Paying It Forward

After Melanie J. Cecarelli ’78, DAA’15, graduated from Saint Joseph College as an Economics and Business major, she knew she had not only received a great education that launched her successful professional career, but also formed friendships that are just as strong 40 years later.

“I have fond memories of my undergraduate years at USJ and, decades later, I still have strong ties to my circle of friends. Saint Joe’s is the common thread that connects us, and by supporting the University we pay it forward for future graduates.”

Maintaining these friendships is important to Cecarelli, who is the Vice President of Client Engagement with Harvest Development LLC, a nonprofit consulting firm. Just as important to her is maintaining her connection to the institution that played such an important part in her life and her career success. Reflecting on her connection to USJ, she shared:

“It is important to me to be engaged in my community and, having lived in the greater Hartford community since graduation, I’ve been able to remain connected to the University as an ambassador, donor, and advisor. Recently, I attended a career development program with current students and alumni. The drive and ambition of the young women I met that evening was inspiring to me. One young graduate spoke of the wonderful experience she had at USJ. Even though both of her parents worked and contributed to her education, financial pressures forced her to postpone her educational pursuits. I know that many other students face the same challenge. I want to help build a bridge for students like her.

By supporting the USJ Annual Fund each year, I know that I am contributing to a much-needed donation/giving stream and helping to offset the tuition cost for so many USJ students. USJ provided me with an outstanding education, contributing to the annual fund provides the same opportunity to current and future students.”

If you want to join Melanie and support the USJ Annual Fund, it’s easy: Call us at 860.231.5364 or visit usj.edu/give.
Dear Friends,

From its start more than 80 years ago, the University of Saint Joseph has flourished by identifying and meeting the needs of students and providing them opportunities to garner the skills required for future success. They, in turn, seize the opportunity to benefit from rigorous academics — with a dual focus on professional programs and the liberal arts — supplemented by research opportunities, community service, and field work. The USJ campus atmosphere, infused with the University’s Core Values and heritage as a Mercy institution, prepares students to ask critical questions, challenge assumptions, develop solutions, and provide insightful leadership and service to others.

In this issue of OUTLOOK, you will read about individuals who are active, curious, passionate, and inquiring problem-solvers. They include alumni whose support ensures that we can continue to provide future generations of talented students with a mission-driven education; dedicated faculty who are advancing traditional programs and developing innovative new areas of study; and students who inspire us all as they pursue their dreams and make meaningful contributions to the community.

In anticipation of becoming fully coeducational in the fall of 2018, faculty and staff have been preparing for the incoming class in myriad ways, including facilities renovations, updated programs and protocols, and new academic options and athletics teams, as well as training programs for faculty and staff that address the pedagogical preferences of male and female undergraduates in coeducational environments. These efforts will ensure that all students feel welcome, become engaged in the USJ community, and enjoy new curricular and co-curricular opportunities. It has been exciting to see an increase in applications of nearly 80 percent, with about 30 percent coming from male students, and it is especially gratifying that applications from women have increased by almost 40 percent! This pool of applicants brings competitive GPAs and test scores, these students have expressed interest in every one of the undergraduate majors that we offer and are filling our sports teams.

In addition to the many initiatives you will read about in the following pages, you can learn about news and events from across the University on www.usj.edu — or, better yet, come visit us in person. This is an exciting time at USJ, as we once again adapt our programs to reflect and accommodate changes in student needs, expectations, and career plans while we continue to adhere to the vision of the University’s Core Values and heritage as a Mercy institution.

I’d like to share how excited I am to be a part of the USJ community here. Not just because of its commitment to academic excellence, and its long tradition of doing so, but also because it has a commitment to this broader examination of the world that we live in. USJ recognizes the urgent need to not only help women succeed in their careers but to also obtain those vital leadership roles,” said Kula.

According to the Center for American Progress, women are 51 percent of the population, attain 60 percent of all graduate and undergraduate degrees. Yet when you look inside numerous professional arenas, women are not equally represented in leadership positions. For example, in the Hartford county area, only 37 percent of executives at Fortune 500 companies are women, two out of 51 state senators are women, and six out of 38 state representatives are women.

Since its founding by the Sisters of Mercy in 1932, the University of Saint Joseph (USJ) has gone above and beyond in its commitment to develop women leaders. Between the academic curriculum, leadership opportunities, and empowerment from our faculty, the University creates opportunities to maximize personal and professional assets in our students. Established in 2016, the Women’s Leadership Center (WLC), directed by Shannon Kula, D.I.S., has a mission to develop inspiring and effective leaders enrolled in our University and throughout our local community.

By Jasmine Taylor, M.A.

Since its founding by the Sisters of Mercy in 1932, the University of Saint Joseph (USJ) has gone above and beyond in its commitment to change these statistics. We will stand shoulder-to-shoulder with women who are saying they want to have their voices heard, their families heard, their communities heard, and who are striving for a rightful place at decision-making tables,” remarked Kula.

“We’ll create opportunities that help women across a variety of fields such as academia, government, healthcare, science and technology, law, and business to learn best practices and strategies for making it into those key decision-making tables,” remarked Kula.

It doesn’t stop there. Women’s Studies students become leaders who recognize the complexity and systemic nature of organizations and culture,” said Catherine E. Hoyser, Ph.D., professor of English and director of Women’s Studies at USJ.

Dr. Hoyser also emphasized how the faculty at USJ values the skills of analysis that include an ability to question assumptions about what are proper roles and behaviors for women and men.” This mindset will also be important as USJ prepares to become fully coeducational this fall.

In a residence hall, a new Women’s Leadership Community will be open to resident and commuter students beginning this fall. This program will provide students intentional development in various areas of women’s leadership.

As the community grows, we hope to provide participants with mentorship, personal and professional development, as well as transferable skills to use as a student and after graduation,” said Megan Stiff, MFA, assistant director of Residential Life.

Throughout the year, a series of events are presented to the public. The WLC is partnering with the World Affairs Council of Connecticut to host the “Global Changemakers Forum,” which will celebrate global women’s leadership and examine the challenges and opportunities facing women in our international landscape. Other events include hosting WNPR’s “Making Her Story” in April and May, which features women discussing their journeys to success. The WLC provides another venue for the University to continue to develop women leaders.

For more information, please visit: www.usj.edu/wlc
Successful Professors, Successful Students

By Elizabeth Marone ’15

University of Saint Joseph (USJ) professors ensure that students graduate fully equipped with the knowledge necessary for a successful and meaningful career. Already experts in their content areas, they enlist the support of resources on campus that help them enhance their teaching and improve student outcomes.

The Interdisciplinary Writing and Reasoning (IWR) Office is one such resource. Run by Director Steven Pearlman, Ph.D., and Program Administrator Dave Casillo, M.A., the IWR furthers professors’ knowledge of the latest effective pedagogy to take their courses to the next level. The system the Office has implemented to elevate student outcomes has proven revolutionary, keeping USJ ahead of the curve nationally.

“The IWR put forward the only holistic critical thinking ecosystem that we know of in academia,” Pearlman explained. “We have a way of fostering critical thinking at USJ that’s very distinctive because it’s not only a way of assessing critical thinking across disciplines, which most universities don’t have, but it’s a way of teaching critical thinking; it’s a way of doing critical thinking.”

Kristin Henkel Cistulli, Ph.D., assistant professor of Psychology, has seen this student progress in her classes since taking part in RAD.

“Faculty come in with a lot of preconceived ideas about what teaching is supposed to look like,” she remarked. “Oftentimes, that means professors share course information clearly and concisely in an attempt to get students to understand the material in the same way the professor does. However, studies have shown that results in a minimal understanding of course topics, which students may soon forget once the class is over. The work Cistulli did with Pearlman and Casillo in the RAD program changed her mindset towards teaching and ultimately improved her students’ outcomes.

“Confusion breeds more learning than clarity,” Cistulli said. “The only way for students to learn something is to try to tackle it themselves. I can be a guide and I can be a mentor in that process, but the less directive I am about doing it, the more the students will get out of it. That has made its way into all of my classes in different ways.”

