



THE MAGAZINE OF
WILLIAM PATERSON
UNIVERSITY
WINTER 2008

*an uncommon commons:
modernizing the hub
of campus life*

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WILLIAM PATERSON UNIVERSITY

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WPERSPECTIVE

Dear Friends,

As we go to press, a number of issues have been raised
in New Jersey with respect to the oversight—and, perhaps
more importantly, the autonomy—of the State colleges and
universities.

Since 1994, when the Board and Department of Higher Education were elimi-
nated by the State Legislature, a Presidents' Council, consisting of all college and
university presidents in New Jersey, has provided a focus on cooperation and col-
laboration, and a Commission on Higher Education has provided advisory and coordi-
nation functions for statewide higher education. Through the subsequent years,
William Paterson University has been able to grow to better respond to State needs
and to the demands of a growing number of students seeking to study here. At the
same time, we have maintained a prudent and conservative fiscal outlook.

It is true that tuition and fees have increased largely as a result of decreased
State support for operations and because the State has provided no capital allocation
in many years for new facilities, the enhancement of existing facilities, or deferred
maintenance. As an educational institution, our obligation remains to provide our
students with the most up-to-date facilities in which to learn. Since the advent of
institutional autonomy, we acquired and renovated the 1600 Valley Road building,
a state-of-the-art facility that houses the Christos M. Cotsakos College of Business
and the College of Education. We developed the Allan and Michele Gorab Alumni
House, including the John Rosengren Laboratories, to support alumni activities
and student research. We purchased and renovated the Power Art building to pro-
vide a well-equipped contemporary home for the studio arts. This fall, we added to
the vitality of the campus with the opening of University Commons (see page 18),
including the renovated John Victor Machuga Student Center, Wayne Hall, and a
new conference center. Now, we are set to begin a renovation and expansion of the
Science building because students deserve to study science in a twenty-first-century
facility, not one built in 1972.

Through this period of increased autonomy, the University Board of Trustees
has become more and more involved in leadership and fiduciary oversight, using
best practices emerging from the federal Sarbanes-Oxley legislation. The Univer-
sity has also tightened its internal auditing processes and formalized reporting of
fiscal controls and systems to the Board.

We understand that what has transpired at other campuses has led the legisla-
ture to feel obligated to call for greater accountability measures for the State colleges
and universities. Much of what they will call for is already in place at William Pat-
erson and we will comply with anything else they suggest that provides the public
with the necessary transparency and accountability. I strongly believe, however, that
our ability to grow and develop and be responsive to student and State needs has
resulted from the greater autonomy that we have operated under since 1994. Any
artificial means to supplant that would be very unfortunate.

The New Jersey Association of State Colleges and Universities has developed
the New Jersey Promise effort to strengthen the capacity of the State colleges and
universities to provide affordable, accountable, and first-class higher education to the
State and its citizens. They deserve no less. I encourage you to learn more about
those efforts at <http://www.njcollegepromise.com>.



Sincerely,

Arnold Speert
President

WPMAILBOX

HE SAID

SHE SAID

WE SAID

ON BEHALF OF THE HEALY
FAMILIES, I'D LIKE TO EXTEND
OUR SINCEREST APPRECIATION
FOR THE WONDERFUL ARTICLES
IN WP MAGAZINE (SUMMER
2007). The article about our family
allowed us to reminisce about all of
the great times we had at William
Paterson University. The article
about our beloved family member,
James, was a true testimony to
his character.

After meeting with all of you to
prepare for the article, it reminded
us of the devotion and commitment
of the William Paterson University
administration and faculty to
their students. William Paterson
University was an integral part in
all of our lives and has afforded
us much success and fulfillment
through the years. We wish to
extend our warmest appreciation
for all of your time and efforts.

Kathleen (Healy) Bianco '81,
M.Ed. '00
Flemington, NJ

Editor's Note

Several readers expressed their
concerns about a photograph of three
William Paterson University students
wearing sorority t-shirts who were
encircled in a bottle cap on page 16 of
the summer 2007 issue in connection
with the article, "Myths and Facts
About College Drinking." We regret
the impression that the photograph

may have carried a negative conno-
tation for these sorority students.
Our intention was to highlight the
outstanding alcohol prevention pro-
grams on campus, which have been
embraced by so many groups includ-
ing the Greek Senate and other stu-
dent organizations. The photo was
meant to illustrate the article's sub-
head: "University Program Helps
Students Make Informed Choices."

WE WELCOME LETTERS ABOUT WP, THE
MAGAZINE OF WILLIAM PATERSON UNIVER-
SITY AND WILL CONTINUE TO PUBLISH SOME
OF YOUR VIEWS IN FUTURE ISSUES. LETTERS
MAY BE EDITED FOR CLARITY AND SPACE.
YOU MAY WRITE TO:

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WILLIAM PATERSON UNIVERSITY
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Brian Cashman and Theo Epstein
Friday, January 25, 2008
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Stephen Sondheim with Anthony Rapp, Broadway star of *Rent*
Friday, February 15, 2008
Sondheim on Sondheim—In Words and Music

The Future of the American City
Friday, March 14, 2008
(Rescheduled from November 30, 2007)
A Panel Discussion Moderated by Steve Adubato

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WHO WE ARE



ANA MARIA SCHUHMANN

**Ana Maria Schuhmann
Named Interim Dean
Of College of Education**

Ana Maria Schuhmann, Ed.D., has been appointed interim dean of the College of Education. Schuhmann, who assumed the post on September 1, previously served as Singleton Professor of Education and director of the Biddle Center in the Spadoni College of Education at Coastal Carolina University in South Carolina. Prior to this appointment, Schuhmann served as dean of the College of Education at Kean University from 1990 through 2006. During her years at Kean, she oversaw extensive growth in the size of the college faculty and the numbers of students who achieved undergraduate and graduate degrees and certifications in a broad array of programs.

"Ana Maria Schuhmann is recognized nationally and statewide as a leader on issues related to the quality and accreditation of teacher education programs," says Edward Weil, provost and senior vice president for

academic affairs at William Paterson. "The experience she brings to William Paterson will further enhance the strong reputation of our undergraduate and graduate teacher preparation programs. She will also work closely with superintendents, principals, and teachers to improve teaching and learning in the school districts surrounding the University."

Schuhmann has been very active nationally and statewide in major associations that address teacher education. She has written numerous journal articles and made many presentations across the country on issues of teacher education. During her career, she has garnered more than \$50 million in grant funding.

**University Launches Emergency
Communication System**

An early alert system that provides a means to instantaneously disseminate messages to students, faculty, and staff in the event of a campus emergency was implemented during the fall 2007 semester.

"The tragedy at Virginia Tech served as a sobering national wake-up call for higher education with regard to emergency management and emergency communication procedures," says President Arnold Speert. "We learned that we need to be able to communicate almost immediately with the campus community, and this new system will allow us to notify students, faculty, and staff quickly and through various technologies."

The system, Connect Ed, enables the institution to send and track personalized voice messages to up to six phone numbers and two e-mail addresses per person. Notification can include voice messages to home, work, and cell phones; text messages to cell phones, personal digital assistants, and other text-based services; written messages to e-mail accounts, and messages to receiving devices for the hearing impaired. The system, which can send out two million messages simultaneously, will be used solely for emergency purposes.

All students, faculty, and staff have been provided with the opportunity to opt in to the system. Stephen Bolyai, vice president for administration and finance, says he is pleased with the response.

"Connect Ed is an important addition to the University's ability to communicate with our students, faculty, and staff in the event of a crisis," he says. "But electronic communication media may not always be effective, so we also plan to take a hands-on approach to communicate emergency information and instructions to occupants of campus buildings that are directly affected by any incident—our campus police will go door-to-door and use bullhorns if necessary. The safety of our community is of paramount importance."

The University continues to insure that its emergency management plan is up-to-date, comprehensive, and accessible in addressing any contingencies the institution might face. "We are working with the State Office of Emergency Preparedness and the Commission on Higher Education in adopting and disseminating best practices in this area," says Speert. "We all need to feel safe within our community and confident that if something does go wrong, individuals will act to preserve our well-being in the most effective manner."

**Bachelor's Degree in
Exercise Science Established**

William Paterson University has expanded its undergraduate degree programs to include a bachelor of science degree in exercise science with a concentration in exercise physiology.

The new degree program replaces the exercise physiology concentration of the University's bachelor of science degree in physical education. The program is designed to train exercise scientists for employment in cardiac rehabilitation, corporate fitness, health and fitness centers, hospitals, and clinics, as well as prepare students for advanced degrees. Graduates are also able



SARA NALLE

to develop consulting services as personal fitness trainers.

The program prepares students to work with numerous populations, ranging from normal individuals to the aged and those with chronic illnesses or health issues such as obesity, diabetes, arthritis, hypertension, pregnancy, cancer, and cardiac disease. Students are prepared to design exercise prescriptions and give specific exercise and nutrition information as it applies to exercise, health, and performance.

Upon completion of the program, students are eligible to take the American College of Sports Medicine certification exams in the health and fitness track. The program also is recognized by the National Strength and Conditioning Association and provides the necessary educational criteria to prepare students to take the Certified Strength and Conditioning Specialist exam. Students who achieve this certification go on to careers as strength coaches for high school, collegiate, and professional sports.

The bachelor of science degree in exercise science increases the number of the University's undergraduate majors to thirty-five.

**History Professor Named
Guggenheim Fellow**

Sara Nalle, a professor of history at William Paterson, has received a 2007 fellowship from the John Simon Guggenheim Memorial Foundation. Guggenheim Fellows are selected annually on the basis of distinguished achievement in the past and exceptional promise for future accomplishment.

Nalle is currently writing a book, *Blood and Memory: Towards a New History of the Spanish Family, 1525-1725*. The book is based on her twenty-five years of exten-

sive work on Spanish religious and social history. For the book, a longitudinal study of the family in Spain, Nalle researched five hundred families drawn randomly in seven samples, thirty years apart, and discusses how economic and religious change affected them as well as many other events that were taking place at the time, such as emigration, ethnic cleansing, and war.

"The fellowship will permit me to complete this book," she says. "It looks at the ways in which ethnicity, gender relations, religious turmoil, and imperial conflict shaped the Spanish family during a period that was crucial to that country's transition from the medieval to the modern period."

Nalle, who joined the William Paterson University faculty in 1986, is widely published in her field. In addition, she is the author of two books, *Mad for God: Bartolomeo Sanchez, The Secret Mission of Cardenete, and God in La Mancha: Religious Reform and the People of Cuenca, 1500-1650*.

She was selected from among nearly 2,800 applicants and was one of 189 artists, scholars, and scientists selected for this year's awards. Since 1925, the Foundation has granted more than \$256 million in fellowships to more than 16,250 individuals. Awards for 2007 totaled \$7.6 million.

**English Professor Wins
Fulbright Award**

Charlotte Nekola, professor of English, has been named a Fulbright Senior Scholar. She will teach American literature and studies at the University of Liege, Liege, Belgium, from February through June 2008.

"I will be teaching two courses developed as special topics in American literature at William Paterson: one, *Knowing Not to Know: Emily Dickinson and Henry James*, pairs two key writers not usually studied together," Nekola says. "Both writers illustrate Italo Calvino's concept of 'lightness,' which might be called a release from the need to know. The second course is *The Literature, Film, and Culture of the American 1950s*, an interdisciplinary course which examines poetry, drama, science fiction, beatnik literature, film, and intellectual history of the American 1950s."

This is Nekola's second Fulbright award. Previously, she held a Senior Scholar Fulbright at the University of Rome III, Rome, Italy, in 2000, where she taught American intellectual history.

The author of the critically acclaimed memoir *Dream House*, Nekola served as co-editor with Paula Rabinowitz of *Writing Red: An Anthology of American Women Writers 1930-1940*. She is the recipient of a New Jersey State Council on the Arts Fellowship for fiction writing.

I N M E M O R I A M

It is with great sadness that we mourn the passing of a member of the University community.

James W. Hoban, a retired associate professor of English, died on March 3, 2007. He was a member of the faculty from 1965 to 1987 and is remembered for his dedication to students, colleagues, and the cause of higher education, often drawing on his own experiences at Northwestern University where he earned bachelor's, master's, and law degrees.

"I shared an office with Professor Hoban in his last two years at William Paterson, and we had frequent conversations between classes," says Stephen Hahn, associate provost and a professor of English. "He believed deeply in the power of higher education to transform the lives of students, and was committed to teaching introductory courses in composition and literature."

Jim Hauser, professor of English, recalls how Hoban "had a wonderfully light human touch. A lawyer, and later a real estate agent while he was a tenured associate professor, Jim was always wonderfully gracious, and would spend long times in his office chatting with students and faculty alike as if we were all dear friends. In my picture of him, he's leaning back and chatting in a comfortable way that's pretty rare in academia—actually more like an old-time journalist or banker, a roundish Jimmy Stewart in a Frank Capra movie—someone who never had his eye on the clock. Around Jim Hoban it seemed to be a pretty good thing to be an academic and to be working with young people."



STUDYING HOW HONEYBEES COMMUNICATE



CIOFFARI DIRECTS LOVE IN THE AGE OF DION

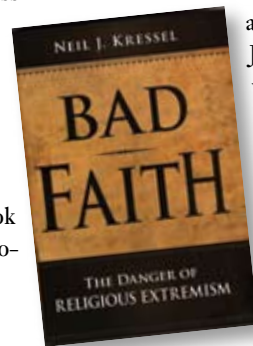


MUSICAL THEATER ICON STEPHEN SONDHEIM SPEAKS ON FEBRUARY 15

Psychology Professor Explores Dangers of Religious Extremism

The roots of religious extremism—and what, if anything, can be done to address the twenty-first century’s most serious challenge—are explored in depth in *Bad Faith: The Danger of Religious Extremism*, a new book by Neil Kressel, a professor of psychology.

Kressel, a social psychologist whose previous books include *Mass Hate: The Global Rise of Genocide and Terror*, an investigation into why people participate in mass atrocities, has spent decades researching genocide, terrorism, and anti-Semitism. “Religious extremists who practice terrorism sometimes have similar habits of mind to those who choose to participate in genocide,” he explains. “They are still following an ideology of hatred...one that draws on religion.”



In his new book, Kressel provides a detailed analysis of when and how religions become capable of inspiring evil. He examines extremism in the

world of Islam, as well as Christianity and Judaism, and deals with causes of militant faith, including how holy books might be implicated in extremist behavior. Kressel also looks to modern psychology for insight into the extremist mindset, and seeks to identify which societies are most likely to experience the worst manifestations of religious extremism.

“The stakes are very high. The freedom to follow the religion of one’s choice, or no religion at all, is one of Western civilization’s greatest accomplishments and greatest treasures,” Kressel says. “Yet throughout history, many pious individuals have pondered their relationship with God

only to end up with a program of murder, misogyny, bigotry, or child abuse.”

