

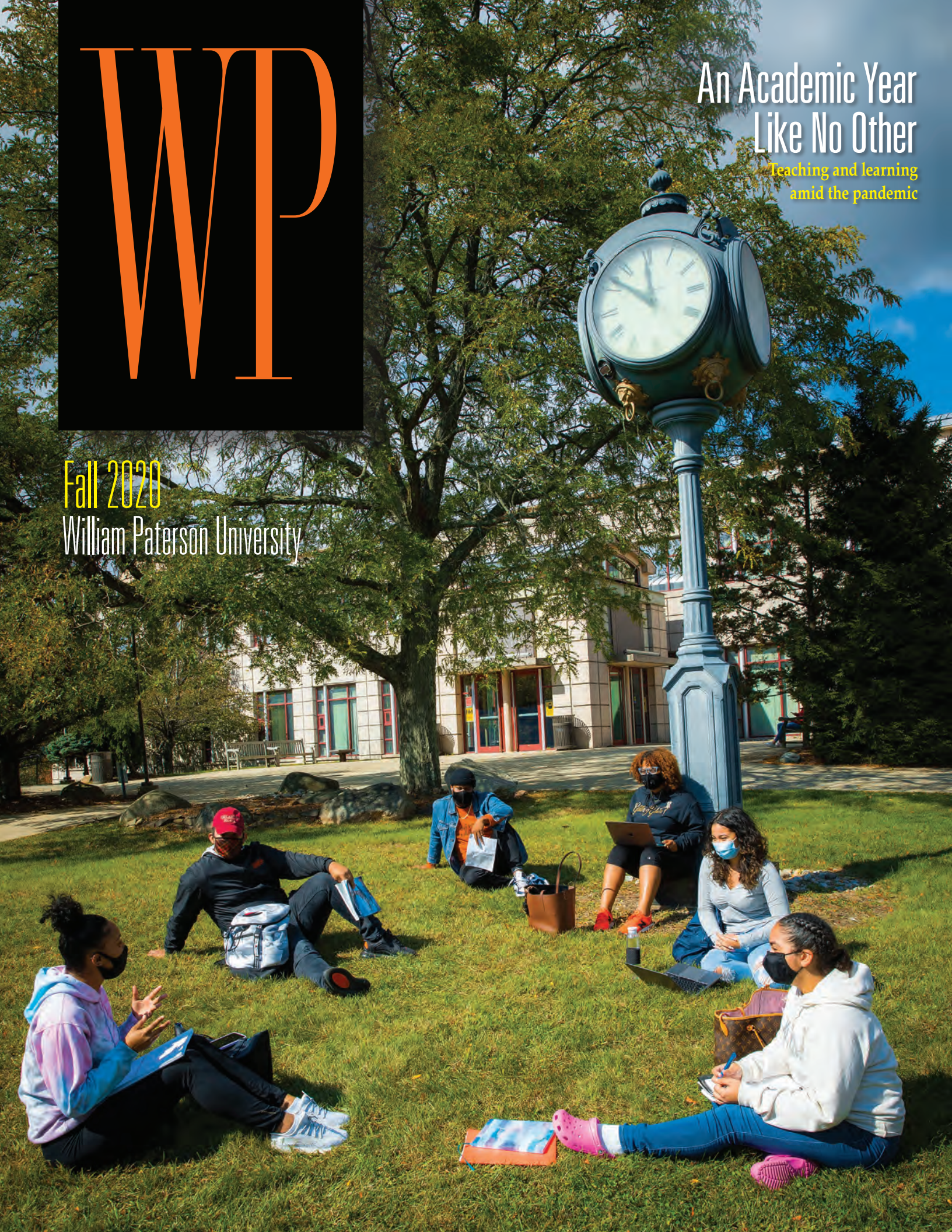
WP

An Academic Year Like No Other

Teaching and learning
amid the pandemic

Fall 2020

William Paterson University



The Magazine of William Paterson University

WP Inside



Students on campus, fall 2020

An Academic Year Like No Other

With health and safety as a top priority amid the coronavirus pandemic, the University met the challenge of a pivot to remote learning in the spring, and a return to campus for the fall, with faculty reimagining their courses with creativity. We take a look at this unusual year and we celebrate the frontline workers in our WP family who are truly "heroes without capes."

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Students Matthew Young and Morganne Vogel tend to American chestnut saplings on campus

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President Richard Helldobler discusses his launch of key strategic initiatives to further combat bias and enhance social justice on campus, while *WP Magazine* explores the Social Justice Project, a faculty initiative to integrate issues of race and social justice in the classroom, and covers a pioneering course in transgender studies.

24 Scholarship Campaign Exceeds Goal, Providing Life-Changing Support for Students

The Campaign for Scholarships raises more than \$16 million, far exceeding its goal, with the generous support of more than 4,500 donors—alumni, friends, foundations, staff, faculty, and former faculty—who chose to invest in WP's deserving students.



President Richard Helldobler announces the Campaign for Scholarships total at the Virtual Scholarship Celebration on November 10

31 Forging a Path to a Career and Independence

The innovative new Academic Transition Program helps learning disabled students ages 18 to 21 develop life and career skills.

Provide Critical Assistance through the Student Emergency Support Fund

For many students, an urgent financial need—the loss of a job, paying the rent, buying groceries, or paying medical bills—can have a direct impact on their academic success and/or ability to remain enrolled at William Paterson. The Student Emergency Support Fund provides direct support to such students to help them meet critical, immediate financial needs.

Our students are persevering despite these challenges.

Please help them realize their dream of becoming a college graduate.

To donate, visit <https://wpunj.scalefunder.com/cfund/project/20713>.

We welcome letters to the editor.

Send correspondence to:

Editor

WP, The Magazine of

William Paterson University

P.O. Box 913, Wayne, NJ 07474-0913

or feel free to drop us a note by e-mail at

wpmag@wpunj.edu

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Anne E. Chabora CRT '33, BS '58

Shape the University's Future With a Retirement Fund Designation

"When I retired in 2017, I reflected on how to give back to the institution that nurtured me with a strong start. I thought of my daughter, a special education teacher influenced by her grandma; my mom, Anne E. Jirovec Chabora, who was also a teacher; and the passion of both these women for their special children. This year, I established the Anne E. Chabora CRT '33, BS '58 Scholarship in Special Education, which I will fund annually until I am no longer metabolizing. I have named WP as a partial beneficiary of my retirement fund to endow this scholarship so it can be awarded in perpetuity." —*Peter C. Chabora '62, Biology*

We are grateful to Peter and all of our **Hobart Society** planned giving members. We celebrate their joyful philanthropy during their lifetime as they establish their legacy to benefit the University and future generations of students.

Visit us online at wpunj.giftplans.org for information about gifting opportunities that may be best for you. There, you will find information on how the CARES Act will impact your current philanthropy planning.

Please contact **Judy Linder**, director of development and planned giving, at **973.720.2309** or at linderj@wpunj.edu.



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PHOTOGRAPHY:

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ADVERTISING AND EDITORIAL OFFICES

WP, The Magazine of William Paterson University
Office of Marketing and Public Relations
William Paterson University
300 Pompton Road, Wayne, NJ 07470-2103
973.720.2971
wpmag@wpunj.edu

SEND CHANGES OF ADDRESS TO:

Office of Alumni Relations, William Paterson University
The Allan and Michele Gorab Alumni House
42 Harmon Place, North Haledon, NJ 07508
973.720.2175

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Dear William Paterson Community,

As the cover states, it has indeed been “a semester unlike any other” here at William Paterson. And our community of students, faculty, staff, alumni, and friends has responded in kind, demonstrating its Pioneer spirit in service to the University’s mission to offer our students a life-changing education. In the following pages, you’ll find many examples of the great work that continues to get done and the many innovative approaches that will guide us throughout this period of historic challenge and beyond.

We recently held a wonderful virtual celebration to mark the highly successful conclusion to our Campaign for Scholarships, which raised more than \$16 million—60 percent over the \$10 million goal. The celebration was a great example of the many campus events that have been truly adapted for the virtual environment, not simply put online. Our fortuitously timed launch of WP Online with 24 fully online graduate degree programs is exceeding enrollment goals and helping faculty become even better at the online instruction that will continue to grow in importance for all students. In an interview on Page 19, I talk about how we are building on the momentum of so much great work being done to make William Paterson a more diverse and inclusive institution for all.

Since well before the pandemic, there have been initiatives to foster the Growth Mindset across our campus. Based on the work of Stanford psychologist Carol Dweck and laid out in her book, *Mindset*, the concept posits that people can learn and develop a Growth Mindset, which sees success as the product of grit and the embrace of change. The past year has shown that the Growth Mindset is thriving at William Paterson.

Collectively, these articles tell the story of a resilient University that is determined to emerge from this period of disruption stronger than ever. I am proud to lead such a dynamic institution, and I am grateful to you all for your continued support.

Richard J. Helldobler, PhD
President

Newsbeats

NEW FIRST-YEAR EXPERIENCE PROGRAM HELPS RETAIN STUDENTS

Implementation of the University's new First-Year Experience program, including its weekly Will. Power. 101 workshop, established in fall 2019 for all incoming students, has demonstrated encouraging gains this fall.

The University saw an increase in the one-year retention rate for first-year students from 69.3 percent in fall 2019 to 73 percent in fall 2020. In addition, other key performance indicators for these first-year students showed improvements, including the percentage of students with a declared major, from 85.8 percent to 91.2 percent; the percent of students in good academic standing, from 83.3 percent to 90.6 percent; average credits earned, from 24.8 to 26.5; and the percentage with a grade point average of 3.0 and above, from 41.9 percent to 56 percent.

"The goal in launching this ambitious initiative was to better prepare our new students for success, particularly as measured by retention. If our students feel well-supported and well-prepared for success in the years ahead, with confidence in their progression toward their degree, they will stay on that path," says President Richard Helldobler. "Full-time, first-year retention is up, and we are seeing gains in populations that are important to us, including the retention of freshmen who are first generation, who are Black, and who are Hispanic. Residence life is also reporting an increase in freshmen retention as well. These increases represent more students than last year who are progressing to their second year at William Paterson while being well-positioned for continued success."

William Paterson's innovative, multifaceted program combines

structured academic and student support services and is designed to guide new students as they build the skills to balance their University coursework with other activities and responsibilities. A weekly student success workshop, Will. Power. 101, provides personal direction to help students navigate college, including study skills and test-taking, financial planning, campus technologies, and development of an academic plan. In addition, all incoming first-year students are assigned to their classes as part of a cohort—a group of students who take the same three to five classes together—providing them with the opportunity to build a social network. The program aims to bolster student retention while guiding all students onto a path to timely graduation and career success.

Will. Power. 101



Professor Michael Griffiths gathers samples in a cave in Laos

PROFESSOR'S RESEARCH LINKS ANCIENT MEGADROUGHT TO MAJOR CHANGES IN HUMAN SETTLEMENT

Physical evidence found in caves in Laos shows a connection between the end of the Green Sahara—when once heavily vegetated Northern Africa became a desert landscape—and a previously unknown megadrought that crippled Southeast Asia 4,000 to 5,000 years ago.

In research published in *Nature Communications*, an international research team led by Michael Griffiths, professor of environmental science, shows how this major climate transformation led to a shift in human settlement patterns in Southeast Asia—now inhabited by more than 600 million people.

“What is so critical in what we do in reconstructing the past is highlighting what is possible,” Griffiths says of his work. “I think we can say with a high degree of confidence that populated regions like mainland Southeast Asia have the potential to undergo rapid shifts in both the abundance and timing of monsoon precipitation, underscoring the need for reliable climate projections.”

The project, which involved researchers from University of California, Irvine, University of Pennsylvania, Oxford University, Northumbria University, Los Alamos National Laboratory, and University of New Mexico, was funded in part by a grant awarded to Griffiths from the National Science Foundation.

WP Gains National Recognition for Social Mobility

The University continues to demonstrate its positive impact on students who come from economically disadvantaged backgrounds.

In *U.S. News & World Report's* 2021 edition of *Best Colleges*, William Paterson was ranked 38th of 176 regional universities in the northern United States in terms of social mobility—that is, how well schools graduate students with exceptional financial need. The University jumped 27 spots from last year's report.

The University is among the national leaders in helping its students climb the socioeconomic ladder. It ranks in the top five percent of 1,449 institutions in the country in the 2020 Social Mobility Index, created by CollegeNet to measure the extent to which a college or university educates more economically disadvantaged students at lower tuition and graduates them into good-paying jobs. The University jumped 43 spots to number 76 in the 2020 rankings.

“We are proud that *U.S. News & World Report* recognizes the good work William Paterson is doing to help our students, particularly those from economically disadvantaged backgrounds, succeed in school and beyond graduation,” says President Richard Helldobler. “At William Paterson, we are committed to providing an excellent education and strong career guidance for the students who are changing

the social fabric of our state, region, and the country.”

In addition, *U.S. News & World Report* ranked the University at number 8 of the same 176 northern regional universities in the category of “campus ethnic diversity,” which identifies colleges where “students are most likely to encounter undergraduates from racial or ethnic groups different from their own.”

William Paterson also was recognized in *Washington Monthly's* 2020 Master's Universities Rankings—a unique ranking based on an institution's contribution to the public good in three broad categories: social mobility, research, and promoting public service. The University ranked 125th out of nearly 400 four-year institutions nationwide that offer master's degrees.

Calling itself the “socially conscious” alternative to *U.S. News & World Report*, *Washington Monthly* ranks higher education institutions on how well they serve the country as a whole—by recruiting and graduating non-wealthy students, encouraging student activism, and producing research and technologies that create high-paying jobs and address threats like climate change.

University Launches Successful Fully Online Degree Platform

William Paterson is now offering 24 fully online degree programs in education, nursing, and business through its new platform, WP Online, after a successful launch in July 2020.

“WP Online is an important initiative as we look to build enrollment and attract new students, especially working professionals who are seeking a fast-track format,” says Joshua Powers, provost and senior vice president for academic affairs. More than 500 students were enrolled for the second fall session, more than double the initial enrollment goal.

All the programs are designed to provide students with additional educational opportunities beyond the University’s campus-based programs. Students can complete their degree in as few as 12 months, online and on their own time, while maintaining full-time employment and fulfilling personal responsibilities. The programs offer six start dates per year and courses that run every seven weeks.

Programs include the master of arts in higher education administration; master of education in educational leadership; registered nurse to bachelor of science in nursing; four versions of an RN to master of science in nursing degree, and four post-master’s certificate programs. In addition, WP Online offers six MBA degree programs—the general MBA and five specialized MBAs with concentrations in marketing, entrepreneurship, finance, human resource management, and accounting. Additional programs will launch in spring 2021.

For additional information, visit online.wpunj.edu.

88 KEYS CAMPAIGN RAISES FUNDS FOR NEW STEINWAY CONCERT GRAND PIANO

One of the cornerstones of a world-class music program is its signature grand piano. The same holds true for any major performing arts center. “Having an instrument equal in measure to what we have to offer is so important,” says Bill Charlap, director of the Jazz Studies Program and one of the world’s premiere jazz pianists.

To that end, William Paterson has launched the 88 Keys Campaign to raise funds for the purchase of a new Steinway & Sons concert grand piano to support the Department of Music and the Shea Center for Performing Arts. The new instrument would replace the University’s current Steinway, now more than 40 years old. The campaign also seeks to provide resources for the piano’s maintenance.

“This new piano would be the jewel in the crown of our exceptional music program and our performing arts center which presents major jazz and classical performances, as well as theater, opera, student recitals, and a host of other programming,” says Charlap, noting the number of “major figures in the jazz world” who have performed on the acclaimed Jazz Room series on campus. “A concert grand Steinway is the superior piano of the world and would provide an opportunity for our students and the performing artists we bring here to reach the highest level of artistic expression.”

The 88 keys refer to the number of keys on a piano keyboard. Those interested in supporting the campaign can purchase an individual key, with gifts starting at \$2,500.

“We are so grateful to have the opportunity to seek funds for this instrument, which will provide our students with access to play on the very best,” says Charlap. “It is an investment that will support our program for many years to come.”

For more information on how to contribute to the campaign, please contact Maureen O’Connor, director of development, at 973.720.3990 or email at occonnorm24@wpunj.edu.



ALUMNI AND FRIENDS SUPPORT STUDENT EMERGENCY FUND

Student Emergency Support Fund

When President Richard Helldobler asked alumni and friends to assist William

Paterson students who might be facing emergency financial challenges due to the COVID-19 pandemic, the response began immediately.

Since April, more than \$100,000 has been raised through the William Paterson University Foundation for the Student Emergency Support Fund, which

is providing direct support to currently enrolled students to help meet critical, immediate needs.

“We know that many of our students have urgent financial needs,” says Pam Ferguson, vice president for institutional advancement and president of the Foundation. “Students or their family members have lost their jobs, and may need help paying the rent, buying groceries, or paying medical bills, and we expect this need to continue.”

According to Ferguson, more than 1,100 students have submitted applications; the average amount awarded per student has been approximately \$285. “Our students are persevering despite many

challenges,” she adds.

More than 200 generous donors have made contributions to the fund, including The Henry and Marilyn Taub Foundation, which provided a \$15,000 grant. “We are incredibly grateful that so many members of University community have stepped up and are continuing to support our students,” says Ferguson. “We know that this has been a difficult time for many, so these donations in support of our students are very meaningful.”

