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Science Center Edition

In a dramatic architectural overhaul worthy of the popular TV show Extreme Makeover: Home Edition, Seton Hall unveiled its gleaming new Science and Technology Center last fall.

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Jason Z. Yin
Stewardship is one of the most important foundation stones for building success at home, in business, in the Church and at Seton Hall.

So many of us, on and off campus, willingly serve as custodians — certainly of the physical environment and, even more importantly, of the quality of academic programs. But we are also custodians of the ideals of Seton Hall: transforming students for life — for living — through a rigorous and ethically solid educational experience.

This is our great, enduring responsibility, and always a daunting challenge.

It has been the case since Bishop Bayley dared to dream his remarkably prescient and — in his day — unlikely dream. Many said at the time that it was impossible to build a college out of "nothing" in the middle of "nowhere." But he had the faith, and he found the means.

As successors to and stewards of that Catholic legacy, we have taken up the responsibility to move the institution forward, to preserve the integrity of the founding vision and to fulfill the mission of academic excellence and ethical development that we have inherited.

Among my first concerns for many families today is the cost of a university education. Widely reported in the press of late is an "education gap" caused by an "endowment gap" between the wealthiest schools and those with smaller endowments. State schools have felt the pinch, too, in recent years, and they have been forced to raise tuition and fees. Seton Hall is not immune to these pressures.

For us it costs approximately $600,000 per day to provide salaries and scholarships, as well as for the ordinary but necessary things such as light in the classrooms, heat in the residence halls and campus security.

Sure, tuition is steep, but even after every tuition bill is paid in full, we still need another $50 million or so per year to operate Seton Hall. As I often say, the cost of Seton Hall is not the price the student pays.

The Board of Regents had the foresight several years ago to put our Sesquicentennial Strategic Plan in place and to give their blessing to the $150 million Ever Forward campaign as a major component of that plan.

We are reaping the benefit of that wisdom, as well as the hard work of many who have put Seton Hall on the strongest financial foundation in her history.

We have also raised scholarship endowments for the schools and colleges, thanks to benefactors who made this a priority in the amount and purpose of their gifts.

In turn, all of these advances attract more and better applicants, give current students maximum learning resources, allow us to hire excellent faculty and build the new and better facilities to house programs and activities for all.

Stewardship requires constancy in intent and action. In my 13th year as president, I am more aware than ever that, while special trust falls on me, real stewardship depends on all of us, on and off campus.

We all have ownership of the ideals, as well as the concrete reality, of Seton Hall. I can think of few investments more worthy of our time, talent and treasure as this unique institution.

Today’s students and parents can now know that the significant resources they put in higher education at this University is money wisely invested. They know that so many of the indicators of a good life, including career options and higher salaries, are enhanced by having an excellent education.

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Today’s students and parents can now know that the significant resources they put in higher education at this University is money wisely invested. They know that so many of the indicators of a good life, including career options and higher salaries, are enhanced by having an excellent college education. They have kept the dream alive through the years, and we who teach and form those students and manage the resources of this University must constantly rededicate ourselves to providing a return on that investment.

The enduring promise and challenge of Seton Hall is the generous investment of oneself (indeed, of many individuals) in this community of teachers and learners. Stewardship works, if we work at it — together.
Over the past 10 years, e-mail has become indispensable. Trillions of electronic messages are sent every week, and U.S. office workers spend at least 25 percent of their day on e-mail. Since employers usually don’t give out user manuals for e-mail, the Stillman School of Business invited the authors of Send: The Essential Guide to E-mail for Office and Home to talk to students in January. Rather than giving a set of do’s and don’ts, Will Schwalbe, senior vice president and editor in chief of Hyperion Books, and David Shipley, Op Ed page editor of The New York Times, try to get people to take half a second to think before they send. Seton Hall magazine interviewed Schwalbe recently for his advice on the subject.

What are some of the worst e-mail blunders you uncovered? The admissions director at the University of California at Berkeley’s law school sent an e-mail to 7,000 applicants, congratulating all of them on being admitted. [Fully 6,500 people on the distribution list had actually been rejected.] In China, the head of a huge division of a multinational corporation resigned over a dispute that began as an e-mail exchange in which he took his secretary to task for not locking his office door.

What are some ways that people think about e-mail that can get them into trouble? They think e-mail isn’t important. Because it’s so easy to ask for things on e-mail, people ask for things they don’t really need, they ask for too much, and they ask them from people that they really shouldn’t be asking.

How can people be persuasive when asking for something legitimate via e-mail? Have a good subject line.

Are younger generations better with e-mail because they are more tech-savvy? The new generation is writing all the time, e-mailing and texting their friends. So they are often more adept at e-mail. But they need to understand more about what is expected of them in terms of tone in the workplace. Just because someone is friendly with you in the hallway doesn’t necessarily mean that you can send an e-mail that’s in a similar tone as the hallway conversation.

When should people not use e-mail to communicate? When is the telephone better? When it’s getting complicated, when it’s getting emotional, pick up the phone. Don’t muse about things with legal consequences on e-mail. Every now and then, just for the heck of it, take things off e-mail. Just because you’ve been e-mailing back and forth with someone doesn’t mean they won’t appreciate a phone call.

By the Numbers

- Percent of recycled content in paper previously used: 0
- Pounds of sulfur dioxide (SO2) not emitted into the air per year: 24
- Number of cars that would have to be removed from the roads for one year to equal the amount of greenhouse gases saved: 5
- Average number of U.S. homes that could be supplied with energy for one year with the energy saved by the switch: 2
- Pounds of solid waste, generated during pulp and paper manufacturing, not produced per year: 23,647
- Trees saved per year: 279

You’ve Got Mail! Now What?

The switch to recycled paper for Seton Hall magazine

Remembering Ed Hendrickson (1927-2007)

Edward Hendrickson, a beloved member of the University community, passed away in October. Below, a few former students and colleagues share their memories of the man who served as director of the Bishop Whelan High School.

“After I became the varsity baseball coach, Ed helped to welcome recruits and ‘settle in’ the incoming freshmen. He was responsible for recruiting two of our greatest baseball players from his hometown in Pennsylvania: Greg Jemison and Eli Ben. Both went on to play professional baseball.” Ed was part of our family. One summer we were driving to Daytona, Fla., for vacation and Ed told us to visit him at the Governor’s Inn in Myrtle Beach, S.C., on the way down. We did and ended up spending the entire week. When I went to pay the bill, there was none! That was Ed Hendrickson. He was one of the greatest Christian gentlemen I have ever met.” — Michael Sheppard ’58, coach emeritus, Seton Hall University varsity baseball team.

“Although my LSAT scores were not stellar, there was a fire within me to become a lawyer. My pleas to obtain a meeting with the deans of admissions of several law schools fell upon deaf ears. Everyone’s door was shut except Dean Hendrickson’s. He granted me an appointment and the opportunity of a lifetime. I vividly recall going to his office ready to plead my case as though it were a U.S. Supreme Court hearing. He intently listened to my story and gave me the time to make my case. I will never forget how I was able to fulfill my dream of becoming a lawyer because Dean Hendrickson and Seton Hall Law School had a heart and an open door.” — Clay Constantino, J.D. ’81, founding dean of the Whitman School and former United States ambassador to Luxembourg.

“Though he wasn’t an athlete himself, Ed had a strong love of sports. He served on the Drazen Petrovic scholarship committee with me for five years. Petrovic was a Croatian basketball player for the N.J. Nets, who died in a tragic car accident in Germany. Ed helped from a committee that gave a four-year scholarship from the Nets to a deserving Croatian student. In his tireless effort to help promising students, he got to know the Croatian people and culture and became known to the community as an honorary Croatian.” — Jiri Lanpardo, ’73, managing partner, Positive Impact Partners.
Annick Bouthier-Labade ‘07 is the first person from Seton Hall to be named a Rhodes Scholar. A Canadian native, she is one of Canada’s 11 Rhodes winners. The women’s varsity basketball player completed her undergraduate coursework in physics in three years while maintaining a 4.0 grade point average.

The Institute of Museum and Library Services awarded Janet Martin, Ph.D., acting director of Seton Hall’s graduate program in museum professions, one of its 10 national 21st Century Museum Professionals grants to establish the Institute of Museum Ethics. The $209,487 grant helps museum professionals create more transparent, accountable and socially responsible institutions.

In Brief

“Since its inception more than two years ago, WSOU-FM’s ‘Operation Metro’ has collected more than 10,000 CDs (of all musical genres) to send to troops in Iraq and Afghanistan as part of musical care packages.

In November, the Stillman School of Business Center for Entrepreneurial Studies hosted ‘Entrepreneurial Leadership: From Start-Up Venture to Public Company’ The event featured members of the center’s advisory board and three New Jersey entrepreneurs: Robert Carra of Heartland Payment Systems, Michael Kemper of MWW Group, and Stephen Walds ‘89 of Synchrhnex Technologies, Inc.

In January, the Stillman School of Business Center for Securities Trading and Analysis hosted the third annual Jim and Judy O’Brien Financial Markets and Economic Colloquium. The event featured live student-led market reports and results from the latest Seton Hall Sports Poll conducted by The Shanley Institute. Industry experts focused on fixed income and equity markets and made their economic predictions for 2008.


The Institute of Museum and Library Services Foundation awarded $209,487 to Shu writer, in the news

“Why is it hard for any parent to drop their child off at school. They have a lot of anxiety, and we fear the worst for our child.”

