

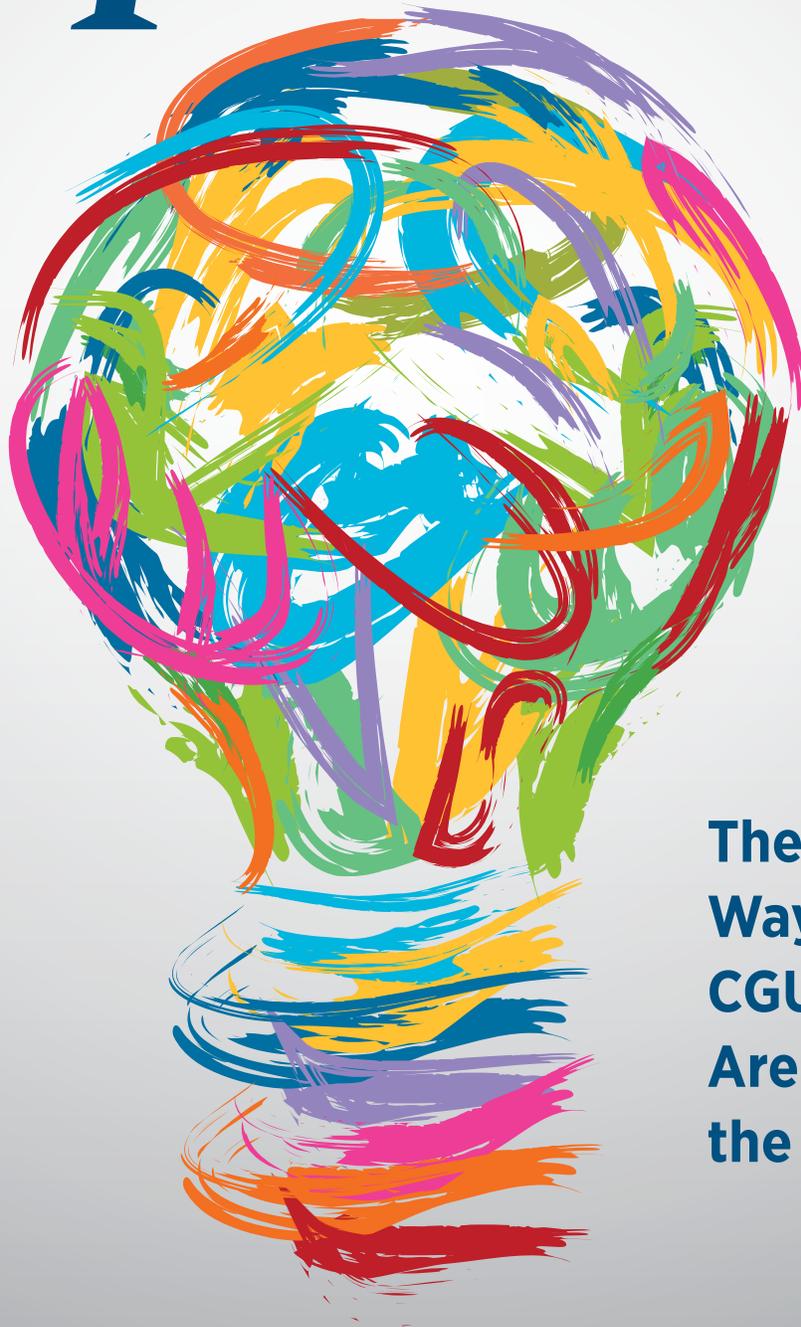
Endowment gifts set the stage for renowned scholars and generations of student success.

Renovations get underway at the future home of the Yuhaaviatam Center for Health Studies.

Why I Give: How a mentor helped 'an average student' find success in the classroom and beyond.

Impact

ISSUE 4 | Fall 2022
INVESTING IN CGU



**The Many
Ways That
CGU Faculty
Are Lighting
the Future**



In Praise of Our Faculty

by Len Jessup, President, Claremont Graduate University

I always look forward to the start of the academic year, but I was especially thrilled to see students, staff, and faculty on campus this fall. Greeting people on my walks, hearing conversations and laughter, and stopping by Hagelbarger’s for a cup of coffee have been incredibly uplifting. After the difficulties of the past couple years, I’ve resolved to not take the everyday joys of life for granted.

I’m often reminded of the resiliency of the human spirit and how connections can run so deep among our students and faculty. These are the types of connections we’re highlighting in this issue—connections often made possible through the generosity of donors. Whether it’s through teaching, research, creative work, mentorship, philanthropy, or some combination, our faculty are among the most talented and caring I’ve had the pleasure of working with.

We are proud of our CGU faculty and their commitment to prepare leaders to make positive change in the world. These renowned scholars work across disciplines, look at problems in new ways, and inspire difference-makers of the future.

Peter Drucker once said that management is about human beings: “Its task is to make people capable of joint performance, to make their strengths effective and their weaknesses irrelevant.”

This sentiment holds true for the people of CGU.

Echoing our motto, *multa lumina lux una*, the faculty at CGU kindle many bright, scholarly lights across campus and throughout the world. Looking to new beginnings this academic year and beyond—in launching or revamping programs, creating new initiatives, inspiring philanthropic gifts, welcoming new faces, and reconnecting with familiar ones—I’m excited to see these lights continue to shine.

I extend a deep, personal thank you to our faculty for making CGU the enduring institution it is.

This one’s for you.

A Historic Gift

CGU has received a \$42 million philanthropic commitment from the Patrick F. Cadigan Family Foundation for a building dedicated to innovation, entrepreneurship, and the humanities. We look forward to telling you the story of the record gift and the man behind it, Drucker School alumnus Patrick F. Cadigan.

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There Is No Simple Metric to Measure Excellence

Much of what goes into running a university can be quantified: enrollment figures, utility expenses, endowment funding, even the cost of coffee and muffins for a meeting. Metrics are an inevitable, important part of university life, but some things do not lend themselves as easily to numbers.

