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Fall 2020

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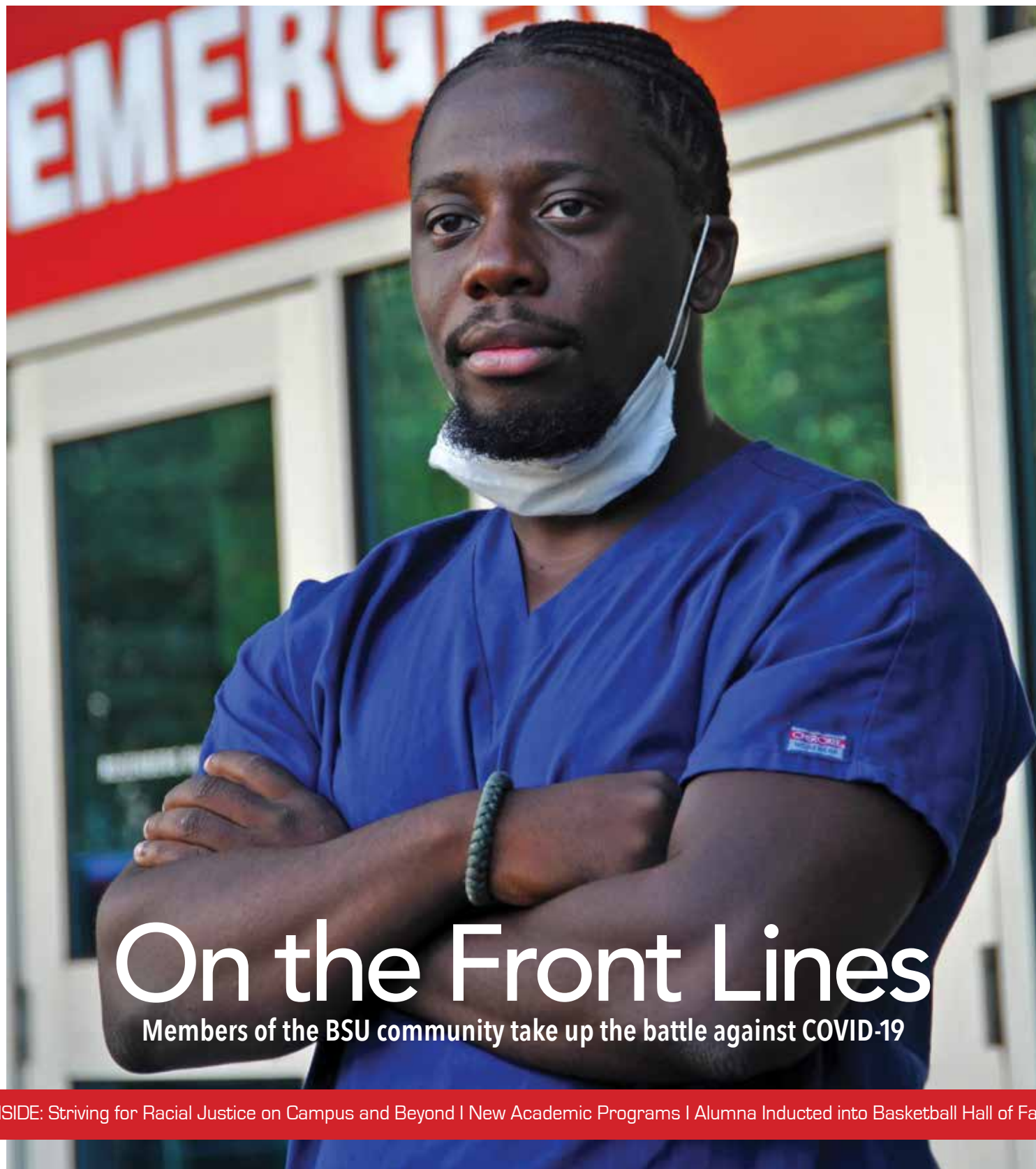
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# Bridgewater

FALL 2020

STATE UNIVERSITY MAGAZINE



## On the Front Lines

Members of the BSU community take up the battle against COVID-19

INSIDE: Striving for Racial Justice on Campus and Beyond | New Academic Programs | Alumna Inducted into Basketball Hall of Fame





# STUDENT SPOTLIGHT

**Gabriella Rivera, '22**, is intent on giving her best to the world. A student of color, she has picked up the mantle of racial justice and is one of BSU's most involved and motivated students.

The family of the San Francisco native moved to Hanover when Gabriella was young. She is majoring in elementary education and Spanish with a concentration in special education. Her involvement at BSU includes membership in Bridgewater Stands United, a campus organization pursuing peace and diversity. Gabriella is a diversity and social justice fellow with the Honors Program and has participated in many racial justice-themed events on campus, including this summer's Amplify: Black and Brown Students Forum. She's also helped hire a dean at BSU and plays a role in the university's orientation program for new faculty. In early fall she was selected to be a student ambassador by the Honors Program.

That's why Gabriella was tapped to be a student representative on the Presidential Task Force on Racial Justice and co-chair of its Creating a Place for Ongoing Support, Problem Solving, Reporting Resolution and Response Committee.

**What are your thoughts about what happened in the wake of George Floyd's death?**  
The events surrounding the death of Mr. Floyd and the Black Lives Matter protests were a wakeup call for our nation to stand up against racial inequalities and injustices. John Lewis reminds us that "We must work for the community of love, peace and true brotherhood. Our minds, souls and hearts cannot rest until freedom and justice exist for all people." The tragedy of Mr. Floyd's death has forced us to confront our nation's history of racism, raise our consciousness, identify racism in all our institutions, enact antiracist policies and create a more equitable world for all people.

**What have been your experiences of racism?**  
Growing up as a woman of color, I have experienced both overt and subtle forms of racism, beginning with racist behaviors and attitudes in school and at summer camp. This summer, at the height of the BLM protests, our family was startled in the middle of the night twice by what sounded like someone kicking in our front door. Our security camera revealed that it was a white male. There have also been more subtle forms of implicit racial bias throughout my life.

**What are your plans regarding both your career and your activism?**  
This semester, I will be working on an Education Department Honors contract that will involve research into racial bias and the achievement gap, a topic I hope to pursue in more depth for my Honors thesis. I plan to earn a postgraduate degree in education with a concentration in Spanish and special needs. I am excited by the prospect of one day being able to make an impact in the lives of children who have been marginalized by society because of their race and socio-economic status. There is a West African proverb that says, "The lion's story will never be known as long as the hunter is the one to tell it." We need to create curricula that are culturally relevant to children of color, among many other changes.

*Interview by John Winters, G'11*

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*Bridgewater keeps alumni, faculty, students and their families, staff and friends of Bridgewater State University informed about the university community and its impact on the region.*

This magazine is written, designed and edited by the Office of Creative Services and Publications with the needs of its varied audiences at heart and in mind.

For up-to-date university news, activities and events, and to view past issues of the magazine, visit <http://bridgew.edu/news-events>.

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## FEATURES

### COVID-19: STANDING TALL IN A TIME OF NEED

- 12 BSU alumni and students work on the front lines of the pandemic
- 20 ANSWERING THE CALL  
With anxiety and desperation on the increase as a result of COVID-19, these Bears are providing support working local helplines
- 24 SURVEY SAYS ...  
A team of BSU faculty members conduct one of the first surveys in the country of K-12 teachers and the impact of COVID-19
- 27 TAKING ACTION  
Education professor's work addresses both the pandemic and racial issues

### RACIAL JUSTICE AT BSU: SPEAKING UP, SPEAKING OUT

- 28 RESEARCH MATTERS  
Careers and more follow from undergraduate research projects examining issues of race and immigration
- 34 LISTENING IN  
Three faculty members share their thoughts about racial justice in America 2020
- 37 STANDING FOR CHANGE  
Part-time faculty member co-leads local group seeking racial justice
- 38 TIMELY LESSONS  
Administrator and adjunct faculty member Dr. Meghan McCoy, G'09, develops lessons addressing bias and diversity issues for area schools
- 40 GIVING VOICE  
Shayla Mombeleur, '12, seeks justice for the underrepresented

## DEPARTMENTS

- 2 PRESIDENT'S PERSPECTIVE
- 6 CAMPUS CONNECTION  
BSU News, Student Perspective, Faculty Focus
- 42 ALUMNI UPDATE  
Class Notes, Marriages, In Memoriam, Alumni Services, Career Services, Alumni Profiles
- 48 PARTING SHOT

**ON THE COVER:**  
Chris Laguerre, '17, witnessed the effects of COVID-19 firsthand as a member of the ambulatory flow pool at Beth Israel Deaconess Medical Center. What he saw helped shape his future plans as he pursues a master's degree in public health. (Read more about Mr. Laguerre on page 12.)

*photo by Karen Callan*





# PRESIDENT'S PERSPECTIVE

PRESIDENT FREDERICK W. CLARK JR., ESQ., '83

President Clark sat down on the opening day of the fall semester to talk about the critical issues facing Bridgewater State University and the world these days, specifically the pandemic and racial justice. Many of the things the president discusses are dealt with in detail throughout the pages of this issue. More information on these topics is available at [www.bridgew.edu](http://www.bridgew.edu).

## **It's opening day here at BSU and also just beyond the halfway point of 2020. What are your reflections on what this most challenging of years has meant to the institution and its people?**

This year has defied description, that's for sure, even with our long and storied history. I know we've had challenges in the past with demographic shifts; we've had challenges with recessions and a Great Depression. We've even gone through a pandemic, if you think back to 1918. Add on top of this, racial justice, an issue that Bridgewater has faced in the past as well. When you put together all of those forces, along with the budget ramifications, it's pretty unprecedented. What I would say is that I'm not dispirited. I'm optimistic, and what I've observed from the beginning is that we adapt to whatever challenge is in front of us; we don't succumb to it. It makes us aspire to be better, to improve, to meet the adversity, and to move beyond it by being innovative, working harder and by being compassionate, all of the qualities that have endured here at Bridgewater for 180 years. We don't have a sense that we just need to survive. We're boldly confronting these issues, and we have a philosophy that's embedded in the DNA of this institution that we will thrive through whatever difficulties are in front of us. And what I mean by that is that we'll come out the other side better and stronger – that's just the Bridgewater way.

## **What have proved to be the university's strengths during these trying times?**

It's all about our people. Our people are resilient, and our people understand when it's stormy outside we have to come together to weather it. And we have. Our faculty, staff, our librarians, our students and our alumni, everyone, has come together in different ways, whether shifting classes from in-person to online, moving people in and out of residence halls, or raising money for our student emergency funds. That's what I see – the coming together and never forgetting why we're here in the first place. We're not here for any other purpose than to keep the doors of opportunity open wide for our students and to keep them on track and on their paths to success, not only in terms of graduating, but

also in life. That mission is always front and center. I've seen some institutions forget this, and they lose their way. We don't lose our way here at Bridgewater.

## **Can you share some insight into what went into the plan to make sure the campus is as safe as possible?**

A lot of hard work. People have clearly been giving their all from the very first moment of the pandemic to today, and I'm certain they will continue to do their best. We've involved the entire campus; it was an inclusive process with regard to shared decision making. We were able to build a COVID-19 group that's helped us, not only with the response, but also with planning. For the fall, the Safe Return Task Force led by Provost and Vice President for Academic Affairs Karim Ismaili has been extremely effective, because many of the issues that needed to be resolved were academic in nature.

The other key element is that we never rushed to judgment. We knew that it wasn't important to be first (to make decisions), but that it would be damaging to be last. So, we tried to land in the middle: Observe how others were navigating and try to learn from them, and make sure we paid attention to the best science. Ultimately, I believe we made a lot of good and practical decisions that have served the institution well. Sitting here today, I don't have a single regret about any (COVID-19-related) decision we've made. We may have gotten something wrong – time will tell. But as for the process leading to this moment, I feel extremely positive and confident in what we've done and how we've done it.

## **What has been the feedback from members of the BSU community thus far?**

We've gotten a lot of feedback from our community, but also from the larger community beyond the borders of Bridgewater State. The most important feedback comes from our students and their families, and it has been tremendously positive. They feel as though we've done all there is to do to keep them safe and that we've left no stone unturned. From faculty and staff, we've heard, directly through their unions, that they feel we've listened

to them and their concerns. As for the town, the leadership is very confident, as well. In fact, when we shared the number of positive test results for students with COVID-19, they were very surprised it was that low. They may have expected the worst, but that's not the case, at least at this stage.

## **The other critical issue of our time is racial justice. Looking back, how would you characterize BSU's efforts on this front?**

Well, we've come a long way from the days when I was a student here, but we have a long way to go, and the national, local and institutional conversations that have been occurring have really allowed us to hold up a mirror and recognize that all of the good we have done and continue to do isn't good enough. We need to redouble our efforts.

Honestly, I've been extremely proud of Bridgewater over the years. When I was a student, the percentage of students of color was about four percent, compared to today where 29 percent of the incoming class are students of color, as are 27 percent of the overall student body. The days where we had few students of color in the time of the late Paul Gaines, G'68, BSU's first director of minority affairs (see page 10), they felt more supported, they had mentors and guides. Some of our students today have let us know over the last few months that they feel a little bit lost, that they don't feel as supported, even though they were feeling welcomed. Obviously, something is missing. So we have to work harder to make our students of color feel supported and feel a sense of community, a sense of belonging. From everything I've heard over the past couple of months, that's probably what struck me the most. I felt that we were doing a lot when it comes to closing achievement gaps, making sure our education was equitable, leaving no student behind. But those efforts aren't enough if students, as they're navigating through Bridgewater State, don't feel a sense of belonging and don't feel supported. We have to do better in that area.

The other observation, even though we have about 27 percent students of color, only 19 percent of our faculty are men and women of color, so there's a mismatch there. Meanwhile, only 10 percent of our staff and administrators are people of color. So we have a lot of work to do on the hiring front. Whether it's curricula changes, investigating implicit bias or privilege, or ensuring that we have racially just policing policies, I've charged the Special Presidential



Task Force on Racial Justice with looking at everything. Nothing is off limits. What we seek is a set of recommendations, some that we can implement immediately, while others may take a little bit longer, but I don't want to miss anything. The task force is charged with listening, being introspective with a critical eye, looking at wise practices from around the country and around the world, and making recommendations that are implementable, practical and helpful for Bridgewater State to move to the next level in its evolution.

