

BEACON

INSIDE



Mutual Admiration

BC love runs deep for Tammy and Steve Barry

The Human Touch

Glenn Gaudette leads BC's engineering movement

Core Strength

Jesuit teachings influence Morrissey College dean

PERFECT HARMONY

Cheers to 30 years of Pops on the Heights



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BEACON is a publication exploring the significant advances made possible at Boston College through the generous and forward-thinking philanthropic investments of both individuals and organizations. Their partnership has helped to bring about remarkable progress in the University's academic and societal mission. We are grateful.

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Hello!

As parents of two Boston College Eagles and chairs of the Parents Leadership Council, we are fortunate to have a unique window into the powerful elements that make the University the beloved institution that it is. We have experienced many of these over the last few years through the eyes of our son, Miles '22, and now through the perspective of our daughter, Rachel '26, who is off and running on her own BC journey.

The BC education has met our highest hopes and expectations and we are proud to share that opportunity with others by funding scholarships, especially through Pops on the Heights: The Barbara and Jim Cleary Scholarship Gala. That is why we're so excited that this edition of *Beacon* celebrates 30 years of this signature event that means so much to BC students and their families.

From our perspective as PLC chairs, it's wonderful to see many families creating BC memories both during Pops and throughout Family Weekend. Of the many special families we've come to know, Tammy and Steve Barry stand out in the ways they inspire others, including us, with their commitments to the University. Their BC love story is told on page 2.

Even from our home in California, we knew from the beginning that Boston College was a special place. Its distinctive, formative education and Jesuit tradition spur its faculty and students to consider how they can connect their minds and talents to what our society—and the world—needs the most. There are few better examples of that work in practice than the new human-centered engineering program, led by John W. Kozarich '71 Chair Glenn Gaudette (page 24) and guided by Morrissey College of Arts and Sciences Dean Gregory Kalscheur, S.J. (page 30).

At the Heights, our children have found boundless sources of creativity, started wonderful new friendships, and taken part in transformative experiences that will stay with them for the rest of their lives. Above all, they have become Eagles for others. Thank you for your thoughtful engagement with BC—and for everything you do to make this University a “home away from home” for our children.

Sincerely,



April and Peter Kelly, P'22, '26
Chairs, Parents Leadership Council



A HOME AWAY FROM HOME

BOSTON COLLEGE



“

We credit BC with a lot of where we are today. We're so grateful for meeting each other, of course, but also for the values the University instilled in us during that time.”

—STEVE BARRY

BOSTON COLLEGE: A LOVE AFFAIR

BY KEVIN COYNE

For Tammy '85, MEd'87 and Steve Barry '85, P'14, '17, what started as a chance meeting turned into an Eagle legacy and an unrelenting commitment to Boston College.

I: A PERFECT INTERSECTION

If ever you come to doubt that significant moments can happen in the midst of the quotidian, look no further than your nearest painfully slow queue. Maybe try the DMV, or an understaffed baggage check counter, or a grocery store the day before Thanksgiving.

Or, if it still exists, find an alphabetized registration line at a medium-sized liberal arts college on the fringe of a major metropolitan area. For Tammy Bateson and Steve Barry, both Class of 1985, that last one did the trick. Waiting in line to collect their meal plans—back when those were tiny tickets you'd rip off a reel—they struck up conversation. "Most people meet online. We met in line, the rest is history," Steve jokes. "We credit BC with a lot of where we are today. We're so grateful for meeting each other, of course, but also for the values the University instilled in us during that time."



Steve and the BC band coming out for halftime.
To the right: Tammy and Steve celebrating post-Commencement.



Individually and as a couple, they flourished at the Heights. Steve, who studied mathematics and economics in the Morrissey College of Arts and Sciences, immersed himself in the “Screaming Eagles” Marching Band, playing trumpet and forming lifelong friendships with his BC bandmates. “It really was one of the most formative parts of my BC experience; I got goosebumps every time we played in front of the home crowd.

“Every year, we would go on an away trip to one away game. In 1984, we went down to Miami. That was the Flutie Game. We were all there, the band. I’ll never forget it.”

Tammy, who studied severe special needs in the Lynch School of Education and Human Development, realized from her time volunteering with children with multiple disabilities that it was her calling. She dove into her studies and practicum placements. “It’s something I always knew I wanted to do, and there were so few programs at the time.” After completing her Master’s degree in the Lynch School, Tammy went on to teach at a number of schools for the blind, lectured in a graduate program for teachers of children with deafness and/or blindness, and consulted families with children with developmental delays.



“The most memorable time every year was the one trip we’d take to an away game,” says Steve. “In 1984 we went down to Miami. I’ll never forget it” —Steve Barry

“They’ve taught me so much—about myself, about gratitude, about appreciating your health. I always wanted to lift these children up, get them to be able to communicate,” says Tammy. “Most of the kids I’ve worked with were non-verbal, so I’m really just trying to give them a voice.”

She does that through service with Mercy Learning Center, which provides basic literacy and life skills training to women with low incomes using a holistic approach. Tammy tutors, volunteers, and chairs the board of the organization located in Bridgeport, Connecticut.

“My mission is educating women so that they can be a role model for their children, but also learn a second language so they can go to the doctor’s office, navigate a job search—all of these crucial life skills.”

“Tammy inspires me with how generously she gives of her time and talent to these organizations,” Steve says. “It’s just innate to who she is.”

For both Tammy and Steve, though, their BC journey began well before (and continued well beyond) that fateful day during move-in weekend, 1981. “‘61, ‘81, ‘85, ‘86, ‘14, ‘16, ‘17,” Steve says, his voice trailing off as he tries to remember more BC class years in their families. It sounds like a raffle draw or a Keno winners list. If you lose track, there’s always the Barrys’ BC tailgate flag, embroidered with the years down the right-hand side.

“Why does anybody apply anywhere else?” Tammy says. “We’re not even close to grandchildren yet, but we’d like some Eagles from that crop when they come. The left side of the flag still needs numbers.”



Having seen the Connell School of Nursing's impact on their daughter, Courtney, the Barrys' admiration for its faculty and students has only deepened. "Three words to describe BC nurses: intelligent, compassionate, confident. They epitomize service to others."—Tammy Barry



II: RETURN ON INVESTMENT

Four year olds aren't famous for following through on their plans. But in the case of Tammy and Steve's middle child, Courtney '17, the exception proves the rule.

Not long after she could speak, Courtney's mind was made up. Once she put on her Boston College cheerleader costume and refused to take it off, it was a done deal: she was going to BC, where she'd study to become a nurse. Fast-forward a little over a decade, and she still wouldn't budge. Tammy told her, "you don't have to go where Dad and I went; we should visit some other schools."

When they took a trip to another university, it only clarified her decision. Like mother, like daughter: she knew what she wanted to do with her life. She was going to care for the most vulnerable among us, and she'd learn how to do that at BC.

From there, it was easy for her parents to get on board supporting Courtney and the mission of the Connell School of Nursing. "We didn't know too much about the Connell School until Courtney was in it," says Tammy, "and we became so impressed with Deans [Susan] Gennaro and [Katherine] Gregory and the programs. It left us even more impressed by BC and the University's commitment to service to others."

Working with BC's Office of University Advancement and Goldman Sachs (where Steve is chief investment officer of fundamental equity), they established the Barry Family/Goldman Sachs Endowed Professorship in Nursing. "We came to learn the value of these professorships," notes Steve. "Not only do they provide financial support, but when there's an endowment in place, that's a deeply important credential for that scholar, whether it's used to retain great faculty in a very competitive environment, or recruit promising talent, or attract



The Barrys' giving extends across myriad schools, programs, and initiatives at the University. In BC, they've found a philanthropic partner that shares their commitment, priorities, and sense of mission.



