an uncommon commons: modernizing the hub of campus life
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Dear Friends,

As we go to press, a number of issues have been raised in New Jersey with respect to the overhaul—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-
aboration, and a Commission on Higher Education has provided advisory and coor-
dination 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 operations 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. Cotukas College of Business and the College of Education. We developed the Allen 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 studios. This fall, we added to the vitality of the campus with the opening of University Commons (see page 18), including the renovated John Victor Macku 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 University has also tightened its internal auditing process and formalized reporting of fiscal controls and systems to the Board.

We understand that what has transpired at other campuses has led the legislature 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 Sport
President

On behalf of the Sport family, I’d like to extend our sincerest appreciation for the wonderful articles in WP Magazine (Summer 2007). The article about our family allowed the remembrance about 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 of 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 ’31
M Ed ’00
Florence, NJ

Editor’s Note
Several readers expressed their concern about a photograph of three William Paterson University students wearing sorority shirts who were excerpted in a full-color pattern on page 10 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 connota-
tion for those sorority students. Our intention was to highlight the outstanding alcohol prevention programs on campus, which have been endorsed by many groups includ-
ing the Greek Senate and other stu-
dent organizations. The photo was meant to illustrate the article’s sub-
title: “University Program Helps Students Make Informed Choices.”

Letters to the Editor: WP, The Magazine of William Paterson University
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Wayne, NJ 07474-4032

All letters must be accompanied by a valid e-mail address.

Volume 9, No. 1 Winter 2008

William Paterson University
DISTINGUISHED LECTURERS series 2008-2009

MUCH MORE THAN
DISTINCTIVE QUESTION AND ANSWER SERIES

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HE SAID
SHE SAID
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Managing Editor
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Alumni Association
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Weil, provost and senior vice president for administration and finance, from 1990 through 2006. During her years of appointment, Schuhmann served as dean of the University of South Carolina. Prior to this position, she was the provost and academic vice president at the University of Cincinnati. Prior to her tenure at the University of Cincinnati, Schuhmann served as the dean of the College of Education at Temple University in Philadelphia.

As dean of the College of Education, Schuhmann was responsible for overseeing all academic programs and initiatives within the college, including undergraduate and graduate degree programs, as well as research activities. During her time at Temple University, Schuhmann implemented several initiatives aimed at improving the quality of education offered by the college, including the development of new programs and the expansion of existing ones.

In addition to her administrative duties, Schuhmann was also a prolific researcher, publishing numerous articles and books on topics related to education and higher education administration. She was a sought-after speaker at conferences and seminars, and her insights on the future of higher education were frequently sought after by media outlets and educational institutions.

Schuhmann's contributions to the field of education earned her numerous accolades, including Fellowships and Awards for her research and service to the academic community. She was also recognized for her leadership and governance roles within the educational community, serving on numerous boards and committees.

In her retirement, Schuhmann continued to be active in the field of education, serving on advisory boards and providing mentorship to emerging leaders in the field. She remained committed to the advancement of education and the well-being of students and faculty, and her legacy continues to inspire those who follow in her footsteps.
In his new book, Kressel provides a detailed analysis of when and how religions become capable of inciting 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 Dinon 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 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 Thugs Lost or Found, was published this year, and received the Terrt Fiction Award and the 2011 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.

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 How Haie: 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.”

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Biological Professor Studies How Honeybees Communicate
In a secluded field filled with wildflowers at a short distance from the campus, a William Paterson biology professor has established an elaborate system of movement language 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 discovered that worker 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 1967-2007 includes works that span his entire career, from his acclaimed 1963 debut, January, to ten new poems. “A perimeter drama in this volume is that of his relentless, and already modernizing mind confronting pain and peculiarities that no amount of urbanity can assuage,” said a review in The New Yorker. “The effect is of intimacy at the heart of abstraction.”

Volume 9, Number 1  Winter 2009
Deciphering the Global Village
International Media, Professor Diana Peck

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 shown 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 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 think 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," Spicer 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 operates 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 role is there for a journalist who covers events in this situation?" she queries.

While the superpowers were building nuclear weapons and confronting the world with possible extinction, Willis Conover was sitting in a win- dowerless 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 writing through Conover’s personal papers, which comprise more than 250 boxes of materials donated to North Texas Uni-

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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 dur-

Throughout his career, Ripmaster has authored numerous articles on jazz and literary criticism, and 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.

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I 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 students 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 too 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 event that had been planned 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 Lewandowski, 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 these 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 having them together and planning cultural and social activities.”