This issue of *Impact* is dedicated to the myriad ways that faculty contribute to CGU's success. Certainly, some things can be measured—frequency of publication, academic citations, and research funding—but there is no rubric for inspiring students in the classroom, mentoring the next generation of leaders, engaging with alumni and the broader community, opening a window to discovery, or igniting student success.

Last fall, the Office of Advancement asked alumni for their reflections on CGU faculty. Matthew Maibaum (PhD, Government, 1980) shared this: “I had an

unprecedented opportunity to study political science... with Dr. Merrill Goodall and benefited from his immense erudition. He also was great to all his students and knew how to be a friend, not just an expert. The best teacher I ever had anywhere.”

(Goodall had research expertise in California water policy and public administration in Nepal—not necessarily transdisciplinary but certainly eclectic.)

Because space in this publication is measurable, we can highlight only a few members of CGU's world-class faculty community. If you wish to share your reflections as Mr. Maibaum did about faculty who influenced your life, please email tim.lynch@cgu.edu for possible inclusion in an upcoming issue.

A handwritten signature in black ink that reads "Tim Lynch".

Tim Lynch
Managing Editor

Professor Vijay Sathe, second from left, with students after a presentation by White Castle Vice President Jamie Richardson, holding his product.

"I know each of them by name. Beyond that, they come to see that my horizon is not the classroom. My horizon is their life."

There for the Full Journey

Vijay Sathe, the C.S. & D.J. Davidson Chair and Professor of Management, has taught hundreds of students during his 35 years at the Drucker School. Many have launched or resumed highly successful careers. Several have returned for alumni events and paid it forward as guest speakers or adjunct faculty. Sometimes, the bond runs deeper.

"A few students become friends," Sathe says. "It starts as a professor-student relationship regardless of age; then, as discussions continue after graduation, it truly becomes more and more a friendship."

Sathe recalls a student, Ajit Sivadasan, who invited Sathe and his wife for a modest post-graduation meal. As happens, the professor and student lost touch not long afterward.

Fast-forward 10 years to a busy terminal at the Las Vegas airport. Sathe recognized a face in the crowd. It was Sivadasan.

"I asked what he had been doing, and he said he had taken e-commerce at Lenovo from zero to \$300 million. I said, 'Wow, that's fantastic,' and I asked if he

could come speak to my class sometime. He said, 'You know, professor, I'm very busy.' So I said, 'Oh that's too bad, I understand,' and he said, 'No, you don't understand, you tell me when and I will be there.' He has been speaking to my class now for 10 years—how can I ever thank him for that? He brings enormous credibility as an alum and a high-ranking executive."

Sivadasan, vice president and general manager for global e-commerce at Lenovo Group, the world's largest computer company, also serves on the Drucker Industry Advisory Board.

Long-lasting relationships between a professor and former student benefit the university in many ways. But Sathe says the commitment to the student is fundamental, regardless of the long-term outcome—and it is grounded in candor.

"I tell students I'm here to speak what I think is the truth, and it's for them to decide what to believe and take on in life. Only someone who really cares about you will tell you what you might not want to hear. Most rewarding for me is when students from years ago call me and say, 'You know, prof, I gave you a bad evaluation, and I called to say I'm so sorry. I needed a kick in the pants, and you gave it.'" ●

Bridging the Educational Domain

Torie Weiston-Serdan knew she wanted to teach early on. “As an undergrad, I studied English so I could eventually teach it,” says Weiston-Serdan, CGU clinical assistant professor and director of the MA in Community Engaged Education & Social Change program.

The pursuit of graduate school came from a personal recommendation from a teacher and mentor of hers, and CGU was the right fit. “I was inspired by the work of professors Gail Thompson and William Perez,” she says, “and did my research on mentoring, particularly on Black youth in suburbia.”

Her research became the basis of her work at Etiwanda High School. “As I was studying mentoring,” she says, “I wanted to know what that would look like from a community-engaged perspective. Teachers inside the classroom can be limited in how they connect with students; mentoring outside of the classroom is inherently relationship-centered.”

This passion then became a passion project. She founded the non-profit Youth Mentoring Action Network in 2007. Ten years later, her book *Critical Mentoring: A Practical Guide* was published.

At CGU, the intersection of teaching and mentoring is a highlight of the program she directs. “We’re preparing the next generation of educators,” she says. “We’re connecting folks in academia, nonprofits, activism, and philanthropy to add to a continuum of ideas—the possibilities of education.”

She teaches on this continuum in her course “Foundations for Critical and Community Engaged Education.”

Many graduates from the program find jobs with local nonprofits, community centers, and educational spheres. Some are now involved in the development of arts and theater curriculum to engage Black and marginalized youth.

For Weiston-Serdan, this underscores the importance of the arts: “There is a great intersection between educational success, and arts and theater. They’re some of the many ways we can make education more accessible.”

Access is a priority in her work. “It’s really important to me to make CGU an institution relevant in the community. We’re trying to bridge that gap, the silo that higher education can feel like to some.

“CGU is doing right by our future leaders in making higher education community-accessible.” ●

“WE’RE CONNECTING FOLKS IN ACADEMIA, NONPROFITS, ACTIVISM, AND PHILANTHROPY TO ADD TO A CONTINUUM OF IDEAS—THE POSSIBILITIES OF EDUCATION.”





Building a Network of Knowledge and Contacts

M Gloria González-Morales is an associate professor of psychology and director of the Worker Wellbeing Lab, a feminist research lab that welcomes scholars interested in employee health, flourishing, and belonging through occupational health psychology and positive organizational psychology. In addition, she was recently named director of the Preparing Future Faculty program. She believes strongly in the power of mentoring, not only in the classroom and lab, but beyond.

Q What is the primary difference between teaching and mentoring, or is it one continuum?

A Teaching and mentoring go together, and neither is a unidirectional process. I learn so much from my students. For example, my strong interest in gender and sexual diversity comes from one of my PhD students at the University of Guelph. I had something to give, like how to design rigorous study and how to look into the literature, and he had a passion and additional knowledge that he brought to the project. I use that knowledge in my classes and credit him by name. He's now at the Gordon S. Lang School of Business and Economics [at the University of Guelph] and an expert, so I encourage students to reach out to him.



