

# Pitzer College

## President's Annual Report

2002-2003 Highlights



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# Pitzer College

## PRESIDENT'S ANNUAL REPORT 2002-2003

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Dear Friends,

I am pleased to introduce this new publication, the President's Annual Report. This report provides a year-end summary of Pitzer College's continuing progress and serves as a preview for the coming year.

A milestone year, 2003 marked four decades of extraordinary accomplishment for the College. Together we celebrated our successes and took stock. In 2004, our emphasis is on the future, to carry forward our momentum in a deliberate, creative and focused fashion. We begin that next phase of our journey from an enviable position that invites us to build upon our existing strengths.

Today Pitzer is the only highly selective liberal arts college nationwide to have 100% of its students participate in a social responsibility requirement. We are the fifth most diverse private, secular, coed, national liberal arts college (*US News*). We had six undergraduate students awarded Fulbright Fellowships in one year — making Pitzer the national leader for Fulbright Fellowships for colleges our size. Pitzer College is also proud of our record number of four students who have received American Sociology Association minority fellowships.

We achieved our present position of leadership amid intense competition. Pitzer College was founded in 1963, a time when the number of institutions in American higher education was expanding at a rapid pace. From 1950 to 2000, the number of colleges and universities swelled from 1,800 to 3,900. Pitzer College earned distinction among many worthy peers in academic excellence, diversity and social responsibility in only four decades. It is our mission to

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In the words of the founding President John W. Atherton in 1963: ‘Pitzer College’s mandate is to change the universe.’

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enhance the leadership of our institution by approaching the future with the kind of creative imagination that first brought Pitzer to life.

Southern California now boasts the greatest concentration of liberal arts colleges in the United States. Ten of 271 national liberal arts colleges are located in the Los Angeles area alone. We unwaveringly refuse to become lost among them. I am not just talking about building a bolder Pitzer future in the context of ideals only: We must build it through a process of meaningful reflection, strategic planning and appropriate action.

We must collectively work toward advancing and supporting our extraordinary and unique college. We can do no less. Together we can and will do more. In the words of the founding President John W. Atherton in 1963: "Pitzer College's mandate is to change the universe."

Finally, I extend my heartfelt thanks to those of you who graciously have given of your time and other resources for an even greater Pitzer College.

To Our Future,

**Laura Skandera Trombley**  
President



## ADMISSION AND INNOVATION

As colleges nationwide struggle to meet innumerable challenges, Pitzer College has never been stronger. An example of our strength can be found in our admissions. During the past six years, we have seen an increase of 46% in student applications. I am proud to share with you the news that in 2003 we joined a cohort group of only 45 of the most selective liberal arts colleges in the nation, those that accept fewer than 50% of applicants. In just five years we decreased our acceptance rate from 72% to 49%. This greater selectivity was achieved with no reduction in the diversity base of accepted new students, which holds strong at 39%. Overall, this September we welcomed 229 new students, 20 transfer students and 20 new resources students. Our student retention continues to rise and our percentage of returning seniors is the highest in a decade with an increase of 4% in 2003.

The College is off to an excellent start this year. The reason we are so strong is due to the exhaustive efforts by all of our community members. Pitzer continues to make meaningful innovations that will change the substance and nature of higher education. In the July 2003 issue of *The New Yorker*, Louis Menard commented, "The truth is that anything that reduces the power of the SAT is a good thing. It is absurd to believe that a test taken when a person is sixteen can predict how well that person will be performing when she is twenty-two." Pitzer College shares his view. This will be the first year for our new SAT-optional policy. In doing so we have joined a select peer group including Bates, Bowdoin, Franklin and Marshall, Hamilton, Mt. Holyoke and Sarah Lawrence. Admissions events are attracting record interest.



## ACADEMIC AFFAIRS

In 2003 academic affairs saw the creation of a new field group, Creative Studies, which looks at the intersections of the creative process across disciplines and specifically at how individuals engaged in the creative process influence one another's work. A number of significant events took place on campus: In the fall we welcomed famed choreographer and MacArthur "Genius" Award winner, Bill T. Jones, for two days of community work-

shops; in February we hosted a national symposium, “Just War Doctrine in the Age of Terror”; and in the spring Pitzer friends sponsored a national conference “Risk and Resiliency: The First Five Years.”

