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iPad technology transforming teaching and learning
WHEN TYLER HOLLOWAY, ’14, tells people he made an optical trap, it’s understandable if they’re a little confused. The device, also known as laser tweezers, holds molecules in place so experiments can be performed.

Tyler built this optical trap as part of a summer ATP research project. The physics major and Abington resident used plans developed by professors at esteemed institutions. It’s a great addition to the optics lab, located in the Science and Mathematics Center.

What led you to develop this?
Two years ago, I started working with my mentor, Professor Ed Deveney, and now we have a laser lab in the Science and Mathematics Center, which is fantastic. Professor Deveney is really big on optics. He thinks they’re going to be important in biological research. The way he puts it, a lot of biology labs will have a physics guy in the background who knows how the instruments work.

Speaking of which, how does it work?
You have a standard microscope and a solution of water with a micrometer of fused silica beads floating in it. You aim a laser beam backward through the microscope objective that focuses the laser on the beads. Then, as they float by, they get trapped in that focus. You bond your sample to the beads, and it holds it in place, and then you can test it however you want.

Why is this important?
It’s a more exact way of testing things on molecules. Holding things in place is a pretty useful thing to do, especially this size. It’s really helpful.

What does actually building an optical trap do for you?
It opens a lot of research opportunities. I’m applying to graduate school now, places with large optic programs so I can work with lasers. I really want to go for a PhD, and after that, we’ll see what comes next. Not sure if I’d rather teach or go into industry. I like the research aspect of it.

Interview by John Winters, G’11
Photo by Steve Rowell, ’17
Student Spotlight

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Dear friends,

Experiential learning, state-of-the-art technology, service learning and residential learning communities – all clearly demonstrate Bridgewater State University’s commitment to provide our students with a transformative educational experience. At Bridgewater, we work to challenge our students to become teachers, inventors, performers, scientists and leaders by nurturing our scholars with an emphasis on study and preparation, while also encouraging them to become competent global citizens.

This fall, the College of Education and Allied Studies issued iPads to education majors as well as faculty members, connecting academic knowledge to applied experiences for many of our students. I am proud that Bridgewater is at the forefront of technological advances that offer our students an edge in their future career paths. Indeed, together we have created a place where students can explore their interests and discover their passions as well as realize their personal potential. Bridgewater is truly a place where great things happen inside the classroom and out.

This is very clear in our residential learning communities and service learning components where students become partners in their own learning as they participate in the diverse array of experiences. Service learning not only changes the way our students learn, but also it changes society’s view of education by linking academic study and civic engagement. Thoughtfully organized service is a means for students to learn in practice what they are learning in theory in their Bridgewater classrooms.

I am proud that the Bridgewater experience instills in our students the social responsibility and ethical reasoning skills that will help them to become a service to their community in their personal and professional lives after graduation. These extraordinary and innovative programs provide a secure foundation for a future that will allow us to continue to offer the most productive and relevant education to enhance and enrich the lives of our students for generations to come.

Sincerely,
Dana Mohler-Faria
President

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BSU remembers two longtime faculty members

BY DAVID K. WILSON, ‘71

Dr. Gerald Thornell passed away after a brief illness on Oct. 18. Dr. Thornell, who joined the faculty in 1968 and was the fifth-longest-serving member of the faculty and staff at the time of his death, was promoted to professor of elementary education in 2000, and became faculty marshal in 2003. According to his family, he was proud of these accomplishments, but more so of his students’ success and his involvement in several university initiatives, including its outdoor education and cooperative learning programs.

Born on April 3, 1940, in Brockton, Dr. Thornell grew up in Quincy. He attended Boston University, Curry College and later earned his doctorate from Boston College.

In an interview several years ago, he said, “I was hired as an instructor at a salary of $9,000. We were, in 1968, one very large department, and our home was an office on the top floor of Boyden Hall, right across from where today the Office of the President is located. There were probably 12 or 13 of us in that office, and there was no such thing as privacy. We had one telephone, and for the first two years, I didn’t even have my own desk – I shared a desk with a wonderful man named John Kent. He taught me a lot about elementary education.”

In 2006, she was honored for her work when she and two colleagues received the Presidential Award for Excellence in Collaboration to Improve Teaching, one of the highest honors awarded annually at the university. President Dana Mohler-Faria, in presenting the award, said, “These faculty demonstrate the power of collaboration in teaching” because they “responded to a call from the National Communication Association to become inaugural partners in Communicating Common Ground (CCG), a service-learning initiative whose goals are to educate youth on the advantages of a diverse society, to foster engagement between educational institutions and communities, and to promote service learning as a mode of pedagogy. Out of that partnership grew the interdisciplinary, service-learning course entitled Perspectives of the Holocaust, which teaches students to view the events surrounding the Holocaust through a multiplicity of perspectives on the authoritarian personality, the nature of prejudice, conformity and compliance, and – in opposition to that – altruism. The course represents a collaboration among these three Bridgewater State College professors and with other CSG faculty, college students, middle school students, middle school teachers and CCG project members. CSG students themselves have become key collaborators through their service projects in middle schools. As one student wrote, ‘To be able to incorporate information about the Holocaust with some of the horrors that are occurring in schools today made me feel like I was taking an active part in stopping the violence that exists in our world today.’”

Dr. Leavitt passed away on Oct. 4. A longtime faculty member, Dr. Leavitt had retired in May. A highly gifted teacher and skilled administrator, she had played a key role in the creation of the social work program at BSU and its transition to the School of Social Work.

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Dr. Leavitt was a member of the university’s Graduate Education Council and a veteran member of the executive committee of the Center for the Advancement of Research and Teaching (CART).
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Dana Mohler-Faria
President
New faces

Bridgewater State University welcomes three new deans to campus

DR. ELMORE ALEXANDER is the new dean of the Louis M. Ricciardi College of Business. In his time at Kennesaw State University, he oversaw all graduate programs, and was a consultant to businesses, government agencies and hospitals, in this country and in Europe, Asia and the Middle East. Prior to his arrival at BSU, Dr. Alexander was the dean of the School of Management at Marist College in New York and, before that, dean of the School of Business Administration at Philadelphia University.

DR. KARIM ISMAIL is the new dean of the College of Graduate Studies. The London native last served as associate dean for graduate affairs and research in London and the institution’s commitment to issues close to his own heart. These include the opportunity to build a graduate school upon an already strong foundation, and the institution’s commitment to issues close to his own heart.

DR. LISA BATTAGLINO, a veteran faculty member at BSU, was appointed dean of the College of Education and Allied Studies. President Dana Mohler-Faria said, “Dr. Battaglino has been an outstanding faculty member, department chair and leader at the university for more than 20 years. Her contributions to the college and to the university are numerous.”

In addition to her work in the College of Education and Allied Studies, Dean Battaglino has been a significant contributor in the area of international education and relationships. Before being named dean, she held the role in an acting capacity.

High marks

BSU made two impressive lists this fall. The university occupies the 16th position on this year’s list of Top U.S. Colleges & Universities for Teaching Education. The institutions on the list are deemed as offering students the widest range of program options when it comes to teaching education. Specifically, listing BSU’s rank according to The College Database, which compiled the list, is the university’s large number of teaching education programs. Dr. Lisa Battaglino, dean of the College of Education and Allied Studies, welcomed the ranking. “I am thrilled and honored because the College of Education and Allied Studies is truly deserving of this recognition,” she said. “We produce more teachers than any other university in the state, and we have exceptional faculty and students.”

Teresa Mullins, managing director of communications, partnerships & initiatives for The College Database, said, “When pursuing a college degree, it’s important for students to find a school that fits their academic, professional, and campus wants and needs. Therefore, it’s equally important to recognize the colleges and universities with programs and atmospheres that truly make a difference.”

Meanwhile, Bestcolleges.com has named Bridgewater State University’s Career Services office as among the best in the country. The list is composed of those who go “above and beyond the call of duty when it comes to life after college.”

“We’re very happy and proud to be recognized,” said John Paganeli, director of Career Services. “The more you focus on customer service, the more you’ll get repeat business, and people will say when they come to our office they get what they need.”

With 53 percent of recent graduates unable to find a job in their chosen fields, the assistance of a top-notch career services team is key, the site’s editors claim. The website’s ratings took into account such offerings as resume services, interview practice and job/internship searches.

Get social with BSU

There are lots of ways to stay up to date with what’s happening at Bridgewater State University. More than 10,000 university students, alumni and parents stay connected with BSU via Facebook, Twitter, YouTube, Instagram and Vine to keep up with campus events and university news. Social media has given BSU the chance to engage in ongoing conversations and share the latest news and insights from across campus and beyond.

Whether you are miles away or on campus for class, become part of BSU’s flourishing social media community. Speak with fellow students, alumni, staff and faculty about a wide range of topics – the conversations are limitless – and check out BSU’s Instagram, Vine and YouTube channels to see and hear about campus happenings.

So, go ahead and like, follow or subscribe online – there’s a place for you on BSU’s social media platforms.
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Dozens of students across the region embarking on a career as science educators will be supported by a $1.43 million National Science Foundation grant to be shared by BSU.

Through its Robert Noyce Teacher Scholarships Program, NSF provides funding to institutions for scholarships and programmatic support to recruit and prepare science majors to become K-12 teachers. The Science Teacher Scholars program seeks to increase the number of K-12 teachers with science content knowledge to teach in high-need school districts and underserved students.

The grant will fund scholarships to support the final two years of 40 BSU science majors who decide to enroll in an education licensure program. The scholarships are valued at $10,000 for each year, fully covering tuition, fees and books for the academic year.

Twelve of the scholarships will be specifically for science majors seeking to become elementary education teachers, and 28 will be for secondary education. The program will also fund eight paid summer internships at either BSU or Massasoit Community College for first- and second-year science majors.

President Dana Mohler-Faria said the grant will assist the university with an important aspect of its mission. “As an institution, we are proud to receive another significant grant from the National Science Foundation,” he said. “As the largest educator of science and mathematics teachers in the commonwealth, the Science Teacher Scholars program will continue to support a core mission of the university since its founding – to expertly prepare those aspiring to become educators.”

The five-year grant was obtained by BSU in partnership with Massasoit Community College and four public school districts – Brockton, Fall River, Randolph and Freetown-Lakeville. Dr. Jeffrey Williams, professor of physics, and Dr. Nicole Glen, assistant professor of elementary and early childhood education, are the co-principal investigators of the grant.

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So, go ahead and like, follow or subscribe online – there’s a place for you on BSU’s social media platforms.
George A. Weygand Hall opening celebrated

George A. Weygand Hall, the new 500-bed residence hall, was opened during a dedication ceremony that drew a large audience of alumni, state officials and Dr. Weygand himself.

“It has been a pleasure to watch this building grow,” said the much-admired professor emeritus of the Department of Physics. “To go through there now is something I’ve been anticipating.”

Weygand Hall is home to 60 four-bed-room suites and 12 residential learning community suites. It is equipped with state-of-the-art environmental and technological features, creating a highly energy efficient and extremely comfortable living environment.

Taking part in the Sept. 25 ribbon-cutting ceremony for the George A. Weygand Hall are (from left) Edward H. Adelman, executive director at Massachusetts State College Building Authority; President Dana Mohler-Faria; Dr. Weygand, ’53, G’56; Louis M. Roccaard, ’81, chairman of the BSU Board of Trustees; and Lori Hindle, ’97, member of the MSCBA Board of Directors.

BSU pride was on display during Homecoming and Family Day, which drew hundreds of alumni back to campus on a fine fall weekend. The Class of 1963 celebrated its 50th reunion, and in addition to the parade, banquets were held, athletics honors feted, and Bears teams posted victories in football, men’s soccer, field hockey and women’s tennis. As Louise Scott, ’63, said, “We had a great time reconnecting with friends. Still proud to be a graduate of a fine university.”

The Class of 1963 celebrates its 50th reunion.

Changes coming for 2014 commencement ceremonies

President Dana Mohler-Faria announced that starting with the 2013-2014 academic year, the university will no longer hold a winter commencement. In addition, two separate undergraduate commencements — to be divided by academic college — will be held on May 17, 2014. A commencement ceremony exclusively for graduate students will continue to be offered in May.

Driving the changes, the president said, is the considerable growth BSU has experienced in recent years. More than 1,000 additional students graduated this past year than in 2000, an increase of more than 65 percent in just over a decade. “While we can all share in the pride that comes from being integral parts of a thriving university community, our momentum also requires us to think differently about how we orchestrate many of our most celebratory events,” President Mohler-Faria said.

The changes mean that each graduate will be guaranteed to receive a minimum of four tickets for family and friends.

Bridging the gap

Summer program for middle school students expands in second year

The Bridge Partnership, a two-week academic program at BSU for middle school students from across the region, wrapped up another successful year.