Tammy and Steve Barry
BC Philanthropy

**Barry Faculty Research Fund
for the Carroll School of
Management**

**The Barry Family Fund for
the Boston College Band**

**The Barry Family/Goldman
Sachs Endowed
Professorship in Nursing**

**The Barry Family Scholarship
Fund**

**The Goldman Sachs Alumni
Endowed Scholarship (for
CSOM undergrads)**

**The Steven M. and Tammy J.
Barry Fellowship Fund**
*(for graduate students in the
Lynch School)*

**The Wall Street Business
Leadership Council Endowed
Scholarship**

**The Barry Family Pops
Scholarship**

undergraduate and graduate students to study under them at BC. This is something that can make the University better in really meaningful ways." (To read more about the impact of endowed faculty support, see page 35.)

While this represented the first endowed professorship for the Connell School, it was only the most recent example of the

Barrys' staggering generosity on behalf of BC students and faculty. A few years ago, Steve pioneered BC's partnership with Goldman Sachs to fund scholarships for low-income admitted Eagles through QuestBridge, an organization that connects low-income students with opportunities in higher education. In addition to his own financial stake, he recruited colleagues with BC ties to lend



their support to the initiative. Aligning BC's and Goldman Sachs's shared goals of fostering diversity and inclusion, this endeavor will provide scholarships to generations of "socioeconomically challenged, but really talented kids," Steve says.

Part of what makes the Barrys so unique in their support of Boston College is their commitment to guiding and leading the University they love. For 37 consecutive years now, the Barrys have made a gift to their alma mater. More than just writing checks from afar, they've enmeshed themselves in the inner workings of BC and its community—Steve is a member of the Board of Trustees and the Wall

Street Business Leadership Council, and Tammy is a member of the Council for Women of Boston College and various Reunion committees. "What we like to think about," says Steve, "is how we can help steer the University, really furthering the mission."

It's impossible to overstate the impact Tammy and Steve's philanthropy has made at Boston College and beyond. Over 25 Presidential Scholars, a host of Pops scholars, graduate students in the Lynch School, research initiatives in the Carroll School of Management, as well as travel costs for the BC Band—not unlike Barry class years, the list goes on and on.

"I joke that I sometimes wonder if I work for BC and have a side hustle at Goldman Sachs instead of the other way around," Steve says. "It's just something that we receive so much from. From Pops and Presidential Scholars, to faculty and researchers in the Connell and Carroll Schools, and graduate students in the Lynch School (whom Tammy has helped mentor), we take such pride in their development and formation, in the difference they're making in the world. What a return on investment they are. And at the end of the day, we really believe the world needs more BC."

“For a University to function as its best self, it has to have its mission, its faculty, and its students. It’s like a three-legged stool: all three are needed. If one is compromised, the other two can’t thrive.”—Steve Barry



III: HOMECOMING

A mid-October trip is the Barrys’ third visit to the Heights in as many weeks. Their first was for a September event celebrating innovation and integrated science at BC’s newest building, 245 Beacon Street, as well as Pops on the Heights. One week later, they’ll return for an event recognizing their endowed professorship in the Connell School of Nursing, featuring Dean Katherine E. Gregory, PhD’05, P’26, and Christopher S. Lee, the cardiovascular nurse-scientist who was recently named the Barry Family/Goldman Sachs Endowed Professor of Nursing.

But on this visit, you can catch them standing in the shadow of Alumni Stadium, decked out in BC letterman jackets and customary red bandannas, sampling the tailgate’s cocktail bar, and warming their hands beside the roaring mouth of the grill, that familiar flag flying just above their heads.

It’s Homecoming weekend at the Heights. Steve and Tammy wouldn’t miss it for the world—no matter the likely result of a matchup with the nationally ranked Clemson Tigers.

“Every time we come back,” Steve says, “it’s like coming back home.” The three-hour drive from their home in Connecticut has become an afterthought. “At this point, we do that on autopilot,” adds Tammy.

The prevailing noise you’ll hear from the Barry’s tailgate—between soaring Springsteen synths and the clinking of bottles—is laughter, the kind that bellows. Tammy and Steve are the warm and garrulous type, quick to offer a drink. You get the impression a couple of hours spent shooting the breeze with them pre-game goes by in the blink of an eye.



Courtney and Steve enjoying a BC bowl game

As the sun dips behind Gasson Hall in the distance and an October chill passes over the lot, the tailgates begin to wind down. Somewhere behind them, a 15-foot-tall inflatable Eagle slowly deflates, the air hissing out of it like steam from a pressure cooker. Hosts try to offload leftover sandwiches and wings to people walking toward the stadium.

One last question comes to mind: “After all this time—having come here as students and seen two of your children graduate from BC, supporting a litany of scholarships, professorships, programs, and initiatives, having served University

and community leaders in a number of roles—how would you describe your family’s relationship with BC?”

For what feels like the first time in the conversation, there’s a long, weighted pause. Tammy and Steve look at each other. Smiles crease the corners of their mouths.

“A love affair,” Steve starts, nodding. “It’s come to define our family, and we are so fortunate to be able to reciprocate. A love affair.” ■



Tammy and Steve with their prized BC flag, embroidered with all the class years in the family.



Ambassador **EAGLES**

BY ZOË GADEGBEKU

Regents play a critical role
in spreading the good word
about Boston College.

Linda Sanchez and Greg Ho, P'17, became a part of the Boston College family when their daughter, Julia, enrolled in 2013. Soon after, they joined the Parents Leadership Council, drawn by the sense of compassion the University instills in students as well as the urgency to lend one's knowledge and talent to causes much larger than the self.

Today, Ho and Sanchez are proud members of the Board of Regents, an influential group of BC benefactors, ambassadors, and advocates that provides support to University President William P. Leahy, S.J., and the Board of Trustees on strategic priorities and matters essential to the future of the University.

Established in 2017, the board comprises 90 families—alumni, parents, and friends from 17 states and eight countries—who serve as some of BC's biggest champions. They are invited to join by Fr. Leahy to serve three-year terms, engaging with each other and exchanging ideas through meetings, activities, and other special gatherings.

Regents are not only alumni and parents, they are also business executives, attorneys, public figures, and others who bring a diversity of backgrounds and expertise that make their gatherings a forum for invaluable connection and



BOSTON COLLEGE
BOARD OF REGENTS

Facts & Figures

- Established in 2017
- Regents are invited to serve 3-year terms
- Approximately 90 families
- Hail from 17 states and 8 countries

what make it so great,” says regent Kristin Waring ’86, P’20, ’22.

Philanthropy is a critical aspect of the regents’ involvement. All keep BC at the top of their giving priorities and their collective support, which totals more than \$242 million since 2017, invigorates BC’s ongoing mission to educate and form Eagles for others.

In 2015, when art dealers and advisors Alexandria and Michael Altman, P’22, ’24, ’26, learned that the McMullen Museum of Art was holding an exhibition of artist John La Farge’s work, they were thrilled to lend two pieces, six-foot-tall portraits of Jesuit priests. At the time, the Altmans’ only connection to Boston College was a dear friend, William Vareika ’74, P’09, ’15, ’16, whose passion for BC inspired their generous gift. Little did they know, it was only the beginning of their involvement at the Heights. They are now parents

of three Eagles, scholarship benefactors, and regents.

