



4-21-2022

The Grizzly, April 21, 2022

Layla Halterman
Ursinus College

Chase Portaro
Ursinus College

Marie Sykes
Ursinus College

Jenna Smith
Ursinus College

Erin Corcoran
Ursinus College, ercorcoran@ursinus.edu

See next page for additional authors

Follow this and additional works at: <https://digitalcommons.ursinus.edu/grizzlynews>

 Part of the [Cultural History Commons](#), [Higher Education Commons](#), [Liberal Studies Commons](#), [Social History Commons](#), and the [United States History Commons](#)

[Click here to let us know how access to this document benefits you.](#)

Recommended Citation

Halterman, Layla; Portaro, Chase; Sykes, Marie; Smith, Jenna; Corcoran, Erin; Chagnon, Cici; Weissman, Steven; and DiBattista, Vaughn, "The Grizzly, April 21, 2022" (2022). *Ursinus College Grizzly Newspaper, 1978 to Present*. 984.

<https://digitalcommons.ursinus.edu/grizzlynews/984>

This Book is brought to you for free and open access by the Newspapers at Digital Commons @ Ursinus College. It has been accepted for inclusion in Ursinus College Grizzly Newspaper, 1978 to Present by an authorized administrator of Digital Commons @ Ursinus College. For more information, please contact aprock@ursinus.edu.

Authors

Layla Halterman, Chase Portaro, Marie Sykes, Jenna Smith, Erin Corcoran, Cici Chagnon, Steven Weissman, and Vaughn DiBattista

the grizzly

IN THIS ISSUE:

Meet Dr. Carol Dole.....4

Club Sport Controversy.....6

The Get Back: UC Softball.....8

Collegeville, Pa.

Thursday, April 21st, 2022

Vol. 48 Issue 10

A Look Into Ursinus's "Quest" for an Inclusive Campus

Chase Portaro
chportaro@ursinus.edu

In March, The Grizzly was allowed four hours of one-on-one interviews with three members of Ursinus's administration: Dr. Heather Lobban-Viravong, Vice President of Inclusion and Community Engagement, Dr. Mark Schneider, Vice President of Academic Affairs, and Shannon Zottola, Vice President of Enrollment. The lengthy conversations were prompted by a recent article outlining student criticism of Ursinus's inclusion and diversity efforts on campus, which included comments from students Will McCoy '22 and Justin Best '24. Best explained, "This school [Ursinus] is for middle-to-upper class, suburban white people. Ursinus tries their best, but they aren't doing enough."

Part of the college's initial response stated, "We do not imagine that we have come close to fixing the problems of discrimination or inclusion at Ursinus, as they are tied to our national

society. . . but we are committed to continuing to listen, respond, act, and evaluate." The administration requested a deeper conversation with The Grizzly so readers could stay informed about the college's plan to increase inclusion and equity for students of color.

Lobban-Viravong leads a new division created this year dedicated to diversity, equity, inclusion (DE&I), and community engagement efforts on campus. She said, "I'm certainly excited about the new division of Inclusion and Community Engagement. There are some opportunities for working with a team to continue doing the work that's happening, and also finding opportunities for doing things a little differently." Efforts around DE&I have been ongoing, but the new division now officially connects offices across campus.

One result of this cross-departmental work is the college's implementation of a five-year enrollment plan. Zottola explained, "Within that

plan, one of the goals is related to diversifying our student body." This is an important answer, as Best and McCoy pointed to the underrepresentation of non-white students as one reason they feel out of place as Black students at Ursinus, but the college's enrollment plan seeks to change that predominantly white culture and increase inclusion for those of other identities.

Putting that plan into action, Ursinus recently moved incoming students' eligibility for the Gateway Scholarship from test-based to test-optional. The scholarship reduces students' cost of attendance by nearly half, and its basis in standardized tests, according to Zottola, "was problematic for a lot of reasons." She said, "We know, as

professional educators, that standardized tests really disadvantage students of color." Zottola pointed out the access to test-preparation resources that privileged students, and most often white students, have compared to their less advantaged counterparts. This policy contributed to the racial imbalance at Ursinus, but since the change, Zottola said, "We've seen a big increase in our Gateway-eligible students. . . . And a huge percentage of those were students of color, which tells you that we were providing a financial barrier by having our premier scholarship be based solely on test scores."

