

SPRING 2017

# CHESTNUT HILL

## COLLEGE MAGAZINE

*Student Athletes  
Shine Through  
the Years*

Scholarships Help  
Students Succeed

Sister Carol  
Reappointed to Post

New Majors and  
Minors Debut



# EDITOR'S NOTE

*Recognizing Change as a Gift*

Friends,

As I write this message, the last vestiges of the March nor'easter are melting, birds are singing and tiny red and green buds are sprouting on the trees outside my window. Yesterday was the first day of spring! And I know that with a few days of sunshine and a few of warm rain, the season will be here in all its colorful and fragrant glory.

It's often just a few changes that make all the difference in the world — like the changes wrought by our generous donors. The gifts they make so freely and the scholarships they establish and endow allow so many of our students to get the distinctive Chestnut Hill College education that changes their lives.

Two of our feature stories in this issue address those gifts, without which students might not have the wherewithal to study here. We know from conversations with our devoted alumni over the years that their education — combining CHC's rigorous academics and strong mission with the charm of the Sisters of Saint Joseph — opened so many doors and made so much possible.

Our lead article explores the rich history of athletics at Chestnut Hill College and the important role our students — athletes have played and will continue to play as the years bring changes to both our sports roster and those who play for the College. The story of the evolution of athletics over the last 90 years is exciting and fun to read.

In this issue, as always, we have included some College community highlights of the last six months including books published, honors won and stories of students and alumni who are changing the world.

Thank you for joining us!

Sincerely,

Brenda Lange  
Editor

Let us know how we're doing at [news@chc.edu](mailto:news@chc.edu).

## SPRING 2017

### EXECUTIVE DIRECTOR OF COMMUNICATION & MARKETING

Kristin Floyd

### ASSOCIATE DIRECTOR OF COMMUNICATION, EDITOR

Brenda Lange

### DIRECTOR OF ALUMNI RELATIONS

Maureen Fisher McLaughlin

### CREATIVE CONSULTANT

Samantha Stala

### DESIGNERS

Chann Minarik & Paul Pitzer

### PHOTOGRAPHY

Marilee Gallagher

Tom Gilem

Linda Johnson

Brenda Lange

Jim Rose

### NUMBERS TO KNOW

Admissions	215.248.7001
Alumni	215.248.7137
Athletics	215.248.7060
Career Development	215.248.7048
Development	215.248.7144
News & Media Relations	215.248.7110

[WWW.CHC.EDU/MAGAZINE](http://WWW.CHC.EDU/MAGAZINE)

**Chestnut Hill College Magazine**  
Communication & Marketing Department  
9601 Germantown Avenue  
Philadelphia, PA 19118  
215.248.7110  
[magazine@chc.edu](mailto:magazine@chc.edu)

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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# STUDENT SPOTLIGHT

*Alleviating Suffering through Faith, Commitment and Hard Work*

## Kameelah Mu'Min Rashad, MS, MRP, M.Ed.

By Brenda Lange

**W**hen hearing details of the life story of Kameelah Mu'Min Rashad, MS, MRP, M.Ed., it's easy to feel somehow less-than. She has done so much in a relatively short time, one might wonder how — and why — others don't do the same?

And yet, that is the last thing Rashad wants anyone to do. She is the first to build up those around her and support them in myriad ways and the first to point out that she does not operate in a vacuum, that there are many others out there working for their principles and working to help lift others up.

Currently in the fourth year of CHC's Psy.D. program, Rashad already has earned several degrees and made a positive impact on the world. She has a strong reputation as a social justice advocate, especially within the American Muslim community, and she has represented that community twice at the White House during President Barack Obama's administration.

"None of this is something I think only a certain kind of person can do," says Rashad. "I always encourage people to think about who they impact on a daily basis ... what are my opportunities to change or be effective? You never know what kind of impact you can have on a small scale that may have a ripple effect."

