

Chef Vetri's  
No-Budget Café

Intervention at  
McMichael School

Is the City  
Getting Kinder?

# DREXEL

FALL 2014

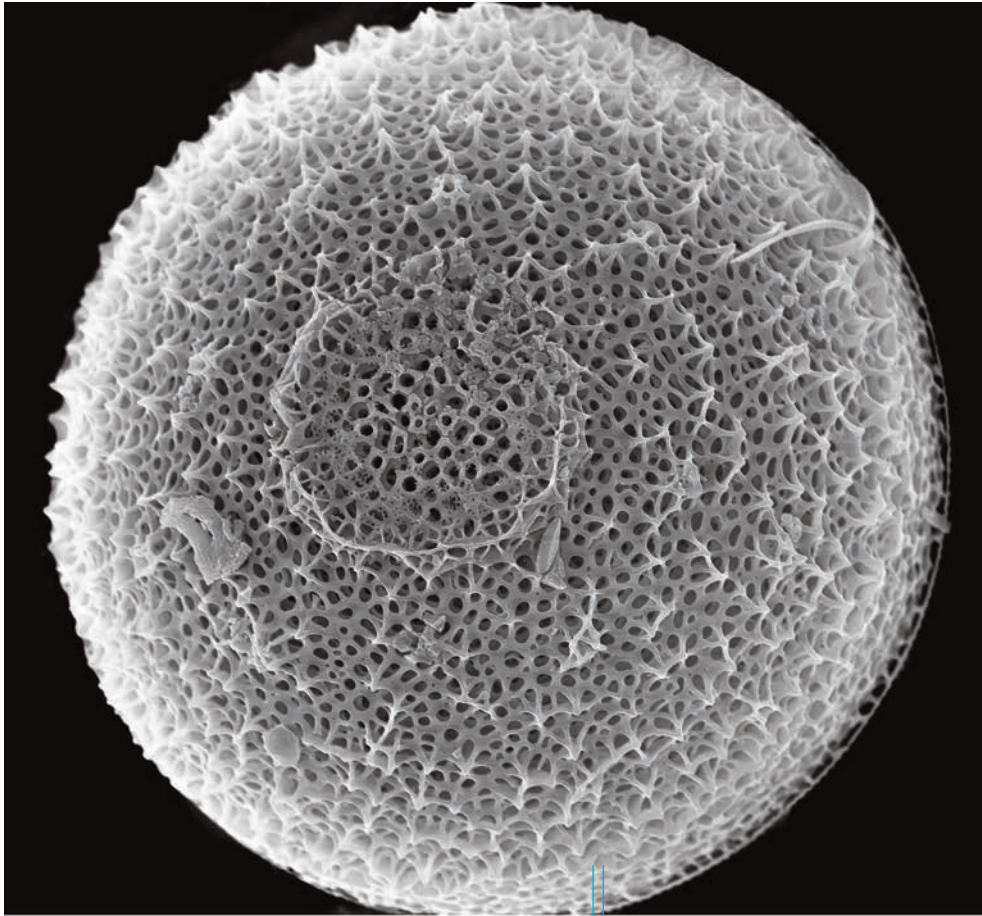
MAGAZINE

VOLUME 24 NO 3

## BROAD STROKES

More than ever,  
Drexel University  
is leaving its  
mark on  
the city





55.296N,  
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Coordinates of the location where this diatom was collected from the mouth of the Gavanskaya River on Kamchatka, Bering Island, Russia in 2008. Scientists often use diatoms (single-celled algae) as indicators of water quality. The Academy of Natural Sciences of Drexel University has the world's second-largest collection of these tiny organisms.



# THE LEDGER

## [ A NUMERICAL ANALYSIS OF LIFE AT DREXEL ]

2	Number of Drexel culinary science alums who created Green Dragon Sauce, a Sriracha-like product that uses spicy green jalapeños complemented with garlic and cilantro with a touch of sweetness. The pair will enter the sauce in the Association for Dressings and Sauces' national competition in November.
3	Number of faculty members who ranked among the most-cited researchers in their respective fields according to Thomson Reuters' "Highly Cited Researchers 2014" list. Gordon Richards, a professor in the College of Arts and Sciences; Yury Gogotsi, a distinguished university professor and trustee chair in the College of Engineering's Department of Materials Science and Engineering; and Peter DeCarlo, an assistant professor in the College of Engineering and College of Arts and Sciences, were among the 3,215 distinguished researchers identified.
80	Number of formal international research partnerships Drexel has with other institutions around the world. During 2014, Drexel researchers visited (or will visit) every continent on the globe.
94	Percent of crops raised in the Dana and David Dornsife Center's community garden that is donated to the Triskeles Food for All program, when Triskeles requires only a 50 percent donation of all organizations it partners with. This meant that 868 pounds of the 922 pounds of produce grown was given to those in need since the center's June 12 grand opening.
1,400	The length of the bentwood abstract wooden art installation created by artist Jeremy Holmes' "Convergence" exhibition at the Leonard Pearlstein Gallery. The site-specific exhibition is the artist's longest wooden creation, breaking his previous record of 1,320 feet (exactly a quarter mile).
1,439	Number of backers who contributed over \$112,000 to the Kickstarter campaign in support of David Hunt and Jason Browne, two recent Drexel graduates and co-founders of the startup Spor, which produces solar battery chargers, USB cables and accessories. The original goal of \$100,000 was surpassed by the end of the 33-day donation period.
\$2M	Dollars donated by two-time Drexel alumnus Stanley W. Silverman '69, '74, and his wife, Jackie, to endow The Silverman Family Professor of Entrepreneurship at Drexel University. Donna De Carolis, founding dean of the Charles D. Close School of Entrepreneurship, will hold the professorship.
8,790,921	U.S. Patent No. of a wound-healing technology for a product called OmegaSkin™ that uses a protein-based nanofiber scaffold technology invented by Drexel researchers in the School of Biomedical Engineering, Science and Health Systems.



[DREXEL MAGAZINE]

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**BY THERESA EVERLINE**



## THE VIEW FROM MAIN

An anti-hunger researcher and advocate have an idea for a “pay-what-you-can” café in a low-income neighborhood. She knows the need, but doesn’t have expertise to fill it — to whom can she turn for guidance?

If that advocate is Mariana Chilton of Drexel’s School of Public Health, she might get help from Marc Vetri, an alumnus and instructor in the Culinary Arts Program who happens to be one of the region’s best-known chefs.

Chilton and Vetri are leading the team planning a café for West Philadelphia (“A Tasteful Pairing,” page 42), and their relationship highlights perhaps the greatest value a university brings to community-service efforts: the ability to connect people doing complementary work.

When I pledged four years ago that Drexel would become the most civically engaged university in the nation, I did so for two reasons. First, it’s our responsibility: The challenges facing our society demand innovative solutions. Drexel can and must help provide them.

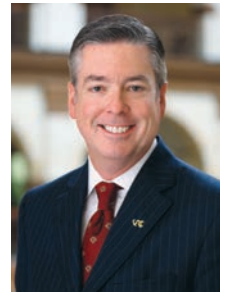
Second, I knew already that Drexel was well supplied with the most important resource: individuals who believe they can make a difference, both on their own and as a community. The culture of service here includes our students, our faculty and professional staff, and most definitely our alumni.

My responsibility is to make sure that our grassroots momentum is supported by a strong institutional infrastructure for service and impact. To that end, we’ve created the Lindy Center for Civic Engagement to support service opportunities as part of Drexel’s curriculum, and the Dornsife Center for Neighborhood Partnerships to build collaborations with neighbors around our shared interest in strengthening Mantua and Powelton.

The depth of our stakeholders’ personal commitment to civic engagement is demonstrated in stories throughout this magazine. I hope it will inspire you, as it inspires me.

Sincerely,

John A. Fry / President





# EDITOR'S NOTEBOOK

In June, I had a baby boy.

*Want to see pictures?*

Just kidding. Not really.

When my son was six weeks old, he learned to smile.

Think about that. Our very first developmental milestone is smiling at others. I took his smile to mean that he knew he was not alone and that others mattered to his happiness.

What lesson could be more important than that?

This is on my mind now because this issue of *Drexel Magazine* is about community, and for Drexel, community means that if you're a huge university operating in a bustling neighborhood in a major city, you can't afford not to connect with the people and institutions around you.

Fortunately, Drexel hasn't been shy.

In local grade schools, Drexel faculty and students teach children their ABCs. At the McMichael School in Mantua, Drexel involvement persuaded the city to spare the school from closure. Since then, Drexel's interventions have helped individual children reach milestones and have improved the overall culture. At another West Philadelphia school, a Drexel alumnus has created an experimental curriculum that School District of Philadelphia Superintendent William Hite Jr. has praised as a model of innovation.

Our people are also investigating ways to improve public health through programs like mental health literacy training and therapeutic public art. The cover image is an example of one art therapy project affiliated with Drexel's 11th Street Family Health Services. Elsewhere across the city, a Drexel researcher is studying whether a mental health program popular among government agencies is living up to its promise to teach people how to respond compassionately to those in need.

This summer also marked the opening of the Dornsife Center for Neighborhood Partnerships, where Drexel provides collaborative programs to assist local residents with job training and financial and legal advice.

This issue is just a taste of the ways that Drexel lives its promise to be the most civically engaged university in the country.

It's also an appetizer for ambitious plans to come, as the federally designated Promise Zone (pg. 10) bears fruit and President Fry realizes his long-range vision to build a new innovation community around the 30th Street railroad hub. Other plans call for a new mixed-used development in Powelton Village that could include a new, and much-needed, K-8 school — just the thing to make a new parent smile.

***Sonja Sherwood / Editor***



BEN KNISELY

ON THE COVER: Tatyannna Hill (top) and Solé Muham-mad are putting the finishing touches on a new mural as part of the Mural Arts Porch Light Program. The girls got involved through Drexel's partnership with the Spring Garden School, a K-8 public school. The program uses public art to promote public health by allowing for the creative expression of unspoken traumas and needs.

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*Drexel Magazine* is published three times yearly by the Office of University Communications, 3141 Chestnut St., Suite 309 Philadelphia, PA 19104.



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# LETTERS

## Summer [issue] lovin'

Just wanted to say “hats off!” to your summer edition. Great topics, good writing and artwork and beautiful paper.

My new husband teases me every so often with the saying “Go Dragons.” I was proud to share this issue with him! Yes, I am proud to be a Drexel alumna and you should be proud of a great issue.

*Julia Langberg*  
MBA '80  
Geneva, Fla.

## ROTC clarifications

I was pleased to read the “Yellow Ribbon Welcome” article in the summer edition. Drexel has provided a great opportunity to veterans as they step forward in the civilian world; however, it was disappointing that there is a GI Bill ‘hard-stop’ at 36 months.

One point of clarification on the ROTC program in the 1960s. The article left the wrong impression with the statement: “Until 1969 all male Drexel students were required to participate in the ROTC, and when they completed their qualifications they got a commission as a 2nd lieutenant.” Male students were required to participate in the first two years of ROTC; if they volunteered to continue to ‘Advanced’ ROTC, then they were commissioned at graduation.

*Bill Thompson*  
BS mechanical engineering '66  
Mohnton, Pa.

An excellent article on ROTC at Drexel. I will probably not be the first to point out that all Drexel men had to take a mandatory two years of ROTC. After that, they could apply for the Advanced ROTC program leading to a Commission as a 2LT. Only a small percentage of students did so.

*David W. Gerridge*  
BS commerce and engineering '63  
Highstown, N.J.

## Memories of ROTC

I read with great interest your summer edition, especially “The Yellow Ribbon Welcome” story concerning Drexel’s support of military service. I am a 1969 undergraduate (BS commerce and engineering) and 1980 graduate (MBA). I was enrolled in Drexel Institute of Technology in 1964 when ROTC was mandatory for all male students for two years. I remember very vividly

my days in ROTC — especially being issued my uniform, books, inspection days and the demanding Army drill and course instructors, firearm and military teachings, and going to the Armory and attending the ROTC classes in the classrooms above the Armory floor.

The one thing I remember most is the periodic field drills in full Army uniform we attended at the Drexel football field at 46th and Market. All the students had to go over to the Armory and check out an M1 rifle and take it to the field. I remember someone saying the rifles were not functional, but honestly you could not prove it to us. The students would pile into any available friend’s car; even the trunks were routinely filled with students and their rifles to get to the field on time. Of course, many students would walk the entire route down Market Street to the field or take the “El” train. It was a massive display of hundreds of ROTC students in their Army uniforms carrying their M1 rifles proceeding to the drill field by any means possible so as not to be late. Honestly, it was quite a sight — one that has stuck in my memory all these years later. Can you imagine this occurring today and what reaction it would cause? Those were obviously very different times.

Drexel has changed remarkably over the years and I am very proud to have attended its program in the '60s and '70s.

*Glenn D. Packard*  
BS civil engineering '69, '80 MBA  
Atlanta, Ga.

Your stories involving ROTC in the summer issue triggered a memory of my freshman year.

It was on August 1st (between D-Day and the Battle of the Bulge) when the city of Philadelphia woke up to a wildcat strike by the Philadelphia Rapid Transit (PRT). The subway elevated [line] did not stop until midmorning, so most of the students arrived on campus. The issue was the company had trouble hiring motormen and conductors, so the decision was made to elevate long-time black employees who worked for the company in maintenance. Sounds incredible as a reason for a strike, but consider the times.

The strike occurred on a Tuesday and all the commuting males in ROTC at Drexel were in their uniforms. We all assembled with our rifles for drill at the 46th and Market streets athletic field. The problem that surfaced was getting the rifles back on campus at the same time for safe storage.

Solution: The “troops” marched back from 46th Street to 32nd Street along Market Street. We were an imposing lot with our plugged rifles and no ammunition.

That night my buddy and I hitched a ride home from a friendly motorist. He said that he talked to his buddy on the phone and his buddy said he thought the strike would soon end as he had seen troops marching down Market Street.

The problem was resolved several days later when President Roosevelt sent troops from the port in New Jersey. They camped in Fairmount Park. Each day thereafter an armed soldier rode in every PRT vehicle that moved. Several weeks later the issue was over and the soldiers departed. (Rumor had it that the soldiers riding the vehicles did real well on the free cookies issue).

*Edward G. Russ*  
BS civil engineering '47  
Athens, Ohio

## Top of the “To Read” pile

*Drexel Magazine* usually finds its way to the “To Read” pile but the “Seed of an Idea” article piqued my interest and I thoroughly enjoyed it.

Since I was into the magazine I found other items of interest. I have followed the men’s lacrosse team for many years and was fortunate to attend the “Battle of 33rd Street” at Franklin Field. The game and the total experience were awesome! Your article covering this contains what I believe is a typo. I played on the Drexel Lacrosse teams in 1946–48 and assisted Bill Thayer in the early years part of his history of Drexel lacrosse. The first lacrosse team played in 1941 with teams also in 1942 and 1943. There was a hiatus for WW II, which ended in 1946. I believe your article should read 73 years versus 43 years of lacrosse history. [Editor: Yep. Good catch!]

I also enjoyed the article on Chuck Vincent. I know Chuck through our mutual interest in Drexel lacrosse. I have heard many of Chuck’s tales of his lacrosse experiences but knew virtually nothing of his illustrious military background.

In the future, your magazine will be promptly read!

*C.E. “Andy” Andrews*  
BS mechanical engineering '48  
Severna Park, Md.

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Send letters to the editor to [magazine@drexel.edu](mailto:magazine@drexel.edu).





Two Drexel researchers believe an ingredient in a popular artificial sweetener could be used as a novel human-safe pesticide.

BY KATIE CLARK

## KILLING THEM sweetly

**Six days.** It only took six days for all of them to die.

It was a shocker for Associate Professor of Biology Daniel Marenda — he was certain the fruit flies in his son's sixth-grade science fair experiment would last a few weeks, a month even. Something in the artificial sweetener the flies were eating was killing them, and fast. But what?

Inspired by the questions raised by his son's project, Marenda, who uses fruit flies in his research to study the human brain, sought out Drexel's head "bug guy," Sean O'Donnell, to get some answers.

"I bring the story to Sean and he looks at me and his eyes keep getting bigger and bigger, and he said, 'Let's try and test this for real.'" Marenda recalls.

Together, the pair performed a number of simple lab experiments with *Drosophila melanogaster* fruit flies and a variety of natural sugars, as well as sweeteners derived from the stevia plant: marketed under the brands Truvia and PureVia.

"I assumed that it was going to be the stevia extract causing all of the death," confesses O'Donnell, who is the associate department head for the Biodiversity, Earth and Environmental Science Department in the College of Arts and Sciences.

The experiments showed that Truvia, a top-selling sugar substitute developed by The Coca-Cola Co. and Cargill, was especially fatal to the flies. The sweetener is marketed as a derivative of the stevia plant; however, a large concentration of it (89 percent) is erythritol, an FDA-approved, non-nutritive sugar alcohol that humans have been consuming for over a decade. It's safe for humans, even in large quantities, but lethal to fruit flies even in small doses, according to O'Donnell and Marenda's experiments.

In short, the toxic agent in Truvia is erythritol, and even a little goes a long way when it comes to offing fruit flies.

"By days 3 and 4, the flies' nervous systems were shot," says Marenda, "and by days 5 and 6, all of the flies in the Truvia vials were dead."

O'Donnell and Marenda wrote a paper on their findings, which was recently published in the online journal *PLOS ONE*.

They propose in the paper the use of erythritol as an environmentally sustainable, human-safe pesticide. In fact, Drexel University and the researchers are in the process of pursuing a patent on this specific application of erythritol.

"I feel like this is the simplest, most straightforward work I've ever done, but it's potentially the most important thing I've ever worked on," O'Donnell says.

Marenda goes on to say that around the time the two were performing their experiments in the lab, a tragedy occurred in Bihar, India — 23 children died after eating rice that had been contaminated with traces of organophosphorus, which is used in pesticides.

"It really underscored our need to have human-safe, yet highly effective, pesticides," Marenda says.

Because erythritol is sweet, flies are drawn to it. Things like fungus in rotting fruit are most palatable to fruit flies, Marenda says, but sugars and sugar alcohols are a close second. "Insecticides are not going to be useful if insects don't want to eat them," he says.

Even when given access to alternative food sources, the flies were attracted to erythritol like...flies. And they dropped like them, too.

"Erythritol baits could function as an effective insecticide delivery mechanism in naturalistic situations where insects have access to other foods," O'Donnell says.



It was clear to Marenda and O'Donnell that erythritol is lethal to fruit flies. But how exactly are they dying? The researchers aren't quite sure.

"We have speculation about how the erythritol is killing the flies," says O'Donnell. One possibility, he explains, is that the erythritol is blocking sugars in the flies' digestive systems and "literally starving them to death."

The next step in their research is to learn more about what's happening to the flies physiologically, O'Donnell says. The researchers plan to perform experiments on other insects such as termites, cockroaches, bed bugs and ants. They also plan to conduct experiments with praying mantids, which eat fruit flies, to test erythritol's upward strength in the food chain.

More important, though, is further examination of erythritol's applications as a pesticide.

"We are not going to see the planet sprayed with erythritol and the chances for widespread crop application are slim," O'Donnell says. "But on a small scale, in places where insects will come to a bait, consume it and die, this could be huge." [D]

NOTE: Marenda's son, Simon, didn't win the science fair, but he was able to present his findings to his class. And, he's credited as both a co-author on the paper and as the inspiration and intellectual curiosity behind this research.

# Talking Turkey

**Some alumni will remember that, back in the day, it wasn't uncommon to hear rifle shots ring out inside the Main Building.**

BY ALISSA FALCONE

**D**uring the 1980s and early 2000s, Drexel operated a rifle range in Curtis Hall for the now-defunct Drexel University Rifle Team — whose signature event was an annual turkey shoot.

In 1984, the rifle team needed to raise funds for equipment and maintenance of their rifle range, which was located between the third and fourth floors of Curtis Hall (now a research facility). So naturally, they decided to shoot turkeys.

Not real turkeys, of course. Paper turkeys.

The turkey shoot was open to all students, faculty and employees. For obvious reasons, the rifle team substituted real turkeys with cartoon turkey targets (sometimes depicted wearing the traditional black Pilgrim hat or even carrying their own rifles), with frozen Butterball turkeys as prizes.

"No animals were ever harmed in our turkey shoot," jokes Perry McFarland, a Drexel alumnus, former rifle team member and now associate dean for finance and administration at the School of Public Health.

The Drexel event was based on the traditional turkey shoot, which was once a popular pastime on the 19th-century American frontier and the 20th-century countryside.

Turkey targets featured a bull's-eye on the turkey's breast measuring roughly 0.25 centimeters in diameter — 50 feet away from the shooter. The highest possible score was 50 points, or five bull's-eyes; most winners had scores in the upper 40s.