- Famed Pakistani ambassador, in the news

“Forsay, there is no indication that this disease is going to affect human beings.”

-Yenchong Huang, director of the Center for Global Health Studies, in the Washington Post regarding the swine disease in China

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-Cody Willard, adjunct professor of business and Fox Business Channel Happy Hour host, in Newsweek about his new TV gig

“If you want to encourage someone to share information, put them at ease. Ask open ended questions to get people to tell you what they really think. Listen more than you speak.”

- Lee E. Miller, J.D., an adjunct professor of management at the Stillman School of Business, is the managing director of NegotiationPlus.com and author of ‘Negotiating Effectively’—The Art of Getting What You Want and A Woman’s Guide to Successful Negotiating.

What’s the one thing I should remember when I want to influence others?

Effective influencing is not rooted, as many believe, in the ability to convince others to change their views or adopt different values. The power to influence comes from recognizing what others already believe and care about — what I refer to as their ‘U’ Perspective — and using that information to motivate them to help you achieve your goals. The U Perspective concept allows you to get what you want by working within another person’s belief system, not by challenging it. That requires you to determine how the person you are seeking to influence perceives a situation and what is important to him or her. Once you ascertain that, you can develop and present options in ways that influence people’s behavior.

How can being a better listener help me become more adept at persuading people?

To discover what will motivate someone to want to help you, you need to become a better listener. People will always tell you what they care about, if only you listen.

If you want to encourage someone to share information, put them at ease. Ask open ended questions to get people to tell you what they really think. Listen more than you speak.

Being genuinely concerned, however, is what makes a person an effective listener. People can tell when you are sincere. If you are truly interested in what they have to say they will know it and will be open about their needs and concerns.


What do you want to know? Send us your questions about anything from acupuncture to Zionism; we’ll search for the answers. Contact us by writing to ‘The Discovery Zone’, Seton Hall magazine, 457 Centre Street, South Orange, NJ 07079, or by sending an email to Shuwriter@shu.edu with ‘The Discovery Zone’ in the subject line.

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The Heart of the Matter
WHAT STUDENTS LEARN GETS AN OVERHAUL

Freshmen arriving at Seton Hall this September will encounter sweeping change — in the form of a new core curriculum that may well transform their college experience. The University’s core — a set of classes required for all students — has not changed since the early 1980s, and for the last seven years, a large committee of faculty and administrators has worked diligently on a new approach, collecting input from students, faculty and outside experts. The group developed an integrated program that focuses on questions about our humanity and our place in the world at the same time as it builds skills and provides a common bonding experience for students. It’s a complex undertaking. Here’s the CliffsNotes version.

What Lies Beneath
The classes considered important have changed over the years to reflect cultural shifts. Remarkably, the University’s Depuración-era educational philosophy echoes today’s goals. The 1937-38 catalogue states that Seton Hall teaches “not only how to earn a decent living, but how to live decently.” And that education “is not a storing of memory with facts, but a training of mind in habits and principles of right thinking.”

Seton Hall’s formula for the new core also represents a convergence of contemporary trends. Biology professor Marian Glenn, Ph.D., points to “a movement to look at all subjects in a cross-disciplinary manner and inquiry-based methods of teaching.” She also notes a return in higher education to exploring the “big, philosophical, meaning-of-life issues” while valuing the “basic skills of writing, oral communication and information technology.”

Under Construction
Back in 2001, the consensus among the faculty and the administration was that distribution requirements weren’t doing enough to help Seton Hall students become “thinking, caring, communicative, ethically responsible leaders with a service orientation.”

There was also a desire to link the Catholic intellectual tradition with other traditions. So the core curriculum committees studied programs at other Catholic institutions and collected feedback at numerous town meetings.

The Results
Freshman year — All students take Journey of Transformation, Core English I and II, and University Life.

Sophomore year — All students take Christianity and Culture in Dialogue. Schools and Colleges still have their own distribution requirements for their majors.

Students will be expected to take a number of courses designed to develop “core proficiencies” — reading and writing, oral communication, mathematical fluency, information fluency and critical thinking.

Signature Courses
The new core classes raise serious, existential questions: What is real? What is truth? Is there a meaning to suffering? What is love? What is freedom? How does faith relate to reason, science and non-belief?

Journey of Transformation
Students study transformative journeys portrayed in classic Greek, Catholic, Islamic and Hindu texts, as well as in modern novels, auto-biographies, short stories and films. They reflect on their own journey of transformation — their college experience. Eighty percent of the course is the same for all freshmen; professors choose among a number of optional texts for the remaining 20 percent.

Christianity and Culture in Dialogue
Students study Christian texts paired with non-Christian texts, to examine the influence, critique and dialogue between different religious traditions and cultures. The relationship of faith to reason, science and non-belief is explored.

University Life
Started in 1990 as a college study-skill course, this one-credit class also familiarizes students with University resources.

Fall 2006: Two hundred freshmen piloted Journey of Transformation.

Fall 2007: Three hundred and fifty freshmen enrolled in a second pilot. The 200 sophomores who had already taken Journey of Transformation piloted Christianity and Culture in Dialogue.

Fall 2008: All freshmen will be required to take the new core.

Next: Twelve new, tenure-track faculty will be hired to help teach the core. Students will be expected to take an increasing number of proficiency-influenced courses. An additional signature course will be required junior year.

Future Possibilities: A senior capstone project and the use of a portfolio for assessment may be added. These elements are still being discussed by the core curriculum committees and await formal approval.

Assessment: Assessment of the core is ongoing, and future revisions are expected, so that the core can continue to respond to student and faculty needs in a meaningful way.

Launching the Core

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Back in Time

1860s: Just four courses are required: classical languages (Greek or Latin), English, French and mathematics.

1930s: Students choose either a liberal arts major or from a selection of pre-professional majors; language courses are required.

1950s: There are seven required courses in religion and philosophy, three English courses, two social studies courses, and one voice and diction class.

1970s: The common core for all students is dismantled; Schools and Colleges develop their own requirements for their majors.

1980s to 2007: Students select classes from a menu of distribution requirements, meaning they take a number of courses from a variety of disciplines — such as social and natural sciences, ethics and philosophy — but what they take from these departments is up to them.

The CliffsNotes version.

Buzz
Both professors and students alike see the new core’s benefits:

“It’s giving the undergraduate degree its proper humanistic focus. In meeting older graduates — alumni in their 40s, 50s and 60s who are very successful businessmen — they tell me the courses that stood the test of the years, and the courses they got the most from, were philosophy courses.” — Monsignor Richard M. Liddy ’60, S.T.L., Ph.D., professor of Catholic thought and culture.

“I thought it would be too complicated to buy at first. People said yes, it’s complicated, yes, it’s a lot of work, but we see the value.”

— Mary Balkun, Ph.D., professor of English

“The students in my core classes were in my orientation group over the summer; so we grew together and definitely have discussions that have continued outside the classroom. Last week we had the interesting yet awkward discussion of love, sex and the Church.” — Caitlin Kelly ’11

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When political-science professor Michael Taylor started planning the curriculum for Seton Hall’s environmental studies program in the fall of 2004, his goal was “to find a nearby ‘living laboratory,’ where we could run all sorts of projects.” He found the Rahway River.

Within a year, Taylor and his students began collaborating with a group of indefatigable locals who want to revamp the Rahway’s urbanized watershed. So far, about 75 students have contributed to the river’s reconstruction, taking on ecological, political and educational projects. All the while, they’ve cultivated amicable relationships with the Village of South Orange’s businesses and residents — leaving the lasting impression of a committed, ambitious student body in the eyes of its neighbors.

The east branch of the 24-mile river flows south between Seton Hall’s campus and the South Mountain Reservation before joining the west branch in Springfield. The river widens there and then continues south to Rahway — where about 26,500 people use it for drinking water — before it finally empties into the Atlantic Ocean.

Beginning in the early 1970s, the land surrounding the river went under rapid development. The subsequent increase in impervious driveways, parking lots and roads meant that rainwater, instead of seeping into the ground, ran off into the river. And when summer storms hit, the river overflowed onto the surrounding property.

In 1974, the U.S. Army Corps of Engineers came in with a utilitarian fix: straighten the meandering river so that it would move downstream faster during a storm. They dredged the bottom to reduce silt deposits, installed drainage systems and put up steep cement retaining walls. “That took care of the flooding problem,” Taylor says, “but unfortunately changed the entire habitat surrounding the river.”

Local citizens soon complained about the ecological and aesthetic damage done by the Army Corps. Seton Hall ecology professor Marian Glenn, a longtime resident of Summit and a member of the Rahway River Association, says the river area — heavy on cement structures and metal drains, and short on flora — no longer had the scenic or recreational aspects of a natural park. Yet everyone agreed that the flooding had to be controlled. The community’s general feeling, she explains, was one of “Hey, we’d like our river back — but not in our backyard.”

Then about eight years ago, a few concerned citizens of South Orange obtained federal and local funds to turn the river back to a more natural state. The Greenway River Project, now with its own committee within the village government, has lofty goals: relaxing the slope of the banks, replacing invasive species with native ones and building an off-road path for cyclists and pedestrians. Its proponents say the path will not only spur walking traffic for downtown businesses, but will also give commuters a safe route to get to the train station without having to park.

