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Wooster

FALL 2020



Interconnected community prevails—even at a distance

The President's Annual Report

Undeterred by challenges of pandemic, faculty and staff come together to ensure innovative learning experiences and a strong engaging community endure for Wooster students.

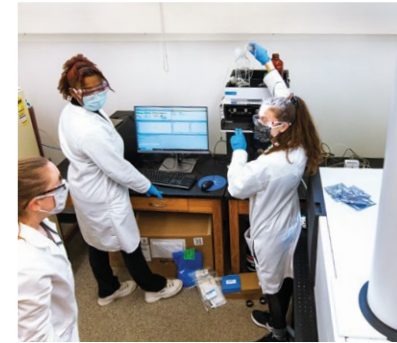
*Professor Jennifer Ison and
Miyauna Incarnato '21
learn mentoring is a two-way
partnership. page 16*



*More than 140 incoming students engage with
Wooster community through virtual courses.
page 20*



*Distinguished Alumni Profiles:
Brenda Major '72 & Larry Jones '75
page 32*



*Advanced mass spectrometer
expands learning opportunities
for students.
page 24*



*Renovations to Armington
and other residence halls
enhance community spaces.
page 10*



*The College introduced
new guidelines, signage,
and way-finding amid the
COVID-19 pandemic this fall.
page 28*

Wooster MAGAZINE

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On the cover: Matt Mariola, associate professor of environmental studies (far right), engages with international students Mazvita Chikomo '22 and Shawn Ngwena '22 who remained on campus this summer. Through the support of a multiyear gift from David Douglas '71 and the Wallace Genetic Foundation, the students helped care for the learning garden on campus across from Williams Hall. Because of the inherent social distancing and low risk involved in this outdoor work, Mariola noted that students had the opportunity "to be away from their screens." Read more about the learning garden on page 18.

Correction: *Wooster* magazine appreciates the astute eye of Andy Robertson '79 who spotted an error to a photo caption in our spring/summer issue in the coverage of the Class of 1970's memories of the Kent State shooting. The photo pictured was actually taken at the University of New Mexico when students who took over the student union building were forced out by the National Guard.

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A time for innovation

Fellow Scots,

Amidst familiar fall scenes here on Wooster's beautiful campus—the leaves changing, the long evening light, students walking to class and reading under the trees—we face a time unlike any in our history.

Our College mission is preparing students to be leaders of character and influence in a globally interconnected society. That mission matters, now more than ever before. This extraordinarily difficult season calls for Wooster graduates—people with a global perspective, who hold a broad understanding of history, art, and science; researchers who know how to ask hard questions and to forge a new path to answer them; leaders who know that the best answers come from collaborating with those whose ideas and perspectives differ from their own, and who are deeply committed to equity and community.

Over the last six months, we have continually asked ourselves how to best stay true to Wooster's values, so that we fully realize our mission and serve our students while doing all we can to keep our campus and community safe. Our faculty and staff have been working relentlessly and harder than ever. They have developed new ways to teach, to recruit and support students, to build community, to manage the financial impact of the pandemic, and to keep our campus safe through extensive public health work. Together, we reinvented, reimagined, and rethought nearly everything we do, to make those precious experiences of learning and growth possible for our students.

Navigating the pandemic is about ensuring that students experience Wooster's excellent education despite the limitations required for public health, but it is also about much more. Together, students, staff, faculty, and alumni have seized this moment to innovate and make the College stronger and more inclusive, for the long run. Here are just a few of many examples.

Realizing that many new students in the class of 2024 yearned for shared community after months at home, our faculty members created virtual summer courses. The courses—which were tremendously popular with students and faculty alike—drew from two of our emerging interdisciplinary areas of study, public health and global media.



All faculty worked over the summer to learn new technologies and prepare their courses for changing campus circumstances. As a result, they have been able to simultaneously teach students on campus and around the world.

Over fifty faculty members and staff from APEX contributed to our new Pathways program, which brings together classroom and experiential learning in areas such as entrepreneurship, digital storytelling, museum studies, activism and social justice, global impact and public health. Each pathway includes coursework (typically 3-4 courses), experiential learning opportunities (typically 1-2 experiences, such as an internship, off-campus study, campus job, or service project), and reflection (exercises that help students make connections between courses, experiences, and long-term goals).

A new platform, the Fighting Scots Career Connections, brought the class of 2020, and then younger students, together with over 1,000 alumni volunteers for career exploration and mentoring.

And students, members of our History Department, Center for Diversity and Inclusion, and Alumni Engagement Office assembled panels for those on and off campus to talk together about the experiences of Black Wooster students across generations, and about ways to advance anti-racism and create just communities at Wooster and in the wider world.

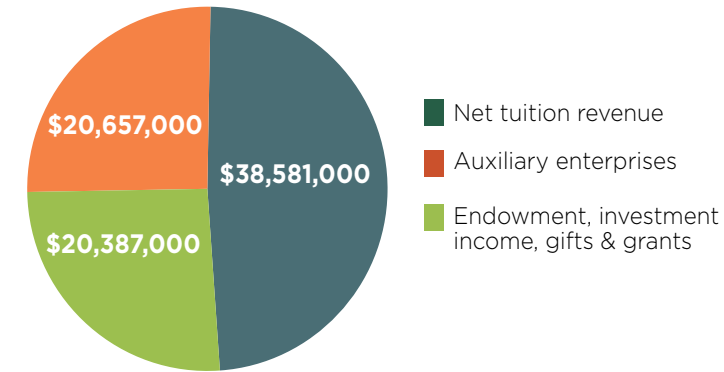
I have never been prouder of this college. The family of Scots has come together in bold, caring, and inspiring ways. It is clear that we will make our way through this challenge and will emerge to provide an even better experiences of learning, and will make a tremendous positive impact across the country and around the world, for generations to come.

Stay safe, and be well, Scots. My great gratitude for all that you make possible. I can't wait until we can meet again.

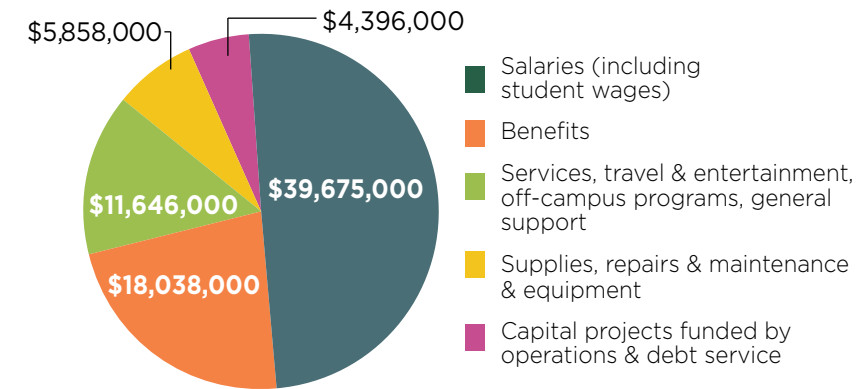
Sarah R. Bolton
President

Reviewing Fiscal 2020

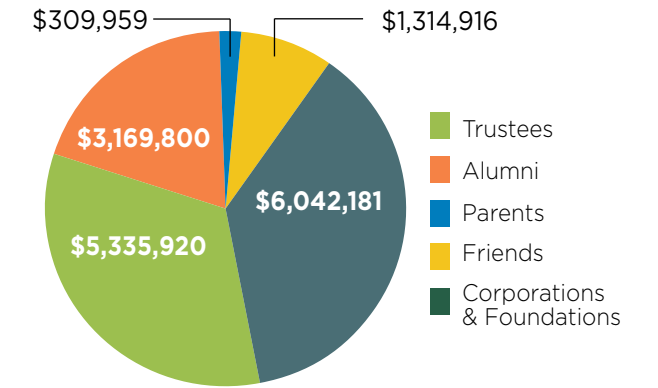
Operating Revenues
FY 2020 \$79,625,000



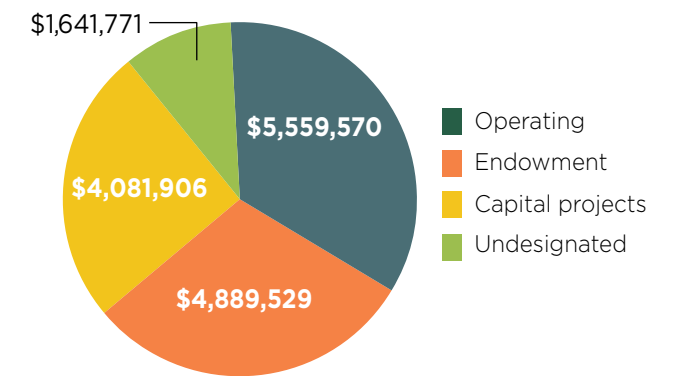
Operating Expenses
FY 2020 \$79,613,000



Giving by Source
FY 2020 \$16,172,776



Giving by Purpose
FY 2020 \$16,172,776



Financial Summary

Operating Revenues

Totaling \$79,625,000, The College of Wooster operating revenues for 2019-20 include tuition, auxiliary enterprises such as room and board and the bookstore, and investment income, gifts, grants, and the annual payout from the endowment.

Operating Expenses

Within the expenses, salaries and benefits account for nearly two thirds of the \$79,613,000 total. The remaining is made up of off-campus programs, travel, support services, supplies and equipment including food purchased for the dining halls, as well as capital projects and the debt service for capital improvements.

Giving to Wooster

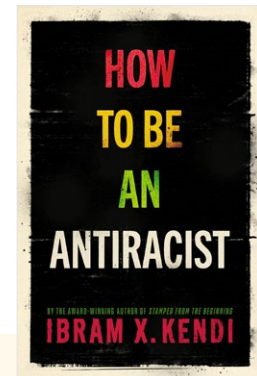
Between July 1, 2019 and June 30, 2020, the College received \$16.2 million in gifts, grants, and pledge payments from alumni, families, trustees, foundations, corporations (including family foundations and donor advised funds), and others. As shown, this support reflects direct support for the College's operating budget including the money given to The Wooster Fund. It also includes gifts to create new or support existing endowed funds, those that support capital projects, and undesignated gifts. The College of Wooster extends its warmest and deepest thanks to the many alumni, families, and friends who gave to the College during the 2019-20 year.

Students connect to new learning opportunities

Staying connected and building community while keeping six feet apart isn't easy, but Wooster students found new ways to engage virtually, collaborate and share their research remotely, and be involved members of the Wooster community.



Wooster students participated in summer **APEX Fellowships for hands-on—and off-site learning**. Find out how they adapted to interning remotely and the critical skills and experiences they took away. See pages 8-9.



Throughout late spring and summer, the College held townhalls and discussions to help the community of students, faculty, staff, and alumni gain deeper understanding of current issues and work toward a better future. The Office of the Chief Diversity, Equity, and Inclusion Officer added several virtual book club discussions via Zoom of Ibram X. Kendi's *How to be an Antiracist* after discussions of the book began in the fall. Nearly 300 students, faculty, alumni, and staff attended the events throughout the year.



Renovating and restoring spaces as well as reinvigorating campus organizations **inspires inclusive spaces and stimulates connections** among people that support the goal for a safe and welcoming community for Wooster students. See pages 10-13.



Opening in January, the College **renovated and expanded locker room** facilities in Armington Physical Education Center used by intercollegiate athletes as well as other members of the campus community. The women's locker rooms nearly doubled in size, from 2,573 square feet to 4,694 square feet, and a new all-gender locker room space was constructed.



A generous donation from a nearby College of Wooster family provided students with supplemental face masks this fall, ultimately helping make the campus community a healthier and safer place. Kim Leuschel, mother of Sky Gill '22, donated 540 stylish, cloth face masks.



A total of **4,186 visitors** made their way to Wooster's first virtual **Senior Research Symposium** throughout the day on May 8, reading about student projects online and leaving a total of 3,382 comments and questions across individual students' pages. More than 70 seniors participated by developing innovative digital presentations about their work—from videos, posters, and documentaries to digital zines, excerpts of creative writing, art exhibitions, and virtual reality demos.



Students took advantage of opportunities for summer work in faculty labs on Independent Study projects. See how **students refocused their research in a changing campus environment**. See pages 6-7.

Students indulge in intensive lab research

Wooster students took advantage of opportunities this summer to work with faculty in labs on Independent Study projects.



Dhwani Parsana '21, a neuroscience major, spent time on campus this summer completing the research for her Independent Study with Laura Sirot, associate professor of biology.

Dhwani Parsana '21 is an international student from Rajkot, India, and when The College of Wooster's campus closed this spring, she didn't have a safe way home. "Flights to go back home were priced at \$2,000 for a 42-hour long flight which had layovers in places like LA, NYC, London, and Mumbai—all of which were major hot spots for COVID at that time," she said adding, "Our government also banned international flights from entering the country so there was no way to go back home."

Grateful for the careful planning of College leadership to allow students who couldn't return home to remain on campus as well as the dining services available to them, Parsana missed home a lot, but she called her parents every day to talk. "Some days, there would be nothing to

talk about, but I would still call them since it had become a routine for me," she said. "I learned how to cook many traditional dishes while being on calls with my mom. She would guide me through making the dish via FaceTime, and I would use the spices I brought from back home to give it that Indian smell and taste."

