

60
YEARS
1957-2017

CABRINI

MAGAZINE

FALL 2017



60
YEARS
OF STORIES FROM
THE CABRINI FAMILY



CABRINI CELEBRATES 60 YEARS IN 2017
INSIDE FRONT COVER PHOTO
BY EMILY ROWAN ('17)

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1957-2017

**CABRINI
MAGAZINE**

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TABLE OF CONTENTS

FALL 2017

FEATURE STORIES

6 **CABRINI ON CABRINI:**
STORIES FOR OUR 60TH

12 **THE POWER OF RESILIENCY**
BY COLLEEN LELLI, EdD ('95),
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HIGHLIGHTS

3 CALENDAR OF EVENTS

16 NEWS ON CAMPUS

26 ATHLETICS

30 ALUMNI NEWS

31 CLASS NOTES

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For a list of social media accounts, visit cabrini.edu/socialmedia.



FROM OUR COMMUNITY MEMBERS

LETTERS TO THE EDITOR

TEACHER PREP IS IMPORTANT

As an eighth-grader, I spent hours neatly lining up rocks in the garage to mimic students while I taught grammar, complete with sessions on diagramming sentences. I knew I was destined to be a teacher. A product of Catholic schools, where strict discipline was paramount and education was fundamental, I felt I had the knowledge and background to teach.

In 1981, my desire to teach young people was solidified when I saw the TV movie *The Marva Collins Story*, which is based on a true story of an educator who started Westside Preparatory School in Chicago's Garfield Park and founded the Collins Method of Education. Besides my older sister, I had never seen an African-American teacher, so after learning about Marva Collins, she became my mental picture and road map to my vocation.

My formal teacher prep education started in the early '80s with a query that I posed to my college counselor: "Where is the best place for me to attend college where I can learn to be a teacher?"

With a prayer in my heart and liberal arts on my mind, I mailed three college applications: Temple University, Swarthmore College, and Cabrini College (now Cabrini University). After many weeks of waiting in agony, my destiny came in the mail: Cabrini was thrilled to have me.

That letter from Cabrini was God-blessed. Cabrini offered me four years of hands-on education and a teacher preparation program that has served me well for more than a quarter-century. While enrolled in the secondary education program, under the guidance of Dr. Arthur Young, I was encouraged to complete a new teaching assignment each semester. This design gave me a fresh perspective and valuable experience several times a year. As a veteran teacher, I have yet to meet a teacher who began her career with as much experience with children from various cultural backgrounds as I did. Not only did I learn amazing techniques that increased my classroom management skill set, I student-taught in a variety of culturally diverse classrooms, including urban and suburban schools.

When I graduated from Cabrini, I felt confident enough to jump into urban education with ease. I felt the same ease when I taught in districts like Great Valley and Strath Haven, as well as in Catholic schools in the Archdiocese. My baptism into Education at Cabrini pushed me into my graduate studies at Kutztown University and ultimately into my doctoral studies at Widener University.

I look back on my educational experience at Cabrini with fondness and gratitude. I lived an amazing experience at my alma mater. And if I had the opportunity, I would choose Cabrini University again. I was born to be an educator, and Cabrini gave me the tools to succeed.

Rachel Slaughter
Class of 1989

Questions? Comments?
Do you want to explore
and ignite conversations
surrounding the content in
Cabrini Magazine?

We welcome Letters to the
Editor, and invite you to
email correspondence to
editor@cabrini.edu or
mail your letter to
Cabrini Magazine
c/o Marketing and
Communications Office
Cabrini University
610 King of Prussia Road
Radnor, PA 19087-3698

CALENDAR OF EVENTS



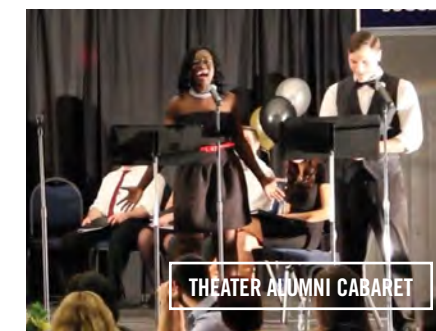
February 12
Educators Back on Campus:
Being Informed Educators About
Dating and Domestic Violence
4:30-9pm, Grace Hall
cabrini.edu/dveducation

March 16
Theater Alumni Cabaret
8-10pm, Cabrini Theatre

March 24
Breakfast with the Bunny
9am, Grace Hall
cabrini.edu/alumni

April 25
Arts, Research, and
Scholarship Symposium

June 18
Cabrini Classic
Philadelphia Country Club,
Gladwyne, PA



Events subject to change.
Visit Cabrini's online calendar
at cabrini.edu/calendar.



29th Annual
Cabrini
CLASSIC

Monday, June 18, 2018
Philadelphia Country Club,
Gladwyne, PA

Save the Date for the
Cabrini Classic, a day of
golf, dinner, cocktails,
and an auction with all
proceeds benefiting
Cabrini students.

For more information visit
cabrini.edu/classic.

MESSAGE FROM THE PRESIDENT



DEFINING THE CABRINI SPIRIT

During this 60th Anniversary year, people both inside and outside of the Cabrini University community often ask me: What makes Cabrini so special? That's a big question with many answers. I could cite our *Education of the Heart* mission, our core values, our *Justice Matters* curriculum, our exceptional faculty, the amazing lives of our alumni, and on and on. However, weaved throughout all of these elements of our campus is the Cabrini Spirit, which we define as a desire of everyone in our community to *Live with Purpose*.

Defining what it means to *Live with Purpose* is different for each of us. We find purpose in our careers, family, friends, places of worship, and local communities. We find purpose in the arts, athletics, hobbies, and travel. These are universal to all of us, and helping our students determine where they find their own purpose is essential to what we do here at Cabrini.

Yet, at Cabrini there is another thread of purpose that seems to run very deep in all of us—a devotion to helping others, to bettering lives, to improving the world. Whether you call it social justice or call it by some other name, reaching out to the marginalized and working to solve complex social problems is at the core of our Cabrini Spirit.

This thread that we share was undoubtedly influenced by our namesake, Saint Frances Xavier Cabrini, and our founding order, the Missionary Sisters of the Sacred Heart of Jesus (MSCs). Mother Cabrini believed that a life lived just for oneself was a life lived without purpose, so she instilled in her MSCs that purposeful charism to go and serve those in need wherever they may be. To this day, the MSCs remain committed to Mother Cabrini's legacy of compassionate service, evidenced by their presence on six continents and 15 countries throughout the world.

Just as Mother Cabrini and the MSCs find purpose in serving others in need, Cabrini University's students, alumni, faculty, and staff find purpose in that same charism of service. While our students and alumni build great careers and loving families and passionate hobbies, they never abandon the call to help those in need.

As we continue to become a stronger University, we remain dedicated to our *Education of the Heart* mission, to our core values, and to providing a personalized education in a supportive community. Equally, we remain committed to help each student discover the Cabrini Spirit inside of them.

I'm so proud of all that our community members have achieved for themselves and for the world. You define a Cabrini University education by the lives you lead and the people you touch. Thank you for all that you do. Keep on *Living with Purpose*!

In the Cabrini Spirit,

Donald B. Taylor, PhD
President



With Cabrini's newest post-baccalaureate certificates,* offered in an online-only format and at a discounted graduate credit rate, you can obtain new skills to further your career, boost your earning potential, or even make a career change.



INTEGRATED SOCIAL MEDIA CERTIFICATE

Develop social media marketing and management skills using a mix of online courses and in-person workshops with our Integrated Social Media post-baccalaureate certificate program, a one-year program designed for working professionals.

For cost, course descriptions, and applying information, visit cabrini.edu/socialcert.



WEB DESIGN CERTIFICATE

Learn the importance of design in the user interface (UI) and user experience (UX) and how to design responsive websites using coding and industry tools with our Web Design post-baccalaureate certificate program, a yearlong hybrid program designed for working professionals.

For cost, prerequisites, course descriptions, and applying information, visit cabrini.edu/webcert.

*By completing the Integrated Social Media or Web Design post-baccalaureate programs, you'll earn 12 graduate-level credits from an accredited, nonprofit institution, nine of which can be applied toward Cabrini's Master of Science in Leadership graduate program.

