

Chatham
150
Years
1869-2019

Commemorative Issue

chatham

RECORDER



Students gather in a science classroom, c. 1950s.
Notice the Pennsylvania College for Women sweatshirt worn by the student in the center.

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Celebrating Chatham's 150th Anniversary

In this special anniversary edition of the Recorder, we have set out to commemorate the relationships that have made Chatham what it is today, take you back through some of the capstone events of this joyous and thought-provoking year, throw a spotlight on some of our alumni, and share with you some of the ways that we intend to live out our promise.

*While building dreams anew,
Seeking for all that's true,
Our Alma Mater,
we pledge our faith to you.*

Chatham's **LEGACY** is 150 years of seeing not just what is, but what could be. Of empowering women, challenging assumptions, and helping our students create lives of fulfillment and purpose.

Chatham's **SPIRIT** can be heard in a sustained chord held at Candlelight. Seen in a smile shared at Reunion. Recognized in the understanding that what connects us is deeper than a degree.

Chatham's **PROMISE** is that we will uphold our values, safeguard the memories we share, and continue to extend this promise to others.

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The Chatham Recorder will be on hiatus in spring 2020.

Watch for your next issue in the fall.

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Pennsylvania Female College 1869-1890

On December 11, 1869, a Charter of Incorporation was granted by the Court of Common Pleas of Allegheny County. Beneath this straightforward legal act lay an idea many considered radical: that the women of western Pennsylvania and beyond had the capacity, the desire, and the right to a secondary education equal to that of men. Pennsylvania Female College was born.



This page, top: Miss Mary Pike, instructor of Latin and Greek, with her students in 1880

This page, bottom: Students in the chemistry lab, 1888

Opposite page, top: Dilworth Hall Preparatory School, 1885-1886

Opposite page, bottom: Miss Mary Pike's Latin Class in 1888

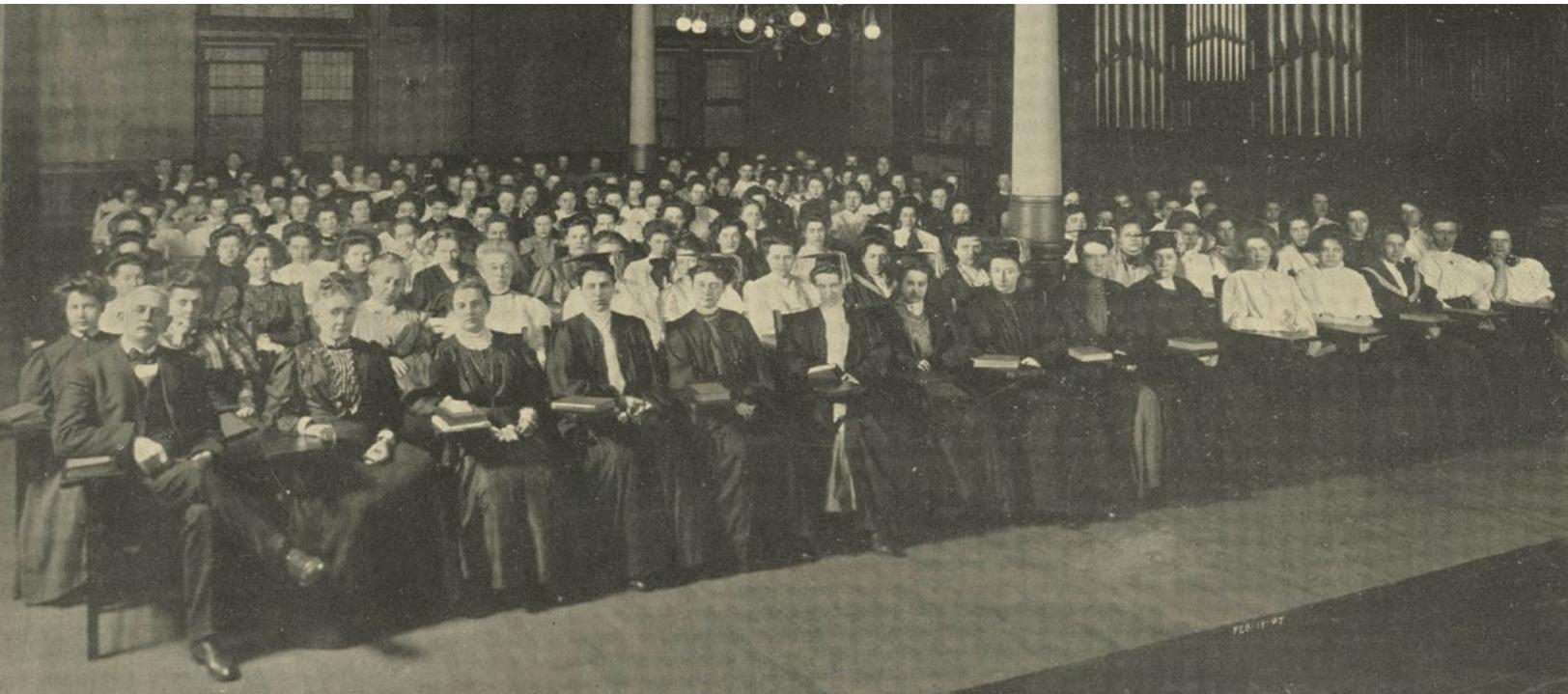




Pennsylvania College for Women

1890-1955

Pennsylvania College for Women saw dramatic changes in our country and society, from the Gilded Age to the Great Depression, to two world wars and countless women's movements. Starting with a successful student-led effort to change PFC's name to Pennsylvania College for Women in 1890, that progressive spirit combined with the college's encouraging atmosphere to produce eight decades of world-ready women, including visionary author and conservationist Rachel Carson.





This page, top: Half-way station on the way up from Woodland Road, 1923

This page, bottom: Luella Melloy's social service class, 1924

Opposite page, top left: Dilworth Hall Art Studio, c. 1910

Opposite page, top right: c. 1910-1914

Opposite page: bottom: Dilworth Hall Assembly Hall, 1907





This page, top: PCW offered a nurse educator program in cooperation with Allegheny General Hospital between 1939-1958.

This page, bottom: Students out for a spin, 1953





This page, top: Art class c. late 1940s.

This page, middle: Practicing for the May Day Festival, 1947

This page, bottom: c. 1940-1949

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Chatham College 1955-2007

Chatham College met the tumultuous times of America's mid-century with capability and enthusiasm. Strengthening our indelible connection to Pittsburgh with a name change to Chatham College in 1955, Chatham students would go on to participate in civil demonstrations on a local and a worldwide scale, from rallies for civil rights to protests against the Vietnam War. As the college faced economic uncertainty in the late 20th century, one truth remained constant: an institutional commitment to bravely embrace change.



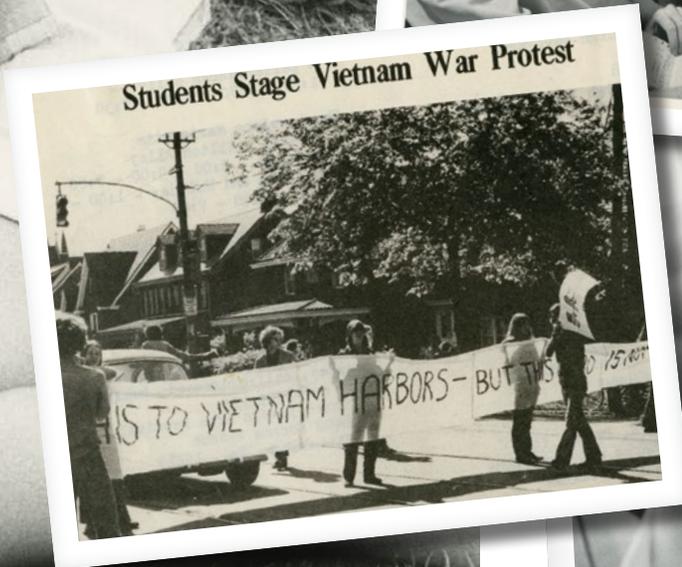


Opposite page, bottom: Lorenzo Malfatti, voice instructor, leads Chatham Choir students in song on WQED. c. 1956-1958.

Center: c. 1970s

This page, from top to bottom:

1. c. 1980s
2. c. 1980s
3. May, 1972
4. c. 1980s





Clockwise:

1. Communications professor Karen Dajani (right) c. 1990

2. Residence hall room, c. 1980's

3. Communications class outside Jennie King Mellon Library, 1980s.

4. c. 1970s

5. c. 1980



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2007-Present
Chatham University

Chatham College underwent a transformational journey to become Chatham University as we know it today. After being granted university status in 2007 and with the addition of graduate programs, Chatham has continued to innovate— adding Eastside and Eden Hall Campus and welcoming all genders of students with our first co-educational undergraduate class. Looking out to the next 150 years of our story, we believe our students will continue Chatham's legacy in creating a bright future for generations to come.



*This page, top: Students doing community service
This page, bottom: International students, 2014*

*Opposite page, left: Battle of the Classes,
window painting, 2016*

*Opposite page, right: A student works in the
interior architecture studio, 2014*







Opposite page: A student works on the Eden Hall Campus farm, 2015

This page, clockwise from top:

- 1. Men's basketball team celebrates winning the PAC Championship, 2019*
- 2. Professor Ali Abdulrahman's cadaver dissection class at Chatham Eastside, 2018*
- 3. Professor Marie Connolly with students, 2015*
- 4. Students in the first coed class at Chatham, 2015*



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Throughout the year, we've been highlighting some of the remarkable relationships that help to make Chatham the extraordinary place it is.

