transdisciplinarity (trans·dis·e·ple·ner·e·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.

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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 opportunities for personal growth and the socially responsible use of resources.

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 is valued in its domain, socially useful, and beneficial to the one who performs it. Watts.

At the Quality of Life Research Center, Watts works with research director Jeanne Nakamura in the Good Work project, exploring the real difference that giving makes in people’s lives. In particular, they study what she calls “the feel good,” how they feel when they give, how they relate to community, and what they learn.

For Watts, pursuing this passion is a dream come true.

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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.
Drucker has long expressed a desire for the school's faculty since 1971. The school of $20 million. Ito's gift is the company to the prominence it enjoys today.

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, Juno, 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 unrestricted 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 other major donors, the Ito gift brings the Drucker School Alumni Day on November 8.

The renaming of the school comes with the enthusiastic support of Peter Drucker, the renowned management expert who has been a member of the school's faculty since its inception. The school was named in his honor in 1987, but Drucker has long expressed a desire for the school to also be named after a benefactor, as is common in business schools across the U.S., to ensure its financial future. Masatoshi Ito, founder and honorary chairman of the Ito-Yokado Group, has pledged an endowment gift to the school of $20 million.

Cornelis de Kluyver, dean of the Drucker School, says that Ito's gift is the largest ever made to an American management school by a person outside the United States. "It links east and west, practitioner and scholar," says Dean de Kluyver. "We are privileged to have Mr. Ito's name associated with this graduate school.

From a single store in Tokyo after World War II, Ito has built the Ito-Yokado Group into a business distinct and different from any other I know. In my judgment, Mr. Ito represents both the entrepreneur and the professional executive at their very, very best."

The strategic direction we set out a decade ago, namely to gain worldwide attention as a testing ground and trendsetter for politics across the nation. It will be among a very few research institutes devoted exclusively to California's unique problems. Plans for the institute include publishing position papers, forging partnerships with other research entities, conducting policy clinics and conferences, and launching a key website for information on California politics and economics. A faculty chair in California policy is also in the works. "We are filling a need for intelligent, nonpartisan policy analysis in California," says Denzau.

Succeeding Denzau in his former position as dean of the School of Politics and Economics is Professor of Political Science Yi Feng, who previously served as associate dean and chair of the Department of Politics and Policy. His interests include international political economy, public policy, and methodology. Feng and professor of international relations Jack Kluyver were both recently named editors of International Interactions, one of the leading journals in international studies.

Banner Year for School of Politics and Economics

Buoyed by a large incoming class of quality students, new faculty and fellowships, and a promising institute for California policy studies, the School of Politics and Economics (SPE) is enjoying a banner year. Seventy-one new students entered the school this year, a 42 percent jump over last year's incoming class. The biggest increase was in economics, where 28 new students comprised the largest class in at least 10 years.

"We worked with our alumni, streamlined the application process, and had faculty call each accepted student," said the dean of the School of Politics and Economics, Yi Feng.

Lindsay Stadler, recruitment and admissions coordinator for SPE, says the reputation of the school continues to grow around the world as alumni make important contributions to research, business, and government. Graduates, she says, are also finding good, high-paying, high-quality jobs.

"Our alumni continue to recommend the school and CGU as a whole," said Stadler. She also credits a revamped school website with helping to attract new students.

A push to bolster SPE's presence in the areas of American politics and public policy is also underway. Assistant professor Merolla, an expert on elections, campaigns, and Congress, will strengthen these specialties.

American politics will also benefit from a generous gift by trustee Michael J. Johnston and his wife Mary, establishing the first permanently endowed student fellowship at the school. The fellowship will be given each year to an exceptional incoming student in American politics, covering tuition for up to three years.