“BC epitomizes that old adage of what character is all about: when no one is looking, what are you doing? Are you being a good person and looking out for others?” Alexandria says. “BC teaches students this every day; educating them but also making them amazing people.”

“It’s a rich intellectual experience, engaging in dialogue with really smart, engaged people,” Michael adds about being a regent. “We are lucky to be in a position where we can be of service and are blessed to be able to send our children here—we want to do the very best we can to make BC be the very best it can be.” ■

conversation. “Networks [like these] are incredibly powerful. Putting the right people together can make a project happen more effectively,” Sanchez says.

Rooted in the ideals of Jesuit higher education and the mission of BC, the board is charged with exploring the value of the University in the world today and imagining the possibility of its impact on the world of tomorrow. In 2020, it introduced “Discovery Expeditions,” a curricular program enabling members to be better informed and inspired to speak confidently as ambassadors about the value proposition and distinction of a BC education. This award-winning journey includes several synchronous and asynchronous stops, or sojourns, along the way. The spring capstone sojourn asks regents to reflect, share observations, and offer ideas to University leaders. Expeditions successfully engage regents, exposing them to complex pedagogy in a digestible and satisfying way.

Many have shared that after the Expeditions, they feel more connected than before to the University and its mission. “My hope is that Boston College continues on the path of graduating well-rounded students with the ‘For Others’ conviction. BC is lucky to have such a beautiful campus in one of the greatest cities in the world, but its people are



NEW LEADERSHIP
FOR THE BOARD

During the annual meeting in November 2022, Kate ’93 and Mike Ascione ’93, P’25, ’26, were announced as the next chairs of the Board of Regents. The Asciones will succeed Trustees Susan Martinelli Shea ’76, P’04, and Marc Seidner ’88, P’24, who will serve as co-chairs through May 2023. Mike joined the Board of Trustees in 2021.

“We are incredibly thankful for the opportunities BC has provided us, and it is an honor to follow in the footsteps of Sue Shea and Marc Seidner, who thoughtfully and strategically co-chair the Board of Regents. We have supported BC across a number of initiatives over many years, and our experience with the Board of Regents has deeply engaged us, educated us further on the importance of BC’s mission, and helped to guide our support of this great University.”

—KATE AND MIKE ASCIONE

CELEBRATING

POPS ON THE HEIGHTS

THIRTY YEARS OF SCHOLARSHIP, GENEROSITY, AND ENDURING
EAGLE SPIRIT HAS SHAPED THE FUTURE FOR 3,500 BC STUDENTS.

BY JILL CASERIA

In September 1993, *Jurassic Park* played in movie theaters, the *Beanie Babies* craze was just beginning—and a few thousand Boston College alumni, students, parents, and friends gathered in Conte Forum for a night of music at the University's first Pops on the Heights.

Since then, Jurassic Park has already been rebooted, and most Beanie Babies aren't worth much. But Eagles are still gathering annually during Family Weekend to support financial aid—and did so for the 30th time on September 30, 2022.

This is Pops on the Heights: the Barbara and Jim Cleary Scholarship Gala.

Over three decades, Pops on the Heights has grown to become one of BC's most impactful events, raising nearly \$130 million for scholarship support and shaping the future for more than 3,500 students.

University Trustee, BC alum, and BC parent James F. Cleary '50, H'93, P'84, '89, '93 is the visionary behind this signature event. Just over 31 years ago, he was walking along the Charles River with his daughter Kara '84, MA'91, when an idea came to him: he wanted to do "something special" for Boston College. "His two favorite philanthropic endeavors were Boston College and the Boston Symphony Orchestra, specifically the Boston Pops," says Kara. "It seemed natural to him to bring the two together on campus." When Kara and her father finished their walk, he called four friends: University President J. Donald Monan, S.J., and University Trustees Bill Connell '59, Jack Connors '63, and Bob Morrissey '60. His fifth call was also to a friend—legendary Boston Pops



conductor John Williams, who right away loved the idea. With their support, Jim forged ahead.

With Jim as chair of the Pops on the Heights committee, and Karen Kelly Kiefer '82, event coordinator, Pops on the Heights raised \$800,000 for undergraduate scholarships in its inaugural year.

Year after year, Jim's entrepreneurial skills helped fuel Pops on the Heights and gave it a permanent spot on the University's calendar. "I would notice throughout the course of the evening that my father would sign people up for the following year before they left this event," Kara recalls. "And everyone knew he didn't take no for an answer." Jim was so convincing because he was truly grateful for the support from everyone in attendance. "It was important to my father that he personally thanked everyone in attendance that evening," Kara continues. In the early years, the pre-show reception was held on the floor of Conte Forum. Starting at the front of the floor, her father would

work his way to the back, expressing his gratitude to each person, one by one. "He not only thanked the benefactors who were on the floor, but all the people who worked behind the scenes. He even made his way backstage at the end of the evening to thank John Williams—and later, Keith Lockhart—and every member of the orchestra, thanking every single one of them for their hard work for the evening." If Jim thought he may have missed someone that evening, he called on Monday morning.

Jim passed away in 2012, followed by his wife Barbara in 2015. Kara and her siblings, Jim, P'18, and Kristen '89, JD'93, carry on and honor their parents' legacy by continuing to serve on the Pops executive committee every year.

In 2022, University Trustee Patti Kraft, P'24, and her husband Jonathan Kraft, P'24, served as event chairs for a second consecutive Pops, which broke fundraising records to the tune of \$14.5 million. "The extraordinary leadership of past chairs has shaped Pops to what it is today—a continuously record-breaking event in more ways than one,"

says Jonathan, who also acknowledges the tireless work of each member of the 2022 Pops Executive Committee. "They dedicated personal time and energy to grow the number of Pops Scholarships awarded at Boston College and we are grateful for their commitment and drive."

Kara concurs. "Our benefactors, Fr. Leahy, and everyone who gives their time and energy to the evening are incredibly special," Kara adds. "If my parents were here for the 30th Pops on the Heights, they would be so proud and honored that their legacy has continued and that so much has been raised for scholarships."

Jim Cleary was fond of sharing that outside support enabled him to afford college. After attending Boston Latin School, Jim entered the Navy in 1942 for two years. When he finished, the GI Bill covered his Boston College tuition. "My father always felt that every student who wanted to go to college should have that same opportunity," Kara says. "And here we are—30 years later."

“

The extraordinary leadership of past chairs has shaped Pops to what it is today—a continuously record-breaking event in more ways than one.”

—JONATHAN KRAFT, P’24
POPS ON THE HEIGHTS CO-CHAIR



The Cleary Legacy Deeply passionate about philanthropy, higher education, and the arts, the late Barbara and James F. Cleary founded the annual Pops on the Heights BC scholarship gala in 1993. Jim—a BC Trustee and founder of the Fides and President’s Circle annual giving societies—and Barbara worked tirelessly to help grow the event to become the University’s largest annual fundraiser, which has raised nearly \$130 million in Pops scholarships. Today, Jim and Barbara’s children (Kara ’84, MA’91; Kristin ’89, JD’93; and James Jr., P’18) continue their legacy as Pops benefactors.



AT THE HELM The success of this year’s Pops on the Heights is due in large part to the time, leadership, and efforts of the Executive Committee.

