

WILMU[®]



OUR NEW PRESIDENT

Dr. LaVerne T. Harmon

became the fourth President of Wilmington University on July 1, 2017. With more than two decades of experience at WilmU, she has hit the ground running.

Fall in New Castle



PHOTO BY PAUL PATTON

“On behalf of the board and the WilmU community, we congratulate Dr. Harmon.”

—Joseph J. Farnan Jr.



Our New President

WilmU Magazine generally starts with a letter from the University’s President. This issue is notably different, of course, because it is dedicated to introducing you to Dr. LaVerne T. Harmon, who was unanimously approved by the Board of Trustees to lead Wilmington University as its fourth President commencing July 1, 2017.

As you’ll read in the feature story, Dr. Harmon joined what was then Wilmington College in 1989, and has since held multiple positions even while earning undergraduate and graduate degrees from Wilmington University, as well as a Doctorate in Higher Education Administration from the University of Pennsylvania. She has played key roles in the administration of Wilmington University over the years, involving internal operations, strategic planning and student relations. Her emotional intelligence and experience made her an excellent candidate for the presidency, and the board has complete confidence in the extraordinary skills she brings to the office, the board and the University community. We all look forward to her successful tenure.

In addition to the cover story, I hope you’ll enjoy reading the other stories in this issue, which include stories about WilmU alumni who are making a difference in the world through such organizations as Las Américas ASPIRA Academy, whose mission it is to empower the Latino community through advocacy and education, and the Delaware Military Academy, another notable educational institution.

On behalf of the board and the WilmU community, we congratulate Dr. Harmon. I hope you all enjoy reading her inspiring story and those of the other alumni. **WU**

Sincerely,

A handwritten signature in blue ink that reads "Joe Farnan".

Joseph J. Farnan Jr.

Chair, Wilmington University Board of Trustees

CONTENTS

page 26



FEATURES

COVER STORY

22 *Our New President*

Dr. LaVerne T. Harmon became the fourth President of Wilmington University on July 1, 2017. With more than two decades of experience at WilmU, she has hit the ground running.

by Maria Hess

26 *The Positive Impact of WilmU on Delawareans*

Each year, Wilmington University educates more Delaware residents than the other four-year, higher education institutions in the state *combined*. And there's more — much more.

by Virginia Gould

32 *Why Leaders Learn from History*

A virtual military staff ride creates meaningful lessons in leadership. Here's how.

by Greg Warren

COVER PHOTO by Paul Patton



6 SUSAN L. OREGG



44

COURTESY OF WILMU ATHLETICS

5 *Trending*

Hot topics in social media.
by Britney Gullede

6 *The News*

The latest news on WilmU's faculty, students and staff; plus Luminary

44 *Sports*

Men's lacrosse comes to WilmU, while its golf team seems unstoppable.
by Dan Lauletta

48 *Alumni*

Two iconic alums and their impressive institutions: alumnus Chuck Baldwin, who founded the Delaware Military Academy, and alumna Margie Lopez-Waite, who runs Las Américas ASPIRA Academy; plus News & Notes.
by Bob Yearick and Jake McCready

58 *Updates*

Interesting reports about equally interesting faculty, students, alumni and staff of Wilmington University; plus New at WilmU.

70 *Events*

See what's going on at various campus locations, and what the alumni department is cooking up. *Compiled by Britney Gullede*

36 *Building A Life Worth Living*

How my journey led to Wilmington University.
by Jason L. James Jr.





VIRGINIA GOULD

Virginia earned a bachelor’s in English with a concentration in business and technical writing from the University of Delaware. With more than 15 years of experience in business writing, Virginia works part-time as a marketing services assistant in WilmU’s University Relations department. In addition to creating vibrant, compelling copy to promote the university via marketing

materials and online content, she writes articles and advertorials that focus on education-related topics and highlight the unique benefits of Wilmington University. Her work has recently been featured in The News Journal and Out & About Magazine. The editors of WilmU Magazine work closely with the University Relations team, and Virginia writes the “Did You Know?” column for each issue. In addition, Virginia contributes “The Positive Impact of WilmU on Delawareans,” which explores the many ways Wilmington University serves the region.



DR. JASON L. JAMES JR.

Jason is a new, full-time faculty member in Wilmington University’s College of Business. He also serves as an Ed.D. field experience advisor and a D.B.A. and Ed.D. dissertation advisor. Jason previously served as a vice president at PNC (now BNY Mellon) and a project manager at the Keane Organization, a risk management firm. He was a financial services group leader for

Reliance Standard Life Insurance, and, at MBNA, held various roles in customer satisfaction, technology and financial operations. During his free time, Jason serves as a mentor and coach for M.E.R.I.T (Minority Engineering Regional Incentive Training), and participates in several other community reinvestment activities. He enjoys traveling and playing (and watching) tennis and baseball. Jason’s academic interests include research focused on organizational behavior, organization development, talent management and development, and organizational and workplace learning.



DR. GREG WARREN

In addition to serving as associate professor and chair of the graduate Administration of Justice and Homeland Security programs at WilmU, Greg is a 22-year veteran of the Delaware State Police. He is working on his latest book, “Take Us To The Top: The Fifty Steps To Success,” which focuses on individual performance that inspires organizational success. Greg holds a doctorate

in Vocational Education, an associate in Police Science, bachelor’s degrees in both Criminal Justice and Behavioral Science, and a master’s in Supervisory Management. At WilmU, he presents virtual military staff rides using the Battle of Gettysburg. As such, he offers “Why Leaders Learn from History,” which explores how those staff rides create for students meaningful lessons in leadership.



WILMINGTON UNIVERSITY™

President
DR. LAVERNE T. HARMON

Institutional Advancement
Vice President
DR. JACQUELINE VARSALONA

WilmU Magazine Staff
Editor-in-Chief/Senior Writer
DR. MARIA HESS

Digital Editorial Associate/Writer
BRITNEY GULLEDGE

Staff Writer/Proofreader
BOB YEARICK

University Photographer
SUSAN L. GREGG

University Photographer
PAUL PATTON

Writers

DAVID BERNARD JAKE MCCREADY
LAUREN HAAS DR. RUTH NORMAN
DAN LAULETTA LORI SITLER
DR. JASON L. JAMES JR. DR. GREG WARREN

Photographer
RON DUBICK

Have a question or comment?

Contact Dr. Maria Hess
maria.f.hess@wilmu.edu

Want an event listed?

Contact Britney Gulledge
britney.j.gulledge@wilmu.edu

Like us on Facebook:
www.facebook.com/
WilmingtonUniversity/

Follow us on Twitter:
@thewilmu

WilmU magazine is designed and published by:
Today Media Custom Communications

3301 Lancaster Pike, Ste. 5C
Wilmington, DE 19805
800-466-8721
www.todaymediacustom.com

Chairman ROBERT F. MARTINELLI
President JONATHAN WITTY
Creative Director RANDY CLARK
Project Manager JULIE LANG

WilmU Magazine is produced in-house for Wilmington University students, alumni, staff, faculty, friends and its Board of Trustees. It is published and distributed three times a year and has a circulation of more than 58,000. Personal views expressed in articles do not necessarily reflect the official policies of Wilmington University.

by Britney Gulledge

#TRENDING



PAUL PATTON

1. Regional Clinical Studies Chair **DR. MICHAEL CURRY** was named in Delaware Business Times' "Top 40 Under 40" list, for making a difference using intelligence, initiative and innovation Curry was the only educator to make the list.



COURTESY OF MICHAEL CURRY

2. After securing one the best careers in WilmU men's basketball history, **TYAIRE PONZO-MEEK** signed a contract to play for Germany's pro Ascherleben team.

Academic Digest

3. Introducing the **WILMU ACADEMIC DIGEST!** Now you can read *more* college-specific stories online — and they're updated often. Visit <http://blog.wilmu.edu/magazine/academic-digest/>.

4. Computer Network Security student **ALEX REUBEN** snagged the highest individual score at the U.S. Cyber Challenge in the "Capture The Flag" competition.



Read exclusive stories on our digital edition.



Don't forget to connect with Wilmington University on Facebook.



SUSAN L. GREGG

5. ECLIPSE MANIA! Hundreds swarmed the University Green to view the nation's first total solar eclipse in nearly a century. The colleges of Technology and Arts & Sciences, and Student Life partnered with a NASA Solar System Ambassador to provide protective glasses, telescopes and cameras.

THE NEWS

Student Wellness

As director of Student Health Services at Delaware State University, Wilmington University alumna

DR. MICHELLE FISHER had built a solid career based on her nursing expertise — including her MSN from WilmU. While she certainly could have rested on her laurels, Fisher had a vision that she could do more to support students and contribute to the DSU mission. But to achieve those goals, she would need additional leadership and business skills. Fortunately, WilmU's Doctor of Business Administration program provided a perfect avenue for expanding her skills while juggling demands of family and career.

She discovered that part of the richness of the DBA program was that it brought together managers with diverse backgrounds who shared varied insights. She also

found that she was able to integrate the instructional content with her specific interests in student wellness, enabling her to conduct her dissertation research on student participation and satisfaction with campus health programs. Dr. Fisher shared the findings of her research with the DSU Health Committee, which allowed her to fine-tune their offerings. For example, she found that student participation in health events is enhanced when the events are entertaining and leverage social media. There is no reason why wellness education has to be dull.

Clearly, Dr. Fisher's hard work in the DBA program provided the skills and confidence necessary to achieve those goals, as evidenced by her promotion to assistant vice president of Student Affairs at DSU. Despite her broader responsibilities, she remains

committed to promoting student wellness. She played a key role in a team that implemented a smoke-free campus. With this initiative, DBU became a leader among historically black colleges and universities in protecting students and employees from the dangers of smoking and secondhand smoke.

What are Dr. Fisher's takeaways from the DBA program? "Leaders need to be prepared for the unexpected," she says. "That's the world we live in. So we need to be constantly growing and innovating. Leaders need to become comfortable with being uncomfortable."

And, yes, both healthcare and higher education are industries that require business skills, though both require caring for students. Dr. Fisher will never lose sight of that. **WU**

—Ruth Norman



Dr. Michelle Fisher

Alum Pens Eighth Article for CPA Journal

DR. **CORY NG**, who received his doctorate from Wilmington University in 2015, recently had his eighth article published in the Pennsylvania CPA Journal.

The article, “Dynamic Decision Making through Data Visualization,” appeared in the Spring 2017 edition of the quarterly publication. In it, Dr. Ng focuses on how CPAs can add value to their organizations by leveraging the power of data analytics and visualization software to recognize trends, predict outcomes and test hypotheses. It also describes how data visualization facilitates communication and understanding of complex relationships.

An assistant professor and Undergraduate Program director in the Department of Accounting at Temple University, Dr. Ng says that in writing the article, he used as one of his references the textbook from the Business Intelligence course taught by Dr. John Sparco, assistant professor in the College of Business-Graduate at WilmU.

Dr. Ng, who became a full-time faculty member at Temple in January of 2016, received his Bachelor of Science in Economics from Georgia Institute of Technology and his Master of Science in Accounting from Drexel University.

He began contributing to the Pennsylvania CPA Journal in 2010, and has authored or co-authored articles on such disparate subjects as for-profit education, managing foreign currency risks, diversity and the CPA profession, and business opportunities in China. **WU**

RON DUBICK



ADJUNCT SEEKS TO EMPOWER WOMEN



ORLANDO CHECO

Rachel Piazza

“**H**e throws like a girl, “man-up,” “for the good of mankind” are expressions we see or hear almost every day – without giving them a second thought.

RACHEL PIAZZA does, and she would like to see them expunged from the language.

“They serve to devalue women,” says the adjunct instructor at Wilmington University’s College of Social and Behavioral Sciences. As a feminist self-defense instructor



Dr. Cory Ng

who follows the empowerment model developed by the National Women's Martial Arts Federation, she's working to change that. She has developed a feminist self-defense curriculum based on her 10 years of experience in Brazilian Jiu-Jitsu. The curriculum is unique in that it is aimed at more than simple physical self-defense.

In a recent article on ESPN.com, Piazza explained the course this way: "Following a three-pronged approach focused on the culture of violence, boundary setting, and concrete tools, this model is a stark contrast from traditional

self-defense, which is typically based on reacting to a situation, rather than that preventing or destabilizing it. Integral in these courses is the idea that violence against women often stems from unbalanced power dynamics. By teaching strategies like speaking with an assertive tone of voice, displaying confident body language, managing distance from the possible assailant and calling out inappropriate behavior, women can learn to interrupt escalating boundary violations."

She has taught the self-defense course at several venues, including

New York City, where she lives.

Piazza, who earned her master's in Women's & Gender Studies from Towson University, is co-founder of the organization Feminist Friends, and is a founding officer of the National Organization for Women's first virtual chapter, Young Feminists & Allies.

At WilmU, she was a TEDx speaker in 2015, and recently revised the Sociology of Sex & Gender (SOC 330) course. "It got a fantastic response," she says, "and I feel it was transformative for the students, who talked of forming a feminist club at the University." **WU**

Dr. Bishop Completes Term on Ethics Commission

D

R. JOHANNA BISHOP says her service on the New Castle County Ethics Commission, which ended in April, was “a great learning experience about how government works.” Dr. Bishop, associate professor and

director of Behavioral Science Programs at Wilmington University, served two three-year terms on the commission, the last three as chair.

Created in 1990, the commission is composed of seven county residents appointed by the County Executive and County Council to serve on a bipartisan basis (the current composition is four Democrats and three Republicans). Its mission, according to Dr. Bishop, is simple: “Keep government honest.”

The commission meets monthly, usually

in the county government headquarters on Reads Way in New Castle, but often at libraries in the county. Its responsibilities include reviewing annual financial statements from specified public officials — both elected and appointed — as well as from county employees. Proceedings are confidential, although there is a public component to each meeting.

Members are heavily vetted before being appointed to the commission and they are limited to two three-year terms, after which they must not serve on the commission for at least two years.

When she was sworn in for her second term on the commission, she said, “Serving my local government as a public citizen is especially meaningful to me because I came to this country as an immigrant. My father set the example, serving on local city council in Grandville, Michigan, and he always encouraged us to speak up and make our voices heard.” **WU**

PHOTO BY SUSAN L. GREGG

Doctoral Alum Published in Nursing Journal

DR. LARIDER RUFFIN, who earned his Doctor of Nursing Practice (DNP) from WilmU in 2016, was recently published in the Journal of the National Black Nurses Association (NBNA). His paper, *Health Coaching Strategy to Improve Glycemic Control in African-American*

Adults with Type 2 Diabetes: An Integrative Review,” appeared in the July issue of the journal.

An assistant professor of Nursing at Stockton University in Galloway Township, New Jersey, Dr. Ruffin says the study was “very near and dear” to his heart. “I truly believe



Dr. Larider Ruffin

COURTESY OF LARIDER RUFFIN



Dr. Johanna Bishop

that if we want to seriously address the diabetes global epidemic, we have to strategically approach glycemic control and acknowledge the fact that health coaching is among the most successful strategies to do so.”

A certified tobacco treatment

specialist, he also presented at the NBNA’s 2017 convention in Las Vegas on “Innovation in Smoking Cessation.”

Dr. Ruffin is the New Jersey State Nurses Association chairperson for Atlantic and Cape Counties. [WU](#)

The First CAS Online Master’s Degree

The College of Arts and Sciences is offering its first master’s degree, and it will be a fully online program. The master’s in Teaching of English to Speakers of Other Languages (TESOL) allows students from around the world to use their local contexts for teaching experience and to accommodate a variety of demands on their time.

“The field for Master of Science in TESOL face-to-face is fairly saturated,” says Matthew Wilson, assistant



professor and chair of First Year Experience and English as a Second Language. “So with our strong infrastructure for online learning, we thought this would be a market where we could be one of the pioneers.”

ESL Adjunct Faculty Coordinator Danielle Bergez says online is a good fit for this degree because there is a strong market for ESL instructors overseas. “When students come to the U.S., they do this program face-to-face,” she says, “but when it comes time to do their practice, they find they are practicing in a context unlike what they’ll be teaching in back home. They have to fit what they learned in their program into their local context. Being online, they learn all of the theory and background, and they can use a regional, local and relevant context in which to practice all of the theory, content and methodology.”

