Salve Regina Oral History Project

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Interviewee: Vincent Petrarca, professor of Administration of Justice, 1981- to present

Interviewer: Isabelle Gillibrand

Gillibrand: … I am Isabelle Gillibrand. I am interviewing Vincent Petrarca on Wednesday, January 29, 2020 for the Salve Regina Oral History Project. Mr. P has been a professor at Salve Regina since the 1980s. So to start us off, what brought you here?

Petrarca: Dr. Richard Marquise[[1]](#footnote-1) was the ADJ[[2]](#footnote-2) chairperson at the time when I came here, but the year before Charlie Cooke,[[3]](#footnote-3) retired FBI agent, had set up with me an internship program. I worked for the Department of Corrections, so I had access to probation, parole, judges, corrections in general. We set up an internship for Salve Regina and their criminal justice program at the time. I had 28 or 29 students working in the field, and over the summer Mr. Cooke passed away. [I] had no idea, and so when I called the university looking for him he wasn’t around, so I did my best with the 28, 29 students. One student I gave an A to for his work, and the new chairperson, Dick Marquise, former FBI, called me up on the phone and said, “I want to talk to you,” in a gruff voice, very official. I said, “Sure, what’s up?” He said, “You gave this kid an A, and I don’t understand it and I want to find out about it.” I said, “Sure, fine, no problem. Want me to come to Newport?” He said, “No. Do you know where St. Rose of Lima Church is?” I said, “Sure.” He said, “Well, I’ll meet you in the parking lot.” I thought, “Wow, that’s kind of weird. Who is this guy? Gonna meet me in the parking lot, can’t meet me inside the school building.” So I meet him in the parking lot, and I proceed to let him know what the kid had done. The probation officer that he was working with fell down the stairs early in September. The kid took over his whole case load. Some 55, 60 juveniles that he had on probation, and the judge allowed it. The kid went into court and everything else. So about three quarters of the way through my presentation to this former FBI guy, he says, “Oh, you want to go get a coffee?” [We] went and got a coffee, we talked a little bit. He called me two days later and said, “Hey, would you like to run our internship program, coordinate it?” I said, “Sure.” So I was a part-time faculty member. So in 1981, that’s when I began my part-time service. Sitting in a part-time faculty meeting in O’Hare, there was a gentleman sitting to my left, and we struck up a conversation. I didn’t know who he was. I just said what I did for a living and where I worked and what not… Later that evening, they hosted a wine and cheese gathering after for the part-time faculty, and I bumped into a college classmate of mine who was teaching [physical education]... with the girls [with] Caroline Kaull. We were talking, and I was running my mouth like I always do. I was saying things about Salve like what this school needs to really put it on the map. I said it needs a good sports program, it needs something in the fall, they need to do this, that and the other thing. Well, the gentleman that was to my left was Dr. Chris Kiernan.[[4]](#footnote-4) He was the vice president for academic affairs. He introduced himself to me, and I was like, “Oh boy… what a dope you are. You just blew that whole thing.” He liked what I was saying, and he asked me if I’d be interested in a job. He said, “There are no jobs open right now, but we have jobs sometimes.” He called me up about two weeks later and brought me down; I interviewed with him, and then went over to meet Sister Lucille,[[5]](#footnote-5) and they said, “Do you want the job?” I said, “Sure! I’ll take the job.” So that was 37 years ago, and I’m still here!

Gillibrand: Still here!

Petrarca: So… it was Chris Kiernan and Dick Marquise, former FBI guy [are] how I got here.

Gillibrand: Great! And you said came in here originally really working with the internship program and what not…

Petrarca: Yes!

Gillibrand: When you became full time… did you have to teach a mixture of courses, like did you have to teach a lot of the intro courses when you were… new, or did you have a specialty that they’re like “run with it?”

Petrarca: Well, corrections was my specialty because I was working out of the Department of Corrections. I was part-time, so I was part-time faculty and that was it, just doing the internships. In 1982 when they found a job for me and I came on full time, then I was half time teaching… I was teaching two classes: one in corrections [called] Principles of Corrections, and the other was probation and parole and community-based corrections. It was two classes and coordinating the internships at the same time. Then I was doing work for the Dean’s office, handling some discipline issues and student advising and things like that.