One class most influenced by these ideas is her Research Methods course. Rather than teaching students the research methods themselves, she asks them to start with a research question. After establishing that guiding question, students determine which research method will yield them a result, and spend the semester working toward a solution.

“Research Methods is about having the tools to answer your question; that’s what it should be,” Cistulli stated. “So, rather than telling students how other people have done it, I’m asking them to do it.”

By requiring students to take an active role in their learning, USJ is staying on the forefront of contemporary best practices.

Beyond utilizing the most effective pedagogies, professors also take advantage of the Teaching and Learning Center (TLC) and the Pope Pius XII Library on campus. Both serve as resources for professors looking to enhance students’ classroom experiences — primarily through the use of technology.

“The Teaching and Learning Center supports faculty in all aspects of teaching and learning,” explained Kristin Walsh, Ph.D., instructional designer in the TLC. “It’s a place where they can meet, where we can share ideas, learn new technologies and new skills, and collaborate on different practices that can help improve the work they do.”

Whether that means recording lectures, videoconferencing a guest speaker, or touring the anatomy of a cell with the help of virtual reality, Walsh builds upon professors’ effective teaching by improving the quality of tools at their disposal.

Professors can also turn to the library staff for further information, especially the newly-hired Digital Literacy Librarians.

“With the addition of these positions, the library will provide instruction on how to utilize technology to enhance coursework, develop professional skills, and provide opportunities to explore intellectual curiosities,” said Tim Salm, M.L.I.S., director of the library.

It is the exploration of intellectual curiosities — and the innovative manner in which professors and students do that — that truly makes USJ distinctive. By offering resources that continuously remain up-to-date with technological and pedagogical advances, the institution supports its expert, experienced faculty in their pursuit to educate students and prepare them for prosperous careers.

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As the University of Saint Joseph (USJ) undergoes a time of transition, all facets of the institution are being examined to ensure the University is ready to welcome all students. To review the current academic offerings, University Provost Michelle Kalis, Ph.D., assembled a taskforce. With members including faculty and staff to students, the committee evaluated current program offerings and consulted national data surrounding those programs.

After completing market research and analysis, the committee made suggestions for new programs, which were passed along to faculty across numerous departments for further exploration. A decision was made to add four new undergraduate majors: Computer and Data Science, Sport Management and Promotion, Bioinformatics, and Health Science, which has both General and Direct-Entry Physician Assistant (PA) Studies tracks.

“The new majors really add to the diversity of academic offerings here at the University,” remarked Molly Dever, director of Admissions. “Through market research, our faculty designed academic programs that meet the needs of the most in-demand career fields.”

With Computer and Data Science, a fixture at many institutions, the University now aims to offer a program that is both competitive and innovative. By adding the component of data science, the major addresses the latest trends in this growing field — namely, that businesses increasingly use data-driven and evidence-based decision making.

The program’s curriculum, focused on software development and data science, is designed to equip students with a highly valuable skillset that will set them apart in the job market. As this field continues to develop and qualified applicants remain in demand, USJ graduates will meet the market’s job and be at the forefront of innovation.

“Computer and Data Science is one of the fastest-growing industries and USJ graduates will be competitive in the job market,” explained Dever.

The new Sport Management and Promotion major also offers a unique twist on a popular field.

“This is a degree that, in some form, had been talked about for multiple years,” said Kalis. “Business is a popular major these days and is more gender balanced. Because we are introducing male athletics at the same time, it’s likely to be a very popular major among male athletes, as well as female athletes. Adding the promotion onto it gave it something a little more unique.”

The program’s distinctiveness also stems from its development as a full major. Many universities include sport management as a minor or concentration within a business degree. By allowing students to directly pursue their passion for athletics and business, USJ will set them up for success. Students will also be prepared to enter their careers immediately after graduation thanks to the program’s requirement of two internships — one on campus and another off campus.

“USJ prepares students for a wide range of careers in the health care field with the introduction of its new Health Science major, which encompasses two pathways — General and Direct-Entry PA Studies.

“Going coed was part of the impetus for the Health Science major, but another part of the impetus was our master’s program in Physician Assistant Studies,” Kalis said. “We wanted an undergraduate pathway that led to the PA program, and a Health Science major provides a well-rounded, interdisciplinary education that prepares students for the rigors of the PA program.”

In order to proceed to the master’s PA Studies program, undergraduate students in this track of the Health Science major must meet certain benchmarks, including a specific GPA, required hours of health care experience, and an interview for the program. Ultimately, these students will complete three-and-a-half years of undergraduate education before moving on to two-and-a-half years in the master’s program.

The major’s general path is designed for students interested in non-clinical, health-related careers or graduate study in other areas, such as pharmacy, physical therapy, and occupational therapy. The interdisciplinary program spans a wide range of subjects — from Biology to Political Science — and prepares students for careers in fields like health marketing and health care informatics.

Bioinformatics rounds out the new majors and serves as the most groundbreaking of these four programs. Starting in the fall of 2018, USJ will be the only university in Connecticut to offer a bachelor’s degree in Bioinformatics. After analyzing this growing field, faculty concluded that the need for graduates with strong training in biology, chemistry, mathematics, and technology will be on the rise in the coming years. USJ is prepared to meet employers’ needs with this interdisciplinary major in which students will develop the skills necessary to solve complex problems in the biosciences.

“This major is likely to not be quite as popular initially because it isn’t a known field of undergraduate study,” Kalis said. “But we are excited and fortunate to be the first to the market.”

As the field continues to develop, USJ graduates with Bioinformatics degrees will be able to serve in a variety of careers, including robotics, engineering, programming, database administration, and data science in the research and development of new technologies and biological discoveries.
In conjunction with these changes beginning in the fall of 2018, USJ will debut its revised general education requirements, entitled the Core Curriculum. With this revision, the University aimed to improve the curriculum by streamlining the program to make it more straightforward and remain competitive with peer institutions for transfer students.

As a liberal arts institution, a comprehensive and meaningful general education curriculum is integral to student success. In order to provide the best undergraduate experience possible, a committee of more than 20 faculty members was tasked with completing a thorough revision of the current program.

Comprised of members from across the University, the committee had volunteers from all disciplines, ensuring that every program was represented and no important aspects of the curriculum were overlooked. Before beginning the revision process, the committee first returned to the University’s mission statement.

“We formulated, for ourselves, our vision on the institutional level, looking at things we wanted the curriculum to accomplish,” explained Agnes Curry, Ph.D., professor of Philosophy and leader of this initiative.

This contemplation yielded the curriculum’s vision statement: “This Core Curriculum highlights rigorous Liberal Arts and Sciences in the Catholic Intellectual Tradition, so as to support holistic development of critically informed, ethically and spiritually grounded, merciful persons responsive to the needs of a globally interconnected community and prepared for a host of (continually evolving) career and life paths.”

By offering students a well-rounded education that teaches them the skills necessary to better serve the world around them — from excellent writing skills to mathematical competency — the University helps students deepen their understanding of the world and the role they can serve within it.

“It’s not your technical skills per se that enable your later success,” Curry stated. “Those are, obviously, a necessary condition in some circumstances, but not all and not as many as we tend to think. It’s all of the other skills — those that we call critical thinking skills — like being able to read and process disparate types of information, the skills of relating to people who are different from you, the skills of being able to analyze a complex problem and see it in relation to something that nobody else is seeing it in relation to.”

To help students gain these skills, the Core Curriculum is now rooted in the five Critical Concerns of the Sisters of Mercy: earth, immigration, nonviolence, anti-racism, and women. As a religious order founded out of the deep concern for poor and underserved communities, the Sisters of Mercy remain dedicated to the betterment of the world. By incorporating this focus into the curriculum, the committee is helping USJ students graduate with a meaningful education unique to the institution.

As part of this, the enhanced curriculum will now include an addition to the existing First Year Seminar course. After first-year students complete their fall semester seminar, which is designed to help them acclimate to USJ, they will return for a First Year Experience course during the spring semester. A third-year course rooted in service will be introduced as well. As many majors require students to participate in service activities, this class will provide them with the opportunity to reflect on that service through the lens of the Critical Concerns, ultimately deepening the meaning of their experiences and adding to the overall cohesiveness of their education.

