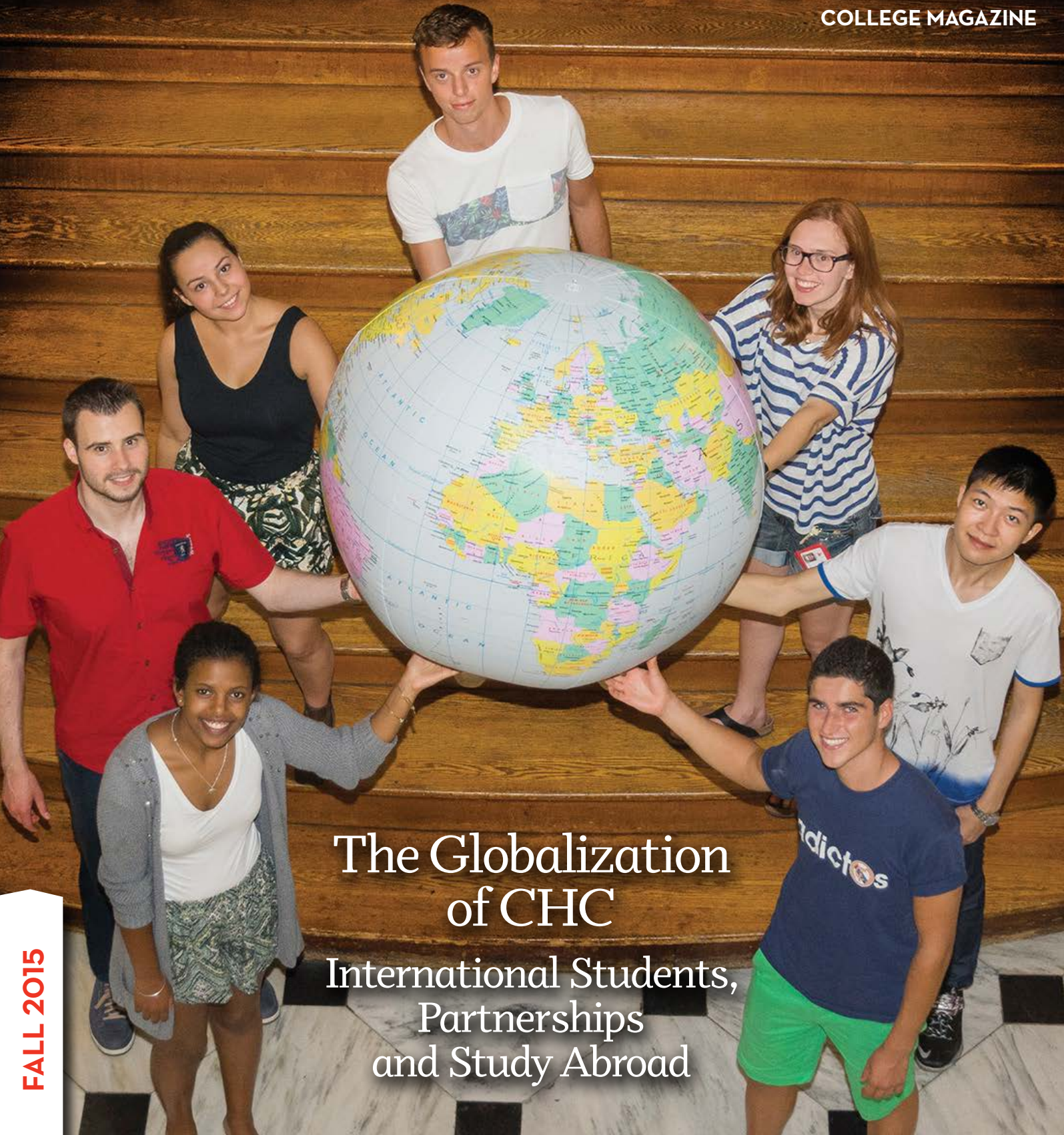


CHESTNUT HILL

COLLEGE MAGAZINE



The Globalization of CHC

International Students,
Partnerships
and Study Abroad

FALL 2015



Louis DiStefano '15 works with 7th grade students from the John B. Kelly School in Germantown gathering water samples from the Wissahickon Creek on campus.

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ALUMNI SPOTLIGHTS

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CHC resident assistant, Liz Legesse '18, (bottom left) who was born and raised in Eritrea, welcomes a group of international students to campus.

Clockwise, from left: Glenn Matthys, Belgium; Anissa Bougrea, Belgium; Adam Gavin, Sweden; Cleo Van Haudenhuyse, Belgium; Hanquin Zhang, China; and Alejandro Robles, Spain.

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EDITOR'S NOTE

Maintaining Traditions in the Face of Change



There is no denying that the world is a big place. And yet, with each passing year, it seems to shrink a little more. As travel around the globe has become commonplace, you are just as likely to hear *hola*, *ciao*, *bonjour* or *kon'nichiwa* on a busy city street as you are to hear *hello*.

At Chestnut Hill College, we have embraced this diversity and are doing everything in our power to globalize our little corner of the world. In this

issue, you will read about the academic partnerships we have forged with 15 institutions of higher education around the world. Our students have the opportunity go out to study abroad and bring back with them the best these partners have to offer. Our doors are open to an ever-growing cadre of international students, thanks in large measure to the efforts of Trachanda Garcia, director of global education. This year, we welcome a record number of international students: 83.

Our other features include a look at Fulbright scholar, Kelly Butler, Ph.D., professor of chemistry, who currently lives and works in India, where she is teaching and leading faculty workshops. We also have included an update on some of the initiatives undertaken in the year since Wolfgang Natter, Ph.D., vice president for academic affairs and dean of the faculty, joined Chestnut Hill College, including some exciting new majors and minors.

You will meet Susannah Coleman, vice president for institutional advancement, who joined CHC in April and has already made her mark in this department. She explains just what it is we do and invites you to become better acquainted with the staff.

Our student-athletes continue to impress with their prowess not only on the playing field, but also in the classroom. This fall, we add to our athletic roster as sprint football gets underway. See the schedule on page 42 and come on out to support these newest Griffins.

Thank you for joining us!

Kathleen M. Spigelmyer '98
Editor

Write To Us! We'd love to hear your article ideas and feedback. Don't hesitate to contact us.

FALL 2015

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The mission of Chestnut Hill College is to provide students with holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth.

Chestnut Hill (Fall 2015) is published twice a year by Chestnut Hill College and delivered to alumni, parents and friends of the College. Opinions expressed do not necessarily reflect the official policies of Chestnut Hill College.
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In keeping with the mission of Chestnut Hill College and our concern for the earth, this magazine was printed on Utopia Two Matte – FSC certified paper containing 10 percent post-consumer recovered fiber and 100 percent Green Power using Green-e certified RECs. Please recycle after use.



AROUND THE HILL



Campus News

»Congratulations to the Class of 2015!

Graduates from all three schools totaled 531 this year, including 20 recipients of a doctoral degree in clinical psychology (Psy.D.).

Honorary Doctor of Laws degrees were awarded to Joan L. Specter, businesswoman and former member of Philadelphia City Council; Rosemary Murphy Gulati '61, educator and active community volunteer; Jack D. Gulati, entrepreneur and CEO of the Gulati Family Foundation; and Judith L. Gay, Ph.D.

Dr. Gay, vice president of academic affairs at Community College of Philadelphia and former psychology professor at CHC, also delivered the commencement address. 🦋



Prior to Commencement 2015, President Carol Jean Vale, SSJ, Ph.D., stands with (from left) Jack D. Gulati, Judith L. Gay, Ph.D., Rosemary Murphy Gulati, '61, and Joan L. Specter.



»CHC is Among the Best

Chestnut Hill College is one of the best colleges in the Northeast according to The Princeton Review (www.PrincetonReview.com). The well-known education services company lists the college among its “Best in the Northeast” recommended schools in its “2016 Best Colleges: Region by Region” website feature that posted on August 3. The feature is accessible at www.princetonreview.com/bestNEcolleges.

According to the Review, CHC was chosen primarily for its excellent academics, student reports about their campus experiences, site visits and the perspectives of college counselors and advisors. 🦋



»Clare Boothe Luce Research Scholars Complete Summer Research

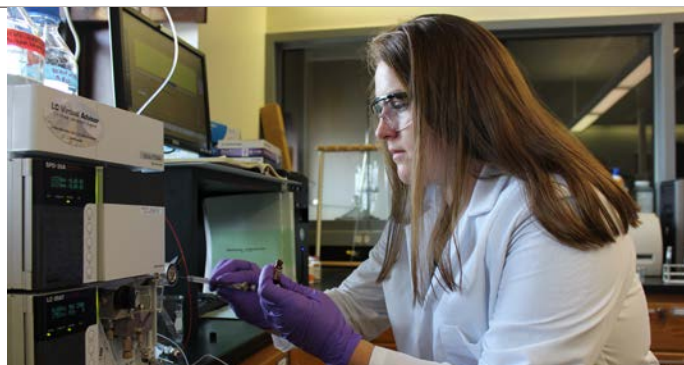
Chestnut Hill College sophomores Meghan Guagenti and Megan Malvoisin, under the supervision of Karen Wendling, Ph.D., assistant professor of chemistry, spent part of their summer conducting original research and gaining valuable lab experience as Clare Boothe Luce Research Scholars.

Guagenti studied St. John’s Wort supplements to quantify hyperforin, one of its active ingredients, and Malvoisin tracked the chemical cannabiniol, one of the non-psychoactive chemicals in marijuana, on currency to determine if it had been exposed to marijuana.

Brittany Afflerbach ’18 completed her summer research — on the effectiveness of online learning communities in post-secondary mathematics education — with Holy Family University’s Sister Marcella Wallowicz, CSFN, coordinator for mathematics and natural sciences and assistant professor of mathematics.

“The scholarship is a great way for first-year students to gain experience that can put them ahead for internship opportunities,” says Wendling.

The Clare Boothe Luce Program is the single most significant source of private scholarship support for women in science, mathematics and engineering. The scholars spend the summer working with professors at SEPCHE institutions where they conduct research in chemistry, mathematics and computer science.



Meghan Guagenti studied St. John’s Wort supplements this summer.



Megan Malvoisin tracked cannabiniol, a non-psychoactive chemical in marijuana, on currency, for her summer research.



Brittany Afflerbach ’18 did her research on the effectiveness of online learning communities in post-secondary mathematics education.

CHC student Brenda Ho ’17, who did research with Wendling in the summer of 2014, received the award for a second year and spent this summer working with Dr. Thomas Umile at Gwynedd Mercy College. 🦋

»Psy.D. Program Earns Reaccreditation



Cheryll Rothery, Psy.D., ABPP, associate professor of psychology, chair of the department and director of clinical training, works with students.

In mid-May, the Department of Professional Psychology earned reaccreditation for its Doctor of Psychology in Clinical Psychology (Psy.D.) program by the American Psychological Association (APA).

The reaccreditation — which will last until 2022 and is the maximum length of accreditation possible for doctoral psychology programs — comes after a year of self-study, which culminated in an extensive document. The work includes all domains of the program such as training goals; objectives and practices; student, faculty and financial resources; program policies and procedures; expected student competencies; and actual outcome data demonstrating the achievement of these competencies.

“The philosophy of the Psy.D. program is grounded in the mission of Chestnut Hill College,” says Cheryll Rothery, Psy.D., ABPP, associate professor of psychology, chair of the department and director of clinical training. “The program takes a holistic approach to the study of human psychology based on the fundamental respect for the welfare of humanity and human diversity. This approach treats the physical, psychological, spiritual, cultural and relational dimensions as critical to understanding the whole person.” 🦁

»Winning the Mind Matters Challenge

A team of faculty and staff led by William Ernst, Psy.D., was selected as a winner of phase one of the Educational Programs Challenge, a component of the Mind Matters Challenge of the National Collegiate Athletic Association and the Department of Defense. The team’s proposal, “The Chestnut Hill College Peer Concussion Education Program,” was developed by Dr. Ernst, assistant professor of psychology in the doctoral program in clinical psychology, Meredith Kneavel, Ph.D., professor and chair of the psychology department, Erin Fidler, head athletic trainer, Nikki Lockhart, associate athletic director for academic success and community engagement, Lynn Tubman, director of athletics, Lynn Ortale, Ph.D., vice president for student life, Bethanie Paddock, a doctoral student, and Lynn Brandsma, Ph.D., associate professor of psychology.

The team will receive a \$25,000 prize and an additional \$75,000 production budget to create a program demonstration that will be designed to enhance education, assessment, reporting and management of concussions, so that student-athletes fully appreciate that a concussion is a serious medical condition and requires appropriate treatment.

The program demonstration will include an online manual with videos, power point presentations and more, all of which will demonstrate ways that student-athletes can educate their peers and other young adults about concussions. 🦁



»Partnership Benefits High School Students

Chestnut Hill College recently announced a partnership with Cristo Rey Philadelphia High School that offers two, \$20,000 annual scholarships to first-year students entering CHC from Cristo Rey Philadelphia. The first scholarships will be awarded in the fall 2016 semester. These scholarships will be renewable for up to four years of full-time enrollment in the School of Undergraduate Studies.

Cristo Rey Philadelphia is one of 28 high schools in the Cristo Rey network, which serves more than 9,000 students around the country. The Philadelphia school opened in 2012 as a partnership between local educators, businesses and universities and is an independent, Catholic high school for youth of all faiths in grades 9 to 12. Its curriculum combines rigorous academics with professional work experience and serves high school students who could not otherwise afford a private education. Cristo Rey Philadelphia



Jodie K. Smith, vice president for enrollment management, and Cristo Rey Philadelphia High School Principal, Michael Gomez, sign the partnership agreement.

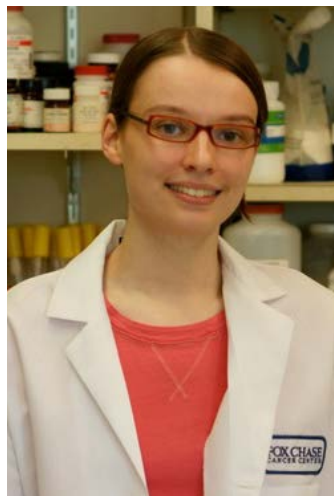
students work five days per month in real jobs, for real wages, at leading Philadelphia area businesses where they are mentored by professionals. 🦋

»Chestnut Hill College and Fox Chase Cancer Center Sign Agreement

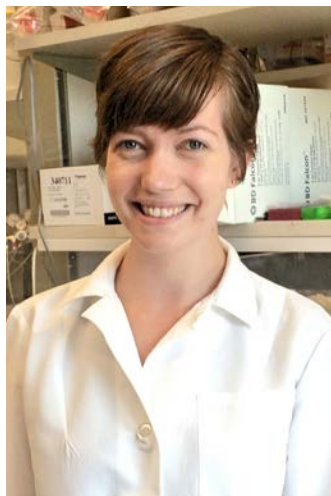
An articulation agreement has been signed by CHC and the Fox Chase Cancer Center (FCCC) allowing for qualified CHC science students to do research with, and be mentored by, scientists at FCCC. One goal of the program is publication of student research in peer-reviewed science journals, a nearly unprecedented accomplishment for an undergraduate student, and one that aids in acceptance to top graduate schools.

