

MAGAZINE RHODE ISLAND COLLEGE

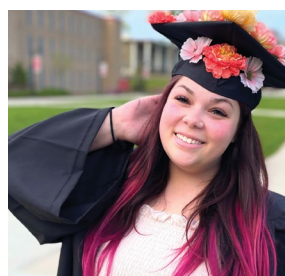
SUMMER
2021 | ISSUE 3

RENEWAL: CAMPUS SPRINGS BACK TO LIFE

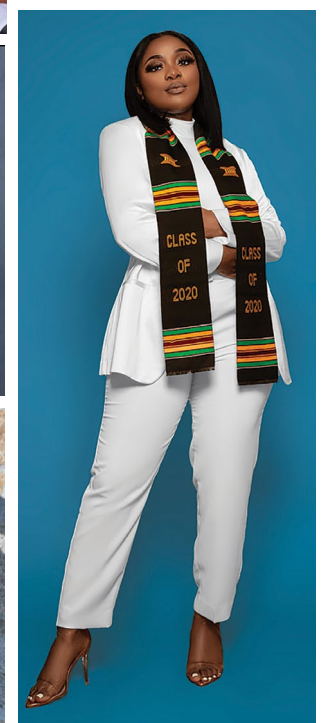
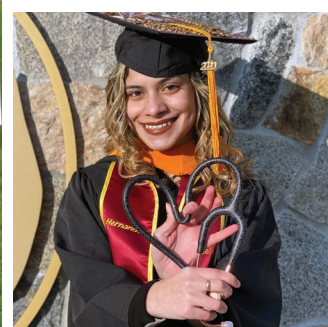
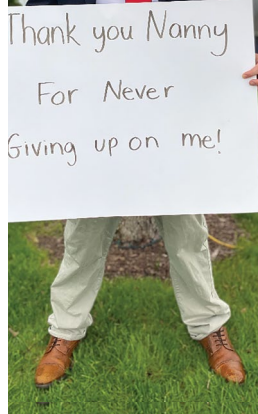


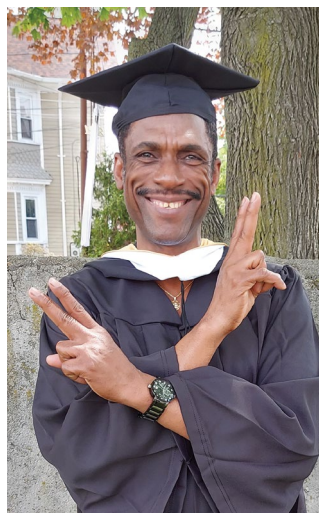
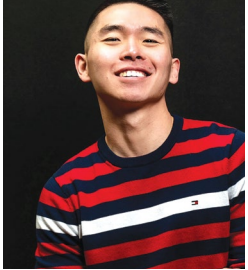
CONGRATULATIONS TO THE CLASS OF 2021

Graduating seniors were invited to submit their own photos for slide shows to be screened at commencement exercises in May. Here are a few selections. Congrats to all of our grads!



Thank you Nanny
For Never
Giving up on me!





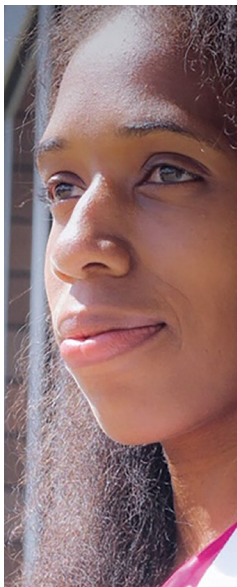
INSIDE THIS ISSUE



14

WOMEN IN LEADERSHIP

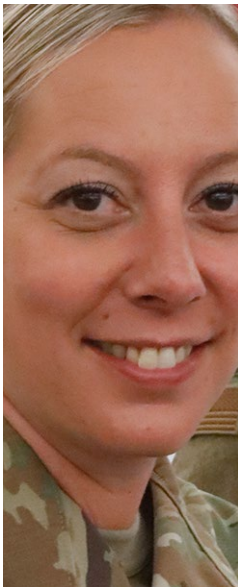
12 phenomenal Rhode Island College leaders are asked: What does it mean for you to sit at the leadership table?



24

DIVERSITY IN NURSING

The School of Nursing takes an active role in diversity and inclusion



30

VETERANS AND VACCINES

An alumna and a current student are at the center of the Air National Guard's vaccine operation



34

RETURN TO CAMPUS

Looking ahead to college life in the wake of the pandemic



44

LET'S GO THERE

RIC faculty are not shying away from discussions about race in the classroom

SECTIONS

Letter from the President.....	7
Social Media Highlights.....	8
Rhode Island College Today.....	10
Around Campus.....	56
RIC Foundation News.....	70
Class Notes.....	72
Alumni News.....	76



48

RI BLACK HERITAGE

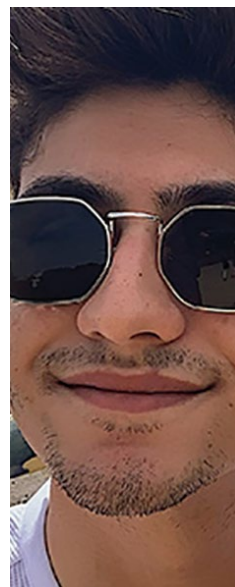
One of the nation's oldest black heritage societies now has its holdings on permanent loan at RIC



50

PUBLIC ART AT RIC

RIC's outdoor art gallery is on display in this photo essay



57

CLASS OF 2021

Explore some of our graduates' success stories



68

ALUMNI Q&A

Lt. Gov. Sabina Matos '01 is the highest ranking RIC alumna in state government



68

PAYING IT FORWARD

An alumni couple leave a legacy at their alma mater

CONVERSATIONS

 /rhodeislandcollege

@RICNews

 @rhodeislandcollege

RICNews

Our RIC community is diverse – made up of students, faculty, staff, alumni and parents. Let's hear *all* your voices. Tell us what you think of the stories. Let us know the topics you want to read about. Email us at occm@ric.edu. To submit updates for the Class Notes section, email Alumni Relations at alumni@ric.edu.

**RHODE ISLAND COLLEGE MAGAZINE
SUMMER 2021**

EDITOR-IN-CHIEF

John Taraborelli '02
JTARABORELLI@RIC.EDU

EDITOR-AT-LARGE

Gita Brown
GBROWN@RIC.EDU

**VICE PRESIDENT,
COLLEGE ADVANCEMENT
AND EXTERNAL RELATIONS AND
INTERIM EXECUTIVE DIRECTOR,
THE RIC FOUNDATION**

Kimberly Conway Dumpson
KDUMPSON@RIC.EDU

ART DIRECTOR

Ashley Mercado
AMERCADO1@RIC.EDU

DESIGN ASSISTANT

Maria Caramadre '21

PHOTOGRAPHY

Paul Connors M.A. '15
Gene St. Pierre '77

COVER IMAGE

Gene St. Pierre '77

PHOTO ESSAY

Paul Connors M.A. '15

Molly Bruce Patterson

SPECIAL COLLECTIONS

MBRUCEPATTERSON@RIC.EDU

Andrew Davis

DIGITAL INITIATIVES COORDINATOR

ADAVIS@RIC.EDU

CONTRIBUTORS

Gita Brown
Jhon Cardona
John Taraborelli '02
Jeff Theodore

ALUMNI RELATIONS

Suzy Alba '05
SALBA@RIC.EDU

Emily Synan

ESYNAN@RIC.EDU

WEB COMMUNICATIONS

Karen Rubino
KRUBINO@RIC.EDU

Andrew Sandlin

ASANDLIN@RIC.EDU

DATA MANAGEMENT

Marcia Selinger
MSELINGER@RIC.EDU

PRINTING

Cummings Printing, NH

ABOUT THE MAGAZINE



Rhode Island College Magazine is published twice annually.

News or high-resolution digital images (in black and white and/or color) can be emailed to: occm@ric.edu.

Selection and publication of entries are at the editor's discretion.

The magazine is produced by the Office of College Communications and Marketing in cooperation with the Division of College Advancement and External Affairs.

To request extra copies of our previous two issues, email occm@ric.edu or stop by the Kauffman Center in September 2021, when school is back in session.

STUDENT ASSISTANTSHIP OPPORTUNITY

Rhode Island College Magazine is accepting applications from college students and graduates for its editorial and design assistantship/internship programs.

Students will receive practical experience in critical reading and analysis, research, fact checking and the general workings of a magazine and are encouraged to read widely, generate ideas and approach problems creatively. Those interested are invited to email occm@ric.edu.

FEATURED CONTRIBUTOR



Paul Connors M.A. '15 is a freelance photojournalist, who has created media and marketing content for more than 25 years throughout New England and who continues to share his knowledge as an adjunct faculty member in RIC's School of Business.

A native of Massachusetts, Connors earned a B.A. in German with a minor in photojournalism at California State University Long Beach

and went to work as assignment photographer for the Associated Press (AP) in Boston and Providence. Four years later, he was lured out West, where he spent the next 14 years at the AP's Arizona news bureau while teaching at Arizona State University's Walter Cronkite School of Journalism and Mass Communication.

Always seeking to further his knowledge, Connors dropped anchor again in New England to earn an M.A. in media studies at Rhode Island College. "I had been doing still photography for years but at Rhode Island College I was introduced to video and audio production," he says. "I loved the program."



PAUL'S TOOLS OF THE TRADE

In this issue, Connors is the photographer behind our photo essay on public art at Rhode Island College. "Because it's public art, I wanted to show how people interacted with the art and how the artist's vision interacted with the people viewing it," he says, "but due to COVID, there was no one on campus. That made it a difficult shoot."

He also provided photos for an article on the vaccination effort. "What I love about photojournalism," he says, "is that you get to live in someone else's world for one or two hours. I got to see the dedication of the Rhode Island State National Guard. It gives you an appreciation for the work that they do." ⚡

COVER IMAGE

This image was shot on campus on May 15, 2021 at the commencement exercises for the Faculty of Arts and Sciences. It was taken by Gene St. Pierre, who graduated from Rhode Island College in 1977 and has been the college's staff photographer for 15 years. He is retiring this year, but will stay on in a part-time capacity to ensure that the college still has a keen eye to capture important moments like this.





A TIME FOR RENEWAL

Dear Reader,

As I greeted students walking across the commencement stage to receive their diplomas in May, I felt a great sense of pride as well as relief. *It's good to be back*, I thought to myself.

Of course, there was still evidence of the pandemic that forced us to empty campus in the first place. The students were socially distanced on the track field, with only two guests allowed. We all remained masked. And instead of handshakes, I congratulated our Class of 2021 with elbow bumps.

Despite the health and safety precautions, however, it was a welcome return to campus after a school year like no other. We're looking forward to an even warmer

welcome and complete return in the fall, when we will resume in-person teaching and learning. Our residence halls will once again house the many students here for the full college experience. Our library, dining facilities and study lounges will again become gathering places.

I think I speak for our entire campus community when I say that these simple signs of normalcy have been sorely missed over the past 15 months. I, for one, will never again take for granted the hustle and bustle of students and faculty passing through the quad between classes.

We're entering a time of renewal at Rhode Island College. After all of the sacrifices and interruptions brought on by the pandemic, we are ready to be bold and move forward into our post-COVID future. Even though we're looking ahead to fall, it will feel a bit like spring as campus blossoms with life.

All around us there will be signs that our college is flourishing. Horace Mann Hall is in the midst of a complete renovation, transforming into a modern, cutting-edge space in which to train the next generation of Rhode Island teachers. Soon we will break ground on a similar transformation of the Clarke Science Building, approved by Rhode Island voters in a ballot initiative that demonstrates the value they see in our life science programs. Even our café will undergo a metamorphosis, reemerging as the "Bee'stro," a bee-themed dining concept that makes great use of the RIC honey produced at our Bee Education Center.

In these pages, too, you will see the incredible momentum we're building as we prepare to return to campus. We ask faculty and a RIC mental health expert about what to expect from college life after the pandemic (pgs. 32 and 35). We speak with Rhode Island's new lieutenant governor, a RIC alumna (pg. 64). We meet two members of our military (pg. 26), one an alumna and the other a current student, who are working together to get Rhode Islanders vaccinated. Perhaps most importantly, we explore some of the amazing stories and incredible accomplishments of our students (pgs. 53-57), who are living proof of the talent, resilience and boundless potential of Rhode Island College students.

Whether you are a current student or alumna, faculty or staff member, or even just a friend of the college, I look forward to welcoming you back to campus this fall. I hope you will pay us a visit and, in the meantime, I hope you enjoy the magazine.

Yours in education,

Frank D. Sánchez
President
Rhode Island College



**RHODE
ISLAND
COLLEGE**

COLLEGE OFFICERS

**RHODE ISLAND COLLEGE
PRESIDENT**
Frank D. Sánchez

PROVOST, VICE PRESIDENT
Helen Tate

**VICE PRESIDENT
ADMINISTRATION AND FINANCE**
Stephen Nedder

**VICE PRESIDENT
COLLEGE ADVANCEMENT AND
EXTERNAL RELATIONS,
INTERIM EXECUTIVE DIRECTOR
THE RIC FOUNDATION**
Kimberly Conway Dumpson

**ASSOCIATE VICE PRESIDENT
DIVERSITY, EQUITY AND
INCLUSION**
Anna Cano Morales

**EXECUTIVE DIRECTOR
STRATEGIC INITIATIVES**
Clark Greene

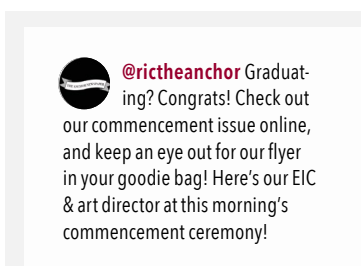
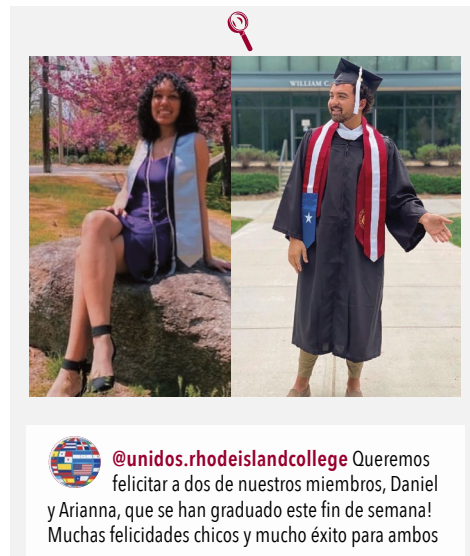
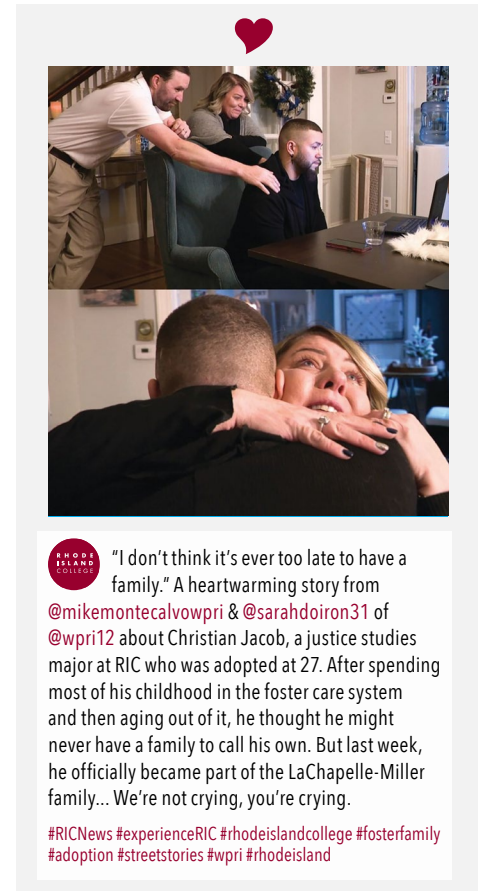
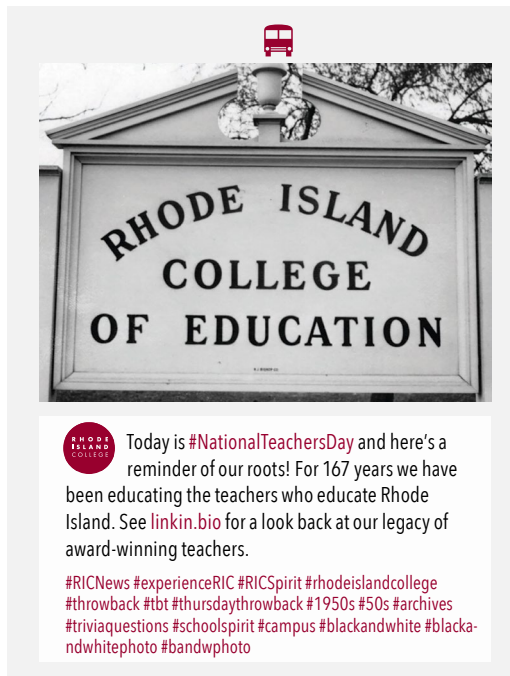
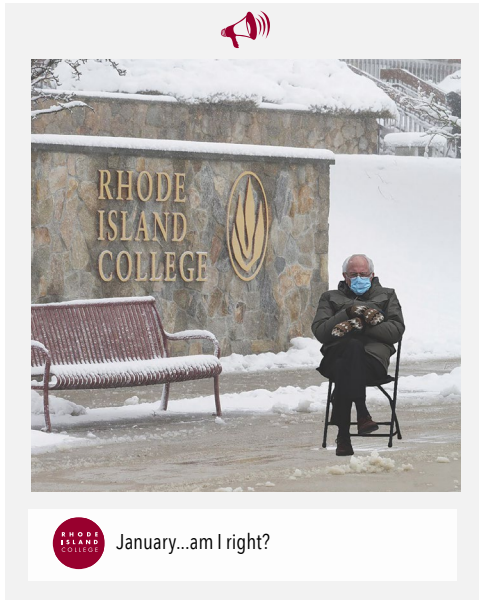
**INTERIM EXECUTIVE DIRECTOR
EXTERNAL AFFAIRS AND
COMMUNICATIONS**
Edwin R. Pacheco

**ASSOCIATE VICE PRESIDENT
PROFESSIONAL STUDIES AND
CONTINUING EDUCATION**
Jennifer Giroux

**INTERIM VICE PRESIDENT
STUDENT SUCCESS**
Ducha Hang

As a leading regional public college, Rhode Island College personalizes higher education of the finest quality for undergraduate and graduate students. We offer vibrant programs in arts and sciences, business and professional disciplines within a supportive, respectful and diverse community.

SOCIAL MEDIA HIGHLIGHTS





@ricadmissions Thank you to our two graduating ambassadors, Gaby and Alexis! You will both be deeply missed, but we know you're off to do big things in this world! Best of luck, congrats on your accomplishments, and thanks for all you've done throughout your years in the program!



It's been a long journey from soldier to father to college graduate for Randall Shaw. When he receives his degree in environmental studies next month, he'll be completing something he started more than 15 years ago. @ashleynbc10 from @nbc10wjar spoke with Randall about his experiences as a #studentveteran and #adultlearner. See link in bio for Randall's inspiring story. @ricstudentveterans #RICNews #experienceRIC #BeBOLD #rhodeislandcollege #classof2021 #collegegraduate #veteran #adultlearning



And that's a wrap on Commencement Weekend 2021! What an incredible return to campus and a wonderful celebration of all that our graduates have accomplished. Keep your #graduationphotos coming: be sure to tag @rhodeislandcollege and use the hashtag #RICGrad2021 to be featured in our stories. Check RIC News all week for profiles of some of our new grads. (see linkin.bio) Congratulations, Class of 2021! #BeBOLD #commencement2021 #commencementweekend #classof2021



Ananya Jantawan and Jeffery Kinnie are an orientation-to-graduation (and beyond) love story! The #Classof2021 grads met during freshmen orientation, graduated together as psychology majors on May 15 and will continue to support each other as they pursue careers and grad school, see their first photo together, a selfie taken in Donovan Dining Center during orientation and visit our linkin.bio to read their full story. @butter.a.j @_jeffery_kinnie_ @ricalumni #experienceRIC #RICAlumni #BeBOLD #2021grad #cutecouples #graduationphotos



@ricstudentveterans #OnThisDay in 1777, the United States adopted the flag we know today. RIC proudly displays our flag with the assistance from SPC Jessica Carmona & SPC Jayden Chase. Jessica & Jayden are in the RI Army National Guard. Jessica is currently on COVID orders while attending RIC in medical imaging. #FlagDay #studentveterans



@ricalumni #RICSpiritDay Every Thursday is #RICSpirit day and we want you to share your pride of @rhodeislandcollege. Tag @RICAlumni on Facebook, Instagram and Twitter in your #RICGear and make sure you update your contact information to get the latest #RICNews right to your inbox.



Nursing is the nation's largest #healthcare profession. There are more than 3.8 million registered nurses in the U.S. and RNs make up 30% of hospital employment. Nurses are the primary providers of patient care and deliver most long-term care. #healthcareheroes on #NationalNursesDay! #RICNews #experienceRIC #RICSpirit #BeBOLD #rhodeislandcollege #nurse #nurses #nursing #schoolofnursing



@goanchormen Athletic Director Don Tencher presented All-American Chelsea Yang with her Scholar-Athlete and 2020 Little East Indoor Field Athlete of the Year awards on Thursday afternoon. Congratulations Chelsea!

RHODE ISLAND COLLEGE TODAY

News, notes and highlights from students, faculty and the campus community

New Scholarships Create New Opportunities



Students joined RIC President Frank D. Sánchez (left), to celebrate the creation of a new scholarship with Dr. John A. Pezzullo (far right), president of RI Medical Imaging

Investing in RIC students is always a smart decision. This is a message that seems to be resonating with an increasing number of philanthropists and organizations, judging by the number of new scholarships that have recently been created at the college.

The V. Michael and Lucille Ferdinandi Endowed Scholarship, for example, represents the second largest gift in the school's history (*more on page 70*). Ferdinandi '71 and his wife, Lucille '70, who met while both were students at RIC, say their gift was made possible because of the opportunities they had at the college that prepared them for the future. "Life clearly would have been different," recalls Michael, former senior vice president and chief human resources officer at CVS.

This transformational gift is dedicated to supporting first-time, full-time freshmen enrolled at Rhode Island College who have financial need and high academic standing. It's renewable for up to four years and may cover the cost of tuition, housing, books and other related expenses.

The Virginia A. and Anthony Broccoli Endowed Scholarship also aims to provide a boost to students who may encounter financial obstacles on the other end of their path to a degree. The Broccolis have specifically set aside a generous endowment to benefit rising RIC seniors who are unable to persist in their pursuit of a four-year degree due to a financial hold. The scholarship is valued at up to \$5,000 in each of the student's senior-year semesters. The gift was a part of the late couple's estate plan; Virginia was former administrative secretary for the music program at Rhode Island College.

Even philanthropists with no direct connection to the school are seeking out Rhode Island College as a place

where their dollars can make a real impact. The late Eileen Walton Smith has bequeathed a gift of \$27,000 to benefit RIC students, particularly theater majors who aspire to pursue careers in performance.

Eileen was a native of New Jersey, who wanted to set up an essay prize at a liberal arts college in New England. According to her husband, Tom Smith, Rhode Island College was "an excellent fit."

"I liked the fact that Rhode Island College was a public college, strong in the liberal arts, and that it had a large, ambitious and successful theater program," Tom says.

Not only individuals but businesses and community partners are making similar investments in Rhode Island College. They recognize that with approximately 70 percent of RIC graduates living and working in Rhode Island, these scholarships are helping to develop the state's workforce. This is the case with Rhode Island Medical Imaging (RIMI), the state's largest private provider of medical diagnostic imaging. From RIMI's \$25,000 endowment, a \$2,000 scholarship will be awarded each fall to a deserving medical imaging major at RIC.

Professor of Biology Eric Hall calls the scholarship a game-changer, which, like all of the scholarships discussed here, is being administered through the RIC Foundation.

"Rhode Island College is both grateful for and honored by these generous endowments," says RIC President Frank D. Sánchez. "It is a testament to the value these individuals and organizations have placed in Rhode Island College students, many of whom will be able to earn their degrees because of this generosity."