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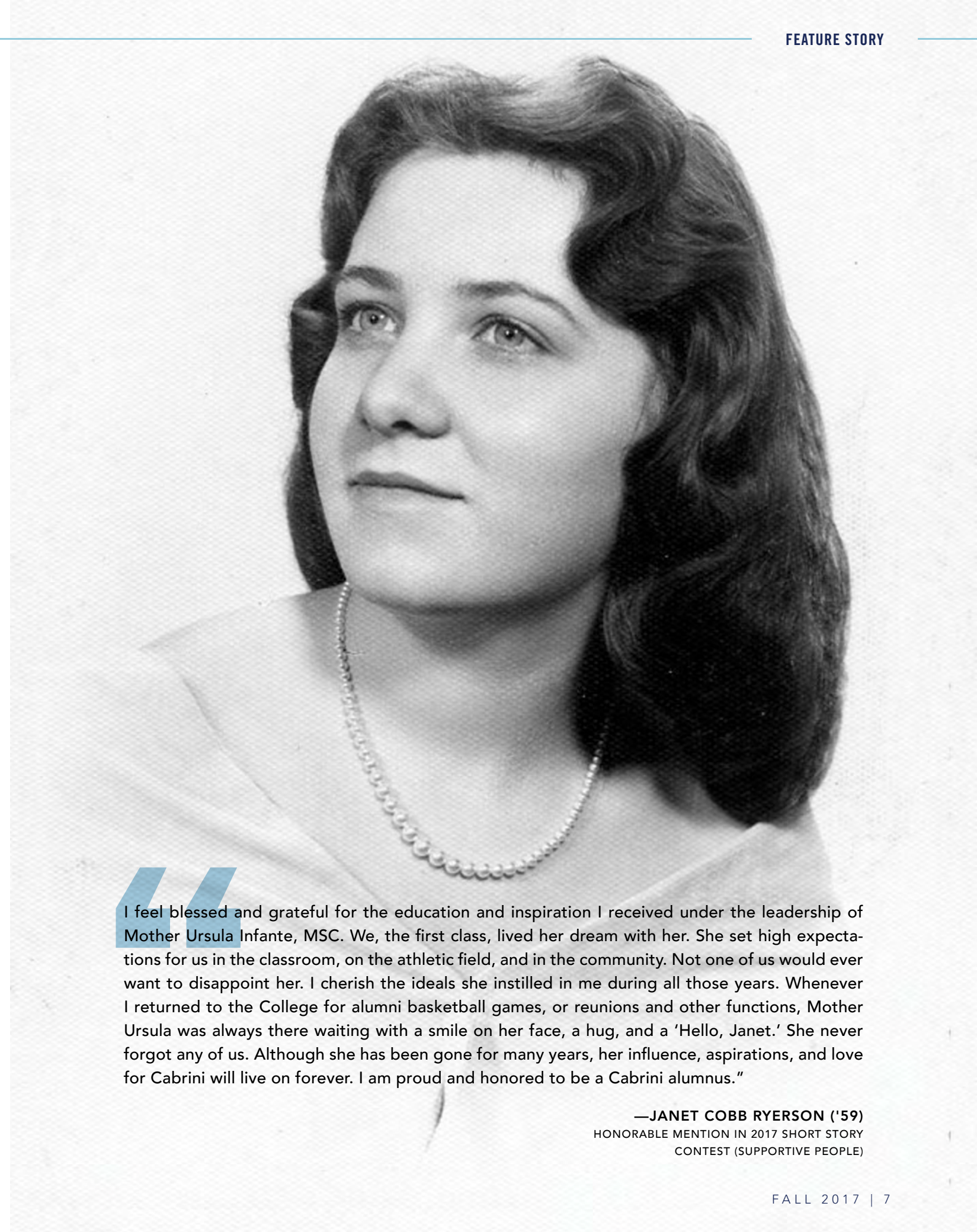
CABRINI

ON

CABRINI:

Stories for
Our 60th

To celebrate Cabrini University's 60th year, members of the Cabrini community have submitted stories that reflect their experiences with supportive people, self-discovery, fighting injustice and inequity, and other standout moments at Cabrini.



“I feel blessed and grateful for the education and inspiration I received under the leadership of Mother Ursula Infante, MSC. We, the first class, lived her dream with her. She set high expectations for us in the classroom, on the athletic field, and in the community. Not one of us would ever want to disappoint her. I cherish the ideals she instilled in me during all those years. Whenever I returned to the College for alumni basketball games, or reunions and other functions, Mother Ursula was always there waiting with a smile on her face, a hug, and a ‘Hello, Janet.’ She never forgot any of us. Although she has been gone for many years, her influence, aspirations, and love for Cabrini will live on forever. I am proud and honored to be a Cabrini alumnus.”

—JANET COBB RYERSON ('59)
HONORABLE MENTION IN 2017 SHORT STORY
CONTEST (SUPPORTIVE PEOPLE)



“You know you picked the right school when professors become advisors, advisors become personal mentors, and those mentors become great friends. Because of them, I will be leaving Cabrini ready to take the world by storm, and for that I will be forever grateful.”

—KATELYN MELAHN ('17)

WINNER OF THE 2017 SHORT STORY CONTEST (SUPPORTIVE PEOPLE)



“As a member of the class of 1973, I have very fond memories of Cabrini. The most vivid College event I recall from freshman year was the first Earth Day celebration on campus, in spring of 1970. It was a beautiful day of sunshine and we felt so cool wearing Earth Day T-shirts, knowing we were a part of colleges all over the country uniting for our environment!”

—TERRY PANICOLA GOUGH ('73)

“... PROFESSORS BECOME ADVISORS, ADVISORS BECOME PERSONAL MENTORS, AND THOSE MENTORS BECOME GREAT FRIENDS. BECAUSE OF THEM, I WILL BE LEAVING CABRINI READY TO TAKE THE WORLD BY STORM, AND FOR THAT I WILL BE FOREVER GRATEFUL.”



“Cabrini began its life the same year that I did. Cabrini was in its late teen years, as I was when we became acquainted with each other. Cabrini and I have grown up together.”

—MAUREEN LARKIN ('78)



“I entered Cabrini timid and naïve of what exactly the school offered. I knew only to get my degree and leave without any clue on how to truly express myself. I never tried to go outside my comfort zone in high school, so I thought not to change who I was if it's been working. I was wrong. In a short amount of time, I gained a colorful array of friends, entered leadership roles on campus like peer mentoring for the Body Language LLC, and retained academic excellence. I proved myself wrong and gained a new zone of confidence that had never had the chance of being tapped into because I was overlooked in my previous institutions. I have the chance to become the voice for the marginalized and use the privileges handed to me to help those who never had the chance to be truly seen. I have also had the chance to become great friends with the faculty here on campus. I feel as though I have made lasting friendships for a lifetime.”

—VANESSA LAWRENCE-FULTON ('18)

WINNER OF THE 2017 SHORT STORY CONTEST (SELF-DISCOVERY)



“At Cabrini, I feel that I have truly found my calling, and I hope to attend law school after graduation. Dr. Farina has inspired me to fight to reform our criminal justice system. Dr. McKinley has inspired me to fight for minorities. Dr. Owen has inspired me to fight for the oppressed and impoverished. Abel Rodriguez, JD, has inspired me to fight for immigrants. Ultimately, Cabrini has made me passionate about fighting for the human rights and dignity of all persons.”

—ASHLEY WOODRUFF ('19)

HONORABLE MENTION IN 2017 SHORT STORY CONTEST (FIGHTING INJUSTICE AND INEQUALITY)



▶ Timothy (second from the right) volunteering on spring break in West Virginia

“Through the many service opportunities of which I was privileged to take part, Cabrini Campus Ministry empowered me to plumb the depth and beauty of Catholic Social Teaching. Through these powerful experiences, I caught a glimpse of the unseen forces of failed economic and societal pacts that inordinately harm the most vulnerable. These experiences propelled me to serve in the Jesuit Volunteer Corps, where I gave a year of my life to work with young men from the most abusive neighborhoods in Los Angeles. I would have never experienced any of this heartbreak and beauty without my first spring break in West Virginia. My life has been forever changed by standing along the margins—and I will never stop fighting to be a voice for the voiceless.”

—TIMOTHY ROONEY ('12)

HONORABLE MENTION IN 2017 SHORT STORY CONTEST (FIGHTING INJUSTICE AND INEQUALITY)

“MY LIFE HAS BEEN FOREVER CHANGED BY STANDING ALONG THE MARGINS—AND I WILL NEVER STOP FIGHTING TO BE A VOICE FOR THE VOICELESS.”

“I was told by a faculty member that those who come to Cabrini are here because someone, somewhere, wants them to be here. At that same time, I learned Mother Cabrini was born on July 15, and at that moment I knew I was exactly where I needed to be. July 15 is the day my oldest sister passed away two years ago, which is why that date is so significant to me. She was my biggest supporter and always told me to follow my instincts and I will become successful. She taught me to take risks and make decisions based on what I feel is right and so I did. I am glad I followed my gut to come to Cabrini. With the help of the amazing staff and students here, I could never imagine being a part of any other university. Therefore, I will forever spread the love I have for Cabrini while encouraging others to do whatever they FEEL is right.”