Pitzer faculty were enormously productive in their scholarship and research. Among the faculty’s many accomplishments, Judith V. Grabiner (Mathematics) was given the Deborah and Franklin Tepper Haimo Award for Distinguished College and University Teaching of Mathematics by the Mathematical Association of America, one of the most prestigious math awards in the country; Laura Alexandra Harris (English and World Literature/Black Studies) published *Notes from a Welfare Queen in The Ivory Tower* (Face to Face Press, 2002); David Moore (Psychology) published *The Dependent Gene*, (W.H. Freeman & Co, 2002); David Furman (Art) exhibited his ceramic work in the 2nd World Ceramic Biennale 2003 in Icheon, Korea; Paul Faulstich (Environmental Studies) received the prestigious Fulbright Senior Scholar Award and was a Visiting Fellow at the Australian National University; and Carmen Fought (Linguistics) published *Chicano English in Context*, (Palgrave Macmillan, 2002).

Among the most creative and adventurous grants received by our faculty, staff and alumni last year were the Avery China Adventure Program awards. The Avery awards grant funds for travel to China to explore areas of personal interest and are open to all members of the Pitzer community. Professor Nigel Boyle, a long-time soccer fan, was awarded a grant to immerse himself in China’s soccer culture. Paul Stewart, an instructor in our Program for American College English, pursued his musical interests by studying the guqin, a seven-string Chinese musical instrument. A common thread of proposals granted to alums Jessie Franzetti ‘01 and Nick Stanlea ‘01 was their interest in sports — Jessie played volleyball with Chinese women’s teams and met her childhood idol Lang Ping while Nick traveled the China coast to surf and teach others about surfing. Finally, Advancement staff member Cassandra Meagher, whose avocation is gardening, traveled with her husband to visit and study Chinese parks and gardens with a mind toward constructing a traditional Chinese garden in her yard upon her return home.



## STRIDES IN ANNUAL FUND GIVING

Pitzer defied a down-turning national trend in 2003 in another major area. In a year when giving to higher education declined nationally by 12%, Pitzer College broke every standing record for our Annual Fund. Overall participa-

tion increased as well as the size of the average donation for parents, alumni, faculty and staff. The average gift through phone-a-thon also appreciated: 25% for alumni and 37% for parents. A record number of alumni gave us our best performance for gift totals in 2003. The alumni rate of participation increased significantly over the last five years, to an all-time high this year of 37%. The senior class 2003 gift also set a College record: participation increased by 40%, for a total of 63%. Last year was a busy one for alumni relations — certainly my husband, Nelson, and I were kept on the move. Alumni and parent events were held in more than ten states with a combined attendance of more than 2,000 people. I was delighted to meet our dynamic Pitzer alumni from coast-to-coast at 28 of these gatherings. Pitzer alums and parents are proud of our college and our aim is to make them ever more proud of their Pitzer identity by continuing to build the reputation of our institution. I have seen first-hand a nationwide network of Pitzer people and it is our job to make them all feel their continuing connection to their college, and to remember what it is we stand for: the principles of meaningful change and social responsibility.



## CAMPAIGN PROGRESS

Our Campaign for Pitzer College fundamentally affected the increasing quality of our academic program and student body. By the end of the fiscal year, our campaign raised a total of \$30.3 million, with \$14.7 million raised for endowment, \$9.2 million for restricted current programs and \$6.4 million for the Annual Fund. Anchored by our endowment, our restricted funds are used to build programmatic capacity and the Annual Fund is utilized for the essential day-to-day operations of the College. The goal of the campaign is to advance the position of the College on all fronts and the impact of campaign funds invigorates every aspect of College life. We are now more able to effectively attract a diverse and talented student body through support we receive for memorial, named and general scholarships. This year the College welcomed the highest number of African American students in our history in large measure due to increased scholarship funds. Gifts from alumni, faculty, staff, foundations, corporations and other friends give the best and most deserving students, regardless of their financial status, the opportunity to enjoy a Pitzer education. Among new scholarships established in 2003 were those in the names of retiring faculty members Susan Seymour, Ann

Stromberg and Jackie Levering-Sullivan. A Laura Skandera Trombley Endowed Scholarship was also created through support from trustees. Another deeply meaningful scholarship, initiated by a group of alumni who wished to memorialize a classmate at the hour of his untimely passing, is the David Bloom Endowed Scholarship.