The 33-credit degree program provides the groundwork for students to pursue careers in a variety of fields, both in the U.S. and abroad. The courses make it possible for students with some language teaching experience and those new to the field to develop the knowledge and instructional skills needed to be successful English language instructors, tutors and administrators. [WU](#)

*Bryan Amoroso*

CompTIA and WilmU Partnership = Savings for Students

Finding your path almost never involves a straight line, but rather a series of twists, turns and challenges. Wilmington University student **BRYAN AMOROSO** knows that better than anyone.

"After spending some time at college as a young man," he says, "I decided what I was doing for an occupation wasn't taking me as far as I wanted to go."

After a lengthy career in Desktop Support that spanned the education,

private and financial sectors, Amoroso decided to become a full-time student.

"As a desktop support specialist for many years," he says, "I could see parts of my job becoming obsolete." So by specializing in computer and network security, he expects his chances of landing a well-paying job will be higher once he earns his bachelor's.

After some research, Amoroso chose to take Computer and Network Security classes at WilmU, hoping that with his degree from the accredited university

he'd land a great job in his home state of Delaware. He began working with College of Online and Experiential Learning Specialist Vin Favoroso to customize his degree path and discovered he could take a flexible schedule of courses that accommodated his busy lifestyle.

Amoroso learned that WilmU offers more than flexibility. It also recognizes the value of CompTIA certifications, and WilmU gives college credit to students who have completed these and other certifications.

Annual Symposium Targets Teaching with Technology

“Having already completed my A+ certification in 2000,” says Amoroso, “I was able to avoid taking a class, saving me time and money.” With help from WilmU’s colleges of Technology and Online and Experiential Learning, several CompTIA certifications have been evaluated and aligned to college credit, which helps students accelerate their degree paths. For students not yet certified, a course in the Computer and Network Security program prepares them to sit for the CompTIA A+ certification exam. Thanks to the partnership with CompTIA, WilmU students also are eligible to receive competitive discounts on CompTIA exam fees.

Aside from receiving the great news that his certification would save him time and money, Amoroso found the individualized student services at WilmU to be exceptional.

“Working with my advisors and finding the right classes made my second college experience much less overwhelming,” he says.

Coming back to school after 27 years, like Amoroso did, is no easy feat. Students like him benefit from the one-on-one attention for which WilmU’s faculty and staff are known. Amoroso made the Dean’s List in the spring of 2016.

The partnership between CompTIA and Wilmington University is helping students like Amoroso thrive in the technology field and has provided many with accelerated and more economically advantageous pathways to earning degrees. Amoroso estimates he saved at least \$1,000 by completing his A+ certification and transferring it into his WilmU degree program. In the end, saving students time and money is what the partnership is all about. **WU**

—Lauren Haas

It can be overwhelming to keep up with the latest and greatest technologies, especially in the teaching profession. That’s one reason why Wilmington University’s Teaching and Learning with Technology Symposium has been so successful.

Helmed by Instructional Technology Project Specialist **ADAM VOYTON**, the symposium is in its ninth year. Designed for faculty, instructional designers, LMS administrators, leaders in online learning, and educational technology specialists, next year’s conference is set for Monday, May 7, at the New Castle campus.

More than 120 people, including vendors and presenters, attended the 2017 conference. With a full day of workshops, panel discussions, expert testimonials and a keynote address, the conference included such topics as audience response systems, data-driven instruction, online examinations, mobile apps, presentation tools, gamification and scenario-based learning.

Says Voyton, who has been organizing the conference for the past eight years, “I think it’s a popular event because in the words of my manager, Mary Beth Youse, ‘the best teachers learn together.’”

The conference was started in 2010 by Assistant Vice President and Dean of the College of Online Experiential Learning **DR. SALLIE REISSMAN**, who has been a presenter every year. “It’s a unique event because we invite people external from WilmU,” she says. “It’s our goal that everyone attending will be inspired with many ways to incorporate new technologies into their teaching, techniques to engage students, and strategies to better utilize their intuition’s learning management system.” **WU**

For more information, visit wilmu.edu/edtech/tlt2017.aspx. **Save the date for the next conference: Monday, May 7, 2018, starting at 8:30 a.m., at the New Castle campus.**



Adam Voyton

ALEX GREENBLATT



Dr. Sallie Reissman

ALEX GREENBLATT

The Fight Against Human Trafficking

Juveniles are prime targets for traffickers, Family Court Commissioner **LORETTA YOUNG** told participants at the second annual Human Trafficking Symposium sponsored by Wilmington University in July. “They are inexperienced, naive, and trusting,” she said. “Their brains are still developing, but they seek independence.”

Young teaches Human Trafficking (SOC 404) and infuses her course with the real-life experiences of suspected victims of juvenile and adult sex trafficking on her court docket. She also draws her knowledge from her role as the Family Court’s representative on the Delaware Human Trafficking Council, where she chairs its Juvenile subcommittee.

Young is one of more than a dozen WilmU faculty who participated as workshop and discussion leaders at the symposium. Reflecting WilmU’s commitment to its scholarly practitioner model, these instructors bring real-world experience into

the classroom.

The keynote speaker was victim advocate and human trafficking survivor Holly Austin Smith. The author of the book, “Walking Prey: How America’s Youth Are Vulnerable to Sex Slavery,” Austin Smith discussed the dynamics of how, at 14, she was lured into child prostitution from her South Jersey suburban hometown.

DAN SALFAS, a school resource officer with the Delaware State Police, is in daily contact with teenagers. “As an SRO,” he says, “it’s important to understand human trafficking to be able to help possible juveniles involved in such a horrific crime.”

Resource officers can raise awareness of human trafficking and Salfas, who has taught Sociology courses at WilmU for the past seven years, also has incorporated information about the issue into his Introduction to Sociology (SOC 101) classes. “It’s a hot topic that directly involves many sociological perspectives reviewed in SOC 101,” he says.

KAREN SPRING, a licensed clinical social worker, has been teaching Sociology courses at WilmU for more than 10 years. In her workplace, she encounters women in a health care setting, screens them for safety concerns and refers them to community agencies.

“I work with medical providers to raise awareness of the signs of human trafficking and abusive situations,” says Spring, who teaches graduate courses for the Case Management certificate. “We address human trafficking specifically and look at it as both a global and domestic issue. We discuss interviewing techniques and assessments that professionals in the human services field can use.”

FRANK SABELLA, a detective with the Cumberland County (New Jersey) prosecutor’s office, is a long-standing liaison to the New Jersey Human Trafficking Task Force. He has conducted investigations into suspected human trafficking violations and does public outreach and education presentations on the

DID YOU KNOW?...

Fun facts compiled by University Relations

WILMU HAS A GROWING PRESENCE IN NEW JERSEY?

- There are 5 WilmU sites in NJ.
- 20 percent of WilmU students are Jersey residents.
- 4,000 Jersey residents attend WilmU
- Almost 1,300 WilmU Jersey students take 100 percent of their classes online



THE WILMU BOOKSTORE HAS NEW MERCHANDISE LINES? Check out its custom apparel. Add a design of your choice from logos, numbers or letters. Order online. The Bookstore ships to any address!



Frank Sabella and Karen Spring were members of a four-person panel at the Human Trafficking Symposium.

topic. Among the Sociology classes he teaches at WilmU’s New Jersey sites are courses that involve recognizing and investigating human trafficking. Sabella also teaches courses for the Child Advocacy Studies certificate and incorporates information about

human trafficking into his course on investigating child maltreatment.

“About half of the victims of human trafficking are children under 18 so it is important information to include in a class about child abuse,” says Sabella.

These instructors have their fingers on the pulse of the troubling issue of human trafficking and are helping to raise awareness with WilmU students. **WU**

—Lori Sitler

PHOTO BY SUSAN L. GREGG

CYBERSECURITYDEGREES.COM has named WilmU’s B.S. in Computer and Network Security to its 2017 list of “Best Online Bachelor’s Degrees in Cybersecurity”?

THE DEPERT LEARNING COMMONS in the Wilson Grad Center has a multimedia studio with Green Screen technology available to students, faculty and staff? Need to make a video for your course? Go to HCLD111D.YouCanBook.me to reserve studio time.

15 PERCENT OF THE EMPLOYEES working full-time for the University in 1987 are still proud WilmU employees 30 years later?

52 PERCENT OF WILMU UNDERGRADUATE STUDENTS take a portion of their coursework online? The highest corresponding proportion for any other Delaware higher education institution is 8 percent.

Never Miss a Class Again: Wilmington University is Streaming Classes in Real-Time

(This article originally appeared in a recent issue of eLearn Magazine, which is sponsored by Blackboard. It appears as written, and was not edited for WilmU Magazine style. Used with permission.)

Most people in industries around the world will tell you that video is the present and the future. Industries like advertising, journalism, entertainment, and even education are embracing the video format to completely transform their industries. Video has become so important because it stimulates all parts of the brain and allows for the person to feel like they were there to feel the experience as a whole. Video in learning is especially important because most people will need to learn by seeing and by listening.

RUSS LICHTERMAN is a former television production professional who never thought he would end up working in education when he first started his career. While working in broadcast TV production, he started teaching a course in film history as an adjunct at Wilmington University. He loved it so much that he got a master's degree in education while still working in television. In that master's program, he met an instructor who would later become the dean of the College of Online and Experiential Learning.

They eventually realized there was a need for someone to be dedicated to the multimedia and video aspect of online learning that was growing

exponentially. After nearly 15 years in broadcast television he came to the university full time to help grow video and multimedia in e-learning. Today, he realizes the importance of his job since there is increasing demand for video recorded classes, e-Learning support, and even requests to transmit live classes for students to attend remotely.

In January of 2017, there were two students who reached out to the university for help. They needed two more courses each in order to graduate. The problem was that they were in another city and could not attend the class. The University had to come out with a solution to offer synchronous learning via a digital option. They decided to build two video-enabled classrooms. Russ explains that there are low cost options to turn a classroom into a video-enabled environment that allows instructors to transmit the class to the students in real-time. Russ Lichterman suggests a few things to keep in mind when building a video-enabled classroom on a budget.

- Any institution has to remember that the students who are far away have paid the same amount of money as the students who are inside the classroom, and therefore deserve high quality video so that they do not miss anything.

- You have to choose what conferencing platform the institutions want to use and what will be the form of delivery to the students who are connected remotely. Wilmington University decided it would be best to use Blackboard Collaborate, something that they already had implemented.

- To equip the room, the institution has to think about how it will be filmed and about the audio to equip





Russ Lichterman

the room, the institution has to think about how it will be filmed and about the audio:

- The classroom needs to have interactive projectors or smart boards. The reason for this is that, realistically, the students who are away will be able to see the teacher and their gestures, but probably won't be able to read what is written on the board. Since Blackboard Collaborate has a whiteboard option, students who

are far away will have the text on their screens and the students in the class will see it like it was a normal whiteboard.

- For video recording, Wilmington University has a 1080p camera, which generally is used for security purposes, because it does not record anything. It just transmits the signal to an IT computer via USB, that way it can be rerouted to the Blackboard Collaborate platform.

The microphones are USB tracking microphones that work really well in a medium sized classroom because it tracks where the teacher is moving and turns on as the teacher moves around the classroom to always get the best sound. It is also important to implement speakers in the classroom. This way, the students who are far away can turn on their microphones via Blackboard Collaborate and participate if they have a question.

Russ is clear about having enough knowledge about the technology, the resources, and the streaming for it to be able to work. There are options of having an integration company install the software and the hardware, but those options are very expensive. The camera and microphone here come out to around \$1,000, including the means to get the video converted to a USB

interested in either going to the class on campus or attending remotely.

Though this is currently a small-scale pilot project, the live streaming classes added to the thousands of asynchronous e-learning classes offered by the university creates the potential for there to be a huge market. They do, however, want to keep several things in mind: not all classes are fit

they also use Kaltura for asynchronous participation and video discussion groups. Right now, Wilmington University has over 42,000 videos in their Kaltura library; faculty members and students create nearly all of the videos.

As Russ says, it's all about finding the tool that works. And for that reason, Wilmington University has started offering a certificate in E-Learning Design and Technology. Students learn how to handle the e-learning in various situations and environments and are prepared to utilize and assess what technology is best used and when. This shows that the students believe in the future of e-learning.

Russ says that as of right now, e-learning is still structured around traditional four year learning institutions, but we will start seeing a drastic change in the near future.

A change where degrees are not what is most important (like today), but that with a mixture of certain certificates, a person can make their degree unique and have the same equivalent of a master's degree. It no longer makes sense that a university tells different students that they all have to take the same classes. One size does not fit all, so why should education be the same if the students are so different?

It is clear that video is the future of e-learning because there are so many ways to do it and engage learners in a different and better way. Wilmington University, through a series of unexpected events, has found the future of their university through synchronous and asynchronous digital video options. [WU](#)

—Christina Gómez, *eLearn Magazine*

Wilmington University has started offering a certificate in E-Learning Design and Technology. Students learn how to handle the e-learning in various situations and environments.

signal. It's much more cost effective for most schools that are looking to build a video-enabled classroom for the first time.

Since the implementation of these two classrooms has been going on for less than a whole semester and it was something that had to be done quickly, it was good for them to be able to do it in an inexpensive way that was also agile. But now they are seeing the interest of project leaders and deans of other faculties about using these classrooms, and the classrooms are already booked for classes during the summer and fall terms.

He knows that this accidental opportunity of having video-enabled classrooms that can transmit classes in real-time is a possibility to create a whole new learning environment. Of the approximately 20,000 students that are currently studying at Wilmington University, there are about 8,000 that take at least one online course within the university. There are many students that may also be

for a digitally transmitted synchronous learning environment. This can be a burden for the teacher because they have to cater to two types of students (in person and virtual). Russ says that classes that are more black and white, such as calculus, work very well with the classroom studio method. In contrast, classes like sculpture or even a humanities lesson that might stir up a debate can be much harder; it all depends on how the teacher is willing to handle it. The second thing to keep in mind is that even asynchronous learning needs lots of video material, and he encourages teachers to make video announcements, stream videos, video discussion groups, and also teach students to make videos as well.

The educational technology and multimedia teams have also put a lot of effort into the asynchronous part of the e-learning using lots of tools that integrate really well with Blackboard Learn, such as Kaltura. They use Kaltura for live video streaming, but that is only for one-way interaction

96% of alumni would recommend WilmU to friends and family.



Have you told your friends and family
about Wilmington University's:

- Flexible schedules, convenient locations
- Seamless credit transfer, affordable tuition
- 100% online programs, real-world curriculum

Give your
friends this code
FRIENDS2017
to waive their
application fee.
Code expires 1/10/18

It's not too late to start in January! • wilmu.edu/StartNow
Tear and share this page.

Wonder Woman

There's something about **KATIE BURKE**, assistant to the vice president of External and International Affairs. Maybe it's her indomitable work ethic, or her unbreakable spirit, or her inability to say no to anyone who needs help. Whatever it is, she's known around campus as the ultimate Wilmington University ambassador.

Burke joined the WilmU family in August of 2016, and almost immediately, colleagues were talking about her energy and warmth.

Her supervisor, Dr. Peter Bailey, calls her "a pleasure to work with," adding that "her exceptional organizational skills make my job so much easier."

On Dr. Bailey's recent trip to Vietnam, a woman whom Burke worked with to coordinate his trip greeted him. "Once she saw my University paperwork," he says, "her whole demeanor changed. She couldn't wait to tell me what a pleasure it was to work with Katie."

As part of the External Affairs team, Burke nurtures meaningful connections at the University and in the community. She also coordinates the paperwork — and myriad other details — for about 150 University sponsorships a year. While it's not required, she attends many of those sponsorship events.

"I get to work closely with most of the sponsorship coordinators so we inevitably build relationships," says Burke. "I like to go out and support their events and represent the University."

Calling Burke a hands-on person is an understatement. Whether it's painting with clients at Easter Seals Delaware;

servicing food at the Ronald McDonald House; or networking at a Goodwill Inspiration Awards luncheon, she's all in.

Her attention to detail is so revered that Burke is often asked to help with special projects outside External Affairs — and that includes working with the University's Board of Trustees for commencement as well as serving on committees.

When Burke found WilmU, she knew she'd discovered a place she believed in, and that her new role would be meaningful and rewarding. She's convinced, however, that her jokes during her interview clinched the deal.

"It's true," says Dr. Bailey. "Katie was very funny. But we also saw in her a person who really cared about others. That, combined with her winning personality, made the entire interview committee realize that she'd be a fantastic member of the team."

