



# 2013

**ANNUAL REPORT**

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WAGNER COLLEGE

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## Wagner College 2013 Annual Report

### Editor

Laura Barlament

### Art Director/Designer

Shaowei Wang

### Photographers

Josh Cutillo

Jason Jones

Lee Manchester

Rhett Marley

Anna Mulé

David Saffran

# Changing Lives

## 2013 ANNUAL REPORT

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How Wagner Changes Lives



Launching careers. Growing knowledge. Caring for people. Creating family. In this annual report, we celebrate the many ways in which Wagner College changes lives.

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MAGUIRE  
SCIENCE

## FROM THE CHAIR OF THE BOARD

### WHAT WAGNER MEANS TO ME



“As good as Wagner was for my father and for me, the Wagner of today provides even more life-enriching opportunities.”

I always enjoy describing what Wagner means to me. As an alumnus, the son of an alumnus, and the chair of the College’s Board of Trustees, I think about the Wagner not only of yesterday, but also of today and tomorrow.

Wagner’s fateful impact upon me began long before I was even around. My father, Waddie Procci ’36, a native Staten Islander, was the son of very poor Italian immigrants. When it came time for him to attend college, his family simply couldn’t afford to send him away, so he went to Wagner as a commuting student, a major part of the Wagner of that era. His Wagner education enabled him to attend medical school and to have a life filled with opportunities for himself and for his family.

When it came time for me to go off to college, I chose to follow in my father’s footsteps and also attend Wagner. I found an ever unfolding world of academic ideas and opportunities, as well as a chance to meet some wonderful classmates who remain friends to this day.

As good as Wagner was for my father and for me, the Wagner of today provides even more life-enriching opportunities through the Wagner Plan, learning communities, civic engagement, and internships. Wagner today gives our students the essential underpinnings for the world of tomorrow.

With all of our collective energies, Wagner will only continue to grow and expand, and be a source of ever greater opportunities for decades to come. Wagner has yet to reach its full maturity and potential as a center of educational excellence.

Please join me in appreciating all that Wagner has done in your life, and in celebrating what it is doing in the lives of students today.

A handwritten signature in black ink that reads "Warren R. Procci". The signature is written in a cursive, slightly slanted style.

WARREN R. PROCCI '68  
CHAIR, WAGNER COLLEGE BOARD  
OF TRUSTEES



## FROM THE PRESIDENT

### HOW WAGNER CHANGES LIVES

One of the best parts — perhaps the best part — of my job as president of Wagner College is that it gives me a chance to see, quite literally, just how this place can change the lives of its students in ways that they often could not imagine or predict.

Among the latest and best examples of this is the experience of Kellie Griffith '14. A senior from Riverhead, Long Island, Kellie has always been energetic and engaged; but while here, Kellie has grown into someone who I think represents the very best of Wagner College.



**Kellie Griffith '14** (foreground) was among the many students who assisted Staten Islanders after Hurricane Sandy.

In April, Kellie learned that she is the recipient of a highly selective, highly competitive Fulbright U.S. Student Award to Ecuador. There, she will work as an English teaching assistant, improving her own Spanish skills and knowledge of that country.

Since her first year at Wagner, Kellie has been active in Wagner's civic engagement projects, and developed a love for and fluency in Spanish while she was here. A major in elementary education and Spanish, she served as a translator during one of Wagner's Habitat for Humanity trips to Ecuador. She also made a difference in the lives of people in the Staten Island neighborhood of Port Richmond, where she coordinates our tutoring programs at El Centro del Inmigrante. Last summer, she spent eight weeks interning as a teaching assistant at a pre-school in Costa Rica.

When I spoke to Kellie about her Fulbright award, she told me that she was going to have the opportunity to do what she loves: to teach, to speak Spanish, and to build relationships. She said that the skill set she developed here at Wagner will help her to continue to be engaged and contribute to whatever community in which she will be living or working.

Those of us at Wagner will be following Kellie's progress with great interest, and know she will represent our College well.

From the rural communities of Ecuador, I want to take you now to the streets of Newark, New Jersey, where our next student, Kenny Ortiz '13, was raised, in the Baxter Terrace Houses. Widely known as one of the roughest neighborhoods in north New Jersey, the housing project was so blighted that it was demolished in 2009 to make space for urban renewal.

Raised by his mother while his father cycled in and out of jail, Kenny chose his own path, using his talents on the basketball court and his commitment to his academic pursuits to open up the opportunities to a better life.

In a *Staten Island Advance* profile, Kenny said that he knew he was "the hope" of his neighborhood. He worked hard to live up to those expectations and win his way to college. At Wagner, he achieved remarkable things on the basketball court. He became the heart of the Seahawks team as an all-conference starting guard and a record-setting three-time NEC Defensive Player of



**Kenny Ortiz '13** overcame many obstacles to become a star of Wagner basketball and a college graduate.

the Year. His senior class set the Wagner record for the most wins during their Seahawk careers.

Coach Bashir Mason, who recruited Kenny to Wagner, saw him transform from a withdrawn, street-hardened young man into a responsible, mature, and hardworking college graduate. He speaks of Kenny's gifts not only on the court but also with people, such as participants in Lifestyles for the Disabled, for whom the basketball team did volunteer service, and the children in Wagner's summer basketball camps, for whom Kenny became a role model. Bashir told me, "Kenny was the ultimate leader of the team, the mainstay. He'll be the hardest player to replace."

In May 2013, Kenny experienced his biggest win: Crossing the stage at commencement to receive his bachelor's degree, in sociology with a concentration in criminal justice. Today, he is embarking on a career as a professional basketball player in Puerto Rico, with a three-year contract that will also allow him to travel and play throughout Europe. I have no doubt that, wherever he goes, he will inspire a whole new generation.

We are proud of Kenny and Kellie, and in the pages that follow, you will find more stories of how Wagner can change lives. Thank you for your support of this College and our work.

**RICHARD GUARASCI, PH.D.**  
PRESIDENT, WAGNER COLLEGE

IN THEIR OWN WORDS

## Arijeta Lajka '16, Student and Journalist in Kosovo

Arijeta Lajka '16 received the U.S. State Department's Benjamin A. Gilman International Scholarship to study at the American University in Kosovo (AUK), located in the capital city of Pristina, during the spring semester of 2014. Here is a report on her experiences, two months into her semester abroad.

Life is very different here compared with other European countries. Kosovo declared independence from Serbia only six years ago, and the unemployment rate is about 35-40 percent. Even those who obtain degrees have a difficult time finding work in Kosovo. There is widespread corruption in public institutions and also human right abuses, especially of minorities.

Besides my studies at the AUK, I am working as a journalist for the Balkan Investigative Reporting Network (BIRN), contributing to the English newspaper *Pristina Insight* and the Albanian newspaper *Jeta ne Kosove*. Reporting in Pristina has given me exceptional experience.

In Kosovo, the LGBT community has been attacked on several occasions. For my first assignment, I reviewed a Serbian adaptation of the drama *Bent*, a play that explores homophobia in Nazi Germany. This groundbreaking show received a standing ovation. In a public forum the next day, people talked about LGBT rights and how they can be improved in the Balkans.

I also witnessed student protests at the University of Pristina in February. The unrest revolved around a scandal over faked academic qualifications by UP professors; even the university's rector, Ibrahim Gashi,

was accused of having padded his resume. Students also charge professors with taking bribes, not following their schedules, and refusing to give grades. This type of behavior has been occurring for years, and the university has lost its credibility.

For weeks, students protested outside of the university. Media outlets across the globe covered the story, and the entire area was filled with security forces. Protesters threw rocks and red paint at police, who responded by firing tear gas. After a week of students being arrested and injured, Gashi resigned and a new rector was appointed.

As a journalist, I spoke to these students and heard their concerns and frustrations about the decline of this once respected institution, a university that most of their parents graduated from. Now that the rector has resigned, they're hoping that UP will begin to implement new regulations so they can receive a credible degree, and most importantly that the institution will begin to serve the interests of the students.

Weekly, I have been receiving assignments like these and getting first-hand reporting experience in the field. I am thrilled to uncover all that Pristina has to offer.



Arijeta Lajka '16 at the Skanderbeg plaza in the center of Pristina, Kosovo.



## SEAHAWK HIGHLIGHTS

### A Year of Accomplishments for Student-Athletes

- For the first time in program history, the Seahawks swimming and diving team was crowned Northeast Conference (NEC) champions in 2014. Coach Colin Shannahan was named Coach of the Year, and Anu Nhipali '17 was named Rookie of the Meet and Outstanding Swimmer of the Meet.
- In June 2013, for an NEC record third time, Wagner claimed the league's Institutional Academic Award with an NEC-record 3.305 grade point average in its 19 sponsored sports.
- The Seahawks soccer, indoor women's track and field, outdoor women's track and field, and men's lacrosse teams all posted team GPAs that paced their respective NEC sports.
- In 2013 for the second consecutive year, the Wagner water polo team earned the highest team grade point average among all 56 water polo programs that comprise Division I, II and III. They also posted a school-record 26 wins, a regular season Metro Atlantic Athletic Conference title, and a third consecutive appearance in the MAAC Championship Game.

# 'Like a Family'

## Bonner Leaders service program launched at Wagner

Last August in a special orientation session for the students in the new Bonner Leaders program at Wagner, one by one the 12 freshmen and their parents expressed their hopes and dreams.

Not a dry eye was left by the time it ended, says Melanie Rafael '17.

"We're an emotional group," she says. "We are like a family," adds her fellow Bonner student, Sourajit Dey '17.

Bonner Leaders is a national service-based scholarship program. But, as Rafael notes, it "is so much more than I thought it was going to be, and I love it." The 12 students meet weekly throughout their first year at Wagner to learn about civic engagement and leadership and to reflect on the service they are providing in the community, which adds up to at least 10 hours per week. They also help to craft the program along with their advisors in Wagner's Center for Leadership and Service.

Over the course of their four years, the Bonner students will progress from being volunteers to leading programs in the community to becoming public advocates on social issues. Every year, 12 more students will come into the program.

"The personal and academic growth I've experienced way outnumbers all that I had in high school," says Dey. "I wouldn't have gotten this far personally and academically without Bonner."



## Turnaround Year

National college consortium lets student 'see another world'

Jessica Kartalis '15 is both studying and practicing music production at Belmont University for a year.

Jessica Kartalis '15 is turning around.