Most high-ranking officials like vice presidents, provosts and even University presidents participated or sent representatives from their offices. William W. Hagerty and Harold M. Myers took part during their tenures as Drexel president; Myers' score of 38 in the 1987 competition placed in the 95th percentile of shooters.

Drexel's last turkey shoot was held in 2003, the final year of the rifle team and its rifle range. At the time, the organization was the nation's second-oldest collegiate rifle team, having been established in 1919.



A Drexel University Rifle Team Turkey Shoot target from 1993.



## GIANT TETRIS GAME SETS NEW WORLD RECORD

It wasn't enough for Drexel's Frank Lee to reprise his role as skyline gamer guru with a giant game of Tetris® played on two sides of the Cira Centre. He had to go and break his own Guinness World Record in the process.



Lee, an associate professor in the Westphal College of Media Arts & Design and founder of Drexel's Entrepreneurial Game Studio, initially set the "largest architectural videogame display" record last year, when he turned one of Cira Centre's 29-story LED arrays into a game of Pong as part of Philly Tech Week.

This time around, he used the LEDs on both the north and south sides of the edifice – essentially doubling the size of the display to an astounding 119,600 square feet – to create a massive Tetris game.

## HOW AM I DRIVING?

How do people with autism rate their own driving? Worse, according to a pilot study conducted by Drexel researchers this year. But that may not mean that adults with autism are actually worse drivers.

What the survey found was interesting, but inconclusive, said study co-author Maria Schultheis, an associate professor of psychology. The respondents on the autism spectrum reported that they received their driver's licenses later in life, self-regulated their own driving and had been in more accidents. But those results might represent more frank reporting from the participants rather than a worse driving record than someone who doesn't have autism, says Schultheis.

Still, the findings of the study are only the beginning, Schultheis says, and will serve as a baseline for further research that will involve comparing the performance of those on and off the autism spectrum behind the wheels of driving simulators.

"This is a first step toward identifying, categorizing and quantifying challenges that may exist in this population," Schultheis says.



## PERELMAN GIFT TO SUPPORT A CENTER FOR JEWISH LIFE

In September, Drexel announced that renowned Philadelphia area philanthropist Raymond G. Perelman has pledged \$6 million for the construction of a Center for Jewish Life at Drexel on N. 34th St. The Raymond G. Perelman Center for Jewish Life is expected to open in the fall of 2016.

The center will be the first facility at Drexel dedicated to Jewish student life, and will be the home of Hillel at the University and be the site for Shabbat services and dinners, Jewish education programs, and programs facilitating opportunities in Israel. Preliminary designs show a three-story, 14,000-square-foot structure with event space for 100 or more people, chapel, meeting rooms, student lounges and offices for Drexel Hillel.

This is the second major gift to Drexel made by Perelman — in 2012, he pledged \$5 million to support the creation of the Raymond G. Perelman Plaza, which covers a large swath of Drexel's open space along the former 32nd Street between Market and Chestnut streets.

## WANTED: ART AND ARTISTS IN WEST PHILLY



What do you get when you have a community that wants access to art and can't get it? And, what if that same neighborhood already includes artists who don't have a connection to the community?

That's precisely the conundrum Drexel researcher Neville Vakharia found facing West Philadelphia's Mantua neighborhood.

Using a joint grant from Lucy Kerman, vice provost of university and community partnerships, and the Office of Research, Vakharia and his team of students from Westphal College of Media Arts & Design and the College of Arts and Sciences recently embarked on a yearlong study of the arts in underserved areas.

"We really set out to address this issue of what is the role of arts and culture in these neighborhoods," he says. "One of the big things we heard is that yes, residents want and need more opportunities to engage in cultural activities."

And while there are artists living in the studied region, unlike in other areas of the city that have benefitted from an artistic presence, "they don't know how to connect with the neighborhood," he says. "They want to stay and have a long-term impact, but part of why they don't stay is they don't feel engaged. They were actually doing their art elsewhere because they didn't have the community connections."

He adds: "Hopefully our findings can be shared with the community so that they know arts are part of the picture, and so the residents will know they are part of the larger civic agenda."



## DREADNOUGHTUS UNEARTHED

When you speak the word “titanosaur,” you can’t help but think big. Or rather, supermassive. A Drexel team made a discovery of epic proportions (literally) when it unearthed a new supermassive dinosaur species with the most complete skeleton ever found of its type. At 85 feet (26 m) long and weighing about 65 tons (59,300 kg) in life, *Dreadnoughtus schrani* is the largest land animal for which a body mass can be accurately calculated.

*Dreadnoughtus schrani* was “astoundingly huge,” says Kenneth Lacovara, an associate professor in the College of Arts and Sciences, who discovered the fossil skeleton in southern Patagonia in Argentina and led the excavation and analysis. “It weighed as much as a dozen African elephants or more than seven *T. rex*.”

In September, Lacovara and colleagues published the detailed description of their discovery in the journal *Scientific Reports* from the Nature Publishing Group.

Because all previously discovered supermassive dinosaurs are known only from relatively fragmentary remains, *Dreadnoughtus* offers an unprecedented window into the anatomy and biomechanics of the largest animals to ever walk the Earth.

And get this: The specimen Lacovara and his team discovered was not yet full grown. But before you go lumping this new dinosaur in with the carnivorous bullies like *T. rex*, know this: *Dreadnoughtus* was a plant eater.

In the winter/ spring issue of *Drexel Magazine* this January, look for an in-depth look into the discovery of *Dreadnoughtus*, including how this titanosaur the size of a house got its name.

## STRENGTHENING DREXEL'S PRESENCE IN CHINA

This past spring, Drexel announced a historic four-way partnership with Nankai University and the Tianjin Museum of National History.

A trip, led by President John Fry, was arranged for Drexel representatives to meet with Chinese leaders to create and build upon connections with several higher-education institutions. As part of the visit, the Drexel delegation further strengthened the University's bonds with the Shanghai Advanced Research Institute (SARI) and the newly established ShanghaiTech.

In Shanghai, the delegation visited ShanghaiTech University, a new institution led by a Drexel alumnus, Jiang Mianheng. ShanghaiTech was jointly established by the Shanghai Municipal Government and the Chinese Academy of Sciences to promote first-class undergraduate and graduate education and cutting-edge research. Its campus is being built next to SARI, where Drexel shares a joint research center.

## HOSPITALITY STUDENTS HIT THE JACKPOT WITH HANDS-ON LEARNING

Anyone else hearing the sound of slot machines coming out of a classroom might be a tad suspicious, but not those in Drexel's Dennis Gomes Memorial Casino Training Lab. To them it's just the sound of learning.

The slot machines were installed in the University's Paul Peck Problem-Solving Building in April for students with an interest in casino operations management. Donated by Bally Technology, one of the largest gaming technology manufacturers in the world, the machines – which accept no currency and are under 24-hour video surveillance – make Drexel the first university on the East Coast to provide on-site casino gaming equipment for educational purposes.

“Gaming is a growing industry across Pennsylvania, the Philadelphia region in particular and the entire eastern United States,” says Jonathan Deutsch, professor and founding director of the center. “With the University's strengths in tourism, hospitality and food and beverage, a robust casino management program completes our model.”



# West Philadelphia is in ‘the Zone’

**A neighborhood near Drexel’s campus has been designated by the federal government as a Promise Zone. Here’s why that’s great news and how Drexel helped.**

**W**hen the White House named an area of West Philadelphia adjacent to Drexel’s University City Campus as one of the nation’s first five Promise Zones earlier this year, it provided some hope for a cluster of neighborhoods that has struggled with poverty. Areas earning the designation become the focus of efforts to create jobs, attract capital, improve educational opportunities and reduce violent crime. Drexel assisted in the application to get the designation and will play a key role in the area’s revitalization.

But because the program is so new, the announcement raised a lot of questions.

What does being a Promise Zone mean for the area? Why and how is Drexel a part of the designation? *Drexel Magazine* spoke to Lucy Kerman, vice provost for University and Community Partnerships, for the answers to those questions and more. — *Matt Erickson*

## Q: First of all, what is a Promise Zone?

It’s a way that the federal government has aligned the federal agencies to work on addressing poverty. The Promise Zone carries no funding with it, but the federal agencies can provide assistance in the future. Zones will get special consideration for grant opportunities coming down the pike, and we are starting to see some of these opportunities. And there’s the possibility that, if Congress passes associated legislation, there could be tax credits tied to local hiring and certain capital investments in the zones.

The work is focused on an area of West Philadelphia that includes the neighborhoods of Mantua and West Powelton, as well as Powelton Village and Belmont.

The area has a poverty rate of about 51 percent, and some portions are more than 80 percent. But it also has the potential for enormous investment.

## Q: What is Drexel’s role?

Drexel assisted with the proposal, and the application required plans in four areas: education, public safety, housing and economic opportunity. We have working groups associated with each of those areas, and a fifth group focusing on health and wellness. We’re leading the education group, along with the School District of Philadelphia, and there are faculty and professional staff on all of the committees. And we’re really interested in lending the expertise



of our faculty, as well as our institutional energy, to ensuring the success of the Promise Zone. It’s a 10-year designation, so we’ve got a long way to go.

The community is hard at work addressing its challenges and problems, and being able to combine residents with our faculty to find science-based, successful solutions is one of the best ways that a university can partner with the community.

**Q: What could this mean for these neighborhoods, and for Drexel?**

It’s clearly in our best interest to be in a neighborhood that is strong and safe. It is a place where students live, and where many of our faculty and staff are beginning to live.

We want to see a safer neighborhood for everybody. We want to see a neighborhood with better schools so children have better educational options. We want to see a neighborhood with lively retail, so that you can go out to eat and get your dry cleaning done in your neighborhood, and your neighbors will be working in those stores. We would like to see houses standing in good shape, rather than falling down and deteriorating. We would like to see a livable, walkable neighborhood, with green spaces where people can walk around and be safe.

It’s critically important to us that these changes support existing residents, and that we do not solve the problems of crime and poverty by simply moving people out. It’s our commitment to be partners with long-time neighbors in supporting this neighborhood, so they can benefit from a safer, greener, more livable community. [D]



# The Art of Healing

**N**ext fall, Drexel's 11th Street Family Health Services will double in physical size, thanks to a \$2.5 million gift from University supporters Sandra and Stephen Sheller. But the North Philadelphia center will gain more than just square footage. With the expansion comes the opportunity to diversify the ways it helps those in the surrounding community.

In addition to primary care and dentistry to serve the four public housing developments that surround it, the center has also focused on behavioral health, using creative art therapy as one of its pillars.

The therapy services are particularly important for the center's patients — many face daily violence and poverty in their North Philadelphia neighborhood, and are often unable to sufficiently express their emotions through ordinary means, says Drexel's Lindsay Edwards, a registered dance and music therapist and director of creative arts therapies at the center.

"Creative arts therapy makes behavioral health more approachable and can be a way to speak the unspeakable, because how are you going to have words to explain it?" she says. "It allows for subtle expression when the client is ready to do so and allows for more healing on the preconscious and conscious levels as a precursor to other types of healing."

In a related effort, the center partnered with the Philadelphia Mural Arts Project's Porch Light Program to create a public mural each year in 2013 and 2014. Though the initiative has now concluded, the center is considering folding a mural element into its art therapy program, Edwards says.

"We're taking the momentum that was built around arts and healing because there has been a community built around it," she says.

Sandra Sheller, who with her husband, Stephen, made the gift for the center's expansion, is herself a creative arts therapist, so it's only natural for such programs to be an integral part of what the center

**Drexel's 11<sup>th</sup> Street Family Health Services is expanding its space and growing its list of programming and services to include a stronger focus on the power of healing through art.**

BY SCOTT PRUDEN

**"Creative arts therapy makes behavioral health more approachable and can be a way to speak the unspeakable, because how are you going to have words to explain it?"**



This issue's cover is a photo of children working on a mural for the Mural Arts Porch Light Initiative, in partnership with Drexel's 11th Street Family Health Services.

does, says Patricia Gerrity, associate dean for community programs and director of 11th Street Family Health Services.

The expanded health center building will be approximately 34,000 square feet, about double the size of the current 17,000 square foot space. The staff handled more than 32,000 clinical visits from patients last year, a number that challenged the capacity of the original facility. The new two-story expansion will also provide space for more students and faculty from Drexel's College of Nursing and Health Professions to train in interdisciplinary care.

Dedicated space in the new wing will be available for more primary care visits, as well as for services provided by graduate students in Drexel's Department of Couple and Family Therapy, plus new studio space for dance, music and the art therapies.

The expanded building will be renamed the Stephen and Sandra Sheller 11th Street Family Health Services Center. Construction is expected to be complete in the fall of 2015. [D]



# Word on the Street

**Mantua resident Gwen Morris says word is getting out about Drexel's Dornsife Center for Neighborhood Partnerships and its position as a powerful and much-needed community resource.** BY SCOTT PRUDEN

If you ask Mantua resident Gwen Morris about the current and future needs of her neighborhood, be prepared to listen.

As secretary of the Mantua Civic Association, she's not only an engaged member of her community, but one who believes her particular part of Philadelphia has qualities and needs unlike many others. As such, she's a vocal and adamant advocate.

And one thing she knows is that Mantua — along with neighboring Powelton Village — needed a place for residents to get the help they might need but not know how to find.

With the June 12 ribbon cutting at Drexel's Dana and David Dornsife Center for Neighborhood Partnerships at 35th and Spring Garden streets, she believes that place might have arrived.

"This may be a center that can help bring a number of organizations together for the purpose of increasing participation all over the community," she says.

The center was officially established in October 2012 with a \$10 million gift from Dana and David Dornsife. Dana Dornsife earned her bachelor's degree in business from Drexel and is the founder of the Lazarex Cancer Foundation. She serves as the foundation's president and CEO.

David Dornsife is chairman of the Herrick Corp., the West Coast's largest steel fabricator and contractor.

In conceiving of the center as a venue for urban outreach, Drexel hoped to model it after rural extension programs, offering free educational programs to the community.

The Dornsifes were inspired to make the

gift because of the project's "potential to serve as a model for urban outreach by universities nationwide," said Dana Dornsife in announcing the contribution. "I'm proud of my alma mater and I look forward to seeing Drexel's impact on the Powelton Village and Mantua neighborhoods."

Just the center's location, Morris notes, serves as a bridge between Mantua and Powelton, which have sometimes maintained an uneasy relationship over the years.

"It's really ideal to bring the community together in a more neutral way," she says. "This represents a cross-section of the community."

In more tangible ways, Morris has already witnessed the benefits of the Dornsife Center's computer center — noting how it helps many of the area's older residents become computer literate — and community activities centered there.

Along with supporting the healthy eating, digital access and children's science, technology, engineering and math (STEM) programs at the center, as a longtime resident and homeowner, Morris wants to see more focus on estate planning for older residents to allow for a smoother transfer of title to a homeowner's heirs.

"We have an aging homeowner popula-

tion who may or may not have children, who might not having a living spouse, who need to be educated about the importance of estate planning and what a will means to your survivors," she says, noting that without proper planning, a home's ownership often is disputed and is left to decay, which in turn brings down the entire block.

"The word is spreading about Dornsife as a resource," she says. [D]



Gwen Morris of the Mantua Civic Association, at the Dornsife Center.

# DragonsTeach: A Two-for-One Opportunity for STEM Majors

**A new program  
will help Drexel  
STEM majors  
earn teaching  
certifications.**

BY SCOTT PRUDEN

**S**tarting next year, Drexel students in the STEM subjects — science, technology, engineering and math — will have the opportunity to get a two-for-one deal on their degrees, earning their secondary school teaching certifications along with their chosen majors.

The program, called DragonsTeach, is designed to provide a secondary set of skills and expertise for students coming out of STEM majors in the hope of creating more well-rounded graduates, helping to fill much-needed STEM teaching positions and providing them with additional employment opportunities.

Even if the participating students don't ever go into teaching, the skills they learn as part of DragonsTeach can help them in a number of areas both professionally and personally, says Jessica Ward, director of operations for DragonsTeach.

"It's been shown that these students come out of these programs as leaders," she says. "They're

going to stand out at the top and it's going to make them competitive, even if they're going into graduate school."

Ward notes that teaching skills are especially critical for many graduate students, who often get put in charge of classrooms as graduate assistants. And if they choose to pursue a path in teaching full-time, the need is certainly there, especially in places like Philadelphia, Ward says.

"We want to create new teachers who can go out and have the background of their STEM degree and have real-world context for the curriculum they're developing," she says.

The result is people who can teach by doing rather than by dry memorization and reading, thus engaging students on a more personal level so they learn more effectively.

**"This is a good Plan B... We're touting it as a way  
to maximize your STEM degree."**

— Jessica Ward, director of operations for DragonsTeach

going to stand out at the top and it's going to make them competitive, even if they're going into graduate school."

DragonsTeach, which begins in the winter 2015 quarter, is the latest addition to the national UTeach program, established by the UTeach Institute at the University of Texas Austin in 2006 to replicate the program nationwide. As of spring 2014, there were 6,704 students enrolled in UTeach programs throughout the United States, with 2,135 graduates anticipated this year.

Those who complete the DragonsTeach program are fully certified to teach in Pennsylv-

nia and must complete the required hours of student teaching to do so. In the process, Ward says, the students learn skills — such as dealing with student personalities and school cultures — by working in classrooms with students and mentor teachers.

"This is a good Plan B. Maybe you want to teach when you retire. Maybe you want to have a summer job," Ward says. "We're touting it as a way to maximize your STEM degree." **[D]**





## EXPERT ANALYSIS



Karen Weaver



Eric Zillmer



Ellen Staurowsky

### Three Drexel experts weigh in on the issue of compensation for student-athletes.

Earlier this year, a group of football players from Northwestern University were told that, yes, they should be considered school employees and that they had the right to form unions, in a landmark ruling by the National Labor Relations Board (NLRB) in their favor.

*Drexel Magazine* looked to three experts — Drexel Athletics Director Eric Zillmer; Ellen Staurowsky, a sport management professor and internationally recognized expert in social justice in sport; and Karen Weaver, an associate clinical professor in the Department of Sport Management — to learn more about the ruling's impact on college sports and on how it may (or may not) play out at Drexel.

#### Can you tell us a little more about this case and what will happen next?

**ELLEN STAUROWSKY:** In March, (NLRB) Regional Director Peter Sung Ohr determined that Northwestern University football players were employees with the right to organize and collectively bargain under the National Labor Relations Act. According to common law, an employee is “a person who performs services for another under contract for hire, subject to the other’s control or right of control and in return for payment.” Matching up the terms and conditions under which football players on full scholarship worked at Northwestern, Ohr concluded that players did provide valuable services in support of a football program that generated \$235 million for the university between the years 2003 and 2012.

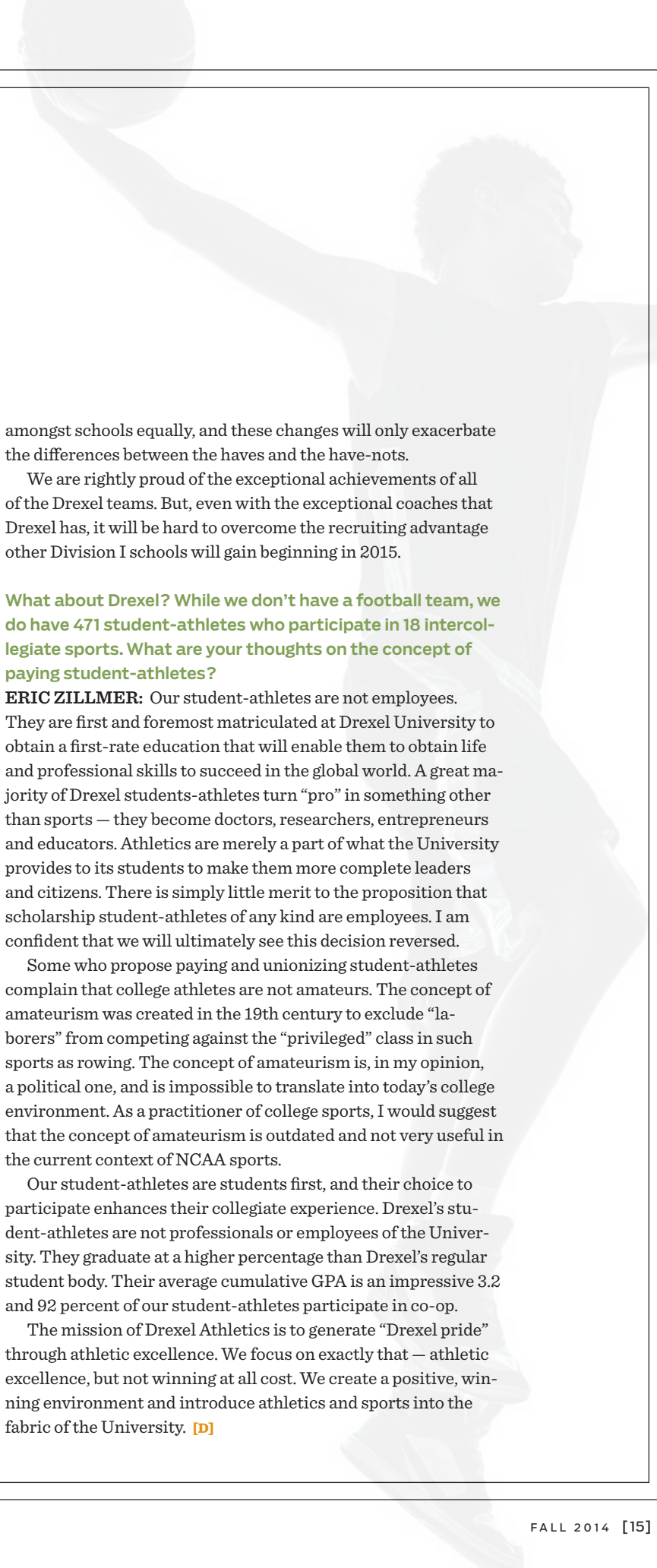
He also found that players were under “strict and exacting control by their Employer throughout the entire year,” putting in 40 to 60 hours per week as football players, and being subjected to rules and regulations governing nearly every aspect of their lives; and that players were identified and compensated on the basis of their athletic talents.

