



# chatnam

# RECORDER

WINTER2017

KATY WOZNIAK '98

**EDITOR-IN-CHIEF**

Bill Campbell

**MANAGING EDITOR**

Cara Gillotti

**DESIGN**

Brown Advertising and Design, Inc.

**DESIGN CONSULTANT**

Krista A. Terpack, MBA '09

**CONTRIBUTORS**

Cara Gillotti  
Charles Rosenblum

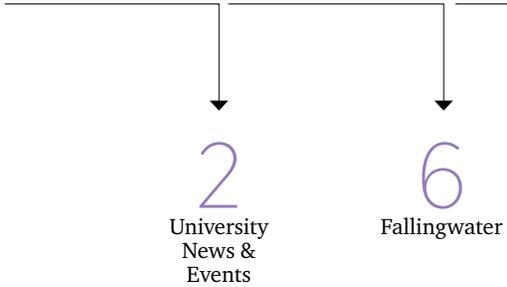
**PHOTOGRAPHY**

Ric Evans  
Annie O'Neill  
Phil Pavely  
Paul A. Selvaggio

**CORRECTION**

A feature in the Spring 2017 issue of this magazine titled "Chatham Celebrates Over Ten Years of Nursing" incorrectly implied that nursing programs at Chatham began in 2005. In fact, Chatham offered a nursing program in cooperation with Allegheny General Hospital from 1939-1958, and it was the online nursing programs that began in 2005. Our sincere apologies for this mistake, and gratitude to the alumnae who brought it to our attention, including Nancy Wallace Bridges '56, Eleanor Skinner Wainwright '57, Betty McCrory McBride '46, and Martha McLaughlin Ellers '52.

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New, 100-student classroom at Chatham Eastside, part of 30,000 square feet of renovations completed this summer.

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## News

**CHATHAM PROFESSOR AND ALUMNA/  
BOARD MEMBER RECEIVE FELLOWSHIP**

Chatham Professor Britney Brinkman and alumna and Board of Trustees member Dr. Kathi Elliott, DNP '14, were awarded a fellowship by the Robert Wood Johnson Foundation. The three-year fellowship includes funding for training in promoting evidence-based policy making, as well as funding for a research collaboration with Gwen's Girls, a Pittsburgh-based organization working to empower girls of which Dr. Elliott serves as Executive Director.

**FALK SCHOOL PROVIDES FELLOWSHIP  
OPPORTUNITIES FOR RETURNING PEACE  
CORPS VOLUNTEERS**

Chatham is partnering with the Peace Corps in bringing the Paul D. Coverdell Fellows program to the Falk School of Sustainability & Environment. The program offers up to five scholarships to returned Peace Corps volunteers who have been accepted into the Master of Sustainability, Master of Arts in Food Studies, or dual-degree MSUS+MBA and MAFS+MBA programs. Fellows will complete internships in underserved American communities while they pursue their studies.



**CHATHAM RECOGNIZED AS  
COLLEGE OF DISTINCTION**

Chatham has been honored as a College of Distinction for its expert blending of the liberal arts with professional programming in its undergraduate business, education, and nursing programs. These awards were granted after a comprehensive vetting process, selecting schools based on such qualities as accreditation, breadth of program, and a track record for success.

**ENTREPRENEURSHIP HUB  
LAUNCHES AT EASTSIDE**

The Center for Women's Entrepreneurship at Chatham University and Chatham's Women's Business Center have opened a 3,000 square foot Entrepreneurship Hub located at Chatham Eastside. The newly established Hub will become a nexus for mentoring, training, and networking events, and offer digital literacy programming and prototyping/design training to women entrepreneurs and the Chatham community.

For more information, visit [chatham.edu/news](http://chatham.edu/news).



**CHATHAM RANKED THIRD NATIONWIDE  
FOR WOMEN'S LEADERSHIP**

Collegemagazine.com has ranked Chatham third nationwide for women's leadership, joining a list of schools that "have the female student body, alumni connections, Women's Studies majors, clubs and opportunities that you need to springboard you to success."