—NOEL FARAGALLI ('20)

HONORABLE MENTION IN 2017 SHORT STORY CONTEST (CABRINI MOMENTS)



“Cabrini University taught me to break out of my shell. As a shy man from Namibia, Southern Africa, I was a transfer student, and it was difficult making friends as I came to Cabrini two days before classes. But joining groups gave me an opportunity to meet friends. Cabrini encourages community work and group work, and in the end by interacting with different people, you get to meet friends. My professors were helpful and made me feel at home.”

—TUNOMUKWATHI ASINO ('07)



“Back in the '90s, I took a class called Video Production with Cathy Yungmann. I still remember the first time I directed the whole class in a production. I'm sure I was shaking. It's funny, because now I look back at that moment and wonder, why was I so nervous?”

I had the script. I did the work, the planning, and even practiced on my own. After I finally was able to say 'Fade to black' signifying the end of the show, I breathed a huge sigh of relief, and after that made sure I signed up for every video class Cabrini offered.

“Here it is, 2017, and I'm now teaching Video Production thanks to Cathy. And as I stood in front of that class, I was not the least bit nervous or concerned. But I saw some of the students might be feeling a little of that anxiety I felt so long ago. So I told them not to worry.

That is what Cabrini taught me. I learned that I can do just about anything with the correct preparation, planning, and work. And now I'm lucky enough to get to pass that knowledge on to a new generation.”

—DENNIS FINOCCHIARO ('98), ADJUNCT PROFESSOR
HONORABLE MENTION IN 2017 SHORT STORY CONTEST (SELF-DISCOVERY)



▶ Anna (center) at the Sociology and Criminology honors induction

“My experience at Cabrini has instilled a passion for helping those less fortunate than me. One of the most important elements of Cabrini that has influenced my passion for social justice has been my relationships with professors. Specifically, my professors in sociology, criminology, philosophy, and leadership have inspired me with their lifelong dedication to fighting for those who society has left behind. Even just the presence of my female professors who have fought through their male-dominated fields to succeed academically motivate me to further my education. I hope to instill this passion in others and lead by example for those around me!”

—ANNA RUSSO ('19)

WINNER OF THE 2017 SHORT STORY CONTEST (FIGHTING INJUSTICE AND INEQUALITY)

TO READ MORE CABRINI STORIES, AND THE FULL VERSIONS OF THESE STORIES, VISIT CABRINI.EDU/STORIES.

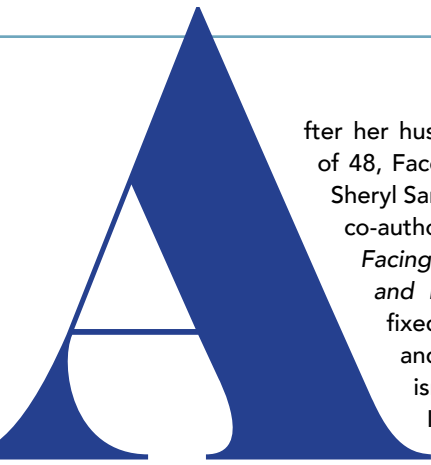
THE

POWER

OF RESILIENCY

BY COLLEEN LELLI, EdD ('95)

COLLEEN LELLI, EdD ('95)
UNDERGRADUATE PRE-K-4 WITH SPECIAL EDUCATION PROGRAM
COORDINATOR AND ASSOCIATE PROFESSOR, EDUCATION



After her husband died suddenly at the age of 48, Facebook's Chief Operating Officer Sheryl Sandberg noted in a 2017 book she co-authored with Adam Grant, *Option B: Facing Adversity, Building Resilience, and Finding Joy*, "Resilience isn't a fixed trait—it's a muscle we can build and it's never too late to start. It isn't about having a backbone. It's about building the muscles around our backbone."

The human spirit can be resilient. We can bounce back from adversity, thrive despite living or being raised in an at-risk environment. We can use determination, strength, hope, and perseverance to continue living our fullest lives, even when we know it will be a long road to recovery.

Take Malala Yousafzai, for example. Despite extreme danger in doing so, at 11 years old, the Pakistani schoolgirl began to speak out against the Taliban's efforts to ban girls from getting an education. On Oct. 9, 2012, Taliban assassins boarded her bus and demanded she identify herself or they would shoot

Something meaningful or worthwhile, like helping a friend, volunteering, or even making a simple donation, can help someone to push through adversity and enhance strength.

everyone on that bus. Yousafzai spoke up—"I am Malala"—and was then shot in the head. For four weeks, she was unresponsive in an intensive care unit. Her recovery was difficult, yet the doctors were surprised at how quickly she was able to recover. She was in the hospital for three months and then continued her treatment at a temporary home in Birmingham, England, before undergoing further cranial-reconstruction surgery. Almost exactly two years later, at age 17, she was awarded the Nobel Peace Prize.

Yousafzai showed courage and strength that day, and all the days after, as she healed. "They thought that the bullets would silence us, but they failed," she said. "And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born."

There are different dimensions of resilience: physical, emotional, and spiritual. All three can intertwine and overlap each other.

How does one embody, gain, or build resilience? How is resilience connected to the human spirit? Can resilience be learned?

In my work with domestic violence victims, or survivors, as I prefer to call them, I think about the human spirit and resilience and what it must take for them to overcome the struggles associated with domestic violence.

Survivors often face a myriad of effects as a result of the abuse they endured. The physical and mental impact, the economic impact, and the cognitive impact are all extremely difficult to overcome. Survivors of domestic violence, both adults and children alike, are in the process of healing physically, emotionally, and cognitively from numerous traumas. The effects this can have on the human spirit can seem insurmountable.

Abuse can have an extreme impact on the way a person thinks and interacts with their world. Chronic exposure to domestic violence can result in mental shifts as the mind attempts to process all of these traumas. One example of mental shifts occurring is during information processing in the brain. Information processing may pose a problem for a child of domestic violence when it comes to storytelling; it is difficult to convey the correct sequence of a story from beginning to end. A tip that I give teachers is to ask the child to retell what happened last and work backward. This helps them to cope with the mental shifts they may be experiencing.

Recent research has provided a lot of new information about people who have suffered trauma and the positive effects resilience and grit can have as they rebuild their lives. Tyrone Howard, a professor and associate dean for equity and inclusion

at University of California, Los Angeles, said that exposure to trauma has a profound impact on cognitive development and academic outcomes. Children dealing with traumatic situations should not be seen as pathological, he argued. Instead, educators need to recognize the resilience they are showing already. Children in traumatic situations can heal and accomplish growth with a supportive community, which includes family, counseling, and educational professionals who can all model healthy behaviors for children.

Resilience is a process. This process is about how we navigate our world and ourselves. Resilience is deep within us and also comes from support around us. It's about moving on a positive path to success in the midst of adversity, trauma, and stress. Resilient people identify themselves as survivors, not victims. This is a very important fact and one many survivors of domestic violence speak of often.

Connected to resilience is grit—another important component to improve the human spirit.

Angela Duckworth, PhD, a University of Pennsylvania professor and psychologist renowned for her research on grit, has defined grit as "perseverance and passion for long-term goals." Grit is the drive that allows a person to stay on a difficult task over a sustained period of time. Duckworth's research suggests that when it comes to high achievement, grit may be as essential as intelligence. This was a significant finding because for a long



time, intelligence was considered the key to success. With study participants from an Ivy League school, it was concluded that the grittiest students—not the smartest ones—had the highest GPAs.

How do grit and resilience differ? There is a subtle factor between these two that involve character traits. Resilience is the optimism to continue when a person had experienced some type of failure or a tough situation. In fact, others may find the task too difficult or overwhelming and nearly impossible to move on from. Grit is more about the drive that allows a person to continue on the path, over a sustained period of time, to succeed from that difficult situation.

When I have the opportunity to speak with domestic violence survivors, both adults and children, I try to provide the following positive tips to develop grit and resilience:

BE OPTIMISTIC. Optimism can be infectious, so creating an environment of optimism with positive people will be a life support.

REWRITE YOUR STORY. Trauma stays with a person. Jerome Bruner, an American psychologist who made significant contributions in cognitive psychology and specifically cognitive learning theory in educational psychology, says we can personally benefit from reframing our story. In other words, we become the stories we create about our lives. Using the trauma and struggle to look ahead and persevere while rebuilding is a sure way to build resilience and grit.

SUPPORT OTHERS. Support networks of friends, families, and services can help build resilience, but studies show that more resilience can be built from helping others. For example, Martin Seligman, often named the "father of positive psychology,"

focused his research on learned helplessness, positive psychology, depression, and resilience. He said, "Well-being cannot exist just in your own head. Well-being is a combination of feeling good as well as actually having meaningful, good relationships and accomplishments." Something meaningful or worthwhile, like helping a friend, volunteering, or even making a simple donation, can help someone to push through adversity and enhance strength. It doesn't need to be a huge charge, but it has to involve assisting others.