## **I know you've committed to addressing this issue in an ongoing and holistic manner. Can you speak to some of the plans that have been put in place?**

The overall philosophy guiding the task force's efforts is that we can do better, and we realize it. The group is wonderfully inclusive, and I know we are going to do great work. As one example, I think we can do more in the community. We serve all of Southeastern Massachusetts, but we have a particular warm spot in our hearts for the gateway cities (Brockton, Taunton, New Bedford and Fall River). Of all the students in those cities, on average, about 60 percent are students of color. But if you look at the teachers, only

*“So much has happened that’s positive on this campus. I keep saying that we won’t let this pandemic define us. We are moving this campus forward even as we navigate the pandemic and other challenges... The BSU spirit remains strong, and the banners are hanging in front of Boyden Hall... We’re very proud of that.”* – President Frederick W. Clark Jr., ’83

eight percent are teachers of color. Now if we’re the state’s largest producer of K-12 teachers, we have a role to play in trying to diversify the pool of new teachers. We’re working to create a pipeline between BSU and these gateway cities, a grow-your-own teacher program, and I’m raising funds specifically for that purpose. Because if students don’t see at the front of the class a person who looks like them, they may not have someone to follow as a role model. You won’t become what you don’t see. We need to address that issue. This is one area of focus I’m hoping will be part of our action plan going forward.

**What are the hallmarks of progress you’d like to see?**

We’ve already begun to assemble constituencies around campus to listen; I’m very focused right now on making sure people know that their voices are being heard. In addition to the work of the task force, we’re also dedicating the entire academic year to the theme of racial justice in partnership with the task force and the Martin Richard Institute for Social Justice. Our provost, Dr. Ismaili, is a champion of racial justice, and he’s focused on this issue. We plan to have academic programming that will be part of our efforts, as well. We don’t want to miss an opportunity to engage the campus around this important theme.

As for outcomes, what I care most about will come from the voices of our students of color, and what I’m hoping I hear them say after we’ve implemented a new agenda is that they do feel more supported, that they do feel more a part of a community, and that they have the guides and mentors that they need – that all students need – in order to succeed here at Bridgewater.

**The fall semester is officially underway. What are your thoughts and hopes as we continue through the second half of this unprecedented year?**

At the end of the day, in order for us to succeed, it’s going to come down to our individual and collective responsibility with regard to our health protocols and guidelines. Following these guidelines will allow us to remain physically together as a community. But without that adherence, we’ll have to go through another painful separation like we witnessed in March, where I’d have to send students home, and I desperately don’t want to do that for many reasons. The fact of the matter is, you can do everything possible with regard to planning and execution, but individual responsibility is the key. I trust and have faith in Bridgewater State. And that faith is borne from 41 years of involvement here. I’ve seen us overcome challenge after challenge. We will do so once again.

# Seeking Change

## Presidential Task Force on Racial Justice Leads the Way

ON A WEDNESDAY NIGHT IN JUNE, President Clark saw outside Boyden Hall a group of two-dozen students protesting the recent killings of George Floyd, Breonna Taylor and Ahmaud Arbery. He went outside and spoke to the students, who he found were “passionate and thoughtful” in their responses to the police brutality that had resulted in the deaths of so many unarmed people of color across the country.

“I reaffirmed my unwavering support for the Black Lives Matter movement, and we had an open and honest dialogue over specific ways in which BSU could further integrate racial justice into all aspects of the university,” he said. “They asked me and BSU to ‘do better.’ Our students are right: we can and will do better.”

Thus the seeds were planted for a handful of measures, chiefly the formation of the Presidential Task Force on Racial Justice. President Clark charged the task force to be introspective, listen, honestly evaluate how the university can do better and to thoughtfully develop recommendations for an action agenda to make change.

President Clark also announced that the entire 2020-21 academic year will be dedicated to the issue of racial justice. Under the leadership of the Martin Richard Institute for Social Justice, BSU will develop a series of forums, events and discussions that will engage the entire university family in this important work. “This is just the beginning,” the president said.

The task force is chaired by Trustee Davede Alexander; Dr. Mary K. Grant, senior administrative fellow for civics and social justice; and Dr. Carolyn Petrosino, professor emerita of criminal justice, and its membership comprises students, administrators, faculty, an alumna and local residents.

Remote meetings began in August, and in late September, the task force announced the formation of six subcommittees. The areas of focus are: curricula and co-curricula; the BSU workforce; education, training and continued learning opportunities for faculty, staff and students; investing in and supporting students; police and public safety; and creating a place for ongoing support, problem solving, reporting resolution and response.

The set of recommendations is expected to be announced next year.

The president announced a list of changes on September 28 that went into effect immediately:

– The Board of Trustees approved the renaming of the Center for Multicultural Affairs to the Lewis and Gaines Center for Inclusion and Equity. Sarah Ann Lewis was Bridgewater State’s first graduate of color, earning her diploma in 1869. The late Paul Gaines, G’68, was a longtime administrator who devoted decades of his life to advancing equality and equity for all and changed fundamentally and forever the entire culture of the institution. (See page 10 to learn about Mr. Gaines’ life and contributions to the university.)

– Over the summer, BSU raised \$650,000 toward a goal of \$1 million in new private philanthropic support for BSU students of color. A portion of these funds will be used to finance new scholarships (including one honoring Mr. Gaines) for students of color who are pursuing a degree in education and who also pledge to serve as a teacher in a gateway city in Massachusetts.

– The university is inaugurating a series of faculty and staff-led workshops and discussions, guest speakers and anti-racist initiatives open to all members of the BSU community.

President Clark said these racial justice initiatives demonstrate the critical need to take a stand on one of the most pressing issues of our time. “My commitment is to leave no stone unturned in fostering inclusion and equity at Bridgewater State University,” he said. “If higher education is to truly become the ‘great equalizer – the balance wheel of the social machinery’ – it must equitably serve *all* people. Bridgewater always has and always will actively pursue truth and understanding as we activate our values of diversity, inclusion and equality.”

# COVID-19 Brings Changes, New Protocols and Preparation

Prior to the start of the fall semester, the university undertook a large number of precautions and instituted new protocols to safeguard those who come to campus. Much of the planning was done by members of the Safe Return Task Force.

*Steps taken include:*

- Face masks are mandatory for everyone on campus.
- A robust COVID-19 training, testing and tracing protocol has been instituted, and as of the first week of October, nearly 5,000 tests had been completed with only a handful of positives.
- Most courses for the fall semester are being taught remotely.
- Cleaning and public health protocols have been implemented in all buildings.
- Employees must complete mandatory training on how to stay safe and healthy during the pandemic.

– A special Student Emergency Fund was set up for those in need. With the support of the university’s generous donors and the federal CARES Act assistance, BSU had, as of early October, helped more than 1,500 students, disbursing approximately \$1 million.

– A rapid notification system was established through the Wellness Center to help identify anyone who may have shared physical space with a newly diagnosed member of the campus community, with a priority placed on protecting the privacy of all involved.

– A Code of Public Health Training was developed to provide students with critical information and training videos for current best practices with respect to COVID-19 safety and prevention as informed by the Massachusetts Department of Public Health and the Centers for Disease Control and Prevention.



# FACULTY FOCUS

DR. WALTER E. HARPER JR. / ANTHROPOLOGY



For those who watched the cities of America explode in protests following the police killing of George Floyd and had the feeling the country was stumbling into uncharted territory, Dr. Walter E. Harper Jr. has news for them.

We've been there before.

"Because of the George Floyd incident, it is important to note that urban unrest was also going on in Chicago and other U.S. cities throughout the 20<sup>th</sup> century," he said.

Born in 1950, this visiting associate professor in the Department of Anthropology became familiar with racism firsthand. There were racial demonstrations and riots erupting in Chicago during his youth, and he also lived in a world defined by segregation. In fact, he was born not in the hospital of his mother's choice, but at Provident Hospital, which was historically the only medical institution in the city that openly accepted African-American patients.

It was a childhood that had its highs and lows, Dr. Harper said. "On one level, it was a wonderful experience for me; on another level, it was extremely painful, based on the racial antipathy that was going on in the city," he said.

An especially painful example was when members of a Chicago-based hate group burned a cross on the Harper family's lawn. The Chicago area was also home base for the American Nazi Party, whose members were regularly visible when Dr. Harper took the bus to attend high school, often enduring their racial epithets. "The amount of hate I saw in Chicago was worse than what many people would observe in the antebellum southern area of the United States," Dr. Harper sadly recalled.

Overt racism was something African-American residents of Chicago – and across the country – experienced then, as now. Chicago was also a city of neighborhoods, most of which were segregated. The Harper's home was in the Park Manor community, where the infamous gangster Al Capone and his family lived before the neighborhood became populated predominately by African-Americans. The schools in the neighborhood were considered sub-standard, prompting Dr. Harper's mother to convert to Roman Catholicism as the church's schools were the only private educational institutions that she and her husband could afford. That decision gave Dr. Harper and his siblings the opportunity to receive what his mother termed "an academically excellent and emotionally transformative education from elementary school to college."

"It was a great experience, and it made me aware of the civil rights movement and the social justice legacy of people like Dorothy Day and others," Dr. Harper said.

Dr. Harper said his Roman Catholic education also helped him learn about social inequality and the social initiatives designed to alleviate such inequality, such as the Catholic Family and Catholic Worker movements. One of his early mentors was Father Richard Morrisroe, who was in the thick of the civil rights battles of the early 1960s. Around that time, he offered to take Dr. Harper to Alabama for a voting rights push for African-Americans organized by the Student Non-Violent Coordinating Committee. At the last minute, fearing the event could become dangerous, Dr. Harper's

father didn't allow him to attend. As it turned out, Father Morrisroe was shot and badly wounded, and one of his fellow activists, Episcopal seminarian Jonathan Daniels, was killed.

The incident drove home not only the need for change in this country, but also underlined the danger in pursuing it.

Because of segregation that unofficially restricted where African-Americans could live, when he was growing up, Dr. Harper would see on the street prominent African-Americans, such as Mohammed Ali, Marvin Gaye and Mahalia Jackson, who lived nearby, as well as some of the great civil rights leaders. He saw Martin Luther King when he came to Chicago and led an open housing march in 1966. After Dr. King's death in April 1968, the city was riven by riots. "My own neighborhood was just utter pandemonium," he said.

Dr. Harper said the overriding lessons he took away from his early years can be summed up in two questions: How do you deal with hate? And, what can you do to make the world a better place? His search for answers led him to enter the Roman Catholic seminary at age 13. However, nine years later, in 1972, he felt compelled to become an educator. That decision changed the course of his life and provided a much better fit for what he wanted to do.

"Growing up in Chicago gave me a sense of what it really meant to be an African-American with values and asking myself how I can give back," Dr. Harper said.

Wherever he's taught, including seven years at BSU, he has tried to inculcate in his students that idea of having a higher purpose in life and the need to look out for their fellow human beings.

To help meet that goal, Dr. Harper teaches a popular course he developed years ago that focuses on the 1950s classic television show *The Twilight Zone*. The program provides a lens through which he and his students examine American history and culture from an anthropological perspective, as well as explore the dilemma of the human predicament.

"The most important thing I try to get across in the course is what it means to be human," he said, adding that in this moment when racial justice is top of mind for millions of Americans, he's optimistic his students will be shaped, as he was, into individuals who strive to ensure equity and dignity for all.

# CAMPUS CONNECTION

NEWS AND NEWSMAKERS

## New Partnership for MSW Program

The College of Graduate Studies has signed a partnership with the Needham-based Justice Resource Institute (JRI), an organization that offers 100 diverse programs designed to meet the needs of underserved individuals, families and communities. BSU and JRI will each cover a third of the tuition for JRI employees as they take classes in the Master of Social Work program. According to Dr. Lisa Krissoff Boehm, Dean of the College of Graduate Studies, JRI is eager to bring on BSU students for a wide variety of internship opportunities.

"Ultimately we are making a better Massachusetts because social workers improve our communities in so many ways," Dr. Boehm said. "We are more successful as individuals, families and institutions through the work of social workers."

## Lumina Foundation Grant Will Aid Key Initiatives

BSU is one of six Massachusetts public colleges and universities receiving part of a \$1.2 million grant from the Lumina Foundation. The funding supports three initiatives at BSU: the Summer Bears program that eases the transition to college for high school students with lower GPAs; a new staff position serving students most at risk of not persisting in their education; and the Leading for Change Higher Education Consortium, a voluntary collaboration of higher education institutions in Massachusetts and New England committed to identifying best practices in the fostering of institutional diversity.

BSU was recognized for its data-informed efforts to close racial education gaps. University leaders strive to support the success of every student and recognize that due to systemic racism, students of color must often overcome added barriers to their academic success.

Colleges and universities nationwide must confront those equity gaps, said Dr. Sabrina Gentlewarrior, vice president for student success and diversity.

"Higher education needs to simultaneously engage in educational excellence, support learners that would benefit from additional services, and examine and rectify ways in which institutions of higher education need to change to support all students who come to us," she said. "While BSU has much work to do to eliminate our racial educational gaps, this grant is a testament to the campus-wide work occurring – from the faculty and librarians teaching our students to the staff who support them outside the classroom."



# STUDENT PERSPECTIVE

POEM BY JEAN B. MERCREDY, '22



While no one can say when the COVID-19 pandemic will ease, Jean B. Mercredy is already looking forward to that day. In fact, he’s commemorated it with a poem he’s written called “When All of This is Over.”

The Haitian native and Holbrook resident writes poetry in his spare time and delivers some of it in spoken word performances. Being a global management major carrying minors in health care resources and Spanish doesn’t leave much free time, but this enterprising student makes room for studies and work, as well as his passions – he’s also a fine dancer, specializing in Latin dances such as the salsa and merengue.

Jean works at South Shore Hospital in Weymouth in the Emerson Four unit as a unit coordinator, where he handles admissions and discharge paperwork, and serves as a liaison between patients and medical staff. The demands of his job increased this spring when the region had its largest number of coronavirus cases, and he quickly became accustomed to wearing a mask and social distancing as part of his work day.

Writing poetry helps him deal with life’s difficulties. “If I’m in stress or struggling, it’s a way of taking the stress away and helping me to connect with other people or to an audience,” Jean said.

We share this poem of his in hopes it will similarly bring some solace to our readers.

