24.)

Equally significant is the fact that over the last five years CGU’s academic community has evolved from talking about its needs—more financial aid dollars, more endowed chairs, new buildings—to talking about the ideas that will advance the university. The 2003 Board of Trustees retreat was truly a retreat of ideas, reflecting the fact that Claremont Graduate University is on its way to becoming a “University of Ideas”—transdisciplinary ideas. Importantly, the retreat revealed clearly to trustees what we have described for them, and what has been known on campus for many months. That is, the transforming leadership role of academic deans at CGU is reshaping the university. This exciting and revolutionary development brings to a close an intensive five-year process of internal change and renewal within CGU.
Each school has developed its own unique mission and vision. Each sees its future unfolding through a specific set of actions and projects. Each has become a distinctive constellation of ideas, initiatives, and pedagogies.

INITIAL STEPS

The first three years of this change process (1998-2000) were spent remaking the university from the ground up. Major achievements included:

- reorganizing a disparate group of academic programs, departments, centers, and institutes into schools led by deans.
- decentralizing the university budget to the schools in a manner that creates incentives and results in accountability for both fiscal and academic performance.
- creating a senior executive working group composed of deans, led by a provost.
- streamlining management of the university by consolidating administrative responsibilities and revising the university bylaws to remove obstacles blocking clear and effective shared governance.
- developing a capacity for sponsored research to support the academic strength of the schools' plans and initiatives.
- defining a shared academic vision for CGU.

These visions constitute a blueprint for academic growth and provide the unique mission and vision. Each sees its future unfolding through a specific set of actions and projects. Each has become a distinctive constellation of ideas, initiatives, and pedagogies.

A CONSTELLATION OF IDEAS

Through the hard work of the faculty and the outstanding leadership of the deans, each school has developed its own unique mission and vision. Each sees its future unfolding through a specific set of actions and projects. Each has become a distinctive constellation of ideas, initiatives, and pedagogies.

Such disparity is unwittingly an institution that is used to the more provincial structure of an integrated graduate school. Yet it is precisely this disparity and the full richness of the academic diversi- ty it entails, that confers selective advantage on Claremont Graduate University going forward. CGU is now defined as much by its new academic and administrative structure as it is by its core academic rela- tionships in Claremont and its small size. CGU has become a Carnegie doctoral research extensive university in every sense dur- ing the last five years. The key challenge now is to determine how best to advance this exceptional educational institution.

Our approach to this challenge may seem curiously diametric:

- defining a shared academic vision for CGU.
- stabilizing finances and operations by institutionalizing a university-wide budget and review process.
- building an information technology capacity that befits a university-wide budget and review process.
- initiating an incentive retirement program to speed faculty renewal.
- building an enrollment management function in the university.
- developing a capacity for sponsored research to support the fiscal and academic performance.
- streamlining management of the university by consolidating administrative responsibilities and revising the university bylaws to remove obstacles blocking clear and effective shared governance.
- developing a capacity for sponsored research to support the academic strength of the schools' plans and initiatives.
- defining a shared academic vision for CGU.

The results of this five-year effort are seen clearly at CGU.

The last two years of this change process (2001-2003) have been equally transforming and have been devoted to:

- defining a shared academic vision for CGU.
- stabilizing finances and operations by institutionalizing a university-wide budget and review process.
- building an information technology capacity that befits a university-wide budget and review process.
- building an information technology capacity that befits a university-wide budget and review process.
- initiating an incentive retirement program to speed faculty renewal.
- building an enrollment management function in the university.
- developing a capacity for sponsored research to support the fiscal and academic performance.
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- developing a capacity for sponsored research to support the academic strength of the schools' plans and initiatives.
- defining a shared academic vision for CGU.

The California Policy Institute at Claremont (CPLIC) was founded in the School of Politics and Economics, under the direction of Professor Christopher J. Arterburn and the creation of a new fellowship for students in this field, made possible by a gift from trustee Michael J. Arterburn and his wife, Mary.

The School of Politics and Economics welcomed the largest number of incoming students in many years. It also strengthened the area of American politics and policy with the hiring of assistant professor Jennifer Merolla and the creation of a new fellowship for students in this field, made possible by a gift from trustee Michael J. Arterburn and his wife, Mary.

The Carnegie School was established this year with the transformation of the university's Department of Mathematical Sciences. This new status will enable the math faculty to more easily develop new programs and increase the stability and diversity of its research and education.