Another goal of revising the Core Curriculum was to simplify the transfer process for students coming from other institutions. The University will now accept blocks of credits, as opposed to operating on a course-by-course comparison, making it easier for students to graduate in a timely fashion. By improving student experiences, USJ improves the institution overall.
University of Saint Joseph’s community spirit flourishes today—as strong as ever—through co-curricular student programs and a vibrant residential environment that reflects our Core Values and those of the Sisters of Mercy. On campus and off, we have alumni, current students, faculty, staff, and friends of the University creating experiences that will last a lifetime for themselves and those people we are honored to support.

The University has longstanding relationships in the community like our year-round service learning program, established in 2005, with The Wellness Center on Church Street. This is a partnership with the Franciscan Center for Urban Ministry, an outreach program of St. Patrick’s St. Anthony Church in downtown Hartford. The Center is overseen by Beth Fischer, RSM, '76, DAA'13, assistant dean of Student Affairs/Community Engagement, and Assistant Professor of Nursing Janet Gavin Knecht, Ph.D., M.S.N. Through the Wellness Center, alumnae and students provide outreach services such as blood pressure checks, blood glucose screenings, medication education, and medical referrals. The experience enriches the educational opportunities for students as well as enriching the lives of the service recipients. Junior and senior nursing students participate as part of their clinical rotation during the academic year and as volunteers throughout the calendar year.

Caroline Glew, clinical instructor of the program for USJ, shared how important these experiences are for the students as part of their co-curricular activities. “The USJ students learn how to be advocates for these clients so that they receive the care they need in the community, which is important to take whatever clinical setting they go to. Often, patients are alone in the hospital; they don’t have family or loved ones, so it’s up to the nurse to advocate for the best care possible.”

Meghan Chase ‘16, a nurse in the Intermediate Care Unit of St. Francis Hospital and Medical Center in Hartford, is a dedicated weekly volunteer with this program even two years after graduating from USJ. She said:

“At some point in your life you find something that you are really passionate about and I was lucky enough to find that it was here. I love to come back and work with the clients and the USJ students.”

USJ nursing student Lexi Beaulieu ‘18 has learned that seeing the clients in the community is a humbling and life-changing experience. “I don’t know that it’s something you can prepare for. We come here with no expectations and we talk about the issues we see here in the classroom; we see and learn from real raw experiences here.”

Her colleague and fellow USJ nursing student, Emily Ference ’18, agreed. “This service learning program has been an eye-opening experience. A lot of us are fortunate to have health insurance and other resources that these clients don’t have. We try our best to get them the help they need.”

As the USJ liaison to the program, Sister Beth sees how the students develop their skills and mature over the semester. “I have been privileged to oversee this program since we started in 2005. As part of the program, students keep journals and discuss their reflections of the experience each week. Reflections are a critical part of the service learning, integrating academics with community work.” Students and faculty learn both empirically and emotionally from the service experience. She added, “It’s a 52-week commitment; students participate year-round — you can’t say goodbye to them in May and hello in September. For the students, the most important gift they bring is the gift of their presence and that’s what enables the guests to trust us. It’s an experience you take with you far beyond Saint Joe’s. We have the best of the best in this program.”

USJ Campus Ministry Director Lynnette Colón, M’09, LPC, works with students across the University on co-curricular activities that provide faith-based experiences and opportunities for students, faculty, and staff to come together as one community. Recently, Lynnette worked with School of Pharmacy student Dennikeya Randolph ’19, who organized and promoted World Hijab Day at USJ for students, faculty, and staff. Lynnette saw the event as a great way to experience one aspect of another religion. “The goal of the day was to have women of all religions and backgrounds experience what it’s like in our society to wear a hijab.” Campus Ministry also worked in collaboration with the Autostino Center for the Arts for our annual chapel series. This year, we featured the Afro-Semitic Experience, with performances and “Food for the Soul” — a gathering with food to support discussion on the diversity of religion and spirituality.

Throughout the year, Student Affairs advances the mission of the University by promoting our Core Values and connecting its work to the University’s strategic initiatives in ways that enhance the student experience. Interim Vice President of Student Affairs Ken Bedini, said, “We collaborate across the University to implement innovative and student-centered programs, practices, and services to support student engagement and student success through the co-curricular experience.” One of the programs Student Affairs changed based on the interests of our students is Alternative Spring Break. In 2018, participating students volunteered at a variety of organizations right in our hometown area of Hartford. Instead of playing “beach bingo,” our dedicated students volunteered to help less privileged neighbors.

It’s clear USJ has many co-curricular activities throughout the year for our entire community to learn from and enjoy. We love to hear from alumni, so let us know what activity you participated in when you were a USJ student. Submit your memories to marketing@usj.edu.
Collaborations With External Organizations to Offer Programs

By Diana Sousa, MBA

Since USJ’s founding, formal and informal partnerships have been established to achieve a wide range of goals. Recently, the University celebrated a new partnership between our School of Pharmacy and the Gulf Medical University’s College of Pharmacy in the United Arab Emirates. President Free, Ph.D., remarked, “We are thrilled to create this partnership for the benefit of our respective students, faculty, and communities.” The affiliation between the two schools includes inviting faculty and staff of the partner institution to participate in a variety of teaching, research, and scholarship activities, as well as professional development. In addition, pharmacy students and postdoctoral students from both schools will participate in exchange programs for periods of study, research, and scholarship.

Collaborations are often the basis of innovative grants, like the one USJ is a member of through the Partnership for Innovation and Education, which funds paid internships from both schools will participate in exchange programs for periods of study, research, and scholarship.

The 10-week summer program includes skill-building workshops and culminates with a symposium where all of the students will share their research and learnings. USJ, with other Connecticut universities, developed another innovative collaboration, funded by CTNext. The 10-week, interdisciplinary Integrated Solutions Laboratory Experience (ISLE) commences in summer 2018. This program funds internships that bring college students together for a collaborative learning experience focused on product development and entrepreneurship specifically for individuals with special needs. Provost Michelle Kalis, Ph.D., explained how the program will work: “The Gengras Center provides a unique environment for identifying and testing innovative technological solutions for individuals with Autism Spectrum Disorders and other disabilities. Faculty and private-sector mentors will help students in the ISLE program develop and bring innovations to market so that employers can more easily hire individuals with special needs.”

The state of Connecticut funded the nearly quarter of a million dollar grant to keep talented graduates in the state while promoting innovation and job development.”

Other collaborations are for the general public. The Art Museum works with other organizations across the state to develop and maintain a robust Art Trail. According to the organization, the Connecticut Art Trail is a nationally recognized partnership between world-class museums and historic sites, created to promote Connecticut’s rich cultural assets as part of a travel experience. USJ’s Director and Curator Ann Sievers is committed to being an active part of the statewide organization, noting: “It not only brings our museum’s news to a wide audience, it facilitates collaboration with partner institutions on exhibitions and programming.”

Serving our community is the core of a different longstanding relationship with the Alzheimer’s Association of Connecticut. Once a month, the Association’s early-onset dementia group visits the Museum to look at and discuss art in a program designed to provide enjoyment and stimulate conversation among Alzheimer’s sufferers and caregivers.

Throughout the year, our community of faculty, students, and staff offer many opportunities to organizations to learn skills and discover more about USJ. This year, we are partnering with the Girl Scouts and the Boy Scouts of Connecticut on two weekend activities that bring college students together for a collaborative learning experience focused on product development and entrepreneurship specifically for individuals with special needs. Provost Michelle Kalis, Ph.D., explained how the program will work: “The Gengras Center provides a unique environment for identifying and testing innovative technological solutions for individuals with Autism Spectrum Disorders and other disabilities. Faculty and private-sector mentors will help students in the ISLE program develop and bring innovations to market so that employers can more easily hire individuals with special needs.”

Faculty members Lucinda Canty, RN, M.S.N., C.N.M., assistant professor of Nursing, and Kristin Cistulli, Ph.D., assistant professor of Psychology, are volunteering their time to lead the girls through the multiple steps of earning this important badge. Diana Sousa, MBA, director of Marketing at USJ, explained why these partnerships are being established: “The Scouts’ programs offer us a great opportunity to learn from teenagers — our future students — skill-building methods they enjoy. We can start to prepare parents for the college admission process, as well. In turn, parents and scouts experience USJ’s campus life and learn from our faculty and students about a topic that they are interested in.”