## When All of This is Over

When all of this is over  
I will come up to you and shake your hand  
When all of this is over  
I will hug you like I have never done before  
When all of this is over  
We will hold each other like never before  
When all of this is over  
I will wave at you and smile  
When all of this is over  
I will write you words of thankfulness  
When all of this is over  
We will worship the Lord under the same roof  
When all of this is over  
I will celebrate, honor, and exalt you with priceless ornaments  
For standing strong on the front lines

You are a health care worker  
You are an EMT  
You volunteer to assist a suspected covid-19  
You are a janitor who cleans after the sick  
You are a nurse who is devoted to individual care in this catastrophe  
You are a doctor who gives 100 percent of yourself  
Where there you are a member of the ER  
Or you coordinated a unit or did an assignment  
You are a member of the health care system  
Where there you were responsible to secure a place or to construct facilities

I am telling you right now!  
When all of this is over  
I will come up to you and shake your hand  
When all of this is over  
I will hug you like I have never done before  
When all of this is over  
We will hold each other like never before  
When all of this is over  
I will wave at you and smile  
When all of this is over  
I will write you words of thankfulness  
When all of this is over  
We will worship the Lord under the same roof  
When all of this is over  
I will celebrate, honor, and exalt you with priceless ornaments  
For standing strong on the front lines  
In the meantime  
Thank you!!!

# CAMPUS CONNECTION

NEWS AND NEWSMAKERS

## New Academic Offerings

Bridgewater State University has always worked to prepare its students to meet the needs of the job market and, to that end, is adding new programs and increasing access to existing programs. Among the new offerings are:

- The much-anticipated state approval of BSU’s first engineering major took place in early fall. Beginning with the 2021 academic year, a Bachelor of Science degree in photonics and optical engineering will be available. It is BSU’s first new major in six years.
- The College of Continuing Studies has increased access to the bachelor’s degree in management, which is now available online, and the Bachelor of Arts degree in Spanish is now offered as an evening program.

- New in the College of Graduate Studies is a master’s level degree in higher education administration, a cybercriminology and cybersecurity certificate program, an online course design certificate program and the Master of Social Work Saturday Program, beginning next academic year.
- BSU is also offering an early admission program for the following: business administration, three criminal justice concentrations, English, and the physical education/strength and conditioning concentration.

The early admission program allows enrolled undergraduates in their senior year to apply for an approved graduate program. Students accepted under the early acceptance program must begin taking graduate courses the semester after receipt of their bachelor’s degree.

## Faculty Bookshelf

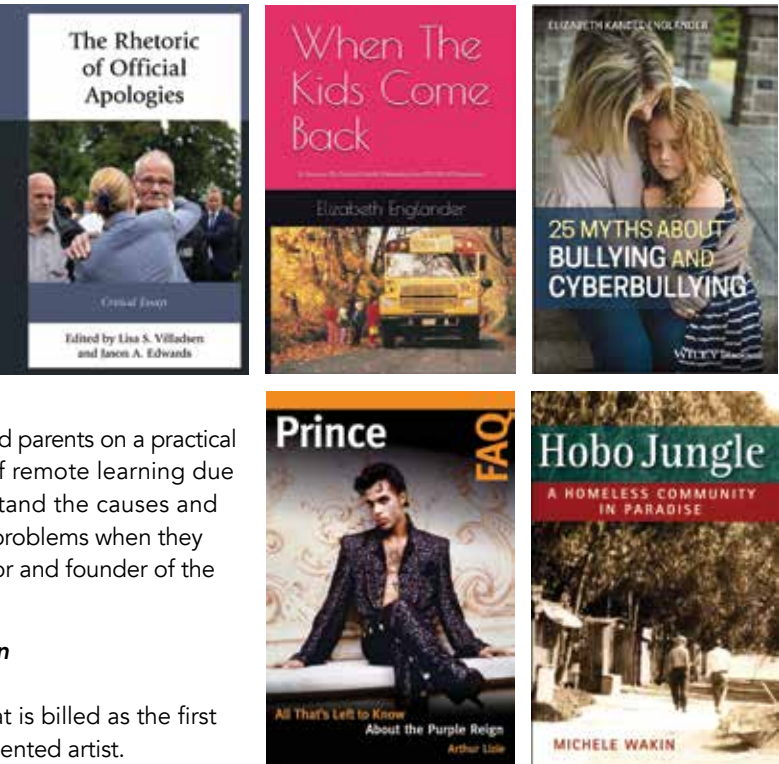
**The Rhetoric of Official Apologies: Critical Essays**  
Co-edited by Dr. Jason A. Edwards, also a contributor  
This book provides a varied look at the multiple political, social and philosophical issues at stake when an official apology is offered to a group of victims. Dr. Edwards is a professor of communication studies.

**When The Kids Come Back: A Return-To-School Guide After the COVID-19 Pandemic**  
**25 Myths About Bullying and Cyberbullying**  
by Dr. Elizabeth Englander

The first of these two books is designed to help educators and parents on a practical level for when youngsters return to school after months of remote learning due to the pandemic. The second book helps parents understand the causes and consequences of bullying and ways to effectively deal with problems when they arise. Dr. Englander is a professor of psychology, and director and founder of the Massachusetts Aggression Reduction Center at BSU.

**Prince FAQ: All That’s Left to Know About the Purple Reign**  
by Dr. Arthur Lizie  
The professor of communication studies has produced what is billed as the first comprehensive book about the life and work of the multi-talented artist.

**Hobo Jungle: A Homeless Community in Paradise**  
by Dr. Michelle Wakin  
Hobo Jungle, according to its publisher, explores the evolution of unsheltered homelessness through an evocative portrait of a jungle encampment that has endured since the Great Depression in one of the most opulent cities on California’s south coast. Dr. Wakin, a professor of sociology, is also the author of Homelessness in America: A Reference Handbook, to be published in 2021.





# CAMPUS CONNECTION

NEWS AND NEWSMAKERS

## IN REMEMBRANCE: Paul L. Gaines, Sr., G'68

Over his 88 years, Paul L. Gaines, Sr. assembled an impressive list of firsts.

At what was then known as Bridgewater State College, Mr. Gaines served as the institution's first director of minority affairs. Later in an impressive second act, in 1981 he became the first person of color to serve as mayor of a New England city when he was elected by voters in his hometown of Newport, Rhode Island. He'd previously been the first Black city council member in the city.

Mr. Gaines died June 25 at his home in Newport. Rhode Island flags were flown at half-staff in his honor.

He began his 37 years in education as a teacher and coach at Thompson Junior High School (now middle school) and at Rogers High School, both in Newport.

Mr. Gaines came to Bridgewater State in 1968, one of just two African-Americans working on campus at the time, and he spent nearly three decades at the institution. Among his many signature achievements was a program called PROGRESS, which aimed to attract more students of color to campus and to support them in their studies. Other schools across the state developed similar versions of the program based on Mr. Gaines' pioneering work.

"Paul Gaines was ahead of his time in many ways," said President Clark. "He had a profound impact on this institution and, as in everything he did, worked diligently to improve the lives of others. The Bridgewater you see today is very much the product of Paul's decades of selfless service. He was a giant in so many ways."

The youngest of six children, Mr. Gaines was a standout basketball player at Rogers High School. After graduating in 1951, he attended Xavier University in New Orleans on a full scholarship.

Mr. Gaines said that while living in the south, he experienced racism and Jim Crow laws firsthand. On trains, he was forced to sit in a car designated for Black riders. During his time in Louisiana, Mr. Gaines faced segregated restaurants and balconies in movie theaters, as well as separate water fountains for Black people.



Paul L. Gaines, Sr., G'68, and his wife, Jo Eva, CAGS'82

It was at Xavier University where he met his future wife, Jo Eva Johnson; the couple was married for 61 years.

After graduating, he served in the U.S. Army in Germany as a radio operator in the Second Armored Division.

Mr. Gaines earned a master's degree in administration and counseling from Bridgewater State in 1968. Upon graduation, he was offered a job at the college. He also cofounded the college's African-American Society in 1970.

All the Gaines children – Jena, Patricia, Paulajo and Paul Jr. – attended Bridgewater State, and his wife earned a Certificate of Advanced Graduate Study from the college.

Mr. Gaines held several titles during his time at Bridgewater State, though his duties remained focused on recruiting and supporting African-American students. Looking back at his years at the college in 2001, his words bespoke his commitment to his work and, at the same time, were poignantly prescient.

"Bridgewater State College took the lead in assuring diversity and equality. Those were hard times," he said. "I wanted (PROGRESS) to be woven into the college, not remain a special program. Our goal was to have a campus where the students were just accepted as students, not as minority students."

## Shining Example

When someone says, "I would go so far to say that she is the most impressive young person I have encountered in my 12-year career," it should come as no surprise when that student is selected to be one of Massachusetts' "29 Who Shine."

Jennifer MacCallum, who works in the Center for Transformative Learning at BSU, was speaking of Mary Ankomah, '20, who was chosen to represent Bridgewater State University as one of 29 Who Shine. "She has made an impressive contribution to the BSU community, her local community and the State of Massachusetts," Ms. MacCallum added.

The 29 Who Shine awards program is sponsored by the Massachusetts Department of Higher Education, which each year recognizes 29 outstanding graduates from the commonwealth's public higher education system.

As a BSU student, Ms. Ankomah joined many organizations, including the African-American Society, which focuses on expanding ideologies, culture and understanding of under-represented populations within the United States. "It is my belief that engaging in civic life is a duty every human being should embark on, regardless of their status," she said.

Ms. Ankomah participated in the flagship cohort of diversity and social justice fellows at BSU and has presented at national conferences. She worked as a support advocate for the Seven Hills Foundation, where she helped individuals with disabilities take control of their lives. She also served as an intern for the Committee to Elect Shannon Liss-Riordan to the U.S. Senate, as well as for Bottom Line, a nonprofit that supports low-income and first-generation college students.



Now armed with her BSU degree in political science, Ms. Ankomah plans to earn a second degree in public policy or public administration. "I always believed education is the key to a well-rounded life," she said. "I want to assist those on the verge, those feeling helpless or unheard. I want to bridge the gap between the struggle and the solution."

The drive to help others may stem from personal experience. At 12, Ms. Ankomah moved from Italy to the United States. "The transition wasn't the easiest," she said of adjusting to the language and customs of her new home. "I faced several adversities I wouldn't wish on anybody, but my struggles are what made me strong. My struggles have humbled me and allowed me to become the person I am today."



## Sociology Professor Earns Fulbright

Dr. Kimberly Fox of the Department of Sociology has earned a Fulbright U.S. Scholar Program award and will travel to Sweden to study at the Swedish Institute for Social Research at Stockholm University.

Dr. Fox's research will examine the needs and experiences of aging populations living alone, such as the reliance on extended social networks, supporting physical and psychological health, and maintaining households without the assistance of others. She hopes to compare social policies, workplace conditions and social supports found in Sweden with those in the United States.



# Standing Tall in a Time of Need

BY JOHN WINTERS, G'11

The stories in this section deal with the ongoing fallout from the spread of COVID-19 and the ways in which members of the BSU community have responded.

Several alumni and students have served on the various front lines of the pandemic. Profiled in these pages are those who answered phones for hotlines devoted to those left depressed or suicidal due to the manifest effects of the virus. Meanwhile, others have worked in area hospitals, served with the National Guard, worked as a local firefighter/EMT, and stepped up to help the homeless. Finally, an alumna in Maine, who is preparing for her future career in medicine, cofounded a volunteer organization to assist medical professionals severely burdened due to the long hours demanded by the pandemic response by helping with chores such as food shopping and pet sitting.

Each of these individuals exemplifies the BSU motto, “Not to be ministered unto, but to minister,” in a time when many around them more than ever need a helping hand.



## Playing His Part

*Chris Laguerre, '17, worked in a Boston hospital during the spring peak of the pandemic*

WHEN CHRIS LAGUERRE, '17, WAS HIRED nearly two years ago as part of the ambulatory flow pool at Beth Israel Deaconess Medical Center, he had no idea just how busy the job would become.

The role the Boston native undertook was the medical equivalent of being a utility player, working in a wide variety of departments, including orthopedics, primary care and gastroenterology. In other words, Mr. Laguerre's many skills were deployed in a number of areas doing a number of different things on an as-needed basis.

When the COVID-19 pandemic hit Boston hard last spring, those skills were heavily in demand. “It was stressful, definitely stressful,” he said. “In a lot of situations, you look for answers. But we were just going day to day. You had no idea what tomorrow was going to bring.”

As of mid-August, according to *The New York Times*, Suffolk County, where Boston is located, had 22,017 cases of the virus, with 1,076 deaths. Statewide, those numbers were 122,000 cases with 8,769 lives lost. Late April and late May were the peaks. Mr. Laguerre worked through it all.

He left his job near the end of summer to prepare for the next phase of his life – pursuing a master's degree in public health at the University of Massachusetts Amherst. Growing up, he wanted to become a doctor, however, the high cost and number of years of medical school made him seek related alternatives.

“Ideally, I always wanted to be in a position where I could help somebody, and I found my passion in the health field,” Mr. Laguerre said.

After some research, he realized there were many other medical career options available he could pursue besides becoming a doctor. “There are so many different possibilities out there, such as being a nurse, nurse practitioner, physical therapist, physician's assistant and more. I want to encourage and remind people that becoming a doctor isn't the only way to help,” he said. “One of the reasons I like working in health care is the opportunity to make

an impact in someone's life, whether it's large or minor,” Mr. Laguerre said, adding, “I haven't completely given up on my dream. I just realized there are many other ways I can fulfill it.”

A biology major at BSU, he said that his time in the classroom always gave him ideas about his future. “That's where I get my inspiration,” he said.

Mr. Laguerre's career plans have also been shaped by his time working at Beth Israel and by seeing the effects of the pandemic up close. A takeaway from the job is that prevention is key, and as a result, working in the field of preventative medicine is what he's now considering for his future. The upshot of neglecting preventative care is that hospital urgent care departments are always busy. He recalled a conversation he had with a doctor who said that the hospital would be half empty if people only took care of themselves. “People can save money and time by doing that, and there's such a connection between good health and happiness,” Mr. Laguerre said.

Recalling his hectic days on the job when COVID-19 patients were taxing the resources of Beth Israel and other city hospitals, he had to unplug from the news on television and online. Those were days and weeks of moving from one patient to another, as he took on essential duties like washing them, changing beds, disinfecting rooms and assisting nurses in their work. He also worked at the front desk of the inpatient department, where he spent the most hectic days, which in turn freed up other staffers to jump into the fray.

