

CABRINI

MAGAZINE

FALL 2015 | VOLUME 12 | NUMBER 02

POPE FRANCIS'S VISION
FOR THE COMMON GOOD

PAGE 4

COVER PHOTO
WIDENER CENTER STAINED GLASS
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THE COMMONS

PHOTOS BY MATTHEW WRIGHT

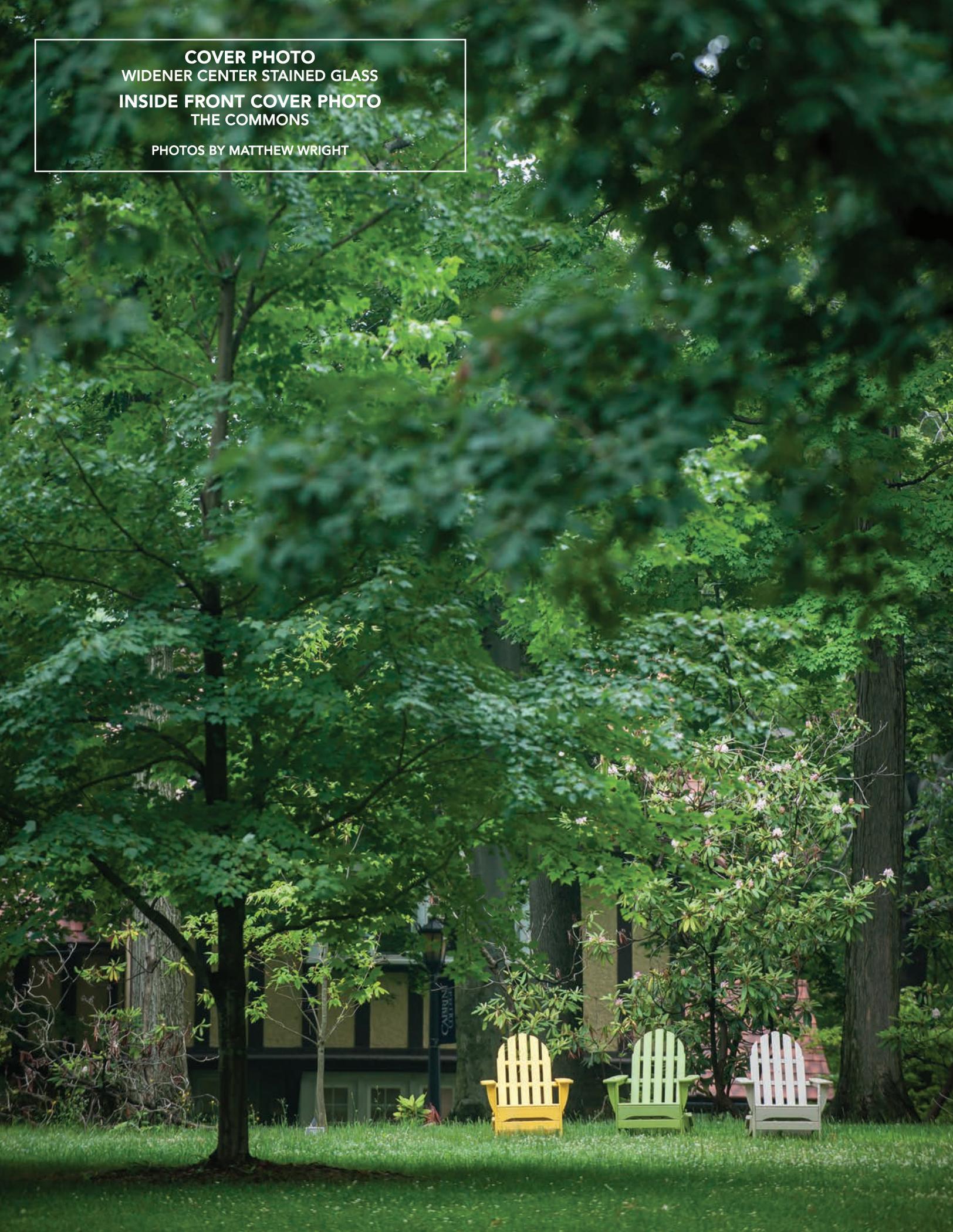


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CABRINI MAGAZINE

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CALENDAR OF EVENTS

Through September 30

Artist Don Dempsey's exhibit "Places"
Gorevin Gallery, Holy Spirit Library
cabrini.edu/fineartscalendar

September 20

Serafin String Quartet
Mansion, 3 p.m.
cabrini.edu/fineartscalendar

September 26–27

World Meeting of Families
Volunteer Opportunity
cabrini.edu/wmfvolunteer

October 1

New York City Alumni Happy Hour
Stout Irish Pub, 6–9 p.m.
cabrini.edu/alumninyc

October 5

Athletics Golf Outing
Chester Valley Country Club,
1 p.m. shotgun start
cabrini.edu/cabriniathleticsgolfouting

October 6

Presentation by Woodrow Wilson
Fellow Robert Gusentine
Mansion, 6:30 p.m.

October 8–November 19

Artist Nichola Kinch's installation
"Gerrymander Menagerie"
Gorevin Gallery, Holy Spirit Library
cabrini.edu/fineartscalendar

Featured Event:

Wednesday, October 14

Opening Reception
Gorevin Gallery, Holy Spirit Library,
5–7:30 p.m.

October 15

Domestic Violence Symposium:
A Response to Dating Violence
and Sexual Assault
Grace Hall, 8:45 a.m.–3:15 p.m.
cabrini.edu/dvsymposium

October 16–18

Homecoming
cabrini.edu/homecoming

October 25

Pianist Ching-Yun Hu
Mansion, 3 p.m.
cabrini.edu/fineartscalendar

October 30

The "Haunted" Mansion
Mansion, 7–10 p.m.

November 5–7, 8, 12–14

Cabrini Student Theatre presents
"You Can't Take It With You"
The Cabrini Theatre, Grace Hall,
Various showtimes
cabrini.edu/theatre2015

November 6

Cabrini Visionaries Gala
Sheraton Valley Forge, 6 p.m.
cabrini.edu/gala

November 11

Mr. & Miss Cabrini Pageant
Grace Hall, 8 p.m.

December 5

Christmas at Cabrini
Select buildings on campus
(Grace Hall, Iadarola Center,
Mansion, and Widener Center),
9–11 a.m.
cabrini.edu/alumnichristmas

December 6

Cabrini Chorus Concert
Mansion, 3 p.m.
cabrini.edu/fineartscalendar

December 11

Harry Potter Christmas
Grace Hall, 9 p.m.

Events subject to change.

Visit Cabrini's online calendar
at cabrini.edu/calendar.



CABRINI *Visionaries Gala*

Friday, November 6, 2015
6–10 p.m.

Sheraton Valley Forge
King of Prussia, PA 19406

Black Tie Optional

Join us for cocktails, dinner, awards,
and dancing at the inaugural
Cabrini Visionaries Gala.

As we recognize and honor the recipients
of two new awards, we honor the power
of education. All proceeds from this
event will help fund the education of
new innovators and visionaries through
financial aid.

The Christopher Award for Extraordinary Leadership

Named for Mother Cabrini's dream
of launching a ship, *The Christopher*,
to carry Christ's message throughout
the world, the Christopher Award for
Extraordinary Leadership is given to an
individual whose life work embodies our
core values of access to education and
social justice.

The Luminary Award

Given to alumni who have graduated
within the previous 20 years, the
Luminary Award—named in reverence to
the definition of "luminary," or someone
who inspires others—recognizes those
who have inspirational success in their
careers, in their communities,
and others' lives.

To register or
for more information,
visit cabrini.edu/gala.



MESSAGE FROM THE PRESIDENT

MORE THAN ACCEPTANCE

To the Cabrini College Community,

For most of her adult life, Saint Frances Xavier Cabrini traveled the world, often a stranger in a strange land. While many native people in those lands showed her intolerance, many more showed her acceptance.

As a Catholic institution named for this Patron Saint of Immigrants, Cabrini College doesn't just show acceptance to diverse learners of all backgrounds and faiths, we welcome them. Even better, we celebrate them.

Cabrini has an institutional responsibility to do more than acknowledge the merits of diversity, but to demonstrate inclusivity. Diversity is transformative to both individuals and institutions. An inclusive environment prevents singular, insulated thinking and opens doors to a variety of perspectives, talents, and ethos. An environment that welcomes each individual's unique distinctiveness becomes a place where we recognize our common humanness. Only in such an environment will diversity and inclusivity become embedded into the very women and men who will become tomorrow's leaders.

At Cabrini, we are vigilant to observe both the quantitative and the qualitative measures of how we are accepting, welcoming, and celebrating diverse learners of all backgrounds and faiths. We've nearly doubled the diversity of our student population since 2008, and over the past year we've created an additional staff position in the Office of Student Diversity Initiatives and created two multicultural recruiter positions. Our Inclusivity Council remains hard at work engaging the campus in dialogue, while we are actively recruiting a more diverse student body, drawing scholars from this country and abroad.

