Fall 2018

Wooster Magazine: Fall 2018

Caitlin Paynich

Follow this and additional works at: https://openworks.wooster.edu/wooalumnimag_2011-present

Recommended Citation
https://openworks.wooster.edu/wooalumnimag_2011-present/30
Science on Display
See how the Wooster's Promise campaign is making a difference.

Also Inside
Students nominate alumna to be honored among Timken superstars.
On June 30, 2018, we concluded Wooster’s Promise: A Campaign for our Future. My deepest thanks to the thousands of Wooster alumni, parents, and friends who contributed so generously to this campaign’s tremendous success! Your marvelous dedication to our College raised a record $190 million, building an even stronger Wooster education for today’s students and creating vital new opportunities for generations to come.

The gifts to Wooster’s Promise have been transformative across the College: creating 71 new scholarships to bring deserving students to Wooster, enabling dozens of new experiential learning opportunities at the College and around the world, supporting student learning and faculty teaching and scholarship, building Brush Hall and Ruth W. Williams Hall of Life Science, creating our vibrant center for advising, planning and experiential learning (APEX), renovating Lowry’s ground floor to provide new spaces for students to gather, and strengthening every part of the student experience through The Wooster Fund. Alumni volunteers have put in thousands of hours connecting students to internship and career opportunities, interviewing prospective students, bringing Scots together through reunions and local gatherings, leading through boards and committees, and celebrating our history—and our future—in our 150th anniversary year. More than 16,000 donors have contributed to the success of this campaign. Thank you!

This extraordinary generosity of the family of Scots is inspiring, and it sets a superb foundation upon which to build our future. With this foundation in place, we are asking how we can best meet our mission of providing a transformative education for students in the coming decades; one that prepares them to become leaders of character in a diverse and globally interconnected world, to do good work, and to contribute as citizens to the communities of which they will be a part. We are thinking about the skills and knowledge students will want and need, and how they will develop them, both through their courses and through living in a deeply interconnected community with others from across the country and around the world. And we are considering how we can best support the thriving of all of those students, so that they have excellent and equitable opportunities to learn and grow as scholars and as people while at Wooster.

This is an extraordinarily important moment for higher education. It is crucial that today’s young people gain a critical understanding of themselves, one another, and the world. The potency of Wooster’s educational model gives our college a vital role to play in that learning, and I am excited for what lies ahead. Standing on the foundation of our College’s deep history, and inspired by the remarkable generosity of the family of Scots, we will realize Wooster’s powerful promise for generations to come, together.

Go Scots!

With deepest gratitude,

Sarah R. Bolton
President
FULFILLING WOOSTER’S PROMISE
See inside Ruth W. Williams Hall of Life Science and find out how Wooster’s Promise is being fulfilled on campus.

TIMKEN STUDIERS INSPIRED
Three students nominate Dr. Martha Chase ’50, Hidden Science Superstar.

On the Cover:
The first floor of Ruth W. Williams Hall features a signature space known as the Knowlton Commons with a two-story bay window that provides a spectacular reflection of the fall foliage of the academic quad. Read more about the new building on page 8.

Photo by Matt Dilyard
The College of Wooster welcomed 110 international students this fall, bettering last year's record of 91, and that group comprises almost 20 percent of the total first-year class (570). These back-to-back record-setting international classes fly in the face of what many U.S. college and university admissions offices are encountering. According to a survey of nearly 500 U.S. institutions by the Institute of International Education, the number of newly arriving international students declined an average of 7 percent in fall 2017.

Even more distinctive, 35 countries are represented in Wooster's Class of 2022, hitting almost every area of the globe with students from Sudan, Georgia, Uruguay, Israel, and Mongolia, among others. An intentional strategy to be diverse geographically is paying off with 56 countries represented among the total student enrollment (2,000). “We see so many schools having the majority of students from one country, sometimes China, sometimes India,” said Reon Sines-Sheaff, director of international admissions. “We, at Wooster, are really pleased with the fact that our students represent 35 countries in this incoming class and no more than a fifth are from one country. It gives all of our students a look at a truly global campus.”

That sense can be felt within most every academic program, as Wooster's international student body is interested in a variety of areas of study. Among the upperclassmen, about 25 percent are majoring in computer science or mathematics, 20 percent in one of the sciences, another 15 percent in economics or business economics, but there are also 30 percent majoring in the humanities or social sciences. “Our students may walk into a computer classroom filled with students from around the world, and they'll also get the same experience in an art classroom,” said Sines-Sheaff.

While a number of factors support this trend, it's part of a long tradition at Wooster of welcoming international students to a genuinely supportive atmosphere and providing outstanding academic opportunities. It’s this “diversity of national origins and cultural perspectives” that President Sarah Bolton considers “one of our greatest strengths.” She added, “I am grateful to be part of such a vibrant, flourishing, and international community of learners, and grateful to all those who choose to come to Wooster from around the world.”
Solomon Oliver ’69
Receives Distinguished Kutak Award

Solomon Oliver Jr. ’69, who served as the Chief Judge of the United States District Court for the Northern District of Ohio from 2010-17, received the 2018 Robert J. Kutak Award in August at the annual meeting of the American Bar Association in Chicago and also spoke at Wooster’s Convocation ceremony this fall.

Presented to an individual who has made significant contributions to the collaboration of the legal academy, the bench, and the bar, the Kutak Award recognizes Oliver for his broad experience as an attorney, educator and a U.S. District Court judge. Joan Howland, chair of the Kutak Award committee said his experiences make him “an informed, astute, and pragmatic leader” and adds, “Judge Oliver’s commitment to diversity has been a crucial factor in moving forward many critical initiatives related to ensuring and improving access to legal education.”

In 1994, President Bill Clinton appointed Oliver to the U.S. District Court for the Northern District of Ohio. He first served the Cleveland district as an assistant attorney in the U.S. Attorney’s Office from 1976-82, including as the chief of the civil division and chief of appellate litigation. From 1982-94, he was a professor of law at Cleveland State University’s Cleveland-Marshall College of Law, serving as associate dean for three years. A double major at Wooster in philosophy and political science, Oliver earned his master’s in political science at Case Western University and a juris doctor from New York University School of Law.
Tennis player Titas Bera ’18; golfer Emily Howerton ’17, and football center Patrick Mohorcic ’18, were among the 174 student-athletes to earn a $7,500 postgraduate scholarship from the NCAA in the 2017-18 academic year. Of the seven institutions with at least three NCAA Postgraduate Scholarship recipients for the 2017-18 academic year, Wooster is the only liberal arts college, the lone primarily-undergraduate institution, and the institution with the smallest undergraduate enrollment on the list.

Bera, the fourth student-athlete to earn All-North Coast Athletic Conference honors each season in a Wooster uniform, capped his career third all-time in wins at No. 1 singles (52), sixth in overall singles wins (70), and seventh in combined wins (121). The biochemistry and molecular biology alumnus, who graduated with a 3.62 GPA, spent two summers working at the National Cancer Institute and twice earned the institute’s Cancer Research Training Award. Bera is currently a research technologist at the Cleveland Clinic, and is in the process of applying to medical schools.

“I am still in shock that I was chosen to receive such a special honor,” said Bera. “I am excited for what the future holds and couldn’t be happier with the experiences Wooster has provided me.”