Two CHC students have already participated in this program and were mentored by nationally recognized researchers, Richard Katz, Ph.D., a research professor with FCCC's Cancer Epigenetics Program, and Siddharth Balachandran, Ph.D., associate professor in the Immune Cell Development & Host Defense Program there.

Kelsey Haugh '14 entered the doctoral Biomedical Sciences Program at Yale University last fall and Kelly Dunlevy '15 is now a student in the doctoral Molecular Epigenetics Program at the University of Pennsylvania.



Kelly Dunlevy '15



Kelsey Haugh '14

The agreement also includes an education exchange component through which FCCC graduate students, post-doctoral fellows and others will share their research and expertise with CHC science students. Some details of the program are being finalized and a feature story will appear in the spring issue of *Chestnut Hill*. 🦋

»SugarLoaf Grows in Popularity

When WHYY's *Radio Times* went on the road in June, host Marty Moss-Coane interviewed Steve Inskeep, co-host of NPR's *Morning Edition*, at SugarLoaf. History, literature and public radio buffs filled Commonwealth Chateau and enjoyed radio at its best. When Abington Health and Jefferson Health merged, the two high-powered boards of directors spent a day getting to know each other – at SugarLoaf. And when Teresa Sweeney Soekoro married two years ago, she promised to love and cherish her new husband. Yes, at SugarLoaf. And this summer, her uncle also tied the knot in the Chateau.

These are just a few examples of the corporate events, weddings and non-profit fundraisers filling the event calendar at CHC and SugarLoaf. Interested parties should contact Drew Westveer, director of event planning and facilities marketing at westveerd@chc.edu or 215.248.7146. 🦋



photo credit: WHYY Daniel Burke Photo

Host of WHYY's *Radio Times* interviews Steve Inskeep, co-host of NPR's *Morning Edition*, at SugarLoaf in June.



Bob Meyer, Ph.D., works with students at the stream.

»CHC in the Community

Each year, volunteers from the Senior Environment Corps at Germantown's Center-in-the-Park join Bob Meyer, Ph.D., professor of biology, in hosting a group of 7th grade students from the John B. Kelly School in Germantown for a morning of hands-on education about stream monitoring at the creek below the summer house. Representatives from the Philadelphia Water Department and the Department of Environmental Protection and Meyer's students help out by leading the students in various experiments and answering their questions. 🦋

»Select Students and Service-Learning

The Office of Service-Learning selects a small group of students to come to campus a week prior to official move-in day each August. These first-year and transfer students comprise the LENS Program (Leadership, Engagement and Service). Through this program, they are introduced to SSJ sponsored works and social justice issues in the area through service work that puts them through their paces. This year, the students served at St. Joseph Villa, Weaver's Way Co-Op Farm, Broad Street Ministry, Philabundance Food Bank and Heart of Camden. The students also reflected on issues of social justice, participated in teambuilding activities, and were immersed in the mission and legacy of the Sisters of St. Joseph. 🦋



Members of the 2015 LENS program.



MEET

SUSANNAH COLEMAN and the Office of Institutional Advancement

Long before Susannah Coleman knew Chestnut Hill College existed, she tried to live by its core values. The new Vice President for Institutional Advancement, who joined the College in April, was born and raised in London, where she always knew she wanted to be someone who made a difference.

After attending the all-girls' school Godolphin and Latymer, she went on to earn a bachelor of science degree in environmental science from the University

of Plymouth, in Devon, England. "I was quite idealistic, and saw this as a way to improve the world," she remembers. "Unfortunately, the idea of sustainability and caring for the earth was not mainstream in the 1980s, and I had trouble finding a job using my degree."

A desire to discover her potential and serve her country led her to join the Royal Navy, where she achieved the rank of lieutenant and was responsible for the navigation and safety of the ship and for leading the

ship's diving team. After her service, she gravitated toward non-profit work, and earned a graduate diploma in marketing from the University of Exeter.

Since then, Coleman's career path has included progressively more responsible roles in development for educational institutions and in the healthcare industry. She has been instrumental in various facets of advancement work for the Leukemia & Lymphoma Society, Doylestown Hospital, Fox Chase Cancer Center, Princeton

University, Princeton Theological Seminary and the Institute for Advanced Study in Princeton.

When she discovered Chestnut Hill College, Coleman thought, “Why have I not heard of this college before? This could be a gem that I could help to polish ... or it could be mired in the past without hope of moving forward.

“What I’ve found is that, definitely, the College is a gem.”

Coleman loves the fact that the Sisters of Saint Joseph are a daily presence on campus and a pivotal piece of the infrastructure without whom the College would not be the same. “I love the sense of service and spirituality ... the support of underserved, marginalized populations in this inclusive community,” she adds. She admires the fact that the College community is willing to self-examine and grow. The core values of justice, truth and integrity and concern for the earth all mesh with her own beliefs. “I read the values through and I was struck by how important and timeless they are.

“I’ve never worked anywhere else as grounded in its mission.”

What is the Office of Institutional Advancement?

“Alumni relations, fundraising and communicating the College’s message are the three arms of our office and the reason for our existence,” Coleman says.

She believes that establishing and maintaining relationships is the most important building block for successful fundraising. “The importance of relationships starts the first time a student steps foot on campus, and continues long after graduation,” Coleman explains.

Building and maintaining relationships is a core tenet that permeates the campus and “is also the best possible basis for being able to raise money,” she explains. “Everything is built on lifelong relationships. Once someone graduates from the College, they are an alumna or alumnus for life — connected for life — and if we are doing our job right, they will tell us when they are ready to make a gift.”

The Office of Institutional Advancement (OIA) builds relationships through events, including Reunion Weekend, the Scholarship

I've never worked anywhere else as grounded in its mission.

— Susannah Coleman

Gala, Harry Potter Weekend and CHC at the Phillies; by communicating through the *Chestnut Hill* magazine, e-newsletter and mailings; through personal visits and more.

“If you are an alumna/nus or a friend of the college, we want to hear from you and we want you to feel good about your relationship with Chestnut Hill College,” says Coleman. “Staying in touch allows you to stay rooted in the traditions you admire and to be proud of what the College is now.”

Coleman has moved quickly into her position, doing some reorganization, advancing the goals of the capital campaign and building relationships. At a departmental retreat in late July, she took the staff through a review of the College’s mission — a process to identify the needs of those served by the College, and how


OIA might best meet those needs — and a no-limits imagining of what a desirable future for the department would look like. This was followed by an afternoon session to brainstorm ideas for furthering the campaign and creatively marketing those ideas.

Her goal is to work with the office staff to steadily increase the number of alumni with whom relationships are forged and maintained. Measurable, yearly growth is the long-term goal, finding sustainability in relationships and in sustainable giving, which is so valuable to the College.

She observes that CHC does a fabulous job living out its mission and values and staying true to itself — staying focused on providing a first-class, liberal arts education.

“We are positioned to take a leading role in a sea change that’s going to come about as more and more students question the value of going to college and ask themselves, ‘What do I need to succeed?’ They need a liberal arts education,” she says.

Employers want (and put their compensation dollars into) graduates who have received an education grounded in creative and critical thinking, literacy, the ability to communicate orally and in writing, intercultural understanding, teamwork and problem solving... “All these qualities come from a good liberal arts education.”

And as Coleman and her department change and grow, it is critical to her that everyone remains mindful of the past. “It’s important to me that, while we always look forward and plan for the future, we also remember the past, our history and the people who made Chestnut Hill College what it is today ... and that we remain a vibrant community of faith and learning.” 

Accolades

Scott Browning, Ph.D., ABPP, has co-edited a new book in the Family Therapy and Counseling series published in June by Routledge.

“Contemporary Families: Translating Research into Practice,” was designed to integrate research and clinical practices. It dedicates each chapter to one of seven types of families that present specific challenges for clinicians and for which clinical scholars have developed clear approaches — foster, inter-racial, special needs, adoption, LGB, grandparent-headed and those with chronic medical issues.

Joseph A. Micucci, Ph.D., ABPP, contributed a chapter in the book, “Working with Families of Lesbian, Gay and Bisexual Adolescents.”



Scott Browning, Ph.D., ABPP, and Joseph Micucci, Ph.D., ABPP

»Faculty Promotions

The following faculty members have been promoted, effective July 1: Kelly Butler, Ph.D., associate professor of chemistry to professor; Meredith Kneavel, Ph.D., associate professor of psychology to professor; and Joseph Kulkosky, Ph.D., associate professor of biology to professor.



Kelly Butler, Ph.D.



Meredith Kneavel, Ph.D.



Joe Kulkosky, Ph.D.

»Psy.D. Program Award-Winner

Amanda Sellers, who is in year five of the Psy.D. program, received the Pennsylvania Psychological Foundation Education Scholarship for the second year in a row, and received the Samuel J. Knapp Education Award at the PPA Convention in Harrisburg in June.



Amanda Sellers

PRESIDENT'S MESSAGE

Our New Year Equals a Fresh Start for Us All

The new academic year brings traditions both old and new to the Chestnut Hill College community.

BY CAROL JEAN VALE, SSJ, PH.D.

Another academic year has begun at Chestnut Hill College, albeit much earlier than in yesteryear. In mid-August the campus already was abuzz with Residence Life staff, orientation leaders and athletes moving onto campus to begin preparation for the official start of the fall semester. More than 300 full-time, first-year and transfer students arrived on August 21 for orientation and were soon joined by returning upperclasswomen and men. For all, classes began a full two weeks before Labor Day. Summers have always sped by, but this year, time seemed to accelerate.

These new students — filled with hope for their futures and dreams of success — come from across the United States and around the globe. Chestnut Hill College welcomes them with the traditional hospitality for which the College community is famous. Upperclasswomen and men with smiling faces, eager hands, willing hearts and strong arms facilitated the rapid move-in of first-year students as their many boxes and suitcases were whisked from cars to residence hall rooms in record time. Helping new students get established in their home away from home has become an art form at CHC.

The afternoon Opening Convocation serves as the official welcome and acceptance of the Class of 2019. Robed in black academic gowns, first-year students process into Sorgenti Arena, the traditional regalia symbolizing the great intellectual tradition of higher education and the rite of passage upon which they are about to embark. The Class of 2019 learns about the accomplishments of their peers, the states and countries from which they hail, and some of their noteworthy achievements. A brief introduction to the College Mission highlights essential values that students are invited to appropriate during their collegiate journey. To emphasize



PRESIDENT'S MESSAGE

the significance of the moment and to memorialize their welcome into the College community, each new student is presented with a pin emblazoned with the College seal. The day is rounded out with a barbecue for the new students, their parents and friends, administrators, faculty and staff. Thus begins a new academic year flush with promise.

Certainly, the most exhilarating event this fall was the much-anticipated visit to Philadelphia of our Holy Father, Pope Francis, for the World Meeting of Families. It was a great honor for Philadelphia to have been chosen from among all the major cities in the world to host a meeting with such high international significance. With other Catholic colleges and universities in the Archdiocese, Chestnut Hill assisted with expenses. We also sponsored events and service initiatives that enriched the experience of the Papal visit for the entire College community.


The first semester is filled with opportunities for those associated with the College to participate in activities that enrich the mind, body and spirit. Chestnut Hill College Night at the Phillies introduces new students to one of the city's professional sports teams (no time like the present to convert the uninitiated to Phillies fanaticism) and allows alumni and friends to attend at reduced rates. Win or lose, the evening is enjoyed by all in attendance as Citizens Bank Park provides a family atmosphere, not simply to watch, but to engage with the game itself as well as with other spectators. Furthermore, with 20 varsity sports, Griffin athletics provides almost daily contests from among which spectators can choose.

Perhaps the most anticipated athletic event of the fall semester was the first sprint football game. CHC played Princeton University September 19, and won by a score of 48-13!

Head coach Mike Pearson recruited a squad of 44 eager, able and enthusiastic young men ready to engage their formidable and prestigious opponents on the gridiron. We plan new rites and rituals, festivities and celebrations that will surround and enhance this traditional collegiate pastime. Home games will be played at Plymouth Whitemarsh High School, where we will gather to urge the Griffins on to victory. "Undefeated Since 1924," is the phrase some of our brilliant women coined and imprinted on sweatshirts in the 1990s to describe football at Chestnut Hill. One wonders how much longer those shirts will be relevant.


Harry Potter Weekend and the now traditional Quidditch "Philadelphia Brotherly Love Cup," competition involves the whole town of Chestnut Hill, almost everyone on campus and collegiate Quidditch teams from up and down the East Coast and beyond. An academic conference on the Harry Potter book series attracts notable scholars and aficionados of J.K. Rowling's fabulously imaginative novels who present papers on a vast variety of topics associated with the Potter phenomenon.

There are any number of enriching lectures, musical performances, dramatic productions, entertainers, dances, fundraisers and more that offer students the chance to socialize with one another as well as faculty and staff. Campus Ministry provides diverse and numerous programs to help students expand their spirit and deepen their relationship with God. Among the retreats are the First Year Get Away, Search Retreat and the Women's Spirituality Retreat. These are underscored with service, community prayer and liturgical experiences. The Hill is alive with choices that keep students engaged in holistic activities.

The most excellent thing one can say is that it is always a new beginning for the young women and men among us. It is a fresh start; a new page, blank and waiting for the first word to be written upon it. We anticipate with enthusiasm the days and weeks to come, as word by word, the page is filled and the present writes its way into history and memory. 



Carol Jean Vale, SSJ, Ph.D.
President



Autumn,
ripening leaves
and
effervescing light,
a bonfire
ablaze on a luminous
landscape,
slowly blushing
to a shocking
display,
like fireworks
in an ebony sky,
exploding
with
riotous bursts of color
spilling
down the hillsides
splashing
the full flush of beauty
everywhere,
the summer-spent earth
erupting
in unrehearsed joy,
stirring
eager feet to dance
to the drumbeat
of the
rites and rituals
of Fall.

— Carol Jean Vale, SSJ, Ph.D.

INNOVATIVE TEACHING

Restorative Justice

BY BRENDA LANGE

We became a group that worked together on the solution of different issues that arise from the community ... expressing our feelings ... working together and doing nothing to harm the other. Today, we stand as a group representing our College, reflecting restorative justice methods.

— 2011 student evaluation

All too often, a victim of a crime is victimized twice. First, by the attacker, and secondly, by the criminal justice system, which does nothing to help heal the victim's trauma.

The traditional system is punitive: A crime is committed, the offender is caught and punishment is imposed. Along the way, additional damage often is done to those against whom the crime was perpetrated, his or her family members and those in their community, and even against the offender. About 30 years ago, a new theory of justice arose — partially based in practices of indigenous cultures around the world — that emphasizes repairing and healing the harm inflicted by criminal behavior.

