Adam Gavin ’19 used a drone and his Go Pro camera to snap this love letter to the College shortly after the blizzard of 2016 blew through Philadelphia.
Traditionally Nontraditional

Stories of innovation, outreach and collaboration, and some of the creative ways CHC helps students live out their passions and create a brighter tomorrow for us all.

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Friends,

They say the only constant is change. And while Chestnut Hill College has changed over the decades, as a community it has managed to remain firmly rooted in the strong foundations set for it by the Sisters of Saint Joseph more than 90 years ago.

The mission that was established by them continues to guide us all in our efforts to educate generation after generation of students. From the outside, CHC may appear to be solidly traditional — and it is, in the sense that we provide a traditional liberal arts undergraduate program that prepares our graduates to conquer the world in their chosen fields.

And yet, once students walk through our doors, they discover a wealth of nontraditional programs, courses and approaches prepared for them by a faculty and staff who want nothing more than to help them reach the stars.

We are a small community, tight-knit and welcoming. We believe in a rigorous curriculum complemented by service-learning opportunities and the chance to deepen one’s spirituality — on our beautiful 75-acre campus. Being of service to others and caring for the Earth are always top-of-mind. And we are traditionally nontraditional as we educate students while helping them grow intellectually, spiritually, emotionally and socially.

In this issue, we share some of our stories of innovation, outreach and collaboration, and some of the creative ways CHC helps students live out their passions and create a brighter tomorrow for us all.

Come, visit with us a while and see what we have to offer.

Sincerely,

Brenda Lange
Editor

Let us know how we’re doing at news@chc.edu.
Sponsoring Collaborative Conversations

Student life professionals from the Philadelphia region gathered at SugarLoaf in October to share concepts, ideas and strategies on how to maximize their work with students during CHC’s first annual Student Life Symposium, Collaborative Conversations.

More than 80 participants attended from more than 20 institutions including Drexel, the University of Pennsylvania, Rutgers, Neumann, Holy Family and West Chester’s graduate program. Jan Walbert, Ed.D., a leader in the field of higher education, gave the keynote address.

“Collaborative conversations wasn’t just the theme of this symposium,” says Lynn Ortale, Ph.D., vice president for student life. “It is who we are. We wanted to invite other professionals to witness our model and learn from us, and we could learn from them. The day was about building relationships grounded in the SSJ commitment to ministry of presence, being together in a thoughtful way.”

Pope Francis Visits CHC – Almost

The excitement that built through the summer and into early fall culminated in late September as Pope Francis paid his first visit to Philadelphia. Many in the CHC community got involved in the weekend’s events. Whether they volunteered with the World Meeting of Families or attended Mass on the Ben Franklin Parkway, the pontiff’s message of love, inclusion and service resonated with seemingly everyone.

His visit coincided with CHC’s annual Mission & Legacy Week, which included presentations by Brother Mickey McGrath, OSF, and author Chris Lowney; the Campaign for Mercy and Justice; the Day of Service; and the live-streaming of the pope’s historic address to the U.S. Congress and his Sunday mass in the East Parlor.

During the weekend, SugarLoaf became home-away-from home for more than a dozen highway patrol officers who received welcome packages and comfortable beds after their long days ensuring the safety of hundreds of thousands of visitors to Philadelphia. In December, Captain Jack Fleming, of the Philadelphia Highway Patrol, presented Sister Carol with a plaque to show their gratitude.

Sister Carol receives a plaque from Captain Jack Fleming.
»Female Scientists of the Future 
Get Started at CHC

Where can more than 130 sixth-grade girls learn about science and have fun at the same time? Chestnut Hill College is where, when they take part in the bi-annual PAGES (Philadelphia Area Girls Enjoying Science) mini-conference.

“Studies have shown that around middle school age, it becomes less cool for girls to be interested in science,” says Karen Wendling, Ph.D. ’03, associate professor of chemistry and the College’s point person for the PAGES events. “This program is really geared toward fixing that issue … we let them experience for themselves.”

The basis for the PAGES conference came from Helen Burke, SSJ, former chair of the Chemistry Department, who founded the program almost 20 years ago through a grant from the National Science Foundation. The program’s goal remains the same: to increase girls’ interest in science and mathematics, provide them with an opportunity to meet women working in non-traditional fields, and foster an awareness of varied career opportunities for women.

Students from CHC’s Chemistry Club work the event, joining female scientists and graduate students from the region who lead the girls in experiments such as extracting DNA from strawberries, creating a non-toxic slime polymer and making ice cream from liquid nitrogen.

»First Educate, Then Take Action

Joining colleagues from institutions across the country, Krista Bailey Murphy, Ph.D., dean of student life, and Jessica Day ’09, associate director of athletics for academic success and community engagement, accompanied student-athletes, Kaileik Asbury ’17, Kevin Clancy ’19, Andrew Hildebrand ’17 and Michaiah Young ’17 to the 25th annual NCAA APPLE Conference for promoting student-athlete wellness and substance abuse prevention.

Thanks to a 2012 NCAA CHOICES grant, CHC student-athletes attend annual conferences where they learn about issues of student health and wellness such as substance abuse, mental health, sexual assault awareness and bystander intervention, so they can return to campus and make a difference with their peers.

“This information about health issues and their impact on students is empowering,” says Murphy. “Once armed with the education, everything the students learned can be used for positive change on their home campuses.”
ASEC’s Work in Africa Continues to Inspire

Kathryn Miller, SSJ, Ph.D., assistant to the president for administration and special projects, made her third trip to Africa in December. Representing the African Sisters Education Collaborative (ASEC) Board of Directors, she visited three ministry sites and spoke at the graduation ceremonies of sisters from ASEC’s Sisters Leadership Development Initiative (SLDI) in Malawi and Zambia.

“The skills acquired by the sisters do not end with the individual sister, but rather they are the tools for service to their congregations, dioceses, communities, society and people of God,” said Sister Kathryn in her commencement address. “You are now among graduates who have mentored approximately 6,000 individuals and who have touched the lives of thousands more. Wherever you are in your ministry, you are changing lives, one at a time.”

Chestnut Hill College and the Sisters of St. Joseph are two of the founding members of ASEC, which has graduated 2,100 women religious since its inception. Some of ASEC’s future initiatives include the training of 1,800 sisters in the SLDI program between 2016 and 2018.

Loving the Fitness Center Facelift

Chestnut Hill College’s Fitness Center received a facelift this year. The redesign by Gym Source even earned a mention in the National Fitness Trade Journal. New equipment, including a state-of-the-art Torque X-Rack system with 12 Olympic platforms and Octane Lateral X elliptical machines, were also installed, so students and student-athletes can train like never before.

“The customized 54-foot X-rack was the perfect fit for a much more functional and efficient experience for all of our users — student-athletes, students, faculty and staff,” said Sandy Dickson, director of fitness and recreation, in an interview with the journal. “To say we are loving it would be a huge understatement.”

CHC’s Fitness Center recently gained some state-of-the-art athletic equipment.

Sister Kathryn Miller, Ph.D., visits some of the many people she met in Africa.
“When Voices Meet” and The Peace Train

Sharon Katz and The Peace Train visited CHC in February as part of Black History Month celebrations. The Institute for Forgiveness and Reconciliation (IFR) and the Black Student Union co-hosted the award-winning documentary filmmaker and her band for a concert and showing of her groundbreaking film, “When Voices Meet.”

Katz, who is white, grew up in South Africa during that country’s divisive apartheid era. There she began her lifelong mission of using music to break down artificially imposed racial barriers. In 1992, she formed a 500-member multi-cultural and multi-lingual performing group and staged the production that became her film, which details the lives of its participants and the changes since the end of apartheid. Katz now works in troubled areas around the world, earning a reputation for converting gang members into band members.

“In a way, we witnessed the Peace Train right here,” says Cathy Nerney, SSJ, Ph.D., director of the IFR. “We all left feeling as though we can make a difference.”

Katz’s Peace Train 2016 Tour Across America begins in July and will make a stop in Philadelphia before ending in Washington, D.C. For information, visit sharonkatz.com.

ALUMNI SPOTLIGHT
Coming Full Circle
Erin McMenamin ‘15

School pictures, new notebooks and a first-day-of-school outfit are still on the mind of Erin McMenamin ’15. She may not take the bus to school or have her parents make her lunch in the morning, but she has returned to St. Philip Neri as a faculty member teaching 7th and 8th grade social studies and science.

McMenamin attended St. Philip Neri from kindergarten through eighth grade, and she has wanted to be a teacher for as long as she can remember.

“When I was younger, I would always make my siblings play school with me,” she says. “I loved helping others learn, and I still do.”

McMenamin majored in middle-level education with a concentration in English literature. In her senior year, she returned to St. Philip Neri as a student teacher and director of the school’s musical. She has recently directed her second musical for her alma mater.

“Chestnut Hill College prepared me for my teaching career,” says McMenamin. “I especially like how you immediately dive into a classroom. From observing to getting to control a classroom, I was able to gain 100 percent confidence that this was the path I wanted to take.”

And she loves that everything has come full circle.

“It is crazy to think I sat in those same desks and walked through the same halls,” she says. “Now I am part of the faculty of a school that has helped shaped me so much and prepared me for so many life experiences.”

— Cristina Diaz ’15
»Faculty Promotions

The following faculty members have been promoted, effective July 1: Nancy DeCesare, IHM, Ph.D., associate professor of human services to professor of human services; William Ernst, Ph.D., assistant professor of psychology to associate professor of psychology; Patrick McCauley, Ph.D., assistant professor of religious studies and philosophy to associate professor of religious studies and philosophy; Lisa McKernan, Ph.D., assistant professor of biology to associate professor of biology; and Karen Wendling, Ph.D. ’03, assistant professor of chemistry to associate professor of chemistry.

»Faculty Authors

The Academic Affairs Department publishes “Celebrating Scholarship” each year, which notes academic achievements of faculty and staff, including awards, conference/poster presentations, grants received, public performances and publications. Congratulations to the following faculty members who published their books in the 2014-2015 academic year.

Scott Browning, Ph.D., ABPP, with B.K. Pasley, “Contemporary Families: Translating Research into Practice”

Ana Marjanovic-Shane, Ph.D., with S. Davis, B. Ferholt, H. Grainger Clemson and S. Jansson, “Dramatic Interactions in Education: Vygotskian and Sociocultural Approaches to Drama, Education and Research”

Patrick McCauley, Ph.D., “Into the Pensieve: The Philosophy and Mythology of Harry Potter”


For the complete “Celebrating Scholarship” booklet, visit www.chc.edu/faculty/scholarship

»President’s Honor

Carol Jean Vale, SSJ, Ph.D., president of Chestnut Hill College, was honored by the African Sisters Education Collaborative (ASEC) as part of their #WednesdayWoman series. Sister Carol serves as ASEC’s new Board Chair. She also was recently re-elected to the board of the Association of Catholic Colleges and Universities.
Where can one turn to learn about empathy, prejudice, politics, socio-economics, chemistry, physics, mythology, religion and more — all in one place? Maybe surprisingly to some, the series of books about Harry Potter — the young hero in the fictional series by J.K. Rowling — offers just that opportunity.

Chestnut Hill College continues to make it easy and fun to explore the themes around this cultural phenomenon. With each passing year, the Harry Potter Academic Conference has attracted increased attention through the quality of the papers presented, its interdisciplinary approach (rare among academic conferences), the topical nature of its themes and the renown of the speakers.

Now in its fifth year, the conference has grown from nine presenters in 2012 to 38 in 2015, and from three hours two days. From a simple venue for students and academics to present their reflections on the major themes in Rowling’s literature, it has become an internationally recognized, interdisciplinary academic conference unlike anything else anywhere.

“The conference is integrative, academically rigorous and allows for community involvement,” explains Patrick McCauley, Ph.D., associate professor of religious studies and the conference co-organizer. “Although the last book was published in 2007, this conference provides a forum for new thought on this thought-provoking series.”

Karen Wendling, Ph.D., associate professor of chemistry, is McCauley’s co-organizer. The pair started co-teaching an honors course in 2009, in which students used J.K. Rowling’s texts as the basis for their final analysis, allowing them to focus on the Harry Potter books. In the course, titled “The Emergence of the Hero in the Epic Voyage,” the quality of the capstone presentations gave the professors the idea of expanding their audience.

“We recognized the appeal of the series and were interested in analyzing the books within the plot context,” says Wendling. “We wanted to use the books to improve our students’ critical thinking and discussed an interdisciplinary approach to do this.”

In addition to the presentations covering topics in areas ranging from history, political science, philosophy, psychology and the sciences, CHC offers scholarships to high school students who submit winning papers during the academic conference, making them eligible for awards and scholarships to CHC.
The 2016 Harry Potter Academic Conference is scheduled for October 20-21 and its theme is “Tolerance.” A call for papers will be posted this summer on the conference website, www.harrypotterconference.com.

**Plenary speakers:**

Anthony (Jack) Gierzynski, Ph.D., is a professor of political science at The University of Vermont. His book, “Harry Potter and the Millennials: Research Methods and the Politics of the Muggle Generation,” details the influence of the Harry Potter books on the politics of its young readers, many of whom are now voting adults.

