



THE SEARCH FOR A PRESIDENT

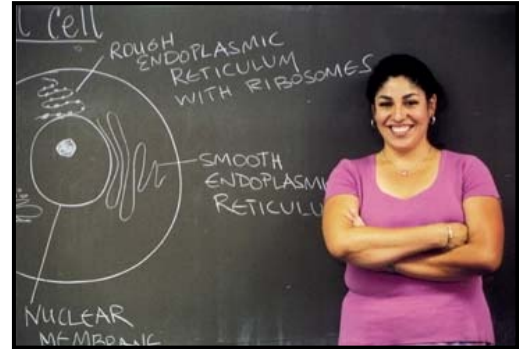
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CLAREMONT GRADUATE UNIVERSITY
Claremont, California



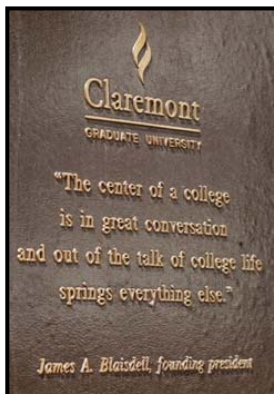
The Board of Trustees of Claremont Graduate University (CGU) is pleased to announce the search for a new President and invites expressions of interest in this outstanding opportunity for leadership at a truly unique graduate-only institution of higher education in the United States. Since its founding in 1925, CGU has grown in reputation and enrolls over 2,200 students in graduate education and research. Students pursue advanced degrees in nine schools in a setting that is intimate, interdisciplinary, and engaged with the world. The institution holds high academic standards and has made a major commitment to transdisciplinary education with concern for its students to make the world a better place. Since March 2009, [Dr. Joseph C. Hough, Jr.](#), former President of Union Theological Seminary, has served as Interim President. The appointee to this attractive leadership opportunity will be expected to assume office by summer 2010.

Claremont Graduate University is one of the seven members of The Claremont Colleges. The group includes five undergraduate liberal arts colleges and two graduate level institutions. The Claremont University Consortium, which supports the seven institutions, is modeled after Oxford and Cambridge. Six of the seven independent institutions are on adjoining campuses and offer rigorous curricula, small classes, distinguished professors, and personalized instruction in a vibrant, residential college community. With this prospectus, the search committee seeks to provide nominators and potential candidates with information about the University, its presidency, and participation in the search.



ABOUT THE UNIVERSITY

History and Tradition



Claremont Graduate University is in its 84th year as a premier research and graduate university. CGU was founded on the premise that education thrives where students, faculty, and business and civil societies engage in scholarship and research on a level that encourages broad-ranging conversation. An academic visionary and theologian, Claremont's first president, James Blaisdell, envisioned "great conversation" as the center of the University in the belief that "out of the talk of college life springs everything else." The University thrives on a tradition that values inquiry and research across the disciplines, addressing significant societal issues with academic rigor.

As a graduate-only, research-intensive university, CGU conducts graduate-level instruction and research in small classes and seminars encouraging close scholarly relationships between students and faculty. Recognizing that many contemporary problems require contributions across multiple disciplines, CGU was an early adopter of transdisciplinary education and research. At CGU, transdisciplinary work involves a team of students representing a range of disciplines and Schools, collaborating on a problem and/or topic across at least three disciplines and two Schools. Transdisciplinary work builds on CGU's strengths as a nimble institution with the capacity to assemble talent and knowledge in fresh ways to address contemporary issues. As part of its transdisciplinary ethos, CGU enables and encourages students to "follow the problem" across traditional disciplines in close engagement with academic mentors at the top of their fields.

The institution has approximately 170 [staff](#) and 131 [faculty members](#), including internationally renowned scholars, many of whom are from diverse ethnic backgrounds. Notably, about 34% of the faculty are female and 13% are foreign born. For the core

faculty, 95% have a PhD degree. The University serves masters and doctoral students in more than 20 fields across nine schools. Of the 2,262 students enrolled at CGU, 1,114 are full-time, 440 are part-time, and 708 students are enrolled in doctoral study programs working on their dissertations. The male and female population is about equal and the international students, drawn from 53 countries, make up about 16% of the student body. About 19% of the students are African American or Latina/Latino students. In comparison to the nationwide statistics, the percentages of minority students receiving doctoral degrees are high at CGU. In a recent NSF survey, 11.9% of doctorate recipients at CGU were Asian, 10.9% are African American, and 8.9% are Hispanic. The national averages are 8.3%, 6.6%, and 5.8% for the three groups, respectively.

