

Volume 4, Number 3  
Winter 2003

# *the* Flame

The Magazine of Claremont Graduate University

trans·dis·ci·pli·nar·i·ty

**transdisciplinarity** (trans·disē·plē·ner'ē·tē)

1. *n.* Knowledge beyond disciplines. — 2. *n.*  
CGU's growing and merging universe of ideas.



# Help launch a DREAM

"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 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 excellent in its domain, socially useful, and beneficial to the one who performs it," says 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 how they think about themselves, 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.

## the Flame

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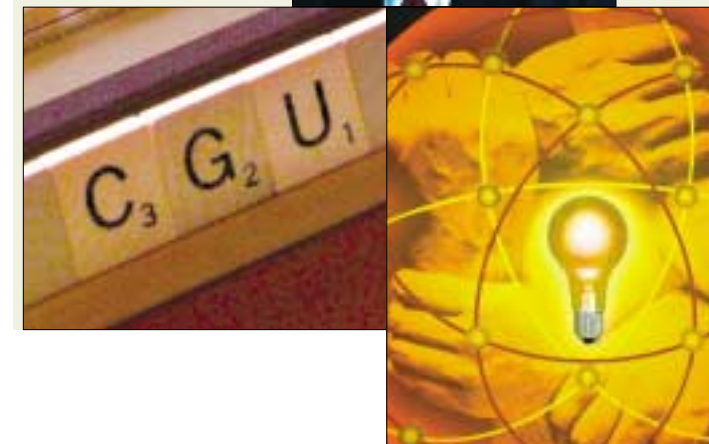
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It took passionate, intense, and talented people to create the new Getty Center and Disney Concert Hall. And it took CGU alumnus and trustee Stephen Rountree to keep them on the same page.

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## East-West meet in new name of the Drucker School

**T**he Peter F. Drucker Graduate School of Management at Claremont Graduate University will add the name of a leading Japanese businessman to its school name at a ceremony to be held on campus January 30. A formal announcement of the new name—The Peter F. Drucker and Masatoshi Ito Graduate School of Management—was made at 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 1971. The school was named in his honor in 1987, but Drucker has long expressed a desire for the school to also bear

the name of 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 Japan's largest retailer and one of the largest retailing

organizations in the world. It includes more than 10,000 7-Eleven stores in Japan and 5,800 in North America, along with 1,000 other stores—department stores, restaurants, specialty shops, supermarkets, and superstores. Ito-Yokado is the Japanese franchisee for Oshman's sporting goods stores, Robinson's department stores, and Denny's restaurants. The company recently began opening superstores in China.

"I admire Mr. Ito as one of the world's outstanding entrepreneurs and business builders," says Drucker. "He 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 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 conversationalists. "When we meet," explains Drucker, "we don't discuss his business but talk about Japanese and worldwide social and economic developments." 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 unrestricted

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 endowment goal. The final \$10 million for endowment will come from Drucker School alumni, now 3,561 strong, and devotees of the Drucker philosophy. "The Drucker Legacy Campaign seeks gifts of \$25,000 to \$2.5 million to fund various endowment opportunities, some of which may carry the name of the donor or a loved one," says Gary Jimenez, director of development for the school.

"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."



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.

## 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," says 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 Jennifer 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.

Succeeding Denzau in his former position as dean of the School of Politics and Economics is Professor of World Politics 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 Jacek Kugler were both recently named editors of *International Interactions*, one of the leading journals in international studies.



## Letters to the Editor

You are to be congratulated on two very timely articles in the Fall 2003 edition of *the Flame*. The first: "A Discussion of Prospects 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 terrorist. Three generations of people have been living in refugee camps for 50 years with hardly the bare necessities for survival.

This, along with the dictatorships 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 carnage.

So, in my opinion, until we solve our serious dependency on Middle Eastern 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





President Upham greets event hosts Doug and Irene West.

### D.C. alumni reception

The historic Dumbarton House in Georgetown, Washington D.C. was the site for CGU's October 7 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 academic disciplines, nine CGU professors have been chosen to serve as Kozmetsky Fellows for the 2003-2004 term.

Following a generous gift in 2002 from a CGU trustee, the late George Kozmetsky, the fellows are chosen each year to plan activities at the university promoting transdisciplinary scholarship, or scholarship that goes beyond traditional academic disciplines.

The current group of fellows is charged with organizing a transdisciplinary conference on poverty, capital, and ethics to be held in the spring of 2004. Their second major task is to choose the first holder of the Kozmetsky Chair to begin a term in 2005. The incumbent will be a

well-known scholar or practitioner of transdisciplinary interests.

This year's Kozmetsky Fellows are Lourdes Arguellas (Education), Janet Brodie (History), David Drew (Education), Peter Farquhar (Management), Yi Feng (Politics and Policy), Kathy Pezdek (Psychology), Mary Poplin (Education), Ranu Samantrai (Cultural Studies), and Paul Zak (Economics).

"This fellowship gives me an opportunity to further the kind of scholarship I like," says Samantrai. "It allows us to promote scholarship that gets us away from the unwritten rules of our disciplines."

### 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 master of business administration degree in three years.

David Finegold, associate professor of management at KGI, says the program was developed in response to student interest. "Keck students were taking Drucker classes and Drucker students were starting to come to Keck," he says. "The complementarity was natural. The students saw it, and so did we."

While some people have misgivings about merging science and business, Finegold sees an opportunity for this new dual-degree program to have a positive and far-reaching impact. "There is always a risk that science can be abused or distorted in efforts to make money," he says. "That's why we are preparing leaders for this vital sector who have an understanding of both science and business, and the ethical issues common to each."



Samir Chatterjee

### Next generation of Internet technology developed at CGU

Imagine a heart patient in an 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 musicians in 12 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 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 SURFnet, 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 systems that 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 enjoy exclusive use of this "super-Internet," much like they did with the first Internet before it was given over to public use in the 1990s. Operating at minimum speeds of 2.4 gigabits per second (gbps), or

45,000 times faster than the typical modem, this high-speed network allows advanced applications the commercial Internet can't handle.

Videoconferencing is one of the most widely used Internet2 applications. The greater 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. The working group is also developing a "white pages"-style directory with names and videoconferencing addresses, along with an alert system to let users know who is online and available for video chats.

Chatterjee expects Internet2 videoconferencing to move rapidly into the commercial sector and eventually into homes. 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 business, research, 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 Urban Land Institute, along with many other organizations. After his retirement as an executive vice



president of Citicorp, he resided in St. Augustine, Florida, helping to develop businesses there. McCormack was an active and energetic member of the CGU board of

trustees, to which he was elected in 1994. Deeply committed to the academic mission of the university, he served on the campaign cabinet, the executive, academic affairs, and development committees, and chaired the investment committee.

"Bob 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 struck by lightning 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.

### bookshelf



#### ***The Dollarization Debate***

Edited by Thomas Willett, James W. Dean, and Dominick Salvatore (Oxford University Press, 2003) This book explores the complicated issue of dollarization from an international perspective and seeks to bring into conversation polar opinions

about the advantages and disadvantages of creating a common currency. In addition to defining key issues and dispelling factual myths, this collection addresses dollarization in the specific context of North and South American political and economic concerns.



#### ***Corporate Entrepreneurship: Top Managers and New Business Creation***

By Vijay Sathe, Foreword by Peter F. Drucker (Cambridge University Press, 2003) Sathe explores the uncharted territory of management culture, corporate philosophy, organizational politics, and

personal agendas to offer a theory of corporate entrepreneurship based on the real-world experiences of top managers. As Peter Drucker points out in the foreword, this exploration is not only a fascinating theoretical study, but should also be read as a practical guide whose lessons may be widely applied.



#### ***Shared Leadership: Reframing the Hows and Whys of Leadership***

By Craig L. Pearce and Jay A. Conger (Sage Publications, 2002) Pearce and Conger's book is the first of its kind to address the conceptual, methodological, and practical issues of shared

leadership. Bringing together the foremost thinkers on the subject, the book advances understanding of the complexities of the emergent, shared leadership phenomenon. Using conceptual, empirical and applied perspectives, this volume provides a realistic and practical discussion on the benefits and risks associated with shared leadership.



## Campus enjoys monumental improvements

Ledger 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 university's 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 Blaisdell 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 Harper Hall East, McManus Hall, and Stauffer Hall. Future plans include a university commons behind McManus Hall, reorganization 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 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."



## 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-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.



Left: H. Jess Senecal, trustee of the John Stauffer Charitable Trust, and President Upham; Above: the state-of-the-art music facility in the John Stauffer Hall of Learning.



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.

"For 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."

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.

## faculty spotlight

**Lourdes Arguelles** (*Education*) received a grant from the U.S. Department of Housing and Urban Development for a project entitled "The Ontario Community University Partnership Serving the Sultana Corridor: A Different Face of Poverty."



**Michelle Bligh** (*Psychology*) received the prestigious Sage Publications Outstanding Research Methods Award on August 4. The award was presented during the Academy of Management conference in Seattle in August. It recognizes the most outstanding research methods paper given during the conference. Bligh received the award for a paper she coauthored entitled "Textual Analysis of Leadership During Crisis: A Methodological Illustration of Responses to 9/11."

**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 the piece. Currently, Boyer is seeking a music publisher for "Ellis Island."



**Janet Brodie** (*History*) has been named executive director for the Pacific Coast Branch of the American Historical Association.

**Mihaly Csikszentmihalyi** (*Drucker*) has been awarded the Arnheim Award for Outstanding Research by a Senior Scholar from the Society for the Psychology of Aesthetics. He was also awarded the Distinguished

Achievement Award for Excellence in Educational Publishing, and an honorary doctor of fine arts degree from the Rhode Island School of Design, his third honorary doctorate.