Loris Vezzali, Ph.D., is a professor of social psychology at the University of Modena and Reggio in Italy. He has contributed to “The Greatest Magic of Harry Potter: Reducing Prejudice” in the Journal of Applied Social Psychology (2015). His research illuminates the ways in which reading the Harry Potter books helps diminish stereotypical beliefs and distrust in children, instilling empathy.

“Winning that tournament — the 5th Annual Brotherly Love Cup — was one of the highlights of my time at CHC,” says Cristina Diaz ’15, team captain for three years. “In my first year as captain, we came in last place, but each year we learned and got better.”

“Quidditch started the whole Harry Potter Festival, and it’s important because so many come out and support it and enjoy it,” she adds.

The Festival weekend finds the town of Chestnut Hill transformed into Hogsmeade and Diagon Alley where merchants offer all sorts of Harry Potter merchandise and food, including Butter Beer. Members of CHC’s Mask & Foil dress as characters from the books and entertain visitors, many of whom are dressed to resemble their favorite characters while they participate in sorting hat demonstrations and scavenger hunts.

The popular Wizard Rock Concert, which has featured the group Harry and the Potters, is held at the College after the quidditch tournament.

**Year-Round Activities**

While the festival, quidditch tournament and conference occur just once a year, Harry Potter lives on at the College year ‘round through co-curricular activities such as the Harry Potter Alliance (www.thehpalliance.org). This non-profit organization uses the books’ themes to promote social change, and works for equality, social justice and literacy. Some issues addressed by the CHC chapter include immigration, economic inequality and LGBTQ rights. Its members raise money and awareness for a range of charitable organizations through creative events such as the Wizard Rock concert.

“Chestnut Hill College engages the imaginative world of the Harry Potter novels in multiple ways and evokes the fictional Hogwarts for many,” says Wolfgang Natter, vice president for academic affairs and dean of the faculty. “The annual conference is one of the highlights of our academic year and under the leadership of professors McCauley and Wendling has become a uniquely reflective occasion for participants to share their understanding of the seminal topics in Rowling’s work, which radiates across generations.”

This summer (registration is open now), McCauley and Wendling will teach a course titled, “The Philosophy of Science and Religion: J.K. Rowling’s Harry Potter Series.” And in the fall semester, they will again teach the honors course that was the impetus for the conference.

With the new play opening in London in July based on an eighth book in the series, “Harry Potter and the Cursed Child,” written by Rowling, Jack Thorne and John Tiffany, in which we find Harry grown and married with three children and working at the Ministry of Magic, there may be no end in sight to this iconic series and the interest in its characters and themes.

For more information on Harry Potter Weekend at Chestnut Hill College and Chestnut Hill, visit www.chc.edu/broomstick.
As any classroom teacher knows, theirs is a challenging profession. One does not simply walk into a classroom one day and mold young minds. Thorough knowledge of the subject matter and understanding of the ways students learn are key and CHC education majors now have a new way of gaining such skills through a partnership with the Morris Arboretum.

Last June, Debra Chiaradonna, Ph.D., assistant professor of education and chair of the division of teacher education and leadership, was approached by a representative of the arboretum to find out if she was interested in participating in an outreach program for education majors.

Liza Hawley, assistant director of visitor education and youth programs at the arboretum, and former educator and arboretum volunteer, Bette Perlman, hoped to expose pre-service teachers to the benefits of field trips as a way of incorporating botanical and environmental information to these teachers who will someday share this knowledge with students in their own classrooms.

“For me, it is about the importance of the environment and the principles of how children learn from it,” says Ch iaradonna. “The classroom is an environmental relationship that teachers are responsible for developing with their students. This collaboration felt like a perfect fit.”

Throughout the course, the CHC students — pre-K and middle school teachers — learn important information about ecology, the environment and botany and best teaching practices. They conduct hands-on, child-centered activities and learn the theories of learning and teaching framed around the environment.

“Being outside helped me see first-hand connections between teaching and nature and between children and nature … and how outside methods of teaching can help different children learn and grow,” says Julia Katherine Galantich ’18.

“I plan to incorporate many different mediums and methods for learning to reach and accommodate all students,” adds Galantich, whose dream is to teach in an inclusive classroom. “I will be able to use several of the things I learned in this class in my future classroom.”

The final class project required students to create a book for a particular age group using content from the arboretum and incorporating principles of learning, such as student motivation and knowledge of students and creativity, to demonstrate best practices in teaching.

This spring, two classes have worked with the Morris Arboretum, and Hawley hopes to continue the program in the future.

“We love when teachers bring groups here,” she says. “It’s important to get outdoors and understand the value of plants, because we can’t live without them. Knowing what is outside fosters observation skills and a nurturing attitude, all of which make for a more thoughtful, caring and observant child who will carry those qualities over into adulthood.”

“In the beginning, some of the students didn’t understand the point of using the environment to inform teaching methods,” says Chiaradonna. “But they came to agree that learning about the environment and being in it helps them create an environment for learning. “The results surpassed all my expectations.”

The Morris Arboretum is situated on 92 acres adjacent to CHC’s campus.
BEARING WITNESS TO THE CONSTITUTION

Experiencing classroom theory to learn about the justice system

Over winter break, 10 students witnessed textbook lessons in action as part of a class on the U.S. Constitution and criminal justice system.

Along with lectures given by Lauren Barrow, Ph.D., assistant professor of criminal justice, the students visited Philadelphia’s Constitution Center, Eastern State Penitentiary, the new police training facility and Curran-Fromhold Correctional Facility. They also sat in on a murder trial and met with a prosecutor and defense attorney.

“I like trying pilot courses and exploring new ways of teaching and I look for opportunities to get students out of the classroom to learn and listen critically,” says Barrow. “What these students experienced transcended the lessons, and I was surprised by how much of this class hit them deeply and how much those experiences built community among them.”

In this era, when social media often provides students with what passes as news, Barrow wanted to offer her students an experience that would get past the noise and inform them of their rights as Americans while teaching them how the police, corrections and the courts all function as one system — a reality that isn’t often seen.

“Dr. Barrow really understands that so much of the learning we provide at CHC happens outside of the classroom,” says John Kovach, Ph.D., associate professor and chair of the sociology, criminal justice and human services department. “The proximity of CHC to so many rich community resources makes it much easier for us to connect theoretical learning with real experiences for our students.”

A Weeklong Intensive

The week started out with an eye-opening exercise as the students discovered they knew much less about the U.S. Constitution than they may have thought. When visiting the Constitution Center, they compared their quizzes to the truth and changed more than 50 percent of their answers — an illuminating way to find out how much they didn’t know.

By day four, after studying the Sixth Amendment, which offers citizens general trial rights, the students were ready to attend part of a murder trial, where they watched intrigued as an obstinate witness grudgingly give testimony, heard an expert testify and learned how the “courtroom work group” — the prosecution, defense and judge — operates.

“To have these events happen right in front of the students allows them to appreciate that a courtroom isn’t made up of the perfect puzzle pieces you see on TV,” says Barrow.

That afternoon, students met with representatives from the Philadelphia Defenders Association and the District Attorney’s office, where they asked questions about what they had seen in the courtroom.

And then, on Friday, something happened that still has Barrow shaking her head in awe. In the morning, the class visited Eastern State Penitentiary, the country’s first prison, and a model of what our forefathers wanted punishment to be, in terms of humane punishment that restored the soul. Later that day, they traveled to Curran-Fromhold Correctional Facility, to learn about current punishment practices. While waiting in the sallyport (the prison’s secure, controlled entrance), the students watched, captivated, as the accused man from Thursday’s trial returned to the institution.

“They saw him, and a hum of excited recognition rippled through the group. What are the odds this would happen? From an academic standpoint, these students saw these systems intertwined and interconnected over the period of one week — and then this,” she says.

“I received emails from students for weeks after this class ended about how their experience impacted them,” says Barrow. “They made connections between what they saw and heard and some had to let go of old ways of thinking about the system. This lived experience did what I wanted it to do, and so much more.”
INTO THE HEART OF THE CITY
Students learn about urban poverty through three approaches.

Twenty-four years ago, when Marie Conn, professor of religious studies, joined the faculty of Chestnut Hill College, she began to teach the course, Heart of the City, which she taught with various co-teachers until 2008. Last fall, she revived the course and was joined in the classroom by Ryan Murphy, director of service-learning.

This six-credit service-learning course focuses on urban poverty and provides an examination of this complex issue through both a theological and sociological lens.

“This class moves students from classroom learning and beyond, to the site [where they perform service] where they see poverty first-hand, and to lobbying, where they learn how to change the issues that perpetuate poverty,” says Murphy.

Students meet one day a week to discuss the readings from a sociology text and a Catholic social teaching text and talk about their experiences at the service site. They also learn from experts in the fields of social justice and poverty. Gerry Straub, producer of documentaries on social justice and the plight of the poor, spoke to the class via Skype after they had watched his film, “Room at the Inn,” about Philadelphia’s St. Francis Inn.

Vince Gallagher, an international advocate for the rights of laborers, and Judith Levine, a faculty member at Temple and author of one of the course texts, also spoke to the class.

Being of Service
The service-learning portion of the course is all-important and the students commit to four hours of service a week. This year, students joined staff at the One Less Foundation in Germantown, where they worked with people who are actively trying to get out of poverty. They helped with the organization’s social media campaign, “What Poverty Taught Me,” designed to change stereotypes about the poor and help move people toward self-sufficiency.

The four-year-old non-profit organization offers educational programs such as financial literacy for adults and literacy programs for high school students. Its primary goal is not to provide direct services to alleviate homelessness or hunger, but rather to help lift people out of poverty through outreach, advocacy and education.

“We would love to work with CHC students again, says Ingrid Shepard, the group’s founder. “The copy of the course syllabus we were given helped us see what the students were learning and we incorporated some of their readings into what they did for us.”

Feedback provided by the students indicated they were happy to get hands-on experience working with those in poverty and that they learned to see poverty as a concrete, rather than abstract, concept.

Working through Challenges
Students earn three sociology credits and three religion credits from the course, keep journals and submit a final two-page version along with a final paper analyzing the causes of and solutions to the issue of urban poverty through the principles of Catholic social teaching.

At one point in the semester, the 10-member class traveled to Washington, D.C., where they met with representatives from NETWORK, the Catholic social justice lobbying group that educates, organizes and lobbies for economic and social justice. More information about the group is available at www.networklobby.org.

The full day included a workshop that taught the students lobbying basics, along with some role-playing that preceded lunch in the Senate cafeteria and then meetings with staff from the offices of Pennsylvania’s Senator Bob Casey and Senator Pat Toomey, where they got to put their newfound lobbying skills into practice.

“They focused on Pennsylvania’s budget impasse and the need to find a solution so that social welfare programs that benefit the poor and marginalized can be fully funded,” says Murphy.

Conn says the students were up to the challenge. “We could see them maturing even as they participated,” she adds.
BY CAROL JEAN VALE, SSJ, PH.D.

I pray … that they may be one, as you, Father, are in me, and I am in you, that they also may be one in us,” (Jn. 17:20-21). In today’s charged environment, there is confusion about the meaning of unity in Christ’s profound words. Jesus’ definition is articulated in his Priestly Prayer, where he infers that the relationships among the Trinity describe the authentic nature of union. In the Trinity, a model of diversity and inclusion, the three Divine Persons join to form the perfect, archetypal unity for all creation without relinquishing their distinction.

Unity is not uniformity, but a conjoining that emphasizes and respects differences for the benefit of the whole; in true unity each person’s individual talents and abilities are maximized for the sake of all. Union represents a convergence in love that celebrates diversity. While it may be rooted in common values and beliefs, true union not only eschews conformity, but actively fosters authentic individuation.

Teilhard de Chardin, the greatest prophet of our time, teaches that the ultimate convergence of all things in God at the end time will represent the final fullness of a union that perfectly differentiates all that it unites. Interestingly, de Chardin insists that the forces which result in union are the work of the Holy Spirit, while those that divide and diminish are the work of the evil spirit.

Many Americans are saddened by the divisiveness and violence in our country as a result of the presidential campaign. The catch phrases, rhetoric, and twisting of truth, coupled with sexist and racist remarks, have tapped into a smoldering anger existing just below the surface.

I believe we need to ponder the source of this anger. Casting political correctness aside, one candidate has used his time on the national stage to stoke latent sexism, racism and Islamophobia and, in so doing, has given tacit permission for others to do the same. Why are so many responding positively to this message?

While we have made progress toward equality for women, racial justice for minorities and respect for global culture and religions, it appears that some of us have not accomplished the real task of changing our hearts and attitudes. Laws can be written, but unless the spirit of the law is etched on our hearts, it cannot find expression in our actions.

The issues that face us are important, but even more important to the future of our country are the attitudes that inspire us. If there is one lesson to be learned from this campaign season, it is that racial justice, inclusion and equality require more than laws enacted to safeguard our freedoms.

Some people in biblical times resisted Jesus because he was a mirror in which they beheld their own souls and they recoiled from paying the price to match their image to his. True goodness overpowers us by its light and beauty, casting a piercing spotlight into the dark places in our lives and, like guilty children under their father’s knowing gaze, we try to wriggle away from it.

