

SAINT JOSEPH'S

SUMMER 2020

UNIVERSITY MAGAZINE

Preparing for

THE FUTURE

of Everything

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— DINA ALONGI CAGGIULA '09, '11 (MBA)



Preparing for THE FUTURE of EVERYTHING

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By Rachel Kipp
The future is being shaped by dynamic change at all levels — and Saint Joseph's is preparing students to face them head on, and make a difference in their chosen fields.

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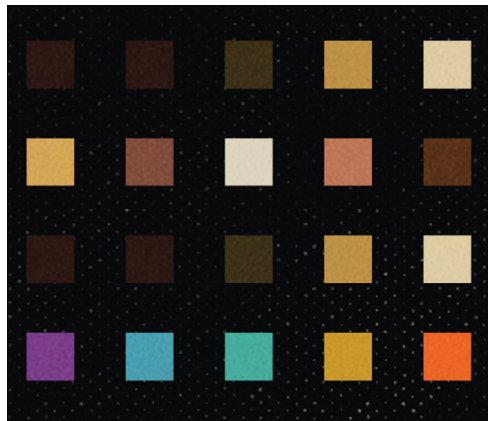
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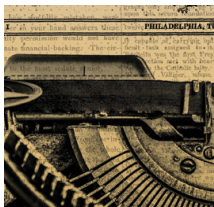
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ALSO KNOWN AS

Neva A. Graham,
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by Rachel Kipp

The student newspaper is celebrating 90 years of documenting campus history as it happens.

From the PRESIDENT



I have said often in recent weeks and months that the education we provide at Saint Joseph's has never been more relevant. In an unpredictable future, our graduates are able to apply the various skills and knowledge they gain through our rigorous academic programming and their exposure to issues of justice, ethics and civic responsibility. We prepare leaders who are future-proofed, and our alumni demonstrate this in so many ways.

This resounding truth about the unpredictability of the future took center stage in our city in June during *Philadelphia Magazine's* virtual ThinkFest, of which Saint Joseph's was a sponsor. The virtual festival of ideas, at which I spoke and introduced Philadelphia Mayor Jim Kenney, featured leading medical professionals, economists, and government and educational leaders, and was organized around the theme of "The Future of Everything."

In my opinion, there is no better city to host such important conversations than in the home of revolutionary thinkers and the cradle of liberty. And there is no better University to sponsor these discussions than St. Joe's, which is built on the timeless, yet modern 500-year old Jesuit tradition. You'll read more about why in our cover story.

I hope that some of you had the opportunity to tune in to ThinkFest, but if not, I can tell you that the conversations revolved around the importance of agile leadership and honest discourse about matters of inequality, civic engagement and innovation.

These are themes that undergird everything we do at St. Joe's. Take our growing portfolio of leadership programs that focus on developing the hard and soft skills required to succeed. Our Day of Dialogue last winter that brought students, faculty and staff together for uncomfortable but important conversations about diversity, equity and inclusion. And, earlier this summer, students, faculty and staff gathered on campus for a peaceful protest in support of the Black Lives Matter movement. Most recently, our Unlimited Learning series brought together some

of our leading scholars and thinkers for a discussion about structural inequality in Philadelphia. All of the work we do on campus is being approached from new angles and with fresh perspectives. Although spread out physically, our community came together in the spirit of understanding and prayer to reflect on the recent protests against systemic racism for a virtual session titled, "30 Mindful Minutes." And we've heard from many of you asking about how you can be involved in the work we're doing to advance diversity, equity and inclusion. What we value will persist, but how we carry out our mission must constantly evolve.

A global pandemic combined with the flaring of racial tensions in our communities is calling us to act. I am so proud of the way that Hawks far and wide have shown up to support one another, their communities and their *alma mater*. But I wouldn't have expected any less.

When the pandemic prompted us to move to a virtual environment in March, everything from coursework to academic advising to administrative operations continued without interruption, and our summer learning registrations actually increased.

As we move through these unprecedented times of the pandemic and the ongoing pursuit for equality, we will rely on the Hawk spirit of optimism and strength to permeate Hawk Hill. It's true that nothing will be "as usual" about the fall of 2020, but Hawks are resilient, and we must remember that the education we provide is essential and long-lasting.

Flexibility will continue to rule the day for the foreseeable future and Hawk Hill is ready.

Be safe and well,

Mark C. Reed, Ed.D.
President

Caps Off to the CLASS OF 2020

The Class of 2020 celebrated its virtual conferral of degrees on May 16. Years of hard work and cherished memories culminated in the online ceremony and celebration for the more than 1,500 graduates. Given the unprecedented circumstance of the COVID-19 pandemic, the University hosted the ceremony online and included a series of tribute videos, speeches, prayers and the reading of graduates’ names.

“Uncertainty, it seems, is all around us in recent weeks,” President Mark C. Reed, Ed.D., told the graduates during the virtual ceremony. “You’ve had to put the skills and lessons you’ve learned on Hawk Hill to the test I often tell our students that the education they obtain at Saint Joseph’s isn’t really for them — it’s meant to serve others and the world at large ... [and] the world needs your brand of brave, compassionate and able-minded leadership.”

On the day of the ceremony, nearly 1,000 people at any given time, including viewers from overseas, tuned in to watch the virtual degree conferral, which has become a norm in higher education this season.

During the ceremony, Provost Cheryl McConnell, Ph.D., told the graduates that the COVID-19 pandemic isn’t the first time that world affairs have impacted normal operations.

“In September of 1918, World War I forced the suspension of classes when the U.S. government designated Saint Joseph’s as a site for the Students’ Army Training Corps,” McConnell said. “At that same time, the influenza pandemic hit Philadelphia. And now, the Class of 2020 joins the annals of our University’s history as the first class to ever be conferred degrees virtually.”

This year, 1,026 undergraduate and 496 graduate and doctoral students represented the Class of 2020.

“Hats off to the fact that I finished my final semester with a 3.8 and a 3.2 cumulative GPA,” Will Russell ’20, communication studies major, wrote on Instagram prior to the ceremony. “Forever grateful to SJU!”



Above: Aminah Shabazz ’20 (M.S.); Photo courtesy of Aminah Shabazz. Below: 2020 graduates Mary Katherine McNaught, Lauren Cavanaugh, Lindsey Richardson and Katherine Mensching; Photo courtesy of Mary Katherine McNaught.



To keep Hawks in the celebratory spirit, members of the Class of 2020 received complimentary caps and gowns and were invited to participate in a cap decorating contest. On social media, they were encouraged to share gratitude for individuals who supported them on their Hawk Hill journey, and to vote for their favorite campus eats and study spots.

James McCloskey Jr., ’20, special education major, who was selected as the undergraduate student speaker, noted that while the class is about to go its separate ways, their shared experience will unite them forever.

“Our four years on Hawk Hill may be coming to an end, but that doesn’t mean the Hawk that is alive inside of your heart and mind needs to die,” McCloskey said. “Wherever you go after leaving Hawk Hill, I am confident that you will continue to positively impact your communities just as you have impacted SJU.”

Shane Varughese ’20 (MHA), the selected graduate student speaker, talked about what leadership means to him, and also extended gratitude toward workers who are on the front lines of combating COVID-19.



Clockwise from top: Kevin Ma ’20 (MBA) poses with wife Mallori and daughter Joie; James Arcenas ’20 (Cap Contest Winner); Colleen Martin ’20 (Honorable Mention); Christine Torrey ’20 (Honorable Mention); Photos courtesy of James Arcenas, Kevin Ma, Colleen Martin and Christine Torrey.

“Leadership comes from values and so I call on you to build on the values that you have gained here at Saint Joseph’s University and utilize them to lead change.... Show empathy to those around you and succeed through unity ... build lasting relationships, learn from others, and always continue to improve. The journey will always be full of obstacles but ... believe in yourself and great things will follow ... we are all leaders, and as we continue on in our careers, remember leadership is in each of us.”

New Board Chair, Vice Chair and Six Trustees Elected

The Saint Joseph’s Board of Trustees elected **James M. Norris ’85** to serve as chair of the board and **Marlene S. Dooner ’83** to assume the role as vice chair, effective June 1. They lead a board of 34 trustees, four of whom were re-elected and six newly elected.

Norris, who succeeds Edward Moneypenny ’64, is managing director of Vanguard International. Since joining Vanguard in 1987, Norris has held leadership positions in the corporate and institutional divisions and, for many years, led Vanguard’s Institutional Retirement business. Norris, a standout student-athlete who was inducted into Saint Joseph’s Athletics Hall of Fame in 2001, has been a member of the Board of Trustees since 2015 and an active St. Joe’s supporter. In 2018, Norris was presented with the Alumni Professional Achievement Award for his outstanding accomplishments in the financial services field.

Dooner, who succeeds Robert Bowman ’81, is former executive vice president of NBCUniversal Telemundo Enterprises. Dooner joined Comcast Corporation in 1995 and for the subsequent 18 years led the company’s Investor Relations function. Prior to joining Comcast, she was vice president at PNC Bank’s Communications Lending Group. She served on the Board of Trustees from 2009 to 2017 and returned in 2019. In 2016, she was named the inaugural recipient of Saint Joseph’s Alumni Professional Achievement Award for her remarkable success. Born in Puerto Rico, Dooner has been recognized as one of the most powerful and influential Latina leaders in the cable and entertainment industry.

“I am excited to continue working with Jim and Marlene in their new leadership roles on the opportunities before us. They are accomplished, globally minded business leaders, proud alumni and deeply devoted supporters of Saint Joseph’s mission and our students,” says President Mark C. Reed, Ed.D. “All of our current and newly appointed trustees bring valuable perspectives and complementary expertise to help move us into the future with strength and vision.”

Reed added: “I want to thank Ed Moneypenny and Bob Bowman and all of our outgoing board members for their strong leadership, dedicated service and ongoing support.” Five other board members concluded their terms on May 31: Rev. George W. Bur, S.J.; Dennis M. Durkin ’74; Timothy G. Fallon ’76; Rev. Aloysius P. Kelley, S.J. and Rev. John W. Swope, S.J.

Looking ahead, the board reappointed four current members to serve additional four-year terms: Eileen K. Cardile ’87, ’91 (M.S.), Daniel P. Gallagher ’94, ’99 (M.S.), Sharon R. O’Brien ’76 and Maureen A. O’Connor ’86.

Six new trustees will also begin four-year terms.

Kristy W. Fercho ’00 (MBA) joins Wells Fargo & Company as the new head of home lending this August, after serving as an executive vice president and the president of mortgage at Flagstar Bank, the nation’s sixth largest bank and mortgage originator. Before joining Flagstar, Fercho spent 15 years with Fannie Mae, ultimately serving as senior vice president. Fercho earned her bachelor’s in business administration, finance and psychology from the University of Southern California and her MBA from Saint Joseph’s.



Norris



Dooner

Michael J. Nesspor ’80 is the former managing director of Pershing, LLC, a global financial solutions company, where he served for nearly 18 years until his retirement in 2015. Prior to joining Pershing, he held positions with fund management firm Scudder, Stevens & Clark and General Electric. Nesspor holds a bachelor’s in mathematics from Saint Joseph’s.

Maryanne F. Post, Esq., ’07 is the controller and human resource manager at Post Precision Castings, Inc., a manufacturing company. Post has been employed in her family’s business since her graduation from Widener School of Law in 2010. She also holds a bachelor’s in food marketing from Saint Joseph’s.

Joseph D. Regan ’81 is the CEO of Alphadyne Asset Management. Prior to joining the company in 2013, Regan worked at J.P. Morgan for 28 years and, in the course of his career there, held senior roles in asset management and investment banking in the U.S. and Asia. Regan holds a bachelor’s in accounting from Saint Joseph’s.

Stephen V. Sundborg, S.J., is the 21st president of Seattle University, a position which he has held for more than 20 years. When he retires in 2021, he will become the longest-serving college president in Washington state and the second longest-serving president of a Jesuit institution. He completed his doctoral studies in spirituality at the Pontifical Gregorian University in Rome.

Jeffrey P. von Arx, S.J., former president and professor of history at Fairfield University, is currently the superior and director of John LaFarge House in Cambridge, an independent Jesuit community and house of studies in the Boston area. Holding degrees from Princeton and Yale, he received his master of divinity degree from Weston Jesuit School of Theology, now Boston College’s School of Theology and Ministry.

University Names New General Counsel

Tracey S. Pachman joined Saint Joseph’s as general counsel on April 14, after a national search. A seasoned lawyer with nearly 20 years of varied higher education and corporate legal experience, Pachman formerly served in legal roles at Villanova University, ARAMARK, Comcast and Pepper Hamilton LLP.

“Tracey rose to the top of the candidate pool quickly, because of her wide breadth of legal knowledge and experience in different settings and industries,” said President Mark C. Reed, Ed.D., in a message to the SJU community. “In particular, Tracey stood out as a leader who has a strong command of the ever-evolving legal and regulatory issues affecting higher education today. I look forward to working with her.”



Pachman

CARNEGIE FOUNDATION CLASSIFICATION EARNED

Saint Joseph’s has earned the 2020 Carnegie Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching for its efforts to actively engage with communities large and small through teaching, research, partnerships and service. After receiving the designation for the first time in 2010, SJU is among 119 institutions to receive this classification this year, joining 240 others who did so in 2015.

The classification is the leading framework for the institutionalization of community engagement in U.S. higher education. In affirming the University’s classification once again, the foundation noted “excellent alignment among campus mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement.”

“From the classroom to research and co-curricular activities, our students, faculty and staff partner with communities around the corner and across the globe to form lasting, mutually beneficial relationships,” said Cheryl A. McConnell, Ph.D., provost and vice president for academic affairs. “These partnerships strengthen our core values, address critical societal issues and contribute to the public good.”

Since earning the classification a decade ago, the University has made progress in developing policies, practices and outreach which foster reciprocal community engagement efforts. Beginning in fall 2018, a steering committee led by Ann Marie Jursca Keffer, MSW, director of the Faith-Justice Institute, engaged in a transformative approach to the reclassification process by meeting regularly to enhance and collect community engagement practices and policies.



An artist’s rendering of the completed Arrupe Hall Jesuit residence. Photo courtesy of Moto Designshop.

Welcoming New Jesuits to Campus

Two members of the Society of Jesus joined the University this summer as the campus expands to house another community of Jesuits.

“Since the University’s founding at Willings Alley in 1851, our Jesuit mission and tradition have been the pillars upon which everything we do is premised,” said President Mark C. Reed, Ed.D.

Robert L. Keane, S.J., has been named as the new Superior of the Loyola Center/Manresa Hall Jesuit community by the Provincial of the Maryland Providence. Keane was most recently the rector of the Boston College Jesuit community and previously served as a U.S. Navy chaplain for 23 years. He will succeed Brendan G. Lally, S.J., whom the Provincials of the Maryland and Northeast Provinces jointly announced will serve as Delegate for Senior Jesuits, effective January 1, 2021.

Eugene M. Geinzer, S.J., will serve as the first Superior of the new Jesuit Community on Lapsley Lane, known as Arrupe Hall. This residence will be the home of a new, multi-apostolic Jesuit community for Jesuits working at the University, St. Joseph’s Prep, Gesu School, and Old St. Joseph’s Church. Geinzer joined the University community last summer to help prepare for the residence’s completion and taught an undergraduate course this spring.

Expected to be ready for occupants in early 2021, Arrupe Hall will provide a home for 15 Jesuits from locations around Philadelphia, who will live and work in a collaborative, active ministry. Features of Arrupe Hall include several gathering spaces, including meeting rooms, a patio and parlors for the Jesuits and visitors to come together. There is also a large residential kitchen and dining room.

The building’s curved chapel was inspired by the Gregorian calendar and features a 40-foot weathering steel cross.

Once it is finished, Arrupe Hall will provide a place for Jesuits across the city to collaborate, share ideas, and think creatively. “Bringing these people together will bring about a new energy,” Geinzer says. “It will propagate new ideas and ways of thinking.”

Training Autism Specialist Physicians through SJU-Thomas Jefferson University Partnership



Bridget Cichon '20 works at the Kinney Center's annual summer camp. Cichon was the first student accepted to Thomas Jefferson medical school under a new partnership with Saint Joseph's.

Building on the work of Saint Joseph's distinguished Kinney Center for Autism Education and Support, which leads the country in education of autism professionals, the University has partnered with Thomas Jefferson University to offer a unique program designed to train autism specialist physicians. Through this joint program, which began this year, students at Saint Joseph's University majoring or minoring in autism behavioral studies can participate in Jefferson's Sidney Kimmel Medical College Scholars program in their junior year and potentially enter medical school MCAT-free following graduation.

"This is exactly the type of program Saint Joseph's envisioned when announcing the School of Health Studies and Education a year and a half ago," said Angela McDonald, Ph.D., LPCS, NCC, dean of the School of Health Studies and Education. "This program leverages our unique strength in preparing autism professionals of tomorrow, forged by our Kinney Center, while providing our students with early assurance to one of the nation's premier medical schools."

Integral to the program, students will spend at least 500 hours working with individuals with autism during their undergraduate studies at Saint Joseph's. This builds on the Kinney Center's unique SCHOLARS (Students Committed to Helping Others Learn about Autism Research and Support) program, whereby current undergraduate students work part-time to support Kinney's autism programming. Training physicians to understand and have experience working with individuals on the autism spectrum can fundamentally change medical care for the more than 3.5 million Americans living with the condition.

HAUB SCHOOL EARNS EXTENDED ACCREDITATION BY AACSB

Saint Joseph's Erivan K. Haub School of Business was granted extended accreditation for its business and accounting degree programs by the Association to Advance Collegiate Schools of Business (AACSB) as of January 30. AACSB accreditation is synonymous with the highest standards in business education — earned by only 5% of the world's business schools. The University was one of only seven schools in the world to earn extensions for both business and accounting accreditations in this review cycle.

"AACSB is a sign of academic excellence and signifies the Haub School as a leader in business education," says Dean Joseph A. DiAngelo, Ed.D., '70, "We are proud of our faculty, students, staff and alumni whose contributions have made ours one of the best programs in the world."

To achieve accreditation by the AACSB, schools must meet a rigorous set of standards and engage in a multi-year review process. Re-accreditation is granted only after an assessment by AACSB's Continuous Improvement Review Committee (CIRC) and Accounting Accreditation Committee, and ratification by the AACSB International Board of Directors.

HAWKS With and For Others

Creating a Campaign of Caring

In the wake of COVID-19, Saint Joseph's Day of Giving 2020 was transformed into a campaign of caring, called Hawks With And For Others, that ran on social media. The goal of the eight-week campaign was to highlight and celebrate the St. Joe's community, share the good that's happening through the University, and engage with SJU alumni and friends while fostering a culture of giving.

Ultimately, the Hawks With And For Others campaign reached 100% of its fundraising goal.

A total of 50 posts were shared throughout the duration of the campaign, with content ranging from celebrating Hawks on the front lines of the pandemic, to showing alumni giving back to their communities and highlighting the reasons Hawks give back to SJU.

Some of the most liked #HawksWithAndForOthers stories were:

The Avellino brothers (**Scott '97 and Don '83, '92**) were featured for using their distillery, Brandywine Branch Distillers, in the fight against COVID-19. By shifting gears from distilling spirits to producing hand sanitizer, they're supporting first responders and health care providers in a time of need.

Saint Joseph's donated personal protective equipment (PPE) and cleaning supplies to local health providers and first responders fighting the COVID-19 pandemic. The College of Arts and Sciences donated PPE and cleaning supplies, including gloves, face masks, goggles, antibacterial soap, booties and lab coats, to health care providers who are fighting the pandemic.

Cassie Hahn '21, secretary of SJU Hearts of Hope, worked with her neighbor to paint and deliver Hearts of Hope to the nurses and health care providers of Saint Peter's University Hospital.

