

contents

cover story

Well worth the effort

By Jill Kasiewicz Caseria, M.A.'04

Without a doubt, doing graduate studies while working full-time has its share of challenges. Three University graduate students speak to that reality – and the rewards that come with it.

Fairfield*Now*

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Letter from the President

The world of art history

By Alejandra Navarro

The major is growing, its faculty members are thriving, and new collections are creating rich opportunities for students. No wonder the Art History Department has set its sights even higher.

Making a place called home

By Jean Santopatre

Wonder how students are decorating their rooms these days? Enjoy a photo essay that answers the question.

Bob Sullivan's foray into crime

By Nina Riccio

Author of a new book on identity theft, Bob Sullivan '90 offers tips on how to protect your own.

Running on Empty?

By Nina Riccio

Do we face an impending energy crisis? Three alumni working in the field offer their perspectives.

Letter from the President

Dear Friends:

No, I have not hijacked the alumni magazine that so many of you enjoy so much. Rather, I am pleased to have been invited to become a “regular” in *Fairfield Now*, and plan to do so each issue via a “Letter from the President.” I am told, however, that in surveys of what alumni typically read in these publications, missives from the president often rank near the bottom of the list. Thus humbled, I will give it a try anyway.

For many of us, the cold winter months of January and February lend themselves to inside activities, and often – fireplaces burning – to inner reflection as well. Because January and February are, respectively, the months in which we honor Dr. Martin Luther King Jr.’s memory and celebrate Black History, I would like to share my reflections on why I believe Fairfield University has an obligation to increase the racial and economic diversity of its student body.

As many of you know, engaging with other cultures has been a hallmark of the Society of Jesus since its founding by St. Ignatius Loyola in 1540. The earliest missionaries, men like St. Francis Xavier, traveled to far-off lands seeking to bring the Gospel of Christ to others. However, in living amidst people vastly different from themselves, adapting to their everyday practices, and learning their language, these Jesuits began to learn a new truth. They came to understand that the God they sought to bring to these people was already there and at work among them. This dawning awareness led the Jesuits to reexamine their own assumptions and modify their approach to mission.

In the centuries since, Jesuits have traveled the globe seeking to find and serve the God in others, and do so today in 112 countries. Thus, our structure and history provide a model for operating in a pluralistic, interconnected world. What I want to ensure is that Fairfield University students – today and tomorrow – learn to do the same, and not simply for personal benefit.

Deep within the Jesuit tradition lies a determination to make education not just a next-step commodity for the privileged, but a powerful tool for transforming society as well. When Ignatius agreed to educate the sons of the nobility of his day, he did so in the mornings – provided these noblemen also paid for the poor to receive the same schooling in the afternoon.

This was not about charity; it had to do with justice. It had to do with recognizing the God-given dignity of each person; acknowledging that each had God-given gifts and talents that could bless our world; and deciding to assume moral agency in helping those gifts to bear fruit, through education. It involved becoming able to step out of one’s own perspective to appreciate – and incorporate into one’s reality – that of another.

Recent studies show that a student body that includes many different backgrounds, talents, and experiences offers a richer learning environment, one that better fosters for *all* students the ability to develop into productive, contributing citizens.

I believe that we can – and must – make increased diversity a goal for Fairfield, and am making this goal an integral part of the strategic planning process now underway on campus. Clearly the issue is not just about

numbers. But numbers do help move an institution toward a critical mass – of faculty, administrators, and students. Only then can the *point* of diversity happen – interaction, understanding, enlightenment, and conversion of heart.

With renewed awareness of the blessings and benefits of diversity, I am calling for an institutional resolve to increase diversity on our campus. Making the commitment to do so will require greater creativity on our part, because the willingness to weigh the impact on diversity across all of our decision-making will make “business as usual” obsolete. We must look at hard questions and be able to ask ourselves what institutional sacrifices – yes, sacrifices – we need to make to bring greater economic and racial diversity to our campus. It is my hope that our alumni will want to become part of the solution.

Sincerely,

President

Note: Fr. von Arx was the keynote speaker at the LaFarge Convocation, part of Fairfield’s annual Dr. Martin Luther King Jr. Human Relations Celebration. The full text of his remarks is on the University home page, www.fairfield.edu

Well worth the effort

BY JILL KASIEWICZ CASERIA, M.A. '04 / ASSISTANT DIRECTOR OF UNIVERSITY PUBLICATIONS

Graduate students

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It's hard to truly understand what it means to have no time until you're a graduate student who also has a full-time job. Add raising a family and running a household into the mix – plus a few hundred pages to read by tomorrow's four-student seminar – and it's easy to see why even the thought of unscheduled time seems like a treasure.

At Fairfield, most of the nearly 1,000 graduate students enrolled in one of the University's 31 graduate program options work full-time, and attend classes during the evening or on weekends. For them, once the workday ends, the business of carving out time for new personal, educational, and career goals begins. Watching television and reading the daily newspaper become things of the past – temporarily. Everyday tasks, such as doing laundry or going to the grocery store, now become heavenly study breaks within a whirlwind of academic activity.

Nancy Watsky: Nursing

On a dark night last December, Nancy Watsky finished her last class of the semester. After more than two years of coursework in the School of Nursing's nurse practitioner program, she was bone-tired. The hour-long drive from campus to Branford brought her

home close to 10:30 p.m. Pulling into the driveway, she noticed lots of lights on in the house. She wasn't thrilled, knowing that her daughters, Jessica, 14, and Julia, 8, were still awake. She cut the engine, grabbed her book bag, and entered the house.