Gillibrand: Great. For the record, this was a little bit before the recording started, but you talked about the graduate program and how you’re involved with it now… [Is] this the first time you’ve been involved, [or] have you been involved with the grad program [before]?

Petrarca: Well, I’ve done the internships for the graduate program all along. I took a short hiatus from doing the internships. Susan Rose was a student. She worked here, she was an Area Coordinator, she worked in [Residential] Life. She was an ADJ major and politics major. She took it for a short while, and then I got it back again through… Sister Sheila Megley[[6]](#footnote-6) who was the provost [who] kind of gave it back to me. I did both undergraduate and graduate, but we didn’t have a graduate program, really a big graduate program, at that time. It was later when Dick Marquise and Tom Svogun[[7]](#footnote-7) built up the graduate program that they decided if there was a viable program, an internship a graduate could do, then I would be the guy since they kept all of the internships in one little package, and that was me. I was the person who handled all of those… A couple of times, Dr. Marquise had a special situation. He had a correctional officer who wanted to do an independent study, and I took that for him, but I didn’t teach any graduate classes at all.

Gillibrand: Okay. Throughout your time at Salve… between undergraduate and graduate, you’ve done a lot of advising, so what’s that been like, and do you have anything that really comes to mind when you reflect on all those years of these students and everything?

Petrarca: … I reflect on the fact that I’m probably one of the luckiest people in the world, most fortunate to be able to spend 37 years talking with young, intelligent, aspiring professionals. I get to do that every single day. That’s kind of nice. As I was saying before we went on tape here… I went down a list trying to figure out what to say. I started to name names, and then I thought oh my God, I can’t do that because I’ll obviously miss someone, and I don’t want to hurt anybody’s feelings who’s listening to this later on or reading it, but I’ve had some unique [students]. I’ve had families of kids. I had Dani Tibbs, Patience Tibbs and Brittany Tibbs. That was kind of neat having all three sisters. Then I had the Buckleys.[[8]](#footnote-8) I had Michael Buckley, Megan Buckley and Maire Buckley … They’re like family! Maire, she runs the financial crimes unit for Wells Fargo Bank. Megan is a federal agent in New York, and Michael is a federal agent. He’s currently, I think, in Canada. He’s been in Washington D.C. They’re federal agents. Then I had the Jones girls recently, Jenny Jones and Amanda Jones. It’s kind of unique, but what’s even more unique is that I’ve got children of former students that I advise. That’s like you walk into class and some kid says, “Oh, you had my father when he was in school.” Oh boy, thanks for making me feel old! I’ve had kids go on to be federal agents, work in the CIA, work with the FBI, former students who are retiring now… call me up and say, “Mr. P, I’m going to retire next year. What should I do next?” It’s like, “Uh, I’m still working. What do you mean ‘what should you do next?’” … All the experiences are great. Just being around young kids keeps you feeling young and thinking young. I’ve enjoyed them all, even those I’ve had problems with.

Gillibrand: That’s awesome! The whole, I guess, professor experience between teaching and advising and all the other things that come with it, what have you found to be maybe the greatest challenges throughout your career, but then also, kind of what you were already mentioning, the greatest accomplishments and upsides to all [of it]?

Petrarca: … Prior to coming to Salve, I worked at the Rhode Island Training School for Youth. I’ve always had a soft spot for rough, tough kids who need a kick in the fanny or need to be shaken up a little bit and try to motivate them to get on the straight and narrow. I’ve always liked that… I’ve always enjoyed the challenge of taking that young kid who was not performing at the level he should be. Smart kid, you know, but just wasn’t performing where they should… The Chairs in the department, Dr. Marquise, Dr. Farrington,[[9]](#footnote-9) Dr. Hoffmann[[10]](#footnote-10) would always give me those kids as advisees because I worked well with them. It’s funny because I hear from them every now and then. One of them will call me or reach out to me and say, “Hey! [Do] you remember me? Remember the headaches I gave you?” I laugh and say, “Yeah!”... Then the challenges, I’ve had some young kids who have had some problems with drugs and alcohol. That was always a special challenge to try to help them, guide them, get them through the rough spots. [I’ve] been really successful with some and failed with others because that just happens. Two come to mind. Young guy by the name of Rob. [He] was a soccer player and the kid was constantly alcohol and drugs, alcohol and drugs. We worked together and he finally in 1989, he said, “Here, look at this, I got my one month medallion.” That was awesome! Then there’s a young soccer player. She was a goalie… Annie, I’m not sure [if] she was alcohol. I don’t think she was addicted, [but] she was troubled with it. To this day, this is 1986, maybe, and to this day she calls me or emails me on my birthday. She’s never forgotten my birthday. It’s just kind of special that you have those. Those are the unique challenges that you see. You see a kid who’s struggling and you want to help ‘em, and sitting them down. I’m Mr. Direct and Honest, kind of sometimes brutally honest, but I think you have to be. They like that when I tell them the truth… sometimes I hurt their feelings a little bit, but they take it and they move on.