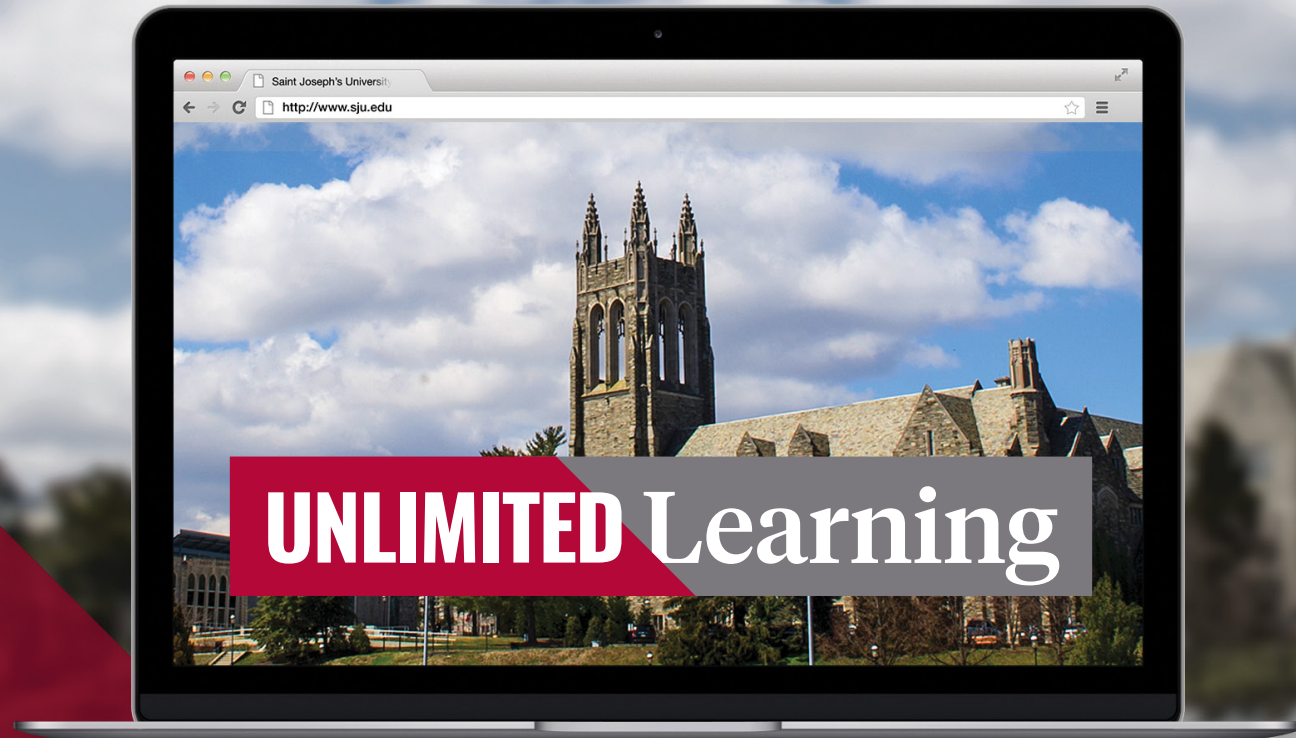
Elizabeth McCall '08 was featured on NBC10 for calling on her networks to source a stockpile of PPE. She then converted her garage into a distribution center and, within days, she was delivering masks, gloves and foot covers to first responders who desperately needed them.



#HawksWithAndForOthers



Top: Don (left) '83, '92 (MBA) and Scott Avellino '97, of Brandywine Branch Distillery, have been working to help with the hand sanitizer shortage. Photo by Pete Breslow/Courtesy of Scott Avellino; Bottom: The College of Arts and Sciences donated personal protective equipment (PPE) and cleaning supplies to local health care providers fighting the pandemic.



Unlimited Learning: A Virtual Series for Lifelong Learners

The new series of webinars brings together faculty and alumni experts to share insights about topics that have dominated the news and kitchen table conversations in recent months.

By Mary Kate Celini

University events are a critical connection point between alumni and their *alma mater*. When the pandemic hit the nation in early spring, Saint Joseph's – like institutions everywhere – had no choice but to cancel or postpone in-person events, including the former SJU Live series, donor recognition gatherings and even Commencement. With technological agility and a mission-driven commitment to lifelong learning, the Unlimited Learning webinar series was born.

Since April, the University has held more than seven events focused on timely topics featuring faculty and alumni experts with young alumni serving as moderators. From “Leading Through Uncertain Times: A Case for Servant Leadership” with Thomas E. Beeman ’75, ’77 (M.A.), Ph.D., FACHE, executive in residence for the Haub School of Business, and Ronald Dufresne, Ph.D., associate professor of management, to “The Economic Impact of Coronavirus” featuring Joseph Davis ’94, Ph.D., global chief economist and head of the investment strategy group at Vanguard, and Nancy Fox, Ph.D., associate professor of economics, our experts have shared their insights into many topics that have been in the national news and the subject of kitchen table conversations in recent months.

“We are thrilled to offer our alumni and other constituents opportunities to join Hawk Hill virtually, stay engaged and continue their learning long after graduation,” says Joseph P. Kender, MBA, vice president of university relations. “Intrinsic in a Saint Joseph's education is an appreciation for lifelong learning. The fact that Hawks

are choosing to tune into our Unlimited Learning programming at a time when online content abounds is a testament to the quality of our experts and the depth of our alumni's connection with St. Joe's.”

While the concept for the series originated with alumni in mind, its marketing has expanded to include employees and current and prospective students. Hundreds of alumni from 21 states, and even from across the globe, and other community members have attended these hour-long live sessions, and many have viewed the recordings after the fact.

To date, one of the most-watched sessions was “Structural Inequality in Philadelphia: What Citizens Can Do to Help,” featuring Susan Clampet-Lundquist, Ph.D., professor of sociology and author of *Coming of Age in the Other America*; Keith Leaphart ’01 (MBA), D.O., chair of the Lenfest Foundation and president and CEO of Replica Creative; and Nicole Stokes, Ph.D., associate provost for diversity, equity and inclusion, with moderator Imani Briscoe ’17, program specialist for inclusion and diversity experiential programming.

Other topics have included food shopping trends, telemedicine, cybersecurity, supply chain, sports and diversity.

The Unlimited Learning series continues throughout the 2020-2021 academic year.

Mary Kate Celini is a marketing coordinator.

➕ To learn more or register, visit sju.edu/unlimited-learning.



Sharp



Corso

National Alumni Board Welcomes New Leadership

Frank Sharp ’67 and Alessandra Corso ’09, ’21 (MBA) have been elected to the National Alumni Board (NAB) as president and vice president, respectively. Sharp and Corso will replace outgoing President John M. Bradley ’98 and Vice President Monique Kelly ’94, ’97 (M.S.) beginning June 1, 2020. This year's NAB election drew the highest-ever voter turnout.

Sharp is a dedicated alumnus with a nearly four-decades-long career in human resources and consulting. After graduating from Saint Joseph's in 1967 with a degree in economics, he earned an MBA from The Wharton School at the University of Pennsylvania. Sharp spent the majority of his career outside the United States, primarily working in Europe, Asia and Latin America, for large companies such as Exxon and ABB.

A 2009 graduate of the Erivan K. Haub School of Business with a degree in finance, Corso has had a successful career in the commercial real estate industry. She has remained committed to Saint Joseph's over the years, serving as a member of the NAB's New York regional affinity group, where she has helped to organize and promote networking events.

In addition to the election of Sharp and Corso, the NAB also recently appointed four new members, who started their two-year terms on June 1. The new members are: Lindsey Votto ’12, co-chair, Greater Philadelphia chapter; Rick Marsh ’84, chair, Baltimore Chapter; Nick Chingas ’16, co-chair, New York City chapter, and Rachel Sellers ’14, co-chair, young alumni chapter.

SJU Alumnus Pays It Forward

Ken Young, Ph.D., ’72 had a fulfilling career in the sciences, including master's and doctoral degrees in physics from the University of Pennsylvania and a 30-year tenure as an executive director of Applied Communication Sciences. But it's his Presidential Scholarship to Saint Joseph's University, which Young credits with setting his life in motion.

“Everything I learned and experienced at St. Joe's informed and shaped my worldview,” he said. “And the scholarship made it all possible.”

Young's commitment to science and to advancing the education of physics students, especially those at St. Joe's, has translated in the last couple of years to making gifts to the institution. Last year, he donated a confocal microscope, which helps upper-level students in the physics department in their studies and with research.

This year, Young made a new gift to the University, which includes support for the Young Family Scholarship, as well as the Summer Scholars Program and the Campus Transformation Fund. The Young Family Scholarship is for a student studying physics who has financial need.

“I was happy to get this scholarship, and I am sincerely grateful to Dr. Young for his generosity,” says Francis Snyder ’21, the scholarship recipient for 2021. “It allows me to focus on my studies and research at the University.”

“I want to see Saint Joseph's Physics Department grow and thrive and provide opportunities for many students to go on to successful careers ... like the opportunity I was given,” says Young. “I'm making these donations as a payoff.”



Young



Tom Scannapieco ’71 was presented with the Timothy R. Lannon, S.J., Leader of the Year Award at the Real Estate and Construction Alumni Affinity Group annual luncheon in December.

REAL ESTATE AND CONSTRUCTION LUNCHEON BUILDS ALUMNI CONNECTIONS

The Saint Joseph's Real Estate and Construction Alumni Affinity Group held its annual Christmas luncheon on December 4, where alumnus Tom Scannapieco ’71 was presented with the Timothy R. Lannon, S.J., Leader of the Year Award. Allan Domb, Philadelphia councilmember at-large, provided keynote remarks.

President and CEO of Scannapieco Development Corporation, Scannapieco is an accomplished Philadelphia real estate developer. His company has completed more than \$1 billion of development in Pennsylvania, New Jersey and Maryland, including recent high-end projects 1706 Rittenhouse and 500 Walnut, which have consistently broken city sales records.

The award is presented to a leader in the field of real estate and construction who has demonstrated success in the field and outstanding loyal dedication and service to Saint Joseph's. It is named in honor of the 26th University President, who spearheaded the acquisition of what is today known as the James J. Maguire ’58 Campus and oversaw numerous campus renovations during his tenure.

IN MEMORIAM



The Maguires were honored guests at the 2017 Mass of the Holy Spirit, which included a celebration of their historic \$50 million gift to Saint Joseph's.

Frances M. Maguire '14 (Hon.)

Saint Joseph's mourned the passing of Frances M. Maguire '14 (Hon.), a devoted wife, mother and grandmother and passionate advocate for education and the arts.

Together with her husband James J. Maguire '58, "Frannie," as she was known by friends and family, was one of the University's greatest benefactors. Through their jointly established Maguire Foundation, the couple grants hundreds of scholarships to students at every level from grade school through college, connecting them to a faith-and justice-based education.

Frannie was known for her great talent and passion for the arts. She began her training studying painting and sculpture at the Cheltenham Art Center. She also studied at the prestigious Vermont Studio Center and the Pennsylvania Academy of the Fine Arts (PAFA). Saint Joseph's is the beneficiary of Frannie's artistic talents: the Chapel of St. Joseph – Michael J. Smith, S.J., Memorial is home to a bust of Fr. Smith, sculpted and donated to the University by Frannie.

In 2018, on the heels of Jim and Frannie's history-making \$50 million gift to SJU, the famed gallery at the Barnes Foundation was named the Frances M. Maguire Art Museum to honor her as an accomplished artist and arts advocate. In 2014, the University awarded Frannie and Jim honorary Doctor of Public Service degrees for their work to advance social justice and education.

Saint Joseph's joined with many other institutions in mourning Frannie's passing. She was a proud graduate of Gwynedd Mercy University, and also made the largest alumni gift in the university's history. The Frances M. Maguire School of Nursing at Gwynedd Mercy is a tribute to her father, a surgeon and her mother, a nurse.

Additionally, she was an ardent supporter of the Pennsylvania Academy of Fine Arts, serving on the Board of Trustees. PAFA's Samuel M.V. Hamilton Building is now known as "The Frances M. Maguire Gallery in Honor of the PAFA Faculty."

Frannie also served on the boards of the Woodmere Art Museum and the Academy of Children's Music, was a volunteer for the Philadelphia Museum of Art's Blind Artist Program and was named a judge emeritus of the Garden Club of America.



Lawrence W. Pierce and William Toomey receiving honorary degrees from William F. Maloney, S.J., September, 1967 commencement. Photograph by Jules Schick. Courtesy of Saint Joseph's University Archives.

Lawrence W. Pierce '48, '67 (Hon.)

Judge Lawrence W. Pierce '48, '67 (Hon.), the first Black graduate of Saint Joseph's University, passed away on February 5.

A federal judge for more than two decades, Pierce dedicated his life to the study and practice of law. He served in New York City as a public defender, assistant district attorney, and deputy police commissioner before his appointment as U.S. district judge for the Southern District of New York in 1971. He also served on the U.S. Court of Appeals for the Second Circuit, the U.S. Foreign Intelligence Surveillance Court, the Third United Nations Congress on the Prevention of Crime and Treatment of Offenders and the Fourth UN Congress.

Born on December 31, 1924, in Philadelphia, Pierce entered then-Saint Joseph's College in 1942, before deferring his studies for a call to serve as a sergeant with the 92nd Infantry Division in Italy during World War II. He was honorably discharged three years later and returned to Saint Joseph's, graduating with a bachelor's degree in business administration in 1948, before going on to receive his law degree from Fordham University in 1951.

Throughout his life, Pierce remained a dedicated alumnus of Saint Joseph's and recognized the influence a Jesuit education had on his personal formation. He has served on the University Board of Trustees and was awarded the University's highest alumni honor, the Shield of Loyola award, in 1987.

"Students who matriculate at St. Joe's receive an education that instills in them Jesuit values," he said during a visit to campus in 2010. "Values which will help them grow spiritually and intellectually and lead them to lives with substance and purpose."



A longtime faculty member and gifted painter, Rev. Dennis McNally, S.J., will be remembered for developing new courses, leading experiential learning opportunities and presiding over hundreds of alumni weddings.

Rev. Dennis McNally, S.J.

Longtime faculty member, gifted artist, inspiring mentor and devoted Jesuit priest, Rev. Dennis McNally, S.J., passed away unexpectedly but peacefully on May 6 in his room at the Loyola Center. Fr. McNally served Saint Joseph's loyally since 1975, chairing the Department of Fine and Performing Arts for 22 years and guiding aspiring artists.

A prolific painter, Fr. McNally's work was inspired by his faith and he likened the process of painting to prayer. He generously shared his art with others and hoped that it would inspire them to pray.

"Fr. McNally has left an indelible mark on our University, on countless students throughout his more than four decades on campus, and on his colleagues and Jesuit brothers," said University President Mark C. Reed, Ed.D. "He will be missed, as will his creativity and spirituality."

The University was set to award Fr. McNally the Lindback Award for Distinguished Teaching this spring and did so posthumously in his honor. He is remembered for his development of new courses in a variety of media, teaching courses ranging from ceramics and figurative sculpture to architectural history and art education, leading experiential learning opportunities in Tijuana and Appalachia, and the hundreds of alumni weddings he presided over.

Natasha Cloud '15 Uses Sports as a Model for Social Change

Natasha Cloud '15 returned to the Saint Joseph's campus on February 4, the eve of National Girls and Women in Sports Day. The Washington Mystics guard discussed her experiences advocating against gun violence in her Washington, D.C. community, expressing her frustration directly to D.C. Mayor Muriel Bowser and Ward 8 Councilmember Trayon White on Instagram. She felt a sense of duty to act.

"God gave me a platform" as a WNBA star, Cloud said. "If I see something wrong and I don't speak up, I'm doing a disservice to others."

In May, protests occurred worldwide after Minnesota security guard George Floyd died when a Minneapolis police officer pinned Floyd's neck with his knee for almost nine minutes. Cloud wrote a powerful response in *The Players' Tribune* urging athletes and others not to be silent about the problem of racism in America.

"What's going to move the needle here is everyone getting involved – and by that I mean all athletes. Because there's no room for any of that silence or 'neutrality' in the athlete community either.... We need to meet this moment with accountability, and solidarity, and leadership," Cloud wrote.

In the February conversation at Saint Joseph's with Stephanie Tryce, J.D., assistant professor of marketing, Cloud, who won the 2019 WNBA championship with the Mystics, told an audience of students, faculty and staff about the power of sports to break down social barriers and be a model for change.

A biracial child raised by two white parents and surrounded by white siblings, Cloud said that society saw her differently from her siblings. By the time she entered college, basketball had given her a community of women who looked like her that she could identify with and allowed her to be proud to be biracial. Her comfort inspired her talent to shine through: While at Saint Joseph's, Cloud led the team to two appearances in the NCAA tournament, two Philadelphia Big Five titles and the 2013 Atlantic 10 championship. She was the first Hawk to be drafted to the WNBA since Susan Moran in 2002.



Natasha Cloud '15 speaks during a February visit to Hawk Hill.

For her commitment to social justice, Cloud was named the recipient of the WNBA's 2019 Dawn Staley Community Leadership Award. During her talk on campus, Cloud said that the award affirms the values she grew up with and aligned with at Saint Joseph's.

"[The award] means more to me than any championship or individual accolade," she said. "It means that I'm part of something greater than myself and that I'm making an impact on my community."

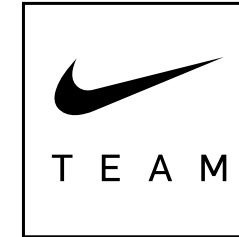
SJU Announces Apparel Agreement with Nike and BSN SPORTS

Nike will continue to provide official apparel and footwear for Saint Joseph's student-athletes as part of a new multi-year agreement.

The agreement with Nike and distributor BSN SPORTS will provide uniforms to athletes, coaches and staff of all 20 of St. Joe's Division I programs.

"Nike is among the most iconic and respected brands in the world. Saint Joseph's University is extremely proud to announce our continued agreement with Nike and customer service partner BSN – a partnership that has served all parties very well for multiple years," said Director of Athletics Jill Bodensteiner.

In extending the partnership with Nike and BSN, Bodensteiner acknowledged the importance of input from student-athletes and coaches in the evaluation process. "It is critical to hear directly from the student-athletes and coaches, and they were extremely excited about the possibility of renewing and enhancing our relationship with Nike," said Bodensteiner.



Duffy

New Initiative Focuses on Student-Athlete Mental Health

Recognizing the unique pressures facing student-athletes, Saint Joseph's last fall launched a series of initiatives to support their mental health.

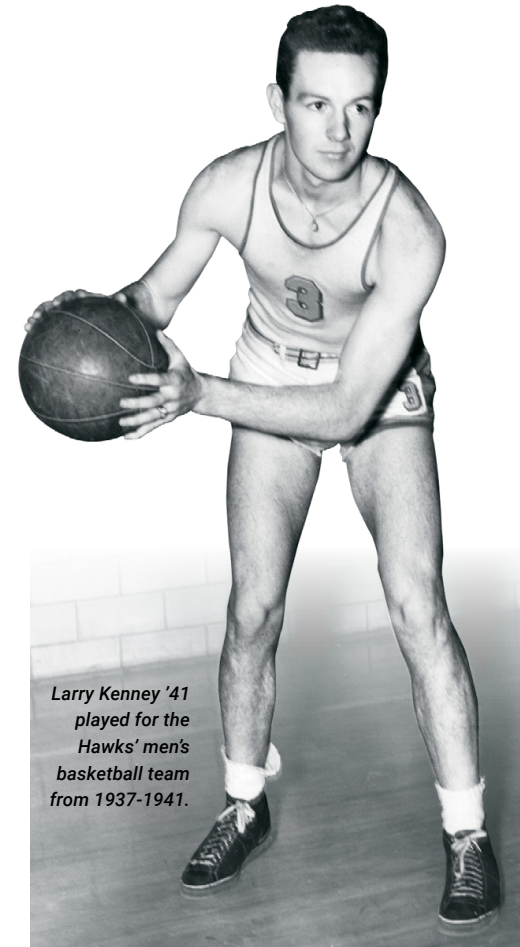
Led by Director of Athletics Jill Bodensteiner and Eric Laudano, D.A.T., senior associate athletics director for high performance, the new resources are designed to help support athletes' emotional, psychological and social well-being, and

position the University as a national leader in this area.

The department hired its first dedicated sport psychologist, Andrew Wolanin, Psy.D., distributed the popular sleep and meditation app Calm to all student-athletes, and launched a new mental health peer support group, Hawks-Minded, which was inspired by senior women's track and field standout Caroline Duffy '20.

A team captain, three-time medalist at the Atlantic 10 Track and Field Championships and SJU record holder in the 400 meters, Duffy is an influential member of the St. Joe's community and does so while living with functioning anxiety.