Rashad's "small scale" was her family and neighborhood, where she discovered issues that were affecting her as well as those around her. Then she identified friends and colleagues who shared her beliefs and would help to make their corner of the world a better place. The ripples are still spreading. "I'm not a lone crusader. There are many who are as committed. I found others, and it doesn't feel overwhelming," she says, explaining that she has built her life over more than a decade, trusting in and



*Kameelah Mu'Min Rashad, MS, MRP, M.Ed., speaks at the Black Muslim Psychology Conference at SugarLoaf in July 2016.*

*"I always encourage people to think about who they impact on a daily basis ... what are my opportunities to change or be effective? You never know what kind of impact you can have on a small scale that may have a ripple effect."*

having patience with herself for the evolution.

"As an African-American Muslim woman with multiple roles as a student, wife, mother, clinician, consultant, lecturer, workshop presenter, and founder and president of her own non-profit, Kameelah juggles all of her responsibilities with great acumen, grace and profound dedication," says Cheryl Rothery, Psy.D., ABPP, associate professor of psychology, director of clinical training, chair, Department of Professional Psychology and Rashad's dissertation chair.

"She is already a force of powerful change in communities near and far, and there are no limits to what Kameelah can achieve and the difference she will make. It is a privilege to be part of her professional journey."

### **Linking faith and her ability to alleviate suffering**

As the founder of the nonprofit Muslim Wellness Foundation, Rashad works to reduce the stigma associated with mental illness, addiction and trauma in the American Muslim community through education, training and dialogue. Part of the challenge is the diversity within this community that is often seen as

Rashad meets former President Obama at a round table discussion on issues facing the American Muslim community during his historic visit to a U.S. mosque (Islamic Society of Baltimore).



homogenous. Its heterogeneity requires a variety of approaches, and for Rashad, each approach comes from a foundation of faith and spirituality.

"We need to be contextual in our approach. There are great differences between a Muslim family who has experienced forced migration and one living in an urban city, for example," she says. "We need to ensure our activities are culturally competent and resonate spiritually. We need people to feel empowered and know they can access the resources they need. And we look at faith and spirituality as a protective factor that is important and a source of resilience. So we pay attention to both the challenges and the resilience that comes from their faith."

Rashad also serves as a resource to the University of Pennsylvania community in Islam and Muslims as the Muslim Chaplain Emeritus. She continues to integrate the various aspects of her work at Penn, where the conversation around faith-based activism, wellness and mental health began long before November's election, the results of which have caused a lot of stress in her community. Finding compassion and support isn't as hard as making sure that people don't suffer from burnout, compassion fatigue or cynicism that things aren't moving forward as quickly as they would like.

One of Rashad's motivating factors is her 8th-grade daughter whose fears and misperceptions over political events led her mom to found another organization, Muslims Make It Plain. This coalition of Muslims works at the grassroots level to address police brutality, racial and religious profiling and other discriminatory actions. In 2014, the group ran the first Muslim-led rally and march in the country in support of the Black Lives Matter movement.

"There is real discrimination," says Rashad. "But we have an opportunity to ask ourselves, 'How do we use this moment to act in solidarity and align with other marginalized groups who may lack education or live in poverty and seek justice?'"

She sees a silver lining of communal reflection and opportunity and a chance to renew faith.

"It's important to recognize the impact of marginalization and racism on people who are just trying to cope on a daily basis," she says. "These things impact their emotional wellbeing in a negative way. My commitment is to alleviating suffering and providing a space where those emotional injuries can be addressed."

"I believe in a merciful and compassionate God and I recognize that this moment in time may be a way to reconnect with those deep spiritual principles, values and commitment to my faith and community."

The Third Annual Black Muslim Psychology Conference, organized

by Rashad, will be held (for the second year) at SugarLoaf's Commonwealth Chateau in July. This year's event links the themes of wellness, justice and diversity and will address how to be a leader within that context. She hopes to repeat last year's success wherein more than 125 attendees forged a space where they were free to explore the experience of being black and of being Muslim in an Islamophobic environment.

### Her evolution

Rashad is a 2014 Ariane de Rothschild Fellow and recipient of the 2014 Student Multiculturalism and Education awards from the American Psychological Association and of the 2015 Mental Health First Aid Community Impact Award. In February 2015, she was one of 14 American Muslim leaders who attended a roundtable discussion with President Obama and other senior officials at the White House. At that meeting, Rashad shared her concerns regarding the psychological impact of anti-Muslim bigotry on the Muslim community, particularly as it affects youth and African-Americans.