ESTABLISH GOALS AND LIVE WITH PURPOSE. What is purpose? It is Cabrini's motto, but what does it mean? Purpose seems tough to define, but creating smaller goals will lead to a purposeful and full life. Success will increase and achieving smaller goals will lead to purpose, while building resilience and grit.

In October, Cabrini launched the Barbara and John Jordan Center for Children of Trauma and Domestic Violence Education. This endeavor allows us to provide research, training, education, and support to community partners for victims (survivors) of trauma and domestic violence. Through our *Education of the Heart*, we can teach children and adults alike what it means to live with determination, strength, and courage—all to foster and build resilience and grit.

Colleen Lelli, EdD ('95), Associate Professor of Education, Faculty Director of the Barbara and John Jordan Center for Children of Trauma and Domestic Violence Education, and Undergraduate Pre-K-4 with Special Education Program Coordinator, can be reached at colleen.elli@cabrini.edu or 610.902.8466.

HISTORY IN THE MAKING: CABRINI'S FIRST COMMENCEMENT AS A UNIVERSITY

History took place on Sunday, May 21, 2017, as 720 bachelor's and master's degree candidates became the first class to graduate from Cabrini University—in the institution's 60th year—during the 57th annual Commencement exercises.

"Class of 2017—as the first graduating class of Cabrini University, I ask you to consider what defines a Cabrini education for you," said President Donald B. Taylor, PhD, as he addressed the undergraduate class. "The key to defining a Cabrini education is the students ... and the alumni they become. You—Class of 2017—bring a Cabrini education to life. Each and every one of you are part of the beautiful mosaic that is the Cabrini community."

During the undergraduate ceremony, four former Cabrini presidents and a longtime professor received honorary degrees: Joseph Romano, PhD, Professor *Emeritus* of Philosophy; Antoinette Iadarola, PhD, President *Emerita*; Eileen Currie, MSC ('66), President *Emerita*; Mary Louise Sullivan, MSC, President *Emerita* (posthumously), for whom Marcia Butland, Sullivan's cousin, accepted the degree; and Regina Casey, MSC, President *Emerita*, who was not in attendance—Diane Olmstead, MSC, accepted the honorary degree on her behalf.

During the valedictory, Natalie L. Trerotola ('17), a Pre-K-4 Education and Pre-K-8 Special Education major, said to her classmates, "This is our day to celebrate our many accomplishments, struggles, and services to the world which have been molded by our choices. Through our choices, we have been transformed over the past four years to become the successful young professionals that we are today."

William R. Hite Jr., EdD, Superintendent of the School District of Philadelphia, delivered the Commencement address during the undergraduate ceremony. He encouraged the Class of 2017 to fight against injustices. "Fix what you see and make things better," he said. "This ethic will serve you well. The most important thing you can become in life is an engaged citizen."

During the graduate ceremony, Cabrini University celebrated its master's degree candidates in Accounting, Leadership, Organizational Leadership, Education, and, marking another University first, Biological Sciences. Bhavna Shyamalan, PhD, Co-Founder and Vice President of the M. Night Shyamalan Foundation, received an honorary degree and addressed the graduates.

In an emotional speech, Shyamalan expressed her appreciation for being asked to speak at a University that aligns so closely with causes that she is passionate about and fights for in her daily work. "One of my deepest values is to stand against injustice," she said.

Shyamalan left graduates with a powerful message about overcoming insecurities in order to put their unique imprint on the world—a lesson she herself learned after quitting her long path toward becoming a therapist.

"I decided I needed to change how I lived my life. First thing I did, I got comfy with risk. Embrace risk. Say 'yes' and worry about it later. You don't have to know everything to start doing, you just have to start. Risk disapproval. Risk disagreement. We agree because it's uncomfortable to disagree. Change requires uncertainty and uncertainty is uncomfortable."

OTHER AWARD RECIPIENTS

Mother Ursula Award Recipient:

Jill Nawoyski ('17), Communication Major

Christian R. and Mary F. Lindback Award for Distinguished Teaching Recipient:

Melissa Terlecki, PhD, Chair and Associate Professor of Psychology

➤ Associate Dean for Retention and Student Success Kim Boyd, PhD, introduces valedictorian Natalie L. Trerotola ('17)



CABRINI EARNS MORE ACCOLADES IN 2017



In addition to being ranked a 2017 Best Value Top College by Educate to Career, Cabrini has added a few more accolades in 2017, ranking in Best College Review's Top 50 Best Small Colleges in the U.S., being named a 2016–2017 College of Distinction, and being named a 2017 Best Value School in PayScale's College ROI Report.

According to Best College Review, Cabrini was recognized in part for its strong emphasis on social justice. The Top 50 Best Small Colleges ranking is based on data collected from the National Center for Education Statistics regarding enrollment, retention, graduation rate, tuition, and degrees.

Cabrini was named a 2016–2017 College of Distinction, awarded for our "innovative application of high impact educational practices."

Cabrini's designation in the Colleges of Distinction was awarded for our "innovative application of high impact educational practices." Colleges of Distinction are nominated

by high school counselors and educators, and are then evaluated on key indicators including student engagement, student empowerment, and curricular innovation. Schools must demonstrate results across the Four Distinctions—Engaged Students, Great Teaching, Vibrant Community, and Successful Outcomes—and have demonstrated dedication to enriching student outcomes through innovative learning opportunities.

Cabrini also received the College of Distinction badges for Business and Education for its first-rate programs and recognized professional accreditations in these fields.

PayScale's acknowledgment of Cabrini as a Best Value School takes into consideration Cabrini's cost to attend, its alumni success in the job market, and the monetary return on investing in a Cabrini education.

For a comprehensive list of Cabrini's accolades and awards, visit cabrini.edu/awards.

CABRINI WOMEN OFFICIALLY HIT THE LINKS

In the fall 2017 semester, Cabrini University added women's golf to its roster of athletic teams, rounding out its sponsorship of NCAA Division III sports to 19 teams—eight men's programs and 11 women's programs.

For several years, female student-athletes have competed on the Blue and White men's golf team.

"Cabrini is committed to providing opportunities for students to follow their passions, and this addition is a reflection of that promise," said Cabrini University Director of Athletics and Recreation Brad Koch.

Tana Thomas—Immaculata University's coach from 2005 to 2016 and four-time CSAC Coach of the Year—was tapped as Head Coach of both the men's and women's programs.

"We are very pleased to have Tana join the Cabrini family," said Koch. "Her coaching background and knowledge of the sport of golf will have a positive impact on the

development of both programs and our student-athletes."

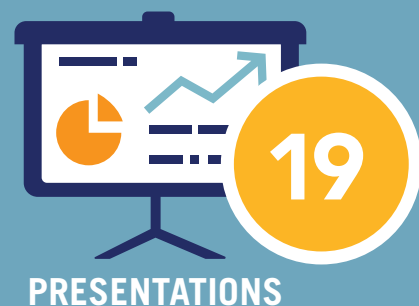
Thomas brings a wealth of experience to the Cavaliers, including 25 years of golf instruction and 18 years of head-coaching experience, leading men's and women's programs at the Division I, III, and high school levels.

"I am thrilled to join the Cavaliers as both the men's and women's golf coach," Thomas said. "I'm humbled and honored to follow in the footsteps of Tony Verde, my colleague and friend. I look forward to building upon his solid foundation and starting a women's program that will make the entire Cabrini University community proud."

Women's golf competes as independent, as women's golf is not currently sponsored by the Colonial States Athletic Conference.

See Five Questions with Golf Head Coach Tana Thomas on page 26.

CABRINI IN THE NEWS



861

PLACEMENTS AND MEDIA MENTIONS*

March 2017: 165

April 2017: 125

May 2017: 110

June 2017: 332

July/Aug 2017: 129

*Numbers are approximate

MEDIA OUTLETS INCLUDED:

Al Día, Bloomberg News Online, CNBC Online, Inside Higher Ed, Forbes, *Philadelphia Inquirer*, Reuters Online, USA Today Online, *The Washington Post*, and Yahoo! Finance.

PLACEMENTS CONTRIBUTED
TO MORE THAN 1.1 BILLION
POTENTIAL IMPRESSIONS.

FACULTY AND STAFF IN THE NEWS

Saleem Brown ('04), Associate Director for First-Year Experience and Student Transitions, was interviewed on NBC10 to discuss his organization, Write Your Future.

Angela Campbell, PhD, Assistant Professor of Education Policy and Leadership, Assistant Dean for the School of Education, and co-faculty Director of the Center for Urban Education, Equity, and Improvement, was featured and quoted in a national **Profnet** distribution as an expert in Gender and Racial Socialization in Education.

Celia Cameron, Vice President of Marketing and Communications, was featured on the **Forbes.com** article "8 Ways Millennials Can Set Themselves Up For A Promotion." Cameron also was interviewed on the Millennial Playbook Podcast.