Understanding her own personal mental health challenges and realizing many of her teammates and friends had similar concerns spurred Duffy to meet with Laudano to create Hawks-Minded. The group provides a platform for student-athletes to talk about mental health issues at monthly meetings, be visible at campus and community mental health events, and promote leadership and stigma breakdowns on the SJU campus.



Larry Kenney '41 played for the Hawks' men's basketball team from 1937-1941.

FORMER HAWKS BASKETBALL STAR LARRY KENNEY '41 TURNS 100

When Larry Kenney looks back on his time on Hawk Hill, "I carry nothing away except a great affection for the Jesuits." Kenney '41, who is thought to be Saint Joseph's oldest living athletic alumnus, turned 100 on June 13.

The son of a carpenter turned casket maker during the pandemic of 1918, Kenney played for the Hawks from 1937-1941. He was the city's leading scorer his senior year, and his career high of 39 points in a game ranks sixth by a Hawk, tied with Jameer Nelson '04. Kenney credits his longevity in part to staying active; throughout his life, he played basketball and golf and still takes daily walks near his home.

⊕ For more athletics news: sjuhawks.com



PREPARING FOR THE FUTURE OF EVERYTHING

By Rachel Kipp

The future is being shaped by globalization, technological innovation and demographic change – and this is particularly true of work. With the future more uncertain than ever, as evidenced by the COVID-19 pandemic, society as a whole has been forced to recalibrate its worldview and rethink definitions of success.

Many of these macro trends are unnerving because like our current reality, there are so many unknowns. According to human resources consulting firm Willis Towers Watson, more than 60% of the students in today's classrooms will one day have a career that does not yet exist.

Even for those that enter established professions, change and flexibility will be the name of the game: A 2018 report from LinkedIn found that workers under age 24 already averaged four or more jobs in their short time in the workforce and that they were three times more likely to change jobs than Baby Boomers.

The future is full of challenges. But on Hawk Hill, challenges are met with renewal, progress and innovation and a belief that even in an uncertain future, the University's hallmark liberal arts education isn't just a "nice to have" – it's critical.

"Like St. Ignatius, we are not afraid of uncertainty and walking boldly into the future," Ronald Dufresne, Ph.D., associate professor of management and director of the Leadership, Ethics and Organizational Sustainability Program, said in 2019. "Our foundation is in the liberal arts, and our professional schools are built on this liberal arts foundation. Our accounting graduates

➤ In rapidly changing times, little about the future is certain. For Saint Joseph's students on the cusp of entering the working world, it means the only way to be prepared for everything is to be prepared for anything.

"The future of work is not about filling a job description. It's about seeing what needs to be done and figuring out how to do it — it's a meeting of the old world and the new world. We want our students to be leaders but in a way that takes all of what it means to be a human into account."

James Caccamo, Ph.D., Associate Dean for Students and Experiential Learning and Associate Professor of Theology

who have studied philosophy and our food marketers who have studied history are better prepared for the challenges they'll face at work."

'It's All About to Change'

The world is starting to take notice of the value of such students. A 2018 article by the World Economic Forum noted that three of the top skills needed to survive automation are creativity, complex problem solving and critical thinking. Other skills mentioned included people management, coordinating with others, decision-making, negotiation and serving others.

In a post COVID-19 world, more than ever, Trish Shafer, director of Saint Joseph's Career Development Center, expects to see a shift in what companies desire from future workers.

"They will focus more on competencies – how can job candidates stretch themselves to

continue to bring value, are they consistently learning something new and are they able to adapt to the circumstances around them," she says. "A strong economy allowed job seekers to be lazy: Now it's all about to change."

And while many roles, particularly in science and technology, require highly specialized knowledge, companies are also realizing that for other jobs, it's more critical to hire well-rounded candidates who know how to work on teams, consider the ethical implications of decision making and to push for innovations and policies that don't leave behind traditionally underserved populations.

"Going forward, I know that my patients aren't just their symptoms, they're so much more than that," Bridget Cichon '20 said when reflecting recently on her time at Saint Joseph's. Cichon plans to begin medical

SHAILY MENON, PH.D.
DEAN OF THE COLLEGE OF ARTS AND SCIENCES:



“Now, more than ever, our world needs the skills and social values cultivated by a liberal education. Our nation needs publicly engaged citizens committed to the work of social justice. Our community, our nation, our world needs persons prepared to think critically about the evidence before them, persons prepared to problem solve in the midst of the unfamiliar. And our world needs agile thinkers with a broad base of knowledge from which to question, analyze, and respond more thoughtfully to an increasingly volatile, uncertain, complex and ambiguous world.”

JOSEPH A. DIANGELO, ED.D. '70
DEAN OF THE ERIVAN K. HAUB SCHOOL OF BUSINESS:

“The Haub School of Business builds on the strong liberal arts foundation that all students at Saint Joseph’s receive with industry-relevant programs, preparing students for the careers of the future. Students are driven to develop critical thinking skills and comprehension of the world of data, allowing them to pivot and address evolving challenges in technology and business.



Across our undergraduate and graduate programs, students gain the knowledge and experience they need to earn industry-recognized credentials — but also the communication skills, global competency and ethical decision-making ability to be strong leaders.”

ANGELA MCDONALD, PH.D.
DEAN OF THE SCHOOL OF HEALTH STUDIES AND EDUCATION:

“Students pursue the programs offered in the School of Health Studies and Education because they are driven by a desire to make an impact. For many of them work is a calling. They are not afraid of challenges; instead, they pursue them. Whether it is addressing poverty, health disparities, or structural inequity in education systems, our students are committed to seeking interprofessional solutions to complex problems. They know that improving health and education for everyone can’t be accomplished through a narrow focus on one approach, but must include grappling with ethics, justice, mental health, and community engagement.”



school at Thomas Jefferson University this fall, the first student admitted as part of a new partnership aimed at filling a critical gap in physicians trained to work with and provide care for patients on the autism spectrum.

Cichon has logged more than 2,000 hours working with clients of Saint Joseph’s nationally recognized Kinney Center for Autism Education and Support. She joined the Center’s SCHOLARS (Students Committed to Helping Others Learn about Autism Research and Support) program early in her undergraduate career and ended up adding a second major (in addition to biology) in autism behavioral studies.

“The type of experience that I’ve gotten at SJU just isn’t offered on other campuses,” Cichon said. “I really got to delve into what it was like to work with other people, the autism population in particular.”

A Changing World

Increased neurodiversity is just one of the reasons that the workforce that Generation Z encounters will be markedly different from what their parents and grandparents experienced. Gen Z is the country’s most racially and ethnically diverse generation ever, with 48% identifying as being from communities of color, according to a 2018 report from the Pew Research Center.

This generation came of age in a time when a Black president and the legalization of gay marriage was the norm.

According to a 2018 Barnes & Noble College Insights study, 86% of members of Generation Z think it’s important to question, and sometimes challenge, the status quo. The same study found that 91% believe everyone is equal and should be treated that way, and that diversity and inclusion issues were more salient for the Gen Z respondents than they were for any previous generation.

But these students are also attending college at a time when higher education as a whole is still defining what diversity means and how to intentionally create an environment on campus where students from all groups feel they belong.

According to a 2019 report by the American Council on Education, the percentage of undergraduate students of color on college campuses has grown from

MORE THAN 90% OF HAUB STUDENTS REPORTED THAT THE CO-OP EXPERIENCE MADE THEM MORE COMPETITIVE IN THE JOB MARKET.

around 30% in 1996 to 45% today, and the percentage of graduate students increased from 20% to 32% over the same period. While the report found progress in attaining access to higher education across many communities of color, it also found stagnant and lower levels of completion.

The stakes for change are high. According to a 2018 study by McKinsey, companies with diverse executive teams are 33% more productive than less diverse peers. Another 2018 study by Boston Consulting Group found that companies with diverse workforces are more profitable and innovative, and research is mounting a case for the benefits of neurodiversity in a variety of industries.

Time and Trust-Building

At Saint Joseph’s, the goal is to graduate students who become the changemakers from within no matter what their future path. Like the other college campuses across the country, Hawk Hill is becoming increasingly diverse: Among students, 16.8% of the Class of 2019 identified as students of color; that increased to 20.4% for the Class of 2023. PELL-eligible students increased from 11.8% to 13.1% over the same time period.

The Saint Joseph’s community recognizes that students benefit from learning from peers whose experiences are different from their own; from recognizing the role that inequality has played in society, and how a person’s gender, race, class, sexual orientation and religion, among other factors, can impact the opportunities available to them. The community is striving to provide inclusive experiences that lead to graduates

who are ready to live and succeed in a diverse society.

Recently, orientation for all freshmen has included participating in FACTUALITY, an interactive board game where players encounter barriers or benefits based on their unique intersection of race, gender and sexual orientation. Upperclassmen, faculty, staff and administrators, and the Board of Trustees have also participated in FACTUALITY training. Safe Zone Trainings, aimed at creating allies to the LGBTQIA+ members of the campus community, have been offered to faculty, staff and students since 2001. More than 500 people have been trained.

On June 4, hundreds of Saint Joseph’s students marched through campus to protest the death of Floyd and continued violence against the Black community in the U.S.

“I wanted people to feel like they were a part of something bigger than themselves, coming together to walk in solidarity to the racial and social injustices happening around the world to black people, but importantly the killing of George Floyd,” said Aliyah Stokes ’20, recent criminal justice alumna and organizer of the march.

Beginning this fall, a new concentration in diversity, equity and inclusion is being launched for students in the criminal justice graduate major and Organization, Development and Leadership M.S. program.

“We want to use this concentration to allow graduates to understand the foundational knowledge they need and also the best research within this area, but also to be able to move forward and use them to change their organizations,” says Aubrey

Wang, Ph.D., associate professor of educational leadership.

“Everything is changing right now, and we need to adjust everything we do so we can have important conversations not only about race, but also about gender and sexuality,” says Encarna Rodríguez, Ph.D., professor and chair of the department of educational leadership. “Part of what this concentration is going to do is on a conceptual level, teach students the connection between power and identity and how it plays out within organizations.”

In addition, an interdisciplinary minor is being explored that would focus on training neurotypical managers, in HR and beyond, who can promote inclusion and put policies in place to support neurodiverse workers.

“The goal should be to have people who are neurodiverse to engage fully in competitive, real jobs where their talents are going to be used to the fullest,” Eric Patton, Ph.D., chair and professor of management, said earlier this year. “That takes deliberate steps on the part of organizations to make sure their typical practices are not shutting the door on day one.”

Launched last fall, the new Law Exploration Advancing Diversity (LEAD) program connects students of color who are interested in legal careers with career advising, networking opportunities and resources to navigate the law school application process. The program is a response to some sobering statistics: While many U.S. law schools have increased their minority enrollment in recent years, those numbers aren’t reflected in the legal field as a whole. Law360’s 2019 Diversity Snapshot report found that only 20% of attorneys and just 9% of partners at surveyed law firms identified as men and women of color.

LEAD, a partnership between the Center for Inclusion and Diversity and the Pre-Law program, initiated by Susan Liebell, Ph.D., associate professor of political science, also provides a space where students of color can build relationships and support each other.

“Students of color need and desire to know they’re not alone and not standing by themselves,” Natalie Walker Brown, M.S., director for inclusion and diversity educational achievement, said of the program. “Anything that allows students with

even the smallest inkling that they might want to go to law school to say, ‘Huh, there are people who may be coming from a similar background, speaking the same language, having the same personal challenges and successes and we’re all working toward the same goal,’ helps to create a community across the board.”

Daniella Campos ’23, an international relations major, said she and the other students in LEAD have made it a priority to share information about outreach programs or internship opportunities with the entire group so if one isn’t able to do it, the others have a chance to apply.

“We keep each other in the loop,” she says. “Instead of just one person succeeding everyone is successful as a whole.”

Critical Dialogue

In late February, hundreds of Saint Joseph’s students, faculty and staff attended sessions on intersectionality, language and allyship as part of the Day of Dialogue, a grassroots effort by the campus community to move toward a shared vision for diversity and agile solutions to addressing complex problems around inclusivity that impact interactions both inside and outside the classroom.

“Today really is intended to be great conversations, the beginning for us to lean in and really talk about what diversity, equity and inclusion work means at our University, and how we see this work continuing,” Nicole Stokes, Ph.D., who joined Saint Joseph’s this year as the new associate provost for diversity, equity and inclusion, said in an interview during the event. “Cultural change takes time, it takes trust building, it takes everybody to be committed to the process. So patience is part of that process, but we are moving quickly.” (See page 24 for a Q&A with Stokes.)

Taken together, these experiences are intended to create shared meaning and understanding for the community as a whole; build intercultural and global competence, which is essential in the modern workforce; and provide career-readiness training and exposure to help diverse students break into industries that have historically lacked diversity.



LEAD students Damaris Gimenez ’23 (left) and Daniella Campos ’23 (right) at a lecture by Pennsylvania Attorney General Josh Shapiro in October 2019.

A Two-Way Street

As the COVID-19 pandemic spread around the globe, so did troubling videos of college spring breakers filling coastal beaches and loudly declaring indifference to the threat of infecting themselves and then spreading the disease to their home communities.

But Sally Kuykendall, Ph.D., professor of health services, had a different experience when she began checking in with students in her classes who were preparing to resume the spring semester virtually. There was the student who decided to remain in Philadelphia so as not to risk infecting her mother. And the student who took a 26-hour flight to get home and, due to the time change, was now taking Kuykendall’s class at 2 a.m.

“They [were] not out partying on boats or at the beach. Many have stories to tell about why they are practicing physical distancing and the loved ones they are protecting,” Kuykendall said in March.

More than ever, the pandemic has emphasized the interconnectedness of the world, and how adaptability, and taking a global view of any problem, will be critical in the future.

“Servant leadership begins with perspective-taking,” Dufresne said this spring. “Serving others’ well-being and their growth needs requires knowing each person as an individual and thoughtfully tailoring one’s approach toward them. This doesn’t require mind-reading; servant leaders have open, candid conversations with others about how they’re doing and how they can best be supported.”

Throughout the spring semester, many of the students in Saint Joseph’s health care administration classes were balancing their course loads with working on the front lines of combating the disease. Despite the personal upheaval of moving off campus and restarting classes online, other students found time to paint Hearts of Hope for first responders and to provide tax prep help to underserved parts of the Philadelphia and Lower Merion communities.

“One of the best aspects of the VITA program is that it really is a two-way street,” Chelsea Covalleskie ’22 said of the tax prep program, a national effort that Saint Joseph’s accounting students have participated in for the last 25 years. Instead of discontinuing this year after the move online, she and the other students found a way to do it via



James Caccamo, Ph.D., associate dean for students and experiential learning and associate professor of theology, says Saint Joseph’s graduates are well prepared to step into the working world and succeed, no matter where they start out.

phone, acknowledging that the community they serve may not have easy access to the internet or have deep tech skills. “Not only do people in the community benefit from the tax services, but we as students get a chance to give back while also honing valuable skills that will make us better at our future jobs.”

A Greater Calling

In January, when news was just starting to break about a new virus in China, climate change took center stage at the annual World Economic Forum in Davos, Switzerland, which brings together government leaders, academics and entrepreneurs to discuss the key issues, risks and challenges facing the world in the coming years.

Key to the United Nations’ efforts to track and encourage those efforts are its 17 Sustainable Development Goals (SDGs), which focus on issues including eradicating poverty and hunger, creating sustainable communities, and achieving clean water and sanitation and affordable and clean energy, and are intended to be achieved by the year 2030.

Among the experts talking about the SDGs at Davos was Associate Management Professor David Steingard, Ph.D. As part of

a panel on the role of the SDGs in higher education, Steingard discussed a data analytics tool, the SDG Dashboard, which he and colleagues at Saint Joseph’s developed to measure institutional progress toward the SDGs. (See page 36 for more on the SDGs.)

Beginning next fall, the SDGs will take a more visible role in the curriculum at the Erivan K. Haub School of Business, with plans to focus on one or two a year as a thematic thread that runs through courses, lectures and special events. Haub Associate Dean Vana Zervanos, Ed.D., says the SDGs reflect the multi-layered real-world challenges students will encounter once they leave Saint Joseph’s.

In implementing the effort, she says leadership also discussed how they could ensure it was an authentic experience rather than a branding exercise.

“Oftentimes money equals power and if you have a voice and if you are so fortunate that you can use business to also do good and better impact society, that absolutely needs to be our ultimate goal,” Zervanos says. “One without the other for me just lacks for a greater calling and I think it’s our obligation, especially during times like these.”

Focusing on Skills

In short, with its emphasis on lasting intentional relationships, agility, innovation and global mindedness, never before has a Jesuit education been more relevant. It’s also part of why Saint Joseph’s students and others at Jesuit colleges “cross between majors better than anyone else,” Daniel Joyce, S.J. ’88, executive director of mission programs, said during a recent roundtable discussion.

In the Class of 2019, 65% earned a double major or minor. Joyce noted that Saint Joseph’s students often have unusual combinations of majors and minors – computer science with performing arts or accounting and autism behavioral studies. That doesn’t happen by accident, he added, signaling a certain degree of faculty guidance.

“Jesuits are big on recognizing your emotions — they shouldn’t lead you, but should direct you where you are going, to help you with the ethical decisions that you need to make,” says Adam Mullin ’20, outgoing president of the Student Senate. “Even as a workplace changes, if you’re coming from a place of genuine care and empathy and meeting people where they are, you’ll be successful.”

Shafer of the Career Development Center says her office encourages students not to pigeonhole themselves into a particular position or industry, but to instead consider the whole person when choosing a career path or job after graduation.

“Students want to align with their values,” Shafer says. “We tell people don’t focus on the job title, focus on the description and skills. It’s not ‘I’m looking for a job in X,’ but ‘I have skills in XYZ and I’m looking to apply them in an environment that aligns with my values.’ This opens way more doors in good and bad economies.”

Creating an Environment for Students to Thrive

Earlier this year, after receiving a new project from her boss at software company SAP, Anna-Maria Berezovski ’21 got so excited

> CONTINUED ON PAGE 56

HAWK HILL READY

Saint Joseph's Rises to the Occasion — On Hawk Hill and at Home

By Marie Williams and Rachel Kipp

➤ In response to the COVID-19 pandemic this spring, the Saint Joseph's community came together to teach, learn, work and give back – virtually. As preparations were made for the return to campus this fall, the campus community is emphasizing health and safety while continuing to provide a fulfilling academic experience for students.

Hawks are ready for anything – and the Saint Joseph's University community has proved that with aplomb in its response to the COVID-19 pandemic.

As the entire world grappled with the spread of the coronavirus and the United States began to show signs of shutting down in early March, Saint Joseph's made the proactive decision on March 12 to transition the spring semester to a virtual environment and entered an unprecedented chapter in its history.

"As our community and the world at large responds to the threat of COVID-19, we must all adjust to new routines and more virtual interactions," President Mark C. Reed, Ed.D., said to the campus community. "I am proud of, and grateful for, the quick response of the Saint Joseph's community and the willingness of our faculty, staff and students to continually adjust as circumstances change. My hope is that we continue to support each other during this transition, as Hawks do."

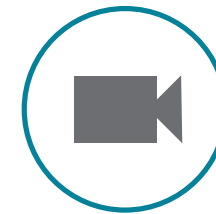
Academically and operationally, Saint Joseph's was well prepared for the transition, as the Office of the Provost had assembled a

multidisciplinary, cross-functional team to explore the possibility of a virtual transition much earlier, sensing the seriousness and pervasiveness of the virus.

The pre-work paid off, and the transition was smooth and productive. Approximately 7,200 Saint Joseph's Zoom meetings were held in March alone (a 400% increase over January), and during the spring, more than 1,000 daily active users logged on to the platform. The Office of Information Technology loaned out dozens of laptops, while student life, public safety, facilities management and other departments ensured that students who needed to stay on campus were accommodated and cared for. Nearly every service ordinarily offered in person – from tutoring and writing support to counseling and Sunday Mass – was made available virtually.