Reevaluating scholarship policy is just one way to ensure the financial realities of attendance do not

create barriers for marginalized students. Zottola said, "Being able to attract students from different economic backgrounds hinges upon our ability to effectively communicate what we are doing here to support them." "I think what a small school can do is get really individualized in our approach to supporting students all the way through."

Ursinus's small size may offer some advantages, but it still boasts an expensive ticket price of \$72,000. Unlike some colleges, Ursinus does not meet full financial need demonstrated by Zottola pointed out other drawbacks of Ursinus's size, "There are many schools that have better statistics and better demographics when it comes to diversity..

Continued on p. 2



Image courtesy of Ursinus College

Continued from p. 1

And sometimes it's hard for institutions like Ursinus to compete with that." She added, "I think we've been really clear in the administration that we have work to do, but we are doing that work."

Part of that work is Ursinus's summer bridge program, The Crigler Program for Student Success. Named after the first Black graduate of Ursinus, the Crigler Program aims to ease the college transition for students of historically marginalized backgrounds by giving them the opportunity to take a four-credit summer class and get a taste of campus-life before their first semester. Zottola said, "The program is unique in what it is, how it is structured, and what it aims to accomplish."

Outside of enrollment efforts, Schneider points to other hopeful endeavors that seek to increase conversation around DE&I topics on campus. "I'm optimistic for the Conversations About and Across Difference series, which actually we've been doing for five years." The series is a weekly conversation over lunch that invites students and faculty to discuss topics surrounding diverse

identities at Ursinus and how the college can improve its relationship with students from marginalized backgrounds.

The Common Intellectual Experience is another way Ursinus seeks to emphasize conversations about inclusion on campus. Schneider explained, "What we are trying to do is institute things that help our students grow from where they were in the beginning to where they are in the end, and we want that to affect all of our students."

Regardless of incoming students' preconceived notions of complex social issues, the CIE curriculum creates an environment where students can share some 'common' ground in those difficult conversations. Schneider said, "Just last night, I went to see the production of *Sweat*, which is part of the CIE curriculum, and it's exceptionally provocative. . . So they're going to come into CIE with their own narrow perspectives that we want to open up." "Part of the reason we teach some of the controversial material is for everyone's benefit. This should be a wake up call to students who come from privileged backgrounds as much as it is an affirmation. . . for those students who come from mi-

nority backgrounds."

But regardless of differences within the CIE classroom, Schneider said, "There also could be some real benefits in terms of building the level of trust and understanding with one another." These difficult conversations also help build trust between faculty and students. Schneider continued, "One of the things that makes a huge difference for the faculty and the academic program is actually CIE. . . Nobody is an expert. Everyone is humbled by the breadth of challenging material."

CIE may place the student and professor in the same boat while navigating those difficult conversations, but students might be reluctant to believe it's a comprehensive answer to increasing student-faculty rapport. McCoy explained, "You can't say this school is diverse if you don't have a diverse faculty. Students come to this school, and if they don't see a representation of themselves, they won't think there is anything here for them. Black people need to see, so they can aspire to become."

Lobban-Viravong said, "What the institution represents in terms of its values. . . is attractive to faculty. . . But when it comes to thinking about how

you live day to day, sometimes that is a barrier -- just knowing that you might be the minority within the population." The college has identified ways to increase diversity lacking in the current faculty, which according to CollegeFactual.com, is made up of 89.56% professors who identify as white.

Schneider explained, "One thing that will help make this a place where faculty of color will feel like they want to be is if the college in the search process from the very beginning communicates that this is an institution that's committed to inclusion." Schneider also emphasized the visibility of current faculty of different backgrounds working together. He said, "When prospective faculty who may identify as people of color see people of color on the faculty who are already working in partnership with other faculty members who are white - that makes the campus more attractive."