Abdul Gafaru "Oscar" Umar, assistant coach of the men's soccer team, was featured in the *Outside the Lines* ESPN article "Hungry for a Better Life."

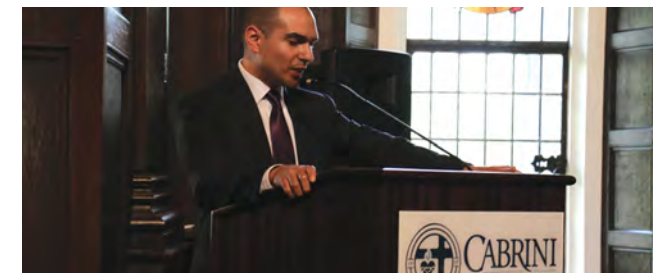
Mark Kiselica, PhD, founding Dean for the School of Humanities and Social Sciences, wrote an op-ed that was published in the **Bucks County Courier Times** titled "Models of Excellence Should Be Celebrated."

Kiselica also wrote a letter to the editor that was featured in the **Philadelphia Inquirer** titled "Braving the Mideast for answers."

Thor Kress, Director of Financial Aid, and **Charlie Spencer ('00)**, Director of International and Military Recruitment, attended a press conference at the **Mexican Consulate in Philadelphia** for the national launch of the IME-BECAS Scholarship program. Cabrini is currently establishing a partnership with the Mexican Consulate to participate in the Scholarship program.

Nicholas Rademacher, PhD, Chair and Associate Professor of Religious Studies, was mentioned in the **Philadelphia Inquirer** article "An Interfaith response to 'troubling times.'"

Rademacher also was featured in **Catholic Philly** for his appointment to the "historical committee" charged with gathering materials and documents during the beatification and canonization process for Father William E. Atkinson.



Abel Rodríguez, JD ('01), Assistant Professor of Religion, Law, and Social Justice, was featured on **Telemundo 62** for the launch of the Center for Immigration.

Rodríguez and the Center also were featured in the **Philadelphia Inquirer**. **Rodríguez** also was featured and quoted in a **Profnet** national distribution as an expert on immigration.

Sharon Schwarze, PhD, Chair and Professor Emerita of Philosophy, wrote a letter to the editor that was featured in **The New Yorker** titled "Matters of Fact."

Jillian Smith ('09), Manager of Student Media Operations, was profiled in the **Radio Survivor** article "Radio Station Visit #122 – WYBF at Cabrini University."

Ronald W. Whitaker II, EdD, Assistant Professor of Education, co-wrote an op-ed that was featured in **Diverse: Issues in Higher Education** titled "Let's also be Mad, and Not Solely Mesmerized by March Madness." He also was featured and quoted in a national **Profnet** distribution as an expert on Diversity in Education.

Maria Vizcarrondo, Director of the Nerney Leadership Institute, was featured in **Al Día** for receiving a Women at the Top Award.

PUBLICATIONS, PRESENTATIONS, AND OTHER ACHIEVEMENTS

Beverly Bryde, EdD, **Thomas Conway, PhD**, **Martha Ritter, PhD**, and **Ronald Whitaker III, EdD**, presented at the annual National Association of Professional Development Schools. Their presentation was titled "When Saying No is Better Than Saying Yes."

FACULTY AND STAFF IN THE NEWS



Whitaker also received the Commitment to Excellence as a Community Partner Award from Roxborough High School. He also was selected as a 2017 summer fellow for the **Black Theology Leadership Institute at Princeton University**, which was led by preeminent scholars of theology and religion, with the goal of exploring the intersection of faith and social justice.

Rasheeda Ahmad, EdD, Mary Budzilowicz and **Amber L. Gentile, EdD**, presented at the Center for Applied Special Technology's 3rd Annual Universal Designs for Learning Symposium (UDL): UDL for Social Justice. The title of their presentation, which was developed by Budzilowicz, Gentile, and Susan Pierson, PhD, was titled "Integrating UDL and SIOP to Pursue Social Justice."

Joyce Belcher, PhD, Ryan Colyer, PhD, Sherry Fuller-Espie, PhD, and Melinda Harrison, PhD, mentored students who presented at the 93rd Annual Meeting of the Pennsylvania Academy of Science. Student presenters included Brenda Cabrera Vicens ('19), Lauren Markowitz ('20), Olivia Townsend ('18), Robert Schmidt ('17), Sarah Grant ('17), and Sarah Eplett ('20).



Grant, a Biology/Pre-Med student, received the John C. Johnson award as recognition of first place for her poster, "Using Flow cytometry and Click-iT(r) Plus EdU Alexa Fluor(r) 488 to Study Mitogen-induced DNA Synthesis in Coelomocytes of the Invertebrate *Eisenia hortensis*," and the second place Anne Spychala Oral Presentation award for her presentation of the same title. The Spychala awards are given to the top undergraduate student-authored posters and oral presentations.

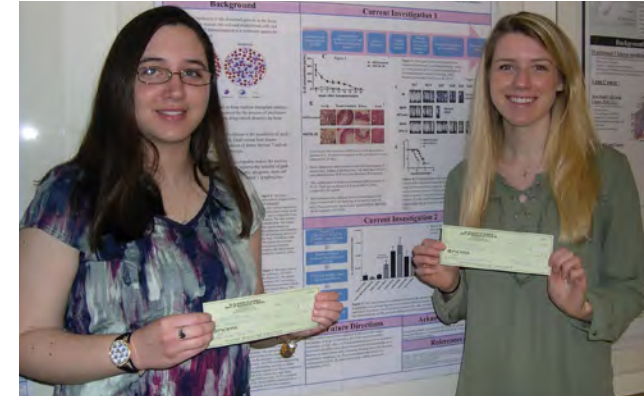


Mary Budzilowicz, Maria Small, Colleen Poole, and Jena Marinelli ('17) presented with **Janet Ziegler**, a Pathway School teacher, at the **National Student Teaching and Supervision Conference**. Their presentation was titled "A Creative Collaboration that Grew from a Community of Students."

Thomas R. Conway, EdD, presented at the **Association of Teacher Educators** conference in Pittsburgh. The titles of his presentations were "Using an Instructional Coach Framework to Improve the Student Teaching Experience" and "The Need for Teacher Leadership and Its Inherent Potential to Redefine Public Education from Institutional and 'Extra-Institutional' Perspectives."

Conway also presented at the **2017 Center for Urban Education (CUE) Summer Educator Forum**. His presentation was titled "Culturally Relevant Pedagogy for students with different Faith Traditions."

Melinda Harrison, PhD, Cabrini students, and alumni published in **PLoSOne** article "Tales of diversity: Genomic and morphological characteristics of forty-six *Arthrobacter* phages."



Sydney Stern ('18) and **Amanda Budzilowicz (MS'17)**—research students of **Sherry Fuller-Espie, PhD, and Joyce Belcher, PhD**—were awarded research grants from the **Pennsylvania Academy of Science**. Funding will be used for the laboratory supplies required for their research projects.

Christopher Grosso, Director of Leadership Communications in the President's Office, won the **Thirty West Publishing House 2017 Chapbook Contest**.

Jim Hedtke, PhD, presented at the **RELeeCWRT** in New Jersey. His talk was titled "Emory Upton: Father of the Modern American Army."

Frank Klose, DWitt (G'08) Assistant Professor of Religious Studies, presented lectures at multiple locations in the **Archdiocese of Philadelphia** about teaching theological truths through hymn texts.

Klose also presented at the St. Philip Neri Catholic Family Life Center. The title of his talk was "Cathedrals in Sports and Sacred Pilgrimage."

Amber LaJeunesse, EdD, Assistant Director for the Center for Student Engagement and Leadership, successfully defended her doctoral dissertation to complete her doctorate in education. Her research was titled "The Transition out of College for Highly Engaged Undergraduates within 2 years after Graduation Compared to Unengaged Students."

Nathaniel Pearson, PhD, was published in **The Journal of Leadership Education** for an article he co-authored titled "Who is Taking our Classes? A Single-Institution Study of Leadership Student Personality Types."

Darryl Mace, PhD, published an entry in the **Mississippi Encyclopedia** for Mamie Till-Mobley.

Abel Rodríguez, JD ('01), served as a panelist during the **Philadelphia Bar Association** event "From Criminal Conviction to Civil Nightmare." He also served as a panelist during the **Eastern Sociological Society Annual Meeting** discussion titled "Immigration in Philadelphia;" and for the **Latinos and Education Conference** discussion titled "Dreamers in College: (Im)Migration and Successful Institutional Policies." He also participated in the **City of Philadelphia Law Department's Annual Continuing Legal Education** panel titled, "Immigration Law and Constitutional Principles."

Rodríguez also conducted **Know Your Rights** training sessions for immigrant families in the Norristown and Pottstown areas.