In the early days of the stay-at-home orders, Cheryl A. McConnell, Ph.D., provost and vice president for academic affairs, provided faculty and staff with regular briefings to share information – and connect. Reflecting on the personal and professional adjustment of the virtual transition and how

RESPONSE BY THE NUMBERS



1,000
DAILY ACTIVE ZOOM USERS
DURING THE SPRING

32
*boxes of gloves donated by
biology and chemistry to
frontline workers*

UNLIMITED Learning

841
ALUMNI AND FRIENDS PARTICIPATED
IN FIRST SEVEN UNLIMITED
LEARNING WEBINARS



15,000
SURGICAL MASKS
ORDERED FOR THE FALL

500+

*students participated in virtual
advising sessions*

1,420

*pounds of food donated
by dining services*

"seeing" and engaging with colleagues has been particularly meaningful, she wrote: "I've been thinking about how difficult it is to interact with technology more than with people. The snippets of time I see and speak with colleagues on Zoom are pure gold and make me happy. Another positive is that I have been able to see full sides of some colleagues, including glimpses of children and pets, that add such a touch of humanity and connection."

During the spring, the campus community came together to teach, learn, work, give back – and even celebrate the Class of 2020's degree conferral – virtually. Social media campaigns connecting Hawk Hill launched; students, faculty, staff, alumni and friends volunteered and donated supplies and resources to those in need; the Barnes Arboretum of Saint Joseph's University launched an Instagram account to keep the campus close to nature; the Kinney Center for Autism Education and Support developed a virtual camp; faculty discovered creative ways to inspire their students, whether teaching art or calculus; and SJU experts discussed topical issues in the news media and via a new continuing education webinar series titled Unlimited Learning.

Insights from the spring semester helped

to inform future academic planning. Throughout the summer, a preparation task force, led by McConnell and Cary Anderson, Ed.D., vice president for student life and associate provost, have been preparing for a return to campus in August. The task force and 10 working groups under its purview have been developing policies, procedures and practices for housing, first-year experiences, student activities, teaching technology, academic standards, development opportunities, employee well-being and more.

The University's comprehensive Health and Safety plan, issued in June and informed by prevailing scientific and public health guidance, outlines new protocols for mask wearing, physical distancing and campus operations during the pandemic.

According to the report: "While much of our campus experience will look different, some things won't change – our care for one another, our formation of students with and for others, and our dedication to our students' rich and deep educational experience. ... Saint Joseph's has the ingenuity and agility to meet today's unique challenges. These are extraordinary times, and we are preparing for many scenarios that the pandemic may present. In fact, we

call our approach and mindset Hawk Hill Ready."

Signage and a public education campaign reminding community members about good hygiene and health practices have also been developed.

"There are literally hundreds of people working to make our classrooms, dining halls, living and study spaces ready for a successful year ahead, as we prepare for our first full semester amid a pandemic," Reed wrote in a June message to students and their families.

On returning to Hawk Hill in the fall, McConnell praised the University community for the extensive preparation work that took place over the summer.

"The collaboration and supportive spirit of our faculty and staff have allowed us to develop plans that strongly emphasize the health and safety of the University community even as we continue to provide a fulfilling academic experience for our students," McConnell said.

Marie Williams is chief marketing and communications officer.

➕ For more information, visit sju.edu/hawkhillready.



Stokes

CULTURAL COMPETENCY: EMBRACING DIVERSITY

By Kelly Welsh '05 (M.A.)

➤ Nicole Stokes, Ph.D., who recently joined Saint Joseph’s as associate provost for diversity, equity and inclusion, comes to Hawk Hill with 25 years of academic and administrative experience and deep expertise in the field.

After her arrival in February, Saint Joseph’s Magazine talked with Nicole Stokes, Ph.D., about her background, what drew her to Hawk Hill, her hopes and plans for the future of DEI efforts on campus, and how they will prepare graduates for the world after college. An edited transcript of the conversation follows.

What drew you to the position at Saint Joseph’s? What is it about the way the University is positioned at this moment in time that made it the right choice?

Nicole Stokes: I was immediately drawn to this position and to SJU because it was clear that diversity, equity and inclusion were important priorities. This was demonstrated within the institutional strategic plan and the enthusiasm and support for the associate provost for diversity, equity and inclusion search and onboarding. In the past, I have been asked by other higher education institutions and non-profits to conduct assessments, consult and advise their leadership teams on their "next steps" for starting or advancing diversity, equity and inclusion work within their organizations and among their constituents. From what I have observed of SJU so far, we are doing everything right and in alignment with best practices. There is demonstrated institutional priority and resources allocated; there is a direct and stated connection of diversity, equity and inclusion work to the institutional strategic plan; there is broad-based support and enthusiasm for engaging in and growing diversity, equity and inclusion work on campus. These are

basic but significant ingredients for success. Additionally, with the support of President Reed, my predecessor laid an incredible foundation for this work. Since beginning my tenure in February, I have felt such a warm welcome from students, alumni, faculty and staff from across the institution. I am thrilled and excited to be here and moving this work forward.

Why is now the perfect time in your career to take the step into the role of associate provost for diversity, equity and inclusion?

Stokes: I am thrilled to see how DEI work has evolved. Early on, there was a lot of focus on access and diversity by numbers. Today, this work is more nuanced and the conversation among higher education and corporate industries have moved toward creating inclusivity and community. I believe that the next steps will be to create inclusive and equitable environments that are nimble enough to serve diverse needs in ways that equitably serve all community members. I have more than 25 years of administrative and teaching experience in higher education and I have served in a variety of roles within academe, including residential life, college access and opportunity programs, academic advising and as a registrar. Later I served as a member of the sociology faculty, associate dean for arts and sciences and my prior appointment as associate vice president for institutional effectiveness and diversity at Holy Family University. My teaching philosophy, internal and external service and scholarship have reflected my strong commitment to equity. They also demonstrate my desire and passion to meet all people where they are and to support student academic success and the overall university experience for all of our constituents. I am a social scientist and I value data that is meaningful and can inform our practice. Without useful data, we (as university leaders) are driving a car without a GPS system. My work has always been data informed and driven (in terms of purpose) by the people we serve on a daily basis.

“It is imperative for higher education to be nimble in response to the changing demographics of the students we serve and the careers and industries that we are preparing them to join.”

With a lifelong career in higher education, how do you think the industry has done overall in advancing diversity and inclusion?

Stokes: This is a pivotal juncture for higher education in a variety of ways. It is imperative for higher education to be nimble in response to the changing demographics of the students we serve and the careers and industries that we are preparing them to join. Most importantly, higher education has to be proactive in using data-informed measures to get ahead of these shifts. DEI work engages university students in concrete and tangible ways with a skills-based approach to diversity and inclusion framed as increased opportunities for intercultural and global competence.

Can you elaborate on how a diverse university will better prepare students for the future labor force?

Stokes: Saint Joseph’s students are encouraged and trained to cultivate a growth-mindset and to think about diversity issues beyond the usual suspects — race, ethnicity, social class, gender and sexuality. The goal of our work is for our students to have an enhanced appreciation of why intercultural competence matters and how to apply learned skills to everyday interactions while on campus and beyond into their chosen professions.

This approach to DEI work aligns well with research and best practices for global education as outlined by the American Council on Education’s Center for Internationalization and Global Engagement, the Association of American Colleges & Universities, and the Asia Society Center for Global Education. As a result, we define cultural competence as “the ability to

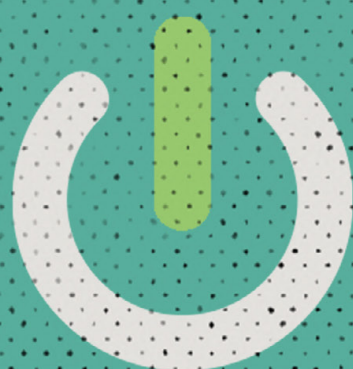
interact effectively with people of different cultures and with intentional attentiveness to diversity and inclusion.”

We also identify that practicing cultural competence is a three-step process that begins with the learner acquiring cultural knowledge — defined as increased familiarization with selected cultural characteristics, histories, values, belief systems and behaviors. Step two is cultural awareness — defined as the learner developing an understanding of attitudes and values of another diverse group leading to openness and flexibility toward differences. This is where the growth-mindset begins to truly develop. Step three is cultural sensitivity — defined as knowing that cultural similarities and differences exist without assigning values judgments to this fact. Here, the learner moves to acceptance of similarities and differences on their face without categorizing either as “good” or “bad;” “right” or “wrong.” These skills are a critical part of the overall university experience and the career expectation that our University is preparing future career professionals who are global-ready and culturally competent to work within a diverse environment.

What interests you most about the Jesuit approach to education?

Stokes: As a Jesuit university, we set a high bar: to educate and care for the whole person, across all diversity and aspects of identity. Our University is clear about our community standard that bias-based conduct, targeting people based on perceptions about identity or beliefs, creates barriers to inclusion, access and trust. Bias-

➤ CONTINUED ON PAGE 55



<PRESS PLAY>



MORE THAN A GAME: THE APPEAL OF ESPORTS

By Joe Greenwich

As the world faces the challenges associated with the COVID-19 pandemic, one of the more noticeable differences in our everyday lives is the lack of professional sports. As the streets emptied and theaters went dark this spring, so too did stadiums and arenas across the world.

But not all sports are affected by stay-at-home orders. Already soaring in popularity in recent years, the esports industry filled the void for many who were pining for Opening Day or the NBA playoffs.

Esports has become a nearly-billion dollar per year industry. If you're not familiar, esports – the 'E' stands for "electronic" – is organized video game competitions that feature both professional and amateur players, competing as individuals or on teams, in front of ever-increasing audiences both online and in-person. The most popular titles are often first-person shooter, fighting or "battle royale" games – where players and teams are competing to be the proverbial "last one standing" – but sports contests have also found popularity in esports competition.

Some of the more popular titles today include League of Legends, Fortnite, and Overwatch; sports games such as the FIFA Soccer and Madden NFL franchises also see their share of competitions.

The esports trend has grown out of the role that technology increasingly plays in our lives, moving gaming habits from the living room to virtual "rooms" where players can compete against friends and strangers living both down the street and across the world, thanks to services like Xbox Live and the PlayStation Network. Accessibility has led to an increase in participation and that has in turn caused companies to monetize the games through subscription services for spectators, sponsorship opportunities and championship events.

According to an annual report on the industry by Newzoo, an esports market research firm, the total global esports audience is expected

➤ Fueled by advancements in technology and passionate fans, esports has quickly grown to a nearly billion-dollar industry. Saint Joseph's is among the universities looking to prepare students to work in the sector, and its proximity to Philadelphia — a growing national hub for esports — creates a unique advantage.

to grow to 495 million people in 2020, reflecting year-on-year growth of 11.7%. Driving the growth were increases in viewership on mobile devices, propelled by emerging markets including Southeast Asia, India and Brazil.

The report also found that global esports revenue will grow to \$1.1 billion in 2020, up 15.7% from 2019. Three-quarters of the growth will be dollars earned from media rights and sponsorship, showing the potential of the industry not just for players, but for support sectors like marketing, advertising, information technology and analytics.

Saint Joseph's is among the universities looking to prepare students to work in the industry, and its proximity to Philadelphia — a growing national hub for esports — creates a unique advantage. A new esports lab, a refurbished computer lab in Merion Hall, had its soft launch on Hawk Hill in March. The lab is part of a larger effort to provide learning opportunities within the sector – including a new marketing course that will launch in the fall – and to foster collaboration among the existing gaming community on campus.

A 'Best Place to Be' in Esports

"I think a major reason that esports is becoming more popular is that video games are also becoming more popular and accessible," says Allison Grenier '21, entertainment marketing major and a member of Saint Joseph's League of Legends and esports club. "For me personally, I love seeing my favorite games played with insane skill and transferring professionals' strategies and play styles to improve my own skill."

But playing a game is only half the appeal; esports truly hit the big time via online streaming services such as YouTube and Twitch, which allow spectators to watch gamers compete from anywhere on the globe.



Student gamers try out Saint Joseph's new, state-of-the-art esports lab during a preview event in March. The lab includes 24 state-of-the-art gaming stations at ergonomic workstations and an upgraded audio/visual system.

Allison Grenier '21 is a member of Saint Joseph's League of Legends and esports club. The global esports audience is expected to grow to 495 million people in 2020, reflecting year-on-year growth of more than 11%.

“Gaming has been around for decades. What is new, however, is the improvement in technology; there is greater and easier access to the internet, which caused an increase in viewership.”

Stephanie A. Tryce, J.D., Assistant Professor of Sports Marketing.

“Gaming has been around for decades,” says Stephanie A. Tryce, J.D., assistant professor of sports marketing. “What is new, however, is the improvement in technology; there is greater and easier access to the internet, which caused an increase in viewership.”

Esports spectatorship is not limited to the internet, however; live events, such as the Overwatch League Grand Finals, fill arenas around the world as fans gather to see the best of the best show off their skills

and claim prizes in excess of \$1 million. When the 2019 edition of the Grand Finals was held at Philadelphia's Wells Fargo Center, the arena was sold out a month before the competition, with 12,000 fans snapping up tickets priced between \$50 and \$250.

It won't be the last esports event to be staged in the city: Comcast Spectacor, the owner of the local Overwatch League franchise and an offshoot of Comcast Corp., plans to build a 3,500-seat, \$50 million esports arena, one of the nation's first slated to open in 2021.

“[Philadelphia] is a very fanatical town when it comes to sports, and a very competitive town,” says David Allan, Ph.D., professor and chair of the marketing department. “Put those two things together, and you have an organization as big and bold and powerful as Comcast and Comcast Spectacor, then it's the perfect situation. It's not that esports isn't big everywhere, but it's probably not as well-organized and maybe well-funded as it is in Philadelphia. This may turn out to be the best place to be in esports.”

‘The Sky's the Limit’

Saint Joseph's Director of Athletics Jill Bodensteiner says the esports program on Hawk Hill will combine three key elements: a dedicated space, academic programming and a club sport that competes against other institutions.

“Esports offers many opportunities for Saint Joseph's,” Bodensteiner says. “[It will] assist our students with preparation for careers in esports, especially in light of the fact that Philadelphia is emerging as an esports epicenter; meet the needs and interests of our current students, both academically and in terms of extracurricular activities; provide an additional reason for interested prospective students to consider SJU; and demonstrate the University's commitment to the core principles set forth in our strategic plan, *Thinking Anew, Acting Anew*.”

The Saint Joseph's lab includes 24 state-of-the-art gaming stations at ergonomic workstations and an upgraded audio/visual system, says Joe Petragnani, associate vice president in the Office of Information Technology. Stations are arranged in clusters of six to enhance team play and there is one coaching station connected to a 65-inch interactive display so teams can review, interact and annotate over the top of gaming footage.

Organized esports programs have been sprouting up at colleges across the country over the last half-decade, with the first varsity esports team being created at Robert Morris University Illinois (now part of Roosevelt University) in 2014. A year later, the University of California-Irvine became the first public university to start its own program. As the esports industry continues to grow, its presence on the Saint Joseph's campus can become another highlight for those who are

considering where to spend their collegiate years.

“Universities are challenged by the dwindling number of college-age students; developing new programs becomes essential to compete,” Tryce explains. “Because the esports demographic is the same as the college demographic, it is not surprising the use of esports programs is a trend in higher education to increase enrollment and retention and thereby new revenue streams.”

Allan says developing an esports program was a way to augment opportunities around an existing passion for many students, and to show how they might pursue it as a career, even if they never become professional gamers.

“As we found out, there were countless numbers of students who were playing esports, sort of underground, on their own,” Allan says. “At Saint Joseph's, we are really good at trying to create an environment for students to thrive at something that they are already doing, and that they are passionate about, and that they are good at, and give it an academic structure.”

With the new course coming in the fall “really, the sky's the limit after that, depending on what the students want and what we can provide them within that structure,” Allan adds. ■

Joe Greenwich is assistant director of athletic communications.

Tradition & Innovation: EVOLVING THE SAINT JOSEPH'S BRAND

By Carolyn Steigleman '10 (M.A.)

➤ Bold, passionate “&” inspirational, Saint Joseph’s new branding looks to the future, while also being deeply inspired by our history and Jesuit roots.



I pull alongside a row of cars, engines idled along a narrow street in Philadelphia’s Hunting Park neighborhood. Parents eagerly usher their schoolchildren into vehicles and out of the cold rain that dampens this dreary Friday in November 2019. One by one, the cars pull away as I scan the schoolyard for then-senior Elaine Estes ’20.

Between student-teaching and track practice, there is a brief window of time for Estes to participate in a photoshoot. I first learned of her story through the Saint Joseph’s athletics department, suggesting we consider highlighting Estes as part of a new rebranding effort.

“Here are a few student-athletes to get you rolling,” wrote Robert “Sully” Sullivan ’06, senior associate athletics director for external affairs. “Elaine Estes — she’s the captain of the track team, a student-teacher, double major, Summer Scholar, horticulture enthusiast and in the Army Reserve.”

I see her walking out the front doors of Antonia Pantoja Charter School. She finds my car and walks across the busy intersection. Settling into the passenger seat, she greets me and we exchange introductions. She agrees to the role of co-pilot and we head to the studio.

Estes

I know her resume, I’ve done my homework. But, I’m eager to discover what motivates Estes. Where does she get her drive? And how do her seemingly random pursuits come together to create this impressive person beside me? As I pepper her with questions, her story comes to life.

Why Rebrand?

If you have spent time on Saint Joseph’s campus, it’s likely you know many remarkable people like Estes. These are the members of our community who consistently strive for excellence in their lives. They are individuals who think beyond the boundaries of a job description and go on to reshape their industries. Men and women who enhance their communities through volunteering and civic engagement. People who give voice to the disenfranchised. These Hawks, and the sum of their collective experiences, are at the heart of the Saint Joseph’s University brand.

So if we know how amazing Saint Joseph’s community members are, why do we need to rebrand at all? While there is no checklist of indicators to know when the time is right to rebrand, there are often compelling hints along the way. For years now, we’ve known college-age populations are shrinking significantly in the Northeast and Midwest. In the category of higher education, 2019 marked the seventh year of declining enrollment nationally with the raw numbers showing Pennsylvania as having the fifth-largest drop. In Philadelphia, Saint Joseph’s joins an impressive but crowded market of universities all competing for fewer and fewer students.

From our perspective, the data were clear. The standard playbook for branding in higher education isn’t working. Furthermore, Saint Joseph’s brand identity system was dated and no longer appealing to new students. The decision was made. “It was time for Saint Joseph’s University to show up boldly and project a stronger voice to stand out in the marketplace,” says Marie Williams, chief marketing and communications officer. “To embrace but reinterpret the Jesuit tradition for new audiences. To leverage our unique, prime location in new and unexpected ways. To honor tradition but look toward the future.”

Through months of research and talking with students like Estes, the in-house brand team got to work. The team, which consisted of a cross-section of practitioners and academics from the Office of Marketing and Communications, enrollment management, athletics, mission and more, discovered the University’s sweet

BRINGING THE BRAND TO LIFE

1 PHOTOGRAPHY:
People-centered photography embodies the best qualities of the brand’s key ambassadors: Saint Joseph’s students and alumni. The photos portray the subjects’ confidence and pride, owning their identity, ready to take on the world. They portray the diversity of our campus. They are approachable and friendly. They are real and authentic. No stock photography.

2 COLOR:
Saint Joseph’s University will always be the home of the Crimson and Gray. Representing a rich legacy, these colors are cherished by our current students and alumni alike. Our new brand also incorporates two secondary colors, Loyola Gold and Felix Teal, which are inspired by colors in our University seal.

CRIMSON

GRAY

LOYOLA GOLD

FELIX TEAL

3 DYNAMIC ANGLES:
We create momentum and energy in our layouts with dynamic angles. These sharp angles divide the layout in interesting ways. The angle is taken from the University crest. The seven lines in the upper left of the crest slice at 45 degrees and represent the seven brothers of the House of Loyola.

4 TEXT:
The Tiempos and Oswald font families complement one another with their contrasting proportions and style. Combining these two fonts creates bold, disruptive headlines. The combination highlights our brand’s emphasis on the unique combination of qualities that make up the complete individual.

THE AMPERSAND:
The standout in our brand repertoire, the ampersand represents the limitless combinations of experiences that define our students and our other Hawks.

INSPIRED BY HISTORY:
We are evolving our brand with a new strategy, look and feel, and visual identity. We are reintroducing our Jesuit tradition to new audiences, leveraging our unique location in Philadelphia and the Main Line as an asset to prospective students, and demonstrating the effectiveness of our broad-minded approach in preparing graduates for an ever-changing future.



1

2

3

4

Get ready for the
Future **OF**
EVERYTHING.

Here’s the truth. College should absolutely result in a job.
But, guess what? The job you’re preparing for now may not exist in four or five years. The rapid pace of innovation and automation requires a foolproof playbook. It’s one Saint Joseph’s University has been refining since 1851.

