

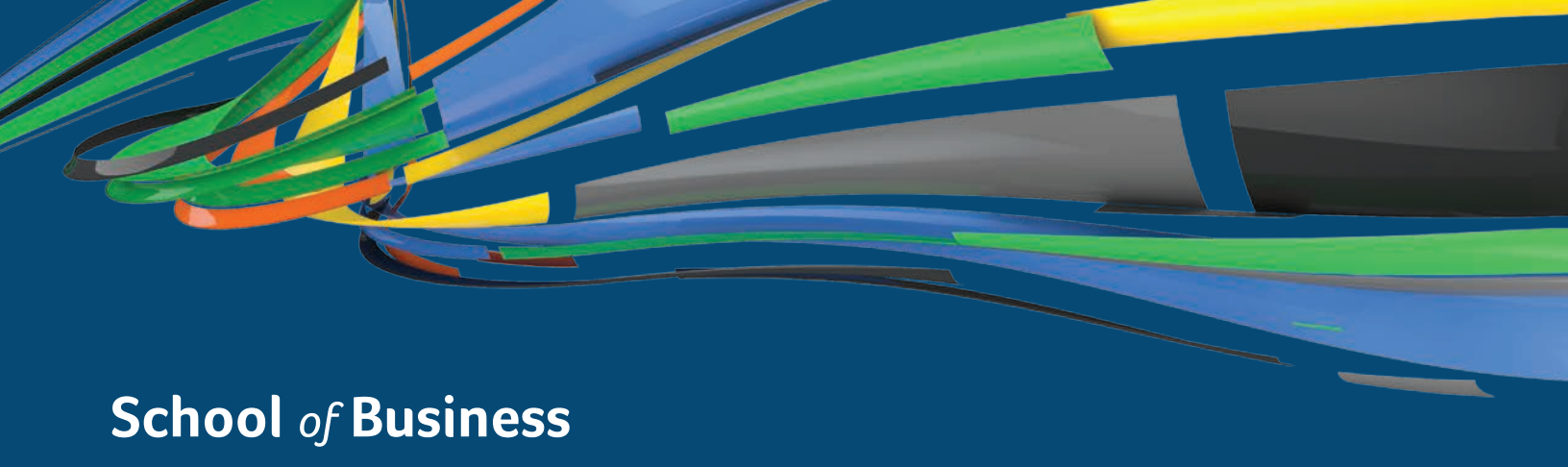
CHAIRMAN'S REPORT 2014



WOODBURY
UNIVERSITY

founded in 1884

CELEBRATING 130 YEARS



School of Business



School of Business

- Malburg Atrium
- Fletcher Jones Foundation Auditorium
- Crandler Deans Suite
- Bowman Conference Room
- Kummer Business Faculty Center
- Classrooms

WOODBURY UNIVERSITY

Woodbury University's School of Business at 130: We've Never Looked Better

David St. Amant, Chairman, Board of Trustees

This edition of the Woodbury University Chairman's Report celebrates the university's 130th anniversary. Since it's unusual for a liberal arts-based professional school to begin as a business school, we explore that history while showcasing the School's recent milestone of AACSB (Association to Advance Collegiate Schools of Business) accreditation. We also chronicle the formation of the new College of Transdisciplinarity, some recent achievements of the School of Architecture and the School of Media, Culture & Design, and tie these developments together with a look at "The Excellence of Integration," the university's strategic plan.

With any milestone anniversary, the natural impulse is to look back—perhaps nostalgically, perhaps wistfully. When I reflect on Woodbury University's School of Business at a venerable 130 years of age—one of the oldest continually operating enterprises in Los Angeles County—I look back with immense pride. And from the vantage point of knowing the university's history, I look forward with an enthusiasm that isn't just the predictable point of view of someone in my position.

There is a powerful through line in Woodbury's tradition that penetrates all three schools and will be the foundation for the new college. This through line is expressed in our Four Pillars (design thinking, civic engagement, transdisciplinarity & entrepreneurship) and includes a narrative around the rewarding of talent, the encouragement of hard work, and the nurturing of vision.

Given the extent of changes at Woodbury of late, it may be easy to forget how much continuity exists beneath the university's new look and feel (I'm not referring only to the branding campaign, by the way) and its 130-year legacy. Continuity resides within the university's core, but one could make a very good case that reverence for tradition is precisely what's enabling us to spread our wings right now. So, yes: wherever you turn, Woodbury is different... but we're turning a page in the same book—adding and revising chapters, inserting illustrations, underscoring proof points, telling new stories.

And none of those new stories is more compelling than that of the School of Business. As an institution, we strive to be world-class. We strategize, we plan, we map out the steps to get there. One day,

For the Business School, that day has arrived. It is not hyperbole to say that AACSB accreditation is one marker of Woodbury's emerging world-class status. Elite accreditation is surely a beginning, not an end, but it signifies that the School of Business is now a player on a global level.

AACSB accreditation is especially meaningful because it's a process: The seven-year effort that led to accreditation boosted collaboration among the board of trustees, the administration, and the dean of the Business School around a common goal of quality and continuous improvement.

And the AACSB process helped the School of Business articulate its mission—globalization, ethical thinking, leadership, and communication—and then capitalize on those principles. The School embedded these four elements in its research, in the



way students are taught, in the way the curriculum is defined, and in the way it reaches out to the community. Strengthening ties to the business community is near and dear to me, and is yet one more point of pride for the university as a whole. Now in its sixth year, the Business School's Board of Advisors

has grown to 26 active members, each a leader of distinction on the Southern California business scene. Our advisors aren't names on a letterhead; they're engaged, sharing and supportive. There's something thoroughly Woodbury about that.

In the forthcoming President's Report—due for publication by year's end—and in the next Chairman's Report, we'll feature outstanding people and programs within the Schools of Architecture and Media, Culture and Design, as well as within the School of Business and the College of Transdisciplinarity.

The Man from Down East — And His 130-Year Legacy Out West

Luis María R. Calingo, Ph.D., President, Woodbury University

F.C. Woodbury was anything but a Californian. He hailed from Maine, and his ancestors arrived as part of the Massachusetts Bay Company in the 1700s. His maternal grandfather was a hero in the War of 1812.

Given his crowning achievement, it's fitting that Woodbury came from a family of teachers, and at one point served on the Los Angeles School Board. Anticipating the Four Pillars, he was a bona fide champion of civic engagement: Woodbury was a founding member of the Los Angeles Area Chamber of Commerce (and, through the university, the oldest continuous member—126 years and counting). A 33rd degree Mason, Woodbury was married twice and had children with his second wife. F.C. was a diminutive 5'6" and died at 57 in 1898, leaving an outside legacy of lives enriched and communities strengthened.

Woodbury University's story is inextricably bound up with the history—and growth—of Los Angeles. Woodbury (the man) founded the college at a time when the city was laying down its very infrastructure. In the 1880 census, the population of L.A. barely topped 12,000. Four years later, it had more than doubled, to 30,000. By the end of the decade, Los Angeles was 50,000 strong. The local boom was on.

Charles Nordhoff's bestseller, *California: For Health, Pleasure and Residence*, had made the case for migration. Railroads were

competing to bring people west—a latter-day gold rush where the currency was simply opportunity. The entrepreneurial spirit was everywhere, and that included F.C., who had spent the previous 17 years in San



Woodbury University's first location in 1884 at 316 North Main Street in Los Angeles, CA.

Francisco working for his brother-in-law and helping to run the first business college in California—what became known as Heald's College. In 1884, he headed south with the idea of repeating the feat in Los Angeles. Woodbury's Business College opened in July of that year.

If civic engagement was the university's first pillar, entrepreneurship ran a close second. F.C. Woodbury arrived amid the go-go days of the 1880s, in part to fill an obvious gap that existed during the region's financial renaissance: business education. And Woodbury University remains home to the oldest business program in Southern California.

All booms come to an end, and so it was four years later, with the crash of 1888. Woodbury (the college) managed to survive that downturn, in part because of the way the institution was organized. Establishing one of the only colleges formed by a single individual—not by a religious order or group

of investors—F.C. Woodbury emerged as a trailblazer, albeit one whose personal association with the university was surprisingly brief. In 1891, just seven years after the school's founding, he sold the holding company that technically owned the school to faculty members. The name, however, stuck.

So did an especially forward-looking admissions policy, an innovation attributed to his wife. Clara Woodbury encouraged her husband to open the college's doors to both men and women, and advertisements from the period noted that the program was available to "men and ladies." In this, Woodbury was clearly ahead of its time. While Oberlin College was the first in the nation to go co-ed, in 1833, it had little company throughout most of the nineteenth century: the University of Iowa did so in 1855, followed by Cornell and Michigan in 1870.