To add your support to William Paterson students, visit wpunj.edu/givingstudent-emergency-support-fund.

WILLIAM PATERSON UNIVERSITY 2020 COMMENCEMENT



Virtual and In-Person Commencements Celebrate the Class of 2020

For the Class of 2020, completing their degrees in the face of a global pandemic was a special challenge.

Once state regulations permitted larger outdoor gatherings, the University held a series of small, in-person outdoor ceremonies in August on Wightman Field on campus. The livestreamed ceremonies, limited to 150 graduates and two guests each, and organized by the University's five colleges, student majors, and degree level, gave the graduates the opportunity to cross the stage and be recognized by family and friends for their achievements.

President Richard Helldobler, who promised he would provide an in-person celebration when it was safe to do so, told the graduates, "You all have worked extremely hard to be here today, and many have done so against especially great odds. That level of persistence and achievement deserves all the recognition

we can bestow on it...that is why I refer to you all as the 'resilient class of 2020.' If, as you have already demonstrated, you can accomplish your goals in the face of great adversity, then there is nothing you can't achieve in your new careers, at graduate school, or in whatever endeavors come next for you."

The University also held a virtual ceremony on May 26, providing recognition for the more than 2,400 bachelor's, master's, and doctoral students who earned degrees. The prerecorded ceremony, which featured a keynote address by then New Jersey Secretary of Higher Education Zakiya Smith Ellis, as well as remarks by President Helldobler and Michael Seeve, chair of the Board of Trustees, among others, included individual slides dedicated to each graduating student.

See more photos on our Facebook page at <https://bit.ly/WPUNJ2020>



Top and above: Scenes from the on-campus Commencement ceremonies held in August 2020 on Wightman Field

GRADUATE PSYCHOLOGY STUDENT AWARDED MINORITY FELLOWSHIP



Angelica Briggs '16, MA '20, who recently graduated with a master's degree in clinical and counseling psychology, received a \$10,000 fellowship through the American Psychological Association Minority Fellowship Program. The STAY fellowship (Services for Transition Age Youth) is designed for master's-level ethnic minority students whose prior experience and career goals suggest they will positively contribute to the mental health service needs of ethnic and racial minority youth and their families.

Briggs, who previously earned a bachelor's in psychology from William Paterson, having completed the clinical neuropsychology honors program, spent the past year volunteering her time to facilitate Spanish-language group therapy sessions for recently immigrated Latinx students at a public school in Paterson. She hopes to work with transition-age youth—those between ages 16 and 25—in low-income areas, and is especially interested in working with immigrant youth, particularly in areas with high rates of undocumented immigrant populations.



**ANTHONY R. BOWRIN
APPOINTED DEAN OF
COTSAKOS COLLEGE OF
BUSINESS**

University Expands Academic Offerings



Math professor David Nacin with students

Spurred both by industry demand and student interest, the University has launched a number of new programs at the undergraduate and graduate levels.

For undergraduates, a new bachelor's degree in medicinal biochemistry is the first in the area focused on the medicinal and clinical aspects of biochemistry.

An accelerated bachelor of science in sport medicine/ master of science in athletic training program was developed in response to changes mandated by the program's accrediting agency, the Commission on Accreditation of Athletic

Training Education. Under this new "3+2" program, students earn a bachelor of science in sport medicine in three years, and a master of science in athletic training in two years.

A new master of science in finance and financial services responds to the growing demand for well-trained senior finance and financial planning professionals. The twin-track program is unique, offering curriculum aligned with industry standard professional certification for students who wish to obtain either the Chartered Financial Analyst (CFA®) or Certified Financial Planner (CFP®) designations.

Also launched this fall is a master of science degree in applied mathematics. Students have the option to choose a degree concentration in applied statistics or discrete mathematics.

The University is offering new certificate programs on both the undergraduate and graduate levels that provide coursework in specific topics of interest to students in a variety of fields. Examples include certificates in creative writing, cultural competence, and genealogy and family history on the undergraduate level; jazz pedagogy, Orff Schulwerk, teaching STEAM, and business foundations and 16 additional business specialty topics on the graduate level; post-master's certificates for nurse administrator, director of school counseling services, and student assistance coordinator; and new alternate route teaching certifications in English as a second language and career and technical education.

Anthony (Tony) R. Bowrin, PhD, a highly respected scholar and administrator with significant senior leadership experience at three internationally recognized business schools, joined the University on July 1 as dean of the Cotsakos College of Business after a national search.

Bowrin had served as dean of the Scott L. Carmona College of Business at Saginaw Valley State University in Michigan since July 2016, where he previously was associate dean from 2013 to 2016. He had joined Saginaw Valley State University in 2009 as an accounting professor.

He served as executive director of The University of the West Indies School of Business and Applied Studies Limited from 2007 to 2009, and as deputy dean of distance education and outreach, Faculty of Social Sciences, at The University of the West Indies, St. Augustine, from 2004 to 2006. He originally joined The University of the West Indies in 2000 as a full-time lecturer in the Department of Management Studies.

"I believe that the Cotsakos College of Business mission is well aligned with my commitment to student success through intellectual rigor, teaching excellence, and practical experiences," Bowrin says.

Bowrin is an active scholar whose research, which focuses on corporate governance and financial reporting quality, has been published in several leading academic journals. He holds a PhD in business administration (auditing) from Southern Illinois University, Carbondale.

DISTINGUISHED LECTURER SERIES FEATURES PLAYWRIGHT AND ACTOR ANNA DEAVERE SMITH

Anna Deavere Smith, the award-winning playwright, actor, and educator, presented a live, virtual lecture, "Engaging the World: The Role of the Artist in Society," on October 22 as part of the 41st season of the Distinguished Lecturer Series. Smith, known for crafting more than 15 one-woman shows, discussed the many complex identities of America, and portrayed people she has interviewed to create her performances.



Wartyna Davis, dean, College of Humanities and Social Sciences, moderates the Q & A with Anna Deavere Smith and President Richard Helldobler

Above: Students Matthew Young, Morganne Vogel, and Nicole Szubart, members of the student club the Green League, with one of 23 American chestnut tree saplings on campus which they helped plant and continue to nurture



Project Seeks to Reintroduce American Chestnut Trees on Campus

More than a century ago, nearly four billion American chestnut trees were growing in the eastern United States. Then, an invasive blight fungus struck in the early 1900s, and within 40 years, the species had been destroyed, in what has been called the greatest ecological disaster to strike the world's forests in history.

Now the University is joining the effort to reintroduce the tree to its native environment. Thanks to a gift from an anonymous donor, 23 trees—all 100 percent pure American chestnut seedlings, generated from root systems that survived the disease—have been planted throughout the campus, part of a long-term project to plant, maintain, and nurture these special trees to maturity, which can take five to eight years.

Kevin Garvey, associate vice president for administration and Karl Pettit, project manager for capital planning, design and construction, collaborated with Nicole Davi, professor and chair of environmental science, and Michael DaSilva, laboratory technician, to develop a student project in support of the trees. Davi and DaSilva reached out to the Green League, a campus club focused on environmental awareness and sustainability, and students Morganne Vogel, Matthew Young, and Nicole Szubart signed on to design and develop the project.

"We saw this as a great way to help William Paterson restore this native species," says Vogel, who is president of the club.

Locations were selected for the trees on the main campus and at the 1600 Valley Road campus, and the students worked throughout the summer to develop a nutrient-rich microbial compost "tea"—brewed with heated rainwater, fertilizer, molasses, and worm poop from a farm of red wiggler worms the students are also tending. "This compost tea helps the roots of the seedlings get a good start," says Young.

The trees were planted during September and October. "The soil on campus is the perfect acidity for these trees to survive," says Szubart, who has some experience with the trees through her work for the local non-profit Restore Native Plants. The students are continuing to water them several times a week. As the project continues, they plan to connect with the New Jersey chapter of the American Chestnut Foundation, which is working to develop a blight-resistant American chestnut through specific research and breeding, for long-term care and cross-pollination advice. Continued care will be necessary so that the trees will produce chestnuts that are resistant to the fungus.

"The American chestnut tree would definitely have been present on the campus in the past," says Davi, an expert in tree rings who notes that many old buildings in New Jersey were built using chestnut trees. "If they can be re-established, they can live for hundreds of years, which would be a wonderful result for the environment."

TD Ameritrade INSTITUTIONAL GRANT AWARD TO HELP INCREASE DIVERSITY AMONG FUTURE FINANCIAL PLANNERS

The University is among six schools chosen nationwide by TD Ameritrade Institutional to receive a \$15,000 grant that will help to enhance the diversity of future financial planning professionals.

A designated Hispanic-Serving

Institution, William Paterson was cited by TD Ameritrade for its "demonstrated commitment to educate and train future financial planners" and for its support in bringing awareness to minority communities about careers in

financial planning. The grant will support increased outreach to local high schools and community colleges to educate students about financial planning and encourage more interest in careers in financial planning. The University has been consistently

ranked as one of the nation's top schools for future financial planners by *Financial Planning Magazine*. Students continue to generate buzz in the industry, attending conferences and garnering top awards in national competitions.



PROFESSOR HONORED FOR ACHIEVEMENT IN PAINTING



American Beauty 17, a painting by Professor Lily Prince

Lily Prince, professor of art, received a highly prestigious international Pollock-Krasner grant award for her lifelong commitment to and achievements in the field of painting.

Her abstract landscape paintings are considered by art professionals to be unique and significant in their contribution to the world of contemporary painting. She was among 121 artists and not-for-profit organization award recipients selected by a committee of distinguished jurors composed of museum officials, artists, patrons, and critics who demonstrate cross-cultural expertise in judging contemporary art from around the world.

Prince has exhibited nationally and internationally, including solo exhibitions at prestigious galleries. Her numerous commissions include the New York City Department of Cultural Affairs. She has served as artist-in-residence at the Olana New York State Historic Site and been awarded artist residencies at Draftsmen's Congress at The New Museum, New York; BAU Institute, Italy; and Galerie Huit, Arles, France. Her work has appeared in *The New York Times*, *New York* magazine, *The Brooklyn Rail*, and *New American Paintings*, among numerous others. She created all the visual art for two books by Richard Klin: *Abstract Expressionism For Beginners* and *Something To Say: Thoughts on Art and Politics in America*.

Professor Emeritus Gabe Vitalone Sings National Anthem at Yankees Game

U.S. Army veteran and retired William Paterson coach and professor *emeritus* Gabe Vitalone, 98, had dreamed for decades of singing the national anthem at a New York Yankees baseball game to honor fallen veterans, especially his best friend—fellow Yankees fan and U.S. Marines Cpl. Joe Romano, who died on Saipan in 1944.

On September 13, Vitalone's longtime dream was realized when he sang the national anthem—virtually—on the giant video screen at Yankee Stadium before the team's game against the Baltimore Orioles. He was originally slated to sing on the field on April 19, before that game was postponed due to the coronavirus pandemic.

Vitalone and Romano—childhood friends from Yonkers who met in the Boy Scouts, served side-by-side as altar boys, and loved playing baseball and watching the Yankees—went to six World Series games together. Vitalone actually purchased the first ticket to game one of the 1943 World Series at Yankee Stadium, for \$1.10 (he still has the ticket stub). Romano, who was deployed overseas at the time, had to miss that game. Unfortunately, he never made it to another World Series contest. He died eight months later, on June 15, 1944.

In mid-February, after Vitalone's son posted a video to the Internet about his dad's Star-Spangled dream, garnering public and media

attention, the Yankees invited Vitalone for a VIP tour of the stadium with his son and wife.

"We walked out into the field. There was this vast, beautiful, empty stadium, and the scoreboard said, 'The Yankees Welcome Gabe Vitalone.' You talk about my boyhood, when we held major league ball players in awe, and then to see your name up on the scoreboard," Vitalone trails off.

What happened next, however, was the biggest surprise. Someone handed Vitalone a microphone and asked him to sing the national anthem. All of his practice singing in the shower paid off. Following his performance at home plate, Yankees team representatives told Vitalone his longtime dream would become a reality.

"Absolutely amazing," Vitalone said earlier this year, when asked how he felt about the upcoming performance. "My singing is not for me," he continued. "It's going to be in memory of Joe and all of the servicemen who lost their lives. It's always been tied into my adult life—the national anthem. Whenever I heard it, I would always think of my friend and any of the guys who didn't make it."

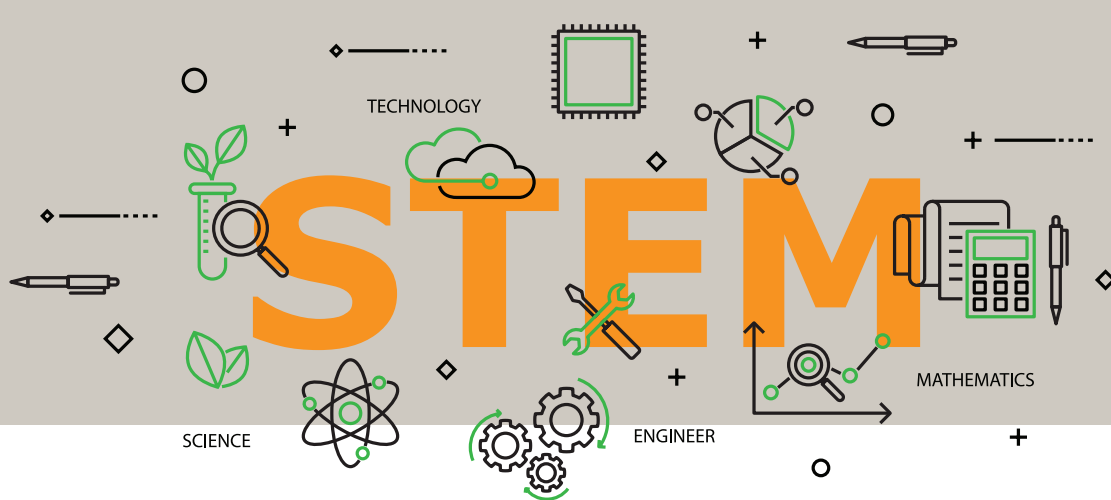
Vitalone spent 34 years teaching and coaching at William Paterson, starting in 1957 as a professor of health and physical education, and coach for the baseball, basketball, and, later on, cross country teams. He is a member of the

William Paterson University Athletic Hall of Fame, and in 2005, he was recipient of the University's Faculty Service Award.

"So many people played a part in this. I've gotten so many calls from all over the country from people saying that they were supporting me," Vitalone said. "So, I want everybody to share in this—my luck or success or whatever it is. I guess miracles do happen."



Left: Gabe Vitalone. Above: The scene at Yankee Stadium as Vitalone sings the national anthem, visible on the video board in center field



\$1 MILLION SCHOLARSHIPS-IN-STEM GRANT SUPPORTS LOW-INCOME, ACADEMICALLY TALENTED MATH AND COMPUTER SCIENCE MAJORS

The University has launched a new initiative to provide grants to incoming first-year students that make up the difference between federal and state aid and tuition so that they can attend without incurring any additional costs.

Through the grant, the University intends to enroll three cohorts of low-income, academically talented students as mathematics and computer science scholars and support them with scholarships. It will also work to improve year-over-year retention rates for mathematics and computer science scholars who are first-time, full-time, first-year or transfer students, as well as improve graduation rates. The funds also will support a research study that investigates the relationship between

college retention for low-income students and strength-based, culturally responsive mentoring. The proposed project will refine the recruitment pipeline of females into the target STEM majors, which will increase enrollment and consequentially increase the number of underrepresented STEM graduates entering the workforce.

In addition, the University will develop leadership programs at seven partner schools, including Bergen Community College; Passaic County Community College; Passaic County Technical-Vocational Schools; Manchester Regional High School; Paterson Charter School for Science & Technology; The School of STEM, Paterson Public Schools JFK Educational Complex; and School of Information Technology, Paterson Public Schools.

The William Paterson grant project team includes principal investigator Jyoti A. Champanerkar, professor, mathematics, and co-principal investigators Paul von Dohlen, professor, mathematics; Cyril S. Ku, professor, computer science; Weihus (Daisy) Liu, assistant professor, computer science; Djanna Hill, professor, teacher education and chair, community and social justice studies; and Venkat Sharma, dean, College of Science and Health and STEM administrator.

The project is funded by NSF's Scholarships in Science, Technology, Engineering, and Mathematics program, which seeks to increase the number of low-income academically talented students with demonstrated financial need who earn degrees in STEM fields.



PROFESSOR DARLENE RUSSELL GARNERS EDUCATION AWARDS

Darlene Russell, professor of education and a Fulbright Scholar, has received two prestigious accolades. Named Educator of the Year by the New Jersey Council of Teachers of

English (NJCTE), she was honored by the New Jersey Governor's Awards in Arts Education for demonstrating excellence and leadership in her discipline.

Russell, who teaches undergraduate and graduate English methods, literacy, and educational leadership courses, was nominated for the NJCTE award by Kabba E. Colley, a fellow professor in the University's College of Education, who cited her "enterprising work in the profession, indelible work as a servant leader, distinguished record of research and scholarship, teaching performance, and vision for the future of education." The organization annually recognizes one exceptional and

experienced English/language arts educator whose activities have significantly and widely impacted New Jersey English language arts education.