Gillibrand: Puts them in their place. Sometimes you need that.

Petrarca: Sometimes I should put a filter on it, but I don’t and I kind of just let ‘em know, “Stop, I don’t want to hear this. Let’s go in this direction.” Seems to work for me!

Gillibrand: Throughout your years at Salve, one of the things that’s come up with other professors… that I’ve talked to is committee work, so I wasn’t sure if you’ve served on different committees…

Petrarca: I saw that one and said, “Oh, should I even talk about that?” I’ve been on several committees. Sometimes my mouth gets me in trouble, and I… don’t get invited back. That’s just who I am. I accept it, I understand it! But yeah, I served on the grievance committee early in my career. I really liked that, that was an interesting experience to serve on that. We had a couple of cases that came through that were good, and it was fun doing it. I was on the retention committee, and I didn’t last long on that one because I voiced my disapproval of things. I don’t get invited back, which is fine with me!

Gillibrand: You’re busy enough…

Petrarca: I don’t have much of an ego either! It doesn’t bother me that I didn’t get asked back, but that’s because I get concerned… The one committee that I laugh about was the cultural diversity committee. Early on we had this cultural diversity committee, and we had a young man who I had personally recruited who wanted to come to Salve. Minority kid from Connecticut. I did some investigating ahead of time. I knew the parents, the father wasn’t in the play, the mother was disabled and could only contribute a meager amount of money, maybe six hundred dollars. I challenged the powers that be in saying, “How serious are we about bringing a person of color into the university when we send them a package that he has to pay $20,000 to go to school, and he can’t barely rub two nickels together?” I said, “Are we serious about this?” So the young man got into school. He was loved by the management department, the sociology department. I mean, they tried to draw him into their department. He was just a wonderful, wonderful young man. Today he’s a police officer in Connecticut. I get a Christmas card from him… every year, I get a birthday notice from him, and every time he’s going to come to Newport he’ll call and say, “Hey, I’m going to be in Newport. Can we get together for lunch or dinner?” So it’s kind of special. But I wasn’t invited back to the cultural diversity committee… I said… I’m here, this is what I do. I’ve continued to do that throughout the four presidents, and I’m not going to change now. That’s what I’ve done.

Gillibrand: You’ve kind of mentioned these types of things throughout the whole interview, but do you have any highlight moments that just immediately come to mind as some of… your best memories here at Salve?

Petrarca: There’s so many of them… I think about getting a napkin from an English major who took one of my classes. I used to teach, when we had more faculty in our department, I was able to teach an elective class called films [and] prisons on TV. It was a prisons class, and this young English major she just took the class… I don’t know whether she thought it was going to be a breeze or not, but she, on a napkin, she wrote, “Mr. P, thank you for a great semester! You make me wish I was an ADJ major.” That kind of just warms your heart… I hold onto those things. I can remember when Danielle… graduated from law school and she sent me a nice little card announcing it, and she just said, “Here’s one little Italian girl from Connecticut who never would be where she is today if it wasn’t for you!” Those things I remember, or the student who came running into the office [saying], “Hey, I got invited to participate in the police thing!” And you go, “Oh, that’s great!” Emotionally, they’re way up there, but there’s been so many of them. I can’t count them. I can’t…

Gillibrand: There could be a whole series…

Petrarca: … One of my regrets, and I tell my students this all the time… and I don’t have many regrets, but one of them is that I didn’t take a photo of every class I ever had. I wish I had done that. I never thought about it, but it was only in later years that you start to think… I remember a lot of my students. Mr. Smith[[11]](#footnote-11) who just left was funny because he can’t remember, and he’ll always come to me and he’ll say, “Who’s the kid? Go in my office, go and see who that kid is!” I go in and say, “Hey Rob, how are ya?! How ya doing?!” … I just remember kids from years ago. I got one of those minds that I remember that stuff. I remember birthdays, too, which is weird. I don’t know what that is with me, but I just remember birthdays, so if I know a student’s birthday, I don’t forget it… I keep my calendar, and on it I have all the birthdays that are coming up of former students. I just reach out and say, “Happy birthday! Thinking of you.” I don’t know, it’s just me.