About 15 years ago, Sara Ellen Kitchen, J.D., professor of criminal justice, attended a conference sponsored by the Pennsylvania Juvenile Probation Association where she learned about the restorative justice approach and was intrigued. She felt it meshed perfectly with CHC's mission of social justice and instituted a course in restorative justice at the College a few years later.

Professor Kitchen was the first female public defender in Bucks County, working primarily with juveniles, and developed the criminal justice program at CHC. She was chair of the Sociology, Criminal Justice and Human Services Department for 17 years and a Lindback awardee for distinguished teaching.

"Restorative justice is an alternative paradigm to what we have now in our present criminal justice system," she explains. "What we have now is: There is the law, someone who broke it and options for punishment. Restorative justice is: What is the harm that's been caused? Who needs to be addressed about it? How can that harm be repaired?" But it is not, in any way, an excuse for criminal behavior.

Already in place in many school systems, where it's used to address bullying, the process is considered effective in breaking the school-to-

prison pipeline. While not in widespread use within the existing U.S. criminal justice system, it's growing and is being used in all levels of criminal justice work.

The approach also is being used in social work and community settings in this country. In others, such as New Zealand and Australia, it's been adopted in all types of criminal cases.

"Something has to be done [in this country]," says Kitchen. "Our mass incarceration is not sustainable. We have almost 5 percent of the world's population, but 25 percent of the world's prisoners. This wreaks havoc on families, communities and more."

Restorative justice can take place years before or after a crime is litigated, even during incarceration or after. Even with prisoners on death row. But the restorative justice process is always voluntary on the part of all the participants. Many states, including Pennsylvania, provide for victim-offender mediation and, according to Kitchen, evidence from these encounters suggests they are healing for both the victim and the offender, although the process is always victim-centered. "If an offender enters into this process, they are often changed internally because they acknowledge the harm they have done to another human being, not an anonymous person, but someone they now have come to know. It's the human encounter that makes the difference," she says.

METHODS OF RESTORATIVE JUSTICE

Three main processes are used to implement the restorative justice process. One is victim/offender mediation, in which a mediator works with both parties to openly discuss who they are and what occurred to/by them and how that action has impacted their lives.

The second is family group conferencing, which is often used in child welfare cases and juvenile court.

The third method — and the one Kitchen has utilized in her class for the past eight years — is the circle method. The class of 12 to 15 students sits in a circle, with no desks between them. No electronic devices are allowed, and no one may speak unless he or she is holding an item designated as the “talking piece.”

After about two weeks of leading the class, Kitchen steps back and the students take over. Each weekly, three-hour session begins with a 10-minute meditation. The students have done the weekly reading from their text by Howard Zehr, known as “the grandfather of restorative justice,” or another text that addresses restorative justice on the national and international levels, and they are prepared for discussion. No notes are taken during circle time.

The student leaders choose or design the meditation, which is followed by time for students to talk about their week. They then do community-building exercises. The circle setting allows students to be fully engaged with each other and the course content. Adding the opening meditation allows for greater development of empathy and compassion, necessary values for transformative justice.

“The class is unique and wonderful things happen,” says Kitchen. “Relationships that wouldn’t normally happen in a classroom happen as they become responsible to one another and for themselves and for how the learning is taking place. It is transformative and for me, one of the great teaching-learning experiences.”

CHC has long benefited from Dr. Kitchen’s passion for restorative justice,” says Wolfgang Natter, Ph.D., Vice president for academic affairs and dean of the faculty. “We are grateful for her expertise, which serves the College well as the nation recognizes the value of this practice as an alternative paradigm of criminal justice.” 🦋



These engraved stones are used by Professor Kitchen as “talking pieces.” Students may speak only while holding one of them.

Sara Ellen Kitchen, J.D., professor of criminal justice, joins the circle during class.



EMBRACING FORGIVENESS AS A WAY OF LIFE

The Institute for Forgiveness and Reconciliation (IFR) at Chestnut Hill College has communicated important messages and values every day for the past six years.

The Institute shares the legacy of the Sisters of Saint Joseph and their mission of unity and love for all without distinction. Through research, scholarship, outreach, service, education and skill development, the Institute raises universal awareness.



Catherine Nerney, SSJ, Ph.D., director of the Institute for Forgiveness and Reconciliation, (right) poses with Helen Prejean, CSJ, author of “Dead Man Walking,” at the Institute’s founding ceremony.

The Institute started in 2008, with the creation of the Garden of Forgiveness as a sacred place for reflection, meditation and prayer.

“We wondered what it would look like if Chestnut Hill College made a commitment toward forgiving?” says Catherine Nerney, SSJ, Ph.D., director of the Institute for Forgiveness and Reconciliation. “We also asked ourselves, ‘What if we tried to heal relationships as soon as some kind of wrong or pain was done?’ One of our goals is to provide a place where genuine conversation can occur.”

The IFR launched in 2009 and continues to work toward “oneness” and healing conflicts, while cooperating with multiple campus organizations such as the Office of Serving Learning’s Leadership, Engagement and Service (LENS) initiative, Student Government Association, student leaders and various staff, faculty and administration members.

In 2015, Shujaa Graham — who spent time in prison for a crime he did not commit — and his wife, Phyllis, spoke at the Institute’s annual Forgiveness Day. Other events included a one-woman play commemorating the 70th anniversary of the liberation of Auschwitz; a lecture given by one of the foremost Thomas Merton scholars and interpreters of his writings; and a “Conversations that Matter” event that asked nine different types of families to present their stories.

“One of the goals of the Institute is to provide a place where genuine conversation can occur,” says Sister Cathy. “Right now, I can say that people recognize Chestnut Hill College as a place where dialogue is promoted.” 🦋
— Cristina Diaz ’15





The Growing GLOBALIZATION of CHC

CHC attracts increasing numbers of international students
as it becomes ever-more global in scope.

BY BRENDA LANGE

Only a few short years ago, Chestnut Hill College was a small, private, Catholic liberal arts college in the Philadelphia suburbs. Today, it is still all that, but with an international presence and dozens of students who come here to study from other countries and many who leave here to study elsewhere.

Since the hiring of Trachanda Garcia, director of global education, in 2012, the College has increased enrollment of international students – those with an F-1 visa that allows them to study in the United States. This year, 83 international students are enrolled. The College also has signed partnership agreements with 15 institutions of higher education around the world. Garcia would like to ultimately see up to 25 such partnerships.

The College has been globalizing, all according to plan and in keeping with long-range goals and CHC's mission. Internationalization of an institution is a two-way street, and Garcia has been working hard to keep increasing the comprehensive scope of the program.

PARTNERING FOR SUCCESS

An added emphasis on study abroad programs and the creation of international partnerships also is part of the mix.

"There has been an overall global change at CHC," she says. "Now it's helping faculty guest lecture, create short-term programs and welcoming faculty and staff from our new partner institutions. That never happened before."

And yet there is still more to be done. Garcia would like to see about 10 percent of CHC students studying abroad, with opportunities for all students in all majors to do so. She would like a few more partnerships in English-speaking countries, especially Ireland and Scotland.

A lot of hard work goes into creating such partnerships. Garcia makes connections at conferences led by NAFA: Association of International Educators, where she discusses student advising, study abroad and issues such as health insurance and more.

"This is typically where institutions that are looking to internationalize go," she says. "They are all members and you know you're dealing with reputable organizations. You look for commonalities."

Once a partnership is created — the hardest part — CHC advertises at that institution and recruits our students to go there. Students can travel for one semester or one year. Our students pay tuition here and room and board there; the

reverse is true for students coming to Chestnut Hill from one of its partner schools.

“Comprehensive globalization of the campus is the biggest thing to focus on,” she adds. “Getting more global studies requirements in classes, assisting faculty who want to teach or do research abroad ... those are the biggest steps we face here.”

STUDY ABROAD IS A TWO-WAY STREET

Garcia believes that creating a globalized culture here will include speakers, lectures, guests, welcoming international faculty to teach, as well as sending our faculty, staff and students to do the same at schools abroad.

“There is so much to be gained. When a faculty member from a partner institution comes here for a semester, all the students taught by her or him also learn a different perspective; the other faculty they work with learn a differing perspective, and so on.”

It’s certainly not as easy as it sounds, and there are big steps to be taken between where we are now and where Garcia would like to be. Education, training and awareness for faculty need to be undertaken. “We need to empower faculty if they want to do this, creating a clear path so they know what steps to take,” she stresses. “And we need to make sure it’s financially feasible for students and the College.”



CHC President, Sister Carol Jean Vale, Ph.D., and Wolfgang Natter, Ph.D., VPAA and dean of the faculty, far right, pose with (from left) Monsignor John Devine, pro-chancellor, Lord Charles Guthrie, chancellor, and Professor Gerald Pillay, vice-chancellor and Rector at Liverpool Hope University in England in July.

Wolfgang Natter, vice president for academic affairs and dean of the faculty, shares Garcia’s enthusiasm for the benefits of study abroad for both students and faculty. “Further internationalizing our campus and enhancing the globalization of our curricular offerings are exciting prospects and priorities,” he says.

SHORT-TERM GOALS

In the near future, Garcia would like to see more faculty and staff studying abroad; service-learning classes being offered abroad; and more visitors from partner institutions coming to give presentations and meet with faculty here. CHC has hosted receptions for these visitors, and she hopes for more such hospitality. What does that do? For starters, we learn more about our partner institutions and more about the individuals who work and teach there.

For example, last year, the Vice Chancellor of Liverpool Hope University in England visited during Harry Potter Weekend and was enthusiastic about the similarities between the two schools: his is the only ecumenical university in the United Kingdom whose legacy includes that of a Catholic women’s college that joined with an Anglican college. It also has become known in its region as a Harry Potter campus.

While here, he witnessed our weekend festival, met the Phillie Phanatic and met with CHC vice presidents, deans, staff and faculty. Last summer, CHC President Carol Jean Vale, SSJ, Ph.D., traveled to England with Natter. While there, they met with Hope’s senior administration, deans, chairs and faculty.

“Our goal was to introduce CHC’s mission and program to our colleagues at Liverpool Hope and to learn more about theirs,” says Natter. “We were warmly hosted, confirmed why this collaboration makes sense and concluded our stay with a general articulation agreement signed by both presidents. This agreement opens the door to many exciting collaborative possibilities for the benefit of students at both institutions.”

LONG-TERM GOALS

Further down the road, Garcia sees potential for new and exciting possibilities such as 2+2 programs, in which a student would study at CHC for two years and for two years abroad, earning dual degrees. For example, if a student wants to study fashion marketing, something our partner in France already offers, we can bring in students for their general education and core business courses here and then they can go to France to study for two years.

“Not only are they taking classes in Paris, but they’re also doing an internship there and learning about fashion in France, taking classes from those who train fashion designers there,” she explains. “Not only will they have a degree from here, but they’ve now learned French and taken classes there. This type of program offers greater immersion than a semester, immersing them in the culture as well as the classes.”

Obviously, a 2+2 program is more difficult to cultivate and requires a lot of collaboration and trust between partner institutions in the curriculum and student life offerings. And such a program could conceivably increase CHC's marketability and improve its standing as a global educator.

WHAT IS THE BIG PICTURE?

Internationalization of a campus depends on its needs. "Chestnut Hill College wants to see the campus community gain more cultural competencies as far as understanding our international students," says Garcia. "We want everyone to be excited to share with our

international students and less hesitant to encourage our students to study abroad."

The first steps in true comprehensive internationalization include bringing in more international faculty and sending ours abroad, according to Garcia. "Once that starts happening, the cultural competencies will start to embed themselves into our campus.

"A lot of this is a cycle and takes time," she says. "Generally, it takes three to five years for a campus to get started. I'm happy how quickly we've gotten the ball rolling and I want to keep it going." 🦁

Taking an Up Close and Personal Look at Global Education

By Trachanda Garcia, director of global education

Since coming to campus, I have taken the Chestnut Hill College mission of ... serving the Dear Neighbor of student, faculty, staff, the surrounding community, as well as our global neighbors, without distinction and with love ... very personally.

With the help of the Global Education Office, the campus is using comprehensive internationalization to re-examine and create new campus policies for housing, food services, advising, student travel regulations and procedures, definitions and assessment of risk, insurance coverage, support needed for increasing a diverse international student population, and looking at the dynamic influence on our traditional pedagogical styles and expectations. This process is happening with the help of the International Education Committee, composed of a group of faculty and staff from various departments, and in staff trainings, other committees and groups and academic departments and offices.

The campus is growing to a point where we see many diverse backgrounds of thought as well as different ways to solve problems from a vast range of cultures. The College continually strives to ensure that our students from abroad feel welcome.

However, it is our responsibility as a campus to give opportunities for others to share their backgrounds and experiences and to share and educate others on how we may interact, handle processes differently or celebrate traditions here in the U.S. True understanding and friendships can be created only when people dialogue with each other.

Study abroad continues to be a testament to bridging barriers for American students. Students learn how to travel the world independently, to appreciate different lifestyles and experience



Trachanda Garcia, director of global education, far right, visits with other educators and students during a visit to CHC's partner institution in Denmark. From left: Kristoffer Mikkelsen, international mobility coordinator and exchange students Nedelina Marinova, Louise Menne, Camilla Andersen and Christoffer Elben.

different teaching methods, and to relate to people from different backgrounds than their own. What better liaison to the CHC campus than an American student who traveled abroad and experienced the same barriers and hurdles and truly understands the struggles the international student may have? Study abroad also is important to Chestnut Hill College because our future graduates may work for a multinational corporation with clients around the world. Our students and alumni need to understand that we, as humans, all have the same basic needs. Understanding how to culturally relate to another group will create lasting partnerships, room for innovation and future success.

As an institution we are being flexible in our approach to internationalization, constantly adapting rules, and having a continual, productive conversation regarding barriers to progress. The Global Education Office, as well as our faculty and staff, has been dedicated to looking past stereotypes of various groups and understanding that there may be issues and factors that may dictate a particular student's behavior besides cultural misunderstandings. This process encourages Chestnut Hill College to move past conceptualization and empowers us to create concrete actions in both strategic and operational dimensions. 🦁

Changing the Face of Africa, One Person at a Time

By Marilee Alena Gallagher '14

As an institution committed to helping serve the greatest need in the community, be it global or here at home, Chestnut Hill College and its religious congregational sponsor, the Sisters of Saint Joseph, united about 20 years ago to form the African Sisters Education Collaborative (ASEC). Many lives have been enriched by this initiative as they fulfill ASEC's motto to change the face of Africa, one person at a time.

In 1995, a study was done among several area congregations to determine how they and the colleges and universities they support could create a shared experience to make an impact in the world. This study led to the subject of Africa and the growing population of women religious across the continent.

"We realized there were hundreds of new sisters in Africa, most of them just out of secondary school or without even that level of education," says Kathryn Miller, SSJ, Ph.D., assistant to the president for administration and special projects. "They do wonderful work and wonderful things, but in order for them to really meet their daily challenges and empower them to break the cycle of poverty that has plagued the continent, they need that higher level of education."

