

# CHESTNUT HILL

COLLEGE MAGAZINE

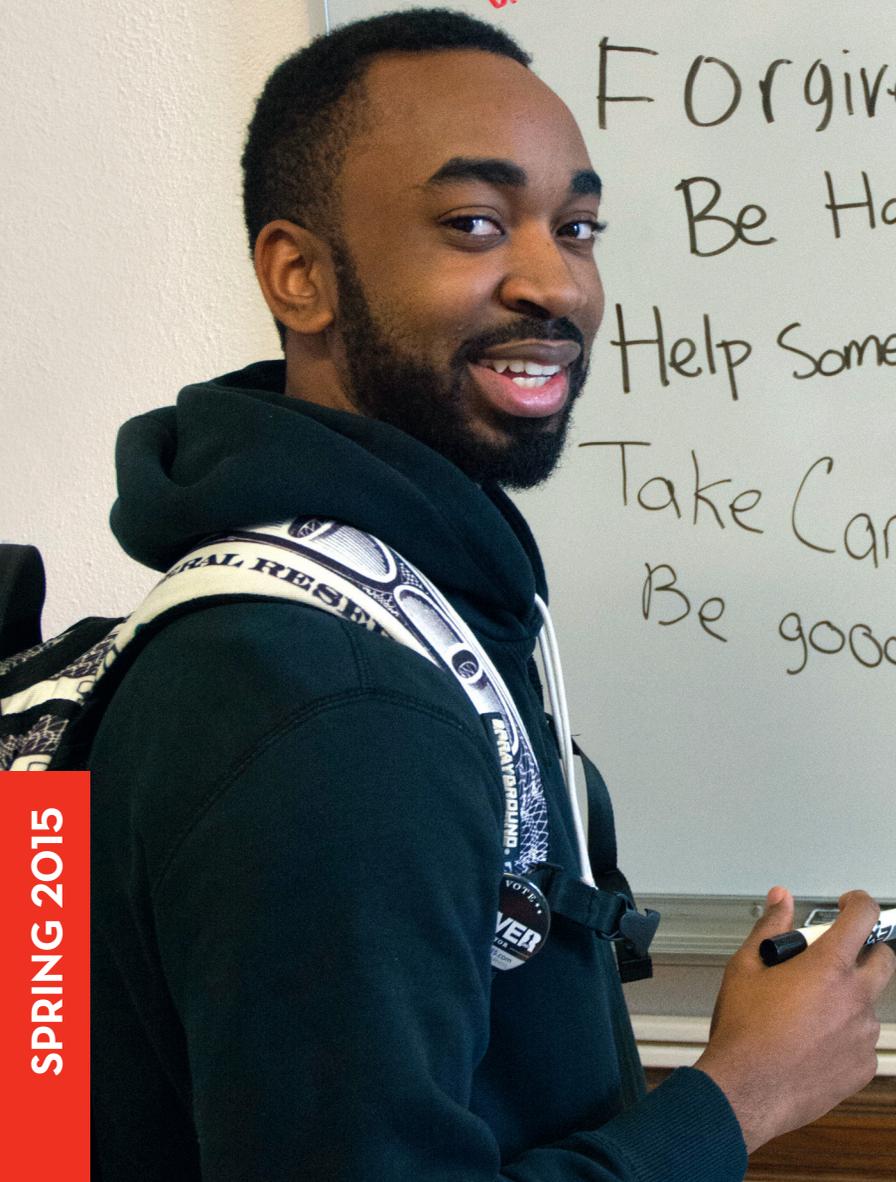
Ghandi said, "Be the change  
you want to see in the world."  
As a CHC student, how will you  
do that?

FORgive Someone.

Be HAPPY!!!

Help Someone.

Take Care of Yourself  
Be good to the earth



CHC Educates  
Students to  
Change the World



The blooming magnolia near St. Joseph Hall means spring is really, truly and *finally* here.

**SNAPSHOT**

# CHESTNUT HILL

COLLEGE MAGAZINE

SPRING 2015

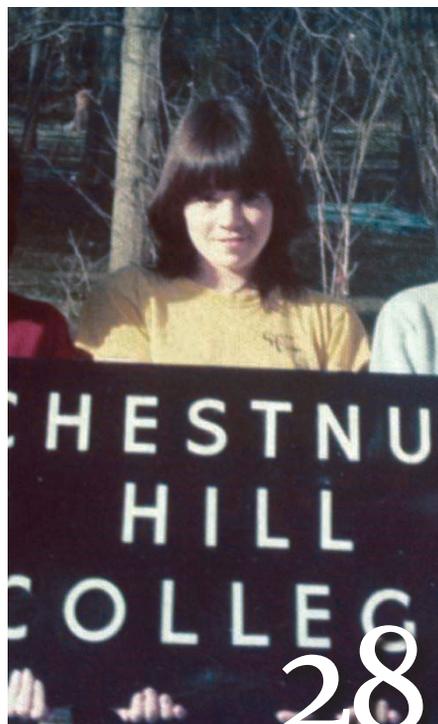


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# EDITOR'S NOTE

## Maintaining Traditions in the Face of Change



Change can be a challenging concept. Even though we want to embrace it, and we want to be the change we wish to see in the world, still, the familiar is comforting, and we aren't always happy when faced with new things.

And yet, here at Chestnut Hill College, we are preparing to celebrate 90 years of willingness to change as the world evolves around us. From our earliest days, the Sisters of Saint Joseph have advocated for the power of our mission, and for

maintaining tradition while being willing to take risks — in ways that allow us to grow and best serve our students.

In the last 15 years, we have seen some major changes, primarily, going coed in 2003, moving from Division III athletics to Division II, and the purchase and renovation of SugarLoaf.

Today, we continue to welcome some noteworthy changes, both academically and co-curricularly, including the addition of sprint football to our athletics roster, a review of courses and programs resulting in the addition of new minors and the creation of an internship/mentorship program between our alumni and current students.

Our lead feature in this issue introduces Wolfgang Natter, Ph.D., our new Vice President for Academic Affairs and Dean of the Faculty, and allows him to share his vision and goals for our institution as well as his belief in the continuing power and value of a CHC liberal arts education.

Our other features — The Evolving Face of Mission and Ministry and Families Trust Their Legacies To CHC — support the importance of our ability to grow and change within the foundation of the mission established almost a century ago and our continued goal of graduating students who go out and become agents of change within their communities and the world.

Kathleen M. Spigelmyer '98  
Editor

**Write To Us!** Have an idea for an article? Want to provide feedback on the magazine or write a letter to the editor? Please don't hesitate to contact us.

### SPRING 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.

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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.





### »STUDENTS MASTER THEIR CRAFT

Acclaimed soprano and educator, Maeve Höglund, performed works from her diverse repertoire for a full house in the Rotunda on Tuesday, September 9, her first public performance at CHC.

Höglund returned to campus the following day to give a master class with four music students. Each had prepared a piece of music which was sung for the performer. She then worked with each one to perfect breathing, diction, tone, and overall approach among other elements of their performance.

“To have a professional musician work with them and to experience her concert in conjunction with the master class, reinforces what the students are learning in their lessons,” says David Samson, Ph.D.,

assistant professor of music and chair of the department. “Seeing an actual professional doing what she is paid to do gives the students an idea of what it really takes to be a working musician. It takes so much to get into that realm, and it’s good for them to see that.”

When the hour was over, Höglund graciously answered a few questions and gave advice — on how to use physical exercise to calm pre-performance jitters and foods to avoid for best vocal ability, for example. Höglund has ties to Chestnut Hill College through her mother, Pat Olwell Höglund ’67, and her aunt, Sister Marie Olwell, SSJ, who attended the master class and is also an alumna. 

## »LEGACY OF WWI CONFERENCE

The fifth conference in the Legacy Conference series, presented by the Department of History and Political Science, was held November 14 and 15, drawing 111 audience members and 55 participants, including presenters from eight countries and 15 states – a new record.

The Legacy of WWI recognized the 100th anniversary of World War I through interdisciplinary presentations and two keynote speeches.

Jay Winter, Ph.D., the Charles J. Stille Professor of History at Yale University, and a specialist on World War I and its impact on the 20th century, spoke on Friday. He has written or co-authored more than a dozen books on topics related to the subject and he was the chief historian, co-writer and co-producer for the PBS series, “The Great War and the Shaping of the 20th Century,” which won several awards for best television documentary in 1997, including an Emmy, a Peabody and a Producers Guild of America award.

Winter’s presentation was titled “The Great War 100 Years On: A Trans-National Perspective.” In an interview prior to the conference, Winter said that war is a Pandora’s Box with destructive forces that cannot be controlled once opened.

Saturday’s speaker was Laura Lee Downs, Ph.D., chair in gender history in the Department of History and Civilization at the European University Institute in Florence, Italy.

Downs is a noted researcher and author on topics surrounding social welfare issues and, in particular, the relationship between the social and the political in 20th-century Europe as well as in France,



Jay Winter, Ph.D., (right) a specialist on WWI, signed books at the conference. He is joined by Wolfgang Natter, Ph.D., CHC's vice president for academic affairs and dean of the faculty.

Italy and Great Britain from about 1870 to 1970. Her presentation was titled, “Women, Work, and the Transformation of State/Society Relations During the First World War: Some Long-Term Legacies for European Society and Politics.”

“These conferences have been very successful in the tristate area,” says Lorraine Coons, Ph.D., professor of history and chair of the history and political science department. “Our unique college atmosphere and the interdisciplinary nature of our conference is special, and we’re proud of what we’ve been able to do for such a small school.” She describes World War I as “a profound, pivotal event that militarily, politically, technologically, socially, culturally and intellectually changed the world.” 🦁

## »21ST CENTURY APPROACH TO CRIME AND PUNISHMENT



Even as the crime rate in Pennsylvania continues to drop, the number of incarcerated citizens continues to rise. John Wetzel, secretary of corrections for Pennsylvania, presented “A 21st Century Penitentiary Model” on February 19 to a rapt audience in the East Parlor to explain this paradox and his goals for turning this situation around.

“His reputation as a progressive reformer and vision for the future of corrections ties in perfectly with our belief in service to the *dear neighbor*,” said Wolfgang Natter, Ph.D., vice president for academic affairs and dean of the faculty, in presenting Wetzel.

“The use of incarceration as a response to crime was thought to be a way to

rehabilitate someone,” Wetzel began. “Even the word, ‘penitentiary’ got its start here, in Philadelphia. Being ‘penitent’ and locked up, solitary, was how we thought crime would be solved.” This belief has since been proved wrong.

Despite the fact that Pennsylvania has about 51,000 inmates, progress has been made during Wetzel’s tenure through various programs designed to put victims’ rights first while instituting reforms that reduce non-violent prison sentences and rehabilitative initiatives to ensure inmates gain skills to become productive members of society.

Read more about Wetzel’s reforms on the Department of Corrections website, <http://www.cor.pa.gov/> 🦁

# ACCOLADES

## CELEBRATING THE ACCOMPLISHMENTS OF FACULTY AND STAFF



In early January, faculty and staff who published books and book chapters between July 1, 2013 and July 1, 2014 were recognized at a reception in the East Parlor of St. Joseph Hall.

In a booklet prepared for the *Celebrating Scholarship* event, **Wolfgang Natter, Ph.D.**, vice president for academic affairs and dean of the faculty, applauded the scholarly accomplishments of CHC faculty and staff.

He wrote, “The College has a long tradition of excellence in educating undergraduate women and men in the liberal arts and professional graduate students in their respective disciplines. Our faculty are the conduit of the knowledge, creativity and readiness demanded in a contemporary environment that is increasingly complex and interdependent. ... Both faculty and staff are vital to our educational mission ... their work with students in class and outside, along with our service both within the College and toward other professional communities, incarnate a commitment to the world of 21st century education and scholarship.”

The complete booklet can be found at [www.chc.edu](http://www.chc.edu). Search for Celebrating Scholarship. 



**Marie Conn, Ph.D.**, professor of religious studies, and **Manisha Shendge, D.Min.**, adjunct professor, were awarded fellowships in Thanatology (the study of death) from the Association for Death Education and Counseling (ADEC) in January. ADEC is one of the oldest interdisciplinary organizations in the field of death, dying and bereavement, with nearly 2,000 members including psychologists, social workers, educators, clergy and others.

“This validates my longstanding interest in the constellation of issues around death, aging, caregiving, dying, death and bereavement, and is an unexpected achievement at this late stage of my academic and pastoral career,” said Conn after being named a fellow.

Conn earned her doctorate in theology from the University of Notre Dame and has taught at Chestnut Hill College for 23 years. She has written several books and is actively engaged in a variety of social justice work around the world.

Shendge, who has taught at the College for 15 years, is a pastoral counselor and licensed marriage and family therapist in private practice. She also is a clinical fellow with the American Academy of Marriage and Family.



**Scott Browning, Ph.D., ABPP**, has been named a fellow by the Academy of Couple

and Family Psychology of the American Board of Professional Psychology. Browning, a faculty member for 26 years, is a noted authority on psychological treatment of families and stepfamilies; the development of empathy; children with developmental disorders; and training clinicians. Browning is also the author of “Stepfamily Therapy: A Ten Step Clinical Approach.”

**Joseph A. Micucci, Ph.D., ABPP**, has been named a fellow in the Society of Family Psychology within the American Psychological Association, the first CHC faculty member to be so named, and one of only six family psychologists approved for APA fellow status in the field this year. Micucci has been a CHC faculty member for 25 years and specializes in psychological testing, adolescent development, family

therapy with adolescents, and gay, lesbian and bisexual issues. Micucci also is the author of “The Adolescent in Family Therapy – Harnessing the Power of Relationships.”



**Edward Strauman, Ph.D.**, associate professor of music, won third prize in the 2014 Sofia International Composition Competition in Bulgaria for his work, “The Musical Voices of St. Mark Basilica.” The annual competition is open to participants from around the world.

Strauman used the Basilica of Saint Mark in Venice, Italy, as his inspiration. The composition, *Voces Musicales di San Marco*, is a 7-movement suite, which was intended to capture the feelings evoked when visiting the Basilica and viewing the mosaics. He named the titles of individual movements after various instrumental works prominent during the Italian Renaissance.

Strauman teaches classes in music theory, jazz improvisation, orchestration, film music and Broadway musicals and specializes in music composition, theory and analysis. 



# MEET LESLIE MYERS

## AND THE CENTER FOR TEACHING AND LEARNING

When the stars align for Leslie Myers, director of teaching and learning, they do so in a big way. Luckily, for students and faculty at Chestnut Hill College, she was around when three major elements aligned fortuitously.

In late 2012, CHC and the seven other institutions within the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) received a \$150,000 grant from The Teagle Foundation for a collaborative initiative, “Building Faculty Capacity for 21st Century Teaching,” to allow for expanded approaches to teaching and faculty work.

Around the same time, CHC was undergoing reaccreditation from the Middle States Commission on Higher Education as well as having an internal conversation around the plausibility of creating a Teaching and Learning Center.

Myers, who was then the Director of Student Learning Services, was ready to take her work to the next level, having done extensive research about new information on the brain and various ways people learn.

“This [the Center for Teaching and Learning] was an idea that took shape at the right time — the research was made possible through the grant, the reaccreditation process was underway and Sister Carol encouraged and supported our ideas about the effectiveness of collaboration,” she says.

“We continue to find favor in this endeavor, as Dr. Natter brings a wealth of experience and knowledge about the scholarship of teaching and learning and is a strong supporter of the Center.”

The Center, at this point in time, is not a bricks-and-mortar space, but rather an umbrella, encompassing all academic support services including the writing, math, language and disability centers, Myers explains.

And in her office, on the second floor of Saint Joseph Hall, Myers and Saundra Freedman arrange peer tutoring for students who need help with specific courses or around such topics as test anxiety and time management. Those five components combine to form the student support side of the Teaching and Learning Center.

In addition, the Center serves to implement programming for students who enter Chestnut Hill needing some extra support.

“Our unique programming is designed to meet the needs of a variety of students who come to us with tremendous potential but need some extra support,” she says.

“That’s one of the unique qualities that is special about CHC’s size and our environment — we’re able to provide for our students who may not be as successful somewhere else. In collaboration with the Office of Student Success, we have had great success with the academic success and retention of these students.”

With the student side of the Center moving forward, Myers is focusing now on providing resources and support for faculty members.

“The creation of a center for faculty grew out of informal conversations I have had with my colleagues over the years in which we brainstormed ideas about ways to engage students in the classroom and ideas for new approaches,” she says.

Some of these innovations include educational technology offering new tools

# MEET LESLIE MYERS

AND THE CENTER FOR TEACHING AND LEARNING (CONTINUED)

for professors such as video lectures, blogs, PowerPoint project portfolios and VoiceThread, which allows students to answer questions online and allows the professor to access the answer, receiving both the voice recording and a photo of the student on his or her own computer. In addition, the Center is looking at new approaches to behavior management, ways to best craft syllabi and various methods to assess student learning.

“Innovations in educational technology have expanded the way in which we can engage both within and outside of the classroom. In addition, we are exploring how we are delivering instruction and how we are assessing student learning. How do we meaningfully engage students in the classroom and what is the best environment in which to help our students learn those critical learning skills fundamental to a liberal arts education?” she asks. “It is not

enough to teach content, we need to know that our students are learning how to apply what they are learning.”

