

# BEREA COLLEGE

MAGAZINE

WINTER 2021 Volume 91 Number 3

## *Being Well*

TRAUMA &  
RESILIENCE





# BEREA COLLEGE

MAGAZINE

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Obinna Ilochonwu '22 is studying to be a nurse anesthetist so he can help patients with pain management. Ilochonwu is one of many Berea students who face stress and anxiety throughout their college careers. In this issue you can read more about Ilochonwu's story, along with those of other Berea College students who have made use of College resources to overcome challenges that might have prevented them from graduating.

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# What Do Berea Students Need to Succeed?

In many ways, the Berea College student experience of today is the same as it was in the past. Learning in the classroom, through the Labor Program and from each other are hallmarks of the present experience and of the experience of generations of Bereans. But today's students come to campus with experiences that require a sharper focus on their mental health and well-being.

It is true that every generation of Berea students has overcome challenges and learned resilience through them, and some may think that opportunities for learning, labor and service were sufficient to overcoming obstacles. Alumni accomplishments over time might confirm that, but it is important to recognize that many Bereans in the past did not finish their degree. Today, a focus on mental health improves success and graduation rates.

In many ways, the environment of

the current Berea College student has changed. The reasons for the changes are much debated, but a partial list would include changes to the nature of rural poverty from subsistence to dependency; degradation of family support structures and increased substance abuse; an increasing wealth gap that presents greater challenges to the impoverished than it did in earlier decades; and resulting greater pressure to succeed in four short years. Additionally, the rise of social media has been shown to be quite toxic to the mental health of young people.

Berea students in 2020, ever as deserving of education and opportunity as past generations, are still learning so much in the classroom, at their jobs and from one another. But for some, more support is needed. The challenge is not unique to Berea. I do not know of a single college, regardless of the populations served, that isn't finding it necessary to offer more mental-health support for its students.

Fortunately, at Berea, we have accepted the challenge of figuring out how to meet that need in our students. A number of dedicated, expert Bereans

are working hard in this area and are having a great deal of impact. A prime indicator of our success is that graduation rates are rising steadily, even as the challenges students must overcome have also been increasing.

This issue of *Berea College Magazine* offers a close-up, real-life view of the current student experience, focusing on student mental health and the support the College offers. The theme is especially significant for these times of COVID-19 and the related challenges students have faced and overcome. You will meet several wonderful faculty and staff members whose work with our amazing students is making such an important difference.

Our discerning friends and alumni will understand that all of our efforts require College resources. We are grateful, as always, for your support as we continue to offer the best education money can't buy—and I do mean the best!

Lyle D. Roelofs  
President



## LETTER FROM THE EDITOR

# Dear Berea Alumni and Friends,

We have finally made it through 2020 and are anxious to start fresh with a new year that, I hope, feels very different than the last. Yet, as I write this message, the landscape of our nation and the circumstances of the global pandemic don't seem to be easing. The stress, worry and uncertainty that permeated 2020 mentally and emotionally fatigued many, bringing to light an uptick in mental-health issues and the shortcomings in recognizing and understanding them. Right at a year ago, when Berea's Task Force on Trauma and Resilience released its findings and recommendations, the idea formed to focus this issue of the *Berea College Magazine* on mental and emotional health. Today, the topic couldn't be more timely. As you will read in the pages of this publication, mental health among college students is on the decline nationally. And since the COVID-19 pandemic, the issues have only become more pronounced. A report released by the Centers for Disease Control and Prevention in August 2020 about the pandemic's effect on mental health identified that about one-quarter of surveyed 18 to 24 year olds had "seriously considered suicide" in the past 30 days. A separate study by the Student Experience in the Research University (SERU) consortium found the rate of major depressive disorder among graduate and professional students is two times higher compared to 2019.

Because of the population Berea College serves, many of our students tend to fall into high-risk categories for dealing with mental and emotional health issues. Interviewing our professional therapists for the profile on Counseling Services you can read on page 14 was incredibly eye-opening to me. I was unfamiliar with the effects of trauma and adverse childhood experiences (ACEs), but being a Berea graduate, I keenly understand the background and challenges many of our students have faced. My childhood was thwarted by parental substance abuse and divorce. My mother unsuccessfully attempted to take her life. I was homeless for a month in high school, sleeping in a dingy motel while my mom worked nights and searched for a house during the day. These ACEs dictate the lens through which our minds and bodies react to just about everything. This magazine delves more deeply into ACEs and their effects on page 30.

But what I am most excited about in this issue are the stories of resilience shared by four of our students on pages 18 through 25. Though just a sampling of the human experience, these young people have dealt with difficulty, stress and pain and yet have risen. They have sought out resources and relationships to counteract their hardships, and they are learning to thrive. Berea met them where they were, and will help them navigate their way to completing their degrees and living full lives.

Abbie Tanyhill Darst '03  
Editor

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# Tasked to Respond

Facing the challenges of mental and emotional health head-on

By Katie Grindstaff '15



Many students like Kaela Davis '23 found ways to deal with the added stress COVID-19 safety protocols placed on Berea's residential students by moving outside to study.

Crystal Wylie '05

Concerned with the national trend in declining mental health among students entering colleges and universities, President Lyle Roelofs and then-Academic Vice President and Dean of the Faculty Chad Berry convened a Task Force on Trauma and Resilience in fall 2018. The task force was charged with examining Berea students and their risk factors as well as making recommendations for taking a holistic and proactive approach for responding to student trauma and increasing student resilience.

"Student trauma and mental health issues are on the rise at colleges and universities across the country," said Chris Lakes, director of the Office of Student Success and Transition. "It's very well documented and happening at all institutions. At Berea College, a place where we serve students from low-income backgrounds, poverty is one of the primary indicators of negative outcomes in student mental health."

The student population served by the College is at risk of higher levels of stress, anxiety and mental fatigue. Acknowledging these obstacles, the goal of the task force was to develop a more comprehensive, cohesive response to the experiences and challenges students bring with them into higher education.

The 16-member task force represented various academic departments, Student Life, the Willis D. Weatherford Jr. Campus Christian Center, Counseling Services and Institutional Research and Assessment. It identified 21 recommendations, separated into five broader categories: increasing resilience and reducing stress on campus; professional development for faculty and staff; increasing campus awareness of traumas, adverse childhood experiences and

resilience; structural or positional changes; and continued oversight, review and data sharing. With a full list of recommendations, the task force began conversations about implementation. However, as with all facets of Berea's operations, the COVID-19 pandemic presented a significant challenge.

Some of the recommendations were able to gain real traction before staff and students left to work remotely in March 2020, Lakes said. "We've implemented a few recommendations

that have had positive results, but some of the others have obviously landed on the back burner," he said. The College ended in-person instruction in March 2020 and in fall 2020 implemented a learning environment that includes in-person or distance learning as chosen by the student.

One recommendation for faculty reading groups already has offered participants insight into challenges facing Berea students. To date, three different groups have convened, reading and discussing books that offer guidance on addressing particular challenges Berea's students face. There also has been a group review of a short film related to adverse childhood experiences. The recommendation for training faculty and staff on how to respond directly to students who are experiencing emotional stress also has resulted in helpful conversations.

Berea students experience similar issues to students across the country, but because many are coming out of challenging backgrounds, they struggle disproportionately with things like food insecurity, feeling supported by their family, divorce and separation, and housing insecurity.

"So many of our students have

played a caregiver role for a grandparent or siblings," Lakes said. "They are not able to provide in ways that they would like, and there are feelings of shame, guilt and frustration that can lead to disparities in those students."

In addition, the stress levels Berea College students report are higher than their national peers, as revealed in a 2010 American College Health Association National College Health Assessment survey. Sixty-six percent of Berea males and 49 percent of Berea females reported "more than average" or "tremendous stress" compared nationally to 56 percent of males and 42 percent of females.

"One source of stress is the pressure to succeed at Berea given students' limited options for high-quality education that is affordable," said Sue Reimondo, director of Counseling Services. "Because Berea College charges no tuition, students are encouraged to graduate in four years to enable as many students as possible to receive a degree at the College who may not otherwise have the opportunity to earn one."

Individual recommendations from the task force are continuing, including what is referred to as "gatekeeper training for natural helpers." The training for faculty and staff who interact with students on a regular basis will help prepare them for how to support students' mental health.

Throughout this issue, the specifics of many of the task force recommendations are explored and their impact and implementation explained in greater detail. The work of the task force is happening across campus in a number of areas, with facilitation and coordination from the wellness program, Student Life and the Office of Student Success and Transition, among others.

"Part of my job in the spring," Lakes said, "will be to pull people back together and focus on what we have been able to accomplish during the COVID-19 pandemic, and how to get momentum back in 2021, when a lot of people will return to campus and engage in a world that is very different since the shutdown." ■



# Opening the Conversation

## Faculty and staff crucial to campus mental well-being

By Kim Kobersmith

For some students, taking tests can evoke fear and anxiety. Dr. Monica Kennison, Susan V. Clayton Nursing Chair at Berea, knows how common and incapacitating test anxiety can be. She developed a strategy that's been particularly helpful. Together, she and the student enter the computer testing room, sit in front of a computer and walk through a progressive relaxation exercise. She then encourages the student to return to the testing room and practice the relaxation alone. This builds a link between the room and a sense of calm that the student can draw on during testing.

This is just one way faculty and staff at Berea are attuned to the mental well-being of their students and actively intervene on their behalf.

"Faculty play a crucial role," Kennison said. "It is not unusual for students to confide in us because we work so closely with them. We often are cognizant of subtle changes in student behavior and can initiate a conversation."

### Walk beside

In recognition of this crucial role, one of the emerging themes of the Task Force on Trauma and Resilience, convened in fall 2018, was professional development for faculty and staff who work directly with students. Dr. Stephanie Woodie, associate professor of health and human performance, sees its importance. "I began teaching in 1988, and things have

changed a lot," she said. "We didn't even talk about depression or anxiety. Now we are much more open about it, and more students are identifying as experiencing it."

Last June, the College offered a training for labor supervisors, a staff group that works closely with students. The Trauma and Resilience Basics training was led by Karen Newton, a Koru mindfulness trainer and adjunct faculty member at the University of Louisville and the parent of a Berea graduate. She introduced the impact of adverse childhood experiences (ACEs) on students and the benefits of protective factors. The Centers for Disease Control and Prevention defines ACEs as potentially traumatic events that occur in childhood up until the age of 17. Protective factors such as a caring relationship with a parent or caregiver can shield children from ACEs.

Understanding these concepts helped participants shift mindsets from "what is wrong with you?" to "what happened to you?" This broader context fosters empathy when working with students who are struggling with work-performance issues. The training also included a reminder that all people have healing potential.

"As a faculty member, it is important for me to be aware of potential trauma students have experienced, like the long-term impacts of [racism] and poverty," Woodie said. "We can learn to see ourselves, not as a person who can fix it, but as someone who can walk beside

the student, provide insight and support, and share the experience."

Dr. Amanda Wyrick, associate professor of psychology, helped develop a manual for staff on how to walk beside students who express feelings of depression, anxiety and suicidal ideation. One special area of concern for her is boundaries for faculty and staff. Part of that is knowing when a student needs more help than a faculty or staff member can offer.

"I ask myself, 'Can I maintain my role right now, or am I moving into the role of friend or parent?'" she explained. "The answer to that question provides a clue as to whether my interaction with a student can remain healthy for the both of us."

### A resilience toolkit

Campus-wide, there is an emphasis on not just handling crises but creating opportunities to nurture students' resilience. This is of particular concern for Kennison. "Nationally, there is a silent but real problem of an increased incidence of suicide among nurses compared to the general population," she explained. "Nurses are the largest healthcare workforce on the front lines of caring for individuals who are violently injured. Students need a resilience toolkit."

Kennison and the rest of the nursing department have made this toolkit a top priority. The Martha Fox Memorial Psychiatric Nursing Lecture series





sponsored a virtual seminar about mental health for nurses and students in October. Dr. Susan Painter and Dr. Karen Cheeseman from Case Western Reserve University shared about risk factors, coping and self-care strategies, and the importance of creating supportive dialogue among colleagues.

The nursing faculty incorporate other practices for well-being. They serve healthy snacks during finals week. They practice Dr. Amy Cuddy's "power pose" with students. Cuddy, a social psychologist, says standing for two minutes with your feet apart and your hands on your hips (think the famous Wonder Woman stance) is linked to improved confidence and performance in stressful situations, as well as decreased stress. They introduce a structured mindful pause, which in some clinical situations is linked to fewer errors in practice. It is all in the pursuit of instilling resilience tools and improving mental health in their future nurses.

## A space of safe connection

While there is a growing national recognition of the mental-health needs of college students, Wyrick is concentrating her work on a less-discussed topic: how schools like Berea are handling compassion fatigue and burn-out of the staff and faculty who work with students.

"We can't just focus on wellness of students without faculty and staff," she said. "Other institutions are dealing with heightened stress in students, but not a lot of colleagues tell me they are getting support for their well-being. Berea College has said we believe this is important, and there is a lot of support for the task force work."

Wyrick is spending the 2020-21

school year on sabbatical. Her research topic emerged from her work with the task force; she is exploring creating a learning community focused on faculty and staff resilience. The first component will be grounded in psychoeducation

as members explore aspects of burn-out and stress. The second element will focus on building resilience.

"The goal is not a list of things to do, which can be guilt-inducing," she said. "It will be about tools we can

practice together in community."

The final component focuses on the community aspect of the experience. "My vision is to establish a space of safe connection where individuals can risk vulnerability," she added. "I want to encourage our campus community to slow down and listen to each other."

Wyrick says book studies that emerged from task force recommendations gave a taste of these kinds of

communities. One text was "The Upside of Stress," by Kelly McGonigal, Ph.D., which focuses on strategies for embracing the benefits of this much-maligned aspect of human experience. The impact of stress depends on the mindset we have about it, according to McGonigal, and we can use it to actually increase our resilience.

Participants recognized the material was not just about students, but for their own well-being. "Book groups were a start to building a really great connection with faculty and staff," Wyrick said.

Woodie, Kennison and Wyrick have helped lay the groundwork for a healthier Berea College campus community. "The work of the task force makes Berea more proactive, with a self-care and resiliency mindset," Kennison said. "It opens the conversation, decreases the stigma around mental health and leverages students' strengths. During COVID-19, we have been focused on physical well-being, but the pandemic is exacerbating mental-health concerns. The work of the task force has proven to be relevant, timely and essential." ■



## Berea's Students Need You and Your Generous Support More Than Ever

The pandemic continues to loom large, particularly on low-income households—exactly the population Berea serves.