The new California Policy Institute at Claremont is being kicked off this year. The institute, led by Professor Art Denzau, will address California policy issues at a time when the state is gaining worldwide attention as a testing ground and trendsetter for politics across the nation. It will be among a very few research institutes devoted exclusively to California's unique problems. Plans for the institute include publishing position papers, forging partnerships with other research entities, conducting policy clinics and conferences, and launching a key website for information on California politics and economics. A faculty chair in California policy is also in the works. "We are filling a need for intelligent, nonpartisan policy analysis in California," says Denzau.

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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 Medal.

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"The strategic direction we set out a few years ago, deeply rooted in Peter Drucker's values and ideas, remains unchanged," Dean de Kluyver concludes. "Indeed, the gift and addition of Mr. Ito's name to the school will enhance our visibility, help attract additional resources, and enable us to compete more effectively on an increasingly global playing field."

L e t t e r s r o m t h e E d i t o r

You are to be congratulated on two very timely articles in the Fall 2003 edition of The Flame: the first, "A Discussion of Interests in The Middle East," is directly related to the second, "Unusual Partnerships in the West Bank.

Visiting Palestine and Israel and seeing the horrendous conditions under which the Palestinians live, one can easily see how they became terroristic. Three generations of people have been living in refugee camps for 50 years with hardly the bare necessities for survival. This, along with the dictators we have supported in Saudi Arabia, Egypt, Iran, and other Middle Eastern countries because of our over-indulgence in oil, have made Americans the object of hate and anger throughout that part of the world.

If a person is willing to kill himself or herself (as suicide bombers) for their cause, you will never be able to assemble a large enough army to prevent cancer.

So, in my opinion, until we solve our serious dependency on Middle East oil, that part of the world will continue to be a hotbed of instability and we will have suicide bombers. I just hope that enough progress will be made over time to give hope to those so terribly affected.

The partnership program started by the three young men in your article is a good first step, because trading and doing business among people has a way of lowering barriers between all, thus providing a future where there has been none. I just hope that sufficient progress is made before suicide bombing becomes commonplace on American soil. Matthew Jenkins Member, Board of Trustees Claremont Graduate University
Kozmetsky fellows look beyond the disciplines

As a major part of the university’s quest to break down barriers to study and research across academic disciplines, nine CGU fellow alumni.

New joint degree links business with science

Recognizing the growing importance of business as an industry, the Peter F. Drucker Graduate School of Management and the KeckGraduate 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 life sciences and a master of business administration in three years.

David Finegold, associate professor of management at KGI, says the program was developed in response to student interest. “Keck students were talking about business and life sciences, and that’s where we saw an opportunity to further the kind of scholarship I’m interested in,” says Samantrai. “It allows us to promote scholarship that gets us away from the unwritten rules of our disciplines.”

Next generation of Internet technology developed at CGU

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

According to Samir Chatterjee, professor of information science at CGU, ultra high-speed connections through the next generation Internet will make videoconferencing as easy as email. No longer will videoconferencing be hampered by technical snarls, poor audio and visual quality, the unreliable nature of videoconferencing addresses, along with the unwritten rules of our disciplines.

Chatterjee and his research partners at the University of Alabama, Birmingham, the University of North Carolina, Chapel Hill, and the University of Alabama, Birmingham, attempted 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) 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 decided to adopt this system before it was given over to public use in the 1990s. Operating at minimum speeds of 2.4 gigabits per second (gbit), the CGU-based network is 45,000 times faster than the typical modems, this high-speed network allows advanced applications the commercial Internet can’t handle.

Videoconferencing is one of the most widely used Internet2 applications. The high bandwidth allows a true two-way conversation, with broadcast-quality images, real-time audio, and very few errors and delays. In its most basic form, videoconferencing requires two videoconferencing cameras, speakers, and microphones, a few network cables, special software, and an Internet2 connection.