Diversity was likewise a hallmark of the Woodbury experience from the outset. The school was open to all—not just "the Yankee crowd," in the argot of the time. Emblematic was Adolfo Camarillo, a Ventura County horse breeder, rancher, and later, philanthropist, whose family established the town of the same name.

The campus itself has had something of a nomadic relationship with Los Angeles, moving over time to accommodate the changing nature of L.A.'s business district. Aside from USC, which has remained in Exposition Park since its founding, a number of other schools eventually relocated outside the central core, UCLA and Pepperdine among them. Still, Woodbury stands apart: the Glenoaks location is the school's ninth.

Of course, metaphorically speaking, Woodbury University is still very much on the move.

[For the rest of the story, see the President's Report later this year.]

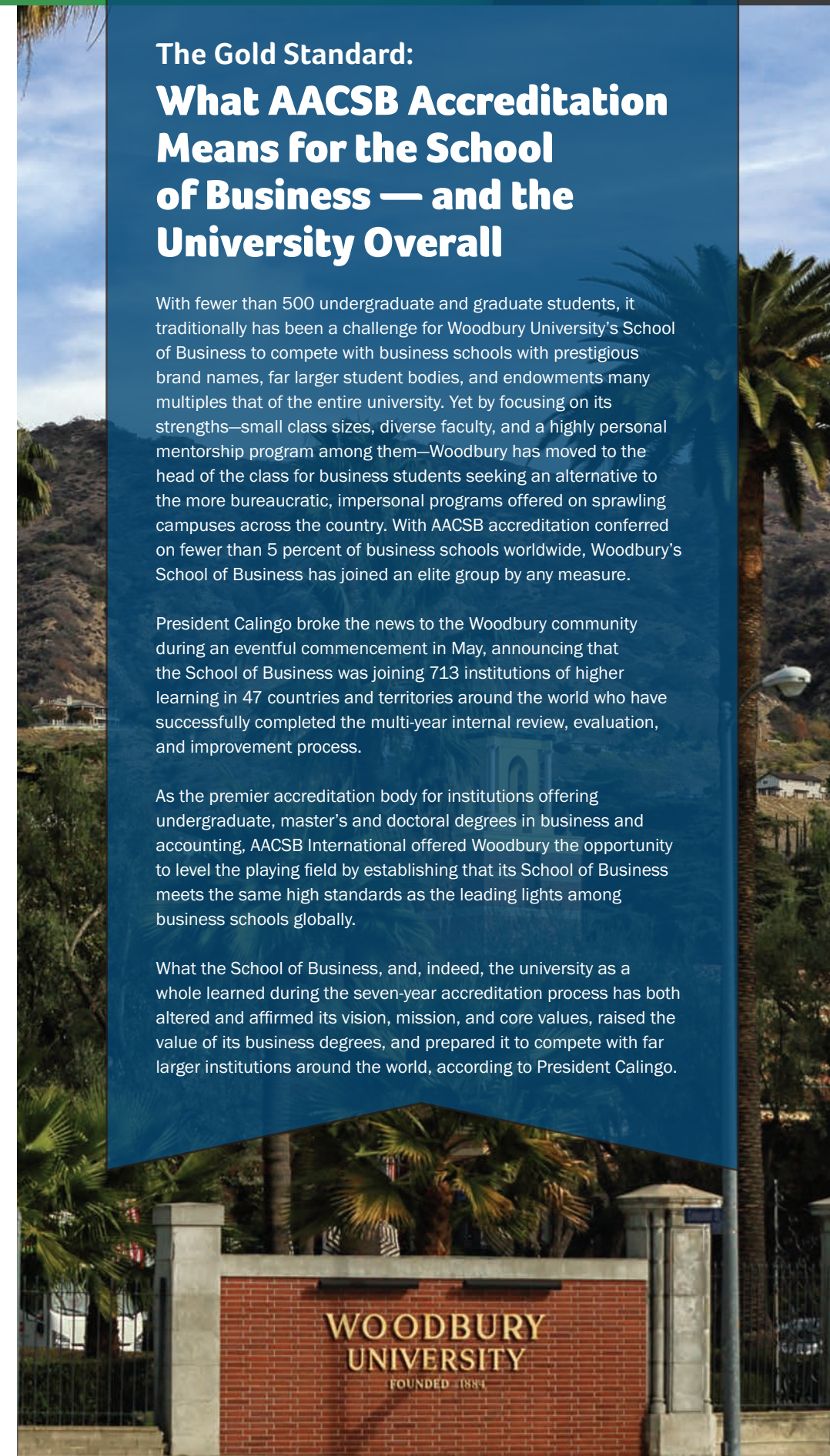
The Gold Standard: What AACSB Accreditation Means for the School of Business — and the University Overall

With fewer than 500 undergraduate and graduate students, it traditionally has been a challenge for Woodbury University's School of Business to compete with business schools with prestigious brand names, far larger student bodies, and endowments many multiples that of the entire university. Yet by focusing on its strengths—small class sizes, diverse faculty, and a highly personal mentorship program among them—Woodbury has moved to the head of the class for business students seeking an alternative to the more bureaucratic, impersonal programs offered on sprawling campuses across the country. With AACSB accreditation conferred on fewer than 5 percent of business schools worldwide, Woodbury's School of Business has joined an elite group by any measure.

President Calingo broke the news to the Woodbury community during an eventful commencement in May, announcing that the School of Business was joining 713 institutions of higher learning in 47 countries and territories around the world who have successfully completed the multi-year internal review, evaluation, and improvement process.

As the premier accreditation body for institutions offering undergraduate, master's and doctoral degrees in business and accounting, AACSB International offered Woodbury the opportunity to level the playing field by establishing that its School of Business meets the same high standards as the leading lights among business schools globally.

What the School of Business, and, indeed, the university as a whole learned during the seven-year accreditation process has both altered and affirmed its vision, mission, and core values, raised the value of its business degrees, and prepared it to compete with far larger institutions around the world, according to President Calingo.



It Takes a Village to Build a Top Business School

On Accreditation: A Conversation with Andre van Niekerk and Greg Lippe

In May, Woodbury's School of Business was among 17 institutions of higher education globally to earn AACSB accreditation in 2014. Here, School of Business Dean Andre van Niekerk, Ph.D., who headed the accreditation effort, and Greg Lippe, Woodbury graduate, Southern California business leader, Board of Trustees member and chair of the Business School Board of Advisors, discuss the seven-year accreditation process.

Q. Woodbury is the oldest School of Business in Southern California, which in and of itself is quite an accomplishment. Andre, what motivated the university to pursue accreditation and why was achieving it so important?

Andre van Niekerk: From Woodbury's inception as a business college 130 years ago, the administration, faculty and staff have always sought to provide our students with a quality business education, and we are proud of that legacy. There came a point, however, when we had to ask ourselves, "How does one measure quality in a business school and prove that a high level of quality exists in every facet of the program?" Accreditation was a way Woodbury could prove, once and for all, that our faculty, curriculum, and programs meet the highest standards—not just in the U.S., but globally. That's a powerful message to be able to deliver to students, faculty and staff, alumni, and potential supporters of the School of Business and the university in general.

Our mission is to cultivate the talents of each student and to prepare them as future business leaders who have the skills to communicate effectively, act ethically, and think globally. AACSB accreditation demonstrates to the community at large that Woodbury's School of Business, our faculty and programs, meet or exceed all 19 standards. Accreditation at this level

represents the highest achievement for an educational institution that awards business degrees, a status conferred on less than 5 percent of all business programs worldwide.

As business education goes global, one key differentiator will be small programs that have the highest level of quality but deliver a unique level of mentorship and guidance. Quality trumps everything, so long as it is founded on a clear vision with ethical leadership and decision-making. That's a powerful formula—one we are striving to achieve every day.

Q. Did you realize how rigorous the process would be?

van Niekerk: AACSB is the longest-serving global accrediting body for business schools that offer undergraduate, master's and doctoral degrees in business and accounting, and its reputation is impeccable. We knew that achieving accreditation would take several years as we worked to meet AACSB's standards, which require a high-quality teaching environment, innovative programming, and active engagement with the business community.

As the new dean of the School of Business when we first started the process, one of the first actions I took was to meet with alumni businessman Greg Lippe, who was, and still is, a member of the Board of Trustees, to discuss how Woodbury might engage the business community in the accreditation effort.

Q. Greg, what is your connection with Woodbury and what motivated you to get involved with the Board of Advisors?

Greg Lippe: I received a Bachelor of Science degree in business administration with a major in accounting from Woodbury in 1967 and then started my career with

the Touche-side predecessor of Deloitte & Touche. After a couple of years, I went to a Beverly Hills CPA firm called Chase Bierman & Dunn, where I was named partner in 1975, and in 1988, I became president of Solomon, Ross, Lippe, Hellie & Grey. In 1994, I founded Lippe, Hellie, Hoffer & Allison, which I headed until I retired in 2009 to become a solo practitioner providing outsourced CFO and consulting services. For about the past 10 years, I also have served on Woodbury's Board of Trustees.