“Seeing people go through this is tough,” Mr. Laguerre said. “There were a lot of sad things that happened, but there were some positive things, too, like seeing people heal and fully recover.”

At BSU, Mr. Laguerre, who is of Haitian descent, served as president of the student group Inclusive Advancement of Multicultural Students in STEM. He has always been attuned to matters of race in America. Knowing that people of color have felt the greatest impacts of the pandemic was something else he witnessed on the job, and it's also something that hit home for him. “It made me think about my parents,” he said. “They're older now, and I saw so many people who looked like them dying.”

Countering such grim thoughts is the fact that Mr. Laguerre was working both when the inpatient department was declared a COVID-19 trauma floor and filled with those sick and dying from the virus, and when it returned to normal conditions, with nary a person with the disease being treated. “That was the best part, seeing people recuperate and head home,” he said. ♦





# Shelter in the Storm

*Social work graduate helped Father Bill's clients through height of pandemic*

WHEN LUDMILA SILVA, '20, SIGNED UP last year for an internship at Father Bill's & MainSpring in Brockton, an agency that assists the area's homeless population, she knew the work would be challenging.

Then the COVID-19 pandemic hit. Things got even more challenging, almost overwhelming, she said. "But the way Father Bill's works is that everyone collaborates, and we all worked together so well in order to get through this, it was amazing," the Taunton native said.

"If not for that, I don't know if I'd have made it."

Her internship ran from September 2019 through April 2020, when she was hired as a full-time employee by the organization. The job fulfilled a long-held desire for Ms. Silva. "I've always been driven to help people," she said.

"First, I wanted to be a social worker in the medical field, but once I got here to Father Bill's, where you work with so many different people, it really intrigued me."

Father Bill's motto of "Housing First," means staff members are always actively working to find its many clients somewhere to live. This effort, in particular, drew Ms. Silva's interest. The agency's overarching mission, according to its website, is to end and prevent homelessness in Southern Massachusetts with programs that provide emergency and permanent housing, and to help its clients obtain skills, jobs, housing and services.

Ms. Silva was hired just when the pandemic was surging in Massachusetts, and as it reached its peak, the on-the-job challenges grew.

"One difficulty was getting in contact with your clients, as many of them don't have phones," she said. Delivering food, due to coronavirus-related impacts on local food pantries, became a growing part of the job, as well. In addition, the usual task of assisting clients with other area resources became difficult because many agencies and nonprofits were closed.

## Supporting Role

*Alumna's organization stepped up when Maine's medical workers themselves needed help*

WHEN THE COVID-19 PANDEMIC was bearing down full force on Southern Maine, the medical professionals there, as in so many places around the world, were taxed to the breaking point. Many struggled with balancing the added demands on their work schedules with caring for their children, looking after pets and even shopping for food. Fortunately, for a number of those professionals, the volunteers of Maine COVID Sitters were there to lend a hand.

The ad-hoc organization, founded by Laura Knapik, '15, a medical student at the University of New England (UNE) in Biddeford, Maine, operated from March to June during the busiest stretch in the state's COVID outbreak. With 60 to 75 volunteers from a variety of UNE's medical disciplines, the COVID Sitters clocked 1,000 hours of free services to members of Maine's medical community. "We feel it was a really great accomplishment," Ms. Knapik said. "I think we were able to provide assistance at a critical time, and we were all very proud of that."

The Northbridge native was a biology major at BSU, mentored in her undergraduate research projects by

Ms. Silva also faced personal challenges. Along with her internship, she worked a regular night shift as a residence counselor at Brockton Area Multi-Services Inc., a private, nonprofit human services organization, and she is raising a child. Ever looming was the concern of bringing the virus home or spreading it to any number of the clients she worked with on a regular basis.

"That turned out to be a challenge," she said. "How to keep distanced from the clients who did have coronavirus, yet still provide them with the services they need. At one point, it got overwhelming; you want to help, but you're scared about getting it or bringing it home to your child. You want to do the job and help the people, but you're torn to make sure everybody's safe."

In September, Ms. Silva applied for admission into BSU's Master of Social Work program. It's clear with the tests she has already faced on the job that she is well on her way toward a career devoted to helping others. ♦



Photo courtesy of Ally Reynolds of Portland Photo Co.



Dr. Jeffery Bowen and Dr. Merideth Krevosky. She praises both professors and remains in touch with them, drawing both inspiration and advice.

Ms. Knapik is currently in clinical rotations at a local hospital as she gets closer to meeting her goal of becoming a doctor. However, earlier this year when the coronavirus was beginning to rage across the country, she and her fellow students felt helpless. Yes, they knew medicine, but they weren't yet certified to practice. "We wanted to help our community, and we asked what can we do to help," she said.

What they decided to do was play a key supporting role.

The idea for Maine COVID Sitters was based on a similar group in Minnesota. Over a weekend in early March, the group was formed, executive board and all.

Ms. Knapik first reached out to the two primary hospitals in the region, Maine Medical Center and Northern Light Mercy Hospital. The hospitals' human services departments posted the word about the group of ready volunteers, and the calls for help began coming in from medical personnel in the Augusta-Biddeford area.

The biggest need was for babysitting, closely followed by assistance with pets and grocery shopping.

Because the volunteers were all medical students themselves, they made sure to take precautions against contracting or spreading the virus.

By June, Maine's fight against the pandemic had eased, and the students of Maine COVID Sitters were returning home or busy with school and clinical rotations. The group suspended its activities at that point.

But, their work meant those on the front lines of the battle against COVID-19 enjoyed some peace of mind while they toiled day after day during the most chaotic time any of them could remember in their professional lives.

"I believe we made life easier for them and provided some help in a small way," Ms. Knapik said. "It felt like I had a real purpose and a way to give back to my community. It was a great way to be involved."

The Maine COVID Sitters garnered national recognition from the American Osteopathic Association in October, receiving the COVID-19 Initiative Award in the organization category. The group was among more than 100 nominees. ♦



# Always Responsive

*Alumnus discusses what it's like to be on the front lines*

FIREFIGHTERS, EMTS AND PARAMEDICS are typically the first responders when someone potentially infected with COVID-19 reaches out for help. Sean Peters, G'18, a Bridgewater native and a firefighter and paramedic in town, has seen the effects of the disease up close. He and his coworkers have taken dozens of locals showing symptoms of the virus to area hospitals, though it's usually difficult to determine whether the patient actually has the coronavirus or something else.

"Everyone presents differently, especially people with comorbidities, and some people are asymptomatic," Mr. Peters said. "For us, we consider everyone to be infected. You treat everything as a risk."

All this is part of the reason that 2020 has been one of the most challenging years for Mr. Peters, who earned a Master of Public Administration degree at BSU and received the university's Dr. Guy C. Clifford Scholarship, presented by the Department of Political Science to MPA

students who demonstrate academic excellence and commitment to public service.

He also has been a part-time faculty member at BSU for nearly a dozen years, teaching self-defense as part of the physical education major.

Mr. Peters has been a firefighter-paramedic for 18 years, 14 of those with the Town of Bridgewater. Over that time he's encountered many challenging situations. He and his colleagues knew there were two chief concerns



working on the front lines of the pandemic, both relating to the infectious nature of COVID-19.

“I could be bringing it home to my family,” Mr. Peters said. “It doesn’t hinder me, but I don’t want to bring it home.”

The other challenge for emergency workers everywhere is to avoid bringing the virus into the station, which would result in fewer first responders available to assist with the many 911 calls.

But there’s more to the job than just ambulance runs, Mr. Peters said. The Bridgewater Fire Department has also been in the forefront of collaboration between politicians, hospitals, the Centers for Disease Control, the state

Department of Corrections and many other entities. Working together, the goal has been to collect best practices and make sure staff, fellow town employees and the community at large stay informed.

Mr. Peters said if there’s a silver lining to these troubling times, it’s that the stay-at-home recommendations resulted in more time with family. “I’ve got two boys, and it’s been nice having them home from school,” he said. “We got a new dog and work in the yard. It’s meant a lot of great family time.”

He’s optimistic that the pandemic will pass into history sooner rather than later. “With time and science and good information, I think we’ll be OK,” he said. ♦

# Serving the Vulnerable

*Senior’s graduation postponed while he helps veterans and others in time of crisis*

CONNOR BEAUMONT WAS ON TRACK to graduate with his friends last May.

Then the COVID-19 pandemic hit, and the Massachusetts Army National Guardsman found himself trading his BSU classes for the tough job of assisting some of the state’s most vulnerable residents as the virus raged across the state.

The Dracut native worked from early April to the latter half of May at the Soldiers’ Home in Holyoke, which during the spring was one of the state’s hotspots for COVID-19.

“We provided some very intensive care,” Connor said.

He estimates that of the approximately 240 residents at the home, more than 200 had contracted COVID-19; Connor saw many of them die from it.

The Soldiers’ Home is a health care facility that serves veterans, and Connor was one of approximately 300 medical and logistics personnel from the Air Force and Army National Guard sent to work there. “It meant a lot to us because they’re all veterans, meaning we had a baseline connection with them,” he said. “It was often hard work, but it was important work.” The mission

included helping the staff with day-to-day care of the residents.

Connor, who has a passion for music and is a multi-instrumentalist, first thought of attending the University of Lowell’s sound recording technology program. Knowing the competition for jobs in that field could be exceedingly tough, he began checking out possibilities at the state’s other public institutions. “Bridgewater was the first one I toured, and I loved the campus,” he said. “Something about it felt really good to me.”

He became a communication studies major and competed with the track and field squad. Regularly contacted by military recruiters, with an interest in the armed services (he’d considered joining the Marines out of high school) and a proud family heritage of military service, including a grandfather who was a doctor in Vietnam and two great uncles who stormed the beaches of Normandy on D-Day, Connor decided to listen to what the recruiters had to say. In the summer of 2018, he joined the Army National Guard out of Worcester.

“When I looked into the Guard, I saw they had more benefits for what I wanted to do at the time than the reserves,” he said. “I didn’t want to go immediately on



active duty because I wanted to finish school.” The National Guard allowed him to delay his official entry. His extensive training took many months of sacrifice, as well as many weekends, and included some medical training. When the pandemic hit Massachusetts, Connor was ready to serve.

At first he was stationed in Worcester, where he screened his fellow Guardsmen to make sure they were virus-free before being deployed around the state. Then he got the call to report to the Soldiers’ Home.

After his roughly six weeks on that mission, Connor could have returned to civilian life. But he opted to stay on, and was subsequently sent for three to 10 days at a time during the balance of May and throughout June to four other assisted living facilities across the state, places that also had been hit hard by COVID-19. “I wanted to stay on because I wanted to do my part to help out,” he said.

Knowing he was helping a population in dire need was just one of the rewards of his service. “It was a great experience on the medical side,” Connor said. “A lot of the Army training is pre-hospital and emergency care, we don’t get a lot of experience with direct patient care.”

Now that he’s seen what that’s like, Connor is at a career crossroads. His plan to enter the public relations field is competing with a newfound interest in medicine. His training already qualifies him to work as an EMT. “I’ll have to spend some time making up my mind,” he said.

For his work on the front lines of the pandemic, Connor was promoted in late summer from private first class to specialist. It’s a rank that usually takes two years to attain, but exceptional service can lead to this requirement being waived. The honor was bestowed in a ceremony presided over by Brigadier General John Driscoll. ♦





# Answering the Call

**With anxiety and desperation on the increase as a result of COVID-19, these Bears are providing support working local helplines**

BY JOHN WINTERS, G'11

DONALD LARSON, '11, KNOWS WELL the toll taken by the COVID-19 pandemic. For years now, he's been one of those caring voices on the other end of the line when the most desperate among us reach out for help. The coronavirus has been a literal game changer. "It's become crystal clear how devastating the human cost has been," Mr. Larson said.

The North Attleboro resident holds a bachelor's degree in English from BSU and has spent the better part of the last decade manning hotlines for those in need. And he's not alone. A May 2020 graduate and a current student recently concluded internships at the Samaritans of Fall River/New Bedford, a charity organization that provides emotional support for those who are lonely, depressed or suicidal. Both Erica English, '21, and Richard Stang, '20, stayed on as volunteers after their internships ended. All three report an increase in the number of calls they've had to field during the pandemic, as well as a change in the nature of the calls. In fact, reports are legion about the increased number of people calling suicide hotlines since the outbreak of COVID-19.



Donald Larson, '11, fields calls for several mental health hotlines.

A June article in *Psychology Today* reported that according to statistics from the Centers for Disease Control and Prevention, suicide was already the 10<sup>th</sup> leading cause of death in the country, with a 35 percent rise between 1999 and 2018. As for the increase during the pandemic, hard numbers were not yet available, but anecdotally, COVID-19 has wreaked havoc on people's mental health, as well as their physical well-being. "One thing became very apparent, all the calls on some level were emotional support calls," Mr. Larson said. "It was profound. Everything's been upended." A decade ago, Mr. Larson was finishing his studies at BSU, and when a summer job ended, he decided to use his time volunteering.

"I wanted to find something to do, and I stumbled across a post online," he said. A suicide prevention organization was looking for people to staff its hotline. "I gave it a shot and found I enjoyed it. I really enjoyed connecting to people." Mr. Larson began volunteering for Mass 211's Call2Talk hotline, which supports those in need of mental health information, emotional support or who are contemplating suicide. Mass 211 is a state clearinghouse for those seeking all manner of assistance. Today, Mr. Larson works from his makeshift kitchen office and fields calls for a number of related hotlines: The National Suicide Prevention's Lifeline Network, a United Way mental health hotline, and Mass 211's new COVID-19 line.





Richard Stang, '20, and Erica English, '21, both served as interns and then continued on as volunteers answering helplines for the Samaritans of Fall River/New Bedford as the COVID-19 pandemic began to surge in Massachusetts.

The calls he handles include people dealing with depression, those simply needing someone to talk to, and others seeking to be connected with a local human service agency. Some of the pandemic-related calls have been scarily telling, such as the calls he began receiving in April from funeral directors who were running out of body bags and needed help finding more.

Many calls were from people who'd lost a loved one and had been unable to spend time with that person due to restrictions related to the virus. "Losing someone you love during the pandemic means you grieve alone," he said. "Those who would usually be around you, comforting you, aren't there either."