The two-year-old program brings to BSU each summer nearly 100 students, giving them the chance to experience university life. They live in a residence hall, take courses with BSU faculty and education majors, as well as their own teachers, and tour educational, cultural and historic sites in Massachusetts.

The idea is to give the students a unique college-immersion experience, said Frederick Clark, executive vice president and vice president for external affairs, the division that oversees the program. “The goal is to try to nudge them academically toward proficiency, and at the same time, give them a sense they belong in college,” he said.

The program expanded this year, up from 130 students, and now includes students from the Roosevelt and Keith middle schools in New Bedford; various schools in Brockton; chosen through a program with the local YMCA; and Boston’s Dearborn Middle School.

The original concept of the program came from President Dana Mohler-Faria. While visiting schools in New Bedford two years ago, he imagined having students from gateway cities come to BSU to have an experience that would otherwise be unavailable to them. Nearly all of the students were on or near academic probation.

The idea became a reality last summer. Kaia Monteiro, 13, gave the program credit for assisting her in many ways. “The program helps me have more confidence in my abilities in school, and it has also helped out with my social skills.”

One of the highlights for the students is their involvement in BSU’s aviation program. They are able to put their mathematics skills to use in the classroom, and eventually go up in an airplane out of BSU’s flight school, located at the New Bedford Regional Airport. While in the air, students use the skills they’ve learned to map a segment of the area.

The program also includes an array of field trips, including visits to the Massachusetts Institute of Technology, Massachusetts College of Art and Design, Massachusetts Maritime Academy, Museum of Science, Bristol Community College and a Brockton Box game.

Since parental involvement is a key part of the program, there’s a barbeque and graduation ceremony for the students and their families.

Mr. Clark said he’s enjoyed seeing the results of The Bridge Partnership up close. “Truly the most rewarding moments I’ve had in my two years at Bridgewater have been watching the transformation of these young people and hearing them talk about a different future for themselves,” he said. “It’s hard to have an experience more rewarding than that.”

Fall 2013 | BRIDGEWATER 7
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Fall 2013 7
Johnny Mainer-Smith, 7, a student at Taunton’s Galligan Elementary School, was looking forward to this day. The youngster knew that when the Bridgewater State University students returned for the weekly Book Buddies program they’d be bringing their iPads.

“It’s really fun,” said the precocious tot. “I wanted to use it again.”

Tablets, like the iPad and one made by Amplify, are the hottest thing in K-12 education these days. Students seem to love them, and most educators are glad to have another tool at their disposal.

“It makes teaching easier,” said veteran BSU Professor Nancy Witherell of the Department of Elementary and Early Childhood Education. With the ability to create individualized lessons for students, upload books, provide phonetic assistance, help build vocabulary, visit content-rich websites and provide numerous apps for special education and other uses, the tablets have a huge upside, she said.

“They really give the child a deeper understanding,” Dr. Witherell said, citing concrete examples of how tablets can help young learners. For instance, she said, students reading about Africa can use the iPad to bring up an interactive map of the continent or watch a video that provides an overview of the different cultures there. “They can really get more content knowledge,” Dr. Witherell said. “Everything is right there, it’s amazing.”

The College of Education and Allied Studies at the start of the fall semester issued Apple iPads to all full-time faculty and more than 1,600 students. This puts BSU on the front lines of the tablet revolution.

“This is transforming teaching and learning,” Dean Lisa Battaglino said.

Casey Opuszynski and Ashley Jorgensen (left) follow along with Dr. Patricia Emmons of the Department of Elementary and Early Childhood Education as she projects a demonstration about using iPads for a kindergarten class lesson.

Education major Greg Ortego (right), works with Johnny Manier-Smith and Mark-Henry Louissant, both 8, at Taunton’s Galligan Elementary School.
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77 percent of teachers found technology to “increase student motivation to learn.”

CASEY OPUSZYNSKI AND ASHLEY JORGENSEN (LEFT) FOLLOW ALONG WITH DR. PATRICIA EMMONS OF THE DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION AS SHE PROJECTS A DEMONSTRATION ABOUT USING iPADS FOR A KINDERGARTEN CLASS LESSON. EDUCATION MAJOR GREG ORTEGO (RIGHT), WORKS WITH JOHNNY MAINER-SMITH AND MARK-HENRY LOUISSANT, BOTH 8, AT TAUNTON’S GALLIGAN ELEMENTARY SCHOOL.
The direct benefits of the iPad initiative include the sharing of a robust and dynamic delivery system for course content - e-textbook options, apps, and other digital materials, opportunities, personalized instruction, reduced costs with a common device and single platform, improved learning.

Brian Scalley, a graduate student at BSU, considers himself a “non-technical,” but he picked up his iPad on a mid-September afternoon, and he conceded that the tablet represented the future – and present – of his field, which is special education. “It’s in the classroom,” the Wellfleet resident said. “It’s inevitable.”

In a Hart Hall classroom, all eyes were on Professor Patricia Emmons and the overhead projection. Fourteen education majors, heads bent to the task before them, were learning something new on this day: how to use the iPad to teach kindergarten students about addition.

The students were using an app called Doodle Buddy, which enables iPad users to gather virtual animals in a pen to teach mathematics skills. It’s a high-tech version of something that used to be done manually with tiles featuring pictures of animals. It’s not only more engaging for young learners, said Dr. Emmons, an associate professor of elementary and early childhood education, it provides instant feedback.

A year ago, she surveyed BSU education faculty about what improvements they’d like to see. “Everyone said we need updated technology,” Dean Battaglino said. “As professors we need to be able to teach it to our students. This is what’s being used in the field.” She added that not only educators, but also athletic trainers, counselors, and speech and language clinicians are using tablets.

Direct benefits of the iPad initiative include the sharing of a common device and single platform, improved learning opportunities, personalized instruction, reduced costs with e-textbook options, apps, and other digital materials, a robust and dynamic delivery system for course content with iTunes University, and more active and collaborative-based classrooms and learning environments.

The tablet is fast making deep inroads in education. A study by the U.S. Department of Education showed that technology-based instruction can reduce the time students take to reach a learning objective by 30 to 80 percent. Meanwhile, 82 percent of K-12 teachers believe tablets enrich classroom education.

Users say a great benefit of the iPad is its available technologies, such as VoiceOver, AssistiveTouch and Guided Access, which help students with special needs. This has convinced many BSU students specializing in this area that a tablet is a tool they need.

“I feel like it is being utilized in the classroom, and it will be helpful when we’re out in the field,” said Casey Opuszynski, an elementary and special education graduate student, who also has a concentration in communication studies.

For some students, using the iPad as a teaching tool may take a little getting used to. “After watching teachers work with it, I can see how it can be really helpful in the classroom,” said Ashley Jorgensen of Abington, a fifth-year senior majoring in elementary education and communications studies. “It really keeps kids engaged.”

During a break in the Book Buddies program at the Galligan School, education major Greg Ortego of Milford, said when it comes to new technology like the tablet, moderation is key. “It’s a very useful resource, especially for getting across big concepts,” he said. “But it should be used as a supplement.”

As she stood in the Galligan cafeteria watching her students using their new iPads in various ways and the youngsters’ faces eagerly glued to the screens, Dr. Nancy Witherell said the revolution was well under way. “It’s definitely the future,” she said.

30-80 percent less time is needed by students to reach a learning objective when they receive technology-based instruction.

U.S. Department of Education

A year ago, she surveyed BSU education faculty about what improvements they’d like to see. “Everyone said we need updated technology,” Dean Battaglino said. “As professors we need to be able to teach it to our students. This is what’s being used in the field.” She added that not only educators, but also athletic trainers, counselors, and speech and language clinicians are using tablets.

Direct benefits of the iPad initiative include the sharing of a common device and single platform, improved learning opportunities, personalized instruction, reduced costs with e-textbook options, apps, and other digital materials, a robust and dynamic delivery system for course content with iTunes University, and more active and collaborative-based classrooms and learning environments.

The tablet is fast making deep inroads in education. A study by the U.S. Department of Education showed that technology-based instruction can reduce the time students take to reach a learning objective by 30 to 80 percent. Meanwhile, 82 percent of K-12 teachers believe tablets enrich classroom education.

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Public Broadcasting Service

“With this, you can see if everyone’s got it, and if someone doesn’t, you can spend more time with them,” she told her students.

After class, the veteran educator talked about using the tablet in her classes. “This is more creative and interactive,” she said. “It’s changed the way I’m teaching.”

Dr. Emmons’ students will soon be heading out into classrooms in the real world, where they will be expected to know all about tablets and apps and the best practices as to how to use these tools.

Users say a great benefit of the iPad is its available technologies, such as VoiceOver, AssistiveTouch and Guided Access, which help students with special needs. This has convinced many BSU students specializing in this area that a tablet is a tool they need.

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BSU education major Victoria Simmons (above) guides Galligan school students Nathan Gosling and Davian Jiminez, both 8, through a book with the help of an iPad.

Ramauni Jenkins, (far left), an eight-year-old student at the Galligan school, is engrossed in a story she’s reading on a BSU student’s iPad.

Two students in the College of Education and Allied Studies (left) pick up their new iPads on campus at the start of the fall semester.
The cons are the cost, the potential distraction and the malfunctions endemic to tablet use. However, proponents say the positive impact of this new tool in the classroom, used properly, outweighs any downside.

Brian Scalley, a graduate student at BSU, considers himself a “non-techie,” but as he picked up his iPad on a mid-September afternoon, he conceded that the tablet represented the future—and present—of his field, which is special education. “It’s in the classroom,” the Wellfleet resident said. “It’s inevitable.”

In a Hart Hall classroom, all eyes were on Professor Patricia Emmons and the overhead projection. Fourteen education majors, heads bent to the task before them, were learning something new on this day: how to use the iPad to teach kindergarten students about addition.

The students were using an app called Doodle Buddy, which enables iPad users to gather virtual animals in a pen to teach mathematics skills. It’s a high-tech version of something that used to be done manually with tiles featuring pictures of animals. It’s not only more engaging for young learners, said Dr. Emmons, an associate professor of elementary and early childhood education, it provides instant feedback.

“With this, you can see if everyone’s got it, and if someone doesn’t, you can spend more time with them,” she told her students.

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Dr. Emmons’ students will soon be heading out into classrooms in the real world, where they will be expected to use technology-based instruction. This has convinced many BSU students specializing in this area that a tablet is a tool they need.

“Really, it’s a requirement,” said Casey Opuszynski, an elementary and special education graduate student, who also has a concentration in communication studies. “It’s a very useful resource, especially for getting across big concepts,” he said. “But it should be used as a supplement.”

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One for all

Residential learning communities bring together like-minded students for the experience of a lifetime

It was the end of a long day, and a handful of students on the second floor of Scott Hall were preparing for an afternoon of good work: making coloring books and other items for patients at Boston Children’s Hospital. Over the weekend, several of these same students would be heading to Brockton to volunteer at the city’s YMCA and its Big Sister Big Brother program.

Service is a component of many courses at Bridgewater State University. However, these particular projects were part of a service learning residential learning community (RLC), where like-minded students are given the opportunity to live and study together and collaborate on projects.

For sophomore Carmen DeCristofaro, a senior programming assistant for the service learning RLC, it’s a type of joyful immersion. “I think it’s a great opportunity to fit service into your college schedule,” she said. “And a great opportunity to get to know people.”

RLCs came to BSU six years ago. They’re designed to give students with a particular academic focus or similar interests the opportunity to live together in a residence hall community, as well as to study, together and collaborate on various projects. There are three housed in Scott Hall (honors, service learning, and science and mathematics) and three in the newly opened Weygand Hall (social justice, global village and upper-class honors).

The practice of allowing students to live, study and work together has its roots in the mid-1980s. Around that time, lawmakers in the state of Washington, in conjunction with Evergreen State College, established several learning communities. In 1996, the U.S. Department of Education funded the three-year Learning Communities Dissemination Project, and early the following decade, The Pew Charitable Trusts sponsored The National Learning Communities Project, helping spark what became a national movement. Since then, RLCs have proliferated.

Research shows they work. A study published in the Journal of College Student Development found that participating students demonstrated “significantly higher levels of involvement, interaction, integration, and gains in learning and intellectual development than did students in traditional residence halls.”

“When I needed a topic, the presidential election was going on. I thought it was interesting that this was the most active election, yet voter suppression was not really talked about,” said Frank Theodat about his voter education project.

“Residential learning communities offer students a chance to experience education as a shared enterprise, where the classroom experience for a group of students extends out into the rest of the students’ day-to-day lives, and connections become what it’s all about,” said Dr. Paula Krebs, dean of the College of Humanities and Social Sciences. “RLCs consciously construct learning experiences inside and outside of academic buildings – experiences that build on each other.”

“International Learning Communities members (from left) Heather Rosato, Erin Fitzgerald, Angelique Samuel-Marshall and Dashawnda Barrett meet in a space specifically designated for RLCs in newly opened Weygand Hall.