+ Get started. Visit [sju.edu](https://www.sju.edu) today.

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Sample ad featuring Madison Quinn '19



spot hovers around a promise to redefine traditional measures of success. Sure, Saint Joseph's has exceptional faculty and academic programming to help students achieve their collegiate goals. And, yes, students land jobs upon graduation. These are table stakes. What makes the University distinct is that we prepare students to flex for an unpredictable future where their success isn't defined by one single achievement, but rather by the compilation of thousands of moments and possibilities ahead.

Once we uncovered the "what," it was critical to explore the "how." We found our answer in the history books. Students such as Estes aren't a happy accidental product of a Saint Joseph's education. Their educational journey was purposely designed and grounded in a 500-year-old Jesuit pedagogical approach to learning. One that encourages the development of multiple competencies, unique to the talents and gifts of each individual student. Saint Joseph's University creates the kind of humans that our world needs – professionals who bring broad perspectives to their industries. People who value curiosity, imagination and bravery. People who understand that true success combines professional achievement with personal fulfillment. It's a brand concept we call "AND."

The Heart of the Brand

At the heart of Saint Joseph's identity – and brand – is its distinctive Jesuit educational model. To preserve the integrity of this tradition, we conducted significant background research and live interviews with our Jesuits on campus – even holding a Jesuit roundtable discussion. Importantly, the brand had to reflect principles that are core to our mission and model: faith and reason, action and reflection, tradition and modernity, the arts and the sciences, and the rational and the emotional. Saint Joseph's location in a global city – where it's proximate to some of the country's greatest problems to solve – was another distinction called out in the Jesuit conversations. So, too, was the Jesuits' long history of being revolutionary (and a bit rebellious) in their thinking and on the forefront of scientific and technological

“The new brand captures the desire for unlimited knowledge and an appreciation for plurality, depth and dimension. That is consistent with the Jesuit tradition.”

Daniel R. Joyce, S.J. '88, Executive Director of Mission Programs and a Member of the Rebrand Advisory Committee

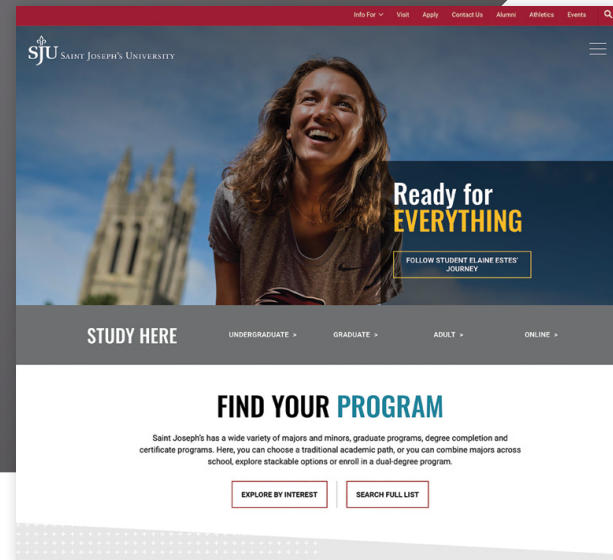
advances. And, of course, there is the well-known practice of discernment and tendency to consider issues from all sides.

Daniel R. Joyce, S.J. '88, executive director of mission programs, who served on the brand advisory committee, helped to shepherd the direction of the brand. He believes the new brand expression is inherently reflective of Jesuit values without leaning on Latin terms or clichés.

“In a Saint Joseph's education, in our lives and in our faith, we should never settle for easy answers but look for what may be more – looking for the 'and' or being open to the idea that the answer may include a 'both' and an 'and,’” Joyce says. “The new brand captures the desire for unlimited knowledge and an appreciation for plurality, depth and dimension. That is consistent with the Jesuit tradition.”

The National Alumni Board was also a centerpiece of the brand discovery and feedback process, participating in a few feedback sessions and helping to organize focus groups with alumni representing different generations and disciplines.

“Saint Joseph's excels at forming people with a holistic view: social, emotional, intellectual, spiritual,” says John M. Bradley '98, outgoing



“There is great value in bringing one story forward. In knowing who we are as a university and using a consistent voice.”

Janée Burkhalter, Ph.D., Associate Professor of Marketing and a Member of the Rebrand Advisory Committee

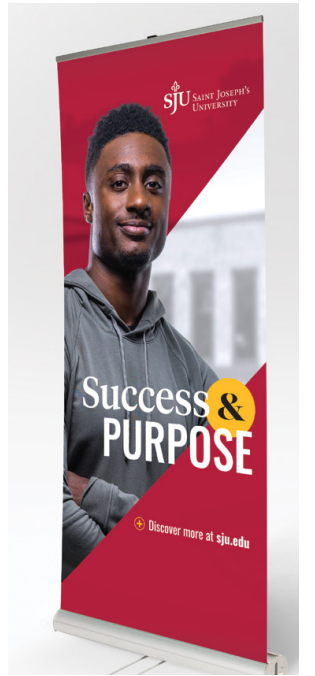
NAB president who was actively involved in the rebrand. “These aspects are offered to and expected of students. What I appreciate most about the new brand is that it captures the foundational and traditional elements of our Jesuit education while conveying a greater ambition and aspiration for the University.”

The marketing department's faculty experts helped to advise on the rebrand and invited Marie Williams to present the new brand to a class in February.

“There is great value in bringing one story forward. In knowing who we are as a university and using a consistent voice,” says Janée Burkhalter, Ph.D., associate professor of marketing and a member of the rebrand advisory committee. “Leading up to the rebrand, we had different branding messages in the market. A person's experience with the Saint Joseph's University brand was dependent on the person they were communicating with. With all of the schools in Philly, we need to have a unified message to get in front of people.”

The Execution

Transitioning from the “AND” brand concept to an entire brand identity system is where the creative process kicked into high gear. A brand strategy undergirded the creative, demonstrating that our embrace of dimensionality and a broad definition of success prepares students for the future of everything – no matter how the world



From left: City Avenue billboard featuring Maggie McLaughlin '22, a communication studies major; University homepage featuring Elaine Estes '20; Lapsely Lane banner; Retractable banner brand story featuring Toliver Freeman '20, a men's basketball player and biology major who plans to attend medical school in the fall

changes. In other words, a student's “AND” supercharges them, making them ready for any profession, any experience, any evolution in life or career.

The final result: a 100-page brand book that clearly lays out Saint Joseph's brand strategy, messaging, visual identity and creative expression.

What to Expect?

Signs of the new brand are already popping up on Hawk Hill with new banners and began appearing across the region and the web in the form of advertising this summer. You can even see nods to our new brand in the pages of this magazine. Less obvious to the eye are all of the ways we have been embedding the brand in everything from prospective student tours to the tone of our social media posts. For a brand to be truly successful, it must permeate all of the ways we show up in the world — on postcards and billboards, the partnerships and initiatives we embark upon, through the stories we tell and in the hearts and minds of our students, faculty, staff, alumni and friends. ■

As former executive director of marketing, Steigleman played a key role in the rebranding effort.



For more information about the new Saint Joseph's brand visit [sju.edu/brand](https://www.sju.edu/brand).



SUSTAINABILITY TAKES CENTER STAGE

By Rachel Kipp and Colleen Sabatino '11 (M.A.)

Designed by the United Nations as a “blueprint to achieve a better and more sustainable future for all,” the 17 Sustainable Development Goals (SDGs) seek global and cross-sector solutions to some of society’s most intractable problems: poverty, gender and racial inequality, environmental threats and ending conflict and war.

A growing number of institutions are seeking to tackle the goals head-on, looking toward the same audacious objective: achieving all of them by 2030. Saint Joseph’s has been at the forefront of this push with its SDG Dashboard, a data analytics tool that helps business schools and universities to share best practices and track institutional progress toward achieving the SDGs.

Developed by David Steingard, Ph.D., an associate professor of management and director of the SDG Dashboard, and his colleagues, the SDG Dashboard has been gaining international notice: In January, Steingard was invited to travel to Davos, Switzerland to participate in three events related to the annual World Economic Forum, a meeting of government leaders, academics and entrepreneurs to discuss the key risks and challenges facing the world in the coming years.

“Davos is viewed as a space for unveiling global innovations to improve the world, like massive global vaccine initiatives, and this year, of course, transformative capitalism for good,” Steingard, who

➤ Saint Joseph’s has helped lead the way for institutions looking to measure their progress toward the United Nations’ Sustainable Development Goals. As St. Joe’s SDG Dashboard gains international notice, the SDGs themselves are taking on a greater role on Hawk Hill.

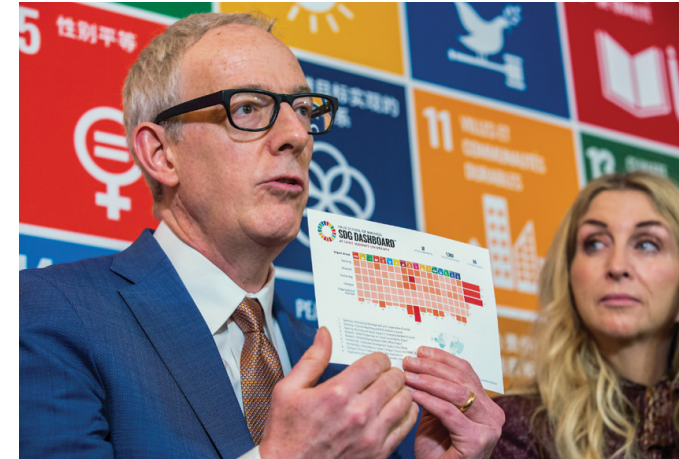
participated in a panel discussion on the role of SDGs in higher education, said in January shortly after returning from Davos. “Featuring the SDG Dashboard in this milieu helped contextualize our work as contributing to the complex and oftentimes vexing issues of our time.”

The need to combat these issues has come into sharper focus due to the coronavirus pandemic. The spread of the virus has caused widespread economic instability and in halting many activities that damage the environment, has brought the need for sustainable practices in the future into sharper focus.

“In the era of COVID-19, we are reminded that the SDGs provide humanity a framework and a plan for how to work together to address this global crisis,” Steingard says.

Reporting Progress

The SDG Dashboard, created in 2017, allows institutions to concretely capture and showcase how they are contributing to the 17 goals. Steingard was inspired to create the tool after Saint Joseph’s joined the UN’s Principles for Responsible Management Education



David Steingard, Ph.D., associate professor of management, discusses the role of the UN Sustainable Development Goals (SDGs) in higher education at the 2020 World Economic Forum. Photo by Elma Okic/Courtesy of the UN Global Compact.

(PRME) initiative as an Advanced Signatory member in 2016. PRME is a widely recognized global business association focused on responsible and sustainable management education. The SDG Dashboard is included in PRME’s SDG Blueprint for how institutions can integrate the UN goals into curriculum, research and partnerships.

Steingard spent a sabbatical pondering the question, “What would it look like if ... business schools and universities started to seriously incorporate these SDGs into their strategies, their relationships with communities, into everything?” and “How would they report it?”

First, Steingard developed an extensive survey that prompts business schools to showcase all of the work they are doing toward fulfilling the SDGs — through teaching, academic research, community work, outreach, campus integration and partnerships. Then, he worked with Kathleen Campbell Garwood, Ph.D., associate professor of decision and system sciences, to create data visualizations to show a clear picture of what business schools’ sustainability work looks like.

Students were brought into the process, too. Steingard and Garwood recruited undergraduate and graduate students to help shape and develop the SDG Dashboard, and business intelligence and analytics majors to help analyze data when schools completed the survey.

Shortly after launching the SDG Dashboard, the tool caught the interest of business schools and universities across the globe, creating a demand for the tool.

Among the next developments for the SDG Dashboard is a new SDG Impact Intensity™ data analysis tool, which allows businesses and higher education to better assess the rigor of their efforts to incorporate the SDGs into their operations or curriculum. Steingard says the tool can also be helpful for academic journals, higher education rating systems, and businesses that want to use the SDGs as part of their performance evaluation formulas.

“Everybody wants to use the SDGs ... but this looks at the underlying standards to determine if those efforts are making a demonstrable impact,” says Steingard, who was invited to speak about the SDG Dashboard at the recent virtual PRME Global Forum. “We’re helping businesses, academics and the world to see accurately and transparently, judging by objective standards their performance in fulfilling the SDGs.”

The Forefront of Social Change

The SDGs will also be taking on a more prominent role on Hawk Hill in the fall. Starting with the coming academic year, the Erivan K. Haub School of Business will be picking one or two goals each year to integrate into courses, lectures and other activities. The goals for 2020-21 will be No. 5, Gender Equality, and No. 10, Reduced Inequalities.

“When it comes to social justice work, businesses and corporate communities absolutely need to be in the forefront,” says Associate Dean Vana Zervanos, Ed.D.

“We have seen an encouraging upsurge of global corporations who have altered their practices in light of calls for racial justice sparked by the killing of George Floyd and supported by the Black Lives Matter movement,” adds Steingard.

At Davos, Steingard discussed the importance of teaching sustainability principles to future leaders alongside fellow panelists Ann Rosenberg, senior vice president for UN partnerships at SAP; Christoph Meinel, president and CEO of the Hasso Plattner Institut; and Mette Morsing, UN Global Compact senior adviser and now Head, UN PRME. Steingard also shared the SDG Dashboard with many academics at other venues in Davos. Overall, he says there was “tremendous receptivity” to the SDG Dashboard.

“General awareness of and interest in the SDGs is on the rise. Companies, corporations, higher education and civil society are coming together to support the achievement of the SDGs by 2030,” Steingard said in January. “The SDG Dashboard is very effective at highlighting and sharing a particular institution’s best practices advancing the SDGs. Universities appreciate the opportunity to be recognized for the great work they are doing with the SDGs – and this is exactly the point of the SDG Dashboard.”

The panel, held on January 23, was part of the UN SDG Media Zone, an initiative brought to Davos to mark the 20th anniversary of the UN Global Compact.

According to Steingard, universities are becoming increasingly interested in incorporating the SDGs because they’re a way to show how they are contributing to pressing global issues such as climate change, economic growth, promoting gender equality and environmental sustainability.

“The SDG Dashboard is also a management tool institutions can utilize to assess their progress and opportunities to make real change on issues underlying the SDGs,” he said.

Steingard said he was encouraged to see many efforts aimed at developing cross-sectoral solutions to pressing global issues highlighted at Davos.

“Across the global economy and the education system that serves it, there is a sea change in corporate purpose, ethics, human rights, sustainability, diversity and innovative capitalism for the betterment of person and planet,” he says. “It is evident that this economic and educational transformation aligns perfectly with the core concepts of Ignatian values, Catholic Social Teaching, social justice and sustainability championed at Saint Joseph’s.” ■

Colleen Sabatino '11 (M.A.) is director of marketing.



A Catholic Commitment to the Poor:

THE LEGACY OF THE JESUIT MARTYRS OF EL SALVADOR

By Katie Smith '15

➤ Through academics and service, Saint Joseph's is working to honor the Jesuit legacy in El Salvador.

On November 16, 1989, six Jesuits, their housekeeper and her daughter were murdered by government soldiers at their home in San Salvador, El Salvador, during the country's 12-years-long civil war. In remembrance of their extraordinary commitment to justice, Saint Joseph's University, which was the only North American delegation that included students, in addition to faculty and staff, to mark the 30th anniversary of the killings, is working to build and sustain reciprocal relationships within Salvadoran communities.

"Imagine this: It is the middle of the night at the Jesuit residence on a university campus. It's dark outside, and all is quiet. The university is located in the heart of an urban metropolis which, at this hour, is fast

asleep. Likewise, the six resident Jesuits are peacefully at rest," says Bill Rickle, S.J., campus minister for athletics and student life. "It's a familiar scene. It could be on any Jesuit university campus across the world."

But as Rickle describes, and history unfortunately records, on the night of November 16, 1989, the scene at the Jesuit residence at the Universidad Centroamericana José Simeón Cañas (UCA) in El Salvador went from a peaceful dream to a nightmare. That night, Ignacio Martín Baró, S.J., Segundo Montes, S.J., Juan Ramón Moreno, S.J., Joaquín López y López, S.J., Amando López, S.J., Ignacio Ellacuría, S.J., and Elba and Celina Ramos – six Jesuit priests, their housekeeper and her 16-year-old daughter – were murdered by the U.S.-trained soldiers of the Salvadoran army. The deaths were a brutal chapter in an unimaginably violent civil war.

"When we got word of the shocking news of their murders, I was on campus, teaching in the sociology department at SJU," says Rickle. "I will never forget that moment."

“We did not go to El Salvador to do service. Instead, we went to learn, to encounter, to witness injustice, and to humble ourselves as guests in communities, homes, and dinner tables not our own.”

Paul Koenig '22

A Legacy of Service

Saint Joseph's has a number of programs that bring students, faculty and staff to El Salvador in honor of the Jesuit legacy there and to support the fight for justice. The programs include community service initiatives, study abroad opportunities and immersion programs. What unites them all is a commitment to upholding the legacy of service exemplified by the murdered Jesuits.

From 1979 to 1992, the tiny country of El Salvador was the site of civil conflict between the U.S.-supported Salvadoran government and the Farabundo Martí National Liberation Front (FMLN), a coalition of leftist groups. The causes of the civil conflict were decades old, but largely stemmed from the enormous prosperity divide in El Salvador, where wealth was concentrated among the top 2% of the population and most Salvadorans lived in poverty.

The Church, including the Jesuits living and serving there at the time, sided with the FMLN and accordingly, adopted a liberation theology, a Christian theology that addresses socioeconomic disparity. It argues that material poverty is always evil; is not a result of laziness, but rather structural injustice; and means an early and unjust death for those living in it.

"Christians believe that the cross and Jesus' crucifixion signify our liberation from sin and death," says Tinamarie Stolz, campus minister at SJU. "Liberation theology asks: How do we liberate the poor from oppressive systems?"

The Fight for Justice

The price for aligning the Church with the poor meant death for many religious men and women. In addition to the eight martyrs at the UCA, in 1977, Rutilio Grande, S.J., was murdered along with two parishioners in Aguilares, El Salvador. Grande was a close friend of then-Archbishop – now Saint – Óscar Romero, and his death pushed the Archbishop to change his attitude toward the conservative government. Saint Romero was murdered on March 24, 1980, while saying Mass. That same year, four U.S. churchwomen, Ita Ford, M.M., Sr. Dorothy Kazel, O.S.U., Maura Clarke, M.M., and lay missionary Jean Donovan, were raped and murdered in retaliation for their work with the poor in El Salvador.

In 1989, the Jesuit community at the Universidad Centroamericana José Simeón Cañas (UCA) had advocated for negotiations between

the Salvadoran government and the FMLN to end the war, and the massacre attracted international attention and pressure for a cease-fire.

"Before his death, Fr. Ellacuría observed, 'In a world where injustice reigns, a university that fights for justice must necessarily be persecuted,'" quotes Rickle. "He experienced the fullness of that persecution with his own martyrdom and of his companions in mission."

"At the UCA, I learned there was a motto during the war," says Paul Koenig '22, a political science major. "Be a patriot; kill a priest."

"No One Won the War"

On the edge of San Salvador's Parque Cuscatlán, sunlight reflects through the tree branches and onto the bright gold lettering of the country's Monumento a la Memoria y la Verdad, the Monument to Memory and Truth. Over 250 feet of black granite bears the names of around 30,000 lives lost during the civil war, far less than the official number.

Because of the kinds of violence enacted during the war, including "disappearing" and murdered civilians, recruiting child soldiers, and high-profile assassinations, it is impossible to nail down the number of people killed. The United Nations' Truth Commission estimates that about 75,000 people, including many religious men and women, were murdered in the 12-years-long civil war that forever changed the country's history and daily life. The UN investigation found that the majority of the war's victims were civilians, unarmed men, women and children, and that the Salvadoran government was responsible for 85% of the human rights abuses that took place.

"The Salvadoran government bombed villages full of civilians because they were marginalized and vulnerable and associated with FMLN guerillas," says Richard N. Gioioso, Ph.D., assistant professor of political science and director of Saint Joseph's Latin American and Latinx studies program. "The approach in the civil war was to pull opposition out at its roots, and any seed that remains must be exterminated."

The extreme poverty and wealth disparity that led to the Salvadoran Civil War in the first place still persists today.