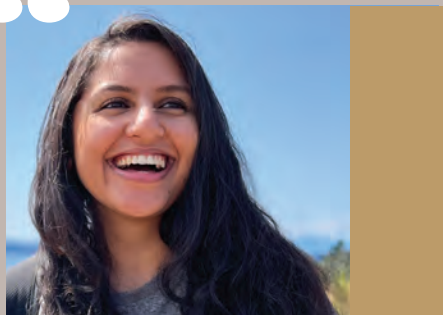
- Chairs**
Patricia L. and Jonathan A. Kraft, P’24

Chairs Emeriti
Barbara C.† and James F. Cleary† ’50, H’93, P’84, ’89
Gloria, MDiv’90, MS’96 and Charles I. Clough Jr. ’64, P’87, ’93, ’98
Cyndy G. and John F. Fish, P’13, ’18
Karen R. and Rob Hale, P’22
Maureen A. and David P. O’Connor ’86, P’16, ’18
Kim D. Gassett-Schiller and Philip W. Schiller ’82

Honorary Chairs
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Tammy J. ’85, MEd’87 and Steve M. Barry ’85, P’14, ’17
- James F. Cleary Jr., P’18
Kara Lyn Cleary ’84, MA’91
Sandra M. and Paul B. Edgerley, P’24
Heather F., Esq., JD’02 and Robert F. Morrissey, Esq. ’95, JD’02
Mary Louise and Marc P. Seidner ’88, P’24
Mary S. and Edmund H. Shea Jr. Family
Susan Martinelli Shea ’76, P’04
Kristin Cleary Welo ’89, JD’93 and Tobias Welo

Vice Chairs
Lillian B. and Patrick Carney ’70, P’95, ’98, ’99, ’05
Daneille L. ’91 and Mark T. Fitzgibbon ’91, P’23, ’25

† Deceased



“As a student, I was able to meet scholarship donors Jay and Linda Hooley several times to personally thank them for their support. They were instrumental in enabling me to attend Boston College. It wouldn’t be possible without their generosity.”

—AMISHA DESAI ’17



“Financial aid and scholarships helped me get to my dream school and live the experience I was seeking to live.”

—PABLO BEIRO ’13, MA’14



“I have been able to learn from leaders in nursing who are committed to ensuring I not only am the best provider I can be but also become the provider my patients deserve. All of this, while still being immersed in the Jesuit ideals of being a person for and with others, is what makes BC such a special place.”

—CAMERON HOWE ’18, MS’22, DNP’24

POPS SCHOLARS: WHERE ARE THEY NOW?

Since 1993, Pops on the Heights—the University’s largest annual fundraiser—has helped more than 3,500 students pursue their dream of a BC education. Here are just some of the Pops Scholars who are using their talents to set the world aflame.

Amisha Desai ’17 All her life, Amisha knew she wanted to one day work in business—yet she also loved to volunteer in her New Jersey community every chance she could get. A Boston College education would offer her the chance to combine her passions, and ultimately become a leader with a social impact lens. Amisha was grateful when BC offered her a scholarship. As an Eagle, she threw herself into her classroom work and also took advantage of unique experiences such as PULSE.

After five years in the healthcare industry, today Amisha is director of programs and engagement at Building Impact in Boston, an organization whose mission is to strengthen community by creating partnerships between nonprofits and corporations.

Pablo Beiro ’13, MA’14 Working first as an Eagle Caller in the Boston College Call Center and then promoted to supervisor, Pablo heard first-hand the motivation behind donors’ generosity. For most, it was the desire to give back to the University that gave them so much. Today, Pablo is a senior manager of consulting solutions at PwC. He directs his annual gifts to the Pops Scholarship Fund, and always answers when he sees an incoming call from 617-552-2015.

Cameron Howe ’18, MS’22, DNP’24

After graduating from the Morrissey College of Arts and Sciences with a degree in theology, Cameron became a community residence counselor at McLean Hospital in Belmont. That experience uncovered an interest in nursing and he returned to BC for his graduate studies. Now a registered nurse at McLean and a doctoral student at the Connell School of Nursing, Cameron’s training has already paid off. In October 2021, while watching the Boston Marathon at mile 8 in Natick, he raced to the aid of a runner who had collapsed on the course, administering life-saving CPR before an ambulance could arrive. “I just got in that nursing zone,” Cameron recalled. “You’re almost on autopilot, doing the things you’ve established through training and clinicals.”

Eagles Belong Where They Can Fly

Maxwell Korman ’23, hailing from Glastonbury, Connecticut, enchanted the Pops audience this year with his performance of “Corner of the Sky” from *Pippin*. Like the student soloists who sang before him (a Pops tradition that began in 2014), Max was selected through a rigorous audition process and judged by a committee of Boston Pops members and BC faculty.



POPS HIGHLIGHTS



A Tradition is Born

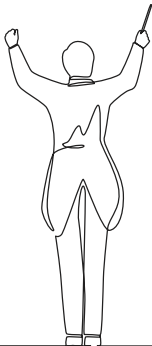
The Boston Pops, under the baton of conductor John Williams (1), performs to a packed Conte Forum during the University's Homecoming Weekend. John Finney (2), conductor of the University Chorale of Boston College and brand new to the Heights, leads students in song after only two weeks of rehearsals. Yet from the concert's first note to "Stars and Stripes Forever" (Jim Cleary's favorite) to the celebrated balloon drop, it's a night to remember. The event raises nearly \$800,000 for student financial support.



"Drumroll, please."
Pops on the Heights raises \$1 million.

PARENTS WEEKEND FIRST

New Leadership at Pops
It's BC's first Parents Weekend! This year also marks the first Pops on the Heights for University President William P. Leahy, S.J., and Boston Pops Conductor Keith Lockhart.

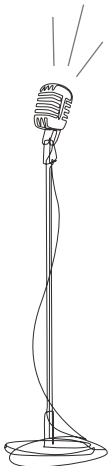


The Maestro Returns
The legendary John Williams comes out of retirement to conduct the fifth annual gala.

Somber Reflection
Held only 17 days after the September 11 attacks, the University Chorale of Boston College, the US Military Academy's West Point Glee Club, and the Boston Pops open the evening with the national anthem and "God Bless America."



Breaking Records
More than \$2 million is raised for Pops scholarships at the 15th annual event.



The Sounds of Broadway
Guest artist Bernadette Peters (3) brings her acclaimed talent to Conte Forum and delights the crowd with Broadway classics.

1993

1995

1996

1997

2001

2007

2009



Honoring a Legacy

In memory of Jim Cleary, and in honor of his wife, Barbara (4), the annual gala is renamed Pops on the Heights: the Barbara and Jim Cleary Scholarship Gala. Guest artist Harry Connick Jr. (5) and saxophonist Branford Marsalis perform crowd favorites. More than \$3.3 million is raised.

Adding a

Student Soloist

Caroline Portu '14 (6) is the first student soloist selected to sing at the gala with the Boston Pops. Singer-songwriter Chris Isaak is this year's guest artist and the event brings in more than \$5 million.

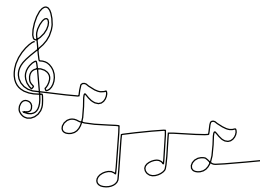


Stars—They're Just Like Us!

Guest artist Kristin Chenoweth (7) dons a BC sweatshirt during her performance. Pops raises \$9 million.

The Silver Anniversary

For the 25th Pops on the Heights, John Williams returns to guest-conduct the Boston Pops in a medley of his greatest movie themes. Actor Chris O'Donnell '92, H'17, P'22, '23, presents Williams with the President's Medal for Excellence. Guest artist Jennifer Hudson (8) is remembered as the first Pops performer to sing part of her selections from the Conte Forum floor. An unprecedented \$14 million is raised for student scholarships.