Input from faculty about needed resources and programs is essential to the Center’s success. A survey has been distributed to gain feedback that will inform the creation of programming, offerings and an online resource. The goal is to offer resources on the scholarship of teaching and learning that faculty may implement into the classroom experience.

In addition to the survey and research, the Center will offer workshops around such educational innovations as Universal Design, the holistic approach that advocates creating a learning environment where everyone can thrive, regardless of their learning style or potential individual roadblocks to learning.

Myers is excited to watch the Center for Teaching and Learning evolve and hopes that it will serve to support and encourage all members of the CHC learning community.

Myers earned her bachelor’s degree in education from Wittenburg University in Ohio and her master’s degree in counseling from West Chester University. She is currently working toward her doctorate in organization leadership. Before joining CHC five years ago, Myers worked as a middle-school teacher, high school counselor and director in an alternative school. In addition, she speaks at venues around the country and in Canada about how people learn and implications for teaching and learning. 🦁

## »FORENSIC SCIENCES CAMP SUCCESS

During the summer of 2014, 10 high school students immersed themselves in the study of forensic science at the week-long Forensic Sciences Camp run by Joseph Kulkosky, Ph.D., professor of biology and chair of the department.

This unique opportunity proved to be such a success that the camp will be offered again this summer. Students received hands-on experience in techniques used in criminal investigations, such as DNA typing, fingerprint classification, blood type testing and fabric and shoe print pattern comparisons, and more.

“The program was terrific,” says Kulkosky. “There is a lot of interest in forensics, and we will be offering multiple sessions in the future.”

The lab-based program discussed forensic theory as well as providing hands-on experience using high-end scientific methods generally learned at the collegiate level. For information about the camp, contact Joe Kulkosky, 215.248.7157 or [kulkoskyj@chc.edu](mailto:kulkoskyj@chc.edu). 🦁



Students in CHC’s summer Forensic Sciences Camp have fun while learning some serious lessons.

### »THE FALL SEMESTER BEGINS ON A SOLEMN NOTE WITH CONVOCATION

Faculty wearing full regalia, followed by first-year students in their black commencement robes filed into Sorgenti Arena after a long day spent moving bags and baggage into residence halls.

New Vice President for Academic Affairs and Dean of the Faculty Wolfgang Natter, Ph.D., spoke of the history of the tradition of Convocation and welcomed the students to their journey of learning and discovery.

President Carol Jean Vale, SSJ, Ph.D., continued the theme by remarking that special clothing is worn to mark special events and days in our lives, “This tells us something worth noticing is happening.”

Cecelia Cavanaugh, SSJ, Ph.D., dean of the School of Undergraduate Studies, explained why CHC observes the wearing of regalia as part of its opening ritual as a

way to mark the beginning of the students’ academic careers, “and an outward sign of the warm welcome you get from Chestnut Hill College. This reminds us that we’re part of a long tradition of teaching, learning and serving here,” she said. “Today marks a common venture on which you’re embarking and a unity into which your class will grow,” and at the same time, “diversity is encouraged and differences are honored.”

In an email later that week, Sister Carol praised everyone involved in the opening weekend and said this about Convocation: It is a “meaningful event at which we gather to celebrate our new students, reassure their parents of our commitment to excellence in education, recognize many of our returning students, acknowledge the contributions of staff over the summer and welcome faculty back to campus.” 🦁



### »FORE!

CHC's 32nd Annual Golf Invitational was held October 13 at the Whitemarsh Valley Country Club.

The popular annual fundraiser offers a menu of options for helping support athletic scholarships at CHC. Over the years, it has raised more than \$1 million to benefit CHC's student-athletes.

Last year, the Golf Invitational included Duplicate Bridge as an option to golf. All proceeds also benefited CHC scholarships.

For information or to participate, call Chuck Watkins, director of the Griffin Fund at 215-753-3692 or visit [www.chc.edu/golf](http://www.chc.edu/golf) 🦁

## »SERVICE LEARNING WITH LENS

Each fall, a small group of first-year and transfer students move onto campus a week early. Part of the Leadership, Engagement and Service (LENS) program, run through the Office of Service Learning, they are introduced to SSJ sponsored works and social justice issues in Philadelphia and the surrounding areas through community service work.

Interested students apply for the program at the time they receive acceptance letters in the spring. “The program is always evolving,” says Shane McCarthy ’11, service-learning assistant. “We’re building strong community relations and helping to identify incoming student leaders.”

This year, the group worked with senior citizens at Center in the Park, a recreation



center in Germantown, where they also cleaned and fixed up the facility. They worked on the Weaver’s Way Farm on Washington Lane in Mt. Airy, learning about organic, urban farming as they weeded, harvested and planted crops.

At the Philabundance warehouse in South Philadelphia, they sorted through more than 20,000 pounds of pineapple — that week’s largest donation. They also worked with the Broad Street Ministry organizing clothing donations and learning about mail sorting for those without permanent addresses. 🦁

## »THREE CHC SCHOLARS EARN AWARDS



From left, Megan Malvoisin, Meghan Guagenti and Brittany Afferbach, all first-year students, are this year’s SEPCHE award winners.

Three CHC students were recently named Clare Boothe Luce Undergraduate Research Scholars by the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE).

Brittany Afferbach, Meghan Catherine Guagenti and Megan Malvoisin, all first-year students, each received a \$5,000 award through the Clare Boothe Luce Program of

The Henry Luce Foundation. The program supports women in the physical science and engineering fields, a discipline in which women are historically underrepresented.

Since 1989, this program has supported more than 1,900 young women in their pursuit of an education in science, mathematics and engineering. The scholars

spend the summer working with professors at SEPCHE institutions, conducting research in chemistry, mathematics, mathematics education and computer science. Afferbach is a mathematics major and Guagenti and Malvoisin are majoring in forensic science.

SEPCHE is composed of eight independent institutions of higher education in the greater Philadelphia region that collaborate to improve the quality and efficiency of academic programming, student access, faculty development, institutional operations and community outreach through shared activities, services, technology and information. SEPCHE institutions — Chestnut Hill, Rosemont and Cabrini colleges and Arcadia, Gwynedd Mercy, Holy Family, Immaculata and Neumann universities — enroll about 22,000 students, combined. 🦁

### »HARRY POTTER WEEKEND PROVES TO BE DOUBLE SUCCESS FOR CHC



CHC's Quidditch team brought home the trophy in the fifth annual Philadelphia Brotherly Love Quidditch Cup Tournament on October 18. The team beat out seven other teams — Shippensburg and Salisbury universities, Lafayette and Vassar colleges, the New Jersey Nargles and Philadelphia Honey Badgers — on a sunny fall afternoon that brought thousands of Harry Potter fans to campus.

The weekend's first success came with the Harry Potter Conference, at which papers were presented reflecting on the major themes in the Harry Potter series. The conference has its origins in an interdisciplinary honors course developed by Patrick McCauley, Ph.D., assistant professor of religious studies and philosophy, and Karen Wendling, Ph.D., assistant professor of chemistry, who are conference co-coordinators.

According to McCauley, the 221 registrants broke the 3-year-old conference record, as did the number of accepted papers presented — 25 papers and two 45-minute plenary speeches from two experts in the field of Harry Potter studies, John Granger and Gregory Bassham, Ph.D. For the first time, submissions from high school students were also accepted.

The event keeps growing each year, according to Emily Schademan '13 SGS, director of student activities. "We had about 4,000 on campus throughout the day, making it our biggest event yet." 

### »CHC AND THE PHILLIES — PERFECT TOGETHER!

The first CHC Night at the Phillies on August 23 was a resounding success, with more than 1,100 students, alumni and friends cheering as Sister Carol threw out the first pitch. The pre-game tailgate provided a place for all to mingle; special golden T-shirts highlighted the Griffins in several sections of right field; and — regardless of the rain that fell during the early part of the game, and the length of the event (the game went into 12 innings!) AND the fact that the Phillies lost to the Cardinals, 5 – 4 — everyone had a great time.

CHC was a designated recipient in the night's raffle, winning \$4,800, which was donated to the Griffin Fund. Phillies Night 2014 was the largest alumni event, to date. AND the Office of Alumni Relations is excited to announce another opportunity to hang out with the Phanatic on August 29, 2015. Tickets are now available at [www.phillies.com/chestnuthillcollege](http://www.phillies.com/chestnuthillcollege).

The password is CHESTNUTHILL. 



# PRESIDENT'S MESSAGE

## *Together: We Are God's Body*

**T**hough you will be reading this in the full blush of spring, I am writing in the heart of winter, sobered by bone-numbing cold, challenged by ice-slicked roads and tested by unending overcast days. As I reflected upon my message, it seemed important to mention the global situation, whose reality, as chilling as the weather, has marred these bleak months with unpleasant memories.

War rages in the Middle East. Certainly not a new occurrence, it savages parts of the Ukraine, unconscionably fed by a hungry would-be empire, and it confoundingly stalks the streets of America, where smoldering hostilities find an outlet in blatant brutality.

In some unnamed place, innocents are senselessly and ruthlessly beheaded by hooded captors while the cameras roll, catching every facet of the gruesome ritual. A Jordanian pilot is burned to death in a cage and 21 Coptic Christians are decapitated beside the sea. Subsequent to Jordan's retaliatory bombing of ISIS strongholds, the death (cause unknown) of a young, female, American relief worker is announced. The atrocity of these slaughters is never far from my mind as I grieve the loss of innocents and pray for their traumatized families and friends. I imagine your experience over these past months is much like mine. How do we stop the inexplicable violence?

I believe there is an answer, but it will take time and painstaking effort.

Chestnut Hill College is a campus where there is hope that a new reality can rise from the rubble of the old. While it seems that our differences will forever divide us, this does not have to be true. One of the greatest prophets of the 20th century, Pierre Teilhard de Chardin, wrote, "True union differentiates the elements it unites." In fact, all of evolution points to the fact that consciousness increases through an incremental differentiation and complexification of organisms. The greater the complexity of an entity, the greater its consciousness.

Over millions of years, consciousness and complexity have worked in tandem to slowly develop the thinking layer of the earth — the noosphere. This thinking layer is apparent in the worldwide

network that exponentially multiplies the interconnections among people around the globe by creating a web of thought that covers the planet.

This network has generated an inter-human complexity that, in turn, has given rise to a significantly greater capacity for consciousness, both individual and universal. The noosphere is the milieu that has the potential to nurture the diversity of the human person in each and all of its cultural, racial, religious and ethnic forms. This new union of persons can result in an interconnected complexity through which the new consciousness can reach its potential to create the world anew by linking us as one family, on one earth, children of the one God, who loves us individually and with unconditional love. It is the responsibility of humans to harness the real energy of this steadily growing and expanding complex consciousness to shape a just world.

The World Wide Web joins minds, an excellent start, but what is needed is a link that joins hearts. The "life blood of evolution is love," insists the great thinker, Teilhard de Chardin. Love is the magnetic force that binds us together and simultaneously frees us — it unites while it differentiates, empowering us to be who we are: people of different national origins, cultures, races, religions and ethnicities. The World Wide Web has the potential to join us in the pursuit of the common good for all of earth's people, but only if we recognize that the force of love is the sole energy capable of binding us together as brothers and sisters, as partners in a common quest.

At Chestnut Hill College, we are fostering the growth of an international community of students who can acquire the skills and assimilate the attitudes necessary to build this community. For many decades, the students who have attended this College have learned to respect differences and to interact peacefully and respectfully with one another. The goal is to fashion a 21st-century academic experience and craft a co-curricular environment where those of diverse nations and backgrounds can not only learn *with* one another, but *from* one another.

## PRESIDENT'S MESSAGE

The number of international students attending the College has slowly increased, and most recently, has entered a phase of accelerated growth. This is because we have made conscious decisions to attract a larger number of students from around the globe. Such a gathering of diverse peoples can be enriching on many levels, but, if we simply bring some of the young people of the world together to share a traditional academic experience, we will miss a great opportunity. This is the opportunity to engage them in deep listening, sound thinking, critical analysis, empathetic sharing about the nature of planetary citizenship and global responsibility. It is no longer sufficient to hand the children of the world a college diploma. We fail unless we provide them with a passport to the planet that is taking on a new shape before our eyes. To do this, we must create an interactive human experience that engages young women and men in the deepest issues of our time and the tensest questions of our existence. Building on the rich challenges inherent in diversity, we seek to conceive a common experience that will lead to a mutual respect and reverence for differences while working for the common good of all.

The heart of the College is its Mission, which expresses its identity and informs its direction. The Mission of the Sisters of Saint Joseph, shaped and animated by Ignatian spirituality, finds expression in each institution which the congregation sponsors. Core to the Mission of the Sisters of Saint Joseph, and therefore, central to the Mission of the College, is a commitment to relationships. At the College, “we have an active inclusive love of every kind of dear neighbor without distinction, from whom we do not separate ourselves.” Integral to this commitment is the determination to work purposefully toward reconciliation and unity among ourselves and others. Dedicated to excellence in all that we do, the Chestnut Hill College faculty and staff urges each student to discover and actualize his or her own personal excellence, always with the understanding that we grow as persons only in relationship to others.

The university is the locus for meaningful, relevant, cutting-edge thinking and conversation, therefore, the College is an inclusive community that invites people to gather to discuss diverse perspectives on important issues. In this environment, everything has the potential to become a question and every question can be answered from various viewpoints. Exposing the College community to the major issues of our time, investigating them from divergent



viewpoints, inculcating in students a critical approach to information and encouraging the formation of a strong, clear conscience results in graduates who have learned the art of engaging, analyzing and addressing critical issues.

The purpose of academic inquiry is to understand better and more clearly the truth hidden in the deep questions of the 21st century, as well as to probe those questions that have perplexed the human intellect for centuries. While students are studying at the College, they are given the tools they need for sound thinking, the physical and intellectual space necessary to ponder reflectively and carefully and the latitude to make mistakes as they question issues from all sides and draw conclusions based on modern evidence, historical research, a spiritual sense and their own individual consciences. Freedom of thought and inquiry is the bedrock of the university experience.

In keeping with the College Mission and in response to a world in turmoil, the College will capitalize on the growth of international students to create a microcosm of the global community on the campus. New programs, affecting all aspects of college life, are in process of development and current programs are in process of adaptation. The goal is to fashion a teaching and learning environment that opens students to meaningful dialogue with one another so that they can grow intellectually, emotionally and socially in their understanding of the world's peoples. Graduates will leave the College knowing they are part of a highly complex union of interrelated persons from around the world, whose differences strengthen and complement the whole, and who together can harness the potential in the new consciousness for the good of all. It is our intention to make this global, experiential learning environment one of the hallmarks of a Chestnut Hill College 21st century education.

Naturally, one wonders if such an outcome is possible. Is it possible to create a new brand of loyalty, a loyalty to our planet, a loyalty that includes all cultures, religions and national agendas, but transcends them in a commitment to the peaceful complexification and convergence of our conscious life on earth? Success will require a shared vision, a shared dedication and a shared determination to work as a community of earth for the common good of all. This is possible only if we are united by the power of Divine Love and animated by it to grow together as children of the one God. Scripture begins and ends in a garden. Perhaps Eden lies ahead of us as well as behind us. On this one small campus, historically characterized by deep, lasting, loving relationships, we "hold hope high" that we can make a successful beginning. 

Sincerely,

*Carol Jean Vale, SSJ*

Carol Jean Vale, SSJ, Ph.D.

President

## Earth

**our living,  
breathing,  
boundlessly prolific**

**Mother,**

**pregnant, teeming  
with lives**

**amazingly intricate  
tenderly sculpted  
astoundingly diverse**

**giving birth and ever  
waiting to give birth.**

## We are her children

**One family of**

**One Mother**

**in whom**

**our  
differences  
display an  
exquisite  
witness  
to the  
imagination of God.**

**Carol Jean Vale, SSJ, Ph.D.**

# INNOVATIVE TEACHINGS

*Learning through New and Innovative Classes*

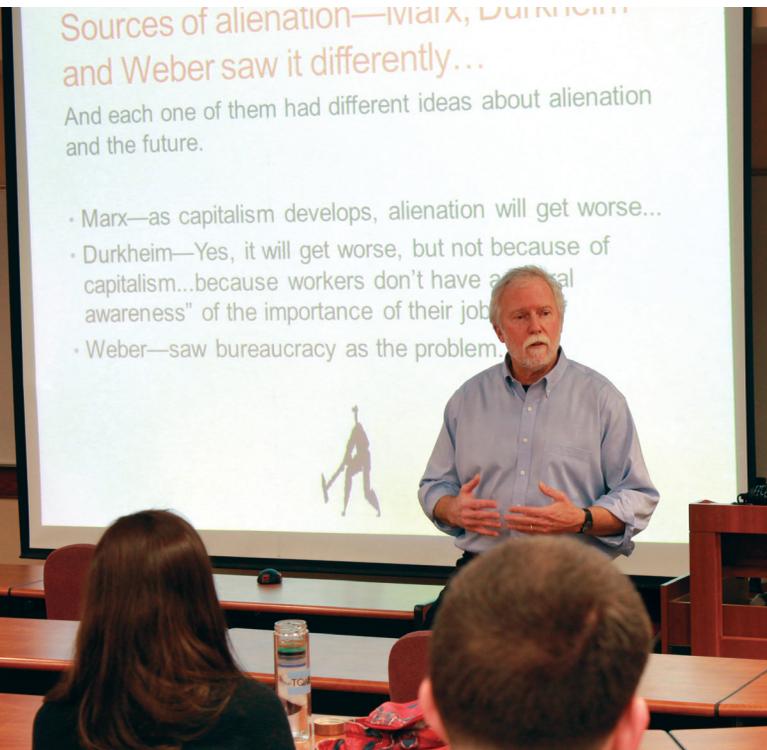
BY FRANCES ELLISON '15

Professors always look for new and inventive ways to present their course information in ways that will excite, inform and engage their students. This article highlights three courses with innovative approaches and is the first in a new, regular series in *Chestnut Hill* magazine.