The Department of Politics and Policy at CGU and the Department of Political Science at the University of Kerala in Trivandum, India, estab- lished a three-year partnership. Funded by a grant from the State Department, the depart- ments will conduct a joint study on minorities and women in local democracies. The partner- ship will also include exchanges between the universities of faculty, students, and information technology experts.

The Colleagues Program, a premier annual giv- ing society, was established at CGU. The pro- gram provides donors with special access to the university's faculty and distinguished visitors as well as events.

A new alumni affairs office was established at CGU under the direction of alumnus Jay Kleinew (P.H. Ed., 1997).

CGU awards degrees to the largest class in its history—607 graduates—at its seventy-sixth annual commencement on May 17. Former Los Angeles Mayor Richard Riordan and his wife, Nancy Darly Riordan, were presented with honorary doctor of humane letters degrees at the ceremony.

Marie Villarreal of Mexico, a doctoral student in the School of Politics and Economics, received the 2003 Pamela M. Mullin Award and Believer Award. The annual award, established by a gift from former trustee Pamela Mullin, includes full tuition and a $25,000 stipend. Villarreal is pur- suing an interdisciplinary Ph.D. degree in eco- nomics and political science. His future career is likely to be in public service.

The Graduate Management Admission Center is a distinguished fellow in CGU's School of Business. His future career is likely to be in public service.

The California Policy Institute at Claremont (CPLIC) was founded in the School of Politics and Economics, under the direction of Professor Christopher J. Arterburn and the creation of a new fellowship for students in this field, made possible by a gift from trustee Michael J. Arterburn and his wife, Mary.

The School of Religion brought distinguished scholar Vincent Wimbush to its faculty. He is an expert on African-American and the Bible and formerly taught at Union Theological Seminary in New York. He is now a visiting professor at the new Institute for Signifying Scriptures, which will be launched by an international con- ference titled “Teaching Scriptures” on February 26 and 27.
A “university of ideas” is founded on the unyielding premise that academic progress and advancement are only possible if teaching and research are organized around the unreserved pursuit of ideas, wherever they may lead.

UNDERLYING COMMONALITIES

Two powerful intellectual themes connect the plans from CGU’s eight schools. First and foremost in this regard is the concept of transdisciplinarity and the potential it represents to connect dis- parate lines of inquiry in the pursuit of knowledge.

The commitment to transdisciplinary teaching and research has been catalyzed over the last two years by creation of the George and Ronya Kozmetsky Transdisciplinary Chair. The inaugural faculty member for this chair has been hired by CGU’s Kozmetsky Fellows as “Poverty, Capital, and Ethics in a Global Context,” a topic that touches every academic field at CGU. Recruitment of the first Kozmetsky Chair will occur in 2004 and begins a new academic era at CGU.

Globalization—Another underlying theme uniting the schools’ academic plans is related to globalization, and a focus on cultural differences and similarities. Whether this line of inquiry is based in the fields of economics, religion, education, politics, history, literature, philosophy, cultural studies, art, music, management, psychology, or human resource development, this theme underscores the teaching and research of CGU’s faculty. It is thus an integrative force and a building block for the development of a significant intellectual identity for the university.

Two significant methodologies also crosscut teaching and research in CGU’s schools. These include:

• The Science of Evaluation—Since the late 1960s, the School of Behavioral and Organizational Sciences at Claremont Graduate University has been a leader in providing graduate education in applied psychological science, evaluation, and applied research methods for “real world” settings. The research and teaching of SBSO faculty have given rise to a new field called evaluation science. Evaluation science methodologies are relevant to many academic fields, especially across the social sciences and the fields of management and education.

• Modeling, Simulations, and Data Mining—During the past 20 years, there has been a resolution in the efficacy of quantitative and computer-aided approaches to the solution of complex problems. Faculty at CGU represent a leading edge in this research and have demonstrated through their work the utility and practicality of such approaches across the disciplines. Today CGU quantitative and computer-aided research are especially important in the fields of information science, applied mathematics, computational science, economics, politics and policy financial engineering, finance, management, education, and psychology.

It is important to recognize that as these unifying themes have developed at CGU over the last five years, the university has maintained its commitment to applied, socially relevant research. That is, each of CGU’s schools remains engaged directly in its field of practice. Students are exposed to the world of work via internships and practice that take them beyond the walls of the university. This commitment has served CGU well over the years and will remain a cornerstone of the university’s overarching academic plan.

