

60
YEARS
1957-2017

CABRINI

MAGAZINE

SPRING 2017

CELEBRATING 60 YEARS





CABRINI CELEBRATES 60 YEARS IN 2017
INSIDE FRONT COVER PHOTO
 BY MATTHEW WRIGHT

TABLE OF CONTENTS

SPRING 2017

FEATURE STORIES

6 **ARMY STRONG:
 INSIGHTS FROM A VETERAN**

10 **CABRINI: THEN AND NOW**

3 **CALENDAR OF EVENTS**

14 **NEWS ON CAMPUS**

24 **ATHLETICS**

28 **ALUMNI NEWS**

29 **CLASS NOTES**

HIGHLIGHTS

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CABRINI MAGAZINE

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FROM OUR COMMUNITY MEMBERS

LETTERS TO THE EDITOR

LACK OF VISIBILITY SURROUNDING CABRINI'S CHILDREN'S SCHOOL

I work at the United Church of Christ at Valley Forge, and we host the Children's School in our building.

I read the magazine when it arrives and always wonder why the Children's School gets no advertising or promotion. Surely they deserve a page to remind people of the service that they provide for the community and the students at the University.

It's a great program, and we are thrilled to have them in the building.

I hope to see some information promoting the program in an upcoming issue.

Thanks for your time!

Renee Miller
Administrative Assistant
United Church of Christ at Valley Forge

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:
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CALENDAR OF EVENTS



Through Aug. 15
Senior Graphic Design Exhibit
Gorevin Gallery,
Holy Spirit Library

May 21
Commencement:
Flower Sale
Upper Athletic Field
cabrini.edu/alumnievents

June 19
Cabrini Classic
Philadelphia Country Club,
Gladwyne, PA
cabrini.edu/classic

Sept. 17
Cabrini Night at the Phillies
cabrini.edu/phillies

Oct. 13-15
Homecoming
cabrini.edu/homecoming

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



28th Annual 

Cabrini CLASSIC

28th Annual Cabrini Classic
Monday, June 19, 2017
Philadelphia Country Club
Gladwyne, PA

Join us for a day of golf, dinner, cocktails, and an auction, with all proceeds benefiting Cabrini students, at the 28th Annual Cabrini Classic, presented by USLI.

Sponsorships, which start at \$1,000, are available, and individual tickets (including lunch, golf, cart fees, cocktail reception, and dinner for one) are \$750 (\$500 for alumni and current faculty and staff, limit one ticket).

All proceeds from the event benefit financial aid and student activities and opportunities at Cabrini.

For more information on the event or its giving opportunities, visit cabrini.edu/classic.

MESSAGE FROM THE PRESIDENT



60 YEARS OF IMPACT

To the Cabrini Community,

Sixty years ago, a group of Missionary Sisters of the Sacred Heart of Jesus (MSCs), led by Mother Ursula Infante, established a small women's college on Philadelphia's Main Line. On Feb. 1, 1957, the MSCs were notified that the name "Cabrini College" was approved. On June 7, the charter became official, and on Sept. 24 of that same year, 43 women began the very first classes at Cabrini, bringing to fruition the Sisters' commitment to offer a unique education—an *Education of the Heart*.

As we celebrate our 60th anniversary throughout 2017, we look at how far Cabrini has come. Our once small, four-year women's college has grown into a co-educational university, boasting an enrollment of 1,650 undergraduate students in 35+ majors and 800 students in our master's and doctoral programs, and an alumni population of nearly 18,000 spreading across the globe.

We've expanded our programs, our facilities, and our outreach, not only serving the underserved in places both near and far, but also in our commitment to making a Cabrini education accessible. We have always—and will always—build upon the mission that the Sisters instilled in us to welcome learners of all walks of life and to empower our students to live not only for themselves, but for others too. Just as Saint Frances Xavier Cabrini dedicated her life to ministering to immigrants of all backgrounds who were marginalized, Cabrini University continues to serve populations that are underrepresented in higher education.

In every decision that we make, we seek to embody the same heart, purpose, and determination demonstrated by Cabrini's founding Missionary Sisters. In 60 years, Cabrini has touched many lives, through education, service, and leadership. Through our *Education of the Heart*, Cabrini University students, faculty, and alumni learned the skills and gained the perspectives needed to bring about meaningful change, demonstrating that a Cabrini education doesn't end with scholarship, but with action.

I am so proud to be part of this community, and I can't wait to see how Cabrini will continue to evolve in the years to come.

In celebration,

Donald B. Taylor, PhD
President



With Cabrini's newest post-baccalaureate certificates,* offered 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.



ARMY STRONG:

INSIGHTS FROM A VETERAN

Even if you know Sean Kelly, you probably don't know Sean Kelly.

A groundskeeper at Cabrini for 15 years, Kelly's around campus a lot. He says most people know him as "the guy in the loader," and sure enough, he often can be found behind the wheel of the giant green facilities equipment. Even if you haven't seen Kelly, you've seen his handiwork, evident in the well-manicured pathways and careful upkeep of campus.

You may know Cabrini groundskeeper Sean Kelly, but you probably don't know retired U.S. Army 1st Sgt. Sean Kelly, a member of the Ranger Hall of Fame and the U.S. Army Ranger Association's 2011 Airborne Man of the Year.

Kelly served for 20 years in the U.S. Army, nearly exclusively as an Airborne Ranger, amassing 147 airborne jumps, including leading two combat parachute jumps—both from less than 500 feet, meaning it would be impossible to deploy an emergency parachute if necessary, and both under enemy fire. He's served tours of duty in Germany and Korea and served the Ranger Training Brigade as a Ranger Instructor and Company First Sergeant.



Sean Kelly has been there and back. He's been on both sides of the equation, both as a returning veteran and as a family member of a returning veteran. (Kelly's sons are both in the Army; one was in the Army National Guard and was deployed three different times; another, a Cabrini graduate, deploys to Afghanistan next year.) And now, he's helping others, serving as a voice for current servicemen and servicewomen and returning veterans, a bridge between military and civilian life.

According to Kelly, there are similarities between the two. A career in the Army is about developing leadership, and at the heart of it, you're still dealing with personal relationships. The difference, he says, is in intensity and purpose.

"It's like everywhere else—we're people," said Kelly. "In the Army, procedures are built to ensure efficiency, but that still doesn't change the fact that I have to deal with you on a one-to-one level. It's about three things: Trust, trust, trust. I have to trust you with my life. And trust comes from communicating.

"In the civilian world, a boss has no control over a worker once that person leaves the job for the day. In the Army, you control practically every aspect of a soldier's life. Your



overall purpose is to defend the nation. The accountability and responsibility far exceed what you see in civilian life. You'll hear this all the time: 'You are responsible for what that person does or does not do.' That's a lot of responsibility.

"I'm sure your body, your mind, reacts to that pressure, but it's just part of your job. You're still dealing with human beings. You want to organize people, you want to motivate people, you want to give them direction, all those things are still there—but with an increased level of accountability, responsibility, and intensity."

The difficult transition, according to Kelly, is returning from service and re-entering civilian life.

"It's like a cold bucket of water. You go from a very purpose-driven existence, where leadership and responsibility and accountability are paramount, to the civilian world, where there's none of that. In the civilian world, you're working for eight hours a day, and then you're done. In the Army, we're spending 12, 16 hours a day, depending on what we're doing, we might go out Monday and not come back until Friday morning. [In the military] You're spending more time with your coworker than you are with your family."

Establishing a good support system back home, with an emphasis on family, has become a bigger focus for the armed services, particularly since post-traumatic stress disorder (PTSD) has become a mainstream issue, said Kelly.

Kelly, who met his wife in high school, still remembers the phone conversation they had when their relationship started to get serious. "I said, 'You want to get serious, you have to understand: What I'm doing, what I want to continue to do—you're not going to have a "family life" like a normal person. I'm not going to go off to war with you and the kids. I'm going off to war with these 40, 150, 200 guys that I am responsible for training, and they have to be ready, so I can come back to you.' I don't know too many people that have that honest conversation, or even have the forethought to have that conversation. And she definitely supported me in my career. She took on that mantle."

"By the middle of my career, my wife was teaching Army family team building. It was about a dozen lessons, nothing more than 'This is the subculture of our society, this is how we do things, here is the chain of command, that music that you hear in the morning is reveille, here's where you go for health care,' all that stuff. At the end of my career, that was a well-established program."

"When the war on terrorism came along, soldiers were dealing with high-intensity combat and re-entry," said Kelly. "Suicide rates went up, domestic violence went up, guys didn't know how to deal. They'd drink, do drugs, other risky behaviors."

The adjustments for families experiencing a member returning from service can be extreme and complicated.

In any relationship, each person involved gets something from the relationship, and each person gives. "When that person deploys, that's gone," said Kelly. "Family members have to find what they got from someplace else, or deal with not having it, and continue with life while that person is out doing whatever they have to do. There are adjustments when they leave, and there are adjustments when they come back. Things have changed. Roles and responsibilities, things that you always did, family chores, whatever, someone else took those responsibilities over while you were gone. And there may be some resentment."

Still, even deeper than dealing with day-to-day activities, there is a level of having to get to know someone all over again, and adapting to changes in personality. One of the most challenging issues affecting relationships is an inability for returning veterans to communicate their experiences. According to Kelly, it's an automatic disconnect. Returning veterans can't communicate the experience, but even if they could, it isn't something a person can necessarily internalize unless he or she has lived it.