Frank Theodat stands beside a voting booth he set up for his voter education project, as part of the social justice RLC.

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To see an RLC in action, it takes more than a visit to a classroom. Some groups get together formally once a month. Others tend to meet more regularly, sometimes informally with faculty in special areas of residence halls. Otherwise, the learning takes place in labs, in common areas, and around campus and the community.

This fall, students from the global village RLC attended a performance by a Japanese theater troupe, science and mathematics students visited the BSU observatory and the Ocean Explorium in New Bedford and will present their research at an upcoming symposium; and service learning and social justice students will volunteer or hold events throughout the area.

Frank Theodat, a communications major from Hyde Park, was a member of the social justice RLC last year, and this year is a resident assistant with the group. His project both named and social justice students will volunteer or hold events to address relevant issues. “When I needed a topic, the presidential election was going on,” he said. “It was interesting that this was the most active election, yet voter suppression was not really talked about,” he said.

So, Frank set out to do something about it. He also learned about working with his professors, fellow students and outside resources. Meanwhile, like all students in the social justice RLC, he received a social action grant from BSU’s Institute of Social Justice to host his event.

All this is part of what makes the RLC experience special, said Dr. Judith Willison, assistant professor of social work and faculty associate in the Institute for Social Justice, as well as the faculty member overseeing the social justice RLC.

“Being in an RLC helps to create a cohesive community of faculty and staff,” she said. “The students really end up developing relationships that are lasting.”

By requiring students to step out of their comfort zones of the classroom, luncheon and residence hall, the RLC experience can help them develop in other ways. For Shannon Fernando-Cole of Plymouth, who participated last year in the social justice RLC, planning, promoting and hosting an event was a transformative educational experience.

“I feel like I’ve come a long way, because I never realized how much it took to do something like that,” she said. “I didn’t realize I could get an audience that was passionate about what I’m passionate about. This campus has a lot of people who care about social change, and it’s great to have so many people behind us and our projects.”

If there’s one thing that demonstrates BSU’s commitment to community learning, it’s the newly opened Weygand Hall. The 500-bed facility was designed so that one wing on each residential floor is dedicated to RLC-specific spaces. The common areas, or living rooms, have been moved into the hallways and turned into pods, replete with whiteboards and desks, which are perfect for small lectures, collaboration or studying in groups.

The new spaces are a hit, said Justin McCauley, assistant director of residence life and housing. “The feedback from the students has been positive,” he said. “We keep telling them we want them to decorate their areas, to make it clear to everyone that they’re in a learning community.”

There are countless reasons students enjoy the RLC experience. “It’s a whole different experience than living in the regular freshman dorm,” said Brittany Cann, a member of the service learning RLC.

Other students enjoy working in a tightly knit group or sharing similar goals with their peers.

All this bodes well for the future of RLCs at BSU. Dean Krebs sees room to expand the concept. “The richness of the experience shouldn’t be confined to resident students,” she said. “We’re now building learning communities especially aimed at non-resident students. Pairing courses so that students take more than one course together in their first year, and attaching out-of-class activities to those paired courses, will create stronger bonds for these students, with each other and with the university.”

“Learning communities have been shown to go a long way toward increasing students’ classroom success and their feelings of belonging, so we are trying to make as many different types of these enrichment opportunities available to as many different Bridgewater State students as we possibly can,” Dean Krebs said.

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Andrew Machado, of the service learning RLC, holds a coloring book he made for a patient at Boston Children’s Hospital.

Matthew Tucker, of the science and mathematics RLC, adjusts a telescope in the BSU observatory.
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I'm more of a mathematician, and he's more of a computer scientist. It was something he discovered on his own,” Dr. Heilman said.

Dr. Heilman earned degrees from SUNY-New Paltz and Penn State. During those years, he'd worked several jobs, from adjunct faculty member to question writer for Educational Testing Services. He later moved to Massachusetts to marry Ethan's stepmother, Mary, and attend the doctoral program at Northeastern University.

In 1996, while he was working part-time at Regis College, he got a call from Bridgewater State, where he'd applied for a job. Due to illness, there was an opening in the Department of Mathematics.

“I came in one day and was teaching the next,” Dr. Heilman recalled. “And it was such a wonderful place, but I thought I'd only be here a short time. The people here are great.”

Specializing in combinatorics (“clever ways of counting things,” he explained), graph theory and cryptology, Dr. Heilman quickly settled in. It’s telling, as far as tracing the roots of his son’s acumen in computer science, when the professor discusses how as an undergraduate he was first interested in majoring in psychology.

“I took a course in the Moore Method,” (a form of inquiry-based learning), Professor Heilman said. “The professor would write a theorem on the board and ask us to prove it. In the next classes, students would present their proofs, and we would all look for weaknesses, I loved it. It was so different than regular education.”

Therein may lie the father-son connection. Ethan Heilman has shown already in his young career an uncanny ability to find weaknesses in computer codes. Not just any codes, but the very stuff that’s supposed to protect our passwords and alert us when computer files have been tampered with. To say this work is child’s play to Mr. Heilman is a bit simplistic, but not totally off base. “It enjoys getting and rule-based systems and learning how to use the rules in novel and interesting ways,” he said.

This interest, and the expertise behind it, was developed in part at Bridgewater State, from where he he graduated in 2007 with a degree in computer science. He spent a lot of time working in the GeoGraphics Lab learning under the direction of Professor Uma Shama about writing code and creating projects from scratch.

He's not a traditional student getting A's, but he has his own way of thinking, and he does so at a much deeper level.” This comes from Mr. Heilman’s father, no slouch himself when it comes to numbers and logic. Dr. Ward Heilman joined the Bridgewater State faculty in 1996, and quickly became a well-liked and respected presence on campus, known for his ready smile and ubiquitous shorts.

When Ethan Heilman was 14, the family’s Internet router had broken, suspending service. Wanting to access the web in his bedroom, he did what any preteen would do: He got some computer parts from the local dump and built a network firewall, which fixed the problem, and soon he was back to surfing the web.

The average youngster that age wouldn't have a clue how to solve the problem of a busted router, but Mr. Heilman has never been average, especially when it comes to computers and the software and complex codes that make them run.

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“I really set me up for success,” he said of the lab. “The students were given a lot of freedom, and the atmosphere was very much like that of a young start-up.”

Cryptography is the key to secure transactions on the Internet. Typically, it refers to intricate strings of computer code and associated protocols designed to secure online communication and transactions. Programmers often submit their creations so their peers can study them, test them and, of course, become envious. Those codes that prove to be unbreakable will one day form the backbone of online-security systems used by millions of people.

Twice in recent years, Mr. Heilman has corrected weaknesses in codes that were involved in international competitions. The first was a project submitted by a team from the University of California-Santa Barbara, and Mr. Heilman’s discovery forced the withdrawal of the entry. The second was a submission from M.I.T. that was already known to have a flaw. Mr. Heilman devised a way for the team to fix the problem, and his achievement led to an invitation to discuss his work at a conference in Estonia.

These success stories are a mixed blessing for the mild-mannered 29 year old. It’s difficult to be critical of the work of others, but, ultimately, it leads to better outcomes.

“It was incredibly fun to work on and quite a challenge, but in the end it’s good for society,” he said. Indeed, faulty security codes do nobody in the online world any good.

Thus far, Mr. Heilman’s career has taken him to the start-up company Jumpstart, the world-famous Broad Institute, which was instrumental in mapping the human genome, and Pubget, a young and growing company that uses search engines to help put scientists in touch with the research they need and builds online opportunities for collaboration.

“When I started at Pubget, the pitch was ‘to help make science better,’” Mr. Heilman said. “Making scientists more productive, that’s a social good.” Mr. Heilman recently left Pubget to pursue his PhD.

In the end, perhaps Ethan Heilman is following in his father’s footsteps in some way. Dr. Heilman has dedicated his life to educating Bridgewater State students and providing a shining example of a giving and fair-minded scholar.

Meanwhile, his son lives by the credo: “In the end, you have to ask what effect do you have on the world?”

Words that surely must make his father proud.

Professor Ward Heilman and son Ethan, ’07, forge distinct but similar paths

The right code

By John Winters, G’11

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“I came in one day and was teaching the next,” Dr. Heilman recalled. “And it was such a wonderful place, but I thought I’d only be here a short time. The people here are great.”

Specializing in combinatorics (“clever ways of counting things,” he explained), graph theory and cryptology, Dr. Heilman quickly settled in. It’s telling, as far as tracing the roots of his son’s acumen in computer science, when the professor discusses how as an undergraduate he was first interested in majoring in psychology.

“I took a course in the Moore Method,” a form of inquiry-based learning, Professor Heilman said. “The professor would write a theorem on the board and ask us to prove it. In the next classes, students would present their proofs, and we would all look for weaknesses, I loved it. It was so different than regular education.”

Therein may lie the father-son connection. Ethan Heilman has shown already in his young career an uncanny ability to find weaknesses in computer codes. Not just any codes, but the very stuff that’s supposed to protect our passwords and alert us when computer files have been tampered with.

“Once we would all look for weaknesses, I loved it. It was so different than regular education.”

Thus far, Mr. Heilman's career has taken him to the start-up company Jumptap, the world-famous Broad Institute, which was instrumental in mapping the human genome; and Pubget, a young and growing company that uses search engines to help put scientists in touch with the research they need and builds online opportunities for collaboration.

“I really set me up for success,” he said of the lab. “The students were given a lot of freedom, and the atmosphere was very much like that of a young start-up.”

Cryptology is the key to secure transactions on the Internet. Typically, it refers to intricate strings of computer code and associated protocols designed to secure online communication and transactions. Programmers often submit their creations so their peers can study them, test them and, of course, become envious. Those codes that prove to be unbreakable will one day form the backbone of online-security systems used by millions of people.

“Twice in recent years, Mr. Heilman has corrected weaknesses in codes that were involved in international competitions. The first was a project submitted by a team from the University of California-Santa Barbara, and Mr. Heilman’s discovery forced the withdrawal of the entry. The second was a submission from M.I.T. that was already known to have a flaw. Mr. Heilman devised a way for the team to fix the problem, and his achievement led to an invitation to discuss his work at a conference in Estonia.”

These success stories are a mixed blessing for the mild-mannered 29 year old. It’s difficult to be critical of the work of others, but, ultimately, it leads to better outcomes.

“It was incredibly fun to work on and quite a challenge, but in the end it’s good for society,” he said. “Indeed, faulty security codes do nobody in the online world any good.”

In the end, perhaps Ethan Heilman is following in his father’s footsteps in some way. Dr. Heilman has dedicated his life to educating Bridgewater State students and providing a shining example of a giving and fair-minded scholar. Meanwhile, his son lives by the credo: “In the end, you have to ask, what effect do you have on the world?” Words that surely must make his father proud.
As fall arrived, things in Syria continued to heat up. There were accusations that the government used chemical weapons against its own people. The response by the United States and the world community made daily headlines as the debate raged over what should be done.

The story also dominated social media.

Communication studies Professor Zahab Al-Obaidi said his students engage with the young people of Syria and other first-hand knowledge through Facebook, Twitter and other forms of social media.

“They were amazed,” he said of the students’ experience, “listening in” to those in Syria who were Tweeting and posting their experiences. “This is really a new phase for social media.”

Besides being a game changer in the lives of millions of people and industries large and small, social media has found its way into the academy. From use in the classroom, to maintaining alumni connections, to holding virtual face-to-face meetings, the digital revolution is rolling across BSU and campuses worldwide.

Professor Al-Obaidi said that studies reveal that these days more than 55 percent of social media users are women.

Social media is ubiquitous in society. Given this, and its popularity with young people, it’s no surprise it’s become a tool in higher education. Many faculty and administrators have long used some form of social media both personally and professionally. In fact, BSU is recognized as an early adopter and leader in the field.

Eric LePage, director of BSU’s Computing Support Services, is also an adjunct faculty member, and this fall he’s teaching a course called How Facebook, Twitter and Other Social Media Transform Communication. It’s a hybrid course, requiring a monthly class meeting with lots of online content and interaction. Mr. LePage uses Facebook to promote online discussions by posting questions and assignments, such as readings and videos. The students respond to him and to each other’s comments via the Facebook group.

“They love it,” Mr. LePage said. “Unlike a traditional course management system such as Moodle or Blackboard where they have to log in, proceed to the online discussion forum and see if there’s a new message, they automatically receive updates on their smartphones, tablets and laptops. They’re notified immediately and can even respond from their mobile devices.”

A report on social media in higher education by Pearson Learning Solutions found that in 2012 nearly 34 percent of faculty nationwide were using social media as a teaching tool. Facebook blogs and videos, and online videos – the latter used by nearly 88 percent of those surveyed – were the most popular social media online tools, according to the study.