In addition to their economic status, the pandemic has been another challenge in our students' lives. Now more than ever, the promise of a high-quality education without the burden of student debt is needed. Without the No-Tuition Promise Scholarship that Berea awards to each one of its admitted students, they would have few higher educational options that match the quality of a Berea degree.

Please make your gift at [www.berea.edu/give](http://www.berea.edu/give), or by sending a check in the enclosed envelope.

Amber '23

Photo by Desiree Dunn '20



# Power Plants

By Kim Brown

Reduced stress levels. Cleaner air. Sharpened attentiveness. Increased productivity. A number of university and medical studies show that a simple element found in many homes and offices produces these benefits: plants. With increased stress and feelings of isolation that accompany the COVID-19 global pandemic, tending to lush, green plants is helping people through these challenging times.

In color theory—a collection of

guidelines and rules established by Sir Isaac Newton in 1666 and applied by designers to communicate through the use of color—green is associated with tranquility, growth, renewal and compassion. Designers use a color wheel and research that connects color to mood, emotion and feelings, and throughout the pandemic Kentucky Gov. Andy Beshear encouraged residents to light their homes in green to show support to those who have suffered losses.

“Plants have kept me (mostly) sane throughout 2020,” said Brittany “Bee” Lakes, social media coordinator at Berea College. “My collection definitely grew during this time, likely because we have been unable to go anywhere, which led to more online plant shopping. I enjoy caring for my plants; watching them grow and thrive is very rewarding and allows me to focus on something positive rather than being weighed down by the challenges of 2020.”

Lakes, whose collection of houseplants stands at 75, said she used the months of isolation to connect with other “plant people” online through Instagram. She has made friends with plant lovers in neighboring Lexington, Ky., and as far away as Sweden, with whom she chats almost daily.

These online friendships started by sharing plant photos, discussing plant care, giving advice and sending one another interesting products, Lakes recalls. Over time, those online connections with new friends have evolved into meaningful relationships.

“We now ask how the other person is coping with all the stresses of 2020 and have worthwhile conversations,” she explains. “Building these connections through social media has meant a lot to me throughout the pandemic, and I know [it] has been impactful for them as well, especially those who live alone.”

Childhood weekends spent tending a vegetable garden with her paternal grandparents had a lasting impact on Dr. Dawn Anderson, instilling in her a life-long love of plants. A professor in the Biology department at Berea, Anderson says plants have always played a big part in her life. Their role became more significant during the pandemic.

“The pandemic totally shifted my teaching,” she said. “I am doing all my courses online as many students need



Dr. Dawn Anderson, Berea biology professor, describes her office as a little ecosystem. It is filled with plants she has added throughout her 28 years at Berea, some of which are orphaned plants that were rescued and given to her. During the COVID-19 pandemic, Anderson says her plants have helped “soothe and calm [her] jangled nerves.”

them for their majors (nursing, biology and chemistry-biochemistry concentration).” Anderson, in her 28th year teaching at Berea, took a course redesign workshop in May offered by the College’s Center for Teaching and Learning that guided her in redesigning her three courses to an online format. “Huge change. Huge amount of work, but I wanted all students who needed my courses to be able to take them,” Anderson said.

Anderson, whose research focuses on infectious disease and antibiotic resistance in bacteria, said the drastic change in her approach to teaching left her feeling frazzled. She found relief in the 22 plants in her office.


“During this COVID pandemic, I think all my plants have done much to soothe and calm my jangled nerves,” she said. “It is easy to get anxious and depressed with all that has been going



In mid-March 2020, just after the campus closed to in-person instruction due to COVID-19, Berea’s greenhouse workers continued tending to campus greenery. In the spring and summer months, plant sales increased as people turned to plants as a stress reliever during quarantine.

on with the pandemic and how it has really upended everyone’s life. I find comfort from the plants in my office, which would be a very sterile and soul-deadening place without them.”

Caring for plants has proven to be

a great coping strategy for Lakes and Anderson. The benefits derived from their potted friends confirm the color theory association of green with tranquility, growth and renewal—feelings each hopes to find on the other side of this pandemic. 



Bee Lakes has more than 75 potted plants in her home. Her collection helped her cope with the challenges of 2020 while allowing her to connect to other plant lovers around the world through social media.



# Meeting Them Where They Are

## Berea College Counseling Services

By Abbie Tanyhill Darst '03

Over the past decade, rates of anxiety, depression and suicidal thoughts among college students have risen significantly, leading more students to seek help at counseling centers. Intense pressure to perform academically, social media expectations and influence, and home and environmental issues contribute significantly to this rise. Berea College Counseling Services saw 551 students in the 2019-20 academic year—35 percent of the student body—before the COVID-19

pandemic caused the institution to end in-person instruction and send students home last March. On average, counseling services at colleges with populations similar to Berea's only see 17.4 percent of the student population, according to the 2018 survey of Association for University and College Counseling Center Directors.

"Our student usage is super high," said Sue Reimondo, director of Counseling Services. "We do a lot of outreach, so students get to know us. When they

see us in everyday settings...it normalizes us and shows we are warm, compassionate and approachable.

"Counseling is different than talking to an aunt, grandma or mom," Reimondo continued. "We have no agenda, we are not vested in the choices they make in the same way a family member might be, so we can be objective. The student is the expert in their life, and we offer them expertise and skills to get through their stuck points."

In the 18 years Reimondo has directed Berea's Counseling Services office, the staff has grown considerably. When she came to Berea, the counseling department consisted of her and one part-time therapist. Today, the staff has grown to include one part-time and four full-time therapists, in addition to Reimondo, who carries a sizeable client load as well as serving as director.

This enlarged staff stays busy serving Berea's unique student body. Often, the factors that make Berea students perfect candidates for acceptance—strong academic performance and high financial need—add to their challenges in adapting to college life. Reimondo notes that many Berea students have overcome significant obstacles prior to arriving at Berea College, and many arrive with unmet psychosocial needs. Families with limited financial resources often lack access to services that help to address psychosocial and health crises due to limited transportation, limited funds and communities that lack sufficient resources.

"Berea's students are unique because Berea College itself is unique with the demands our students are under," Berea counselor Tricia Isenstein said. "Schedules at Berea are very rigid with the addition of labor, and students often are committed from before 8 a.m. into the late evening. Berea students put high expectations on themselves, often prioritizing academics over their own well-being. In addition, many are dealing with a background of trauma or adverse childhood experiences, leading one to be prone to anxiety, depression and even PTSD." —Tricia Isenstein

"When I ask students why they came to Berea, nine out of 10 say because it was free," added counselor Josh Johnston. "So students feel internal pressure to take advantage of this opportunity, which is going to increase their anxiety. They feel family pressures because they are the first to go to college or they need to send money back home. Plus, with the time demands of being a student, having a labor position, convocations and clubs—because they like to be involved—they are piling all these stressors on top of what they were already bringing in from their past experiences. What made them really resilient and remarkable students in high school also adds to their stress while they're in college because they are trying to excel."

Whether a student comes to Counseling Services struggling with anxiety and looking for coping mechanisms or because they are troubled by the continuing effects of extreme, unacknowledged trauma in their lives, Berea's experienced and caring therapists are there for them. They meet the students where they are and help them navigate their situation, sometimes making the difference between giving

up and continuing on to graduation.

"Meeting them where they are is important," Reimondo said. "It is a real dance; they have to function, so we don't want them to move too quickly in dealing with painful issues because it may interfere with their ability to go to class and labor or meet other obligations. So, it is OK if they come in wanting help in addressing an immediate problem but aren't yet ready or wanting to address deeper issues. We meet them where they are."

"Some students wait until their last term in college to seek counseling services," Isenstein added. "They'll say, 'I have been putting this off, and I have one more semester.' They begin to realize the value of therapy and mental health. Other students may be seen consistently throughout their years at Berea College. Progress can look different for each student. Some are able to process their trauma effectively in therapy, while others work on developing skills needed to tolerate the present moment. Both represent significant healing."

In seeking to meet each student's needs, Counseling Services partners with other campus resources and entities to ensure a well-rounded approach.

"It is important to me to build collaboration because I want Counseling Services to be embedded in the College and be part of the educational mission," Reimondo said. "We want to support students succeeding here and becoming their personal best while they experience all the developmental milestones students go through in their college careers."

Collaboration with the Willis D. Weatherford Jr. Campus Christian Center, various other centers on campus, Student Life, Academic Services,

Athletics, Disability and Accessibility Services and academic departments such as Child and Family Studies, Women's and Gender Studies, and Sociology, allows counseling to be holistic and touch all the areas that make up a student's experience.

"It's helpful to have experts in all areas because I'm not an expert in everything," Johnston said. "So, we refer to these experts to utilize resources to help students make those connections."

"I really value our colleagues in all those areas," Reimondo added. "Sometimes when practical issues come up, I can just pick up the phone and work together with a colleague to resolve a problem that is causing a student distress. And, we work hard not to over program or duplicate services. I think we get better every year at understanding how to use our partnerships to create the best outcomes for the students we serve."

At the core of everything Berea's counseling team does is the desire to see Berea's students succeed. Therapy resonates in relationship and understanding people in general, Johnston said. Listening to students, building rapport with them, and helping them discover and increase their resilience allows counselors to find fulfillment in their roles.

"When I think of resilience and how it emanates in my sessions with clients, I often try to reassure our students, 'You are not what happened; you are not anything you have done,'" counselor Joel Wilson said. "Then I affirm them to know that who and or what they are is indescribable. Words fail to truly articulate who we are at our core, in our soul and spirit. Every time you overcome a challenge, you affirm for yourself that you're braver than you think."

"Students have a longing to be heard, understood, appreciated and accepted," Reimondo added. "Our students are remarkably resilient. And I have stayed [at Berea] a long time because of the students. You feel like you make a difference and that what you do matters." ■



Sue Reimondo (left), director of Counseling Services, and Elaine Adams, Ecovillage coordinator, handed out candy to attendees at the Fall Festival in October 2020. Events like this help make Counseling Services more visible and approachable for students.



**Sue Reimondo**  
**Director and Therapist**  
**B.S. in Business Administration,**  
**Rochester Institute of Technology**  
**M.S. in Student Affairs in Higher**  
**Education, Colorado State University**  
**Ph.D. in Counseling and Career**  
**Development, Colorado State University**



Reimondo began her career working for IBM in the Federal Systems Division. After 12 years, she chose to further her education so she could engage in work she found more meaningful. While working directly with students as a residence hall supervisor and later as a graduate assistant,

she decided she wanted to work as a counselor. In 2002, Reimondo was hired as the director of Counseling Services at Berea College. She says she always has been fascinated by psychology and why people do the things they do. In her early 20s, she began working with a therapist and found it tremendously helpful—an experience she says led to her career change from the corporate world to counseling. She has earned certifications as a cognitive behavioral therapist and is both a yoga and Pilates instructor. Reimondo says her work at Berea College has been tremendously satisfying, and the students have taught her much about resiliency and the strength of the human spirit.

**Kathryn Horton**  
**Therapist**  
**B.S.W. in Social Work,**  
**Ohio University**



**M.S. in Social Work,**  
**University of Cincinnati**  
Horton began her career as an out-patient therapist in therapeutic foster care and community mental health. She is a licensed clinical social worker (LCSW) with professional interest in anxiety, depression,

substance abuse, trauma and couples counseling. She has been at Berea since February 2019 and says she is inspired by the culture of the College and thoroughly enjoys working with the students, faculty and staff. Horton believes therapy is a collaborative process with the goal being for people to experience the maximum benefits within the least amount of time.

**Tricia Isenstein**  
**Therapist**

**B.A. in Political Science and English,**  
**University of Kentucky**  
**M.A. in Mental Health Counseling from**  
**Eastern Kentucky University**

Isenstein began her career working with student services at the University of Kentucky. While there, she began volunteering at the then-YWCA Spouse Abuse Center, where she became a crisis counselor and family advocate, discovered her calling to work as a professional counselor and decided to pursue a degree in mental health counseling. Since then, she has worked for Greenhouse 17, The Nest—Center for Women, Children and

Families in Lexington and as the only therapist at Kentucky State University. She also has maintained a solo private practice since 2011. Isenstein has been at Berea since 2015. She has focused the majority of continuing education and professional development on the treatment of trauma. She began Healing Circle, a support group for Berea students, along with many other creative programs. She says she is most proud of being part of the journey toward healing for her clients.



**Josh Johnston**  
**Therapist**

**B.S. in Psychology, Purdue University**  
**M.S. in Family Studies with a concentration in Marriage and Family Therapy,**  
**University of Kentucky**

Johnston began his career working in community mental health before earning his independent licensure in Kentucky as a marriage and family therapist. Johnston's inquisitive and analytical nature, combined with his training in family systems frameworks, serves as the basis of his therapeutic work. His innate desire to help people is accompanied by a deep interest in understanding them fully. He has been at Berea College for nine years and is helping develop substance-abuse programming on campus and partnering with the Athletics department to bring mental-health awareness, advocacy and resources to student athletes. He said he firmly believes that influencing the life of one student can subsequently impact multiple generations of a family system through the intergenerational transmission of values and beliefs.



**Julie LeBrun**  
**Therapist**

**M.A., Eastern Kentucky University**  
**Licensed professional clinical counselor (LPCC)**

LeBrun began her career working with children, adolescents and adults in the nonprofit sector. She has been trained in trauma-focused cognitive behavioral therapy, parent-child interaction therapy, and Eye Movement Desensitization and Reprocessing (EMDR) therapy. At Berea, she works collaboratively with students and staff to develop programs in substance abuse, groups for anxiety, and suicide prevention. LeBrun promotes an integrative approach to mental health wellness that includes the mind,



body and spirit. She has been at Berea College for four years, and she says she has never worked in a therapist position where students were as receptive and hungry for knowledge as Berea's students.