The Show

Must Go On

Due to public health precautions, the event shifts to a virtual gala renamed "Pops Off the Heights." Viewers are treated to performances by student groups and guest artist Josh Groban, as well as remarks by Chris O'Donnell and University Trustee Steve Pemberton '89, H'15, MA'19, P'23.

Party Like it's 2021

Following a year of shutdowns and cancellations, everyone's ready for a celebration! It's an unforgettable evening of singing and dancing to the tunes of guest artist Train as Pops on the Heights returns to Conte Forum. A new event fundraising record is set.

Cheers to 30 years!

Fundraising broke records to the tune of more than \$14.5 million to support financial aid at BC.

2012

2014

2016

2017

2020

2021

2022



MOLLY
CHALMERS
1966-71

TIM
SHEEHY
1967-70

TOM
MELLOR
1969-73

BILL
CURLEY
1990-94

EICO

MONTPELIER FORUM



HOME OF THE EAGLE

DANA BARRO
1985-89

16
1907-31

1989-93

BOSTON COLLEGE
POPS ON THE 30th
HEIGHTS
THE BARBARA AND JIM CLEARY SCHOLARSHIP GALA

POPS ON THE HEIGHTS: BEHIND THE SCENES

How many balloons are in the rafters? Who is the creative team behind the menu? How does Boston College prep for its annual fundraising spectacular? Here's a peek behind the curtain courtesy of a few key figures in the final hours before Pops.

To watch videos and view more exclusive behind-the-scenes content, scan below or visit bc.edu/bts.



Keith Lockhart
Conductor, Boston Pops

How do you select the pieces for each Pops on the Heights?
Pops on the Heights is a big party, so our selections tend to be on the louder and more raucous side than other concerts we put on. We try to make sure it's a concert that everybody will enjoy. We want them to have a wonderful impression of the Boston Pops and even more love for Boston College.

Do you have any Pops on the Heights pre-concert rituals?
My pre-concert ritual involves a lovely catered dinner and a lot of coffee.

What do you look forward to every year at Pops?
Every year I look forward to seeing what kind of a show will be put on around the music. I also love hearing the University Chorale and the BC student selected to sing a solo with the Boston Pops. There are so many talented people who make up the BC family.

John Finney
Conductor, University Chorale of Boston College

This is your last year performing at Pops. How are you feeling?
I can't say how grateful I am to Jim Cleary who came up with the brilliant idea to bring the Boston Pops to Boston College and to get the Chorale to sing with them. When I was hired, I said, "That's a tall order to have to sing within three weeks." But we did it—and it's been so energizing and exciting since then.

Year in and year out, I love watching how one single event galvanizes more than 100 students. Pops brings them together into a cohesive, cooperative, collaborative, and compassionate group. By the end of the show, they have made some of the best friends that they'll ever have. Boston College students are full of energy, enthusiasm, and commitment. I'm going to miss them so much.

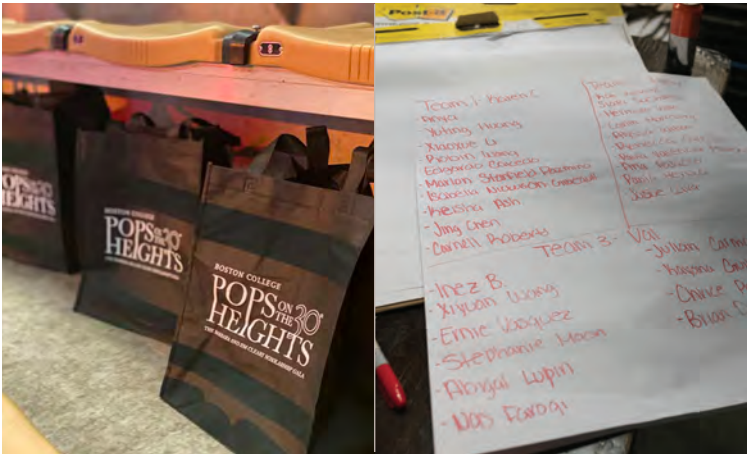


Frank Bailey
Associate Director of Food and
Beverage, Boston College Dining

How much time and effort goes into planning the meal?
It's a lot of thought. We'll start talking about fall foods that we like and food styles we are interested in and it will just develop over time.

Who prepares the meals that are placed at each table on the floor of Conte Forum?
It takes a tremendous amount of work, and we get people from all over Dining Services to help. Everyone has a lot of fun, and there's a lot of chattering back and forth.

And how long does it take to put the boxes together?
Depending on the number of steps, it takes anywhere between two and a half hours to five hours straight. This year, we're doing 1,280 boxes. ■





For more than 20 years, Glenn Gaudette has used this model to demonstrate the electrical and mechanical forces at work in the human heart.



HEART on his LEAF

Glenn Gaudette’s journey from “old-school”
training to leading BC’s pioneering
Human-Centered Engineering program



Decellularized spinach leaves ready for use in Gaudette’s research lab.

BY DIANA GRIFFITH

Glenn Gaudette, P’25, is a pretty big deal. He’s appeared on *Bill Nye Saves the World*, CBS’s *Innovation Nation*, and the BBC. His research was featured in a sold-out exhibition of modern art at the Centre Pompidou in Paris.

He’s been issued four patents, published over 75 papers, and founded a company; he’s even had a children’s book written about his work. But the discovery that brought him fame, using spinach leaves to grow human heart tissue, was just his first act. Now he’s turned his attention to solving even more complex problems in ways that are both innovative and just—and he’s come to Boston College to do it.

As the inaugural John W. Kozarich ’71 Chair of BC’s new engineering department, Gaudette is in the vanguard of a revolution in how engineers are trained and the work they do.

Originally, Gaudette saw his research in purely technical terms—solve problem X with new technology Y and move on to the next project. He’d worked for years to develop innovative treatments for heart attacks and had breakthrough success. But even as his work was celebrated by the scientific and medical communities, Gaudette found himself asking new questions: How many people would benefit from his work? What about those who could not afford such high-tech (and high-cost) treatments?



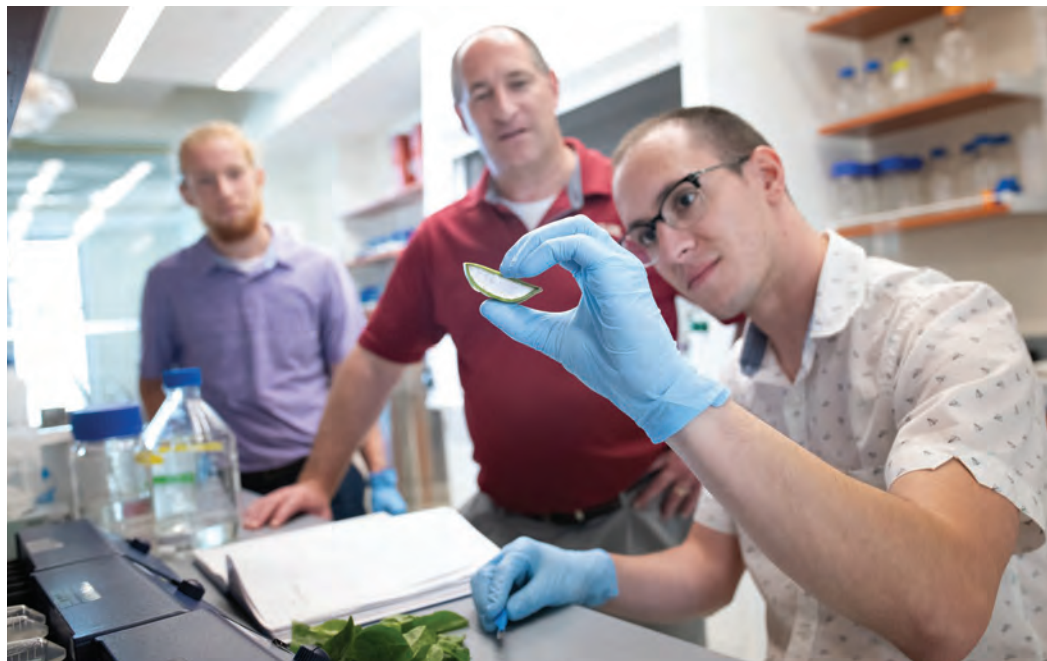
“We have to put people at the center of the problem, and really listen, really understand them. That’s what human-centered engineering means.”