"This award celebrates and affirms the decision I made over two decades ago to make an impact in education and teacher induction," says Russell. "It's a tribute to the amalgamation of educators like my parents, family members, mentors, and colleagues who have supported me in my professional pursuits. And it encourages me to continue to go forward with aplomb and devotion in grooming prospective and current educators to be socioculturally conscious, critically reflective pedagogues who are completely vested in serving students."

As the NJCTE 2020 award recipient, she was subsequently honored by the Governor's Awards in Arts Education, which each year recognizes education leaders for their exceptional commitment and contribution to arts education.

In addition to leadership roles in the American Educational Research Association and the Northeastern Educational Research Association, she is the founder of the Nurturing Culturally Responsive Equity Teachers (NCRET) Project, which focuses on implementing a culturally responsive and pro-social justice curriculum in secondary classrooms. Russell and NCRET scholars have presented at national conferences in more than 15 states. She also founded My Sister's Nest, a mentoring group for female college students from underrepresented groups. Her research agenda orbits around critical literacy, critical race theory, and culturally responsive pedagogy.

Russell authored the textbook, *Seeing the Invisible: Reading Literature through Critical Lenses*, and she has co-authored two books with students. Her third collaborative book with students, *Bearing Witness: Humanizing Narratives of Seeing Self and Others*, is on press.



\$650,000 Grant Provides Scholarships for Disadvantaged Nursing Students

Through a grant from the U.S. Health Services and Resources Administration (HRSA), an agency of the U.S. Department of Health and Human Services, the Department of Nursing is providing \$650,000 in scholarships to disadvantaged students this academic year.

The University, which received the grant for the first time in the institution's history, is eligible to receive future funding for up to five years.

The HRSA scholarship program aims to promote diversity in health care by providing awards to benefit students from disadvantaged backgrounds with demonstrated financial need who are enrolled full-time in a nursing or health profession program.



WP nursing students work in the simulation lab on campus

"This grant can be transformative, as it will immensely help us to provide scholarships to disadvantaged students, thereby offering an opportunity to them that both aligns with the focus of our University and the focus on our nursing program: building the overall capacity and character of the workforce in our region," says Venkat Sharma, dean, College of Science and Health.

Undergraduate nursing majors of any class year who meet certain academic and financial requirements, and show a demonstrated interest in working in medically underserved communities, are eligible for a scholarship. The nursing department hopes to use these scholarships, which are capped at \$40,000, to bridge the gap between financial aid and educational costs—even covering the price of on-campus housing and books. They plan to fund at least 10 nursing students per semester.

PSYCHOLOGY PROFESSOR WINS PRESTIGIOUS NEW JERSEY PSYCHOLOGICAL ASSOCIATION AWARD



Professor Aileen Torres, and Keshani Perera, MA '20

Aileen Torres, professor of psychology, has been recognized as one of two statewide winners of the New Jersey Psychological Association's Dr. Stanley Moldawsky Mentor Award for 2020. The award

recognizes "exceptional leadership" in the form of "enduring and exemplary contributions to mentoring new psychologists and/or graduate doctoral level students."

Torres was nominated for the award by fourth-year clinical psychology doctoral student Keshani Perera, MA '20. Torres serves as chair of Perera's doctoral dissertation, which focuses on bicultural identity integration as a protective factor against the stress appraisal of color-based racial discrimination, and was recently awarded an NJPA Social Advocacy Grant.

"It is not a secret that graduate school is difficult, but as an international student, it is immensely challenging," Perera, who is from Sri Lanka, wrote in her nomination essay. "As my mentor and a person of color herself, Dr. Torres encouraged me, motivated me, and offered me

words of courage to address, speak up, and stand up for myself... [she] has been and continues to be a guiding light in my doctoral journey."

Torres is a licensed practicing clinical psychologist who is endorsed as a Level IV Clinical Mentor by the New Jersey Association for Infant Mental Health. She was a recent Training Advisory Committee member for the American Psychological Association's Minority Fellowship Program. "As a mentee and later a mentor for the American Psychological Association's Minority Fellowship Program, I have always valued the importance of mentorship in our field, especially for first-generation students," Torres says. "I am so beyond honored that my doctoral mentee nominated for me for this award," she adds. "We have high expectations for our students here and I am so happy to hear that they feel supported in the important work that they do."

In Memoriam

THE UNIVERSITY MOURNS THE PASSING OF SIX MEMBERS OF THE UNIVERSITY COMMUNITY....



Barbara Bakst, retired director of public information, died on February 5, 2020. She was 95. A former reporter and columnist for a variety of newspapers, including the *Camden Courier-Post*, *New York Times*, *New York Herald-Tribune*, and *Voice of America*, she later held public relations positions at Shell Oil Company, among others, before coming to William Paterson in 1979. She represented the University to the media, wrote and edited publications, and directed public relations initiatives including William Paterson's transition from a college to a university. Prior to retiring in 2000, she served as director of communications for the Office of Institutional Advancement. A professional photographer known for a wide range of freelance assignments, including portraits and photo essays, she was actively involved in her hometown of Verona as a member of the Verona Park Conservancy, for which she served as a trustee from 2001 until her death. She was a graduate of Saint Lawrence University.



J. Craig Davis, 55, professor of music, died on March 31, 2020. Davis, who joined the University in 1997, served as director of bands and brass coordinator for the music department, teaching instrumental conducting to undergraduate and graduate students. A freelance trumpeter and conductor in the New York metropolitan area, Davis performed with the New Jersey Symphony, Cincinnati Symphony Orchestra and Pops, Cincinnati Chamber Orchestra, and Rochester Philharmonic, and served as a guest conductor and clinician throughout the U.S. He was a member of the board of directors of the New Jersey Band Association. During his career, he served on the faculties of Princeton University, Furman University, the Interlochen Center for the Arts National Music Camp, and New Jersey Symphony's Greater Newark Youth Orchestra. He held a doctor of musical arts degree in trumpet performance from The Juilliard School of Music.



George Gregoriou, retired professor of political science, died on February 20, 2020. He was 83. Gregoriou immigrated to the United States from Cyprus in 1950 at age 14. He joined the Army and served in Wiesbaden, Germany, achieving the rank of sergeant; he was also the captain of the Army's soccer team in Germany. He later earned two degrees from New York University, including a doctorate in political science. During his career he taught at Brooklyn College, Seton Hall University, and at William Paterson College, joining the campus community in 1968. He was a passionate advocate for Cypriot independence and wrote a book titled *Cyprus: A View from the Diaspora*. He retired in 2006.



Stanley Kyriakides, professor *emeritus* of political science, died October 6, 2019. Kyriakides, who joined the University community in 1965, retired in 2000; he served as chair of the political science department during his tenure. A native of Cyprus, he wrote numerous articles on Cyprus and its government, as well as the book *Cyprus: Constitutionalism and Crisis Government*. This year, the journal *Cypress Review* at the University of Nicosia established the annual Stanley Kyriakides Book Award in History and Political Science. He was a graduate of Brooklyn College and earned master of business administration and doctoral degrees from New York University.



Barbara Sandberg, retired professor of theatre and communication, died on April 10, 2020. She was 86. Sandberg, who joined the University in 1963, taught communication and drama, and was a founding member of the women's studies program. She directed numerous campus theatre productions, including *Inherit the Wind*, *Three Sisters*, *Extremities*, and *Little Victories*. Involved in numerous arts projects in Paterson, where she lived for many years and was director of the Washington Street Gallery, she received the Paterson Historic Preservation Commission's Heritage Citizen Award and was named a Woman of Distinction by the Lenni-Lenape Girl Scout Council. A registered drama therapist, she was a founding member of the National Association for Drama Therapy. A graduate of Indiana University, Bloomington, she held master's and doctoral degrees in theatre arts from Teachers College, Columbia University.



Joseph Van Putten '87, MA '88, retired professor of art, died on July 16, 2020. He was 74. Van Putten was a licensed electrician, a stage carpenter, a sculptor, a jewelry designer, and a furniture designer. He began his career as an adjunct professor before joining the faculty as an assistant professor, teaching sculpture, wood materials, three-dimensional design, and furniture design. His works were included in a variety of exhibitions, including a one-person show of his carved wooden tops at the Bergen Museum of Art and Science, a project that required him to build his own lathe. He also held a master of fine arts degree from Pratt Institute. He retired from the University in 2007.

An Academic Year Like No Other

—With health and safety the top priority, the University returns to on-campus teaching, learning, and residence life amid the coronavirus pandemic

BY MARY BETH ZEMAN

When the fall 2020 semester successfully concluded the day before Thanksgiving, it was the culmination of many months of planning, research, innovation, and flexibility by University faculty, staff, and administrators as they grappled with how best to deliver a signature William Paterson education in the midst of the coronavirus pandemic.

“Our success in giving some of our students an on-campus experience this semester, something many other colleges have not managed to do, is a testament to our collective dedication to the William Paterson mission,” says President Richard Helldobler. “Providing our students with the best educational experience we can, while keeping everyone safe, is the reason we are all here.”

The lessons of the fall will now inform plans for the spring 2021 semester, as New Jersey, like the rest of the country, faces the pandemic’s second wave. “We are carefully watching as the number of coronavirus cases are increasing in New Jersey and across the country,” says Dr. Jill Guzman, director of the Counseling, Health and Wellness Center. “We will continue to be diligent in our efforts to protect the health and safety of the campus community.”

It has certainly been a challenging eight months. On February 28, the University sent out its first COVID-19-related message to the William Paterson community. At that time, there were 60 confirmed cases in the U.S., none of them in New Jersey. Just two weeks later, the president announced the shift to remote instruction in the middle of the spring 2020 semester, and a week after that, to remote work for all but essential employees.

The pivot to remote learning during the spring

semester certainly posed issues for both faculty and students who had never before taught or taken a fully online class. The institution quickly worked to provide wide-ranging resources, including workshops on best practices for online teaching, technology training, expanded access to online platforms for course delivery, and online teaching toolkits and resources. To support students, the University instituted a

computer loan program for those in need of technology for remote learning, and provided numerous digital resources and support pertaining to online learning and academic advising.

“The insights we received, combined with a survey of faculty and students about remote teaching and learning, revealed ways that chat rooms, discussion boards, open education resources, and the principles of the flipped



classroom, among others, were used creatively to enhance student engagement and content interest,” says Joshua Powers, provost and senior vice president for academic affairs.

President Helldobler, who dropped in via Zoom

spring and summer to develop a comprehensive Reopening Plan based on guidance and standards provided for institutions of higher education by the New Jersey Office of the Secretary of Higher Education, in concert with New Jersey Gov. Phil Murphy’s state

complete an online health education training, and to conduct daily health assessments to screen for symptoms of COVID-19. A dashboard indicating the number of students and employees who have tested positive and recovered is

pivot to hybrid and hyflex learning, all classrooms and most instructional labs were equipped with web cameras and microphones.

Residence hall capacity has been at 50 percent, and campus services are being offered in person if possible or remotely using an array of platforms such as Microsoft Teams, Zoom, telephone, email, virtual open drop-in hours, and live chat to support student needs. University employees are working on an Orange and Black team schedule—50 percent remote and 50 percent on campus on each day—in order to meet social distancing guidelines and operational needs.

The fiscal impact of the pandemic on the University has been significant. Following the shift to remote instruction last spring, the institution refunded \$5 million in housing and dining payments and fees to students. This fall, enrollment is down 4.1 percent, and the reduced residence hall capacity also has led to a shortfall in revenues. To partially meet the budget gap, furloughs were negotiated between the State of New Jersey and three statewide unions that represent employees on campus; non-union staff were also furloughed. The furloughs achieved approximately \$7 million in savings.

Plans for the spring 2021 semester include a mix of course delivery options and an on-campus residential experience, depending on the state of the pandemic.

“The pandemic has been challenging on so many fronts,” says President Helldobler. “But as an academic community, we adapt. We teach our students to respond to new information and new circumstances. We must do the same thing as an institution.”



Students Victoria Stengel and John Ilge in the Cheng Library on campus during the fall 2020 semester

on some courses during that time, echoes that sentiment. “What I found were Pioneers deeply engaged in teaching and learning and supporting one another,” he says. “We should all take great pride and be amazed at how quickly and effectively we transitioned to remote work with a shared dedication to doing what is best for our current and prospective students, as well as our institution overall.”

The University continued to operate remotely throughout the spring and summer, while planning for a return to in-person instruction beginning for the fall. A Reopening Preparedness Committee, under the leadership of Guzman and Charles Lowe, director of Public Safety and University Police, worked diligently during the late

reopening plan, *The Road Back: Restoring Economic Health Through Public Health*, as well as guidance from the Centers for Disease Control and the New Jersey Department of Health.

“Our primary focus, through all our planning, has been on the health and safety of the campus community, and putting in place all the protocols that would allow us to return to on-campus teaching, learning, and residential life,” says Guzman. Central to that process was an adherence to public health practices, such as the requirement that all faculty, staff, and students wear facial coverings and practice social distancing on campus.

The University also required all members of the campus community to

included on the University website. In addition, enhanced cleaning and sanitization protocols were instituted, and room capacities for campus facilities, including classrooms, laboratories, other instructional spaces, and offices, were reduced to ensure proper social distancing guidelines.

For the fall semester, the University provided a mix of in-person, online, hybrid, and hyflex (which combine online and in-person) courses. Through its unique first-year experience program, William Paterson faculty and staff worked to support the success of new freshmen by providing as much in-person instruction as safely possible, including bringing freshmen on campus for the first three weeks of the semester. To support the

HEROES WITHOUT CAPES

BY MARIA KARIDIS DANIELS



In April of 2020, as the pandemic roared on in New Jersey and surrounding states, we interviewed several frontline workers from our WP family. They took time to share their stories via phone, email, and text messages in between 12-plus-hour shifts, and in many cases, zero days off for long stretches of time.

Their stories were raw and altogether sobering. Their role in this pandemic has been nothing less than heroic.

Below are excerpts of their stories, as documented and originally published in April.

We salute all of the frontline workers from our WP family and beyond: Thank you for your sacrifice. YOU are Will. Power.

WHAT'S BEEN THE HARDEST PART ABOUT YOUR JOB DURING THIS SITUATION?

"My relationship with death isn't a new one; I've gotten used to experiencing death as an ICU nurse. But this pandemic has drained me emotionally to a new level, as no one who works in healthcare could have ever anticipated this great of volume of death to ever occur," says Xanilyn Red '17.

"The hardest part of my job is maintaining my emotional integrity throughout my shift. This disease has no cure, and these patients crash quickly. Having to pour your heart, soul, and sweat into keeping someone alive, only to have



Xanilyn Red '17 working alongside her father, Valentine Red V, a respiratory therapist

them die and having to FaceTime with their loved ones to deliver the news and witness their final interaction together, then to have to continue and be present, and work to keep your other crashing patients alive: It's a lot to handle," Red says.

AREN'T YOU SCARED OF TAKING CARE OF COVID PATIENTS?

"When I respond to a rapid response call, I'm not thinking about my own fear. I'm focused on my patient. Every one of them has been sweating and exhausted, fighting to breathe, and looking at me with fearful eyes," says Aly Triolo '08, '13, advanced practice nurse and rapid response team coordinator in an intensive care unit.



Aly Triolo '08, MSN '13

"My mask is uncomfortable—it hurts my nose to the point of leaving pressure injuries—and my sweat is dripping into my mouth, but I barely notice because I'm holding their hands. I'm telling them that it's going to be okay, even though I'm unsure, and I'm helping deliver rapid, lifesaving care."

"These patients turn on a dime. Like nothing I've ever seen," Triolo adds. "I need to be on my A game. There is no time or space for fear when you're saving a patient... But later on—when my shift is over—I am very scared. I'm scared of getting the virus. I'm scared of giving it to my family. I'm scared for my coworkers who are rock stars. I'm scared for all the people who have this awful virus. I'm scared for the community and how we are going to recover from this."

HOW ARE YOU BALANCING YOUR ROLES AS PROFESSOR AND NURSE RIGHT NOW?



Professor Christiam Fajardo '09, MS '17, DNP '22

"I am currently working 12- to 16-hour days and have been working with no days off for 30 days today. Managing teaching the course has been a very diligent effort to plan ahead and pretty much

stick to my schedule," says Christiam Fajardo '09, MS '17, DNP '22, an adjunct professor of nursing at WP and nurse manager of a cardiothoracic ICU in a hospital that was converted into a COVID-19 ICU.

"To be quite honest, the hours I spend teaching once a week, and the time I set aside to grade and do the work required for teaching, provides an escape for me and has really been a blessing through this pandemic—to be able to have those set times to just focus on the material being taught, interact and teach the students. It is a nice change of pace," Fajardo says.

"Talking to the students and seeing how eager they are to learn and to complete their degrees is inspiring among all this craziness. They are so motivated and ready to be nurses and join the workforce although it is a scary place to be," Fajardo says. "I am in awe of the dedication of these students; it gives me a lot of hope for the future of our profession and really speaks to the success and quality of the William Paterson University program."

HAS THIS EXPERIENCE CHANGED YOU AS A NURSE AND AS A PERSON?