Graduates of CGU are part of a worldwide network of some 18,000 alumni/alumnae. They are university presidents, members of the U.S. Congress, MacArthur Fellows, heads of major corporations, artists, researchers, educators, and high-ranking government officials. Many of the alumni/alumnae manage major research institutions and populate university faculties.

Mission and Purpose

Claremont Graduate University's ultimate purpose is to advance knowledge and contribute to a better world. This goal is pursued as an intimate, student-focused center of graduate education, emphasizing a transdisciplinary learning environment and a focus on both applied learning and "research that matters." This is essential to the institution's mission of preparing diverse students for critical leadership responsibilities in an ever-changing world that requires broad experience and sound judgment. The University strives to fulfill its mission through innovative research on some of the world's most pressing problems.

Distinctive Strength

Claremont Graduate University's most distinctive strength resides in its unique culture. Like other graduate institutions, the University educates leaders, scholars, and experts and creates new knowledge through research. But CGU's scale and transdisciplinary model enable distinctive approaches that produce outsized impacts within the University, across the Consortium and – importantly – on the world.



Research and scholarly activity at CGU is high, with the University generating a prodigious intellectual footprint relative to its size. Members of the CGU faculty produce and apply knowledge across all of the scholarly disciplines represented in its schools and departments, collaborate with colleagues around the globe, and actively mentor students on research projects. External funding such as federal research grants, foundation grants, and public and private contracts supports much of this work. During the 2009 fiscal year, one quarter of CGU faculty received new awards for sponsored projects valued at \$15 million. The scale and scope of research activities and external dollars has recently expanded and it continues to grow across the University.

Following are examples of distinctive approaches as developed by each of CGU's nine schools:

- [The School of Arts and Humanities](#) is made up of four humanities departments (Cultural Studies, English, History, and Philosophy) and two departments in the fine and performing arts (Arts and Music). The School supports teaching and research in these fields, while encouraging interdisciplinary work.
- [The School of Behavioral and Organizational Sciences](#) has been a national leader in providing graduate education and research in applied psychology and evaluation science for more than 30 years. SBOS prepares its students to meet the challenges of an increasingly diverse and global community, and many of its more than 1,200 alumni hold major positions in business, consultation, government, health care, public health, community settings, research institutes and think tanks, and at colleges and research universities across the globe.



- [The School of Community and Global Health](#) has as its mission innovative research, education and service to improve the health and well-being of peoples of the region and the world. Its focus is on the social, economic and environmental impact on health in a rapidly changing world, and maximizing the capacity of individuals for health and well-being in the face of societal change. SCGH faculty rank in the top tier of federally funded prevention science research programs per capita. The School's philosophy is that graduate training excellence starts with research excellence. Prevention science and training at SCGH is multi-disciplinary and requires collaborations with clinics, hospitals, businesses, community organizations and academic institutions both locally and globally. Still a start-up, SCGH aspires to be recognized among the elite of American and global centers for prevention research and training.
- [The Peter F. Drucker and Masatoshi Ito Graduate School of Management](#) is carrying forward the legacy of Peter Drucker to address "the responsibility gap," namely the widespread shortfalls in ethical leadership and effective management in the United States and elsewhere.
- [The School of Educational Studies](#) emphasizes social justice and accountability as it educates teachers, educational leaders, and scholars to transform educational institutions in keeping with the social, economic, and civic ideals of the United States of America of the Twenty-First Century.

- **[The School of Information Systems and Technology](#)** prepares leaders to solve important problems using computing and communications. The School explores a diverse range of technologies and topics, balancing technical, organizational, and individual factors. The School is well known for research concerning information technology to support health records, behavior change, data mining, social learning, public policy, and other areas.
- **[The School of Mathematical Sciences](#)** has positioned itself to advance areas of national need: computational biology, computational science, and industrial applied mathematics. It has pioneered “clinics” where students and professors work with businesses or government agencies on problems of practical importance. The School spearheads the new Claremont Center for the Mathematical Sciences, which spans all seven of The Claremont Colleges.
- **[The School of Politics and Economics](#)** creates synergies across those two fields to bring fresh perspectives to issues such as religion and politics; the “predictive modeling” of crisis points in the world; trust, collaboration, and “moral markets;” and globalization. It is often the case that problems which arise in politics are inextricably linked to economics and vice versa. By combining these two disciplines, the School can better capitalize on insights from both fields. Because many contemporary problems also overlap with other fields of study, such as management, neuroscience, psychology, and religion, the School actively promotes collaboration in these areas.
- **[The School of Religion](#)** offers the PhD in Philosophy of Religion and Theology, History of Christianity, North American Religions, Women’s Studies in Religion, and Critical Comparative Scriptures. It also offers a joint MA in collaboration with the School of Politics and Economics. Some of the areas are classical, such as Philosophy of Religion and Theology, and History of Christianity, while others are quite new, such as Women’s Studies in Religion, Critical Comparative Scriptures, and Religion and Politics. In all areas, the School remains sensitive to the challenges of the globalizing world, especially those of cultural and religious pluralism and issues of justice and liberation, and tries to utilize many different methodologies to respond to the challenges such as textual analysis, critique of power, hermeneutics, cultural and historical analysis, philosophical and theological critique and comparative religion and culture.