Wearing a cowboy hat and torn jeans, she carries her guitar and sings while strolling starry-eyed (and literally taking a spin or two) past the neon lights of Nashville's main drag, in the music video for her original song entitled "Turn Around."

"Sometimes you lose hope / Look around the corner / You never know what's waiting there / Don't let anyone bring you down," she purrs in a throaty soprano, confidently strumming her red-rose-embazoned guitar.

Could she be the next Carrie Underwood or Taylor Swift? Anything is possible. Recently, she has experienced quite a few ups to counterbalance her inevitable downs. Her spirits and her hopes are high, as is her work ethic.

"A lot of people work hard here, but I don't sleep anymore," says the Wagner student who is "studying away" for a year at Belmont University in Nashville, Tennessee. "I want to be big when I'm 25."

Kartalis, an arts administration major at Wagner, is the College's first student to participate in the exchange program offered by the New American Colleges and Universities (NAC&U), a consortium of

21 selective, small to mid-sized schools that share Wagner's commitment to liberal education integrated with professional studies and civic engagement. In other words, through Wagner's affiliation with Belmont University, Kartalis has become a domestic (rather than international) exchange student.

"At Belmont University, you can throw a rock from the campus to Music Row, which is all the record labels and publishing companies and all that good stuff, so it's really a good place to be," she says. She's taking courses related to the creation, production, and business of music, while also interning with the artist management company of country music star Toby Keith. "I'm really happy to be able to dive into something Wagner doesn't offer," she says.

Kartalis, who goes by Jessica Rose (her first and middle names) on stage, started singing in choir as a child. At age 14, she started taking guitar lessons.

The guitar helped her overcome her shyness and sing by herself. She developed a solid local following, performing in Staten Island venues, at College events, and at weddings.

Then, her mother — Janice Kartalis, a Wagner College staff member — submitted a video of one of

her performances to *American Idol*'s first online contest to nominate Idol candidates. Kartalis won for New York, and she appeared before the show's panel of celebrity judges.

They turned her down.

Then, she auditioned to sing at Jimmy Buffett's Margaritaville restaurant in Atlantic City, and was hired to perform at the popular boardwalk venue all summer.

A month into the season, all of the entertainment was fired.

But, she bounced back. She was hired to perform at Atlantic City's legendary Steel Pier. Then, Jimmy Buffett's manager called her back, and she returned to Margaritaville.

"You can't give up," she says. "Your dreams are devastated, and then one week later you're double booked, and everything's great. So that's why I wrote 'Turn Around.' One door closes, another one opens."

Now, she sings at the Nashville version of Jimmy Buffett's Margaritaville. She is also working with artist manager Rick Barker (famed for getting Taylor Swift's career started) and looking forward to performing during the CMA Music Fest, a huge country music bash.

Nevertheless, the loyal Alpha Sigma Alpha sorority member says, "Wagner is home for me." She will return and complete her senior year in the fall, at the place where it all started.

To hear Jessica's music, go to [youtube.com/jessicakartalis](http://youtube.com/jessicakartalis). Her website is [www.realjessicarose.com](http://www.realjessicarose.com).

# Common Commitments

Wagner's international partnerships grow

**W**agner College has launched a new partnership with a college in Israel, based on the two institutions' common commitment to "hands-on, progressive, humanistic education."

Those are the words of Zipora Libman, president of Kibbutzim College of Education in Tel Aviv, when she visited Grymes Hill last October.

The partnership will encompass faculty and student exchanges and shared research projects. Last November, the two schools held a symposium at Wagner, on the topic of "Educational Leadership for a Humane Culture in a Globalizing Reality."

"It gives us an opportunity to see what it's like to teach in other countries and broaden our perspective and understand how to get along with more people," said Wagner education student Noor Hussain.



## Beyond the Classroom

### Selected Student Accomplishments of the Past Year

**Pakinam Mekki '14** won first place in the neurobiology/physiology, four-year-college category at the 46th Annual Meeting of the Metropolitan Association of College and University Biologists in fall 2013, for her poster presentation on research conducted during the Johns Hopkins School of Medicine Summer Internship Program.

**Wagner students (mostly Bonner Leaders)** participated in the city-wide Homeless Outreach Population Estimate (HOPE) in January 2014, speaking with more than a dozen people and persuading one to seek shelter.

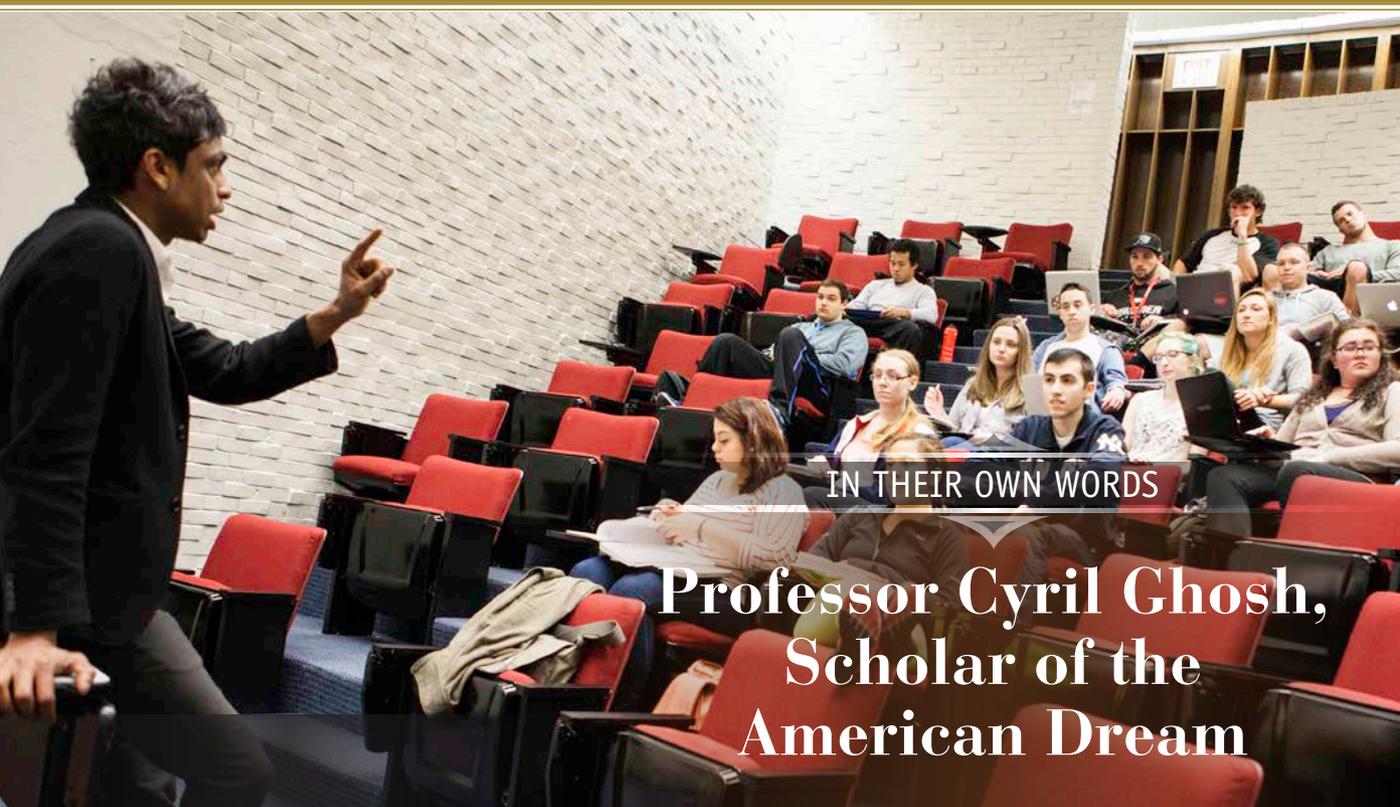
**Katherine Liu '14**, a double major in music and childhood education, performed Samuel Barber's Violin Concerto with the NTNU Symphony Orchestra in Taipei, Taiwan, in summer 2013.

**The all-female a cappella group Vocal Synergy** won the 2014 Mid-Atlantic International Championship of Collegiate a Cappella Quarterfinals.

**Over the past three years, Wagner education students'** overall pass rates on teacher licensure exams well exceeds 90 percent.

**Receiving excellence awards** for their research presentations at the 67th Annual Eastern Colleges Science Conference: Faiz Abed '13 M'15, biology major; Eden Stark '13 M'15, microbiology major; and Vincent Lombardo '13, physics major.

**Presenting papers at the convention** of the national history honor society Phi Alpha Theta in January 2014 were Patrick Bethel, "Those Who Never Retreated Before the Clash of Spears: The Irish Brigade during the [American] Civil War"; Julianne Tszuska, "Jacob Riis: How the Children Lived"; and Erin Pentz, "Czech New Wave Cinema and the Holocaust: *The Shop on Main Street* (1965)."



IN THEIR OWN WORDS

## Professor Cyril Ghosh, Scholar of the American Dream

**C**yril Ghosh, assistant professor of government and politics at Wagner since 2012, published his first book last year, *The Politics of the American Dream: Democratic Inclusion in Contemporary American Culture* (Palgrave Macmillan). It was named one of the best political science books of 2013 by Huffington Post columnist Heath Brown.

**Q** You write, “Democratic societies can only thrive when people of diverse identities can feel equally free and included in them.” What are some factors in your personal experience and in your studies that led you to that conclusion?

**A** I grew up in a Catholic household in a pretty secular India. When I was in high school, Hindu nationalists came into the national spotlight as a political entity in India. And, for the first time, I felt that I lived in a Hindu country with a Hindu majority and that Christians, like Muslims, were second-class Indians.

I have since thought about this subject more systematically. The sentence you quote is the result of a lot of thinking and reading and studying that reconfirmed the ideas I have had since my teenage

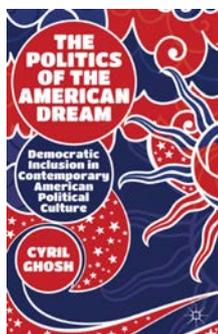
years: no polity can legitimately call itself a democracy unless it makes a serious effort to accommodate and include the various communities of people, often marked by their “difference,” that live within its boundaries.