As chair of the College's Biology Department, Joseph Kulkosky, Ph.D., is regularly a part of exciting and innovative courses, such as the successful Forensic Biology program, which, aside from being a major at CHC, is also the theme of an equally successful summer camp program. His class, *The Living Lab*, defines innovation. The class, which is held during the winter session, is primarily taught to non-science majors interested in a fun way to meet their science requirements. "It's a fascinating course," says Kulkosky. "It's not a traditional course by any stretch of the imagination."

Kulkosky describes his instruction method as using the city of Philadelphia as one giant lab. Instead of being lecture-based with a separate lab course, *The Living Lab* is a hands-on course that takes students out of the classroom and into the city's many museums. Students spend their days touring museums such as The Academy of Natural Sciences, The Mutter Museum, the Benjamin Franklin Museum, the Frankford Insectarium and the Franklin Institute, to name a few. Kulkosky's goal was to create a friendly course for students who need a science requirement. "We have this requirement that science courses must have a lab component; what's better in terms of laboratory specimens than going to these institutions where they are surrounded by unique, rare collections. So, it's a living laboratory," he says.

*Crime and Punishment Through Film*, a class taught every other year by John Kovach, Ph.D., uses contemporary films to present real world issues in a tangible fashion. Kovach's roster is a robust one, including movies such as *Dirty Harry*, *Clockers*, *Dog Day Afternoon* and *A Clockwork Orange* to teach students about a range of issues from the Miranda and Escobedo Supreme Court rulings to drug addiction and sexual violence. Students watch the films and discuss them, then write about the issues presented. "Students really like it because they learn to see films differently," says Kovach. "It's a good way of making concepts come alive, of making issues come alive. It certainly engages students ... If you pick the right films." His students agree. "[The films] give us a different perspective," says one student. Another compares the older films to more current movies, saying that the older films seem "more realistic." The latter is not lost on Kovach. "Most of the films they're not familiar with. I deliberately pick ones that are older, from the '70s." *Dirty Harry* for example, was made when the Miranda laws were still relatively new. Watching Clint Eastwood's character struggle with the new law makes the lesson that much more authentic.



John Kovach, Ph.D., uses films to teach students about a range of social issues in his class, *Crime and Punishment Through Film*.

Kovach came up with the idea for the class when he realized that his department had a lack of fun, engaging elective class options for major students. “We don’t have that many faculty in this department,” he says. “So often we just teach all these required courses, and we don’t have a chance to do something that might be a little more fun. We’re trying to do more of that.” When asked what he loved most about teaching the class, he responds, “It’s just fun.” Watching the energy between Kovach and his students while he teaches the class, or the way he lights up while talking about it, is a testament to that.



CHC students in the Inside Out program wear matching T-shirts every week when they attend class in a local prison, as a way to level the playing field between them and the inside students.

Another class from the Criminal Justice Department is the Inside Out Prison Exchange program, facilitated by Lauren M. Barrow, Ph.D. Unlike Kovach’s and Kulkosky’s classes, Inside Out is not unique to Chestnut Hill College; the Inside Out program originated at Temple University in 1997 when Lori Pompa took her students on a tour through a local correctional facility. The program emerged from an observation that college students and inmates, alike, were benefitting from their interactions. Currently, with more than 50 colleges now participating as part of the Inside Out Prison Exchange programs, it seems that Pompa was right.

Once a week, a shuttle takes Barrow’s class to a local prison where class is held. The class is comprised of half CHC students and half “inside” students. The students take the course, Comparative Justice Systems, at the correctional institution. In it, they analyze the religious, social, civil law and common law legal systems. At the end, the students receive a certificate of completion during a mini closing ceremony attended by officials from the College and the correctional institution. Barrow first learned about the program six or seven years ago at the annual conference of the Academy of Criminal Justice Sciences (ACJS).

“When I learned that Chestnut Hill College had a program, I asked to be trained in it,” she says. “I believe in education as an interrupter to a pathway of crime and I think that it offers a perspective that maybe did not exist prior. And personally, I wanted to be part of the solution rather than the problem.”

Leveling the playing field between the inside and outside students adds to the overall transformative experience.

One way that is achieved is by requiring the “outside” students to wear a uniform, of sorts.

“The inside students have to wear the same outfit every week, so when the CHC students do the same, it lessens the differences between the groups,” she says.

The program is hard, but effective.

Asia Bryant ’15, an alum of the program, says she will never forget her time in the class. “I love the Inside Out program because you get to meet with different people who don’t have the same background as you and find out in some way we’re all similar,” she says. “Instead of being scared, I felt rejuvenated every time I went to class, and I was excited to learn the course material alongside the inside students. More programs like this need to be enacted so that we can actually see the people in our prison system.”

The feeling is mutual for Barrow. “I’m humbled every time I teach it,” she says. “I see our students living the mission, and it’s a true gift to bear witness to that. It’s just such a beautiful thing to see. They have gone into a secure setting and given the gift of their time, and their spirit and their rare energies to a population that generally feels abandoned and rejected by society. It’s a profound experience to be able to watch that as an instructor.”

Innovation is defined by Merriam Webster as being “The act or process of introducing new ideas, devices, or methods.” By combining imagination with a desire to touch students on a much deeper level than plain lecture, Drs. Barrow, Kulkosky and Kovach have done just that. 🌱



# BUILDING ON A STRONG FOUNDATION

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*CHC moves toward its centennial with a new Vice President for Academic Affairs and Dean of the Faculty at the helm.*

BY BRENDA LANGE



For 90 years, Chestnut Hill College and those who walk its halls have been proud of the education they have both provided and received. The road hasn't always been smooth or the path clear, and yet the institution has not only survived, it has thrived and, according to one who knows, it will continue to do so — by following established traditions, continuing to take necessary risks to adapt to cultural change and most of all, remaining true to its mission.

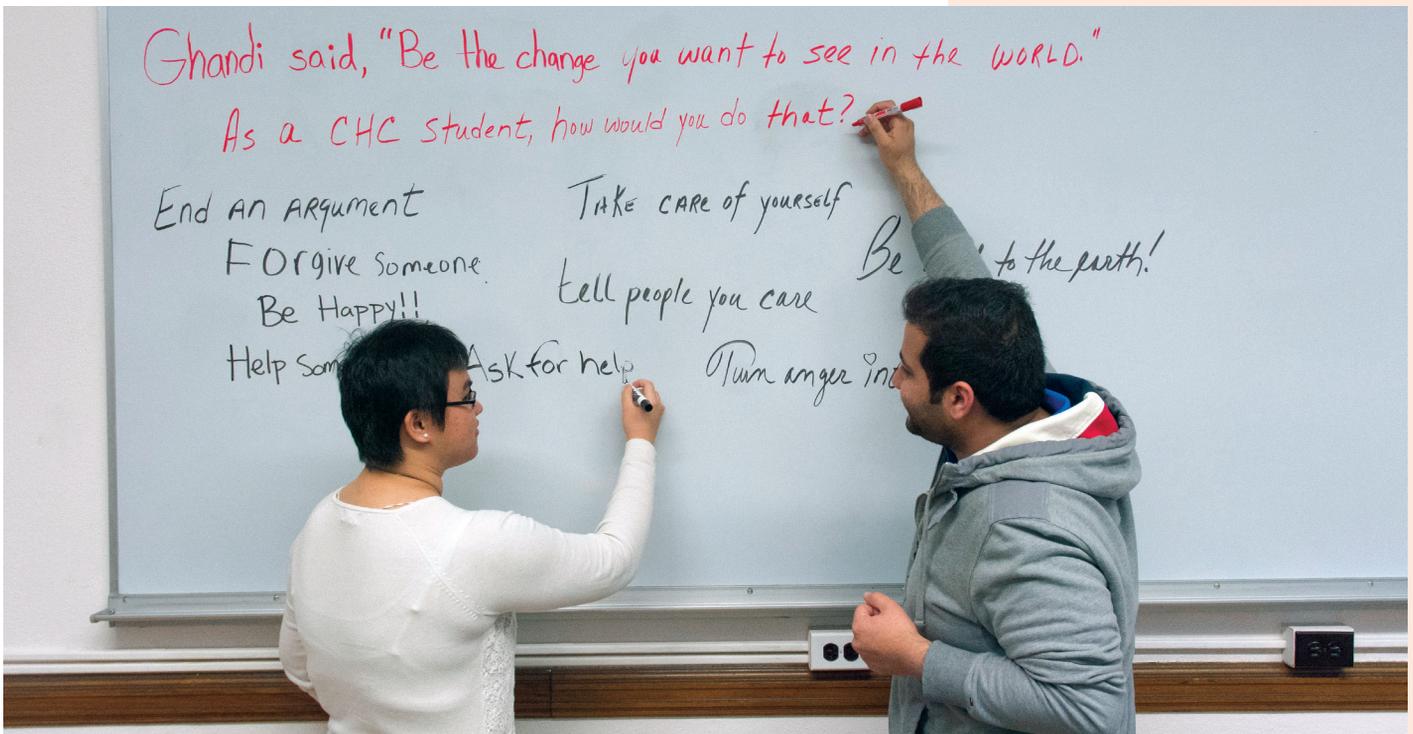
“Everything we do follows from mission,” says Wolfgang Natter, Ph.D., vice president for academic affairs and dean of the faculty. “We have an historic mission of serving the underserved, which marks us as part of Catholic higher education. We seek to promote justice, a holistic education, pursuit of truth and integrity, attention to the dear neighbor, concern for the earth and readiness for any good work. I find it to be a compelling mission; one I feel blessed to contribute to.”

Natter assumed his duties last summer, after a yearlong national search to fill the position. He has extensive experience with curriculum development, interdisciplinary initiatives, graduate programs, development of conferences, workshops and lecture series, online education and much more.

Natter served in administrative and faculty capacities at the University of Kentucky and Virginia Polytechnic Institute and State University. Most recently, he was Dean of the School of Arts and Sciences at St. Bonaventure University. He holds an earned doctorate in German Studies and an M.A. in German Literature from the Johns Hopkins University and a B.A. in German Literature and European History from Wesleyan University. He has won awards for his teaching; earned tenure and promotion in three disciplines; was a guest professor at the universities of Leipzig, Jena and Nijmegen; successfully applied for \$1.2 million in grants; and holds the rank of full professor.

Natter oversees all matters related to CHC's curriculum and its delivery, and is responsible for all policies related to the academic life of the College. As Dean of the Faculty, he interacts with all faculty members; works closely with the deans' council and individual deans; and meets regularly with the directors responsible for student advising and teaching and learning, and with the Registrar and Director of Institutional Research.

Much of Natter's first six months at CHC was spent meeting with faculty members individually and in small groups, listening to their concerns and discussing their goals. These meetings provided background and support for his plans to enhance opportunities for faculty development. Attendance at professional conferences is one example of an additional opportunity for ongoing learning to help faculty reach their full potential as scholars and educators.



Nina Longasa '16 and Yazeed Al Suhaibani '16 answer a question important to all CHC students.

“Faculty should have the chance to reflect — on a recurring basis — on the state of research in their field, on best pedagogical practices and on technology and how it might enhance their teaching,” he says.

“Faculty should have the necessary support to attend conferences and present research. Teaching and learning is our *lingua franca*. Being a good teacher is a never-ending odyssey.”

He believes this type of career enhancement not only increases the quality of the students’ experiences, but increases the College’s visibility too.

“When a faculty member attends a conference, for example, they are in touch with — and contribute to — some of the latest reflections, thought and research, and then they bring that learning back to their classrooms here,” Natter says.

“We want our students to be in touch with the latest learning in the field ... the teachers are the liaison between the world of scholarship and the classroom.”

## ASSESSMENTS AND ENHANCEMENTS

Part of his job description entails the ongoing review and evaluation of policies and programs, a process that has recently begun through interdepartmental self-assessments. Such assessments will be an ongoing College activity, consistent with Middle States accreditation standards.

“Generally, we want to ensure that we are periodically assessing what and how we are doing and enhance where enhancements make sense, tailor where that makes sense and so forth. A key part of all assessment is ensuring that we are closing the loop with the information culled during review and that we apply it to ongoing developments,” Natter explains.

# TRYING ON A CAREER WHILE STILL A STUDENT

The Office of Career Development is instrumental in helping students recognize the value of an internship and in turning that awareness into action.

Ryan Murphy, the director of service learning, works closely with Nancy Dachille, director of career development. Together, they meet with first-year students as a group and individually. They encourage faculty to direct students to their offices and they reach out to alumni who may be willing to mentor students and/or help find internships.

Building a professional network is all-important, because although what you know is important, so is who you know.

“Statistics bear out the importance of networking,” says Murphy. “Students find the majority of positions through their network as opposed to the old way of postings on job boards.” Internships also build a professional network for students outside of their college setting.

He helps students set up an internship search as a mini job search, including creating a resume, cover letter and more. Today, employers treat potential interns as potential employees, doing interviews and checking references.

“About 65 percent of our students do some sort of experiential education — student teaching or internships,” says Dachille. “The goal is to get that up to 90 percent or more in the next three to five years and that has lots of support.”

They both would like to see the process formalized and broadened and they continue to work to redirect perceptions that they run a job placement service.

According to Dachille, alumni can be instrumental in helping current students find internships, and she would encourage all former students to remember how important their CHC education was and perhaps give back by offering an internship position where possible.

“We’d like to change the way people think about an internship,” adds Murphy. “It’s something to get them ready for that big job search.”

And students almost can’t start too soon. As Max Kaplan ’11 discovered when he made internships his priority.

“You need to create your own brand as well as enhance the brand of the College because it’s so small,” he says. “And because it’s small, you need other things to define you. It’s good to start early. I always tell the College, ‘If there are students who want to intern in New York, I’m willing to help out.’”



Marilyn Ryan, SSJ, Ph.D., professor of mathematics and chair of the department, works with a group of students.

“Further, we already have a whole handbook of policies in place,” he says. “My responsibility is to ensure effective implementation of them. As needed, I will propose new and additional policies that seem to be required.”

As for curriculum changes, which Natter calls an organic course of events at any college, part of the assessment process

entails examining existing programs to assure they are being delivered optimally. Any associated costs will also be looked at closely, as will the program’s ability to help distinguish Chestnut Hill College in the regional marketplace.

“What’s important, in my view, is that we make wise decisions about any additional programs ... identify programs that align

with our mission, with faculty strengths, and with our projections for enrollment and marketing success. We will be thoughtful, informed and strategic in our decisions about where to grow.”

That said, he already has identified half a dozen areas of study that would fit with CHC’s mission, meet student and faculty demand, and avoid an unnecessary financial burden on the College or the families that enroll their children. He hesitates to get too specific at this early stage, but he will say that these potential additions fit into both the undergraduate and graduate curriculum.

“I love the balance of what we’re working toward ... additional majors and minors and enhancements to others ... some along the lines of traditional liberal arts and others that have a more career-specific focus,” he says.

***Regardless of their pursuit, they will require lifelong learning and the ability to navigate a market where they may work in jobs that don’t even exist today. They will be able to make that transition because of the skills they’re learning here.***

***- Wolfgang Natter, Ph.D.***

# LEGAL STUDIES MINOR JOINS THE ROSTER

A welcome addition to the curriculum, implemented in Dr. Wolfgang Natter's first six months on the job, is the new minor in legal studies.

Not designed to be a "pre-law" program that provides legal or paralegal training, this minor, instead, encourages students to develop an understanding of the role of our legal system within our civil institutions and explores major legal issues from a multidisciplinary perspective. It will draw on courses offered in political science, history, criminal justice, digital forensics, business, psychology and religious studies/philosophy.

"This program is responsive to demand," Natter says. "We've had informal demand from parents and prospective students and interest from faculty. It also is cost-effective and modest in what is required to implement it."

According to Jacqueline Reich, Ph.D., associate professor of political science and coordinator of the program, one of the most common questions asked of political science faculty at Open Houses is whether there is an undergraduate legal studies program at Chestnut Hill. Students and their parents believe that a structured legal studies program will help document their interest in law and legal affairs and the steps they have taken to support that interest. And if they plan to continue on to law school, the students' liberal arts background will be a plus.

Many areas of study at CHC already include information about law and legal studies, including sports management, women's studies, minority studies and religion, to name a few. While many students have a general knowledge about citizenship rights and responsibilities, many lack knowledge about basic citizenship and governmental functions.

According to Reich, an increased understanding of civic responsibility is part of CHC's responsibility toward its students.

"Through this 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," she says.

It also will help raise awareness of potential classroom-to-career linkages that are important for all students to grasp and makes the connections that are a basic part of study in the liberal arts.