While she found being away from home challenging, Parsana took advantage of her additional time on campus to gain experience in mosquito rearing and dissections while working with Laura Sirot, associate professor of biology. Together with Professor Sirot, she completed research over the summer studying mosquitoes that carry pathogens that can cause dengue fever, zika, yellow fever, and other diseases, and particularly on pro-

teins found in the seminal fluid of males that are thought to change female post-mating behavior. "It is quite tricky to keep your hands steady while dissecting a mosquito under a microscope," said Parsana, a neuroscience major with a focus on biochemistry and molecular biology. "I feel like it prepared me for the future since I want to pursue a career in surgery."

Parsana was one of seven students working with Sirot this summer after activity began to resume on campus. "When the virus started, and I had to come to campus to take care of my mosquitos, I realized that working with students in the lab was the thing I missed most," said Sirot. "I love teaching and advising, but I yearned to be back doing research with students. I really enjoy that." With only

students working on I.S. allowed in campus labs as a safety measure to reduce density, Sirot found she could "really indulge in intensive research mentoring with two students. It re-ignited my passion for mentoring and research," she said. In addition to the two students working in person with Sirot, five more worked with her virtually from May through July on projects including redesigning the lab web pages, developing educational outreach materials, and writing scientific papers. Sirot, her post-doctoral researcher, Ferdinand Nanfack Minkeu, and all seven students connected virtually for weekly lab meetings and had the opportunity to learn from each other.

Above right: Recent grad Gemma Briggs '20 shares tips on scientific writing after completing a paper from her Independent Study research.



APEX Fellows adapt to changing work environment

APEX Fellows in summer 2020 included 16 seniors, 23 juniors, and eight sophomores.

47 Wooster students participated in summer APEX Fellowships for hands-on—and off-site learning.

This summer, as everyone learned to work in a different environment, nearly 50 Wooster students had the opportunity to take on those same challenges including working remotely, balancing work with personal challenges, and ensuring they could make the most of their experiences despite the lack of in-person interaction.

For the past eight years, the support of APEX (the Center for Advising, Planning and Experiential Learning at The College of Wooster) has allowed students to take advantage of internship opportunities that interest them. Thanks to the APEX Fellowship program funded through the Edward J. Andrew Fellowships, the Wilson APEX Fellowship Endowment, and the APEX Endowment, students receive a stipend to offset the living and travel expenses associated with taking an unpaid internship. These students work with APEX advisors to find experiences that allow them to expand their skills and focus their interests in their future vocations. Adjusting to the changes associated with the pandemic this summer meant 38 of the 47 fellows worked remotely.

“We had to be quick to come up with guidelines for remote internships so students (and we) had solid criteria for evaluating what kind of experience would be a good one despite the lack of in-person interaction,” said Cathy McConnell, director of experiential learning and community engagement. She noted that APEX advisors switched to remote advising and extended “drop-in” hours, and student peer advisors staffed evening sessions to answer questions and assist students in different time zones. “Up until this year, we had not been actively promoting remote internships because we want the students to experience the expectations and complexity of being in person,” she said. “But now we have a much larger sampling of student experiences and combining those with our guidelines will make for better advising for remote experiences moving forward.”

Here some of the fellows share their experiences this summer and the skills and knowledge they took away from their internship opportunities.



Alexandra Manopoulou '22

Global and International Studies Major
Law Intern, Papagermanos and Associates,
Thessaloniki, Greece

Working remotely didn't prevent Alexandra Manopoulou '22 from attending a trial and meeting a number of partners from Papagermanos and Associates, the law firm where she completed her APEX Fellowship. Building on the research skills she developed as a student at Wooster, Manopoulou dug into the case files of criminal and civil law cases and learned to “think as another person would think, to become the other person and understand what they would say in court,” she said, explaining that she would study the evidence of the cases, the legal theory associated with them, judicial documents, and similar cases in great detail to “look for gaps and weaknesses that the lawyers from the firm could apply in court.”

Manopoulou found she took more initiative with remote work, a skill she'll carry forward in future experiences. “This is a very good first step to find more internships in this kind of work,” she said. “I learned how to push myself further to find answers to questions without constantly relying on others. This gives me a lot of satisfaction and motivation.”



Hasan Malik '22

Psychology Major, Research Fellow,
Jamestown Psychiatric, PC, Lakewood, NY

Once COVID-19 hit Pakistan, the home country of Hasan Malik '22, the training and support provided to healthcare facilities led the psychology major to learn more about one of the leading practices for telepsychiatry services. Desiring to “work with an organization that values my journey and experiences as an international student,” he zeroed in on researching more about Jamestown Psychiatric, PC in Lakewood, New York, upon learning the firm provides guidance and support to healthcare professionals in Pakistan.

While interning remotely, Malik gained practical experience with utilizing telemedicine technology to chart physician-patient encounters. Malik noted his experience helped him “develop a sense of awareness when observing patient-physician encounters in terms of psychiatry and psychology,” he said. “We need to interact with people around us, to make sense of the world and to position ourselves in a broad social and cultural reality. Additionally, Malik felt this opportunity offered “excellent preparation for professional schools,” and the exposure to physical workflows led to a rapid enhancement of his overall knowledge in the medical field.



Laura Haley '21

Communication Studies Major
Social Media & Marketing Intern, Beagle Productions,
Saskatoon, Canada

“Every day is different,” is what Laura Haley '21 thought was the best part of her APEX Fellowship with Beagle Productions, a Canadian-based company specializing in the design and development of web and mobile applications. The communication studies major felt “the ability to move from project to project throughout the workday” made her experience more enjoyable.

Planning content was a key element of Haley's internship, and she had a hand in designing social media content, marketing, copy writing, and editing across a variety of projects, including SparkJoy's Better Zzz Challenge. Haley noted she “was given free range to do research on content,” and that “enabled her to brainstorm ideas for future posts.” Heading into the APEX Fellowship, Haley hoped to “get a better feel for what I might like to pursue in the future” and “whether that is more marketing or social media based.” Based on the experiences this summer, she's planning to pursue a graduate degree abroad in creative advertising.

Students shared more about the impact of their experiences this summer during the Virtual Experiential Learning Symposium this fall. Join the conversation at news.wooster.edu/el-symposium.

W

Are you interested in supporting experiential learning for Wooster students? or learn more about establishing an endowed fund by contacting Carolyn advancement@wooster.edu.

Choose experiential learning as an area of impact at [Wooster.edu/give](https://wooster.edu/give) Ciriegio in the Office of Advancement at 330-263-2075 or

Creating welcoming communities through updated campus spaces

Over the last three years, Wooster has made significant upgrades to upper class residence halls, Stevenson and Armington, as well as Andrews first-year residence hall—all major steps forward in an effort to create a welcoming, safe, and inclusive community for all students.

Beyond providing increased housing capacity, renovations include modern rooms with new carpet, shelving, paint, and lighting; updated kitchens and flexible lounge spaces; new furniture; new elevators and other ADA enhancements; and, the addition of single, private, locking bathrooms to accommodate all genders. Armington and Stevenson, previously comprised of only single rooms, were upgraded to add double rooms and bring consistency to the size of all single rooms.

Heating and ventilation also were replaced, and air conditioning systems were added. All windows were replaced to make the buildings more energy efficient. Additional upgrades include updated electrical systems, plumbing, security, and fire safety systems, and new lighting.

New dedicated lounges help students find salience in their identities

According to Wooster’s multi-year Diversity, Equity and Inclusion Strategic Plan, increased resources and support for students, faculty, and staff from historically marginalized groups is a top priority, including finding ways to incorporate diversity and inclusion opportunities into the residential experience for all students. Last year, new spaces were created and others updated for Latinx students, Black students, and students who identify as LGBTQIA+.

“Providing spaces that support our underrepresented and historically marginalized students is an important aspect of creating the inclusive community that The College of Wooster has pledged to continue to build and help thrive,” said Dr. Ivonne García, Chief Diversity, Equity, and Inclusion Officer.

Above, from the top: An outdoor fire pit was built outside of Armington Hall. Modern kitchens were completed like this one now found in Stevenson Hall and double rooms as pictured here in Andrews Hall. Catera Clark '21 is in the BSA Lounge.



BSA Lounge provides flexible space for gathering, cooking, and celebration of identity

Last winter, the College worked with the Black Student Association (BSA) to transform the BSA lounge in the lower level of Douglass Hall into a more useful space. “While COVID-19 delayed the use of the lounge, we have new flooring, cooking supplies, and storage shelves, and are installing more student artwork and interactive chalk boards for the space,” said Catera Clark '21, president of BSA.

Clark sees the BSA Lounge as important because Wooster is a predominantly white institution. “As Black students we are often one of few people of color in our classrooms and organizations, so having this space allows us to host events where we feel comfortable to be ourselves among people who understand us,” she added. “It is also a great space to decompress and get work done.” The group plans to open the newly renovated lounge to students for use as a distanced study space.

BSA has worked to plan more inclusive and safe meetings and events that in-person and remote members can enjoy, including general assembly meetings focused on being a space for students to discuss important topics like balancing personal health while being a Black student given the current climate of our country.

Q Space provides unique space for students to be themselves, seek community and support

Q Space, an LGBTQIA+ inclusive and affirming space, opened in fall 2018 in the lower level of Compton Hall. It created a dedicated space for students to gather and create community with flexible furniture for collaboration, modest A/V, hot tea, resources, pronoun stickers, and a clothing exchange. According to Melissa Chesanko, director of sexuality and gender inclusion and interim assistant dean of the Class of 2024, students donate or take items to better affirm their own identities and gender expression.

“Having a physical space that welcomes you and affirms your identity is an important part of building a community that does the same. Institutions have been designed to center identities with privilege, and we’ve had to adapt to create spaces that represent all of us. The Q Space gives those of us



who are queer a place to settle in with our whole selves,” said Chesanko.

Students who frequent the Q Space find it a safe and supportive environment. “The Q Space provides a place on campus where queer students feel accepted for exactly who they are,” said Kai Davis '22, secretary of the Queer Student Union and a student facilitator for the trans and nonbinary support group as well as Wooster’s Safe Zone trainings to increase awareness and understanding of all gender identities on campus. “This one room allows us to have a place away from the stresses of being LGBTQIA+ and to participate in things like club meetings and special events, but also acts as a place to just hang out with other queer people in our downtime.”

Support groups for trans & nonbinary and queer students, student organization meetings, and other LGBTQIA+ programming occurs in the space, when conditions are appropriate to gather. Students can also use it to relax or do homework alone or with friends.

Above: Students, alumni, and families attend a discussion on “What does it mean to be out today?” during Black and Gold weekend 2019 in the Q Space. Also, the Latinx Lounge opens in newly renovated Armington Hall in January.

Reenergizing campus organizations builds community

NAACP Chapter returns to campus

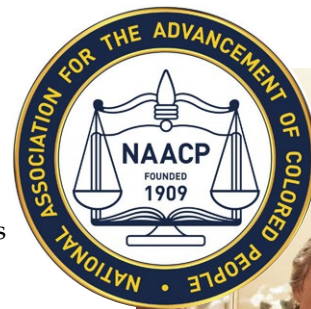
Wooster in spring 2020 officially received a campus chapter of the National Association for the Advancement of Colored People after the initial chapter, established in 1964 by Mark Denbeaux '65 and others became inactive over time. Efforts for the NAACP to make a return to Wooster were spearheaded in 2018 by a committee of members of the Black Student Association and other interested parties across campus.

"It's my hope that this organization will assist in breaking down the barriers that impede the success of students of color across the nation. With this re-establishment, we have etched our footprints in the sands of time. We are using our voice to speak on behalf of the underserved and teach those that succeed us how to lead," said Courtney Lockhart '20, one of the leaders of the re-establishment committee.

Austrella Balley '21, who succeeded Lockhart as president of the campus NAACP chapter, leads bi-weekly virtual meetings with its membership, which has already grown to over 60 members. "The focus for the group is to serve our community as best we can even though we may be virtual," said Balley. "We aim to be to be a safe space for students on campus during these tough times while also tackling issues that matter."

Balley said the group will work to keep the spotlight on racial injustices and the major divide caused by the government's failure to address numerous situations surrounding the Black community. "The NAACP provides information to the public informing them of resources during these difficult times," added Balley. "In an election year, it is our job to inform people on political options about who is on the ballot and their platforms. The NAACP stands to be a resource for the greater community."

The group hopes participation will help to develop leadership skills among students of color and educate the campus community as a whole. Because it is supported by a national organization, students have access to leaders across the nation and involvement in Wooster's chapter is a pipeline for the creation of other civil rights movements.



Student leaders restore the Hollows to pay tribute to indigenous roots

The Hollows, a 1.2-acre plot of land located on the northwest end of campus, formerly known as Knights Hollow, is being restored to serve as an inclusive gathering place for campus, thanks to a collaborative effort between three student organizations: Greenhouse, Woods, and the Environmental Justice Coalition.

To honor the indigenous land on which it sits, student leaders plan to treat the Hollows restoration as naturally as possible and to seek input from the community on ways of formally acknowledging its history. Ultimately, the group says it wants the Hollows to be a space for everyone, for teaching, exploration, research, reflection, and community.