Up to now, the system has been used primarily by high-level university and government officials, the military, and businesses. Chatterjee hopes to see Internet2 and its advanced videoconferencing spawn a new high-tech boom. "The implications of this technology for business, education, and healthcare, are enormous," says Chatterjee.
Campus enjoys monumental improvements

Leder stone gates topped by beacons with the 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 official symbolic entrance at College Avenue and Ninth Street. The gate, made possible by a gift from CGU trustee Donald R. DesCombes 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 gates, designed with the CGU shield and new landscaping now mark campus entries at the corner of Tenth and Dartmouth. Improved lighting, new benches, and walkways are present.

These improvements constitute the early phases of the campus master plan which springboard from the recently completed renovations of Harper Hall East, McManus Hall, and Stauffer Hall. Future plans include a university commons behind McManus Hall, recon- organization of campus parking, and new student housing. A central campus walkway lined by new buildings and landscaping will eventually start at Eighth Street and extend north to Foothill Boulevard.

“These improvements be 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.”

Campus 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-in package were state-of-the-art music facilities that offer three new practice rooms with acoustic pianos and cutting-edge music technology workstations. These workstations, which include a synthesizer, large flat-screen monitors, and a powerful computer, can simulate a professional orchestra playing a composer’s music right from the computer. Students and faculty can use downloaded instrumental samples recorded from some of the world’s leading orchestras to play their own pieces.

Other new facilities include a central music technology instruction area, where faculty can teach music classes using a large screen for projection. The space also doubles as a recording studio with a 32-track mixing board.

Music facilities highlight new Stauffer Hall

Peter Boyer (Music) recently completed a studio recording of “Ellis Island: The Dream of America.” The orchestral tracks were recorded in February with the Philharmonia Orchestra in London. In September, Boyer recorded actors Olympia Dukakis, Eli Wallach, Bebe Neuwirth, Barry Bostwick, Blair Brown, Anne Jackson and Louis Zorich playing the voice-over parts of the seven American immigrants showcased in seven American immigrants showcased in the seven American immigrants showcased in the American Immigration Center: A Historical Illustration of Responses to 9/11.”

Mihaly Csikszentmihalyi (Economics) has been awarded the Anheim Award for Outstanding Research by a Senior Faculty Member from the Pacific Coast Branch of the American Historical Association.

Other improvements to the newly named John Stauffer Hall of Learning include repairs and improvements to the building, the reconfiguration of Albrecht Auditorium, and technology upgrades to first floor classrooms. All of the renovations and music facilities were paid for with a generous grant from the John Stauffer Charitable Trust.

According to music professor Peter Boyer, students can now compose, notate, synthesize, record, mix, edit, and master music entirely in-house, with a high level of sophistication. The fully networked music technology workstations allow students to compose or play music simultaneously. Students can also create music for film and video.

“With a music program of our small size, having this quality and quantity of music technology is quite unusual,” said Boyer. “The new facilities represent a huge leap forward for the music department.”

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Ryder, Slate Join Board

Following their election at the October board meeting, Beverly Ryder and Richard J. Slater 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 accreditation commission for the Western Association of Schools and Colleges.

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

Slater 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 outsourcing, and global basic resources. He continues to advise the CEO of Jacobs on strategy and outsourcing, and global basic resources.

Slater is an advisor to the Soros Fellowship, a post-graduate scholastic awards program for new post-graduate students. He also serves on the board of directors of the Alliance Francais de Beverly, which is president of the Alliance Francais de Beverly, Los Angeles, the California Medical Center Foundation, the Los Angeles Urban League, and CORO Foundation.

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“We are trying to provide an educational experience that will be meaningful in the global economy,” said CGU president Steadman Upham. “She brings a wealth of experience in the areas of international education and community service.”

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“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 branches of government and the committee structure of Congress. We read Nathaniel Hawthorne and Carl Sandburg. Toni Morrison and Flannery O’Connor. These writers expanded our sense of what it means to be an American citizen. No matter what passport we held, “I am an American and proud of what that means.”