Professor **Emerita Mary Lou "Candi" Sicoli, PhD**, chaired an American Psychological Association symposium in Washington, DC. The title of the symposium was "Justice for Animals—Multiple Perspectives on Making the World a More Peaceful Place for Animals." Sicoli is founder of the Justice for Animals group.

FACULTY OFFICE HOURS: CYNTHIA HALPERN, PhD, IS IN!

CYNTHIA HALPERN, PhD
CHAIR AND PROFESSOR,
ROMANCE LANGUAGES

Welcome to my office, which is so special to me because it was the office of the late Helene Hennigan, who taught here at Cabrini when I began as an adjunct member of the faculty in 1984. Many of the items in my office have to do with the Golden Age of Spain (Renaissance and Baroque periods)—the focus of my studies at Bryn Mawr College, subsequent research, and published dissertation. Come visit me in the second floor of Grace Hall before I retire following the fall 2017 semester!

One of the several hand-painted ceramic dishes from Spain I have in my office, all gifts from Spanish friends.

My favorite Baroque Spanish painting by court painter for Felipe IV (Phillip IV), Diego Velázquez, called *Las meninas* (ladies-in-waiting). In this original, Velazquez captures himself painting this same painting on a large canvas on the left just behind the princess and her ladies-in-waiting. I purchased the copy on the streets of Madrid just outside the Prado Museum many years ago and it has been hanging in my office ever since.

My father's very old, favorite green desk lamp.

Painting by El Greco, whose real name is Domenico Theotocópuli, a Renaissance painter who lived and painted in Toledo, Spain. This is his masterpiece *El entierro del Conde de Orgaz* (The Burial of Count Orgaz); He painted it as a tribute to the Count who helped to finance the enlargement and adornment of Greco's parish church in Toledo called Santo Tomé.

Hand-painted cross by artist Carlos Rael, painted in 2005. He is an award-winning *santero*, specializing in the tradition of Spanish Colonial Arts of Northern New Mexico. The cross was a gift from a colleague.

Gift from a student to commemorate el Cinco de Mayo.

A set of Don Quixote and Sancho Panza wooden figurines. I found them at the Bryn Mawr Hospital Thrift Shop. I found Don Quixote in the front of the store and then searched for Sancho knowing he had to be in that place somewhere. They did not even know they went together.

A gift from Professor Emeritus, Education, Andrew J. Litavec. He gave it to me as a gift before his retirement. I gifted it to an education graduate this past May 2017. Coincidentally, she was an awardee of the Litavec scholarship fund. She promised to gift it to a student when she retires.

Picture of the *corral de comedias* (courtyard theater) de Amalgro, located at the Plaza Mayor in Amalgro in Castile-La Mancha, Spain. The building is the best preserved example in the world of the *corral de comedias* during its Golden Age Period. This playhouse is still in use today. Because my published book is in early 17th-century Spanish theater, this picture has great importance to my work.

A gift representing the circle of life from a colleague who has worked at Cabrini with me for almost 20 years. It is from Texas and was created by a Native American Tribe there.

BRIGHT STUDENTS, BIG CITY: PHILADELPHIA URBAN SEMINAR IS A TRANSFORMATIVE EXPERIENCE

For many students, the first few weeks following the close of the spring semester are spent returning home, relaxing, and attempting to forget the school year.

For those participating in the Philadelphia Urban Seminar, however, the first few weeks of summer are a transformative experience embracing education and, sometimes, inspiring career paths.

The two-week immersion program places education students in Philadelphia schools to observe and assist in classrooms. Participants stay in La Salle University's residence halls and are driven to and from their assigned schools by participating faculty via van. Classroom assignments match each student's concentration. Students participate in professional development sessions in the afternoons and, after dinner, meet with faculty from their school to debrief the day and discuss issues related to urban education. Sometimes students return to their respective schools for nighttime events, and weekends are spent participating in community service projects.

On Memorial Day, when Philadelphia schools are closed, all participants go to the Philadelphia Museum of Art and the Constitution Center, researching available resources for long-distance learning or in preparation to take students there on field trips.

The Philadelphia Urban Seminar has proven to be invaluable for providing urban classroom experiences for pre-service teachers and a better understanding of the complexities of the issues at hand in the School District of Philadelphia.

"Students have no idea what it means that the

School Reform Commission had taken over," said Colleen Poole, Field Experience Coordinator, who oversees Cabrini's involvement in the program. "They don't realize that politics is involved, and to what extent, and policies and finances are involved. They approach urban school districts and outcomes from a perceived deficit model, that things aren't great, and the students aren't succeeding, and the teachers don't care, and parents aren't involved. It turns out to be just the opposite: They have to limit the number of parents who can go on field trips, the teachers are using best practices, the students are energetic in the classroom. Students start to realize the complexity of the issue, it opens their eyes. Students go from saying, 'That's not somewhere I want to teach' to saying 'I want to go back and teach in a big, urban district, I want to teach in Philadelphia, I can make a difference.'"

Participants are exposed to more than just the issues, they form real and valuable relationships with teachers, with other participants, and with the children in the classrooms.

"Being in the Philadelphia school district made me realize how much these teachers do to keep their students on track," said Shenyka Fowles-Lord ('19), a 2017 Philadelphia Urban Seminar participant. "My teacher was always on top of her game with



2017 CABRINI PARTICIPANTS

KERRI ANDERSON ('19)

LELIA DAWSON HAINES ('19)

SHENYLKA FOWLES-LORD ('19)

BEN GIORDANO ('18)

BRIAN JORDAN ('18)

JEMIMA NELSON ('17)

EMILY SHANNON ('19)

MYONIE JOHNSON-WILLIAMSON ('19)

homework and getting things done on time.

"It made me realize how much these kids want to learn and become something in life," said Fowles-Lord. "On my last day, I cried. I didn't want to leave my students. You have grown a relationship with the students and want to stay with them forever."

For the schools, the program provides an injection of enthusiasm.

"Teachers love the extra set of hands," said Poole. "To host someone in the classroom at that point in the year, it engages the kids again, they're excited to see a new person, the teachers are invigorated. It's a fun two weeks, and the energy just builds again."

The Philadelphia Urban Seminar, pioneered 27 years ago at Indiana University of Pennsylvania, has blossomed from its humble beginning with 26 student participants into a formalized program between the School District of Philadelphia and the Pennsylvania State System of Higher Education with more than 400 student participants.

Cabrini has been participating in the program for 11 years, and the Philadelphia

TO HOST SOMEONE IN THE CLASSROOM AT THAT POINT IN THE YEAR, IT ENGAGES THE KIDS AGAIN, THEY'RE EXCITED TO SEE A NEW PERSON, THE TEACHERS ARE INVIGORATED."

—COLLEEN POOLE

Urban Seminar has even gone international—Rotterdam University of Applied Sciences and Haige University, both of the Netherlands, also participate.

"It's a tremendous program that really impacts our students," said Poole. "Participating students become better global citizens. They become aware of things that they've never experienced, and they will be a better advocate for the students that they do have. It's really about advocacy and being knowledgeable as a teacher about the things outside the classroom that may impact your job and your students' success."

GETTING INTO THE SWING OF IT:

FIVE QUESTIONS WITH GOLF HEAD COACH
TANA THOMAS

The Cabrini golf program entered uncharted territory during the summer.

After 17 years—including 13 as Head Coach—and five conference championships, Tony Verde, PhD, retired from coaching golf at Cabrini. At the time of his retirement, Cabrini was also adding a new women's program to the established men's program.

Enter Tana Thomas. Thomas took over the reins of both the men's and women's programs in June, and the Cavaliers are off to a good start under her leadership. The Cabrini men recorded seven top-10 finishes during the fall season, including a victory at the Ursinus College Fall Invitational. The women have competed in two events, with Abi Fricke ('21) and Kaylee Plisinski ('21) completing the program's first rounds on Sept. 26.

Thomas brought a wealth of experience to the Cavaliers, including 25 years of golf instruction and 18 years of head-coaching experience, leading men's and women's programs at the Division I, III, and high school levels.

Among her stops, Thomas began the men's program at Immaculata, where she was named CSAC Coach of the Year four times. She also began the women's program at Division I Northern Arizona.

We recently spent a few minutes with Thomas to discuss her career and expectations of the Blue and White.

**WHAT WAS YOUR IMPRESSION OF CABRINI WHEN YOU WERE A COACH AT IMMACULATA?**

My impression of Cabrini was what helped bring me here. I always looked at the student-athletes and they always seemed happy. I spoke with coaches [Tony] Verde and [Brian] Moose and they told me about the program's resources. I was always impressed with their work satisfaction.

My impression was always a very positive one and eventually what made me interested in coaching here. I was already retired from Immaculata, but I was impressed with the ability of the coaches to do what they needed to do and have the support to be successful.

HOW HAS YOUR INITIAL IMPRESSION OF CABRINI CHANGED SINCE YOU TOOK THE JOB IN JUNE?

