

# OUTLOOK Magazine



UNIVERSITY OF SAINT JOSEPH  
CONNECTICUT

Spring  
2017

Strength and Stability | Celebrating the Sisters of Mercy



# DISTINGUISHED ALUMNI AWARDS 2017

Please join us on May 18, 2017, as we honor these very accomplished women, whom we are so proud to call University of Saint Joseph alumni:

## Kathleen Driscoll Amatangelo '62

of Barrington Hills, Ill., will receive the Pamela Trotman Reid Service Award for her unwavering commitment to the University of Saint Joseph. This award recognizes alumni or friends who have transformed the University through philanthropy and volunteerism.

Since graduating in 1962, Kathleen has maintained a strong relationship with USJ and is currently a member of the Board of Trustees, as well as a member of the Task Force on Coeducation. Over the last 50 years, Kathleen's generous donations include, but are not limited to: the Amatangelo Gates at the entrances to the University on Asylum Avenue, the Frances Driscoll Box Office in Bruyette Athenaeum, and two stained glass windows in the Connor Chapel of Our Lady. Kathleen has attended every class reunion and has been a leader in creating the Class of 1962 Endowed Scholarship.



## Jahana Hayes M'12

of Wolcott, Conn., will receive the Sister Fay O'Brien School of Education Award for her leadership in education and commitment to the University. Jahana, who relentlessly pursued her goal to attend college and become a teacher, continued her education through advanced graduate studies at USJ. Her ability to ignite a passion for learning and community service in her students contributed to her being named the 2016 Teacher of the Year for the Waterbury Public Schools. She went on to be named the



2016 CT Teacher of the Year and ultimately the National Teacher of the Year in May 2016. Jahana returned to campus for an alumni event in 2015 as an expert panelist from the School of Education to discuss the value of children's literature in the classroom and beyond.



## Marilynn "Lynn" Malerba '83, H'10, DNP

of Niantic, Conn., will receive the Nightingale Health Science Award for her leadership in nursing. Lynn, now known as Chief Marilynn "Lynn" Mutawi Mutasash (Many Hearts) Malerba, became the 18th Chief of the Mohegan Tribe in August 2010, the first female Chief in the Tribe's modern history. Lynn has spent many years working to ensure that all tribal members have healthcare coverage. Before going to work for the Tribe, Lynn had a distinguished career as a registered nurse, ultimately leading her to become Director of Cardiology and Pulmonary Services at Lawrence & Memorial Hospital in New London, Conn. Her experience as a nurse and healthcare administrator, as well as her tribal leadership, reflect her commitment to compassionate service.

## Mary Anne Gaetti '62

of New York, NY, will receive the Mary Rosa McDonough Award for her distinction in journalism and media. Mary Anne cracked the glass ceiling for women in the 1970s when she became a producer at ABC News during an era when accomplished women journalists were rare. Mary Anne was hired to cover the Iranian Crisis on "America Held Hostage," which later became "Nightline." She has covered breaking events, American elections, and the space shuttle as well. Mary Anne attributes much of her success to her education and experiences as a student at Saint Joseph College, where students were expected to think logically and deeply, express themselves with confidence, and learn the importance of who and what preceded them in the study of history.

# OUTLOOK Magazine Spring 2017

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**OUTLOOK**  
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# In this issue

For bonus photos and content, go to Outlook Online: [www.usj.edu/outlook](http://www.usj.edu/outlook).

## Features

8



Spirituality on Campus: The Connor Chapel of Our Lady Celebrates 50 Years

10



Sisters of Mercy: Providing Strength and Stability Through Science and Research

26



Dorothy Keller's 50th Anniversary at USJ

## Stories

3



E. Clayton "Skip" Gengras Jr.: Providing Strength and Stability to the University of Saint Joseph

4



Innovative Financial Aid

5



Scholarship Investment, Outcomes

6



Considering Coeducation at USJ: A Task Force Update

12



Experiential Learning

13



Engaging with History

14



Enhancing Instruction Through Technology

15



Innovation in the Honors Program Classroom: Service Learning

16



International Study Broadens Perspectives, Opportunities, Friendships

17



Physician Assistant Studies Program

18



Campus Snapshots

20



Blue Jay Sports

22



Alumni News



**Thursday, May 18, 2017**  
**University of Saint Joseph**  
**West Hartford campus**

**6 p.m. Reception**  
**7 p.m. Dinner & Awards**

For more information on this year's recipients and event information, please visit [www.usj.edu/daa](http://www.usj.edu/daa).

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Dear Friends,

As we approach commencement ceremonies and recognize our students, faculty, and major milestones during the last year, I'm more excited than ever about the positive momentum we have for our future.

In this issue of *OUTLOOK* we celebrate the Sisters of Mercy who have provided us with strength and stability throughout our history and help us continue to build on our success. Join me as we learn about research – past and present, campus development, innovation in the classroom, and other significant accomplishments across the University, including:

- An update on the work of the Task Force on Coeducation
- The launch of the Physician Assistant Studies program in the newly-renovated Lourdes Hall
- Innovative research by students and faculty
- New degree accreditations
- Grants received to fund research, service learning, and community outreach
- 50th anniversary celebrations for the Connor Chapel of Our Lady and Professor Dorothy Bosch Keller M'85, C'97, DAA '99, M.Ed.
- Recognition for the professional and personal accomplishments of our alumni
- The newly integrated and enhanced Student Academic and Career Services Center
- Career-enhancing internships with employers that are part of our growing regional economy
- Community participation in our performing arts programs and Art Museum
- Record setting swimmers at the New England Championships
- Student, faculty, and staff dedicated to community service

It's clear, our students and faculty are out in the world gaining knowledge and experience; sharing compassion; and bringing new ideas back to campus. Every day, this interplay of classroom and experiential learning is integral to why students want to attend the University of Saint Joseph and why employers truly value our graduates.

With your continued support we will build on the foundation laid by the Sisters of Mercy. We welcome you to share your own reflections with us at [outlook@usj.edu](mailto:outlook@usj.edu).

Regards,



Rhona C. Free, Ph.D.  
President

## President's Insights



## E. Clayton "Skip" Gengras Jr. Providing Strength and Stability to the University of Saint Joseph

By Diana Sousa, MBA

Skip Gengras is a dedicated family man, a most generous supporter of the University of Saint Joseph, and a tireless advocate for children with special needs. To meet him in person is to be caught up in his enthusiasm for the University, its prospects for the future, and, particularly, the work being done at the Gengras Center School.

The Gengras family's history of philanthropy at the University began back in the early 1960s when Skip's father, Clayton Gengras, an associate trustee of what was then Saint Joseph College, vowed to donate \$250,000 if the College built a center on campus for students with intellectual disabilities. The inspiration for that gift — his cousin, Reverend J. Calvin Gengras — spent much of his life helping people with disabilities.

The Gengras family continued their generosity for decades and in 2004, Skip and his family established a permanent endowment fund for the Gengras Center School. That endowment provides vital equipment and services for the children and young adults who attend the Gengras Center School. Remarking about the bond between the Center and the University, Skip said, "The teaching philosophy of Saint Joseph's and the Mercy philosophy all fit in very well with what our family is trying to do."

With an eye to ensuring that there would be ongoing research and trained educators for the needs of children in the future, Skip launched the campaign for the Center for Applied Research and Education (CARE) in 2012, with a \$3 million leadership gift. The result of that effort was the beautiful building that was dedicated in May 2015, which provides a gymnasium, art room, therapy space, and classrooms, including two designed for students with Autism Spectrum Disorder. It also allows USJ to educate more students in its Applied Behavior Analysis master's degree program.

But Skip's support of the University of Saint Joseph goes beyond his dedication to the Gengras Center School. He has supported USJ's School of Pharmacy, which is thriving in downtown Hartford, as well as special funds that provide unique educational opportunities and student support. He also seeks ways to encourage the philanthropy of others. He sends personal thank you notes to many donors, and last year led the effort to provide matching gifts from the Board to encourage gifts from graduating students — starting others early on the path to giving back and supporting future generations.

Skip has served on the Board of Trustees since 2006, and as Board Chair since 2014. In his role as Chair, he sees growth opportunities across the University. He is looking forward to the successful implementation of the University's 2020 Strategic Plan, the Board's consideration of options for the undergraduate program, and future opportunities to enhance the Gengras Center School.

Speaking at the University of Saint Joseph's 2015 Gala, Skip referenced Nelson Henderson who said,

**"The true meaning of life is to plant trees under whose shade you do not expect to sit."**

Skip and his family — his wife Edie, and their two sons, Chip and Jonathan — act on this idea again and again, through generous gifts and contributions of their time in significant volunteer leadership positions with major non-profit organizations. Fortunately for those of us associated with the University of Saint Joseph, our institution is at the top of his list. 🌳

# Innovative FINANCIAL AID

By Bernard L. Kavalier

The name change is what's most visible. The previously titled Office of Financial Aid is now the Office of Student Financial Services, but there's much more behind the scenes than a new organizational name. There's a change in attitude and emphasis, coupled with a more robust and comprehensive delivery of services — for prospective students, current students, and even alumni, all housed in the Bruyette and TD Bank Financial Literacy Center in Mercy Hall.

"We want students to be here for the life of their degree, to finish as well as start," explains Ashley Dutton, who joined USJ two years ago as Director of the Office of Student Financial Services. "We are more proactive in discussing the costs of not just the first year. We talk about which scholarships might renew year-to-year and how to plan effectively to cover the costs after, as well as during, freshman year."

Financial literacy education has been expanded. Topics range from money management advice and simple budget tools to personalized student loan help and resources to "set yourself up for financial success," as the website describes it. Tools to track and manage student loans and advice for choosing among repayment plans are also provided.

All the financial literacy information is easily accessible at [www.saltmoney.org/USJ](http://www.saltmoney.org/USJ) for USJ students and alumni, at no charge. Students are increasingly taking advantage of the offerings, and the information dovetails nicely with the efforts of the Student Financial Services staff.

Business Management major Tiffany Mapusaga '16, who completed her coursework this past December, has relocated to Washington State where she is employed as a sales representative for a safety compliance company and has already received a promotion. A transfer student-athlete at USJ, she recalls that if not for the scholarship funds, she would not have been able to attend the University. While at school, when her finances were tight, "USJ staff 'sat me down and talked me through it. I didn't realize the options I had for scholarships. I almost didn't return to school due to my bills. It was a real learning experience, and I'm very thankful." She adds, "That support, and the business education, got me on my feet."

Dutton, who also serves as president of The Connecticut Association of Professional Financial Aid Administrators, says that financial literacy education throughout a student's college career can make a significant difference both during and after their years on campus.

Every student is assigned a personal counselor, to be in communication with the student regarding their financial circumstances, serving as a sounding board, guide, and navigator. Students are also provided annual reviews of their financial aid packages, and asked to sign off on the terms and conditions each year. That serves to increase students' awareness of financial matters, and provides an opportunity for changes in status to be explored for their impact on existing aid. It also allows for recognition of impending debt, so that planning can be encouraged.

In addition, "exit" counseling has been expanded. What was a single counseling session within weeks of graduation is now a series, initiated years before Commencement. A combination of group sessions and individual meetings are offered to share information, respond to questions, and improve student awareness of their financial situation in the short- and long-term.

"We want to prevent students from getting to graduation and then suddenly realizing that they have student loans and not knowing what's involved or how to handle them," Dutton said.

The most rewarding day of the year for Dutton and her colleagues in the Office of Student Financial Services is commencement day.

