

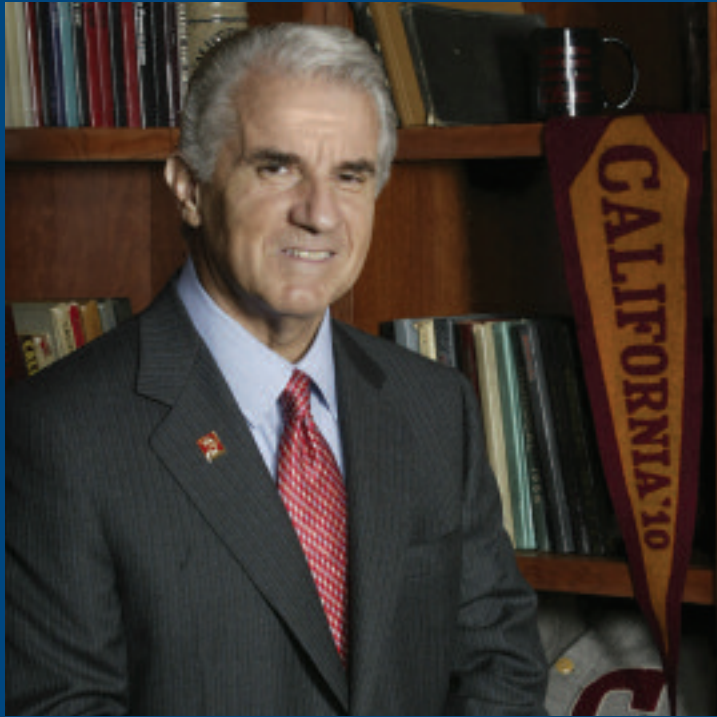
# **P**RESIDENT'S PERSPECTIVE

Nurturing a Culture of Philanthropy

WINTER  
2006

From the desk of Dr. Angelo Armenti Jr.,  
president of California University of Pennsylvania

## FROM THE PRESIDENT



**T**here was a time, as recently as the 50s and 60s, when we as a society believed in the value of a college education for every son and daughter, and not just our own.

There was a time when we believed as a society that the education of every citizen was more than a private good benefiting only that person, but rather a public good benefiting society at large and, therefore, worthy of being supported with public funds.

But as times have changed, the public policy has also changed, with the result that public support for public higher education continues to erode—in 1983, the state share of our budget was 63%; by 2000 it had declined to 48%; and by 2005 it had fallen to 38%.

This precipitous decline, together with an equally damaging shift in federal student financial aid policy away from grants and toward loans, has made it difficult for all but the wealthier American families to send their sons and daughters to college.

In effect, the public policy in Pennsylvania and throughout America is now to shift the cost of public higher education from the taxpayers to individual students and their families, many of whom cannot afford to pay the resulting tuition—Pennsylvania, according to recent news reports, now has the highest public university tuition in America!

This has caused some of our students to drop out or stop out. And for those who continue, it has also led to higher and higher levels of debt in order to finance their education. The average debt incurred by our 2004-05 graduates was \$22,000. More and more of our students are going to college on a credit card.

In fairness to our elected officials, the Commonwealth of Pennsylvania provided about \$5,000 in appropriation per full-time student last year. That is a great deal of money and we owe a debt of gratitude to the taxpayers of Pennsylvania for their generosity.

But in spite of that generosity, our University and our students face serious financial challenges. The decline in state support for public higher education has created a two-pronged financial crisis—one for our University and another for our students. The University itself is being squeezed financially by the substantial decline in state funding. At the same time, increases in tuition have softened some of the impact on the University but have created a second funding crisis—for our students. In order to help these students get an education, we who love our university and have benefited from the kind of education it provides are regularly asked to help generate private scholarship

supports—the University’s greatest single need.

The call to our alumni and friends to practice the culture of philanthropy flows naturally from the University’s three core values of Integrity, Civility, and Responsibility. Stephen Carter, in his book *Integrity*, asserts that to act with

integrity a person must do three things: reflect carefully on what is right and wrong, take action in support of what is right, and state publicly what one is doing and why. In his book *Civility*, Stephen Carter asserts that civility consists of two things: generosity when there is cost and trust when there is risk. And finally, to act responsibly is to

choose to honor our commitments even in the absence of external pressures to force such action.