Prior to enrolling at CHC, Rashad, who was born and reared in Brooklyn, N.Y., earned her bachelor's degree in Psychology and a M.Ed. in Psychological Services from the University of Pennsylvania. She earned a second master's degree in Restorative Practices and Youth Counseling from the International Institute for Restorative Practices and a post-master's certificate in Family Therapy from the Philadelphia Child and Family Therapy Training Center. She is a certified instructor in Adult and Youth Mental Health First Aid and a trained PREPARE/ENRICH premarital counseling facilitator.

She has one year left in the Psy.D. program, followed by a one-year internship.

Rashad also has a one-year-old son and, although she admits time is at a premium, says that she can accomplish all that she does because of the connections she has made.

"All the things I love and look to do are connected in beautiful ways," she explains. "My passions are so well-connected that it doesn't feel like work all the time."

# Continuing Her **UNBROKEN CHAIN** of **LEADERSHIP**

*Carol Jean Vale, SSJ, Ph.D., president of Chestnut Hill College, prepares for a new term with unabated enthusiasm for her position and ambitious plans for the future.*

By Brenda Lange

**A**fter 25 years, one's commitment to a place, a position or a person may waver. Such is not the case for Carol Jean Vale, SSJ, Ph.D., president of Chestnut Hill College, whose enthusiasm for the College continues unabated after leading the institution for a quarter century.

She was reappointed to her sixth, and final, term on December 12, making her the longest-serving college president in the Philadelphia region.

"It has been my honor and privilege to serve the College over 25 years," says Sitter Carol. "And I look

forward to the next term with the same enthusiasm and hope that have characterized the past two-and-a-half decades.

"I am wiser now than I was in 1992, but the same excitement is there. The challenges change with the years, but there is always something new to absorb my attention."

During her tenure, CHC went coed in 2003, tripling enrollment. In 2006, the purchase and renovation of SugarLoaf nearly doubled the size of the campus and opened it to increased opportunities to host outside events. Sprint football was added to the Athletics roster

several years after the College went from a Division III to a Division II school in 2007, bringing in additional student-athletes. The first doctoral program and several majors have been added during her term in office, and Sister Carol also has increased the numbers of international students in her quest to make the College truly global in scope.

McCaffery Lounge, the Gulati Complex with the Fitness Center, Martino Hall, Fitnessmions Hall and numerous additional renovations around the campus all were completed since 1992. The creation of the School of Continuing & Professional Studies, which just celebrated its 20th anniversary, also came about with her guidance.

"I am extremely grateful for Sister Carol's leadership and commitment to Chestnut Hill College and the mission of the Sisters of Saint Joseph," says Margaret Carney McCaffery '77, chair of CHC's Board of Directors. "During these challenging times in higher education, the board affirmed Sister Carol as the right choice for the presidency due to her experience and dedication. We are indebted to her for her inspiration and vision."

### Facing the challenges ahead

The challenges McCaffery refers to are well-known, especially those facing small and mid-sized, private, liberal arts institutions with smaller endowments and fewer alumni, such as Chestnut Hill College. These schools are, and have been, competing for their share of the shrinking pool of high school seniors. Many of these new graduates struggle financially to pay the increasing costs of higher education, requiring greater discounts by the institutions, creating a spiral of financial challenges all around.

"All of higher education is confronting the same realities," says Sister Carol. "There are fewer high school graduates and they want to go to college on their own terms, but they are less able to pay and expect more in amenities and services. Our challenge is how to respond to their needs and simultaneously grow the College into the future."

One way Sister Carol is preparing to face this challenge is through an institutional review that is being conducted by Baker Tilly, a local firm that will examine every aspect of each department and program and will make recommendations to the Board of Directors in May.

"Our goal is to ensure the sustainability and vitality of Chestnut Hill College, by studying the signs of the times in order to meet the challenges and demands of 21st century students and their parents," she adds.

### A lifelong global vision

Perhaps it was the lovely Japanese doll robed in a silky kimono that Sister Carol kept on a shelf in her room from childhood to young adulthood. Or perhaps it was the exposure to a broad array of international thoughts, customs, people, art and literature that her Marine father would bring home from his travels and share with his family.