Cabrini College will continue on this forward trajectory, living in the spirit of our namesake, Mother Cabrini. Just as she was ahead of her time in seeing each unique person as uniquely perfect, Cabrini College will remain ahead of the times, forever moving the needle forward to recognize our common humanness.

In the Cabrini spirit,



Donald B. Taylor, Ph.D.
President



The background of the entire page is a blurred, close-up view of a stained glass window. The colors are vibrant, including shades of blue, yellow, orange, and brown, separated by dark leaded glass lines. The overall effect is a rich, textured, and slightly out-of-focus pattern.

SOCCER, THE ENVIRONMENT,
LIVING A CULTURE OF ENCOURAGEMENT

POPE FRANCIS'S VISION FOR THE COMMON GOOD

BY NICHOLAS RADEMACHER, PH.D.

AND
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 GOOD

POPE FRANCIS IS A DEDICATED SOCCER FAN.

His passion for the sport led him to publicly pledge his neutrality during the 2014 World Cup competition; many feared that a team with the pontiff's backing would be unbeatable. Later that year, he welcomed soccer players from around the world to compete in the first Interreligious Match for Peace at Rome's *Stadio Olimpico* (Olympic Stadium) to help raise funds to support children who lack the necessary resources to complete their education. This joyful event was representative of the Pope's call for a "culture of encounter," which entails cooperation among all people of good will to promote the common good.

This culture of encounter, an important theme in the Pope's writings, articulates Francis's vision for the common good, which encompasses a number of elements: dialogue across difference, collaboration among all people of good will for the empowerment of vulnerable populations, and openness to a right relationship with God.

Before the match, Francis clarified his definition of a culture of encounter, inviting the players to "bear witness to the feelings of brotherhood and friendship" that are characteristic of sport both on the field and off, in everyday life.¹ Together, he continued, the players would "render testimony to the ideals of peaceful civil and social coexistence, for the edification of a civilization founded on love, on solidarity, and on peace." On this occasion, Francis focused on interreligious cooperation.

By design, a number of religions were represented in the friendly competition. He reminded the players that the values that characterize the sport—"loyalty, sharing, acceptance, dialogue, trust in others"—are "common to every person regardless of race, culture, and religious creed." While acknowledging common ground, Francis also insisted that we must respect the integrity of each person's individual religious identity. "Believers of different religions, while preserving their own identity, can coexist in harmony and mutual respect," he insisted. The friendly soccer match served as a demonstration of this concept and an appeal to the millions of soccer fans worldwide to do the same.

NICHOLAS
 RADEMACHER, PH.D.
 ASSOCIATE PROFESSOR,
 RELIGIOUS STUDIES



While his address before this interreligious soccer match more narrowly provided insight into how this culture of encounter points to the possibility of a just and peaceful civilization, his recent and much anticipated encyclical on the environment, *Laudato Si'* ("Praised Be"), emphasizes this point more broadly.² In it, Francis expanded his analogy of a culture of encounter beyond the field of play in an athletic contest to include everyday life on planet Earth. "I would like to enter into dialogue with all people about our common home," said Francis, referring to this planet as "our common home" and encouraging cooperation across differences to preserve and even restore the ecosystems within which we live. He noted specifically that this conversation included everyone: "Whether believers or not, we are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone."

Francis underscored this inclusive view by inviting representatives from different walks of life to present the document. Metropolitan John Zizioulas, spiritual leader and theologian of the Orthodox Christian Church; Carolyn Woo, business leader and president of Catholic Relief Services; John Schellnhuber, founder and director of the Institute for Climate Impact in Germany; and Valeria Martano, an educator in Rome, presented the document on the occasion of its promulgation and spoke on its significance from their unique perspectives. This seemingly disparate group of individuals, brought together over a shared concern for human suffering and the vitality of non-human creation, underscored the Pope's emphasis on dialogue and cooperation for the common good. He called for dialogue among nations; dialogue among and between communities of faith, reason, and science; and dialogue among people of different religious traditions.

In *Laudato Si'*, the Pope stressed that care for poor and marginalized people in the world is inextricably linked to care for creation. "A true ecological approach always becomes a social approach; it must integrate the questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor," he said. He compassionately explained the ways in which the poor are impacted by the ecological crisis from devastation of food sources to loss of meaningful work. Evoking the concept of solidarity, the Pope reminded us that we are interdependent, that we are part of "one single human family."

Indeed, we live in a global community. It is increasingly difficult to ignore how our individual lifestyle choices and our public policy impact people around the world. "An interdependent world," the Pope explained, "not only makes us more conscious

"IT TAKES COURAGE AND TREMENDOUS EFFORT TO MOVE BEYOND THE SOCIAL STRUCTURES THAT ENSURE ONE'S OWN COMFORT."

of the negative effects of certain lifestyle models of production and consumption which affect us all; more importantly, it motivates us to ensure that solutions are proposed from a global perspective, and not simply to defend the interests of a few countries." Heightened awareness of suffering and increased motivation to make a difference are essential elements of social transform around poverty, political marginalization, and ecological destruction. It takes courage and tremendous effort to move beyond the social structures that ensure one's own comfort. In the Pope's view, divine encounter is a necessary dimension of social change.

In fact, Francis places encounter with God at the center of the culture of encounter. Speaking to the Christian dimension of social change, Francis calls for individual and communal conversion, echoed in his apostolic exhortation *Evangelii Gaudium* ("The Joy of the Gospel").³ "Thanks solely to this encounter—or renewed encounter—with God's love, which blossoms into an enriching friendship, we are liberated from our narrowness and self-absorption," said Francis. This encounter with God can move us from self-serving attitudes and behaviors to attitudes and behaviors that are oriented around serving others, according to the Pope. Authentic transformation on the personal level will lead, in turn, to social transformation.

Clearly, the Pope's culture of encounter is more verb than noun. It is typified by action, by building bridges across difference and reaching out to those who are marginalized, changing our personal habits and social context to support the development of all people. The culture of encounter is an invitation to listen to the voice of the poor, empowering them to be fully included in society and ensuring all people have proper nourishment, equal access to education, suitable health care, and dignified work. Francis challenges every inhabitant of the Earth, our common home, to remain open to personal transformation and to work daily for the transformation of the social order, to ensure the inherent human dignity of every person on the planet. In other words, from the soccer field to the arenas of finance and government, his is a call to "service beyond oneself."

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1. The Holy See. "Address of Pope Francis to Soccer Players and Promoters of the Interreligious Match for Peace." September 1, 2014.
http://w2.vatican.va/content/francesco/en/speeches/2014/september/documents/papa-francesco_20140901_partita-calcio-interreligiosa.html.

2. The Holy See. "Encyclical Letter *Laudato Si'* of the Holy Father Francis on Care for our Common Home." June 18, 2015.
http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html.

3. The Holy See. "Apostolic Exhortation *Evangelii Gaudium* of the Holy Father Francis to the Bishops, Clergy, Consecrated Persons and the Lay Faithful on the Proclamation of the Gospel in Today's World." November 24, 2013.
http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html.



MICHELLE FILLING-BROWN, PH.D.
CHAIR AND ASSOCIATE PROFESSOR OF ENGLISH

■ MORE THAN SKIN DEEP: ■

BEAUTY CULTURE AS AN AGENT OF CHANGE

BY MICHELLE FILLING-BROWN, PH.D.

The dressing room looked like a museum of beauty industry inventions: fake eyelashes, tape and gel padding for breast enhancement, Velcro rollers, curling and straightening irons, cellulite cream, and teeth-whitening strips. A haze of hair spray filled the room. I walked with the other contestants onto the stage in Rehoboth Beach, the site of the first pageant in America. As the lights came up, Debbye Turner, who in 1990 became the third African-American woman to be crowned Miss America, welcomed us to the stage and announced the top 10 finalists competing for the title of Miss Delaware. My heart pounded in my chest as she called out name after name. After what seemed like an eternity, she announced, “Finalist number seven, Michelle Filling!” I smiled into the dark auditorium as my friends and family cheered, and then I looked at the judges and mouthed, “Thank you.” But what, I wondered, was I thanking them for?

Yes, that’s right, Dr. Michelle Filling-Brown, feminist and founder of the National Undergraduate Conference on Body Image, competed in the Miss America Pageant system.

Surprising? Perhaps. A contradiction? Maybe. A learning experience? Definitely.

At the time, I entered because a friend enticed me with the opportunity to perform my talent, promote service

learning, and, most importantly, earn scholarships. I was cognizant of the stigma surrounding pageantry, but I felt that it could be a positive experience for me. Most people supported my decision, but I received some scathing remarks from colleagues who couldn’t fathom how a feminist could participate in a pageant. Trust me, I understood those remarks. I was competing in a pageant—a primary and highly provocative representation of America’s beauty culture.

As I look back on the experience, I realize that competing in a pageant served as an unofficial form of sociological fieldwork and a springboard for my future research about beauty culture.