As a result of the support the College received during the campaign we were able to achieve the following: We made permanent the MacArthur Chair in Media Studies; we established a center on campus with a permanent director for faculty-student community-based research projects and teaching on social issues; we created a directorship for the Arboretum; we developed electronic classrooms to enliven teaching and learning; and we established a new tenure track position in Environmental Studies.

The campaign also facilitated major progress toward the goal of invigorating residential and intellectual life. Grants from the Andrew W. Mellon Foundation supported the development first of a campus master plan, then a master housing plan that will effectively integrate the academic and residential components of the campus to nurture student social and intellectual life. In true Pitzer fashion, the planning process was inclusive and interdisciplinary. Pitzer will build its new residence halls with a deep commitment to environmental and social responsibility.

Another gift is enabling the College to examine the form and substance of its unique educational approach. Faculty from every discipline are currently engaged in a three-year project, funded by the William and Flora Hewlett Foundation, that examines how the Pitzer learning experience aids the development of productive habits of mind and how it provides students with tools for effective, socially responsible participation in the world. Of particular importance is the generosity of Sean Cavanaugh '91, whose history of philanthropic support of the College's visual arts gave new expression this year for the development of exhibits at the Nichols Gallery. Mr. Cavanaugh's gift, which came in the form of a grant from the Milton and Sally Avery Arts Foundation, will support a directorship and ensure that five or six exhibits are brought to campus each year over the five-year period of the grant. Finally, alumna Jill Courtenay '86 established the Jill Courtenay Fund for International Studies and World Politics. This endowed fund is for students and faculty to use for programming that will educate the community and cultivate deeper understanding of international politics.

In September 2003 we had our most successful film benefit ever, raising in combination with the Claremont Graduate University a total of \$275,000. Also in September, we received the welcome news that the Mellon Foundation will fund a \$300,000 proposal that we submitted last spring to

begin an international exchange program. These faculty led exchanges will eventually allow all Pitzer students desiring to study abroad the opportunity to do so. We continued to receive funds from philanthropist Eugene Lang to support our activities in Project Pericles, a consortium of ten liberal arts colleges (Pitzer College, Swarthmore College, Hampshire College, Macalester College, Allegheny College, Elon University, New England College, Pace University, Bethune-Cookman College and Ursinus College) committed to fostering social responsibility and civic engagement in the academy.



## ATHLETICS

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Our Sagehens soared in sports during 2003, with a total of 96 Pitzer students participating in Division III athletics. The women's water polo team won the national championship in 2003 and Pitzer's Joy Haviland '03 was selected as the Division III player of the year. Our baseball team, women's tennis team and men's cross-country team all won the Southern California Intercollegiate Athletic Conference (SCIAC) title for 2003. Also in SCIAC in 2003 our women's cross-country team finished second, our women's swimming and diving team finished third, our women's track and field squad finished third and our women's volleyball team finished second. Three Pitzer students were inducted into our sports hall of fame in 2003: Caryn Cranston '92 for Women's Basketball and Tennis, Erin Hendricks '92 for Women's Tennis, and Tricia Corran Musick '92 for Women's Tennis. The women's tennis team's 1992 national championship was the first ever won by the Sagehens. Pitzer students excel in and out of the classroom and these young people are exemplary scholar athletes.



## YEAR IN REVIEW

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Last year was a watershed year. In 2004 we look ahead, deliberately, strategically and creatively. The time has arrived for us to set new and ambitious goals that will move us to the next level consistent with our maturation. Mary Patterson McPherson, Vice President of The Andrew W. Mellon Foundation and President Emeritus of Bryn Mawr College recently commented about the liberal arts college as a learning community: "The way an

institution is structured, allocates its resources and articulates the goals for each of its members, so that all administrators, staff, faculty and students are held to the highest standards in the performance of their special tasks, the way that an institution considers issues and makes decisions — does its business — these ways affect the manner and ultimately the success of the education in that place.”