Chatham & Our Faculty

By Chloe Bell '15

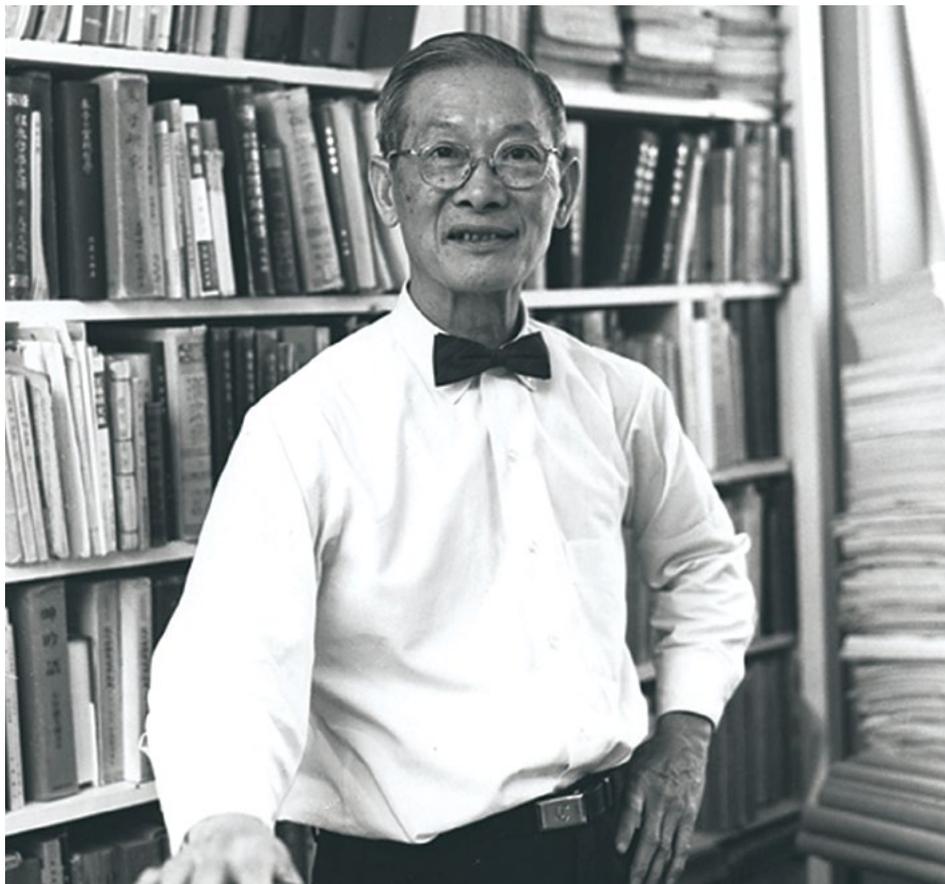
Read the full stories of Chatham & Our Faculty, Chatham & Our Campuses, Chatham & Our Traditions, and Chatham & Pittsburgh online at 150.chatham.edu/chatham-and.

Despite Chatham's reputation for perpetual change, we've had at least one impressive constant: our faculty. No matter the era of our history, our faculty members have played a vital role in instilling our students with more than just academic knowledge. Chatham faculty have a reputation for going above and beyond—building lasting relationships with their students, filled with advice, mentorship, and trust.

For this Chatham & story, we thought it best to hear the stories of our faculty from students, alumni, and faculty themselves. Throughout this piece, you'll hear real anecdotes of—and from—beloved Chatham faculty.

Who was your favorite professor?

"There were many professors who I remember and had a lot of respect for. One was **Dr. Harry Goldby**, who inspired me



Dr. Wing-tsit Chan, the Anna R.D. Gillespie Professor of Philosophy from 1966-1982.



Psychology professor, **Dr. Thomas Hershberger** and a student conduct an experiment with a lab rat. (1973)

to love French. **Dr. Joost Kiewit DeJonge** taught astronomy and even though I was sometimes lost in the complicated physics, he always impressed me with his knowledge and passion. He lectured non-stop and never referred to any notes; he just paced up and down in front of the auditorium as he talked.

But the one who impressed me the most was **Dr. Wing-tsit Chan**, who I had for Asian philosophy. To me, he was the epitome of a scholar. He could talk forever and always be interesting. He had such a love of learning, and was so gentle and soft-spoken. I went to talk to Dr. Chan once in his office; he set aside what he was doing and gave me all his attention.”

– Lisa Garber '70

“In four years with many outstanding faculty members, **Dr. James Diggory** stands out in my mind. As one of his psychology department assistants for three years, I learned lessons far beyond those of the academic discipline. The criterion to be a special assistant to Dr. Diggory was first whether the student could carry ‘troubleshooter,’ his large tool box.

Those of us who passed the test had the rare privilege of learning how to repair and sometimes build equipment for the psych labs. We learned to solder wires and to diagnose and fix malfunctions with Skinner

Dr. Joanne Burley taught and worked at Chatham from 1981-1992. She chaired the committee that founded the Center for Professional Development (today’s Career Development). (1986)

boxes. We even built a ‘digidit computer.’ Most importantly, what we learned was that there was nothing we couldn’t do. It was the late 60s, a time when not everyone saw women in this way. While I went on to earn a doctorate in psychology, the lessons I learned with Jim Diggory and ‘troubleshooter’ have continued to be some of the most useful.”

– Katrine Geha Kirn, Ph.D. '70

“**Dr. Doug Chaffey**, professor of political science, challenged me to be the best I could be. He encouraged me to push myself to the next level and always reminded me that this was necessary if I wanted to be accepted and excel in law school. Professor Chaffey taught me that hard work pays off. He was one of the first people in my life to equip me with the knowledge and skills, both academic and social, I needed to be a successful attorney.”

– Deirdre L. Webster Cobb, Esq. '84

“Back in about 1973, I was finding my way through Chatham’s liberal arts curriculum by compiling one of the most unusual transcripts for a French major ever seen on campus. I found myself in **Dr. John Cummins’s** English class on ‘Classicism, Romanticism, and Realism.’ At any rate, I still have the booklet of art prints from that class. I handed in my writing assignment and awaited the verdict. It had been typed, back in the old days, on my electric typewriter. Dr. Cummins wrote, ‘I’ll bet you always have hair in your brush, too,’ on the top. So my keys were a little dirty! To this day, almost 25 years later, I look at a clear typeface and my hairbrush and think of Dr. Cummins.”

– Debbie Kugler Alpern '75

“**Dr. Frank Lackner**, my favorite professor in the early 1970s, was fun and interesting. He was the only professor that the residents of Woodland Zoo (Woodland 4) invited for a hallway chat. He was the only adult at Chatham that I sought out for personal advice. I nervously went to see him to talk about a painful family situation. He eased my suffering and gave me good advice that I now find myself passing on to my own psychotherapy clients. He opened his lovely Shady Avenue home to Chatham students for holiday parties. Later, I went to fundraisers there for human rights causes such as the Equal Rights Amendment.”

– Nancy Chubb, Ph.D. '73

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Chatham & Our Campuses

By Chloe Bell '15



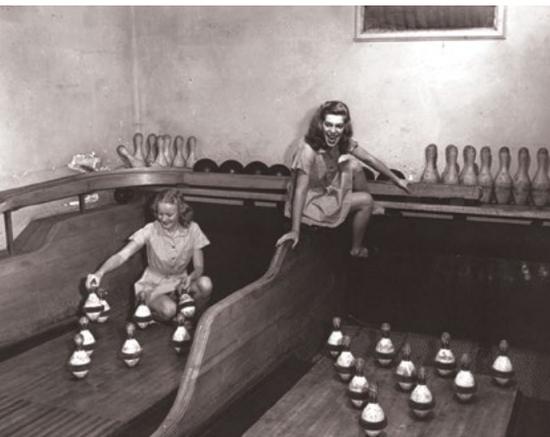
Shadyside Campus has been at the center of Chatham's identity for the past 150 years, and at the heart of alumni's memories. More recently, Eden Hall Campus and Chatham Eastside have offered our students ample opportunities for hands-on learning and academic exploration.

Our campuses lie at the core of everything we've achieved as an institution, and more importantly, they've become forever homes to the students who learn here.

Chatham's campuses are something of legend: real, thriving hubs of academic growth and innovation with borderline mythic histories. Shadyside Campus was one of the birthplaces of women's education and empowerment in Pittsburgh, while Eden Hall Campus helped solidify the region's foothold as a sustainable success story. But perhaps more important than the accolades and recognition our campuses receive is the intense feeling they evoke in our students and alumni, a feeling that is triggered upon first contact and never seems to fade.

The campus is a space that etches itself into your memory: Shadyside's tree-lined

Students look out across Chapel Hill, 2019



From top to bottom:

- *Claudette Cooper (Smith) '58, Mellon Sun Porch, 1958*
- *Students in Mellon Hall's former bowling alley, c. 1940*
- *Students prepare to dive into the pool in Mellon Hall, c. 1940*
- *Jean Anne Conelly '50 looks towards Fickes as she paints, c. 1948*



entrance and bright green bends, mansions tucked carefully into wooded coves, deer frolicking with ducks at Mellon Pond. Lynette Charity '74 can recall the drive in perfectly: "When I come down Woodland Road and curve around, there is Fickes over to the left and then Beatty, Rea, Laughlin. I can see it right now, we used to go sledding on trays down Chapel Hill. They used to put bales of hay by the bridge."

For Charity, now an anesthesiologist and public speaker, the campus provided a safe space and a surrogate home: "I see Chatham as so important in my life. Chatham took me

students and its stage accustomed to hosting open mic nights. Mellon Building was gifted by the Mellon Family to Pennsylvania College for Women in 1941 and initially used as a residence hall before becoming the main administration building. The bowling alley became a broadcast studio and the pool became Mellon Board Room.

Christine Bullock '05 was a unique party to one of these building transformations. Now a fitness and lifestyle guru, she taught yoga to other students in residence hall living rooms and recalls being one of the only people lifting weights in the old Chatham gym (now

"So I looked at Carlow, Duquesne, and Chatham. But once I visited Chatham, I was done. It's like being in a treehouse above the city. You can't see that it's there from the road; it's hidden, but two minutes from everything you can experience in city life."

out of my neighborhood, and I didn't go home. In the summer time I would house-sit for professors, I even stayed with my roommate in Mount Lebanon. I didn't go home because home was not an inviting place for me."

Despite the sturdy brick buildings, the campus is surprisingly amorphous. Over the years, it has adapted to suit larger and larger student populations and more diverse academic accommodations all while rising to meet the needs of its current era. Shadyside's ever-changing nature has become evergreen; it is expected that buildings will find new identities, new traditions will arise, and students will graduate. The thing about Chatham that doesn't seem to change is that deep-seated love of place that runs concurrent across generations of alumni.

Shadyside's buildings all comfortably evolve into what is needed. Rea House, a gift from James and Julia Rea in the late '60s, was converted into a residence hall. Over the years, its basement has become a space of expression and creativity, walls adorned with the graffitied musings of

the Art and Design Center). Bullock was invited to help cut the ribbon for the 2004 dedication of the Athletic and Fitness Center. As a student, she ran through Chatham's campus to Carnegie Mellon's, weaving throughout Squirrel Hill neighborhoods and back again down Woodland Road.