Alum is First Female Nurse to Become a Hospital President in RI



Maria Ducharme, president of The Miriam Hospital, credits RIC for shaping her as a nurse and a leader

After a national search for an individual of exceptional experience and caliber, RIC alumna Maria Ducharme was appointed president of The Miriam Hospital on January 1. Ducharme is the first female nurse in Rhode Island to hold the role of president of a hospital and credits Rhode Island College for shaping her as a nurse and a leader.

"I began my career at The Miriam after completing my B.S.N. at Rhode Island College in 1987," Ducharme says.

"There was a wonderful environment of collegiality at RIC. I felt like I was a valuable member of the community and that the college was family. I will never forget the lessons I learned there. I think I was drawn to The Miriam because I felt that same level of connection."

Ducharme was previously senior vice president of patient care services and chief nursing officer at The Miriam, which ranks number one among hospitals in Rhode Island. She has held eight different positions during her 33-year tenure at The Miriam, including that of clinical manager – a frontline position that involves supervising 50 to 80 direct-care staff.

However, no matter how far up the administrative ladder she climbs, Ducharme has always maintained contact with frontline workers, direct-care nurses and patients by making regular visits to the units.

"I'm going to be president of The Miriam Hospital but I am still a nurse and will always be a nurse," she declares.

RIC Partners with Rhode Island Hispanic Chamber of Commerce

The R.I. Hispanic Chamber of Commerce has partnered with Rhode Island College to provide internships and experiential learning opportunities for RIC students.

"Knowing that more than 25 percent of RIC students come from a Latino community, that generates in us a natural attraction to establish a partnership," explains Oscar Mejias, founder and executive director of the chamber. Students are offered opportunities in a variety of disciplines, including marketing, modern languages and social work.

Asley Corrales is an undergraduate marketing major who completed an internship at the chamber during spring semester. She was their communications specialist, in charge of highlighting and publicizing the organization's work.

"Being an intern at the chamber was very productive and meaningful," says Corrales. "It is a win-win situation when a student can get real-world work experience and build their skills and

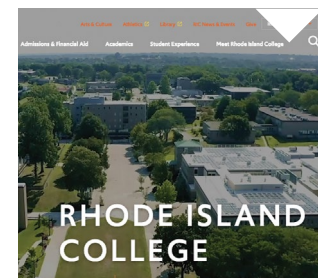


confidence while the chamber gets the benefit of having more help for all the projects they're doing."

"The idea of this partnership is that it lasts and that students, once their time here comes to an end, continue a line of succession," says Martha Perez-Barton, operations and programs manager at the chamber. "At the end of the day, we are here not only to help the Latino business community but also to help these students grow, get the work experience they need and build connections with the business community."

FROM LEFT: (1) Asley Corrales, RIC intern; (3) Oscar Mejias, founder and executive director of the chamber; (4) Martha Perez-Barton, operations and programs manager; (6) Maria Friedman, RIC intern

A Bold New Website



If you've visited the Rhode Island College website any time since May 20, you will have noticed a bold new look. Working with our partner agency OHO Interactive, the college has completed the first major overhaul of its Web presence in more than a decade.

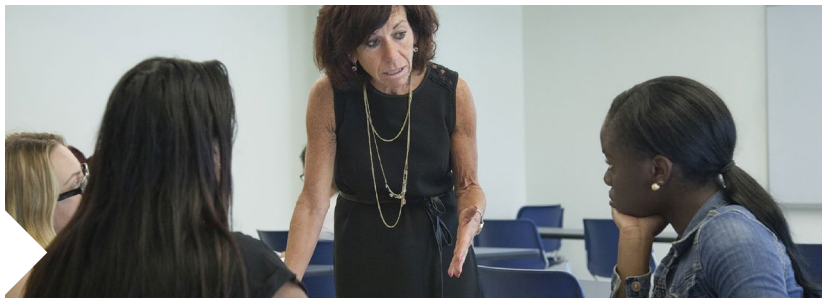
Visually, the new website differs significantly from our previous one. The site has been completely redesigned using bold new branding elements. Another noticeable difference is the expanded use of photography and videography throughout the site.

Organizationally, navigation has been changed and streamlined so that visitors to the website can find the information they seek more easily. There is navigation by audience type and search functions have been expanded so that the user can search for information in a variety of ways.

Functionally, the website is responsive, mobile-optimized and, most importantly, inclusive, so that all audiences are able to access the information they need. Focus is on the needs of our external audience, particularly prospective undergraduate, graduate and continuing education/professional studies students.

We are proud of our new website and excited for visitors to begin exploring it.

RIC Institute for Education in Healthcare and PVD HealthWorks Join Forces



The Institute for Education in Healthcare (IEH) at Rhode Island College and the City of Providence Office of Economic Opportunity (OEO) recently joined forces to launch a professional development training program through OEO's PVD HealthWorks initiative.

PVD HealthWorks was established in 2017 by the City of Providence to meet the growing demands of the healthcare and social assistance industry in Rhode Island. A grant from the U.S. Department of Labor and the Governor's Workforce Board through Real Jobs R.I. funded the new partnership between OEO and IEH, which provides a free eight-hour training for workforce development professionals to improve

competencies necessary to address the behavioral health and substance-misuse-related needs of their clients.

Marianne Raimondo, executive director of IEH, explains that RIC and the City of Providence collaborated on the grant. "For the past few years, we have been working together to explore how we can partner on workforce development initiatives in healthcare," she says. "One of the goals of the IEH is to provide education and training programs for healthcare organizations and employers to meet their needs for training and workforce development."

At the close of the training, all participants will receive a certificate from IEH and be better equipped to work with their clients.

Marianne Raimondo, executive director of the RIC Institute for Education in Healthcare, teaching a health policy class

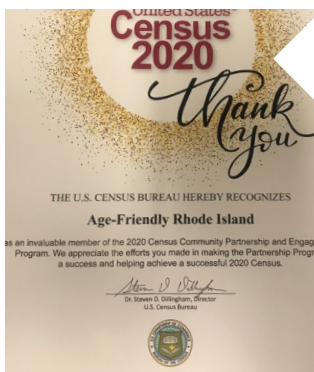
Theater Partnership Provides Opportunities for Recent Grads



A dramatic new opportunity is in the works for graduates from RIC's theater program. The Gamm Theatre, Rhode Island's leading progressive theater, is launching a new fellowship program in partnership with all three of Rhode Island's public institutions of higher education that will provide access and opportunity to emerging artists of color. In its pilot year, one graduate each will be selected from RIC, URI and CCRI to participate in the fellowship program. The goal of the program is to develop long-standing, meaningful relationships between budding theater artists and established professionals.

Over the course of the theater's upcoming 37th season, fellows will be paired with advanced career mentors who will meet with them on a monthly basis. They will also be offered full access to a wide range of opportunities and resources provided by the theater and its professional networks, including invitations to donor/patron events, at least three free studio classes, résumé and workshop reviews, the chance to assist a director on a production and a stipend for participation.

"The Gamm recognizes the challenging landscape facing many artists in their quest to transition from the academic environment to the professional world," says Amy Gravell, the theater's managing director. "Artists of color navigate a narrower and more exclusive path to accessing a career in an industry that often does not offer an equitable path to professional status. We are thrilled to enrich and expand our community of artists and creators here in Rhode Island."



Census Lauds RIC-Based Program for Partnership to Count Seniors

The 2020 Census was a pleasant surprise for Rhode Island, which did not, as was widely expected, lose a seat in Congress after the count. Many institutions, organizations and

communities around the state helped ensure a full and accurate count necessary to retain both seats; one of them was Age-Friendly Rhode Island (AFRI), a RIC-based coalition of community and state agencies committed to healthy aging. AFRI received special recognition from the U.S. Census Bureau for its partnership with R.I. Complete Count for conducting outreach to seniors during the pandemic.

AFRI student volunteers were assigned an allotted number of hours to make phone calls and were given course credit to do so. They phone-banked using Rhode Island voter rolls, which were sorted by age to include households with at least one family member age 60 or up. The bulk of the calls were made to households in West Warwick and Woonsocket, two communities where a census undercount of older adults was reported in 2010. Data from the project shows that 6,100 calls were made to older adults in West Warwick and 5,400 in Woonsocket.

Debb Smith, a U.S. Census official, attended an AFRI coalition meeting to express appreciation for the "effective and creative partnership," citing the increase in census participation in both communities.



TOP: Allison Barry '21 in the RIC Multimedia Production Center with fellow students Kaisha Luciano '21 (BOTTOM LEFT) and Lindsay Tahan '21

Justice Studies Students and Faculty Work to Improve Policing

Lindsay Tahan, Allison Barry and Kaisha Luciano graduated from the Justice Studies Program in May – Tahan and Barry with master's degrees and Luciano with a bachelor's degree. All three did much more than simply study their field. They put justice into action through a series of webinars intended to help train law enforcement officers across the state.

The project began last November, with a Dialogue on Diversity and Inclusion grant from the Office of Diversity, Equity and Inclusion and the Committee on Dialogue, Diversity and Inclusion. A team from Rhode Island College, led by Professor of Sociology Jill Harrison, collaborated with police departments from North Providence, Providence, Central Falls, Johnston and RIC to create a series of five webinars that addressed topics such as racial profiling, restorative justice and cultural competence.

With the help of Melissa Medenci and Matthew Eisemann from the RIC Multimedia Production Center, the team connected with police officers via Zoom to brainstorm and create the presentations.

"There are five different trainings and they are each about an hour long," explains Barry. "Forty minutes of it was our presentation and research and the last 20 minutes was a Q&A, where officers answered questions and gave feedback on the subject."

Each training is the answer to a different inquiry around restorative justice in law enforcement and police-community relations.

Members of the project team applaud the police officers from around the state who collaborated to make their vision a reality. They include Detective Lt. John A'Vant, now retired, president of the Guardians Association and occasional adjunct instructor at RIC; Chief James Mendonca of RIC Campus Police, who recruited officers like RIC Officer Kevin Rocha for the Q&A portions and who was also part of the panel of experts; and individual police officers representing a variety of departments.

Harrison and Mendonca will continue to encourage police departments around the state to utilize these new, free resources, courtesy of Rhode Island College.

Alumni Work Toward a More Inclusive Rhode Island

After earning a degree in psychology at RIC in 2012, Dorca Paulino worked for a subcontracting company in Boston in 2015 and became the first woman and person of color at the company's local branch to be promoted to an estimator.

"Every time I went to a meeting, I was the only woman and person of color," she recalls. "That's when I had an 'aha' moment and felt a calling to get engaged with public service. I wanted to change what diversity looked like at the state level."

A year after her promotion, she resigned from her job and enrolled at Roger Williams University to earn a master's degree in public administration. By 2017 she became the first diversity officer for the Rhode Island Supreme Court, leading the judiciary's diversity, equity and inclusion efforts.

Around the same time Paulino was working in Boston, Shontay Delalue, a proud first-generation college graduate and African American woman, obtained a Ph.D. in education in 2014 through the joint URI and RIC program.

Delalue is currently vice president for diversity and inclusion at Brown University.

Delalue found a combination of opportunity and challenges in her work. "For me, as someone who identifies as part of an underrepresented racial group, the challenge and opportunity is ensuring that the voice of the voiceless is represented and that people of different marginalized groups are given access to a vast array of experiences and the chance to thrive."

Both Delalue and Paulino have found that working toward a more diverse, equitable and inclusive state is challenging, but not impossible. Their daily work ensures that these principles are not only dreamt about by some but practiced by the institutions and teams of which they are part.

Anna Cano Morales M.S.W. '99, associate vice president for diversity, equity and inclusion at Rhode Island College, agrees with them. "This work can feel daunting but for those of us entrusted to do it, we are proximate every day to injustice," she says. "The small wins and successes are not so small."

FROM TOP: Shontay Delalue Ph. D. '14 and Dorca Paulino '12





HELEN TATE,
PROVOST
AND VICE
PRESIDENT
FOR
ACADEMIC
AFFAIRS



ANNA CANO
MORALES,
ASSOCIATE
VICE PRESIDENT
FOR
DIVERSITY,
EQUITY AND
INCLUSION



KIMBERLY CONWAY
DUMPSON,
VICE PRESIDENT OF
COLLEGE ADVANCEMENT
AND EXTERNAL
RELATIONS
AND INTERIM EXECUTIVE
DIRECTOR OF THE RIC
FOUNDATION



DUCHA
HANG,
INTERIM
VICE
PRESIDENT
OF STUDENT
SUCCESS



JAYASHREE
NIMMAGADDA,
INTERIM DEAN
OF THE
SCHOOL OF
SOCIAL WORK



TAMIKA
WORDLOW,
ASSISTANT VICE
PRESIDENT
OF STUDENT
SUCCESS AND
DEAN OF
STUDENTS



LESLIE
SCHUSTER,
DEAN OF THE
SCHOOL OF
GRADUATE
STUDIES



HOLLY
SHADOIAN,
VICE
PROVOST FOR
UNDERGRADUATE
AFFAIRS



JENIFER
GIROUX,
ASSOCIATE VICE
PRESIDENT OF
PROFESSIONAL
STUDIES AND
CONTINUING
EDUCATION



JEANNINE
DINGUS-
EASON,
DEAN OF THE
FEINSTEIN
SCHOOL OF
EDUCATION
AND HUMAN
DEVELOPMENT



CAROLYNN
MASTERS,
DEAN
OF THE
SCHOOL OF
NURSING



ALEMA
KARIM
DEAN
OF THE
SCHOOL OF
BUSINESS

HEAR THE VOICES OF WOMEN LEADING FROM THE TOP

BY GITA BROWN



In recent years, across all levels of government, an unprecedented number of women have been elected to public office, many of whom are the first woman or the first woman of their race, ethnicity, religion or gender identity to hold such a position.

Likewise, a historic number of women at Rhode Island College have taken on top leadership positions. They are VPs and deans, they are seasoned and they are young, they are white and they are women of color, some of them speak more than one language but they all have come to the table ready. They are members of the President's Executive Cabinet, they make up the majority of the Provost Council and they lead all but one of the five schools.

In this article, 12 phenomenal women leaders are asked: What does it mean for you, as a woman, to sit at the leadership table? Here, they reflect on who they are and what they bring to the table.

“FOR TOO LONG, WOMEN’S VOICES HAVE NOT BEEN AT THE TABLE IN HIGHER EDUCATION, DESPITE MAKING UP MORE THAN HALF OF ALL GRADUATES.”

HELEN TATE, PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

“Much has been made about the differences between the leadership style of men and women, but the reality is that the differences between leaders of the same sex is much greater than the differences between male and female leaders. There is, however, one significant difference between male and female leaders. It is the way others respond to them based on their gender. In other words, men and women who lead in very similar ways are often judged very differently for the same behavior. This is compounded further for women of color and nongender-conforming women. Understanding this, I have a keen interest in ensuring women’s voices are heard and that we invest in the professional development of women leaders.

“We know from extensive research that better decisions are made when diverse perspectives are represented at the table. For too long, women’s voices have not been at the table in higher education, despite women making up more than half of all college graduates. People of color are even more underrepresented in higher education leadership. I recognize the privilege and responsibility that comes with my position and I hope that in some small way, I can serve as a role model for other women while also advocating for diverse perspectives in all our decision making.

“As I was getting started in my career, I remember how much it meant to me to see strong women leaders. I saw how they built relationships, how they handled conflict, how they made decisions and how they supported those around them, and I learned from their example as I developed my own voice as a leader.” – *Helen Tate*

“HAVING A SEAT AT THE LEADERSHIP TABLE IS A SWEET HOME COMING.”

ANNA CANO MORALES, ASSOCIATE VICE PRESIDENT FOR DIVERSITY, EQUITY AND INCLUSION

“In 2017 I became the first Latina to be appointed to the President’s Executive Cabinet – ever. Sadly, this is an experience that many women of color in leadership experience. Too often they are the ‘first’ or the ‘only.’ For me, having a seat at the leadership table is a sweet homecoming as a Rhode Island College alumna and native Rhode Islander. Personally, it honors my identity as a daughter of immigrants – a mother who

had a fourth-grade education and both parents who labored in the textile mills. It is proof that in just one generation, education and opportunity can impact not only the individual but their family and community. Professionally, my current role honors the M.S.W. degree I earned at this very institution and my more than 20 years of experience in nonprofit work, philanthropy, education policy and public service. As a former first-generation student, my role as a leader allows me to represent the many LatinX students who have similar backgrounds – representation really matters.

“At the leadership table, I bring multiple perspectives: I am a woman, a Latina and a first-generation college graduate, whose early life experience intersected with poverty and structural racism. Those characteristics are rare on higher education leadership teams. In fact, those characteristics are rare anywhere where institutional and leadership decisions are made. My perspective helps better the decisions we make as a team and allows for a deeper understanding of the mission of education. Sometimes it is about me asking the questions that have never been asked before or raising an issue that may not be on the radar for others. I take my role very seriously. I see my role as more than having a seat at the table; it is about creating change.” – *Anna Cano Morales*

“AT THIS TABLE, THE PAST, PRESENT AND FUTURE COLLIDE TO GIVE ME A PROFOUND SENSE OF PURPOSE.”

KIMBERLY CONWAY DUMPSON, VICE PRESIDENT OF COLLEGE ADVANCEMENT AND EXTERNAL RELATIONS AND INTERIM EXECUTIVE DIRECTOR OF RIC FOUNDATION

“The positions we hold in the public realm are positions of trust, so I take my role as a leader very seriously. At the table, I speak for those I serve – students, faculty, staff, alumni and donors – and I listen objectively to those whose views, opinions and motivations may differ from my own. I come prepared to change my perspective and challenge my own thinking. I recognize that the table is not, and should not, be one where decisions are simply made, but a platform upon which to build a stronger foundation to support the college and its success. Ultimately, when our individual perspectives are joined with others and truly valued, we can make better, more well-informed decisions.

“As a Black woman, my seat at the table represents many things. For my mother, who came of age during the civil rights movement, my seat represents progress and persistence. For my daughter, my seat is a source of inspiration, empowerment and boundless opportunity.

At this table, the past, present and future collide to give me a profound sense of purpose, to use my allotted time as a beacon that shines light on the work of those who came before and as a guide for those who will follow - and follow, they will. There is a new generation of enlightened, self-assured and passionate women who will come, serve and lead prepared to shatter glass ceilings, stereotypes and expectations. My job is to pave the way in any way I can, so that when their time comes, they will be ready." — *Kimberly Conway Dumpson*

"IT IS IMPERATIVE TO USE MY VOICE TO PROVIDE PERSPECTIVE AND TO ACT ON THINGS THAT MOVE US TOWARD INCLUSION AND CHANGE."

DUCHA HANG, INTERIM VICE PRESIDENT OF STUDENT SUCCESS

"As an Asian American (Hmong American) daughter of refugees, I was often reminded by others of my cultural norms that men were held at a much higher standard than women and that a woman's place is in the house. Although it was difficult for my parents to come to terms with not having a son, they encouraged me and my sisters to focus on our studies, goals and aspirations.

"Having a seat at the leadership table allows me to do what I aspired to do - become part of a team, drive change to support student success and celebrate creativity and innovation in higher education. Leadership is not always about the decisions we make or the positions we are in. Rather, leadership is about the process we collectively take to make those decisions and the values that drive the work we do to collaboratively create change.

"As a woman, I lead with strength, strategy and advocacy. I also lead with empathy, vulnerability and compassion. This is who I am, as an individual and as a leader. It is imperative for me to be my authentic self, to use my voice to provide perspective and to act on things that move us toward inclusion and change. Personally, the greatest value for me in having a seat at the leadership table is the ability to show other women, especially younger women, that we, too, have a voice and that we can lead effectively while being our true selves."

— *Ducha Hang*

"WE ARE LEADERS AND INDEPENDENT THINKERS, AND ALL OF US ARE WORKING TOGETHER TO BRING ABOUT CHANGE AT RHODE ISLAND COLLEGE."

JAYASHREE NIMMAGADDA, INTERIM DEAN OF THE SCHOOL OF SOCIAL WORK

"I've been in leadership positions for over 10 years, yet I've never seen myself as a leader. It's not something that I aspired to. Circumstances happened and I was elected chair of the M.S.W. program. Then I decided that I wanted to be in the room where all the decisions are made. I applied for and was elected interim dean. That's when I found my voice.

"Culturally, I was socialized to think I didn't belong at the table. I was born into a very patriarchal society, where there was no encouragement nor expectation for women to become leaders. Decisions were made by men. Females were raised to go to school and get married. My mother saw opportunities denied to her and made it clear to me that marriage is not my goal in life. My goal, she said, is to live up to my full potential and to be happy.

"Today I lead the School of Social Work. I bring to the table a set of lived experiences that provide a different perspective. I am innovative and entrepreneurial. I love looking for opportunities, particularly through grant funding and other initiatives, to better the students' experience and to build the profile of the school. I believe my journey, like those of many of our first-generation students, tells a great story about our school. Being part of the Provost Council has allowed me to bring my innovative, entrepreneurial spirit to the table. It has also given me an opportunity to learn from a community of independent thinkers. Every one of the women on this amazing council is a leader and an independent thinker, and all of us are working together to bring about change at Rhode Island College at one of the most critical times in the college's history.

"Do I still wonder if I belong at the leadership table? All the time. I don't think that question will ever go away. As a leader and a woman of color, I think the expectations for me are higher and so I am always striving to do more to prove that I belong here and that I earned it." — *Jayashree Nimmagadda*

“I THINK THE WORST THING YOU CAN DO AND THE BEST THING YOU CAN DO IS TELL A WOMAN ‘NO.’”

TAMIKA WORDLOW, ASSISTANT VICE PRESIDENT OF STUDENT SUCCESS AND DEAN OF STUDENTS

“As a Black woman leader, I come to the table knowing that I represent far more than myself. I represent groups of people who have been disproportionately underrepresented. I am able to support as well as challenge practices and policies and help push agendas that benefit all populations, especially those that have traditionally been underrepresented.

“I read a quote that I thought was really fitting for women in leadership or women of color in leadership or any marginalized population in a position of service. It read: ‘I refuse to sit at tables that want my image for marketing but do not want my voice for perspective.’ There’s been this big push for diversity, and that’s great, but with diversity must come inclusion. When I am asked to sit at the leadership table, I need to know that you are ready to receive my voice. I need to know that you are willing to listen to a different perspective and, if necessary, change the way things are done to better serve the entire community.

“I think the worst thing you can do and the best thing you can do is tell a woman ‘No.’ That’s because we’ve heard that word so much we’ve redefined its meaning. When you tell us ‘No,’ you’ve just given us the green light to show our strength, to create a plan, and it’s going to be a plan so detailed, so organized, so strategic that you will begin to see its value and question why you said ‘No’ to begin with. Never underestimate a woman with a plan. I would also say the same thing for men, but the problem we have in our society is that most people don’t question men. It’s already assumed that they have a plan. Women have been underestimated. When we come with a plan, it is to show you that we’ve always been prepared, we just needed you to listen. When we come, we come ready.

“As far as my leadership style, I come from a family that is largely women. I’ve had many examples of seasoned women in my life who have been able to speak life and meaning into those coming up after them. They have been my mother and immediate family members, school leaders and church leaders. One of my most influential mentors is Dr. Virginia Hardy, vice chancellor of Student Affairs at East Carolina University. As a Black woman, I saw her move in circles and spaces with such grace, confidence and competence that I knew I wanted to emulate that. She taught me how to live with integrity and purpose, how not to lose yourself and to always make sure your actions are something you can sleep with at night. I have carried that ideology with me.” — *Tamika Wordlow*

“THE MOST EFFECTIVE LEADERS ARE THOSE WHO PRIORITIZE LISTENING.”

LESLIE SCHUSTER, DEAN OF THE SCHOOL OF GRADUATE STUDIES

“My experiences working with faculty and students have shaped my ideas about how to best serve students at RIC. The results are rarely positive when one person leads the conversation and determines both the goals and the process and shuts out everyone else. Instead, the most effective leaders are those who prioritize listening and genuinely acknowledge the skills and expertise of those involved in the issue or problem at hand. Collaboration, that is, determining the steps or strategy with that group and not as a singular, decisive voice, has the potential to create a culture of mutual trust and responsibility. This is how I hope to work.

“My perspective remains student-informed but with particular attention on how to best support working-class students as they pursue their degrees in an institution that has invisible and unfamiliar values. As a working-class student myself, I remember, painfully, the disjuncture between my own values and habits and those shared by the faculty, the college and many of my peers. Most institutions are not sensitive to this conflict for working-class students and I try to insist on recognizing their position as much as I can.”

— *Leslie Schuster*

“MY PARENTS INSTILLED IN ME THAT I COULD DO ANYTHING I SET MY MIND TO DO.”