In the aftermath, Northwestern appealed the ruling, agreeing that the request for review raised substantive issues that warranted closer examination. In response to an invitation for interested parties to submit briefs addressing issues raised in the case, 24 amici briefs were filed. Those supporting Northwestern University take exception to several key aspects of the decision, most notably that athletes are primarily students rather than employees. Those supporting the players argue that NCAA rules have been designed expressly to deny full scholarship athletes their status as workers for the purposes of controlling player costs and the labor force overall.

There may be more litigation to follow, with the possibility that the case could go to the U.S. Supreme Court. While this ruling applies only to Northwestern, it has implications for other private colleges and universities. The ruling does not have a direct impact on football programs offered at public institutions. But, players at those institutions could seek similar remedies under state labor laws.

Should the Northwestern players prevail, schools would need to deal with the consequences. Opponents of the idea

# THE \$STATE OF THE 'UNION'



that student-athletes on full scholarship who are connected to a viable market are employees argue that chaos would reign because the NLRA applies only to private institutions. But there is likelihood that NCAA Division I rules would be modified to reflect the ruling.

### What changes might we expect?

**KAREN WEAVER:** The Power 5 conferences, comprised of the Big Ten, the Pac 12, the SEC, the ACC and the Big 12, are determined to address the issues raised by the Northwestern players in order to minimize the impact of many of the legal concerns. Flush with new money from the Division I Football National Championship beginning in 2014-15 (around \$250 million), these 65 schools feel strongly that they can now adopt many of the student-athlete welfare concerns that are relevant to the Northwestern football players.

Already, indications exist that, in addition to providing student-athletes their full scholarships, institutions will be granted relief within the NCAA rules this year to: raise the value of the scholarship to include full cost of attendance (\$2,000-\$5,000 more per athlete per year); addressing the issue of concussions and “return to play” protocols to better protect student-athletes; develop degree completion guarantees that deliver on the promise to earn a college degree even if the athlete completes his or her eligibility and is short of credits; and guarantee four-year scholarships, so that a student-athlete would not have to worry about a non-renewal during his or her collegiate career.

This past March, the NCAA allowed Division I schools to begin providing unlimited access to cafeterias and nutrition bars for athletes who consume 6,000-8,000 calories per day while training. The specter of student-athletes going to sleep hungry because three meals a day weren’t enough became a public relations nightmare for the NCAA. The average cost of these expanded training tables is \$1.3 million per school in new money, every year.

**All of these changes that the Power 5 conferences want to make sound reasonable to the casual observer—why wouldn’t a parent of a high-profile student-athlete want this for their son or daughter? And if the schools have the money from the Football National Championship, then shouldn’t they do the right thing and invest it back into student-athletes?**

Agreed...to a point. These changes will cost a substantial amount of money. And while the Power 5 schools will have a new revenue stream, the other Division I schools (of which Drexel is one) may not. The NCAA does not divide money

amongst schools equally, and these changes will only exacerbate the differences between the haves and the have-nots.

We are rightly proud of the exceptional achievements of all of the Drexel teams. But, even with the exceptional coaches that Drexel has, it will be hard to overcome the recruiting advantage other Division I schools will gain beginning in 2015.

**What about Drexel? While we don’t have a football team, we do have 471 student-athletes who participate in 18 intercollegiate sports. What are your thoughts on the concept of paying student-athletes?**

**ERIC ZILLMER:** Our student-athletes are not employees. They are first and foremost matriculated at Drexel University to obtain a first-rate education that will enable them to obtain life and professional skills to succeed in the global world. A great majority of Drexel students-athletes turn “pro” in something other than sports — they become doctors, researchers, entrepreneurs and educators. Athletics are merely a part of what the University provides to its students to make them more complete leaders and citizens. There is simply little merit to the proposition that scholarship student-athletes of any kind are employees. I am confident that we will ultimately see this decision reversed.

Some who propose paying and unionizing student-athletes complain that college athletes are not amateurs. The concept of amateurism was created in the 19th century to exclude “laborers” from competing against the “privileged” class in such sports as rowing. The concept of amateurism is, in my opinion, a political one, and is impossible to translate into today’s college environment. As a practitioner of college sports, I would suggest that the concept of amateurism is outdated and not very useful in the current context of NCAA sports.

Our student-athletes are students first, and their choice to participate enhances their collegiate experience. Drexel’s student-athletes are not professionals or employees of the University. They graduate at a higher percentage than Drexel’s regular student body. Their average cumulative GPA is an impressive 3.2 and 92 percent of our student-athletes participate in co-op.

The mission of Drexel Athletics is to generate “Drexel pride” through athletic excellence. We focus on exactly that — athletic excellence, but not winning at all cost. We create a positive, winning environment and introduce athletics and sports into the fabric of the University. [D]



## DRAGON QUOTES



**“I like to think of this as, like, the Corner of Hope.”**

— **JOHN FRY**, president of Drexel, in a *Politico* article on how Drexel's engagement with the community and schools in West Philadelphia are improving Mantua and Powelton Village.

“What has happened since [President John Fry] came here is that the commitment to civic engagement has become that much stronger, that much more focused, and that much more strategic.”

— **LUCY KERMAN**, vice provost, University and Community Partnerships, on Drexel's growing relationship with West Philadelphia.

**“I usually answer by saying I'll pull out my Ouija board and see what it says.”**

— **CATHERINE ULOZAS**, Drexel's chief investment officer, on how she responds to requests for personal investment advice.

“Some people think it's cool. Other people think it's kind of **GHOULISH**.”

— **THERESA CONNORS**, lab manager for gross anatomy and the Spinal Cord Research Center in the College of Medicine, about her job working with cadavers.

**“It's bad enough to lose a \$2,000 computer. It's much, much worse to lose 2,000 records.”**

— **KEN BLACKNEY**, associate vice president for infrastructure in the Office of Information Resources and Technology, on new data security measures for the Drexel community.

“I believe that localized energy generation from solar batteries, wind power generators and other sources will become very, very common. Every home, every building will have some energy generation system to produce renewable energy.”

— **YURI GOGOTSI**, distinguished university and trustee chair professor and director of the A. J. Drexel Nanotechnology Institute, on his research on creating a more accommodating energy storage system.

**“You are what you eat, at any age.”**

— **CAROL LIPPA**, MD, professor and interim chair of the Department of Neurology in the College of Medicine, on the attraction of salt and sugar for the elderly as a side effect of declining sense of smell.

**“It's all about proximity. That's the whole point.”**

— **KARA LINDSTROM**, program manager for the ExCITE Center, about the benefit of bringing student entrepreneurs closer to faculty and industry in the new Innovation Center @3401.

“[Co-op experience] brings a richer dialogue to the classroom. People are holding onto old forms of pedagogy. **This is a far more dynamic and experiential way for students to learn.**”

— **PRESIDENT JOHN A. FRY** in a *Forbes* magazine article about why more colleges don't use the co-op system.

# Law School Receives Largest Gift in University History

**L**ess than a year after former Ambassador Earle Mack graciously stepped aside as naming donor of Drexel's School of Law, the school has a new benefactor, a new name and a new institute.

In September, President John Fry announced the school would be named the Thomas R. Kline School of Law in honor of a landmark \$50 million gift that will transform legal education at Drexel for generations to come.

The commitment by Kline, one of the nation's most respected and influential trial lawyers and a champion of the elevation of trial advocacy training for law students, marks the largest single gift in the University's history.

"I'm proud that our law school will be forever associated with Tom Kline," says Fry. "His commitment to Drexel will carry great significance for lawyers across America."

Kline is a distinguished trial lawyer who has spent more than 35 years representing catastrophically injured persons. He is founding partner, along with Shanin Specter, of the nationally recognized law firm of Kline & Specter. His many groundbreaking cases have contributed to the shaping of the law in Pennsylvania, and his many jury verdicts and settlements are well known for resulting in corporate, institutional and governmental changes through the civil justice system.

He has also served four U.S. senators over two decades and chaired the Federal Judicial Nominating Commission for the U.S. District Court for the Eastern District of Pennsylvania more than a decade. He's both a Drexel University trustee and chair of the advisory board for Drexel's law school.

Kline's gift includes the conveyance of the historic Beneficial Saving Fund Society Building at 12th and Chestnut streets, which will house the future Thomas R. Kline Institute of Trial Advocacy of the Kline School of Law.

Once restored and renovated, this grand Horace Trumbauer-designed bank building located in the heart of Philadelphia's legal community will house state-of-the-art facilities — a magnificent ceremonial courtroom, faculty offices, public and student spaces, and innovative technology — for students to build and hone their advocacy skills. The

building will be transformational to the Market East corridor and serve as an anchor to the redeveloping neighborhood.

"We aspire to swiftly establish our law school as a force, especially in the area of trial advocacy, and to gain recognition nationwide," says Kline. "I am especially excited about the establishment of a new trial advocacy institute, unique in American law school education."

"We will build a facility unique in legal education," he says. "This magnificent site will become a magnet for the best of faculty and students, and a top-tier law school."

The Thomas R. Kline Institute of Trial Advocacy will dramatically change the entire range of the law school's activities. It will advance courtroom simulation for the JD program and co-curricular

programming and will enhance faculty interaction with students who undertake advocacy-based co-ops and clinical work. Additionally, it will support the development of post-graduate LLM and continuing legal education trial and appellate advocacy programs.

The remainder of the gift will serve the law school's overarching mission to be a center of legal excellence in Pennsylvania and a national leader in experience-based legal education, already a strength of the law school. **[D]**





## [DREXEL: SOCIAL]

### Facebook

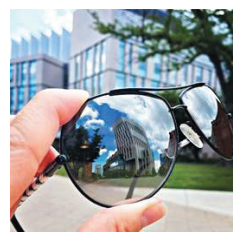


▲ We're celebrating our first anniversary on Instagram. From the winter snow to the summer heat and everything in between, we've taken photos of it all.

### Instagram



Our newest building at 34th and Lancaster is on the rise and has just been named "5 big projects likely to make a big difference in Philly" by @phillycitypaper. #drexel



Sunshine? Check! Sunglasses? Check! Beautiful weekend ahead? Check! Enjoy it Dragons!! #drexel #LeBow



Oh, the places you'll go... with #drexelstudyabroad! For @manishagamble it was Ireland. Thanks for sharing the great photo!



Fall: It's beginning to look like fall on the north side of campus. #Drexel

### YouTube

#### THE DINOSAUR THAT FEARED NOTHING



◀ Drexel professor Ken Lacovara has recently unveiled a new supermassive dinosaur species he discovered and unearthed with his team between 2005 and 2009. Weighing in at nearly 65 tons, *Dreadnoughtus schrani* is the largest land animal ever found of calculable mass and also one of the most complete skeletons ever found for a dinosaur in this mass range. Check it out: <https://www.youtube.com/watch?v=jyoTwDfXZ6c>

### Twitter

@klaoshaffner: Jul 17 — Fascinating @politico article about @DrexelUniv's efforts to revive neighborhood (via @milyReddy) [http://www.politico.com/magazine/story/2014/07/philadelphia-drexel-john-fry-108819.html?ml=m\\_t1\\_2h#U8U544gVQC](http://www.politico.com/magazine/story/2014/07/philadelphia-drexel-john-fry-108819.html?ml=m_t1_2h#U8U544gVQC) ... @PaCrossroads

@drexelwestphal August 1: @PHLGeekAwards we're geeking out over @DrexelUniWestphal professor and student nominees in the #PhillyGeekAwards!

@Jim\_Gardner July 14: If you're interested in @DrexelUniv and how its president wants to transform it and Mantua read this! <http://drexel.lu/1pPtugH>





@cwphilly July 6: @DrexelUniv Professor Beats His Own World Record With #tetrtris: cbsloc.al/1sBWE6Z

@GrimshawArch July 2: Major universities like @DrexelUniv Philadelphia are starting to play larger role in urban development [ow.ly/yHQ3e](http://ow.ly/yHQ3e)

@MattAzevedo August 5: Drexel Coop students more attractive to employers " @FortuneMagazine: College co-ops The future of higher education? <http://for.tnNpOoq> "

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@SkylessGames creates video games to help social causes engage and educate their audiences.

@215Marketing doesn't just design websites. They design breathtaking digital experiences, including [drexel.edu/baiada](http://drexel.edu/baiada).

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@TheCloseSchool

The Close School's Baiada Institute for Entrepreneurship is the headquarters for student startups at Drexel University. Featuring 1,900 square feet of co-working space to call home, the Baiada Institute is where you'll start your first (or next) venture.

Become a part of the nation's first freestanding school of entrepreneurship to offer degrees.



DREXEL UNIVERSITY  
**Charles D. Close**  
School of Entrepreneurship



# TIME & PLACE

**6.20.14** SWANN MEMORIAL FOUNTAIN,  
CENTER CITY

Drexel's Isabella Betancourt spends part of each day in Philadelphia's Logan Circle, splashing around in Swann Memorial Fountain fully clothed.

But she isn't crazy.

She's not trying to clean the fountain. And she's not trying to steal the hopes and dreams of passing wishers by collecting coins, either.

The curatorial assistant at the Academy of Natural Sciences of Drexel University catalogs Philadelphia's insect diversity by using one of the city's most recognizable landmarks as a giant insect trap. Her personal urban entomology biodiversity project (say that five times fast) tracks the variations and populations of insects to measure how green Philadelphia's environment really is. Insects are excellent indicators of water quality, but collecting them in an urban setting is not a common practice. That wasn't a problem for Betancourt: "There's so much entomology in the rainforest — why not collect in Philadelphia?"

**1 /// ACADEMY OF NATURAL SCIENCES:** The Entomology Department in the Academy of Natural Sciences has existed since the institution's founding in 1812. The department's collection holds more than 3 million specimens, and everything Betancourt finds is added to the collection. Since Betancourt started the project, she's already found one cuckoo wasp not included in the collection.

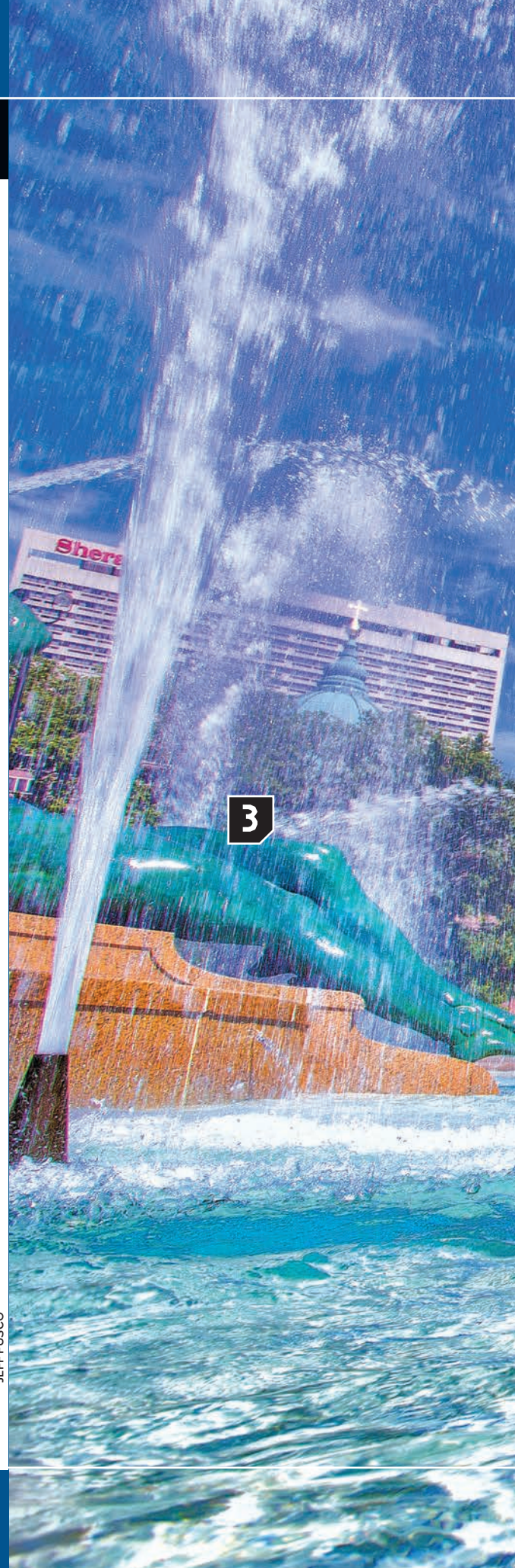
**2 /// ISABELLA BETANCOURT:** Betancourt dreamed up the project soon after she started working at the Academy in 2012. "It was hard being

inside all the time and working with so many dead insects in the collection," she says. "I wanted to go in the sun and work with living insects." Now, she collects specimens sometime between noon and 2 p.m. every day, rain or shine — not that the rain matters, since she brings a jacket, umbrella and rain boots to protect herself under the fountain's constant spray.

**3 /// SWANN FOUNTAIN:** Unlike the neighboring LOVE Park fountain, Swann Fountain doesn't contain any filters, which makes insect collecting easier. Built in 1924 to memorialize Dr. Wilson Cary Swann, founder of the Philadelphia Fountain Society, Swann Fountain's main geyser features large Native American figures to symbolize the area's major local waterways: the Delaware River (a man), the Schuylkill River (a woman) and Wissahickon Creek (a girl). The sculptures that spout water toward the center are frogs, turtles, a fish and two swans — puns on the fountain's namesake.

**4 /// CITY HALL:** In his 2008 inaugural address, Mayor Michael Nutter pledged to make Philadelphia the greenest city in America by 2015. By cataloging the types of insects and their presence in the fountain, Betancourt can use them as bioindicators to investigate the city's environmental conditions. The data will let Betancourt know how the natural history — the life cycles, habits and environmental requirements — of those insects has evolved in Philadelphia. If the water becomes polluted, aquatic insect diversity will drop; if the water becomes cleaner, diversity will increase. —*Alissa Falcone*

JEFF FUSCO







ACADEMY

1

2

CITY HALL

4



# DREXEL FOOTBALL'S greatest pass

Oftentimes in sibling relationships, the eldest protects the youngest. But for Drexel football alums and brothers Tom and Steve Terebus, the roles were recently reversed. Younger brother Tom, who lives in Indiana, Pa., stepped up and donated a healthy kidney through a unique exchange program in order to free older brother Steve from a life of dialysis and give him a second chance.

"If it wasn't for my brother, I probably wouldn't be here today," says Steve Terebus, a 1969 Drexel graduate and retired bus driver who lives in Johnstown, Pa. "He's my hero."

The Terebus brothers are former varsity players for the Drexel football program, which disbanded in 1973.

Raised in a football-crazed family in western Pennsylvania, the two were lured to Drexel with football scholarships and the opportunity to enroll in the school's popular co-op program.

"We usually had 4,000–5,000 fans at our games, and sometimes up to 10,000 or 12,000 fans," Steve Terebus recalls nostalgically. Tom rebuffs; he remembers it differently. To his brother he says, "I think you may have taken a few too many shots to the head while playing at Drexel because the only crowds I remember that big were maybe at homecoming!"

Steve was a muscular and athletic defensive lineman while at Drexel, but later in life he suffered from high blood pressure and diabetes. One night in 2010, he lost about eight units of blood and his kidneys shut down. Two and a half years of dialysis ensued, a draining process in which he was hooked up to a machine nine hours a day.