Gillibrand: … That’s something students will always appreciate, being remembered.

Petrarca: I think so! I think they appreciate my honesty, and that’s something I pride myself in. I’m always honest with my students. I don’t kind of throw fluff at them and make them think that they’re something that they’re not. If they need to improve something, they know they’re going to get it from me.

Gillibrand: Again, this has kind of come up throughout the whole interview, and, again, this could… go on, but you mentioned Dr. Marquise and Chris Kiernan… they’re memorable because they got you started at Salve and everything. Are there any other people that you’ve worked really really closely with and made a big impact on your Salve experience?

Petrarca: Yeah! Tom Flanagan,[[12]](#footnote-12) a real special person. Tom was [the] director of administration when I got here. I don’t know whether it was our prior military service that bonded us, but to this day we seem to be on the same wavelength. Ron Atkins,[[13]](#footnote-13) rest his soul. He passed away. Ron was great with the students. There were a lot of us in the early days. I say early days, back in the 80s, Sister Johnelle Luciani,[[14]](#footnote-14) Sister Maurice,[[15]](#footnote-15) I can’t remember. She was a math teacher, beloved by the students. Caroline Salvatore[[16]](#footnote-16) in the Psych department. We just, there was a group of us that worked closely with students. I think that really helped foster the kids that are still coming back years later. I think they realize it was people like Tom Flanagan, Sister Johnelle, you know, myself and others that could just work with the kids in a different way, not as a professor, not in the classroom, but in a different light… and helped them kind of get through this crazy, crazy time.

Gillibrand: Going off of that, you said that you started [when] Sister Lucille was here… Since then, there’s been a number of presidents, so I just wanted to get your take. I don’t know how closely you got to know each of them, but just… your take on the presidents throughout the years, and if you had any memories of them?

Petrarca: I do. I think about that a lot because we got a new one now. I’m hoping that I can have the same relationship I’ve had with the others. Sister Lucille was regal… Of course, it was brand new to me at the time, so she was just different, but she cared about the kids. She really, truly cared about the kids. I remember a bunch of kids came to me. They wanted to have a hockey program. The university, the athletic director Brother Mike Reynolds[[17]](#footnote-17) and Chris Kiernan, I don’t know whether they thought basketball was going to be the bellringer for the university, but they just didn’t want to let the kids do it. There [were] a bunch of them. They’d go and rent St. George’s ice for $5 a person at 11 o’clock, 12 o’clock at night, and they’d skate for a couple of hours. They wanted to get a team together. I worked behind the scenes, and Jim Nelson[[18]](#footnote-18) who helped get the team off the ground, he’d come to me and say, “What can we do?” I said, “Okay, go talk to URI, go talk to these other schools. They all have club hockey programs. Bring their charter, and have them invite you into their league.” Long story short, one day I was in Ochre Court, and Sister Lucille said to me… “So Vin, I hear some boys want to have a hockey program.” She said, “Well, what do you think they need?” I said, “About $2,500 and the permission to wear Salve’s name on their shirts.” She said, “You know what, we’ll give it to them!” I thought, “You are wonderful!” Of course, I pulled the $2,500 out of my hat. I didn’t know how much they really needed, but that got it started. Of course, today, you know, we’ve got a great, great hockey program. We’re in a [division] three program, so that’s really good. Sister Therese;[[19]](#footnote-19) She and I had a really different relationship. She got me, she understood who I was, she understood what I did. She heard a lot from the police officers and other folks in town. She paid a lot of attention to that, so she knew the things I did for the students. We had a young man who was really stressed out one time. I sat down with him, and I didn’t know at the time, but he was suicidal. I just worked it through with him. She came by my office when I was in O’Hare, and she just said, “Nice job.” That meant a lot… She and I still have a great relationship. I couldn’t go up and hug Sister Lucille, but I can go up and hug Sister Therese any time, and that’s a nice relationship that I had with her and we continue to have that. Sister Jane[[20]](#footnote-20) was, she was kind of fun. I used to just stop by the office every once in a while and say, “Hey, tell Sister she’s doing a good job…” or “Tell Sister we… have a problem here.” She used to joke about it. She’d see me and say, “What do you got? Good news or bad news for me today?” I’d say, “Oh, it’s all good! Everything’s great! You’re doing fine! I really like what you’re doing.” I had that kind of an easy relationship with her. Kelli Armstrong[[21]](#footnote-21) is new. She’s nonreligious, she’s not part of the religious order. I hear from the students they love her, so that says to me she’s got to be pretty good when I hear students say, “Oh, we talk with her. She listens.” I really think she’s going to do wonders for the university. I think it’s going to set us off on a new track.