Kressel says he was particularly interested in exploring how Muslim religious beliefs interact with politics, life circumstances, personal psychology, and a variety of social forces to create militant and terrorist tendencies. “A century ago, there were no Muslim extremists,” Kressel says. “Since then, America and Europe modernized, but other parts of the world lagged behind, including many Muslim countries.”

“All religions East and West, or nearly all, can provide fertile ground for the growth of close-mindedness, hatred, bigotry, and violence,” he adds. “What is needed is not the abandonment of religion but rather a social, psychological, theological, and political system of checks and balances. As I see it, the responsibility for implementing those checks and balances lies first with believers of every faith.”

English Professor’s Film Wins Awards

A film written and directed by Philip Cioffari, a professor of English, has garnered numerous awards for its nostalgic look at teenage love from the perspective of one who has loved and lost.

Love in the Age of Dion is based on Cioffari’s play of the same name. Dion, the lead singer of the late 1950s doo-wop group Dion and the Belmonts, is not a part of the film, but his music is an exemplar of a certain place, the Bronx, and time, the late ’50s, for Frankie Razzini, who has carried a photo of his first love in his wallet for twenty-six years. Now a veteran of two failed marriages, Frankie returns to his teenage haunts to fix what’s wrong with his life.

The film, which marks Cioffari’s directorial debut, has been screened in several film festivals. It was selected best feature film on video at the Long Island International Film Expo in 2006, and was



SCENES FROM PROFESSOR PHILIP CIOFFARI’S DIRECTORIAL DEBUT: AT LEFT, FRANKIE AND ED; AT RIGHT, CARMEL AND FRANKIE

nominated for best picture in the 2007 Staten Island Film Festival. The film was an official selection of the 2007 Wildwood-by-the-Sea Film Festival, and the 2006 Rhode Island International Film Festival. It received a best actor award in the Hoboken International Film Festival, where Cioffari was also nominated in the best director category.

Cioffari, who is program director of the literary and performing arts track of the University’s Honors College, is a prolific published author. His book of short stories, *A History of Things Lost or Broken*, was published this year, and received the Tarrt Fiction Award and the D.H. Lawrence Award. *Catholic Boys*, a suspense thriller, will be published this fall. Both publications join a long list of Cioffari’s essays, stories, plays, and poetry.

Biology Professor Studies How Honeybees Communicate

In a secluded field filled with wildflowers just a short distance from the campus, a William Paterson biology professor has established several colonies of honeybees, seeking to determine how these highly social insects communicate with each other about the best sources of food.

David Gilley, an assistant professor of biology, is to his

knowledge the only college or university professor in New Jersey currently researching honeybees. “Honeybees live in a very complex society that is fascinating to study,” he explains. “They offer a powerful model for asking questions about evolution and social behavior.”

His particular area of

research focuses on the waggle dance, a highly developed system of movement language that bees use to communicate the location of food sources. While working as a post-doctoral research associate at the U.S.D.A. Agricultural Research Service/Carl Hayden Bee Research Center in Tucson, Arizona, Gilley and colleagues



PROFESSOR DAVID GILLEY (LEFT) AND STUDENT CHAD SOCHA GATHER DATA FROM ONE OF THE HONEYBEE COLONIES GILLEY HAS ESTABLISHED FOR HIS RESEARCH

discovered that waggle dancing bees secrete four specific chemical compounds. “Perhaps the honeybees use these compounds to send signals to other members of the hive,” Gilley says.

During the summer, Gilley established five honeybee colonies at the research site, as well as an observation hive encased in glass. After setting up several controlled food sources, he and his students have been gathering data on whether waggle dancing bees who are exposed to the compounds are sending other recruits to these specific food locations. “I expect the data to contribute to our knowledge about this important communication system, and how social animals might use different senses—in this case, the sense of smell—to communicate with each other.”

David Shapiro Celebrates Sixtieth Birthday with Tenth Volume of Poetry

David Shapiro, professor of art and a critically acclaimed art historian and poet, celebrated a landmark in 2007 by publishing his tenth book-length volume of poetry to mark his sixtieth birthday.

David Shapiro: New and Selected Poems 1965–2006 includes works that span his entire career, from his acclaimed 1965 debut, *January*, to ten new poems. “A perennial drama in this volume is that of an erudite and restlessly modernizing mind confronting pains and peculiarities that no amount of urbanity can assuage,” said a review in *The New Yorker*. “The effect is of unforeseen intimacy at the heart of abstraction.”

Selecting the poems for this collection was difficult, Shapiro says. "When you do a book, it has its architecture, and then you take things from those books, and it's something else," he says. "So you have to pray you've created something that works by itself."

A member of the William Paterson faculty since 1981, Shapiro has authored more than thirty volumes of poetry, art and literary criticism, anthology, and translation. He has won numerous awards, including the National Endowment for the Arts Award in Creative Writing and the Zabel Award in Poetry from the American Academy and Institute of Arts and Letters.

Professor Emeritus Authors Book on Jazz Broadcaster

Willis Conover, the man who presented "Music USA" over Voice of America from 1955 to 1996, is the subject of a new biography by Terence Ripmaster, William Paterson professor emeritus of history.

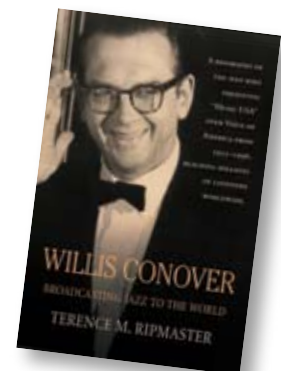
The book, *Willis Conover: Broadcasting Jazz to the World: A Biography*, chronicles Conover's life and work, from his beginnings as a broadcaster in Washington, D.C. in the mid-1940s, to his work as a jazz promoter for musicians such as Duke Ellington and Louis Armstrong, to his role as an ambassador for jazz during his four decades at Voice of America, through which he brought jazz music to the world, including the former Soviet Union and other Eastern European nations that were

then behind the Iron Curtain. "While the superpowers were building nuclear weapons and confronting the world with possible extinction, Willis Conover was sitting in a windowless studio, producing programs that would ultimately create an international understanding of jazz and bring people from hostile nations together to enjoy the fun and excitement of America's greatest cultural contribution to the world—jazz," says Ripmaster.

Ripmaster was spurred to write the book after meeting a Russian jazz bassist who described

Conover's impact on jazz around the world. He spent ten years conducting scores of interviews with jazz artists and scholars and sorting through Conover's personal papers, which comprise more than 250 boxes of materials donated to North Texas University. He also listened to more than four thousand of Conover's Voice of America programs, which are housed at the National Archives.

A jazz aficionado, Ripmaster is the author of *A History of Jazz in Paterson* and served as producer of *Jazz in Paterson*, a thirty-minute documentary on the city's jazz heritage. He also is former president of the New Jersey Jazz Society.



BRIAN CASHMAN



THEO EPSTEIN



STEPHEN SONDHEIM

Spring DLS Programs Focus on Sports, Arts

Major League Baseball general managers Brian Cashman of the New York Yankees and Theo Epstein of the Boston Red Sox and musical theater icon Stephen Sondheim will be on campus this spring as part of the twenty-eighth season of the Distinguished Lecturer Series.

With spring training right around the corner, Cashman and Epstein will present a look inside the hottest rivalry in sports on January 25, 2008. They'll talk about the challenges of building a championship team and the pressure to win in a rivalry that began almost a century ago. The conversation will be moderated by Kevin Burkhardt '97, Mets field reporter for SportsNet NY. At age thirty-one, the Yankees' Cashman became the youngest general manager ever to win a World Series, and the only one ever to do so in each of his first three seasons. In 2002, the Red Sox made Epstein, at age twenty-eight, the youngest general manager in Major League history. In 2004, he engineered Boston's first World Series championship in eighty-six years; the team repeated the championship in 2007.

Sondheim discusses his fifty-year career as a composer and lyricist for stage and screen on February 15, 2008. Winner of the Pulitzer Prize, an Academy Award, and multiple Tony, Drama Desk, and Grammy awards, Sondheim is one of the

most vital figures in Broadway history. Vocal illustrations will be performed by Anthony Rapp, best known for creating the role of Mark Cohen in the Broadway and feature film versions of *Rent*, accompanied by Joshua Richman, a William Paterson music major. Sean Patrick Flahaven, associate editor of the *Sondheim Review*, will moderate this special evening, shortly before the scheduled opening of the Broadway revival of Sondheim's and James Lapine's acclaimed *Sunday in the Park with George*.

Lectures begin at 7:00 p.m. in Shea Center. For information on tickets for either event, call the Shea Center Box Office at 973.720.2371.

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Deciphering the Global Village International Media, Professor Diana Peck



STUDENTS IN THE CLASS DISCUSSING NEWS COVERAGE OF WORLD EVENTS

The assignment was to compare two media, one national, and one international: to research, write, and discuss in class before handing it in. One student, sitting in the back of the class, Robert Sporer, reports on coverage about two women who had been shot that week by members of a security company in Iraq. He compared coverage in *The New York Times* and the *Irish Times* (published in Dublin, Ireland), and found that the *Irish Times* ran only a short two-column story, while *The New York Times*, which generally runs two full pages on international news, gave the story much more copy space. Sporer's assignment clearly pointed out the difference between international media systems and how the news is reported, a point driven home by the professor.

"Perhaps it's because England is pulling troops out of Iraq," says Diana Peck, a professor of communication who teaches the undergraduate class. "That may explain the different approach."

"I took this class because I wanted to expand my knowledge of the world and what better way than to study how different cultures and countries share information," Sporer says. "In this modern age, there are so many ways in which to accomplish this—from

television, to newspapers, radio, and the Internet. We all like to think that there is freedom of the press everywhere, but in reality not every place is the same."

How media operate in the United States and in other parts of the world is the focus of this three-credit course.

"The purpose of this course is to learn about media systems around the world," Peck says. "How the systems work, how governments control the media, and how that results in the quality of information and entertainment disseminated."

Peck has the class study news coverage and entertainment media in many countries including the U.S., Germany, the United Kingdom, South Africa, Japan, Mexico, China, and Brazil. "We look at how people around the world use media," Peck reports. "We look at the way news flows around the world through the concept of hegemony, which holds that countries who hold a position of power send out their ideology to groups with less power through various ways, including entertainment, but also militarily."

On another day the class discusses recent events in Pakistan and how the media covered President Pervez Musharraf's suspension of the country's constitution.

Rather than focus on the political ramifications of this event, Peck focuses the students' interest in the role of the press in the state of emergency. After using her laptop to locate and project a map of Pakistan onto a screen at the front of the room and briefly reviewing the country's strategic location as an ally of the U.S., she brings the discussion back to the media. "How important is it to have an independent press? What kind of risk is there for a journalist who covers events in this situation?" she queries.



PROFESSOR DIANA PECK

"Musharraf has suspended democracy," she states. "Here is an important event which calls for nuanced news coverage because it affects how the U.S. looks in the rest of the world. We have to ask if the press is doing a good job of informing us, and who or what is influencing the kind of coverage we are getting."

Government control of the media is a topic that some students, accustomed to a democratic free press in the U.S., hadn't considered before.

"In this class the students practice how to observe," she says. "Reporting their observations helps them with their writing and oral presentation skills. They become experts because

they have something original to offer—their observations."

All of which supports one of Peck's goals for the class: improving the undergraduates' key skills of writing, analysis, and observation.

"Understanding and not taking for granted how media operate in the U.S. can be seen by comparing in significant ways the media in other countries and gives students a better appraisal on how media are the way they are," Peck says.

Students agree that this is one of the primary benefits of the class.

"This class taught me how sensitive the subject of the media is in different places as far as their regulations go and what is or isn't accepted," says Coleen Innis, who is concentrating her studies on broadcasting. "This class helps me to understand boundaries...and it has given me an idea of what to expect when dealing with the media around the world."

"I have gained more awareness on what's going on around the world, and have so much more respect for international journalists," adds Michael Hoyt. "The international media is a cornerstone to creating a more globalized civilization. I want to be part of this movement."

Peck, who has been teaching this course for more than twenty years, says that the emergence of the Internet has changed the flow of information around the world, and has changed some of the issues. "I want to make the students aware that the exportation of U.S. ideology through the media is a sensitive subject outside our borders and if they want to work in international media they need to understand that point." ❧



WILLIAM PATERSON UNIVERSITY'S HONORS COLLEGE:

HONORS STUDENTS STUDYING IN A HIGH MOUNTAIN EAST LOUNGE. FROM LEFT TO RIGHT: JESS PEPE, DAVID IACOVIELLO, KRISTINA KOSZTYO, CHRISTINA FREER, AND LOUIE DELA FUENTE

Enriching Academics While Building a Learning Community

By Barbara E. Martin '93, M.A. '94

THE HONORS STUDENTS GATHERED IN THE LOUNGE ON THE FOURTH FLOOR OF HIGH MOUNTAIN EAST, ONE OF THE UNIVERSITY'S NEWEST RESIDENCE HALLS, WERE A VARIED GROUP, DIVIDED ALMOST EQUALLY BETWEEN MEN AND WOMEN. SOME WERE STANDING, OTHERS LEANED AGAINST WINDOW LEDGES, AND SOME SAT ON THE FLOOR, WHEREVER THERE WAS SPACE. BACKPACKS WITH BELONGINGS WERE TOSSED ON TABLES, UNDER THE BLUE COUCHES, ONTO THE WINDOW LEDGE. TWO STUDENTS HAD LAPTOPS OPEN.

It was a late September day, three weeks into the fall semester. A buzz of excitement circled the room during the gathering that was held during the University's common hour—a free period every Tuesday and Thursday from 12:30 to 2:00 p.m. when no classes are held to allow student and faculty attendance at events such as this one for members of the University's Honors College. The informal lunch was designed to offer these honors students more than just an academic experience at William Paterson—to give them a true feeling of community in the best sense of the word: a shared experience of common interest.

This lunch was already the third social event held for Honors College students during the fall 2007 semester. The first was a trip to a local bowling alley on Labor Day; an ice cream social was held two weeks later. More were planned during the lunch: trips to New York City museums; a movie night; a trip to pick apples; a video game tournament; a speaker series. Lauren Lewandoski, an honors student, has already set up a University honors page on Facebook.com.

While it's true that the Honors College offers a rigorous academic curriculum and opportunities for cross-disciplinary and multidisciplinary study that attract top students from high schools around the region, it's also true that one of the hallmarks of the College is that the events held outside the classroom are equally important.

"The most important element of the Honors College is its curriculum of honors sections of general education classes, honors tracks, and final theses projects," says Susan Dinan, director of the College and an associate professor of history. "However, we wanted to make the honors experience richer for our students. One way to do this was to offer not only a challenging academic curriculum, but to create a bond among the students by housing them together and planning cultural and social activities."