Student leaders Abbi Tarburton '21, Cambry Baker '21, and Lia Kahan '22, have already started gathering members of the campus community to clear the land of litter, rake paths of debris, and mulch the trail loop with wood chips. Additional volunteer workdays are planned for spring planting to help the space resist erosion.

"Our hope is to decenter whiteness in outdoor spaces as well as make the Hollows accessible and safe for all students," said Tarburton. "To make the space more physically safe and accessible we will have to sustainably manage erosion and invasive species as well as potentially lift part of the trail up, so it is no longer in the path of the creek."

Located at the intersection of East Wayne Avenue and North Bever Street, Wooster first acquired the land in 1925 as a gift from William A. Galpin.

Lia Kahan '22, Cambry Baker '21, and Abbi Tarburton '22 are leading the student community in restoring the Hollows.

Above: President Sarah Bolton (far left) hosted a gathering of members of the Black Student Association and the Wooster/Orrville NAACP chapter in January to celebrate the re-establishment of the NAACP College Chapter.

Faculty mentoring fosters innovation in education

Wooster's foundation of excellence in liberal arts education and dedicated faculty mentoring cultivate strategic new academic pathways and connections for students to explore and pursue both intellectual passions and professional aspirations.



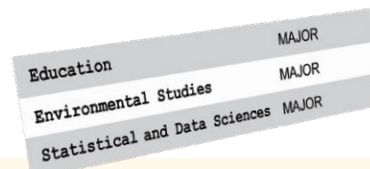
Throughout the spring and summer faculty found ways to **mentor from a distance**. Biology professor Jennifer Ison and Miyauna Incarnato '21 share how mentoring shaped each of their paths. See pages 16-19.



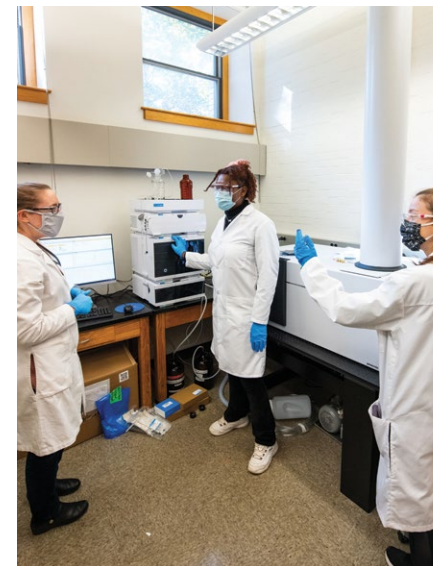
Through the Perry-Williams Fellowship Program, Wooster brings **diverse faculty annually** as part of supportive cohort that fosters growth, mentorship, and community building. Hear from two fellows who've found a home as full-time faculty at Wooster. See page 23.



Wooster adopted a test-optional admission process beginning for the fall 2021 entering class. Students are encouraged to present application materials that **reflect their diverse academic talents and potential**, including scholastic achievements, leadership and service, extracurricular activities, and any other information that showcases their ability to contribute to the intellectual and social life of a distinct academic community.



Wooster added new majors to its academic offerings this year in **statistical and data sciences, education, environmental studies, and global media and digital studies**.



Thanks to a grant from the National Science Foundation's Major Research Instrumentation Program, an **advanced new mass spectrometer expanded research and learning** opportunities on campus for Wooster students and the local community. See pages 24-25.

Faculty partnered across disciplines to engage incoming students in the Wooster community through virtual summer courses. Pages 20-22.



A \$1.1 million grant from the Andrew W. Mellon Foundation **engages new tenure-track faculty in interdisciplinary experiences** that establish creative connections and build community. See page 22.



More than 65 students offered insights to faculty on virtual learning as course design assistants this summer as they developed classes for the fall semester to meet student needs in a rapidly changing learning environment. Students researched and developed content such as electronic resources, accessible museum exhibits, created visual slide presentations, set up websites, added visuals to learning materials, and so much more—all while **developing professional skills** in partnership with faculty on the “back end” of the curriculum development process. “The CDA program gave me an opportunity to work with a talented rising senior. We had a blast brainstorming ideas for this fall’s FYS course, which had a geographic information systems (GIS) theme,” said Shelley Judge (pictured above), associate professor of earth sciences. “I can definitely say that my FYS course was enriched due to the program.”

Mentoring relationship unearths love of bees

Miyauna Incarnato '21 discovers unexpected excitement for biology research through nurturing relationship with Professor Jennifer Ison

Faculty mentoring fosters innovation



"We all need someone to bounce ideas off of who has different perspectives."
—Jennifer Ison, assistant professor of biology

Growing up Miyauna Incarnato '21 was terrified of bees. She came to The College of Wooster anticipating a major in psychology. "I wasn't smart enough to do science," she recalls from her early days on campus. She even told herself that she didn't have to love her job or the work that she would do for a career. After she took Biology 111 and began to connect with the faculty in the department, her entire outlook changed. By the time she took Biology 202: Gateway to Ecology, Evolution, and Organismal Biology, with Professor Jennifer Ison her sophomore year, she was sitting in the front row, loving every minute of the lectures, and eager to participate in research.

"Miyauna was so interested in everything and really engaged in all of the materials," said Ison, assistant professor of biology. "Her excitement is contagious." Developing a team of students to be part of her lab with funding through the Sherman Fairchild Program—a grant that supports students from different years of study joining forces in research—Incarnato became an "obvious choice" for Ison.

"She took me under her wing," said Incarnato. "She gave me the confidence to go out and get what I wanted out of science and out of what we were researching in her lab." The summer after her sophomore year, Incarnato traveled to Minnesota with Ison to study *Echinacea angustifolia* (purple cone flower) in tallgrass prairie sites and its pollinators, ground-nesting bees. First learning to catch and track bees while preparing for the trip at the OARDC (Ohio Agricultural Research and Development Center) in Wooster, Incarnato quickly overcame her fear of the species and began to follow bee courses on her own time. "I went out with the net to catch them, and I just was fascinated by them," she said. "I was so interested in how their communities worked and how they help native plants."

"Miyauna has really embraced getting to know bees and done so much on her own," said Ison, noting that there are 400 species of native bees in Ohio. "Most people think of honeybees, and those are European. They're not native. The majority are ground nesting, solitary bees so they don't have queens and workers, just their own nest, laying eggs, provisioning them, etc." Taking a closer look at the inner workings of the bees showed Incarnato that while bees perform a number of intricate tasks, the only time schedule they follow is their own. "I used to be very much

Ison and Incarnato collaborated to develop a pollinator garden near Williams Hall.



College learning garden offers outdoor experience for current students

The pollinator garden took shape this summer in a plot across from Ruth Williams Hall on Pine Street that already served as the home for The College of Wooster's learning garden, a tool that allows students to fully engage in studying plants, insects, and sustainable agriculture in a real-world environment.

"Students enjoy being in there and marveling at the different things you can grow," said Matt Mariola, associate professor of environmental studies, who's been gardening with his sustainable agriculture classes for nearly ten years. "The enjoyment is a vehicle for them to learn more. They are so engaged there when I teach them about soil fertility or agrobiodiversity. Seeing it in the flesh and actually manipulating it with your own fingers drives the learning points home more powerfully than just a lecture." With an original location by the Wooster Inn, Mariola found that the time it took to walk to the garden took away from class time, but the support of a multi-year gift from David Douglas '71 and the Wallace Genetic Foundation, allowed for the development of this secondary site on Pine Street in the last two years. In addition to supporting a number of initiatives for the Environmental Studies program, "the funds from the foundation have been instrumental in installing the second site," Mariola said. "We've had a small gardening shed built, added irrigation lines, purchased machinery and equipment—all of that would not have been possible without this funding."

"It was a natural extension for our Wallace Genetic Foundation to help to strengthen Wooster's environmental roots, both in the classroom and in the campus garden—with the latter hopefully benefitting all members of the campus community with both knowledge and fresh produce," said Douglas, president of the Wallace Genetic Foundation.

Mariola works with his students to make fresh vegetables from the garden available to the community. Over the summer the gift also supported the work of international students Shawn Ngwena '22 and Mazvita Chikomo '22 who remained on campus this summer.

a perfectionist, a planner," she said. "I've learned that it's OK to change course and that's really helped me grow as a scientist as well. If something doesn't go the way we want it to, Dr. Ison has really taught me how to be a problem solver."

This summer as Incarnato began her Independent Study research for her senior year with the social distancing and travel restrictions that come with the coronavirus pandemic, navigating problems and being flexible became a constant. While she originally planned to study bees while working at the Holden Arboretum and Cleveland Botanical Gardens, "my plans changed for the better," said Incarnato, explaining that she's enjoyed more time working with Ison to start a pollinator garden on campus. Through a grant from the Hamburger Endowment for Collaborative Projects and Program Development, she and Ison worked closely to plan the garden along with professors Matt Mariola and Carlo Moreno from the Environmental Studies Department and Phil Olsen, manager of campus grounds, as part of a movement to increase native plants on campus. Established by Ronald Hamburger '71 and Diane Limbird Hamburger '71, a trustee of the College, funds from the Hamburger Endowment supported Incarnato's work as well as planting materials, mulch, and testing supplies to determine which pollinators the plants attracted. With the additional help of a gift in kind from the OARDC of plants, the team built the pollinator garden across the street from Ruth Williams Hall with plants that are "more naturalized and not quite as manicured," said Ison, who mentored remotely from Illinois this summer in order to manage childcare for her son.

While mentoring from a distance hasn't come without its challenges, "It really helps to be able to trust the person," said Ison. "I'm not there to see how she collects the bees, but I have complete faith in what she brings back." Under Ison's direction, Incarnato planted the pollinator garden to "bloom in succession" with four quadrants from early, early-mid, mid-late, and late times throughout the summer. Incarnato's I.S. will look at how different floral resources support bee populations. "Native flowers are helpful, but they're not helpful if they only bloom at one point of the year," she said. "I'm hoping to look at that more closely." Connecting over their shared fascination and excitement for bees as well as plants, Ison says she's enjoyed seeing Incarnato tackling new angles with her own research. "What I enjoy most about mentoring is when students get better at it than I am," she said. "Miyaua is way better at identifying bees than I am now. There's no question."

Their mentoring relationship has fostered growth in each of them as they've continued to work together. "She's really helped me grow as a mentor," Ison said. "She's very honest with me in a really good way. I've been trying to be very aware of my privilege as a white female professor. She's shared instances where other people have said things that are racist, and they're not OK. Her honesty and helping me see her perspective have been incredibly helpful for me as I grow as a mentor."

While Incarnato has sometimes experienced what she graciously characterizes as "surprise and curiosity" from other members of the scientific community as a Black woman, she says that she's grateful to have found a place in Ison's lab where she feels comfortable being herself. "I enjoy being able to be out there normalizing what I'm doing, normalizing these kinds of faces out there," she explained. "Being in a field that doesn't have a lot of Black people in it, the important part is to find a lab with people who don't make you feel like being Black is your defining characteristic. I don't feel like I'm the Black person in the lab. It's a characteristic of you not your defining item."

Learning from each other has taught both Ison and Incarnato about mentoring as a whole. "Mentor/mentee relationships have a balance. You get to know your mentee really well, but it is still a professional work relationship," Ison said, acknowledging that she found a mentor in her predecessor at the College, Marilyn Loveless, emerita professor of biology. "We all need someone to bounce ideas off of who has different perspectives. Those relationships are so important as you try to figure out your own path."

As Incarnato thinks more about her path in research moving forward, having Ison as an advocate, has allowed her to see her potential. "The best thing is to have somebody work with you on your own thing and push you in every part of your academic and professional life," she said. As she looks into graduate research programs and fellowships for next year, "it's awesome to have someone who encourages you to go after things you never thought you'd do," she added. "Looking into my future, I know what it looks like to mentor well, so with future schools and future labs I join, I know what it looks like to have it really good and someone I connect with on a personal level as well."

Ison and Incarnato planned the garden to "bloom in succession" with four quadrants from early, early-mid, mid-late, and late times throughout the summer.

"She gave me the confidence to go out and get what I wanted out of science and out of what we were researching in her lab."

—Miyaua Incarnato '21



Interdisciplinary study broadens thinking

Faculty engage incoming students in Wooster community through virtual courses



Student Perspectives

More than 140 incoming students took part in the classes from their locations worldwide and gained valuable insights to the Wooster learning community. Below hear from some of those students about what they learned as well as from the students who served as teaching apprentices, leading small group discussions, tracking attendance and participation, and assisting faculty to engage students in learning through a digital platform.



“As a pre-med senior, I felt like it was a wonderful opportunity for me to learn about how various different disciplines approach concepts that are common in medicine. I have enjoyed working one on one with my professors and learning about what goes into designing and giving courses.”
—Hikmet Sherief '21



“The part that I enjoy the most is that the course is interdisciplinary in nature, and students have a great opportunity to be exposed to a wide range of subjects and connect them to create a concrete big picture.”
—Minh Nguyen '23



“I enjoyed meeting different people. Something that is a complete blessing is being able to openly and honestly discuss matters such as race, sexuality, gender, etc. and their portrayal in media. I have also taken away friendships that I definitely wish to develop as the years unfold.”
—Mudiwa Mungoshi '24



“When I looked at the topics being taught in this course, I was instantly drawn to it, even though it meant attending classes at midnight or doing a ton of reading and assignments during summer break. It proved to be a perfect steppingstone as it gave me an insight to how classes are taught at Wooster.”
—Sukriti Chiripal '24

14 faculty from multiple disciplines came together to teach tuition-free summer courses that helped prepare students for their fall semester at Wooster.