HOLLY SHADOIAN, VICE PROVOST FOR UNDERGRADUATE AFFAIRS

“My first leadership position at RIC was as a student, where I was president of the Gold Key Society. John Foley ‘67, was the Gold Key Society advisor, director of Admissions and a mentor who helped start my career in higher education. My first job at RIC was in Admissions. I have now worked at RIC for 46 years. Though I bring longevity to the leadership table, I realize that longevity doesn’t necessarily equal value to an institution. I believe you have to be willing to grow and adapt to be of value. Along with longevity, I bring adaptability. As a leader, I try to listen and be responsive to people and to work collaboratively. My strengths are problem solving and thinking

outside the box – it's the creative side I inherited from my mom and dad. Ultimately, I think my leadership style came from my parents.

"Early on, my parents instilled in me that I could do anything I set my mind to. Dad's advice of 'always give a firm handshake' stuck with me as a means of showing confidence. Mom's role as a peacemaker helped me recognize that reasonable compromises are an option in accomplishing a goal. So, I have never been afraid to speak up and join the debate but recognize that to be heard, delivery makes a difference and respect is not granted just because of a title. Being a leader also means stepping up – not only in your role but also stepping in to better understand the work of those around you. I feel that women are far more willing to step in, which helps us know more. As a leader, I think it's important to speak up in a way that is not disrespectful of others. A sense of humor also goes a long way. I've been very fortunate to be able to build really good relationships based on that philosophy." – *Holly Shadoian*

"HAVING A SEAT AT THE LEADERSHIP TABLE...IS SOMETHING I WISH MY MOTHER HAD LIVED TO SEE."

JENIFER GIROUX, ASSOCIATE VICE PRESIDENT OF PROFESSIONAL STUDIES AND CONTINUING EDUCATION

"Having a seat at the leadership table is incredibly important to me and a responsibility that I take very seriously. Personally, it sets a strong example for my two daughters and is something that I wish my mother had lived to see. She and my father worked extremely hard to provide me with the opportunity to attend Rhode Island College. I am very proud that I have received both my undergraduate and graduate degrees from Rhode Island College and now lead Professional Studies and Continuing Education (PSCE) and have a seat on the President's Executive Cabinet.

"My leadership style is probably best described as democratic. I take a very collaborative approach to leadership. Very often, PSCE is an incubator for launching new initiatives or a convener of external and internal partners who work together to create new programs. This work often necessitates the involvement of every member of PSCE in a project, so input and commitment from everyone is critical to guarantee success. As a leader, I'm a good listener and understand the unique talents and contributions of each staff member in order to take a project from an idea to execution. I work to create a division that is greater than the sum of its parts." – *Jenifer Giroux*

"I BRING EMOTIONAL INTELLIGENCE AND AN OUTSIDE, EXPERIENCED PERSPECTIVE."

CAROLYNN MASTERS, DEAN OF THE SCHOOL OF NURSING

"No matter which role I've been in, I have always tried to focus on effective communication, transparency, respect for others, empathy and to be fair and consistent with my decision making. The term for this is emotional intelligence – otherwise known as emotional quotient or EQ. That's the ability to understand, use and manage your own emotions in a positive way to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

"With over 35 years in higher education, I also bring a seasoned perspective to the leadership table. I've served in a variety of leadership roles, and, over the years, I have seen my skills become more fine-tuned. I've had great mentors – male and female – who have aided in my professional development. I've also taken advantage of leadership development educational offerings, which have helped me develop more focused, data-driven decisions. So, not only do I bring emotional intelligence to the table, I bring an outside, experienced perspective." – *Carolynn Masters*

"I REALIZED AS A BLACK WOMAN LEADER I COULD BRING ALL OF ME WITH ME TO THE TABLE."

JEANNINE DINGUS-EASON, DEAN OF THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

"One of the things that drew me to Rhode Island College was the leadership composition. As a Black woman, I needed to be able to see myself and to be in a space where I would be able to contribute. I saw that there was a Latino president, women in leadership positions and a diverse student body. All of that appealed to me.

"My approach to leadership is that of the servant leader. In other words, all of this is not about me but about the betterment of the collective. As a newer dean, I engage in a lot of listening to get a sense of the culture and what's important to people, to learn how people operate and to understand the general discourse within the school. I am also an outward-facing leader. I look to the community to help form the questions and the work that needs to be done.

"But always – at the heart of everything I do – is diversity, equity and inclusion. As leaders of diversity, equity and inclusion,

we're charged not only to engage people in discourse around injustice, we're charged to use the data to highlight where change is needed and to use the data to implement real change."

"I think my can-do spirit and emphasis on service was learned from my mother. The other two role models in my life are Dr. Geneva Gay and Dr. Arthur Sam Walton. I would not be here had it not been for those two people. Dr. Gay, a Black woman, was my doctoral advisor. She taught me how to be a Black woman in higher education and still maintain, as she says, 'a semblance of one's self.' Dr. Walton, a Black man and founding dean of the School of Education where I previously worked, was the first to tap me on the shoulder and say, 'I want you to start engaging in leadership activities.' They taught me that as a Black woman leader, I could bring all of me with me to the table, and that it is nothing to be ashamed of. In fact, it is something to be very proud of because it is a much-needed perspective. If I couldn't bring my whole self to the equation, I couldn't lead." — *Jeannine Dingus-Eason*

“I THINK IT IS GOOD THAT OUR STUDENTS SEE US IN POSITIONS OF LEADERSHIP SO THAT THEY KNOW IT IS POSSIBLE FOR THEM.”

ALEMA KARIM, DEAN OF THE SCHOOL OF BUSINESS

"I was born in a small town in Bangladesh, where girls were expected to marry and have children rather than pursue higher education. Yet my parents were very progressive. They let me continue my education because I was a very good student and I was offered scholarships to college. My mother, in particular, advocated for me to go to college.

"However, economics was an uncommon field for women to pursue. In my undergraduate class, there were 80 students – 70 men and 10 women. With the support of my very progressive husband, I came to the United States to earn my master's degree at Boston University, while he stayed with our four-year-old daughter in Bangladesh. Later, he left his business to come here so I could complete my Ph.D. at Boston University.

"At RIC, I became not only the first woman but the first woman of color to teach in the Department of Economics and Finance. I also became the first woman chair in the department. I am proud that today our school consists of many women professors – quite a few of them are women of color. I think it is critical that our students see women in positions of leadership so that they know it is possible for them." — *Alema Karim*



With a strong sense of purpose, these 12 women leaders learned to navigate spaces where they were told they didn't belong. With hard-earned experience, they arrived at the leadership table. They come with diverse cultural identities, different ways of problem-solving and different leadership styles. They come as strategists with reservoirs of knowledge. They come to share their knowledge with one another and to build together a unified vision for Rhode Island College. ↓

THE SCHOOL OF NURSING TAKES ACTIVE ROLE IN DIVERSITY & INCLUSION

In the wake of last year's high profile murders of unarmed Black men and women and the subsequent worldwide Black Lives Matter protests, nursing students Patrice Turnipseed and Jayana Greene were inspired to step away from the sidelines and become advocates. In fall 2020 they founded the Multicultural Student Nurse Organization (MSNO).

BY GITA BROWN

"Our mission is to serve as student leaders, advocates and mentors for nursing students of color at Rhode Island College," says MSNO President Patrice Turnipseed.

"We want to bridge the gap between nursing students of color and nursing faculty and staff to ensure that students of color are equipped with equal opportunity and adequate resources to successfully complete the nursing program. Ultimately, we want to create a culture in the School of Nursing that embraces diversity and is deliberate about inclusion," she says.

First, however, Turnipseed and Greene had to fight for inclusion of their own organization among the roster of student organizations.

"When we submitted our application to Student Community Government to approve our organization, we were turned down at first," Turnipseed says.

"We were told that an organization like ours already existed - the Student Nurse Association. However, we don't believe that student organizations are a one-size-fits-all. We are a multicultural student organization. We believe that the faculty and staff in the School of Nursing, who place cultural competence as a requisite skill, will be better equipped to prepare students for real-world situations by closely working with an organization of students who live these experiences daily."

MSNO comprises LatinX, Asian, African American, African and Indigenous students of color. One of MSNO's first orders of business was to "bring a level of awareness to the School of Nursing about the experiences of students of color." This was achieved via a panel discussion made up of five MSNO members and held during a virtual faculty development workshop.

"We titled the panel 'Who Am I?'" Turnipseed says, "and we shared our personal stories and experiences as students of color in the School of Nursing."

"When we talk about diversifying the nursing workforce, we need to ask why there is a lack of diversity," says Turnipseed. "Why are student nurses of color struggling? What is different about their experiences than their white counterparts? What can the School of Nursing do to help students of color succeed?"

"Some of us are first-generation college students or English is our third or fourth language," she says. "If I am taking an exam and my second language is English, I have to first read the question in English and then translate it in my head into my own language in order to understand how to answer it in English."

The five MSNO members addressed ELL issues, implicit bias and other issues that can impede academic success. They pointed out the disproportionate number of course and standardized test failure rates among nursing students of color and ELL students.



FROM TOP:
Patrice
Turnipseed
and Jayana
Greene are
the foundaers
of the
Multicultural
Student
Nurse
Organization
at RIC

They expressed the need for inclusiveness and cultural competence in courses across the nursing curriculum and the need for more diversity among faculty and students.

"What the faculty heard moved them deeply," says Assistant Professor of Nursing Deborah Kutenplon, who assisted in organizing the presentation.

"I can't tell you how many emails I received from faculty thanking the students for putting it together."

Kutenplon is chair of the School of Nursing's Diversity and Inclusion Taskforce, an organization founded at the same time as MSNO and that works in partnership with MSNO. Kutenplon says both organizations were met with enthusiastic support from the School of Nursing's new dean Carolynn Masters.

"Dean Masters, Patrice, Jayana and I felt that we needed both a student group and a student/faculty group working on these issues in collaboration," Kutenplon says.

"The taskforce is made up of faculty and students and has three subcommittees: The first provides academic support for students of color and ELL students," says Kutenplon. "The second focuses on faculty development to help faculty become more equipped to address issues of diversity and inclusion and to teach cultural competence in their courses. And the

“ We believe that the faculty and staff in the School of Nursing, who place cultural competence as a requisite skill, will better prepare students for real-world situations by closely working with an organization of students who live these experiences daily.”

— PATRICE TURNIPSEED, PRESIDENT OF THE
MULTICULTURAL STUDENT NURSE ORGANIZATION

“

Why are student nurses of color struggling? What is different about their experiences than their white counterparts? What can the School of Nursing do to help students of color succeed?”

— PATRICE TURNIPSEED



third focuses on supporting faculty who are integrating into their courses the knowledge and skills students need to be prepared to provide culturally competent care.”

This January the MSNO and the Diversity and Inclusion Taskforce joined forces to organize a faculty development workshop on cultural competence that featured two guest speakers: alumna Valerie Almeida-Monroe '11, director of clinical services at Clinica Esperanza, a free clinic for uninsured Rhode Islanders; and Dionne Poulton, vice president and chief diversity officer at Care New England.

According to Almeida-Monroe, often a lack of cultural competence interferes with the quality of care patients of color and non-English-speaking patients receive.

Almeida-Monroe is of Haitian heritage and speaks three languages: Haitian Creole, English and Spanish, the latter of which she learned while working at Clinica Esperanza for the last 10 years. She learned other critical matters, too, like the very real cultural differences in the way patients express and manage pain.

“About 70 percent of the people who come to Clinica Esperanza are Hispanic,” she says. “When our patients come in for pain, the pain is usually pretty high, but they often don’t rate it that way. They may rate it a 3 out of 10. But the fact that they’re taking a day out of work, uncompensated, to come to the clinic tells me the pain is higher than that. The people we see also tend to live with pain for longer periods of time before coming in for help. They will have had that pain for nine months or for over a year.”

When healthcare workers don’t understand cultural differences, it can lead to health disparities, she says.

“We had a patient who we referred to a rheumatologist,” says Almeida-Monroe, “but the rheumatologist was somewhat dismissive and told the patient she didn’t need to see a specialist because her pain was well managed on ibuprofen. It turns out that the patient actually had lupus, which was missed on the initial visit. Culturally competent care goes a long way in decreasing health disparities.”

Poulton, who five months before George Floyd's murder and the subsequent global Black Lives Matter protests, was made chief diversity officer at Care New England, describes cultural competence as looking at patients through the lens of their culture.

"We have to make sure we are considering the communities they live in and the health disparities they face to make sure we are treating the whole person," she says.

Poulton notes that the highest health disparities are around race. "My Ph.D. was on unconscious biases with respect to teacher educators," she says. "In my research I found that race is the most enduring, recognizable and inflammatory feature of identity of a person, which impacts how we see and treat people."

To become more culturally competent, Poulton recommends that institutions conduct sensitivity trainings and that institutional leaders make a commitment to inclusivity, which may mean mandating sensitivity trainings and establishing an accountability system.

It is also extremely important, she says, to have a diverse health-care workforce.

"From a personal perspective, as a person of color, I know that when I walk into a health-care institution, I look for people who look like me," says Poulton. "I look to see if a concerted effort has been made to ensure that there are diverse people working in these environments who are reflective of our society, which is multicultural."

Care New England and the School of Nursing are working on formalizing a partnership to further both of their diversity efforts and to create a pipeline of prospective nurses of color who come from Rhode Island College. MSNO is assisting indirectly in that effort.

"We plan to reach out to intended nursing majors to encourage them to join MSNO," says Turnipseed. "We'll check in on them periodically so that they know they have someone to talk to about nursing-related issues. It will give them a familiar face when they're admitted to the program. We'd also like to be a part of the effort to hire more nursing faculty of color."



FROM TOP: Deborah Kutenplon, assistant professor of nursing, and Valerie Almeida-Monroe '11, director of clinical services at Clinica Esperanza

“When healthcare workers don't understand cultural differences, it can lead to health disparities.”

— VALERIE ALMEIDA-MONROE '11, DIRECTOR OF CLINICAL SERVICES AT CLINICA ESPERANZA

“

My Ph.D. was on unconscious biases with respect to teacher educators. In my research I found that race is the most enduring, recognizable and inflammatory feature of identity of a person, which impacts how we see and treat people.”

— CARE NEW ENGLAND VICE PRESIDENT AND CHIEF DIVERSITY OFFICER DIONNE POULTON

Dionne Poulton, vice president and chief diversity officer at Care New England



MSNO asked for and was provided study groups led by professors in each subject area that are more personalized. They organized workshops for nursing students on topics such as test taking and time management. They asked for and were given a voice in decision making within the School of Nursing. MSNO members now sit on all three of the Diversity and Inclusion Taskforce subcommittees, as well as the Admissions Committee, the Curriculum Committee and the Dean’s Advisory Board Committee.

At the same time, the Diversity and Inclusion Taskforce is making strides. The school has mapped out its courses and examined what it can do to incorporate culture-specific topics and activities into the nursing curriculum. Faculty also have access to a diversity and equity toolbox, which is a list of websites, online resources and activities to further faculty development and to use as a resource with students.

“I think the Black Lives Matter movement opened doors and made people who weren’t paying attention to these issues more willing to pay attention,” says Kutentplon, who represents Rhode Island College on the American Association of Colleges of Nursing’s Diversity, Equity and Inclusion Committee. “Establishing this taskforce, in light of the Black Lives Matter movement, was a lot easier than it might have been three or four years ago. The movement focused the attention of white people in power and made them start to think that it’s time we really addressed these issues. We can’t keep pushing this to the bottom of the agenda.”

Indeed, diversity and inclusion are issues that require the strength of a community. It can’t be done alone. Together, MSNO and the Diversity and Inclusion Taskforce are making a difference. ↓



ALUMNA, RIC STUDENT AT FOREFRONT OF STATE'S VACCINATION EFFORT

BY JEFF THEODORE

PHOTOGRAPHY BY PAUL CONNORS M.A. '15

Inside a Sockanossett Cross Road facility in Cranston, Joanne Barrett and Nicole MacKay have been working side by side for months to help Rhode Island emerge from the pandemic.

Barrett '13, a major in the Rhode Island Air National Guard (RIANG), has been overseeing the vaccine distribution effort in Cranston and several other sites statewide, while MacKay, a rising RIC senior and staff sergeant in the RIANG, has been under Barrett's command, guiding vaccine storage and handling efforts behind the scenes in Cranston.

"Working with Major Barrett has been a great experience," MacKay says. "She's got a lot on her plate and handles herself well. She's an extremely hard worker, showing up early and leaving late. Still, she keeps that bubbly attitude, and that's great to be around."

Barrett returns the praise for MacKay's efforts. "Nicole is a superstar in the vaccine handling portion of this mission," she says. "She's extremely smart, reliable and pays great attention to detail, which is exactly what I need. She has trained more than 25 military members on all three vaccines. She's also very organized, which helps to get this mission done in a safe, efficient manner. It's not an easy job she has but she makes it look easy."

As vaccine shipments arrived, MacKay and fellow military personnel were responsible for storing the vaccine at proper temperatures and pre-filling syringes.

"Most people would never see us because when we push the vaccines out the door, it's really needles to arms," says MacKay, noting that at the height of vaccination efforts in March she and her colleagues were distributing about 8,500 vaccines per week.

"We're giving the community the sense of relief they need," MacKay says. "You don't realize the difference you're making when you're working all day. This is history, and the kind of thing that the Air National Guard stands for."

Barrett, a 21-year veteran in the RIANG, wasn't sure initially when she was summoned to devise a new system to document the administration of the vaccine at three sites statewide.

"It's a big job," says Barrett, noting that her duties required crash courses in administrative and computer training. "I'm also responsible for training all of the military medical personnel, DMAT, FEMA, vaccinators and vaccine handlers and trainers; and I ensure that RIANG personnel vaccinations are up to date prior to being deployed. The administrative and computer work is a bit out of my realm. I'm more of a hands-on type who relates to people better than computers."

Yet the RIANG processed vaccinations so well it garnered the attention of the Rhode Island Department of Health who requested RIANG take over all five mass vaccination sites. Originally RIANG was to assist in vaccinating 12-20,000 health-care workers; however, to date, they've administered more than 400,000 vaccines.

When Barrett was first called to map out the RIANG's vaccine effort in May 2020, she thought it would be a temporary assignment away from her job as a registered nurse at the Providence VA Medical Center.

Prior to working on the vaccine distribution, MacKay was taking biology courses at RIC and working as an emergency room technician at Rhode Island Hospital.

Both women say that joining the military has fulfilled a desire to help others.

MacKay, an East Providence native, figured that a military experience could jumpstart a career in medicine.



Major Joanne Barrett '13 (right) and
Sergeant Nicole MacKay '22 (left)



TOP: Major Joanne Barrett '13 , vaccine officer in charge, demonstrates the vaccination process with Stephen Colella '18

RIGHT: Barrett (center) and Staff Sergeant Nicole MacKay '22, noncommissioned officer in charge, are joined by fellow RIC alumnus Lt. Col. Brent Groeneveld '02, task force commander, who oversees all RIANG sites



"I got an EMT license and met amazing people from different walks of life," she says. "The Air Force is like a family. It's supportive of education, encouraging us to do better inside and outside of the military."

Barrett, who was influenced by a cousin to enlist in the Air Force, says it was one of the best decisions she'd ever made.

"Entering the military gave me stability," says Barrett, noting that she undergoes annual field and medical training to stay prepared for potential war duty. "I also enjoy the structure within the military because I'm a structured person."

Lisa Levasseur, interim director of veteran affairs and military programs at Rhode Island College, says Barrett was a perfect fit for the vaccine distribution leadership role and has risen rapidly through the RIANC ranks.

"I've known Joanne since she enlisted," Levasseur says. "She has the drive to succeed and is the kind of individual who lights up a room with her personality, making sure other people are connecting."

MacKay says she cherishes her connection with her RIC professors, who have been very understanding when she's had to drop everything to serve on RIANC-related medical missions. Before the pandemic struck, MacKay and her unit were dispatched to a secluded town in Georgia.

"We provided health care to a community that needed it, where there was little access to care and the nearest hospital was miles away," MacKay recalls. "We conducted physicals, visual screenings and even dental work. It was a really humbling experience."

Barrett says she's similarly humbled each day she encounters veterans at her hospital job.

"It's good to give honor to veterans still here and those who are gone," she says. "That makes me proud. I'm the type of person who gets goosebumps every time I see the (American) flag."

Barrett, a married mother of two who lives in Coventry, was on the brink of retiring from the RIANC before the vaccine-related assignment.

"I decided to stay in and attain major status, which requires three more years of service," she says. "COVID-19 changed everything."

MacKay says her work with vaccine distribution has reinforced her decision to go on to medical school and become an emergency room doctor.

"While I'm working as an emergency room technician now, I feel like I'm helping people at their lowest point," she says. "And the goal for me is to give back and always put the patient first." ↓



TOP: MacKay and Barrett conduct online training on CDC website

BOTTOM: MacKay prepares vaccines for distribution.

CAMPUS
SPRINGS
BACK
TO LIFE

WHILE YOU WERE AWAY

When we return in the fall, you may notice things have changed around campus.

BY JOHN TARABORELLI

While we grapple with weighty questions about how campus life will change post-pandemic, there are some changes that will be much less fraught – and much more tangible. We’re speaking, of course, of the actual, physical changes to the campus that have happened during the pandemic. Some changes will be ongoing once we return in the fall, others are set to begin during the coming academic year.

The most prominent change would have to be the continuing overhaul of Horace Mann Hall, the Feinstein School of Education and Human Development’s flagship building. The \$25 million renovation, which began in 2019, is the first significant update to the building since it was built in 1971. The project includes a new three-story wing for the dean and faculty offices. As of press time, the work was approximately 50 percent complete, with all demolition completed and the addition built. An all-new Horace Mann is expected to reopen for classes at the start of Fall Semester 2022.

The Clarke Science Building is the next on the list of edifices to undergo significant upgrades. In March voters approved a \$107.3 million higher education bond that will fund construction projects at all three state institutions of higher learning. That includes \$38 million toward the much-needed renovation of Clarke Science, which also has not changed much since it opened in 1962. The project will put an addition on the building to house new laboratories for every full-time faculty member and reconfigure the interior of the existing structure. Design work will begin this year, with construction expected to begin next year and completed by 2024.

A change that is sure to have the campus buzzing will happen at The Café in the lower level of the Student Union. In the fall, it will be replaced with an entirely new dining concept: The “Bee’stro.”

The bee-themed rebrand will still include all current popular items, while adding smaller plates (Bee’stro Bites), burritos and bowls, entrees and specials. The highlight of the menu will be the use of RIC Honey, produced right on campus, in several of the recipes. To that end, a new beehive was installed in the spring on the roof of Donovan Dining Center, providing more pollinators to sweeten the pot at the Bee’stro.

Students looking for career advice will need to head to the library now. The Career Development Center moved to its new home on Level 1A of the Adams Library, bringing it under the same roof as other student support services like OASIS and Learning for Life. The Prospective Student Center, which is a new initiative of the Office of Undergraduate Admissions, now occupies the space in Roberts Hall that formerly housed Career Development.

Other upgrades around campus include the Forman Center, which received an exterior facelift and a new patio at the rear of the building. Parking Lot D, in front of Roberts Hall, has been repaved with new curbing, lighting and landscaping. Some minor reconfigurations of the parking lot will occur to promote better and safer traffic flow. Around the Quad, the new Americans with Disabilities Act compliant walkways will provide better access to and from Horace Mann Hall and Alger Hall. ↴

THE ANTICIPATION IS KILLING US

We asked our followers on Instagram what they’re looking forward to most when we return to campus in the fall. Here are some of their responses.

Seeing all of my sorority sisters in person together for the first time!
@ashley.godfrin

Living on campus!!! I saw my dorm with my roommate a few weeks ago and we couldn’t be more excited
@just.lis.a

Walking around campus with all of the fall leaves
@mayaesun

Performing in a musical for an audience once again!
@jess.n

The dorms and meeting new friends and people
@kingoceantear

The college atmosphere
@pandagirl555

Studying in the library, seeing classmates and professors again!
@c.lavoie19

Seeing/meeting friends!
@br00k_lynnn

French fries
@its_denali

Meeting new people
@v.ramos3_

Being in person and slowly getting back to normal with fans at games!
@macidorantes

Wrestling, gym, and dining hall
@rogelio_g1

In-person events
@kristysittingr

Student Org Events!
@ricadmissions

Doing homework in the library with a coffee!
@itsthemiked



Mask mandates may be going away, but are we ready to let them go?