It takes courage to be seen for who we are and to see ourselves as we are. Naming the fears that underlie our prejudices undercuts their power. If we have the fortitude, the revelations of this campaign can be both grace and blessing; a grace to engage the real work of reconciliation, and a blessing as we purposefully recommit ourselves to be “one nation, under God, indivisible, with liberty and justice for all.”

Carol Jean Vale, SSJ
President
Receiving a Special Gift on One Special Weekend

BY BRENDA LANGE

The first things Keith Beaver ’08 noticed about Pope Francis when meeting the pontiff during his September 2015 visit to Philadelphia were his eyes and his smile.

“There is something truly special about him,” remembers Beaver. “When I was in his presence, I felt I was in the presence of Christ.”

Beaver was among the special few that weekend who were close enough to Pope Francis to be able to make those assessments. As a seminarian at St. Charles Borromeo, where the pope stayed, Beaver stood at the entrance with his classmates and sang a greeting. He got his chance to get even closer on Sunday.

“I was last in line as the pope came in, and I shook his hand,” says Beaver. “I said, ‘God bless you, Holy Father,’ and he asked me to pray for him. I was so taken aback, I couldn’t think of anything to say, so I just said I would.”

As the Theology Division Master of Ceremonies, Beaver also is involved with special masses and other events, and so he also served at Sunday’s Mass on the Ben Franklin Parkway.

“There were a million people on the Parkway and not a sound. How is that even possible?” he asks. “Everyone was totally in the moment. It was a life-changing weekend in many ways. I’m very blessed.”

The self-proclaimed “huge sports fan,” who started a roller hockey club on campus, balances out his studies and field work by either playing or watching sports.

Beaver majored in English communications at CHC and worked for the Please Touch Museum and an educational group called Generation Life for a time after graduation and then entered the seminary in 2011. He has nearly two years left in the program before he will be ordained, and he plans to stay in the area and work with the Philadelphia archdiocese.

Beaver explains the structure of the seminary, where he takes classes in the four pillars of formation — spiritual, intellectual, pastoral (field work in parishes) and human formation (growing in your own personhood). Along with 15 credits of classroom work per semester, he spends one day a week teaching or doing pastoral work.

“I believe that Pope Francis coming to our seminary while I am still there was a complete gift for me,” says Beaver. “Seminary can be difficult, and I felt it was God affirming this is where I’m supposed to be. I feel the gift was clear and I hope the grace that I received over the weekend continues. I know it fades over time, but I can still feel it.”

Beaver adds that one of the biggest messages that was clear from the pope and from his aides is that the pope is not a celebrity, and he cautions people not to fall into that trap.

“His role and his mission are directly from Jesus. That is who he is.”

Keith Beaver ’08 as a young student and a seminarian.

Keith Beaver ’08 serving at Pope Francis’ mass on the Parkway in September.
NEWCOMERS TO CHC may think they already know what to expect from this beautiful campus set on two hillsides in a quaint town mere miles from downtown Philadelphia.

They may consider words such as intimate, student-focused, rigorous academics, Catholic, liberal arts, mission-centric and traditional when describing Chestnut Hill College. And they would be right.

They also would be right to choose edgy, risky, fun-loving, collaborative, reach-for-the-stars and innovative when talking about the College.

That’s the thing — CHC is all of the above. With faculty who are adamant about finding ways for their students to experience their education, not just hear it or read it; staff who are committed to backing up and advancing this education; Sisters of Saint Joseph who provide the loving rigor, stamina and focus that is sometimes beyond comprehension. And most of all, with students who enroll to learn how to make a living and graduate knowing how to live.

We hear it all the time, “Chestnut Hill College is a special place.”

The next seven features will help illustrate just some of the ways in which that statement is so true.
Twenty-three years ago, the Annual Biomedical Distinguished Lecture Series began as an idea, the brainchild of Lakshmi Atchison, Ph.D., professor of biology, who firmly believes that teaching is not only done within a classroom.

Wanting to expose her students to out-of-the-box thinking and give them an opportunity to network with some of the greatest scientific minds of this generation, Atchison invited Carlo M. Croce, M.D., director of the Kimmel Cancer Center at Thomas Jefferson University, to give his lecture, “Genetics of Human Cancer.”

What followed in the ensuing years is extraordinary, as Atchison has assembled more than 50 distinguished speakers sharing countless awards and honorariums among them, from National Academy members to presidents, endowed professors to Laskar Award winners and, most impressively, three Nobel Laureates.

“No undergraduate institution in this nation, or even the world, has an established series of this magnitude and that is most distinguished to include the high caliber of speakers we have welcomed over the years,” says Atchison.

The only pushback Atchison received came from Mother Nature as the Blizzard of ’94 blanketed the Philadelphia area with snow, threatening to ruin the opening of the promising new series.

“I spent the night at the College in the student dorms,” says Atchison. “I was afraid if I left, I would never be able to get back for the opening.”

The announcement Atchison had been dreading came at the 11th hour when the College was forced to shut down, and with that decision, cancel the speaker.

While Atchison was upset, she never worried about the future of the series. In fact, thanks to Croce’s understanding and generosity, and the kindness of Sister Carol and the entire College community, Atchison weathered the not-so metaphorical storm. When Croce did come, on March 29, 1994, everything went off without a hitch.

“Starting with Carlo, who I had a previous connection to, made sense,” says Atchison. “You have to start with a big wig, never a small wig, because people will want to follow a big wig.”
Since that fateful first lecture, the list of speakers has represented a real Who’s Who of the biomedical community, a range of individuals whose work has impacted millions of lives.

“I was followed by some of the finest scientists as speakers,” Croce says. “Their willingness and your [Atchison’s] dedication in establishing and supporting this impressive roster of scientists, illustrates the value we all place on encouraging the next generations of young scientists.”

LOOKING AHEAD

When the series began, Atchison outlined her vision in the form of five goals: to provide a forum for learning recent advances in biomedical research; expose CHC students and community to prominent scientific and medical professionals; foster meaningful interactions and collaboration among our neighboring institutions; develop new contacts for our students interested in pursuing careers in biotechnology, basic research, health and medicine; and to promote a new interest in the field of nanotechnology and nanomedicine.

All of the goals centered on meeting the needs of the students, who have always been and continue to be, the main focus and beneficiaries of the series.

“All I did this for me,” says Atchison. “As much as it is an honor and privilege for me to have introduced three Nobel Laureates and other distinguished speakers, this series was created for the students and their future. In that regard, it has been wholly successful.”

One of the components of each lecture day is a private meeting between students and speaker. This exposure opens doors that otherwise would have been closed, according to Atchison. Students have been able to publish papers, receive stipends and even work with some of the highly acclaimed individuals they met through the series.

Perhaps most important though, this series has allowed students to dream big.

“A former student, quite successful, who is now in graduate school, came up to me and said, ‘I want to be a Nobel Laureate one day,’ and I said, ‘Why not? Go for it, you will,’” Atchison recalls.

Having always been a determined person, her mantra of reaching for the stars and never taking no for an answer helped Atchison turn the series into what it is today.

“Thank you for your invitation,” wrote Nobel Laureate Michael S. Brown, M.D., who spoke at the 20th anniversary of the series. “You have assembled an impressive list of previous speakers and I can see why.”

Atchison’s own dream-big mentality has allowed her to have this success and to look toward the future with new goals that include getting an endowed scholarship for the series and continuing to welcome the most impressive speakers, including, perhaps, Hillary Clinton.

“When Dr. Thomas Yun, medical director of the State Department in Washington, D.C., spoke in 2010, I asked him if he would give a gift to Mrs. Clinton and then I made a bag for her with a biomedical lecture brochure and one of those Chestnut Hill College crystal paperweights,” Atchison says. “So, is she on my wish list? Definitely.”

As far as Atchison is concerned, there is no harm in asking.

“The sky is the limit when you want to invite people of high caliber. I have nothing to lose if someone says no, but I have everything to gain for the students if they say yes.”

Stanley B. Prusiner, M.D., meets with students before his 2004 lecture.

Michael S. Brown, M.D., stands with Sister Carol Jean Vale, Ph.D., and Lakshmi Atchison, Ph.D., before his lecture in 2013.
CHC announces the formation of the Center for Concussion Education of Chestnut Hill College.

By Brenda Lange

Concussions are big news. From “Concussion,” the movie starring Will Smith, to the risks posed to professional football players, concern about this form of brain injury has been steadily growing among the general public and especially among the scientific and athletic communities.

It seems clear now that the dangers associated with concussion, especially from repeated blows to the head, are higher than previously thought or admitted. PBS reported last fall that researchers with the Department of Veterans Affairs and Boston University have identified chronic traumatic encephalopathy (CTE), a degenerative disease believed to come from repetitive head trauma, in 96 percent of the NFL players they examined. The results of the study suggest that repeated, relatively minor head trauma that regularly occurs in football poses the greatest risk to players.

With children beginning to play football and other contact sports as young as pre-elementary school, increased measures are being taken around the country to educate parents, players, athletes, trainers and anyone associated with such sports about prevention, the symptoms of concussion, the importance of reporting them and treatment.

WHAT IS A CONCUSSION?

According to the Centers for Disease Control and Prevention (CDC), a concussion is a type of traumatic brain injury caused by a bump, blow or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells, creating chemical changes in the brain.

They are also common – with up to 3.8 million traumatic brain injuries, including concussions, occurring annually in the United States.
States. This type of brain injury can happen to anyone — it can even come from hitting your head with enough force after tripping over a throw rug. Baseball, skateboarding and soccer are a few sports that also put participants at risk.

What are the symptoms? Difficulty in concentrating, thinking clearly and remembering new information, feelings of sluggishness along with a headache, blurry vision, nausea, dizziness, balance problems and sensitivity to light. Some of these occur immediately. And sports-related concussions pose such grave overall health effects that the American Medical Association (AMA) instituted a policy in June 2015 requiring a physician’s written consent for young athletes to be returned to the game after a suspected concussion. The AMA also has encouraged the adoption of age-specific guidelines for organizations and individuals to use when evaluating and managing concussion in all athletes.

**SETTING THE STAGE**

About a year ago, a team from CHC, led by William Ernst, Psy.D., associate professor of psychology, and Meredith Kneavel, Ph.D., professor and chair of the undergraduate psychology department, was selected as a Phase One winner of the Mind Matters Educational Programs Challenge posed by the National Collegiate Athletic Association (NCAA) and the U.S. Department of Defense (DOD). The intent of the challenge was to advance understanding of how to change the culture, attitudes and behavior about concussion in young adults and improve concussion awareness education programs delivered to collegiate student-athletes, service members and their coaches and trainers.

Their proposal, the Chestnut Hill College Peer Concussion Education Program, was one of six proposals nationwide to win a $25,000 prize and a $75,000 award in the Mind Matters Challenge. This education challenge called for NCAA members and others to create educational programs and materials to meet their goal of “providing compelling, research-based models that create a cultural dynamic in which every head injury is reported and managed properly, rather than being concealed from peers, coaches or others.”

The $75,000 award provided financial support to develop and implement the Chestnut Hill College Peer Concussion Education Program, whose goal is “to change the culture surrounding concussion from inside the team, rather than relying on outside experts to have a significant impact,” says Ernst.

Two student-athletes from the women’s soccer team, Brianna Ferrell and Meghan Guagenti, and two from the men’s lacrosse team, Matthew Pedrick and Andrew Hildebrand, are serving as peer concussion educators. Brendan Connell, assistant athletic trainer, has been instrumental in assisting with the peer education sessions. Their role is to reinforce and enhance their teammates’ knowledge about concussion and help create an environment where reporting concussion is the norm.

The program was developed to translate to military service members and other at-risk populations and will result in an online manual providing a step-by-step approach for implementing the peer concussion education program as well as downloadable and modifiable educational materials so that other colleges, high schools...
and the military can adapt it to meet their needs. Contents will include video segments demonstrating the role of student-athletes, coaches, administrators and healthcare professionals in the peer education program.

The $25,000 prize was used to form the Center for Concussion Education of Chestnut Hill College, whose purpose is to create a nationally recognized interdisciplinary center for concussion education, research and policy.

The Center for Concussion Education of Chestnut Hill College

The Center’s mission is to develop, disseminate and evaluate concussion education programs intended for athletes in youth, high school and collegiate sports as well as coaches, officials, parents and military service personnel. One of its first objectives is to disseminate the peer education program to appropriate CHC sports teams, beginning with the men’s lacrosse and women’s soccer teams. Plans to extend this to sprint football, women’s lacrosse and men’s soccer teams are in place for the fall. Eventually, it is hoped that the program will be extended to teams from the 13 schools in CHC’s athletic conference, the Central Atlantic Collegiate Conference (CACC).

“NCAA Division II stresses the value of community engagement, and our peer concussion educators will also reach out to area high schools,” explains Tubman. “This will occur once the first wave of student-athletes have completed their training.”

Tubman identified a need for parent education as well, and the Center is in the process of developing a study that will help understand current knowledge and needs of that group. The results will be used to develop a concussion education program for parents.