He began to look at his work from new perspectives—social, cultural, economic, environmental, and ethical—and found an affinity with human-centered design, which emphasizes a holistic approach to both problems and solutions.

“I wanted to find ways that my work could make a difference for a broader range of people, without causing unintended consequences that could harm a community or the environment,” says Gaudette. “To do that, we have to put people at the center of the problem, and really listen, really understand them. That’s what human-centered engineering means to me.”

An Accidental Engineer

Growing up in Southeastern Massachusetts, Gaudette had always been good at math and science, but he didn’t know what to do with it. When his high school counselor suggested engineering, Gaudette thought he’d give it a try and registered at his local college. Gaudette thrived in the engineering program, but after graduation, he found that working in a corporate setting lacked the same level of intellectual stimulation. He turned to his college professors for advice and, at their urging, applied to Georgia Tech’s competitive mechanical engineering program. After graduation, he returned home to a job at Deaconess Medical Center in a cardiac surgery research lab. “It was a great opportunity,” recalls Gaudette. “We were looking at how surgery affects heart function, like when they give drugs to stop the heart from beating during surgery—how does that affect the heart? How can we evaluate that? And more importantly, how can we fix it?”



Luke Perrault, a post-doc research fellow who works in Gaudette’s lab, demonstrates the decellularization process as Gaudette looks on with his son Connor, who served as a summer research assistant.

After several years, Gaudette left to pursue a doctorate at SUNY Stony Brook, where he taught biomedical engineering with joint appointments in both physiology and surgery. He then spent two years in the surgery department at UMass Medical Center before moving across town to Worcester Polytechnic Institute (WPI), where he taught for nearly 15 years.

Food for Thought

At WPI, Gaudette led a team of researchers charged with developing new ways to treat cardiac issues. He experimented with adult stem cell therapy to restore function in damaged hearts. He learned how to decellularize hearts—essentially stripping them of all cellular matter—to avoid transplant

rejection. But these interventions only treated the symptoms, and the question still nagged at him: How could he reverse the loss of blood flow that causes heart damage in the first place?

Gaudette met with experts in cell regeneration, plant biology, and other fields, and led his lab in countless experiments to find or develop a material that mimics the heart’s system of vessels. But, like the best “eureka” stories, the answer came not in the lab but the lunchroom, while chatting with one of his graduate research assistants.

“He had a spinach salad, and all of a sudden we both looked at this spinach leaf and we saw the branching pattern, the vein that comes off the leaf just like the aorta on a heart,” Gaudette says, a

note of wonder still in his voice. “We never said ‘Wow, this is it!’ but we said ‘Let’s give it a shot!’” Back in the lab, Gaudette and his team put their hypothesis to the test: Could they decellularize the spinach? Yes. Could they grow cells on the frame? Yes. Could they generate electrical activity similar to a beating heart? Yes—and that is when he knew he’d found something truly exciting.

His findings, accompanied by a video of red dye pulsing through a translucent leaf, captured the international media’s attention. Though just a first step toward developing cardiac patches or other interventions to help damaged heart tissue regenerate, it was an important proof of concept that sparked a rush of new research into plant-based innovations.

“We want our students to consider the human impact as they are developing new technologies. That’s a new way of looking at engineering, and that’s what we’re doing here at BC.”

—GLENN GAUDETTE

New Questions and a New Approach

Gaudette rose quickly through the ranks of faculty at WPI, receiving a named professorship and leading a student entrepreneurship program. He also began teaching interdisciplinary courses, collaborating for the first time with faculty in English, sociology, and other fields outside his own. In the classroom and the lab, he began to look beyond the bounds of traditional engineering, to ask questions about the underlying causes of a problem and the unexpected impact a proposed solution could have. His experience caring for his own aging parents, coupled with his work in cardiac surgery units, informed his increasingly holistic approach.

Inspired by these interdisciplinary experiences, he began searching for new ways his work with tissue regeneration

ENGINEERING FOR OTHERS



Students put their theories to work in an electronics lab, part of “Making the Modern World,” an interdisciplinary core course co-taught by Gaudette and Professor Jenna Tonn.

Gaudette was drawn to Boston College by the opportunity to help shape an innovative Human-Centered Engineering (HCE) program, and by the University-wide emphasis on interdisciplinary collaboration.



“Being the engineer on a white horse who arrives to save the day, that doesn’t work,” says Gaudette. “We have to understand people and their environment. That’s where our colleagues in social work, in nursing, in education, come in. We’re working together so our students can identify the real problems and develop solutions that serve everyone, not just a privileged few.”

Like all BC students, engineering majors still take core curriculum courses but Gaudette has also integrated the liberal arts and reflection groups into the program’s foundational and advanced engineering courses. The department is part of the Morrissey College of Arts and Sciences, and most classes are held in 245 Beacon Street, a state-of-the-art facility that also houses the Schiller Institute of Integrated Science and Society, the Shea Center for Entrepreneurship, and the Computer Science Department.

Gaudette says the program is unique, even among the handful of engineering schools that include human-centered design. “My colleagues from different universities are amazed at what we’re doing here,” he says. “Others have tried bits and pieces, but nobody has gone all in like BC has. This is the right program, in the right place.”

could make a difference. A colleague brought up the idea of lab-grown meat, and Gaudette immediately saw the potential. “What if instead of growing human heart muscle, we could grow cow skeletal muscle—which is essentially steak—and do it at a reasonable cost?” he asks with enthusiasm. “What if we could increase the amount of food on

our planet in ways that are cost-effective, ethical, and environmentally sustainable?” Early results have been promising, and at his lab and in his fledgling department, Gaudette continues to push the envelope of meat alternatives and beyond, with an eye toward improving sustainability and human health. He understands the bigger picture of his discipline.

“The future of engineering education is about more than just technical knowledge, it’s the mindset,” he says. “We want our students to consider the human impact as they are developing new technologies. That’s a new way of looking at engineering, and that’s what we’re doing here at BC.” ■

5 INTERESTING THINGS IN GLENN’S OFFICE

Just around the corner from Glenn Gaudette’s lab is his office, a small but sunny corner spot that overlooks the quad and Alumni Stadium. His desk is covered with papers, textbooks, mechanical models, family photos, and coffee cups—lots of coffee cups. Here are five things that matter to Gaudette.



Hands-on Learning

“These are just simple toys, but they help students conceptualize complex engineering principles; they have to get their hands on it.” In “Making the Modern World: Design, Ethics, and

Engineering,” Gaudette and Professor Jenna Tonn give students Play-Doh and cardboard to engineer on a smaller scale solutions that could better prevent tragedies like the historic 1919 Boston Molasses Disaster.