"You get a whole different perspective of the world" in the military, said Kelly. "Most civilians see the world through wherever they get their news: the television, the Internet, periodicals, that's their world. In the military, guess what: These people are there. I can't communicate it," said Kelly. "My son says the same thing. He's got some of the best friends, guys from the 9th grade. He still hangs out with



"It's like any other behavior change: Nothing is going to happen until that individual goes, 'I have to do something.' What triggers that? A conversation? An intervention? People have to make their own connection."

—SEAN KELLY

these friends from high school. They're great guys, but they're clueless. They don't know what they don't know. He's frustrated because he can't share that with them, because they just don't get that.

"Killing a bad guy doesn't bother some people," said Kelly. "It's the collateral damage, the stuff you see, that's the stuff that gives people nightmares. Other people, they have this intense guilt for taking a life. They can't rationalize it like other people. And then some people can just handle it all. When someone says it hasn't changed them, I'm highly suspect. There is something, somewhere, that you're doing to cope. And if not, you're one lucky, lucky individual."

As the Army attempts to determine why some people can handle the experience better than others—research that is ongoing as more and more cases of PTSD are realized—Kelly believes that communication is key to traversing a successful transition and re-entry.

"First," said Kelly, "acknowledge it and research it. Be aware that returning veterans may resort to coping mechanisms—and it's usually not in a good way." But most importantly, said Kelly, the veterans themselves need to acknowledge it. "It's like any other behavior change: Nothing is going to happen until that individual goes, 'I have to do something.' What triggers that? A conversation? An intervention? People have to make their own connection. Accept the fact that this is going to change you to a degree," and get help.

Kelly sees an opportunity for higher education institutions like Cabrini to reach out to the military while soldiers are

in training. "Education is huge in the military," said Kelly. "They want people who can think. You're faced with so many ambiguous situations, and you have to work your way through it, think critically, exercise judgment."

According to Kelly, Cabrini can help servicemen and -women equip themselves with the skills provided by a college degree—effective communication, critical thinking, and a level of self-awareness—that will not only help them advance their careers, but could also help ease the transition of re-entering civilian life after service.

"We have leadership programs. We have the History Department. We're situated close to Fort Dix, Lakehurst, and Maguire. The 28th Division is near Harrisburg, and there are all sorts of armories within 15 miles of here. Three company commanders that I served under became four-star general officers. These are guys that I knew and later on in their career, they're sitting at the White House, forming policy. Let's get them in here, have them talk to people. Naval officers, Air Force officers, Army National Guard officers, come on down, come listen to this guy, because he has been where you want to go."

"We need to get out there, and we need to talk to them. We've got to make contact. What are their challenges? What do they want to see, education-wise, in soldiers? What's going to support their mission? We need to serve them."

Serving those who serve? When it comes to strengthening a nation, that sounds like a good place to start. 

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CABRINI:

THEN AND NOW

DEPENDING ON YOUR CLASS YEAR, YOUR MEMORIES OF CABRINI MAY LOOK MUCH DIFFERENT FROM THE CABRINI OF TODAY. OVER CABRINI'S 60 YEARS, WE'VE GONE FROM COLLEGE TO UNIVERSITY, BUILDINGS HAVE BEEN ADDED, FACULTY MEMBERS HAVE COME AND GONE (AND STAYED), AND THE DEMOGRAPHICS OF OUR STUDENT BODY HAVE SHIFTED. ENJOY THIS GLIMPSE BACK IN TIME TO CABRINI'S BEGINNING YEARS, COMPARED TO THE CAMPUS, FACULTY, AND STUDENT EXPERIENCE TODAY!



1. In the 1970s, students would put on talent acts, filled with singing, dancing, juggling, and playing instruments, during Evenings at Cabrini, according to Mike Walczak ('77). "Even faculty turned out to watch," he said.

Now, students compete in the highly anticipated annual Mr. and Miss Cabrini Pageant, during which students demonstrate their talents and participate in a Q&A session to win over their peers' votes to be crowned Mr. and Miss Cabrini.

2. The original Cabrini College signage seen from King of Prussia Road resembled a drive-in movie theater sign, welcoming visitors to campus.

In 2016, Cabrini's signs at both the King of Prussia Road entrance (main entrance) and the Upper Gulph Road entrance were updated to reflect the change to University.

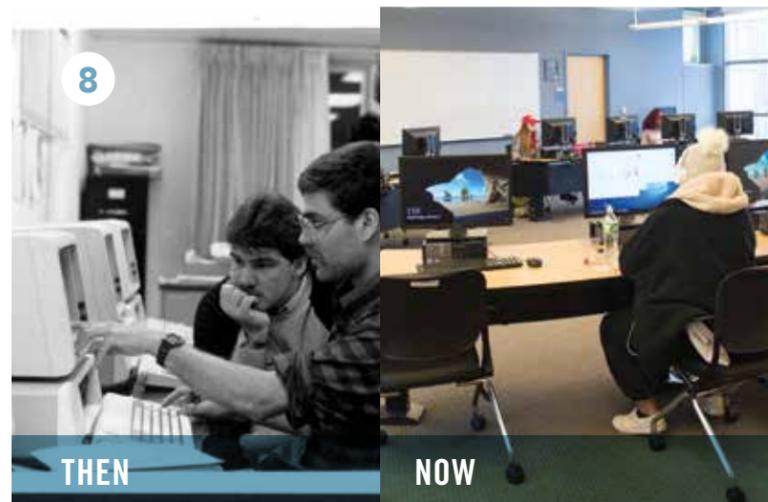
3. Students have participated in the Project Appalachia immersion experience to West Virginia for decades. While there, students experience the social, economic, and cultural aspects of rural poverty while living and working with the people who live in the region.

"My involvement with Campus Ministry and participating in various fundraising and volunteer opportunities contributed to my overall sense of service, spiritual foundation, and building relationships," said Eileen Zebrowski ('88). "During spring breaks, I participated in the Project Appalachia program. The people in this community taught us many things about life, family, and living simply."

"[Project Appalachia] helps open one's eyes to the reality that others here in America live in vastly different situations than what we have known growing up," said Sara Minnick ('18). "It also fosters a sense of community and gives us an opportunity



➤ D. Jamie Miller Prince ('84) (left) and Professor Joseph Romano, PhD



to serve others. West Virginia itself is a unique place with its geographical difficulties and beauties. This place, like others in the Appalachia range, fosters a tight community that I think is rare in the world today. Even when they are struggling they are still serving each other in order for regrowth."

The Project Appalachia trip is just one of the many service immersion experiences in which students participate today; students also travel to New Orleans, Ecuador, and Swaziland, to name a few.

4. In Cabrini's early years, students slept, learned, and even ate all of their meals in the Mansion. Cabrini Boggiano Lepis ('61) said, "There were days, almost weeks, when we didn't leave the Mansion. Mass was in the Mansion, food was in the Mansion, classes were in the Mansion. We never went out the door!"

Now, Cabrini students have several dining options on campus, including the main dining hall, Cavs Corner, located on the first floor of Founder's Hall (previously Sacred Heart Hall).

5. The first issue of Cabrini's student newspaper, *Loquitur*, came out on Oct. 23, 1959, featuring Cabrini's Alma Mater, the Cabrini College School Code, the construction of Sacred Heart Hall (now Founder's Hall), and other campus happenings. Today's *Loquitur* is available online weekly and in print monthly during the school year. The newspaper has won a number of national awards, including the Associated Collegiate Press Pacemaker award, considered the highest honor in collegiate journalism.

6. Room 8 of the Mansion was home to Cabrini classmates (from left) Cabrini Boggiano ('61), Margaret Cassidy ('61), and Marie San Filippo ('61), who joined another 25 full-time residents—all housed in the Mansion—in the first year at Cabrini.

Today, 60 percent of Cabrini's full-time undergraduate students live in one of 12 residence halls, in single rooms, doubles, suites, or apartments.

7. A Cabrini icon, Professor Joseph Romano, PhD, served Cabrini from 1960 to his retirement in 2014, and continues to teach as an adjunct faculty member. Though most know Romano as Professor of Philosophy, he also served as Vice President for Academic Affairs in the 1980s. With his Cabrini career spanning almost all of Cabrini's history, Romano has crossed paths with most alumni over the years, and they continue to cite Romano as one of the most impactful Cabrini faculty members they've had.

8. The first student computer came to campus in the fall of 1975—a single computer made available so that Mathematics majors could program in the programming language APL. Today, we have a full building dedicated to technology and progress—the Antoinette Iadarola Center for Science, Education, and Technology. The 61,000-square-foot, three-story building houses instructional and research space, including a 60-seat "smart" lecture hall, modern biology and chemistry facilities, an exercise-science laboratory, and state-of-the-art computer labs, enabling Cabrini to help our graduates compete in today's technology-based society.

9. In the 1970s, students wishing to be an on-air radio presence used Villanova's station for air time. The first "voice of the Cavaliers," Mike Walczak ('77), who served as public address announcer for the budding men's Athletics programs in the mid-'70s, said he wishes he "could play with the cool 'toys' the students in radio and TV have access to now," like the WYBF (Cavalier Radio 89.1) studio and the Loqation studio, the *Loquitur's* TV studio.

➤ WHAT'S YOUR STORY?

Do you love Cabrini? Do you have fond memories of your time here? Has Cabrini helped influence you or made you into the person you've become?

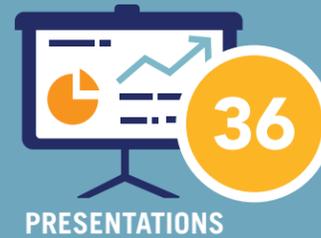
As we celebrate 60 years of Cabrini, we want to hear your story. From the retelling of a fond memory to letting us know how Cabrini has influenced you, send your story (250-word maximum) to editor@cabrini.edu for a chance to be published in an upcoming issue of Cabrini magazine. If you've already submitted your story, you do not need to submit again, but you can submit multiple stories.