From the start, the Greenway Project’s organizers knew that Seton Hall students could be a valuable resource. In the summer
cally pleasing and ecologically smart. Their design included a raised brick-and-glass platform that would provide open space over a small part of the river. They also suggested replacing a paved seating area with grass, tree and bush land cover. “We met with business owners to ask how they’d be willing to modify their business to fit in with the river project,” remembers Katie Clements ’07, now a teacher in Brooklyn. “We talked to them about putting up more natural siding, moving where they parked their cars — little things that would make the area more attractive.”

of 2005, one of Taylor’s students introduced him to a founder of the Greenway Project, Janine Bauer. “She and I sat down and sketched out three to four years’ worth of student projects that could help the village with this huge project,” Taylor recalls. “It was all part of our commitment to service-learning, where student research has a practical use for the community.”

That fall, the six students in Taylor’s Introduction to Environmental Studies course began the first of these initiatives: designing a river gateway in downtown South Orange that was both aesthetically pleasing and ecologically smart. Their design included a raised brick-and-glass platform that would provide open space over a small part of the river. They also suggested replacing a paved seating area with grass, tree and bush land cover. “We met with business owners to ask how they’d be willing to modify their business to fit in with the river project,” remembers Katie Clements ’07, now a teacher in Brooklyn. “We talked to them about putting up more natural siding, moving where they parked their cars — little things that would make the area more attractive.”

The team also informally surveyed people found walking near the river to ask them for suggestions. “They were definitely receptive to changing the unused plot of cement into something that could be an attractive gathering place,” says Paul Bryant ’07, who worked closely with Clements on the project and is now a nonprofit management consultant in Manhattan. “They wanted something that would be a real town centerpiece.”

At the end of the semester, the students presented a sketch of their gateway plan at an official meeting of the village’s Greenway Project committee. “The students approached it with a lot of creativity,” Bauer recalls. For instance, they recommended using eco-friendly materials, like “hycrete” — waterproof concrete with low-energy manufacturing — halogen park lights and faux wood benches made out of post-consumer plastic.

“They were definitely receptive to changing the unused plot of cement into something that could be an attractive gathering place.”

In subsequent semesters, Taylor’s students — also at the request of the committee — wrote an informational brochure about the history of the project and future plans. It was sent out to 5,500 village homes. This fall, they wrote another brochure specifically about how households can help reduce stormwater pollution.

Other Seton Hall professors have jumped on board, too. This past summer, thanks to a $15,000 Environmental Protection Agency grant obtained by Taylor and biology department chair Carolyn Bentivegna, a handful of students performed water-quality analyses at 15 sites along the Rahway. These measurements of the river’s nutrient levels, pH and salinity will be important benchmarks for comparison a few years from now, after the renovation work is done. “It will give us an idea of where we should target site clean-ups,” Bentivegna explains. In the fall, Marian Glenn’s ecology class continued the analyses.

In future semesters, the environmental-studies professors hope that Seton Hall students will teach students at South Orange Middle School — which sits next to one of the testing sites — how to measure water quality themselves. Taylor is also committed to completing any other research projects suggested by the Greenway committee. Though a cleaner and more popular waterfront is probably still a couple of years away, “It’s actually amazing how much progress we’ve made so far,” Bauer says. “And one reason is because we’ve found a great partner in Seton Hall.”

Virginia Hughes is a science writer and blogger based in New York City. She can be reached at virginia.hughes@gmail.com.
Some students spend their college years trying to find themselves. They dabble in various subjects, go to parties and postpone figuring out what they’re going to do with their lives until after graduation. Not so with Amber Dang, a junior in the College of Nursing. She knew exactly why she’s at Seton Hall, and works three jobs in the summer, “takes out a lot of loans” and lives frugally to fulfill a dream.

“I am a determined person because of the passion I have to become a nurse,” Dang says simply. As her history illustrates, such drive sometimes emerges out of adversity — along with the timely guidance of a key mentor or two.

When Dang was still in high school, she faced some difficult life choices, and her grades began to suffer as a result, but the mother of an ex-boyfriend reached out to help her. The woman was a neuropsychological nurse at the nearby Cooper University Hospital. Through her, Dang discovered a profession that was not, as she had previously thought, “a blue-collar job of taking orders from a doctor.” Rather, it was a white-collar career that required deep science skills, critical thinking and independent actions.

At about the same time, Dang began working with a girl with autism in her community. As Dang began to study alongside the girl’s occupational therapist, she learned the techniques and patience of the caring professions. Although the girl “couldn’t speak or even look at me,” Dang learned two lessons from her: “Ultimately, she was teaching me to become a better nurse.” The girl’s hard-to-engage personality also stirred in Dang the discovery that “you have to find it deep in yourself not to give up.”

Dang persisted. Eventually, the progress she made reaching the one girl got around to other parents, and Dang began working with four other young people with autism. “It didn’t pay as much as working in a clothing store,” but the experience had great value nonetheless: “It helped me find myself in high school,” Dang says today. Along with volunteer work at Cooper University Hospital — where she read to children in the hospital’s pediatric department as part of a “Reach Out and Read” program, this habit of caring for others got Dang out of her own problems and onto a pathway for a life’s work.

Indeed, when she arrived at Seton Hall, she says, “I felt a head of the game.” Her choice of Seton Hall, she says, was predicated on its broad curriculum. Dang was attracted to the school not only by the traditional clinical courses, but also by the opportunity to take classes in advanced nursing courses not typically offered to undergraduate students.

Two years of outstanding grades (a 3.85 GPA), however, didn’t prevent her from falling behind financially. The money issue reached a crisis point last summer when “she had trouble making ends meet,” recalls Marion Lapchak, an associate dean in the College of Nursing.

Yet even then, Dang displayed atypical determination, Lapchak says. “She left no stone unturned in her quest to find the resources she needed. She’s tenacious.”

Eventually, a combination of scholarships and other financial support allowed Dang to remain in school — an outcome that Dang credits Lapchak with helping to engineer. “She was there for me,” Dang says of her second mentor. For her part, Lapchak says, “I can’t tell you how impressed I am by her. We have a lot of outstanding students, so I’m not all that easily impressed.”

What strikes Lapchak most is Dang’s unusual combination of selflessness and push. “She’s a very generous young woman in helping her fellow students,” Lapchak says. Yet she’s also driven “to maximize her learning” with outside activities, such as her volunteer work advising and providing emotional support to clients at the Hospital of the University of Pennsylvania (HUP) — where she also has created several health-awareness programs for the visiting public.

HUP is where Dang hopes to go after graduation. Whether she gets there or not, Dang says that she’s grateful for what life has dealt her so far. “I know it sounds corny,” she says, “but no matter what you go through, it makes you what you are. It makes you stronger.”

Bob Gilbert is a writer based in Connecticut.
One for the History Books

WHO WAS NAMED AS THE FIRST STATE HISTORIAN IN TEXAS?
FRANK DE LA TEJA ‘79

There’s a popular bumper sticker in Texas that reads: “I wasn’t born in Texas, but I got here as fast as I could.”

Cuba-born, New Jersey-raised Jesús Francisco de la Teja didn’t exactly race to Texas — he applied to the doctoral history program at the University of Texas only at the urging of his Seton Hall history professor, George Browne — but once he got there in 1981, he wasted no time establishing himself as a Texas history expert.

While pursuing his Ph.D. in Austin, de la Teja, also known as Frank, scored a coveted job as a research assistant to author James A. Michener, who was writing the historical novel, Texas. He made quite an impression on his professors. “He was one of our best students; we all saw his ability then,” says professor Larry Greene. “He’s had a great career there in Texas, and we are very proud of him.” Similarly, de la Teja’s professors had a big impact on his career, instilling in him a passion for teaching and rigorous research. “It was the history professors at Seton Hall who helped me define my life calling,” he says.

In fact, de la Teja wasn’t even planning to apply to the University of Texas; he did so at the urging of his professor, Browne, who thought it would be a good perch for the young historian to continue his work in Latin American history. De la Teja soon became immersed in the study of Latin American colonization, writing his dissertation on 18th-century society in the northern part of the territory then known as New Spain.

He also got an invaluable education in Texas history when he served as writer Michener’s researcher. Michener, who was not an historian by training, was nonetheless a tireless researcher who loved the rich details of a region’s past. De la Teja also remembers Michener, who died in 1997, as an incredibly humble man. “He wasn’t a pretentious person, and that’s one big lesson I learned from him,” he says. Indeed, de la Teja is unassuming when he talks about the honor of being the state’s first official historian — a two-year gig that doesn’t have a budget or support staff, but makes de la Teja a key resource for educators looking for advice and guidance on teaching the history of Texas. “It is a very big honor,” he says. “It is much too big an honor for someone who knows all the prominent and much more accomplished historians in the state.”

But those who supported de la Teja’s appointment — a joint panel from the Texas State Historical Association (a nonprofit group) and the Texas Historical Commission (a state agency) — recommended him for the position — say he’s being too modest. “It was not a difficult series of discussions,” says Larry McNeill, former president of the Texas State Historical Association. McNeill says the group wanted a high-energy person who could communicate with academics and community groups alike. He says: “There was a lot of agreement that Frank fit the bill.”

De la Teja was such a good fit, in fact, that the panel was willing to overlook the fact that he’s not a native son. Jokes McNeill: “I don’t think Sam Houston is rolling over in his grave over the fact that our first state historian is someone who spent a significant amount of time in New Jersey.”