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Events

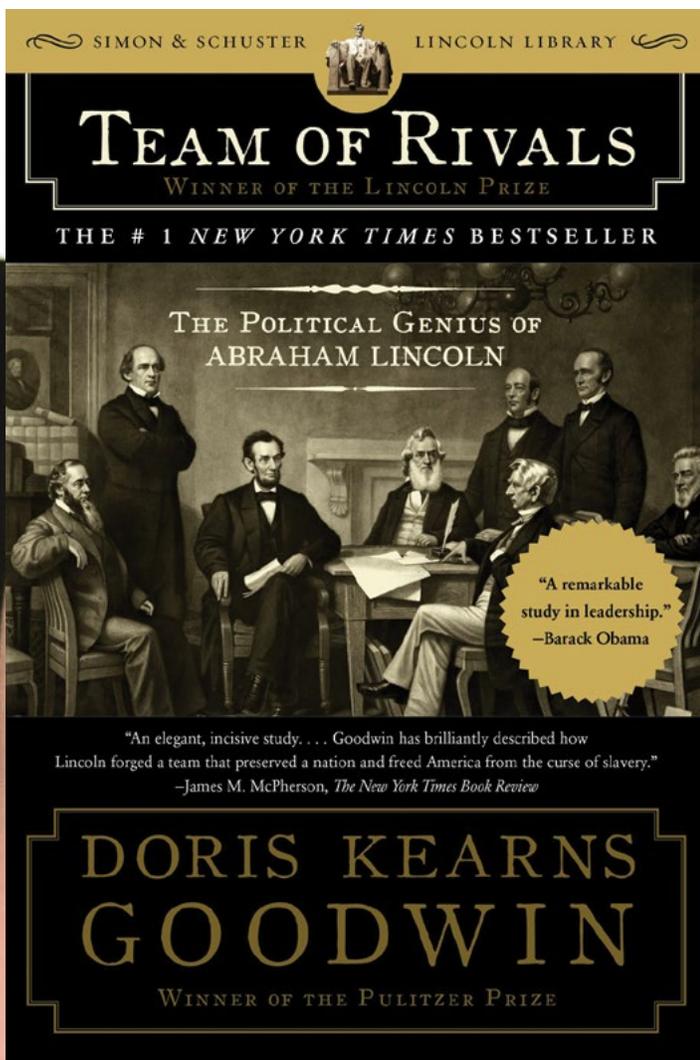


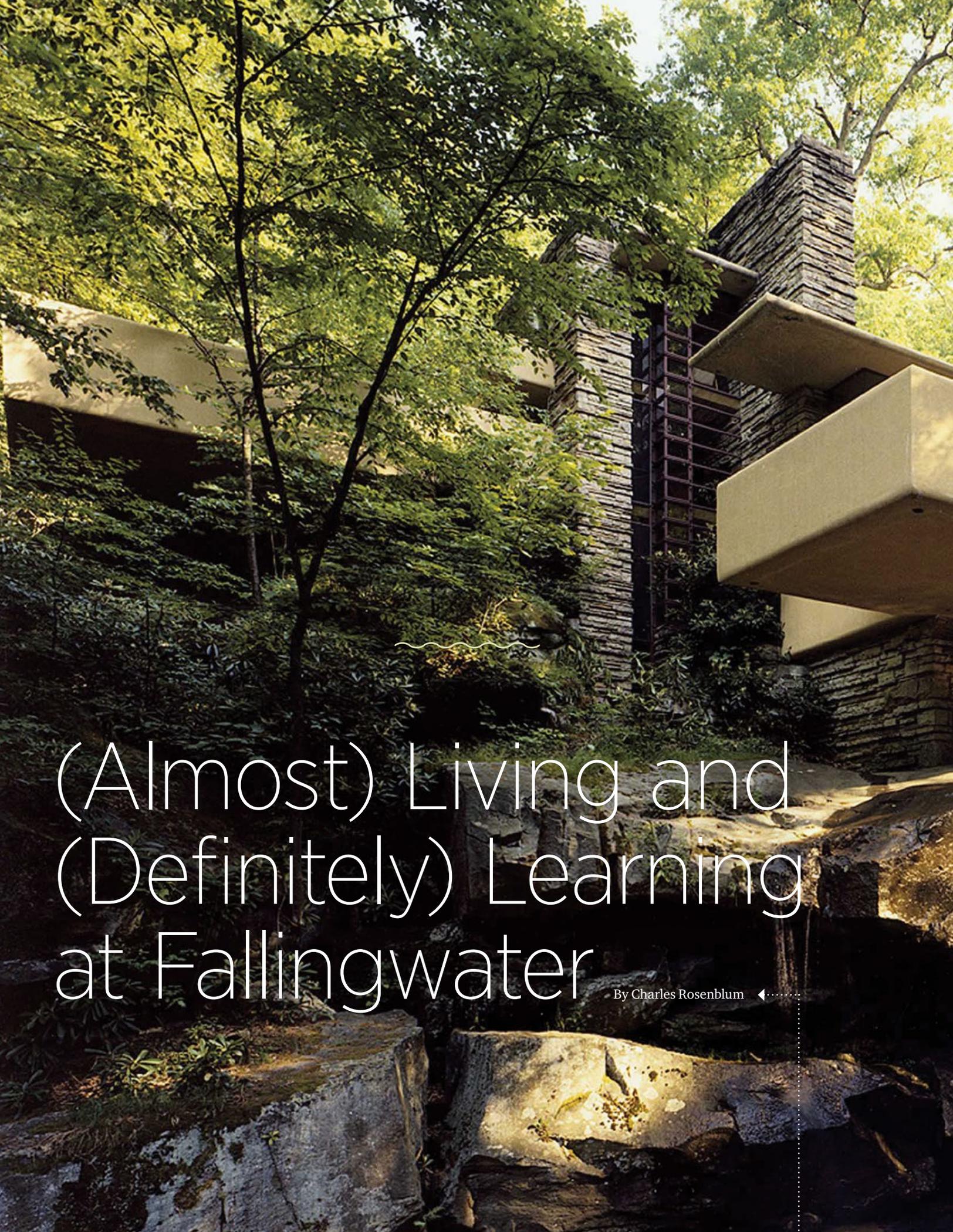
1. The 2017-2018 **ELSIE HILLMAN CHAIR IN WOMEN AND POLITICS** will feature world-renowned presidential historian and Pulitzer Prize-winning author **DORIS KEARNS GOODWIN**, who will give a lecture at Campbell Memorial Chapel on April 17, 2018. Goodwin is the author of six critically acclaimed and *New York Times* best-selling books, including her most recent, *The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism* (November 2013). Stephen Spielberg's DreamWorks Studios has acquired the film and television rights to the book. Learn more and register at [chatham.edu/pcwp](http://chatham.edu/pcwp).

2. The Falk School of Sustainability & Environment hosted the **FOOD AND CLIMATE CHANGE CONFERENCE** on Saturday, October 14. The conference explored the intersection between food and climate change, and featured a locally sourced breakfast and lunch, student research demonstrations, breakout sessions and keynote talks from renowned authors Frances Moore Lappé and Julie Guthman.

3. On Wednesday, October 11, **DR. JEANNE JORDAN** presented the inaugural **HOLLANDER LECTURE IN WOMEN'S LEADERSHIP** with a talk entitled "Developing Molecular Tools for Detecting Infectious Diseases: Improving Women's and Infants' Health Worldwide?". Dr. Jordan is an expert on global women's health, and Professor in the Department of Epidemiology and Biostatistics at The George Washington University School of Public Health. As Director of the International Institute for Public Health Laboratory Management, Dr. Jordan draws on her extensive expertise in microbiology, clinical laboratory medicine, and virology to strengthen laboratory systems in nations around the world.

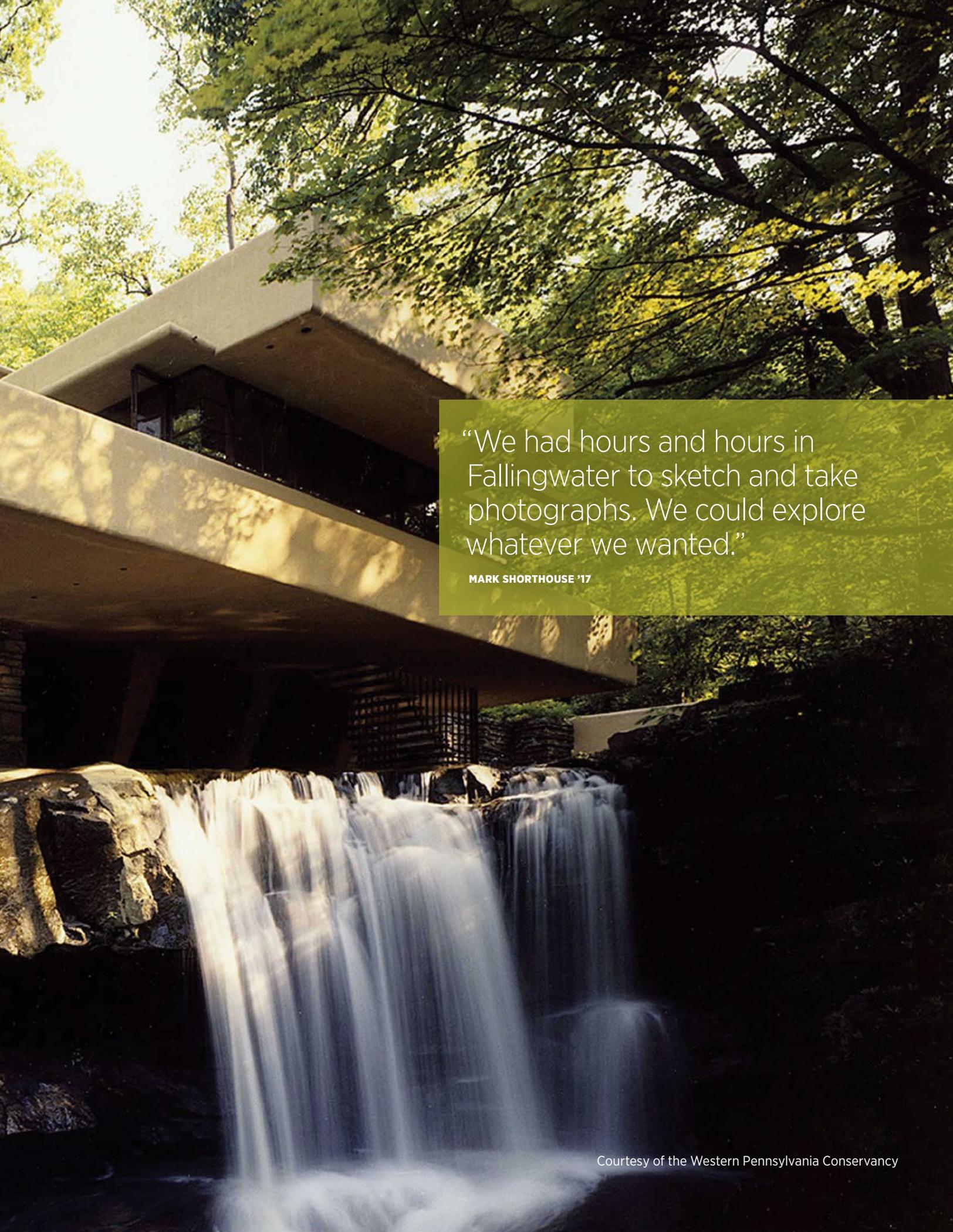
4. The Chatham University Women's Institute and the Pittsburgh Gender Scholars Consortium (PGSC) hosted a gender scholars' symposium entitled: **"GENDER EQUALITY IN PITTSBURGH: MAKING INTERSECTIONAL CHANGE HAPPEN"** at Chatham on Saturday, November 4. The symposium featured over 45 gender scholars and community leaders along with keynote speaker Jennifer Epps-Addison, Network President and Co-Executive Director of the Center for Popular Democracy (CPD).





# (Almost) Living and (Definitely) Learning at Fallingwater

By Charles Rosenblum ◀



“We had hours and hours in Fallingwater to sketch and take photographs. We could explore whatever we wanted.”