"This experience has 100 percent changed me as a nurse and as a person. As a nurse, as awful as this experience is, my skills have heightened in times of desperation. I have been teaching myself at home about ventilators, ICU IV drips, medications, everything I can learn about COVID-19 and hemodynamics," says Erica Goodrich '16, a former telemetry nurse at a hospital who had coincidentally been transferred to the ICU right before the pandemic hit.

"As a person, I have been through a roller coaster ride of emotions. I have had days where I am completely okay and



Erica Goodrich '16

tune into my favorite show or video game and other days where I want to completely break down, lay in bed and not get up," Goodrich says.

"Once the pandemic of COVID-19 is over, whenever that may be, healthcare workers are going to have the second wave of a different type of pandemic entirely: mental health instability and possibly illness. Never in my life did I think I would ever have to worry about mental health instability, but this gets pretty close to it, between the numerous deaths we see and the isolation, it is going to take its toll."

HOW HAS YOUR JOB CHANGED BECAUSE OF THE PANDEMIC?

"As of this writing, COVID-19 is still on the upswing in this part of the state," says Heather Elepano, adjunct professor of nursing and an emergency department nurse in rural, northwestern New Jersey. "We have already exceeded maximum capacity of our ICU, which is only eight beds...We are intubating two to four patients per day, when usually that would be a monthly statistic. Sadly, many have passed away within hours of our efforts. I have already witnessed too many farewells via phone and FaceTime, and yet have to witness more."

"I cannot express the magnitude that this weighs on my heart. We hold back tears because we can't cry and change our PPE. I took the unpopular stance in my own organization that this would be worse than forecasted, yet this far exceeds my expectations. I cried in January at the bruised and chapped faces of nurses in China, then for the nurses of Italy in February. I thought there must be some way it won't affect my country, my state, my organization. But here we are in April, and the tears are for my own community," she says. "This is unlike anything we've ever experienced before in a field where we expect death to occur hourly."



Professor Heather Elepano

Christiam Fajardo and colleagues in the cardiothoracic ICU





FOR THE ARTS, CREATIVITY REIGNS DURING A PANDEMIC

BY MARY BETH ZEMAN

Educators in the performing arts across the country have grappled with finding new and creative approaches to teaching and learning during the coronavirus pandemic. Likewise, at William Paterson, faculty had to reimagine how to provide those experiences—which rely heavily on in-person, hands-on instruction and performance opportunities—while following significant safety protocols.

“Staying connected is just one way we have been able to continue to move forward during this unprecedented time of social distancing,” says Loretta McLaughlin Vignier, interim dean of the College of the Arts and Communication. “The members of our community have continued to connect and create, even in the face of adversity.”

With a combination of imagination, innovation, and technology, they have not only met the challenge—they are thriving.

VOCAL AND PERCUSSION STUDENTS COLLABORATE TO WRITE NEW MUSIC

Professors Lauren Fowler-Calisto, Christopher Herbert, and Payton MacDonald began discussing a project last spring that, in light of the pandemic, would allow their vocal and percussion students to be creative, explore new ideas and unfamiliar areas, and develop skills in composition and improvisation.

As demonstrations for social justice grew across the country after the killing of George Floyd, the professors also saw a way “for our students to meet this historic moment in a creative way,” says Herbert.

The result: *It Will Be True*, a collection of new compositions written by their students using texts by American poets, political leaders, and public figures that explore themes of diversity, human dignity, equity, and fairness. The students premiered their works during an outdoor concert on campus in September. “The majority of these students have never composed before, so the fact that they created new music is really exciting,” says Fowler-Calisto.

The music professors reached out to faculty and staff in departments across campus, including English, community and social justice studies, communication, and campus victim services, who suggested texts ranging from poems by Langston Hughes and Emma Lazarus to speeches by leaders from the Oglala Sioux and former President Barack Obama.

Students, divided into groups of three or four, with at least one percussionist, were assigned to write a composition based on a text. They were also provided with ground basses—short, recurring musical themes that serve as a principal structural element for a composition—from Renaissance and Baroque composers, which were modernized by sound engineering students. The student groups were free to choose how to use the texts and compose the melody lines.

“From my perspective as a vocal area coordinator, I have been very impressed with the students’ range of creativity and collaborative spirit, given the

challenges that COVID-19 poses,” says Herbert. “They stepped well outside their comfort zones on this project, and they are all growing as a result.”

TEACHING JAZZ ON CAMPUS AND AROUND THE WORLD

The main stage in Shea Center is the ultimate performance venue for the University’s music students. This semester, it’s serving as a classroom, where several student ensembles, including the six jazz ensembles coached by jazz studies director Bill Charlap, are holding their rehearsals.

“A hallmark of our program is that students play together in ensembles all the time,” he says. “Jazz is a player’s art; our students learn the most from that experience. We have worked very hard to maintain as much in-person instruction as possible.”

Charlap meets with each ensemble once a week. The student musicians are placed 12 feet apart on stage, and everyone wears a mask except for the brass players, who are also separated by tall plexiglass barriers. He listens to their performances from a seat many rows into the audience, using a microphone attached to a speaker on the stage to provide his critique. The pianos and drumheads are disinfected between each session.

“Their work ethic has been very high,” Charlap says. “We have given them very challenging assignments and they are showing us how profoundly they value this experience.”

When the University pivoted to remote learning in the spring, Charlap and David Demsey, jazz studies coordinator, moved quickly to keep their students on track, providing interactive materials to help them continue learning pieces by ear. “Everything needed to be regeared, rebuilt, restructured,” Charlap said in an interview in the August issue of *Downbeat*.

For the fall, they planned for both in-person and remote instruction, keeping in mind students who might not be able to be present on campus. In the end, two-thirds of the jazz students are on campus; others are connecting from various locations around the globe including Iceland, Korea, Mexico, and Israel—and not a single jazz student took a leave from the program.

For example, Demsey is teaching an online Improvisation class using Zoom, meeting at 9 a.m. to accommodate his students—three in the New York City area, one in the Central Time Zone, one in Iceland, where it’s 1 p.m., and two in Korea, where it’s 10 p.m. Instead of playing the original compositions they write for the class together simultaneously, the students record their parts individually. Their performances are then layered one by one to create a group recording—in essence, as if they are a studio recording ensemble.

Looking to spring 2021, Demsey and the faculty are exploring how to provide more live student performance opportunities under the safety protocols. But both he and Charlap say they are gratified with the way things have worked out.

“I am really amazed at the creativity of both our faculty and students,” says Charlap. “The program is thriving.”

Top: Students (left to right) Taylor Andresen, James Nelson, and Brenna Moran perform their original composition during *It Will Be True*; Right: Alex DeLazzari, saxophone, and Elias Strombom, drums, during their jazz ensemble rehearsal in Shea Center





A Commitment to Diversity and Inclusion

—A CONVERSATION WITH PRESIDENT HELLDOBLER

Since his arrival on campus in July 2018, President Richard Helldobler has voiced his commitment to combat bias and advance the causes of social justice, equity, and inclusion. President Helldobler spoke to *WP Magazine* to discuss his vision for diversity and inclusion efforts at William Paterson University as well as several key initiatives in this area for the 2020-21 academic year.

WP Magazine: *What is being done at William Paterson to combat bias and advance social justice, equity, and diversity? Are we making progress?*

President Helldobler: We are certainly making progress. In just the past year, we have opened the Center for Diversity and Inclusion (CDI) and the Black Cultural Center (BCC). Their director, Yolany Gonell, and chief diversity officer David Jones are doing great work on these issues. And this year, I have made diversity and inclusion a priority. Of course, it must—and will—always be a priority, but the goal in proclaiming it one now is to promote a host of new initiatives. First, we are forming a standing Diversity Council of students, faculty, and staff to develop a diversity statement and a diversity-specific strategic plan. We are launching a Community Dialogue Series and a President's Diversity Lecture to facilitate the difficult but critical conversations we need to have on campus. And we will participate in training through the nationally recognized Race and Equity Center at the University of Southern California, through which senior staff, along with some faculty leadership, will participate in training that identifies and addresses the challenges that undermine racial equity on our campus. They will then be able to share this knowledge with the rest of their colleagues and help ensure it guides our policies, practices, and procedures. So, we're busy, but there is much more to do, and this work doesn't ever really end.

WP Magazine: *If, as you say, the work doesn't ever really end, how can we know if our efforts are having an impact?*

President Helldobler: You raise an important point. You can launch a million initiatives, but what are they worth

if every member of our community doesn't feel valued and heard? If our students don't feel that their histories are being taught or if faculty and staff don't feel that they are being fairly recognized and supported? Like everything we do as a University—both in and out of the classroom—we will have to measure the effect of our efforts. In this case, we will do that through a Campus Climate Report and the ongoing work of the Diversity Council. Of course, this work needs to be done to some extent by every person all across our campus. These initiatives are not ends in and of themselves. They are means of creating a more just and equitable William Paterson for all.

Achieving social justice and equity and eliminating bias require educating our own community while also fighting for broader social change. Of course, education is an ongoing mission with each new class of students and for all faculty and staff. As an educational institution with a community of students, faculty, and staff who come to these efforts in good faith with a sincere desire to learn and grow, we can get our arms around these challenges—as difficult as they can be. The bigger knot that we must unravel is the systemic racism and injustice that pervade so much of our society. William Paterson, like all colleges and universities, is not immune, partly because most were built to serve very different populations than we do today. But we are well-positioned to continue making progress, thanks, in part, to the groundbreaking work William Paterson has been doing for decades through the Social Justice Project (see story on page 21). The project traces its roots to 1982, when we were one of the first colleges in the nation to first offer, then require of all undergrads, a course dealing with issues of racism and sexism.

WP Magazine: *What is being done to increase the diversity of faculty and staff at WP?*

President Helldobler: That's an important question. Student access and retention is a big piece of our mission, and it is best accomplished by having a curriculum that acknowledges the diversity of our students and the world they live in. Another key piece is the faculty members students see in front of their class and the staff members they encounter everywhere from academic advising to registering to getting a meal. So not only recruiting, but also maintaining a diverse faculty and staff makes us a stronger, more effective University.



One thing we are doing toward that end is launching a Pre-Doctoral Fellows Program, which will support doctoral candidates who aspire to careers at institutions like William Paterson, which emphasize teaching quality and encourage multiple forms of scholarship. The program will invest in the success of advanced pre-doctoral fellows from underrepresented backgrounds, either at the institutional or disciplinary levels.

We are also working with our department chairs and College deans to strategize on recruitment and hiring of diverse tenure-track and adjunct faculty, though that's just the beginning. Once we successfully recruit more people from underrepresented backgrounds, we have to make sure that we create and sustain an environment here on campus where they, along with everyone, feel like they can build a rewarding career and a full personal life so that everyone we recruit will want to remain here.

WP Magazine: *What has been the impact of the CDI and BCC? Are other similar centers also planned?*

President Helldobler: Both Centers have had an impact from the moment we cut the ribbons on their spaces, which is a testament to Yolany Gonell and the team of student ambassadors she has assembled. They are passionate about their work and committed to serving their communities. One measure of the quality of these

student ambassadors is that, beyond this work, they are leaders in other ways across campus. Working with our student affairs staff, they have developed a very action-oriented strategic plan to foster appreciation for the importance of social justice and increase cultural awareness and competency. They have conducted trainings, hosted online events, and reached out to student, faculty, and staff groups across campus, as well as alumni. I am very encouraged by the level of energy they all bring to this important work. It shows that our students were craving places like these to help give shape and direction to their activism. And, yes, we are looking to expand on their success with the addition of a Latinidad Center, hopefully by next fall.

WP Magazine: *What new programs are underway and/or planned for this academic year?*

President Helldobler: Going a bit deeper on some of the key initiatives I mentioned earlier, I think we'll see a lot of great things from the Diversity Council once it really kicks into gear. In the meantime, people can expect to see more information on the development of the Community Dialogue Series and the President's Diversity Lecture. There will be a lot of difficult but useful conversations, and only by engaging in them directly can we grow in the ways that we need to in order to ensure that we are making William Paterson the best place to learn, live, and work for all of our students, faculty, and staff.

Diversity & Inclusion

Leading the Conversation About Diversity and Inclusion in the Classroom

—FOR NEARLY 40 YEARS, WILLIAM PATERSON FACULTY HAVE ENGAGED THESE ISSUES ON CAMPUS THROUGH THE SOCIAL JUSTICE PROJECT

BY MARY BETH ZEMAN

On a recent Friday afternoon, more than 60 William Paterson faculty, librarians, and staff are gathered on a Zoom call to discuss a potentially sensitive topic: what it might mean to decolonize the University's curriculum and teaching—in essence, how to include more diverse and inclusive sources of knowledge. Three University faculty—David Fuentes, teacher education; Vidya Kalaramadam, community and social justice studies; and Aaron Tesfaye, political science—are sharing their thoughts and perspectives for the benefit of their colleagues.

The workshop, cosponsored by the University's Center for Teaching Excellence, is presented as part of the University's Social Justice Project, a collaborative of faculty and staff members who seek to integrate issues of race and ethnicity, gender, class, and sexuality into their work, and encourage their colleagues to do so as well.

"Given the current social and political climate, there has been a lot of conversation about how we can make our teaching more inclusive," says Danielle Wallace, professor of community and social justice studies and coordinator of the Social Justice Project, as she opens the discussion.

The three presenters share their diverse experiences—personal, educational, and professional—and then invite

questions and discussion. One faculty member asks Fuentes, who teaches courses in social studies methods and multicultural education, to elaborate on how teaching about history can affect students of color. "Sometimes, when we position facts as objective, we forget that students might have been impacted by those facts," he says, for example, when young Black students are taught about slavery. "One way to begin is to acknowledge our perspectives come from somewhere."

These open conversations are a hallmark of the Social Justice Project, a backbone of the University's focus on diversity and inclusion for nearly 40 years. In 1982, William Paterson became one of the first colleges in the country to offer a course on issues of racism and sexism, created by faculty in women's studies and African and Afro-American studies; the course was subsequently designated as a general education requirement for all undergraduate students. Two years later, the faculty teaching the course—Leslie Agard-Jones and Vernon McClean, African and Afro-American studies; John Jordan, English; and Paula Rothenberg, philosophy and women's studies—led a two-week workshop in which they and 13 other faculty members discussed how to teach the course, and the project was born.

"Our goal, as it has been from the beginning, is to serve as a professional development resource for faculty and staff who want to include these issues in their courses, across all disciplines," says Wallace. "We also try to be very current, to provide faculty with academic and scholarly information on what their students may want to talk about in the classroom right now, such as sexuality, identity, and race."

continues on page 40

Professor Danielle Wallace, coordinator of the Social Justice Project, during a spring 2020 semester workshop





INTRODUCTION TO TRANSGENDER STUDIES

ANTHROPOLOGY COURSE AT WP IS AMONG THE FIRST OF ITS KIND IN THE NATION

BY MARIA KARIDIS DANIELS

Editor's note: The singular "they" is a pronoun used to refer to a person whose gender identity is nonbinary, that is, neither exclusively woman nor man. Merriam-Webster chose "they" as the 2019 Word of the Year and added "nonbinary" to its dictionary in September 2019.

For five minutes, a group of 15 students quietly take in the slideshow on their computer screens, presented remotely by their professor in the second week of class. Dozens of images of diverse people, many recent but a few over 100 years old, flash before the students' eyes: people of all ages and races, hailing from various cultures, religions, and countries—elected officials, professional athletes, authors, professors, actors, musicians, supermodels, veterans, and journalists, among others.

Each of these people came from a different walk of life.

All of these people are transgender.

There are approximately 1.4 million trans-identified individuals in the United States today, per the Williams Institute at University of California, Los Angeles. The number is likely higher, experts say, as many trans and non-binary people—as is the case with many undocumented immigrants—are afraid answers to surveys may further jeopardize their already vulnerable legal, professional, or social status.

"One of the very first myths I like to bust in this class is that trans and non-binary people form a monolithic group," says longtime William Paterson University professor of anthropology Tj Gundling. "The visual images, with no narration and very little text, nonetheless clearly express the cultural breadth and the historical depth of this diverse group of people who just happen to challenge prevailing gender norms in a variety of ways."

In 2017, when Gundling sat down to create a syllabus for an introductory course in transgender studies, they consulted the Internet in search of examples. They found two.

The cultural visibility and legal debates

surrounding transgender individuals were growing rapidly, and, simultaneously, the field of transgender studies in academia was just starting to emerge. Gundling saw a "need" to bring a course on transgender studies to campus to help William Paterson students navigate the changing landscape they would soon inherit as graduates.

University officials concurred.

"As our collective consciousness rises around the diversity of humankind, courses like this help our students engage critically with important issues and create broader understanding. I am proud that we are able to offer this ground-breaking course for our students," says Wartyna Davis, dean of the College of Humanities and Social Sciences.

"The point of the course is to educate, not advocate," Gundling stresses. "We use the trans experience as a lens through which to examine things such as healthcare, the legal system, education, and representation in the media. With education comes understanding, and a reduction in fear of the unknown."

"Just like in scientific experiments, the 'outliers' and the 'exceptions' often teach us more about what's really happening," the professor explains, of using the trans experience to study macro systems. "Those are the data points you want to investigate: the ones 'over there.' This is how we see what works and what's broken in our society and culture."

Before that investigation can truly begin, students taking Introduction to Transgender Studies are guided through a multi-week process of "unlearning."

"Why do people think that there are only two kinds of human beings?" the professor asks.