Just as learning is a nonlinear experience, the same is true of mentoring, which I see as a network of knowledge and a network of contacts. Whenever I can expand connections for my students or for people who I know are going to benefit from talking to each other, I create those opportunities. For example, when I have back-to-back meetings on Zoom, I usually let the person in the waiting room in and introduce them to the person whose meeting just ended. I give them a chance to make a connection because you never know where it might lead.

Q A layperson might think that mentoring is like counseling. Are there differences?

A There's counseling, there's mentoring, and there's coaching. When I think about counseling, I think of psychotherapy and social psychology. "I have a problem and I need you to help me with that problem." Mentoring is different because when I mentor, I ask questions. I am very conscious of not trying to tell the person what to do unless it involves an evidence-based research issue.

"Teaching and mentoring go together, and neither is a unidirectional process."

Most of the time, mentoring involves asking questions and trying to figure out what that person needs to be successful and providing opportunities for success. It is a process that takes time and in some ways is continuous. With coaching, it's more like "You pay me to be your coach and I will figure out which tools you need to be successful."

Q Does mentoring change or stop when a student graduates?

A Being a mentor is based on the idea that when students graduate, they will be my colleagues. I want to create a strong relationship so that we will support each other through networks or future projects and things like that.

Q What you are saying is that it really becomes a two-way street.

A That is correct. I have a lot of PhD students who are now working professionals. I turn to them to ask about their company or organization—what is happening in ways that might inform my thinking. I have a former undergraduate student that I talk to every month. For her, it looks like I'm still her mentor—I'm about 20 years

older—but when we talk, I learn so much about her industry that I feel that she's mentoring me. That's the beauty of mentorship—that there is a point where what matters is a relationship and not so much who's the mentor. Another thing that is interesting about mentoring is that it doesn't matter whether I call myself a mentor. It's the other person who decides. It's interesting how it happened to me with my own mentors. I don't think that a lot of them would define themselves as mentors to me—but I define them as mentors.

Q Have your mentors modeled for you the kind of mentor you have become?

A I have a lot of formal mentors, such as my thesis advisors, and they were influential. One of them became a very good friend. And that's why I tell some of my students, "I really want you to graduate so that we can be friends and colleagues and not worry about the power differential." I think mentors need to be very aware of the power differential and understand how much freedom the other person feels that they have and how much they actually have in their relationship with you. ●

‘Beyond Urban or Rural’: SES’s Emilie Reagan and Preparing Tomorrow’s Teachers

U*rban and rural* can evoke vastly different images: skyscrapers and bustling sidewalks versus lush mountainous landscapes with scarce buildings dotted along open spaces. But when it comes to students and their needs, there are striking similarities, as Associate Profes-

sor Emilie Mitescu Reagan can attest.

“Areas like urban New York City and rural New Hampshire may sound different on paper, and in many ways, they are,” Reagan says, “but the students are very similar when it comes to things like socioeconomic variability, poverty conditions, and even a growing immigrant population. Coupled with the teacher shortages that appear nationwide, the obstacles of teacher preparation become more evident.”

Reagan, whose research focuses on social-justice-oriented teacher education policy and practice, joined CGU in 2020. She began her professional life as a fifth-grade teacher in Philadelphia before pursuing a career in higher education, earning a master’s degree from St. Joseph’s University before attending Boston College for her PhD.

“My interests lie in how we can ensure positive learning environments in schools so all students can be successful,” she says.

Reagan researched ways to improve teacher preparation to support those who work within and against an inequitable educational system. Particularly, she

focused on the disparities in access, resources, and outcomes for students across race, ethnicity, culture, home language, gender identity, identified disability, and socioeconomic status.

“Teachers face large variability in terms of how their students can access or read the content and demonstrate what they know,” she says. “We need to prepare teachers differently from the ways that they experienced as students.”

She applied this to her work in urban New York, first at Mercy College, and then at Teachers College, Columbia University. She then shifted into rural schools and communities in her assistant and associate professor roles at the University of New Hampshire (UNH).

At UNH, Reagan sought to draw on strengths and assets of the communities the university served, and she explored how to prepare teachers for rural classrooms across New Hampshire through various partnerships.

One was the newly announced Teacher Quality Partnership Program from the U.S. Department of Education, which gave grantees the opportunity to “create model teacher preparation programs to grow the pool of quality new teachers” (Ed.gov). Though the program was initially designed for urban centers like those in New York City, Reagan and her colleagues Leslie Couse and Tom Schram wrote their proposal specifically for rural contexts.

“We were intentional in creating a program designed to recruit, prepare, and support teacher preparation for rural New Hampshire schools, some



of which are a two-and-a-half-hour drive away from the university,” Reagan says. “The funds would be used to prepare master’s students to teach in those environments, give them a living wage stipend, and embed them into rural areas.”

The team succeeded and was awarded the \$4.3 million grant in 2016 to fund UNH’s Teacher Residency for Rural Education (TRRE) program.

TRRE allows students who are committed to teaching in a federally defined rural area to earn their master of education, along with a teacher certification, in 15 months. The program has prepared more than 40 teachers during its initial five-year term so far and has a possibility for extension.

“The feedback and support for TRRE have been tremendous, and partners report that graduates are as well or better prepared than novice teachers already in the area,” Reagan says.

Reagan has found other funding success, having co-written a proposal for the Spencer Foundation

CGU’s School of Educational Studies

continues to enrich the lives of teachers and students through its top-tier faculty, rigorous programs, and fundraising. Dean DeLacy Ganley has secured a \$1.3 million grant from the U.S. Department of Education’s Office of Indian Education to bring more students into the Claremont Native American Fellowship program. To learn more about the school, visit cgu.edu/school/school-of-educational-studies. To support the school’s work, consider making a gift at cgu.edu/give.

Small Grants Program in the amount of \$50,000 for research that measures teacher preparedness across New Hampshire. She brings this same grant-seeking enthusiasm to CGU.