As faculty at The College of Wooster prepared to welcome students to a fall semester full of change, they found a way to engage students before they arrived on campus for their first semester. More than 140 incoming students registered for two online classes offered at no tuition charge that brought together students and faculty in a “low-stakes,” team-taught, environment. For the first time, Wooster students took what professors Tom Tierney and Margaret Ng think of as a “pre-FYS” (first-year seminar) course. “We were conscious of what we could do and couldn’t do in this class,” said Ng, associate professor of history. As students would be completing the course online from their homes all over the world, “we didn’t want to make it really demanding or intense,” Tierney, professor of sociology, explained. “When students worry about quizzes online or how they are performing, all that gets in the way of them actually experiencing what we want them to experience.”

Tierney and Ng organized “From Birth to Death: Health and Healing” while professors Ahmet Atay and Beth Muellner led a course titled “Comics, Clickbait, and Consumer Cul-

ture: Media and Everyday Life.” Offered for three weeks in July, both classes incorporated synchronous and asynchronous elements that allowed new students to get to know Wooster from wherever they were. “Our students were globally dispersed. Some of them connected at midnight, in their pajamas,” said Atay, associate professor of communication studies, global media and digital studies, and women’s, gender, and sexuality studies. “You have this portfolio of students who are tuning in during the day and night no matter what they have been doing.”

Students participated in online discussions through Microsoft Teams, a video meeting platform that allowed the classes of about 70 students to come together for group discussions and break into smaller groups. For Muellner, professor of German studies and global and media studies, getting to know the students in this way has been a truly worthwhile aspect of a difficult summer. “You know everybody’s in a really different place, but they’re there. We thought students that are remote in different time zones would want to do asynchronous, but they wanted to be with us!” She said.

What drew students’ interest at all hours was the interdisciplinary nature of the courses, bringing in faculty from multiple departments at the College to share their perspectives. The health and healing course, for example looked at birth including the biological perspective, eugenics and gene-editing technology, population control, and maternal mortality rates of African American women in the United States. “Students come away realizing, you can look at health-related topics from a range of different angles,” Tierney said. “They were all challenged by seeing things from a different point of view. There’s not one perspective that is the key to everything.” Similarly, Atay and Muellner’s class looked at media from a number of different angles and perspectives. Seeing students make these connections across the disciplines and apply them as they think about their professional interests is a goal faculty have enjoyed seeing come together. Whether they’re taking classes in the history of medicine, global health, microbiology, or other disciplines, “We want to encourage students to think about these different classes as they think about their careers,” Ng said.

From a student perspective, looking at health from an interdisciplinarity lens “provides a holistic view of the subject,” said Adam Hinden ’22, who served as a teaching apprentice for the health and healing class. “Participating in the class allowed me to learn about fields I would not normally engage with as an anthropology and Chinese double major, such as biology, economics, and religious studies,” he said. “To me, it’s part of the mission of a liberal arts education to push students to engage in more pluralistic, interdisciplinary thought.” Hinden, one of four TAs in the class from different majors, assisted professors by facilitating group discussions.

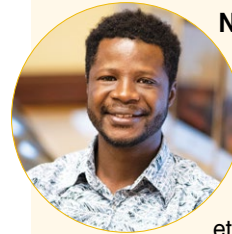
To teach the course online, Tierney and Ng adopted strategies from other institutions with a history of this type of teaching, incorporating narrative, recorded lectures, presentations, and videos, paying careful attention to the length of recordings, and posting reflective assignments to a discussion board. “We learned to do less, give shorter lectures, and not to be perfectionists,” Tierney said. Students could participate in synchronous discussions or view the recordings at a time that worked for them and weigh in with comments and questions. “We wanted to expose students to a variety of ways of learning from different types of content and different formats,” Ng said.

In the media class, Muellner and Atay complimented daily, live, synchronous discussions with short 30-minute lectures, working with senior TAs who “were trained to engage students in discussions.” “I love meeting the students and seeing them bond in this platform,” Muellner explained. “They are so eager to work together and learn.” Students began to build Wooster connections remotely as they prepared for their fall semester, and the classes gave them an opportunity to come together as a community. “Media gives us things to think about and students pick up on that,” Atay said. “When we have discussions on race, gender, and sexuality, students bring themselves into the discussion. They are in a more powerful position through their connection to us.”

As they prepared for the fall semester, Tierney, Ng, Atay, and Muellner, along with the additional faculty involved in the courses who offered perspectives from their disciplines, inspired students to begin to think critically and engage as a Wooster community in new ways. Making those connections is something TA Megan Tuennerman ’22 sees as an important part of her role: “Building relationships and helping others are fundamental aspects of the Wooster community to me, and I have enjoyed being able to help build those parts of our community.”

\$1.1 Million Andrew Mellon Grant nets four new faculty

Wooster welcomed four new tenure-track faculty in 2019-20 and 2020-21 as part of a five-year, \$1.1 million grant from the Andrew W. Mellon Foundation to support interdisciplinary scholars in the arts, humanities, and non-quantitative social sciences. As students and faculty take increasing interest in interdisciplinary areas of study, engaging a cluster of diverse faculty in interdisciplinary work improves their professional experiences by establishing creative connections and building community.



Nii Nikoi, Assistant Professor of Film Studies, Communication, Global Media & Digital Studies. His research focuses on African popular culture and how meaning-making practices inherently relate to broader questions of power among axes of social difference and hierarchy (race, ethnicity, class, gender, sexuality, nationality, and language). He teaches Intro to Global Media and Digital Studies and Senior I.S.



Elizabeth Derderian, Assistant Professor of Museum Studies. Her research focuses on cultural production, politics of representation, material culture, citizenship and national identity, migration and circulation, Middle East, Arabian Peninsula, and gender. She teaches Introduction to Museum Studies, Peoples & Cultures: Middle East North Africa, Museums and Political Conflict, and Migration, Globalization & Transnationalism.



Hamed Goharipour, Assistant Professor of Urban Studies. His recent research examines different forms of visual representation of cities. Using urban theory and semiotics, he is working on a conceptual/methodological framework, called Urban Cinesemiotics, to interpret the physical and sociocultural aspects of cities in cinema. He teaches Contemporary Urban Issues and Social Justice & the City.



Erum Haider, Assistant Professor of Political Science and Environmental Studies. She studies the privatization of public goods. Her doctoral research examines the ability of citizens to use political representatives to lobby for better provision. She teaches Introduction to Environmental Policy and Comparative Identity Politics in India and Pakistan.

Perry-Williams Fellows now full-time faculty

With calls for change coming from across campus, during their October 2016 meeting, the Board of Trustees established the Perry-Williams Fellowship program in honor of emeritus trustees, Dale C. Perry ’62 and Clarence “Reggie” Williams ’63, in response to an “urgent need” to recruit and retain diverse faculty and staff at Wooster—an effort the institution considers critical to its success. New faculty come to Wooster as fellows to pursue research within their area of interest, teach an average of three courses within their departments, take part in professional development opportunities, and grow as part of their cohort. Partnering with the Consortium for Faculty Diversity, an association of 48 liberal arts colleges including Wooster, the College welcomed four Perry-Williams fellows in 2017-18 as part of its inaugural cohort. Four additional fellows were added in 2018-19, in 2019-20, and current 2020-21 fellows include Maurice Adkins in history, Aubrey Whitehead in psychology, Leah Gaines in Africana studies, and Sid Simpson in philosophy.

Two of the original fellows—Álvaro Corral, assistant professor of political science and Carlo Moreno, assistant professor of environmental studies—transitioned to full-time faculty with long-term, tenure-track appointments. Both professors found the support of the fellowship and Wooster resonated with them. “Liberal arts colleges were places that I didn’t have a lot of experience with,” said Corral, who arrived at Wooster from University of Texas, Austin, where he completed his bachelor’s, master’s and Ph.D. “I didn’t know what awaited me, but once I was here, I was vindicated in my decision, well-cared for, and had multiple points of contact for support.” For Moreno, who joined Wooster after working as an extension professor at the University of Idaho, where he helped farmers improve the sustainability of their small grains cropping systems, “The allure of working at a liberal arts college was incredibly intriguing. I had never attended nor worked at a liberal arts college, and the idea of a working at an institution that promoted a well-rounded, multi-perspective, broad education was very appealing to my interdisciplinary background.”

Moreno, who specializes in integrated pest management and farmer knowledge networks, conducts participatory action research with farmers in Northeast Ohio on questions related to soil management, pest management, and sustainability. At Wooster, he teaches agroecology, ecology, agricul-

tural entomology, and junior I.S. in the area of environmental studies. “The level of creativity we integrate into our class curricula is a major plus at Wooster,” said Moreno.

Corral, an expert in Latino politics and immigration policy, noted that “the power of diversity and representation is really important,” not just as a way to build community among faculty but in engaging students in the classroom. “The moment a department diversifies in key ways, students follow. In that freedom we provide to choose courses across the curriculum, students, consciously or not, gravitate where they see themselves reflected,” he explained.

“I often discuss diversity as a central tenet to promoting the ‘stability’ of ecosystems, in ecological speak. Diversity increases the ability of ecosystems to sustain and bounce back from outside shocks and stresses,” added Moreno. “In many ways, classroom diversity improves the stability of the classroom; we all grow stronger as a unit when people can learn from others with different backgrounds, upbringing, beliefs, and experiences.”

Building on some of the features of the Perry-Williams Fellowship program, Corral continues to help new faculty in his department acclimate and is a member of the newly-formed Faculty Mentor Program. “I’m happy to pay it forward and do my part to help ease the transition for new Wooster faculty,” said Corral.

“During my time here, I’ve seen the College make strides towards improving the diversity of its faculty,” added Moreno, noting the pipeline the fellowship provides and efforts to hire tenure track faculty from visitors. “Finding ways for diverse faculty to collaborate, find resources they need, and develop a thriving research and teaching agenda is also critical.”

Above, from the top: Álvaro Corral, assistant professor of political science; Carlo Moreno, assistant professor of environmental studies



NSF grants Wooster funds for mass spectrometer

Advanced instrument expands research and learning opportunities on campus

As an environmental chemist, Jennifer Faust, assistant professor of chemistry, often studies samples of rain, ground water, or surface water to determine if pharmaceutical or pesticide contaminants are present. With equipment available on campus in the past, she and her colleagues have been able to ask questions like “Is the pesticide atrazine in the water?” Faust explained, noting that in this way, “following one molecule at a time can be a very inefficient way of doing research.”

Thanks to a grant from the National Science Foundation’s Major Research Instrumentation Program, the College purchased an advanced mass spectrometer—specifically a quadrupole time-of-flight liquid chromatography mass spectrometer valued near a half-million dollars—that will allow researchers to ask more complicated questions like “what pesticides are here?” explained Faust, expanding on the same example. Faust and Paul Edmiston, Theron L. Peterson and Dorothy R. Peterson Professor of Chemistry, served as principal investigators on the grant for the new equipment that will support research in multiple departments on campus including chemistry, biochemistry and molecular biology, biology, and neuroscience. With a total of eight faculty from across departments coming together to support the grant, “This mass spectrometer will be useful for a really long time,” Faust said. “It offers an opportunity for so many different faculty to bring their research in new directions and involve students in that research.”

While the essential function of a mass spectrometer is to filter molecules based on their weights, Faust explained that different from other mass spectrometers on campus, “we can use this one for what’s called non-targeted analysis,” she said. “With the mass spectrometers already on campus, you have to know what you’re looking for. You can basically ask a question: ‘Is this molecule here or not? And how much is it?’ With our new instrument, we can say, ‘Show me the molecules that are here.’” The new mass spectrometer, a 400-pound piece of equipment, measuring 6-foot in width, is high resolution and has powerful software packages allowing scientists to interpret mass patterns to predict compounds. Faust noted that the instrument is really unique for a liberal arts college. “To have something like this and for students to be able to use it is really a big deal,” she said. “It’s going to help them get jobs and prepare them for graduate school. And it’s going to enable us to answer some research questions that just weren’t possible beforehand.”

The high resolution of the new instrument will allow Sara Martin, assistant professor of chemistry, to identify complex molecules at a far more precise level than before. Martin and her students are developing inhibitors, or molecules that could be used to slow down the activity of proteins within bacteria, similar to the active ingredients in antibiotics. “The new mass spec has high resolution capability, which will allow us to further confirm the identity of our inhibitor compounds based on their masses,” she said. Identifying these molecules by their exact mass, “down to the fourth decimal place” increases accuracy when the molecules are in very small numbers and would allow Martin to publish information about the protein inhibitors for further study.

In the classroom, Faust looks forward to the applications they’ll be able to make with the mass spectrometer to give students experience with “more sophisticated types of mass spectrometry techniques,” she said. “I’m excited to experiment towards the end of the semester in our analytical chemistry class with open-ended forensics, where we set up a crime and the students have to analyze the crime scene evidence and try to determine who was responsible. We can give them more challenging samples to analyze and enable them to gain exposure to this really sophisticated type of mass spectrometry.”