It was in the fall of 2006, when High Mountain East opened its doors, the top floor was reserved for honors students, creating a unique 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 mentioning 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 ice cream socials on and off, and they have confidence on campus.”

Providing a sense of community within a community helps students adjust to life on campus more readily. This is 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 worked 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 locals, like the lounges and movie nights,” says Jess Pepe, a second-year honors student. “It is 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 have 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 act like a support group,” dela Fuente says. “We were all in the same boat and we strive 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 promoted on the importance of discussion-based classroom and not lectures,” do Danin says. “None has more than twenty students, which also helps to foster community. The students get to know the 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, William Paterson University’s Honors College:

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.

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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.
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.

S
ome 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 gender stereotypes. She believes the possession of power impacts women’s self-concepts.

“Gender stereotypes definitely exist,” Haines says. “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 firsthand 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 Terrey in that regard, he’s not off the hook when his own travel is canceled,” she says. “We share childcare and other household tasks pretty evenly and they’re not divided along typical gender lines, 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 admires her own travel to a recent academic conference as 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 backup crew,” she says. “So there’s a lot of people…we call it Justin’s ‘cast, the cast of characters who support him. My daughter is two and a half so she doesn’t have an active social life…yet!”

When it comes to gender bias and stereotypes, Haines is determined to dig in, dissect, and analyze the subtle, unconscious thoughts that make up society’s collective thinking.

“So much is ingrained in us,” she says. “Even I have caught myself thinking in those kinds of ways. But if you’re completely stereotypical, you’re not able to get the tools to control it. So that’s the whole battle.”

As a social and personality psychologist, Haines is used to dismissing 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 that’s not the field. “I’m not interested in unraveling stereotypes to do exist and tearing them apart but it 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 a bachelor of arts degree 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 E. 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, graded student papers and gave 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 was 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-rock-old baby on my lap and said, ‘OK, 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
Haines makes a point to students in her experimental psychology class: Research Methods and Statistical Analysis of Experimental and Quasi-Experimental Data. Students are participating in an extra-credit project that must be turned in at most $100,000.

Haines explains this “leniency bias” towards fathers as the flip side of the stereotype. “Stereotypes can be negative and damaging, but at the same time you can move people forward in the way that work-life balance or women are being involved. “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.

In general, the results showed that parents were judged less as 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. “Stereotypes can be negative and damaging, but at the same time you 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 the findings 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 how the hazy 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 numbers according to the Center for Work Life Law—and the average award in such cases has jumped to as much as $100,000. Typical triggers for maternal wall bias are announcing a pregnancy, going on maternity leave, and being absent from work arrangements (e.g., flextime). Often these triggers result in lowered performance ratings, not getting offers on new opportunities, or getting passed over for promotions. The study is estimated at just over $100,000.

“Always feel like a student again when I attend a conference and sit down to read research on stereotyping and work-life conflict,” says Haines, addressing the students. Danielle Gemmell, Dimitri Teresh, and Shana Pistonami, all continue to go to the New York Psychological Association where Haines brought to class as she coaches them like colleagues who plan to enter the field. “It’s important to attend conferences on 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 is hot on the market. It’s part of becoming a well-rounded scholar.”

The discussion turns then to data gathering and the logistics of what it means to be a student participant 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 responsibilities,” she adds. “That’s the best way to have a qualified and skilled work force,” she adds.

Organizations need to offer more flexible hours, job-sharing, part-time work, and telecommuting. “We must extend the findings on maternal bias and stereotypes to working mothers who actually want to be more engaged. 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.”

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 Experimental Social Psychology, social psychology, and statistics and research methods, psychology honors classes, and a new seminar called Family Caregiving for Social Work.

On top of her normal teaching course load and heavy advisement schedule, Haines encourages dedicated students to join her as co-researchers in small independent labs. This semester, three students were participating in an extra-credit project in which they must be turned in at most $100,000.

Haines encourages dedicated students to join her as co-researchers in small independent labs. This semester, three students were participating in an extra-credit project in which they must be turned in at most $100,000.

Three of her students, Nelli EGhazal, Monica Koval, and Babar Mansur, have gone on to become “best undergraduate research” from the Center of Excellence in Psychology for their research on gender stereotypes and work-life conflict.

Wine plans to continue to focus her research on gender stereotypes and work-life conflict. She is looking forward to gathering data on how men and women who work part-time are perceived. Like her colleagues, Haines believes that it is important to research a family’s friendly policies in the workplace. “Most women work because they have to. And we have this Parian ethic—work hard, work seventy hours a week. But it’s not good for kids to have parents who 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 it allows opportunity 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.”