Erica, a psychology major, received many calls while working the Samaritans line from people worried about financial problems. Calling, too, were nurses and other medical professionals, as well as some of the researchers working on possible treatments or vaccines. "With the front line workers, just the differences in the tones of

their voices were incredible," the West Bridgewater resident said. "It taught me a lot about the importance of having someone to talk to."

Those handling incoming calls at the Samaritans must undergo seven weeks of special training and are there to listen, not give advice. They can then refer the callers to places where they can get the help they need.

Erica spent the spring semester as an intern and stayed on as a volunteer through the summer. She is thinking of pursuing a career in therapy. "I felt like this would give me the most hands-on experience in dealing with issues that a therapist would deal with," she said.

Like Erica, Mr. Stang finished his spring internship and then remained at the Samaritans as a volunteer. At a loss as to what kind of internship he wanted to round out his psychology degree, the staff at BSU's Internship Program suggested the Samaritans. "It was close to me, so I figured I'd give it a try," the Westport resident said. "It's really interesting, and it feels great to help people."

Mr. Stang generally worked 10 hours a week for the Samaritans. Along with tending the helpline, he also trained new interns and volunteers. He noticed as the pandemic began its march across the globe and hit home locally that more people were reaching out for help. "The calls increased in number and overall severity," Mr. Stang said. "Even now," he said in June, "it's still high."

"For some people, the issues stemmed from living alone," he said, "and not seeing anyone was a challenge. Some people are scared, and you feel bad because it's a serious thing. Any problems people had before were exasperated by the virus."

The situation became more stressful as well for those who do this important work as logistic complications arose. While Mr. Larson was already working at home as an employee of Mass 211, Samaritan interns and volunteers had to be set up to work remotely. This meant fielding calls from home. "That was an intense process," Erica said of the transition.

Yet, the pair not only completed their internships but also continued fielding calls as volunteers.

"The pandemic struck just as they were starting," Dr. Stanley said. "They were new to this, and they performed impeccably."

Mr. Larson continues his work, handling the 11 PM to 7 AM shift for Mass 211, and he just completed his first semester at BSU toward a master's degree in mental health counseling.

"It's no small feat," said Dr. Katherine Bender, an assistant professor in the Department of Counselor Education, who praised her former student for the work he's doing helping others during a time of national crisis. However, Mr. Larson would likely say the rewards are all his.

"I like it," he said. "The other volunteers are very nice, and, overall, it's just an enjoyable experience to help. I like being there for people."

**If you or someone you know needs emotional support during these difficult times, help is available.**

**BSU Counseling Services: 508.531.1331**

**Mass 211 Call2Talk: 508.532.2255**

**National Suicide Prevention Lifeline: 1.800.273.8255**

Dr. Caroline Stanley, associate professor of psychology at BSU, oversaw the internships of both Erica and Mr. Stang. She worked closely with them and had each keep a journal. "I was stunned and impressed by my students and their resilience week after week, and the strength and the meaning they took from this work," she said. "Even seasoned professionals were struggling."

Dr. Stanley goes on to describe some of the calls her students had to deal with, including difficult instances of domestic abuse, which have increased during the pandemic, and medical professionals who call up sobbing.

Mr. Stang is taking a year off before attending graduate school and says he'll likely continue volunteering with Samaritans as long as he can.

Erica, like Mr. Stang, enjoys playing what can be a critical role in the lives of those in dire need. "I try not to think of myself as helping people; that makes me feel awkward," she said. "But it does feel really good to hear from other people that you're doing a great thing. I just look at it as if I were in the position of those people, how I'd be glad to have someone to just listen. To be able to do that for others was a very rewarding feeling."◆



*A team of BSU faculty members conduct  
one of the first surveys in the country  
of K-12 teachers and the impact of COVID-19*

# Survey Says....

BY JOHN WINTERS, G'11



Discussing their research are (from left) Dr. Andrea Cayson, Dr. Heather Pacheco-Guffrey and Dr. Melissa Winchell. (Missing from the photo is Dr. Jeanne Ingle.)

THE PANDEMIC HAS FORCED millions to confront new realities: the way we work, learn and teach among them.

To capture a snapshot of this singular moment in time, four faculty members from Bridgewater State University's College of Education and Health Studies got a jump on things. Schools around the country switched to remote learning in March, and less than two months later, these faculty members rolled out a survey to determine the impact this method of teaching was having on K-12 teachers, students and parents.

"We found that these issues were something that teachers wanted to talk about," said Dr. Jeanne Ingle, one of the faculty-investigators. She added that some of the challenges educators faced were due to the lack of any lead time in making the transition, as most K-12 educators were not included in school district plans to move to remote learning.

Along with Dr. Ingle, the survey was conceived and conducted by Drs. Melissa Winchell, Heather Pacheco-Guffrey and Andrea Cayson. The team surveyed nearly 750 K-12 teachers from 40 states about the challenges presented by the pandemic and the closing of schools in mid-March. The responses range from the expected – lack of internet and computer access in the households of poorer students – to the surprising ways in which the role of teachers has had to expand to include increased workloads and off-hours time devoted to the job.

The researchers were all once K-12 teachers themselves and have many friends still working in elementary, middle and high school classrooms. Once the move to remote learning was made, the faculty members began hearing talk of the problems associated with such a fast



conversion from classroom teaching. That prompted them to look deeper.

The survey was conducted in May. The research team expected maybe 50 respondents when it was first posted. Quickly, the number grew to more than 700, and the survey had to be closed due to the large amount of data that came in.

Part of the richness of the data comes from the fact that the survey contained many open-ended questions. It drew honest and telling responses, such as this from one veteran teacher: “I learned more in the last three weeks than I did in the past 20 years.” That speaks to one of the overarching findings of the survey.

“Teacher resiliency is a big part of the story,” Dr. Cayson said. “We heard a lot about the problems, but also about the things being done to solve the problems.”

A key takeaway from the research concerned the role technology can play in the future of K-12 education.

“This study made plain that teachers often think of using technology as a tool for learning, rather than as a new landscape for pedagogy design,” Dr. Winchell said. “It’s one thing for a teacher to use an application like FlipGrid,

it’s quite another for a teacher to use that application in service of authentic learning and deep thinking.”

Dr. Pacheco-Guffrey said the findings will inform those students who are seeking to become tomorrow’s teachers about the realities they’ll face on the job. “The COVID crisis has done much to shine a spotlight on inequities across students’ circumstances in America,” she said. “Learning to navigate the constraints and affordances of teaching in the time of COVID will be critical for educators. Our new and future teachers need training for mitigating disparities in new and creative ways. They also need to learn how to advocate for their students and themselves amid the large-scale systems that limit teachers’ abilities to affect change as we face the near future, living with COVID.”

The researchers will present their findings in December at the prestigious International Society for Technology in Education conference, which is being held virtually, and are seeking outlets to publish the findings.

They expect to conduct more research into how the pandemic is affecting education. It appears, at this point, to be a rich area of study, Dr. Ingle said. “It’s an impact that’s going to last for a long time.” ♦

## Survey Snapshot

**Four BSU professors surveyed close to 750 K-12 teachers from 40 states about the challenges presented by the pandemic and the closing of schools in mid-March. Among the findings are:**

- A wide range of preparation was given to teachers, from nothing at all to comprehensive classes on successful practices in online learning.
- There is a fast-growing need for teachers to educate not only their students but also parents as families adapt to the new normal imposed by the virus.
- Many K-12 educators find they are “on the job” almost 24/7, as many students have had to find part-time jobs to help support their families in these difficult times and can only log on for classwork and questions on nights and weekends.
- A not-insignificant number of students “disappear” or “drift away” when remote learning is in place, leaving teachers struggling to connect with them in a meaningful way.
- Overwhelmingly, America’s teachers are not giving up in the face of these new challenges and are working hard to find a way to reach each and every student.



DR. MELISSA WINCHELL HAS BEEN BUSY as of late. In addition to the pandemic-related research she and her colleagues have conducted, the professor in the Department of Secondary Education and Professional Programs also has been working in other ways on this front, as well as helping local communities learn more about issues pertaining to race.

In terms of the pandemic, she has been supporting parents with special needs students across the South Shore of Massachusetts via weekly educational Zoom workshops. Four years ago, Dr. Winchell, who has three special needs children herself, including Moriah (above), founded the nonprofit Inclusion Matters Inc., which supports families like hers. The online sessions further the organization’s goals. Some of her BSU faculty colleagues, as well as her students, also have participated in the workshops.

The weekly sessions began shortly after schools closed in March and ran through mid-June. Topics included how to teach reading skills to students with disabilities,

managing parental stress levels, and knowing how to spot and support the emotional needs of students.

“We are able to reach dozens and dozens of parents and form a tight-knit community,” she said. “People were crying and saying they wouldn’t have made it through without these sessions. It’s a lifeline, and they were very grateful. We laughed a lot together and cried a lot together.”

Dr. Winchell also has been working for the past year with Dr. Kevin McGowan of the Department of Elementary and Early Childhood Education to help the East Bridgewater, Bridgewater-Raynham and Easton school districts create antiracist programming. The pair has developed curricula, and helped students, teachers and administrators deal with racial injustice. The programming includes formulating workshops for students, as well as assisting administrators when incidents of racism impact their schools.

The project will continue into next year, and the two professors hope to bring to BSU a conference based on the work they’ve been doing. ♦



# Speaking Up, Speaking Out

BY JOHN WINTERS, G'11

Racial justice is an ongoing battlefield that garnered new attention in 2020 due to the many highly publicized killings by police of unarmed people of color. The BSU community rushed to get involved.

This section features stories about a current student and recent graduates whose undergraduate research projects took on topics relating to racial justice and immigration. You'll also read the thoughts of a trio of faculty members who have

spent time this year discussing the issues of race and discrimination. Meanwhile, two faculty members are doing their part in the battle against injustice, as is an alumna who is making a career in Boston as an attorney fighting for the rights of the underrepresented.

Each of these individuals demonstrates a commitment to equity, fairness and a more just society.

## Research Matters

*Careers and more follow from undergraduate research projects examining issues of race and immigration*

IN HIS LIFETIME, Carter Remy had attended many different types of schools and had noticed a recurring problem. At the public, charter and Catholic schools where he'd spent time, each featured programs designed to assist non-English-speaking students, immigrants and students of color. Programs that ultimately came up short.

"They never devoted the necessary resources to these initiatives," said the 2018 graduate, who came to the United States from Haiti at the age of 12, and who majored in anthropology at BSU.

Sensing this was a problem that extended beyond the scope of his personal experience, Mr. Remy decided this would be something worth looking into when it came time to take on an undergraduate research project. The result was a paper titled "Adapting to College Life: An Ethnographic Study of the Linguistic Challenges Faced by Immigrant, Black and Male Students at Bridgewater State University."

The research involved interviews with diversity administrators at BSU, as well as English as a second language (ESL) and global language faculty. Mr. Carter also observed and interacted with four male immigrant students who had completed their first year at BSU. The goal was to assess the

*"As an institution of higher education, and particularly as a public university, we have a mission of serving the world and our region. Faculty mentors of the students featured here are guiding their students in their lifelong development as engaged and informed citizens working toward racial and social justice."*

– Dr. Jenny Shanahan  
Assistant Provost  
Center for Transformative Learning



**Carter Remy, '18**



linguistic readiness for ESL courses and programming of these students, with an eye toward offering recommendations that will help today's ESL students succeed at BSU.

Mr. Remy found that the university could be doing more to help these students, and his paper delivered seven possible ways of addressing the shortfall, including offering native-language campus tours and family-orientation sessions, providing empathy training for faculty and staff, and amending the first-year student survey to better gauge how well ESL students can speak and write English.

The paper fed his interest in linguistic anthropology leading to a life spent understanding speech communities; the ethnography of communication; and linguistic readiness in Black, immigrant and underserved communities in the United States. Today, Mr. Carter has used his BSU project as a stepping stone and is a freelance researcher living in Warwick, Rhode Island.

During the pandemic, he also took a job with an area nonprofit that serves the very populations he's interested

in learning more about and helping better assimilate. "I want to help young people so they don't have to go through what I went through as a student," Mr. Remy said.

A number of BSU undergraduates over the years have undertaken projects that deal with issues of racial justice, immigration and related matters. They are driven by a desire to learn, but also to discover ways to address some of the systemic problems in America that disproportionately affect immigrants and people of color.

Often this research involves interviewing people impacted by racism, inadequate resources and opportunities, and multiple forms of discrimination.

"I would suggest other students do research on minority students, because there is always something we can learn from someone else's perspective," said Amanda Meritus, '19, who majored in health studies. "To not discuss these issues is to ignore them and pretend like they do not exist, which only makes it worse. Having an open discussion with those who are willing and feel comfortable



**Erica Devonish, '21**

doing so, gives the speaker an opportunity to share their truth and gives the receiver an opportunity to become aware of the microaggressions around them and think about microaggressions that they themselves may have caused others."

The project of Ms. Meritus and Erica Devonish, '21, under the mentorship of Dr. Emily Field, associate professor of English, was titled, "Black Women at BSU: A Qualitative Study of Relationship-Building Challenges at a Predominately White Institution." The questions devised by the researchers sought to learn about bias, stereotyping, code-switching and any lack of representation, as well as the challenges Black female students face with regard to such things as forming relationships with professors and peers. The results, combining answers from current students and alumni, allowed the student-researchers to discover whether feelings and perceptions changed over time.

They found that racism does indeed exist at BSU, with many Black women feeling unrepresented and unheard. Some faculty, Ms. Meritus said, were shown to impose rash judgments on students of color. Erica, an English

and communication studies major from Hingham, said she saw herself and her own experiences reflected in the results.

"Nothing really opened my eyes on this topic," she said. "I feel that all of these experiences are things I've lived through and seen throughout middle school, high school and college. If anything, it made me feel I wasn't alone in my experience, and there is a community on campus where when I have a problem, there are people I can talk to who share the same experiences."

One of the study's objectives was to learn how the subjects viewed their own skin tone. Erica and Ms. Meritus provided color wheels to help the women express their self-perceptions. They were then asked about how being darker or lighter skinned made a difference in the ways in which they felt they did or did not fit in on campus.

When the student-researchers investigated the challenges their subjects faced with regard to entering relationships on campus, they found some respondents felt they'd been judged by faculty in a way that was different from the experiences of white students.



**Amanda Meritus, '19**



The various findings of the study delivered a clear message: “I learned about the importance of having racial diversity to reduce these racial microaggressions and feelings of being isolated,” Ms. Meritus said.