Dr. Dana Santoro, WilmU's senior director of Institutional Research and Data Governance, says that "Katie immediately makes you feel comfortable when in her presence. Not only is she funny; she listens to every word you say and responds in such a thoughtful way."

Burke doesn't take herself too seriously. Perhaps that's one of her most likable traits.

"I'm told I get a little crazy with details," she says. "But good ol' Jack (referring to her father) always told me to do my best every day and to make at least one person smile a day."

She is, indeed, making people smile. **WU**

—Britney Gullede





*Katie Burke (center) with colleagues
Britney Gullede and Bevin Hileman*

Dr. LaVerne T. Harmon became the fourth President of Wilmington University on July 1, 2017.

With more than two decades of experience at WilmU, she has hit the ground running.

OUR NEW PRESIDENT

Dr. LaVerne Harmon could not have known the path that lay before her when she began her career at then Wilmington College in 1989. Nor could she have predicted the journey that would take her from assisting a president to becoming one.

Shortly after joining the staff, Dr. Harmon was awarded scholarships to earn her bachelor's and master's degrees from Wilmington College, which, like many of its students, she accomplished while working full-time. She attended classes for 10 consecutive years, which included her coursework at the University of Pennsylvania, where she earned an Ed.D. in Higher Education Administration.

"I was excited to complete my degrees at Wilmington and the coursework at Penn," she says. "But what mattered more to me was that my research at both Wilmington and Penn served Wilmington College."

More specifically, that it served its students. Many of the findings in her doctoral dissertation proved integral, and, in partnership with co-workers, suggestions for improvement were implemented.

Most are quick to praise Dr. Harmon for her compassionate nature, but it was hard work, discipline and ingenuity that propelled her upward trajectory. For much of her two-decade career, she remained behind-the-scenes — contentedly, quietly and purposefully focused on student success.

She has always embodied the concepts of servant leadership: empowering rather than mandating; collaborating rather than dictating; and communicating concisely. She inspires people to perform well, and perhaps more important, to *want* to perform well.



Dr. Harmon chats with students Milena Procope, Mohamed Mody Camara and Brett Lamers.

The only African-American woman ever to become a college or university president in the state of Delaware, she leads in an age when the percentage of women holding the top job at colleges and universities stands at about 30 percent nationally. She acknowledges humbly the responsibilities aligned with being a role model, not to mention the fourth President of one of the nation's fastest growing universities. But Dr. Harmon is far more driven to secure Wilmington University's place in the educational landscape than her own.

THE JOURNEY

If a process involved strategic planning, internal University operations or conceptualizing plans for future growth, Dr. Harmon was involved in it. As Executive Vice President, the role she held before becoming President, she worked closely with former University President Dr. Jack Varsalona.

"Dr. Harmon is an exceptional leader," says Dr. Varsalona. "She has the respect of students, faculty, staff and the board, and she earned that respect after 28 years of dedicated service to this University. She has the ability to understand the needs of everyone she comes in contact with and the desire and compassion to help them."

She plans to maintain WilmU's collegial atmosphere, which she believes encourages employees to share ideas, feel valued and thrive in an authentic learning environment.

"Both Dr. Varsalona and I are student-centered, which means students always come first," she says. "They were Dr. Varsalona's top priority, and they will continue to be mine."

While her career has been focused principally on student success, Dr. Harmon has worked in several capacities. Via roles as assistant to the President, then in leadership positions in human resources, marketing,

recruiting, admissions, student affairs and alumni relations, she managed multiple functions and led the implementation of critical changes that positively affected students as well as operations.

"I have been fortunate to work in several areas," says Dr. Harmon. "But I've always had the advantage of working with dedicated people who are just as passionate about serving students and the University as I am. Success, to me, is always the product of teamwork and mutual respect."

Dr. Harmon's doctoral dissertation formed the genesis of demographic analysis of the student population at Wilmington College that would eventually become customary in future years, exploring student satisfaction and whether their needs were met. Her research identified and validated the college's many strengths, as well as offerings that could be added or enhanced.

Working alongside colleagues — for whom Dr. Harmon gives much of the credit — she led numerous programs and initiatives and was a key player in developing WilmU's strategic initiatives and institutional priorities. She led the implementation of the University's Leadership Institute, a program that develops leadership skills, and established the offices of Student Affairs and Disabilities. (The Office of Disability Services was recognized as its own entity in 2012 but is still a component of the Student Affairs department). She additionally guided complex negotiations that advanced WilmU's athletics from NAIA to NCAA Division II.

Her accolades are many, including the American Council on Education Leadership Award, the National Association of University Women Educator of the Year Award, the Community Service Award, the Markevic A. Johnson Scholarship Foundation Woman of Distinction

Award, and the Phi Delta Kappa Educator of the Year Award. She serves on the boards of United Way of Delaware, The Grand Opera House, Boys & Girls Clubs of Delaware, and Wilmington Leaders Alliance.

In addition, Dr. Harmon was instrumental in establishing the Delaware American Council on Education (ACE) Women's Network and was a member and Paul Harris Fellow of Rotary International. She has mentored for several groups and was an adjunct instructor for WilmU's College of Social and Behavioral Sciences.

THE PIONEER

According to TIAA Institute's 2017 American College President Study, the percentage of female presidents at colleges and universities was 30 percent in 2016, up only four percentage points from 2011. The percentage of college presidents who were minorities also increased by four percentage points, from 13 percent in 2011 to 17 percent in 2016. WilmU currently serves more than 20,000 students: 63 percent female and 37 percent male — not unusual, given national statistics. According to the Digest of Education Statistics, female college students outnumber their male counterparts nationwide — and have for decades.

Dr. Harmon believes that all employees and students, regardless of ethnicity, age, gender or economic status, can discover their potential. She has been immersed in professional development herself and overcame formidable obstacles.

"She was an adult learner with a full-time job — just like the majority of our students," says Dr. Jack Varsalona. "She is now a brilliant administrator who leads with both knowledge and passion for the University's mission."

As Dr. Varsalona was nearing retirement, he instituted a mentoring



Dr. Harmon greets student Eduardo Jose Yepes.

and evaluation program for senior administrators to aid the Board of Trustees in evaluating potential candidates to succeed him as President, says Board Chair Joseph J. Farnan Jr. “The board followed the process very closely, and it soon became apparent to us and the entire University community that Dr. Harmon’s experience, demonstrated executive abilities and personal attributes made her the perfect choice to succeed Jack.”

Those attributes included her ability to inspire employees and students to work to the best of their abilities, and her belief in placing significant value on positive interactions and communicative relationships.

“I want people to love their jobs,” says Dr. Harmon. “We’re all here to serve students, but we have to believe in what we do. Our employees have always been dedicated to providing the best possible experience for our students, and we have alumni all over

the world who speak highly of their time with us.”

Her goal is to honor Wilmington University’s mission of offering quality education to all who seek it. She also plans to keep student debt low (WilmU students have 60 percent less student loan debt than the U.S. average) and support scholarship opportunities. Ultimately, Dr. Harmon wants WilmU’s scholars to be open to all possibilities.

“I also plan to support our staff in their efforts to build corporate and academic partnerships, as well as ensure sustainable enrollment growth,” she says. “Everyone deserves an excellent education, and we will continue to provide convenient, affordable and relevant career-oriented programs.”

From her time as vice president of Student Affairs through her current position, says Dr. Varsalona, “Dr. Harmon has shown that she understands what is going on throughout the University. She is a futurist and a born

leader, and that will come in handy in the University’s future.”

She also understands that her education at WilmU gave her a chance for a new beginning and a new life. “I want that for every student,” she says.

“Dr. Harmon will be successful as President of Wilmington University because she is an extraordinarily talented executive who truly cares about the well-being of all the constituencies of the University community: the students, faculty, staff and administrators,” says Mr. Farnan. “On a personal note, she defines what a good person and a good friend are in every respect.”

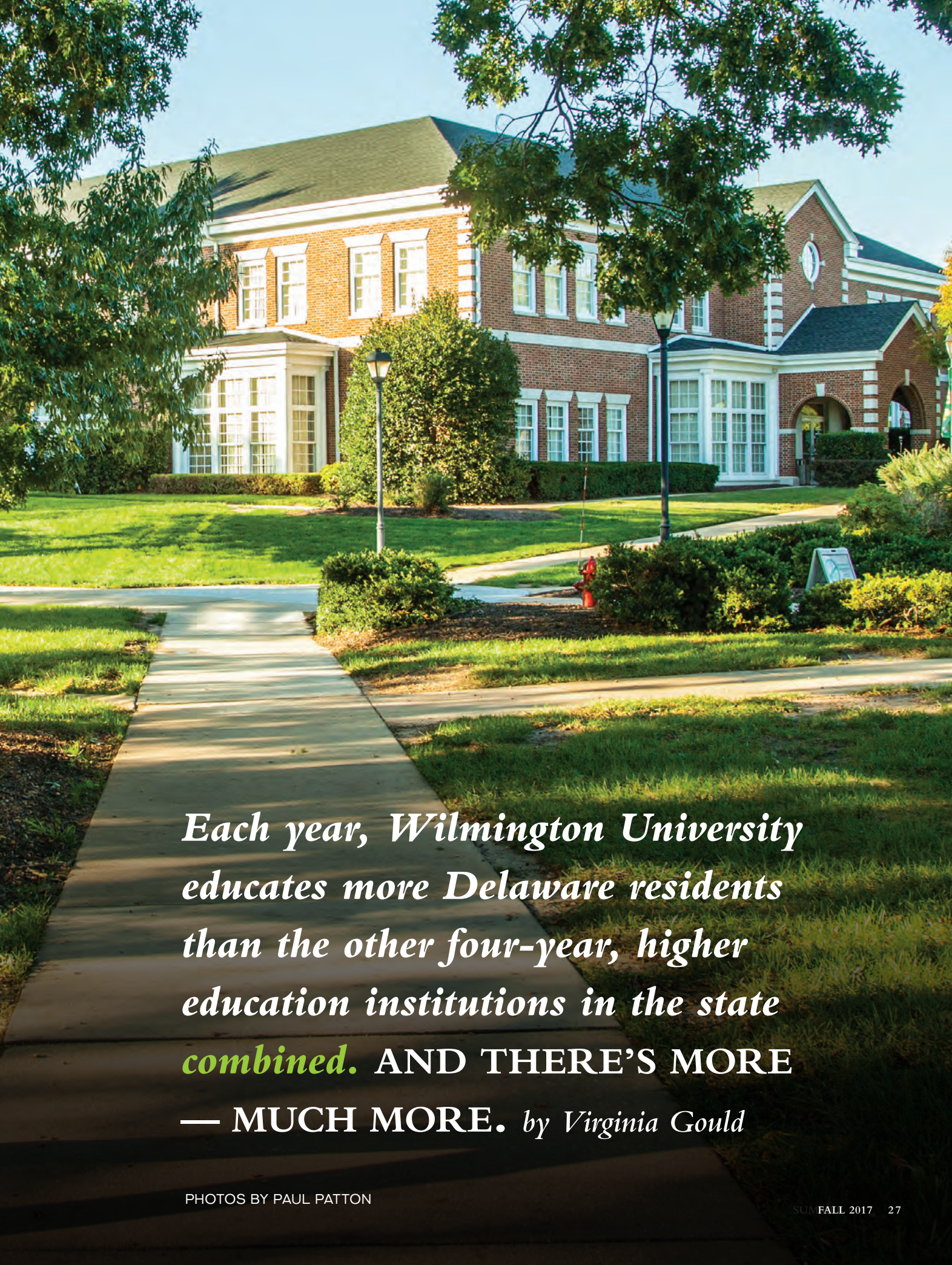
The feeling is mutual for Dr. Harmon, who calls Mr. Farnan “a man of integrity and fairness.” Among her other role models are Mr. Irénée du Pont Jr., the board’s former chair and longtime board member, as well as Dr. Varsalona and former WilmU President Dr. Audrey Doberstein. Her first and most important mentor was her mother, Mrs. Laura Thomas. “She taught me to respect myself and others,” says Dr. Harmon. “She also taught me empathy and generosity, particularly for those less fortunate, and she always believed in the value of education.”

Dr. Harmon is humbled by the opportunity to serve as Wilmington University’s fourth President, yet she embraces her role with confidence. Success, to her, is achieved through shared values and shared vision. To paraphrase leadership theorist Peter Senge, a learning organization encourages learning throughout all levels of an organization so it can adapt and transform itself to function effectively in a complex world. One person does not impose a shared vision. It’s derived from people with common interests and a sense of shared purpose.

Dr. Harmon hopes to inspire such a vision, because, as she says, “every student will benefit from it.” **WU**

The Positive Impact of WilmU on Delawareans





*Each year, Wilmington University educates more Delaware residents than the other four-year, higher education institutions in the state **combined.** AND THERE'S MORE — MUCH MORE. by Virginia Gould*



“Education shouldn’t be a one-time deal. We should continue to learn throughout our lives. Wilmington University makes that possible.” —U.S. Senator Tom Carper

Next year, Wilmington University will celebrate its 50th anniversary. This past summer, the University’s change in leadership saw the rise of Delaware’s first female African-American University president. Soon, WilmU will open a new Brandywine location, its seventh

site in the state of Delaware.

The institution’s steady rate of growth hit full speed in the last decade. That success is great for the University and the 1,600 Delawareans it employs. But a hard look at the numbers — from enrollment to alumni employment rates — reveals that WilmU’s success also has a positive and far-reaching impact on

the state of Delaware and its residents.

“I see Wilmington University’s success as a result of intimately understanding the needs of our unique student body and being tirelessly committed to meeting those needs through everything we do,” says Senior Vice President and Chief Operating Officer Dr. Erin DiMarco.



accessible and affordable to all who seek it. While more than 21,000 students attend the University to broaden their minds, increase their real-world skills and improve their earning potential, the vast majority fall under the heading of “nontraditional” students. According to The National Center for Education, nontraditional students meet one of seven characteristics: they have delayed enrollment into post-secondary education; attend college part-time; work full-time; are financially independent for financial aid purposes; have dependents other than a spouse; are single parents; or do not have high school diplomas (WilmU offers early college credit and dual enrollment programs for high school students). These students have needs that are decidedly different from those of traditional college students, and WilmU seeks to serve them through an open-admissions policy, coupled with unrivaled flexibility and affordability.

WilmU’s admissions policy keeps the door open to any students who are serious about changing their lives and improving their communities through higher education. Admission is guaranteed for most WilmU programs, and standardized test scores such as SAT, GRE or GMAT, are not required—a testament to the University’s forward-facing gaze. The focus is on students’ boundless potential and future successes.

At a time when national student loan debt has hit an all-time high of \$1.11 trillion, affordability is a key concern for adult learners, and WilmU proves that a private university education does not have to carry a burdensome price tag.

In a comparison of 24 regional four-year, private, nonprofit uni-

versities, WilmU is the most affordable at both the undergraduate and graduate level. In fact, WilmU’s undergraduate tuition is four times lower than its average regional competitor’s (per 12-credit semester). This makes it no surprise that WilmU graduates leave school on substantially better financial footing than many of their private university peers. Many graduate from WilmU with no student debt, and those who do average only \$15,000 — 60 percent less than the national average — a considerable advantage in the current economic climate.

According to U.S. Senator Tom Carper, “Education shouldn’t be a one-time deal. We should continue to learn throughout our lives. Wilmington University makes that possible.”

Working adults require the flexibility of evening, weekend and online classes. By providing these options, as well as more than 150 career-oriented degree and certificate programs that can be completed in the classroom or 100 percent online, WilmU makes it possible for its students to advance in their careers while maintaining full-time employment. For them, higher education doesn’t mean losing their full-time salaries.

Serving a Unique Student Base



Each year, Wilmington University educates more Delaware residents than the other four-year, higher education institutions in the state *combined*.

The WilmU mission revolves around making higher education

Educating Delawareans, Improving Delaware Lives



More than 27,500 Delaware residents hold degrees from Wilmington University. Four out of five WilmU undergrads are Delaware residents, and in recent years, the University has generated 60 percent of the master’s-level degrees earned in the state.

WilmU graduates permeate the First State, and are hired by top local employers, including Bank of America,



The benefits of a WilmU degree don't stop with the degree holder. WilmU degrees directly improve the lives of Delawareans — from our youth in school, to our vulnerable ill, to our citizens in need of assistance or protection, and beyond.