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If you were a Scout and would like to get involved in either event, or to learn more about any of these partnerships, please let us know. Send us a note to: marketing@usj.edu
"There are lots of opportunities for faculty to engage with us in developing internships and creative projects. We host classes from all across the curriculum. Those classes come here to the museum because we feel it's important to work from original works of art and to introduce students to the museum," said Ann Sievers, director and curator of the Art Museum.

Whether Art History, Psychology, Philosophy, Chemistry, English, or History, the visual and performing arts can be involved in almost any course. "I've found both Ann Sievers and Steve Raider-Ginsburg to be immensely helpful in crafting assignments that extend philosophical thinking beyond the classroom," said Nancy Billias, Ph.D., professor of Philosophy.

In Billias’ “First Year Seminar: Mindfulness and Meditation” course, students had to choose one item in the Art Museum to visit on a weekly basis for 10 weeks of their first semester. This item became an object of meditation and the focus of a weekly journal reflection. While the work of art does not change, their reflections are a way to explore some of the changes they’re experiencing at this significant transition into college life. In addition, she had students explore issues of personal identity and choice by attending the Autorino Center’s play, “Star of the Sea,” by the acclaimed Galway City-based Moonfish Theatre. Students later prepared for classroom debates on the piece.

“We’re constantly looking to support on-campus academic and extracurricular engagements and activities. As a community, we welcome artists into the classroom, connecting with our Core Values and enhancing the student experience. USJ students now have the opportunity to interact with regionally- and globally-renowned artists and writers,” said Steve Raider-Ginsburg, director of USJ’s Autorino Center for the Arts and Humanities.

In the “Political Leadership and Social Justice” course taught by Kenneth J. Long, Ph.D., professor of History and Political Science, students met with Amirah Sackett — an internationally recognized hip hop dancer, choreographer, and teacher. Sackett spoke with the class about how her performances help to break down false and negative presumptions about Muslims — especially women — and Islam, and promote unity. Her lecture and workshop, presented by the Autorino Center, inspired and uplifted many students in the course.

“Other collaborations include courses taught by Christina Alevras, M.S., instructor of Biology, and Susan Murphy, M.A., instructor of Dance. In the Biology course “Culture, Health and Illness,” which focuses on the biology and health disparities associated with various conditions, a session in the Art Museum focused on the analysis of a work by Hollis Sigler, an artist who chronicled her experience of breast cancer through her paintings and prints. Then, in Murphy’s dance performance classes, popular artists such as Guggenheim Fellow in Choreography Raphael Xavier and Sokeo Ros led master classes and lectures to enhance students’ technique. Ros is teaching choreography to USJ students for their upcoming spring concert performance as well.

Together, the Art Museum and Autorino Center for the Arts and Humanities bring distinctiveness to the University. Whenever you’re visiting the Bruyette Athenaeum for a performance, you’re coming to a renowned stage with prominent artists and a distinguished art collection. Sievers and Raider-Ginsburg look forward to continuing their work with faculty, students, and the broader community.

For more information on the USJ Arts community, please visit: www.usj.edu/arts
Expertise Leads to a New Major

By Jasmine Taylor, M.A.

The University of Saint Joseph (USJ) is excited to welcome Janet Howes, Ph.D., to join our faculty. As a new professor in the department of Business Administration, she brings knowledge gained from vast professional experiences. Her goal is to have students take the skills learned in the classroom and integrate them in real life. With an M.Ed. in Integrated Studies Education and a Ph.D. in Sport Administration, Howes is ready to launch the new Sport Management and Promotion B.S. program this fall.

Before Howes joined the Sport Management field, she earned her bachelor’s degree in Theater. While working as a stage manager at the Boston Ballet, she was approached by a former production manager, who offered her a five-week event manager position for the Salt Lake City 2002 Winter Olympics. She enjoyed this experience so much that she continued to seek out positions in sport competitions. “Managing dancers, actors, and athletes is all pretty similar. They just have different needs and are in different environments,” remarked Howes.

This pivotal opportunity brought her to the 2004 Summer Olympics in Athens, Greece; the 2010 Winter Olympics in Vancouver, Canada; and the 2013 X Games in Aspen, Colorado. Her positions ranged from a venue transportation manager to head event manager in each competition. While she enjoyed these experiences, her heart has always been in teaching. Prior to joining USJ, Howes taught in the Sport Management department at Marshall University in W.Va., Metropolitan State University in Colo., and Johnson and Wales University in R.I. Previously, she was an associate professor at Bay State College in Mass. for over 10 years while earning her Ph.D.

With her new Sport Administration degree in hand, USJ held an opportunity to apply her expertise. “Having the opportunity to develop a new program at a small university like USJ was really something that drew me here. I like all of the great people here, the fact that it’s in the northeast, and how it’s identical to a smaller Catholic university I used to attend. I’ve truly enjoyed this new journey,” said Howes.

Not only does Howes want her students to learn the material, but she wants them to have fun while doing it. She believes, “you learn more if you enjoy what you’re doing.” Her goal in the classroom is to teach students that every skill they learn is transferable, and can be used in every area of their life. Many professional fields are looking for people who have degrees specifically in sport management, since entertainment happens in any venue. Owners are looking for individuals who can manage those facilities and have flexibility.

Her favorite memory was when two students she taught in Boston met her in Vancouver to complete their senior internship at the 2010 Winter Olympics. The two interns made Howes proud as they gained hands-on experience and networked with other professionals.

“I try to give them real-world experience and information so they’re not surprised when they go out there. I love when students come back and tell me they’re successful. It’s a thrill for me,” said Howes.

Starting in fall 2018, students who dream of a career in the sport industry can earn a B.S. in Sport Management and Promotion. All students will participate in internships, selecting from a variety of opportunities including sport teams, sport events and venues, marketing departments, and more. These classes will be available through the Business Administration department. Howes is excited to develop and collaborate with other professors for this new major.

The University of Saint Joseph (USJ) is known for providing students with unique learning opportunities that prepare them for their future careers. One such opportunity is the chance to conduct research projects with professors, through which students learn and expand their knowledge alongside their mentors. To better facilitate these partnerships, two years ago USJ instituted the Center for Student Research and Creative Activity (SRCA) — an organization that connects and supports faculty members conducting research and students interested in gaining research experience.

In the summer of 2017, Derek Dubé, Ph.D., assistant professor of Biology, became the director of the organization — a fitting role for him, as the opportunity for collaborative research with students was one reason he felt drawn to USJ. “I wanted to actually engage the students both in the classroom and research to allow them to explore and get that experience as an undergraduate student,” Dubé shared.

Prior to the SRCA, no official system existed to connect faculty with students interested in pursuing these opportunities. When Dubé began at USJ four years ago, he hoped to change that.

“I had this goal in my head of creating some way for faculty to be able to find students and for students to be able to find, and know, the opportunities that exist,” he explained. “If you can do that in a way that is open to the whole USJ community, then we can also engender that research culture earlier on in the students.”

Under Dubé’s direction, the 2017-2018 academic year has seen enhancements within the organization that better unite professors with students. One enhancement is an SRCA group on Blackboard — the University’s online course management system. Students can now access profiles created by faculty members, which detail their research and the number of student positions available within their project.

In addition to the faculty members within the SRCA — who represent each school on campus — faculty and staff joined in a campus conversation on research in the fall to review successes and determine areas for improvement. In February, the Center then held a student research fair for students and faculty, where professors across disciplines gave three minute presentations about their current research and the opportunities they can offer students in the next year. The event concluded with time to network, during which students and faculty made valuable connections they otherwise might not have formed.

“Before the event, I had not fully considered doing research because I was unsure about what research I wanted to perform,” said Emily McAllister ’22. “Since I am doing a Chemistry to Pharmacy 3+3 track here at USJ, I was extremely interested in hearing from Pharmacy professor, Dr. Mohammed Nounou. He opened my eyes to a research opportunity.”

While the SRCA connects students with professors in their discipline, they also encourage interdisciplinary work. For students, working with professors in other schools helps them gain diverse experiences that will benefit them in their careers.