Meanwhile, one of the many takeaways for Erica came from interviewing one subject in particular – an international student. “I feel like not everybody has the same experience with racism,” she said. “One student who grew up in Nigeria said she didn’t experience any racism at home, where everyone is Black. She said experiencing racism when she came to this country made her feel it was an American thing.”

Anytime a student-researcher undertakes a topic relating to racial justice, it can manifest myriad benefits – benefits that may extend beyond the campus, said Dr. Jenny Shanahan, assistant provost in BSU’s Center for Transformative Learning, which oversees undergraduate research.

“Addressing persistent inequities and dismantling racism must include examining and changing our own practices and our own institution,” she said. “That’s what these student-researchers and their faculty mentors are doing through their scholarly work.

“As an institution of higher education, and particularly as a public university,” she added, “we have a mission of serving the world and our region. Faculty mentors of the students featured here are guiding their students in their lifelong development as engaged and informed citizens working toward racial and social justice.”

Dr. Shanahan noted that the students featured here were supported by BSU’s Adrian Tinsley Program summer grants. Their studies were published in *The Undergraduate Review*, BSU’s journal of undergraduate research.

Carter Remy’s mentor for his 2018 project was Dr. Diana Fox, professor of anthropology. She sees undergraduate research as a catalyst for much personal growth for those who undertake it.

“When students can unpack the layers of particular groups’ experiences through this lens, not only does it allow them to situate problems within this complex matrix, but it allows them to develop solutions that respond to the challenges spawned by these histories,” she said. “Employing multi and interdisciplinary research methodologies to deconstruct the layers of race and ethnicity are empowering at collective and individual

levels, because of the depth of perception, the self-reflexive window into identity, and that these constructs are neither natural nor inevitable.”

The research project that Daniela Belice, ’18, undertook in her senior year led to a Fulbright Research Scholarship, and she studied immigration and settlement studies in the province of Ontario, Canada. The Haiti native and Brockton resident grew up watching immigrants (including her own mother) who’d practiced medicine at the highest levels in their home countries come to the United States to find the only jobs open to them in the same field were entry-level positions.

“Because their skills were not transferable, they ended up as low-skilled workers,” she said. “What I realized is that for many people, when they come to the U.S., the first thing they do is try to get additional certification.”

In the meantime, a lower-level job with a health agency or hospital paid the bills and allowed the newly arrived professionals to get a foot in the door. Ms. Belice’s research project was titled, “Unseen and Unheard: The Experiences of Immigrants Who Work as Low-Level Healthcare Providers.” Her mentor was Dr. Norma J. Anderson, associate professor of sociology.

Ms. Belice continued her research in Canada, and learned that our neighbor to the north had found a solution to this problem, namely government programs that create pathways for migrating professionals, especially in the fields of medicine, engineering and accounting. “There were a lot of success stories,” said Ms. Belice, who now works at Boston University.

“I’m definitely continuing in this line of research and as a career,” she said. “My passion is to help those who come from Africa and the Caribbean region. In the U.S., people become very marginalized by immigration policy and labor laws. And my goal is to work with those populations to help them and to someday amend those policies.”

Perhaps, Ms. Belice suggests, Canada’s approach might be something researchers like her and federal officials can try to recreate in this country.

The real-world implications of studies like Ms. Belice’s are not lost on her mentor.

“Providing opportunities for independent research benefits students who get to refine important skills by working with mentors, but their work can also have real relevance in our



Daniela Belice, '18

Photo courtesy of Samira Warsame Photography

society,” Dr. Anderson said. “The pandemic and our heavy reliance on essential workers at all levels of health care, millions of whom are immigrants, demonstrates the enormous continuing significance of Daniela’s research.”

The findings of undergraduate research on race-related issues on campus and beyond are no doubt the types of topics members of the Special Presidential Task Force on Racial Justice are currently looking at. Student voices are critical in leading the way to a more equitable and just

future, and five students are included on the task force, comprising nearly a quarter of its membership.

“When BSU implements recommendations emerging out of student research, that takes us as an institution, as a campus community, closer to racial justice,” Dr. Fox said. “Then we will be doing our part as an institution, sitting on Indigenous land, to rectify past wrongs and to create a sustainable future for us all.” ♦





# Listening In

*Three faculty members share their thoughts about racial justice in America 2020*

BY JOHN WINTERS, G'11

Coming together for one of their frequent conversations about racial justice are (from left) Dr. Jakari Griffith, Dr. Laura K. Gross and Professor Tina Mullone.

## TALKING TO OTHERS.

Sounds simple enough. It doesn't always happen in these divisive times. But the sharing of thoughts, ideas, information and experiences is a time-honored path to understanding and empathy.

Important and timely conversations happen across Bridgewater State University's campus all the time. We thought we'd focus on one in particular that was initiated as racial justice became one of the biggest news stories in the United States, competing with the COVID-19 pandemic for space in daily newspapers and newscasts.

As they shared their experiences and reactions with one another, Professors Jakari Griffith (management), Laura K. Gross (computer science and mathematics) and Tina Mullone (dance) discovered they are not far apart in their values and beliefs. Each has expressed gratitude for the conversations they've shared together.

We asked them for some thoughts on this all-important subject, thoughts that reflect what they've been talking about during the year.

## DR. JAKARI GRIFFITH

When I was about 22, I was stopped on I-95 on my way home from college by an unmarked police cruiser. In the span of minutes, I was removed from my car, searched, and had the contents of my suitcases emptied onto the shoulder of



the highway. The officers' explanation: I passed a car using the right lane. It was a humiliating experience.

The plain truth is many people of color experience these kinds of injustices all the time, but they are reluctant to share them. Moreover, these kinds of encounters are not easy to forgive or set aside, as they're often accompanied by feelings of mistreatment.

The important work at BSU is to continue giving voice to these experiences as part of our difficult process of healing. We must allow students, faculty and staff to share their frustrations and for our campus community to see those frustrations as legitimate. We must be humble enough to embrace the guilt that surfaces when we discover our actions might have resulted in some harm. We must also take responsibility for our own learning to avoid thinking that's mired in a dark past. We must commit ourselves to the highest standards of human decency, care and compassion. As a member of the BSU family, this is what is required of you.

### DR. LAURA K. GROSS

In elementary school, we sang "Lift Every Voice and Sing" at assemblies. The Black national anthem helped me form a preliminary understanding of the unequal lives and histories of Black and white kids.

At BSU, I started taking an intentional look at racism in society, education, my classroom and myself. The worldwide uprisings of 2020 and the Letter of Demands Affirming Black Lives at Bridgewater State University (issued in June by a group of 10 Class of 2020 graduates) sparked me to ask questions about racism in policing, health care, study abroad, campus housing and my immediate environment at work.

I turned to friends, colleagues, students and the chief of campus police. I take advantage of opportunities to listen. In this pandemic more than ever, I appreciate the power of human communication, connection and resolve.

I continue to learn about the utterly different lived experiences in America, particularly those of Black

and white individuals. Where white people say, "I am shocked!" about what's going on, Black people say, "I am not surprised." Where white people say, "That has never happened to me," Black people say, "That happens to me, my friends and my family members constantly."

Let's keep talking. And let's make change. If I can live up to the words of that song I sang as a child, "Let us march on 'til victory is won," I know I will be busy for the rest of my lifetime.

### PROFESSOR TINA MULLONE

We are at a breaking point once again in this country concerning racial injustice, and we will need legislation that will protect Black and Brown young people for generations to come. Although I have hope change will eventually happen, the cases of Breonna Taylor and Jacob Blake test my faith.

I can only imagine what they were thinking in the moments leading to their demise. I, too, was recently pulled over by cops for "running" a stop sign. As a woman, with two male cops approaching me, a series of questions ran through my mind: Do I choose to keep my windows up out of fear? Do I respond in anger because I know I didn't run the sign? I then remember to breathe, respond politely and pretend to look calm. Because in that moment I wondered, 'Could what have happened to Breonna Taylor, Jacob Blake and many others happen to me?'

Calling out injustice is necessary. The BSU community, law enforcement officials, and local, state and federal governments must work together to find a way to end these senseless deaths. There is a saying that a man gets tired of having someone's foot on his neck. And now we are tired of being killed with a knee (foot) on our neck ... again.

What I have discovered is that there are people who are willing to and feel comfortable sharing their experiences. There is an underlying energy and zest in the current protests that are seeking permanent change for the better. That keeps me hopeful. ♦



"This effort certainly came out of the urgent need to address the injustices of George Floyd's death and is only the beginning of having these really difficult conversations," she said.

Dr. Kariotis has lived in Pembroke since 2014 and has been interested in the issues of equity, social justice and racial policy since she was a pre-teen growing up in Wayland. "That's when I first learned about the Holocaust," she said. "One of the things we focused on was freedom of speech and using one's voice to promote change. And that's been a focus of mine for a long time."

Additionally, as a member of the LGBTQ+ community herself, Dr. Kariotis is all too aware of the inequities of modern society.

The Facebook page for Pembroke for Racial Justice has more than 300 members, and dozens of community members have shown up to participate in what Dr. Kariotis calls "standouts." The signs they hold reference the police killing of George Floyd and state things like "Racism is a Pandemic Too."

The group has actively sought to enlist the local police as allies, and it's paid off. A standout was held in the town center this summer with a police presence, and the department has agreed to the group hanging a sign outside the station that reads "Pembroke for Racial Justice."

# Standing for Change

*Part-time faculty member co-leads local group seeking racial justice*

BY JOHN WINTERS, G'11

IF YOU FIND YOURSELF driving through Pembroke, don't be surprised to see Dr. Jennelle Kariotis making a stand in the name of racial justice.

Long interested in issues surrounding social justice, Dr. Kariotis, of the Department of Psychology, jumped at the chance when in June she was invited to join a new group called Pembroke for Racial Justice. Since then, she's become a co-leader of the group, which is working on a number of fronts, and on several occasions she and other members have demonstrated and held signs in town in support of anti-racism work.

"The majority of what we have encountered has been very positive, and I'm really proud of the members of the police department for all they've done with us," Dr. Kariotis said. "They've even encouraged us to put our signs around downtown to show we are an inclusive community, open to any marginalized group, to show we want to welcome and include more people."

Pembroke for Racial Justice is also working with local school officials to develop curricula that includes lessons on racial inequities and related issues.

Despite all of these initiatives, Dr. Kariotis recognizes that the group's progress thus far represents just a start. "There's a lot of work to be done to make sure people of color get equitable treatment," she said. ♦



# Timely Lessons

Administrator and adjunct faculty member Dr. Meghan McCoy, G'09, develops lessons addressing bias and diversity issues for area schools

BY JOHN WINTERS, G'11

BIASES CAN BE SNEAKY. We all have them, but sometimes recognizing them can be challenging.

Dr. Meghan McCoy, a part-time faculty member in the Department of Psychology, and manager of programs for BSU's Massachusetts Aggression Reduction Center (MARC), said people of all ages can benefit from learning how biases arise and how to best deal with them.

"The need for education about bias and diversity is mainly because we spend too little time around people that are different from us," she said. "Our experiences are limited, and it leads to problematic ways of interacting with each other."

Dr. McCoy has developed bias and diversity curricula for middle and high school students, and training in those areas for K-12 teachers. The program is being

piloted this semester in 10 local school districts, and there's a waiting list of more than 20 others interested in the training.

According to Dr. McCoy, there are five major types of bias: race, religion, sexual orientation, ability or disability, and weight. She also addresses socio-economic biases.

Dr. McCoy has developed five lesson plans each for middle and high school students, in addition to three-hour workshops for faculty. The goal is to improve cultural sensitivity, and deepen understanding and acceptance of diversity. Educators will learn how to address bias with students and how to handle bias-related occurrences in the classroom or school.

"We scaffold student lessons so they can work their way up to the harder stuff," she said. "The key is to build up the student's knowledge base, then work on skills."

## Among the goals of Dr. McCoy's bias and diversity training are to:

- examine how one's cultural self impacts his or her work and experiences
- bring to light the biases that exist in disciplinary actions, curriculum and educational policy
- define implicit bias and explore the role of such bias in educational settings
- introduce research about culturally relevant practices
- offer practical tools and skills for addressing personal and systemic bias in education
- assist teachers and students in approaching difficult conversations in the classroom and beyond
- educate students about the benefits of recognizing and addressing bias

As a new mother to Harlow, Dr. Meghan McCoy, G'09, said her work addressing bias and diversity issues is personal, as well as professional. "... as a new mom of a white male, it has become a daily goal to learn more, create change and make sure my son grows to be a compassionate, aware and active white man. I plan to do this through my work, my parenting and in my classroom."



Dr. McCoy earned a Master of Education in counselor education from Bridgewater State in 2009. Bias and diversity are areas in which she has been interested since her early years, triggered by the reading of Mildred Taylor's series of books about an African-American girl who learns the hard lessons of racism while growing up in Mississippi. Dr. McCoy's work with MARC and as a part-time faculty member (and recent recipient of BSU's Presidential Award for Excellence in Part-Time Teaching), combined with the birth earlier this year of her son, Harlow,

has strengthened her belief that people, both young and old, need to be taught how to live and relate in a society rich with diversity.

"Ideas about equality began forming when I was young and have been drivers in much of my life," she said. "But as a new mom of a white male, it has become a daily goal to learn more, create change and make sure my son grows to be a compassionate, aware and active white man. I plan to do this through my work, my parenting and in my classroom." ♦



# Giving Voice

Shayla Mombeleur, '12, seeks justice for the underrepresented

BY HEATHER HARRIS MICHONSKI

IN HER QUEST TO AFFECT criminal justice reform, Shayla Mombeleur, '12, applies some of what she learned as a student at Bridgewater State University. And some of those lessons helped her become a public defender in the Suffolk County court system and an advocate for people of color.

She recently completed Harvard Business School's Leading the Difference program.

"Studying at Bridgewater, specifically as a political science major, had a huge impact," the Haitian native said. "There were certain professors and classes that instilled in me a love of and interest in public administration."

Ms. Mombeleur, in her work as a public defender, often witnesses disparities inside the courtroom that disproportionately harm the poor and people of color. Because of this, she is building a career as an advocate, giving a voice to those who need it most.

In an effort to bring about change within the legal system, Ms. Mombeleur and other public defenders across the state recently organized the Black Lives Matter for Public Defenders March. The event took place on June 8 at Nubian Square in Roxbury with hundreds taking part.