These efforts certainly aim to show prospective faculty that Ursinus is committed to DE&I efforts, but Schneider identified the disadvantage of Ursinus' size in recruiting a diverse pool of professors. He said,

"The competition for talented faculty of color in higher education is great." He recalled one faculty member who left Ursinus because they were offered "a salary increase that was just way beyond what we could possibly afford, with a lower teaching load at a higher ranked institution. It's hard to say 'No' to that." Ursinus's size may offer an opportunity of specialized communication in its commitment to DE&I, but its limited resources as a smaller institution prevents it from being competitive among other colleges in attracting faculty members of diverse identities.

As Ursinus continues to grow, it continues to learn more about bridging those gaps that have historically disadvantaged some of its students, particularly students of color. Zottola explained, "There is absolutely room left to improve upon what we're doing. I think we're very upfront as an institution that we have work to do." Schneider concluded, "You have to recognize we're going to make some efforts, and some of them are going to fail. Some of them are going to take a long time to really get off the ground."

Contact Without A Trace!

Marie Sykes

masykes@ursinus.edu

Across campus and the northeast, Covid cases have once again gone up thanks to the latest BA.2 variant. After the lifting of the mask mandates and relaxation in protocols, what does this mean for the Ursinus student body?

When asked what Ursinus is doing to reduce the spread of Covid, Interim President Jill Marsteller said the school is doing the same things it has always done: “testing, isolation, and [masks].” Although students are concerned about the possibility of a lockdown – or really any change in COVID policies – the administration “believe that our strong encouragement to use masks in indoor spaces, coupled with other mitigation measures, will be sufficient to reduce the number of transmissions and infections.”

Because the spike in cases came a bit more than a week after masking became optional, one question on some students’ minds is whether the

policy change was a good idea in the first place. The student body seems to be split on the answer, but with masks being reinstated in most classes by professors, individuals have been able to choose the environments they want to put themselves in.

Some still worry the decision to go mask-optional was made too quickly. Dean Missy Bryant sent an email on March 15 stating “until such time as we can get essentially every student tested, indoor mask mandates on campus will remain in place.” Between March 11 and 18, roughly 800 tests were administered on campus with 300 of those taking place on March 18 after the school threatened to cancel registered events. Factoring in our student population of 1500, repeat testing, and faculty testing, it was still far from “essentially every student.” Roughly half were tested, with only 0.2% testing positive. On March 21, 2022, Ursinus went mask-optional for the first time since the beginning of

the pandemic.

Admitted Students Day was held in the midst of the increase in cases, to the consternation of some students. Additionally, some professors are testing positive as well. Since the beginning of this semester, faculty have been required to vaccinate. According to Schneider, the school also “strongly recommend(s) weekly testing” although many professors test from home. The school does “not make an effort to track faculty and staff testing as carefully.” Roughly 5% of tests in Myrin are faculty and staff tests.

The school administration wants to stress that Ursinus’ current spike is similar to what other nearby campuses and the northeast as a whole are experiencing as a result of the BA.2 subvariant of the Omicron strain. As a result, nothing more than stronger recommendations for masking and testing will be done by the school – there is no lockdown or other policy change in sight. Marsteller tells us that

a lockdown’s effectiveness is “doubtful” especially as “transmission happens most commonly in the residence halls” and “confining students to their individual rooms for an extended time is unhealthy and unenforceable.” She said, “we work hard to do what is right by our students. The evidence thus far— from this outbreak and from previous instances—suggests that weekly testing, contact tracing, isolation and quarantine can effectively bring the cases under control.”

The issue of testing and the spike in positive cases was brought up at the student government’s town hall meeting on April 6. UCSG and Student President Jalen Everette ‘22 issued the following statement to the student body: “Student Government is constantly working with the school and the virus task force to help create a safe environment for everyone. We encourage everyone to get tested to help maintain the health of the campus.”