Tom, who played defensive back for Drexel, agonized over his brother's rapid decline, fearing he wouldn't last the average four-year wait to receive a kidney.

"My father died of renal failure in 1994," says Tom, who is 65, three years younger than his brother. "I could see my brother going down that same path pretty quickly."

So Tom, a retired civil engineer, explored the idea of donating a kidney. A direct donation wasn't possible since the brothers weren't exact matches. However, through a paired-kidney exchange program, Tom was able to donate to a man in Ohio while Steve received a kidney from a New York man.

Finding a match through the National Kidney Registry (NKR) was only half the battle. Tom, who had endured several back surgeries, was put through the gamut of tests before gaining clear-

**It was quite possible that Drexel football alum Steve Terebus, his health deteriorating with each passing day, would have to wait several years to replace failing kidneys. His brother Tom's sacrifice provided a shortcut that may have saved his life.** BY JOHN A. FANTINO

ance from the doctors. He was also helping his wife grieve the loss of her sister to cancer a month earlier.

The lengthy surgeries were scheduled for June 25 – Tom's birthday – in Pittsburgh.

The road to recovery is long, but 18 months later, both brothers are healed and Steve no longer needs dialysis. This past summer, just a year after a successful surgery, Steve played golf, sometimes skipping the cart in favor of walking the course. He also bowls and sings in multiple choir groups.

According to the National Kidney Foundation, 100,602 people are currently waiting for life-saving kidney transplants in the United States. Every 20 minutes someone is added to the kidney transplant list; 14 people die each day while waiting for the organ.

Last year, 14,029 kidney transplants took place in the United States, with only 4,715 kidneys coming from living donors.

That's a number Tom Terebus, now an advocate for the Center for Organ Recovery and Education, hopes continues to rise.

"Just the fact that my brother is healthy and doing well means everything to me," Tom says. "To see him play golf and go bowling – stuff that he hasn't been able to do in years – means everything."

"[The NKR program] helped allow me to do that, even though we weren't blood matches," he adds. "I wasn't aware of it. Maybe (our story) can help others become aware of it."

Tom says Drexel football alumni still keep in touch. A couple years ago, in fact, a bunch of former players returned to campus for a reunion. Steve couldn't attend because of his health. But, thanks to his brother's donation, there's a good chance he'll be at the next one. **[D]**



**LEARN MORE ABOUT  
THE NATIONAL  
KIDNEY REGISTRY AT  
KIDNEYREGISTRY.ORG.**



**“If it wasn’t  
for my brother,  
I probably  
wouldn’t be  
here today.  
He’s my hero.”**

**—Steve Terebus,  
1969 Drexel alum**



**In the spring, the Drexel University Sailing Team was invited to the largest intercollegiate sailing regatta in the world. No matter that it was in France. They raised the money and the support to get there, and became Drexel's first club sport to compete overseas.**

BY MATT ERICKSON

**E**very weekend during the spring and fall, members of the Drexel Sailing Team pile into their cars and head to competitions up and down the East Coast, from Connecticut to Virginia. It's a lot of travel, but that's nothing compared to a trip the team took this past spring.

In April, the squad jetted off to Les Sables-d'Olonne, France, to compete in the world's largest intercollegiate sailing event, the 46th EDHEC Sailing Cup. To get there, the team members had to take first place in their class in the Intercollegiate Offshore Regatta in Larchmont, N.Y., the biggest such competition in the United States, and also raise \$30,000 for travel expenses. For their trouble, they were the first-ever Drexel club sports team to compete abroad.

At the event, about 3,000 students from more than 20 countries around the world race aboard about 180 boats. For the eight students making the trip, it was a solid week of sailing with the best collegiate competitors in the world.

And though boat damage caused by fierce winds forced the team to withdraw from the competition on its final day, it was still the experience of a lifetime, one well worth the effort, says senior Jakub Tyczynski, the crew's captain.

"We all learned a lot," Tyczynski says. "We pushed each other and ourselves to the limit."

Tyczynski, an international student from Krakow, Poland, has been an avid sailor for about

12 years, even leading crews on several boats around Europe. Drexel's sailing club was a big reason he chose to come to the University.

"You're tired after work or after class, and you're getting on the water, and sometimes it's cold and it's raining and it's miserable," Tyczynski says. "But you forget about that stuff when you get into the boat."

The team, which normally competes in two-person teams aboard 13-foot boats, formed one eight-person crew in a 26-foot boat for the competition. The repeated eight-hour sailing sessions they've gone through together had already made them close over the course of the year, freshman Elizabeth Jarvie says.

"You're still bonding with your teammates out on the water, even when you're racing," says Jarvie, who also made the trip to France.

The members of the team — about 15 participate regularly — have a range of previous sailing experience. They have a range of majors, too — Tyczynski studies finance, Jarvie majors in biology and other team members are in the College of Engineering and the College of Computing & Informatics.

To raise the funds for the trip, Tyczynski and several other students in the LeBow College of Business approached Drexel leaders with a presentation that resembled a business pitch to potential investors, emphasizing that Drexel's name and logo would be displayed in several prominent places on their boat at an event with representatives from universities around the world.

The team successfully raised what they needed from several Drexel offices, outside sponsors and donors, including President John Fry. The funds allowed them to pay for tournament fees and travel costs. One team member actually jumped up and clicked his heels together when the goal had been met, Jarvie says. About 80 people helped the team in its effort in all, says Tyczynski.

Thanks to that help, the team got to head overseas to face some of the best student teams in the world, some of whom had hired



# EXPLORING NEW WATERS



professional skippers to lead their crews. The squad battled fierce winds and waves as high as 12 feet. But that just fueled their fire.

"Everybody would get up in the morning and be pumped to get on the boat, even though we'd been beaten up by the winds the previous day," Tyczynski says. "We knew that we were lucky to be among a very few teams from the USA that represent their universities."

On the last day of the weeklong event, the furious winds damaged the boat too much for the team to continue. They felt sad as they began to head back to the marina, Tyc-

zynski says, but on the way back they saw that more than 20 other teams had also had to retire because of boat damage.

The experience was still well worth it, he said, and he can't wait to shoot for a berth in the competition again in 2015.

"We're sailing on the international stage, competing with the best student sailors in the world," Tyczynski says. "You can't beat that."

The 2014-15 season is already underway, with the team in New York in October for this year's Intercollegiate Offshore Regatta.

For the tight-knit group, the feeling of being out on the water is like nothing else, says Tyczynski, who will graduate in 2015. And thanks to their work, they got to experience it for a solid week in a new part of the world. The team hopes to go back to France again next year.

"You get on the water," Tyczynski says, "and you just don't think about anything else." [D]



# Globetrotting Dragons

## DREXEL SPORTS TEAMS SPENT A BUSY YEAR TRAVELING AND COMPETING OVERSEAS

In a year's time, Drexel University varsity and club athletes have crossed oceans four times to not just compete, but to carry the spirit of the United States and Drexel to foreign countries in Asia and Europe.

Aside from being great adventures and opportunities for the University to represent itself overseas, trips like these provide stellar opportunities for students to travel and immerse themselves in foreign cultures, says Eric Zillmer, director of athletics for the University.

"A foreign trip allows our players a cultural experience that is immeasurable," he says. "In addition, it fosters team chemistry, which strengthens all of our athletic programs."

### AUG. 23–SEPT. 3

The men's varsity basketball team traveled on an historic trip to **China**, scheduled to play four games during 10 days in the country, with visits to Shanghai and Beijing.

The trip was a good fit for Drexel's growing relationship with China and its overall international ambitions, says Zillmer.

"It makes perfect sense to align our institutional goals with those of our athletics department and use our Division I basketball team as global ambassadors for Drexel on and off the basketball court," he says. "China is an emerging world power in men's basketball and it will be exciting to see how Drexel measures up to this challenge."

### JUNE 27–JULY 2

The men's varsity lacrosse team participated in the Friendship Games in Tokyo, **Japan**, a trip that came just after the team's appearance in the NCAA Quarterfinals.

Represented as a "goodwill tour," the Drexel trip included matches against the Tokyo Representative Team and the Japanese National Team, as well as a lacrosse clinic and scrimmage matches. By staying with host families, team members had the opportunity to experience real Japanese culture through sightseeing trips around Tokyo.

### JUNE 14–22

The women's varsity crew squad took their second trip to London, **England**, to vie for the Sports Council Cup, the highest award of the Henley Women's Regatta, along with more than 1,000 competitors from around the world.

Held in the town of Henley, the race pits two boats against each other in a straight shot down a segment of the River Thames.

### APRIL 27–MAY 3

The Drexel sailing team, a club sport at the University, crossed the pond to Les Sables-d'Olonne, **France**, to compete in the 46th EDHEC Sailing Cup, the world's largest intercollegiate sailing event (full story on page 24). Approximately 3,000 students from 24 countries around the world raced aboard nearly 200 boats in what is considered the most prestigious collegiate sailing event in the world.

But the trip didn't come without some drama. No one on the Drexel team spoke French, the weather was brutal and toward the end of competition a mast on the team's 31.3-foot sailboat, the *Grand Surprise*, snapped, forcing them to leave the competition. Through all the hurdles, though, the team returned triumphant in the fact that they had made it to France and been able to sail.



# Two Times a Dragon

The Taney Dragons. It's become a household name. The Taney Dragons, Philly's first baseball team to ever qualify for the Little League World Series. The Taney Dragons, whose player Mo'ne Davis is the first girl to earn a win and pitch a shutout in Little League World Series history and also the first player to appear on the cover of *Sports Illustrated* as a Little League player. The Taney Dragons, who returned from four weeks on the road to meet the Phillies and hear Mayor Michael Nutter diagnose the city with "Taney Dragon fever" during the city's welcoming parade.

Yes, the Taney Dragons. How about the name Alex Rice? He's an important player in this story. He's the star team's manager, father of one of the players and also a Drexel alumnus.

Alex Rice started coaching the Taney Dragons about seven years ago, once his son turned six. He joined the league just a few years after he completed his Drexel architecture degree in 2002.

"I was working full-time and going to Drexel in the evenings for an additional degree. Then, Little League took the place of academics," he remembers. "Guess I like to keep busy when not working."

He's certainly kept busy this summer. The Dragons, representing the mid-Atlantic region in the Little League World Series, won their first two games before being eliminated by the eventual champion team. Rice and the team were expecting some press out of Philly, but he recalls the bus ride from Bristol to Williamsport was "the fall down the rabbit's hole," after the team started receiving media requests and later found out that that Mo'ne was on the cover of *Sports Illustrated*. Even after placing third out of the 7,000 Little League teams in the country, the Dragons still had a jam-packed schedule, highlighted with an interview with Matt Lauer on NBC's "The Today Show."

"Baseball took over our lives," he says. "In my 'spare time,' I work as an architect. I'm joking – sort of."



**Alex Rice, manager of the superstar Taney Dragons, Philadelphia's treasured Little League team, is a proud Drexel alum.**

BY ALISSA FALCONE

After a brief end-of-summer vacation in New England, Rice is now back at work as an architect, and his son and his players have gone back to school. But this summer's whirlwind adventure, and the ending that brought the team back to Philly's homecoming parade, will last forever, he says.

"I had no idea the impact the team was having back home until we got back to Philly. It was truly unbelievable and incredibly gratifying to have been a part of something the whole city took such pride in," he says.

The connections between the Drexel Dragons and the Taney Dragons are many. The team's first baseman, Joseph Richardson Jr., is the son of Chanel Ward-Richardson, a systems analyst manager for Drexel's Office of Academic Information & Systems; and his sister, Gabrielle, is a current student at Drexel, in the design and merchandising program. One of the founders of the Taney Dragons league, Stephen Rosenzweig, has two children who are Drexel Dragons. His son Eric has a bachelor's degree in architecture and a master's in library science. And his daughter Jessica is currently earning her MBA at Drexel.

In fact, it was Eric Rosenzweig who was credited with solidifying Taney's mascot.

"We were kicking around the idea of making a dragon our mascot at a board meeting one day and [Eric], who is an artist, did the first rendition of Taney Dragon," says Stephen Rosenzweig, one of the team's five founders. "But," he cautions, "there are a lot of [connections between Taney and Drexel], but the Dragon isn't one of them."

That might have been too perfect.

So what will next year be like for Rice and the team?

"We're still working on 2015 team plans," he says. **[D]**





CAN PHILADELPHIA'S MASSIVE INITIATIVE TO PROVIDE **MENTAL ILLNESS LITERACY TRAINING** TO 100,000 WORKERS AND RESIDENTS  
TEACH OUR COMMUNITIES TO BE KINDER?

BY ISAIAH THOMPSON

*On*

a recent day on the job, one of Hakim Pitts' coworkers became concerned about a man who seemed a little disturbed.

The man "wasn't doing so well," the coworker told Pitts, who is an outreach and enrollment specialist for a walk-in health clinic inside a North Philadelphia ShopRite. "He may need someone to talk to."

The man wasn't a patient — he was standing around outside the building — but Pitts walked outside to speak to him anyway. The man was a veteran, it turned out. He told Pitts he didn't feel well and when Pitts pressed him, he admitted to feeling suicidal.

Pitts then asked the man a crucial question: "Do you have a suicide plan?"

Not everyone would be so direct. But Pitts had been coached to ask that question through the city's "Mental Health First Aid" training program, part of an ambitious citywide initiative to educate citizens and city workers about the signs and symptoms of mental illness and provide them with tools to help those in need get treatment.

The program was adopted by the Philadelphia Department of Behavioral Health and Intellectual DisAbility Services two years ago in partnership with Drexel University's School of Public Health, which is in the midst of an evaluation study of its effectiveness. Philadelphia's goal is to train 10,000 individuals — ranging from ordinary citizens to public health workers to law enforcement officers and school police — within the first two years.

Longer term, the city's goal is to train 100,000 — making Philadelphia's the largest rollout of the program in the United States.

Pitts eventually determined that the man needed an intervention, so he phoned the Department of Behavioral Health and Intellectual DisAbility Services and a "mobile emergency team" quickly arrived. The team, which has the authority to make an involuntary commitment if necessary, offered the man help and resources and saw him on his way.

Before the man left, Pitts gave him his phone number. "If you're feeling bad like that again," Pitts told him, "you can come back here and talk to me."

Reflecting on his training, Pitts recalls it opened his eyes to how common mental health challenges are, especially in the African-American community he grew up in. The knowledge was "inspiring," he says.

"Growing up, I often thought I was alone," he says. "Mental health isn't something that's discussed."


## FEAR AND LOATHING

Most people would hesitate to approach a troubled stranger, much less ask probing personal questions.

Though mental illness touches almost everybody — roughly one in five Americans suffers a form of it at some point in their lives — the subject often percolates to public attention only when it's too



**ROUGHLY ONE IN 5** Americans suffers some form of mental illness at some point in their lives



late, in the aftermath of a tragic shooting or a high-profile suicide.

Reducing the stigma surrounding the subject is one of the biggest challenges in the health care field, says Arthur Evans, who heads the city's Department of Behavioral Health and Intellectual DisAbility Services and administers the Mental Health First Aid program.

Many people view the mentally ill as dangerous, hard to talk to, or as being responsible for their condition. Stigma deters people experiencing a mental health crisis from seeking treatment, and two thirds suffer in silence, according to the National Alliance on Mental Illness.

"People have a misconception about [it], that it's untreatable, that if you have a mental illness, you have it for life, and you're not going to do well — but the research says that most people in fact recover," says Evans.

In recent years, a growing number of public agencies have turned to Mental Health First Aid and programs like it to educate their employees and the public about mental health issues.

**"In [wealthy] communities, you can really focus on the aspects of the condition specific to a person's illness. But in Philadelphia, you not only have to deal with that but you often also have to think about basic needs: Does the person have a place to stay? Do they have the basics that they need for living?"**

— Arthur Evans



# AT 3 MONTHS following the training, more than 67 percent say they've used Mental Health First Aid very often

As the name suggests, the idea at the heart of the Mental Health First Aid training program is to train people to respond to someone experiencing a mental health problem or a crisis — an individual contemplating suicide or a friend in the throes of depression — with immediate assistance, just as they would a choking or burn victim.

“If someone has a heart attack, there are 10 people there to provide CPR,” says Evans. “If someone starts to exhibit psychiatric signs, people typically go the other way.”

First developed in 2000 in Australia, the Mental Health First Aid program was brought to the United States in 2008 by the National Council for Committee Behavioral Health, and it has since been implemented around the country.

Rhode Island has made it part of police officer training. Texas offers it to every public library employee. The White House called for teachers and other adults working with youth to receive the training as part of President Obama’s 2013 plan for reducing gun violence. It’s even being translated into Spanish.

No U.S. city has committed to it as thoroughly as Philadelphia. Since the city’s kick off in 2012, Philadelphia has overseen between 25 and 30 trainings per month — nearly one a day — and trained roughly 5,000 people, already half the city’s stated goal.

More than 200 people have undergone a weeklong program to become instructors, who in turn train more “First Aiders.” Among the first to take the course were Philadelphia School District security officers. All new recruits to the Philadelphia police and fire departments

are getting the training this year as well. Instructors are also fanning out to organizational hubs such as the Red Cross, the Philadelphia Department of Human Services, hospitals, universities and others.

The trainings, Evans says, “show people, ‘OK: Here are the illnesses, here are the symptoms, here are the treatment options, here are the self-help groups’ ... so that when people start to show signs, there are other people in their communities who know how to respond.”

Twenty percent of people are going to have some mental health challenge in their lifetimes, says Evans. “We want their communities not to shut them out but to embrace them, to understand mental illness and how to support them.”

But despite the program’s wide adoption around the country, minimal data has been collected to measure its impact.

How are participants applying what they learned at work, at home, in their neighborhoods and congregations? To what extent is it likely to translate into action and better public health?

That’s where Drexel’s Nancy Epstein comes in.

## DOES IT WORK?

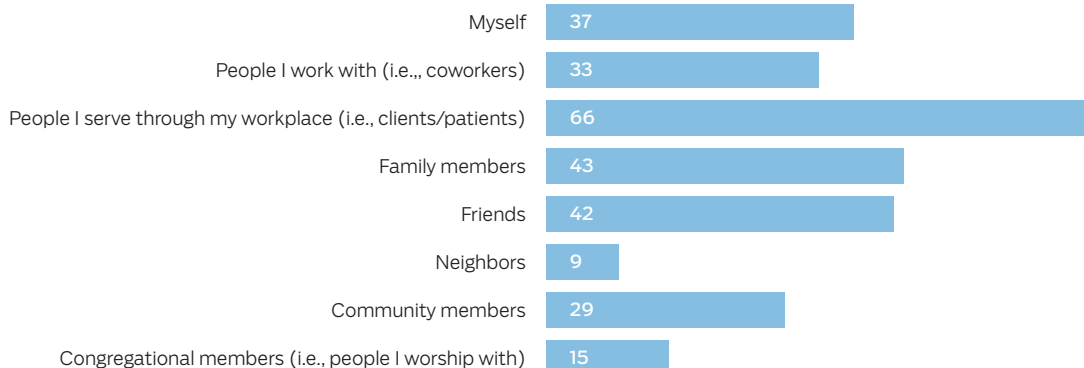
As principal investigator of the evaluation study, Drexel School of Public Health Associate Professor Nancy Epstein is looking at the impact of the program on people’s behavior and attitudes, with the goal of determining whether it results in the kind of prevention and early intervention that allow individuals to get help before their problems escalate into addiction, self-harm or violence.

Epstein and her team have begun conducting online surveys of First Aiders both three and six months after they’ve undergone the training, in addition to telephone interviews.

“There’s a lot to learn,” says Epstein. “Philadelphia is doing something that’s happening already in many places across the



## Who have you helped using what you have learned from Mental Health First Aid training?





Meet the Principal Investigator

## ***Nancy Epstein***

With its emphasis on engaging marginalized communities and building community awareness and compassion around mental health issues, Mental Health First Aid poses a unique opportunity for Drexel Associate Professor Nancy Epstein, who has a decades-long history in health advocacy and public policy.

Epstein received a master of public health degree from the University of North Carolina Chapel Hill in 1980, and soon after became a grassroots community organizer helping tobacco farmers in North Carolina grow vegetables instead of tobacco and sell them at farmer's markets and directly to restaurants.

She went on to work in public policy, and was subsequently appointed by Texas' Governor and Lt. Governor to oversee the implementation of a public health care program for the indigent. She went on to Washington, D.C., where she was a consultant to the W.K. Kellogg Foundation and its grantees around the country before coming to Philadelphia 14 years ago to pursue what might seem like a very different path: rabbinical school, which she attended while teaching classes for Drexel's School of Public Health. Eight years ago, Epstein was ordained a rabbi. She's been a member of Drexel's faculty for 14 years.

country, at the state level, at the national level, even internationally. In any publicly funded program, it's really important to have an evaluation, to know what's happening."