THE UNIVERSITY OF IDEAS

A “university of ideas” is founded on the unyielding premise that academic progress and advancement are only possible if teaching and research are organized around the unreserved pursuit of ideas, wherever they may lead. This notion is also a foundation principle of transdisciplinary scholarship. Transdisciplinarity is a mode of inquiry teaching and research that is predicated on a quest for new knowledge and deeper understandings. It proceeds without regard for disciplinary boundaries.

The university of ideas, there are no wants or needs; there are only ideas that require nurture and support. In such an environment, it is meaningful to make a claim for additional financial or human resources for new facilities in the absence of a compelling idea that advances teaching, research, or practice. Under this new structure and organization, Claremont Graduate University is becoming a university of transdisciplinary ideas. What this means going forward is that budget, personnel, and fundraising decisions will follow the development of ideas and projects within schools. In this context, priority must be given to ideas that significantly advance the programs of teaching and research in a school and develop the vital connective fabric of the larger university.

From 1992 to 1997, Claremont Graduate School developed a stellar reputation as an outstanding educational institution. But because of what has happened in Claremont during the past five years, it is now fitting and appropriate to shed the name “Claremont Graduate School” once and for all. Those who persist in using Claremont Graduate University’s old name do so out of ignorance of what has transpired here. More importantly, those who continue to use CGU’s old name need to be told about Claremont Graduate University’s future. It is a future of ideas built within the confines of a truly distinctive and distinguished university.

The collaborative effort of CGU doctoral student in educational studies Marie Sandy, along with CGU Professor of Educational Studies Louise Arguelles and Carol Brandt, vice president of international and social programs at Pitzer College, resulted in a $530,000 grant to CGU from the U.S. Department of Housing and Urban Development (HUD). The HUD grant funds the Ontario Community University Partnership, a grassroots think tank developed by Sandy in nearby Ontario. Faculty and students from CGU and Pitzer will provide research and other services to the think tank in the areas of health care, education, and low-income housing. The research think tank includes local residents and representatives from social agencies and the city of Ontario.

The School of Behavioral and Organizational Sciences has developed a new certificate program in evaluation as well as a new Ph.D. concentration in evaluation and applied methods. A new volume based on the 2003 Stauffer Symposium on Applied Psychology, Evaluating Social Problems and Programs: Visions for the New Millennium, provides some of the most current information on the practice of evaluation.

Rachel Lachowicz, Claremont Graduate University adjunct professor of art, was honored with a prestigious Guggenheim fellowship. Lachowicz is best known for her work reconfiguring classic art by famous male artists and for her sculptural use of materials including lipstick, eye shadow, and face powder.

The School of Information Science hosted five scholars during the spring 2003 semester through the Wigal-Igbaria Distinguished Lecture Series. Paul Gray professor emeritus and founding chair of information science at CGU, was honored with the L.E.O Award for Lifetime Exceptional Achievement in Information Systems. It represents the highest recognition in the field and was presented to Gray at the 2002 International Conference on Information Systems in Barcelona, Spain.

Edward Jones, AIG SunAmerica, and The Starr Foundation have separately extended a $10 million challenge grant to the Peter F. Drucker Graduate School of Management. The gift will establish CGU’s second transdisciplinary chair—the Peter F. Drucker Transdisciplinary Chair in Management and the Liberal Arts. The gift will also fund the Doris Drucker Chair in Global Management and establish the John W. Bachmann Scholars Program to provide need-based scholarships.

The Peter F. Drucker Award for Nonprofit Innovation, presented annually since 1991 by the Drucker Foundation (now the Leader to Leader Institute), has been renamed the Drucker Award. The $25,000 award is given to a nonprofit organization in recognition of a program that has made a difference in the lives of its clients. It serves by producing results that represent “a new dimension of performance.” According to Drucker, the purpose of the award is “to find the innovators, whether small or large, to recognize and celebrate their example, and to inspire others.”

The Drucker School’s second annual Mystery Charity event was a highly successful collaborative effort involving the university and the Claremont community. CGU faculty, trustees, alumni, staff, and students worked alongside the Claremont chief of police and members of the City Council, local service clubs, and the Claremont business community to build playhouses for local children. The third annual event is scheduled for December 11.

Five Clinton scholars—the largest number ever to be enrolled at CGU—pursued programs in management or human resources design in the 2002-03 school year. The Clinton Scholars Program is administered through U.S.A.I.D. and provides tuition, books, a monthly stipend, and health insurance for Palestinian scholars studying in U.S. graduate programs.