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In a dramatic architectural overhaul worthy of the popular TV show Extreme Makeover: Home Edition, Seton Hall unveiled its gleaming new Science and Technology Center in the fall. The $35 million state-of-the-art, environmentally friendly building brings under one roof all the science and tech departments — biology, chemistry and biochemistry, mathematics, computer science and physics — for the very first time.

Just as a surge in demand for science, pre-med and pre-dental students in the 1950s prompted the University to build the center’s predecessor, McNulty Hall, in 1954, the urge to create a facility that would train scientists prepared for 21st-century research led to this extreme renovation. The 100,000 square-foot structure incorporates the latest equipment for students and faculty and makes use of “green” building concepts such as an innovative heat-recovery process that reduces wasted heat and energy by taking excess heat from equipment and transferring the exhaust air to areas where it is needed. The building also has installed ground-breaking “open labs” that foster increased cooperation and collaboration between research groups.
Professors Yuri Kazakevich, Joseph Maloy and Nicholas Snow are developing new techniques for separating complex mixtures, identifying the mixtures’ various components, and then quantifying trace components. They use gas and liquid chromatography and mass spectrometry to identify trace impurities in pharmaceuticals and analyze drugs in biological fluids. This research is directly applicable to drug testing in sports and the development of purer, safer, and better pharmaceuticals.

Professors George Turner and Yufeng Wei are discovering new drugs through the use of specialized instrumental techniques to determine the structure and properties of complex biological molecules such as proteins. The work that professors Rory Murphy, James Hanson and Wei do falls at the boundary between synthetic and biological chemistry. To better understand how drugs work in the body, they synthesize new organic and inorganic molecules and evaluate how the molecules interact or react with DNA.

The Discoveries They Make

Faculty research and publication are fundamental to the life of any university. Though often regarded as secretive and austere, scientific research in Seton Hall’s new Science and Technology Center is exposed – the result of open lab spaces and a plethora of windows that allow passersby to peer into the soul of science. These are just some of the important research projects taking place on campus:

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Professors Sulie Chang and Ghayasuddin Ahmad are researching neuroimmunology and investigating how morphine affects the immune system. Their research makes extensive use of our confocal microscopy facility and is funded by the National Institutes of Health.

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Professor Roberta Moldow is studying endocrine responses in first responders hoping to better understand human reactions to stressful situations, including hostage rescues, combat and disasters. She hopes to learn how post-traumatic stress disorder develops and might be treated.

Microbiologists Angela Klaus, Anne Pumfrey and Heping Zhou are studying the causes and effects of herpes and HPV. X-ray spectrometry. Semiconductors make nearly all modern electronic devices possible, while superconductors make energy transmission much more efficient and are used in high-energy magnets and for levitation.

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Joining Forces

In the 1990s, the makers of NutraSweet, then working to create a new synthetic sweetener—one that would be 8,000 times as powerful as sugar and 70 times as sweet as aspartame—faced a vexing problem; the company couldn’t cost-effectively make large quantities of a key compound needed to manufacture the sugar substitute.

Seton Hall’s Center for Applied Catalysis (CAC), it turns out, found a solution. The center’s scientists developed a catalytic chemical procedure, now called the “Seton Hall process” that made it possible to produce the compound efficiently and economically. Today, NutraSweet’s newest sugar substitute, neotame, made it possible to produce the compound, brands such as Tang and Ice Breakers. CAC’s newest company, CIC, has been spun out of the university’s research to manufacture the compound worldwide and can be found in popular, increasingly common, and to verify the correct dose.

Because scientific investigation is essential to advancing the quality of human life, the opportunity for scientists to collaborate with the university’s industries is truly a sweet deal for everyone involved.

A View from the Inside

Yuri Kazakevich is an unsung scientist. An accomplished theorist and well-known author on the science of chromatography, he feels good to come into a lab in whatever company and to demonstrate new techniques and methods. Though Kazakevich is a principal author of the book, he says, “We knew there needed to be more decisive information on this science.”

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Kimberly Lochner flashed details of a case study up on a wall screen, six other young women in a darkened classroom in Duffy Hall intently studied the text in silence. The students, all candidates for a master’s degree in occupational therapy (OT) in the School of Graduate Medical Education, had just been told the classic warning signals of autism in infants, and the case study bristled with red flags: Jasmine is a two-year-old child who loves Baby Einstein videos. When her mom puts them on, she sits and watches the whole thing and doesn’t make a sound. Her mom says it is a great way to cook because she knows her daughter will be in front of the TV. The only thing Jasmine’s mom notices is that Jasmine waves her arms around when the video begins. Her mom stated that when the TV is on another children’s show, Jasmine will kick and scream until her mom puts on her video. According to her mom, Jasmine doesn’t like to be hugged or cuddled, and she prefers to throw objects instead of playing with them purposefully. Her mom has had Jasmine’s hearing tested, because she was not responding to her name and it appeared as if she couldn’t hear – but the hearing is fine.

“Did you see any signs?” Lochner asked her fellow classmates.

The students saw a number of them. And they began discussing some of the classic indicators of autism, one of a range of neurobiological impairments and developmental challenges that occupational therapists increasingly are called upon to understand and work through with their clients. Autism, in particular, is on the rise — especially in New Jersey. For whatever reason — whether because of widespread testing or because the state is among the most densely populated in the country — New Jersey records the highest number of children with autism of any state. A recent survey found that one of

Early Detection System

CATHERINE NOBLE COLUCCI TEACHES HER STUDENTS HOW TO REACH CHILDREN WITH DEVELOPMENTAL DISABILITIES IN TIME TO MAKE THE BIGGEST DIFFERENCE IN THEIR LIVES.

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**EARLY SIGNPOSTS OF HEALTHY DEVELOPMENT**

**The baby initiates interactions with sounds or smiles and then responds with more sounds or smiles after the parent responds (8 to 18 months)**

**The baby looks toward the parent when the parent is smiling and giving the baby interesting looks (first 3 months)**

**The baby is usually happy and making interesting sounds when he or she sees the parent (3 to 5 months)**

**Her task is to try to understand Cory’s fixation on a particular toy truck, then to coax him to identify the toy with a name.**

The process is painstaking, says master’s candidate Vanessa Heugle, who has spent several 45-minute training sessions working with a boy named Cory. Her task, as she sees it, is to try to understand Cory’s fixation on, say, a particular toy truck, then to coax him to identify the toy with a name. “I began to see progress in about a month,” she says. “It may be minimal progress to an outsider, but it was progress.”

Indeed, you have to be “highly motivated,” says Gina Delesastro, another master’s candidate. “It takes so much work to achieve even the slightest change.” Yet the goal of showing “that these children can function on their own as independently as possible” is well worth the effort, says fellow OT student Felissa Schnipper. Aaliyah Muir, another student, agrees, saying “the biggest impact comes in teaching the parent, in showing the parent that the child is capable of many things.”

This is the third year professor Colucci has taught the course on early detection and intervention. One of Seton Hall’s OT graduates, Tiffany Charles ’03/M.S. ’05, took the first such class in 2004. She now works full time with school-age children who have autism and consults for New Jersey’s early intervention program in her “spare time.” How good was her training? “I would have to say that out of all the graduate courses I took, this one was probably the most important for preparing me for what I’m doing now,” Charles says.

“Being with the families and seeing it from the family perspective” was critical to Charles’ understanding of a syndrome that affects all aspects of a family unit. As an example, she recalls her work with a little boy named Billy, who was diagnosed at just one year and three months of age. Although Billy had initially started to acquire language, he had become completely nonverbal. In typical autistic behavior, he would throw temper tantrums when frustrated and wouldn’t eat anything but Cheerios.

Today, Billy has moved on to preschool where he can express himself in two- or three-word sentences such as “I want milk,” eats textured foods like grilled cheese sandwiches and can interact with his peers in play for brief periods. Moreover, he’s showing a lot more affection and allows himself to be hugged by his parents. “It wasn’t a miracle,” Charles says of these results, “but he was able to go into day care.”

Such are the small, but hard-won victories of working with children who have developmental disabilities. “We come into their home and show them how to make it work,” Charles says. Parents appreciate the results, says the Cerebral Palsy center’s Anne Clark. “I had one mom call me and tell me that Tiffany’s the best therapist she’s ever had.”

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**HARD WORK:** Graduate student Gina Delesastro says the field requires people who are “highly motivated” to bring about change.

The Children’s Center, a program of the Cerebral Palsy Association of Middlesex County in Edison, N.J. With 500 employees in 25 locations throughout the state, the association helps more than 1,000,000 children and adults each year with a variety of disabilities. Clark’s group specializes in infants and toddlers with developmental disabilities and delays.

Clark says the team approach adopted by the center and Seton Hall began about six years ago when Colucci attended a workshop at the center. Colucci did this, Clark recalls, to “keep herself real, and grounded, with the hands-on therapies she teaches her students.”

“I was impressed with her,” Clark says of Colucci, particularly with her emphasis that therapy has to “fit into the natural routines of the family.” That naturalness begins with an “individual family services plan,” based entirely on the family’s concrete goals. One plan involved a mother “who wanted her son to walk down the aisle at his sister’s wedding,” Clark says. Six months later, the two-year-old boy did. “The more prepared we can have our graduates, the more skills they can bring to such highly individualized work,” she adds.