**Stewart Donaldson** (*dean, School of Behavioral and Organizational Sciences*) gave an invited address to the Western Psychological Association conference on "New Frontiers and Careers Applying the Science of Psychology." Donaldson also wrote "Using Evaluation to Improve the Effectiveness of Non-Profit Organizations," a chapter in the book *Improving Leadership in Non-Profit Organizations* (R. Riggio ed., Jossey Bass, 2003). He also coauthored an article entitled "Theory-driven Evaluation in Action: Lessons from a \$20 Million Statewide Work and Health Initiative" in *Evaluation and Program Planning* 26(4).



**Yi Feng** (*dean, School of Politics and Economics*) and **Thomas Willett** (*Economics*) coauthored a letter published in the *Financial Times* (August 13, 2003) responding to an opinion piece on issues related to currency valuation in the People's Republic of China. According to Feng, the letter stirred great response among the paper's readers.

**Darren Filson** (*Economics*) wrote an article that was recently accepted by the *American Journal of Political Science* entitled, "Bargaining and Fighting: The Impact of Regime Type on War Onset, Duration and Outcomes." Filson also recently presented a paper, along with CGU economics student Richard Gretz, entitled, "Strategic Innovation and Technology Adoption in an Evolving Industry" at the prestigious Carnegie Rochester Conference on Public Policy held in Rochester,

New York. The paper will be published in the *Journal of Monetary Economics* 51:1 (January 2004).



**Tom Horan** (*Information Science*) is working on an assessment of how information technology is affecting the nature and delivery of health care services. The project is part of a three-year partnership with QTC management. Horan is also involved in ongoing governmental systems evaluation, working with colleagues at the University of Minnesota and funded by the U.S. Department of Transportation.

**Jacek Kugler** (*Politics and Policy*) and **Lewis Snider** (*Politics and Policy*) have completed an analysis of peace prospects in Israel. Kugler also coauthored "Political Future of Afghanistan and Its Implications for U.S. Policy," published in *Conflict*

*Management and Peace Science* (Spring 2003), and he is completing an analysis of the war in Iraq. All of these projects are the basis for a more comprehensive analysis of American foreign policy.

**President emeritus John Maguire** has been elected to the board of trustees of Union Theological Seminary in New York. Maguire also received a grant from the Marguerite Casey Foundation for the study "Organizing Communities to Dismantle Racism That Impacts Children, Youth and Families."

**Lorne Olfman** (*dean, School of Information Science*) has been named the new Fletcher Jones Chair in Technology Management.



# 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 and YWCA 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 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 acquisition and also serves on the board of directors for GSE, a privately held light industrial construction group headquartered in France.

Slater is an advisor to the Soros Fellowship, a post-graduate scholastic awards program for new Americans, is president of the Alliance Française 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 Slater.

# Op/ed

By Karen J. Torjesen

# 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 hadn't 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 Sandberg, Toni Morrison and Flannery O'Connor. These writers expanded our sense of Americans, who they were and where they came from, and helped me locate my own Scandinavian-American upbringing on the larger social and political map of my country.

In our post-September 11 world, it is tempting to retreat into the national identity we learned in our youth as part of our search



Above, Karen Torjesen; Below, a centuries-old tannery in Fez.

for collective security. In a climate of fear, the sense of being a part of an international community may erode. It may be replaced by a beleaguered nationalism that divides the world into two groups—friends and adversaries. However, in an interdependent world with a fragile world order, national identities can also be dangerous when they become absolute and exclusive.

Rather than wrap ourselves in a protective cloak of nationalism, I believe we all—regardless of our country of origin—must educate ourselves and our children to be global citizens. We must tell the story of the cultural, artistic, and religious interconnections between national communities and supplant the master narrative of the clash of civilizations. We must respect the intricacies of the economic and ecological systems that already connect world cultures. We must locate ourselves on the larger social and political map of our planet.

The Fez Colloquium in Morocco addresses these vital issues. I took part in it last June, just a month after terrorists attacked Casablanca and less than three months after the invasion of Iraq. Given the precariousness of the times, I had wondered before I

left home, "Is it safe to travel as an American citizen?" I also wondered how my identity as an American would play in an Arab country with strong ties to France.

What I found in Fez, however, was not a physical threat but a warm welcome and an education in global citizenship. The week-long conversation among an international group of sociologists, politicians, diplomats, ethicists, and activists, called "Giving a Soul to Globalization," addressed fundamental questions such as these:

How does globalization expand the horizon of our responsibility? Do nations bear a collective responsibility for each other?

How can universal solidarity be created in a world where the production of wealth also produces poverty? What mechanisms can be created for universal participation?

How can the values and customs of traditional cultures be preserved as part of a national heritage while nations are transforming themselves through modern technology and institutions?

Can nations evolve an ethics that also looks beyond the immediate goals of progress to a vision for the future of a global society?

The week not only engaged the mind but the spirit as well through the parallel experience of the Fez Festival of World Music. In a world torn apart by fear and war, misunderstanding and violence, the festival was conceived as a way of promoting a vision of global citizenship. As the artistic director, Gerard Kurian, explained, "The traditions of the world speak to each of us and touch our hearts and souls beyond languages, cultures, and religions."

Here at Claremont Graduate University, we encourage transdisciplinarity, the pursuit of knowledge wherever it may lead. It is an important vision, one I embrace. I returned from Fez, though, realizing that I must renew my commitment to another, even broader vision. I must become both an American citizen and a world citizen. No matter what passport we carry, that citizenship is indeed the responsibility of us all.

Karen J. Torjesen is dean of CGU's School of Religion.





# KNOWLEDGE

CGU's Growing and Merging Universe of Ideas

By Bryan Schneider

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 networker, 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.

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DISCIPLINES



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 nonspe-

cialists 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 fragmenting of knowledge into disciplines has become entrenched to the point of impeding scholarship. In many ways, however, academe 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 mega-specialization, 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 by peers in the same field. The rise of professional organizations has also furthered the entrenchment of what some refer to as "academic silos."

Lately, the term "silos" has also become a buzzword in the popular media. The word pertains to closed systems of knowledge that work parallel to each other and do not communicate. In the aftermath of September 11, silos were partly blamed for the commu-

nication breakdowns between various government agencies in the sharing of intelligence on terror suspects. These bureaucratic silos were a prime impetus in the subsequent reorganization of various agencies into the new Department of Homeland Security and the much-publicized rift between the Pentagon and State Department over foreign affairs

Academia, for its part, has recognized the problem of these knowledge barriers. The growth of independent think tanks and research centers/institutes based within or outside of universities has much to do with the need to bring the disciplines together and avoid the bureaucratic obstacles of the university. The Committee On Social Thought at the University of Chicago and the Border

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and Transcultural Research Circle at the University of Wisconsin are two examples of specialists 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 Samantrai, associate professor of cultural studies at CGU,

points out another issue that can make transdisciplinarity difficult. "It is very hard to get a book published if the publisher cannot fit it into a clear category," she says. She points to a famous book on her shelf that is a mainstay of classes in anthropology, literary studies, cultural studies, history, and many other fields titled *Women, Native, Other: Writing Postcoloniality and Feminism* (1989) by Trinh Min-Ha. "This book was rejected by a slew of publishers before it finally got published," she says. A similar problem exists with publication in academic journals, most of which are discipline-based.

Transdisciplinarity at CGU is often associated with the arrival of Steadman Upham as president in 1998, who has been a great champion of the concept. "I noticed when I first got here how many of our alumni were synthesizers, holistic thinkers, and problem solvers," says Upham. "They had a commitment to ideas that spill out beyond the borders of their fields."

As Upham is quick to point out, transdisciplinary work was being done, in practice if not in name, many years before his arrival. In

creative people with more breadth of knowledge.  
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—Don DesCombes, CGU trustee and chairman of PFF Bank and Trust

fact, it can be traced back to the founding of the university and James A. Blaisdell's original vision for the Claremont Colleges in 1925. This vision involved the consortium's unique sharing of physical resources and administrative structures, but it also relied upon intellectual connections and cooperation across the colleges and disciplines.

"Instinctively we vibrate to the larger and the inclusive," Blaisdell remarked in a speech at the Claremont Colleges in 1949. "[We] are united in our urgency for men and women who have the capacity and the habits of the *thinker*. The citizenship of the thinker is in the world of the unlimited and the universal."

Many have kept the spark of transdisciplinarity alive at CGU through the years, including Peter Drucker. His notion of management as a liberal art has had great influence on the entire institution.

The word "transdisciplinary" itself was brought to the university in 2000 by a CGU trustee, the late George Kozmetsky, a pioneer in high technology and long-time dean of the College and Graduate School of Business at the University of Texas, Austin. He observed that the term "interdisciplinary" was outmoded. And, he argued, the growing interconnection among academic disciplines and the

## Bridging Music and Dance

Rebecca Wong, a second-year student in music, comes from a background in both music and dance, performing as a pianist and ballet dancer. While pursuing both of these interests she noticed a wide gulf between dancers and musicians. "There's a huge demand for musicians in the dance world," says Wong, "because not many musicians will work for dancers."

A large communication gap often exists between the two groups, she says, stemming from their different goals and from personality clashes that can develop between dancers and musicians.

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 existed 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, who is also studying music composition, hopes to become a musical director for a ballet company.





## Digging into Philosophy

Will Krieger (Ph.D., Philosophy, 2003) didn't set out to be the next Indiana Jones, though 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 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. "I would love to be doing it with tenure." And while he is content digging in southern Israel, he could happily move a bit north. "Much as I like 125-degree weather," he jokes, "I could be somewhere cooler."