One student who

was part of the recent spate of positives, Jake Herbetko ‘22, commented that he felt “the school wants to put forth how diligent they are with testing enforcement, but they aren’t as much as they think.” The school sends out weekly emails saying that testing is “required,” but relies on the honor system, which he says “certainly doesn’t incentivize it.” Herbetko thinks contact-traced students should have a stronger requirement. Another student, Kate Foley ‘23, thinks the honor system is a “horrible idea” especially since it was only when the school threatened to cancel registered events that “tons of people went to test,” and suggested canceling events whenever testing numbers were too low as the “easiest and most motivating consequence” to get people to test regularly.

Please, for the sake of the student body, graduation, and everything fun to come in the next few weeks, continue to get tested, even if it’s “just allergies.”

Get to Know Dr. Carol Dole

Jenna Smith
jesmith2@ursinus.edu

Dr. Carol Dole has been teaching at Ursinus since 1988. She specializes in 19th century British fiction, but teaches an array of classes in the English Department. Currently, she is on the “Senior Professorship” half-time retirement route and plans to move to full retirement in 2024. This includes teaching in Spring of 2023 but not next Fall.

Dole is also the co-founder of the Ursinus’ Film Studies program, which she has coordinated for many years prior to Jennifer Fleegeer “so ably” taking the reins. She has also previously been the chair of the English department for almost 14 years, in which role she has been able to aid in the

hiring process of her “impressive colleagues who have since done such a wonderful job moving the department into the future.” Dole cares most about her students and the progress they make throughout their time at Ursinus. “As they mature and then go out into the world, I feel most proud when occasionally they tell me that I contributed in some way to their success.”

“As they mature and then go out into the world, I feel most proud when occasionally they tell me that I contributed in some way to their success.”

Dole’s favorite part of being a professor is talking and connecting with students in a one-on-one way. The COVID-19

pandemic made this hard, especially with remote learning on Zoom, so she is excited to be back in a real classroom where group discussion can really flourish. As a professor she also loves being able to read lots of wonderful novels and watch interesting films for the classes she teaches. One of her favorite classes that she has taught is “Austen and the Brontës” because of the love students (and Dole herself) have for those authors. She also loves teaching Russian Fiction, because she can reread Tolstoy and other amazing writers. Russian Fiction, which she is currently teaching this semester and of which I have the pleasure of being a part, also allows students to learn more

about the history and culture of an area most don’t know much about. Especially with the Russia-Ukraine conflict this semester, this class has been particularly interesting for her to teach at this time: “I have been especially fortunate to be teaching it this semester as we are all trying to figure out what the Russian leadership is thinking.”

“I have been especially fortunate to be teaching it this semester as we are all trying to figure out what the Russian leadership is thinking.”

In the past she has taught courses such as English 290W, the great English gateway course that all majors are familiar with, as well as some film classes, intro and history of English, old World Lit courses in African and Japanese lit, and various senior seminars. During her time here, she has been able to teach in different areas across the department, outside her formal “specialty” of 19th British fiction, because of Ursinus’ size: “like almost all teachers at small colleges, I have ended up teaching all sorts of things.” She also enjoys teaching courses related to

adaptation, which is “the usual subject of my own scholarship – whether about adapting books to movies, or adapting classic literary texts into new versions.”

“Like almost all teachers at small colleges, I have ended up teaching all sorts of things.”

After her impressive and inspiring time at Ursinus, Dole plans to retire in 2024. She aims to spend time with family and resume traveling once the pandemic has subsided. She loves to travel and has, pre-pandemic, taken “two extraordinary bucket-list trips; one to Australia and New Zealand and one to the Baltics region.”

Ursinus wishes her good luck with her amazing journey, and thanks her for all that she has done for the institution and students!



Courtesy of Carol Dole

Meet Eva Wright!

Erin Corcoran
ercorcoran@ursinus.edu

Whether you're beginning your day, rushing for a quick meal between classes, or getting lunch with friends, there's one thing you can count on in Wismer: the friendly face of Eva Wright at the front desk greeting everyone in the mornings and afternoons.

She works at the entrance of Upper Wismer during breakfast and lunch shifts, welcoming students and helping them swipe into the dining hall; however, for Wright, the work is so much more than the job description. She lives by the "Golden Rule" and strives to make each student feel welcome, "warm, and comfortable" so they do the same to herself and others.