Given the precariousness of the times, I had wondered before I took part in it last June, just a month after terrorists attacked the Twin Towers. The week not only engaged the mind but the spirit as well. It was an important vision, one I embrace. I returned from Fez, though, having renewed my commitment to another, even broader mission. I must become both an American citizen and a world citizen. No matter what passport we carry, that citizenship is indeed the responsibility of all of us.

Karen J. Torjesen is dean of CGU’s School of Region.

Reflections from Fez

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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.

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.
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 multi-disciplinarity are gaining popularity because the fragmentation 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." 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 work that is difficult to evaluate and escapes normative standards. Cutting existing requirements to accommodate transdisciplinarity is often associated with the arrival of new administrators putting transdisciplinarity into practice in a university. Turf battles stemming from their different goals and personalities can develop. Cutting existing requirements to accommodate transdisciplinarity 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 understand this chasm and how to bridge it. However, in searching for such a program she noticed the same split exist in graduate schools.

"The other schools I looked at had cookie-cutter programs that were not flexible," says Wong. "I either had to study music or dance. CGU was the only school that would allow me to study both."

Wong decided she wanted to pursue a program of graduate study aimed at understanding this chasm and how to bridge it. However, in searching for such a program she noticed the same split exist in graduate schools.

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Transdisciplinarity at CGU is often associated with the arrival of new administrators putting transdisciplinarity into practice in a university. Turf battles stemming from their different goals and personalities can develop. Cutting existing requirements to accommodate transdisciplinarity 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 understand this chasm and how to bridge it. However, in searching for such a program she noticed the same split exist in graduate schools.

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Digging into Philosophy

Will Krieger (Ph.D., Philosophy, 2003) didn’t set out to be the next Indiana Jones; when he has the hat for the part. He does archaeology but “doesn’t dream of big finds—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 Horsehearse 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 trans-disciplinary 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 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. “I would love to be doing it with tenure.” And while he is content digging course in the spring 2004 semester at CGU. His dream? “I love what I do,” he occasionally teaches in the field of religion, and will be teaching an archaeology

explosion of knowledge emanating from the use of technology that had transcended specific academic fields. Kozmetsky suggested CGU use the term “transdisciplinary” in place of “interdisciplinary” to organize and pursue scholarly interests within the university. Over the years CGU has been on the forefront of transdisciplinary research, often in addressing emergent needs in industry, technology, government, and academia. For example, the information science program (now the School of Information Science), combing 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 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. 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 for leaders with strong quantitative skills and financial training. “Demand for financial engineering internships and graduates has been more than we could ever anticipate,” says President Upham. “I can’t even think of another university that could entertain a transdisciplinary core course for all its graduate students.”

Nora Vargas looks at her picture of Barbara Jordan and thinks she may want to become a political leader someday. No. The ultimate prize CGU hopes for in this endeavor is creativity and innovation unleashed. Trustee John Sibert relays a story that illustrates for him the significance of transdisciplinarity. “I have a good friend who is a geologist,” he says. “We were driving through a beautiful desert one day and all he could do was stare at a cliff alongside the road. I had to tell him, ‘Look up at the horizon. Look at all the beauty.’” The friend then looked up, says Sibert, and discovered the broad beauty of the landscape.

“IT noticed when I first got here, how many of our alumni and problem solvers. They had a commitment to ideas that spill out beyond the borders of their fields.”

—CGU President Steadman Upham
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 provost.
• streamlining management of the university by consolidating administrative responsibilities and relocating the faculty bylaws to remove obstacles blocking clear and effective shared governance.
• developing a capacity for sponsored research to support the creative energies of the faculty and staff.
• rebuilding boards of visitors for each of the schools.
• defining a shared academic vision for CGU.

The last two years of this change process (2001-2003) have been spent renewing and enhancing the academic mission of the university.