Howerton, the women’s golf program’s first three-time all-conference honoree, was one of the key contributors during the program’s first two team titles at traditional tournaments. She earned medalist honors at the 2015 Ohio Wesleyan University Fall Invitational with a 158, and helped the Scots successfully defend their team championship at the event. The two-time CoSIDA Academic All-District® honoree sported a near-perfect GPA (3.98) as a mathematics and philosophy double major. The Phi Beta Kappa member spent time as a pricing analyst intern at Progressive Insurance and a student-consultant at Goodyear Tire and Rubber Company. Since graduating in 2017, Howerton’s worked at INSIGHT2PROFIT, a consulting firm in Cleveland, where she assists with pricing and profit analytics. This fall, she’ll be enrolling in the theoretical biology Ph.D. program at Pennsylvania State University.

“It’s a real honor to receive this award,” said Howerton. “I want to thank everyone at The College of Wooster for their help and support with everything I’ve accomplished. I’m looking forward to what’s next.”

Mohorcic, a three-year starter on the offensive line during his career with The College of Wooster football team, earned All-NCAC recognition as a senior, and played an integral role on a unit that broke or matched 28 program records in fall 2017. A political science alumnus with a 3.6 GPA at Wooster, Mohorcic was a semifinalist for the National Football Foundation’s 2017...
The revamped Timken Gymnasium features a new floor, bleachers, scoreboards, and air conditioning for Fighting Scots fans this season.

Campbell Trophy (college football’s premier scholar-athlete award). Off the field, Mohorcic’s well-rounded plethora of campus involvement, community service, and internships have led to a host of major accolades including serving as captain of the 2017 Allstate American Football Coaches Association Good Works Team®.

“I am grateful for the opportunity to further my education and have a successful post-football career,” said Mohorcic, who plans to start graduate school within the next year.

NCAA Postgraduate Scholarships are awarded annually to 174 student-athletes, who are selected by a committee that screens candidates who maintain at least a 3.2 GPA, have performed and behaved with distinction on and off the playing field, and intend to continue their academic work beyond the baccalaureate degree. There are 29 scholarships available for men and 29 for women in each sports season (fall, winter, spring).

The Houston Astros selected Michael Wielansky ’19, in the 18th round of the 2018 First-Year Player Draft.

The revamped Timken Gymnasium features a new floor, bleachers, scoreboards, and air conditioning for Fighting Scots fans this season.

Scots Lead Division III in Baseball & Send Shortstop to Astros

The College of Wooster baseball team’s long-running success is unparalleled by nearly every other NCAA Div. III program, and the 2018 Fighting Scots more than added to the storied program’s legacy. This past spring, Wooster punched its ticket to the Div. III World Series for the sixth time with a thrilling 4-2 win over North Coast Athletic Conference rival Wabash College in the championship round of the Mideast Regional. Prior to the regional tournament, Wooster upped its league lead in NCAC titles to 18, and the team was voted No. 1 in the May 1 D3baseball.com/NCBWA Top 25 Poll, marking the program’s first No. 1 ranking since 2008.

Those familiar with the program are accustomed to the massive offensive numbers the Scots consistently put up, and 2018 was no exception as the Black and Gold led the country in hits (658), runs (516), and doubles (139). Wooster’s team success carried over to the field where the Scots’.978 fielding percentage was tops in Div. III.

Individually, Michael Wielansky ’19 capped his time in a Scots’ uniform as the Div. III Position Player of the Year. Despite being a junior from a small college program, Wielansky’s resume was impressive enough for the defending Major League Baseball World Series champion Houston Astros to select the St. Louis, Missouri native in the 18th round of the 2018 First-Year Player Draft. Wielansky spent this summer with the Tri-City ValleyCats, the Astros’ Class A Short Season affiliate.

Wielansky, one of three All-Americans for the Scots’ baseball team this spring, did something only one other Div. III player can lay claim to—amass 200 hits, 200 runs, and 150 RBI before the end of his junior year. His awards haul includes an American Baseball Coaches Association (ABCA) Gold Glove—an award given annually to the best defensive player at each position within the division—two ABCA All-American citations, and a pair of Mideast Region Position Player of the Year certificates.
Hidden Science Superstars Honored

Science librarian Zach Sharrow wanted to “include a multitude of voices” in the selection of the “Hidden Science Superstars” to be honored in six new displays in Timken Science Library. With the goal of honoring scientists, engineers, or inventors from historically underrepresented groups, nominations of more than 40 names were narrowed to 12 finalists and then voted upon by the entire campus community. With the additional support of a grant from the State Library of Ohio, the new displays include four busts and two portraits. In addition to Wooster alumna Martha Chase ’50, highlighted in this issue, read more about the other honorees below and watch the videos online to learn more about why these figures inspire students and faculty: bit.ly/TKNSuperstars.

Ibn Sina (980-1037) A philosopher and polymath of the Islamic Golden Age, Ibn Sina, also known as Avicenna, made contributions to physics, chemistry, mathematics, astronomy, and medicine. Scholars used his encyclopedic works, The Book of Healing and The Canon of Medicine for centuries.

Mae Jemison (1965- ) American engineer and physician Mae Jemison was selected for the astronaut program after completing her medical degree and became the first African American woman in space aboard the space shuttle Endeavor in 1992. Following her departure from NASA, she went on to a distinguished career in science advocacy.

Maryam Mirzakhani (1977-2017) For her work in hyperbolic geometry and related fields, Maryam Mirzakhani won a Fields Medal in 2014, the most prestigious honor in mathematics, becoming both the first woman and the first Iranian to do so. Her promising career was cut short in 2017 with her death from metastatic breast cancer.

Rosalind Franklin (1920-1958) An English physical chemist and X-ray crystallographer whose work was crucial in discovering the structure of DNA, Rosalind Franklin’s data informed the double helix model of DNA proposed by James Watson and Francis Crick in 1953. She died in 1958, four years before Watson and Crick shared the Nobel Prize in Physiology or Medicine.

Chien-Shiung Wu (1912-1997) Chinese American physicist Chien-Shiung Wu is best known for the “Wu experiment,” which disproved the conservation of parity, previously thought to be a law of nature. Wu did not share the 1957 Nobel Prize in Physics, which was awarded to Tsung-Dao Lee and Chen-Ning Yang, the theoreticians whose work she experimentally confirmed.

Above: The honorees’ names were revealed at a ceremony this spring and unveiling of the new displays took place in October.
Fulfilling Wooster’s Promise
Stories by Caitlin Paynich and John Hopkins

Campaign raises $190 million

During the Facebook Live event that launched Wooster’s Promise, campaign chair Blake Moore ’80 said, “A Wooster education empowers students to have a positive impact in the world. That’s Wooster’s promise. This campaign is about keeping that promise for generations to come. This is our moment to say we are Wooster—and proud of it!”

The Scot faithful responded loud and clear, and by the time the campaign closed on July 31, they had raised just over $190 million in cash and commitments—surpassing the original goal of $165 million by 15 percent—to support five major priorities: the life sciences, financial aid, academic strength, experiential education, and The Wooster Fund. More than 42 percent of Wooster’s alumni participated, including 5,790 first-time donors, and 9,335 who gave in at least two of the campaign’s five years.

As you will see in the stories that follow, the campaign’s impact is already being felt across campus.

The grand total above includes these five major priorities as well as gifts and commitments supporting other College needs such as the construction of Brush Hall, the transformation of Gault Schoolhouse into residential space, and the renovated Alley in the lower level of Lowry Center. Visit woosteralumni.org/donors for a full list of contributors to the campaign.
The opening of the Ruth W. Williams Hall of Life Science this fall marks the culmination of a process that began several years ago with the realization that Mateer no longer met the needs of biology faculty and students. “Mateer was built for a different generation,” said Dean Fraga, Danforth Professor of Biology and a member of the planning and design team for the new building. In that time “I.S. was truly an independent study or solitary affair,” he explained. “As we’ve learned more, the science has gotten bigger, and we ask more integrative questions. The new space is designed with these collaborative needs in mind.”