**"I am very proud of the partnership between our Student Financial Services staff and their students. At graduation, we recognize the names and faces, and know how hard they worked to successfully get through financial barriers to earn their degree. Both the student and their counselor have worked diligently to get to this day and it's wonderful to have seen it all happen."**

# Scholarship Investment, OUTCOMES

By Bernard L. Kavalier

Student scholarships at the University of Saint Joseph have been succinctly described by President Rhona Free, Ph.D., as an investment. The diligence of the Offices of Student Financial Services and Institutional Advancement, along with colleagues on campus, demonstrates the many ways in which that is an apt description.

**"College is an important and life-changing investment, not only in individual lives but in the life of our community," President Free emphasizes, noting that much like other major life investments, a combination of savings, loans, and support from family makes the seemingly unattainable now within reach.**

Recipients of student scholarships at USJ recognize that although their own hard work is central to their accomplishment, bearing the costs is possible only because support is available.

Kimberly Rodriguez '18, a student nurse and Nutrition minor, recalls that the USJ scholarship was "the biggest determining factor" in selecting USJ, and attending college at all.

Through high school, she was determined to attend college and become the first in her family to complete a degree program. But she knew "money was going to be an issue." Undaunted, she applied and remained hopeful.

"I was — and I am — determined to succeed academically and in a career. I want to make my family proud." Now in the fourth year of her

five-year program, she is doing just that, fulfilling her academic requirements, working on campus, and completing clinical rotations.

"The University definitely prepares you to be confident, to learn what you need to know. You become convinced that when you master the skills, you will be an exceptional nurse."

The student loan default rate among USJ graduates is 3.1 percent, considerably lower than the national average of 11.3 percent. It is a point of pride, and efforts are underway to reduce it even further, as financial literacy education is expanded for current students and alumni, and Financial Services counselors meet more frequently with students throughout their academic careers.

"We stretch our scholarship dollars as far as we can," says Ashley Dutton, director of Student Financial Services. "Every dollar affects someone directly. Even \$200 can make a difference. Anything we can do to reduce out-of-pocket costs, and ultimately reduce student debt, we try to do."

Like all of Connecticut's private universities and colleges, USJ has been hit with substantial reductions in state-funded student scholarships, making sustaining scholarships even more challenging.

In testimony before the state legislature last year, President Free noted that funding from the state program for USJ students was reduced by more than 45 percent. The University was able to fill the gap, but additional, even deeper cuts would be increasingly unsustainable, even though "our budget for need-based institutional aid grows substantially each year."

USJ continues to be resourceful in identifying opportunities to attract funds to extend the investment in students and their academic and career potential.

Last fall, USJ received a \$1.3 million grant from the U.S. Health Resources and Services Administration (HRSA) to create scholarships dedicated to underrepresented students seeking a bachelor's degree in Nursing. Because of the successful grant application, the University awarded seven scholarships of \$20,000 to \$25,000 per year for four years to assist exceptional female students who began their full-time undergraduate Nursing studies last semester. 10 additional scholarships are available in fall 2017.

Innovative programs, such as one launched this academic year with Hartford Promise, also make a difference — providing housing at no expense to Promise students entering USJ, giving them an otherwise financially unattainable opportunity to live on campus, which studies indicate improves academic performance and future prospects.

Donor-specified funds are carefully reviewed to match donor wishes with student needs, and changing student circumstances make the review process virtually non-stop.

The University has also increased honors scholarships and expanded need-blind academic scholarships to attract top caliber students to the University, while intensifying efforts to support every student with services designed to make attendance more affordable, financial literacy more accessible, and the benefits of a USJ education last a lifetime.



## CONSIDERING COEDUCATION AT USJ: A Task Force Update

By Diana Sousa, MBA

On November 1, 2016, USJ announced that the campus would revisit the possibility of becoming fully coeducational with the goal of creating an even more dynamic, engaging, and academically-challenging undergraduate experience. Why is USJ considering coeducation?

The University of Saint Joseph's mission states that it is committed to developing the potential of women, but it does not restrict that commitment to educating only women. Currently, males make up 3% of the undergraduate population and 18% of the graduate population. To accomplish the mission, USJ must provide undergraduate women with high-quality academic, co-curricular, and residential programs that challenge each of them to achieve their greatest potential. Further, USJ must ensure that the degrees of past, present, and future students are valued by employers and graduate schools as an indicator of academic accomplishment and career and civic potential.

In her message to the University community, President Rhona Free, Ph.D., asked for volunteers for a Task Force on Coeducation to address both options: remaining a women's program for traditional undergraduate students or becoming fully coeducational. She said: "The Task Force will solicit comments, suggestions, and advice from all members of the University of Saint Joseph community as it reviews

evidence and develops its assessment. It will conduct its work with no preconceived conclusion or bias other than the knowledge that the University will, in the future, as it has in the past, maintain a steadfast commitment to preparing students — especially women — for insightful leadership and service to others." USJ is in a favorable financial position with an operating surplus, a growing endowment, and total enrollment at or close to target and budget. Coeducation is not being considered because of a financial need. Rather, the possibility is being explored to ensure that USJ provides an undergraduate experience for women that has the quality and opportunities for growth required to fulfill the mission.

The Task Force on Coeducation that was formed following that announcement has been gathering data and weighing the pros and cons of either decision. As part of the process, 12 working groups of faculty, staff, students, and alumni explored the implications of a potential change for various areas of the University: student services, faculty development, athletics, housing,

and more. Through March 15, 2017, the University gathered information from a number of surveys of alumni, students, faculty, and staff; convened focus groups; conducted literature reviews to learn about experiences on other campuses; and interviewed administrators at institutions that have transitioned to coeducation.

The next step is for the Board of Trustees of the University of Saint Joseph to review the findings of the Task Force and make a decision that could result in enrollment of men full-time in fall 2018. USJ will either:

1. Create a smaller women's-only undergraduate residential program with the pre-professional programs that have sufficient enrollments. These majors could support a smaller undergraduate program that would exist alongside the coeducational graduate programs. Although there would be fewer undergraduate majors, faculty would be needed for General Education Requirements.
2. Admit men to the full-time residential undergraduate program.

The University will announce their decision in June 2017. 📅

# NUMBERS

WORTH REPEATING

11:1

Student-faculty ratio at USJ; providing students with many ways to collaborate with faculty, achieve success in rigorous academic programs, and excel.

92%

of USJ students have a significant pre-professional workplace-based experience before they graduate.

#1

USJ's ranking among colleges in Connecticut when *Economist* magazine ranked higher education institutions based on students' actual earnings after graduation, compared with what would have been expected. Of 1,275 American colleges, USJ was 13<sup>th</sup> highest in the nation.

#6

in Niche's listing of *Best Colleges in Connecticut* USJ was described as an academic institution that "offers an exceptional college experience."

27

Graduate programs provide opportunities to earn advanced degrees necessary in today's dynamic workplace, featuring quality teaching, expert faculty, and flexible schedules, online and on-campus.

95%

of USJ graduates are employed full-time or are in graduate school within six months of graduation.

30%

of the women on the *Businessweek* list of "Rising Stars in Corporate America" are women's college graduates.

1/3

of the *Fortune* 1,000 female board members graduated from single gender institutions.

1

Number of Catholic women's undergraduate colleges in New England

1

Number of women's colleges remaining in Connecticut

26 & 42

The number of undergraduate majors and undergraduate minors offered at USJ, giving students flexibility to develop an academic program responsive to their interests and passions, and a myriad of opportunities for experiential education in numerous career fields.

81%

of women's college graduates say their college was extremely or very effective in helping prepare them for their first job, compared with 65% of public college graduates.

Numbers Worth Repeating



# Spirituality on Campus

By Elizabeth Marone '15

## The Connor Chapel of Our Lady Celebrates 50 years

As an institution founded in the Mercy tradition, the University of Saint Joseph, originally Saint Joseph College (SJC), follows in Catherine McAuley's footsteps with a devotion to its core Mercy values: commitment to women, compassionate service, academic excellence, respect and integrity, multiculturalism and diversity, and Catholic identity.

In the mid-1960s, the Sisters of Mercy recognized the opportunity to strengthen the College's connection to its Catholic identity by building a center for spiritual growth, a chapel. Upon hearing of the idea, Joseph and Jane Cullen Connor, two local residents, generously provided their time, effort, and financial support to bring the Chapel to fruition.

The Connors, who encompassed a strong Catholic identity themselves, recognized the importance of this undertaking. As a result, Joseph's passion for the project became a driving force for its completion. An insurance inspector, his expertise in architecture aided the early days of the process, when he visited Connecticut chapels with the president of the College, Mary Theodore Kelleher, RSM, to determine design possibilities. He also played a part in selecting the Chapel's architects, Eggers and Higgins of New York.

The resulting design was inspired by the architectural trends of the mid-1960s, featuring a centralized, raised altar around which the congregation clusters. Cruciform in shape, three wings provide seating, while the fourth houses the Blessed Sacrament Chapel, the organ chamber, and the sacristies — all of which are illuminated with the colorful hues of stained glass windows.

Compassionate in their service to the SJC community, the Connors invested their time and energy in the lengthy project, even when Joseph became ill. Though he saw the Connor Chapel of Our Lady's preparation through, he passed away two weeks before its groundbreaking, which took place on July 16, 1965.

Jane, who shared her husband's passion for the project, continued his legacy, attending the groundbreaking, greeting guests, and partaking in the ceremony. In prayer, she broke ground saying, "May all who enter this Chapel be saved," a sentiment that resonated with Sister Theodore so deeply that the prayer was inscribed in the narthex floor, just inside the main doors.

That prayer has remained integral to the Chapel's influence on campus life, serving as a safe haven for students, in which they can develop a stronger spiritual connection.

Now housing masses on Wednesdays and Sundays, as well as undergraduate milestone events such as Investiture and Baccalaureate Mass, the Chapel provides the USJ community with the center for Catholic identity the Sisters imagined 50 years ago.

Today, the Office of Campus Ministry continues the Sisters' devotion to living out the Mercy mission and helping students develop their faith.

"Campus Ministry's role is to support the mission and core values of assisting in the development of the whole person," explained Lynnette Colón, director of Campus Ministry.