**MARK SHORHOUSE '17**

One afternoon, Kyra Tucker, director of interior architecture programs, walked into Frank Lloyd Wright’s iconic architectural masterpiece Fallingwater to find her students sitting on the floor with their shoes off.

I said “What are you guys doing?” she recalls, laughing. “[Chatham has] a reputation to protect here!”

But Tucker was joking, and the high level of comfort was entirely appropriate for the situation, a weeklong residency for students in the Bachelor of Interior Architecture (BIA) program, also offered for students in the Master of Interior Architecture program. While students don’t sleep at Fallingwater

– they stay in new residential facilities nearby – they spend plenty of time in Frank Lloyd Wright’s architecture – for instruction, to work on projects, or just to absorb their surroundings.

“We had hours and hours in Fallingwater to sketch and take photographs. We could explore whatever we wanted,” says Mark Shorthouse ’17. “It’s not like we were lounging on the beds, but we were in there barefoot. We were going down to the private swimming pond,” a sheltered spot directly underneath the house.

Most of the roughly 200,000 people who visit Fallingwater each year go on one of the regularly scheduled tours that move through the building like clockwork. Tours last about

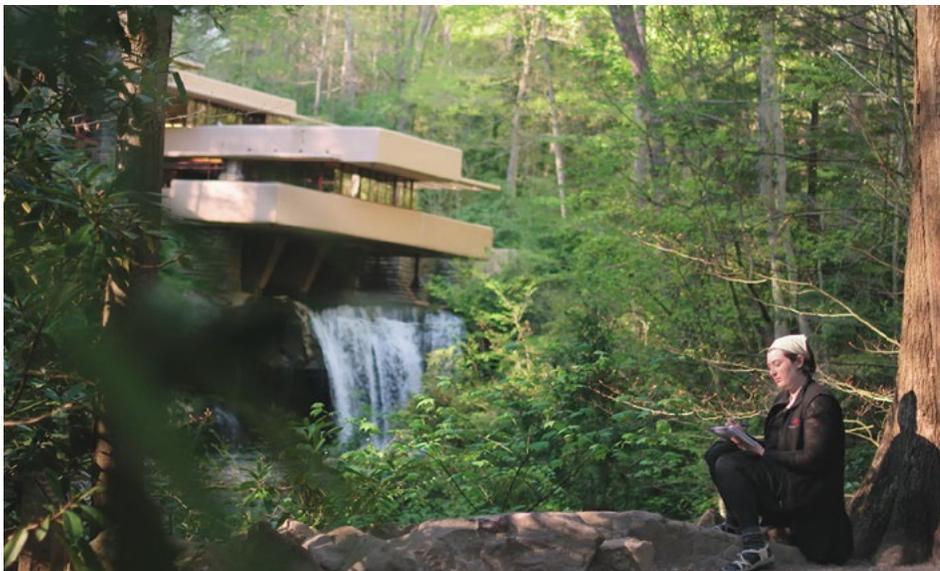
an hour, and shoes are required. Visitors typically take a few photos, browse in the gift shop, and hop back in their cars to go home.

Chatham students have a much longer and more intensive interaction with the house and site. Says Hallie Dufour ’18, “It was really amazing that we got to experience it more deeply than everybody else.”

Fallingwater has had programs for visiting students and educators for about twenty years. Made of ad hoc groups of individuals from different locations, these have been available “for anyone who wants to register,” explains Fallingwater Curator of Education Ashley Andrykovich. In contrast, Chatham’s program is solely for its own students and is tailored specifically to the University mission and program curriculum.

Says Tucker: “One of our University initiatives is sustainability. Fallingwater, we decided, would be a sustainability mission course. It is really based around Frank Lloyd Wright being the original ‘organic architect.’” It is also an official part of the Maymester schedule, and BIA students are required to attend in their first year.

Chatham’s program was unique at Fallingwater this year. But even if other universities follow Chatham’s lead, it will remain a rare experience. “We only have the capacity to do programs with two or three universities each year,” says Andrykovich.



**ABOUT FALLINGWATER**

Fallingwater was built between 1935 and 1939 over Bear Run, a stream that flows into the Youghiogheny River near Mill Run, Pennsylvania. It was commissioned as a vacation home for department store magnate Edgar Kaufmann, his wife Liliane and their adult son, Edgar Kaufmann, Jr. on a former campground that they had owned for several years. Architect Frank Lloyd Wright was sixty-eight years old when he began designing the house. His peak of popularity had been in the first years of the twentieth century. By the Great Depression, he had little to no work, so he made money by lecturing and teaching, as well as through sales of his autobiography. But Wright and Kaufmann inspired and occasionally antagonized each other. The result, a house over a waterfall with soaring cantilevers in steel reinforced concrete, is widely regarded as an architectural masterpiece, voted by the American Institute of Architects as the greatest piece of architecture in the United States. It stimulated a late career renaissance for Wright, who had a prolific career until his death at age 91 in 1959.

The student experience at Fallingwater begins with a silent hike that starts at High Meadow (see sidebar on next page). Students are required to turn off their phones, which don’t get much reception out there anyway. “We ask the students to unplug and be silent. We actually collect their cell phones for this part,” says Andrykovich. The approach places an emphasis on contemplation and observation. “We hike through the meadow down to Bear Run, and the landscape changes in ways that are observable three or four different ways during that hike.” Students are encouraged to sketch on the hike, as they will be encouraged throughout the week.

Graduate student Heidi Tabor, MIA '17 found the phone-free approach “a little intimidating at first.” But it was one of several things “that pushed you outside of your comfort zone. I think I grew that way.”

The residency week blends contemplative study with industrious instruction and studio work. Andrykovich explains that students do “a combination of sustained looking, sketching, and experiencing the house, combined with exercises that are designed to push them to think about the design themes that are at play in Fallingwater.”

For the undergraduates, one of the first design exercises, described in written assignments as a “sculpture light intervention,” is otherwise known as a lantern or lamp. It was an opportunity to consider “different types of lighting, how it can be manipulated, colors of light, textures,” says Dufour.

“What I am finding they get from it is a very close experience with each other, so we are building a studio culture, not just relationships with friends through social media. We need that, because that’s how it is in the workforce. That is how great things are accomplished. Together.”

**KYRA TUCKER, DIRECTOR OF INTERIOR ARCHITECTURE PROGRAMS**

Shorthouse adds, “Our projects needed to be implemented in Fallingwater itself...to look as if they were originally built there.” Students would photograph their model light fixtures in place in Fallingwater for use in their portfolios.

“They came up with some really innovative, extremely cool things,” says Tucker.

A second exercise was to design a screen or scrim to be placed somewhere in the house to frame a particular view. “The lantern had them focusing inward, and the screen helped

them connect the inside with the outside,” Tucker explains. “Brilliant, brilliant, brilliant! I just love this.”

While enhanced design skills are important, Tucker also finds success in developing a studio culture in which students work together successfully.

“What I am finding they get from it is a very close experience with each other, so we are building a studio culture, not just relationships with friends through social media. We need that, because that’s how it is in the workforce. That is how great things are accomplished. Together.”

Dufour agrees. “It brought me and the other students together, especially students I had not known before,” she says.

The program uses the rare experience of a unique building to teach lessons about

## HIGH MEADOW

High Meadow is a former residence that has been renovated and expanded to serve as housing for Fallingwater’s residency programs. An attached wing of new dormitory rooms by Pittsburgh architectural firm Bohlin Cywinski Jackson was recently featured in Metropolis magazine and praised for elegant, natural architecture that pays tribute to the organic designs of Frank Lloyd Wright, while capturing dramatic views of the landscape. “Staying at High Meadow was one of the best parts,” says Mark Shorthouse. “It’s almost like you are still in Fallingwater.”

interior architecture that are applicable to all aspects of future careers in professional practice. The student response to the Fallingwater program is categorically enthusiastic.

“It’s a super intensive, immersive, creative studio experience,” says Shorthouse. “I felt that I had really grown as a designer in a way I had not felt up to that point. It gave me more confidence that I am a creative person and I could create designs.”