NATIONAL HISPANIC INSTITUTE SELECTS CABRINI AS COLLEGE OF THE YEAR



► Brian Eury, Chief of Staff and Vice President of External Relations, E accepts the National Hispanic Institute award on Cabrini's behalf.

CABRINI IN THE NEWS



1,101
PLACEMENTS AND MEDIA MENTIONS*

August 2016: 62	December 2016: 70
September 2016: 427	January 2017: 102
October 2016: 96	February 2017: 235
November 2016: 109	*Numbers are approximate

Cabrini University was named College of the Year by the National Hispanic Institute (NHI) for being one of the organization's strongest partners and for recognizing the importance and impact of NHI's mission on the University's campus.

In 2014, Cabrini established its partnership with NHI when Donald B. Taylor, PhD, began his tenure as president of Cabrini.

"The partnership between Cabrini and NHI was a natural fit, built upon a common mission to cultivate leaders and make a college degree more accessible," said Taylor.

For the past three years, Cabrini has hosted NHI for its annual Collegiate World Series, a five-day program that provides high-achieving Latino students from across the U.S., Mexico, and the Dominican Republic insight into the college admissions process, financial aid, and strategic planning for personal and professional success.

"As the University continues on its pathway to become a Hispanic Serving Institution, our work with NHI has created a solid foundation to build essential relationships with the Hispanic community," said Taylor.

CABRINI RANKED A 2017 BEST VALUE TOP COLLEGE

Educate To Career (ETC), a leading provider of higher education data, named Cabrini a 2017 Best Value Top College, ranking Cabrini 134 out of 1,000+ colleges in the national ranking index.

Colleges are ranked using metrics including tuition, the percentage of graduates employed in their field of study, the percentage of graduates employed within one year of graduation, and the average salary earned by recent graduates.



CABRINI NAMES FOUNDING DEAN AFTER NATIONAL SEARCH

Cabrini University has appointed Richard Thompson, PhD, to be founding Dean of the School of Natural Sciences and Allied Health, beginning July 1, 2017.

Thompson will join Cabrini after serving as the Dean of the School of Mathematics and Sciences at The College of Saint Rose in New York for nearly a decade. His leadership experience spans across disciplines including mathematics and the sciences, engineering, business, education, nursing, physical education, and the arts and humanities.

"Dr. Thompson brings an extensive amount of higher education leadership both in Catholic liberal arts and in the sciences," said Jeff Gingerich, PhD, Provost and Vice President for Academic Affairs at Cabrini University. "It's a



► Richard Thompson, PhD

dynamic time at Cabrini. We look forward to having him join the team as we continue to grow as a University."

Prior to his role at Saint Rose, Thompson served as Professor of Physics and Chair of the Department of Physics at McMurry University in Texas.

"It's an honor to be appointed founding dean at this important point in Cabrini's history," said Thompson. "I look forward to developing close working relationships

with the faculty and staff at the University and working together to further advance the institution as a whole."

Thompson holds a doctorate in astronomy and astrophysics from Pennsylvania State University and a Bachelor of Science in astronomy from the University of Florida.

FACULTY AND STAFF IN THE NEWS

Summer 2016 Romano Scholars **Nefeteri Gist ('19)**, **Brenda Cabrera Vicens ('19)**, and **Bianca Santos ('16)**, along with advisor **Joyce Belcher, PhD**, presented at the 2016 **Annual Biomedical Research Conference for Minority Students** in Tampa, FL. **Santos** was recognized with a Student Travel Award by the American Society for Microbiology. **Belcher** served as a judge for the undergraduate research competition.

Vicens presented "Testing the effects of prolactin on osteoblast differentiation," **Gist** presented "Osteoblast cell differentiation in response to exogenous treatment with rutin, an antioxidant," and **Santos** presented "Ellagic Acid and its promotion in osteoblast differentiation and bone mineralization."

Faculty in the Department of Education presented at the **Pennsylvania Association of Colleges and Teacher Educators** in Harrisburg, PA.

Beverly Bryde, EdD, **Amber Gentile, EdD**, and **Martha Ritter, PhD**, co-presented "Seizing Partnership Initiatives."

Thomas Conway, EdD, presented "Cooperating Teachers Take Initiative Learning to be Instructional Coaches to Support Student Teachers and Lead PLCs and Faculty Development."

Conway and **Gentile** presented "Making Professional Development Meaningful for Secondary Education Teachers."

Gentile, **Susan Pierson, PhD**, and **Mary Budzilowicz** co-presented "Seizing the Initiative as Teacher Educators."

Pierson and **Colleen Lelli, EdD**, co-presented "Teacher Educators and Technology."

Amy Gratch-Hoyle, EdD, presented "Promoting Social Justice Education and Advocacy in Graduate Teacher Education."

Conway also published a chapter in the book **Teacher Education for Ethical Professional Practice in the 21st Century**. The chapter is titled "Education Pre-Service and Novice Teachers on the Best Practices for Curriculum Integration of Web 2.0 Tools and Instructional Technology."

Lelli also was mentioned in the **Philadelphia Business Journal** for being elected Co-President of the Laurel House Board of Directors.

Pierson also presented at the **Keystone State Reading Association Conference** in Seven Springs, PA. Her presentation was titled "Combining SLOP with UDL: Best Practices for ESL."

Angela Campbell, PhD, and **Ronald W. Whitaker II, EdD**, presented at the **International Conference on Urban Education** in Puerto Rico. The title of their presentation was "A Radical Social Justice Approach Towards Advocating for Culturally Responsive Pedagogy in Teaching Math to 'Urban Students.'"

Whitaker also presented at the **Annual Males of Color Empowerment and Retention Conference** in Pikesville, MD. The title of his presentation was "Utilizing Music from Tupac and Lil Boosie, as a Method to Help Retain African-American Male Student-Athletes."

Whitaker co-wrote an op-ed that was featured in **Diverse Issues in Higher Education** titled "Viewing Black Male Students as Princes, not Problems."

Whitaker also was interviewed on **28 Days and Beyond** to discuss his views about young black males in education.



Campbell, **Whitaker**, and **Zakia Y. Gates, PhD**, presented at the **38th Annual Ethnography in Education Research Forum**. Their presentation was titled "Educators' Perceptions of Culturally Relevant Pedagogy (CRP) in Mathematics Classrooms."

Gates defended her doctoral thesis titled "A Causal-Comparative Study on Teacher Morale between K-12 and Residential Treatment Facility Teachers." **Gates's** goals are to extend her clinical work in preparing pre-service and in-service teachers to use culturally relevant pedagogical practices in their chosen content areas in the field of education as well as conduct further studies into teacher practices in urban education.

Campbell and **Steve Highsmith ('88)** were featured in cultural sensitivity videos developed for the Philadelphia Mummies. Their work was featured in

the **Philly Voice**, on **Fox 29**, and in the **Philadelphia Tribune**. **Campbell** also was interviewed on **WPHT-AM Philadelphia's the Dom Giordano Show**.

Highsmith published the book **Philadelphia Mummies** in Arcadia Publishing's *Images of Modern America* series. He also was featured in the **Delaware County Daily Times** for moderating the Chamber of Commerce Women in Leadership panel.

Celia Cameron, Vice President of Marketing and Communications, presented at the **CASE District II Annual Conference**. Her presentation was titled "New Brand, No Budget: Leveraging Internal Talent to Rebrand."

Brian Eury, Vice President for Community Development and External Relations at Cabrini, was featured in the **Philadelphia Business Journal** and the **Philadelphia Inquirer** for his appointment to Chief of Staff.

Michelle Filling-Brown, PhD, was interviewed by **iHeartMedia** about the implications of the election on issues related to women and diversity. The segment with **Loraine Ballard Morrill** aired on **Q102** and was shared on additional **iHeartMedia websites**.

Filling-Brown and **Seth Frechie, PhD**, co-authored a chapter in the book **Minefield of Dreams: Triumphs and Travails of Independent Writing Programs**. The chapter is titled "Inscribing Justice: IWPs and Inclusivity Education."

The **Department of English** also was awarded a \$32,700 grant from the **KatherineAlexandra Foundation**.

Filling-Brown and **Richie Gebauer**, Director of the First-Year Experience, presented at the **National Learning Communities Conference** in Atlanta. Their presentation was titled "Erasing the Stigma: Designing and Marketing Learning Communities for At-Risk Students."

Gebauer also presented at the **Annual Conference on the First-Year Experience** in Atlanta. The presentation—developed in collaboration with **Filling-Brown**—was titled "At-Risk to Actively Engaged: Serving Underserved Students Through Learning Communities."

Gebauer was selected to serve a three-year term as an at-large Council Member on the inaugural **Learning**

Communities Association (LCA) Council. The council is a governing board for the LCA, a national professional association for learning community faculty and administrators.

Gebauer also was selected to participate in the **Center for Engaged Learning's 2017-2019 Research Seminar on Residential Learning Communities (RLCs) as a High-Impact Practice**. The three-summer research opportunity at **Elon University** will allow **Gebauer** to facilitate multi-institutional research on different structures of RLCs using a mixed-methods approach to conduct qualitative and quantitative research.

Gebauer and **Anne Filippone**, Director of the Center for Student Engagement and Leadership, published an article in **E-Source for College Transitions** titled "Integrated Leadership Programs Strengthen Engagement in the First Year."

Joseph R. FitzGerald, PhD, Assistant Professor of History and Political Science, presented about **Gloria Richardson** at the **Schomburg Center for Research in Black Culture event** titled "Conversations in Black Freedom Studies: Honoring the Legacy of Black Women Radicals Gloria Richardson and Mae Mallory."



