

BEACON

Care. Full.

Tami Murray's vision for whole-Eagle support comes to life in the Murray Center for Student Wellness

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Champion Eagles

Bob and Judy Winston strengthen their BC legacy

Purposeful pedagogy

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On the cover: *Beacon* remembers Lee Pellegrini, director of photography in the Office of University Communications, who died in August 2025 at age 75. For nearly five decades, Pellegrini captured the life and times of the Boston College campus community through countless images, including the one on this cover and those on pages 12, 13, 19, 22, and 23.

BEACON, published twice yearly by the Office of University Advancement at Boston College, celebrates the significant advances made possible by generous and forward-thinking philanthropic investments in the University as well as the beneficiaries of that support.

University Advancement is grateful for the individual and organizational benefactors whose partnership brings remarkable progress toward fulfilling BC's academic and societal mission.

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BEACON

WINTER 2025-26 - ISSUE 13

beacon.bc.edu

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SOARING HIGHER

The Campaign for Boston College

Rising Together

BY WYNNDELL BISHOP '00, MBA'07

Growing up in Dorchester, I was never far from Boston College. By the time I enrolled, it felt even more familiar because many of my high school classmates were also headed to the Heights. But I learned what made BC people special even before I took my first class.

In high school, I worked for a nonprofit after school. One day, the executive director came to me and said that, unfortunately, my position would no longer be funded. He was a BC grad and knew that's where I would be going to school, and he felt bad about having to let me go. But instead of just shaking my hand and sending me on my way, he did something more. He brought me to BC and introduced me to the manager of the bookstore, who gave me a job and helped me get my start on campus.

The moral of the story is that BC alumni help others, and often they go out of their way to do it. That has echoed through my life time and time again, especially as I engage in volunteer activities on behalf of BC and in my personal life.

BC has changed a lot since I first arrived in the mid-1990s—and for the better. Platforms like the AHANA Alumni Leadership Council have helped shift the culture and makeup of the University, not just through advocacy, but by creating a framework for others to get involved. I'm proud of the increased diversity I see now among BC's leadership, especially the Board of Trustees, Board of Regents, and Alumni Association Board of Directors.

I'm a BC Super Fan, and I'll always do whatever I can to lift it up. It starts with opportunity—something I received because of the generosity of a BC alum—and it's how we all can ensure that the Heights is welcoming to everyone, no matter where they come from.



Wynn dell Bishop of Cheverly, Maryland, received a bachelor of arts from the Morrissey College of Arts and Sciences and a master of business administration from the Carroll School of Management. A member of the *Soaring Higher* Campaign Executive Committee, Mr. Bishop became president of the Boston College Alumni Association Board of Directors in 2023. He is a purchasing agent for the City of Alexandria, Virginia.



SOARING HIGHER

The Campaign for Boston College

\$1.92 billion
raised toward the goal of
\$3 billion

*Raised as of
December 1, 2025:*

Financial Aid
\$571 million

Academics
\$665 million

Student Life
\$580 million

GOAL: \$1.1 billion

\$1.15 billion

\$750 million

RECENT NOTABLE GIFTS

Constance Herbert Ellwood Nurse Scholarship

Diane and David Canepari '70 established the Constance Herbert Ellwood Nurse Scholarship, named in honor of Diane's mother, to support need-based financial aid for qualified undergraduates with preference for a student enrolled in the Connell School of Nursing.

Maureen and Craig Sullivan Dean's Faculty Fellowship

To honor her parents, Maureen and G. Craig Sullivan '64, **Meagan S. Levitan, P'24**, and her husband, **Dale Carlson, P'24**, created an endowment that will provide support for a dean's faculty fellowship to be awarded to faculty members at the Morrissey College of Arts and Sciences who have demonstrated excellence in research and teaching in philosophy, theology, or another area of the humanities that advances the Jesuit, Catholic mission.

Byrne Family Fund for Men's Ice Hockey

Established through a bequest intention from **Arthur P. Byrne '67**, the endowed portion of this gift will assist the Boston College men's ice hockey team with transportation and other expenses and create the Byrne Family Hockey Scholarship. An additional portion of the gift is marked for current-use support designated to the Boston College Hockey Fund.

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“At the Lynch School,
we have a deep
sense of community
because of our shared
mission. Our students
and faculty thrive in
an environment of
collaboration and
purpose.”

—Stanton Wortham



Spreading the Word

Stanton Wortham, the Charles F. Donovan, S.J., Dean of the Lynch School of Education and Human Development, reflects on his school's success and his work to shine a spotlight on the value of Jesuit education.

BY ERIC BUSHNELL

Boston College has always felt like home to Stanton Wortham. He grew up just 10 minutes away, in West Roxbury, and as a high schooler he took summer classes at the Heights, worked out at the Plex, and even got into occasional trouble on campus—the nature of which we will not share on these pages.

Today, Wortham is solving problems, rather than creating them, as the Charles F. Donovan, S.J., Dean of the Lynch School of Education and Human Development—the top-ranked Catholic school of education in the country. In his nearly decade-long tenure, he has recruited six of the school's seven endowed chairs, revitalized its master's programs, and founded its innovative department of formative education. With the launch of two new initiatives, Wortham is embarking on an ambitious mission to make the intangible gifts of

Jesuit, Catholic education known across the globe.