Her work has also been published in journals such as *Teaching and Teacher Education*, and books including *Handbook of Research on Field-Based Teacher Education*. The latter features her

co-authored chapter “Beyond Urban or Rural: Field-Based Experiences for Teaching Residencies in Diverse Contexts” in which the authors analyze key similarities and differences between the two ends of the educational spectrum. She teaches on many of these concepts in her current courses.

“Teachers need to understand the communities, structures, and systems they serve,” Reagan says. “It’s crucial for teachers to get to know students and build on their strengths, as well as identify and work to disrupt systemic barriers so that we can build a more equitable educational system.” ●



Making History Through Academia



CGU faculty have a well-deserved reputation for research that directly affects people’s lives. Among CGU’s most influential researchers is Jean Schroedel, now professor emerita, who over the course of 30 years at the university has written about presidential overreach, fetal policy, religion and politics, and voting rights.

Schroedel says her academic interests spring from her experience as a worker in garment factories and machine shops before she pursued a college degree.

“I began to study political science because it’s about power, who has it and who doesn’t—and I had been part of the *who doesn’t*. We can call it ‘studying traditionally disadvantaged groups,’ but it’s about how you gain a seat at the table.”

For the past decade, her research has focused on Native American voting rights, something that a student, Deron Marquez, encouraged her to pursue. (Marquez subsequently earned his PhD and now sits on the CGU Board of Trustees.)

That research bore tangible results in 2018 when Schroedel collaborated with Brian Hilton, a professor of information systems and technology, to ensure that Native Americans in North Dakota were allowed to vote in the fall midterm elections. Working with Four Directions, a Native American voting rights

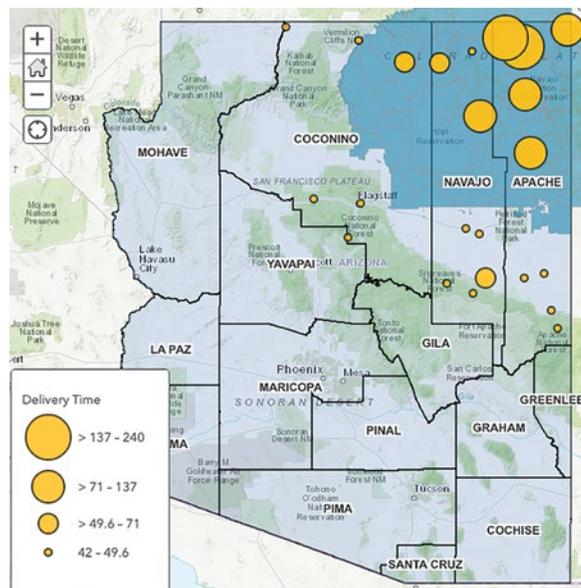
organization, the researchers used geographic information systems technology to map addresses and voting precincts on tribal lands. (Having an address is essential to vote, and the reservation did not have traditional addresses.) Voter turnout was unprecedented, leading to the election of a Native American legislator.

Schroedel is now working with students on research into access to postal services on Navajo lands in Arizona. In one 879-square-mile area, there wasn’t a single post office—an inhibiting factor in voting by mail.

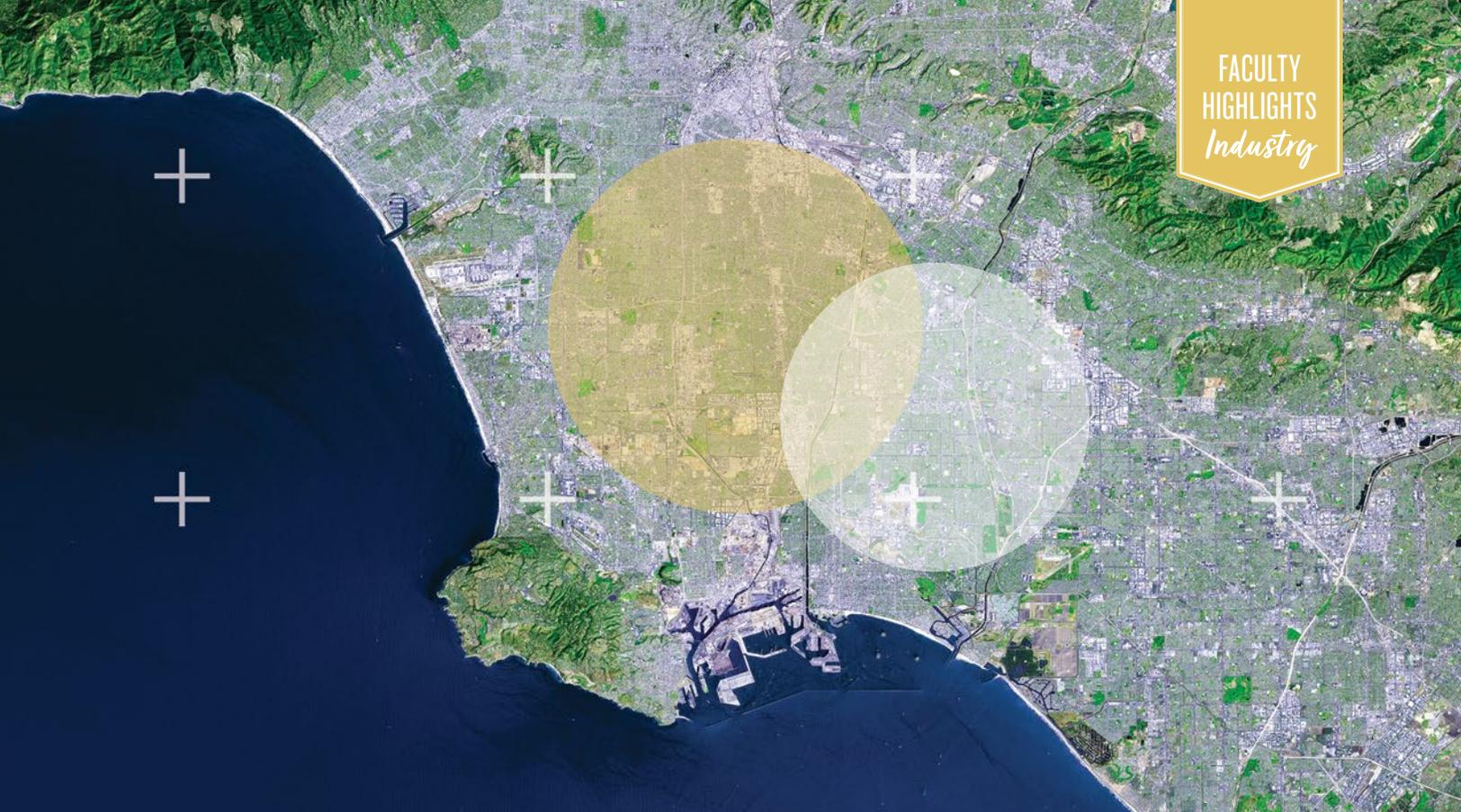
“We started looking into the origins of post offices in the United States,” Schroedel says. “We discovered through our findings that post offices in some parts of the country were initially established to support the military in its conflict with Native people. ... This raises