Out of these initial discussions, four pairs of partners emerged: The Society of the Holy Child Jesus (Rosemont College), the Sisters of Saint Joseph of Philadelphia (Chestnut Hill College), the Sisters of the Servants of the Immaculate Heart of Mary (Marywood University) and the Sisters of St. Francis Philadelphia (Neumann University). Together they founded ASEC in 1999, thanks in large part to two \$10,000 grants from the Conrad N. Hilton Fund for Sisters.

In 2004, the work of ASEC began, as 18 African sisters from Ghana, Tanzania, Kenya, Nigeria and Uganda attended the first conference at Chestnut Hill College and Marywood University. The goal of the conference was to define educational needs, identify priorities and prepare an action plan.

"We hosted the sisters for about a week and took the opportunity to get to know them and what they needed to be successful," says Miller, who has been on the ASEC board along with College president and ASEC board chair, Carol Jean Vale, SSJ, Ph.D., since

the beginning. "Out of those conversations, we learned the biggest need was technology."

Once this was identified, Lisa Olivieri, SSJ, Ph.D., chair of the Computer Sciences and Information Technology Department, went to Kenya to teach the first technology workshop, which included basic instructions on using Microsoft Word, sending an email and more. This was in 2005 and the first of what has now been six summers spent in West Africa teaching technology classes, the most recent in Ghana in 2015.



Nicole Carney '15 and students at the Bigwa Secondary School in Morogoro, Tanzania, manage to take a large group selfie during her ASEC service trip in 2015.

"It's been life-changing," recounts Olivieri in a reflection she provided to the *Magazine of the Sisters of Saint Joseph* following her 2013 trip to Nigeria. "My understanding and appreciation of the uniqueness of each country, each sister, have grown and touched my heart. My world has been opened through their simple love, joy, and faith in God. I am so privileged and blessed to be part of this wonderful endeavor."

Sisters Olivieri and Miller (who will return to Africa for a third time in December) are not the only CHC employees to experience the work of ASEC firsthand, as professors including Lynn Brandsma, Ph.D., Marie Conn, Ph.D., Cathy Nerney, SSJ, Ph.D., Deb Chiaradonna, Ph.D., and most recently Marie Leahy, SSJ, Ed.D., have all traveled to Africa in support of ASEC. Most often, they have accompanied students on service-learning trips to the Bigwa Secondary School in Morogoro, Tanzania.

Bigwa provides education and service learning for approximately 350 students, mostly women religious from more than 25 different congregations. The school has been affiliated with ASEC since 2008, when a group of CHC students went to provide English tutoring, assist students in preparing for exams, and volunteer time at an orphanage. Last summer, Leahy led a group of CHC students on the fourth trip to Bigwa in 10 years.

“Bigwa started as a school for sisters to educate other sisters in Tanzania to better serve their own people,” says Leahy. “I was surprised and pleased at the number of sisters who were in advanced secondary school classes and touched by what they want to do — to become teachers, doctors and healthcare workers. I can look at them and envision the number of people each of them will touch. That’s amazing and it’s just one little slice of the pie.”

REACHING THE DEAR NEIGHBOR AND EDUCATING THE NEWEST GRIFFINS

The missions of the SSJs and the College are fulfilled through work with ASEC — loving and caring for the dear neighbor wherever they are found. Touching hundreds of thousands of lives, ASEC’s work has been a stepping stone for greater things for the women religious and the people of Africa as a whole.

“It has provided an expansion for us into one of the poorest regions of the world and has given us a chance to make a real impact there, to serve our dear neighbor without distinction and with love,” says Miller.


ASEC now serves a total of nine countries — Cameroon, Malawi, South Sudan and Zambia, in addition to the original five. In 2007, the Sisters Leadership Development Initiative (SLDI) was introduced, offering the sisters training in project management, administrative leadership, financial management, team building, strategic planning, grant writing and more, thanks to grants from the Conrad N. Hilton Foundation. Hundreds of African sisters now have acquired the skills to better serve their home ministries.

In 2012, again, with thanks to the Hilton Foundation, whose goal is to improve the lives of disadvantaged and vulnerable people throughout the world, ASEC inaugurated the Higher Education for Sisters in Africa (HESA) program, to reach more African sisters through online learning. To do this, the Catholic University College of Ghana (CUCG) and CHC, through ASEC, signed a partnership agreement.

That summer, Olivieri traveled to Ghana where she introduced the newest Griffins to CHC resources including the Logue Library online. She taught them how to prepare research projects and helped them prepare for their courses. The following year, 18 sisters from Ghana and Nigeria composed the first class to take online courses taught by CHC faculty. The sisters took nine courses totaling 27 credits, all transferrable to CUCG as part of an accredited degree in education. This inaugural class finished their courses in August.

A new memorandum of understanding was signed with Veritas University in Nigeria in August 2015, allowing more sisters to take transferrable online courses at CHC through HESA.

“They consider themselves our Griffins and they truly are,” says Miller. “Being able to have these sisters take courses through SCPS (School of Continuing & Professional Studies) is just so amazing, so wonderful. It’s had such an impact on the work they are doing and on our College as a whole.”

For more information on the work being done through ASEC, visit www.asec-sldi.org. 



Sister Carol Jean Vale, Ph.D., president, and Vice Chancellor Michael Kwanashie, Ph.D., of Veritas University in Nigeria, sign a memorandum of understanding in August. Witnessing the signing are members of the College community and ASEC.

Continued on page 29

ALUMNI SPOTLIGHT

Her Path Was Revealed – and She Excelled

KATHY MCGEE BURNS '86

BY BRENDA LANGE

With focused commitment, Kathy McGee Burns '86 earned a bachelor's degree in history when she was 50-years-old and had nine children at home.

"I had no idea what I was going to do with my degree, I just put one foot in front of the other and kept going," she remembers. "I excelled because of the attitude and encouragement of everyone at Chestnut Hill, and I took advantage of everything that was offered to me."

Burns completed her required core courses during eight years at Montgomery County Community College and focused on history during the additional three years it took her to finish up at CHC taking classes part time. On her first day of class, the Mount Saint Joseph Academy graduate was surprised to find herself sitting in the same classroom in which she had taken her last class at the Academy. And she was pleased to find herself facing some of the same Sisters of Saint Joseph who had taught her there.

Her lifelong dream of being a lawyer was reinvigorated by four women in her graduating class who were going on to law school (and by the popularity of the TV show, *LA Law*). So she attended Temple Law for two years. "When it wasn't what I thought it would be, I left and decided to become a realtor, and I've been doing it ever since," she says, adding that she has worked with Berkshire Hathaway in Blue Bell for almost 30 years.

The self-described joiner was involved with various committees while at CHC, and is quick to talk about her love for the College. "It shaped the latter part of my life and gave me something I hadn't been ready for before," she says. As a new bride right after high school graduation and a mother the following year, she believed that college simply wasn't for her. "And then, all of a sudden, there was Chestnut Hill waiting for me," she says.

DISCOVERING HER ROOTS

While a student, Burns learned about the Irish hunger strikers and was particularly moved when hearing news reports of a young Irish man starving himself around the same time one of her sons was embarking on his college career.



Kathy McGee Burns '86 was the Grand Marshal of the 2015 St. Patrick's Day Parade.

***CHC gave me the path to be
and do anything I wanted, for the
rest of my life. And I have done
just that!***

— Kathy McGee Burns

“There I was, seeing my son off to his beautiful future and that mother was watching her son starve himself to death,” she remembers. “That did something to me. What would I starve myself for? My country? I became aware of Irish history and it clicked that that was my history as well.”

That’s when she began her long association with Irish groups around the region, which culminated last spring with her appointment as Grand Marshal of the 2015 St. Patrick’s Day Parade — only the fourth woman chosen to hold that position in its 240-year history. Most of her nine children and 15 grandchildren marched the parade route alongside her apple-red convertible.

“It was an amazing honor and I’m still trying to capture the whole experience,” she says. “It was a coming-together of a lot of things for me ...” including her Irish history, her multiple visits to Ireland, her volunteer participation in dozens of Irish organizations around the region and attachment to CHC’s Irish library, Irish songs and literature and meeting Seamus Heaney at her graduation. The respected Irish poet received an honorary degree from CHC and signed the poetry books she owned.

“CHC brought together my love and respect for education and my Irish roots and gave me a fabulous education along with a new appreciation for the Sisters of Saint Joseph,” she says. “CHC gave me the path to be and do anything I wanted, for the rest of my life. And I have done just that!” 🦁



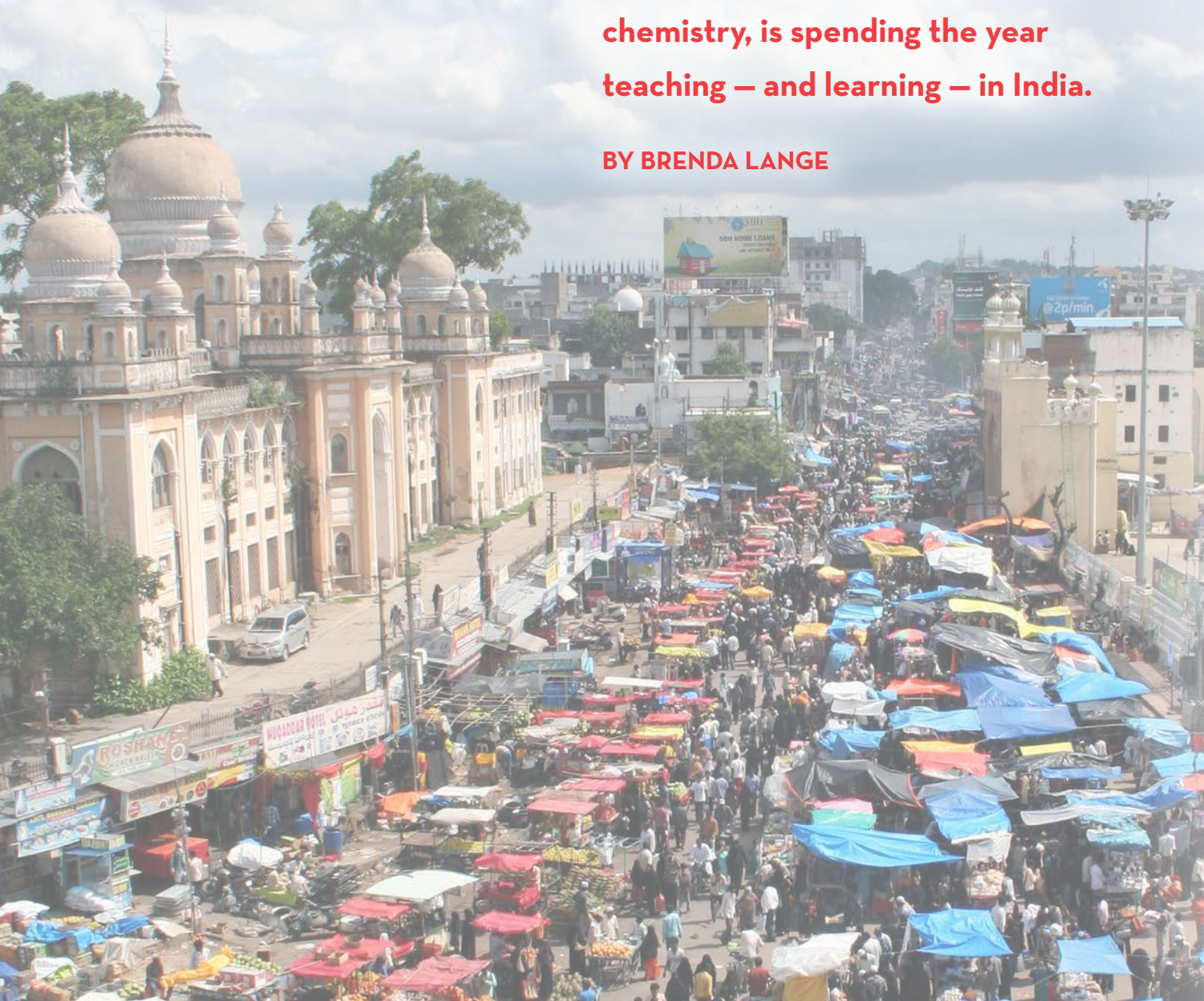
In May 2015, Kathy McGee Burns '86 was inducted into the College's Libris Society, formed to recognize graduates who have distinguished themselves in their personal and professional lives while exemplifying the College motto of *Fides-Caritas-Scientia* (Faith-Charity-Knowledge).

President Carol Jean Vale, SSJ, Ph.D., presents Burns with her Libris pin at May's Scholarship Gala.

Fulbright Fellowships Change Lives

Kelly Butler, Ph.D., professor of chemistry, is spending the year teaching — and learning — in India.

BY BRENDA LANGE





Shortly before leaving for India on July 4, Kelly Butler, Ph.D., professor of chemistry and recipient of a 2015 Fulbright Fellowship, had little idea what to expect from her impending nine-month stay in that country.

Although Butler had visited India before, she found out about her grant only in March, and she needed to make preparations to move away for that length of time as well as find a place to live once she got there, figure out how she would navigate an unfamiliar city and prepare for her academic duties.

While at the VNR Vignana Jyothi Institute of Engineering and Technology in Hyderabad, Telangana, India, Butler is leading faculty development workshops on the Process Oriented Guided Inquiry Learning (POGIL) teaching method and is assisting in teaching classes under the program. She instituted the POGIL method in her classes about 10 years ago with great success.

This student-centered, active learning method has proven to be more effective than traditional lectures, which lead to rote memorization and regurgitation, but don't help students learn to think critically, solve problems and apply the knowledge they already have, according to Butler.

A POGIL classroom consists of self-managed groups working on guided-inquiry activities with facilitation by the teacher. Butler was trained by the POGIL Project to facilitate workshops, which she has done for the past nine years, and she is also the author of a workbook of POGIL activities.

At the end of the last academic year, Butler said in an interview that she was “extremely excited” to receive the Fulbright and to spend so much time immersed in the work and culture of such a beautiful country.

“I was surprised and thrilled when I was notified, and I feel so lucky,” she said in May. “I don't know how it will change my life yet other than expanding my scholarship, academically,” she added.

“Life-changing” is the way other Fulbright recipients have described their experiences, and Butler is sure she will feel the same way.

LIFE OUTSIDE THE CLASSROOM

Butler described some of her unique experiences in India via an email exchange in August. She said that it took her about five weeks to feel somewhat settled ... so much is new and different.

Here is what she wants to share about her experiences in Hyderabad.

- The local language is Telugu, although many speak Hindi, one of the national languages. College-educated people speak English; however, there are differences between Indian English and U.S. English. For example, how strong a class is means how many students are in it. Her colleagues all speak and teach in English, although they communicate with each other most often in Telugu.
- In general, the residents of Hyderabad are very polite. She is called madam or mam, the Indian way of spelling ma'am, even by her colleagues. Men are called sir.
- Teachers are highly respected; students stand up when a professor walks into the room.
- She lives in a service apartment — similar to an extended stay hotel — with a bedroom, bathroom and a small living room/kitchen area. She has a small refrigerator, but in southern India, ovens are



*My time so far in India
cannot be wrapped
up in one or two
sentences.
I am so fortunate
to have this
opportunity.*

– Kelly Butler, Ph.D.