JP Morgan Chase, Dover Air Force Base, AstraZeneca and the State of Delaware, to name a few.

Chances are you live or work beside a WilmU graduate. Chances are the teacher educating your child or the nurse caring for your loved one is a WilmU grad.

In fact, 56 percent of Delaware elementary school teachers hold WilmU degrees and 91 percent of K-12 school leaders in Delaware schools have attended Wilmington University. Now known as “Delaware’s Teaching College,” the WilmU College of Education has been the higher education choice of

eight of the last 10 Delaware Teachers of the Year, including the last six consecutive award winners.

Healthcare is another area where WilmU grads shine. More than 2,400 Delaware registered nurses hold a BSN, MSN or DNP degree from WilmU, and the University enjoys cooperative relationships with leading healthcare providers, including Christiana Care Health System, Nemours Children’s Health System, Bayhealth, and Beebe Healthcare. WilmU’s faculty and graduates are consistently among those recognized annually as Delaware’s Top Nurses.

In addition to offering acclaimed

education programs in business and technology, the University has a special dedication to degree programs related to careers in public service. Through degrees and certificates in Homeland Security, Criminal Justice, Family Counseling and Military Studies, among others, WilmU’s College of Social and Behavioral Sciences educates many of the state’s first responders and public servants, including police, fire, EMT and active-duty military. And the University was honored to facilitate the higher education of Delaware public safety professionals through previous four-year scholarship programs.



In short, the benefits of a WilmU degree don't stop with the degree holder. WilmU degrees directly improve the lives of Delawareans—from our youth in school, to our vulnerable ill, to our citizens in need of assistance or protection, and beyond.

Every Student Matters



It's interesting to note that 79 percent of Wilmington University students transfer credit from other institutions. In other words, they start on their education path elsewhere and then make the choice to continue their journeys at WilmU.

Students are drawn to the skills-centered approach and practitioner faculty, as well as the opportunity for internships and other work-integrated learning experiences at Delaware companies. WilmU keeps motivated students in the First State, and that infusion of talent is beneficial for all Delawareans.

Our leaders working in the nation's capital appreciate the role Wilmington University fills in Delaware's higher education landscape. "A number of folks who've served with me in county government and in the Senate, on my staff and in my community, are both graduates and adjunct faculty of Wilmington University," says Senator Chris Coons. "They have benefited from the way the University has made high quality education affordable and accessible for working adults."

While the University's leadership is gratified by the positive impact WilmU and its graduates have on our state, they know that broad-level success hinges upon their focused commitment to the singular success of each student.

As University President Dr. LaVerne T. Harmon states: "Every student matters. We take each of their journeys to heart. Affordable, quality education should be available to all who seek it, and we take that core value very seriously." **WU**

When 'Average' Is Not So Average

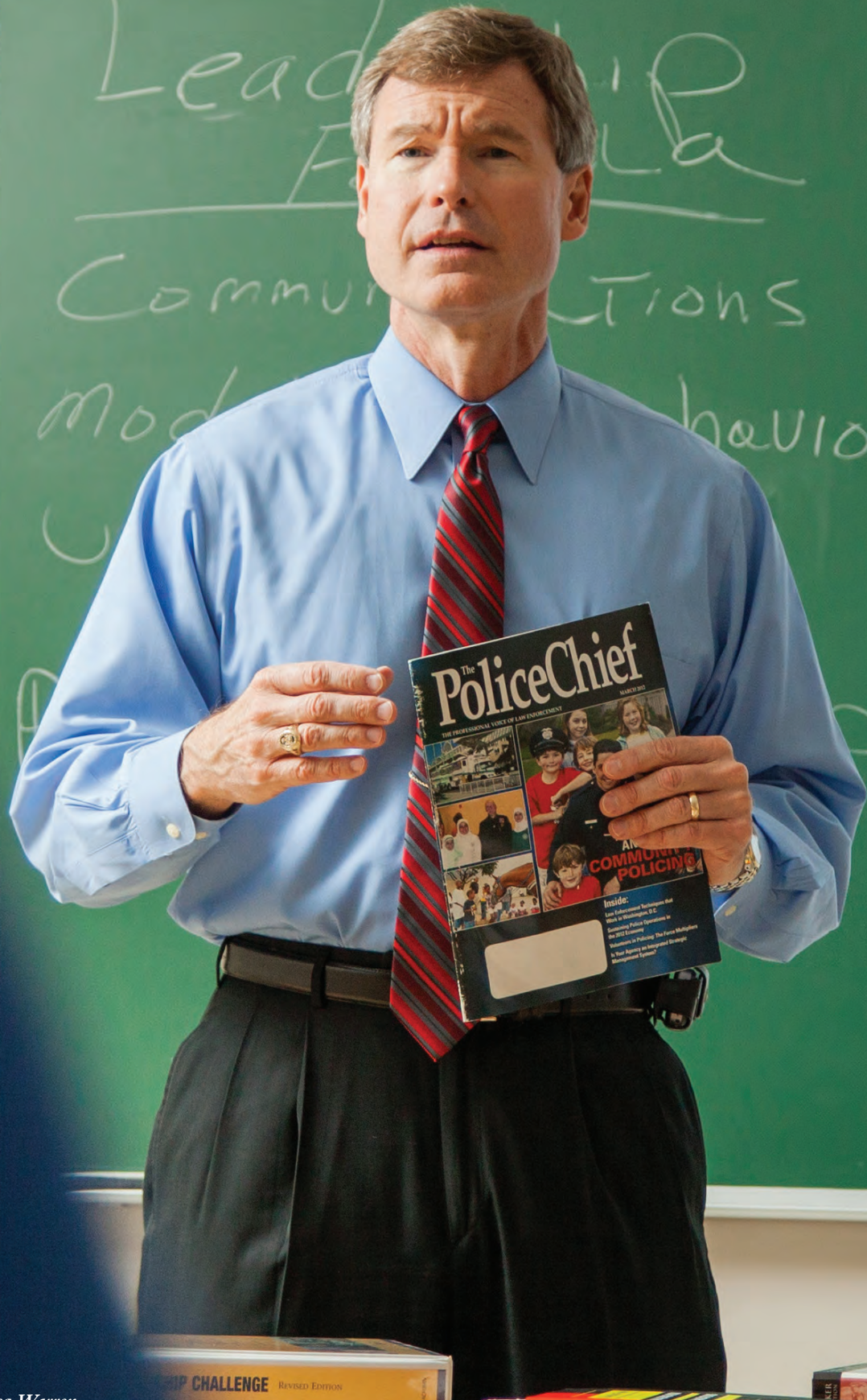


Wilmington University data reveal that the average WilmU student is a Delaware resident, over the age of 25, works full- or part-time and takes a portion of his or her classes online. It's likely that they came to WilmU with existing college credit, either in the form of a previous degree, prior college coursework, or work

experience that translated into academic credit. While taking classes, they are also working hard to balance family priorities and career obligations, which means that having a choice of course formats and schedule options is critical to their success.

WilmU's average student will complete a degree on time (within six years or less, as defined by national standards). Upon graduation, he or she will likely join the 78 percent of WilmU alumni who are enjoying full-time employment. The students will likely recommend WilmU to their friends and family, because 96 percent of their fellow graduates do.





Leadership
Communication
Model Behavior

The Police Chief
THE PROFESSIONAL VOICE OF LAW ENFORCEMENT
MARCH 2012
A NEW COMMUNITY POLICING
Inside:
Law Enforcement Operations that Work in Washington D.C.
Successful Police Operations in the 2012 Election
Washington is Training The Force Millions
in Their Training are Integrated to create
a Multi-Tasking System

Dr. Greg Warren

LEADERSHIP CHALLENGE REVISED EDITION

MANAGING RISK IN ORGANIZATIONS

A CONVERSATION WITH
PETER F. DRUCKER & PETER M. SEN
LEADING IN A TIME OF CHANGE

WHY LEADERS LEARN

T

he United States spends billions every year on leadership development training at every level, from in-house introductory courses and full-scale executive level leadership development initiatives to many undergraduate and graduate university degree programs. It's apparent that both effective leadership and supervisory management skills are required for success now, at a time when many organizations are experiencing increased demand for efficient execution of strategic plans.

So leaders are intent on recruiting the best workers who can accomplish objectives. Wilmington University has always been a leader in providing students with excellent learning methods, regardless of fields of study — and that includes leadership development.

If we agree with researchers, professional educators and practitioners that excellent leadership is critical, then the question becomes how to provide students the training and education they need. Traditional instructional strategies and methodologies utilized today in many leadership training programs and college classrooms across the country do not necessarily trigger either the student interest or desired learning outcomes that many of our current and future students and leaders need and deserve.

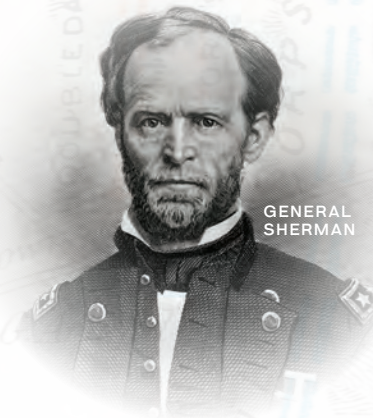
A virtual military staff ride creates meaningful lessons in leadership.

Here's how.

TRIGGERING THAT INTEREST – VIRTUALLY

WilmU's College of Social and Behavioral Sciences uses a virtual military staff ride of the Battle of Gettysburg as an educational tool for students. This simulation ties leadership development to real-life experiences, providing meaningful insights into operations and perceptions of leadership through vignettes and discussions.

Since the travel required for a typical on-site military staff ride could be time-consuming and expensive, an effective alternative is such a virtual presentation, which utilizes videos, maps, and print and audiovisual materials to place students in Gettysburg at its exact time in history. Detailed historic background is provided online for each participant, followed by review, discussion, and an in-depth study of the most critical decisions made by prominent



leaders during battle. Studying good and bad decisions during the Battle of Gettysburg, from both sides of this tide-changing Civil War conflict, helps to maintain the training programs' impartiality and objectiveness. Upon completion of this activity, students understand the importance of making effective decisions and the positive or adverse impact those decisions have on organizations, coworkers and professions.

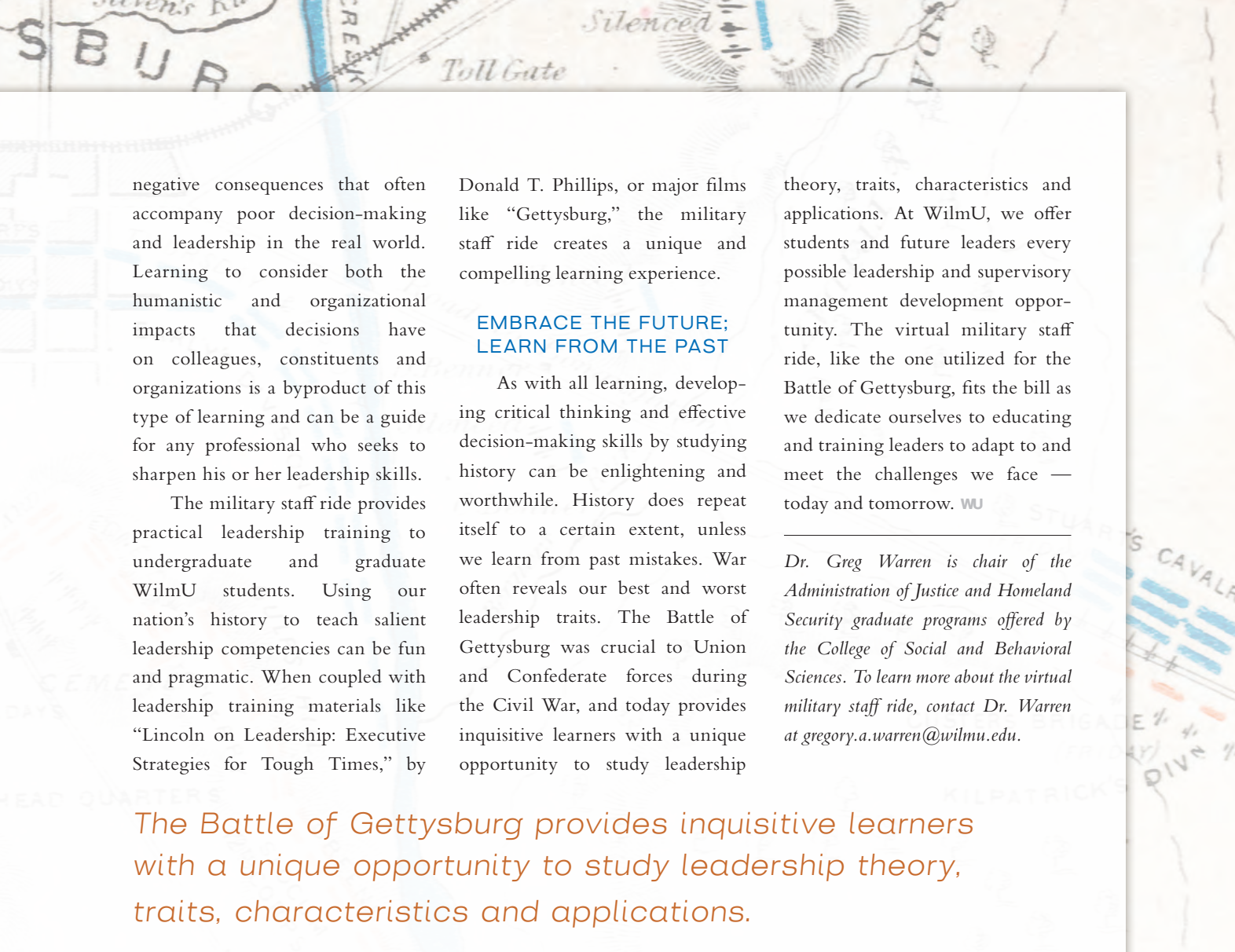
U.S. Army Gen. William Tecumseh Sherman recognized the need for this type of training in

the United States military in 1875, when he developed the staff ride concept for staff officers. Sherman did not have today's technologies at his disposal, of course, but his theories combined with a three-dimensional virtual ride provide students an advanced opportunity to study diverse principles of organizational behavior and leadership development through the study of the Battle of Gettysburg. This tool renders opportunities to study enhanced supervision techniques, as well as management and leadership development.

History provides inquisitive learners the chance to learn theories, concepts, principles and applications regarding the leadership in real-world situations. And WilmU excels at practical application. The lessons garnered from a virtual military staff ride come without the side effects or

Gettysburg, Pennsylvania





negative consequences that often accompany poor decision-making and leadership in the real world. Learning to consider both the humanistic and organizational impacts that decisions have on colleagues, constituents and organizations is a byproduct of this type of learning and can be a guide for any professional who seeks to sharpen his or her leadership skills.

The military staff ride provides practical leadership training to undergraduate and graduate WilmU students. Using our nation's history to teach salient leadership competencies can be fun and pragmatic. When coupled with leadership training materials like "Lincoln on Leadership: Executive Strategies for Tough Times," by

Donald T. Phillips, or major films like "Gettysburg," the military staff ride creates a unique and compelling learning experience.

EMBRACE THE FUTURE; LEARN FROM THE PAST

As with all learning, developing critical thinking and effective decision-making skills by studying history can be enlightening and worthwhile. History does repeat itself to a certain extent, unless we learn from past mistakes. War often reveals our best and worst leadership traits. The Battle of Gettysburg was crucial to Union and Confederate forces during the Civil War, and today provides inquisitive learners with a unique opportunity to study leadership

theory, traits, characteristics and applications. At WilmU, we offer students and future leaders every possible leadership and supervisory management development opportunity. The virtual military staff ride, like the one utilized for the Battle of Gettysburg, fits the bill as we dedicate ourselves to educating and training leaders to adapt to and meet the challenges we face — today and tomorrow. **WU**

Dr. Greg Warren is chair of the Administration of Justice and Homeland Security graduate programs offered by the College of Social and Behavioral Sciences. To learn more about the virtual military staff ride, contact Dr. Warren at gregory.a.warren@wilmu.edu.

The Battle of Gettysburg provides inquisitive learners with a unique opportunity to study leadership theory, traits, characteristics and applications.