To that end, in the fall of 2006, when High Mountain East opened its doors, the top floor was reserved for honors students, creating a nascent learning community. A four-story residence hall, High Mountain East consists of three wings. Four to five suites are combined into a pod; that is, they are clustered around a common lounge to allow students to interact in a more comfortable way. This year, forty-eight freshmen, and the ten sophomores who are mentoring

them, are housed on the fourth floor. This number is up from less than twenty last year.

The students share the common living area, which allows them to craft the space into fluid, custom sections. It is not unusual to see a group of students studying in the pods or just hanging out.

"High Mountain East gave honors a home," Dinan says. "We've held lunches in the lounges which the commuter students joined. Through these and other activities the students bonded. They study together, and work together on their papers. It has been a wonderful area for them. Creating the learning community in this residence hall has been tremendously important in our efforts to build community. This semester, most first-year students are living in the residence hall and they seem very content. They know each other, they turn out for honors events in droves, and they have confidence on campus."

Providing a sense of a community within a community helps students adjust to life on campus more readily. This is



FRANCESCA D'AMICO DURING AN HONORS COLLEGE ICE CREAM SOCIAL HELD ON THE PATIO OF HOBART MANOR. SHELLY CILBRASI IS SERVING THE ICE CREAM

especially important for first-year students as they enter college life for the first time.

"As a freshman, it is not unusual to feel uncomfortable with the new college environment," says Louie dela Fuente, a sophomore honors student who commutes to campus from New Milford. "The transition to college life was easier because of the community that the program created. We kicked off the semester with an ice cream social, which helped us to meet other honors students. Academically, the study groups helped me tremendously. The sessions were incredibly effective because almost the whole class studied in unison."

"Creating a sense of community is absolutely critical," Dinan adds. "If students do not become part of a community at college they are not connected and not engaged. Students who are not engaged do not care and do not contribute to the institution, and I think the institution is only as rich as its members. Everyone—students, faculty, and staff—has to feel commitment, and building community does this."

The students agree that living in High Mountain East has been an additional benefit for them.

"The lounges have made a great meeting space for socials, like the luncheons and movie nights," says Jess Pepe, a second-year honors student. "I also really enjoyed living in an honors community with people who wanted to study and learn. We appreciate our educational possibilities and take our grades seriously. I'm not saying we are a bunch of geeks; we *are* college students and also like to have fun. But, being able to knock on your neighbor's door for help in classes is also very valuable."

Freshman honors students typically take freshman honors classes in clusters, which are a group of three courses taught together. The four honors general education clusters offered this semester include courses in biology, English, history, philosophy, psychology, sociology, and women's studies. Although the classes are separate, all professors and students meet together regularly in a plenary session as often as once a week to discuss the connections among the disciplines.

"The people in the clusters acted like a support group," dela Fuente says. "We were all in the same boat and we strove to help each other as much as possible. I am proud to say that I remain close friends with many of the people who were in my honors cluster."

"The honors classes are kept small for pedagogical reasons. Honors learning is premised on the importance of discussion-based classwork and not lectures," Dinan says. "None has more than twenty students, which also helps to foster community. The students get to know their peers and instructors well. Even if they commute, they have a body of people on campus that they know."

This new Honors College at William Paterson is the culmination of honors programs begun thirty-one years ago by three University professors. Martin Hahn,

who retired as a professor of biology earlier this year, along with Donald Vardiman, a professor of psychology, joined forces to create an honors program in biopsychology with grants from the National Science Foundation. At the same time, Richard Atnally, now a retired professor of English, founded the humanities honors program, one of the oldest honors programs in New Jersey. Two additional programs, in international management and life science, were also founded around this time.

“Of the four, biopsychology and humanities lasted and remained viable for all those years,” Hahn recalls. “In those programs we always struggled with our fit into the college at large. There were administrative, fiscal, and staffing issues. An umbrella for honors programs made sense to us. With the arrival of former Provost and Executive Vice President Chernoh Sesay, there was a study of honors in general and how to improve that aspect of William Paterson. A committee was formed, and made some specific recommendations regarding honors so that there was a blueprint to follow to construct a larger and more inclusive honors program.”

In the mid-1990s, at Provost Sesay’s request, Hahn, as director, brought the blueprint to life. The result was “a more comprehensive honors program with seven academic tracks. When that result was finished, I resigned as director in order to have the time to complete some research projects.” The new tracks were biopsychology, cognitive science, humanities, life science and environmental ethics, music, nursing, and performing arts, building on those that came before, and providing the foundation of what was to come.

The Honors College, now directed by Dinan, grew out of that University Honors Program. In 2006, the hallmarks of the previous program—small class sizes, more individualized instruction, closer interac-

tion with faculty—morphed into the new College, which added several features including an expanded curriculum, the opportunity to live in an honors residence hall, and opportunities to participate in co-curricular activities, such as field trips, outings, and other social gatherings.

“The Honors College highlights some of the academic strengths of the University, particularly the extensive research being done by our faculty and their enthusiasm for engaging our students in their disciplines,” says Edward Weil, provost and senior vice president for academic affairs. “It operates as a community of student scholars who engage each other in academic pursuits and share common educational experiences that are designed specifically to enhance their undergraduate experience.”

In particular, Weil says, the College provides high-achieving students with the opportunity to enhance their undergraduate education beyond the major programs. “The honors tracks are designed so that students can engage in either undergraduate research or expanded creative activities,” he adds. “Honors College students graduate with the added credential of having completed the honors program as they pursue career opportunities or master’s and doctoral degrees.”

Currently, there are seven program directors who run the seven tracks in the Honors College. Robert Benno, professor of biology, manages the biopsychology track. The performing and literary arts track is directed by Philip Cioffari, professor of English. Karen Swanson, associate professor of environmental science, oversees the life science and environmental ethics track. Jeffrey Kresky, professor of music, directs the music track, while Neil Kresnel, professor of psychology, administers the social sciences track. Peter Mandik, an associate professor of philosophy, leads the cognitive science track, and John Peter-

man, a professor of philosophy, supervises the humanities track, as he has since 1980. Additionally, numerous other professors from multiple disciplines teach the track and general education courses, while the track directors act as mentors who oversee the required student theses.

Students choose a track, or course of study, which suits their interests and goals. The honors program tracks function like fifteen-credit interdisciplinary minors. Once they have completed the coursework required for the track, students begin to plan the final requirement for the program: the thesis, which can be anything from a fifty-page paper to a presentation to performing an original composition or play, depending on the requirements of the track.

Peterman, director of the humanities track, enjoys working with students on their theses.

“Working with students and helping them with their research helps me expand my own interests,” he says. “Seeing students move from a tentative statement and watching them develop it draft by draft until it becomes more clear and powerful makes a statement about them. Many theses touch on some part of their lives, some dimension of their life that they can look at. The end is satisfying for them and they can express that to other people.”

The thesis, as the capstone project, in effect, represents one of the most attractive components of the entire program: individual attention from faculty members.

“For me, the essence of an honors college is the interaction between a faculty member and student,” Hahn says. “Remember, that is from my perspective. If you asked the students, they might reply that the interactions between and among students are the most important. Certainly, a combination of those two elements (and they are different and distinct) makes a successful program.”

In fact, many students say that in addition to the small class sizes of the honors program, access to faculty is one of the most beneficial aspects of the process.

Pepe says that the conversations have been a significant element for her. “In every one of my classes, I really enjoyed the intellectual conversations we’ve had, in which everyone participated. The structure of the class wasn’t the typical professor lecturing and students taking notes scenario. In these classes, the students were treated as adults and were able to hold conversations with their peers and professors.”

Dela Fuente agrees. “The professors in the honors classes are, from my experience, some of the best teachers at the University; not only do they teach incredibly well, they are with you every step of the way. Honors classes take an investigative approach to learning. Lectures are designed to be interactive and dynamic, and we are given papers and readings that reinforce and apply the knowledge we learned in class. I have never learned so much in my life.”

“The faculty contact really helps,” concurs Kristina Kosztyo, a second-year honors student. “They check in with us to see how things are going, and I feel that I can go to them with my concerns. I just joined the biopsychology honors track and they helped me to figure out what classes would be best for me.”

The faculty contact becomes more intense as the students segue into their thesis projects. The Honors College supports this by requiring core track courses, and dividing the thesis into a two-semester requirement: one semester for research, and the second for writing. All along, the student meets with his or her faculty advisor who suggests, encourages, and inspires as needed.

This part of the process requires a certain amount of risk for students, but one honors student can easily manage given their strong work ethic.

“Risk-taking is always a difficult thing to encourage,” Peterman says. “High-achieving students are more open to risk, and the thesis is an example of this. Students often begin by asking ‘why?’ Many large projects start out vague, and the payoff is often internal rather than external. There is always personal growth. Risk-taking is generally not promoted in our society, but intellectual risk-taking is emotionally satisfying.”

Although inspiration for the thesis can come from numerous places, for one recent



HONORS STUDENTS KICK OFF THE NEW SEMESTER WITH AN AFTERNOON OF BOWLING. CENTER GROUP, FROM LEFT: MADELEINE ZAYAC, CHRISTINA DEPETRO, TRAVIS MCGRATH, AND LAUREN LEWANDOSKI

graduate the spark came in the classroom.

“The idea for my honors thesis, ‘The Legacy of Eugenics,’ came about as a result of my behavior genetics class,” says Michael L. Blizzard, who graduated in May 2007 with a double major in psychology and English. “Dr. Hahn, who was my mentor on this project, saw my interest in this topic. I wanted to delve deeper into a famous 1927 case, *Buck vs. Bell*, in which Carrie Bell was sterilized for being ‘feeble-minded.’ With the assistance of Dr. Hahn and Dr. Cioffari, I devised a plan on how this would become my honors thesis.”

He presented his thesis at the Seventh Annual Northeast Regional Honors College conference earlier this year, which he says was “a highlight of my honors experience at William Paterson.”

Blizzard, who was the recipient of the Honors Student Service Award this year, is to begin studies for a master’s degree in clinical health psychology at the University of the Sciences in Philadelphia in January. Concurrently, he will undertake an internship at Fox Chase Cancer Center. He believes that the biopsychology honors track prepared him for both his graduate studies and his future career as a clinical oncologist.

“I became a member of the biopsychology track because it looked at the underpinnings of behavior from a biological perspective. I thought this was a crucial part of helping practitioners to identify the biological mechanisms when treating mental disorders,” he explains. “The required courses included neuroscience, behavior

genetics, psychopharmacology, human neurosciences, and the thesis. Clinical health psychologists take the scientific knowledge obtained from research in health psychology and apply it to patients with physical and emotional illness.” Blizzard was one of twenty-one students to graduate in 2007 from the Honors College.

More than two hundred and thirty-five students are currently in various stages of the program, and Dinan continues to spur the growth of the Honors College with several goals in mind.

“When I look toward the future of the Honors College, I would like to see expanded curricular options for honors students, including more honors tracks, and greater flexibility within the general education program,” she says. “I would also like to see the learning community in High Mountain East remain dynamic and be accompanied by groups of honors students living together in other residence halls such as High Mountain West and the apartments as they enter the sophomore, junior, and senior years.”

In addition, Dinan says she will continue to emphasize growth in the number of Honors College students. “I would like to see the overall population grow to three hundred or four hundred students,” she adds. “Most importantly, I would like to see more students graduate with the honors distinction noted on their diplomas. Traditionally about twenty students graduate from the honors tracks each spring. I’d like to see the numbers of graduates increase dramatically.”



SUSAN DINAN, DIRECTOR OF THE HONORS COLLEGE (LEFT), CONFERS WITH JESS PEPE DURING AN HONORS PROGRAM

“The honor classes are kept small for pedagogical reasons...The students get to know their peers and instructors well. Even if they commute, they have a body of people on campus that they know.”

— SUSAN DINAN

Elizabeth Haines:

Tearing Down the “Maternal Wall,” Gender Bias, and Other Stereotypes

By Terry E. Ross '80



IF RAISING A FAMILY WHILE HOLDING DOWN A JOB WASN'T DIFFICULT ENOUGH, SEVERAL STUDIES COMING OUT THIS DECADE SHOW THAT MOTHERS FACE EVEN MORE OBSTACLES IN THE WORKPLACE. NEW RESEARCH INDICATES THAT WORKING MOTHERS ARE LESS LIKELY TO BE HIRED OR PROMOTED; WORKING MOTHERS EARN LESS; AND EMPLOYERS HOLD WORKING MOTHERS TO STRICTER STANDARDS THAN WORKING FATHERS.

Some call it hitting the “Maternal Wall.” Elizabeth Haines, an assistant professor of psychology at William Paterson University, is passionate about unraveling the gender stereotypes that lead to such discrimination. She focuses her research and lectures on issues of bias against working mothers, as well as implicit measurement of racial and gender stereotypes, and how the possession of power impacts women’s self concepts.

“Gender stereotypes definitely exist,” says Haines. “They happen automatically, unconsciously. They happen when a man leaves work early to take his son to a baseball game, and we think, ‘He’s so special’ or ‘What a good dad!’ But when a woman takes off from her job to do some caregiving activity, people are thinking, ‘Well

you know she’s just not committed. She’d rather be with her children than here at work.’”

For Haines, the issues involved in juggling work and family are personal, as well as professional. Married and the mother of two young children, five-year-old Justin and two-year-old Danielle, she understands first-hand the concerns and challenges that dual-career couples face, from who is cooking dinner to who’s changing the diapers to who’s driving the carpool.

“My research has made me very sensitive to issues of division of labor,” she says with a laugh when discussing her family. Her husband, Terence McCarty, has a demanding career as a bond broker and is out of the house from 6:00 a.m. until 6:00 p.m. every day. “I probably expect more from Terry in that regard; he’s not off the hook when he comes home,” she says. “We share childcare and other household tasks pretty evenly and they’re not divided along typical gender lines. So he helps out in the kitchen and I try to help out with some of the house stuff.”

They rely on the help of her mother, a babysitter, family, friends, and preschool to care for their children. While noting she is lucky that her husband doesn’t travel for his job, Haines admits her own travel to a recent academic conference was difficult.

“Oh, you should see the wacky schedule of pick-ups and drop-offs and who I’m depending on for this and that and my back-up crew,” she explains. “So there’s a lot of people...we call it Justin’s ‘cast,’ the cast of characters who support him. My daughter is only two-and-a-half so she doesn’t have an active social life...yet!”

When it comes to gender bias and stereotypes, Haines likes to dig in, dissect, and analyze the subtle, unconscious thoughts that make up society’s collective thinking. “So much is so engrained in us,” she says. “Even I have caught myself thinking in those kinds of ways. But if you’re completely unaware you won’t be able to get the tools to control it. So that’s half the battle.”