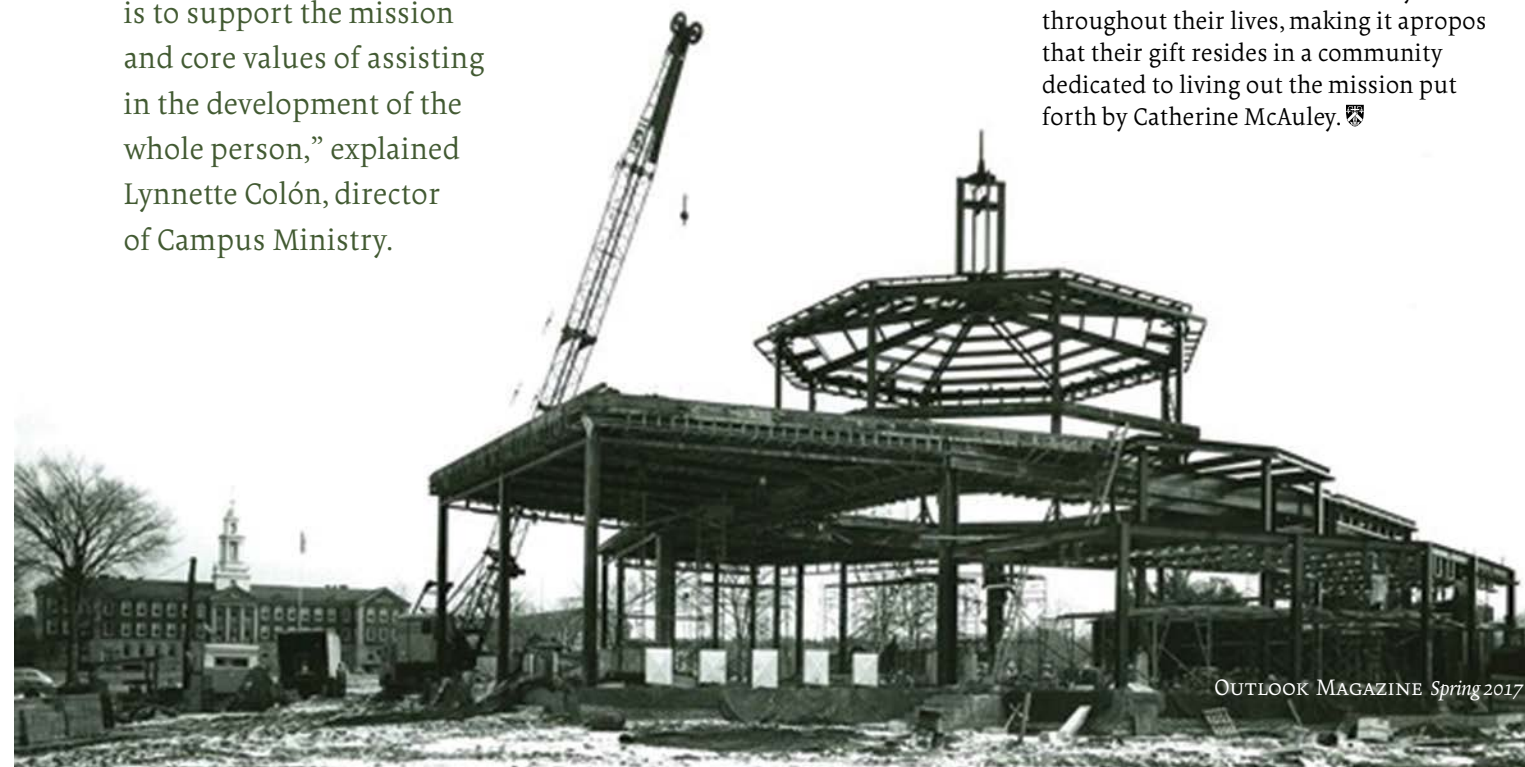
"I do my best to be open to the spiritual needs of all the students, staff, and faculty, no matter their background. This is done through spiritual counseling or conversations, University events, and ideas that center on spiritual and religious topics and celebrations that are of interest to the students and the entire University."

The Connor Chapel of Our Lady continues to carry on the legacy left by its namesakes. Joseph and Jane viewed the Chapel as a way to

give to young women, demonstrating their undying commitment to the growth of future generations.

USJ honored this commitment on March 12, 2017, with a 50th anniversary celebration of the Connor Chapel of Our Lady. Students and alumni served roles within the Mass celebrated by The Most Reverend Bishop Peter Rosazza, D.D., and University Chaplain, Father Emmanuel Ihemedu.

It was a celebration fit to honor two individuals who enacted the Mercy values throughout their lives, making it apropos that their gift resides in a community dedicated to living out the mission put forth by Catherine McAuley. 🙏



# Providing Strength and Stability Through Science and Research

By Diana Sousa, MBA

From the founding of Mount Saint Joseph Academy in the 1930s to our present day University, the Sisters of Mercy have been fundamental in demonstrating how a woman's place is in the Sciences!


For Maria Benigna Johnson, RSM, C'36, her classrooms and labs were the place to set high expectations for her female students in the biological sciences. She was a role model to them as an active leader in the Society of American Bacteriologists and served as Director of Research at the University of Connecticut. She not only taught women in the sciences, she supported them by applying for and receiving grant funding from the Energy Commission, the National Institute of Health, and the National Science Foundation. Known as one to roll up her sleeves, she spent three summers at the Marine Biological Laboratory at Woods Hole, Mass.

Beginning in the '40s M. Claire Markham, RSM, '40, DAA'75, H'89, proved that you can be a lifelong learner and devoted scientist. She was a professor of Chemistry at Saint Joseph College for 25 years, later becoming chairperson of the Chemistry Department and serving as undersecretary for the CT Department of Energy. She was awarded many National Science Foundation (NSF) grants and her reputation followed her around the world where she had an opportunity to be a scientist in an NSF-funded program in India. Even with numerous accolades and awards, Sister Claire never took her focus off her students at Saint Joe's. She brought in more than \$1 million in grants to the College and credited the Founding Sisters for setting up a

Chemistry department and a college where "women could develop their potential in all fields." In 1962, as a woman making notable contributions in science, she was selected to present an award to Eleanor Roosevelt during the First Lady's last visit to Connecticut.

Remembered as a trailblazer in the areas of Space Research and Chemistry, Mary Ellen Murphy, RSM, '50, Ph.D., dedicated nearly five decades to the University as an outstanding educator, scientist, and scholar while always exemplifying the highest ideals of service to the University. Her contributions to the University as a gifted and respected professor of Chemistry are legendary due to the number of classes and types of courses she taught at the undergraduate and graduate levels. Over the years, Sister Mary Ellen built a formidable career as a scientist and scholar in the fields of Space Research and Chemistry. She was one of the first women to analyze the moon rocks brought back from Apollo 11 in 1969 and she later served as a NASA consultant. But no matter where she traveled, she was always at home on campus with her students.

Sister Claire once summarized the strengths and amazing accomplishments of all of the Sisters. She said:

**"The Sisters of Mercy as a group were and are women ahead of their time. They are women of vision, who do not consider the obstacles, but rather focus on the possibilities of their ideas."** 



Mary Ellen Murphy, RSM, '50, Ph.D., photo in Hartford Courant, December 9, 1973



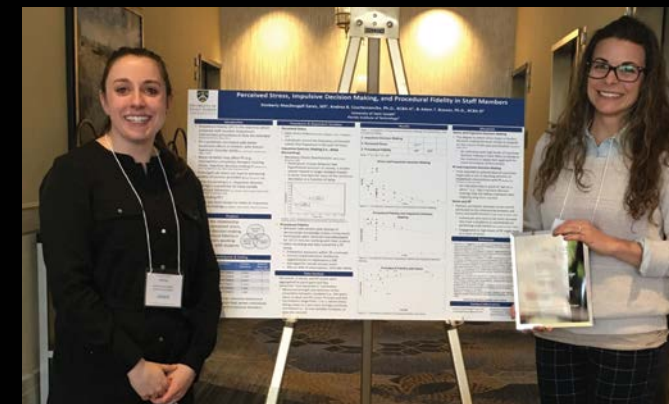
Maria Benigna Johnson, RSM, C'36



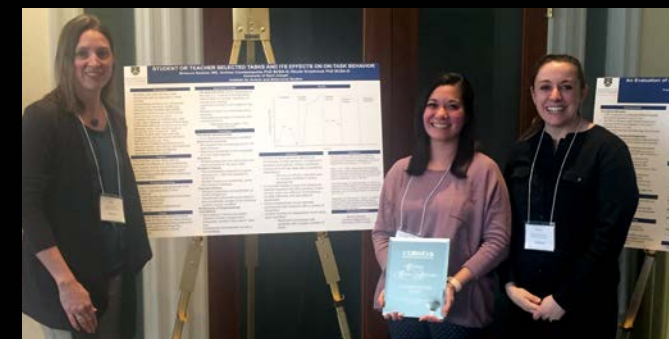
Maria Claire Markham, RSM, '40, DAA'75, H'89, and Joanne Fitzgerald '59 in Chemistry Lab

Today, students at the University of Saint Joseph continue in the footsteps of the Sisters of Mercy, conducting original research that is mentored by a faculty member with the goal of publication, presentation, performance, or exhibition beyond the campus community. In addition to learning from the research process and the outcomes of their work, students who engage in research benefit from:

- the application of critical thinking and reasoning skills
- mentoring relationships with faculty members that endure post-graduation
- research that may support their candidacy for graduate school
- skills to help them excel in their chosen career field and help our students become stronger independent learners



◀ Kimberly MacDougall, M.S., presented "Perceived stress, impulsive decision making, and procedural fidelity in staff members" poster at the 13<sup>th</sup> annual Connecticut Association for Behavior Analysis conference, Hartford, Conn. Awarded: Excellence in Empirical Design Award. Pictured here are Andrea Courtemanche, Ph.D., BCBA-D and Kimberly.



◀ Brianna Nadeau, M.S., presented "Student or teacher selected tasks and its effects on-task behavior" poster at the 13<sup>th</sup> annual Connecticut Association for Behavior Analysis conference, Hartford, Conn., in March. Awarded: Exceptional Contribution to Behavior Analytic Research in Applied Context Award. Pictured here are Nicole Groskreutz, Ph.D., BCBA-D, Brianna, and Andrea Courtemanche, Ph.D., BCBA-D.



◀ Felicia Palmer, M.S., presented "An evaluation of an interdependent group contingency and mystery motivators in an inclusive preschool classroom" poster at the 13<sup>th</sup> annual Connecticut Association for Behavior Analysis conference in Hartford, Conn., in March. Pictured here are Andrea Courtemanche, Ph.D., BCBA-D, Felicia, and Laura Turner, Ph.D., BCBA-D.

To keep updated on the latest research projects, visit [www.usj.edu/current-research](http://www.usj.edu/current-research)

Experiential learning, explains Breton Boudreaux, M.A., is “learning by doing. It’s a process of experiencing, then evaluating – broadening a student’s perspective.”

The Student Academic & Career Services Center, situated on the second floor of the Pope Pius XII Library, is the University of Saint Joseph’s hub for experiential learning, and seeks to create “a culture of ongoing learning, not just in the classroom.”

Boudreaux, completing his first year as director of Career Development and Employer Relations, approaches his job as an explorer leading students on a journey of discovery. He says with full-throated optimism that “there are jobs doing everything. If you love it, there’s probably a job doing it.” It is precisely that level of enthusiasm that he shares with students, as he collaborates with them, and often their faculty and advisors, to extend educational experiences from campus to the world beyond.

That process can be through internships, clinical rotations, or field work, each providing students across varied academic disciplines and interests with a first-hand glimpse of “what it is really like on a daily basis” in a field they’re passionate about or interested in. He says the process of experiential education boils down to “figuring out what you like, what you’re good at, and how to parlay that into a job.”

More than 90 percent of USJ students have an experiential learning component option built into their major, and relatively small class sizes allow Boudreaux and his colleagues to not only hold workshops but work with students one-on-one. Well-connected with a robust alumni network and professionals throughout the region, staff advisors provide career planning services and resources for students as well as alumni.

Cristal Nembhard ’18, a junior Family Studies major and Business Management minor, is in the midst of her second



# EXPERIENTIAL LEARNING

By Bernard L. Kavalier

internship. She now assists with membership development at the West Hartford YMCA after completing an internship with the Aurora Foundation. The Hartford resident previously volunteered at Saint Francis Hospital and with the Youth Health Association in her first two years at USJ.

“I look at life after college in a different context now,” she observed. “The internships have helped me learn how to balance work and life. It can be hectic; you have to prioritize and learn time management.” The internships have provided her with first-hand insight into a variety of office settings, improved networking, and strengthened her business skills, Nembhard explained, adding to her in-class learning.