"Maybe the violence has ceased, but no one won the war. The effects are still there," says Stolz, who returned from her second trip to El Salvador with the SJU Winter Immersion Program (WIP) in January. "My host mom from the trip, Estela, struggles to access water. Her community experiences real, material poverty – that's still there. And the Jesuits continue to fight for justice in her community. The war didn't really end."

"In the current situation of our country, democracy carries a hidden dagger that's called authoritarianism, disguising itself in populist discourse that seems like a distraction, to trick us about the possible changes in our country," says José Nicolás "Nico" Ramírez Raymundo, a mechanical engineering student at the UCA who met with Saint Joseph's groups who traveled to El Salvador in 2019 and 2020. "It's impossible to solve the violence of our country with more violence;

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FOCUS ON WOMEN:

SAINT JOSEPH'S CELEBRATES 50 YEARS OF CO-EDUCATION

By Angie Basiouny

➤ In 1970 Saint Joseph's welcomed female day students for the first time. To mark that anniversary, the University is celebrating and recognizing the contributions of all women, while also shining a light on the continued global fight for gender equality.

The year 1970 was a tumultuous time in America. The Vietnam War was raging, marginalized groups were fighting for equality, the environmental movement kicked off with the first Earth Day, and the Beatles broke up.

It was also a year of momentous change at Saint Joseph's, where women were admitted to day classes for the first time in the school's history. Other area universities, like La Salle, and fellow Jesuit institutions, including Xavier University and Boston College, had also recently fully opened to women when about 150 female undergraduates came to transform Hawk Hill from an all-male college to a co-educational institution that now, 50 years later, boasts more women than men.

That inaugural class of women made up just 10% of the student body, according to University data. The current enrollment at Saint Joseph's is 54% women. In the 1970-1971 academic year, women earned just 9% of bachelor's degrees in the United States, according to the National Bureau of Economic Research. Today, U.S. Department of Education figures show that women earn more than 50% of all bachelor's degrees.

"It was not uncommon to be the only woman or one of two in a class," says Mary Lou (Finlayson) Quinlan '75, who transferred to SJU from La Salle University in 1973. "Each semester, the guys got a little more used to us. I found the men to be friendly, curious and welcoming, and the women [were] kindred pioneers who had each other's backs."

Katharine "Trinka" (Hillman) Schneider '74 also remembers SJU as a place where she

and her female classmates felt supported and empowered – which at the time, when higher education and the working world were dominated by men and many felt a woman's place was in the home, was no guarantee.

"We were there because we wanted something better for ourselves. We were all working class," she says.

Schneider earned a bachelor's degree in marketing and embarked on a career that landed her in senior positions at major corporations, including Colgate-Palmolive, Mrs. Smith's Frozen Foods and Hill's Pet Nutrition, before becoming a consultant. She's hardly an anomaly in her cohort. Many of St. Joe's first female graduates have impressive resumes that were built on the solid foundation of their Jesuit education.

Mary Scullion, R.S.M. '76, has been named to *TIME* magazine's list of the 100 Most Influential People in the World for her activism, including founding Project H.O.M.E., which provides low-income and chronically homeless people with supportive housing, employment, education and health care.

Muffet McGraw '77 recently announced her retirement after 32 seasons coaching the women's basketball team at Notre Dame, a tenure that included nine Final Fours, seven championship game appearances and two national championships. (See page 44 for more on McGraw.)

Quinlan graduated with a bachelor's in English and went on to a successful marketing and communications career. In 1999, she founded Just Ask a Woman, a

marketing consultancy to help brands tap into the buying power of female consumers. A multi-hyphenate, she is also an author, speaker, playwright and off-Broadway performer of women's stories.

Deborah Coughlin '75, took her bachelor's degree in economics to Wall Street, where she worked for 15 years before heading up investor relations at Computer Associates International, a company that was acquired by Broadcom in 2018. As a student, she lived on campus and made lifelong friendships with classmates Jacqueline Carroll Cody, now a judge in Chester County, Pennsylvania Court of Common Pleas, and Barbara Daly Danko, a former Allegheny County, Pennsylvania councilwoman who was a career public servant. Danko passed away from breast cancer in 2015.

"So many of the women that I met that first year, particularly the residents, were at the top of their class in high school. They were valedictorians, salutatorians, in the top 10%," Coughlin says. "Suddenly, the doors opened to come to a Jesuit college. This was a huge opportunity for us to be coming and getting a Jesuit education."

A Breath of 'Fresh Air'

Carmen Croce '71, director of Saint Joseph's University Press, was working on campus in 1970 while also completing his bachelor's degree in English. He fondly remembers that first year when female students arrived.

"It really threw open the doors and windows and let in fresh air," says Croce.

We asked the participants in this story to offer their best lifelong advice to young women currently enrolled at SJU. **Here's what they said:**

“Your voice matters – make it powerful, authentic and for others. Keep a sense of humor – the road is long and you’ve got to find the joy. And stick up for women – we have enough forces knocking us down. Remember where you came from and love those you come home to most of all. They are your power and your rock.”

Mary Lou (Finlayson) Quinlan '75



“Set some goals and pursue them. I would give that advice to anybody, though, male or female. And if you learn that the goals are not achievable because there is a barrier in your way, reset them. But don’t give up. Anything is possible.”

Katharine “Trinka” Schneider '74



“Don’t be afraid to question everything and to pursue your interests – don’t limit yourself. An education is something so valuable that you are going to carry with you throughout life.”

Deb Coughlin '75



“You have to be willing to take chances and take on the new things. You have to have confidence in yourself. Be strong, be resilient, and you are going to be fine. If you are going to choose family, you have to learn to balance that.”

Kathy McGuinness



“It’s activism that really changes things. Stick with it and keep struggling. Hopefully, it won’t take as long as it has in the past.”

Katherine Sibley, Ph.D.



A year earlier, he had transferred to Saint Joseph’s from the co-ed Temple University. For a university deeply rooted in the Jesuit tradition, the writing was on the wall, he says. And Terrence Toland, S.J., who served as University president from 1968 to 1976, could read it plainly. Croce recalls that it was Toland who led the charge to enroll women.

“You have to remember that the 1960s were a huge period of change,” Croce says. “The church was changing, the country was changing, music was changing. We were used to change and we were expecting it in everything. We were so used to change in that period.”

The decision didn’t just modernize the school from a cultural perspective. It also widened the applicant pool, which helped St. Joe’s grow its enrollment and compete with the many other colleges and universities in the Philadelphia area.

Still, the integration of women didn’t come without resistance. Croce recalls some pushback, and a 1969 article from *The Hawk* campus newspaper highlighted a faculty survey that revealed that while 73% were in favor of admitting women, 12% were “indifferent” and 15% were opposed. The male students were academically competitive,

and there were questions about whether the women could keep up.

But any doubt quickly evaporated once the female students showed up. Kathy McGuinness was the first female staff member at the school when she was hired as assistant director of residence life in 1971. She later became dean of students before moving on to administrative positions at Georgetown University, George Mason University and Boston College. St. Joe’s already had a handful of female faculty, including Catherine “Kay” Nash, a biology professor.

“The thing that was really nice about St. Joe’s is that it was a real community,” McGuinness says. “I knew all the students by name. The women that I met were really impressive. They certainly were competitive academically, and many of them were athletes. They quickly moved into leadership positions in activities and the clubs.”

A Sublime Connection

The 50th anniversary of women on campus coincides with another important date. This year marks the 100th anniversary of the 19th Amendment, which guaranteed all women the right to vote, though many women of color were prevented from exercising that right until

the passage of the Civil Rights Act in 1965, and voter suppression continues today.

In honor of both anniversaries, a group of Saint Joseph’s faculty, staff and students organized film screenings, lectures, a book club and other events designed to celebrate and recognize women, and shine light on the continued fight for gender equality. The initiative, titled “2020: Focus on Women,” which is expected to continue this fall, includes a 100-Second Lecture Series featuring six members of the Saint Joseph’s community – an administrator, a staff member, a faculty member, a coach, a student and an alumna – who are tasked with speaking for just shy of two minutes on the topic of leadership.

Provost and Vice President for Academic Affairs Cheryl McConnell, Ph.D., kicked off the 100-Second Lecture Series on February 13. Standing at a podium set up in the Drexel Library Atrium, McConnell talked about how society often sends the message to women that they need to change in order to fix the gender gap.

“If only we leaned in, if only we learned to negotiate, if only we learned to speak with greater authority, if only we didn’t let others talk over us, if only we asked for what we wanted, if only we took more risks – if only,”

she said. “Women are not broken. We do not need to be fixed.... We are wonderful the way that we are, and it is not we who need to change, it is our society that doesn’t value our gifts.”

The “2020: Focus on Women” initiative also included a talk on campus by Amanda Bopp '01, who is currently vice president of digital marketing & analytics at life and style brand Kate Spade New York.

“The world is changing so quickly, and the rate at which we’re able to learn things and understand them has increased exponentially,” Bopp said during her lecture. “But you have to make sure you have a solid foundation, and that foundation should contain communication skills, critical thinking skills, the ability to think creatively and to be open-minded.” (See page 54 for more on Bopp.)

Katherine Sibley, Ph.D., professor of history, was featured as a speaker at a March lecture that also featured artist Mana Hewitt discussing her exhibition, “Persistence,” which was on display in the gallery in Merion Hall and features a series of commemorative medals that recognize the courage and perseverance of women who have challenged societal norms. The lecture was connected to

100 years of women’s suffrage.

Sibley sees a sublime connection between women’s suffrage and co-education. She has a keen interest in activism, especially movements led by women. She says both movements were the result of long years of struggle. Change never comes easily, especially when it requires one group to give up something in order to accommodate another.

“But just like we’ve seen recently with the #MeToo movement, when women get together and the men support them, changes happen,” she says. “When I went to school, I didn’t have to worry about being a woman, but I was still subject to harassment [elsewhere]. Women still are, but we didn’t have the sense we would be heard the way we have now. And that’s because we have spoken up. It’s allowing for change.”

Many of Saint Joseph’s first ladies remember Hawk Hill as a uniquely supportive environment where the struggle for equality seemed to have been settled by their mere presence there. “It was inevitable that we would allow women in as undergraduates,” Toland told this magazine in 2010. “We already had women attending the evening college, which was huge those

days at Saint Joseph’s. Women were on campus at 4, 5 p.m. each day.”

For Quinlan, who attended a girls-only Catholic high school, a co-educational university did exactly what she hoped it would do.

“I learned to stand alongside men as an equal, unafraid of speaking out, having opinions, and figuring out how the real world would really work,” she says. “For indeed, I was heading into a job market where the leaders of every company were men. I walked in on strong, confident footing thanks to St. Joe’s.”

Doing for Others

Quinlan, Schneider and Coughlin most remember the unwavering support from professors who advocated for them, taught them to take the lead in the classroom and helped them find internships or jobs.

One of Coughlin’s fondest college memories is of the late Joseph Guerin, Ph.D., who was chair of the economics department at the time. He and his wife invited students over for a dinner party at his house, which made them feel grown-up and special.

“He was very accepting of women in the economics department and thrilled to see

what we were going to be doing next,” she says. “I think that filtered down to other professors in the department.”

Coughlin also recalls how a “strong sense of doing for others” permeated across campus. Most students performed some sort of volunteer work. Hers was walking once a week to a nearby assisted living facility, where she would keep the residents company by reading or playing games with them. That commitment to others has stayed with her for life. Coughlin, who lives in Manhattan, has been volunteering at a nursing home on the Upper East Side for the last 25 years.

Schneider remembered Deacon Daniel DeLucca, former vice president and chairman of the marketing department, who encouraged her to apply to graduate school at New York University, where she got a fellowship that paid for her tuition, room and board. “I’m convinced that was him,” she said.

Schneider also credited her time at Saint Joseph’s for developing her abstract thinking skills, which have helped her throughout her career.

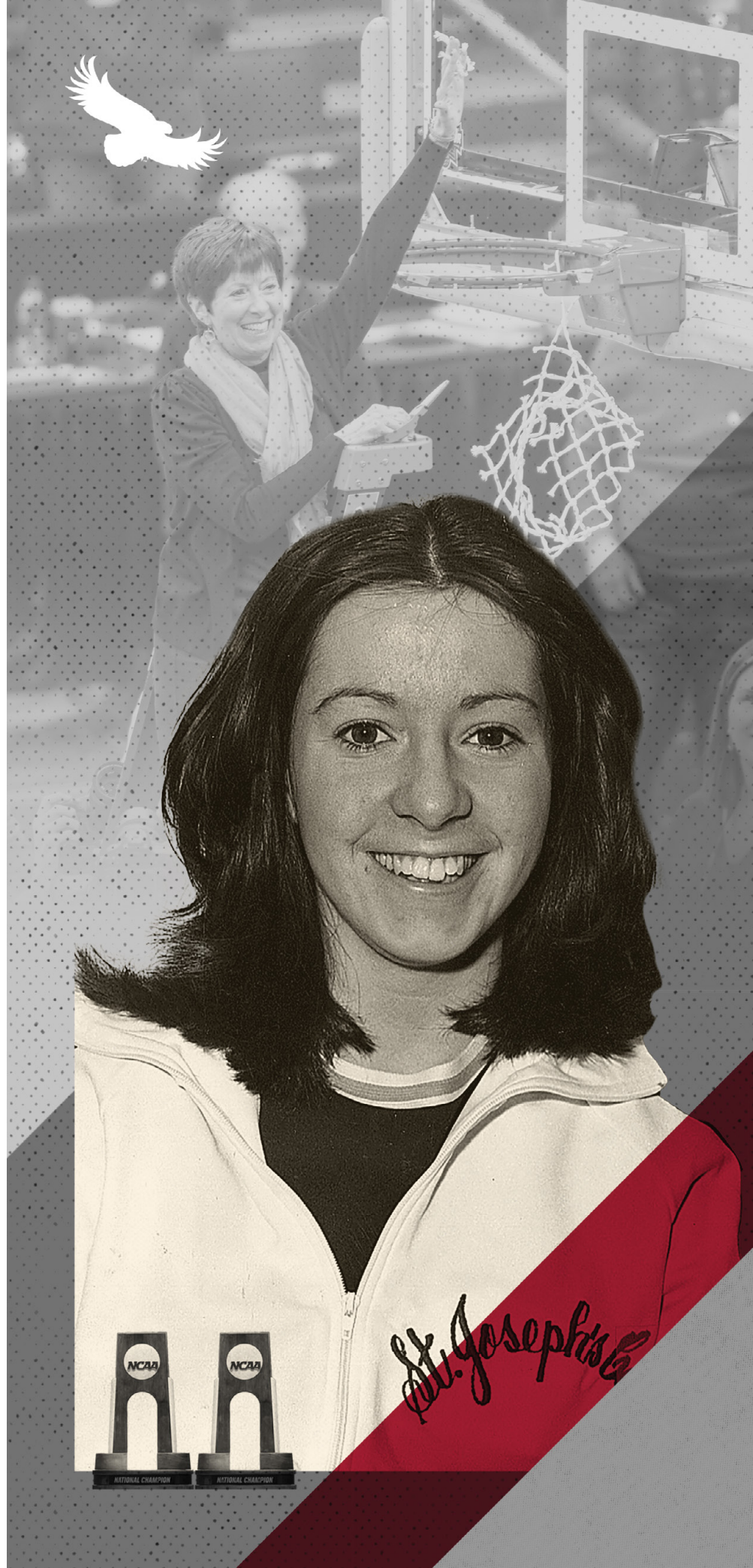
“One of the nice things about being at a Jesuit school, and I’ve always said this about a Jesuit education, is you were taught to reason out things, to apply critical thinking to solving a problem,” she says. “I ended up with really good skills in terms of planning, organizing and having an inquisitive enough mind to have a feedback loop.”

The women are more than just successful graduates. They have earned their place in campus history – and among female trailblazers everywhere.

“We didn’t realize what we were doing at the time. We were ... breaking through barriers, but we weren’t thinking that at all,” Coughlin says. “We were just having the opportunity to get a Jesuit education, and we seized it.” ■

Angie Basiouny is a freelance writer based in Atlanta.

Muffet McGraw ’77 during her playing days at Saint Joseph’s. McGraw recently retired after 33 years coaching women’s basketball, including winning two NCAA championships at Notre Dame. Top image is courtesy of Notre Dame Athletics.



SUCCESS MEASURED IN IMPACT:

MUFFET MCGRAW’S LEGACY

By Jack Jumper ’09

➤ Muffet McGraw ’77, who retired this year from a storied coaching career, has left an indelible impression on Hawk Hill and in the world of women’s basketball.

Spanning more than five decades after arriving as a freshman at Saint Joseph’s in 1973 as part of one of the first classes of female day students, Muffet (O’Brien) McGraw’s ’77 name has become synonymous with championship-level women’s college basketball. A member of Saint Joseph’s first Division I women’s basketball team, she left indelible impressions on Hawk Hill, Lehigh and most notably at Notre Dame, before retiring as head coach of the Fighting Irish this past April after 33 years.

“Muffet was a leader from day one on Hawk Hill — independent, strong-willed and driven in all that she did — and others followed. There was no doubt that she’d be a success in coaching when she chose that path,” says former Saint Joseph’s Athletics Director Don DiJulia ’67, now special assistant to University President Mark C. Reed, Ed.D.

A champion on the court, McGraw led Notre Dame to two NCAA championships (2001, 2018) and nine Final Fours, was named Associated Press National Coach of the Year four times (2001, 2013, 2014, 2018), was enshrined in both the Naismith Basketball Hall of Fame (2017) and Women’s Basketball Hall of Fame (2011), and currently stands seventh all-time in NCAA women’s basketball history for career victories with 936, just ahead of Jim Foster (903), who hired McGraw as an assistant coach at Saint Joseph’s in 1980.

“From her days on Hawk Hill to winning championships at Notre Dame, Muffet has been an inspiration to players, coaches and fans alike,” says Saint Joseph’s President Mark C. Reed, Ed.D. “She has left an indelible mark on her sport and I wish her the best of luck as she ventures into her next chapter.”

While proving to be one of the best coaches to ever pace the sidelines, McGraw’s biggest impact may be her role in leading the charge for equality. “We don’t have enough female role models. We don’t have enough visible women leaders. We don’t have enough women in power,” she stated during an impassioned answer at a press conference during the 2019 NCAA Final Four.

“Muffet was one of the early female coaching role models that helped move the women’s game to where it is today. She truly inspired all her student-athletes and staff that she worked with to aspire for greatness,” says DiJulia. “Muffet has been an advocate for women’s leadership roles into the future and we are proud of her being one of the best Hawk graduates of all time at any level.”

“Muffet’s hall of fame career as a women’s basketball coach was both historical and impactful,” says Saint Joseph’s women’s basketball head coach Cindy Griffin. “How and where she started, and how and

“Muffet was a leader from day one on Hawk Hill — independent, strong-willed and driven in all that she did — and others followed. There was no doubt that she’d be a success in coaching when she chose that path.”

Don DiJulia ’67, Special Assistant to President and Former Saint Joseph’s Athletics Director

where she finished tells a story of passion, hard work, persistence, and competitiveness resulting in success. Success measured in wins, yes, but how about all those young women she impacted on a daily basis? I look forward to seeing Muffet carry these winning characteristics into the next phase of her life, as she continues to impact women everywhere.”

Saint Joseph’s Director of Athletics Jill Bodensteiner, both a friend and former colleague at Notre Dame, has been motivated by McGraw and is hopeful to have the Big 5 Hall of Famer back to campus in the near future.

“I learned so much [from McGraw] about excellence, hard work, the importance of attention to detail, creating confidence, motivating others, and building a culture — among many other things,” says Bodensteiner. “Personally, she both inspired me and pushed me to try and become an athletic director, in large part because she thought that I could serve as a mentor to other women who might share that aspiration.”

Above all, Bodensteiner says she is lucky to consider McGraw a friend.

“Despite the intensity of the journey, we shared so many laughs and great times together. Muffet is very proud to be a Saint Joseph’s grad, and I look forward to seeing her back on Hawk Hill now that she will have a little more time on her hands.” ■

Jack Jumper is director of athletics communications.



REIMAGINING RECOVERY

By Jeff Martin '04, '05 (M.A.) and Rachel Kipp

It's been a commonly held belief that the opposite of addiction is sobriety. But in recent years, doctors, law enforcement professionals, addiction counselors and others have started delving more deeply into questions about what really causes someone to engage in substance abuse.