**Q** Why did you focus on the American Dream concept?

**A** It’s not the American Dream part that is the most interesting thing to me; it just happens to be the trope that binds people together. The question that really interests me is: How do you preserve unity or cohesion in multicultural polities? How do you manage difference? How do you maintain some kind of lubrication in a plural society? In so many places in the world, people are fighting each other within countries, because they feel like they don’t belong to the same polity. In the US, we usually don’t do that kind of thing. Because we’re doing something right; or, at least, we’re doing something different.

**Q** People still believe in the overall project of the United States, even if they differ in their beliefs about certain issues, like abortion or same-sex marriage?

**A** Yes, I agree. The only thing is, it’s interesting that you use the word “project.” It’s one that Canadians do



# Dancing with Data

Wagner professor helps uncover a major scientific fraud



Brian Palestis, professor of biology

not use. They do not say, “We have an overall Canadian project.” It’s fascinating that America is seen, by Americans and by others, as an ongoing project. It’s a continuation of an earlier idea, the “city upon a hill.” That’s what keeps people together.

**Q** How did your understanding of the term “American Dream” change through writing this book?

**A** I know less about it now than when it was just an inchoate idea for me; now I know too many different things about the concept. When I first started, I behaved as if the meaning of the term was self-evident and the same for all people. I have since learned that there are at least two iterations of the term. It used to be the post-war idea of this middle-class boom, two cars in every garage, a chicken in every pot. Then something changed in the 60s, with the 1963 March on Washington, the “I Have a Dream” speech. The idea of social and racial justice is also a central part of the dream of equality since then. And then there are other things: What the American Dream means for immigrants, for undocumented workers, for people just trying to make a living. It’s changed in so many ways. It’s become much more complicated than this idea of, oh, you can make it big.

**Q** Not the Horatio Alger myth anymore?

**A** Yeah ... I’m a big fan, by the way. *Ragged Dick*, for example, is a great book. I recommend it.

**I**n 2005, the prominent science journal *Nature* devoted its cover to a story with the headline “Fascinating Rhythm: Dancing’s Role in Sexual Selection,” and a digital rendering of a naked human body making a dance-like move.

Eye-catching, no doubt. And the scientific community welcomed its conclusions, which made a strong link between bodily symmetry and dance ability — a connection which, evolutionary biologists theorize, is linked to sexual selection. Since then, other researchers have cited this paper more than 130 times.

In November 2013, however, *Nature* published an official retraction of the article — a goal one of the paper’s co-authors, the famed evolutionary biologist Robert Trivers, had doggedly pursued for six years.

Why would a scientist fight to have his own work retracted? And what does all of this have to do with Wagner College? Brian Palestis, professor and chair of Wagner’s biology department, did the statistical analysis that revealed the study’s data to have been manipulated and pre-selected to fit a foregone conclusion.

Trivers is a professor at Rutgers University, where he served on Palestis’s dissertation committee. Since then, the two scientists have collaborated on research. In 2007, Trivers mentioned to Palestis that he had noticed issues with the data set presented in the *Nature* paper. Palestis started checking the numbers, and quickly found problems in how the data was handled by the paper’s lead author, William M. Brown.

Trivers and Palestis believed so strongly in their case that they even coauthored a short book, *The Anatomy of a Fraud: Symmetry and Dance*, published in 2009. Their work was vindicated by an investigative committee at Rutgers in April 2012, and finally given credence by *Nature* itself.

Palestis says that he had no idea he was getting himself into such an ethical quagmire when he started this project, which has been widely covered in the science and higher education press.

He and his students have benefited from his raised awareness of scientific misconduct and the difficulty of having such behavior acknowledged. “There’s been a few classes where I’ve talked about research misconduct and research ethics,” he says. “There is a growing awareness that this is a problem.”



## Second Chance

In the midst of busy lives, employees return to college

Eileen Archer '12, Ann Ayers '13, and Diane Catalano '13 earned their bachelor's degrees while working at the College.

**E**very so often at Wagner's grand and joyous commencement ceremony, a bachelor's degree graduate crosses the stage cheered on not by their parents, but by their spouse, their children, and sometimes even their grandchildren.

These graduates didn't spend four years on campus immersed in academics, parties, and dorm life. They spent five or six or seven years or more, taking one or two classes per semester, while also working full time on campus and raising their families at home.

People like Ann Ayers '13, Wagner College's assistant registrar, who started working at the College in 2001 as a registration assistant. Ayers had taken about a year's worth of college coursework right after high school, her tuition paid for by the bank where she worked full time. But then she got married and had a family, and college fell by the wayside.

Ayers decided to go back in 2007, when her older son went off to college. "I always stressed to them how important school was, and you have to finish your degree," she says, and she decided it was time to practice what she preached. She chose to major in sociology, focusing on criminal justice, and finished her Wagner bachelor's degree in December 2013.

"It's such an accomplishment, and my sons are so proud of me," she says with a huge smile. "I loved every minute of it." In the meantime, her older son, Christopher, graduated from Villanova, and her younger son, Jonathan '10, also graduated from Wagner.

For Eileen Archer '12, it was also her children who inspired her to try college. Her daughter Julie went to Brown, and Sarah to Lafayette and Cardozo Law School. When Julie started college, Eileen did, too, earning her associate's degree at CSI, a process that took five years while she worked full time at the family business.

Then life intervened again and prevented Archer from completing a bachelor's degree. But she knew that she wanted to do it, and when she began working for the major gifts office at Wagner in 2007, she started right away.

Archer chose to major in Spanish because she had always loved travel and languages. She fulfilled the study abroad requirement through a three-week winter break program in Costa Rica.

Diane Catalano '13, department secretary for theater and arts administration, even did a 500-hour internship to complete her major in arts administration. It took her a year of working on weekends at Snug Harbor Cultural

## Faculty Works, 2012–13

### Publications, Compositions, and Other Contributions to Their Fields

**Mohammad Alauddin**, chemistry, and his students Elena Stekolchik '12, Taylor Wheaton '09, Melanie Valencia '12, and other co-authors, published results from their study of selenium supplements to combat arsenic toxicity among patients in rural Bangladesh, in *Understanding the Geological and Medical Interface of Arsenic* (CRC Press, 2012).

**Susan Bernardo**, English, is editor of *Environments in Science Fiction: Essays on Alternative Spaces* (McFarland, 2014).

**Karen DeMoss**, education, authored "Educational Expectations and Aspirations" in *Sociology of Education: An A-to-Z Guide* (Sage, 2013).

**Miles Groth**, psychology, contributed "Men's Magazines" and "Scopophilia" to the *Encyclopedia of Gender in Media* (Sage, 2012).

**John Esser**, sociology, **Lily McNair**, provost, and **Richard Guarasci**, president, published "Staying Alive with the Wagner Plan: How to Keep a New First-Year Program Thriving Fifteen Years Out" in *The College Curriculum: A Reader* (Peter Lang, 2013).

**Ann Hurley**, English, lectured on early women writers at Ben-Gurion University in Israel last summer.

**Richard LaRocca**, business, published "Assessing the Political and Socio-Economic Impact of Corruption Among Nations," *International Journal of Information Systems and Social Change*, 2013.

**Gordon McEwan**, anthropology, published "The Wari Built Environment" in *Wari: Lords of the Ancient Andes* (Thames & Hudson, 2012).

**Laurence Nolan**, psychology, published "Shared Urges? The Links Between Drugs of Abuse, Eating and Body Weight" in *Current Obesity Reports* (2013).

**Horst Onken** co-authored articles about his research on crustaceans and mosquitoes in *Frontiers in Physiology* and *Journal of Insect Physiology* in 2012.

**Brian Palestis** co-authored articles about his research on terns in *Waterbirds* in 2012.

**Michele Pawk**, theater, can be heard on the original cast recording of *Giant* (Ghostlight Records), a new musical based on the novel by Edna Ferber, with music and lyrics by Michael John LaChiusa.

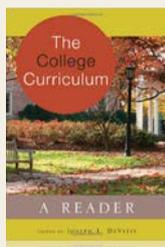
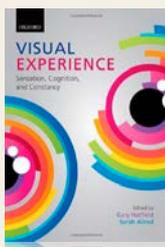
**Felicia Ruff**, theater, published "The Transgressive Prop; or, The E(a)rnest Signifer" in *Wilde Discoveries* (University of Toronto Press, 2013).

**David Schulenberg**, music, performed a concert series of J. S. Bach's *The Well-Tempered Clavier* at Taylor House in Boston in 2013.

**Jennifer Toth**, art, had solo shows at the Soho20 Gallery and the Blue Mountain Gallery in Manhattan in 2012.

**Mark Wagner**, psychology, authored a chapter in *Visual Experience: Sensation, Cognition, and Constancy* (Oxford UP, 2012).

**Roger Wesby's** new work *diss-FUNK-shun*, commissioned by the North/South Consonance Orchestra, was premiered in November 2013.



Center in Staten Island, plus four years of taking coursework on her lunch breaks every semester.

All three say that they made it through with much encouragement from their fellow (although much younger) students, their supervisors and friends at Wagner, and their professors. And the rewards were well worth the struggles.

Catalano adds that getting to know the students and walking in their shoes has helped her do her job better, too. "When they get nervous about finishing the program, or writing a paper, or about the internship, I've been there and done that. If I could do it while working full time and raising two kids," she says with a laugh, "then I tell them you can definitely do it, too."

Professor Nancy Cherofsky '05 M'07 helped Liz Harrington '13 create a community wellness program.

IN THEIR OWN WORDS

# 'They Were My Teachers

Liz Harrington '13 spoke on behalf of herself and fellow nursing student Noelle DeNome '13 at the nursing pinning ceremony in May 2013. What follows is a shortened version of her talk.

Noelle and I have learned through working in inner-city hospitals that cultural competence is essential to quality patient care. We were able to put our love of community health into action at El Centro del Inmigrante, where we spent many hours doing health screenings and teaching for undocumented immigrants in the Port Richmond area of Staten Island.

Port Richmond is a densely populated community, full of beautiful culture but also tragic health disparities. It is home to the city's fastest-growing immigrant population, a third of whom lives on an income that is half of the official poverty level.

Over time, the community of El Centro opened its arms to us. Noelle and I began speaking Spanish more frequently and were able to immerse ourselves in their culture.

On one visit, we were introduced to a man who smelled of alcohol and was complaining of pain in his right upper quadrant. After assessing him, we realized that the margins of his liver were palpable and that he needed a referral. He began to cry, telling us that he was afraid. He had been laboring without pay for weeks, and sleeping on a cold concrete basement floor. He had not eaten in two days.