Students may only know about the jobs they see every day. Often, they are surprised by the range of possibilities, as they learn more about areas of interest and jobs that use skills they already have or are actively learning in classes. Boudreaux notes that many industries and occupations are no longer linear, and students who develop

the ability and confidence to pivot and adapt repeatedly through their college years will be better able to do the same after they graduate.

Employers are looking to identify job candidates who are effective communicators, have leadership skills, think critically, and work effectively with peers. More than specific courses, “it’s really baseline knowledge, plus,” Boudreaux emphasizes. That’s why the full range of experiential education is so important — and why USJ has made it a priority for every student.

His office assists adult learners and alumni as well as traditional students. Services range from exploring career options and developing job-seeking skills to discovering one’s personality type and preparing for on-campus recruiting events. A portfolio of online resources is also provided, allowing USJ students and alumni to tap into broad networks of expertise and information.

He also tells the many students who enter USJ with a work history that “all the jobs you’ve had are beneficial. Don’t discount what you’ve already done. Those jobs have already put you a step ahead of your competition. You understand the fundamentals of having a job.”



# Engaging With History

By Elizabeth Marone ’15

A commitment to women and academic excellence has informed the University of Saint Joseph’s curriculum since the institution’s founding in 1932. Since then, professors’ pedagogy has continuously grown and developed, providing USJ students with an education that meets the demands of an ever-changing society.

Jennifer Cote, Ph.D., associate professor of History, exemplifies this dedication, working diligently to ensure her courses fully engage students and help them develop the skills necessary for success in today’s world.

Most recently, she enacted Problem-Based Learning — pedagogy typically found in Science classrooms — in her 200-level course. This entailed focusing the semester’s studies on a central problem that students spent 15 weeks working through. For this course, the problem was the murder of a Hartford widow and mother, Ada Brown, who was killed during an argument with her boyfriend in the 1800s.

With this pedagogical structure, students used the crime as a lens through which they could examine the overarching issues of 19<sup>th</sup>-century Hartford. From gender and class to economic changes, students dissected the ways the murder and its ensuing scandalous trial were impacted by aspects of the time period.

In her role as a guide rather than lecturer, Cote eased her class into the semester’s more intricate work by helping them strengthen their critical thinking skills. To do this, they read Erik Larson’s *Devil in the White City*, which engages a similar structure of using a single crime to examine societal issues. Identifying not only the overarching themes in the work and their importance, but also how Larson developed those themes, students prepared for the next step of the course.

As a result, when Cote handed students a dossier with primary sources detailing Brown’s murder and trial, they knew how to evaluate and contextualize information, while using the documents to ask broader questions. From that point on, Cote’s students spent the semester “doing the history.”

“The way the course was set up gave students tools from the outset. It was designed to encourage them to become not only critical thinkers, but also historical thinkers,” Cote explained.

In their groups of three, students detailed their research and findings on a public blog — a tool that proved successful and popular within the class. By the end of the course, the students’ passion for this work was palpable, demonstrated clearly when they opted to continue their research, even though it meant doing more work in addition to their final paper.

“Being able to do our own research has been really interesting because it lets us explore whatever aspect we want to explore,” said Jessica Saltzman ’17. “It doesn’t keep us confined to just what we’re assigned; we get to pick our topics.”

After the success of Problem-Based Learning in a history setting, both professor and students are eager to have similar courses in the future. Before that, Cote and two of her students presented on this unique learning opportunity at two conferences in April — The University System of Georgia Teaching and Learning Conference in Georgia, and the Association for the Study of Connecticut History’s spring conference at USJ — sharing their success in strengthening critical thinking abilities.

“These are sought-after skills, and this class helps build that skill set while, at the same time, helping students realize that they don’t live in a historical vacuum,” Cote stated. “The issues we’re concerned about in the present are part of a broader historical narrative that’s worth really thinking about.”

Understanding the narrative and students’ place in history prepares them to leave USJ as well-informed citizens and bold, lifelong learners, just as the Sisters of mercy envisioned 85 years ago.

# Enhancing Instruction Through Technology

By Elizabeth Marone '15



For 85 years, the University of Saint Joseph has thrived as a small, close-knit liberal arts institution. With an 11:1 student-to-faculty ratio, professors provide individualized attention that proves invaluable in helping students achieve their goals. From focused in-class discussions to learning opportunities in the surrounding community, the guidance USJ students receive from faculty ensures that they graduate with skills that will set them on a path to success.

Throughout her 23-year career at USJ, Elizabeth Vozzola, Ph.D., professor of Psychology, has been a crucial figure for hundreds of these students. Her innovative ideas and passion for teaching create vibrant learning environments in which her students flourish.

“Something I’ve always had as a motivation is I want our students to engage with original material and engage with the big ideas,” said Vozzola.

In striving for this level of engagement in the digital age, Vozzola often integrates unofficial guest speakers into her curriculum, typically in the form of online TED Talks. However, she recently

welcomed the opportunity for an expert to speak directly with her Moral Development students. She invited Paul Bloom, Ph.D., professor of Psychology and Cognitive Science at Yale University and author of *Just Babies* — a textbook used by Vozzola’s class — to campus. Though a busy sabbatical schedule kept him from physically visiting campus, technology transported him into a USJ classroom.

To make this a reality, Vozzola turned to Bonnie Solivan, M.Ed., educational program manager of the Teaching and Learning Center (TLC) on campus, who supports faculty by enhancing their ability to provide a value-centered education. Well-versed in the latest technology available for the classroom, she prepared a GoToMeeting to facilitate an effective videoconference experience.

With the technology in place, it was up to the students to make the day a success — and they rose to the occasion.

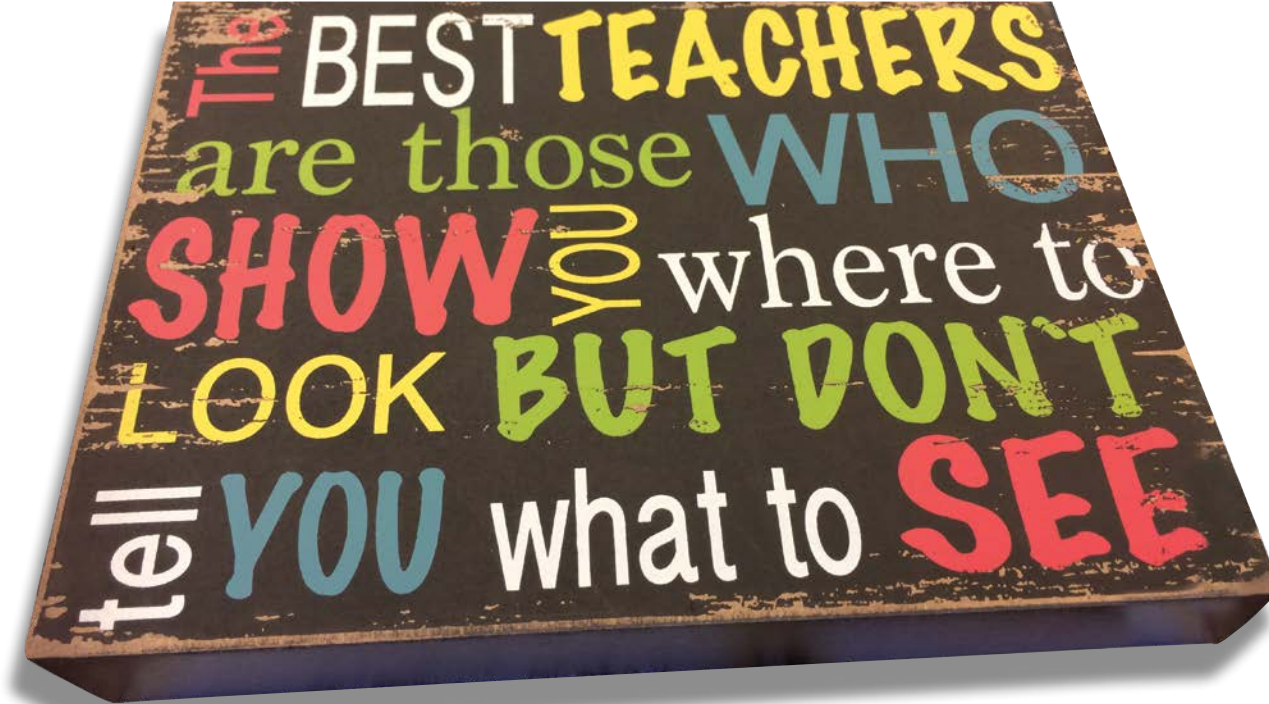
“They were very well-prepared and just so intensely curious,” Vozzola explained. “They knew this was a really great opportunity to get some one-on-one time that, even at a conference, would be rare to get with someone of his caliber.”

Each of the seminar’s eight students asked Bloom their questions, which ranged from his past research with infants to his new controversial book, *Against Empathy*. Because of the class size, Bloom was able to individualize his answers and expand upon each student’s question, an incredible opportunity unique to a small institution.

“The times have changed; education and how we communicate have evolved drastically over the last 15 to 20 years. The virtualization of meetings, interviews, and having guest speakers has become very dynamic.”

**“Our campus is so grassroots. We’re about face-to-face communications, and that tangibility with our faculty is what our students love and seek,” said Solivan.**

By utilizing the latest educational tools, professors are able to build upon that tangibility while ultimately strengthening students’ academic experiences with the help of technology. 📖



## INNOVATION IN THE HONORS PROGRAM CLASSROOM: SERVICE LEARNING

By Diana Sousa, MBA

While you may immediately think of new technology, like augmented reality devices, when you think of innovation in the classroom, Beth Fischer, RSM, '76, DAA'13, director of Community Engagement, proves innovation can be a lot more personal and community-service minded.

**Service learning** is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. It allows students to apply their knowledge and skills to real-life interactions in the community, making classroom content come alive.

Sister Beth highlights the importance of service learning as part of the college experience, stating, “Students get out there in the community and engage in sustainable service for a cause they are passionate about. After graduation, many of our students continue volunteering or working with the agency they met as part of this program. Each student really has the opportunity to have a legacy impact with an agency.”

During the course, students are assigned a few classic books, spend time journaling reflections on what they have read, and share perspectives during class. They start with Robert Coles’ *The Call of Service: A Witness to Idealism*, which has several accounts of volunteer experiences and the transformation that occurs with reciprocity.

The format of this class is innovative, transitioning students from taking notes and summarizing texts to actually internalizing what they learn by asking themselves questions such as: “How did reading about volunteer experiences in a foreign environment make you feel? Could you see yourself volunteering for a similar organization? What leadership lessons did you learn from one of the examples?” In addition to writing private reflections in their journals, students share their perspectives with their colleagues, providing more opportunities to see experiences through different lenses.

Their final assignment is a report that summarizes what they have learned and the legacy they are leaving with a community organization.

“Between the reading assignments and class discussions, this class has helped me reflect on my feelings about how my work as a nurse and my volunteer work are important. Sometimes it’s hard not to be cynical and think – ‘am I really making a difference in someone’s life’? In class we talk about those feelings and we understand that, beyond the skills we bring, by lending our heart and through our presence we are making a difference,” said a Nursing student from the class of 2018. 📖



## International Study Broadens Perspectives, Opportunities, Friendships

By Bernard L. Kavalier

"I was immersed in a completely different world," recalled Katelyn Baez '17 of her study abroad experiences in Japan. "It has made me a different person. And I look at my profession — Psychology and Social Work — in a different manner. In my field, I am always stepping into somebody else's world. It showed me what it's like to leave everything you know."