POST-COVID PREDICTIONS

It's never easy to look into the future, yet when five Rhode Island College faculty members were asked to offer their predictions of what a post-COVID RIC campus might look like they agreed to take the plunge.

Professor of Geography Mark Motte, Professor of Political Science Karl Benziger, Professor of Communication Valerie Endress, Professor of Sociology Mikaila Arthur and Assistant Professor of Psychology Traci Weinstein responded sometimes humorously but always candidly to our questions.

During the pandemic what changes occurred that you think will stay with us after the pandemic?

M. MOTTE: Online learning will remain a part of the RIC experience, but I hope it is a small part because it is soul-crushingly impersonal and dull. Humans evolved to interact face-to-face, not to peer at one another disassembled, abstracted and reconstituted across pixelated space. That's great for TV and movies but teaching and learning require us to be present in an altogether different way. In a classroom, you cannot mute your microphone or turn off your camera. You're really there.

K. BENZIGER: I agree with Mark that online learning will become institutionalized here at RIC, and I'm also hoping that there will be a far greater appreciation for the importance of the "live" classroom experience. The conversations and improvisations found in the classroom are hard to duplicate online.

What do you think will change at RIC once we're back on campus?

V. ENDRESS: Because of the pandemic, the time faculty set aside to engage with students became much more fluid. It wasn't unusual for professors to meet their students on Zoom during the evening hours and even on the weekends. I would imagine there will be an expectation to continue this sort of flexibility. Fighting traffic and finding parking in order to meet face-to-face for office hours and advising appointments are probably a thing of the past.

Faculty will also expect greater competency and familiarity with learning management systems from



I think it's human nature to want to return to 'normal' as quickly as possible. Instead, I recommend that every person take a moment to make a list of the things that have improved in their lives during this time, then make a commitment to try to keep those changes."

— ASSISTANT PROFESSOR OF PSYCHOLOGY TRACI WEINSTEIN

their students. As a result, instructional technology departments on campus will increase in importance and will be considered by both faculty and students to be partners in the learning process. There will be an expectation that students graduate from college with online communication skills. They will need to know how to interview for jobs remotely, give presentations over Zoom, participate in decision making and run meetings over Zoom as part of their job-related responsibilities. Faculty will be expected to teach these skills so that our students are workforce ready.

How will expectations change between faculty and students?

K. BENZIGER: I think both students and professors will welcome the return to working together. This has always been a hallmark of the college and I don't think that will change.

M. ARTHUR: I also hope that all of us have developed a stronger respect for the complicated lives we all live with responsibilities that may take us away from our roles as students or as faculty, such as caregiving, community work, etc. Expectations may need to change at all levels of our society and culture to enable all of us to live full and complete lives.

Incoming freshmen spent their first academic year virtually. What will they have to adjust to in the fall?

M. MOTTE: Looking up from their screens. Turning off their electronic devices. Joining the conversation.

V. ENDRESS: If students elected to have their cameras off, they will need to work to redevelop their nonverbal communication skills, focus their attention and actively engage with a larger group. The deficits won't last long, but they will need to learn once again how to be an active classroom participant as they were in high school before the pandemic hit.

They will also not be familiar with what it means to actively engage in campus life – attend events, join clubs, engage with others in the library, cafeteria or dorms. Student engagement is something that grows only when nurtured, and higher education institutions will need to reacquaint students with what it means to be physically present on a college campus.

What do you foresee the challenges will be for higher education in placing greater reliance on technology?

M. ARTHUR: President Garfield once said that the ideal education was his favorite philosophy professor, Mark Hopkins, sitting "on one end of a log and a student on the other." I'd broaden that a bit, because I think students sometimes learn just as much from each other as they do from the professor, but I agree with Garfield that the true power of education is in our conversations with one another. New technologies come along all the time, but when we are doing it right, we are harnessing those technologies to continue to make conversations possible in new ways and for more people.

V. ENDRESS: The immediate challenge will be for colleges and universities to justify their physical presence. We've always assumed that the buildings and dorms on campus were a given, that learning is best conducted in a face-to-face environment and that student engagement is best achieved with physical presence. But post-pandemic, I foresee a time in which students, parents, state legislatures and citizens will be asking higher education to renew their justification for bricks and mortar. Such a conversation may appear threatening, but it is also an opportunity for many higher education institutions to widen their definition of engagement to include alternative sites for learning and to re-examine how best to prepare students to become ethical, active and engaged citizens. In fact, this serious conversation about the role of a physical college campus is long overdue and may ultimately produce more active and vibrant college campuses as we reimagine the purpose of our physical plant.

T. WEINSTEIN: My hope is that we have learned lessons from this pandemic that we'll continue to use, such as the importance of equitable access to Internet service, computers and other technology and equitable access to classroom resources, such as textbooks and other class materials.

M. MOTTE: Greater reliance on technology? I would rather not think about that for a few months. I'm still trying to cancel my Zoom account. ↓



ON THE OTHER SIDE OF THE CORONAVIRUS:

WE'RE NOT IN KANSAS ANYMORE

While many struggle with Zoom fatigue, four professors are fostering a deeper appreciation for remote learning

"When COVID-19 shut down the college, it was a formidable challenge for educators to suddenly adapt their pedagogical practice to virtual instruction seemingly overnight," says Associate Professor Susan Zoll, who teaches in the Department of Elementary Education.

Yet she and her colleagues took on the challenge as a learning opportunity. Assistant Professor of Elementary Education Natasha Feinberg, Assistant Professor of Special Education Beth Pinheiro and Associate Professor of Elementary Education Leslie Sevey, along with Zoll, decided to meet weekly to share their online teaching experiences and to review their students' feedback regarding their online learning experiences.

They held discussions over a 15-week period to evaluate and modify their teaching approaches in a fully virtual environment. Eventually, the educators co-wrote a paper on adapting to virtual instruction. Their paper uses the Appreciative Inquiry (AI) model as a framework for analysis. This model focuses on appreciating the best of what a system has to offer.

AI was developed by David Cooperrider. Cooperrider says that when he evaluated the efficacy of a system, he "...literally set aside all the deficiencies and looked only at the things that were giving life to the system when it was most alive. Then [he] took the best of the best to then speculate and leap to ideal-type possibilities for the future - to build a theory of possibility: not a theory of yesterday's world but of tomorrow's possibilities" (Greiten, et al., 2018).

The point is not to go back to the way things were always done, say these professors, but to re-envision the future where new teaching approaches are used in a fully virtual environment.

Similar to survey results of faculty and students across the country (Fox et al., 2020, Means & Neisler, 2020), the

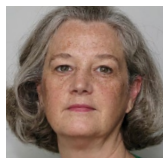
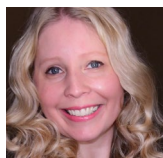
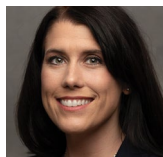
greatest challenge to online learning they found was keeping students engaged and motivated to learn in a remote environment. Students reported that they missed receiving feedback from instructors, they missed collaborating with their fellow students and they lacked equal access to reliable technology. The pandemic revealed new forms of inequity in education as some students reported using mobile phones to complete assignments because they lacked a home computer or adequate Internet capacity.

Based on these challenges Feinberg, Pinheiro, Sevey and Zoll made significant changes to their online courses.

To address the social/emotional needs of our students, "we intentionally created greater flexibility in our schedules to meet with students and address individual needs, often meeting during the evening or on weekends," says Zoll. "Advising sessions were also scheduled outside the usual meeting times to better meet students' availability." Feinberg and Pinheiro say, "weekly cafes - virtual meeting spaces - were created for students to connect informally with each other."

"Changes to our online courses have included improved organization of course materials; flexibility in course delivery; mini lectures to introduce or review content, followed by breakout rooms for small group discussion; and additional check-ins and reminders regarding upcoming assignments," said Sevey. "Feedback has been positive," Zoll says.

Overall, navigating the online terrain was like being Dorothy in *The Wizard of Oz*, say these faculty members. You realize you're not in Kansas anymore. However, by working together, they have come to feel at home in the virtual world. They appropriately titled their paper, "Found in Oz: The Ruby Slippers to Embracing Digital Classrooms through Appreciative Inquiry." This work is published in "The Planning and Changing Journal," by the Illinois State University's College of Education. ↓



FROM TOP: Associate Professor Susan Zoll, Assistant Professor Beth Pinheiro, Assistant Professor Natasha Feinberg and Associate Professor Leslie Sevey

MENTAL EFFECTS OF COVID-19

PREPARING FOR THE MENTAL HEALTH CHALLENGES OF POST-PANDEMIC LIFE

“There are people who are returning to campus who lost someone to COVID, We’re coming back bereaved. We’re coming back shellshocked. There are people who contracted COVID and are still suffering the effects of that. And all of this will be invisible to the onlooker.”

— PSYCHOLOGIST JULIA KAMENETSKY,
RIC COUNSELING SERVICES

In the fall, RIC faculty, staff and students will be asked to transition back to face-to-face interactions. But what is the healthiest way to return to “normal”? Do we just jump in?

According to psychologist Julia Kamenetsky of RIC’s Counseling Center, “There is no right or wrong way to make that transition. Some people are going to streak out the door, ready to jump in. These are people who feel like ‘I am so beyond done

with all of this, with all the precautions. I can’t wait to get back to something that looks like my life before.’ For them, jumping in may be the best thing.”

“But for other people, jumping in would be a shock to the system. A more gradual re-introduction is needed. Like adjusting to an icy cold river, some people may need to dip their toes in first,” she says. “The next day, they’ll hold their toes in a little longer. Then the whole foot. Then the ankle. They need to become acclimated.”

“That is why, as a community, it is our responsibility to make an effort to allow everyone to check in and talk about how they are doing and what they need,” she says. “We need to do more than ask people if they’ve been in contact with someone with COVID or traveled outside the country. We need to allow them the space to process what they are going through – not for a week, not for a month but as a daily, integrated part of campus life.”

Often there is a delayed reaction to trauma, she says. Months or years may pass before the effect of a trauma is truly felt. Moreover, people express trauma in different ways.

“Some people may numb their bodies and their feelings through substances or by disconnecting from their feelings,” says Kamenetsky. “Others may avoid people, places and things that might be connected, resemble or remind them of the trauma. For others it’s the opposite. They will rush back to the site of the trauma as a way of un-traumatizing themselves.”

“Trauma is also expressed through hypervigilance, hyper-awareness,” she says. “Someone might sneeze and they will think, ‘That person just sneezed. Yes, they were 20 feet away, but I’m still really worried. Or that person is standing very close to me. Yes, they’re wearing a mask, but have they been vaccinated? Or that person’s mask just slipped underneath their nose. I’m feeling unsafe.’”

Through it all, the important thing is to listen to what your body and mind are saying, she says, and ask yourself, “What can I do to take care of myself and how can I communicate what I need to others?” No one should feel alone or ashamed about what they are feeling, she says.

“As human beings, we can get injured physically and we can get injured emotionally,” says Kamenetsky. “Trauma is an emotional injury. And it doesn’t occur because we’re weak in some way. It occurs because we’re human. The effects of this pandemic are going to reverberate throughout history. We’re going to continue to grapple with what it all meant and how it affected our lives for many years to come.” ↓



Julia Kamenetsky, psychologist at RIC Counseling Center

And though we’d all like to bring back as much of our lives that existed before the pandemic as we can, we would be wise to heed the words of Heraclitus, who once said, “No man ever steps into the same river twice, for it’s not the same river and he’s not the same man.”

“There are people who are returning to campus who lost someone to COVID,” Kamenetsky says. “We’re coming back bereaved. We’re coming back shellshocked. There are people who contracted COVID and are still suffering the effects of that. And all of this will be invisible to the onlooker.”



"Let's Go There," a new video in which RIC faculty and administrators address difficult issues around race and that features a dance performance by Alexander "Crespo" Rosario '21

CREATING A SAFE SPACE TO TALK ABOUT RACE

BY JEFF THEODORE
AND GITA BROWN

Critical race theory (CRT) is an academic movement that has been around since the 1970s. Essentially, it is a framework that evaluates social, cultural and legal issues through the lens of race and racism, particularly as they relate to power structures. What began as a theory that was mostly explored in law schools became more widely accepted throughout academia in the '80s and '90s and, in more recent decades, its influence on mainstream public discourse has become profound.

In 2021 CRT has also been very much a cultural flashpoint, both locally and nationally. Last year the Trump administration directed federal agencies to end diversity and racial sensitivity trainings that incorporated CRT. Republican lawmakers around the country have followed suit, proposing a wave of legislation that seeks to ban the teaching of CRT in K-12 classrooms. Bills at the state and municipal levels have been put forth in Texas, Louisiana, Tennessee, Oklahoma and Idaho, among others.

Rhode Island has not been immune to the controversy either. In March three Republican legislators introduced a bill to prohibit "teaching divisive concepts." The list of concepts they seek to ban runs the gamut from "one race or sex is inherently superior to another race or sex" to "the state of Rhode Island or the United States of America is fundamentally racist or sexist," but critics viewed it as an attempt to present the broader nationwide pushback against CRT in a kinder, gentler package.

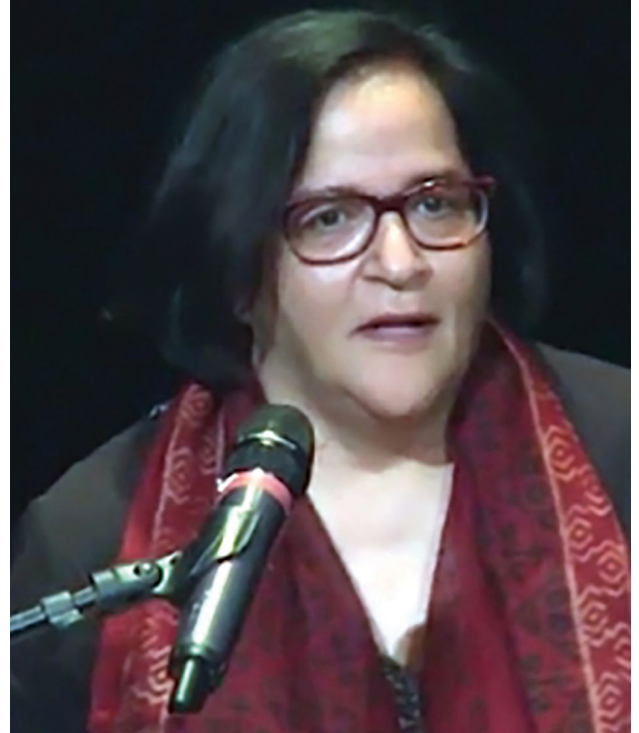
More recently, school districts around the state, including, as of this writing, South Kingstown, Barrington and Westerly, have been hit with a barrage of requests under the state's Access to Public Records Act (APRA), seeking access to items such as curricular

materials, slides from training sessions for faculty and staff, emails from school administrators that include phrases like "Black Lives Matter" and "white privilege," and even, in the case of Westerly, an "inventory of American flags in classrooms." Though the requests have been initiated by individual parents and activists, they are part of a coordinated effort by Parents Defending Education, a national conservative nonprofit that opposes the teaching of CRT in classrooms.

Here at Rhode Island College, however, faculty are not shying away from the challenging subjects and difficult conversations that critical race theory provokes.

"The words 'race relations' make people want to run," says Assistant Professor Aswood Bousseau, who teaches an elective course called American Racism and Social Work. "Among students who are white and those of color, I can tell they're thinking, 'What are we going to do here?' Within 14 weeks in my class, my goal is for students to grow from being terrified about it to feeling more comfortable talking about it."

FROM LEFT:
Aswood
Bousseau,
assistant
professor of
social work;
and Sadhana
Bery,
assistant
professor
of Africana
studies



Bousseau, who also co-chairs the school's Dialogue on Diversity and Inclusion Committee, couldn't have foreseen the impact when she started teaching this course three years ago. Some of her students shared that she was their first teacher of color, and indeed, she is one of only a handful of professors of color at Rhode Island College. Others knew nothing about race-related matters such as Jim Crow laws. Another student told Bousseau that her course helped him cope after the killing of George Floyd, an African-American man whose death at the hands of Minneapolis police officers sparked a global social justice movement last year.

Her course is taught through the lens of CRT, framing racism as an everyday experience for most people of color and suggesting that a large part of society has no interest in doing away with racism because it benefits white elites and the white working class. Bousseau, whose background includes research on quality of life after traumatic experiences, calls the backlash against CRT unfounded.

"It's under attack because people are saying it purposely highlights race and our differences," she counters. "Well, we *are* different. Before CRT, I lived this and didn't know there was a theory to explain it. Now, there's a language to describe it."

She says her class benefits because the theory "is a good way for students to understand why studying racism is important and how race is constructed. They need to think about the tenets of this theory to guide their practice as they leave RIC."

Bousseau also teamed up with fellow School of Social Work Associate Professor Diane Martell to compose a paper that examines how CRT can assist students in their social work practice. Martell addressed the macro application of the theory while Bousseau contributed from the perspective of a clinician.

Another professor who is tackling these issues head on is Assistant Professor Sadhana Bery, director and the only faculty member in RIC's Africana Studies Program. Last semester, she reintroduced her course succinctly titled Black Lives Matter.

After the killing of Floyd in 2020 and the subsequent Black Lives Matter protests nationally and globally, Bery was flooded with emails from current majors and alumni of the program anxious to discuss the issues of the day.

"I set up Zoom meetings, where we could all meet regularly," she says. "I also provided readings. It was because of these conversations that I decided it would be a good time to bring back my Black Lives Matter course."

"I begin the course by examining the system of racism in this country," she says.

"You can't talk about the Black Lives Matter movement until you look at the systemic white supremacy in which it exists. Racism is more than privilege, it's more than entitlement, it's a social system."

Through extensive films, readings and discussion boards, her students explored such questions as: What does it mean to argue, as the proponents of Black Lives Matter argue, that when Black people are free, everyone is free? What are the global movements that have been inspired by Black Lives Matter? What does trauma, repair and healing look like? And what is your vision of freedom and justice?

Students complete the course with a final paper on how Black Lives Matter intersects with their lives and present a 15-to-20-minute talk on the vision that Black Lives Matter is creating for the future. Lastly, they come up with an action plan focused on what they can do to take an active role in change.

As a nation, there is an urgent need, Bery says, to understand the Black experience and the impact of race on the life and institutions of the United States. Of the Africana Studies Program she says, "This is the only program on campus that offers courses on Black history and the Black experience. I believe it is important work. It has been my life work."

Alumni of the Africana Studies Program agree about the program's importance. Charina Herrera '20, who is currently a Ph.D. candidate at Northwestern University's Department of African American Studies, declares, "Without the Africana Studies Program at RIC, I would not be where I am today. The program gave me the foundation and the inspiration to continue to love, to study and to struggle."

In her American Racism and Social Work course, Bousseau encourages students to share their emotions by writing entries in a journal. She says the journals serve as a haven for students to express their thoughts about race and release feelings they may not feel comfortable sharing during class.

"I don't want any student who takes my class to feel attacked, blamed or shamed," Bousseau says. "That's not productive. It's about how do we conclude that racism exists and what are we going to do about it? If only two of my students apply that perspective and share it with others, I feel like I've done my job." ↓

“I don't want any student who takes my class to feel attacked, blamed or shamed. That's not productive. It's about how do we conclude that racism exists and what are we going to do about it?”

— ASSISTANT PROFESSOR OF SOCIAL WORK ASWOOD BOUSSEAU

WATCH THE "LET'S GO THERE" VIDEOS



Rhode Island College is not just examining race and racism in the classroom – we are looking inward and having difficult conversations about how these issues exist within the school and its culture. While some may seek to avoid these discussions, RIC faculty and administrators are saying "Let's go there."

Scan each code with your phone to watch the videos. ↘





R.I. BLACK HERITAGE SOCIETY'S COLLECTION FINDS NEW HOME AT RIC

BY GITA BROWN

One of the oldest black heritage societies in the country now has its holdings on permanent loan at Rhode Island College.

Since its founding in 1975, the R.I. Black Heritage Society (RIBHS) has procured, collected and preserved historical material relating to the history of African heritage people in Rhode Island dating back to the colonial era; however, "for the last six years, the collection has been inaccessible to scholars, researchers and the general public," says RIBHS Managing Director Theresa Stokes.

"Due to decreases in funding, the Black Heritage Society moved from a museum, to a library, to a smaller museum and lastly to an office, before the collection was placed in storage," she says.

In an attempt to save the collection, Kimberly Dumpson, RIC vice president of College Advancement and External Relations and interim executive director of the RIC Foundation, suggested that Stokes house the collection at the college. Stokes was thrilled.

"To bring our collection to an academic institution has always been my goal," she says, "but to house it at Rhode Island's first public college is ideal. It just seems fitting. Not only does our partnership with Rhode Island College help preserve and manage these artifacts, it advances public education by giving the public access again to the history of African heritage people. With the depth of history that Rhode Island has - perhaps more than any other part of the country - this is an important collection, which makes this a very important partnership."

The plan, Dumpson says, is to establish two funds through the RIC Foundation to support both the maintenance of the collection and programming for the collection. Joyce Stevos '65, M.Ed. '97, Ph.D. '05, one of the co-founders and former presidents of the RIBHS, has given \$10,000 toward that effort.

Thousands of items - books, pamphlets, letters, manuscripts, prints, photographs, paintings and other historical material - will need to be inventoried, cataloged and digitized - a major undertaking that will involve the R.I. Black Heritage Society, along with the Adams Library's Special Collections staff, RIC faculty and students, who expressed strong support of the partnership.

History Department Chair Elisa Miller remarks, "These items are critical for documenting, understanding and advancing knowledge about race and African Americans in Rhode Island and in American history. We look forward to engaging RIC students and

“When you’re taught that the first person to use the X-ray as a diagnostic tool was a Black man, all of a sudden the idea of becoming a doctor is a lot easier.”

— RIBHS MANAGING DIRECTOR THERESA STOKES

historians in projects to help organize, interpret and highlight the society’s holdings and contribute to the dynamic and important field of Black history.”

Projects are already being proposed. Director of the Africana Studies Program Sadhana Bery envisions the creation of a new Africana studies course, where students conduct research on the material in the collection. Another proposal she has is the creation of a yearly residency, where Black studies scholars come in to conduct research and teach classes on Rhode Island Black history.

Scholars will find many items of note in the collection, including a painting by the well-known African American artist Nancy Elizabeth Prophet, born in 1890, which is currently on loan at the Smithsonian, and an original musket, which is on loan at the Varum Memorial Armory Museum in Rhode Island.

“We are indebted,” says RIC President Frank D. Sánchez, “to the late Rowena Stewart, founder of the R.I. Black Heritage Society, as well as William Robinson and Michael Van Leesten, two of its original incorporators, who understood the importance of preserving this history. We are also thankful to family members who understood the importance of saving these items.”

The keystone of the R.I. Black Heritage Society is: “Preserving our history, ensuring our future.”

“Our history not only refers to the history of descendants of the African diaspora but Rhode Island’s history.

“No doubt, there will be a lot of pain reflected in this collection because of Rhode Island’s history of slavery,” says Dumpson. “Newport and Bristol were hubs of the transatlantic slave trade for a long time. At the same time, the collection holds examples of black excellence, of people achieving against all odds, people who built something better for themselves and their community.”

“That’s how we ensure our future,” Stokes says, “when we pass on these stories of achievement to the next generation. One of the things that has been lacking in our education system is teaching students about the successes of people of color. It’s hard to succeed yourself if you think that no one in your group has ever been able to. But when you’re taught that the first person to use the x-ray as a diagnostic tool was a black man, all of a sudden the idea of becoming a doctor is a lot easier. Our children will succeed if we show them that they can succeed and that people before them have succeeded.”

“We also fail to recognize the diversity of people of African heritage,” she says. “You don’t have to be African American to be of African heritage. African heritage encompasses anyone whose roots are in Africa, regardless of where they were born. They may come from Cape Verde, from Jamaica, from Haiti, from the Dominican Republic, from Cuba and from Guatemala, like myself. There are Indigenous people of African heritage. Our collection reflects that diversity and celebrates it.”

Diversity and inclusion are at the mission of Rhode Island College. “We at the college believe that as a community and individually we all benefit from diverse ideas and cultural representations,” says Anna Cano Morales, RIC associate vice president for the Office of Diversity, Equity and Inclusion. “At Rhode Island College, we have a Cape Verde collection in Special Collections – wonderful items that showcase the state’s diversity. So, this partnership with the R.I. Black Heritage Society is really a continuation of our mission to foster diversity by helping to preserve the history of people of African heritage in Rhode Island.”