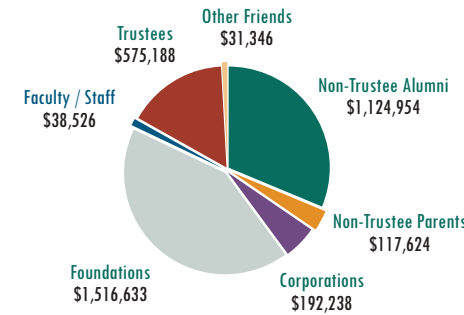
For this purpose, in order to create a future learning community worthy of the Pitzer history, record and name, we formed an ad hoc strategic planning committee. Its membership represents the various constituencies of the College and we will work together to write a five-year plan. The purpose of the exercise is to deliberately examine the future direction of the College in the context of discernable trends in higher education, to creatively envision a stronger position for Pitzer in keeping with the College’s personality and traditions, as a leader among its peer institutions, and to determinedly apply the institution’s energies and talents to achieving that vision. The document devised by the committee will be constructed in keeping with the social responsibility policy approved by the board of trustees last spring: “Social responsibility is awareness, knowledge and behavior based upon a commitment to the values of equity, access and justice; a dedication to civic involvement and environmental sustainability; and a respect for diversity, pluralism and freedom of expression.” These are worthy principles, worthy of lifelong commitment on the part of all members of the Pitzer community, those who are here in Claremont and those scattered across the globe as a network of Pitzer People. So much of what we do here on campus is in the form of beginnings, renewals and rededications. This befits the nature and work of our institution, where the greater part of our population changes every four years. We need the continued involvement of all of those who pass through Pitzer.



## A PROMISING FUTURE

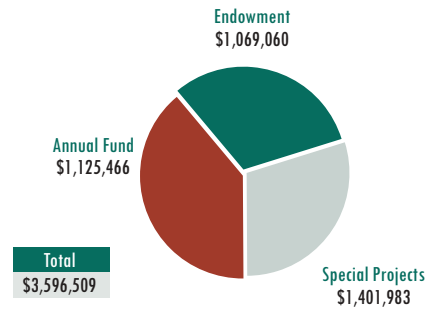
Working together we continue to make progress toward realization of the goals of the Campaign for Pitzer College. Our combined efforts will serve to enhance our institutional reputation; continue to produce a quality student body despite strong competition; and give the campus community the opportunity for rededication and reinvigoration through the creation of a strategic plan.

### 2002-03\* Giving by Source



\* cash receipts

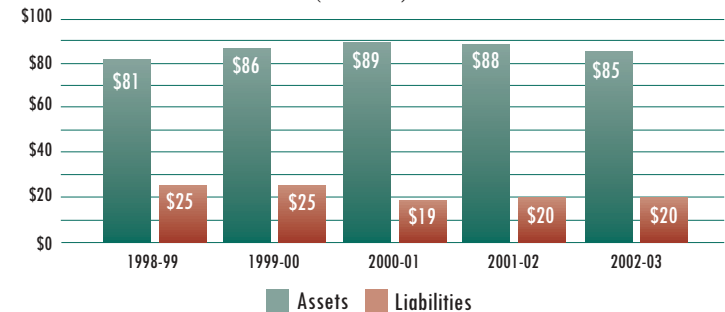
### 2002-03\* Giving by Purpose



Total  
\$3,596,509

## Net Assets over 5 years

Market Value at June 30, 2003  
(millions)



Net Asset growth exceeds the rate of inflation.

	Average Annual Compound Growth Rate					Average Annual Compound Growth Rate	
	1998-99	1999-00	2000-01	2001-02	2002-03	Nominal	Real
Assets	\$81	\$86	\$89	\$88	\$85		
Liabilities	\$25	\$25	\$19	\$20	\$20		
<b>Net Assets</b>	<b>\$56</b>	<b>\$61</b>	<b>\$70</b>	<b>\$68</b>	<b>\$65</b>	<b>3.8%</b>	<b>1.3%</b>
CPI	2.0%	3.7%	3.2%	1.1%	2.1%		
CPI Index (1972-73 = 100)	378.0	392.0	404.5	408.9	417.5	2.5%	

Source: Annual Financial Report



## *Influential and Influencing*

Mary Beth Garber was engulfed by a sense of history and excitement as she entered Pitzer College. Pitzer was brand new and she and her classmates had an opportunity to create something special and distinctive. Both of Garber's grandmothers were outraged that she would not consider going directly to work to support her mother. Her grandmothers asked what in the world did she think she was doing going off to college?

Garber found a mentor who helped shape her future. The late Ester Wagner, professor of psychology, was a confident woman who projected a strong sense of self.

"She told us where we were going and said it was up to us to figure out what was at the end of it. And we were to get there all by ourselves. The question we all asked ourselves was when would we achieve something comparable to her? In the 1960s there was a definite sense of what women could and could not do, what they would and would not do and what they were allowed and not allowed to do," said Garber.