As an anthropologist, Gundling takes a biocultural approach to this question, delving into biology and Darwin's "sexual selection theory," which attempts to explain how males and females have evolved different physical characteristics in order to attract mates. The course then discusses a variety of intersex conditions that reveal great variability in our species, even when it comes to biological sex.

From there, the class starts "globetrotting," discussing individuals and communities throughout history that point to the existence of "other" gender identities.



Professor Tj Gundling



INAUGURAL LAVENDER GRADUATION CEREMONY CELEBRATES LGBTQIA+ STUDENTS AND ALLIES

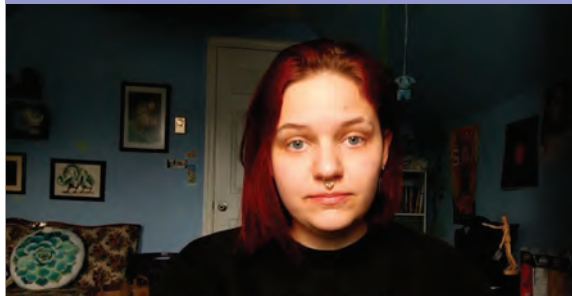
The University held its first-ever Lavender Graduation Ceremony last May for Class of 2020 LGBTQIA+ students and allies. Though the ceremony was virtual due to the COVID-19 crisis, the message of acceptance, support, and celebration in the face of adversity rang out nonetheless.

“You now rank among approximately one third of Americans who hold a four-year college degree, and one more reason to be extra proud is that percentage is even lower in the LGBTQIA+ community given our historic marginalization in the broader society,” said President Richard Helldobler in opening the ceremony. “By sticking with your education and getting your degree, all of you are helping to improve that situation... as we struggle and fight for equality.”

Yolany Gonell, director of the University’s Center for Diversity and Inclusion and the Black Cultural Center, helped plan the historic ceremony as part of a committee comprised of students from the Pride Alliance and representatives from the Women’s Center and Residence Life.

“The Lavender Graduation Ceremony is a remarkable way to acknowledge the great achievements of students who may have varied experiences of challenges and obstacles as young adults making meaning of who they are, their intersecting identities, and how to show up in a world that is not always friendly or accepting of lesbian, gay, bisexual, transgender, non-binary, and queer people,” Gonell says.

In addition, the ceremony was later selected as one of 12 broadcasted online as part of the national Lavender Graduation Ceremony celebration spearheaded by two of the largest and most prominent national organizations that advocate for LGBTQIA+ people, allies, and their families, Campus Pride and PFLAG National.



Sacha Matthew Trinidad, '20
President, Pride Alliance

Sacha Matthew Trinidad '20, president of the Pride Alliance, addressing fellow graduates during the virtual ceremony

Professor Tj Gundling and students in Introduction to Transgender Studies during the spring 2020 semester

“Such cross-cultural studies reveal many examples of third, fourth, or even fifth genders who occupy a structural space within these societies,” Gundling explains. “Notably, for some of these groups, there exists a reliable historical timestamp, demonstrating that these are not examples of recent cultural change.”

“For example, there are documents going back centuries wherein European colonists perceived ‘unusual cases’ of gender identity and expression in some Native American communities, such as a person assigned male at birth presenting as a woman and taking on a woman’s role,” they continue.

Nathan Reilly '22, an Honors College student double majoring in English and media production, took Gundling’s class last semester. Reilly, who is transgender, says although he came into the class with a knowledge base that many fellow students may have lacked, he still learned a great deal, particularly in terms of transgender history.

“Transgender history is not taught in schools and it’s hard to come by on your own,” Reilly says, noting how trans history was “actively being wiped out” in some places and times throughout history, such as in Germany, where the Nazis destroyed records held at the Institut für Sexualwissenschaft (Institute of Sex Research). “It was really interesting to learn about the history of trans people throughout the world, Western and non-Western. That was very valuable.”

From world history, Gundling brings students to present day, taking an in-depth look at current issues such as the medical interventions that some trans people have the desire and means to take advantage of; the 2020 Supreme Court ruling that extends civil rights protections to gay and transgender workers; the presence of all-gender restrooms in many public places; and the increasing visibility of trans people brought upon by pop culture celebrities and activists such as Laverne Cox, Chaz Bono, and Jazz Jennings—the latter a 20-year-old transwoman who first appeared on national television at the young age of six.

“However, when a formerly marginalized group begins to make inroads into the mainstream, it can raise social anxiety,” Gundling says.

Trans people have been banned from serving openly in the military by the executive branch of the federal government, and this year so far, there have been more than 30 known homicides of trans people in the U.S., predominantly transwomen of color, according to the professor.

“The course is still developing, more than any of the other courses I teach. It’s new, the language is changing, and the issues of the moment are constantly shifting,” they say. “My students are witnessing significant culture change in real time.”

“The entire class is important and relevant to what’s happening around us, and it makes us more aware of what other people are going through,” says Camryn Koenig '22, who is taking the course this semester. A double major in English literature and secondary education who is also minoring in women’s and gender studies, Koenig points to lessons about intersex people, the importance of language and pronouns, and the biology of sex as just some of the topics that have really resonated with her.

“Professor Gundling does an amazing job in teaching us all about the ways trans can be presented worldwide. There’s no set of rules for how someone should present or represent themselves,” she adds.

An option to fulfill the Undergraduate Core Curriculum requirement in diversity and justice, the course also includes in-person and virtual visits from guest speakers, who have spanned from a transgender religious figure and representatives from the PRIDE Center in Rockland County, New York to the founder of the first afterschool program for LGBTQ youth in the City of Paterson and a William Paterson University alum who transitioned after graduation.

“I was really surprised at how open William Paterson has been with trans acceptance, and the fact that this course exists really makes me happy,” Reilly says.

SCHOLARSHIP CAMPAIGN EXCEEDS GOAL

Provides Life-Changing Support for Students

By Mary Beth Zeman

For senior Michelle Correa, the financial impact of coronavirus on her family meant she was considering not returning during the 2020-21 academic year. Instead, as the recipient this year of the Kurt and Anny Landsberger Scholarship, she returned to campus for her final semester to complete her degree in environmental science and earth science.



"The scholarship really motivated me to go forward and finish what I started," she says. A first-generation student whose parents immigrated from Mexico to provide a better life for their family, she says she is so grateful for their support and for the recognition of her hard work by the University. "To be the first in my family to earn a college degree, I couldn't be happier. I am so proud to return home and say, 'I made it,' 'I did it.'"

Correa is just one of the many students who have benefited—and who will continue to benefit—from the generous contributions by members of the William Paterson University community to the Campaign for Scholarships, which reached its highly successful conclusion on June 30, 2020. Initiated by President *Emerita* Kathleen Waldron, and brought to a successful conclusion under the leadership of President Richard Helldobler, the campaign raised more than \$16 million, exceeding the original goal of \$10 million by 60 percent.

"We could not have done this without the support of so many generous supporters," says President Helldobler. "What these students may lack in resources, they make up for in grit. Their everyday determination to achieve their goal of becoming college graduates, plus the support of our donors, makes for a very potent combination. William Paterson is better for the presence of these students at our University, and the great State of New Jersey and our nation will benefit when they earn those degrees. I thank everyone who donated to our campaign for their commitment to William Paterson University, our mission, and our students. They are truly the best investment we, as individuals and as a society, can make."

The campaign, which launched in 2015 with a lead \$1 million grant from The Henry and Marilyn Taub Foundation, generated support from 4,550 donors—alumni, friends, foundations, staff, faculty, and former faculty—who contributed to 100 endowed scholarships and 310 annual scholarships. The scholarship endowment has grown from \$3.18 million in 2010 to \$10.35 million, an increase of 225 percent since 2010, providing a much firmer base for ongoing scholarship support for students. During the 2019-20 academic year, more than 600 scholarships were awarded to William Paterson students, with nearly \$1.1 million in available scholarship funding.

"I am so proud to have served as co-chair of the Campaign for Scholarships, along with Board of Trustees member and former chair Fred Gruel, to raise these critically important scholarship funds for our deserving students," says Aaron Van

Duynne III '75, MM '08, chair of the William Paterson University Foundation. Van Duynne, who has taught as an adjunct professor of music management at the University and serves as a mentor through the Pesce Family Mentoring Institute, is responsible for the establishment of three endowed scholarships on campus. "Through my roles on campus, I know that a scholarship can be the critical difference that helps a student achieve his or her academic goals and fully access the excellent education that William Paterson University provides. We are so grateful to the members of the William Paterson University community for their overwhelming generosity."

Among those whose contributions helped bring the initiative to its successful conclusion was the late Barbara Moll Grant '54, professor *emerita* of education, who provided a transformative and significant estate gift to the campaign. Grant, who taught at William Paterson for 35 years from 1963 until her retirement in 1998 after beginning her career as a first-grade teacher in Glen Rock, continued to be closely involved with the University until her death in 2019. She established the Barbara M. Grant Scholarship in 2005 to provide support for a student in the College of Education, and also served for many years as a member of the Hobart Manor Revitalization Committee.

"Barbara really loved William Paterson. It was her *alma mater* and her whole career after that," says her sister, Dorothy Grant Hennings, the executrix of her estate. "She established the scholarship and really felt it was important. We were so lucky that our parents were able to pay for college."

"Scholarship support makes a profound difference in the lives of students for whom a college education is truly a game changer."

—PRESIDENT RICHARD HELLDOLBLER



Professor Emerita Barbara Grant '54 pictured in the 1954 *Pioneer Yearbook* (left) and as the Legacy Award recipient for Faculty Service in 2007

Barbara met many students at William Paterson who had to work so many jobs to get through school."

Hennings adds that for Grant, who had no heirs except for her sister, William Paterson was her second family, donating her assets to the University would establish a greater scholarship base for students. "The number of students each year who will benefit from her generosity will be great," she says. "If she were here to see it, she would be very, very happy, and to know as well that her generosity was being recognized."

The campaign would not have been realized without the continuing support of The Henry and Marilyn Taub Foundation, whose \$1 million early donation significantly advanced the initiative. The grant, given in anticipation of the foundation's 50th anniversary, established the Henry Taub Scholars Program for students with financial need. First distributed to 32 students in the 2015-16 academic year, the Henry Taub Scholars Program provided support for tuition and fees. The foundation pledged an additional \$1 million to the campaign in 2020.

"We are so proud to have provided the lead grant to William Paterson's scholarship campaign, and to contribute additional support to benefit a new cohort of deserving student recipients," says Marilyn "Mickey" Taub, co-founder and board member of The Henry and Marilyn Taub Foundation. "We know that scholarships are critical for students with financial need to be able to attend college, stay on course, and graduate in four years, and we are excited to continue this partnership with the University focused on student success."

President Emerita Waldron, who was a scholarship recipient and who established several scholarships at the University for high-achieving students, says she is gratified to see the results of the campaign she started. "Donor scholarships change the lives of hundreds of students each year," she says. "I am proud that, as a result of the scholarship campaign, life-changing educational opportunities will continue to be available to students for generations to come."



To watch this year's Virtual Scholarship Celebration, with remarks by President Helldobler, President Emerita Waldron, student scholarship recipients, and donors, visit bit.ly/WPScholarship.

Scholarship Celebration

At the 2020 Virtual Scholarship Celebration on November 10, several student scholarship recipients spoke about the impact of the scholarship on their academic careers at the University. Here are excerpts from their comments:



Hershell Williams '21, Art The Kraus Family Scholarship

"I am a first-generation college attendee, and my parents made sure that was reachable for me. Receiving the scholarship was a boost to my confidence, that someone believes in me. (The scholarship) has been a blessing to me and my family...the finish line is attainable."



Vincent Akegnan '21, Accounting and Management Lakeland Bank Scholarship

Lakeland Bank Scholarship

"My parents did not go to college, and I watched them work hard to put me in the right place to succeed. Receiving the Lakeland Bank Scholarship has allowed me to further advance my life goals and has shown me that I am capable of achieving such opportunities through my work ethic."

Alumnus Mark Kozaki Endows Scholarship for Communication Majors

By Theresa E. Ross '80

"I've always been committed to giving back to William Paterson," says alumnus Mark Kozaki, who earned his bachelor's and master's degrees in communication in 1979 and 1980, respectively.

Kozaki went on to become a highly accomplished executive in the media and entertainment industry. Still, he never forgot his William Paterson roots. A faithful donor to the University for more than 20 years, his most recent gift to establish the Professor Mark Kozaki '79, MA '80 and Family Communication Department Endowed Scholarship will benefit undergraduate students majoring in communication in perpetuity. He also recently documented a bequest intention that in the future will be added to his endowed scholarship fund, making an even greater impact.

"Mark Kozaki's decision to establish an endowed scholarship and his recent bequest intention is a fitting tribute to Mark as a proud alum, former adjunct professor, and Distinguished Alumni Award recipient," says Pam Ferguson, vice president for institutional advancement and president, William Paterson University Foundation. "His joyful philanthropy is extraordinary and we are so grateful."

A first-generation college student, Kozaki attended William Paterson through a combination of student loans, employment income, and scholarships. "Call it giving back, paying it forward, returning the favor—it's all of those things," he says. "Being the beneficiary of scholarships when I was a student meant so much to me."

While a student, Kozaki appreciated how many of his professors, including Herb Jackson and Dr. Anthony Maltese, then chair of communication, brought their real-world knowledge and experience to the classroom. "That mix was so enlightening and educational," he says. "It was a solid foundation that enabled me to get my career started and progress through the next several decades."

Recently retired, Kozaki was the programming officer for Alhurra TV. In that role, he oversaw all program acquisition and scheduling responsibilities for the pan-Arab news and information network. Earlier in his career, he was a founding member of Discovery Communications. During his 19 years with Discovery, he served in various leadership positions including senior vice president of operations and administration for all of the company's U.S. networks, general manager for the Travel Channel, and director of operations for Animal Planet. He also was elected to serve two terms on the Board of Governors of the Academy of Television Arts and Sciences, leading the Academy's nonfiction programming peer group.

In addition to being honored with a Distinguished Alumni Award at the 2005 Legacy Gala, Kozaki has been a frequent attendee at WP in Washington, DC alumni receptions, is a Heritage Society Member, and is a longtime friend of the University. For ten years, Kozaki served as an adjunct professor primarily teaching courses about the business of broadcasting and media, a subject strongly aligned with his background.

Now having endowed his own scholarship for communication majors, Kozaki looks forward to changing the lives of students for many generations to come.



Mark Kozaki '79, MA '80



Kendra Chaiken '21, Music Education LeRoi H. Moore Music Scholarship

"Being the first recipient of a scholarship really makes me feel special. And the fact that it's named for LeRoi Moore, who was the saxophonist of the Dave Matthews Band, makes me feel even more special, since we're both saxophonists... Having the scholarship to back me up let me focus on my playing, which is something I've always wanted to do."



Bryan Francisco '21, Public Health Community Service Scholarship

"I always wanted to help people out, especially people in my community. The scholarship has helped me financially and taken so much stress off my shoulders. Public health is very important to me, just being involved, doing community services, anything I could. Thanks to you, I can graduate in May 2021 and go out there and help others the same way (the University) helped me."

Scholarship Campaign Honor Roll

July 1, 2015 - June 30, 2020

Thanks to the generous support of 4,550 alumni, friends, foundations, staff, faculty, and former faculty donors, the William Paterson University Campaign for Scholarships exceeded its goal, raising \$16 million in support of 310 annual and 100 endowed scholarships. We are incredibly grateful to each and every donor for making a profound difference in the lives of our students.