I attribute my entire career success to the start I got at Woodbury. When I graduated from Woodbury and started at Touche Ross, I had on-the-ground training prior to getting there that many of those from larger business schools didn't have, much of which came from professors who were actually working in the field.

So, when Andre and I met to discuss the need to have an advisory board, I told him I felt I could help him put one together. We started with six or eight people and over time grew to 26 members.

Q. What role did the Board of Advisors play during the accreditation process?

Lippe: The role of the board has been to provide advice and counsel to the dean. To be accredited, the School of Business had to meet 19 standards, and in order to meet those standards, Woodbury had to improve quality at all levels of the university. During our meetings, we discussed programs the School of Business offers, methods of creating jobs for graduates, methods of attracting new students, as well as fundraising. We also have shared different business experiences and views of the business landscape—the direction in which business and the economy is going.

van Niekerk: Having a group of business leaders representing a wide



Andre van Niekerk, Ph.D.
DEAN, School of Business

variety of businesses and industries, and with both alumni and non-alumni as members, provided us with a whole new perspective that was extremely valuable as we developed our strategic plan. We took ideas, tested them with these business leaders, and refined our thinking accordingly.

Lippe: To give you an idea of how it worked, at one point we talked about what employers are looking for in an employee. We all agreed that what employers are looking for is not an individual who is only well-prepared academically, but someone who, in addition to having the basic academic skills, is also well-rounded, demonstrates initiative, and has a pleasant

personality and the ability to "sell"—whether that means selling themselves to an employer or to a customer or client. Many students come out of school feeling that, "As long as I have the technical skills to do a job, I'll be okay." But unless you can "sell" and communicate effectively, for example, you're not going to achieve the optimal level of success in your career.

Q. What role will the Board of Advisors play in the future?

Lippe: Moving forward, our job is going to continue to be advisory in terms of monitoring and bringing innovation to the School of Business from the perspective of the businessperson. If business

changes direction, we'll be there to suggest tweaks in the program. You have to be flexible, because the business world is ever-changing at a rapidly increasing pace.

van Niekerk: The Woodbury model of a values-based and ethically driven business education is based on providing the tools our students need to be successful in their careers and helping them to build a network of relationships. We believe AACSB accreditation will open the door to new students, increase the value of a Woodbury business education for alumni, and attract financial contributions that will help our program continue to innovate and grow.

HELPING STUDENTS ACHIEVE THEIR DREAMS SINCE 1884

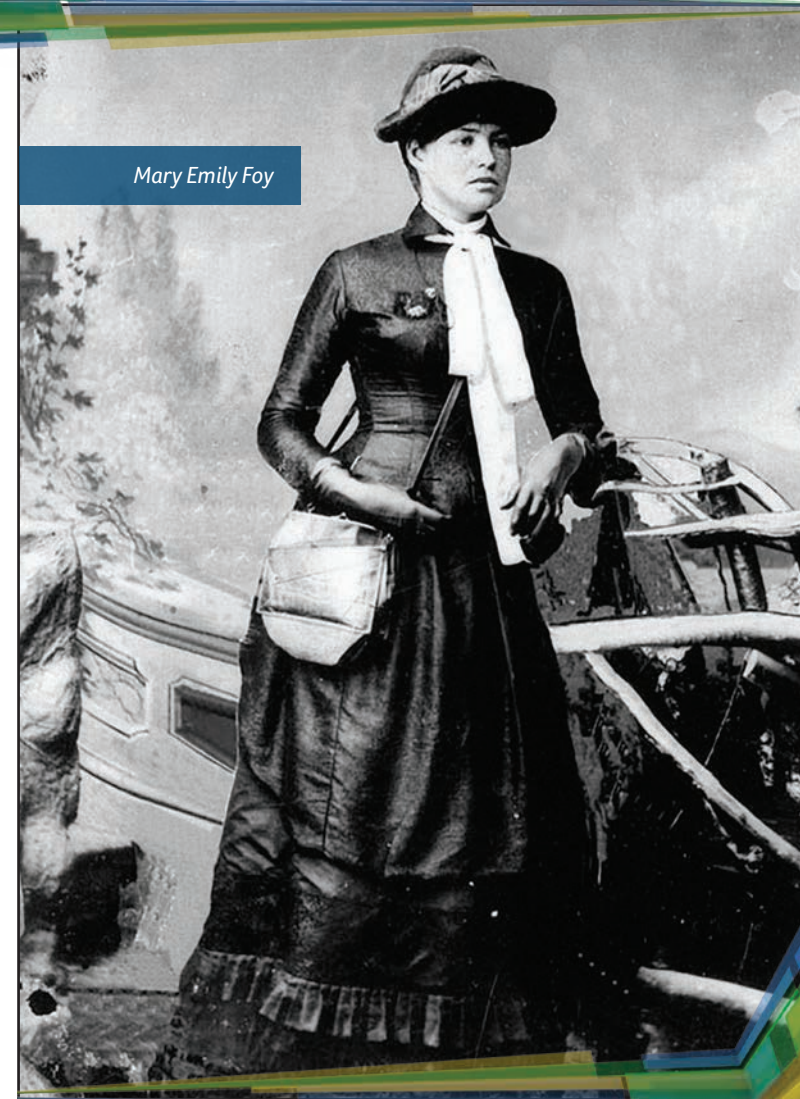
From its inception, Woodbury has attracted men—and women—from diverse ethnic and economic backgrounds, many of whom were the first in their families to attend college and also shared many of the attributes that inspire today's Woodbury University students, including Entrepreneurship, Transdisciplinarity, and Civic Engagement. Here are four of their stories.

Adolfo Camarillo (1864-1958)

Raised on a 10,000-acre Mexican Land Grant rancho, Adolfo Camarillo was a lifelong rancher, land developer, horse breeder and philanthropist, and the co-founder (with his brother) of the City of Camarillo. A member of Woodbury's first graduating class (1885), Camarillo put his education to work managing the family ranch from age 21 until his death in 1958. Camarillo contributed his time and talents to his community, serving on bank, school, and non-profit boards. He is credited as a founder of high schools in Oxnard and Camarillo and donated the land that eventually became part of the Ventura Freeway. Since 1998, the Camarillo Ranch Foundation has maintained a 4.5-acre parcel that includes the family's original home, built in 1892.

Mary Emily Foy (1862-1962)

When she was young, women weren't allowed to vote or even use the public library. But Woodbury Class of 1885 graduate Mary Foy would help change all that as the first female librarian of the Los Angeles Public Library and a life long women's rights advocate. The daughter of a prominent L.A. merchant whose family was among the first East Coast families to settle in Los Angeles in the mid-19th Century, Foy was appointed head of L.A.'s first library in 1880—at the young age of 18. Though she served in the role for only four years (after which she enrolled and graduated from Woodbury), Foy left a lasting mark on the library, local and national politics, and her community.



G. Allan Hancock (1875-1965)

His biography describes him as “a sea captain, oilman, explorer, developer, banker, aviator, scientist, farmer, railroad engineer, musician and philanthropist.” G. Allan Hancock was all of these, as well as an 1894 graduate of Woodbury, descended from a family of ranchers whose holdings included Rancho La Brea and what eventually became the La Brea Tar Pits and Hancock Park. In 1907, Hancock convinced his mother to lend him the funds to explore for oil on the family property. The success of that business led him to other pursuits: he was a founder of the Automobile Club of Southern California, a locomotive engineer, a cellist with the Los Angeles Symphony Orchestra, a master mariner who pioneered undersea exploration, and a bank founder and philanthropist, whose contributions to the Santa Maria community resulted in the development of a community college that carries his name.

Helen Gurley Brown (1922-2012)

Like Mary Emily Foy decades before her, 1941 Woodbury graduate Helen Gurley Brown (Brown was her married name) was a catalyst for change who helped transform the way women approached their jobs, their relationships, and their sex lives. Born in Arkansas, Brown and her family moved to Los Angeles following the death of her father in 1932. Upon graduation, she worked her way up the ladder from a secretary to an advertising copywriter, eventually becoming among the highest-paid women in her field. Brown first gained broad notoriety for her 1962 book, *Sex and the Single Girl* and the 1964 movie of the same name starring Natalie Wood. A year later, she was named editor-in-chief of *Cosmopolitan* magazine, a position she held for 32 years. Later in life, Brown reconnected with Woodbury, receiving an honorary degree and serving as a commencement speaker. In the 1990s, she became a donor to Woodbury as a member of the Pop Whitten Heritage Society.