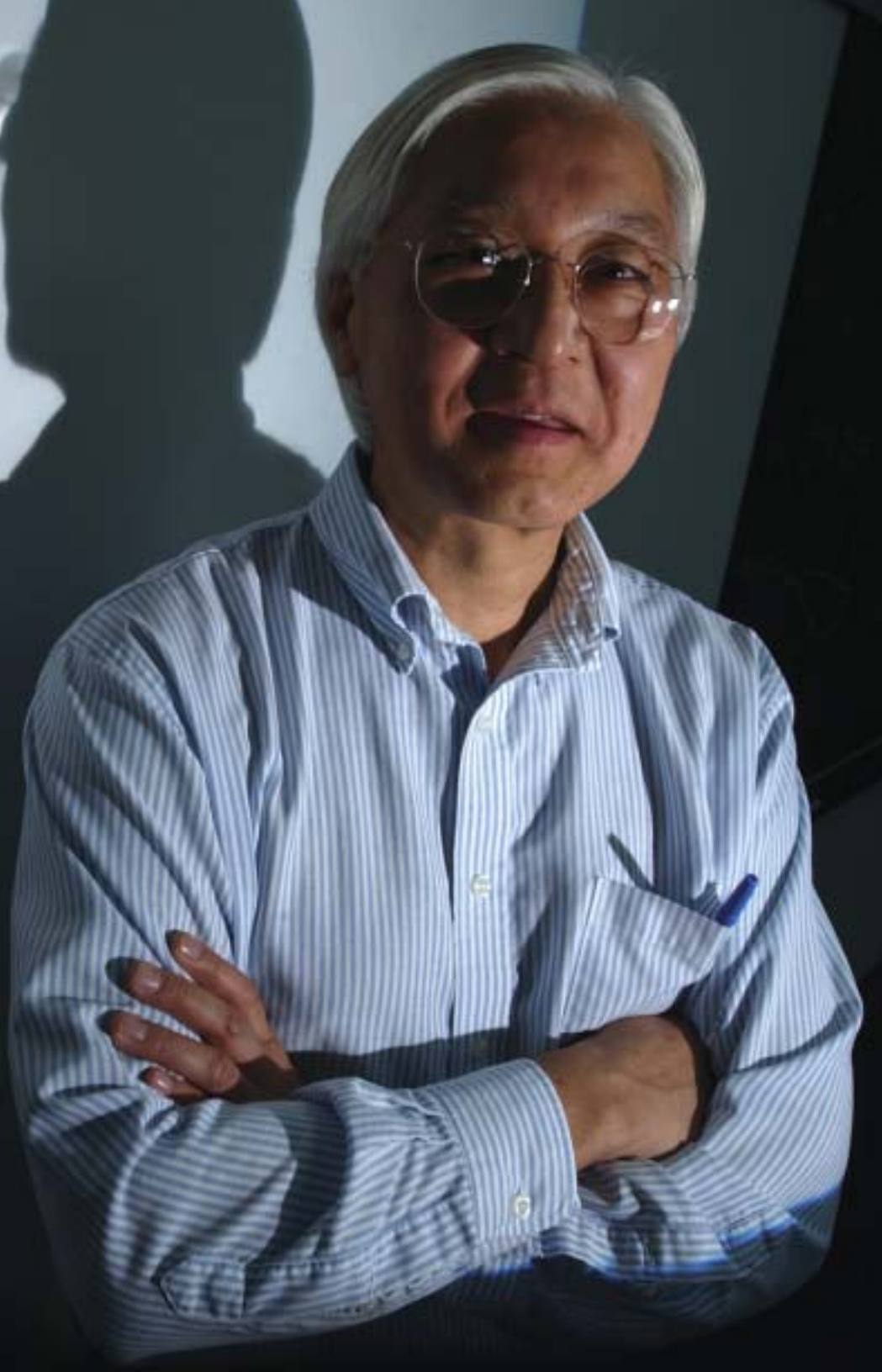
"Wag," as Garber and her classmates called Professor Wagner, was larger than life. She enabled young Pitzer women to accept that they could become independent. "Most of us had no self-esteem and no aspirations of acquiring it when we arrived. When 'Wag' walked through the door, self-esteem was no longer a question with us. My need for self-fulfillment was created at Pitzer and 'Wag' taught us how to keep our options open," said Garber. Being student class president was Garber's first recognition from peers that said "OK, you want to be a leader, we trust you." This instilled a sense of confidence in her leadership abilities and managerial qualities that have led to her success in business.