**Joel Wilson '02**  
**Psychotherapist**

**B.S. in Industrial Technology**  
**Management, Berea College**  
**M.A. in Professional Counseling,**  
**University of the Cumberlands**  
**M.A. in Addictions Counseling,**  
**University of the Cumberlands**

Wilson began his career as a carpenter and a substitute teacher. After he and his four children experienced a life-changing event in 2010, Wilson decided to further his education and seek a career helping others deal with suffering and ultimately find healing. He has worked in college counseling and as a substance-abuse counselor, as well as run his own private counseling practice, Fresh Start Therapy, LLC. Wilson is trained in cognitive behavioral therapy (CBT) and in African American multigenerational trauma. He has been at Berea College since 2019, and his clinical focus areas are trauma, psychosomatic therapy, anxiety, children with behavioral issues, families with domestic violence, substance abuse, medical assisted treatment, test anxiety and suicidal ideation.



**Angela Taylor**  
**Administrative Assistant**



Taylor worked in the education field for 12 years, most recently in early childhood education. She has been with Berea College Counseling Services since 2013. In 2017, she was awarded Berea's Staff Member of the Year award. She says she loves meeting and working with Berea's students.

## HEALTHY MINDS STUDY FINDINGS\*

The Healthy Minds Study (HMS) is an annual web-based survey examining mental health, service utilization and related issues among undergraduate and graduate students nationally. HMS is approved by the Health Sciences and Behavioral Sciences Institutional Review Board at the University of Michigan and provides a detailed picture of mental health and related issues in college student populations.

Selected Measures	Percentage of Students
Major depression	18%
Depression overall, including major and moderate	36%
Elevated level of depression	28%
Anxiety disorder	31%
Elevated level of generalized anxiety	31%
Eating disorder	10%
Elevated level of eating concerns	34%
Non-suicidal self-injury (past year)	24%
Suicidal ideation (past year)	14%
Lifetime diagnoses of mental disorders	37%
Psychiatric medication (past year)	24%
Mental health therapy/counseling (past year)	30%
Any mental-health therapy/counseling and/or psychiatric medication among students with positive depression or anxiety screens (past year)	56%
Personal stigma: agrees with "I would think less of someone who has received mental-health treatment."	6%
Perceived public stigma: agrees with "Most people would think less of someone who has received mental-health treatment."	47%

\*2018-19



# A Beacon of Help: *Willow Rodriguez '21*

By Kim Kobersmith

Senior Willow Rodriguez had a rough time as a teen, and she brought those challenges with her when she came to college. “I knew about depression and anxiety and PTSD but didn’t see them working in my own life,” she said. “They very much were.”

Rodriguez is the only child of a single mom. One thing she feels shaped her life the most was a misdiagnosis her mother received when Rodriguez was 6 years old. Her mother had a thyroid tumor; doctors determined she had bipolar disorder. That diagnosis meant prescriptions for seven different psychiatric medications.

“The meds took a toll,” Rodriguez remembered, noting how challenging it was for her mother to be a single parent and go to work and school under their

influence. Her mother was not very present to Rodriguez in those childhood years, and they did not have much of a connection or relationship. “I had to navigate a lot of things on my own,” she added.

Looking back, Rodriguez realizes she didn’t have healthy coping mechanisms as a teen. “I was trying to take care of myself and my mom and be there for her emotionally,” Rodriguez said. “I wanted to fix her and make it better. My issues grew from that.”

That reality hit her when she arrived at college. At a talk during orientation, aspects of the conversation triggered some of the trauma of her past. Berea College counselor Josh Johnston was there and encouraged her to seek therapy. She met with him for a month or two.

“Speaking with him was the first time I was super open with a counselor,” she said. “I felt very comfortable.”

Rodriguez found those conversations helpful, and she followed up with additional counseling a year later with counselor Tricia Isenstein. With the staff at Counseling Services, Rodriguez found she was able to open up about things that had been really difficult to talk about before.

Her labor position in Student Life was another important piece of her journey toward emotional wholeness. Rodriguez has worked as a facilities assistant for four years and feels like she is part of a family. The staff are encouraging and have been positive role models.

“The team provides a support system that has definitely nurtured my

sense of self and my independence,” she said.

Rodriguez is a team leader and works directly with six other students. It is a role she takes seriously. At first, she said it was nerve-racking. Because of her past, she doubted her ability to make solid decisions.

“The job forced me to be smart about how I do things,” she said. “I really want to open myself up and be there for my students, offer a beacon of help and make sure I do the job with the best interest of everybody at heart.”

An integral part of being a beacon of help involves modeling her own well-being. She supervises mostly first-year students, and she knows how important it is for them to incorporate self-care.

“I strive to be more transparent about my mental health and encourage my students to be,” she said. “If necessary, I can take my own experiences to help others figure out next steps.”

Rodriguez is poised to graduate in 2021 with a psychology degree and plans to continue this mental wellness advocacy work in her career. “Doing something where I am able to help people and be a resource for them, that is really my goal,” she said.

Right now she is drawn to neurology and how brain science can illuminate the causes of depression and anxiety.

No matter where she ends up in her career, there is a piece of her college experience that Rodriguez wants to take with her. “The spirit of community that Berea gives to students and staff made a difference,” she said. “It’s the idea that we are all in this together, that I will help you if I can or help you find who can help.”



Willow Rodriguez '21 carving a pumpkin during Berea's Fall Festival. The socially-distanced event allowed students to enjoy some fun and down time in an otherwise hectic fall schedule.



Crystal Wylie '05



# Home Away from Home: *Rashana Temple '24*

By Cora Allison '22

Across the world this past spring, people's lives were thrown into disarray as they were asked or forced to quarantine in their homes at the onset of a global pandemic. Rashana Temple '24, however, was faced with a particularly unique obstacle: home was no longer an option.

Temple's experience at home in Louisville had been really tough, and at the beginning of 2020, she moved into a domestic violence shelter for women and children in eastern Kentucky. While states across the country began to close down, she continued working long shifts at the local Walmart and acting as a tutor for the children at the shelter.

"My days were long," Temple said, "but I didn't mind."

Temple kept her pending acceptance to Berea College in the back of her mind and looked forward to being on campus in fall 2020. She remembers receiving her acceptance letter at the post office with her mom.

"As soon as I saw the envelope with the Berea College stamp, I started crying," she recalled. "I'd been blessed to get this chance."

The transition from the shelter to the College residence hall went smoothly, and Temple thinks the worst mental-health challenges of the pandemic are behind her, deliberately left behind at the shelter. "I got really depressed and angry at the beginning," she said. "I had to remind myself that it's not forever."

Rather than feeling isolated on campus, Temple says she feels like she is gaining extra time to focus and reflect on herself more deeply. She is taking a mix of classes in person and online, and



Relaxing outside while doing Sudoku and crossword puzzles helps Rashana Temple '24 to unwind from the busyness of college life. It is just one way she keeps her mental health in balance.

she works remotely with the Bonner Scholars program to implement enrichment programs for middle school students in Madison County.

Temple admits wearing a mask and staying socially distant all the time can feel isolating, which makes it easy to lose focus on her goals, but there still is community to be found at Berea, even in quarantine. Living in a residence hall and sharing a room with another student has certainly created social opportunity. She also regularly attends a healing circle facilitated by counseling services, which provides a safe space for students with adverse childhood experiences.

"It's nice to know I'm not the only one suffering from past experiences and that not everyone wants to stay on the same level," she said. "They want to grow."

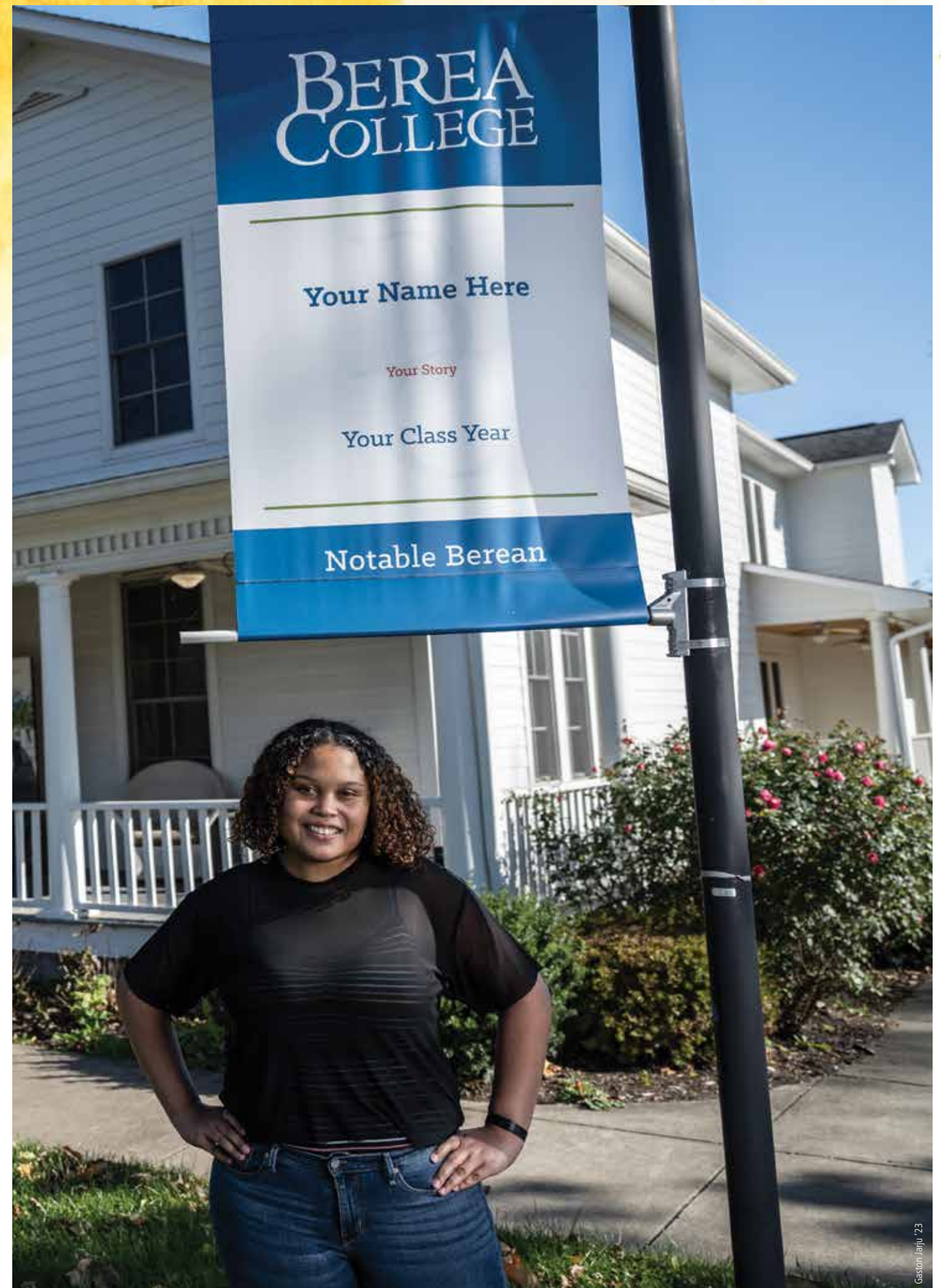
While Temple has been supported

by online classes and virtual resources, it also has proven to be very difficult for her existing health conditions. She experiences seizures that often are triggered by too much screen time.

"It's challenging, but I have confidence it will get better one way or another," Temple said.

Temple intends to continue to chip away at her double major in psychology and computer science, and she hopes to implement her studies in the military. "I want to use [artificial intelligence] to design programs to support veterans with post-traumatic stress disorder (PTSD) and other disorders," she said.

Like everyone else, Temple doesn't know when or if things will go back to normal, but she no longer feels intimidated by that. "I've adapted to it," she said. "I'm proud of how far I've come. I'm in a great place, along with my peers." ■





# Managing the Pain: *Obinna Ilochonwu '22*

By Evan Harrell

Growing up in Nnewi in the south of Nigeria, Obinna Ilochonwu '22 says his life was relatively normal. His mother, father and three brothers didn't have much money, but their life was simple, and they were happy.

Things changed, however, when his mother was diagnosed with cancer. The family spent more money than it had on her treatments, sacrificing the money needed to pay for the boarding school Ilochonwu attended. He remembers calling relatives and asking for help paying for school, medical bills and other necessities.

When his mother passed away, Ilochonwu knew his way of life had changed forever. "The day she died, I knew I had to take care of the boys," he said. "I felt like I had to be there for them the whole time so that if my mom could see us, she would know they turned out fine."

Transitioning to college life was



Obinna Ilochonwu '22 manages his stress by riding his bike through Berea's scenic campus.

stressful for Ilochonwu, but not for the same reasons it might be for other students. He attended a boarding high school in Nigeria for six years, from the age of 10. "At that age," he said, "I already knew how to be on my own and make food, live alone, make friends outside of school and only go home on breaks."

For Ilochonwu, it was the loneliness that caused his stress, and subsequently some physical ailments. "When you get really stressed, it's not just your immune system that goes down, your mental defenses go down," he explained. "If there is any unresolved emotion that you haven't dealt with, it tends to come at you."

In addition, Ilochonwu felt pressure to become a physician. Family and friends told him he had to become a doctor or an engineer if he wanted to live a good life and provide for his family. Ilochonwu knew he wanted to enter the medical profession, but being on his own away from the input of family and friends, he had the opportunity to explore other areas in healthcare. But with more options came even more anxiety.

He ultimately chose to take pre-nursing classes. Yet, the stress continued, and Ilochonwu finally sought help through counseling. It wasn't effective at first, but only because he was looking for a quick solution.

"I think I had different expectations of how therapy 'fixes' people," he said. "When I wasn't 'fixed,' I thought therapy didn't work."

His sophomore year, classes became more difficult, the pressure of choosing a major continued and memories of his

mom's passing took a toll. Then he received an email from Berea College therapist Tricia Isenstein for a workshop about adverse childhood experiences. The workshop was so helpful that he made an appointment with Isenstein. This time, he didn't expect to find all the answers. This session was about having somebody to talk to and being open to whatever she had to say.

In addition to on-campus resources, Ilochonwu says spending time with family members who live in Georgia is a form of therapy of its own. In fact, it was a cousin who helped him realize he was making his situation more complicated than it needed to be. She encouraged him to let nursing be enough for now, and if he wanted to become a doctor later, he could still choose that path. He recalls her words: "Just stay in the present and be happy now instead of making yourself unhappy with what you should be in the future."