The Community College Leadership Development Initiatives (CCLDI) at CGU established a new executive coaching program. The program is the only executive coaching service aimed specifically at community college administrators.

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The President’s Report 2003

Vision 2010: Center for the Arts:
• Establish a program that integrates performance and theory.
• Create a Career and Organizational Development Institute to facilitate research and practice focused on improving human achievement and organizational effectiveness.

Peter F. Drucker graduate school of management:
• Different School of Thought

Current enrollment: 450 (215 full-time equivalent)

Programs offered: Ph.D. in management, Ph.D. in financial engineering (with the School of Mathematical Sciences). M.A. of Business Administration. Executive M.A. in Management. Master of Arts in management. M.A. of Science in financial engineering (with the School of Mathematical Sciences). Master of Science in advanced management.

Vision 2010:
• Increase the size of the faculty to 20.
• Secure the legacy of Peter Drucker through academic programs and the Drucker Archives.
• Build executive and corporate education programs.

School of mathematical sciences:
• Promoting excellence and equity, social justice and accountability

Current enrollment: 581 (265 full-time equivalent)

Programs offered: Ph.D. and M.A. of Arts degrees in mathematics. M.A. School Leadership Ph.D. for Pre-Administrative Credential. Teacher Education Internship Credential. M.A. Graduate in a program.

Vision 2010:
• Hold a summer of national leaders to develop a set of principles of accountability systems that work for social justice and dis- seminate widely.
• Return and revisit programs to edu- cate leaders for schools and colleges who will develop and implement accountability systems that work for social justice and excellence.
• Develop a Center for Social Justice and Accountability to encourage merging of these two imperatives in the broader national education community.
• Develop new programs in special edu- cation and administrative education.

School of information science:
• Leadership in the innovation and Management of Information

Current enrollment: 145 (73 full-time equivalent)

Programs offered: Ph.D. in the management of information systems. Master of Science in information systems.

Vision 2010:
• Strengthen the Center for Applied Informatics.
• Offer additional technical courses in fields such as data mining and discovery, Internet technologies, and artificial agents.
• Mix on-site and distance education programs.

School of mathematical sciences:
• Developing a transdisciplinary vision.

Current enrollment: 60 (36 full-time equivalent)

Programs offered: Ph.D. in mathematics. Ph.D. in financial engineering (with the Peter F. Drucker Graduate School of Management). Ph.D. in computational sciences (joint program with San Diego State University). Ph.D. in engineering and industrial applied mathematics (joint Ph.D. program with California State University, Long Beach). M.A. of Arts and Master of Science in degrees in mathematics. M.A. of Science in financial engineering (with the Drucker School of Management). M.A. of Arts in mathemat- ics with teaching credential.

Vision 2010:
• Develop a Ph.D. program in mathematics education with the School of Educational Studies.
• Develop and integrate high-performance computation at CGU for the advancement of transdisciplinary research.
• Strengthen involvement and research collaboration with the Keck Institute of Applied Life Sciences, including a joint Ph.D. degree in computational biology.
• Build a high-performance computation- al laboratory.

School of business and organizational sciences:
• Applying the Science of Psychology and Evaluation

Current enrollment: 183 (98 full-time equivalent)

Programs offered: Ph.D. and M.A. of Arts degrees in evaluation and applied methods; organizational behavior; industrial and organizational psychology, applied social psychology, and applied cognitive psychology. Master of Science in human resources design.

Vision 2010:
• Develop a CGU Transdisciplinary Evaluation Science Center to provide state-of-the-art evaluation education and services to all eight CGU schools and the Claremont Colleges, and to corporations, government agencies, educational institutions, and nonprofits.

School of politics and economics:
• Educating for Democracy

Current enrollment: 200 (125 full-time equivalent)

Programs offered: Ph.D. degrees in economics and political science. M.A. of Arts of degrees in economics, politics, public policy, international political economy, international studies, and policy, econ- omics, and business.

Vision 2010:
• An academic leader in joint studies of politics and economics.
• A flourishing California Policy Institute at Claremont.
• A substantial field in political econom- ics, the Politics, Economics, and Business.
• New faculty chairs in U.S. policy and finance, and economics.