Noelle and I looked at each other and realized that this community was in greater need than we had initially thought. We snapped into action and knew that our presence there needed to be increased. I cannot put into words the feeling that went through us when this man looked at us after teaching him, taking his blood pressure, speaking his language, just making him feel safe. "God bless you," he said, as tears welled up in his eyes.

I feel so fortunate to have met this community, shared myself with them, and learned from them. They taught me more than I could have ever learned in a textbook. They were my teachers, and for this experience I thank them. This community continues to challenge us and allow us to go places we had never been before. Here we met people who didn't look like us or even speak the same language; but this is our passion, what we are meant to do, to give of ourselves to others. That is the true definition of a nurse.

With the guidance of Nancy Cherofsky '05, M'07, assistant professor of nursing, Noelle and I were able to create the Wellness Program, which has become the newest addition to Wagner's Port Richmond Partnership. We have laid the foundation for the Wagner nursing students who come after us. We hope they continue what we have started at El Centro and enhance the health of this community one small step at a time.

# A Lesson in Defusing Racial Tension

Theater project allows a community to create new approaches

“We’ve gathered here to talk about difficult issues,” Kevin Bott told the crowd of 100 assembled in the basement hall of St. Philip’s Baptist Church in Port Richmond on a steamy August night.

Most in the audience could have guessed the issues would include racial intolerance because most were from the Port Richmond streets where it often plays out.

But the consortium of groups that brought the audience together planned to dispel that intolerance through conversation and drama.

Bott, associate director of a theatrical project based at Syracuse University, emceed “The Sounds of Port Richmond,” a series of skits addressing tensions between Hispanics and blacks.

Co-sponsored by the Wagner College Center for Leadership and Engagement, the program gave two groups that seldom interact a chance to tear down tensions by bringing them out in the open.

“When solving problems, we need to use our whole bodies — our hearts, minds and souls,” Bott said, encouraging the audience to participate in the problem-solving.

In the brief skit called “Family Secrets,” a romance between a young black man and a Hispanic woman sparked intolerance within their families.

“If you bring a Mexican up here, you will have to leave my house,” the angry mother threatened her son.

In “Showdown at Denino’s,” a confrontation erupted between Hispanic teens and black teens.

After the skits were performed, Bott helped the audience brainstorm solutions.

“When people are facing tension, we need to find ways to make other choices,” Bott said. “What could they say differently that would change the outcome?” he challenged.

Each skit was re-enacted using audience suggestions focusing on better communication.

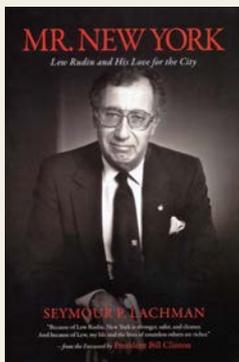
“Actors” for “The Sounds of Port Richmond,” held in conjunction with the monthly Port Richmond Friendship Dinner hosted by Project Hospitality and St. Philip’s Church, included members of the community and Wagner students and alumni. Steven Preskill and Samantha Siegel of Wagner gathered the participants and coordinated the skits.

Maria Morales, owner of Los Potrillos restaurant on Port Richmond Avenue, provided the food.

As dessert was served, Daniella Garofalo, a Wagner College senior majoring in arts administration, reflected on what she had learned.

“It’s easy to be prejudiced behind people’s backs. But when you’re face to face, it’s difficult. Because then you see the person,” not their race, she said.

.....  
*Story by Claire Regan '80, associate managing editor of the Staten Island Advance and assistant professor of journalism at Wagner College. Originally published in the Staten Island Advance, September 18, 2013, and reprinted with permission.*



## WHO IS “MR. NEW YORK”?

According to a new book by Seymour P. Lachman, it’s the late Lew Rudin (1927–2001) of Rudin Management, one of New York’s oldest real estate dynasties. Lachman is dean of the Hugh L. Carey Institute for Government Reform at Wagner College.

Rudin may not be a household name, but the things he accomplished are: For example, the fiscal bailout of the city in 1975, and the development of the New York Marathon into a world-famous racing event. He was a key figure behind those efforts as well as many others.

“[Lew Rudin’s] love, commitment, and belief in the viability of the city motivated him to use his talents and resources to make New York a better place for us all, and earned him the nickname, ‘Mr. New York,’” Lachman writes.

*Mr. New York: Lew Rudin and His Love for the City* (2014) was published by the SUNY Press.



Equisha Newsome and Rachel Tripp '12 M'13, seen here with students Breanna Mitchell and Juliana Rosen, teach science at New World Preparatory Charter School.

## Not Alone

New Educators at Wagner promotes teachers' growth and development

**N**ew teachers are full of energy and enthusiasm. They have learned the latest teaching techniques and are buoyed by idealism and a love for children.

But the first year of teaching often bursts that bubble. It can be difficult and lonely. Many new teachers leave before the end of their first year; half leave the field within five years.

To provide new teachers with support, encouragement, and on-the-job training and mentoring, Carin Guarasci started New Educators at Wagner (NEW) six years ago. So far, it has reached about 30 teachers — all of whom are still teaching and excelling in their classrooms. And through them, hundreds of students have been touched.

Each year, a cohort of about 10 new teachers meets regularly at the Guarasci home for class and discussion. Professor Guarasci travels to the teachers' schools to observe and mentor them. All year long, the teachers work on an action research project, in which they develop solutions to challenging classroom situations.

This year, Wagner alumna Rachel Tripp '12 M'13 and Equisha Newsome, who grew up in Staten Island and graduated from Lincoln University, are two of the NEW participants. Co-teachers of the 8th-grade science classroom at New World Preparatory Charter School in

Staten Island, they agree that NEW has been beneficial.

"It gives you a safe space to work through your problems, and you get ideas about how to solve those problems from teachers at other schools," says Tripp.

"They give breadth to what we're doing," agrees Newsome.

Justine Bello, who teaches sixth-grade math at Lavelle Charter School in Staten Island, says that she has benefited greatly from sharing ideas with her NEW cohort, who teach subjects ranging from science to English to history. "You normally don't talk to teachers in other subject areas," she says. "In the NEW program, you don't feel alone, as most first-year teachers say they do."

Professor Guarasci's work as director of NEW was recognized this year when she was named a New York State Senate Woman of Distinction in Albany on May 13.

"It is truly impressive to see [the NEW teachers'] growth and development," wrote NEW board member Fran Hogan Meyers in her letter nominating Guarasci for the award. "These fledgling teachers become remarkable educators with a stronger sense of self and ability to see a brighter future."

# A Few Long, Hot, Rewarding Days

Physician assistant students offer clinics and health education in Belize



In December of last year, 16 upper-level students in Wagner's physician assistant program took a medical mission trip to Belize, a small Caribbean country nestled between Mexico and Guatemala.

During three days of clinical work in Belize City and two outlying villages, they saw about 500 patients dealing with ailments ranging from untreated diabetes and high blood pressure to intestinal parasites, scabies, and dengue fever.

For the students, the hard work and long hot days were fascinating. "Every night," says PA program director Nora Lowy, "I was in awe of the transformation that occurred in the students. They wanted to see all of the patients who were waiting, and not stop at the end of the day. Their faces were literally glowing."

Although a local doctor was available for consultation when needed, the students were making

real clinical decisions. For example: While educating patients about diabetes and testing blood glucose, says Rick Leung '14 M'15, "We ended up finding a woman with a blood glucose of 310 who was then referred to the clinic. It was exciting to know we were able to make a positive impact."

The trip also involved learning about a different culture and traditions. The students not only received lessons about the local practice of complementary medicine, but also heard from patients about the homemade herbal remedies they took to treat health problems like hypertension or asthma, says Nicole D'Angelo '14 M'15.

"I'm dying to go back," she adds. "I didn't want to leave."

## A CIVICALLY ENGAGED CAMPUS NUMBERS FROM 2012–13

- 202 service-learning\* courses taught
- 28 percent of total courses represented
- 100 percent of departments participated
- 72 percent of faculty taught service-learning courses
- 75 percent of students participated

\* "Service learning" is a type of teaching in which classroom instruction and community service are integrated, to meet the needs of a community and to achieve educational goals for the students.

## WHAT IS THE PORT RICHMOND PARTNERSHIP?

The Port Richmond Partnership was created in response to the deeply changing social and economic fabric of the local community. The partnership is the central vehicle for curricular engagement with the local community, and it connects over 20 community groups and social agencies with Wagner to enhance student learning, raise civic consciousness, and sustain community relationships.

## IN THEIR OWN WORDS

## Katie Jo Younkins '11 M'13, Counterterrorism Student

Katie Jo Younkins '11 M'13 is working on her master's in counterterrorism studies at the Interdisciplinary Center Herzliya, Israel. Here she recounts a bit of her journey from her hometown in northern New Hampshire via Wagner College to Israel.

**M**y interest in studying in Israel began with the transformational semester I spent at the Rothberg International School of Hebrew University in Jerusalem in the spring of 2010. Wagner had established an exchange agreement there in 2008, and when Professor Steve Snow referred me to the program, it triggered something within me. I had always hoped to expand my horizons while in college.

I was apprehensive about this trip, as I am not Jewish and had never traveled to the Middle East. But my fears subsided as I absorbed the beauty around me while walking to class overlooking the Old City of Jerusalem. I never imagined I would feel so alive and content in a place that was so religiously and politically tense. Growing up Catholic, I never expected to be so warmly accepted by the Jewish people.

Taking Hebrew courses helped me understand the culture of Judaism, while also giving me the ability to converse with community members at my internship at the Pisgat Ze'ev community center. I met wonderful people who answered my difficult questions about Israeli society — especially my questions about the Arab-Israeli conflict and terrorism's effect on daily life.

During my last undergraduate semester at Wagner,

I continued to ask these questions in a course on the Politics of Terrorism. For years, I had imagined my academic career continuing with law school, but the courses I took in Israel and at Wagner redirected my interests toward counterterrorism.

I decided to pursue my MBA in international business at Wagner, and I recognized that I could interweave the analytical and financial disciplines of counterterrorism studies to explore the funding of terrorists. This idea led me to the Interdisciplinary Center Herzliya, renowned for its concentration in counterterrorism.