The last two years of this change process (2001-2003) have been spent:

• redevising the academic mission of the university.
• rebuilding boards of visitors for each of the schools.
• developing a capacity for sponsored research to support the creative energies of the faculty and staff.
• removing obstacles blocking clear and effective shared governance.
• defining a shared academic vision for CGU.

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 unsettling for 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 diversity 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 consortial relationships in Claremont and its small size. CGU has become a Carnegie doctoral research extensive university in every sense during 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: to achieve our goal of making CGU a national university of consequence and distinction, we must simultaneously advance the unique missions of each school while also creating a defining institutional signature that integrates the disparate segments of the institution.

Throughout the two-day retreat in Coronado, presentations by the deans and discussion by the trustees pointed the way to both of these objectives. Each school identified, described, and explained the significance of its priorities in teaching, research, and service. These visions constitute a blueprint for academic growth and provide a roadmap for fundraising activities of all kinds. At the same time, retreat discussions revealed the underlying commonalities among the school’s different plans and exposed the intellectual threads that tie Claremont Graduate University together. The schools’ plans and initiatives are largely schematic and are idea- or project-driven, but the underlying commonalities are significant and constitute the “intellectual signature” of CGU. Both directions must be followed to advance the university.

RECENT TRANSFORMATION
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 filters a California academic tradition.
• expanding the advancement operations of the university.
• rebuilding boards of visitors for each of the schools.
• continuing the recruitment of motivated and highly qualified trustees.

The results of this five-year effort are seen clearly at CGU. Today, Claremont Graduate University consists of eight distinct grade schools led by deans. The university is fiscally stable and academically strong, facts attested to by the recent 20-year reaccreditation of CGU by the Western Association of Schools and Colleges. External funding for research at CGU during the last five years has quintupled, and private fundraising continues apace despite a rocky economy and unfavorable markets.

Most importantly, however, Claremont Graduate University is no longer a unitary entity that can be described as a “graduate school.” Rather, the last five years CGU has become a “university” whose identity is built around the strong and distinctive character of its eight graduate schools.

The California Policy Institute at Claremont (CPIC) was formed in the School of Politics and Economics, under the directorship of Professor Jennifer Merolla and the creation of a new fellowship for students in this field, made possible by a gift from former trustee Michael J. Johnson and his wife, Mary. The School of Religion 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 former trustee Michael J. Johnson and his wife, Mary.
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 unrestrained 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-

TERMS important to recognize that these unifying themes have developed at CGU over the last five years, the university has main-

TECHNOLOGIES ted its commitment to applied, socially relevant research. That is, each of CGU’s schools remains engaged directly in its field of study. Students are exposed to the world of work via internships and practica 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 unrestrained pursuit of ideas, wherever they may lead. This notion is also a foundation idea that advances teaching, research, or practice.

metal 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 these unifying themes have developed at CGU over the last five years, the university has main-

the Bradshaw Conference, an annual event hosted by the Centers for the Arts and Humanities, focused on “Imagining Minds” and drew scholars from the U.S. and abroad to discuss the nature of imagination. The centers also planned new transdisciplinary degree programs to begin in Fall 2004.

Recruitment of the first Kozmetsky Chair will occur in 2004 and Global Context,” a topic that touches every academic field at CGU. Recruit-
school snapshots

The President’s Report 2003

centers for the arts and humanities

President for the Arts Mission
“To foster the creation, production, and performance of art.”
President for the Humanities
“Educating the teachers, researchers, and cultural leaders of the future.”

Current enrollment: 378 (173 full-time equivalent)


President, John F. Llewellyn

President and CEO, Forest Lawn Memorial-Parks

John F. Llewellyn

President, The Geneva Companies

Jessica L. Venable

Executive Vice President, The Capital Group

Jonathan L. Dolgen

Former Chairman, The Capital Group Companies, Inc.

