Seton Hall
A Healthy Approach
Responding to the era of managed care, Seton Hall has updated and expanded its offerings to help students and highly skilled professionals meet the challenge of reducing health care costs without sacrificing quality patient care.

A Mind for Soccer — in the U.S. and the U.K.
Junior women’s soccer standout Kelly Smith last year was named BIG EAST Offensive Player of the Year and the BIG EAST Rookie of the Year.

Learning to Serve, Serving to Learn
More than an internship, community service or experiential learning, the concept of service learning engages students in activities that address human and community needs.

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New faces at Seton Hall

Mark W. Rocha, Ph.D. in July assumed the position of provost of Seton Hall University. The provost is the University’s chief academic officer, overseeing its nine schools. He came to Seton Hall from Humboldt State University, the California State University at Arcata, where he served as dean of the College of Arts, Humanities and Social Sciences.

"Dr. Rocha brings to his position much experience, good judgment and a commitment to Seton Hall’s mission," says Monsignor Robert Sheeran ’67, University president. "I am confident that under his leadership, the University’s academic life will continue to thrive and move forward.

A tenured English professor at Humboldt, Rocha created and taught an experimental graduate seminar on playwriting. August Wilson. While on the faculty, Rocha was selected to serve as a Fulbright Scholar at Universidad Simón Bolívar in Caracas, Venezuela. He taught courses in the short story, the language and culture of the United States, and African-American literature. He also was an assistant professor of English at Rowan University (then Glassboro State College) from 1988 to 1990.

Rocha earned his Ph.D. in English from the University of Southern California, and a Master of Arts in English from California State University, Fullerton. His Bachelor of Arts in English is from Villanova University, where he was a Hunt Foundation Scholar.

Jeff Fogelson, M.A.E. was named director of athletics and recreational services in April.

Fogelson came to Seton Hall after 15 years as associate vice president and director of athletics at Xavier University in Cincinnati. He succeeds Sue Regan, who served as director of athletics since March 1997. Regan will continue to be actively involved in the athletic department.

"The University is pursuing a number of bold initiatives, guided by our commitments to our students, our Catholic identity and excellence in all our programs," says Laura Wankel, Ed.D., vice president for Student Affairs. "Jeff’s leadership role during the past 15 years gives him a proven track record in all these areas."

Fogelson has enjoyed an outstanding record of success as a collegiate athletic administrator. Under his guidance, Xavier’s broad-based athletic program enjoyed national acclaim both on the playing field and in the classroom.

The move to Seton Hall was a homecoming of sorts for Fogelson, who is a native of New Jersey, and who has ties to the BIG EAST Conference.

He began his career in college athletics in 1974 as tennis coach and director of student activities at Xavier University in Georgetown. Fogelson also served as associate athletic director at Georgetown in 1978, and then spent four years as associate athletic director before moving on to Xavier.

"I am confident that under his leadership, the University’s academic life will continue to thrive and move forward."
communication, SETONWORLDWIDE. Seton Hall’s cyber university, is joining a handful of accredited institutions across the nation to provide students with Internet-based “anytime, anywhere” education.

Edward Goldberg, Ph.D., distinguished scholar in information technology, heads up the SETONWORLDWIDE initiative. “The speed at which we were able to get these programs up and running is evidence both of Monsignor Robert Sheenan’s commitment to meeting the needs of busy professionals and of the technology, and of the willingness of the faculty members involved,” Goldberg says.

The accelerated master’s degree programs offered by SETONWORLDWIDE are designed for busy professionals who have demonstrated significant achievement in their respective fields and want to earn a graduate degree in less than two years.

But students not only “attend” their classes online; they can also submit admissions applications and register for classes online. Although SETONWORLDWIDE students are required to meet for three face-to-face sessions during the semester, Goldberg says the programs are specifically designed to support a true learning community.

“The biggest fear of online education is that students will lose out on the personal interaction and supportive environment of a traditional college degree program,” Goldberg says. “We are addressing that fear by requiring the intensive face-to-face weekend sessions, moving each student through the program with the same cohort of students and employing a team approach in both developing and teaching the online courses.”

Keeping Seton Hall connected and committed to its Catholic mission and identity in cyberspace also is a high priority of SETONWORLDWIDE. Established as the cyber university’s Catholic Service Initiative, the Pastoral Treasury (www.thepastoraltreasury.org) provides assistance and information to both priests and lay people working in parishes.

For more information about SETONWORLDWIDE, check out the new cyber university site at www.setonworldwide.net

AIDS Memorial Quilt on display at Seton Hall

The NAMES Project Foundation has chosen Seton Hall University to be a regional site for the panels of the NAMES Project AIDS Memorial Quilt in Fall 1999. Two hundred sections will be displayed — 150 in the Richard and Sheila Regan Field House and 50 at the Seton Hall University School of Law in Newark.

This semester, in preparation for next year’s event, the Seton Hall AIDS Task Force and the University community are hosting activities including a small display of the AIDS Memorial Quilt on World AIDS Day (December 1), a Theatre-in-the-Round performance, a musical concert, a law forum, art exhibits, AIDS research information and a healing Mass.

The AIDS Memorial Quilt began in June 1987, when a group of friends gathered in San Francisco to create a memorial for those who had died of AIDS and to educate people about the devastating impact of the disease.

The inaugural display in San Francisco on the Mall in Washington, D.C., led to two national tours and international exhibits. Nearly 42,000 individual three-by-six-foot memorial panels — each commemorating the life of someone who has died of AIDS-related complications — have been sewn together by friends and family members.

“News that AIDS-related deaths are down in New Jersey and around the country is promising,” says John Prescott, chair of the AIDS Task Force and director of the Division of Volunteer Efforts. “However, it is important to note education and greater awareness still play an important role in the battle against the disease. Having Seton Hall sponsor the AIDS Memorial Quilt on this large a scale is another of the many ways the University community has shown its commitment to educate its students and the surrounding community on this pressing issue.”

Reverend Robert Meyer, S.T.L., J.C.L., assistant vice president for Student Affairs and member of the AIDS Task Force, says, “For many communities, a quilt display evokes an active response, moving people to become involved in the struggle to end this pandemic. The quilt promotes compassion, education and action against one of the most challenging health emergencies of our time.”

For more information about the NAMES Project AIDS Memorial Quilt or related events at Seton Hall, call (973) 761-9702.

Fulfilling a dream

A college degree provides the stepping stone for students to succeed in life. No one understands that more than Seton Hall University senior Toya Geeston. This year, the nursing major will be the first in her immediate family to receive a college degree. Geeston has set her sights high, while bearing the weight of family struggles and illness.

The 21-year-old’s transition into adulthood was a rocky adjustment. “The things that I have seen and the people in my life have motivated me to seek a college education,” Geeston says.

An only child, she lost her 24-year-old mother to pneumonia when she was 7 years old. Geeston’s father, at age 25, was unprepared to care for her financially and felt it was best for her to live with her mother’s family. But Geeston’s oldest aunt and uncle had children of their own age. Geeston moved into various family households, finally settling in with her mother’s sister, Nannette, who was single and inexperienced when rearing a child was concerned. “It was a time of trial and error,” Geeston says. “Aunt Nannette was strict. I was rebellious. And sometimes we would clash.” The experience shaped Geeston’s independent attitude. In her teens, she took on odd jobs — counseling at a local Girl Scout camp, taking orders at McDonald’s and babysitting — so that she would not burden her aunt financially. “I didn’t want to encounter the money and living arrangement problems I faced while growing up,” she says.

Geeston values education because she believes it is the best way to avoid those obstacles. “Education helps you set your place in life,” she says.

Geeston’s mother was attending a community college when she became ill. Her dying wish was that Geeston remain in a Catholic school and complete her education.

At first, Geeston’s aunt enrolled her in the less costly public school system, but the aunt felt that the system encouraged vocational studies, not college pursuits. The school placed Geeston in low-level classes. Although she was talented in school, Geeston began to question her own abilities. She returned to the Catholic school system and graduated with honors. “If someone tells you that you can’t do something, then you’ll start to believe it,” Geeston states. “And if people don’t have the right support system at home, they won’t even try to achieve.”

Aunt Nannette told me ‘Get your education now so that you’ll have your degree; nobody can take that away from you!’”

Geeston has brought her no-nonsense attitude toward education to Seton Hall. Through participating in fund-raising activities, applying for academic scholarships and entering essay contests, Geeston raised more than $5,000 to avoid student loans during her freshman year. She usually works two jobs each year to support herself — one on campus through work-study and the other off campus, either working off-campus or working retail. “This year I am a resident assistant (RA), a job that pays for room and board, so my life will be a bit more settled,” she says.

Geeston leads in many ways. “I try to bring my friends and family close to me so we can look at things together. I try to let them see what campus life is like,” states the senior, who grew up witnessing many of her relatives and friends living on welfare. “I have a friend who has children. She has her mother gets on the system. I have seen how generation after generation continues to remain on welfare. Geeston successfully works to break that cycle by showing her friends and family the unlimited opportunities an education can offer.”

“My cousin decided to go to community college after seeing Seton Hall’s campus life, which made me realize that I had made a positive impact on someone else’s life,” she says.