Dr. Butler works with some of
her chemistry colleagues.



FULBRIGHT | Creating a Fulbright Climate at CHC

Wolfgang Natter, Ph.D., vice president for academic affairs and dean of the faculty, is working to establish an infrastructure of support at CHC to help students learn more about the Fulbright and other scholarship programs. Although several CHC students received Fulbright scholarships years ago, it has been decades since anyone from Chestnut Hill has been a grant recipient. The Academic Affairs Department organized two information sessions last semester with a Fulbright representative and another is being planned for the current academic year. (At press time, two students were completing applications for this year's review cycle; one to spend a year in Belgium, the other in Russia.)

Natter knows firsthand about the life-changing value of earning such an award, as he was a recipient twice; first, after earning his bachelor's degree and later, as a faculty member.


"My colleagues and I are very proud of Dr. Butler for her receipt of this prestigious, peer-reviewed fellowship," he says. "With her love of teaching, meritorious history as an engaged faculty member, and contributions to POGIL methodology and application, she will be an ideal representative of the College — and her country — during her Fulbright year. Her Fulbright brings both her and the College recognition for her teaching, scholarship and service, and I anticipate with excitement the good work Kelly is undertaking as our ambassador in India."

Mary Helen Kashuba, SSJ, D.M.L., a Fulbright grantee from the late 1960s, agrees with Natter and believes that by encouraging students to explore options for grants — especially the Fulbright, perhaps the most well-known and prestigious — is not only beneficial for them but also for the College.

"The Fulbright is considered one of the top grants and can be an excellent gateway to graduate study and a good job," she says. "Faculty should encourage promising students, prepare them well and encourage them to apply."

The Fulbright Program was established in 1946 as an international educational exchange program. Sponsored by the U.S. government and funded (mainly) by Congress, the program is meant to foster mutual understanding between Americans and the people of other countries.

Butler is one of about 1,100 faculty and professionals who will travel abroad through the U.S. Scholar Program this year; one of more than 318,000 students, scholars, teachers, artists, scientists and other professionals who have the chance to study, teach and conduct research, exchange ideas and contribute to finding solutions to shared international concerns since its inception, according to a release issued by the U.S. Department of State. More information is available online at www.us.fulbrightonline.org.

"Chestnut Hill College's ethos of the dear neighbor applies not only to our own city, state or country, but to the states and cities of other nations," Natter says. "Nurturing a global understanding of that ethos is something the College is deeply committed to fostering." 

not used. Her meals are brought to her door: breakfast is free and she can order other meals at any time for a fee. Someone cleans her flat every day and changes her linens regularly.

- She is fortunate to have access to a washing machine, although since it services 16 apartments, including some with families, it's hard to find time that it is available. Dryers are not used in this region, so she hangs her clothes on her small patio or around her apartment to dry.

Culturally, Butler is adapting to a few elemental differences, including the feeling that time is “flexible,” meaning most things don't start on time, and event planning begins much later than she is used to. The language barriers also can be challenging. “India has a minimum of 122 languages and every area has its own customs,” she says, “I was in a non-work meeting where three people spoke in Telugu, two spoke in Hindi and four in English.”

She also is getting used to being very obviously in a minority.

“I stand out as a foreigner because of my skin tone, and even though I dress like an Indian woman, I could live here for 30 years, and I would still be seen as a foreigner by those who did not know me,” she says. She also has gotten used to pulling her long hair back in a braid or barrette, as it is not appropriate for professors or students to wear long hair down.

On her previous trip to India, she was taught how to wrap saris and she wears them on the days that she teaches. Butler wears salwar kameez (a traditional outfit of loose pants with long shirt or tunic) to work on the other days, as she feels more comfortable in these and has an easier time wearing them.

“My time so far in India cannot be wrapped up in one or two sentences,” she writes in an email. “I am experiencing a very different, diverse culture and learning a different way of living. India (at least the parts I have seen so far) is a country that is difficult to describe. To understand the culture, one must experience it. I am so fortunate that I have this opportunity.” 🦁

CHC Faculty Fulbrighters

Mary Helen Kashuba, SSJ, D.M.L., professor of French and chair of the Foreign Language and Literature Department, already was an assistant professor at Chestnut Hill College when she spent her Fulbright year in Paris during a time of great cultural changes in the world and in the Catholic Church. In France to complete doctoral dissertation research on French poet Charles Péguy, she spent the pivotal year of 1967-68 witnessing student revolts and other changes as well as Vatican II as she immersed herself in the country's culture.

“[The experience] changed my outlook on life,” she says. “It changed the context from which I viewed the world, and I left with a greater appreciation of French culture and life and of the language.”

Amazingly, David Contosta, Ph.D., professor of history, also spent a year studying Péguy in France as the recipient of a Fulbright research grant. Contosta was a graduate student at Miami University of Ohio when his grant came through. He spent 1972-73 in Paris and Orleans doing his research and meeting some of the same people Kashuba had known a few years earlier.

“My Fulbright began a love affair with France,” he says. “It did what Fulbright (U.S. Senator William Fulbright) wanted it to do. His idea was that it's dangerous to make judgments about whole peoples and nations and the only way to bring about peace and understanding is to have people meet on an individual basis.

“It gave me a wider perspective and international outlook that I wouldn't have had otherwise,” he adds.

Kashuba and Contosta agree that their teaching benefited from their fellowships, allowing for a cross-cultural context to exist within their classrooms, and both urge their students to take advantage of study abroad opportunities. 🦁



TO STUDY IN PARIS—Sister Irma Mercedes, S.S.J., of the Chestnut Hill College faculty, has been awarded a Fulbright Grant for a year's study in Paris. A teacher of Russian and French, she earned her master's degree at the Russian Institute at Fordham University. The grant includes transportation, tuition and living expenses.

Top: Sister Mary Helen poses with her mother on her return from Paris in 1968.

Bottom: A local newspaper announced her fellowship in 1967.



Dr. Contosta sits on the bank of the Seine in Paris in early November 1972.

Foreign Language Partnership Grows Quickly at CHC

In July 2014, Chestnut Hill College formed a partnership with Foreign Language Schools (FLS) International, a program accredited by the Accrediting Council for Continuing Education and Training, the Commission on English Language Accreditation and the American Association of Intensive English Programs. The program is dedicated to providing a high quality, immersive, English language program for international students speaking English at any level.

“Our goal is twofold,” says Ann Liberona, center director. “We want to help bring a diverse population to CHC while helping our own students in each phase of their educational experience. Most students use our program as a pathway to an American university; others seek English training for their jobs in their home countries.”

FLS added CHC to its nationwide network because they knew the Philadelphia region was a good one for its students and Chestnut Hill offered a safe environment from which to experience all the area has to offer. The program has thrived here, growing from 18 to 80 students, with three who matriculated in the spring semester.

FLS students complete a nine-level certificate program, which takes

about 72 weeks from start to finish. However, most students don’t start at the beginner level; many are learning a third language, have undergraduate degrees or have some prior experience with English. Students also immerse themselves in American culture through planned activities, living on campus or with a host family.

HOSTING AN FLS STUDENT

Some CHC staff members have stepped up to host a visiting student, including Sharon Dougherty, director of human resources, who hosted Eric, a 15-year-old student from China, for two months in 2014.

She decided to live out the College mission by offering her time and home to Eric (and ultimately, two other students as well) to be a part of his total experience and have a positive impact on his life experience as well as gaining firsthand knowledge of another culture.

Interested in hosting? Contact Ivonne Liriano at chchousing@fls.net or 215-753-3696. 🦋



Sharon Dougherty, director of human resources, poses with her guest student, Eric, whose full name is Jiang Ke Yao.

Global Studies Aid Understanding

As part of the general education requirement at Chestnut Hill College, all students must take the Global Awareness Seminar known as Global Studies. Each course focuses on certain common elements and has a particular focus — such as global warming, economic inequality, terrorism or other compelling issues — that impact the world’s population.

Students often find they are intrigued by the global issues they study and want to learn more. “We want our students to understand that the world they will graduate into is a globalizing one and there are certain common themes that tie us together,” says Jacqueline Reich, Ph.D., associate professor of political science and coordinator of the political science and global affairs majors.

Now, students also may minor in Global Affairs, which provides two academic stepping stones to more complete global learning.

TAKING THE COURSE A STEP FURTHER

Reich intentionally created the Global Affairs minor to further the

global learning begun in the Global Studies course. The minor is interdisciplinary, drawing from many diverse fields to meet the comprehensive scope that is truly “global,” and demonstrate the interconnections between the various courses.

To meet the College goal of creating an outcomes-based minor in which students’ learning can be assessed, Reich followed the rubric for global learning established by the American Association of Colleges and Universities, which identifies the global competencies someone will have attained once they have completed the minor. They are: understanding the phenomenon of globalization, engaging diverse cultures and/or issues, developing intercultural skills and learning to appreciate the responsibilities of being a global citizen.

Reich explains that responsible citizens are those who understand the interconnections of the world we live in today and the importance of being able to communicate and interact with other people around the world. “This minor can be a pathway for students to get global learning competency ... as important as critical thinking and other competencies, and is a highly valued skill set in the workplace,” says Reich. 🦋

ALUMNI SPOTLIGHT

Her Non-Profit Was Born at Chestnut Hill

FRAN WASSERMAN '11 SCPS

BY MARILEE ALENA GALLAGHER '14

In 2011, as part of her senior seminar project, Fran Wasserman '11 SCPS turned her passion for service and desire to help underserved moms and their babies into the Baby Bureau, a non-profit with a heartwarming goal — to dress those babies with new or gently worn clothing.

The first clothing drive was held at Chestnut Hill College and the first funding for the Baby Bureau came from a \$500 check Wasserman received from the Religious of the Assumption, as the winner of the St. Marie Eugenie Milleret Award. It is presented annually to a student in the School of Continuing & Professional Studies (SCPS) who exemplifies values of dignity, character, passion, humility, intelligence and vision.

“Chestnut Hill College helped me launch the Baby Bureau without even blinking an eye,” Wasserman says. “In a lot of ways, the Baby Bureau was born here.”

During a 2006 volunteer trip to work with Hurricane Katrina victims, Wasserman realized it was time to put her community service goals into action. When she returned, she discovered Chestnut Hill.

“I didn’t live far and the program with night classes suited my needs,” she says, “and I had heard great things about it, a lot of great things.”

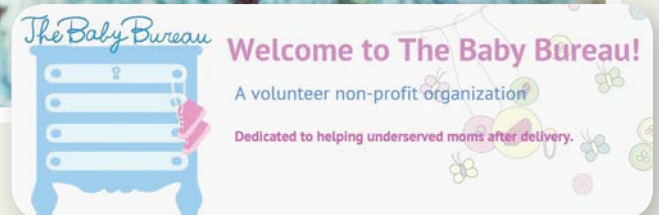
While investigating the program, she met Elaine Green, dean of SCPS, and Mary Ann Borek, who have been ardent supporters of the project since its beginning, and who Wasserman calls her “earth angels.”

With the early help of Green and Borek (who continue to send donations including handmade blankets) as well as her entire SCPS family, Wasserman was able to deliver her first Baby Bundle to the Montgomery Department of Health. The bundle consisted of 10 to 15 items of seasonally appropriate clothing, including onesies, shoes, sleepers and hats. Working from her home, she delivered almost 70 bundles the first year.



Chestnut Hill College helped me launch the Baby Bureau without even blinking an eye. In a lot of ways, the Baby Bureau was born here.

— Fran Wasserman



Today, Wasserman works out of donated space with weekly volunteers. The bundles comprise close to 30 outfits and she has delivered more than 840 so far this year.

“I never imagined when we delivered that first bundle that this would become so big,” Wasserman says with a smile. “We’re growing, really growing, and we are so fortunate that the community has embraced the project and the babies.”

Wasserman is grateful for the community support, including donations of washers and dryers from Gerhard’s Appliances; her partnership with Project Linus, which provides many of the baby blankets; Oliver D. Frazier, who re-conditions baby shoes, gratis; Upper Dublin High School National Honor Society, which adopted the project; Abington Hospital and its newborn center, which receives 30 to 40 bundles a month.

Wasserman is especially grateful for the work of the local knitting and quilting groups, Main Line Quilters and Gail’s Nifty Knitters, as well as the first knitting group she worked with — the Religious of the Assumption.

“When I won the award and was writing my thank you letter, I saw that they knitted and told them how much I would love some knitted things,” Wasserman says. “That was almost four years ago and I still get a box every few months. I can’t say enough about the Religious of the Assumption. Everything has come full circle.”

For Wasserman, it all comes back to Ubuntu, a philosophy she became familiar with through one of her volunteers, one that you can see championed in her own life and in the amazing work done by the Baby Bureau.

“I am because you are, I am because of the community,” Wasserman says. “The Baby Bureau is because of the community. I love that. I love that a lot.” 🦋

For more information the Baby Bureau, visit www.thebabybureau.org.





Academic Growth Is All Around

Chestnut Hill
College continually
assesses its
academic offerings
to provide students
the best learning
environment
possible.

BY BRENDA LANGE

For an institution of higher education to remain viable, it needs to evolve with the world around it, adapting its curricula to meet the needs of successive generations of students, providing the best possible, and most appropriate, course offerings.

Throughout the past year, Chestnut Hill College has made a concerted effort to do just that. Through a series of departmental meetings and assessments, several new majors and minors have been established, all which offer an enhanced learning environment and opportunities for students to grow.

“Our faculty can justifiably take pride in their delivery of our curriculum,” says Wolfgang Natter, vice president for academic affairs and dean of the faculty. “With these new programs, which lie at the intersection of faculty expertise, mission and market demand, we have also significantly enhanced the curriculum itself.”

EDUCATION

The new Bachelor of Science in Education with Dual Certification (PreK-4 Education/Special Education PreK-8) merges special education and general education certification preparation coursework into a dual program.

“Our students who complete this dual education course of study will realize enhanced academic, professional and employment opportunities,” says Debra Chiaradonna, Ph.D., professor of education and chair of the department. “This program will be offered to our students in both the School of Undergraduate Studies as well as the School of Continuing & Professional Studies.”

At the graduate level, a Master of Education degree with a reading specialist certification has been redesigned to meet today’s market demands within the field of educational reading. Three separate programs are: M.Ed. with Reading Specialist; M.Ed. with Reading Specialist PreK-8; and M.Ed. with Reading Specialist and Special Education 7-12.

Finally, a Master of Education in Educational Studies “offers foundational coursework and is tailored for the student who wants to earn an M.Ed. degree but does not necessarily want to teach. This program appeals to students who have interest in working in fields such as industry, private corporations, or non-profits, or teach at the college level, where certification is not required,” says Chiaradonna.



MUSIC

A Bachelor of Arts in Music has been added that will complement the Bachelor of Music and Bachelor of Science in Music Education already offered through the Music Department.