Shadyside's continued renovations never seem to dampen Chatham's spirit; in fact, they lend themselves to a rich tradition of transformative alchemy, one emboldened by the history held between bricks and pasture. Going to Chatham feels like being let in on a secret. Sometimes literally, when reading the walls of the Rea Coffeehouse, a basement doused in the stories, quotes, and spells of Chatham alumni. Sometimes, when you attempted to explain to someone outside of Chatham what it felt like—to feel so safe and so empowered—and they didn't quite get it. It's not a feeling women are granted often. But the magic of the campus is the way that feeling etches itself on your DNA. Women go on to become CEOs, founders, doctors, award-winning artists, scientists, and more because at Chatham, they learned that their intelligence was something worth cultivating and protecting.

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Chatham & Our Traditions

By Chloe Bell '15

Members of the Class of 2023 join President Finegold for ice cream during orientation in fall 2019.

Chatham is, and has always been, steeped in tradition. Over the past 150 years, our traditions have anchored our first-year students in Chatham culture and enticed our juniors and seniors to return to campus. Some of our traditions are nearly as old as Chatham itself. Some are new and the result of changing student interest. But all of our traditions have helped to define Chatham's strength of community and creativity. For this Chatham & story, we're highlighting some of the most beloved traditions. Whether they were created by students, faculty, or staff, they've all become an integral ingredient to the spirit of our campus.

Class Colors

The class colors tradition began in 1914 when the newly-formed Chatham Student Government Association voted to institute a color system where each incoming first-year class would be presented with the class colors of the previous year's senior class. Four sets of colors were selected to be placed on a permanent rotation: yellow and white, rose and white, green and white, and red and white.

Two color ceremonies were also introduced at this time, one in the spring in which the senior class gives their colors to the sophomore class for safekeeping, and one in



The Wild Geese kick off the Year of Ireland at Opening Convocation in fall 2018.

the fall in which the new first-year students are presented with their class colors. This second ceremony was known as Color Day and celebrated the organization and formal recognition of the first-year class and signaled the end of new student orientation. The classes would compete in the annual Song Contest immediately following the Color Day ceremony, and first-years were no longer required to wear their beanies, known as “dinks.”

Today, first-years receive class t-shirts in their respective class color shortly before Opening Convocation. Traditionally, students wear these class t-shirts each year during their song contest performance and for various Battle of the Classes events to denote which class they belong to.

Singing on Gregg House Lawn

For many years, the sitting Chatham president and family took up residence in Gregg House, a brick home located



to Raizman House, but the tradition of gathering with the president and family continues, usually with ice cream.

Opening Convocation

At the beginning of each academic year, students, faculty, and staff return to campus and gather in the Campbell Memorial Chapel for Opening Convocation. Typically, Opening Convocation features each class in their respective class colors, with seniors in

Battle of the Classes

In an effort to build class unity and rouse school spirit, each year the four undergraduate classes compete in a series of competitions known as Battle of the Classes. Traditionally the week consists of Window Painting in Anderson, in which each class paints an entire window with a mural of their choice, a Mystery Event, which can be anything from Chatham Trivia to a ballroom dance competition, followed by the grand finale, Song Contest. At each event, the classes are judged by appointed faculty and staff to receive points; the winner is crowned at Song Contest.

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Chatham Alma Mater

While building dreams anew, seeking for all that's true, our alma mater, we pledge our faith to you. Like cornerstones of temples, polished and gleaming, strong and secure. We pledge our lives to be mansions of beauty to endure.

on Woodland Road. As part of first-year orientation, orientation leaders would guide first-year students to the lawn of Gregg House, where they'd perform the Chatham Alma Mater. Typically, the president would demand an encore and then the students would file into Gregg to meet the president, explore the grounds, and enjoy some treats. In 2017, David and Sue Finegold relocated

their graduation gowns. Previously known as Matriculation Day, Opening Convocation is often considered the official start to the academic year. In the past decade, it has been followed by the Global Focus Picnic, an all-campus picnic on the Quad that features the cuisine of our Global Focus country and marks the start of a year-long cultural immersion.



Members of the Class of 2022 perform at Song Contest during Battle of the Classes.

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Chatham & Pittsburgh

By Chloe Bell '15

To tell the story of Chatham's identity, you must honor the significance of place. Chatham's cove-like structure sometimes lends itself to being self-contained, separate from the bustling Steel City. But the interwoven nature of Chatham and Pittsburgh is apparent in three movements of transformation: **education**, **healthcare**, and **sustainability**. The city that replaced its steel-oriented identity with "eds and meds" in the eighties and nineties renewed its commitment to sustainability in 2017. Chatham's own evolution parallels that of Pittsburgh—from founding one of the first women's colleges in the country in 1869 to breaking ground on one of the first campuses devoted entirely to sustainable education in 2010 and providing innovative and outstanding health sciences education. These three pillars have enabled exponential growth throughout Pittsburgh and within Chatham.

Education

Each era of Chatham's institutional identity—Pennsylvania Female College (PFC), Pennsylvania College for Women (PCW), Chatham College, and Chatham University—is synonymous with its own educational mission. While PFC began the exploration of women's education, PCW solidified its integrity and validity as a force for women's empowerment. Chatham College sought greater recognition and respect from its peers. Chatham University rewrote the playbook and expanded its horizons.

Throughout the nineteenth century, scholars traveled the country to implore intellectual leaders to engage a relatively untapped resource—women. In 1869, the University of Pittsburgh had already existed for nearly 100 years, though it had only educated men thus far. When the prospect of educating the city's women arose, educated, middle-class men throughout Pittsburgh recognized the value of such a pursuit. The founders of PFC were predominantly Presbyterian—a strong faith tradition in Western Pennsylvania whose disciples founded a majority of Pennsylvania's early colleges.¹

A hub for women's education in Pittsburgh would keep women in the city, rather than forcing them to pursue education elsewhere. As a result, educated women became an integral part of the city's modern trajectory.

The decision to build a women's college in Pittsburgh was viewed as a power move for the city itself.² PFC's first class came from predominantly Pittsburgh neighborhoods—East Liberty, Oakland, Squirrel Hill, and more.¹ In the early days, the curriculum was non-denominational and educated students broadly in languages, arts, sciences, and literature.¹ The goal was not to provide vocational skills or build a female workforce. Instead, PFC founders sought to provide a well-rounded education that would be of use to nineteenth century women, suiting them in a variety of capacities typical to their daily lives.

As PFC began the pursuit of women's education, the population of Pittsburgh

more than tripled over 30 years.² This sudden influx of populations in need, often immigrants or impoverished families, triggered discussions of how to best serve these communities. Chatham women began to participate in more complex discussions of the culture—they wanted to contribute and they wanted to serve.²

In 1890, the students and alumnae of PFC petitioned the college to change its name to Pennsylvania College for Women (PCW).¹ Though the majority of PCW graduates still worked primarily in the home as wives and mothers, a handful were finding work as teachers, editors, and writers. This new

name change was rooted in an effort to gain more national visibility and hearkened to deep-seated ties to Pittsburgh.² The new and improved Chatham College began to foster more Pittsburgh partnerships. In 1966, the Pittsburgh Council on Higher Education (PCHE) was formed to allow collaboration, shared resources, and educational support between Pittsburgh's accredited educational institutions. In the years to come, Chatham faced the increasing pressure felt by liberal arts colleges around the country, particularly women's colleges. Students wanted the security of post-graduate work, and so rose an increasing

rapidly growing fields of the time.² The school signed collaborative agreements with other universities, allowing students options beyond Chatham's course catalog, and added co-educational graduate programs in the early '90s.

In this new phase of Chatham's identity, a global perspective became an essential element of the curriculum. The global focus program was launched in 1995, in which the campus community devoted each academic year to the study and celebration of a new country's culture and history.² International travel was encouraged and promoted as a quintessential element of Chatham's new and improved "world-ready woman," a phrase coined in 1999 that resonated with students long after.

Once Chatham received university status and elected to go fully co-educational, the curriculum underwent a complete overhaul, honoring the traditional aspects of Chatham's educational legacy while incorporating new and innovative approaches. Today's curriculum fosters strong writing and technology skills. Students are encouraged to gain a broad understanding of sustainability, global perspectives, and civic engagement, while honing career-specific skills in the field of their choice.

Despite the vast changes a Chatham education has undergone over the past 150 years, one thing has remained consistent. Our faculty build unique relationships with our students through opportunities for collaboration and personalized attention. One shining example: Maggie McGovney's bond with Assistant Professor of Biology, Pierette Appasamy, Ph.D. which helped her stand out in a sea of competitive medical school applicants. ▴

References

1. Dysart, L. (1960). *Chatham College: The First Ninety Years*. Pittsburgh, PA: Chatham College.
2. Brignano, M. (2017). *Chatham: A Transformational University*. Pittsburgh, PA: Chatham University.

A hub for women's education in Pittsburgh would keep women in the city, rather than forcing them to pursue education elsewhere. As a result, educated women became an integral part of the city's modern trajectory.

era of women's education coincided with new service-oriented pursuits throughout the city: social services were becoming public and non-denominational.² Women from PCW began volunteering with local service organizations and seeking careers in social work.

Shortly thereafter, PCW created a social work degree program: one of the first educational social work programs in the country and the first program in the history of the institution aimed at training students for a specific career.² The program collaborated heavily with service-oriented organizations in Pittsburgh. This newfound career path for PCW's graduates helped ignite their determination and sense of purpose as members of Pittsburgh's society. The transition was notable for Chatham as well, as it marked the first step towards developing more career-oriented curricula.

In 1955, the decision was made to change the name from PCW to Chatham College, after William Pitt, First Earl of Chatham and the namesake of Pittsburgh.¹ The

need for professional skill-building within the classroom.

Over the next several decades, Chatham College set off to build on its traditional liberal arts curriculum. Undergraduate majors were added, including accounting, environmental studies, women's studies, arts management, and media arts—all



Maggie McGovney '18 and Professor Pierette Appasamy, Ph.D.