Now, I am taking coursework in Arabic, Egyptian politics, legal concerns, crisis communications, and many other helpful areas. I have the chance to study with highly experienced and knowledgeable faculty, such as the former Israeli ambassador to Egypt and other government advisors. Guest speakers such as former Senator George Mitchell and Alberto Fernandez, the coordinator for strategic counterterrorism communications for the U.S. State Department, come here to speak with students.

This program is helping me understand and advocate for mutual understanding and peaceful coexistence in the Middle East, which I believe will lead to the creation of a homeland for all cultures.

# A New Path in Business Development

Trading Wall Street glamour for a mud hut, Kelly Opotzner '07 found her vocation

In 2011, Kelly Opotzner '07 was living in Manhattan and working at Deutsche Bank, one of the world's biggest investment banks. Before that, she had been with Morgan Stanley. The vast resources of the city and of a budding finance career lay at her feet.

In October 2012, however, she pursued a new dream to a very different place: Burkina Faso. A landlocked nation in West Africa, Burkina Faso is one of the world's least developed countries. As a Peace Corps volunteer, Opotzner lived in a two-room mud hut with a tin roof. In the courtyard, which she shared with a Burkinabe family, they listened to the radio and ate dinner, surrounded by pigs, donkeys, and chickens. More than a year into her stay, she finally got electricity in her house. In January, the cool season, temperatures were in the upper 90s during the day.

A few years after graduating from Wagner with a double major in economics and international politics, Opotzner decided she wanted to be in a "different role, one that had more of a social impact." She wanted first-hand experience with microfinance, and found out that the Peace Corps had a business development program. She was offered an assignment in West Africa.

She spent her days traveling "way out in the bush," to places where, in some cases, there are no roads, to give tiny loans to people — women, to be specific — who had never had access to capital before, people who are subsistence farmers. These women are setting up home-based businesses, such as making and selling fritters,



Relating to people was the most important part of Opotzner's Peace Corps experience.

drinks, or soap. She also worked with a local shea butter manufacturer to improve their business processes.

Her Wagner education helped prepare her for this path, because it was there that she was first exposed to the discipline of economics, and her studies in international politics allowed her to pursue her interests in international development.

But Opotzner says that, contrary to her original expectation, the most important lesson she learned in Burkina Faso was not how to set up businesses or make them run more efficiently, but how to relate to people who live in such different circumstances than what she had ever known.

"On a personal level, it definitely impacted me substantially," says Opotzner. "From a career perspective, it solidified for me what I want to spend my life doing, which is finding the intersections between business interests and social impact. I think that's really the direction that development should be going in. And I want to help organizations become more financially viable and more successful so that they can reach more people in their communities. It's given me clear career direction, and from a personal perspective it's been so eye-opening in every aspect."

Opotzner returned to the US in February, and she will start an MBA program at the prestigious international graduate business school INSEAD in the fall.



Opotzner's house in Burkina Faso.



Richard Hoff '51 with his wife, Beverly, three daughters, and seven of their grandchildren, in 2010.

## Giver of Dreams

How a penniless orphan became a patron of the next generation

A stellar student and voracious reader, Henry Richard Hoff '51 breezed through elementary and high school, graduating at age 16. He knew he wanted to go to college and become a medical doctor. Judging by his work ethic and his academic aptitude, all the signs were that he had the brightest of futures.

But instead, as his high school years drew to a rapid close, he was in a bind: Since age 5, when both of his parents died within one year, he had been living in the Wartburg orphanage in Mount Vernon, New York. High school graduation meant he had to leave the home, and he was completely on his own.

"I was in deep trouble," he recalls, "no money, no job, no parents, or relatives who would be interested in me."

Besides his academic talent, he had a dream: to go to Wagner College. Hoff had heard about it from a fellow Wartburg kid, Eugene Roth, who had graduated from Wagner in 1944, on his way to becoming a Lutheran minister.

With the help of a classmate's family, Hoff got a temporary place to stay after his high school graduation — and a ride down to the College when he was asked to

come in for an interview. Hoff explained his situation to Marguerite Hess, the remarkable Wagner registrar who helped untold numbers of alumni during her long tenure. On the spot, she offered him a full scholarship covering tuition, room, and board.

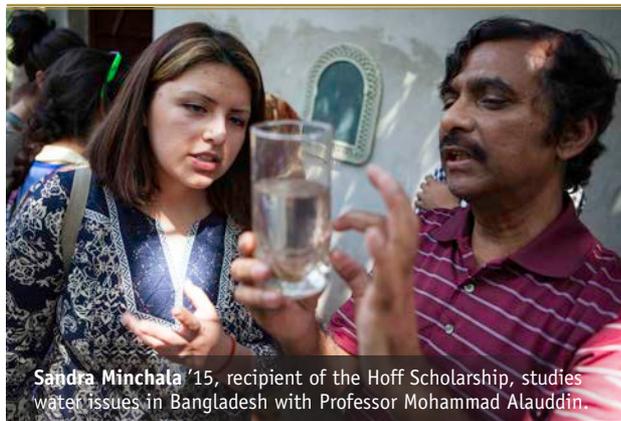
"I accepted with alacrity," Hoff says with relish, recalling that life-changing moment of more than six decades ago.

He started at Wagner that fall and spent four happy, intense years of study here. "It exposed me to a different world," he explains. "Especially because I got into an academic atmosphere, which was what I needed, I needed to be challenged, and that was a challenge. I'm grateful for that."

He majored in chemistry and biology, basking in the attention and encouragement professors gave to such a dedicated student. And he achieved his goal: He was admitted to New York University's medical school, and completed his MD in 1955. He interned at Bellevue Hospital in New York City, and then opened his own practice in internal medicine in Westwood, New Jersey. He married Beverly Trefethen in 1955, and their 56 years of happy marriage (until Beverly's passing in 2011) produced three daughters, eight grandchildren, and even one great-grandchild.

For Dr. Hoff, Wagner College represented a treasure that he wanted to pass along to others, too. For example, to his daughter Patricia Hoff Dillon '79, who came to the College in 1975, walked on to the basketball team, and became one of its biggest stars. But he also passed it along to other students, whom he doesn't know, but felt moved to help achieve their dreams just as he achieved his. In 1992, just after retiring, he established the H. Richard Hoff, MD, Scholarship Fund at Wagner for pre-med students. The fund has already provided scholarships for 10 students; and now that it is fully endowed, the income earned from the fund will provide scholarships in perpetuity.

The first recipient was Robert Bolash '03, who went on to earn a Fulbright Fellowship and spend a year in Germany studying public health, followed by an MD at



Sandra Minchala '15, recipient of the Hoff Scholarship, studies water issues in Bangladesh with Professor Mohammad Alauddin.

the University of Miami medical school. He is now an interventional pain physician at the Spine & Pain Institute of New York.

The latest recipient is Sandra Minchala '15, a chemistry major, whose family emigrated to the United States from Ecuador when she was nine years old. Her aspiration is to work in public health, helping to prevent

environmental pollution that impacts human health. "It is my promise to you," she wrote in a letter of thanks to Dr. Hoff, "that your contribution will go to building a better world tomorrow."

As for Dr. Hoff, he's still reading voraciously and leaving his books all around the house — a state of affairs that his daughter Lori cheerfully confirms, since he now lives with her and her family. "I had a happy and successful professional life, and I'm very grateful to Wagner for all they did for me," he says.

## THE RENOVATION REPORT

In 2012–13, two campus facilities received major makeovers and the Main Hall restoration project was completed. Here, a quick review of the results and the funding sources.



### MAIN DINING HALL

\$1.3 million  
 Summer 2013  
 New serving stations • new pizza oven • new flooring, paint, and décor • new tables and chairs  
 Funding: Lackmann Culinary Services

### MAIN HALL

\$15 million  
 Spring 2011–Fall 2012  
 New roof • new windows • rebuilt towers • brickwork and repointing  
 Funding: Includes \$308,081 in contributions from alumni and friends

### PLANETARIUM

\$250,000  
 Summer 2012  
 New seating • new sound system • SCIdome HD digital projector  
 Funding: New York State grant

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# THE FINANCIAL PICTURE

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Wagner College continues its growth in investments and net assets, closing the 2012–13 fiscal year with investments totaling \$74.4 million, and net assets totaling \$84.2 million, the highest levels the College has seen. These increases were a result of positive investment returns, sound financial management, and the support of alumni and friends of the College. We had a modest operating surplus for fiscal year 2012–13 and expect similar results for this fiscal year.

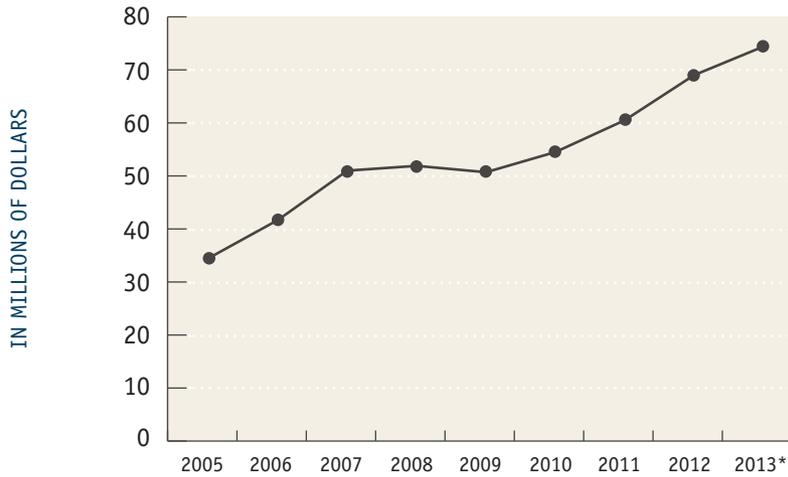
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## Investment Growth

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Endowment and investments provide an institution with a solid footing of financial security.

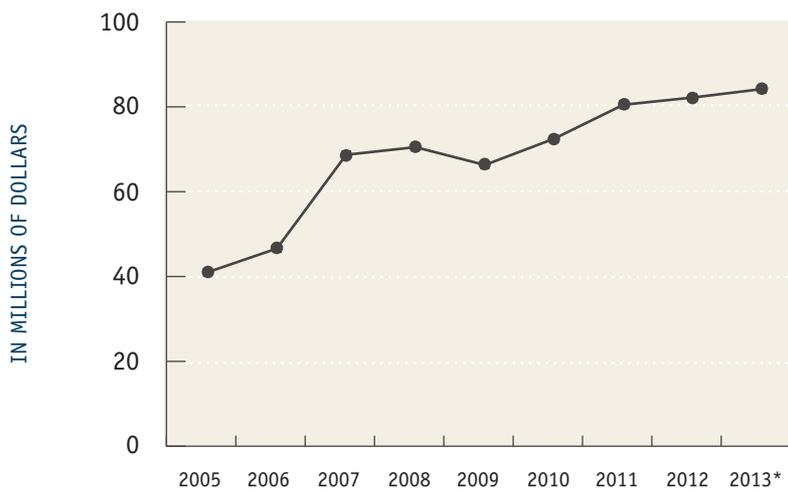
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## Net Assets

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Net assets, comparable to corporate equity or net worth, are the sum of an institution's assets, minus its debts.