According to the National Association of Schools of Music, this program results in a “professional degree within the industry that focuses on the intensive work in music and is supported by a program in general studies.” Paired with a minor in business, psychology or computer science, for example, this degree offers graduates the opportunity to work with independent music schools or within the growing music and technology industry.

In addition, students may now include additional coursework in vocal performance, resulting in a Bachelor of Music in Vocal Performance. This degree is ideal for someone who wants a career as a working musician, a professional performer or a private music teacher.

“The nature of our degree program is such that a Bachelor of Arts in Music is a liberal arts degree in music,” explains David Samson, Ph.D., professor and chair of the Music Department. “A Bachelor of Music degree means you’re taking all the same general music

courses, but also taking extra coursework in performance. Right now, this is just vocal performance.”

COMMUNICATIONS

Film Production and Studies is a new, 18-credit minor that will help students pursue internships and careers in filmmaking, documentary journalism, advertising, television news and sports journalism. Film studies programs provide a strong mixture of critical thinking, writing skills and hands-on work with new and emerging technology in an industry that is rapidly evolving.

“This new minor will benefit our students in a variety of ways, by enriching their understanding of a media-centric world, but also by helping secure internships and employment during and after college,” says Neal Dhand, MFA, assistant professor, communications, film and video. “This is a creative field with a lot of crossover. It will mesh quite well with majors in history, creative writing, criminal justice, psychology, religious studies and English literature.”

POLITICAL SCIENCE AND GLOBAL AFFAIRS

The new Global Affairs minor will provide students with a deeper understanding of how an increasingly globalized world affects people, governments, firms, international institutions and cultural practices in the 21st century.

“This minor complements many of the College’s major fields of study by supporting career competencies that are considered highly desirable in today’s workplace,” says Jacqueline Reich, Ph.D., associate professor of political science and coordinator of the political science and global affairs majors.

“The global learning perspective that is offered students with this minor is invaluable, and brings intercultural knowledge to everything they will encounter, both personally and professionally,” she adds.

Earlier in the year, a Legal Studies minor was added to the department. Designed to encourage students to develop an understanding of the role of our legal system within our civil institutions, the minor encourages students to explore major legal issues from a multidisciplinary perspective.

The minor draws on courses offered in political science, history, criminal justice, digital forensics, business, psychology and religious studies/philosophy.



CHC students enjoy studying in the spaces around the Rotunda; learning from Lakshmi Atchison, professor of biology; and performing cherished Christmas hymns in December.

*With these new programs,
which lie at the intersection
of faculty expertise,
mission and market demand,
we have also significantly
enhanced the curriculum itself.*

*— Wolfgang Natter, Ph.D.,
vice president for academic affairs
and dean of the faculty*

“Through the Legal Studies minor, we are promoting opportunities for more students to cultivate a sense of social justice and for them to learn how they can become citizens in local and global contexts, and will help to build a richer civic responsibility environment at CHC,” Reich says.

BIOLOGY

A specialized concentration in biology has been added through the School of Undergraduate Studies. The Bachelor of Science in Biology: Sports Medicine Pre-Professional Track was created for students who want to get a degree in biology and are interested in entering a sports-related profession.

“This track would be appropriate for those interested in applying to medical school, a physician assistant degree program or physical therapy degree program that relates to sports medicine, and is considered a pre-professional program,” says Joe Kulkosky, Ph.D., professor and chair of the Biology Department.

“Sports medicine is a growing area of academic study and professional practice. Students who take advantage of our new track will find opportunity to further discern their suitability for sports medicine, as well as to recommend themselves for graduate study in its fields,” adds Natter. 🦅

More About the All-Important Internship

Internships have become an invaluable and powerful part of a student’s education. An internship helps the student connect his or her classroom experience to real-world experience. Internships can, and do, lead to full-time employment after graduation, jump-starting careers.



Amir Ruffin '14 poses at his internship. Ruffin's successful internship has now led to two full-time jobs, jump-starting his career.

To provide flexibility in scheduling and allow more students to take advantage of the internship program,

CHC has instituted a variable internship credit formula that will take effect in the spring 2016 semester. Students can take different types of internships for which they earn academic credit varying from one credit to four.

“This program makes it possible for students with various circumstances to take an internship when they may not have been able to do so before because of scheduling constraints,” says Natter. “A one-credit internship, at 42 hours within a semester, can have as much value as a three- or four-credit internship in helping a student make career decisions. Students have begun to truly understand the importance of internships.”

After two years of meetings with department chairs, Ryan Murphy, director of service-learning, conducted benchmarking of CHC’s peer institutions and surveyed employers who hire CHC interns. He proposed a change in the internship requirement, which was approved last spring.

“With more students finding employment through personal and professional networks, the importance of internships cannot be overstated,” says Murphy. “Students need to establish themselves as competent members of their fields prior to graduation, and internships do that.”

According to Nancy Dachille, director of career development, the time was right to make these changes. “This gives students flexibility. And it gives companies flexibility too. They often want students to put in more hours, or sometimes they may need someone to do a specific project,” she says.

A CLOSER LOOK

Students majoring in criminal justice recognize that value early on, as an internship is a requirement for the major. Formalized by Julie Currie, Ed.D., JD, the program’s coordinator, who also is an adjunct instructor in the department, the program requires interns to work 15 hours a week for a minimum of 12 weeks each semester, equaling 180 hours. She supervises 13 to 15 interns each semester.

“Because of the hour commitment, I’m able to put them into high-level internships,” says the former Philadelphia prosecutor, with professional connections around the region. Her list of 100 possible employers helps students make choices. They then have to apply, as if the internship were a “real” job.

“I encourage students to do their internship in their senior year; one of the things we work on in class is how to turn your internship into a job,” she says, citing the case of Amir Ruffin, ’14, who was hired by the organization with which he did his internship — before he even finished up at CHC.

Students need to establish themselves as competent members of their fields prior to graduation, and internships do that.

***— Ryan Murphy,
director of service-learning***

Ruffin worked with Shalom, Inc., a drug and alcohol treatment facility on Delaware Avenue in Philadelphia. He worked with juveniles and oversaw the random drug testing program for male teenagers.

“At first, I wanted to be a police officer or in law enforcement somehow or maybe do investigative court work,” remembers Ruffin. “And I was a little intimidated by the court when I first got there.”

Part of his job was to accompany teens to court where he would present an update on that young person’s behavior to the judge. “Then the

judge would ask for our recommendation. I had a good supervisor who was patient with me and taught me everything I needed to know,” he adds.

A judge suggested that Shalom should hire Ruffin, and they did, as a peer specialist, where he was able to increasingly engage with students, running group sessions in which they discussed how to prepare for college, dangers of drugs and other topics. He ran activities and small groups.

Right after graduation Ruffin was promoted to case manager and worked there for nearly another year.

That position helped him find a job with a residential treatment facility in New Jersey and he has plans to go to graduate school at American University to study international relations and diplomacy.


“The internship got me the jobs and Dr. Barrow’s international terrorism seminar helped me fall in love with foreign policy, international law and how it’s implemented,” he explains. “And Dr. Reich opened my eyes to the broader world and world history. I’m ready to expand my education into something I’m even more passionate about.”

Ruffin was a standout student, according to Currie, who calls him an “unbelievable success story.”

“Amir is creative and a deep thinker who is focused on getting the job done,” she says. “He was given a case manager’s load early in his internship because they recognized his talent ... he dealt with the juveniles in a very adult way.”

Around the middle of the semester, Currie makes site visits and asks the students afterwards if they are doing what they want to be doing and learning what they want to learn. If the answer is “no,” she speaks to the supervisor and gets changes made, a personal touch appreciated by students and employers, alike.

“Internships have always been important, but now they are critical and especially valuable,” she says. “If you’ve done an internship and a job opening comes down to you and someone who has not done an internship, you will get that job every time.

“College is not job experience. An internship can be your only opportunity to actually do something that you can then put on your resume. Even if you’ve earned a graduate degree, it could be the internship you did in undergrad that gets you the job.” 

ALUMNI SPOTLIGHT

Chestnut Hill College Gave Her More Than She Expected

CAITLIN WILSHE DOMANICO '05, '07 SGS

BY BRENDA LANGE

For Caitlin Wilshe Domanico '05, '07 SGS, who came to Chestnut Hill College initially because her grandmother, mother and sister had, and because she thought a sleepover night for prospective students was “cool,” the result has been so much more than she might have hoped.

“I grew up hearing stories from my mother and looking at her yearbooks and going back for Carol Night,” she remembers. “I lived in Hilltown, in Bucks County, just far enough away to feel independent or close enough to run home for dinner if you wanted to.”

And so she joined the ranks and enrolled at CHC. After earning her bachelor's degree in education with an elementary education certification, she went right into SGS and earned her master's degree in education with a certification in special education. Domanico married and had two daughters while teaching for nearly eight years, most of them at the Bucks County Intermediate Unit No. 22 in Doylestown, Pa.

As if that weren't enough, she took classes in how to start a successful women-owned business at Montgomery County Community College as well as some courses to brush up on some styles of photography — all with the intent of turning a hobby into a new career.

“I wanted to be sure I could walk into any place and make pictures in any environment and be sure that I was skilled enough to do so,” she says. The course gave her the confidence that her clients' trust would be well-placed — this is especially important in her specialty: photographing women and their young children.

Many of her subjects are moms and their newborns, and she often utilizes her teaching and parenting skills to help them feel especially comfortable. Her goal is “to help moms feel comfortable enough to get in front of the camera so they can have those memories with their kids.”

“You may not think of ‘teaching-and-photography,’ but I don't think I would be where I am today without that knowledge of how children grow and develop,” she says.

Her business, Caitlin Domanico, LLC, which she launched in 2007, has met with critical acclaim, and Domanico traces much of this success directly back to CHC.

“I remember my time with all my wonderful professors who really helped form who I am,” she said, especially remembering Marie Conn, Ph.D., professor of religious studies. “She was always feeding my spiritual side, teaching us about women and justice, and I took so many classes with her because she was so interesting.”

Conn remembers Domanico distinctly, saying that “... even in her first year, she was so open to learning about the world outside herself.” She uses the service-learning course, Heart of the City, as an example. Domanico was enrolled with special permission, even though she should not have taken it until her senior year.

***I remember my time with all
my wonderful professors,
who really helped form who I am.***

— Caitlin Domanico

“And she was amazing,” Conn recalls. “She immersed herself in what we did and the volunteer work that went with it. She's one of those students who has stayed with me.”

Domanico ended up minoring in peace and justice and doing an independent study in Buddhism with Conn. “From all this, I'm always teaching my daughters about compassion and about being peaceful and respectful.”

These studies, in turn, led Domanico to start a photography project in April that she calls United We Feed. Her intimate portraits of women feeding their babies, are striking a chord with women around the world and has landed her on local, regional, national



Caitlin Domanico '05, '07 SGS, poses with her daughters, Genevieve Julia, on her lap, and Ava Paulina, in front of some photos from her United We Feed photography project.

and international news websites, television and print publications, including the *Huffington Post* and *Cosmopolitan* magazine.

She chose the name United We Feed as a way to show the inherent unity in, and the universality of, women nurturing their children, whether through the breast or bottle and even those who must tube-feed.

“The reach and the undercurrent was amazing from women saying, ‘Yes. Thank you. Yes, this is what we need to be doing. We need to respect each other and we need to unite,’” she says. “United We Feed is a huge passion, but hasn’t had time yet to fully reveal itself,” adding that most of the feedback has been beautiful and encouraging.

As she continues to photograph women nurturing their babies and children in all ways and from all cultures, she envisions a book that will eventually impact women around the world. “I can see women

paging through it and saying, ‘See? Moms and babies ... it doesn’t matter how they’re fed. They are all valid and authentic and they’re all incredibly in love with each other.’”

As she spreads the message, “live and let live,” Domanico acknowledges the power of female bonding — her business has created a connection between her and her mother (also a photographer), who passed away in 2003, and her daughters. And in her North Wales studio, The Photo Loft, she offers photography workshops for women.

All the female connections and strength she derives from them she also attributes to Chestnut Hill.

“I just loved my classes with other women and how comfortable I always felt,” she says. “We were encouraged to be strong, independent thinkers at CHC.” 🦁

GRIFFINS SPORTS


www.CHC.edu/athletics



»Griffins to Get New Baseball Field at Plymouth Whitmarsh

Building on a mutually beneficial partnership established in 2006, which allowed for the construction of Victory Field No. 1, Chestnut Hill College and the Colonial School District have agreed to upgrade Victory Field No. 2 to a turf surface as well as build a new baseball complex complete with a press box, dugouts and lighting on the Plymouth Whitmarsh (PW) Campus.

For CHC Head Baseball Coach Bob Spratt, whose team has spent the last few years calling Norristown's Latshaw-McCarthy Field, home, having their own field is sure to be a "game changer."

"We have had some great success going to the CACC Championship two of the past three years," says Spratt. "Now, playing in a state-of-the-art facility will allow us to prepare better as well as provide an awesome game day atmosphere!" 




The grass beyond this field will be the next to be turfed.



Dominic Raia '15

»Dominic Raia '15 Named NCAA DII All-American

After a sensational senior season in which he set a program-high in wins (9), strikeouts (99) and earned run average (1.79), starting pitcher Dominic Raia III '15, was named as a Daktronics National Collegiate Athletic Association (NCAA) Division II All-American, garnering Third Team status, and becoming the first male from the College to earn this distinction. Raia also claimed the All-Central Atlantic Collegiate Conference (CACC) Pitcher of the Year title and was named to the American Baseball Coaches Association (ABCA)/ Rawlings NCAA DII East All-Region First Team.

He was recognized with the 2015 Male Athletic Director's Award at CHC's annual athletics awards reception and took home the team's most valuable player (MVP) honor for a second straight season. Raia leaves CHC as its all-time leader in wins (25), strikeouts (252), starts (42), innings (274), complete games (7) and shutouts (3) and pitched the program's lone no-hitter. 

»CHC Inducts Newest Class to Athletics Hall of Fame

In December 2014, Chestnut Hill College inducted four student-athletes as members of the third class in the Athletics Hall of Fame. The four — Ruairi Sullivan '00, Megan McHugh '03, Katie Donovan '09 and Shawn Bolling '07 — all made lasting marks on the programs they were involved in and their names are still at the top of the school record books. Also inducted were College benefactors Jack and Rosemary Murphy Gulati '61, whose generosity paved the way for the construction of the state-of-the-art fitness center complex in 2010. 🦋



Hall of Fame 2014 (L to R): Ruairi Sullivan '00, Megan McHugh '03, Rosemary Murphy Gulati '61 and Jack Gulati, Katie Donovan '09 and Shawn Bolling '07.