“Anything that can broaden your skillset, while also being able to apply those skills that you have, is something that employers in the future are going to love to see,” Dubé stated.

“Being more interdisciplinary and crossing lines helps students develop the abilities to think in more than just one narrow way and make that commonplace for them, which is a great skill to have as you move forward.”

For more information on Janet Howes or the Sport Management and Promotion B.S., please visit www.usj.edu/smp
Experiential learning gives students the opportunity to learn through first-hand experience. They acquire skills and knowledge by completing internships, clinical rotations, service-learning trips, and more. The Career Development Center (CDC) at the University of Saint Joseph (USJ) encourages students to explore different areas to find their niche. Students then gain real world experience in these areas through experiential learning opportunities in programs such as the School of Pharmacy, the School of Education, and the Physician Assistant (PA) Studies program.

“I think one of the most interesting things with experiential learning is helping students realize it’s not just about the internship or placement. It’s about the experience they’re getting from on-campus jobs and student leadership positions,” said Breton Boudreaux, M.A., director of Career Development.

This is encouraged and shows growth in students. By being proactive and testing the waters, students can see if they would like to build upon a specific skillset or lean more toward quantitative or analytical work. The professors of USJ believe in this philosophy as well.

“It is the goal of the experiential education component of the curriculum to expose students to the numerous patient care experiences available for pharmacists and then prepare them for exemplary practice in advancing the profession,” said Jennifer Luciano, Pharm.D., director of Experiential Education for the School of Pharmacy.

The Doctor of Pharmacy program contains didactic and experiential components that provides graduates with the pharmaceutical knowledge, skills, and professionalism needed in the field. Luciano explained that students spend a minimum of 1,440 hours — six, six-week rotations — advancing their clinical skills and applying their knowledge to better the lives of patients. This allows students to explore all professional areas of interest.

As experiential education professionals, pharmacist preceptors teach students practice-related skills necessary to provide quality patient care. In addition to serving as teachers, pharmacist preceptors mentor student pharmacists, promoting personal and professional growth. USJ’s School of Pharmacy hosted its annual Preceptor of the Year Award Ceremony on Oct. 5, 2017, which honored Jon Blazawski, Pharm.D., a pharmacist, clinical, and oncology specialist at the Hospital of Central Connecticut (HOCC), and Kristen Massood-Sidebottom, Pharm.D., a pharmacist for CVS Health.

In the School of Education, student teaching helps future teachers hone their skills in a real classroom. Faculty work together to determine the best placements for the experiences of each class. This process consists of faculty submitting their requests to the Office of Clinical Experiences and Student Teaching, which then submits the requests and the details of the expectations to district facilitators to ensure the best possible matches for students.

“We believe that experiential learning is a critical and essential part of educator preparation, and we work to provide many meaningful experiential learning experiences. Our goal is to support students every step of the way as we prepare them to be educators who help all students succeed in our changing global society,” said Niralee Patel-Lye, Ed.D., director of Clinical Practices, Office of Clinical Experiences and Student Teaching in the School of Education.

The School of Education works hard to provide students with a diverse range of experiences and placements so that they’re fully prepared not only to support the diverse learners in their schools, but also to build positive relationships with all stakeholders. Student teachers are expected to perform a range of activities, from observing classroom instruction to assisting in class, and leading their own lessons for the class. This is an essential part for preparing future teachers.

In the PA program, they use technological processes when placing students. The program recruits preceptors in the required disciplines from around the region. Students are given the opportunity to share their preferences if they have a specific provider in mind or would like to work in their hometown. A computer program uses an algorithm to attempt to match those preferences with placements.

“Students have spent countless hours in the preceding 15 months in the classroom learning as much as possible about medicine and taking care of patients. They have created a solid foundation upon which they will now build their deeper understanding of how to care for a patient,” said Carrie Walker, PAS, MS, PA-C, founding chair and program director for the PA Studies Program.

“They will now see the diseases that were once just words on a page in a textbook, come to life in the form of a living, breathing human being, and their experience with that patient with that disease helps to bring all the pieces together,” remarked Walker. Walker is excited for students to have a chance to further expand their knowledge and to learn from an enthusiastic group of preceptors who are excited to teach the next generation of clinicians.

Across academic programs, USJ provides an environment that pushes students to excel in their desired field through experience and observation. 

NOVEMBER 4, 2017
Once again, USJ hosted Connecticut’s largest and longest-running contemporary dance festival, 5x5. The festival annually brings together choreographers, performers, educators, and students to study, perform, and create new work.

FEBRUARY 24, 2018
Students attended “Lean in to Stand Out,” a leadership-skills building workshop presented by the Center for Women’s Leadership and Empowerment at USJ. The event aimed to empower female students with strategies to advance in their careers.

JANUARY 5, 2018
Following the new year, the USJ community welcomed its second class of Physician Assistant (PA) Studies students, the Class of 2020, at the PA White Coat Ceremony.

JANUARY 17, 2018
USJ students were welcomed back to campus for the spring semester by the Student Programming and Events Council (SPEC) with a Make Your Own Mug event in the student lounge.

NOVEMBER 14, 2017
The USJ community welcomed former Major League Baseball player and ESPN personality Doug Glanville, who presented his speech, “Responding to Injustice in Ways that Work,” to a packed Hoffman Auditorium.

DECEMBER 6, 2017
The University of Saint Joseph welcomed the Aurora Foundation to its new home on campus in Lynch Hall. The Aurora Foundation’s goal is to provide a catalyst for positive change in the lives of women and girls.

NOVEMBER 8, 2017
As part of USJ Women of Wellness, students got a chance to relax and unwind with one of the school’s weekly Woof Wednesday canine visitors. The dogs and their owners are from Healers with Halos Therapy Dogs and Faithful Friends Therapy Dogs, two of the many volunteer groups in Connecticut that provide furry comfort and companionship.

NOVEMBER 28, 2017
USJ’s Women’s Leadership Center hosted the Connecticut Women’s Hall of Fame traveling exhibit, “Powerful Voices: Connecticut Women Changing Democracy.” Ann Uccello ’44 was among the women honored. After graduating from USJ, Uccello went on to serve as the mayor of Hartford, becoming the first female ever to be elected to the position in a U.S. state capital.

DECEMBER 3, 2017
The Connor Chapel of Our Lady hosted the annual Festival of Lights to celebrate the season of Advent.
Swimming & Diving Earns Sixth Straight CSCAA Scholar All-America Honor

By Joshua Ingham

The University of Saint Joseph women’s swimming & diving team was named a Scholar All-America Team by the College Swimming and Diving Coaches Association of America (CSCAA) for the fall 2017 semester.

The Blue Jays were one of 163 women’s NCAA Division III programs honored and a record 688 men’s and women’s teams representing 430 colleges and universities spanning NCAA Division I, II and III institutions in addition to NAIA and NJCAA schools. The award is in recognition of teams that achieved a combined grade point average of 3.0 or higher during the 2017 fall semester. The award is named twice per year (following the fall and spring academic semesters) and the University of Saint Joseph’s Swimming and Diving team has now earned Scholar All-America status in each of the last six semesters dating back to 2015.

USJ posted a combined team GPA of 3.25, while four of its 11 members boasted a 3.50 GPA or higher, including senior Veronika Latawiec ’18 (Newington, Conn.), who registered a perfect 4.0. The Blue Jays not only saw impressive marks in the classroom this season, but also in the pool. The swimming & diving team finished the 2017-18 season with a 4-2 record in dual meet action, its best in program history, and picked up its first ever head-to-head victory over Plymouth State, 134-128, on January 12. Additionally, the Blue Jays posted their best finish ever at the New England Championships, finishing 13th out of 20 teams after racking up 282 points as a team and broke two school records in the process.

Follow us on Twitter and Instagram @USJ_BlueJays or www.usjbluejays.com
Creating Opportunity for Ugandan Citizens Through a Non-Profit Organization

By Jasmine Taylor, M.A.

Editor’s Note: We are grateful for the opportunity to interview Elizabeth prior to her passing on March 2, 2018. In her memory, we are reprinting this story in full.