Once the limitations of the pandemic ease, Edmiston and Faust plan to bring in high school students from the area in order to incorporate an educational component for the broader community. With connections in Ashland City Schools in Ashland County and Smithville High School in Wayne county, these students will learn from Wooster students about how the instrument is used, what it measures, and use the data from the instrument to solve a puzzle. “It’s a unique program because the high school students get exposed to authentic research, and the Wooster students also become mentors to the high school students,” said Faust. “By acting as near-peer role models, they can build their own identities as scientists and start to develop that confidence and self-efficacy in their own right.”

Faust and students, Jenelle Booker '21 and Heather Hartmann '21, try out the new mass spectrometer this fall.

“This mass spectrometer offers an opportunity for so many different faculty to bring their research in new directions and involve students in that research.”

—Jennifer Faust, assistant professor of chemistry

Alumni find their paths

Graduating on the cusp of a pandemic that's continuing to change the way the world out for them as they navigate their next steps. Some of our newest alumni share how

runs, the Class of 2020 has their work cut Wooster prepared them for where they are now.



Manny Burton,
Political Science Major

Pursuing a Master of Public Affairs, Brown University

"During my four years at Wooster I learned the importance of balancing my rigorous academic schedule with extracurriculars. This has

thoroughly prepared me for the multifaceted reality of my graduate studies. I enjoy the ability to further my knowledge in the field of public policy, and look forward to engaging in real-world policy experience, via consultancy, through my program at Brown."



Emma Hambright,
Neuroscience Major

Research Technician, Weill Cornell Medicine Brain and Mind Research Institute, New York City

"Wooster helped strengthen my written and verbal communication skills as well as taught me a wide variety of laboratory techniques that have prepared

me to succeed as a lab technician. I'm conducting transient Middle Cerebral Artery Occlusion (tMCAO) surgeries on mice to induce ischemic stroke in their brains, and I love it! It mimics the brain damage done by these strokes in humans, currently the fifth-highest leading cause of death in the U.S., and is intended to lead to stroke therapy and recovery methods."

Margaret McGuire,
Mathematics Major

Pursuing a Doctor of Dental Surgery, University of North Carolina Chapel Hill

"I enjoy bringing my mathematical and statistical background to bear on issues in dental research including using critical analysis

skills from the sciences to unpack and evaluate results from academic papers and integrating and applying knowledge from across many fields to make informed, ethical, evidence-based decisions in dentistry. I enjoy engaging with other dental students in discussions about anything and everything in the classroom and beyond!"



Justin Robinson,
Communication Studies Major

Pursuing a Master of Sports Industry Management at Georgetown University

"The most important skill I improved at Wooster was time management. Doing two sports while completing I.S. taught me to manage my free time effectively. What I enjoy most about what I am doing now is just getting to meet new people. I have been given the opportunity to enhance my network, and I am grateful for it."



Regan Szalay,
Chemistry Major

Research Technician, Molecular Pathology Lab, Massachusetts General Hospital

"Wooster taught me the importance of problem solving and critical thinking. Experiencing Independent Study has allowed me to show independence in my new lab as well. With my new job, I am enjoying having the opportunity to experience research in the genome engineering field, which is something very new for me! I learn new things every day, and I'm glad Wooster helped me gain the tools to adapt to a new area of research."



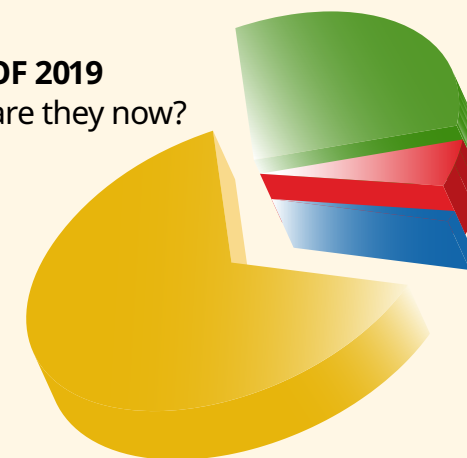
Micaela Watson,
Psychology Major

Pursuing a master's degree in human development and psychology at UCLA

"The rigorous academic curriculum of Wooster and its research-focused I.S. helped me hone my skills so that I am more than prepared to tackle a year-long literature review which I will have to defend and present. I'm enjoying learning more about topics that I am interested in and gaining a deeper understanding of my interests which will prepare me for my future career."



CLASS OF 2019
Where are they now?



- 65% entering the workplace
- 29% attending graduate/professional school
- 5% applying for graduate/professional school
- 1% not seeking employment or graduate/professional school

95% of graduates were accepted to their top choice graduate school.

72% of graduates employed in their preferred field.

Average starting salaries for the top 6 industries for Wooster grads

K-12 Education	\$39,655
Banking/Finance/Insurance	\$58,873
Government	\$39,272
Communications/Media/Advertising	\$38,913
Research	\$45,662
Non-Profit/Human Services	\$41,343



Wooster welcomes new trustees

COLLEGE NEWS

The College of Wooster welcomed several new members to its Board of Trustees for the 2020-21 academic year. Wooster's board of 45 members includes those elected to staggered three-year terms (standard trustees), GOLD (Graduates of the Last Decade) Trustees, six Alumni Trustees elected by the alumni board, and the president of the College.

Above: John Hemann '88, Rev. David Rice, Jilliene Johnson Rodriguez '08, Jennie Saliers '83, Mike Lauber '80, Christine Farrell '94, Sayantan Mitra '16

John Hemann '88 is a partner at Cooley law firm in San Francisco. A prominent trial lawyer for more than 25 years, he oversees high-profile white collar, criminal, anti-corruption, FCPA, national security, trade secret, cybersecurity, and antitrust cases and prosecutions in the public and private sectors. He previously served the College as a Presidential Fellow and leader for events in the San Francisco area.

Pastor at First Presbyterian Church of Wooster since 2014, ordained ministry is the second career for Rev. David Rice who joined the board this year. He was a professional opera singer performing in regional opera houses and concert halls in the U.S. and Germany,

earning a master's in music at Northwestern University. After being called to ministry in the late 1990s, he earned a master's in divinity from Columbia Theological Seminary.

Jilliene Johnson Rodriguez '08, who previously served as a GOLD trustee continues as a standard trustee. Rodriguez is the director of diversity, engagement and professional development and assistant dean for conduct, policy and climate at the University of Vermont. She has been an involved member of the Wooster community serving on the Black Alumni Council and participating in many alumni events.

Previously serving as Alumni Trustee of the College, Jennie Saliers '83, a consultant on non-profit organization management, has remained engaged with the College in many ways since her graduation. She has been an alumni admissions representative, co-class president, regional leader of Scots in Service, and has been active in the Atlanta area on behalf of the college.

Mike Lauber '80, who previously served as Alumni Trustee, is CEO and chairman of Tusco Display, a manufacturer of custom retail displays and in-store fixtures. A recipient of the College's John D. McKee Volunteer Award, Lauber's years of service to Wooster include roles on the Parent Leadership Council and the Alumni Board.

Christine Farrell '94 serves as Alumni Trustee in her role as president of the Alumni Board. Farrell is a principal engagement manager for Workday, a finance and human resource management enterprise software system. She joined the Wooster Alumni Board in 2016 and has been an active volunteer for her reunion committee and Scots in Service in the Washington, D.C. area.

An international alumnus from Kolkata, India, Sayantan (Sunny) Mitra '16 serves as a GOLD trustee, offering insight from a recent alumni perspective to the board. Mitra is a graduate student at University of California, Berkley pursuing a Ph.D. in agriculture and resource economics.

Hybrid semester starts, pivots online amid pandemic

Students returned to campus in August as part of a phased move-in. Classes started as planned August 19, remotely, moving to in-person and hybrid formats Sept. 7, with social distancing, mask-wearing, and other safety protocols in place. Working closely with Wayne County public health and advisors at Ohio State University

Wexner Medical Center, the College announced Oct. 16 that the fall semester would continue remotely. At the time of publication, the College planned to make a late fall announcement regarding spring semester plans based on current campus and national health trends. Read the latest information online at wooster.edu.



New Alumni Board members announced

The College Alumni Association Board announced six new members beginning three-year terms July 1, including Sandeep Bhatia '89, Ethan Flack '14, Kate McCall-Kiley '09, Alexander Kyerematen '06, Chuck Nusbaum '02, and Mike Riffiee '80. Bhatia serves as president-elect until July 2021 when current president Christine Farrell transitions to past president. The full board includes a diverse membership of 11 women and 9 men (with the current class). Representation also includes international alumni, several alumni of color, former student athletes, the LGBTQIA+ community, and representatives from the largest geographic regions of alumni. The Nominations Committee of the Alumni Board also looks at class years and majors to ensure representation from decades of graduation and at the priorities of the College to identify members with expertise in those areas.

Bhatia, an economics major at Wooster and a native of Kolkata, India, now in Shaker Heights, Ohio, serves as president of Om Consulting Group. Flack, a political science major who served in the U.S. Army at Fort Drum in New York until April 2020, now works for Amazon near Chicago. McCall-Kiley, a philosophy major and previously a White House Presidential Innovation Fellow during the Obama administration, is the co-founder and director of xD, an emerging technology lab within the federal government. Kyerematen, an economics major, is a regional director for the Global Fund for Children. Nusbaum, a computer science and Spanish major, is operations manager at TravelCenters of America. Riffiee, a physical education major, is a recently retired teacher and coach at Worthington City Schools. Read about every member of the Alumni Board at www.wooster-alumni.org/engage/alumni-board.



At right: Sandeep Bhatia '89, Ethan Flack '14, Kate McCall-Kiley '09, Alexander Kyerematen '06, Chuck Nusbaum '02, Mike Riffiee '80

Williams takes reins of athletic department



Amy Heasley Williams started as Wooster's new director of athletics and physical education July 15. She provides strategic oversight of all intercollegiate, intramural, and recreational programs, setting a long-term vision for athletics, implementing assessment of programs, and directing daily operations to ensure adherence to conference regulations and higher education best practices. Prior to Wooster, Williams

spent the last 20 years in a variety of athletic administration and coaching roles at Kenyon College.



Bera, Wagner among spring NCAA Postgraduate Scholarship recipients
Titas Bera '18 and Wesley Wagner '20 were among the spring recipients of the prestigious NCAA Postgraduate Scholarship. Bera, a biochemistry and molecular biology men's tennis alumnus, is pursuing a M.D. at the

Above: Titas Bera '18, Wesley Wagner '20

University of Toledo College of Medicine and Life Sciences. Since graduating from Wooster, Bera's worked as a research technologist at the Cleveland Clinic and Northwestern University. Wagner, a chemistry men's lacrosse alumnus, performed metabolite identification research at Corteva Agriscience this summer, and he's now pursuing a Ph.D. in chemistry at Washington University in St. Louis.

Intercollegiate competition suspended

On July 22, the North Coast Athletic Conference, in which Wooster participates, announced a suspension of all intercollegiate competition through Dec. 31, 2020, amid the evolving COVID-19 pandemic. On Oct. 16, the NCAC canceled all conference play for the winter season. Read the latest information about intercollegiate competition on WoosterAthletics.com.

ATHLETICS

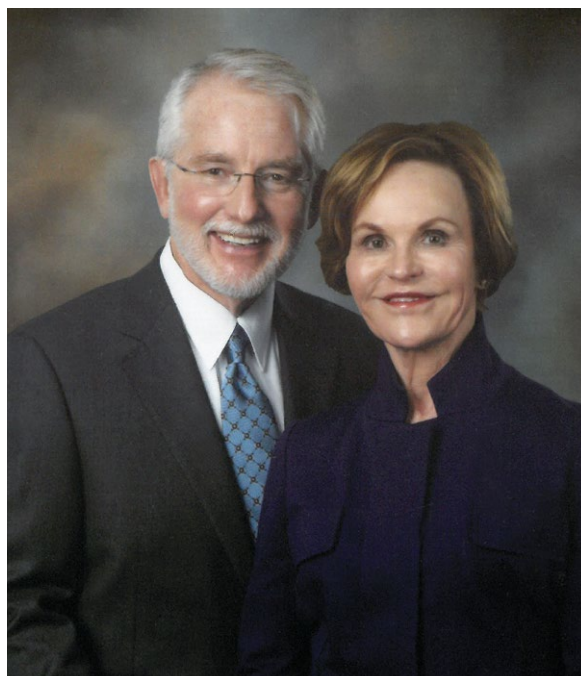




FULLFILLING PROMISES

Endowed scholarship shares warmth of welcoming community

When Rosanna (Gray) Palmer '68 first visited The College of Wooster to learn more about attending, it was the warmth of the campus that struck her most. Coming from a private boarding school in Pennsylvania, the ambiance, the number of students that said "hi"



to her in passing, and the warmth of Professor William Craig in greeting her on short notice to share more about the communication program at the College—all made her feel welcome. Offering this same opportunity to be welcomed to a warm community and receive a quality liberal arts education is something Rosanna or Zan (as she's known) takes great joy in being able to do for current Wooster

students through the Rosanna Bentley Gray Palmer Endowed Scholarship.