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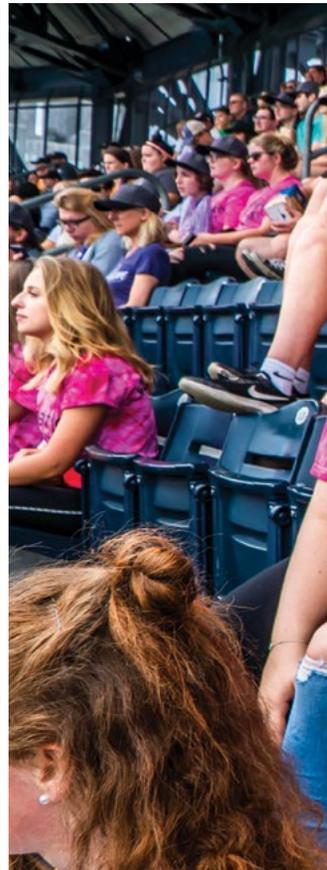


Chatham Day

AT THE PITTSBURGH PIRATES

SUNDAY, AUGUST 25, 2019

Sunday, August 25 was Chatham Day at the Pittsburgh Pirates game, and with over 1,000 alumni, faculty, staff, and students registered to attend, it was a huge success. President Finegold threw the honorary first pitch, the Chatham Choir sang the National Anthem, and all Chatham attendees received a Chatham grey and purple Pirates cap. (It was a success for the Pirates, too, who beat the Cincinnati Reds 9-8.)



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150th Anniversary- Alumni Reunion WEEKEND

FRIDAY-SUNDAY, OCTOBER 11-13, 2019

Chatham's 2019 150th Anniversary-Alumni Reunion Weekend was a particularly festive one. In addition to all the 150th excitement, classes ending in 4 and 9 celebrated their reunion, including the milestone 50th reunion of the class of 1969. Throughout the weekend, 550 alumni and friends enjoyed events ranging from a family-style harvest dinner with live music to a TED-talk-style presentation by faculty, to, of course, the Long Purple Line Gala (*turn to pages 29-30 for photos*).





3

1. "Chatham Feminist Activists" Multimedia Exhibit Tour reception
2. Pianist, author, and composer Robin Meloy Goldsby '79 performed in the Welker Room
3. Alumna Award winners Lynette Charity '74, Jolene Ereditario Chinchilli '74, Rebecca Leighty Abrams '94, and Annette Calgaro '84
4. Cierra Marie Young '14 speaks at the alumnae TED-Talk-style luncheon on Saturday
5. Student speakers at the Intergenerational Luncheon
6. Remembrance Ceremony, honoring alumni and friends who passed away in the past year
7. Dr. Roy Weitzell shows the aquaculture lab to Eden Hall Campus tour participants
8. Professor Beth Roark speaks at the faculty TED-Talk-style luncheon on Friday



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5



6



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8



150 Years of Chatham History: RETROSPECTIVE BY CHATHAM PRESIDENTS

On Saturday afternoon, four Chatham presidents gathered onstage at the Campbell Memorial Chapel to share a presidents'-level view of the major challenges and achievements of Chatham, particularly over the past 40 years.

Featured were Dr. Alberta Arthurs (1977-1982), Louise Royster Brown '67 (Acting President 1990-1991 and Trustee from 1975-present), Dr. Esther Barazzone (1992-2016), and Dr. David Finegold (2016-present).

The conversation was moderated by Bill Flanagan, experienced broadcast journalist and father of Mara Flanagan '15 (1993-2016).

“Colleges and universities reflect and work on the issues of their time.” Many colleges were getting women presidents for the first time. By the time I got there, it was clear that a woman had to run a woman’s college. It was a time when I could take our women here, and fight for all women.”

- ALBERTA ARTHURS

“One day, I was frantically getting ready to leave for New York, and my son said ‘Mom! I figured out what a college president is! It’s someone who lives in a big house and begs.’” - ALBERTA ARTHURS

“In the 1980’s, Chatham hit the rocks. The economy was not good, and Chatham was not good. Chatham had to think about its future in a big-time way. I stepped



did had to be quality, and it had to be significant. We had to be worthy of Rachel Carson.”

– ESTHER BARAZZONE

“I was given the charge to try to keep the college single-sex, which we managed for 21 years. It was a very slow decision to come and we never lost our commitment to women, even after we decided that we had to go co-educational after the crisis of ’08.” – ESTHER BARAZZONE

“To be honest, when I was first approached, I was a little skeptical. I thought ‘Just at this time in your history, you’re really thinking of hiring a guy?’ But I found that Chatham has all the complexity of a university like Rutgers, but at a scale where you can have a direct, personal impact.” – DAVID FINEGOLD

“Before going co-ed, we had under 150 students in our first-year class. This year, we had 420. We’re on target for reaching our goal next fall, of 1,200 full-time undergraduates. And with the transition to all-gender, we’re now educating more women undergraduates than ever before.”

– DAVID FINEGOLD

in at a time that was not only crucial, but pivotal. The worst problem was morale. The faculty came to me and said ‘We can’t go on in this way.’ It was a sad time, but an exciting time. We formed a consortium that met to come up with a strategic plan—the College’s first—about where it would go.”

– LOUISE ROYSTER BROWN ’67

“Being the acting president of Chatham reinforced my commitment and appreciation of my student days at Chatham, and my experience on the board. Even in the bad, as well as the good, there’s such a sense of working together.” – LOUISE ROYSTER BROWN ’67

“Esther, I guess you’re a woman who loves a challenge.”

– BILL FLANAGAN

“It was clear that we had to have both continuity and change—what I called ‘dual vision’—and pursuing graduate education presented us with an opportunity to have both. We went out and we recruited occupational therapy and physical therapy classes in nine months, which was unheard of.”

– ESTHER BARAZZONE

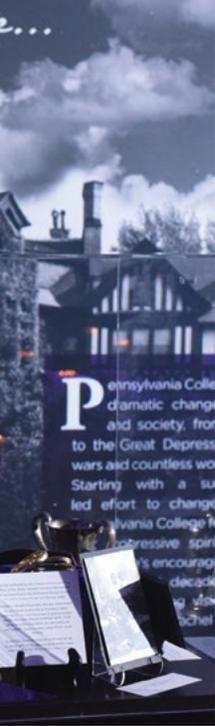
“The commitment that the board and I made was that Chatham had to be worth saving. Whatever we

SATURDAY, OCTOBER 12

Long Purple Line Gala

The Athletic & Fitness Center was transformed into a spectacular scene featuring a reminiscent walk along Chatham's Long Purple Line from 1869. Guests were guided through the four eras of Chatham's history: Pennsylvania Female College, Pennsylvania College for Women, Chatham College, and Chatham University, and enjoyed music, dinner, and signature drinks from Chatham's past.





2



1. A collection of PCW memorabilia, featuring a pennant, sweatshirt, and photographs
2. Guests explore the displays of memorabilia
3. An array of casual seating turned the AFC into a lounge
4. Guests reconnected with old friends, and made new ones.
5. Sue Finegold, President David Finegold, Sigo Falk, and Jean Falk
6. Attendees enjoy the evening
7. A collection of PCW memorabilia
8. Guests enjoyed a documentary of Chatham's history
9. A collection of PCW memorabilia, featuring photographs and a hat
10. Guests explore the displays of memorabilia
11. Liz and David Hall, Board of Trustee Chair, with Dr. Lynette Charity '74 and her husband Dr. Anthony Sado.



6



9



10



11

SUNDAY, OCTOBER 13



Fabled Faculty

FACT OR FICTION WITH DRS. BILL LENZ AND TOM HERSHBERGER

Between them, Professors Emeriti Bill Lenz (English) and Tom Hershberger (psychology) taught for over 74 years at Chatham, writing 2,500 letters of recommendation for graduate school, internships, and jobs, and teaching over 5,000 students. On Sunday morning, October 13, some of those students came out—along with other alumni and members of the Chatham community—to hear Drs. Lenz and Hershberger share recollections of former—and current—faculty.

“We were asked to do this because we’re both retired, and this is a good way of filling up your Sunday morning,” said Dr. Lenz. “The lesson is that we’ll work for food,” said Dr. Hershberger. “We were invited out to lunch, I had a grilled cheese sandwich, and the next thing I know, I had agreed to do this.”

What follows are some of the anecdotes that were shared. To watch the whole conversation online, visit youtu.be/lbPj5CZ-GvM.



John Cummins (English), known for his gorgeous, homemade bowties, was “larger than life, a huge force on this campus,” said Dr. Lenz. “I would say he was my mentor. I remember once he said to me, ‘Bill, you spend too much time grading.’ I asked him how he graded and he explained that at the end of the semester, he takes a stack of papers over to a staircase, and throws them. The ones at the top got A’s, and so on.”



Frank Lackner (psychology) injured his back, but didn’t stop teaching. **He came in to the classroom one day, lay on the table, turned his head to the students, and proceeded to give an hour-and-a-half lecture.** Dr. Lackner also threw famous Christmas parties at which students were invited to help out—so long as they agreed to sign a non-disclosure agreement, “lest the faculty get out of hand, like dancing on the piano,” said Dr. Hershberger.

FEATURED FACULTY:

Frank Lackner
(psychology)

Prajna Parasher
(cultural studies, film)

Peggy Stubbs
(psychology)

John Cummins *(English)*

Chris Michelmore *(history)*

Anissa Wardi *(English)*

Pat Blayden *(athletics)*

Jerry Caplan *(art)*

Joe MacNeil *(biology)*

Mary Kostalos *(biology)*

Erika King *(political science)*

Joe Wister *(psychology)*

Orlando Jardini *(Spanish)*



“**Pat Blayden (athletics)** was full of character, full of strength,” said Dr. Hershberger. “She taught archery up on the field, and, the story goes, there was a neighbor who was not fond of the class, as she’d find an arrow in her yard every so often. So one day, the students organized, and decided to shoot all the arrows into her yard. **I heard it described as a medieval battle scene: 50 or 60 arrows, all at once.** Pat went over and negotiated the removal of the arrows, with some fake promise that they would never find another arrow in their yard.”



“**Orlando Jardini (Spanish)** was the most optimistic, upbeat, happy person on campus,” said Dr. Lenz. “When I started going with students on trips to Spanish-speaking countries, I took Intro to Spanish with him. One day he sat us all down and said ‘Now I’m going to teach you the most useful phrase in Spanish that you’ll ever know: *El burro sabe más que tú*. The burro knows more than you. This is appropriate, no matter what.’ And I’ve used it!” Dr. Lenz laughed.