"Congratulations!" cheered her daughters when Watsky opened the door. Her husband had the family video camera running to catch her expression. "We're so proud of you for finishing another semester!" they shouted. It was a reward she couldn't have imagined or dreamed.

With only a seven-credit practicum left to complete, Watsky is looking forward to graduation in May. It's been a three-year juggle to manage work, home life, and studies for her and her family, who will be glad to have her "back," come May. But in 2002, pursuing a master's degree was something she knew she had to do for herself and for the future of her career.

After graduating from the Bridgeport Hospital School of Nursing in 1978, Watsky landed a position in the Hospital's neurological unit. She evaluated and triaged urgent care patients who were psychotic, suicidal, or having problems with depression or substance abuse. After a subsequent 25-year career at the Connecticut Mental



Health Center in New Haven, she was ready to move to the next level.

“I had the experience, but not the qualifications to treat these patients. I wanted to base my decisions on theory, rather than just my gut,” she says, noting that an advanced degree would also qualify her for prescription authority once she passed the boards. Beyond that, the program has brought unexpected rewards as well. “My studies have opened me up to new thinking, and have made me enjoy research,” she says. “I also have a level of confidence I never had before.”

Managing her job and her course load, which has included numerous presentations and papers each semester, has been intense. But thanks to her and her husband’s work schedules, Watsky has been able to accomplish her study goals. “I have a couple of free days during the week, which helps. And Wednesdays I work a half day, which gives me time to run errands and do homework,” she says, adding that her job also provides funding and time off for educational pursuits. Her husband, who is a teacher, is home in the afternoons to take care of the girls

With another successful semester under her belt, graduate nursing student Nancy Watsky (right) enjoys a family game of scrabble with daughters Jessica and Julia, and husband, Josh.

and the home. “That’s really made this possible. It wouldn’t have worked out otherwise,” she admits. She also credits the “Ask a Librarian” feature on Fairfield University’s web-site. “The librarians were very accommodating to my needs, day and night,” says Watsky. “They helped answer my questions and sent me articles at no cost.”

At the outset, Watsky was determined that no matter how hectic the schedule, she would maintain certain boundaries when it came to schoolwork infringing on family time. “Morning time” before her daughters headed to school was, and has remained, sacred – a chance to . . . have breakfast together and talk about the day. Likewise, every other weekend has been devoted to family activities.

After graduation, when she’s relieved of coursework and her nightly 90-minute marathon reading sessions before bedtime, Watsky’s plans include partaking in some

of life's simple activities. "I want to exercise regularly, read books for pleasure, and learn how to knit," she says, adding that she hasn't read a book for fun in three years. This summer, she'll take about a month to study for the boards.

"Somehow, God has given me the time and strength to complete my studies," says Watsky, amazed by how one courageous decision has borne such fruit. "It's just worked."

Jorge Chiluisa '89: Business

Jorge Chiluisa '89, senior vice president of underwriting at General Electric in Norwalk, is in the MBA program at Fairfield University's Charles F. Dolan School of Business. "I value learning," he says. "When you stop learning, you become obsolete. It's important to update your skills and your knowledge constantly."

The first in his family to pursue a master's degree, Chiluisa and his wife, Victoria, who has a master's and

sixth-year degree in education, model these values for their four children, ages 15, 11, 9, and 6. As a result, the kids are extremely supportive of their parents' academic success.

So far, his MBA experience has played an important role in his existing position, helping him to tackle complex organizational situations. Additionally, he would like to leverage his degree to pursue teaching in the long term. "I know I don't want to deal with the rat race forever," he admits, adding that he hopes to continue his career for another decade or so, then teach and manage his investments.

Returning to the classroom after 15 years has its benefits, and Chiluisa is able to apply his career experience to class discussions – an advantage he has over his younger classmates. "It's nice to be able to reflect on situations I've handled, and to compare frameworks to what we're studying," he

Jorge Chiluisa '89, senior vice president of underwriting at General Electric in Norwalk, reflects from his office on his reasons for pursuing the Fairfield MBA.



says He has enjoyed Fairfield's strong focus on group assignments. "It helps me to see business situations from different perspectives," he says, although the disparity of age and experience among teammates can be challenging at times.

Melding a 55- to 60-hour workweek with readings and coursework has been a challenge. "I've had to become very disciplined, doing everything on the weekends. During the week I rarely get the chance," he says. Taking two courses per semester, he usually reaches his home in Shelton around 8 p.m., weeknights.

Study breaks often include a 10-minute wrestling session with his kids. "They've been so understanding," he says. "It's a huge personal sacrifice to take on this extra pursuit, but they know and I know that down the line it will all be worth it."

Ron Walther: American Studies

During the day, Ron Walther is an engineer at Pratt and Whitney's East Hartford location, employed as an analytical systems integration lift system performance manager. In

layman's terms, Walther works on the Joint Strike Fighter aircraft, and is currently developing an airplane that can land vertically. He's been with Pratt and Whitney for about 25 years. In 2001, he decided to pursue something completely different.

At night, Walther takes courses in Fairfield University's American Studies master's program. "I was looking for something that interested me, and Fairfield fit that bill," he says. "Obviously, this degree isn't going to help me with my job. At this point in my career, an MBA wouldn't really do anything for me. But, I also have this dream to someday be a history teacher."