Ilochonwu plans to become a nurse anesthetist, in part because of the tough battle he saw his mom face with cancer. He remembers her crying from the pain, saying it was as if the pain was worse than the cancer itself. That is something he hopes to alleviate for others.

"As a nurse anesthetist, I am going to literally be able to take away people's pains as much as I can," he said.

Since the COVID-19 pandemic has restricted his ability to see his Georgia family, Ilochonwu says he manages stress by riding his bike and admiring the beautiful views around campus.

"I think one of the mental things that helps me is knowing that it's not going to last forever," he said. ■





# In the Face of Crisis: *Berenice Davila '21*

By Cora Allison '22

Political Science major Berenice Davila '21 had certain expectations for her senior year at Berea, but the COVID-19 pandemic had other plans.

Despite receiving an email from President Lyle Roelofs in March 2020 notifying students, faculty and staff that Berea College campus would be closing to in-person classes, Davila admits she severely underestimated the effects of COVID-19.

"I remember thinking, 'Wow! How cool that we get to go home for two weeks,'" she said. At that point, Davila was only aware of one other university, Harvard, which had closed due to COVID-19 precautions.

Davila went to join her mom, brother and sister-in-law in Galveston Island, Texas, a place that would quickly become a COVID-19 hotspot. She remembers there were subtle changes that didn't really impact their way of life.

"My brother was still going to the grocery store without a mask shortly after I came home," Davila said. "And I thought, 'Oh, I guess it's not that serious.' But the more it went on, I realized how abnormal it is to live like this."

When the number of cases increased, Davila realized there was no "going back to normal" and that it would be necessary to make other plans for her summer internship in Washington, D.C. Fortunately, she was able to make the best out of a tough situation and worked remotely with EmpowHER, an initiative of the BA Women's Alliance, which provided her with professional experience and networking opportunities in political science. The nonprofit organization is named for the

late B.A. Rudolph, a public servant who worked for Bill Clinton when he was governor of Arkansas and later elected as president of the United States.

Although she was able to complete her coursework and squeeze in an internship, Davila shared that the transition from living independently to quarantining at home was challenging.

"Suddenly I couldn't leave home at all," she said. "Berea is small, but I could at least walk down the street to take a break. There were so many tourists at home who didn't respect the coronavirus restrictions that it was dangerous to be outside."

Staying at home was tough, but Davila was thankful for the extra time with her family. Living so far away, she hadn't expected to spend so much time with them. She was happy to be there with her mom, who worked as a domestic housekeeper. Davila's mom would have been put at high-risk because of her age and pre-existing conditions, but fortunately she was granted paid leave from her employers.

"My mom said it was a blessing, but she's also a realist and told us, 'This is our new normal now,'" Davila said.

Davila transitioned back to campus for the fall term and found it taxing to follow all the rules required for

on-campus students, although she recognized them as necessary. Maintaining mental health during this time is a difficulty many are facing, Davila said.

But Berea offered many resources and events geared toward support for students during this difficult time. One of her favorite things is the bike program.

"I loved riding my bike down the street every Saturday and getting a bagel; it became a ritual of sorts," Davila said. "It was a great way to get exercise and to safely spend time with my friends."

The combination of the bike program and the support of her professors also made a lasting impression. "I hope they are showing themselves the same grace they've extended to us," she said. "They have gone above and beyond." ■



Spending time in the Latinx Cultural Center allows Berenice Davila '21, whose family is from Mexico, to connect to her roots and other students on campus. The welcoming space is the perfect place for her to study or just relax with friends.





# Living Mindfully

By Libby Falk Jones



This past fall semester, students participated in yoga classes outdoors on the rooftop of Dana Residence Hall. Led by Counseling Services Director Sue Reimondo, the classes allowed students to decompress and focus on mindfulness.

“Students who come to Berea College are offered many blessings and opportunities,” said Corey Carroll, a senior economics major from College Station, Texas. “But often they don’t know how to cope with the changes college brings.”

Carroll has learned that one way to cope is through practicing mindfulness. As a student in Dr. Penelope Wong’s Adolescent Development class his sophomore year, he engaged regularly in a “mindful moment” to begin class—taking a minute to breathe silently, bringing awareness to the present. “Encouraging mindfulness is an important skill for teachers,” said Wong, associate professor of education studies. “Students who are stressed are not capable of taking in information.”

Beginning class with a mindful moment works to relax students, Wong says. The practice can be used outside class as well.

Dr. Shannon Phelps, assistant professor of health and human performance (HHP), invites a mindful moment during class when she senses students need to be more engaged. “Their body language shows they appreciate these moments,” she said. “They sit more upright.”

Mindful moments can build into a meditation practice, some students and faculty have found. In her senior year, Palkyi ’20, began inviting friends to join her in a weekly short meditation, usually outdoors. “So many things distracted me,” Palkyi said. “Meditation is useful in controlling the mind.” As a nursing major, Palkyi also saw opportunities to use mindfulness techniques to give patients a non-pharmacological way to control pain.

Though Palkyi learned mindfulness techniques in her home country of Tibet before coming to Berea, other students have learned them through taking Koru, a four-week, non-credit class offered on campus since 2015. Koru was developed at Duke Counseling and Psychological Services at Duke University as a compressed course in the mindfulness-based

stress reduction program created by psychologist Jon Kabat-Zinn and author of the very influential book, “Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life.”

## Koru at Berea

Dr. Martha Beagle, retired professor of HHP, brought Koru to Berea in 2014 as a pilot program with the potential to contribute to dimensions of emotional and spiritual health. Support from the Academic Vice President’s office has enabled 10 faculty and staff members to attend workshops and train to lead classes.

At Berea, teaching the Koru class is a volunteer activity. “I enjoy doing it,” Wong said. “It gives me a chance to decompress.”

Dr. Jeff Richey, professor of Asian Studies, notes the importance of helping students learn to care for themselves. “Is Berea producing whole healthy people who will go into the world making it whole and healthy?” he asked. “Students need this care and will use it. They are hungry for mindfulness.”

Through fall 2019, the College offered two or three Koru sessions each term. Last spring, after the College ended in-person instruction in response to the COVID-19 pandemic, Richey emailed students about the opportunity to enroll in a free online Koru course offered by Duke University. To date, more than 100 students have completed a Koru program.

Dominique Jenkins ’20, an Asian Studies major from Louisville, said he benefitted from the Koru class. He made use of dynamic breathing—“it wakes you up,” he said—and body scans that allow him to feel an emotion arising and then decide how to respond. “I’ve gotten better at thinking collectedly,” he said.

Koru can help students “make friends with their minds,” said Jim Strand, executive administrative assistant to the academic vice president. He co-taught his first Koru class in 2019.

“Attention to breathing as a way to redirect the mind is a central piece in Koru,” he said. “You can become more creative if you can move past reacting to responding.”



Students in Health and Human Performance (HHP) 223, a quarter-credit activity class, learned fencing this past fall. Participants in HHP Assistant Professor Michelle Thornton Adler’s course learned the sport outdoors to allow for proper social distancing.



## Leading campus leaders

In addition to serving students, mindfulness education has been offered to faculty and staff. A fall 2015 dean's reading group explored essays on higher education contemplative practices, with discussions continuing into the following spring. Two faculty and staff Koru classes have been offered, one in spring 2017, led by Phelps and Dr. Sue Reimondo, director of Counseling Services, and another in fall 2019, led by Richey and Stephanie Woodie, associate professor of health and human performance.

“They need to learn to be OK with not being OK—with being uncertain. It's a skill that's important to emotional health.”  
—Stephanie Woodie

“The biggest impact of that class was learning to live in the moment,” said Dr. Mary Robert Garrett, associate professor of organic chemistry, a spring 2017 participant. At work and home, she tells herself that what she's doing now is the most important thing. “Mindfulness helps us get out of ruts,” she said. “So many of us need a new lens.”

As Berea's coordinator of advising, Garrett hopes to find ways to help advisors see the benefits of mindfulness for themselves and their students.

Koru instructors often incorporate mindfulness approaches into their other classes and work.

Phelps teaches mindfulness in wellness and stress management classes. Woodie brings mindfulness to her wellness and yoga classes, including those conducted remotely. In wellness courses, she helps students understand the importance of reflection and understanding.

“They need to learn to be OK with not being OK—with being uncertain,” she said. “It's a skill that's important to emotional health.”

In yoga, a physical activity HHP class,

and in her Dance in Healing and Therapy class taught in fall 2020, Woodie stresses body awareness. “We live our lives in our bodies, not our heads,” she explained. “The body is an important teacher.”

Reimondo agrees. In her counseling work, she urges students to use the Koru technique of meditative walking. That practice can bring about moments of joy, she says.

“Life is made out of ordinary moments—extraordinary if you pay attention,” Reimondo said. “Opportuni-



Shania Smith '22, a student in Professor Stephanie Woodie's Dance in Healing and Therapy class taught in fall 2020, shares her mask creation with the class for a mask-dance project.

ties for joy help us to change the narrative by which we run our lives.”

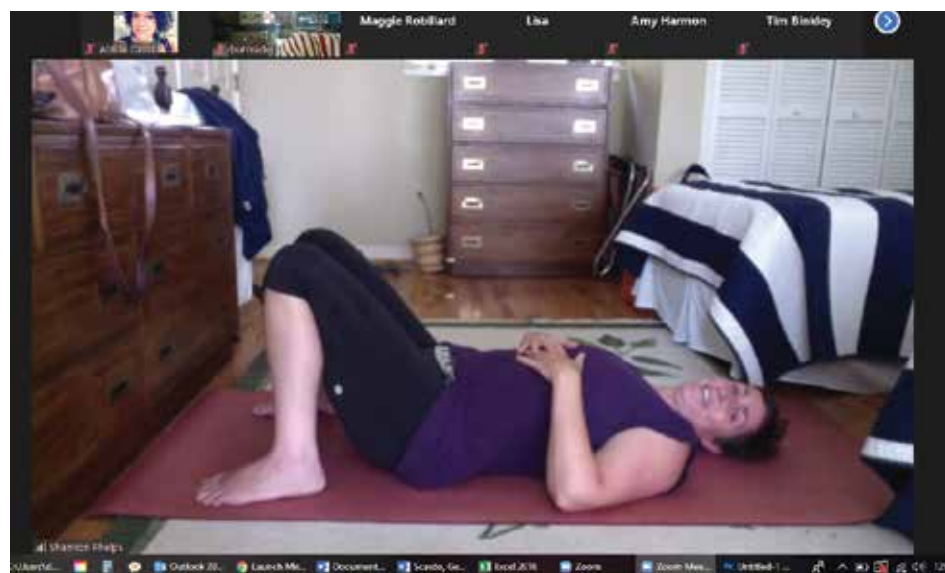
## Practicing gratitude

Koru students and others on campus have also benefitted from the mindfulness practice of expressing gratitude. In fall 2018, Dr. Jill Bouma, professor and chair of sociology, partnered with Judith Weckman, director of Institutional Research and Assessment, to study the effects of expressing gratitude among Berea College employees. About 100 staff members participated in the three-week program. Students in Bouma's senior sociology seminar analyzed pre- and post-surveys and interviews. Results showed participants experienced benefits in daily health and felt a stronger sense of community. Learning-training coordinator Mark Nigro included these results in a staff development workshop, “Effectively Expressing Appreciation in Challenging Times,” offered twice in the past two years.

“Effectively expressing appreciation benefits the receiver, the giver and the whole workplace environment,” Nigro said.

The simplicity and brevity of mindfulness practices are a strength, say those who work with them. The breath is a powerful tool for altering consciousness and can make our lives more manageable, Richey noted.

Woodie agrees. “You can experience moments of serenity and peace regardless of your circumstances,” she said. “Serenity is a choice.”



Health and Human Performance Assistant Professor Shannon Phelps led a weekly power yoga hour via Zoom throughout the fall 2020 semester. The online class gave students, faculty and staff a way to mindfully reconnect with their bodies at the end of each week.

# Exceptional Students in an Exceptional Time

By Abbie Tanyhill Darst '03

Each year, the Willis D. Weatherford Jr. Campus Christian Center (CCC) trains its student chaplains to serve the student body. Typically, this in-person, on-campus training prepares them to navigate their chaplain work positions and teaches them to build healthy relationships with students who represent a wide variety of backgrounds and needs.

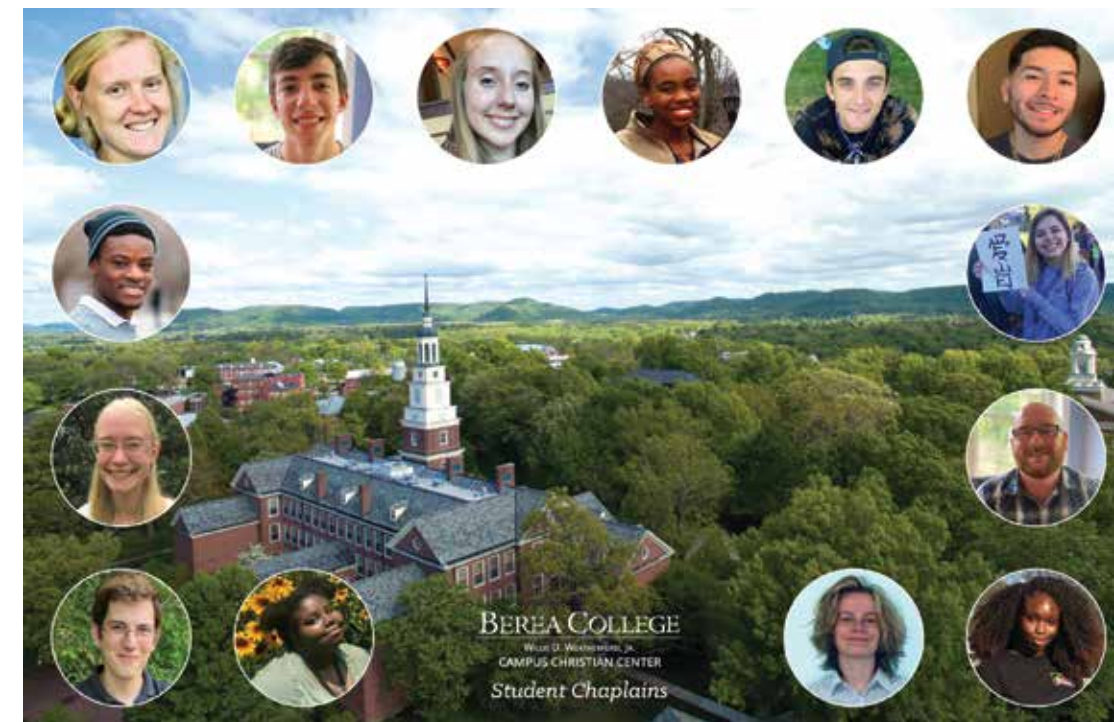
“They are peer counselors, spiritual guides, emotional empathizers, Bible-study leaders, grief supporters, selfless servers, worship creators, social-justice activists, residence-hall staff team members—and they also are college students, exceptional college students,” said Rev. Jake Hofmeister, one of Berea's chaplains.