The reasons to use social media in class are that it’s where students “live” these days, its lack of formality and ease of use, and its ability to educate students about digital natives. Concerns over the integrity of student submissions and privacy issues were the primary barriers to its use, the Pearson study revealed.

Faculty or administrators interested in using social media need to think long and hard about the whys and hows, said Ed Cabellon, director of the Rondelleau Campus Center, a nationally recognized expert on social media and author of “On the Go,” whose Edfish cited as a must-read higher-education IT blog.

“There are two reasons faculty use social media,” he said. “They are users and understand it themselves, and they’ve used it enough to engage the classroom in this space.” Doing it right means knowing the pros and cons of the particular platform and then teaching students about its educational purposes.

“They need training as to how to use it right way for social media,” Mr. Cabellon said. “To learn how to use the tool outside the social-personal way they do now.”

There are two primary ways social media is used in class. Faculty can use Facebook to create a group for students in a particular class. These pages offer different levels of security, from completely private to public, and allow for fast and easy communication plans as a discussion. Meanwhile, in auditorium-sized classes, Twitter has been used as a so-called back channel, allowing a real-time conversation to take place among students about what the professor is discussing.

Additionally, professors use online polls, Twittered questions during student presentations, blogs and YouTube videos to show class or to assign homework.

“The impact that Facebook and Twitter have had on teaching and learning can be seen by the fact that they’re both part of our daily lexicon,” said Kimball, assistant director of BSU’s Teaching and Technology Center.

Bjorn Ingvalstad, professor of communication studies, is an early adopter of many new technologies. He believes it’s all about learning what works and what students connect with. “It’s a lot like life,” he said. “We’re just pushing them to do this stuff out of school. Some they like, and some they don’t.”

In addition to his long-running blog, Dr. Ingvalstad uses Facebook to find alumni to participate in career panels; Skype or FaceTime for videoconferencing with students or colleagues; and then working with area middle school students as part of BSU’s Bridge伙伴关系, he has them create blogs for videos and photo posting. “The trends continue to be toward increased computing power and increasing individualization,” he said. “The challenge is how to harness these capabilities.”

Those at BSU looking to stay connected with alumni have harnessed the power of Facebook. At the Writing Studio, located in the basement of Maxwell Library, students tutor other students on essay writing and related matters. Many of those who have worked in the studio with Director Kathy Evans, associate professor of English, stay in touch via a Facebook group she’s created. But more than just a way to be social, there’s plenty of networking and advice sharing that goes on. “I feel there’s a lot of expertise out there that can be shared with our current tutors,” Dr. Evans said.

She’s conducted research using the group, and found its 106 members have much to offer, including posting of job openings, offers of mock interviews, workshops in their areas of expertise and participation in the Alumni Café, where tutors current and former, share their work. When one member of the alumni group wanted to apply to a graduate program, she got feedback on differences from 10 other members. “It was a great feeling of connection,” Dr. Evans said.

That’s what Mary Allo, ’11, an alumna of the graduate school and one-time assistant director of the Writing Studio, found working. “I can only be at one place at one time, and with 12,000 students, a hundred clubs and hundreds of organizations on social media to let my staff and students know that I know how hard they work,” she said. “It keeps members active in a variety of ways. She’s long seen the importance of social media in her work, especially when it comes to connecting different ‘generations’ of students.”

“BSU student Jamelia Dickson found Facebook valuable during a recent class project when she set up a page to share files, pictures and information with her group, with these alumni and to know that there’s a community out there of people who had similar experiences,” she said.

The Red Polo Society is one of her Facebook groups. It is composed of alumni who served as orientation leaders while at BSU and has nearly 200 members. Ms. Kane calls upon them to help evaluate the incoming crop of potential orientation leaders. Emails, evaluations and group interviews help the Red Polo alumni continue their relationship with their alma mater in this very meaningful way, Ms. Kane said. Recently, she turned to her Facebook groups to get a few alumni quotes for a presentation. Half an hour after posting her query, a dozen alumni had come through. “It’s amazing,” she said. “It’s a crucial way of maintaining a connection.”

Ms. Kane and Mr. Cabellon lead departments within the Student Affairs division, which has for years been on social media’s leading edge. The division’s head, Vice President Jason Pina, is likewise a true believer. He uses Twitter to keep up with professional conferences and stay in touch with colleagues around the country. Four squares to let students and staff know where he is, and Facebook to post insights from his home and social life.

Social media also allows Dr. Pina to keep up with all that’s going on around campus. “I can only be at one place at one time, and with 12,000 students, a hundred clubs and hundreds of organizations on social media to let my staff and students know that I know how hard they work,” she said. “It can spread the word and have people feel supported.”
As fall arrived, things in Syria continued to heat up. There were accusations that the government used chemical weapons against its own people. The response by the United States and the world community made daily headlines as the debate raged over what should be done.

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Communication studies Professor Sakhar Al-Obaidi said he's engaged with the young people of Syria and other first-hand information he's had from friends, family, Facebook, Twitter and other forms of social media.

“They were amazed,” he said of the students' experience, “listening in” to those in Syria who were Tweeting and posting their experiences. “This is really a new phase for us.”

Besides being a game changer in the lives of millions of people and industries large and small, social media has found its way into the academy. From use in the classroom, to maintaining alumni connections, to holding virtual face-to-face meetings, the digital revolution is rolling across BSU and campuses worldwide.

Professor Al-Obaidi said that studies reveal that these days more than 55 percent of social media is being used by young people ages 18-24.

“Most of that is very valuable,” he said.

Social media is ubiquitous in society. Given this, and its popularity with young people, it’s no surprise it’s become a tool in higher education. Many faculty and administrators have long used some form of social media both personally and professionally. In fact, BSU is recognized as an early adopter and leader in the world of social media.

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STREAMS of success

BY DAVID K. WILSON
National Science Foundation grant-funded program reaping promising outcomes for science and mathematics majors

“Over the next 10 years, the United States is going to need a million more science and engineering graduates than we’re currently graduating,” said Dr. Thomas Kling, professor of physics and chairman of the Department of Physics at Bridgewater State University, “so there is a great emphasis on improving the quality and technical training of the work force. That’s why we’ve created a program here called ‘Student Retention Enhancement Across Mathematics and Science,’ or STREAMS.”

To encourage greater numbers of BSU students to pursue science and mathematics studies – and to help them achieve improved rates of success in those studies – Dr. Kling wrote a proposal in the summer of 2009 to the National Science Foundation, which in 2010, resulted in a five-year, $1 million, STEP Grant.

“STREAMS took a number of different approaches to address this issue,” Dr. Kling said. “We recruit senior undergraduate students to work with new students in small groups in our introductory courses using learning materials the faculty have written that will help the students learn that material better. Utilizing senior undergraduate students has, we believe, advantages over having a faculty member in that same role – there’s less perceived pressure, and it’s less intimidating this way.”

“We also have a summer program that enrolls 16 incoming freshmen who live, study and work on campus for three weeks. This gives us a chance to offer a full-scale immersion in science and mathematics topics, and we encourage them to begin thinking about what kind of undergraduate research program would interest them.”

“Over the next 10 years, the United States is going to need a million more science and engineering graduates than we’re currently graduating,” said Dr. Thomas Kling, professor of physics and chairman of the Department of Physics at Bridgewater State University, “so there is a great emphasis on improving the quality and technical training of the work force. That’s why we’ve created a program here called ‘Student Retention Enhancement Across Mathematics and Science,’ or STREAMS.”

“Approximately 40 to 50 incoming freshmen and transfer students live in Scott Hall, one of the university’s residence halls, and are paired with 15 upper-class students on an entire floor reserved for science and mathematics majors. Therefore, the freshmen have ongoing support and involvement, which includes small group discussion, one-on-one tutoring and other special learning activities,” Dr. Kling said. “In addition, they take a one-credit course where they learn what it means to be a science or mathematics major. It’s a comprehensive approach that’s proven both popular and effective.”

STREAMS also works closely with two community colleges, said Dr. Kling. “Our faculty go to Massasoit Community College and Cape Cod Community College to talk with students who are potential science or mathematics majors to tell them about the program. Since 45 percent of our graduates come from one of these schools, this is an important part of the overall effort,” he said.

The success of STREAMS in the science and mathematics departments has been noticed by those in other academic departments at Bridgewater State University. Dr. Kling said, “We’re currently exploring with faculty colleagues in other BSU disciplines to see how what we’ve learned might be applied to their students.”
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“IBridGeWater Fall 2013

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We’re now in year three of the grant, and we’ve seen very promising outcomes,” he said. “There’s already been significant enrollment growth in each of the six departments in the College of Science and Mathematics – biology, chemistry, computer science, geology, mathematics and physics – and we’re well on our way to meeting our grant goal of increasing the number of graduates with science and mathematics degrees by more than 40 per year starting in 2015.”

Equally impressive, the effort to retain students who choose to major in one of these fields is evident from the careful tracking that Dr. Kling and his team do to measure student success. “Reducing poor student grades is leading to increased student retention among science and mathematics majors,” he said. “To date, we’ve been able to reduce the number of poor or failing grades among mathematics and science majors by 192, which is obviously substantial, and we’re encouraged that we’re on the right track.”

Dr. Kling began the process five years ago by recruiting BSU colleagues who shared his vision that substantial changes in teaching science and mathematics could yield better results. “I owe a great deal to the team which supported me, including Dr. Stephen Waratuke, Department of Chemical Sciences; Dr. Jennifer Mendell, Department of Biological Sciences; Dr. Matthew Salomone, Department of Mathematics; and Dr. Jeffrey Williams in the Department of Physics. At the time the grant was written, we received valuable assistance from Dr. Lee Torda, then director of undergraduate research, and Dr. Ann Brunjes, who was director of Teaching and Learning,” he said.

From the outset, Dr. Kling and his colleagues knew the contours of the challenge that confronted them. “Historically, new freshmen who come to Bridgewater to major in science or mathematics, or transfer students who want to major in science or mathematics, take introductory courses in those disciplines and often don’t do well,” he said. “They either choose other majors or they leave the university entirely. Our primary goal, therefore, has been to help those new students be more successful in their science and mathematics courses.”

STREAMS took a number of different approaches to address this issue. “‘Structured Learning Assistance,’ or ‘SLA,’ is the biggest one for us,” Dr. Kling said. “We recruit senior undergraduate students to work with new students in small groups in our introductory courses using learning materials the faculty have written that will help the students learn that material better. Utilizing senior undergraduate students has, we believe, advantages over having a faculty member in that same role – there’s less perceived pressure, and it’s less intimidating this way.”

“Also, we have a summer program that enrolls 16 incoming freshmen who live, study, and work on campus for three weeks. This gives us a chance to offer a full-scale immersion in science and mathematics topics, and we encourage them to begin thinking about what kind of undergraduate research program would interest them,” Dr. Kling said. “So far, we’ve had four groups of students complete the summer program, and it’s clear that the program helps them get running very quickly. When classes start in the fall, those students are leaders themselves.”

A residential learning community is a major part of STREAMS. Approximately 40 to 50 incoming freshmen and transfer students live in Scott Hall, one of the university’s residence halls, and are paired with 15 upper-class students on an entire floor reserved for science and mathematics majors. Therefore, the freshmen have ongoing support and involvement, which includes small group discussion, one-on-one tutoring and other special learning activities,” Dr. Kling said. “In addition, they take a one-credit course where they learn what it means to be a science or mathematics major. It’s a comprehensive approach that’s proven both popular and effective.”

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“Reducing poor student grades is leading to increased student retention among science and mathematics majors,” said Dr. Thomas Kling (above) about the success of the STREAMS program. “To date, we’ve been able to reduce the number of poor or failing grades among mathematics and science majors by 192.”

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By David K. Wilson, ’71

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Bruno Freitas, ’94, inspired by a BSU professor and a D.C. internship to pursue a career working for the citizens of Massachusetts

"At the time I was in school, Bridgewater had a scholarship program that sent students to Washington, D.C., for a semester internship with a member of Congress," explained Mr. Freitas, who majored in political science. "Professor Michael Kryzanek encouraged me to apply, and I was fortunate enough to be selected in my senior year to work with Congressman Frank."

Mr. Freitas had planned to work in local government after graduating. "However, because of Professor Kryzanek and Bridgewater’s program, I was afforded an opportunity that I wouldn’t otherwise have been able to achieve on my own," he recalled. "Bridgewater and Professor Kryzanek provided me with more than a degree. They gave me a pathway to opportunity that changed my life."

Initially hired as an entry level staffer, Mr. Freitas spent 18 years in Congressman Frank’s office, working his way up through various positions, including senior policy adviser and legislative director. In 2008, the congressman tapped Mr. Freitas to be his chief of staff.