The study is unfinished and still too much in its beginning stages to draw broad conclusions, says Epstein. However, early results indicate that the program has — at least as reported by those who've taken it — made a difference, sometimes a profound one, among its participants.

After surveying more than 300 First Aiders since February of this year, Epstein says that what she's found so far "is really striking."

**Mental Health First Aid** teaches participants a five-step approach known as ALGEE.

**A:** Assess for risk of suicide or harm

**L:** Listen non-judgmentally

**G:** Give reassurance and information

**E:** Encourage professional help

**E:** Encourage self-help or support

"Without fail, every person I've interviewed said [the training] was making a difference in their lives — that they had gained valuable skills that they were using," she says.

A high percentage of the people responding to the surveys so far (which have an impressive 27 percent response rate) reported using what they'd learned in the time since the

training. At three months following the training, more than 67 percent say they've used Mental Health First Aid very often. At six months, 34 percent reported using it six or more times.

Significantly, the Drexel team has also documented a 30 percent decline in attitudes of stigma.

Trainees have self-reported experiencing less feeling of stigma around mental illness, as reflected in their own answers to questions like whether they would sit next to someone who was showing signs of mental illness on a bus, or whether they would be afraid of someone exhibiting such signs.

Others indicate increased confidence in encounters with people showing signs of mental distress.

The study is a big deal, says Evans.

"You've got members of Congress pushing [Mental Health First Aid], the President pushing the idea, and states that have embraced it ... but there's not a lot of outcome research," he says. "Do we have evidence that people who've taken the course have actually intervened, or gotten people into services?"

"Those answers are going to be really important to us, the city and really important to the field," he says. **[D]**



# EXTRA

● AT McMICHAEL

# CREDIT

Two years ago, the Philadelphia School District slated Morton McMichael School in Mantua for closure. Since then, an infusion of funds and faculty support from **DREXEL UNIVERSITY** has helped to restore faith in the struggling school.

BY LINI KADABA

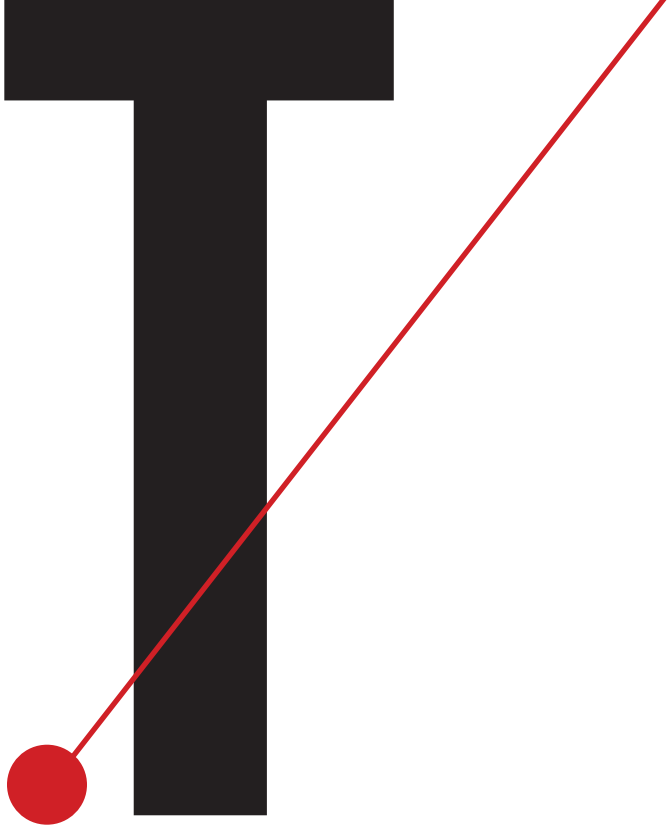






**Brian Wallace, principal of Morton McMichael School**





**The kindergartener at Morton McMichael School could only recognize four letters of the alphabet. If the girl did not master her letters, this most basic of skills, in the remaining few weeks of the academic year, her chance at reading — and ultimately success in school and life — would be at grave risk.**

“She didn’t know the ‘ABC’ song either,” says Olivia Jost, a fourth-year student in the School of Education (SoE) at Drexel, who was helping the child.

“That was very surprising to me. ... If a child doesn’t know her letters by kindergarten, literacy spirals down. It’s very hard to get the student back on track,” Jost says.

For five weeks during the spring 2013 term, Jost and classmates in a special education course traveled four blocks north of campus once a week to the K-8 school in the Mantua section of West Philadelphia as part of Drexel’s University-Assisted Schools initiative. There, they worked one-on-one with kindergarteners and first-graders struggling with reading while their professor observed and offered guidance.

All of the McMichael students made progress. By the end of the intervention, the kindergartener who knew only four letters had mastered all but two.

“It was really awesome,” says Jost, who was motivated by the experience to pursue a special education certification in addition to her PreK-4 credentials.

## **WHAT IS THE UNIVERSITY-ASSISTED SCHOOLS EFFORT?**

University-Assisted Schools is the SoE’s initiative to support the University’s surrounding community, particularly the families enrolled at McMichael and nearby Samuel S. Powel Elementary School in Powelton Village.

In 2011, the SoE began applying funds from a \$1 million grant from PECO toward the initiative. Since then, 44 percent of the grant has gone toward enriching education, improving culture and adding resources at Powel; 25 percent was dedicated to developing a STEM (science, technology, engineering and mathematics) program for middle school students in the Mantua and Powelton Village neighborhoods; and 21 percent went toward supporting McMichael’s designation as a Promise Academy, improving math and literacy for students, and providing professional development for teachers.

“There’s a strong possibility that we’re going to give students the opportunity to read and do math by the time they leave first grade, which could change their trajectory,” says James E. Connell, associate professor of special education and clinical director and research fellow at the A.J. Drexel Autism Institute, who works with University-Assisted Schools.

Since the partnership was announced, Drexel students have been involved in helping to reimagine the building and playground. At McMichael, interior design faculty and students have spent over two years planning and designing a playground to replace equipment that burned down several years ago, with hopes of raising final funding and breaking ground in the early fall. Robotics students are planning to work with the school’s new science program.

Meanwhile, SoE students are assessing and tutoring children at both schools, and SoE faculty members are offering advice on best practices to support classroom teachers as well as the vision of each school’s principal.

“It’s really a holistic effort,” says Marsha Besong, project manager for University-Assisted Schools. The end goal, she says, is single minded: advance academic achievement.

## **NEW LEADERSHIP AT MCMICHAEL**

Nowhere, perhaps, is improving academics more important than at McMichael.

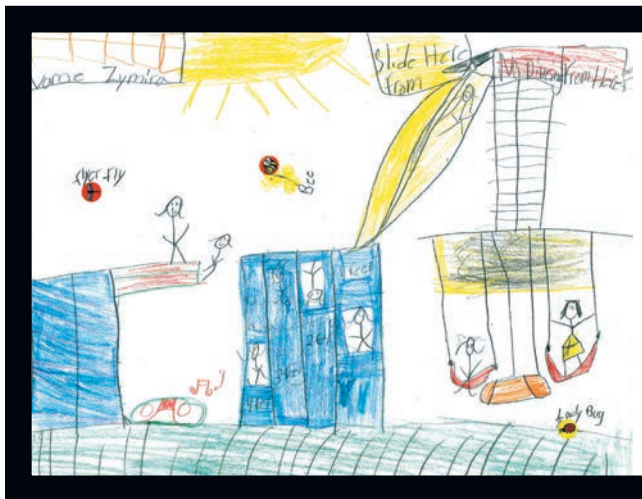
While Powel, a K-4 school, has long been considered a “neighborhood jewel,” McMichael has faced more challenges. Drexel’s support helps Powel continue to offer a strong education to its 230 students. Plans for a STEM program will only bolster that effort.

At McMichael, however, the strategies are different, says Tina Q. Richardson, associate dean of academic affairs for the School of Education. The K-8 school with 520 students, the vast majority African American from low-income households, has long struggled with test scores. McMichael Principal Brian Wallace, hired in the summer of 2013, has the task of turning around the school.

“McMichael is a school that over the past five years has been very low-achieving,” Wallace says. On the PSSAs, roughly 75 percent of McMichael students perform below grade level on math and reading, he says. In addition, the school has struggled with “climate issues,” including student behavior.

Many families in Mantua send their children to charters or parochial and private schools because of McMichael’s poor reputation. Before Wallace’s appointment, its student body had dwindled.

“[Local families and students] have been disappointed for so many years,” says Gwen Morris, team leader for the Education Subcommittee of the Mantua Civic Association. “They don’t trust that the school has changed or is turning around.”



ARTWORK BY SECOND-GRADE STUDENTS AT MCMICHAEL SCHOOL.

The partnership with Drexel is a major step toward bringing families back.

“I think Drexel is doing a tremendous job,” says Morris, who also praises the principal.

Last year, Wallace went door-to-door in the community to recruit the 323 students who enrolled and convince the neighborhood that change was on its way.

McMichael’s association with Drexel “screams positive, screams motivation and screams a sense of excellence,” Wallace says. “I view it as a huge opportunity for the students to receive resources to help them get the best education possible.”

This year, the school has more than 500 students — partly because of another school closure, but also because of Wallace’s efforts.

The new principal’s first order of business was to transform the climate and culture. It included both small and big initiatives. Wallace, who has pledged to remain at the school over the long haul, has started saying, “Welcome to the Top,” playing off the area’s historical name of the Bottom. Drexel helped to create a positive-behavior incentive plan, which freed Wallace to focus on the quality of instruction.

In addition, Drexel pays for Playworks Philadelphia to oversee socialized recess that focuses on inclusivity. Students now take recess one class at a time and return to class with fewer behavior issues. Playworks also frees teachers to plan lessons and share ideas during a one-hour prep period.

Wallace notes that by the second week of the 2013–14 year, no students had been suspended, “which is remarkable,” he says. At this point the year before, about 10 suspensions had taken place. By the end of the school year, the school recorded only six “serious incidents,” which can include slips and falls. That’s a significant drop from the



22 serious incidents that were logged during the 2011-12 school year. Wallace says the decrease can be attributed to a combination of things: the administration, new teaching staff, Drexel’s influence and the implementation of a positive behavior plan.

**M**

## SAVED FROM THE CHOPPING BLOCK

McMichael’s improvements are all the more remarkable because the school reopened its doors just a little over a year ago. Just last spring, as the School District of Philadelphia struggled with deepening deficits, McMichael was one of the schools that the School Reform Commission slated for closure.

In the end, the school was spared through the tireless efforts of the McMichael Community, Home and School Association, a group that Drexel helped establish. The association formulated an improvement plan that included a long list of Drexel-provided resources.

McMichael also was designated a Promise Academy, which drove additional School District of Philadelphia resources to the school and allowed the principal to make

hiring decisions. All but six classroom teachers were replaced, Wallace says.

As the report to the School Reform Commission noted, “The community, working with Drexel support, is slowly compensating for years of inattention.”

The University has already played a critical role in reopening McMichael’s library, which had been shuttered for years, its books in boxes. In 2012, the University’s Library Sciences Department weeded the collection and raised funds for new books. The library now serves as the academic heart of the school.

Since 2011, Drexel also has invested in more than a dozen other areas at





McMichael and has opened discussions with Mural Arts, Philadelphia Zoo and other community partners. SoE faculty members observe classroom practices, Drexel donates refurbished computers and helps refresh the walls with partner banners, and Drexel faculty and McMichael teachers brainstorm academic projects.

Going forward, Drexel has made commitments to professional development, literacy and even nutrition.

“Drexel said, ‘Here’s what we’re willing to give McMichael if McMichael were to stay,’” Wallace says. “I think that held a lot of power.”

## TURNING A NEW PAGE

Of all of the changes wrought at McMichael, the most important are those that improve the education of the children.

One strategy at McMichael is a “Response to Intervention” program, which focuses on instructional support to help lagging students. It is an alternative to the ability-

achievement discrepancy model, which identified students as learning disabled based on gaps between student IQ and achievement in grades and standardized assessments.

“The old model for identifying who was at risk was faulty,” says the A.J. Autism Institute’s Connell. “It was a broken model that resulted in disproportionate placement of minority students in special education classes, particularly for learning disabilities.”

At McMichael, SoE students are screening children three times a year, identifying those at risk and then beginning instruction from the level at which the student shows proficiency. Based on how the child responds to the core curriculum, he or she is given additional support in either small groups (Tier 2) or in one-on-one tutoring sessions (Tier 3).

“Schools like McMichael do not have resources to do Tier 2 or Tier 3,” Connell says. Drexel is trying to bridge the gap and ensure that students have access to a high-quality and evidence-based curriculum, he says.

In one intervention, Drexel students worked with first-graders — most could only read four to five words a minute, Connell says. (Students at that grade level should read 40 to 60 words a minute, he says.) They also struggled with addition and subtraction.



"The whole grade was at risk," Connell says. In a month of work with Drexel, the McMichael children improved from four to five words a minute to 15 to 20 words a minute. "That was in one month," Connell says. "Kids who couldn't add or subtract learned to. We had them adding and subtracting 15, 17 problems in two minutes."

Those results might look extraordinary at first glance. But as Connell notes, it really is not — or at least should not be. "Little kids who are ready to learn, eager to learn, will learn, provided they have evidence-based intervention and high-quality instruction. We know what works. It's a question of having the resources."

Lori Severino, program director for SoE's Special Education program, has had her students also work on reading skills. "The kids that don't have [reading] skills by the end of kindergarten will notice significant delays in third and fourth grades," Severino says. "It's so critical."

Jost, one of her students, also worked with a boy who struggled with identifying nonsense words. "He was very smart," Jost says, attributing his low assessment score to instructional as well as focus issues. The child "went from nonsense words to writing sentences to reading a little bit."

While the partnership has not led to improved PSSA test scores yet, Wallace is hopeful of progress this year and next.

But in other arenas, Drexel's input has already paid big dividends. "Our climate, even though we have a long way to go, is a lot better than it's ever been," Wallace says. "Because [of that], the students are more focused, more on task, the product that is being delivered by the teachers is higher, and the product that is being exhibited by the students is a lot better."

As important, he says, Drexel has made school enjoyable for hundreds of children.

"Motivating students, that's hard work," he says. "That's really what the partnership helps me do that I couldn't do by myself. The kids know a lot of the stuff that motivates them and makes school fun comes from Drexel."

At the same time, Drexel students who visit McMichael and Powel have access to living laboratories.

"Students are researching techniques and learning techniques, and then implementing them," Severino says. "It benefits everyone. The schools that have a high need for extra help and the kids who might need support and tutoring, we can offer that. We're helping them solve a problem without cost. And our students are getting a great, hands-on experience."

Another Drexel education student, third-year Caroline Dodds, worked with a first-grader over nine weeks who was initially frustrated with reading, but then improved enough to handle excerpts in the Magic Tree House series.

"I love it," she says of the experience. "It's so rewarding."

**"IT SEEMS LOGICAL THAT DREXEL AND MANTUA WOULD WORK TOGETHER TO NOT ONLY FULFILL PRESIDENT FRY'S MISSION OF THE MOST CIVICALLY ENGAGED UNIVERSITY IN THE COUNTRY, BUT ALSO AS A MORAL OBLIGATION." —DIRECTOR OF THE SCHOOL OF EDUCATION'S EDUCATIONAL ADMINISTRATION  
ALLEN GRANT**

Dodds, who originally planned to teach high school English, has decided to pursue PreK-4 certification.

For some, the relationship is not only a labor of love, but also an imperative, given the state of public education in Philadelphia.

"There really hasn't been a more troubling time," says Vera J. Lee, assistant clinical professor of literacy studies at the School of Education. "The partnerships are critical, in the sense of supporting what the principals do, providing equitable access and support to curriculum." **[D]**

## iPods in the Classroom

One of Drexel's collaborations with McMichael focuses on digital literacy, a skill crucial for the 21st century.

In one project, Drexel personnel worked with kindergarten and first- and second-grade teachers to develop a project that taught the concept of research and integrated technology.

In the "What Makes

Philadelphia Special?" unit, students researched topics online and recorded interviews with primary sources on iPods purchased with a Drexel grant. Each student's portfolio was placed online.

"A lot of times what ends up happening, and research shows this, is that students reading at or below reading level receive a watered-down curriculum," says Vera J. Lee, assistant clinical professor of literacy studies at the School

of Education. "I think that for students who are struggling, a lot of times it's around motivation."

One of the teachers in a kindergarten classroom told Lee that the students loved reading digital stories to each other.

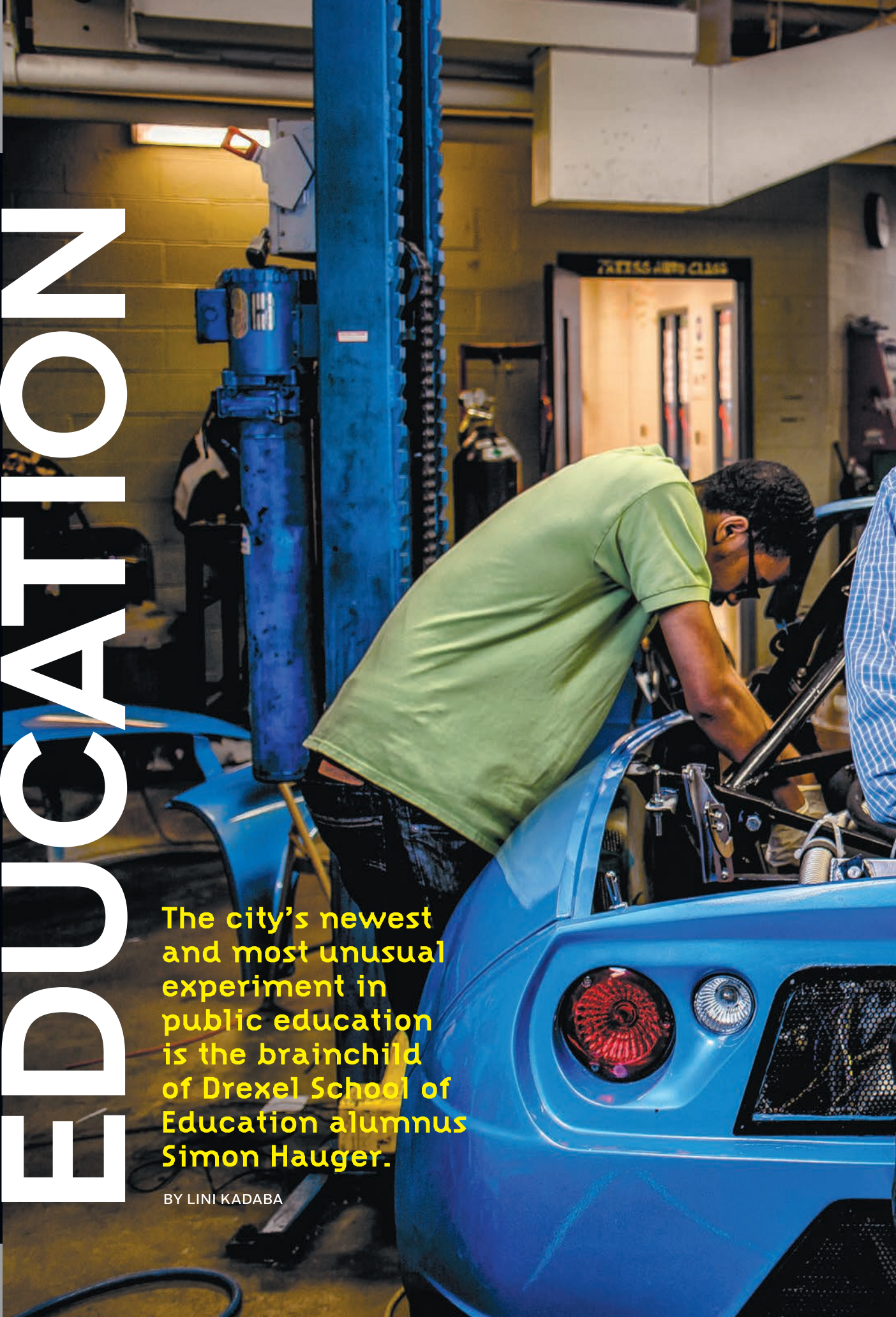
"Using digital tools excites them, because it's authentic, it's meaningful, and it's connected to the curriculum," Lee says. "It's not just worksheets or basal readers."



# NUTS & BOLTS EDUCATION

The city's newest and most unusual experiment in public education is the brainchild of Drexel School of Education alumnus Simon Hauger.

BY LINI KADABA









ake a tour of the new Workshop School, and it is abundantly clear this is not the typical urban bastion of the three Rs.

The classrooms have no rows of desks. Quizzes are anathema. And forget about 47-minute periods of algebra or five-paragraph assignments on Shakespeare's *Hamlet*.