Oscar Barcena, Class of 2014: President's Award Winner Builds Community — and a Promising Future

A small college can feel like one big family, and that suits 2014 Woodbury University graduate Oscar Barcena just fine.

The youngest of 10 children from nearby Pacoima, Barcena was “looking for a tightly knit school” and found one in Woodbury University, right in his own backyard. Woodbury, he says, featured a welcoming campus community that “really helped with my college transition.”

He has returned the favor in a big way, thriving as an on-campus catalyst for student engagement. Even as he immersed himself in



his studies, Barcena gave back to the community by helping other students make the transition to Woodbury. To that end, he worked as a peer advisor, became student ambassador for the School of Business—building bridges between the students and faculty—and later served in the admissions office.

All that goodwill, grassroots interaction, hands-on learning, and positive energy earned him the 2014 President's Award, given annually to an undergraduate senior who has excelled academically and demonstrated exemplary leadership, service, and involvement in the Woodbury community and beyond. Barcena is beyond excited about the accolade.

“Winning the President's Award is an amazing honor,” he enthuses. “It's major recognition for being involved on campus, acting and thinking globally, and embodying the Woodbury experience.”

Central to that experience, the university promotes a holistic approach known as the Woodbury Integrative Student Experience (WISE). It empowers students to explore their own paths while also

ensuring that resources and guidance are close at hand when needed, and can be readily tailored to suit student needs. That kind of customization—and the ability to change gears—made Woodbury a perfect fit for Barcena, right from the start of his freshman year.

“Growing up I always told myself I wanted to be an artist,” he says. “But I had no clue what that really meant. So when I came to Woodbury, I declared as a graphic arts major, but after a few weeks of school and conferring with some older students and advisors, I changed to marketing. I realized that while I enjoyed and admired graphic design, what I really wanted to do was marketing. With marketing I can get the best of both worlds: it allows me to be creative in the business world.”

He cites Woodbury's “team-based approach to innovation” as a powerful component of his education at the university. “It's about solving problems in an efficient and effective manner,” he says. “And being creative in your problem-solving can help in any business anywhere.”

Translating theory into practical experience is central to the Woodbury way, something Barcena has learned first-hand. Not only did he land a part-time job working for the university as a marketing assistant, but his internship at international brand-management firm Pentland ultimately turned into a job offer. Learning the ropes

at a company with \$3 billion in annual sales is a great laboratory for business; for Barcena, that opportunity exemplifies why entrepreneurship is one of the university's Four Pillars.

“I'm learning a lot about the wholesale industry and how that business is done,” he says. “It's a great position to be in. Plus, I like the products we're selling—like Ted Baker Footwear—so that's a bonus. Working in this type of environment is something I see myself doing in the future. My long term goal in the next 10 years is to work for an international company like this.”

As for what his future holds, Barcena is thinking about that proverbial oyster.

“I do plan to eventually go back to school for my master's,” he says. “But I want to work for a while, gain experience and see what opportunities arise. I don't think learning stops when you graduate. Learning happens every day.”

Wise words, indeed.

Afshin Kateb, Class of 1993: Fostering a Hospitable Climate for Entrepreneurship

It was Rumi, the Persian poet, who wrote, “You were born with wings, why prefer to crawl through life?”

That could well have been the mantra for Woodbury alum Afshin Kateb as he embarked on his pursuit of the American dream some years ago. His CV tells a powerful personal story that happens to be emblematic of the Woodbury experience. Building on his Woodbury degree in accounting,

“When the class consists of just 10 or 15 people, you tend to get the attention of the professors and draw that extra bit of knowledge from them.”

AFSHIN KATEB

Kateb earned an MBA at Pepperdine. His professional career includes various operational and accounting positions at the Sheraton Universal, corporate controller for a Japanese hotel and real estate company, a management consulting role with Ernst & Young's Hospitality and Real Estate practices, CFO of the Kor Group (which owned and operated Viceroy Hotels), SVP and Portfolio Manager for Lowe Enterprises Investors, and CFO of SBE Group. He currently serves as CFO for Nazarian Enterprises and Nimes Capital.

It's been a long and at times exhilarating road for the Iranian immigrant. Kateb came to the U.S. in the late eighties and worked in a variety of entry-level positions at restaurants in Las Vegas and Los Angeles before embracing new educational opportunities and new career options in the

hospitality industry. Thanks to Woodbury's flexibility, he was able to complete his accounting degree through a combination of weekend and evening courses that fit his work schedule.

“For me, attending Woodbury in the evenings, while working in my field, was a perfect way to combine academic and professional pursuits,” he says. “At work, I was able to look at the practical problems around various accounting issues, then go back to class and talk to my accounting professor, Jon Meyers. I would go through some of the practical applications of the theory that I'd learned, which made the curriculum so much more relevant. It proved to be a highly interactive—and an extraordinarily fruitful—learning environment.”

Of late, Kateb has returned to the Burbank campus, where he's now tapping his experience and expertise on behalf of the School of Business's Board of Advisors. Kateb describes his joining the Advisory Board as a natural and fitting way to thank Woodbury for its contributions to his life and career, and to share lessons learned about both civic engagement and entrepreneurship, two of Woodbury's Four Pillars: “It's the least I can do for the school that's done so much for me,” he says. “Even before AACSB accreditation, the business school was a diamond in the rough. Now, you might say that it's a diamond that has been polished. Day by day, the school is gaining credibility, momentum and stature.”

“I saw Woodbury as deeply caring and very nurturing,” he says. “I was not just a number. When the class consists of just 10



or 15 people, you tend to get the attention of the professors and draw that extra bit of knowledge from them.” Kateb contrasts the Woodbury experience with that of larger schools, which he suggests are akin to mass market hotel brands, where “you know what you get, and the rooms are all identical. Big operation, big approach, standardized everything.”

“I view Woodbury as a boutique and personalized experience, where the hallmark is quality, that individual touch, and a commitment to service,” he says. “It's like a treasure you've found, and while you're reluctant to share it with anyone, at the same time, you really want people to know about it.”



Suzy Sogoyan, Bachelor of Science – Business & Management, 2008; MBA, 2012

One of Those Timeless Things

Suzy Sogoyan is a Woodbury alumna to watch, literally and figuratively, as it turns out.

That's because Sogoyan—a Woodbury MBA who also did her undergraduate work at the School of Business—is now spending her time at IceLink, www.iceblinkwatch.com, the family-owned watchmaker best known for its line of 6Timezone timepieces. In 2007, the brand unexpectedly caught on with celebrities like Fergie, will.i.am and Taboo of Black Eyed Peas.

“That’s really the key to a Woodbury education: it’s interactive, it’s authentic, it’s real.”

SUZY SOGOYAN

Of course, like most overnight sensations, the breakthrough was years in the making. Sogoyan's father, Andy, had run a successful mass production jewelry business, Golden Jewelry, for more than three decades when he decided to launch his own watch brand, just as Suzy was starting her Woodbury career.

In what Sogoyan terms “a perfect storm of upscale marketing,” several Hollywood gifting suites popped up at around the same time, creating opportunities for celebrity product placements. “Social media wasn't as big then,” she recalls, “so it was a matter of posting celebrity pictures with the products on your website. It all happened so fast. Before we knew it, we were in 400 stores: Vegas, Detroit, Philly, New York, everywhere.”

At the time, Suzy was attending Woodbury three days a week and heading to IceLink in downtown L.A. the other days, often

working until 8 p.m. or later. The company struck gold with its 6Timezone watch, a totally distinctive timepiece featuring six separate faces. The design was inspired by the half-dozen cities to which Andy regularly traveled. At the upper reaches, some models were priced at \$50,000.

“It was a hit, it was crazy,” says Sogoyan, who now handles IceLink's brand development. “We did so well we opened up markets in Russia, Dubai, Qatar, Kuwait, Singapore. High-end celebrities flocked to the 6Timezone. We were suddenly a luxury niche brand.”

And then the market crashed.

“After the crash, we realized we had to re-strategize, since we couldn't be sustained by a product that started at \$4,000,” she says. The response was IceLink's distinctive line of Bicycle Bracelets, which look like gussied-up versions of stainless steel bike chains, bringing the brand's flashy style and funky fun to a friendlier price point—in some cases, less than \$100.

Credit for the comeback goes in part to Sogoyan's years in the School of Business, where she learned to adjust to the challenges of changing markets.

“Among Woodbury's Four Pillars, I have a real affinity for entrepreneurship, thanks largely to my family,” she says. “But transdisciplinarity actually proved even more influential, since there was no way I could have learned those kinds of lessons—about breaking boundaries and trying new approaches—from my work alone.”

Where Sogoyan says she was once an exponent of a top-down management



style, she learned to listen and flipped things around. She listened especially attentively to Dr. Joan Marques, Assistant Dean of the Business School, from whom she developed a deep, almost visceral understanding of the value of a collaborative approach to management.