Walther has designed his curriculum around history and politics. His favorite course so far has been on civil liberties. "In the first class, we were told to pick an item from a list of what sounded like interesting topics. We came to find out these were all Supreme Court cases. We had to write a paper about the one we selected."

Like Watsky, who's pursuing her advanced degree in nursing, Walther gets some time off from his employer to take courses. "Pratt and Whitney has a very generous



continuing education program. It pays for everything and gives employees time off to pursue a degree. It's great." He can also leave early to make the late-afternoon class start times. It takes him about an hour to reach campus and 90 minutes to get back home to Granby.

"I'm a last-minute type of guy," admits Walther, adding that he typically "knocks out" his papers on the weekends, sometimes staying up until 2 a.m. to do so. In addition to his job, which often has him on the road – or a plane – he was elected to the Granby Board of Education last year, which takes up much of his time. "My wife complains that I'm never home. I miss a lot of dinners." He says he tries to read when his wife and daughter are asleep, so that when he is home, he can spend time with them.

Going back to school was "kind of scary, trying to figure out how to write an academic paper again," he says. He has an undergraduate degree in aerospace engineering from Syracuse University – which had him writing in a different format altogether.

Aerospace engineer Ron Walther, working toward a master's degree in American Studies, enjoys studying a field outside the scope of his daily work. Not only does he find it enriching, but the coursework has sparked a desire to one day teach history.

He credits both his understanding family and helpful American Studies program administrators with his success in being able to juggle multiple demands. "Assistant Dean Sue Peterson is always so helpful. It's a little different being up here in Hartford," he says. "But despite the juggling, what it comes down to is how much I enjoy the courses I've taken. Class is one of the things I really look forward to in my day." ■

The world of art history

BY ALEJANDRA NAVARRO / PUBLICATIONS
WRITER

It's not that they set out to collect postcards. But that's what seems to happen when one teaches art history in Fairfield University's Department of Visual and Performing Arts. Ask Dr. Philip Eliasoph, Dr. Jesús Escobar, Dr. Katherine Schwab, or Dr. Marice Rose, and they will tell you about the postcards – of sculptures, tapestries, paintings, and buildings representing myriad eras, artistic styles, and cultures around the globe.

These cards are sent by students who have crossed international borders to see in the flesh a work of art or, in some cases, a whole collection that once entranced them in an art history class. These notes from abroad have one

common message: gratitude to their professors for inspiring them to explore art.

“I am learning a lot about myself, and about how beautiful the rest of our world is...,” wrote James Franzetti '97 to Dr. Eliasoph while on a trip to Ecuador. “Thank you for all the privileges your classes afforded me.”

Each year, the Art History Program arms several hundred students with the visual vocabulary to appreciate art – from its aesthetic qualities to its cultural, historical, and technical significance. Some of these students, many of whom enroll in an art history class only to fulfill a core requirement, become captivated by the field and join the now-burgeoning group of art history majors.

Dr. Jesús Escobar, associate professor and specialist in Spanish Renaissance and Baroque art and architecture, sees a simple reason for the attraction to the study of art. “It’s this innate sense we have as humans towards the aesthetic,” he says of the beauty of art. “These works are made to move us.”

When Dr. Eliasoph, who specializes in American painting, Renaissance patronage, and museum studies, joined the faculty 30 years ago,

the program existed primarily as an enhancement to the liberal arts. Today, the Art History Program is blossoming, with approximately 40 majors and an additional 22 minors in the field – more than rival programs at colleges



and universities with a greater number of faculty and far more resources. Fairfield’s Art History Program has three professors and one full-time visiting instructor. A fourth full-time professor, to be hired this spring, will add expertise in medieval art history.

Most students who take art history at Fairfield are truly getting an introduction to it, says Dr. Eliasoph, as it’s an academic discipline that is not often offered in high school. But art history includes many of the humanities subjects they have already taken.

“Art history is a highly interdisciplinary field,” says Dr. Katherine Schwab, associate professor and current director of the program, whose expertise is in Greek art and archaeology. “One needs to be aware of the historical events taking place, the materials used by the artists, the technical advances ... when reflecting

The opportunity to study at Fairfield’s program in Florence, Italy, is one that art history and other majors find especially rewarding. Here, Dr. Philip Eliasoph, professor of art history, stands with Fairfield University students outside the Church of Santa Maria Novella. The 15th-century façade, designed by Leonbattista Alberti (1404-72) was commissioned by Florentine merchant Giovanni Rucellai, whose family coat of arms depicts billowing sails across the entablature.

on artwork. We look at how ideas travel and how they are viewed by different societies. We try to have a better understanding of societies and cultures.” For some students, this breadth and connection are exactly what they are looking for, and a passion is born.

“The program was a combination of everything I loved: art, history, literature, and foreign cultures,” says Dr. Marice Rose '92, who went on to earn a doctorate in art history from Rutgers University and returned to Fairfield as a visiting instructor. “The faculty here are so supportive; they give students a lot of individual attention,” says Dr. Rose. She aims to continue that tradition now that she stands at the helm of a class.

The very faculty who are today her colleagues helped equip her with practical skills while she was their student – hanging paintings for exhibitions on campus with Dr. Eliasoph and conserving plaster casts with Dr. Schwab. With the encouragement of Fairfield faculty, she, too, went off to see original works of art. Some that she encountered (primarily on an archeological dig in Rome) had not been seen or touched for some 3,000 years.