Rather, students come to this unusual West Philadelphia high school to do hands-on work and tackle real-world problems — the “secret sauce,” says its co-founder and Principal Simon Hauger, '93 '04.

“It is groundbreaking,” says Sarah Ulrich, director of the School of Education's Teacher Education program and an associate clinical professor of education.

Workshop, she says, is the only primarily project-based school in Philadelphia and one of the few nationwide. “It can give classroom teachers a sense of possibilities, however small you begin,” she says.

The traditional curriculum is out. Expect to get dirty, one teacher tells new students. And to fail — and learn from it.

In a typical classroom, students might write a computer program to assess energy usage. Or create an eco-fashion line of handbags. Or design a prototype for modular housing to help storm-torn countries such as Haiti. In fact, those are all projects completed over the past couple of years during a pilot phase.

“Unfortunately, school is not as simple as teaching kids the Pythagorean Theorem,” says Hauger, 43, who earned a bachelor's in electrical engineering from Drexel in 1993 and then a master's in instruction and a principal certification from Drexel's School of Education in 2004. “If it was, school would be working really well and we wouldn't need a different approach.”

## A SYSTEM IN DISREPAIR

Unfortunately, most urban schools are not working very well. In Philadelphia, 39 percent of public school pupils do not graduate on time. Half of the city's students are not proficient in math and 55 percent are not proficient in reading, according to Pennsylvania System of School Assessment scores.

Hauger contends that those dismal numbers could turn around with a project-based approach to education. His like-minded partners are Matthew Riggan, executive director of the school's nonprofit foundation; and Michael Clapper, an adjunct education professor at Drexel and a Workshop teacher. All three met at West Philadelphia High School, where they worked and became friends. In 2002, while sharing Chinese food, they began to kick around ideas for a school focused on hands-on solutions to practical problems.

“A workshop is a place, in our minds, where ideas percolate and you experiment and try different things,” the sanguine Hauger says. “It's this idea of tinkering, but also you're doing real stuff. You don't just sit and theorize in a workshop.”

They put their premise to the test in a two-year pilot project called the Sustainability Workshop. A group of seniors spent the school day solving concerns important to them, questions such as: How do you encourage folks to switch to LED lights? How can you reduce the amount of clothing in the waste stream?

Instead of a term paper, they created thick business plans.

The budding entrepreneurs were accustomed to struggling in their traditional high schools. Here, they flourished, Hauger says, and in the process, mastered English, math and science skills.

“The amount of academic work is intense,” he says. He points with pride at graduates who are enrolled in college or in good jobs.

With what they learned from the pilot, they opened Workshop School in a building 17 blocks west from Drexel on South Hanson Street with 70 ninth-graders as well as 25 upperclassmen. The school just completed its first full year of operation.

It is one of the most unusual models of education among the district's institutions.

Philadelphia Schools Superintendent William R. Hite Jr. would like to see more education delivered in its experiential style. “This is more like what high school should look like than the traditional structures that control time, control pace, control content,” he says. “The fact that these kids get to innovate, get to think more entrepreneurial, get to build real-world skills makes this extremely important, not as an exception but as something more students should have access to.”

As the financially strapped district struggles to get additional funds and has cut positions and services, some have criticized its decision to invest in a new high school. Hite, however, views Workshop as exactly the type of model an embattled district needs to turn the corner.

“Why not now?” he says. “For me, that's a no brainer.”

The Philadelphia School Partnership, a citizen-organized nonprofit that raises private funds to expand seats at promising schools, gave Workshop \$1.5 million over three years.

Hite is especially heartened that the school is not a magnet or charter but open to any student. Workshop is a chance to experiment from within the district, he says.

“People learn in different ways,” he says. “You have to have different educational opportunities for them.”

## FROM CARS TO CAREERS

At a festive September open house, Hauger wears his trademark polo shirt and welcomes new students and their families for tours. A “beliefs” banner hanging from the ceiling begins, “We believe that all



# “Unfortunately, school is not as simple as teaching kids the PYTHAGOREAN THEOREM...”

learners (students and teachers) have insight, creativity and something important to offer.”

Nearby, two cars attract attention. One is a flashy, orange hybrid; the other, which runs entirely on battery power, has its hood propped open to expose its innards. Both cars were entered in the \$10 million Automotive X Prize green racing competition. Hauger's students, the only high school team out of 111 worldwide, bested top engineering universities to make the final rounds. The feat earned the students an invitation in 2010 to the White House, where President Obama offered kudos. Earlier Hauger students won top honors at the American Tour de Sol five-day road rally for solar-powered vehicles.

“My son likes to draw, tinker with computers and Xbox game systems,” says West Philadelphia parent Moab Bey Sr. as he looks over the vehicles. “I want something good for my son. He can get skills here, a trade.”

His son, Moab Bey Jr., 15, says he is eager to build his own car. “I can't wait to see what it will look like,” he says.

Stefon Gonzalez, an alumnus of the sustainability workshop, participated in the X Prize contest and now works for SEPTA as a first-class mechanic. In high school, he remembers asking an algebra teacher about the day-to-day usefulness of the subject. “She didn't have an answer,” he says. During the Sustainability Workshop pilot program, he says, he found a “more realistic” curriculum.

Another alum of the pilot program, Vivian Chen, is a sophomore at the University of the Sciences, where she studies pharmacy. At Sustainability, where she pursued the LED light project, she says she used what she learned.

“It was more applicable,” she says. “It was something that really mattered.”

## SHIFTING GEAR

Growing up in West Philadelphia, Hauger attended the traditional Lambertson High School in Overbrook. A counselor noted his ability in math and science (“I like math because you could find the right answer,” Hauger says) and pointed him toward engineering. During his Drexel co-op at General Electric, though, Hauger had an epiphany; he couldn't see himself there 20 years later. He also had embraced his Christian faith and wanted to work with people and do good, he says. He wanted to teach.

“He's one of those doers,” says Larry Keiser, director of special projects and certification officer in the School of Education who also was Hauger's adviser. “It's not a matter of whether we can do it, but how.”

Hauger's first teaching job in 1994 was at a magnet school. But the next year, he was placed at West Philadelphia High to teach math to students in the automotive program. It would prove “providential,” he says.

His initial disappointment — “In my mind, I wanted to work with college-bound kids,” he says — quickly turned to admiration for his

**If it was, school would be working really well and we wouldn't need a different approach.”**

— SIMON HAUGER

shop teacher colleagues. “It really changed my definition of smart,” he says, “and how to teach.”

Hauger started an after-school car-building program, and he — and more important, his students — quickly attracted attention for successes at science fairs and race competitions.

“He believes in people and in kids and the possibility and potential all the way through,” says Clapper, a Workshop teacher.

Former dean of the School of Education William Lynch says that when faculty members learned of Hauger's involvement with Workshop, they were not surprised, but they were abundantly proud.

“The faculty and I saw something special in Simon,” Lynch says. “We knew it was only a matter of time before he set out to change the world. The way in which he is attempting to do that has inspired us all.”

Keiser, Hauger's former adviser, describes Workshop's philosophy as “a shift in what schooling is all about. Are you preparing kids for life, for work, for good citizenship? Or are you just training them in rote memorization of facts, which they can get from the Internet?”

## ALTERNATE ROUTE

In its opening weeks, Workshop was clearly striving for the former. Students wrote telenovelas in Spanish and acted them out, they competed in designing bridges out of balsa and Popsicle sticks, and they used Google docs to construct an autobiography and reflect on their worldviews.

Of course, Workshop's ultimate success hinges on students performing well on assessments — those state assessment tests loom, after all — and as Hauger himself says: “This approach is not for everybody.”

But for the many other students who have failed in traditional classrooms, Workshop, by all accounts, offers a path to success. Ann Cohen, who chairs the board for the school's nonprofit arm, is a fan and fundraiser for Hauger's many projects, dating back to his science fair days.

“The secret that Simon has found — and I don't know how big of a secret it is — is that if you give kids problems that are important and relevant and timely,” she says, “and allow them to take a look at those problems and use their natural intelligence, curiosity and creativity, they can do remarkable stuff. It doesn't matter what your SAT score is or whether you know how to parse a sentence.” **[D]**





A noted public-policy expert and star chef might seem like an unlikely pair.

But Drexel's **Mariana Chilton** and restaurateur **Marc Vetri**, who began teaching culinary courses at Drexel earlier this year, are using their unique synergy to encourage people to connect, to ease anxieties about not having enough to eat and to rectify the poor quality of food available to people on a low budget.



# A tasteful pairing

BY THERESA EVERLINE

The idea was relatively simple: open a pay-what-you-can restaurant in Drexel's West Philadelphia neighborhood, where more than 48 percent of residents live in poverty. But when School of Public Health Associate Professor Mariana Chilton initially conceived the plan, there was this one smallish problem.

"I'm a researcher. I know about poverty and policy," she says, "but I don't know about running a café."

And yet opening a café is exactly what this determined and busy professor set her sights on doing. Among other roles, Chilton is co-principal investigator of Children's HealthWatch, a national network that researches the impact of public assistance programs on the health of young children and their caregivers; founder of Witnesses to Hunger, an advocacy project featuring the testaments and photographs of women raising children who have experienced poverty and hunger; and an advocate before Congress on the importance of child nutrition programs.

Not surprisingly, given these efforts, the café Chilton and her partners envision will be a nonprofit storefront where "anyone can come regardless of their ability to pay," Chilton explains.

The restaurant, planned for a site along Lancaster Avenue in the Powelton Village section of West Philadelphia sometime next year, will work this way: Any member of the community can patronize the café, which will serve fresh, healthy, quality food. At the end of the meal, diners pay whatever they can afford. Some will be able to pay little, or even nothing.

"Others will come not only because the food is good and the atmosphere is nice, but because they love the mission," so they'll pay full price or even overpay, says



Chilton. "The idea is to create a space where people who are low-income and people who are professionals and have some modicum of wealth can share the same food and a similar experience."

In other words, the café will play multiple roles besides providing nourishment. It will combat poverty, encourage encounters, enhance community pride and potentially offer culinary skills training.

Still, at its heart, the endeavor revolves around preparing and serving food to the public, and Chilton's résumé by no stretch includes "restaurateur." She is, however, a major authority on food insecurity, which landed her an appearance in "A Place at the Table," a 2012 documentary about hunger in America.

It just so happened that one of Philadelphia's premier chefs, who similarly has turned his consternation over children's lack of food into an innovative initiative, watched the film with great interest, and decided to contact Chilton.

"My staff came running in and said, 'Marc Vetri wrote you!'" Chilton's response, she admits with a laugh, was, "Who's that?"

Vetri, who is sitting next to Chilton as she relates this anecdote, smiles. After the native Philadelphian and 1990 LeBow alumnus debuted his self-named high-end rustic Italian restaurant in 1998, the accolades poured in: the highest ranking from *Philadelphia Inquirer* food critic Craig LeBan, a designation as one of *Food & Wine* magazine's Ten Best New Chefs, and a James Beard Award for Best Chef: Mid-Atlantic. Vetri and his business partner,





**“The idea is to create a space where people who are low-income and people who are professionals and have some modicum of wealth can share the same food and a similar experience.”**

— **Mariana Chilton,**  
associate professor in the  
School of Public Health

Jeff Benjamin, have since opened several other swoon-worthy eateries in Philadelphia, including Osteria, Amis and Alla Spina.

It's something of an understatement to say Vetri knows how to run a restaurant. But he also fiercely cares about making a difference — enough that he's been willing to wrestle with the bureaucracy behind public-school lunches and the extensive fine print regarding things such as cost and portion size. In 2008 he and Benjamin created the Vetri Foundation for Children, whose flagship public-school lunch program, Eatiquette, does away with the dreary cafeteria line, replacing it with healthy, from-scratch meals served family-style to schoolchildren sitting around communal tables.

“We're dealing with the school system, school lunches, trying to create the relationship between healthy eating and healthy living,” Vetri says. So after seeing a Philly-based anti-hunger expert featured in a documentary that struck home, he figured he'd reach out. “So I just emailed: ‘Hey, I have a foundation, I have some restaurants in the area,’” Vetri says modestly. And during the ensuing conversation, Chilton “mentioned she had this thought”: a pay-what-you-can café.

“We know how to open up a restaurant,” was Vetri's response. “We can certainly help you with that.”

In practice, that means the Vetri Family Foundation will train the staff, consult on the café's layout, help design the menu and offer fundraising support. Vetri has also committed to acting as a fiscal safety net. If any funding gaps occur over the café's first five years, Vetri will cover the expenses up to \$350,000.

To turn the café into a reality, Chilton has been collaborating with various local partners. With its interest in anti-hunger efforts in the Philadelphia area, the Leo and Peggy Pierce Family Foundation provided the initial grant for the project. (Chilton doesn't hesitate to stress that, despite the generosity of the Pierce and Vetri foundations, the café still needs additional funding to support its five-year operating plan.)

The innovative urban-farming center Greensgrow Farms in Kensington serves as the conduit to the neighborhood, creating partnerships with the local business association, community development groups and the area's councilwoman, as well as helping to conduct focus groups with residents. The Drexel community has been involved as well. Undergrads at Westphal College of Media Arts & Design created initial renderings of possible exteriors and interiors and provided ideas for logo designs. The Center for Hospitality and Sport

Management — where Vetri teaches a class — will hire the café's manager, oversee the staff and potentially provide job training for community members.

The pay-what-you-can community café concept began in Brazil, Chilton explains, during that country's “zero hunger” campaign. In this country, the One World Everybody Eats Foundation supports the development of community cafés, which now number more than 40 nationwide, including the SAME Café (So All May Eat) in Denver, opened by Brad and Libby Birky in 2006. About 450 to 500 people come through the SAME Café's doors each week, with the average payment being \$4 per person.

A dining option such as this can have a profound effect. In an email, the SAME Café's Libby Birky offers an anecdote about a woman who had been coming regularly over a few years. “Sometimes every day of the week, quietly wiping tables and sweeping the floor to pay for her meal or dropping the change she had in her pocket into the donation box.”

The woman was well dressed and had a home, but had been unemployed for a long time. One day, the woman lingered until the lunch crowd died down, then approached the counter.

“She leaned in shyly and asked in a very quiet voice, ‘Can I give you a hug?’” Birky relates. “As I came around the counter to hug her, I noticed she had tears in her eyes.” The woman had landed a job, and that day was the first time she was able to pay for her lunch. “She was so grateful for SAME Café.”

The chance to create these connections between people energizes Chilton's and Vetri's work. “Both of us feel strongly about the social experience of food itself,” says Chilton. “One of the biggest factors connected to hunger and food insecurity is being socially isolated and not feeling like you belong.”

Vetri continues on that theme by describing an encounter he had when he joined in on one of his foundation's Eatiquette school lunches. He sat down at one of the tables with the kids, “and there was this one boy, maybe 9 years old, and he was not happy and was not eating anything.”

Vetri started talking to the boy and encouraged him to try some of the food. The chef put a small portion on the boy's plate. “He ate a little, then a little more. After about 15 minutes he was laughing and really had a nice lunch. If he'd just lined up” — here Vetri gestures like he's holding a tray, bored — “he would have sat there alone and he wouldn't have eaten anything and then he would have left. He would have been forgotten.”

With its mission of alleviating hunger in a dignified setting, the community café project represents an overlapping of passions for the accomplished chef and the data-driven researcher.

As Vetri puts it, “You don't have to worry about ‘How much is this?’ That's a huge thing.” **[D]**

OPENING OCTOBER 11

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## 1950s

**Jim Rinnovatore**, BS metallurgical engineering '55, published the book, "The JFK Assassination Revisited: A Synthesis."

## 1960s

**Ronald Trostel**, BS electrical engineering '68, accepted a position located in the greater Washington, D.C., area as a consultant.

**Gail Konhaus Walter**, BS human behavior and development '67, founder and clinical director of The Family Center of Central Maryland, launched kimono couture.com to sell one-of-a kind vintage kimonos from her extensive collection.

**Richard Westcott**, BS business administration '60, published the book "Great Stuff - Baseball's Most Amazing Pitching Feats."

## 1970s

**Thomas M. Kiely Sr.**, MBA business administration '74, was honored with a Special Recognition Award from the Pennsylvania Section of the American Water Works Association.

**Carleton Robert Myers**, BS home economics '73, renewed his certification as a Certified Fund Raising Executive with CFRE International.

**Clifford Walk**, BS chemical engineering '77, retired from his position as environmental advisor at Albemarle Corp. He'll spend his time relaxing, collecting baseball cards and cheering for the Phillies.

## WEDDINGS

**Erin Flynn**, BS commerce and engineering '04, and **Brad Boston**, BS computer engineering '06, were married on Sept. 15, 2013.

## 1980s

**Todd Abrams**, BS finance '88, joined Androscoggin Trust and Wealth Management Bank as senior vice president and director of Trust and Wealth Management.



**Linda A. Kerns**, BS dietetics '89, was elected to a four-year term as associate general counsel of the Philadelphia Republican City Committee.

## 1990s

**Michael A. Bohrn**, MD medicine '98, was installed as the president of the Pennsylvania College of Emergency Physicians.

**Jennifer Carrigan Laning**, MS civil engineering '98, was promoted to associate vice president at Pennoni Associates.



**Lisa Ann Chiarello**, PhD physical therapy '93, received the American Physical Therapy Association's Catherine Worthingham Fellow Award during the association's NEXT Conference & Exposition.

**Louise Fennelly Cohen**, BS interior design '91, was a keynote speaker for the Pennsylvania, New Jersey and Delaware region's International Interior Design Association 2014 Award ceremony.

**Todd D. Gundlach**, BS mechanical engineering '91, was appointed director of Engineering and Facility Management at the Massachusetts Department of Mental Health.

**Glenn Stambo**, MD medicine '91, published the article "Does modern ischemic stroke therapy in a large community-based dedicated stroke center improve clinical outcomes? A two-year retrospective study" in the *Journal of Stroke and Cerebrovascular Diseases*.

**Kevin M. Steckel**, BS commerce and engineering '93, joined GBQ Consulting as a director in the business valuation group to launch and lead a new tangible asset valuation service offering.



**Brad Trout**, MS neuropsychology '90, and his wife, Dara, began operating Seniors Helping Seniors® in-home services in Chester, Montgomery and Bucks counties in Pennsylvania.

## 2000s

**Hardik Amin**, MD medicine '09, completed his residency at Yale New Haven Hospital and is now board-certified in neurology. Amin took a faculty position on the Stroke Service at Yale University.

**Oleg Bulshteyn**, MBA '08, volunteered at the XXII Olympic Winter Games in Sochi, Russia, and participated as a judge at the Ninth Annual Greater Philadelphia SeaPerch Challenge at Drexel University.

**Nathan M. Cline**, MS engineering management '08, was named office director of Pennoni Associates' West Chester location.



**Nathan D. Fox**, JD law '09, of Begley, Carlin & Mandio, was named to the 2014 Pennsylvania Rising Stars list for the area of Land Use/Zoning.

**Patrick S. Griffin**, BS computer engineering '06, is an associate in Cantor Colburn LLP's office in Washington, D.C.

**Shawn Hyska**, BS business administration '06, MBA '06, joined The Food Trust as controller.

**Annamarie L. Vigilante**, MS engineering management '02, was named by the Philadelphia Section of the American Society of Civil Engineers as the 2014 Transportation Engineer of the Year.

## 2010s

**Jesse Gormley**, BS architectural engineering '10, MS civil engineering '10, was named by the Philadelphia Section of the American Society of Civil Engineers as the 2014 Community Outreach and Service Award recipient.

## BABY DRAGONS

**Antonios K. Boulos Jr.**, BS electrical engineering '05, MS '05, and **Pamela Panos Boulos**, BS materials engineering '07, MS '07, welcomed a son, Lucas Antonios, on April 16, 2014.

**Theresa Finor Holmes**, BS civil engineering '99, and husband Peter Holmes and son Ethan welcomed twins, Tessa Margaret Angelina and Wyatt John Walter, on June 11, 2013.

**Mark LeMay**, BS information technology '05, and **Stephanie Lehmann LeMay**, BS culinary arts and hospitality management '04, welcomed a son, Lucas Edward, on March 12, 2014.

**Durda Rajsic Catto**, MS library science '09, and **Timothy Catto**, BS business administration '02, welcomed a daughter, Lily Rajsic Catto, on March 20, 2014.

**Jack Sheeran**, BS information systems '03, and his wife Bridget Waldman welcomed a daughter, Surin Zwi, on Dec. 31, 2012.

**Christine Skoroda Shultz**, BS general information systems '99, and her husband Frank Shultz welcomed a daughter, Darby Catherine, on Jan. 30, 2014.