Garber, too, is a mentor to others and has always found a way to teach while working. She taught at the UCLA extension for 11 years and created a class in basic film and radio. Named as one of the top "20 Most Influential Women in Radio" by *Radio Inc. Magazine*, Garber continues to excel in her field. She is currently the president of the Southern California Broadcasters Association.

In the spirit of "Wag," Garber generously passes on her knowledge. Garber continues to be part of Pitzer history: special and distinctive.

“  
A Pitzer education  
also taught us  
to be independent  
thinkers without  
prejudice toward  
anything.”





## *A Great Fit: Tsujimoto and Pitzer*

**R**ick Tsujimoto, professor of psychology, is clearly a man who loves his career and engaging students in acquiring knowledge and in the spirit of creativity. He arrived at Pitzer College in 1973 with a passion for psychology and a zeal for teaching. "Pitzer's interdisciplinary nature is in line with where clinical psychology and other social sciences are moving today," Tsujimoto said. He further states that the knowledge base in many of Pitzer's disciplines has become complex and is expanding at a stunningly fast pace.

Tsujimoto describes himself as an enthusiastic lifelong learner, an individual who loves to interact with students around ideas and a professor who is thoughtful about his students. He views his role as pivotal, one of instilling a lifelong passion for learning, enabling students to integrate the experiential with the theoretical and ultimately teaching students how to learn and extend their experiences.

"A Pitzer education is one of the very best and it leads to fulfillment in both a student's career and personal life. Pitzer students have an exceptional capacity to deal with the complexity of the real world because they are propelled toward ever-increasing knowledge of the sociocultural, psychological and biological intricacies of reality," Tsujimoto said. He proudly identifies a number of students who have graduated and become state and national leaders in the mental health field and he attributes their success to their commitment to lifelong learning.

"Pitzer is always improving, becoming better and better at achieving our educational objectives. The bar on our student selectivity continues to rise and our educational outcomes improve correspondingly," said Tsujimoto. "Pitzer professors lead students to a pathway to learning which enables them to continue the journey lifelong," Tsujimoto said.

Tsujimoto and Pitzer College proudly continue this journey together.

“  
Our ultimate  
educational aims  
cannot be achieved  
in the space of  
four years. It is our  
responsibility to  
prepare students  
for their futures by  
teaching them  
how to continue  
learning lifelong.  
”



## *Judge, King County Superior Court*

Whether it is sweeping the floors or running a courtroom, Steve González takes pride in his work and succeeds at whatever he sets out to accomplish. His expansive career is steeped in internationalism and includes working as a corporate attorney for a law firm handling international matters for the firm's clients; serving as a federal prosecutor on cases in Japan, Canada, England, Germany, Russia, China, Algeria, Afghanistan, Pakistan and France; and now serving in his second term as the only Hispanic judge among 51 judges on the King County Superior Court in Seattle, Washington.

His myriad contributions to such international organizations as the Chinese Chamber of Commerce, the Japan America Society and the World Affairs Council speak volumes to his passion and respect for world cultures. "I have been able to interview witnesses in Spanish, Japanese and in Chinese. Now, as a judge, I am participating in a judge exchange with Mexico in addition to serving on the court's interpreters committee," González said.

González was named the "Outstanding Lawyer of the Year" for the Washington State Hispanic Bar Association in 2001. Other career highlights include receiving the Distinguished Service Award and the Superior Performance Award from the Department of Justice. For the past eleven years, he has served as a mentor to students at the University of Washington.

González, a Pitzer honors graduate, studied East Asian Studies with a focus on Japan and China. "The numerous ways that I have used my Pitzer experience, especially the international aspects of it, are practically endless," González said. While at Pitzer, he completed two international learning experiences, one in Japan and one in China where he gained an appreciation of people and their cultures.

González is active in social issues now, although he was not during his Pitzer years. González adds that he worked off campus weekends and evenings as a janitor his freshman year to help pay for school. He attributes his Pitzer education as strongly influencing his current involvement and his commitment to lifelong learning. "My appreciation for my Pitzer experience continues to grow and it is through the success in my studies that I gained the confidence to become a leader after I graduated," he said.

González has been married for 10 years to his wife, Michelle. They have one son and a second child due in May.