Michael West

»New Women's Basketball Coach Hired

Former Philadelphia University assistant coach, Michael West, has been named the Griffins' head women's basketball coach. West worked for four years with Tom Shirley, the Rams' head coach and director of athletics, the seventh-winningest coach in the history of NCAA women's basketball — experience that will provide an advantage on the court. 🦋



Julian Fernandez '11

»Former Griffin Named New Men's Soccer Head Coach

Following a three-year career as a starting midfielder and an additional year as a member of the coaching staff, former Griffin standout Julian Fernandez '11, will be taking over the men's soccer program starting in the 2015-16 season. Fernandez has coaching experience at the high school and club level; this is his first collegiate head coaching position. 🦋

»Tennis Programs Earn ITA All-Academic Team Accolades

After a successful season on the courts and in the classroom, both the men's and women's tennis programs earned recognition as Intercollegiate Tennis Association (ITA) All-Academic Teams.

This was the fifth straight honor for the women, who also had six individuals — Charlotte Dawson '15, Iman Williams-Mulesa '16, Morgan Oechsle '15, Axe Owens '16, Hannah Hills '19 and Hayley Craskey '16 — earn ITA Scholar-Athlete accolades. Their cumulative GPA was 3.84 (the highest of all CHC athletic programs) and all eight players made the spring athletic academic honor roll. This was the men's first ITA All-Academic Team award, with five players — Steven Say '15, Lucas Bocaletto '19, Kevin Taylor '16, Pedro Oranges de Figueredo '17 and Sammy Atri '15 — garnering ITA Scholar-Athlete accolades as well. Six members made the honor roll. 🦋

Chestnut Hill College is proud to honor the record 91 Griffins who achieved placement on the 2015 spring athletics academic honor roll, by earning a GPA of 3.5 or better. Of that number, 16, also a record-high, earned a perfect 4.0 GPA.



Women's Tennis team

»Fall Team Wrap-Ups

Led by pitcher **Dominic Raia III '15** and designated hitter **Brendan Looby '16**, the **baseball team** finished the season with program bests in overall wins (29) and conference wins (15), and its second appearance in the conference championship in the last three seasons.

The **golf team** set program records with its first NCAA regional ranking, first appearance in the NCAA Atlantic/East Regional Tournament and first All-CACC honoree and team MVP **Sam Riemer '18**.

The **men's lacrosse** team finished the season 6-7, aided by the play of All-ECC (East Coast Conference) honorable mention awardees **Derick Darnule '16** and **Frank Berry III '15**.

One senior softball player ended her stellar career on a positive note, despite the team's record of 9-29. Pitcher and co-captain **Courtney Dayter '15** earned five of the wins, including one that came in a season-ending sweep against Concordia College.


CACC Rookie of the Year **Hunter Leckonby '18** and a talented young roster led the **women's lacrosse team** to the conference playoffs for the first time since 2009.

The **track and field teams** posted solid results, as the men finished in fourth place at the CACC Championship league meet and the women tied for seventh. **Emmanuel Egbosimbah '17** earned U.S. Track & Field and Cross Country Coaches Association East Region recognition for his triple jump.

The **men's and women's tennis teams** continued to be the best of the class of CHC athletics, with both reaching the NCAA Division II East Regional Tournament — the men for the third consecutive season.

Michael Humes '15, **Steven Say '15** and head coach Albert Stroble were inducted into the 100-win club, and the men reached the NCAA Division II East Regional Tournament for the third time.

The women set program records with their highest ITA national ranking, their fourth straight NCAA tournament appearance and fifth straight CACC Championship tournament appearance. Leading the way were co-captains and two-time All-CACC selections **Charlotte Dawson '15** and **Iman Williams Mulesa '15** and all-time program wins leader **Morgan Oechsle '15**.

Read all about CHC Athletics at www.griffinathletics.com. 

2015 SPRINT FOOTBALL SCHEDULE

DATE	OPPONENT	H/A	LOCATION	TIME
9/5/2015	University of Pennsylvania (Closed Scrimmage)	A	Philadelphia, PA	12:00 p.m.
9/19/2015	Princeton University	H	Lafayette Hill, PA Football Stadium - Plymouth Whitemarsh	12:00 p.m.
10/4/2015	Mansfield University	H	Lafayette Hill, PA Football Stadium - Plymouth Whitemarsh	12:00 p.m.
10/10/2015	Post University	A	Waterbury, CT	11:30 a.m.
10/23/2015	Franklin Pierce University	H	Lafayette Hill, PA Football Stadium - Plymouth Whitemarsh	7:00 p.m.
11/6/2015	Princeton University	A	Princeton, NJ	7:00 p.m.

Tennis Coach Retires, Leaving Behind Transformed Tennis Program

BY MARILEE ALENA GALLAGHER '14

When Albert Stroble took over as head coach of the men's and women's tennis teams in 2007, he was taking over a program that had yet to taste success and that had failed to be competitive within Division III's North Eastern Athletic Conference (NEAC).

Now however, as Stroble prepares to retire, not only does he leave behind a much improved program that has become a powerhouse in Division II's Central Athletic Collegiate Conference (CACC) and that is building off of consecutive appearances in the NCAA DII tournament, he also leaves behind a lasting legacy.

"Albert came to Chestnut Hill and turned the program around, effectively turning it into one of the most successful sports at the College," says Nate Geigle, Stroble's former assistant, who will take over the program in the 2015-16 season.

In Stroble's first year, the men's team won four games, the women just three.

The following year, CHC made the jump to DII which meant athletic scholarships, something that was vital in being able to recruit and bring in that next level of player, according to Stroble.

"The goal coming here was always just to improve the talent level and recruit kids who were a good fit for CHC academically and tennis-wise," says Stroble. "Having those scholarships was a huge help."

The transition to DII came with its initial challenges, but it wasn't long before both the men's and women's teams developed into one of the best-run programs in the CACC.

"As the years progressed and we started to get better, I saw that the potential was there," says Stroble. "I figured we would get to a point where we would be competitive."

For the men, the turnaround began in the 2008-09 season, followed up by the women two years later. From then to now, both teams went from mediocre to great, reaching consecutive championships and garnering regional and national rankings.

TOP STUDENT-ATHLETES JOIN THE TEAMS

"I've gotten players recently who never would have been interested five years ago," Stroble says. "We have the national ranking, great courts and great academic programs. We're starting to attract really top-notch players."

Those players included Mike Humes '15 and Steven Say '15, members of the 100-win club, and Kelly Dennis '14, who was named the Intercollegiate Tennis Association (ITA) Rookie of the Year, accruing 18 of her career and program-best 139 wins.

"Coach Stroble is more than a tennis coach, he is a life coach," says Dennis, reflecting on her time at CHC. "He is 100 percent not only for the team success but each of our personal successes as well. I was incredibly lucky to have had him as a coach and I'm even luckier to be able to call him a friend and mentor."

In addition to the strides made on the courts, Stroble has always stressed the importance of an "investment in education." His focus on the academic piece is evident in the number of players on the honor roll recently and especially the women's team, who have led the athletic department in GPA for two straight years.

Overall, Stroble, who has won more than 100 games with both teams, leaves behind a transformed program and one he knows will be in good hands in the future.

"Nate's young and passionate and he really wants to do well," says Stroble. "There are a lot of things he's going to do, things he's learned from me and from his own experiences. He wants to continue the growth of this program and plans to keep some of those philosophies that have gotten us this far."

One of these philosophies was at the core of Stroble's tenure and one that truly embodied the spirit of the program from day one.

"It's about how we conduct ourselves on the court," says Stroble. "I always stressed that we wanted to be a team known for working hard, never giving up, fighting through the struggles and not making excuses. We wanted to be a blue collar tennis team and I believe we've done just that." 🦁



Albert Stroble (left), former head coach of the men's and women's tennis teams, accepts his fourth CACC Coach of the Year award from CACC Commissioner Dan Mara, in 2013.

ALUMNI LINK

www.CHCgriffinonline.com

www.facebook.com/chcalumni



»News & Notes from the Alumni Director's Desk

In the spring issue, Cathy Quinn '78, director of alumni relations, wrote that "life can bring many surprises, and that is no different in the arena of alumni relations." There was much truth in her words. Shortly after that issue was published, Cathy passed away after a bout with cancer. She served the College for many years and worked tirelessly for our alumni. In this office, we felt privileged to work with her every day and luckier still to have called her our friend. We wanted to take a moment to thank you for your support as we navigate these uncharted waters. Thank you for the cards and prayers, joining us at her funeral and the donations to her memorial scholarship fund. Helping others achieve the dream of a CHC education is a fitting way to honor Cathy's memory.

The Alumni Relations Office is a busy place these days. There are a variety of ways to stay involved with your alma mater as well as support our current students. Join us for a reception before Mask & Foil's fall production. Come see literature spring to life during Harry Potter Weekend and cheer on our Griffins as they take on

rival colleges and universities in the Brotherly Love Cup Quidditch Tournament.

Do you miss staying up all night decorating the campus for Christmas? Come back and help show today's Griffins how it's done! After Carol Night, join us for a Holiday Cheer Happy Hour at the Commonwealth Chateau on the beautiful SugarLoaf Campus. Bring your own family to Breakfast with Santa in our gorgeous Rotunda, and plant the seeds for wonderful CHC memories of their own.

Celebrate Reunion Weekend and relive your college days. We are continually adding to our calendar of events and would love to hear from you.

»The Alumni Association Board of Directors

The Alumni Association was founded in 1929 and has evolved with the College. Throughout its evolution, the purpose has remained constant: to strengthen relationships among graduates of the three schools and the College; promote the interests of CHC; help recruit the next generation of Griffins and to give the College financial support. Upon graduation, all alumni are automatically members of the Alumni Association. The Alumni Association Board of Directors is a special group of dedicated volunteers who help advance this mission. We thank them sincerely for their generous service and contributions to both the College and the Alumni Association.

The Board welcomes the following new members to their first two-year term: Claire Gowen '00, Alexander Kowalski '09, Peggy Jackson Quinn '64 and Kate Sprandio '10. Pam Fiugalski Prevoznik '94 has been elected to the position of Vice President. Renee Haggerty '90 is completing her term as President. We thank Renee for her service and dedication to the College. Thank you to the board members who have completed their terms: Margaret Moran '67 and Jen Johnson Kebea '05, '08 SGS.

The Alumni Board is always looking forward to the next election cycle and welcomes alumni of all three schools to contact us if you are interested in joining the board. 

»Call for Nominations for 2016 Alumni Association Awards


The Alumni Association is now accepting nominations for its two awards: The Eleanore Dolan Egan '28 Award for Outstanding Service to Chestnut Hill College and the Distinguished Achievement Award. The Egan award celebrates significant volunteerism and service to the College while the Distinguished Achievement Award recognizes professional accomplishments.

Nomination criteria and submission information can be found at www.chc.edu/alumni/awards-and-honors.

Nominations must be emailed or postmarked by December 11, 2015.

For additional information, contact the Alumni Relations Office at alumni@chc.edu or 215-248-7016.

»Get Involved!

Often we hear from alumni that they want to be involved in today's CHC but don't know what to do. You can — Join a committee, help plan the scholarship gala, volunteer at breakfast with Santa, speak to a class in your major, become a CHC ambassador ... and so much more! Let us know if you can use CHC interns at your workplace, we can connect you with Career Development. We're happy to help you find a volunteer or mentoring opportunity that is just right for you. 

Once a Griffin, always a Griffin!

— Fran Vorsky, acting director, Alumni Relations '05, '07 SGS

»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

You do not need to be a member of Facebook to access this page.

- **Twitter:** @CHCAlumni

- **Email:** alumni@chc.edu


- **Phone:** 215-248-7016

- **Visit CHC's Alumni websites:** www.chc.edu/alumni
www.chcgriffinonline.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. 

»Saying Goodbye to a Friend



It is with great sadness that we reflect on the peaceful passing of Catherine E. Quinn '78 on June 21.


Cathy's generosity of spirit, kindness, warmth, humor and compassion were unparalleled and she was beloved by the entire College community. Those who had the good fortune to know her were touched by her thoughtfulness and love of life. She looked for the positive in every situation and she loved to laugh. Her smile was large and radiant and she had an attitude to match. You couldn't help but feel uplifted when with her.

Cathy began her association with Chestnut Hill College when she entered the Sisters of Saint Joseph in 1964. For 25 years, Cathy served the people of God as a woman religious. After leaving the order, she worked in higher education in a variety of positions, including at CHC since 1998, first as Director of Development, and later as Director of Alumni Relations. Her loving service was exemplary.

For Cathy's dedication to the College Mission and for living her life according to the College motto — *Fides-Caritas-Scientia* — she was honored as a member of the *Libris Society* in May.

Cathy was a special gift to our lives and to all who knew her. Our memories of her will help to carry us at this time of great sorrow. Cathy herself would assure us, "All shall be well. All manner of things shall be well."

The College has established *The Catherine E. Quinn '78 Scholarship Fund* in her memory and in honor of the great love that Cathy had for others. It is our hope that many will join this tribute to Cathy's life of service and make this scholarship a reality. Because of her life experiences, Cathy had a special affinity for children raised in the foster care system. Relatively few of these children go on to attend college and of that number, only about 3 percent graduate. This low number is often for financial reasons and it was Cathy's wish to help these students with an annual academic scholarship.

To make a donation to *The Catherine E. Quinn '78 Scholarship Fund*, please contact Chuck Watkins, director of the Griffin Fund at 215-753-3692 or watkinsc@chc.edu. Gifts may also be made online at www.chc.edu/giving. 



REUNION 2015

More than 200 alums enjoyed Reunion Weekend 2015! Keep an eye out for your invitation, members of classes ending in "6" and "1." Your reunion is coming June 3-5, 2016.



Scholarship Gala

The Rotunda and Sorgenti Arena were transformed for one magical night in May, as 340 friends of Chestnut Hill College celebrated its 90th anniversary as part of the annual Scholarship Gala. This year, 32 alumni also were honored as they were inducted into the *Libris Society*.



ALUMNI SPOTLIGHT

Two Alums Receive Prestigious Awards for Giving Back

CHERYL ANN KENNEDY '87 AND MARYANNE L. WALSH '98, '02 SGS

BY CRISTINA DIAZ '15

The Chestnut Hill College experience seems to inspire the desire to give back, to return a little of what was gained, to benefit the students who come after. At least that's how it is for these two alums whose hard work makes CHC a better place year after year.

At this year's Reunion Weekend luncheon, as the Class of '65 was recognized as the newest Golden Griffins, two special alumnae received their own honors.

The Distinguished Achievement Award recognizes graduates of the College who have a history of accomplishment in their professional lives or in civic, philanthropic or volunteer activities. This year's award was given to Cheryl Ann Kennedy '87.

"When I received word about the award, I thought about how I started," says Kennedy. "It was a lot of hard work and disappointment. My faith kept me strong, and my friends and family kept me going. CHC is the world to me. It's a special place that has given me friendships I'll have for the rest of my life."

Kennedy is a news and traffic reporter on SiriusXM satellite radio for Total Traffic & Weather Network, an iHeartMedia company. Kennedy's love for the medium has fueled her career for more than 25 years, during which her enthusiasm and determination have earned her numerous industry awards and the respect of her fellow broadcast professionals.

"It was so touching to be recognized," Kennedy says. "It forced me to think back and realize how blessed I am to survive in radio."