"As chief of staff, I managed Congressman Frank’s legislative staff and served as the liaison to local government and industries," said Mr. Freitas. "The past few years were a challenging time, but ultimately we helped put the country on a path out of the financial crisis, and we were able to help bring several important Massachusetts priorities to fruition."

"Congressman Frank was a great mentor, brilliant legislator and passionate advocate for my hometown, among others," said Mr. Freitas, a native of New Bedford. "He strongly believed in being a voice for the voiceless and defending those who were discriminated against. I went into public service to help my community, and he gave me a great opportunity to do that and to learn from him."

"When Congressman Frank announced he was retiring, I put a lot of thought into what I wanted to do next," said Mr. Freitas. "At the top of my list was to stay in public service and keep working for the people of Massachusetts. I was delighted when Senator Warren was elected and fortunate to become a part of her exceptional team. She is a champion for everything I believe in: helping working families, looking out for consumers and being a strong advocate for our state. I feel privileged and honored to work for her and the people of the commonwealth."

"Bruno is terrific, and I’m lucky to have him on my team as a senior adviser," said Senator Warren. "No one knows more about important issues affecting Massachusetts’ families and businesses than Bruno, and I’m very glad he’s brought his knowledge and experience to our office."

Mr. Freitas’ responsibilities include acting as Senator Warren’s principal liaison to the Massachusetts business community, as well as state and local officials, helping both local governments and the private sector navigate the federal government.

“Every community has its priorities, and we are here to help,” Mr. Freitas explained. “In New Bedford and Gloucester, we’re helping the fishing industry by working to provide disaster relief. In the Boston area, there are always infrastructure and federal response issues. In Western Massachusetts, we’ve been working with communities to support their military bases and helping companies that do business with the Department of Defense. One of the things I love about my job is that I get to work on the many different issues that play a role in economic development.”

Mr. Freitas sees the role of citizens as key. "It’s critical for people to be engaged and advocate for the issues they believe in," he said. "It makes a huge difference in helping to tip the scales to enact positive change and get things done."

Of course, it also takes dedicated public servants, like Mr. Freitas, who recently welcomed a BSU intern to his office. "Just this summer, Zohaa Barsa came to intern in our office. She reminded me of the journey I started many years ago. I’m hoping her life can be just as successfully impacted by her internship experience as mine was."
From public education to public service

Sometimes one professor can make all the difference in a student’s life. In the case of Bruno Freitas, ’94, former chief of staff for U.S. Representative Barney Frank and current director of economic development and senior adviser to U.S. Senator Elizabeth Warren, that faculty member was Dr. Michael Kryzanek.

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THE ALLEGED BOSTON MARATHON BOMBERS were on the run three days after explosions near the finish line tore the region – and the country – apart, when they made a key mistake. They went to Watertown.

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Watertown Police Sgt. John MacLellan, '88, recalls the firefight that changed history.
People around the country awoke to news of the bizarre gun battle, as well as news of a manhunt for one of the alleged bombers and the lockdown of Watertown and parts of Boston.

Standing on Laurel Street on a quiet summer afternoon three months after the firefight, Sgt. MacLellan said it seems like just yesterday that he was here and the bullets were cutting through the nighttime air. He points to spots on the street left by a few of the five bombs the brothers allegedly tossed — real “head shakers,” he called them — and points out the white fence that saved his life.

“You can see where that bullet hit,” he said, pointing to a missing chunk of railing and then indicating his upper thigh. “That would have hit me in the femoral artery, and I would have bled out in five minutes.”

A tree inside the fence also provided cover. He gets chills seeing it, noticing how small it is. Looking at the dozen of bullet holes on the trunk and on surrounding houses, Sgt. MacLellan shakes his head. “I still wonder how they all missed me,” he said.

John MacLellan seems like he was born to be a cop. With his crew cut, barrel chest and straight talk, he personifies that motto, “to protect and to serve.” He was born and raised in Watertown, and graduated from the city’s high school in 1983. At Bridgewater State, he majored in sociology, minoring in psychology.

College didn’t seem like the right fit for him at first, he re-members. “I knew early on that law enforcement was where I was going to be,” he said. “You never leave with fewer officers than you came with,” that he would attempt to detonate. That the downed suspect had some sort of explosives on him.

He now awaits trial; his brother died of his injuries there. He was holding a spent gun and figuring his seconds on this planet were numbered.

The older Tsarnaev was, fortunately, also out of bullets. As he neared Sgt. MacLellan, Sgt. Jeff Pugliese, who’d joined in just by inches and embedding in the headrest behind him.

As part of the intramural rugby club, he met some like-minded students, and by the time sophomore year rolled around, he was fully onboard. “I really got my traction there,” he said.

Sgt. MacLellan recalls many good times on campus and the friends he made, many of whom he’s still in touch with. He knew early on that law enforcement was where he was heading. After graduating from BSU, he spent six months working for a detective agency, and in 1990, joined the Watertown police. “It’s a great career,” he said. “It’s a small town, not crazy as far as crime goes, but enough to keep you busy.”

Driving through Watertown center, Sgt. MacLellan recalls how he started out as a motorcycle cop and made sergeant in 2008. That’s as far up the chain as he wants to go, however. Any higher up and he’d be off the streets. “No way do I want to spend eight hours a day behind a desk,” he said. “I’ll retire as a sergeant.”

The shootout on Laurel Street made him a celebrity of sorts. He was a guest on a Boston sports radio station, written up in The Boston Globe, invited to raise the flag on the USS Constitution, and even got to toss out the first pitch at a Lowell Spinners game. Old friends called out of the blue, and new friends approach him on the street all the time. While vacationing in Hilton Head, SC, some fellow diners recognized Sgt. MacLellan as he was dining with his wife, Monique, and wanted to pay for their dinners. “I’m trying to be humble, but it’s hard when you’re getting all this attention,” he said, with a laugh.

Longtime friend and fellow Bear Mark Arpino, ’88, said Sgt. MacLellan was worthy of praise long before that night on Laurel Street. “He is the epitome of what it means to be a pillar of the community.” Mr. Arpino lists the things his friend has been involved with over the years: delivering food to shelters, community policing programs, volunteer work through the church. “He’s really dedicated his life to service and helping people,” Mr. Arpino added. “If you know the guy, this is an even greater story: He was already a hero before any of this happened.”

A touching codas to the story involves the tree that Sgt. MacLellan took cover behind while exchanging fire with the two suspects that night. It was just like one his late father, Charlie, a longtime gardener, had in his yard. The veteran officer sees it as a sign that his dad was watching over him that night. “Afterward, I looked at the tree and said, ‘Now I know why that was there,’” he said.

Sgt. MacLellan still thinks back fondly on his time at BSU. He even tried to get his daughter, Taylor, now a senator at Westfield State University, to go to his alma mater. “I wanted her to go to BSU so badly. I told her I loved it there so much,” he said. “A great education and a great atmosphere.”

The Boston Marathon bombing and its aftermath will be remembered in these parts for a long time to come. The actions of Sgt. MacLellan and his fellow officers prevented the two suspects from possibly causing more mayhem. The Globe trumpeted the “valor and devotion” of the officers who made a stand on Laurel Street that fateful night, commending their “remarkable bravery.”

And though he claims it’s hard to stay humble with such accolades, Sgt. John MacLellan has indeed managed. When he recalls that night, it’s not himself he thinks of. “It was just amazing what some of my guys did,” he said.

And for his efforts, and theirs, they will go down in history as local heroes.

Jenn Penton, ’10, is set to begin her second season in TNI’s Boston’s Finest.
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College didn’t seem like the right fit for him at first, he recalled. “I wasn’t sure I was going to stay; it really wasn’t clicking for me,” he said. “Then I started playing rugby.”

As part of the intramural rugby club, he met some like-minded students, and by the time sophomore year rolled around, he was fully onboard. “I really got my traction there,” he said.

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“What I find is that these students made the class better for everyone,” she said. “They made that course one of the best ones I’ve ever taught.”

This vulnerable group of students, the majority of whom have not passed the MCAS, are often left behind as their siblings and high school classmates go on to college. The ICE program gives them the same opportunity as their non-disabled peers to further their education and to improve their prospects on the job market.

Proponents of programs like ICE point out that the employment rate for individuals with cognitive disabilities is 18 to 23 percent nationwide. However, it’s 42 percent for those who attend inclusive college programs.

The initial funding for ICE was enough to allow BSU to waive the tuition for 12 students. When 18 applications came in, President Dana Mohler-Faria said to accept them all.

This summer, Dean Battaglino and a few ICE students and family members visited the Massachusetts Statehouse for a budget hearing on a bill related to funding the program before the state Committee on Education. Afterwards, the group traveled the halls looking to lobby lawmakers.

Sitting in the office of Sen. Marc Pacheco, BSU student Francesco Hladysz, an ICE participant, talked about his days in high school and the difficulty of watching his friends go on to further their education. “I always wanted to go to college,” he said.

Francesco, however, has a cognitive disability that prevented him from following that dream. Thanks to ICE, he said, he’s been able to spend a few semesters taking classes at BSU and has gained much from the experience, including the goal of one day becoming an advocate for the disabled.

He told this to Sen. Pacheco. “You’re being an advocate right now,” the veteran lawmaker said to Francesco. “And it makes a difference.”

This summer’s bill, cosponsored by Sen. Pacheco, would make funding for ICE a permanent part of the state’s education budget. At the hearing, Francesco and Sam Wood, who has Down Syndrome and is another BSU student in the program, talked about the benefits of attending college. The testimony was heartfelt and powerful.

Joe Wood, Sam’s father, stood proudly looking on as his son’s words held the attention of a packed hearing room. Later, he said the experience of attending a state university has made a world of difference to Sam.

“It’s exciting to see him growing in so many ways,” Joe said.

Robert Muse was a few minutes late for his Introduction to Acting class on a September morning. The Mattapoisett resident duly set down his backpack and quickly joined the circle his classmates had formed for a warm-up exercise that involved quick decision making and deft hand-eye coordination.

Next, the 19 year old, along with his aide, senior Jess Hibbert, an early childhood education-sociology major, joined a small group sitting on the floor to work on a scene as the professor, Meagan Dussault, walked between groups reminding her students to keep the basic tenants of acting in mind. Robert read over the script with his classmates, as he and the others prepared to act out their parts.

Robert is one of 18 students from across the region participating in the Inclusive Concurrent Enrollment program, ICE for short. The year-old program, implemented at BSU by Mary Price, director of the Center for PreK-12 Educational Outreach, provides the necessary support for students with cognitive disabilities as they attend BSU. Funded through a renewable grant, the program allows the students at no cost to take or audit classes with the help of an aide. Bridgewater State University, UMass-Boston and five community colleges across the commonwealth are participants.

The program makes a “profound difference” in the lives of participants and the BSU students who get to interact with them, said Dr. Lisa Battaglino, dean of the College of Education and Allied Studies. She is not only a proponent of the program, but also has taught a class that included ICE participants.
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ICE program provides BSU experience to students with cognitive disabilities

BY JOHN WINTERS, G’11

Melting barriers

Robert Muse (right) prepares to perform a scene with his classmates in their Introduction to Acting class.
Two BSU alumni take the pulse of their local communities

Local TV is where it’s at

Imagine if you can: no Internet, no Facebook, no Twitter, no YouTube, no 24/7 access to what’s happening in your own backyard, never mind in the world. Imagine yourself glued to a small black and white TV, listening to “the most trusted man in America” – those of us there in the beginning, know without a shadow of a doubt that man to be Walter Cronkite. An icon of TV journalism, he told it like it was. And we had no reason to doubt his verity. His straightforward delivery, absence of personal commentary, his likeability factor, his steadfastness – such was the face of television news as the new era dawned.

The leap from then to now is astonishing. Today, we want our news. And we want it now. Traditional print is not nearly enough. But that’s not a problem for audiences wanting instant gratification. We even get a version of the news, however reliable or unreliable, from our friends via social media.

Yet, with the era of “the most trusted man in America” long a thing of the past, whom do we trust? Mr. Valin reflects back to his days at Bridgewater State and even recites the institution’s motto, “Not to be ministered unto, but to minister.” He describes feeling the importance of giving back to the top of the tree in your industry and realize once you get there you’re in the wrong jungle, with a little stagnation in between.”

Weighing in on the subject is BSU graduate Jeff Valin, ‘90, news reporter/anchor for WTNH News 8, a local ABC affiliate out of New Haven, CT. “Television didn’t kill radio, and radio didn’t kill print,” said Mr. Valin, although he understands that “print is severely marginalized” in today’s fast-paced, highly competitive world of news acquisition and delivery.

He agrees – local news is where it’s at. “Humans crave information, and they love a good story. We’re also creatures of habit, and we particularly like getting our information and stories from people we like,” a legacy, one might argue, from the days of Mr. Cronkite, who ended each broadcast with “And that’s the way it is.” And we believed.