In Wortham's view, Boston College and the Lynch School can do more to herald their celebrated Jesuit, Catholic model of education. "We [... ought to tell] the world about the sort of distinctive approach that we take," he says. "We focus on our students' emotional state, their relational state, their ethical and spiritual states. People in our institution understand this, but others out in the world [... often do not]." In order to spread the word, Wortham has launched the Transformative Education Lab—an initiative dedicated to sharing the University's research and best practices in formative education. The lab, which began operating in Summer 2025, will host conferences, highlight pioneers in the field, and create multimedia

projects that tell stories about holistic, formative approaches to education. "The goal is to break through the very crowded media landscape out there and communicate what is special that's being done here and what we're particularly good at," says Wortham.

Whereas the Transformative Education Lab looks inward at BC's own culture of formation, the second initiative, Global Researchers Advancing Catholic Education (GRACE), shines a light on formative education practices at other Catholic schools around the world. "Through GRACE, we can show what Catholic schools are doing particularly well, hopefully leading more kids to want to attend these schools," says Wortham. "All over the world—in Singapore, Korea, Hong Kong, the UK, South America—people have started to figure out that schools have been

#1

ranked Catholic school of education in the country

1,451

total enrollment

64

full-time faculty

28

master's programs



Lynch School of Education and Human Development Associate Professor of the Practice Annie Homza in Campion Hall, teaching Learning and Curriculum in the Elementary School, a course in the teaching, curriculum, and society department.

too focused on vocational skills and narrow cognitive outcomes, like tests of math and literacy,” he explains. “We’re trying to show that Catholic schools never forgot about that—they’ve been doing holistic, formative education all along.”

Wortham is no stranger to ambitious media projects like the Transformative Education Lab, nor to cross-cultural dialogues like those facilitated by

GRACE. Before joining the Lynch School, his creative use of film helped educators in Norristown, Pennsylvania, better understand the community they served. Wortham spent a decade working with the public school district in Norristown, a city with a sizable community of Mexican immigrants. Drawing from his knowledge of Spanish, he quickly understood that many teachers who only spoke English failed to appreciate the complex and

multifaceted values and aspirations of these immigrant families. “We would get teachers, generally well-intentioned people, saying the same thing to us: ‘These parents don’t care if their kids learn anything in school. They just want them to learn English, get a job, and drop out.’ But we knew that wasn’t true, because we had talked to these parents, and that was not what they were saying,” says Wortham. “They wanted their kids to finish school; they wanted them to have a better life than they had.”

He developed a creative solution to the problem: he filmed his conversations with these parents, added English subtitles, and prepared a short film for the leadership at the school district. “We showed it to teachers; we showed it to the principal and the superintendent. It showed them what the community was really thinking,” he says. Wortham went on to further explore cross-cultural interactions in Norristown as executive producer of *Adelante*, an award-winning documentary that showcases how the integration of Mexican parishioners helped to revitalize the predominantly Irish-American St. Patrick’s Church.

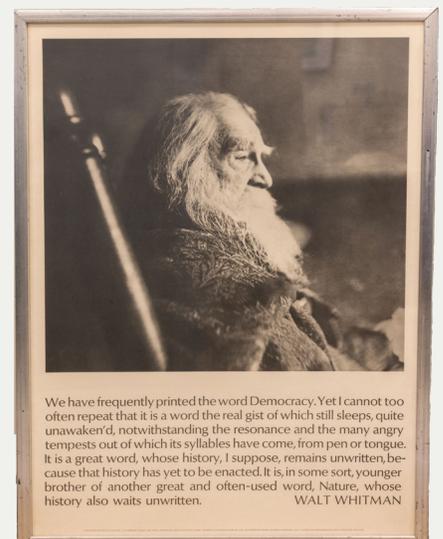
Five Interesting Things in Dean Wortham’s Office



▲ KNITTED BALDWIN
Wortham gives these foot-tall knitted baby Baldwin toys to the Lynch School’s most loyal supporters as a token of appreciation.

▼ WALT WHITMAN POSTER

This poster contains an excerpt from Walt Whitman’s *Democratic Vistas*. It expresses a belief that democracy and human nature have an infinite potential that has yet to be realized.



We have frequently printed the word Democracy. Yet I cannot too often repeat that it is a word the real gist of which still sleeps, quite unawaken'd, notwithstanding the resonance and the many angry tempests out of which its syllables have come, from pen or tongue. It is a great word, whose history, I suppose, remains unwritten, because that history has yet to be enacted. It is in some sort, younger brother of another great and often-used word, Nature, whose history also waits unwritten.
WALT WHITMAN

Wortham's multimedia savvy and global focus are key to spreading the word about formative education. Maybe that's why, when he does get a chance to step away from work, his pastimes are analog; his attention is local. You might find him kayaking along the tranquil lakes and ponds by Plymouth. But it's more likely that you won't find him at all. "There's a particularly nice place where I kayak, but I won't share what it's called, because then lots of people will show up," he says, smiling. ■

WHAT SETS THE LYNCH SCHOOL APART

In Wortham's view, the Lynch School has become a national, and increasingly global, leader in Catholic education because of its superior research output and faculty recruitment. "The Lynch School is unusual because we do particularly good research here. There are lots of great Catholic schools of education around the country that are doing remarkable things, but they're usually more focused on practice. BC is a school that for many decades has also emphasized high-level research—projects

funded by agencies, the government, and private foundations," he says.