School of religion:
• Educating for Religious Pluralism

Current enrollment: 208 (74 full-time equivalent)


Vision 2010:
• Develop new programs in Religions of North America (Ph.D.), Jewish Studies (M.A.), and Islamic Studies (M.A.).
• Create new concentrations in African American Studies and the Bible, Orthodox theology and spirituality, and Catholic theology and ethics.
• Launch the Biola Global Institute for Religion and Culture.
• Forge new international partnerships in Asia, Latin America, and the Middle East.

School of the arts:
• Creating a Career and Organizational Development Institute to facilitate research and practice focused on improving human achievement and organizational effectiveness.

The President’s Report 2003
Statement of Activities

Unrestricted | Temporarily Restricted | Permanently Restricted | Total
--- | --- | --- | ---
Net assets at beginning of year | $54,263,607 | $8,319,344 | $58,581,948 | $219,434,049
Revenues and release of net assets:
- Tuition and fees | 20,024,884 | | | 20,024,884
- Federal grants and contracts | 3,132,019 | | | 3,132,019
- Endowment payout | 3,071,907 | | | 3,071,907
- Other investment income | 226,937 | 177,112 | 113,609 | 315,158
- Other revenues | 700,448 | | | 700,448
- Release of temp. restricted net assets | 1,949,717 | (2,949,717) | |
- Auxiliary enterprises | 913,355 | | | 913,355
Total revenues and release of net assets | 38,082,768 | 1,515,707 | 2,995,062 | 43,184,437
Expenses:
- Instruction | 20,599,890 | | | 20,599,890
- Research | 4,625,764 | | | 4,625,764
- Student services | 1,636,520 | | | 1,636,520
- Student aid | 805,418 | | | 805,418
- Auxiliary enterprises | 1,181,380 | | | 1,181,380
Total expenses | 39,548,584 | | | 39,548,584
Other changes in net assets:
- Revaluation of life income and annuity liabilities | | | | (1,240,778)
- Redeposition of net assets | 2,273,613 | (2,273,613) | |
- Transfers to other Claremont Colleges | (61,760) | | | (61,760)
- Staff retirement comprehensive pension loss | (797,169) | | | (797,169)
- Net realized and unrealized capital gains on investments net of allocation to operations | (204,765) | (480) | (331,759) | (617,004)
Total other changes in net assets | 1,127,919 | (3,734,872) | (408,482) | (1,035,434)
Change in net assets | 293,833 | (2,219,164) | 2,587,470 | 662,139
Total net assets at end of year | $54,557,440 | $8,100,180 | $59,436,168 | $220,096,988

Statement of Financial Position

2003

Assets:
- Cash | $125,682
- Accounts receivable, net | 2,332,100
- Prepaid expenses and deposits | 272,174
- Contributions receivable, net | 5,971,380
- Notes receivable, net | 1,914,099
- Funds held in trust for others | 303,140
- Investments | 106,533,795
- Plant facilities, net | 24,246,557
Total assets | 141,800,907

Liabilities:
- Accounts payable and accrued liabilities | 2,999,448
- Deposits and deferred revenue | 3,665,008
- Liability for staff retirement plan | 785,311
- Life income and annuities payable | 4,190,355
- Notes and bonds payable | 8,221,840
- Government advances for student loans | 1,739,926
Total liabilities | 21,703,919

Net assets:
- Unrestricted | 43,210,488
- Plant and other | 11,346,852
Total unrestricted | 54,557,440

Temporarily restricted:
- Restricted for specific purposes | 4,969,157
- Amortized and life income contracts and agreements | 2,031,223
Total temporarily restricted | 6,100,380

Permanently restricted:
- Student loans | 24,324
- Amortized and life income contracts and agreements | 2,940,243
- Endowment | 56,504,691
Total permanently restricted | 59,436,168
Total net assets | 120,096,988

Total liabilities and net assets | 141,800,907


Research and Sponsored Programs

Proposals Submitted 07/01/02 - 06/30/03

Awards Granted 07/01/02 -06/30/03

Statement of Financial Position

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Total permanently restricted | 59,436,168
Total net assets | 120,096,988

Total liabilities and net assets | 141,800,907

Gift Revenue

- gifts by school
  - SBOS | $646,362
  - SFE | $601,154
  - SPS | $2,492,050
  - Education | $487,018
  - Arts & Humanities | $253,341
  - Information Science | $49,400
  -tag | $743,250
  - Languages | $800,210
  - University | $3,352,337

- gifts by donor group
  - Alumni | 363,179
  - Trustees/Visitors | 2,983,989
  - Organizations | 2,915,328
  - Corporations | 3,121,327
  - Estates/Trusts | 10,426,596

Gifts and private grants (10 yrs.)
When Rountree graduated from Occidental College in 1971 with a degree in literature, he expected to pursue a doctorate and live out his career as an English professor. What he thought was a temporary job in human resources, though, led him to the business side of education. “I became more interested in how educational institutions and nonprofit organizations organize and run themselves,” he says. “I thought teaching probably wasn’t for me, although if I had my dream, I would probably like to teach at a place like the Drucker School.”