After Lenz and Hershberger shared anecdotes about each professor, they opened the conversation up to the floor in case anyone in the audience had a story to share. President David Finegold had one about **Prajna Parasher (film, cultural studies)**. “When I first started at Chatham, we had one of these microbursts—a little tornado-like thing that came through and took out a bunch of power lines,” Dr. Finegold said. “I was a little nervous, and I went walking through campus, talking to people about how they were coping and continuing to teach. When I ran into Prajna, I asked her how she was teaching film with no power. She said to me, ‘Well, we just sat in the dark. And I explained to them that the dark was a crucial element in understanding film.’”

Chatham: THE NEXT 150 YEARS

Strike that. It would be the height of folly to purport to tell you about the next 150 years of Chatham—they'll be defined by the ways in which members of the Chatham community continue to live out their dreams and respond to the world around us. But what we *can* do is give you a sense of some current initiatives in the areas that best define us – **sustainability and health; the arts and sciences; and women's leadership and gender equity**. Read on for a glimpse of the brighter, healthier tomorrow we're creating together.

Sustainability

“**A**t its essence,” says Falk School of Sustainability & Environment Dean Peter Walker, Ph.D., “sustainability is about tackling inequality.” Two miles east of Woodland Road lies the neighborhood of Homewood. Homewood experiences high unemployment and pervasive poverty. It is also affected by air pollution and soil contamination; loss of trees and urban pollinators; as well as frequent sewer-stormwater overflows.

With the help of a multi-year grant from Bank of America, Falk School faculty and students have been working with stakeholders to identify, develop, and implement projects that help address some of these exact challenges.

1. Air pollution

Research conducted by Camilla Cook, MSUS '19, showed that Homewood not only has fewer trees than other neighborhoods, but that the trees are in poorer health. That's important because trees not only beautify, they reduce air pollution (Homewood has higher-than-average rates of asthma) and provide sorely needed shade in largely paved urban areas. Operation Better Block (OBB), one of the community partners the Falk School is working with, is using Cook's research to engage students at Westinghouse High School to learn about the trees and how to care for them.

Samantha Ford, MSUS '20 is working on a project to install indoor “green walls”—walls of living plants—in classrooms at

Homewood's Faison elementary school.

“These green walls can not only soak up air pollution, but the children will learn so much,” says Assistant Professor of Sustainable Technology Iris Grossman. “They may not often get an opportunity to go into the woods, but to have the plants right in the classroom, to learn how they grow and take care of them—it's a wonderful project.”

2. Sewer-stormwater management

Sewer-stormwater management is a big problem in Homewood, where the topography is hilly and there's a lack of green spaces to absorb water. Residents often find their basements flooded. Green infrastructure, such as raingardens and other forms of landscaping that trap water

“These workshops raised a question that is key, but often gets overlooked in discussion: *How do you measure the success of a sustainability initiative?*”

and remove pollutants, can help, but it raises questions of its own: Where and what should it be? How should it be paid for?

Samantha Soto, MSUS+MBA '20, is analyzing data around stormwater runoff and looking at how green infrastructure can decrease the runoff and influence the water and air quality around these raingardens. She's also working with the community to take their considerations into account. “Engineers are not trained in how to work with communities,” says Grossman. “Sam is trained to become that link.”

The research of Sherrie Dunlap Gallagher, MSUS+MBA '19 concerned the ways in which public-private partnerships can be a funding model for sustainability improvement. In particular, she brought together representatives from the City of Pittsburgh, a corporate partner, and

Homewood community organizations for workshops to explore how they might work together. These workshops raised a question that is key, but often gets overlooked in discussion: How do you measure the success of a sustainability initiative?

“If a bank makes an investment, how can we monitor what we're doing and measure success?” asks Grossman. “Can we involve the community somehow, perhaps one person on every street gets in touch with the neighbors to see if they've experienced any flooding?”

.....
Other SUSTAINABILITY initiatives:

- *The Center for Regional Agriculture, Food and Transformation (CRAFT) continues to engage students in hands-on research projects. Through CRAFT's Food Innovation*

Lab, students work on product development for real-world clients, including a vegan ice cream, a locally-sourced grain pizza crust, and a wild fermented vinegar.

- *Students in the MSUS+MBA program engaged in a semester-long project in collaboration with Marburger Farm Dairy. They assessed the sustainability practices of Marburger's local suppliers, and provided recommendations to help those farmers ensure the legacy of their family farms. Next up: a similar project with the town of Mars, PA, to explore how to build a more sustainable rural town.*
- *Eden Hall Campus is now home to chickens, ducks, and goats. “Our livestock management is really student-driven,” says Assistant Professor Nadine Lehrer, Ph.D. “They just wrote a proposal to do pasture management with chickens.”*

Below: Camilla Cook, MSUS '19 conducted research in Homewood about the number and health of trees in the neighborhood, advised by Dr. Linda MK Johnson.



Health Sciences

Interprofessional education (IPE) is not, in the words of Chatham School of Health Sciences Dean Pat Downey, Ph.D., DPT, “having an OT and PT student sit next to each other in an anatomy class.”

It’s having them sit next to each other on a flight to Ecuador, where they’ll work in teams with patients, families, and medical staff. It’s other things, too, but first, a look at what makes interprofessional education at Chatham extraordinary.

1. “Our program is unusual in that the professions typically included in interprofessional education are medicine, nursing, and pharmacy,” says Sarah Jameson, DPT, assistant professor of clinical practice in the Doctor of Physical Therapy program. “Because accreditation standards are changing, it has become more common to include the rehab sciences, but we were one of the first.”

2. “Including five professions—physical therapy, occupational therapy, physician assistant, counseling psychology, and nursing—is relatively unique, too,” says MaryDee Fisher, DNP, assistant professor of nursing. “I’ve seen two, three, even sometimes four, but I’m hard-pressed to remember five.”

3. The inclusion of a counseling psychology program in interprofessional education—and in a School of Health Sciences—is rare. “Interprofessional education typically explores issues that are health-related, and our students are able to provide a sense of how that impacts psychological functioning and vice-versa,” says Mary Jo Loughran, Ph.D., associate professor and program director of counseling psychology. “And it enriches our students in turn to get that exposure to shared perspectives.”

Jameson and Fisher co-chair Chatham’s IPE task force—made up of representatives from each of the SHS’s programs—that develops the year-long, formal IPE curriculum that students participate in. Specifics may change from year to year, but core elements include

Right: Health science students work together on a ropes course during the fall 2019 Interprofessional Education Program

Below: PT and OT students in Ecuador, summer 2019



the formation of interprofessional “learning communities” of 10-12 students, an invited talk by a speaker who addresses a topic of interprofessional interest (past talks have focused on climate change and health, street medicine, and implications of sexual assault in healthcare), and activities that promote IPE core competencies. This year, the core competencies include teamwork; communication; roles and responsibilities; and values and ethics.

That experience lays the groundwork for the many ways in which interprofessional education and collaboration are embodied at the School of Health Sciences:

- Since 2012, groups of interprofessional students—including PT, OT, nursing, and counseling psychology—have traveled for service learning or learning about therapy in different cultures. Groups have gone to Ecuador, Kenya, Germany, and Ireland.

- Interprofessional professors combine classes to approach a topic together. For example, Joyce Salls, OTD and Joe Schreiber, Ph.D., PT, respective professors and program directors of occupational therapy and physical therapy, share an interest in pediatrics. They blend their classes for a joint discussion of a case of a child with traumatic brain injury. PT and OT students are paired up, and discuss how they would evaluate and co-treat the child.
- A joint OT/PT panel is held, in which clinicians from each profession talk to first-year students in both programs about how they work together.
- Another exciting trend at Chatham is interprofessional collaboration, not just within schools, but between them. For example, students in the School of Arts,



Left: PT students in the Go Baby Go club modify a car for a child with movement challenges

Bottom: Drama club production

Science & Business's interior architecture program have a project where they design a room for a child with a disability. For the past two years, they've worked with occupational therapy students, who consulted on adaptations that the child with autism (year 1) or a genetic condition in which bones break easily (year 2) might need.

Other HEALTH SERVICES initiatives:

- *Service learning is a hallmark of the School of Health Sciences. Whether students are adapting toys and sports equipment for people with mobility impairments; assisting amputees with prosthetics; or participating in safety home checks for elderly individuals, these*

opportunities make a real difference to all participants.

- *For twenty years and counting, students in the School of Health Sciences programs have been named Pittsburgh Schweitzer Fellows for projects that apply their classroom learning in real-world situations that help disadvantaged citizens of our communities.*

Another exciting trend at Chatham is interprofessional collaboration, not just within schools, but between them.

Arts and Sciences

A reinvigation of the arts and sciences is afoot, building on Chatham's long history in those areas.

"There's a buzz about what's happening at Chatham," says Prajna Paramita Parasher, professor and chair of Arts, Design and Communication, noting that Chatham was rated #9 in the country's 20 best-value small colleges for an art degree in 2016-2017 by Best Value Schools.

On the performing arts side, starting in fall of 2019, Chatham is reinstating minors in dance and theatre. Theatre has been of increasing interest to Chatham students, with around 30 active members in the Drama Club in 2018-2019. Now students pursuing the minor will be able to take courses such as Theatre Production Lab and Acting 2.

"We've been looking to expand opportunities for students who want to play music together on campus," says Associate Professor of Music and Music Program Coordinator Michael Boyd, DMA. "The Chatham

Choir has a long history, and we've had instrumental ensembles in the past. A few years ago, we added a pep band to play at athletic games, and this fall, we hope to set up some chamber music ensembles that





could be a stepping stone to some larger groups, such as a wind ensemble or jazz ensemble.”

The basement of Laughlin Music Center underwent a renovation, made possible by a generous bequest by Dr. Mary E. Cole '39, that increased the practice room capacity, added instrument lockers, and created a “music tech classroom” with 14 computer and keyboard stations with notation, sequencing, and editing software.

“We’re beginning to look to the curriculum in ways we haven’t before in the sense that we’re going to link actual shows (at the University’s Susan Bergman Guerrentz '56 Art Gallery) to the classroom,” says Parasher, noting that instructors in fields as diverse as sustainability, English, and psychology brought their classes to the gallery for the Spring 2019 exhibition *Out of Many: Stories of Migration*. “We felt it was one of the most successful ways of how we can integrate art into the wider University.”

Parasher says that another initiative being planned is related to sustainability. “How can we, in the media arts, think about an ‘oral walk’ around the arboretum on Shadyside Campus?” she asks. “The plan is to give the media arts—and all of the arts—a visibility that goes beyond the Art and Design Center.”