Building a community of stellar researchers didn't happen overnight. "We've had several [... generations] of deans working to attract really good people," Wortham explains. "At the Lynch School, we have a deep sense of community because of our shared mission. Our students and faculty thrive in an environment of collaboration and purpose, and that kind of environment is often not available at other elite research universities."



◀ **HIS FATHER'S CALLIGRAPHY**
Wortham's father painted this Chinese character, 今 (jīn), which roughly translates to "now." It reminds him to focus on the present.

▼ COLLECTIBLE FIGURINES

These figurines represent the fictional characters of Chicano cartoonist David Gonzales.



▲ **ALEBRIJES**
Colorful *alebrijes*—Mexican folk sculptures depicting mythical creatures—adorn Wortham's office.

WAUL HOUSE



The Winston Tradition of *Cura Universitatis*

From the arts to business, scholarships to career support, Bob and Judy Winston have long demonstrated their care for the whole of Boston College. Now, through the newly endowed Winston Provostship, they've made a gift that reaches all corners of campus.

BY DIANA GRIFFITH

It was early evening in the summer of 2014 when David Quigley, only weeks into his new role as provost and dean of faculties, looked up to see Robert “Bob” Winston ’60 in his doorway. Quigley had met Bob and his wife, Judy, at BC events before but this was the first time Bob—a former BC trustee, longtime benefactor, and tireless volunteer—had sought him out.

The two men swapped stories from their respective careers—one a noted historian and rising academic leader, the other a retired executive and ethical leadership advocate—and their shared vision for the University’s future.

“Bob has a lively intelligence and endless curiosity about the world,” says Quigley, recalling how that first conversation moved seamlessly from one aspect of BC academics to another. “I gained a clear sense of why he had been so successful in his business—and came to understand his desire to do more than give back, to really lean into partnering with BC.”

“At the end of the day, it’s not about me or the administration—it’s about the students.”

—Bob Winston

Eleven years later, Bob and Judy have deepened that partnership with an unprecedented gift: an endowed provostship paired with a permanent fund to support academic innovation in the Office of the Provost and Dean of Faculties.

Being named the inaugural Robert L. and Judith T. Winston Provost and Dean of Faculties is a tremendous honor, says Quigley. Even more, he is energized by what the endowment represents for BC’s academic leaders for generations to come.

“This gift is a statement that the provost’s office isn’t just an administrative hub,” he says. “It’s the engine for driving our commitment to becoming a distinctive kind of great international university.”

Bob agrees, noting that every academic achievement—from reaching R1 status for the highest level of research activity to adding a human-centered engineering program to the launch of Messina College—has its roots in the provost’s office. “I was reading Pope Francis’s autobiography, *Hope*, and in it he said that when you find an excellent education system, be sure to periodically water its taproots so others can benefit from it,” says Bob. “And for me, that’s always been Boston College.”

“A Renaissance man”

Winston says he was drawn to BC “as if someone was pulling me on a string.” As a senior at Dedham High School, he hadn’t given much thought to college until, within one week, both his athletic director and family priest urged him to “get yourself down there and talk to Joe Shea.” Winston obliged, driving



Challenge Match

The Winstons' latest donation includes an additional \$2 million from an anonymous challenge match donor to encourage "significant new investments in the University's scholarly enterprise."

40+

new faculty endowments, including deanships, professorships, and faculty support funds, have been established with support from the challenge match.

the next week to meet with Fr. Shea, a young Jesuit who reviewed Winston's records and quickly put a stop to his plan to follow his father into insurance.

"Oh no," he said, "you're going into arts and sciences; we're going to make a Renaissance man out of you," Winston recalls. "So I ran home and told my mother, 'They're going to make a Renaissance man out of me' and she says, 'Well, you're still going to take the garbage out!'"

At BC, Winston took courses in philosophy, literature, and other humanities to complement his economics major. He joined ROTC, graduated as a Distinguished Military Graduate, served at an Army Air Defense command outside of Washington, DC, and was promoted to Captain. Fascinated by emerging research on leadership theory and workplace psychology, he earned an MBA from the University of Pittsburgh and completed several executive leadership programs.

In 1965, Winston married Judith Teehan, a high school teacher who had just graduated from Merrimack College. The newlyweds moved to Los Angeles, where Winston rose to senior

vice president of American Funds Distributors, a leading global asset management firm. Judy continued teaching for many years before turning her attention to civic and parish leadership.

In later years, the Winstons split their time between coasts, which helped Bob stay active at BC. He served on Reunion committees, the Wall Street Business Leadership Council, and the Board of Trustees, and he was regional co-chair for the *Ever to Excel* campaign. Still, he wanted to do more, so after retiring in 2003, he spent three days a week, for three years, offering free career advice and mentoring to more than 500 students. Seated at a folding table outside of Hillside Café, he reviewed resumes, practiced interviews, and helped Eagles connect with people and opportunities—and loved every minute of it. "It was all about the students," he says. "I just wanted to help them get a jump start."

Servant leadership

In addition to his multiple volunteer and service roles, Winston and his wife have been generous benefactors of BC, always with an eye on enhancing the student experience and developing tomorrow's leaders.

In 2006, after the Enron scandal and other ethics crises rocked the country, the Winstons partnered with the Carroll School of Management to open the Winston Center for Leadership and Ethics. Nearly 20 years later, the center has grown into a vibrant campus-wide hub where students from every discipline can explore and practice servant leadership.