\* Data points reflect end of fiscal year, August 31.

# Wagner College Balance Sheets

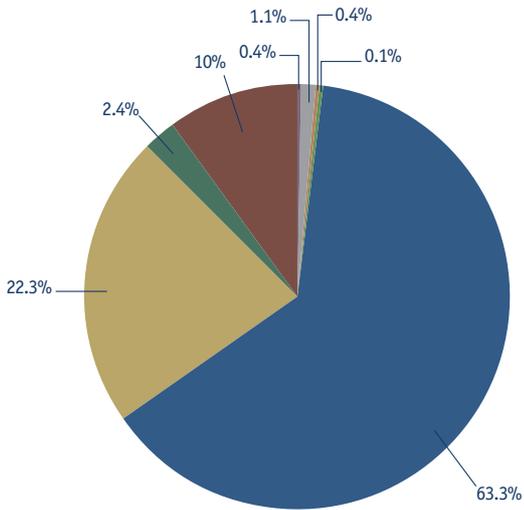
Fiscal years ended August 31, 2013, and August 31, 2012

<b>Assets</b>	<b>2013</b>	<b>2012</b>
Cash and cash equivalents	\$13,234,833	\$14,969,058
Accounts receivable, less allowance for doubtful accounts of \$725,000 in 2013 and 2012	2,777,119	2,575,521
Inventory, prepaid expenses, and other assets	1,145,765	916,576
Contributions receivable, net	2,657,627	4,921,810
Notes receivable, less allowance for doubtful loans of \$396,000 in 2013 and \$307,000 in 2012	2,766,175	2,766,187
Investments	74,400,092	69,046,061
Amounts held by bond trustees	7,450,281	3,351,526
Bond issuance costs	2,403,663	1,860,140
Property, plant, and equipment, net	77,655,445	77,758,500
<b>Total Assets</b>	<b>\$184,491,000</b>	<b>\$178,165,379</b>

	<b>Liabilities and Net Assets</b>	<b>2013</b>	<b>2012</b>
LIABILITIES	Accounts payable and accrued expenses	\$4,496,818	\$3,571,223
	Deferred revenue	16,677,814	17,326,217
	Line of credit	—	7,000,000
	Student deposits	455,930	438,571
	Amounts held for others	171,326	207,946
	Postretirement benefit obligation	94,085	94,183
	Other liabilities	2,209,946	2,526,887
	Refundable federal grants	2,903,767	2,737,563
	Long-term debt	73,290,643	62,080,872
	<b>Total Liabilities</b>	<b>\$100,300,329</b>	<b>\$95,983,462</b>
NET ASSETS	Unrestricted	\$20,665,511	\$19,358,765
	Temporarily restricted	24,650,504	25,838,768
	Permanently restricted	38,874,656	36,984,384
	<b>Total Net Assets</b>	<b>\$84,190,671</b>	<b>\$82,181,917</b>
	<b>Total Liabilities and Net Assets</b>	<b>\$184,491,000</b>	<b>\$178,165,379</b>

# Wagner College Revenue and Expenses

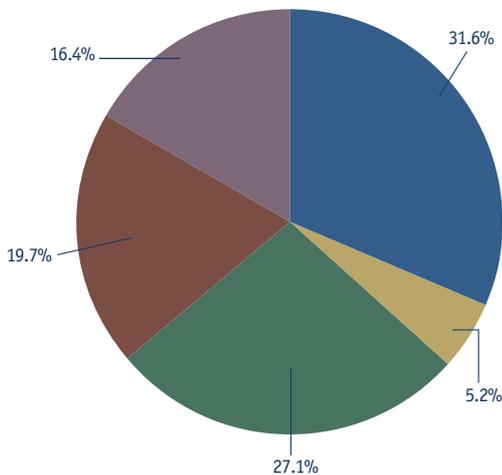
Fiscal year ended August 31, 2013



## Unrestricted Revenue

	IN MILLIONS OF DOLLARS	PERCENTAGE OF TOTAL
<b>Tuition and Fees</b>	44.4	63.3%
<b>Auxiliary*</b>	15.7	22.3%
<b>Contributions</b>	1.7	2.4%
<b>Other Sources</b>	7.0	10.0%
<b>Investment Return</b>	0.3	0.4%
<b>Endowment Spending</b>	0.8	1.1%
<b>Government Grants</b>	0.3	0.4%
<b>State Appropriations</b>	0.1	0.1%
<b>Total</b>	<b>70.3</b>	<b>100.0%</b>

\*includes room and board



## Expenses

	IN MILLIONS OF DOLLARS	PERCENTAGE OF TOTAL
<b>Instruction</b>	21.8	31.6%
<b>Academic Support</b>	3.6	5.2%
<b>Student Services</b>	18.7	27.1%
<b>Institutional Support</b>	13.6	19.7%
<b>Auxiliary Enterprises</b>	11.3	16.4%
<b>Total</b>	<b>69.0</b>	<b>100.0%</b>

# 2013

## HONOR ROLL OF DONORS

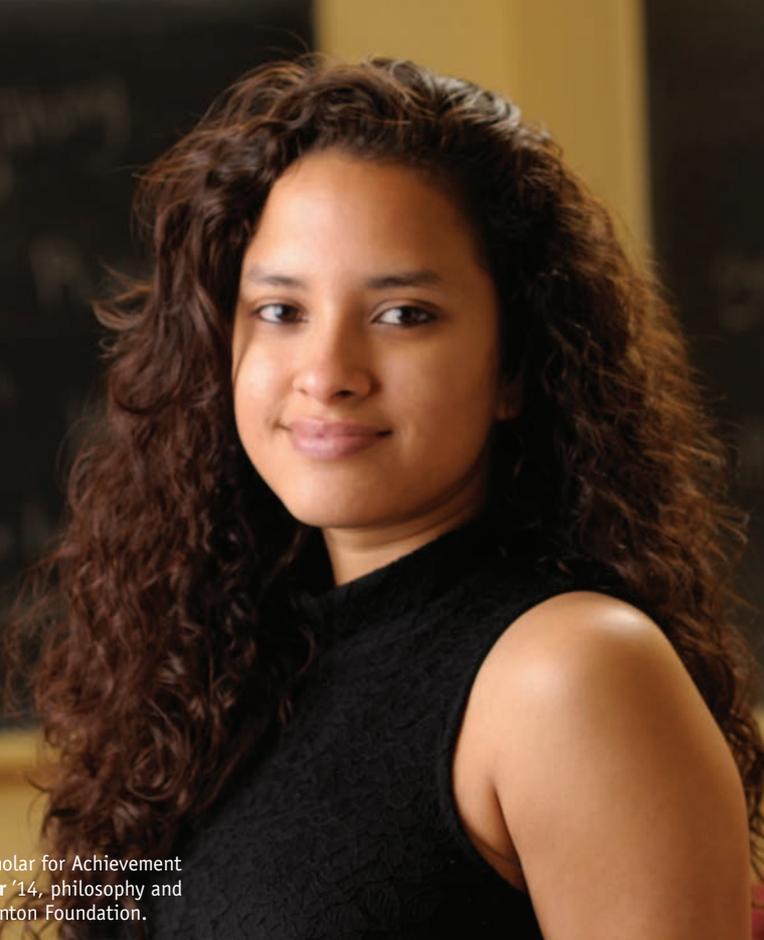
Wagner College is pleased to recognize alumni and friends whose gifts helped the College pursue its mission during fiscal year 2012–13. More than 2,100 individuals made gifts to the College last year. In the following pages, we recognize our leadership donor groups: the Inner Circle, Century Leaders, the Heritage Society, and others. Your gifts to Wagner College are opening doors, building a better future, and changing lives every day.

*Thank you!*



Photos, clockwise from upper left: **Francis Zuniga** '14, Megerle Sch in the Sciences; **Doug Donato** '13, arts administrator; **Julia Zenke** Spanish major, future lawyer; **Chris DeFilippi** '14, intern at the Cl





Scholar for Achievement  
'14, philosophy and  
Clinton Foundation.





## FROM THE VICE PRESIDENT FOR ADVANCEMENT

Dear Members of the Wagner College Family,

Late last year, I assumed responsibility for Wagner's advancement office, after two decades in the enrollment office. In the months since then, we have been working diligently to ensure that participation in the Wagner Fund is strong every year, and that our alumni are able to find major giving opportunities that match their interests.

Wagner depends upon your generosity. It's as simple as that. Without it, there is much we could not do. In the last fiscal year, some 2,154 donors, or about 10 percent of all alumni, made gifts to the College. These gifts, including those made to the Wagner Fund as well as major gifts, totaled roughly \$4.1 million.

We believe that there is much potential to increase these numbers. I urge you to help us raise an even bigger, an even stronger Wagner Fund in the months ahead. Through these gifts, we support talented students and pay for some of our top priorities. Without them, we have fewer options to meet needs.

That's why we need your help. I ask that you challenge your classmates and friends who have not participated to join you in making Wagner ever stronger. Come to campus and visit with our students and understand the good and hard work that they do every day. Read the stories in this annual report. Then you'll know why this is so important

Together, we'll help Wagner build the financial strength to meet the challenges of the 21st century.

A handwritten signature in black ink, appearing to read 'A. Araimo'.

ANGELO ARAIMO

VICE PRESIDENT FOR ADVANCEMENT & ENROLLMENT

# LIFETIME GIVING

We are deeply grateful to those who have shown extraordinary generosity and commitment to Wagner College throughout their lifetimes and in their estates. Individuals, foundations, corporations, and organizations whose outright gifts have reached the indicated levels are recognized below. (Pledges not included.)