"This scholarship has impacted me greatly because without it I do not think I would have been able to attend Wooster due to cost," said Noah Olson '23, who received the Palmer Scholarship this fall. "It is truly something I am grateful for." Olson says Wooster offered that same welcoming feeling for him. "Wooster has introduced me to some of the closest people in my life. Through sports, Greek life, and other opportunities to meet new people on campus, I truly feel like I have found a home away from home here."

Seeing students like Olson benefit from the scholarship was exactly what Rosanna's husband Carl Palmer had in mind by establishing the endowment in honor of their 50th wedding anniversary. "Another diamond ring didn't seem right," said Carl. "I know Zan's love for Wooster, and I can't think of anything that would be more meaningful to her than establishing the scholarship." Carl serves on the board of his alma mater, Ohio Wesleyan University, and has a history of supporting liberal arts education. "I was lucky to go to a small quality private school, and I understand that isn't always possible for people," he said. "I want to enable people, who otherwise wouldn't have the good fortune that we have, a chance to get a quality education."

Zan, who saw how students benefited from a similar scholarship Carl's family established at OWU, added that it's a gift that she can never lose and that will last for years to come. "If you're

married for 50 years, you know something that's very important to your spouse, and Wooster is very important to me," she said. "I loved my four years at Wooster." Named to honor Zan as well as her family's legacy at Wooster including her mother Nina Gray '28 and her aunt Matilda Arisman '31, the scholarship supports students from Ohio and Pennsylvania who would otherwise not be able to attend the College. Zan and Carl's children also gave to the endowment in honor of their parent's anniversary. "There are quality well-rounded students who will do so much for our world, and we need that," Zan said.

Receiving the scholarship "means the world to me," said Olson, who is currently studying remotely from his home. "It means that I can continue to experience a campus and community I have grown to love. This year at Wooster I look forward to settling in and deciding on a major. The skills given to me through First-Year Seminar and other classes will carry over to success later on."



W

Interested in learning more about establishing a named endowed scholarship to support Wooster students? Contact Carolyn Ciriugio in the Office of Advancement at 330-263-2075 or advancement@wooster.edu.



ALUMNI ACHIEVEMENTS

Virginia Everett '61 wrote, "During this pandemic time, Virginia Sauerbrun Everett is teaching herself the fine art of Kumihimo, Japanese bead weaving. She is a retired counselor, and recommends Kumihimo as a mind challenging but soothing activity for isolation at home."

Charles F. Turner '72 wrote, "Nancy (Kriebel) '72 and I retired during the past year. Daufuskie will be our home most of the year and summers will be in Maine. We look forward to extending southern hospitality to family and friends on Daufuskie."

Heather O. Bohl '12 "obtained her Ph.D. in biochemistry, molecular biology, and biophysics from University of Minnesota in May 2018. Following completion of her degree, she continued her research in the area of structural biology at Van Andel Institute in Grand Rapids, Michigan. At the end of 2019, Heather left this postdoctoral position to pursue a degree in veterinary medicine. In addition, Heather is currently working on multiple animal fantasy novels."

WEDDINGS

Deron L. Boyd '08 wrote, "I married Allyson (Ford) Boyd on April 26, 2014. She works for the Akron Zoo as an Annual Giving Manager."

Krysden A. Burden '16 wrote, "Kyle Burden '14 and Krysden Schantz '16 were married on Oct. 26, 2019 in Wilmington, North Carolina."

WEDDINGS (pictured)

Andrea Nissenbaum '13 married Zachary Bradley '14 on Dec. 7, 2019. Photo includes: Tim Golding '11, Michael Peters '12, Andrea Nissenbaum '13, Claire Stragand '13, Molly Young '13, Annie Peterson '13, Sam Lundeen '13, Emma Kornhauser '13, Sam Susanin '13, Brenna Fujimoto '13, Noah Fisher '13, George Marks '13, Bryan Matyi '13, Sandy Strapp '13, Megan Piemonte '13, Clare Nelson-Johnson '13, John Mcfarren '13, Zachary Bradley '14, Emil Mehta '14, Jeremy Burke '14, Erin Flannely '14, Alex Haas '14, Andrew Campbell '14, Tin Nguyen '14, John Schulz '14, Maddie Petersen '14, Anna Regan '14, Zach Rotter '14, Matthew Canter '14, Katie Kalis '15, Taylor Bradley '16, Brenna Coolbaugh '16



Taylor Thorp '15 married Ryan Kish '15. Photo includes: Meredith Eyre '13, Katie Longo '18, Jackie White '17, Katelyn Colman '15, Grace Lawton '15, Simon Doong '15, Matt Germaine '15, Michael Terribile '14, Karl Stemen '15, Andrew Thorp '86, Roy Hadfield '17, David Brew '14, Tom Thorp '81, Ginny Thorp '82, Jason Solinsky '17, Luke Hutchings-Goetz '14, Suzanne Thorp '53, Taylor Thorp '15, Lincoln Plews '15, Ryan Kish '15, Jake Thomas '15, Annie Partika '15, Karina Thomas '15, Josh Foerst '15, Dominic Piacentini '15, Lucas Behrens '15, Ellen Boyd '15, Chris Blaikie '15, Emily Donato '16, Rachel Wortman '15, Jacob Oppler '15, Patrick Scanlon '17, Derrick Marshall '15, Will Wojtkiewicz '15



SHARE YOUR NEWS!

Have you married, started a new job, or retired? Share your news with your Wooster classmates by logging in at woosteralumni.org.

Contact alumni@wooster.edu with questions about sharing your notes online.

Alumni updates and photos of weddings or encounters included in this issue were submitted online by Sept. 16, 2020 and edited for clarity, style, and length. Digital images of high resolution (files sized at least 1-3 MB) work best. Images that do not meet the quality standards necessary for printing cannot be included.



JUDGE COMMITTED TO COMMUNITY CHANGE

ALUMNI AWARDS

Larry Jones '75 graduated from The College of Wooster with the desire to work for change. "My philosophy since I left Wooster is that you should try to make a difference in this world," he said. Jones has done so throughout his career in law and government, for which he recently received a Distinguished Alumni Award from the College.



Larry Jones '75
Distinguished Alumni Award

When he first arrived at Wooster from an inner city high school, Jones had to adjust to the rigor of the College. "Wooster was very challenging. Going from an inner city school in Cleveland to the College was like night and day," he said. "For the first couple of years I really had to buckle down and become a good student and brush up on my skills." He found a mentor in U.S. District Court Judge Solomon Oliver '69 and decided to major in political science and pursue a career in law. Armed with the skills and confidence he gained as an undergraduate, Jones attended law school at Case Western Reserve University. "Wooster gave me a great deal of confidence and knowledge that if I could do well and excel at The College of Wooster, I could do well and excel anywhere," Jones said.

After law school, Jones was an assistant prosecutor in Cuyahoga County and a councilman on the Cleveland City Council. He then served on the Cleveland Municipal Court for 21 years before being elected to his current position as a judge of the Eighth District Court of Appeals in the state of Ohio. Jones is particularly proud of his work in establishing the Greater Cleveland Drug Court, which provides

treatment resources and reduces the incarceration and recidivism rate for drug offenders. He presided over the Drug Court for a decade and witnessed the significant changes it made. "Within those 10 years I got to see our county and the surrounding suburbs change the focus and I know that would not have happened without our court stepping forward. We made a difference in the community," Jones said. "One of the things that really tugs at my heart is criminal justice reform. I think that we have a problem with mass incarceration in this country. We have too many people going to jail for nonviolent offenses and too long of sentences to jail."

Though he has made a significant difference in his long career, Jones' original goal when he arrived at Wooster was simple: to graduate and find a job. He is thus humbled to receive a Distinguished Alumni Award that recognizes his accomplishments. "If you had told me 10 or 15 years ago or even when I graduated that one day I would be a Distinguished Alumnus I would say 'you have to be crazy,'" Jones said. "It really means a great deal to me."

WOOSTER HONORS INSPIRING ALUMNI

In addition to this year's Distinguished Alumni, The College of Wooster honored several inspiring alumni during its Virtual Alumni Weekend on June 6.

James R. Wilson '63, a longtime member of the College's Board of Trustees, received the Sara L. Patton Stewardship Award for his generous support to the College across numerous campaigns, capital projects, and annual fund years. He and his wife, Linda, endowed a professorship and endowed fund in business economics, the renovation of Kauke Hall, the construction of the Scot

Center, and support of the R. Stanton Hales Presidents' Discretionary Endowment Fund. They also established an endowment to support the ongoing upkeep of the Scot Center's Wilson Governance Room and created the Wilson APEX Fellowship Endowment.

Thomas A. Boardman '70 and Susan K. Boardman '71 received the John D. McKee Alumni Volunteer Award to honor their outstanding service to the College. About 50 years since becoming college sweethearts, they've made an undeniable impact on Wooster as

volunteers, attending college fairs, interviewing prospective students, writing notes to admitted students, hosting multiple reunions on campus, participating in Scots in Service, and serving on the Alumni Board.

Alexander R. Jue '10 and Kaitlyn L. Jue '10, received the Outstanding Young Alumni Award for their service to the College. They donate to the Wooster Fund annually and are advocates and volunteers for the admissions office, serving as hosts and participants for National Interview Day, among other activities.

WOOSTER SPARKS LIFELONG INTELLECTUAL CURIOSITY

Brenda Major '72 received a Distinguished Alumni Award from The College of Wooster for her long and successful career as a social psychologist and distinguished professor in the department of psychological and brain sciences at the University of California, Santa Barbara, a career she had not planned for while an undergraduate at the College. "I always tell people I am an accidental social psychologist, and I'm an accidental professor," Major said. While she didn't immediately know what she wanted to do after college, it was at Wooster and particularly through the Independent Study process that Major began to develop the research interests, skills, and relationships that allowed her to reach the place she is at now.

Major majored in psychology at Wooster and only decided to go to graduate school when her senior I.S. advisor, Hank Loess, emeritus professor of psychology, called her after graduation to ask if she wanted to take an open spot in the psychology program at Miami University in Ohio. "My Wooster advisors really forged a path for me," Major said. It was at Miami that Major took her first social psychology class which she described as "the most interesting and the hardest class I have ever taken." Major felt prepared to tackle the weekly papers

that the professor assigned due to the rigorous writing instruction she received at Wooster. "My Wooster career really prepared me because I went to a school that expected you to write papers," Major said. "It was challenging but not impossible for me."

Her path took another surprising turn when a professor from Purdue University invited her to transfer and complete her Ph.D. there in social psychology. "I ended up going to two graduate schools, and I never really officially applied to either of them," Major said. She was able to narrow in on her research interests at Purdue and in her first teaching position at the State University of New York at Buffalo. "The core topic that has characterized my interests over the years has been resilience in the face of adversity and the psychology of discrimination and social stigma," Major explained.

While working on I.S. at Wooster, "It really sparked for me a passion for research," Major said. "I don't think I could have gotten that at many other schools. For a student like me who didn't know that she would love research, it just opens doors," she said. "That was a really critical experience for me that had a huge impact on my life and career."



Brenda Major '72
Distinguished Alumni Award

Since Wooster was where Major first discovered her lifelong passion for research, she said that receiving the Distinguished Alumni Award from the College was "incredibly touching." Major reflected that "Wooster is where [her] intellectual curiosity really blossomed," a curiosity she has been exploring ever since as a professor and internationally known social psychologist.



James R. Wilson '63
Sara L. Patton Stewardship Award



Thomas A. Boardman '70,
Susan K. Boardman '71
John D. McKee Alumni Volunteer Award



Alexander R. Jue '10,
Kaitlyn L. Jue '10
Outstanding Young Alumni Award





SCOT VOLUNTEER

Bria Price '14 Manager, College Success Program, Achieve Atlanta

Involvements:

Scots in Service, National Interview Day, I.S. Monday host

Q. What inspires you to volunteer with Wooster?

A. "It's a thank you. I think a lot of my trajectory, my career, the different accomplishments and the degrees that I have. I couldn't have done it without Wooster. When I moved to Boston for grad school, and I wanted to reconnect with other people, I was ready to build my community and Wooster's everywhere. In every city that I've lived in, I've at least known one other person, and I invite them to join me at events and give back."

Q. What do you enjoy most about it?

A. "I enjoy sharing my story. When I was looking at colleges, I heard alumni stories from different schools that were extremely cookie cutter. And when it came to the Wooster stories, they were so intricate. It sounded like impact was made. My story shows you don't have to look a certain way or be from the great state of Ohio, you can be a person who's just ready to change the world."

Q. What have you taken away from the experience?

A. "Connections, a supportive network—Wooster is really everywhere. My network continues to grow because we have incredible people planted everywhere. That network is really valuable."



Q. Why would you recommend volunteering to others?

A. "You get to see how much you really loved it there. You can step in wholeheartedly by leading a project or a service day, planning I.S. Monday, or just being there as a participant. There isn't a certain way that a volunteer looks. You can volunteer in your own way, and it will be fulfilling."

Contact alumni@wooster.edu to learn more about how you can be involved.

CONNECT WITH WOOSTER STUDENTS AND ALUMNI!



Launched this summer, this online tool also offers a space for our alumni affinity groups to virtually gather and professional development webinars for continued growth, bringing the power

of the global alumni network directly to students and fellow alumni.