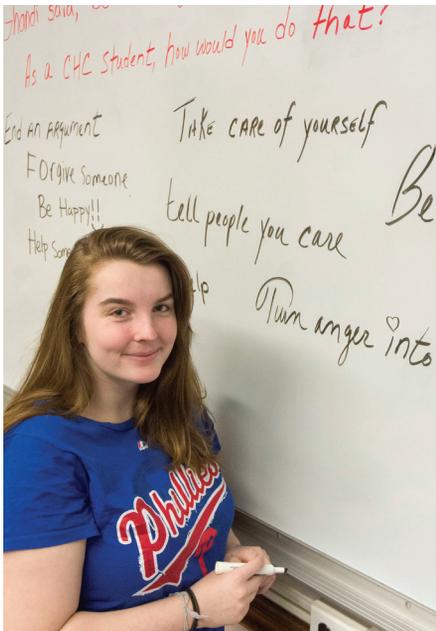
Jackie Reich, Ph.D., associate professor of political science and coordinator of the legal studies minor, addresses a class.

"It's intended to attract interest and provide something more job-oriented, while still giving students our great education," she says.

"Political science is one of the traditional liberal arts majors," she says. "We [the major] have value, yet sometimes it's hard for potential students and their parents to appreciate that value. The legal studies minor should help draw students to CHC to study political science. Our classes are good and challenging, and our students graduate and are successful. Moreover, the legal studies minor makes interconnections among a range of subjects ... it's truly interdisciplinary. They [the courses] come together to help create the whole person, and this minor is a great way of organizing the material."

Natter also sees the potential for this program to become the cornerstone of a new mentoring program he hopes to institute at CHC and one he is working on with Career Development and Alumni Relations.

This beginning program will match students with practitioners in the field — willing alumni and friends of the College who have pursued legal careers.



Monica Segeren '18 adds her thoughts to the white board.

And of course, along with aligning with the mission, examinations of curricula and resulting changes should match up with the College's 2014-2019 Strategic Plan. The College has begun broad discussions around implementation of the plan, mindful that it will become even more meaningful for the entire community as it extends across all domains of the College.

"It's a strong and ambitious plan, with goals and objectives that will help us achieve the vision of uncommon excellence for our students and the community," he says. "A large piece of that vision is ensuring we can continue to tell the good news of the successes we enable through our liberal arts education."

## ADVOCATING FOR A LIBERAL ARTS EDUCATION

As educational costs continue to rise nationwide, the debate around the value of a liberal arts education versus a technical education also continues. Academic exploration, preparing for a lifetime that may include a variety of jobs within disparate fields, and learning how to think,

communicate and learn independently are all touchstones of the education provided at Chestnut Hill College and similar institutions.

Proponents of such an education, including Natter, see that as a worthwhile investment. As part of the ongoing conversation, liberal arts colleges around the country have been asking the tough question: How do we balance employment preparedness with the intellectual curiosity for lifelong learning promoted through a liberal arts education?

"A liberal arts education is a terrific bargain and a terrific education. It allows you to learn, adapt, and prepare for those 8 or ten different jobs you may hold during your career, because you've got this broad base that allows you to figure out the answers to questions you may not even know are out there. The virtues and value of this education in general and specifically at CHC is something that I invite our entire College community to share with others," he says.

"The attention that students get here [makes the difference]. On average, we have an 11-to-1 student-to-faculty ratio, meaning our class sizes are smaller and students receive more attention. Our students are taught by professors, not teaching assistants, resulting in a relationship between students and faculty that is demanding and challenging, but true to our mission as a liberal arts college and true to the mission of the Sisters of Saint Joseph."

The SSJ mission of caring for the *dear neighbor* correlates to deeply ingrained concern for CHC students, both in and out of the classroom.

"CHC is very much a student-centered learning environment," he says, pointing to the third-floor hallway of St. Joseph Hall as an example. "Here you have student advising, a math lab, a writing lab, counseling services, career services,

student activities and mission and ministry. The best of the small liberal arts schools have a similar environment. And it all starts with the quality and care which our faculty extend to students both in and outside the classroom."

And yet, Chestnut Hill College offers still more.

"We stand out because of our attention to the whole person and our education for lifelong learning," he says. "We're less about training someone for an entry-level job than we are for educating them for a life of professional engagement — for a lifetime of career development, rather than for a presumptive first job."

For example, even in the majors that are considered "professional" such as accounting, CHC students receive a broad-based education while learning to become accountants, taking the core curriculum in the humanities, natural sciences and social sciences.

Other types of colleges have a larger focus on tech education or job-ready education, what might be called "training" rather than "education."

And he points out that the conversation about the value of the liberal arts is not new; it has been raging since the country's earliest days.

"Ben Franklin and Thomas Jefferson were having this same debate," he says with a laugh. "Both sides have been represented throughout history, and as the debate continues, we will continue to ask how you best prepare a citizenry."

## CHC PROVIDES WHAT EMPLOYERS WANT

Over the past several years, STEM courses have gained in popularity along with the public perception that these fields — science, technology, engineering,

# NURTURING A CULTURE OF SCHOLARSHIP

Another way that Dr. Wolfgang Natter is fostering scholarship at CHC is by creating a process whereby students can be educated about the prestigious fellowships available for college students, recent graduates and even faculty members.

“I want to establish an infrastructure of support in terms of learning about the possibilities and how to go about pursuing them successfully,” he says.

These possibilities would include such well-known scholarship programs as the Fulbright, Udall, Goldwater and others. Natter knows firsthand about the life-changing experience that accompanies such a successful bid. In his case, it was the Fulbright, which he won twice. His first grant came as a graduate student and allowed him to study philosophy and history at the University of Mainz and the second, as a faculty member at Leipzig University. He also has served on the U.S. Fulbright National Selection committee.

“Dr. Natter’s experience, including his work with students who have successfully applied for fellowships and prestigious academic honors, will result in new regional and national recognition for the College,” says Carol Jean Vale, SSJ, Ph.D., and president of CHC.

“Outstanding students will benefit from his mentorship and qualify for opportunities that will positively affect them for the rest of their professional lives.”

More than 325,000 Americans have received Fulbright grants since Congress began the program in 1946 to “increase mutual understanding between the people of the United States and the people of other countries,” according to the Fulbright website (<http://us.fulbrightonline.org/>).

Sponsored by the U.S. Department of State, the Fulbright program is the largest international exchange program offering opportunities for students, scholars and professionals to undertake international graduate study, advanced research and teaching opportunities.

According to Natter, the Fulbright suits many applicants because of the diversity offered in study topics and in geographical locations. Producing Fulbright scholars also helps raise an institution’s profile.

“Dr. Natter’s plan to identify students and faculty who meet the criteria for fellowships and grants — including the Truman, Eisenhower and Rhodes in addition to the Fulbright and others — and assisting them by providing the necessary support for them to be competitive participants and competent awardees, promises to open a new chapter in the academic life of the College community,” says Sister Carol.

Natter invited a representative of the Fulbright Program to visit CHC in January. Jennifer Connor, Fulbright student program outreach officer, held two information sessions on campus in January.

“Introducing the Fulbright to campus is an important step in my vision to work with faculty to assist CHC students to be competitive for national fellowships and to enable those students who want to go on to graduate schools, to go to schools of choice,” he adds.



For the first time in several years, a CHC faculty member has been awarded a Fulbright fellowship. Kelly Butler, Ph.D., associate professor of chemistry, recently received a 2015-16 scholar grant to India, where she will teach and lead faculty development workshops on the POGIL method.

Professor Butler began using this method — Process Oriented Guided Inquiry Learning — 10 years ago and has been facilitating workshops for nine. She also wrote a workbook of POGIL activities and has contributed to the POGIL Project, begun at Franklin and Marshall College in Chemistry.

Many institutions in India are in the process of enhancing higher education, and two of them have invited her to work with them to implement this student-centered pedagogy that has been shown to enhance student learning, critical thinking, problem solving and application of knowledge.

mathematics — are a sure path to a job and career. According to Natter, student interest in these courses has risen here and nationally, but not at the cost of interest in the humanities.

And according to a survey by the National Association of College Employers (NACE) and reported in a November 2014 Forbes.com article, there is a confluence between what employers want and what CHC offers.

Hiring managers from various fields, including large corporations and nonprofit organizations were asked what they look for in new hires and, as Natter says, “Their answers align beautifully with the education we provide.”

Other reports bolster the NACE survey. Overwhelmingly, employers seek those with the ability to work in a team structure, to make decisions, plan, organize and prioritize, process information and communicate effectively. They want employees who know how to learn, to think, reason and consider, who can think creatively, solve problems, innovate and express themselves both verbally and in writing. And they want people to work for them who have learned how to apply theory to real-world settings.

The majority of employers say that broad-based knowledge and communication skills, along with field-specific knowledge and skills, is what they most seek in hiring recent college graduates. Demonstrating

ethical judgment and integrity, intercultural skills and the capacity for continued new learning are also critical.

“We are not inventing this need,” Natter says. “But as it turns out, we do teach all these things, and we prepare our students to fill the needs employers say they seek. Regardless of their pursuit, graduates will require lifelong learning and the ability to navigate a market where they may work in jobs that don’t even exist today. Our graduates will be able to make that transition because of the education they are receiving here.

“This education is both preparation for life and also for a career, not either/or. In support of that, we offer rigorous disciplinary training in different fields; a curricular and co-curricular experience that is about the development of the whole person. We offer an environment that fosters the ability to work effectively in teams and independently,” he adds.

“These reports are validation that we’re on the right path.”

### **PRIORITIZING INTERNSHIPS**

The value of an internship may be hard to quantify, but most agree they play a significant role in finding that first (even second and third) job out of college and in making informed decisions about one’s career path.



Max Kaplan '11 and the office mascot, Foxy, at work at Big Spaceship in Brooklyn, N.Y.

Currently at CHC, having an internship while an undergraduate is not a universal requirement — criminal justice, human services, computer tech and communications all require at least one internship. Natter would like to change that statistic and has made it one of his top goals.

To that end, he has enlisted the help of Career Development, department and program chairs, faculty members, Alumni Relations and even the board of directors in creating what he calls an “internship bank.”

“There are opportunities for widening the pool [of potential internships] for our students,” he says. “I’m eager to help develop a bank of a large number of internships. There is a misperception that Career Development has a ready list of internships to hand out, but it doesn’t work like that. It is good that we help students learn how to find internships, but at the same time, we want to be able to say to students, ‘We have relationships with the following places in these areas. We’ve used them in the past and they’re eager for us to bring students to them.’”

Building recurring relationships across a range of industries would allow more CHC students to complete an internship, create networks and get real-world work experience.

***Through this [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.***

***- Jacqueline Reich, Ph.D.***



Wolfgang Natter, Ph.D., meets regularly with the Deans' Council.

“Internships are critical,” says Nancy Dachille, director of career development. “A bachelor’s degree is pretty common, and in order to stand out, you want to have some experience in your field of study.”

Many times, an internship will lead to a job offer within the organization. Many times, an internship will demonstrate that the chosen position isn’t right after all.

The latter is exactly what happened to Max Kaplan ’11 who majored in communications and English.

In his first internship during his sophomore year (which required special permission because students are required to have completed 60 credits before taking on an internship position) Kaplan worked in the Office of Public Affairs with the U.S. Dept. of Labor in Center City, Philadelphia. He recognized pretty quickly that although public relations work would be “okay” he didn’t want to work for the government.

He also worked in the Office of Student Activities at the College, because he thought he might like to work in higher education. He realized that wasn’t what he wanted either, although he enjoyed it.

In the fall of his junior year, Kaplan interned with AYC Media, the East Falls company that owns several regional event listing sites. He was told to make the job as big as he wanted, and he did. He credits the experience with leading him to his current position with Big Spaceship in Brooklyn, N.Y., where he does social media for a few different brands, including Dreamworks and Google.

“It was crazy,” he remembers. “I interviewed the president of the Schuylkill regatta and got rowing lessons on camera; went to the opening of a nightclub and to a fashion show. I did photos and video work too. I left there with 30 solid writing clips and multimedia experience.”

“I knew I loved the writing and being part of the digital age. I loved the strategy, but didn’t want to be a reporter.”

He calls his current position “a great marriage of the things I tried to do and didn’t want to do 100 percent of the time. It’s great for a communications and English major. There was so much value in learning the dynamics of different kinds of jobs early on,” he adds.

Dr. Natter’s work at Chestnut Hill College has just begun and with a few goals already met, he is on his way to implementing his overarching vision, of continuing to provide the very best liberal arts education possible for the largest number of students, while expanding opportunities for faculty to enhance their education and provide the best possible one for their students. 

**THE MISSION OF  
CHESTNUT HILL  
COLLEGE**

*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.*

# ALUMNI SPOTLIGHT

## *Giving Everything Her Best Shot*

EVIN BAIL O'KEEFFE '98

**E**ven as a new undergraduate, Evin Bail O'Keeffe '98 knew what she wanted. And she knew what would and would not work for her in reaching her goals.

And so the willingness of advisors at Chestnut Hill College to let her design her own major fit the bill for her, as she set out to create a one-of-a-kind program with her name on it, so to speak.

"I used elements of the communications and fine arts majors, with the goal of earning a degree in publications design," she explains. "I focused on the kind of major that would put me into the publications/advertising world."

Margie Thompson, SSJ, associate professor of art, art history and music, and Beryl Gutekunst, Ed.D., formerly an assistant professor of communications, were her advisors and stood behind her from day one, helping her earn her ultimate degree in communications and fine arts studio.

"We've always done things in interdisciplinary ways [at Chestnut Hill College], and the fact that we are a small school facilitates that.

This approach to study is valued and fostered here," says Margie Thompson, SSJ.

Before e-books were more than just a glimmer in someone's eye, O'Keeffe proposed a senior thesis that was a precursor to the genre. "The Place of the Conventional Book in the Era of the New Media" was her title as she designed, wrote and illustrated a book of

handmade paper, then created a digital version of it and wrote a campus-wide survey to determine which version would have most support.

"Both advisors were up for it," she remembers. "It was amazing — in touch, feel, sense and portability ... The library held the original book and the survey, so people could go in and complete it. It was a real CHC experience to involve everyone."

The complexity of O'Keeffe's project might have given her advisors pause; according to Thompson, their arrangement was more involved than that of the classic advisor/advisee relationship. "You have to have faith in everyone involved in the process," she says. "It's important to me that art be challenging and well-executed, and we knew Evin would be able to handle it. She was determined, poised and independent and took direction well while maintaining the quality of her work."

After moving to Ireland seven years ago with her husband, Conor, she spent time cultivating several blogs on various topics. Her first, *40shadesoflife* has become a popular resource for ex patriots or those considering a move to the city of Cork or surrounding area. In it, O'Keeffe writes about life, food and culture in her adopted city.

When she became pregnant with her son, Liam, nearly four years ago, she started another blog, *EvinOK*, which is all about cooking, crafts, lifestyle pieces and personal bits, that she calls a "catchall." In 2014 it won the best craft blog award from The Blog Awards in Ireland. She let the other blogs go, consolidating her interests in these two.

"I needed a way to keep in touch with family and something to challenge me to try new things in a city I didn't know," she says.

Then two years ago, O'Keeffe came face to face with her own mortality when she required a liver resection due to a tumor that was discovered when she was pregnant. During her month in the hospital, she thought about her lifelong dream of being a published author and realized there was no time like the present.



Evin Bail O'Keeffe '98 visits CHC in 2014.

**We all have hidden skills we don't even know about. CHC helped me discover them.**

**- Evin Bail O'Keefe '98**

She already had much of the preliminary work done — sketches and designs, recipes, patterns, ideas — and she made up her mind to do something with them.

“I decided to do a book combining sewing patterns, baking recipes and knitting patterns.” She opted to create a seasonal format that would pull them all together. The final product, “Bake Knit Sew,” contains seven knitting, five sewing and 12 baking pieces, plus tutorials on making the perfect pie crust and how to perform certain knitting stitches.

The book is illustrated with more than 50 color photos — all but two of which she took.

Prior to publishing “Bake Knit Sew” she had helped create a cookbook based on the top food blogs in Ireland, which won an award at the Gourmand Cooking Awards in Beijing. “That book helped give me the confidence to write my own,” she says.

O'Keefe gained valuable experience in her years at Chestnut Hill College, including three semesters as editor of *The Griffin*, but time has a way of dulling the edges of discovery and accomplishment.

“When you're in college and fresh out, you're more motivated and fed by the knowledge from the professors,” she states. “Later, you forget you have all these amazing skills, and you need to find ways to challenge yourself again. I just felt like I needed to do it. If you don't give it a shot, you'll never know.”

Coinciding with the release of her book, O'Keefe started her own publishing company, Anchor and Bee, which publishes creative nonfiction, and has an uncommon business plan. “I have a pool of freelancers and we get together when there's a project, so there's no overhead,” she explains.

Since publishing her own book, she's also published two other non-fiction books by other authors and one more is in the works. And through it all, she continues to consult for a Washington, D.C., management consulting firm for which she manages the employee newsletter and other writing projects.



The author poses with her new book outside her home in Ireland.

O'Keefe carefully considered her options when choosing a college: she wanted to be close “enough” to her family in Washington, D.C.; she was thinking of majoring in nutrition or art therapy in addition to English and communications; she wanted to find an internship in Philadelphia; and she had a relative who had been a Sister of Saint Joseph.

And her choice has shaped the course of her life.