Sheryl Fuller-Espie, PhD, and biology students **Jennifer Daly ('17)** and **Juliann Jakeman ('17)** co-authored a paper that will be published in the peer-reviewed, nationally recognized **BIOS**, the journal of the Beta Beta Beta National Biological Honor Society. The title of their paper is "Earthworm coelomocytes exhibit chemotaxis to pathogen-associated molecular patterns: an in vitro analysis using a combined Boyden-flow cytometry approach."

Sarah Grant ('17), research student of **Fuller-Espie**, received an undergraduate research scholarship (\$550) from Beta Beta Beta National Biological Honor Society. The research award will be used to purchase laboratory supplies to enable her to continue an ongoing research project, "Measuring in

FACULTY AND STAFF IN THE NEWS

in vitro Cell Proliferation of Earthworm Coelomocytes in Response to Mitogenic Agents using Click iT Plus Edu Alexa Fluor 488 Flow Cytometry Assay Kit.”

History professors **Jolyon Girard, PhD, Darryl Mace, PhD, and Courtney Smith, PhD**, published a three-volume book set through ABC-CLIO. The book set is titled **American History through its Greatest Speeches: A Documentary History of the United States**.



Smith also wrote the book **Ed Bolden and Black Baseball in Philadelphia**, published by McFarland. The book examines the leadership of Ed Bolden—who owned the Darby-based Hilldale Club and the Philadelphia Stars—through economic downturns, racial discrimination, and two world wars.



Mace also presented at **Lauralton Hall School** for a school-wide assembly in observance of Black History Month. His presentation was titled “From Fire Hoses and Freedom Rides to Flippant Speculation and Fake News.”

James Hedtke, PhD, was featured on **PRNewswire** as an expert available to discuss the American presidency and history.

Hedtke was interviewed about the presidential election by **Radio Sawa**, the world’s largest Arabic-language radio network. He also was featured on **Circa** to discuss lame duck presidencies.

Mark Kiselica, PhD, was featured in the **Philadelphia Inquirer** for being named founding Dean of the School of Humanities and Social Sciences.

Frank Klose, DLitt, presented at the **Annual Meeting of the American Academy of Religion**.

His presentations were titled “Rigid Uniformity” and “‘Full, Conscious, and Active Participation’: The Challenge of Music in the American Roman Catholic Liturgy.”

Klose also presented at the **Pope Francis Symposium** at Franciscan University in Ohio. The title of his presentation was “Encuentro, the New Evangelization and the Power of Music in the Liturgy.”

He also presented for the **Catholic Young Adults of Chester County** at Saints Peter and Paul Church in West Chester. The presentation was titled “This is the Feast of Victory: The Super Bowl and Catholic Spirituality.”

Jeanne Komp, Associate Professor of Graphic Design and Fine Arts, created a poster that was featured in the **AIGA Philadelphia Design2Unite** exhibition.

Thomas O’Donnell, lecturer, was featured on **PlanPhilly**—a project of WHYY and NewsWorks.org—in the article titled “Initiative seeks solutions to turn food waste into jobs and revenue.”

Linda Panetta (’88), instructor of Communication, was featured in **philly.com** for her and her students’ work with Theatre Horizon on the exhibit “Imagine No Hunger” about hunger and poverty in Norristown, PA. Their work also was featured on **Generosity**.

Leonard Norman Primiano, PhD, participated in a **Zócalo Public Square/Getty “Open Art” event** panel discussion on how humans have depicted the supernatural. **Zocalopublicsquare.org** featured a Q&A with Primiano as well as a recap of the panel discussion in the article “Even Godless Hipsters Love the Stigmata.”

Primiano also presented at the **2016 conference of SIEF’s Ethnology of Religion**. His presentation was titled “Evangelical Acupuncture: The Healing Benefits of Complementary Religion.”

He also presented multiple times at the **American Folklore Society’s Annual Meeting** in Miami, FL. His presentations included “Don Yoder Lecture in Religious Folklife and Folk Belief;” “‘The Upper Room’: Domestic Space, Vernacular Religion, and the Observant Catholic;” and “Vernacular Catholicism, Part II: Vernacular Catholic Artistry and Strange Genius.”

Abel Rodríguez, JD (’01), was featured multiple times on **PRNewswire** as an expert available to discuss immigrant justice and reform.

Rodríguez served as a panelist during the **Eastern Sociological Society Annual Meeting** discussion titled “Immigration in Philadelphia.”

Rodríguez also conducted a **Know Your Rights** training with immigrant families in the Norristown area. The training sessions are designed to provide people with information that will allow them to assert their rights if encountered by police or ICE (Immigration and Customs Enforcement) and also discuss action plans in case a family member is detained by law enforcement officials.

Sharon Schwarze, PhD, presented “Voices from Mt. Pleasant” at the First Baptist Church of Wayne. The presentation featured a wide selection of Mt. Pleasant oral histories gathered by Cabrini students.

Alia Sheety, PhD, Elizabeth Moy, and David Dunbar,* PhD, co-authored a chapter in **University Partnerships for Academic Programs and Professional Development** (Innovations in Higher Education Teaching and Learning, Volume 7). The chapter is titled “Building Faculty Capacity for 21st Century Teaching and Learning.” The co-authors dedicated the chapter in Dunbar’s memory.

Tom Southard, JD, Executive Director of the Wolfington Center, and **Nicolas Jacques**, Associate Professor of Studio Art and Director of the Gorevina Arts Gallery, were featured in **The Philadelphia Inquirer** front-page article titled “Art of Survival.”



Southard also was interviewed by **NBC 10 News** about the Cabrini Sox for 60 event, during which the Cabrini community worked with The Joy of Sox to collect new socks for people experiencing homelessness in the Philadelphia area.

Mary Van Brunt, PhD, was featured in the **Chronicle of Higher Education** for her appointment as Dean of the School of Business, Arts, and Media.

Nancy L. Watterson, PhD, Associate Professor of American Studies, was mentioned during a press conference with Grandmaster Sam Chin, the founder of Zhong Xin Dao and lineage-holder of I Liq Chuan: Martial Art of Awareness.

Watterson also presented at the **American Folklore Society Conference**. The title of her presentation was “How We Teach: Folklore Pedagogies in the 21st Century Classroom.”

Watterson and **Lan Tran**, lecturer in the Department of History and Political Science, presented at the **Association for Contemplative Mind in Higher Education (ACMHE) Conference**. Their presentation was titled “Learning How to Learn through Learning How to Move.”

Tran also was interviewed by **DojoTV** during Cardiff University’s **Martial Arts Studies Conference 2016** about the role of mindfulness in Martial Arts.

Paul Wright, PhD, led a discussion for the **Friends of Easttown Library** during an Alfred Hitchcock Film Festival.

Cathy Yungmann, Associate Professor of Communication, presented at the annual **American Association of Educators in Journalism and Mass Communications (AEJMC)** convention in Minneapolis, MN. Yungmann talked about ways to manage a complex, yearlong communication capstone course in her presentation, “A decade of putting an in-depth research project on the web.”

Jerry Zurek, PhD, Professor and Chair of Communication, and Cabrini University students were featured in an **El Pregonero** article about World Youth Day in Washington, DC. Zurek and the students engaged participants in the interactive Unaccompanied Minors simulation “Refugees Seeking Safety,” which was one of Catholic Relief Service’s contributions to World Youth Day.

*The Cabrini community mourns the loss of David Dunbar, PhD, Associate Professor of Biology and Faculty Athletic Representative.

FACULTY OFFICE HOURS: JAMES HEDTKE, PHD, IS IN!

**JAMES HEDTKE, PHD
PROFESSOR, HISTORY AND POLITICAL SCIENCE**

In my 43 years as a faculty member of Cabrini, I have amassed quite a collection of items that demonstrate my passions and interests. Whether from my years coaching Cabrini softball in the 1980s and '90s or a demonstration of my affinity for pigs or baseball or American presidents, nearly everything in this office—located on the second floor of Grace Hall—has a story.

A birthday gift from former Cabrini Provost Jonnie Guerra; it was accompanied by a pig pancake mold, for creating pig-shaped pancakes that could be served on this dish.

I ♥ pigs block set, a gift from Andy Litavec, a beloved teacher from the Education Department, which I keep in my office in honor of his dedication to providing our students with an *Education of the Heart*.

A portrait of Emory Upton, considered by many to be the father of the modern American Army. Upton, who was from my hometown of Batavia, NY, became one of the youngest generals to serve in the Civil War, and is a topic in my book on Civil War soldiers and of many of my lectures.

Photo is of Fenway Park in Boston. To me, baseball is a secular religion, and baseball parks are its churches and cathedrals. Fenway is one of the two most venerable cathedrals in baseball today; the other is Wrigley Field in Chicago.

Plastic figure of President Obama given to me by former Cabrini Provost Jonnie Guerra.

Game ball, signed by every member of the team, from Cabrini softball's first game of the PAC Championships in 1994, a 10-7 comeback win over Alvernia. After being down 0-5 in the first inning with the bases loaded and no outs, it was a demonstration of some of the greatest courage and perseverance I have ever seen.

Ball from my first home run in college, hit as a freshman at St. Joseph's University against Pennsylvania Military College, now Widener, at Belmont Plateau.

A stuffed pig wearing a lanyard that contains a ticket from the last baseball game played at Veteran's Stadium, a milestone birthday gift from Jolyon Girard, PhD, Professor Emeritus, and Donna Schaeffer ('97)—the bookend to an unused ticket from the last game at venerable Connie Mack Stadium.