With the same vigor that these Fairfield professors send their students into the world to experience art in person,

they have also worked diligently to bring art from around the globe to campus – in some cases, as permanent collections. Thirty-seven objects from New York City’s Metropolitan Museum of Art plaster cast collection have been on long-term renewable loan to Fairfield since 1991, thanks to negotiations by Dr. Schwab, who realized that the casts (previously in storage at MMA) had tremendous educational potential. In the ensuing years, students engaged in a meticulous hands-on restoration of the casts. Today, many are used in drawing, figure studies, and photography

classes, and others are on display in several locations on campus. Recently, Fairfield received another 19 casts to add to the collection.

Fairfield University’s art collection also includes 30 wooden sculptures from South America, Mexico, Africa, and Asia, donated by the Fass Family of Massachusetts; scrolls donated to the University’s Walsh Art Gallery by artist Wing Mang; pictures of Asian scenes by photographer Cynthia Brumback; and 10 master paintings from the 14th to 16th centuries, part of the Samuel H. Kress Collection, donated by The Discovery Museum in Bridgeport.

Original artworks are necessary tools for art history students, and the faculty stays aware of works that might be available for the University to house, says Dr. Escobar. “We’re all very well linked to the art world in New York and Connecticut, and that helps.”

Just back from a sabbatical in Spain where, as a Fulbright Senior Scholar, he did research for his next book, Dr. Escobar is working with curators at The Cloisters and the Metropolitan Museum of Art’s Medieval department to arrange for a loan of objects to Fairfield. The range of original works of Medieval art include paintings, wood and marble sculptures, jewelry, and metalwork.

“We already take students to museums and galleries,” says Dr. Escobar, noting that the art history team makes the most of its location near many of the nation’s premiere museum and commercial galleries in the area (a number of which become internship sites for students). “But to have original artworks on campus makes teaching that much easier, and the objects that much more accessible for students.”



Students taking classes with Dr. Jesús Escobar, associate professor of art history, learn through the visual images that are part of every class. Dr. Escobar spent last semester as a Fulbright Senior Scholar in Spain.

Fairfield Art History faculty members often collaborate with Dr. Diana Mille, director of the University's Thomas J. Walsh Art Gallery,

which hosts five or six traveling exhibitions each year. Most of these exhibitions are scheduled with educational linkages in mind, so that students taking courses related to the topic also get hands-on experience working with actual works of art.

This fall the Gallery became the site of the first North American showing of *Photography of the Athenian Acropolis: A Restoration Project*. This exhibition came about through years of scholarly research in Athens, where Dr. Schwab is studying the architectural reliefs (known as *metopes*) that originally stood above the columns around the exterior of the Parthenon. In addition to arranging for the exhibition, she brought to campus Socratis Mavrommatis, the restoration project's chief photographer, who has spent 25 years cataloging it. He spent a week at Fairfield giving lectures, seminars, and private tours.

The faculty is currently working on finding a permanent home on campus for the Kress collection, and Dr. Escobar has one possible space in mind – one he says has basilica-like qualities including high ceilings and ample open space. This is one plan among many being proposed in an effort to enhance the study of art history at Fairfield. The Art History faculty and University administrators are looking at ways to raise funds for these changes, one of which is a potential application for a National Endowment for the Humanities Challenge Grant.



Dr. Katherine Schwab, professor of art history, used her international connections to bring the exhibition, Photographs of the Athenian Acropolis: The Restoration Project, to the Thomas J. Walsh Art Gallery last fall. It featured the work of Socratis Mavrommatis (left), chief photographer for the project in Athens.

The Art History program has plans in place to hire a visual resources curator to catalog and preserve the existing slide collection (which has more than 130,000 slides) and to oversee the conversion of the slides into digital images for more extensive use in this and other disciplines. In addition, the faculty would like to expand its special lecture series to bring nationally renowned art historians to campus on a regular basis.

This kind of planning ultimately benefits students. Jennifer TumSuden '04, for example, spent her final semester serving as editor-in-chief of an impressive gallery catalog for the Kress Collection, now in final production. A compilation of student research, it will be used by visitors when viewing the ten

Renaissance and Baroque paintings from the Henry H. Kress Collection that were donated to Fairfield in 2003.

Jen Mortensen '04 was among the 12 students who worked on the Kress catalog project under the supervision of Dr. Eliasoph. "We were actually able to handle original works of art," Mortensen says, still in disbelief. "It gave me an incredible experience, one I wouldn't have gotten in most art history programs." Mortensen evaluated *Andromeda on the Rocks* by Paolo de Metteis (1662-1728), a painting that had not been reviewed for more than 60 years. "I really love the way Fairfield is approaching every aspect of art history," she says, "which is probably the reason the major is growing and so many students are crossing over."



Fairfield University's study abroad program in Florence, Italy, includes opportunities for art history majors to gain hands-on experience in restoring art.

Originally, TumSuden had reservations about becoming an art history major. She quickly learned, after hands-on class assignments such as designing an exhibition from start to finish and serving as the student editor of the Kress catalog, that she could have a successful career. "The solid writing and research skills you gain in art history, you can take into any job," says TumSuden, who is now working in development at the Dana Hall School and plans to do graduate work in art history.

Questions about career options are very real and important, notes Dr. Schwab. To address that concern and give students an idea of the different career paths Fairfield's art history graduates have taken, Dr. Schwab produced an Art History Alumni Directory based on responses from former students. Careers range from

working in the field at international art auctions, commercial galleries, and universities to outside the field as marketing directors, physicians, and attorneys. One alumna who worked at Christie's auction house has paved the way for University students to intern there.