“The opportunities that arose from being at a small school in a community that knows everyone's gifts and talents and is supportive and encouraging ... it all fueled my belief that I could be a leader. I had had no idea I could do some of the things that I did, but CHC helped me realize that I had — and have — something to offer,” she says.

“We all have hidden skills we don't even know about. CHC helped me discover them.” 

# Families Trust

## THEIR LEGACIES TO CHC

BY KATE SPRANDIO '10



Mary Degnan and friends retrieved a CHC sign that had been taken by Penn students — a story that has become part of Trevor Phelps' family lore.

From left: Terry Mallon Northrop, Mary Degnan Phelps and Mary Ann Velten Gilman, all from the Class of '76.

In 1972, a young girl named Mary Degnan was preparing to begin her college journey.

Growing up, Mary had heard all about the small, all-women's college that her mother and aunt had attended. Her mother, Madeline, was part of CHC's Class of 1942 and her aunts, Helen and Thelma, graduated with the classes of 1935 and '39, respectively. When it came time for Mary to apply, CHC was an obvious option. It was familiar and she had been offered a good scholarship (which her parents appreciated). Mary's father also liked that the school was a women's college because he wanted his daughter to focus on her studies and not be distracted by boys.

"I was involved in a wide variety of clubs that I never would have imagined I would have been part of, such as sports, theater and student government," Mary says. The Chestnut Hill community allowed her to feel comfortable and open to new opportunities. She majored in French and graduated in 1976, never expecting that 35 years later her son would attend her *alma mater*. "I never really thought CHC would go coed, but I understand why it did."

In 2001, Chestnut Hill College, along with two other area women's colleges, participated in a research study to evaluate the viability of women's colleges. Funded by the Teagle Foundation, the study confirmed that only 3 percent of high school girls would consider attending a single-gender college. And with that reality, the College changed its 78-year tradition of enrolling only women and opened its doors to a new era of possibilities — and young men. Now, legacy students comprise grandmothers, mothers, aunts and sisters as well sons, brothers and nephews. Without this change, students like Trevor Phelps would not have been able to continue his family's legacy.

Phelps, a marketing major from the Class of 2014, was the first male in his family to graduate from Chestnut Hill College. Although he enjoyed his mother's college stories — such as the time she and two friends went to a University of Pennsylvania fraternity house to retrieve a CHC sign that the Penn boys had taken — like many teens, he didn't think seriously about college until he was getting ready to graduate from high school.

Phelps never felt pressured to attend CHC. "They didn't make me go, but they are the reason I attended," he says. "I thought it would be cool to be the first guy in my family to go to the school, and I liked the feel of the school when I visited." For Phelps, attending the same college as his family members was almost like an extension of family, thanks to the general atmosphere on campus. He felt right at home when he started, especially since he was placed in the room his Aunt Thelma had lived in.

"My mom and grandma came to visit me to see how the school had changed," he says. "When I showed them my dorm room, my grandma made a comment about how my Aunt Thelma lived in the same room in her senior year. My grandma would hang out in the room all the time with my aunt ... in Fournier 214."

Like his mother, Phelps was involved in campus activities such as sports and theater. He ran cross-country and track and helped out with backstage work on school productions. "I had the best experience there," he says. "CHC is where I made my best friends, ones I still talk to today. The size of the school makes it feel like family; everyone really knows everyone. The teachers know you by name, you're not a number. Overall, the experience was one of a kind."



Three generations of CHC graduates from this family include Trevor Phelps '14, his mother, Mary Degnan Phelps '76, and her mother, Madeline Bennis Degnan '42.

Phelps and his mother believe that one reason people keep CHC in the family is the extraordinary support students receive from the College community — so much so, they often feel it is almost an extension of their real family, where they can form memories and friendships that last lifetimes.

## AN ATMOSPHERE THAT INSPIRES TRUST

Phelps and his family aren't the only legacy story at CHC; the small community has more than its fair share of legacy students. Since 2007, when these statistics first began to be tracked, 130 students have enrolled who have family members who have also been CHC students.

It seems many graduates feel so much pride in their time at CHC that they share it with those they love the most. Jenn Thorpe, director of residence life, believes it is the positive experience that students have that encourages them to refer their family members.

"If a student has a good experience, then they are willing to trust the same to another family member," Thorpe says. "There is so much about CHC that feels like family, it resonates with folks and they want to be a part of it." Thorpe has worked directly with families for 10 years, so she has gotten the point-of-view of both the students and the parents. "It is the attention and care the families receive from the beginning that makes them want to maintain a relationship with the College."

Fran Vorsky '05, '07 SGS, associate director of alumni relations, has heard countless alums reminisce about their time on "The Hill," the friendships they've made and how proud they are when their children also become friends. These lasting relationships inspire others. Vorsky agrees it is the mission of the College and the welcoming atmosphere that makes these alums want to encourage their family members to consider the College. "The faces change over the years, but the all-inclusive and nurturing spirit of CHC will always be here. It's what makes us CHC," she says.

Lynn Ortale, Ph.D., vice president for student life, often interacts with the students and families, and agrees that the sense of community is a big reason that families are drawn to the school. Ortale's daughter, Mary Katherine, a junior, is a different kind of legacy student. Born to parents who are both employed by the school, she was part of the CHC family long before she enrolled. Even though the College was part of her life from an early age, it was not a given that she would one day attend. Ortale notes that she and her husband, Brian, an adjunct professor, encouraged their daughter to go anywhere she wanted.

"She wanted a small, Catholic, liberal arts community, with a faculty who were engaged with their students, and strong leadership

experiences outside the classroom. She found all that she was looking for and more at Chestnut Hill,” she says.

## FINDING HER CALLING AT CHC

Joannie Cassidy, SSJ, director of campus ministry, is an example of a legacy student who is now an employee. Sister Joannie was part of the Class of 1984; her mother, Joan, graduated in 1950; her sister, Maureen, graduated in 1977; and her niece, Cara, graduated in 2009.

Sister Joannie’s grandparents encouraged her mother to attend CHC because they were impressed by the rigorous academics taught at the institution and wanted their daughter to become a strong, independent woman while getting her education. Joan was a biology major and later became a medical technician, and exemplified a strong woman for her daughters and her niece.

Growing up, Sister Joannie met many friends from her mother’s CHC days. For Sister Joannie, attending CHC felt like being home. “You get a comfortable feeling that allows you to share your gifts and be confident in what you can do to play an important role in the world,” she says.

And she played an important role on campus, where she was involved in the Student Government Association, service trips and sports. Although starting out as a science major, Sister Joannie soon switched to education, like her sister and niece.

When her father passed away during her senior year, Sister Joannie discovered the true meaning of CHC caring and support as she leaned on her friends and professors in her grief.

“I was scooped up and carried through a hard time by my CHC family,” she remembers. This care, in part, is what inspired her to become more involved with the Sisters of Saint Joseph.



Joannie Cassidy '84, SSJ, director of campus ministry, left, enjoys a holiday visit with her sister, Maureen Cassidy Wallin '77.



Lakshmi Atchison, Ph.D., works with Eridana Karaj '09, left, and Angel Garcia '09.

After graduating, she taught at Immaculate Heart of Mary while maintaining a relationship with the College community and participating in various service projects. At the age of 25, Sister Joannie joined the order of sisters that had helped educate her family.

“CHC is an environment that enables one to reach their potential,” she says. “It’s a small, supportive community that allows one to create their own path.” She feels the same support and care as an employee.

Ask anyone why they chose to attend Chestnut Hill College and why they encouraged their loved ones to do the same, and the answers are similar: the beautiful campus; the small class sizes that encourage partnership between professors and students; and the inclusive, nurturing community that promotes a tolerant and nurturing way of life combined with service to others that enriches the lives of all. A sense of family and of community pervades CHC’s campus and is that hard-to-describe quality that means so much and is impossible to quantify, and which compels many to share their experience long after they have left “The Hill.” 



The Garcia clan poses for an Easter Sunday photo in 2014. From left, Adrian, mom Maritza, Alex, April and Angel.

## FOR THESE FOUR SIBLINGS, CHC IS A FAMILY AFFAIR.

Angel Garcia '09 is the eldest of a family of Griffins and also the first male in his family to attend CHC. Angel looked at a few schools before he made his decision, and recounts the first visit he made with his mother as a “*déjà vu* moment.”

He remembers walking down the music corridor toward the financial aid office and passing an open room with a piano. The sun was shining in the center of the room and he realized he had had a dream similar to that moment when he was a child.

“The feeling that overcame me overwhelmed me to the point where I stopped walking,” he says. “I told my mom, I think I’m meant to be here.”

Garcia, a biology major, was also involved in campus theatrical productions. He believes the easy environment of the school allows students to be themselves. “The small size, the close-knit staff, and the individual natures at CHC allow for people to grow on their own and extend themselves in new ways,” he explains.

Angel’s path sparked an interest in his three younger siblings: his brothers, Alex and Adrian, and his sister, April. Alex says he has always looked up to his brother and was one of the reasons he chose CHC. “He has been, and is my best friend in whom I put all my trust.”

By the time Alex was ready for college, Angel was already a household name on campus and was excited his younger brother would be joining him. They inspired each other to become even more involved on campus. Alex was an English major and was involved in the activities in that department, such as open mic nights. Alex never thought he “would make such lasting connections with individuals who have the potential to shake up the world one day at a time.”

Adrian Garcia, the third Garcia brother, will graduate in May. For him, attending Chestnut Hill was destiny; Adrian has attended the same schools as his brothers his whole life. “It’s hard to pick what made me

choose CHC, but visiting the campus while my brothers were attending gave me a feeling of familiarity. I knew that I would know somebody the first day of classes so I wouldn’t sit alone in the cafeteria.”

He soon developed relationships with his professors and classmates. “The friendships made school so much more fun and memorable.” He enjoyed that his brothers’ teachers became his teachers and that the professors cared about him on both an academic and personal level.

April, the fourth child and only girl in the Garcia family, is on track to graduate in 2016. She was influenced by her big brothers when looking at colleges, but says, “I was already committed to another school when I decided I wanted to go to a college with smaller classes and a friendly, familiar environment. They supported my change of mind and encouraged me to attend a school where I wouldn’t just be a number,” she says.

April and Adrian admit their brothers have left large shoes to fill, but they each have taken their own path and created their own CHC story. “I got involved with some clubs with my brothers, but then I went and made a name for myself. It’s great in the beginning to be in someone’s shadow because it shows you the ropes,” Adrian says.

April confesses she would have attended even if it weren’t coed. “Honestly, I probably would have attended CHC as an all-women’s school. Living with three older brothers, I wouldn’t have minded the change in environment!”

The Garcia siblings agree CHC is like a second home for them, and their professors and friends have become a second family. April says, “CHC holds certain values that are becoming rarities at other colleges/universities. The genuine focus on the needs of the student financially, academically and personally is irreplaceable and those lucky enough to be introduced to such a school find it hard to turn away from.”

# ALUMNI SPOTLIGHT

## *Turning Himself Around*

*This struggling student reinvented himself with a little help from his friends at CHC.*

**NICK GREGORIO '08**



Nick Gregorio '08

In spite of struggling through high school and lacking direction, Nick Gregorio '08 knew he wanted to attend college. He just wasn't sure what he wanted to do and wasn't sure how to figure it out.

"Chestnut Hill College took a chance on me," he remembers. But the *chance* wasn't a total shot in the dark. Gregorio attended a summer program at CHC designed to help prepare underperforming students for the rigors of college life. He was selected along with a handful of other wait-listed students for the intensive "summer success" program.

"It was designed to get us to understand how college was going to work and it was very helpful," he says.

Based on his performance during the summer, he was admitted as a Communications major. After two years of self-described lackluster performance, Gregorio transferred to the English program, deciding he would get certified to teach after earning his degree.

Once he made this decision, Gregorio re-focused his creative energies, and his talents began to bloom.

"Nick had a slow start at CHC, but, oh my, once he got started, the earth began to shake under him," says Barbara Lonquist, Ph.D., professor of English and chair of the department. "He was the first undergrad student in my memory who already had developed a distinctive voice in fiction ... he has an undeniably recognizable voice with an energy that becomes both frenetic and touchingly funny."

Did his professors step in or band together to help him out?

"I think I may have come up in a few discussions," he says with a chuckle. "They saw a guy floundering a bit, and they allowed me to figure out what I wanted. They saw my strengths and pulled them out of me."

"They said, 'Nick, you're smart. You can do well when you want to, and we want you to want to.' That's when I started to want to, too. That's when I decided to turn things on."

One of his other professors, Karen Getzen, Ph.D., adjunct professor of English, remembers his keen sensibility and skill with words and ideas.

"He takes risks, can accept feedback and has incredible insights about human nature," she says. "His writing benefits from all of this. I believe that his own work in finding his path to writing makes him a strong writer."

Suzanne del Gizzo, Ph.D., associate professor of English and Rita Michael Scully, SSJ, associate professor of English are two other professors the budding novelist credits with providing help, support and encouragement.



Nick Gregorio '08 performs with his band, Scatterbrain, in Philadelphia.

All that took place sometime in his junior year, and for the remainder of his college career, Gregorio took as many creative writing classes as he could and was published in *The Grackle*, CHC's literary magazine. "Anything that involved writing, I wanted to do," he adds.

He found a couple of friends who also enjoyed writing and they formed an informal writers group — meeting weekly to read aloud and critique each other.

Gregorio graduated and continued his education in the Teacher Intern Certification Program at Delaware Valley College in Doylestown, an accelerated program for adults with a bachelor's degree who want to teach.

He took classes at night in the intensive, nine-month program at a satellite campus in King of Prussia. After earning his certificate, Gregorio found a student-teaching position at De La Salle in Towne, a high school that is part of the St. Gabriel's System in Center City, where he taught for five years.

"I taught English at the all-boys' school and the experience was intense, but fun," he says. "The kids are tough, but it was all worth it." He must have liked it, because when that school closed due to budget cuts, he took a teaching position at De La Salle Vocational in Bensalem.

***Without CHC I wouldn't be doing anything I'm doing now. Without the professors and the friends I made there, I don't know where I'd be.***

**- Nick Gregorio '08**

While teaching full-time, he also earned his M.Ed. in Secondary Education at CHC. And now, he is working on his MFA in creative writing at Arcadia and will graduate in May. His thesis is his first novel.

"The story is about a guy who lost his brother to drug addiction, and in coping, he begins a conversation with an imaginary friend — an 8-year-old boy in a Ninja Turtles costume who takes the role of his moral compass," Gregorio explains.

According to the budding novelist, the story is realistic, yet dark, but with a sense of humor, like most of his writing, including the magazine pieces he's had published (see links below).

"I like to have levity in stories that don't have funny subject matter," he says, comparing his style to that of Chuck Palahniuk, author of "Fight Club" and several other novels. He chooses to use language that is spare and not overly descriptive and that reads quickly. "I try to stay away from getting too deeply into someone's thoughts. I show character development through action — or inaction," he says.

Gregorio is the founding and only original member of a band he helped form while in high school. He sings and plays the guitar, providing original lyrics and music for *Scatterbrain*, which plays in and around Philadelphia.

Today, Gregorio lives in Center City, is engaged to be married in October and credits his many successful ventures to Chestnut Hill College and his good friends (and professors) there.

"Without CHC I wouldn't be doing anything I'm doing now," he says emphatically. "Without the professors and the friends I made there, I don't know where I'd be. Someday, I will acknowledge them in one of my books — something to show them how much they mean to me." 

**WYVERN LIT:**

<http://www.wyvernlit.com/one/lost-in-space>

**PANTHEON MAGAZINE:**

<http://pantheonmag.com/hero-complex-nick-gregorio/>

**DRIFTWOOD PRESS:**

<http://www.driftwoodpress.net/#!/issues/cnec>



Colleen Gibson, SSJ, assistant director of campus ministry, left, and Joannie Cassidy, SSJ, director of campus ministry.



THE EVOLVING FACE OF  
MISSION AND  
MINISTRY

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BY MARILEE ALENA GALLAGHER '14



Roseann Quinn, SSJ, D.Min.

When Roseann Quinn, SSJ, D.Min., returned to Chestnut Hill College last summer, after nearly 10 years away, she soon noticed that something was different. The mission of the College, which she and so many others had worked to further develop, had become the embodiment of an entire community. It had grown to be more encompassing of the whole person and had been fleshed out. It had become more than just words on a page.

Sister Roseann first came to Chestnut Hill College as the Director of the Montessori Teacher Education Program and as a professor in the Religious Studies department. After 10 years in this role, Sister Roseann was appointed as the Chair of the Religious Studies Program, as well as the Coordinator of the Graduate Holistic Spirituality and Spiritual Direction Program. In 2001, she accepted Sister Carol's invitation to serve as Dean of the School of Graduate Studies, a position she held until 2005 when she left to join the Diocese of Camden.

In Camden, Sister Roseann served as the Bishop's Delegate for Lifelong Faith Formation. This enabled her to create a partnership with area colleges and universities that allows adult learners to earn undergraduate certificates in liturgy, social justice and parish ministry as well as graduate work in theology, ministry and church management. Currently more than 300 students are enrolled in programs.

Fortuitously, she felt that her work there was completed just as her current position opened up with the retirement of Mary Darrah, SSJ.

Coming back to the College meant coming home for Sister Roseann, but in a sense it was a new beginning as well. In 10 years, the growth of Chestnut Hill was evident, especially when it came to the development and personal accountability given to the value of the mission of the College.