Geeston also tries to share her knowledge and experiences with other University students. “Since my freshman year, I have realized that sometimes I have to teach my friends that I can’t participate in events because school comes first,” she says. However, Geeston chooses to assist and support others. While taking statistics, she tutored classmates who were having difficulty. She also tutored the study course. If she is in a position to help, she says she will do everything in her power to do so.

Falling in love

Student Spotlight

Senior nursing major Tonya Geeston will be the first in her immediate family to receive a college degree.

Last year, Geeston found herself facing a major academic challenge in Pathophysiology for nursing majors. She admits that she was a bit intimidated. “Sometimes you feel dumb, but that’s the point of learning,” she says. “Sometimes you’re going to be wrong. Sometimes you’re going to be right. Either way you have to go out there and ask, because you’ll never know.”

Geeston admits self-doubt sometimes creeps into the back of her mind. “Your mind can be a trap,” she says. “You just have to wipe away negative thoughts and confront problems head on.

Less than a year away from fulfilling dreams of earning a college degree, Geeston eagerly looks to the future. She chose to study nursing because of the career’s flexibility. She says she can teach, conduct research or consult on different projects. In the meantime, she is hitting the books. “Life is constantly changing, and you have to stay ahead,” Geeston says. “I value everything because it hasn’t come easy for me. I’ve also learned that if you are motivated and have someone who believes in you, anything is possible.”
Focus on Faculty

Priest, professor, police chaplain touches many worlds with his caring

Rev. Christopher J. Hynes, D.Min., readily admits to having established three goals when he was very young. “I wanted to become a priest, a cop and a college professor,” he says. He achieved all three goals by the time he was 35 years old.

On a single day, Father Hynes could be found counseling a police officer in trouble, officiating at a baptism or a wedding, attending a crash simulation drill at Newark International Airport or greeting the President of the United States when he arrives in New Jersey on Air Force One.

In his role as a Roman Catholic priest, Father Hynes serves as the chaplain of the Essex County Sheriff’s Department, the New Jersey Police Department, the New Jersey State Police Graduate School of Public Safety and the New Jersey Department of the Treasury, in places like the New Jersey State Police Graduate School University Center in Mahwah, Jersey City, West Orange, Newark, Totowa and Union City.

The role and mission of police organizations throughout New Jersey are constantly changing because today’s police officers are key to resolving community issues and concerns. “At this time in law enforcement, nothing is more important than the education of police officers,” Father Hynes explains.

Seton Hall has designed a customized program for a very special audience: the law enforcement community of New Jersey, New York and Pennsylvania, he says. The program will be established this fall at the University’s Graduate Center in Jersey City.

Father Hynes, who understands that he must respond to the evolving world of law enforcement, has had an impact through the graduate program in educating officers to be leaders as we go into the next millennium,” Father Hynes says. “We provide a background in ethics and psychology, as well as a core block in leadership and management skills.”

Father Hynes also serves as an assistant professor in the College of Education and Human Services Department of Educational Administration and Supervision. He views the roles of priest and professor as vocations of service to the Church and the University community.

Following in the footsteps of a man of vision, he gives credit to the late Reverend Bob Grady, S.T.D., the first full-time director of the New Jersey State Police Graduate School for his work. “I hope to establish this program in a way that will make a difference in the lives of those who attend,” he says.

The graduate portion of the program is grounded in both academic coursework and practical experience. “We grew up with the idea of learning by doing, and this program is no exception,” he states.

“Walls are coming down. New relationships between countries and governments are being formed. It’s an exciting place I find myself in, having taught international law for 20 years and having something to contribute to the ongoing dialogue as the world becomes a smaller place.”

Elizabeth Defeis: bringing the world to her classroom

Turkmenistan, Azerbaijan, Macedonia and Armenia are places that most Americans only read about. But to Elizabeth Defeis, J.D., J.L.M., Seton Hall University School of Law professor of international law, travel to places off the well-beaten tourist track is all in a day’s work.

A law professor for the past 25 years and former School of Law dean, Defeis in 1982 began carving her niche as a consultant to former Soviet republics interested in democracy. She accepted an invitation from the U.S. Information Agency to help Armenia, one of the smallest of these republics, frame a new democratic constitution.

Since then, Defeis has traveled to Eastern and Central Europe to advise emerging democratic governments, investigate alleged election abuses and consult on matters such as the internationalization of law.

Defeis has given hundreds of presentations around the world on topics such as human rights, women’s rights, U.S. trade policy and the globalisation of international law. Her work as a lecturer and visiting law professor has taken her to Bangladesh, India, Egypt, Germany, Iran, Kenya and other countries.

She also is a frequent lecturer on global change,” Defeis says. “We’re living in a time of global change,” Defeis says. “Walls are coming down. New relationships between countries and governments are being formed. It’s an exciting place I find myself in, having taught international law for 20 years and having something to contribute to the ongoing dialogue as the world becomes a smaller place.”

Elizabeth Defeis, J.D., J.L.M., professor of international law, is a featured lecturer and narrator in an international law video series.

A strong Catholic faith shared by her extended family underlined “a sense of communion with all people,” she affirms. Her older sister is a nurse serving the prison population of Riker’s Island.

“Education was always so important in our home,” Defeis says. “We always got books for Christmas and birthdays. The Bobbsey Twins were so popular in those days. We were given stories with foreign settings like The Bobbsey Twins Go to Asia and The Bobbsey Twins Go to Africa, but never The Bobbsey Twins Go to the State Fair.”

Named a Fulbright Scholar three times, Defeis studied law in New York, France, Switzerland and Italy. She credits her parents for the courage that enabled her to become a prominent law professor and dean when there were few women attorneys in the public or private sector. “We grew up with a tremendous sense of security,” Defeis says. “We never feared failure.”

A great opera buff who likes to speak an evening with friends at the Met, Defeis reveals that her favorite libretto is that of Verdi’s Rigoletto, the story of a father’s unrequited, unconditional love for his daughter. “Every child should know that kind of love,” she says. “With that, the possibilities are limitless.”

Reverend Christopher J. Hynes, D.Min., can be found at Newark International Airport attending a crash simulation drill or greeting the President of the United States.

Elizabeth Defeis, J.D., J.L.M., professor of international law, is a featured lecturer and narrator in an international law video series.
In today’s managed care environment, Seton Hall University is responding to the needs of the health care community through a variety of programs—both new and tried-and-true.

George Argast has seen health care from many perspectives. As a registered nurse, he experienced the rigors and rewards of caring directly for patients. As chief operating officer of John F. Kennedy Medical Center in Edison, fiscal issues were his forte. Now, at age 65, Argast is combining his patient care skills and business acumen to succeed in a whole new career as a physician assistant. He will graduate in 1999 with an M.S. from Seton Hall’s School of Graduate Medical Education.

During the last 10 years, managed care has developed and grown to become the dominant system for securing and paying for health care services in the United States. Seton Hall has responded by providing programs and education that enable graduates to succeed in the dynamic and often volatile world of health care. Soon-to-be physician assistants, like Argast, along with health care administrators, nurse practitioners, nurse case managers, audiologists, physical therapists, occupational therapists, speech-language pathologists and even hospital chaplains are looking to Seton Hall. At the University, they find the education and preparation needed to tackle the ongoing challenge to reduce health care costs without sacrificing quality patient care.

Today, health-related programs at Seton Hall offer...
Through these health professions, Seton Hall is putting patients in the hands of qualified, cost-conscious care-givers.”

— John Sensakovic, M.D., Ph.D., associate dean of medicine and dentistry, University of Medicine and Dentistry, which was taken over by the state in 1964. It became the University of Medicine and Dentistry of New Jersey (UMDNJ).

The nursing profession answered the need for more comprehensive services by creating the nurse practitioner, who provides a holistic approach to preventive services, as well as to minor, acute and chronic care problems. Nurse practitioners practice under their own licenses and often work with a consulting physician. As this trend has grown, Seton Hall has maintained its commitment to health care by updating and expanding the curriculum to respond to the need for an army of highly skilled professionals charged with providing primary health care services to different age groups. They work in their offices, the emergency room, the surgical suite, at the hospital bedside and in the patient’s home.

“Through Seton Hall’s School of Graduate Medical Education, physicians and health science career professionals are preparing to assume leadership roles in the health care arena. The School’s three distinct educational programs — residency and fellowship training for physicians, continuing medical education and health sciences — provide students with an innovative, integrated approach to health care.

The latter of those three areas — health sciences — has experienced tremendous growth since 1995, when GME initiated its 3+3 degree programs in partnership with UMDNJ. Physical therapy (PT), the first such program, hit enrollment ceilings of 20 students just weeks after opening. In its first year, the PT program attracted a group of well-prepared students whose average incoming SAT score was more than 150 points above the overall freshman class average. Entering Seton Hall as biology majors, these students follow the undergraduate curriculum for three years, then move into a three-year professional program provided by UMDNJ.

“Students were attracted to this program because it met both their educational and career needs,” says Mary Ann Clark, Ed.D., assistant dean of GME and a corporate director of medical education for the Hospital Healthcare System in Newark. “Our students leave here with a wide variety of skills to help patients get through the next stage of getting well.”