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“Act 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.”
William Paterson celebrates opening of University Commons

Class 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...
much of the college experience: academics, food, concerts, activities, fired 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 Ravine 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 advising 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 lifeline of the University community’s energy and enthusiasm,” says Paul Domney ’80, current editor of the Ravine and currently the president of the Alumni Association’s Young Alumni Chapter. “For undergraduates, it has always been the heart of the campus, where faculty, staff, student leaders, and friends share interests and exchange ideas. Now, as an alumni, 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. 
For Sheena Giannam, 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 Barbano, 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 U.S. 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 973.720.1201 or visit us online at www.wp.unepu.edu/annual.

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 Groomsman, associate director of the Annual Fund, 973.720.3201
Ann Appleby, program assistant, 973.720.1201

For more information about the Annual Fund, please call one of William Paterson’s Annual Fund staff members: Nancy Norville, director of annual giving, 973.720.2782 or visit us online at www.wp.unepu.edu/annual.

For more information about the University’s future with a planned gift, please contact Spencer Scott, director of major gifts and planned giving, at 973.720.2825 or via email at scotts7@wpunj.edu.
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 the field and in the hearts of his team.

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 Athletics Association Athletic Hall of Famer, Albies’ impact on the players and living careers of hundreds of Pioneers 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 Sperzi. “Nothing was more important to him 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, team, and individual awards, and served as a full-time employee in 1979, Albies filled the lives of his family, baseball, and the community.

Albies was a wealth of baseball experience to pass on. Selected in the seventh round of the first Major League Draft in 1965 by the Milwaukee 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 with 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.

The priority has always been about the relationships, about the players and the coaches. It has never been about the score.

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 players and the coaches. It has never been about the score.”

Despite his own musings, 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 first Major League Draft in 1965 by the Milwaukee 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 with 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.

“Jeff’s 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 players who left William Paterson with the tools necessary to lead happy and fulfilling 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 presiding 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 you’re at the field so much. But she did it all, and still managed to come out and watch what is really a little bus’ 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 a real family. 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

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

As a former Pitcher at Rutgers University, Lauterhahn served as varsity head coach at Rutherford High School (2001-07), leading the Bulldogs to a 129-55-1 record during his seven seasons as coach. As Women’s Tennis Head Coach at Rutgers, Lauterhahn led the Scarlet Knights to four NCAA Tournament appearances (2004-08).
Details of the text are not provided.
William Corrente ’91: Giving Dogs the V.I.P. Treatment

William Corrente ’91 always envisioned owning his own business. After graduating from William, he 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 graduating, Corrente and his wife, Rosemary, moved their family to the Black Horse Inn Bed and Breakfast in Orange, New Jersey, and opened the business. They decided to start their own cleaning business in West Palm Beach, Florida, and opened the business in 1999.

Today, Corrente and his wife, Rosemary, work together to create a successful cleaning business. They have expanded the business to include dog grooming and dog daycare. The business now includes eleven thousand square feet of space and offers dog grooming, dog daycare, and dog boarding.

Corrente and his wife, Rosemary, are passionate about animals and have always wanted to create a business that helps animals. They have been involved in animal rescue and adoption for many years. They have worked with local animal shelters and have volunteered at animal rescue organizations. They have also sponsored animal rescue organizations and have been involved in animal rescue events.

Today, Corrente and his wife, Rosemary, are working to expand their business and create a ripple effect in the pet care industry. They have been involved in animal rescue and adoption for many years and are passionate about helping animals. They are working to create a successful business that helps animals and makes a difference in the lives of those who love animals.

Lisa Brown ’76: Art as Healing

Lisa Brown ’76 was born in New York City and grew up in the South of France. She attended a private school in New York City and later moved to Florida. She attended the University of Miami and later earned a master’s degree in art education. She has been a full-time artist for over twenty-five years and has had a successful career in the art world.

Today, Lisa Brown is a full-time artist and creates art that is healing and therapeutic. She works with a variety of materials and techniques, including acrylics, oils, and mixed media. She has created a variety of art pieces and has had several exhibitions and shows. She has also been involved in art education and has taught art classes to children and adults.

Lisa Brown is passionate about art and its therapeutic qualities. She has been involved in art education and has taught art classes to children and adults. She has also been involved in art therapy and has worked with individuals and groups to help them express their emotions through art.