"I noticed when I first got here, how many of our alumni were synthesizers, holistic thinkers, and problem solvers.

They had a commitment to ideas that spill out beyond the borders of their fields."

—CGU President Steadman Upham

explosion of knowledge emanating from the use of technology 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), 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. 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 finance training. "Demand for financial engineering interns and graduates has been more than we could deal with at times," says Richard Smith, professor of financial management at CGU and codirector of the program.

The CGU cultural studies degree program was founded in 1995, when cultural studies was an emerging global "nondiscipline" focusing on issues of

human culture neglected by traditional disciplines. Cultural studies draws upon a range of humanities and social science fields.

Every school at CGU currently offers transdisciplinary courses of study through flexible requirements 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. 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 in a student's course of study. "At other universities transdisciplinarity is not applied across the entire institution," says CGU Provost Philip Dreyer. "The mainstream work is still thought to be done in the disciplines."

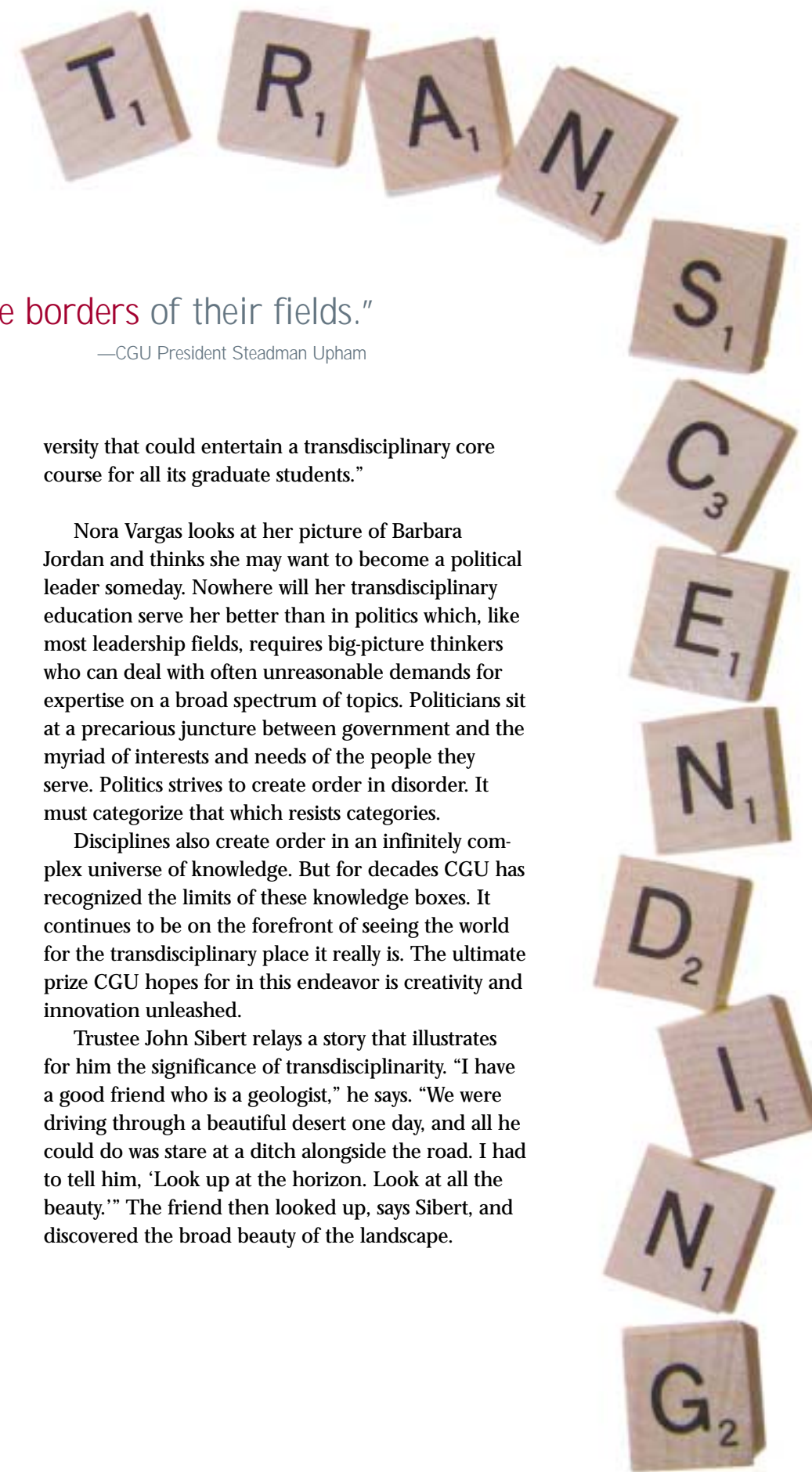
One advantage CGU possesses in pursuing such institution-wide agendas is its small size. "This would be much harder to do at a large university," says President Upham. "I can't even think of another uni-

versity 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. Nowhere will her transdisciplinary education serve her better than in politics which, like most leadership fields, requires big-picture thinkers who can deal with often unreasonable demands for expertise on a broad spectrum of topics. Politicians sit at a precarious juncture between government and the myriad of interests and needs of the people they serve. Politics strives to create order in disorder. It must categorize that which resists categories.

Disciplines also create order in an infinitely complex universe of knowledge. But for decades CGU has recognized the limits of these knowledge boxes. It continues to be on the forefront of seeing the world for the transdisciplinary place it really is. 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 ditch 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.





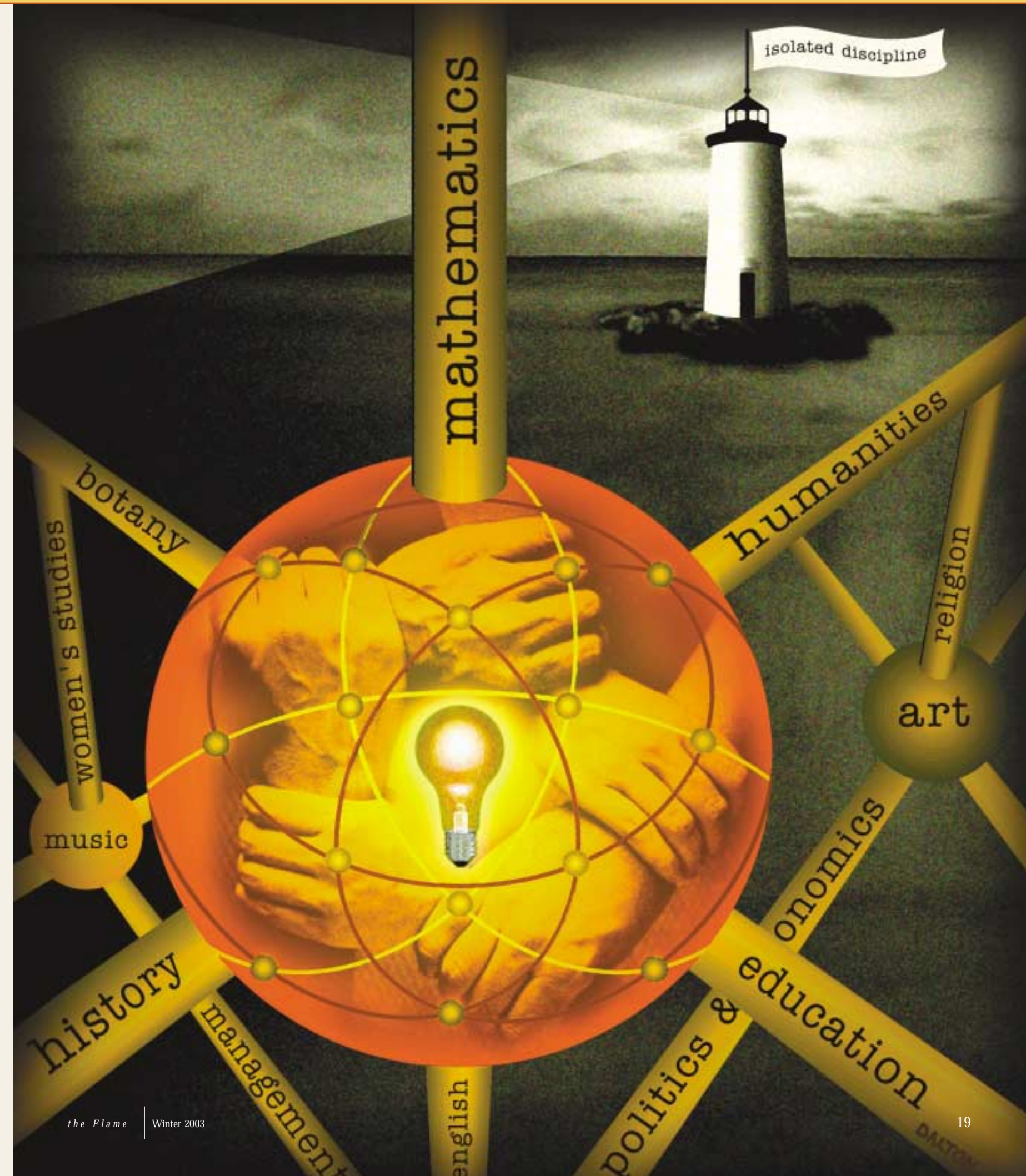
# A University of IDEAS

by 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 a provost.
- streamlining management of the university by consolidating administrative responsibilities and revising 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.
- building an enrollment management function in the university to stabilize and enhance the recruitment and retention of students.
- shedding the burdensome "central programs and services" of the Claremont Colleges, allowing CGU to devote its full energies to graduate education.
- initiating an incentive retirement program to speed faculty renewal and enhance faculty diversity.
- recruiting a large number of new trustees who are invested in the changing academic mission of 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 befits a Carnegie doctoral research extensive university.
- 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 graduate schools led by deans. The university is fiscally stable and academically strong, facts attested to by the recent 10-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, over the last five years, CGU has become a "university" whose identity is built around the strong and distinctive character of its eight graduate schools.