“That’s why television stations and networks have historically invested huge money in on-air talent who they believe will be the most likeable … We love the immediacy of the Internet, but we still crave the intimacy of a familiar face and voice telling us the story as it develops.”

In short, Mr. Valin, “Technology always bows to nature, not the other way around.”

After graduation, Jeff Valin’s journey from BSU to reporter/anchor for News 8 in New Haven was a circuitous one which, in his words, vacillated somewhere between “inspiration and desperation, with a little stagnation in between.”

A communications major with a minor in management science while at Bridgewater State – and no clear idea of what direction to take career-wise – he landed a job in the financial industry traveling and speaking to small and large groups about the ins and outs of investing in 401(k)s. He liked the communications part of the job, but it did nothing to feed his soul.

From there, a news anchor position in a small station in Yuma, AZ, led to New Hampshire and Alberta, freelance reporting here and there, cable TV, and finally a full-time gig with ABC’s New Haven, CT, affiliate, News 8 – local television news at its best.

“Something inside just tells you where you’re at isn’t where you want to be,” he said. “You’re never sure how many steps you’ll need to take, but you have to keep stepping … If you climb to the top of the tree in your industry and realize once you get there you’re in the wrong jungle, you owe it to yourself to climb back down and find another tree in another jungle.”

No doubt, a good deal of Mr. Valin’s success is wrapped in his belief that to gather and report the news “is an honor and a privilege. Connecting with people in the field, connecting with our audience, I believe I am able, in my own way, to make a difference in people’s lives,” he said.

Mr. Valin reflects back to his days at Bridgewater State and even recites the institution’s motto, “Not to be ministered unto, but to minister.” He describes feeling the importance of giving back while a student when, as a member of Sigma Chi Fraternity, he undertook a lot of philanthropic activities, and perhaps, “helped parlay my uncertainty into certainty.”

As he reflects on his Bridgewater State years, he mentions several of his professors who he remembers fondly even after so many years: Dr. Joel Litvin, communications, and Professor Carlton Donchess, accounting, among others. Although he had not identified television news as his goal, these professors, in one way or another, helped prepare him for his journey and “maybe,” he said, “helped parlay my uncertainty into certainty.”

Jeff Valin
Class of 1990

WTNH News 8
New Haven, CT

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Yet, with the era of “the most trusted man in America” long a thing of the past, whom do we trust? Well, according to Pew’s “State of the Media Report” – such was the face of television news as the new era dawned.

We humans crave information, and they love a good story. Television, from the World Wide Web, from radio. So says Jeff Valin, former WTNH News 8, a local ABC affiliate out of New Haven, CT. “Television didn’t kill radio, and radio didn’t kill print,” said Mr. Valin, although he understands that “print is severely marginalized” in today’s fast-paced, highly competitive world of news acquisition and delivery.

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MICHAELA JOHNSON, ’10, much like Mr. Valin, embraced her BSU experience. She was, in her words, “completely engulfed in the Bridgewater experience,” an approach, she said, that “made me try harder and succeed because of it. My friendships grew, my grades were excellent. I tell everyone – be true to yourself, and honestly do whatever will make you happy. Get involved, go to the games, join some sort of social group, have fun. And, of course, study.”

Ms. Johnson certainly followed her own advice. While at BSU, she not only played on the women’s basketball team and went on to captain the team in her junior and senior years, she called the games for pretty much every other sport – men’s and women’s soccer, field hockey, football. “Initially, that’s what I wanted to do,” she said, “sports broadcasting.”

About six months after graduation and following a couple of volunteer and part-time gigs, Ms. Johnson tried out for The Rhode Show, a lifestyle-format local television program on WPRI Channel 12, a CBS affiliate in Providence, RI.

At the local casting call, she was interviewed and did a reading; she received a call back, read off the teleprompter and did a mock interview. Then, along with four other finalists, she was sent out on assignment. Her task: Create a lifestyle news segment, complete with interviews and video – the works.

The rest is history. Today, Ms. Johnson is co-host of The Rhode Show along with Will Gilbert. She just signed a contract extension and couldn’t be happier.

“I meet new people every day. There’s a lot of variety,” she said. She particularly enjoys one segment that she and one of her editors developed. It’s called “Michaela Can,” and it’s pretty much what it sounds like. Ms. Johnson tries different jobs – from firefighter to dog groomer, brewmaster or circus clown. You name it – she tries it. It’s enormously popular with her audience. And, in one way or another, Michaela can – with varying degrees of success, of course.

Ms. Johnson not only covers the pure fun side of local life, but also explores the more poignant side of community stories, the “pull-at-your-heart-string” type stories that highlight what’s going on in the state and across the region. She mentions one in particular: “I covered a family adopting three children. I remember sitting in the court, seeing the faces and literally watching a family come together. It was so moving … And that’s the tip of the iceberg,” she said. “The Rhode Show works with charities and foundations; we help people find homes, we do segments that truly make a difference in our local community.”

Ms. Johnson’s day begins with the morning meeting rundown of the show and prepping for interviews. From 9-10 AM, she’s on the air. Then maybe it’s some studio taping, followed by going on the road gathering interviews and photo shoots. “Basically, when it comes down to a finished segment, everyone’s involved,” she said. “It’s a family atmosphere from producers, editors, production assistants, directors, guests – everyone.”

When asked what advice she might give to current students contemplating a career choice, she said, “The goal must always be, no coulda, shoulda, wouldn’ta. Take strides to better your career and better yourself. You’ve got to find something you’re passionate about. That’s got to be the motivation.”
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Ms. Johnson not only covers the pure fun side of local life, but also explores the more poignant side of community stories, the “pull-at-your-heart-string” type stories that highlight what’s going on in the state and across the region. She mentions one in particular: “I covered a family adopting three children. I remember sitting in the court, seeing the faces and literally watching a family come together. It was so moving … And that’s the tip of the iceberg,” she said. “The Rhode Show works with charities and foundations; we help people find homes, we do segments that truly make a difference in our local community.”

Ms. Johnson’s day begins with the morning meeting rundown of the show and prepping for interviews. From 9-10 AM, she’s on the air. Then maybe it’s some studio taping, followed by going on the road gathering interviews and photo shoots. “Basically, when it comes down to a finished segment, everyone’s involved,” she said. “It’s a family atmosphere from producers, editors, production assistants, directors, guests – everyone.”

When asked what advice she might give to current students contemplating a career choice, she said, “The goal must always be, no coulda, shoulda, woulda’s. Take strides to better your career and better yourself. You’ve got to find something you’re passionate about. That’s got to be the motivation.”
Dr. Francis T. Cullen, ’72, is an internationally respected researcher, author and educator who knows that among the keys to success in his chosen field of criminal justice are the opportunity to do research and finding a good mentor. This knowledge helped fuel his desire to establish the first-ever scholarship to benefit criminal justice students at his alma mater.

In addition to offering the financial resources necessary to do high-level research, the Dr. Francis T. Cullen Criminal Justice Scholarship will provide awardees the opportunity to be mentored by the much-admired scholar himself.

“Bridgewater formed the intellectual foundation of my thinking,” Dr. Cullen said at a ceremony held in April in the Maxwell Library’s Heritage Room to celebrate his life and work, and to officially announce the new scholarship. Speaking to the several students in attendance, Dr. Cullen added, “Bridgewater can be a stepping-stone to your future.”

Dr. Cullen came to Bridgewater State in 1968, as the Vietnam War was raging, humbly admitting that he “was hoping to earn a 2.0 and not get drafted.”

Afterward, he attended Columbia University where he received his PhD in sociology and education in 1979. He said he dreamed of returning to Bridgewater State to teach and coach tennis. However, his life’s work was to be found in research and teaching at the University of Cincinnati. The author of many books, Dr. Cullen is an oft-cited expert in his field, as well as past editor of *Justice Quarterly* and *Journal of Crime and Justice*, and was president of the Academy of Criminal Justice Sciences and the American Society of Criminology. BSU awarded him an honorary degree in May.

Growing up in Dorchester, Dr. Cullen was aware of poverty experienced by family members and others close by. “I could understand what lack of opportunity meant.” And now, he said, it was time for him to give back, which he did by endowing the scholarship and recruiting others in his field to also donate.

The ceremony included presentations from two alumni and a current student, as well as President Dana Mohler-Faria. Other speakers discussed Dr. Cullen’s time at Bridgewater.

Dr. Cullen also added another $5,000 check to the scholarship fund, handing the check to Dr. Mohler-Faria.

In his remarks, Dr. Cullen remembered several faculty members at BSU. “They left indelible impressions upon me, lasting to this day,” he said. “Faculty members matter.”

Thanks to the Dr. Francis T. Cullen Criminal Justice Scholarship, some talented and dedicated BSU students will get to work with a giant in the world of research and mentoring.

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**Return on investment**

**Dr. Francis T. Cullen, ’72, endows first-ever criminal justice scholarship**

BY JOHN WINTERS, ’11

Dr. Francis T. Cullen, ’72, is an internationally respected researcher, author and educator who knows that among the keys to success in his chosen field of criminal justice are the opportunity to do research and finding a good mentor. This knowledge helped fuel his desire to establish the first-ever scholarship to benefit criminal justice students at his alma mater.

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Thanks to the Dr. Francis T. Cullen Criminal Justice Scholarship, some talented and dedicated BSU students will get to work with a giant in the world of research and mentoring.
The Old City of Jerusalem is home to the Dome of the Rock, a shrine on the Haram al-Sharif, or Temple Mount, and up until recently, considered the oldest surviving Islamic monument, dating to 691 CE.

In 1990, Dr. St. Laurent first encountered the Dome’s splendor, and can still recall the feeling. “When you go to that site, you know you're someplace special,” she said. “There’s a feeling that dominates that place that is like nothing else I’ve experienced.”

Dr. St. Laurent made the studying and preservation of the ceramic tiles that cover the exterior of the building the focus of her work between 1992 and 2008. She has published several articles on the tiles and is an internationally recognized expert on them.

Since 2008, she’s shifted her focus to the 20th and 21st century renovations and restorations of the Dome and the Al-Aqsa Mosque to the south on the Haram al-Sharif, viewed by many as the third holiest site in Islam. An article published in 2013 with Palestinian colleague Isam Awwad, chief architect of the Haram al-Sharif for 32 years, challenges the Dome as the oldest surviving Muslim monument.

The Dome of the Rock and its surroundings enjoy a long, if winding and turbulent, history. The Dome itself was built on the ground once occupied by the first and second Jewish temples, the latter destroyed by the Romans in the year 70. Muslims believe the prophet Muhammad ascended to heaven at the site. Housed beneath the Dome is the ‘rock,’ which is revered by Jews as Mt. Moriah.

“It is a piece of real estate that is hotly contested in the struggle for the control of Jerusalem by Israeli and Palestinian concerns, and it has become symbolic of that struggle,” Dr. St. Laurent said.

“I work with three governments to accomplish my research goals,” she said, indicating that the governments of Jordan, Israel and Palestine make claims on the the site. “These are not simple relationships and not without their challenges.”

The research is done in two ways: hands on and in archives around the world. Dr. St. Laurent has worked on top of the Dome of the Rock, in the substructure of the Al-Aqsa Mosque and at other nearby holy sites. The rest is done in archives near and far, from within the Holy City, to Turkey to England. She conducts her research and publications cooperatively with her Israeli and Palestinian colleagues.

Over the years, Dr. St. Laurent has returned to the Holy Land nearly a dozen times, often as a research fellow or an invited guest by in-country experts or organizations, and not just to conduct her research. She’s served as a lecturer, been invited to present papers and excavated on an Israeli excavation of a Philistine site.

A coup came last year when she was asked by Israeli colleagues Dr. Gaby Barkay and Zachi Dvira of Bar Ilan University to join the Temple Mount Sifting Project, an Israeli archaeological mission begun in 2005, to help identify parts of a workshop once attached to the Al-Aqsa Mosque where some of the dome tiles were made, proving they were manufactured on site in the 19th century, which is key to assembling an accurate historical timeline of these sites. The discovery will become the basis of an article by Dr. St. Laurent included in the publication on the project.