It appears that the R.I. Black Heritage Society’s collection has finally come home to a place where it will be preserved, treasured and showcased. ↓



FAR LEFT: Dr. Mahlon Van Horne, who was born in Newport, graduated from Howard Medical School in 1897 and became the first Black dentist in Rhode Island. His father, the Rev. Mahlon Van Horne, was a prominent minister, civic leader and the first Black state representative from Newport, RI.

TOP: Mary Dickerson (top row, center) founded the Women’s Newport League in 1895, was a founding member of the National Association of Colored Women’s Clubs in 1896 and established the first federation of African American Women’s Club in Rhode Island in 1903. Perhaps no woman in New England exercised greater influence on the women’s club movement than Dickerson.

MIDDLE: A group of women in the early 1900s who might have been part of a social/civic group or church group.

BOTTOM: Members of the Alpha Phi Alpha Fraternity at Brown University in 1923. First row, left to right: Roscoe Lewis, J. G. LeCount, Joseph F. S. Carter, Dr. J. J. Gilbert, Heber E. Wharton. Back row: Louis L. Redding, Harold S. Fleming, J. Chester Allen, Samuel B. Milton and William A. Marks. All were students at Brown except for Atty LeCount and Dr. Gilbert.

RHODE ISLAND COLLEGE'S PUBLIC ART

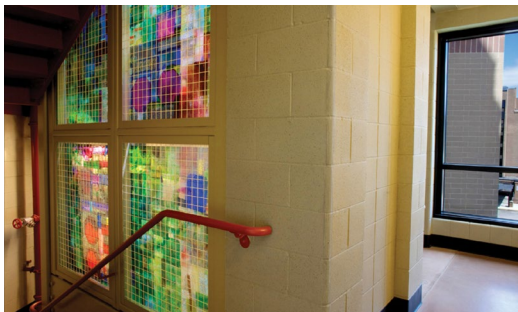
Rhode Island College not only displays the world-class work of artists in Bannister Gallery or the collective creative output of art students in ALEX AND ANI Hall. Murals, sculptures and other works of art are integrated into publicly accessible spaces – from the lawn in front of Sapinsley Hall to the stairwells in Penfield Hall, transforming the campus into a gallery of sorts. On these pages, we explore public art at Rhode Island College, both past and present.

Photography by Paul Connors M.A. '15

TWIN LANTERNS

BEN PHIPPS

This work was commissioned for the construction of RIC's newest residence hall, Penfield, which opened in 2008. Like Jonathan Bonner's "Metamorphosis" (see pg. 46), it was funded under Rhode Island's Public Art Law, which mandates that one percent of all state capital construction and renovation funds be allocated to the purchase and maintenance of public art. Penfield Hall was the first LEED (Leadership in Energy and Environmental Design) certified residence hall in the state, and Phipps devised a work befitting that distinction. The artist used recycled materials to transform two 60-foot stairwells into optical lanterns. Recycled optical filters, laminated within polycarbonate, are installed into hanging metal frames with LED backlighting, creating 1,500 square feet of dazzling light.





HYPARBOLE

MARK FORNES/ THEVERYMANY

This large-scale sculpture, immediately recognizable by its bright green color and dramatic, sweeping curves, was installed in front of ALEX AND ANI Hall in 2017. Designed by New York-based art and architecture studio MARC FORNES / THEVERYMANY, "HYPARBOLE" was intended to serve as a gateway to the college's flagship arts building and a signature piece of public art for the campus.

Rising to a peak of 22 feet, where its oculus creates a lens through which viewers can behold the sky above, the sculpture arcs gracefully down to three concrete bases, creating a work of art that is not meant to be simply observed, but explored.

The name is a play on the concept of the structure itself, a hyperbolic paraboloid, or *hypar*, a three-dimensional, double-ruled surface which can be described using infinite planar, linear elements which form a smooth, continuous surface. It draws inspiration from the work of architect Felix Candela, whose signature touch – thin, arcing shells of reinforced concrete – grace many buildings in Mexico and Spain. The geometry of these structures reinforces their strength, enabling Candela to create impossibly thin shells, at times as little as four centimeters thick.

MARC FORNES / THEVERYMANY build on this work. Transposing the form from concrete to aluminum allows them to further reduce the structure's thickness down to a mere three centimeters. The pleats in the aluminum provide an element of structural depth without increasing the thickness, complexity of installation or amount of material needed to construct "HYPARBOLE."

The repeating, patterned cuts in the surface increase the visual complexity of the structure. They lend it a filigree-like quality, speckling the nearby surfaces with an evolving pattern of light and shadow throughout the day. Depending on the viewer's position, the time of day and the light, the sculpture reveals different facets of itself and develops an ongoing interplay with its surroundings.

The wavy geometry of "HYPARBOLE," along with its bright green color, have led students to affectionately nickname it "The Lettuce."





METAMORPHOSIS JONATHAN BONNER

This series of oblong statues spans a stretch of about 200 feet, from the courtyard between Roberts and Sapinsley Halls to the lawn out in front of them. They were created by local artist Jonathan Bonner, who has taught as an adjunct faculty at RIC, and dedicated in 2000. Five stones of equal weight and volume follow an increasingly vertical progression from a nearly flattened circle (two feet high by four in diameter) in the courtyard to a tall, stretched oval (eight feet high by two in diameter) at the furthest point from the buildings. The five individual pieces are intended to represent each phase of the student's growth and development: freshman, sophomore, junior, senior and graduate. The visual motif of a series of oblong statues is one Bonner would revisit in 2007 with "X, Y, Z," another public work at the Wolf School in East Providence.

THE FLAME OF '62

ED RONDEAU/ BARRETT KERN

This sculpture, a gift of the Class of 1962, builds on the flame motif from the Holbrook murals and the college seal (see pg. 48). It was designed by Ed Rondeau '62 and fabricated by Barrett Kern '11.



RIC SIGN

CLASS OF '64

People may not realize that the sign greeting visitors at the Mt. Pleasant Avenue entrance to campus is actually a work of public art. The 1963 piece is intended to represent an open book, with the name of the college sculpted on it in relief. It was a gift from the Class of 1964 in anticipation of their commencement. They wished to commemorate the fact that theirs was the first class to enter and graduate from Rhode Island College in its new home and under its new name. (The Mt. Pleasant campus opened in the 1958-59 school year and the name was changed from Rhode Island College of Education to Rhode Island College in 1959.)





HOLBROOK MURALS

HOLLIS P. HOLBROOK

The series of works that have come to be known simply as, “The Holbrook Murals” welcome visitors to the lobby of Roberts Hall and its auditorium. This was the first piece of public art on campus, installed in 1959 during the Mt. Pleasant campus’ inaugural year.

Artist Hollis Holbrook was the founding faculty member of the University of Florida’s art department; he worked there from 1938 to his retirement in 1978. He was known for his large institutional commissions, with his murals gracing a library in Haleyville, Alabama, and post offices in Jeanerette, Louisiana and his native Natick, Massachusetts.

The murals are a tribute to humankind’s relationship with knowledge and the pursuit of education. Various elements in their design speak to this theme: Egyptian hieroglyphs, mathematical



formulas, figures that resemble cave drawings and fossils, Greek and Latin words (“logos,” or “word” and “veritas” or “truth,” respectively).

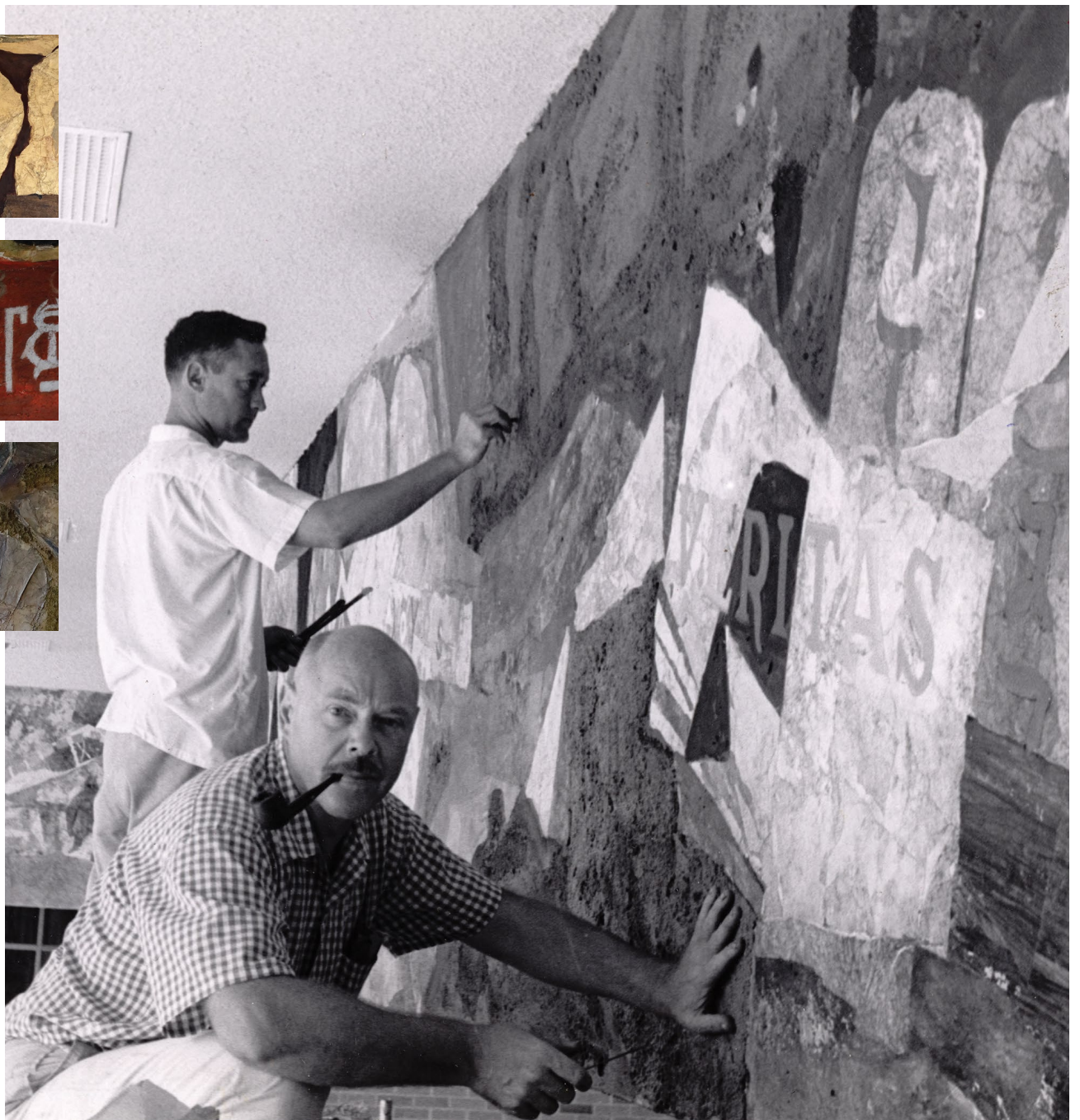
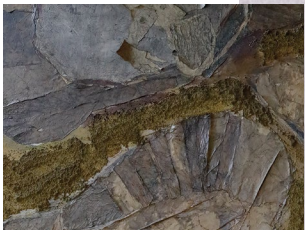
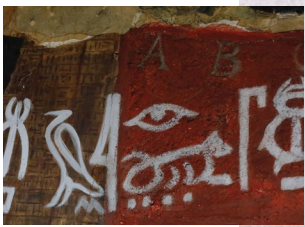
Perhaps Holbrook’s most enduring contribution to the college, however, is not the murals themselves, but what they inspired. The iconic flame in the official Rhode Island College seal, meant to symbolize knowledge, is taken directly from Holbrook’s design (see inset on opposite page, at top). The seal was designed by former professor Edith Becker, the first chair of the art department, in 1960, adapting Holbrook’s flame as a symbol of the college that endures to this day.



STAINED GLASS WINDOW

CLASS OF '71

This stained glass window in the lobby of Roberts Hall is the newest addition to the body of public art on campus. It was commissioned and donated by the Class of 1968 as part of their 50th anniversary gift to the college. The window was installed earlier this year. Its design incorporates some of the key themes and issues from their time as college students. It also makes prominent use of the flame first depicted in the Holbrook murals and later adapted to the college seal.

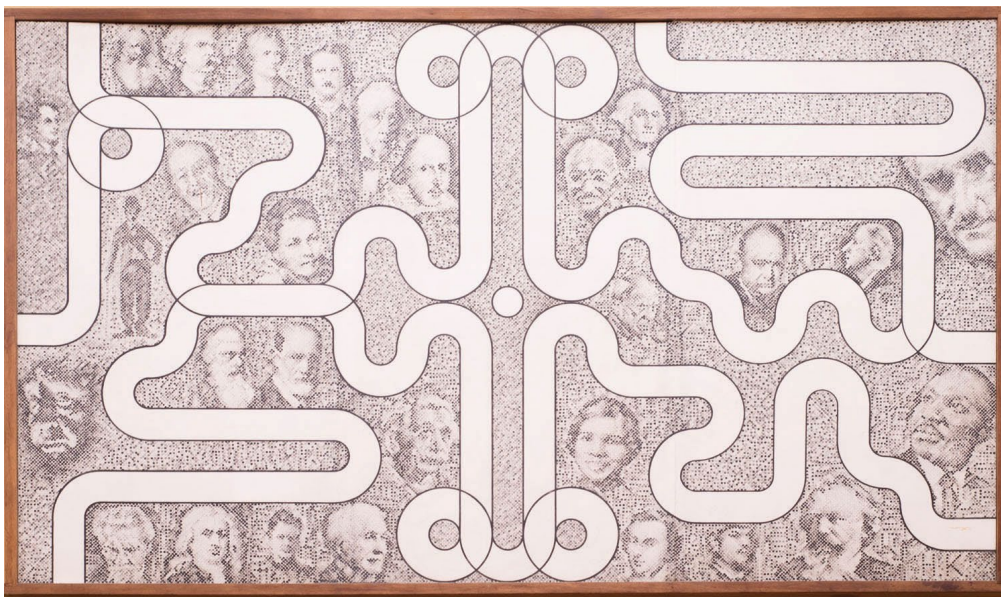




SPIRE

MARTIN HIRSH-NEWMAN

This 35-foot, triple-spired, aluminum sculpture was created in 1967 by Martin Hirsh-Newman of the University of Hawaii faculty. Commissioned as a reunion gift by the Class of 1941, it was originally located to the east of the Student Union. It now stands along the walkway between Parking Lot B and the numbered buildings on East Campus.



MURAL

HEEMONG KIM

Heemong Kim is best known as a respected professor in the Rhode Island College Art Department, but he was once a student and practicing artist here. In 1980 he graduated from the college and unveiled a work of public art he created, a mural in the foyer of Adams Library. The design incorporated portraits of some of the great minds of history – authors, scholars and leaders – against an abstract form. He said it was intended to be a visual representation of the material contained in the library.



R H O D E
I S L A N D
C O L L E G E

SOME CALL
IT GRIT.
WE CALL IT
BOLD.

WHEN WE LOOK INTO THE EYES OF OUR STUDENTS, WE SEE IT –

A fierce determination, a spirit of resilience – and we know that they are coming to Rhode Island College to be inspired and challenged to discover that they're bold enough to achieve their dreams.

That spirit of resilience – getting up after being knocked down and making a way where there is no way – is in the DNA of every member of the RIC community.

It is what powers us forward and it is what we all need right now.

Rhode Island College is much more than just a state college – we are a college built for the state of today's world. With high-quality academic programs and one of the lowest tuition rates in the region, we are the best value in higher education in New England.

We are a first-choice institution for students who are driven, passionate and determined. Our students haven't had things handed to them.

They go for it. They work hard in pursuit of their goals and we do, too.

In all that we do, we never give up – we get up. We keep moving forward.

WWW.RIC.EDU

The background of the entire page is a photograph of a Rhode Island College sign. The sign is a weathered wooden post with a circular crest on the left and the words "RHODE ISLAND COLLEGE" in gold, raised letters on the right. The sign is set against a backdrop of lush green trees. In the foreground, there are several clusters of white azalea flowers with yellow centers, some in sharp focus and others blurred. A semi-transparent white rectangular box is centered over the lower half of the image, containing the main title and subtitle.

AROUND CAMPUS

NEWS, PROFILES AND HIGHLIGHTS
FROM THE COLLEGE COMMUNITY

SCHOOL OF NURSING

MASTER'S GRAD TO LAND AT MILITARY'S TOP HOSPITAL

BY JEFF THEODORE



Lt. Cmdr. James Jeff and his husband, current RIC student Sokthar Srey

Consisting of 2.4 million-square-feet of clinical space, the Walter Reed National Military Medical Center in Maryland is considered the world's largest military hospital, serving up to a million beneficiaries each year, including several former presidents.

James Jeff, a Navy lieutenant commander, is set to assume a position this summer as a clinical nurse specialist (CNS) there, after earning his master's degree in nursing at Rhode Island College this May. While he believes he'll face a steep learning curve, adjunct faculty member Joan Walsh predicts that Jeff's rock-solid 15-year career in nursing will continue to soar.

"Jim is an astute clinician and displays the key qualities necessary for the CNS advanced practice nurse (APRN) role," says Joan Walsh B.S.N. '83, M.S.N. '11, DNP '19, who guided Jeff through a clinical rotation in acute care at Rhode Island Hospital. "He will provide excellent care to his patients and take on initiatives which will improve health outcomes. I foresee great success for him in making changes at all levels of the healthcare system."

Jeff, a Warwick native who earned his B.S.N. at RIC in 2007, has been making exceptional strides in the military since joining the Navy in 2010. On three occasions, he's been deployed to either Afghanistan or Iraq, where he's led trauma and intensive care units in the midst of war. These experiences, he says, have prepared him to be a master at thinking on his feet.

"It's definitely challenging because after you see so much trauma, it's easy to get burnt out," he says. "But I've learned to be self-reliant and to use my training to make important decisions within seconds."

He made the decision to apply for the Navy's Duty Under Instruction program, which allows approved applicants an opportunity to matriculate in a M.S.N. program for two years, with the Navy covering the expense. Upon graduation, the applicant owes the Navy four more years of service. "The Navy views graduate school as a way to advance your nursing career and it's also a requirement for career promotion," Jeff says.

A friend who had gone through Rhode Island College's M.S.N. program told Jeff that it was an outstanding experience, and now that Jeff has been through it, he concurs.

"Every single faculty member found a way to provide me what I needed and went above and beyond in the middle of a pandemic," he says. "If I had to give my clinical rotations a grade, it'd be an A-plus. I'm prepared to be the best acute care clinical nurse I can be. To bring those skills to the military is an asset because what I learned are also deployment readiness skills."

Jeff, who maintained a 4.0 grade point average throughout the program, conducted research on the impact of high-fidelity simulation on military nurses' confidence. Aside from the M.S.N., Jeff also earned certificates of graduate study from Rhode Island College in healthcare and patient safety and nursing care management.

Jeff says he's known from childhood that nursing would be his calling, as he witnessed how good critical nursing care helped improve the emotional well-being of chronically ill family members. His nursing influence has caught on with family, too; his husband, Sokthar Srey, is working toward earning his B.S.N. at RIC and his sister is a nursing student at CCRI.

As he prepares to head to Walter Reed in June, Jeff says he's anxious because he'll be a novice again and "you can only be prepared so much before you have to jump in and do it." Walsh, his nursing professor, says Jeff is prepared for this mission and his patients will be the ones who benefit most.

"He has been a self-motivated, goal-oriented student who places the patient at the center of his practice and seeks out any and all learning opportunities to further his knowledge and expertise," Walsh says. "Most importantly, he practices with care, building relationships with his peers and his patients. It has been an honor to be a part of his academic journey." ↓

SCHOOL OF BUSINESS

AN IMMIGRANT STUDENT NAVIGATES HER WORLD, THE HEALTH-CARE SYSTEM

BY JEFF THEODORE



When Nour Abaherah's family immigrated from Palestine to the United States, the goal was to give Nour and her three siblings a chance at a better life.

"My parents have sacrificed everything for me and my siblings to have a good life," says Abaherah, the second of Casey Schneider and Khawla Abdalla's children to graduate from college. "They left their home country and their families for our sake, so my top goal is to make them proud."

By earning a bachelor's degree in health-care administration with high honors, Abaherah is fulfilling her parents' wishes. Though she wrestled with doubts about where she fit in, she's discovered her calling – to contribute to healthcare administration.

"I chose to major in health care to get a better understanding of what this country is doing regarding the most important aspect of someone's life: their health," Abaherah says. "I was very ignorant about the health-care system, its processes and where it needs improvement. Learning about ethics, rights, quality improvement, health-care policy and systems enhanced my knowledge of where health care should be in our community and nation."

Marianne Raimondo, who directs the Institute for Education in Healthcare at RIC, calls Abaherah a rising star.

"There's no doubt she will be a leader who makes a real difference," Raimondo says.

Glowing reviews acknowledging Abaherah's invaluable contributions have flowed into Raimondo's office. In particular, Abaherah's work on a grant to create a career ladder to help advance certified nursing assistants in long-term care received high praise.

"She immediately jumped in, helping long-term organizations in the community coordinate training programs for certified nursing assistants, analyze data, prepare reports and provide support," Raimondo says. "She is passionate about helping low-wage, frontline workers find a path forward."

Abaherah credits her professors for guiding her path to academic excellence.

"I think my professors are the shining part of my health-care program," she says. "Professor Raimondo remains one of the most hard-working, empathetic and intelligent persons I've met. I aspire to be just as hard-working and important in my community. Many of my professors in health care were active in the field, conducting ongoing research and guiding students to specific jobs, internships and opportunities for experiencing health care firsthand. Their dedication to students is unparalleled."

Abaherah, who plans to pursue a graduate degree in healthcare administration at RIC this fall, says she feels sufficiently prepared to make her mark on a health-care industry that's in a state of flux.

"I would say I'm hopeful for the future, but do we need vast improvement?" she asks. "Yes, totally. And are we working towards it? I'd say yes."

Although hopeful, Abaherah concedes that as a freshman she initially feared how she'd fit in at RIC as a young woman from Muslim roots.

Those fears were unfounded, as the RIC campus embraced her, she says.

"The college experience is not an easy one, as many of us are in the stage of our lives where we are learning how to live life on our own," she says. "The biggest hurdle for me was to accept that it is perfectly normal to not only need a break but also make mistakes and learn from them."

Throughout every experience, Abaherah listens to her mom's sage advice.

"Mom always tells me to try my best, and that's always enough, no matter the outcome," she says. "Every little accomplishment is worth celebrating, and any downs will be followed by ups." ↓



FROM LEFT: Colleen McKenna, Daphney Coriolan, and Daniela Gonzalez

SCHOOL OF SOCIAL WORK

GRADS HELP TRACE THE PANDEMIC'S CURVE

BY JEFF THEODORE

“This was a once-in-a-lifetime opportunity and they did their work during the thick of a pandemic. To have this experience on their résumés, people will respect that.”

— ASSISTANT PROFESSOR
OF SOCIAL WORK
MICHELE PALIOTTA

The internships that Daphney Coriolan, Daniela Gonzalez and Colleen McKenna completed this spring were anything but mundane; in fact, their experiences may shape the trajectory of their professional lives.

As contact tracers, this trio of RIC graduates were part of an 18-person School of Social Work team that assisted thousands of vulnerable people caught in the wave of COVID-19.

The internships required contact tracers to work with either the college's COVID response on campus or with Pawtucket and Central Falls residents in their Beat COVID-19 effort.

“I can't say enough about the work these contact tracers did during their internships,” says Assistant Professor of Social Work Michele Paliotta. “This was a once-in-a-lifetime opportunity for them to be part of a grassroots, community-level intervention, and they did their work during the thick of a pandemic. To have this experience on their résumés, people will respect that and provide opportunity to them for sure.”

The contact tracers made hundreds of calls, advising COVID-positive people to isolate, setting up resources for them to quarantine and checking in with them on a frequent basis. Paliotta says the experience helped the students strengthen a critical aspect of social work practice: human engagement.

Coriolan, a social work graduate student who handled logistics and served in a supervisory capacity for the college's COVID effort, says

the work was rewarding yet challenging at the beginning.