To that end, professor Colucci’s students arrive at the center on Friday mornings to learn about the children and talk with their families. With help from the center’s therapist, the idea is “to help the parent to develop a program in the home” that will prepare the child for the transition to preschool at age three. This family-centered approach means that the child may spend a few hours a week with a staff occupational therapist or Seton Hall student — engaging in activities to hone motor skills and lengthen attention spans. Yet mom and dad ultimately hold the key to reaching developmental milestones such as self-regulation, intimacy, two-way communication, complex communication, emotional ideas and emotional thinking.

The baby is usually happy and making interesting sounds when he or she sees the parent (3 to 5 months)

**The milestones include:**
- The parent/caregiver is able to help the infant calm (first 3 months)
- The baby looks toward the parent when the parent is smiling and giving the baby interesting looks (first 3 months)
- The baby is usually happy and making interesting sounds when he or she sees the parent (3 to 5 months)

Visit www.icdl.com for more information.

**EARLY SIGNPOSTS OF HEALTHY DEVELOPMENT**

**The process is painstaking, says master’s candidate Vanessa Heugle, who has spent several 45-minute training sessions working with a boy named Cory. Her task, as she sees it, is to try to understand Cory’s fixation on, say, a particular toy truck, then to coax him to identify the toy with a name. “I began to see progress in about a month,” she says. “It may be minimal progress to an outsider, but it was progress.”**

Indeed, you have to be “highly motivated,” says Gina Delesastro, another master’s candidate. “It takes so much work to achieve even the slightest change.” Yet the goal of showing “that these children can function on their own as independently as possible” is well worth the effort, says fellow OT student Felissa Schnipper. Aaliyah Muir, another student, agrees, saying “the biggest impact comes in teaching the parent, in showing the parent that the child is capable of many things.”

This is the third year professor Colucci has taught the course on early detection and intervention. One of Seton Hall’s OT graduates, Tiffany Charles ’03/M.S. ’05, took the first such class in 2004. She now works full time with school-age children who have autism and consults for New Jersey’s early intervention program in her “spare time.” How good was her training? “I would have to say that out of all the graduate courses I took, this one was probably the most important for preparing me for what I’m doing now,” Charles says.

“Being with the families and seeing it from the family perspective” was critical to Charles’ understanding of a syndrome that affects all aspects of a family unit. As an example, she recalls her work with a little boy named Billy, who was diagnosed at just one year and three months of age. Although Billy had initially started to acquire language, he had become completely nonverbal. In typical autistic behavior, he would throw temper tantrums when frustrated and wouldn’t eat anything but Cheerios.

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SPOR TS |

you win some, you lose some

During season three of American Idol, voters cut singer Jennifer Hudson from the program halfway through the competition. Yet, just a year later, she landed a coveted role in the movie Dreamgirls and won an Oscar for her performance, moving quickly from unexpected loss to stunning, redemptive victory.

Not everyone plays out their disappointments and successes so publicly, but we all have to deal with those moments when things don’t turn out the way we want. How do we cope with loss? How can we turn it to our advantage? Seton Hall magazine asked several of our coaches, who are in the business of winning and losing, how they view the L-word, the A-word, and dwell on the good things a player brings to the team instead of the things he cannot do. The more we can get busy doing the things we are good at, the less we have to worry about the few mistakes we make.

As far as the team is concerned, we believe that in the end we didn’t lose for the few mistakes we made during the game. If we lose, we probably lost for all the things we never did. Because we don’t pretend we are perfect, we can use every day to make ourselves a little better.

Rob Sheppard, Head Coach, Baseball

Lessons are a learning experience. They’re an opportunity to recognize your shortcomings. At the same time you get a better feel for who you are and what you’re about.

We tell our players that sports are a microcosm of life. You are going to run into ups and downs, failures and disappointments. It’s how you react to those disappointments that determines success in life.

Whether it’s an athlete responding to a loss, an individual dealing with a health crisis, or a businessperson dealing with a disappointment at work, it’s all the same. You have to make yourself stronger and move forward. You can’t just sit there and harp on the negative. You have to realize you’re going to get better.

Attitude is everything. If you have a good attitude toward a loss or a personal disappointment, you will come through the experience as a much stronger person.

Ray Vander May, Head Coach, Softball

I think the key is to work harder. Usually, a loss is a result of mistakes, so you go back to work on correcting the things that went wrong.

Often losing can be a result of a few different factors; sometimes there are injuries, off-field or personal issues, and sometimes it just happens because your competition is better than you.

You need to look at all the factors that contribute to what has happened and figure out why a loss is a loss. Our team does the same thing when we win. We don’t win a game and think we’re perfect and that there is no room to improve. The whole idea is that you can always improve and get better at what you do.

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BASEBALL

Last year brought plenty of good news about Pirate baseball. The team ended the season 8.5 games better than the previous year, and in June, Major League Baseball’s amateur draft snagged up pitchers Dan McDonald and Dan Markling.

Coach Rob Sheppard expects to sustain the positive momentum this season, confident that the current team can get even better. “We have returning players with a lot of experience in the BIG EAST,” he says, “along with a freshman class that will make an immediate impact.”

On the pitcher’s mound, Sheppard will look to left-handed junior Corey Young, right-handed juniors Greg Miller and Keith Cantwell, and right-handed sophomore Sean Black, to improve on their impressive performances of 2007. These four players collectively won 13 games, posting 228 innings, and striking out 198 batters in the process. Cantwell led the team with a 2.95 ERA and two complete games.

Offensively, the Pirates will turn to Miller, senior corner infielder Mark Pappas, and junior catcher Chris Affinito to lead the team. Miller, who pulls double-duty as an everyday right fielder and pitcher, led the team with 50 games played and four triples, while placing second on the team with a .312 batting average. Pappas led the offense and to Keith Cantwell (25) to build on last year’s strong pitching. The softball team returns for the 2007-08 season with many of last year’s players and added depth in the pitching staff.

Senior Jenna Best and junior Kealan Waldren are back after leading the team in most offensive categories a year ago. Best, a member of BIG EAST championship teams in 2004 and 2005, last year hit .262 with three home runs and 18 RBIs. Waldren tied a school record with a 12-game hitting streak en route to batting .273 with 11 doubles and 17 RBIs. Junior Kim Schweitzer carried the bulk of the pitching duty last season, throwing 202.1 innings, picking up 13 wins, and posting a 4.01 ERA. “I’ve seen a big improvement with Kim this past fall,” head coach Ray Vander May said. “This year she is showing so much maturity and has more confidence. Kim competed for us very strongly all year, but I think she will benefit from having a full crop of pitchers to help her out.”

Pitchers Katie Silhoeil and Ashley Forsyth, who will be used primarily out of the bullpen, have been added to the team, as well as Brittany Schillizzi, who is slated to begin the season at shortstop. Nalim Bennett and Michelle Aed earned two starting spots in the outfield after a strong fall season.

“Brittany Schillizzi could be one of the strongest infielders we’ve had at Seton Hall,” Vander May said. “Michelle and Nalim add speed that we did not have last year, and we’ve solidified our pitching with Ashley and Katie.”

GOLF

After a strong start to the season, the golf team is gearing up for the BIG EAST championships this spring; the Pirates finished in the top-five in five out of six tournaments this fall. Senior John Zur, along with sophomores David Sampson and Ryan Causten, showed considerable improvement and should help Seton Hall contend in more events this spring. With a new head coach — Greg Wyzykowski — the tennis team expects to perform well in the BIG EAST this year. Seton Hall placed ninth at the BIG EAST Championships last year, and will use that experience to improve its finish this season.

During the fall, sophomore Denise Lishchinsky and junior Danielle Viola earned trips to the ITA regionals in both the singles and doubles competition. Each won a solo first-round match before falling in the next round. In doubles play, the pair lost their opening contest.

TRACK AND FIELD

With eight BIG EAST champions, four men’s IC4A champions, and eight NCAA regional qualifiers on the team, the 2007-08 season promises to be a renaissance year for track and field at Seton Hall.

Senior Greg Gomes is a two-time defending 500-meter BIG EAST indoor champ. Also returning is junior Rob Novak, who won the 1,000-meter run at the BIG EAST indoor championships. Last year’s men’s BIG EAST indoor champion 4x400-meter relay team stayed intact and has received national attention in the preseason. The women’s BIG EAST outdoor 4x400-meter relay team lost just one member and should be among the best in the region.

“Our goal this year is to crack the top four in the BIG EAST on both the men’s and women’s side,” said John Moon, the team’s head coach. “Last year our goal was just to qualify for the Big Dance (NCAA National Championships). Now I think we are ready to turn some heads.”

Though Moon has high expectations, he believes the athletes’ times do not lie. “I say a lot of my athletes are amongst the best in the BIG EAST,” said Moon. “I hate saying that, but when I look at their times and compare them with the top people in the conference, we’re right there.

“What I like about the team is the enthusiasm, they want to get out there right away and try and beat somebody and that’s good. They want to say, ‘Seton Hall is back!’”

TENNIS

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When the Ever Forward fundraising campaign closed in December, it raised more than $150 million, securing more than two and a half times the amount the University had raised in its two previous campaigns combined. Over seven years, 26,558 people, companies and foundations contributed to funds that support financial aid, scholarships, new building initiatives, campus renovations and the expansion of academic programs. (See chart for more details.)