Bringing people together in a space that’s inviting and inspiring, “The Ruth” as it is coming to be known on campus—in honor of Ruth Whitmore Williams, who along with her husband made the $10-million lead donation to the project in 2013—has become a new home for the life sciences including biology, neuroscience, biochemistry and molecular biology, and environmental studies. “Biology as a discipline is highly collaborative, often requiring interdisciplinary teams to solve ever more complex problems in the life sciences,” said Fraga. “It’s nice to bring everything together and mix it up. We hope to get some good synergism in The Ruth.”

The new facility will not only facilitate interaction across disciplines in the life sciences, it’s designed to bring together classroom and laboratory learning. Classrooms in the new facility are set up to respond dynamically to changes over time and engage students in a variety of different forms of learning. “To better prepare students for a future of engaging in the life sciences, we needed a facility that allowed us to adapt our pedagogy so that it would be more effective for learning with teams.
Wooster’s Promise
THE LIFE SCIENCES
Total raised: $44,414,142
150 donors
$4 million supports the programming and innovation taking place inside the building.

“The sciences are somewhat unique in that hands-on learning is part of the curriculum inherently through laboratory courses. The structure of the labs and classroom allows us to go back and forth between theory and practice seamlessly.”

–Mark Snider, Robert E. Wilson Professor of Chemistry, Biochemistry
to solve more complicated problems, rather than the traditional approach of lecturing facts to students,” said Mark Snider, also a member of the building planning and design team and the Robert E. Wilson Professor of Chemistry. Severance Hall, home of the chemistry department, perhaps the discipline that biology integrates with most, is completely connected to Williams Hall on every level. A nearly 300-foot concourse spans across the entire length of the two buildings.

“With the field evolving so fast, we needed to integrate the biology and chemistry programs. The biochemistry and molecular biology program was really bifurcated into two separate buildings,” said Snider, one of four professors who founded the biochemistry and molecular biology program 18 years ago. “Before, our upper level biochemistry lab was a nomad, never taught in the same space twice, and it was hard to keep track of equipment and student projects,” said Snider. “Now with one primary lab, everything can be permanently set up there for students. With the professors and equipment in one place, the
Ruth Whitmore Williams and A. Morris Williams Jr. gave $15 million to The College of Wooster in 2013—the single largest gift in College history—supporting science education. Ten million dollars became the lead gift to support the Ruth W. Williams Hall of Life Science named in her honor. Another $3 million endowed new scholarships for science majors, and lastly $2 million endowed the Whitmore-Williams Professorship in Biology.

Ruth Whitmore Williams attended Wooster from 1958 to 1961 and was a member of the college’s board of trustees from 1994 until her death in 2016. She and her husband, Morris, are strong and consistent supporters of the college, and their philanthropy has made a lasting impact on Wooster students. At the time of the gift in 2013, Ruth said, “Science plays a critical role in so many aspects of life today, and Wooster’s strength in the sciences is deep and long-standing. Putting those two things together, Morris and I felt this was the perfect way to do something significant for Wooster, for society, and most importantly, for the students who will take their Wooster education out into the world to make a difference.”

Read more about the Whitmore-Williams Professorship on page 20.
right into the lab and put it into practice. “The sciences are somewhat unique in that hands-on learning is part of the curriculum inherently through laboratory courses. The structure of the labs and classroom allows us to go back and forth between theory and practice seamlessly,” said Snider.

The research labs place faculty with similar research interests together. “We wanted groups of faculty members to be able to come together in more collaborative research spaces,” said Snider. Aside from the added safety with multiple people in the labs, working side by side gives faculty and students more opportunities to interact. “Students will learn from one another as they’re using different tools and answering questions in the same space. They’ll naturally bump into each other more often and ask questions and learn more from one another. The same is true for faculty groups,” said Snider. “These labs encourage future collaborations that we never thought of because we were more isolated.”

Outside the research labs, student write-up spaces give students
The most vivid memory that Doon Allen Foster ’80—a speech major—has of Mateer is watching movies in the basement, but when the importance of an updated facility to support students in the life sciences became clear, she and husband John jumped on board and encouraged others. “It will attract smart and innovative students interested in science and technology,” she said, “and was built with an eye for flexibility, so it will remain relevant when students have needs we can’t imagine yet.”

Their gift names the Martha C. Chase Classroom in honor of the 1950 alumna of Wooster’s biology program known for the Hershey-Chase experiment proving DNA is the genetic material of life. “We wanted to honor a figure in biology who represented diversity,” said Foster, and when biology professor Dean Fraga shared Chase’s story, they saw it as a great fit. “She was a Wooster grad and a woman who was unacknowledged in her time, and we want students to see her name and learn about her work,” she said. On the ground floor of the building, the classroom provides three tiers of seating and makes collaboration easy and effective. It also offers high-quality sound for showing films, a need expressed by film studies professors and a “bonus aspect of the room” for Foster who worked in the TV and film business for 20 years.

As a College trustee, Foster often interacts with students and enjoys seeing the same qualities in them that Wooster instilled in her. “Wooster gave me strength and confidence in my opinions and conversations and continues to encourage the same confident, caring individuals,” she said. “That’s what drives us to give. When we meet students and alums, those core experiences resonate between us. We’re Scots.”

Read more about Martha C. Chase ’50 on page 30.

Creating not just a beautiful space, but a place where people enjoy working and respond to the environment became a driving goal for Fraga and Snider as they worked with the architects to develop ideas that would meet the needs of Wooster students and faculty. Research led them to a concept called biophilia which means that “as a species we evolved with nature, and being

Tiered classroom to honor biology alumna
around nature helps us by relieving stress,” Fraga explained. Incorporating natural elements, living materials, and bringing light into the building became a key influence on the design. “You’re able to see outside in virtually every spot in the building,” he said. “From a particular spot you can sometimes see one, two, or three different vistas.” The building includes a biophilic wall with living plants and the signature space known as the Knowlton Commons, through the support of the Austin E. Knowlton Foundation, includes a two-story bay window that offers a spectacular view of the campus mall. Adjacent to this atrium is a café that is expected to draw faculty, students, and staff from across campus for not only the menu variety but also to appreciate the view. Inside, the common area includes soft seating and different types of spaces where students can gather and meet and features lighting that mimics the look of clouds and treetops. During the annual I.S. symposium, the department plans to open up the glass walls in the Knowlton Classroom, expanding the space and allowing students from the life and chemical sciences to share their research in one place.

Top: The open study space on the second floor overlooks the Knowlton Commons.
Above: Snider and Fraga take in the beauty of the same space.
For Doug Brush ’77, naming the Brush Laboratory Suite in the Ruth W. Williams Hall of Life Science represented “a marvelous opportunity to make a gift that will go on giving to science majors at Wooster for many years to come.” He recognizes the importance of research and the quality of the space where that research takes place.

With an interest in veterinary medicine as a student at Wooster, Brush took biology and chemistry classes in Mateer and Severance, and by combining the two buildings for current students, he sees the new building as “one of the most technologically capable study spaces for students interested in the sciences at a small liberal arts college.” The Brush Laboratory Suite includes a research lab and write-up space on the first floor where faculty and students collaborate and complete in-depth research. Brush recognizes that at Wooster students “engage in research in ways that science majors don’t always get to at small liberal arts schools. Research needs to be done in a space that’s comfortable, inspiring, and that provides the technology needed to conduct that research.”

Because of limited veterinary school enrollment in the ’70s, Brush worked at Wooster in admissions and then led a successful career with an international manufacturing and marketing firm. He took on veterinary-like work on an avocational basis, raising beef cattle. Over the past 45 years as a student, administrator, alumnus, and trustee, he’s enjoyed staying connected to the changes taking place at Wooster and sees the building appealing not just to science students. “The Knowlton Commons in the front of the building is a place where all students want to go and relax, engage, and study,” he said.