Elizabeth Nabeta ’89 made it her life’s mission to make a difference in her beloved country of Uganda. She graduated from the University of Saint Joseph (USJ) in 1989, earning her bachelor’s degree in Social Work, and completed her master’s degree in Public Health from the University of Connecticut. Nabeta became the president and founder of The Ugandan American Nakawudde Mission Project, Inc. (UANMP) and a mental health social worker at Connecticut Valley Hospital.

UANMP is a non-profit organization based in Bloomfield, Conn. Their goal is to improve the health, education and economic status of the underserved population, especially women, orphans and those affected and infected with HIV/AIDS in Wakiso District, Uganda. To accomplish this, they form partnerships with local United States communities and international organizations.

“I decided to start this organization to make a difference. When I returned to Uganda to work on my thesis, I witnessed poverty, confusion, and helplessness in the community,” said Nabeta. “It broke my heart to see these orphans without resources and adults unable to help since they are homeless as well.”

In the future, she hoped to organize a mission trip open to USJ students. She felt this would give students perspective, especially if they want to become physicians, nurses, or social workers. Students would have the opportunity to develop problem-solving skills and engage in the community.

Nabeta was grateful for experiences, loved ones, and colleagues.

Nabeta was born and raised in Uganda. After her husband was killed, she immigrated to the United States with her daughter, never planning to return. Her first visit back to Uganda was in 1996 when she needed to conduct research on the treatment, patients, and perception of HIV/AIDS for her graduate thesis. Using her own personal pain as strength, she wanted to assist patients, and perception of HIV/AIDS for her graduate thesis.

The UANMP was established in 2004 and has flourished over its 14 years. The organization is currently building a community through charitable donations. They’re $125,000 away from finishing this center in the Nakawudde Village. Nabeta appreciated and stayed in contact with the USJ community. In fact, USJ professors Angela D. Washington, LCSW, and Robert G. Madden, LCSW, J.D., are both active board members for the UANMP. Madden acts as a treasurer. The board members meet once a month to oversee the activities of the organization and generate new ideas.

“We when look back at my time at USJ, I appreciate the education and caring environment. I still stay involved and am very proud to have been a part of this University,” said Nabeta. In the future, she hoped to organize a mission trip open to USJ students. She felt this would give students perspective, especially if they want to become physicians, nurses, or social workers. Students would have the opportunity to develop problem-solving skills and engage in the community.

Nabeta was grateful for experiences, loved ones, and colleagues.

To find out more about the Ugandan American Nakawudde Mission Project or to make a donation, please visit www.uanmp.com

Graduating Senior Overcomes Life Challenges to Pursue Her Dreams

By Diana Sousa, MBA

Alana Farnsworth ’18 didn’t get to the University of Saint Joseph (USJ) on the common path from high school to first-year student; this courageous young woman found her own way here after community college and a childhood marred by sexual abuse. After being deserted by her family and having several stays in hospitals, foster homes, and other residential facilities, Alana finally began the path to hope and healing while at Alison Gill Lodge, a group home for girls run by The Village for Children & Families.

The Village recognized Alana’s accomplished journey at their annual Girl Within Luncheon. During her remarks, Alana recalled how the Alison Gill Lodge treatments enabled her to remember those who helped her through the journey and how the Village has been influential in terms of social justice.

She has been active at USJ since the day she started working towards the completion of her bachelor’s degree. She earned her way to become president of the Social Work Student Alliance and became involved with other major social justice events on campus. Alana recognizes those who helped her through her journey including faculty members like Angela Washington, LCSW, Field Education Coordinator in the department of Social Work and Equitable Community Practice.

Now 25, married, and a mom, Alana will graduate from USJ this spring with a degree in Social Work and plans to go on to earn her law degree. While she studies for her LSAT, in-between spring semester classes, she sees herself in the future as a lawyer who reforms social justice policies and laws, especially for kids in the state system. “We’re all rooting for you, Alana.”

Alumni Success: Elizabeth Nabeta ’89

Alumni Success: Elizabeth Nabeta ’89 was born and raised in Uganda. After her husband was killed, she immigrated to the United States with her daughter, never planning to return. Her first visit back to Uganda was in 1996 when she needed to conduct research on the treatment, patients, and perception of HIV/AIDS for her graduate thesis. Using her own personal pain as strength, she wanted to assist patients, and perception of HIV/AIDS for her graduate thesis.

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To find out more about the Ugandan American Nakawudde Mission Project or to make a donation, please visit www.uanmp.com

Award-Winning Student: Alana Farnsworth ’18
Having the insight from professionals who have been in social work for many years also helped him expand his knowledge of the field.

During his academic journey, Cassese interned at Saint Luke’s Community Services — a non-profit organization that works with seniors and veterans struggling with mental health conditions — as well as the Albert J. Solnit Children’s Center — a psychiatric hospital for adolescents both of which are in Middletown. He was offered a full-time position at Saint Luke’s before graduating from the MSW program.

“I felt very prepared as a result of my social practice and clinical social work classes, which helped me learn how to professionally complete paperwork, engage and build relationships with clients, and conduct therapeutic sessions.”

When asked about his most memorable moment, Cassese expressed the satisfaction of seeing client transformations. One client was a senior citizen struggling with depression and suicide. It was unfortunate to see this person on the verge of homelessness and financial ruin. Cassese worked with this individual — providing clinical case management that led back to a prosperous lifestyle. Seeing this client begin to thrive, gain happiness, and become financially self-sufficient made Cassese appreciate his career even more.

Cassese acts as the vice president on the Board of Directors for the Middlesex Area Intergency Council (MAIC). This gives him the opportunity to be involved in the community. In addition, he also stays connected with the US community as a writing tutor at the Center for Academic Excellence (CAE). He plans to continue mentoring USJ undergraduate and graduate social work students as they build their careers and succeed in the field.

MSW Graduate Pursues Passion to Help the Community

By Jasmine Taylor, M.A.

Alumni Success: Jason Cassese, M’17

Jason Cassese, M’17 graduated from the University of Saint Joseph’s Master of Social Work (MSW) program in August 2017. He’s now a clinician with Intensive In-home Child & Adolescent Psychiatric Services (ICAPS) at Middlesex Hospital in Middletown, Conn. As a clinician, he therapeutically engages kids who are in crisis, as well as their families, and assists them as they learn to successfully manage challenging emotions and behaviors. Cassese values the opportunity to work with children and adolescents every day to help them reach their full potential.

“It’s a challenging position but rewarding, because the kids I work with have so much potential. It’s nice to help them realize their goals and dreams. We work from a perspective where we try to identify their strengths and skills and help the kids and families build upon them. We want to help them live the lives they want to lead,” said Cassese.

Cassese was originally in academia on a doctoral student path. He earned his bachelor’s degree in Sociology with minors in History and Philosophy from St. John’s University in Queens, New York. While he enjoyed teaching and researching at the college level, he missed directly working with communities and people. While reevaluating his career path, Cassese found Social Work to be the perfect fit.

“Switching to Social Work allowed me to build upon my academic background in Sociology. It also allowed me to reengage with people in the community and engage with social issues and problems that I’ve always been interested in,” said Cassese.

Since Cassese has changed career fields, he values the mentoring relationships he experienced at USJ and in the broader community. In the classroom, he appreciated his professors and colleagues’ openness to new ideas and sharing information. He found collaboration to be a great experience.

Erin McHugh Nadeau ’02 has accomplished a lot since graduating from the University of Saint Joseph. She is now the director of Data Engineering at The Hartford — an insurance company specializing in property and casualty insurance, group benefits, and mutual funds. Being promoted from a pricing analyst to director, she has climbed the ladder in 15 years and is looking to help other women advance in the field.

“I love my job! It’s wicked dirty. As a Data Engineer, I manage an application within our data and actuarial department. I manage a team of four people, and am responsible for five IT teams that work with us as business partners. I love the culture of The Hartford. Not only do they treat employees well, but they are phenomenal when it comes to work-life balance. As a working professional and mom — this is vitally important to me,” said Nadeau.

While majoring in Mathematics, she also minored in Psychology and was in the Honors Program, learning a lot of quantitative skills, different from her senior year, which focused on the body image of women. This challenged her to be confident and step out of her comfort zone.