In 2019, they endowed the directorship of BC's McMullen Museum of Art, where they had been loyal patrons for many years. True to their interest in student formation and career preparation, they also helped establish the McMullen Student Ambassadors program, which allows undergraduate students to gain curatorial experience.

Their generosity extends beyond business and art to include the creation of several need-based scholarship funds (including one for nursing students in honor of Bob's sister, Mary Jane Brooks '62); support for St. Columbkille Partnership School, the Division of Mission and Ministry, and Messina College; and a number of "just-in-time" gifts made in response to specific needs and opportunities.

Their philanthropy came naturally, Judy says, noting that they both grew up in relatively modest homes where neighbors helped neighbors. "I think having Catholic educations made a tremendous difference," she adds. "We've been very blessed to have the means to do this and to be able to do it together."

Asked about his legacy at BC, Bob deflects: "At the end of the day, it's not about me or the administration—it's about the students. Seeing them grow and step up as servant leaders, that's what I'm most proud of."



Winston was a hands-on supporter in the Winston Center for Leadership and Ethics' early years, meeting often with students, hosting Jenks Leadership Program participants on Cape Cod, and nurturing new mentoring and internship initiatives.

Watering the roots

It was through their work with the McMullen Museum that the Winstons first began to learn more about Quigley and his team's role at BC. Hearing from students about new minors, interdisciplinary programs, and research grants—all born of the provost's office—sparked an idea. "We don't build buildings," Bob says with a grin, "but we knew we wanted to do something enduring and impactful."

They began to research the provost office's scope—five vice provosts, nine schools and colleges, 11 deans, and more than 35 research centers and institutes—and saw that with one gift they could make a difference across the entire campus. The gift's timing was chosen with care, says Bob: "It was my 65th BC Reunion, and I wanted to mark that milestone out of deep gratitude to the college that shaped my life."

The endowment arrives at a pivotal moment, as higher education faces unpredictability in funding sources, partnerships, and even the global context of its work. Quigley will use the fund to consolidate and strengthen some of BC's newest flagship initiatives—human-centered

engineering, global public health, Messina College, cross-campus minors, and others—ensuring that the momentum built over the last decade will mature into lasting excellence.

Long term, the gift will underwrite BC's greatest resource: its faculty. "For me, my success or failure as provost very much depends on the engagement and vibrancy of our faculty, whether they are chemists in the lab, nurses in Boston-area hospitals, or historians in the archives," says Quigley. Along with other endowed faculty positions, the Winstons' gift will help build a cadre of outstanding faculty who can carry the Boston College mission forward for decades.

Quigley sees the Winston Provostship as an anchor for both BC's *Soaring Higher* campaign, which has an ambitious goal of raising \$1.15 billion for academic excellence—and the University's strategic-planning process now underway. "Knowing future leaders will have the support, resources, and recognition Bob and Judy have made possible honors everyone who's held this office before and will enable the transformative education that BC promises for generations to come." ■

Bob Winston (right) with Andrew Boynton (left), the John and Linda Powers Family Dean of the Carroll School of Management, April 6, 2006.



Judy (left) and Bob Winston with Nancy Netzer (right), the inaugural Robert L. and Judith T. Winston Director of the McMullen Museum of Art, April 30, 2019.

Inside Waul House: Many Roles, One Mission

Not every university has a provost, and the title can mean vastly different things in different places. At Boston College, the provost serves as the chief academic officer, custodian of classroom excellence, and steward of every program that shapes scholarly endeavor—from the 900-plus faculty; to

admission and financial aid; to the libraries, museums, and academic centers that animate campus life.

Winston Provost David Quigley works closely with five vice provosts, who focus on specific aspects of the University's academic mission. Together, they set academic priorities,



JOSEPH CARROLL
Vice Provost for Finance and
Strategic Initiatives

Aligns financial planning, institutional data, and digital infrastructure to support academic priorities

Fosters integration of emerging technologies into the curriculum through the Center for Digital Innovation in Learning

Guides enrollment strategy, academic records, and student support services to advance educational access and student success



THOMAS CHILES
Vice Provost for Research and
Academic Planning

Advances a culture of inquiry among faculty, postdoctoral fellows, graduate students, and undergraduates through fellowships, internal awards, and seed funding

Helps faculty and students secure external funding, translate innovations, and safeguard intellectual property

Integrates research planning with academic priorities to elevate BC's scholarly profile



JAMES KEENAN, S.J.
Vice Provost for Global
Engagement

Cultivates academically robust international partnerships by collaborating with universities, NGOs (including Jesuit Refugee Service), and leading research institutions

Strengthens the academic community's global ties by providing support to international faculty and students

Collaborates with campus partners to integrate international dimensions into research, teaching, and formational experiences

“How do we bring the mission of the University to fuller, more imaginative life? That is what we must always ask ourselves.”

—David Quigley

shape policy, and convene committees on teaching, technology, and Core Curriculum development. They promote innovation through seed grants and pilot programs—including the Prison Education Program and BC Companions—and track progress through publications, rankings, and faculty awards.

In short, the Office of the Provost and Dean of Faculties oversees every facet of the academic enterprise, with one goal: to enable and inspire BC’s faculty, students, and staff to reach new heights.