By helping today’s students with private scholarship support, we receive an opportunity to leave a legacy; to leave the world a better place than we found it; to practice a culture of philanthropy which is, of course, to engage in a “love of humanity;” to be remembered as a force for good in a world that is often cruel and uncaring, especially to those who are much less fortunate than we who have benefited from a college education and who have prospered in large part because of that education.

When we can find it in our heart to commit to the largest endowed scholarship we are capable of supporting; when we give not until it hurts but until it helps; our legacy will be assured for all time. And by thus “Paying It Forward” we will be advancing the culture of philanthropy among those who will follow.



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\*Instill a culture of philanthropy among students, faculty, staff, and alumni (Taken from the California University of Pennsylvania Mission Statement, approved by the Council of Trustees June 4, 2003).

# Nelson Mandela Recognizes Cal U Humanitarian

When it comes to philanthropy and integrating the university's core values of integrity, civility and responsibility into daily life, elementary education junior Zachary Schellhase serves as a shining example. Schellhase was recognized this year for his positive role as a world citizen, youth leader and member of a global movement against poverty. He was bestowed a humanitarian award in May, directly from the hands of former president of South Africa, Nelson Mandela. The award was sponsored by the Rockefeller Foundation, in conjunction with Make Poverty History and its business partners.



Expect modesty rather than fanfare from this young man who has already done so much for so many. Schellhase has traveled to 17 different countries – about half of them mission trips, and the other half “just wanting to see the world” – and spends his free time working with organizations such as Habitat for Humanity and Big Brothers/Big Sisters.

He will tell you that he can’t say enough about his parents and how they raised him. They just taught him to help as many people as he could. And so, as the Shalom Christian Academy graduate and Chambersburg native curiously travels and learns about the world, it is a natural instinct for Schellhase to help everyone in his path who needs it.

While he was studying abroad in London, he participated in a Make Poverty History convention. Responding to an e-mail about an essay contest, Schellhase wrote an essay about his goals to help others, winning him second place and the attention of contest organizers. He was then one of five of 500 American students selected to attend the London conference.

Make Poverty History is a campaign to end poverty in developing countries around the world through aid from global powers, debt forgiveness for poor nations, and trade justice to safeguard industries in struggling nations. The campaign promotes other critical global

issues as well, including healthcare and government.

Before returning home to the United States, the Rockefeller Foundation invited Schellhase to be the

American representative at the Make Poverty History convention in Ireland. Staying in a posh hotel each day, he attended seminars and workshops on developing solutions to the problem of poverty – including speeches by Mandela about what young people could do to eliminate poverty.

Each evening, as he headed back to his hotel room, Schellhase would give a few pounds to a homeless man sitting outside the entrance.

Sometimes, the empathetic student would even bring the man something to eat. On a snowy evening before the end of the convention, that same man was holding a sign asking for help to replace his stolen sleeping bag. Schellhase went to the store and bought him a new one. But, Schellhase received a surprise when he returned with the new sleeping bag. The man explained that he wasn’t really homeless, but a plant from the Rockefeller Foundation assigned to test the attendees’ character. The next morning, as the convention concluded, Schellhase was announced as the humanitarian award-winner.

We are proud to have such a selfless individual contributing to our culture of philanthropy at Cal U.



Zachary Schellhase proudly displays his Humanitarian Awareness Award.

# Faculty Offers Online Courses to Displaced Students



Through a quick response and its serious commitment to online education, California University of Pennsylvania was one of 200 colleges and universities nationwide, and the only school in the Pennsylvania State System of Higher Education (PASSHE), chosen by the Sloan Consortium to offer free online courses for students displaced by Hurricane Katrina.

**Jessica DuBois**, a freshman majoring in secondary education in English, takes advantage of one of Cal U's online courses.

**A**t Cal U during the last two years, enrollments in our web-based education program, Global Online, have increased from 75 students to 354, with a projected increase of 618 for the coming year. A goal of 4,000 web-based students is in the near future, and Cal U's commitment to online education was ratified by the Sloan Consortium.