THE NEXT FIVE YEARS

Working together over the past three years the trustees, students, deans, faculty, staff and administration have mapped a renewed vision for the University. Inspired by [*Imagine CGU*](#), a campus-wide appreciative inquiry project, each of the nine schools participated in the development of a [*strategic plan*](#), modeled on Jim Collins' framework for moving organizations from "[*good to great*](#)." The planning process has resulted in an uncommon consensus throughout the University about mission, purpose, aspirations, capabilities, challenges, and opportunities.

Claremont Graduate University recognizes that its relative smallness creates advantages of intimacy and agility while also presenting challenges of scale and scope. The University will continue to evolve its strategic vision to take advantage of its size by enhancing collaboration across the nine schools and across the Claremont Consortium, growing through expansion or acquisition, and creating partnerships that strengthen its capacity to advance knowledge with impact beyond CGU. The University will continue to nurture the human capital of its world-class faculty, advancing the Claremont brand.

As a graduate-only University, CGU does not benefit from the economics of undergraduate instruction, and is particularly mindful of the need to grow and balance the sources of its financial income among tuition, endowment, and research. The University has made significant gains in research grant income and will continue to build on the capacity to sustain that trend with "research that matters." As to the endowment, the outcomes of CGU's effective strategic planning process have provided a strong foundation for a capital campaign that the University expects to launch in the near term.

The University community is well aware that graduate education is undergoing sweeping change on national and global levels and recognizes that the University must not simply adapt to the change, but anticipate and shape it. The University is entering this new era with confidence that Claremont Graduate University will be a leader.

FINANCES

Claremont Graduate University has an operating budget of approximately \$46 million and an endowment of about \$150 million. Student tuition and fees currently make up about 80% of the operating budget. Tuition varies by school and program but costs to students are in the upper ranges of tuition for peer institutions. Student loans are a burden for many of the students and the University desires to provide greater financial assistance to students in order to be competitive with other major graduate and research universities. As a graduate-only institution, the University lacks the undergraduate revenues to help support the overhead for the institution. The small enrollment overall does not allow for sharing the many costs of graduate education. Fortunately, in recent years, the increase of research grants has opened new avenues for assisting students with work income related to their studies. The need for additional grants and a more robust endowment are clearly goals of the leadership.

Currently, the budgeting process for the University involves treating each school as a separate entity and each of the nine schools generates revenues from tuition, grants and endowments. The economic situation has created imbalances in revenues for at least three schools but the overall budget for the University, in spite of the losses in investment income, has been balanced. The University has worked expeditiously to control costs through hiring freezes and streamlining operations. These pressures have increased the desire to enhance revenues with additional research grants and more aggressive fundraising.

The University's last capital campaign ten years ago raised \$40 million, and there is a strong desire to embark on an ambitious campaign in the near future. The development staff has increased in size and depth in order to provide support for all the schools of the University. With the selection of a new President, the University will be poised to undertake a significant campaign with the trustees, the 18,000 alumni/alumnae base, and the many friends of CGU that have become involved in the rich variety of graduate offerings and research programs.

THE CLAREMONT CONSORTIUM



Claremont Graduate University is part of [The Claremont University Consortium \(CUC\)](#) that consists of five undergraduate and two graduate universities. Pomona College (established in 1887) was followed by the founding of Claremont Graduate University (1925), the Claremont University Consortium (1925), Scripps College (1926), Claremont McKenna College (1946), Harvey Mudd College (1955), Pitzer College (1963), and the Keck Graduate Institute of Applied Life Sciences (1997). The consortium model, unique in the United States, provides numerous resources for CGU students. With 6,300 students, about 1,074 faculty members, 1,682 staff members, assets totaling \$2.1 billion, 223 buildings and 595 acres of land, which includes 260 acres of undeveloped area, the Consortium offers a remarkable wealth and breadth of resources and opportunity.