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The memories shared by Greenaway, Benjamin, were trapped on campus impassable that students as Paul Vouras, Emily, overnight in Wightman faculty members such residence halls. Favorite faculty members such as Paul Jossey, Emily Greenaney, Benjamin Mastion, 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, Margie (Anderson) Norton, Gloria (Vogt) Fulton, Dorothy (Can tinna) Delbert, Cathy (Can tinna) Brolsma, and Pat (Biers) Photos have been friends since they were 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 Ovals of Paterson State), along with Alice (Booten) Steinkamp, Joan (Breuer) Dixon, Dot (Colman) Churchill, Margaret (Clark) Ge mmer, Loretta (Delberta) Morris, Pat (DeVito) Gems, Gerry (Marsh) Mittlemeyer, and Mary (Tatan) Brunnic.

“We would meet at each other’s house 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 camp ing 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 Flory, Delbert, Brolsma, Ginny (Garyvee) Koostim, Irene (Kaher) Borel, Jeanne (Vogt) Markham, and Carol (McConaty) Rums. “We welcome anyone who wants 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 973.280.2175 or alumni@wpunj.edu.

Share your memories! Contact the Office of Alumni Relations at 973.280.2175 or alumni@wpunj.edu to share your memories of WPU. We welcome all stories and photos—both old and new. We are looking for all kinds of information about WPU and your time here, including what you learned and where it went. Your stories help us celebrate the contributions of all alumni and make WPU a stronger institution. Submit your story! Contact: Mitchel S. Dreyfuss, Director, Alumni Association, mitchell.dreyfuss@wpunj.edu / 973.280.2175.

Join Our New Online Alumni Community!
The William Paterson University 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 alumni.

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

Check it out • Join the Community • Create a profile for yourself • Talk with fellow alumni • 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 profile to suit your personality, then personalize them by using MOLI tools and content to make your online experience all about you. Enrollment in the MOLI Alumni Community is free and open to all alumni.

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

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 Deirdre Neal ’84.

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 biology, she earned a master of arts in social science from the University in 1997. 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/acctreasury 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 management from Kean University this fall. She serves as a member 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, Jahlil, sixteen, and Brittan, thirteen. They reside in Paterson. Neal sits on the Executive Council’s nominating committee.

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Please consider joining Michelle and Deirdre as members of the Alumni Association’s leadership board. For more details, please contact: Judy Lender, executive director of alumni relations, by telephone at 973.280.2175 or via email at judyl@wpunj.edu.

Volume 9, Number 1 Winter 2008
thirty-nine years in education.

1980

SUSANNAH MODIN, a "54, is a New Jersey broadcaster, 
head of the J&J Communications Group. She serves as a consultant to the Bergen 
Community College and is a lecturer in Broadcasting.

1981

JOSEPH CARBONE, a "56, is an acclaimed jazz 
musician, composer, arranger, and record producer. He has won numerous 
Grammy Awards and has been featured on over 1,000 recordings. He is 
considered one of the most influential musicians of our time.

1982

ALBERTA SCALLETI, a "57, is a nurse anesthetist, 
who has been recognized for her exceptional contributions to the field of 
anaesthesia.

1983

DANIEL MOCHI, a "58, is a successful business 
executive, entrepreneur, and philanthropist. He is the founder and 
championfund of the Clinton Global Initiative.

1984

PAUL GISOLFI, a "59, is a successful business

event, leader, and philanthropist. He is the founder and CEO of the 
Paul G. Allen Family Foundation.

1985

MARGARET LEHNINGER, a "60, is a nurse
practitioner and educational technologist. She is the founder and 
director of the Lehninger Institute of Health Science.

1986

ROBERT TALASIS, a "61, is a successful business
executive and philanthropist. He is the founder and CEO of The
Talasitis Foundation.

1987

KATHY HEALY, a "62, is a successful business
executive and philanthropist. She is the founder and CEO of The
Healy Foundation.

1988

JOHN MOBACH, a "63, is a nurse and a successful business
executive. He is the founder and CEO of The Mobach Group.

1989

DANIEL GORDON, a "64, is a successful business
executive and philanthropist. He is the founder and CEO of The
Gordon Foundation.

1990

PAUL MURPHY, a "65, is a successful business
executive and philanthropist. He is the founder and CEO of The
Murphy Foundation.

1991

MARC GANZ, a "66, is a successful business
executive and philanthropist. He is the founder and CEO of The
Ganz Foundation.