Wright joined the Ursinus community about two months ago and has been enjoying all aspects of it so far. Prior to this opportunity, she had never worked in an academic setting, and emphasized that she was apprehensive and did not

know what to expect. While she is still getting acclimated and meeting new people, the environment has proven to be a perfect fit for Wright. Each morning, she looks forward to focusing on and interacting with the students that enter and exit Wismer. Wright especially loves the community feeling of the campus and the positive energy Ursinus students bring.

Above all, Wright enjoys making small yet meaningful connections with students. She looks forward to engaging with the campus community every morning and afternoon by having conversations or even a simple greeting or acknowledgment by the student body. She even emphasized that the students she encounters "all have a story to tell," and she wants to hear parts of those stories from those willing to share and tries to make their days brighter through these interactions. Additionally, she pointed out the no-

tion that we can all learn from each other. She sees this regularly as she learns from every student, and hopes they learn lessons of kindness from her through their interactions. Wright wants to be a model of kindness and positivity to students entering and leaving Wismer as, "to know better is to do better," so they will pass those feelings to others in the campus community and beyond.

"The students she encounters 'all have a story to tell.'"

Outside of Wismer, she is no stranger to being around people of all ages. As a mother of 5 and grandmother of 16, Wright knows the general daily stressors students face and wants to make days better, and ultimately make them better people. She "feels it in [her] soul" that every student is teachable and knows this by their ability to greet, thank, and treat her with respect.

Her kindness does



not go unnoticed. Wright highlighted that students who may be hesitant to say something to her when entering Wismer meet her with a smile or "thank you" when leaving, which is how she knows she has accomplished what she set out to do that day.

"To know better is to do better."

So, the next time you need a little extra positivity during the day, look no further than the entrance of Upper Wismer.

Club Sports Should Have Athletic Trainers

Cici Chagnon
cichagnon@ursinus.edu

Ursinus College has no shortage of athleticism. According to the Ursinus Website, one third of students are varsity athletes and many Ursinus students still participate in sports despite not playing on a varsity team. A quick trip to the college website will show that 85% of the student body participates in some form of athletics. Club sports such as rugby and cheerleading, performing groups such as Dance Team and Escape Velocity, and intramurals are popular groups on-campus.

There is certainly an abundance of opportunities to stay active. However, Bears face some barriers in participating in these groups while also staying healthy. Such activities can be physically intense, especially for dedicated members. To maintain the health of students looking to stay physically fit, non-student athletes should have access to athletic trainers.

Injuries can occur to students even if their sport of choice doesn't practice every day or travel far away for games. While varsity athletes should of course have priority, non-athlete students

could greatly benefit from having the ability to meet with a trainer. The Wellness Center is a good resource, but an athletic trainer's expertise is in sports. For cheerleaders, rugby players, or dance majors, waiting for an appointment at Wellness can be a setback. Sometimes taking care of your body is as simple as getting an ankle taped or grabbing a bag of ice, but without trainers, this is difficult. Even merely asking a question about stretching or rolling could make a difference to students participating in athletics. Moreover, to ensure the

safety of all participants, a trainer on site during games or performances could help prevent the injuries that take some students out of their on-campus hobbies. Especially for students without cars on campus, having easy access to health resources is vital to their well-being. Physical activity is also a great way to improve mental health, and students shouldn't have to shy away from these outlets when faced with sometimes minor injuries.

Not only could intramural and club athletes benefit from access to trainers, but so could students

who aren't involved with specific organizations. Many students, while not on a club team, make use of working out at the fitness center or running on the Perkiomen Trail. Exercise has so many physical, emotional, and academic benefits that it's no surprise so many Ursinus students find themselves in physically demanding clubs and activities. Ursinus is fortunate to have so many lively organizations that promote physical wellness; access to athletic trainers would further support the overall health of all of the college's students.

Honor Your Experience

As the Class of 2022's Ursinus story comes to a close, they begin to reflect on their past four years. During the final year, Ursinus seniors have been encouraged to give back to their beloved institution. It is suggested that students make a donation corresponding to their class year, example: \$20.22. Seniors will make the donation in honor of someone who has made a significant impact at some point during their Ursinus career.