A model of a B-24 Liberator, a plane similar to the American plane that crashed into a small English village, Freckleton, on Aug. 23, 1944, killing 38 children and two teachers in Holy Trinity School. My book, *The Freckleton, England, Air Disaster*, recounts this tragedy that took the life of almost every child ages 4 through 6 in the village.

BY ANGELINA MILLER ('19) AND MACKENZIE HARRIS ('16)

CLASSROOM COACHES

CABRINI UNIVERSITY STUDENTS TAKE COURSES DURING THEIR FIRST SEMESTERS THAT HELP THEM ACCLIMATE TO COLLEGE LIFE AND INTRODUCE THEM TO THEIR CHOSEN MAJORS. THESE ENGAGEMENTS WITH THE COMMON GOOD (ECG) COURSES OFTEN EMPLOY A CLASSROOM COACH—a student who has previously excelled in the course and, after completing a subsequent tutor training seminar, serves as a mentor in future classes. Classroom Coaches provide a unique mentoring experience in and outside of the classroom, as they often offer additional support such as study sessions and one-on-one meetings.

Here, Classroom Coach Mackenzie Harris ('16) and student Angelina Miller ('19) provide their perspectives on classroom coaching.

MACKENZIE HARRIS ('16)

When I was in first grade, I met a girl named Liz. Her first language was Spanish and, when she began at the elementary school, she only knew English words like “hello” and “thank you.” The language barrier didn’t separate us, but instead brought us together. We spent most of our recesses and free time with books in our hands—I would read to her in English, and she would follow in Spanish. In those moments I wanted to help her feel welcomed, not alone, and, most of all, like her voice was heard.

This feeling became a salient model for me, especially when I entered the doors of Founder’s Hall 279 for the first time. Professor Zurek’s [Jerome “Jerry” Zurek, PhD] Engagements with the Common Good (ECG) course, Our Interdependent World, became a staple of my inspiration. The class taught

me to open my eyes, arms, and heart to our brothers and sisters around the world, no matter our differences. It was here where I connected my internal passion for helping others to my major.

On the last day of class, I walked out and told Professor Zurek that I was highly interested in being his Classroom Coach. Two years later, my junior year, I was invited to serve as coach and was asked again my senior year.

I never really considered being a Classroom Coach a job, but rather an opportunity to learn and give. Tuesdays and Thursdays became my favorite days because I was able to listen and learn from the students and the class, even though I had taken the class before.

Seeing the progression, the growth, of each of the students was the most rewarding aspect of my four years at Cabrini. Having sat in those very same seats just two years before, with no idea of what was to come, I knew that they were in for some really exciting, but difficult, times, and I wanted to be there for each of them in the best capacity I could. I wanted them to feel welcomed, not alone, and, most of all, that their voices were heard—the same way I felt with Liz.

The students joked, saying that I “made social justice cool,” but all I tried to do was foster their education by treating them as equals and, because I could see the possibilities in all of them, pushing them to their fullest potential. If I inspired them to do their best, then maybe they would work to their potentials—and it worked. Two years in a row, I was shocked with the proficiency, leadership, and dedication to the classes’ Cabrini Day projects. For the students’ simulations regarding refugees seeking safety and climate change, they were rewarded with first place and donated a total of \$200

to Catholic Relief Services. The students went on to receive grants to create websites for professors around the nation on how to implement the simulations. They traveled to high schools, other universities, and conferences to teach other students how to re-create the simulations.

Being able to meet 20 different students each year was so rewarding. I met incredibly intelligent and giving students, like Angelina Miller ('19). Angelina was a leader in her class and continues to inspire me today. She galvanized her class to pursue action on climate change and led her team to win a donation to Catholic Relief Services through advocacy during Cabrini Day. In our ECG class, I had the opportunity to help her understand her power, and she was able to lift that up and help others understand their own voice. Angelina is a selfless person, always seeking to help wherever she is needed, and through my experience as her Classroom Coach, we have become great friends. She reminds me of Liz in her willingness to be bold and her determination to not succumb to societal norms when faced with adversity—just some of the reasons she inspires me. Thanks to my time as a Classroom Coach in her class, I was able to see her development and growth.

Through my experience as a Classroom Coach, I engaged each student and gave them my support, time, and effort. Whether we were discussing classes they should take for their second semesters, what classes they should take in the future, how to write a paper, or their personal lives, spending that time with them made me a better, happier person.

Over two years and two very different classes, the experiences will forever hold a special spot in my heart. Those students taught me more than I could ever teach them.

ANGELINA MILLER ('19)

On my first official day as a student at Cabrini, I was filled with excitement, nervousness, and the rest of the endless emotions that most students feel when being a new fish in an unfamiliar pond.

Luckily for me, I was blessed with a person who had the ability to diminish any academic anxiety that I had throughout my very first week—and for the entirety of my first year at Cabrini. Not only did this person have an extremely welcoming personality and positive energy about her from the start, but she also knew all of the ins and outs of Cabrini. This intelligent, bright, charismatic person that came into my life during my first semester at Cabrini—and has now left a lasting impact on my life—was my ECG 100 Classroom Coach, Mackenzie Harris ('16).

From day one to the last day of the course, Mackenzie never failed to be a personable voice of academic wisdom that a

group of first-year students—myself and my classmates—truly needed. Coming from being the “top dogs” as seniors in high school, freshmen in college may think they know it all. However, you quickly realize that it is important to hear out all of the upperclassmen who have traveled down the paths that the newbies, such as myself, were about to take on. “Mackenzie always felt like an essential part of the class,” said Eric Stone ('19), one of my fellow ECG 100 classmates.

About halfway through the course, when we were planning for our Cabrini Day project in full force, Mackenzie truly stood out to me and had a particularly memorable impact. From brainstorming, to writing a list of supplies, to prompting frequent meetings outside of class, she exceeded the expectations of a Classroom Coach. Thinking back, I do not think our Cabrini Day climate change simulation, Tame the Change, would have been as successful as it was without the extra push Mackenzie gave the class. We won the best project for Cabrini Day 2015, which came along with a check toward our charity of choice—Catholic Relief Services—and a big smile on the face of Professor Zurek.

Mackenzie was always the relatable voice that influenced my mind and the minds of my classmates. She taught us to not be just thinkers, but to speak up and to be doers. Toward the end of our simulation planning, she repeatedly told us that somebody

had to take charge of the project and pull it through the home stretch. With my ears wide open, I stepped up and took control of one of our last Tame the Change meetings. She helped our whole class see that going the extra mile with everything you do will pay off. It was clear that listening to Mackenzie and taking advantage of the help offered would only positively guide us in the right direction.

A Classroom Coach is primarily placed in a class to connect with students, boost their interests in learning, and be a knowledgeable figure of guidance. The thing that surprised me most about my personal experience with a Classroom Coach is that Mackenzie did so much more than that, and became so much more to me. As a sophomore at Cabrini University, I have set some ridiculously high standards for my next three years. This includes being editor in chief of the *Loquitur*, making my way into Cathy Yungmann’s Honors Convergence course as a senior, and scoring an internship related to social media, journalism, or photography. However, none of these goals would have been sparked in my mind so early if it was not for the successful upperclassmen, such as Mackenzie, that I have seen stand before me. I now know it is completely acceptable to have high standards, and big goals and dreams, and I can proudly say that my Classroom Coach showed me that they are achievable. Throughout my first semester at Cabrini, my ECG 100 Classroom Coach, Mackenzie Harris, showed me what it means and how it is possible to live with purpose. 

“THE STUDENTS JOKED, SAYING THAT I ‘MADE SOCIAL JUSTICE COOL,’ BUT ALL I TRIED TO DO WAS FOSTER THEIR EDUCATION BY TREATING THEM AS EQUALS AND PUSHING THEM TO THEIR FULLEST POTENTIAL.”

—MACKENZIE HARRIS ('16)

CABRINI GOES YARD:**FIVE QUESTIONS WITH BASEBALL
HEAD COACH****NICK WEISHEIPL**

WHEN NICK WEISHEIPL WAS NAMED CABRINI'S FIRST BASEBALL COACH IN AUGUST 2015, THE BLUE AND WHITE BASEBALL TEAM WAS SOMEWHAT OF A DREAM. THE CAVALIERS' FIRST OFFICIAL PITCH WAS STILL ABOUT 18 MONTHS AWAY AND THE ISSUES OF RECRUITING, STAFF, AND A HOME FIELD WERE FAR FROM RESOLVED.

Just a few weeks before the inaugural season was set to begin in February 2017, we sat down with Coach Weisheipl to discuss the program both on and off the field.

What has surprised you about Cabrini since you began as head coach?

The genuine excitement for the program, not just within the department but outside of it, has truly impressed me. There is a certain romanticism about the game of baseball. People like to make it a point to track me down and share their stories of the game, whether as players or fans.

As a baseball nut, getting to talk about favorite baseball experiences and memories is something I can always find time to do. It's been very uplifting!

With just a few weeks before the inaugural season is slated to begin, how are things going with the team and the field project?

We have a great group of student-athletes who have immersed themselves in the Cabrini culture and are excited to represent the University. They worked hard on the field and in the weight room during the fall to prepare for the season. They also understand the importance of academics, as evidenced by achieving a team GPA of 3.1 and 18 students posting at least a 3.0 GPA.

We have players from Florida, Ohio, and Washington, in addition to the more local states of New Jersey, Delaware, Maryland, New York, and, of course, Pennsylvania.

The coaching staff I've been able to assemble excites me: These guys are all great instructors of the game with high levels of experience to back it up. All but one have played or are currently playing professional baseball, and the one not in professional baseball was a Division I All-Conference center fielder in college.