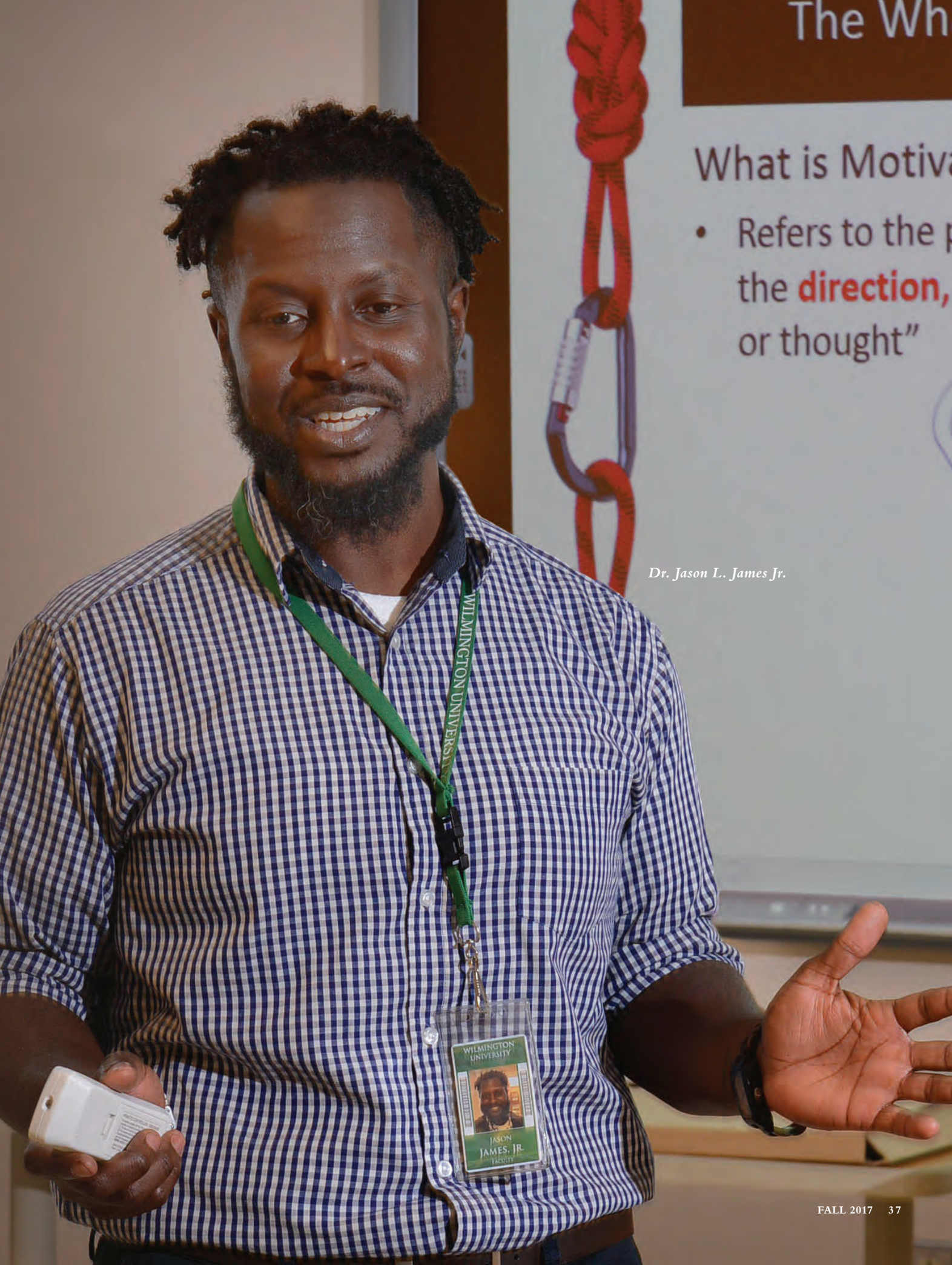
How my journey led to
Wilmington University.



| BY JASON L. JAMES JR. |



BUILDING A LIFE WORTH LIVING



The Wh

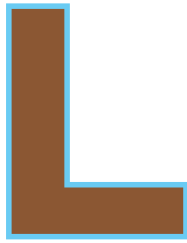
What is Motiv

- Refers to the p the **direction**, or thought''

Dr. Jason L. James Jr.



Dr. James grades papers for one of his many courses.



Life is rife with opportunities. If we listen hard enough to the voices around us, we can learn more about ourselves. We can change. Being able to recognize that you're not the person you want to be and knowing you can be better is powerful, and it's a realization that can move a person to action.

In January of 2016, I took stock of my assets and initiatives with plans to downsize — then right-size — my life. I wasn't as cognitively, physically or emotionally agile as I wanted to be, nor was I satisfied with my reactions to adverse situations. I had some internal struggles, wondering if I was doing the right things at the right times.

On Jan. 2, 2016, I went to sleep with the weight of the world on my shoulders. I knew I needed to make a shift. To gain clarity, I found it necessary to move away from several toxic people, places and things. This "moving away" process helped me form a different mindset, where I wanted to live more simply. I wanted to concentrate on the things that would help me sleep in peace and wake in joy, and focus on the things that gave me real energy and purpose.

I continued with my lifelong learning initiatives, gaining experience in industry and academia. I made a major career change and connected with the right people. I dropped 55 pounds through hard work and dedication, though the initial weight loss began in my mind and through my spirit. I had to be sure that the content coming across in my course was lining up with what I was showing our students who I was (and am) as a human being.

The Experience Behind Experiential Learning

I entered WilmU's doctoral program in August of 2010 and graduated with my Ed.D. in May of 2014. I began adjunct teaching two months later. When I started teaching Advanced Organizational Behavior (DBA 7200) at WilmU, I was given the opportunity to be critically reflective, and I used it to strategize ways to move forward with better personal and professional performance. I developed a strong exercise and eating routine, a solid schedule that included lots of time for reflection, and then forged more purposeful connections with the right people. I took several steps to build and maintain a life worth living.

While I had some idea of how the learning experience would change me, I had no concept of the many valuable ideas, skills, resources, connections and opportunities I would take with me. During those nearly four years, I grew, changed and became a better person. I became better informed of and developed skills to respond to organizational and community issues. I deepened my knowledge about how organizational and community issues intersected. I did all of this learning in the cohort model with some brilliant colleagues.

That colleague connection was instrumental to my success; however, the relationships I formed with my doctoral cohort inspired me because of a collaborative community experience I engaged in during the spring of 2017.

I did excel in my previous vocation in the financial services industry, getting promoted from senior associate to vice president. I also increased my community presence. But my doctoral program required me to demonstrate proficiency in the six organizational learning, leadership, and innovation learning standards, so to demonstrate this aptitude, I devoted more time to mentoring minority students in a program called Minority Engineering Regional Incentive Training Program (M.E.R.I.T.). Based in Seaford, Delaware. M.E.R.I.T. was (and is) under the direction of John Hollis, a respected teacher with four decades of experience. One of its goals is to support minority students in their STEAM (Science, Technology,



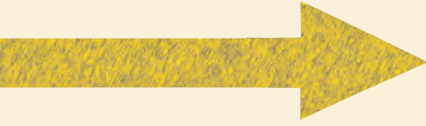
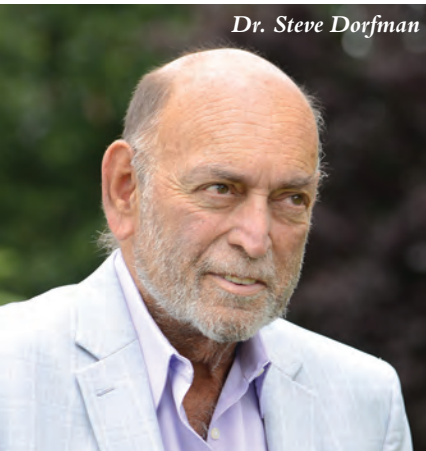
Dr. Kathy Kennedy-Ratajack



When I met with Dr. Kathy Kennedy-Ratajack, I was reminded of the power of bringing your whole self to work: bringing your gifts, talents, abilities, personality and skills.



Dr. Steve Dorfman



Steve and I began to realize the manifestation of a few things: the power of intention, nobility, good will and friendship; and the influence of a doctoral learning experience and cohort model.

Engineering, Arts, Mathematics) education so that they are well-equipped to meet the challenges of college and the workplace.

My younger brother and I had been students in this program, and the skills I developed helped me give back. Today, one of my goals is to support students during their undergrad experiences and guide them toward graduate education. The bonus is that I was able to use my experience with M.E.R.I.T. as a part of my internship requirements for my WilmU doctorate program. I was inspired to continue with my community work well after finishing those studies.

Gaining Industry Experience

I celebrate my corporate career. I had a fantastic, 17-year run at a global financial services firm and left the industry as a vice president and Learning and Performance senior consultant. The stops along that road included banking, finance, insurance, and risk and compliance. That industry prepared me for leading a classroom. After all, I did work in Human Resources for eight years where I was teaching and educating adults while helping them build professional and technical proficiencies.

Still, I felt I could make broader and more impactful contributions if I were fully operating in academia. After adjunct teaching for three years at WilmU, I knew my heart's desire was to pursue higher education full-time. My education and employment experiences at WilmU have been exciting and rewarding, and I've have been inspired to be a more fully-developed person and to use my attributes, skills and knowledge to promote goodness.

When I met with WilmU colleague Dr. Kathy Kennedy-Ratajack in July, I was reminded of the power of bringing your whole self to work: bringing your gifts, talents, abilities, personality and skills. My ability to do that has translated to an increased capacity of functioning better in my personal and civic life. I'm supported in building partnerships with my academic colleagues and the larger community.

As a member of the College of Business's Doctorate of Business Administration faculty, it is my responsibility to help students increase their critical thinking, analytical and writing skills. I see it as my responsibility, as much as possible, to encourage students to use their magnitude for the advancement of humanity.

WilmU's atmosphere is rich with opportunities to do great things — and to be supported while doing them. This University values our commitment to improving the communities around us. Dr. Robin Weinstein, chair of Human Resource Management Programs, inspires me to pay attention to the epidemic of homelessness. Dr. Nina Buchanan, our chair of Higher Education Leadership, inspires me to speak up against injustices. I hope all of our faculty feel empowered to inspire others to do great things for the University and our communities. I'm happy to work in an environment with others who do noble work.

I believe that service to others is one of the highest tenets of emotional intelligence. To be able to recognize a service opportunity, strategize, and be supported to engage in and see the positive impact to the human experience is a gift that needs no wrapping paper.

It's About Practical Application

I spent considerable time thinking about how my learning and work experiences changed me. They influenced me to imagine how I could make real investments in others' well-being. I was also keen to pay attention to the political climate in the U.S., and I found myself taking a hard stance against bigotry and intolerance, particularly when it came to people of certain religious and ethnic groups.

In 2016, I was also in the process of planning a trip to Egypt and Mexico — what a



Dr. James consults with a student.



Dr. Lynne L. Svenning



Dr. Rob W. Rescigno



Dr. Julie D. Lanzillo



Dr. Kathi Brown



I had the good fortune of having amazing mentors at the University guide my development.

coincidence! I purposefully immersed myself in the cultures and visited the lands of students we teach and colleagues with whom we work. My WilmU learning experience made me want to learn about and embrace cultures and people from all corners of the world. I used multicultural experiences and immersions as a means of combatting evil and promoting goodness.

In December of 2016, some of the graduates from Ed.D. Cohort 20 got together for a holiday celebration. It was then that I mentioned that I was in pursuit of taking up a noble initiative with my rental property. My cohort friend, Dr. Steve Dorfman, alerted me to the plans he was undertaking with Jewish Family Services (JFS) and the Jewish Community Center (JCC). Steve made me aware that he and his partners at JFS/ JCC were strategizing their refugee relocation program, which provides a refugee family an opportunity at a good life that they, perhaps, could not imagine. Refugees are trying to escape their countries because of war, disaster, persecution, and other forms of inhumane treatment.

The following May, Steve and I began to realize the power of intention, nobility, good will and friendship, as well as the influence of a doctoral learning experience and cohort model. Using several experts and material resources, a refugee family of four — a mother, father and two beautiful, young children — from Eritrea, Africa, moved into my Wilmington rental property on June 13, 2017. This was a dream come true, and I credit Steve for the incredible opportunity. Never would I have thought to dream of participating in this honorable social work. It still feels surreal.

We grasped the true meaning of a few WilmU Ed.D. learning standards when we collaborated with community members, mobilized community resources, cultivated productive community partnerships and acted to influence the larger political, social, economic, legal and cultural contexts.

The Right People; The Right Thing

I had the good fortune of having amazing mentors at the University who helped guide my development: Drs. Lynne L. Svenning, Rob W. Rescigno and Julie D. Lanzillo. These advisors and several others, like Dr. Kathi Brown, work hard every day at our University. I am but one person with a big heart and few resources, and I'm using all I have to influence positive change.

A few good people can pool their resources and passions to help increase the quality of human life. My hope is that others will be inspired to effect positive, social change. The world is full of opportunities. They are there for the taking. **WU**

Dr. Jason L. James Jr. is an assistant professor for WilmU's College of Business.



Dr. James hopes all faculty feel empowered to inspire others to do great things for the University and their communities.

SPORTS

Men's Lacrosse Comes to WilmU

Men's lacrosse at Wilmington University will finally become a reality starting this spring. Newly appointed Head Coach **CHRISTIAN ZWICKERT** has heard rumblings of collegiate lacrosse coming to New Castle ever since a conversation with former Director of Athletics **FRANK AIELLO** in 2005. The plan at that time was to get the women's lacrosse program off and running before following suit with a men's program.

Zwickert has been waiting for 12 years for the opportunity.

"Having an NCAA Division II program in Delaware gives guys an option to stay home and play competitive lacrosse, all while getting an affordable and outstanding education," Zwickert says. "A lot of Delaware kids just go to the University of Delaware and play club lacrosse just because it's the only option for lacrosse at a high level in the state. A lot of those student-athletes could come here and help us win a championship rather quickly."

Zwickert had his work cut out for him. Not only was he faced with starting a program from scratch, he also could not start recruiting student-athletes until February. And, since collegiate men's lacrosse has 10 players on the field, he needed 22 student-athletes in order to hold an intrasquad scrimmage.

But he managed. Using his connections with the Delaware Silverbacks club and calling multiple junior college coaches in the tri-state area, Zwickert brought in 27 student-athletes in a little more than four months of recruiting.

"Lacrosse is such a close-knit community," he says. "I received a lot of emails from coaches not only in the CACC (Central Atlantic Collegiate Conference), but across the East Region congratulating me and welcoming us to Division II. They knew the situation I was in and opened up their recruiting databases to give us a boost."

Zwickert also brought in five assistant coaches from a wide area — Delaware, Maryland, New Jersey and Pennsylvania. Three of them have graduate degrees from Wilmington University, which helps in recruiting.

"There are very limited opportunities for guys that just want to coach," Zwickert says of his assistants. "Bringing a program to WilmU provides that opportunity for guys that just love to coach and get their foot in the door in the local setting."

This fall will provide Zwickert and his staff ample time to teach and communicate the culture of Wilmington Athletics. With only one fall season before competitive games start, Zwickert wants to instill a tough, physical, and competitive ethic to lay the groundwork for years to come.

Looking to that future, Zwickert says he wants to recruit the right student-athlete — "which means ones that are willing to work hard, tend to their academics, are good with time management, have integrity to commitment. If we get those guys in the door, it's a real scenario that we could be a Top 10 program by the end of year five. It's not going to be easy. It's going to be a lot of hard work, but it's also going to be a lot of fun. I hope the community sees that and comes out to our games and gets behind us." **WU**

—Dan Lauletta



This fall will provide Zwickert and his staff ample time to teach and communicate the culture of Wilmington Athletics. . . . Zwickert wants to instill a tough, physical, and competitive ethic to lay the groundwork for years to come.





Coach Harry Jennings and Andreas Lunding during the 2015 CACC Championship

Wilmington Golf: Keeping it Rolling

It took six years to get the train out of the station, but now that Head Golf Coach **HARRY JENNINGS** has it rolling, it seems unstoppable.

Now in his 14th season at the helm of the Wildcats, Jennings has led his team to seven consecutive Central Atlantic Collegiate Conference Tournament Championships, and they were vying for their eighth as this issue went to press.

The Wildcats began their run after placing second in 2008 and again in 2010 before finally breaking through with their first Tournament Championship in 2011, ending Post University's string of five straight titles, which was then a conference record.