“People have never really hung out in a science building before, so we’re looking forward to seeing that happening,” said Snider. He and Fraga see the glass throughout the building as an opportunity to put science on display so those who visit the building can see it in action. “We hope to attract people inside through the beauty of the space, and as they walk down the concourse, they can look through the glass walls and see science going on in the classrooms and in the labs. It will be less of a mystery,” Fraga said. “By bringing in other majors, they’ll see how science connects to their lives.”

“Biophilia means that as a species we evolved with nature and being around nature helps us by relieving stress.”

–Dean Fraga, Danforth Professor of Biology
From the moment Kiera Parker-Emerson ’19 set foot on Wooster’s campus for the first time during the college search process, “I really loved the vibe and how everyone was so welcoming and kind. And I knew from my interactions with students and professors that this was the school for me.” Thanks to the Boardman Family Scholarship, established in 2015 by Thomas Boardman ’70, Susan Boardman ’71 and their family, the rising senior philosophy major and psychology minor is making plans for I.S. and thinking about what comes next after graduation next May.

Parker-Emerson came to Wooster intending to major in English and minor in education, but a first-year philosophy class with Prof. Henry Kreuzman changed all that. “I loved it, and I instantly became a philosophy major!” Parker-Emerson forged a strong bond with Kreuzman, working as his teaching apprentice for First-Year Seminar the following year, and then for a course called Ethics, Justice and Society. Kreuzman also recommended Parker-Emerson for a position in the college’s writing center, helping fellow students tackle any and all aspects of their writing assignments, from big picture questions of how to structure them and where to start, to the nitty gritty of grammar.

Starting in junior year, Parker-Emerson also became a peer mentor, working with a First-Year Seminar class of 15 students to provide advice and help navigating the challenges of transitioning to college. This year, as senior peer mentor, “I’m more involved with planning, supporting the other peer mentors, figuring out who

“I feel incredibly blessed that I got this scholarship. Without the Boardman family, I would not be able to be at Wooster.”

–Kiera Parker-Emerson ’19
Boardman Family Scholarship Recipient
we can connect them with in places like the Center for Diversity and Inclusion, to give them more tools to help the students they’re working with.”

Melissa Chesanko, the college’s director of sexuality and gender inclusion, is another person who has had a big impact on Parker-Emerson’s Wooster experience. “She has always gone above and beyond to be there for students, and always been someone I can talk to and confide in,” said Parker-Emerson, whose preferred pronouns are they and them. Chesanko and they have worked together on the implementation of trans and non-binary support groups on campus, and on the development of all-gender housing options.

As if Parker-Emerson’s plate were not full enough, this summer they worked with Gio Tramonto ’18 on an AMRE consulting team to research and make recommendations to Goodwill on domestic and global market options for textile recycling or reuse. The environmentally conscious aspect of the project, combined with the real-world need to make the numbers work, were both appealing, and “Gio and I were able to connect with presidents and CEOs of large textile businesses, as well as meeting multiple times with the Goodwill client—and they’re taking advice from us! It was just an amazing experience,” they said.

Each of Parker-Emerson’s Wooster experiences has helped inform and deepen their thinking about the future and life after graduation. Teaching, specifically as a professor of philosophy, still has appeal. Another path combining the philosophy major and psychology minor could be as a practitioner of a relatively new method of counseling called philosophical consulting. And the AMRE experience has them looking at a graduate program in ethics and legal studies at the University of Pennsylvania. “I’m thinking about a degree in business ethics, as a way of applying my philosophy degree in a different way, looking at how we can behave ethically within a capitalist economy.” But no matter which path Parker-Emerson chooses, Wooster will have prepared them well, and the Boardman Family Scholarship made it all possible. “I feel incredibly blessed that I got this scholarship. Without the Boardman family, I would not be able to be at Wooster.”

Wooster’s Promise
FINANCIAL AID
Total raised: $55,059,864
71 new endowed scholarships
1,471 individual donors

McAfee Scholarship Challenge doubles estate gift to support financial aid

William McAfee ‘32—who spent 40 years working for the U.S. Department of State in foreign affairs and intelligence—made a gift to his alma mater in his estate that will create opportunities for generations of students after his lifetime. Through the McAfee Scholarship Challenge, a bequest in his estate generated more than $4 million in financial aid support for Wooster students. Sixty-eight donors took inspiration from McAfee, making gifts to fund new scholarships and enhance existing ones and allowing the bequest to double its impact.

Though he attended his class reunions, contributed to Class Notes and received the Distinguished Alumnus Award in 1982, the College was surprised and grateful to receive McAfee’s gift after his death in 2016. With an inside seat for foreign intelligence from 1946 to 1986, McAfee shared his memories in a 1997 interview with the Association for Diplomatic Studies and Training (ADST) for the Foreign Affairs Oral History Project. Though he graduated from Wooster with a degree in English, he gradually became more interested in foreign affairs through Professor Aileen Dunham, “whose course on World War I and events leading up to it, made history come alive,” he said in the interview. He also was selected as the first Wooster-in-India representative to teach at Ewing Christian College in Allahabad, India, an experience that led to an opportunity to work in military intelligence there while he was serving in the U.S. Army during World War II.

After the war he worked first in the Office of Chinese Affairs and later the Bureau of Intelligence and Research, ultimately holding the role of Deputy Assistant Secretary for Intelligence Coordination and receiving a Distinguished Honor Award and a Superior Honor Award from the department. For more of McAfee’s interview with the ADST visit adst.org.
Music is a big part of Brendan McBride’s life. He started learning to play percussion in fifth grade in Poland, Ohio, joined marching band in eighth grade, and today is a junior music performance major at Wooster. He credits his older sister, Bridget, who just graduated from the College in May, with helping him find his way to Wooster, at least indirectly. When he was doing his own college visits as a high school junior and senior, he would stop in and see her en route to visiting other schools like Ohio State or Oberlin.

“Wooster just felt like the right size,” McBride recalls. “Most of my friends were planning to go to Youngstown State, which is about a 15-minute drive away, but after high school I wanted to reach out, go away, but not too far away.” Wooster was the perfect fit.

He had some thoughts of majoring in history when he arrived on campus, but once he joined the Scot symphonic and marching bands, quickly realized “this is what I really love and want to continue doing.” He declared a music performance major and hasn’t looked back.

McBride discovered that one advantage of going away, but not too far away for college is that it’s only about an hour and a half drive for his family to come over and see him and the band perform at big events like Black and Gold Weekend. Another early discovery? “I was really surprised how heavy that kilt is!”

One of the highlights of McBride’s musical life at Wooster is the annual Scot Symphonic Band spring tour, which this past year took him and his bandmates to Columbus,
Chicago, and other stops in Indiana and Wisconsin. He also plays in the Wooster Symphony Orchestra, volunteers with the Wooster Community Band, and is a regular participant in Covers, a monthly event at the Underground where informal student bands get together to play covers of songs of their own choosing, related to the theme for that month, which could be something like “weather” or “colors.” This year he even had the opportunity to play in an honors band assembled to help celebrate the 30th anniversary of the Ohio Private College Instrumental Conductors Association, here on Wooster’s campus.

McBride says that over the years, he has learned most of his percussion skills and techniques in private lessons, so “I really see the value in that” and would like to move in that direction—performing and teaching—after he graduates. It’s particularly appropriate, then, that he is the recipient of the Howard R. Smith Endowed Scholarship, established in 2015 by Dr. Stuart G. Wakeham ’70 and Brenda Smith Wakeham ’71, in honor of her father. Howard Smith received a bachelor of music degree from Wooster in 1940, and a second bachelor’s degree in music education in 1942. He loved jazz and classical music, played saxophone and clarinet with an orchestra in Akron, and was a high school instrumental musical instructor for 35 years.