But beyond the impressive dollar figures lie hundreds of more intimate stories, personal narratives that illustrate how the money raised sends ripples through the lives of Seton Hall’s students and faculty to make meaningful change. The assistance a donation offers may last a relatively short amount of time, as in the case of funds used for upgrades to computer software. Or its influence may endure for a century or more, if for example, it contributed to the construction of an academic building. The accounts that follow focus on select individuals and programs touched by contributors’ generosity and show both the tangible and intangible gifts that have been shared.

A Shot at the Big Time

James Gurrol traveled nearly 10,000 miles to Seton Hall to pursue a dream. The track star from Sydney, Australia, runs the 800 meters, and long ago set his sights on competing in the Olympics. His best shot at making that happen, he believed, was coming here to run under the direction of John Marshall, an assistant track coach. (Gurrol says he knew that Marshall had coached Australian Casey Vincent who had helped the other runner reach the second Olympics.) An athletic scholarship made it possible for Gurrol to transfer here as a sophomore from the Australian College of Physical Education. As this issue went to press, Gurrol, now a junior, was traveling to Brisbane, Australia, to compete in his nation’s Olympic trials.

What Difference Does a Campaign Make?

LET US SHOW YOU THE WAYS.

Photo by Peter Field Peck
Endowment The $40.1 million raised will fund scholarships, professorships and University programs.

Annual Funds The combined University, Seminary, Pirate Blue and Law funds will support scholarships, financial aid, technology, library acquisitions, student life, faculty development and campus beautification.

Campus Improvements Numerous campus landmarks have been or will be renovated, including the Chapel of the Immaculate Conception, the University Center and parts of the Richie Regan Recreation and Athletic Center.

New Building Projects Construction projects include the $35 million Science and Technology Center and a proposed new home for the John C. Whitehead School of Diplomacy and International Relations.

Spiritual and Cultural Centers Specific donations established the Center for Vocation and Servant Leadership, the Charles and Joan Alberto Italian Studies Institute and the Joseph A. Unzueta Latino Institute.

Endowed Professorships Both the Joseph M. and Geraldine C. La Motta Chair in Italian Studies and the Cooperman-Ross Chair in Jewish-Christian Studies were established.

Ever Forward: Up Close

Health Screenings for Local Children

For the past two years, a group of Irvington preschoolers have received much-needed speech, language and hearing screenings thanks to a program called Project KIDS. This year, a group of 28 graduate students in the School of Graduate Medical Education’s speech-language pathology program performed hands-on evaluations of 200 children in the Irvington Preschool Academy and Augusta Presbyterian Academy, recommending that 110 children receive follow-up treatment or evaluation. In one notable case, a child was referred quickly to a doctor, underwent surgery and has improved hearing today.

Brian Shorman, dean of the School of Graduate Medical Education

The Degree She Wanted

Irma Johnson, M.P.A. ’05, was drawn to the Department of Public and Healthcare Administration because it emphasizes nonprofit management. After college, Johnson worked helping at-risk youth, including teenage mothers and battered women in New York City. But she wanted to make a larger impact by making grants to nonprofits, and though a Seton Hall education was part of her plan, financially it was out of reach. She enrolled in a program at a New York university for a time, but knew Seton Hall was what she really wanted. Eventually, a scholarship allowed her to reach her goal. Now a program assistant at the United Way of New York City, Johnson has succeeded in broadening her scope and helps even more people through her work. “As the first woman in my family to earn a college degree,” she says, “I was determined to use it and my talents to make a difference in my community.” That she has.
**A Celebration of Latino Culture**

Seton Hall’s newly created Joseph A. Unanue Latino Institute “celebrates the many accomplishments of Latinos and the Latino experience,” says its director, Ileana Rodríguez, Ph.D. With its goal of highlighting the contributions Latinos make in the arts and literature as well as science and business, the institute has hosted one exhibit loaned by New York’s El Museo del Barrio that included carved and wooden figures of saints from Puerto Rico and another exhibit that featured a private collection of nativities from Latin America and Spain. Students play an active role in many of the Institute’s projects; they organized a fundraiser that raised money for victims of Peru’s 2007 earthquake and in January a dozen students marched with Rodríguez in New York City’s Three Kings Day parade.

Next up are the Institute’s official inauguration and plans for a Latino Studies major to launch this fall.

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**The Gift of Peace of Mind**

During high school, Solomon Sarfo spent a summer working in the lab of Seton Hall professor Robert Augustine, Ph.D., as part of a national program for promising chemistry students. When it came time to choose colleges, Sarfo chose Seton Hall. But once he arrived, he faced daunting challenges to make ends meet: he worked on campus in a chemistry lab and took a job on the midnight shift at Newark Liberty International Airport in addition to taking a full class load. “Fatigue was a problem,” the college senior says now. A series of partial scholarships, given through the Ever Forward campaign, allowed Sarfo to concentrate more fully on his schoolwork. He eased up psychologically, he says, Sarfo, who was born in Ghana, hopes to go back to Ghana eventually to help make life better there for women and children. And he certainly won’t forget those who helped make his own future a little brighter. He says of his benefactors: “Without them, I wouldn’t have made it.”

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**A New Lease on Life**

Before the fitness center in the Richie Regan Recreation and Athletic Center was renovated in 2006, 400 people a day worked out on its cardio machines or lifted weights; now 800 people do. One of them is J.T. Thomas, a Seton Hall senior who can be found exercising at 7 a.m. five days a week. Since the gym’s inauguration, the business major has logged hundreds of hours weight training, biking or running. As a result, Thomas has lost more than 100 pounds and transformed his life, changing not only what he eats but also how he spends his time. He now aspires to a career in athletics, helping others to eat well and condition their bodies. Of his time spent exercising, he says, “It led me to what I want to do with my life. I found a purpose.”

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Photos by Peter Field Peck and Leo Sorel
Presidential Secrecy and the Law
By Robert M. Palicki, Ph.D., assistant professor of political science, and William G. Weaver (The Johns Hopkins University Press, $25)

State secrets, warrantless investigations and wiretaps, signing statements, executive privilege — the executive branch wields many tools for secrecy. Most people believe that some degree of governmental secrecy is necessary. This book attempts to answer “How much is too much?” by examining the history of executive branch efforts to consolidate power through information control.

To Enlarge the Machinery of Government: Congressional Debates and the Growth of the American State, 1858-1891
By William James Hull Hoffer, J.D., Ph.D., assistant professor of history (The Johns Hopkins University Press, $55)

This book attempts to answer how the federal government changed from the weak apparatus of the antebellum period to the large, administrative state of the Progressive Era by exploring the daily proceedings of the U.S. House and Senate from 1858 to 1891. This era of congressional thought, Hoffer contends, offers insight into how conceptions of American uniqueness contributed to the shape of the federal government.

Feminist Interpretations of Augustine
Edited by Judith Chelius Stark, Ph.D., professor of philosophy, (Penn State University Press, $35)

St. Augustine of Hippo (354-430), philosopher and theologian, was one of the most important figures in the development of Western Christianity. In this book, contemporary women scholars from a variety of humanities disciplines explore how Augustine’s views of sexuality, gender and women have shaped the Western cultural, philosophical and religious landscape.

Enervative Change: The Impact of Change Initiatives on Employee Job Satisfaction
By Richard Dool, Ph.D., assistant professor and director of the graduate communication program (VDM Verlag Dr. Müller, $64)

This book offers primary research on the impact of stress related to continuous change, which the author calls “enervative change,” it looks specifically at work-related stress and its influence on job satisfaction. The author utilized military research on combat stress and proposes a new framework for change management that employers can use to decrease the negative impact of enervative change on employee satisfaction.

Dead by All Appearances
By John Dandola ’73 (Compass Point Mysteries, $14.95)

Set in 1942, this mystery novel takes place on the rocky coastline of Massachusetts where sleuth Tony Del Plato and MGM publicity girl Eddie Koslow investigate odd occurrences at the castle laboratory of millionaire inventor John Hays Hammond Jr. The intricate story involves murder, espionage, local gangsters and actress Marjorie Reynolds, who is promoting her new film, Holiday Inn. Also in the thick of things is a character patterned and named after Seton Hall’s own theater professor, James P. McGline.

Africa and IMF Conditionality: The Unevenness of Compliance, 1983-2000
By Kwame Akonor, Ph.D., assistant professor of political science (Routledge, $120)

Ghana was one of the first African countries to adopt a comprehensive economic reform program established by the International Monetary Fund. The program, aimed at reducing a country’s fiscal imbalances, sets economic targets for a country to meet in order to obtain loans from the IMF. Ghana has sustained its program longer than any other country on the African continent, but at a high political cost. Akonor argues that understanding a country’s political environment is crucial in explaining why a country complies, or doesn’t, with the economic reform program.

In a Prominent Bar in Secaucus: New and Selected Poems, 1955-2007
By X. J. Kennedy ’50 (The Johns Hopkins University Press, $18.95)

Kennedy has long been praised for his wit and humor. This comprehensive collection, which spans the poet’s career, showcases his best work and includes songs, lyrics and poems that tell poignant stories.
40

1960s

Vincent Tej€ (Gustav) ’64, of Greenfield, Mass., published a collection of his poems in his latest book, Paperweight for nothing:…

Daniel E. Hean ’68, of Williamsport, Pa., graduated with honors from the Graduate School of Banking at the University of Colorado. Boulder. He graduated in the top 10 percent of his class and was recognized as one of 14 honor students. Hean had been given an academic scholarship from the Conference of State Banks Supervisors to attend the school:…

John D. Hayes ’76, of New Jersey City, N.J., was elected to a four-year term as mayor of Kealakekua…. 