This year, the COVID-19 pandemic forced student-chaplain training to an online platform, and the chaplains were concerned about the limitations of a virtual-only environment. They reinvented many aspects of training, and the student chaplain leadership team created content and invented creative solutions

to suit the new virtual reality.

During the summer training, the 14 student chaplains and CCC staff discussed how difficult times facing the country and campus could generate complexities and fear, but it also could serve as an opportunity. Thriving and serving even in a time of multiple crises becomes possible only through supporting one another to rise to the occasion. And rise they did, Hofmeister said.

“During a time when it is so easy to be concerned about one's self and one's own anxiety and hardships, these students were engaged, passionate and selflessly focused on how to be there for others.” —Rev. Jake Hofmeister



The 2020-21 student chaplains are: Mattie Jenkins, coordinator; K.C. Jones, team leader; Stephanie Itumba; Sabrina Acheampong; William Woelki; Elaine Doyle; Collins Kandongwe; Noé Guevara, coordinator; Kyle Seghers, team leader; Sean Mack; Matthew Woodard; A-Nya “Thena” Badger; Brianna Mobley; and Abigail “Abby” Camp.

“During a time when a worldwide pandemic is deeply affecting so many of us, during a time when racial injustice is so clear and so egregious, during a time when millions are suffering economically, our student chaplains spent 10 to 12 hours each day training and learning how to support the Berea College student body—their peers and classmates,” Hofmeister said. “During a time when it is so easy to be concerned about one's self and one's own anxiety and hardships, these students were engaged, passionate and selflessly focused on how to be there for others.”



# Tackling Trauma Together

By Abbie Tanyhill Darst '03

“Imagine you’re walking in the forest and you see a bear,” said Nadine Burke-Harris, a Canadian-American pediatrician, during a 2014 TEDMed talk. “Your heart starts to pound, your pupils dilate, your airways open up, and you are ready to either fight that bear or run from it. And that is wonderful if you’re in a forest and there’s a bear. But what happens when the bear comes home every night, and this system is activated over and over and over again?”



Burke-Harris, known for linking adverse childhood experiences (ACEs) and toxic stress with harmful health effects later in life, uses this bear analogy to explain how ACEs affect children and continue to distress them into adulthood. Whether the “bear” is living with a parent with mental illness or substance abuse issues, suffering through physical or emotional abuse or not knowing day-to-day where one’s next meal will come from, Burke-Harris says this reoccurring physical response to stress goes from being adaptive or life-saving, to maladaptive or health-damaging.

The term ACEs originated in a 1995 study conducted by the Centers for Disease Control and Prevention and the Kaiser Permanente health care organization in California. According to the Center on the Developing Child at Harvard University, dozens of studies using the original ACEs data show, first, ACEs are quite common, even among a middle-class population, with more than two-thirds of the population experiencing one ACE. Second, there is a powerful, persistent correlation between the number of ACEs experienced and a greater chance of poor outcomes later in life, including increased risk of heart disease, diabetes, obesity, depression, substance abuse, poor academic achievement, time out of work and early death.

What does this mean for Berea College students? “Given the population Berea was founded to serve—primarily students from Appalachia with limited financial resources—the College can expect to serve a population of students with a plethora of ACEs,” said Sue Reimondo, director of Counseling Services. “ACEs are common regardless of socio-economic status or educational attainment within the family, but the literature suggests that the chronic stresses of poverty increase the potential for ACEs and the emotional scarring that accompanies such experiences.”

Counselor Tricia Isenstein said she was astonished when she came to Berea and learned the extent of trauma many students have faced. Isenstein spent years

working with domestic violence victims in shelters, and much of her work and continuing education have centered on trauma treatment.

“What our students have experienced feels higher than with those I worked with in the shelters,” Isenstein said. “It is unbelievable what students have survived. It speaks to the resilience of our students. Often, we are the first person they tell about some of the most horrific things you could imagine.”

Students are asked to fill out an ACEs questionnaire when they first come to Counseling Services. An ACE score of just two can put students at risk for health issues, and every additional point increases their chance of an autoimmune disease, according to an article published in *Psychosomatic Medicine: Journal of Behavioral Medicine*.

“A lot of students present with adjustment issues, much of which is rooted in traumatic experiences,” said Counselor Joel Wilson. “Not being emotionally supported at home or living in a toxic environment makes it difficult to adjust to being a first-year student in college. They come into [counseling] to start talking about anxiety, but the more they talk, we realize how at-risk they are. What they thought was just a stomach or back ache is actually rooted in this trauma.”

### What can be done?

Dr. Robert Block, the former president of the American Academy of Pediatrics, referred to ACEs as “the single greatest unaddressed public health threat facing our nation today.” The scope and scale of the problem seems so large that it can feel overwhelming to think about how to approach it. But what ACE scores don’t account for are the positive experiences in early life that can help build resilience and protect a child from the effects of trauma.

“Some students have identified a safe person in their life, like a high school teacher or counselor,” Isenstein explained. “It amazes me what teachers

and high school counselors have done for our students—driven eight hours and put them up overnight to get to their College interview, housed them, bought them clothes and shoes. Before they came to Berea, they either had someone like that or not, but it makes a huge difference if they did.”

Positive relationships that build trust and rapport and engaging in psychoeducation, which gives individuals a stronger base of knowledge for knowing ways to cope and thrive, can empower trauma survivors and act as a catalyst to their natural resilience. It may also mitigate the long-term effects of early trauma, psychologists say.

“It is not enough to say ‘You’re so resilient,’” said Counselor Julie LeBrun. “That means nothing to someone in pain. It is about helping them understand themselves and the ability and skills they already have used to get where they are now. They can build on that strength. Being resilient is looking back and saying, ‘I did this and this to get here, now how can I go forward?’”

Recommendations from the College’s Task Force on Trauma and Resilience included increasing campus awareness of trauma, ACEs and resilience. The work of responding to students’ past traumas and increasing their resilience to persist through challenges is complex and multifaceted, and the task force report only begins that very important conversation.

“However, we believe that with a commitment from the community, Berea College can truly transform the experiences of these students and provide them the kind of support they need to be successful,” task force members stated in the report’s recommendations.

The task force made several recommendations regarding increasing campus awareness of trauma, ACEs and resilience. One recommendation is to create an online resilience module for incoming students. The website would act as a toolkit to support students with issues related to college stress, burnout, homesickness, decisions about drugs and

alcohol, and other topics. This recommendation was realized this past summer with the creation of the Student Resilience Project and its website, [resilient.berea.edu](https://resilient.berea.edu). The Student Resilience Project is a web-based, research-informed toolkit developed to encourage students’ wellness by helping them learn to manage stress in healthy ways and increase their sense of belonging. The website features videos; skill-building activities; resources and information, including podcasts by campus experts. The website was made available to students in fall 2020.

Another recommendation, creating a visual campaign to increase awareness, encourages placing posters throughout campus defining ACEs and their link to

common health issues. The task force believes raising the campus community’s awareness about ACEs will provide much-needed background information to those interested in meeting the needs of students who struggle with these issues.

A third recommendation would invite nationally recognized leaders with expertise in the areas of trauma and resilience to campus as part of the convocation series or for other special events. Though the current pandemic has postponed the implementation of this recommendation, the task force believes bringing some of the top researchers, speakers and activists to teach the most current research and share best practices about intervention will inspire the Berea College community to develop strategies

to become more resilient.

For Isenstein, the goal of these and the other task force recommendations would eventually lead to Berea being a trauma-informed campus where all students feel safe, welcomed and supported, and where addressing trauma’s impact on learning on a campus-wide basis is an intrinsic facet of its educational mission.

“Resilience is a message of hope,” said Debbie Alleyne, a child welfare specialist at the Center for Resilient Children at Devereux Advanced Behavioral Health in Villanova, Pa. “It is important for everyone to know that no matter their experience, there is always hope for a positive outcome. Risk does not define destiny.”

## BEREA COLLEGE FIRST-YEAR AND NEW TRANSFER VOICES

Selected results to a COVID-19 survey of entering Berea students asked to rate the extent to which each of the following has been a source of stress since the start of the COVID-19 pandemic.

Results based on 232 respondents (71 percent).

Percentage that rated clear agreement (4 or 5 on a 5-point scale)

Uncertainty about the status of instruction at my institution for the Fall 2020 term <b>46%</b>	<b>44%</b> The extent to which others adhere to social/physical distancing guidelines while out in public	Preparing for the transition to college <b>44%</b>	<b>44%</b> Not being able to socialize or hang out with my friends in person
Health of loved ones <b>41%</b>	<b>38%</b> Mental health	Developing skills in college that will make me employable in any economic condition <b>35%</b>	<b>30%</b> Being academically prepared for college due to an abbreviated final year of high school
Household members I am or was with during “stay-at-home” orders <b>24%</b>	<b>23%</b> Physical health	Funds to purchase basic necessities (e.g., food) <b>18%</b>	<b>14%</b> Access to internet

From the Office of Institutional Research and Assessment | [www.berea.edu/ira](https://www.berea.edu/ira)



# Helping Bereans Thrive!

By Jill Gurtatowski, director of Health and Wellness

Many people connect physical activity to body composition and performance goals, but for others, it is about mental health.

Physical activity has many proven mental-health benefits including improved mood, decreased symptoms of depression and anxiety, lower stress, increased self-esteem and self-confidence, and improved sleep.

The College's *Thrive!* program teaches that wellness involves actively engaging in and nurturing all aspects of the whole person. Implemented in 2014, the program aims to create and sustain a campus culture of wellness that educates, motivates and empowers members of the Berea College community to adopt and maintain healthy lifestyle behaviors.

To help students and employees maintain or increase their activity levels, *Thrive!* offers discounted fitness trackers to students at the beginning of each academic year. With the device, students are expected to participate in the Million Step Challenge, an annual event that invites students and employees to accumulate 1 million steps or more during the academic year. Last year, participants logged more than 364 million steps. Employees also can obtain discounted fitness trackers through the College's wellness and rewards platform.



Jill Gurtatowski

The Million Step Challenge allows for a sense of belonging through participation in a campus-wide program, which is especially important right now for students who are learning remotely. The program encourages social connections by allowing users to create their own mini-challenges with their friends, to chime in on the chat feature to answer trivia questions and to help guide a monthly challenge storyline. Each week in October, participants voted on how a storyline would unfold in a spooky Halloween-

themed challenge. Step challenges also promote being outdoors in nature, which has many benefits.

Couch to 5K (C25K) is a very popular program offered to the campus community, and even in the midst of the COVID-19 pandemic, a session was offered for students in the fall semester. The C25K program brings together people from across campus who might not normally interact. There is something inspiring about achieving a goal together, and countless friendships have developed through this program. Last year, wellness staff started assessing mood and energy level pre- and post-run and demonstrated that participating in C25K had a positive impact on spring participants' overall mood and energy levels.

A new program that *Thrive!* offered

last summer was Virtual Water Cooler chats. These chats, held via Zoom, provided a time for employees to come together online to talk about anything and everything—as long as it was not work related—like you do when you bump into colleagues at the water cooler on campus. Much of the focus was directed to students who were disrupted when the College moved to online instruction in March. Employees, however, were also impacted, as many transitioned to remote work. So when employees reported feeling disconnected as a result, these virtual chats gave them an opportunity to reconnect with coworkers, increase engagement and reduce feelings of isolation.

Additionally, the *Thrive!* team created Facebook and Instagram pages for Healthy Tenets—five health behaviors that are linked to positive health outcomes. Posts focus on a different tenet each day with quick tips or inspirational quotes. This initiative grew from the team's desire to find ways to engage students and employees in healthy behaviors. A pandemic affects people in complicated ways: some get distracted from their commitments to physical activity and nutrition by the larger worries being faced. Or, they wallow in things they can't control—the election, COVID-19, endless Zoom calls, disruption of family support systems—but what benefit does such behavior bring? The Health and Wellness team works to get participants back to the basics by focusing on what they can control in their life: what they eat, how often they exercise, how much sleep they get and the quality of their relationships. The message: choose to be mindful and thrive. [B](#)



*Thrive!* student worker, Mikayla, rides on a bike outfitted with a smoothie maker to demonstrate healthy options for students.



The *Thrive!* Wellness program has set up educational booths at various campus events to educate students. Student worker, Sierra (seated), is facilitating this booth about ways to deal with adversity.



A Berea student celebrates completing her wellness check during an on-campus, pre-COVID screening event hosted by *Thrive!*



This group of Berea faculty, staff and students was the first Couch-to-5K group to participate in the town's Jingle Bell run in December 2016.



Berea employees Tevin Shouse '16 (left) and Jacqueline Corum near the finish line of the 2019 Reindeer Ramble 5K.



Five of the 21 participants in the fall 2019 Couch-to-5K group earned medals at the Reindeer Ramble held at Keeneland in December 2019.

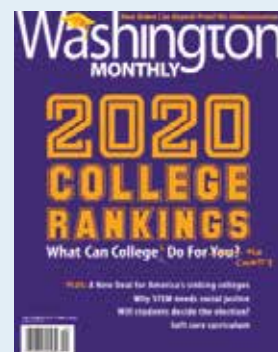


## Smithsonian Magazine Features 100 Years of Berea College Brooms



The Berea College Broomcraft program—which marked its centennial anniversary in 2020—was highlighted in an online feature article in the Smithsonian magazine. While Berea is a liberal arts college—not a craft or art school—it is home to the country’s longest continuously operating broomcraft workshop and carries on an American craft tradition that’s rarely practiced today. In the article, Aaron Beale, director of student craft at Berea, reflected on the nostalgic and wholesome aspect of carrying on the broomcraft tradition, which is “rich with meaning beyond its practical purpose,” he said. According to Beale, the College’s broomcraft workshop is the only one in the country to dye significant quantities of broomcorn, which requires a lot of time. And the brooms often sell out quickly. The Broomcraft program, which typically has 10 student workers, is one of about 120 departments on Berea’s campus that employ students as part of the College’s labor program. Read more: <http://ow.ly/KC8t50CIY2w>.