Whatever the reason, Sister Carol has had an interest in the global community and a growing concept of the world since she was a small girl. As a high school student, she entered an essay contest in which she addressed the theme: People to People: The Key to World Understanding. And she was chosen to present her entry.

**"Our goal is to ensure the sustainability and vitality of Chestnut Hill College, by studying the signs of the times in order to meet the challenges and demands of 21st century students and their parents."**

— Sister Carol Jean Vale

"I always thought globally and had a sense of the world and its many peoples," she says.

Sister Carol brought her global vision with her in 1992 in her first term as president and hopes to have established a microcosm of the global community when she completes her service in five years.


"My vision is a community at CHC that welcomes the perspectives of the international community and desires to grow in knowledge of the spiritual, cultural, political and cultural values that shape attitudes and inspire the choices of people from different countries," says Sister Carol.

"I want to help create opportunities for students to learn to respect and reverse those who view the world differently than they do, so that, when they graduate, they take the values of inclusion, respect and justice into their workplaces and homes."

In support of this goal, a growing number of articulation agreements with universities around the world have been established. Their purpose is to create an environment where students from different cultures can learn to appreciate their differences and similarities, offering them a real sense of immersion in another culture.

"If we are to have peace and justice in our world, we  
continued on page 33

## Fulbright **ALLOWS** the **CONTINUATION** of **LIFE'S WORK**



*Ana Marjanovic-Shane, Ph.D., spent five months teaching and researching in Serbia through her Fulbright grant.*

*By Brenda Lange*

**F**or nearly five months at the end of last year, Ana Marjanovic-Shane, Ph.D., associate professor of education, taught and gathered research in Belgrade, the capital of Serbia, at the university where she earned her master's degree more than 30 years ago.

The primary focus of her work was the cultural educational approach that has been used in Serbia since the 1960s to teach preschoolers, which allows children to be partners in planning their studies. The young students are allowed and encouraged to choose what they want to learn on any given day and also are taught by professionals in their fields.

"These teachers were renowned artists, writers,

actors and directors, musicians, dancers, computer specialists, scientists and other professionals in Belgrade who created projects in which the children were engaged as partners," explains Marjanovic-Shane. "It is a whole different mindset that has been very successful in Serbia. The children from that early era who were involved as partners of the adults and not as objects of pedagogical action are part of today's intellectual elite and are leaders of the country."

Marjanovic-Shane was kept busy teaching a doctoral level course about the dialogic and democratic approach to education to a class that included six graduate students in a doctoral program in education, ten professors from departments of education and psychology, and two researchers

from the Institute of Pedagogical Research in Serbia. This project is one that has been close to her heart for years, in part because one of the pioneers in conceptualizing that kind of education was her late mother, Dr. Sanda Marjanovic.

"The time was fulfilling and rich," Marjanovic-Shane says. "There was not one week that I didn't have something special going on."

She is using her research to write a monograph in English with the working title, "The New Sensibility for the Child," that she hopes to publish by the end of 2018.

While in Serbia, Marjanovic-Shane also gave 12 workshops in which former students and teachers worked with current teachers and professionals interested in working with children, to review existing videos, photographs, lesson plans and other documentation. She taped the sessions and will include them in her publication, once they are transcribed and translated.

### **"The Serbian program is unique and deserves the attention."**

Familiar with early childhood educational programs in many countries, including Finland, New Zealand, the United Kingdom, Japan, Russia and the United States, Marjanovic-Shane says the "Serbian program is unique and deserves the attention."

"It's unique because it's open toward outside culture. Children aren't segregated into their own bubbles, but they live among the people of culture who come and work with them," she explains. "It's different than just being exposed to something cultural, like visiting a museum. It is partnering on their projects that makes the difference. In this way, children are reintegrated into the cultural life of the society, not just as its consumers but also as its producers."

Children aren't treated as customers for whom



*The students in Dr. Marjanovic-Shane's doctoral course surprised her with a party at the end of her stay.*

everything is done, but rather as active participants with everyday choices, she adds.

Based on creativity, play and exploration, the Serbian approach is similar to the Montessori approach, except the children are part of the planning of the programs. "Classes are not just for them, but *with* them," she says.

