Wooster Magazine: Spring 2021

Caitlin Paynich Stanowick
*The College of Wooster, cpaynich@wooster.edu*

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Wooster education prepares the way for emerging careers

Learn how Wooster’s new Pathways Programs bring together interdisciplinary courses, experiential learning, and ongoing reflection to prepare students to apply their liberal arts education to today’s world. Also hear from alumni about the opportunities they had at Wooster that led them to where they are now.

ALSO INSIDE

See renderings of the new student center.
Mentoring Matchup: Andreas Xenofontos ‘21 & Andy Zidron, men’s head soccer coach

College News: Diversity, equity, and inclusion trainings take place Collegewide.
Virtual events engage alumni around the world.
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“Having students from more than 10 different majors in one class is not a common experience in many schools and, I believe, this highly distinguishes the College.”
— Hamed Goharipour, Assistant Professor, Urban Studies, one of seven new tenure-track faculty members who started in 2019-2020.

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Preparing the way

A year into the COVID pandemic, our faculty and staff continue their tremendous dedication to our students and our mission. We are teaching 1,300 students on campus, and 525 remotely around world, while supporting engagement, thriving, and growth outside the classroom in new ways.

The events of this year make it clear that our mission—preparing students to be leaders of character and influence in a globally interconnected community—is more important than ever. The world needs Wooster leaders to address crucial challenges like public health, environmental change, racial equity, political division, and social justice.

Our strategic plan, Connect, Create, Discover, focuses on the innovations necessary to realize that mission for generations of future Scots. The pillars of our plan are diversity and equity, inclusive community, academic innovation, and connected learning. These initiatives are already underway and making a difference for students, and their urgency is amplified by the extraordinary challenges of this time.

Increasing the diversity, internationality, equity, and inclusion of our community is ethically right, crucial for our students’ preparation for their futures, and a necessity if our College is to be strong. Wooster was founded on this understanding, and we have been making important strides toward it over the past several years; changing our curriculum so that all students take courses in diversity, power and privilege, and global engagement, making more equitable policies for admissions and transfer credits, adding more diverse leadership across the cabinet, including in our new chief diversity, equity and inclusion officer, undertaking training and discussions in equity and inclusion in every department, growing the diversity and internationality of our community dramatically, and much more. But it’s clear we need to do much more to make Wooster a truly just place, and to confront and undo the deep legacies of racism. That work on dismantling racism and creating a more just Wooster is moving forward—everywhere—with our Board of Trustees and campus leaders, staff, students, and faculty.

An inclusive, welcoming community that supports thriving and engagement matters for all students, but as our society is increasingly divided, and individuals isolated by the pandemic, our community-building has new urgency. We are tremendously excited about plans for a major renovation to the student center to support it. The renovated student center will be a fully ADA-accessible, inclusive, and welcoming place for all—a vibrant, bright center to gather, meet, study, relax, and hold programming. And it will bring together many services that are important to students, making it easier for them to find support, opportunity, and friends.

Our faculty are building on our history of excellence in the liberal arts to create new opportunities for students to explore their intellectual passions and aspirations for life after Wooster. This summer, more than 50 faculty and staff created the Pathways Programs, integrating classroom and experiential learning. Pathways provide routes for students to bring together courses across disciplines with community engagement and internships that may become part of their career plans. Our first seven Pathways: Public Health, Global Impacts, Entrepreneurship, Activism & Social Change, Digital & Visual Storytelling, and Data Exploration & Communication, are underway this spring. Students have been very excited to discover and dive into them, and we anticipate more Pathways opening soon.

Many thanks to all in the Scot family for your tremendous support throughout this year. It’s inspiring to see all the ways our students are preparing for lives of purpose and impact. Thank you for making it possible!

Sarah R. Bolton
President

Pathways create line of sight to life after Wooster

Interdisciplinary courses, experiential learning, and reflection support students’ ability to articulate their passions

Pathways create line of sight to life after Wooster

Interdisciplinary courses, experiential learning, and reflection support students’ ability to articulate their passions
What will I do with my liberal arts degree?

It’s a question that faculty and admission counselors regularly hear from students and parents as they’re talking with them about their major, their interests, and their passions—and further, what they want to do after graduating from The College of Wooster. Students are often surprised with the honest answer to this question—anything you want!

Reflecting on their experiences completing their degrees, as well as the critical and strategic thinking skills developed as students, Wooster alumni find articulating the value of their liberal arts education much easier. “At age 17, 18, 19, you have no idea what you’re going to do when you’re 40-50,” said Christabel Dadzie ’04, now a senior social protection specialist at the World Bank based in Ghana, she said. “For the first time, I meaningfully connected my work to the things that I’d learned at Wooster.”

The idea, originated in campus discussions among students and faculty and staff that will help to formally connect their learning to real and emerging opportunities in a variety of fields, said President Shaya. “The idea, which originated in campus discussions with faculty, students, and alumni, is to formally connect their learning to real and emerging opportunities in a variety of fields,” he said. “We’re designing a series of year-long, potentially powerful ways to support student learning, exploration, and preparation for their futures, was also focused on how to bring these possibilities to prospective students who were very interested in a field where they could pursue both their intellectual passions and professional aspirations through coursework and experiential learning.”