That work has prompted them to come up with a different answer.

Instead, they argue, the opposite of addiction is connection: As Swiss-Scottish journalist Johann Hari put it in a widely shared TED Talk, society is increasingly vulnerable to addiction – whether it is to illegal substances or to alcohol, food or even electronic devices – in part because many of us have increasingly fewer people to whom we can turn in times of crisis. Hari goes on to say that the key to combating a crisis of addiction is to create connections to help those who are living with it to rebuild their lives.

"I think the core of that message – you're not alone, we love you – has to be at every level of how we respond ... socially, politically and individually," Hari says in his talk.

Important conversations around treatment of substance use disorder and perceptions about what it means to be in recovery are happening at a critical time: A 2017 survey by

➤ With its new Center for Addiction and Recovery Education, Saint Joseph's is positioning itself to play a key role in the conversation around addiction.

"It is critical that our students develop an awareness of evidence-based practices, compassionate care models, and advocacy work that seeks to eliminate stigma for people and families whose lives are impacted by addictive use disorders."

Angela McDonald, Ph.D., LPCS, NCC, Dean of the School of Health Studies and Education

the Pew Research Center found that nearly half of U.S. adults say that they have a family member or a close friend who is struggling with substance abuse disorder or has been in the past. Addiction Center, an online resource for people struggling with addiction, suggests that 21 million Americans face some kind of addiction, but only 10% seek treatment. Meanwhile, drug overdose deaths have more than tripled since the 1990s, according to the National Conference of State Legislatures. The problem is especially pressing for young

people. A yearly survey from the National Institute on Drug Abuse (NIDA) showed in 2019 that 58% of twelfth graders had experimented with alcohol and 47% with illicit drugs. And the problem is not limited to the person suffering from addiction – the disease affects families, friends, and loved ones in an equally devastating way. Based on the simple math, addiction has affected nearly all of us. So we are all in this together.

Compounding this problem most recently is the fact that researchers and those in

“The mission of Saint Joseph’s and Jesuit universities like ours is to stand with those at the margins. By caring for those affected by substance use disorder, we’re doing exactly that. It’s about fighting for the dignity of all human life.”

Stephen Forzato ’16 (M.S.), Director of the Center for Addiction and Recovery Education

the recovery and treatment communities are finding that the COVID-19 pandemic is causing those rates to go up due to increased poverty and new difficulties in obtaining medical care and treatment. It is also causing those with otherwise stable sobriety to relapse at alarming rates due to that loss of connectedness and feeling of not being in it alone.

“We consider addiction a disease of isolation,” Marvin Seppala, M.D., chief medical officer at the Hazelden Betty Ford Foundation told National Public Radio affiliate WBUR in March. “Now we’re isolating all these people and expecting them to pick up the phone, get online, that sort of thing — and it may not work out as well.”

Saint Joseph’s Takes the Lead

Saint Joseph’s University is positioning itself to play a key role in the national and international discussion around addiction, combining strategic connections and innovative leaders in the field with its Jesuit mission to stand with and for others, particularly those living on the margins. In 2019, Saint Joseph’s launched the Center for Addiction and Recovery Education (CARE), which aims to foster dialogue and action on four fronts: education, research, public policy and engagement.

Uniquely, using a multidisciplinary approach to addiction, recovery and education, the Center serves as a facilitator of dialogue and connector of dots in an

important local, regional, and national conversation about substance use disorder, covering everything from alcohol to recreational drugs and everything in between. While some of the Center’s work focuses on the opioid epidemic, which is particularly acute in the City of Philadelphia, its purview is broader and its focus on whole-person prevention, recovery and education, deeper.

“Addiction is so much deadlier, so much more quickly than it was a couple of decades ago,” says Stephen Forzato ’16 (M.S.), CARE’s inaugural director, who brings more than three decades of experience on the front lines of addiction prevention. “In the past, it was certainly deadly, but in many, many cases, if someone found themselves in trouble, there was time to take a time out and get some help. Drugs in particular are so much more potent now: They get you addicted faster, and they kill you before you can find help.”

CARE is hitting the ground running: The Center recently signed an agreement with the Commonwealth of Pennsylvania’s Department of Health for a \$1.2 million, two-year initiative to provide training for first responders in all 67 counties in the state. CARE will develop its training curriculum in partnership with a nationally-recognized, nonprofit opioid response training partner, Hazelden Betty Ford. The training for police, fire, EMS, and other members of the criminal justice community will focus on naloxone (Narcan), an overdose nasal spray antidote,

administration for overdose emergencies, referral for treatment, and reducing the stigma surrounding the disease of addiction.

CARE and Saint Joseph’s Arrupe Center for Business Ethics are developing a symposium that focuses on ethics within the addiction treatment industry. And in partnership with the Office of Student Outreach and Support, the Center will also host the annual Collegiate Recovery (formerly entitled Marginalized to Empowered) conference. CARE is also working with the Division of Student Life to open housing on campus that is designed for students who are in recovery.

Peer-to-peer Training

Forzato brings a wealth of professional experience to his role at CARE: He began his career working for the crime scene unit at the Montgomery County District Attorney’s office and later became an undercover officer in the narcotics unit. He rose through the ranks, ultimately serving as Pennsylvania Attorney General Josh Shapiro’s deputy chief of statewide drug initiatives and a consultant to the Attorney General’s investigations of pharmaceutical manufacturers and of unlawful prescribing.

A key to the training that CARE will provide to Pennsylvania first responders is that it will come from peers – Forzato plans to do some of the training and to hire up to a dozen trainers with backgrounds in law enforcement and emergency services.

“The delivery of the training is really important,” Forzato says. “First responders tend to listen more attentively to other first responders.... We want to measure not just knowledge increases, but also attitudinal changes. We want to change the hearts and minds of first responders to have more empathy and compassion and to be better skilled at getting people help.”

First responders, Forzato notes, have a front-row seat to the “greatest show on Earth – humanity,” seeing people at both their best and lowest points. Much of the stigma surrounding drug addiction and alcoholism, he says, is borne out of witnessing tragic events.

“I came across people who had serious drug addictions,” he says of his previous career experience. “I learned from them about their disease. I built trust. I ate dinner

with them at their own tables. I knew their families, their kids, their hopes, their dreams.”

Viewing people with addiction as the enemy “is not working,” for first responders or anyone else, Forzato says.

“In light of the death of George Floyd in Minneapolis and the ensuing unrest throughout our nation, it is particularly important for police and other first responders to address personal biases they may have with anyone they intersect with, including those suffering from substance use disorder,” Forzato says.

CARE’s Educational Mission

CARE’s educational mission seeks to reduce alarming addiction and addiction-related fatality statistics. One of its first priorities is to develop training, beginning on the Saint Joseph’s campus, for faculty and staff to recognize the signs of substance use in their colleagues and students.

“Colleges have a lot of first-time drinkers,” Forzato explains. “You go from drinking zero alcohol to binge drinking really fast because you don’t know how alcohol affects you. Saint Joseph’s has an outstanding program for collegiate recovery, so I want to build on that and teach people to recognize someone is having a problem before it becomes a crisis.”

The Center’s effort to research best practices and engage in advocacy and community engagement also offers unique opportunities for Saint Joseph’s students who are interested in careers in health care and criminal justice.

“Our students are eager to make a difference, not only in their careers, but during their education,” says Angela McDonald, Ph.D., LPCS, NCC, dean of the School of Health Studies and Education, who has a counseling background. “Linking with CARE projects gives our students the chance to make an impact during their studies with issues that touch everyone. It is critical that our students develop an awareness of evidence-based practices, compassionate care models, and advocacy work that seeks to eliminate stigma for people and families whose lives are impacted by addictive use disorders.”

“Opioid use disorder and alcoholism specifically are so incredibly deadly that



Forzato

parents and loved ones will do anything and pay anything to prevent the loss of life of their loved ones,” notes Forzato.

And he says that a storm of fatal drug overdoses, unprecedented in America, resulted in questionable treatment centers cropping up.

That’s part of why CARE and the Arrupe Center are organizing the “Ethics in the Treatment Industry” conference. The symposium will address the harm done by unethical treatment businesses and will alert consumers, law enforcement, prosecutors and insurance providers to unethical and illegal treatment practices.

Forzato also hopes to expand that education to high school and middle school students, teaching them the dangers of addiction at a younger age and how to look for warning signs in themselves and in peers.

An Early Model

Saint Joseph’s Office of Public Safety and Security is an early model for how CARE is reaching out to organizations to fight stigma, raise awareness, and save lives. In January, Forzato trained the entire SJU Public Safety staff on the use of Narcan. Now trained, any public safety officer can save a life when on their rounds on campus, called out to an emergency, or in their own community.

Arthur Grover, director of public safety and security, says that while his team has not been called to intervene in an on-campus

opioid overdose before, it’s important to be prepared.

“Substance use disorder is clearly a significant public health issue, and we have to appreciate that Saint Joseph’s is a subset of the public society, so it’s possible at some point that we could be confronted with an emergency of that kind,” he says. “It’s the same as being trained to use a defibrillator. We’ve only needed to use it once in the last several years, but saving that one life is among the most important things that we can do in this profession.”

The training, Grover says, also benefits the community at large by creating a multiplier effect on the opportunity to save lives.

“One of my officers may go to a family function, or be out in their neighborhood, and come across a situation where they could administer the antidote,” Grover says. “Preparation can help people far beyond the walls of our campus.”

Key Connections

CARE has been able to make an impact quickly because of the strategic alliances it has been able to create early on with leaders in the addiction and recovery space. The alumni and friends who support the Center have contributed not only operating funds, but like Forzato, they have also reached out to their networks — for example, with Hazelden Betty Ford, to work on the first responder training initiative.

“We’re seeing the multiplier effects of not just the financial support, but connections, relationships, passion and strategic thinking,” says Marty Farrell ’88, ’98 (M.S.), associate vice president for university advancement.

Forzato sees a close connection between Jesuit ideals and CARE’s mission.

“The mission of Saint Joseph’s and Jesuit universities like ours is to stand with those at the margins,” he says. “By caring for those affected by substance use disorder, we’re doing exactly that. It’s about fighting for the dignity of all human life.” ■

Jeff Martin ’04, ’05 is former managing editor and a freelance writer living in Philadelphia.

as the staff covered the historic admission of female day students, it also published an editorial challenging students to join the staff.

“A newspaper is important. At least it should be,” the staff wrote. “With all the changes that are happening this year at Saint Joseph’s, an attitude on the part of the student must be changed. No longer can people just sit back and expect to have things like the newspaper done for them. You must get out and do it yourselves.”

“There’s one laboratory on campus that runs every week, every semester, and it’s *The Hawk*. It’s for real. They’re doing what journalists do exactly the way journalists do it.”

Owen Gilman, Ph.D., English Professor and Former *Hawk* Faculty Advisor

A Unique Experience

The Hawk has covered the campus reaction to national news like the death of President John F. Kennedy, Jr. and the September 11, 2001 terrorist attacks. It documented historic visits to campus by Martin Luther King, Jr. and Pope Francis. Staffers have covered campus controversies, hirings and firings, and sports’ teams’ winning (and losing) seasons.

In 2014, *The Hawk* earned a prestigious Newspaper of the Year award, or Pacemaker, from the Associated College Press. A year later, the staff covered the death of their faculty advisor, Saint Joseph’s Assistant Professor of Journalism Daniel Reimhold, Ph.D., who died suddenly at age 34. The paper and individual staffers have won numerous awards from the Keystone Press and the Society of Professional Journalists. These days, the staff is around 30 students each semester. In addition to the weekly paper, they provide daily updates on the paper’s website and on social media.

“I’ve always said to people that college campuses are the one place where print

newspapers aren’t dead,” says former *Hawk* editor-in-chief Ana Faguy ’19, now a reporter at *The Baltimore Sun*. “Every Wednesday morning, you walk around campus and see people with the paper in their hands. There’s nothing more gratifying than watching that happen and knowing exactly what went into the paper: literal blood, sweat and tears.”

Jenny Spinner, Ph.D., professor of English, became faculty advisor to *The Hawk* in 2006 and continues as a contributing advisor today. She says her work with the student journalists has been “one of the most

fulfilling parts of my job at Saint Joseph’s.” She notes that as anti-media sentiment has grown in some segments of society, it’s become even more important for staffers to act professionally.

“That’s a lot of responsibility for people who are still growing into themselves and a lot of learning to have on their shoulders,” Spinner says. “When they start to understand the value of what they’re doing and they start to feel that, they get hungry for it.”

Staff members of today are encouraged to spend time looking back at *The Hawk*’s digital archives, which are part of the special collections of the Drexel Library, so they understand that decades from now, people will read the history of Saint Joseph’s in part through their work.

“One of our concerns about not having a print edition during this time is that if we don’t publish anything other than what’s online, we lose that historical record,” says current *Hawk* faculty advisor Shenid Bhayroo, Ph.D., assistant professor of English. “Just like now we are able to read stories from 50, 60, 90 years ago, we’d like to

be able to have a repository of information documenting this time for the future.”

A Place to Grow

Talk to former staffers and you’ll hear tales of late nights, class schedules organized around deadlines and the stories, both big and small, that made a difference to them personally.

One of the stories that stands out to Faguy was Pope Francis’s visit to the Saint Joseph’s campus in 2015. That Sunday, most of the staff had biked into Center City to watch the Pope celebrate Mass. Faguy, a freshman at the time, decided to stay on campus and work on homework. But when she stopped in at Campion that morning, a buzz was in the air: The Pope was on his way to Hawk Hill. She immediately called the rest of the staff and told them to come back and then grabbed a prime spot in press row for the staff photographer.

“That night, we had to completely change our entire issue,” she recalls. “It was funny to just watch this surreal moment of the Secret Service on top of Campion, on top of Sourin Hall. And then you just saw the Popemobile pull into the Campion lot and it was like, ‘Are you kidding? Is this real?’”

Brothers Chris and Tom Durso worked on *The Hawk* in the late 1980s and early 1990s. They came to St. Joe’s knowing they wanted to be newspaper journalists, and used to commute home to New Jersey together very early in the mornings after putting the paper to bed.

Chris Durso remembers walking into the newsroom freshman year and “jumping right in to a lot of boilerplate stories: construction on campus, tuition hikes – the red meat of college journalism.” On Tuesday deadline nights (or very early the following morning), the last person out the door would leave a floppy disk containing all the copy with the campus security office so the printer could pick it up. (There was no backup copy.) Around lunchtime on Thursdays, a few staffers would drive to the printer in Northeast Philadelphia to mark page proofs as printing presses thundered over their heads.

“The whole newspaper experience was really the story of my experience at St. Joe’s,”

says Chris Durso, who went on to work as a reporter at *The Philadelphia Inquirer* and later became a writer and editor for nonprofit association magazines. “I probably spent more time in the newspaper office than anywhere else. Not that I wasn’t going to classes, but I spent any time I wasn’t in class at the newspaper. I would go there to study; just about all of my close friends from college to this day are people I worked with on the newspaper.”

Tom Durso ’91, ’02 (MBA), who later worked at Saint Joseph’s in the Office of Marketing and Communications and now works at Drexel University, says *The Hawk* was where he found his people: people who cared about the University and were invested in it, who loved writing and wanted to make a difference. His time at the paper also charted his growth during his time on Hawk Hill: Tom recalls writing a column freshman year that expressed controversial views he later rejected.

“The Jesuits got a hold of me and for the next few years I did what I was supposed to do in college: I met people from different backgrounds and I grew up. I learned a lot about how the world is,” he says. One of the last things he did before graduating was to write another column, owning up to the mistakes of the first one.

“That’s not me patting myself on the back,” Tom Durso says. “It’s more like casting the paper as the place where I grew up and started to develop a more nuanced and compassionate worldview.”

A Critical Mission

For some *Hawk* alums, journalism has become a career. Joe Lunardi ’82 says the time he spent covering college basketball for *The Hawk* ended up defining his career path, paving the way early on for his current gig as analyst and “bracketologist” for ESPN.

He got the beat because in the spring of his



The front page of The Hawk from Nov. 20, 2019. The newspaper went online-only after the switch to virtual instruction due to the COVID-19 pandemic, but introduced an e-newsletter to stand in for what would normally appear in hard copy.

freshman year, the sports editor was also a drummer for the booster club and decided he wanted to play in the band rather than cover games.

“I was covering all the Big Five schools because at the time they all played at The Palestra at Penn. Penn, Temple, St. Joe’s, La Salle, Villanova, were all playing the bulk of their games at The Palestra in doubleheaders,” Lunardi says. “I met all the TV people, all the beat writers, and in those days in sports media the beat writers were king. I looked at that and I said, ‘That’s what I want to be.’ I kind of majored in college basketball through *The Hawk*.”

Hawk writers, editors and designers have gone on to positions with *The New York Times*, *The Boston Globe*, The Athletic, Politico, *The Washington Post*, CBS News, *Rolling Stone*, *Sports Illustrated* and

The Philadelphia Inquirer. But even for students who don’t choose that path, the skills they learn have lasting value, says J. Michael Lyons, Ph.D., associate professor and chair of the communications and media studies department.

“You learn leadership skills, communication skills, the ability to interview people, to take a really complex issue and explain it to somebody who doesn’t know that much about it,” says Lyons, who served as faculty advisor from 2010-2012. “It reshapes your relationship to power, to be able to go up to an administrator and ask important questions. That will serve you well no matter where you end up.”

Lyons convinced Jessica Olenick ’13, who now works as a PR executive in Philadelphia, to join the staff when she was an undergrad. As editor-in-chief she started a tradition of posting the front page of each issue on the newsroom wall, and remembers how it felt to stand back at the end of her tenure and see the space filled with the staff’s work that semester.

“To see the University evolve and being there to witness it and communicate that not only to the campus, but to people in the community who were following it closely, was definitely a privilege,” she says. “I knew I had these interests, I knew that these were the different skills that I wanted to grow and Saint Joseph’s and *The Hawk* gave me the tools.”

As the coronavirus pandemic became more serious this spring, the Hawk staff juggled personal upheaval with their roles in documenting history. It’s not an unfamiliar balance for them, and one they take very seriously, Bhayroo says.

“They’re doing it because they really love it and enjoy what they do,” he says. “It’s testament to their desire to make sure they fulfill, in some measure, the University’s philosophical mission, which is to serve others. They’re doing that through their work, through speaking to all sorts of people in our community and making sure that they provide this critical role.” ■

FINDING SUCCESS in a Data-Driven Fashion World

By Rachel Kipp

With nearly two decades of experience working with some of the world's top consumer brands, Amanda Bopp '01 has seen first-hand how the rise of Big Data has changed the game in retail.

Brands now have access to more consumer data than ever before, but with that data comes the challenge of leveraging it to create the efficient, emotionally attractive and personalized service that shoppers now expect.

While technical skills are key to navigating that landscape, Bopp, who is currently vice president of digital marketing & analytics at life and style brand Kate Spade New York, says the "soft skills" she learned as an undergraduate at Saint Joseph's have also been crucial to her success.

"The world is changing so quickly, and the rate at which we're able to learn things and understand them has increased exponentially," she said during a recent lecture on campus. "But you have to make

“

You have to make sure you have a solid foundation, and that foundation should contain communication skills, critical thinking skills, the ability to think creatively and to be open-minded.”

sure you have a solid foundation, and that foundation should contain communication skills, critical thinking skills, the ability to think creatively and to be open-minded.”

Bopp visited Saint Joseph's as part of the "Conversations with Interesting Women" lecture series in conjunction with the University's "2020: Focus on Women" initiative.

Bopp grew up just outside New York City and attended a small all-girls Catholic high school. When it came time to start thinking about college, she considered several smaller Catholic universities, but remembered visiting Saint Joseph's the summer before senior year and having "a really great visit, and thinking it would be a good environment for me."

She chose to major in international relations because she wanted to gain a global perspective and liked being able to take classes in political science, history and economics without having to choose one discipline.

"I wanted to understand why things in the world were the way they were, how things had been and how we got to where we are," Bopp said.

Although Bopp hadn't initially considered marketing as a possible career, a summer internship at an advertising agency ignited a passion for being able to do work related to something tangible, whether it was a



billboard along the highway or consumer goods in a department store display.