AKUA SARR
Vice Provost for Undergraduate Academic Affairs

Cultivates academic distinction and student success through evidence-based initiatives and pedagogical practice

Oversees the Connors Family Learning Center and Student-Athlete Academic Services, which offer academic mentoring, tutoring, and skills workshops to BC students, and also provide targeted support for students with learning disabilities

Guides the University Fellowships Office, which supports undergraduates in conducting research and preparation for Fulbright, Rhodes, and other prestigious awards



BILLY SOO
Vice Provost for Faculties

Directs all facets of faculty affairs, including the recruitment, retention, and ongoing formation of world-class academics in an increasingly competitive academic market

Centers academic excellence through rigorous assessment and accreditation processes

Oversees the Center for Teaching Excellence, which helps faculty reflect on their teaching practice and explore new pedagogical innovations

The Office of the Provost encompasses every facet of the University’s academic enterprise:

In the Office

923

full-time faculty across BC’s nine schools and colleges

8

BC libraries

35+

centers and institutes, including the Institute for the Liberal Arts, McMullen Museum of Art, Schiller Institute for Integrated Science and Society, and Shea Center for Entrepreneurship

Offices of Admission and Financial Aid

And Across the Heights

including:

- Global Engagement
- Prison Education Program
- Formative Education
- Gabelli Presidential Scholars Program
- Companions Program

Learn more at bc.edu/provost

Alex Norden

Ski racing is a downhill sport, but everything is trending upward for the varsity team from Boston College. Meet the head coach who says their greatest accomplishments are just around the bend.

On March 5, 2025, Bode Flanigan '26 became the first Boston College skier to finish in the top three of an NCAA championship race. Hitching a ride on Flanigan's Rossignol skis that day were the hopes and dreams of countless Eagles past and present. The achievement was not only a new summit for the program, but as James R. Maher Head Ski Coach Alex Norden says, it was a preview of exciting things to come.

Norden was the first head coach hired by William V. Campbell Director of Athletics Blake James, and she is one of only three women head coaches of NCAA alpine ski teams. The former Gould Academy coach and two-time USCSA MacConnell Division Coach of the Year at Brown University came to the Heights because she saw "an incredible amount of untapped potential" that she believes could grow Boston College skiing into a top-five national program in the next five to seven years.

What are you most proud of in your first three years at BC?

It's easy to say that I'm proud of the results, but I'm even prouder of the overall character of the athletes that we're bringing in and seeing that character develop over their time at BC. We have talented student-athletes who are really buying into making the program better and leaving BC skiing in a better place than they found it. It's really important for me to bring in athletes that are fast skiers, but more importantly are going to represent us well in the classroom and the community.

"The team relies so heavily on the generosity of our alumni and family members—more than half of our budget comes out of our gift account."

—Alex Norden

I think we have great people and it's created a family atmosphere around the team. Our alumni are enthusiastic—they've been a part of the program since it was a club, worked its way up to varsity, and now is working toward becoming a nationally ranked team. We started an athlete-alumni mentorship program where the recent graduates have constant communication with current student-athletes to talk about career networking and finding their identity and place in the world after skiing.

How can your team get to the next level of success? What obstacles stand in the way?

We're an ACC institution, so when the athletes are on campus, they're getting some of the top support in the country in terms of our weight room, recovery room, sports medicine, and support from the administration.

However, when it comes to ski-specific facilities, we have a lot of work to do. Our athletes have their respective locker rooms where they are able to change, but we need a ski room to be able to tune all of our equipment right here on campus. Each athlete has four pairs of skis. With a roster of 25 athletes that's potentially over 100 pairs that we have to maintain on a regular basis.

How can and how does donor support help?

The team relies so heavily on the generosity of our alumni and family members—more than half of our budget comes out of our gift account. We have to fundraise about \$100,000 a year just to fund our preseason camps in November and January and our seasonal consulting coach position.

What does it mean to you to have an endowed coaching position?

My coaching position, endowed by Jim Maher ['71, P'02], has raised the program to a new level of exposure and results. Before this, the head coach was a seasonal job, so this allows me to give to these athletes year-round. Previously, we weren't on the same playing field as the majority of our competitors.

We've seen what just one alum can do, so imagine the things we could accomplish if we were able to endow the BC skiing program and have a proper ski room. Five years ago, a podium finish at the NCAA championships was not even in the conversation. Now we have even bigger goals. ■



DAVIDE SIMONCELLI - ITA

B
SKIING



MURRAY
CENTER
FOR
STUDENT
WELLNESS

Safety Net

The Murray Center for Student Wellness creates a web of support across campus, ensuring that every student can find help and hope when needed most.

BY JILL CASERIA, P'26, '28

Overwhelmed. Submerged. Paralyzed. Breathless under the crushing weight of classwork, club commitments, personal obligations, roommate issues, and deadlines.

Then toss in something completely unexpected—an extra-long bus ride to campus, illness, a breakup, homesickness, loss—and suddenly the once-manageable now feels insurmountable. Frustration and shame creep in. What goes from a single rough day turns into a week or more of skipping classes, ignoring friends, and letting responsibilities slide. Time marches on, but for the student, everything feels stuck.

When Boston College students stumble, the new Murray Center for Student Wellness is there to lift them up—every part of their mind, body, and spirit.