## Berea Ranked No. 1 Best Bang for the Buck and No. 3 Best Liberal Arts College



*Washington Monthly* ranked Berea College No. 1 Best Bang for the Buck Colleges in the South in its 2020 college rankings guide. Berea also was named the nation’s No. 3 top liberal arts college. No other college in Kentucky was in the top 50. Such recognition for Berea comes from its success in educating and graduating academically talented, low-income students who become service-oriented leaders in their professions and communities. Last year, Berea held the No. 1 and No. 4 spots, respectively.

Berea College was recognized by *Washington Monthly* author Robert Kelchen for maintaining “consistently high rankings thanks to their economic diversity, relatively strong graduation rates and commitment to meeting students’ financial need.”

## Berea College’s Nursing Program Ranked No. 8 in the Southeast

Nursing Process ranked Berea College’s nursing program No. 8 out of 731 schools offering nursing programs in the southeastern United States in 2020. Nursing Process, a national organization that provides nursing students with education and career information, ranked programs that offer Bachelor of Science in Nursing (BSN) degrees.

To determine the best BSN programs in the Southeast, Nursing Process reviewed four key factors: NCLEX-RN pass rates for the past four years, academic quality, the nursing school’s reputation and affordability. Nursing Process is not affiliated with any college or university to ensure the information provided is completely unbiased, accurate and backed by extensive research.

“We are honored to receive this recognition and be among such an elite group of nursing programs educating the nursing workforce of tomorrow,” said Monica Kennison, chair of Berea College’s Nursing program.



## Berea College Featured in The Princeton Review Guide to Green Colleges 2021 Edition



Berea College is one of the nation’s most environmentally responsible colleges, according to *The Princeton Review’s* 11th annual Guide to Green Colleges. The guide, which profiles 416 colleges, is a resource college applicants can use to identify schools with

exemplary commitments to the environment and sustainability.

“We strongly recommend Berea College to students who want to study and live at a green college,” said Rob Franek, *The Princeton Review’s* editor-in-chief. “The colleges in this guide offer excellent academics and exemplary evidence of environmental commitment.”

Sustainability is central to Berea College, which has Kentucky’s first LEED-certified building (Lincoln Hall), first gold LEED-certified hotel (Boone Tavern) and first ecovillage to house students and families in an eco-conscious environment. Berea’s campus also is home to the world’s first certified student residence hall (Deep Green) to be Petal Certified through the Living Building Challenge.

“Berea College is proud to be listed in *The Princeton Review’s* Guide to Green Colleges with so many other institutions working to make a tangible difference when it comes to combating the impacts of climate change,” said Joan Pauly, sustainability coordinator at Berea College.

## Berea College Ranked No. 1 “Best Value College” by The Wall Street Journal/THE

Berea College once again tops the list of “Best Value Colleges” in the nation in The Wall Street Journal/Times Higher Education (THE) 2021 College Rankings. Berea’s no-tuition model contributed to its No. 1 best-value ranking.

To determine the best value among the top 250 schools, WSJ/THE divided each institution’s overall score by its net price, which includes the total cost of attending a school, such as tuition, fees, room and board, books and supplies, minus federal or institutional financial aid that doesn’t have to be repaid. Students who don’t receive any aid aren’t included in the calculation. The College ranked No. 144 overall, climbing from 155 last year.

“We are thrilled to be ranked at the top of the WSJ/THE Best Value list of colleges and universities,” said Berea College President Lyle Roelofs. “Our no-tuition policy allows us to provide talented students who might not otherwise be able to afford it, access to a high-quality liberal arts education and transformative experiences and enables them to graduate with little or no debt. We like to describe this as ‘the best education money can’t buy.’”



## Madison County Historical Society Recognizes Berea College Faculty and Staff

The Madison County Historical Society recently awarded certificates of recognition to Dr. Jacqueline Grisby Burnside ’74 and staff members of the Berea College Special Collections and Archives.

Sharon Graves, president of the historical society, presented preservation awards at a brief outdoor ceremony on the steps of Berea’s Hutchins Library.

Burnside, a Berea College sociology professor, was recognized for her contributions to Madison County history as an author. Her book, “Berea and Madison County, Kentucky” (part of the Blacks in America Series), is a nearly four-decade collection of photographs and stories related to Black communities in Madison County, Ky., including Peytontown, Farristown, Middletown, Bobtown and Richmond.

The Berea College Special Collections and Archives was recognized for its significant contributions and long-standing efforts to collect, maintain and share its vision of “oneness” of the Southern Appalachian Region, particularly Berea College and the City of Berea.





## Alumna Awarded Phi Kappa Phi Fellowship

Jennifer Bentz '20, a Berea College alumna from Maryville, Tenn., received a fellowship worth \$8,500 from the Honor Society of Phi Kappa Phi (PKP)—the nation's oldest collegiate honor society for all academic disciplines. Bentz is one of 58 recipients nationwide to receive a Phi Kappa Phi Fellowship.

Bentz received to earn a bachelor's degree in biology from Berea College in 2020. As a Phi Kappa Phi Fellow, she will pursue a Doctor of Medicine at Washington University School of Medicine in St. Louis.

"I am so honored and grateful to have been awarded this fellowship," Bentz said. "I knew when I chose to pursue a medical degree that it would entail both hard work and some significant financial burdens, and I really appreciate that this fellowship rewards the first and lessens the second."



## Berea Recognizes Mid-Year Graduates

In December, Berea College's virtual mid-year Senior Celebration honored 64 seniors who completed their degree requirements at the end of the fall 2020 term. Robert Yahng '63, chairman of Berea's Board of Trustees, served as guest speaker. After graduating from Berea in 1963, Yahng earned a J.D. degree from the University of Kentucky College of Law in 1967.

Yahng served 17 years as the chairman of the board of the pre-eminent civil engineering and construction company, American Bridge, and taught and served on the board at Salesian College Preparatory in Richmond, Calif. He is a member of both the Kentucky and California Bar Associations.

To view the Senior Celebration tribute on

YouTube, visit <https://youtu.be/GyfuDQmb45A> or scan this QR code with your smart device.



## What's Hot on Social

**f** 37.4K reach, 3.4K engagement



### AERIAL TOUR OF CAMPUS

We know it's not the same as actually being on campus, but we hope you take this opportunity to see Berea like you've never seen it before! We're touring a few of our favorite spots, showing off some new construction and exploring the beauty of our **#BereaBeloved** in this virtual tour. **#virtuallyBerea** (Posted on 11/7/20.)

**t** 11.6K impressions



### NORMAN ORNSTEIN CONVOCATION

Please join us this Thurs., Oct. 22 at 7 p.m. EST and listen to **@NormOrnstein**, a political scientist and resident scholar at **@AEI**, talk about politics, elections and democracy in an age of tribalism and pandemic. (Posted 10/20/20.)

**ig** 13.7K impressions



### BEREA COLLEGE'S NURSING PROGRAM

We are proud to announce that Berea College's nursing program has been ranked No. 8 in the Southeast. "We are honored to receive this recognition and be among such an elite group of nursing programs educating the nursing workforce of tomorrow," said Monica Kennison, chair of the Berea College nursing program. **#BereaProud #nursing #healthcare** (Posted on 10/6/20.)

The Berea College Alumni Association enjoys hearing from Bereans from all over the world. The "Class Notes" section of *Berea College Magazine* reports verifiable news you wish to share with your alumni friends and associates: careers, weddings, retirements, births, and other items of importance to our alumni. Please include your class year and name used while attending Berea. Notes may be edited for style and length. While we will make every effort to put your information into the next issue of BCM, some delays may occur. We appreciate your understanding.

Submit class notes and photographs at [www.berea.edu/alumni/classnote](http://www.berea.edu/alumni/classnote)

## 1928

**Frank Allen Spear's** granddaughter, Dr. Mary Prentice, recently was named the Alexander Hamilton Society faculty advisor of the year. Prentice is an associate professor in the Liberty University Helms School of Government. She reflects on her grandfather's story of traveling barefoot to Berea College (300 miles) as motivation for her career. Read more: <http://ow.ly/ef2150BYYM>

## 1949

**Franklin Parker** and **Betty J. Parker '50** celebrated birthdays in early June 2020. Franklin Parker turned 99 and Betty J. Parker turned 91. They continue to swim and walk daily at Uplands Village Pleasant Hill in Tennessee, their home for 26 years. Married in 1950, they marked their 70th wedding anniversary on June 12, 2020. The two met at Berea just after the war in 1946. Both majored in English with a minor in history. Their graduate study was at Peabody College in Nashville, now a part of Vanderbilt University. Franklin earned a master's degree from the University of Illinois and a doctorate from Peabody College. Betty earned her master's degree at Peabody. They both loved teaching—she at the high school level and he at the university level. Franklin retired after 20 years at West Virginia University as the Claude W. Benedum Professor of Education.

Both Betty and Franklin love "their" Berea College and they love Uplands. They found Uplands Village because two others from Berea College preceded them. The Uplands community recently joined in celebrating their milestone 70th anniversary with a parade throughout every neighborhood in the village. Betty and Franklin can be contacted at [bfparker9@gmail.com](mailto:bfparker9@gmail.com).



## 1950

**Wanda Irwin Auerbach** (1927-2012) is being memorialized for her generosity, grace and inspiring journey out of poverty through an endowed distinguished chair established at the University of Wisconsin-Madison. The Wanda Auerbach Distinguished Odyssey Chair will support the UW Odyssey Project (profiled in the Winter 2016 issue of Berea College Magazine), a transformative humanities program now in its 18th year of empowering families to break a cycle of generational poverty. Read more: <http://ow.ly/HH1Z50CFVoq>

## 1954

**Kenny Gwinn** and Lynette Gwinn had planned to visit their grandson who works in the U.S. Embassy in Slovakia, but the coronavirus scare canceled their trip. Otherwise, they are well and have spent time clearing clutter. They enjoyed Kenny's 65th Berea College reunion in 2019 and hope to see friends at his 70th in 2024.

## 1955

**Billy Edd Wheeler** was paid tribute by the West Virginia Music Hall with a new CD. The album, titled "Courting the Muse," features various West Virginian musicians. Read more: <http://ow.ly/RMn150BYYYQ>

## 1958

**George Ellis, M.D.**, earned his BA in Chemistry. After graduating from Berea, he attended the University of Louisville and graduated with a degree in medicine in 1962. He practiced medicine in family practice for 47 years.

**Elizabeth Hensley Hibbard** is retired after teaching piano and playing piano and organ for church, weddings, funerals, high school dramas, etc. She is living in St. Andrews Retirement Community in Richmond, Ky., and attends church at Union Church in Berea.

## 1959

**William Ross (Fd. '55)** published a book about Berea College Professor Dr. George S. Noss, who was also a master knife maker. Dr. Noss gave away all his knives to Berea people and others. With this book, Ross hopes to give Noss a better place in history and to provide a provenance for his knives. The book may be ordered for \$70, postpaid. Orders can be made via mail to 791 Baker Brook Rd., Danby, VT 05739, by telephone at (802) 446-2050 or by email to [pursebox@vemontel.net](mailto:pursebox@vemontel.net).



## 1960

**Sylvia Barnett Johnson** and Charles Johnson celebrated their 60th wedding anniversary on Aug. 28, 2020 in Detroit, Mich. She has one daughter and one grandchild.



**Joyce McEntire Ellis** has been married for 62 years, has six children who are all married and 20 grandchildren, and she has had life experiences over the moon! She still has much love for and many happy memories of her Berea friends.

**Carol Schroedel Gillilan** wrote a story for the *Island Gazette* about her childhood and how she came to Berea College, became a nurse and met her future husband, Ron. Ron practiced medicine for 20 years in the U.S. Public Health Service and had a second career in the cardiology division at St. Agnes Hospital in Baltimore, Md. Together they raised two sons, Richard and Steven. Richard is a scientist with a Ph.D., who works for Cornell University, and Steven is a filmmaker who, in 2017, began working on the gripping documentary/thriller series "Designed to Kill." Grandson Max is currently working as an internet technologist in Austin, Texas.



**Ollie J. Lee** is emeritus professor of sociology at Lee University.

**Gloria Calfee Martin** writes that she and husband, Everett, are doing well.

## 1961

**Mrs. Cora Biddix Markford's** only daughter died in 2015. Her husband of nearly 57 years, Jack, died in April 2019. She has one son and two grandsons who live in Florida. She would love to have the current address of, or hear from her former roommate, Judy Naylor Tate '61.

## 1962

**Eleanor Gibson Gay Fd. '58** shared Jack Moore Gay passed away suddenly Feb. 20, 2020. For 57 years, until his death, Jack was married to Eleanor. Eleanor and Jack resided at the Gay family farm in Pocahontas County, W.Va., where Eleanor still lives.

**Mary Lu Carhart George** moved to an independent apartment in a continuing care community in a Masonic Village in May 2019. Her address is 902 Jacksonville Rd, Apt. 2450, Burlington, NJ 08016. **Harry W. George Jr. '60** died on Oct. 7, 2019. He was diagnosed with Parkinson's disease in 2017. Harry taught high school business for 25 years and then formed a private tax business for 15 years.

**Dr. Celia Hooper Miles** published her 10th novel this fall. "The Skeleton at the Old Painted Mill: A Marcy Dehanne Grist Mill Mystery" is the third in a cozy mystery series featuring a college instructor turned grist mill restoring consultant, set in western North Carolina. Learn more at [www.celiamiles.com](http://www.celiamiles.com)

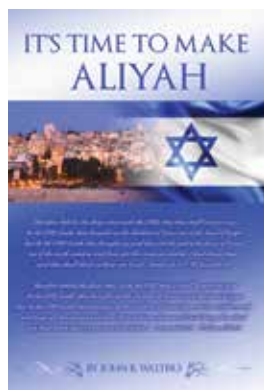


## 1963

**Clint Layne** sold his garden shop in Nashville, Tenn., after 22 years in business. He has retired (again) and would enjoy seeing any Bereans who are visiting Nashville.