"When I was here before, conversations about the mission were had but not with the frequency or the depth that there is now," Sister Roseann says. "People have become

so familiar with the mission that it's become a part of their everyday language. It's become a part of their souls."

Through the evolution of its mission, Chestnut Hill College has grown spiritually and holistically. But the mission is not complete without a commitment to service, a quality that is prioritized by Joannie Cassidy, SSJ, the new director of campus ministry, and Colleen Gibson, SSJ, its assistant director.

"Service, in a sense, puts flesh on the bones of the words that we use," Sister Colleen says. "Through service you actually know who the *dear neighbor* is, in essence creating a deeper understanding of the mission and putting not just a human face to it, but also a lived experience."

## PLUNGING INTO SERVICE IMMERSION

After working at both the elementary (Norwood-Fontbonne Academy) and high school levels (Mount St. Joseph Academy), taking the job as director of campus ministry at Chestnut Hill College made



Alley Thomas '17, left, and Shelby Emley '14 stock shelves in the food pantry at the Kensington Community Center.

sense in a lot of ways for Sister Joannie. Not only did it offer her an opportunity to continue her work with young adults, but it was also a chance to go back to the place where she has quite a few ties.

“Once a Griffin, always a Griffin, as they say now,” Sister Joannie, who received her undergraduate degree from CHC in 1984, says with a smile. “I came here, my mom was class of ’50, my sister class of ’77 and my niece is here now. In a lot of ways, it’s like coming home.”

After her graduation from Chestnut Hill, Sister Joannie attended Seattle University where she earned a master’s degree in spirituality and peace and justice. She then finished a spiritual director certification in Madison, Conn. In between the two, she filled her life with sponsored works for the Sisters of Saint Joseph. This enabled her to gain invaluable experience in service immersion programs in communities in Ascension, Pa., and Lebanon, Pa.

Drawing on these experiences led Sister Joannie to bring service immersion programs to Norwood-Fontbonne, the Mount and now, to Chestnut Hill College.

The first such program was the Urban Plunge, which was held in early January. Through this program — in use nationwide — students are “plunged” into the environment of the individuals they will be serving. The goal is as much about learning through and experiencing the conditions of those people as it is about helping and serving them.

For the CHC students and staff mentors, that meant sharing small confined areas, sleeping in sleeping bags, eating simple meals and living for three days, in Camden, N.J., and Kensington, Pa., in the bitter January cold.

“What does it mean to be in solidarity?” Sister Joannie asks. “That’s what an immersion trip is. You can read about solidarity, but actually being immersed in it makes a big difference.”

Colleen Gibson, SSJ, who graduated from Fairfield University, Conn. in 2009, also had experience on service trips, including one in Kensington itself.

“The Urban Plunge is not necessarily a service trip, it’s an immersion trip,” says Sister Colleen, reflecting on her own outreach work. “The point is to really have students reflect on the people they are serving, the experience they are having and how one’s own experience lines directly up with that. It is not about how you are helping but about how your humanity corresponds with that of the person standing next to you. How do you understand and relate to people?”

At the end of the three days, there was no doubt of the impact the experience had on CHC’s students.

“It was amazing as the week went on to watch the students prompt each other,” Sister Colleen says. “They would ask questions of each other or someone would have a realization of something in their own life and the way they approach a place like Camden or how they approach people as other. To watch them work through that and to simply guide them without giving answers, simply help them be immersed, it opened the students to take everything they were meant to take from the experience.”

Sister Colleen, who graduated with a double major in religious studies and American studies with a concentration in sociology and Catholic studies, understands the challenges and rewards inherent in this type of service work. Before making her



Rachel Harmon '17 works with a young student at Our Mother of Sorrows, a service site in Philadelphia.

vows, she did marketing and outreach for Commonweal Magazine in New York City. While there, she felt the pull to be in deeper relationship to people and consequently to the sponsored works of the Sisters of Saint Joseph in Philadelphia.

“I had started thinking about religious life,” she said, “and when I visited the Sisters, I knew right away that this was a place I needed to be,” she says. Sister Colleen joined CHC shortly after her ordination with the Sisters in August of 2014.

## NEW INITIATIVES

When Sisters Joannie and Colleen arrived on campus this summer, they wasted no time in getting started instituting new programs while continuing treasured old ones such as weekly tea time and the alternative spring break trip to Appalachia.

“We knew we wanted to get off the ground running and the first thing was the opening liturgy,” Sister Joannie says. “We knew we wanted music to be alive in liturgies and to make sure the students felt empowered and that their gifts were utilized so that, in a way, they would become the liturgy, what it is all about.”

That included having students take ownership of the masses by taking responsibility for the music, singing in the choir, serving as the lectors and Eucharistic ministers as well as providing reflections after the readings.

But it is not just mass where ownership is stressed.

“We have campus-wide prayer services to draw in the entire community no matter what your faith is,” Sister Colleen says. “We want everyone to be able to celebrate who they are and to pray and reflect together.”

In addition to the mass and prayer service changes, Campus Ministry has also created two new initiatives that go hand-in-hand with programs that were already in existence.

The service supper, held once or twice a semester, is designed to bring together students who did any type of service work during that term, for a meal, prayer and reflection. The first one was held in the fall of 2014.

“It was a wonderful experience,” Sister Joannie recalls. “Gathering the same community to support one another and really integrate that service experience into who one is and who they are becoming at another level, is a great opportunity to feel connected within the community.”

Another new offering is the first-year retreat reunion.

The first-year retreat itself has existed at the College for quite some time and has been a great way for incoming freshmen to get to know one another in a relaxed and stress-free environment. The reunion is a way to bring them back together.

“It’s never happened before here to draw those students back together,” says Sister Colleen. “We want them to have the opportunity to reflect on where they were their first three weeks of college and where they are now in the second semester. We want them to reflect on that experience, set goals for the future and support, bolster and strengthen one another as a community.”

“We’re listening to the students as much as we can and are sensitive to what they want,” Sister Joannie says about the new initiatives. “If there is interest and hunger and passion for something, we want to offer the opportunity for students to get involved. We ask ourselves the questions: What other service project can we do, how can we make this more meaningful? We want to offer integration of service and spirituality as much as possible.”

## CAMPUS MINISTRY IS NOT JUST FOR THE GOD KIDS

If there is just one message that Sister Joannie and Sister Colleen want students, faculty and staff to know, it’s that Campus Ministry is all-inclusive and for everyone.

“Campus Ministry is a place of welcome, a place where you are accepted for who you are regardless of if you are an athlete, musician or someone else entirely,” Sister Joannie explains. “You understand that just being among and within the community here that you are loved. It is a safe place to discover your truest self, to find a deeper meaning and to discover God in the midst of that.”

“Become involved in Campus Ministry because without you, we aren’t whole,” Sister Colleen adds. “Without people picking up the mission and ministry, the mission isn’t fully alive. Everybody should be doing something.” 



This CHC group relaxed while on a SEARCH retreat in Ocean Grove, N.J., in 2014.

# ALUMNI SPOTLIGHT

*Creating a Life She Loves by Pursuing Her Passion*

**ANNIE O'DONNELL '65**

**W**ith more than 100 roles in television and film, choice parts in many theater productions and numerous commercials and voiceovers to her credit, Annie O'Donnell '65 has joyfully spent her post-CHC years pursuing her passion and creating a thriving career.

During her four years at Chestnut Hill College, O'Donnell was an active member of the Literary Club, serving as president in her senior year, and a reporter for *The Fournier News*. The English major was a member of *Mask and Foil*, serving as a board member during her junior and senior years. She also performed in the One Act Play Festival/Contest every year, where she generally got to play some juicy roles.

"Despite my [small] size, I usually ended up playing male roles," O'Donnell recalls. "Well, somebody had to do it back then when we were a women's college!" She was Androcles in "Androcles and the Lion," Otis Skinner in "Our Hearts Were Young and Gay," and interestingly – the horse in "Wind in the Willows."

Unfortunately, as a "day hopper" (what commuter students were called then) who didn't drive and relied on public transportation, she wasn't able to perform in any of the main *Mask and Foil* productions, however, she did direct scenes from "Taming of the Shrew" and "The Madwoman of Chaillot."



Annie O'Donnell '65

After graduation, O'Donnell taught for a time at West Catholic in Philadelphia, but couldn't deny her passion for the theater, so she decided to leave everything she had known to try to make it in New York City. And make it she did, playing Dorothy in "The Wizard of Oz," Beth in "Little Women," and earning her Screen Actors Guild card while working for John Cassavetes and Milos Forman.



Annie O'Donnell '65 appeared in 2014's "Jersey Boys" directed by Clint Eastwood.

"Nothing like starting with two of the greatest film directors of all time," she says.

She also returned to her hometown for a time, where she performed with Imogene Coca and Ray Walston in "The Rivals," and then landed a spot in a national touring production of "Godspell."

"I finished up at the Greek Theatre in Los Angeles, did the San Francisco Company of the show and returned to LA to try my luck, and I've been here for almost 42 years," she adds.

O'Donnell has shared the screen with Hollywood heavyweights including Betty White, Don Cheadle, Amy Poehler, Mindy Kaling, John Larroquette and Chris Farley. Last year, she appeared in "Jersey Boys" directed by Clint Eastwood. She has been recognized for her work on several occasions, including receiving the award for best supporting actress at the prestigious Malibu International Film Festival for her role in "The Recordist." She also received a Drama Logue award for her work in the play, "The Shadow Box."

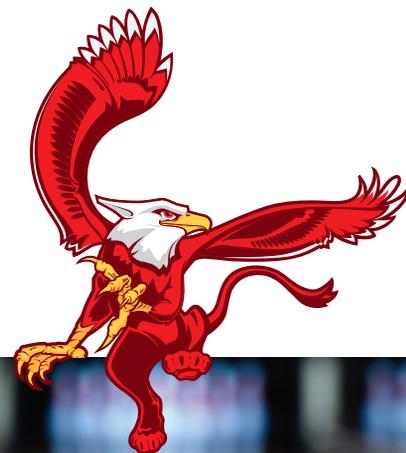
With 50 years of credits, it was hard for O'Donnell to identify the high points, but one of them was her cameo in the 2011 Oscar-winning film, "The Artist."

Whether playing June Wheeler on "Night Court," Mama Dee on "Big Love," Agnes Anderstout on "NCIS" or Amy Farrah Fowler's mother on "The Big Bang Theory," O'Donnell is not one to rest on her laurels, and she is not done yet. 

**– Fran Vorsky '05**

# GRIFFINS SPORTS

[www.CHC.edu/athletics](http://www.CHC.edu/athletics)

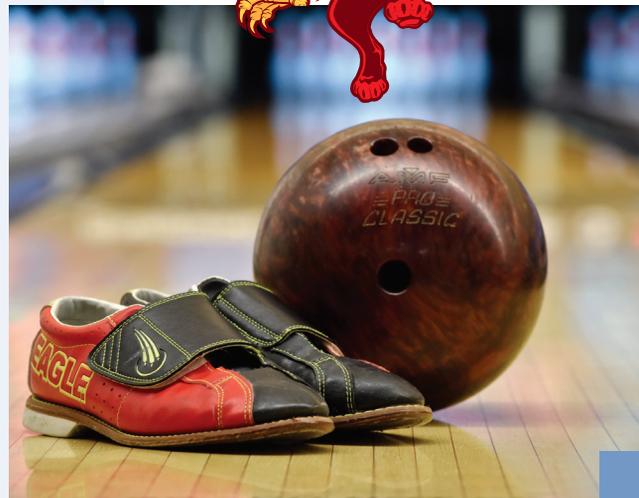


## »WOMEN'S BOWLING MAKES NO. 20

The addition of women's bowling to the College's athletic roster in November brought the number of intercollegiate athletics programs to 20. The National Collegiate Athletic Association (NCAA) program will begin play during the 2015-16 academic year.

"We are excited to bring another sport to our campus and to be able to reach out to potential student-athletes of this sport," said Lynn Tubman, director of athletics and recreation. "Bowling has been identified as the fastest growing high school sport in the country, and in the state of Pennsylvania, alone, there are nine school districts that carry programs."

In 1994, as part of the NCAA's Gender-Equity Task Force, bowling was identified as an emerging sport for women. Since then, it has showed great growth in popularity among female athletes and has achieved championship status. 



## »GRIFFIN BASEBALL SIGNS TEAM IMPACT STAR

Along with the 21 freshmen who joined the baseball team for its current season, is one young man years away from entering college. Owen Frenia, one of Team IMPACT's brightest young stars, officially signed on as a Griffin during the Red/Yellow game in October.

chronic illnesses. It uses the powers of teamwork and the human spirit by linking ill children with various collegiate athletic teams.

Frenia is a resilient 9-year-old, who was diagnosed when he was two with Neurofibromatosis type 1, a genetic disorder that disturbs cell growth and the nervous system, causing tumors to form on nerve tissue.

"Owen is a future left-handed pitcher for the Griffins," says Bob Spratt, the team's head coach. "He has incredible toughness and resilience that will impact our team in so many positive ways. I am looking forward to him being a part of our CHC family." 



Team IMPACT is a non-profit organization focused on improving the quality of life for children facing life-threatening and

## »JOHN BERNHARDT '14 NAMED HEAD BASEBALL COACH AT CHELTENHAM HIGH SCHOOL

**John Bernhardt '14** was all set to join Head Coach Robert Spratt in the dugout as an assistant this season. Instead, the former Griffin is now set to take over a program of his own. Bernhardt was named the new head coach of the Cheltenham High School baseball team in early January.

"To be named a head varsity baseball coach at the age of 23 is an unbelievable opportunity," said Bernhardt, a four-year member of the CHC pitching staff. "I am extremely excited."

Cheltenham finished 19-4 overall last year and reached the quarterfinals of the District One Class AAAA playoffs. Bernhardt's goal is to continue the program's upward trajectory, a task he is more than up to, according to Spratt. 



## »FOR THE BURKES, HOOPS IS ALL-IN-THE-FAMILY

When Chestnut Hill College men's basketball alumnus and former assistant coach, **Dan Burke '08**, was announced as Wilmington University's new head coach before the 2014-15 season, Griffins head coach Jesse Balcer referred to Burke as "one of the original members of the Chestnut Hill College family."

For Burke, the sport is a family affair. When he arrived on campus, he became part of the inaugural CHC men's basketball squad of 2003-04. When he took the reins of a Wildcat program that joined the NCAA in 2004, Burke was the newest addition to the Central Atlantic Collegiate Conference (CACC) family of hoops coaches – but not the first from his real family.

**Bethann Castone Burke '06** is not only the head coach of Goldey-Beacom College's women's basketball program, she's also Dan's wife. Bethann was a freshman on the 2002-03 women's team. Each one spent their CHC years leaving an indelible mark on the College — as team captains and record-breakers — standout college careers that have paid off for both. 



## »FALL HONOR ROLL

Chestnut Hill student-athletes continue to show dedication inside the classroom as well as on the court and the field. During the fall semester, 72 student-athletes earned a 3.5 grade point average or better, gaining recognition on the Athletics Academic Honor Roll. Of that number, 13 earned a perfect 4.0 GPA. 

## »FALL TEAM WRAP-UPS

The **men's cross country** team turned in its best-ever finish, coming in second at the Philadelphia Metro Meet on September 27. **Samuel Mondello '17** reclaimed the team's 8K record at the Gettysburg College Invitational on October 18. **Giancarlo Martines '18** and **Eric Barton '17** also finished under 28 minutes — only the second time in program history that three runners broke the 28-minute barrier in the same race. Barton also set a school record in the 10K at the NCAA East Regional on November 22.

The **women's cross country** team set new records in the 5K and 6K formats for the second consecutive season. **Paige Antall '17** recorded the second-fastest 6K time in school history at the NCAA Division II East Regional on November 22. Freshman **Emily Bensen-Abatangelo** was second behind Antall in all six meets.

Led by the offensive prowess of juniors **Nicholas Jaffe** and **Juan Amaya**, the **men's soccer** team continued its resurgence under first-year head coach, Casey Huckel. The team finished 8-10-1 overall and returned to the CACC Championship Tournament

for its second season in a row. Unfortunately, the **women's soccer** team fell short of its preseason expectations with a 3-14 overall record, in spite of standout efforts of juniors **Victoria Fedora** and **Danielle Spinuzza** and freshman **Kylee Jazikoff**.

The **women's tennis** team returned to the ITA's national rankings as the country's No. 41 Division II team. Regionally, the Griffins claimed the ITA East Region's No. 5 spot. **Charlotte Dawson '15** earned a No. 8 regional singles ranking while junior **Iman Williams-Mulesa '16** garnered the region's No. 20 singles ranking. Dawson also received a No. 8 regional doubles ranking with her partner, **Morgan Oechsle '15** and earned her second consecutive All-CACC First Team selection.

Two record-setting players, **Regina Trabosh '17** and **Rachel Biro '16** led the **women's volleyball** team to a 14-16 overall record and a 9-10 mark in CACC play, setting a new program record.

Read all about CHC Athletics at [www.griffinathletics.com](http://www.griffinathletics.com). 

# GRIFFINS ON THE GRIDIRON!

BY ADELE GENNA GIANGIULIO '15

For the time, Chestnut Hill College students will gear up and face off on the football field starting with the 2015 fall season.