Through its residency and fellowship training program, GME also educates post-doctoral fellows, residents and medical students as they complete various levels of education required to practice medicine. And, to further promote teamwork among various health professions, the School links its health sciences curricula (physical therapy, occupational therapy and physician assistants) with the residency internship and fellowship programs.

“Doesn’t it make good sense for these professionals to train together — making rounds, reaching and taking part in lectures?” Sensakovic notes. “These are men and women who are going to assist physicians in getting patients home from the hospital more quickly. Working and learning together just makes sense.”

Home-based Health Care

One of the characteristics of managed care in the United States is the reduction in length-of-stay for patients in the hospital. From a health care professional’s perspective, this does not mean less care, but rather care delivered in new and different ways. “Managed care has forced the health care industry — doctors, hospitals, nursing homes, etc. — to become more stream-lined,” says Mary Jo Bugel, M.A., R.N., director of recruitment for Seton Hall’s College of Nursing. “As a result, we are more focused than ever on preparing our students to care for patients at home. Nurses caring for patients in the home have fewer resources and less supervision available to them, yet they are still fully accountable for their practice. At Seton Hall we are preparing nurses and advanced nurse practitioners to function independently at a high level of competency. The changes in health care are requiring that.”

Staying abreast of the changes in health care has been a hallmark of Seton Hall’s College of Nursing since its inception in 1948. Today, changes brought about by managed care mean the College is helping nurses achieve career goals and meet the needs of the health care industry. For undergraduates, there are three programs: the traditional B.S.N. (bachelor of science in nursing), the B.S.N. for R.N.s program and an accelerated program for non-nursing college graduates. On the graduate level, the College offers no fewer than nine academic programs leading to the M.S. in Nursing degree. Areas of concentration include nurse administrator, nurse educator, acute care nurse practitioner, pediatric nurse practitioner, school nurse practitioner, adult nurse practitioners, gerontological nurse practitioners, women’s health nurses and nursing case management.
Managing the Patient’s Care

“[t]he growth trend in managed care is by no means limited to the two most traditional settings in the University. The School of Law boasts one of the nation’s top Health Law and Policy programs (ranked sixth in U.S. News & World Report’s Best Graduate Programs issue). The School of Law offers the M.S.J. and the L.L.M. degrees for attorneys and executives involved in health care administration.

The College of Education and Human Services offers master’s and doctoral degree programs in psychological and clinical counseling, health profession education, and marriage and family therapy.

The Immaculate Conception Seminary School of Theology’s pastoral ministry program prepares priests and laity to fill pastoral roles in health care settings.

And the Center for Public Service, through the College of Arts and Sciences, offers a choice of master’s degrees in either healthcare administration or public administration for health-care executives desiring additional education and training.

Should any doubt remain about Seton Hall’s commitment to superior and market-driven health care education, this fall’s introduction of SETONWORLDWIDE further solidifies the University’s position. Offering an online Master of Healthcare Administration (M.H.A.) degree through the Center for Public Service, SETONWORLDWIDE provides top-level health care executives with “anytime, anywhere” learning about healthcare administration for health care executives desiring additional education and training.

Health care executives from around the country have expressed an interest in this program,” says Philip DiSalvo, Ed.D., academic director of the M.H.A. program. “Seton Hall is one of the few universities in the country offering an Internet-based online healthcare administration program.”

Online and On Track

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Learning to Serve, Serving to Learn

He experienced it firsthand, he wished he had. But they both remember how it influenced their lives.

Twenty-two years ago, as an undergraduate student at Seton Hall University, Rosanne Mirabella ’76, Ph.D., had an experience that changed her life. At the time, she was a political science major on her way to law school. During her junior year, she worked for Unified Vailsburg Services Organization, a nonprofit, community-based service provider in Newark. She delivered meals to senior citizens, started a softball league for girls and worked with a program for juvenile delinquents. Her service was part of a two-semester course taught by Emma G. Quartaro, D.S.W., associate professor of social work. Students kept journals and met regularly to reflect on their experiences. This was Mirabella’s first exposure to service learning.

More Than an Internship

In essence, service learning is a combination of educational theory and practice. But it is more than an internship, community service or experiential learning; service learning is a combination of all three. It incorporates a reflective aspect, what many consider the most critical component, which allows students to share with their professors and fellow students what they have learned in the field. The reflective component may take the form of a personal journal, a term paper or a discussion group, where students and professors meet to talk about their experiences.

A form of experiential learning, service learning differs from experiential learning in the manner of classroom activity involved, Mirabella says. Experiential learning, which includes internships and co-ops, provides the student with a theoretical understanding of how the community benefits from their work. Service learning integrates and incorporates the service component with lessons from the classroom — experiences in the community give meaning to what is learned on the campus.

Seton Hall as an assistant professor in the Graduate Department of Public Administration. She also is the director of the Nonprofit Sector Resource Institute of New Jersey, a part of the University’s Center for Public Service, and co-director of the newly formed Institute for Service Learning.

“My service learning experience made everything click,” Mirabella says. “It made such a clear impression on my career goals and my future academic pursuits. Once I had personal experience through this type of approach, I was completely hooked.”

It took Joe Marbach, Ph.D., a little longer to become hooked. As an undergraduate at La Salle University in the early 1980s, Marbach never was exposed to service learning. He earned a master’s degree and doctorate in political science from Temple University, in the conventional fashion of lectures. Four years ago, he joined the faculty at Seton Hall, where he is assistant professor of political science and co-director of the Institute for Service Learning.

Marbach did not know what he had missed as a student until he was introduced to service learning while working as the coordinator for Seton Hall’s Political Science Experiential Learning Program. He saw firsthand how students respond to this unique method of teaching and learning, and enhances the educational experience.”

Now Mirabella and Marbach are a team, working toward common goals within the Institute for Service Learning, and striving to implement the concept on campus.

Service learning encourages collaboration instead of competition among students. It encourages creativity instead of memorization, community awareness instead of campus isolation. It is this combination that caught the interest of Monsignor Robert Sheeran ’67, University president.

“I am a strong advocate of service learning for two reasons,” Monsignor Sheeran says. “I believe that learning cannot take place solely in the classroom — experiences in the community give meaning to what is learned on the campus. More importantly, because Seton Hall is a Catholic university with a long tradition of instilling a commitment to community service in our students, I can think of no better way for us to integrate this commitment into the curriculum than through service learning.”

Behind those pruning sheers and rakes are a few of the more than 450 members of the Seton Hall University community who participated last September in SHU 500, a service learning project benefiting New Jersey communities.
A Heritage of Helping Others

With the support of Monsignor Sheeran and several faculty members, the Institute for Service Learning was established in Spring 1997. Throughout the University, there already were predecessors to service learning, among them internships, community service and experiential learning. For example, the Division of Volunteer Efforts (DOVE) coordinates volunteer opportunities for students.

At the School of Law, there are other examples of existing service programs. The Center for Social Justice enables third-year law students, under the supervision of clinical professors, to represent low-income clients in the community. Earlier this year, through the Family Law Clinic, students helped a mother win custody of her two daughters after the father disregarded a prior visitation order and kidnapped the girls. Through the Immigration Law Clinic, students have won numerous cases for clients granted political asylum in the United States after suffering politically motivated acts of violence in their home countries.

“It is a much different experience for students to represent an actual client with real-life problems than to engage in a simulated trial skills exercise,” says Linda Fisher, J.D., director of the Center for Social Justice. According to Fisher, the center represents more than 1,500 people a year — almost all of whom are poor or would have difficulty finding competent legal counsel. Fisher estimates the dollar value of the legal services provided by the center at more than $4 million annually.

Volunteer Efforts (DOVE) coordinates volunteer opportunities for students. The volunteer opportunities range from tutoring at the local Boys and Girls Club to serving as a volunteer at the local hospital.

An Institute with a Bold Mission

Even with the ancillary programs throughout the undergraduate and graduate programs, there was no concentrated, unified effort at Seton Hall to teach the pedagogy of service learning. There was no guidance for faculty interested in incorporating all aspects of service learning into the curriculum. That is, until now.

“A key to the success of service learning at any university is faculty development opportunities,” says Jeff Howard, assistant director for academic service learning at the University of Michigan’s Center for Learning through Community Service. Michigan, which started its service learning program in the mid-1960s, was one of the first universities in the country to incorporate service learning into its curriculum. Howard has been involved with service learning for 20 years, traveling to universities around the country to teach service learning workshops.

“Many professors think service learning is merely the addition of a community service requirement into their courses,” Howard says. “That is not the case. The service must be integrated into the classroom. It must have a reflective component. Service learning is a great tool to motivate both students and instructors in new ways — if it is implemented properly.”

The mission of the Institute for Service Learning at Seton Hall is to do just that: to help faculty properly integrate service learning activities into the curriculum. The institute develops and implements seminars to introduce faculty to the theory and practice, and assists faculty in developing courses that involve service learning. It also facilitates collaboration among professors and staff to enhance volunteering in the community and works with community leaders in Essex County and beyond to establish service learning and nonprofit management relationships.

Faculty from Many Fields Sign on

With the institute in place and its mission defined, Mirabella and Marbach started spreading the word among their colleagues, anxiously awaiting the response. In December 1997, the co-directors distributed a request for proposals for a stipend of $2,000 for any faculty member who was interested in incorporating service learning into a course.