"We were so close in years prior," Jennings says. "There are only so many golfers in the tri-state area that we could go after. I knew I couldn't get the best golfers in this area because they wanted to go Division I (NCAA) or play in the South, so I had to change my scouting and look overseas."

The culmination of the international success shined through during the 2016 spring season. Playing in their fifth NCAA Division II National Tournament in the previous six seasons, Wilmington advanced farther in the National Championship than any team from the East Region in the history of the tournament.

The 2016 squad finished eighth in the country, falling to eventual NCAA Division II National Champions Saint Leo in the quarterfinals. That year's roster was an international mix, with student-athletes from Delaware, Maryland, New Jersey, Massachusetts, Germany, Scotland and Denmark. The top two Wildcat finishers at the National Championships

were **ANDREAS LUNDING** (Denmark) and **FREDDY BRAUN** (Germany).

"No one has been as far as we have [in the national tournament]," Jennings says, "but we are definitely not satisfied with just reaching the Top 8 in one season. The next step is to be consistent in reaching the Top 8 and moving on to play for a National Championship."

The only coach in the history of Wilmington's golf program, Jennings has won 41 tournaments. He has achieved that through outstanding recruiting and setting up regular season schedules that prepare his team for the postseason.

The Wildcats routinely boast one of the toughest regular season schedules, competing against many of the top teams in the country. This fall, they traveled to Florida for three tournaments, to California and to Hawaii. Five of the final eight teams at the 2017 National Championship were from Florida.

"Playing at these tournaments helps us two-fold," says Jennings. "First, we're playing head-to-head against some of the best players in the country, and even the world. Once the playoffs come around we can just focus on the course and our game, not who we're playing against. Second, it helps me recruit. The schedule allows me to bring in players that I normally wouldn't be able to because we're a northern team. Being able to play across the country helps bring in recruits I wouldn't otherwise be able to reach."

The 2017–2018 squad will look to maintain the momentum from the previous eight seasons. Meanwhile, Jennings has continued his international reach, extending his recruiting search into Canada.

—Dan Lauletta

"We're playing head-to-head against some of the best players in the country, and even the world."

—Harry Jennings

ALUMNI

The Making of a Leader: **CHUCK BALDWIN**

This alumnus learned the value of education in the Navy, then co-founded the Delaware Military Academy.

By **Bob Yearick**

There's nothing like love to make you understand the value of education. That's the lesson **CHUCK BALDWIN** took away from courting his wife — one of many lessons gleaned from a life that brought him success in the Navy, followed by a second and equally successful career as a school teacher, founder and administrator.

Baldwin was in the early stages of the quarter century he spent in the Navy when his duties took him to the island of Sardinia, Italy, to run recreational services at the base. There he met a young girl, Savatarica “Rica” Nieddu, who worked in the hotel where he was living.

Says Baldwin: “It was love at first sight.”

But there was one problem (well, actually, two): She didn't speak English and he didn't speak Italian.

“We would watch TV in the lobby, and I would try to learn Italian,” he says. “Within six months, I was fluent.”

He proposed — in Italian — and a traditional two-day wedding followed. Soon after, the newlyweds left for Baldwin's next assignment, at Great Lakes Naval Training Base in North Chicago, and embarked on 43 years

(and counting) of marriage.

Looking back, Baldwin says, “That's when I learned the importance of education.” He explains that he had taken Latin in high school, but didn't think he “had learned anything.”

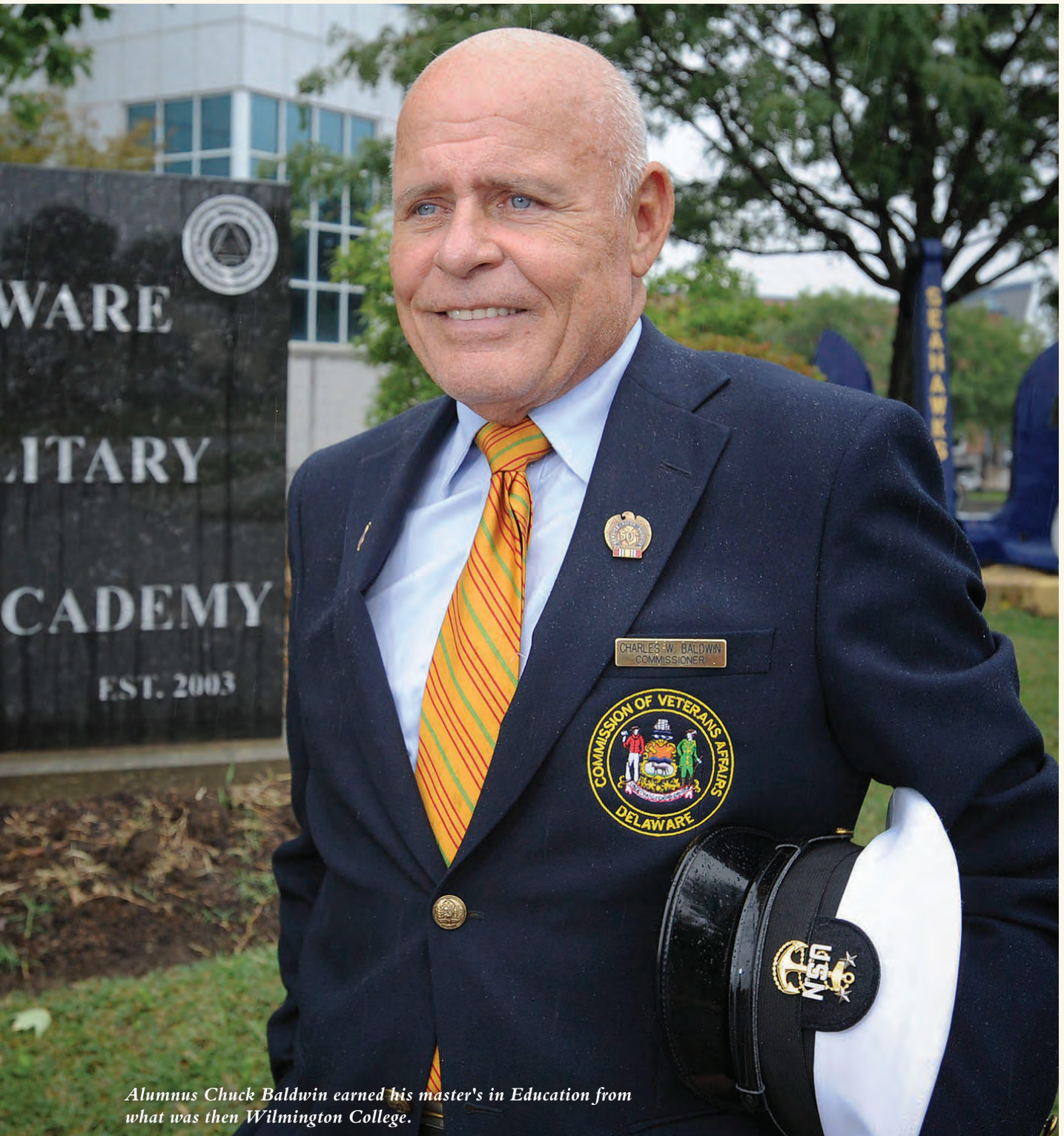
“But for some reason,” he says, “when I heard an Italian word, to me it sounded right.” He suspects that his grounding in Latin helped him learn his new bride's language, which is descended from Latin.

“To this day,” he says, “I still call a tree an *albero*.”

It was this new-found appreciation for learning that would eventually lead Baldwin to become an educator — a career he calls even more satisfying than his very successful 25 years in the Navy. What's more, he has captured the knowledge he gained from both those careers in his new book, “Carrier to Classroom,” which is aimed at military veterans, encouraging them to go into education.

Achieving success in two major endeavors is not something the young Charles W. Baldwin would have predicted for himself. Growing up in Kankakee, Illinois, one of Cyril and Gertrude Baldwin's three children, he





Alumnus Chuck Baldwin earned his master's in Education from what was then Wilmington College.

was an admittedly average student.

“In school, I was an extremely good follower and a fair Number 2 guy, but never the leader,” he writes in his book. “My skill at plausible deniability was acquired very young. Just spelling leadership was a challenge, let alone understanding all it entailed.”

His father had served in the Navy before World War II and in the Merchant Marine during the war. Chuck chose a similar path, leaving for Navy basic training after graduating from Kankakee’s Eastridge High School in 1968. He quickly adapted to the life of a sailor, and became that which he had not been in high school — a leader.

After basic training, he did a 13-month tour in Vietnam, where he helped train Vietnamese sailors. Somewhat to his surprise, he found that he had an ability to communicate with and teach young people.

“Maybe it’s because I never grew up,” says Baldwin, “but I developed a rapport with them and became excited each day to work as well as learn in their company.”

ENTER THE IKE

Other postings followed, including his fateful service in Italy, and another in 1988 to the Philadelphia Navy Yard, which led to his family (which, by then, included daughter Antonella and son William) moving to Delaware. He steadily climbed the ranks until he became a command master chief, the highest rank among Navy enlisted personnel.

He truly came into his own in 1990 when he was assigned to the nuclear-powered aircraft carrier USS Dwight D. Eisenhower — “The Ike” to the sailors who manned her.

As command master chief, Baldwin says, “I was the commanding officer’s senior enlisted advisor and represented the crew in all matters related to discipline, morale and training. All

3,200 enlisted troops were my direct responsibility.”

His three years aboard The Ike were perhaps the most enjoyable, meaningful and educational of all his Navy assignments. The ship, home base to 82 aircraft, went on several maneuvers, including six months in the Persian Gulf as part of Operation Desert Storm during the Iraq war. As a result of that duty, Baldwin received the Meritorious Service Medal in 1992, and he was honored as one of four finalists for the Navy’s top enlisted post of Master Chief of the Navy.

During his Ike years, he also developed many of the theories of leadership outlined in his book. The second chapter, for instance, is titled “Good Shoes,” which are necessary for “management by walking around.”

“MBWA is a tool that has been discussed and used in the corporate world for years,” writes Baldwin. “It means you must get up from your desk and be seen in order to gain knowledge of your business.”

He also developed MAP, an acronym for Moral, Academic and Physical — a program of personal development. It asks participants — whether sailors or students — to complete a daily task in each of those three areas. “Morally,” Baldwin writes in his book, “the task could be something as simple as taking out the trash, or as involved as a community service project. Academically, you may read a book or an article, view a documentary, attend a lecture. And physically, you can play catch, go for a run. Or, when a commercial comes on, instead of eating a Twinkie, do 10 pushups.” He calls it “mapping your day.”

Baldwin retired from the Navy in 1993 and almost immediately launched his second career — in education. “I loved it right away,” he says.

He became associate Naval Science instructor with the Seaford School

District in southern Delaware, where he established the first Navy Junior Reserve Officers Training Corps in the state. He followed that by creating a second unit, at the request of the Navy, at Christiana High School in New Castle County. His work there earned him the district’s Citizenship Award in 1997 and Teacher of the Year in 1998.

His Navy experience and rank allowed him to teach NJROTC without a college degree, but over the years he had taken courses from the Navy, at the University of Maryland and the University of Delaware, and in 1995 he received his bachelor’s degree in Sociology.

While he loved teaching, he had his own ideas about how to run a school, so with the thought of moving into administration, immediately after receiving his bachelor’s he enrolled in the master’s in Education program at what was then Wilmington College.

He got the degree in less than two years, thanks in part to an intense summer program in which he took four courses over a four-week period, attending classes for eight hours a day and doing eight hours of homework at night. “That was hell on earth,” he says.

But well worth it. “I got a quality education at Wilmington from outstanding instructors. And I know good instructors,” he adds. “I took courses at the Navy Senior Enlisted Academy (in Newport, Rhode Island) and the Navy has some of the best instructors around.”

Baldwin singles out the leadership class of Dr. James Nardoizzi, an adjunct at WilmU for 35 years who retired in 2011. “I still quote some of the things he told us,” says Baldwin.

Dr. Nardoizzi returns the compliment. Although it’s been nearly 20 years since he taught Baldwin, he remembers him well. “He was a great guy, interacting with everyone, and

he just exuded leadership. I'm not surprised at the success he's had. I've talked to several of his students, and they all speak highly of him."

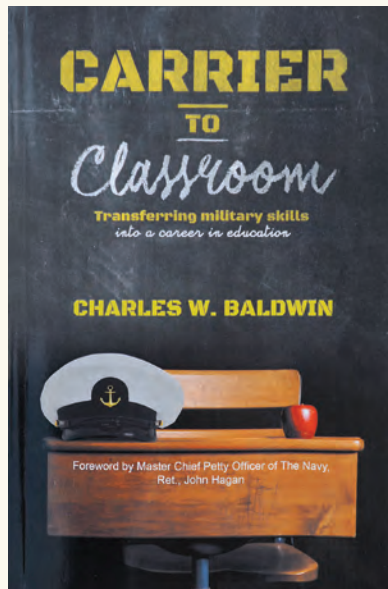
Dr. Robert Rescigno, dean of the College of Business, has worked on several charter school initiatives with Baldwin. "Chuck works hard, and he's very committed to public education and to students," says Dr. Rescigno. "He's always done the right thing for them."

The charter school phase of Baldwin's career began with the Delaware Military Academy, an idea hatched at a 2001 Fourth of July cookout at the home of Lt. Col. Jack Wintermantel, an Army friend of many years and close associate during Baldwin's tenure as a JROTC instructor. Baldwin had recently become principal of Kirk Middle School in Newark, Delaware, and he began talking to Wintermantel about his work.

DMC IS BORN

"We were both lamenting the state of education and the need for more JROTCs and military schools in general," Baldwin writes. "My concern with military schools was that they were so expensive to attend and most of the students were not military. A tuition-free charter military school open to young women and men who desire to attend based upon military interest would be a great idea."

Wintermantel agreed, and the two men began planning the school. Baldwin, who in addition to his duties at Kirk, was director of Logistics for the Delaware National Guard, resigned from both positions and devoted full-time to finding the land, the funding, faculty and students for the new school. The colonel joined him a few months later, and in the fall of 2003 they opened DMA as a public charter school with 300 cadets in grades 9 and 10, with plans to increase



With his ability to relate to young people, Baldwin was able to convey to the cadets the Navy values of honor, courage and commitment, which he adhered to in both his professional and personal life.

enrollment and add 11th and 12th grades in subsequent years.

Today, DMA is the largest NJROTC full-time program in the U.S. Navy, with an enrollment of 584 cadets in grades 9-12. There are more than 200 on the waiting list each year. Academically, it's in the top tier of Delaware public high schools.

As commandant of the school, Baldwin blossomed. He and the cadets shared a mutual respect and affection that's rare for administrators and student bodies. With his ability to relate to young people, he was able to convey to the cadets the Navy values of honor, courage and commitment, which he adhered to in both his

professional and personal life.

Parents were fans of the school too. In "Carrier to Classroom," Baldwin tells the story of the time a student tripped and put his elbow through the drywall. "Having no money to repair the hole," Baldwin writes, "I sent out a plea to my parents, asking if they knew anyone who could fix the wall for no cost. Within an hour, four contractors arrived to repair the damage. Gosh, I loved that school!"

Baldwin helped establish other JROTC units in Delaware, and today there are more than 750 young men and women in those units. For his efforts, he was awarded the Delaware Distinguished Service Medal.

He stayed at DMA until 2011, when he became principal of the Charter School of Wilmington. He retired from there two years later, and today he serves on several youth leadership programs and on the Delaware Commission of Veteran Affairs, representing Vietnam veterans.

He and Rita spend most of the year in their long-time home in the Wilmington suburbs and travel back to their second home in her native Sardinia during the summer. His ties to the Navy remain strong. Son-in-law Anthony Pullella is now commandant of DMA, and son William is a division commander at the Naval Recruit Training Center in Great Lakes.

Meanwhile, Baldwin has helped send 25 midshipmen to the Naval Academy, and he continues to mentor others who have expressed interest in the academy.

But sometimes he reminisces about his days as a teacher and administrator. "I miss the interaction with the students and faculty," he says, "and working in an environment where 'aha moments' are the order of the day." **WU**

To get a glimpse of some of those aha moments, get your copy of "Carrier to Classroom," available on Amazon.