Elizabeth B. Duker

Chairman, Viacom Entertainment Group

Jonathan L. Dolgen

Vice President, Center of Intellectual Capital

Rocío Ramos de Villarreal

President and CEO, ResolveItNow.com

Donald P. Baker

Managing Partner, Edward Jones

Robert W. Lovelace

President, Dirizco Capital Research Company

George M. Madanat

President, President Michael Rottman

Thomas J. McKearn, Jr.

President and CEO, Automobile Club of So. Calif.

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Director of Global Inst. Servs., Dimensional Fund Advisors

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Statement of Activities

<table>
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<tr>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets at beginning of year</td>
<td>$54,283,607</td>
<td>$8,319,344</td>
<td>$58,605,988</td>
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Revenues and release of net assets:

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Tuition and fees</td>
<td>30,034,884</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Financial aid discount</td>
<td>(5,346,031)</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Net tuition and fees revenue</td>
<td>24,687,873</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Gifts and private contracts</td>
<td>4,159,364</td>
<td>1,003,976</td>
<td>2,694,153</td>
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<tr>
<td>Federal grants and contracts</td>
<td>2,332,169</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Endowment payout</td>
<td>3,071,907</td>
<td>272,620</td>
<td>188,190</td>
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<tr>
<td>Other investment income</td>
<td>228,637</td>
<td>177,612</td>
<td>133,609</td>
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<tr>
<td>Other revenues</td>
<td>700,446</td>
<td>11,208</td>
<td>711,654</td>
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<tr>
<td>Release of temp. restricted net assets</td>
<td>1,949,717</td>
<td>(1,349,717)</td>
<td>—</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>973,355</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total revenues and release of net assets</td>
<td>38,682,768</td>
<td>3,515,707</td>
<td>2,995,952</td>
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</table>

Expenses:

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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>20,599,890</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Research</td>
<td>4,255,764</td>
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<td>—</td>
</tr>
<tr>
<td>Academic support</td>
<td>4,725,867</td>
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<td>—</td>
</tr>
<tr>
<td>Student services</td>
<td>1,636,520</td>
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<td>—</td>
</tr>
<tr>
<td>Institutional support</td>
<td>6,242,015</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Student aid</td>
<td>805,418</td>
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<td>—</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>1,181,380</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total expenses</td>
<td>39,516,854</td>
<td>—</td>
<td>—</td>
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</tbody>
</table>

Other changes in net assets:

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net realized and unrealized (losses) gains on investments net of allocation to operations</td>
<td>(2,273,613)</td>
<td>(1,460,778)</td>
<td>—</td>
</tr>
<tr>
<td>Total other changes in net assets</td>
<td>1,127,919</td>
<td>(3,734,872)</td>
<td>(408,482)</td>
</tr>
</tbody>
</table>

Change in net assets | 281,833 | (2,219,164) | 2,587,470 | 662,139 |

Total net assets at end of year | $54,557,440 | $8,100,380 | $59,439,168 | $220,996,988 |

Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets:</td>
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<tr>
<td>Cash</td>
<td>$1,235,668</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>2,332,400</td>
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<tr>
<td>Prepaid expenses and deposits</td>
<td>272,274</td>
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<tr>
<td>Contributions receivable, net</td>
<td>5,971,460</td>
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<tr>
<td>Notes receivable, net</td>
<td>1,914,099</td>
</tr>
<tr>
<td>Funds held in trust for others</td>
<td>303,340</td>
</tr>
<tr>
<td>Investments</td>
<td>106,533,795</td>
</tr>
<tr>
<td>Plant facilities, net</td>
<td>24,248,557</td>
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<tr>
<td>Total assets</td>
<td>141,800,907</td>
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Liabilities:

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>2,999,448</td>
</tr>
<tr>
<td>Deposits and deferred revenue</td>
<td>3,665,038</td>
</tr>
<tr>
<td>Liability for staff retirement plan</td>
<td>785,312</td>
</tr>
<tr>
<td>Life incomes and annuities payable</td>
<td>4,190,355</td>
</tr>
<tr>
<td>Notes and bonds payable</td>
<td>8,122,840</td>
</tr>
<tr>
<td>Government advances for student loans</td>
<td>1,475,926</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>21,703,919</td>
</tr>
</tbody>
</table>