Baez, from New London, "absolutely loved" her initial three-week experience, which provided engaging ways to learn about a different culture "from within," adding dimension to her classroom studies, as well as building her confidence. Baez later returned to Japan, studying for a semester and working as a teacher's assistant, fulfilling her USJ language requirement, and adding to her knowledge and understanding of Japanese culture, language, and lives.

"That's the core of the study abroad experience," explained Robert Madden, LCSW, J.D., professor and chair of Social Work and Latino Community Practice, "exposure to another culture." It is an understanding that students bring back to the classroom, often changing the context for their academic work and the discipline they will enter.

"Students come back with a much broader perspective of how their profession is practiced — that the way it's done in the United States isn't the only way. They begin to understand the cultural context for professional practices, which they really had never thought about before. They see their profession differently and they become leaders going forward in their professional lives, open to new possibilities," Madden said.

Nancy Billias, Ph.D., professor of Philosophy, and Jonathan Gourlay, M.A., M.F.A., USJ's director of International Programs and Students, lead a group of students to Japan in a partnership with Otsuma Women's University. The two weeks that USJ students spend in the heart of Tokyo comes after a semester of classroom work at USJ focused on the philosophy and poetry of Japan.

"We work together to figure out the what, where, and when," Gourlay said. "What type of experience they're interested in, where in the world, and when in their academic career." Regardless of academic major, career path, and interest, there's a match waiting to be made.

USJ encourages students to study abroad and supports the recommendation with advice, guidance and, in some instances, financial assistance. With the support of a generous donor, the University has pledged \$500 to 10 first-year, sophomore, and junior students who apply for a summer study abroad or internship program that lasts four weeks or longer. Additional scholarships are also available.

Another of USJ's highly regarded faculty-led programs is a week-long Guyana Immersion Experience during spring break. Students participate in academic and social service activities as they conduct research on the health and educational needs of the emerging South American nation. The trip, led by Beth Fischer, RSM, '76, DAA'13, director of Community Engagement, and Assistant Professors of Nursing Janet Knecht, PhD, RN, Mary Lou Graham, MSN, APRN-BC, and Yvonne Joy, DNP, APRN, provides stellar opportunities to learn about international nursing and healthcare consistent with USJ's Mercy values, and gives students valuable first-hand knowledge.

Taylor West '17, a nursing student from Windsor, went to Costa Rica last summer on a study abroad program USJ is affiliated with, and to Guyana this semester. A "humbling" experience, she felt study abroad led her to "relate to people better, to think from their perspective." Despite culture shock, she admitted trying new things was "tough but rewarding." Living with a host family in Costa Rica, West completed her USJ Spanish minor and found that the experience "opened my mind to accepting differences."

In building relationships with overseas universities, USJ has ensured that each is a two-way street. Two students from Han University attend USJ for a full semester, each fall and spring, while a dozen students from Otsuma Women's University spend a month on campus each year, living in USJ dorms and attending classes.

"Their presence provides a global perspective for all of our students," Madden said.

The Japanese students — 8 sophomores and 3 freshmen — expressed similar sentiments, as well as enthusiasm and appreciation for their American hosts. Differences in the cultures were immediately evident, they said, and go beyond language. "You learn a different way of connecting in a different culture. You're not scared to start a conversation." They also indicated that the experience will be helpful when looking for jobs in Japan after graduation. The same is true for USJ students who study abroad. International exposure has an enduring impact, both tangible and intangible.

"Travel is a root of empathy," Gourlay adds. "You can't always predict how a study abroad experience will impact your life, but you know that it will." 🏰



# Physician Assistant Studies Program

By Bernard L. Kavalier

After nearly 18 months of planning, the Physician Assistant (PA) Studies program debuted this semester at the University of Saint Joseph with a determined and engaged first cohort of 35 students, the Class of 2019. They've begun a two-year journey to earn a master's degree in Physician Assistant Studies that will prepare them for a national exam, state licensing, and a challenging career in a profession that is increasingly in demand.

Founding Director and Chair Carrie Walker, MPAS, M.S., PA-C, describes the new graduate program as a "perfect fit" with the University's longstanding expertise in closely related fields, including Nursing, Pharmacology, Nutrition, and Social Work. The University's mission-driven attention to the needs of society and individual patients who often do not have access to quality healthcare underscores the synergy.

The innovative curriculum, consisting of modules that focus on various aspects of body systems, was built with sequence in mind, as one aspect of knowledge builds upon another. Students are in class daily from 8 a.m. to 4 p.m., after which the studying begins — and essentially doesn't stop.

Some modules are as short as two weeks; others extend to six weeks. It is a rigorous, hands-on program, intertwining study and practice with active teaching and learning. Hematology and oncology are followed closely by endocrinology and infectious diseases. The renal system comes just before gastrointestinal, and just ahead of the heart and lungs, which are up next for students this summer.

"You're basically teaching all of medicine in two years," Walker said. "Really, even less," she added, noting that the final year places students in a clinic, with the education provided in the initial months serving as the "foundation on which to build."

Madison Katich, M'19, was working at the Cleveland Clinic when she applied to the PA Studies program at USJ, attracted by the modular curriculum, caliber of faculty, and intensive one-to-one collaboration. USJ was the first choice for the Toledo native, who enthusiastically says the program is quite challenging — and meeting her expectations.

Katich remarked, "When you learn the science of the body system-by-system it's a more natural progression. Few programs are organized in this way, yet it makes so much more sense that you master each system and then move on. This approach places emphasis on meaningful learning rather than mechanics and memorization. We will one day work with patients and impact their lives. So, I want to really know it, not just memorize it."

The PA profession, and the USJ program, are in demand. Nationwide, there are approximately 8,500 seats for 27,000 applicants to PA programs. Thus, the "competition is steep to get accepted into a program," Walker says, "and applicant pools are very strong." USJ's first cohort was selected from 300 applicants.

**"The students bring different perspectives and backgrounds, which enriches the experience for everyone," Walker observed.**

From an instruction standpoint, however, it also provides challenges in assuring that every student reaches the required level of knowledge, understanding, and competence. "They may start in different places, but our job is to have them reach the same level."

USJ President Rhona Free, Ph.D., noted that the Physician Assistant career, which is celebrating its 50<sup>th</sup> anniversary, "will play an important role in ensuring that all Americans, especially those in underserved urban and rural areas, have access to prompt, compassionate, and expert care. They will be part of the solution to the rising costs of healthcare in the country, contributing to a setting where the skills of every member of a healthcare team are used to maximum benefit." 🏰

# Campus Snapshots



**DECEMBER 2016** 150 holiday gifts were donated to the Gengras Center School students from the Joe and Anna Carabetta family.



**JANUARY 2017** During the Arts Mentor Program, Tang Sauce (John Manselle-Young) worked with Elijah Hughes, while USJ Grad Assistant Camille Cielo looked on.

THE **AUTORINO**  
**CENTER**  
**FOR THE ARTS**  
AND HUMANITIES  
AT THE UNIVERSITY OF SAINT JOSEPH



**FEBRUARY 2017** "Where Will Your Leadership Go?" USJ's 12<sup>th</sup> Annual Leadership Quest took place to move aspiring freshmen and sophomores into leadership roles on campus.



**SEPTEMBER 2016** Campus Ministry organized an interfaith fair – F.A.I.T.H.-U (Focusing our Attention on Interfaith and Togetherness to Have Unity) during Mercy Week with the goal of encouraging interfaith discussion and sharing within our community.



**JANUARY 2017** The University of Saint Joseph recognized the 2019 inaugural class of the Physician Assistant (PA) Studies program at the White Coat Ceremony.



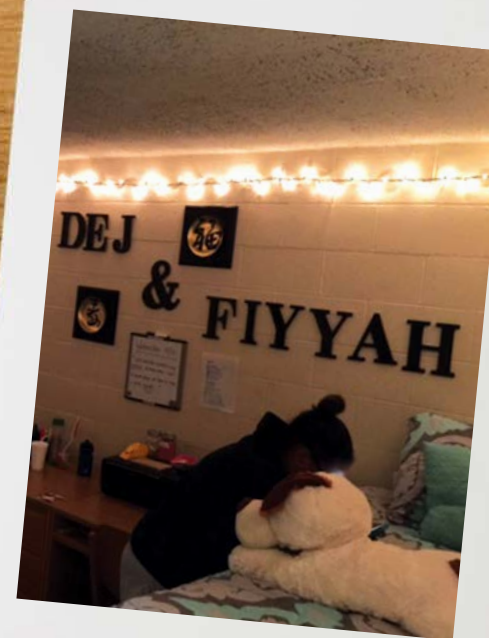
**DECEMBER 2016** An annual USJ tradition, the Festival of Lights featured Christmas carols, liturgical dance, Bible readings, and the communal lighting of candles in the Connor Chapel of Our Lady.



**OCTOBER 2016** USJ students at a Connecticut Breast Cancer Awareness Walk.



**NOVEMBER 2016** Queenes Company presented a production of John Patrick Shanley's 2005 Pulitzer Prize and Tony Award winning drama, *Doubt: A Parable*, in Bruyette Athenaeum's Hoffman Auditorium at USJ.



**SEPTEMBER 2016** The Student Affairs department held the Dorm Contest for undergraduate students who competed in decorating their rooms.

# SWIMMING SETS FOUR SCHOOL RECORDS AT NEW ENGLAND CHAMPIONSHIPS



Five members of the University of Saint Joseph swimming and diving team competed at the New England Intercollegiate Swimming & Diving Regional Championships this past February (17-19) and together they combined to set four new USJ school records. Additionally, of the 28 total legs competed in by USJ swimmers at the regional meet, the Blue Jays posted career-best times in 27 of them. The meet was hosted by the University of Rhode Island inside the Tootell Aquatic Center in Kingston, R.I.

The Blue Jays racked up 176 total points as a team in their final meet of the season, good for a 16<sup>th</sup> place finish out of 21 women’s teams, and it was a 10.5 point improvement from a year ago. They finished ahead of schools such as Saint Joseph’s College of Maine, Western Connecticut, Plymouth State, Rhode Island College, and Elms.

USJ set new school standards in the 200 medley relay, 50 backstroke, 100 backstroke, and 100 individual medley. The quartet of sophomores **Veronika Latawiec** (Newington, Conn.), **Annmarie Masayda** (Watertown, Conn.), **Gabriella Alberino** (East Haven, Conn.), and freshman **Taylor Houghtaling** (East Hartford, Conn.) combined to eclipse the school record mark in the 200 medley relay. The relay team swam to a time of 1:57.82 to break the previous record of 1:58.73, which had stood since Feb. 18, 2012.

**Latawiec** then followed that up by adding a pair of individual school record-breaking performances to her resume for the weekend, both in the backstroke. In the 50 back preliminary round, she touched the wall at the 29.58 mark to set the new school standard, which was previously held by **Amy Poulton** at 29.76 since Feb. 9, 2012. The time also qualified her for the b-final where she went on to post a 14<sup>th</sup> place overall finish in the event with a time of 29.80.



After setting the USJ record last season in the 100 back as a freshman at the New England Championships with a time of 1:05.27, **Latawiec** found herself in familiar territory this season as the sophomore bettered her time from a year ago. She shaved nearly a whole second off the time, improving it to 1:04.29 when she touched the wall as the lead swimmer in the 400 medley relay prelims.