Seminars and resources for youth sports coaches — the age group with the highest number of participants — also will be available. Typically, the only person responsible for concussion screening at this level is the

The Center’s leadership team consists of Ernst, executive director, Kneavel, director of research and program evaluation, Lynn Ortale, Ph.D., vice president for student life and the team’s director of marketing and strategic planning, and Lynn Tubman, M.Ed., director of athletics and the team’s director of community engagement.

The team feels strongly about the value and importance of the interdisciplinary foundation of the Center, and believes it was precisely the interdisciplinary foundation of its grant proposal that set it apart from other submissions, given the clear and intentional connection between research and practice.

“It is our hope that we can be a model for other interdisciplinary grant proposals at the College in the future,” says Ortale.

Doctoral student Bethanie Paddock explains her poster presentation on Mind Matters.
coach and possibly game officials, according to Ernst. At higher levels, EMTs and athletic trainers are often in attendance.

“Our Center can add to the many helpful resources provided by the CDC and others, to help fill the gap, so that those individual coaches and officials are more capable at screening for concussion and so that it is less likely that a child returns to practice or games before clearance has been obtained from a healthcare professional,” he adds.

Plans call for the roster of services to include in-person seminars and training, program development and consultation to youth leagues and continuing education courses for athletic trainers, nurse practitioners, psychologists and other healthcare professionals.

Of course, the original grant and prize money will stretch only so far, and additional funding is being sought for ongoing research around concussion education and to examine the effectiveness of the peer education program.

**RESEARCH IS ANOTHER KEY FOCUS**

“The current culture often encourages players to ‘play through it, don’t let the team down, don’t miss a minute of the practice or the game,’” says Kneavel, who leads the center’s research component.

“Tough it out … lots of student-athletes feel this way.”

She is currently researching the outcomes of the initial peer concussion education program (along with Ernst, Kevin McCarthy, Ph.D., assistant professor of psychology, and doctoral student Bethanie Paddock), and says that a few main areas are being assessed to see if there is a change in general knowledge and thinking about concussion after the program. “We are educating the athletes to understand the importance of this for their health and that of their team. The best thing is to rest and come back 100 percent strong.”

Initial research has shown that CHC’s athletes have a good knowledge base about concussion and follow-up measurements will ascertain the growth of that knowledge after the peer-to-peer training.

Education modules have been developed that target the types of self-talk that may prevent timely reporting of concussions, with the goal of changing how we think about such reporting. Focus groups with athletes will aid in understanding the way concussions are thought of, and key information from these conversations will provide direction for further education.

“For example, if a thought such as, ‘reporting may mean I lose my starting position,’ can be reframed to, ‘reporting means I will fully let my brain heal and be able to play at my peak performance,’ concussion reporting and attitudes around reporting are likely to improve,” says Kneavel. Regular evaluation of the efficacy of all programs will help guide the Center’s direction.

The Center’s efforts are fully supported by CHC’s administration, including Wolfgang Natter, Ph.D., vice president of academic affairs and dean of the faculty, who is spearheading initiatives to find additional grant opportunities to support their work, and who has encouraged the incorporation of the Center’s efforts with the researchers’ other academic endeavors.

“The Center for Concussion Education is portentous not only in its promise to address a significant issue of our time, but also for highlighting the significant capacity of our College community to collaboratively address such issues across all sectors, in this case, Academic Affairs, Student Life, and Athletics,” says Natter.

“The Center and the College are blessed to have these talented and passionate colleagues devoted to its endeavors.”

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NCAA Division II stresses the value of community engagement, and our peer concussion educators will also reach out to area high schools once the first wave of student-athletes have completed their training.

— Lynn Tubman, M.Ed., director of athletics
Thanks to an agreement with Fox Chase Cancer Center (FCCC), CHC’s top biology students now have the opportunity to conduct research at one of the region’s top biomedical and oncology centers.

The Immersive Undergraduate Research Program allows qualifying students a chance to learn about all aspects of research science — including high-profile bench research — and receive training in how to communicate what they have learned in various venues, such as the SEPCHE Honor’s Conference and the national meeting hosted by Sigma Zeta National Honor Society for the Natural Sciences, among others.

An additional, and important, goal is for the students to publish their research in peer-reviewed science journals, an accomplishment that opens many post-graduate doors.

“Qualified students spend approximately 15 months in the program, with a minimum of 10 hours per week at Fox Chase and two summers of research,” says Joe Kulkosky, professor of biology and chair of the department. “This level of commitment greatly increases the opportunity for these students to publish their findings in high-profile, peer-reviewed journals.”

While rare for undergraduates to publish their research findings, Kelsey Haugh ’14 did just that, converting hers into a paper that was reviewed and published by the Virology Journal (www.tinyurl.com/zok3h7k) before she graduated from CHC.

“There is such an advantage to publishing your work,” says Siddharth Balachandran, Ph.D., associate professor in the Blood Cell Development and Function Program, and Haugh’s primary mentor at FCCC.

Balachandran and Richard Katz, Ph.D., a research professor in the Cancer Epigenetics Program at FCCC, created a joint project on a retrovirus, ASV, in which Haugh infected chicken cells and treated them in order to observe the effects of host defense on the dynamics of viral infection.

“Usually students don’t have a specific interest, they just want to show research experience on their resumes. However, Kelsey indicated she was interested in virology. She did so well and was so into the science, she kept coming after the summer ended,” Balachandran remembers.
Haugh was accepted by several Ph.D. programs and chose to attend Yale University, which has, according to Balachandran, a “phenomenal immunology biology department — probably the best in the country.” She entered the doctoral Biomedical Sciences Program at Yale last fall.

DESIGNED FOR FUTURE DOCTORAL STUDENTS

Kulkosky, Balachandran and Katz tailored the intensive program to biology students whose goal is to earn a Ph.D. Owing to the sophisticated level of research involved and the decided possibility of publishing their findings, these students may have their choice of admission among the top research centers in the country after earning their bachelor’s degree at CHC. Although many places offer summer research, Balachandran doesn’t know of any other institutions that have created such an immersion program that appeals to what he calls, “switched on, curious students.”

Dedicated science majors are selected in their sophomore year and start in a lab at FCCC. At the end of the summer they choose if they will commit to the 15-month program, which includes working in the lab three times a week in addition to their coursework.

Although some funding has been provided by Fox Chase, Kulkosky is pursuing a grant from the National Science Foundation to cover the approximate $12,000 cost for two years of lab work, materials and a small summer stipend for each student. He says that private donations are also encouraged and would be greatly appreciated toward the goal of providing endowed support of this initiative.

“If we get a pipeline going, there will be nothing like it in the country,” says Balachandran. “Even at Stanford or MIT, there is no dedicated program that takes students interested in biology and puts them in the lab where the expected outcome is a published paper. That means you’ve gone through the ups and downs of science and the program is truly immersive. That’s the key.”

PART OF A LONG, SUCCESSFUL TRADITION

A second CHC success story is that of Kelly Dunlevy who graduated in 2015 and entered the doctoral Molecular Epigenetics Program at the University of Pennsylvania last fall. And now a third, Jason Wasserman, graduated in December and will begin his studies in the Biomedical Sciences Ph.D. Graduate Program at Temple University’s Lewis Katz School of Medicine. He also was nominated to receive a Temple University Fellowship given to select graduate students throughout the University.

Katz was the mentor at Fox Chase for both Dunlevy and Wasserman, guiding them through a series of experiments that provided the foundation for forthcoming research publications.

“My goals have been to provide these elite students with laboratory training, foster their independent thinking and help guide them through the graduate school selection process,” says Katz. “The program documents the students’ skills and their potential, in the form of publication-quality results. Along the way, they experience the excitement of research as, even at the introductory level, discoveries can be made. In the hands of these motivated and curious students, magic happens.”

Dunlevy says that her time in the CHC/FCCC program “provided me with an excellent opportunity to apply lessons from my lectures to high-profile biomedical research and to gain the extensive hands-on experience expected of applicants to top-tier graduate programs.

“I was well prepared for the University of Pennsylvania’s Biomedical Graduate Studies Program both in terms of the coursework I have encountered in my first year and in terms of my research rotations, which have been in laboratories interested in areas such as regenerative medicine, transcriptional memory and cancer therapeutics,” she says.

“We’ve had a long tradition of exchange with Fox Chase,” says Kulkosky. “Their faculty have spoken here in the Biomedical Lecture Series and we’ve committed to sending our best students there for research opportunities. It’s important for us and we can help create opportunities for their post docs and graduate students to teach.”

“We are excited about this ongoing collaboration and passionate, as are our Fox Chase colleagues, about providing CHC students substantial research opportunities in the life sciences,” adds Wolfgang Natter, vice president for academic affairs and dean of the faculty.

This educational exchange component allows Fox Chase Cancer Center graduate students, post-doctoral fellows and others to share their research and expertise with CHC science students. Exposing CHC undergraduates to such a large base of research scientists with diverse expertise complements CHC’s course offerings and gives the FCCC personnel a chance to gain valuable experience in education.

“The program as a whole exposes students to the unexpected twists and turns of research and they soon learn to be persistent

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Global Education Motivators operates on the world stage from CHC’s campus.

By Brenda Lange

Sitting in his office, surrounded by memorabilia of a long and storied career, Wayne Jacoby, director of Global Education Motivators (GEM), passionately addresses global issues from his own little corner of Chestnut Hill College.

At one point in his 30-year career, the teacher of U.S. History became a global educator and founded GEM in 1981 with two colleagues from Springfield High School. In search of grant funding, Jacoby met with a representative from the Pennsylvania Department of Education; the three educators soon incorporated and found space for an office in the Montgomery County Intermediate Unit in Erdenheim, Pa.

“We talked about the changes happening in communities around the country, realized schools weren’t keeping pace with those changes and we decided we needed to educate the teachers,” he remembers.

GEM’s first activity was to lead a group of teachers on a trip to Japan, where they stayed with local families, an approach that helped them “develop cultural sensitivity. We would meet the people, stay in their homes, visit their schools and teach alongside them,” Jacoby says. “Communication is a key to world peace.”

By the third year, GEM was leading trips to China, Australia, India and New Zealand, in addition to Japan.

Through study travel trips, teachers earned graduate credits at CHC and created lesson plans that incorporated their experiences. Believing that communication across cultures was often missing in schools, GEM developed videotaped exchanges between international classes.

That early experience with videotaped education and interaction led to the creation of the “U.N. in Your World” series for high school students to learn about global issues across cultures. This series brought United Nations’ officials into schools in real time. GEM was the first educational organization to do these types of programs in the 1990s.
Jacoby, GEM’s president, explains that GEM is an educational non-governmental organization (NGO) that brings the world into the classroom through on-site and distance-learning workshops and programs. “We promote a better understanding of the world to students, teachers and administrators,” he says.

COLLEGIATE “U.N. IN YOUR WORLD” DEBUTS AT CHC

In December, three students from Effat University in Jeddah, Saudi Arabia, and four CHC students prepared presentations on topics ranging from civic engagement to fashion and shared their knowledge with audiences seated nearly 7,000 miles apart through video cameras positioned at both schools and the United Nations.

The event heralded the beginning of a United Nations Academic Impact (UNAI) partnership between the schools and was facilitated from the United Nations. Learn more at www.academicimpact.un.org.

“Their alliance with GEM, we have come to realize how much we can count on the academic community to contribute to the resolution of issues with which we deal,” says Ramu Damodaran, chief of UNAI. “There is no area, opinion or idea beyond the realm of possibility to be considered,” he says, citing the formation and success of the United Nations, an idea that “may have seemed unrealistic 70 years ago when it started.”

According to GEM’s website, international communication exchange is a key to future world peace and the inclusion of cross-cultural perspectives is an integral part of GEM’s global learning programs. And an integral part of the group’s mission is to support the work and mission of the United Nations and the important role of civil society in today’s world.

“This program brings us together in our common humanity and will help us recognize we are all just human beings,” says Jacoby. “Although we are thousands of miles and many hours apart, interacting like this opens doors and shrinks the world. We can create a better tomorrow.”

During the conference, CHC students included first-person stories to reinforce their research. For example, when Lea Sanders, a junior, presented on the history of women in sports, she talked about how her mother had encouraged her to participate in every sport she wanted and how that helped shape her life. Her comments prompted further discussion about the history of discrimination against women athletes, with panelists at both schools weighing in.

Near the end of the program, a CHC graduate student in instructional technology, Amjad Fallatah, a native of Saudi Arabia, stood to remind the Saudi presenters that two female athletes from their country had participated in the Olympics for the first time in 2012.

The December program was used to introduce students at both institutions to the new goals set by the United Nations in January. These Sustainability Goals build on a successful initiative that ended in 2015. The ultimate goal is to eliminate extreme poverty in the world (subsisting on $1.25 or less per day) by 2030.

“It’s every U.N. member nation has agreed to the initiative and agreed to fund it,” says Jacoby. “The world’s number one evil is poverty, and eliminating it is critical to the future. If we eliminate extreme poverty and cut other poverty in half, the world will be a better place.”

A three-part video series to promote cross-cultural collaboration between the two schools in support of UNAI’s 10 basic principles has continued throughout the spring semester.