**Nicholaus Meyers**, BS mechanical engineering '13, MS '13, received a Fulbright fellowship to study fracture healing at the Institute for Orthopaedic Research and Biomechanics in Ulm, Germany. He was subsequently offered a doctoral position.

**Sheena Pradhan**, BS nutrition and foods '11, owner of the nutrition consulting company Nutritious Balance, made a TV appearance on Rogers TV South Asia Focus in regard to her work in nutrition, writing and modeling.



To submit your Class Note for the next issue of *Drexel Magazine*, email Lara Geragi at [lec36@drexel.edu](mailto:lec36@drexel.edu).

## FRIENDS WE'LL MISS

### 1930s

Ann Frederick, secretarial '37  
Helen Imhoff Phayre, nursing '36  
Nelson Jay, home economics '35  
Charles Noll, chemical engineering '39  
Richard Roddy, mechanical engineering '39  
Sylvia Sirkin Kauffman, home economics '38  
Raymond Warrell, industrial administration '33

### 1940s

Jack Abbott, mechanical engineering '47  
Andrew Acosta, medicine '45  
Stewart Collins, commerce and engineering '41, business administration '52  
Alyce Cook Loughrey, nursing '47  
Betty Edelman Sharp, home economics '49  
John Egan, mathematics '48  
Albert Feather, electrical engineering '49  
Marjorie Greenebaum Adler, retail management '47  
Claire Gottlieb Michna, secretarial '47  
Thomas Gowdy, mechanical engineering '48  
Isabel Hartman, nursing '45  
Harold Hartung, chemical engineering '42  
Charles Hilsee, commerce and engineering '49  
Nancy Jackson Perrin, library science '44  
Helen Katenez Jammal, nursing '48  
Arthur Kracker, chemical engineering '48  
Sydelle Kronick Vitale, secretarial '44  
Clara Leo Hawkins, nursing '40  
Jeanne Matthews Doyle, home economics '41  
Donald McNeill, medicine '48  
Samuel Mercer, mechanical engineering '43  
Lucille Morgan Koehler, medicine '49  
William Newbold, mechanical engineering '49  
Robert Neyer, mechanical engineering '49  
Selden Raynes, chemical engineering '48  
Walter Riedi, business administration '48  
Nathan Rosenthal, electrical engineering '41, '49, '53  
Eleanor Roverud, medicine '47  
John Ruttle, mechanical engineering '43  
Francis Schanne, mechanical engineering '47  
Paul Scheffler, mechanical engineering '48  
Regina Schiffman, nursing '45  
Edward Schimmel, mechanical engineering '49  
Sylvia Shaner Gorritz, retail management '49  
William Sharp, mechanical engineering '49, '53  
Helen Snodgrass Brown, nursing '49  
Harold Torok, mechanical engineering '48  
Donald Walden, retail management '45  
M. Ray Garrett Werner, secretarial '46

### 1950s

Herbert Adams, civil engineering '52  
Francis Bird, business administration '59  
Walter Bishop, mechanical engineering '57  
Carl Blanch, medicine '54  
Joan Bradshaw Hinton, nursing '50  
Joan Christie, medicine '59  
Beverly Conney Cassell, nursing '55  
Lawrence Costill, business administration '52  
Nancy Dina Moore, nursing '54  
Barbara Docker Bucknum, secretarial '54  
Lionel Dreeben, mechanical engineering '56, engineering management '64  
Bruce Erb, business administration '55  
Norman Field, business administration '52

Allen Fischer, chemical engineering '52  
Francis Fogarty, business administration '53  
John Fraser, medicine '51  
Daniel Friday, civil engineering '50  
Elmer Freibergs, electrical engineering '58  
Gerald Gallagher, physics '55  
John Gana, mechanical engineering '58  
William Gilmer, mechanical engineering '54  
Janet Goldstein Lindsley, home economics '57  
William Gordon, chemical engineering '54  
Norman Greenberg Adler, retail management '50  
Gertrude Guers, electrical engineering '54  
Marie Guertin, library science '52  
Richard Harkins, business administration '54  
Donald Hill, electrical engineering '59  
Alex Hoffman, mechanical engineering '58, '64  
Robert Holdway, electrical engineering '57, '58  
Robert Howell, mechanical engineering '53  
John Hysore, chemical engineering '51  
Richard Jayne, business administration '52  
David Kauffman, medicine '57  
Doris Kayser Partridge, home economics '51  
John Kelleher, library science '56  
Robert Kleinert, electrical engineering '51  
Mark Kniss, medicine '56  
Michael Kotch, medicine '55  
Clemens Lazenka, chemical engineering '59  
Zena Linden, medicine '57  
Robert Londner, electrical engineering '59  
Nicholas Maile, chemical engineering '57, '59  
Allen Matthews, business administration '55  
John McDugall, business administration '58  
William McLay, civil engineering '54  
Richard Miller, electrical engineering '59  
Anna Muller, home economics '57  
Alexander Noreika, physics and atmospheric science '58  
Irvin Palitz, mechanical engineering '51  
Charles Pendred, electrical engineering '55  
John Pitale, business administration '57  
Irving Plaien, civil engineering '50, '53  
Dierk Rakula, mechanical engineering '55, '58  
Arnold Ratner, business administration '55  
John Rubert, electrical engineering '58  
Irwin Schmuckler, business administration '52  
Walter Schoen, mechanical engineering '52, '55  
Harry Schreiber, mechanical engineering '54, '56, business administration '68  
Morton Snowwhite, library science '50  
Joseph Steinmetz, electrical engineering '55, '57  
Samuel Stetzer, medicine '57  
Johanne Stier Wiedemann, home economics '56, '58  
Marvin Sussman, commerce and engineering '54  
Mark Toll, library science '51  
Dallace Unger, civil engineering '59  
Richard Van Metre, electrical engineering '55  
Randolph Waterfield, business administration '55  
Alvin Waxman, business administration '54  
Rita Wellman Packard, business teacher education '55  
Elliott Woo, mechanical engineering '59  
Harry Wright, machine design '51, mechanical engineering '54

### 1960s

Ernest Attinger, biomedical engineering and science '61  
Gordon Baitzel, mechanical engineering '63  
Irvin Barash, chemical engineering '61



//// **CLASS NOTES** //////////////////////////////////////

Michael Borowsky, mathematics '66, applied mechanics '72  
David Cadic, mechanical engineering '61  
Anthony Campitelli, aerospace engineering '67  
Albert Casale, medicine '60  
Joseph Cavallaro, metallurgical engineering '60  
Margaret Chepiga Long, home economics '60  
Frank Chwieroth, physics and atmospheric science '69  
Henry Coleman, industrial administration '69  
Bernard Cooper, metallurgical engineering '63, '64  
Stanley Cranston, mechanical engineering '64  
Francis Crovetti, business administration '64  
John Crowe, electrical engineering '65  
Harry Cubit, electrical engineering '64  
Victor Degutis, electrical engineering '64  
G. DiGregorio, pharmacology '66, medicine '78  
Joseph Dollard, engineering management '63  
Norman Funk, business administration '62  
John Higgins, chemical engineering '64  
K. Hoehne, civil engineering '61  
Esi Honono, library science '62  
Robert Hoover, commerce and engineering '62  
Curtis Hutchner, business administration '61  
Alan Isquith, microbiology and immunology '66  
Phyllis Jones Nixon, library science '62  
Gregory Kelleher, humanities and communications '69  
Robert King, commerce and engineering '65  
Laurence Kline, electrical engineering '65  
Judith Langan Phillips, design '63  
Winifred Leese, home economics '63  
Edwin Lunn, electrical engineering '63  
Evelyn Lupton Potter, library science '67  
Edward Mannion, metallurgical engineering '60, '61  
Edward McGarr, business administration '63, '71  
William Meise, electrical engineering '64  
Andrew Missiras, library science '69  
David Munn, library science '67  
Bernard Pennock, electrical engineering '60, biological science '61  
Robert Ridgway, chemistry '66  
William Rogers, electrical engineering '64  
John Sanders, medicine '60  
Elliott Satz, electrical engineering '66, engineering management '74  
Nancy Snyder Dever, business administration '64  
Gerald Speitel, civil engineering '63, engineering management '67  
John Stanz, business administration '66, '69  
Lennart Sunquist, engineering management '67

Russell Terrell, electrical engineering '61  
Frederick Tokarchek, medicine '64  
Paul Viscovich, engineering management '67  
Thomas Walsh, business administration '60  
Ruth Weidner, library science '66  
Albin Zielinski, mechanical engineering '65

## 1970s

Mark Bainewicz, electrical engineering '74  
Courtney Baker, medicine '70  
Kalyan Basu, civil engineering '79  
Milton Batley, business administration '70  
Janice Benson, medicine '74  
Shraga Berenfeld, architecture '76  
Vernon Cheatham, business administration '73  
Frederick Detrick, business administration '77  
Barbara Farrow, home economics '73  
Alan Fesnak, electrical engineering '74  
Virginia Ford, business administration '73  
Russell Gazzara, biological science '72  
Eugene Glysson, environmental engineering '72  
Susan Grabousky, mathematics '77  
John Knuttel, business administration '72  
Joseph Lanave, commerce and engineering '71  
M. MacEdonio, home economics '70  
Edward McLaughlin, medicine '72  
Richard Morris, mechanical engineering '70  
Frank Myers, business administration '72  
Charles Pittman, engineering management '71  
Leslie Ross, political science '73

Robert Shriver, medicine '79  
Nicholas Sileo, business administration '72  
Edward Skibo, chemistry '74  
Thomas Walsh, engineering management '78  
David Wrisley, medicine '77

## 1980s

Steven Anderson, medical technology '81  
Stephanie Boyce, nursing '83  
Kevin Brooks, humanities and communications '82  
Kevin Dunne, business administration '86  
Peter Esslinger, business administration '85  
Mark Etskovitz, retail management '82  
Shirley Gold, mental health technology '83  
Jay Kessler, mechanical engineering '83  
Anthony Monteiro, electrical engineering '80  
Andrea Schilling-Bozzi, radiologic technology '85  
Theodore Spritzer, accounting '85

## 1990s

Christopher Holmes, graphic design '90  
Peter Mele, environmental engineering '95  
Daphne Stricklan, medicine '92

2000s

Ann Weil, educational leadership and learning technology '01

2010s

George Banks, teacher education '10

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# ALUMNI 2015 WEEKEND

MAY 1 & 2

### 50 AND 25-YEAR REUNIONS

Classes of 1965 and 1990 will be honored.

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## ALUMNI WEEKEND: Remembering Old Times, Making New Memories

Read on for a look at what happened during Alumni Weekend 2014, including the Golden Dragon Reunion, Drexel After Dark and everything in between. BY LARA GERAGI

The first weekend in May is a special time at Drexel as alumni return “home” to campus to celebrate Alumni Weekend. While it’s been an annual Drexel tradition for decades, Alumni Weekend provides a memorable and unique experience for Drexel graduates in new and exciting ways each year.

There’s no doubt that one such experience at Alumni Weekend 2014 was the final gathering on Saturday, May 3: Drexel After Dark. This new event took place on all four floors of the Main Building, which was decorated and transformed almost beyond recognition.

Drexel After Dark promised to provide something fun for alumni of all class years. From the after-hours club on the fourth floor with Yards Brewing Co. beer and video games, to the piano-lounge atmosphere in the A.J. Drexel Picture Gallery, to the lively dance floor and DJ in the Great Court, Drexel After Dark did not disappoint.

“I feel it must have been a Herculean task to put together Drexel After Dark,” says Lou Partridge ’74, ’75. “I emailed a friend afterward to say it was some of the most fun that I’ve had at Drexel since graduating. What an experience!”

According to Ira Taffer ’79, ’83, chair of the Alumni Association Board of Governors, after listening to feedback from alumni, they realized it was time to rethink the dinner-dance style of the University galas of the past and create something fun and new.

“It was held in the Main Building because that is a place to which almost all alumni have a connection,” says Taffer. “We made sure Drexel After Dark had lots of space for many different types of activities and a variety of food choices. Guests spent time exploring all of their options, and then they settled in for what turned out to be a great night.”

Another highlight of Alumni Weekend was the Class of 1964’s 50-year Reunion. These graduates, known as Drexel’s Golden Dragons, kicked off Friday, May 2, with a welcome breakfast followed by the



(Above) The Class of 1964 celebrated its 50-year reunion during Alumni Weekend this year and its graduates were inducted into Drexel’s Golden Dragons Society.



(Left) Michael Noce, BS chemical engineering ’11, and his date are greeted by Mario the Magnificent on their way into Drexel After Dark.

### Golden Dragon Pinning and Induction Ceremony.

The celebration continued with a class photo on the Main Building staircase, the Golden Dragon Luncheon and a trolley tour of campus which some hadn’t seen in 50 years.

“I had a wonderful time celebrating my reunion,” says Walt Rogers ’64. “The Golden Dragon Induction was quite impressive, lunch was

**The Alumni Association** is looking for members of the Class of 1965 to join Co-chairs Donna Mueller ’65, ’70 and Fred Crotchfelt ’65, ’66 on the Golden Dragon Reunion Committee. If you would like to help plan your 50-year reunion activities and invite your classmates back to campus for the celebration, contact the Office of Alumni Relations at 1.888.DU.GRADS or alumni@drexel.edu.



Silver Dragons celebrate their 25-year Reunion together at a cocktail reception in the Papadakis Integrated Sciences Building.

delicious and we loved the campus trolley tour. Next time we would like to walk it.”

Friday night was the sold-out annual Alumni Wine Pairing Dinner where graduates enjoyed a four-part menu fully prepared and served by Drexel culinary and hospitality students under the direction of Greg Garbacz '04, chef de cuisine at Sbraga. Each course was paired with carefully selected wines, described in detail by Bob Barrett '98, Winebow sommelier. Also on Friday evening, the Sports Fans of the '50s gathered with former Drexel athletes, DAC Pack members and Dragon fans for a special rally and patio BBQ.

“Many of the colleges and schools hosted open houses, brunches and tours on Saturday,” says Taffer. “It’s important to give alumni a chance to revisit their colleges and schools during Alumni Weekend to meet professors, deans, old classmates and new acquaintances.”

Young alumni and friends looking for a bit of an adventure spent Saturday afternoon exploring campus and competing for great prizes in the Alumni Weekend Scavenger Hunt, which wrapped up with lunch at St. Declan’s Well in West Philadelphia.

“The Scavenger Hunt was a really good time,” says Stephanie Miller '11. “My cousin is also a Drexel alum, so he and his wife and kids and I teamed up. It definitely put us in a competitive spirit, and we even learned an extra thing or two about our alma mater.”

Other highlights of Alumni Weekend included the Silver Dragon Pinning and Induction Ceremony for the Class of 1989, the Alumni Association Awards Ceremony, which honored outstanding alumni and students with scholarships and awards, and special reunions across campus for alumni affinity groups.

Save the date now for Alumni Weekend 2015 on Friday, May 1 and Saturday, May 2. To make sure you get your print or email invitation, update your contact information with the Office of Alumni Relations at 1.888.DU.GRADS or alumni@drexel.edu. You can also update your information online by visiting [drexel.edu/alumni](http://drexel.edu/alumni) and clicking the log-in button at the top of the screen. [D]

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**The deadline for submission is Monday, March 2, 2015.**

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## ALUMNI CAREER SERVICES SURVEY FINDINGS:

# You Spoke and We Listened

The Alumni Association is improving and expanding its Alumni Career Services program. Who better to guide them than Drexel alumni?

BY LARA GERAGI

During the summer months, the Alumni Association conducted an important survey to allow graduates from the classes of 1976 through 2014 to share feedback on their past experiences with the Alumni Career Services (ACS) program, and to offer suggestions for new programs and services that would best fit their career-development needs.

The response rate to the survey was an outstanding 58 percent, which is a reflection of how important the ACS program is to those whom it is intended to serve.

"All of the feedback we received is invaluable as we work to enhance the workshops, seminars, networking opportunities and online content that we provide the alumni community," says Lauren Villanueva '04, '09, director of Alumni Career Services and Lifelong Learning in the Office of Alumni Relations.

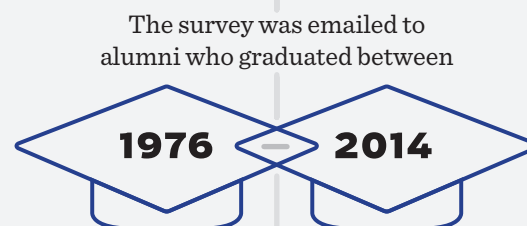
Upon analysis of the survey data, some clear and consistent messages and trends have risen to the forefront.

"Alumni reported a relatively low awareness of the in-person and online career-development seminars offered through the ACS program," says Villanueva. "This is in contrast to the high awareness reported for the less structured networking events."

Career-development seminars featuring alumni industry experts are regarded as a signature aspect of the ACS program, providing first-hand advice, and facilitating alumni-to-alumni connections. It is clear that there is a need to better market these offerings and distinguish them from general networking events.

"The survey showed high awareness and utilization of the technical workshops and career counseling provided by the Steinbright Career Development Center (SCDC)," says Villanueva. "But it should be made clear that the ACS services differ from those provided by the SCDC in that they deliver specialized opportunities for alumni to connect with one another and share practical advice."

The relationship between the ACS program and the SCDC should be seen as a partnership in which both areas complement one another in order to deliver a well-rounded, extensive slate of job search and career-development resources.



The survey had a response rate

**58%**  
RESPONSE  
RATE

**50%**

would participate in a future program if it helped them grow in their current field

**61%**

of alumni are likely to participate in an online workshop

### TOP 5 CAREER DEVELOPMENT TOPICS AMONG ALUMNI

5. Navigating the hidden job market
4. Management
3. Career advancement strategies
2. Leadership
1. Negotiating salary/benefits

### WHAT ALUMNI ARE SAYING

"The quality of the alumni presenters and panelists is excellent."

"I want more programs for experienced, seasoned alumni like myself."

"The events I've attended were well-organized, well-run and informative."

"I would like to see more industry-specific events."

Another important finding from the survey is that a high number of respondents believe the ACS offerings are geared only toward young alumni who are in the early stages of their career. Many are not aware that the ACS program is as much a valuable resource to new graduates as it is to those who have been in the workforce for several decades.

While some of its offerings focus on job-search strategies and résumé and interview workshops, the ACS program also provides a robust slate of career-development resources for more seasoned and experienced alumni in the mid to late career stages. The importance of this is echoed by the majority of alumni who responded that they are currently employed, and rather than looking for a new job, they are in search of ways to grow and develop professionally in their current role.

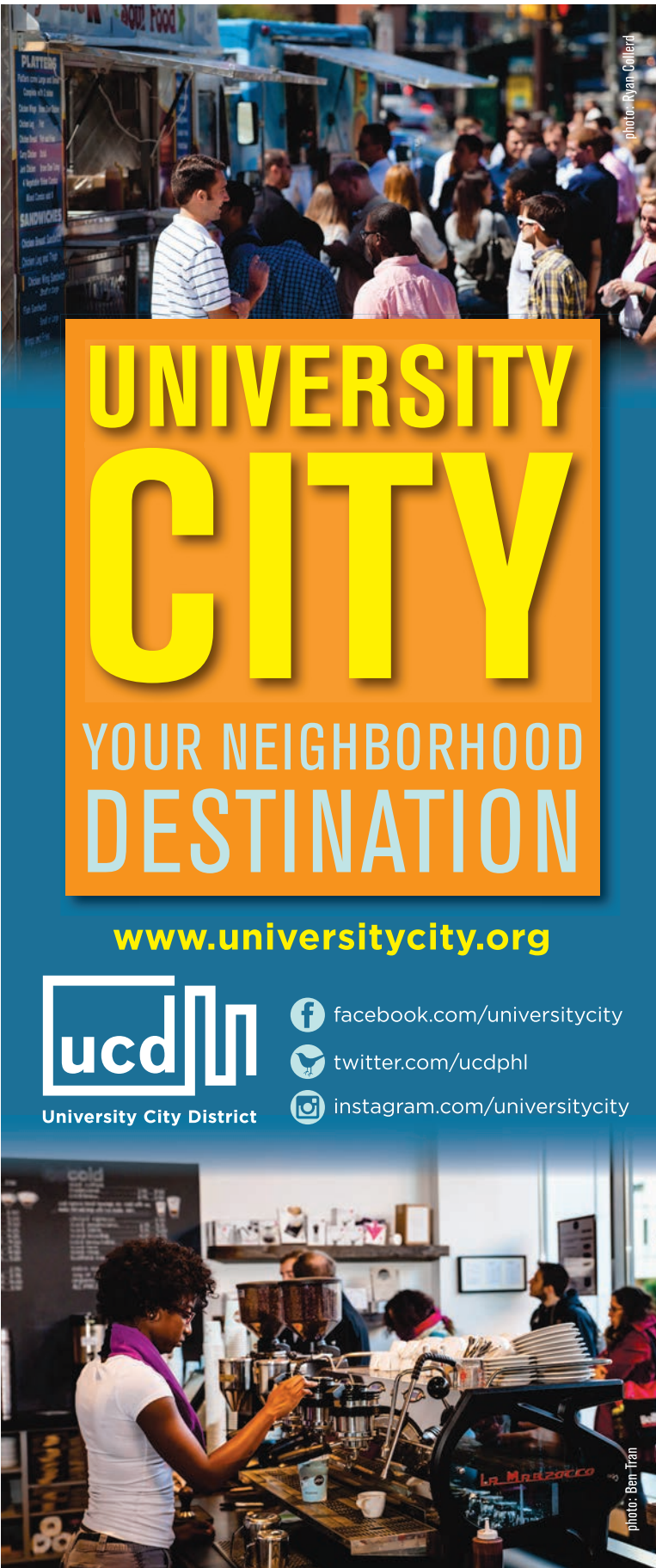
“Alumni also consistently expressed an interest in programs that speak to their respective industries,” says Villanueva. “Moving forward, I plan to continue conversations with alumni on ways that we can provide programming that supports their respective career fields.”