Allison Bilyk
Norma Cavaliere
Cara Freedman
Gabriel Jimenez

Rebecca Lewis
Jenna Menapace
Andrew Robert Moore
Chase Outcault
Dr. Mora Reinka

David J. Rocha
Brandon Slaboda
Karen Sprankle
Liam Worcheck

Softball cont. from pg. 8

Campo to bring her winning attitude to Collegeville.

“Coach Campo has contributed to our success by always showing up and wanting to fight for wins just as much as we do,” emphasized sophomore infielder Sara Sullivan. “We see how much Coach Campo wants to win, and we all hold the utmost respect for her. We want to work hard for her.”

In 2019, the Bears returned to the Centennial Conference playoffs for the first time in seven years. Despite losing to Swarthmore, the Bears saw a glimpse of their potential, and knew that they were destined to get

back to where they were in 2008. The team was getting back on track, all until the cancellation of the 2020 season due to COVID, along with a shortened season in 2021. With the return in 2022, the Bears are getting back on track, and currently boast a 13-10 record. They are showing glimpses of that 2008 championship team, and are already miles ahead of the 2019 playoff team.

“This success is due to an all around team effort,” said star senior Mackenzie Brennan. “Every day in practice, we have the goal of working as hard as possible to reach our goal of winning the conference. With this goal-oriented

mindset, we push each other to compete on the field and preserve as a team to be successful. This team is special and we have the chance to be the best Ursinus softball team this program has had in decades.” That hard work that Brennan talked about has been the difference maker for the Bears this year, and Brennan has exemplified exactly that. The senior is currently maintaining a mind-boggling .418 batting average, tallying 33 hits and 14 RBI in 23 games. Brennan was a key contributor on the 2019 playoff team, and she will leave behind a winning legacy upon her graduation in May.

Despite losing Bren-

nan to graduation, the Ursinus Bears are looking locked and loaded to continue their success for a long time. Ursinus is in good hands next year with Juniors Alexis Miller, Jordan Moore, and Amanda Panati, all returning for their senior seasons next year. Miller has excelled on the mound this year, boasting 26 strikeouts and 3 saves. Panati and Moore have also been stellar at the plate, with the pair combining for 2 home runs and 19 RBI. On top of a strong junior class, the team boasts a shining group of young infielders in sophomores Maddie Sollow, and Sam Williams. The pair has absolutely lit up the scoring sheet this sea-

son, combining for four home runs and 23 RBI so far. The sophomores have been spectacular so far this season, and it is safe to say that Ursinus is in good hands amidst the departure of Mackenzie Brennan.

It is apparent that the Bears are getting-back to that winning culture that they boasted in 2008. This team wants nothing other than to win, and they are willing to work as hard as possible to do just that. With a strong leader in Samantha Campo paired with a star-studded roster, this team is showing signs of greatness, and this team expects nothing less than greatness.

Brophy cont. from pg. 8

believe 13-8 my freshman year.”

“The group of guys that you felt such a closeness to, and the family atmosphere is what turned me on to staying in coaching.”

—Steve Donahue
Head Penn Basketball
Coach

By the time he and his classmates were seniors, the vast majority of their rotation had three years of varsity experience, and this is all because of the trust that Coach Skip had in them when they were 18 year olds. He allowed a group of boys to grow and not only

to face adversity, but to overcome it together. This bond that Brophy and his teammates had built over the years was a huge factor in their success together on the court.

Brophy’s teammate at Ursinus and current Head Coach of the University of Pennsylvania’s Basketball team, Steve Donahue, said “the group of guys that you felt such a closeness to, and the family atmosphere is what turned me on to staying in coaching. You just don’t have that close knit feeling, where everyone is pulling for each other very often.

And it obviously allowed us to achieve a lot of things together, we had so much adversity to get over. My best friends in the world are my college teammates, they’re the God-Parents to my kids.”