**Alberino** swam her way into the USJ record books in the 100 IM, snapping a record that had previously stood since Nov. 10, 2012. She posted a personal-best time in the prelims at 1:07.14 to qualify for the b-final, only to then smash that mark in the finals coming in over a second faster at 1:06.03 for the school best time and a 12<sup>th</sup> place overall finish.

**Masayda** recorded the top two individual finishes for USJ at the meet and was the lone Blue Jay to swim in an a-final. In the 100 breaststroke prelims, **Masayda** blistered to a time of 1:11.51, which was over three seconds faster than her career best time, and qualified for the a-final. She then lowered her time even more in the finals to 1:11.14 to secure a 7<sup>th</sup> place overall finish. The result also earned her a spot on the All-New England Team. The sophomore added another top-10 finish after touching the wall at the 32.93 time stamp in the 50 breaststroke b-final.

**Senior Raelynne Andrews** (Bristol, Conn.) also qualified and competed for the Blue Jays at the regional meet. Individually, the veteran swam to career best marks in the 50 and 100 breaststroke with respective times of 36.56 and 1:19.13.



## COMPLETE USJ RESULTS FROM THE NEW ENGLAND REGIONAL CHAMPIONSHIPS

- 7<sup>th</sup> 100 Breaststroke (**Masayda** – 1:11.14)
- 9<sup>th</sup> 200 Medley Relay (**Latawiec, Masayda, Alberino, Houghtaling** – 1:57.82)\*
- 10<sup>th</sup> 50 Breaststroke (**Masayda** – 32.93)
- 12<sup>th</sup> 100 IM (**Alberino** – 1:06.03)\*
- 13<sup>th</sup> 100 IM (**Latawiec** – 1:07.36)
- 13<sup>th</sup> 200 Breaststroke (**Masayda** – 2:39.21)
- 13<sup>th</sup> 400 Medley Relay (**Latawiec\*, Andrews, Alberino, Masayda** – 4:33.63)
- 14<sup>th</sup> 50 Backstroke (**Latawiec** – 29.58)\*
- 15<sup>th</sup> 200 Free Relay (**Latawiec, Masayda, Alberino, Houghtaling** – 1:49.87)
- 16<sup>th</sup> 400 Free Relay (**Latawiec, Masayda, Alberino, Houghtaling** – 4:05.16)
- 19<sup>th</sup> 100 Backstroke (**Latawiec** – 1:05.21)
- 25<sup>th</sup> 50 Free (**Alberino** – 27.26)
- 25<sup>th</sup> 50 Butterfly (**Alberino** – 29.92)
- 30<sup>th</sup> 200 Breaststroke (**Andrews** – 2:55.54)
- 32<sup>nd</sup> 100 Breaststroke (**Andrews** – 1:19.13)
- 34<sup>th</sup> 50 Breaststroke (**Andrews** – 36.56)

\*Denotes USJ School Record

Follow us on Twitter and Instagram @USJ\_BlueJays

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# ALUMNI NEWS

## FUN WITH ALUMNI ON AND OFF CAMPUS

The fall and winter were busy with gatherings on and off campus. Alumni and friends of the University enjoyed reminiscing with one another and conversing with President Rhona Free, Ph.D., in Springfield and Boston, Mass.; Chicago, Ill.; Washington, D.C.; and Jupiter and St. Petersburg, Fla. Many also enjoyed seeing the newly-renovated Lourdes Hall and learning about the Physician Assistant Studies Program, as well as learning about the *Saint John's Bible* from our beloved Dorothy Bosch Keller, M'85, C'97, DAA'99, M.Ed., professor of Fine Arts.



▲ Alumni gathered at the Langham Hotel, Boston in February for conversation and afternoon tea with President Free. Pictured L to R: Andrea Wolosiuk Alvarado '81, Kathy McGrath Fitts '79, President Rhona Free, Ph.D., Jerrine Milke '91, Meg Lynch Barrett '71, Maryellen McCarthy Sakura '68, and Maggie Pinney '95.



▲ Alumni and prospective graduate and undergraduate students enjoyed an evening at the Colony Club in Springfield, Mass., catching up and hearing University news from President Free.



▲ Alumni and friends of the University relished in listening to Professor Dorothy Keller during her four-part lecture series on the *The Saint John's Bible*, Volume 6 – Gospels & Acts. The book is on loan through August 2017. Pictured here with Mary Joerg '20.

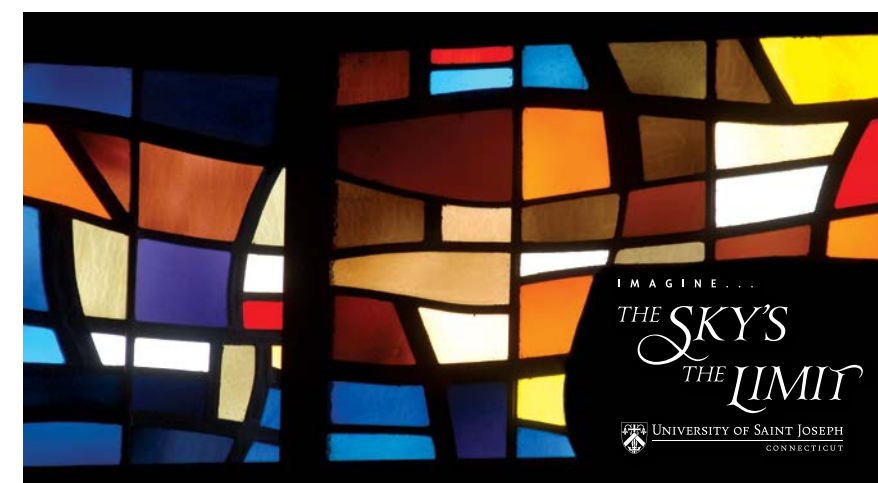


◀ On September 20, 2016, Benjamin T. Peters, Ph.D., associate professor of Religious Studies and Theology and director of the Honors Program, discussed his most recent publication, *Called to be Saints: John Hugo, the Catholic Worker, and a Theology of Radical Christianity*, and signed copies for attendees.

► On Sunday, March 12, 2017, the University of Saint Joseph held a Mass to honor the 50th anniversary of the Connor Chapel of Our Lady with celebrant The Most Reverend Bishop Peter Rosazza, D.D., and University Chaplain Father Emmanuel Ihemedu.



◀ University Trustees, faculty, and leaders gathered for the ribbon cutting of Lourdes Hall, home to the Physician Assistant Studies Program, at a reception in February. Carrie Walker, MPAS, MS, PA-C, founding director and department chair, provided an in-depth discussion on program highlights and trends in this quickly-growing field.



## Honor and Celebrate the Sisters of Mercy!

Be sure to mark your calendar and save the date for the 2017 "Imagine ... the Sky's the Limit" Gala. This year's event, celebrating the Sisters of Mercy, will take place on Friday, June 9, at the Connecticut Convention Center. Watch your mail and the USJ website for upcoming details.

## JOIN US AT OUR UPCOMING EVENTS:

**SUNDAY, APRIL 23**  
Legacy Lunch

**WEDNESDAY, APRIL 26**  
Class of 1971 Book Talk and Luncheon

**FRIDAY, APRIL 28**  
Hartford Yard Goats

**SATURDAY, APRIL 29**  
Wine Tasting at Arrigoni Winery

**MONDAY, MAY 8**  
Full Moon Yoga with Barbara Titus '73

**THURSDAY, MAY 18**  
Distinguished Alumni Awards Dinner

**SATURDAY, MAY 20**  
Wine Tasting at Saltwater Farms Vineyard

**FRIDAY, JUNE 9**  
"Imagine ... the Sky's the Limit" Gala

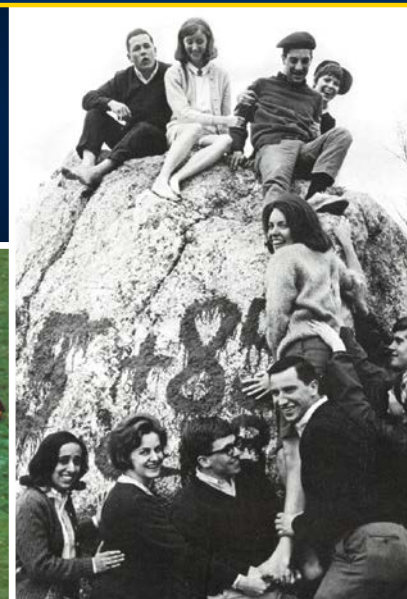
**FRIDAY, JUNE 23**  
School of Pharmacy Alumni Event

**SUNDAY, JULY 30**  
Boston Red Sox vs. Kansas City Royals

We hope to see you soon. For questions or registration information, please contact Katie DaSilva '15 at [kdasilva@usj.edu](mailto:kdasilva@usj.edu) or 860.231.5364.

# 2017 REUNION

CELEBRATING CLASSES ENDING IN 2 & 7



SEPTEMBER 16, 2017



UNIVERSITY OF SAINT JOSEPH  
CONNECTICUT

On September 16, please join your fellow Saint Joseph Alumni for a day of fun back on campus where it all began!

There will be time to reminisce with classmates, faculty presentations, a tour of the newest additions on campus, and a luncheon hosted by President Rhona Free, and much more. We promise you there will be something for everyone to enjoy.

We will be honoring classes ending in 2 and 7, especially the Class of 1967 who will be celebrating their 50th Reunion and the Class of 1992 celebrating their 25th. All alumni from any graduating year are welcome to join the festivities.

We have a wonderful group of volunteers, please let us know if you would like to be a part of the planning. The more, the merrier!

Please be sure to check [www.usj.edu/reunion](http://www.usj.edu/reunion) in the coming weeks for a schedule of events, a list of who is coming and registration information.

Questions? Please contact Sarah Blanchard at [sblanchard@usj.edu](mailto:sblanchard@usj.edu) or 860.231.5355.

## THIS YEAR'S VOLUNTEERS:

Irene Blake Clark '57  
Alice Alexander Davis '57  
Barbara Dickinson Abbate '62  
Toni Iadarola '62  
Teri DeDominicis Mascaro '62  
Kathleen Driscoll Amatangelo '62  
Ann Daly Crimmins '67  
Elizabeth Sheridan Larivee '72  
Gerri Roberts '72  
Kathy Krabel Rohn '72  
Cynthia Parzyck Sarnowski '72  
Joann Donah Charland '77  
Linda Estabrook '77  
Rosemary Cleary '77  
Noreen Armstong Bachteler '77  
Andrea Rahoczy Gladu '87  
Denise Tarbox Snyder '87  
Laura Curtis '97  
Noelle Bellefleur '12

## INVESTITURE AT USJ

One of the University of Saint Joseph's most meaningful traditions is Investiture. This annual event marks the transition for our students from sophomore to junior year. It is celebrated each November in the Chapel with a moving ceremony that celebrates the accomplishments of the junior class. We'd love to share your memories from Investiture in a future issue of *OUTLOOK*. Please send your memories with or without photos to [outlook@usj.edu](mailto:outlook@usj.edu). Thank you!



# Dorothy Keller's 50<sup>th</sup> Anniversary

By Elizabeth Marone '15



Keller's influence in the Art community also extends beyond USJ, reaching local art museums like the New Britain Museum of American Art (NBMAA).

"Dorothy has been motivated by a deep and abiding passion for the arts," said former NBMAA director Douglas Hyland. "Over many years I have witnessed her ability to share her knowledge with thousands of people. She has a loyal following and whenever her name appeared on the list of lecturers at the Museum, a large audience would appear as if by magic. For all these reasons she has achieved her ambition to inform and inspire."