“It opened my eyes more to the world and what I was seeing,” says Tabor. ▀

Learn more at [youtube/chathamu](https://www.youtube.com/watch?v=chathamu). ◀



# The Inauguration of David Finegold, DPhil, Chatham's 19th President

*2 pm, Friday, October 13, 2017 at Campbell Memorial Chapel.*

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If there was a recurring theme among the government representatives—from state, county, city, and local levels—who spoke a few words at Dr. Finegold's inauguration, it was that Dr. Finegold had already both embraced and been embraced by their communities to such a degree that it was hard to believe he has only been here since last July.

If there was a recurring theme among his friends who shared their thoughts from the stage, it was that his myriad accomplishments might have something to do with his apparent imperviousness to sleep.

And if there was a recurring theme among the advice given by students in a charming video that was played, it was that Dr. Finegold should keep on doing what he's been doing—whether that's cheering on the Cougars at sports events, taking undergraduates to see theatre in the Cultural District with his wife Sue, or continuing to inspire and lead Chatham as it fulfills its magnificent promise.

It was a great day to be a Cougar. ▲

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“An inauguration is a milestone moment for a university, but it's much more than celebrating a new president. President Finegold's focus is really about celebrating Chatham—honoring our history, the impact of our college community past and present, and charting the future together.”

**JENNIFER POTTER '66, CHAIR, CHATHAM UNIVERSITY BOARD OF TRUSTEES**



## DAVID FINEGOLD INAUGURATION

“While I’m sure Esther would join me in admitting that a presidency is one of the most challenging jobs out there, it is also one of the greatest jobs on the planet. You get a chance to make a difference every single day in terms of educating our next generation of leaders and informed citizens. I can say, without a shadow of a doubt, I have not been bored for a single day in this job. And this is a particularly rewarding job here at Chatham.”

DAVID FINEGOLD, DPHIL



### GOVERNMENTAL WELCOMES AND PROCLAMATIONS

The Honorable Jay Costa, Jr., State Senator

The Honorable Hal English,  
State Representative

The Honorable Dan Frankel,  
State Representative

The Honorable Rich Fitzgerald,  
County Executive

The Honorable Bill Peduto, Mayor

The Honorable Dan Gilman,  
City Councilman

### SPEAKERS

David Golub, President, Golub Capital

Joseph Blasi, Ed.D., Distinguished Professor,  
Rutgers School of Management & Labor  
Relations

David Galas, Ph.D., Principal Scientist, Pacific  
Northwest Diabetes Research Institute

Phil Bronner, J.D., Co-founder,  
American Honors



To view a highlight video and  
the full Inauguration ceremony,  
visit [www.chatham.edu/  
inauguration](http://www.chatham.edu/inauguration).



## DELEGATES

Delegates were in attendance from the following institutions, presented (as they were lined up) chronologically from date of founding:

- |                                       |   |
|---------------------------------------|---|
| Harvard University                    | Drexel University                           |
| University of Pennsylvania            | Hood College                                |
| Brown University                      | Northern Illinois University                |
| Washington and Jefferson College      | College of Saint Elizabeth                  |
| Franklin & Marshall College           | Elizabethtown University                    |
| University of Pittsburgh              | Carnegie Mellon University                  |
| Allegheny College                     | Webster University                          |
| Mount Holyoke College                 | University of California Los Angeles        |
| Bucknell University                   | Robert Morris University                    |
| St. Vincent College                   | Carlow University                           |
| Geneva College                        | Wilkes University                           |
| Waynesburg University                 | Franciscan University of Steubenville       |
| California University of Pennsylvania | Manor College                               |
| Westminster College                   | State University of New York at Stony Brook |
| Pennsylvania State University         | Point Park University                       |
| Wilson College                        | La Roche College                            |
| Grove City College                    | Union Institute and University              |
| Duquesne University                   | Butler County Community College             |
| Seton Hill University                 | Community College of Allegheny County       |
| Temple University                     | Prescott College                            |
| Slippery Rock University              |   |

1. President Finegold and Chatham Student Government president, Diarra Clarke '19
2. Sue Finegold at pre-inauguration luncheon
3. Faculty Marshall, Dr. Lisa Lambert, leads the procession as students cheer them on
4. Faculty line up for the procession to Campbell Memorial Chapel
5. David and Sue's children, Sam and Charlotte
6. Dr. Finegold high-fives students and Carson the Cougar
7. Tea reception in the Athletic & Fitness Center
8. President Finegold and President Emeritus Esther Barazzone
9. Board Chair, Jennifer Potter '66, places the presidential medal on Dr. Finegold

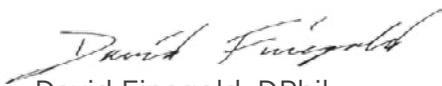
# Chatham University Strategic Plan: The Next Five Years

**A**s Chatham nears its 150-year anniversary, its track record of changing and evolving in response to challenges and opportunities gives us confidence that it will continue to thrive in the years to come. Chatham's mission, vision and values; willingness to embrace change when necessary; and innate institutional innovativeness are not just part of Chatham's past, they are our inspiration as we set the course for Chatham's future.

Our new Strategic Plan represents a new beginning – a new chapter in Chatham's remarkable story. It also represents the start of a new continuous improvement process, as Chatham's leadership team develops a set of key priorities/initiatives derived from the Plan, each with clear targets, that will be used to guide our decision-making and measure our progress for the 2017-18 academic year.

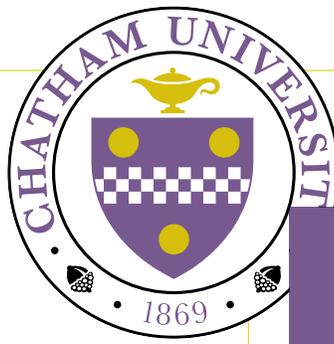
Chatham is at a crossroads. Thanks to the bold investments in Chatham Eastside and Eden Hall Campus, the creation of the Falk School for Sustainability & Environment, the continued excellence and strong demand for our health science graduate programs, the rapid growth in undergraduate enrollment in the three years since transitioning to coeducation, and the blossoming of Pittsburgh as a great higher education city, the University is poised to move to the next level both academically and financially. With the tremendous talents and dedication of the entire Chatham community and our commitment to working together with each other and our external partners, I feel confident that we can take that next step and usher in the next era of success for Chatham and the Chatham community.

Sincerely,



David Finegold, DPhil

President



## A PLAN FOR OUR FUTURE, ROOTED IN OUR PAST

**NEARLY 150 YEARS AGO**, Chatham was founded on the ideals of access and equity by ensuring the transformative impact of a high-quality liberal-arts education was available to women who were denied access to the educational system at the time.

**OVER 20 YEARS AGO**, Chatham expanded our educational mission with the addition of professional graduate programs focused on improving the health of people and the quality of patient care.

**10 YEARS AGO**, building on the legacy of Rachel Carson '29, Chatham once again expanded our educational mission with a University-wide commitment to sustainability and improving the health of the planet through the founding of the Falk School of Sustainability & Environment and the creation of Eden Hall Campus.

**3 YEARS AGO**, Chatham expanded our educational mission by opening all of our undergraduate programs to men, while strengthening our historic commitment to women's leadership and gender equity by establishing the Chatham University Women's Institute.

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**OVER THE NEXT 5 YEARS**, Chatham will build upon our mission of creating educational opportunities and transforming lives through access, equity, health, and sustainability as we:



→ View the plan at [www.chatham.edu/strategic-planning](http://www.chatham.edu/strategic-planning).

1

Enhance Academic Excellence and the Student Experience

2

Expand Our Leadership in Sustainability and Health

3

Improve Access and Affordability Through Innovation

4

Deepen Partnerships for Student and Alumni Success

5

Build University Capacity and Capabilities



# New Beginnings for the Penguin Whisperer





**K**aty Wozniak '98, neé Antkowiak, grew up with three older sisters and a menagerie: six dogs, “four or five” cats, birds, guinea pigs, and rabbits. It was a bustling life, filled with trips to Sea World and to zoos, that stoked her desire to work with animals. “I always said I was going to be one of those trainers one day,” she says.