In addition to the teaching and research done in Belgrade, Marjanovic-Shane also was a keynote speaker at the Conference of Serbian Educators, organized another conference about issues in children's lives when they are at the center of their education and appeared twice on the country's national television program, "The State of the Affairs." She also spent a week in Norway at the University of Stavanger, teaching, holding workshops and doing private advising with doctoral students.

On the personal side of her stay, Marjanovic-Shane had the chance to reconnect with old friends from her high school days and from summers spent at camp on an island in the Adriatic Sea.

Marjanovic-Shane earned her Ph.D. from the University of Pennsylvania after moving to Philadelphia 33 years ago and began teaching at CHC as an adjunct in the 1990s while working for the city of Philadelphia. She joined the College full time in 2009. Marjanovic-Shane's Fulbright award is the second won by a CHC faculty member in the past two years. 🌸

**Established in 1946** to foster international educational exchange, the **Fulbright Program** supports faculty, professionals and students each year as they travel abroad to study, teach, conduct research, exchange ideas and contribute to finding solutions to shared international concerns. More than 120,000 Americans have participated since the program's founding. Information is available online at [us.fulbrightonline.org](http://us.fulbrightonline.org).



## Sister Carol Jean Vale: Continuing Her Unbroken Chain of Leadership *continued from page 75*

must build caring relationships with one another, both at home and abroad," she says.

It will take everyone in the College community to make this a reality and she hopes that students, staff, faculty and the broader community will all participate in the multicultural programs that will be put into place in the near future. CHC is currently conducting a search for a new Officer for Diversity and Inclusion who will play a leadership role in facilitating these and other programs.

### Looking reflectively toward the future

Getting students to enroll in and finish their degrees at Chestnut Hill College means the College must make hard choices to create a realistic future, according to Sister Carol, balancing the needs of the students with those of the institution.

"Any new programs must be carefully chosen to coincide with the interests of students and to ensure they can secure good jobs after graduation," she says.

Several new majors and minors have been introduced in the School of Undergraduate Studies and in the School of Continuing & Professional Studies, including Exercise Science, Security Studies and Organizational Dynamics. In addition, a new major in Cybersecurity, funded by a grant from the National Science Foundation, and a minor in European Union Studies, funded by a Department of Education grant, are in the planning stages.

"Once we have the results from the Baker Tilly review, we will take a long, reflective look at the facts and recommendations they offer to see what is revealed from an examination of the interplay between mission and margin as they have analyzed and interpreted it," she says.


"We will either find new ways to do what we are doing or move in a direction that creatively blends the traditional with the groundbreaking. We need the courage to ask the difficult questions and humility to be open to the answers."

### Leaving a legacy

Sister Carol is clear on one more goal for her final term. "As there are fewer numbers of the Sisters of Saint Joseph serving at the College, it is imperative that we create educational opportunities that will inculcate the history and traditions of the Congregation as they are related to and inform the College's mission," she says.

The work of the Sisters to create an inclusive community that encourages uncommon excellence and the principles of justice, equality, inclusion and unity are foundational to the CHC experience and rooted in deep and caring relationships.

Ensuring the continuation of the mission and values of the Sisters of Saint Joseph at Chestnut Hill College would be a worthwhile legacy, indeed. ✚



## Meet DENISE SAURENNANN, Director of Graduate Admissions

### *Empowering Students to Reach Their Goals*

*By Brenda Lange*

From her sunny, cheerful office, Denise Saurennann, director of graduate admissions, enjoys a variety of colorful works of art, raises a variety of plants and tends to the enrollment of CHC's School of Graduate Studies (SGS).

After 11 years spent climbing the ladder at La Salle University, where she got her start as an admissions counselor, and had advanced to director of the MBA program when she left last summer, Saurennann worked mainly with non-traditional undergraduate students, graduate business students and nursing students. So she was well-prepared for the position she began last June.

With a bachelor's degree in Communications from West Chester University in hand, Saurennann worked as a case manager at the Philadelphia Corporation for Aging, but discovered the option of working in higher education when she decided to pursue a master's degree in Professional Communications at La Salle. She soon discovered that working in admissions met her desire to be of service.