With similar attention to career goals, the art history faculty also initiated an Art History Alumni Forum in 1997. Held every three years (with the next one planned for 2006), the event gives students a chance to talk to professionals in many fields, and gives professionals a chance to network with other alumni. "Very good students come through the program and they go on to such interesting careers, whether related to art or not," Dr. Schwab says.

While the professors are proud of the art history majors who go on

to make a mark in the art world, Dr. Eliasoph says it is humbling to learn that their courses have also influenced students who take different career paths. In his introductory class, students view "this magical convocation of art" from the origins of human art to Greek and Roman art. "Those images are so vivid in their minds that the payoff is to see them, even two or three decades later," he says. For the art history faculty, that reward comes in the form of postcards that express an alumnus' or alumna's delight at finally seeing a memorable work of art – and the society from which it came.

"To know we've made a real difference in their lives," he says, "is very gratifying." ■

Making a place called home

PHOTOS BY JEAN SANTOPATRE / UNIVERSITY PHOTOJOURNALIST

Give some Fairfield University students a standard residence hall room, and amazing things can happen. Whether inspired by HGTV, a favorite theme, or simple old-fashioned creativity, many students go all-out in making their rooms a place to call home. At Fairfield, students have many options during their four years, from singles, doubles, and triples in traditional residence halls to suites, townhouses, and campus apartments as time goes on. We hope you'll enjoy seeing

how some residents of traditional halls meet the design challenge.



Artful oasis

No, that's not senior and resident assistant Vicky Lizardi's window. It's a mirror she hung on the wall, reflecting the delightful surroundings she has created for herself in Dolan Hall (formerly Julie Hall).

Four times the fun

In Kostka Hall, where suite-style living for four includes two bedrooms connected to a shared living room, some students opt for a different arrangement. Bunked in one of their two bedrooms are juniors (top bunks, l-r): Kyle Lautenbach and Matt Castillo, and (bottom bunks, l-r) Austin Ayers and Brendan Cavanaugh.



Purple passion

Want to guess what Jessica Cataldo's favorite color is? A psychology major from Walpole, Mass., the junior has transformed her room in Jogues Hall with a purple theme.



A banner year

For sophomores William Lee and Brian Noonan of Gonzaga Hall, flags are in.

Aloha!

Roommates Alley Montany '08 and Monica Kleszcynski '08 chose a Hawaiian theme for their room in Campion Hall, complete with floral bedspreads, beach chairs, and grass bedskirts.



Bob Sullivan's foray into crime

BY NINA M. RICCIO / PUBLICATIONS WRITER

To talk with Bob Sullivan '90 about his most recent journalistic venture is to feel your heart begin to race and your skin start to crawl.

As technology correspondent for MSNBC.com now living in Seattle, Sullivan, who was a history major at Fairfield University, has spent the past few years talking to criminals while delving into the nitty, gritty world of identity theft. His new book, *Your Evil Twin: Behind the Identity Theft Epidemic* (John Wiley & Sons, 2004), profiles some of the victims –

and more intriguingly, the perpetrators – involved with the crime. “About 10 million Americans have had their identities stolen in the past year. It’s a crime that’s closely connected to terrorism,” says Sullivan. “In fact, the Al Qaeda training manual specifies that trainees should leave camp with five fake personas.”

Not that all identity thieves are terrorists, he adds. One of the shocking realities he’s uncovered is that two-thirds of all such thefts begin when employees steal data (social security numbers, bank account

“About 10 million Americans have had their identities stolen in the past year,” says Bob Sullivan '90, author of Your Evil Twin – worth reading to find out how you can protect your most valuable asset: your name.

numbers, addresses, etc.) from their own companies. Once the thief has that information, it’s easy to open up new lines of credit, apply purchases to the victim’s card, or give the stolen name and verifying information if arrested. “For some people, identity theft is an annoyance. For others, it changes their lives,” he says, citing the case of a Wisconsin man who was arrested repeatedly and lost several jobs during a six-year period after a drug dealer stole his name.

The reasons identity theft is relatively easy, says Sullivan, are systemic. “We’ve gotten hooked on easy credit, with corporate America more interested in speed than in customer safety. They should be giving out credit more slowly.”

Another problem: our nation’s identification systems. There are hundreds of formats for driver’s licenses, for example, and birth certificates are issued by thousands of agencies, all of which means that forgeries are nearly impossible to spot readily. Licenses and birth certificates are known in the business as “breeder documents” because they’re the springboard upon which further theft is built. Talk of standardized, nationally used IDs – internal passports, for example, or a national identification card – are fraught with controversy, mostly over who would have access to the information they contained and what they would legally be allowed to do with it.

“All of us should guard our social security numbers more closely, and shred our bank statements and other personal information. But in the end, that’s really just a bandaid,” says Sullivan. “The real problem is that important, personal information is being divulged by companies, and leaks in the system have not been tightened up. Corporations are just eating around the edge of the issue.”

The thieves profiled in his book, for example, were able to steal hundreds of thousands of dollars from victims simply by gathering information over the phone from banks, insurance companies, and corporations. The most successful of these thieves did most of his dirty work in the early '90s, before the Internet burst onto the scene and made the job even easier.

Sullivan credits Fairfield University, and two professors in particular, with teaching him what he needed to know to be a successful reporter. From philosophy professor, the Rev. Tom Regan, S.J., “I learned that there is truth to be found, and the appetite for getting to the bottom of that drives me every day,” he says. “And Dr. Bill Abbott [history] was the most amazingly well-prepared professor I’ve ever had. He showed how much he cared by how prepared he was, and he taught me to understand the complexity of a topic and appreciate a good argument.”