As a social and personality psychologist, Haines distinguishes herself from the psychologist usually interested in clinical applications. “I get to understand the world rather than individual people,” she explains. Social psychologists still have the urge to find something wrong and fix it—but they fix it in a “world view.” Demonstrating that stereotypes do exist and

tearing them apart is only the first step. The underlying element is social change.

Growing up in Summit, New Jersey, Haines was the youngest in a family with two older brothers. She benefited from the support of intelligent parents and teachers who nurtured her curiosity and desire to pursue an academic career. Her father

Deaux, who served as a mentor to Haines in graduate school, holds her in the highest regard. “Elizabeth is an extremely knowledgeable scholar in the areas of social cognition and implicit biases, as well as in the area of gender stereotypes and discrimination. As an experimental social psychologist, she is impeccable in her laboratory studies,” she says.

ran his own consulting businesses; when Haines was seven, her mother became one of the first legally ordained female Episcopalian ministers. Having a mother who was among the first women to enter her profession may explain why Haines puts so much focus on women in the workplace. “I always had a good role model of an independent career woman who had goals and worked outside of the home,” she says.

After spending one year at Elon College in North Carolina, Haines transferred to the University of Delaware, where she became involved in the honors program, which allowed her to cultivate relationships with “wonderful mentors” and work one-on-one with her professors. An English major first, Haines later added psychology, and graduated *cum laude* with bachelor of arts degrees in both. “The English major is all about synthesizing human experience—and the psychology major is all about analyzing and picking it apart to find out why people behave as they do. They’re a nice complement to one another in terms of understanding,” she explains.

From her first class in the psychology of women, Haines knew she wanted to enter

the field. It was a small honors class taught by Dr. Florence L. Geis, a professor with high expectations. Under her mentorship, Haines conducted two research projects, analyzed data, and wrote up the results. “One paper actually won a couple of university awards and I got to present it at conferences,” she recalls.

At age nineteen, Haines became an undergraduate teaching assistant for Geis, grading student papers and giving her first classroom lecture. A shy child who didn’t like speaking in public, Haines says the experience of having “a little bit of authority” early in life changed how she felt about herself.

“Psychologists are very close to their subject matter,” she explains. In her current research, Haines advocates that all young women need such experiences in order to develop a “public self.” Halfway through her senior year, Geis developed lung cancer and died by the time Haines reached graduate school. “It was a huge loss,” says Haines. “If I can do half of what she did for me with my own students, I feel like I’m doing a good job.”

Haines went on to earn a doctorate in social and personality psychology from the City University of New York (CUNY). After completing her Ph.D., she worked with Dr. Anthony Greenwald on a post-doctorate grant from the National Institutes of Health studying the effects of implicit racism using the Implicit Association Test (IAT), a test that assesses the strength of association between two concepts by how fast a person responds to pairs of words or words and pictures.

When she became a first-time mother, Haines began connecting with other mothers who discussed their struggles about work. “It seemed that nearly every mother had a story,” says Haines. “It’s amazing the egregious comments people will make to you when you are pregnant or just had a baby in terms of your competence or commitment at work.”

It was then that Kay Deaux, a distinguished professor of psychology in the social personality program at CUNY, called to invite Haines to become part of a research group investigating bias against mothers in the workplace. “I had a three-week-old baby on my lap and said, ‘Of course! I’d love to be involved in that,’” she says.

Deaux, who served as a mentor to Haines in graduate school, holds her in the highest regard. “Elizabeth is an extremely

knowledgeable scholar in the areas of social cognition and implicit biases, as well as in the area of gender stereotypes and discrimination. As an experimental social psychologist, she is impeccable in her laboratory studies,” she says.

Haines joined Deaux as a member of the cognitive bias working group at the Center for Work Life Law. The group, a mix of social scientists and lawyers, is part of a research and advocacy center based at the University of California’s Hastings College of the Law in San Francisco. The Center is the authority on employment discrimination against mothers and caregivers—the place where employees, employers, attorneys, legislators, journalists, and researchers go for help and information on the subject. Frequently cited in the press, it was founded by Joan Williams, the attorney who wrote *Unbending Gender: Why Family and Work Conflict and What to Do About It*. As a member of the group, Haines gives presentations across the country, and joins in discussions about the validity of the research and how it can be applied to the cases currently being prosecuted.

In a culmination of their first project, the

group drew attention to the plight of working mothers by publishing their findings in the December 2004 issue of *The Journal of Social Issues*. The entire issue was devoted to research on bias against mothers—which they dubbed the “maternal wall.”

Haines, along with Deaux and two other researchers, conducted a study that shows that working mothers are less likely to be hired and promoted than childless workers. The study was titled “Mothers and Fathers in the Workplace: How Gender and Parental Status Influence Judgments of Job-Related Competence.”

In general, the results showed that parents are judged as less committed to their jobs and less available at work compared to those without children. Mothers with children were less likely to be hired than women who have no children. Moreover, a mother with two children was less likely to be promoted compared to a childless woman with the same qualifications.

“The most surprising thing about the study was that it showed a leniency bias for fathers,” says Haines. “Fathers were given more breaks than the other types of workers. Fathers required lower ability scores in order to be seen as hireable. They were also

allowed to have less presence in the office than other workers.”

Haines explains this “leniency bias” towards fathers as the flip side of the stereotype coin. Stereotypes can be negative and damaging, but at the same time they can move people forward in the context of privilege, or as being more deserving. A father, who is viewed as the sole or primary provider, is given a break because people think he needs the job more. “The assumption is that he has a stay-at-home spouse caring for the children and he’s not going to be the primary caregiver,” she adds.

Since her study was published, other researchers have gone on to replicate and extend the findings on maternal bias. Haines continues to actively research and speak on the topic, giving presentations for Work Life Law, campus workshops, and psychology conferences.

In recent years, gender bias and family care-giving discrimination has become a hot topic. One reason for the buzz is the dramatic increase in the number of lawsuits nationwide claiming workplace discrimination due to family care-giving obligations. Since the 1990s, there has been a four hundred percent increase in these types of lawsuits according to the Center for Work

Life Law—and the average award in such cases is estimated at just over \$100,000.

Typical triggers for maternal wall bias are announcing a pregnancy, going on maternity leave, or shifting to flexible work arrangements (e.g., flextime). Often these triggers result in lowered performance ratings, exclusion from work opportunities that help workers get ahead (important assignments, travel, training), harassment, or even dismissal. The Center for Work Life Law changed the term “maternal wall bias” to “family caregiver bias” because men also experience discrimination by being a caregiver. “Caregiver, broadly defined, could mean caring for young children, a sick spouse, or aging parents. All of these fall under this umbrella,” says Haines.

Haines also focuses on “benevolent sexism”—the type of sexism that treats women as kinder and gentler. For example, it’s benevolent sexism when a supervisor assumes that a working mother doesn’t want to travel to an important conference. “So many people don’t want to bring up these issues in the workplace because they’re afraid of retribution,” says Haines. So they accept the stereotypes and think, “Well I should be discriminated against

parents are participating in an extra-credit lab that meets on Tuesdays at 12:30 p.m. in Science Hall.

“I always feel like a student again when I attend psychology conferences,” says Haines, addressing the students. Daniella Gemmell, Dimitri Teresh, and Shana Pistonami, all seniors who are majoring in psychology, listen attentively as Haines highlights the events at a Society for Experimental Social Psychology conference in Chicago she just attended. The four sit together and nibble sandwiches (which Haines brought to class) as she coaches them like colleagues who plan to enter the field. “It’s important to attend conferences like this for your own professional development,” she advises. “And try to read the science section of *The New York Times* on a regular basis. You need to keep your pulse on what’s going on in the field. It’s all part of becoming a well-rounded scholar.” The discussion then turns to data gathering and the logistics of recruiting new student participants for their upcoming studies.

Pistonami, who is in her second lab with Haines, describes it as a rewarding experience. “We do our own research, assist Dr. Haines with her research, and juggle

class session. I learned a lot.”

Gemmell agrees. “It’s been a big advantage to study directly with Dr. Haines. Being in the lab has bolstered my leadership skills and impacted my work in other classes.”

Three of her students, Nelli ElGhazal, Monica Koval, and Bahar Mansur, have gone on in succession to win the award for “best undergraduate research” from the New Jersey Psychological Association.

When she’s not juggling her teaching and research schedules with her life as a parent, Haines says she enjoys cooking—“That’s probably my one relaxation”—and reading fiction when she can grab a few minutes. “All the research shows that women who work and have children have zero hobbies,” she laughs.

Haines plans to continue to focus her research on gender stereotypes and workplace perceptions, and has recently begun gathering data on how men and women who work part-time are perceived. Like her colleagues at Work Life Law, Haines advocates more “family friendly policies” in the workplace. “Most women work because they have to. And we have this Puritan work ethic—work hard, work seventy hours a week. But it’s not good for kids to have parents who both work all the time,” says Haines. “Also, research shows that having multiple bases of self-esteem is critical for psychological well being. To the extent to which men and women can develop a work self *and* a caregiving self, it’s better for them in the long run because both offer opportunities to feel high self worth. When women only engage in caregiving and men only engage in breadwinning, it can produce lopsided people who are more vulnerable to threats in their ‘master domain.’”

Organizations need to offer more flexible hours, job sharing, part-time work, and telecommuting as “more legitimate ways” of working, says Haines. “That’s the best way to have a qualified and skilled work force,” she adds.

“A lot of what we see as gender differences isn’t inherent in our genes—it’s actually a function of where we stand in society,” she continues. “Decades of research have shown that the situation you’re in strongly determines how you will act. That’s why we need to change some of these situations. Basically it’s all about social change.”

Organizations need to offer more flexible hours, job-sharing, part-time work, and telecommuting as “more legitimate ways” of working, says Haines. “That’s the best way to have a qualified and skilled work force,” she adds.

because I am a mom,” and therefore don’t feel deserving of part-time or flexible schedules. But Haines points out that surveys of men and women are showing that mothers actually want to be more engaged. And men are saying they want to spend less time at work. “However, we have a division of labor which, in many cases, separates men and women in terms of workforce responsibilities,” she adds.

A member of the William Paterson faculty since 2002, Haines teaches a variety of courses, including psychology of women, social psychology, statistics and research methods, psychology honors classes, and a new seminar on stereotyping and prejudice.

On top of her normal teaching workload and heavy advisement schedule, Haines encourages dedicated students to join her as co-researchers in small, independent labs. This semester, three stu-

three or four projects at a time,” she says. Research projects usually focus on maternal bias and stereotyping topics.

Even when the discussion turns personal, the group’s shared interest comes into play. Gemmell, who has been shopping for a car, exclaims, “Dr. Haines, you’re going to love this story. I was questioning a car dealer about purchasing a particular model and his reaction was, ‘See? And who said that women couldn’t represent themselves when buying a car!’” The group roars with laughter. “You’re right,” Haines chuckles. “That’s a perfect example of someone reinforcing a stereotype by pointing out a stereotype!”

Teresh, like the others, has taken several of Haines’ classes. Stereotyping and Prejudice was one of his favorites. “It was a very interesting class,” he says. “Everyone had to learn how to read and understand a peer-reviewed research article and then teach a



HAINES MAKES A POINT TO STUDENTS IN HER EXPERIMENTAL PSYCHOLOGY: RESEARCH METHODS CLASS

THE HEART OF CAMPUS LIFE:

William Paterson Celebrates Opening of University Commons

By Mary Beth Zeman

WILLIAM PATERSON UNIVERSITY STUDENTS, FACULTY, AND STAFF, AS WELL AS MEMBERS OF THE EXTENDED COMMUNITY, ARE ENJOYING A WONDERFUL ADDITION TO THE CAMPUS: THE NEW UNIVERSITY COMMONS COMPLEX, WHICH INCLUDES THE REDESIGNED JOHN VICTOR MACHUGA STUDENT CENTER, WAYNE HALL, AND A NEW CONFERENCE CENTER.

Glass facades on both sides of the renovated Machuga Student Center allow those outside the building to view the activity inside. The inside provides expansive views of William Paterson's beautiful suburban campus, especially the new student quadrangle on the south side of the complex. Students now have seamless access to student development services, activities, meeting rooms, and dining venues, all under one roof.

"This is the center, the heartbeat of the campus, the place most used by students and faculty, too," said University President Arnold Speert in remarks during an official ribbon-cutting ceremony during the first week of the fall 2007 semester. "It's a magnificent structure, and it's about you, the student body of William Paterson University."

Jamie Mariano, president of the Student Government Association and a senior majoring in communication, said University Commons "has rejuvenated the life of this campus... The Student Center is no longer just a place for students to walk

through to get to class; it has become the central location for socializing and a place where students can get involved."

Mariano also thanked the John Victor Machuga Foundation for its generous donation to the renovation project. "The support given to date has not only helped expand the Student Center, it has helped with scholarship programs and various leadership programs as well. For this we will all be eternally grateful."

A Vibrant Complex At the Center of Campus

Thousands of people—current and prospective students, parents, faculty and staff, alumni, and visitors—pass through University Commons each day and evening. Whether they are attending a student club or organization meeting, seeking a bite to eat, or accessing student support services, the facility offers a welcoming environment with its open design and numerous new lounges where students can gather or meet with faculty. New patios and outdoor seating areas

are surrounded by beautiful landscaping, providing attractive and comfortable places for students and faculty to interact.

"University Commons is consistent with our commitment to supporting all of our students, academically and developmentally," says John Martone, vice president for student development, whose office has relocated to the Machuga Student Center. "If you want to experience how lively this facility is, visit during lunchtime and you'll find everything from a student wellness fair, an art exhibit, or an open mike hour. When students are fully engaged in campus activities, they develop important life skills and leadership abilities that help them succeed, not only here but in their lives and careers after college."

Designed with the full range of student needs in mind, University Commons brings all of the University's dining options together in one facility—from the Wayne Hall dining room and new student lounges to the brand new Student Center food court and coffee shop.

"University Commons embodies so

STUDENTS GATHER FOR A CLUB FAIR HELD ON ZANFINO PLAZA IN FRONT OF UNIVERSITY COMMONS



THE OFFICIAL RIBBON-CUTTING FOR UNIVERSITY COMMONS TOOK PLACE IN SEPTEMBER. FROM LEFT: FRANCISCO DIAZ, ASSISTANT VICE PRESIDENT FOR CAMPUS LIFE; ARNOLD SPEERT, PRESIDENT; JOHN MARTONE, VICE PRESIDENT FOR STUDENT DEVELOPMENT; JESS PEPE, SOPHOMORE CLASS VICE PRESIDENT; JAMIE MARIANO, SGA PRESIDENT; ANDREW ASARE, SOPHOMORE CLASS PRESIDENT; MAHMOUD MAHMOUD, SGA EXECUTIVE VICE PRESIDENT; TRAVIS ROBINSON, SGA TREASURER; SARAH VELARDE, SOPHOMORE CLASS SECRETARY; JEFF WAKEMAN, DIRECTOR OF CAMPUS ACTIVITIES AND STUDENT LEADERSHIP; AND CHRIS WEISS, RESIDENCE LIFE REPRESENTATIVE.



much of the college experience: academics, food, concerts, activities, Greek life,” says Jennifer Bauer, a sophomore majoring in political science. “Everything is right there, in one easily accessible place. You’ll find people getting together and talking, eating in the food court, studying upstairs in groups, talking with professors, meeting friends for coffee, volunteering or participating in the various clubs and activities, working on the campus newspaper, or visiting the student development support office.”