The field project at Archbishop Carroll is complete. It's a great baseball facility with a state-of-the-art AstroTurf™ playing surface and scoreboard, a team clubhouse and visiting team locker room with athletic training facilities, and an elevated viewing area behind home plate and along the right field line. We are very excited for this facility to be the home for Cabrini baseball and we look forward to creating a great baseball atmosphere.

With the first team recruited, what characteristics describe a Cabrini baseball player?

The back of our hats say *disponibilità*, which is an Italian term I learned during my orientation here at Cabrini. It means availability, which is a direct reflection of the selfless mindset I look for in the players I recruit. It is essential that we have guys who want to play for their teammates rather than with them. Guys who hold each other accountable to our team values and make themselves better by improving others will ultimately guide us to our team goals.

Additionally, I look for guys who are not intimidated by the game, by the prospect of competing as a freshman, or by the possibility that adversity could occur. An error made

is usually a minor factor to success or failure, but one's reaction to an error usually determines the outcome. We need guys with the mental maturity to move past the error and react appropriately.

Can you give us an early scouting report on the Colonial States Athletic Conference (CSAC)?

The offseason was a busy one in the CSAC. There were several coaching moves with new head coaches at Marywood University, Neumann University, and Immaculata University, and the Cavs are joining the conference as well.

That being said, Keystone College, the 2016 NCAA national runner-up, will likely be the top dog in the conference again. Neumann has a very physical team with some solid arms, and Immaculata was well coached and ultra-aggressive in most everything the team did, so coaching against that squad requires a ton of focus.

Gwynedd-Mercy University is always in the mix with longtime Head Coach Paul Murphy; Marywood had a couple of players who were very dangerous; Centenary's number one pitcher transferred out, which makes things a little easier for the rest of the CSAC; and Cairn graduated its top player, who was a total game changer.

“WE HAVE A GREAT GROUP OF STUDENT-ATHLETES WHO HAVE IMMERSSED THEMSELVES IN THE CABRINI CULTURE AND ARE EXCITED TO REPRESENT THE UNIVERSITY.”

It should be a very competitive conference once again with the Cavs looking to shake up the hierarchy.

What can fans expect from the Cabrini baseball team when it takes the field?

Fans can expect an extreme attention to detail in everything we do. As much as we will coach the mechanics of the game, we will spend as much, if not more, time coaching the strategy and “why” of to ensure we are mentally invested in our systems.

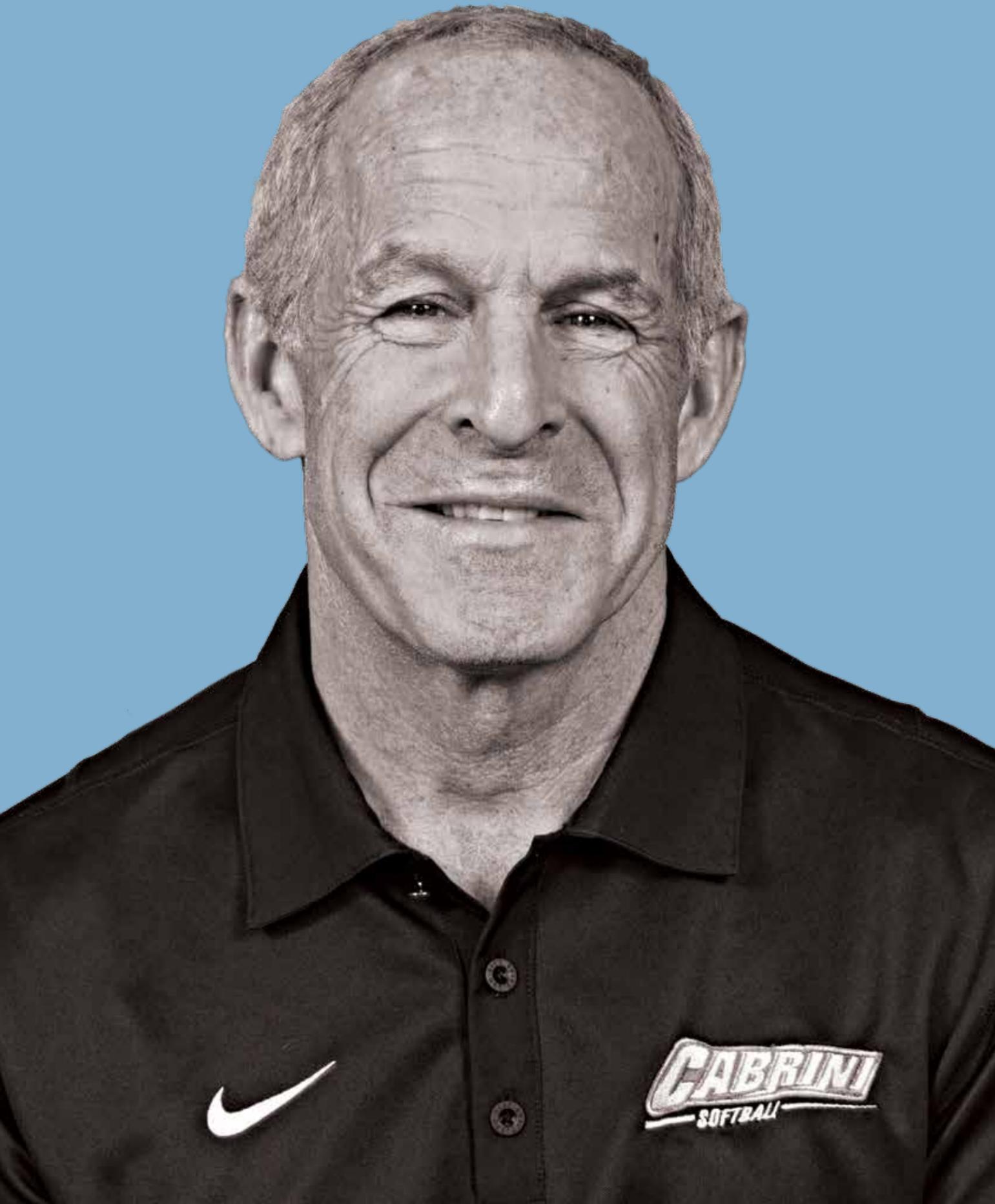
Look for hitters to create counts in our favor where we take advantage of mistakes to create explosive offense and for pitchers to force contact early in counts on our terms.

Defensively, we intend to dictate the style and pace by controlling the running game, defending the short game, and limiting big innings by making sound decisions with and without the ball.

Add all of this up and the fans should expect to see Cabrini win!

EDITORS' NOTE:

Cabrini baseball started the season strong, winning their first two games, and have evened out to a 7-5 record at home and an overall 9-16 record at the time of printing. 



DIAMOND IN THE SKY

AFTER THREE CONSECUTIVE TRIPS TO THE COLONIAL STATES ATHLETIC CONFERENCE (CSAC) CHAMPIONSHIP GAME, THE CABRINI SOFTBALL TEAM HAS TAKEN TO THE DIAMOND WITH A RENEWED DETERMINATION IN 2017.

“HE WAS REALLY THE ARCHITECT OF THE CURRENT TEAM. COACH KLINE BROUGHT A NEW ENERGY TO THE PROGRAM AND BEGAN TO RE-ESTABLISH THE CULTURE OF WINNING THAT WE HAVE NOW.”

—KAITLYN COOPER ('17)

The Cavaliers, one of the league's preseason favorites, have dedicated this season to the memory of former Head Coach Mitchell Kline, who lost his battle with cancer on Sept. 15, 2016.



Kline, a beloved teacher and coach in the Philadelphia area for more than 35 years, led the Cavaliers' softball resurgence during the 2013–16 seasons, recruiting many of the players wearing the Blue and White in the spring 2017 season.

“I promised him that we would leave everything out on that field this year and that winning the conference championship will be in his honor as a special thanks for making this program into what it has become,” said Amber Dietrich ('17). “Our team this year is dedicating this season to him because he believed in us and in this program when all the odds were against us.”

Under Kline's direction, the Blue and White went 91-68, advancing to the CSAC championship games in 2013, 2014, and 2015 and appearing in the Eastern College Athletic Conference Tournament each year.

“He was really the architect of the current team,” said Kaitlyn Cooper ('17). “Coach Kline brought a new energy to the program and began to re-establish the culture of winning that we have now.”

Kline was named 2015 CSAC Coach of the Year after leading Cabrini to a 27-12 campaign, including a 19-3 mark in conference play. The Blue and White ranked 14th in the NCAA with a .361 team batting average and 7.15 runs per game.

Kline made an immediate impact both in the softball program and the University community as a whole, receiving the 2014 Cabrini Athletics Denis Edwards Award, given to an individual who best exemplifies the spirit of Cabrini Athletics.

“Coach Kline really made me feel comfortable with the school and the program,” said Lindsay Savar ('17). “He focused more on me as an individual and what my personality could add to the program, in addition to my talent. He was a big part of making the intimidating transition from high school to college much more comfortable.”

Among Kline's passions was raising money for cancer research, a disease that had touched his life deeply. In June 2015, Kline competed in the Johnson & Johnson TriRock Philadelphia Triathlon, teaming with the Leukemia & Lymphoma Society's Team in Training Program to raise money in memory of three special ladies in his life who had leukemia or lymphoma: his wife, Sandee; his mom, Dottie; and his mother-in-law, Miriam. He completed the 1,500-meter swim, 24.8-mile bike, and 6.2-mile run in 2:32.29, good for 21st in his age group.

Kline raised more than \$6,500 for the Society in 2015, making him the top fundraiser for the Team in Training's Philadelphia Triathlon group. In total, Kline raised more than \$30,000 over four years to benefit blood cancer research.

“Mitch would always say, ‘Do your best. Your best is always good enough,’” Dietrich recounted. “That’s a lesson that has stuck with me through my everyday life.”