The Murray Center was established in Spring 2025 thanks to a generous gift from Tami Murray '83, P'09, '15, '19, and her family, made in honor of her late husband, University Trustee Stephen '84. Its aim is to connect students seamlessly to a wide range of on-campus resources and people who are available to help. And it brings together once-siloed services into a united network of care, reflecting the University's commitment to *cura personalis*, the Jesuit value of care for the whole person.

True to her humble nature, Tami is quick to say that establishing the Murray Center isn't about recognition. Instead, it's a gesture of gratitude to the people and the place that supported her family at just the right

“It’s powerful when students see someone they thought had it all together say, ‘I’m struggling too.’”

—Emily Kates

moment—and a response to what their experience made clear: in a time of crisis, students' immediate access to mental health services is pivotal.

A “bright light” for every student

Stephen Murray died in 2015, while his and Tami's son was a senior at BC. University President William P. Leahy, S.J., and John T. “Jack” Butler, S.J., then the Haub Vice President for Mission and Ministry, were there for Tami and the boys while they struggled to understand Stephen's sudden passing. “When everything felt upended, they were there for us,” Tami recalls. “But for students who don't have that, what happens?”

Touched by the support her family received, Tami began to imagine a place where other students could just as readily access wellness services. In conversations with Fr. Leahy and Fr. Butler about what the BC community needed, the idea for the Murray Center took shape. “My wish is for the Murray Center to be a bright light for every student and a place where they can immediately be supported and get the help they need,” she says.

“My wish is for the Murray Center to be a bright light for every student and a place where they can immediately be supported and get the help they need.”

—Tami Murray



Tami Murray and her sons (left to right) Ryan '09, Jay '15, Nolan '19, and Sean, MBA'21.

From silos to synergy

Fulfilling the vision of its namesake to provide strategically coordinated access to care that meets students where they are, the Murray Center for Student Wellness integrates the departments and offices of University Health Services (UHS), University Counseling Services (UCS), Sports Medicine, Pastoral Counseling, Student Affairs, and Student Wellness under the same umbrella and works closely with the Office of the Vice President for Student Affairs. Associate Vice President Douglas Comeau, DO, directs the Murray Center.

“Thanks to this gift from the Murray family, we are enhancing holistic student wellness across campus,” says Vice President for Student Affairs Shawna Cooper Whitehead. “Now all of these departments not only work together to support the health and wellness of our students, but we also connect with other areas of the University to extend that care. Now there’s a true umbrella bringing us together in a more intentional and streamlined way.”

Comeau says that cross-departmental collaboration is rooted in communication. At the core of that communication is the shared electronic health record, launched in 2024. “For the first time, every entity that helps with a student’s care is on the same record,” he says. “Our goal is to identify the students who are not on our radar

who may need some support.” This places BC at the forefront of wellness at the college level. “We’re one of the only universities with 24-hour care not tied to a hospital. Our overnight staff may see a student in a mental health crisis, and we can transition their care seamlessly in the morning.”

But this is much more than an administrative change at the University. It’s additional staffing, increased education, and improved access to mental health counseling. It’s a collaborative effort and a commitment to caring for every student. Departments are working together more fluidly and students are getting access to what they need—from an ever-strengthening circle.

Case in point, on a summer afternoon shortly after the Murray Center announcement, leaders from the center’s offices were brought together over lunch and given an assignment: get to know each other better by talking about anything other than work. So they shared stories. They learned who was a dog lover. They discovered who had hidden skills and talents. They laughed. “It’s so important for us as colleagues to see each other as people first,” says Director of Student Wellness Services Jeannine Kremer. “When you know someone, it’s easier to pick up the phone and reach out to solve a problem together or try something new.”

A community that feels like family

That human connection is at the foundation of the Murray Center for Student Wellness. Shared systems help with logistics. A strong community prevents issues from going unnoticed. “Tami’s gift is so special, so meaningful,” Kremer continues. “It’s not just to add more counselors to University Counseling, but to look at the ways we can connect with students before there’s a crisis. This gift allows us to continue to work behind the scenes so that students can find and engage with resources quickly. It strengthens the message that they are seen, they are heard, and they are never alone.”

In short, the Murray Center is what Tami envisioned with Fr. Leahy and Fr. Butler: a web of care that reflects the spirit of BC. “Boston College is a very caring community that treats students like family,” Tami reflects. “For parents, that means confidence at drop-off. It is a safe place where their sons and daughters will be supported, loved, and never alone.”

The Murray Center is also a reflection, expressed through action, of Tami and Stephen’s devotion to family and love for a community. Stephen modeled that spirit every day. For decades, their philanthropy has focused on meeting real needs and creating lasting impact.

And that philosophy is what lies at the heart of Tami’s support for all students at BC. ■

If you know a student who may need support, you can suggest they:

> Call UHS 24/7

> Unwind in student wellness spaces—called WellNest Hubs—in O’Connell House on Upper Campus and 825 Centre Street on the Newton Campus

> Connect with Student Affairs

> Try group therapy and/or pastoral counseling

> Visit bc.edu/studentaffairs



A PATHWAY TO WELLNESS

The Murray Center for Student Wellness spans three campuses, expanding services and resources for all students and strengthening communication among departments.