Working at these sites relies on a network of colleagues, as well as the ability to finesse one’s way along the corridors of power in countries not always friendly to researchers or foreigners. Despite it all, Dr. St. Laurent continues to be amazed by the special places in the Holy Land where she does her work.
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Uncovering the past

Art history professor looks back on decades of research in the Holy Land

DR. BEATRICE ST. LAURENT tells people that when she writes her life story, it will be called From Salem to Jerusalem. That title, the art professor said, sums up her life’s journey nicely. Not that she’s reached the finish line. With more trips planned to the Middle East, two books on the way and BSU classes to teach, Dr. St. Laurent still has a way to go.
Upcoming ALUMNI EVENTS

ATHLETIC TRAINING
ALUMNI EVENT
SATURDAY, JAN. 11, 2014, 4:30-6:30 pm
MGM Grand at Foxwoods, CT

BRADENTON, FLORIDA
ALUMNI BRUNCH
SUNDAY, MARCH 16, 2014, 11 am-1 pm
IMG Academies
Bradenton, FL

AFRO-AMERICAN ALUMNI ASSOCIATION DINNER
SATURDAY, MARCH 29, 2014, 6-10 pm
Large Ballroom
Rondileau Campus Center

ALUMNI AWARDS DINNER
FRIDAY, MAY 9, 2014, 5-10 pm
Large Ballroom
Rondileau Campus Center

BRIDGEWATER ALUMNI ASSOCIATION ANNUAL MEETING
WEDNESDAY, MAY 28, 2014, 6 pm
Dunn Conference Suite

RHODE ISLAND ALUMNI EVENT
WEDNESDAY, JUNE 11, 2014
5:30-7:30 pm
1149 Restaurant
Warwick, RI

HOMECOMING AND FAMILY DAY
SATURDAY, OCT. 18, 2014

AWARD NOMINATIONS
The Bridgewater Alumni Association Awards are presented annually to deserving alumni, faculty, staff and friends of the university who have made an impact in their communities through their work or service to others. We accept nominations throughout the year. They may be submitted by mail to the Davis Alumni Center or online at alumni.bridgew.edu/nominations.

STAY CONNECTED
Send your news to the Office of Alumni Relations, via email to alumni@bridgew.edu or mail to Davis Alumni Center, Bridgewater State University, Bridgewater, MA 02325.

Class reunions
Over the summer, the classes of 1953 (left) and 1958 came together to celebrate their class reunions.

Cape Cod alumni event
More than 60 alumni and friends gathered in September at the Heritage Museums & Gardens in Sandwich for a tour and reception. The event was hosted by the Bridgewater Alumni Association and members of the Cape Cod Area Alumni Group. The group plans to host another event in June 2014.

Social work alumni honor Dr. Rebecca Leavitt
Graduates of the School of Social Work gathered to honor Dr. Rebecca Leavitt, who helped establish BSU’s social work major. Due to the success of recent social work events and to enhance networking opportunities for graduates, an alumni steering committee is being created, with the help of Nikki Morrison, ‘99, to discuss plans for future School of Social Work activities. Interested in becoming involved? Contact the alumni office at 508.531.1287 or alumni@bridgew.edu.

Editor’s note: As this issue of Bridgewater was going to press, the BSU community learned of Dr. Leavitt’s passing. Turn to page 3 to read more about Dr. Leavitt and her many contributions to the university.

Newspaper clipping
The “Official Bridgewater Alumni Association” group on LinkedIn is nearly 3,000 strong. Request to join the group today.

ALUMNI SERVICES
For more information about the services below, visit http://alumni.bridgew.edu.

CREDIT REWARDS
An alumni awards credit card bearing a picture of Boyden Hall is available to all Bridgewater State University graduates. Current students benefit directly from every purchase because the Bridgewater Alumni Association receives a percentage of all purchases to assist students with scholarships and other academic opportunities. To apply online, visit the alumni services link listed above. For information, contact the alumni office at 508.531.1287.

INSURANCE PROGRAM
The Bridgewater Alumni Association offers discounted car, home and recreational vehicle insurance. To learn more about this program, visit the alumni services link listed above.

WEBSITE AND ONLINE COMMUNITY
Visit the Alumni Association website, http://alumni.bridgew.edu, to learn more about alumni events and services. To join the online community, use the constituent identification number printed on your magazine mailing label. For more information about registering, email Michelle Slavick in the Office of Alumni Relations at mslavick@bridgew.edu.

BECOME A FACEBOOK FAN
The Alumni Association is on Facebook. Search for “Bridgewater Alumni Association.”

LINKEDIN
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Alumni honored at annual ceremony

Bridgewater State University’s annual Alumni Awards Ceremony recognizes graduates who have distinguished themselves through their accomplishments, as well as by their service to their communities, peers and students.

**Dr. George A. Weygand, ’53, G’56, Award for Outstanding Service to the Bridgewater Alumni Association**

**David Messaline, ’65,** is a member of the board and treasurer of the BSU Alumni Association. He is a founding member and chairman emeritus of the Bridgewater Foundation and a 1991 recipient of the Dr. Adrian Rondileau Award for Professional Achievement and Community Service.

**Dr. Catherine Comeau Award for Professional Achievement**

**Paula Sullivan, ’71,** is presented the Afro-American Alumni Association Award by Nanette Baines, G’04, of the Bridgewater Alumni Association board of directors.

**AFRO-AMERICAN ALUMNI ASSOCIATION AWARD**

**Ann Ulett, ’92,** is the president of the Afro-American Alumni Association. As a student, she was president of the Afro-American Organization on campus. She is now a campus recruiter for PricewaterhouseCoopers LLP.

**Dr. Adrian Tinsley Award for Achievement in the Arts**

**Denise Cormier, ’83,** is a theater, film and television actress who also has an MFA from The Shakespeare Theatre’s Academy for Classical Acting at George Washington University. She has appeared in national and regional theater productions around the United States.

**Dr. Adrian Rondileau Award for Professional Achievement and Community Service**

**William Morse, ’73,** is the president of Mutual Bank, and chairman of the board of directors of School on Wheels of Massachusetts, an organization that provides tutoring and other services to students affected by homelessness. In this role, he helps guide the organization’s growth and policies, and in his volunteer capacity, he also serves the organization as a tutor. Mr. Morse serves on the board of directors of the Metro South Chamber of Commerce and is a member of the Bankers Mutual Resource. He is treasurer and director of the Goddard Health Foundation, has served on the Easton School Committee and is the former chairman of MASSFIT (Massachusetts Financial Institutions Training), a collaborative of area community banks and colleges offering training programs to those in the banking industry. Mr. Morse is a former chairman of Massasoit Community College’s Board of Trustees and is a member of the Stonehill College Executive Committee for Development.

**Nicholas P. Tillinghast Award for Achievement in the Field of Education**

**Warren Phillips, ’75, G’88, G’02,** is a retired middle school science teacher who formerly worked in the Plymouth public schools and, in 2006, was named by USS Today as one of the 20 top teachers in the country. In 2010, he was inducted into the National Teachers Hall of Fame in Emporia, KS. Mr. Phillips also recorded and produced three CDs of science songs titled Sing-A-Long Science, which teach the science standards. From these songs, he developed a musical titled The Science Secret. His creative teaching strategies earned him a Walt Disney Award in 2004. From 39 Disney teachers nationwide, Mr. Phillips was selected as the Disney Middle School Teacher of The Year.

**Martha D. Jones, ’64, Award for Outstanding Dedication to Students**

**Brian Salvaggio, ’80, G’82,** is French teacher at Sharon High School. She was named Massachusetts teacher of the year in 2012.

**Kathleen Turner, G’08, is presented the Dr. Marilyn White Barry, ’58, Graduate Alumni Award by William Walker, ’72, G’75, past member of the Bridgewater Alumni Association board of directors.**

**CAREER SERVICES**

Help lead Bridgewater State University students to success!

CAREERLINK™@BSU

Post your business’ jobs and internships on Career Services’ online, easy-to-use system that provides access to only Bridgewater State University students and alumni.

ALUMNI MENTOR PROGRAM

When you register as an alumni mentor, you can choose to network with students and other alumni, provide internships and job shadowing, and/or participate in Career Services’ on-campus programs, including the Mock Interview and Workplace Protocol programs.

EMPLOYER-IN-RESIDENCE

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

ANNUAL JOB FAIR

WEDNESDAY, APRIL 2, 2014, 1-3:30 pm

Large Ballroom

Rondileau Campus Center

Alumni, students and community members are welcome to attend.

For information regarding the above programs, call career services at 508.531.1328 or email the office at careersrv@bridgew.edu.
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David Messaline, ’65, (right) is presented the Dr. George A. Weygand, ’53, G’56, Award for Outstanding Service to the Bridgewater Alumni Association by Charles Stockbridge, ’76, of the Bridgewater Alumni Association board of directors.

Paula Sullivan, ’71, (left) is presented the Dr. Catherine Comeau Award for Professional Achievement by Donna Medeiros, ’86, G’01, G’05.

Ann Ulett, ’92, (left) is presented the Afro-American Alumni Association Award by Nanette Baines, G’04, president of the Afro-American Alumni Association at BSU.

Denise Carmier, ’83, (left) is presented the Dr. Adrian Tinsley Award for Achievement in the Arts by Kathy Fishbery, ’91, a Bridgewater Foundation trustee.

William Morse, ’73, is presented the Dr. Adrian Rondileau Award for Professional Achievement and Community Service by Joan Ando Casabian, ’83, of the Bridgewater Alumni Association board of directors.

Warren Phillips, ’75, G’88, G’02, is presented the Nicholas P. Tillinghast Award for Achievement in the Field of Education by Jacqueline Fitzpatrick, ’62, of the Bridgewater Alumni Association board of directors.

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Brian Salvaggio, ’80, G’82, is an assistant vice president of student affairs at Bridgewater State University.

Dr. Marilyn White Barry, ’58, Graduate Alumni Award

Kathleen Turner, G’08, is presented the Dr. Marilyn White Barry, ’58, Graduate Alumni Award by William Walker, ’72, G’75, past member of the Bridgewater Alumni Association board of directors.

1954 Dr. Claire M. Appling of Brockton, an educator and geography enthusiast, was awarded the 11th Dr. Glenn Miller Gold Medal by the New England Basketball Coaches Association for achieving the highest number of sales for the month of April.


1962 Germany Baune was awarded an honorary degree by Massasoit Community College.

1963 Marjorie L. Stoddard was appointed principal of Archbishop Williams High School. She was the first woman to play varsity basketball at AWH; Ms. Sullivan has already been inducted into the halls of fame for Bridgewater State University, the Northeast-10, Stonehill College and the New England Basketball Coaches Association.

1972 William J. Morse was awarded an honorary degree by Massasoit Community College.

1973 Christopher H. Martes joined the board of directors for Strategies for Children. Mr. Martes said about his new role, “I am excited to be joining the board of Strategies for Children. I have long admired SFC’s work to create a statewide system of high-quality early education. I look forward to working with the rest of the SFC board.”

1974 Laura A. Mass was promoted to vice president for development at DeLorm Savings Bank’s Westwood office. She has been with the bank for 32 years.

1976 George Banville was featured in The Herald News of Fall River in an article promoting National Bike to Work Week. A member of the Fall River Bike Committee, he works at Double E Company in West Bridgewater. As one of the five bike-week a day in Taunton, unloads his bike and pedals the remaining 16 miles to work.

1979 Russell E. Denver accepted a position as an employee benefits compliance specialist with FieldEddy Insurance. He has experience with employment law, including negotiating implementation of the Massachusetts Municipal Health Care Reform Act and municipal public employee committees in Western Massachusetts.

1982 Jo-Anne Bernard was promoted to program director for People Incorporated’s Healthy Families program, in the Community Child and Family Services Division.

1983 Bruce Buchinski is a senior manager of commercial manufacturing at Ironwood Pharmaceuticals in Cambridge. Paul Jean was elected to the board of the Massachusetts Taxpayers Foundation. He received his master’s degree in government/international relations from Georgetown University in 1985.

1986 Eugenia Bouchtia released a new book, *Things I Wish My Mother Had Said*. … “I was inspired by her mother’s teachings and wisdom.”

1989 Brian Lynch, G’89, was named the 2013 Principal of the Year for the Commonwealth of Massachusetts by the Massachusetts Elementary School Principals Association. He is the principal of the George H. Mitchell Elementary School in Bridgewater.

1991 Yvonne Vieira-Cardoza was named Gov. Deval Patrick as an administrative assistant to the Industrial Accident Board at the Massachusetts Department of Industrial Accidents.

1993 Jennifer S. French was named the 2012 Rolex Yachtswoman of the Year for her silver medal-performance at the Paralympic Games in Weymouth and Portland, England. “I’m extremely humbled and overwhelmed by the honor of being placed in the company of many fantastic sailors who have had such an influence on me. It’s a huge achievement, but I wouldn’t be given this award if it weren’t for my JP and my husband, Tim, and a large team of special people in our lives who made it possible.”

1994 Michael Connor was named assistant principal of North Quincy High School, who has been namedacting assistant principal in August. For more than 14 years, he has served as a teacher and assistant principal at North Quincy High School.

1995 Donny Gifford was making his first run for public office in the November election for District five council. He has served as a senator and assistant principal at North Quincy High School.

1998 Daniel Darcy was appointed to the New Bedford Alumni Association board of directors. He is associate dean of students at Emmanuel College in Boston.