LETTER FROM THE ALUMNI ASSOCIATION PRESIDENT



Dear Fellow Alumni,

How does one encapsulate all that is Cabrini—what was, what is, and what the future holds for us—in one short letter?

As I look back on the 45 years I have been part of the fabric of this institution, I am proud of the many profound developments that have advanced Cabrini over its 60-year history and have kept it going strong.

Who knew that 43 women who came to Cabrini in 1957 were the beginning of such a great story?

Cabrini has grown, academically and physically, adapting to meet the ever-changing needs of its students. Cabrini has evolved—making changes in curriculum, adding master's and even doctoral programs—to meet the needs of an ever-changing world,

yet has remained true to its mission to provide an *Education of the Heart* and to provide the academic excellence that has always been a staple of a Cabrini education.

From serving those 43 women, and the Woodcrest Mansion housing all of the college's operations—from living quarters to classrooms to the dining hall—to serving more than 1,650 students each year in more than 20 buildings on campus, the growing campus and student body are tangible examples of the institution's ascent.

Even more important is how the Cabrini experience has truly helped each of us to become who we are. Though the student experience has changed over the years—with new and different student clubs, and the upgrading of campus resources and residence halls, not to mention the admission of men in 1970—we all share that feeling, that sense of belonging to a supportive and encouraging community that challenged our hearts and our minds. We remember the inspirational professors who helped to shape Cabrini—and us—professors who left long-lasting impressions and whose impact remains with us, even in our professional lives. We remember the presidents whose forward thinking built the Cabrini that we know today, and we thank those whose philanthropic efforts have allowed the institution to move forward.

Our shared Cabrini experience has connected us as Cabrini alumni, to each other and to the institution. It is a connection to a community we love, a connection that keeps us coming back long past graduation. We volunteer in various capacities; we teach as adjuncts and full-time professors; we serve on the Alumni Board; we bring our children back as legacies, like my son Marc, who graduated in 2009.

Even as this institution grows, as the influence of the work we do spreads, Cabrini instills a connection in all of us. We are welcomed into the Cabrini family as students, and as we grow in our personal and professional lives after graduation, we remain a part of the Cabrini family. Just as we are a part of the fabric of this institution, this institution is a part of the fabric of us.

To this day, I carry with me the Cabrini mission and demonstrate its core values, and I hope that all alumni will join me in that vision.

Warm regards,

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

CLASS NOTES



➤ Michael Fallon ('87)



➤ Lisa Young-Murray ('91)



➤ Valerie Denton, EdD ('91, MEd'98)

1964

Barbara Johnson ('64) has served with Mennonite Disaster Service in Pilger, Nebraska; High River, Alberta, Canada; Andrews, South Carolina; and Kamiah, Idaho, spending three-week periods in each location.



➤ Marie (Karney) Kraft ('92)



➤ Veronica O'Hora Ellers ('93)

1987

Michael Fallon ('87) competed in his third Spartan Race at Citizens Bank Park on Sept. 24, 2016.

Lisa Young-Murray ('91) is excited to have her son, P. Grant Murray, join Cabrini's Class of 2020. He is majoring in business and playing club lacrosse.

Marie (Karney) Kraft ('92) is President of a management consulting company and inventor of the TofuXpress.

1990

Hillary (Hoch) Chybinski ('90) began a new position as the Program Director for The Breastfeeding Resource Center, a local community-based nonprofit.

1992

Christina Roach Hall ('92) received a Department of the Navy Meritorious Civillian Service Award in recognition for her efforts to bring encrypted Identification of Friend or Foe equipment to the U.S. Navy, Marines, Coast Guard, and International Partners. This award is the third highest honorary award for Civil Servants working for the Department of the Navy. She has worked for the Naval Air Systems Command for more than 21 years.

1993

Veronica O'Hora Ellers ('93) was selected as the Principal of Gladwyne Elementary School in the Lower Merion School District on July 1, 2016. Prior to her role as principal, she spent 22 years as an educator/administrator in the Upper Darby School District

1991

Valerie Denton, EdD ('91, MEd'98), has been teaching at Wallingford Elementary School for 18 years. She is a reading specialist who earned her doctorate from Widener University in 2010.

1994

Danielle Harris Lacasale ('94) is grateful that her daughter, Stephanie, was admitted into Cabrini's Class of 2021. Lacasale is teaching self-contained middle school special education students, and her quadruplets are preparing for a June 2017 high school graduation.



➤ Jessica Leahy Smith ('04)



➤ Brandon Lawler ('03, MEd'09)

1999

Desiree J. (Lacey) Harmon ('99) is in her second year as the Middle School Dean at Friends Select School in Philadelphia. She has worked at the school for 14 years.



➤ Michael Cottone ('05)



➤ Kelly (Johnson) Comly, EdD ('05)

2003

Brandon Lawler ('03, MEd'09) and **Kerri (Houseman) Lawler ('03)** welcomed daughter Mary Catherine on March 17, 2016. Mary Cait joins big sister Kailyn (7) and big brother Gavin (3).



➤ Jamie (Destefano) Metz ('07, MEd'14)

2004

Kristin M. Butler ('04, MEd'10) is working as a pre-kindergarten teacher with Alexandria City Public Schools in Alexandria, VA.

Jessica Leahy Smith ('04) and **Ryan Smith** welcomed Colton David Smith on Jan. 23, 2017. Colton weighed in at 7lbs., 8oz., and was 20 inches long.



➤ Jamie (Destefano) Metz ('07, MEd'14)

2005

Kelly (Johnson) Comly, EdD ('05), married Billy Comly on Jan. 21, 2017, at St. Kevin's Church, with a reception at Springfield Country Club. **Stefanie Ciarrochi Quinn ('05)** was a bridesmaid. Kelly earned her Doctorate in Education from Neumann University in March 2017.

Michael Cottone ('05) and his wife, Brigit Barry, adopted a baby boy, Vin Kai Barry-Cottone.

2007

Jamie (Destefano) Metz ('07, MEd'14) and husband Benjamin Metz welcomed second son Joshua James in September 2016.

2010

Kara Swift ('10) and **Eric Collins ('12)** were married on Oct. 1, 2016.



➤ Kara Swift ('10) and Eric Collins ('12)



➤ Krista Kroslowitz ('12), Phillips ('12), Cusmiani ('12), and Neil Gogno ('12)



➤ Bethany (Bigenho) Jorgensen ('13)



➤ Kerry Allaire ('11) and Mike Holland ('10)



➤ Cody N. Kunze ('15)

2011

Kerry Allaire ('11) and **Mike Holland ('10)** got engaged on the steps of the Philadelphia Art Museum on March 12, 2016. Their wedding will take place Aug. 4, 2017.

Remington Trolli ('11) has started Remington Trolli Financial.

2012

Melissa Phillips ('12) and **Matt Cusmiani ('12)** were married in October 2016.

2013

Bethany (Bigenho) Jorgensen ('13) got married in 2014 and, in 2015, bought a new house and welcomed a puppy into the family.

2014

Michelle Goff ('14) was hired as an internal sales representative at Macmillan Learning.

EDITORS' NOTE:

Our sincere apologies. In the Spring 2016 issue, we misspelled the name of **Janel Folkomer ('14)**. Folkomer is now Director of My Gym in Springfield, PA.

2015

In February 2017 **Cody N. Kunze ('15)** began a new job as a fitness specialist at Hill at Whitemarsh, an assisted living facility in Plymouth Whitemarsh.

A SHINING SOLUTION

JOHN (MS'12) AND JENNIFER LAFFERTY

A mission trip with a local nonprofit to Monrovia, Liberia, in 2009 unexpectedly started John and Jennifer Lafferty on the path to a new business venture.

The couple was visiting West Africa with SHALOCA (Sharing, Loving, and Caring) Ministries—for which John served as Chairman of the Board and Jennifer's brother-in-law is pastor—to visit an elementary school that the nonprofit supported in a village outside of Monrovia.

It had been six years since the second Liberian Civil War had ended, but the effects of the war were visible and continuing to impact the country. The Laffertys especially noticed the crumbled infrastructure of electricity and landlines, caused by damage or when the rebels stole

telephone wire and electrical wire sold for scrap metal. The infrastructure problem wasn't unique to Liberia; it affected bordering countries such as Sierra Leone, which also recently experienced civil war.

Without telephone wires, West Africans relied on using disposable cell phones for calls and texts, and when those phones ran out of battery life, they often had to walk miles into the city to charge them. At these charge stations, power strips were hooked up to a generator, and anyone could leave their phone as it charged, which typically cost

a dollar or two. With an average income of \$7-10 per week, simply charging a phone became an expensive and sometimes sacrificed luxury.

"I saw a need and I saw that there was nothing available and that something could be simply invented," John said.

"We fell in love with the people when we were over there," Jennifer said. "We were involved. John conducted a workshop with people in the village and asked them, 'What are we doing that you don't need us to do anymore, and what aren't we doing that you need us to do?'"

With the help of a missionary who performed in-depth research, John discovered that West Africans used either campfire and candles or a flashlight for lighting their homes at night, and that batteries in the country are not made to last longer than a couple of hours. Also, the disposal of the batteries was an environmental problem because batteries were tossed on the ground or in the water. This, combined

Lafferty embarked on a two-year research project to determine if there was a market for his product domestically, and if he could compete in the marketplace.

While the solar-powered flashlight/charger that he sent to Africa would only charge disposable phones, he saw a market for creating a similar product in the U.S. that would support smartphones. His target market would be those who enjoy outdoor activities such as golfing, camping, boating, or hiking—activities that aren't necessarily near power outlets.