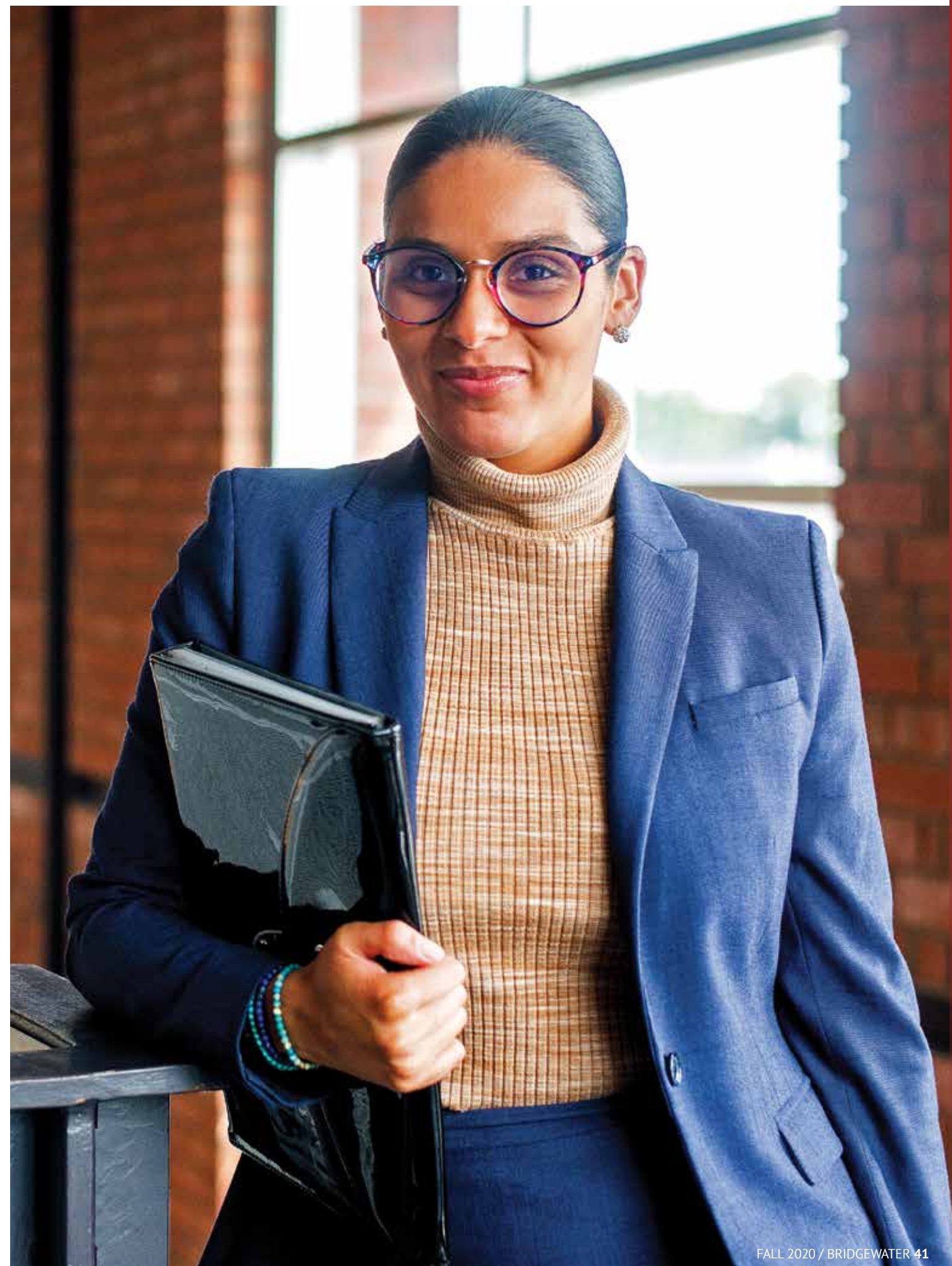
"This provided me and other public defenders the opportunity to get together and be a voice for the Black, Brown and poor – those most likely to get taken advantage of," she said. "I think many of us are at the point where it feels like we've all had enough."

She has also been involved in the Massachusetts Bar Association's efforts toward criminal justice reform and is active with the Committee for Public Counsel Services, which provides legal representation in the Commonwealth for those unable to afford an attorney in all matters in which the law requires the appointment of counsel.

Reaching out to diverse populations of Americans may seem like a simple concept, but it is key in impacting change, Ms. Mombeleur said.

"We need to work together to come up with ideas and demand change from legislators, from our neighbors. We need to teach our children the right things and figure out how to work together," she said, adding, "This is, after all, a human rights issue."

"The color of a person's skin shouldn't define them in a negative light," she said. "At the end of the day we are all human." ♦





# ALUMNI UPDATE

## CLASS NOTES

### STAY CONNECTED.

Send your news to the Office of Alumni Relations via email to [alumni@bridgew.edu](mailto:alumni@bridgew.edu) or mail to

Jones Alumni House,  
26 Summer St.

Bridgewater State University,  
Bridgewater, MA 02325

The class notes editor reserves the right to edit submissions for clarity and brevity. Submitted photos must be either high-resolution digital images or original prints from film. Photos generated on home printers are not of publication quality.

### 1969

**James “Jimmy” Pappas** was interviewed by *Rattle* poetry editor Tim Green on YouTube. The interview can be found on YouTube, Rattlecast #34.

### 1971

**James Kirkcaldy** retired from the Hingham Public Schools after 48 years, during which he served as a teacher and as social studies director for grades K-12. He will continue to teach history at Bristol Community College in Fall River and provide AP European history workshops for teachers around the country.

### 1973

**Paula Miller**, is retiring after 36 years as head coach of the Ithaca College women’s swimming and diving program. She was inducted into Bridgewater State’s Athletics Hall of Fame in 1990.

### 1981

**Steven R. Salisbury** retired as Chief of Chaplain Service for the Veterans Administration of Boston.

### 1985

**Stephanie Ward**, G’85, was elected president of Citizens for Juvenile Justice, a statewide youth advocacy organization.

### 1987

**John A. Marciano** retired as director of special events for Lowell National Historical Park after decades of service.

### 1988

**Sergeant John MacLellan** retired from the Watertown Police Department following 30 years of service.

### 1992

**Edward Grueter** was selected as a member of the 2020 MASCAC Hall of Fame class for his contributions to the Bridgewater State baseball team as a student.

**Nancy B. Gustafson**, G’92, received the 22<sup>nd</sup> Annual ATHENA Award from the Metro South Chamber of Commerce. The award, established in partnership with ATHENA International, recognizes an exceptional individual who has achieved excellence in their business or profession, has served the community in a meaningful way and has assisted women in reaching their full leadership potential.

### 1994

**Anthony Fallon** was named the football coach for Canton High School.

**Debra Goulart**, G’01, G’06, is the new principal of Kenneth C. Coombs School in Mashpee.

### 2001

**Michael Triant** was named head coach of Winthrop High School’s boys basketball team.

### 2004

**Susan Brelsford**, G’04, was named principal of Somerset Berkley Regional High School.

### 2005

**Judith E. Kuehn**, G’05, is superintendent of Hull Public Schools.

### 2007

**Matthew Gebo**, G’09, was named West Tisbury Police Officer of the Year for 2019.

### 2009

**William E. Burkhead**, G’09, is superintendent of schools for Scituate Public Schools.

### 2010

**Alyssa Watling** was named girls volleyball coach at Old Colony Regional Vocational Technical High School in Rochester.

### 2012

**Chase Eschauzier** was appointed the new principal of the Alden School in Duxbury.



MORE THAN 80 YEARS AFTER GRADUATING from Bridgewater State, lessons at the heart of her college education still shape Marie Rudd Thomas’ life. “The foundation of teaching and helping and giving stayed with me,” the Class of 1938 alumna said. “Bridgewater has always been an excellent school.”

As BSU’s oldest living graduate, Ms. Thomas, 103, was honored with a cane that’s kept on display in the Jones Alumni House. The Class of 1962 started the tradition, basing it on Boston Post canes that recognize the oldest residents in New England communities.

Growing up in Boston, Ms. Thomas could have attended Boston Teachers College for free and, provided she succeeded academically, taught in Boston. But, she broadened her horizons. “I lived in the South End, and Boston Teachers College was on Huntington Avenue,” she said. “To me it was the same as going to high school. I wanted some feeling of going to college.”

So, on school mornings Ms. Thomas boarded a streetcar, transferred to the elevated line at Washington Street and took a train from South Station to Bridgewater. What was then called Bridgewater State Teachers College (BTC) awaited students after an uphill walk.

“We had a camaraderie because we were all from working class backgrounds,” she said. “We couldn’t afford a big college, but we did have the college experience.”

Ms. Thomas joined the Women’s Athletic Association and played basketball and badminton. She worked in the library

# ALUMNI PROFILE

## MARIE RUDD THOMAS, ’38

and accompanied the glee club on piano. She often ate lunch quickly to leave time for dancing in the gymnasium.

She completed her student teaching in Braintree, where she stood out as a Black educator but says she was never treated poorly.

After graduating, Ms. Thomas taught in a Black elementary school in Wake Forest, North Carolina. Despite segregation, she and her colleagues gave students the best education possible, including offering programs such as glee club, for which she again played the piano. Teachers highlighted Black people who overcame disadvantaged backgrounds to succeed.

“We try to keep our school plant and grounds spotlessly clean and well tended so that when our children pass the white school on the other side of the tracks, a feeling of pride rather than disgust will envelop them when they know their own building is just as fine,” Ms. Thomas wrote in a letter excerpted in the *Campus Comment* in 1940.

When the school sought to establish a library, she turned to her connections at Bridgewater State. The college community responded, donating almost 200 pounds of books.

Out in society, Ms. Thomas saw signs of the racism that has marked America during much of her life. While living in North Carolina, she sometimes traveled by bus, where she had to sit in the back due to the mandates of Jim Crow laws. She and other African-Americans would stay together and keep to themselves, and “made sure not to loiter,” she said. Ms. Thomas summed up her approach to living back in those days: “You made your own little life.”

Ms. Thomas taught in North Carolina for two years before returning to Massachusetts to start a family. She inspired a love of learning in her two children and five grandchildren, setting the expectation that they would go to college and sparking their interest in education careers. She credits her longevity to “God’s plan,” but isn’t counting the years. “I don’t put a number on anything,” she said. “My health has been good, and my mind still functions.”

Now living in a senior community, Ms. Thomas loves reading and participates in the knitting club. She even creates scarves and blankets for people who are hospitalized, carrying on the commitment to ministering to others instilled in her at Bridgewater State. She, in turn, left an indelible impression on her classmates.

“Those of us who were here before she graduated are proud to have known her,” a student wrote in the *Comment*. “Those who know her only by reputation are proud to know that BTC is her alma mater.”◆

—BY BRIAN BENSON



# ALUMNI UPDATE

## CLASS NOTES

**Cory Mikolazyk** is director of student services for the Foxborough Public Schools where he oversees special education programming.

**2014**  
**Kate Robinson, LICSW, G'14**, joined Planned Lifetime Assistance Network of Massachusetts and Rhode Island as a service coordinator supervisor.

**James Scanlon, G'14**, was named district winner and state nominee for the Theodore H. Damko Award, presented by the Massachusetts Secondary Schools Athletic Directors Association to top athletic directors with five or fewer years experience in their position.

**2015**  
**Anna Amico** was named the 2020 Division 4 Boys Indoor Track Coach of the Year by *The Boston Globe* sports staff.

**Michael P. Bradley** performed in a drive-in concert at the Mass Music & Arts Society in Mansfield.

**2016**  
**Kevin Agrella**, an Easton firefighter, graduated from the Massachusetts Fire Academy and is certified at the level of firefighter I and II, as well as in hazardous material operation.

**2017**  
**Kathleen Gouveia** is the SHINE training coordinator for the Executive Office of Elder Affairs.

**Amanda Pitts** joined ABC6 as a multimedia journalist in August 2018.

**2018**  
**Rachel DiBari** joined Peak Physical Therapy & Sports Performance in Pembroke as a physical therapy aide and medical receptionist.

**2019**  
**Elizabeth Ettridge** was named head coach of the girls lacrosse program at Marshfield High School.

**Hans Christopher Guillaume** graduated from Cambridge/Northeastern University Police Academy, Class #2, on June 17 and was sworn into the Avon Police Department on June 25.

**Emily Mangum** moved to Washington D.C. to begin her career as a communications coordinator for the Capitol Riverfront Business Improvement District.

**Gabrielle Rosson's** film, *A Rock Feels No Pain*, was featured in The Andrew Buckner / A Word of Dreams Summer 2020 Short Film Festival.

**2020**  
**Justin Lees, G'20**, was named chief executive officer of Coastline Elderly Services, Inc., in New Bedford.



IT WAS A DAY IN APRIL – the day in April – when the Naismith Memorial Basketball Hall of Fame was set to notify the 2020 inductees. For the second year in a row, Barbara Stevens was waiting for the call.

After being named a finalist for induction in 2019 and not selected, she'd been nominated again this year. If chosen, she'd be joining the ranks of Larry Bird, Michael Jordan and fellow standout women's basketball coaches like Sylvia Hatchell.

On the appointed afternoon, Coach Stevens was watching the clock. As the minutes ticked away, she figured that once again she'd fallen short of being elected. And she was OK with that. "When I became a finalist again this year, I certainly got my hopes up, but I'm very realistic," Ms. Stevens said. "It was one of those things where it was nice of them to just think of me. I was humbled just to be a finalist."

Not long after harboring those doubts the phone rang, and the voice of Hall of Fame President and CEO John Doleva was on the line saying, "Congratulations."

"I literally went blank, and I know I got very emotional," Coach Stevens recalled. "I don't picture myself in this situation at all. I'm still in a little disbelief."

It was an appropriate accolade to cap off a remarkable career, first as a coach at Clark University, then the University of Massachusetts Amherst, before making her mark with a highlight-filled 34 years at Bentley University.

Coach Stevens retired from Bentley on July 31, ending with a lifetime winning percentage of .787. With the uncertainty forced upon collegiate sports by the COVID-19 pandemic, the Hall of Fame nod and the fact that the university had a solid succession plan for the program she'd built, the 65-year-old decided to close this chapter of her life.