"I find fulfillment in helping students reach their goals," says Saurennann who grew up in the Mount Airy neighborhood of Philadelphia and still spends lots of time there with family and friends. "It's always given me great satisfaction to see one's goals and aspirations materialize."

Although she found some differences between

undergraduate students and those who were returning to earn graduate degrees, Saurennann asserts that the students she worked with are more alike than different. All are juggling their responsibilities and balancing schoolwork and life to varying degrees, but she discovered that graduate students, as a group, were quite independent and empowered, especially those who had just finished their undergraduate education.

Finding ways to continue to empower this cadre of students has become her motivation at Chestnut Hill College, where she is working with available tools and developing some new ones to create an easier, more streamlined process for potential and current students.

"We pride ourselves on the personalized attention we give our applicants and students, and we will continue to provide this," Saurennann says. "But we want to empower our applicants in their independence and give them the ability to follow through on their own should they choose to do so."

Adding access to SGS's program information through the website's portal, my.CHC, will go a long way to achieving her goal, allowing applicants to find out where they stand in the application process with a few keystrokes. Prospective applicants also will have this access so they can become familiar with all the required steps in that process.

"This will allow for transparency so they can all see where they stand. The majority of our applicants and interested potential students are proactive, and we see this as a great way to open the lines of communication," she adds. "Of course, we expect this step will increase inquiries, applicants and enrollment."

Additionally, Saurennann has added a process that sets new student enrollment goals within all four programs. SGS offers master's degrees in Administration of Human Services, Instructional Technology, Education, and Clinical and Counseling Psychology as well as a Doctor of Psychology degree in Clinical Psychology through the Psy.D. program, whose admissions process is managed separately. Meetings with each program director allow her to learn about new trends and changes to the programs that may impact new student enrollment. Currently, SGS has 473 graduate and doctoral students enrolled.

## A perfect opportunity

Saurennann was introduced to CHC years ago when her mother and cousin graduated from the School of Continuing & Professional Studies (SCPS). Although

not looking for a new job last year, she re-discovered the College during a recruitment fair in the Round, where she was representing La Salle. "I met wonderful people that day and everyone was so welcoming and inviting. When I heard about the open position and realized how well it matched my skill set, I applied," she says.

The chance to manage the admissions process for the School of Graduate Studies felt like a perfect opportunity for her, and she says about CHC's ingrained sense of its mission: "It all just felt right."


SGS's website is being updated to create a more user-friendly experience, and each program's page is being reviewed, with a completion goal of the end of the year.

"In order for SGS to flourish, it is important to streamline certain processes to make them more efficient for the students and staff. Optimizing the admissions function will help staff as they continue to recruit internally and externally to increase the visibility of CHC's graduate programs," says Saurennann.

"We need to meet students where they are [technologically] to enable them to learn about our programs more easily."

One of the ways SGS has met this need is by offering online (virtual) information sessions to prospective students. Attendees may join a scheduled session from the comfort of their home or during their lunch hour.

"As we continue to implement technological changes and new initiatives, I am grateful for the support of my team, CHC's administration, and especially Brian O'Neill, who has been instrumental in helping me make the changes regarding my.CHC," she adds.

"In the School of Graduate Studies, we also are looking at increasing our local and regional visibility and building corporate and community partnerships in addition to looking at the possibility for new programs, increasing our social media presence and optimizing our processes," she explains. "In today's competitive marketplace, we want to expand our reach and position ourselves to better engage with the community and potential students in every way possible." 

The School of Graduate Studies offers a rolling admissions process.

Visit [www.chc.edu/graduate-admissions](http://www.chc.edu/graduate-admissions)

*"I find fulfillment in helping students reach their goals. It's always given me great satisfaction to see one's goals and aspirations materialize."*

# ALUMNI LINK

Creating Symbiotic Relationships

## Meet the New Director of Alumni Relations: Maureen Fisher McLaughlin

By Brenda Lange

**O**n the surface, Maureen Fisher McLaughlin, CHC's new Director of Alumni Relations, seems to be the perfect fit for the position. Dig a little deeper, and that supposition is proven to be more-than true.