A program featuring industry roundtable discussions was held in June in New York City, which consisted of small, industry-focused conversations led by alumni in the finance, fashion, entrepreneurship and engineering sectors. The event was a great success and will serve as a model for future industry-focused programs in other parts of the country. As well, industry-specific panel discussions and seminars will be led by alumni experts in locations around the country and online.

Another observation from the survey is that a convenient location is a determining factor when alumni decide whether or not to attend an ACS program, which presents a clear need to develop a consistent schedule of programming in regional areas — not just in Philadelphia — where alumni live and work.

“We also plan to enhance the offerings that we provide under the career services umbrella in the online space,” says Villanueva. “These offerings will be available to alumni anywhere in the world and will eliminate the barrier of having to travel in order to participate in an ACS program.”


The purpose of the ACS program is to provide the resources that alumni need most to take that next career step. The Alumni Association is always looking for feedback on how it can improve and evolve the program, as well as graduates who are interested in volunteering as speakers or panelists for future events. Alumni are encouraged to continue to share their ideas, and to get involved with the ACS program by contacting Lauren Villanueva at [lmr24@drexel.edu](mailto:lmr24@drexel.edu) or 215.571.3644. [D]




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photo: Ryan Geller

photo: Ben Tran



# How to Be Outstanding

Get to know the 2014 Alumni Association award recipients as *Drexel Magazine* takes a unique look into their personal and professional lives. BY LARA GERAGI

Each year, the Alumni Association presents its prestigious awards to individuals who have proven to be successful leaders in their professions or communities, or have demonstrated exceptional service and commitment to Drexel. Step into the lives of seven impressive alumni and learn more about their paths to success.

## Susan Bacorn Bastable RN nursing '69

### SERVICE TO PROFESSION AWARD

**Your essential business philosophy:** If a task needs to be done, no matter how large or small, it should be completed to the best of one's ability. It is alright to be a perfectionist, since the outcome is a reflection of your professionalism and an image of who you are, your expectations, and the quality product you produce, no matter whether it is a service or material goods. Also, a professional never punches a time clock. You do the work that has to be done to get the job done right and done completely.



**Best advice you've ever been given:** For those whose paths in life have been straight, the road has been relatively comfortable to travel. For those who have had an easy road, they have not been forced to learn the lessons that come from facing adversity and solving problems. For others whose paths have come with some bumps and unexpected turns, they have had to learn how to overcome disappointment and difficulties, but they have also learned the valuable lessons of having to try again or try harder and have acquired a strong sense of responsibility, the motivation to succeed, independence, self-confidence, and the tools to be successful.

**Goal yet to be achieved:** Travel. It is not that I haven't seen some unique and faraway places, such as Quito, Ecuador, and Ghana, Africa, where I took my students on four study abroad trips, but seeing and living with other cultures has truly whetted my appetite to visit other parts of the world.

Also, I find travel (I just recently visited Italy) to be relaxing, exciting, stimulating and an opportunity to learn more about people and places. Given my very busy professional life, I long for more time to take trips with my husband and family to many sites around the world, which provide entirely new perspectives on people, places and things. Travel can be mind-changing and life-altering.

**Most valuable lesson learned:** A nursing colleague once told me that one has three choices in life — to adapt, to migrate or to die. That is, you either adapt to your surroundings and circumstances, you choose to migrate to other places to find new opportunities, or you die (not necessarily in the literal sense) because where you are does not afford happiness or growth. It is up to us to take control of our lives.

**What you're most proud of:** There are two major aspects of my life: my family and my profession. I am very pleased that I have been able to contribute significantly to nursing and nursing education, but I am most proud of my husband, whose energies have always been directed to serving his community, and of course our son

and daughter, both of whom have served their country as former military officers in the U.S. Navy and who both lead happy and very productive lives. What more could one ask for?

## David M. Bassion BS management computer information systems '89

### SILVER DRAGON SOCIETY AWARD

**Best advice you've ever been given:** Cheap, good, fast: You can only have two of the three in life and it can apply to anything. Want a good, fast car? It won't be cheap. Want food that's cheap and fast? It won't be good.

**Goal yet to be achieved:** Seeing my children's children run the business.

**Why you attended Drexel:** A track scholarship. But then I woke up and saw the real reason — drive and passion!



**Little-known fact about you:** At the age of 47 I'm still scared of my 83-year-old mother! When she talks, I listen.

**Favorite way to spend free time:** Being with my wife and just walking through life with her.

## Darin L. Gatti PE, BS civil engineering '82

### SPECIAL DISTINCTION AWARD

**Your very first job:** Philadelphia Streets Department — Bridge Section. I've been there ever since, working my way up from a co-op student to chief engineer and surveyor.

**Your essential business philosophy:** Consultants and contractors are our partners on projects. Our specifications, decisions and actions have to be fair to all parties to ensure a successful project.



**Best advice you've ever been given:**

Any problem can be solved by breaking it down into its simplest parts.

**Toughest decision you've ever made:**

The toughest decision is yet to come. After working for the Streets Department since 1982, setting a retirement date is going to be the toughest decision because I really enjoy what I do.

**Why you attended Drexel:**

Drexel seemed like a perfect fit for me. Looking back, I wouldn't change a thing. Drexel helped develop my best problem-solving talents and made me a success.

**Suzanne M. Messics**

**BS design and merchandising '88**

**HARRIET E WORRELL SOCIETY AWARD**

**What you're most proud of:**

My Harriet E. Worrell Society Award.

**Your mentor:**

Professor M. T. Grassi.

**Toughest decision you've ever made:**

To start my own business after graduating from Drexel.

**Your essential business philosophy:**

Do what you love, work hard, do something no one has ever done before and treat everyone with respect.

**Share a Drexel memory:**

All my design and merchandising classes — I loved every second of them. And also being a member of WKDU!



**Charles "Chip" Roman**

**BS culinary arts '02**

**ALUMNI ENTREPRENEUR AWARD**

**Your first job:**

My first job was at Taco Lou's food truck, which was only open late night. I actually got my next job through Lou as well.

**Why you attended Drexel:**

It offered a lot of options. I always knew I wanted to cook and honestly I did not want to go to college. However I chose Drexel because it offered so much more than traditional culinary schools, not only academically but also socially and athletically. I chose a

five-year program with a culinary major and business minor. Plus I grew up five minutes away, in Fishtown.

**Your mentor:** I have had many mentors and I still do. I can't pick one. Each has taught me many different things. I'd say Drexel as a whole has been a mentor as most doors that opened for me when I was starting out were opened directly through Drexel. Many of those contacts are the mentors I speak of.

**How do you measure success:**

Measuring success is tough. I was lucky to reach many of my goals early in life. Being able to balance family and work is my goal now.

**Your favorite way to spend free time:**

That's easy: with family and fishing.



**J. Richard Weggel**

**PhD, PE, BS civil engineering '64**

**GOLDEN DRAGON SOCIETY AWARD**

**Your mentor:** Dr. John Rumpf, then head of Drexel's Department of Civil Engineering, who employed me on an undergraduate research project to investigate using epoxy resins for structural connections. To supplement my income, he had me teach the strength of materials laboratory course thus starting me off on my academic career.

Drs. Richard Woodring and Bernard McNamee and Professor Ranald Giles were also mentors.

**Most valuable lesson learned:** We underestimate the impact we have on the lives of others. We can have a profoundly good effect, but we need to behave ourselves so we don't become a bad influence on others.

**What you're most proud of:** My family, especially my three sons, all of whom obtained Drexel engineering



degrees. Hopefully, several of my grandchildren will also become Drexel alumni!

**Why you attended Drexel:** The co-op program made it affordable in the early 1960s. One could earn enough to cover the cost of tuition. It was the only college my parents and I could afford.

**Share a Drexel memory:** Leaving the Main Building by the Ludlow Street exit, crossing the street, fighting off the rats, and entering Cavanaugh's back door for a beer (*The Bulletin* employees entered by the front door).

**Tracey Welson-Rossman**

**BS marketing and retail**

**management '98**

**SERVICE TO COMMUNITY AWARD**

**Your very first job:**

Clothes to You — not only my first job, but my first retail experience.

**How you measure success:**

First, having an understanding of what the goals are is extremely important. I measure success on the forward progress that is being made against these goals, it is not always linear, but it should be incremental.

**Best advice you've ever been given:**

Don't make excuses for your mistakes; own them and learn from them.

**What you're most proud of:** My two sons, who are becoming people I want to spend time with not just because they are my children.

**Three words that best describe you:** Gets stuff done. [D]



For more information and to nominate a worthy candidate for a 2015 Alumni Association award, visit [drexel.edu/alumni/honors\\_awards.asp](http://drexel.edu/alumni/honors_awards.asp) or contact the Office of Alumni Relations at 1.888.DU.GRADS. The deadline to submit a nomination is Friday, Dec. 5.



# THE BACK PAGE PUZZLE

Did you know President's Fry's vision for Drexel is to be the most civically engaged university in the country? We hope this issue brought to the forefront the many ways in which Drexel is making a difference in the West Philadelphia community and beyond. Quiz yourself on what you've learned with this issue's puzzle.

## ACROSS

- 1 Comes across
- 6 Karpov victories
- 11 R-rated president hopeful?
- 15 Have a \_\_\_\_ (essay)
- 16 Classic gangster nickname
- 17 Noted architect
- 18 Program that helps Philadelphia non-profits find the right words
- 20 It's got the sun in the morning
- 21 Urban extension center that provides free legal and tax advice, GED assistance and other services
- 23 High-\_\_\_\_ (edgy)
- 25 Time it takes to get to a human being when calling a call center, seemingly
- 26 Strong anger
- 27 Passport feature
- 28 Start, as of an idea
- 31 Up there
- 33 "You know it"
- 34 Make a gondola go
- 35 Light biscuits
- 36 With 54-Across, recent purchase that will become a mixed-use space serving education, residential and retail purposes
- 39 King James of hoops
- 42 Night, to Chirac
- 43 Sched. notation
- 46 Alter, as the Constitution
- 47 Wedding ring, e.g.
- 48 Small shoot
- 50 Pale-faced
- 51 Nat. news network
- 53 Where pilgrims progress to
- 54 See 36-Across
- 59 Likewise
- 60 Government initiative that hopes to revitalize high-poverty communities (such as Mantua, West Powelton, Powelton Village and Belmont)
- 63 Bit of watermelon waste
- 64 New Guinea neighbor
- 65 Predecessor of Peres
- 66 Actress Purviance
- 67 Chum in Chihuahua
- 68 Script division

## DOWN

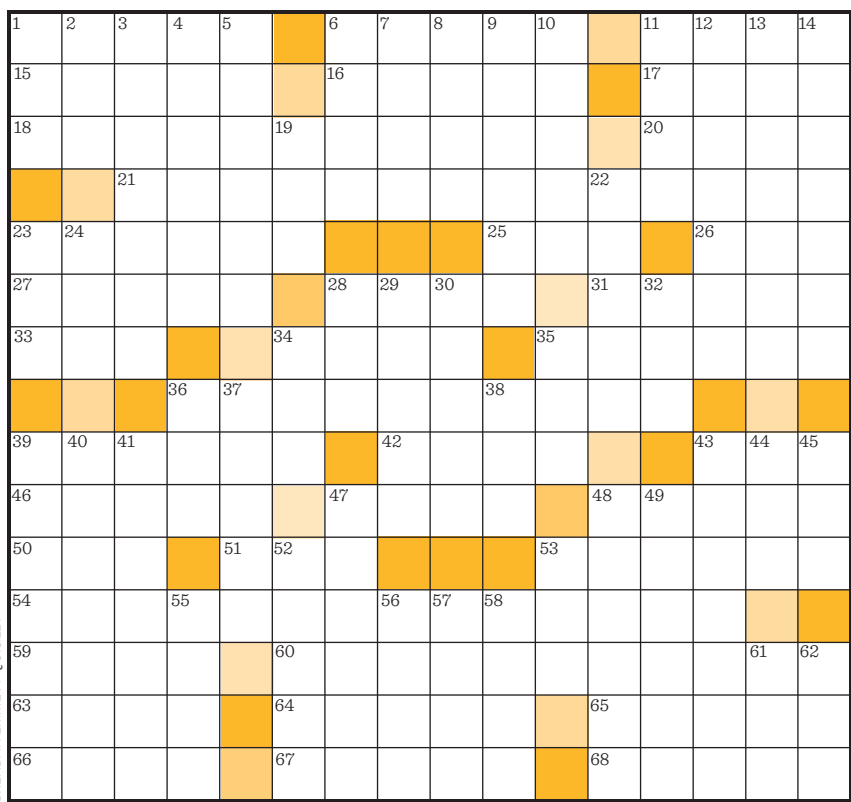
- 1 The "S" in EST: Abbr.
- 2 Make muffins
- 3 Tear
- 4 Reach the limit of, slangily
- 5 Caterer's need
- 6 Brit. awards
- 7 Saab competitor
- 8 Working for the weekend letters
- 9 Think the world of
- 10 Big name in food service products
- 11 Newswoman Ifill
- 12 Elaborate speech
- 13 Set aside
- 14 Menu listings
- 19 Stove fuel: Abbr.
- 22 Make official
- 23 John André, e.g.
- 24 Beyond any other
- 28 White House URL suffix
- 29 Skater Sokolova
- 30 Second showing on TV
- 32 "Gee whiz!"
- 34 Flagstick
- 35 Do some modeling
- 36 Teatime vessel
- 37 "That's obvious," informally
- 38 Actor Worley
- 39 Court citation
- 40 Sent over the net
- 41 Clinton's first Treasury Secretary
- 43 Object with three round projections
- 44 Coal case
- 45 Birthday card subject
- 47 Two-letter cluster
- 48 Blacksmiths, often
- 49 Antidepressant name
- 52 Kate Middleton's sister
- 53 Sounds seeking silence
- 55 Luke's Jedi mentor
- 56 Rain dancer, maybe
- 57 Quite pleased with oneself
- 58 "So long!"
- 61 "House of Incest" novelist
- 62 Vane letters

## Think you've got all the answers?

If so, send your completed puzzle to the address at right to be entered into a drawing to win a great Drexel prize. And congratulations to the winner of our summer edition contest: Virginia Downes '72 of Rockville, Md.

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BRENDAN EMMETT QUIGLEY





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- Software Engineering
- National Security Management
- Professional Development Programs





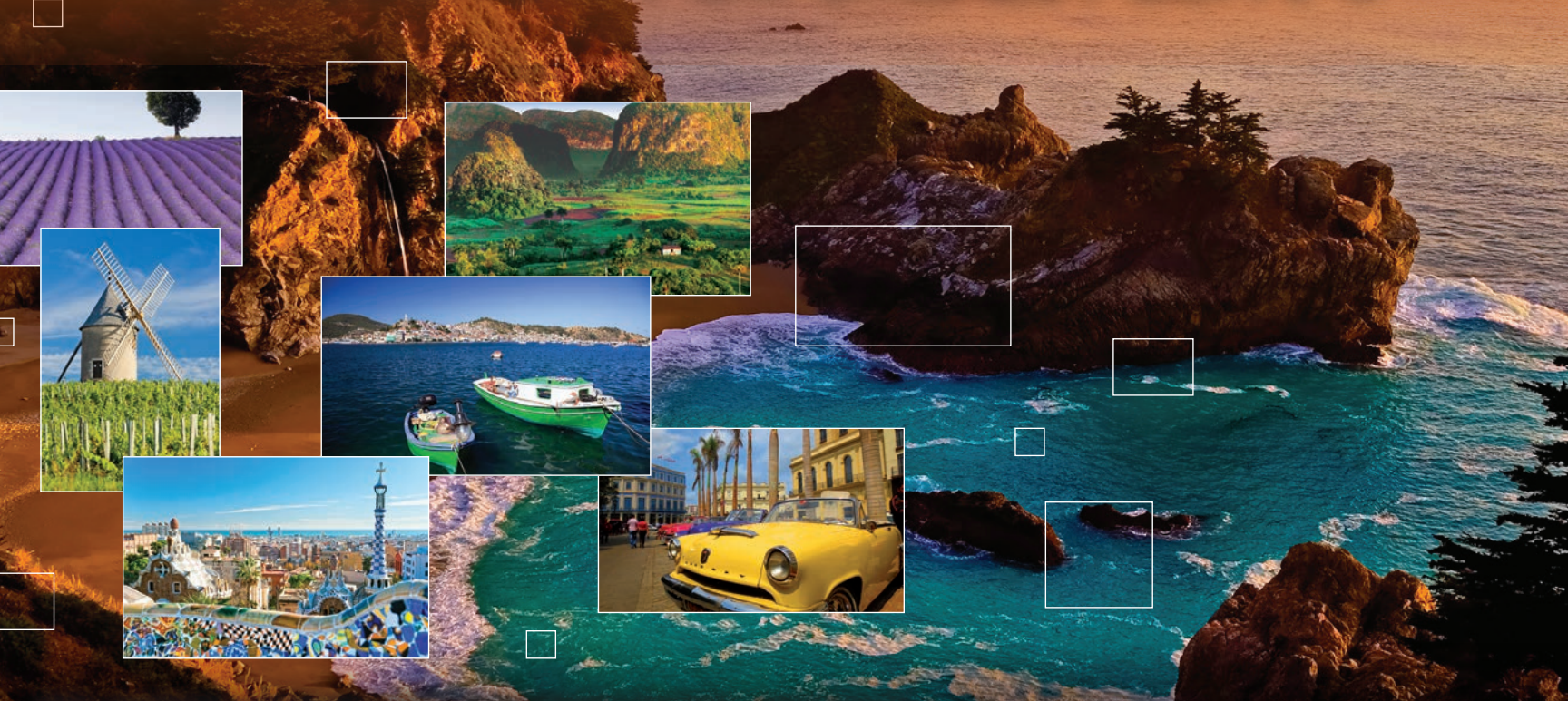


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## THE ALUMNI ASSOCIATION'S ALUMNI TRAVEL PROGRAM

As part of its commitment to lifelong learning, the Drexel University Alumni Association offers alumni travel programs which combine educational forums and excursions to places of historical and cultural interest, with the opportunity to enjoy unplanned experiences and meet local people. Join fellow alumni in wonderful new destinations each year. You will be offered the highest quality travel experience through the Alumni Association's partnerships with experienced travel providers. For details on all of the trips below, visit [drexel.edu/alumni/travel](http://drexel.edu/alumni/travel), or contact the Office of Alumni Relations at 1.888.DU.GRADS or email [alumni@drexel.edu](mailto:alumni@drexel.edu).

## 2015 TRIPS

<b>Discover Down Under</b> February 10–28	<b>Cuban Discovery</b> February 26– March 6	<b>Greece: Athens &amp; Island of Paros</b> April 22–May 2	<b>Burgundy &amp; Provence River Cruise</b> May 3–14	<b>The Great Parks of California</b> May 23–31	<b>Amalfi: The Divine Coast</b> June 2–10	<b>Alaska Passages Cruise</b> July 14–24	<b>Jewels of the Aegean &amp; Holy Lands Cruise</b> September 16–27	<b>Sicily</b> September 18–27	<b>Spain: Valencia &amp; Barcelona</b> October 12–21	<b>Machu Picchu, Cusco &amp; the Sacred Valley</b> November 1–6
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FOR DETAILS ON ALL OF THE TRIPS, VISIT [DREXEL.EDU/ALUMNI/TRAVEL](http://DREXEL.EDU/ALUMNI/TRAVEL) OR CONTACT THE OFFICE OF ALUMNI RELATIONS: 1.888.DU.GRADS OR EMAIL [ALUMNI@DREXEL.EDU](mailto:ALUMNI@DREXEL.EDU)