Gillibrand: Absolutely! And where you’ve worked really close with students throughout your whole time at Salve, have you seen students change throughout the years, whether it’s the demographics of the university, socially, how have they changed?

Petrarca: Wow! What do we got, a couple of hours?!

Gillibrand: … This could be a book!

Petrarca: Yeah, I know! I wish I was a writer because, you know, I could’ve between my military career, my corrections career and Salve career and my coaching of sports years, I guess I could have a pretty long novel. I have seen tremendous changes, some for the good, some for the worst. I’m not crazy about the new technology addictions that the kids have. They are glued to their phones. I feel like in the classroom they don’t want to communicate with you. They want you to put stuff up on the screen, they can look at it, view it, instantaneous gratification. They can then go back to their room and do their thing. I like the old style, I guess it’s an old style, although I see more and more teachers are using it, but I like the fact I tell the students [to] read the chapter, let’s talk about it the next day. I think you learn more by conversations among each other than me spewing information, putting it up on a board, you taking it down and writing it down on a piece of paper, a notebook, whatever, and then when I test you regurgitate that information up again. I don’t know what you’ve learned. I know you’ve memorized stuff, but I don’t know what you’ve learned, so I prefer the old way… When we didn’t have computers and cellphones… we were engaged in the classroom. We would have arguments, we would have mild debates, sometimes we’d have heated debates, but it was all good. It was all good stuff, and students liked that. As we transitioned into computers, I don’t know, I see this technology. I always think about, I read somewhere where Albert Einstein said that, “I fear that with the advancements in technology we will eventually have a universe of idiots.” Kids don’t know how to interview anymore. Students have trouble processing things. If it’s not given to them right away, you know, where the older kids all survived, they all worked hard to survive and to get out there… I’ve seen that. I’ve seen the disparity in intelligence, which I don’t have a problem with, but some people do. I’ve had students in my class who were working at a… maybe their SAT scores were in the 1300s, and I have other kids who their SAT scores might’ve been in the 900s. That’s a big difference in a classroom… So you have to adjust. I have seen that change. We are getting, I think, we’re getting more and more, and kids who do well on standardized tests, but they’re not the most gifted with common sense and that aspect of it. I think technology is the cause of a lot of it. They don’t know how to look you in the eye and talk to you. They don’t know how to interview. They don’t know how to converse with someone because they haven’t had that practice. They haven’t been forced to do it. I think that that’s the change I think I’ve seen, but all for the good. I think that… you got to adjust. That’s tough for us, especially for old goats like myself. It’s really difficult to make that adjustment and to see it. I’m fortunate enough I’m not a big music fan, so I haven’t gone through the craziness with all the different music and rap and stuff. I haven’t had to keep up with that, thank goodness! I like country music, so… I seem to relate to a lot of kids with the country stuff.

Gillibrand: Yes, that’s a big thing that comes up though, the technology. In a lot of my interviews… if you had to pick one thing, that’s probably it.

Petrarca: … It’s great that we’ve got it, but I hate it. I can’t stand it. I still have a flip phone, and I won’t change. I have trouble with computers because they have trouble with me. I’ve been having an ongoing series of problems with my computer that they can’t fix, and it’s still there and that’s frustrating! You know? And the IT people don’t know, so… I don’t know.

Gillibrand: That’s a big problem… once it breaks, you’re like, “I don’t know! This is way over my head.”