## 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 we also create a defining intellectual 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 idiosyncratic 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.

## MILESTONES

Philip H. Dreyer was appointed CGU provost and vice president for academic affairs on March 7. A lifespan developmental psychologist, Dreyer has given more than 27 years of service to the university as a faculty member and administrator. Teresa Shaw, associate professor of religion at CGU, was named the university's first vice provost. Shaw is a specialist in early Christian history and previously served as associate provost. Professor Yi Feng was installed as dean in the School of Politics and Economics and Patricia Easton became the new dean of the Centers for the Arts and Humanities. Bill Everhart was promoted to senior vice president for finance and administration and James Whitaker to vice president for student services.

Claremont Graduate University had the best fundraising year in its history in 2002-03. Nearly \$25 million in commitments were made to the university. This included more than \$19 million from alumni, friends, foundations, corporations, and board members, as well as \$6 million for sponsored research and contracts.

The Colleagues Program, a premier annual giving society, was established at CGU. The program 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 alumna Joy Kliever (Ph.D. Education, 1997).

CGU awarded 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 Daly Riordan, were presented with honorary doctor of humane letters degrees at the ceremony.

Mario Villarreal of Mexico, a doctoral student in the School of Politics and Economics, received the 2003 Pamela M. Mullin Dream and Believe award. The annual award, established by a gift from former trustee Pamela Mullin, includes full tuition and a \$25,000 stipend. Villarreal is pursuing an interdisciplinary Ph.D. degree in economics and political science. His future career is likely to be in public service.

The former Graduate Management Building on the corner of Tenth and Dartmouth became the new John Stauffer Hall of Learning. The fully renovated building now includes a reconfigured Albrecht Auditorium and technologically upgraded classrooms. State-of-the-art music practice and recording facilities were built in the basement of the building, which now serves as the new home of the music department.

Campus grounds improvements were completed, highlighted by the new DesCombes Family Gate, paid for by a generous gift from trustee Donald DesCombes and his wife, Betty. Other improvements include new landscaping, signs, and corner pedestrian gateways on Tenth Street.

CGU's eighth school was established this year with the transformation of the university's Department of Mathematics into the School of Mathematical Sciences. This new status will enable the math faculty to more easily develop new programs and increase the visibility 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 Trivandrum, India, established a three-year partnership. Funded by a grant from the State Department, the departments will conduct a joint study on minorities and women in local democracies. The partnership will also include exchanges between the universities of faculty, students, and information technology experts.

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. Johnston and his wife, Mary.

The California Policy Institute at Claremont (CPIC) was formed in the School of Politics and Economics, under the directorship of Professor Art Denzau. *International Interactions*, a major journal in international studies is also now housed in the school.

The School of Religion brought distinguished scholar Vincent Wimbush to its faculty. He is an expert on African-Americans and the Bible and formerly taught at Union Theological Seminary in New York City. Wimbush is currently developing the new Institute for Signifying Scriptures, which will be launched by an international conference titled "Theorizing Scriptures" on February 26 and 27.

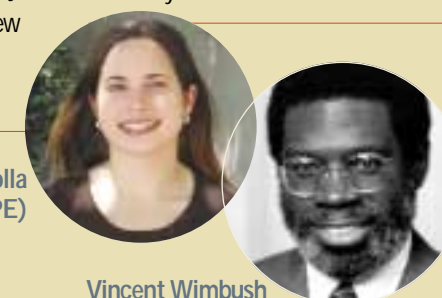
campus improvements



new school of mathematical sciences

Albrecht Auditorium renovation

Jennifer Merolla (SPE)



Vincent Wimbush (Religion)



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 disparate lines of inquiry in the pursuit of knowledge.

**Transdisciplinarity**—CGU's 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 theme for this chair has been defined 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, diversity, and a focus on cultural differences and similarities. Whether the line of inquiry is based in the field of economics, religion, education, politics, history, literature, philosophy, cultural studies, art, music, management, psychology, or human resources design, this theme undergirds the teaching and research of CGU's faculty. It is thus an integrative force and a building block for the development of a signature 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 SBOS 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 revolution 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 of such approaches across the disciplines. Today at 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 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 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.

In 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 meaningless to make a claim for additional financial or human resources or new facilities in the absence of a compelling idea that advances teaching, research, or practice.

Under its 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 1925 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 "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.

## MILESTONES

The five School of Religion Councils, comprising distinguished individuals interested in supporting the scholarly efforts of the school, expanded and continued to advise the school this year. Each council focuses on a particular religious tradition including Catholicism, Protestantism, the Latter Day Saints, Islam, and Middle Eastern Orthodox Christianity.

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.

During the past year the School of Educational Studies faculty wrote and adopted a new vision, began the search for two new faculty, launched a proseminar for new Ph.D. students, prepared a document to begin a special education credential, and began work to establish a curriculum based in social justice and accountability. The teacher education program added two positions, staffed by Drs. DeLacy Ganley and Anita Quintanar. The program also began an initiative with the Los Angeles Unified School District to educate math and science teachers.

The collaborative effort of CGU doctoral student in educational studies Marie Sandy, along with CGU Professor of Educational Studies Lourdes Arguillas and Carol Brandt, vice president of international and social programs at Pitzer College, resulted in a \$350,000 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. Members of the think tank include local residents and representatives from social agencies and the city of Ontario.

The School of Behavioral and Organizational Sciences has developed an expanded 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 Programs and Problems: 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 Magid Igbaria Distinguished Lecture Series. Paul Gray, professor emeritus and founding chair of information science at CGU, was honored with the LEO 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 made 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 permanently moved to the Drucker School. The \$25,000 award is given to a nonprofit organization in recognition of a program that has made a difference in the lives of the people it serves by producing results that represent "a new dimension of performance." According to Peter 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.





centers for the arts and humanities

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

Current enrollment:  
378 (173 full-time equivalent)

Programs offered: Ph.D. and Master of Arts degrees in Cultural Studies, English, History, Music, and Philosophy. Doctor of Musical Arts. Master of Fine Arts degree in art. Master of Arts degree in art.

Vision 2010:  
Center for the Arts:  
Establish a program that integrates performance and theory.

Center for the Humanities:  
• Develop new innovative master’s programs based on the Cultural Studies model.  
• Make the Ph.D. programs smaller and more selective, attracting students with transdisciplinary interests.  
• Actively participate in the CGU core course.

school of behavioral and organizational sciences

“Applying the Science of Psychology and Evaluation”

Current enrollment:  
183 (98 full-time equivalent)

Programs offered: Ph.D. and Master of Arts degrees in evaluation and applied methods, organizational behavior, industrial/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.

• 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

“A Different School of Thought”

Current enrollment:  
456 (335 full-time equivalent)

Programs offered: Ph.D. in management. Ph.D. in financial engineering (with the School of Mathematical Sciences). Master of Business Administration. Executive Master of Business Administration. Master of Arts in management. Master 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 educational studies

“Promoting excellence and equity, social justice and accountability”

Current enrollment: 581 (265 full-time equivalent)

Programs offered: Ph.D. and Master of Arts degrees in education. Urban School Leadership Ph.D./Tier II Administrative Credential. Teacher Education Internship Credential/M.A. program.

Vision 2010:  
• Hold a summit of national leaders to develop principles of accountability systems that work for social justice and disseminate widely.  
• Renew and refocus programs to educate 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 education 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.  
• Offer executive or customized corporate programs.

school of mathematical sciences

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). Master of Arts and Master of Science degrees in mathematics. Master of Science in financial engineering (with the Drucker School of Management). Master of Arts in mathematics with teaching credential.

Vision 2010:  
• Develop a Ph.D. program in mathematics education with the School of Educational Studies and become a nationally recognized leader in the field.  
• 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 computational laboratory.

school of politics and economics

“Educating for Democracy”

Current enrollment:  
306 (155 full-time equivalent)

Programs offered: Ph.D. degrees in economics and political science. Master of Arts degrees in economics, politics, public policy, international political economy, international studies, and politics, economics, 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 financial economics, linked to the Politics, Economics, and Business degrees.  
• New faculty chairs in U.S. policy and business, finance, and economics.

school of religion

“Educating for Religious Pluralism”

Current enrollment:  
208 (74 full-time equivalent)

Programs offered: Ph.D. and Master of Arts degrees in Hebrew Bible, New Testament, history of Christianity, philosophy of religion, theology, women’s studies in religion, and theology, ethics and culture

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 Blaisdell Institute for Religion and Culture.  
• Forge new institutional partnerships in Asia, Latin America, and the Middle East.