“  
Pitzer turned out to  
be the perfect match  
for me.  
”

## *Passion for Women's Rights and Justice*

**K**ebokile Dengu-Zvobgo's association with Pitzer College began in 1990 as a host parent to a Pitzer student. She saw an opportunity to teach others about the people and culture of Zimbabwe through Pitzer's External Studies program. Dengu-Zvobgo says her personal philosophy and that of the College interlock so much that working for Pitzer is an extension of herself.

Dengu-Zvobgo modeled Pitzer Zimbabwe's cultural immersion program after Pitzer in Nepal when she became the Pitzer Zimbabwe program director (1991-2000). She designed the program in such a way that students would gain a realistic experience of Zimbabwean culture through a rural home-stay, a small town home-stay and a home-stay in the capital city, Harare. During these 10 years Dengu-Zvobgo was also involved in research for Women and the Law, an area where she is published.

In only three months using a network of family friends and relatives, Dengu-Zvobgo was able to start a similar cultural immersion program in Botswana in August 2000. After training a local Motswana woman to run the program Dengu-Zvobgo had worked herself out of a job in Gaborone, so in February 2002, she and her husband moved to Claremont with their two daughters. Here she continues her work of furthering the College goal of intercultural understanding; initially through an empowerment evaluation project for External Studies programs and now through International Exchanges.

While in Zimbabwe, she was often asked when Zimbabwean students could become exchange students in America. A recent grant awarded by the Andrew Mellon Foundation focuses on intercultural faculty and student exchanges with partner institutions abroad has given Dengu-Zvobgo an answer. "Now, as a coordinator of these exchanges I feel I have arrived. This is what I have always wanted to do," says Dengu-Zvobgo with passion in her eyes. This project gives Pitzer a wonderful opportunity to further demonstrate its mission of social responsibility and Dengu-Zvobgo says she feels honored to facilitate this faculty-led initiative.

Dengu-Zvobgo's zeal for activism, activist research and scholarship comes alive in her teaching: "I try to have an activist classroom where students leave energized to do something. In my pedagogy, students not only do cerebral work but also engage in serious work of the heart to have them truly meet our learning objective of social responsibility."

Her goal is to someday teach a seminar on Intercultural Communication at Pitzer.

Dengu-Zvobgo and Pitzer College continue to reach out to the world.

“It is one thing to have a social responsibility requirement and another thing to have a culture of social responsibility.”



## *First Generation College Student*

Vicenta Arrizon had never traveled anywhere outside of California. That changed as she headed off to Washington, D.C., the hub of American politics, as an intern for the Congressional Hispanic Caucus Institute in the summer of 2003. Every year 30 promising Latino undergraduates from across the country are selected for an eight-week program in the nation's capital. In Washington, Arrizon joined students from Harvard, Rice, Howard, Georgetown, Berkeley, Stanford and Wellesley.

The knowledge gained during the summer program will serve Arrizon as she aspires to attain a law degree or to enter politics as a policy maker. "The experience in D.C. gave me the opportunity to see what I had learned at Pitzer firsthand and how theory differs from reality."

Arrizon is a senior at Pitzer College majoring in political studies and pursuing a minor in economics. "Involvement is the key to enjoying life at Pitzer. I was a residential advisor for two years and am a member of the Campus Life Committee," said Arrizon.

Arrizon describes Pitzer's personality as vocal, active and compassionate. "At Pitzer, there are many opportunities to get involved in many areas and if there isn't something that appeals to you the school fosters a unique environment that allows you to introduce a new activity yourself."

Three of her four years at Pitzer were spent not only excelling in the classroom but on the volleyball court. "Group sports teach you how to work with others. You learn that others can make up for your weaknesses and your strengths can make up for their weaknesses making the group better all around," said Arrizon, named an all-tournament player.

"If we keep moving in the direction we are now, then Pitzer can only get better. Since my freshmen year there have been improvements in residential life, we have more of a community setting and academics have become more competitive," said Arrizon. She is also pleased with the professors in her political studies program: "They have provided students with a good balance between realism and idealism in politics."

Whether on the volleyball court or in a court of law, success awaits Arrizon.

“  
[The professors]  
have provided  
students with a  
good balance  
between realism  
and idealism  
in politics.”



Vicenta Arrizon's accomplishments cover many arenas at Pitzer. In addition to excelling in political studies, she was chosen as an all-tournament player in volleyball for the Pomona-Pitzer Sagehens.



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DEBORAH DEUTSCH SMITH '68, Professor, John F. Kennedy Center for Research on  
Human Development, Vanderbilt University, Peabody College