“It's not like we have meetings and I tell our staff what's happening,” she says. “Now it's more like, ‘Hey, guys, this is the situation: what does everyone think?’ Everyone brings their own knowledge and perspective. It's a collective effort and we focus more on that style.”

“My father's a very smart man—our brand has taken off and become a success because of him,” Sogoyan says. “But thanks to what I learned at Woodbury, we changed the dynamic of how we're working. My team members are more effective and productive. I'm now so open to getting new ideas. That's really the key to a Woodbury education: it's interactive, it's authentic, it's real.”

Maria Mehranian: From the Community, Belief in the Woodbury Ideal

Throughout its 130-year history, Woodbury University has always meant business. That's never been more true than this year, thanks in part to the School of Business securing elite accreditation from the AACSB.

Maria Mehranian, a member of the Business School's Board of Advisors and managing partner of the L.A.-based Cordoba Corporation, is a big fan of the university and is among those celebrating the accreditation.

What's especially encouraging is that Mehranian isn't a Woodbury alum. So what is it about the university that spurred her engagement?

For Maria, seeing is believing. Joining the Board of Advisors opened her eyes, fostering a belief in the university, its leadership, and its future overall.

“Woodbury is a very special kind of educational institution, the sort of school that we need in this region at this time and in this environment.”

MARIA MEHRANIAN

“Woodbury is a very special kind of educational institution, the sort of school that we need in this region at this time and in this environment,” she says. “It's a unique place, one that connects intellectual life to a job, to real life, to practice.” That's especially important now, she says, given the presence of an enormous workforce that remains undertrained and underemployed.

“Typically, people are either very intellectually oriented, or they are ‘doers.’ At Woodbury, students and alumni are able to bridge the academic and the business worlds. That's very special.”

Suggesting that “students can get lost on the uncharted path of academia if they aren't mentored,” Mehranian lauds the university's “manageable scale” and its faculty as both educators and mentors with real-world experience.

Active in the local Armenian community, she's also bullish on the immigrant energy that drives so much of the university. “It's interesting to me that the majority of our students are the first generation in their families to go to college,” she says. “While they're getting access to a high-quality education at Woodbury, these students bring their own perspective to the school, giving it diversity and a global view.”

“These are some of the reasons I was so attracted to Woodbury,” she says. “There's no question now that the university's profile is on the rise. I see AACSB accreditation as opening up a new set of opportunities for the school, and attracting even more talented students.”



An urban planner with expertise in mass transit and water infrastructure who sits on the State Water Quality Control Board representing the L.A. region, Mehranian was originally invited to join the Woodbury community by Dr. Andre van Niekerk, Business School dean.

“Andre was interested in my background as a businessperson who has managed a multi-discipline infrastructure development company for the past 30 years,” she says. “He asked me to share some of that experience, first with him and then with groups of students and faculty, to show the real-life examples of what we were doing, and to shine a light on the literally billions of dollars in infrastructure development in our state.”

“There's no question now that the university's profile is on the rise.”

Over time, as she met with Woodbury's student body, staff, and faculty, Mehranian experienced first-hand the university's hybrid of the practical and the academic, which eventually reached a kind of critical mass.

“The more people I got to know, the more I understood how the pieces come together,” she says. “It became clear where the Four Pillars fit in—especially civic engagement and entrepreneurship—and where the faculty and the administration are taking the school. The process is inspiring, and it's only going to continue. It's an absolute joy to be part of the Woodbury community.”



College of Transdisciplinarity

From Institute to College: Doug Cremer's Story of Transdisciplinarity

trans-dis-ci-plin-ar-i-ty.

Definition: *Thinking and acting holistically by bridging multiple perspectives and practices.*

It's a mouthful to say and a challenge to spell, but Woodbury University's newly christened College of Transdisciplinarity continues to increase the value of a Woodbury education by providing students with the information, perspectives and critical thinking skills they need to address today's complex, multi-faceted social problems—and the tools they will need to succeed in a rapidly changing global workplace.

Almost a decade in the making, the College of Transdisciplinarity (previously known as the Institute of Transdisciplinary Studies, or ITS) is designed to provide a nexus where Woodbury's core values—Community, Integrity, Professionalism, Aspiration, and Agility—can intersect with its four educational pillars: Transdisciplinarity, Design Thinking, Entrepreneurship and Civic Engagement.

What is the difference between an Institute and a College?

"As an Institute, our primary focus was to support the liberal arts enterprise of the university and function as a place for discussions, research and the application of transdisciplinarity," explains Dean Douglas J. Cremer, Ph.D., who has headed the program since it was established as

an Institute in 2006. "Now, as a College, our objective is to continue to achieve the Institute's mission while developing and adding a variety of new undergraduate and graduate degree programs that apply the principles and practices of a transdisciplinary education."

Coined by psychologist Jean Piaget in 1970, transdisciplinarity as it has been applied to

"The first step was rethinking what 'liberal arts' meant at Woodbury and staking out a new vision and structure that reflected the input of all stakeholders."

DOUG CREMER

higher education recognizes that traditional structures, which prescribe what students must study in order to earn a degree, no longer foster the kind of innovation that is needed today and in the future.

Woodbury has been a thought leader in the application of transdisciplinarity to higher education. "The first step was rethinking what 'liberal arts' meant at Woodbury and staking out a new vision and structure that reflected the input of all stakeholders," Cremer explains. "We had a School of Arts and Sciences, a School of Architecture and Design, and a School of Business, but they weren't functioning in a collaborative way. We had to answer the question: 'How do you create a cohesive, unified university out

of disparate professional and liberal arts schools that seemed to be competing rather than collaborating?'"

It wasn't always easy, and there were heated debates—as there should be with a transdisciplinary approach.

During 2006-07, for example, Design split off from the School of Architecture to form a new School of Media, Culture and Design (MCD), and what formerly was the School of Arts and Sciences became part of the new Institute of Transdisciplinary Studies. Shortly thereafter, ITS launched a new Junior Fellows Program, a semester-long, create-it-yourself seminar where students and faculty collaborate to address pressing problems of the day. To fully leverage the depth and breadth of transdisciplinary education, a one-year Senior Fellows program was created for faculty members interested in applied or theoretical research, curriculum development and the teaching of transdisciplinary courses.

"These became really important learning laboratories for how one does transdisciplinarity," Cremer says. "One of the things that happens when people mutually let others into their own areas of expertise and then really push and challenge one another is that they develop a deep and lasting collaboration and become more comfortable with bringing all their talents, experiences, and values



to the table. As part of that process, everyone is empowered."

In the years that followed, individual departments worked to figure out how to incorporate transdisciplinarity. The English program became the Writing Department and then, as part of the School of Business' AACSB accreditation process, business and writing department faculty devised an innovative plan to develop student writing within the context of the MBA curriculum.

Art History, meanwhile, refocused its attention on the impact of art after the invention of photography, and students taking science courses found themselves studying both the basics of science and environmental studies. Philosophy evolved to include the study of ethics. The 100-level

series of Interdisciplinary Studies courses was introduced, and a major curriculum focused on students planning to enter a family business or even start their own business upon graduation was developed.

Upper-division seminars on topics like the Holocaust and Immigration Policy in Politics & History drew the interest of students and faculty interested in exploring answers to complex domestic and global problems via collaborative courses that examined issues from multiple perspectives. New courses have recently brought students out into the community to learn hands-on about urban gardens and the history of horsemanship, and into the world to learn scuba diving or travel to Eastern Europe.

New degree offerings will be a byproduct of

the evolution from "Institute" to "College," Cremer promises.

A professional writing degree and a degree in Public Safety Administration are among the programs in the planning stages, as are integrated degrees in environmental studies and urban studies ("You can't understand one without understanding the context of the other"), art history with curatorial studies and, in this era of "big data," applied mathematics and statistics.

"Developing new programs over the next three or four years is really the 'and' part of what is going to transform the Institute into a College," Cremer concludes. "What won't change is that the College of Transdisciplinarity will continue to reflect the collective work of the entire Woodbury University community."

Will McConnell: The Rhythm of Transdisciplinarity

Within the Woodbury community—and, increasingly, to those outside of it—transdisciplinarity is emerging as The Next Big Thing. To use a music metaphor, you might say that this burgeoning educational movement dances to the beat of a different drummer. And one of those calling the tune is Will McConnell, Assistant Dean of Woodbury's new College of Transdisciplinarity.

An advocate of “customizable education,” McConnell regards Woodbury as a leader in the field, implementing a model that works across disciplines to forge a holistic educational experience that empowers students and professors alike.

Given both its size and the creativity of its current administration, “Woodbury can move fast—indeed, we tend to move much more quickly than other post-secondary institutions,” McConnell says. “Our niche lies in our ability to be mobile and flexible, which offers enterprising students and faculty all kinds of compelling possibilities.”