Total liabilities and net assets | 120,096,988 |

Gift Revenue

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Gifts by school</td>
<td></td>
</tr>
<tr>
<td>SEOS</td>
<td>$646,562</td>
</tr>
<tr>
<td>SFE</td>
<td>$601,354</td>
</tr>
<tr>
<td>College</td>
<td>$2,499,100</td>
</tr>
<tr>
<td>Education</td>
<td>$689,418</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>$253,341</td>
</tr>
<tr>
<td>Information Science</td>
<td>$49,630</td>
</tr>
<tr>
<td>Religion</td>
<td>$74,705</td>
</tr>
<tr>
<td>Economics</td>
<td>$81,310</td>
</tr>
<tr>
<td>University</td>
<td>$3,354,337</td>
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</tbody>
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<tr>
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<tbody>
<tr>
<td>Gifts by donor group</td>
<td></td>
</tr>
<tr>
<td>Alumni</td>
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<td>Private Estates</td>
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Research and Sponsored Programs

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Gifts and private grants (10 yrs)

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<tr>
<td>Gifts and private grants</td>
<td>$10,000,000</td>
</tr>
</tbody>
</table>
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. He goes to the window in his sparsely furnished office on the third floor of the Dorothy Chandler Pavilion and looks across Grand Avenue, which, along with the new concert hall, now is graced 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. “There’s a Grand Avenue Committee set up to renew and revitalize it. The goal is to make the Music Center plaza all the way to City Hall be one big public space.” It is no surprise that Rountree is a part of the committee.

Rountree speaks with the quiet enthusiasm of a man who has found what the Drucker School’s Mihaly Csikszentmihalyi—one 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—someone 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. “I think in a very personal way, 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 opportunities 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 enriches 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 all 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 during 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 an activist," says Longmore. As a result of childhood polio, Longmore drives an electric wheelchair and uses a ventilator. But regarding his achievements, Longmore modestly comments, "This doesn't mean I haven't made mistakes." Longmore's business is a fluid interchange of line and color. As a result of childhood polio, Longmore drives an electric wheelchair and uses a ventilator. But regarding his achievements, Longmore modestly comments, "This doesn't mean I haven't made mistakes." Longmore's business is a fluid interchange of line and color.

The government would pay for health insurance and personal assistance as long as I didn't work," explains 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 $3,000 a month while getting the health care 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 insecurities, Longmore traveled to the Los Angeles federal building on October 21, 1989, burned his newly published book. "I was appointed to be the Warren and Betsy Wilcox Faculty Fellow at the Claremont Graduate University. I was in a position to help my colleagues, but I didn't have enough federal funding to do it. I was in a position to help my colleagues."
He is also currently engaged with the company, Financial Greatness Inc.

2.

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EDUCATIONAL STUDIES

Gwen E. Garrison, Ph.D., Education, 1983, is currently serving as the

Raymond Garuba, Ph.D., Education, 1986, was appointed director of educa-

Gloria Willoughby-Turner, M.A., Psychology, 1988, was available for two years ahead of service.

Leandra Edwards, Ph.D., 1992, was appointed by the mayor of Cleveland,

Leonard A. Waseke, Ph.D., Education, 1982, recently appointed as the dean of the School of Educational Leadership and Change at the Fielding Graduate Institute in Santa Barbara, California. She has spoken nationally and internationally on topics related to support for education in developing countries.

John D. Dunbar, M.S. of Public Policy, 1993, was recently appointed by California Governor Gray Davis as director of the Center for State Compensation Insurance Funds.