Petrarca: So I like to pick up the phone and talk to people. I like to have someone sitting down next to me and we’re handshaking and we’re talking. I found we’ve got things done more efficiently that way than sending an email. It’s so easy to miss an email, especially if the email is tied to your phone… You could be off somewhere, and you see the email and you just look real quick. Then you close it down and then the next day you forget that it’s even there and it goes maybe two weeks before you go, “Oh, this person is contacting me again! Wait a minute…” I’m not a big fan of the technology.

Gillibrand: So going off of how the students have changed, how have you seen Salve as an institution… change and adapt over the years?

Petrarca: Again, I think there’s good and bad. I think we’re losing, because of technology, because of the advancements in that, I think we’re losing the contact with the students. I don’t think we’re as student focused as we were fifteen years ago, even ten years ago. I think that we’ve lost that. I complain all the time to the Registrar… it’s difficult for students to get classes with the new system, but the new system allows them not to have to go see their advisor. Our department, and I know other departments, advising is one of the key components that makes… that department special, and we’re losing that because of technology, because it’s so much easier to just [say], “Here’s a four-year plan,” and you don’t have to go to your advisor. I went through that at the University of Rhode Island when I was in college. I never saw my advisor… I like the old system where I could block them from registering… now you got to come and see me. A lot of students tell me today that they like that.

Gillibrand: I know the History department has done that where you have to go meet with them or else your account is blocked…

Petrarca: And that’s an important aspect because… even the smartest kids can make mistakes in registering and getting themselves lined up. I think that it’s important for us to share our experiences, our life experiences, to share what we know that’s going on in the industry, and to encourage and motivate students to go in that direction to get these jobs. For us, I see a kid who’s kind of shy, quiet, not big, not athletic, and I look and say, “Why are you taking ADJ?” [They say,] “Well, I really like [it].” I say, “Well, do you see yourself riding around in a police cruiser with a flak vest on and guns all over.” [They say,] “No, not really.” I say, “So, what are you going to do? How are you going to use this degree to become…” Then I would say, “Have you thought about emergency management? Have you thought about being an analyst? Have you thought about working with juvenile delinquents?” Getting to know the student that way allows us to kind of help forge their path into a good career. We’ve done it. Our department has done it, I know other departments have done it too with so many students. We’re losing that. That’s not there anymore. It’s not completely gone, but it’s going. I don’t know whether we can get it back, whether technology will ever let us get it back…

Gillibrand: And that leads into my final question, and that’s what do you see for Salve’s future, or what are you just hoping maybe happens for Salve moving forward?

Petrarca: You know, I’m hoping that we get the new dorms[[22]](#footnote-22) because I think that will bring the kids back to campus. It would be nice if our [sports] field out here could’ve been converted into a turf football field, lacrosse, field hockey because then we would’ve had a centralized campus where students… I just think that would draw, but I don’t think that’ll ever happen, but I do think we’ll get the dorms. I think that will… help change the whole makeup of how we interact here on the campus. I wish… Dr. Armstrong so much good fortune. Hopefully, the fact that it’s a nonreligious [leader] it won’t… impact the traditional… A lot of parents send their kids to parochial schools all the way through, so they come to Salve because that’s what they’ve always done. I hope that we don’t lose that aspect of it because… I think that was an important aspect… nice to see the kids go to church. It’s nice to have the religious connection. I hope that stays. I hope we get more faculty in our department… which means that we’re getting more students and getting more students is good for the university. I wish that for all the departments. Our department especially right now we’re down, we’re limited. We’ve only got two and a quarter faculty members for about 200 students. So it’s hard. I’m hoping that that aspect of it comes… I want it to go back to student centered, faculty centered and not the administration force feeding us to do things… That’s what I think is happening. I think we’re losing the contact with the students with technology… I’m not saying get rid of technology, but let’s temper it a little bit.

Gillibrand: Yeah. Figure out a way to have technology, but bring back that personal…

Petrarca: Bring back that personal touch. I believe the personal touch really truly [was] what was so special about Salve. The students used to groan about it at graduation, but the mission. I don’t know whether it was the mission statement, but it was something that they said to all students: “We want you to become your best self.” Isn’t that really what we want to do in education or even not coming to college just growing up, don’t we want people to be their best self? I think that that motto, I think we should try to revive that in some fashion, in some way and say, “...Yes, we want to be more… harmonious and just.” I’d like us to become our best selves. If we can do that then I think all the rest will follow.