“The contributions GEM has made under Wayne’s leadership through a variety of educational and civic settings merit accolades,” says Wolfgang Natter, vice president for academic affairs and dean of the faculty. “GEM is a valued component of the College’s aspiration to further internationalize our campus and to globalize the
As part of the general education requirement, all undergraduates, except for those in the honors program, take the Global Studies course, which includes topics such as global warming, economic inequality and terrorism and is coordinated through GEM. Students visit the United Nations at one point in the semester, where they interact with U.N. experts in these fields.

“We live in a globalizing world,” says Jacqueline Reich, Ph.D., associate professor of political science and coordinator of political science and global affairs. “We want students to have a sense that the world they’re graduating into is a globalizing one with certain common themes.”

The students prepare two topics to present to U.N. experts who then comment on the presentations. Last year, the Ebola crisis and global warming, migration and human rights took center stage. Reich says the students and experts, alike, were thoroughly engaged in the topics, and the professionals gave feedback the students could understand and respect.

“This program brings us together in our common humanity and will help us recognize we are all just human beings … interacting opens doors and shrinks the world. We can create a better tomorrow.”

— Wayne Jacoby

FACING WORLD ISSUES

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For example, everyone will agree with the need for clean energy, but will the Saudi students have the same expectation of clean energy as the students in Philadelphia, who can see the toxic effects of fossil fuels? “Both recognize the problem, but both have interests to safeguard as well. In alleviating one problem, you can’t create another,” he adds.
DESIGNING SOLUTIONS

The United Nations Academic Impact initiative aligns the UNAI with institutions of higher education and other parts of the global community in activities and research that help realize the U.N.’s mandate by creating a shared culture of intellectual social responsibility. Much of the work centers on achieving the new Sustainable Development Goals (SDG). GEM and UNAI are partnered with the U.N. Sustainable Development Solutions Network to help in this endeavor.

Ending poverty in all its forms, everywhere, is the No. 1 goal of the initiative. Ending hunger, achieving gender equality, promoting healthy living and sustaining clean water supplies and adequate sanitation are some of the other ambitious goals. They will be addressed during this year’s Global Solutions Lab held over eight days in late June on CHC’s campus and at the United Nations.

After briefings about the SDGs and real-world perspectives, participants will learn about strategic design and planning and problem solving, gaining leadership skills that enable them to understand what is needed to make a difference in the world.

Rebecca Berkowitz Muller ’09 attended the 2009 Global Solutions Lab during her senior year and while she was an intern with GEM.

“Of the greatest things about interning with GEM was Wayne Jacoby and his ability to open a door and then allow students to forge their own path. That’s a true educator,” she says.

As part of her internship, she helped plan a videoconference during the second annual World Autism Day in 2008, where representatives from sites around the world discussed the educational challenges for students with autism.

“Through GEM, I learned what type of impact being an educator could have on me and on the world,” she says. “Being an educator is finding ways to enliven the curriculum and bring the real world into the classroom.”

UNAI works to find groups like GEM and institutions that are relevant to each of the 17 goals. “What is remarkable is that it doesn’t require much spurring from us. Most institutions, by the definitions of their own work, are already working on these from the academic sense,” says UNAI’s Damodaran.

“Look at it hypothetically – there is a small college in a town a couple hours from New York City and the United Nations that is bringing together students from India, China, Georgia, Mexico, Latin America, physically and online, and constantly talking to each other on global issues and coming up with ideas that work. That would have been something unlikely to happen. GEM has made all that possible.”

Readers interested in registering for the lab may visit www.designsciencelab.com for information.
CHC is a Yellow Ribbon School and was recently designated as “Military Friendly.”

By Brenda Lange

Jonathan Baldwin, 23, is at the age when most of his peers have already graduated from college. Instead, he has just begun. And for a good reason. He was busy serving his country in the U.S. Army — deployed for a year in Kunar Province, Afghanistan, an area known for its high Taliban activity.

Today, Baldwin is a criminal justice major on track to graduate in 2019 with plans to become a federal agent with either the FBI, ATF or DEA after graduation. He chose Chestnut Hill College because it is military friendly — and so he could play sprint football.

“I applied to other Philadelphia schools, but chose CHC because it is a part of the Yellow Ribbon Program,” Baldwin says. “Then Coach Pearson contacted me because I was an all-state player for my high school in New Hampshire. Although I was planning on Drexel, it was a no-brainer when I was given the chance to play football again.”

That kind of one-two opportunity doesn’t come along every day and Baldwin is happy with his choice.

He joined 40 other veterans currently enrolled at CHC, a number that has been growing over the past few years, and a group whom CHC has made a concerted effort to support as they transition to campus life.

Part of that process includes recognizing the academic policies that work for veterans and providing personal counseling and career counseling that helps in translating the skills and expertise gained in military service to civilian professional life.

“We’ve been working hard to improve the College community for students who served in the military, finding out what their experiences are as servicemen and servicewomen and as students and how we can better serve them to make their time here successful,” says Michael Reig, J.D., registrar and chair of CHC’s Veteran’s Committee.
Military students have a wide range of experiences. Some have been stationed all over the world and have acquired unique skills. Some have served on the battlefield under enormous stress. Many are older than their classmates and may be married with families and have full-time jobs. Their responsibilities have often been much more than those faced by others their age.

“All of this changes their perspective and as a committee we research and discuss the issues they face and work to create a welcoming atmosphere that meets their needs,” Reig adds.

“The College made me feel like I was already part of the community and helped me through the process step by step,” says Baldwin. “It was extremely easy, and a great feeling.”

RECOGNIZING THEIR EFFORTS

In late fall, CHC was designated a “Military Friendly School” by Victory Media, a Pennsylvania company founded 14 years ago by Navy veterans to help other vets transition back into civilian life and to help schools and employers better reach this group.

“Post-secondary institutions earning the 2016 Military Friendly School award have exceptionally strong programs for transitioning service members and spouses,” says Daniel Nichols, chief product officer of Victory Media and a Navy Reserve veteran. “Our Military Friendly Schools are truly aligning their military programs and services with employers to help students translate military experience, skills and training into successful careers after graduation.”

This designation helps put CHC on the radar of many prospective students who served in the military and are looking to continue or advance their education.

“It shows we’ve been recognized as a place that supports our military students and that this is a good place for them to pursue their education,” says Reig. “We realize they are unique and want to support them in every way possible.”

Part of CHC’s appeal for many prospective students is its size, which Baldwin believes helps with the adjustment process.

“Being a smaller school with small classes helps,” he says. “The professors all really care about each student and will go out of their way to make each one a success, which is a very caring act.

“The Army gave me the skills to always be on time and get my work done, so the small classes and professors who all know who I am have helped me to be the best student possible.”

CHC is a voluntary participant in the government’s Yellow Ribbon Program. This program is a provision of the Post-9/11 GI Bill, which helps fund qualifying veterans’ educational expenses. Vets who served at least 90 days of aggregate active-duty service after September 10, 2001, are eligible. Through the program, CHC matches up to 50 percent of expenses above the Veteran’s Administration’s (VA) annual national cap. The VA matches CHC’s funding, making the veteran’s out-of-pocket expenses $0.

“We are committed to helping our vets get an affordable education at CHC,” says Marie Scheetz, VA certifying official and assistant registrar.

“We’re proud to be part of the programs run through the Veteran’s Administration and have been part of the Yellow Ribbon Program since it began in 2009,” she adds.

Other programs and information for military students can be found on CHC’s website at www.chc.edu/admissions/undergraduate/military.
CHC Offers Many Means to Achieve a Degree.

By Brenda Lange

Students and their families who face today’s rising college costs may wonder just how they will afford four years of higher education. At Chestnut Hill College, all academically qualified students who wish to attend can find opportunities for financial aid and scholarships, along with other options to get the education they deserve.

When Carole Christ ’06 SCPS was a student, she was touched by the financial struggles of some of her classmates as they juggled work, studies, family and finances. The students in the School of Continuing & Professional Studies (SCPS) participate in an accelerated program that offers bachelor’s and associates degrees in 12 majors and a certificate program in digital forensics in an 8-week format in evening and weekend courses.

“Many of my classmates weren’t as fortunate as my husband, Joe, and I,” remembers Christ. “Most of them weren’t getting financial aid from work [as we were]. My fellow students were racking up debt. Joe and I talked about it and wanted to help in some way.”

The help they provided comes in the form of a scholarship designated specifically to benefit SCPS students. Named in honor of the couple’s mothers, The Teresa Christ and Irene Smith-
Schneider Scholarship offers partial funding to three students for one year, thanks to matching funding provided by her former employer.

“We wanted to recognize how much the encouragement and support of our mothers has meant in our lives and contributed to our successes,” she says.

The Christs met the three scholarship recipients and their families at a reception in November. “I was so excited to meet them,” says Christ. “They are all so deserving and we are very happy to be able to help.”

For information on giving to CHC, visit www.chc.edu/giving or contact Susannah Coleman, vice president for institutional advancement, at 215-248-7103 or colemans@chc.edu or Chuck Watkins, director of the Griffin Fund at 215-753-3692 or watkinsc@chc.edu.

### LEGACY OF SERVICE SCHOLARSHIP

About two years ago, a scholarship was established to recognize student leaders who have served their communities in outstanding ways, whose history of making a positive impact in areas of their lives made them stand out.

Guidance counselors from selected high schools were asked to recommend one or two senior students who were recognized service leaders who would continue the CHC legacy of service in the world.

Recipients are awarded $2,500 per year for four years as full-time students. In 2014, 18 students enrolled under the Legacy of Service Scholarship; 80 students have been accepted to date for the 2016-17 academic year.

“This program has helped us recognize so many of these students for their service and we hope they continue to be of service throughout their college careers and their lives,” says Jodie King Smith, vice president for enrollment management. “Service is a vital part of the College’s mission and the legacy of the Sisters of Saint Joseph.”

The students’ CHC acceptance packet comes with a red fleece blanket imprinted with the College crest. A notice with the blanket alerts the student that another blanket has been donated, in their honor, to a local homeless shelter. In late February, 100 blankets were donated to the St. Francis Inn in Kensington.

CHC’s legacy of service has been ongoing since its inception in 1924. The College community—students, alumni, faculty and staff—make a global impact in many ways, every day. The importance of continuing this tradition is reflected in that impact. Although only high school guidance counselors may nominate students to receive the scholarship, interested donors can help build the scholarship fund.

Visit www.chc.edu/giving and write “Legacy of Service Scholarships” in the comments section or write “Legacy of Service Scholarships” in the memo line of a check.
Discovering one’s own spirituality is an incredible — and personal — journey, however, as the maxims of the Sisters of Saint Joseph teach us, it is a journey that can be made even more fulfilling and incredible when done in the company of others.

With this in mind, Joannie Cassidy, SSJ, director of campus ministry, and Colleen Gibson, SSJ, assistant director of campus ministry, have provided many opportunities for students to share their journeys, including through the addition of three new retreats.

The Campus Ministry team created these new retreats, building them from the ground up, and designing them to meet the desires of students interested in delving more deeply into their own spirituality. In just one year, they have already added new life to campus ministry and campus life as a whole.

“Retreats are a good way for students to step away and take time for self-reflection and healing. In this time, many grow to learn more about who they are and who God is and the relationship between the two,” says Joey Galantuomo ‘17.

Started as a response to students who had attended all or most of the retreats previously offered, Crossroads, which is designed for seniors, seeks to bring together students in a deeper process of

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— Joey Galantuomo ‘17
discernment as they begin to explore transition and engage in an unfolding of what their life might be after graduation.

Through pottery and clay making as well as painting with watercolors, the Canvas Retreat: Art and Spirituality explores how art can be used as an access point or vehicle for deepening one’s journey and finding God through creative expression.

“Creating art can stir our soul in ways that other forms of prayer might not, connecting us with God in a new way and allowing expression of what is held in the depths of one’s heart beyond words,” says Sister Joannie. “I love the quote from Teilhard de Chardin which reads, ‘God is not remote from us. God is at the point of my pen, my paintbrush. God is within my thoughts and feelings.’ This is the deep knowing of the Canvas Retreat.”

The third new retreat created during the past year is the Women’s Retreat, which brought together young women interested in nourishing and deepening their spirituality and growing their own identity and relationship with God as well as building community with one another.

“These new retreats have expanded our students’ horizons and allowed them to grow in relationship with God, self and others in a new way,” says Sister Colleen. “They provide the chance to explore spirituality from a new perspective, bringing new ways of living and relating back to campus.”

Campus Ministry offers a variety of retreats — eight in all — from longer weekends such as SEARCH, which has been a part of CHC’s Campus Ministry for 13 years, to the Busy Person’s Retreat which takes place during the week. They offer something for everyone, from Crossroads for seniors to the First-Year Getaway for freshmen, and students of all faiths, backgrounds and religious experience are welcome.

Campus Ministry retreats focus on all kinds of opportunities for spiritual growth from practicing solitude to sharing prayer with others, from artistic expression to contemplation and reflection and from everyday life to what waits in the future.
At the heart of all of the retreats is a simple, yet poignant, goal: finding God in all things.