Last summer, CHC joined the Collegiate Sprint Football League (CSFL). Although *sprint football* may not be a household name, the league was formed prior to World War II and CHC will be in good company on the field with teams from Cornell, Franklin Pierce, Mansfield, Princeton and Post universities, the University of Pennsylvania, the Naval Academy and West Point.

As the College took its first steps in preparing, CHC introduced its selection for its first football head coach at its first pep rally in November. Mike Pearson, a former collegiate football player at Lycoming College, began coaching at the high school level in 1991, then moved up to the collegiate level. Most recently he was the assistant at Mansfield University's CSFL program until 2014, when he accepted a position as an assistant at Lockhaven University.

Excited students, faculty and staff packed Sorgenti Arena as Lynn Tubman, director of athletics and recreation, and President Carol Jean Vale, SSJ, Ph.D., enthusiastically introduced Pearson to the CHC community.

"We are thrilled to announce Mike Pearson as our first head sprint football coach at Chestnut Hill College," Tubman said. "The search committee and the administration focused on finding a candidate with the necessary experience to build a new program as well as someone who values the mission of the College."

Tubman added that the recruitment committee was impressed with Pearson's commitment to the student-athlete and to developing a program that provides a balanced experience for them on and off the field.

"Chestnut Hill College appealed to me as a small college where people care about one another," Pearson said. "And in the short time I have been here, I have found this to be very true."

Sprint football has the same rules as NCAA DI collegiate football with the only exceptions being the size of the team and of the individual players. The team must stick to a 65-man roster, all of whom must remain at or below the 172 pound weight limit, and must also maintain at least 5 percent body fat. The season consists of

## 2015 SPRINT FOOTBALL SCHEDULE

DATE	OPPONENT	H/A	LOCATION
9/5/2015	University of Pennsylvania (Scrimmage)	A	Philadelphia, PA
<b>9/20/2015</b>	<b>Princeton University*</b>	<b>H</b>	<b>Lafayette Hill, PA - Football Stadium - Plymouth Whitemarsh</b>
<b>10/4/2015</b>	<b>Mansfield University*</b>	<b>H</b>	<b>Lafayette Hill, PA - Football Stadium - Plymouth Whitemarsh</b>
10/10/2015	Post University*	A	Waterbury, CT
<b>10/25/2015</b>	<b>Franklin Pierce University*</b>	<b>H</b>	<b>Lafayette Hill, PA - Football Stadium - Plymouth Whitemarsh</b>
11/6/2015	Princeton University*	A	Princeton, NJ

**Home Games are in bold**

\* denotes a Collegiate Sprint Football League contest

seven games each with four, 15-minute quarters. CHC's home field will be at the Plymouth Whitemarsh High School football stadium.

"The recruiting process is going very well and the families have been very impressed with their visits here," Pearson said. "My hopes and dreams are that sprint football brings a great group of students here and that our team creates another fun and exciting experience as part of the college for everyone.

"In our inaugural season, I hope for us to be the best team we can possibly be and play very exciting and high quality football so that everyone here can enjoy the team and the excitement of game day," he added.

Along with coaching sprint football, Pearson will assume the responsibility of Assistant Director of Athletics for Recruitment — a position in which he will increase the exposure of Chestnut Hill College athletics to prospective student-athletes, as well as coordinate student-athlete recruitment with the College's admissions office. 

CONSIDER US PART OF YOUR

# Extended Family

## THE MOTIVATION TO INCLUDE CHESTNUT HILL COLLEGE IN YOUR ESTATE PLANS

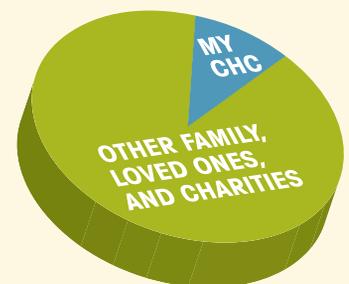
COMES FROM MANY PLACES...GRATITUDE FOR AN EXCEPTIONAL EXPERIENCE, BELIEF IN A VISION OF INCLUSIVENESS, FAITH IN A MISSION TO ENSURE AN EDUCATION FOR ALL, OR A DESIRE TO MAKE A DIFFERENCE BY HELPING THOSE IN NEED.

**CHANCES ARE YOU MADE MANY LIFELONG RELATIONSHIPS WHILE ATTENDING** Chestnut Hill. Making a provision in your will for Chestnut Hill College, for as little as five percent (5%) of your estate, is a simple process that will have a profound impact on the experience that future generations of students will have when they attend the College.

Did you know that you can provide for the future of the College and not impact your current cash flow? By naming the College as a beneficiary for only a small portion of your estate, you still can provide for your family and loved ones as well as other charities.

Making a bequest has many advantages that are important to keep in mind as you make your estate plans:

- **SIMPLICITY** - Just a few sentences in your will complete the gift.
- **VERSATILITY** - Of course, you can bequeath a specific amount of money, or a particular item or piece of property. However, most individuals prefer to donate a percentage of the remainder of their estate.
- **TAX-SMART** - Your estate gift to Chestnut Hill College helps to remove assets from your estate.



**FOR MORE INFORMATION ABOUT** including Chestnut Hill College in your estate planning, please contact Mary Theresa Shevlad, SSJ, in the Office of Planned Giving at **215.753.3617** or [shevladm@chc.edu](mailto:shevladm@chc.edu)

# ALUMNI LINK

[www.CHCgriffinsonline.com](http://www.CHCgriffinsonline.com)

[www.facebook.com/chcalumni](http://www.facebook.com/chcalumni) 



## »NEWS & NOTES FROM THE ALUMNI DIRECTOR'S DESK

Life can bring many surprises, and that is no different in the arena of alumni relations. As I have gotten to know our graduates through the years, I am constantly amazed at the wealth of resources they possess, the abundance of gifts they have developed for their own growth, and in so many cases, for the betterment of humanity and the world. I am continually discovering alums who have accomplished remarkable things, both personally and professionally. There are nuggets of hidden treasure evident in the lives of our alums, many of whom may think it too boastful to feature their own accomplishments or to share them with the rest of the alumni community.

We need your help to uncover these treasures to highlight how a CHC graduate has affected in a positive way the lives of those with whom she or he has come in contact; whether that be as a teacher,



## INTERESTED IN GETTING MORE INVOLVED IN YOUR ALUMNI ASSOCIATION?

We have many ways for you to get involved with CHC's Alumni Association. One of the most rewarding (and fun) is to mentor a student or provide an internship. We can help pair you with a current student majoring in your field. Volunteer at an event — just ask anyone who has worked at Harry Potter Weekend or Reunion how enjoyable it is to give back in this way. Serve on a committee or become an alumni career or admissions ambassador. You can even nominate yourself to become a member of the Alumni Association Board of Directors.

Contact Cathy Quinn, director of alumni relations at [alumni@chc.edu](mailto:alumni@chc.edu) or 215.248.7137 or visit the website at [www.chc.edu/alumni/get\\_involved](http://www.chc.edu/alumni/get_involved) for more information. 

CEO, parent, mentor to the needy, church advocate, or simply spreading the light of goodness and peace in their encounters.

There is so much we don't know about you. Don't be shy! Please tell us about yourself so we can spread your good news! Share what you've done, your life events, promotions, books you've written, volunteer services in which you are involved, and any other information that might be of interest to your classmates and to us.

As you read this issue, you will encounter stories that engage both your heart and your mind. Enjoy them, be proud of them, and perhaps they will spark an idea from your own life that you could share with us.

Thank you! 

— Catherine E. Quinn '78

## LET'S TALK!

It's easier than ever to stay connected and up-to-date with your *alma mater*. Follow us on Facebook, Twitter and LinkedIn. The Office of Alumni Relations can be found on Twitter @CHCALumni and on Facebook at [www.facebook.com/chcalumni](http://www.facebook.com/chcalumni). **You do NOT need to be a member of Facebook to access this page.** Alums of all schools are encouraged to register on these sites for ongoing updates, discussions and more. Contact Fran Vorsky, associate director of alumni relations, at [vorskyf@chc.edu](mailto:vorskyf@chc.edu) for more information. 

## COMING SOON! ALUMNI BOOKSHELF

If you have published a book in the last three years, we all want to know about it.

Send your name, class year and contact information along with the name of the book, publisher and a website link to Brenda Lange, publications manager at CHC, at [langeb@chc.edu](mailto:langeb@chc.edu). Include a high-res photo of the cover of the book and a brief synopsis and we will include your publication in an upcoming issue of *Chestnut Hill* in the new section, **Alumni Bookshelf**.

We can't wait to read what you've written! 



## REUNION 2015

Planning and registrations for Reunion Weekend 2015 (June 5-7) are well underway, however there may still be time to book space.

Those who attend Reunion know it's a special time to reconnect with former classmates, reminisce, share news and enjoy today's CHC.

**This year, alumni classes from the following years will be welcomed:**

**1935, 1940, 1945, 1950, 1955, 1960, 1965, 1970, 1975, 1980, 1985, 1990, 1995, 2000, 2005 and 2010**

Visit us online at [www.chc.edu/alumni](http://www.chc.edu/alumni) for updates and frequently asked questions (FAQs).

For more information or to find out if space is still available, contact Fran Vorsky, associate director of alumni relations, at [vorskylf@chc.edu](mailto:vorskylf@chc.edu) or 215.248.7016. 

## DID YOU KNOW?

**Any charitable gift you make to the College for any purpose during your reunion year will be counted as your individual reunion gift.** All gifts made by you and your classmates will be counted in the class giving percentage totals presented in the 2015 Donor Report next fall. Various ways to give include making a donation to the Griffin Fund, the most important fundraising effort at CHC because it provides operational funds for scholarships, classrooms, labs, student organizations and more. For more information, contact Chuck Watkins, director of the Griffin Fund at 215.753.3692 or [watkinsc@chc.edu](mailto:watkinsc@chc.edu).

If you are interested in including the College in your estate planning, please contact Mary Theresa Shevland, SSJ, director of planned giving, at 215.753.3617 or [shevlandm@chc.edu](mailto:shevlandm@chc.edu). When you do, we'll welcome you as a new member of the Hallmark Society and invite you to the President's Circle Donor Recognition Brunch in the fall. 

## FIVE DECADES OF CHC REPRESENTED AT THE FALL CONFERENCE

This year's annual Fall Conference was attended by alums representing more than five decades of CHC history. It was the first of a new format: information sessions in the morning followed by an open house with representatives from 15 academic majors and College offices. Attendees were treated to presentations from the offices of Admissions, Career Development and Athletics. These speakers gave us a better understanding of today's CHC student experience and what alums can do to support them. Career Development staff also highlighted how they can continue to support alums with resume and interview prep as well as networking and intern/co-op opportunities. 

## CHC WILL CELEBRATE 90 YEARS IN STYLE

It may still be possible to register for CHC's 90th Anniversary Gala on May 16. (Space was limited at the time we went to print.) Contact Fran Vorsky, associate director of alumni relations, at [vorskylf@chc.edu](mailto:vorskylf@chc.edu) or 215.248.7016 to find out if tickets are still available for this evening of dinner, dancing, live music, raffles and silent auction. Funds raised at this event go directly to student academic scholarships.



Even if you cannot attend, you may still enter the 50/50 raffle or the raffle for the iPad. You also may make a charitable contribution which will benefit CHC's academic scholarship program. 



Photo by Hedy Bergsman

## IT'S OFFICIAL! COME JOIN THE CHC COMMUNITY FOR OUR SECOND ANNUAL CHC NIGHT AT THE PHILLIES

**Philadelphia Phillies vs. San Diego Padres**  
Saturday, August 29, 2015

**7:05 p.m.**  
Citizen's Bank Park

Tickets are \$15 and \$20 and can be purchased at [www.phillies.com/chestnuthillcollege](http://www.phillies.com/chestnuthillcollege). The password is CHESTNUTHILL

Each ticket includes a CHC T-shirt and access to a pregame tailgate area. Ticketholders will receive an email prior to the event with both T-shirt pickup and tailgate information.

Last year's event sold out, with over 1,100 Griffins in attendance. Don't miss out. Get your tickets now!

## WINTER CHEER

Our 9th Annual Holiday Cheer took place immediately following Carol Night at the Commonwealth Chateau on the SugarLoaf campus. The Commonwealth Chateau was decked out for the holidays and was a beautiful location for this annual event. This year was our largest event ever with 80 alums in attendance, spanning more than 50 years of graduates! Mark your calendars now for next time: Friday, December 4, 2015. We've got big plans for our 10th! 🦋



## 5TH ANNUAL ALUMNI BREAKFAST WITH SANTA

For the fifth year, members and friends of the CHC community came out to celebrate the holiday season with Mr. and Mrs. Santa Claus. More than 170 joined in making ornaments, writing letters to Santa and participating in storytime. After a delicious buffet breakfast and visiting with the jolly couple, families had the chance to walk around campus and take photos in some of their favorite spots. Donated (new) toys were collected for Campus Ministry to give to needy families in the surrounding community. CHC is grateful to everyone who contributed to this worthy cause. 🦋

## »BIRTHS



**Katie Murphy Carlino '05** and husband, Eric, are loving every minute of being parents to Xavier Paul Carlino, born June 10, 2013.



**Marisa Mandos '07** and husband, Mike Hardy, welcomed daughter, Sloane Caroline Hardy, in December.



**Elise Jacoby Nash '07** and husband, Chris Naab, welcomed a baby boy, Benjamin William, on August 10.

**Danille Griesbach-Santacroce '07** and **Michael Santacroce '07** welcomed a son, Andrew Joseph Santacroce, on September 3.

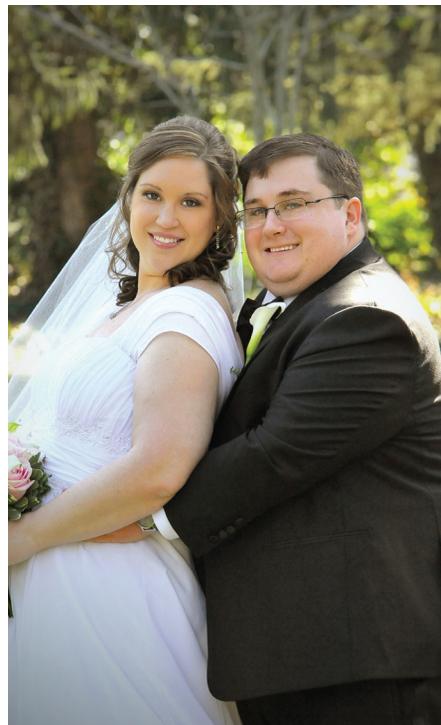


**Jessica Schmidt '13** and **Timothy Gryzicz '13** welcomed Lillian Marceline Gryzicz on November 6. Lillian weighed 6 pounds, 11 ounces and was 20 ¾ inches long.

## »WEDDINGS



**Maura Sullivan '06** married Michael McIntire on April 26, 2014. Her bridal party included several of her CHC classmates. Pictured left to right are: **Kristy Clothier Gammell '06**, **Kelly Carroll Ciaburri '06**, **Amy Ciaburri Olshansky '06**, **Maura Sullivan McIntire '06**, **Nora McCloskey Leco '08**, **Theresa Croskey Ryan '06** and **Angela Garafalo Haviland '06**.



*Photo by Capone Photography, LLC*

**Kimberly Wehrle '08** and **Alexander Kowalski '09** were married on April 12, 2014, at Saint Luke's Church in Stratford, N.J. The couple got engaged in CHC's Rotunda in December 2012 and returned shortly after for their engagement photos.



**Lisa Graeber '08** married Kevin Youngers in Bensalem, Pa., on September 12.



**Nora McCloskey '08** married Michael Leco on October 11 in Nora's childhood church, St. Mark in Bristol Borough, Pa.



**Rosemarie Gavin '09** and Richard Drew Bynum were married in Ocho Rios, Jamaica, on October 12. Rosemarie is employed by Tech Data Corporation as a marketing account executive and Richard works for the Pasco County Sherriff's Department. The couple resides in Clearwater, Fla.

**Katerina Huertas '09** married Alex Maldonado on March 21, 2014, in San Juan, Puerto Rico.



**Megan Nadler '12** and **Nicholas Mull '12** were married on November 15.



**Jessica Schmidt '13** and **Timothy Gryziec '13** were married on October 25, 2013, and reside in Port St. Lucie, Fla.

**Chestnut Hill publishes all information received, reserving the right to edit for space or style. Please send all class notes to [alumni@chc.edu](mailto:alumni@chc.edu). Deadline for the next issue of Chestnut Hill is July 15, 2015.**

**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.**

# CLASS NOTES

## '50s

**Class of 1953.** As a follow-up to the 2013 Class Reunion, a recipe exchange idea was suggested. A special cookbook was created and published as "Cooking with the Class of '53," in which 16 easy-to-follow recipes are presented in large print with delightful illustrations. All active members of the Class of '53 have received a copy of the cookbook. For more information on the project, contact Maureen Reilly Leonhardt, class correspondent at [maureen.leonhardt@gmail.com](mailto:maureen.leonhardt@gmail.com).

## '70s

**Roberta Rothwell Schillo '71** has been commended and authorized by Bishop David A. Zubik, Bishop of Pittsburgh, as a Certified Music Minister. The ceremony took place in St. Paul Cathedral on September 4.