Visit wooster.firsthand.co and register as an advisor. Set up your profile in a few minutes or use your LinkedIn profile.

ON THE CALENDAR



Winter Alumni College

February 2021

Alumni will showcase their talents, skills, and knowledge in 60 to 90-minute virtual courses for their fellow Scots. Taught online, the courses are open to alumni and current students.

I.S. Monday Happy Hours

March 22, 2021

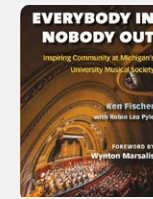
Alumni Weekend

June 10-13, 2021

Register for events and learn more at woosteralumni.org. While we hope to gather in person for upcoming events, virtual events may be necessary due to the evolving pandemic. Find all the latest information online.



RECENT ALUMNI BOOKS



Ken Fischer '66 *Everybody In, Nobody Out: Inspiring Community at Michigan's University Musical Society* University of Michigan Press, 2020 In this memoir, the writer reflects on his career at University of Michigan's University Musical Society and commitment to expand and diversify the programming, audience, and community involvement in this arts organization.



Alea Henle '93 *Rescued from Oblivion: Historical Cultures in the Early United States* University of Massachusetts Press, 2020 This book is an account of local history organizations in the late eighteenth and early nineteenth centuries which laid the groundwork for professional historical practices still in use today.



Marguerite (Wills) Johnson '99 *Disruptive Innovation and Digital Transformation: 21st Century New Growth Engines* Business Expert Press, 2020 Johnson's book offers tools to executive leadership, senior management, innovation catalysts, and digital marketing teams tasked with transforming businesses by accelerating growth through disruptive innovations and digital capabilities in analytical chemistry, biochemistry, and catalysis.



James J. Maiwurm '71 *Inheritance of Crises and Dysfunction* iUniverse, 2020 This political fiction novel launches readers into Inauguration Day 2021 in rural Virginia where the COVID-19 pandemic and a recession have set farmers and small business owners into a life of financial instability and disarray. Maiwurm tells the story of the America that awaits on the horizon, and what led to its cracked foundation.



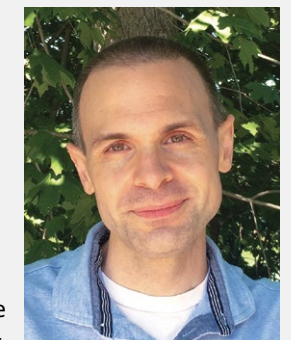
Robert F. R. Peters, Jr. '59 *I Thought Mommy Didn't Want Me Anymore* Bilbo Books Publishing, 2019 Written by a former pastor, this memoir discusses his mother's near-death illness and the resulting lifelong traumatic effects it has on him. The writer discovers newfound spirituality from this experience.

PANDEMIC PARALLELS IN MIDDLE GRADE FICTION



Jake Burt '00 *Cleo Porter and The Body Electric* Feiwel and Friends, Macmillan, 2020 This science fiction story for middle grade readers is about a 12-year-old girl who lives in isolation as a result of a pandemic.

When writing a book for middle grade readers two years ago about a fictional pandemic, Jake Burt '00 had no idea that it would be released during a real one. He described his book, *Cleo Porter and The Body Electric*, as "the story of a terribly brave, endlessly compassionate, wickedly smart girl who's dealing with something like what we're all dealing with these days," he said. "She lives in total isolation, her world's solution to an extinction-level pandemic event that struck her society eighty years before the start of the novel." He hopes that the book can be helpful for young people currently navigating the challenges of living through COVID-19. "Some of the parallels between Cleo's world and our own are, I'll admit, a bit eerie," Burt said. "I'm hoping that readers, teachers, and librarians will be able to use Cleo as a vehicle to talk about the pandemic, an escape from its realities, and a source of hope and inspiration to carry them through these tricky times."



Burt also works as a fifth grade teacher, a career that has informed his books for young readers, three of which he has already published. "My time in the classroom helps immensely with nailing down the middle grade voice. Kids, at their very cores, are magnificently weird, and I do my level best to capture some of that in each of my characters," Burt said.

Burt credits his peers at Wooster for originally encouraging him to pursue writing. "I owe a good portion of my love of knowledge and my passion for writing to the community," he said. "I was surrounded by friends who valued learning as much as I did, celebrated the written word, and supported me in my creativity."

Email wooster_magazine@wooster.edu to share a new book.



ALUMNI SHARE THEIR PERSPECTIVES ON THE IMPACT OF COVID-19

ALUMNI PERSPECTIVES

This spring and summer, we asked alumni how the COVID-19 pandemic affected them, their work, and their industries. Alumni in multiple fields shared how they've managed the challenges coming their way and their stories from the front lines. See some of the highlights here, and read the full stories online at news.wooster.edu/pandemic-stories.



Will Santino '11,
Artist, Madison, Wisconsin

Santino partnered with University of Wisconsin, Madison to create coloring pages for children during the coronavirus pandemic with messages about wearing masks, social distancing, and feeling hopeful. "A lot of my art is whimsical and fun, so the opportunity to make coloring pages for kids about COVID-19 was really appealing to me," he said. "I can only imagine how hard it is for kids not to be able to see their friends and do normal kid things, so it felt rewarding to be able to make positive and educational content."



Paige Cotcamp '82
President, Air & Surface Logistics, Irvine, California

Cotcamp and his company worked with clients to move goods and equipment with creativity despite increased prices and the challenges that come with a changing work environment.

"It's dramatically reduced the available options we have to offer our customers," he said, noting that the industry is truly all about communication. "We work with people around the world on a daily basis. The politics quickly get swept aside, and it's really about solving problems and personal relationships. People have a lot more in common than they have in difference and this job magnifies that."



Diane Gorgas '86
Vice chair of academic affairs for emergency medicine, executive director of the Office of Global Health, emergency physician, critical care specialist, The Ohio State University Wexner Medical Center

Gorgas treats COVID patients in the emergency department and works to ensure safe and effective training environments for medical students and resident physicians nationally. "We are creating policy and procedures for emergency physicians everywhere that ensure the public is being cared for at the highest standards," she said. "Programs I manage in Haiti and Africa are being impacted by COVID-19 as well, so trying to answer their needs is a challenge. Laying the groundwork for community trust in health care systems and hospitals in low-income settings has helped African nations fight the pandemic."

are having to do so for the very first time in their lives," he said. "In my role specifically, it's been a challenge to keep up with our evolving updates to our various constituent groups. We have been in constant communication with our staff, board of directors, volunteers, donors, network partners, the news media, and the general public to communicate our response in a timely manner."

Michael Wilson '05
Director of marketing & communications, Akron-Canton Regional Foodbank

Wilson and his team navigated a response to increased demand for food and communication, distributing 30% more food than it did this time last year. "We have seen some of the largest single-day distributions in the organization's 37-year history. Many families who are seeking food assistance



ALUMNI PERSPECTIVES



Dierre Taylor '09
Peer independent evaluator, New York City Department of Education

Taylor and his colleagues are working to meet the needs of marginalized students, helping teachers to recognize the level of influence they have, and how they can positively impact their students by disrupting oppression in their classrooms. "The pandemic really illuminated some of the disparities and systems of oppression that exist in NYC Education," he said. "The system hasn't been working for our most marginalized Black and Brown students for a long time, and it feels like it's time for us to deconstruct some of these systems that have never really worked."



Megan Cooper '95
Associate professor of rheumatology at Washington University in St. Louis, director of the clinical immunology program at St. Louis Children's Hospital

Cooper's research laboratory was invited to be a genetic sequencing hub for the COVID Human Genetic Effort, an international consortium of scientists investigating COVID-19. "We can all look at the data and try to learn from each other and make discoveries. It's been quite remarkable to see this number of scientists all around the world work together." The consortium's mission is to discover what factors in the immune system cause some previously healthy people to experience severe forms of COVID-19 and make others resistant to the virus.

Zach Rotter '14
Emergency medicine resident, University of Michigan

Rotter played an active role in both patient care and administrative planning during the pandemic. "The treatments are evolving all the time, so there has been an urgency to stay up to date and to parse through all the data coming out. Every time you take care of someone with the virus, even if you follow all the protocols, you're



Wendy Graham Settle '00
Anchor, Local News Network, Durango, Colorado

When COVID-19 started spreading through Colorado, residents relied on Graham Settle for important updates on the virus and human-interest stories. "I did the daily news for two months straight, every day, seven days a week. We were consolidating all of the breaking news into digestible chunks of information that were current, trying to be one place where people could get very accurate information," she said. "We put a spotlight on people working hard and creatively to better our community. I felt really honored to be the face that people could trust and lucky that I could be in a role where I could make a difference."

at risk for contracting it yourself." Rotter gathered information on how many providers each patient saw in the emergency department including technicians, doctors, and nurses, and then "created a proposal for an entirely separate unit for the coronavirus patients to limit the total amount of providers who see them," he explained. "COVID has changed many things about the way we practice."

SHARE YOUR PERSPECTIVE

Our editorial team is always looking for compelling stories about Wooster alumni. Email wooster_magazine@wooster.edu to share your story.



DENISE BYRNES

Dr. Byrnes was my academic advisor when I declared a double major in computer science and mathematics. She is the most supportive, helpful, and wise professor we could ask for. When I got offers to work for Microsoft and Google, she was one of the first people at Wooster to know. She wrote a recommendation letter for me every time I applied to something: for the Grace Hopper Conference scholarship, for internship applications, even for a master's degree program in cybersecurity a few years after I graduated from Wooster and entered the tech industry. I hope she knew that she touched many lives and her unwavering support helped many young people, especially the young women entering computer science.

-Khoa L.T. Nguyen '17

Dr. Byrnes was my professor and I.S. advisor. She didn't just teach me computer science, she also taught me the importance of writing in science, problem-solving, and being persistent. Her straight-forward and caring demeanor helped shape me into the teacher I am today. Dr. Byrnes encouraged me to always be myself, especially through my creativity in I.S. She inspired me to be a passionate and student-centered teacher.

-Vanessa Logan Wentzloff '14

REMEMBERING DENISE BYRNES, ASSOCIATE PROFESSOR OF COMPUTER SCIENCE, 1951-2020

Dr. Byrnes was not my advisor, but being a small department means there was a tight knit community. One of the most important lessons she taught me didn't have anything directly related to technology. In her class on algorithms, I submitted my solution to a problem that worked and produced the correct results. However, when I got the grade, I saw that I had points deducted because I failed to provide comments on the code. Comments are the plain language description of what is going on in the program so others can learn why the program was written that way and how it worked. At first, I was incredulous. After all, it worked perfectly so the evaluation was unfair. Later I realized that I was actually missing the most important part. If one does not or cannot describe how they built something, no one can be expected to use it or improve upon it. Advancement isn't done by individuals in a vacuum but by people building upon previous work. This lesson from Dr. Byrnes has stuck with me throughout my career. Being able to solve a problem is good, but explaining to others how you did it is better.

-Scott Rose '97

I had the great fortune of spending my last two years at Wooster with Dr. Byrnes, both as her student and as her teaching apprentice. Despite not really having met before my junior year, we clicked immediately on an academic, humorous, and personal level. Dr. Byrnes knew when to switch between passionate instruction and sharp wit at a moment's notice, and excelled in every arena of personable communication and interaction. My favorite moments were spent in her office talking about class material, industry prospects, and swapping life stories. Dr. Byrnes was also the second reader for my Independent Study thesis, and I will treasure her

words and insights on my project forever. Her passion for computer science reminded me daily why I decided to study the discipline and motivated me to continue on in my studies and work.

-David Pfeffer, Computer Science '20

I was saddened to hear of Dr. Byrnes' passing. Because of the respect I held for her and gratitude for her guidance, I have returned to Wooster several times since graduating in '93 at her request to speak to her students about non-traditional careers in computer science. As a dual major, Dr. Byrnes was one of two advisors guiding me through I.S., combining computer science and theatre design. This blend took both of us out of our comfort zones and may have challenged her almost as much as it did me. Through her dedication, guidance, and enthusiasm, I was shown that you need to push your boundaries, think outside the box, and challenge accepted norms. She also taught me how liberal arts can be applied to the hard sciences, fundamentally influencing my career path. As a result, I have gone on to help launch multiple successful tech startups and am currently chief technology officer of a private-equity-funded multinational technology company.

-Michael (Mike) Rulf '93

Professor Byrnes was a really energetic and encouraging presence who wanted the best for her students and was a constant font of positivity. She always wanted the best for her students. A complete generation of international students at Wooster looked up to her as a mentor.

-Ehteshamul Haque '03

IN MEMORIAM

Since the last issue, the Office of Alumni and Family Engagement became aware of the deaths of the following alumni by August 31, 2020. Contact alumni@wooster.edu with information about the deaths of alumni or for more information.