His research proved that he could compete, leading him and Jennifer to establish their company. They invented the company's solar flashlight to not only support the more outdoorsy population, but also to provide people with light and a power source for basic necessities in an emergency situation. It has an SOS signal, a strobe flash, and the power to charge cell phones or run small appliances.

"The ability to give to organizations both here and in Africa and to support education is really at the heart of our company."

—JOHN LAFFERTY (MS'12)

with the need for better battery power for cell phones, led John to make a device that served as both a flashlight and a mobile charger that could be charged through solar energy.

After he began manufacturing the flashlight-charger for those in Africa, John learned that people in the villages were not only using the device, but also charging their neighbors to use it.

"Through this product, people became entrepreneurs," John said. This development would eventually inspire the name of his company, CellMyLight, a play on the word "sell."

The product and their experience in Africa served as a springboard for the Laffertys' soon-to-be company. In 2011, when John was halfway through the master's in leadership program at Cabrini, he officially created a business plan for CellMyLight as part of an assignment for his finance course.

"It was the first time that I truly considered starting a U.S. company to do this," John said about bringing his product to the U.S. It was an especially pertinent time to reconsider the product's potential because the African market became saturated with similar products in the years after John began to distribute his flashlight.

The fully patented light took about two years to manufacture and test, and landed in the market in 2016. The product is made in America, mostly in Pennsylvania.

"The boards of my parts are made in Coatesville, the assembly comes out of Chester County, and the packaging comes from Gettysburg," John said.

"You lose a little bit of profit, but you create jobs by using local companies," Jennifer said.

Wanting to continue using their talents and product to benefit others, the Laffertys created a nonprofit to help carry out charitable initiatives through CellMyLight. Jennifer manages the nonprofit, Light of Marnie—named after her late mother, who believed in education and helping underserved children—to effectively take and distribute donations from CellMyLight to charities around the country and abroad, including a percentage donated back to Africa.

"The ability to give to organizations both here and in Africa and to support education is really at the heart of our company," John said. "One of the main reasons why I chose Cabrini for my graduate degree is the social justice mission—it has been ingrained in me through my education and it only made sense to incorporate social justice in our company." 





GIVING FEEDBACK:

THE HARDEST ESSENTIAL MANAGEMENT SKILL

BY CELIA CAMERON, VICE PRESIDENT OF MARKETING AND COMMUNICATIONS, CABRINI UNIVERSITY

If you're a manager, you have probably experienced the tight chest and sweaty palms reaction to those tough talks with employees. Well, at least that's my reaction, although it has lessened over time and with practice. Because no one gave me helpful tips on how to get through it, I am sharing the lessons I've learned over years of management.

1. JUST DO IT

Your standard management training will tell you how crucial feedback is, but it doesn't always make the leap into why it matters. In my experience, it boils down to one thing—unchecked “bad” behavior or performance leads to complacency from the offender and resentment from top performers. The longer you wait to address a problem, the harder it's going to be to fix it. So put your grown-up pants on and go.

2. PROVIDE TIMELY FEEDBACK

Many of us procrastinate when we anticipate a tough conversation ... fight that urge. If someone puts down a colleague in a meeting, pull that person aside after the meeting and tell him/her that the behavior was inappropriate. You need to move quickly to cement the feedback with the bad behavior. The longer you wait, the harder it will be to reinforce the correction. If you manage managers, make sure that giving feedback is part of their annual goals—hold them accountable.

3. STAY CALM AND EXPLAIN THE IMPACT

The worst thing you can do is to lose your cool and yell at your employee. I don't manage through fear, and neither should you. Ask the employee to come to your office or step into a private space. Some people recommend asking the employee if you can give him/her some feedback, as it can make the employee more receptive to the information. I personally don't use that approach, as I find that it's clunky, but you should explore what works best for you. The part that's crucial is the explanation for why the behavior was inappropriate. Give context.

SCENARIO

“Suzie, I noticed in the meeting that you said Tom's idea was stupid. When you say something like that, it causes people to close up and it brings our creative brainstorming to a halt. We all want to work in a respectful environment, right?”

Wait for Suzie to say “yes.” (I mean, who isn't going to say that? If the employee says “no,” you have a much bigger problem.)

“I know you do and that's great. Please consider your words carefully and make sure you're respectful. I know you can do it.”

4. REMAIN POSITIVE

As a manager, there are times I want to shake someone and say, “What were you thinking?” I obviously can't do that for myriad reasons! But I have found throughout my career that conveying the inappropriateness firmly and kindly has the best impact. You aren't attacking the person, which means they aren't going to shut down. You show your confidence in them, which most employees will want to live up to.

5. LISTEN

I've had employees who say, “Oh wow ... I never thought about it that way. I will definitely work on that. Thanks for the feedback!” The first few times that happened, I nearly fell off my chair. When I thought about it, though, I realized that I would rather know if my boss was upset with me so that I could do a better job.

THE LONGER YOU WAIT TO ADDRESS A PROBLEM, THE HARDER IT'S GOING TO BE TO FIX IT.

The flip side of this, however, is the disgruntled employee who will want to complain. I let that person do a bit of venting (not too much), make sure he/she feels heard, and then reinforce the feedback and need for improvement and end the conversation. Don't let it turn into a whine session or let him/her off the hook.

Some people don't agree with this and suggest just sharing the feedback and moving on. The idea behind that practice is that you're the boss and there's no room for conversation after you lay down the law. Play around with both and see which one jives best with your style.

6. DOCUMENT, DOCUMENT, DOCUMENT

After the conversation, no matter how brief, jot down some simple facts—date, time, name(s), the feedback content, and the acknowledgement by the employee. This can be on a sticky note, in a notebook, etc. Just record it right after the meeting and file it away. Hopefully, you'll never have to look at it again. If, however, you have a difficult employee who is unwilling to change, you will need that documentation to back up any decisions down the road. That 20 seconds is going to save you a lot of pain if you need to make a tough call a year from now. 



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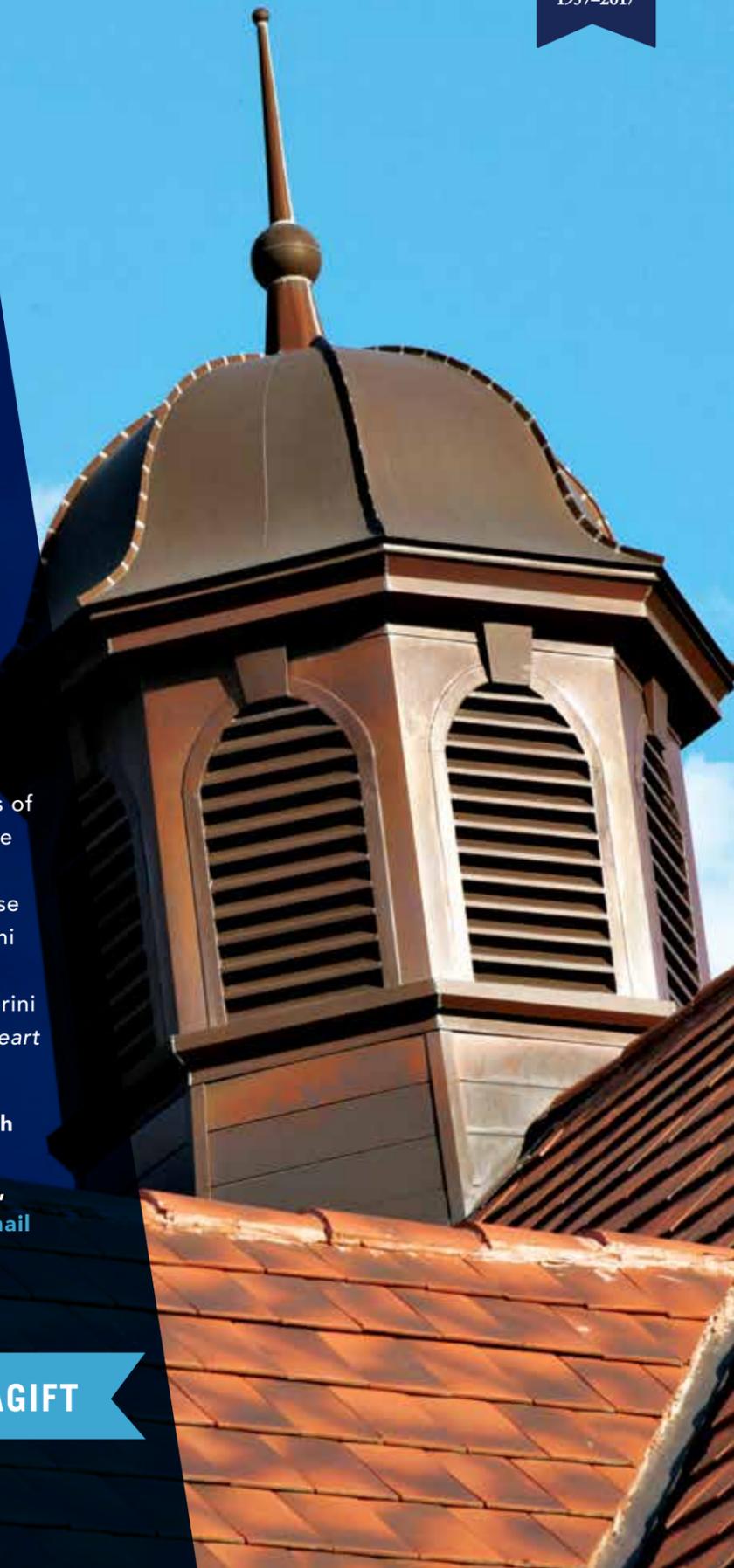
—TAYLOR ('17)

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