Above: Chatham Pep Band plays at a basketball game

Right: Theepica Jeyarajah, MSBio '19, Professor Michael Collyer, Ph.D., Dr. Sowmya Narayanan '10, and Professor Lisa Lambert, Ph.D., at Science Day 2018

“We want them to realize, ‘Oh, this is how science works. You do the work, you present the data, and then something comes from that.’ Our goal is to give them as much of that kind of experience at the undergraduate level as we can.”

The arts are being reinvigorated outside of the classroom, too. Since 2016, students have been able to participate in “Fine Arts with the Finegolds,” a program through which students enjoy a variety of arts events and experiences—including dance performances, theatre, symphonies, arts exhibitions, and more—around Pittsburgh with President David Finegold and his wife, Sue.

For the past two years, the Department of Science has held a Science Research Day. “It’s a great opportunity to showcase students’ work and give them an opportunity to present in a more formal manner, says Assistant Professor of Biology John Dubé, who brought the idea to Chatham.

Through oral presentations and poster sessions, students across the undergraduate science programs and the Master of Science in Biology program share their research. Each project has a faculty sponsor, and might be an independent study, a graduate thesis, or an undergraduate capstone project.

Since Science Research Day started, the keynote speakers have been alumni, giving students an up-close view of what is possible with a science degree from Chatham. In 2018, the speaker was Sowmya Narayanan '10, who had just finished an MD/PhD program and was about to start a general surgical residency at UPMC. In 2019, it was chemist Sara Urlick '10, whose talk “Coloring the World” explored her work with pigments and colors.

The format mimics that of a research conference. Students must go through an application process to be selected to present, and there are plenty of opportunities for networking. This year, students were joined for lunch by recruiters, many of whom stayed to peruse the poster presentations. The day concludes with an awards ceremony, where the top two oral presentations and the top two poster presentations are recognized by the Science Research Day Committee.

In its two years, the event has moved from the Kresge Atrium in Buhl Hall to the Athletic and Fitness Center. “I didn’t realize



how many people would show up!” says Dubé. “All told, with faculty, staff, parents, students, and alumni, we’ve probably had 150 people participate.”

“In the past, we’ve displayed capstone posters here in the hallway, where not a lot of people see it,” says Dubé. “This is much more formal. Students have to submit an application and get approval from an advisor. We want them to realize, ‘Oh, this is how science works. You do the work, you present the data, and then something comes from that.’ Our goal is to give them as much of that kind of experience at the undergraduate level as we can.”

Other ARTS & SCIENCES initiatives:

- *Chatham’s new BA in Immersive Media is an interdisciplinary program that equips students with knowledge of design thinking, computer programming, interactive game design technology, creative methods, and cutting-edge hardware to create immersive experiences for a variety of applications and industries.*
- *The research group of Assistant Professor of Biology Ethan Block examines the basic biology of the brain chemical dopamine. By measuring biochemical changes in cells and behavior in roundworms, students have discovered that legal stimulants found in diet and exercise supplements have similar*

effects to common abused and therapeutic drugs. These findings have been included in manuscripts and a grant application to the National Institute on Drug Abuse.

- *John Sammons ’20 worked with Assistant Professor of Biology Pierette Appasamy to clone and determine the DNA sequence of the gene encoding an important regulator of the immune system, IL-7 receptor alpha, from *Xenopus laevis* frogs. Dr. Appasamy’s lab is the first to define this receptor in frogs, and John’s research project is part of a larger body of work in Dr. Appasamy’s lab focused on understanding the development and evolution of the immune system.*

Women’s Leadership & Gender Equity

It’s no secret that over the years, Chatham has brought some truly inspirational women leaders to campus, including Pulitzer prize-winning author Alice Walker, astronaut and first Black woman in space Mae Jemison, and Emmy award-winning journalist Callie Crossley. For this year’s Barbara Stone Hollander ‘60 Lecture Series in Women’s Leadership, the University chose to look a bit closer to home.

“We’re spending the year featuring our amazing alumnae,” says Women’s Institute Founding Director Jessie Ramey, Ph.D. In March, the speaker was Vivian Lowery Derryck ’67, founder and president emerita of The Bridges Institute, a non-profit dedicated to strengthening African governance and democracy. In September, it was Betsy Crone ‘67, one of the founding mothers of EMILY’s List, a fundraising organization that Ramey calls “absolutely groundbreaking.” Crone was joined in conversation with Ashleigh Deemer ’05, co-founder of Women for the Future of Pittsburgh and director of PennEnvironment Western Pennsylvania, and Marita Garrett, MAP ’15, mayor of Wilkinsburg, PA.

But students looking to see leadership in action have plenty of opportunities, too:



NEW Leadership Pennsylvania 2019

1 Now in its 18th year, NEW Leadership Pennsylvania is an initiative of the Pennsylvania Center for Women & Politics through which women students from Pennsylvania colleges and universities come

to Chatham for a six-day residential program that gives them the knowledge and skills to become effective leaders in politics, public policy, and public service.



This year, NEW Leadership hosted Chatham alumnae Ashleigh Deemer '05 and former State Representative Becky Corbin '74, as Practitioners-in-Residence. NEW Leadership participants traveled to Harrisburg where they heard from women State Representatives, women members of the PA Supreme Court and Superior Court, and visited the Governor's Residence.

Also as part of the NEW Leadership experience, students participated in a role-playing exercise in which they become experts on a public policy issue and act as various stakeholders. This year the students learned about the role of nuclear energy in Pennsylvania. They held a mock "State House Committee" meeting where students represented government officials, the energy industry, community groups, and members of the media.

"To me, the promise of Chatham is about supporting women's leadership even off campus," says Dana Brown, Ph.D., director of the Pennsylvania Center for Women & Politics.

2. Ramey is chair of The City of Pittsburgh's Gender Equity Commission (GEC), which is responsible for identifying how and to what extent discrimination manifests against all women and girls, including trans women and gender variant or fluid individuals, in the City of Pittsburgh. Ramey brings students to GEC meetings, where they observe firsthand how a government agency analyzes data and creates policy change.

3. Students are able to attend at no cost the Women Business Leaders Breakfast Series, run by the Center for Women's Entrepreneurship, to hear prominent nonprofit, business, and community leaders from the region. The Center also offers internships to students, providing exciting

opportunities for them to develop and implement programs that assist women entrepreneurs through mentorship, education, and networking.

Other WOMEN'S LEADERSHIP initiatives:

- *Launched in 2016, the Women's Leadership Certificate is a multi-disciplinary program designed to equip students with the theory, skills, and practice of leadership.*
- *The new Chatham Masculinities Project (CMP) has invited masculine-identified students to engage in reflection and discussion around what it means to be a man, issues around toxic masculinity, and what they can do to help prevent sexual violence. The CMP is co-sponsored by Student Affairs.*
- *The Women's Leadership Living Learning Community, currently in Laughlin House, is, in the words of Ramey, "booming." The LLC has hosted the Women's Institute's weekly TGIF (Talking Gender Issues Fridays) series, brought in lecturers, and brought participants to Pittsburgh's City Theatre, where they joined Chatham alumnae at a play with a strong women's leadership theme.*
- *Chatham offers awards and scholarships for women's leadership, including the Hollander Student Award and the Heffer Family Scholarship.*

"To me, the promise of Chatham is about supporting women's leadership even off campus," says Dana Brown, Ph.D., director of the Pennsylvania Center for Women & Politics.



Extending the Promise of Chatham

During our 150th year, we raised over \$1.5 million for scholarships for deserving students who will be benefited by—and benefit—our community. Your generosity is a testament to our **legacy**, evidence of our community's **spirit**, and how we bring the **promise** of Chatham to deserving students for years to come. Please consider extending the promise of Chatham by making a gift to our 150th scholarship fund at chatham.edu/giving.



Stewarding Shadyside Campus

THE INSTITUTIONAL MASTER PLAN

An Institutional Master Plan may not sound like a page-turner. But in a very real sense, it's the *sine qua non*—the “without which, nothing”—of the Promise of Chatham.

One major part of that promise is that we will safeguard the memories we share. Stewarding our beloved Shadyside Campus is key to making that happen.

Another part of the promise is that the opportunities that make Chatham Chatham—everything from sled riding down Chapel Hill to continuing a discussion started in class while strolling under a canopy of red and yellow leaves to building important relationships—available to the deserving students who seek them out.

The first step? More beds. The Master Plan has got it—and more—covered.



Rendering of renovation to landscape of Thomson House, across Woodland Road from Howe-Childs Gate House



Rendering of renovations to Anderson Dining Hall

Undergraduate enrollment at Chatham is, safe to say, booming. This fall, we welcomed our largest first-year class in Chatham’s history: 352 students. That means that according to the Master Plan, we’re on track to meet our ten-year growth goals—1,400 undergraduate students by 2029.

MORE HOUSING

For the short term, Chatham has a double-pronged approach to housing all these new students:

1. Turn Beatty House back into a residence hall. “The idea is to rehab Thomson House—a private home across from the Gate House on Fifth Avenue that was gifted to the University in 2014—and move University Advancement there. That gives us a new alumni center right at the entrance to the University,” says

Senior Vice-President of Finance and Administration Walt Fowler. “Then we’ll convert Beatty back into a residence hall, giving us 30-35 beds.”

2. Convert apartment buildings along Fifth Ave. (Chatham, Pelletreau, Chung, and Linzer) into residence halls. “We’d look at Chatham and Chung, the ones we own, first,” says Fowler. “Chung in particular has some massive two-bedroom apartments. Between Beatty House and doing the apartments, there are easily 100-150 beds that we can get. And this is very scalable—we can figure out how many beds we need and then do that many. This lets us delay having to build more construction.”

Fowler anticipates that turning Beatty House back into a residence hall and converting some portion of the apartment buildings can be done in time for fall 2021.



MORE DINING SPACE

“Anderson Dining Hall is definitely on the docket for next summer,” says Fowler. “We need to expand it, modernize it, and make the servery more efficient.” Fowler notes that Chatham is considering a couple of different ways of accomplishing this, including expanding seating toward the Carriage House, creating an outdoor four-season area, and relocating some of the offices and other functions that are currently in Anderson to free up more space.

THOMSON HOUSE RENOVATION INTO ALUMNI HOUSE

“That gives us a new alumni center right at the entrance to the University,” says Senior Vice-President of Finance and Administration Walt Fowler.