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. Funded in part by the Alfred P. Sloan Foundation, Sloan-C encourages the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction.

As a member of the Sloan Consortium, in conjunction with the Southern Regional Education Board (SREB), Cal U and the other 199 schools across the country offered courses to those students who qualify through Sloan-C and SREB and whose university or college has been closed as a result of the hurricane. Several of the other schools across the country that were selected by the Sloan-C were Rochester Institute of Technology, Michigan State, Arizona State, Brigham Young, and all of the City University of New York Schools.

Enrollment for these online courses, an eight-week accelerated semester termed the "Sloan Semester," began in

late September, and the courses began in early October, concluding in December. Cal U's Human Anatomy and Physiology I and II were the only courses of their kind offered. Our dean of graduate studies and research, Dr. Tom Kinsey, also selected a Fundamentals of Mathematics course since many calculus and higher-level math courses were already being offered online. Other Cal U offerings included: Principles of Production, Leadership and Professional Development, World Religions, Law and Ethics, Introduction to Theatre, Introduction to Sport Management, Current Health Issues, and Introduction to Environmental Geology. Forty-eight students enrolled in five of the offerings.

The teamwork that Tom emphasized while initiating the process behind Cal U's involvement also played an important role in this endeavor's success.

The sometimes seemingly endless rolls of academic red tape were put away.

We were able to contact Sloan and say "count us in."

Faculty members stepped up in a big way to volunteer their time to teach a few online courses. It has been said, and comes as no surprise, that several of them signed over their stipends to the Red Cross. The prevailing attitude was that we would figure out a way to get this done, because it is the right thing to do.

What we did was offer an opportunity for students who have been displaced to either sit out a semester or take some courses online. People at this university donated blood, collected books, and sent money to the affected region. This, however, was a whole different kind of giving.

We will figure out a way to get this done, because it is the right thing to do.

# Master of Social Work Program Earns Accreditation



Kate Ferrari (below), a graduate student enrolled in the Master of Social Work program, helps Margaret Christopher (above), chairperson of Cal U's Social Work and Gerontology Department, set up a therapeutic doll house to be used in the assessment of traumatized children.

The undergraduate program in social work was initially developed in 1970 and has been praised by the Council on Social Work Education for its ability to work collaboratively with the local community. It has continually been re-accredited since its formal accreditation in 1976.

Cal U's Master of Social Work program was developed several years ago as a result of feedback from graduates of the university's baccalaureate program. The MSW program director, Dr. Wilburn Hayden, is a social work educator with extensive experience in rural and small town community practice. He was hired in the winter of 1998 to lead the program-development initiative. Members of the Social Work and Gerontology Department conducted a feasibility and needs assessment study, surveying several hundred local human service providers. The program's mission, goals, objectives and curriculum emerged from this analysis.

After receiving full accreditation by the Council on Social Work Education, California University of Pennsylvania's Master of Social Work program now prepares graduates to be licensed by the Pennsylvania Social Work Licensing Board. It also offers current and prospective students eligibility for a number of federal and state scholarships. With specialization in rural and small-town practice, Cal U's program prepares graduates to offer service to local communities and other areas with similar demographics.

Now that the master's level program has been accredited, faculty, staff, students and the Social Work Board of Advisors can collaborate even more with the local community and foster partnerships that

were already established along the way.

According to Dr. Margaret Christopher, chairperson of Cal U's Social Work and Gerontology Department, the relationships that have been built in cooperation with the Social Work Board of Advisors have resulted in many service-learning projects, grant-funded programs with student stipends and paid part-time employment opportunities for the students.

The MSW program has developed two community-based institutes.

The first one is the Rural Community Institute, which focuses on training, program evaluation and consultation at the macro-level of practice. The second one is the Rural Assessment, Intervention and Training Institute, which focuses on direct social work practice with individuals, families and small groups.

The MSW program has created opportunities

that are consistent with the learning objectives from its courses. Faculty members ensure that experiential learning takes place through the three field education courses offered in the MSW program.

This collaboration says a great deal about what Cal U and the Pennsylvania State System of Higher Education are all about. The campuses and their programs belong to the people in the counties they serve. Our Master of Social Work program is an excellent example of this.