questions of structural racism. In this case, decisions about post offices in the latter part of the 19th century and early 20th century carry into the present era, which affects access to the ballot box.

“I hope our research can raise awareness of this historical legacy,” she says. “The other piece is when you go to court in a voting rights case, there will be expert witnesses on both sides. Much of what they do cites academic, scholarly literature. And we are creating that literature.” ●



Comparing on- and off-reservation rural delivery times.



Beta-Test the Waters

Imagine having access to a fleet of Teslas—no, make that a fleet of Teslas, Bentleys, and Porsches—with no fear of speeding tickets or fender benders because you get to test-drive them on miles of empty roads. And if you find a flaw, perhaps a loose gearshift or poor cornering, the manufacturer thanks you and corrects it.

CGU has that kind of access in the world of geographic information systems (GIS).

The Center for Information Systems & Technology (CISAT) has the keys to some of the world's most powerful mapping and spatial analytics software, thanks to a long and mutually beneficial relationship with Esri, a pioneer in harnessing the power of GIS technology.

Though the concepts of artificial intelligence, machine learning, and deep learning—the engine of GIS technology—might seem abstract to a layperson, the benefits are not. Projects launched at the Advanced GIS Lab at CGU have preserved voter rights, tracked COVID-19 through wastewater, identified groundwater resources in the Middle East, and assessed future infrastructure needs in Los Angeles. (The list is much longer and growing.)

Brian Hilton, a clinical full professor at CISAT, has shepherded the relationship with Esri for more than 20 years, starting when he was a student at CGU. It has grown into a comprehensive partnership that includes Esri-funded fellowships for its employees to attend CGU, summer internships for students that regularly lead to job opportunities, student recognition events and an annual achievement award, and hands-on experience with the full suite of Esri software.

“They give us access to everything they have, including early release,” Hilton says. Not only does this provide the high-end tools for students to explore and apply in their projects, it gives Esri an insight into potential shortcomings in its beta versions.

For example, one recent student, Sasa Arsic, applied new Esri software to his groundwater project and encountered errors with the data. He emailed the product developer, and they collaborated to resolve the issues. Arsic now works at Esri.

Hilton, who worked in construction before pursuing his advanced degrees and career at CISAT, says for someone like him who enjoys putting things together, the GIS lab is the ultimate building space.

“Every time I turn around, there's something new.” ●



Stephen Gilliland’s Favorite Question: What Does it Mean to Lead People?

Stephen Gilliland knows a thing or two about leadership. In his academic career, he has taught the subject to undergraduate and graduate students and has even ventured into the realm of executive education.

Recently, he helped form and lead a CGU-hosted leadership development series for local public officials: a program where municipal leaders learned about the focused concepts of trust, inclusion, and resilience within their organizations—all through an academic lens.

“I’ve done extensive study on the psychology of people at work,” says Gilliland, who joined CGU in 2019. “This includes what motivates people to react, what engages them, and what employees think is fair and unfair. Fairness is so important at work.”

Gilliland says that more conflict is not the right approach when helping communities address

conflict from within. “Leaders, and the ways in which they lead, are a natural component of culture and employee effectiveness. Building trust is a crucial first step to bring positive change in an organization.”

Gilliland and his wife, Cindi, brought their collective leadership experience to CGU from the University of Arizona (UA). There, they were acquainted with Eller College of Management alumnus and former Dean Len Jessup. When Jessup became the president of CGU, he called upon the couple and encouraged them to apply for a change of scenery.

“We saw what he was trying to do here, and we fell in love with Claremont,” Stephen Gilliland says. “I came to respect Len a lot as a leader during our time at UA. The opportunity at CGU was so unique; there’s no place like it. I felt like we could make a difference here.”

That difference was initially intended for teaching and research with his appointment as university professor in the Division of Behavioral & Organizational



Sciences. Cindi Gilliland was brought on to direct the Human Resource Management program.

Stephen Gilliland was also tasked with developing leadership programs that serve the community.

In the summer of 2019, he met with then-CGU colleague Regina Wang, whose experience with the San Gabriel Valley Economic Partnership brought with it valuable connections to high-ranking public officials, city managers in particular.

“We initially formed a steering committee with about 10 city managers,” Gilliland recalls. “Each of them helped us brainstorm what a program for them and their direct reports would look like.”

The High Impact Public Sector Leadership Program reached its final iteration after a near 18-month delay due to COVID-19. Participants spent a week on campus, learning from faculty and developing proposals for programs to enhance their organizations.

“Along with the key leadership concepts we taught,” Gilliland says, “we featured lectures from social psychology experts and even external agents from other governmental entities.”

The goal was to have participants take these concepts—personalized for each of them—and apply them to their own organizations. “The response was

genuinely positive. Off the charts, even,” he says.

Another positive was the fact that CGU could offer these professional consulting services at an affordable rate. “We charge less than major consulting firms and other universities like Harvard, for example, who offer similar services.”