**University Health Services,
St. Thomas More Road**
Urgent care, labs, x-rays, and more—
available 24/7 during the academic year



**Murray Center for Student
Wellness main office,
St. Thomas More Road**
Administrative headquarters



**Sports Medicine,
Conte Forum and
Yawkey Athletics Center**
Training and rehabilitation
for student-athletes



**Dean of Students, Division of Student Affairs,
Maloney Hall**
Assistance and support for a range of issues,
from housing to academics



**University Counseling
Services, Gasson Hall**
Individual and group
therapy



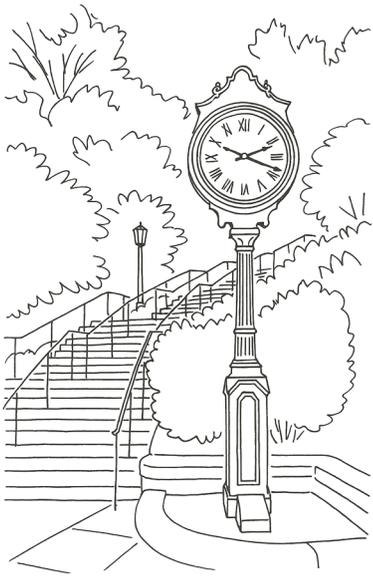
**Pastoral Counseling,
Campus Ministry,
McElroy Hall**
Therapy through a
spiritual lens



**Student Wellness,
Gasson Hall**
Resources, activities,
peer counselors, and
snacks to help melt
away stress



WellNest Hub, O'Connell House
Calm space dedicated to relaxation and well-
being, offering comfortable couches, snacks,
creative activities, and wellness kits



A UNIFIED APPROACH

“We are the place a student calls or walks into at 2 a.m. when they are in crisis or pain,” says Crissy Sutherland, who oversees the night shift nurses in UHS. “We can treat their strep throat, and we can also sit with them and listen to what they have to say in that moment and validate their feelings. That’s what nursing is all about.” On some occasions, those students would benefit from the support of a wellness coach. “Before the Murray Center, it was easy to slip into silos. But when you think about what each department is doing, we can’t work in siloes,” she adds. “It’s really a circle of care and support that students need.”

Students who may benefit from mental health counseling can get same-day or ongoing appointments with UCS. Group therapy can also help students feel less alone, says Senior Staff Psychologist Emily Kates. Currently there are nine different groups that focus on a range of topics—from trauma to anxiety to homesickness and more. “When students see someone who appears to have it all together say, ‘I’m struggling, too,’ it can be very powerful,” Kates says. “Sometimes what they hear from their peers lands deeper than anything a therapist could say.”

Student Wellness has spaces located throughout campus. These spaces are often a first stop for students who just need a breather from the campus hustle. Quiet nooks, snacks, and

relaxing activities are available, as well as at least one of 26 warm and friendly student wellness coaches who are accessible to chat about topics ranging from time management to sleep

“When students walk in or call us when they are in crisis or in pain, we’re here.”

—Crissy Sutherland

schedules to loneliness. “We know that students want to talk about what they are going through, but are often not sure where to go. Student Wellness meets them in person, online, wherever they are,” says Kremer. Kremer and her team also provide a wide range of education and training on a range of mental health issues to colleagues across campus to help identify students who display signs of distress.

With formal education and training in clinical social work as well as spirituality, the pastoral counseling team provides care for students who want spirituality to play a distinct role in their therapy. “Some students’ worldviews are intertwined with their faith,” says Clinical Social Worker and Campus Minister Rick Rossi. “Pastoral

counseling includes spirituality—whatever the student defines spirituality to be and whatever the student’s experience of spirituality is.”

BC’s Sports Medicine team sees student-athletes when they are doing well and when they are injured. “Students spend a lot of time here,” says Director of Sports Medicine Bert Lenz of the athletic training room in Conte Forum, where he and his team treat BC’s Olympic sport athletes. “We’re the buffer for the coaches. We’re the buffer for teammates. The Murray Center gives us more structure around physician support, nutrition, mental health, all of it.”

Associate Vice President and Dean of Students Corey Kelly’s team now includes a case manager, a new position funded by the Murray gift. “Our office is a hub that makes sure students have the resources that are right for them,” she explains. Sometimes that includes finding a provider, or drafting an email together to their professor asking for an extension, or preparing them for a difficult conversation with their family. “It’s a lot of problem-solving and solution-focused work. What it’s not is simply providing them with a list of people to call. We have a nuanced conversation to figure out what resources make the most sense.”