Gillibrand: Absolutely! That was all I had for questions for you, but is there anything else that you wanted to say or add…?

Petrarca: No. I hope whoever is listening to this in the future realizes that, you know, it’s kind of a spontaneous thing. I had a little prep with some questions. I hope that they realize that Salve is a real special place, and will continue to be a special place as long as people are coming back to listen to this archive and read about it…

1. Richard Marquise worked as a professor and the director of what was originally the Criminal Justice program turned Administration of Justice starting in 1976. He would eventually be involved in the graduate program. He passed away in 2016. [↑](#footnote-ref-1)
2. ADJ refers to the Administration of Justice program at Salve Regina. [↑](#footnote-ref-2)
3. Charles Cooke was a FBI agent for 25 years before becoming the chairperson for what was then called the Law Enforcement Program in 1975. [↑](#footnote-ref-3)
4. Christopher Kiernan worked as the Assistant to the President, Academic Dean, Dean of Admissions, Vice President of Student Services, Vice President for Academic Affairs, and a professor at Salve Regina. He passed away in 2009. [↑](#footnote-ref-4)
5. Sister Lucille McKillop was the president of Salve Regina from 1973 to 1994. [↑](#footnote-ref-5)
6. Sister Sheila Megley was the Dean of Students in 1974, promoted to Vice President in 1977, then promoted to Provost in 1980. Megley Theatre in the Antone Center at Salve Regina is dedicated to Sister Sheila. [↑](#footnote-ref-6)
7. Dr. Thomas Svogun is a professor in the philosophy and Administration of Justice departments at Salve Regina. [↑](#footnote-ref-7)
8. Their uncle, Brother John Buckley, taught history at Salve Regina from 1977-2010. Brother Buckley has participated in the Salve Regina Oral History Project, and the interview can be accessed through the Salve Regina Digital Commons. [↑](#footnote-ref-8)
9. Dr. James Farrington is a retired professor who also served as chair of the criminal justice turned administration of justice department from 1980-1998. He is a participant of the Salve Regina Oral History Project, and his interview is available through the Salve Regina Digital Commons. [↑](#footnote-ref-9)
10. Dr. Robin Hoffmann has been a professor in the administration of justice department at Salve Regina since 1988. She is a participant of the Salve Regina Oral History Project, and her interview is available through the Salve Regina Digital Commons. [↑](#footnote-ref-10)
11. Referring to J. David Smith who ran the administration of justice graduate program until 2019. Smith was at Salve Regina from 2011 to 2019. [↑](#footnote-ref-11)
12. Thomas Flanagan is a professor in the business and economics department at Salve Regina. He participated in the Salve Regina Oral History Project, and his interview is available through the Salve Regina Digital Commons. [↑](#footnote-ref-12)
13. Ronald Atkins began his career at Salve Regina in 1985, serving as the director of residential life and a professor in business. He died in 2017. [↑](#footnote-ref-13)
14. Sister Johnelle was a professor in the Social Work Department at Salve Regina. She retired in 2018. [↑](#footnote-ref-14)
15. Sister Mary Maurice Boyle was a math professor at Salve Regina. [↑](#footnote-ref-15)
16. Caroline Salvatore was a professor in the psychology department from 1981-2011. She participated in the Salve Regina Oral History Project, and her interview is available through the Salve Regina Digital Commons. [↑](#footnote-ref-16)
17. Brother Michael Reynolds was the first full-time director for athletics at Salve Regina. He was inducted into the Salve Regina Athletic Hall of Fame in 1998. [↑](#footnote-ref-17)
18. H. James Nelson III was a Salve Regina graduate, class of 1985, who helped establish the ice hockey program. [↑](#footnote-ref-18)
19. Dr. M. Therese Antone, RSM served as president of the university from 1994-2009. [↑](#footnote-ref-19)
20. Sister Jane Gerety served as president of Salve Regina University from 2009-2019. Sister Jane participated in the Salve Regina Oral History Project before her retirement in 2019. The three interviews are available at Salve Regina Archive’s Digital Commons. [↑](#footnote-ref-20)
21. Dr. Kelli Armstrong is the eighth president of Salve Regina University. She was inaugurated in fall of 2019. [↑](#footnote-ref-21)
22. Referring to an ongoing project to construct two new dorm buildings on campus near the William Watts Sherman house and Wallace hall. [↑](#footnote-ref-22)