**John (Jack) B. Walters** has been

living at On Top Of the World in Ocala, Fla., since 2007. He just published his third book called "It's Time to Make Aliyah" in January 2020. It encourages Jewish people to move to Israel and become Israeli citizens. His other two books are on tithing. All are available for purchase on Amazon. His wife, Connie, went to be with the Lord in July 2015. He now lives with his two step-children and son-in-law who take good care of him.



## 1966

**Russell England** wrote a book titled "Gross Deceptive Product: An Ecological Perspective on the Economy." It is a non-fiction book that deals with the topic of sustainability in a unique way. The book is available for purchase on Amazon.

**Rosemary Evans Stinson's** granddaughter, April Stinson, is attending the University of Louisville on a scholarship and majoring in computer science. She also is part of the marching band. She plays French horn, piano and guitar. April won a car from Bill Cole in Ashland, Ky., for being an "all-around" student.



## 1968

**Frederick Hatcher** and wife, June's daughter, Kimberly Hatcher Harrison, passed away on Aug. 7, 2020. She was a high school teacher. She earned a bachelor's degree from Concord College and master's degrees in history and geography from Marshall University. She is survived by her husband, Kevin, and daughter, Erin. Erin is a respiratory therapy student at Southern West Virginia Community College.

**Bonnie Johnson Potz** is happily and mostly retired from teaching art in West Hartford, Conn. She has clay murals on display and published in various places, including a large mural in fired-permanent clay at the University of Connecticut Health Center. Her husband, Stephen Potz, is retired and enjoying good health. The two are very happy!

## 1969

**Dr. Joyce Wooten Hamberg** was appointed to the Board of Directors for the Baptist Life Communities of northern Kentucky to begin a three-year term in January 2021.

**Jerry Kidd** just published his father's book about his experiences in World War II, titled "American Warrior." Some critics compare it to "Red Badge of Courage" and "All Quiet on the Western Front." The book is available on Amazon.



**Paul Lyda** recently moved to a senior living facility in Asheville, N.C. He has several age-related illnesses and would like to hear from Berea friends. He may be reached at [dreducate@gmail.com](mailto:dreducate@gmail.com).

**Dr. Patricia Graham**

**Murphree** retired from Lincoln Memorial University in Harrogate, Tenn., on July 31, 2020, after a 20-year tenure as a professor of graduate education in the Carter and Moyers School of Education. Prior to joining LMU, Pat enjoyed a 30-year career in Kentucky, Alabama and Virginia public education as a classroom teacher, counselor and administrator. Her husband, **Lynn Murphree '67**, passed away in 2016 after a stellar career in Berea College admissions. They had been married 47 years at the time of Lynn's passing. Pat resides in Church Hill, Tenn., and welcomes calls, emails, texts and visits from Berea friends.



## 1970

**John Buckles** is living in Abingdon, Va. He retired in 2001 from Pinellas Co. Schools in St. Petersburg, Fla., and enjoys fishing and visiting with his children and grandchildren.

**Ron Carl Dockery**

officially began serving as the pre-eminent governor for the West Kentucky York Rite College No. 157, York Rite Sovereign College of North America on Aug. 15, 2020. Ron and Charlotte live in Greenville, Ky. Email: [rondockery@bellsouth.net](mailto:rondockery@bellsouth.net)



**Hannah Kern Guinn** is missing seeing classmates and celebrating their 50th reunion for the Class of 1970. Right now, she and husband, Edwin, are just staying home, keeping safe.

**Rebecca Hollen Lewis** retired Jan. 1, 2020, from Grandview Medical Center Department of Education. She has moved to the Chicago area to be closer to home and family.

**Shirley Snider Mustard** and **George T. Mustard '72** moved to Stone Mountain, Ga., to be near their youngest daughter. They have two daughters, five grandchildren and four great grandchildren. They are active in the Healing Grace Community of St. Luke, a non-denominational community of healing ministry.

**Dr. Ronald D. Spangler** is retired and living in Somerset, Ky.

## 1971

**Bill Bowles** has retired after 41 years of dedicated service as a forensic scientist for Indiana State Police. Read more: <http://ow.ly/sNfA50BZ20E>

## 1972

**Donna Griffith Hornsby** graduated from Peabody College in 1975 with a master's degree in education. She earned an MBA in information from DeVry University in 2000. She retired from Georgia state government in 2009 and moved to Virginia to be with her parents. Hornsby studied for a new career in ministry and was licensed in 2018 in the Church of the Brethren.

**Linda Gail Knox** writes, "Hello to everyone." She would like to hear from classmates of 1970 to 1972. Linda is retired. Her granddaughter, Dallas Gabriel Alexander, graduated from high school this year and is attending Tri County Tech to begin her degree in nursing.

**David Sloan** was selected by Kentucky Bar Association President J. Stephen Smith to receive KBA's 2020 President's Special Service award. He recently was featured in the July/August issue of "Bench & Bar," published by the KBA. Read more: <http://ow.ly/quie50CFYSH>

## 1973

**Sally Fraley Robinson** began a writing career after teaching for 39 years in the public school systems of Virginia and Kentucky. Her first book "Belle's Special Assignment," is a children's book. Belle, a smart and friendly little beagle, is selected to be a companion dog for "Dad," who is in declining health. Belle is not sure what a companion dog is, but she is sure that she loves this man and would do anything for him. You will be delighted by this sweet pup who speaks "human" as she tells you her story. The book is available on Amazon and at Barnes and Noble. Robinson lives in Berea, Ky.

## 1974

**Jacqueline Grisby Burnside** was appointed by Kentucky Governor Andy Beshear to the Kentucky Standards and Assessments Process Review Committee. Read more: <http://ow.ly/EtkS50BZ2eK>

## 1975

**Fentress C. Horner** recently published his first book "The Biblical History of the Liberal, and of Conservatism." The book is published by Page Publishing and is available on Amazon.

**Wanda Cain Manhanke** retired from the St. Louis VA Medical Center in November 2019. She was a specialist in microbiology. Her husband of 32 years, Michael, died in August 2019. She can be reached at 676 Smiley Ave. St. Louis, MO 63139.

**Rose Weaver** was recognized for her work and leadership of the 65th anniversary committee of the desegregation of Oak Ridge Schools in Tennessee. Read more: <http://ow.ly/IRbd50BZ2B1>

## 1976

**Lula Nicholson Ford** has been appointed to a one-year term on Christian Appalachian Project's Board of Directors. Read more: <http://ow.ly/7Scb50CfZdF>



**Douglas Jackson** started a business called Kikstart after attending a church with his wife in Arizona that did not have a lunch program. An Alabama native, Jackson returned home and brought the program with him. Kikstart prepares and serves approximately 14,000 meals a day in its after-school and summer feeding programs. Read more: <http://ow.ly/ccpu50BZ2CY>

**Joanne Strano** says she's living the dream in Charleston, S.C. She retired in 2018 and is eagerly looking forward to her 45th reunion at Summer Reunion. She enjoys gardening, the beach and working to elect democratic candidates in federal, state and local elections. She would love to hear from you. [joannestrano@gmail.com](mailto:joannestrano@gmail.com)



## 1981

**Steve Ridder** was featured in a *Northern Kentucky Tribune* article about his career in coaching. In the article, he shares many career successes, but says he'll never forget his roots. He reflects on the influence of Berea College in his coaching career and shares many wonderful memories and anecdotes. Read more: <http://ow.ly/lm1g50BZ2LS>

## 1984

**Mona Body Baker**, a retired preschool coordinator for Fayette County Public Schools, has been appointed to serve a one-year commitment on Christian Appalachian Project's Board of Directors. Baker grew up in Harlan County, Ky., so she knows and understands the people and culture of eastern Kentucky. She also brings a wealth of knowledge and experience in many areas of educating young people. Baker said CAP's mission statement of building hope, transforming lives and sharing Christ's love through service not only aligns with how she was raised, but how she lives her life now. She has spent several years working in nonprofits, such as Head Start, and ended her career working for the school system in a program that enrolled low-income students and special-needs students. Baker earned a bachelor's degree in early childhood education and a master's degree in special education from Georgetown College. She lives in Lexington and has nearly 30 years of experience in early childhood education.



**Timothy Setters** retired from Verizon Wireless in November 2019 and has lived in Riverside, Md., for the last 30 years.





**1986**

**Michael (Mike) Coleman** is currently vice president and chief information officer at the Electric Power Research Institute in Palo Alto, Calif. Read More: <http://ow.ly/L6YW50BZ4hn>



**1987**

**LaRue Rogers Neilson's** son, Hayes, had a bone marrow transplant at Duke University in 2019. Her daughter, Keaton, graduated from the University of Alabama with a degree in international relations. She will be attending UNC-Charlotte in the fall seeking a master's degree in criminal justice and will be a teaching assistant in the program. Neilson graduated in August 2020 from Wake Forest University with a master's degree in counseling.



**1988**

**Joe David Waters** is a dual-credit history instructor and assistant boys' basketball coach at McCreary Central High School. His wife, Joy, teaches seventh grade science and has completed her National Board Teaching certification. They currently live in Stearns, Ky.

**1991**

**Jeffrey Reddick**, mastermind behind the "Final Destination" series, was featured in a Fansided article where he discussed his upcoming directorial debut of the film "Don't Look Back." Read more: <http://ow.ly/ByYc50C7mRO>

**1992**

**Dr. Kathy Walsh Burkhardt**, began a new position as the senior director of NaviGo College and Career Prep in northern Kentucky. NaviGo College and Career Prep provides research-based individual and small group coaching to middle school and high school students. She recently retired as the superintendent of the Erlanger-Elsmere School District. Read more: <http://ow.ly/Kp4Z50BZ4vN>

**1994**

**Jason Cody** is teaching as an adjunct professor in the Department of Economics and Finance at East Tennessee State University.

**1995**

**Phillip Michael-John Williams-Cooke** was a panelist for Mount Sinai Health System's celebration of Disability Awareness Month. The topic of his talk was "My LGBTQ+ Identity and Living with Mental Health Challenges in the Age of COVID-19." He also served as one of four panelists for a "Surviving Race 2020" panel discussion. Watch here: <http://ow.ly/zhDi50Cg4W3>

**Sean Hennessey**, his wife, Jessica, and their son, Atlas, reside in Seattle, Wash.

**1998**

**Chris Lakes** earned his doctorate in educational leadership from the University of Kentucky in May 2020. Chris is director of the Office of Student Success and Transition at Berea College. He and his wife, **Stephanie Hannah Lakes '03**, live in Berea with their three children, Davis, Dawson and Hannah.



**Laurie Bradshaw Rowland** received tenure at Cleveland State Community College. Read more: <http://ow.ly/VUZI50BZ4Gp>

**2002**

**Jonathan McClintock** earned an MA in history from Emporia State University in Kansas. He is an educator at Tucson High Magnet School, where he teaches African American history and dual-enrollment U.S. history.

**2003**

**Steven Goodpaster**, MAI, MRE continues his work in volunteerism. Having finished his tenure as chair of Enhance Powell, he will begin his new role as the president of the Tennessee Chapter of the Appraisal Institute. Read more: <http://ow.ly/IstZ50BZ4OZ>

**Dr. Maggie Lee Stevens Lawentmann** has moved to a new position at St. Mary's Family Care-Ironton. She received her doctoral degree in osteopathic medicine from the West Virginia School of Osteopathic Medicine in Lewisburg and completed her residency in family medicine at St. Vincent's Family Medicine in Jacksonville, Fla. Lawentmann is board certified by the American Osteopathic Board of Family Practice. Read more: <http://ow.ly/CkJD50BZ53X>

**Cara Stewart** began a new position as director of policy advocacy at Kentucky Voices for Health. Read more: <http://ow.ly/cFhE50BZ5Bo>

**2005**

**Jesse Morrison** was awarded the Early Career award, a major national honor from the American Forage and Grassland Council. Morrison is an assistant research professor at Mississippi State University. The award honors an individual under the age of 40 who has made a significant contribution to the forage and grassland industry. Read more: <http://ow.ly/Oewf50BZ5EL>

**DeJuana Thompson** was appointed to the Housing Authority of Birmingham District's Board of Commissioners by Mayor Randall L. Woodfin in August. Read more: <http://ow.ly/d00950BZ95f>

**2006**

**Kelvin Galloway** and **Mary Rush Galloway '07** recently completed their graduate studies. In 2019, Kelvin earned his MBA from the University of the Cumberlands. He is a portfolio manager for Humana. In 2020, Mary earned her MA in organizational leadership with a certificate in nonprofit administration from Western Kentucky University. She is the director of Major Giving at Berea College. The couple resides in Berea, Ky.

**Tristan Lee Riven** and his Korean collaborator, artist Kim Minh, recently were honored at the 2020 Taipei Game Show in Taiwan. Riven is a video game designer and entrepreneur. Their company, South Korea-based Devespresso Games, won the "Best Narration" and "Grand Prix" awards for its game "The Coma 2: Vicious Sisters." A total of 141 game titles from 17 countries were entered in this year's competition, of which only 30 games were nominated to compete for awards.

**2009**

**Debra Bulluck** was recommended by the Minnesota Board of Law Examiners for admission to the Minnesota State Bar. On Dec. 6, 2019, a private swearing in ceremony for Attorney Bulluck was held at the Fourth Judicial District, Hennepin County Family Justice Center in Minneapolis, Minn. Upon completion of her judicial clerkship, Bulluck will pursue family law in the Twin Cities. Currently, she serves as secretary of the Hennepin County Bar Association Family Law Section and volunteers for Big Brothers Big Sisters Twin Cities.



**BIRTH:** a daughter, Fiona Josephine Louise, to **Jessica Belcher Cannoy** and husband, Bryan, on May 26, 2020. She joins big brother, Zeke.



**2012**

**MARRIED:** **Rebekah Gilley** to Breda Waite on May 2, 2020, in a private ceremony in their backyard. Due to the COVID-19 virus, only six guests were present. Rebekah and Breda postponed their wedding celebration to August. Rebekah uses her degree in business administration to run her own business, and Breda is a mental health therapist. They live in Tacoma, Wash.