WellNest Hub, 825 Centre Street, Newton Campus

Serene refuge with meditation space and private rooms for online therapy



Counseling clinics at Messina College, Ashby Hall, Brookline Campus

Therapy, support, and outreach







Formative Reading

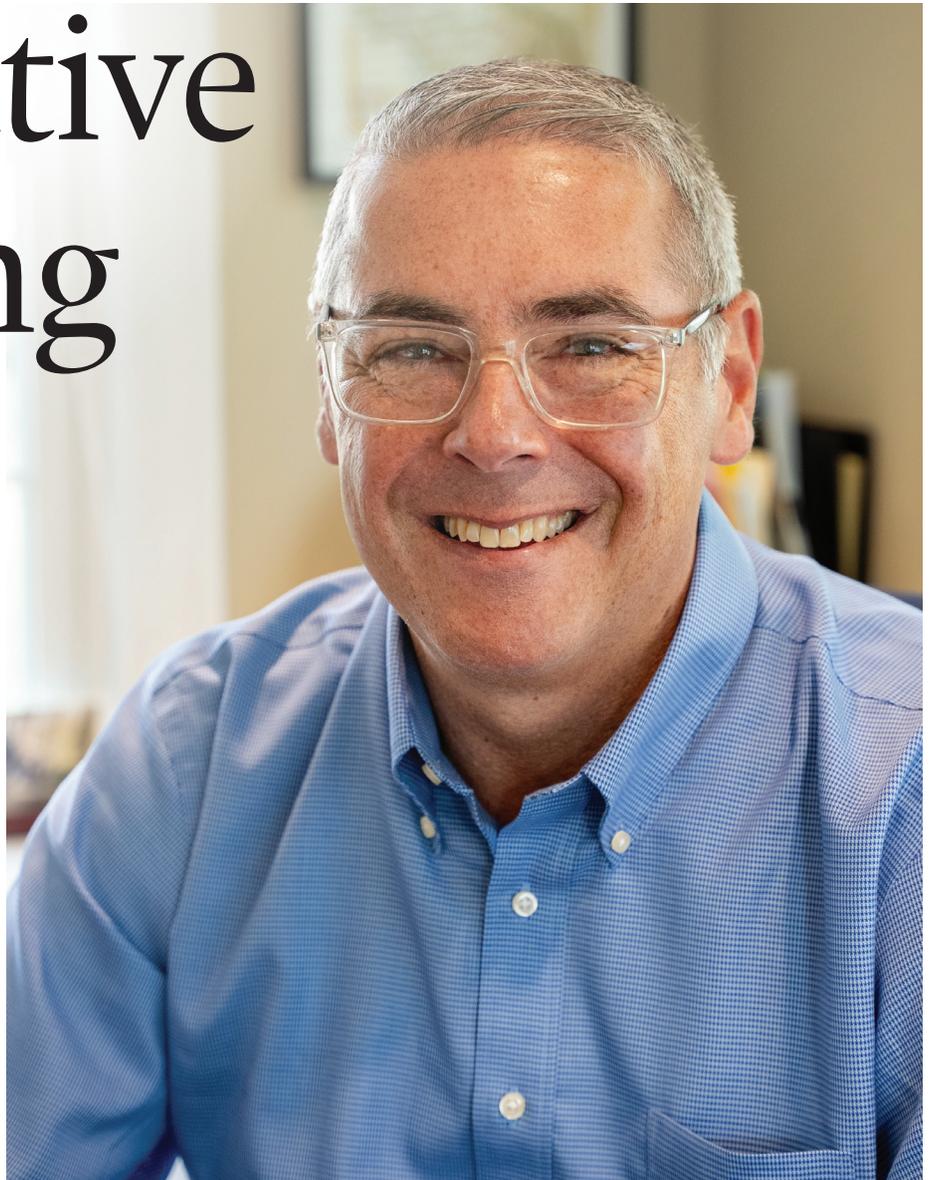
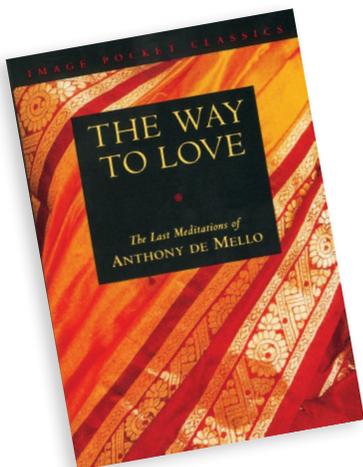
The legacy of William B. Neenan, S.J., at Boston College is beyond measure. For nearly 35 years, he personally curated the “Dean’s List” and shared it with the BC community. We honor and continue that treasured tradition through Beacon Book Club.

In this edition, Mike Sacco shares *The Way to Love: The Last Meditations of Anthony de Mello*.

For over 20 years, Mike Sacco has led small groups of Boston College students on service trips to rural Jamaica as part of an ongoing collaboration between St. Mary Parish and BC’s Center for Student Formation, where he is executive director. Each time, he makes sure to tuck Anthony De Mello’s *The Way to Love* in his suitcase.

Required reading for participants, the book helps students explore what it means to love and be in relationship with the communities they serve, each other, and themselves, says Sacco.

“In this book, De Mello asks you to slow down and see things—and people—as they are, not as you want them to be.



Mike Sacco, Executive Director, Center for Student Formation

“That emphasis on awareness, against the backdrop of everything that goes with doing service immersion work in solidarity with a developing country—thinking about poverty, spirituality, justice, and then you’ve got the heat, the bugs ... it’s a really fertile way to plant new ideas and see real growth.”

Key for Sacco is the book’s accessibility: “It’s not overtly intellectual, it fits in your back pocket, and it’s got these short, easy-to-read chapters. In the kind of frontline work I do with students, it’s a perfect fit.”

Back at the Heights, Sacco works closely with students through the center’s popular mentoring programs

and retreats, as well as the custom formation experiences his team develops with academic departments, the Division of Student Affairs, and other campus partners.

Sacco has introduced the book so enthusiastically to successive generations of Eagles that he often hears from alumni who’ve rediscovered it in a bookstore or pulled out their old copy to navigate a difficult moment. “It’s helpful at any point of discernment. Maybe you followed a certain path into adulthood—a career or relationship—and realize now it isn’t authentic. This book can give you the courage to step off that path and make a change.” ■

BOSTON COLLEGE

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