Before the pageant began that night, Turner gave the contestants a pep talk. She told us that it took her seven years and 11 tries before she became Miss America. Along the way, people told her that she was “too black” to be Miss America, noting that her skin tone was much darker than Vanessa Williams’s, the first black Miss America (not to be confused with the first Miss Black America, crowned in 1968 as a protest of the Miss America Pageant, which had historically excluded women of color). After years of staying true to herself, Turner won Miss America, her crowning a demonstration that definitions of beauty are mutable. She did not attempt to change her image or values in order to please the judges. It was rather the case that she, a black woman, was finally accepted as Miss America.



In reality, none of us can escape beauty culture completely, and, while I personally cannot radically change pageantry, I can be critically engaged with it. Denouncing and distancing myself from aspects of beauty culture, like pageantry, limit my ability to understand the issue from a comprehensive array of perspectives. By participating, I learned more about the system and how women like Turner have used pageantry as a vehicle for change, especially as it relates to race and standards of beauty.

The vortex of beauty culture impacts us whether or not we want to participate. In the 1970s, *The New York Times* listed the weight of Miss America contestants, but the paper also listed the weight of renowned poet and Cabrini honorary degree recipient Nikki Giovanni in an article celebrating her poetry recital at New York City's Philharmonic Hall.

Beauty culture is a space where we see changes in—and, often, acceptance of—different markers of race, class, and gender. For example, in the 1960s and 1970s, as African-Americans called for equal rights, symbols of black radicalism became popularized in style and fashion. Mainstream beauty culture slowly began to include images of blackness—and while mainstream beauty culture tended to sanitize the radical nature of these images, the cultural context

of the era sustained their political symbolism, even as white culture appropriated the images for their use. During this time, some aspects of beauty culture, like print media, television, and film, were more receptive to the inclusion of black images, while other aspects of beauty culture, like pageantry, were more resistant to such change. While the first Miss Black America wore a small Afro, we have yet to see a Miss America with cornrows or dreadlocks. The power shift that occurred in the 1960s and 1970s forced beauty culture to accept, absorb, and fuse with difference, but the road to inclusivity is clearly a long one.

**“BUT OUR COUNTRY’S
BEAUTY CULTURE AND
RACE RELATIONS HAVE
BEEN STAGNANT FOR
TOO LONG, AND WE
MUST DEMAND POSITIVE
REPRESENTATIONS OF
WOMEN AND PEOPLE
OF COLOR.”**

As I reflect on competing in the Miss Delaware Pageant, I think about how our world has changed. When I competed more than a decade ago, I had a flip phone and Mark Zuckerberg had just launched “The Facebook.” Now we have to contend with perfectly selected and edited photos proliferating through social media and the impact of contemporary technology on our ideas about ourselves. Looking at the words and slang that have infiltrated our vocabulary—selfie, bae, basic, duckface, insta, OOTD—it’s no wonder that young Americans feel pressure to conform to society’s standards of beauty. From our obsession

with weight to the consumerism of beauty products to ever-changing fashion trends, beauty culture surrounds us on television, on our phones, and in grocery store checkout lanes.

“THE VORTEX OF BEAUTY CULTURE IMPACTS US WHETHER OR NOT WE WANT TO PARTICIPATE.”

In the 21st century—when societal change is not as overt as when Freedom Riders, civil rights activists, and second-wave feminists fought battles daily—we must listen to beauty culture as it reveals what people in our society both value and reject. By so doing, we can better understand beauty culture and use it as a space for social change. While it is not the floor of Congress or the front lines of a war zone, beauty culture is a place where important change can take place. Impossible to escape, beauty culture must be criticized, engaged with, and learned from, for it is a powerful construction with real ramifications on our ideas about gender and race, as well as the development of healthy self-image.

Beyond social media as a means for promulgating images, beauty culture has not radically shifted in the 21st century as it did during the 1970s when “blackness” became more accepted in the mainstream media. Our country’s beauty culture and race relations have been stagnant for too long, and we must demand positive representations of women and people of color. In the past year we have seen the frustration in Ferguson, the rallying cry of the community in Baltimore, and the heartache in Charleston. We must demand acceptance of all people and search for the beauty that lies within each of us if we are to become a more accepting and inclusive society.

Michelle Filling-Brown, Ph.D., Chair and Associate Professor, English, can be reached at michelle.l.filling@cabrini.edu or 610-902-8121. She played an instrumental role in the approval of Cabrini’s new Gender and Body Studies major and minor.





BATTER UP! CABRINI ADDS BASEBALL TO 2016–17 LINEUP

Get ready for the first baseball season at Cabrini College. The College announced that it will add America's favorite pastime as an intercollegiate sport for the 2016–17 season.

The much-anticipated addition will be the 17th intercollegiate sport at Cabrini. Players will begin “fall ball” in Fall 2016, with the first pitch of the regular season thrown in Spring 2017. Home games will be played at Radnor's Archbishop Carroll High School, and Nick Weisheipl, most recently at West Chester University and, prior to that, Villanova, will helm the team.

Brad Koch, director of Athletics at Cabrini, looks forward to integrating the team within the Cabrini community. “Sponsoring intercollegiate baseball will create additional opportunities for new and returning students to compete under the umbrella of Division III,” said Koch. “We have resources in place that will help this team perform at the highest level in the classroom, on the field, and in the community.”

The addition of the baseball team coincides with the scheduled opening of the new Athletic & Recreation Pavilion, an expansion to the existing facilities at the Dixon Center. (See page 14 for more details.)

The Cavaliers will compete in the Colonial States Athletic Conference, making Cabrini the eighth institution in the 12-member league to compete in baseball.

**Start planning accordingly, Cavaliers;
you can finally take someone out to the ballgame!**

ACCREDITATION WHERE CREDIT IS DUE

The Middle States Commission on Higher Education (MSCHE) has reaffirmed Cabrini's accreditation and is recognizing the institution for progress, approving the delivery of two doctoral programs (Educational Leadership and Organizational Development) and an online master's degree (Accounting) within the accreditation.

MSCHE's campus visit, conducted March 22–25, 2015, was the culmination of years of institutional self-study and preparation involving the commitment of the entire campus community. Cabrini was assessed on—and met all—14 standards for reaccreditation, which address the following criteria:

- overall mission of the College;
- objectives and goals;
- student requirements for admissions;
- services available to students;
- quality of education; and
- reputation of faculty.

Visiting MSCHE members were “very impressed” by Cabrini and praised the high quality of the work demonstrated by everyone in the College community, citing Cabrini's commitment to its mission of offering an *Education of the Heart* to students.

Recognized by the U.S. Secretary of Education and the Council on Higher Education Accreditation as the accrediting body for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, MSCHE works to define, maintain, and promote educational excellence across institutions.

CABRINI IN THE NEWS

367
MEDIA MENTIONS

April 2015: 79*
 May 2015: 120*
 June 2015: 168*

47
**FACULTY PRESENTATIONS
 AND PUBLICATIONS**

Number of Faculty: 22+
 Number of presentations: 18+
 Number of publications: 7+
 Locations include: New Orleans, Atlanta,
 Chicago, Nashville, France, and Ireland

11
NEW PARTNERSHIPS

7 additional high school partnerships:

- Chester County Futures
- Chichester School District
- Cristo Rey Philadelphia High School
- Lansdale Catholic High School
- St. Hubert Catholic High School for Girls
- Valley Forge Military Academy & College
- Mastery Charter School

3 additional collegiate program partnerships with Widener University:

- Bachelor and Master of Social Work
- Bachelor and Master of Social Work, and a Master of Education in Human Sexuality
- Bachelor and Master of Hospitality Management and Tourism

1 partnership with the City of Philadelphia:

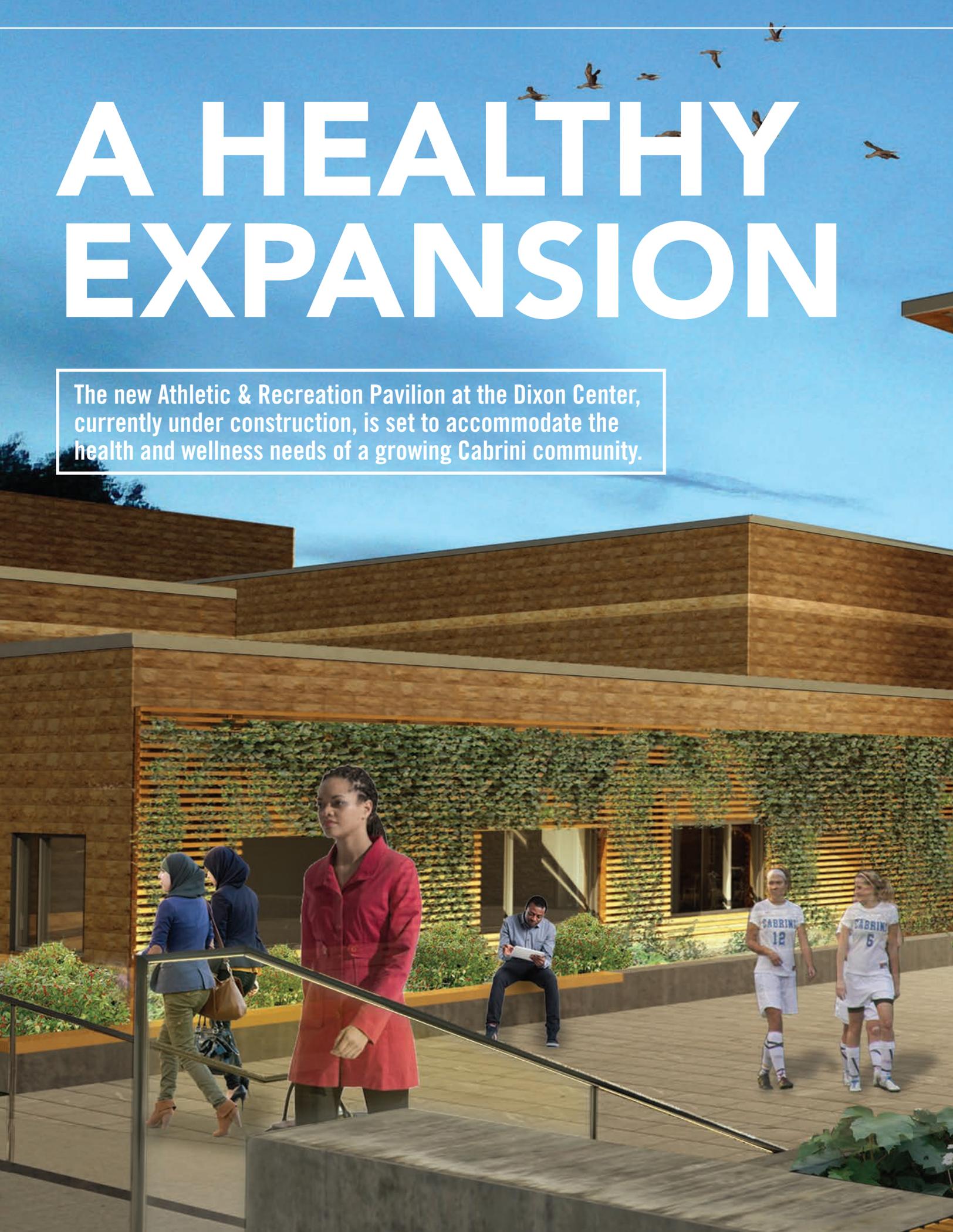
- Returning to Learning

7
ACADEMIC PROMOTIONS

- Kimberly Boyd, Ph.D.
- Mary Harris, Ph.D.
- Melinda Harrison, Ph.D.
- Jeff Gingerich, Ph.D.
- Carrie Nielsen, Ph.D.
- Courtney Smith, Ph.D.
- Tom Southard, J.D.

* numbers are estimated
 + See page 18 for details and highlights.

A HEALTHY EXPANSION

An architectural rendering of a modern building with a wooden facade and a green wall. The scene is set outdoors with a clear blue sky and several birds flying. In the foreground, a woman in a red coat stands on a wooden walkway. To her left, two women in blue hijabs walk away. In the background, a man sits on a bench reading a book, and two women in white soccer uniforms with 'CABRINI' and numbers '12' and '6' on their jerseys walk towards the right. The building has a prominent green wall and large windows.

The new Athletic & Recreation Pavilion at the Dixon Center, currently under construction, is set to accommodate the health and wellness needs of a growing Cabrini community.







CABRINI IS GROWING.

Our student body is growing, our student-athlete population is growing, and the expanded Cabrini community is growing. And today, more than ever before, people everywhere are aware of fitness and the benefits of a healthy mind and body.

Since opening its doors in 1998, Cabrini's existing fitness facility, the Dixon Center—home to a fitness center, pool, locker rooms, squash courts, Athletics offices, and the Nerney Field House, which houses a basketball/volleyball court with bleachers and an upper-level track—has served nearly every member of the Cabrini community, whether using the gym equipment or attending games and events within its walls.

But since 1998, the College's student-athlete population has grown by 61 percent, and student visits to the fitness center have more than tripled. The campus requires a larger athletic and recreation facility to meet the needs of an increasingly health-conscious community. **Enter the Athletic & Recreation Pavilion at the Dixon Center.**

Scheduled for completion in Fall 2016, the Pavilion will be attached to the Dixon Center and will feature 27,000 square feet of new space and 11,000 square feet of renovated space, including a stunning two-story lobby with community areas, weight- and strength-training rooms, studio space for group fitness classes, a health-conscious juice bar, dedicated locker rooms for intercollegiate teams, and more.

The addition will augment the College's ability to provide student-athletes with tools that will aid in conditioning, training, competition, and rehabilitation, and will provide adequate facilities for Cabrini to host NCAA tournaments in numerous sports.

The addition of the Athletic & Recreation Pavilion will serve far more than intercollegiate athletes; the entire student body will benefit. The Pavilion will allow for expanded offerings in recreation; fitness and wellness, including additional group exercise programs; contemporary fitness equipment; and social space, all of which sets the stage for an interactive and healthy college experience.

"All Cabrini students will benefit from both the state-of-the-art fitness center and the College's ability to meet the increasing demand that students have demonstrated for diverse recreation and wellness programming," said Christine Lysionek, vice president of Student Life at Cabrini College. "It also will provide a welcoming space where students can gather, socialize, and experience an increased sense of community and connection."

"I'm really impressed with the plans for the new facility, and I think anyone visiting Cabrini who sees the Athletic & Recreation Pavilion will agree," said Kevin Blake '18.

Explore the plans or make a gift to support the project at cabrini.edu/pavilion.

FACULTY IN THE NEWS



Joseph R. Fitzgerald, Ph.D., assistant professor of history and political science, provided research and facilitated a BBC News interview with human rights activist Gloria Richardson. The interview aired

on the BBC World Service Radio program “Witness” and was accompanied by a video and article on the website. In April, Richardson sat down for a campuswide discussion at Cabrini led by Fitzgerald, her biographer.

Jerry Zurek, Ph.D., professor and chair of the Communication department, was interviewed by *Catholics Confront Global Poverty* in the article “Do Something Extraordinary: Dr. Jerry Zurek Walks the Talk.” The article discusses “the distinctive and passionate work of Dr. Zurek and his students.”

Colleen Lelli, Ed.D. '95, assistant professor of education, was featured in the *College Express* article “Undergraduate vs. Graduate School: A Professor’s Perspective.” In the Q&A interview, Lelli discusses the differences between graduates and undergraduates, and how she prepares to teach each group.

A photo of student artwork from the ECG 200 course taught by **Catherine “Cassy” Beckowski** was in the *WHYY NewsWorks* article “At Norristown theatre, ‘In the Blood’ explores the world of the homeless.” Through a partnership with Theatre Horizon, the class engaged in the issue of homelessness and examined what “home” means to people. Their work was presented at the Ninth Annual Cabrini College Symposium.



PUBLICATIONS, PRESENTATIONS, AND OTHER ACHIEVEMENTS

Jim Hedtke, Ph.D., professor of history and political science, presented at the North Jersey Civil War Roundtable. Hedtke discussed “Ely Parker: The Seneca Warrior on Gen. Grant’s Staff.”

Hedtke also presented a “lunchbox lecture” at the National WWII Museum in New Orleans titled “They never grew old: The Freckleton, England, Air Disaster.” At the presentation, Hedtke discussed the topic of his latest book.

Anne Filippone, director of the Center for Student Engagement and Leadership, who serves as a faculty fellow of the IMPACT Living and Learning Community (LLC), and **Richie Gebauer**, director of the First-Year Experience, who serves as the faculty director of the IMPACT LLC and faculty fellow in the Writers, Ink. Learning Community (LC), served as First-Year Experience consultants at York College.



Andrea Sussel (left) with Michelle Filling-Brown, Ph.D.

Michelle Filling-Brown, Ph.D., and **Andrea Sussel**, former Cabrini counselor in Counseling and Psychological Services, co-authored an article for *Healing Magazine* (2015 Vol. 20, No. 1) titled “Building a Culture on Campus: The Body Image Coalition.”

Angela Campbell, Ph.D., co-presented a paper at the Critical Race Studies in Education Association Conference titled “Kneel so we may rise: Gendered tensions between Black educators in Philadelphia.” The conference was in Nashville, Tenn.

David A. Dunbar, Ph.D., associate professor of biology, and **Melinda Harrison, Ph.D.**, assistant professor of chemistry, co-authored articles with current and former Cabrini students. The publications included the *Journal of Visualized Experiments (JoVE)* article “An Optimized Enrichment Technique for the Isolation of Arthrobacter Bacteriophage Species from Soil Sample Isolates”; the “Genes to Genomes” GSA journals blog post

“Undergrads power genomics research”; and an eLife paper “Whole genome comparison of a large collection of mycobacteriophages reveals a continuum of phage genetic diversity.”