1980s

Dominic C. Cutane ’80, of Brick, N.J., was recently appointed director of stores.…”

Raymond D. Amusch ’83, of Montclair, N.J., was recently induced by St. Peter’s Prep in Jersey City, N.J., as one of its “Legends of Prep.” Amusch has published an essay in America magazine and poetry in newspapers, periodicals and six anthologies.

Edward S. Cooke ’52, of Summit, N.J., published a book about William of Pequannock, N.J., as one of its “Legends of Prep.” Aumack has published an essay in periodicals and six anthologies.

Robert M. Keegan ’54, of Islip, N.Y., was recently selected to the field of workers compensation law.…”

Hugh J. O’Gorman ’52/J.D. ’55, of New Jersey State Bar Association for his contributions as a trial attorney of the USA, a U.N. support organization.…”

Gary M. Clark ’77, of Green, Ohio, published his second book, Deake, Violence, and Death in Modern Southern Fiction.…”

1990s

Bert Abbassa ’49, of Staten Island, N.Y., published a book about William of Margate City, N.J., the World of Faith.…”

Edward J. Conn…

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achieved such a feat. The group hopes other students will follow suit between students and alumni.

This year, every student in the Student Alumni Association donated

Bedminster, N.J., opened a psychotherapy

W. Ferraro III ’94, Robert Torcivia ’94, Nicholas Malefyt ’92, of Atlanta, Ga., has lenthervoiceto such products as Fleischmann’s Margarine, Hot Pockets, Ricola cough drops and the Hudson Toyota auto dealership.
Confessore’s voice also greets callers on hold for Madison Square Garden, gives the voice-over to on-camera work, and has appeared in television commercials — most recently for Drivin One, a car dealer- ship in Pennsylvania. But she prefers voice-over to on-camera work “because there’s no make-up, no wardrobe and it takes up less time.”

2000s
Felicia (Rottwein) Baker ’00, of Piscataway, N.J., is a travel agent for R&R travel in Piscataway.

Randal G. Korb, M.B.A. ’00, of Garfield, N.J., was inducted into the Garfield High School Academy of Fame based on his career accomplishments, community and national service, personal excellence and lifelong learning.

Santini A. Fernandez ’01, of Bergenfield, N.J., has lenthervoiceto such products as Blue Cross Blue Shield and the Hu dson Toyota auto dealership.
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Change as a Constant: What Confessore values most about her work is the variety of assignments she gets. “I’m never working in the same place for long. It takes about two hours to record a 60-second commercial in the recording studio.”
Confessore enjoys working with sound engineers and loves to take on all kinds of projects — ranging from sexy to mother-like. Being a freelance artist also allows her to spend more time with her five-year-old son, Spencer.
Finding Herself: “I found my voice at Seton Hall,” she says. — ISABEL BAUER

All In
This year, every student in the Student Alumni Association donated to the Pirate Blue Athletic Fund, the first time a student group has achieved such a feat. The group hopes other students will follow suit and consider making annual gifts.
The association’s mission is to increase awareness among students of the benefits of a lifelong relationship with Seton Hall, to foster a sense of pride within the University community, and to foster relationships between students and alumni.

Gerard M. Garvey ’90, of Northfield Center, Ohio, was promoted in April 2007 to lieutenant colonel in Ohio’s National Guard. On military leave from General Electric, Garvey is preparing to deploy overseas in early 2008 to support the war in Iraq.

Big Gig: if you have used a cell phone recently, you may have heard the voice of fellow alum Aleta Confessore ’83. She is the voice callers hear when they navigate through the customer services options on a major wireless carrier’s network.

Early Encouragement: Confessore majored in communication and enjoyed being a voice talent even in college. She eagerly volunteered to do voice-overs for fellow classmates’ television projects. Getting experience at Seton Hall, she says, gave her “the necessary confidence to go out there right away and work.” Fresh out of school, Confessore auditioned to do the voice-over for a local cable company’s television commercial — ranging from sexy to mother-like. Being a freelance artist also allows her to spend more time with her five-year-old son, Spencer.
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Marriages

Elizabeth M. Murphy ’81 to James Slade III. A. Companini ’00 to Daniel S. McOnich
Carolina Thomas ’03 to Greg Magdon
Rosemary E. McGuire ’94 to Scott Kolinde
Scott H. Marquardt ’86 to Nancy J. Becker
Tracie Gardner ’03 to Robert Milewski
Eric Garna ’87 to Pablo D. Delgado Jr.
Marta Pina ’96/M.A. ’02 to Anthony Daramus
Shannon Rambert ’93 to Darren Lee Bowden
Robert Shipshur ’95 to John Tumminia
Melissa Staleski ’06/M.A. ’02 to Michael Martino
Douglas M. Borten ’02 to Heather A. Miller
Kristen Elsteinhofer ’01 to Chris Fitzpatrick
Danny Tomassy ’01 to Middled Bodya ’03
Spirituals. J. Sambuca ’02/M.S./D.R. ’05 to Steven J. Rippy
Lawrence Clifton, M.P.A. ’02 to Genevieve Bostick, M.P.A. ’02/M.A. ’04
Lauren Journage ’02 to Christopher Tone ’03
Vanessa Wannamaker ’02 to Christopher M. Lindeman
Amy B. Bergingsa ’03 to Mark F. Johnson
Laura Canta ’01 to Michael F Mills
Jennifer Gintelman, M.A. ’94 to Anthony Robert Gantlieb
Darcy O’Spalding ’05 to Justin Kolemen ’05
Barbara C. Ochty ’98 to Robert M. Miller
Kathy E. Flack ’93 to Brian J. Viale

Charlie Ferrara Topping was born on Aug. 29, 2007, to Clark Topping ’99 and Debbie Topping.

Michael Nibit ’04/M.A. ‘02 and Caroline, M.A. ’02, a girl, Olivia, October 30, 2007.
Mary Ann (Goddard) DelVento ’95, a boy, Matthew David Jr., Oct. 5, 2007.
Carol (Mortino) Bock ’91 and Chad, a boy, Christian Michael, June 19, 2007.
Matt Fuller ’95 and Alyssa, a girl, Anna Mariah, Oct. 21, 2007.
Victoria Gardencito ’96 and Harri, a girl, Chelsi Arden, Dec. 21, 2006.
Michael O’Brien ’82 and Jacqueline, a boy, Dean Michael, Sept. 6, 2006.

Thomas Woodstock ’00 and Amy, a boy, Jack Thomas, Nov. 11, 2007.
Brenda (Dellazzer) Russino ’07 and Michael ’97, a girl, Megan Jane, July 30, 2007.
Antony (Ward) Evans ’87 and Cameron, a boy, Brian Paul, September 14, 2007.
Jennifer (Barracato) Longway ’96/M.A. ’00 and Jason ’00, a boy, Joshua Jason, June 2007.
Maria Porta-Dranitsa ’95/M.S. ’95 and Michael, a boy, Anthony George, June 26, 2007.
Gabrielle (Goodman) Fausta ’97 and Thomas, a boy, Joseph Matthew, Dec. 21, 2006.
Matthew Sewson ’01 and Lauren, a boy, Adam, February 15, 2008.
Vincent Bello ’81, a boy, Brian (Keane) Bello, a girl, Brianne Marie, Jan. 22, 2007.
Jennifer (Palik) Lasockyevich ’02 and Thomas, a boy, Anthony Joseph, June 12, 2007.
Melanie (Stark) Matoski ’73 and Jason, a boy, Cadyn Lynn, Sept. 20, 2007.
Margaret M. Hordelta, M.A. ’02 and Joseph, a boy, Joseph Thomas and Christian Domencio, Nov. 17, 2007.
Jessica (Hughes) Routhier ’02/03 and Robert Bouthier Jr., a girl, Rick, October 2, 2007.
Thomas Fields, M.D. ’00 and Ryan, a girl, Francesca, July 15, 2007.

Maria R. Myers, M.H.A. ’01, of Beaufort, N.C., reported to a new job as the nurse supervisor for occupational medicine at the Marine Corps Air Station in Cherry Point, N.C.

Baby Pirates

Bob Raff ’88 and Teresa (DiSessa) ’88, a boy, Ryan O’Reilly, May 26, 2008.
Elise M. (Novak) Plam ’95 and John, a boy, Michael Brady, February 8, 2007.
Jeff Goldsmith ’81/L.D. ’94 and Jennifer, a girl, Frances, June 9, 2006.
Tracy (Higga) Razmi ’81 and Chuck, 91, a boy, Christopher Patrick, May 9, 2007.
Nicholas R. Malefyt ’92 and Donna (Vallee) ’95, a boy, Christopher Joseph, May 24, 2007.
Michael O’Brien ’82 and Jacqueline, a boy, Dean Michael, Sept. 6, 2006.

Do you receive the alumni Pirate Press e-newsletter? Subscribe to the alumni Pirate Press e-newsletter and receive exclusive discounts on Seton Hall merchandise as well as promotions.
To subscribe, e-mail Alumni Relations at alumnirelations@shu.edu.