“I have never felt more connected with myself, with others and with God as I have after going on a retreat,” says Jess Perham ’16, who has attended SEARCH, SEARCH Leaders, the Women’s Retreat and Art and Spirituality. “The retreats offered to us are life-changing and life-fulfilling. They are a gift that each and every student should have the chance to experience before they graduate.”
For Marisa Mandos Hardy ’07, being educated by Sisters of Saint Joseph was a rare and valuable experience and helped form the woman she is today.

After moving to the West Coast to attend law school, the business major became a consultant for Ernst & Young and works in the firm’s Fraud Investigation & Dispute Services practice out of their Los Angeles office.

In today’s business climate, most industries find that it has become a necessity to establish an effective ethics and compliance program. Hardy advises clients — including Fortune 500 companies — about the increasing complexity and importance of their programs and helps them understand their ethics and compliance risks.

It’s no wonder Hardy ended up in this particular career. She was inspired and motivated by a philosophy and business ethics seminar she took as part of the Interdisciplinary Honors Program (IDHP) at CHC, including case studies about businesses that had made unethical decisions and speakers who talked about their experiences with white collar crime. This program led her to work in Comcast’s business integrity line for a time (thanks to an internship she had while a student) and then attend California Western School of Law in San Diego.

Fortunately for Hardy, that IDHP seminar was taught by Sister Pat O’Donnell, Ph.D., who insists on the highest-caliber thinking and writing from her students at all times.

“Having my papers so closely scrutinized really honed my writing skills,” remembers Hardy. “It was my favorite class because Sister Pat was straightforward and clear about her expectations. Having her really prepared me for the toughness of law school because my professors there had similar expectations. I looked back and said, ‘Thank God I had her.’ I even sent her thank you emails from law school!”

HELP ALONG HER JOURNEY
Hardy’s path began at Mount St. Joseph Academy, where she was taught theology by Michelle Lesher, SSJ, CHC’s former assistant director of Campus Ministry, and other SSJs, which she says is the only reason she ended up at CHC.

“I became very involved in community service and ministry,” she says. “That all became such a big part of me and treating everyone like the dear neighbor became a large focus of my life. There is an intangible about being taught by the SSJs that I couldn’t have gotten anywhere else.

“Pairing community service, mission and ministry and student government with my business degree was the perfect mix for me. They were interwoven and couldn’t exist without each other. I didn’t leave one behind to go into the other, rather I pursued something that was all about ethics and fairness and equality.”

Kathy Duffy, SSJ, Ph.D., remembers Hardy as a joy to have in the Interdisciplinary Honors Program she directs. “She was a bright, creative and a truly interdisciplinary thinker,” says Sister Kathy. “In the Honors Seminar, Art as a Lens for Science and Religion, that Sister Margie Thompson and I co-taught, Marisa would draw mind maps, instead of taking conventional notes, and would share them with all of us at the end of the class.”

Although Hardy would love to attend campus events, living on the opposite coast makes that nearly impossible. But she doesn’t want that minor detail to derail her desire to mentor students genuinely interested in a business career.

“My experience could be so beneficial to students on the high cusp of academic ability, those with real potential, who are interested in continued on page 50
Inspired by her passion for serving the immigrant population, Marykate McShane ’14 volunteered with the Border Servant Corps after graduation. Her commitment to service work took her halfway across the country for a year, where she learned much about the US/Mexico border and its inhabitants — and herself.

“My year was challenging and a source of both personal and professional growth,” says McShane. “The close proximity to Juarez, Mexico, was surreal … being part of a broken system was frustrating, however, being part of the process and witnessing people obtaining necessary documentation to see their families was the most meaningful part of the job.”

McShane double majored in human services and Spanish and minored in sociology, earning a 4.0 GPA and playing on the women’s soccer team for four years. She also took part in La Voz (Spanish Club) and Unified for Uganda (CHC’s branch of the national organization that sponsors primary and secondary school
students in northern Uganda). She was awarded the Dorothea B. Fenton Memorial Award at Honors Convocation. She also was an active participant in everything Campus Ministry had to offer. Her many fond memories include inspiration from the sisters. “Both the SSJ and IHM sisters have created an accepting atmosphere where service is emphasized,” she says. “I witnessed their faith in action in their service to others and much of my desire to serve comes from wanting to follow their examples.”

McShane served in El Paso, Texas, with the Border Servant Corps, a ministry of Peace Lutheran Church in Las Cruces, New Mexico, with social services offices in El Paso. As a volunteer, she lived in an intentional community practicing four tenets: justice, community, simplicity and spirituality. While there, she performed in several positions, including as a caseworker helping survivors of domestic violence. She also taught weekly English and citizenship classes.

McShane says she was “privileged to work with an organization and workplace that do such great work unassumingly. I encourage all people, especially recent graduates to look into doing a year of service.”

One of McShane’s CHC mentors remembers her well. “Marykate was a student who was always fully present to whatever she was doing or to whomever she was with,” says Mary Ellen Higgins, IHM, instructor in human services and sociology. “This gift of presence allows her to be a young woman fully alive. She never shies away from a challenge and at the same time, she is able to balance that with a love of life and fun. Marykate was and will continue to be a gift to our Chestnut Hill College community.”

**SO NEAR, YET SO FAR**

Many of McShane’s clients were not able to see their families who lived just a few miles away across a bridge that McShane and her roommates could access for the cost of a quarter. The volunteers often walked across that bridge and into downtown Juarez to explore the local shops and try the food. They realized their privilege; their clients had no status and couldn’t take advantage of the same opportunities.

McShane’s obligation to the Border Servant Corps ended in August 2015 and today she works as a bilingual victim advocate at the Victim Services Center of Montgomery County in Norristown. She is considering applying to graduate school to earn her MSW to better serve that population in the future.

“I learned so much about immigration law [while in Texas] and recognized that legal work was only part of the process,” she says. “Just being with my clients was so important. I grew in my sensitivity to the needs of others and learned how to advocate for them. My Spanish improved and I learned of the desperate need for change in our immigration policy as I have seen the faces of those trying to navigate their way through the system.

“My year of service strengthened my passion for serving immigrants, who, despite the often harsh rhetoric, still are our dear neighbors.”

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Marykate McShane '14 as a CHC soccer player.

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*I grew in my sensitivity to the needs of others and learned how to advocate for them. I encourage all people, especially recent graduates to look into doing a year of service.*

— Marykate McShane
All it took was one visit to campus and a meeting with Philip Reilly, head men’s cross country coach, for top recruit Giancarlo Martines ’18, to realize that Chestnut Hill College was the perfect fit for the next phase of his running career.

That was more than two years ago and since then, Martines has not only been the best runner in the College’s history but has consistently been one of the best in the conference as well. That standing was further cemented this season as Martines set a new program record in the 8K run, doing so in the Central Atlantic Collegiate Conference (CACC) Championship Meet.

Martines was named CACC Runner of the Year as a result and earned the right to compete in the NCAA Division II East Regional Championship Meet, where he set a program record in the 10K run and placed eighth, just one spot shy of advancing to the national championship.

“It was a goal of mine to win the conference championship this year and I did that,” says Martines. “Falling just short of nationals just gives me more motivation to get there and accomplish that goal next year.”

“Before starting my volleyball career at CHC I wanted to be part of something bigger than myself and make the experience unforgettable,” Reno said in her reflection. “Being a student-athlete, being involved in the community and having the support from my coaches and teammates; the volleyball program has given me the opportunity to make a difference, be successful and truly make this experience mine.”
In a history-making season for the women’s basketball team, one name, Jaeda Wildgoose, freshman forward, stood out above the rest.

Wildgoose opened the 2015-16 season by recording two double-doubles in the team’s first four games, immediately showing a knack for scoring and rebounding the ball. She finished with a team-high field goal percentage, making just under 49 percent of her shots and averaging over five made field goals per game. Additionally, Wildgoose was second among the Griffins in points per game (13.4), total rebounds (210).

Helping her team to the CACC playoffs for the first time in College history, Wildgoose was named the CACC’s Rookie of the Week six times and was on the weekly report another three times for honor roll recognition. At the end of the season, she was named the conference’s Rookie of the Year, in addition to being named to the All-CACC third team.

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Every year, the CACC honors excellence by bestowing the Alfred R. Restaino, Sr. Cup to the men’s and women’s programs from its member institutions that perform the best across the board in conference competition. Each school receives a point total based on their overall finish in both regular season conference play as well as their standing after the conference tournament. These points are divided by the number of sports each college or university sponsors which can be up to seven on the men’s side and eight on the women’s.

As a result of the men’s soccer team reaching the conference championship and the men’s cross country team running to a fifth-place finish and first among individual competitors, the Griffin men currently sit in third place, just over two points behind first place Wilmington.

With the men’s baseball and tennis teams hoping to repeat or even better championship runner-ups from last spring and the men’s basketball team reaching the playoffs this season as well, the Griffins are poised to make a run at winning the trophy.

“Our goal since joining the CACC in 2007 as a new Division II member has always been to be competitive within the conference across all of our athletic teams,” says Lynn Tubman, director of athletics and recreation. “This fall’s Restaino Cup standings are testament to us having made great strides toward reaching that goal.”
With Chelsea Rosiek departing, Chestnut Hill College has named former two-time All-CACC selection and current assistant, Brianne Timony ’13, to the role of interim head women’s lacrosse coach for the 2016 season.

“I am thrilled to have Brianne lead the team this season,” says Lynn Tubman, director of athletics and recreation. “As a former assistant coach and player for the program, Brianne provides the continuity we need to move this program forward. I am looking forward to a great season.”

»Brianne Timony ’13 to Step in as Interim Women’s Lacrosse Coach

Griffin pride abounded all season as the highly anticipated sprint football program began its first year of play. Behind Head Coach Mike Pearson, Chestnut Hill won three of its five games complete with bookending wins over Princeton University and a defeat of CACC rival, Post University, which awarded CHC the first annual CACC Cup. In addition to team success, the Griffins placed seven student-athletes on the ALL-CSFL (Collegiate Sprint Football League) Team as honorable mentions and brought new traditions to campus through elements such as homecoming and a cheerleading team.

The first taste of action in 2016 comes as the Griffins travel to West Point to take on defending CSFL champion, Army. The College will welcome Cornell University for the home opener the last weekend in September. The second annual CACC Bowl will take place in week four of the season, which is followed by a trip to Annapolis for the team’s first game against Navy and then back home to host the University of Pennsylvania. The Griffins close out their second season with a game apiece against Franklin Pierce and Mansfield universities, the schools that gave CHC their only two losses.

The entire schedule and information about the College’s athletic programs, can be found at www.griffinathletics.com.
With new head coach, Mike West, the women’s basketball team completed a historic season, winning 12 games, earning their first appearance in the Central Atlantic Collegiate Conference (CACC) Championship Tournament and setting new program records in nearly every offensive and defensive category. Jaeda Wildgoose ’19 was named the conference’s Rookie of the Year.

The men’s basketball team returned to the playoffs for the first time in two years and benefited from the experience of five senior guards headlined by co-captain Luke Dickson, who was named to the All-CACC second team, finishing his career with 1,029 points, seventh most all-time.

Thanks to players including Regina Trabosh ‘17, CACC Defensive Player of the Year, and Rachel Biro ‘16, who graduates as the College’s all-time leader in kills (1,194), block assists (171) and points (1,331.5), the women’s volleyball team earned a program record in CACC wins with 10, just missing a postseason appearance.

Invitational and its best finish (5th place) at the CACC Championship Meet behind CACC Runner of the Year, Giancarlo Martines ’18, and all-CACC performer, Eric Barton ’17.

Despite a 4-10-2 record, the women’s soccer team made strides in the right direction thanks to quality seasons from a pair of freshmen, MariKate O’Toole, who finished with three goals, and Brianna Ferrell, who was named CACC Rookie of the Week.

The goal for the men’s soccer team was simple: earn a home playoff game. Under the direction of former standout and first-year head coach, Julian Fernandez ’11 and All-CACC second team selections, Nicholas Jaffe ’16 and James Jackson ’17, they did one better, winning their first playoff game and advancing to the CACC Championship, where they fell just short of winning the College’s first conference title.

Information about the College’s athletic programs can be found at www.griffinathletics.com.

On the courts and the fields, Griffins are united by a love of the game.

The women’s cross country team highlights included second-place finishes at the Bryn Athyn Invitational and Cougar Chase Invitational (CCI) and top performances from Raquel Lopez ’19 and Paige Antall ’17, both of whom ran for program records in the 6K (CACC Championship Meet) and 5K (CCI), respectively.

2015 was a season to remember for the men’s cross country team, which achieved the program’s first team title at the Bryn Athyn

Teamwork is promoted by the strong bonds among CHC student-athletes.
Alumni Help CHC Athletics Grow

BY MARILEE GALLAGHER '14 AND GREG GORNICK, ATHLETIC COMMUNICATION COORDINATOR

For student-athletes who are not yet ready to hang up their cleats, the logical next step is coaching. And for quite a few former Griffins, who find walking away from Chestnut Hill College almost as difficult as walking away from their sport, there is only one place for this.