Darryl Mace, Ph.D., associate professor and chair of history and political science; **Nicholas Rademacher, Ph.D.**, associate professor of religious studies; and **Nancy Watterson, Ph.D.**, associate professor of social justice, published a chapter in *The SAGE Sourcebook of Service-Learning and Civic Engagement* titled “Common Ground Through Dialogue: Creating Civic Dispositions.” The chapter is an analysis of the Voices of Justice LLC.

Melissa Terlecki, Ph.D., associate professor of psychology, was the keynote speaker and workshop presenter at the Community College of Beaver County Faculty Academy. Her presentation was titled “Methods in Metacognition: Neuroscience for Faculty.”

Joyce Y. Belcher, Ph.D., assistant professor of biology, co-authored a paper featured in *The Journal of Biological Chemistry* titled “Mutation in Osteoactivin Promotes RANKL-Mediated Osteoclast Differentiation and Survival, but Inhibits Osteoclast Function.” The publication highlights Belcher’s research on Osteoactivin (OA) mutant mice and assessing the role of the OA molecule in bone remodeling.

Darla Nagy G’09, professional math tutor at the Center for Teaching & Learning (CTL), co-authored the book “Passing the Mathematics Test For Elementary Teachers: Offering a Pathway to Success.” Math major **Bridget Collington ’16** created the figures contained in the book. Co-authors included former members of the CTL staff **Diane Devanney** and **Margie Pearse**.

Members of the CTL staff presented at the College Learning & Reading Association Conference held at Bloomsburg University. **Lisa Ratmansky**, director of the CTL; **Sara Drew G’15**, reading specialist; and **Matthew Slutz ’10, G’12**, writing specialist, along with writing center peer tutors **Sarah Davis ’17** and **Mary Kate Moran ’17**, co-presented “When Writing Assignments Fail: Recrafting the Instructional Objective.” **Maritza DeJesus** and **Tara McFalls ’03, G’11**, coordinators of academic counseling, co-presented “Study Strategies Based on Principles of Metacognition.”

Alia Sheety, Ph.D., associate professor in the department of Educational Policy and Leadership, presented at the Ireland International Conference on Education in Dublin. The paper “Teaching for change; developing student leaders who can dialogue across difference” was co-authored by **Nicholas Rademacher, Ph.D.**

Sheety also presented a poster titled “Traditional vs. Innovative Pedagogy: Graduate Students’ Perception of a Hybrid Course” and was awarded best poster at the conference.



Michelle Szpara, Ph.D. (left)

Michelle Szpara, Ph.D., associate professor in the department of Educational Policy and Leadership, presented at a roundtable at the American Educational Research Association (AERA) Annual Meeting titled “Defining social justice in teacher action research.”

Amy Gratch Hoyle, Ph.D., chair and assistant professor in the department of Educational Policy and Leadership, presented a paper “Teaching for social justice in graduate teacher education,” at the AACTE 67th Annual Meeting in Atlanta, Ga.

Angela Campbell, Ph.D., assistant professor in the department of Educational Policy and Leadership, authored a chapter in *Endarkened Feminist Knowledge: Black Women Speak Back, Up & Out*, titled “Out of the Mouths of Babes: Using Cynthia Dillard’s Endarkened Feminist Epistemology to Reveal Unseen Gendered Passageways.”

NORRISTOWN TO SWAZILAND: CABRINI'S CALL TO ACCEPTANCE, PARTNERSHIP, AND INTEGRAL HUMAN DEVELOPMENT

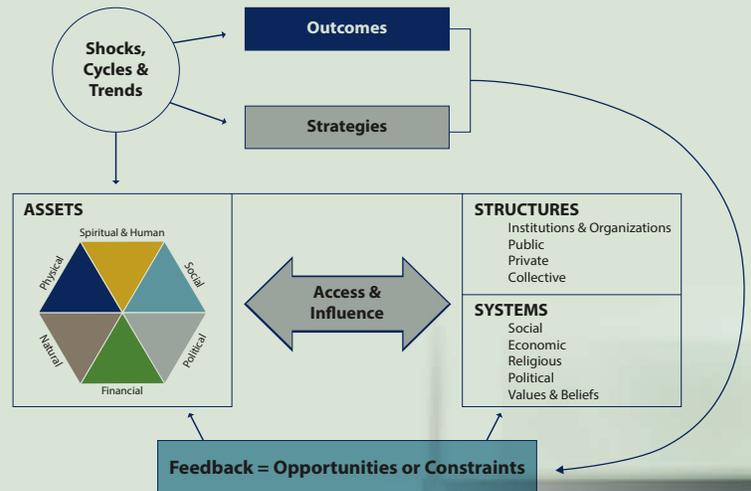
BY TOM SOUTHARD, J.D.

Traditionally, the word “development” implied the support of industrialized nations for improving economies around the world, but according to Blessed Pope Paul VI, “Development cannot be limited to mere economic growth. In order to be authentic, it must be complete: integral, that is, it has to promote the good of every man and of the whole man.” This concept of Catholic social teaching, now called integral human development (IHD), encourages development of the full human person in the context of just and peaceful relationships and a thriving environment.

In response to this new direction, Catholic Relief Services (CRS) created an intricate IHD framework, which shows how those of us engaged in human development must examine the strategies used to reach our desired outcomes. The CRS framework looks at the assets on which development strategies are built—social, political, natural, spiritual, etc.—and recognizes that the structures, systems, shocks, cycles, and trends in that area can hinder or enable people in their efforts to develop the “full human person.” The entire concept is built on the idea that one must first deeply understand the resources and needs of a community before one can appropriately support that community.

IHD in Practice

IHD is at the heart of Cabrini’s work in local and national communities and in communities around the world. Through our *Justice Matters* core curriculum, typical 21st-century college experiences are placed in the context of moral development, with a special concern for those persons who are in need. Our faculty, staff, and students engage in more than 100 community partnerships, with organizations ranging from the Kitty Cottage in Radnor, Pa., to CRS in Turkey.



(IHD Framework, Catholic Relief Services, 2008)

Members of the Cabrini community work to include all stakeholders in the common good—making the world a better place through support built on a foundation of understanding. Through the Wolfington Center and many of the College's offices, faculty and students work to build change through research, practice, and evaluation.

**“TO SEEK TO DO MORE, KNOW MORE,
AND HAVE MORE IN ORDER TO BE MORE:
THAT IS WHAT MEN ASPIRE TO NOW.”**

—Pope Paul VI

From Norristown, Pa., to Swaziland, our students, supervised by faculty, raise resources for the most vulnerable. They work in soup kitchens and homeless advocacy organizations, they provide educational opportunities, and they bring awareness to international relief and development. Campus Ministry leads PB&J Nights, during which students make peanut butter and jelly sandwiches, take them to the homeless, and sit with them to learn about their lives—the hardships and joys, the cultural influences, even each individual's history. The Wolfington Center supports activities in Norristown, such as volunteering at the Police Athletic League or completing a survey of the most vulnerable. Student

organizations volunteer at the Elmwood Park Zoo and Philabundance. Students in courses advocate in the halls of the Pennsylvania State House and Congress. They build capacity in communities, both locally and abroad.

As our students explore what it means to engage in the common good, our faculty are there every step of the way. Through their research agendas, advocacy efforts, subject-area expertise, and volunteer skills, they help guide social change locally and globally. Grounded in IHD, the work being conducted by the Cabrini community is deep and meaningful, setting the stage for positive change in all corners of the world.

As Paul VI states, “We must make haste; too many are suffering, and the distance is growing that separates the progress of some and the stagnation, not to say the regression, of others.” Opportunities abound for students, faculty, staff, and alumni to live out Paul VI's call.

**To find opportunities to get involved,
visit service.cabrini.edu or contact the
Wolfington Center at wolfington@cabrini.edu.**

WOLFINGTON
CENTER

*Tom Southard, J.D., Director,
Wolfington Center, can be reached
at tom@cabrini.edu or 610-902-8122.
You can also visit <http://goo.gl/wZc5AX>
to catch an interview with Tom about
the Wolfington Center.*

CAVALIER ATTITUDE

AS JACKIE NEARY ENTERS HER 20TH SEASON WITH CABRINI'S FIELD HOCKEY AND WOMEN'S LACROSSE PROGRAMS, SHE HAS MUCH TO CELEBRATE.

Her name is nearly synonymous with women's athletics at Cabrini. She started Cabrini's women's lacrosse program from scratch in 1997, and then coached the team to an undefeated 15-0 season in 1998. The 2015-16 season will be her 20th with the field hockey and women's lacrosse programs, and her 10th as the Athletics department's student-athlete wellness coordinator, a position dedicated to helping student-athletes adjust to the college environment, specifically in the academic and personal spectrums.