Rountree credits the four classes he took from Peter Drucker en route to his executive MBA with changing the way he looked at nonprofits. “He made it seem important and necessary that there be well-trained leaders for nonprofit organizations,” Rountree says. “When I studied at Drucker, being a nonprofit leader for the first time became a meaningful and identifiable career path, as opposed to the prevailing idea at the time that nonprofits were places you went if you just couldn’t hack it in the corporate world.”

“One of the things Peter said in a book I read not long ago,” Rountree adds, “is that all corporate entities have the same mission—to make money for shareholders. Only nonprofits have true missions. The making of money is just the necessary fuel that allows you to create your mission. That’s what I find really fulfilling about nonprofit leadership. You’re trying to really make a difference in people’s lives and in society through the arts and through education.”

Rountree gets up from his desk, which once belonged to Henry Mancini, the renowned composer and longtime supporter of the Music Center. “I go to the window in his azures, at the third floor of the Dorothy Chandler Pavilion and look across Grand Avenue, which, along with the new concert hall, now, is grazed by our Lady of the Angels Cathedral. “So many people in the Los Angeles area don’t realize there’s a wonderful park that runs down the middle of Grand Avenue, “he says. “It’s a Grand Avenue Committee set up to renew and revital- ize it. The goal is to make the Music Center plaza all the way to City Hall be one big public space.”

Rountree speaks with the quiet enthusiasm of a man who has found what the Drucker School’s Mihaly Csikszentmihalyi—once an advisor to the Getty museum—calls flow, the optimal balance of challenge and skill in a work he loves. “I’ve had this incredible blessing—some would say I’m a glutton for punishment,” he says. “I’ve been involved in these two extremely visible projects that are important to the spirit and confidence of Southern California. Both of them have to do with the arts and the importance of the arts as a kind of civilizing and mobilizing force.”

Drawing on the perspective gained by work on boards as diverse as the Center for Governmental Studies and the UCLA Medical Center, Rountree—who is a vice chair of the CGU Board of Trustees—encourages students and fellow CGU alumni to consider careers in nonprofit leadership. “This is where the action is going to be—in foundations, universities, arts organizations, and social service agencies,” he believes. “There are lots of innovative, creative, and exciting opportuni- ties in leadership and management of nonprofits to make them more effective.”

Rountree reflects on his time at the Drucker School. “To me, the most profound thing that Peter taught was asking the right questions about your purpose as an institution,” he says. “At the Music Center, our purpose at the end of the day is to provide an environment that sustains and enlivens great performing arts companies. Our mission is to create a place that is welcoming to the broadest public that can come and experience those companies.”

As the Walt Disney Concert Hall at the Music Center opens its doors to an eager and appreciative public, that mission for the people of Southern California is both accomplished and yet, in a very tangible and real way, has only just begun.
HISTORIAN BURNS HIS BOOK

Paul K. Longmore (Ph.D., History 1984) has secured his reputation as one of the most respected figures in disability studies with the recent publication of Why? Burnt My Book and Other Essays on Disability (Temple University Press, 2003). A collection of new and previously published essays, Longmore’s book explores the history of disability while building a bridge between academia and activism.

“Personal inclination made me a historian. Personal encounter with public policy made me a historian. I,” says Longmore, as a result of childhood activism, “was never a student. I could not take fellowships and assistantships, and I explain Longmore. “According to public policy, I could not take fellowships and assistantships, and when I published my dissertation, I couldn’t take royalties on it. I wasn’t allowed to earn more than $300 a month without helping the federal aid that allowed me to live in my own home, get an education, and seek to build a career as a historian and college teacher.” Protecting these interactions, Longmore traveled to the Los Angeles federal building on October 21, 1989 and burned his newly published book.