THE EDUCATOR: Margie Lopez-Waite

This alumna is Head
of School at Américas
ASPIRA Academy

By Bob Yearick

“As long as I’m head of this school, there will be a dress code.”

MARGIE LOPEZ-WAITE’S naturally cheerful mien hardens a touch when she speaks those words. Her stance on uniforms evolved from painful childhood experiences that she shares with new students at Las Américas ASPIRA Academy (LAAA) in Newark. On the first day of school, she explains the dress code this way:

“When I was your age, having enough clothes and enough nice clothes to wear to school was a challenge, and so some people teased me. That made me self-conscious and affected my self-esteem. So I wanted to take that distraction away for you. I want you to wake up in the morning

and put on your uniform and not have to think about that. Everybody here walks into this school on the same level, no matter where you live, what kind of car your parents drive or where they work. That’s one less thing to distract you.”

She has found that the students at the six-year-old charter school quickly adapt to the rule. It’s softened by dress-down day each month, when students can pay \$1 each to wear casual clothes. “Dress-down is very popular,” says Lopez-Waite, “and we use the money to pay for field trips, purchase different items, host different events. It all goes back to them.”

She became head of school shortly after the LAAA charter was approved in April 2009, and now nearly everything

the Wilmington University alumna does — and not just during the school day — seems to be focused on those children. Which is only natural, to her way of thinking. “When someone is an educator, it’s not what you do, it’s what you are. You’re thinking about the school 24/7.”

Early in her own life, Lopez-Waite came to understand the value of education. She rose from a childhood of borderline poverty to earn the first college degree in her family, become a leader in Wilmington’s Latin community, and help hundreds of Latino, African-American, Caucasian and Asian-American youth embark on their own odysseys of achievement.

Her story began in Ellenville, New



Margie Lopez-Waite

York, where she was the third of four children born to hard-working Puerto Rican immigrants who had moved there from the Spanish Harlem section of New York City. Her father worked in a factory in Ellenville until cutbacks cost him his job. Unable to pay rent, the family was forced to pack up and make the long journey to Dover, Delaware, where her mother's sister and brother-in-law took them in.

"There were eight of them and six of us," says Lopez-Waite. "Fourteen people in a three-bedroom ranch. And there was one bathroom."

But it was a bonding experience. "We're cousins, but we consider each other brothers and sisters," she says.

She went to Caesar Rodney High School in nearby Camden and took

college prep courses. "I always loved education," she says.

She made the CR cheerleading squad, and during one basketball game against arch-rival Dover High, she noticed a member of the Dover team, Wally Waite. "I was cheering and he was playing. He was one of their star players, and he looked good in shorts."

The attraction was mutual – and lasting. "We've been together 33 years and married for 27," she says.

They both wanted a college degree. But while Waite went from high school directly to Dover's Wesley College, where he continued his basketball career, Lopez-Waite, after graduating in 1984, went to work to save money for college. "I had great parents," she says, "but they couldn't

help financially. There was zero money available for my education."

She worked in the now-defunct Leggett Department Store in the Dover Mall for two years before enrolling at Delaware State University, and continued to work throughout her college years.

Undeclared as a freshman, she became a marketing major in her sophomore year. Although her heart was in teaching, she learned that "marketing was where the money was, and I wanted to be able to pay back my student loans."

A top student, she was recruited in her senior year into the management training program at MBNA Corp., the banking giant headquartered in Wilmington that would be acquired by Bank of America in 2006.

She and Wally were married in 1990, and he followed her to MBNA in 1994.

She spent "16 great years" at MBNA. "I learned a lot," she says. "They demanded a lot, but they gave me back a lot."

She worked in the credit card area, concentrating on business development in the Hispanic market. That's where she was when the Bank of America deal went down.

She took that occasion to reassess her career goals and decided she still had what she describes as "a passion for education," so in March of 2006 she resigned, and one week later enrolled at Wilmington University to earn her master's in Secondary Education and School Leadership.

She had a job lined up for the following fall as a Spanish teacher in the Appoquinimink School District. "So," she says, "I wanted a program that would give me the flexibility to go to classes while working full-time. And what I loved about Wilmington was the way they have their seven-week block, so I estimated I could get my master's in about 18 months. And

that's exactly how long it took."

She took classes at night at the Wilson Graduate Center and in Dover. "I liked the flexibility that in any given semester, I could get the classes I needed. And living in a small state, I could drive from our home in Bear to Dover in 40 minutes."

Among her instructors was Lisa Lombardozi, an adjunct professor and representative in the Education Partnership Office in External Affairs. On several occasions since Lopez-Waite received her master's in 2008, Lombardozi has asked her former student to speak to her classes.

Describing Lopez-Waite as "remarkable" and "spectacular," Lombardozi says, "I asked her to speak because she is an educator who gets it, and because of her depth of knowledge of students with language barriers. I wanted my students to see the impact teachers have on students who are multilingual. It's always good for students who aren't multilingual to understand what it's like to come to this country and not be well-versed in this language or this culture. My students always gained a lot from her insight. She's a great storyteller and she uses stories to highlight what they will see in the classroom."

Al DiEmedio, WilmU's director of Teacher Preparation in the College of Education, was Lopez-Waite's advisor during her time at the University. "Margie always impressed me as a very committed individual who was goal-oriented," he says, "and she's doing an excellent job at ASPIRA, where she is absolutely satisfying a tremendous need in the education community."

Reflecting on her WilmU experience, Lopez-Waite says, "I chose not to take online courses because I thought I would learn more in the classroom, interacting with the other students, and that was really valuable. And I loved the instructors. They were experienced educators and

practitioners who taught not just from a book but from their own experiences."

While she worked toward her master's, Lopez-Waite was becoming more involved in the Latin community, especially ASPIRA of Delaware, where she had been a volunteer and board member since 2004. ASPIRA (Spanish for "to aspire," it's not an acronym but is all caps in the organization's official name) was founded in New York more than 50 years ago as a Puerto Rican association. It has associate offices in Connecticut, New York, New Jersey, Delaware, Florida, Illinois and Puerto Rico that serve a diverse population of youth, with the specific mission to empower the Latino community through advocacy and the education and leadership development of its youth.

Lopez-Waite had planned to teach for five years, then move into administration, but her involvement with ASPIRA fast-forwarded her career. She was recruited to become one of the seven members of the founding board for LAAA, then she transitioned into the head of school role shortly after the charter was approved in April 2009. She was involved in all aspects of planning and preparation for the school, which is in a former warehouse in an industrial park.

The school opened in 2011, and she and her staff welcomed more than 300 students in grades K-5. Each year another grade has been added, and this year 45 eighth-graders graduated.

She is currently immersed in a bond-financed \$11.5 million expansion that will add a second floor to the school and increase square footage by about 19,000, for a total of about 120,000 square feet.

"I'm learning about doorknobs, window treatments, floors, you name it, as well as bond financing," she says of the 18-month project, most of which is scheduled to be completed by the start of the coming school year.

She has found that her MBNA experience, where long hours were the norm, helped prepare her for being head of an expanding charter school who must put in 70 or 80 hours some weeks. "But," she says, "it doesn't feel like work."

She is most proud of the school's diverse enrollment. "Although our roots are deep in the Hispanic community, what we've created here is a very diverse student population. It's 60 percent Hispanic, with the remainder made up of African-American, Asian-American and Caucasian students."

LAAA is the first dual-language (English/Spanish) charter school in Delaware. Students become fully proficient in reading, writing and speaking both languages through immersion as they learn their core subjects.

Lopez-Waite is quick to credit her staff as well as the students' parents for the school's success. In fact, she says, "Parents would like us to expand to 12 grades, and we've done studies, but the high school would have to be located on a different campus, and right now that's not an option. Taking on additional debt right now would be a problem."

Aside from the school, her other priority is her family. She and her husband, an assistant principal at Mount Pleasant High School who also earned an M.Ed. at WilmU, are parents of two adult sons, Quincy and Isaiah.

Margie Lopez-Waite has come a long way from a childhood of living with relatives and wearing clothes that were mocked by classmates, but she expresses no bitterness or regret. In fact, she's able to find the upside of sharing a bathroom with 13 other people: "You learn some real life lessons."

Then, with that hearty laugh, she adds, "and you have some great stories to tell at family reunions." **WU**

What is “philanthropy”?

philanthropy \ (phi-lan-thro-py) \ *noun*

1. goodwill to fellow members of the human race.
2. an act or gift done or made for humanitarian purposes.

Merriam-Webster Dictionary

Join us for several WilmU Philanthropy events that will remind you to take a moment out of your busy schedule to think about others by giving back to the WilmU community.



Pause for a Cause

November 28 New Castle Campus • Wilson Grad Center

Once Black Friday, Small-Business Saturday, and Cyber Monday have geared you up for the holidays, learn about ways you can give back locally. Find out more about Giving Tuesday at givingtuesday.org



I Love WilmU Week

February 5–8 Many WilmU Locations

WilmU® wouldn't be what it is today without you. Spend the week celebrating and giving back to the University we love.

Check out wilmu.edu/P4C for more info.

STAY INVOLVED WITH YOUR ALUMNI ASSOCIATION.

1988

JAMES M. DIDONATO, MBA, of Magnolia, Delaware, retired in August from a 27-year career with the Delaware Office of the State Treasurer, where he was manager of Banking Services. He was responsible for overseeing the state's cash management banking relationships. In January of 2017, he retired from the a 35-year career in the Army after serving on active duty and as a member of the Delaware Army National Guard, where he attained the rank of Chief Warrant Officer Five.

2007

DR. STANLEY SPOOR, Ed.D, in Innovation and Leadership, has been named the 2017 Delaware Secondary Principal of the Year by the Delaware Association of School Principals.



Dr. Spoor has been the principal of Howard High School of Technology in Wilmington since 2012.

2010

JOSEPH VARGA, M.Ed. in School Counseling, of Collingswood, New Jersey, has been selected as Educational Services Professional of the Year for Florence Township High School in Florence, New Jersey. Varga is starting his third year as a counselor for the high school.

2012

BROOKE EVELER, B.S. in Studio Production, of Nazareth, Pennsylvania, has accepted a position as the senior manager of Control Room Operations for the New York Red Bulls. The Red Bulls are a major league soccer club located in Harrison, New Jersey.



2013

KAMELA SMITH, M.Ed. in School Counseling, of Bear, Delaware, has been selected as a surveyor for the Commission on Accreditation of Rehabilitation Facilities (CARF). She is the director of Residential and Employment Services for Horizon House, Inc.



2015

JEFFREY T. BENSON JR., B.S. in Marketing, of Seaford, Delaware, is the president of the Benson Development Group, LLC. He is also a TEDxSeaford organizer and a member of the Seaford



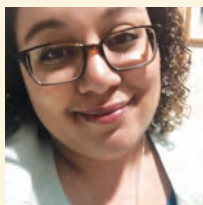
Board of Education. Benson was recognized as one of the "100 Men of Distinction" by BE Modern Man, an integrative program that honors the essence, image and accomplishments of today's man of color.

Membership is free! Become an active member of your local chapter. Learn more about the Wilmington University Alumni Association's events and meetings by visiting WILMU.EDU/ALUMNI.

2016

SAMANTHA K. BLINDE, B.S.

in Media Design, of Narberth,



Pennsylvania, was hired by Accolade Inc. as a software development engineer. Prior, she

worked as a front end developer at Realtime Media, where she created promotional websites and facilitated training on content management systems.

2016

WENDY CORKRAN, MSN, Family Nurse Practitioner, of Parsonsburg,



Maryland, has joined the Nantikoke Physician Network. She has 13 years of experience as a registered

nurse in numerous roles, including outpatient primary care, acute care clinical nursing, and case management. Corkran is a member of the American Academy of Nurse Practitioners.

2017

DR. TAWANDA J. BOND, Ed.D.

in Innovation and Leadership, of



Middletown, Delaware, is the principal of Stanton Middle School in Delaware's Red Clay School District. Dr. Bond has

been with the Red Clay School District since July, 2011.

2017

DR. NATALIE HART, DNP, of

Randallstown, Maryland, is currently



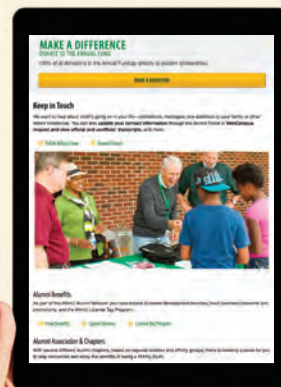
serving as an assistant professor at Coppin State University in Baltimore, Maryland. Prior to joining the faculty

at Coppin State University, Dr. Hart was a nurse manager at Northwest Hospital Center in Randallstown, Maryland.

2017

BETH READLER, M.S. in

Administration of Justice, of Lebanon, Pennsylvania, has been promoted to Director of the Policy and Legal Affairs Office for the Pennsylvania State Police. This new position carries the rank of captain.



UPDATES

Bryan Andress with students at the John R. Downes Elementary School





EVERY CLUE COUNTS

Twenty-seven students from the John R. Downes Elementary School in Newark, Delaware, are authors thanks to WilmU alumnus and Special Education teacher **BRYAN ANDRESS**.

The fifth-grade class conceptualized, researched, storyboarded, wrote, edited and illustrated “Every Clue Counts,” a young Sherlock Holmes mystery novel. They also created an hour-long documentary depicting the production of the book using school-issued iPads.

Andress never thought the project would evolve in the way it did. “It started as an outlet for a small group of students who started a writing club,” he says, adding that the group’s excitement spilled into the classroom and he found ways to harness their creativity while supporting the curriculum.

Rachel Gould, who is now a sixth-grader in the Dickinson IB Middle Years Programme, worked on the project as head storyboarder and assistant writer. “I was amazed at how much we accomplished with our project at our young age,” she says.

Gould plans to apply her newly acquired knowledge to character development in future creative writing projects. She also developed respect for teamwork.

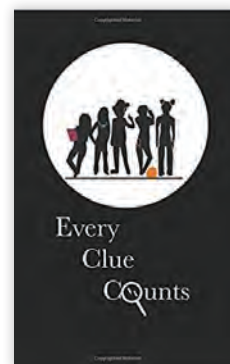
“We had lots of kids working on the project,” she says, “so we had to split up roles and make it fair for everyone. Everyone had to give their own piece of the story because even the smallest details mattered.”

The class received an official letter from Sir Conan Doyle Estate, Ltd. acknowledging its creative efforts. Doyle was the original author of the Sherlock Holmes books and his step-great grandson Richard Pooley wrote the letter.

This was Andress’s first full year as a teacher since graduating from WilmU in 2015 with his bachelor’s in Elementary Education K–6. It’s a year that will stay with him forever.

“When you start teaching, it can be rough,” says Andress. “But I have a memento to remember my first class. It’s rewarding to read the different chapters and see each student’s personality jump off the pages.” **WU**

—Britney Gullede



“Every Clue Counts” is available on Amazon and at Barnes and Noble. Proceeds will benefit the school’s PTA.



Dr. Sandi Hagans-Morris works with youth at First State Community Action in Kent County.

Community Mom

DR. SANDI HAGANS-MORRIS believes her purpose is to support her community and its youth. Her years as a preschool teacher and her current position as a program manager at First State Community Action earned her the nickname “community mom,” largely because her mentees have stayed at her home in times of need.

Dr. Hagans-Morris works with at-risk students ages 5 to 18, providing them with after-school programs, employment opportunities, education enrichment and civic leadership. She’s secured more than \$900,000 in

grants since joining FSCA in 2003.

“I create safe spaces for kids in my community, and I work with their parents to make sure their needs are met across all fronts,” says Dr. Hagans-Morris. She spends much of her time in the office, but also connects often with students.

She attributes her compassionate nature to her upbringing. Raised in Sussex County, Delaware, one of 12 children to single mother, Anita Briddell, Dr. Hagans-Morris and her siblings were taught to take care of each other. By 21, she already had six children of her own.

She faced hardships, dropped out of high school three times, and lived on government assistance. At 36,



she earned an associate degree from Delaware Technical Community College, graduating cum laude.

“This was the first time I felt like college was for me,” says Dr. Hagans-Morris. “So many people counted me out that I started to believe them.”

At commencement, she promised her mother she’d earn “one of those little hats,” referring to the doctoral tam. She didn’t know what earning a professional degree meant, but she wanted to aim high to be a role model to her children.