**2013**

**BIRTH:** a daughter, Riley Oluchi Oleka, to **Jamie Nunnery Oleka** and husband, O. J., on May 11, 2020.



**2015**

**Kyle Godbey** successfully defended his Ph.D., titled "Low Energy Nuclear Reactions Using Time-Dependent Density Functional Theory," at Vanderbilt after having to adapt to the distance learning imposed by the pandemic. Kyle spoke about the challenges he faced in moving to an online format and how he adapted and utilized his expertise to defend successfully. Read more: <http://ow.ly/Ynlq50BZ9Vh>

**2017**

Kentucky nurse, **Trinity Goodman**, was featured in May on LEX 18 news as she was called back to New York City to help with COVID-19 patients. After spending a five-week stint at a Bronx hospital working in the ICU, she was unexpectedly released. Her disappointment was short lived. She was promptly called back to the hospital days later. Read more: <http://ow.ly/gXCI50BZ9Wp>

**2018**

**MARRIED:** **Angel Joannah Henderson** to Christopher T. Johnson. The two were together for almost five years and finally were able to get married. They were hoping for May or June of 2020, but COVID-19 pushed their plans back. They had a small wedding outside. She picked out a beautiful spot with nicely spaced trees and beautiful grass. They had invited a handful of friends and family. They kept the pandemic in mind and had their attendees wear masks. They had a fabulous time with a small non-traditional wedding and reception.



## CLASS NOTES

**2019**

**Kaitlin Morris** reflects on her first year as an alumna as a Newman's Own Foundation Fellow working at Propeller in New Orleans. She shares how the things that weren't supposed to happen helped to shape her as a person. Read more: <http://ow.ly/jRoF50BZ9Xp>

**2020**

**Riziki Aloyce** speaks about his excitement to join Campbell University as an incoming Doctor of Pharmacy student. Read more: <http://ow.ly/Un9I50BZa0D>

**Jennifer Bentz** from Maryville, Tenn., received a Fellowship worth \$8,500 by the Honor Society of Phi Kappa Phi—the nation's oldest collegiate honor society for all academic disciplines. Bentz is one of 58 recipients nationwide to receive a Phi Kappa Phi Fellowship. Read more: <http://ow.ly/Fx4G50BZa1B>

**Ricardo Santos Estrada** was accepted to the University of Connecticut with a full-tuition scholarship plus stipend offer to pursue a Ph.D. in physics. He is not certain what focus he will take, but he is interested in experimental particle physics and did undergraduate summer research analyzing data from CERN (via UT-Knoxville) in 2018 and constructing instrumentation for measuring the electric dipole moment of a neutron at Oak Ridge National Labs in 2019.

**Alona Norwood**, who ran as a candidate for Johnson City commission, discusses her candidacy in terms of inclusion and representation. Read more: <http://ow.ly/sAF550BZa2A>

**Daniela Olivera Velarde** chose to attend the University of Chicago Medical Physics Ph.D. program after being accepted to about five different medical physics masters and Ph.D. programs. Additionally, she received notification from the American Association of Physicists in Medicine that she is the sole recipient of its fellowship for graduate study in medical physics, which awards \$18,000/year for two years. This is on top of a full-tuition offer from University of Chicago.





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**Staff & Faculty**

**Dr. Cleophus Charles Hon. '95**  
Initiated Black Studies, Professor Emeritus of History (1973- 2000)  
Aug. 23, 2020

**Dr. Stephen Pulsford**  
Associate Professor of English and General Studies (1995-2020)  
Aug. 15, 2020

**Jessie Sue Allen Shugars**  
Hutchins Library (1977-1995)  
July 23, 2020

**1930s**

**Gertrude Faulkner Luke '34**  
Nov. 25, 2003

**1940s**

**Dr. Emmett U. Dillard '40**  
June 22, 2019

**Elsie Cairns Morgan '40**  
March 25, 2020

**Grace Roberts Scott '40**  
March 21, 2020

**Philip Burns Harrison Acad. '37, '41**  
May 29, 2020

**Nadeane Sears Newell '44**  
Sept. 7, 2020

**Lucille Turner Ouzts '44**  
June 4, 2020

**William Wesley Peavyhouse Navy V-12 '44**  
Feb. 9, 2016

**Ralph Eugene Ternes Navy V-12 '44**  
April 10, 2020

**Richard Otto Troll Navy V-12 '44**  
March 4, 2020

**June Brice Cawthon '45**  
Jan. 28, 2020

**Margie Mantooth Linnartz '45**  
June 1, 2020

**Robert J. Stradling Navy V-12 '45**  
Jan. 7, 2020

**Glenna Smith Lett '46**  
July 8, 2020

**Jimmie Burton Parris Fd. '46**  
Feb. 9, 2020

**Walter H. Power '46**  
Obituary Unavailable

**Aileen Saylor Williams Fd. '46**  
Sept. 27, 2020

**Colette Rieben Charig '47**  
Dec. 11, 2019

**Elizabeth Crumbley Losee '47**  
May 17, 2020

**Helen Smith Brown Acad. '44, '48**  
Feb. 9, 2020

**Clinton O. Clay '48**  
Jan. 19, 2020

**Mary Lou Baker Henjum '48**  
Nov. 11, 2019

**Margaret Southard Perkins '48**  
April 27, 2020

**Romulus Jolley Duncan '49**  
Feb. 17, 2020

**1950s**

**Betty Partin Hurst '50**  
July 16, 2020

**Dr. John Alden Auxier '51**  
Aug. 27, 2020

**Gertrude Bremer Crites '51**  
April 20, 2020

**Louise Archer Davidson '51**  
Sept. 22, 2020

**Maude Brewer Jones '51**  
Obituary Unavailable

**Ruby R. Teague '51**  
Aug. 30, 2020

**Carolyn Thurmond Bostic '53**  
April 17, 2020

**Wayne Oscar Hymer Fd. '49, '53**  
July 8, 2020

**Jean M. Mitchell '53**  
Dec. 1, 2019

**Jeanne Riddle Parker '53**  
Obituary Unavailable

**Rev. Don Reece '53**  
Aug. 22, 2020

**Jessie Ruth Meeks Bringman '54**  
April 27, 2020

**Betty Howard Mills '54**  
April 19, 2020

**Wayne C. Morris '54**  
July 13, 2020

**Dr. Philip F. Thornton '54**  
July 31, 2020

**David Udine Allen '55**  
Oct. 9, 2019

PASSAGES

**Juanita Simons Baird Fd. '55**  
April 12, 2020

**John Colin Chalmers Fd. '55**  
Sept. 10, 2020

**James L. Harris '55**  
June 22, 2020

**Joni W. Hyder**  
Wife of **James Edward Hyder '55**  
April 1, 2020

**James Wing**  
Husband of **Dorothy Lee Wing '55**  
April 21, 2016

**Letty Hunt Biggerstaff '56**  
Dec. 25, 2017

**Dr. Frances Joan Brannon '56**  
July 5, 2020

**R. Jack Brown '56**  
June 7, 2020

**Omer M. McGlone '56**  
March 17, 2020

**Harry K. Mustard '56**  
Obituary Unavailable

**Dr. Wayne C. Spiggle Jr. '56**  
July 31, 2020

**Carl B. Thompson**  
Husband of **Christine Greene Thompson '56**  
June 29, 2020

**Dr. Emel L. Atkins Fd '53, '57**  
May 1, 2020

**Mr. O. Dean Cornett**  
Husband of **Sarah Kincer Hagen '57**  
Obituary Unavailable

**Rev. Richard C. Donnelly '57**  
Aug. 25, 2019

**Shirley Wisecup Elkins '57**  
July 29, 2020

**Shirley Osborne Gibbs '57**  
June 11, 2020

**Mary Atkins Johnson '57**  
Aug. 18, 2020

**Ruth Alexander McDonald '57**  
July 20, 2020

**Joseph R. Harner**  
Husband of **Florence Davis Harner '58**  
Nov. 5, 2018

**Dr. Jerry Paul Perry '58**  
March 24, 2020

**Roy N. Walters Jr. Fd. '49 '58**  
Feb. 18, 2020



PASSAGES

**Robert L. Allen Fd. '59**  
Oct. 8, 2015

**Pat Pruitt Dash '59**  
May 7, 2020

**Velda Sparks Potts '59**  
May 14, 2020

**Raymond F. Spivey '59**  
Aug. 13, 2020

**1960s**  
**Dr. S. Manuchehr Alavi '60**  
Sept. 17, 2020

**Harry W. George Jr. '60**  
Oct. 7, 2019

**Joseph Jerry Klich**  
Husband of **Thelma Miller Klich '60**  
July 8, 2019

**Marshall Roy Bailey**  
Husband of **Ruth Napier Bailey '61**  
Nov. 20, 2017

**E. L. Harlow**  
Husband of **Sandra Hamrick Harlow '61**  
April 30, 2013

**Carlos D. Lainhart Jr. Fd. '57, '61**  
Obituary Unavailable

**Minnie Sue Martin Ripy '61**  
Nov. 10, 2019

**DeWitt F. VanArsdale Fd. '57, '61**  
May 27, 2020

**Wallace Cantrell Jr. '62**  
Aug. 15, 2020

**Jack M. Gay**  
Husband of **Eleanor Gibson Gay '62**  
Feb. 20, 2020

**C. Edwin Matheson '62**  
April 23, 2020

**Sandra Jeanne Wayman '62**  
July 26, 2020

**Ahmad Baharestan '63**  
Aug. 3, 2020

**Phillip Haney '63**  
Sept. 22, 2020

**Mary Tudor Pennycuff '63**  
Sept. 2, 2020

**Ruth Hygema Wilson '63**  
June 19, 2019

**Judith Sharon Bussey '64**  
Dec. 17, 2019

**Thomas Coomer Fd. '60, '64**  
Sept. 6, 2020

**William E. Druell Jr. '64**  
Sept. 1, 2020

**Kollen Karr '64**  
May 14, 2011

**Doris Reece Smith Leissing '64**  
July 15, 2020

**Tonita Booher Preston '64**  
Aug. 2, 2020

**Gilbert M. Chard**  
Husband of **June Cleek Chard '65**  
March 10, 2019

**Edward Seldon Sears '65**  
Sept. 1, 2020

**Carol Meadows Wilcox '65**  
Feb. 1, 2019

**Henry Lair**  
Husband of **Ruth Lyons Lair '66**  
Feb. 8, 1998

**James Irvine Wright '66**  
Jan. 15, 2019

**Elaine Hampton Carrig '67**  
Obituary Unavailable

**Nancy Nickell Wiles '67**  
May 6, 2020

**Paul Wallace Chappell '68**  
Obituary Unavailable

**Cum Paul Mutiva '68**  
May 10, 2020

**Virginia Pugh Owens '68**  
June 8, 2017

**Deborah Ann Trusty Rumble '68**  
Oct. 17, 2020

**Rev. Wayne Edward Sova '68**  
June 10, 2020

**Homer D. Gassett '69**  
June 6, 2020

**Michael Douglas Hassler '69**  
Aug. 18, 2020

**1970s**  
**Wayne Honaker '70**  
June 17, 2020

**Donald Paul Slatkin '70**  
July 7, 2019

**Wayne R. Jones**  
Husband of **Sue Hairston Jones '71**  
July 1, 2008

**Edith Combs McCreary '72**  
May 15, 2020

**Kenneth Lane White Fd. '68, '72**  
June 6, 2020

**Marshall Thomas McFee '76**  
July 30, 2020

**Thomas M. Philyaw '77**  
July 10, 2020

**Randall Pridemore '77**  
June 2, 2020

**Marvin "Bo" Renfro '77**  
June 9, 2020

**Kelva Thomas Nelson '79**  
June 19, 2020

**1980s**  
**Vickie Smith Arrington '80**  
Obituary Unavailable

**Jeffrey Paul Lorenzen '87**  
May 24, 2020

**Lisa Ann Ashby '89**  
Obituary Unavailable

**Charles William "Bill" Salyer '89**  
Sept. 10, 2020

**Edna Amparo Viruell '89**  
Aug. 23, 2020

**1990s**  
**Anthony Wade Girod '91**  
Feb. 26, 2020

**E. Doug Duerson '93**  
June 29, 2018

**Justin Will Robinson '98**  
March 14, 2020

**Amanda Faye Robbins-Green '99**  
July 2, 2018

**2000s**  
**Ravin Denise Raleigh '04**  
June 10, 2020

**Kimberley Denise Morrison Wilson '04**  
July 1, 2020

**Paula R. Wilson Montgomery '05**  
July 3, 2020

**2010s**  
**Vicki Leibeck-Owsley '12**  
Sept. 16, 2020

Read full obituaries on our website at  
<https://magazine.berea.edu>



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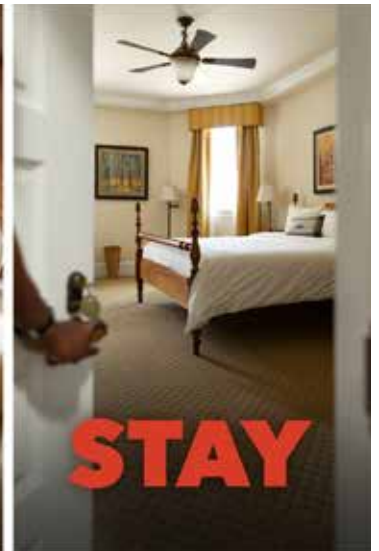
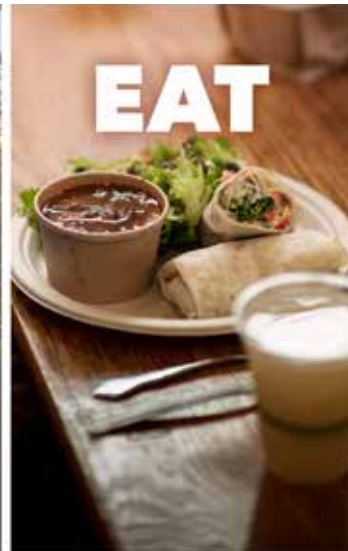
**Silver Level** \$10,000–\$14,999

**Bronze Level** \$5,000–\$9,999

Ugo '22

Photo by Oluwatobi Adejumo '20





## Our campus has so much to share.

*Never before have we threaded together everything we offer.  
Today, we welcome you to the Berea College Trace.*

*It's the thread that weaves together our history and our future  
and enables us to share our gifts with old friends and new.*

*We invite you to come shop, explore, eat and stay!*

**Berea College Visitor Center and Shoppe | 104 Main Street**