“My role was to create cases for students who had tested positive and assign contact tracers to do follow-up,” Coriolan says. “Initially, when we started, there wasn't a good system in place. We weren't navigating how to look up students' demographics. However, as time went on, our team got much better.”

That team included McKenna, who graduated with a bachelor's degree and plans to pursue her M.S.W. at RIC this fall.

“This contact tracing project drew me in because I wanted to represent positive change during a difficult time,” McKenna says. “The biggest challenge for me was listening to students who were having mental health struggles while isolated in small spaces in their dorms. I aimed to alleviate their stress of being alone by reaching out to them every day.”

Gonzalez, who worked on the Beat COVID-19 campaign in Pawtucket and Central Falls, used her bilingual skills to help residents secure food, masks and unemployment benefits.

“I grew up in Central Falls, so I saw how this pandemic brought to light all the disparities within communities like mine,” Gonzalez says. “Many of the residents I worked with were relieved to receive assistance and guidance. Many of them were worried about feeding their families and paying their bills. Even after providing the necessities, just continuing to check in with them during two-week quarantine periods made a difference.”

After graduating, Gonzalez says she intends to pursue a graduate degree at RIC and continue working with inner-city communities.

“I want to be an advocate for people who don't know that they have a right to receive resources and opportunities,” she says.

Meanwhile, Coriolan believes her future lies in doing more macro-related social work involving prison reform.

“There are huge disparities when it comes to people of color who are incarcerated,” Coriolan says. “After studying for and receiving licensure, I want to see what I can do to change that scenario.”

McKenna says she's seeking changes in another area where disparities exist: mental health care.

“Providing mental health screenings while people are getting regular physical health checkups is an initiative that needs to be expanded,” McKenna says. “And these screenings should be more accessible to underserved communities.”

As for the RIC community, it might have faced a steeper climb against the COVID curve if not for the grueling hours of these contact tracers.

“RIC would like to thank our social work students for their time and tremendous work on this effort,” says Professor of Nursing and Interim Director of Student Health and Wellness Marie Wilks. “We could not have gotten through some of the more difficult weeks without them.” ↓

SCHOOL OF EDUCATION

GRADUATE STUDENT FINDS HERSELF AT HOME (AGAIN) AT RIC

BY JHON CARDONA

Thirteen years after she set out to earn her master's degree in health education, Ckarla Agudelo walked across the commencement stage to receive her diploma.

A lifelong Rhode Islander and daughter of Guatemalan immigrants who came to the United States in the 1980s, Agudelo used to think college was something impossible. As a senior in high school, she did not think that she could afford to pay for tuition; she even thought of joining the Army. But in the summer of 2003, she began her career at Rhode Island College as a first-generation student in the Upward Bound program.

"I connected with Upward Bound through my high school guidance counselor," she recalls. "I had straight As. She checked my grades and said, 'You have an amazing record. You need to apply for college.'"

With that guidance counselor's assistance, Agudelo applied to the program and was accepted. The services and supports provided by Upward Bound helped her learn to navigate the higher education system and get acquainted with the college atmosphere. In short, it prepared her to succeed as a college student.

"Going to RIC was one of the best experiences that I've had. I lived on campus for three years and was able to get the full experience of living at a college," she says. "For me, that program was essential to my growth as a young professional. I feel that Upward Bound and my parents are the biggest reasons I succeeded."

As a student at RIC, Agudelo got involved with many activities, including cross country and ballroom dancing, even though she was a full-time student and had a part-time job. After earning her B.S. in health education in 2007, she found a job at the YMCA as a

program coordinator. The following year, she was hired to work at the Thundermist Health Center in Woonsocket as a program manager; today, she continues working there as an HR specialist.

In 2008 she decided to take the next step in her education and career and applied for the master's in health education at RIC. After taking three classes and working full time, she became pregnant with her first child. That put a temporary stop on her degree, but not her desire to persevere. "A couple of years later, I went back to school and took a couple of classes, but my husband and I were trying to raise a child," she says. "We only had one car. There were different struggles and life took over, so it kind of derailed me from going to school."

She was determined to continue but without getting into debt again. Her plan was to work full time, save money, take one class at a time and raise her growing family.

Agudelo loves her work at Thundermist but also likes being out in the community educating people. She has found opportunities to give speeches about nutrition, cardiovascular disease and other subjects to different audiences, including RIC students. "I was kind of known as the person who could talk and teach about anything related to health," she notes.

That experience linked her with Professor Andrea Vasquez, who has since left RIC, and Professor Carol Cummings, associate professor in the Health and Physical Education Department at RIC, both of whom would invite her into their classrooms to talk to undergrads in the community health program about how her degree has helped her. "As an undergrad, you may not always understand how to use your degree, how to apply it in the real world," Agudelo says.

Now that she has completed the next step of her professional career, Agudelo would love to

work at RIC, which she considers her second family. "It is familiar and I always feel welcomed," she says. "Many RIC students are first generation, from different income-level families, the majority are working, they have different struggles, and I can relate to all of that."

Envisioning herself as a future professor, she feels it's important to connect with students, empathize with their struggles and know where they are coming from. She also believes students need guidance and advice from teachers on how to use their degrees and what to do with their education. "Helping them make that connection is so important. There is inspiration in that; there's hope. So many of us from underprivileged communities don't have hope."

Agudelo says one of the reasons she chose this educational path was because of those feelings and the need to help others. "I want to help people," she says. "My parents are amazing hard workers from Guatemala and I still feel that their struggles would have been a lot easier if they understood the resources that were available to them. I want to share knowledge and information that provides individuals with opportunities to grow and succeed."

As she looks toward a potential future as a college professor, Agudelo sees a very clear inspiration in Cummings. "Dr. Cummings really wants the best for you. She is very thorough and pushes you out of your comfort zone. She listens to her students and is really good at what she does. She is building the department up, making changes, which is good because education is always evolving and never stagnant," she concludes, adding, "For me, to be inspirational as an educator is everything. That's what educators do and I want to become one." ↓



FACULTY OF ARTS AND SCIENCES

PREPARED TO TAKE ON THE WORLD

BY JEFF THEODORE



FROM LEFT: Anthony Diebold, Joshua Abreu, and Lilly Ngolvorarath

If a Mount Rushmore sculpture were to be created featuring world languages students from Rhode Island College, the faces of Joshua Abreu, Anthony Diebold and Lilly Ngolvorarath would be there.

Erin Papa, assistant professor of world languages education at RIC, says she's confident this trio of 2021 graduates will build upon the impressive track record of success they've already accumulated in college.

"They want to go abroad for at least a year and then come back to the United States and teach," Papa says. "In college, they have worked well together, pushing each other to learn more, ask questions and share with others. In the World Languages Education Program, they have formed an amazing professional learning community."

While at RIC, Ngolvorarath, Diebold and Abreu have tested their language skills by participating in study abroad programs in such locales as Argentina, Portugal and Canada. Later this year, Ngolvorarath and Abreu have plans to teach English in Spain, while Diebold is heading to Taiwan, where he was selected to be an English teaching assistant in the prestigious Fulbright Fellowship program.

If not for the pandemic, Abreu would have traveled to Brazil this summer as the first ever RIC student chosen to participate in the equally distinguished U.S. Department of State Critical Language Scholarship program, an eight-to-10-week venture that selects only 10 percent of applicants from undergraduate and graduate programs to study one of 15 critical languages.

"I was super excited to receive the email and surprised that I was selected," says Abreu, who will participate in the program through

virtual Zoom courses this summer. Meanwhile, Diebold is brushing up on his Chinese.

"The idea behind my Fulbright Fellowship is to give Taiwanese students an authentic experience about what life is like in the United States," he explains. "One such experience I plan to share with families at the school is how to cook a Rhode Island dish."

Diebold and Ngolvorarath were named co-recipients of the 2021 Katherine Murray Prize, which honors students who embody the qualities and values that Murray, a former RIC professor in the Department of Educational Studies, sought to instill in her teacher education students. For his commitment to studying Portuguese and Lusophone culture, Abreu was also named one of the recipients of the 2021 John A. and Mary V. Lima Memorial Scholarship.

Maricarmen Margenot, associate professor of Spanish, says she believes the future is bright for Ngolvorarath and Abreu.

Chiara Falangola, associate professor of French and Italian, shared equally glowing remarks about Diebold.

"Anthony is without a doubt the best student of French language and literature I've ever had," she says. "His critical and analytical abilities, as well as his clarity in his written assignments, are definitely at the level of a graduate student. He's also a terrific French tutor and a wonderful, empathic human being."

Each of these distinguished world languages grads pay homage to this mantra: learning multiple languages is critical for success. While an estimated 60 percent of the world speaks at least two languages, in America that number is precipitously lower, with less than 20 percent speaking a second language.

Ngolvorarath is calling for swift reform.

"Language can build community," she says. "Schools want their students to become global citizens so everyone should be open to learn new ways to teach and to know that changes come with time."

Diebold says that change is apparent in Rhode Island and beyond.

"In Providence, multiple languages are spoken, from French to Portuguese, and that shows students that language is relevant in their lives," he says.

Abreu adds that learning multiple languages is increasingly valued in the job market.

"From business to accounting, in virtually any field, the ability to know languages sets you apart from others," he says. According to a U.S. Bureau of Labor Statistics report, jobs in the fields of translation and interpretation are among the fastest growing occupations in the U.S., with an anticipated growth rate of 19 percent over the next decade.

As this trio of future educators moves on to begin their careers, they collectively pause to applaud the World Languages Education Program's recent makeover, which calls for students to study abroad for a semester.

"Every student should get that type of hands-on experience to study abroad," Ngolvorarath says.

And Abreu says he's confident that the program will retain its community-type of feeling.

"The end result of this program is to graduate students who are in love with what they want to do," Abreu says. "It's an intense program. Lilly, Anthony and I leaned on each other's knowledge to get through." ↓

VISUAL AND PERFORMING ARTS

LOUIE IS DANCING TO A NEW BEAT

BY JEFF THEODORE

After watching his twin sister Talya graduate from Rhode Island College in 2018, Tyler Louie took his dreams of dancing off the shelf and placed them in his future.

"I witnessed how developed she became as an artist," says Louie of his sister who graduated with a B.A. in dance performance. "And I said to myself, 'I need to give dance a shot, too.'"

Louie had not performed well academically as a neuroscience and behavioral biology major at Emory University in Atlanta and was seeking a fresh start.

"At Emory, I realized I wasn't ready for that major and it wasn't a passion for me," he says. "Dance has always been a part of my life, from when I was young and would engage in dance battles and learn from street performers."

At RIC, Louie's academic fortunes have turned around. He graduated with a 3.4 grade point average.

"One of the most valuable things I've learned at RIC is to just trust myself," says Louie, who at 25 is slightly older than his fellow students. "I've learned not to judge myself and to really bring everything forward that I have to offer, without having any inhibitions."

Such awareness didn't come without challenges. Louie says dance rehearsals were often grueling and he had to come to terms with accepting criticism.

"My mentors (RIC Director of Dance) Angelica Vessella and (RIC Associate Professor) Jessica Pearson gave me critiques that were tough to digest sometimes, but I took them with grace," he says. "I would struggle with how to change various dance mannerisms but they helped me get through."

Pearson says Louie's mature approach to his



dance training was evident from the start. "He brings a calm, interpersonal and earnest perspective to discussions," Pearson says. "It was an honor to teach and observe his growth in our dance program and for him to graduate."

Louie says his sister Talya helped him stay grounded. "I would tell her about the stress of going through rehearsals and because she'd been through this, too, it was great to talk with her," he says.

While he's a fan of all types of dance, Louie thinks he excelled most during a spring performance in his junior year featuring the choreography of Adrienne Hawkins.

"I performed a piece where I was able to showcase my freestyle type of dance background, highlighting the dance skills I had before coming to RIC," he says.

After graduation, Louie will move to New York City, where he initially plans to live in a Manhattan apartment with his father and audition for dance work.

"I want to get into the fitness industry to maintain all that I've done with physical training regarding my body, and I also want to become a dance instructor," he says. "Additionally, I plan to audition for commercial work and take acting classes."

In that sense, he'll be following in the footsteps of his sister, who as an actress and model says she still uses her RIC dance

training during photo shoots.

"She attributes the aesthetics she learned in dance to helping with what photographers are looking for," he says.

By transferring to RIC, Louie discovered the passion he was looking for and says he wouldn't change any aspect of his journey.

"It took my experience at Emory to redefine what being OK is," he says. "I realized that I have to put myself before anything in life. I need to always be authentic." ↓



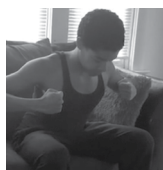
Tyler Louie and his sister, Talya Louie '18, dancing together



Renowned Filmmaker Features

RIC Dancers in New Film

BY GITA BROWN



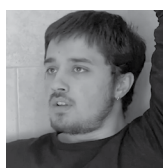
"We're protesting in the streets to fight for equal rights. We're shot in the streets because we don't have equal rights. And then we're rioting in the streets to show how angry we are, which only leads to us hurting each other - same stuff, different day."

These are the words of a Rhode Island College dance student performing in a new short film titled "A Different Day" by celebrated filmmaker and choreographer Marta Renzi and produced by RIC Director of Dance Angelica Cardente-Vessella.



The entire film is made up of members of the RIC Dance Company who videotaped their performances remotely and then sent their videos to Renzi for editing. Throughout the film, the dancers reflect on the meaning of happiness, identity, death and how to navigate a world in crisis.

"I think the film was an enormous success," says Cardente-Vessella, "and a clear representation of the talent of our dancers, even during a pandemic."



Stills from the short film, featuring 17 members of the RIC Dance Company. Scan the code to the right with your phone to watch the video.



Pandemic Leads Wind Ensemble into New Territory

BY GITA BROWN

COVID-19 was bad news for the world, but good things came out of it for student members of the RIC Wind Ensemble, like learning recording techniques and taking part in the creation of an original composition.

"Most of our students had never been involved in the composition of new music before," explains Wind Ensemble Director Joseph Foley. "As musicians, we're primarily taught to play the notes on the page."

But because students were having difficulty adapting to courses online, Foley used it as a learning experience. He called on adjunct faculty member Michael DeQuattro '96, an eclectic artist and composer known for improvisation.

DeQuattro told small groups of ensemble members to work together over Zoom on improvisational techniques while watching public domain films. From their recorded improvisations, he created a composition titled "Protocols and Ports." This "artful piece of music," DeQuattro says, shows that "a pandemic cannot stop innovation and creativity."

Trumpet performance and composition major Teddy Mason also composed a new work for

the ensemble titled "Promise of Tomorrow." Mason says, "It's my way of looking forward to the time when we can be together again, making music together."

The ensemble's final project of the year was a composite video performance of "An American Hymn," written by Tom Vignieri. "It's a tribute to medical, frontline and essential workers who gave so much during the pandemic," says Foley.

Vignieri wrote it as a homage to his parents, who came of age during the Great Depression and World War II. "It's meant to evoke the quiet strength and nobility of that generation," writes Vignieri. The piece reflects the best in us - the courage, the strength and the hope that we all have - even in difficult times.



Wind Ensemble Director Joseph Foley

RIC's 2021 Miranda Scholars

BY GITA BROWN



CLOCKWISE FROM TOP: Lin-Manuel Miranda, Georgerinna Farley, Assel Sat and Alexis Von Maluski

The Miranda Family Scholarship keeps on giving to support first-generation and underrepresented students in the performing arts, like this year's recipients:

Alexis Von Maluski is a dance and youth development major, who began performing tinikling - the Philippine national folk dance - at a young age at family gatherings and festivals. Today, the junior excels in a variety of dance styles, from hip-hop and modern dance to jazz and cultural dance. Von Maluski intends to teach these styles to youth around the world, particularly in the Philippines.

International student **Assel Sat** is a native of Kazakhstan and a clarinet performance major. "It may be a long shot," she says, but Sat hopes to land a position in a symphony orchestra in America. "Competition is steep," she says, "but there's a Russian saying my father used to tell me when I was struggling with piano: 'It's hard in the learning, but it's easy in the fight,' which means the thing you are learning now will be easy for you in time."

Georgerinna Farley caught the acting bug early, with a particular gift for performing in front of the camera. Her dream is to become a film and television actress like her role model Viola Davis. "Ultimately, she says, "this scholarship is not only for me but for future generations of young Black actors who don't think they can make it, who don't see themselves on television. Viola Davis showed me that it's possible, and I want to be that inspiration for other girls."

FACULTY HIGHLIGHTS

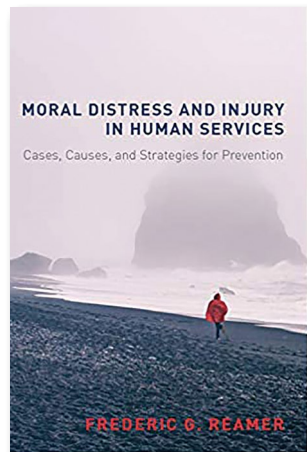
BY GITA BROWN

A Seminal Work by Professor Frederic Reamer

RIC Professor **Frederic Reamer**, the foremost ethics expert in the field of social work, recently authored a book titled "Moral Distress and Injury in Human Services: Cases, Causes, and Strategies for Prevention." The book was published earlier this year by the National Association of Social Workers Press.

"This groundbreaking book takes Reamer's past and current scholarship on ethics to a new level," writes Mary Jo Monahan, past CEO of the Association of Social Work Boards. In it he tackles the effect on social workers of witnessing unsafe, incompetent and unethical behavior.

Through extensive and relatable case studies, Reamer illustrates



the many ethical dilemmas most social work practitioners will face in their careers that can result in physical or mental illness such as post-traumatic stress disorder, sleep dysfunction or feelings of overwhelming guilt and remorse. This can be so debilitating that some practitioners will leave the profession they love.

Faculty Member Publishes Papers Covering School Violence and the Virus

Soumyadeep Mukherjee, RIC assistant professor of community and public health promotion, together with Ziyad Ben Taleb and Philip Baiden of the University of Texas-Arlington, have co-authored an article titled "Locked, Loaded, and Ready for School: The Association of Safety Concerns with Weapon-Carrying Behavior Among Adolescents in the United States."

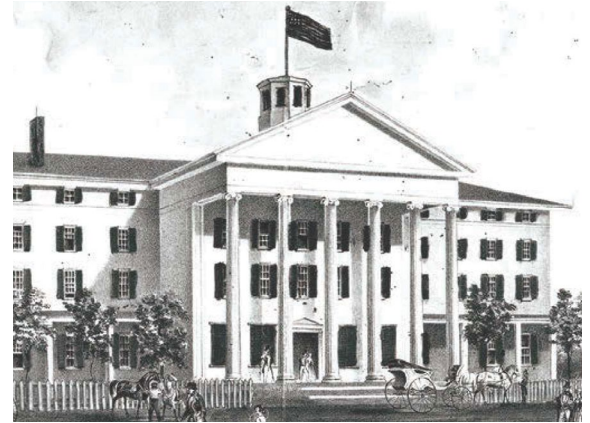
According to the authors, "There is limited, if any, prior research exploring the potential link between adolescents' safety concerns and their predisposition to possess weapons." In a multiyear survey of 200,000 high school students, they found that students who had been injured or threatened at school by a weapon or been involved in a physical fight were more likely to carry weapons and more likely to miss school because they felt unsafe.

"These findings offer a unique opportunity to address the problems of school absenteeism brought about by experiences of aggression and fears for safety," Mukherjee says. "We recommend that future research take a closer look at the psychological motivations behind weapons possession."

Mukherjee also authored an article titled "Disparities, Desperation, and Divisiveness: Coping with COVID-19 in India."

"As in many parts of the world, the COVID-19 pandemic appears to have widened all forms of societal disparities in India," he says. "In this commentary, I discuss vulnerable sections of the population, including daily wage workers, migrant laborers, the elderly, religious minorities and women and children, who have experienced various forms of economic, sociopolitical and familial stigma, racism and violence."

Faculty Member Researches Newport's "Hotel Period"



Prior to the Gilded Age and private mansions, Newport was known as the Queen of Resorts for its luxurious hotels. Between 1840 and 1865, these hotels were not exclusively for the rich and famous but drew middle-class vacationers during the summer. The main attraction was the music and dancing.

RIC Associate Professor of Communication **Brian Knoth** researched the role of music and dance during Newport's "hotel period," supported by a fellowship from the Preservation Society of Newport County. He published the results of his research in the "Journal of the Newport Historical Society."

In the article, titled "Music and Dancing at the 'Queen of Resorts,'" he focuses on a German immigrant orchestra called the Germania Musical Society who performed at the hotels, and he argues that this orchestra was key to the success of Newport's hotel culture.

Kneth later adapted his research to a multimedia experience for Rhode Tour, an online site that brings to life Rhode Island history using text, sound and images and can be viewed from a computer screen or a smartphone app. Kneth also presented his research in a podcast for public radio, demonstrating that there are many ways to tell a story.



TOP: The Atlantic House was a hot spot for music and dancing in Newport. The building was raised in 1877. Image courtesy of The Newport Historical Society.

BOTTOM: Brian Knoth, associate professor of communication



FACULTY PERSPECTIVES

MY AREA OF EXPERTISE

Q&A with Lynn Blanchette '82, associate dean and associate professor in the School of Nursing on raising awareness through the Nurses Climate Challenge.

INTERVIEW BY JHON CARDONA

In the spring, Lynn Blanchette '82, associate dean and associate professor in the School of Nursing, along with the community and public health faculty, got together to talk about improving the School of Nursing's curriculum.

They wanted their classes to draw more direct connections between the environment and health; one way they resolved to do so was by adopting the Nurses Climate Challenge. This national campaign – a collaboration between Health Care Without Harm, an international non-profit that promotes environmental health and justice, and the Alliance of Nurses for Healthy Environments – aims to educate 50,000 health professionals on the impact of climate change on human health. It has already reached 23,108 nurses and the goal is to hit their target by 2022.

The Climate Challenge is not only about raising awareness of the effect climate change on human health, but also how the health-care industry contributes to climate change. Can you explain?

Part of it is the waste that is generated in the health-care sector. Medical supplies come packaged in sterile containers that are not always recyclable, so they generate a lot of waste.

Health-care facilities are also high users of energy and they put a lot of carbon into the environment.

There definitely needs to be nurses in those facilities making decisions about purchasing, packaging and how much waste is being generated; advocating for health-care institutions to require regulations for air quality and energy use; and looking for opportunities to reduce, reuse and recycle.

What inspired the School of Nursing to adopt this challenge?

Nurses can see the impact of the decisions that are being made at the policy level about the

air we breathe, the water we drink, the food we consume, the impact of weather crises and the impact we make on the climate. Spring was our first semester getting engaged and we are sort of taking advantage of all the opportunities.

We've incorporated the Nurses Climate Challenge content into our curriculum, so all students who graduate from our program have a basic understanding of the impact of climate change on personal health and particularly on vulnerable groups in our community.

How will this make an impact?

The challenge includes a variety of activities that are going to allow us to join with a large group of nurses to try to make climate change something that everyone believes is actually happening. It is the disbelief that keeps us from engaging in activities that will help, like recycling or being more thoughtful about what we buy and how we drive.

The next step is to develop a strategy to integrate this further into our curriculum and identify groups on campus – science, community health education, social work – who might want to get engaged in this activity.

Why is it significant to have nurses leading this effort in the health-care industry?

Nurses have always understood the impact of the climate and the environment on the body. We've linked it to diseases, shorter life expectancy and poor maternal outcomes. Now it's time for nurses to really step into this and say, "Believe us. We're the most trusted profession." As nurses, these decisions we're making really do have an impact on human life on this planet. As a group, we've tended to focus our energies on helping individuals and families, but we really need to speak more globally and at a policy level. ↓

“Nurses can see the impact of the decisions that are being made at the policy level about the air we breathe, water we drink, the food we consume, the impact of weather crises and the impact we make on the climate.”

— LYNN BLANCHETTE '82

ATHLETICS

STUDENT-ATHLETE WITH A DRIVE TOWARD SUCCESS

BY JHON CARDONA

It takes determination to be a student-athlete. There are numerous pressures that make it difficult to balance academic and athletic life. Sophia Guerrier, a communication major who graduated this year, was one of the stars of the RIC women's basketball team. As a senior, she turned in great performances both on the court and in her professional life.