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Statement of Activities

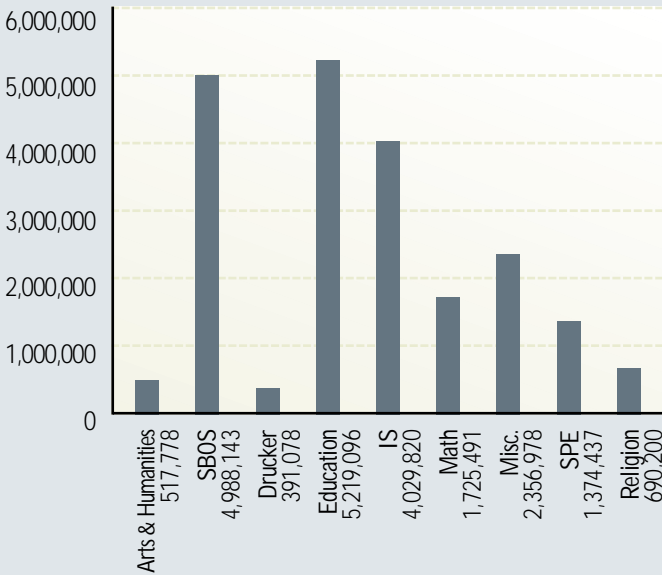
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>Net assets at beginning of year</b>	\$54,263,607	\$8,319,544	\$56,851,698	\$119,434,849
Revenues and release of net assets:				
Tuition and fees	30,024,884	—	—	30,024,884
Financial aid discount	(5,546,011)	—	—	(5,546,011)
Net tuition and fees revenue	24,478,873	—	—	24,478,873
Gifts and private contracts	4,159,364	3,003,976	2,694,153	9,857,493
Federal grants and contracts	2,313,169	—	—	2,313,169
Endowment payout	3,877,907	272,628	188,190	4,338,725
Other investment income	229,937	177,612	113,609	521,158
Other revenues	700,446	11,208	—	711,654
Release of temp. restricted net assets	1,949,717	(1,949,717)	—	—
Auxiliary enterprises	973,355	—	—	973,355
<b>Total revenues and release of net assets</b>	<b>38,682,768</b>	<b>1,515,707</b>	<b>2,995,952</b>	<b>43,194,427</b>
Expenses:				
Instruction	20,599,890	—	—	20,599,890
Research	4,325,764	—	—	4,325,764
Academic support	4,725,867	—	—	4,725,867
Student services	1,636,520	—	—	1,636,520
Institutional support	6,242,015	—	—	6,242,015
Student aid	805,418	—	—	805,418
Auxiliary enterprises	1,181,380	—	—	1,181,380
<b>Total expenses</b>	<b>39,516,854</b>	<b>—</b>	<b>—</b>	<b>39,516,854</b>
Other changes in net assets:				
Actuarial adjustment of life income and annuity liabilities	—	(1,460,778)	(76,723)	(1,537,501)
Redesignation of net assets	2,273,613	(2,273,613)	—	—
Transfers to other Claremont Colleges	(63,760)	—	—	(63,760)
Staff retirement comprehensive pension loss	(797,169)	—	—	(797,169)
Net realized and unrealized (losses) gains on investments net of allocation to operations	(284,765)	(480)	(331,759)	(617,004)
<b>Total other changes in net assets</b>	<b>1,127,919</b>	<b>(3,734,871)</b>	<b>(408,482)</b>	<b>(3,015,434)</b>
<b>Change in net assets</b>	<b>293,833</b>	<b>(2,219,164)</b>	<b>2,587,470</b>	<b>662,139</b>
<b>Total net assets at end of year</b>	<b>\$54,557,440</b>	<b>\$6,100,380</b>	<b>\$59,439,168</b>	<b>\$120,096,988</b>

Statement of Financial Position

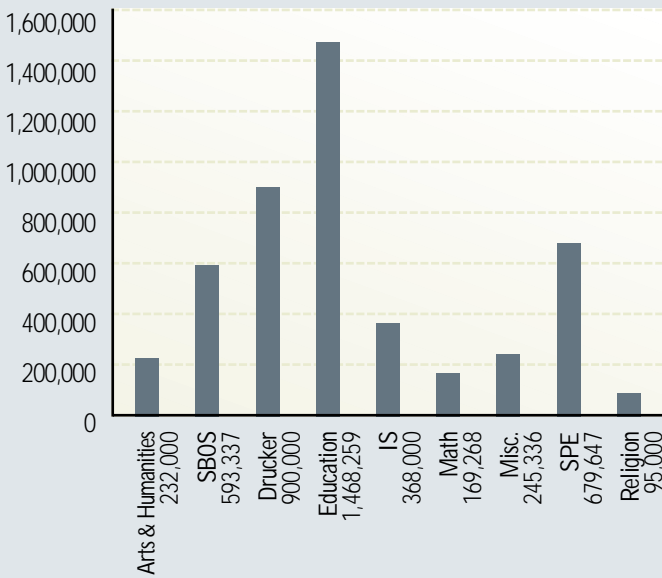
	2003
Assets:	
Cash	\$325,682
Accounts receivable, net	2,332,600
Prepaid expenses and deposits	273,174
Contributions receivable, net	5,971,660
Notes receivable, net	1,914,099
Funds held in trust for others	303,340
Investments	106,533,795
Plant facilities, net	24,146,557
<b>Total assets</b>	<b>141,800,907</b>
Liabilities:	
Accounts payable and accrued liabilities	2,999,448
Deposits and deferred revenue	3,665,038
Liability for staff retirement plan	785,312
Life income and annuities payable	4,190,355
Notes and bonds payable	8,323,840
Government advances for student loans	1,739,926
<b>Total liabilities</b>	<b>21,703,919</b>
<b>Net assets:</b>	
Unrestricted:	
Funds functioning as endowment	43,210,488
Plant and other	11,346,952
<b>Total unrestricted</b>	<b>54,557,440</b>
Temporarily restricted:	
Restricted for specific purposes	4,069,157
Annuity and life income contracts and agreements	2,031,223
Endowment	—
<b>Total temporarily restricted</b>	<b>6,100,380</b>
Permanently restricted:	
Student loans	34,234
Annuity and life income contracts and agreements	2,900,243
Endowment	56,504,691
<b>Total permanently restricted</b>	<b>59,439,168</b>
<b>Total net assets</b>	<b>120,096,988</b>
<b>Total liabilities and net assets</b>	<b>\$141,800,907</b>

Research and Sponsored Programs

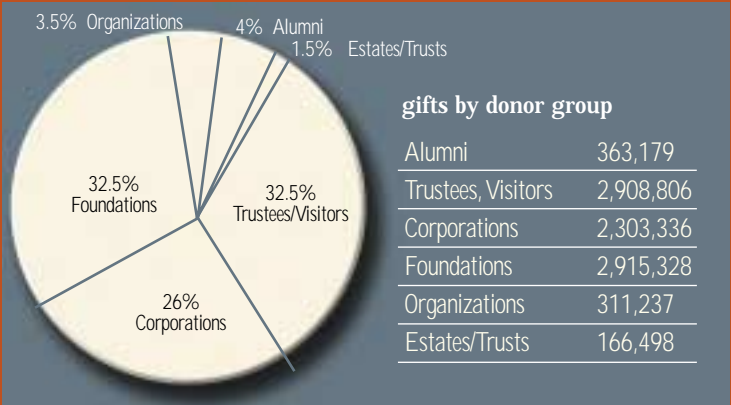
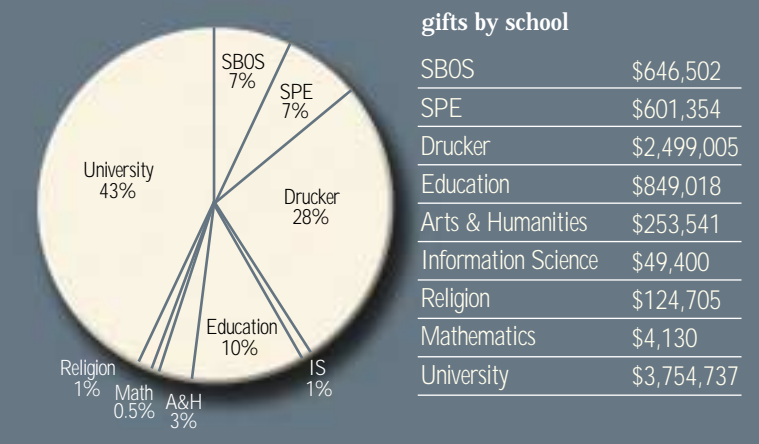
Proposals Submitted 07/01/02 - 06/30/03



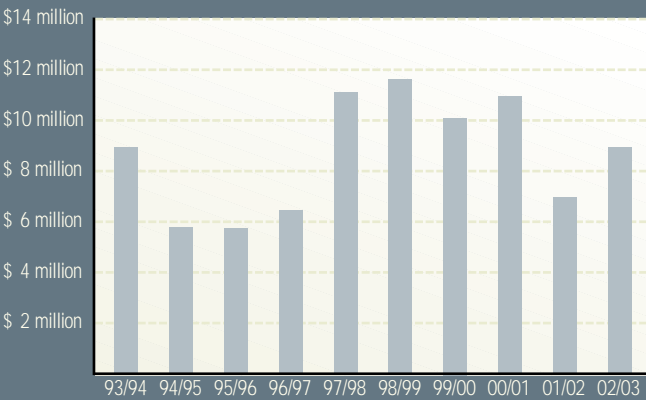
Awards Granted 07/01/02 -06/30/03



Gift Revenue



gifts and private grants (10 yrs.)





CGU ALUMNUS  
PLAYS KEY ROLE  
IN SHAPING L.A.'S LANDSCAPE

By Marilyn Thomsen

# The Orchestrator

Less than three weeks remained until the gala opening of the Walt Disney Concert Hall in Los Angeles and it was “a tsunami” in the office of Music Center president and CGU trustee and alumnus Stephen Rountree. Inside the undulating stainless steel walls, the ushering crew was training for the Open House to be held the next Saturday, when 13,000 concert subscribers would descend on the hall to get their first look at their chosen seats. In the Music Center offices next door to the hall, publicists were smoothing ruffled feathers over a broken local news embargo.

Rountree seemed remarkably calm for one charged with ultimate responsibility for ensuring that every detail was perfect on one of the most complicated buildings ever constructed in Los Angeles. But the territory was familiar. As chief operating officer of the Getty Trust—where he had worked for more than 20 years—and director of the Getty Center Project, he’d traversed it all before, on an even larger scale.