- '38, **A. Eugene Frank**, April 9, 2020, Monroe Township, NJ
- '41, **Terry (Stalker) MacGregor**, April 23, 2020, Mason City, IA
- '42, **Naomi (Jury) Chandler-Reik**, May 9, 2020, Princeton, NJ
- '42, **Margaret (Sherrard) Steiner**, May 29, 2020, Lancaster, PA
- '43, **Mary Jane (Benson) Beem**, Aug. 3, 2020, Wooster, OH
- '44, **H. Lorraine (Schwartz) Sachse**, May 7, 2020, Pittsburgh, PA
- '44, **William F. Foxx**, May 22, 2020, Honey Brook, PA
- '45, **Priscilla (Horger) Johnson**, Feb. 16, 2020, San Diego, CA
- '45, **John H. MacLeod**, Feb. 26, 2020, Munhall, PA
- '45, **Margaret Rath Stauffer**, Aug. 4, 2020, Willoughby, OH
- '46, **Patricia Bryant Hill**, May 6, 2020, Sebring, OH
- '47, **William W. Boyer Jr.**, Feb. 26, 2020, Newark, DE
- '48, **Elizabeth (James) Burge**, March 18, 2020, Sebring, OH
- '49, **Lois (Hancock) Quimby**, May 10, 2020, Columbus, OH
- '50, **Charles W. Williams**, April 26, 2020, Corbin, KY
- '50, **Donnell R. Wilson**, June 10, 2020, Bedford, TX
- '50, **Harry A. Engman**, Aug. 13, 2020, Wooster, OH
- '51, **Jean (Howard) Morton**, May 20, 2019, Buford, GA
- '51, **Allan Price Daw**, March 14, 2020, Federal Way, WA
- '51, **Elmer J. Crowe**, March 26, 2020, Hudson, OH
- '51, **Margery I. (Gillespie) Wicker**, June 7, 2020, Prattville, AL
- '51, **Wilbur A. Lewis**, July 2, 2020, Norwalk, CT
- '52, **Richard W. Carter**, Feb. 4, 2019, Fort Myers, FL
- '52, **Jean F. (Gilson) Fulmer**, May 8, 2020, Loudonville, OH
- '52, **J. Douglas Black**, June 17, 2020, Mansfield, OH
- '53, **Dorothy (Wettstone) Carter**, June 29, 2019, Fort Myers, FL
- '53, **Georgia M. (Leary) Weber**, Feb. 13, 2020, Waco, TX
- '53, **Daniel W. Wingard**, April 18, 2020, Lincoln, NE
- '54, **Marcia J. (Lizza) McEwen**, July 24, 2019, Greensburg, PA
- '54, **Russell D. Tillotson**, April 28, 2020, Duluth, MN
- '55, **Mary (Kaderly) Crow**, June 3, 2019, Vestavia, AL
- '55, **James L. Crow**, June 2, 2020, Vestavia, AL
- '55, **Ralph G. Ely**, July 6, 2020, New Smyrna Beach, FL



- '56, **H. David Bush**, Sept. 24, 2018, Palatine, IL
- '56, **Donald H. Reiman**, Nov. 20, 2019, Charlottesville, VA
- '57, **Lester P. Hauschild Jr.**, Jan. 21, 2020, New Castle, PA
- '57, **Leslie (Towle) Thompson**, April 9, 2020, Mechanicsburg, PA
- '57, **Mary L. (Frank) Cole**, April 20, 2020, Houston, TX
- '57, **F. Stanley Seifried**, May 12, 2020, Oakland, CA
- '57, **Jean L. (Gaylord) Mason**, July 2, 2020, Ashland, OH
- '57, **Sandra L. (Ingram) Swan**, July 9, 2020, Prescott, AZ
- '58, **Phoebe (Anderson) Cassidy**, March 16, 2020, Media, PA
- '58, **Dorothy E. (Adams) Schonefeld**, June 15, 2020, Kissimmee, FL
- '59, **Cyril B. Fitch**, May 8, 2018, Bonita Springs, FL
- '59, **William D. Van Tilburg**, April 11, 2020, Ashland, OH
- '59, **Kent M. Weeks**, July 30, 2020, Nashville, TN
- '60, **William W. Giffin**, March 24, 2020, Terre Haute, IN
- '60, **Marian (Miller) Kreithen**, May 17, 2020, Pittsburgh, PA
- '60, **Nancy (Brown) Tyburski**, Aug. 21, 2020, Canton, OH
- '61, **Paul R. Hunt**, June 29, 2020, Coshocton, OH
- '62, **Charles Randolph**, Nov. 26, 2019, Cary, IL
- '62, **Thomas C. Rambo**, May 1, 2020, Columbiana, OH
- '64, **M. Kenneth Morris**, Jan. 10, 2019, Kent, OH
- '65, **Patricia A. (Kowaluk) Daniel**, April 18, 2020, Wilson, NC
- '65, **Karen (Depew) Stevens**, May 6, 2020, Philadelphia, PA
- '66, **David E. Foscue**, Jan. 20, 2020, Montesano, WA
- '66, **G. Leigh Cook**, March 19, 2020, Wilmington, DE
- '66, **David R. Orth**, May 30, 2020, Palm City, FL
- '66, **Robert John Tiews**, June 14, 2020, Ann Arbor, MI
- '67, **Ronald E. Hill**, Dec. 13, 2018, Columbia, SC
- '70, **Malcolm Gourlie**, June 8, 2020, Moodus, CT
- '71, **David G. Oberholtzer**, July 21, 2019, Homerville, OH
- '71, **Catherine Howard**, May 8, 2020, Hilton Head Island, SC
- '73, **John A. Cusher**, Jan. 7, 2019, Marshallville, OH
- '73, **Barbara A. Le Gendre**, Feb. 4, 2020, Union, ME
- '73, **Stephen R. Montgomery**, July 31, 2020, Memphis, TN



IN MEMORIAM

'74, **Diana E. Delaplane**, March 23, 2019, Oak Park, IL

'75, **Grant D. Relic**, Aug. 17, 2020, Brunswick, OH

'76, **Nancy Elizabeth (Beers) Hull**, May 9, 2020, Cleveland, OH

'80, **Leslie E. Fisher**, June 6, 2020, Pittsburgh, PA

'82, **Beth L. (Russell) Wake**, June 4, 2020, Arlington, TN

'83, **April L. Gallagher**, Aug. 21, 2020, Wooster, OH

'91, **Khalid Sherdil**, May 22, 2020, DHA Defence Lahore, Pakistan

'97, **Phillip Charles Utter**, June 26, 2020, Worthington, OH

'98, **Brandi Marie (Crocker) Svoboda**, Feb. 20, 2020, Arvada, CO

'07, **Stephen M. Kassimer**, Aug. 26, 2020, Smock, PA

'08, **Daniel Paul Blommel**, March 23, 2020, Sunbury, OH

Faculty and Staff

Linda W. Bromund, May 25, 2020, Wooster, OH

Bromund spent many years aiding students through Wooster's Writing Center. In her free time, she enjoyed attending the Ohio Light Opera, traveling and reading, and was active with the Friends of the Wooster Public Library.

Denise D. Byrnes, July 21, 2020, Wooster, OH

Byrnes spent 29 years as an associate professor of computer science and was a trailblazer for the program, helping diversify the curriculum while also attracting new faculty. She advised I.S. topics ranging from animation emotion and 3-D virtual worlds to human-technology interaction. Outside of class, she served as an advisor for Applied Methods and Research Experience (AMRE) and helped students lead a VR presentation at the Wooster Science Café. Her colleagues in computer science spoke highly of her dedication to computer science in a time when it was a male-dominated field and compassion for the wellbeing of students. Byrnes received her bachelor's, master's and Ph.D. from The Ohio State University.

Betty Shull, July 12, 2020, Wooster, OH

In 1956, Shull established the clinical counseling program at Wooster and aided thousands of students, faculty and staff for 37 years. Her extensive volunteer work was highlighted by the leadership positions she held at the First Presbyterian Church of Wooster, including director of the Adult Education program. Additionally, Shull taught the "Art of Listening" course to hospice volunteers at Wooster's LifeCare and supported the City's counseling service and the Viola Startzman Clinic. After retirement, she and her husband volunteered in Egypt to promote community-based development and education. Prior to moving to Wooster for her husband Gordon's job as a Wooster professor, Shull earned her bachelor's degree at Park College, Missouri, and a Master of Science degree at the University of Illinois.

Howard Strauch, April 20, 2020, Wooster, OH

Strauch joined Wooster as the director of development in 1968, where he oversaw the Wooster Fund, helped lead capital campaigns, and initiated the program for 50-year class gifts. He was one of the founding members of the Independent College Advancement Associates and supported Wooster's men's basketball team by serving as chaplain of the Downtown Rebounders. Prior to Wooster, Strauch held multiple roles in admissions, alumni relations, and fundraising at Ohio Wesleyan University where he also earned a bachelor's degree in history. He graduated from American University with a master's degree in public administration and served in the Navy during World War II.

Trustee

William Foss Thompson, June 12, 2020, Boston, MA

Thompson joined the Board of Trustees for The College of Wooster in 1987 and served as an emeritus trustee during his lifetime. He earned his bachelor's degree in history and M.B.A. at Harvard University. Thompson began his career at the Bank of Boston rising to executive vice president in charge of the Special Industries Division, specializing in innovative financing structures for the publishing, motion picture, sports franchises, and other entertainment industries. He later led First Venture Capital Corp., a subsidiary of the Bank's holding company. After leaving the bank, he became the founding president of Boston Ventures Limited Partnership, retiring in 1996. He and his wife Juliana set up the William F. and Juliana W. Thompson Charitable Foundation. They established several endowments at Wooster including the Walter D. Foss Lectureship, named for his grandfather, Walter Foss, a College trustee from 1902 to 1917 and President of The Wooster Brush Company from 1879 to 1938. They also created the Juliana Wilson Thompson Lectureships and The Mildred Foss Thompson Chair of English Language and Literature to honor William's mother, a 1914 graduate. Along with his brother Donald Thompson, he established the Walter D. Foss Endowed Scholarship also named for their grandfather.



QUESTION & ANSWERS

Q. In honor of Independent Study, tell us about some of the best advice you received from your faculty mentor or advisor when you were a senior.

We asked and you answered. Thank you to all the alumni who shared the wisdom they remembered. Read some of our favorite responses below and participate in the next prompt.

A. "Best advice my advisor Dijana Pleština gave me was to go to the writing center! The editing skills I learned at the writing center prepared me for a 20-year career built on the ability to write and edit well. I use these skills daily and love to mentor folks and pass it on. What a great resource. I'm sad I didn't discover until senior year!"

-Wendy Graham Settle '00

A. "In the early 1970s, Dr. Gordon Collins, of the Psychology Department, was my advisor. Knowing I wanted to teach pre-schoolers, I looked at graduate programs in education and psychology. Dr. C made it clear to me that anyone can master methods of teaching, but to help children learn and grow, one must understand the behavior that occurs. His guidance led me to a degree in child development and a career working with young children, their parents, and teachers in deeply meaningful ways."

-Kathleen Lull Seaton '73

A. "Dr. Gordon Collins gave me this advice after not earning an honors rating on my psychology I.S. titled School Age Entry: Long Term Effects of Summer Birthday Entry into Kindergarten. 'Colleen, honors is to be aspired for but not to be expected. The fact that you will use this I.S. thesis every year in parent conferences as an early childhood teacher will help parents make critical decisions about their child's life. That in itself is an honor!' He was right. I teach kindergarten and use my thesis every year to help parents make informed decisions about whether or not to start school or stay back in kindergarten."

-Colleen Banks '89

A. "Joanne Frye (English) and I explicitly agreed on one key thing: this has to be fun. And it was."

-Emily Silverman Mathews '93

Q. Social distancing and virtual learning is challenging students to find new ways to connect amidst an evolving pandemic. How are you staying positive and connected in your community? Send your responses to wooster_magazine@wooster.edu and we'll share some of our favorites in the next issue.



Wooster alumni perspectives from the front lines of COVID-19

Diane Gorgas '86—currently treating COVID-19 patients as an emergency physician and critical care specialist at The Ohio State University Wexner Medical Center and advising on best practices through the University's global programs—says that every day she spent at The College of Wooster as a chemistry major impacted her career. Emergency medicine initially drew Gorgas because it reminded her of the liberal arts education she received at the College.

"A lot of the same features of a liberal arts education are mirrored in emergency medicine. It is a field that has a great blend of problem solving and critical analysis but also technical skills," she explained. "There is a breadth of knowledge that is sizable that you have to master but also the opportunity to become an expert in the emergent stages of any illness or injury."

Through Ohio State's global programs, Gorgas has cared for patients in Haiti and Central America, and leads curriculum design, assessment, and evaluation for a newborn survival program that began in Haiti and expanded to a number of countries in Africa. "We have educated well over 1,000 health care professionals who serve a population base of greater than 100 million, and newborn survival statistics have universally improved in each of these countries," Gorgas said. Recently, Ohio State's global programs have pivoted their focus to coronavirus prevention. "Programs I manage in Haiti and Africa are being impacted by COVID-19 as well, so trying to answer their needs is a challenge," Gorgas said. "Laying the groundwork for community trust in health care systems and hospitals in low-income settings has helped African nations fight the pandemic."

The COVID-19 pandemic affects everyone differently. Throughout the spring and summer, as the virus spread across the country, we asked alumni like Gorgas about how it has affected them, their work, and their industries. Alumni in health professions, logistics, media, education, and more shared how they've managed the challenges coming their way and told their stories from the front lines. Read more inside about how alumni are making a difference in their communities.