**W**ozniak's family lived in Oil City, PA, which she describes as a very small town. "I liked the small, close-knit atmosphere," she says. Later, she got to know another small, close-knit atmosphere on trips to Chatham College, where she visited her older sister Jessica. "I loved how you were in the city, but once you drove up that driveway, and you were in another world," she says. She loved it enough to enroll the following year, intent on pursuing her desire to work with animals through studying biology.

At Chatham, Katy fell in love with a psychology class in animal behavior. "It was the professors that made the class," says Wozniak. "Dr. (Thomas) Hershberger and Dr. (Joseph) Wister. They helped me decide to change my major to psychology, focusing on animal behavior, with a minor in environmental science."

Wozniak calls a study abroad trip to Belize led by Dr. Wister "the most amazing experience of my life. One morning we got up at 5:00 a.m., made our way through the jungle with flashlights and climbed a Mayan temple in the dark so we could be there for sunrise. I can't even describe how beautiful it was. You're

sitting on top of this temple as the sun rises, you hear the toucans waking up, the howler monkeys waking up, you're at the canopies of the trees, as far as you can see, rainforest and beautiful jungle. It happened over 20 years ago and I can still picture every moment of it."

During her sophomore year, Wozniak interned at the Pittsburgh Zoo, doing observational research on orangutans and rhinos. A couple of years later, she went back to the zoo to work on her senior thesis: comparing elephant foraging behaviors in the wild and in a zoo setting.

"It's a little scary to be leaving this job that I've loved for the past 20 years, that has supported my life and my love of animals. But I didn't want to get stuck in a rut, and I'm looking forward to this new adventure."

KATY WOZNIAK '98

"A lot of people think that animals in zoos are forced away from their natural behaviors, but they're not," she says. "For example, penguins in the wild spend about 90% of their time in the water, really just coming onto land just to breed and molt (lose feathers). So they have to eat and eat and eat in the water, to store energy for the time when they're stuck on land. Here in the aquarium, we can just go up to them and feed them on land, but they don't want it. They retain those natural behaviors. So we try to make their environments as natural as possible, so that people can see these natural behaviors."

After graduation, Wozniak returned to the zoo to intern in the aquarium for a year, and had opportunities to work with other animals, too. When a full-time job for an aquarist ("that's like a zoo-keeper for aquarium animals") opened up, Katy

applied and got it, beating out more seasoned aquarists across the country. She started working full-time at the aquarium in 2000.

"The 'penguin guy' was close to retirement age, and he wanted me to work with him," she says. After two years, he did retire, and in addition to routine care, here's something that became part of Wozniak's unofficial job description: *Think about ways to make a penguin's day better* (the technical term is 'enrichment').

"My penguins love bubbles, so we'll put a bubble machine in the exhibit, and they'll

chase the bubbles around and pop them with their beaks," she says. "They have exceptional eyesight, and they'll follow a laser light. When kids run across the exhibit with those light-up shoes, you'll see this whole group of penguins chasing this kid back and forth, watching that light light up. Then when we get a really nice snowfall we'll take them outside to play in the snow early in the morning. They'll get on their bellies and toboggan and eat snowflakes as they fall."

"Our penguins' names come from all over the place," says Wozniak. "They might be named after a Pittsburgh Penguin, or a little kid from Make-a-Wish might name one — that, for example, is why we currently have one named Cakey-Wakey and one named Letang."

Wozniak rose in the ranks, and formalized the aquarium's internship program in 2006. She attended career fairs and reached out to colleges including Chatham, Duquesne University, University of Pittsburgh, and Slippery Rock University.

For the past 14 years, Wozniak has been taking her dogs to Twinbrook Animal Clinic for care. "During a routine visit, the owner and head vet told me that she was looking to bring someone on board who shared her





On July 22, Chatham alumni gathered for a picnic lunch and day at the zoo. Wozniak introduced alumni to her charges, “the other Pittsburgh Penguins.” “It’s been so great to hear about all that’s been going on at Chatham,” says Wozniak.

passion for animals, programs, and reaching out to the community,” she says. “We met a few times after that, and then the offer to become the clinic’s practice director was on the table. It would involve not only managing the clinic, but moving their programs forward and expanding their offerings.”

“It was a tough decision,” she says, “but I love the staff, and I love the vets, it’s near my house, and I felt ready for a new challenge. I also wanted to give back to them for all the years they’ve been here for our animals.”

Wozniak is excited to bring Twinbrook out into the community. She envisions visits to schools, and bringing animal care to homes, for people who maybe can’t come to a clinic. Right now, Twinbrook focuses on dogs and cats, but Wozniak thinks that can be expanded too. “There are so many areas around here that have farms with horses,” she says. “I think it would be awesome to expand the practice in that way.”

“In college, I loved my child psychology courses too,” says Wozniak. “And there’s real potential in using animals therapeutically,

for anyone from geriatric populations to kids who may have issues. I’ve seen this with kids that come through the zoo on tours, how maybe they have a hard time focusing, but they can just focus on a bird and feel how soft it is—you can see it’s therapeutic for them. I have so many ideas, but I know I need to focus and prioritize,” she laughs. “But in the end, my goal is always to help.”

“It’s a little scary to be leaving this job that I’ve loved for the past 20 years, that has supported my life and my love of animals. But I didn’t want to get stuck in a rut, and I’m looking forward to this new adventure.”

Wozniak considers herself to be starting anew not just in her professional life, but also as a parent: her daughter Antonia is in college, and her son Joey is in second grade. “I’m going to a whole second round of sports events and elementary school plays,” she laughs. “And getting used to a new job. It’s like going through life again.” ▾

# From Eden Hall Pioneer to Farm Manager

By Cara Gillotti

**F**act: Eden Hall Campus has its superstars and they get the lion's share of the press. The solar high tunnel, with its floor heated by geothermal heating. The aquaculture lab with its 500 rainbow trout. Solar panels, generating enough electricity to power 14 homes for one year. Items like these have been written about in publications ranging from *Architect Magazine* to *USA Today*—deservedly so.

But when Tony Miga first visited the campus in 2012 as a prospective graduate student in the process of vetting the brand-new Master of Sustainability program, none of that was there. What he remembers seeing were some dilapidated stables, and the big barn. And the orchard.

“It was just dripping with apples,” he says. “It was untended and unmowed and in pretty rough shape, but it was really cool to feel like I’d just discovered this little pocket of apple trees.”

The orchard still feels a little off the beaten Eden Hall track, even though it’s not. You follow a winding path a little way down from the Esther Barazzone Center, a clearing opens, and there they are: mystery trees. In a sense.

“There are at least five varieties of apples we’re trying to identify, since we don’t have the planting records” says Miga, who is now the Eden Hall farm manager. “We’ve been collecting a few from each tree, photographing them, tasting them, and cross-referencing them using online sources. We can eliminate certain possibilities—these trees are between 50 and 65 years old, so anything newer than that is out—but it’s a pretty overwhelming task because there’s at least two thousand named varieties of apples.”

Have they successfully identified any?

“I think so!” Miga says. “I think this one here’s a Newtown Pippin.” Graduate student Maura Rapkin, harvesting apples nearby, laughs.

After receiving undergraduate degrees in English and History from Kenyon College, Miga spent two years teaching in rural North Carolina with nonprofit Teach for America. Then he taught in the Bronx, and began developing video resources of educational best practices for teachers. In 2010, Miga and his wife Bethany moved to Pittsburgh.



“Eighty-five percent of what we grow is served here or at the Shadyside Campus, and maybe eventually we’ll produce food to generate revenue of some kind.”

**TONY MIGA, MSUS '14**

## ALUMNI PROFILE: TONY MIGA, MSUS '14

Within a couple of years, he was working part-time at a nursery near his house. “I had been spending so much time and energy creating things that just lived on the web. I was ready for a change,” he says. The nursery was owned by alumnae of Chatham’s landscape architecture program. When Miga looked into Chatham, he found the brand-new Master of Sustainability program. He joined the first cohort, and spoke on behalf of the students at the campus groundbreaking in 2012.