Such is the case for the 19 former student-athletes who have returned to the College to serve on the athletics staff — 16 of whom are volunteers — proudly contributing to the growth and success of their individual programs and the department.

Take the baseball team, for example, which is staffed by Head Coach Bob Spratt and six assistants, all of whom are CHC graduates and former players. Among the six are DJ Santoro ’11, former captain and one of the inaugural Griffins from the program’s first season in 2008, and Michael McLaughlin ’15, an impact player from the program’s first CACC Championship run.

“I can truly say that I have had a rare experience,” says Santoro, who has been with the program as an assistant coach since graduating. “There are very few coaches and players who can say they have been a part of a program since its inception, playing in its first playoff game, its 100th win, and making the CACC Championship two out of the last three years.”

While Santoro and another early graduate, Jesse Daywalt ’12, who also has been on staff since immediately following graduation, did not have the opportunity to play for a championship themselves, their head coach credits them with how far the program has come recently.

“As a student-athlete here, I had an awesome experience,” says Goldstein. “I was able to be a part of the group that started to change the direction of the program and was able to see that change happen. Now, as a coach, to have the opportunity to win a CACC Championship, to coach the sport I love and do so back at the school which already has given me so much, it really was an easy choice for me to come back.”

To read quotes and full bios from all of the alumni serving in various roles throughout the athletics department, visit www.GriffinAthletics.com.

SHARING THE WEALTH

The baseball team is not the only program to benefit from the presence of alumni. Seven of the College’s 16 programs that have been around for at least two seasons are partially staffed by former players. And to top it all off, Jessica Day ’09, former member of the women’s softball team, serves as the assistant athletic director for academic success and community engagement.

“It’s great to be back at the place that gave me so much and it’s great to bring in student-athletes who will experience the same things I did as an undergrad,” says Julian Fernandez ’11, head men’s soccer coach and one of three former Griffins on the team’s staff.

Fernandez, a standout student player, took over as head coach in 2015, after serving as assistant coach for two years. In his first year, he took the men’s soccer team to the CACC Championship, complete with overtime dramatics that saw them fall just short of winning the title. He was aided in these efforts by his assistant coaches and former teammates, Robert Stocklin ’14 and Michael Goldstein ’13.

To read quotes and full bios from all of the alumni serving in various roles throughout the athletics department, visit www.GriffinAthletics.com.
Energetic and enthusiastic, Margo Mongil-Kwoka ’80 is rarely seen without a smile, ready to help in whatever way possible.

The psychology major went on to earn a master's degree in special education from Loyola University in Maryland and began her special education career while teaching at St. Francis School for Special Education in Baltimore. While there, she worked with students who had mild to moderate intellectual disabilities. Mongil-Kwoka went on to work for nearly 20 years at Prettyboy Elementary School in Baltimore County, and has worked as a Bilingual Special Education Evaluator for the Harford County Public Schools system in Maryland for the last 11 years.

“My four years at Chestnut Hill College were amazing. The first day I set foot on the College’s grounds was the day that my mom and dad dropped me off to start my freshman year,” Mongil-Kwoka remembers. “Little did I know that this was going to be a ride of lifetime. Not only did I get an incredible education that prepared for my future career, but I met friends who became (and continue to be) my sisters.”

Since her graduation, Mongil-Kwoka has always stepped up to help out with CHC activities wherever she was needed, including with the annual Reunion Weekend and Breakfast with Santa. She has served as class president for more than 15 years and on the College’s Alumni Board of Directors for four. Recently, Mongil-Kwoka was elected president of the Alumni Association Board of Directors.

“I am humbled to have been elected president of the Alumni Board and I am eager and ready to work hard to help the CHC community continue to educate women and men to become well-rounded professionals and human beings,” says Mongil-Kwoka.

“I feel it is the mission of our Board to support and promote the interests of Chestnut Hill College by establishing and maintaining positive and valuable relationships among the College, alumni and current students; promote open communication among the CHC community; and assist in fundraising efforts that help the College grow and thrive.”

Being a part of the CHC community — for more than 35 years — has given me a sense of belonging and has provided me with a way to give back to the College. I have been able to reconnect with old friends and make new ones. Being an active member of the CHC community has also provided me with the opportunity to participate in fun and exciting activities as well as witnessing the amazing transformation that CHC has undertaken.

The opportunities for you to get reacquainted with CHC are endless. You can get involved in as much or as little time as you have available. If you have the time and need a break from the day-to-day routine, we have the event for you. Below is a list of events that you can attend and/or volunteer and of course, you can always volunteer to serve on the Board!

- Reunion Weekend  • Phillies Game  • Scholarship Gala
- Hershey Park Day  • Painting with a Twist

Check the calendar for dates and times. You can also contact Fran Vorsky at vorskyf@chc.edu or 215-248-7016 and she will help you find the best spot for your passions and talents. And remember, stay in touch by sending us your news and information for Class Notes. We love pictures too! 🌶
Regina “Jeanie” Maxwell Schwille '65 calls herself “very much a SSJ product,” when discussing her educational background. Having attended Catholic elementary and high schools where she was taught by Sisters of Saint Joseph, Chestnut Hill College was a logical extension for her.

“It had what I wanted in every sense and was the perfect place for me,” she remembers.

Schwille participated in Mask & Foil, wrote for the College newspaper, and volunteered with the group that offered religious training for the mentally disabled adults who lived at Pennhurst.

Academically she excelled as a math major with a minor in physics, which although uncommon for a woman in the early 1960s, never stopped her from pursuing her interests. Schwille found encouragement and support at every turn, and one sister, in particular, helped her understand the importance of supporting others after graduation.

“Sister Dorothy Hennessy was my major advisor,” says Schwille. “She was wonderful, and I loved her. She encouraged us to do everything we could, in every way. Her support for all of us was so strong. She would say, ‘Do everything you can do in your life and stay close to the College.’”

With that in mind and with the support of her sons, David and Vincent Freeman, Schwille established The Stephen G. and Regina Maxwell Schwille ’65 Endowed Scholarship which will be awarded for the first time in the fall 2016 semester.

“We all have things that we support and believe in. CHC is my biggest, and I feel that if someone can be helped, I want to do it.”

— Brenda Lange

Alumni Spotlight

If She Can Help Someone, She Will
Regina “Jeanie” Maxwell Schwille ’65

We’re Here For You … Tell Us Your News, However You Want to Reach Us

Keep in touch with your friends and classmates! Career news, advanced degrees, births, marriages, deaths — whatever your news, share it with us.

Submit items by July 15, 2016 for inclusion in the Fall 2016 issue of Chestnut Hill.

1. Email: alumni@chc.edu
2. Fax: 215.248.7196
3. Mail: Alumni Relations Office Chestnut Hill College 9601 Germantown Avenue Philadelphia, PA 19118

Stay in Touch!

We want to hear from you. We’re sure your degree from CHC has taken you far. Let us know about it.

- Facebook: www.facebook.com/chcalumni
- Twitter: @CHCAlumni
- Email: alumni@chc.edu
- Phone: 215-248-7016
- Visit CHC’s Alumni websites: www.chc.edu/alumni www.CHGriffinsonline.com

Tell us about your family; send us your wedding photos and birth announcements. Have you changed jobs or graduated with an additional degree?

Share your good news with us and your classmates.

The bottom line: We want you to be a part of today’s CHC. We look forward to welcoming you back to campus soon.
TRADITIONAL HOLIDAY EVENTS

Breakfast With Santa

Breakfast with Santa (and Mrs. Claus) is an annual tradition here at CHC. More than 150 alumni and family members enjoyed a delicious buffet breakfast and some one-on-one time with Santa. The Claus family had so much fun with their Griffin family, they’ve already set a date to come back — December 11, 2016. Be sure to buy your tickets early. This event sells out every year.

Holiday Cheer

After enjoying the Carol Night concert, alumni headed to the beautifully decorated Commonwealth Chateau at SugarLoaf for cocktails and appetizers – the perfect backdrop to kick off the Christmas season.
ALUMNI EVENTS

Mask & Foil Reception

In November, alumni were invited to an opening-night reception before Mask & Foil’s production of “It’s a Wonderful Life.” The reception is a great opportunity to have a snack, reconnect with fellow alums, get special Christmas goodies such as the CHC ornaments given out last year (photo below) and then enjoy a fantastic performance by today’s drama club. The Alumni Relations Office congratulates the fantastic cast and crew on a wonderful weekend of performances. Mark your calendars now for the next opening night: Friday, November 18.
Painting With A Twist

Alums of all generations enjoy Painting With A Twist (PWAT) events. Classes ranging from 1965 to 2015 joined Danielle Rossi ’97 in painting an image of Fournier Hall in March, the first of two groups to paint this piece. Watch for the next PWAT event, when St. Joseph Hall will be the next CHC icon to make it onto canvas.

CLASS NOTES

’60s


Sheila Boyle Otto ’61 participates in a Sweet Adeline singing group. More than 500 Sweet Adelines choruses — the female version of men’s barbershop choruses and quartets — exist around the world. Her group, the Choral-Aires Chorus, competed in Las Vegas last year, placing a respectable 14th place.

Kathleen Mahoney Sykes ’61, turned to pottery after many years as an editor for House Beautiful magazine. One of her porcelain bowls was included in the Summer Art exhibition at the Elizabeth Sullivan Gallery, in the Art Students League at Vytlaclil in Sparkill, N.Y.

Lori Nagel Humphreys ’62 wrote the article “Eleanor Roosevelt at Chautauqua” that was published in the spring 2015 issue of Western New York Heritage magazine.

Kathy Tigh Detrano ’67 reached signature membership status in the Pastel Society of America, located at the National Arts Club in Gramercy Park, N.Y. She also has been sponsored as an artist member of the Salmagundi Club and is a full artist member of the American Artists Professional League.

Margaret Moran ’67 enjoyed a mini-reunion at the Jersey shore with friends from the continued on next page
Class of ’67. They had a great time reminiscing and making plans for their upcoming 50th reunion in 2017. They encourage their classmates to save June 2-4, 2017, and can’t wait to see everyone. Pictured left to right: Margaret Moran, Barbara Curran Merdiushey, Diane Tagliatella Green, Kathy Toland Frith and Ameline Morin Pappas.

’80s

Cheryl Montano

Hughes ’80 was recognized in December as Georgetown Hospital’s Associate of the Month.

Marie Zdebski Conti ’80 has been elected as a member of the Board of Directors of the American Montessori Association.

Karen Reddington-Hughes ’85, owner of Abrash Galleries Rugs and Antiques in Woodbury, Conn., participated in the USAID/ABADE rug conference in Dubai in September. Afghan rug producers and international buyers met to discuss the need for a direct sales route and the high quality and design of Afghan goods. She returned home with many beautiful pieces for her clients in the United States.

Cara Caruso ’04 has been named Teacher of the Year for Captain James Lawrence School, City of Burlington Public Schools. Cara is an elementary ESL Teacher at Wilbur Watts Intermediate School and Captain James Lawrence School. She is also the Elias Boudinot School BCHS Color Guard Advisor.

’00s

William L. Gross ’00 SCPS has been named Senior Vice President, Advancement and Community Programs, for Holy Redeemer Health System in Huntingdon Valley, Pa. Bill oversees the health system’s fundraising efforts and community programs for Pennsylvania and New Jersey.

Miranda Clark-Binder ’04 has received the 2015 PAEA Outstanding Museum Art Educator award. Miranda is the Curator of Education and Public Programs at the La Salle University Art Museum, where she is responsible for the museum’s educational programming. This award recognizes her efforts to make art and the museum accessible to all audiences, particularly for underserved youth and special needs groups.

Monica Vesci ’04 designed the Camino Clutch as a stylish way to organize and carry her supplies after she was diagnosed with diabetes. Business is booming, and the clutch is manufactured in the United States. Visit www.monicavesci.com for information. Monica lives in Copenhagen, Denmark, with her husband, a professor at the University of Copenhagen.

Mindy Tatz Chernoff ’05 SGS presented a TED talk at TEDx in Wilmington, Del., in October.

’70s

Tara Funk Grim ’70 had her artwork featured in an exhibit at the Phillip Morton Gallery in Rehoboth, Del., last summer.

Patricia Canning ’70 joined the Faith in the Future Foundation in December 2014 as Senior Director of Development. The independent non-profit organization provides strategic direction and operational control of the Archdiocese of Philadelphia’s 17 high schools and four special education schools as well as operational oversight of the Office of Catholic Education. Pat previously was CHC’s director of alumni relations and later, senior director of development.

Mary Prendergast Murray ’78 shares the sad news of the passing of Dan, her beloved husband of 35 years.

Cheryl A. Krupnik, Psy.D. ’79 has exciting family news to share. Her son is in his first year of college, studying psychology and business. She also has become a nana again, and welcomes a new grandson.

’00s

Amanda Favreau Lessard ’08 graduated from the University of Maine Graduate School of Biomedical Science and Engineering with a Ph.D. in Biomedical Science and a concentration in cell and molecular biology. Her thesis was titled “Cytokine and Epigenetic Regulation of MicroRNA in Acute Myeloid Leukemia.” May 2016 marks the one-year anniversary of Amanda’s successful bone marrow transplant.
Brittany Martyn '10 and Sean McGuire welcomed Emma May McGuire in September 2015.