Fellow Inventor

“One of my proudest moments was being named a fellow in the National Academy of Inventors,” says Gaudette, explaining that it is the highest professional distinction awarded to academics in recognition of inventions that make a tangible impact on quality of life, economic development, and the welfare of society.



The Family Man

“Family is everything,” says Gaudette, who keeps dozens of photos and mementos of his wife, children, and parents scattered around his office.



Show and Tell

When working with students, Gaudette likes to demonstrate real-life examples of the materials used in bioengineering, like artificial aortic tubing, pacemakers and metal bone screws like the one above.



The Future is Here

In addition to multiple TV appearances and journal articles, Gaudette was also featured in a children’s book, *From Plant to Human: The Extraordinary Spinach-Leaf Heart*. Written by Oscar Silver, the book is part of “The Future is Here,” a guided reading series for eight to 10 year olds, some of whom, Gaudette hopes, will grow up to become scientists, inventors, and engineers themselves.



MAN ON A MISSION

Gregory Kalscheur's journey to the Society of Jesus, the priesthood, and ultimately his job as dean of the Morrissey College of Arts and Sciences for the past eight academic years was in many ways indirect. It began with a conversation with a law school classmate, was put on hold by the pursuit of a legal career, included a tenured position on the BC Law School faculty, involved a reflective Jesuit sojourn in Australia, and ultimately led him to discover a penchant for the administrative side of academia.

However, as Fr. Kalscheur describes it, there is a certain providence to his path. "There's a way in which God has been at work in my life," he says.

This past October, Beacon sat down with Fr. Kalscheur in Gasson Hall to discuss his duties as dean, how he recruits and retains great faculty, words of wisdom, and more.

By balancing Jesuit history with forward thinking, Dean Gregory Kalscheur, S.J., is leading Boston College's biggest school toward a future grounded in the liberal arts.



“

We want students to become good discerners who can reflect on their experience in ways that help them make good decisions. We want them to be people who will use all of their skills and talents and gifts to promote the common good, to help create societies in which everybody can flourish.”

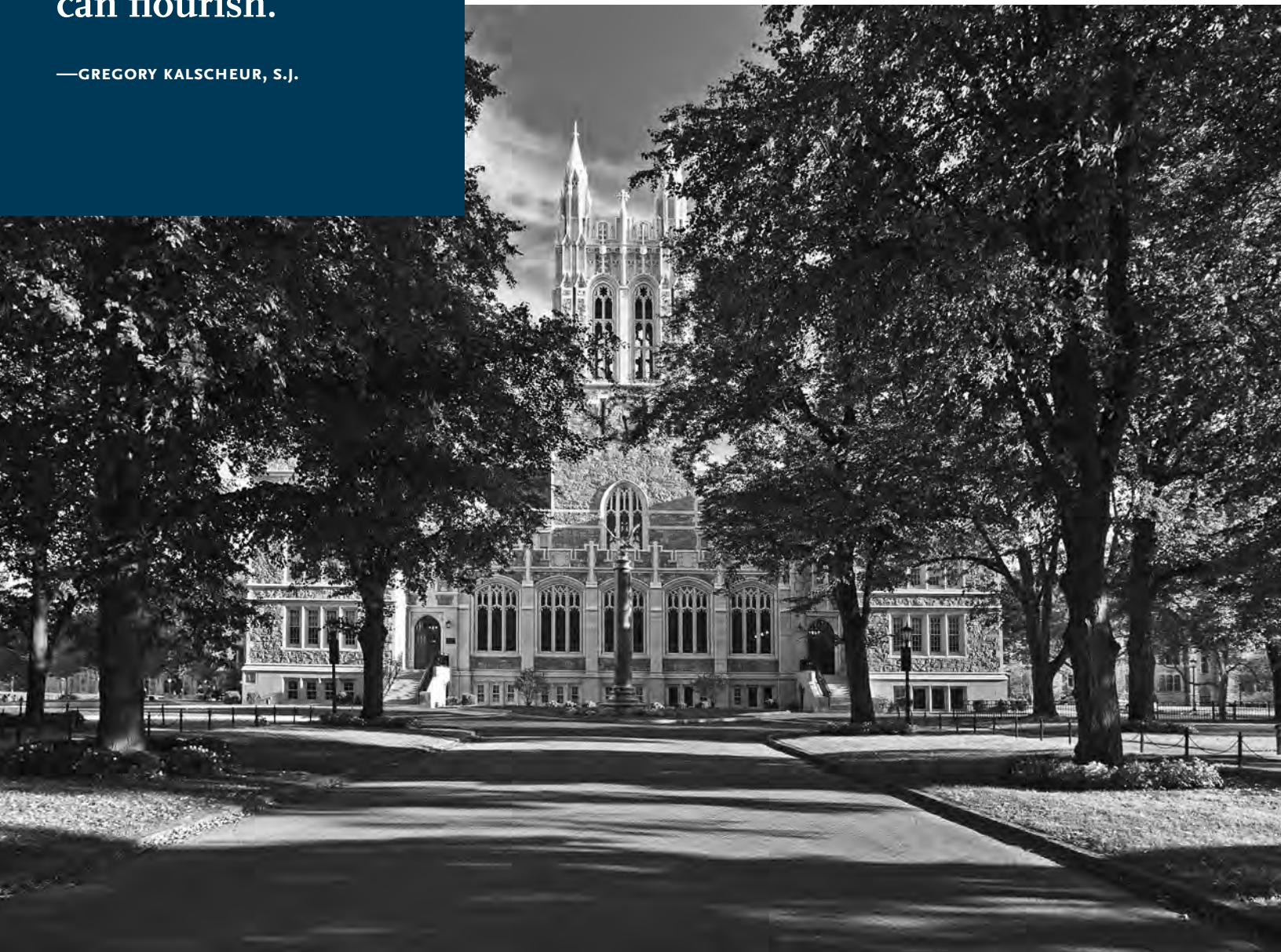
—GREGORY KALSCHUR, S.J.

What is it like managing BC's largest school?

GK: Because it is the largest school, the Morrissey College of Arts and Sciences might be understood as the engine or soul that animates the whole University, and, in Jesuit education more broadly, the arts and sciences are truly at the heart of things. The Morrissey College is a large enterprise, with 22 academic departments, so I rely on department chairs to play a critical role in carrying out the mission of the school. My primary role is to set a direction, articulate the mission, and help make sure everybody understands what we're doing and where we're going. Day to day, that involves leading the work of faculty hiring and chairing the promotion and tenure process, both of which are important and labor-intensive activities.

How do you help ensure that BC hires the best faculty?

GK: Having faculty who are excellent scholars and excellent teachers and who have a good understanding of the distinctive mission of the University is important. If there's going to be a sustainable, Jesuit, Catholic mission for the University, the faculty members have to understand and own that. I meet with all the finalists for full-time faculty positions before an offer is made. That conversation is my opportunity to get a sense of how they understand the mission. Are they open to the mission? Are they interested in being at a place that really wants to be a great research University while remaining grounded in a foundational commitment to formative liberal arts education? But that's really just the first step. I think once they get here, how they are brought into the mission, how they deepen their understanding of the mission, is critical. And that's a big part of my job as dean.



How does the core curriculum relate to the Jesuit pedagogy? Is it more important than the major course of study?

GK: The early Jesuits recognized that an education grounded in the humanities—in history and literature and philosophy and theology—can help people understand in depth the fullness of what it is to be a human being. It's been important to help students and faculty members understand that the core curriculum is not something to get through and move on to other things, but actually to experience the core as foundational for whatever else follows. The students can sometimes feel like, I need to be in this major if I'm going to get a job, or they want to put these packages of credentials together. And there's value in that. But it's a relative value; it's not the most important thing. At a Jesuit university, having a more broadly based humanistic experience is the foundation, and the core curriculum is part of what's most distinctive.