“ This collaboration says a great deal about what Cal U and the Pennsylvania State System of Higher Education are all about. The campuses and their programs belong to the people in the counties they serve. ”

# Friends of the University Create Student Ethics Award

Ethical examination and action are critical aspects of higher education, and of professional life – including the technical realm of the computer science industry. Supporting this notion is the creation of a new award for Cal U students in the discipline: The Ruth and Myron Warman Award for Ethics in Computer Science.



Last spring, the inaugural award was presented during the math and computer science senior luncheon. This year, two graduating Cal U seniors, Thomas Sholtis and Steve Zidek, shared the award. Sholtis explored the topic of “Ethics and the Internet: Social Values and Implications;” Zidek examined “Hacking Issues and Ethical Justification.”

Ethics codes exist in most professions, so computer science professionals should be no exception. Every computer scientist or software designer should know his or her own rights and responsibilities and strive to work for a better world where science and technology are used in socially responsible ways.

All computer scientists should also be aware of the existing legal issues that relate to the discipline. For computer science in particular, there are so many

issues that, though illegal, are still debated from ethical standpoints, for example, hacking, copying software, downloading music, etc. Ethics in computer science is very important; so important, in fact, that teaching it is a requirement to get national accreditation for programs.

When Mary Warman Terry offered the department a financial contribution to create an annual award to students who research and write the best paper examining an ethical issue in the field of computer science, Dr. Mohamed Kholief, a faculty member in Cal U’s department of mathematics and computer science, incorporated a contest as part of a course that he taught in the spring. He asked students to select a topic from a set covered in the text.

Mary and her husband, Jim, established the award in honor of her parents, Ruth and Myron Warman.

The couple began practicing law together in the early 60s and were eventually joined in the practice by Mary’s two brothers, her sister, her husband and herself. They say they have all been inspired by their parents’ devotion to justice and fairness.

Mary says her parents showed them by example that ethical progress must be accompanied by scholarship, reflection

Jim and Mary Terry established The Ruth and Myron Warman Award for Ethics in Computer Science at California University of Pennsylvania.

and active witnessing. Her mother was instrumental in the organization of a shelter for abused women in Fayette County, and she also worked to establish victim advocacy in rape cases.

Mary explains that she is so very proud of her parents, and she established the award because inherent in her parents' lesson was the fact that the ethical ideals must be actualized.

The Warman Terry family embraced the idea of creating the award at Cal U after a friend, who graduated from the university with a degree in computer

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”

science, made the suggestion.

As well, various members of the Warman Terry family graduated from Cal U, including their son, Douglas '04. Their daughter Ellen, also attended Cal U. Mary's brother, the Honorable Ralph C. Warman, graduated in 1965 with a bachelor's degree in mathematics; and her

sister-in-law, Sushila Warman, obtained both her bachelor's and master's degrees from Cal U. In addition, both of Ralph and Sushila's children recently graduated from the university.



# Two Cal U Students Elected Mayors of Their Towns

At first glance, Cal U students Casey Durdines, 20, and Robert Prah Jr., 23, look like typical college students. But, their commitment to public service is rather distinctive.

**O**n Election Day, Casey, a junior, was voted mayor of the university's borough, California, Pa., and Robert was voted mayor of his hometown, Smithton, Pa.

A California resident for most of his life, Casey will tell you that he joked about becoming mayor of his town when he was in eighth grade. As his interest in politics grew, he realized his boyhood joke had become a dream and now reality.

Casey was an unlikely mayoral candidate, especially as a Republican in a Democratic town. His only political experience included having played an active role in the Bush campaign and holding a position on the executive

board of the Washington County Republican Party. Whatever the cost, Casey was not willing to compromise his political views to gain votes. He announced his candidacy in January 2005, because he believed he could help the town and make a difference. He caught the attention of many voters with his campaign style.

He invested much time and money, and he attended everything from spaghetti dinners to football games, listening to residents, hearing their complaints and suggestions. By April, people knew he was serious, and in November, he captured 62 percent of the votes to beat the incumbent 64-year-old Democratic mayor. As he takes



Cal U student Robert Prah Jr., 23, was elected mayor of his hometown, Smithton, Pa.

office, he says he wants to hear from everyone, and “If you don’t like what I’m doing, don’t wait four years to tell me.”