For the past two decades, Rountree has worked alongside some of the world’s greatest architects and performers, historians and museum directors in creating two new crown jewels of cultural Los Angeles.

But he knows that genius sometimes exacts a price. Rountree notes that his role at the Getty was “orchestrator and mediator, the person who had to manage the various intense and passionate and sometimes difficult personalities.” He oversaw the Getty Center as it rose above the Sepulveda Pass like an alabaster treasure house. After its opening in December 1997, it drew 1.8 million visitors a year, beyond even optimistic forecasts. Mission accomplished, he left the Getty in 2002 for the Music Center, where the long-stalled Disney Concert Hall was finally adding its most unusual shape to the city skyline.

Before becoming president, Rountree had been a member of the boards of the Los Angeles Philharmonic and Walt Disney Concert Hall, Inc. “From that side, I got to be one of the passionate and committed and involved people that someone else had to deal with,” he says with a smile. “Now as president of the Music Center, my job has for the last year been to make sure that the concert hall got completed and that all of the visitor and public services and operational aspects of this very complicated building are ready to receive the public.” Judging from the ecstatic patrons and press during opening week, his job was completed to perfection.

When Rountree graduated from Occidental College in 1971 with a degree in literature,



“There are lots of innovative, creative, and exciting opportunities in leadership and management of nonprofits to make them more effective.”

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 long-time supporter of the Music Center. He goes to the window in his spartan 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—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 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 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.





## ARTS AND HUMANITIES

**Lisa Adams, M.F.A., 1980**, is a nationally and internationally known artist, independent curator, and teacher whose work is included in the collections of Eli Broad, The Frederick Weisman Museum, and the Laguna Beach Museum of Art. She has been an artist-in-residence in Slovenia, Finland, Japan, the Netherlands, and Costa Rica. In 1993, Adams was commissioned by BMW of North America to paint an Art Car. Adams is the recipient of a Fulbright Professional Scholar Award, a Brody Arts Fund Fellowship, and a Durfee ARC Grant. In addition, Adams is cofounder of Crazy Space, an alternative exhibition space in Santa Monica, California, and is the author of *FM\**, (Peeps Island Press, 1999), a how-to book about painting which includes her teaching assignments given at the Santa Monica College of Design, Art,



and Architecture in the years 1997 to 1999. Adams has her own studio practice and also works as part of a collaborative art team, "the apocalypse twins," with artist Jill Giegerich. She is currently an adjunct professor of art at the University of Southern California and recently delivered a lecture and slide show presentation at CGU as part of the Visiting Artist Lecture Series in the Centers for the Arts and Humanities. Additional information is available on Adams' web site <http://www.lisamakesart.com>.

**Chris Anderson, M.F.A., 1973**, was a featured artist in "On and Off the Wall," a summer 2003 exhibition containing work by the 24 New York Foundation for the Arts (NYFA) 2002 Painting Fellows. Fifteen panels from her painting installation project, "Family Stories: Historical Dislocations in the Domestic Landscape," were on display. "Family Stories" is an ongoing installation project incorporating multiple visual styles, diverse materials,



## CGU Office of Alumni Affairs Teaching and Learning in Higher Education An Exclusive Half-Day Workshop for CGU Alumni March 6, 2004, 10:00 a.m.-3:00 p.m.

Have you been thinking about teaching a course or two (or more) in higher education? Are you a college or university instructor who is interested in hearing about the latest research in the scholarship of teaching? We invite you to participate in this special half-day alumni workshop and to network with colleagues across disciplines.

### Topics Include:

- Creating a dynamic syllabus and writing course objectives that are linked to student learning outcomes and curricular goals
- Tips and teaching strategies for engaging students in the classroom, based on the latest research on the scholarship of teaching and learning
- Assessing student learning
- Handouts and take-away strategies that you can apply in your teaching
- Creating community in the classroom

**Facilitated by Dr. Laurie Richlin (Ph.D. '91),**  
Director of the CGU Preparing Future Faculty  
and Faculty Learning Community Programs

**Includes lunch and welcome by Dr. Philip H. Dreyer,**  
Provost and Vice President of Academic Affairs  
and Professor of Education at CGU

\$35 Registration Fee. Space is limited. To register or for more information, contact the Office of Alumni Affairs at [alumni@cgu.edu](mailto:alumni@cgu.edu) or 909-607-7149.

deconstructed domestic patterns, and images of the body and popular culture. The work is an exploration of life in the contemporary American home largely incorporating memorabilia from a family archive of nearly a thousand items spanning three generations and 100 years. In October 2003, Anderson and more than 55 member artists of the Elizabeth Foundation for the Arts Studio Center opened their workspaces to the public. The center, located in midtown Manhattan, includes workspaces for emerging, mid-career, and established professionals who have exhibited widely in New York, the United States, and abroad.

**Cathy Boa Bean, M.A., Philosophy, 1969**, is receiving considerable praise for her recently published *The Chopsticks-Fork Principle: A Memoir and Manual*. The book focuses on how she and her husband, artist Bennett Bean, raised their son to be bicultural.

**Yves Bouchereau, M.A., Modern European Languages, 1964**, is the owner and president of language schools in Montreal, Toronto, and Quebec City. These schools offer English and French courses to international students and business people, including employees of corporations and governments. Bouchereau has published 12 books to help English speakers learn French.



**Alexander Couwenberg, M.F.A., 1997**, exhibited his work in a solo museum exhibit, "Alexander Couwenberg, A Seven Year Survey," at the Riverside Art Museum in Riverside, California. Other recent exhibitions include a show at the Il Museo I Magli di Sarezzo in Brescia, Italy, and a group abstract painting show at the Post Gallery in Los Angeles. Couwenberg's work is also continually displayed at the Ruth Bachofner Gallery in Santa Monica, California, the Myriad Gallery in Atlanta, and the Chadwick Gallery in San Francisco. He will have a solo show at the Ruth Bachofner Gallery in January 2004 and another solo show at Soho Myriad Gallery in July 2004. Couwenberg was recently profiled in both *The Inland Valley Daily Bulletin* and *The Los Angeles Times*.

**James Higginson, M.F.A., 1990**, is a multimedia artist whose work "Portraits of Violence, Mendings" was recently on display in at C/O Berlin, the Cultural Forum for Photography, in Germany. "Portraits of Violence"



presents large-scale, narrative, staged, color-saturated photographs, calling attention to the portrayal of domestic violence in the media. In "Mendings," Higginson presents photographs of pears sliced-up and crudely repaired as a metaphor to describe the human process of emotional repair.

**Tamara Hollins, M.A., Cultural Studies, 1998, Ph.D., English, 2003**, is currently teaching at Saint Mary-of-the-Woods College, where she is developing a course on Harlem Renaissance literature, which will be offered in 2004.



**Arthur J. Levine, M.A., History, 2000**, a practicing attorney, is staff counsel to the public members of the governing committee of the Workers' Compensation Insurance Rating Bureau. He has recently published a comprehensive treatise called *Levine on California Workers Compensation Premium and Insurance*. Levine is currently a doctoral student at CGU. His dissertation topic is the evolution of American tort law and a national product liability insurance crisis of the 1970s.

**Beverly Serra-Brooks, D.M.A., Music, 2003**, has accepted a faculty position in music at Mount St. Mary's College in Los Angeles, where she will be teaching piano and other music core courses. She is a piano faculty member at the Blue Lake Performing Arts Festival in Michigan each summer and is a recording artist for Eroica Classical CDs. Two of Serra-Brooks' new recordings will be released by Eroica in the winter of 2003. She recently performed in the Boston Celebrity Series, on National Public Radio, and as the piano soloist in the Los Angeles premier of Pulitzer Prize-winning composer Aaron Jay Kernis' work "Trio in Red." Serra-Brooks is also the music curriculum and test writer for the United States Academic Decathlon.



**Sharon Weiner, M.F.A., 1996**, made her San Francisco solo debut at Heather Marx Gallery on September 4. Weiner has exhibited widely on the west coast and was recently featured in a solo museum show at the Freeport Art Museum in Illinois. Weiner's paintings are pure abstractions with energetic brushwork, rich depth, and layers of monochromatic colors, commonly rich reds, plums, and blues.

**Jane Park Wells, M.F.A., 1996**, recently exhibited her work "3, 6, 12, Vines" at Ruth Bachofner Gallery in Santa Monica, California. Her new body of work demonstrates her continued effort to explore wood surfaces using undulating lines, forms, and colors. As in previous series, Wells' works were produced using self-imposed boundaries for a group of works. The result is a fluid interchange of line and color.

## BEHAVIORAL AND ORGANIZATIONAL SCIENCES

**Lawrence A. Bennett, M.A., Psychology, 1954, Ph.D., Psychology, 1968**, recently stepped down from the presidency of the American Justice Institute after 12 years of service. He plans to remain on the board of directors and will devote more time to research and writing. Bennett previously served as chief of research for the California Department of Corrections, director of the Center for the Study of Crime, Corrections, and Delinquency at Southern Illinois University in Carbondale, Illinois, and director of the Office of Program Evaluation at the National Institute of Justice in Washington, D.C.

**Gerald Evans, Ph.D., Psychology, 1985**, was appointed to be the Warren and Betsy Wilcox Faculty Fellow at the University of Montana School of Business Administration. He currently teaches in the areas of information systems, leadership, and the contemporary organization. Among the teaching awards he has won are the Department Undergraduate Teaching Award, and the Outstanding MBA Faculty award in 1995-96, 1996-96, and 1998-99. His research areas include leadership and information systems evaluation. Articles by Evans are scheduled to appear in the spring 2003 issues of the *Communications of the Association of Information Systems*, *Journal of Computer Information Systems*, and *The Accounting Educators Journal*. Evans is an active business consultant. Recent activities include leadership training for the U.S. Forest Service, strategic planning for healthcare organizations, and negotiation training for the Montana Department of Transportation. He serves on the board of directors for both the Montana Chamber of Commerce Foundation and Partners in Homecare.