Earning a Fairfield degree was no easy matter for Sullivan, who struggled financially and actually transferred to a school closer to home until he

could save enough to return. “Maybe that’s one of the reasons he had such an appreciation for learning,” says Dr. Abbott. “He didn’t see college as just an extension of high school; he had a real intellectual compass.”

That intellectual compass earned Sullivan the honor of delivering the valedictory address at his Commencement, an address in which he spoke of social justice and the moral duty to fight injustice when one recognizes it. “It was one of the finest valedictory addresses I can ever remember, and



“Don’t get framed!” cautions Sullivan, shown here with his former history professor, Dr. William Abbott, whose acting skills as the “evil twin” (left photo) were impressive.

I’ve been here 19 years,” says Dr. Abbott, noting that Sullivan was one of the best students he ever had.

“Bob had a real love of learning, of digging to find the truth. That’s what made him a great history student.” Clearly, that’s what makes him a good journalist, too, says Abbott. “The study of history is an outstanding background for journalism. It teaches you how to look up the information you need, how to analyze it, and how to write. A journalist really is an historian of recent events.” ■

How to help prevent ID theft

■ Scrutinize your credit card and bank statements monthly. The sooner you notice a fraudulent transaction, the better. “I’m convinced that a lot of people lose money because they don’t pay close attention,” says Sullivan.

■ Keep the phone numbers of all your credit card companies in a safe place. If your wallet is stolen, call them immediately and put a fraud alert on your account.

■ Look up your credit reports each year. A new law has just been passed to make this available for free and is being phased in this year across the country. You can also access your criminal history and insurance claims to be sure no one has been arrested or made a claim in your name. A good place to begin: www.ChoiceTrust.com, which includes a series of databases to check.

If your identity is stolen:

“It’s up to you to clean up the mess,” says Sullivan.

■ Contact one of the three major credit agencies and put a fraud alert on your account. This will stop the thieves from being able to get new credit in your name.

Equifax: (800) 525-6285

Experian: (888) 397-3742

TransUnion (800) 680-7289

■ Close accounts (bank accounts, your cell phone service provider and Internet provider, etc.) and open new ones. Thieves can wait months before acting on the information they’ve stolen.

■ File a report with the police and with the Federal Trade Commission. The FTC will put the information into a database used by law enforcement officials around the country.

Running on empty?

BY NINA M. RICCIO / PUBLICATIONS WRITER

Back in the days when Jed Clampett went out hunting for some food and ended up striking oil, there seemed to be a limitless supply of black gold just waiting to bubble up from the ground. Today, we're looking at a different picture.

The world is quickly coming to a crossroads, faced with the twin problems of global warming caused by the burning of fossil fuels and the fact that worldwide production of oil is expected to peak sometime in the next 15 to 30 years. "The narrow picture is the oil crisis, but the larger picture is a full-blown energy crisis," says Dr. Lisa Newton, director of the University's Environmental Studies program. "Absolutely anything we can do to save energy – insulating our homes, driving smaller cars, using more efficient appliances, and going to alternative fuels – will ultimately save oil." Of course, saving oil is a tall order for a thirsty country like ours: the United States is by far the biggest oil consumer on the planet, guzzling 7.1 billion barrels of the stuff in 2002 alone, compared with 1.9 billion each for China and Japan, and 985 million for Russia.

Interesting. But what does all this have to do with Fairfield University?

"Universities have the historic responsibility of addressing the problems of society in a comprehensive, systematic, intellectual way that's not available even to the most honest of politicians," says Dr. Newton. That's why the Environmental Studies program at Fairfield is careful to use an integrated approach to the subject, with courses

on ethics, biology, chemistry, economics, international studies, business, and even Jesuit mission and identity. The aim is not just to instruct students in the science of the environment, but to ensure that they consider ethics and policy as well. “After all, you can’t teach this subject without discussing policy,” says Dr. Newton.

Addressing policy

Advocating policy change is what the job of **Kathleen Casey ’91** is all about. The former English major is now a regional director at the Sierra Club,



As regional director of the Sierra Club, Kathleen Casey ’91 focuses her efforts on influencing our nation’s energy policies in ways that will preserve the environment for future generations.

responsible for a territory that includes the states of Washington, Oregon, Alaska, and Idaho. While she does a great deal of public education, much of her job includes lobbying, working with the media, and getting involved with politics – like the time she was on MSNBC’s

Buchanan and Press to discuss the impact of certain policies on the salmon industry.

The Sierra Club supports investment in alternative energy sources such as wind, solar, and biomass (burning wood and agricultural waste to create energy). In the absence of a federal initiative towards those sustainable sources of energy, the states have taken the lead, says Casey. She cites the renewable portfolio standards that fifteen states have recently voted into place. These standards vary from state to state, but each mandate that a certain percentage of electricity needs must be met through non-fossil sources within a given number of years. Then there’s the New Apollo Project, a series of goals endorsed by labor unions as well as many politicians and environmental groups with the aim of freeing the U.S. from foreign oil dependency and creating three million new jobs in the energy field within ten years.

“President Bush’s energy plan, if passed by Congress, will weaken conservation efforts,” she says. The bill, which could open up Alaska to oil drilling and allow oil rigs off the country’s coastlines, will lock in \$30 billion in tax subsidies for oil, coal, and nuclear development in the United States and leave a pittance for alternative fuels. “The consequences of that are very long-term, because Congress only revisits the issue every 20 or 30 years,” she says, noting that the last time the nation tried to put forth a comprehensive energy policy, Jimmy Carter was president.