On a cold February day, Dorothy Bosch Keller, M'85, C'97, DAA'99, M.Ed., professor of Fine Arts, received an email entitled, "Your Ripple Effect." Inside, she found kind words from a former student, who shared of her daughter's recent admittance to a master's program in Renaissance Art. Expressing her pride, Anne Skowronek Nutt '84, thanked Keller for her role in this accomplishment.

"You should be proud as well, and take some credit for her success," Nutt wrote. "Your courses ignited a curiosity and a passion for visual arts in me, which I've shared with my own children. Your influence continues in ways you never even realized which, as a teacher, is the highest compliment of all."

This is not the first time Keller has received such a touching email, and it certainly will not be the last. Over the course of her 50 years at the University of Saint Joseph, she has taught, influenced, and inspired countless students. Even three decades after graduation, they remember Keller and her passion for Art History with great reverence.

A graduate of the Hartford Art School at the University of Hartford — where she earned her bachelor's degree, her first master's degree, and, later, a Distinguished Alumni Award — Keller began her USJ career as an instructor of Fine Arts in 1967. In subsequent years, she earned a certificate and master's degree in Religious Studies on campus, and became both professor and department chair of Cultural Arts and Languages.

Over the years, Keller has witnessed the institution's evolution, sharing in the vision of eight presidents and participating in the transition from college to university. She is a true scholar of USJ, able to share its history and the many ways the University has transformed and strengthened. However, Keller recognizes the one constant throughout the decades: the founding influence of the Sisters of Mercy.

"I've always been in awe as to how the mission statement has always applied. From the very beginning, even though they didn't perhaps call it a mission statement," she explained. "It was just understood that you're noted for your hospitality, for education of women, for Roman Catholic values, for ethics, and

for this kind of behavior that should permeate not just while you're on campus, but throughout your entire life."

Keller learned this mission firsthand as one of the few lay people employed at USJ when she began. From her initial interview with Mary Theodore Kelleher, RSM, the University's second president, to the hospitality the Sisters always showed when inviting her to the convent for dinner, Keller felt at home from day one. And she certainly has made USJ her home over the last 50 years, encompassing such respect and admiration for the University that she never felt the desire to work elsewhere.

"We had a great art museum, we had superior students, and every one of the presidents had so much to offer that you

felt, 'No, it's not the right time to leave. This is just getting started.'"

Whenever Keller has left, it has been to travel the globe — one of her greatest passions. Whether living in Italy, visiting Greece, or journeying to Egypt more than 50 times, among numerous other trips, she has enriched USJ's course catalog upon her return, introducing classes centered on the art she experienced in other countries.

Keller's devotion to the University of Saint Joseph, its mission, and its students has been a continuous gift to the institution — such a gift, in fact, that alumni flock to her lectures, eager to return to her classroom, experience her passion for Art, and learn from their favorite professor once again.

"I hope that I've given them some kind of a hope, some kind of a good foundation for pursuing whatever their goals are in life — not just the creative arts, but being a good person, a good, solid individual who can give back to the community," Keller said.

If the letters and emails she receives from past students are any indication, Keller has clearly accomplished her goal, not only educating her students over the course of 50 years, but also leaving a legacy of her own.

"It's been a marvelous journey," Keller remarked fondly. "I can't imagine anything that could replicate it." 🏆

CLASS NOTES

Keep the USJ community informed! Share news on your career, family, education, and more. Send your information for the next edition of *Outlook* magazine’s Class Notes to Elizabeth Marone ’15 at [emarone@usj.edu](mailto:emarone@usj.edu). Digital photos are welcome. Please note, your submission may be edited for publication purposes.

1949

**Julia Filippini Casey**, who worked as a nutrition consultant in nursing homes, is enjoying her retirement by spending time with her six grandchildren and four great-grandchildren.

1954

**Sheila Moreau Traphagen** retired in Dedham, Mass., where she is enjoying her free time.

1964

**Meg Whalen Francis** is retiring in April 2017, but will continue serving on the Fairfield Town Plan and Zoning Commission and volunteering at Notre Dame High School and the Domestic Violence Crisis Center.

1965

**Rosemary Ciriello Tyrrell** completed missionary work in the inner city of Kansas City, Mo. Formerly a Mathematics teacher in Simsbury, Newington, and Glastonbury, Conn., she is now teaching Mathematics at a Capital Community College in Hartford.

**Susan Stearn Moore** received a USJ Distinguished Alumni Award in 2016 and ran for the New Hampshire House of Representatives. Though she lost the race by a small margin, she remains politically active.

1968

**Maryellen McCarthy Sakura** is now working on painting and printmaking after 34 years of teaching. Her work is exhibited extensively in the Northeast. See her work at [www.maryellensakura.com](http://www.maryellensakura.com).

1969

**Marilyn Ann Bacon, DAA’84**, retired from her pediatric medical practice and is now involved with medical mission work in Haiti and volunteer work at a camp serving city children.

1974

**Jacqueline Jill Rito** is entering her 19<sup>th</sup> year teaching Italian at Bethpage High School on Long Island and her seventh year as an adjunct professor in Italian at SUNY Old Westbury. She continues to put her Art History major to use, connecting with Italian sculptor, Maestro Guido Dettoni della Grazia.

1978

**Patricia Coppinger LaRochelle** is now in her 17<sup>th</sup> year of teaching English at Bolton High School. She and her husband welcomed their granddaughter Claire in December.

1981

**Mary Jean Donovan Higgins** partnered with hawkwing, Inc. of Glastonbury to co-write a grant that was supported by Alpha Delta Kappa, a teacher sorority. In one year, they raised \$82,000 and purchased the first bookmobile for the Lakota Sioux tribe on the Cheyenne River Reservation in South Dakota. Families, students, and elders on the reservation will use the bookmobile, which is fully wired for internet.

1982

**Teresa Robertson** joined the Denver School of Nursing as an adjunct Clinical Obstetrical faculty member in August 2016.

1984

**Marcia Daley-Savo** is in her 33<sup>rd</sup> year of teaching at John Jay Middle School in Cross River, N.Y. In July 2016, she was named a Microsoft Innovative Education Expert for her work in integrating technology in the classroom. She became a Microsoft certified trainer in September 2016.

1985

**Joann Russell Desy** recently retired after 30 years of teaching. Now a home business entrepreneur, she helps people achieve optimal health and enjoys spending time with her husband, Matt, and their two daughters.

1986

**Darcy Grisel Izzarelli, M’91**, is working at Pfizer as Associate Director and Clinical Project Manager in the operational delivery of Oncology clinical trials. She and her husband, Sam, will celebrate their 25<sup>th</sup> wedding anniversary in May.

**Susan Girolomoni** is in her second year as an administrator at the New Britain Transitional Center, one of New Britain's alternative settings for K-12 students who need support with behavior and emotional regulation.

1987

**Dianne Zabawa Southerland** serves as Senior Dietitian at UMass, Amherst, where she has worked for 29 years.

1988

**Denise Doria** received the 2017 YWCA Greenwich BRAVA Award for her professional accomplishments and devotion to community service.

1990

**Cherie Williams Sweeney** followed her passion for history and museums by earning her master’s degree in History/ Museum Studies from the University of Connecticut in 2000. Since then, she has held leadership positions at several museums and currently serves as Vice President of Operations at the Connecticut Science Center.

1994

**Donna Smith Hollis** is enjoying her position as Executive Director of MARCH, Inc. of Manchester, a private nonprofit agency that supports individuals with intellectual and developmental disabilities.

**Tricia McCord Conduah, M’14**, and **Gina Caporale Kindt ’97, M’02**, recently reunited after 22 years while attending the Connecticut Education Association’s Summer Leadership Conference. Tricia, a second grade teacher in Stamford, and Gina, a kindergarten teacher in Seymour, lived across from each other in Madonna Hall.

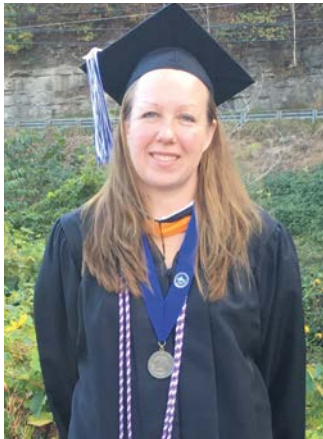


1995

**Sharlene Kerry Kerelejza** chaired the planning committee for Hartford’s Sister March in solidarity with the Women’s March on Washington in January 2017. She is also a proud supervisor of USJ Social Work students.

1999

**Leigh-Anne Sastre** earned her M.S. in Nursing, Midwifery from Frontier Nursing University, where she graduated with honors in October 2016. She is practicing as a Certified Nurse-Midwife in Manchester and New London, Conn., and lives with her husband and four children in Norwich, Conn.



2000

**Gina Maria Donnarummo** is teaching Religion at Immaculate High School in Danbury, Conn. She is also the High School Youth Minister at Saint Elizabeth Seton Parish in Ridgefield, Conn., where she meets with teens for service projects, faith sharing, and recreation.

**Kristin A. Rokos** joined American Airlines as a pilot in March 2016 after 15 years of climbing the ladder in a male-dominated field. Most recently, she flew 2016 Democratic Presidential Nominee Hillary Clinton.



2001

**Melissa Schober** joined the Institute for Innovation and Implementation at the University of Maryland School of Social Work, where she works as a Senior Policy Analyst at the National Technical Assistance Network for Children's Behavioral Health.

2002

**Rachel Pietrantonio Ferrari** opened Ferrari Behavioral and Advocacy Services, LLC in May 2016, where she provides behavioral services that utilize Applied Behavior Analysis and consultation services to schools and families in the state.

2003

**Alexis R. Donald Aberle** will celebrate her 10<sup>th</sup> anniversary as a social worker at the East Hartford Housing Authority in May 2017.

**Jessica Ruhlemann Miller** has been appointed Library Director at the Somers Public Library in Somers, Conn.

**Maryam Wassil-Wardak, M’08, DAA’16** was named Assistant Principal at the Greater Hartford Academy of the Arts High School with CREC.

2005

**Rita Bayer** performed with the Sistine Chapel Choir at the closing Mass for the Jubilee Year of Mercy and at a consistory in St. Peter’s Basilica in November, where Pope Francis created 17 new cardinals. She and her husband also celebrated their son’s wedding on Martha’s Vineyard in October.

2007

**Rebecca Mitchell Stevick** now lives in Florida with her husband, where she homeschools their three children. Their fourth child is due at Easter.

CLASS NOTES (Continued)

2009

**Danielle Cowee** earned her M.S. in Physician Assistant Studies from Bay Path University in 2015. She continues to volunteer for Manchester Fire Department, where she was promoted to Captain and serves as the only female officer. Additionally, she volunteers for the MACC Soup Kitchen and Habitat for Humanity.

**Jessica Pirt** and her husband, William, bought their first home in Columbia, Conn., on November 30, 2016.

2010

**Katelyn Bellingham** recently began working as a Nurse Care Coordinator for Hartford Healthcare at Home, where she provides case management expertise and advocacy for clients receiving certified homecare services in the greater West Hartford area.

2011

**Lauren Marie Grottole, M’14**, is employed at Achievement First Summit Middle School in Hartford, where she co-teaches sixth grade literature and the Wilson Reading program to fifth and sixth graders. She has been a sales director with Mary Kay Cosmetics since 2014 and will be getting married in April 2017.