Gilliland, along with a new CGU executive education steering committee composed of Professor Katharina Pick and Deans David Sprott and Michelle Bligh, is already planning outreach for the coming months.

The most rewarding part of programs like these? For Gilliland, it’s that people want more.

“A local city has engaged us to develop their leaders. Nonprofits across the country have reached out to us. An entrepreneur in Vietnam wants similar training for his company. A local police lieutenant has enrolled in our MA in Leadership degree after taking our police chiefs program in the Executive Leadership Institute.”

With his belief in establishing a culture of candor, communication, and accountability in the workplace, Gilliland had developed his own form of philanthropy at CGU: “I’ve always felt that faculty should be giving back, and I’m grateful to be a part of that here with these programs.” ●



Expanding Opportunity in Mathematics Can Be the Great Equalizer



Mathematics Professor Allon Percus does not consider himself a philanthropist, yet the figures are clear:

- \$2 million to establish an endowment that will provide fellowships for students in the university's Institute of Mathematical Sciences (IMS)
- \$250,000 to help endow the Ellis Cumberbatch Professorship, which will support a faculty position in mathematics.

Just as Percus is meticulous in his field, he is precise in explaining the reasons—and the person—behind the gifts. The funds come from the estate of his mother, Ora Engelberg Percus, a pioneering mathematician whose research interests included the still-relevant topics of voting outcomes and the spread of viruses.

"She was the donor. I'm the conduit," Percus says.

"My mom had very little patience for bureaucracy or dogma. What she cared about was talent. It's no secret that there's an awful lot of talent that goes untapped and unrecognized."



“My mom had very little patience for bureaucracy or dogma,” he says, reflecting on the career obstacles she faced. “What she cared about was talent. It’s no secret that there’s an awful lot of talent that goes untapped and unrecognized.”

The \$2 million endowment for the Engelberg Fellowships in the Mathematical Sciences will help rectify that.

“They’re expanding opportunities to excellent students who otherwise might not be able to attend CGU, particularly those from underrepresented and nontraditional groups,” Percus says. He hopes recipients will display the same tenacity, intellectual rigor, and firm resolve that helped his mother achieve success at a time when universities did not embrace women among their faculty.

The gift to help lay the groundwork for the Ellis Cumberbatch Professorship stems from a long friendship with its namesake, who for 40 years before his passing helped build the Institute of Mathematical Sciences and set the tone that has made it unique in the discipline.

“Ellis was, more than anyone else, the one who made the IMS what it is,” Percus says. “He would be delighted that this effort is being made to support our math faculty.”

Percus is quick to credit IMS alumni Daniel Pick and Haisheng (Shawn) Luo, among others, for their gifts to the professorship endowment: “This really has been a group effort to honor someone who touched our lives and benefited so many students.” ●

Researcher, Original Thinker—and Significant Contributor

Ora Engelberg Percus was many things: an officer in the Israeli military, an immigrant to the United States, a mathematical statistics PhD, and a 55-year resident of the Upper West Side of Manhattan until her death in 2020.

Perhaps foremost, she was an indefatigable researcher and original thinker whose work on probabilities in voting outcomes and mathematical immunology would prove prescient—and unconventional.

“In mathematics, as in many other things, it is sometimes better to be the second person who discovers something. When you’re first, no one really knows what to do with your work,” says Allon Percus, a professor at CGU’s Institute of Mathematical Sciences. “I think one of the challenges my mom faced was that she was often the first.”

In collaboration with her husband, Jerome Percus, a

mathematical physics professor, she developed models to describe and predict the interaction of viruses and immune response. “It was only days after her death that the COVID-19 pandemic arrived in full force, putting modeling efforts of this kind in the highest demand,” Percus says.

Her interest in probabilities led her to invest in Apple stock in 1983—an investment that would provide the foundation for her estate gift to CGU.

“She often reminded me that I had suggested that she sell it 20 years ago,” Percus says. “I have no idea why she decided to keep it when the share price of Apple was in the basement. But I guess that if you have enough experience studying ballot problems and seeing how likely it is that candidates who are behind during most of the count can pull ahead later on, you learn to take large dips in the stock market with a grain of salt.” ●





The Donor Behind Drucker

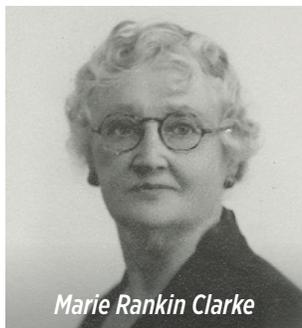
Peter Drucker was a young banker in London in 1934 when a summer rain sent him scurrying for cover. He found himself inside Burlington House, which just happened to be hosting the first Japanese painting exhibition in the West. “I became an instant addict,” he recalled decades later.

Not long after Drucker began following his newfound passion, a patron of the arts in Southern California began cultivating an interest in the Claremont Colleges. Marie Rankin Clarke, who was instrumental in the creation of the Hollywood Bowl, was the quintessential lifelong learner—someone drawn to Asian cultures as well as atomic energy. As a member of the recently founded Friends of the Colleges at Claremont, she could sate her intellect through expert lectures and social events.

Upon her passing in 1948, she left well over \$2 million to the colleges, with clear instructions that the endowment income be used for teaching and

research “so that some of the best minds of our time might be brought to Claremont College.”

In 1971, fueled by a desire to deepen his knowledge of Japanese art in an environment that welcomed diverse pursuits, Drucker came to Claremont Graduate School as the Marie Rankin Clarke Professor of Social Science and Management and changed the history of the business school. (He also taught a course on Japanese art at Pomona College.) ●



Marie Rankin Clarke

The Gifts That Are a Hallmark of Outstanding Universities

Every endowed chair and professorship has two things in common: a benefactor who wants to honor a legacy, and a faculty member or prospective faculty member who wants to use the endowed position to advance scholarship and inspire students. Endowed chairs and professorships are a hallmark of outstanding universities because they provide a sustainable way to retain and recruit world-renowned scholars, educators, and experts.

If you are interested in supporting CGU in this way, please contact the Advancement Office at **909-607-7121** or visit **cgu.edu/give**.