Robert, a senior, was already living the life of a public servant when he was elected mayor. He is a volunteer firefighter, who had served two years as a borough councilman. He is also a soldier in the ROTC program at Cal U, and when he graduates, he’ll be commissioned as a second lieutenant in the Pennsylvania Army National Guard.

The Democrat describes himself as someone who just enjoys helping



Both of these exceptional students take their recent accomplishments in stride. As many Cal U students do, they both see public service as a civic responsibility.



others. He says he is a general, all-around, nice guy. He ran unopposed in his race after beating the incumbent mayor in the primary election. He plans to use the education he is receiving in Cal U’s justice studies department to make technological improvements to the Smithton Police Department and enhance relationships between borough council members and police. Another noble goal he has is to increase voter registration and turnout in his town.

Both of these exceptional students take their recent accomplishments in



Mayors Durdines and Prah spend time in the library. Even mayors have to do their homework.

stride. As many Cal U students do, they both see public service as a civic responsibility. The university community is confident they will do great things for their boroughs. As for their futures, Casey and Robert both say they still have a lot of learning and life to experience before they make firm decisions to pursue politics after graduation.



Cal U student Casey Durdines, 20, was elected mayor of the university’s town, California, Pa.

# Popovich Offers Expertise During Relief Efforts Worldwide

As an Emergency Medical Services instructor in California University of Pennsylvania's Department of Health Science and Sport Studies, Mary Popovich has helped build the character and careers of hundreds of students.



**A**s a certified volunteer paramedic with Rostraver/West Newton Emergency Services, of 33 years, Mary has helped preserve life.

Not even 10 months after returning from India where she taught advanced life-support courses to physicians and medical students before, during and after the tsunami, Mary was deployed to Louisiana through FEMA and the Rostraver/West Newton Service to assist those affected by Hurricane Katrina. She departed on an 18-hour van trip

September 15 and did not return until October 3. Her stay was extended one week because of Hurricane Rita.

Upon arrival, Mary and other volunteers reported to the Emergency Operation Center, where they checked in and updated their immunizations. She began her stay in Baton Rouge, La., where for three days she assisted both the Louisiana and Federal Public Health departments providing immunizations for all victims, including children, who were exposed to flood waters.

From there, Mary was deployed to New Orleans, La., and assisted police in recovery efforts.

One constant, regardless of the task or mission, was the devastation. She recounts a story of seeing a child's Big Wheel just lying on top of electrical wires. When the levee broke, the water



Mary Popovich helped many children who had witnessed devastating destruction and were exposed to contaminated flood waters.

went up 10 feet in three minutes, and she said there were rings around roofs of houses showing where the water had risen. The mud, mold, chemical spills and destruction were just unspeakable.

When Hurricane Rita further damaged the Gulf Coast, Mary was stationed and assisting a local EMS transporting more special needs patients to a shelter in Monroe, La. She describes the situation as absolute chaos.

Despite the understandable confusion that unfortunately accompanies a natural disaster, Mary continues to praise the effectiveness of the Red Cross and local churches, saying they were very organized, and had wonderful shelters set up, providing meals and clothing for victims.

Mary thanks and credits Cal U for supporting her on her latest volunteer efforts, in particular Dean Geraldine Jones of the College of Education and Human Services and Dr. William Biddington, the chairperson of Cal U's Department of Health Science and Sport Studies. Mary also lauded her students in her Technical First Aid and Personal Safety and EMT courses, saying they were supportive, continued to complete their assignments in her absence and e-mailed her to see how she was doing.

Along with incorporating her experience into the classroom, the always-enthusiastic Mary emphasized another positive from Katrina. She says that the takeout point is that we always have to be alert, because one never knows where disasters are going to strike. Mass casualty incidents tax our best systems.

Mary is an extraordinary lady who gives so much of herself. We are proud to have her as a faculty member, and we are also proud that she is a product of our institution. Mary earned her undergraduate degree from Cal U in 1998 and her graduate degree in 2000.

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