The more than fifty student organizations housed in the Machuga Student Center—ranging from the *Beacon* newspaper and the Student Government Association to numerous clubs and leadership activities—now have new meeting rooms, including a redesigned multipurpose room, in which to offer events.

“University Commons is an important part of the energy on campus,” says Mahmoud Mahmoud, a junior majoring in sociology who also serves as executive vice president of the Student Government Association. “It’s a great place for residents or commuters to go between classes. There’s always a lot going on there.”

In addition to the office of the vice president for student development, the career development and advisement center and the disability services office have relocated to the Machuga Student Center, which

continues to house offices for campus activities, hospitality and dining services, and the Women’s Center. It also includes the campus information desk, bookstore, and a game/recreation room, as well as student computer facilities.

A glass-enclosed bridge on the second floor links the Machuga Student Center to the new Conference Center, which will be used for large-scale events including conferences, campus-wide meetings, celebrations, social events, and other major activities. The complex also features new conference and meeting rooms, all equipped with state-of-the-art multimedia capability.

Alumni are also enthusiastic about the new facility. “The Student Center is the lifeblood of the University community’s energy and enthusiasm,” says Paul Bonney ’00, former editor of the *Beacon* and currently the president of the Alumni Association’s Young Alumni Chapter. “For undergraduate students, it has always been the heart of the campus, where faculty, staff, student leaders, and friends share interests and exchange ideas. Now, as an alumnus, I am excited about the improvements and changes taking place.”

To see more photos of University Commons, visit the web at www.wpunj.edu/commons. ■

New University Commons Fundraising Campaign Seeks Valuable Resources for Students

Individuals and businesses interested in partnering with William Paterson University to develop valuable student resources can take advantage of numerous naming opportunities offered through a new fundraising campaign for University Commons.

“By choosing one of the many naming opportunities, donors are making an investment in student programs and services that not only enhance college life but also develop our future leaders,” says Sandra S. Deller, vice president for institutional advancement. “This campaign offers opportunities to secure your legacy at William Paterson University—name a space for someone you love, a favorite professor/mentor, or for yourself.”

Funds raised through the University Commons campaign will support a variety of programs, including:

- student leadership development programs, such as the Pioneer Leadership Institute and the Society for Student Leadership and Success;
- counseling, health, and wellness programming;
- educational speaker series;
- programs to help students develop the skills to succeed in a university setting, both academically and in their lives on campus;
- career development programs, including job fairs, networking events, and workshops on such topics as resumé writing, interviewing, and job negotiation skills;
- life planning programs to help students in their senior year make a successful transition to life after college, including workshops on such topics as buying insurance and related practical finance issues;
- large-scale student conferences;
- activities that encourage student civic engagement, ethics, and volunteerism;
- diverse cultural events programming;
- entertainment and social events, such as spotlight talent nights, film festivals, and more.

For more information or to make a gift to the Campaign for University Commons, call Joanne Nigrelli in the Office of Institutional Advancement at 973.720.2615, e-mail philanthropy@wpunj.edu, or visit the Web at www.wpunj.edu/philanthropy.

DEVELOPMENT NEWS

HOW WE'RE GROWING

WHERE WE'RE GOING

Eighteenth Annual Legacy Award Gala Scheduled for April 5

Program Features Performance by Renowned Jazz Pianist and University Jazz Director Mulgrew Miller



JAMES M. CAPARRO '73



BRUCE LUNDVALL

James M. Caparro '73 of Saddle River, president and CEO, Entertainment Distribution Company, LLC; Bruce Lundvall of Wyckoff, president and CEO, EMI Music; and BAE Systems, headquartered in Wayne, will be honored during the eighteenth annual Legacy Award Gala hosted by the William Paterson University Foundation on Saturday, April 5, 2008.

The gala, the Foundation’s annual event to raise funds to support the University’s mission of promoting student success and academic excellence, will once again be held at The Villa at Mountain Lakes, and also will include the William Paterson University Alumni Association’s presentation of the Distinguished Alumni Award and the Faculty Service Award.

A highlight of the evening will be a performance by jazz pianist Mulgrew Miller, director of the University’s Jazz Studies Program, and the William Paterson Jazz Orchestra, conducted by David Demsey,

professor of music and coordinator of the Jazz Studies Program and the recipient of this year’s Faculty Service Award. The Faculty Service Award is given to faculty members nominated by William Paterson alumni in recognition of demonstrated career achievement and commitment to the University.

“Funds raised by the Legacy Award Gala provide vital support for significant University investments, including scholarships, student life, and faculty research,” says Sandra S. Deller, vice president for institutional advancement and president of the William Paterson University Foundation. “The dividends on this investment are over the lifetime of our students.”

The Distinguished Alumni Award will be presented to Catherine Ryan Callagee '83 of Emerson, vice president of information services/operations, UPS; Joseph J. Douress '82 of Easton, Pennsylvania, senior vice president, client development services,

BAE SYSTEMS

LexisNexis; Paul T. Fader '83 of Haworth, partner, Florio Perrucci Steinhardt & Fader; Dr. Christopher Houlihan '81 of Montville, maternal and fetal medicine physician, St. Peter’s University Hospital; and Kathleen Walsh '81 of Kearny, senior vice president, The Arc, Inc.

Tickets for the gala are \$350; tables of ten and sponsorships range from \$3,500 to \$15,000. The evening begins at 5:30 p.m. with presentation of the Distinguished Alumni Awards and the Faculty Service Award. The event continues with cocktails at 7:00 p.m., dinner and dancing at 8:00 p.m., and presentation of the Legacy Awards, and includes a silent auction. For reservations, call Mary Pospisil, William Paterson University Office of Institutional Advancement, at 973.720.2934.

THE NEW FOOD COURT IN THE MACHUGA STUDENT CENTER



Student Callers Bring Personal Touch To Annual Fund Campaign

Each year, dozens of William Paterson University students sign up for a special assignment: making calls to alumni to seek donations for the Annual Fund. This year's crop of thirty-seven callers, who hail from across New Jersey as well as Connecticut, Florida, and Kentucky, spoke to more than ten thousand alumni during the fall 2007 semester.

"For many alumni—and for us—speaking to one of our students is the next best thing to a personal visit," says Nancy Norville, director of annual giving. "These students are the beneficiaries of donations to the Annual Fund, and they really enjoy having the opportunity to interact with alumni and thank them for their support."

For Sheena Gonnam, a junior from Cape May Court House, working as a phonathon caller has provided her with a chance to learn about the University. "Since I just transferred here this fall, I enjoyed speaking to alumni about the changes that have taken place on campus over the years," she says. "I'm so grateful to all our loyal alumni supporters."

Diana Burbano, a sophomore from Carteret, says alumni often ask questions about her own academic experiences. "I enjoy talking with alumni and hearing their advice," she explains. "They were once in my shoes and it helps to hear their views."

Norville emphasizes that gifts to the Annual Fund help to increase William Paterson's alumni participation rate, boosting the University's position in external rankings like *US News & World Report*. In addition, when corporations and foundations consider which schools to support, alumni participation strongly influences their decisions. "The greater the support

of our alumni, the greater the support of corporations and foundations," Norville says. "Each and every gift to the Annual Fund helps the University to maintain a margin of excellence by funding student scholarships, technology upgrades, faculty research, and many other areas."

For more information about the Annual Fund program, or to make a donation to this year's Annual Fund, please call the Office of Institutional Advancement at 973.720.3201 or visit us online at www.wpunj.edu/philanthropy. The fiscal year ends June 30.

If you are interested in serving as a volunteer for our fundraising program, please call one of our Annual Fund staff members:

Nancy Norville, director of annual giving, 973.720.2782

Alan Grossman, associate director of the Annual Fund, 973.720.3920

Ann Appleby, program assistant, 973.720.3201



ASHLEY SCHARF

STUDENT PHONATHON CALLERS SHOW THEIR ENTHUSIASM FOR THE UNIVERSITY BEFORE HEADING TO THE PHONES TO SPEAK TO ALUMNI. LEFT TO RIGHT: NICOLE KENNEDY, ADAM BARBER, DIANA BURBANO, MIKE GRILLO, VALERIE GAUDIN, ASHLEY SCHARF, ERICA ESTRADA, ALEXA TAYLOR, MATT ROSEN, SHEENA GONNAM, JAE KAWK, KEVIN PIMENTEL, AND NAOMIE ATHIAS.

LEFT TO RIGHT: MATT ROSEN, SHEENA GONNAM

A Gift from the Heart



GABE VITALONE AND HIS WIFE, EVELYN

A passion for his fellow man has been the cornerstone of Gabe Vitalone's life. During his thirty-four-year career as a professor of curriculum and instruction at William Paterson, he served as a mentor to numerous student-athletes and developed programs designed to guide student teachers.

The recipient of the 2005 Alumni Association Faculty Service Award, Vitalone served as a lieutenant under General George

Patton during World War II. He began his academic career in 1957 at then-Paterson State Teacher's College teaching health and physical education. "I realized by teaching teachers I could reach more children," he says of his decision to teach on the college level. He also served as the assistant coach for baseball and basketball; later, he introduced cross-country as a sport, and for a time was head baseball coach.

As testimony to Vitalone's dedication and unique approach to teaching, former students from the 1950s, '60s, '70s, and '80s continue to stay in touch with him. "The Army made me a leader," says Vitalone. "William Paterson made me a professional. The University helped me become the person I am. That's why I decided to take part in the charitable gift annuity program."

As a faculty member, he established an off-site tutoring program through which William Paterson students traveled to various schools in Paterson to provide one-on-one tutoring. A tremendous success, it continued to positively affect young lives for more than twenty years. Since his retirement in 1991, Vitalone and his wife, Evelyn, have been active senior athletes, competing at Senior Olympic events across

the country.

Vitalone's connection to the University became even stronger in September 2007. His daughter, Nancy Vitalone-Racarro, joined the faculty as an assistant professor of special education and counseling.

"I realized the tremendous influence William Paterson had on my life through personal experiences and the people I came in contact with," Vitalone continues. "I wanted to give something back to the place that gave me so much and a gift annuity provided the best opportunity for us to make a significant gift to the University while receiving an income for life."

A charitable gift annuity is an excellent way to make a gift to William Paterson University while obtaining a life income for yourself and your spouse. It's very simple to set up and can be funded with cash or appreciated securities.

For more information on this or other planned giving opportunities, please contact Spencer Scott, director of major gifts and planned giving, at 973.720.2825 or via email at scotts7@wpunj.edu.

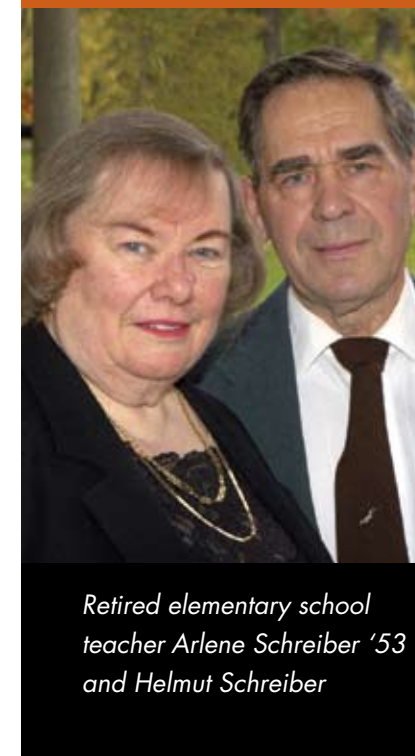
SHAPE THE UNIVERSITY'S FUTURE WITH A PLANNED GIFT

"I attended William Paterson as a scholarship student, and was a teacher for twenty-eight years, so it's nice to be able to give money for education, which is a worthwhile cause. Through this gift, we're helping to preserve the future of young Americans and support their growth."

—Arlene Schreiber '53

Like Arlene and Helmut Schreiber, alumni and friends who establish a planned gift are making an investment in the future of our students. A charitable gift annuity that provides income for life is the best way to guarantee a constant revenue stream for you and a loved one. In addition to tax savings, you are also creating a significant legacy gift that will benefit William Paterson University.

For more information on life-income gifts such as charitable gift annuities, contact Spencer Scott, director of major gifts and planned giving, at 973.720.2825 or via e-mail at scotts7@wpunj.edu.



Retired elementary school teacher Arlene Schreiber '53 and Helmut Schreiber

JEFF ALBIES RETIRES AFTER MORE THAN THIRTY YEARS AT THE HELM OF PIONEER BASEBALL TEAM

Through 1,278 games and thirty-three years, Jeff Albies has been the one constant for the William Paterson baseball program. When he decided it was time to retire shortly after the conclusion of the 2007 season, Albies left the program with his legacy firmly in place, both on and off the field.

More than two hundred of Albies' friends, family members, colleagues, and former players and assistant coaches gathered September 16 at Norwood's Colonial Inn to share their memories, show their gratitude, and celebrate Albies' remarkable career. An American Baseball Coaches Association and William Paterson Alumni Association Athletic Hall of Famer, Albies' impact on the lives and playing careers of hundreds of Pioneer players was acknowledged when he became the first person in program history to have his number retired, a fitting tribute for a man who cared deeply about his players' lives after baseball.

"Jeff was a consummate coach," says President Arnold Speert. "Nothing was more important than his players and

the integrity of the baseball program. The success of his players on the field and in their lives after graduation was at the core of his approach to the sport."

For a man who led the Pioneers to a pair of national championships (1992, 1996), received countless personal



JEFF ALBIES RECEIVES HIS RETIRED NO. 42 JERSEY FROM PRESIDENT ARNOLD SPEERT AND ATHLETIC DIRECTOR SABRINA GRANT

honors, and ranks eighth all time in Division III victories (862-401-15), it would be easy to assume that Albies' fondest memories are of his teams' accomplishments on the diamond. But those who came to know him during his time as William Paterson's baseball coach and associate athletic director, also know that Albies' thoughts would not be centered on the win-loss column.

"The thirty-three years, I can't say that it has gone slowly," he says. "I remember so many moments so vividly, from thirty years ago to today. The priority has always been about the relationships, about the players and the coaches. It has never been about the score.

It was just about being in a situation to win."

By all standards, his Pioneers did more than just get themselves into situations to win. From two national titles to eleven New Jersey Athletic Conference crowns to seven trips to the Division III World Series, the Pioneers became one of the country's most-respected programs under Albies' tutelage.