The financial support of the scholarship is very important to McBride. “College today is a huge choice,” he says. “I’m very grateful to Mr. Smith’s family for helping to make it possible for me.”

“College today is a huge choice. I’m very grateful to Mr. Smith’s family for helping to make it possible for me.”

—Brendan McBride ’20
Howard R. Smith Endowed Scholarship Recipient

Impact of the McAfee Challenge

William McAfee ’32 gives $2 million
68 donors inspired
19 new scholarships created
30 existing scholarships enhanced
40 more students receive scholarships annually

$4 million total support for financial aid
Building models of biological complexity: Erzsébet Regan
Whitmore-Williams Assistant Professor of Biology

If you were walking across Wooster’s campus and someone asked where he could find a professor—he couldn’t recall her name, but knew that her undergraduate degree, master’s, and doctorate were all in physics—you probably would point him toward Taylor Hall, home of the physics, mathematics, and computer science departments. And if the professor in question was Erzsébet Regan, you would be wrong. The first holder of the Whitmore-Williams Assistant Professorship in Biology calls the Ruth W. Williams Hall of Life Science home.

Regan is a computational biologist, which means “I’m not a lab biologist. There’s not a lab component to my work.” Instead, her work focuses on uncovering “the principles of coordination between cellular phenotypes at multiple scales of organization and building predictive models of this coordination in health and disease.” And that involves complex computer modeling of large quantities of data.

For those struggling to recall the basics from an introductory biology course, Biology Online defines phenotype as “the total characteristics displayed by an organism under a particular set of environmental factors, regardless of the actual genotype of the organism. It results from the expression of the genes of an organism as well as the influence of environmental factors and random variation.” Think of an individual cellular phenotype as a component or module that gets wired together with other modules to form systems of increasing complexity, from individual cellular regulatory networks up to the human body as a whole. Complex diseases such as cancer typically alter more than one facet of a cell’s function, creating unhealthy combinations of cell behaviors that could include proliferation, migration, and resistance to cell death. “Building predictive models that help decipher this combinatorial coordination,” Regan says, “could greatly boost our ability to combat complex disease.”

To understand how these systems work and how disease can cause them to malfunction, it’s not enough to understand how each module operates in isolation, because there are all those environmental factors to account for, to say nothing of the random variation. The complexity is mind-bending, and computational biologists like Regan hope to decipher it by combing through enormous piles of published papers to bring together hundreds of individual molecular interactions in order to discern the laws that govern their coordination. “If and when we uncover general rules that link regulatory modules into hierarchies,” Regan explains, “we may then be in a position to understand cellular regulation one module at a time, at every level of the hierarchy.” And that could open up our understanding of, and ability to develop therapies for, disease at the molecular level. Thanks to the Human Genome Project and other research efforts over the past two decades, there is “an insane amount of really good data” but not yet a good way to put it all together.

Before coming to Wooster three years ago, Regan was a junior faculty member at Harvard Medical School, Beth Israel Deaconess Medical Center in Boston. She could easily have moved on to a major research-focused university but chose Wooster instead. Why? “Because I think what I do is needed in a liberal arts setting.” In a big research university, she says, “everything depends on bringing in massive amounts of funding, so the science you do gets put in the box that is most likely to attract it. And by the time people get through with a Ph.D., they’re not listening, they’re not attuned to what’s missing” from the mental models through which they view their work. Regan’s teaching philosophy, which she describes as striving “to support my students enough to make progress, but little enough to call this progress their own” has proven to be a great fit at Wooster. It’s an approach that “reveals to them the value, joy and reward of working through a problem with increasing precision, and gaining new insight. My role is to spark their curiosity and pass on my sense of wonder, but also to help them build strength and confidence that carries them past their difficulties.”
The opportunity to work closely with and mentor talented students at Wooster has proven to be a real joy for Regan as well, and it began before she had even arrived on campus. Andrew Hamel ’16 actually emailed her to ask if she would be his senior I.S. advisor while she was still packing in Boston. “I was hoping my research would integrate both biochemistry and math (I was a math minor) as well as pertain to cancer,” Hamel recalled. “When I read her research background, I instantly knew it was a good fit.” Good enough that Regan recently submitted a paper, co-authored with Hamel and Herbert Sizek ’16, another of her first I.S. advisees, about the results of their work together. Hamel, who is pursuing a master’s in bioinformatics at Boston University and working as an ophthalmology research intern at Massachusetts Eye and Ear Infirmary, says, “I could not have been happier with Professor Regan as an advisor. I was able to experience firsthand the intersection between biochemistry, mathematics, and computer science. Seeing it all come together is really quite beautiful.”

Regan got to meet Ruth and Morris Williams, who endowed the position she now holds as part of the Wooster’s Promise campaign, on her second campus visit. Over a long breakfast, they asked about her research and why she was interested in teaching at a liberal arts college like Wooster. She was impressed not only by “how passionate they were about Wooster” but also “how thoughtful they were, and how open to hearing about a world that they don’t necessarily inhabit.” Thanks to the Williams’ vision and generosity it is Wooster’s good fortune that the particular corner of that world which Regan now inhabits is on the second floor of “the Ruth.”

Above: Regan settles into her office in the new Ruth W. Williams Hall of Life Science.

“My role is to spark their curiosity and pass on my sense of wonder, but also to help them build strength and confidence that carries them past their difficulties.”

—Erzsébet Regan, Whitmore-Williams Assistant Professor of Biology
Opening windows to the world of writing: Daniel Bourne
Flo Kurtz Gault Endowed Chair in English

One of the greatest strengths—and weaknesses—that Wooster Professor Daniel Bourne has always recognized in himself is “an interest in everything.” Named the Flo Kurtz Gault Endowed Chair in English with the start of this 2018-19 academic year, Bourne begins his 30th year of teaching at Wooster, a place, he’s found, that has galvanized his passion for learning across disciplines through his interactions with students and faculty.

Teaching courses at Wooster in everything from nature and environmental writing to the literature of the Cold War, Bourne says he’s always had disparate interests, and he enjoys interacting with students with multiple perspectives. Working with students on Independent Study has been perhaps the best way to feed this appetite. “The pleasure of working with young writers, young minds and really going into an in-depth exploration with them has been absolutely marvelous,” he said. “Through students’ own interests and especially double majors, I’ve been able to feed the interdisciplinary need in myself,” he said. “When students get into their I.S. experience, they’re often exposed not just to new information but also to new rooms inside themselves that they didn’t know. Seeing that happen is one of the great aspects of teaching here.”

As the new Flo Kurtz Gault Endowed Chair at Wooster, Bourne appreciates the legacy left by the Gault family and is honored to represent this commitment to the College in tribute to Flo who was an English major from the Class of 1948. Her husband Stanley Gault ’48, a geology major at Wooster and an emeritus trustee of the College until his death in 2016, made the gift in 2015 as part of a $7 million contribution to the Wooster’s Promise campaign. Always “thinking in poems,” which to him means “trying to imagine connections,” Bourne sees the majors of the Gaults mirrored in his recent experiences directing two I.S. students combining majors in geology and English.

As students complete their I.S. research and move on, Bourne enjoys seeing them take the next steps as they become permanent writers through various paths. With his students, he finds ways to open their eyes to the “world of writing,” including a field trip for his nature and environmental writing students to meet David Kline, a local Amish farmer and a nationally-known nature writer. “It can be a magical meeting for students and a window into a way that someone can be a writer. There’s a temptation to look at writing as being detached from the world around. When writing, David may separate himself from his family, but his writing is very much connected to what he’s doing, and that’s an important possible pathway for students to see.”