According to McConnell, morphing the Institute of Transdisciplinary Studies into a college proper “will enable Woodbury to be very flexible in allowing people to build majors, which I think is the next big move in higher education. But you really have to walk the walk,” he admonishes. “It takes more than simply saying ‘I’m going to be inter- or transdisciplinary’ and then suddenly, through magical thinking, the transdisciplinarity will come.”

For McConnell, the key to Woodbury's approach is not to merely impart to students a breadth of knowledge, but to also deepen that knowledge within disciplines. “The College of Transdisciplinarity is

“Our niche lies in our ability to be mobile and flexible, which offers enterprising students and faculty all kinds of compelling possibilities.”

WILL MCCONNELL

primed not only to create the infrastructure for people to be more naturally inclined to cross disciplines, but also to know what they are doing when they do cross,” he says.

McConnell sees the College as the perfect place to “bridge science-based learning and humanities-based learning,” citing Environmental Studies, currently in development, as an example of “a hub program around which any number of programs within the college or outside the college could grow.”

Expanding upon this broader view, McConnell believes that employing approaches and expertise from multiple specialties is one key to solving seemingly intractable societal problems like global warming.

“For a problem that complex, nobody has a singular solution,” he says. “It’s going to take a much different configuration of



intellectual infrastructures, let alone practical, policy-based infrastructures, to really address global warming and move beyond it.

“Establishing the College of Transdisciplinarity helps us focus in much more practical and intellectual ways,” McConnell observes. “When you put different disciplines into collusion or even simply juxtapose different disciplines, surprising tensions and overlaps can occur. And when you work through those tensions, and see overlaps as opportunities, the process can point to a different configuration of the problem and a different set of solutions.”

Thinking outside of a single disciplinary box can also pay dividends on a more focused scale, as well, McConnell notes, citing the potential for Woodbury to graduate better-grounded business students.

“If we want entrepreneurs, there’s no reason why a four-year business program needs to be limited to more traditional business approaches,” McConnell suggests. “Let’s take all the things a business school does and graft onto that the other skills of entrepreneurship. After all, there’s a powerful reason why entrepreneurship is one of the Four Pillars—it’s a multi-dimensional activity. It’s all about expanding the universe of solutions.”

And that should be music to anyone's ears.

Emerald Archer: The College of Transdisciplinarity as a Wellspring of Critical Thinking

Complexity doesn't fit neatly into boxes, even though we sometimes wish that it would. That universities have long been organized into discrete disciplines—successfully so, it goes without saying—doesn't negate the fact that knowledge often flourishes when ideas intersect.

That's why working across disciplines can be so powerful, and why Woodbury's Institute of Transdisciplinary Studies has now evolved into the College of Transdisciplinarity.

The College, like the Institute before it, promotes cutting-edge scholarship by bridging multiple fields of study. Politics

“Instilling critical thinking really is the most important work we do here.”

EMERALD ARCHER

& History Chair Emerald “Emma” Archer has been present at the creation of the College. For her, the Woodbury experience must be both intellectually challenging and endlessly malleable.

“Most of my academic research falls within the intersections of disciplines, so it's been really wonderful that people embrace that at Woodbury,” she says. “If I happened to be at a different school that limited political science to a single department, I wouldn't be as free to make the connections as I am here.”

Engaging in out-of-the-box scholarship goes hand-in-hand with a teaching style that puts a premium on critical thinking. While some students initially feel challenged as they conceptualize how to operate outside the familiar confines of standardized academic approaches, Archer says transdisciplinary studies courses quickly help students find their footing.

“You have to think outside of the scope of your own area of concentration,” she says.

“You have to think about how to approach a problem by using skills and techniques that may be unfamiliar. The value-add for me is that students can learn to think very quickly and figure out how to critique their own discipline and other disciplines. Instilling critical thinking really is the most important work we do here.”

These creative approaches often volley back and forth from and among professors and students. One case in point: Archer recently team-taught a 16-week course on the Holocaust with Dean Cremer and Douglas Green, an art history professor. The assignment called on students to curate an imagined exhibition of any topic related to the Holocaust.

“Because our student body is so diverse, and we have so many different majors that include some aspect of design, many chose architecture and the Holocaust,” she recounts. “Others chose camp art and music, or fashion and the Holocaust.” Bringing those varied perspectives to the table, professors led students through workshops, critiqued them collectively, and worked together to examine various other disciplines related to each exhibition. “Wherever their starting point, students found that they had to push themselves a little further instead of simply writing a paper,” she says. “In the end, each worked on something completely original. That was transdisciplinarity come to life.”

For Archer, the experiences keep flowing and the disciplines keep overlapping. She recently worked on a project on Human Agency and Space, collaborating with a librarian and a literature professor to explore how different kinds of spaces are constructed for specific kinds of messaging. She also teamed with Cremer and Assistant Dean Will McConnell to prepare an academic paper on terrorism.

Although the College is still in its infancy, Archer is already part of the team forging a new major in Public Safety Administration.



“We’re seeking to create a degree program that is truly transdisciplinary,” she says. “We’ve been working with our science and math departments as well as local law enforcement—especially the Pasadena police and the L.A. Sheriff’s Department—to determine how to best prepare students for careers in both private and public safety. What should they know? What kinds of attitudes and skills should they bring to the table?”

Juggling so many disciplines takes a lot of, well, discipline. But Archer wouldn't have it any other way.

“The transdisciplinary way of thinking is an end in itself,” she says. “It’s not merely a means to an end. It already has value, by bridging these disciplines and by thinking about age-old problems that we’re now reassembling and repackaging in brand-new ways.”

Angela Sanna, Class of 2014: Warrior-Advocate for Women and Children

Angela Sanna is on a mission—and it's not her first one.

A wounded warrior who spent a year doing top-secret Special Forces assignments in Afghanistan for U.S. Army Intelligence, Sanna chose to make her civilian missions as public as possible after enrolling at Woodbury.

A Politics and History graduate, Sanna has created a two-pronged educational campaign: fighting child sex-trafficking and advocating for women veterans. Her passion for advocacy took root early in life; it is simply not her style to shy away from tough battles.

"As a young girl, I was unsuccessfully targeted by sex traffickers, which is why I chose to dedicate my senior project at Woodbury to spreading awareness about the problem," Sanna says. The result was her high-profile on-campus workshop in March 2014, "Chosen: The Slave Next Door: Learn How You Can Be a Voice for the Voiceless."

"Woodbury really does empower students to take on these tasks and turn them into the most amazing end results."

ANGELA SANNA

Sanna was able to raise awareness about the issue locally and globally by attracting speakers who, like her, were also witnesses: a legal expert in the field, a Burbank mom whose daughter had been abducted and trafficked, and a woman who herself had been a sex slave. If her approach was somewhat unconventional for an undergraduate, it was entirely in keeping with the real-world framework of the College and the university's commitment to civic engagement, one of Woodbury's Four Pillars.

"That's the beauty of it," Sanna says. "The Woodbury community was incredibly supportive, rallying behind the cause and providing me with what I needed to shape and promote the presentation. It was a very welcoming, nurturing environment, and I don't believe I could have done this at

another university. I was able to put theory into practice by creating a campus-wide campaign that eventually evolved into a community-wide presentation."

Her community involvement has brought her into contact with Bishop Outreach Human Trafficking Rescue, a task force that works with the FBI, Los Angeles and Burbank Police Departments, and other agencies to find and rescue victims of human sex trafficking.

"Civic engagement helps you understand what it means to be fulfilled by giving back," says Sanna. "Woodbury really does empower students to take on these tasks and turn them into the most amazing end results."

After graduating this past spring magna cum laude with a Politics and History degree and a minor in art history, Sanna is now enrolled in Woodbury's Leadership Master's program, where she's focusing on additional "amazing end results" for women veterans, a population she describes as "the most under-served and under-recognized demographic" among veterans.

It's an understanding the retired Army vet came by firsthand. Returning from Afghanistan in 2011, she had to fight through personal trials and tribulations. "I went through rehab for physical injuries," she says. "I needed legal help and assistance with social integration."

Although it's taken a while for her passion for helping women veterans to crystallize into something concrete, Woodbury lent a helping hand from the start.

"The first person I met in admissions at Woodbury was also a veteran," Sanna recalls. "I felt an instant connection, I felt understood, I felt invited. I felt the community was small enough that it wouldn't be chaotic and I wouldn't be lost in the mix as a number, but it was just big enough that I felt I could spread my wings and really do something worthwhile."

Ultimately, her Woodbury advocacy experience spurred Sanna to launch her own group, Veteran Resources and Assistance for Her (VRAH), for which she enlisted a number of "hard-charging women vets" to help her locate free resources for women veterans.