A 2013 Cabrini Hall of Fame inductee, nine-time Colonial States Athletic Conference (CSAC) Coach of the Year (1997, 2001, 2002, 2004, 2008, 2010, 2012, 2013, and 2014), and 2014 Intercollegiate Women's Lacrosse Coaches Association Metro Region Coach of the Year, Neary's career is the stuff of legend. Owner of a 230-103 career record, she's guided women's lacrosse to 13 CSAC titles, including a run of eight straight crowns from 1998-2005 and the 2014 title. She's mentored the Blue and White to 11 appearances all-time in the NCAA Tournament, leading Cabrini to the conference's first five automatic qualifying berths from 2000 to 2005. In 2009, 2010, 2012, 2013, and 2014 the Cavaliers hoisted the CSAC hardware and advanced to the national postseason.

Neary's no slouch as a field hockey coach, either, totaling a 190-170 career mark and guiding the Cavaliers to two straight conference titles in 2009 and 2010. A three-time Coach of the Year, she garnered the leagues' top sideline distinction in 2008, coaching the Cavaliers to a perfect 9-0 regular season CSAC record and the No. 1 seed in the postseason tournament.

But Neary has more to celebrate than her distinguished coaching career. On March 16, Neary was honored by the American Cancer Society at its annual Philadelphia Coaches vs. Cancer Breakfast, having been named the 2015 recipient of the Charley Dinsmore Award, an honor presented to a cancer survivor who embodies the characteristics of the late Coaches vs. Cancer supporter



Jackie Neary and her family at the 2013 Hall of Fame ceremony: (from left) Son Jake, Neary, son Sean '15, husband Joe, and daughters Jackie '18 and Shea

and friend Charley Dinsmore: a lover of life and athletics who demonstrates a true commitment to the fight against cancer.

In 2000, Neary led the Cavaliers to the women's field hockey CSAC championship game while battling cancer and the effects of radiation and chemotherapy treatments.



In her mid-30s, Neary was diagnosed with choriocarcinoma only a few short weeks after giving birth to her fourth child. The cancer, already affecting several organs, was headed for her brain. Adding chemotherapy to the schedule of a collegiate head coach and young mother of four was more than she thought she could handle, but she adopted for her personal life the team mentality and “Cavalier attitude” that she coached on the field. With the support of fellow coaches, the athletic director, and her student-athletes, Neary continued coaching during her treatment.

“I didn’t want to show how scared I was, but the support was so appreciated. I will never forget the hugs, the phone calls, and the way people stepped in to help me out,” said Neary. “I tell all my players that life may not be wrapped in a bow, but it is a gift.”

In that same year that the Blue and White competed in the CSAC championship game, Neary finished her final chemotherapy treatment and declared herself cancer free.

In 2001, Neary received the most coveted of Cabrini Athletics honors—the Denise Edwards Award. Given to an individual who best exemplifies the spirit of Cabrini Athletics, Neary remains the only Cavalier coach to receive the prestigious award.

While her message has touched the hearts and minds of many throughout the Greater Philadelphia area, Neary remains focused on making sure it reaches the student-athletes she sees every day.

“While it has always and will always be part of my life, 15 years after my diagnosis, my story continues to have an impact on others,” said Neary.

“While many of my former players knew the story, most of my current players and more recent alums just knew that I was a survivor. After learning about the award, I think my current players and more recent alums have a different picture of me. Hopefully, it has given them more insight into the way I coach and teach them about life on and off the field.”

BLEEDING BLUE AND WHITE

WITH FIELD HOCKEY STANDOUT KERRY ANNE FARRELL



With just a few weeks until student-athletes return to campus to prepare for their Fall 2015 seasons, we caught up with senior Kerry Anne Farrell. One of the most decorated players in the history of the field hockey program, Farrell is poised to break the Cavaliers' career points, goals, and assists marks.

Farrell led the Blue and White to a 13-5 record, including 7-0 in the Colonial States Athletic Conference (CSAC), and the program's seventh consecutive appearance in the CSAC title game in 2014. Farrell was named conference Player of the Year and earned National Field Hockey Coaches Association (NFHCA) All-South Atlantic Region Second Team honors after recording 62 points on 26 goals and 10 assists, setting new single-season program records.

A true student-athlete, Farrell, a Maguire Scholar, has also been named to the Philadelphia Inquirer All-Area Academic Field Hockey Team in both 2013 and 2014 and earned a spot on the NFHCA National Academic Squad in 2013.

Q: WHY CABRINI?

I was looking for a small school that was close to home where I could play field hockey. Cabrini had everything I was looking for. And my cousin Mike [Leyden, who earned a Bachelor of Science in Accounting in 2015], told me a lot of great things about the school and his experience as a student-athlete on the men's lacrosse team.

Q: WHAT ARE SOME OF YOUR FAVORITE THINGS ABOUT BEING A STUDENT-ATHLETE AT CABRINI?

My favorite thing is the relationships I have built with other people on campus, especially other student-athletes and, more specifically, my teammates. We spend so much time together and have created unbreakable bonds that will last forever.

Q: HOW DO YOU THINK BEING A STUDENT-ATHLETE AT CABRINI WILL HELP YOU IN YOUR FUTURE?

I've learned how to work in a team setting, how everyone has to find a place in the group and pull in the same direction in order for everyone and the group to be successful.

I have also learned to be more organized. I learned to balance my time and prioritize my responsibilities so I can do everything—classes, field hockey, and work—to the best of my ability, and still find time to have fun. I think I am at my best when I can balance my time so I have some of each every day.

Q: WHAT DOES IT MEAN TO YOU TO PLAY FIELD HOCKEY AT CABRINI?

Field hockey is extremely important to me. Since I stepped on campus, I have had the opportunity to learn from

some amazing women. They have taught me so much on the field but, more importantly, off the field. Some of the best times I've had over the last three years have been just sitting around with them, listening to their stories.

I am also honored to have played for Jackie Neary. She has been such a huge part of my collegiate career and my success on and off the field. She does a great job of pushing us to our limits while keeping the game fun. Jackie has an incredible ability to get us to leave everything on the field while making sure that, at the end of the day, we remember that life is more than field hockey and schoolwork.

Q: WHAT ADVICE WOULD YOU HAVE FOR AN INCOMING STUDENT?

The most important thing you can do is get involved, no matter what type of activity it is—athletics, student government, or any club on campus. Not only do you learn a lot about yourself, you also get to meet some really interesting people who will be friends for a very long time.

If you are an athlete, just stick with it. Things can get really difficult as a freshman. You're playing at a different level. You may not play or score as much as you did in high school, but the coaches have your best interest and those of the team in mind. All of your hard work will pay off for you and your team. You also have to learn to balance your responsibilities and the longer you do it, the easier it becomes.

See the full interview at cabrini.edu/farrell.

LETTER FROM THE ALUMNI ASSOCIATION PRESIDENT



Dear Cabrini Alumni,

Change is an inevitable part of growth, and in order to continue moving forward, we must continue to adapt. As Winston Churchill said, “To improve is to change; to be perfect is to change often.”

The Cabrini College I attended in the 1990s may appear different from the Cabrini College of today: There are new buildings, new faculty, new students, and, yes, a new visionary at the helm in President Donald Taylor. However, as I participate in our Alumni Board Meetings and listen to the presentations and passionate discussions we share as alumni leaders, I realize that the spirit of Saint Frances Xavier Cabrini is still very much alive. Mother Cabrini was a visionary, someone who cared immensely about the greater good and took bold steps to build a vision for the Missionary Sisters

of the Sacred Heart of Jesus, whose values provided the foundation of the *Education of the Heart* we received at Cabrini.

As we continue to strengthen our institution, we continue to seek ways to strengthen the bonds between our current students and families and our alumni. In the spirit of bringing together these two cherished populations, we are introducing a celebration of the traditional and the new at a reimagined event: Homecoming 2016. As everyone begins planning for the next calendar year, we wanted to give you advanced notice that Homecoming 2016 will feature certain events from Alumni Weekend, which will no longer be hosted as a standalone event.

Merging these unique events allows us to provide a truly exceptional experience that will keep you better connected to the Cabrini community, to each other, and to the core values that are so deeply embedded in a Cabrini education—while keeping the spirit of fun and camaraderie that serve as the foundation of so many of the relationships forged in our time at Cabrini.

Yes, Cabrini College is on the move, and I believe that is exactly what Mother Cabrini, our bold, visionary foundress, would have wanted. To serve new and existing populations, to forge new relationships, to strengthen the bonds that we all hold dear as Cabrini alumni—all of these initiatives give our community the opportunity to move forward toward accomplishing our ultimate goal of expanding the impact Cabrini has on the world.

As a community that still cares deeply about the mission and values of Cabrini College, it's our turn to embrace the future growth and development of our beloved alma mater. It is our responsibility, as recipients of this fine Cabrini education, to find a way to give back to Cabrini—to participate, advocate, donate, and volunteer. In the true spirit of Mother Cabrini, let's come together to build a bright and bold future for Cabrini!

Yours truly,

Robert Salladino '93, G'97
President, Cabrini Alumni Association

GOT MILLENNIALS ... NOW WHAT?

BY DAVID BURKE, ED.D.

ASSISTANT PROFESSOR & PROGRAM COORDINATOR,
HUMAN RESOURCES MANAGEMENT

Technology-saturated, socially minded, adept at multitasking: These descriptions and more unveil a glimpse into the Millennial Generation.