Kennedy is an active member within the Chestnut Hill College community, where she has been a Reunion Weekend volunteer for 15 years. She also has been involved with the College's internship program, inviting CHC students to shadow her at work as well as participating in Career Days.

Maryanne L. Walsh '98, '02 SGS received the 2015 Eleanore Dolan Egan '28 Award for Outstanding Service to Chestnut Hill College at Reunion Weekend. The award was presented by Catherine Lockyer



Cheryl Ann Kennedy '87 and Maryanne L. Walsh '98, '02


Moulton '92, who received the same award in 2008.

"It was so nice to share this award with alums like Cathy Lockyer and Joanne Fink '76, because I looked up to them so much when I was volunteering. To share an award with women like that is just amazing," says Walsh.

Walsh followed her bachelor's degree in communications and technology with a master's degree in leadership and applied technology, and has remained constantly involved with the College, mentoring students, serving on the Alumni Association Board of Directors and volunteering her time to assist with numerous events.

"Chestnut Hill and the Sisters of Saint Joseph give current students so much and they have given me so much that it made me want to give back," Walsh says.

She has been an active volunteer at seven Reunion Weekends, and has played a pivotal role in assisting with the CHC Night at the Phillies. Walsh also has been a strong supporter of the College's annual Scholarship Gala and was inducted into the *Libris Society* in May. The society recognizes graduates who have distinguished themselves in their personal and professional lives while exemplifying the College motto of *Fides-Caritas-Scientia*. (Faith, Charity, Knowledge).

"Chestnut Hill College is my second home and the people there are my family," says Walsh. "It is the place that has always loved me back. Into everything I do, I incorporate the College and its mission." 

CLASS NOTES

'50s

Ellen Young Greenlee '58

has retired as head of the Defender Association of Philadelphia. She served the association for 40 years and has been its chief defender for the last 25 years. The Defender Association of Philadelphia provides legal representation in criminal, civil and criminal health cases as well as child advocacy.

'60s

1965 Congratulations to our newest Golden Griffins — The Class of 1965. Those in attendance were presented with a Golden Griffin Medallion and for those unable to attend, a medallion was sent to them.



'70s

Kathleen C. Wall '71

received the 2014 Outstanding Member Award by the Mid-Atlantic Chapter of the National Association of Professional Geriatric Care Managers. The award is presented each year to a member of the Mid-Atlantic

Chapter for outstanding service to and involvement in the organization. Kathleen is the owner of Senior Caregiving Solutions in Mount Gretna.

'80s

Lisa Porter Kuh '84 an early childhood education/ Montessori education major has a new book titled "Thinking Critically About Environments for Young Children: Bridging Theory and Practice," published by Teachers College Press. This edited volume reflects Lisa's long career in early childhood education. Her ideas about what is important in a child's environment are rooted in her CHC education. Lisa is currently an assistant professor in family studies at the University of New Hampshire

and lives in Cambridge, Mass., with her husband, Ed, and two teenaged sons, Evan and Joshua.

Carrie Wosicki '84 has joined Alex and Ani, the lifestyle brand based in New England, as director of special events. Carrie lives in Providence, R.I., with her dog, Dunkin.

'00s

Caitlin Wilshe Domanico

'05, '07 SGS has been busy and successful with her photography business, Photography by Caitlin Domanico, LLC. www.caitlindomanico.com. In May, she won an award for Best Child Photographer from



Montco Happenings and was a runner-up for Best Teacher for her photography lessons and workshops.

In June, her photo series, United We Feed, went viral worldwide, after an article about it was published by *Huffington Post*. Read her full profile on page 38.

Melissa Stopyra

Warzynek, DPM '05 was voted Best of Montco Winner 2015 as Best Podiatrist. She graduated from CHC with a degree in biochemistry and earned her doctorate at Temple University School of Podiatric Medicine. Dr. Warzynek's practice, Advanced Foot & Ankle Wellness Center, is located in King of Prussia, Pa.

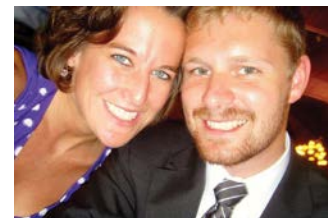


Sarah Raimondo '10 has lived in London for nearly two years working for a risk management consultancy that, among other things, focuses on regulatory compliance and due diligence for mobile operators. She recently welcomed fellow Griffins, **Rebecca Howell '11**

and **Jackie Nevius '10** as they visited her city.

Lauren Farrow '10 lives in Manhattan where she is a sales planner for NCC Media, working in television advertising sales. She is a member of the Advertising Club of New York City, volunteers for a cat rescue and sings in a local choir.

Kate Sprandio '10 is engaged to Zachary Ells. A December 4 wedding is planned. Fellow Griffin, Ashlin Steele '10 is a bridesmaid.



Aizaz Gill '14 joined the Taubenberger for Philadelphia campaign as its assistant campaign manager. He is working to have Al Taubenberger elected to the Philadelphia City Council.

Erin McMenamin '15 is a new 7th grade teacher at St. Philip Neri School in Lafayette Hill, Pa. She will teach 7th and 8th grade social studies and 7th grade science. She also directs the school musical.



»BIRTHS

Brittany Rieu '10 had a son, Maxwell, on March 21, welcomed by big brother Jaedyn, who is 2 1/2.



Denis Okema '14 SGS and his wife, Lori, welcomed Gregory Stephen on July 5. He weighed in at 8.7 pounds.



»WEDDINGS

Angela Eberhardt Herbert '06 married James Herbert on July 11 at the Commonwealth Chateau on CHC's SugarLoaf Campus.

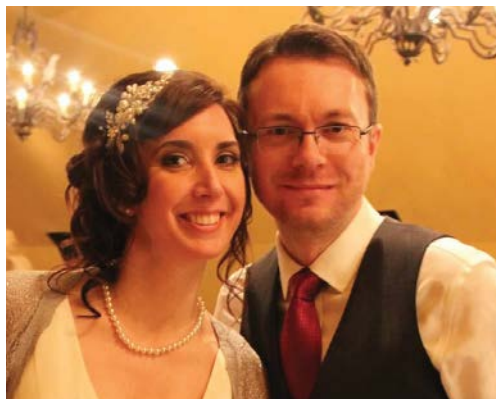


Photo credit: Joe Sabatini

Courtney Adams '11 SGS married Dr. Jared D. Pitt on April 18.



Kathryn Sonnie '01, '05 SGS and Iain Barton were married in March at Washington Crossings Vineyard.



»IN MEMORIAM

Lucille Cox Novotny '44

Ruth Green Pfeifer '45

Florence Ricciuti Brennan '46

Mary Kenny Fay '47

Eileen Beierschmitt McNeil '48

Doris Black Schaefer '48

Mary Marinan Sullivan '48

Dorothy Tucker McNeill '49

Elizabeth 'Betty' Stroud Giordano '50

Phyllis Basenfelder Kennedy '51

Jane Marie Keating '55

Marianna Sewell '61

Sandra Lee Butler Starkey '65

Joanne Park Batzig '66

Nano A. 'Gil' Gillen '69

Catherine 'Cathy' Quinn '78

Rebecca Lynn Carter '98 SGS

Georgia S. McWhinney, Ph.D., former associate professor of education, passed away in May. She joined CHC after retiring from the Abington School District; received the Lindback Distinguished Teaching Award while at CHC; and retired in 2002. Her family has established The Dr. Georgia S. and W. Russell McWhinney Endowed Scholarship in her memory.

Tom Kearns, Ph.D., joined CHC in 1965 and was the director of the Act 101 Program — a state program that supports students with financial need who also need support services to succeed in college — from its inception in 1973. He served as chair of the Philosophy Department for many years and retired in 2002. Dr. Kearns passed away in August 2014.

Chestnut Hill publishes all information received, reserving the right to edit for space or style. Please send all class notes to alumni@chc.edu. Deadline for the next issue of *Chestnut Hill* is February 1, 2016.

Photo policy: Send your image as a jpg file at 300 dpi. We love pictures of babies and weddings, but welcome *all* photos and will publish as many as space permits.

THE GRIFFIN FUND



**The Griffin Fund can be mighty, indeed!
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Make a gift online at www.chc.edu/gift or contact Chuck Watkins, director of The Griffin Fund at 215.753.3692 or watkinsc@chc.edu.

»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 **February 1, 2016** for inclusion in the Spring 2016 issue of *Chestnut Hill*.

1. Email: alumni@chc.edu Name: _____

2. Fax: 215.248.7196 Maiden Name (if SUS): _____

3. Mail: Class Year: ____ SUS ____ SCPS ____ SGS ____

Alumni Relations Office
Chestnut Hill College
9601 Germantown Avenue
Philadelphia, PA 19118

4. Online: www.CHCgriffinonline.com
www.facebook.com/chcalumni



LAST WORD

My CHC Mentors Helped Create My Life's Path

BY MARY LENORE GRICOSKI KESZLER, M.D. '74



Amazingly, it was not until I was a student at Chestnut Hill College that I fully recognized how all of life is integrated and how each area affects the others so beautifully. Participation in the honors program allowed me to truly see the CHC values of honesty, discipline, creativity, humility and curiosity.

Honors program students took integrated courses each semester in different disciplines taught by different professors. In one course, we discussed various approaches to science and how each impacts life. We read original documents of van Leeuwenhoek's work with the microscope and compared it to how society of his times viewed this newfangled device by reading Jonathan Swift's "Gulliver's Travels."

As a biology major, I decided that my goal was to become a professor of microbiology at Penn, and share what I had learned. For

a Philadelphia girl, that was the epitome. I had envisioned and planned my life's path.

That was, until I discussed the plan with my advisor, Sister Eva Marie Lynch. She said, "I see a different path. Your scope is too narrow. You need to intertwine more disciplines. I think you should go into medicine." I just sat and listened, thinking I could still go and take the GREs as I had planned; using the MCATs as my practice test.


And at the end of my junior year, I did take the MCATs, scored near the top and was accepted to Temple and Penn State just after starting my senior year. I chose Penn State because it was affordable. I was the oldest of six, and my father's rule was that we were responsible for paying our way through college and if we graduated debt-free, he would help us with graduate school. My family instilled a strong work ethic and sense of personal responsibility.

Following Sister Eva Marie's advice helped me greatly; she and others helped me see the value of the small things within the large framework of life. Indeed, she told me I would pursue many paths in life, each one requiring me to move onward to develop as a whole person. "Biology is alive," was her favorite slogan. Meaning that we students, as human beings, were evolving.

I would look out my fifth-floor biology classroom in Saint Joseph Hall at Morris Arboretum, and in my mind's eye, I saw out into the smiles of babies in Argentina, Romania, Australia and India, and even into the areas of downtown Providence,

R.I., where I now work in the Neonatal Follow-up Program with Dr. Betty Vohr and many children whose families fled the Ebola outbreak in Liberia.

Thanks to the guidance of my mentors at CHC, who saw in me more than I could see in myself and who expanded my horizons beyond what I dared to dream, I am now privileged to work with top physicians in my field. I have held academic appointments at Georgetown and George Washington universities and now at Brown. I travel the world with my husband, Martin Keszler, M.D., a professor of pediatrics at Brown, an internationally known researcher in the treatment of lung diseases in infants, and a member of the IPOKRATES organization. Most importantly, I have a unique opportunity to touch the lives of many vulnerable infants and their parents.

I believe in CHC because it empowered my whole being to reach beyond what I felt I could do. CHC empowers its students to acquire the skills to be mentally and physically strong; its professors encourage and support students even after graduation. I can still walk onto campus and encounter this enthusiasm from faculty, staff and students. Their love and concern shows they don't believe in you only for the moment, the hour or the four years you're there — they believe in you for your whole life. You are part of the CHC family forever. 

We invite all members of the College community to submit articles to be considered for the "Last Word" column. If you'd like to contribute, please send your idea to magazine@chc.edu

CALENDAR OF EVENTS

HARRY POTTER WEEKEND

Harry Potter Academic Conference

Friday, October 16

Information: www.harrypotterconference.com/home

7th Annual Philadelphia Brotherly Love Quidditch Cup and Festival

Saturday, October 17

College Quidditch Field

Information: www.chc.edu/broomstick

INSTITUTE FOR RELIGION AND SCIENCE LECTURE SERIES

"Understanding Climate Change"

Speaker: Michael E. Mann, Ph.D.,

Distinguished Professor of Meteorology,

Director, Earth System Science Center

Monday, October 19, 7 p.m.

Commonwealth Chateau, SugarLoaf Campus

Information: 215.248.7197

22ND ANNUAL BIOMEDICAL LECTURE SERIES

"Precision Medicine in Pediatric Acute Lymphoblastic Leukemia"

Speaker: Stephen P. Hunger, M.D.,

Chief, Division of Pediatric Oncology,

Children's Hospital of Philadelphia

Wednesday, October 21, 3 p.m.

East Parlor, St. Joseph Hall

Information: 215.248.7159

INTERDISCIPLINARY HONORS/SCHOLARS PROGRAM ALUMNI RECEPTION

Sunday, October 25

Information: Kathleen Duffy, SSJ, Ph.D. at duffy@chc.edu

INSTITUTE OF FORGIVENESS AND RECONCILIATION FALL PUBLIC LECTURE

Guest Presenter: Dr. Mary Jo Leddy

(author, philosopher, social justice advocate)

"To See the Dear Neighbor in Faces Unlike Ours"

Tuesday, November 17, 7 - 9 p.m.

Commonwealth Chateau, SugarLoaf Campus

ALUMNI MASK AND FOIL RECEPTION

Friday, November 20

Information: 215.248.7016

CAROL NIGHT

Friday, December 4, 7 p.m.

Rotunda, St. Joseph Hall

Information: 215.248.7164

ALUMNI HOLIDAY CHEER

Friday, December 4, 9 - 11 p.m.

Commonwealth Chateau, SugarLoaf Campus

Reservations: 215.248.7016

All alumni are welcome.

BREAKFAST WITH SANTA

Sunday, December 13, 10:30 a.m.

Information: 215.248.7016

INSTITUTE FOR RELIGION AND SCIENCE LECTURE SERIES

Speaker: Mark I. Wallace, Ph.D.,

Professor of Religion, Swarthmore College

Tuesday, February 16, 7 p.m.

Commonwealth Chateau, SugarLoaf Campus

Information: 215.248.7197

23RD ANNUAL BIOMEDICAL LECTURE SERIES

Speaker: Nobel Laureate Harald Zur Hausen, M.D.

Dr. Hausen discovered the Human Papilloma Virus (HPV)

that laid the ground work for the discovery of the Gardasil vaccine.

Monday, March 21, 2016, 3 p.m.

East Parlor, St. Joseph Hall

Information: 215.248.7159

BACCALEARATE MASS

Friday, May 13, 2016, 7 p.m.

Main Chapel

89TH COMMENCEMENT

Saturday, May 14, 2016, 11 a.m.

Information: www.chc.edu/graduation

7TH ANNUAL SCHOLARSHIP GALA

Saturday, May 21, 2016, 6 - 11 p.m.

Main Campus

Information: www.chc.edu/gala

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

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





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Gala