As the starting guard, she helped lead the Anchorwomen to an undefeated season and a Little East Conference Championship (see next page). She was named Little East Player of the Year, Defensive Player of the Year and First Team All-Little East. "It feels amazing to receive all three of the highest honors this basketball season," she says. "Especially as a senior, it's a goal to leave your mark as much as possible. Athletes work so hard year-round to be the best that they can be. To be recognized for your results is extremely satisfying and motivating - as it is to know that your accomplishments and talent didn't go unnoticed."



RIC Athletics requires study hall hours for any athlete whose GPA (grade point average) is under 2.7. "My coach [Jenna Cosgrove] set the bar higher," Guerrier says. "We have to have a 2.9 in order to get out of study hall," Guerrier says. "She definitely expects more out of us in the classroom."

Throughout her time at RIC, Guerrier has looked to the coaching staff to do more than call the plays.

"Coach Cosgrove, (Assistant) Coach Dino (Porcic), and Coach D (Assistant Coach Claudia DeFaria) have been so instrumental in my growth as a player and young adult off the court. They only expected the greatest version of myself on both sides," she says. "I also want to say a special thank you to trainers Carlo (Cantarella) and Andrea (Dunn) for taking care of me and every other athlete here at RIC, day in and day out."



TOP: Sophia steps up to the freethrow line

LEFT: Sophia with Dino Porcic, assistant women's basketball coach

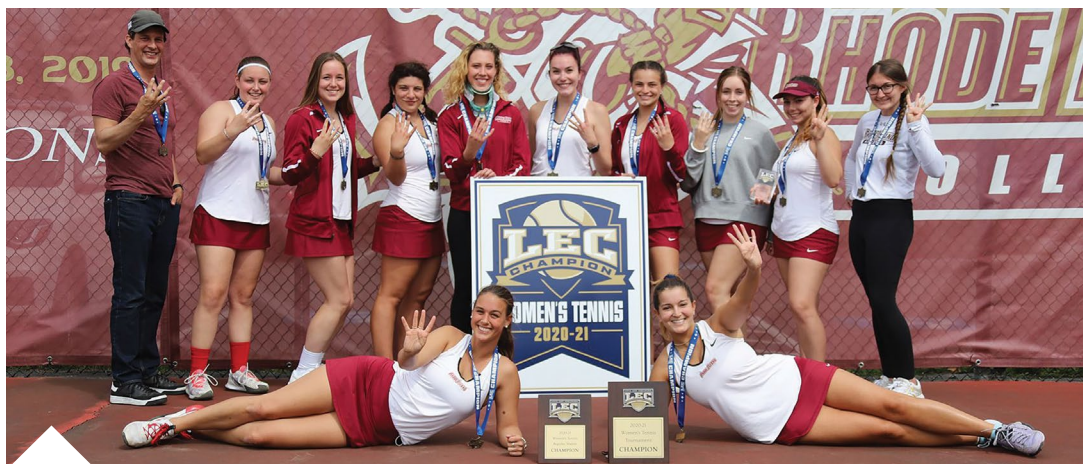
Guerrier completed her communication internship at a media relations firm headquartered in Boston. "I did a lot of client-based work," she says, "which included media outreach, curating press releases, writing pitches, pitching to outlets, research and other fun stuff."

She was also the arts and entertainment editor for RIC's student-run newspaper The Anchor. "This was my second year as editor," she says. "I managed the staff and wrote articles pertaining to arts and culture and any events that matter on campus."

After graduation, Guerrier plans to go to law school and specialize in intellectual property law. For now, she intends to work in the media arts sector or marketing and public relations.

Before that, however, Guerrier intends to relax and travel. "I've been playing basketball every year for the majority of my life, so it's time to give my knees a little rest," she says. "Most likely, I will continue to play basketball in local tournaments."

If her career at RIC has been any indication, we can expect Guerrier to continue to stand out both on and off the court. ↓



FROM LEFT:
Coach Adam
Spring with
RIC Women's
Tennis Team

Four-peat for Women's Tennis

Four is a magic number for the women's tennis team. They completed a dominant season with a win at home over Plymouth State on May 9 to clinch their fourth straight Little East Conference Tournament Championship. It was a fitting end to a year in which the team went undefeated, marking their sixth straight regular season title.

Sophomore Jenna Lisi was named the tournament's Most Outstanding Player and, later, Little East Player of the Year. Her teammates also cleaned up in the conference awards, with freshman Lauren Macera named Rookie of the Year and head coach Adam Spring winning Coach of the Year. Seniors Hailey Raskob, Grace Zangari and Victoria Vittori all earned All-LEC honors.

Tennis Stars Win Prestigious Player of the Year Awards



In more good news for RIC tennis, sophomore Jenna Lisi and junior Alex Bourque both nabbed statewide College Player of the Year honors from the United States Tennis Association. Lisi took home the Jill Craybas Award for the top female collegiate player in Rhode Island; it was her second consecutive year of winning this award.

Meanwhile, Bourque became the first RIC student-athlete to win the Andy Chase Award for Rhode Island's top male player. The men's team ended up one win shy of the NCAA Division III Men's Tennis Championship, falling to Western Connecticut in the finals of the Little East Tournament on May 8.

Historic Season for Women's Basketball

The women's basketball team completed its best-ever season with a Little East Conference Championship on March 6. After an undefeated regular season, the top-seeded Anchorwomen defeated the number three seed Keene State, 50-38, at the Murray Center.


Senior guard Sophia Guerrier was named the tournament's Most Outstanding Player and went on to win both Little East Player of the Year and Defensive Player of the Year. Head coach Jenna Cosgrove earned Coach of the Year honors for the second consecutive year.



Cap and Gown Awards

Brooke Young and Nate Vigeant received the top Cap and Gown Awards for graduating female and male student-athletes at Rhode Island College. Young, a guard on the women's basketball team who played in the Little East Conference Championship, is the 2021 recipient of the Helen M. Murphy Award, established in 1979 by the faculty of the Henry Barnard School to honor Helen Murphy '39, who taught at the school from 1941-1979. Vigeant, a second baseman for the baseball team, received the John E. Hetherman Award, established in 1958 by the RIC Class of 1940 to honor its classmate, Jay Hetherman, a student-athlete and Navy pilot who lost his life in World War II. Both awards are based not only on athletic prowess but also community and campus involvement. Young received her degree in wellness and exercise science in May, while Vigeant, a 2020 bachelor's degree recipient in psychology, completed a second degree in economics.



A photograph of Rhode Island Lt. Gov. Sabina Matos '01, a woman with dark curly hair, smiling and wearing a plaid blazer. She is standing in front of several men in suits, who are partially visible in the background.

I'M HAPPY TO BE PART OF CREATING A MORE PERFECT UNION. THAT'S MY AMERICAN DREAM.

INTERVIEW BY JHON CARDONA

Rhode Island Lt. Gov. Sabina Matos '01 was born in the Dominican Republic, where she first learned about politics when her father was mayor of her hometown.

At the age of 20, she moved to New York City with her parents and sister. Three days after her arrival, she started work in a factory in Queens. Her family then moved to Providence, where she attended Rhode Island College and graduated with a B.A. in communication, with a concentration in public relations.

She was elected to the Providence City Council in 2010 and rose through the ranks of the body's leadership. In 2015 she was elected president pro tempore and in 2019 city council president, the first Latina in the city's history to hold either position.

On May 2, exactly 27 years after her first day as an employee in a Queens factory, she was sworn in as the 70th lieutenant governor of Rhode Island in a public ceremony at the State House. She was chosen by Gov. Dan McKee and confirmed by the Senate from a pool of 80 applicants who wanted to fill the role McKee vacated when former Gov. Gina Raimondo became President Biden's secretary of commerce.

In the following interview, Matos talks about how she got into politics, her feelings about making history for Latinas in Rhode Island and her advice to others following in her footsteps.



ABOVE: Lt. Gov. Matos on the day of her graduation from Rhode Island College

LEFT: RIC President Frank D. Sánchez guides Lt. Gov. Matos through Roberts Hall on a recent tour of her alma mater

What drove you to get involved in politics?

I never intended to go into politics; I was just active in my neighborhood. I was part of the neighborhood association and joined the board of the local community development corporation. I was active in my community with the Rhode Island Latino Civic Fund and the Rhode Island Latino Political Action Committee, but I never thought of being an elected official myself. They were doing a lot of work endorsing candidates, and I used to volunteer helping some of them. I was eventually approached by two council members, who asked me to run for office in my neighborhood. Originally, I told them no. They told me to just think about it. At the time, I was in transition, so I thought it would be a good thing to do. If I won, I could help my community, and if I didn't, I gained the experience. I ran in 2006 for the first time and lost by about 100 votes. I ran a second time in 2010 and became the councilwoman for Providence's Ward 15.

In some interviews, you have mentioned the American Dream. What does that term mean to you?

I think that the American Dream means different things to different people. For me, just to be able to be part of, belong to and have a place in this society to which I can contribute is my American Dream. It is also to be able to come here and learn the language. If you ask my parents, probably their American Dream is that my sister and I get our college degrees in this country. I am happy to be a part of the process of creating a more perfect union. That's my American Dream – to contribute and to be a part of this process.

You've made history as the first Latina to serve as lieutenant governor. What does that level of representation in state government mean to you?

It's an honor to have this opportunity to serve the state of Rhode Island in this capacity and to be the first Afro-Latina to have this position. At the same time, I am very aware of what that means, the level of attention that is being paid to it. It translates into a level of responsibility, because if I don't do a good job, it's going to reflect on the rest of the community. Being the first, I have to make sure that I do the best possible job and don't let down all of those people who now feel so happy and proud that I've been elevated to this position. That's

the sense of responsibility that comes with it. This position has a huge impact. For example, the inauguration was not about Sabina, the person, but what this appointment represents for women, for Black women, for Latinas and Afro-Latinas, for the little girls and boys, the Black and brown kids in public schools. That event was about them, because representation matters to them and to their future.

You were still very new to this country when you came to Rhode Island. What advice would you give to other immigrants arriving here, some of whom may even have a degree from their home countries? How can they find access to opportunities in this state?

When I came here, I didn't have a degree and didn't know the language. Being able to connect with the Rhode Island Latino Civic Fund and Rhode Island Latino Political Action Committee and do my internship when I was a student at RIC on a local Hispanic radio station, helped me get to know more individuals within the community. One thing that I would advise others to do is try to connect with groups that are already here, like the Latina Leadership Institute, which helped me learn a lot about what was going on in the community. Network and connect with those types of groups, participate in their meetings, get to know people around Rhode Island. I think that will help you find your place here as a newcomer.

I want to find more ways to help – especially for those who come to this country in a similar situation as my own – people who don't speak the language or those who have already gotten a degree from the countries that they are from. I'd like to help connect them to groups or resources that can help them earn college credit or validate their degrees. There's a great organization, the Welcome Back Center, that helps those individuals.

Let's talk about your time at Rhode Island College. What kinds of opportunities did higher education open up for you?

Getting a degree from Rhode Island College meant a lot. First of all, it fulfilled my parents' dream and it opened a lot of doors for me – opportunities that wouldn't have been there without a college degree. As a minority and immigrant in politics, you have to overcome many challenges. There are more expectations for a candidate who does not look like the mainstream. In my case, having a college degree helped earn the trust of those who were hesitant about having me represent them. ⚡

ALUMNI MICHAEL AND LUCILLE FERDINANDI SUPPORT THE POWER OF OPPORTUNITY THROUGH SCHOLARSHIP FUND

BY KIMBERLY CONWAY DUMPSON

Dr. V. Michael Ferdinandi '71 and his wife, Mrs. Lucille Ferdinandi '70, have donated a \$1.227 million planned gift establishing the V. Michael and Lucille Ferdinandi Endowed Scholarship, the second largest such gift in the college's history.

"This transformational gift, dedicated to supporting first-time, full-time freshmen enrolled at Rhode Island College who possess financial need and high academic standing, is renewable for up to four years and may cover the cost of tuition, housing, books and other related expenses associated with matriculation at Rhode Island College," says Ed Pacheco, former executive director of the Rhode Island College Foundation now interim executive director of external affairs at the college, who stewarded the gift's development.

"I am grateful for Michael and Lucille's deep commitment to this institution. Individuals like them will help to move the institu-

tion into the future. Their gift will have an extraordinary impact on students and will help us extend the college experience to students throughout Rhode Island," says Frank D. Sánchez, president of Rhode Island College.

For the Ferdinandis, the feeling is mutual. "When we met President Sánchez, we were impressed with the leadership he is providing to the institution," says Michael. Lucille adds, "He energized us to get involved with his vision for the college."

THE POWER OF OPPORTUNITY

According to the couple, their gift was made possible because of the opportunities they had at Rhode Island College that prepared them for the future. "Life clearly would have been different," recalls Michael, former senior vice president and chief human resources officer at Rhode Island-based CVS Caremark Corporation.

Working in the family business with his father since he was 12, Michael was indifferent about the thought of going to college. But, his mother, now 97, a registered nurse, and his father both valued education and pushed him to look at colleges and universities to further his education.

When it came time, he had an opportunity to meet with John Foley in Admissions at RIC, who directed him to a program in industrial arts, and his journey began.

At RIC, he started to think about the possibilities. "The biggest impact was the broadening of intellect that gives you the confidence to look beyond what is in front of you and being prepared to take on even more," explains Michael. "There were a couple of professors I felt were truly invested in my success. I got to know them and it made staying there easier." One professor, in particular, stood out. "I was not sure I would stay there or even graduate," says Michael, but industrial arts professor Bill Kavanaugh "went beyond what was necessary and kept me motivated to succeed."

Something else important happened at RIC, too. Michael met Lucille Beaudoin, a Johnston native. Lucille also recalls, with fondness, meeting Michael "through mutual friends on campus." That was 52 years ago.

Now married for 48 years, the couple share a passion for the value of education and understand that access to opportunity can make a difference in other people's lives. "Both of us started out as teachers. I think that was really important. Taking advantage of higher education ourselves helped us appreciate how we could help others excel," says Lucille.

Lucille, an educator for more than 20 years, remembers that her own journey to RIC started with an eighth-grade class project. "We had to compose a career book so I started looking at different schools" to complete the project, she recalls. She went on to Rhode Island College and graduated with a degree in elementary education in 1970 and a master's in counseling in 1975. At the time, career opportunities for young women were limited. "You could become a nurse, secretary or teacher. I wanted to be a secretary. It just was not on my radar the choices that you would have."

In talking about her time at RIC, Lucille notes that the opportunity to meet "people of different backgrounds who had different points of view" left an indelible mark on her through the years.

"When I taught in Johnston, there were students who were capable, but there were missed opportunities - for themselves, Rhode Island and society - because they didn't receive a degree," she explains. "With a degree, they could have used their experiences and knowledge to benefit so many others in similar circumstances."

FROM THE CLASSROOM TO THE BOARDROOM AND BACK AGAIN

With both bachelor's and master's degrees from Rhode Island College and a doctoral degree from Boston University, Michael's



MICHAEL '71 AND LUCILLE FERDINANDI '70

career led him from the classroom to three of the country's leading Fortune 20 companies and later to the boardroom of a healthcare company.

Michael joined CVS Caremark Corporation in 1999 following leadership roles with Ford Motor Company and PepsiCo. After a dozen years with CVS, he retired in 2012.

But ever the educator, Michael returned to the classroom as an executive-in-residence at Palm Beach Atlantic University for seven years where he helped prepare students for successful career paths. "It's very rewarding to see other people you can impact and help them succeed."

RE-ENGAGED AT RIC

With more time on their hands now, the couple had been thinking about opportunities to give back for a while. "We were busy raising own children, and put it on the back burner," says Lucille. "Sometimes you need a spark along the way, a catalyst to see where you need to put your energy."

"We do other things, but for this type of gift, both of us always felt that education was

important and I always wanted to establish a scholarship for Johnston and Providence students," she adds. "President Sánchez reengaged us with the school. We felt energized and it became clear that this was the right thing. It made the decision easy for us."

When asked what he would say to others about the importance of philanthropy, Michael replies, "People who have resources and have been successful should really be thinking about what they are going to leave behind and what they will do to have a positive impact on society. I am concerned that folks who have been successful do not think about that enough. Hopefully, our gift will encourage others to do the same."

The Ferdinandis do not see this gift as the endpoint of their support for the college and are looking ahead to what's next. For instance, Michael will co-chair the upcoming 50th reunion for the Class of 1971.

Lucille adds, "We want to do some work, too - volunteering and sitting down with students to guide them, or help them with orientation to make sure they do not fall through the cracks." ↓

**LEARN MORE
ABOUT HOW YOU
CAN SUPPORT
RHODE ISLAND
COLLEGE
STUDENTS**

**VISIT US
ON THE WEB AT
RICFOUNDATION.ORG
OR CONTACT
CHRIS SCHULER,
DIRECTOR OF
LEADERSHIP AND
MAJOR GIFTS, AT
CSCHULER@RIC.EDU
OR (401) 456-8984.**

**R H O D E
I S L A N D
C O L L E G E**

FOUNDATION

EXECUTIVE COMMITTEE

ALAN CHILLE '82
President

EUGENE SIMONE '67
Vice President

KYLA PECCHIA '13
Secretary

GARY MOHAMED '85
Treasurer

ANN MARIE DASILVA '87
Immediate Past President

DIRECTORS

*Vincent Cullen '55
Ann Marie DaSilva '87
Roderick DaSilva '76
David Depetrillo '68
Anne DeStefano '66
Gary DiCenzo '86
Travis Escobar '13
Thomas Fitzgerald '99
David Hanna
Michelle Johnson '06, '14
Rosemary Khosrovani
Lou Marciano '60
Kyla Pecchia '13
Eugene Simone '67
Barbara Smith '70
Joyce Stevos '65
Alan Tenreiro '98, '55*

CLASS NOTES

APPROXIMATELY
70% OF RIC
ALUMNI STAY
IN RHODE
ISLAND AFTER
GRADUATION,
BUT WE'VE GOT
MORE THAN
75,000 ALUMNI
AROUND
THE WORLD,
INCLUDING
EVERY STATE
AND DOZENS
OF COUNTRIES.

#RICNews
#RICSpirit
#RICAlumni

1965 **Joyce Stevos**, M.Ed. '97, Ph.D. '05, received the 2020 Lifetime Achievement Award from the Rhode Island Council for the Humanities in recognition of her lifelong passion for the arts and humanities.

1971 **Sandra Enos**, founder of Giving Beyond the Box, was amongst other local business owners and entrepreneurs who met with Vice President Kamala Harris on her trip to Rhode Island in May with Secretary of Commerce Gina Raimondo.

1973 **Susan McKee**, M.Ed. '77, '89, became the First Lady of Rhode Island when her husband Gov. Dan McKee was sworn into office as the 76th governor of Rhode Island in March 2021.

1975 **Doreen Paganetti**, R.N., B.S.N., CCM, CDMS, was past treasurer of the RIC nursing Class of 1975, founding board member of the Asqah Housing Cooperative, founding board member of Bayside Family Healthcare, a member of the Rotary Ann Club (named for the wives of Rotarians), a cheerleading coordinator, a lifetime Girl Scout and leader, and Boy Scout den mother and board member. Paganetti is also a mother of five and a grandmother of eight.

John Eric Johnson published his first book, "Watson and the Terrific Ten," in December 2020, the first of a three-part series about a flying reindeer.

1976 **Deborah Das**, M.A. '79, published "Jack," a children's book about a remarkable cat she adopted and his feline family members.

1977 **James Anderson**, M.A. '87, published a new book "Excavating Stephen King: a Darwinist Hermeneutic Study of the Fiction," a critical study that examines the canon of Stephen King's fiction through a science and literary theory lens. Anderson recently moved from North Miami, Florida, to Garfield, Georgia.

1978 **Kenneth Hopkins** has been elected mayor of Cranston, Rhode Island.

Audrey Kaiser, M.A. '96, was presented the Albert Nelson Marquis Lifetime Achievement Award for her contributions to the field of music, theatre and performing arts; and her commitment to academic excellence. She is a professor of performing arts at the Community College of Rhode Island.

1980 **Brenda Seagrave-Whittle** was recognized with a Career Achievement Award by Providence Business News at its 2021 Business Women Awards ceremony. These annual awards honor the success of high-achieving women in a variety of industries. Seagrave-Whittle is chief marketing officer for Neighborhood Health Plan of Rhode Island and was instrumental in carrying out the Affordable Care Act in Rhode Island, resulting in 40,000 people getting insured.

1981 **Sandra Luzzi-Sneesby** has been elected chair of the Faculty Senate at the Community College of Rhode Island. In this position, she will help foster an environment of increased communication, oversight and transparency on issues pertinent to faculty.

1982 **Alan Chille**, general manager of the Providence Performing Arts Center in Rhode Island, has been appointed to the board of directors for the R.I. Hospitality Education Foundation.

1983 **Sharon Hrynkow**, chief scientific officer and senior vice president for medical affairs at Cyclo Therapeutics, Inc., has been appointed to the President's Council of Advisors on Science and Technology. A neuroscientist by training, Hrynkow has served in executive leadership roles at the National Institutes of Health, as president of the Global Virus Network and as senior science advisor at the United States Department of State. Hrynkow leads the Cyclo Therapeutics, Inc., clinical and scientific programs developing the drug Trappsol® Cyclo™ for treatment of Niemann-Pick Disease Type C, a rare and fatal disease in children, and Alzheimer's disease. She is co-chair of the company's Scientific Advisory Board.

1985 **Mary Leach**, executive vice president of consumer relationships at Bank of Newport, was recognized with a Financial Services Award by Providence Business News at its 2021 Business Women Awards ceremony. These annual awards honor the success of high-achieving women in a variety of industries.

1986 **Glenn McCartney** was promoted to lieutenant at the Rhode Island Department of Corrections, where he has served for 22 years. He is also a veteran of the U.S. Army, where he served eight years in the military police corps.

1987 **Maria Ducharme** was named president of The Miriam Hospital in Providence. She was previously senior vice president of patient-care services and chief nursing officer at Miriam, before being promoted to president.

1988 **Viola Davis** received an Oscar nomination for best actress in "Ma Rainey's Black Bottom" and was selected as the 2021 Woman of the Year by Hasty Pudding Theatricals Society. Among her numerous awards and nominations is a Golden Globe for her work in "Fences."

1989 **Patricia Martins, M.Ed. '97**, is recipient of the 2020 Administrator of Special Education Award by the Association of Rhode Island Administrators of Special Education. A former special education coordinator in Newport Public Schools, she currently serves as director of education for Lifespan School Solutions and the Bradley Schools.

1990 U.S. Rep. **James Langevin** has been re-elected to the House of Representatives. He began serving in 2001, after serving as a member of the Rhode Island General Assembly, a state representative and secretary of state for Rhode Island. He is a senior member of the House Armed Services Committee, chair of the Emerging Threats and Capabilities Subcommittee and a senior member of the House Committee on Homeland Security.

Christine Mattos earned an M.B.A. at the University of Rhode Island and is currently director of special projects and executive assistant to the dean at Indiana University in Bloomington.

James McGlynn, who has been a Connecticut state trooper for 31 years and who, for the past 22 years, served as detective in the Central District Major Crime Squad, has been promoted to sergeant. McGlynn earned the Medal for Meritorious Service, three Medals for Outstanding Service, eight Unit Citations and recognition from MADD.

1991 **Peter Boyer** was commissioned by the U.S. Marine Band to compose a new work for the inauguration of President Joe Biden. The piece is titled "Fanfare for Tomorrow" and was performed as part of the inaugural ceremonies.

Marilyn Busch, a successful actress and voice over artist, is featured in the 2021 Sundance Grand Jury Award-winning film "CODA." She will also play the lead role in the independent feature film "Everything I Had Known About You," which is scheduled for screening at the 2022 Sundance festival.

Maria Salvatore has been appointed chief culture officer at Cornerstone Bank. She will work to build the company's human resources, oversee functionality of the Human Resources Department and manage employee and community relations.

1992 **Brian Jones**, an award-winning and well-respected artist, writer and arts educator, is the new assistant dean for diversity and equity in the arts at Pace University. Jones holds a master's degree in applied theatre from the City University of New York.

Jen Bruno has been named Reputation.com's vice president of human resources.

1994 Rev. **Melvin Bridge** recently earned a Ph.D. in church history at the Newburgh Theological Seminary in Newburgh, Indiana.

1996 **Gilman Whiting, M.A.**, received the 2021 Palmarium Award at the Gifted Education Conference and Policy Symposium at the University of Denver's Morgridge College of Education. This award is given annually to an individual who best exemplifies a future where giftedness will be understood, embraced and systemically nurtured.