Boasting approximately 77 million people, the Millennial Generation—also known as Generation Y—is a force to be reckoned with. The Pew Research Center (2012) stated that the Millennial Generation is projected to surpass the outsized Baby Boomer Generation as the nation's largest living generation, according to the population projections released by the U.S. Census Bureau.

Throughout the entire 20th century and into the 21st century, various generations have come to represent the emerging characteristics and styles of the times, identified by the criteria—such as work environment, motivators, mentoring, retention, client orientation, and technology and career goals—that have come to define them.

As a Baby Boomer-aged professor and writer, I've observed the following strengths and weaknesses while teaching Generation Y. Though each individual is different—and some have defied the generalizations of their generation—many Millennials share similar characteristics. Common themes include their strength in adaptability, tolerance, and the keen ability to grasp new concepts quickly. Generally speaking, they are creative, and once they are committed will exhibit a strong work ethic. They are technology junkies, digital natives who crave bigger, stronger, and faster technology. Millennials may also harbor a sense of entitlement and can be seasoned with sarcasm and skepticism. They see a world evolving at warp speed on steroids, and, subsequently, lack patience.

The bottom line is that the Millennial Generation is entering the workforce, more quickly than we can examine the reality of retiring Baby Boomers. As Generation Y invades the human resources domain, will chaos or cooperation reign?

David Burke, Ed.D., Assistant Professor & Program Coordinator, Human Resources Management, can be reached at drb339@cabrini.edu or 302-363-2997.

GENERATION COMPARISONS

	TRADITIONALIST 1925–1945	BABY BOOMER 1946–1964	GENERATION X 1965–1980	GENERATION Y 1981–2000
ATTIRE	Formal	Business	Business casual	Whatever feels comfortable
WORK ENVIRONMENT	Office only	Long hours, office only	Office, home, desires flexible schedule	Office, home, desires flexible schedule
MOTIVATORS	Self-worth	Salary	Security	Maintain personal life
MENTORING	Not necessary	Does not handle negative feedback	Not necessary to receive feedback	Constant feedback needed
RETENTION	Loyalty	Salary	Job security and salary	Personal relationships
CLIENT ORIENTATION	Personal contact	Personal contact and telephone	Phone, email, IM, text	Email, IM, text
TECHNOLOGY	Dictates documents, email only in office, use of library instead of the web, limited phone use	Documents prepared by associates, email primarily in the office, limited web use	Creates own documents, uses mobile and laptop, uses web to research, review, etc., use of email mobile 24/7	Creates own documents, creates databases, uses web to research and network, use of email/IM/text 24/7
CAREER GOALS	Build a legacy, a lifetime career with one company	Build a perfect career, excel at work	Build a transferable career (possibly a business), have a variety of skills and experiences	Build several parallel careers or businesses, have several jobs simultaneously

(Astron Solutions, 2015)

GENERATION Y

Below is a top 10 list of suggestions for a creative human resources approach to multiple-generation workplace issues, specifically in collaborating with the Millennial Generation.

1. Focus on investing financially in helping Millennials complete their education. Consider tuition reimbursement for college or graduate degrees, and support continuing education and training.

2. Focus on the vital issue of retention. Ask the pertinent question, why would Generation Y workers want to stay at this place of employment?

3. Focus on the vision/mission of the company, business, or organization. Generally speaking, Millennials aren't always interested in bricks and mortar; they desire to work for an organization that has vision and mission.

4. Capitalize on the Millennial Generation's work ethic and competitive nature. Create a work hard, play hard environment. Create goals and benchmarks for employees with bonuses and compensation rewards.

5. Have clear, succinct, written human resources policies. Communicate—even over-communicate—often, and communicate using numerous and various methods, including social media.

6. Focus on environmental and social responsibility issues at work and beyond. Stress social justice, going green, thinking globally/act locally. Share the vision and mission of corporate social issues, highlighting charitable giving and service projects/service learning.

7. Harness and challenge Generation Y's creativity. Empower employees to think outside the box; Millennials don't actually see a box anyway. Promote creativity, and provide avenues for regular feedback.

8. Don't be the "sage on the stage"; serve as the "guide on the side." Stress leadership. Create mentoring programs and futuristic avenues of "inverse mentoring" in order to develop leaders.

9. Focus on teamwork. Focus on identity and ownership buy-in. It will take numerous teams to accomplish various tasks, and everyone involved must feel invested in the final outcome. Learn to delegate appropriately.

10. Focus on work/life balance. Create opportunities outside of the workplace. Provide gym memberships and add vacation days. As educator and author of "The 7 Habits of Highly Effective People" Stephen Covey said, "The main thing is to keep the main thing the main thing."



JOYCE MUNDY, ED.D. '90

MAKING A DIFFERENCE IN THE FIGHT AGAINST BULLYING

Joyce Mundy, Ed.D. '90 graduated with a Bachelor of Arts in English & Communication and Secondary Education from Cabrini College, a place that she said served as the foundation for her vision as an educator and educational administrator.

"I can honestly say 25 years later that I still tap into the values and mission of Cabrini in my daily endeavors," Mundy said. "The professors at Cabrini helped me recognize my strengths as a leader, and they inspired me to be a lifelong learner who shares my passion for education."

Now, the 2015 Cabrini Distinguished Achievement Alumni Award recipient is bringing her extensive experience into higher education—she accepted a position as assistant professor of graduate education leadership at Stetson University in Florida this summer—so she can focus on research and education for school leaders. One focus of her research is bullying prevention, which can be applied at the peer, teacher, and administrator levels, and even at home in family dynamics.



SAFE SCHOOLS FOR LGBT STUDENTS
THROUGH BULLYING PREVENTION PROGRAMS

CLICK

The Bully,
the Bullied,
and the
Bystander

From Preschool to High School
Teachers Can Help Break the Cycle

BARBARA
Author of the first

Includes
more than 100
practical ways
to protect
your child

OROSO
Violence
its an
kids are worth

An Educator's Responsibility

During her 13 years as a classroom teacher, Mundy spent day after day observing the interactions and dynamics between her students. She began to see a link between students' poor grades or lack of participation and their tendency to withdraw from others in the class.

"I realized in my classroom that the barriers to learning often stemmed from students not feeling safe or valued by their peers or the school community," she said.

The negative impact of these peer-to-peer relationships on students' education sparked Mundy's interest in bullying prevention. And, as her research on the topic progressed, she felt that the best way she could make systemic changes in schools was to become a school administrator.

While an assistant principal at a junior high school, Mundy learned that knowing the impact of their behaviors on others made students more open and willing to be responsible in their interactions.

"That led to creating systemized programs to raise awareness and help students to make these better choices as part of the way the school operated," she said.

In 2013, Mundy became superintendent of the Centennial School District, which she described as "an opportunity to shape the culture of an entire school system." In her effort to build a safe and supportive environment for both students and adults in the school district, Mundy created an effective leadership team at the district and building levels.

"Giving the leadership teams space and opportunity to lead helped us become a dynamic and strong community."

Dealing with Bullies

As a county and state leader in anti-bullying professional development, Mundy works with teachers and parents to identify signs of bullying and how to tackle the issue. It's first important to understand why the bullying might be happening in the first place. It could be something a child learns because of bullying behavior and dynamics at home or because a student is looking to leverage his or her social stature or gain status.

There are many reasons that could perpetuate bullying, which is most common in ages 11 through 15. Mundy explains that bullying is an imbalance of power

between a student who bullies and a student who experiences bullying, and that it doesn't stop in school. "Students who bully may become adults who bully in the workplace, at home, and in relationships," she said. "It's a problem that not only affects every person in the school or workplace, but also creates long-lasting damage."

“STUDENTS WHO BULLY MAY BECOME ADULTS WHO BULLY IN THE WORKPLACE, AT HOME, AND IN RELATIONSHIPS.”

So, what can you do if you witness bullying in the classroom or at home? Make it a teachable moment, Mundy said. "Take 90 seconds to pause and remind students—or children at home—that careless or unkind behavior isn't tolerated." It's a message that will resound with the students misbehaving while also demonstrating to the ones being bullied that they have an advocate right there next to them.

"Students report that most bullying happens with adults present, but it is subtle," Mundy said. "And social media makes it easy to be a hidden culture that happens without adults' ability to observe."

Signs that a child is being bullied include a reluctance to go to school or participate in activities, withdrawing or being guarded about sharing information related to relationships with peers, and getting upset over interactions on social media.

Parents should know that schools have a responsibility to investigate bullying behaviors thoroughly and ensure a resolution, even if that means bringing in an outside mediator.

Although schools have anti-bullying programs, Mundy said there remains a strong need to train adults and students in recognizing students in crisis, cultural competence, and the subculture of marginalization.

"Students, and everyone else, need to know that the inclusion of all is non-negotiable."