The Havertown, Pa., native attended Fordham University in New York, where she fell in love with the Jesuit ideals on which the school is founded. As a Communications major, McLaughlin joined numerous community service efforts and went on a lot of service trips, volunteering for a full year after graduation with the Jesuit Volunteer Corps.

That year away from everything she knew cemented her desire to work with people, help others and put her affinity for relationship-building to use.

"I lived in a community setting with six other volunteers, got room and board and a small stipend and worked for the working women's hotline in Atlanta, Georgia," McLaughlin remembers. "It was such a totally different experience for me and so informative."

On her return to the Northeast, McLaughlin found a job working in Student Activities at Temple University where she learned all the ins and outs of marketing and student organizations. "Temple has more than 350 [student organizations] and I really dug in and loved working with the students."



*"Alumni close the circle of the lifecycle of the college. Even if an alum graduated 50 years ago, she loves to hear what students are doing now. And students love to hear the stories from people who went here before them. ... It's a nice, symbiotic relationship where the two can learn a lot from each other."*

After six years, McLaughlin transitioned to the Office of Alumni Relations where she spent four years as Assistant Director of Young Alumni and built the foundation of the approach she uses now.

"I love the energy of a college campus and working with students as well as alumni," she says. "I believe that student relations is the start of alumni relations. If you don't engage students while they're here, how can you expect them to be engaged and involved when they graduate?"

That engagement can be tricky, because students often don't really comprehend why the Alumni Relations Director would want to talk to them.

"They think, 'I don't understand, that's in four years, or even, that's in two months ... talk to me then,'" says McLaughlin with a chuckle. "But it's important to get in front of them before they leave — even on their first day on campus."

### Closing the circle

McLaughlin believes in inclusivity in her relationship-building and believes that "alumni close the circle of the lifecycle of a college." They start as students and end as alumni, a role that continues throughout their lifetime. The two have a lot in common and can learn from each other.

"Even if an alum graduated 50 years ago, she loves to hear what students are doing now. And students love to hear the stories from people who went here before them," she says. "I think it's a nice, symbiotic relationship where the two can learn a lot from each other and that relationship can benefit the school."

McLaughlin has quite a few ideas for benefiting CHC, its students and alumni, some of which have already taken shape since she started in August. Sharing historical trivia about CHC seems like a simple way to start engaging with students, but visiting first-year experience classes, sharing information, asking fun questions and giving prizes to the winners is one way to do just that. Another is a coffee-and-bagel-break idea that would be open to students beyond first-years.

"These are just little ways to get the wheels turning about the College and what this office does," she says. "It's just creating awareness: We're here. We'll be here when you graduate. For now, here is what we do. And by senior year, we become more of a presence."

Some additional ideas include adding a young alum as a speaker at Convocation or Commencement; instituting a young alumni award for someone who has been successful in some way within their first 10 years out of CHC; encouraging ongoing engagement, not just through social media, but also through the magazine and in person at events, asking alums to join the Alumni Association Advisory Board and help fundraise.

"Donor dollars impact the students' everyday experiences, and I've already begun the conversation

with students about that," she says, adding that it's important to be open and honest about why money is needed and why it's important for alumni to give back to their alma mater.

"It's normal for young alums to separate themselves from their college a little right after graduation, but somewhere down the road, they realize that they had a great experience, made so many friends and that it was the start of their career, their life. But if you haven't kept in touch with them over that course of time, haven't maintained that relationship, it is tricky," she says. "It's important to stay connected so they know what's happening and want to stay connected too."

### Lifelong relationships

McLaughlin is grateful to see the love and dedication for CHC exhibited by so many alumni, and says it has made her job easier as she gets acclimated to a population that is much different from the one she worked with at Temple.

***"There is a different vibe here. Alumni really, truly love this place," she says. "I love that and it can only be a positive for this office, for what we do and for the entire community."***

Attributing that difference to the size of the College and the role of the Sisters of Saint Joseph, McLaughlin is moved by the unique qualities that drew her — as well as to many others — to the campus where they formed lifelong bonds and relationships.

"Everyone met everyone else and found a second family when they were here," she says. "And the Sisters have something about them that is very encouraging, compassionate and loving. During a student's formative years, they're away from their family, but still have something that feels like family here." 