1997 **Kevin Hearn, M.A.**, has been appointed vice president for enrollment management at Robert Morris University in Pittsburgh, Pennsylvania. Previously, he was vice president for enrollment management and strategic communications at Chestnut Hill College in Philadelphia. Hearn holds a doctorate in educational leadership from Nova Southeastern University.

Doris Blanchard, assistant director of SupplyRI at Rhode Island Commerce, received the Government/Quasi-Government Industry Leader Award by Providence Business News (PBN) at its 2021 Business Women Awards ceremony. PBN annually recognizes leading women in various business, government and nonprofit sectors.

1999 **Nathan Biah** was elected Rhode Island state representative for District 3. He is also principal of Dr. Jorge Alvarez High School in Providence.

Christine Soave Crum was recognized by Providence Business News with an Achievement Honoree Award at its 2021 Business Women Awards ceremony. Soave Crum is president and owner of Gentry Moving & Storage, voted Southern New England's Best Moving Company.

Holly Susi, M.A. '10, has been appointed by R.I. Gov. Dan McKee to the State of Rhode Island Ethics Commission. The Ethics Commission enforces and administers standards of conduct for all public officials and employees. Susi was selected from a list of recommendations by Speaker of the House K. Joseph Shekarchi. She is a professor of communication at the Community College of Rhode Island, where she also serves on the Leadership Committee of the CCRI Faculty Senate.

2000 **Christine Gadbois**, chief executive officer at CareLink, president of the Rhode Island Public Health Association and adjunct faculty member at Salve Regina University, received the Health Care Services Industry Leader Award by Providence Business News at its 2021 Business Women Awards ceremony. PBN annually recognizes the success of high-achieving women in a variety of business sectors.

2003 **Vina Leite**, chief people officer for The Trade Desk (a global advertising technology firm), was featured in Authority Magazine for her article "5 Ways That Business Can Help Promote the Mental Wellness of Their Employees." Based in Ventura, California, Leite leads The Trade Desk's human resources strategy and operations around the world. Previously, she served as chief people officer at the AI-driven cybersecurity firm Cylance Inc., which was acquired by BlackBerry.

2004 **Enrico Costantini** has joined the law firm Fogerty, Lambert, Bernhein Law as an attorney in Westport, Connecticut.

2005 **Matthew Netto** has been appointed associate state director of outreach/advocacy for the AARP of Rhode Island. He previously served as fundraising and events manager in the national office of the American Diabetes Association and state director of Best Buddies Rhode Island.

2006 **Tammy Brown** is the new artistic director of the Contemporary Theatre Company in Wakefield, Rhode Island. She was previously associate artistic director of the company.

Terri Legare has been promoted to the role of certified nurse educator at Salve Regina University.

2008 **Jason Pagano** launched his own publishing company, Silk Rhode Books, in early 2021 to support local Rhode Island writers in getting their literary works out to the world.

2009 **Ryan Breenan** was appointed director of Rogers Free Library in Bristol, Rhode Island.

2010 **Julie York Bjurman**, M.A. '16, has been promoted to director of communications at The Sage School in Foxboro, Massachusetts.

Justin Lopez is the proud owner of Bet on Yourself Investments LLC, established in 2018 and located in Providence.

Councilwoman **Jessica Vega** was elected President of the Central Falls City Council.

Lammis Vargas, who has worked in the Rhode Island general treasurer's office since 2015, has been promoted to deputy treasurer. Vargas also serves on the Cranston City Council.

2011 Rev. **Dante Tavolaro** is the new pastor of St. Thomas Episcopal Church in Greenville, Rhode Island. Before coming to St. Thomas, he was associate rector at St. Luke's church in East Greenwich, Rhode Island, and chaplain at Rhode Island College.

Matthew Buchanan, M.Ed., has been appointed principal of Somerville High School in Somerville, Massachusetts. He previously served as principal of Hope High School in Providence.

Ailton Barbosa earned his master's degree at Fudan University in Shanghai, China, in 2013. He is currently outreach coordinator for Brown University.

2012 **Justin Bibee** received special recognition from the mayors of Cranston and Warwick for his "local, national and international human rights work."

Rita Nerney has joined the Hinckley Allen law firm as a litigation attorney. She is a graduate of Roger Williams University School of Law and has represented clients in various civil litigation cases before state and federal courts.

2013 **Leonela Felix** was elected Rhode Island state representative for District 61. She is a graduate of the New England School of Law and has worked for the past year in the Providence City Solicitor's Office as ethics education coordinator and ADA liaison.

Karen Alzate was re-elected Rhode Island state representative for District 60 and is the new chair of the Rhode Island Legislative Black and Latino Caucus.

2014 **Jonathan Canario** has earned an M.B.A. at Johnson & Wales University and currently works as an account executive for Promotion Execution Partners, LLC, a project management and procurement company that oversees shopper marketing promotions for clients in the United States.

Cailyn Mater, M.Ed. '16, a chemistry teacher at Woonsocket High School, received the Golden Apple Award for her inspiring and creative work in virtually engaging her students.

2017 **Jonathan Macomber** serves as the public health and public policy analyst for the Centers for Disease Control and Prevention. He works within the Center for Surveillance, Epidemiology and Laboratory Services, where he manages Freedom of Information Act requests and provides guidance and information on public health matters to members of Congress.

2018 **Katina Gustafson** was featured on "Live! With Kelly and Ryan," showcasing her creative snow sculptures that helped brighten the days of her students at Riverside Middle School.

Rosario Romare graduated from URI with an M.S. in human development and family studies, and a concentration in college student personnel. She currently works as a financial aid counselor at Roger Williams University.

2019 **Andrew Noel** recently published his first novel "Hidebound," with LGBTQ+ themes, for a young adult audience.

RETIREMENTS

Susan Abarca '67
Noveline Beltram '78
The Rev. Canon Dr. Robert deWolfe '65
John Fagan '63
Sheila Indindoli, M.Ed. '87
Marilyn Kelley '75, M.Ed. '92
Lydia Kotak '94
Donald McKiernan '61, M.A.T. '67
David Moore '59
Thomas O'Connell '66
Andre Polissedjian '72
Kathleen Souza M.S.W. '92
Thomas Stepka '71
Gregory Sutherland '76
Janice Tetreault '76
Janice (Pezzullo) Varone '59
Janice Walsh '78

WEDDINGS



Heather Nichols '13 married **Adam Chapasko** '20 on July 11, 2020, in a backyard wedding. Due to COVID-19, only the minister and photographer were present. They met at The Anchor in 2011. Adam was distribution manager and Heather was Lifestyles editor.



Julie York '10, M.A. '16, (and former admissions officer at RIC) married **Scott Bjurman** LCSW '17, M.S.W. '18, on Oct. 30, 2020.

IN MEMORIAM 2021

- 1943** Marjorie (Heath) Marcantonio in November 2020
- 1944** Inez Bliven in December 2020
- 1946** Ruth (Pylka) Black in October 2020
Marie Kelley in November 2020
- 1947** Leonora Breig in May 2021
Anna (Nunes) Flaherty in October 2020
- 1949** Christine (Melone) Curren in December 2020
Walter Huse, M.Ed. '54, in May 2020
Therese Mulligan in October 2020
- 1950** Rita (Cabral) Sullivan in February 2021
- 1951** Marion (Diohep) Smith in November 2020
- 1952** Dolores (Abbey) Engustian in October 2020
- 1954** Richard Donnelly in November 2020
Jeannie (Carroll) Serpa in May 2021
- 1955** Wileen (Taber) Coyne in May 2021
- 1956** Barbara (Petsching) Anderson in March 2021
Betsy (Conlon) Balzano in November 2020
Anthony Carcieri in April 2021
- 1957** Joyce (Motte) Brassard in September 2020
- 1958** Mary (Cardosi) MacNeil in January 2021
Helen (Kerrins) Wallhausen in November 2020
- 1959** Alice (Corsair) Reinhardt in January 2021
- 1962** Carolyn (McArdle) Davenport in February 2021
Robert Greene, M.Ed., in June 2021
Claire (Paolino) Cook, M.Ed. '75, in January 2021
- 1963** Eugene Brickach in December 2020
Elizabeth (Vooght) McClintock in October 2020
Barbara (Fletcher) LaRose in June 2021
- 1964** Dorothy (Adelson) Gozonsky in November 2018
- 1965** William Condon, M.Ed., in June 2021
- 1966** John Leonard, M.Ed., in March 2021
Erika (Rusits) Liebrich in January 2021
- 1967** Kenneth Fish Jr., M.Ed., in November 2020
Edmund Silverman in April 2021
- 1968** Ruth (Saltzman) Albert, M.Ed., in February 2021
Pasquale Paolantonio, M.Ed., in November 2020
Joan (Crook) Smith King, M.A.T., in Dec. 2020
- 1969** Chris DeSessa, M.Ed. '88, in January 2021
Mary Dillon in May 2021
Kenneth Doonan, M.A. '78, in December 2020
Laura (Dawson) Fortune, M.Ed. '72, in Nov. 2020
Helen Gannon in February 2021
Gardner Lakey, M.A.T., in March 2021
Eileen Matthews in July 2020
Robert Nelson in June 2019
Charlotte (Abood) Tavares in December 2020
- 1970** Lois Fain, M.A.T., in April 2021
Leonard West, B.A. '70, B.S. '79, M.A.T. '81, in April 2021
- 1971** William Bunch in March 2021
F. John Harrington, M.Ed. '75, in October 2019
- 1973** Anne Juodis, M.Ed., in March 2021
Carolyn Kilmartin in December 2020
Stephen Lehrer, M.Ed., in February 2021
- 1974** Carolyn Chirnside, M.A.T., in January 2021
Thomas O'Donnell in March 2021
Kara Weeks, M.Ed., in November 2020
Dolores Passarelli, M.Ed. '78, in June 2021
- 1975** Audrey (Neri) Carnevale in October 2020
Roger Ferland in April 2021
Lynne (Southwick) Harrell in March 2021
Laurinda (Pereira) Kelleher in February 2021
Mariann (Vitale) Patalano in March 2021
Kenneth Russo in May 2020
Wallys (Tucker) D'Agostino, M.A., in June 2021
- 1976** Br. Richard Connors, M.Ed., in February 2021
- 1977** Claire (Meadows) Carrere, M.Ed., in Nov. 2020
- 1978** Joseph D'Agostino in February 2021
Deborah (Disarro) Giampaolo in April 2021
- 1979** Timothy Valk in March 2021
- 1980** Judith Puleston, M.A., in March 2021
- 1981** Marie (Gaudet) Bardsley in November 2020
Paulette (LaCava) Osterman, M.A.T., in March 2021
Susan (Curtis) Seaman, M.Ed., in February 2021
Ronald Stabile Jr. in November 2020
- 1983** Nancy Sachuk in December 2020
Concetta (Costantino) Dempsey in June 2021
- 1984** Michael Antosia in January 2021
- 1986** Valerie (Michael) DeMarco in December 2020
Mary (Rainone) Iarussi in January 2021
Christopher Scanlon in July 2020
- 1990** Francine (Filipek) Collignon in February 2021
Robert Tsang in October 2018
Susan Rodgers in November 2020
- 1997** Keith Milligan Jr., M.S.W. '99, in January 2021
- 1998** David Abbott, M.Ed., in December 2020



RIC Mourns the Loss of Legendary Administrator Dolores Passarelli

Dolores Passarelli '74, whose legendary career of helping Rhode Island College students spanned over

45 years, was tragically killed in an auto accident while visiting California on June 8.

She began her career at Rhode Island College in 1970 as a residence hall assistant for women and rose through the ranks to become the longtime director of the Office of Academic Support and Information Services (OASIS). Since her retirement seven years ago, she became a key member of the intercollegiate athletics Student-Athlete Success Program and worked closely with student-athletes as a counselor during the COVID-19 pandemic.

"Dolores gave her heart and soul to all students but had an extreme affinity for our student-athletes," says Director of Athletics Don Tencher. "She impacted their lives on a daily basis and she was respected by everyone in the department. Dolores was a wonderful person who deeply cared about students and their well-being and wanted them to succeed. This is a tragic loss for the department and the entire college community."

"I ask our entire campus community to join me in mourning the passing of Dolores Passarelli," says Rhode Island College President Frank D. Sánchez. "She was not only a fixture on campus, she was truly a member of the Rhode Island College family. I want to extend my deepest condolences to all who knew and loved her. Her impact on this school, and particularly on the lives of our students, will never be forgotten."

Dolores is survived by her husband, Steve Luther, and her daughter.



Emerizialina Moreira in January 2021

"Emmy" as she was best known, was a daughter, sister, aunt

and friend to many. She was an amazing young woman and student, having graduated from the Upward Bound Program, and was an active student leader serving as the secretary and treasurer of the Cape Verdean Student Association. She worked for the Alumni Relations Office during her four-year tenure at RIC and served as a speaker at the 2019 Alumni Awards Dinner. She will be missed by many at RIC, especially her friends and the faculty and staff that knew and loved her.



ALUMNI ASSOCIATION

2020-21 BOARD OF DIRECTORS

OFFICERS

MICHAEL SMITH '79, PRESIDENT
GEORGIA FORTUNADO '81, M.ED. '85, VICE PRESIDENT
HILLARY LIMA '14, SECRETARY
CORSINO DELGADO '82, ACTING TREASURER

DIRECTORS

SCOTT ALLINSON '97
TAMAR RUSSELL BROWN '02
COLLEEN CALLAHAN '72, M.ED. '76
JAMES D'AMBRA '68, C.A.G.S. '87
DANA MCCANTS DERISIER '88
EMMANUEL ECHEVARRIA '10
SHAREN GLECKMAN '84
KEVIN MCHUGH '72
DIANE MEDEROS '72
ROBIN MONTVILO '82
MONICA PAIGE '96
MIA PALOMBO '18
MARCY REYES '12
ED RONDEAU '62
PAMELA RYAN '92
KEVIN SAN '12, M.PAC. '13
DEBRA SERVELLO '85

Interested in getting involved with the Alumni Association? Volunteer to be on one of our board of director committees.

Alumni Awards/ Honor Roll Committee	College History and Heritage Committee
Alumni Engagement and Outreach Committee	Communications Committee
Alumni Scholarship and RICochet Program Committee	Finance Committee
	New and Recent Alumni/Student Engagement Committee

Contact the Office of Alumni Relations at alumni@ric.edu for more information.

ALUMNI NEWS



Career Empowerment Opportunity

The Alumni Association kicked off the Career Empowerment Opportunity (CEO) Program in January 2020. As the inaugural cohort concluded the program in May 2021, students, such as Eva Coutinho, left with a sense of pride and confidence in their post-graduate success.

"The CEO Program has been a huge source of encouragement and support for growth and improvement," says Coutinho. "More importantly, it has provided me with a mentor who is so kind. She gives me helpful advice, keeps me motivated, supports me and encourages me to continuously work on the skills I'll need to succeed."

Coutinho is studying psychology and recently added chemical dependency and addiction studies as a second major. She plans to graduate in 2022. Her mentor, Dana McCants Derisier '88, worked for the Rhode Island Department of Health Tobacco Control Program and currently works for the Rhode Island Office of Healthy Aging. Derisier says that the program offers students a unique opportunity to learn skills relevant to their careers.

"I really appreciate the program sessions offered to the mentees, which gave them practical tools that will help them along professionally," she says. "I got a chance to reinforce those tools in our monthly meetings, and I hope Eva will use them to take her far and wide."

The COVID-19 pandemic forced mentors and mentees to build relationships virtually. Derisier and Coutinho met once when the program kicked off, but did not see each other again in-person until they concluded the program in May 2021; however, they worked hard to ensure that regularly scheduled meetings took place, enabling them to develop a mutually beneficial relationship, which they hope will last beyond their involvement with the program. Derisier has enjoyed being a mentor so much she decided to remain involved and mentor another student in the program's second cohort!

Mike Montecalvo '84 Celebrates 40 Years in Radio & Television



Mike Montecalvo, an award-winning broadcast journalist who co-anchors evening newscasts on WPRI 12 and FOX Providence, has recently celebrated an extraordinary 40-year career in radio and television broadcasting.

Although Montecalvo was a member of WRIC radio during his days at RIC, he made his professional broadcasting debut on WNRI 1380 AM in 1981. Since then he has worked at many radio and television stations, including B101, 94 WHJY and WJAR TV. Montecalvo has received more than 40 Community Service and Associated Press Awards. He was inducted into the RI Radio and Television Hall of Fame in 2015 and, most recently, the Radio Television Digital News Association awarded WPRI 12 News a Regional 2021 Edward R. Murrow Award for Mike's innovative 12 on 12 Digital Original series "The War on Alzheimer's." Montecalvo also received the Rhode Island College Charles B. Willard Professional Achievement Award and an Honor Roll Award for Arts & Sciences in Communication. The RIC Alumni Association wishes to congratulate Montecalvo on this major career milestone!

CALL FOR MENTORS

We are seeking alumni who are interested in becoming mentors for our CEO Program. If you would like to learn more or apply, contact the Office of Alumni Relations at alumni@ric.edu. Mentors are paired with students in their field of interest. These relationships are expected to include one-on-one monthly meetings in person and/or by Zoom/phone.



CONGRATULATIONS TO THE CLASS OF 2021

Welcome to the Alumni Association. We look forward to seeing you at future alumni events!

RHODE ISLAND COLLEGE

Celebrating
50 years
CLASS OF 1971

The Golden Anniversary Committee, led by Sandra Enos and V. Michael Ferdinandi, are planning a series of gatherings leading up to the Class of 1971's 50th reunion this fall! Be on the lookout for invitations by mail and email.

We're also collecting stories from members of the Class of 1971 for our RIC Made It Possible initiative. These stories will focus on how Rhode Island College has shaped you into the person you've become.

Take a moment to email the Alumni Association at alumni@ric.edu with a photo and two-to-three sentences about how RIC made it possible for you.

GOLDEN ANNIVERSARY COMMITTEE MEMBERS

SANDRA ENOS	LOIS SHORT
V. MICHAEL FERDINANDI	KATHLEEN SIOK
FRAN MAZZEI	THOMAS STEPKA
RABBI ELI PERLMAN	VICTOR VENTURA
JOHN SHORT	

Rhode Island College
**LatinX/Hispanic
Alumni Meet-up**

Partnering with our Latin/Hispanic Alumni Advisory Committee, the Alumni Association hosted a successful virtual gathering to promote a new network for Latin and Hispanic alumni.

The event helped create a welcoming platform to reconnect with fellow alumni, discuss alumni engagement opportunities, find workforce development and career resources and discuss ways to connect to the college and support current students.

ADVISORY COMMITTEE MEMBERS

MICHELLE ARIAS '17	ANTHONY PARENTE M.A. '01
FRANCES DALOMBA '93, M.S.W. '99	JANETTE PEREZ '15, M.S.W. '18
EDGAR GARZON '14	ASHLEY SOTO '19
JOISE GARZON '12, M.S.W. '13	SANDRA VICTORINO C.A.G.S. '12
ANNA CANO MORALES M.S.W. '99	
ESTRELLITA MORONTA '18, M.S.W. '19	



**Black Alumni
Group**

In collaboration with alumni Joshua Laguerre '10 and Shawn Andrews '10, the Alumni Association has created the first ever Black Alumni Group. The idea started from a conversation and manifested into an inclusive space for alumni of color to dialogue, network, collaborate and socialize.

The Black Alumni Group met virtually for the first time in February 2021 to discuss the goals for the group, reconnect with fellow alumni and host breakout rooms to discuss career resources, student support and alumni engagement opportunities.

/RhodeIslandCollegeAlumni

@ricalumni

@RICAlumni

/groups/161780

For more information about the Black and Latin/Hispanic alumni groups or other affinity groups, please contact the Office of Alumni Relations at: alumni@ric.edu.

Congratulations to our 2020 and 2021 Alumni Award Honorees

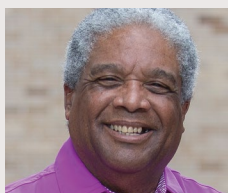


Members of the alumni community, Alumni Association Board of Directors and our staff enjoyed celebrating with you virtually this year at our Alumni Awards Celebration on June 5.

A special thank you to our Master of Ceremonies, alumnus Mike Montecalvo '84, who joined us to present the awards and celebrate all of our alumni's accomplishments.

ALUMNI AWARD HONOREES

JOHN NAZARIAN ALUMNUS/ALUMNA OF THE YEAR AWARD



2020 HONOREE
Frederick
Harrison '07



2021 HONOREE
Sandra Enos '71

CHARLES B. WILLARD ACHIEVEMENT AWARD



2020 HONOREE
Brenda Dann-Messier
'73, M.Ed. '74



2021 HONOREE
Maria Ducharme '87

ALUMNI SERVICE AWARD



2020 HONOREE
Dayna Gladstein '83,
M.S.W. '87



2021 HONOREE
Elizabeth Rochefort '10

YOUNG ALUMNI AWARD



2020 HONOREE
Brittany Richer Ahnrud
'13, M.Ed. '16



2021 HONOREE
Nick Lima '16

ALUMNI FACULTY AWARD



2020 HONOREE
Charles McLaughlin '78,
M.Ed. '84



2021 HONOREES
Deborah Siegel and
Frederic Reamer

ALUMNI STAFF AWARD



2020 HONOREE
Jessica Silva
Cimorelli '00



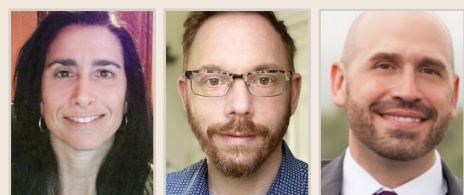
2021 HONOREE
Janet Phillips

HONOR ROLL RECIPIENTS

FACULTY OF ARTS AND SCIENCES



2020 HONOREES
Marcela Betancur '12 | Kim Clark '95 | Yvette Mendez '99



2021 HONOREES
Ann Corvin '08 | Joseph Pari '94 | Eric Auger '92

FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT



2020 HONOREE
Ronald
Beaupre '96

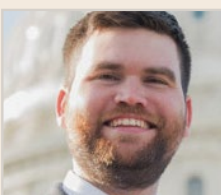


2021 HONOREE
Stacey Aguiar '12

SCHOOL OF BUSINESS



2020 HONOREE
Olalekan
Adeduji '08



2021 HONOREE
Jonathan Macomber '17

SCHOOL OF SOCIAL WORK



2020 HONOREE
Maria
Cimini '02, M.S.W. '05



2021 HONOREE
Joise Garzon '12,
M.S.W. '13

SCHOOL OF NURSING



2020 HONOREE
Valerie
Almeida-Monroe '11



2021 HONOREE
Claire Creamer '80

RICFEST 2021

CELEBRATE WITH RIC!

**WEEKENDS
THROUGHOUT
OCTOBER**

**KICKS
OFF
OCT.
2ND**

**R H O D E
I S L A N D
C O L L E G E**

**A L U M N I
A S S O C I A T I O N**

**HOMECOMING
& FAMILY
WEEKENDS AT
RHODE ISLAND
COLLEGE**



YOU'RE INVITED!

R H O D E
I S L A N D
C O L L E G E

600 MOUNT PLEASANT AVE.
PROVIDENCE, RI 02908

CHANGE SERVICE REQUESTED

NONPROFIT ORG

U.S. POSTAGE

PAID

RHODE ISLAND COLLEGE

WHY I GIVE

"During my experiences of working with the 1854 Society and the Rhode Island College Alumni Association, I've witnessed how much RIC has evolved and serves the Rhode Island community. That struck a big chord with me.

"I discovered that RIC provides many opportunities to students who may not have been able to go to college otherwise. And the success I see is amazing. My message to fellow alumni is to **witness how far RIC has come and to see how much it offers the state and beyond.**

"The advice I'd give to current RIC students and those considering attending is to not limit themselves in terms of what they think they can do. Their degrees from RIC will equip them to be successful far beyond their courses of study.

"After studying English and education, I had a rewarding career in the insurance industry that I never could have imagined."

—BARBARA SMITH '70

A native of East Providence, Smith is a retired assistant vice president of claims at FM Global, an international private mutual insurance company. Smith served on the board of the RIC Alumni Association and is now a board member of the RIC Foundation. As co-chair, with Scott Molloy, of the Class of 1970's 50th anniversary, she advocated for and helped raise a current balance of \$29,544 in funds to establish a Class of 1970 scholarship. Further demonstrating her philanthropic support, Smith has finalized an endowed scholarship that will benefit RIC students for generations to come.

RHODE ISLAND COLLEGE FOUNDATION