Another window Bourne has been able to open for students looks at the literary publishing field through the Artful Dodge, a literary magazine Bourne started at age 24 that features fiction, poetry, and other work with a strong sense of place, for which Bourne has interviewed such writers as Jorge Luis Borges, Czeslaw Milosz, Sharon Olds, and Rita Dove. He continues to serve as editor-in-chief along with senior editors across the country, and Wooster students have an advisory role that gives them a unique experience in publishing as undergrads. “Through working on the Artful Dodge, students are really getting a sense of what a literary journal does,” he said. “It’s a conduit for many students to get them into the publishing world.” Holly Engel ’21, a sophomore with an interest in publishing and editing who is assisting Bourne with the publication said, “This position has really opened my eyes more to the field. It’s fun delving critically into writing with someone else. We really scrutinize a piece and provide reasons why it’s just ‘good’ and not ‘amazing,’ for example. Writing is a lot harder than people make it out to be because one or two little details can sometimes account for that difference.”
Though energized by these experiences working with students, this coming year Bourne is looking forward to being on leave to focus on his own writing and translating. His collections of poetry include *The Household Gods* and *Where No One Spoke the Language*. Bourne’s poems and translations from Polish have appeared in such publications as *FIELD*, *American Poetry Review*, *Colorado Review*, *Salmagundi*, *Tar River Poetry*, *Shenandoah*, *Partisan Review*, and others. This year he returns to Poland to work on an anthology of Baltic Coast poets, translate the memoir of a Polish poet who spent two years in a Soviet Russian middle school in North Korea during the collapse of the Soviet Union, and of course, he’ll continue to write his own poems and reviewing submissions for the *Artful Dodge* with students.

Above: Bourne and Engel review a copy of the *Artful Dodge* literary magazine.

“The pleasure of working with young writers, young minds and really going into an in-depth exploration with them has been absolutely marvelous.”

—Daniel Bourne, Flo Kurtz Gault Endowed Chair in English
Patient-Coach Relationship Building
Student health coaches act as medical reporters for community network
When Scott Perkins enters the home, he may be checking for sugary and fatty foods in the fridge or full pill bottles on the counter and observing other clues to his patient’s health that day, but his first goal is to really make the patient feel comfortable with his presence and maintain the trust he’s working to build. Though he may sound like a doctor making house calls, Perkins is a Wooster student from the Health Coach Program, part of a partnership with Wooster Community Hospital called the Community Care Network.

Started in 2013, the Community Care Network brings together doctors and medical professionals from the Wooster community to train students from The College of Wooster as health coaches that help fill the gap for patients in the community who need more support. “These are patients that don’t have family support structures and might otherwise fall through the cracks. They’re apathetic and not motivated to do things for themselves,” said Dr. Paul Nielsen ’95, Wooster alumnus and co-medical director of the network. As a health coach volunteer, Perkins sees it as his role to “work with patients to understand where they’re at, ask them what they want to achieve, and then walk alongside them to get there.”

Before Perkins and the other Wooster students in the Health Coach Program—a total of nearly 100 are expected to participate this year—start to build relationships with patients, they complete a seminar taught by volunteers in the community including family practitioners, medical specialists in cardiology and lung disease, dieticians, and more, explained Robyn Laditka ’01, pre-health and academic support advisor at the College. “Every week is a different lecture, so they get a broad medical education,” she said. Any student seeking experience interacting with patients may apply for the program including those interested in nursing, physical therapy, and dentistry—not only medical school. Once students successfully complete the course, they’re assigned one or two patients to visit on a weekly basis throughout the semester, while regularly communicating with doctors and nurses in the Community Care Network.

Students enter the patient’s home for the first time accompanied by a nurse and later work with the team to come up with a plan for the patient’s improvement. As Perkins explained, it’s all about building trust. “It’s really tempting to go in there and tell them what to do, but it’s more important to take time to listen and build trust even before you start working on medical objectives. It’s important to step back and build the relationship. Once you have that then the patient can trust you to do some things to improve their health.” Typically, patients in the program made frequent visits to the doctor or emergency rooms. “One thing that a lot of patients struggle with is medication compliance,” said Perkins. “Maybe they have many complicated diseases all at once: heart disease, kidney failure, and diabetes can be a lot for them to juggle. What we do as health coaches is help them understand what’s going on, improve their medication compliance, and learn to have a healthy lifestyle.”

Within the first year of the program, Nielsen said they saw a 50 percent reduction in hospital visits from patients working with student health coaches. “Just establishing that relationship made the patients care about themselves more,” he
explained. “They were trying to help the student succeed by taking their medicine more or weighing themselves or doing whatever we were trying to do to make them better.” Nielsen and his colleagues see the program and partnership as a win for everyone: the students, the patients, and the hospital. “The hospital has a way of monitoring these individuals to be able to keep them healthy and out of the hospital,” said Alex Davis, director of the Community Care Network for Wooster Community Hospital. “In addition to lower rehospitalization rates, we’ve also seen benefits we never thought of. We’re getting people into resources that they didn’t know they needed: diabetic education, podiatry exams, and we’re able to refer patients to hospice or assisted living.”

Because the students meet with the patients every week, they’re exposed to more information than the doctors. “When someone walks into a doctor’s office, the doctor only sees a slice of them,” said Perkins. “Since I’m not making diagnoses or anything I’m really like a medical reporter. The doctor doesn’t see inside the patient’s home, so I make all these observations and report them to the doctors and nurses.” Every other week during the semester, students meet with the doctors to give reports with an approach similar to hospital rounds. Nielsen explained that because of time constraints, his visit and relationship with a patient has to be compact.

“I look forward to augmenting my relationship with patients in the program because the students do have that time in their house to learn about what’s going on and report that information back to me,” he said. Not only do the meetings allow the doctors to learn more about the patients, they act as an opportunity for students to have an experience similar to medical school as undergrads. Perkins, a neuroscience major considering med schools in Ohio, sees this as a great opportunity to get a better sense of what type of medicine interests him. “If I find this is something I really enjoy, a healthcare specialty that’s more patient interaction intensive will be good. If I find that isn’t what I want to do, maybe something that’s less patient care interaction intensive would be better for me. The health coach program is helping me to figure that out,” he said.

In her work with Wooster students in the program, Laditka has seen the experience have a real impact on the student’s path. “It’s eye opening for students to see some of the conditions and struggles that patients go through. Sometimes they have an idealized image of healthcare: ‘I’m going to help people and change the world.’ Through their experiences as health coaches they see what patients are struggling with on a daily basis. It makes them stronger health professionals,” she said. Further, as health coaches, students gain experience that makes them more competitive when applying for programs. “Medical schools are looking for hands-on patient experience, and it’s really hard to get,” she added. “Other options like EMT certification or becoming a certified nurse’s assistant involve added costs and time. Here it’s built into the curriculum.”

Giving students this type of experience is something Nielsen considers an ideal way to give back to support students on a similar path to his own. “My journey has been long and arduous to get where I am, and if I can make it easier for them, that’s what I want to do, inspire them to believe that they can do it,” he said. After graduating from Wooster with a degree in biology but not getting into medical school right away, Nielsen worked at the Ohio Agricultural Research and Development Center and served as a firefighter and paramedic in the area before completing his medical degree and becoming a family practitioner. “I don’t want students to have to go that long a route even though it was a success story for me,” he added.