2000 Katherine Pearson retired from Newburyport’s Immaculate Conception School following a 30-year career as a social studies and religion teacher for the fifth through eighth grades.
1917 Paula J. Sullivan was inducted into the Archbishops Williams High School Athletic Hall of Fame. She was the first freshman girl to play varsity basketball at AWHS. Mrs. Sullivan has already been inducted into the halls of fame for Bridgewater State University, the North-10, Stonehill College and the New England Basketball Coaches

1973 Christopher H. Martes joined the board of directors for Strategies for Children. Mr. Martes said about his new role, “I am excited to be joining the board of Strategies for Children. I have long admired SFC’s work to create a statewide system of high-quality early education. I look forward to working with the rest of the SFC board.”

1976 Laura A. Mass was promoted to vice president, branch manager of DelDeum Savings Bank’s Westwood office. She has been with the bank for 32 years.

1979 Russell D. Denker accepted a position as an employee benefits compliance specialist with FieldEddy Insurance. He has experience with employment law, including negotiating implementation of the Massachusetts Municipal Health Care Reform Act with municipal public employee committees in Western Massachusetts.

1981 Gilbert W. Bliss was named town moderator in Greenfield, NH. He retired from the New Hampshire Union Leader newspaper after 30 years and then briefly wrote new obituaries for The Boston Globe. He is the official cemeteries to say hello at gibbsie@aol.com.

1982 Jo-Anna Bernier was promoted to program director for People Incorporated’s Healthy Families program, in the Community Child and Family Services Division.

1989 Brian Lynch, 89, was named the 2013 Principal of the Year for the Commonwealth of Massachusetts by the Massachusetts Elementary School Principals Association. He is the principal of the George H. Mitchell Elementary School in Bridgewater.

1991 Yvonne Vieira-Cardoza was named Gov. Deval Patrick as an administrative assistant with the Industrial Accident Board at the Massachusetts Department of Industrial Accidents.

1993 Jennifer S. French was named the 2012 Roxie Yachtswoman of the Year for her silver-medal performance at the Paralympic Games in Weymouth and Portland, Maine. She said, “I am extremely humbled and overwhelmed by the honor of being placed in the company of so many fantastic sailors who have had such an influence on me.” It’s a huge achievement, but I wouldn’t be given this award if it weren’t for my JP and my husband, Tim, and a large team of special people in our lives who made it possible.

1994 Michael Connor was named assistant principal of North Quincy High School, who was named assistant principal in August. For more than 14 years, he has served as a teacher, assistant principal and coach at North Quincy High School. Ricci DiMartino is making his first run for public office in the November election. He said, “I have been very fortunate to work with some wonderful administrators and colleagues. I am excited.”

1998 Daniel Darcy was appointed to the Bridgewater Alumni Association board of directors. He is associate dean of students at Emmanuel College in Boston.


2004 Dr. Claire M. Appling of Brockton, an educator and geography enthusiast, was awarded the 11th Dr. Glenn Miller “Celebration of Life” ceremony was held June 15 in Plympton for Joseph F. Pendrak.

2009 Michael R. Shea was inducted into the New Bedford High School Hall of Fame. He was a three-sport athlete and two- sport standouts, gaining recognition in both football and track while in high school. Mr. Shea has served in many educator roles in Fairhaven and at Greater New Bedford Vocational Technical High School. He was called out of retirement recently to serve as interim superintendent for the New Bedford public schools.

2013 Marci A. Uretsky was named principal of Lincoln-Eliot Elementary School in Newton.

2018 Barbara Lee was appointed principal of the George H. Mitchell Elementary School in Bridgewater.

2019 Kevin E. Sawyer was appointed principal of the Massachusetts Taxpayers Foundation.

2023 ClassNotes was founded BlueShift Technologies Inc., where he served as chief technology officer and software vice president.
Taking part in a reunion and celebration for Foundation, the competition recognizes women disabled in the commonwealth. Ms. Tarzia was named a commercial director for the Bangor International Airport, after 10 years as assistant director at Downeast Maine’s full-service regional airport. “It’s a challenge, but it gives you the opportunity to get that different perspective,” he said, referring to the fact that his new position allows him the chance to oversee two sides of this large operation.

Mr. Caruso was in fifth grade when his family moved to Vermont, and it was there his father’s stories began to light his imagination. When it came time to choose a college, he selected Hawthorne College in New Hampshire; it was relatively close by and had an aviation program. Unfortunately, the institution closed during his junior year. After some time off to contemplate his future, Mr. Caruso arrived at Bridgewater State. “It was still in New England and close to family and friends, and they certainly accepted many of my credits,” he said.

Between his education and experience in the industry, he was well positioned when the job of director at Bangor became available. “I do have a diverse aviation background, which I believe lends well to my new position,” he said.

Upon announcing his selection to the job, Bangor City Manager Catherine Conlou said Mr. Caruso, “brings to the position extensive knowledge of Bangor International Airport and all facets of the aviation industry. He brings to the city and the airport a forward-thinking, team-oriented philosophy that will serve Bangor well into the future.”

Mr. Caruso’s job is unique in that it includes traditional management duties as well as overseeing a fixed-base operation, where many of the airport’s ground handling duties are performed. This means he manages the operations end of things – from contracts and negotiations, to maintaining runways and facilities, to security and environmental concerns – but he also is the FBO manager, overseeing the personnel who fuel and maintain the aircraft, passenger handling and much more. “It’s two very distinct fields, and I get the opportunity to do both here in this one position,” he said. “It keeps us in tune with many of the financial and aviation issues, and we can address them from a wide variety of perspectives.”

When not wearing these dual hats, Mr. Caruso enjoys time at home with his wife, Dr. Salena King, a counselor at a college in Bangor, and their 5-year-old twins, Vincent and Amelia. He has little time to pilot planes anymore, but he doesn’t complain.

In the meantime, he’ll continue to take on the multiple challenges that make his new job such a pleasure. “I really am passionate about this airport,” he said. “It’s an honor to work here.”
Taking part in a reunion and celebration for women with disabilities for their accomplishments is Ms. Wheelchair Massachusetts 2013. Sponsored by the Ms. Wheelchair Massachusetts Foundation, the competition recognizes women by the Ms. Wheelchair Massachusetts 2013. Sponsored by the Ms. Wheelchair Massachusetts Foundation, the competition recognizes women for their accomplishments. Ms. Tarzia said, “It helps to bring attention to different disabilities.” She will hold the title for a year in Acton, ME, are (from left) Jane Woods, ’74; Claire Cullinane, ’73; Ann Courtney, ’73; Mary K. Steele, ’96; Jennifer L. Amaral, 2005; Maria Brown, ’84; and Michelle North America. “We’re excited to have talent like Pete Salvan joining our North America team,” said Aaron C. Murphy, vice president of CMA.

Nicole M. Tarzia, ’05, has been crowned Ms. Wheelchair Massachusetts 2013. Sponsored by the Ms. Wheelchair Massachusetts Foundation, the competition recognizes women for their accomplishments and articulation as spokespeople for the disabled in the commonwealth. Ms. Tarzia said, “It helps to bring attention to different causes and provides a platform for educating the public and advocating for people with disabilities.” She will hold the title for one year, during which she will meet with legislators, educators and students to promote a better understanding of those with disabilities.

In the meantime, he’ll continue to take on the multiple challenges that make his new job such a pleasure. “I really am passionate about this airport,” he said. “It’s an honor to work here.”
Kate Manley, '08, and Sean Cronin, '08, were alumni snapsHotS seeking employment and internships at BSU’s Employer and Alumni Appreciation Luncheon in June. Mr. Ernst is a manager in auditing and accounting at Pricewaterhouse Co., P.C. and has participated in a variety of programs, including co-facilitating a number of workshops, taking part in careers in accounting panel program and as an employer in residence. He has been a successful advocate for BSU students seeking employment and internships at BuhlShapiro. Career Services and Alumni Relations presented the award in recognition of his support of BSU students.

Ranking Mr. Ernst are Shauna Murrell, director of alumni relations, and Lauren Triland, assistant director of career services.

2008 Jared J. Ganem is employed by a radio personality on WHIT-FM in Tampa, Fl., as a voice-over artist.

Sharon Medeiros is sports information director at Wheaton College. In 2011, she received a Master of Arts degree in education from Castleton State College.

Ashley Reidy was appointed to the Bridgewater Alumni Alumni Association board of directors. She is a manager at Evedera, a research, data, consulting and advisory service company for the higher education community.

2009 Isabelle Campanini was appointed branch manager of HarborOne Credit Union’s Plymouth office.

Christine M. Kasparian was named assistant recreation director for the Bourne boys’ lacrosse team.

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Jared J. Ganem is employed by a radio personality on WHTF-FM in Tampa, Fl, as a videographer.

Sharon Medeiros is sports information director at WPI College. In 2011, she received a Master of Arts degree in education from Castleton State College.

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Isabelle Campanini was appointed branch manager of HarborOne Credit Union’s Plymouth office.

Christine M. Kasparian was named assistant recreation director for the Bourne boys’ lacrosse team.

Michael J. Sprouse was appointed assistant professor at Bridgewater State University, and assistantship at Bridgewater State University.

Michelle A. Cubellis was named superintendent for the Spring-Ford Area School District.

Zachary J. McLaughlin, G’09, is an agent for New York Life Insurance Company.

Todd A. Gettler is starring in the TNT reality television series, 

Emily Tilbe is a graduate student leadership and programming assistant at Wheaton College. In 2011, she was invited back to the WSU wrestling program as a head coach for increasing membership and understanding of the job that we do.

Margarette Mikhailis, ‘08, in May 2013

Democratic Flyer, ’96, on April 13, 2013

Lindsay M. Andrews, ’07, on June 20, 2013

Jennifer M. Lussier, ’02, to Sean G. Jusseaume on March 16, 2013

Christina Schori, ’00, to Noah, on Jan. 2, 2013

Amy C. Deveau, ’05, to Michael Rattay on Sept. 15, 2012

IN MEMORIAM

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

Sharon A. Tufts, ’61, on June 30, 2013

Carlton C. Albrighton, G’62, on June 26, 2013

Mary M. Baloque, G’65, on May 13, 2013

E. Patricia Brewer, ’62, on July 11, 2012

Ronalid M. Biedick, G’63, on July 19, 2012

Mauricio Hansen Buckley, ’63, on May 10, 2013

Larry Cushing Damon, G’63, on June 30, 2013

Robert A. Morris, G’63, G’66, on Aug. 25, 2013

Diane Guzaitis Pimental, ’63, on July 11, 2013

Janice Hopevick Ricardelli, ’64, G’79, on June 10, 2013

Patricia V. Smith, G’65, on May 25, 2013

Shirley O’Brien Palmer, ’65, on May 20, 2013

Marion R. Walsh, G’65, on Jan. 15, 2013

Gerald Schifone was a videographer.

Vanessa C. Warner was appointed to the TD Bank branch vice president of the TD Bank branch.

Ashley Reidy was appointed to the Bridgewater Alumni Alumni Association board of directors. She is a manager at Edu-Briefs, a research, data, consulting and advisory service company for the higher education community.
The BSU community was treated in September to an afternoon of traditional Japanese theater, including the Kyogen play *Fukurō* (*The Owl*). Kyogen, a form of traditional Japanese comic theater, often unveils the essence of human nature through predicaments and foibles. Ultimately, the sense of humor in Kyogen celebrates humanity.

The plays were presented by the Yamatoza Kyogen Troupe, visiting from Japan. Although the actors spoke Japanese, the performances needed no translation, thanks to the highly stylized comical movements and caricatured facial expressions of the actors, typical of Kyogen theater.

Pictured above, from left, are Mutsuō Andõ and Nobumoto Andõ.

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Parting Shot
I enjoy talking with alumni, because their stories motivate me to excel and to take full advantage of all the wonderful opportunities offered at BSU.”

–LILLIAN LAMPLough, ’16

Calling ALL ALUMNI

Each semester, students connect with alumni like you. Your memories inspire, and your words of encouragement uplift. Please consider speaking with a Phonathon caller, sharing your treasured memories of Bridgewater State University and helping students like Lillian realize their dreams.

A gift to the Annual Fund directly supports deserving students by providing scholarship and internship opportunities.

Thanks for your support!

Did you miss our call?

Consider donating online by visiting www.alumni.bridgew.edu/bsuannualfund

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Pictured above, from left, are Mutsurō Andō and Nobumoto Andō.
Looking Back

In the fall of 1975, this photo was taken of one of the first mainframe computers to be installed at what was then Bridgewater State College. Professor (now emeritus) Robert Sutherland of the Department of Mathematics is shown at the controls.

That fall, Bridgewater State began offering a minor in computer science and scheduled its first courses on the subject. Prior to this, all computing functions were done at the local prison under the supervision of a college administrator.

This mainframe computer was located in the basement of the Marshall Conant Science Building. Desktop computers didn’t come to campus until the 1980s.

by David K. Wilson, ’71