(Continued on page 32)

## HISTORIAN BURNS HIS BOOK

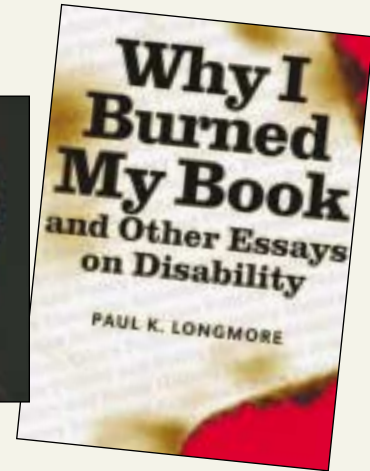
Paul K. Longmore (Ph.D., History, 1984) has secured his reputation as one of the most respected figures in disability studies with the recent publication of *Why I Burned My Book and Other Essays on Disability* (Temple University Press, 2003). A collection of new and previously published essays, Longmore's 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 have extraordinary talent; it means I have extraordinary, disability-related expenses. It is these expenses, my dependence on federal aid, and the contradictory way U.S. public policy penalizes people with disabilities for trying to work productively that eventually led to my 'book burning.'"

"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 its sale. I wasn't allowed to earn more than \$300 a month without forfeiting the financial 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." Protesting these inconsistencies, Longmore traveled to the Los Angeles federal building on October 21, 1988 and burned his newly published book.

The book Longmore burned was the published version of his dissertation, *The Invention of George Washington* (University of California Press, 1988). Pursuing his interest in early American history under the tutelage of CGU Professor Robert Dawidoff, Longmore often wondered whether he could realistically be a historian. "I knew that I could never earn enough as a college teacher to replace my government financial aid," said Longmore. But as Longmore reflects, "While Professor Dawidoff was in no position to help me regarding public policy, he was in a position to support my efforts to become a historian. He believed in my talent, and if it weren't for his encouragement, I think I would have quit."



Years later, when Longmore was invited to submit a book-length collection of his work on disability for Dawidoff's edited series *American Subjects*, Longmore wasn't sure such a book could be collected. "But, as usual," says Longmore, "Dawidoff was relentless, and in the end he convinced me." While the collection's title essay is the product of a personalized experience, Longmore is quick to explain that the collection is not autobiographical, but historical. "In that essay, I use my personal experience to illustrate the complex plight of a greater collective. But the book itself is not a collection of personal essays. It is a detailed summation of the history of disability in the context of human rights, media portrayal, bioethics, and political activism. In some ways, it is the history of a movement."

Longmore's activism has garnered enough federal attention to warrant the revision of a number of the contradictory policies that affected him as a student. But many more remain, including the prohibition against fellowships, grants, and scholarships for federal disability aid recipients. "This is why it is so important that we bridge the gap between academia and activism," he says. "Social change requires people to research and analyze the reasons why things are the way they are, while considering the way things might be."

*Tiny Tim's Siblings: Telethons and the Uses of Disability in American Culture*, the working title of Longmore's current book project, will extend the premise of his most recent publication while attempting to understand the function of disability in American culture through Charles Dickens' model of disability, Tiny Tim. Longmore, a member of CGU's Alumni Hall of Fame, continues to teach at San Francisco State University, where he has been a member of the faculty for 11 years.



THE DRUCKER SCHOOL

**Louis Barajas, M.B.A., 1987**, published *The Latino Journey to Financial Greatness* in February 2003, with his company, Financial Greatness Inc. He is also currently engaged with the Barajas & Torres Inc. accounting and consulting firm, Louis Barajas & Associates, a financial planning firm, and the Latino Institute for Entrepreneurs (L.I.F.E.) consulting firm. Barajas is recognized as a leading supporter for the Latino Financial Literacy and Consumer Advocacy campaign. He speaks frequently in the media and in local, regional, and national business conferences. Barajas was recently named one of the 100

Best Financial Planners in America by *Mutual Funds* magazine.

**Melodie Mayberry-Stewart, M.A., Executive Management, 1989, Ph.D., Executive Management, 1997**, was recently appointed by the mayor of Cleveland, Ohio as the city's first chief technology officer. She previously served as head of her own technology consulting firm and prior to that was director of information technology for the world headquarters of BP-Amoco, Inc. in Chicago.



**Roxane B. Spitzer, Certificate, Executive Management, 1989, M.A., Executive Management, 1989, Executive M.B.A.,**

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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 CGU events featuring leading scholars, researchers, theorists, and practitioners from across the world.

Network with your classmates, with current students, the deans, and faculty members at CGU.

For more information about alumni events, contact [alumni@cgu.edu](mailto:alumni@cgu.edu) or phone (909) 607-7149



*1990, Ph.D., Executive Management, 1994*, was one of six Nashville women recently honored by the Young Women's Christian Association of Nashville and AmSouth Bank. This award is bestowed upon women who serve as role models for other women by showing excellence and leadership in their fields. Spitzer is CEO of Metropolitan Hospital Authority—Nashville General Hospital at Meharry, and of Bordeaux Long-Term Care. Spitzer also sits on the board of directors and is a member of the finance committee for the Girl Scout Council of Cumberland Valley. She previously served as an executive committee member for the United Way of Metropolitan Nashville.

EDUCATIONAL STUDIES

**Gwen E. Garrison, Ph.D., Education, 2003**, is currently working at the Association of American Medical Colleges (AAMC) in Washington, D.C. as the director of student and applicant studies. She is responsible for developing the association's research agenda on national policy issues regarding medical students from the time they take the MCAT (Medical College Admissions Test) until they begin their residency programs.

**Raymond Garubo, Ph.D., Education, 1986**, was appointed director of education on August 25 by the International Institute of Municipal Clerks (IIMC), a professional association of approximately 10,250 members in the United States, Canada, and 15 other countries. Garubo served as a consultant for IIMC and received IIMC's President's Award of Merit. He spent 25 years as professor of public administration for the University of LaVerne in LaVerne, California, directing master's and doctoral degree programs in public administration. He also served as the continuing education director for the University of LaVerne. Garubo was the president of the Center for Training and Development, coauthor of *Supportive Supervision in Schools* (Green Press, 1998), and has conducted research in a national study of the role of municipal clerks.

**Russ S. Hubbard, M.A., History, 1968, Ph.D., Education, 1972**, recently retired from his position as professor emeritus in the education department at Eastern Washington University. He is currently teaching part-time at Colorado State University-Pueblo, and also spends his time weeding, reading, and writing.



**Diana K. Kelly, Ph.D., Education, 1993**, is now director of the Centre for Academic Practice and Student Learning

(CAPSL) at Trinity College in Dublin. She is responsible for academic practice areas (teaching and research), quality assurance, e-learning, student counseling, and career guidance. Kelly previously worked for four years at the Dublin Institute of Technology, most recently as head of lifelong learning.

**Steven Loomis, Ph.D., Education, 2002**, is now assistant professor of philosophy of education at Wheaton College in Illinois.



**Leonard A. Valverde, Ph.D., Education, 1974**, received the President's Circle of Excellence Award from the League of United Latin American Citizens. This national award recognizes the contribution of individuals who advance the status of Latinos through education.

**Gloria Willingham-Touré, Ph.D., Education, 1996**, worked in Saudi Arabia for two years as head of service, Nursing Education and Research. She returned to the United States in January 2003, and is presently associate 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 diverse opportunities for change in educational systems. In November 2003, she will address an international audience in Toronto at the 37<sup>th</sup> Biennial Convention of the Sigma Theta Tau International Nursing Honor Society on the topic "Building Sustainable Nursing Education in a Developing Country."

INFORMATION SCIENCE

**Doug Stahl, M.S., Management of Information Systems, 1997, Ph.D., Management of Information Systems, 2000**, joined City of Hope in 1989 as a research engineer in the division of immunology and was appointed to direct the newly formed department of biomedical informatics in 1998. Over the past six years, Stahl has developed the City of Hope Biomedical Informatics program into a team of over 30 specialists in systems analysis, database architecture, scientific programming, biosequence analysis, and computer-assisted molecular design to address a wide variety of challenging problems in patient care, research, administration, and education. He also holds an adjunct faculty appointment at the University of Southern California's Keck School of Medicine. Stahl's research interests include expert systems, pattern recognition, artificial intelligence, and instrument control.

MATHEMATICAL SCIENCES

**Loretta P. Falcone, M.S., Mathematics, 1989**, is now a mother living in Milan, Italy. She is a ballerina, dancing in Paris and Prague. She also has worked as a NASA scientist at Jet Propulsion Laboratory, researching artificial intelligence for robotic exploration of Mars.

**Rudolf Volz, M.A., Mathematics, 1980, Ph.D., Mathematics, 1982**, recently sold his software company, Digital-Zeit, which he founded and ran for 19 years. He is currently working on a world model using the "balanced scorecard" management method as well as a rock opera based on Shakespeare's *Hamlet*.

POLITICS AND ECONOMICS



**James Calder, Ph.D., Government, 1978**, recently stepped down as associate dean of the College of Public Policy at the University of Texas at San Antonio to conduct a year-long research project on the history of federal organized crime strike forces. The research, focusing on strike forces in the years 1966 to 1989, will result in a book. In August, Calder was the guest speaker at the 7<sup>th</sup> Annual American Society for Industrial Security Academic-Practitioner Symposium at the University of Maryland.