“To be honest, we are venturing into uncharted waters,” Mirabella says. “Anytime you do something that is not mainstream, it is risky. But for me, it’s a win-win situation. Students win, faculty win and the community wins. It’s what I’ve devoted my professional life to. It has its risks, but to me it is well worth it.”

Based on the response from the proposals, other faculty seem to share Mirabella’s excitement. In all, the institute received 18 responses. Historically, service learning has been associated with the social sciences and humanities. It was uncommon to have faculty from the natural sciences interested because, at first glance, service learning seems connected to social work or community service. “Upon further examination,” Mirabella says, “people in other departments have agreed that service learning makes sense.”

While many of the institute’s proposals came from the departments one would expect — criminal justice, English and African-American studies — others came from nontraditional areas such as marketing, biology and urbanization. Because of the overwhelming response, Mirabella and Marbach awarded six additional $500 stipends.

“I think it is a reflection of our faculty’s commitment to teaching,” Marbach says. “Our faculty is committed to meeting the needs of our students, and looking for new and exciting ways to teach.”

A Natural Choice

Marian Glenn, Ph.D., associate professor of biology, was one of the 18 professors who submitted a proposal.

“One of the biggest challenges was getting senior faculty to buy into service learning and change their techniques,” Marbach says. “When we received Dr. Glenn’s proposal, it gave the institute some credibility. If she’s buying into the program, it bodes well for the future.”

Glenn has been at Seton Hall for 13 years. “I think the engagement that comes from service learning is a terrific motivation for college students. It shows the relevance of what they are studying.”

— Marian Glenn, Ph.D.  Associate Professor of Biology

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“Service learning is a beneficial situation for everyone. It provides our organization with enthusiastic and professional assistance we couldn't afford to pay for. It provides students with real, meaningful projects, and it is a creative way for the University to reach out and become part of the community.”

— Kenneth Richards, Executive Director of Durand Academy Inc.

“Developing communications plans for nonprofit organizations not only provides our students with excellent experience, but also has given them a sense of satisfaction about the contribution they’re making to a worthwhile effort,” McGraw says. “That’s the real value of service learning.”

But the experience encompasses far more. Students report back to their classmates to share details of each project. Rennie tells of students on their way to class saying things like, “Hey, I read something in a trade magazine the other day. It won’t work for my client, but it might work for yours.”

“It almost turns into a real public relations firm, where the students are not competitors but colleagues,” Rennie says. “My biggest concern as a professor is ‘Am I giving my students the skills to succeed in the real world?’ I guarantee that the students who work on real projects are more prepared than the students who tell me how to get to Planet X.”

And the nonprofit organizations in the community have no complaints. Susan Roth, Ed.D., executive director at Bonnie Brae, a residential day treatment and special education facility for teenagers in Larchmont, enlisted the help of Seton Hall graduate students. They researched programs at similar facilities to use as models. Roth says the results were critical to the success of Bonnie Brae.

Carmine Tabone, executive director of the Educational Arts Team, an arts and education summer camp in Jersey City, used Seton Hall students to create a financial feasibility report, including break-even points, formulas and analysis. He still refers to it today.

At the Durand Academy Inc. in Woodbury, which serves children with learning disabilities, Kenneth Richards, executive director, was so pleased with the students’ work that he wrote Rennie a letter touting the merits of service learning. Says Richards, “As a nonprofit, our funding is very limited, and it would have been impossible for us to pay for a professional group to put together those marketing plans. And the quality would not have been better.” Many of the plan’s suggestions have been implemented and are bearing fruit, he adds. “Service learning is a beneficial situation for everyone,” says Richards. “It provides our organization with enthusiastic and professional assistance we couldn’t afford to pay for. It provides students with real, meaningful projects, and it is a creative way for the University to reach out and become part of the community.”

The Chance to Change a Life

Even with all the endorsements from professors who are implementing service learning and the nonprofit organizations that benefit from it, it is the students who speak most passionately about its merits. Some students reveal that the reflection aspect inspires greater awareness of social issues, such as the environment or the elderly. Many say it gives their course work meaning to know they are helping the community. Still others say it answers the oldest question in the book: How is this class going to help me in the real world?

Sarah Scott, a junior communication major, took Rennie’s Public Relations II course and designed a campaign for the Morris County Organization of Hispanic Affairs, a nonprofit community organization. The experience opened her eyes to what she wants to do after she graduates.

“Service learning is a more beneficial way of learning because you can apply what you’ve learned in the classroom to a real experience,” she says. “I’m more excited about doing my work because I know it’s going to be used by a real person. I put more effort into it. I think, by nature, you care more when you know someone else is counting on you. Service learning opportunities also help you to decide what you really want to do for the rest of your life.”

For Tony Luna ’95/MPA ’98, service learning offered much needed direction. After graduating, Luna was considering law school. He clerked at a law firm while taking classes in the master’s program in public administration at Seton Hall. Mirabella suggested he take a class titled Public Policy in the Multi-level Global System because of his interest in international relations. Luna agreed, and interned for the ‘Tickle Up Program in Manhattan, a nonprofit organization that gives start-up loans and grants to poor families in developing countries. The program offers the families basic skills training in fields, such as fishing or sewing, so they can earn an income.

In conjunction with the internship, Luna spoke about his experience with other students in the class. They exchanged ideas and discussed relevant theories. For once, Luna knew he was in the right field. “I don’t know where I’d be if I hadn’t had the service learning experience,” he says. “Service learning is a great way to combine theoretical teaching and real-life experience. Until you get hands-on work, only half the battle is won.”

Mirabella remembers Luna well. A successful experience is hard to forget. And that’s what the Institute for Service Learning is designed to foster — successful experiences that can influence, and even change, a life.

“Today’s colleges and universities understand that theory and philosophy only have meaning when applied to very real needs and issues,” McGraw says. “Service learning is an ideal way of bringing these theories to the communities where our students live, work, play, and pray. I am excited about growing this relationship with service learning at Seton Hall, and I know that it has even greater promise for the future.”

Gary Kaysen writes about welfare reform for the Washington Post. Before working at the newspaper, he was a reporter for The Washington Post.

FALL 1998 SETON HALL UNIVERSITY MAGAZINE
Navigating the Uncharted Waters of Charter Schools

What other educators dream of doing, Ellen Kaufmann '75/M.A. '98 has done. She has guided the launch of a pre-school's parent-teacher organization and developed a gifted and talented program for parochial students. Today, as headmaster of Newark's first charter school, she is on the cutting edge of education once more.

Charter schools are a new concept in education; the first charter school law was passed in Minnesota only seven years ago. They are public schools that are privately run. No two are exactly alike, but generally, they offer an innovative teaching atmosphere and are accountable for their students' academic results. To naysayers, these independently operated schools are uncharted waters. But Kaufmann is prepared to stay the course.

"Because charter schools are so new, there are unanswered questions," Kaufmann says. "However, for those schools intent on staying focused on their mission statement and offering what that statement promises, there are definitely benefits for the children.

The Robert Treat Academy, located in Newark's North Ward, opened in September 1997 with Kaufmann at the helm. Students are selected by lottery, as the demand for placement has exceeded the number of student slots available. The academy's grade levels include kindergarten and first grade. Each year, the school will expand by 50 children as another new kindergarten class enters. If all goes as planned, the academy eventually will be a kindergarten through 8th grade (K-8) school.

The students wear green uniforms, but differences between this school and others in Newark go far beyond clothes. Class sizes are small, with a 1:12 teacher to student ratio; equipment is state-of-the-art; the seven-hour school day is longer than most; and the school year runs 210 days — 30 more than New Jersey requires.

Kaufmann presides over a school that is as different from the system as the academy is from other charter schools. "We believe true learning extends beyond the reading period." — Ellen Kaufmann '75/M.A. '98

Most of the academy's 100 students are Hispanic, a reflection of the surrounding neighborhood. For this reason, one of the two teachers in each classroom speaks Spanish. "All the children speak English, but the Spanish-speaking teacher is available if they need help," Kaufmann says. "These teachers are also a link to families, some of whom have a limited command of English.'

Parental involvement — the linchpin in most charter schools — abounds at Robert Treat Academy. Parents are encouraged to help plan the curriculum, chaperone field trips and serve on the school's governing board. If parents are not interested in playing an active role in their child's education, charter schools probably are not for them, Kaufmann notes.

Language arts and computers are two of the core academic components at the academy. At a time when many other public schools are embracing the whole language reading philosophy, children at the academy are taught a strong phonics-based system. "Most importantly, reading skills are interwoven in other subjects, like science and math, throughout the day," the headmaster says. "We believe true learning extends beyond the reading period."

That includes using educational software. Each classroom has two computers, and every student spends approximately 20 minutes daily on the computer. Eventually, students will be able to take computers home and link up to the school's mainframe, Kaufmann says.

The academy is the latest turn in Kaufmann's career, which was driven early on by a dream of opening her own child care center. She earned an associate's degree in early childhood education at Dutchess Community College in Poughkeepsie, New York, and then decided to pursue an elementary teaching certificate. Her plans seemed uncertain when she found that all but one of the New York and New Jersey colleges she applied to would not transfer her credits. Seton Hall accepted most of her course work, but asked her to repeat her student teaching.