While at Wooster, Nielsen remembers how the classes and professors pushed him to succeed, particularly a class in mammalian physiology taught by retired professor Michael Kern. “I did very well on the final exam and not as well during class, and when I sat in his office afterwards, he looked at me and said, ‘This is what you’re capable of, what I would expect from you.’ It stuck with me and going forward I had the confidence that I could do it.” As he
works with students in the Health Coach Program, Nielsen tries to instill that same sense of confidence. “That’s something I learned right away in meetings with Dr. Nielsen,” said Perkins. “He’s very willing to ask questions and put you on the spot. He’s really pushing us to do our best quality of work.”

Not only adding to their medical experience, Nielsen wants students to see the importance of building a relationship with patients. “When a patient comes into the room, I can look at them and know within a second how sick a person is that day because of the continuity I’ve had. That’s something you learn with experience and time as a family doctor, and I want these students to start developing those skills, so they have that same relationship and ability to see things that you can’t teach in books or a classroom.” He’s enjoyed seeing the students come to care for their patients and think of their role not just as a student job but a way to really help someone.

As Perkins starts his third year as a health coach this fall, he feels like he has “more experiences in my tool kit” when he enters patient’s homes, and he is looking forward to continuing. “It’s a great learning experience as far as intrinsic knowledge, learning about diseases, and medications. It’s also just really rewarding. I get home every day, and I feel like I’ve really helped someone. I feel like I’ve really impacted someone’s life and that’s a great feeling.”

Donald Kohn ’64, former vice-chair of the Federal Reserve (2002-2010) and currently senior fellow at the Brookings Institution, and his wife Gail, who serves as coordinator of the World Health Organization’s Age-Friendly City Initiative in Washington, D.C., met at grad school at the University of Michigan. It’s Don, who earned his bachelor’s in economics at Wooster, that Gail credits for introducing her to the quality of teaching at a small school and the way “Wooster shapes minds.” Having visited the campus herself now, attended classes with engaging professors, and even hired Wooster interns to work with her at Age-Friendly DC, Gail considers herself part of the “Wooster giving family.” In honor of Don’s 50th Class of 1964 Reunion in 2014, this giving team chose to support the Wooster’s Promise campaign through gifts that reflect each of their interests and give Wooster students access to experiences they value.

In a nod to Gail’s involvement with engaging older adults throughout her career, they created the Kohn Endowed Fund to support faculty and students engaged in similar efforts—currently the College’s Health Coach Program. Students in the program visit with patients in the community—typically older adults—and help them to live a healthier lifestyle. “I’ve had a great time in all aspects of working with and engaging older adults, and I want to pass that on by getting people involved with the population in a way that might stick with them,” said Gail, adding that Wooster’s program is unique in that the students are “considered part of the team, and there’s an egalitarian feel. The concentric circles that go out from that kind of experience become pretty wide.”

Returning to campus as a member of the board of trustees and currently emeritus trustee, Don finds ways to pass on his own knowledge and experience to students in the same way. “I meet with economics students and talk with them about their projects and where they see themselves,” he said. “Coming back and engaging with these students is really fun.” The couple also created the Reimer Endowed Scholarship for economics students, named for Emeritus Professor of Economics Richard Reimer, Don’s Independent Study advisor. Don said the experience he had with I.S. “changed my life in terms of getting me involved in economics and putting me on a path to graduate school. We’re very happy to help others get that experience.”
Holding the ladder: Latrice Burks ’16
Latrice Burks ’16 spent her summer in Key Tower in downtown Cleveland as a summer associate for Squire Patton Boggs, an ideal fit for this recent College of Wooster graduate and law student at the University of Southern California in Los Angeles. Not every step in her life has been easy, but Burks credits her achievements to the support she received from the Wooster community, and she’s found a way to consistently return that support. Wooster magazine asked Burks, donor to The Wooster Fund since 2015, to share her motivations for giving back.

Q Wooster magazine: What inspires you to give to The College of Wooster?

A Burks: When I was a first-year student in college I lost my mom very suddenly to deep vein thrombosis, and in my junior year I lost my father too. It really threw a wrench in my life. There were multiple professors, writing consultants, deans...there was so much support and love for me and my family. As a result of that I was able to graduate on time—with honors—and move to Los Angeles to work at a law firm before starting law school. I would not have been able to do that if the Wooster community hadn’t taken care of me. I would feel terrible if I didn’t show love and give back in every stage of my life. Even as a law student, I feel that I can contribute and give to a place that really helped me out when I needed a lot of help.

Q Wooster: Why do you see The Wooster Fund as important?

A Burks: The Wooster Fund is the core source that allows students to go out in the world and do great things. It provides scholarships, resources for APEX, and a lot of opportunities that I benefited from as a student.

Q Wooster: Is there anything else you’d like to share?

A Burks: My goal is to convince my classmates that we are a part of a really unique community and encourage them to give back too. My experience is different because I was in this place where I needed a lot of help. A lot of people will say they’re not in a position to give yet, but I’m always trying to convey to them that we are in a position to give. Every small gift helps, and it’s all about paying it forward. I had a mentor who said there are two types of people in this world: those who climb up the ladder to success and then kick it away, so no one can follow, and those who climb up and then hold the ladder. My goal in every stage of my life, whether I’m a law school student, a private attorney, or whatever, is to always hold that ladder.
Timken Studiers Inspired
by Caitlin Paynich
For Allison Secard ’19, her Biology 201 class in sophomore year at The College of Wooster came with challenges she didn’t expect to encounter. As a double major in biology and English, she knew she hadn’t taken the easy road, but she’d always been extremely passionate about science and literature. When she was choosing where to study she found many larger schools didn’t even allow students to double major in the humanities and the sciences. Though she had found her place at Wooster, BIO 201 left her wondering if she’d chosen the right major.

“The details were so minute that I was getting the feeling that this area of science wasn’t for me,” said Secard. It was while completing research for one of her homework assignments that she stumbled upon the name Martha Chase. From Cleveland Heights—like Secard—Chase is known for the Hershey-Chase experiment performed in 1952 proving that DNA, not protein, served as the genetic material of life. “I was really struck by what an incredible discovery she’d made, so I decided to do more research,” said Secard, finding something else she had in common with Chase: she, too, went to The College of Wooster to complete her undergraduate degree.

“She was incredibly influential in the study of genetics, and I was struck by how similar we were, how much we had in common. We both went to a liberal arts college, but we’re very scientific,” said Secard. “I was able to push through my problems and enjoy the class more knowing a woman who went to a liberal arts school was successful in the field. That was very important to me because I was having that moment of self-doubt, and I was able to use her to pull myself out of it.”

For young women studying the sciences, role models aren’t always easy to find. As Carolyn Newton, Wooster’s provost and a professor of biology, remembers, “I didn’t actually think there were women in science. I never saw them.” She pointed out that because scientific citations require only the last name and date, women’s names are often unrecognizable. “Women in my generation didn’t have many role models,” she said. “We each thought we were making our own way by ourselves.” Newton spoke at an event in Timken Science Library that revealed the names of four of the six “Hidden Science Superstars” to be honored with new displays this fall on the second floor of the building. Conceived by Irene Herold, librarian of the college and thoughtfully executed by Zach Sharrow, science librarian and Mae Evans, science library associate, each display will honor a scientist, engineer, or inventor from a historically underrepresented group. The library received names of more than 40 nominees from the campus community. Secard was one of three students to nominate Chase.

“Dr. Chase is the first person I thought of for the Hidden Science Superstar display. She really was a hidden superstar,” said Jena Styka ’18, a psychology major who graduated this past spring. “She’d never been a prominent part of my science education and yet she was part of this experiment that basically changed the way we view biology and genetics and that just baffled me. She had never really been a forerunner in the science world.”