John Meadows, M.A., Public Policy, 1994, is an attorney in Lebanon, Tennessee. He specializes in estate planning, real estate, and family

Andy Naranjo, M.A., Economics, 1994, was recently awarded a fellowship at the International Monetary Fund in Washington, D.C.

Kimberly H. Sustainable Nursing Education in a Developing Country.

INFORMATION SCIENCE

Doug Dahl, M.S., Management of Information Systems, 2000, joined City of Hope in 1989 as a research engineer in the department of medical informatics.

淄城为管理科学和工程学研究生。

A few years later, Lindsey was up for the lead role in the

Aida 1998, instead of being dis-
Deadline: March 1


Half-day alumni workshop, "Teaching and Learning in Higher Education." Laurie Richlin, workshop director. 9 a.m.-1:30 p.m. Workshop includes lunch. Registration is required. $35 fee. Office of Alumni Affairs and Preparing Future Faculty Program, 909-607-7149 or alumni@cgu.edu.

197th Annual Claremont Reading Conference. Registration is required and includes lunch. There will be a special reception for School of Educational Studies alumni following the conference. For more information call 909-607-1567.


16 School of Information Science, Magid Ibgaria Distinguished Lecture Series. Ramaya Krishnan, Carnegie Mellon University, speaker. 4 p.m. for refreshments, 4:30 p.m. lecture. Academic Computing Building (ACB), Room 211, 909-621-8209 or http://is.cgu.edu.

17 Kingley Tufts Poetry Awards Ceremony. 7:30 p.m. at the Huntington Library. For more information call Betty Terrell, 909-621-8113 or bettterrell@cgu.edu.

MAY 27 through June 6, Festival of World Sacred Music and Colloquium in Morocco. Travel program organized by the School of Religion at CGU. For additional information, contact Office of Religion and Culture, 909-607-8592 or religion.culture@cgu.edu.

Alumni—Has Your Address or E-Mail Changed?
E-mail alumni@cgu.edu, phone (909) 607-7149, or visit http://alumni.cgu.edu to provide us with your e-mail address, or phone updates to ensure that you continue to receive the Flame magazine and invitations to alumni and campus events. Updates can also be faxed to (909) 607-4202, attention: Office of Alumni Affairs.

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 used, Alumni: What’s New? Alumni profiles and photos may be used, alumni@cgu.edu or phone (909) 607-7149, or visit http://alumni.cgu.edu to provide us with your e-mail address, or phone updates to ensure that you continue to receive the Flame magazine and invitations to alumni and campus events. Updates can also be faxed to (909) 607-4202, attention: Office of Alumni Affairs.

Name: First Name Middle Name Last Name

Last Name Used While at CGU (if different from above)

Date

Month Day Year

Year of graduation or last class taken

Program/ School/ Center

Art & Humanities

Information Science

Politics & Economics

Education

Religion

Drucker

Mathematical Sciences

Behavioral & Organizational Sciences

Degree(s) or certificate(s) earned at CGU, with year(s):

Brief description of personal or professional activities (attach additional sheets, if needed):

Attach additional pages if needed, and do send photos.* Alumni profiles and photos may be used, alumni@cgu.edu or phone (909) 607-7149, or visit http://alumni.cgu.edu to provide us with your e-mail address, or phone updates to ensure that you continue to receive the Flame magazine and invitations to alumni and campus events. Updates can also be faxed to (909) 607-4202, attention: Office of Alumni Affairs.

Laura Fernández-Rojo, Ph.D., is professor in theology, spirituality, and pastoral care at Wesley Theological Seminary. He was director of Protestant ministry and adjunct professor in theology, spirituality, and medicine at George Washington University and Medical School.

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 used, alumni@cgu.edu or phone (909) 607-7149, or visit http://alumni.cgu.edu to provide us with your e-mail address, or phone updates to ensure that you continue to receive the Flame magazine and invitations to alumni and campus events. Updates can also be faxed to (909) 607-4202, attention: Office of Alumni Affairs.
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!”