She went on to earn bachelor’s and master’s degrees from WilmU’s College of Social and Behavioral Sciences, maintaining a spot on the Dean’s list and receiving the Compassionate Colleague Award in 2010. On Jan. 29, 2017, she fulfilled her dream of earning an Ed.D. in Organizational Leadership at WilmU. She carried a photo of her mother during the commencement ceremony.

Ms. Briddell had passed away just 20 days prior.

Dr. Hagans-Morris believes her challenges help her connect to others. “I don’t have to tell every child my story,” she says, “but I think they see it.”

She plans to write a memoir and build a teen center for young girls. In the meantime, she’s enjoying newlywed life with her husband, Christian Morris.

Her 27-year-old daughter, Ketanya Moore, is a wife, mother of three — and a WilmU student. She credits her mom for instilling in her and others the importance of education.

“She pushes everyone to be their very best,” says Moore. “Whether it’s her children, grandchildren or kids at church, she encourages us never to give up. I love her for that.” WU

—Britney Gullede

WilmU Doctoral Student Leads New Education Office

When Delaware Gov. John Carney created the Delaware Department of Education's new Office of Improvement and Innovation, he appointed WilmU doctoral candidate **DORRELL GREEN** to run it. Green and his team will focus their efforts on supporting Delaware's most vulnerable and low-performing schools.

"We must provide our schools most in need with the resources and support necessary so that every child has that chance," Carney said in a statement. "Dorrell is a proven leader who knows from first-hand experience how to overcome challenges to improve academic outcomes for Delaware children."

Green, who has served as an assistant superintendent at the Brandywine School District, has also worked as a teacher and school leader during his 19-year career in Delaware. He

is passionate about urban education, which he attributes to his experiences growing up in Washington D.C. He sees his new role as a unique opportunity that could bridge the cultural, economic and educational divides that affect children and families in low-performing school areas.

Currently earning his Ed.D. in Organizational Leadership at WilmU's College of Education, Green says he's looking forward to applying his doctoral coursework to his new position. He believes his studies are applicable to building teams, identifying underlying issues, bringing together stakeholders and forming partnerships.

"Working in my cohort has expanded my perspective on leadership," he says. "I'm working alongside people in the private sector, law enforcement, clergy, and more. Their input gives more depth to my idea of leadership beyond the lens of an educator." **WU**

Dorrell Green



Adjunct Marc Anderson delivers a check to the Kent County Stallions on behalf of the Jason Anderson Youth Sports Foundation.





PHOTO COURTESY OF MARC ANDERSON

JASON'S LEGACY

Tragedy struck WilmU adjunct **MARC ANDERSON**'s family in January of 2015 when their son and brother, Jason, died in a car accident. He was just 33. Amid indescribable pain, Anderson found a way to cope by honoring his son's legacy and staying focused on his WilmU students.

Anderson had only been an adjunct for four months prior to the accident, but found that teaching distracted him, albeit temporarily, from the grief. He acknowledges the support he received from Dr. Amy Danley, chair of the Marketing program in WilmU's College of Business.

"It says a great deal about the type of man Marc is," says Dr. Danley. "We offered to have someone else either teach his course in the interim or provide assistance with grading, but Marc was dedicated. His students connect with him because they can tell he wants the best for them."

Anderson, along with his wife, Claire, their son, Eric, daughter-in-law, Kati, and grandson, Ryan, established the Jason Anderson Youth Sports Foundation. Its mission is to provide children in need the opportunity to participate in community-organized sports. The foundation awarded \$8,000 in grants to seven local Delaware youth sports organizations in its first year and is on target to deliver \$10,000 in grants by the end of 2017.

Jason had been an avid sports fan and worked for the Syracuse Sky Chiefs, New Orleans Saints, and Dover Motor Sports. He also volunteered for nonprofits like Southern Delaware Autism Society, Brain Injury Association, Delaware Sports Commission, and the Central Delaware Chamber of Commerce.

"Any parent who has lost a child will tell you it's the worst thing that can ever happen to you," says Anderson. "But having this organization makes me feel like this is what Jason would want. I think he'd be proud." **WU**

One Step Closer: SHRM

WilmU's bachelor's and master's in Human Resource Management programs have joined 450 programs in 340 educational institutions worldwide that are acknowledged by the Society for Human Resource Management (SHRM) as being in full alignment with its suggested HR curriculum. WilmU's programs meet the core HR topics, as well as elective HR topics determined by the SHRM that ensure universities are offering curricula that prepares HR professionals for the workplace.

The undergraduate program recently underwent a renewal but has been officially

aligned since 2009. The master's program received its official notice in July of 2017.

The SHRM curriculum guidebook and templates were developed to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The guidelines, created in 2006 and revalidated in 2010 and 2013, are part of SHRM's academic initiative to define HR education standards taught in business schools and help universities develop degree programs that follow these standards.

"Our Human Resource programs are



evaluated regularly by our advisory boards and college faculty to ensure that we are preparing our students for the real-world challenges they will face in the workplace,” says Dr. Weinstein, chair of the Human Resource Management program. “The recognition by SHRM is an important aspect in our efforts to ensure that students are equipped and empowered to be leaders in the industry.” WU

For more information, contact Dr. Robin Weinstein at robin.b.weinstein@wilmu.edu, or Dr. Sheryl Scanlon at sheryl.l.scanlon@wilmu.edu.

A Memorandum of Understanding

High school students who plan to enter the College of Business can get a head start on their degrees under a new agreement between the Delaware Department of Education (DDOE) and Wilmington University.

The Memorandum of Understanding grants students who successfully complete the Academy of Finance at their high schools up to 27 credits.

“This particular pathway is geared toward finance, and we are working with as many high schools as possible to make this opportunity available to students,” says **DR. DON STUHLMAN**, chair of Finance Programs at the College of Business.

Students can gain advanced standing in the Business program by completing six specific courses in the state Academy of Finance Career and Technical Education (CTE) Program of Study, including Fundamentals of Finance, Fundamentals of Accounting, and Financial Services. Students also are required to complete an internship.

“It’s extremely important to have that real-world experience,” Dr. Stuhlman says.

The Academy of Finance is certified through NAF, a national network of education, business and community leaders who work together to ensure high school students are college, career and future-ready. NAF serves more than 700 high schools across the nation, including eight in Delaware. WU

—Eileen Smith Dallabrida

A Major Grant to Transform Teacher Training

For more than a century, student teaching has been a vital, though brief, step in training students to become teachers. Wilmington University is revolutionizing that tradition, and its efforts have earned the College of Education a half-million dollar grant from a national education think tank.

The National Center for Teacher Residencies (NCTR), a Chicago-based nonprofit, has selected the College of Education's innovative year-long teacher residency initiative as one of its 2017 SEED grant recipients. The SEED (Supporting Effective Educator Development) grant recognizes programs that are transforming teacher preparation with up to \$500,000 of support for student teachers and their mentors. It also invites recipients to participate in the NCTR's New Site Development Program, which consists of two years of consulting designed to build, evaluate and sustain training practices.

"We will support Wilmington University as it focuses on developing new strategies to recruit more teachers of color and bilingual teachers, prepare teachers for critical needs areas, and increase teacher retention within

partner school districts," according to a statement from the organization.

"Needless to say, we're pleased to be one of only four teacher preparation programs in the nation to get one of these grants, and we were awarded the maximum amount," says Dr. John Gray, dean of the College of Education. "We're changing the culture of student teaching at this university and this recognition helps us to improve the way teachers are trained."

WilmU's year-long teacher residency program, developed in conjunction with several Delaware school districts, has grown in participation since its 2014 launch. While traditional student teaching programs span a semester (or, at some colleges, as little as 10 weeks), those pursuing education degrees at Wilmington University are able to work side-by-side with mentor teachers for an entire school year.

This opportunity, the only such program in the state and one of only a handful in the U.S., can make a world of difference in the experience, says Dr. Gray. "Our year-long interns work every single day and assume all the responsibilities that the teachers do from before the first day of school until the last teacher work day of the school

year. So they learn what it's like to start a school year, finish a school year, and everything in between. They get to experience an entire school year."

They are also treated as professionals. "They're co-teachers," adds Dr. Gray. "Children, parents, and faculty recognize them not as students, but as real teachers."

The program is a win-win, says Dr. Gray. It allows school districts to increase staff at no cost and its graduates have so far enjoyed a 100 percent hire rate. But it can prove to be an expensive opportunity. "While we have provided a small stipend to our year-long interns in the past, and they may occasionally serve as paid substitute teachers in their respective schools, this grant will enable us to provide them more financial support."

WilmU's College of Education was chosen from 20 applicants for the NCTR's 2017 SEED Grants, a program funded by \$11.7 million the organization received from the U.S. Department of Education in October 2015 to support great teaching and leadership. **WU** —David Bernard

For more information about the year-long program, contact Dr. Gray at (302) 295-1139 or john.c.gray@wilmu.edu.

A FIRM HANDSHAKE

Connect to job and internship opportunities with Handshake, WilmU's newest career platform that enables students and alumni to associate easily with employers to manage career development and browse job postings. This user-friendly experience makes it easy to apply to jobs while allowing job recruiters nationwide to view information about talented candidates.

The platform tripled the University's employer

network in three months, according to **KATIE ELLIS**, assistant director of Career Services. It connects users to more than 200,000 companies, including 98 percent of Fortune 500 companies.

Ellis credits much of the platform's impact



on customization. When a user creates a profile, the program generates a list of suggested job openings based on his or her background, interests and skills. Employers can sort perspective employees by major,

From left: Tyler Wells, Dr. Sandra Countley and Dr. John Gray were instrumental in securing or implementing the grant.



PHOTO BY SUSAN L. GREGG

class work, skills, and more.

The offices of Work Integrated Learning and Career Services switched to the platform in July, and users love the new platform.

“I’ve had recruiters ask if we use Handshake because they only have to post their positions once to be effective,” says Ellis. “For University users, it makes the overwhelming process of finding a job easier. The design mirrors Facebook’s with a newsfeed approach to finding career events, job postings, and more. It’s even accessible on

your mobile device, which is how most of us stay connected.”

Work Integrated Learning Specialist Shannon Jost says that the tool is also beneficial for internal purposes. “There are a lot of bells and whistles with Handshake that we are hoping to utilize to streamline processes and ultimately give our students a better way to find jobs,” she says. “Right now, we use the platform for internships, job openings and business partnerships, but there’s still room to add more features.” **WU**

FEB. 4



University Events



DEC. 2

Dec. 2

BREAKFAST WITH SANTA

The jolly one is headed to the New Castle and Dover campuses. The annual breakfast hosted by Student Life features a buffet, arts and crafts activities, and photo opps with Santa.

(Contact: alice.k.miller@wilmu.edu)

Admissions

Anyone who attends the following events will receive a code to apply (or reapply) to WilmU for **FREE!**

March 8

GRADUATE STUDIES FAIR

Learn how you can advance your career with a graduate degree or certificate you can achieve on your time and budget. *For more information, visit wilmu.edu/GradFair, or call the University Information Center at (877) 967-5464.*

On-going

INFORMATION SESSIONS

Information sessions are your opportunity to learn about new WilmU programs and other topics. Sessions are available online and in-person. *For more information, visit wilmu.edu/VisitUs, or call the University Information Center at (877) 967-5464.*

Jan. 28

WINTER COMMENCEMENT

Congratulations are in order! Celebrate the graduates who will "walk" in the winter commencement ceremony. Visit wilmu.edu/Graduation for more information.



Feb. 4

POLAR BEAR PLUNGE

Support Special Olympics by plunging into the frigid Atlantic Ocean. The event is hosted by Pi Gamma Mu Team, which welcomes all to shiver with kindness. (Contact: johanna.p.bishop@wilmu.edu)

Feb. 6

PORTRAITS OF AMERICAN HISTORY: A CHRONOLOGY OF NEGRO SPIRITUALS

This 90-minute program offers an opportunity to experience narratives, experiential participation and live music that explores the role of Negro spirituals in American history. The event begins at 6 p.m. Refreshments will be served. (Contact: danny.j.walker@wilmu.edu)

March 1

WOMEN'S HISTORY MONTH ESSAY CONTEST

Dust off that old notebook and get your ideas flowing! Student Life is sponsoring its annual writing contest in honor of Women's History Month. Students can submit an essay (750 words or less) about a woman who has touched the lives of others. The deadline is March 31, 2018. (Contact: brad.w.gilbert@wilmu.edu)

Alumni Events

Nov. 28

PAUSE FOR A CAUSE

Held on Giving Tuesday, this is a fun-with-philanthropy event where you can find local opportunities to give back to the community while enjoying a make-your-own hot chocolate bar and exclusive giveaways. Events will be held at multiple WilmU locations. For more information, visit wilmu.edu/P4C. (Contact: brandi.d.purcell@wilmu.edu)

Feb. 5–8

I LOVE WILMU WEEK

Mark your calendar for a week of events celebrating the University, as well as the Annual Fund, which supports students. Events will be held at multiple WilmU locations. For more information, visit wilmu.edu/P4C. (Contact: brandi.d.purcell@wilmu.edu)

Feb. 17

FLORIDA ALUMNI CELEBRATION

Mark your calendar for a celebration reconnecting WilmU alumni and friends in the Sunshine

State. Learn about University initiatives and achievements while enjoying hors d'oeuvres, cocktails and conversation.

(Contact: jason.r.mccready@wilmu.edu)

March 6

CONNECTING ALUMNI TO CAREER SERVICES

Join the New Castle alumni chapter for a presentation titled "8 Reasons to Connect with Career Services," presented by Career Services Associate Kim Plusch. The event will take place from 5:30–7:30 p.m. at the New Castle campus.

(Contact: jason.r.mccready@wilmu.edu)

March 15

PROUD DONOR CUPCAKE SOCIAL

All employees — full- and part-time — are invited to enjoy delicious, locally-made cupcakes at the social that celebrates employee donations to the Annual Fund.

(Contact: brandi.d.purcell@wilmu.edu)



NEW AT WILMU

The Perks of Applied Technology

A new, customizable program in the College of Technology is helping to speed students with real-life experience to associate and bachelor's degrees in Applied Technology.

The first graduate, Barry Kirk, earned his bachelor's degree in less than a year by virtue of credits he earned from his unique military experience. He also completed a project charter internship to help him create a model business partnership and website called Kirk's Lucky Box Breaks.

"Ordinarily, it would have taken four years to get his degree," says Dr. Doreen Palucci, chair of Applied

“Ten years ago, most people didn't need a degree to get into technology. Today, even to move horizontally, they need a bachelor's degree.”

—Dr. Doreen Palucci

Technology and CTA. “Now, Kirk has his own business and we are very proud of him.”

Lindsay Rice, assessment manager of the College of Online and Experiential Learning's CO-OP



Applied Technology program designers Lindsay Rice (left), Arthur (Bill) Ritchie and Chair Dr. Doreen Palucci handle technological devices in the television studio at the New Castle campus.

program, initiated the idea. “He was advising many students only to find that he couldn't fit them into any programs that really met the needs of the students, so his department started the ball rolling,” says Dr. Palucci.

There were 17 students enrolled when the program was launched last year. That's expected to grow along with demand for technology degrees.

“Ten years ago, most people didn't need a degree to get into technology,” says Dr. Palucci. “Today, even to move horizontally, they need a bachelor's degree. There also are a number of students who are looking for instruction in business.”

Advisers received advanced training to craft individualized programs for each student, mining the experience they have from work lives, the military and other pursuits. “It's a huge check list, a lot of intense work,” says Dr. Palucci.

The new Associate of Science degree in Applied Technology launched recently. Both degrees use the College of Technology new eportfolio system at <https://portfolium.com/network/wilmington-university> that showcases student work and advertises for careers. **WU**

—Eileen Smith Dallabrida

The Numbers Tell Our Story

#1 most affordable private,
nonprofit institution*
in the region

60%
less student loan debt
than the US average

87%
of WilmU students work
full-time or part-time

72%
of WilmU students are
over the age of 25



150+
accredited, career-focused degree
and certificate programs

Wilmington University makes education **affordable**
and **accessible** for working adults.

Spread the word—next start date is January 16!

Learn more at **wilmu.edu/StartNow**

* Based on published 2016-17 tuition rates | Sources: Delaware Department of Labor | National Center for Education Statistics

This WilmU alumna is a leader in the local Latin community, helping hundreds of Latino, African-American, Caucasian and Asian-American youth embark on their own odysseys of achievement.

Read her story on page 52.