After graduating, she got a job with Nestlé, where she ended up working for more than seven years. It was while working there as a business analyst that she realized the value of a skill she had honed as an undergraduate taking economics classes – the ability to link data to insights or outcomes, and being able to explain that connection clearly to different audiences.

Bopp went from Nestlé to working for two different analytics consulting firms where she was able to build on her passion for data by working side-by-side with scientists to develop and interpret insights for clients including L'Oréal, Estée Lauder and Michael Kors. From there, she was recruited to join Michael Kors as a vice president focused on building a customer loyalty program and digital marketing strategy for the luxury fashion brand.

Among her projects at Kate Spade New York has been to work at creating a "full funnel" digital marketing strategy with messaging crafted to each stage of the customer journey. The brand, which includes handbags, clothing, accessories and home goods, was founded in 1993 by Kate and Andy Spade, and was acquired in 2017 by Tapestry Inc. (formerly known as Coach Inc.).

"I'm an intellectually curious person, and as long as there is a problem to solve or something to learn, I'm always really happy," she says.

Another aspect of her Saint Joseph's education that has helped her along the way is having a service-oriented mindset. "Teams today have to be highly collaborative," she says. "It's really critical that if you have expertise in an area that is newer that you bring others along on the journey and find ways to partner and learn from each other." ■

Rachel Kipp is editorial director.

› EMBRACING DIVERSITY, CONTINUED FROM PAGE 25

based activity affects not only the targeted individual or group, but often adversely affects our entire University community and is not tolerated by any members of our community.

What opportunities and challenges do you see ahead for Saint Joseph's?

Stokes: I see tremendous opportunities ahead for the University as we progress with this work. Based on the recent health crisis, I have witnessed how SJU has pulled together to make decisions with our students, faculty and staff front of mind as we all are trying to navigate this new normal, support the members of our community affected and get us through this national crisis with our community intact.

As a faith-based institution, the University puts tremendous value on tradition, which can, at times, pose challenges when confronting change. Our University, and the larger community of which we are a part (the City of Philadelphia), is changing, moving towards a more diverse population. The University has responded with this comprehensive and innovative approach to diversity and inclusion as a means for preparing culturally competent and global-ready graduates for Pennsylvania's (and beyond) future.

What are your goals for the next year, three years, and five years?

Stokes: My consistent goal for our work ahead is for all members of the SJU community to see tangible evidence of our work throughout the University. Specifically for our students, I want them to be able to articulate in concrete ways how SJU developed their growth mindset and intercultural competence. When they are alumni, I hope they will reflect on their years at SJU and be able to speak to both the academic and co-curricular experiences that broadened their worldview and gave them the prerequisite skills to critically assess, problem solve and to be successful among a diverse and global workforce. I would consider this "a job well done."

What might surprise people to know about you?

Stokes: I don't take myself too seriously. I am passionate about my work and the issues that inform my work, but I believe that we can work hard while laughing and enjoying the people around us. I truly believe passion and humor are contagious. I love what I do. This is why I made the active choice to work and teach at public and private institutions with strong institutional missions and core values toward serving student needs. I take my role in that educational process very seriously and with great responsibility and care.

Like many of the students we serve, I was a first-generation college student and can relate to the many stresses and insecurities associated with that identity. I am blessed with a strong family who supported me in every way and who encouraged me to take advantage of every educational and professional opportunity presented to me. In addition to my family, I have been also blessed for most of my academic career with caring, thoughtful and generous teachers and mentors. They gave of themselves and their expertise to help me on my journey and to place many opportunities in my path. I believe that the best way to honor them is to be generous with others. In my work with students, faculty colleagues, staff and administrators, I apply a similar approach. It is important to me that in all of my interactions all people are respected, treated fairly and valued for their contributions to our work and the overall mission of the University. My leadership philosophy and working style have been shaped by many factors that have occurred throughout my personal and professional life but it is also reflective of my personal core values and ethical responsibility to be a good human who contributes back to society in tangible ways.

Diversity, equity and inclusion is a top priority of the University and Dr. Reed. What important steps has the University taken to advance DEI during your time in this role and prior to you assuming this role?

Stokes: My predecessor, with the leadership and support of President Reed, laid an incredible foundation for this work. The climate survey and the underrepresented student reports provided me with many insights and a good starting place to continue this work. Based on some of the information from these documents, I would like to begin by asking students, faculty and staff about their perceptions about how to move diversity, equity and inclusion efforts forward at SJU. This is essential and early work that needs to be done in order for our campus to achieve institutional buy-in around our approach for articulating this work moving forward and connecting the academic and co-curricular campus experience under a cohesive strategy for diversity, equity and inclusion at Saint Joseph's University.

All across America and beyond, protests have erupted in response to police brutality and racism. How do we build on what the protests have gained and ensure that this important message is received and real change happens?

Stokes: As a sociologist and a diversity and inclusion professional, I can reflect and say with certainty that we are at a pivotal societal moment where real social change is possible if we seize it. The death of George Floyd in Minneapolis speaks to the structural racism and continued violence in our society against African-American men in particular. In addition to these gross historical and legal injustices, COVID-19 continues to exacerbate these inequities. As we plan to reopen various sectors of society (including institutions of higher education), we must start having these difficult conversations about these and the disproportionate impact of this pandemic. Our Saint Joseph's community has an opportunity to lead and tap into our Jesuit values and institutional commitment to diversity, equity and inclusion as a path forward toward making social justice and racial equity a reality for all in our society. ■

Kelly Welsh '05 (M.A.) is executive director of communications.

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> THE THE FUTURE OF EVERYTHING, CONTINUED FROM PAGE 21

that she immediately sent an e-mail to the professor who taught her software engineering class. A week earlier, the class had talked about running agile projects, which focus on using short development cycles called “sprints” to focus on continuous improvement of a product.

“The next week, I had a call for a new project at work and they wanted to run it as an agile project,” Berezovski wrote recently. A computer science and Asian studies double major, Berezovski worked full-time for SAP during the summer of 2019 as part of a pilot of a new co-op program in the College of Arts and Sciences. She continued to work there part-time during the school year.

“I love applying concepts I have learned in class to what I do at work,” Berezovski wrote. “It is also inspiring when I walk into the classroom and learn about a concept or topic that I have encountered at work because I can see how what we learn at Saint Joseph’s really does extend beyond our time here on campus.”

It’s the type of experience that the College of Arts and Sciences is looking to expand with the initiative, building on the success of the existing program in the Haub School of Business. More than 90% of Haub co-op students reported that the experience made them more competitive in the job market.

Co-ops, service learning and other experiences that allow students to apply knowledge and skills in real-world settings are among the reasons that business executives and hiring managers continue to place a high degree of value on a liberal arts education, according to a 2019 survey of about 1,000 business executives and hiring managers conducted on behalf of the Association of American Colleges and Universities.

Sixty-three percent of those surveyed said they have “a lot” or “a great deal” of confidence in American higher education. The executives and hiring managers emphasized the importance of students with effective oral and written communication skills and students who could work effectively on teams. Across the board, they also said that project-based learning of any kind gave students an edge in the hiring process.

Allowing students to tap into all aspects of a growing industry was among the goals of building a cross-disciplinary program in esports, including renovating a classroom in Merion Hall to serve as a state-of-the-art esports lab. Beginning this fall, a course will launch focused on the billion-dollar industry, which is built around organized gaming competitions open to both amateurs and professionals, and has seen a surge in participation in the current age of social distancing. (See page 26 for more on esports.)

Challenging Perceptions of the World

Though they seem very different on the surface, at its core, the esports effort shares many of the same objectives as courses like “Just Health Care in Developing Nations,” which examines health care access in Philadelphia and Latin America. Chief among them: A desire to give students meaningful experiences that will help define what’s important to them as they shape their futures.

Katherine Battaglia ’21, an interdisciplinary health services major, was part of the Just Health Care class, which spent 10 days traveling in Costa Rica to learn about the country’s health system and nonprofit organizations, as well as the lived experiences of migrants and refugees from other parts of Latin America.

“This class challenged the way I thought, how I acted, and how I perceived the world

around me,” Battaglia ’21, said after the trip. “As someone who tends to be rather shy, it forced me out of my comfort zone and taught me how to speak with confidence, manage and work with a team of other students, defend my answers, and most of all how to be a great advocate and leader.”

More than anything, the COVID-19 pandemic has shown that the leaders of tomorrow must know how to do more than meet a bottom line. Gallup polls of average Americans and health care workers conducted at the height of the initial U.S. outbreak in April showed growing frustrations with leaders who couldn’t communicate, didn’t appear to have a clear plan, and didn’t seem to care much about their employees’ well-being.

In those respects, Saint Joseph’s graduates are well prepared to step in and succeed, no matter where they start out, says James Caccamo, Ph.D., associate dean for students

and experiential learning and associate professor of theology.

“The future of work is not about filling a job description,” he says. “It’s about seeing what needs to be done and figuring out how to do it — it’s a meeting of the old world and the new world. We want our students to be leaders but in a way that takes all of what it means to be a human into account.” ■

Rachel Kipp is editorial director. Colleen Sabatino ’11 (M.A.), director of marketing, contributed to this article.

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INSPIRING KIDS to Pursue STEM Careers

By Angie Basiouny



Jim Cinelli is always looking ahead. The Reading Science Center, an interactive children's museum he created in the heart of downtown Reading, Pennsylvania, is still in its early days. But Cinelli is anticipating seeing it filled with curious kids who can't wait to get their hands on the exhibits and learn about science outside the classroom.

It's a vision that has sustained him through eight years of planning, paperwork and fundraising for the project, which was inspired by a 2012 visit with his young sons to the Lancaster Science Factory. Cinelli, an environmental engineer, wanted something like it for his hometown.

"There are some studies that show that to really get students interested and excited about science, math and engineering, they have to have experiences outside of the classroom," Cinelli says. "That's largely what science centers provide: They take the mystery out of science and math. When you can visualize something, it becomes less intimidating."

“

What I've learned is you can't do it by yourself. It really takes a qualified team, and I was fortunate to pull together great people from different walks of life."

After more than a year of going it alone, Cinelli found volunteers, established the Reading Science Center as a designated nonprofit and eventually signed a lease in August 2019 on the 7,000-square-foot space inside a building on Penn Street.

"What I've learned is you can't do it by yourself," Cinelli says. "It really takes a qualified team, and I was fortunate to pull together great people from different walks of life."

One of those people is Cari Dwyer, project leader at the Science Museum of Minnesota in Saint Paul. Cinelli sought Dwyer's advice on how to build a museum from scratch, and Dwyer's organization donated six biology exhibits worth about \$700,000 to the Reading Science Center. Cinelli and one of his sons drove a rental truck from Reading to Saint Paul and loaded up the exhibits, which were being stored in a warehouse, to take back home.

"The team here was so happy and energized by Jim and his passion," Dwyer says. "It made it so much better for us to part with those [exhibits] and know they were going to live on in Pennsylvania."

Cinelli and his team have collected about 30 exhibits so far, ranging from biology to structural and mechanical engineering to light and sound. He's raised about \$160,000 in cash, much more in donations, and expects to have an initial annual operating budget of \$200,000. The museum was set to

open in late May, but the date was delayed because of the coronavirus pandemic.

Cinelli's methodical approach to building the Reading Science Center is the same one he's taken to meet many of the big goals in his life – by keeping an eye on the long game. When he was a civil engineering student at Lehigh University in the late 1980s, he knew he wanted to start his own business someday, so he took a few elective business courses.

After graduation, he began taking business classes at Saint Joseph's University, completing his MBA in 1995. He and two partners started Liberty Environmental, an engineering services and consulting firm in Reading, in 2004. Cinelli also holds a master's degree in environmental engineering from Penn State.

"Just because you are successful starting a business doesn't mean you're successful running a museum," he said. "There were things I took as a businessperson and an engineer that I could apply to starting a science museum. Nonetheless, there's a heck of a lot to learn."

Cinelli hopes that inspiring local kids to pursue careers in science, technology, engineering and math – or STEM – will grow the talent pool for his firm and other companies in Reading.

"The city of Reading has a high poverty level and there are good-paying jobs in STEM careers. But a lot of underserved kids in the city don't get exposed to people who work in those careers," Cinelli says. "If they're not having that out-of-the-classroom experience, that puts them at a further disadvantage. They're not getting exposure to a career that they might find out that they love. That's why, since day one, I was committed to not putting this in the suburbs but in the city, where it's accessible." ■

► THE LEGACY OF THE JESUIT MARTYRS OF EL SALVADOR, CONTINUED FROM PAGE 39

you can't say that you defend the lives of Salvadorans when you simply change the ways to kill them; you can't seek justice when it's missing from the decisions you're making."

Transforming the Social Reality

In June 1982, Ellacuría received an honorary degree from Santa Clara University and delivered the Commencement address. His speech outlined the directives for every Catholic, Jesuit university.

"There are two aspects to every university. The first and most evident is that it deals with culture, with knowledge, the use of the intellect. The second, and not so evident, is that it must be concerned with the social reality – precisely because a university is inescapably a social force: It must transform and enlighten the society in which it lives," he said. "But how does it do that? How does a university transform the social reality of which it is so much a part?"

"The martyrs ask us to make choices about how to spend our lives," says Beth Ford McNamee '99, '00 (M.S.), assistant director of Campus Ministry. "For me, the martyrs challenge me in my own choices, in how I serve students, and how I walk with students and our community partners in Philadelphia and Camden. I ask myself: how can Saint Joseph's be an authentic partner with those most on the margins in the fight against injustice and dehumanization?"

The Saint Joseph's Delegation

Last year, a delegation of St. Joe's community members traveled to the UCA for the 30th anniversary of the Jesuit martyrs' assassination. The delegation met with and learned from students at the UCA, including Ramírez Raymundo, as well as honored the martyrs' legacy in the very place they lived.

"The martyrs gave their lives for the Gospel. They preached the Gospel message in both word and action knowing that their lives could be in danger. They were the voice of the voiceless," says Peter Clark, S.J., Ph.D. '75, professor of medical ethics and director of the Institute of Clinical Bioethics, who was a part of the delegation along with Rickle. "We all must follow their example. We, as Jesuits, are called to replace them and continue the work they were doing."

"My family was involved with both sides of the war, and though I've visited before, I felt a responsibility to learn even more context of how everything happened and how it's shaped the country," says Odir Duenas '20, a chemical biology major whose parents immigrated to Los Angeles from El Salvador. "I also saw this as an opportunity to exchange my knowledge of El Salvador with my classmates and my knowledge of the United States with UCA students."

The trip also served as a chance for Duenas and Michael Fontana '20, both fellows in the Institute of Clinical Bioethics (ICB), to share their knowledge with the Salvadoran community. El Salvador is one of the most water-deficient countries in Latin America, and finding clean water is difficult. Duenas and Fontana, along with Clark, hosted a workshop on their slow-sand water filter, teaching Salvadorans the design and how it can provide them with drinkable water.

The resulting partnership between the UCA and ICB has yielded two additional success stories, including the Frames to Go Program in Arcatao, El Salvador, which has designed an eye care program, collected 4,000 prescription eyeglasses and already distributed 300 pairs.

The project has been endorsed by the Bishop of Chalatenango.

Campus Ministry's WIP takes a different approach to its programming, which focuses on "a revolution of the heart," says Stolz. The program draws on the University's budding partnership with Christians for Peace in El Salvador, a nonprofit organization that strives to build bridges of solidarity between Salvadorans living in poverty and visiting groups from the U.S. WIP participants stay with a host family to learn about their lives and the reality facing rural, impoverished Salvadorans today.

"We did not go to El Salvador to do service," says Koenig, who traveled to El Salvador with WIP in 2019 as a participant and again as the trip's student leader in 2020. "Instead, we went to learn, to encounter, to witness injustice, and to humble ourselves as guests in communities, homes, and dinner tables not our own. Through this opportunity for humility and discomfort, I was able to see El Salvador, its history, and people with new and unadulterated eyes. I received and learned so much more from the people of Carasque than I'm sure I offered."

Koenig, who aspires to attend law school and work in government, hoped to return to El Salvador with a research cluster from Saint Joseph's in the summer of 2020. He is working with a female entrepreneur and head of household to help get her business off the ground.

"A week seems like a short amount of time to build a strong relationship, but the students from Saint Joseph's had something important and special, the best way to break down the barriers of language and the difference of culture," says Ramírez Raymundo, who met with the delegation. "They had the will, the desire to get out of their comfort zones and came ready to learn and experience the reality of others."

In addition to other University-led delegations and study abroad opportunities, Saint Joseph's annually sends representatives to the Ignatian Family Teach-In for Justice in Washington, D.C., and to the annual protest and vigil at the School of the Americas, now called the Western Hemisphere Institute for Security Cooperation, in Fort Benning, Georgia, where the soldiers who carried out the 1989 assassination were trained.

"There's no better way to start a career at a Jesuit university than by standing in the rose garden of the martyrs' home," says Stolz. "That's where we stand and what shapes a Jesuit education. It's a very high standard to match ourselves against, and that's a good thing."

This call to act remains for all Catholics, but especially on a Jesuit campus. Experiences like Saint Joseph's programming in El Salvador, which focus on reciprocal partnerships and personal transformation, try to answer that call.

As Ellacuría concluded to Santa Clara University in 1982, "How do you help us? ... Only open your human heart, your Christian heart, and ask yourselves the three questions Ignatius of Loyola put to himself as he stood in front of the crucified world: What have I done for Christ in this world? What am I doing now? And above all, what should I do?" ■

Katie Smith '15 is a freelance writer living in Philadelphia.



ALSO KNOWN AS

Neva Graham

DIRECTOR OF MAJOR GIFTS,
REPRESENTING KINNEY CENTER
FOR AUTISM EDUCATION
AND SUPPORT



For as long as Neva Graham can remember, horses have always been an integral part of her life.

“The earliest memory I have with a horse is when I was about five years old; but if you ask my dad, he’ll tell you I started riding at the age of two,” says Graham, director of major gifts for Saint Joseph’s Kinney Center for Autism Education and Support.

Over the years, her family helped bring horses to the lives of other people, through hosting birthday parties, trail riding sessions and rodeos on their family farm. But in high school, her father suggested hosting a new activity — therapeutic riding to help children with special health care needs.

Graham, her father and a handful of certified volunteers partnered with Special Olympics to offer this activity to select children. The partnership focuses on children from five to 21 years of age and grew from once a year to twice a year, and occasionally involves private lessons.

Therapeutic riding helps improve motor skills, teach responsibilities and instills confidence in the young participants. The lessons include basic riding groundwork, brushing the horses, learning how to dismount from the saddle, riding the trails and giving the horses treats at the end, which is many participants’ favorite part.

“The emotional benefits are an essential of this experience,” says Graham. “The horses and activities we do together help the children feel comfortable, confident and able.”

She explains how the horses have exceptional temperament with

the participants and their natural labor of love is a key element of the therapeutic process.

“Our horses have the beautiful ability to be in tune with our clients,” she says. “It’s amazing how they can change their personality to match the sensitivity needs of each individual child.”

Graham’s volunteer work in therapeutic riding also inspired her to start working in her role with the Kinney Center, whose mission is to improve the lives of individuals and families affected by autism and training compassionate autism professionals of tomorrow.

“It is a way for me to help those I provide therapeutic riding lessons to, and so many more, by helping a center that helps children and their families realize their dreams,” says Graham.

Therapeutic riding for Graham and her team is their way of giving back to the community and is not meant to be a business. But, Graham isn’t completely ruling out a retirement dream of turning this passion into a non-profit dedicated to helping others.

“Our horses have formed meaningful bonds with so many individuals and have allowed us to as well,” she says. “As long as I own horses, I plan to continue our services.” ■

Gabrielle Lacherza is public relations and communications specialist at Saint Joseph’s.

Illustration by Lisa Chicchi.

CALENDAR

UNLIMITED LEARNING

A key element of the Saint Joseph’s mission is our commitment to lifelong learning. It’s a value we impart to our students and alumni and it underlies the development of our graduate programs and non-credit offerings. It’s who we are.

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We’re excited to announce the recent launch of the Greater Philadelphia Alumni Chapter Book Club.

In this online community, alumni will have the opportunity to connect with one another to read and discuss books on a range of topics and user-submitted ideas.

There is no cost to participate – you just have to secure a copy of the book to enjoy. This book club is hosted by the Greater Philadelphia Alumni Chapter but is open to all SJU alumni. To learn more and register visit alumni.sju.edu.

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