\$ 1,000,000 to \$6,000,000

Barbara M. Grant '54+
Dorothy Hennings
The Henry and Marilyn Taub
Foundation

\$200,000 to \$999,999

Estate of Arthur M.
Acquaviva '75
Greater Horizons
John P. and Joan Hall
Basem L. and Muna
Hishmeh
Mark Kozaki '79, MA '80
Morris County Daily Record
Operation Sunshine
James Terrile '87
The Give Something Back
Foundation, Inc.
Charles and Louise M.
Theiller '86

\$100,000 to \$199,999

Jack Block and Bonnie
Yankauer+
Peter C. Chabora '62
Frederick L. and Susan Gruel
Kevin Lenahan '90
Linda A. Niro '76
Joseph S. Sinisi '74 and
Annmarie Puleio '75
Donna Rottengen '65, MS '71
Sam and Beulah Krivin Trust
and Estate
Michael A. and Veronica
Seeve
The Fred C. Rummel
Foundation
Toys R Us
Aaron Van Duyn '75, MM '08
and Jacqueline Van Duyn
Kathleen Waldron

\$50,000 to \$99,999

Capital Group Companies, Inc.
Mary Casperson '54, MA '78
William Casperson
Nat and Karen Cheney, MA '79
Helen D. Demarest
Joseph DiGiacomo '73
Maryann Gabriel
Susan H. Godar
Marjorie Goldstein
Allan B. '72 and Michele
A. Gorab
Melvin R. and Gay L.
Jackson '68
KPMG Foundation
Richard C. Kulp '58+
Margaret S. Landi '74
Bernard J. Milano
Jeffrey D. '80 and Annie
Millar '15
Novartis
William J. Oliver '69
Oritani Bank Charitable
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William J. Pesce '73 and
Henrietta Schleif Pesce '72,
MA '75
Patricia A. Powell '73 and
Dennis Carrigan
The Robert Sydney
Needham Foundation
Estate of Theodore C. Szwec
'80+
Barron Wall and Debbi
Brendel
Walter and Louise Sutcliffe
Foundation
David Yen and Margaret K.
Lam

\$25,000 to \$49,999

Steven and Roselle
Alexander
Beverly J. Armento '63
Atlantic Health System
Automatic Data Processing,
Inc.
Marianne E. Autorino, MA '78
Bama Works Foundation
Anonymous
BD
Angelica Berrie
Jeffrey J. Buonforte, CFP
Maryann Carroll-Guthrie '72,
MA '76
Stephen Collesano '74 and
Karen Amy
Community Foundation of
New Jersey
AJ Constantine+
Christos M. '73 and Tami
Cotsakos '71
Gregory A. '73, MA '77 and
Patricia D'Alessio
Thomas De Stefano '67,
MA '75
Sandra L. De Young
Edward and Stella Van
Houten Memorial Trust
Paul and Mary Anne Fego '80
Ford Foundation
Richard J. Helldobler and
Robert E. Brown III
Marjorie F. Heller '62
Horton Foundation
John Wiley and Sons, Inc.
William and Mary C.
Kennedy, MS '84+
Lakeland Bank
David Landsberger
Seth and Michelle V.
Landsberger '01
Landsberger Foundation
Anonymous
Barbara Leff '56
Roland Lewis, Jr. '60
Lauren Locker '79 and
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Locker Financial Services, LLC
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Charles Nunzio
Margaret Paroby '68
Pennington Ventures, LLC
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QuickChek
David J. and Karen N. Shuffler
Sodexo Marriott Services,
Inc. and Affiliates
Christine E. Sohn '73
William and Sandra Stevens
Darrell F. Strobel
The Better Life Foundation
The Russell Berrie
Foundation
Emma L. Thompson
Tinker Foundation
Incorporated
Van Duyn CPAs and
Advisors
Wilson D. Vasquez
Ronald '65 and Linda D.
Verdicchio
Jane Voos+
Catherine M. Wehrer '66
Josh S. and Judy Weston
Estate of Lois Wolf

\$10,000 to \$24,999

Jean R. Aires '64, MA '88
Stephen O. and Annette L.
Bolyai
Nilda Bracero
Joseph C. Brancone
Anthony M. Bruno
CBRE
Coach USA - Paramus
Charter and Tour Division
Betsy L. Cohn
William Corrente '91
Lourdes Cortez
Kenneth J. DeCicco, Jr. '88
and Maureen E. DeCicco
'87
Enterprise Rent-A-Car
Pamela Ferguson
Financial Planning
Association
Sun-Hoo Foo
Friedman LLP
General Electric Company
GlaxoSmithKline
Valerie A. Gross '03
Nan Guptill Crain
Cheryl Hardt
Margaret Herzog '65
George J. Hicks and Marie J.
Wormell
Steve Ho
Horizon Blue Cross/Blue
Shield of N.J.
ICA Risk Management
Consultants

Peter A. '77+ and Mary
Ingiveri
IRODZ Associates LLC
Selwyn and Marjorie Jacobs
Jonathan and Miriam Javitch@
Samuel E. Javitch '15
Johnson and Johnson
Charles '62 and Roberta A.
Kugelmeyer, MA '72
Charles J. '72, '76 and Carol
N. LaConte, MA '73
Constantine and Erriette
Lenas
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+ Deceased
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Son Honors His Mother, a 1954 Alumna, with Endowed Scholarship in Her Name

BY THERESA E. ROSS '80



Katie Caspersen, Bill Caspersen, Mary Whitcroft Caspersen '54, '78 and student Edurado Fernandez, the first recipient of the scholarship, at the 2019 Scholarship Dinner

When William Caspersen told his mother, alumna Mary Whitcroft Caspersen '54, '78, that he planned to establish an endowed scholarship for William Paterson University in her name, she was both thrilled and honored.

William grew up in Wayne as one of three children. His mother, soon to be 88 years old, was an elementary school teacher and his late father was a fireman. While he attended Rutgers Newark, many of his friends attended William Paterson. One of his sisters, Patricia, also earned her bachelor's degree at William Paterson and went on to obtain her law degree from the University of Pennsylvania.

"I left it up to my mother to decide how she wanted the scholarship money to be granted," he says. His mother, who always loved teaching, wanted the scholarship designated for a student who plans to be a teacher.

"Being a teacher was all I ever wanted to be," says Mary. She recalls "playing teacher" when she was a child and dragooning her younger brother to be her pupil. "I just think it's one of the most rewarding professions and also one of the most necessary."

Mary began attending Paterson State Teachers College when it was housed in the upper level of a Paterson elementary school, just a semester or two before the institution moved to Wayne. Upon graduation, she was hired for her first teaching job in Ridgewood, earning \$3,400 a year. She went on to earn her master's degree at William Paterson and later retired from a teaching position in Pequannock Township.

Last year, William, his wife Katie, and his mother attended the annual scholarship dinner at the University and met the first recipient of their scholarship, Eduardo Fernandez, a first-generation college student from Paterson who is majoring in history and secondary education. His goal is to earn his PhD and become a professor.

"I was very impressed by the recipient of the scholarship, whose goal is to become a history teacher," says Mary. "History is one of my favorite subjects, and I was happy to hear that."

"William Paterson serves a very important role in the community," adds William. "I want to help students who struggle financially to attend school. I was in a fortunate enough position to give some money to William Paterson University, and I wanted to do it to honor my mom."



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FORGING A PATH TO A CAREER AND INDEPENDENCE

—New Program in School of Continuing and Professional Education Helps Learning Disabled Students Ages 18 to 21

Kaitlyn Poncera, a student in the Academic Transition Program, works in the University Commons during the spring 2020 semester

BY THERESA E. ROSS '80

Matthew, a 19-year-old student with moderate learning disabilities, is taking a class in digital design two days a week as part of an innovative new program in the University's School of Continuing and Professional Education. He is learning Photoshop, Microsoft Word, 3D modeling, and other computer skills that will help him to enter the workforce.

Known as the Academic Transition Program, it enables students ages 18 to 21 with learning disabilities to learn a subject and develop life skills that will potentially put them on a career path and help them forge their independence.

"The purpose of the Academic Transition Program is to collaborate with school districts to provide high school students with learning differences the opportunity to learn a skill, be employable, and be independent," says Bernadette Tiernan, executive director of the School of Continuing and Professional Education.

"We're getting an enthusiastic reaction to this program and demand is growing," says Iris DiMaio, associate director of the School of Continuing and Professional Education. The program was developed with school districts and the University's College of Education.

"There is a gap in needed services to train high-functioning students with learning disabilities in specialized

industries," DiMaio continues. "Students graduate from high school, but because they are differently abled and not ready or able to attend college or work, they are still under the jurisdiction of local school districts until they are 21. Our goal is to help these students develop independence based on their individual abilities."

Matthew is one of 12 students currently enrolled in the program, which due to COVID-19 has transitioned to fully online instruction for the fall 2020 semester. The students are from the Wayne school district, Benway School in Wayne, Lakeland High School in Wanaque, and Passaic Valley High School in Little Falls.

Students learn skills that could lead to potential job opportunities ranging from administrative assistant to the graphic design field. Other certificate programs focus on skills that could lead to positions such as a medical transport technician or a dietary aide who prepares food for patients or residents.

Prior to the program going online, the students spent four days a week at the University campus, learning subjects like digital design twice a week, job shadowing once a week in a University department to prepare them for the work environment, and returning to their school district to reflect on their progress.

Beth Marmolejos, Matthew's mother, is thrilled to see how the program is helping her son, now in his final semester. "It was a once-in-a-lifetime opportunity for him to experience life on a college campus while being supervised by the Wayne district in a setting and a class that allows him to be himself, get engaged, and thrive," she says. Marmolejos describes her son as high-functioning autistic, and says he would like to go into filmmaking or be a video game designer. In his digital design class, he is earning professional certification that could lead to an entry-level position.

Frank Ascitto, instructor of the digital design class, says his goal is for the students to first, learn the material the best they can, and second, to apply it independently.

"Many of the students don't test well, so we do a lot of projects," he says. They follow written instructions and are completing assignments like creating a three-column travel brochure. "What surprises me most is how they all do a great job on their own and can work independently. That tells me that they are understanding what they are learning in class," he says. It also will give them skills that are in demand in the marketplace.



At Proclamation Recognition ceremony, from left: Bernadette Tiernan; Pamela Brillante; Beth Marmolejos; Provost Joshua Powers; Jennifer Varano, Wayne School District; Jason Colatrella, Wayne School District; Iris DiMaio; and Dana Sir, Wayne School District

The program also gives William Paterson students like Amber Pinero, a senior majoring in disability studies, a hands-on opportunity to support and coach individuals with disabilities for the program. Robert Hoffman, a junior majoring in computer science, also had the opportunity to assist the instructor.

“The Academic Transition program is giving our students at William Paterson a tremendous opportunity for hands-on experiences with children with disabilities,” says Pamela Brillante, associate professor of special education and counseling. “A lot of times, individuals with disabilities get placed with adults to support them and it’s important that they have younger peers as social models.”

On his job shadowing days, Matthew reported to the Cheng Library, where he helped the Information Technology department with tasks like changing toner cartridges.

Kaitlyn Poncera, a student from the Benway School, did her job shadowing in Hospitality Services. “She came in, grabbed her to-do list, and got her work done,” says Kaitlyn Howarth, assistant

director, University Commons Operations. “She went around to all 17 bulletin boards in the Machuga Student Center, took down old flyers, put up new ones, and handled other small tasks. She was a huge help to us.”

Marmolejos was the first parent to push for the program, and is also chair of the Advocacy and Abilities Sub-Committee for the Workforce Development Board of the Passaic County Freeholders, which nominated William Paterson University for a Proclamation Recognition.

“It’s not like my son is in a supermarket pushing carts, or doing something he has no interest in,” she says. “By job shadowing in an IT department, he’s able to work in a field that he potentially could end up in, and has an interest in. And we’re going to make sure that he transitions from this program into his career, and into a job. This is nothing but a dream come true for any parent of a child with disabilities.”

For more information about the program, contact Iris DiMaio, School of Continuing and Professional Education, at 973.720.2491 (office), 973.390.0340 (cell) or DiMaioI@wpunj.edu.

Olivia Colomier '21 and Matthew Marmolejos, one of the program’s students, working in the Information Technology department on campus



Celebrating 30 Years Legacy Award Gala

Wednesday, April 29, 2021

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The Henry and Marilyn Taub Foundation
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Board Member

Distinguished Alumna

Lauren Locker '79
Certified Financial Planner™ and Founder
Locker Financial Services, LLC

Distinguished Service

Kathleen Waldron, PhD
President Emerita
William Paterson University

Alumni Connections

University Welcomes Jenna Villani as Executive Director of Alumni Relations

Jenna Villani has joined the William Paterson University family as the new executive director of alumni relations.



Villani, who came on board in April and has been working remotely and in the office, looks forward to meeting alumni and friends in person. In the meantime, she is enjoying the opportunity to engage with the WP community virtually.

Villani replaces Janis Schwartz, who retired this year after serving as executive director of alumni relations since 2008.

“I am thrilled to join the William Paterson University community,” says Villani. “I look forward to continuing to foster a strong and vibrant alumni network and creating opportunities for alumni to connect with their *alma mater* and one another.”

In her role at William Paterson, Villani will provide strategic direction for the University’s alumni relations efforts and will

implement programs, activities, and services designed to engage and build relationships with more than 80,000 alumni.

Villani has nearly a decade of experience in alumni relations. She previously worked at Montclair State University, where she held several positions of increasing responsibility in alumni relations, most recently serving as associate director. Over the course of her career, she has gained a reputation as an engagement leader with expertise in strategic planning and implementation, program development, event management, and volunteer leadership.

Her experience includes developing a strategic regional engagement plan, cultivating alumni involvement, collaborating with development on fundraising initiatives, and revamping the Homecoming experience.

Villani holds a bachelor of arts degree in communication studies from the University of Rhode Island and a master of arts degree in public and organization relations from Montclair State University.

To connect with Jenna Villani, you can reach her at villanij3@wpunj.edu.

Virtual Book Club Focuses on Social Justice, Other Topics

Alumni, as well as WP faculty and staff, are invited to connect with each other and enjoy books focused on social justice and other topics through the WP Virtual Book Club.

The book club will read books during the 2020-21 academic year around the theme “Social Justice: Learning and Building Community Across Differences.” The program is a partnership between the Office of Alumni Relations, the William Paterson University Alumni Association, and the University’s Office of Employment Equity and Diversity.

So far, members have had the opportunity to read *How to Be an Antiracist* by Ibram X. Kendi and *Between the World and Me* by Ta-Nehisi Coates. The next reading period will begin in January.

The book club is completely virtual and connects through a private online forum where alumni, faculty, and staff can discuss the current book and network with each other. Participants spend two months on each book, offering plenty of time to read each



selection; there is no requirement to commit to reading every book. The online forum is managed by a moderator who poses questions to the group, shares relevant articles, and facilitates conversation. Members are encouraged to post and share as well.

Joining the book club is complimentary—participants just have to get a copy of each book to enjoy. To learn more about the book club, or register to become a member, visit wpunj.edu/alumni/wp-virtual-book-club or contact the Office of Alumni Relations at alumni@wpunj.edu or 973.720.2175.



Nafin Elias '20 Named Alumni Association's 2020 "Outstanding Senior"



Nafin Elias, a May 2020 graduate with a bachelor of arts degree in English literature and minors in psychology and sociology, *cum laude*, was named the 2020 "Outstanding Senior" by the William Paterson University Alumni Association. The award, presented annually since 1962, is the highest honor bestowed by the Alumni Association. The recipient is selected by the Association's Executive Council based on strong involvement in extracurricular activities, demonstrated leadership ability,

service to the University, and high academic standing.

"I am so honored to receive this award," says Elias, who is currently enrolled in the University's master's degree program in clinical and counseling psychology. "I wasn't always the best student, and I worked hard to finish my degree on a strong note. This award really means the world to me and my family."

Elias served as a student co-researcher in the Social Cognition Research Lab in the Psychology Department, where she participated in research on gender and perceptions of ambition. She also served as a student mentor, providing study tips and strategies for students enrolled in the Psychology of Women course. During the 2019-20 academic year, Elias was the Alumni Association Undergraduate Fellow and a member of the Student Alumni Council; she is currently a graduate assistant for the Alumni Relations Office. A 2020 Legacy Scholar, Elias received the 2019-20 Alumni Association Scholarship.

As part of her graduate studies, Elias is interested in joining a project under the direction of professors Pei-Wen Winnie Ma and Aileen Torres through which the professors and student volunteers facilitate group therapy sessions for newly immigrated middle school and high school students in Paterson. Elias, who immigrated from Syria with her parents and two siblings nearly 20 years ago, says she understands the issues these students might face. "As someone who speaks Arabic, I am looking forward to using those skills to assist refugees and immigrants from Syria, Jordan and other countries and hope to continue working with these populations in the future."

BriAnna Lucas '13 and Brittany Harden '16 Write, Illustrate Children's Book on Coronavirus

Women's basketball alumni BriAnna Lucas '13 and Brittany Harden '16 have teamed up to confront a challenge much larger than any opponent they faced on the hardwood—the coronavirus pandemic.

The former Pioneers have published a book, *It's not you, it's COVID!* A self-help children's book on how to effectively respond to Covid-19, that addresses questions and concerns school-aged children may have about the pandemic.

"The goal of the book is for children to know how to effectively respond to the negativity surrounding Covid-19," says Harden, an elementary school guidance counselor, mental health clinician, and PhD student in psychology. "I want children to be self-reflective and to have an arsenal of effective coping skills to help them overcome the current trauma and post-trauma of Covid-19."

Harden knew she needed someone to bring her book to life so she contacted her friend and fellow Pioneer, BriAnna Lucas, to create the illustrations.

From a very young age, Lucas loved to draw. Her family was always supportive, but it was her grandfather, William "Bill" Lucas, who fueled her passion.

"My grandfather was a very talented artist," says Lucas. "He is the reason I developed my passion for art and the inspiration for my graphic design company, BYL Visual Stylist. As for this project with Brittany, I knew from the start it was a great idea."

Writing a book on a complex and emotional subject can be a difficult task, but it proved to be an enjoyable experience for the pair. "Most people tell you not to mix business with pleasure," says Harden, "but doing business with my friend was beyond a pleasure. We both want this book to be a success, and I wouldn't trade this experience for anything."



Brittany Harden '16 and BriAnna Lucas '13



Debut Album by Jianing Yang, MM '19 Chosen as China's "Jazz Album of the Year"

From the moment he picked up a guitar at age 16, Jianing Yang, MM '19, wanted to share his love of classical music with others. Seriously injuring his right hand from practicing classical guitar 11 hours a day—and nearly giving up his dream of becoming a musician—Yang has triumphed with his debut album, *Cat's Planet*, being named China's "Jazz Album of the Year."