AN ABBREVIATED HISTORY OF
CHATHAM BUILDING DEVELOPMENTS

1973

The Jenny King Mellon Library opens.

1999

A three-story laboratory building addition to Buhl Hall of Science opens, creating the current Science Complex. The Tiffany Alumnae Memorial Window is unveiled in 2000.

2001

Chatham breaks ground on the Athletic and Fitness Center, the first new free-standing building on the campus since the Library. It opened in 2004.

2004

Chatham's former gymnasium is converted into the Art and Design Center.

2007

Former swimming pool inside Mellon Hall is transformed into a conference room.

2008

Chatham is gifted with the land on which Eden Hall Campus will be built, and purchases the building that will become Chatham Eastside.

2016

Official grand opening of Eden Hall Campus and the dedication of the new Esther Barazzone Center.



Rendering of addition to the Science Complex



MORE LAB SPACE

Chatham is a great place to study science—our students have ready access to equipment that undergraduates at larger institutions may not get to handle, and we're one of few programs where undergraduate students have access to a cadaver lab. And students agree that it's great: biology and exercise science are two of the top four undergraduate majors (the other two are business and psychology).

"Enrollment has more than doubled in nearly every introductory science and math class since fall of 2013. We've had to start offering some lab sections in the evenings because of lab space issues," says Assistant Vice President for Undergraduate Learning and Professor of Biology Lisa Lambert.

That's why the IMP calls for more lab space to be added to the Science Complex. "We'll start with adding a wing to the right side," says Fowler. "It will most likely be three floors, and match the front of Buhl." He anticipates having concept renderings of what the addition might look like from the architects by summer 2020.

**MORE (AND BETTER) CLASSROOMS
AND GATHERING SPACES**

The academic buildings of Braun Hall, Falk Hall, and Coolidge Hall will also see renovations. "We're looking at expanding those buildings into the attic," says Fowler. "That'll not only give us more classroom and office space, it will also allow us to open up the first floor for a better connection between the old and new quads, and for more common space for students. I think that would really change the interior of the campus quite a bit, in a positive way." Fowler notes that also on the docket is finding a way to air condition the building.

"We're also looking at other ways to modernize the classrooms in those buildings," he says. "For example, we have these flip-top desks from back when students came in with notebooks for taking notes. Now they come in with laptops and the little desks aren't hacking it, and there's nowhere to plug their computer in." Fowler adds that in summer 2019, two classrooms, one in Falk and one in Coolidge, were renovated with smaller, configurable, powered desks, a process that will continue for the most frequently used classrooms. "We have them at Eastside and they work out great," he says.



Rendering of new landscaping on Fifth Avenue

REVITALIZING FIFTH AVENUE

“We also want to bring the campus down to Fifth Avenue,” says Fowler. “That street is the face of Chatham, and right now it doesn’t reflect us very well.” The plan is to pull the sidewalk back, making it more comfortable to people to walk along; to create landscaping that beautifies the area and creates passages up to campus from Fifth Ave., improving access and accessibility; and to make entry and exit from Fifth Avenue safer.

REINVESTING IN THE PROMISE OF CHATHAM

Over the last 150 years, Chatham alumni and friends have together supported the growth and reinvigoration of the Shadyside Campus—as evidenced across campus from the Science Complex to the Anniversary Brick Walkway, to the Athletic and Fitness Center and the Art and Design Center. As with previous transformative projects, this long-term vision for the Shadyside Campus can only happen with the generous support of many people. Opportunities to name a brick, a room, a lab—or a building—are currently available for Beatty House and Thomson House, while plans are in process for the Science Complex expansion. For more details, contact Amanda Kile at a.kile@chatham.edu or 412-365-1349.

DOWN THE ROAD

Here’s a look at some of the future enhancements to Shadyside Campus that are in the Master Plan:

- A connector building between the Carriage House and Dilworth Hall—ideally located between a student center and a residence hall—would provide a common area, or room for programming of some kind.
- Adding another wing would effectively double the size of Dilworth Hall, which was converted back into a residence hall in 2017.
- Expanding the Athletic & Fitness Center, which could use more locker rooms and more room for athletic equipment in order to support all of Chatham’s teams and recreational users. Chatham broke ground on the AFC in 2001, when we had six sports; now we have 19.
- Expanding the library out toward the Science Complex, with one or two stories of programming space, including a large gathering area like a multifunctional banquet area (Chapel seats only around 600 people).
- “We also have big visions of expanding Woodland Hall, for programming, common space, and we could get a lot more beds there, too,” says Fowler.

KEEPING CHATHAM SUSTAINABLE

Chatham’s commitment to sustainability is manifest throughout the Institutional Master Plan, according to Kate Hunney, principal at Rothschild Doyno Collaborative, the architecture and urban design firm that worked with Chatham on the IDP. “Preserving and renovating existing buildings is inherently sustainable,” she says. “We’re able to take advantage of existing circulation and how the buildings work together, and relate to the campus as a whole.”

Other points of note:

- Implementation of IMP projects will use sustainable and efficient materials and processes.
- “As we look at individual buildings, we’ll be evaluating systems and performance to see how they can be made more efficient,” says Hunney.
- The IMP identifies a number of targeted areas with the potential for green infrastructure that can help manage stormwater for both campus and the surrounding neighborhoods, including raingardens and the potential to retrofit some parking lots with permeable paving.

Celebrating Our Alumni

**OUR ALUMNI ARE FASCINATING, AND HERE WE SHARE
EXCERPTS FROM JUST A FEW OF THEIR STORIES.**

▶ To read more, visit 150.chatham.edu/our-stories. ◀



MARA FLANAGAN '15 (1993–2016)

If you go to Mara Flanagan's Instagram page, you'll find rows and rows of Pennsylvania skyline—riverscapes, bridge shots, sunsets, and flowers so vivid you can smell them. You won't, however, find any photos of Mara. This, according to her family and friends, wasn't uncharacteristic. "Mara was very quiet, a real listener. She tried to connect with people and understand where they were coming from. She was a very other-directed kind of person," says her father, Bill Flanagan.



EMILY CASSEL '13

Emily Cassel didn't set out to start a business. She came to Chatham intending to study counseling psychology. But then a course with Dr. Thomas Hershberger "lit her up" and ultimately changed her life. That course was Positive Psychology, and it brought together her interest in wellness and spirituality and her philosophy that human beings, given the right tools, can find what allows them to thrive rather than just "getting by" in work and life. She sensed what she was learning about the field would give focus to her future. But first she had to put all the pieces together.

ROBIN MEANS COLEMAN '91

As a Pittsburgh native, Robin Means Coleman grew up with Chatham in her backyard. She felt it must be the most beautiful campus in the world. But no one in her family had attended college. “Is that a place I can aspire to? Is it a place where I can be successful?” she asked herself. Thanks to the help of some wonderful Chatham mentors, it was. Today, Dr. Coleman is a professor, a writer, a filmmaker, a vice president at one of the largest universities in the U.S., and a leader in the field of diversity.



MARIANNE BYRN KIPPER '61

Chatham initially rejected Marianne Kipper's college application. But after her high school guidance counselor advocated on Marianne's behalf—her grandmother had died on the morning she took the SAT—Chatham changed its tune. It was one of a long line of doors slammed in Marianne's face, doors she kept knocking on or simply opened anyway.

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RENEE EATON '80

Renee Eaton, CEO and founder of 3D-printing company RapidMade, has built a career off of well-executed power moves. Chatham professor Dr. Tom Hershberger once told Renee that “Life is like playing poker: you only have so many chips, you don’t want to bet them on a losing hand.” She liked that advice, so she kept stock of her chips, and when she bet, she won.

DEIRDRE WEBSTER COBB '84

When Deirdre Webster Cobb '84 was 11 years old, she knew that her future career would involve making a difference in the world. Growing up in East Liberty, Deirdre took a keen interest in social studies and civics at a very early age. “I used to watch the evening news every night and was inspired by the civil rights work accomplished by African-American Congresswomen Barbara Jordan and Shirley Chisholm. I realized that if I wanted to impact the laws and policies affecting people, I needed to become a decision-maker myself.”



DR. LYNETTE CHARITY '74

Nearly a decade after the Brown v. Board of Education decision prohibited school segregation, Lynette Charity forged her mother’s signature on a permission slip and became one of the first black students to attend a white high school in Virginia. Lynette maintained a 4.0 GPA and racked up accolades as a National Honor Society scholar and a National Merit Scholar semi-finalist. But when the time came for her to apply to college, it didn’t matter to her guidance counselor: “She was white, I was black. She told me that college wasn’t for me.” Lynette got home that day fully prepared to give up on her dream of becoming a doctor. Her mother met her in the doorway: “She told me that a woman had called from a college in Pittsburgh.”

ELIZABETH JOHNSTON SCHEIDE '48

Elizabeth Johnston Scheide, known as Betty, entered the exciting world of medicine at her grandfather's suggestion. A prominent physician, he encouraged her to attend the Boston School for Dental Nursing in 1940. Shortly after graduating high school, Betty moved to Massachusetts to become a dental assistant and found that healing was her passion. After two years, she moved to Kansas to complete junior college while living with her father. "At the time, my father was in a position to financially support my college ambitions, but there was a condition. He said he would pay for my college degree if I promised to not get married until after I completed my Ph.D. I wanted to be independent, so I couldn't agree to his terms," she says.



DR. BARBARA WILHELM '73

Barbara Wilhelm has written eight novels. Three are medieval romance/adventures, three are medical mysteries, one is a historical romance, and one tells the story of the Chatham Tiffany window that now hangs in Buhl Hall through the lens of fake alumni. You might think that a novel inspired by her alma mater would come up fairly early in an interview for Chatham's 150th anniversary, but you'd be wrong. Barbara doesn't seem to privilege any particular aspect of her life and chats with equal enthusiasm about how impressed she was when she visited Chatham ("Every week I would get a postcard, or a copy of the newspaper, or something. They seemed very interested in me.") and the breadth of patients she sees in her medical practice ("We refer them to the hospital if they're actively hallucinating. Anything else, we try to manage ourselves.")

REVEREND SOPHIA NECZYPPIR SNYDER '99

Sophia Neczypir Snyder wanted to go to college, but financial troubles prevented it. Instead, she worked hard in a variety of jobs, waiting for a door to open. She was in her forties, working in the mailroom at an energy company in Pittsburgh when she finally got the chance. Thanks to the Gateway program for adult students, Sophia was able to enroll at Chatham at the age of 46. She pursued a degree in theater, combining her interests in fashion, communication, and the arts.