Bernie Jaworski has not had a stereotypical career trajectory. He could have settled into a rewarding position at USC, where he was a tenured full professor in the late 1990s and the recipient of the Golden Apple Award as the MBA teacher of the year. He could have remained at Monitor Group, a global management consulting firm, where he co-founded and co-led the e-commerce practice and the executive education unit, in addition to writing several books. Or, he could have stayed as the executive vice president for the North American region for Switzerland-based IMD, a highly regarded international business school.

Instead, he now holds one of the most prestigious faculty positions in higher education: the Peter F. Drucker Chair in Management and the Liberal Arts.

His career experiences and well-earned reputation, along with being one of the 100 most cited scholars in business and economics, put him on CGU's radar to become the inaugural Drucker Chair. His appointment ended a five-year search to fill the position, which was funded through a \$5 million endowment from the Edward D. Jones and Company Foundation.

"I'm humbled and honored," Jaworski says. "It's been a great fit."

Those who hold significant chairs are expected to develop new knowledge and shape the evolution of the field—something Jaworski relishes. He is currently collaborating with former PhD student Virginia Cheung, whose 2020 dissertation "Comparing and Contrasting the Core Philosophical Principles of Peter Drucker and Confucianism" became the basis for a book published in China. The two have negotiated English-language rights and have collaborated on consulting work for a mid-size Chinese firm on their mission, vision, purpose, culture, and values.

"Bernie is truly a life-changing mentor for me," Cheung said last fall. "He not only teaches Drucker principles but lives with these principles himself. He brings these principles to life to demonstrate how they can contribute to our life and work." ●



Opportunity, Expectations Drew Him to Endowed Chair

How Donors Can Honor the Legacy of Three Giants at CGU

OUR CGU COMMUNITY of alumni and faculty is raising funds to honor the legacy of three professors who made a profound difference inside and outside the classroom: **Roland Reiss**, a groundbreaking artist who laid the foundation for the MFA program; **Ellis Cumberbatch**, an unforgettable educator and personality at the Institute of Mathematical Sciences; and **Paul Gray**, who founded the Center for Information Systems & Technology (CISAT) in 1983 and whose collection of personal computers became the basis for the CGU museum that bears his name. If you are interested in supporting these lasting tributes—or want to honor other noted faculty—please contact the Advancement Office at **909-607-7121** or visit cgu.edu/give. ●



Roland Reiss (1929-2020)

Roland Reiss, who retired from CGU in 2002, described his art as “energy fields and spaces in which colors and forms generate expressive visual experience.” During his 30 years at the university, he designed an MFA program unlike any other in the nation. “Everything that sets CGU’s program apart from other MFAs, that’s all Roland,” Department Chair David Pagel said. “He built our program from the ground up.”

Gallerist Diane Rosenstein, who represents Reiss’ work, said he “was friends with so many, but it didn’t change how he treated people. It truly didn’t matter to him who you were. He was fully attentive and interested in you and what you had to say.”



Ellis Cumberbatch (1934-2021)

Ellis Cumberbatch is credited with significantly revitalizing the Institute of Mathematical Sciences and championing the collaborative spirit that has come to define the mathematics research community at the Claremont Colleges. During his long tenure, which began in 1981, he served as dean, department chair, and director of the Claremont Mathematics Clinic.

Two more informal titles better sum up his legacy: friend and mentor. He was keenly interested in the aspirations and success of colleagues and students, many of whom recall a conversation with him—punctuated by his dry wit—that lifted their spirits, gave them something to think about, or changed their lives.



Paul Gray (1930-2012)

Paul Gray recognized the power of computing long before laptops, tablets, and smartphones. From the floppy disk to the devices of the new millennium, Gray amassed a collection of devices that became the basis for what is now the Paul Gray Personal Computing Museum.

“Paul believed that computing could change the world by extending the power of the human mind,” CISAT Professor Lorne Olfman said. “He also loved education, and the museum provides the opportunity to extend that education for posterity.”

Former colleagues want to honor Gray by ensuring the long-term funding of Museum Studies students who work at the museum as executive director. “It’s been a fantastic collaboration,” said Josh Goode, associate professor of cultural studies and history and chair of the History Department. “This has been a huge benefit for our students and a hallmark of CGU’s applied humanities approach.”

The CGU Honor Roll: Endowed Chairs and Professorships

School of Social Science, Policy & Evaluation

- Stuart Oskamp Chair of Psychology: William Crano
- Mary Toepelt Nicolai and George S. Blair Professorship: Carlos Algara
- Luther Lee Jr. Memorial Chair Professor: Yi Feng
- Thornton F. Bradshaw Chair: Heather Campbell*
- Elisabeth Helm Rosecrans Professor of International Relations: Jacek Kugler

Drucker School of Management

- Henry Y. Hwang Deanship: David Sprott
- Peter F. Drucker Chair in Management and the Liberal Arts: Bernie Jaworski
- C.S. & D.J. Davidson Chair and Professor of Management: Vijay Sathe
- Ito Chair of International Business and Professor of Management: Hideki Yamawaki
- Doris Drucker Chair in Global Management: to be named

School of Arts & Humanities

- John D. and Lillian Maguire Distinguished Professor in the Humanities: JoAnna Poblete
- Howard W. Hunter Chair of Mormon Studies: Matthew Bowman
- Andrew W. Mellon All-Claremont Chair in the Humanities: Eric Bulson
- Margo L. Goldsmith Chair in Women's Studies in Religion: Nicola Denzey Lewis
- Malas Chair of Islamic Studies: Ruqayya Yasmine Khan

- Roland Reiss Endowed Chair in Art: David Pagel
- Danforth Professor of Religion: Tammi J. Schneider
- Louis and Mildred Benezet Chair in the Humanities: Lori Anne Ferrell*
- Fred W. Smith and Grace Hobson Smith Chair in Music: Robert Zappulla
- Helen M. Smith Chair in Music: Peter Boyer
- Violetta L. Horton Professorship in Religion and Africana Studies: Kevin Wolfe
- Lincoln Visiting Professor in Ceramics: Jasmine Baetz