## Philanthropists

### Cumulative lifetime giving of \$1 million or more

Anonymous (4)  
Estate of Benjamin Certo '48  
Evangelical Lutheran Church in America  
Fidelity Charitable Gift Fund  
Dr. John E. Lehmann '62 H'93  
Michael F. Manzulli & Rosemary Manzulli /  
Richmond County Savings Foundation  
Michael A. '49 & Margaret Christie '49 Nicolais /  
Nicolais Foundation

Dr. Robert C. '66 H'95 & Patricia O'Brien  
Estate of Anna & George Parker  
Dr. Margaret Bambach Buck Reynolds '40 H'98  
Drs. Donald W. '49 H'88 &  
Evelyn Lindfors '49 H'92 Spiro /  
Evelyn & Donald W. Spiro Foundation  
Estate of Herbert '34 & Mary Josephine Vaughann

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## Benefactors

### Cumulative lifetime giving of \$250,000–\$999,999

Estate of Ada H. Arfsten  
The Marie Baier Foundation  
The Louis Calder Foundation  
Andrew F. '72 & Natalie Migliaro '92 Cortese  
Estate of Erma Rudloff Coutts '39  
Estate of John '53 & Gloria Deane  
John P. '57 & Marion Dugan  
Dr. G. Robert '53 H'01 & Charlotte Evans  
ExxonMobil Foundation  
Estate of Clarence '46 & Anna Faires  
Donald M. Fox '64 + /  
Donald M. Fox Charitable Remainder Trust  
General Electric Foundation  
Robert E. '58 & Cathrine Heller '60 Gritman  
Dr. Jay P. '67 H'09 & Marianne T. Hartig  
Richard A. '66 & Margaret Herburger  
Estate of Leroy N. Houseman '55  
Drs. Louise S. Repage '75 M'78 H'12 & Peter Kaufman  
Patricia Knapp

Estate of Helen Lahm  
Dr. Fred W. '53 H'06 & Mary Lange  
Metropolitan New York Synod,  
Evangelical Lutheran Church in America  
Estate of Howard G. Meyers Jr. '63  
Dr. Thomas G. '65 H'00 & Polly Peck '68 Moles  
Estate of Joseph P. Monge '34  
Dr. John H. '67 H'02 & JoAnn Myers  
Estate of Henry V. Pape '36  
Edward D. '56 & Pat Peterson  
Estate of Anthony Pfister  
Dianne Powers / Powers Enterprises LLC  
Dr. Maureen L. Robinson '67 H'03 & Derish Wolff /  
Robinson-Wolff Family Charitable Remainder Unitrust  
Robert Z. Rudman / Rudman Family Foundation  
The Staten Island Foundation  
Switzer Foundation  
Thrivent Financial for Lutherans  
Vanguard Charitable Endowment Program

## Leaders

### Cumulative lifetime giving of \$100,000–\$249,999

Dr. Albert B. Accettola '41  
 Marie Attonito Alberti '57  
 Association of American Colleges & Universities  
 Richard W. Baller '51  
 Dr. Walter H. Baumhoff '59  
 Helene Berg  
 Nancy Munch '61 & David Bilheimer  
 Estate of Anna Boardman  
 Booth Ferris Foundation  
 Dr. Howard R. '50 H'12 & Ruth Traeg '56 Braren  
 Estate of Michael J. & Marguerite B. Burke  
 Dr. Frederic P. '69 & Estelle Cande  
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The Inner Circle is Wagner College's leadership giving society, made up of alumni, parents, friends, and corporate and foundation leaders who annually support the College at the level of \$1,500 or higher. The Inner Circle allows Wagner College to advance, enhance, and grow our mission devoted to achievement, leadership, and service.

**Membership:** An annual gift of \$1,500 or more entitles Inner Circle members to exclusive benefits, and, most importantly, the personal satisfaction of playing a critical role in the Wagner mission.

**Membership Benefits:** Annual recognition reception for Inner Circle members; special listing in the Wagner College annual report.

**Primary Ways to Give:** Unrestricted gifts to the Wagner Fund; gifts to affinity and interest groups; gifts to student scholarships.

**More Information:** Kristen Krista, Director of Major Gifts, 718-420-4529 or innercircle@wagner.edu

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**CENTURY LEADERS**

Century Leaders are graduates of the past 10 years who make an annual gift of at least \$100 for every year since they graduated. Century Leaders join Wagner's Inner Circle of donors in providing more than half of all funds raised annually for the benefit of Wagner's students, faculty, and campus. Century Leaders enjoy the benefits of Inner Circle members.

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Ali Hay '07 and Kevin Murphy '06 M'07 M'12:  
Two Approaches, One Goal

As co-chairs of Wagner's new Century Leaders group, Ali Hay and Kevin Murphy are working toward a common goal: engaging young alumni in giving back to their alma mater — an effort to which each brings something different and valuable.

Ali Hay came to Wagner from Westminster, Massachusetts, attracted by the College's emphasis on civic involvement. An arts administration major with a minor in history, she became a leader at the College through the Student Government Association (she was president her senior year), Young Democrats, Academic Honesty Committee, and Sustainability Committee.

Now a development officer at the College of Engineering at Northeastern University in Boston, she was initiated into fundraising at her first job out of college, for Jazz at Lincoln Center in Manhattan. There, she discovered that she loved telling the story of an institution — the essence of fundraising. Since then, she has also worked as a consultant and as a staff member of the Episcopal Diocese of Massachusetts.

"As someone who had to tell the stories, I realized which ones were particularly impactful. And I think that Wagner's story is very impactful. There's a lot of opportunity there for students to be as engaged as they want to be. And if they're enthusiastic, then the College is really responsive to it."

Kevin Murphy came to the College from Delaware, inspired by his grandmother, nursing graduate Clare Murphy '49. He also came because of a scholarship that he received — a common thread between his story and Ali Hay's; she also depended on a scholarship

to attend Wagner. He was a member of the Seahawks football team, wryly commenting that he played "end, guard, and tackle — end of the bench, guard the water bottles, and tackle anyone that comes near it."

He went on to earn an MBA in the accelerated, one-year program, and later also added a master's in accounting to his credentials. He now works as a financial advisor and tax preparer.

As a money-management professional, Murphy sees the question of giving back in financial terms. "I got a lot out of Wagner. And if I didn't go there, I wouldn't have the opportunity to be in the field I'm in now," he points out. Citing the connection between large endowments and university rankings, he says, "The only way to improve the quality of your school is to make it self-sufficient. It also improves the value of your resume. The kind of gift I'm giving now is not enough to do that, but if I keep building up year after year, maybe I will."

Ali presents the case for giving in her own way. "I'm in a position like many others, where I have student loans. I realize that I owe a lot of money, but I wouldn't trade my Wagner experience for anything," she says.

"My involvement in student government, my arts administration major, and my internships led me to a career I love in fundraising. Being able to support Wagner and knowing the money I give opens a door for future students to have the developmental opportunities I benefited from is very important to me."

# SCHOLARSHIPS AND FUNDS

We gratefully acknowledge donors who have created endowments for scholarships and funds for dedicated purposes. The funds acknowledged here, worth \$100,000 or more, create a steady source of support for Wagner College, its students, and its faculty, which will last for perpetuity.

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Estate of Helen Raminger Abichandani '54

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Richard W. Baller '51

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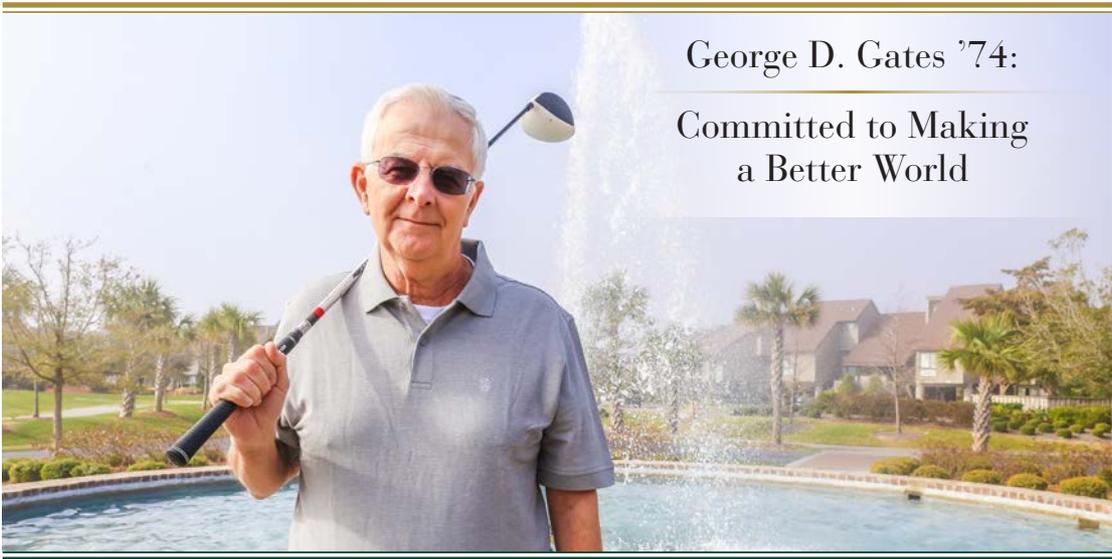
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## George D. Gates '74: Committed to Making a Better World

**W**hen George Gates goes into something, he's in it whole-heartedly and for the long haul.

After Gates graduated from high school in 1964, he started working full time as a banker and internal auditor with Irving Trust Company. At the same time, he started college at Wagner, studying management, economics, and finance under Wagner professors like the incomparable Charlie Kraemer.

Gates liked Kraemer's "no-nonsense attitude about learning. He gave you an assignment, and he expected you to do it." Gates expected no less of himself. "Those of us who commuted took our education seriously," he says. "We were there to work and to get the most out of it."

His committed attitude helped him to persist through the nine years that it took to finish his degree. "I was able to learn the theoretical concepts and points of view and be able to apply them in a work environment," he says. "I felt that without a college degree, you didn't have the knowledge base you needed to get ahead and progress in private industry."

This feeling proved correct. Gates went on to hold many positions of leadership in the banking industry, especially in the area of credit policy, and retired as the international credit risk auditor for J.P. Morgan Chase.

At the same time, Gates stayed closely connected to Wagner College. He started giving back to the College immediately after graduating, starting with very small gifts that grew larger as his own resources increased. He even became an adjunct finance professor in

the graduate program and helped to establish the international business concentration.