The Claremont University Consortium is the central coordinating and support organization for the seven institutions. CUC has 302 employees and a well-managed budget of more than \$38 million to assist the member colleges and universities. CUC has become a national model for a consortium framework for delivering academic, student, and institutional support services such as campus safety, interfaith chaplains, bookstores, student centers, minority affairs centers, payroll and accounting, real estate and housing, risk management, and health and wellness. The two libraries which are part of the Claremont University Consortium hold over two million volumes and subscribe to a vast array of electronic resources. The Consortium helps with founding new institutions and promoting cooperation among the members.

Fiske Guide calls The Claremont Colleges “the most extraordinary assemblage of educational excellence in the nation.”

THE LOCATION

Claremont Graduate University is located in [Claremont, California](#), 35 miles from Los Angeles. Claremont is known as the city of PhDs and trees. The concentration of colleges provides an extremely high-level of education for its citizens. Persons living in the city have their choice of craftsman-style homes that have beautiful views of the San Gabriel Mountains. The University is easily accessible to Hollywood, Malibu, Pasadena, Santa Monica, and the California desert and is within easy driving distances to Southern California’s beaches and mountains. With 300 days of sunshine and winter temperatures in the 60’s, Claremont is often noted as one of the best places in the U.S. to live. The Ontario Airport in nearby Ontario provides excellent air service for the colleges, in addition to the other Los Angeles area airports.

THE BOARD OF TRUSTEES

Currently comprised of 25 members, the [Board of Trustees](#) has been strengthened and expanded over the past several years with the addition of eight new members, and presently seven persons are in the process of being elected to the group. Many board members also serve on visiting and advisory boards of the various schools. The Board has also increased its efforts to raise funds, and has actively participated in the long range planning process. The process of choosing a new President has led to extensive engagement and cooperation with all the constituencies of the University. The development of a broadly based search committee and the work of two surveys that resulted in papers with descriptions of the mission and purpose of CGU and attributes desired of a new President will help guide the search process. The Board of Trustees has been a major source of strength for the University since its founding, and plans to play a vital role in its future development.

UNIQUE CHALLENGES AND OPPORTUNITIES FOR THE NEW PRESIDENT

The CGU community will look to its new President to maintain its tradition of quality while providing leadership that will further enhance its reputation. He or she should help to set exacting standards, should lead by ideas, and should openly support CGU's central mission of academic inquiry and scholarship. The new leader of the University will find a collegial environment with a commitment to transdisciplinary education at the graduate level, unsurpassed in the nation. This commitment is matched by a high quality faculty and staff with credentials and experience that are the envy of most in higher education. The President will need to provide dynamic leadership for the rapidly changing world of graduate education while keeping the University in the forefront of developments in research and teaching around the world. In the minds of many, CGU deserves to be more widely identified as a national and international leader in graduate education and recognized more frequently for its quality, distinctiveness, and accomplishments. The new President is expected to lead the effort to make CGU better known. To meet these expectations, the President will need to focus on several specific agenda items.

- **A Culture of Fundraising.** The new President will be expected to strengthen the momentum of the Board of Trustees' engagement with the institution and prepare the trustees for a major capital campaign. It is useful to think about strategic choices in the context of a new emphasis on fundraising. The new campus master plan is an excellent conceptual framework for facilities and has enthusiastic support from many campus constituencies. The completion of the campus master plan and provision of modern facilities for student life, existing programs, and new research opportunities will require major success in fundraising and financial operations.
- **Managing Current Fiscal Resources.** Although CGU's \$150-million endowment provides a margin of reassurance, the University's finite resources still need to be managed with care. The new President's financial acumen will be central in CGU's ability to demonstrate fiscal discipline and good stewardship over institutional assets. These issues are reflected in the University's operating budget, which grows out of an integrated plan and the implementation of which must be monitored effectively.

Revenue generation from programs and research will require much attention. The start-up cost and expansion of the new School of Community and Global Health and any other new initiative will be a challenge during the uncertain times of the current economy. The debate on national health care reform and potential changes in health care will affect the School in terms of finance, direction, and future opportunities.

- **Strategic Directions.** The CGU community has spent a significant amount of time in charting a strategic course for the future. A strong institutional emphasis on shared decision-making means that the institutional community has carefully vetted

the plan. The University will look to its new President to turn the vision and values of *Imagine CGU* into a concrete set of directions and priorities.