Creating alternatives

“Energy policy at a national level is at a stalemate,” agrees fellow alum **David O’Brien, M.A.’94**, commissioner of the department of public service for the state of Vermont. He is charged with overseeing the state’s energy policy and planning, and reports directly to the governor. Like Casey, he also notes some exciting developments on the state level. “Minnesota has been aggressive in wind production, as have many of the prairie states where



David O'Brien, M.A.'94, who oversees the state of Vermont's energy policy and planning, believes the United States needs a more balanced energy portfolio.

there are huge tracts of land." Vermont is the only state with an energy efficiency utility, he notes – a utility created specifically to work with home and business owners on conservation and efficiency (encouraging more insulation, installing compact fluorescent bulbs, using natural light and more efficient motors in factories, etc.). That's something that could be of vital importance in Fairfield County, which has the most stressed electrical system in New England. "It's an old system that's long overdue for an upgrade," says O'Brien. And with the area's growth in population and penchant for ever-bigger houses, all with central air conditioning, the situation is not getting any better.

When it comes to remedies, "The United States' best hope is for our top entrepreneurs, not the government, to drive solutions, and for our financial gurus to help figure out funding solutions for these projects," says Dan Cook

CAMPUS CONSERVATION

In 1998, the Department of Campus Operations took a good long look at the University's energy usage and decided Fairfield could do better. Working with a company brought in to advise on conservation, "we've reduced the University's kilowatt-hour usage per square foot by 11 percent," says Ric Taylor, associate vice president for campus planning and operations. "In the same period of time, our BTU usage has dropped by 22 percent." The numbers are impressive, but a lot of hard work went into getting them to that point. To date, the department has:

- Replaced 880 exit signs that used incandescent light with LED displays that use a fraction of the electricity.
- Replaced 7,700 older fluorescent fixtures with energy-saving T-8 lamps and electronic ballasts.
- Changed exterior lights from those with mercury to those using high-pressure sodium. "The saving here is not huge, but the light output is better, so we need fewer fixtures," says Taylor.
- Installed occupancy sensors that turn off the lights if the room is empty. "We had a few problems with this at first," Taylor admits. "Sometimes, the lights would click off if there was an exam and the device didn't sense any movement. A few adjustments solved the problem."
- Installed low-flow showerheads and toilets, which not only saved "a tremendous amount" of water but reduced the sewer use bill as well.
- Replaced boilers and air conditioning chillers with high efficiency units.

In 2001, a grant from the W.M. Keck Foundation and SNET allowed Dr. Evangelos Hadjimichael, dean of the School of Engineering, to spearhead the installation of 800 solar panels – one of the largest residential installations in the country – on the roof of Townhouse 10. This solar array produces 12.5 kilowatts of electricity, "enough to provide 60 percent of the electrical needs for four apartments," says Dr. Hadjimichael. Excess energy is fed back into the grid, which lowers costs even further.

'96, who studied foreign investment in the Chilean wine industry on a Fulbright scholarship before getting an MBA at Harvard. At Harvard, he was co-president of the Sustainable Development Society, a club that took the initiative to raise money and install the second largest solar array in Boston on a building housing a gym and computer lab.

"Right now, there's not enough critical mass to lower costs [for alternative fuels]. However, with a few solid hits, the industry will be at the tipping point where the market will open up beyond highly specialized niches," he says. In many regions of the country, wind is already very competitive on pricing and thus able to compete with traditional sources of electricity. That's certainly the case in Europe. Already, Germany and Denmark derive 20 percent of their electricity needs from wind; Britain and Sweden are headed in the same direction. "Frankly, I'd like to see our government develop a coherent energy policy beyond lip service and token funding for fuel cell projects," says Cook. "The approach should align all segments of the energy policy to be more environmentally responsible, providing for multi-faceted solutions including wind, gas, solar, and fuel cells."

Balancing the energy portfolio

Of course, a big part of the success of any energy policy comes down to the consumer. Higher oil costs, for example, have not substantially reduced the number of SUVs on the road, encouraged bicycle sales, or gotten most of us to put solar panels on the roof. Some of that boils down to cost – few people can invest in solar panels without serious rebates or tax incentives – but much of it is attitude. "Everyone's got to give a bit," says O'Brien. "You might have to look at windmills on a ridgeline, for example."

While O'Brien doesn't like government mandates, he supports the idea of rebates, tax credits, and low-cost loans to help consumers make the switch to alternatives. Dr. Jack Beal, professor of physics and department chair (who also teaches in the Environmental Studies program),

would go a step further. The nuclear and fossil fuel industries have been heavily subsidized for decades, he says. "In order to finance the capitalization needed to get alternatives producing enough power so that we can cut down substantially on oil and gas, they have to be subsidized, too." Add up the cost of those fossil fuel subsidies, plus the military cost of stabilizing the countries that provide the oil, and suddenly alternatives begin to look like an outright bargain.

Whether or not we can eliminate our need for oil altogether is up for debate, but one thing is certain: We need an integrated approach to the problem, one that explores alternative fuels, promotes conservation, and protects the environment. It's also certain that there's no one miracle energy source, one that is at once plentiful, economically feasible, and clean. What's exciting is that the push to promote new sources of energy can also open up new industries and create new jobs.

"It's not very probable that one solution will dominate the future alone," says Cook.