Golf also kept him connected. Both George and his wife, Nancy Gates M'88, a special education teacher, love the sport. Throughout the four decades since his graduation, Gates has attended Wagner golfing events; he has participated in every Sal Alberti Golf Classic, helping to raise money for the athletic program. (The Classic marks its 25th anniversary in 2014.)

Gates has become a significant benefactor of Wagner's men's and women's golf teams, most recently contributing to their purchase last fall of a high-tech FlightScope system, a 3-D Doppler ball tracking golf radar and simulator.

"Without this machine, it is incredibly difficult to practice in the winter months because of the harsh New York weather," says golf coach Christopher Fourman '09 M'11. "In years past, we have essentially just hung up the clubs at the conclusion of the fall season in October and didn't touch them again until late March. This year, the only weeks that we have had to take off are during examinations."

George and Nancy even made a commitment in their estate plans to benefit student athletes on the golf teams. But mainly, Gates directs his gifts toward the College's greatest needs.

"No matter how small, every little bit helps and could be put to great use," Gates says to encourage his fellow alumni to join him in supporting the College. "You need to remember that you want to leave the world a little better place than it was when you came into it."

# Honor Roll of Donors | Gifts made September 1, 2012 - August 31, 2013

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Drs. Donald W. '49 H'88 & Evelyn Lindfors '49 H'92 Spiro

## Von Kienbusch Endowment Fund

Estate of Dr. Carl Otto von Kienbusch H'64



**Kathy Maxcy** is active as a musician, singing in the Cappella Festiva Chamber Choir and playing in the St. John's Recorder Ensemble, among others.

## Kathy Van Tassell Maxcy '71: Paying It Forward

**H**arry Van Tassell came to Wagner College to study science in 1933, during the depths of the Great Depression. A member of Kappa Sigma Alpha fraternity, he loved the College and wanted to complete his education, but economic circumstances simply did not permit him to do so.

He went to work for the military aircraft manufacturer, Republic Aviation Corp., in Farmingdale, Long Island. He married Katherine and had two children, James and Kathy.

Kathy Van Tassell Maxcy remembers her father going to meetings and events to boost Wagner College as an active alumni supporter and chair of the Long Island alumni association. Her brother, James, chose to go to Wagner himself in 1964, majoring in biology.

But then double tragedy struck: Harry Van Tassell lost his job. A short time later, he had a heart attack and died, on September 11, 1966.

A condolence letter to his widow from Wagner President Arthur O. Davidson reads, "Mr. Van Tassell was greatly respected by all who knew him, and we will miss him very much. He was helpful to Wagner in many ways."

The family was without resource, and it seemed likely that James would have to drop out of college and that Kathy, a high school senior, might not be able to go at all.

Instead, says Kathy, the College rallied around the grieving family. "They literally made sure my brother graduated. They offered me a lot of grants, scholarships, and work programs, so that's why I chose to go there. I pretty much had a free ride, as they call it. They really came through in a clutch and helped my family a great deal."

James went on to earn his Ph.D. in ichthyology; now a resident research associate at the American Museum of Natural History, he is one of the world's foremost experts on goby fish. Kathy, a music major, became a music teacher in Beacon, New York, retiring in 2004.

For 25 years, Kathy has faithfully given back to the College, starting with small gifts (her first paycheck, after all, was only \$75) and working her way up to the level of the Inner Circle, the College's leadership giving society.

Why does she give, and why would she encourage others to join her? "I had a lot of fun. I learned a lot. It was just a great experience. You grow up a lot when you're away at college.

"If you had a good experience and you now have a good job because of that, you should think about helping others so that they have the same advantage that we had.

"Why should people donate?" she adds. "To pay it forward!"

# HERITAGE SOCIETY

Members of the Heritage Society have expressed their deep and abiding love for Wagner College by remembering the College in their estate and/or financial plans. Deferred gifts, such as those represented below, help assure the College's future growth and stability. We are exceedingly grateful to our Heritage Society members. For more information about joining the Heritage Society or including Wagner in your estate plans, please contact Kristen Krista at 718-420-4529.

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Rev. Carl F. Wilfrid '65

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Anonymous (13)

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Brian A. '62 & Ginger Bates  
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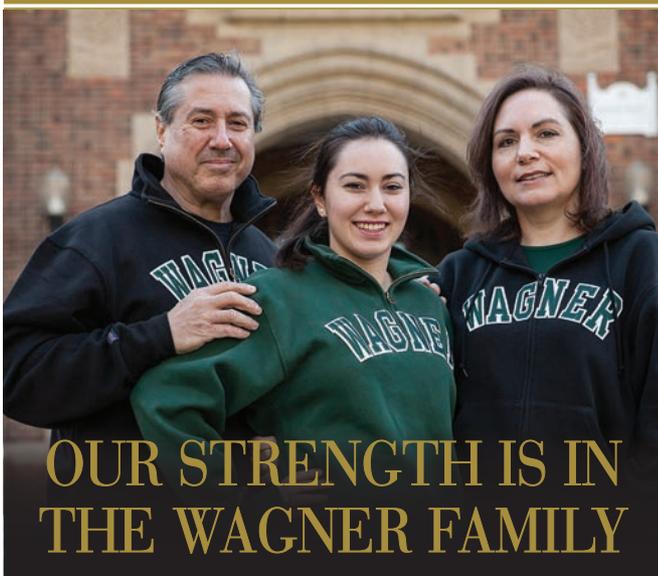
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Wagner is family — for students like Carolyn Savoia '17 (pictured with her parents, Joe and Catherine Flanagan '83 Savoia), and for every alumnus and alumna, every parent and friend: You are all part of the Wagner family.

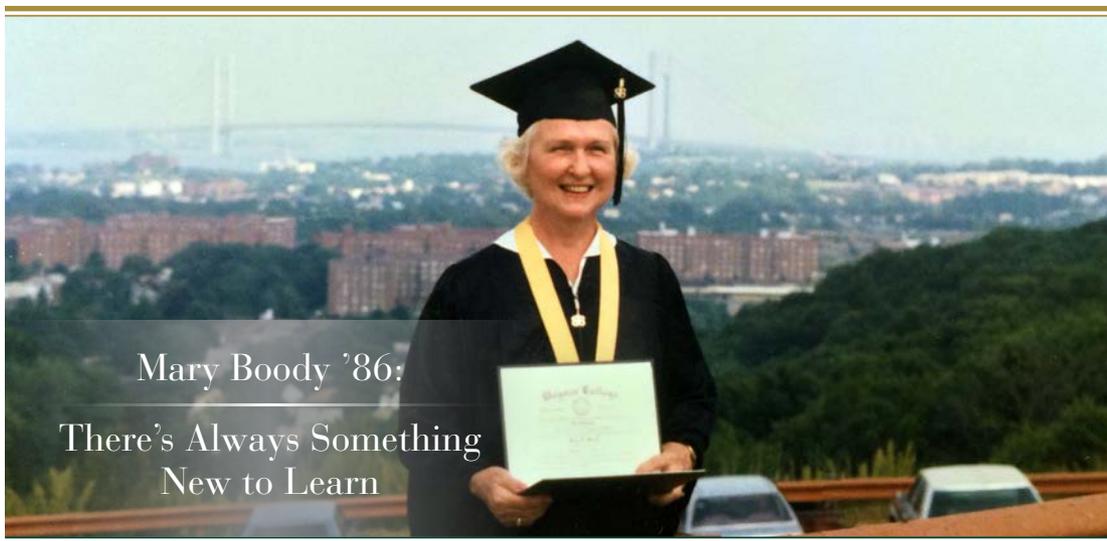
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## Mary Boody '86: There's Always Something New to Learn

**I**n August of 1987, the *Staten Island Advance* ran a feature story called “It’s never too late to change,” in which several people were profiled who had returned to college later in life. One of them was Mary Boody ‘86, a secretary in the Wagner alumni office.

One amusing anecdote from that story captures the spirit of youth, enthusiasm, and openness that characterized Mary Boody until the very end of her life, last May at the age of 86.

“Mrs. Boody told of taking a three-credit course in human sexuality that she thought would be an ‘easy A,’” the *Advance* recounted. “‘Because I’ve been married, had three children, and thought I knew all about the subject, I took the course,’ relates Mrs. Boody, adding laughingly, ‘I found there was a lot to learn, that I was lucky to get a B in the course.

“ ‘There’s always something new to learn.’ ”

Mary Boody moved from her hometown of Frankfort, Kentucky, to New York City in 1946 to study art at Cooper Union. All her life, she painted, specializing in portraits and landscapes. But marriage and family interrupted her formal studies.

Mary Boody started her employment at the College in 1971, and she worked closely with the late John “Bunny” Barbes ‘39, longtime coach and alumni director. Along with Bunny’s wife Lila ‘40, they were “the three amigos,” says Mary’s son, Lee Boody ‘75. “I couldn’t think of bigger cheerleaders than the three of them. At Homecoming, they would dress up in Wagner green and root and yell and cheer and scream like teenagers.”

Eventually, Mary enrolled in classes and completed her bachelor’s in art, cum laude.

“She was so proud and appreciative of her time at Wagner, and to also ultimately become a Wagner graduate herself was icing on the cake,” says Lee.

Yet, Mary Boody’s life was not without its troubles. Her other son, Robbie, died in 1975. Like his mother, he was an artist. Mary established a fund at Wagner in Robbie’s name to encourage other young artists to continue with their work. For about 20 years, the art department has named one student annually to receive the prize. At Mary’s death, she left additional money to the prize fund. The family (including Lee and her daughter, Betsy Quillin) has renamed it the Robbie and Mary Boody Memorial Award in Art.

Art professor Bill Murphy, who began teaching at Wagner in 1984 and remembers Mary as a student and a colleague, says that the prize is a valuable asset for the department. “The award lets the students know that we acknowledge what they’ve done. It gives them a little encouragement to move forward as artists.”

Boody Prize winners like Robert Geronimo ‘09 and Shauna Sorenson ‘10 provide proof of its value. They were on campus this March to speak about their post-graduate development as artists. Geronimo has been working in comic-book illustration, going to graduate school in art history, and starting his own book publishing company, Ascalon Press. Sorenson has also started graduate school in art, works as a grant writer at a Brooklyn art gallery, and is helping to run a project creating art based on scientific research.

Mary Boody’s spirit of enthusiasm for art and for lifelong learning indeed lives on through the College, the faculty, and the students she loved so much.

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