Nadeau valued her time at USJ. She appreciated the small campus size and accessibility to professors. While preparing for her preliminary actuarial exam, one of her favorite professors, Ronald W. DeGray, Ph.D., associate professor emeritus, personally sat down with her and reviewed the practice exam question by question. USJ professors are not only experts in their fields, but also great mentors, and offer support for our students.

“Being an actuary is a very challenging profession, but rewarding. While studying Actuarial Science, you learn almost everything about insurance. You get to look at it from a financial and underwriting perspective,” remarked Nadeau.
The school year began with Reunion 2017, where more than 100 alumni gathered to reminisce about their time at Saint Joe’s. Throughout the year, Alumni also celebrated 25 Years of NCAA Division III Women’s Athletics, and the tenth anniversary of Tri-Beta, the Biology honor society. Many enjoyed traveling to the Metropolitan Museum of Art with Professor Dorothy Keller, M’85, C’97, DAA’99, H’17, M.Ed. Alumni also demonstrated their interest in volunteerism by baking for the McAuley residents on National Cookie Day, staffing a water station for the Hartford Marathon, and collecting and wrapping presents for the underserved. In December, a group of alumni gathered in Hartford to share their knowledge of networking and career planning with current USJ students.

There are many events planned for the upcoming months. Whether you enjoy a relaxing reception at the beach, sporting events or a trip abroad, there is something for everyone.

Join us at our upcoming events:

THURSDAY, MAY 3
Class of 1971 Book Club Meeting

SATURDAY, MAY 12
Commencement — 1968 Golden Reunion Year

TUESDAY, MAY 15
Summer Social at Mercy by the Sea, Madison, Conn.

TUESDAY, MAY 15
Making Her Story, Ridgefield Playhouse

TUESDAY, MAY 22
Boston Area Reception, Langham Hotel

FRIDAY, JUNE 8
Imagine ... The Sky’s the Limit Gala, Connecticut Convention Center

THURSDAY, JUNE 28
Hartford Yard Goats Game, Dunkin’ Donuts Park, Hartford, Conn.

WEDNESDAY, JULY 18
South Dennis, MA, Home of Rosemary Arcari Wall ‘69, M’76, DAA’06

THURSDAY, JULY 26
Alumni Night at Capital Classics

FRIDAY, SEPTEMBER 14
2018 Distinguished Alumni Awards

SATURDAY, SEPTEMBER 15
2018 Reunion

SUNDAY, SEPTEMBER 30 – SUNDAY, OCTOBER 7
Trip to Ireland

SATURDAY, OCTOBER 13
Hartford Marathon Volunteer Opportunity, Steele Road, West Hartford, Conn.

We hope to see you soon. For questions or registration information, please contact Katie DaSilva ’15, M’17 at kdasilva@usj.edu or 860.231.5364.
Thank you to our 2018 DAA Committee members, who contribute their time to recognize and celebrate the outstanding accomplishments of our alumni.

DAA Committee:
- Kathleen Driscoll Amatangelo ’62, DAA’17
- Rita Bayer ’05
- Melanie Cecarelli ’78, DAA’15
- Mary Dillon Dickerson ’89 – Chair
- Lisa Kuntz ’79, Ed.D.
- Michelle O’Connell ’04
- Marcia Ann Prenguber ’75, DAA’16, N.D.
- Briana Reney ’14, M’15
- Alisa Dzanovic Sisic ’05

The University of Saint Joseph began honoring alumni and friends with the prestigious Distinguished Alumni Award (DAA) in 1974. Since then, USJ has celebrated over 130 alumni and friends with this award. Alumni such as Antonina (Ann) P. Uccello ’44, DAA’78, the first female mayor of a capital city; and Sister Mary Ellen Murphy, RSM, ’50, DAA’75, H’12, Ph.D., one of the first women to analyze the moon rocks brought back from Apollo 11; and Jahana Fleming Hayes, M’12, DAA’17, 2016 National Teacher of the Year, have all been recognized — just to name a few.

Please consider nominating a classmate, colleague, friend, or neighbor for a 2018 Distinguished Alumni Award. Nominations will be accepted through Monday, May 21. Visit us online at www.usj.edu/daa for more information on award categories and for the nomination form.

Join us for a festive evening to celebrate the accomplishments of our DAA and to kick off Reunion week. We hope to see you on the University’s West Hartford campus on the evening of Friday, Sept. 14.

More information, including honorees, times, and location, will be announced this summer via the website, social media, and email.

Questions? Contact Katie DaSilva ’15, M.T.T., Director of Alumni Relations, at 860.231.5364 or kdasilva@usj.edu
Friday, June 8, 2018 at 6 p.m.
Connecticut Convention Center

Online registration at www.usj.edu/gala
Dinner, Dancing, and Exclusive Silent Auction

For more information about the Gala and sponsorship opportunities, please contact Cristina Southward at 860.231.5291 or gala@usj.edu.

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Envirologix
Pamela E. Clark ’73, DAA’85, Ph.D.
Jet Propulsion Laboratory
National Aeronautics and Space Administration
Manon Cox H’14, Ph.D., MBA
Founder & CEO, NextWaveBio
Former CEO, Protein Sciences Corp.

Going Around in Circles

By Laura B. Hayden ’71

One would think my first whirl as a grandmother would have prepared me for the second.
So much for supposing.

Back in 2012 I didn’t know what to expect. The grandparents circle I viewed from the outside looking in assured me that the upgrade from mother to grandmother would be more fun, less advantaged, more rewarding, and much less taxing. “The kids go home at the end of the day,” many echoed.

What I wasn’t prepared for then was that, even as I anticipated the wonder of holding my first grandchild, there emerged something just as wonderful. Something so precious as feeling the intensity with which he’d fix his wide-open eyes on me, as if to acknowledge Grammy was being absorbed to his very soul.

What became just as special was watching my daughter transform from wife to mother. She emitted a deeper joy than even on her wedding day, a greater seriousness of purpose than with her college students or the house pop. In the midst of this passage she also seemed to take on the added worry and tiredness I have been – to a degree – relieved of as my house pup. In the midst of this passage she also seemed to take on a greater seriousness of purpose than with her college students or the house pop.

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As we descended to the parking garage the tightness became more intense. I noticed a slight quiver of his lip, then a sniffle, followed by tears. But I had been around the block with a grandchild already. Nothing much would surprise me this time.

Nothing except Grandchild Number One.

A month or so before Baby Girl’s due date I asked my grandson, “Are you excited about having a little sister?” He looked me straight in the eye with — I swear — the same gaze-to-the-soul he shot my way as a one-week-old, and answered, “Yes no yes no yes no.”

Thus began the unexpected sub-plot of the Grandchild Number Two narrative. Watching Grandchild Number One take on the mantle of Big Brother... He’d been rehearsing older-siblinghood since for months...

A month or so before Baby Girl’s due date I asked my grandson, “Are you excited about having a little sister?” He looked me straight in the eye with — I swear — the same gaze-to-the-soul he shot my way as a one-week-old, and answered, “Yes, no, yes, no, yes, no.”

Thus began the unexpected sub-plot of the Grandchild Number Two narrative. Watching Grandchild Number One take on the mantle of Big Brother... He’d been rehearsing older-siblinghood since for months...

When the Big Day arrived my grandson joined me for our first trip to the hospital. His dad met us in the waiting room and took him to meet the baby first. I followed a few minutes later, walking in to find Little Sister propped up by pillows, cradled in Big Brother’s arms. “Meet Mallory,” he announced, having just learned her name. I’d never seen him sit so straight or smile so wide.

The joyful exchange of three generations ensued in the room through the afternoon. It seemed a good cue to depart when Big Brother announced, “Tonight I get to sleep at Grammy’s.” After a round of “good hugs and kisses, the two of us headed down the hallway, ten steps or so, until he stopped in his tracks. Pointing his finger to his head, as if he had just discovered a solution to a problem, he said, “I forgot to tell Dad something.”

“Then let’s go back and tell him,” I said. We relocated our steps to the room.