Miga entered the MSUS program with an interest in rainwater and stormwater management; in fact, his Master’s thesis was the design and implementation of an ambitious, award-winning rainwater catchment system that Eden Hall still uses



for irrigation! But within a couple of months of starting the program, he found his focus shifting.

“Because I live closer to Eden Hall Campus than to Shadyside Campus, I was up there all the time,” he says, “and so was (former Eden Hall farm manager) Allen (Matthews). He was doing pretty much everything there was to do with the farm, and I kept showing up and saying ‘how can I help?’ I basically learned farming through an informal apprenticeship with Allen.”

I ask whether he feels a tension between trying to run a productive, operative farm and being in an academic setting and experimental research space. “I see the ‘Farm’ as having three primary drivers,” he says. “The first is food production. We’re actively

trying to farm in the traditional sense. Eighty-five percent of what we grow is served here or at the Shadyside Campus, and maybe eventually we’ll produce food to generate revenue of some kind. Then there’s the academic side—the farm as lab, not just for classes, but also for faculty research. Third is the community piece. How can we benefit the local and regional community, and how can we benefit from them? The things we do that I’m most proud of hit more than one of those drivers. If we hold a workshop, for example, it’s academic in one sense, but also provides a benefit to the community.”

If you think that being the sole full-time employee tasked with running a farm—managing student workers, volunteers, and equipment; planning, planting, and harvesting—sounds like there’s probably plenty of time left over for other tasks, you know a thing or two about Chatham. Here are a few of the other things Miga does: he develops and runs workshops (including shiitake and oyster mushroom production; rain barrel construction and installation; honey extraction; growing ginger; small-scale grain production); works with faculty on ways to use the farm in coursework and projects; teaches (last spring he taught an “Introduction to Organic Farming” Maymester course; a longer course may be in the works); and reaches out to local businesses, farms, and individuals to identify opportunities for collaboration. He also shows people around a lot. I ask what he gets most excited to show people.

It’s not a surprise when he mentions the solar tunnel and hoop houses—they fully deserve the “oohs” and “aahs” they inspire, and once inside, Miga is effervescent as he talks about the characteristics of seeds, explains microgreens (see page 22), and points out tomatoes with the impossibly atmospheric name Indigo Rose. “This is way fancier than any high tunnel or hoop house that you’re ever going to see,” he says. “It’s nice to have the bells and whistles here that allow us to do so much here.”





WHAT'S INTERESTING ABOUT MICROGREENS

“Microgreens demand a really high price—up to \$30 per pound,” says Miga. “Compare that to something like lettuce, which is like \$2.19 per pound wholesale. But the reality is that any plant that germinates relatively quickly can be a microgreen. You just have to seed it really heavily, to get a thick carpet of green, and harvest it when it’s really young.”

But there’s a special part in his heart for the lesser-known stars of Eden Hall. The orchard. The laying yard for the shiitakes. The apiary. The 30-plus-acre field crop area known as Elsalma (a portmanteau of the names of Eden Hall Farm founder Sebastian Mueller’s daughters Elsa and Alma).

“It’s amazing to have both things like the solar tunnel and Elsalma,” says Miga. “It means we can work on both ends of the farming

spectrum: field production and carefully managed microenvironments.”

We get in his white pick-up truck and drive to Elsalma—maybe five minutes from the Esther Barazzone Center. Elsalma consists of two parts: a four-acre fenced-in area that serves as the primary field for vegetable production, and nearly 30 more acres that reach to the treeline, where grains are planted. Being able to point to first four acres and then to 30 acres gives students some sense of scale, says Miga.

Elsalma, it must be said, does not look immediately cool. It’s October, and most everything has been harvested. But I don’t see what he sees until he explains it to me.

“See that patch of foxtail and a little bit of rye that’s coming up over there?” Miga asks, pointing out into the 30 acres. “That’s what all of this would look like if we left it for a year. Mid-chest-height weeds and grasses. I remember feeling so daunted and overwhelmed, thinking okay, I know what



this space is supposed to look like. But how do we get those 30 acres to look like these four acres?”

“But now I find that it’s this empowering and exciting thing to show students and visitors—okay, here’s how we’re going to do it. Here’s the equipment we’re going to use. Here’s how we’re going to do it in a way that benefits the soil and least impacts the woodlands and the watershed that we’re in. Here’s how we can add organic matter to soil to make it easier for the plants we want to grow.”

“Even though it’s my job to know everything about this farm, I love that I’ll never be sure that I do,” says Miga. “For example, this spring I happened to be mowing the perimeter of the open pasture, and I saw probably about 15-20 mulberry trees dotting the perimeter that I’ve never noticed before, simply because I’ve never been right there just as they’ve been fruiting. So I got to say to Chris (Galarza, head chef at Eden Hall Campus) ‘Hey, there’s this cool thing that we can harvest if we want that we didn’t even know was there.’”

“And there’s other things out here, like milkweed. It’s the sole food for monarch caterpillars. Monarchs have gone through a huge decline—some estimates say 90% population decline—due to ingredients in pesticides. So we try to leave stands of milkweed out here for them. This summer I got to see a ton of monarch butterflies out here.”

“And this,” Miga points up a pole about twelve feet high, “is a kestrel box. I’d seen these birds around the property, and they’re considered an endangered species in the state. I’d love to put up more boxes to see if we can get a mating pair of kestrels. They’re amazing and striking birds on their own, but they also eat rodents and large bugs. It’s nice to have things like that around.”

We climb back into the pickup truck. “When I was in the MSUS program,” says Miga, “we read an article called ‘The Trouble with Wilderness; or, Getting Back to the Wrong Nature’ by William Cronon.<sup>2</sup> The premise is that there exists this false dichotomy



#### THE LOWDOWN ON ORGANIC

“Organic is bit of an interesting enigma,” says Miga. “Every year, the USDA federal organic board sends out a list that says ‘here’s all the materials and products that are naturally derived, as reviewed by us, and are allowable in organic production.’ It’s certainly not a perfect system, and I think there are a lot of shortcomings. But for us up here, it makes sense to do it. For students who are interested in agriculture, it’s valuable to know how to function within a certified organic system because if you look at the overall farming industry, small, diversified, organic farms are the only growth area.”

“In some conventional farms,” he says, “they spray on a schedule. But for us, what we do is ask, okay, are we seeing anything. If we’re not, there’s no need to use a product. If we start to see a problem crop up—like plant disease, or pests—there’s a set of procedures that we can try to mitigate the problem. Can we set out sticking traps, or change the environmental conditions, like the temperature. Then if nothing else works, we think about what product we might try.”

“Organic doesn’t mean that we’re not spraying or fertilizing in any way, just that we’re agreeing not to use anything synthetically produced. Where I’d like to move us to, and where I think we’re headed, is like a completely self-contained system, where we can generate compost on the farm that becomes the primary amendment for fertilizer. The best way to limit our need for pesticides is to have healthy plants, so the healthier we can make the soil, the healthier our plants are going to be, and the less we’ll need to use pesticides. Just within the last two years, we’ve reduced pesticide use by at least 80 percent.”

between humans and nature. People look at woodlands and say ‘that’s natural’, but if you go in there,” he gestures at the woodlands, “half the stuff is either invasive or been planted. The whole area has been used for timber production, and influenced by the

watershed around it, which is influenced by what we put on the fields. I think the less of a distinction we make between a ‘natural space’ and a ‘human space’, the better. Farming, to me, is right at the juncture of those things.” ▾

<sup>2</sup>[http://www.williamcronon.net/writing/Cronon\\_Trouble\\_with\\_Wilderness\\_1995.pdf](http://www.williamcronon.net/writing/Cronon_Trouble_with_Wilderness_1995.pdf)



# Federal Grant Gets Health Sciences Students Asking the Right Questions

By Charles Rosenblum





The doctor may ask “where does it hurt” but how you may be hurting yourself is a less common inquiry. Yet, in the midst of a national opioid crisis, with widespread abuse of alcohol and other substances, the latter question is more relevant than ever. Many patients could be engaging in behavior that exacerbates their primary health concerns without being readily apparent to an examining healthcare provider.