But, even for one of the

most successful coaches ever to occupy the dugout, Albies had his doubts about his ability to become a coach.

"My first game was in March 1975, and we were playing Trenton State," he recalls with a chuckle. "We won 3-2, but I thought I'd never recover. I was a bundle of nerves for nine innings! On the bus ride home, I remember thinking to myself, 'Are you really thinking about doing this as a career?'"

Despite his own misgivings, Albies settled into the position and led the Pioneers to a 13-8 record that spring. "My stress level started to go down as we went through that first season," he says. "And I decided that I really enjoyed coaching. I liked the teaching element of it, and imparting my knowledge to others."

Albies had a wealth of baseball experience to pass on. Selected in the seventh round of the very first Major League Draft in 1965 by the Milwaukee (now Atlanta) Braves, he spent three years in the Braves' minor leagues, and another two summers in the Quebec Provincial League, all while attending college to finish his

degree. When he was hired as a part-time employee at William Paterson in 1975, he was pulling triple duty: teaching at P.S. 6 in New York City, coaching the Pioneers, and completing an administration and supervisory certificate at Fordham University.

He kept up the frenetic pace, even as he was still playing in the semi-pro Metropolitan League, until then-athletic director Art Eason made Albies a full-time employee in 1979. It is no coincidence that the Pioneers quickly began their climb to the top when Albies was able to dedicate his full attention to the William Paterson baseball program.

"The program really started to move from 1979 until the early 1990s," he says. "Our schedule improved, and we started playing a lot of the New York schools and the local Division I teams. We started to get better and better talent, and I think one reason was that we promised to play the best teams that we could. We played above our level, and that was something that I really liked. We cajoled the kids into believing that they were better than they were, and they became convinced."

William Paterson became a dominant force in Division III, earning bids to the 1982, 1985, and 1988 College World Series. The 1992 team won the Division III National Championship; the Pioneers repeated the feat in 1996."

"Jeff Albies' accomplishments speak for themselves," says Sabrina Grant, William Paterson's director of athletics. "He brought national acclaim to the athletic department, and to William Paterson University as a whole. He is a humble individual who has set a standard of excellence for all of our



ALBIES (RIGHT) WITH NEW HEAD BASEBALL COACH MIKE LAUTERHAHN, ONE OF HIS FORMER PLAYERS

other intercollegiate athletic programs to emulate."

As proud as he was to see his players achieve the dream of hoisting the national championship trophy, in true Albies fashion, the achievement was about so much more than the result on the field.

"The thing I am most proud of with those two teams is that they understood, to a certain point, that this was the probably the highlight of their lives at that time," he says. "It's something that they will never forget, and it was extremely special to experience that with them. It gives me tremendous satisfaction to see how winning the national championship has impacted their lives."

The memorable moments

did not just happen between the lines on the field. As almost every one of his former players and assistant coaches can attest, Albies never missed a chance to teach.

"I'll never forget, we were playing at Army, and I looked into the dugout for the signs," says Bob Lauterhahn, Albies' assistant coach and friend for the last twenty-seven years. "But he was busy talking to one of the freshmen about the Spanish-American War. That's just Jeff. He got involved in every kid's life, and not just from a baseball standpoint. And he stayed involved in their lives after they left William Paterson."

An attendee at more weddings and christenings than he can count, Albies was always happy to share his players' triumphs and special moments after their college playing careers had ended.

Both of Bob Lauterhahn's sons played for the Pioneers (Mike, 1993-94, and Dan, 1995-97), and when Mike began his coaching career at Rutherford High School, his former college head coach was quietly in the shadows, showing his support.

Serious about seeing that his

players left William Paterson with the tools necessary to lead happy and fulfilled lives, Albies is also quick with a joke and a smile. His four great passions in life may be his family, baseball, fishing, and food, and he balanced them all while preparing hundreds of young men for the world after college.

"I have to give my wife, Andie, a lot of credit," Albies relates. "It's not easy to raise a family and work, especially when I was at the field so much. But she did it all, and still managed to come out and watch what is really a little boy's game. And because I recruited so many great players from North Jersey and didn't have to be away, I could get home for all of my daughters' 'firsts' and be a real family man. I never had to sacrifice what I wanted to do for what I needed to do, so I am very grateful for that." ❧

TWO NEW HEAD COACHES JOIN PIONEER STAFF



MIKE LAUTERHAHN



MARY LOU RIOS

Two new head coaches—Mike Lauterhahn '97, baseball, and Mary Lou Rios, women's tennis—have joined the William Paterson athletics staff.

A former Pioneer standout, Lauterhahn served as varsity head coach at Rutherford High School from 2001-07, leading the Bulldogs to a 129-55-1 record during his seven seasons, as well as 2004 and 2005 Group 2 state titles, Group 2

runner-up finishes in 2001 and 2003, and the Bergen County Scholastic League's (BCSL) American Division crowns in 2001 and 2003. The 2005 Bergen County, BCSL-American, and *northjerseysports.com* Coach of the Year, Lauterhahn has sent more than twenty of his former student-athletes on to play in the college ranks, and mentored three more who signed contracts with Major League Baseball clubs.

Lauterhahn succeeds his former coach, Jeff Albies, who retired after thirty-three years at William Paterson. His connection to the Pioneer program stretches back more than a quarter century, as his father, Bob, just completed his twenty-seventh season as an assistant coach, and his brother, Dan (1995-97), was an all-American at the University and a 1997 draft selection of the Detroit Tigers.

"Mike is an outstanding individual who possesses an excellent work ethic, passion for the game, and a life-long commitment to the Pioneer baseball program," says Sabrina Grant, director of athletics. "He will serve as a great role model for our student-athletes, and we look forward to the continued success of our baseball program under Mike's leadership."

"I am extremely excited to have this opportunity to return to William Paterson as the head baseball coach," Lauterhahn says. "I grew up in the program, and it is extremely important to me that we maintain that connection to our past, as well as work hard to take the program to the

next level nationally. Reaching those goals will be my responsibility, and I am anxious and excited to get started."

A 1997 graduate of William Paterson with a bachelor's degree in elementary education and history, Lauterhahn resides in Carlstadt with his wife, Lucia, and their twenty-month-old son, Sean.

Rios worked with the North Bergen High School girls' tennis team from 2001-07, including the last year as the program's assistant coach, and has served as an instructor at the Protuff Tennis Academy and the Steve Berger Recreational Tennis Camp. Also an assistant coach for the North Bergen High School bowling team, Rios played singles and doubles each of her four seasons at Montclair State University from 2001-05.

"We are very happy to have Coach Rios join our staff," says Grant. "Her passion for, and knowledge of, the game will be key ingredients as we continue to build a successful women's tennis program at William Paterson."

"I am very excited to have this opportunity at William Paterson," says Rios. "The program has tremendous potential, and I am ready to devote the time and energy necessary to help our student-athletes be successful."

A mathematics teacher at North Bergen High School, Rios completed a bachelor's degree in mathematics at Montclair State in 2005. She resides in North Bergen. ❧

THREE SPRING SPORT ALUMNI INDUCTED INTO ALUMNI ASSOCIATION ATHLETIC HALL OF FAME



UNIVERSITY PRESIDENT ARNOLD SPEERT (FAR LEFT) AND ALUMNI ASSOCIATION PRESIDENT DOMENICK STAMPONE '94 (FAR RIGHT) WITH ATHLETIC HALL OF FAME INDUCTEES (LEFT TO RIGHT) LAUREN HERTZBERG '03, B.S. '06, BRIAN APPELMAN '99, AND COURTNEY HELLER '02

Former William Paterson standouts Brian Appelman '99, Courtney A. Heller '02, and Lauren M. Hertzberg '03, B.S. '06, became the newest members of the William Paterson University Alumni Association Athletic Hall of Fame when they were inducted November 12 in the University Commons Ballroom.

Appelman, who played for the Pioneers from 1996-97, helped lead William Paterson to the 1996 Division III baseball national championship. An all-American pitcher for the Pioneers, Appelman established William Paterson single-season records with 11 victories and 75 strikeouts, tied the record for complete games (eight), and ranked second in innings pitched (92.1) in 1996. As a senior in 1997, Appelman was named the NJAC Pitcher of the Year.

Heller and Hertzberg started in the Pioneer softball outfield together for four years (1999-2002), helping lead William Paterson to its first appearance in the NCAA Tournament Championship Series in 2001. During their

careers, the Pioneers won the 1999 NJAC Tournament, played in two NCAA Tournaments (1999, 2001), won the 2001 NCAA Tournament East Regional title, and compiled a 124-46 overall record.

Heller was a four-time all-East Region selection and a two-time first-team all-NJAC pick, earning second-team National Fastpitch Coaches Association All-America honors in 2002. On the career charts, Heller finished first in at-bats (558), hits (215), and runs scored (140), and second in games played (167) and batting average (.385).

Hertzberg, a two-time all-American (2000-01), including a first-team selection in 2001, was a four-time all-East Region pick and a two-time first-team all-NJAC honoree. The 1999 NJAC Rookie of the Year, she earned all-conference honors each of her four seasons on the field. Hertzberg finished her career as the Pioneers' leader in triples (26), ranked second in batting average (.386), and third in runs scored (177), hits (185), runs-batted-in (93), and games played (165). ❧

S P O T L I G H T

A L U M N I

GREETINGS FROM YOUR EXECUTIVE DIRECTOR

Dear Alumni:

One of the highlights of the past few months has been the launch of our new alumni community at www.MOLI.com/wpunjalumni. As you can see from page 31, MOLI is our online networking site that lets you communicate and collaborate with your classmates and the University. You can create different tailored profiles, upload and share videos, music, photos, and more—and it's free. If you haven't registered yet, I encourage you to join the community today and stay connected!



HERE I AM AT THE PIONEER SOCIETY BREAKFAST WITH MONICA JINKS VENNARD CRT '29, WHO EARNED HER TEACHER'S CERTIFICATION FROM THE PATERSON NORMAL SCHOOL.

Our October Homecoming festivities celebrated the opening of University Commons, including the renovated John Victor Machuga Student Center (see page 31). All were impressed with the expanded and renovated facilities.

The year ahead will provide us with more targeted programming opportunities to reconnect with you. Please join me in welcoming our new assistant alumni director, Janis B. Schwartz, an accomplished professional with expertise in alumni programming, development, marketing, and communications. A graduate of Douglass College at

Rutgers University, Janis most recently served as the director of development and corporate relations for the Girl Scout Council of Bergen County and previously worked as public relations director for the Associate Alumnae at Douglass. Janis joined the University staff at the end of October and can be reached by phone at 973.720.2931 or via email at schwartzj3@wpunj.edu. We'll provide a more in-depth introduction to Janis in the next issue of *WP*.

Please be sure to visit our address update form at <https://ww2.wpunj.edu/ALUMNI/forms/newaddress.cfm> to keep your contact information current. We want to be sure that you receive all of our mailings with details of upcoming programs and activities.

Judith Linden

P.S. Make sure to check the calendar on the inside back cover for upcoming alumni events, or our Web site at www.wpunj.edu/alumni.

Calling all alumni entertainers! We're looking for artists, actors, singers, and authors to showcase at regional alumni events or in WP Magazine. E-mail us at alumni@wpunj.edu and note "Alumni Entertainers" in the subject line.

Dawn Fitch '89: Cooking Up Success

It was her doctor's decree to remove sugar from her diet that led Dawn Fitch '89 to establish Pooka, Inc., a company that sells all-natural bath and body products, which began at the stove in her kitchen because she couldn't find what she needed in stores.

"My business was born because I had been feeling sick and the doctors couldn't find out what was wrong with me," Fitch

recalls. "I began to research holistic alternatives to make myself feel better. I got into aromatherapy, burning oils, and other natural things and reading the labels of the products I used." A diagnosis of hypoglycemia several years ago, and a recent diagnosis of multiple sclerosis renewed Fitch's resolve to find a holistic way of living.

Her first product was a cream called "Elbow Grease," still her best-selling item. After

much trial and error at her kitchen stove, she came up with a winning formula. Based on a combination of coconut and safflower oils and beeswax, it is an all-over moisturizer.

At first, Fitch made the products for herself, but she soon began giving them away as presents to family and friends in packaging that she had designed herself. The response was so positive that she took some prod-

ucts to a local festival where she quickly sold out.

The idea for a business came to her after this success. "I literally fell into the business," she remembers. The name came from her mother who used to call Fitch and her siblings "Pookalitas," but Fitch couldn't fit it onto her labels in a way she liked, so she shortened it to Pooka, Inc.

An art major at William Paterson, Fitch drew on what

she had learned in the campus studios, and refined in her work for Sony as a digital image artist where she designed CD covers for artists such as Lauryn Hill and Mariah Carey. She combined that knowledge with her interest in aromatherapy to launch her business, whose motto is “something good for your skin to eat.” In addition to the packaging, she designed the corporate logo and the Web site.

“All of our products come in small containers, and cost between five and twenty-two dollars,” Fitch says. “Our products are all natural, and are mostly hand mixed on stoves in big vats in our warehouse in East Orange. They have a

shelf life of eight months because I believe you shouldn’t use anything that’s old on your body.”

Knowing she couldn’t run the business by herself, she turned to family and friends to help. Her three partners are April Reeves-Mathis, also a 1989 alumna of William Paterson who is the vice president of sales and marketing; Donna Lynn, Fitch’s sister, who is vice president of operations; and friend Tricia Akinwande, who is vice president of finance.

“Together, we do Pooka,” says Fitch, who serves as president of the company, which employs ten people in the warehouse. “It’s been such a blessing, the business is just rolling on.” The products are available on



DAWN FITCH '89 WITH SOME OF THE ALL-NATURAL BATH AND BODY PRODUCTS HER COMPANY MAKES IN A LAB IN EAST ORANGE

their Web site, in twenty-eight Whole Foods stores across the country, in boutiques, in salons, and a store in their warehouse. Pooka, Inc. has been featured on the *Today Show* and in *Black Enterprise*

magazine.

So successful is the business, Fitch has written a book, *Moving Through Opened Doors*, to help inspire other women who might want to follow her lead.

“All four of us are role models as African American women,” she says. “We have received many blessings in this business. We started a business, we’re following through together, and we take every opportunity that comes our way and we’re thankful for it. Hopefully, we can be a multi-million dollar company one day. We’re very excited at the buzz we’ve received so far.”

Fitch also tries to be socially responsible. On her Web site, www.pookapureandsimple.com, is a section called PookaGivesBack. “We have been blessed and although we are not a big company, we try to give back when we can, by helping others.”

William Corrente '91: Giving Dogs the V.I.P. Treatment



WILLIAM CORRENTE '91

William Corrente '91 always envisioned owning his own business. Even while an undergraduate student at William Paterson, Corrente became a partner in a successful lawn care and landscaping business and then turned a mom and pop cleaning service into a full-time operation with multiple employees. After graduation, there were stints of running his

father’s home and carpet cleaning business and being a partner in a telecommunications consulting firm. Over the course of his career, he also worked for firms such as Merrill Lynch, Smith Barney, New York Life Insurance, and Charles W. Cammack Associates.