Cat's Planet includes eight tunes; three are Yang's original music and five are jazz standards. It features William Paterson music professors Steve LaSpina on bass and Paul Meyers on guitar, alumni Walter Gorra, MM '19 on piano and Nick Dekens '20 on drums, and student Griffin Ross '21 on saxophone. The album was recorded in the University's Shea Center, with arranging by music professor David Kerzner and recording and sound mixing by Matthew Filipek '20.

The album was released by Pacific Video in 2019. In 2020, it was named the 15th Top Album of 2019 and won the 2019 Jazz Album of the Year Award sponsored by the Guangdong Provincial Music Association and selected by the Recording Art and Recording Society of the Chinese Musicians Association.

Yang was born in Guangzhou, China. While still in high school, and with the support of his parents, he studied with China's most famous teachers of classical guitar. At one point, he was practicing guitar 11 uninterrupted hours every day. Within a month, his fingers were so injured from practicing that doctors gave him no hope for recovery. In Yang's mind, his three years of effort and training came to nothing. In despair, he became a train overhaul worker, hoping that the mechanized work would help him forget his joy of playing music.

"Like fish need to swim in the water and like birds need to fly in the sky, I wanted to be in the arms of music again," he says.

Yang quit his job, picked up his guitar, and changed the way he played with his right hand—playing jazz guitar with picks. He graduated from Xinghai Conservatory of Music with a degree in jazz guitar performance.

He then earned a master of music in jazz performance at William Paterson in 2019. Yang returned to Xinghai Conservatory of Music, where he is now a jazz guitar teacher, helping students understand jazz music more deeply. "I am loving what I do. Music is my life," he says.



Anthony Lalumia '07, Caroline Sanchez '13 Turn the Volume Up in the NBA Bubble

Anthony Lalumia '07 and Caroline Sanchez '13 traditionally spend their respective springs and summers providing audio support to some of the entertainment industry's biggest attractions. But with the global pandemic bringing all large-scale events to a halt, the duo, like millions around the country, found employment scarce. Their return to work seemed uncertain until they were each contacted by Firehouse Productions, on behalf of the National Basketball Association (NBA), with a unique proposal: to produce audio effects for one of the world's most recognizable brands inside the "bubble" for three months.

"This had never been done before," says Lalumia, an atmospheric engineer whose prior experiences include *Jesus Christ Superstar: Live in Concert* and *The Harry Show*. "The opportunity to create an arena atmosphere for the players and viewers was a welcome experience for us freelancers who hadn't worked in months."

The decision to relocate to ESPN Wide World of Sports in Orlando, Florida, however, was not made without careful consideration. "When I received the call to work in the bubble, Florida was quickly becoming the epicenter for the pandemic," says Sanchez, a system tech who counts the Grammy Awards and Latin Grammys among her annual production credits. "But after many calls and with the assurance of safety protocols, I felt comfortable in my decision to be a part of this once-in-a-lifetime experiment."

Upon arrival, they joined a team of some 40 other professionals and began building a game-like environment without the added benefit of 18,000 fans. And with the playoffs brought to a successful conclusion in October, it's safe to say the NBA's \$150 million gamble paid off, in large part due to the creativity of the audio team and execution of their vision.

Both Lalumia and Sanchez graduated with bachelor's degrees in sound engineering arts, and credit William Paterson and music professor David Kerzner with preparing them for moments like this.

"Aside from the proximity to a major metropolitan area and the courses, the networking and alumni connections made through the William Paterson experience were invaluable," says Lalumia. "Professor Kerzner not only taught us the business, he instilled life lessons as well. He is really great at getting the best out of people."

Sanchez, a part-time employee for WP's IT department, encourages students to become involved with organizations like Women's Audio Mission, which focuses on minority women in the industry. "I choose to give them my time because I remember alumni doing the same for me," says Sanchez. "Anthony and I are just passing the torch."

Alumni Connections

Class Notes

1965 MARGARET HERZOG is active with the American Legion Auxiliary and the Loxahatchee Grove Landowners' Association in Florida, where she serves as its president.

1966 ROSALIND RIBAUDO was honored as an inductee of the Barnegat Schools Hall of Fame. Ribaudo is the retired assistant superintendent of schools in Barnegat.

1969 ANN M. GENAUDER, MA, retired educator, journalist, and church musician at the Church of Good Shepherd, has been recognized by Marquis Who's Who Top Educators for her dedication, achievements, and leadership in journalism and music.

1970 WALTER MILLER has retired from his position as associate vice president for student life at the University of New Mexico. Miller worked at the university for 25 years. During his years at William Paterson, Miller served as president of the Student Government Association.

1975 OKWU JOSEPH NNANNA has retired as the deputy governor, economic policy directorate of the Central Bank of Nigeria. He had held the position since 2015. . . PAUL SPEZIALE performed as a guitarist at the Palisades All Star Revue in Englewood Cliffs. He has been a professional musician for four decades.

1976 ENZA STEELE was inducted into the National Field Hockey Coaches Association Hall of Fame. Steele serves as coach at the University of Lynchburg, Virginia. She is the winningest coach in the Old Dominion Athletic Conference with more than 600 wins.

1977 JOHN CAILLIE conducted a workshop on design at the West Milford Township Library. Caillie is a teacher of visual arts at Macopin Middle School.

1980 PATRICIA MUELLER, MA '82, co-illustrated a children's book, *Lake Hopatcong Speaks Out*, published by the Lake Hopatcong Foundation. She is a visual artist and volunteers in various groups devoted to the lake's history and health.

1982 CAPTAIN STUART BLANK received a title promotion to executive officer or

second in command with the Mahwah police department. . . ULRICH STEINBERG was appointed acting chief financial officer for Hamilton Township. He has more than 30 years experience in New Jersey government finance.

1983 RICHARD CONTE was appointed vice president/business relations officer at Kearny Bank. Previously, he held positions at Valley Bank and Capital One. . . MICHAEL FABIANO has been appointed vice president, senior portfolio manager for Lakeland Bank based in Teaneck. . . KATHLEEN FITZGERALD was named director of Hamilton Township's department of health, recreation, seniors, and veterans services. She is a registered nurse and supervisor of the township's senior center.

1984 JOSEPH CERCONO participated in a volunteer program with One Sight in conjunction with Walking Shield, giving eye exams and eye glasses to the Karuk tribe in California. . . LINDA GROSZEW was honored by the Vision Loss Alliance of New Jersey, which presented her with its Service Award for her work as senior program manager and volunteer coordinator with the organization.

1988 MATTHEW T. HAYNES has joined Sprott Asset Management USA as portfolio manager. He also serves as vice chair of the Value Investing Committee of the CFA Society of New York. . . VICTOR SAVANELLO has been hired as regional vice president, produce and floral merchandising, for SpartanNash in Grand Rapids, Michigan. He has more than 30 years experience in the food, supermarket, and produce industries.

1989 DAVID L. WIKSTROM has been named as one of the Top 100 Lawyers in the State of New Jersey for 2019 by *New Jersey Magazine*. Wikstrom is a shareholder in Javerbaum Wurgraft Hicks Kahn Wikstrom and Sinins based in Springfield, where he is a trial lawyer handling matters involving product liability, malpractice/ethics, and personal injury.

1990 MARY BURNS recently published a book, *Saving Eric*, about her adopted son's struggle with mental illness and drug addiction. Since her son's death, Burns has become an advocate for those who struggle with addiction, and hopes her book generates understanding among others who have not been affected by

mental illness or addiction. . . Tenor saxophonist ERIC ALEXANDER released his third album, *Leap of Faith*, from Jimmy Katz's Giant Step Arts, an artist-focused non-profit. . . MICHAEL J. DANDORPH was named president and chief executive officer of Wellforce, the health system formed by Tufts Medical Center and Circle Health in Massachusetts. He previously served as president of Rush University System for Health and Rush University in Illinois.

1991 PAIGE DEFELICE is the owner and executive bakery chef of Devilish & Divine, an Oradell bakery which is housed inside Oradell's Church of the Annunciation.

1992 EDWARD HANEWALD stepped down as drill sergeant for the John H. Stampler Police Academy in Scotch Plains. He had been the lead training instructor for almost two decades.

1994 VIN DOWNES, guitarist, has released a new album, *Good Light to Go By*. He is a music teacher at Bayonne High School. . . JOE FARNSWORTH was one of the musicians paying tribute to Harold Mabern in the Giants of Jazz 22 at the South Orange Performing Arts Center—SOPAC. . . CHRISTINE GABBARD, project manager, machine assistance for Autodesk USA, was honored by IBM at the inaugural celebration of Women Business Pioneers in Artificial Intelligence. . . MACKIEY PENDERGRAST, MED '94, was named Superintendent of the Year by the New Jersey Association of School Administrators. He has served as superintendent of the Morris School District since 2015. . . SARAH WINKLER's acrylic paintings, including "Mount Rainier Wilderness, Fall Response," were featured in a two-person exhibition at the Foster/White Gallery in Seattle, Washington.

1996 TONY DANIELLO is the associate vice president of Digital Transformation Services. . . ANAT FORT, pianist, and members of her trio have produced a jazz album entitled *Colour*. . . PAUL MERRILL was the director for a Cortland Repertory Theatre Downtown concert entitled, "Mythology, Folklore, and Freedom: Train Imagery in Early Blues, Folk, Jazz and Pop." He is a senior lecturer and the Gussman Director of the Cornell University jazz program. . . ALISON VETTERL celebrated her 10th season as head girls soccer coach of Corinth Holders High School, Johnston County, North Carolina. . . LORI

(ROTHE) YOKOBOSKY has assumed the role of exempt organizations tax services leader for CohnResnick.

1997 KEVIN BURKHARDT hosted the pregame shows for Fox Sports's broadcast of the 2019 World Series. He is also the number 2 play-by-play announcer for the network's football coverage. . . DANIELLE L. GREEN has been accepted into the leadership psychology doctoral program at William James College in Massachusetts. . . ERIKA PULLEY-HAYES has been appointed president and CEO of non-commercial news/talk stations WMFE/Orlando and WMFV/Gainesville-Ocala. She previously served as vice president/radio at the Corporation for Public Broadcasting. . . MARC WILLIAMS has been selected by Louisiana State University Eunice as the university's first distinguished visiting scholar. Williams is an author, professor, sports marketer, entrepreneur, and former sports brand senior executive.

1998 LEN ZDANOWICZ, head football coach at Brick High School, served as head coach of the Ocean County all-star team for the 8th All-Shore Gridiron Classic in 2019. It is New Jersey's longest-running high school football all-star game.

1999 NICK FRANKLIN has joined the firm Korn Ferry, a global organizational consulting firm, as a senior client partner in the Atlanta, Georgia office. . . FREDDIE HENDRIX was one of the musicians paying tribute to Harold Mabern in the Giants of Jazz 22 at the South Orange Performing Arts Center—SOPAC. . . DIANA WEITZ was appointed to the board of directors for the Johns Creek Symphony Orchestra in Atlanta, Georgia. She is a learning team manager for State Farm Insurance.

2000 ANGELA CLEVELAND is the author of *Coding Capers: Luci and the Missing Robot*. . . ILYCE BRINN was promoted to the position of vice president of operations and employee development at Hospice Savannah, Inc. . . VIDAL OLIVO was appointed middle school campus principal at Palm Bay Academy, Florida.

2001 JP DOHERTY was promoted to the position of team manager of the Twitter Command Center in San Francisco. . . EDIE EMPIRIO GERELLI was appointed

Wedding bells for...

2012 JAMES KELLER to GABRIELA TERLEMEZIAN '14, MAT '18, December 22, 2018



Left: James Keller '12 and Gabriela Terlemezian '14, MAT '18; Right: Keller, Shaun Connolly, MAT '18, Terlemezian, Kelsey Brentnall, MAT '18, and Anna Dowd, MAT '18

principal – operations for Capitol Seniors Housing, a leading senior living investment and development firm... **IRA THOR** has been named interim senior director of university communications and media relations at New Jersey City University. Thor previously served for 20 years as in sports information at the university, and was the longest-serving person in that position.

2003 **DANA WAGONER** was promoted to the post of vice president--internal audit SOX compliance manager for Lakeland Bank. Wagoner joined the bank in 2017.

2004 **ALYSSA CANTATORE** joined Henry P. Becton Regional High School as the school nurse... **ITAY GOREN**, pianist, performed at the First Presbyterian Church of Stirling as part of the church's 2019-20 concert series. He is on the music faculty at Ramapo College... **JAMEEL ROBERTS** was nominated for two Grammy Awards for his work on Ariana Grande's album, *Thank U Next*... **TYSHAWN SOREY** has been named composer-in-residence for Opera Philadelphia. He is an assistant professor of music and African American studies at Wesleyan University... **JAY TISEO** has been named head baseball coach at Passaic Valley High School.

2005 **LIZETH MORALES**, the owner of the Peruvian restaurant El Gordo in Jersey City since 2012, opened a second location in Union in August 2020. Both offer authentic Peruvian dishes. During the early days of the pandemic, Morales teamed up with local organizations and other small business owners in Jersey City to donate meals to health care workers... **LOUIS J. PEPE, MBA**, is the author of the recently released book *Planning for Success Strategies that Enhance the Process of Goal Attainment*. He is the assistant superintendent/CFO for the Summit school district... **GEORGE SEGALE** celebrated the second anniversary of George Segale Studios in Sparta with an art exhibit featuring three local artists, including his own work... **WHITNEY SLATEN**, assistant professor of music at Bard College, Annandale-on-Hudson, New York, was part of *Fisher Center Presents 1619: A Commemoration in Sound*, a program in remembrance of the 400th anniversary of the first arrival of enslaved people from Africa in the North American British Colonies.

2006 **MATT HAND** is a sales manager for Greenhouse Systems in New Jersey, Delaware, Maryland, Virginia, North Carolina, and the Southeast U.S... **JAMES M. VAN WYCK** was named assistant dean for professional development in the office of the dean of the graduate school at Princeton University... **JUSTIN WALDMAN** is a customs and border control technician with the U.S. Customs and Border Patrol at Newark Liberty International Airport.

2007 **JESSIE MULL** has taken over head coaching duties for the field hockey team at Nottingham High School in Hamilton... **TARAS PETRYSHYN** was appointed assistant principal at School 14 in Clifton... **KEVIN SNOW** was promoted to sergeant of the Harvey Cedars police department. He was previously a special officer for the Ocean City and Little Egg Harbor Township police departments.

2008 **ROXY COSS**, jazz saxophonist, performed at the Bainbridge Island Museum of Art in Washington. She has been listed as a *Downbeat Critics' Poll* "Rising Star" for the past five years.

2009 **A.K. NEELY** published his debut novel, a psychological thriller entitled *Our Father*. He drew on his personal military experience in writing the book... **JORDAN PIPER**, pianist, performed with the Aaron Johnson Trio on the Oregon Coast Music Festival's Boathouse Concert... **MICHAEL JAMES PROHASKA** delivered a lecture, "Pragmatism vs. Puritanism: Harm Reduction Policies Applied to Drug Use in the United States," at Mercer County Community College as part of the college's Distinguished Lecture Series... **ANDREW C. WARDELL** was sworn in as mayor of Neptune City on January 1, 2020. He and his wife, **JULIA (GOMEZ) WARDELL '01**, who met on campus where they were part of Greek life, are both teachers at Monmouth Regional High School in Tinton Falls.

2010 **GEORGE IACOBELLI** joined Realty Executives Exceptional Realtors as a realtor broker associate for their Wayne branch... **LEO SHERMAN**, bassist and composer, appeared at Café Bohemia in New York with his Leo Sherman Quartet to introduce its album, *Tunewheel*.

2011 **ERIC NEVELOFF**, a bassist and saxophonist, performed at the NJPAC and Newport Festivals Foundation presentation of "Free Bird: The Early Life of Sarah Vaughn"... **JEREMY SHASKUS**, woodwinds performer and a composer/arranger, is performing with the group Breaks and Swell as well as the 5 Stories Jazz Collective in the greater Seattle area.

2012 **CHRISTOPHER ADAMS** was promoted from probationary officer to full status with the Montclair police department... **CHARLIE BOOTS** is the national director of branding for the NFL Alumni and host of the national program, *NFL Alumni Lounge*. He serves as host for a podcast for the World Golf Hall of Fame... **MAQUIDA HANLEY** was promoted to executive director of Watchung Terrace, a Springpoint Senior Living affordable housing community... **CHRIS POOLE, MS**, returned as the athletic trainer for the Baltimore Orioles' Norfolk Tides team.

2013 **STEVE DEMATTEO** joined Penn State's men's soccer program as assistant coach... **MALISSA EADDY** is a diplomat assistant-jr. trade analyst for the Embassy of Japan... **PJ RASMUSSEN**, guitarist, headlined two national TV specials and was featured on the cover of *Hot House* jazz magazine... **CHARLIE SIGLER** and his trio performed at The Fox & Crow in Jersey City... **KARA SOZZO, MED**, has joined the Henry P. Becton High School as an English teacher.

2014 **THOMAS JONES** helped launch a wheelchair basketball program at Cedar Grove High School. He is a physical education teacher there... **NICOLE SERRA** celebrated the grand opening of her new salon, The Lash Lady in Caldwell... **LUCY YEGHIAZARYAN**, folk/jazz musician, performed at the Shadbolt Centre for the Arts in Burnaby, British Columbia, Canada.