When the new President arrives, s/he can work from this base of careful planning, play a key role in setting priorities and executing a plan, and work with trustees, faculty members, staff and students to do so. The challenges will be multiple, involving trade-offs, opportunity costs, and calculations about funding.

- **Board Development.** By all accounts, the Board of Trustees is second to none in its devotion to the institution. Over the past year, engaged Board leadership has sought to raise the Board's level of performance through a structured and detailed annual agenda and work plan, a more intentional recruitment of new trustees, an increased involvement of trustees in fundraising, and by greater attention to "best practices" in Board governance. Significantly, the Board needs to build its financial capacity to provide philanthropic support at a level commensurate with the University's needs and ambitions. The President's touch and skills will be essential to growing a stronger Board. The Board will look to the next President for guidance as it prepares to support the strategic plan, financially and otherwise.
- **Leading Enrollment Initiatives.** The limited enrollment of CGU allows for personal attention and provides frequent and unique opportunities for faculty and student interaction. However, the overhead requirements of the University are great when spread over such a small base of revenue. The further complexity of the consortium will challenge the next leader; CGU's demands must be balanced with those of the other consortium institutions.

Future enrollment initiatives will require the careful and realistic analysis of complex demographic, curricular, and financial issues. Because CGU wants to remain accessible to a broad cross-section of prospective students, it must pay careful attention to issues of affordability, pricing, and discount rates. Planning objectives in this area will not only influence admissions and financial aid strategies, enrollment patterns, and retention outcomes, but they will also require continued creative thinking about diversity (geographic, socio-economic, ethnic), academic marketing, branding, and recruitment and retention practices. The campus is committed to diversity in students, faculty, staff, and trustees. The success of CGU in building a model community in terms of diversity will require a continued commitment of resources and leadership.

Additional financial aid for students is demanded in order to attract and hold the best and brightest students in graduate education. The new President will need to understand and guide CGU's total enrollment program.

ATTRIBUTES OF A NEW PRESIDENT

The new President will become part of a highly advanced educational community of scholars and researchers and will need to move quickly to provide leadership for a complex but exciting institution with a great reputation and potential for advancement. The University needs a leader who will provide stability and a long-term commitment to take full advantage of the potential that everyone associated with CGU believes is possible.

The CGU community held campus-wide conversations in November 2009 on the “Essential and Highly Desirable Traits for the Next President of CGU.” Listed below are the traits desired in the new President.

- The next President of CGU will be an experienced academic professional with demonstrated effectiveness in leading a complex teaching and research institution. S/he will have demonstrated ability to lead a highly qualified faculty of scholars and researchers in executing the strategic vision developed over the past few years. An earned doctorate is preferred.
- The next President of CGU will have demonstrated experience in overseeing the financial processes of a complex organization, a respect for fiscal discipline, and demonstrated successes in fundraising to support an academic vision.
- The next President of CGU will be a leader in graduate education. S/he will be intellectually curious and engaged in the thinking about the future of graduate education and the place of CGU within that. The President will play an active role in positioning CGU for a future as a leader in graduate education.
- The next President of CGU will need to explore the potential of new and refreshed interactions with The Claremont Colleges. This initiative will have both academic and economic strategy dimensions.

The attributes of an individual that are normally expected also apply in this review, such as: trustworthy, ethical, strong value system, high integrity, commitment to transparency, energetic, strong interpersonal skills, patience, commitment to diversity, confident, creative, visionary, effective communicator, and sense of humor.

THE PROCESS OF CANDIDACY

The Claremont Graduate University Presidential Search Committee will begin to evaluate the applicant pool in mid-February. Although applications will be accepted until the time that a new President is selected, candidates should submit materials by **February 12, 2010**, to ensure fullest consideration. The new President is expected to begin work prior to the beginning of the Fall 2010 term.

James A. Davis and Maya Kirkhope of Academic Search, Inc. are assisting with this search. Nominations and expressions of interest will be treated in confidence and may be directed to:

Dr. James A. Davis, Senior Consultant
jdavis@academic-search.com
540 539 9415

Maya Kirkhope, Senior Consultant
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Academic Search, Inc.

Applications should include a letter of candidacy that responds to the agenda for leadership and the desired attributes for a new President, a complete resume or vita, and the names (with email addresses and phone numbers) of five professional references, none of whom will be contacted without the formal permission of the candidate.

All application materials will be considered in full confidence and should be submitted electronically to ClaremontGU@academic-search.com.

Claremont Graduate University is committed to providing equal educational and employment opportunity.



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<http://www.cgu.edu>
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