Three students nominate Dr. Martha Chase ’50, Hidden Science Superstar

Left: Kate Longo ’18, Allison Secard ’19, Jena Styka ’18
Above right: Martha Chase and Alfred Hershey completed the Hershey-Chase experiment at Cold Spring Harbor Laboratory on Long Island.
Graduating from The College of Wooster in 1950 with a degree in biology, Chase quickly found a place working with Alfred Hershey in Cold Spring Harbor Laboratory on Long Island. “She did her I.S. in Scovel,” said nominator Kate Longo ’18 who completed her degree in biochemistry and molecular biology, spending time in many of the same places Chase did. “It’s inspiring walking around and knowing that she graduated from Wooster and went straight to the lab where she was a part of the experiment. She did that right out of school before she even earned her Ph.D.”

Chase and Hershey published a paper about the experiment in 1952 that defined the role of DNA in inheritance, a key discovery in genetics that students continue to learn about today at Wooster and all over the world. “DNA and genetic material are the same now, but back then they didn’t know whether it was DNA that’s passed on or if it was really proteins,” explained Secard. “There are only four base pairs for DNA, and there are literally hundreds of thousands of kinds of proteins. They didn’t think that you could throw a couple of base pairs in and have the entire map of life there for you. What the experiment did was prove that DNA was the genetic material of life to the point where these terms are now synonymous. It’s basic to the point of being fundamental yet a lot of people don’t even know who she is.”

Chase went on to earn her Ph.D. at the University of Southern California in 1964, but her scientific career ended in the late 1960s, and she returned to Cleveland Heights facing several personal setbacks. “In 1969, Hershey received the Nobel Prize, and Chase was not recognized for what she was a prominent part of,” Styka said. “That lack of recognition made me feel that she was deserving of this spot in at least Wooster’s history.”

Above: The bust of Martha Chase ’50 is now on the second floor of Timken Science Library.
Top: Four of the “Hidden Science Superstars” were revealed in a spring ceremony.
“She was incredibly influential in the study of genetics, and I was struck by how similar we were, how much we had in common.”

–Alison Secard ’19

“It’s inspiring walking around and knowing that she graduated from Wooster and went straight to the lab where she was a part of the experiment. She did that right out of school before she even earned her Ph.D.”

–Kate Longo ’18

“I like the idea that other women will be able to walk around Timken and see someone who represents them.”

–Jena Styka ’18

Though she didn’t receive the same honors as Hershey, Secard points out that, “her name is still on the experiment, even in a time when women weren’t highly recognized. It is the Hershey-Chase experiment, so she played a very important role in it.” Secard also emphasized the importance of diversity among the scientists filling the different roles in an experiment as a crucial factor in perspective and accuracy. “The thing about science is you have to be very careful to keep track of every variable. For example, men working with rats will actually change the rats’ behavior because the rats sense testosterone and react to pain less.” Secard explained that this variation could throw off the data in an experiment measuring pain. “From a scientific perspective, you need to be interdisciplinary. Different perspectives will also give route to different questions and answers.”

From the perspective of students studying the sciences at Wooster, seeing the diversity of scientists represented in Timken Science Library, takes on additional meaning. “I am a Timken studier,” said Styka in an interview last spring. “I have a carrel up on the mezzanines, and I often look up at all those names, and very early on I noticed there were no women up there. On a very personal level, I like the idea that other women will be able to walk around Timken and see someone who represents them. All Timken studiers will know that they have a place there, and they’re represented not just in the library itself but within the wider scientific community.”

Completed this summer, the bust of Chase offers inspiration to students as they look up from their researching and writing at the tables and carrels on the second floor. “She was such a perfect fit to be represented by the school that taught her,” said Secard. “She’s a great example of success in the liberal arts, and we have that background in common. Even though I’m not certain I want to go into molecular biology in particular, I’m definitely more confident than I would have been otherwise. When I picked my I.S. topic in immunology, it was because I knew other people had succeeded in the field that I knew there was no reason to doubt myself just because I hadn’t done it before.”

Read more about the others honored with new displays in Timken Science Library on page 6 and watch the videos online to learn more about why these figures inspire students and faculty: bit.ly/TKNSuperstars.
Reviewing Fiscal 2018

Financial Summary

For the fiscal year ending June 30, 2018, The College of Wooster had $83.39 million in operating revenue. A bit less than half that total, or $39.99 million, was net tuition revenue—tuition less financial aid provided by the College. Revenue from room and board, and other auxiliary enterprises like the bookstore, added $24.32 million, while investment income, gifts, grants, and the annual payout from the endowment contributed $19.07 million.

On the expense side, salaries and benefits accounted for almost two thirds of the College’s $83.36 million in operating expenses, at $56.53 million. Off-campus programs, travel, and general support services such as printing and postage totaled $13.23 million, while supplies and equipment, which includes food purchased for the dining halls and merchandise for the bookstore, totaled $8.75 million. Capital projects accounted for $4.83 million.

Giving to Wooster

Between July 1, 2017 and June 30, 2018, the College received $25.4 million in gifts, grants, and pledge payments from alumni, parents, trustees, foundations, corporations, and others. Thirty percent of that total, $7.79 million, went to capital projects. A third, or $8.47 million was given to new or existing endowed funds. Just over one-quarter, or $6.8 million, helped directly support the College’s operating budget, and is reflected in the operating revenue chart. That figure includes the money raised by The Wooster Fund. The remaining $2.33 million, nine percent of the total, was undesignated.

The College of Wooster extends its warmest thanks to the many alumni, parents and friends who gave to the College between July 1, 2017 and June 30, 2018. Visit woosteralumni.org/donors to view the full list of donors and societies online.
Most don’t think too much about where they’ll go to college before high school, but for Hannah Kiser ’18, her connection to Wooster began at an early age. “It was always Wooster,” she said. “You could say Wooster knew it wanted me before I wanted it.”

When Hannah was 3, her mom, Sandi Kiser, served as secretary to the director of admissions who allowed her to bring Hannah to work in the mornings before taking her to The College of Wooster Nursery School. Young Hannah quickly made friends with everyone in Galpin Hall, but one of her favorites was R. Stanton Hales, then president of The College of Wooster. The unlikely pair developed a friendship that continued even after his presidency with messages on Facebook, chance encounters at basketball finals, and the 150th anniversary celebration of the College.

As Hannah completed her degree in communication sciences and disorders and thought about graduation, she always dreamed of having Hales hand her the diploma as she walked across the stage. “He embodies Wooster to me,” she said. “He’s kind, generous, supportive, and shows real interest and care for everyone he meets.” Her dream came true on commencement day when Hales made the trip for the celebration. “I had a lot of emotions in that moment,” she said. “He was one of the first people that I knew at Wooster, and it was like coming full circle.”
In Closing

What does Wooster's Promise mean to you?

"Wooster's Promise to me means a commitment to invest in the future. Wooster students go out into the world and pursue different opportunities and are placed in really high positions. Wooster is investing in the future. It's a promise to make the world a better place," said Latrice Burks '16 who spent this summer as a summer associate for Squire Patton Boggs in downtown Cleveland. Burks, one of 5,790 first-time donors to The College of Wooster during the Wooster's Promise campaign, says that her decision to support Wooster comes from all the support she received as a student.

Inside, read more about the impact your support for the Wooster's Promise campaign is already having on Wooster students. See inside the Ruth W. Williams Hall of Life Science. Hear from the students studying at a school that fits them perfectly thanks to scholarship support from more than 1,400 donors. Learn about the professors awakening students to new ways of exploring their chosen fields. Find out how one experiential learning program is making a difference not only to the students tackling a new experience but the Wooster community as a whole. And catch the rest of Burks' story about her experience at Wooster.