Message conveyed, we exchanged goodbye’s again. This time we made it as far as the elevator when I felt the extra-tight grasp of his hand over mine. As we descended to the parking garage the tightness became more intense. I noticed a slight quaver of his lip, then a sniffle, followed by tears.

…”I don’t want to go,” he cried softly.

“We can go back for a bit,” I said, pressing the up button.

After our third visit Dad walked us to the car. Big Brother cried, louder this time, but fell asleep within minutes on the ride to Grammy’s. He woke refreshed, recalling the visit with glee and eager to share the day’s news with my neighbors. “My Little Sister was born today,” he said, then turned to his dad something.

Laura Balone Hayden ’71 is the author of Staying Alive: A Love Story (Stmamam, 2011), a memoir of loss and recovery. She writes regularly for Crain’s Business Newsletter and teaches writing in the Western Connecticut State University MFA in Creative and Professional Writing program.
1958
Denise Carney Beaudoin ’58 sings in her church choir and performs karaoke during the winter at a local campground in Florida.

1959
Marilyn Sagnella ’59 and her husband Silvio Sagnella are grandparents of 19 grandchildren, ages 4 – 24.

1969
Dennis Derby ’69, M’76, and Marie Derby ’70 visited with President Rhona Free, Ph.D., in Jacksonville, Fla.

1977
Patricia J. Schaefer Sehulster ’77, Ph.D., a professor at Westchester Community College, won the 2017 Westchester Community College Foundation’s Award for Excellence in Scholarship and Creative Work.

1989
Gail Lewchik Bernaiche ’89, M’17, recently retired as the USJ Bursar after 41 years of service. Here she is with fellow USJ alumnae: Ann Turner Clabb ’79, Mary C. Demo ’76, M’89, DAA’91, and Nancy Scully Bannon ’77.

2001
Lisa Harlow ’01, with the support of the Graduate Institute in Bethany, Conn., has published her research project for her second master’s degree. The book, titled “Quiet Fire: Mindfulness in the Classroom,” was released in the fall of 2017.

2004
Elaine M. (Barlett) Gatewood ’04 passed the Association of Social Work Boards’ exam as a Licensed Clinical Social Worker (LCSW). She recently started a new position as a Student Services Manager at Year Up Greater Boston after being a director at Brockton Area Multi-Services, Inc. (BAMSI) for seven years.

1958

1959

1969

1977

1989

2001

2004
Each year a new wave of students begins their USJ journey, eager to learn and excited to make lifelong friendships. The four years will fly by, memories will be made, and lives will be changed. The Saint Joe’s experience will be memorable and meaningful because of the support of passionate alumni and friends.

With your support, we are building bright futures — for our students today and for the communities they will serve tomorrow. Please help us continue this excellence by making a gift to the USJ Fund today.

In Memoriam

The University of Saint Joseph offers condolences to the families and friends of the following deceased alumni:

Alathea King Filon ’40
December 24, 2017
Margaret M. McNamara ’46
January 11, 2018
Mary Gilmartin Bolan ’45
January 11, 2018
Jeanne LaCourse Edwards ’45
November 30, 2017
LaVerne Shea Riley ’45
February 27, 2018
Dorothy M. Spalla ’46
December 24, 2017
Regina Landoo Annunziata ’47
December 1, 2017
Julianne Joyce Fox ’47
February 18, 2018
Colette Schauss Dilorenzo ’48
November 27, 2017
Marie Pinney Sullo ’48
November 2, 2017
Claire Pare Clarke ’49, F’76
January 23, 2018
Katherine Collins Vaughan ’49
February 11, 2018
Joan Aitstparmaris Petrakis ’52
February 20, 2018
Virginia Lonergan Penn ’53
September 22, 2017
Georgianne H. Lane ’54
December 10, 2017
Jean Broderick Mulfetser ’54
March 14, 2018
Patricia McLaughlin Papallo ’54
November 10, 2017
Roseann M. Conran ’57
February 19, 2018
Nancy E. LaRoche ’58
December 5, 2017
Dolores Paradis Landry ’59
October 7, 2017
Sheilaugh Heffernan O’Neill ’59, DAA’08
January 3, 2018
Jean Mazzaferro Ruth ’59
January 14, 2018
Jean McCusker, CSJ, ’61
January 7, 2018
Shirley A. Venatori ’61
September 22, 2017
Mary Dennis Griffin, CSJ, ’62
January 8, 2018
Maria Caridad Desell, RSM, ’64
October 3, 2017
M. Grace A. Mannion, RSM, RSM, ’64, C’70
October 19, 2017
Elizabeth A. Travers, RSM, ’65, M’71
November 2, 2017
Joyce Jarosz Roth ’66
February 6, 2018
Frances Fiorello Maraka ’68
June 9, 2017
Virginia Sacco Dundo Christiansen, M’69
November 14, 2017
Rona Packer, M’74
August 13, 2017
Joan Reilly, CSJ, M’74, C’78
December 18, 2017
Donna Esposito Hughes ’75
January 6, 2018
Joseph S. Gerstner, M’77, DAA’01
November 15, 2017
Tina Romano Jeter ’78
January 8, 2018
Ann-Marie Fitzgerald Dombrowski ’80
September 21, 2017
Marion M. Gordon, M’81
November 27, 2017
James Day, M’82
February 12, 2018
Jean Brennan Fisher ’88
February 5, 2018
Ann Fisher Putnam ’88
April 13, 2017
Theodore R. Laskowski ’89
December 13, 2017
Nancy Murray LaBonne ’89
September 24, 2017
Elisabeth Nabeta ’89
March 2, 2018
Marilyn Loss, M’94
December 10, 2017
Richard F. Couture ’95
October 7, 2017
Joanne Kelly Coursey ’85, M’98
March 10, 2018
Nastasha Zaleski Kaleta ’06
October 22, 2017
Donna Esposito Hughes ’75
January 6, 2018
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October 22, 2017

Our apologies! Joan Cannon Wood ’75 and her classmates reported that she was incorrectly listed as deceased in the Fall 2017 Outlook.

The next Chapel Bells Mass will be held at 12:05 p.m. on November 14, 2018. If you learn of a recently deceased alumna/us, please contact Rita Bayer ’05, stewardship coordinator, at 860.231.5462 or rbayer@usj.edu.

Contact Information:
The University of Saint Joseph is a qualified 501(c)(3) tax-exempt organization, and donations are tax-deductible to the full extent of the law.

Thank you for your support!
Capital Classics’ Greater Hartford Shakespeare Festival
PERICLES, PRINCE OF TYRE, by William Shakespeare
July 12 - 29, 2018
Thursdays - Saturdays at 7:30 p.m. | Sundays at 5:30 p.m.
Sunken Garden, USJ
$18* General Admission / $12* Seniors & Students
*$2 Service Fee Not Included

"Ideal for midsummer relaxation." – CTNow.com
Summer is the perfect time for Shakespeare under the stars! And this July, Capital Classics, in partnership with the University of Saint Joseph, is staging “Pericles, Prince of Tyre,” the Bard’s romantic and epic adventure tale, complete with tyrant king, wicked stepmother, young heroine, shipwrecks, and pirates. For three weekends each summer, thousands turn out with their lawn chairs, blankets, and picnic baskets for this joyous outdoor theatre tradition. Directed by David McCamish, the Greater Hartford Shakespeare Festival is the perfect way to spend a summer evening with your family or a date night with someone special.

Tickets and info at tickets.usj.edu or HartfordShakespeare.org.

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For current and upcoming exhibitions at the Art Museum, University of Saint Joseph, visit www.usj.edu/artmuseum
Museum Hours: Tuesday, Wednesday, Friday, Saturday: 11 a.m. – 4 p.m.
Thursday: 11 a.m. – 7 p.m. | Sunday: 1 – 4 p.m. | Admission: FREE

<< Paul Caponigro: The Polaroid Years
Features over 60 Polaroid photographs taken between 1959 and 1968.
March 23 - May 20

<< Vacation Time
From the Art Museum’s permanent collection, this exhibition is the ultimate staycation.
June 1 - August 19

<< In Memoriam: Commemorative Works by Contemporary Artists
Opening reception:
Thursday, September 22, 5 - 7 p.m.
September 14 - December 16