School of Educational Studies

- Joseph B. Platt Chair in the Management of Technology: David Drew
- Hollis P. Allen Professor in Education: to be named

Center for Information Systems & Technology

- Fletcher Jones Chair of Technology Design & Management: Samir Chatterjee

Institute of Mathematical Sciences

- Joseph H. Pengilly Chair in Mathematics: Ali Nadim
- Ellis Cumberbatch Professorship: to be named

Transdisciplinary Studies

- Kozmetsky Chair of Transdisciplinary Studies: Andrew Vosko

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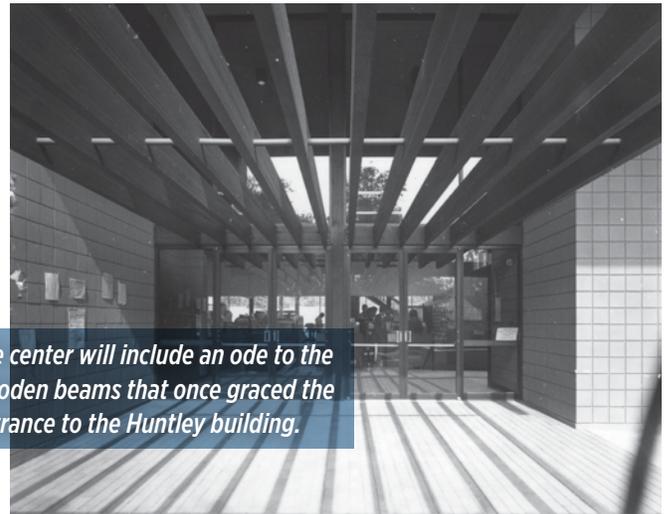
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Total number of publications produced by endowed chairs and professors. This does not include their many other professional accomplishments and contributions to the academy, such as research, fellowships, presentations, public talks and lectures, symposia, reviews, editing, judging, commissions, exhibitions, and performances.





The center will include an ode to the wooden beams that once graced the entrance to the Huntley building.

The Yuhaaviatam Center Taking Form

Work is underway to turn the former Huntley Bookstore into the Yuhaaviatam Center for Health Studies, an innovative space for health and well-being research that will serve vulnerable populations in the Inland Empire and Indian Country. The building—the new home for the School of Community & Global Health—will be completely renovated inside, with the addition of an atrium, classrooms, research space, and conference rooms. The exterior will include a meditation garden, new trees, and the restoration of an architectural flourish from the original Huntley design: wooden beams above the entrance.

This significant addition to the CGU campus was made possible by the San Manuel Band of Mission Indians, whose \$14 million gift—one of the largest in CGU’s history—allowed for the purchase of the Huntley site.

Naming opportunities remain for those who wish to be a part of this project. ●

For details, please contact Kristen Andersen-Daley, vice president for advancement, at 909-607-8252 or kristen.andersen-daley@cgu.edu.



Why I Give | Dominic Tsui



Dominic Tsui

Dominic Tsui is a modest, introspective man.

Now living in Singapore near his daughter, he looks back on a career in banking, securities, and quantitative finance that took him from Los Angeles to Japan to Hong Kong and beyond before he retired in 2016 as a senior executive just shy of the boardroom.

“I was always busy doing my job, adapting to technology, and looking at opportunities,” he says. “I thought I was doing OK, but that wasn’t completely correct. There’s fresh perspective that comes with reflection.”

To understand Dominic Tsui today, you need to know a little about his journey after the market crash of 1987, which cost him his job at a financial services company in Los Angeles. Mathematics and other analytics-heavy disciplines were in growing demand in the financial world, so Tsui, with an MBA from Washington University in St. Louis, assessed how best to burnish his skills.

He chose CGU (then Claremont Graduate School) for its atmosphere and faculty. The reputation of the Claremont Colleges helped too.

Though the coursework at the Institute of Mathematical Sciences pushed him beyond his comfort zone (“I was an average student among some very smart students”), Tsui thrived, in large part because of the renowned Claremont Mathematics Clinics, which give students the opportunity to apply their knowledge and creative thinking to real-world challenges.

Professor Ellis Cumberbatch was not only the director of the clinics, he was their heart and soul. Tsui found a mentor in Cumberbatch—someone whose door was always open and whose personality was an

invitation to friendship and encouragement.

“He was very patient, very helpful, and very resourceful,” Tsui says, recalling the many conversations he had with Cumberbatch in the professor’s office. “Before I’d go in, I might have a feeling like ‘I’m really stupid,’ but when I came out, I’d feel like I really understood the material. He had the ability to do that.”

Tsui has chosen to show his gratitude to Cumberbatch, who passed away in 2021, by supporting the clinics.

“I consider it meaningful, and myself very lucky, to have the ability to give back to those who made an impact on my life,” Tsui says. “I’ve come to realize how important that is.” ●

The Many Ways to Give

Some gifts provide income or offer tax advantages, and all are designed to give you peace of mind with your estate planning. If you are interested in exploring your options, please contact the Office of Advancement at 909-621-8027.

CGU Philanthropy Guide

For information about university initiatives, contact:

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Annual gifts that support student and faculty success:

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Thank you for considering a gift to CGU. Every member of our team is ready to answer your questions, so please do not hesitate to call any of us. We are providing this resource to ensure that you have the information you need when the time comes. Feel free to share this with your attorney, accountant, or other professional advisor.



“I met President John Maguire and his wife, Billie, not long after I came to Claremont in 1991. It was a privilege to hold the faculty chair named for them, especially because of John’s belief in the longstanding, essential role the humanities play in service to society and at Claremont Graduate University. I am thrilled that History Professor JoAnna Poblete now bears that distinction. Our faculty, students, and alumni conduct research that matters, and they enrich lives in communities and cultural institutions around the world. It is an honor to be part of this distinctive and collaborative vision.”

Dean Lori Anne Ferrell
*Director, Kingsley & Kate Tufts
Poetry Awards*