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Jamaica Saffron
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NEWS & NOTES

MISSING YOU

Many alumni have disappeared from our records, including the ones below from the class of 1958; if you know their whereabouts or would like to update your own record please visit www.shu.edu/alumni and click on “Missing Alumni: Got Info?”

Amatulli, Alyssa  Lie-kon-tja, Humbert
Apay, Claude  Lukaszewski, Witold
Ashman, Morton  Miron, Daria
Baldini, Anthony  McCann, Elizabeth
Baldwin, Leonard  McDermott, K.
Bisetino, Lilian  Meleo, Joseph
Burd, Margaret  Miliano, Patricia
Callinich, Peter  Milott, Joseph
Campanalunga, Michael  Mulpeter, Theresa
Campbell, James  Murphy, Gerard
Capriati, Theresa  Neinstein, James
Caruso, Thomas  Nuccio, X.
Cassady, Alice  O’Connor, John
Clancy, Joseph  Orelli, Arthur
Clayton, Roger  Osterud, Jack
Cobert, M.  Parker, Elmer
Connor, Janet  Petracca, Michael
Crimmins, Jayne  Pickett, Ralph
Decandia, Joseph  Puzioli, Stanley
Demos, Louis  Quade, M.
Deotores, Maria  Ramm, Joseph
Donnel, Gerard  Reilly, Edward
Dowd, Robert  Richter, Audrey
Farrell, Raymond  Roberts, Mary
Ferraro, Mary  Romeo, Donald
Fletcher, Peter  Ruth, Charles
First, Mary  Ryan, Vincent
Gantien, Joseph  Schneeg, Arthur
Guenin, John  Seales, Kathryn
Hickey, Francis  Shino, Carlos
Higgins, Blanche  Simko, Joseph
Jacquemont, Yvonne  Smale, Judy
Katzenberger, Rudolph  Stephens, Thomas
Kelly, Francis  Sweaney, Maureen
Kiernan Mary  Tantaro, Francis
Kilkenny, Paul  Van Hoene, Robert
Landy, Richard  Waistocki, Mary
Law, Ann  Wallander, Mary
Lee, Benedict  Watts, Arthur
Leonardis, Florence  Wei, Feng
Lotteri, Francis  Young, Olivia

ALUMNI BENEFITS

Show your Pirate pride with a toll transponder cover (for EZPass® or other toll devices) from Highway Image that displays a Seton Hall Pirate through the windshield. Visit www.highwayimage.com or call 1-800-701-0233 to order.

Hall in the Family

We love to hear stories about the children, grandchildren, nieces or nephews of Seton Hall alumni who attend the University and we’d like to share them with the extended Seton Hall community in the pages of this magazine. If you have a legacy — or “Hall in the Family” — story, please let us know by sending an e-mail to alumni@shu.edu. With your story, please include a photograph. (To be run in the magazine, photos must be digital and high-resolution JPEG or TIF files that are at least 1MB in size.)

Details from the story of David and Patricia Cedrone follow below: (Both graduated in 1974.)

Take photos of yourself with the bandana — while you’re on vacation, with the kids, with another Seton Hall alum or even when you get married. Submitted photos will be posted on the alumni Web site and will be eligible for placement in Seton Hall magazine. (To be run in the magazine, digital photos must be high-resolution JPEG or TIF files that are at least 1MB in size.)

E-mail us at alumni@shu.edu to request a bandana.

Seton Hall has always held a special place in our lives. We met in our freshmen English class in the fall of 1970 and have been together ever since. To this day, we celebrate the anniversary of our first date.

In July 1975, we married, and our wedding Mass was a co-celebrated liturgy. One of the two priests was the late Father Robert Grady, S.T.D., who had been one of our professors. Our oldest son chose Siena College over Seton Hall, but our youngest son, Tim, chose Seton Hall because of its dual-admission program (undergrad/law school) and its sport management program. [Patricia’s nephew, Eric, is also an undergraduate.]

Our connection with The Hall is not limited to Tim and Eric’s current enrollment or our status as alumni. I have also had the honor of being taught by Father Anthony Ziccardi, Father Anthony Figueroa and [the late] Deacon Bill Toth, who have been instructors in the Diance Formation Program for the Diocese of Paterson. [I am in my fourth year of study and hope to be ordained in May 2009.]

As you can see, The Hall will never be far from the Cedrone family.

In photo, from left: Tim Cedrone ’79, Tim Cedrone ’10/J.D. ’09, Pal Cedrone (Figueroa) ’74, Eric Figueroa ’10, Dave Cedrone ’74

share your news...

Have you been promoted? Earned an advanced degree? Been honored for professional or personal achievements? Recently married? Added a baby Pirate to the ranks? We want to know! Visit us at www.shu.edu/alumni and share your success. Your news may be published in an upcoming issue of the Seton Hall magazine. If you can’t log on to www.shu.edu/alumni, fill out the form below with your news and send it to Seton Hall magazine, Alumni News and Notes 457 Centre St., South Orange, NJ 07079 Fax: (973) 378-2640

Name

Class (years) and Degree(s) from Seton Hall

Home Address

Phone

E-Mail Address

News to Share

Paul Mccutagh V0 & Air whl, Lynne, on top of Mt. Washington.
China's economic boom has dominated news headlines for years. Indeed, the intense, continual growth has been remarkable. China's economy has sustained average annual growth of more than nine percent over the past 30 years, according to the World Bank, and in 2007 its gross domestic product grew 11.4 percent.

But signs of growing pains have begun to emerge. Quality control in its manufacturing industry became suspect last year when North American companies recalled millions of products — including children's toys and pet food — for safety reasons because the items were made using unsafe Chinese-produced materials. And as Beijing prepares to host the Olympics in August, air pollution has become a high-profile cause for concern.

What price is China paying for its economic miracle? To better understand the costs, Seton Hall editor Pegeen Hopkins turned to Jason Yin, professor of management in the Stillman School of Business. Yin, an expert on Chinese economic development and reform, is former president of the Chinese Economist Society, a think tank based in Michigan.

How does China's recent economic growth compare with growth elsewhere? For the last 30 years — since China implemented its “open-door policy” and began economic reform — the country has grown tremendously. China is the leading exporter of manufactured goods and has the largest foreign-currency reserves in the world. Still, the rapid economic growth comes at a very high cost in environmental damage and excessive energy consumption. Consider that in the United States, for example, for every dollar of goods produced, 10 cents of energy are used. In China, 30 cents are used; it's much less efficient.

Here's another way to look at the growth: In 2006, the vice minister of the Chinese State Environmental Protection Administration made comments that said, in effect, that though China had achieved in 30 years the kind of growth Western countries did in 100, the country's awful pollution problem was also created in that same time.

Whether China is worse or better off has to be calculated; it is at a turning point now. The country has to diversify its energy supply to include clean energy resources. And now that energy resources in general are getting very expensive, energy price increases must be absorbed into the cost of Chinese-made products. This may force China to learn to reduce the amount of energy it consumes and how to preserve its environment.

What environmental damage has China sustained? Studies say that 75 percent of its water has been polluted. The air is badly polluted and so is the soil. Given the country's air quality, lung cancer and other diseases are becoming major concerns. The Chinese population has begun to realize how important the environment is. There have been a number of incidents in coastal and inland areas, where the water in the lakes is not safe to drink. This caused a turnaround in people's environmental awareness.

So there's a lot of pressure on the government to find a solution. Still, making change is much easier said than done. China lacks the incentive system to reduce pollution and preserve energy resources. For instance, local government officials are usually measured by how much they can produce and the rate of economic growth, not by how well the environment is protected or how much energy resources are saved.

China is experiencing now what Western countries have already gone through. America had similar problems with the Hudson River, which was badly polluted in the beginning of the 20th century and is still not safe to drink. China is repeating the same mistakes on a larger scale; many of them are not reversible and will afflict future generations.

How can China become more environmentally sound? Government officials have to change their orientation; they still want to talk about GDP and the percentage of output and do not pay enough attention to environmental quality and the waste of energy resources. They also have to give enough incentives to companies so that the companies put in place more environmental protection and energy efficiency. The government has to penalize companies for causing environmental pollution and make the polluters pay for the environmental damage they cause.

What are the implications for the United States? There's a tremendous business opportunity for American companies to work with Chinese companies to increase their energy efficiency and to preserve the environment. Our companies have the experience, and the Chinese (the government and individual companies) have the money to spend. The two countries could cooperate and we could turn a bad thing into something good. Environmental damage and energy inefficiency are not isolated problems. If China does better, everybody benefits. If China does worse, everybody will have to pay.
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There are numerous ways you can make a planned gift, while reducing your taxes. Consider a charitable gift annuity or remember Seton Hall in your will. To learn more, contact Joe Guasconi, J.D., director of gift planning at (973) 378-9850 or visit www.shu.edu/gift_planning

Make a difference in the lives that follow .... Leave a legacy to Seton Hall in your estate plan.
San Francisco and Northern California’s Wine Country
October 16-20, 2008

Enjoy a long weekend in Northern California. Visit the great wineries of the Napa and Sonoma Valleys. Spend a day sightseeing in San Francisco, exploring the Redwood Forest or enjoying a ferry ride to Sausalito. Optional excursions may include hot-air balloon rides or a tour of Alcatraz.

Stay tuned to the alumni Web site for details or call Alumni Relations for more information.

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