Civic engagement is a multi-faceted process at Woodbury, which invariably involves outreach into the business community. Here, Sanna's experience is instructive as well. She landed a government affairs internship at the Valley Industry and Commerce Association (VICA), where she soaked up anything having to do with policy analysis and legislative affairs. As it happens, that dovetailed nicely with her master's degree program and her commitment to apply her skills and passion to the greater good.

It's all part of Sanna's master plan for her future, which, she says, "gradually revealed itself" to her throughout her time at Woodbury. As for what's next, she says, "I'm going to do my best and get into politics and public office to advocate for children's rights and serving veterans who are coming home. I have too much fight left in me to do anything less."

Armed with the tools of a smartly tailored education and pragmatic real-world experience, it's a battle for which Angela Sanna is uniquely prepared.

Patrick Sharpton, Class of 2001: Extend a Hand to Matriculating Vets

He wears his Woodbury education like a badge of honor. But then, he's accustomed to a certain amount of official recognition.

Still, while M. Patrick Sharpton earned a Bronze Star during a distinguished military career, he credits his time at Woodbury for helping to take his service to the next level.

Before his recent retirement from the U.S. Army, Sharpton rose to become Chief of the Army's Iraq Military Transition Team and Operations Center Director at the National Geospatial-Intelligence Agency, the super-secret unit that reportedly provided key intelligence leading to the raid that killed Osama Bin Laden.

"Being in a different generation, and with my sort of life experience, gave me another perspective entirely."

M. PATRICK SHARPTON

But the former lieutenant colonel recalls that as he approached the midpoint of his Army career more than a decade ago, Woodbury provided an ideal place to complete his undergraduate degree, an effort that had its start years earlier. And now, Sharpton is part of an initiative at the university designed to pave the way for other returning soldiers to transition into college life. In that capacity, he's working with Woodbury alums/veterans like Angela Sanna [<http://woodbury.edu/veterans-woodbury-university/>]. Although the action plan is still coming together, he's looking forward to serving as an advisor

to the university's nascent veterans' outreach program.

Getting in step with college is a challenge for any student, but Sharpton is especially attuned to the needs of those who enter—or re-enter—the university with medical, psychological, and/or social adjustments to make. Compared to some returning veterans, he says, "I didn't have that many challenges adjusting to college life, but as one professor said, I did march to the beat of a different drum."

"College for me began at Florida State in the late '80s," Sharpton says. "I think the only thing we concentrated on then was how many beers we could drink off the frat house walls."

The path from party school to leadership training led through a Politics and History major at Woodbury where this "non-traditional" student (boomer, not millennial) brushed elbows with civilians in a way he simply wasn't in a position to do while in the military.

"Woodbury offers a highly interactive environment," Sharpton says. "So even if students weren't exactly in my peer group, we really did a lot of talking amongst ourselves after lectures. You know, part of the Woodbury way is that in some classes the professors just facilitate the discussions—and we had some very meaningful dialogues.

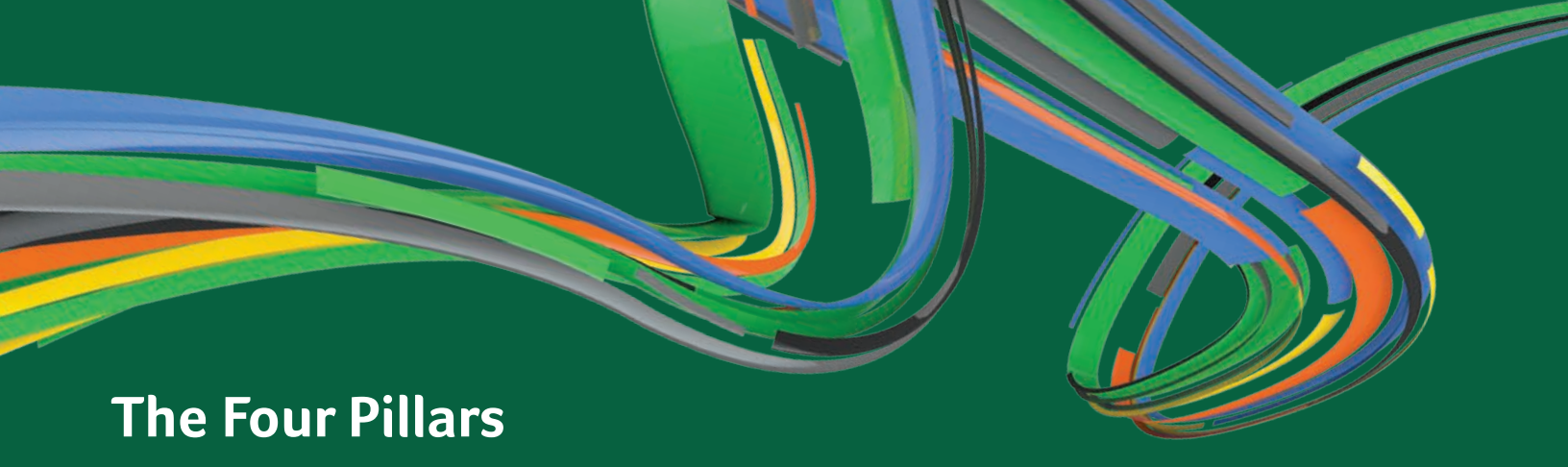
"Being in a different generation, and with my sort of life experience, gave me another perspective entirely," he says. "Getting another generation's take on things was so valuable. Filling that generation gap was a very significant development for me."



Regarding Woodbury's veterans' outreach initiative, Sharpton is both optimistic and circumspect. "I think we have to highlight what positives military people bring to the university," he says. "There's still a stigma among some civilians. I was talking to someone recently who seemed to have the common misconception that all military folks are rigid and inflexible.

"But the military is a very professional organization," Sharpton says. "In fact, I learned more about being professional from being in the military than I did as a civilian, so I think that's one of the messages that we will need to accentuate going forward. We can use our military people, our veterans, to show that this is what we are: we're a melting pot of various folks brought together to perform a mission, but we're no different from you or anyone else."





The Four Pillars

State of Our University:

A Work in Progress, Progressing Smartly

Luís María R. Calingo, Ph.D., President, Woodbury University

“Our desired future state: By 2025, our distinctive ability to integrate transdisciplinarity, design thinking, entrepreneurship, and civic engagement in education and scholarship will have secured us a place among the top 100 regional universities in the United States.” Woodbury University’s 2025 Strategic Plan—a living document entitled “The Excellence of Integration”—looks ahead as it respects our tradition. Woodbury has been educating students since 1884, longer than just about any institution in the region. Our mission to empower people to do extraordinary things is stronger and more relevant than ever.

While the university has been remarkably faithful to its mission, the environment our students face has never been as dynamic—global competition, technological innovation, an explosion of information—and the job market has rarely been in greater flux for newly minted graduates.

Looking long-term, hard realities face all of us:

- Our students will no longer be competing with people in their hometowns for jobs. They will be competing with people all over the world.

- Technology will enable companies to do more with less.
- The amount of new technical information in the world will double every two years.

Short-term, I’m pleased to note that we’re bucking some trends. Barely more than two months after graduation, for example, 100

“We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t been invented, in order to solve problems that we don’t even know are problems yet.”

KARL FISCH

percent of Woodbury’s 2014 graduating class in Accounting is either working for a top firm or major company or in graduate school. And 92 percent of the 2014 Graphic Design graduating class is now employed in the profession.

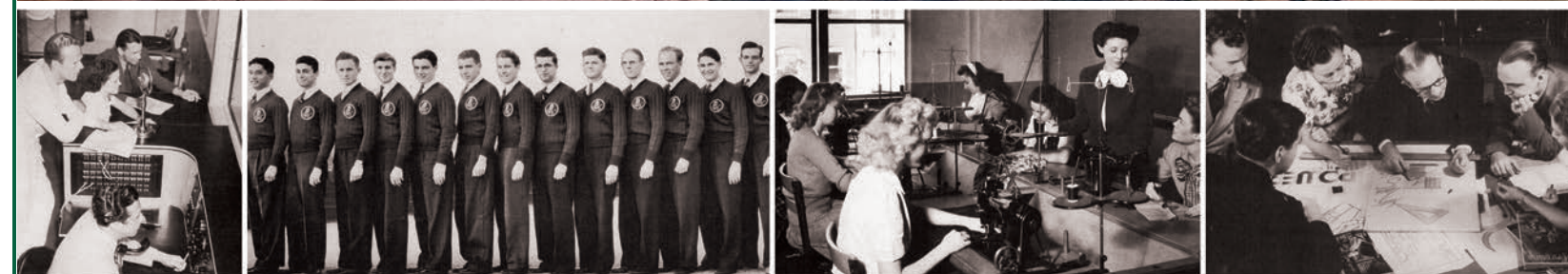
But a university—even our university (or perhaps, especially our university)—can’t just be about job placement. We have redoubled our commitment to delivering quality higher education to deserving students in pursuit of their dreams. We started as a professional school. And we are now building a much stronger liberal

education component into our program because we seek to produce not only competent professionals, but productive, socially responsible members of society.