I feel even more positive about the University than I did before I came. The support is incredible. When you have an issue, there is empathy and understanding. I feel like the coaches are working together to be successful and the administration is very supportive of the coaches and programs.

The answer isn't always yes, but it's "Let me see what we can do to get you what you need to be successful." I believe that successful programs start with success at the top of the administration and trickles down, and I have been really impressed with the leadership here and how it supports the staff.

CAN YOU TALK A LITTLE BIT ABOUT YOUR BACKGROUND?

I played at a high level (Arizona State) and coached at a high level, starting a women's program at a small Division I school, and it was very intense. The golf was good and I had a lot of expectations. But as I started a family, I moved back east and the opportunities weren't there.

Division I coaching required a lot more time and travel just for recruiting, so the Division III model better suited my needs.

It wasn't my intention to coach men when I got into coaching, but it has been incredibly rewarding, especially at the Division III level. I love the dynamic of being around the guys and they have taught me so much about what is important to them. It's been a really cool experience coaching Division III men.

YOU ARE TAKING OVER A SUCCESSFUL MEN'S PROGRAM AND BEGINNING A WOMEN'S PROGRAM. IS THAT ONE OF THE THINGS THAT WAS EXCITING ABOUT THIS OPPORTUNITY?

I have started three programs during my career. I also began the men's program at Immaculata and the women's program at Northern Arizona. Starting the program doesn't scare me. It's actually nice because there are no preconceived notions about the program.

The issue will be recruiting women's players. Because there are so many Division I women's golf programs across the country, there are spots at that level for the majority of quality players. It's more difficult to find the student that wants to casually play in college at the Division III level.

Here at Cabrini, we have the support, so I feel like we definitely have the opportunity to be successful, but it's going to take a while to get there. With my experience, I have a clear understanding of our challenges, but we will get there. I have a two- to three-year plan; we will be OK.

I want to make sure we can offer the women the same playing and competition opportunities that we can offer the men.

WHAT ARE YOUR EXPECTATIONS OF THE PROGRAMS, BOTH IN TERMS OF THE STUDENT-ATHLETES AND THE SUCCESS?

The number one expectation is that our student-athletes graduate. That is very important to me.

Because of the support we have here, I also have the expectation to win. My goal is to build a program that can be nationally ranked. It's a bit of an uphill battle.

That is always a challenge for programs in the Northeast due to the weather, but there is a huge pool from which to recruit and if we continue to offer them a product that allows them to reach their individual goals, we can reach our program goals.

Golf is nice because one or two players can completely change a program. We certainly have some building to do and trust to establish on both teams with a new coach.

For a golf tip from Thomas, check out the [video!](#)

MISSION TRIPS

FOR TRIO OF STUDENT-ATHLETES, CABRINI'S *EDUCATION OF THE HEART* IS AN INTERNATIONAL AFFAIR

“IT HAS HELPED ME REALIZE THAT THERE ARE BIGGER THINGS IN LIFE AND THAT OUR PROBLEMS ARE SO SMALL.”

—SAM PENECALE ('18)

While many college students head to the shore over the summer to relieve the stress of the school year, many Cabrini students choose instead to continue their *Education of the Heart* with service trips.



Penecale made her way to Chinndega, Nicaragua, with an organization called Amigos for Christ. This summer marked her second stint in Nicaragua; she joined current and former Cabrini student-athletes Joe Fiore ('18), Dana Peterson ('16), Brittany Runyen ('18), and Lisette Hrapmann ('18) in her first trip.

During the first of her two-week stay, Penecale worked at a clinic called One Sight, helping with vision testing and providing more than 3,700 pairs of glasses to locals. The senior spent her second week helping build a local school.

“Every time I go, I get something different out of the trip,” Penecale said. “The first time, I renewed my faith and found myself. It has helped me realize that there are bigger things in life and that our problems are so small.”

While each went to different countries and had a variety of experiences, each returned with a different outlook on life.

“The trip taught me the meaning of family, loyalty, and love,” said Murphy. “I am forever changed and am looking forward to going back next summer. The people I met who work for Amigos de Jesús are incredibly selfless. They taught me about loyalty and how everyone can make a difference regardless of their resources.”

Penecale echoed a similar sentiment. “Some of my best friends live there and speak a different language. Some live across the country and are much older than me, but when we are together in Nicaragua, it doesn't matter because we all share the same goal: to make the world a better place while we can.”

When reflecting on her trip, Christensen may have best summed up the shared experience of all three. “I experienced God's love like I could never have imagined. The trip took us out of our comfort zones, but showed us that with a little love, friendly smiles, and genuine compassion, we can make a lasting impression on someone else's life.”

Among those students were a trio of student-athletes: sophomore Avery Murphy and seniors Marissa Christensen and Sam Penecale.

Murphy, a women's soccer and lacrosse student-athlete, was a summer volunteer at Amigos de Jesús, a home for abused and abandoned children in rural Honduras, that was started with St. Patrick Church in Malvern, PA.

One of eight volunteers, Murphy's main responsibility was to teach yoga to the children each day during their summer camp.

“The kids were amazing,” Murphy said. “They were happy, hard-working, and grateful for their new friendships.”

Her experience was fully immersive, as Murphy and the other volunteers dined with the children, went to mass with them, and joined them in nightly soccer games.

Christensen was a chaperone for a group of recent Lansdale Catholic High School graduates who went to St. George's University in Grenada as part of the Catholic Work Camp.

During her six-day stay, Christensen's group worked with local nuns and priests at a variety of locations, including a home for the disabled, an orphanage, a local school, a Catholic Church, and a home for the elderly.

“The best part of the trip was the growing connection between us and the Grenada community,” Christensen said. “We were complete strangers who honestly became family in those six days.”

LETTER FROM THE ALUMNI ASSOCIATION PRESIDENT



Dear Alumni,

What is college spirit? Is it a feeling of pride when we cheer on our sports teams, or is it more? I think it goes beyond: beyond the cheering, beyond the smile that comes to our face when we hear the mention of Cabrini, beyond the degree displayed on our home or office wall, and beyond our fond memories of our college education.

Our shared Cabrini spirit is intricately woven through our friendships with one another, through the unique Cabrini environment, and through the education that helped us understand our place in the world and how we can best serve others. Our Cabrini spirit shows in the way we as alumni think about our alma mater.

Why did we choose a small school like Cabrini? For me, it was small enough to get involved and know everyone on campus, yet big enough to have so many opportunities that helped open doors in my future. Cabrini became home, a special place where I could connect, feel comfortable among friends, and learn. We had the opportunity to have great relationships with our peers and our professors, reflect on our faith, and participate in the overall college education experience.

Cabrini gave us the education, skills, and the big picture of how to bring about change in our world. It may have been different in earlier generations of graduates, and times have changed in many ways, but what the first graduates felt for this place still holds true today. What Mother Ursula had in mind when she founded our University 60 years ago has always remained part of the spirit of who we are and what we can be for future generations.

Recently, at this year's Matriculation Ceremony, I had the opportunity to address incoming students. In my closing sentences, I said, "Throughout the 41 years since my graduation, I have remained involved with Cabrini, because Cabrini is family. Cabrini is part of my life—an integral part of who I am—professionally and personally. Cabrini was and is the key that opens the door to each of our futures."

I invited this new class to become part of that family—our family—to join all students taking part in an unbroken chain from the past to the future that is our shared Cabrini spirit.

As we celebrate the 60th anniversary of Cabrini, we continue to honor not only the power of education, but also the community that remains part of the spirit of who we are. We, as alumni, continue to apply our seemingly impalpable spirit in tangible ways—through our work, our relationships with others, and our impact on the world. Though we may not always be aware, our Cabrini spirit thrives beyond our years as students, living on in each one of us.

Warm regards,

Sharon Shipley Zubricky ('76, P'09)
Alumni Association President

CLASS NOTES

1980

A group of Cabrini alumni met on campus on July 29 to remember friend and classmate **Michael Glacken, MD ('80)**, who passed away May 17.



➤ Remembering Michael Glacken: (from left) Charles Schneider ('80); Ronald Katkocin ('80, P'20), Adjunct Professor, Business Law; Father David Murphy ('82); Michael Stevens, DPM ('81); William Bead ('79); and Albert Iannucci, DPM, FACFAS ('80)

2001

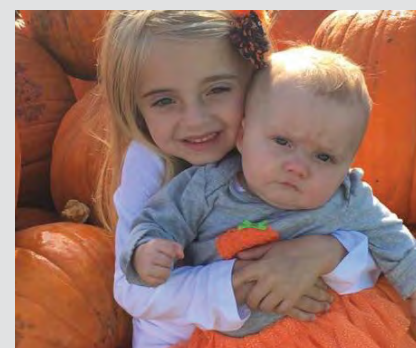
Diana (Sucher) Pierce ('01, MS'09) married Matthew Pierce on May 6, 2017, in a ceremony at St. Rose of Lima in Eddystone, PA. The reception was held at Hotel DuPont in Wilmington, DE. John Verdi ('03) was a soloist and Jess Huda ('01) and Liz Kyle Scates ('01) were bridesmaids.