**John D. Dunlap, III, Master of Public Policy, Public Policy Studies, 1982**, was recently appointed by California Governor Gray Davis as chairman of the State Compensation Insurance Fund (SCIF) board of directors. Dunlap has been president and chief executive officer of the California Restaurant Association (CRA) since 1998. Prior to joining CRA, he served for six years in Governor Pete Wilson's administration as chairman of the Air Resources Board. From 1993-1994, Dunlap served as chief deputy director of the Department of Toxic Substance Control. Dunlap is a member of the National Restaurant Association's board of directors and is a member and immediate past chair of the California Travel Industry Association board of directors.

**Darrene Hackler, M.A., Public Policy, 1996, Ph.D., Political Science and Economics, 2000**, is assistant professor at George Mason University in the Department of Public and International Affairs. She teaches research methods, urban politics, and information technology management. She is returning to teaching following a one-year junior faculty research leave award. Hackler has published articles this year in *Urban Affairs Review* and *American Behavioral Scientist*.

PREPARATION + OPPORTUNITY = TYRHA



Tyrha Lindsey (M.B.A., 1999) recently celebrated the release of her album, "Everlasting." As both performer and producer, Lindsey's recent release marks another achievement in a cornucopia of creative and professional successes as diverse as performing 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, Lindsey toured places as far away as Tokyo with her group Emanon. According to Tyrha, "The professors definitely thought I was a bit odd, but balancing was never a problem until graduation day! Towards the end of May I got a call telling me that I'd been called back for final auditions for the lead roll in the West Coast premiere of the Duke Ellington tribute Broadway musical 'PLAY ON!' It was a dream come true," recalls Lindsey, "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 in the end, as I was later asked to tour and perform with the show as an understudy for the lead."

A few years later, Lindsey was up for the lead role in the touring version of the now-famous Broadway musical *Aida*. Instead of being disheartened when that role went to jazz legend Nina Simone's daughter, Lisa Simone Kelly, Lindsey decided to take her future into her own hands. "I've always believed Peter Drucker's equation that 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."

Lindsey 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. Lindsey also owns her own consulting company, LAI Communications, which specializes in marketing and strategic planning for non-profit organizations.

"I am always reading and re-reading Drucker's books, especially *Entrepreneurship and Innovation*," says Lindsey. "His conclusions are applicable whether I'm in marketing or an artist. In order to be successful, you need to innovate. The key, regardless, is creativity."

Lindsey currently lives in Cincinnati, Ohio, plans to continue singing and consulting, and has future hopes for 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.

Date\_\_\_\_\_

MonthDayYear

Name\_\_\_\_\_

First NameMiddle NameLast Name

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

Home Address\_\_\_\_\_

Street, including apartment number

CityStateZipCountry

Home phone\_\_\_\_\_Cell phone\_\_\_\_\_

Work phone\_\_\_\_\_E-Mail Address(es)\_\_\_\_\_

Job Title\_\_\_\_\_

Year of graduation or last class taken\_\_\_\_\_

Program/School/Center

<input type="checkbox"/> Arts & Humanities	<input type="checkbox"/> Education	<input type="checkbox"/> Religion
<input type="checkbox"/> Information Science	<input type="checkbox"/> Drucker	<input type="checkbox"/> Mathematical Sciences
<input type="checkbox"/> Politics & Economics	<input type="checkbox"/> 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):

\_\_\_\_\_

\_\_\_\_\_

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Detach and send this form with any photos to the Office of Alumni Affairs, Claremont Graduate University, Jagels Building, 165 East Tenth St., Claremont, CA 91711-6160, fax (909) 607-4202 (ATTENTION: Alumni Affairs) or e-mail your news to alumni@cgu.edu. This form may also be completed online at <http://alumni.cgu.edu>.

\*Photos should be submitted in 300 dpi, if electronic format. Photos may be used, based on print and quality specifications. If you would like your photo to be returned, please include a self-addressed, stamped envelope with your mailing.

*Transform Your Job into a Career.* A prominent consultant, Riley illustrates her book with real-life examples and practical guidance to enable managers to effect profound and powerful changes in the workplace.

**Steven Rundle, M.A.,** *Economics, 1993, Ph.D., Economics, 1998,* published a book titled *Great Commission Companies: Globalization and the Emerging Role of Business in Missions* (Intervarsity Press, 2003) with coauthor Tom Steffen.

**Bruce Tunell, M.A.,** *Government, 1967,* has been deputy superintendent of the Arizona State Banking Department since 1998, and is currently an assistant director for the Cactus Political Poll, KAET-TV—Channel 8, at Arizona State University. Between 1984 and 1998, he served as an assistant regional manager for the Federal Deposit Insurance Corporation. Prior to that, Tunell was executive vice president of U.S. Bank (formerly Monarch Bank) in Laguna Niguel, California.

RELIGION



**Bruce G. Epperly, M.A.,** *Religion, 1977, Ph.D., Religion, 1980,* was recently appointed director of the Alliance for Renewal of Ministry and associate professor of practical theology at Lancaster Theological Seminary. Epperly previously served as acting associate dean and adjunct 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 Georgetown University and Medical School.

IN MEMORIAM

**YoungSeok Ahn, Ph.D.,** *Economics, 1997.*  
**Jacob Steven Bertucci, Ph.D.,** *Education, 2000.*  
**Aaron M. Keller, M.A.,** *Teacher Education, 2000.*  
**Wendy Sue Powers, M.A.,** *Politics and Policy, 1994.*  
**Lyle Hawthorne Rosser Jr., Ph.D.,** *Executive Management, 2003.*

Lifetime Alumni Benefits

All CGU alumni are eligible for the following lifelong benefits:

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- Alumni e-mail forwarding address
- Searchable online alumni directory
- Alumni networking opportunities

For more information about alumni activities or services, e-mail [alumni@cgu.edu](mailto:alumni@cgu.edu) or phone (909) 607-7149. Also, be sure to visit the “Upcoming” section of this issue of *the Flame* and plan to join us for a university or alumni event.



upcoming

DECEMBER

**2** “Creativity and Struggle: The Difficult Encounter of Process and Liberation Theologies in Latin America.” George Pixley, speaker. 4:10-6 p.m., Kresge Chapel, Claremont School of Theology. Center for Process Studies, 909-621-5330.

**5** School of Information Science, Magid Ibgaria Distinguished Lecture Series. Ann Majchrzak of the University of Southern California, 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>.

JANUARY

**24** “The Rise of Applied Psychology: Rewarding Careers and New Frontiers for Improving the Human Condition.” There will be a reception for School of Behavioral and Organizational Sciences alumni following the presentations. Seating is limited. For more information or reservations, contact Paul Thomas at [Paul.Thomas@cgu.edu](mailto:Paul.Thomas@cgu.edu), (909) 621-8084, or visit [www.cgu.edu/sbos](http://www.cgu.edu/sbos).

FEBRUARY

**13-14** “Discourses on Religious Differences.” Philosophy of Religion Lecture. Albrecht Auditorium. School of Religion, 909-621-8085.

**20** School of Information Science, Magid Ibgaria Distinguished Lecture Series. Jeanne Ross of the Massachusetts Institute of Technology, 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>.



**27-28** “The Most Segregated Hour: Race and Religion in the American West.” Thornton F. Bradshaw Seminar. Centers for the Arts and Humanities, 909-621-8612.

**27-28** “Theorizing Scriptures.” International transdisciplinary conference launching the Institute for Signifying Scriptures, directed by Vincent L. Wimbush. Time and location TBA. Registration is required. Institute for Signifying Scriptures, School of Religion, 909-607-9676 or [www.cgu.edu/inst/iss](http://www.cgu.edu/inst/iss).

MARCH

**1** “Scriptural and Theological Considerations.” Part 1 of the “Toward an Understanding of Christianity and Islam” lectures by Issa Boullata. Religion and Culture, School of Religion, 909-607-9592.

**2** “Social and Political Considerations.” Part 2 of the “Toward an Understanding of Christianity and Islam” lectures by Issa Boullata. Religion and Culture, School of Religion, 909-607-9592.

**6** Half-day alumni workshop, “Teaching and Learning in Higher Education.” Laurie Richlin, workshop director. 10 a.m.–3:00 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](mailto:alumni@cgu.edu).



**19** 71<sup>st</sup> 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 909-607-1667.

APRIL

**3** “Stigma and Group Inequality.” Applied Social Psychology Conference. School of Organizational and Behavioral Sciences, 909-621-8084.

**16** School of Information Science, Magid Ibgaria Distinguished Lecture Series. Ramayya 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** Kingsley Tufts Poetry Awards Ceremony. 7:30 p.m. at the Huntington Library. For more information contact Betty Terrell, 909-621-8113 or [betty.terrell@cgu.edu](mailto:betty.terrell@cgu.edu).

MAY

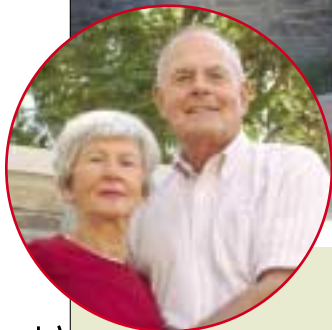
**27** through June 6. Festival of World Sacred Music and Colloquium in Morocco. Travel program organized by the School of Religion at CGU. For additional information, contact Office of Religion and Culture, 909-607-9592 or [religion.culture@cgu.edu](mailto:religion.culture@cgu.edu).



Alumni—Has Your Address or E-Mail Changed?

E-mail [alumni@cgu.edu](mailto: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.





*Above left: Betty and Don DesCombes generously donated the funding to build CGU's new gate (shown above). Right: The skilled gate construction team, who indeed turned dream into reality.*



## BUILDING THE FUTURE

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!"



Claremont Graduate University  
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