As an undergraduate at Seton Hall, Kaufmann had a full schedule. She taught during the day and took classes at night. "I appreciate the variety of courses I took at Seton Hall, from early childhood literature to math to sociology," the educator says. "They helped me express my own vision of what a child should have and how to get there."

Still, Kaufmann says, the intense workload was draining. "At times I became discouraged. It was too much," she recalls. "But the support of two professors, Anthony Colella, Ph.D., and Jerome Kaplan, Ed.D., helped me make it through. They offered a lot of encouragement, telling me that I would go places and do wonderful things with children."

And Kaufmann has. While director and teacher at the Christ Church School in Maplewood, she offered pre-schoolers field trips and other experiences they might not have received at home. Parents responded to her efforts by forming a parent-teacher organization, something not usually found at the pre-school level.

In 1983, Kaufmann became principal of the St. Joseph School and Academy, at that time a K-8 Catholic school, also in Maplewood. The gifted and talented program she initiated there involved more than taking students out of the classroom to do extra work. "Too often, children who are achieving well above grade level get more worksheets, instead of projects that challenge them intellectually," Kaufmann says. She instituted more challenging projects. For example, a seventh grader, advanced in mathematics skills, studied with a Seton Hall professor. Another student, who was interested in the environment, drafted a plan to clean up a Maplewood park, presented it to the mayor and then did the work. While at St. Joseph's, Kaufmann also integrated computers into the curriculum and introduced advanced art and individualized instrumental lessons for the children.

Kaufmann completed her master's degree in supervision and administration at Seton Hall last spring. She has a supervisor's license and plans to have her principal's license in another year. Her ideas about what constitutes good education sound simple in theory, but they take skill and creativity to implement. "Offer children a full array of experiences, not just book knowledge," she says. "That's how they learn and grow."
T he headline-grabbing story from his field may be the debate over human cloning, but the research of geneticist Jason M. Wooden ’89, Ph.D., is another way his work holds a key to how malaria parasites respond to drugs, and which pharmaceuticals are most effective against the disease.

Since the early ’90s, Wooden, a senior post-doctoral fellow in genetics at the University of Washington in Seattle, has worked on projects that could lead to new malaria medications. For a time, scientists and health officials believed malaria, a parasitic disease transmitted by mosquitoes, was on the wane. Pesticides such as DDT helped control the mosquito population, and since World War II, a drug called chloroquine was used successfully to treat malaria. But in the early ’60s, malaria outbreaks were reported from remote parts of the globe. The mosquitoes had mutated, and chloroquine and DDT lost their effectiveness. A second drug, fansidar, is used today, but, according to some researchers, it has a 20 percent failure rate.

“The ineffectiveness of chloroquine and fansidar, both affordable drugs, is very troubling. Adding to the problem is global warming, which will allow the mosquitoes to breed in places that traditionally don’t have malaria,” Wooden says. The statistics he quotes are staggering. Each year, about 300 million people are infected with malaria, and between 2 and 3 million die, many of them African children. One-third of the world’s population is at risk of contracting the disease, primarily in Third World countries.

For pharmaceutical companies to develop another malaria drug, they first need to know why the older medicines are not working. As a pre-doctoral student at the University of Washington, Wooden worked on a system that examines the ways malaria parasites have mutated and how quickly they do so. By transferring an enzyme (dihydrofolate reductase) found in the parasites into baker’s yeast, he was able to test the enzyme’s response to fansidar. In time, the system could help pharmaceutical companies identify which drugs work best and last the longest.

A high school biology teacher sparked Wooden’s interest in science, and the flame grew stronger at Seton Hall University. During his sophomore year, he worked with former biology department chair Daniel Burke, Ph.D., on a research project involving an aquatic fungus. “A geneticist himself, Dr. Burke got me interested in the field,” Wooden says. “He introduced me to the world of research and taught me how to ask scientific questions.”

The laboratory and biology were not Wooden’s only interests at Seton Hall. One of his two minor areas of study was Chinese, and he says he appreciates “the broad-based education I received through courses in history, philosophy and Eastern religion.” He was treasurer of the Archaeology Society for two years, but missed out on an opportunity to go on a dig, opting for a summer in Hawaii instead. Wooden developed his leadership skills as a resident assistant during his senior year.

Wooden says the Martin Luther King Jr. Scholarship Program, which assists gifted minority students, was one of his best experiences at Seton Hall. The four-year scholarship enabled him to attend college, but he believes the program is about more than receiving financial aid. “The other scholarship recipients and I attended meetings about social responsibilities and leadership issues. I learned to more fully appreciate Dr. King, while developing as a student and a socially aware person,” he says. Wooden remembers participating in a panel discussion that included Civil Rights leaders who worked with Dr. King and some of today’s activists. “It was like watching history unfold before me,” Wooden says.

While a graduate student at the University of Washington, Wooden was a Ford Foundation pre-doctoral fellow, a National Institutes of Health fellow and a recipient of the American Society for Cell Biology Minority Fellowship. In addition to his research, he was a teaching assistant in general and human genetics. Through the Young Scientists in the Classroom program in Seattle public schools, he shares his love of science with third-grade students and explains his research project.

“The program isn’t as flashy as ’Bill Nye, the Science Guy,’ but it does try to interest kids in science at an early age,” Wooden says. “I told the students that scientists are normal people, not weird gray-haired guys running around in a laboratory. To teach them about my research, I developed a role-playing activity in which the children ‘become’ mosquitoes, nurses, patients and chloroquine.”

Last year, Wooden took to the lectern to talk about his research, as part of a seminar series sponsored by Seton Hall’s biology department. It was fun, he says, to have some of his former professors in the audience.

“In 1996, the year he won the American Society of Tropical Medicine and Hygiene’s Young Investigator Award, Wooden received his doctorate in genetics from the University of Washington. His research into drug resistance and malaria continues today at the university’s Biomolecular Structure Center. However, he now concentrates on the dihydrofolate reductase enzyme’s molecular structure, rather than its genetic properties.

The geneticist has not yet decided what career path to take after his post-doctoral work is completed in 1999. “I would like to visit places like Kenya and Mali, where malaria is prevalent,” he says. “Most of all, I would like to help alleviate the suffering malaria brings.”
A Mind for Soccer — in the U.S. and the U.K.

By Marie Wozniak
Associate Sports Information Director

Seton Hall University has been the home for many great athletes over the years. There have been All-Americans, BIG EAST Conference champions and many who have gone on to outstanding professional careers. But once in a great while, an athlete comes along who is extremely gifted and makes a tremendous impact. At Seton Hall, that athlete is junior women’s soccer standout Kelly Smith.

Smith, from Garston Watford Herts, England, is one of the finest soccer players in the world. A member of the English National Team since she was 16, Smith was attending West Herts College and playing for her club team when an American coach told her about scholarship opportunities in the United States. The American coach was a friend of Pirate mentor and women’s soccer coach Betty Ann Kempf, who promptly impressed Smith and her family so much that at 18, Smith made one of the toughest decisions of her life — to leave her homeland, one of the finest soccer schools in the world, and seeing her score. I like to think I’m more of a creator than a finisher.”