2015 **ALLISON MCKENZIE** performed the vocal, "I Wanna Talk With You," on the album, *The Big Beat*... **VUYO SOTASHE**, a South African jazz vocalist, appeared at the Mayo Performing Arts Center in Morristown... **APRIL MAY WEBB** and her jazz group Sounds of A & R, were nominated for Best Jazz Group in the New York City Jazz Awards presented by *Hot House Jazz Magazine* and Jazzmobile.

2016 **ALEJANDRO ATAUCUSI**, guitarist, performed at the Christmas Spectacular at Middletown Arts Center in Middletown.

2017 **DANE CURLEY** had a science fiction short story, "Holy Crisis," published in *Infinite Worlds Science Fiction Magazine* in June 2020... **CAMERON KELLY-JOSSE** is the director of sports performance at DeFranco's Gym in Waldwick... **ZACHARIA MATARI** has joined the offices of RE/MAX Neighborhood Properties as an agent in their Montville location... **CHARLES POTENZA, MBA**, is the resident DJ at Eataly Flatiron Rooftop in New York City.

2018 **DESTINY A. JONES** was hired as a research assistant for the Statue of Liberty and Ellis Island Foundation.

2019 **CECIL ALEXANDER, MM**, was a semifinalist in the Thelonious Monk International Jazz Competition... **CODY KATZENBERGER** has joined the staff of the Madison Area YMCA Sports Department as an associate.

Join the Black Alumni Network

The Office of Alumni Relations is excited to share that a Black Alumni Network is being formed. If you are interested in getting involved or would like more information, please contact Rodney Cauthen '97, alumni associate, at cauthenr@wpunj.edu or 973.720.2897.

Alumni Connections

Campus Community Celebrates Pioneer Pride

The Pioneer spirit was on display this fall as the University celebrated Pioneer Pride Week 2020 with the theme, “Celebrate Wherever You Are!” The week featured a wide range of activities, including a WP Pride decorating contest, a virtual trivia night, a virtual cooking class, a virtual wine tasting, and a “make a WP” decorating event.



Top and bottom left: Entries in the door decorating contest; inset and above: students and Billy the Bear at the “make a WP” decorating event

Former Alumni Relations Director Janis Schwartz Leaves a Legacy, Endowing Scholarship in Name of Her Parents

When Janis Schwartz decided to retire as executive director of alumni relations, she knew she wanted to say thank you to the institution she says has given her so much. She also wanted to pay tribute to her parents, who instilled in her the importance of an education and the impact of philanthropy.



Schwartz, who retired on February 1, 2020 after serving in her position since 2008, has established the Paul and Ruby Bernstein Memorial Scholarship, an endowed fund that will provide a scholarship for a student who demonstrates outstanding leadership and academic excellence.

“Education was so important to them both, but neither had a four-year degree,” she says. Her father, a contracting officer for the federal government, was a World War II veteran. He had started college and couldn’t afford to stay in school. Her mother, who went to secretarial school, worked as an administrative assistant at Sikorsky Aircraft to put Schwartz through college. They were also involved in service: Paul as a police commissioner and chief commander of his local VFW post, and both Paul and Ruby as volunteers at the veteran’s hospital in West Haven, Connecticut.

“I was the first in my family to earn a four-year degree,” says Schwartz, who graduated from Douglass College at Rutgers University in 1978 with a bachelor’s degree in public and organizational communication—the same year her father earned an associate’s degree from the University of Bridgeport. She later earned a master’s degree in administrative science from Fairleigh Dickinson University. “Many of the students at William Paterson are also first-generation college students. I am proud that this scholarship fund in the name of my parents will help many students earn a degree. It’s something no one can ever take away from you.”

Schwartz, who joined the University in 2007 as assistant director of alumni relations, says she enjoyed the many wonderful alumni she met. “Hearing their stories, seeing their love for the University, how their lives have changed—these relationships will last beyond my tenure. This position was truly the greatest of my personal and professional life,” she adds. “I am so honored that so many alumni let me into their lives and shared their stories. I never would have met all these wonderful people if I hadn’t been part of the William Paterson University family.”

Now, through her donation, Schwartz is paying it forward. “I have heard from so many alumni, ‘William Paterson changed my life,’” she says. “I believe in these relationships, in this University and its mission. I know it works.”

In Memoriam: Mary Kennedy, MS ’84

The University mourns the loss of alumna and friend Mary Kennedy, MS ’84, on July 9, 2020. Kennedy, a speech pathologist, earned a master’s degree in communication disorders at WP and taught as an adjunct professor in the program. With her husband, William, she established the Mary Kennedy Endowed Scholarship to provide support for a University student studying communication



Mary Kennedy, MS ’84, Mary Moynihan ’19, and Eileen Fasanella, clinic director, Speech and Hearing Clinic

disorders. Kennedy said they were motivated to endow the scholarship “because my experience there as a graduate student was so positive. We were in a position to contribute and wanted to be a part of making a student’s ability to complete their education a reality.” She went on to say, “Remember that education is the way to a better life, and those of us who have been privileged to achieve that have a responsibility to help someone else have that opportunity. Imagine the feeling of knowing you have contributed to a young person’s success!” Mary will be greatly missed.

Mourning the loss of...

- '52** VINCENT MORETTA, MA '57*
Little Falls, NJ
May 1, 2020
- '53** RAYMOND J. VANDEN BERGHE*
Sergeantsville, NJ
September 24, 2020
- '54** BARBARA MULL GRANT*
Wyckoff, NJ
July 21, 2019
- '55** ELIZABETH EDWARDS
Johnson City, NY
January 2, 2019
- EDWIN OSKAMP
North Palm Beach, FL
January 4, 2019
- '57** JACK JOSEPH BERTOLINO, MA*
Newtown, PA
October 21, 2019
- '59** ANTOINETTE (PELOSI) SHADIACK*
Paterson, NJ
April 27, 2020
- '60** DONALD ROBINSON*
Shawnee Ridge, East Stroudsburg, PA
August 4, 2019
- DENNIS SEALE*
Wayne, NJ
November 16, 2019
- '61** MYRA (TIMBERLAKE) CANNARA
Pompton Plains, NJ
June 17, 2020
- EDWARD SKURNA, MA '69*
Hardyston, NJ
February 9, 2020
- '62** LOUIS GILLESPIE*
Passaic, NJ
April 2, 2020
- ELINORE (ZIMEL) MILLER
Paterson, NJ
August 31, 2020
- RAYMOND VIOLA, MA '65*
North Caldwell, NJ
March 15, 2020
- '63** ERMINA HAHN*
Verona, NJ
April 22, 2020
- JOHN MUREZ JR.
Montclair, NJ
May 21, 2019
- THOMAS B. SCIARRILLO, MA '65
Garfield, NJ
August 22, 2019
- '64** CARL GERDES
Sparta, NJ
September 7, 2020
- CLAIRE ELSIE (BOLLINGER) SIMPSON, MA '88*
Bloomington, NJ
December 15, 2019
- '66** ELAINE CHEREN ARBO*
Clayton, NJ
July 6, 2019
- SUSANNE MARIE (MOREY) NEUBERT
Suwanee, George
January 7, 2019
- STEPHEN M. O'CONNELL
Haverford, PA
July 26, 2020
- '67** RONA GERTZ
Manalapan, NJ
April 24, 2020
- JOHN MITCHELL, MED '73
Freehold, NJ
July 3, 2020
- ALIDA PRIESTNER
South Auburn, PA
November 23, 2019
- SUSAN (LESLIE) RICH
Whispering Pines, NC
March 2, 2020
- '68** KATHRYN SNOGANS, MA '85*
Verona, NJ
December 24, 2019
- ELEANOR SZEMBORSKI*
Paterson, NJ
August 11, 2019
- '69** ROBERT EDWARD ELLIOT, MA
Eastham, MA
December 21, 2019
- FRANKLIN EDWARD ULLRICH, MA
Williamsburg, VA
November 3, 2019
- '70** TERESA BEERS
Belvidere, NJ
March 9, 2019
- JEANNE THOMPSON BYRNE
Little Falls, NJ
March 16, 2020
- DR. MARILYN (KOPATZ) GRAPIN*
Fair Lawn, NJ
May 29, 2020
- ROBERT WALKER
Dunellen, NJ
May 14, 2020
- '73** DEBRA GIULIAS CAMMARATA*
Bloomfield, NJ
February 15, 2019
- FRANK P. DINO
Longmont, CO
June 13, 2019
- JOHN BRIAN SMITH
Galloway, NJ
December 17, 2019
- JOHN WALLACE, MA
Denville, NJ
February 3, 2020
- '74** KENNETH TAHAN
Wayne, NJ
October 31, 2019
- NANCY H. THOMPSON, MED '76
St. Louis, MO
August 26, 2019
- '75** ROBERT J. GILLIGAN
Montclair, NJ
May 16, 2020
- RAYMOND R. KIMBLE, MA '77
Belleville, NJ
July 22, 2019
- '76** RICHARD DICKERSON, MED
Warwick, NY
March 4, 2020
- JOHN FEDELE, MA
Woodcliff Lake, NJ
April 17, 2020
- KAREN (APPLETON) SULLIVAN
Gilford, NH
February 15, 2020
- ANTHONY WOICEKOWSKI
Sacramento, CA
July 21, 2019
- '77** CYNTHIA LEMPKE CLARKE*
Wayne, NJ
June 6, 2020
- MARK B. RICHARDS
West Milford, NJ
November 14, 2019
- '78** JAMES J. BUCANTIS
West Reading, PA
June 15, 2019
- DOLORES KOJAK, MA
Roxbury, NJ
July 3, 2019
- JOSEPH R. MATYSIA
East Rutherford, NJ
May 17, 2018
- PATRICIA (RYAN) ZOLPER, MA
Boothbay Harbor, ME
March 30, 2020
- '79** KATHLEEN CAREN
West Milford, NJ
July 19, 2020
- EVELYN (SZALAPSKI) KERR*
Toms River, NJ
May 30, 2020
- CARL PATETTA
Florham Park, NJ
September 4, 2019
- WILLIAM PAUL RICIGLIANO
Lincoln Park, NJ
April 13, 2020
- '80** JAMES E. BRESLIN, MA
West Milford, NJ
September 12, 2020
- '81** MARK A. WAHLGREN
Merrimac, MA
January 20, 2020
- '82** MILDRED MOSS-CHRYSTOL
Red Bank, NJ
March 20, 2020
- '86** NANCY RUTHERFORD LAFRANCE
Cape Cod, MA
June 27, 2019
- '87** JOSEPH VAN PUTTEN, MA '88
Tupper Lake, NY
July 16, 2020
- '88** MICHAEL DUCLOS
Brooklyn, NY
February 11, 2020
- WARREN HELMS
West Milford, NJ
September 20, 2020
- '90** JAMES DESALVO
Wayne, NJ
September 23, 2019
- GEORGIA D. SCOTT, MED
Bedford, VA
August 22, 2020
- '93** ALICE MARIE (MORGAN) DUSENBERRY, MBA
Lynden, WA
July 12, 2020
- '95** LAURA (WALDROFF) NACINOVICH, MED
Oak Ridge, NJ
January 28, 2020
- '96** CARL W. DITTMAN V
Highlands, NJ
April 15, 2020
- '03** GABRIEL MUTH
Ridgewood, NJ
June 14, 2019
- '04** THOMAS G. LEAMAN
Millburn, NJ
July 15, 2019
- WESLEY RANGEL
Nutley, NJ
June 17, 2019
- '05** JANET BISCHAK, MED
Nutley, NJ
February 14, 2020
- '06** MARTIN ADDISON, MS
Waldwick, NJ
April 29, 2020
- EDWARD ROMEO LONGO
Cedar Grove, NJ
November 5, 2019
- WAYNE WITHERSPOON
Paterson, NJ
August 25, 2020
- '07** JARED SPINGLER
Oakland, NJ
December 28, 2019
- '09** FRANCESCO S. SCORPO SR.
Montville Township, NJ
April 12, 2020
- '12** JAMES S. BUDD, MBA '14
Oxford, MA
November 18, 2019
- '15** JAMES S. GUERRA JR.
Fair Lawn, NJ
April 1, 2020
- '19** MARILEIDY MOREL, MBA
Clifton, NJ
July 4, 2020

*Heritage Society Member:
loyal donor who has given to the University for 20
or more years, no matter the giving level



Faculty and staff gather in the Cheng Library for a joint presentation of the Social Justice Project and the Center for Teaching Excellence in February 2020

Throughout the decades, the University's focus on racism and sexism has continued. That original course, now called Race, Gender, and Social Justice, is among numerous classes that meet the diversity and justice course requirement of the University Core Curriculum, instituted in 2011.

The Social Justice Project continues to run an intensive two-day training workshop each May, as well as pedagogy workshops and speaker programs during the fall and spring semesters. Recent topics have ranged from how to utilize *The New York Times* 1619 Project on slavery to managing a diverse classroom to civic engagement strategies.

During a spring 2020 session on classroom management, Darlene Russell, a professor of educational leadership and professional studies, offered her strategies for engaging students in her classroom, such as having them step in as course facilitators so they are fully vested in learning, and collaborating with them on a book of personal narrative essays. "I tell my students that our class is a learning lab in which our greatest strength is our diversity, which we need to embrace and acknowledge," she shared.

Wartyna Davis, dean of the College of Humanities and Social Sciences and a professor of political science, has been involved with the Project since 1999, and co-facilitated the annual workshop with Arlene Scala, professor *emerita* of women's studies, from 2003 to 2012. "What makes the Social Justice Project unique is that it is owned on the grass roots level by the faculty, but supported institutionally," she says. "It creates a community connected by a common purpose: wanting to engage and prepare students to make a better world."

Davis, who has taught the race and gender course many times, says some of the students she remains closest to were those she taught in that class. "We wrestled with difficult issues in a safe space," she says. "In a time of so much polarization, we need those skills of how to talk to each other."

Wendy Christensen, a professor of sociology who is on the Project's steering committee and currently co-facilitates the workshop with Wallace, echoes Davis's sentiments. "Students come alive when they talk about issues that matter to them, and they appreciate faculty who talk about those issues," she says. "The more they see their lives reflected in the classroom, the more they feel they belong."

For Robert Rosen, professor of English, co-director of the Center for Teaching Excellence, and coordinator of the Project from 1999 to 2011, participation in this effort has been a valuable part of his academic life at the University since 1984, when he joined the steering committee. "It has led me to use a very inclusive and diverse set of readings in my literature course," he says. Ultimately, he says, it's about "teaching that empowers students."

"It's not about the specific courses," says Wallace. "It's about how all faculty, regardless of discipline, can be better professors, and provide an education that really resonates with our students."

“What a long strange trip it’s been...”

50 Years Ago, the Grateful Dead Performed Two Memorable Shows on Campus

STATE BEACON

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Volume 36 – Number 7

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October 20, 1970

Review

“Dead Aftermath”

BY BILL LAVORGNA

If you somehow missed Sunday evenings 7:00 o'clock performance by the Grateful Dead, but stuck around to raise hell about your money, you discovered to the Assembly Committee's relief that there would be a concert sometime the night of October 12.

The Dead late on arrival were minus one corpse, something about a lost bass player. The crowd stood passively, only occasionally crushing someone against the doors of the auditorium. Soon, thanks to the unrestrained efforts of the valorous N.Y. cabbie, a base player did arrive in time for the nine o'clock show and was immediately given an option for the second appearance later in the evening. Bodies cleared, doors opened, nine hundred and eighty seven people simultaneously passed through one set of double doors. (Approximately seven feet wide).

Once inside, you had close to twenty seconds in which to obtain a seat, of course there were also the aisles. At that point, if you dig emphatic audio expression, you probably haven't thought about the ridiculously massive sound system staring down on you from the stage. Could all that have been delivered to the wrong Shea? Five or six figures wonder out from the

stage and take places in front of the wall of speakers. There are definitely six now, two drummers, why two drummers, “I still don't understand it.”

The Dead play “rock blues”, more often than not, wrapped country style. It's immediately captivating, and if you are really there to get into the sound, you can start with the first note; otherwise the second will do. There greatest influence is The Band “and fellows, it shows.” But, do not disappear, there is a different individuality to their work. The lead guitar work, more than made up for what was lacking in bass; but, afterall, he stepped out of the cab, and out onto the stage without even tuning up.

It was fascinating to see the audience become part of the show with the same speed at which they took their seats. It was also fortunate, for unfortunate was the brevity of both performances.

There is something to be said for the way in which the evening was run, for some people were not at all understanding in their point of view. There seemed to be a definite shortage of ushers; “compliments to those who showed.” Also, hearts and flowers to the Assembly Committee for not hasseling the two hundred or so people who attended each show unannounced.



The Grateful Dead performed two concerts here during Homecoming weekend. They attracted one of the largest crowds ever to seek admission to a PSC activity. For a review see page 3.

Fifty years ago, on the way to consistently selling out arenas and stadia throughout the world, the Grateful Dead pulled into Shea Center for two shows in one night during Homecoming Weekend. Reports from *The Beacon* then—and online through the years—describe a scene that included a jammed auditorium and the last-minute arrival of bassist Phil Lesh who, according to an online reminiscence, arrived late because his New York City cab driver thought Paterson State College was in Paterson.

Were you there? Tell us about it! Send your memories to

wpmag@wpunj.edu

MARION B...



18 Creativity
Reigns in the
Arts During the
Pandemic