## '80s

**Gillian Horna Dezzutto, '84** was appointed to a second term as a commissioner on the Municipality of Anchorage (Alaska) Women's Commission. The Commission advises the Mayor and the Assembly on ways to improve opportunities for women in the community, including recommending legislative and administrative actions on women's issues. She was reappointed because of her work in the technology sector and her volunteer work within the community.

## **Bernadette Walsh Sukley '84**

published her newest romantic novel in July. "Find Me a Woman" (Assent Publishing) is her second book and can be found on Amazon.com. Her first book was "The Saving Hurricane." Bernadette can be found on the web at <http://www.bernadettewsukley.com>.

## **Sara Molina-Robinson '85**

has been promoted to Managing Director, Social Services at the Public Health Management Corporation (PHMC), where she manages the ChildLink and PersonLink programs. Sara earned a bachelor's degree in biology from CHC and a master's degree in nonprofit management from Eastern University.

## '90s

**Tia Pratt, Ph.D. '99** was inducted into West Catholic Preparatory School's (Philadelphia) Hall of Fame in December. She was honored for excellence in her professional career and for being an outstanding ambassador for West Catholic.

## '00s

**Jo Marie Victor '04** was recently the subject of a feature article in *Main Line Today*, in which she was recognized as a successful businesswoman in greater Philadelphia for her accomplishments as the Director of Operations at USI Affinity. The article noted the completion of her poetry

manuscript, *Almost Love*, visible on her website <http://jomariepoetry.weebly.com/>

## **Bethany Davis '05**

participated in a United Way service project in May at Delaware Valley College in Doylestown, Pa. She was a presenter at a #girlSTEM conference that encourages middle- and high-school aged girls to pursue careers in science, technology, engineering and math (STEM) related fields. The DelVal College newspaper published an article about the class, which caught the attention of the editor of the journal, *The Chemist*, who invited her to publish the manuscript from the program in the journal. Read about the project here: [http://theaic.org/pub\\_thechemist\\_journals/Vol-87-No-2/Vol-87-No-2.pdf](http://theaic.org/pub_thechemist_journals/Vol-87-No-2/Vol-87-No-2.pdf).

## **Meghan McCormack '05**

was honored by the American Cancer Society for her work with the organization's annual Bike-A-Thon, receiving both the ACS Greater Philadelphia East Central Division Volunteer Achievement Award and the Bike-A-Thon Brett Levy Memorial Award. She has been a rider since 2008, served as a member of the steering committee and now chairs the food and beverage committee. Her role consists of reaching out to farms, markets and other businesses, requesting they provide healthy snacks, water and sports drinks to stock the various rest stops along the trek from Philadelphia to Atlantic City. If you would

like to join Meghan on the ride or learn more about it, visit [www.acsbike.org](http://www.acsbike.org).



## **Continuing friendships –**

It's a longstanding tradition that CHC friendships pass down through the next generation, and the class of 2007 is continuing that tradition.

Pictured left to right: Kolten Devine (son of Danielle Devine and **Mike Devine '07**), Mia Shaw (daughter of Mike Shaw and **Kate Quintus Shaw '07**), Mackenzie Grace Elliot (daughter of **Ashley Stankiewicz '07**), and Logan Vizak (son of **Dan Vizak '07** and **Carli Matticks Vizak '07**).

**Nick Gregorio '08** recently had two stories published. His story "Hero Complex" was published in *Pantheon Magazine* and can be read at [pantheonmag.com](http://pantheonmag.com). "Lost in Space" was published by *WyvernLit.com*.

**Rasheeda Gregory '09** SCPS is the chef, owner and operator of Blessed Creations

Culinary Group. Along with catering, Blessed Creations offers programs for children, particularly those on the autism spectrum, teaching them about food and encouraging healthy food choices. For more information on these programs, visit [www.blessedcreations.vpweb.com](http://www.blessedcreations.vpweb.com).

**Alexander Kowalski '09** graduated from the College of Osteopathic Medicine in Philadelphia in the spring of 2014 and is now in his first year of residency at Rowan School of Osteopathic Medicine.

**Kate Sprandio '10** had a short story published in Fiction on the Web, a short story website that is similar to a literary magazine. Search for "A Text Message" at [www.fictionontheweb.co.uk](http://www.fictionontheweb.co.uk). 



## CHESTNUT HILL COLLEGE HELPED DETERMINE HER PATH

*Jennifer Johnson Kebea '05, '08 SGS*

**D**espite growing up in nearby Conshohocken, **Jennifer Johnson Kebea '05, '08 SGS** hadn't originally considered attending Chestnut Hill College — and then it was the only institution she applied to.

"I just knew this was where I should go," she says. "I'm a firm believer that the time you spend in college is transformational and sets you on your life path. CHC is so mission-driven and gives young people such a strong foundation to become active members of society. We all should recognize the part the College has played. And we should all want to ensure others have the same opportunity."

After graduating with a bachelor's degree in biology, Kebea worked in CHC's Admissions Office planning recruitment events, then in Institutional Advancement as special events and projects manager. These positions prepared her for a stint with Campus Philly, a non-profit group that works to engage with



college students, recruiting from around the region and connecting them to various ways to become involved civically and socially, and ultimately, through employment in the Greater Philadelphia region.

She has served for the past six years as the director of the Lindy Center for Civic Engagement at Drexel University, which connects students, faculty and community members through academic and co-curricular community engagement. Kebea also is completing an Ed.D. in educational leadership and management, with a focus on higher education.

Always active in college — freshman class president, student body president in senior year, yearbook editor, admissions tour guide — Kebea now is active as a member of the Alumni Association Board of Directors, where she chairs the outreach committee.

"I'm responsible for reaching out to alums, encouraging them to attend events and volunteer and get involved," she explains. "Students do everything together for four years. It's an impactful and transformational time of life, and I feel it's important that we now try to make sure that the same impactful experience is possible for others." 

## »IN MEMORIAM

Concetta "Connie" Vitullo French '36  
 Mary Higgins Langan '37  
 Mary Lentz Schuhsler '37  
 Philomena Lalli Giannone '38  
 Rosemary McCarron Flannery '43  
 Eva Meehan Keating '43  
 Dorothy Wack McMahon '43  
 Anna Adelaide Mooney '46  
 Agatha M. Brady '46  
 Joan Haran Gloe '46  
 Anna Marie Hummert Bertram '46  
 Marianne Connor Warnick '47  
 Mary Jane Dougherty Barry '48  
 Anna Marie Cianci, O.C.D. '48  
 (S. Ann Marie of the Trinity)  
 Frances McCarron Harper '48  
 Mona Hughes Harwood '48  
 Winifred Grelis, SSSJ '49  
 Roseanita Schubert Coffey '49  
 Jane McCloskey Fitzpatrick '50  
 Shirlee Repak Gubernat '50  
 Joan Schoeck Schmidt, Ed.D. '51  
 Clara "Susie" Tucker '52  
 Constance Peacock Feraco '53  
 Barbara Ellen Piga Marcouiller '53  
 Louise A. McCoy '52  
 Carmen Costanza Veit '53  
 Dolores Mitchell Wallace '53  
 Dolores Dillon Regan '54  
 Elizabeth "Betty Jane" Krug Ulrich '54  
 Irene "Pie" Wagman Zielinski '54  
 Maryanne Rafferty Dunmire '57  
 Helen Penza Powers '58  
 Suzanne "Suzi" Ellis Chapman '62  
 Maureen Schmidt Thielens '62  
 Maureen Wilson Murphy '72  
 Amy Nadley Lessman '83  
 Laura Schriver '05

# TRAVEL THE WORLD WITH ALUMNI & FRIENDS

**AUGUST 14-22, 2015**

## **CHATEAUX, RIVERS & WINE**

This popular trip presented by Viking River Cruises explores the Bordeaux region of France, famous for its food and wine. Visit the vineyards covering the rolling hills and the city of Bordeaux at the region's heart with its grand architecture, tempting cafes and superb museums. Enjoy an in-depth view of this region while cruising the Dordogne, Garonne and Gironde rivers, all while celebrating the native *joie de vivre* found in the region's wine, oysters, truffles and cognac.

**OCTOBER 28-NOVEMBER 7, 2015**

## **OAHU EXPLORER & 7-DAY HAWAII CRUISE**

Explore Oahu's top attractions in depth for four days before beginning a 7-day cruise from Honolulu on Norwegian Cruise Lines *Pride of America*. Experience the ancient traditions of Hawaii's original residents; visit the surfing town of Haleiwa; honor the lost lives at Pearl Harbor's USS Arizona Memorial; and discover what paradise means to you, whether it's the pounding surf, majestic mountains of the Kualoa Mountain Ridge or learning to hula.

*For information and/or reservations, contact Craig (x103) or Christie (x107) at Cruisin' & Main Line Vacations (800.506.7447) or visit [Alumnivacations.com](http://Alumnivacations.com) and click schools.*



## »WE'RE HERE FOR YOU ... TELL US YOUR NEWS, HOWEVER YOU WANT TO REACH US

Keep in touch with your friends and classmates! Career news, advanced degrees, births, marriages, deaths — whatever your news, share it with us. Submit items by **July 15, 2015** for print consideration in the next issue of *Chestnut Hill*.

1. Email: [alumni@chc.edu](mailto: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](http://www.CHCgriffinonline.com)  
[www.facebook.com/chcalumni](http://www.facebook.com/chcalumni)



# LAST WORD

## My Relationship with CHC Didn't End with Graduation

BY KATE SPRANDIO '10



In the fall of 2006, I began my time at Chestnut Hill College, which is located 2.4 miles from the house I grew up in and 1.9 miles from my high school. To me, Chestnut Hill is proof that one does not need to travel far from home to get a life-changing education. I'll be honest when I say I wasn't sure how I felt about going to school down the street from where I grew up. Many of my high school friends were at least traveling outside their neighborhoods to attend college. I felt insecure about it at first, but my time at Chestnut Hill helped me become a stronger, more confident person, and I am so grateful I made that trek down the street to continue growing up on "The Hill."

I like to describe CHC as a diamond in the rough. It's a pure gem, which can be overshadowed by bigger schools, but there's a sense of community at CHC that I don't think you can get at a school with many more students. CHC became a second home to me, and my professors weren't just teachers, they were mentors and friends. I knew I could go to them for anything, whether the issue was academic or personal. I knew I wasn't just a number. The comfort and support CHC students are given allows them to become the people they want to be.

One defining moment in my life came about halfway through my freshman year when I decided I wanted to change my major. Ever since I was little, I wanted to become a veterinarian. So, when it came time to go to college, I chose biology as my major. As time went on, I participated in different activities on campus, where I remember upperclassmen telling us, "Find your inner Griffin."

For fun, I would make music videos with a few friends on campus that I would post on YouTube. I loved writing up the idea of the video and then using my camera and computer to create it. This little hobby opened my eyes to what I loved doing. I loved being creative, I loved to write and make up stories, and I realized my real talent was in English and communications. So, for me, finding my "inner Griffin" meant changing my major.

That scared me. My first thought was, "I need to talk to my parents," which I did, but I also relied on my advisors to help me figure it out. They were great and took away any fear that I had about taking this big step. I can remember talking with Dr. Bob Myer about switching to a major in English and a minor in communications. He was supportive and asked questions to help me figure out if it was a change I really wanted to make. I remember him saying, "Biology to English is a big switch. Are you sure?" He took the time to make sure I was confident in my decision. When I made the switch, Dr. Barbara Lonnquist was more than happy to have a newcomer, and she was a great mentor through my remaining years, especially during senior seminar.

As a liberal arts school, Chestnut Hill empowers the individual and educates in

a broad range of topics. I not only learned about my major at CHC, but I also learned how to take care of myself, how to work with people and how to extend myself in service. These skills are critical in life, no matter what profession one chooses.

Now that I am five years out, I have never been more grateful for my CHC education. In 2013, I graduated from Arcadia University with a master's degree in creative writing. The path of a writer is not the most structured, but the courage and discipline I needed to take this path was gained at CHC. Since I've graduated, I've had a variety of freelance opportunities that have allowed me to make connections.

The guidance I received helped me to recognize that in order to achieve my ultimate goal — writing full time — I need to seek my own opportunities.

Call me cliché, but my college years were some of the best years of my life. The greatest thing is that I keep in touch with members of the College: I have been involved in the planning committee for the Scholarship Gala; I've gone back for networking events; and I'm also helping plan my five-year reunion. I love staying involved and watching the College grow and change. I've come to learn that one's college education doesn't have to end with graduation. Continuing a relationship with my *alma mater* has enriched my life. It's a relationship that began nine years ago and one that I will continue to nourish for years to come. 

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](mailto:magazine@chc.edu)

# Calendar of Events

## BACCALAUREATE MASS

Friday, May 8, 7 p.m.  
Main Chapel

## 88TH ANNUAL COMMENCEMENT

Saturday, May 9, 11 a.m.  
Information: [www.chc.edu/graduation](http://www.chc.edu/graduation)

## 6TH ANNUAL SCHOLARSHIP GALA & 90TH ANNIVERSARY CELEBRATION

Saturday, May 16, 6 – 11 p.m.  
Information: [www.chc.edu/gala/](http://www.chc.edu/gala/)

## 69TH ANNUAL REUNION WEEKEND

June 5 to 7, 2015  
School of Undergraduate Studies classes ending in "0" and "5"  
Reservations: 215.248.7016 or [www.chc.edu/reunion](http://www.chc.edu/reunion)

## 2ND ANNUAL CHC AT THE PHILLIES NIGHT

Saturday, August 29, 7:05 p.m.  
Phillies vs. San Diego Padres  
Tickets: [www.phillies.com/chestnuthillcollege](http://www.phillies.com/chestnuthillcollege)

## ALUMNI TAILGATE AT SPRINT FOOTBALL HOME OPENER

Sunday, September 20  
CHC vs. Princeton University  
Plymouth Whitemarsh High School  
Information: 215.248.7016

## ALUMNI FALL CONFERENCE/HOMECOMING

Details coming soon  
Information: 215.248.7016

## 33RD ANNUAL GOLF INVITATIONAL

Monday, October 12  
Whitemarsh Valley Country Club  
Reservations: 215.753.3692

## HARRY POTTER WEEKEND EVENTS

### Harry Potter Academic Conference

Friday, October 16  
Information: [www.harrypotterconference.com/home](http://www.harrypotterconference.com/home)

### 6th Annual Philadelphia Brotherly Love Quidditch Cup

Saturday, October 17  
College Quidditch Pitch  
Information: 215.248.7083

## 22ND ANNUAL BIOMEDICAL LECTURE SERIES

"Precision Medicine in Pediatric Acute Lymphoblastic Leukemia"  
Wednesday, October 21, 3 p.m.  
Speaker: Stephen P. Hunger, M.D., Chief, Division of Pediatric Oncology  
Children's Hospital of Philadelphia  
East Parlor, St. Joseph Hall  
Information: 215.248.7159

## CAROL NIGHT

Friday, December 4, 7 p.m.  
Rotunda, St. Joseph Hall  
Information: 215.248.7164

## ALUMNI HOLIDAY CHEER

Friday, December 4, 8:45 to 10:30 p.m.  
Commonwealth Chateau, SugarLoaf Hill  
Reservations: 215.248.7016  
All alumni welcome

## BREAKFAST WITH SANTA

Details coming soon

## 23RD ANNUAL BIOMEDICAL LECTURE SERIES

Monday, March 21, 2016, 3 p.m.  
Speaker: Nobel Laureate Harald Zur Hausen, M.D.  
East Parlor, St. Joseph Hall  
Dr. Hausen discovered the Human Papilloma Virus (HPV) that laid the groundwork for the discovery of the Gardasil vaccine.

*For the latest event information, visit [www.chc.edu](http://www.chc.edu) and [www.chcgriffinsonline.com](http://www.chcgriffinsonline.com)*





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# CHESTNUT HILL COLLEGE IS CELEBRATING OUR 90TH ANNIVERSARY!

## Celebrate With Us!

Saturday, May 16, 2015

Cocktails, Dinner and Dancing

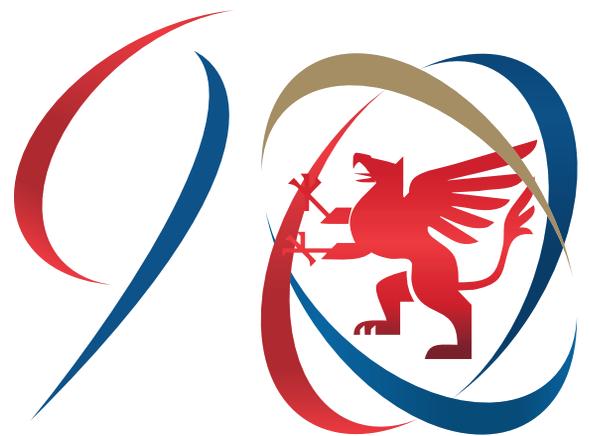
- Live music from "All About Me"
- Tower of Treasure, iPad Raffle, 50/50,  
Live Student Support Auction
- Libris Society Induction

Since 1924, students who attended Chestnut Hill College have had the opportunity to benefit from a mission-based, curriculum rich, Catholic liberal arts education. Now, more than ever, academic scholarships play a crucial role in the pursuit of higher education.

Please plan on joining us in celebration of our 90th anniversary as we raise funds for academic scholarships.

For more information, visit [www.chc.edu/gala](http://www.chc.edu/gala)

CHESTNUT HILL  
COLLEGE



ANNIVERSARY

1924 - 2014