➤ (From left) Derek Scates ('00); Liz Kyle Scates ('01); Nicole Gramlick Denofa ('01); Nicole Dickinson ('01); Diana (Sucher) Pierce ('01, MS'09); Ryan Greer ('01, MS'05); and Jess Huda ('01)

2003

John Verdi ('03) and his wife, Stacy, welcomed child Sarah Elizabeth, who joins big sister Katie, on March 27, 2017. In May 2017, John began a position as Director of Annual Giving at Cabrini. Prior to that, John spent 1.5 years as Assistant Director of Alumni Engagement and Development.



➤ Katie (left) and Sarah Elizabeth Verdi, daughters of John Verdi ('03) and his wife, Stacy



➤ Amber (Graham) McCracken ('04) and Chris McCracken ('05) with children Lina and Christopher

2004

Amber (Graham) McCracken ('04) and **Chris McCracken ('05)** celebrated their sixth wedding anniversary on Nov. 5, 2017. They reside in East Norriton, PA, and have two children, Lina, 2, and Christopher, 9 months.



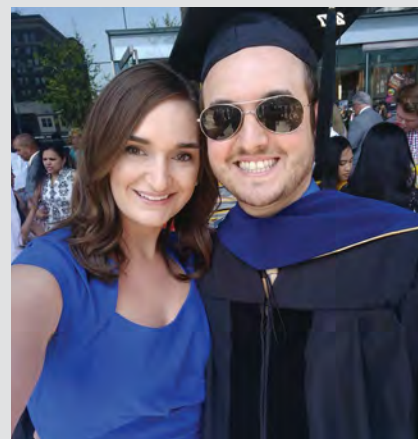
➤ Kathryn L. Guenther and Craig W. Vagell Jr. ('05); photo courtesy of Charles Anthony Studio

2005

Danelle (Kressirer) Matlack ('05), author of *Alfie the Allergic Alligator Goes to School* (published in 2014), released *Suzie Sunshine: The Adventures of a Sweet & Sassy Ladybug* on Oct. 3, with a portion of the book's proceeds being donated to Alex's Lemonade Stand Foundation.



➤ Danelle Matlack ('05)



➤ Frank Bearoff, PhD ('11), and his wife, Sarah (Van Cleve) Bearoff ('11, MEd'14)

Craig W. Vagell Jr. ('05) and Kathryn L. Guenther married on July 27, 2017, at St. Paul Roman Catholic Church in Clifton, NJ.

2006

Ann (Tye) Muller ('06) and Gregory Muller welcomed son Christopher on Dec. 8, 2016.



➤ Ann (Tye) Muller ('06)

EDITORS' NOTE: Our apologies to Jamie (Destefano) Metz ('07, MEd'14), Benjamin Metz, Joshua James Metz, Kara Swift ('10), and Eric Collins ('12); in the Spring 2017 issue, we duplicated an image paired with the wrong caption. Although the images and captions also were accurately depicted within the Class Notes, we wanted to acknowledge the error.

2011

Frank Bearoff, PhD ('11), graduated from Drexel University College of Medicine in May 2017 with his doctorate in microbiology and immunology.

Through my education, the social justice mission has been ingrained in me. I will continue looking for ways to support that mission throughout my life, and by placing Cabrini University in my estate plans, I can create a lasting legacy for others' education."

—JOHN (MS'12) AND JENNIFER LAFFERTY

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CLASS ACT:

**KAITLIN (FINEGAN) GLENN ('13)
NURTURES CABRINI'S RISING STARS**

If all the world's a stage, and all the men and women merely players, then Kaitlin "Kait" (Finegan) Glenn ('13) has a leading role, with the Cabrini community as a supporting cast.

Now theater director and an assistant professor in the English Department (teaching performing arts) at Cabrini since July 1, Glenn directed shows and served as an adjunct professor for two years prior.

"It truly just fell in my lap," said Glenn. "I was starting a master's program at Drexel. I was helping with the production Dr. [Thomas] 'Doc' Stretton [EdD], who ran the program for years, was directing because I was back in the area, just to put a portfolio together for grad school. After that show, he retired."

Glenn ended up with a contract to direct, ultimately directing *You Can't Take It With You*, *How to Succeed in Business Without Really Trying*, *Edgar Allan Poe: Tintinnabulations*, and *Legally Blonde* while adjunct teaching. With her leap to full faculty in the fall semester, she's picked up teaching a full class load and running the entire theater program.

A theater buff her entire life, Glenn always wanted a career in the performing arts. What she didn't know is how big a role her Cabrini experience would play in doing so.

"My parents are very interested in theater, as were my grandparents," said Glenn. "I don't really have a memory of not ever being interested in theater. I grew up in a house where show tunes were always playing. I have probably seen everything that has ever been on Broadway. We went to Broadway an excessive amount. I was lucky to grow up knowing that this was what I wanted to do."

Her love of theater was cultivated further in her time at Cabrini.



"I was overwhelmingly involved [with the theater program when I was here]," said Glenn. "Dr. Stretton was—is, still—a very dear friend of mine. I was in three productions my senior year and my capstone was a one-woman production of Emily Dickinson. I was president of Alpha Psi Omega, the theater honor society; I was as involved as you could have been."

"I knew that I was going to leave school and work in the realm of theater, but I didn't know what aspect I was shooting for at the time."

Immediately after graduating, Glenn attended the American Academy of Dramatic Arts, a conservatory in New York City that trains students to become professional working actors.

"I truly dove in headfirst. I moved to New York, I went to auditions, I went to this conservatory. My time at Cabrini gave me the confidence to go do those things, and try and go a little bigger," said Glenn.

"When I was running around New York and trying to get auditions, I remembered why I love it so much," said Glenn. "It's not about trying to be famous or trying to win a Tony one day, it's about experiences and helping others grow. When I came back and was helping Doc, I watched the way he worked with the students. I remembered how much I love doing it just for the sake of putting on a show and working toward the students' talents and building their confidence."

"I tried different things in theater—I worked with professionals, I worked with the administrative side of things—and it led me to knowing I wanted to work with students."

For Glenn, both theater and Cabrini are about kinship.

"I loved the close-knit community, both in theater and Cabrini. I left with a very close relationship with my professors. I really love that about Cabrini. I have friends that leave huge schools and they have no connection to people. I always felt like I could come back and still be a part of what was going on."

Not only did Glenn return to Cabrini and pick up where she left off, she's more involved than ever, and is ready to take the program and coursework to new heights. In partnership with Andrew Owen, PhD, Assistant Professor of Sociology and Criminology, and Abel Rodriguez, JD ('01), Assistant Professor of Religion, Law, and Social Justice, Glenn is

participating in *Spectacle*, Cabrini's film, media, and theater Living and Learning Community. She wrapped up production of *Rumors* in the fall semester, and is hard at work developing *The Addams Family*, the theater's spring production. Along with the English Department, she's helping to build the theater minor, growing the courses while maintaining the core requirements. She's hoping to one day start a dance workshop at Cabrini (headed by Filling-Brown), and is looking at the possibility of hosting a children's theater camp during the summer, with Cabrini students as workers.

"Theater is one of those things that not only means so much to me from growing up, and I have so many memories from it, but theater itself, live art, is really important for our world and our culture," said Glenn. "It teaches so much

about history and different cultures, and it's something that's so universal—theater is performed all around the world. I think it's something very special, that you can re-create a whole world and a whole story, live on stage."

As magical as Glenn finds theater, she still acknowledges the difficulties. "It's such a difficult path," said Glenn. "That doesn't mean that it can't be done and that people don't do it, but it's very competitive. It can be really cutthroat. That can be really challenging for students. It can be hard to dedicate your whole life to something and then find that you don't know what to do with it, in a way."

Regardless, it seems the cutthroat nature of the industry hasn't been able to

I remembered how much I love doing it just for the sake of putting on a show and working toward the students' talents and building their confidence."



➤ Cabrini's production of *Rumors* in the fall semester

break the Cabrini spirit.

"At Cabrini, it's about creating a community and a family," said Glenn. "My students now, especially, they work so hard, and they just love what they do. They're supportive of each other. That was something I was missing and forgetting while I was sitting with 200 other girls that look exactly like me for 12 hours waiting to sing for 30 seconds."

"Cabrini is a smaller university," said Glenn, "it shouldn't be too difficult to find something that you can enjoy being involved in. Get involved. There are so many groups and clubs and societies and activities on campus, there are so many opportunities to do things on campus to make your time here better. When you get involved in more things, you meet more people and you make connections, and that's what you take when you graduate."

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