The book Longmore burned was the published version of his dissertation, The Invention of George. The Invention of George (University of California Press, 1988), Pursuing his interest in early American history under the tutelage of CGU Professor Robert Darnton, Longmore often wondered whether he could realistically become a historian. “I knew that I could never earn even as a college teacher to replace my government financial aid,” said Longmore. But as Longmore reflects, “While Professor Darnton was not in a position to help me, I was in a position to support my efforts to become a historian. I believed in my talent, and if it weren’t for my encouragement, I think I would have quit.”
Entrepreneurs (L.I.F.E.) consulting and the Latino Institute for consulting firm, Louis Barajas & company, Financial Greatness Inc. in February 2003, with his

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and prior to that was director of information technology, and performances

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Qestions? E-mail alumni@lscsu.edu

Alumni—Be Our Guest at a Campus Lecture, Wine & Cheese Reception, or Alumni Gathering

Visit the "Upcoming" Section of this issue of the Flame for a list of CU/G events featuring leading scholars, researchers, consultants, and professionals. Here’s a sample of her new album, go to http://www.tyrhaonline.com.

PREPARATION + OPPORTUNITY = TYRHA

Linda Hendry (M.B.A., 1999) recently celebrated the release of her album, “Everyting.” As the lead singer of TRAHQN, Linda’s recent release marks another achievement in a cornucopia of creative and professional successes as she continues to pursue her career at the 2003 NFL Pro Bowl in Honolulu, Hawaii, opening for Grammy winner Jonathon Baker at the 2003 Kentucky Derby, and being selected as the first-ever director of development for the Life Center Organ Donor Network.

While taking classes at the Peter F. Drucker Graduate School of Management, Linda toured places as far away as Tokyo with her group 8 Manos. According to Tyrha, “The professors definitely thorough and helpful because I was never a problem until my graduation day! Towards the end of May I got a calling me that I’d been called back for final auditions for the lead role in the West Coast premiere of the Dutch East India Company’s Broadway musical “PLAY ON!” It was a dream come true,” recalls Lindy “except for the fact that call backs were on the same day as graduation! Let’s just say I decided to graduate. My agent was furious, but it worked out for the best, as I was later asked to tour and perform with the show as an understudy.”

A few years later, Lindy was up for the lead role in the touring version of the now famous Broadway musical Aida. Instead of being dissatisfaction that when role went to jazz legend Nina Simone’s daughter, Liss Simone Kelly, Lindy decided to take her future in her own hands. “I’ve already been a professional singer for years. Preparedness plus Opportunity equals Success. So I got prepared. They were looking for a big box office name and mine wasn’t, so I decided to make my name known. That’s how the album was born.”

Lindy serves as the first-ever director of development for the Life Center Organ Donor Network, one of the 59 member organizations of the national United Network of Organ Sharing. “For the first time they were looking at the marketing and communications aspects of their industry and I fit the bill,” she says. Lindy also oversees their own consulting company, L.A.I. Communications, which specializes in marketing and strategic planning for non-profit organizations.

“I am always reading and re-reading this book’s especially Entrepreneurship and innovation,” says Lindy. “I keep thinking that the book is applicable whatever I’m in marketing or an artist. In order to be successful, you need to innovate. The key, regardless, is creativity.”

Lindy currently lives in Cincinnati, Ohio, plans to continue singing professionally, and recently signed with a record deal with a major label. She has already signed with the management company Major Entertainment. For more information on future tour dates and a sample of her new album, go to http://www.tyrhaonline.com.
Alumni: What’s New?

Please use the space below to update us on your personal or professional activities. Attach additional pages if needed, and do send photos.* Alumni profiles and photos may be published in a future issue of the Flame magazine and on the CGU alumni web site. Attach additional pages if needed, and do send photos.* Alumni profiles and photos may be published in a future issue of the Flame magazine and on the CGU alumni web site.

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Degree(s) or certificate(s) earned at CGU, with year(s): ____________________________
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Tavender Earle joined a Cane: A prominent consultan.

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The new DesCombes Family Gate at 9th and College demarcates Claremont Graduate University’s physical space just as transdisciplinary scholarship defines our intellectual domain. Unlike gates of old designed to keep people out, this gate is open and expansive, symbolic of welcome to the university and to the ideas within.

Both the philanthropic vision of Don and Betty DesCombes and the artistry of the construction team were required to create a visual landmark that CGU will be proud of for decades to come. To them—from those of us who enjoy the beauty of the gate today and all who will enter through it in the years to come—we say a heart-felt “thank you!”