Our response is to teach students to learn strategically: to organize data, process new information efficiently, and make critical decisions under conditions of VUCA (volatility, uncertainty, complexity, and ambiguity). Our key initiatives address these imperatives: Operational Excellence; Memorable Student Experience; Distinctive Curriculum; Institutional Reputation; Healthy & Sustainable Campus.

Our strategic plan emphasizes our need to differentiate Woodbury’s liberal arts-based professional education in light of the new workforce demands of a diverse, global, twenty-first century environment. To reiterate, our mission is to educate students for professional competence and responsible citizenship in a democratic society, and to sustain our commitment to access to quality higher education.

Our strategy has a face and an address—a university system with three campuses. As we expand programs and offerings, we aspire to serve some 4,000 students by 2025: in Burbank, which will grow from



1,500+ to 2,200 by that date; through a cyber-campus, from zero to 800; and in San Diego, from 100 to 1,000.

In light of all this, how are our Four Pillars holding up? Or, to be metaphorically correct, how are these pillars supporting our strategic initiatives?

Civic Engagement. Our pledge is to strengthen communities by actively applying critical knowledge, skills, and values. We provide students with exposure and experiential learning, inspiring them to lead lives of influence and civic engagement. This promise is taking the form of partnerships and outreach in Burbank and Barrio Logan in San Diego. In time, we will extend our San Diego presence to Tijuana, with a bi-national, 1,000-student campus by 2025.

Entrepreneurship. We believe in helping students pursue visionary opportunities to realize innovative practices and products,

and as an institution, we’re harnessing our own entrepreneurial spirit, and channeling that into growth, influence, and operational excellence. By forming deep relationships with students, our faculty and staff help them become independent thinkers, en route to experiencing actionable growth and success.

Transdisciplinarity. As the Institute of Transdisciplinary Studies evolves into the College of Transdisciplinarity, Woodbury is codifying this most eclectic of “disciplines”—the practice of thinking and acting holistically by bridging multiple perspectives. It’s a pedagogical activity, and, today, a practical imperative. We strive to be academic leaders in transdisciplinarity, through a distinctive curriculum that stimulates critical thinking and problem-solving, both prerequisites to effecting social change.

Design Thinking. Design Thinking links needs and functions to limits and possibilities. Increasingly, Woodbury will

become known for academic and experiential teaching and learning, pushing boundaries to create solutions with impact.

“Excellence in Integration” is our mantra; it is in the integration of the Four Pillars that Woodbury University distinguishes itself and contributes to our community and to the world beyond.

We continue to rally around the sentiments of educator Karl Fisch, who best defined our principal strategic challenge: “We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t been invented, in order to solve problems that we don’t even know are problems yet.”

Will our strategic plan get us there? The plan may or may not, but I am supremely confident that our students, our faculty and staff, and our supporting community will deliver on our strategic vision with vigor and enterprise.

A Trio of Strategic Proof Points

“The Excellence of Integration”—Woodbury’s 2025 Strategic Plan—is an ambitious, aspirational blueprint for the university’s future. But, just as structures are built in stages, so too are strategies realized incrementally. In that light, three recent milestones suggest that Woodbury is already bringing its master plan into focus. The common thread is transformation—through delivering on the university’s value proposition; through collaborative efforts by leaders in higher education; and through student exploration of social justice by way of immersive media.

Offering an Education of Value

In a ringing endorsement of Woodbury’s approach to higher education, Money Magazine has ranked Woodbury University 15th among the nation’s “25 Colleges That Add the Most Value.” Money published its annual college rankings in late July: time.com/money/3025341/colleges-that-add-the-most-value-moneys-best-colleges/

Money evaluated 1,500 four-year colleges using a variety of factors in three equally weighted categories: educational quality, affordability, and alumni career earnings. The rankings also include a “value added” grade that rates each college in light of the economic and academic profile of its student body and the mix of majors offered at that school. These “value added” colleges turn out graduates who exceed the averages for their peer groups by the widest margin; factors considered included the percentage of students who complete college and how much alumni typically earn. According to the Money rankings, the Woodbury University’s graduation rate outperformed its peers by 14 percent.

“The Money magazine ranking confirms the value proposition that we have offered for decades,” said Dr. Calingo. “We take students from diverse academic and socioeconomic backgrounds and transform them into citizens and professionals who can thrive and be competitive in almost any environment. This recognition does not happen by accident. The faculty and staff of Woodbury University are to be commended for working together to deliver our value proposition to our students.”

Advocating for Independent Colleges

Dr. Calingo has been named to a new panel of university presidents, chartered to assess the future of independent colleges. The panel is a joint project of the Council of Independent Colleges (CIC) and the Lumina Foundation (<http://www.luminafoundation.org/>), the nation’s largest private foundation focused solely on increasing Americans’ success in higher education. The project will begin its work this fall, through a Steering Committee of 22 college and university presidents.

“In light of the enduring qualities that are regarded as essential to the success of independent institutions, Lumina Foundation is working to increase the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025,” Dr. Calingo said. “Both Lumina and the CIC want to create a framework that independent colleges can use as they evaluate their missions and strategic plans for the future—something akin to an environmental scan. I’m honored to be invited to join this initiative and I’m eager to delve into the issues before the Committee.”

Training Social Justice Entrepreneurs

The 2025 Plan includes this “Memorable Student Experience” strategic initiative: “Woodbury University will be distinguished because of our recognized competence in preparing our students for lives of discovery, innovation, leadership, and citizenship.”

The formation of a groundbreaking advanced degree program in Media for Social Justice ticks all of those boxes. Students in the two-year M.A. program—resides in the university’s School of Media, Culture and Design—will learn how to create and leverage media for social change. The program, announced last spring and accredited by WASC (Western Association of Schools and Colleges), welcomed its first cohort this fall.

Throughout the two-year program, students will explore their commitment to social justice, develop skills in transmedia production and entrepreneurship, and work closely with award-winning producers Harry Wiland and Dale Bell of the Media Policy Center in Santa Monica (mediapolicycenter.org/). The MA curriculum will combine traditional coursework with an innovative, hands-on apprenticeship program that runs the entire course of the graduate degree. The program’s transmedia approach will provide an immersive media experience as students work together to advance the cause of social justice across multiple media formats and platforms. Students will emerge from the program as media entrepreneurs, with the knowledge, tools, and networking skills necessary for producing and distributing media that promotes greater social justice.

National Rankings

15th of the nation’s top “25 Colleges That Add the Most Value”

by Money Magazine

Fashion Marketing Program

15th nationally by fashion-schools.org

Western Regional Rankings

56th in the Western region
by US News & World Report

Animation Program

13th in the West
by Animation Career Review

Architecture Program

7th in the Western region
by DesignIntelligence.com

Fashion Design Program

7th in the West
by fashion-schools.org

Game Art & Design Program

10th in the West
by Animation Career Review

Interior Architecture Program

5th in the Western region
by DesignIntelligence.com

1st
in California for the most international students



12th
in California for economic diversity



15th
in California for ethnic diversity



18th
in the Western region for Veterans



Student Awards

Animation
CTN Expo
New Talent Student Awards 2014
Richard Ramos, Sydney Parris,
Lacie Barker, Ram Patel

Interior Architecture
Angelo Donghia Foundation
2014 Student Scholarship
Kristen Dusold

Graphic Design
Hollywood Reporter Key Art Award
Janelle Ricci

International Graphis Awards
Logan Miller, *International Platinum Award & Merit Award*
Kaylee Huey, *Merit Award*
Matthew Johnson, *Merit Award*
Ani Minasyan, *Merit Award*
Yerania Sanchez, *Merit Award*

Midnight Mission
Branding campaign
Hopelight Family Living, by Haley Clark

Architecture
Julius Shulman
Emerging Talent Award 2014
Architecture Student Team:
Miriam Jacobsen, Jung Mi Kim
and Conner McPhee

Julius Shulman
Emerging Talent Award 2013
Architecture Student Team:
Gabriela Colmenares, Jennifer Pope
and Michael Sonota

Faculty Awards/Acknowledgments

Educator of the Year,
American Institute of Architects
Norman Millar,
Dean of Woodbury Architecture

Leadership Award
International Interior Design Association
Annie Chu, AIA NCARB IIDA,
Professor of Interior Architecture

Guggenheim Foundation Fellowship
Patrick Nickell,
Associate Professor, Design Foundation



7500 North Glenoaks Boulevard • Burbank, California 91504-1052
www.woodbury.edu