“Our first captain that freshman year was Mike Piotrowicz, and he told us stories about how they had to practice against folding chairs because they didn’t have enough players to have a second team”

—Mike Brophy
Class of 1983

Brophy’s most memorable moment as a Bear came in the re-

gional finals matchup, the equivalent of today’s Elite Eight. The Bears were tied late in the 4th quarter against Upsala, a division III basketball powerhouse. An offensive foul was then called on Mike, and the game was seemingly lost for the Bears, as he turned the ball over. Then out of nowhere, someone from the Upsala fan section threw toilet paper on to the court, and because of a previous warning for the same infraction from the referees, a technical foul was called and the Bears were awarded with two free throws and the ball. They went on to make

the free throws and win the game, to go on to make the Final Four.

Brophy and company were able to achieve something that no other Bears squad has matched, and their four-year transformation of folding chairs, toilet paper, and cutting seniors could be the perfect plot of a Hollywood blockbuster.

Trophy Brophy

Steve Weissman
stweissman@ursinus.edu

In 1981, The Ursinus Men's Basketball Team had a miraculous season in which they made the NCAA Division III Final Four, and finished the season as the third best team in the nation. This team was an extremely unique one, as they had no clear offensive leader. All five of their leading scorers averaged between 11.3 and 12.7 points a night. Their most intriguing player however, was senior guard Mike Brophy '83.

Brophy won the team's most outstanding defender award all 4 years with the Bears, including this 1981 season. On top of that, in his junior and senior years, he led the team in scoring efficiency. Brophy was the team's sixth man his first three years, providing the offensive spark off of the bench along with being the defensive glue that held multiple defensive schemes together with

differing lineups. His Senior year, he finally joined the starting five, and the Bears just happened to make the Final Four. He, along with the rest of his class on the squad, had witnessed a complete transformation in their four years with the Bears

"Our first captain that freshman year was Mike Piotrowicz, and he had told us these stories about how they had to practice against folding chairs because they didn't have enough players to have a second team. [Next] we had 7 freshmen that made the team, and Coaches Skip Werely and Tom Inglesby had to make some tough decisions because they had to cut some guys who had been on the team for three years, they cut some seniors. Skip and Tom knew that if we wanted to turn the corner, this is what we had to do, and we went from being 1-19 the year before we got there, to I

See **Brophy** on pg. 7



Courtesy of David Morgan

The Get-Back: Ursinus Softball

Vaughn DiBattista
vadibattista@ursinus.edu

On May 4th, 2008, the Ursinus softball team beat Dickinson 3-0 to win the Centennial Conference championship. This championship would be their second in four years and their fifth in program history. The 2008 team was truly a sight to see, having won 38 games and making it all the way to the NCAA regional final. Led by Coach Terry McGowan, the Ursinus softball team would prove to be a

dominant force in not only the conference, but the nation, and the future was looking brighter than ever for the Bears.

Despite their success in the 2000s, the softball team suffered a decline in the 2010s. After winning the championship in 2008, the Bears found minor success. The team would post a solid 28 win season in 2010, which was followed by a meek 18 win season in 2011. The Bears lost their winning ways, and found themselves struggling to get back to that championship

team we saw in 2008. In 2012, the Bears saw the departure of storied coach Terry McGowan, and entered a new age. Enter Coach Samantha Campo.

After a decorated playing career at McDaniel, Coach Campo saw even more success as the head coach at Gettysburg. Coach Campo posted 101 wins in her five years at Gettysburg, and even won the Centennial Conference coach of the year in 2010. In 2013, Ursinus hired coach Samantha

See **Softball** on pg. 7

Upcoming Games

Wednesday	Thursday	Friday	Saturday	Tuesday
Women's Tennis@ 6:30 Women's Lax@ 7pm	Women's Tennis@ 6:30	Track&Field@ 3pm Men's Golf@ 12pm Baseball@ 3:30pm Men's Tennis@ 3:30pm	Track&Field@ 9am Men's Golf@ 12pm Women's Lax@ 12pm Baseball@ 12pm Softball@ 1pm Baseball@ 3pm Softball@ 3pm Men's Lax@ 3pm	Softball@ 3pm Baseball@ 3:30pm Softball@ 5pm Men's Tennis@ 6:30pm