When a change in plans kept him from his usual subway route beneath the World Trade

Center on the morning of September 11, 2001, Corrente decided it was time for a change. “After several years of running on the New York City treadmill, I thought this can’t be all that life is about,” he says. Within the next six months he quit his job, sold his home, and moved to sunny Florida. “I didn’t really have a game plan. I just knew that I wanted to open a business.” While establishing himself in Florida, Corrente did some volunteer work for the local Humane Society and came up with the idea of creating a fancy hotel for dogs.

Corrente partnered with two friends, fellow William Paterson alumnus Kevin Keene '89, and Marc Street, a professional dog trainer, and

together they started Very Important Paws (VIP) in West Palm Beach, Florida (www.veryimportantpaws.com).

Today Corrente spends his days surrounded by happy, pampered dogs at his upscale dog daycare hotel, grooming, and training facility. “This is not like the old chain link and block prison-style kennel,” says Corrente. It’s far from it. At V.I.P., most dog owners drop off their dogs for extended stays and the use of its hotel services. Unlike in a traditional kennel that usually restricts pets to a run, these pampered pooches enjoy lots of interaction with dogs and humans, frequent potty breaks, exercise, and time out of their suites. Suites? Yes, at V.I.P., dog guests can

enjoy air-conditioned luxury suites with raised beds, ceramic bowls, and televisions that play dog-themed movies like *Air Bud* and *All Dogs Go to Heaven*.

“We cater to a clientele that includes many celebrity musicians, actors, and conscientious dog owners. They are willing to pay a little bit extra to have their dogs cared for, have a good time, and get an experience they’re not going to get at another kennel. Some guests stay with us for as long as ninety days while their parents are in Monaco, the Vineyard, or the South of France for the summer,” he adds.

V.I.P. was the first to offer dog daycare services in West Palm Beach. They also offer training, grooming, and a retail

boutique. Other amenities include hot oil treatments, aromatherapy, doggie Reiki, and a bathing system that infuses water and air to create a massaging bath for pets.

When they were still in the early stages of designing the facility, Corrente said it all came together when they decided on the name – Very Important Paws. “That’s when we knew it had to have a certain look and feel,” he says. They visited several other similar facilities and then “took it to the next level.”

Since starting the business, Corrente and his partners purchased the building next door and expanded the facility. It now includes eleven thousand square feet of indoor space and thirteen thousand square feet outdoors. Plans are already underway to open an aqua exercise pool to offer dogs additional exercise and therapeutic sessions. In the future, Corrente and his partners plan to raise more capital and open new facilities. They’re already in the process of opening their second facility in Wellington, Florida.

Corrente says they market their services using a variety of media, including radio and billboards. “However there is no better marketing tool than the reputation we have built for ourselves and the confident referrals of our clients and local veterinarians,” he adds.

Does Corrente own a dog? Yes, and she’s a black Labrador who gets to roam V.I.P. off leash. “We rescued her from a shelter. And she’s the perfectly trained dog that you’d expect from a guy who owns a place like this,” he says.

Lisa Brown '76: Art as Healing



LISA BROWN '76 IN HER STUDIO

When Lisa Brown’s older son was six, he asked if he could enroll in an art class. His request sparked an idea. “I thought, ‘I can do this,’” says Brown, a graduate of William Paterson with bachelor’s degrees in art and English and teaching certification in grades kindergarten through twelve. “So I started teaching local kids in my backyard and entering my own art at local fairs and events.”

But it was several years later, while studying for a master’s degree in education at Rutgers University, that she found her true calling. “In the middle of the program, I contracted Lyme disease, and I was sick for five years,” she says. “I created a lot of art during that time, which helped me feel better. I had been interested in art therapy previously, but now I realized that I wanted to help people find their way through their own difficulties by delving into the process of art.”

Brown took art therapy workshops in New York City, changed her master’s degree focus to creative arts education, and began to explore the possibility of offering art classes for adults and children with health issues. “I didn’t want to analyze or diagnose artwork, but I found it to be

therapeutic for my own illness, and that I wanted to share,” she says.

Through her Art as Therapy workshops, Brown offers a variety of art classes for adults and children who are dealing



A BURST OF COLOR, ONE OF BROWN'S MIXED MEDIA WATERCOLORS

with health issues, cancer patients and their families, and those suffering from brain injuries. She has worked with a variety of hospitals and support groups such as Pathways, a Summit-based support group program, the Friends Help Connection, St. Peter’s, UMDNJ in Newark, and Hunterdon County Medical Center.

She chooses projects and themes that will give these special students a chance to escape reality for a few hours through the experience of art. “They often create collages using real visual images of things they may not be able to speak,” she explains. One young woman, who she began working with as a second grader, recently died at age nineteen, and her artwork was on display at the funeral. “It was really moving,” Brown says. “Her family appreciated that she had created such wonderful artwork especially for them.”

In addition to her

art as therapy program, Brown also teaches general art classes for children and adults, ranging from drawing, painting, and photography to pottery and mixed media. She also finds time

best memory is meeting a really good friend at the coffee truck—a friend I still have.”

Following graduation in 1976, she taught art in public schools in Maywood and Montclair for three years, but realized it would be difficult to find a permanent position at that time as an art teacher. So she moved into the corporate world, taking a position at a New York City company as a trainer/developer in the publishing industry. After her two sons were born, she found she missed working with children, so she began teaching preschool and also launched her art workshop business.

Brown teaches most of her classes out of her studio in Watchung, where she lives with her husband Richard, a retired entrepreneur, and their two sons, Zackery, a sophomore at Rutgers, and Matthew, a senior at Watchung Hills High School; her stepdaughter, Heather, a restaurant manager, lives close by. Brown is hoping to expand her course offerings to include classes geared to the corporate world that would help those returning to work after a health problem to express their concerns through art.

“I debate with myself about whether I should be a full-time artist or a full-time teacher; I always feel like I should devote more time to one or the other,” she says. “But I really love helping people. My goal is always for my students to leave with their creation in their hands and smiles on their faces.”

My goal is always for my students to leave with their creation in their hands and smiles on their faces.”

Shared Memories Inspire Class of 1958 as They Plan Reunion

Singing folk songs on the lawn in front of Hunziker Hall. Learning card games in the cafeteria. The snowstorm in 1958 that made the roads so impassable that students were trapped on campus overnight in Wightman Gym; there were no residence halls. Favorite faculty members such as Paul Vouras, Emily Greenaway, Benjamin Matelson, and Ray Miller. These are just a few of the memories shared by

members of the Class of 1958 Reunion Committee as they begin planning festivities for their fiftieth reunion in May 2008 to coincide with the University's commencement scheduled for May 20. Five of the committee members, Marge (Anderson) Norton, Gloria (Vogt) Fulton, Dorothy (Cantilina) DeBoer, Cathy (Cantisano) Brolsma, and Pat (Byers) Florio have been friends since their first days on campus in

1954, when they formed a group with eight other students who became known as the P.O.O.P.S. (Party Owls of Paterson State), along with Alice (Borer) Steinkamp, Joan (Breyer) Dixon, Dot (Coleman) Churchill, Margaret (Clark) Cremer, Loretta (DeBetta) Morris, Pat (DeVries) Gaines, Gerry (Marsh) Mitlehner, and Mary (Tatar) Branick. "We would meet at each other's houses and go out together," says

Fulton. "After college, some of us continued to get together, first on Saturday nights, then for an annual summer picnic. When our children were older, we started going on vacations together, first for summer camping trips, then for winter vacations, too." More than fifty years later, six of the P.O.O.P.S. still travel together each year.

Fulton and Norton, who are co-chairs of the reunion committee, encourage all members of the Class of 1958 to get involved by joining the committee, offering ideas and comments about activities, and digging out old pictures and Paterson State memorabilia. Other members of the committee currently include Florio, DeBoer, Brolsma, Ginny (Garvey) Kostisin, Irene (Kahrs) Boeren, Jeanne (Maicki) Markham, and Carol (McConaghy) Runo. "We welcome anyone who wants to be involved to help us with planning. We're going to have a great time," says Norton. For information or to submit ideas, contact the committee via the Office of Alumni Relations at 973.720.2175 or alumni@wpunj.edu.



MARGE (ANDERSON) NORTON, MARY (TATAR) BRANICK, JOAN (BREYER) DIXON, DOT (COLEMAN) CHURCHILL, AND GLORIA (VOGT) FULTON ON A RECENT VACATION



THE P.O.O.P.S. AT A MEETING IN 1957



Two New Members Join Executive Council

The William Paterson University Alumni Association Executive Council has elected two new members to its roster: Michelle Hartman '93, M.A. '95 and Deseral Neal '04. Hartman completed her doctorate in political science at the New School for Social Research in 2006, and now is an assistant professor of political science at St. Peter's College. A 1993 graduate of William

Paterson with bachelor of arts degrees in political science and sociology, she earned a master of arts in social science from the University in 1995. She has served as director of the women's division for the Development Corporation for Israel and as director of the annual fund for the College of Saint Elizabeth. She is a resident of Wyckoff. Neal serves as a field compliance coordinator/securities principal

at State Farm Insurance, where she has worked since 1996. She earned her bachelor's degree in business administration in 2004 through the LEAD program, a partnership between William Paterson and State Farm that offers State Farm employees the opportunity to earn an undergraduate business degree or an accelerated M.B.A. through the University. Neal earned a master's degree in business man-

agement from Kean University this fall. She serves as a mentor at Garret Morgan Academy High School in Paterson and also volunteers for Operation Link-Up, which focuses on helping students prepare for the transition to college. She is the mother of two teenage children, Jahhad, sixteen, and Brittany, thirteen. They reside in Paterson. Seats on the Executive Council remain to be filled.

Please consider joining Michelle and Deseral as members of the Alumni Association's leadership board. For more details, please contact Judy Linder, executive director of alumni relations, by telephone at 973.720.2175 or via email at linderj@wpunj.edu.

Alumni Association Celebrates Homecoming 2007

The William Paterson University Alumni Association celebrated Homecoming 2007 on October 13 with a variety of events that welcomed alumni back to campus, including the annual gathering of the Pioneer Society—those alumni who graduated at least fifty years ago—as well as a reception celebrating the opening of University Commons.



MEMBERS OF THE CLASS OF 1957 AT THE PIONEER SOCIETY BREAKFAST, FROM LEFT: JACK DRURY '57, DOLORES (WAIN) CLARKE '57, M.ED. '83, AND FLORENCE (SAHAGIAN) PAGELLA '57



YOUNG ALUMNI (FROM LEFT) CATHERINE SOHOR '05, ASSISTANT DIRECTOR OF CAMPUS ACTIVITIES, BRANDON CLAY '05, AND DEENA SERVODIO '05



PETER ESSER '54 AND VINCENT MORETTA '52, M.A. '57, AT THE PIONEER SOCIETY BREAKFAST



PRESIDENT ARNOLD SPEERT AND HIS WIFE, MYRNA, GREET (SEATED, FROM LEFT) JEANNINE STONE, RICHARD STONE '57, AND ROSE JUNG '57



ENJOYING THE NEW UNIVERSITY COMMONS AT A POST-FOOTBALL RECEPTION WERE (LEFT TO RIGHT) SAM GRIGGS, DIRECTOR OF MAJOR GIFTS, RONALD GUTKIN '64, M.A. '68, YVETTE (SEGALL) GUTKIN '67, AND ALAN GROSSMAN, ASSOCIATE DIRECTOR, ANNUAL FUND

Join Our New Online Alumni Community!

The William Paterson Alumni Association is happy to announce the launch of our new Alumni Community. This is a great way for alumni to keep in touch with both the University and your fellow alums.

Our community can be found at www.moli.com/wpunjalumni

- Check it out
- Join the Community
- Create a profile for yourself
- Talk with fellow alums
- Let us know your thoughts.

MOLI is providing an exciting benefit for our William Paterson University Alumni Community. MOLI was created to help people have more control over their online experience by letting you communicate, collaborate, and get more out of your relationships both online and off. Alumni, social, family, business, professional—you can create all the profiles and networks you want, under one account. And you control who views your profile. Customize your profiles to suit your personality, then personalize them by using MOLI tools and content to make your online experience all about you.

Join the William Paterson University Alumni Community today and stay connected! www.moli.com/wpunjalumni



Marrriages

1966
Raymond Toth, M.A. '70
 to Camilla Stege
 April 18, 2007

1985
Sally A. Newbury
 to Robert Balioni
 February 23, 2007

1994
Kimberly Clark
 to James E. Bryant III
 September 9, 2006

2000
Thomas Schmidberger
 to Lisa M. Ojeda
 December 3, 2006

2002
Nicole Cerchio
 to David Guanzon '05
 September 25, 2005

Douglas J. Hamilton Jr.
 to Kristin Dominick
 October 6, 2007

Lauren Kersbergen
 to Matthew Spey
 December 9, 2006

2003
Joshua Coppola
 to Jacqueline Sawey '05
 May 18, 2007

Steven DeFrino
 to Dana Straub
 October 7, 2006

Matthew M. Finamore
 to Gina Ferguson
 August 11, 2007

Lauren Lockner
 to Adam Bialek
 August 5, 2006

Kristin Lee Pepe
 to Craig Karabinos Jr.
 July 2, 2006

2004
Abigail Ferris
 to David Tonzola
 April 21, 2007



DOUGLAS HAMILTON JR. '02 AND HIS WIFE, KRISTIN, SHARE THEIR WEDDING WITH WILLIAM PATERSON UNIVERSITY ALUMNI AND STAFF. BACK ROW, LEFT TO RIGHT: ROLAND WATTS, ASSOCIATE VICE PRESIDENT FOR CAMPUS LIFE, DENNIS MARCO '75, VINCENT STILO '02, CANDICE CROWLEY '05, MICHAEL MANGIONE '05, DOUGLAS HAMILTON SR. '75, CHARLES GREG '06, JANINE VELI '03, JUDY LINDER, EXECUTIVE DIRECTOR OF ALUMNI RELATIONS; FRONT ROW, LEFT TO RIGHT: AUDREY BONAPARTE WATTS '95, ANNABELLE (NARGISO) MARCO '73, SHARON DELLORTO MASTROSI-MONE '78, AND CLARISSA (ROTSAERT) WOLPERT '57.