What if a broader team of healthcare professionals received training to discuss substance abuse with patients non-judgmentally, and then incorporate such issues into treatment? This is the goal of Chatham’s SBIRT training grant, a three-year, \$900,000 program to prepare students across several departments for such real-world encounters.

SBIRT stands for Screening, Brief Intervention and Referral to Treatment, a set of evidence-based techniques to identify at-risk patients. Funding comes from Substance Abuse and Mental Health Services Administration’s (SAMHSA) Center for Substance Abuse Treatment (CSAT). For this grant, Chatham partnered with the University of Pittsburgh School of Pharmacy Program Evaluation Research Unit (PERU) and the Allegheny Health Network, “two organizations who had a wealth of experience [who] could be mutually beneficial,” explains Gabrielle Strong, grant manager for the School of Health Sciences.

“I didn’t have to ask a lot of questions. [The patient] opened up and kept talking. I was surprised how willing he was to talk with me and problem solve...to limit his drinking.” Another commented, “I found the information given and techniques practice to be helpful overall to encourage client-directed conversations and resolutions.”

STUDENTS FROM THE OTD PROGRAM



The grant is specifically tailored to suit programs and degrees within the School of Health Sciences: counseling psychology (PsyD & MSCP), nursing (BSN), occupational therapy (MOT & OTD), physical therapy (DPT), and physician assistant studies (MPAS), with social work (BSW) from the School of Arts, Science & Business joining this year. “One of the things I think is great about the Chatham SBIRT grant is that we are targeting the whole multidisciplinary team,” says Mary Jo Loughran, associate professor and program director of counseling

psychology. With multiple departments participating, and specific interdepartmental exercises implemented, “it promotes some interdisciplinary cross-talk,” she says.

“The SBIRT curriculum is incorporated within existing courses and tweaked to make sure it reflects each particular profession,” says Strong. “This addresses student knowledge, but we also want an increase in competency and confidence, so we have students practice cases in role play exercises specific to their profession.”

Motivational interviewing skills are essential to SBIRT; they aim to remove any sense of judgment about the patient from the care provider—avoiding a traditional scenario of scolding a patient for bad behavior and shutting down an avenue for dialogue.

“Rather than honing in on the problematic part of the behavior, let’s get in touch with the person’s motivation for wanting to change and help them develop that,” says Loughran. “You’re inviting the person to look at what they want to change.”

The program thrives on continuous feedback from faculty and students about effectiveness of teaching and implementation. Surveys and

assessments provide data on what works best, so exercises and techniques can change as needed. “Some things obviously change and morph as we see what the needs are,” says Strong. “We do implement changes based on student feedback.”

That feedback is consistently positive. After the training, students from the OTD program gave detailed accounts of their interactions. “I didn’t have to ask a lot of questions.

[The patient] opened up and kept talking. I was surprised how willing he was to talk with me and problem solve...to limit his drinking.” Another commented, “I found the information given and techniques practice to be helpful overall to encourage client-directed conversations and resolutions.”

SBIRT has produced measurable results with patients. In one survey, 31 students described how they had used their new skills within a period of 30 days. Among 305 patient encounters, 164 said they would change their behavior and cut down, and 44 people were referred to treatment. ▀

**On Monday, October 23, second-year students in the PsyD program took part in an SBIRT skill training session.** Student therapists interviewed “standardized patients” (individuals who have been trained to portray, in a consistent, standardized manner, a patient in a medical situation) from the University of Pittsburgh School of Medicine who had been given case scenarios (below). The instructor, Visiting Assistant Professor of Counseling Psychology Ashley Scudder, and the other students watched, with Dr. Scudder providing assistance and feedback to the student therapist.

#### **CASE SCENARIO #1**

You scheduled an appointment because the overall stress has just gotten to be too much. You’ve only been in the area for about 6 months & haven’t made any friends you feel you can really talk to. You are 38 years old and work part-time, but you are the main at-home parent. Your spouse works rotating shifts so you feel responsible for making sure the kids and house are kept in order. You are concerned about your job performance because you are always so tired. You will drink a glass of wine most nights to unwind and help you sleep in addition to an OTC sleep aid a few times a week. Recently, you were telling another parent about your sleep woes, and they handed you a bottle of “leftover” lorazepam. You have been taking these on Saturday nights since you can sleep in on Sunday.

#### **CASE SCENARIO #2**

You are a 17-year-old Junior in high school and here because you need a doctor’s note to play [winter sport]. You have tried marijuana a few times & have shared bottles of alcohol that friends snuck from their parents. It hasn’t happened much (3 times over 6 months), you don’t see that group of friends very often, you are really busy and they live on the other side of town. Twice you needed a ride home and the only person available was high. It’s not like they were drunk, right? You are very excited about the upcoming Winter season as you think that you stand a chance to go to States and that you might even become captain.



# Reunion 2017: Recap



## 1967

The largest class in attendance was 1967, celebrating their very special 50th Reunion.





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1. Members of the Class of 1962, 55th Reunion.
2. Muriel Spindell Muldorf '52 poses with former professor Charles LeClair's watercolor, Summer Sails. She generously donated this artwork in honor of her 65th Reunion.
3. Encore Class with Professor Emeritus of English, Dr. Bill Lenz.
4. President Finegold delivers his annual University Update.
5. Alumnae visit aquaculture lab at Eden Hall Campus.
6. The All Alumni Brunch would be incomplete without Bloody Mary's and Mimosas!
7. Members of the Class of 1972, 45th Reunion.
8. Alumnae from the 70s, 80s, and 90s mix and mingle at the All Class Party in Welker.
9. Members of the Class of 1967, 50th Reunion.
10. World premiere of The Heads, artwork of June Linowitz '67.
11. Distinguished Alumna Award Winner Dr. Carol Mason '67 and William Trimble Beatty Volunteer Award Winner Louise Royster Brown '67 receive a standing ovation.



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# 150

Reunion Weekend, October 27-29, 2017, brought together nearly 150 alumnae and friends to Shadyside and Eden Hall campuses.



11



1

# 19

Representing 19 states and two countries, alumnae were in attendance all the way from California to Florida to Ontario, Canada.



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1. 2015 Master of Arts in Food Studies alumna Shauna Kearns teaches alumnae how to make sourdough bread in Eden Hall Campus' test kitchen.
2. *Do You Know Me Now?*, Film Screening and Talk Back with filmmaker Judith Murray '67.
3. Members of the Class of 1982, 35th Reunion.
4. A Chatham-themed Sip & Paint in the Art & Design Center for Class of 2012.
5. Members of the Class of 2012, 5th Reunion.
6. Terri Price Dean '77, winner of the Cornerstone Award for Executive Leadership, with family and friends.
7. A Celebration of Women in Science Panel, moderated by Dr. Lisa Lambert, professor of biology and chair of science.
8. Gathered around the Anne Putnam Mallinson '61 Memorial Pond to pay tribute to those members of our Chatham community who we lost in 2017.
9. Jean Burchinal Purvis '42, recipient of the Cornerstone Award for Lifetime Support of Education and Healthcare, came back for her 75th reunion.
10. Our 2017 Reunion Award Winners pose with Alumni Association Board Officers and President Finegold.



**1942  
2012**

Classes present spanned from 1942, celebrating their 75th Reunion, to 2012, celebrating their 5th Reunion.



1873 1903 1933 1963 1993

1878 1908 1938 1968 1998

1883 1913 1943 1973 2003

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# Alumni Weekend

**October 11-14, 2018**

Join us for the traditional reunion of classes ending in 3's and 8's, alongside new events showcasing alumni across all programs of the University.

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1888 1918 1948 1978 2008

1893 1923 1953 1983 2013

1898 1928 1958 1988 2018



# Class of 1962 Scholarship Challenge

**C**ollectively, the Class of 1962 has donated \$300,000 over the course of the last five years in honor of their 50th reunion. Now, in honor of their 55th reunion, the Class of 1962 is offering their scholarship fund as a match to help inspire other alumni to create their own endowed scholarships.