1992

PAUL BURKE, a "67, is a successful business
executive and philanthropist. He is the founder and CEO of The
Burke Foundation.

1993

MARGARET LEHNINGER, a "68, is a nurse
practitioner and educational technologist. She is the founder and 
director of the Lehninger Institute of Health Science.

1994

ROBERT TALASIS, a "73, is a successful business
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1998

PAUL MURPHY, a "91, is a successful business
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Murphy Foundation.

1999

MARC GANZ, a "94, is a successful business
executive and philanthropist. He is the founder and CEO of The
Ganz Foundation.

2000

PAUL BURKE, a "99, is a successful business
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2002

ROBERT TALASIS, a "07, is a successful business
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Talasitis Foundation.
IN MEMORIAM

1964
Raymond Setf, M.A., ’70 to Candise Spey April 14, 2007

1965
Sally A. Newbury to Robert Hallock February 23, 2007

1974
Kimberly Clark to James E. Brannon September 9, 2006

2000
Thomas Schmitter to Lisa M. Osia December 3, 2006

2003
Nicola Crechini to Richard Canzone September 23, 2006

Douglas J. Hamilton Jr. to Kimberly Clark October 6, 2006

Lauren Keedinger to Matthew Spey September 28, 2006

MARRIAGES

1984
Linda R. (Marno) Miller and Michael Miller of Westfield, NJ (real estate development and management services) August 11, 2007

1990
Patricia S. (Barnes) and Michael S. Tick of Montville, NJ (real estate services) April 21, 2007

1997
Kimberly Clark to James E. Bryant Jr. May 18, 2007

2004
Matthew M. Finamore to Dana Straub June 7, 2007

2005
Abigail Ferris to Craig Karabinos Jr. July 2, 2007

2006
Lauren Lockner to Adam Bialek July 7, 2007

2007
Steve Pilat to Karen Ackerman July 9, 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.

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State

Zip

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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.

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

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

• Christine M. Cotsakos ’75, Ph.D., Founder, Chairman, CEO and President, Mainstream Holdings, Inc. (internet and technology)

• Barry A. Shier ’78, President and CEO, The Wentworth Group (real estate management services)

• Christos M. Cotsakos College of Business Dean

• William Paterson University President Arnold Speert and Pet Power LLC, moderator

To register, or for more information, please visit

www.wpunj.edu/alumni/networkingforum or call 973.720.2175
Jeff Albins (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 Epstin ’94
2. Marc Schiavon ’98
3. Bob Laubach, current assistant coach
5. Brandon Lai ’99
7. Tom Krizan, M.Ed. ’94, former assistant coach
8. Ed Malicki ’97
9. Mike You ’91
10. Bob Reiter ’97
11. Tom Youngheau ’97
12. Mitch Mato ’92
13. Garrett Tool
14. Shannon Rooney, former assistant coach
15. Pat Younghans ’87
16. Bill Medea, former assistant coach
17. Brian Detwiler ’96
18. Brian Gelalia
19. Lou Giovannielli
20. Dan Bartolomeo ’94
22. Keith Eaddy
23. Dan Barber
24. Steve Schlitzer
25. Mike Rivera
26. Jack Baker, current assistant coach
27. Bryan Desalvo
28. Jerry Delaney ’91
29. Brian Mannan
30. Ken Schrader ’96
31. Anthony Senatore ’97
32. Matt Sarjot ’91, former assistant coach
33. Bob Smalling ’82
34. Dave DeLotto ’82
35. Bob Lauterhahn, current assistant coach
36. Dave DiLotto ’91
37. Joe Lynch ’91
38. Jim Buzzell
39. Bob Smalling
40. Mike Gebhart
41. Joe Gerstman
42. Mike Appleman ’94
43. Bryan Graham ’06
44. Frank Barker ’89
45. Dan Bartolomeo
46. Brian Gelalia
47. Steve Schlitzer
48. Peter Bello
49. Tim Sackman ’06
50. Jeff Weber ’82
51. Joe Lynch
52. Garret Johnson
53. Rich Fryer ’83
54. Frank Barker
55. Mark Cieslak
56. John Avento, former assistant coach
57. Dan Pasqua
58. Bob Smalling
59. Jeff Weber ”82
60. Shawn Rooney, foramt assistant coach
61. Brian Cashman and Theo Epstein: Inside the Hottest Rivalry in Sports

April 17, 2008

March 6, 2008

April 17, 2008

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Honors College fosters environment of community learning

University Commons grand opening

Professor investigates gender bias