— Kelly Smith
## Fall Sports Schedule

### September

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<td>1</td>
<td>Men’s Soccer vs. Maryland</td>
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<td>2</td>
<td>Women’s Soccer vs. Villanova</td>
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<td>4-5</td>
<td>Volleyball at ECAC Invitational (with Fairfield, Central Connecticut State, Northeastern) TBA</td>
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<td>5</td>
<td>Men’s Soccer at Adelphi</td>
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<td>7</td>
<td>Women’s Soccer vs. La Salle</td>
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<td>8</td>
<td>Volleyball vs. Drexel</td>
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<tr>
<td>9</td>
<td>Men’s Soccer at St. John’s</td>
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<td>11</td>
<td>Women’s Soccer vs. Monmouth</td>
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<td>11</td>
<td>Volleyball at Virginia Tech Invitational vs. Copin State</td>
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<td>12</td>
<td>Volleyball at Virginia Tech Invitational vs. Radford</td>
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<td>Men’s Soccer at Drexel</td>
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<td>Women’s Soccer at Boston College</td>
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<td>15</td>
<td>Volleyball vs. Marist</td>
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<td>18</td>
<td>Men’s Soccer vs. Georgetown</td>
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<td>Women’s Soccer at Georgetown TBA</td>
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<td></td>
<td>Volleyball — Seton Hall University Tournament vs. St. Peter’s</td>
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<td>19</td>
<td>Volleyball — Seton Hall University Tournament</td>
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<td>St. Peter’s vs. Iona</td>
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<td>Men’s Soccer vs. West Virginia</td>
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<td>Women’s Soccer at West Virginia</td>
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<td>Volleyball vs. FDU</td>
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<td>23</td>
<td>Men’s Soccer at Princeton</td>
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<td>Women’s Soccer at Lafayette</td>
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<td>25</td>
<td>Volleyball at Rutgers Invitational vs. Rutgers</td>
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<td>26</td>
<td>Men’s Soccer vs. St. Peter’s</td>
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<td>Volleyball at Rutgers Invitational vs. New Hampshire</td>
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<td>vs. Liberty</td>
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<td>27</td>
<td>Women’s Soccer at Syracuse</td>
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<td>30</td>
<td>Men’s Soccer vs. Rutgers</td>
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<td>Volleyball at Notre Dame</td>
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<td>Men’s Soccer vs. Syracuse</td>
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<td>4</td>
<td>Volleyball at Syracuse</td>
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<td>Women’s Soccer vs. Penn State</td>
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<td>Women’s Soccer at Pennsylvania</td>
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<td>Men’s Soccer vs. Boston College</td>
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<td>Women’s Soccer at Rutgers</td>
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<td>Volleyball vs. Boston College</td>
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<td>Volleyball vs. Providence</td>
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<td>14</td>
<td>Volleyball at St. Peter’s</td>
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<td>Men’s Soccer at Pittsburgh</td>
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<td>Women’s Soccer vs. Pittsburgh</td>
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<td>Men’s Soccer at Notre Dame</td>
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<td>Women’s Soccer vs. Notre Dame</td>
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<td>Men’s Soccer vs. Columbia</td>
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<td>Women’s Soccer at Princeton</td>
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<td>Volleyball at West Virginia</td>
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<td>Women’s Soccer at Connecticut</td>
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<td>Men’s Soccer at Connecticut</td>
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<td>Volleyball at Pittsburgh</td>
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<td>28</td>
<td>Women’s Soccer vs. St. John’s</td>
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<td>29</td>
<td>Volleyball at Rutgers</td>
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<td>31</td>
<td>Men’s Soccer vs. Providence</td>
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<td>Women’s Soccer vs. Providence TBA</td>
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<td>3</td>
<td>Men’s Soccer at Fairleigh Dickinson</td>
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<td>3-4</td>
<td>Women’s Soccer — BIG EAST Conference Quarterfinals (at campus sites) TBA</td>
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<tr>
<td>6</td>
<td>Women’s Soccer — BIG EAST Conference Semifinals (Host: Connecticut) TBA</td>
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<tr>
<td>7</td>
<td>Volleyball vs. St. John’s</td>
</tr>
<tr>
<td>7-8</td>
<td>Men’s Soccer — BIG EAST Conference Quarterfinals (at campus sites) TBA</td>
</tr>
<tr>
<td>8</td>
<td>Women’s Soccer — BIG EAST Conference Championship (Host: Connecticut) TBA</td>
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<td></td>
<td>Volleyball vs. Connecticut</td>
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<tr>
<td>11</td>
<td>Volleyball at Manhattan</td>
</tr>
<tr>
<td>13</td>
<td>Men’s Soccer — BIG EAST Conference Semifinals (Host: Rutgers) TBA</td>
</tr>
<tr>
<td>14</td>
<td>Volleyball at Georgetown</td>
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<tr>
<td>15</td>
<td>Volleyball at Villanova</td>
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<tr>
<td>15</td>
<td>Men’s Soccer — BIG EAST Conference Championship (Host: Rutgers) TBA</td>
</tr>
<tr>
<td>20-21</td>
<td>Volleyball — BIG EAST Conference Championship (Host: Pittsburgh) TBA</td>
</tr>
</tbody>
</table>

For a complete fall sports schedule, contact the Office of Sports Information at (973) 761-9493, or the Department of Athletics and Recreational Services at (973) 761-9497.
Monsignor Harold P. Darcy '51/M.D.M. '54, S.T.L., J.C.D., former rector of the Immaculate Conception Seminary when it was located in Darlington and chaplain at the Seton Hall University School of Law, died in December 1997 after a long illness. Monsignor Darcy had been serving as a judge in the Metropolitan Tribunal of the Archdiocese of Newark since November.

Born in Newark, he was educated in Ireland before returning to the United States to earn a degree from Seton Hall University. He attended the Immaculate Conception Seminary before being assigned to the North American College in Rome to study, the first seminarian from the Archdiocese of Newark to attend the college after World War II.


Upon returning from Rome in 1979, Monsignor Darcy served as pastor of Notre Dame Parish in North Caldwell until 1987. He became chaplain and a member of the faculty of the Seton Hall University School of Law in 1988. He was a member of the University’s Board of Trustees from 1972 to 1974. An expert in canon law, Monsignor Darcy chaired the School of Law’s Medical Moral Committee and served as minister to the Priest Community on the South Orange campus.

He was a member of the Supreme Court of New Jersey, the District Ethics Committee for Essex County, a member of the Board of Consultation and Administration of the Archdiocese and a member of the Commission for Ecclesiastical and Interreligious Affairs of the Archdiocese.

Victor J. Kemper ’47, of Studio City, CA, received a Lifetime Achievement Award from the American Society of Cinematographers. He has credits on 52 major films.

Frank P. Faninella Jr. ’48, of Springfield, was inducted into the National Housing Hall of Fame by the National Association of Home Builders for his achievements in the housing industry.

Martha H. Gelbath ’50, of Luther Ridge, was inducted into the International Poets Hall of Fame by the International Society of Poets at the organization’s seventh annual convention and symposium in Washington, D.C. Gelbath is a genealogist, poet, and author of genealogical, historical and religious works. She is also a hereditary judge in the United States and the United Kingdom.

Angelo R. Bianchi ’55/J.D. ’58, of South Orange, was appointed president of the Commission for Social Justice at the 48th Biennial Convention of the Order of the Sons of Italy in America.

Daniel H. Murray ’57, of Bradenton, FL, retired after serving eight years as executive director of alumni relations at Seton Hall University.

Hirsch Lazar Silverman, M.A.E. ’57, Ph.D., of West Orange, was inducted into the Pan-American Medical School Alumni Hall of Fame with the highest commendation by the Pan-American Medical School (PAMSA) for his work as a trustee of PAMSA and editor-in-chief of the PAMSA Journal.

Thomas F. Battaglia ’58, of Florham Park, was appointed vice president of the Companion Business Unit for Schering-Plough Animal Health, the worldwide animal health business of Schering-Plough Corp. in Kenilworth.

Anthony C. Del Gaudio, M.D., ’60, of Belleville, was elected president of the Essex County Medical Society, of which he has been a member since 1970. After graduating in 1964 from Georgetown University School of Medicine, Del Gaudio interned at the University of Medicine & Dentistry of New Jersey (UMDNJ) in Newark, specializing in general surgery and urology. He later resided in residency at Jersey City Medical Center. Del Gaudio has been a clinical instructor at UMDNJ since 1970. He works as director of ambulatory care at Clara Maas Medical Center in Newark.

Eugene R. Lear ’62, of Summit, was named to the board of trustees of the Pan-American Medical School of West Orange.

Marlyn Ryan ’64, of Florham Park, was professed in the Courier News for women religious in the Archdiocese of Newark. She is a member of the pastoral ministry at St. Helen’s Roman Catholic Church in Westfield. Ryan helps with home- less shelters, and organizes visits to the homeless and hospitalized.

Sister Rosemary Boyd ’65, of Mary’s, was elected to the board of trustees of Seton Hall University.

Vincent P. McMahon ’67, of Mahwah, was nominated by the Archdiocese of Newark to the judiciary.

Reverend Arthur J. Serratelli ’65, S.T.D., of South Orange, was appointed to the Priestly Vocations Board for a three-year term. He is an associate professor of biblical studies at the Immaculate Conception Seminary School of Theology. Robert J. Tarte ’65/J.D. ’69, of Westfield, was elected to the board of trustees of Community Access Unlimited, an Elizabeth-based social service agency.

James F. Keefe ’67/J.D. ’73, of Roselle, was named the first assistant prosecutor in Union County. A former Republican freeholder, Keefe resigned his seat in June 1994 to become county counsel.

Victor P. McMahon ’67, of Mahwah, was nominated by the Archdiocese of Newark to the judiciary.

Honorable Richard C. Camp, J.D. ’68, of Verona, was named a judge in the United States District Court for New Jersey.

Phil Galanti, a longtime advertising executive and menswear store owner, died November 11. Galanti, 87, was chairman emeritus of the Millburn-Short Hills Republican Club. Galanti is also a world class teacher.
Save the Date

September 19, 1998

Join the Seton Hall community for the second annual SHU 500, a historic opportunity to connect more than 500 University students, alumni, faculty and administrators with community service opportunities throughout New Jersey. For more information, call (973) 761-9702.

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Fall 1998
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From DOVE to the Jesuit Corps, Murphy Volunteers

susan Murphy ’97 completed her varsity lacrosse season last August with the Jesuit Volunteer Corps (JVC) in Houston, Texas. Murphy worked as a teacher of disadvantaged preschool children at Our Lady of Mount Carmel Elementary School.

“Volunteers in JVC. South attempt to integrate their Christian faith by working and living among the poor, marginalized, by living simply and in community with other Jesuit volunteers and by examining the causes of social injustices,” explains Justin Vorhach, J.V.C. area coordinator. He wrote to Seton Hall University’s Campus Ministry and as a Jesuit volunteer: “The letter continues, “Since most of our volunteers are recent college graduates, it is likely that their experiences on campus contributed to their decision to join JVC. We recognize that the faith community there at Seton Hall University may have already contributed greatly to Susan’s life, helping her to become the committed Christian person she is today.”

According to John Prescott, director of the Division of Volunteer Efforts (DOVE) at Seton Hall, Murphy was active in many programs as a student. Among them were Camp Fatima Weekend for mentally and physically disabled adults and the Halloween party for local shelter children. Murphy joined J.V.C. a week after her senior year of high school, originally to work at the Waywayne County Work Camp.