Well, not entirely. She has decades of memories and an enduring love and appreciation for the fans, players and institutions

# ALUMNI PROFILE

## BARBARA STEVENS, '76

that have all been integral to her success. "It's bittersweet. I'm leaving a profession and a school and a program that I've loved and always will love," Ms. Stevens said just days after her official final day at Bentley University. "It was the right time and the right decision for me to step aside."

The encomiums have come pouring in, including high praise from Bentley's Athletics Director Bob DeFelice. "As spectacular as her record is, her impact on her players was far greater," he said. "Coach Stevens, her teams and Bentley University was a love affair that will last forever. I've always admired how she handled herself. Her sincerity, her composure, her presence, her professionalism ... and she got instant respect from her players."

Already inducted into the Women's Basketball Hall of Fame in 2006, Ms. Stevens has amassed a number of impressive achievements, including being the fifth woman in college basketball history to hit the 1,000 win mark, an NCAA championship in 2014 and multiple top-ten finishes. In 2018, Bentley named its basketball court the Barbara Stevens Court in honor of her many accomplishments.

The seeds of this illustrious career can be found in the Southbridge native's high school years. That's where Ms. Stevens had the good fortune of meeting a coach and physical education teacher named Rita Castagna.

"She just seemed to have so much fun doing what she was doing," Ms. Stevens said. "She was lively, and it was infectious."

Longtime Bears fans will know that name. Better known as Coach Castagna, the Class of 1966 graduate is a member of BSU's Athletic Hall of Fame, in part due to her own achievements coaching basketball.

Ms. Stevens recalled thinking, "Wow, she went to Bridgewater. Maybe that's where she got the passion for what she was doing. I wanted the same thing; to be really happy in my profession."

In 1972, Ms. Stevens became a Bear herself. Still, today, after all her experiences, Coach Stevens said it was the right choice. "If I had to do it all over again and could repeat what happened at Bridgewater, the education I received and how prepared I felt upon graduation, I would absolutely do it all over again," she said. "It was a great school for me to attend."

She remains in touch with a handful of her classmates she considers close friends, including another standout women's basketball coach, Elaine Clement-Holbrook, '75, G'81.

As for retirement, expect to see the former coach teeing off quite a bit, as well as traveling. "I really have so many things I'd like to do," Ms. Stevens said. "I'm taking things one day at a time." ♦

—BY JOHN WINTERS, G'11

## ALUMNI SERVICES

For more information about the services below, visit [www.alumni.bridgew.edu](http://www.alumni.bridgew.edu)

### STUDENT LOAN ASSISTANCE

Through American Student Assistance® (ASA), a nonprofit organization that financially empowers college students and alumni, BSU alumni have access to expert student loan counselors.

ASA can be reached at 877.523.9473 (toll-free) or [loanhelp@saltmoney.org](mailto:loanhelp@saltmoney.org).

For more information, visit [www.saltmoney.org/bridgew.edu](http://www.saltmoney.org/bridgew.edu)

### WEBSITE

Visit the Bridgewater Alumni Association website, [www.alumni.bridgew.edu](http://www.alumni.bridgew.edu), to learn more about events, services and the activities of alumni affinity groups.

### FACEBOOK

Follow us on Facebook at "Bridgewater State Alumni."

### LINKEDIN

The "Official Bridgewater State University Alumni" group on LinkedIn is more than 4,000 strong. Request to join the group today.

### TWITTER

Follow us on Twitter @BSU\_Alumni.

### INSTAGRAM

Follow us on Instagram @BSU\_Alumni.



# ALUMNI UPDATE

## NOTA BENE

### MARRIAGES

The university celebrates the weddings of the following alumni:

Heather Dragon to **Bryan Cummings**, '13, on September 20, 2020

### IN MEMORIAM

The university is saddened by the deaths of the following alumni and faculty and extends condolences to their loved ones:

Lillian Warren Blumberg, '41, on May 25, 2020  
Patricia Dahill DuBois, '43, on May 22, 2020  
Phyllis Jenness, '44, on March 21, 2020  
Marjorie Sisson Parker, '46, on February 4, 2020  
Constance Macomber Pollard, '46, on March 25, 2020  
Vivian Chaffin Sweet, '46, in August 2017  
Ruth Anderson Berry, '47, on June 5, 2020  
Wilrene Card, '48, G'55, on May 21, 2020  
Genevieve M. Powers, '48, on December 5, 2019  
Dr. Theresa Corcoran, '50, on August 12, 2020  
Paul L. Dube, '50, on June 21, 2020  
Carol Berry Fritz, '50, on May 10, 2020  
Marion Higgins Mugford, '50, on July 5, 2020  
Joyce Dawson Windhol, '50, on April 20, 2020  
Dorothy I. Mapes, '51, on May 5, 2020  
Bradford I. Pierce, '51, on April 18, 2020  
Andrew A. Dietlin Jr., '52, on May 26, 2020  
Ann Campbell Thomas, '54, on July 2, 2020  
Marcia A. Crooks, '55, G'62, on July 3, 2020

Eleanor Cookson Hartley, '55, on April 16, 2020  
Judith McIntyre LeBarge, '55, on June 4, 2020  
Karen Mann Orcutt, '55, on August 6, 2020  
John S. Blanchon, '56, on June 16, 2019  
Margaret Malone DiPersio, '56, on August 14, 2020  
David C. Swift, '60, on March 21, 2020  
Harriet A. Nathanson, G'61, on March 27, 2020  
John T. Pappas, '61, G'85, on April 21, 2020  
Jesse V. Santos Jr., G'61, on March 31, 2020  
John F. Corcoran, '62, on December 20, 2019  
Ann Marden Cooke, '63, on April 6, 2020  
Victoria Roberts French, '63, G'67, on May 5, 2020  
Dr. Diane E. Willard, '63, on May 5, 2020  
Nancy McKenna Bunar, '64, on April 9, 2020  
Linda White Fader, '64, G'90, on July 3, 2020  
Christine Considine Kovach, '64, on August 10, 2020  
Ann Hallisey Butler, '65, on July 4, 2020  
Noel Nerney-Lomas, '65, on April 17, 2020  
William R. Mattern, G'66, on July 3, 2020

## CAREER SERVICES

Help lead Bridgewater State University students to success

### ENGAGEMENT OPPORTUNITIES

#### BSU STUDENT AND ALUMNI NETWORKING GROUP

Join the Bridgewater State University Student and Alumni Networking Group on LinkedIn.com and connect with BSU students and other alumni.

Help members explore career options, learn about internships and jobs, and build networks on this popular professional social media site.

#### EMPLOYER-IN-RESIDENCE

Spend five-10 hours a month improving your company's visibility on campus while offering students résumé and cover letter critiques, as well as workshops.

#### CAMPUS ALUMNI ENGAGEMENT

Many opportunities are available for alumni to engage with BSU students. Career Services is seeking alumni interested in taking part in career panels, virtual job shadows, company information sessions, career fairs and the Practice Interview Program.

# ALUMNI UPDATE

## NOTA BENE

Robert A. Goodwin, G'67, on April 27, 2020  
Paul J. Urban, G'67, on April 30, 2020  
Barry R. Bird, G'68, on June 14, 2020  
Harvey B. Blackman, G'68, on March 7, 2018  
Rose M. John, '68, on June 10, 2020  
Barbara L. Trudell, '68, on May 17, 2020  
Eileen M. Carney, '70, on February 2, 2019  
Dolores Dooley Larsen, '70, on May 31, 2020  
Cornelius L. Lynch, '70, on August 13, 2020  
Wiesia Michalowski Sullivan, '70, on April 18, 2020  
Joseph B. Benedetti, '71, on April 20, 2020  
Kathleen M. Craig, '71, on June 20, 2020  
Joyce DeMello DiBona, '71, on June 22, 2020  
Leo W. Donovan, G'71, on June 15, 2020  
David G. Owen, '71, G'84, on June 9, 2019  
Theresa Silvia Loughlin, G'71, on April 20, 2020  
Patricia Witham Bryant, '72, on March 25, 2020  
Louise Williams-McGrath Carberry, '72, on April 16, 2020  
John Haaland, G'72, on April 22, 2020  
Francis J. Buckley, '73, on August 5, 2020  
Dorothea Riley Byrnes, '73, on August 5, 2020  
Leonard S. Crane, G'73, on July 9, 2020  
Richard J. Silvia, '73, on May 4, 2020  
Paul H. Weatherbee, '73, on July 5, 2020  
Barbara T. Anzuoni, G'74, on April 7, 2020  
James K. Beith Jr., '74, on March 20, 2020  
Elizabeth H. Callaghan, G'74, on July 2, 2020  
Gertrude (Trudy) Alves Fatula, '74, on June 26, 2020  
Isabelle S. Reid, G'74, on July 24, 2020  
Marie A. Rogers, '75, on May 13, 2020  
Larry M. Stack, G'75, on March 6, 2020  
Gilbert R. Bowker, '76, on April 10, 2020  
Theresa R. Wilson, '76, on April 21, 2020  
Bruce R. Berquist, '77, on May 7, 2020

BSU pays its respects to the following faculty and administrators who recently passed away:

Dr. Richard F. Calusdian, professor emeritus, Department of Physics, on September 6, 2017  
Ritesh Chandra, G'02, Director of Information Technology Computing Support Services, on October 1, 2020  
Dr. Wilmon B. Chipman, professor emeritus, Department of Chemistry, on April 18, 2020  
Dr. Diana Draheim, professor emerita, Department of Elementary and Early Childhood Education, on June 4, 2020  
Paul L. Gaines, Sr., G'68, BSU's first director of minority affairs, on June 25, 2020 (see related story on page 10)  
Burton D. Goldman, G'54, professor emeritus, Department of Education, on November 18, 2019  
Dr. Jonathan Holmes, associate professor, Department of Psychology, on May 24, 2020  
J. Michael Hurley, '83, professor emeritus, Department of English, on March 28, 2020  
Sylvia Keyes, professor emerita, Department of Management, on September 9, 2020  
Dr. Chester (Czeslaw) M. Nowak, professor emeritus, Department of History, on June 27, 2020  
Dr. Louis J. Taris, professor emeritus, Department of Education, on April 5, 2020

Florence Fitzhenry Cerullo, '77, on June 20, 2020  
Kerstin Chapman, '77, on August 10, 2020  
Nancy A. Townley, G'77, on August 20, 2020  
David J. Correia, '80, on June 30, 2020  
Jacqueline Coelho Hull, '80, on March 18, 2020  
Edward B. Cunningham, G'81, on April 29, 2020  
Richard H. Voyer, G'81, on April 29, 2020  
Albert E. Williams, '81, on July 31, 2020  
Jane Norton Mulvihill, '82, on August 14, 2020  
Shirley A. Wells, G'82, on June 25, 2020  
Brian P. Rogan, '84, G'93, on July 12, 2020  
Donna J. Turban, '86, on July 14, 2020  
Robin A. Amadea-Irving, '87, on September 17, 2019  
Carol S. King Woodman, '87, on May 6, 2020  
William H. Lawrence Jr., '90, on June 29, 2020  
Dianne E. Joyce, G'90, on May 14, 2020  
Barbara Schultz, '91, on May 26, 2020  
Peter J. Angus, '92, on March 8, 2020  
Janice Hallal, '92, on March 8, 2020  
Eleanor Mackinder, G'92, on June 10, 2020  
Eleanor Barker Simpson, '92, on May 17, 2020  
James E. Martorana, '96, on April 24, 2020  
Carolgene King, '98, on July 19, 2020  
Jane F. Vannata, G'98, on April 30, 2020  
Sean P. McCarthy, '00, on July 27, 2020  
Lynne Belmont Pinsoneault, G'01, in June 2020  
Mary S. Thulin, G'02, in May 2020  
Patricia Lynch McDiarmid, G'03, on August 6, 2020  
Denise Castonia Mujica, '03, on March 17, 2020  
Amanda K. Clarke, G'06, on April 9, 2020  
Amanda E. Holt, '07, on May 6, 2020  
Jonathan M. Glendye, G'09, on May 19, 2020  
Maureen Quinn Ryan, '13, on May 12, 2020  
Christopher G. Rolt, '14, in 2019



## PARTING SHOT



Talk about a family affair! When Jim Lamonte returned to BSU after many years away to finish his degree, he knew he'd be in good company – his children, Mya and Tyler, are both current students. This trio of Bears is living and loving the Bridgewater State University way. As proud papa put it, "To be able to go back and share this experience with them has been an absolutely awesome opportunity."

PHOTO BY CARL HOLLANT, '15, UNIVERSITY NEWS AND VIDEO

1120DSGUW74800

# You can help a **BSU** student overcome life's challenges

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– Gabryella, Class of 2021



## Make a gift to the **Bridgewater Fund**

At Bridgewater State University, our students are used to overcoming life's challenges. They know that the only impossible journey is the one they never begin, and they understand that if they do not make today count, their dreams for tomorrow may never materialize.

Your support of the Bridgewater Fund provides direct financial assistance to students – just when they need it most, helping them make today count so that they can realize their dreams for tomorrow.

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## Chronicling the Commonwealth's History

Massachusetts' rich history is on display as never before in a new book for students across the commonwealth incorporating a variety of diverse perspectives.

Produced in collaboration with Bridgewater State University, *The Massachusetts Chronicles* features more than 60 newspaper-style stories ranging from the 1613 Wampanoag ceremonies marking the coming of spring to the region's resiliency after the Boston Marathon bombings, among many other historic events.

"The inclusivity of the book is especially laudable," said President Frederick W. Clark Jr., '83. "We're very, very proud of this effort."

Every public school in the commonwealth is receiving a class set (32 copies) of the book and a wall-chart timeline of historical events, thanks to the generosity of BSU benefactors Bruce R., '68, and Patricia A. (Quinn) Bartlett, '67.

Aquinnah Wampanoag tribe member Linda Coombs and United Kingdom journalist Mark Skipworth co-wrote the book, which includes pieces on Indigenous, women's and Black history. "This is not revisionist," Ms. Coombs said. "It is adding in that which has been left out."

*The Massachusetts Chronicles* is a collaboration of many educational, cultural and Indigenous organizations, including Plymouth 400, which commemorates the 400<sup>th</sup> anniversary of the founding of Plymouth.

The publication comes as Massachusetts puts increased emphasis on teaching civics. "This entire effort will put Bridgewater State University in the center of civics education in this state at a critical time," President Clark said.