2012

**Konstantia E. Papapateras** is working as an Outpatient Obesity/Bariatrics Dietitian at Bariatric Consultancy Ltd. in London, UK. She serves patients in underprivileged areas by providing nutrition education and obesity management, leading sessions and seminars, and conducting private one-on-one counseling.

2013

**Amber Newman** is working at Hartford Hospital after earning her Nursing degree in August 2016. In October, she will marry her fiancé, Joshua May, with whom she is currently building a house.

**Anna Slupecki** recently accepted a full-time position as a pharmacist at a Rite Aid in Southeast Massachusetts.

**Katelyn Mike** will finish her master's degree in Special Education in June, and is currently employed at EASTCONN as a Special Education teacher in one of its clinical day treatment programs. She is also a therapeutic mentor for TEEG.

**Tiffany Almeida Scharpf** is in her third year of teaching and, since leaving USJ, has earned a master's degree, gotten married, and bought a house in Bristol, Conn. She ran her first marathon, the Hartford Marathon, in October 2016.

2014

**Grace Carver** earned her M.S. in Nursing as a Family Nurse Practitioner from Columbia University and will complete her Doctor of Nursing Practice program this summer. She recently got engaged and the wedding is scheduled for May 2018.

2015

**Catherine Nesci** is working as an Emergency Department Registered Nurse at Yale-New Haven Hospital, a level-one trauma center. She married Michael O'Neill on Oct. 1, 2016.

**Nicole M. Battistone** is enrolled in USJ's Clinical Mental Health Counseling M.A. program. She will graduate in May 2018.

**Randa Houwari** completed her M.S. in Biochemistry and moved to Grenada to attend St. George's University School of Medicine.

2016

**Julia Pelletier** is working towards her M.S. in Psychology at the University of Hartford.

ENGAGEMENTS, WEDDINGS, & BIRTHS

**Barbara Jablonski Gabriel '05** got married on July 25, 2015. Her daughter, Kinsley, was born on Sept. 28, 2016.

**Chelsea Pysh '09** gave birth to her son, Sunny Daniel, in September 2016.

**Christine Napiany '12** will marry Kevin DeVos in September 2017.

**Justine Hayes Sullivan '13** married Daniel Sullivan on Aug. 27, 2016 and recently purchased a house in Haddam, Conn.

**Stephanie Thomas '14** married William McKinnon on Oct. 22, 2016 in Clifton, N.J. **Shannon Slattery '14** shared in her day as a bridesmaid, while **Mary Bemis '14**, **Nora Davhille '14**, and **Leanna Verch '14** were also in attendance.



IN MEMORIAM

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

<b>MARITA CHARLES MURPHY, RSM, '40</b> September 28, 2016	<b>LUCIA DeDOMINICIS MACCARONE '52, P'80</b> January 24, 2017	<b>MICHAEL E. KRIPAS, M'70</b> September 23, 2016
<b>JEAN AHERN UCHNEAT '44</b> December 28, 2016	<b>JEAN QUIRK O'HURLEY '52</b> February 9, 2017	<b>ANN CHIARILLO FOGARTY '71, P'93</b> September 18, 2016
<b>FRANCES WREN GRAHN '45</b> January 10, 2017	<b>JACQUELYN KEENAN CARROLL '53</b> November 28, 2016	<b>MARY BALDWIN BRADY, M'72</b> August 14, 2016
<b>PATRICIA POWERS AUSTIN '47, P'74, P'76</b> December 8, 2016	<b>LOIS DORSEY COSGROVE '54</b> September 19, 2016	<b>MARY E. MANNION, M'74, M'85</b> March 7, 2017
<b>ELLEN SMITH CLARKE '47</b> October 7, 2016	<b>ANNE V. HALE '55</b> September 18, 2016	<b>AILEEN LAUDANO COLELLO '75</b> November 3, 2016
<b>ANN DRAPER HAYES '47</b> December 17, 2016	<b>JULIETTE WOLLENBERG SANDBERG '55</b> September 1, 2016	<b>MADELINE G. HANDLER, M'75</b> September 14, 2016
<b>MARGARET FINNEGAN LAFRANCIS '47</b> November 10, 2016	<b>PATRICIA BENNY CROSS '56</b> November 17, 2016	<b>DIANE L. CARDINAL, M'78</b> March 1, 2017
<b>SALLY ANN DALY MEREDITH '47</b> January 15, 2017	<b>CAROL BROTHWELL FASOLO '56</b> September 23, 2016	<b>IRENE SMITH WALTON '81</b> September 9, 2016
<b>MARIE VAILLANCOURT WIERBICKI '47</b> March 18, 2017	<b>PATRICIA FAGAN KOFUSUSKE '60</b> March 1, 2017	<b>BEVERLY GRIMMEISEN MORSE, M'86</b> September 29, 2016
<b>HELEN FERRELL FAZZINA '48</b> January 17, 2017	<b>ROSEMARY KUCKEL REYNOLDS '62</b> February 28, 2017	<b>JEAN B. EVANS, M'90</b> October 4, 2016
<b>NELLIE A. AGOSTINO '49, DAA'83</b> March 7, 2017	<b>MARION BLESSO O'DONNELL '65</b> November 30, 2016	<b>DENIS F. MULLANE, H'90</b> December 27, 2016
<b>MARIE REISKE BOZZI '49</b> November 2, 2016	<b>MARIAN SLEZAK, RSM, '66</b> January 20, 2017	<b>CAROLYN S. ARVIDSON, M'91</b> January 12, 2017
<b>JANET MCCARTHY O'BRIEN '50</b> March 16, 2017	<b>LILLIAN RUBIN ZIETZ '66</b> November 26, 2016	<b>CHERYL A. STEVENSON '92, M'04</b> December 30, 2016
<b>KATHRYN COOTWARE BONYAI '51</b> November 30, 2016	<b>BRIDGET MARY KENNY, RSM, '68, M'85</b> October 10, 2016	<b>JUDITH GOOLSBY GORSKI '95</b> November 23, 2016
<b>JEANNE ANDERSON HOWARD '52</b> September 10, 2016	<b>FRANCIS X. FLAHERTY, M'69, P'82</b> November 2, 2016	<b>LILIA P. HARDING, M'95</b> March 8, 2017
		<b>GENE F. BRUYETTE, P'81, H'04, DAA'16</b> December 8, 2016

The next Chapel Bells Mass will be on November 8, 2017. If you learn of a recently deceased alumna/us, please contact Rita Bayer '05, stewardship coordinator, at 860.231.5462 or rbayer@usj.edu.



## Remembering Gene F. Bruyette P'81, H'04, DAA'16 1926 – 2016

The University of Saint Joseph community was saddened to learn of Gene Bruyette's passing in December 2016. Mr. Bruyette was one of the University's most generous benefactors, a person who cared deeply about the institution, and an integral partner in USJ's outstanding growth for more than 35 years.

Mr. Bruyette and his wife Kathleen Barry Bruyette '49, P'81, DAA'99, H'04, DAA'16, were awarded honorary degrees from the University of Saint Joseph in 2004 and the Pamela Trotman Reid Service Award in 2016. In 2011 they were recognized as Philanthropists of the Year by the Association of Fundraising Professionals.

Mr. Bruyette was the co-founder and retired chief executive of the investment banking firm Keefe, Bruyette & Woods. Following his retirement, Mr. and Mrs. Bruyette dedicated most of their time to philanthropic interests. Among the projects they advanced at USJ are the Kathleen B. Bruyette Natatorium, the Keefe-Bruyette Symposium for early childhood educators, and the Bruyette Classroom in the Round at the School of Pharmacy. In addition, the Bruyette Athenaeum continues to serve as an important resource for USJ's humanities curriculum and as a vital link to the Greater Hartford community.

While each of these projects commemorates his generosity, Mr. Bruyette also served as a trusted advisor to Presidents Emeritae Winifred E. Coleman, D.H.L., and Pamela Trotman Reid, Ph.D. He worked tirelessly promoting the University and advancing the Mercy mission among his colleagues and friends.

We offer our deepest condolences to the Bruyette family and will be forever grateful for the generosity and leadership of Mr. Bruyette. 🙏

“Gene Bruyette had a personal vision for ‘the college.’ One program in particular became his passion and now his legacy: a financial literacy course for undergraduate women. He supported that passion with the necessary funding. More importantly, he personally shared his knowledge and experience in finance with the students and supported additional new initiatives. His intellectual and philanthropic contributions assisted USJ in establishing its doctoral program in Pharmacy and its rightful place as an academic leader in downtown Hartford. Gene understood and embraced the University's mission and core values, and his actions are a strong testimony to a life well lived.”

– Patricia J. Rooney, RSM, '58,  
M'72, DAA'00, Trustee



UNIVERSITY OF SAINT JOSEPH

## The USJ Fund

### WHAT DOES THE USJ FUND SUPPORT?

The USJ Fund helps bridge the gap between tuition dollars received and the actual cost of educating a USJ student. Gifts provide support for the University's greatest needs: scholarship support, teaching excellence and faculty development, curricular initiatives, and campus enhancements.

### WHY GIVE TO THE USJ FUND?

Your support helps us stay current with trends in education and create new opportunities for our students. The University of Saint Joseph proudly continues to produce graduates who make a difference.

### EVERY GIFT IS IMPORTANT!



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**Online** at [www.usj.edu/give](http://www.usj.edu/give)

**Mail** your donation to:  
University of Saint Joseph  
Office of Institutional Advancement  
1678 Asylum Avenue  
West Hartford, CT 06117

**Call** 860.231.5364 or

**Email** [giving@usj.edu](mailto:giving@usj.edu)

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## ART MUSEUM, UNIVERSITY OF SAINT JOSEPH | EXHIBITIONS

For current and upcoming exhibitions at the Art Museum, University of Saint Joseph, visit [www.usj.edu/artmuseum](http://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 p.m. – 4 p.m.  
Admission: FREE



### Agri/Culture

On view through June 4, 2017

### Permanent Collection: Highlighting Works by Thomas Hart Benton

June 16 – August 27

### ART CONNECTIONS

Programming for individuals with dementia/ Alzheimer's and their care partners. Discussion and other interactive and multisensory activities in the galleries, followed by refreshments. Sessions are FREE but reservations are required. Contact 860.231.5743 or email [roakley@usj.edu](mailto:roakley@usj.edu)

Monday, April 24, 10 a.m. – 12 p.m.

Monday, May 15, 10 a.m. – 12 p.m.

Monday, June 19, 10 a.m. – 12 p.m.

Supported by a grant from a donor-advised fund of the Hartford Foundation for Public Giving

## THE AUTORINO CENTER FOR THE ARTS AND HUMANITIES

AT THE UNIVERSITY OF SAINT JOSEPH

PERFORMING ARTS SERIES  
[WWW.USJ.EDU/ARTS](http://WWW.USJ.EDU/ARTS)

### Capital Classics - "Love's Labours Lost"

Presented on USJ grounds as part of the Greater Hartford Shakespeare Festival.

July 13-30, 2017

Performances held on Thursdays, Fridays, and Saturdays at 7:30 p.m. and Sundays at 5:30 p.m.

Tickets to the Shakespeare festival:  
\$15 for adults; \$10 for children and seniors.  
Group rates and other discounts also available.  
To purchase tickets, visit the Frances Driscoll Box Office at USJ, call **860.231.5555** or go to [usj.edu/arts](http://usj.edu/arts).



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