Collaborative efforts with local, state and city agencies, including DOVE, Dohni, M.A.E., ’95, of Wayne, another legal assistant, and John R. Murphy ’97, an assistant professor of psychology at Felician College. Along with academic responsibilities, she serves as the college’s first on-campus mental health counselor.

Michael D. Fortunato, J.D. ’96, of Chester, became an associate with Riker, Danzig, Scherer, Hyland & Perrelli, LLP; a Morristown-based law firm. He formerly was an associate with Cohen, Pantoni, Liebman & Fawene in New York. Robert J. Simon, M.D. ’90, of Northfield, N.J., became an associate in the plastics and reconstructive surgery section of the Union County and Community Foundation and as a member of the Summit Area Public Foundation and as a member of the Union County and Summit bar associations.

Ellen (Regan) Dombroski ’87, of Mendham, and her husband, Howie, welcomed a son, Regan Howard, on December 3, 1997. David B. Katz, J.D. ’97, of Livingston, was elected mayor of Livingston. Sheila Kiefer ’87, of West Orange, was appointed to the Executive Board of the Association of Teachers in Independent Schools (ATIS) in New York City. She is a teacher and after-school director at the Trinity School in Manhattan.

Edward Moragas, M.S.T. ’97, of New York City, is a partner of KPMG Peat Marwick LLP. He works in the manufacturing, retailing and distribution line of business at KPMG’s Short Hills office. Joining the company in 1987 as a manager, he became a senior partner in 1993. KPMG is the U.S. member firm of KPMG International, the worldwide professional services firm.

Diane M. (Homa) Dligo ’87, of Neptune City, and her husband, Kenneth, welcomed twins, Rachel and Matthew, born in September 1997. The twins join their 3-year-old sister, Nicole. Henry M. Ogden, J.D. ’89, of Summit, was elected president of the Summit Common Council. He has been in public service for most of his career, serving as trustee for the Summit Area Public Foundation and as a member of the Union County and Summit bar associations.

Allegro A. Stilo ’88, M.P.A. ’90/J.D. ’97, of Madison, was admitted to the New Jersey Bar in December 1997. Dia Spirito, M.D. ’84, of Elmwood Park, recently gave a presentation on breast cancer to the adults in her after-school program at the Trinity School in Paterson. She is a teacher and a nurse practitioner.

Michael P. Torpey, J.D. ’89, of Robbinsville, was appointed chief of police for the Voorhees Borough Police Department. He formerly worked as an attorney for McCarter & English, a Newark-based law firm.

Andrew Schwartz, J.D. ’91, of New York, co-founder of NetLive Communications Inc., an Internet-based communications system developer, was appointed to the company’s board of directors, and will serve as treasurer. He formerly worked as an attorney for McCarter & English, a Newark-based law firm. Christopher W. Kineum, J.D. ’94, of Point Pleasant Beach, was sworn in as assistant Ocean County prosecutor at the Toms River courthouse. He previously served as a law clerk at Saxe, Rane & A. White, an Ocean County-based law firm that was founded in 1986 by his father, Harold Conley White.

Antonio D. D’Elefanti ’92, of New York, is a six-grade teacher in the New York City Board of Education and an assistant wrestling coach at Seton Hall Preparatory School in West Orange. D’Elefanti was honored in 1992, formerly of Staten Island, NY, opened a chiropractic clinic in Donor, New Jersey. C. Sullivan, J.D. ’92, of Holland, PA, was named to the board of trustees of Catholic Charities of the New Jersey Region County Board of Directors. He is an associate attorney for the Newark-based law firm, Scott M. Wright ’92, of Bedford, N.Y., joined Communications Management International Inc. as senior designer. He handles multimedia and Web design, concepts, print collateral and corporate identification for the company, located in Bedford.

Daniel Betano ’93, of Miller Place, NY, was appointed assistant district attorney by Suffolk County District Attorney, Thomas A. Spota. assisted by the Suffolk County Bar Association. His primary areas of practice are family law, Juvenile Delinquency, and as a member of the Southern District of New York. He is a practicing attorney and as a member of the Southern District of New York.

Gary M. Albrecht, J.D. ’94, of Lyndhurst, joined Cole, Schotz, Meloet, Forman, &Leonard, PA, a Hackensack-based law firm composed of 400 attorneys. Albrecht is an associate in the firm’s real estate department. Margaret Ann Conway, M.A.E. ’94, of East Hanover, was named a sales associate in the New Jersey Bar Association. She is a member of the New Jersey Bar Association (NJBBA) Young Lawyer’s Division and its Young Lawyer’s Bar Committee.

Catherine G. Feldman ’94, of Hoboken, received the New Jersey State Bar Association’s (NJSBA) Young Lawyer’s Division Service to the Bar Award. She is a commercial litigation associate with Budd, Lasser, Gross, Rosenbaum, Greenberg & Sado, a Short Hills-based law firm. Feldman is a member of the NJBBA Ethics Jurisprudence Committee, director of the Essex County Bar Association’s Young Lawyers Section, and as a member of the American Bar Association.

Christopher W. Kineum, J.D. ’94, of Summit, became an associate attorney in the firm of Riker, Danzig, Scherer, Hyland & Perrelli, LLP, a Morristown-based law firm. He formerly was an assistant to the firm’s New York office.

Reverend Joseph A. D’Amico Jr., of Philadelphia, was named as the college’s first on-campus mental health counselor. He was elected to practice as a certified public accountant in Pennsylvania. Michael P. Kelly ’97, of Parsippany, wrote a self-help book, “Expatriate: How to Solve Your Juvenile Justice System,” published in Social Justice Education, a journal of the National Council for the
At their May meeting, members of the Alumni Association Board of Directors were hard at work helping the Seton Hall University Annual Fund surpass the phonathon goal of $400,000.

**Marriages**

Christine Vabel ‘78 to Terrance Jumper
Kimberly A. Suyler ‘82 to Robert R. Springer
Maurice Uphoff ‘82 to Craig E. Brady
Beth R. Hais ‘85 to David E. Meyer
John T. Marquardt ‘95 to Elizabeth Sylka
Sandra A. Gissid ‘86 to J. Gregory Edwards
Barbara Kowel ‘86 to Donald Wilson
Victoria Mascione ‘86 to John Barcarola
Marc P. Fieldman ‘87 to Judith M. Jurus
Carolyn A. Halim ‘87 to Kim G. Fielders

Lot A. Lexa ‘87 to Matthew C. McGowan
Peter J. Luzzi ‘88 to Jennifer A. Lombardi
David L. Flood ‘89/M.A. ‘95 to Karen Tenney
Jeffery E. Fraler ‘89 to Jaqueline A. Doyle
Gabrielle Rum ‘90 to Mario Gomez
Laura M. Davina ‘90 to Jamesgrassi
Gregory Gara ‘91 to Maria Pedalino
Jonathan R. Mehl ‘91 to Michelle Wasakiewicz
Kim M. Zarkish ‘91 to Charles A. Accolla
Joseph Diamond ‘92 to Rebecca Liboiral
Joanna-Lisa Schmidt ‘92 to Joseph F. Giuliano
Barbara J. Toto ‘92 to Paul I. Naidich
Donna M. Frey ‘93 to Lewis D. Alkin ‘86
Collete N. Holle ‘93 to Hector E. Zamora ‘93
Phillip J. Saco ‘93 to Susan M. Van Monreplem
Jodi B. Walter ‘93 to Thomas O’Donnell
Gregory W. Fortich ‘93 to Laura B. Rhodis
William J. Hance Jr. ‘94 to Laurie Kowel
Michelle McMuffin ‘94 to Michael Jordan
Karen Pecoraro ‘94 to Hugo Lopez
Anne M. Szole ‘94 to Charles Moritz ‘92
Kimberly A. Wybraniec ‘94 to Charles T. Alkin ‘94
Kristen M. Campion ‘95 to Joseph E. Foran
Colleen P. Flynn ‘95 to Ronald M. Czypers
Gina F. Lancilotti ‘95 to Gabor R. Capodanno
Shari E. Litt ‘95 to William A. Goldman
Jill A. Tobia ‘95 to Andrew M. Sorger
James A. Del ‘96 to Heather A. Smith
Tina Miraglotta ‘96 to Owen Dykstra
Tammy L. Palmer ‘97 to Brian Catararo ‘98
John L. Shahedian ‘97 to Kelly A. Clarke

**In Memoriam**

Walter W. Curtis ‘34
Michael J. Kostioun ‘40
Al Negratti ‘43
Andrew G. Mitzak ‘47/M.A. ‘49
Gertudte McAndrew ‘48
Eugene E. Callaghan ‘49
William A. Deliliano ‘49
Ralph Pamarozzo ‘49
Eugene B. Back ‘50
Walter J. Garrigan ‘50
Karl H. Geracie ‘50
Mary A. Liddy ‘50
Richard G. Taggart ‘50
Michael J. Dowd ‘51
Monsignor Harrold P. Darcy ‘51/M.D.M. ‘54, B.T.L., J.C.D.
Robert O. Cosgrove ‘52
Minnie M. Lorenzo ‘53
Dominco Galli ‘55
John W. Lomax ‘55
Frank J. Stanave ‘55
Joseph J. Geaney ‘56
John J. McInerney ‘57
Gary Nardino ‘57
Mary C. Mcclain ‘58
Sister Joanne Durcanin ‘58
Arthur J. Dochych ‘60
Monsignor Sheeran, who was in Los Angeles at the time on an official trip for Seton Hall, was asked to speak at the memorial service.