David O'Brien puts it another way: "It's like an investment portfolio. You would never put all your money into one source. Likewise, you balance out your energy needs with different sources." ■

Class of '88 profile:
Patrick Mulkern: A master of persuasion

BY ALEJANDRA NAVARRO

Patrick Mulkern '88 has a talent for persuading people to surrender what they don't want to. After earning a bachelor's degree in marketing from Fairfield University, he could have excelled in business, persuading people to part with their money. Instead Mulkern, now a sergeant with the Plano Police Department in Texas, persuades criminal suspects to confess to their crimes.

"I get them to tell me things that aren't in their best interest," says Mulkern, who now heads the criminal investigation division's intelligence unit. "Many times they want to tell what they did. It's a confession. And they thank me for it in the end." The key, says Mulkern, is to treat people with respect. "If they don't have dignity, they are not going to tell you anything; they will be ashamed," he says.

Given his outlook on humanity, it is fitting that Jesuits gave Mulkern his first introduction to law enforcement. After graduation, he joined the Jesuit Volunteer Corps (JVC), which placed him in a Dallas halfway house for men on probation. Working with an unfamiliar population of felons was an eye-opening experience.

"I learned a lot about myself and what I was capable of doing,"



says Mulkern. "And it moved me a little closer to criminal justice work."

There, he made contacts that helped him land him a job as a parole officer for Dallas County. Four years later, he joined the Plano Police Department as a beat cop in a city of 250,000 residents just north of Dallas, and was promoted to sergeant. In July 2000, he took command of the intelligence unit, a

team of seven detectives who handle special investigations, such as murders. The unit learns the identity and location of suspects and determines the kinds of activity these criminals are capable of. The unit Mulkern heads also serves as a liaison to other criminal justice agencies, and one of his officers sits on the regional FBI terrorism task force.

Mulkern says he often uses the critical thinking skills he learned at Fairfield to solve crimes, such as the recent pursuit of a Plano serial robber. Mulkern and his unit identified an area where the suspect would likely be hiding, based on information gathered from police databases, the crime scenes, surveillance, and interviews. They found him in a Dallas motel with guns, drugs, and stolen money – as well as evidence linking him to several theater robberies in Dallas.

Mulkern is careful in his job, and not just because he and his wife, Jane, recently had their first child, Nicole.

"We never do anything unsafe," he explains. "My guys and I are going home today, but we're going to outsmart the bad guy and take him to jail before we do." ■

Class of '99 profile:
Mary Grillo: Bridging the gap

BY NINA M. RICCIO

It was after her junior year at Fairfield University that Mary Grillo '99 went on her first mission trip, a two-week journey to Ecuador. There, the Mission Volunteers enmeshed themselves into village life, living with the people of the town and spending time in a hospital for people with Hansen's disease (leprosy). In this country full of striking contrasts, one really stood out for Grillo.

"There was a very wealthy city with houses that were amazing even by American standards, and it was separated from a very poor city by a bridge," she recalls. "I remember standing on the bridge and wondering why the rich didn't cross over and help the farmers living in the sugar cane shacks. Then it occurred to me that that could be me, every time I drive through a city like Bridgeport and don't do anything. I didn't want to be that person."

No one can accuse Grillo of turning her back on those in need. While an undergrad, she was a member of Sunshine Kids, a program that sends University students to Bridgeport to work with children whose families had been affected by HIV/AIDS. As a biology major, she thought about pursuing a job at a pharmaceutical company – she had done an internship at Merck – but realized the work would be "too many steps away from what I really wanted to be doing."

Instead, she signed up with the Jesuit Volunteer Corps (JVC) after



graduation, which placed her in North Carolina to work in a homeless shelter. "I was fascinated by the work," she says. "Everyone has a story to tell, and I was really drawn to that population." So much so that she stayed on after her contract with JVC was over, moving to a different shelter, this time a 300-bed facility for men with severe and persistent mental illness. "My time with JVC made me realize that it's my purpose to help others and to work with the mentally ill," Grillo says.

Grillo is quick to admit that her Jesuit education played a big part in shaping the person she has become. She cites a number of professors who stood out in her mind, but notes the Rev. Simon Harak, S.J., in particular. "He taught me to think critically, and those critical thinking skills really drew me into social work," she says. "He lived in my dorm (Regis) and would hold these late-night discussions on social justice. I had him for a religion class, and on some days I'd walk out thinking he was a complete idiot, and on other days was convinced he was a genius."

Two years ago, Grillo left her job in order to go back to school full time. Today, she's finishing up a master's degree in social work at the University of North Carolina. "The M.S.W. will allow me to move up in my career and also do therapy," she says. Grillo's latest placement, a requirement for her degree, is at a hospital doing forensic psychiatry. "Forensic psychiatry is the place where mental health and the law overlap," she explains. "People with severe mental illness who commit crimes come to this hospital to be treated."

This past summer, Grillo had the chance to travel with her class to South Africa for two weeks. They studied in Johannesburg and Cape Town, exploring various sustainable programs and looking at how the country has dealt with the AIDS crisis. "Once you're diagnosed with HIV in South Africa, you have access to hospice care," she notes. "The disease there is terminal much more quickly because they don't have the medicines we have."

Now, instead of merely standing on a bridge as she did in Ecuador, Grillo is building them. "People often ask me why others become homeless," Grillo says. "I tell them it's because they don't have enough support, so they can't weather the hard times." Social work, she says, is about building support systems and using them to bridge the gap between what a person has and what a person needs. ■