What sets Boston College apart from its peers?

GK: I do think this commitment to a formative Jesuit, Catholic, liberal arts education is key. We want students to become good discerners who can reflect on their experience in ways that help them make good decisions. We want them to be people who will use all of their skills and talents and gifts to promote the common good, to help create societies in which everybody can flourish. We want the environment overall in the University to be a place where students come to understand that you can be a serious person of faith and a serious intellectual at the same time. Those things are not inherently in tension. And when we talk about the importance of formative education or the importance of who the students become as people, we need to recognize that faculty members are making the primary contribution to formation through their interactions with students.

Do you have a favorite scriptural passage?

GK: There are lots of passages I find helpful. There's a verse in Jeremiah chapter 29, where, speaking through the prophet, God says, "I know the plans that I have for you. They are plans of fullness and not of harm, to bring you a future filled with hope." That speaks to me personally but, more broadly, it speaks to the life of the University and its mission. All Jesuit work, in some way or another, tries to accompany young people in building a hope-filled future. That's an important thing for us to be doing in the Morrissey College and throughout Boston College.



“The Morrissey College might be understood as the engine or soul that animates the whole University, and, in Jesuit education more broadly, the arts and sciences are truly at the heart of things.”



What Morrissey College accomplishments of the past year make you proudest?

GK: We've been hiring great faculty members across the board. We brought in over 30 outstanding colleagues who will make significant mission contributions as teachers and scholars, while bringing all kinds of diversity to the life of the University. So that's been great to see.

I'm certainly proud, too, of the way in which everybody in the College and the University have worked together to bring our new engineering program to life. I never thought I would be dean of the College of Arts and Sciences, and once I was dean, I don't think I imagined that I would be involved in starting an engineering program. It's been fascinating to be part of that work creating something unique. And it's been tremendously gratifying to see how many high-quality and diverse students have been attracted to this program. We're off to a tremendous start.



What role does philanthropy play in furthering the work of the Morrissey College?

GK: Obviously philanthropy is critical to the future of the University. We want to continue to create access to this kind of education, and we can do that through contributions to financial aid. At the Morrissey College, faculty support is really important. We have excellent faculty members who could go to other schools almost anywhere in the world; we want to retain them. The long-term impact of the University is probably going to come through faculty members and their interactions with students more than almost anything else. Retaining them through avenues like endowed professorships is a critical kind of impact that benefactors can have on the life of the University and on the lives of students. ■

This interview was edited and condensed.



BY ALLISON DONLAN

THE POWER OF FACULTY SUPPORT

Impacting Boston College students starts with a commitment to those who teach and guide them. Here’s how it can make a difference across campus and beyond.

THINK OF YOUR COLLEGE EXPERIENCE: are there any professors who stand out? Are there any you keep in touch with? From groundbreaking researchers doing work that redefines their field to practitioners relaying knowledge formed by decades of real-world experience, faculty members have significant influence on a student’s formation. Boston College is rich with these sorts of scholars and teachers who go above and beyond in shaping students into successful alumni. That’s why faculty support is among Boston College’s most critical priorities—to ensure we are able to continue to attract and retain the best and brightest.

The decision to establish an endowed professorship sets off a chain reaction with a wide-reaching impact. As supporters of BC faculty know well, it’s not simply about an individual professor.

When examining who benefits most, start with the obvious: the recipient of an endowed position. A professorship at BC rewards a scholar’s achievements and provides resources that bolster ongoing and future scholarship. Spurred by a donor’s philanthropic impulse, an endowed professor has the latitude to make new strides in the classroom and in their academic work.

In turn, countless students also benefit from faculty support. That’s because endowed positions not only draw successful and innovative teachers to campus but also often lead to more opportunities to assist on research projects, engage in fieldwork, and access the latest in technology or course materials.

Even beyond the Heights, the generosity of these donors makes an outsized difference. The work of Boston College faculty goes on to affect almost every imaginable discipline, from healthcare to the economy, theology to data science, and much more. The research and scholarship these professors produce has tangible impact, increasing BC’s institutional imprint domestically and around the world.

Whatever drives a donor to support faculty, choosing this philanthropic direction catalyzes academic careers, student success, institutional reputation, and scholarship as a whole. There’s no denying what faculty support achieves on and off campus. Following are but a few examples of generous benefactors and the accomplished BC professors they support.

**THE COONEY FAMILY
ASSISTANT PROFESSORSHIP**

Established in 2008 by University
Trustee Robert Cooney '74 and his wife
Loretta, P'o8, '10, '14

*Held by Allison Curseen, English
Department, Morrissey College of Arts
and Sciences*

“

BC knows the importance
of a well-rounded
education. In establishing
the Cooney Family
Assistant Professorship,
we hoped to encourage
passion for the subjects
that will help students
understand each other
and themselves, to
communicate effectively,
and to approach the
world with a variety of
perspectives.”

—ROBERT AND
LORETTA COONEY

Professor Curseen takes an
interdisciplinary approach to
African American and 19th-
century American literature and
culture, often incorporating
performance studies, child
studies, and media other than
literature. She frequently mentors
students both within and outside
of the English department and
has served on several committees
for the Morrissey College.



Allison Curseen, Cooney Family
Assistant Professor

**THE O'CONNOR CHAIR IN
THE CARROLL SCHOOL OF
MANAGEMENT**

Established in 2008 by University
Trustee David O'Connor '86, P'16, '18

*Held by Michael Pratt, Management
and Organization Department, Carroll
School of Management*

My time at the Carroll
School of Management
had a profound impact
on me. I had challenging
professors and made
lifelong friends. Together,
they led to great
opportunities. CSOM's
approach to business
education is unlike any
other, and the faculty
are working on new and
innovative ideas in their
fields. But we need to
continue to endow their
positions at a greater
pace in order to keep up
with our elite academic
competition.”

—DAVID O'CONNOR

Professor Pratt's work tackles
organizational challenges
commonly faced by companies
today, from building trust to
cultivating meaningful work. His
students consistently rank his
classes highly and often keep in
touch even after graduation. In
2022, he received the Coughlin
Distinguished Teaching Award
from the Carroll School.



Michael Pratt, O'Connor Chair

**THE JOHN E. CAWTHORNE
MILLENNIUM CHAIR IN
THE LYNCH SCHOOL OF
EDUCATION AND HUMAN
DEVELOPMENT**

Established in 2003 by Joseph A.
Mahoney '69 and Barbara Staunton,
P'o2, and their daughter, Erin Cassin '02

*Held by Marilyn Cochran-Smith;
Teaching, Curriculum, and Society
Department; Lynch School of
Education and Human Development*

John Cawthorne truly
represents the best
qualities in an educator.
We wanted to honor his
accomplishments and
leadership of the Lynch
School, as well as to
provide opportunities
for current faculty to
make their own mark
in shaping the
next generation of
educators.”

—JOSEPH MAHONEY

Professor Cochran-Smith is
a widely published scholar of
teacher education and has
given talks all over the world.
She has a particular focus on
urban education and on social
justice and equity in education,
living up to the namesake of her
professorship, John Cawthorne,
former associate dean for
students and outreach at the
Lynch School. ■



Marilyn Cochran-Smith, Cawthorne
Millennium Chair in the Lynch
School of Education and Human
Development



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