## HOW THE 1962 SCHOLARSHIP CHALLENGE FUND WORKS

1. A donor (or group of classmates) gives \$30,000 for a need-based endowed scholarship, named by the donor(s) and paid over a period of up to five years (\$6,000 per year);
2. The Class of 1962 Scholarship Fund provides the additional \$20,000 to fully endow the scholarship to the \$50,000 level;
3. Each of the 15 scholarships remain a part of the Class of 1962 Scholarship Challenge Fund program and the student recipients will be known as Class of 1962 Scholars. Both the donor(s) and the Class of 1962 receive recognition in perpetuity for this generous gift;
4. Everyone receives updates on their student scholarship recipients each year.

## EXAMPLES OF HOW IT WILL WORK



→ To learn more, contact Jennifer Thoma at [jthoma@chatham.edu](mailto:jthoma@chatham.edu) or at 412-365-2731.



## ALUMNI

*Alma Mocker Bacon '39*

*Marjorie Noonan Ladley '43*

*Miriam Davis Schellhaas '45*

*Alene Hutton Sage '47*

*Virginia Lefurgy Tubbs '47*

*Ingeborg "Bobbi" Mueller  
Baylor '48*

*Nancy MacDonald Sutherland '48*

*Mary Rider George '49*

*Virginia Robertson Heckert '49*

*Rhoda McKercher Kern '50*

*Margaret "Peggy Lou" Grove  
Marks '51*

*Jane Oelling Gould '52*

*Sally Hoffman Spangler '53*

*Mary Ann Hendricks Bloom '54*

*Margaret Berger Canon '54*

*Marianne Thorne Wright '55*

*Margaret Floyd Kaufman '56*

*Mildred "Millie" Schulte Pastor '57*

*Brenda Hinkson Brownlee '60*

*Elizabeth Jones Sheehan '61*

*Jeanne Dietz Morrow '62*

*Ellen Levy Blumberg '63*

*Rubie Mages Fruchtman '70*

*Jane Marcus '70*

*Nancy Tuttle Adam '72*

*Susan Galloway '72*

*Joni Feldman '77*

*Louise Frazee '79*

*Ebony McKinney '02*

*Mary Riley, MFA '07*

*Walter "Trey" Goff III, MSCP '14*

*Claire Geraghty '15*

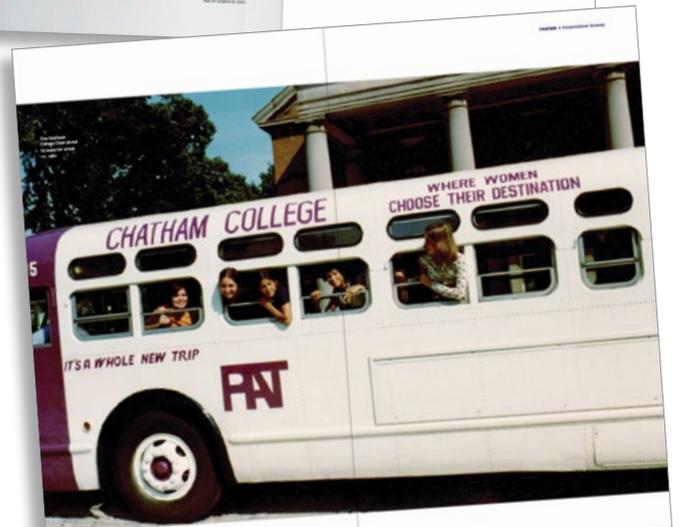
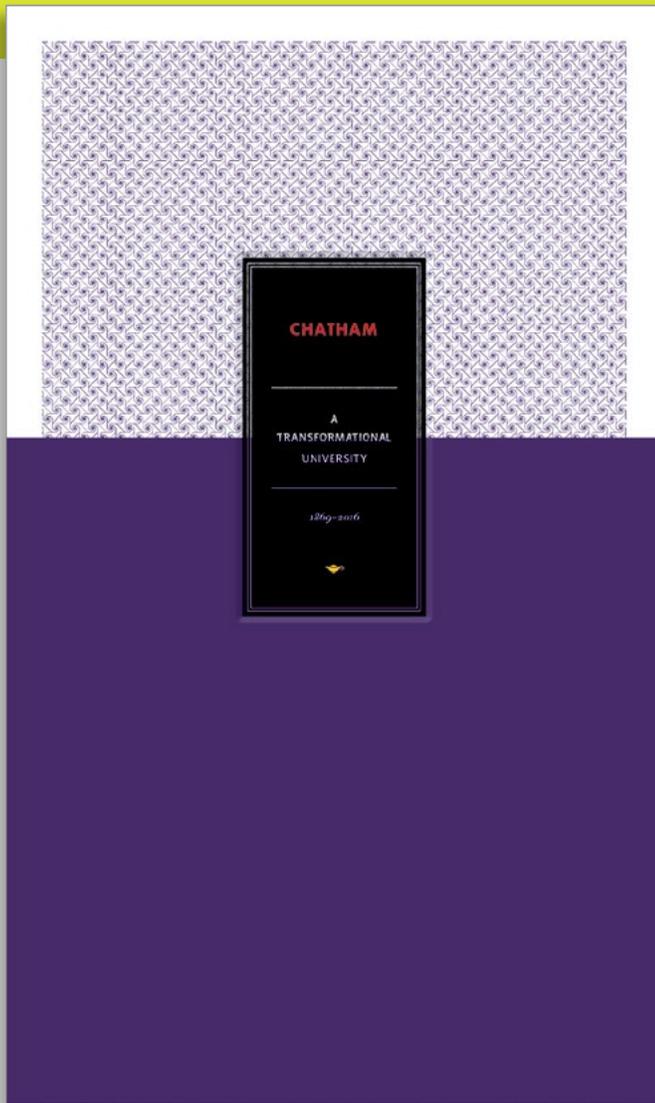
## FACULTY

*Robert Brosnahan,  
Former Professor*

Information about deceased alumni may be submitted to the Office of Alumni Relations at [alumni@chatham.edu](mailto:alumni@chatham.edu) or by mail to Chatham University, Office of Alumni Relations, Woodland Road, Pittsburgh, PA 15232.

ORDER YOUR COPY OF

# Chatham: A Transformational University, 1869-2016



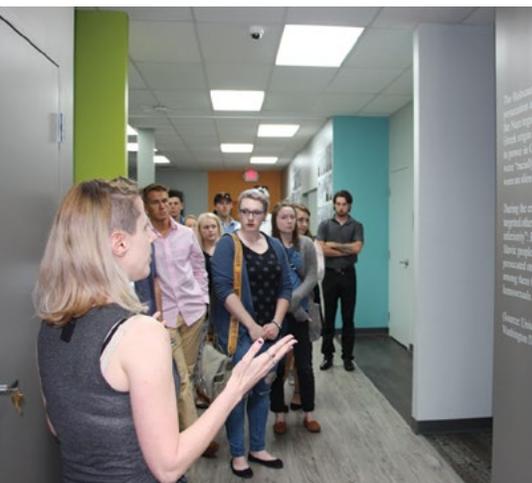
Chatham: A Transformational University, 1869-2016 charts the course of a remarkable institution. Expanding upon Laberta Desert's *Chatham College: The First Ninety Years*, this new history features extensive use of historical photos and a continuation of the narrative through multiple perspectives.

The book, written by Mary Brignano, retails for \$40. To order your copy, e-mail [alumni@chatham.edu](mailto:alumni@chatham.edu) today.

# Second Annual Chatham Career Launch

“The career launch was a great way for students to get out in the field. For me, visiting ALCOSAN was really cool in that it all felt very ‘behind the scenes’ as to where our used water goes and how they process it. As a sustainability major, it definitely made me question the amount of water we use every day. I was already aware of the issue but this encounter really put it into a real-world perspective. It was quite an amazing experience!”

RACHEL ECOFF '21



To learn more about how you and your organization can participate in this mentorship program, contact Lauren Tudor, assistant director of career development, at [L.Tudor@chatham.edu](mailto:L.Tudor@chatham.edu) or 412-365-2762.