A dedicated Seton Hall alumnus and 1983 honorary degree recipient, Nardino’s most recent involvement with the University was as 1957 class gift chair during reunion last year. Seton Hall has established a $25,000 scholarship fund in memory of Nardino from donations sent to Seton Hall at the request of his family.

Nardino most recently served as co-president of North Hall Productions, which produces “Pacific Blue” on the USA Network. During his distinguished career in television and film production, Nardino also served as a producer for Warner Brothers Television and for Lorimar Television. He was chairman and CEO of Orion Television Entertainment from 1989 to 1991.

As head of Paramount Television from 1977 to 1983, when it dominated the airwaves, Nardino set the industry standard for series and miniseries. He oversaw the development and launch of television hits such as “Taxi,” “Mork and Mindy” and “Cheers.” And he supervised the production of several miniseries and television movies, including the Emmy Award-winning “Shogun.” He headed his own Gary Nardino Productions for Paramount in the mid-1980s, producing “Brothers,” a Showtime series that earned him the 1986 CableAcus Award for outstanding series.

His accomplishments on the big screen include the film production of films such as “Star Trek III.” A former president of the Hollywood Radio and Television Society, Nardino received the prestigious Television Showmanship Award from the Producers Guild of America.

**Memorial Tribute**

Gary Nardino ’57, the man behind celebrated television sitcoms such as “Happy Days” and “Laverne and Shirley,” died on January 31 at age 62. “As with all his friendships,” noted Monsignor Robert Sheeran ’67, University president, “Gary was a loyal, faithful and generous alumnus of the University—a great Seton Hall Pirate.” Monsignor Sheeran, who was in Los Angeles at the time on an official trip for Seton Hall, was asked to speak at the memorial service.

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BY SALLY ANN CORBO ’79, Ed.S. ’93

Everyone would agree that managed care has had a dramatic impact on the health care industry. Much has been written about the effects of cost containment, the limits on choosing providers and the endless paperwork. But there also have been subtle, almost unnoticed, effects that rarely are mentioned. Managed care has changed the career paths of health care professionals in unanticipated ways. And for some, this has been the most positive aspect of managed care.

Many new providers are choosing health care as a second or third career. Having been successful in other fields, they have decided to help others. In 1998, the average age of the registered nurse graduate is 31. Even health care’s newest workers, sometimes identified as “Generation Xers,” have altruistic values of doing volunteer work and helping others. These are people who have a genuine desire to care for others.

I entered nursing with that goal, but as my career advanced, the distance grew between the patient and me. After 15 years in teaching and administration, I truly wanted to take care of patients again. So I decided to enter private practice as a psychiatric clinical nurse specialist. In this role, I counsel patients and their families, prescribe medications and communicate with other members of the health care team, usually primary care physicians and psychiatrists. I also work directly with care managers at managed care companies in getting the needed authorizations to care for patients.

Another subtle change in the industry is in the employment status of health care professionals. In the pre-managed care era, physicians worked for themselves, and everyone else — nurses, physical therapists, occupational therapists — worked for the hospital. In essence, it was the self-employed versus the employed. And neither group expressed interest in an alternate arrangement. Personally, I never once thought, “I wish I were a doctor so I could work for myself.”

As managed care practices became popular, the traditional models of health care began to break down. Physicians found it more difficult to be self-employed and had to hire additional staff to handle the paperwork of pre-authorization, contracts and credentials. And nurses found it more difficult to be employees, as positions were eliminated when the delivery of care moved out of the hospital into outpatient settings. In the early 1990s, nurses faced unemployment in a profession where jobs always had been plentiful. Gradually, some physicians yearned to be employees and nurses began to think about becoming entrepreneurs.

In 1987, 73 percent of physicians were self-employed. In 1997, that figure had dropped to 56 percent, according to the American Medical Association. Thirty-nine percent of physicians in 1997 were employees of hospitals, managed care companies, medical schools and companies contracting services for emergency rooms, anesthesia, radiology and so on. Five percent were independent contractors.

Conversely, nurses have started their own companies for home infusion therapy, pediatric critical care, legal consulting and private clinical practice as advanced practice nurses. Physical therapists, occupational therapists and dieticians own companies that provide services to hospitals, nursing homes and freestanding centers. With this autonomy comes the responsibility to negotiate the myriad of approvals and certifications to deliver care and receive payment. Working in a large system and being an entrepreneur are not mutually exclusive. Many of the same skills — interpersonal communication, negotiation and perseverance — still apply, but become tailored to the setting and circumstances.

In addition to my private practice, I started a company to provide outsourced training to hospitals and health care organizations. Having taught and administered educational programs in hospitals for 15 years, I saw the need. The question was: Having been an employee for my entire career, do I have the skills and initiative to be self-employed? Of course, I’d like to confidently say yes, but there have been many “learning curves” along the way. To ease the transition, it would have been wonderful to have had the business management courses now part of the curriculum at Seton Hall University. Today, the University is gearing its health care courses to prepare students for this new era.

Managed care promised to change the way health care is delivered. In essence, health care professionals have found new and exciting ways not only to survive, but also to thrive personally during their career transitions. How ironic that some have found a niche, or a career within a career, compliments of the chaos we call managed care.

Sally Ann Corbo ’79, Ed.S. ’93, served as president of the Seton Hall University Alumni Association from 1995-97. She is the president of Epicare Associates Inc. in West Caldwell.
Treat your senses to Italy’s culture, education and commerce at The New Jersey Italian Experience on October 4. Come to the South Orange campus and savor:

- Enrico Caruso opera songs of Italy
- Regional dances performed by I Paesani
- Auction of Italian wines and food
- Italian tasting pavilion featuring fine imported food and wines
- Art exhibitions from Tuscany, Lucca, Liguria and Carrara
- Italian games and other activities for children

Co-sponsored by the Italian Trade Commission, Italy America Chamber of Commerce, Consulate General of Italy, America Oggi and the Italian Ministry of Foreign Affairs, in conjunction with Altamura/Enrico Caruso International Voice Competition USA.

For more information: (973) 761-9087.

Now Featuring Three Times as Much Family Fun

On October 17, there are three great reasons to “Come Home to The Hall”:

- University Day
- Reunion ’98
- Men’s Basketball Blue and White Scrimmage

Visit with your classmates. Watch the newest Pirates in action. Find all your favorite University Day treats – painting faces and pumpkins, health screenings, exhibits and much more. It’s a great chance to be part of the Seton Hall family.

Call (973) 378-9833 or (973) 992-GRAD.
Screening of film on landmines and discussion with international experts, co-sponsored by the United Nations Association of the United States of America and the School of Diplomacy and International Relations, 4 p.m., Kozlowski Hall Auditorium. (973) 275-2515.

SHU 500, second annual day of community service connecting more than 500 Seton Hall students, alumni, faculty, staff and admin- istrators with volunteer opportunities throughout New Jersey, 9 a.m., University Green, South Orange campus. (973) 761-9702.

Quarterly meeting of the New Jersey Division of the United Nations Association of the United States of America, sponsored by the School of Diplomacy and International Relations, University Club, Bishop Dougherty University Center. (973) 275-2515.

Seton Hall University School of Law and the Thomas More Association 14th Annual Red Mass, Noon, Cathedral Basilica of the Sacred Heart, Newark. Brunch to follow at 1:30 p.m. 1-800-992-GRAD.

“Countdown to Kick Off” phonathon and pizza party, sponsored by the Reunion ’98 Class Event Commit- tee. 1-800-992-GRAD.


W. Paul Stillman School of Business 16th Annual Golf Outing, Upper Montclair Country Club, Clifton. 1-800-992-GRAD.

Health and Fitness Tour, sponsored by Jay Clawson, University Health Green, South Orange campus. (973) 761-9500.

Reunion ’98 Attendance Phonathon. 1-800-992-GRAD.

Morning Workshop on New Jersey Nonprofit Management Issues, sponsored by the Nonprofit Sector Resource Institute, a project of Seton Hall University’s Center for Public Service, 8:30-10:30 a.m. (973) 275-2405.

Walsh Library Gallery presents “Chasing Rainbows,” an exhibit co-sponsored by the Millburn-Short Hills Art Center, opening reception 4:30-7:30 p.m. Gallery hours: 10:30 a.m.-4:30 p.m., Monday through Friday. Showings outside regular business hours by appointment. Exhibit runs through October 17. (973) 275-2033.

Campus Activities Fair, 1-4 p.m., University Green, South Orange campus. (973) 761-9096.

Faculty Convocation, Kozlowski Hall Auditorium. (973) 378-9834.

Mass of the Holy Spirit, Noon, Main Lounge, Bishop Dougherty University Center. (973) 761-9545.

Reception for Faculty Excellence, Peterson Reading Room, 4th Floor, Walsh Library. (973) 378-9834.