Fran Wasserman '11 SCPS, founder of The Baby Bureau, a nonprofit organization that provides baby clothing to underserved newborns, recently accepted a technical assistance grant for board development from Ron Bernstein, executive director of the Foundations Community Partnership in Bucks County, Pa.

»WEDDINGS
Amanda Favreau '08 married Matthew Lessard on June 13, 2015. (photo below)
Cecilia Haenn Turner '88 celebrated her wedding on New Year's Eve with her closest friends and family. Joining her in the celebration were some of her CHC family.

Bottom row from left: Karen Katelhon Blair '88, Kathleen Quigley Grimm '88, Cecilia Haenn Turner '88, Rosemary Haenn '91, Donna Rodzewich '01

Top row, from left: Charlene Zehrowski '88, Tricia Haenn LeBrun '87, Ginny Haenn McKee '88, Teresa Haenn '88, Karen Murphy Harris '88, Bridget Rochford Atzinger '88

Brittany Martyn '10 married Sean McGuire in May 2015.

»BIRTHS
Stefanie Paternostro Ryan '08 and husband, Tim, welcomed Kallie Mitchell Ryan on December 16.

Joseph William Sipocz, Jr. was born to Kelly Dennis '14 and Joseph Sipocz '15 on October 25.
»Letter from President Carol Jean Vale, SSJ, Ph.D.

Dear Members of the College Community,

It is with sadness that I notify you of the death of Mary Xavier Kirby, SSJ, Ph.D., fourth president of Chestnut Hill College (1968-1980) on January 26. Sister Mary Xavier was a well-regarded faculty member in the English Department prior to assuming the presidency in 1968.

Known for her keen wit, she enjoyed great popularity with many people. During her tenure she introduced a major in elementary education, a program of Continuing Education, founded the Montessori program, added music education and American studies, founded the ACT 101 program at Chestnut Hill College, opened Saturday classes to lay people, established a cooperative program for nurses at Chestnut Hill Hospital, an exchange program with LaSalle College, and, among other accomplishments, launched a study of the curriculum.

Given that she served in the late sixties and early seventies, her administration was a time of great unrest and demonstrations by students as they yearned for change and modernization. It was a revolutionary time, not only in higher education, as Sister noted, but also throughout the world. She was a delightful person, charming and well-met. I know she will be missed.

Mary Xavier Kirby, SSJ, Ph.D.

»IN MEMORIAM

Margaret Lieberman Brennen ’37
Edna ‘Betty’ O’Hara Anders ’38
Madeline Mul Rooney Buchanan ’38
Amelia Carabelleira Abella ’41
Mary Gorman Brown-Jednak ’42
Louise Sullivan O’Connor ’43
Mary Patricia ‘Pat’ Kernahan Buck ’45
Isabelle R. Scaran ’45
Loretta ‘Bunny’ Brennan O’Brien ’46
Rose Anne Alfisi Blomer ’47
Patricia Garrity Kasper ’47
Joan Van Bourgondien Condit ’47
Elizabeth ‘Betty’ Brown Foley ’47
Ann Donohue Conley ’48
Mary Frances Reilly Rochford ’48
Ellen Mc Kernan Williamson ’48
Jane Dilks Brahms ’50
Adeline ‘Dolly’ Vit Kladivko ’50
Sally Ann Quinney Ryan ’50
Estelle Adinolfi ’51
Mary Jane ‘Midge’ Earley Nagle ’51
Nancy Redding Rapp ’51
Anne Smith Jahn ’54
Joan Yates Carroll ’55
Eleanor Craig Utzig ’56
Patricia ‘Pat’ Gallagher Fleck ’58
Ellen Young Greenlee, Esq. ’58
Patricia McDaniel Dombart ’59
Mary ‘Mickey’ Magee Onofrietto ’60
Barbara Bonetti Smith ’60
Veronica ‘Ronnie’ Loughlin Singel ’61
Mary Alice Kasper Amend ’64
Grace McGlynn Herold ’64
Carmelia Logrippo Marks ’64
Felice Loiacono Blakeley ’66
Janet Jacobs Graham ’71
Mary Dykes Ott ’71
Rita Varga ’71
Kathleen C. Wall ’71
Sally Ann Ayerle Corbley ’73
Rosalie T. Iezzi ’81, ’83 SGS
Eleanor Ward Altemus ’84 SCPS
Denise Basile ’82 SGS
Krista ‘Kitty’ Harron Spiera ’94
V. Barry Young ’95 SGS
Marie Therese Notariani (class year undetermined)

Tribute gifts honoring or memorializing a classmate, loved one or friend can be made by contacting Theresa Bielski, advancement associate, at 215-248-7144 or bielskit@chc.edu

»MARISA MANDOS HARDY continued from page 35

a career in business,” she says. “We want them in good jobs and I want to help these bright students succeed. And I like mentoring.”

Although busy with a career, husband and young daughter, Hardy loves her life as a working mom and says it is entirely possible to have a successful career and a successful home life — and to be successful in helping others.

“CHC feels so far away but I want to remain part of the College family,” she says. “Giving back to the College and mentoring individual students would help me maintain that closeness while being of service.”

»FOX CHASE continued from page 23

and resilient. The introduction to daily laboratory culture — the collegiality and camaraderie — is an added bonus beyond their scientific training,” says Katz, who has mentored or co-mentored three CHC students, with another on the way.

“Seeing their scientific maturation is a rewarding experience and, as they move through the program, they add their own ideas to the projects, which is quite intellectually stimulating for us all.”
Arguably, the most important gift you can make to help support Chestnut Hill College is to the Griffin Fund. A gift to our annual fund allows us to —

- Award scholarships to deserving students
- Provide families with financial aid allocations
- Support the recruitment and retention of our talented faculty
- Maintain our beautiful campus

Did you know?
We receive funding each year from organizations that look at the percentage of our community that supports CHC, so your annual gifts, of any size, impact this funding and support our mission.

Please make a gift today by visiting our website at www.chc.edu/giving or contacting Chuck Watkins, director of the Griffin Fund, 215-753-3692 or watkinsc@chc.edu

The IRA Charitable Rollover Legislation is Back!

A new law passed in late December — Protecting Americans from Tax Hikes Act of 2015 — allows you to take advantage of the IRA Charitable Rollover Legislation you may have missed in the past. This law makes the IRA Charitable Rollover retroactive to January 1, 2015, and it will remain in effect permanently.

The bottom line?
If you are aged 70 1/2 or older, you are eligible to move up to $100,000 per year from your IRA directly to qualified charities without paying income tax on that money.

The rules for making a direct transfer:
- The donor is aged 70 1/2 or older on the day of the gift.
- The donor transfers up to $100,000 directly from his or her IRA to one or more qualified charities. (This opportunity applies only to IRAs; not to other types of retirement plans.)
- The donor does not receive any goods or services in return for the rollover gift in order to qualify for tax-free treatment.

Questions? Contact your financial advisor or Gini Calcerano, senior director, research & data management in the Office of Institutional Advancement at 215-242-7762 or calceranog@chc.edu.
With expertise, patience and kindness our tutors change the lives of students. Our most celebrated and longest-tenured writing tutor is Roberta Archibald, SSJ. Semester after semester, Sister Roberta sits with student writers who need help and she delivers every time. Her insights into writing, coupled with her humane approach as a tutor and bank of wisdom, serve as inspiration for all of us in the center.

I feel fortunate that I have a job that incorporates two things I love most: writing and connecting with others. But in addition to academic writing and helping student writers, I also love poetry. Unlike traditional rhetoric that marshals words to persuade, poetry invites us to experience the performance of language itself. By doing so, we see and hear language differently, and therefore, we see and hear the world differently.

I've spent most of my life not only writing verse, but attempting to increase poetry's visibility in the communities I belong to. While there are many poets who prefer that poetry stay hidden in obscurity, and therefore immune to, say, market forces that might drag verse into a kind of consumerist banality, I believe withholding poetry from the broader population doesn’t protect poetry, but in fact hurts it. By minimizing the opportunity to encounter poetry, we erode our capacity to imagine — as citizens and as neighbors — and when we can no longer imagine, we cannot empathize with others.

My latest project, called Public Pool, www.publicpool.org, attempts to correct the migration of poetry away from Main Street and to the Ivory Tower. Much like the Writing Center at Chestnut Hill College, our mission is to provide a common space for all writers. As our name suggests, our editorial disposition is welcoming to both academic and non-academic poets and this dynamic binary is reflected in our masthead: I have an MFA in poetry from Columbia University and my co-editor, Doncarlos Price, is an internationally recognized rap artist who’s more familiar with the stage than the creative writing workshop. Through our partnership, we’re able to bridge campus and community and do so unlike most poetry journals.

Just as academic writing is essential in developing critical thinking skills, poetry is critical in developing the skills necessary to see the world anew. And perhaps most importantly, with mystery. For democratic societies to flourish, citizens must be encouraged to not only obey laws and be incentivized to sustain themselves economically, but given outlets in which to nurture a rich contemplative life — the bedrock, I believe, of strong communities and the common good.

I feel fortunate that in both my professional life and personal life, I’m able to cultivate such a vision for myself and, more importantly, for others. 

John Ebersole is the director of the Writing Center and an assistant professor of English.
CALENDAR OF EVENTS

70TH ANNUAL REUNION WEEKEND
June 3 – 5, 2016
School of Undergraduate Studies classes ending in “6” and “1”
Reservation: 215.248.7016 or www.chc.edu/reunion

CHC DAY AT HERSHEY PARK New!
Saturday, July 23
Bring family and friends to the water park, rides, and zoo for one low price.
See back cover for details

3RD ANNUAL CHC NIGHT AT THE PHILLIES
Saturday, August 20, 7:05 p.m.
Tailgate: Starts 3 p.m.
Phillies vs. St. Louis Cardinals
Tickets: www.phillies.com/chestnuthillcollege

ALUMNI FALL LEADERSHIP CONFERENCE
Saturday, September 17
Details coming soon

ALUMNI TAILGATE AT SPRINT FOOTBALL HOME OPENER
Friday, September 30
CHC vs. Cornell University
Plymouth Whitemarsh High School
Tailgate: 4:30 p.m. / Kickoff: 7 p.m.

INSTITUTE FOR RELIGION AND SCIENCE LECTURE SERIES
Speaker: Nancey Murphy, Ph.D., Th.D.
Senior Professor of Christian Philosophy
Fuller Theological Seminary
Thursday, September 22, 7 p.m.
Commonwealth Chateau, SugarLoaf Campus
Information: 215.248.7197

REUNION: SCHOOL OF CONTINUING & PROFESSIONAL STUDIES
Saturday, October 1
Details coming soon

23RD ANNUAL BIOMEDICAL LECTURE SERIES
Speaker: Mary Lenore Gricoski Keszler, M.D. ’74
Assistant Professor of Pediatrics, Brown University
Speaker: Martin Keszler, M.D.
Professor of Pediatrics, Brown University
Wednesday, October 5, 2 p.m.
East Parlor, St. Joseph Hall
Information: 215.248.7159

34TH ANNUAL GOLF INVITATIONAL
Monday, October 10
Whitemarsh Valley Country Club
Reservations: 215.753.3692

HARRY POTTER WEEKEND EVENTS
Harry Potter Academic Conference
Friday, October 21
Information: www.harrypotterconference.com

7TH ANNUAL PHILADELPHIA BROTHERLY LOVE QUIDDITCH CUP
Saturday, October 22
College Campus
Information: 215.248.7083

ALUMNI MASK AND FOIL RECEPTION
Friday, November 18
Information: 215.248.7016

CAROL NIGHT
Friday, December 2, 7 p.m.
Rotunda, St. Joseph Hall
Information: 215.248.7164

ALUMNI HOLIDAY CHEER
Friday, December 2, 8:45 – 10:30 p.m.
Commonwealth Chateau, SugarLoaf Campus
Reservations: 215.248.7016
You must be 21 or older to attend this event.

BREAKFAST WITH SANTA
Sunday, December 11
Information: 215.248.7016

For the latest event information, visit www.chc.edu and www.chcgriffinsonline.com
ALUMNI FAMILY FUN

Join your fellow Griffins for two days of summer fun! Both events are family-friendly and have significantly discounted prices, just for Griffins!

**CHC Day at Hersheypark**    New this year!  
SUNDAY, JULY 23

- Bring your friends, family and classmates to the waterpark, rides and zoo at Hersheypark — all for one low price!
- Tickets range in price between $25.95 - $37.65
- Tickets are on sale now!
- Visit www.tinyurl.com/CHC2016DAY and use the code: 48965

**3rd Annual CHC Night at the Phillies**  
SATURDAY, AUGUST 20

- Phillies vs. St. Louis Cardinals, 7:05 p.m. game
- Tailgate starts at 3 p.m.
- Ticket price includes a special edition CHC T-shirt and access to our tailgate. We’ll have snacks, games and giveaways. Tickets are $20 and $15.
- For tickets, visit www.phillies.com/chestnuthillcollege and use the code CHESTNUTHILL