ERIN SPANGLER '08

“Food is culture, tradition and identity,” says Erin Spangler. “In my role, I see it as my obligation to listen to people’s needs and to support them in making small changes to improve their health, while acknowledging that food is about so much more than sustenance.” Public health and nutrition are a bit of a long walk from Erin Spangler’s studies in art and digital filmmaking at Chatham, but it was the work she did for her undergraduate tutorial that led Erin to her calling in public health.



BESS WHITESEL '94

As a professional dancer and certified Pilates and GYROTONIC instructor, movement is pretty much Bess Whitesel’s life’s work: “Movement heals, just keep moving,” she encourages. Bess certainly has, building an impressive and diverse career that ranges from international touring with a professional dance company to co-owning a Pilates studio.

PATRICIA PATTERSON WERSCHULZ '72

At age 55, for the first time in her life, Patricia Patterson Werschulz found herself unemployed. After working at Bristol-Myers Squibb for 20 years and moving up the chain from staff chemist to director of product development, the company decided to sell off Patricia’s division. She was eligible for 80% of her pension, fully vested in her 401k, and had a sizable severance package in tow. The world was her oyster: “I said, **** it, I’m going to law school.”





ELLEN STOLPE '82

Ellen Stolpe came to Chatham in 1978. “Campus was hopping. The Black Student Union was strong, and gay culture was thriving.” The environment was eye-opening, and invigorating, for a self-described “white girl from the woods of Western Pennsylvania.” Ellen came from a family of rural doctors and teachers whose faith in education “made it safe to go out and consume as much of the world as possible.” An aunt who had gone to Chatham was the one who encouraged her to apply. In high school, she had loved orienteering. And when she found herself in Pittsburgh, she took a map and a bus pass and approached the city the same way.

DR. RUTHY WATSON '80

A quick Google search of “Dr. Ruthy Watson” leads to the mecca of intellectual mentorship: a TED Talk. In her TEDx Albuquerque talk on “Girlfriend Capital”, Ruthy explains her theory of girlfriend capital derived from Robert Sapolsky’s book, “Why Zebras Don’t Get Ulcers”, where he highlights the difference between stress responses in humans versus non-human animals. Humans use social capital or social connection to alleviate stress. For Ruthy, her friends have been some of her most powerful means of social connection, and some of her best mentors.



SARAH BORNSTEIN '69

During the summer between her junior and senior years at Chatham, Sarah took history classes at the University of Pennsylvania. “The professor asked me if I went to a girl’s school. And I said ‘I do, why do you ask?’ And he said ‘because the co-eds here at Penn are afraid to speak up.’ That summer, I went to a McCarthy for President meeting, and when they saw me, they said ‘Good, we need some girls to make posters.’ I said to myself, ‘I don’t make posters; I run meetings’ and I walked out. My experience at Chatham emboldened me, and taught me not to be intimidated by anybody.”

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DR. OLUWATOSIN (TOSIN) OSIBAJO EMMANUEL, DOCTOR OF OCCUPATIONAL THERAPY '17

Born in Lagos, Nigeria, Oluwatosin Osibajo Emmanuel learned at an early age that there was nothing more valuable in this world than a well-rounded education. Her father and mother—an engineer and accountant, respectively—often spoke to Tosin about the importance of pursuing higher learning in the U.S. in order to achieve the American Dream. After winning the Diversity Lottery in 2000—a program where 55,000 immigrant visas were made available in an annual draw in Nigeria—Tosin and her family immigrated to New York. Since then, Tosin has accomplished one great feat after another.

ELIZABETH DORSSOM '12

Elizabeth Dorssom pursued a women's studies major and took classes in history and political science. But the small class sizes required her to speak up much more, and that was very uncomfortable for the shy undergrad accustomed to anonymity. A history professor, Dr. Lou Martin, took her aside. He told her to write down her thoughts before raising her hand—that way she wouldn't stumble so much over her words—and to hold onto her leg if she started to shake. She had to set a goal of participating three times each class. Dr. Martin's tips worked. Elizabeth got so comfortable speaking in front of her peers that she ultimately led a lecture in his class.



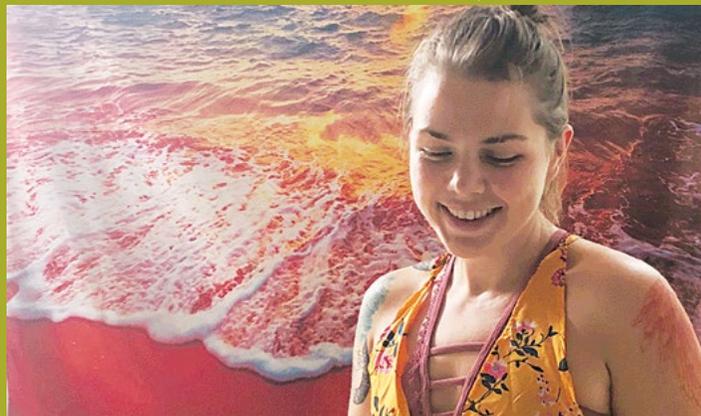
JOHANNA HOLROYD-PICCARDO '54

By sophomore year, Johanna Holroyd-Piccardo had decided to become a fine arts major. The foreign professors she met had opened her mind to new ways of thinking and making—so much so, she was determined to travel abroad following graduation. She was awarded a scholarship to study at the University of London. She later moved on to Switzerland, Austria, and Italy, and settled in Florence for a time to work on a painting. Returning home to the States in 1955, she traveled aboard the Queen Mary, a massive ocean liner of the Cunard Line. While onboard, she became friendly with a German professor and his wife. The connection would prove fortuitous.



DANNA VANCE RAUPP '59

When Danna—“Like banana,” she instructs—was a junior at Chatham College, in 1958, boyfriend, Edward Raupp, a senior at Carnegie Tech, proposed to her. Danna had already defied her parents’ insistence that she marry her high school boyfriend instead of going to college. She wasn’t surrendering to marriage that easily. In 2010, she received a surprise Christmas card from Edward, and the two began an e-mail correspondence. Edward was living in Tbilisi in the Republic of Georgia and teaching economics at a local university. Danna was living in Brooklyn, New York and had to find Tbilisi on a map. Soon, a rekindled friendship became a rekindled romance. After some difficult deliberation, Danna packed up her possessions and met Edward in London.



LAVENDER SEDLOCK '09

Lavender Sedlock is covered in mermaid tattoos; mermaids are their ancestors, they tell me. Lavender—who gender identifies as non-binary and uses “they/them/their” pronouns—believes that the work they do is possible because of the trauma endured by women who went before them, women who were forced to repress magical tendencies, tendencies Lavender can now fully embrace. “Magic allows you to think things are possible beyond what is decidedly possible. It allows you to open up parts of your life that have been locked, the deepest parts of yourself,” they said. In Lavender’s work, how the magic functions isn’t relevant, it’s the openness to it that matters. That kind of unwavering openness has been consistent throughout their life.

ALESE UNDERWOOD '10

Though covering tragedy is an unfortunate imperative, Alese Underwood’s reporting also drives positive change for the communities that tune in. While working in Erie, Pennsylvania, she ran a segment called ‘Hearts Without Homes,’ which featured children living in foster care. One story Alese did on a young man led to him finding a new family and earned Alese an award for best feature piece. Her continual coverage on an animal shelter in Shreveport, Louisiana led to positive reform in the shelter’s regulations.



Our Students

IN A VERY REAL SENSE, CHATHAM STUDENTS—PAST, PRESENT, AND FUTURE—REPRESENT THE PROMISE OF CHATHAM LIKE NOTHING ELSE.

We surveyed some students to learn what their favorite thing about Chatham is, what three words they'd use to describe Chatham, and what the promise of Chatham means to them.



Cailin Jones '20, applied data science analytics



Darby Robinson '21, exercise science



Ryan Tahbaz '23, psychology

Chatham is... Inclusive • Friendly • Beautiful • Green



Irina Bucur '22, psychology

“Everyone’s approachable and it’s easy to connect to people on campus.”



Aristote Kipayko '23, economics



Moeke Sato, non-degree student



Marco Nakich '21, communications

CHATHAM'S PROMISE

“Support. I think that the advisors and the instructors do a good job of holding students accountable, but then also making sure that you’re okay mentally and physically.”



Aubrey Lawrence '21, English

Chatham is... Academic • Challenging • Nurturing •



Joanna White '21, psychology

“The community. I really like while it’s really small, it offers a lot of space to get to know people.”



Chad Bell '21, criminology

CHATHAM'S PROMISE

“I can grow, and others can grow after me.”



Omari Pierre-Louis '20, arts management



Ben Lamm '23, management



Jesse Solomon '21, media arts



Jessica Williams '20, biology

CHATHAM'S PROMISE

“All of the opportunity Chatham has given me since I got here.”

Artistic • Spunky • Chill • Diverse • Welcoming



Rachel Wakeman '22, sustainability

“The landscape is amazing. Chatham is this little oasis in the middle of the city.”



Ken Richard '23, international business



Jake Reed '21, criminology



Nicole Suprak '21, English

“People are lovely, and they smile at each other a lot.”



Fanghao (Edge) Tian '21, media arts



Leandro Nasso '23, MIS

Chatham is...Amazing • A sensational experience!



Madison Szuminsky '21, management

CHATHAM'S PROMISE

“Creating a more humane and just society for all.”



Liam Gentile '21, management

CHATHAM'S PROMISE

“To make everyone feel welcome and to give an equal education to everyone who comes here.”



William Tate '21, media arts



Corey Doeing '20, arts management

CHATHAM'S PROMISE

“I’m an international student from Japan studying English. I (can) make some friends here and improve my English skills, and learn about American culture here.”



Miyu Yoshii, non-degree student



Documentary Film: 150 Years of Chatham



The “150 Years of Chatham” documentary premiered as the showpiece in our Long Purple Line Gala during the 150th Anniversary-Alumni Reunion Weekend, October 11-13. The film not only spans 150 years of history—it tells the story of our trials, our triumphs, and the traditions we hold dear today. We’re proud to share it with you now.

View the film at 150.chatham.edu



Have you been to the 150th anniversary website yet?

Visit 150.chatham.edu to read alumni stories, browse our timeline, marvel at “Then & Now” pictures, pick up some Chatham apparel and other keepsakes, and watch the documentary film, “150 Years of Chatham.”