I N M E M O R I A M

'39 MARSHALL MURRAY SR.
 Glenside, PA
 July 4, 2007

EVELYN (JACKSON) SCHWAEBLE
 Rio Rancho, NM
 December 31, 2006

'40 LILLIAN M. VERDUN
 Cedar Grove, NJ
 June 29, 2007

'47 MERRILL K. DILTS
 Dumont, NJ
 April 15, 2007

'54 RUTH (HOFFMANN) TIEMANN
 Phoenix, AZ
 January 1, 2007

'55 LORRAINE (DEROSA) BENJAMIN
 Salem, OR
 June 16, 2007

'57 VICTOR MONTESANO, M.A. '59
 Williamsburg, VA
 April 25, 2007

'59 PHILLIP MOSCA
 Rochelle Park, NJ
 April 30, 2007

'60 PAUL GREFF
 Wayne, NJ
 June 2, 2007

'64 DORIS LACKTIS
 Punta Gorda, FL
 June 16, 2007

'65 JAMES E. MILLER
 Jamestown, NY
 October 1, 2007

'66 CHARLES RAMSTHALER
 Westfield, NJ
 July 7, 2007

'67 LAUREL ELSA JOCHEN, M.A.
 High Point, NC
 April 15, 2007

'69 JOSEPH T. ZERENER
 Upper Saddle River, NJ
 February 17, 2007

'70 GERALDINE E. HILTON
 Livingston, NJ
 June 17, 2007

WELDON POE SAMS
 University Park, PA
 August 1, 2007

'71 LOIS (LITTLEFIELD) KEMSON
 Shushan, NY
 April 29, 2007

'72 GRACE (HALSEY) MARR
 Vernon, NJ
 April 11, 2007

'74 CAROL YVONNE LEHNG, M.A.
 Sun City, AZ
 May 31, 2007

'75 KAREN (JONES) ACKER
 Pompton Plains, NJ
 May 2, 2007

DAVID BARRETT JR.
 Denville, NJ
 July 9, 2007

'76 STEPHEN PILAT
 Wayne, NJ
 June 7, 2007

'77 GREGG GEIGER
 Cloverdale, CA
 July 19, 2007

'78 BARBARA (VOSE) DANILACK, M.A., M.Ed. '86
 Montville, NJ
 June 21, 2007

'81 VINCENT GIANTOMASI
 Parsippany, NJ
 June 21, 2007

'88 DONALD P. VOLMAN
 Clifton, NJ
 April 11, 2007

'90 KIM (VANORE) HAAS, M.B.A.
 Macon, GA
 May 23, 2007

'95 TONI MARIE BAKER
 Durham, NC
 May 4, 2007

'97 LEO E. FAGAN
 Haskell, NJ
 April 27, 2007

'99 LANCE E. PORCO
 Hasbrouck Heights, NJ
 June 16, 2007

'04 MICHAEL PAUL MESSINEO
 Cedar Grove, NJ
 May 9, 2007

BETH A. VORHIES
 Wantage, NJ
 April 17, 2007

STAY CONNECTED TO YOUR ALMA MATER!

Are you looking to stay in closer touch and become involved with your alumni association in a more personal way?

THERE ARE MANY WAYS TO BECOME AN ACTIVE VOLUNTEER

- Assist in recruiting new students to the University through participation in college nights, writing letters to prospective applicants, or phone calls to accepted students
- Host a regional reception for alumni
- Join the Alumni Executive Council and chart the direction of the Alumni Association
- Nominate fellow alumni for the Distinguished Alumni, Faculty Service, and Athletic Hall of Fame Awards
- Assist the Alumni Relations staff with Homecoming and Reunion planning
- Include me on your monthly distribution list for the campus online newsletter, *efocus*. Here's my e-mail: _____
- Send me information on joining the new online alumni community at www.moli.com/wpunjalumni

PLEASE CHECK AREAS YOU ARE INTERESTED IN AND PROVIDE US WITH THE FOLLOWING INFORMATION

Full Name _____

Address _____ City _____ State _____ Zip _____

E-mail Address _____ Home Phone _____

Please fax this form to 973.720.3202 or mail to:

William Paterson University Alumni Association • Allan and Michele Gorab Alumni House • 42 Harmon Place • North Haledon, NJ 07508

Or, fill out the online form at www.wpunj.edu/alumni and click the link Stay Connected

WILLIAM PATERSON UNIVERSITY ALUMNI ASSOCIATION



Alumni Networking Forum and Reception

Monday, April 28, 2008 • 1600 Valley Road, Wayne, NJ

- 5:30 p.m. Registration**
- 6:00 p.m. Panel**
- 7:30 p.m. Reception and business card exchange**

Primary funding of this event is provided by the Alumni Association and gifts from alumni to the Annual Fund.

A \$10 tax-deductible gift to the Annual Fund is suggested, so we can continue offering programs such as this.

Cultivate Contacts and Share Information at William Paterson's First Alumni Networking Forum And Reception

University alumni business experts provide a road map to help you maximize your success and your connections. The panel consists of:

- **Christos M. Cotsakos '73, Ph.D.**, Founder, Chairman, CEO, and President, Mainstream Holdings, Inc. (*Internet and technology*)
- **Michael A. Mendillo '88**, President and CEO, The Wentworth Group (*real estate management services*)
- **William Pesce '73**, President and CEO, John Wiley & Sons, Inc., and member, Board of Trustees, William Paterson University (*publishing*)
- **Barry A. Shier '78**, COO, FX Real Estate and Entertainment Company and CEO, FX Luxury Realty (*real estate development and asset management*)
- **William Corrente '91**, Founder and Partner, Pet Power LLC, moderator

William Paterson President Arnold Speert and Christos M. Cotsakos College of Business Dean Sam Basu will also report on the future of the University and College.

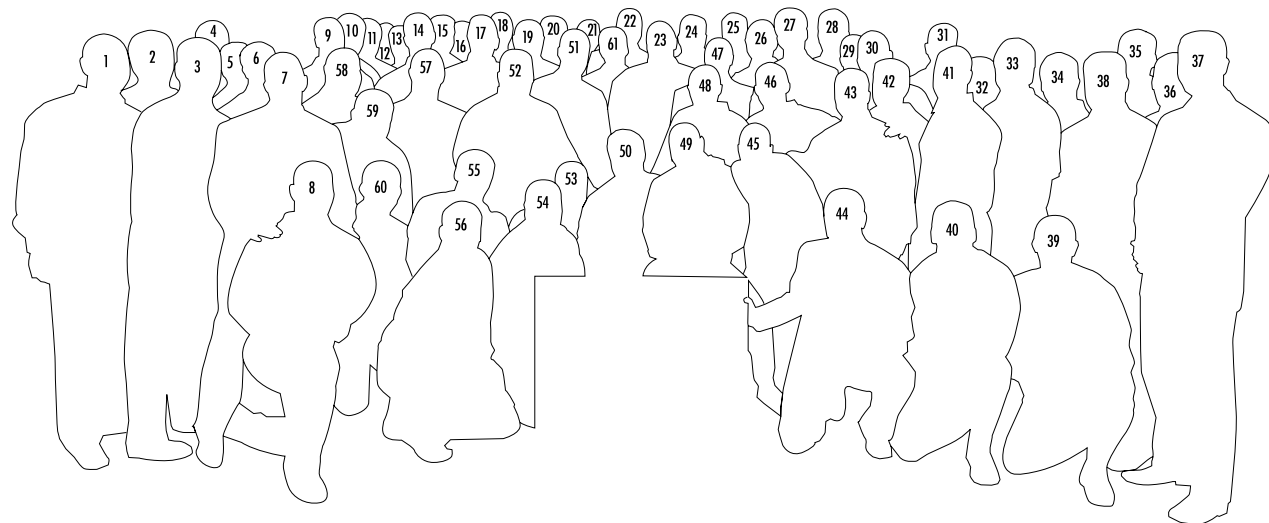
To register, or for more information, please visit
www.wpunj.edu/alumni/networkingforum or call 973.720.2175



"CELEBRATING A CAREER"

Jeff Albies (center), who coached the Pioneer Baseball Team for thirty-three years, is surrounded by sixty of his former players and coaches at a retirement dinner on September 16, 2007. At the event, the University retired his No. 42 jersey, making him the first person in Pioneer athletics history to be so honored.

- | | | | | | |
|---|--|--|---|---|---|
| 1. Dan Egbert '98 | 11. Tom Youngmans '87 | 20. Ron Van Saders '74, former assistant coach | 31. Mat Sackman '06 | 42. Mike Guadango | 52. Alan Perez |
| 2. Marc Salvatore '99 | 12. Mitch Mele '82 | 21. Bob Smalling '82 | 32. Dan Singer '04 | 43. Don Hays | 53. Scott Farber, current assistant coach |
| 3. Bob Lauterhahn, current assistant coach | 13. Garrett Teel | 22. Dave DeLotto '82 | 33. Bryan Graham '06 | 44. Jack Baker, current assistant coach | 54. Keith Eaddy |
| 4. Bob Slomkowski '99 | 14. Shawn Rooney, former assistant coach | 23. Mark Cieslak | 34. Joe Lynch '91 | 45. Mike Rivera | 55. Mark DeMenna '99 |
| 5. Brenden Lago '99 | 15. Rich Fryer '83 | 24. Frank Barker '89 | 35. Bruce Dostal | 46. Steve Schlitzer | 56. Dan Lauterhahn '02 |
| 6. R.C. Renshaw '00 | 16. Jeff Weber '82 | 25. Joe Brock '80 | 36. Brian Detwiler '96 | 47. Lou Giovannielli | 57. Tony Listro '87 |
| 7. Tom Kraljic, M.Ed. '86, former assistant coach | 17. Pete Beiser, former assistant coach | 26. Jerry Delaney '81 | 37. Mike Lauterhahn '97, current head coach | 48. Brian Gelalia | 58. Carl Stopper '90, B.S. '93, M.S. '01 |
| 8. Ed Mitchell '97 | 18. Dan Pasqua | 27. Brian Mannain | 38. Ken Arbadji '84 | 49. Brian Appelman '99 | 59. Brian Monacelli '99 |
| 9. Mike Voza '91 | 19. John Avento, former assistant coach | 28. Stu Schmelz '80 | 39. Ralph Perdomo | 50. Jeff Albies | 60. Dan Bartolomeo '94 |
| 10. Bob Benkert '87 | | 29. Dan Limone | 40. Anthony Senatore '89 | 51. Bill Medea, former assistant coach | 61. Alan Anderson '81 |
| | | 30. Dan Corrado | 41. Jake Pravkewitz '06 | | |



BRADFORD GRAVES
"THIS MIRROR CAN
CRACK A STONE"



ART

BEN SHAHN GALLERIES

Monday through Friday, 10:00 a.m. to 5:00 p.m. Admission is free.
For further information, call the galleries at 973.720.2654

February 4-March 7, 2008 Court Gallery: Bradford Graves: "This Mirror Can Crack a Stone—1980–1998"; South Gallery: "American Impressions: Annual Juried Print Exhibit"; East Gallery: "Prints and Company"

March 24-April 22, 2008 Court Gallery: Studio Montclair—"Currents"; South Gallery: Drawing Exhibit; East Gallery: "Prints and Company"

MUSIC

VISTAS SERIES Shea Center, call 973.720.2371 for tickets and information



DANIEL BERNARD
ROMAIN



CHRISTINE LAVIN

February 14, 2008 The Subdudes, 8:00 p.m.

March 7, 2008 Los Lobos, 8:00 p.m.

March 26, 2008 Daniel Bernard Romain's ONE LOSS PLUS, 7:30 p.m.

March 28, 2008 El Repertorio Espanol presents Pilar Rioja, 8:00 p.m.

April 25, 2008 "On the Verge" with Christine Lavin, 8:00 p.m.

JAZZ ROOM SERIES Shea Center, 4:00 p.m.; "Sittin' In" pre-concert lecture, 3:00 p.m., Shea 101, 973.720.2371 for tickets and information

February 10, 17, 24, March 2 and 9, 2008 TBA

OTHER MUSICAL EVENTS Shea Center, 8:00 p.m., 973.720.2371 for information

March 6, 2008 William Paterson University Wind Ensemble

April 17, 2008 William Paterson University Brass Ensembles

May 1, 2008 William Paterson University Wind Ensemble

LECTURES

DISTINGUISHED LECTURER SERIES, Shea Center, 7:00 p.m., call 973.720.2371 for more information

January 25, 2008 Brian Cashman and Theo Epstein: Inside the Hottest Rivalry in Sports

February 15, 2008 Stephen Sondheim with Anthony Rapp: Sondheim on Sondheim—In Words and Music

March 14, 2008 The Future of the American City: A Panel Discussion Moderated by Steve Aduabato (rescheduled from November 30, 2007)

THEATRE

April 9-14, 2008 Winner of the Fourth Annual New Jersey Playwrights' Contest, Shea Center, April 9, 11, 12, and 14, 8:00 p.m., April 10, 12:30 p.m., and April 13, 3:00 p.m., 973.720.2371

FAMILY SCENE SERIES, Shea Center, 2:00 p.m., 973.720.2371 for tickets and information

March 8, 2008 Pushcart Players' *Little Red Riding Hood and Other Stories*, part of Family Week at the Theatre presented by the New Jersey Theatre Alliance, appropriate for grades preK-5

March 30, 2008 *Alexander Who's Not, Not, Not, Not, Not, Not Going to Move*, presented by SurfFlight Theatre, appropriate for grades K-5

April 20, 2008 *Pinocchio*, presented by Connecticut Children's Theatre, appropriate for grades preK-3

May 4, 2008 *The Circus*, presented by Marionetas de la Esquina, appropriate for ages 3 and up

SPECIAL EVENTS

April 5, 2008 Eighteenth Annual Legacy Award Gala, cocktails, dinner, dancing, silent auction, and presentation of Alumni Association Awards, The Villa at Mountain Lakes, 7:00 p.m., 973.720.2934

May 19, 2008 Senior Send-Off, Spring Commencement, 1600 Valley Road, 7:00 p.m., 973.720.2175

May 20, 2008 Commencement, undergraduate ceremony, Wightman Field, 10:30 a.m. (rain date, May 21); graduate ceremony, Rec Center, "under the tent," 5:00 p.m., 973.720.2222

ALUMNI EVENTS

January 26, 2008 Tampa, Florida Alumni Event, Performance by William Paterson University Percussion Ensemble and reception, University of Southern Florida, Tampa, FL, 3:00 p.m.

February 22, 2008 New Jersey Music Educators Conference Reception, East Brunswick Hilton and Towers, East Brunswick, NJ, 8:00 p.m.

April 28, 2008 Alumni Networking Forum and Reception, 1600 Valley Road, 6:00 p.m.

May 8, 2008 New York City Alumni Event, After-hours tour and reception, Museum of Modern Art, New York, NY, 5:30 p.m.

May 18-20, 2008 Class of 1958 Fiftieth Reunion Activities

Visit the Alumni Web Site at www.wpunj.edu/ALUMNI/events.htm for further details. Please contact the Office of Alumni Relations at 973.720.2175 to register or with questions.

INSIDE WP

Honors College fosters environment of community learning

University Commons grand opening

Professor investigates gender bias



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