CLASS NOTES

1968/1972

Kathleen Ryan Peterson '68 and Mary Ryan-Zanotti '72

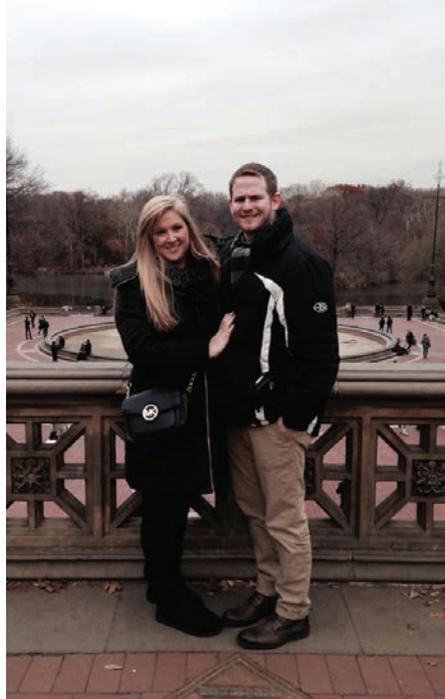
received a Vivere Christus award, a Diocesan honor conferred by Bishop Serratelli on June 14, 2015. The award honors lay faithful whose lives witness the Gospel and have distinguished themselves in service to their local church or other agencies of Catholic Charities.



1988

Gary Firestine '88

is a PIAA (Pennsylvania Interscholastic Athletic Association) track and field official and helped officiate at the Pennsylvania state meet at Shippensburg University in 2015.



1995/1997

Michael Tims '95 and Rose Rodner-Tims '97

welcomed a baby boy, Steve.

2003

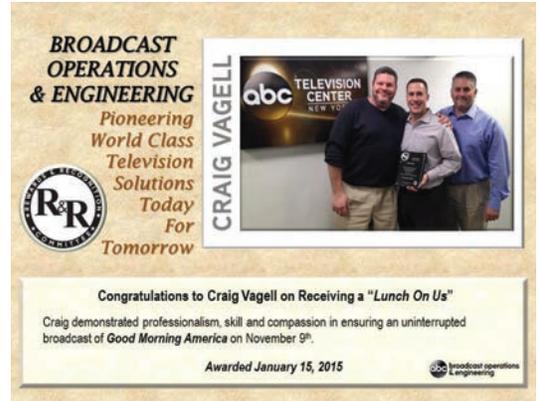
Casey Smith '03

married Colin Smith in Boston on Dec. 8, 2014. They reside in South Boston.

2005

Craig Vagell Jr. '05

was recognized for his professionalism, skill, and compassion in ensuring an uninterrupted broadcast of ABC's "Good Morning America" on Nov. 9, 2014. Vagell was awarded a plaque and "Lunch on Us" from ABC's Broadcast Operations & Engineering.



2009

Jessica Hagerty Caporaso '09

graduated from the San Diego Regional Police Academy on Feb. 4, 2015, and was promoted to Deputy Sheriff for the San Diego County Sheriff's Department.



Felicia Neuber Tarantino '09

married Michael Tarantino on Friday, June 5, 2015.

Top: (from left) Kathleen Ryan Peterson, Bishop Serratelli, and Mary Ryan-Zanotti

Middle Right: (from left) Adam Cohen, Senior Manager; Craig Vagell, Network Release Supervisor; and Anthony Fierro, General Manager.

Middle Left: Patrick Williams and Alyssa Mentzer '12

Bottom: Colin and Casey Smith '03

Tracy West Johnson '08



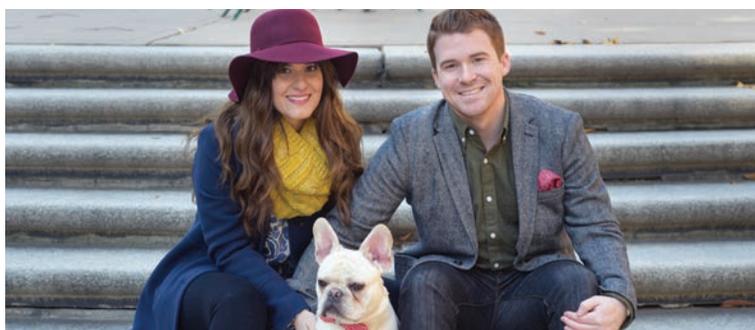
Tracy West Johnson is an accomplished speaker, educator, advocate, counselor, and pastor. Dyslexic herself, Johnson has become a leader in the dyslexic community, sharing her journey in the acclaimed HBO documentary film “Journey into Dyslexia, Great Minds Think Differently” as part of her mission to spread the word about dyslexia awareness.

Overcoming poverty and turning her challenges into victories, Johnson realized her full academic potential, earning an associate degree from Harcum College, a Bachelor of Science with high honors from Cabrini, and a master’s degree in Multicultural Education from Eastern University. She is pursuing another master’s degree from Eastern in Special Education.

As an accomplished lecturer and advocate for individuals with learning disabilities, Johnson is an in-demand speaker whose honest representation of her journey with dyslexia—from her initial sense of shame and failure to her later academic achievement and success—has inspired countless individuals.

She is the president and founder of Vessels of Hope, a mentoring and networking organization for minorities with learning disabilities.

Johnson’s story continues to inspire individuals from all backgrounds—those with dyslexia and other learning disabilities, parents, educators, legislators, and civic and business leaders—and her willingness to share her story has made her an agent of change and an inspiration to many.



Top: Mena Fusco '12 and Robert Sugg '12

Bottom: Brian Bell '12

2010

Nunziatina Vitanza DeFalco '10 married Nicholas DeFalco on June 1, 2014. They reside in Central New Jersey.

Thomas Hayes '10 and Elizabeth Boyce recently were engaged.

2012

Brian Bell '12 was hired by the Radnor Township Police Department as a full-time police officer in October 2014.

Kelsey Kastrava '12 recently accepted a position at Big Brothers Big Sisters as manager of Special Events and Donor Relations.

Alyssa Mentzer '12 and Patrick Williams were engaged on Oct. 12, 2014. They will marry on Sept. 24, 2016, in South Jersey.

Mena Fusco '12 & Robert Sugg '12 were engaged Aug. 23, 2014, in Washington, D.C. They will marry in November 2015 in Baltimore, Md.

ALUMNI AWARDS

The Cabrini College Alumni Association recognized the outstanding accomplishments and contributions of alumni through the annual presentation of the Alumni Awards, presented as part of Alumni Weekend 2015.



MOLLY ENOS '10

received the 2015 Young Alumni Award, which recognizes alumni who have graduated within the last 10 years and have continued the Cabrinian legacy of service, made outstanding contributions to their communities, or achieved great career success.

Maryellen Anastasio '11 (left) presents Molly Enos '10 with the Young Alumni Award.

MAUREEN MONAGHAN MATHESON '68

was awarded the 2015 Martha Dale Award for Distinguished Service, given to alumni who have demonstrated longstanding loyalty, dedication, and support of Cabrini and the Alumni Association.

Gerry Woods '68 (right) presents Maureen Monaghan Matheson '68 with the Martha Dale Award for Distinguished Service.



JOYCE MUNDY, ED.D. '90

collected the 2015 Distinguished Achievement Award, which recognizes the exemplary achievements of alumni whose noteworthy career achievements embody Cabrini's mission of leadership development and commitment to social justice and academic excellence.

To learn more about Mundy and her efforts to address bullying in schools, read her story on page 28.

Angie Corbo, Ph.D. '90 (left) presents Joyce Mundy, Ed.D. '90 with the Distinguished Achievement Award.



"CHEF" RODNEY STOCKETT

received the 2015 Honorary Alumnus Award, recognizing non-alumni members of the Cabrini community for service to Cabrini College.

Rodney Stockett, or "Chef," addresses alumni after receiving the Honorary Alumnus Award. Behind him are former Catering Director Agnes Randazzo and Professor Emeritus Jolyon P. Girard, Ph.D., who presented the award to Stockett.





“ The decision to include Cabrini in my financial planning was obvious to me. There have been times throughout my life when I have benefited from the generosity of others. This was my way to pay that forward and continue my scholarship efforts to help students have an international experience as part of their Cabrini education. ”

—John Heiberger, professor *emeritus*, former chair of the Business department, and former vice president of Institutional Advancement at Cabrini

WHAT'S YOUR LEGACY?

Your support will ensure that generations of Cabrini students have a transformative education that prepares them to be active citizens of the world.

For information on making Cabrini College a beneficiary of your will, trust, IRA, or insurance policy, please call 610-902-8203 or email giftplanning@cabrini.edu.

cabrini.edu/giftplanning2015

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HOMECOMING

OCTOBER 16-18, 2015

- MARTHA DALE 5K
- ATHLETIC HALL OF FAME INDUCTION AND DINNER
- FAMILY MOVIE
- ICE CREAM SOCIAL
- FOOD TRUCKS
- HOMECOMING PARADE
- FUTURE CAVALIER LEGACY LUNCH
- SOCCER CLINIC
- INTERACTIVE ACTIVITIES
- AND MORE!

FUN FOR ALL, ALL FOR FUN!

CABRINI.EDU/HOMECOMING