Different from majors, the interdisciplinary nature of Pathways allows students to explore critical and relevant perspectives that expand their understanding of a field. Students studying the Public Health & Communication, Digital & Visual Storytelling, Entrepreneurship, Global Impacts, Museum & Archival Studies, and Public Health. Other programs such as Environmental Communication & Action, Food Studies, and Geo-Spatial Visualization are in the works.

“We are excited to be able to offer students these unique programs developed by our amazing faculty and staff that will help to formally connect their learning to real and emerging opportunities in a variety of fields,” said President Shaya. “The idea, which originated in campus discussions with faculty, students, and alumni, is to formally connect their learning to real and emerging opportunities in a variety of fields,” he said. “We’re designing a series of year-long, potentially powerful ways to support student learning, exploration, and preparation for their futures, was also focused on how to bring these possibilities to prospective students who were very interested in a field where they could pursue both their intellectual passions and professional aspirations through coursework and experiential learning.”

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“We are excited to be able to offer students these unique programs developed by our amazing faculty and staff that will help to formally connect their learning to real and emerging opportunities in a variety of fields.” — President Sarah Bolton

Pathway, for example, would take classes like Human Anatomy & Physiology or Immunology, but also the history of Ancient Medicine, Plagues in History, or Religion & the Brain. This coursework would be paired with experiential learning such as Wooster’s popular Health Coach program in connection with Wooster Community Hospital. “When you think about social issues in public health—pandemics, diabetes, obesity, access to care—there are very complex, and they require an array of skills and familiarity with various types of knowledge,” said Tom Tierney, professor of sociology and anthropology and liaison to the Public Health Pathway. “I completely for students to take courses to enhance their understanding of the complexity of these issues, and prepare them to pursue a career in public health.”

“Pathways prepare students for success in life by building their capacity to understand their experiences, and apply them in the world.” — Greg Shaya, professor of history, chair, Pathways committee

In the next several pages, hear from alumni like Dadzie about how the interdisciplinary experiences and support they received at Wooster propelled them into careers in these fields, and learn more about the initial seven Pathways available to students this spring.

For more information on Pathways, visit wooster.edu/academics/pathways

Read more about the alumni featured in this story by searching their names at news.wooster.edu.
Monét Davis '19 generates new lessons and conversations about social justice

A s a communications and operations associate at The Loveland Group, Monét Davis ‘19 helps carry out the work of the organization’s many initiatives, including Elizabeth’s Bookshop & Writing Centre, a literary center for marginalized voices; an online learning community; and the consultancy, speaking, and lecturing work of the organization’s founder Rachel Cargle, an activist, consultant, and writer who has been called a “philanthropic innovator.” This family of ventures is invested in supporting the culture of Queer, Trans, and Black Indigenous People of Color, and promoting opportunity, healing, and lifelong learning.

Davis started as a fellow at Loveland and worked on educational materials. Now she oversees and assists with day-to-day planning for the organization. It’s fulfilling work that she enjoys, and it builds on a lot of the experiences, classes, and conversations she had at The College of Wooster. At one point, before graduation, Davis worried she might not be able to so freely explore new interests after college. To her relief, that hasn’t been the case as she has found like-minded colleagues and peers in a city she loves: Washington, D.C.

“I came into Wooster very curious. Throughout my four years, my curiosity only grew,” Davis said. “I was really worried that once I graduated, I would be stuck in the four-year plan. Over the past two years, I have learned that I need to do more for myself than I could have imagined. I have been able to explore new interests and be challenged to think outside the box of what I thought was possible.”

One of Davis’ favorite initiatives at The Loveland Group is The Great Unlearn, which provides online educational materials to anyone who wants to “unlearn” the views of racism and oppression taught in the United States. As a fellow at The Loveland Group before she became an associate, Davis worked on a 20-day syllabus on social justice issues, which included reflection questions and recommended readings. Helping others learn and build critical-thinking skills is something Davis wants to continue.

The work she is doing now isn’t quite what Davis envisioned when she arrived as a first-year student at Wooster, eager to take classes in international relations with aspirations to work at the United Nations. Realizing she wanted to focus more on people than the policy discussions in international relations, Davis pivoted to anthropology and then to sociology. She cares deeply about bringing attention to those who don’t benefit from the policies and innovations that are meant to promote equality and a more equitable society.

College internships at the American Academy of Pediatrics, the U.S. Senate, and deep research into the impact of communities displaced by gentrification all got Davis closer to who she is now. The experiences helped her better understand the gravity of some difficult issues in society, like economic disparity in cities and the crisis of Black maternal health. Davis’ long-term plan had been to go to law school, but for now she’s content where she is, though she’s considering a graduate degree in business that will allow her to “tackle social justice issues through a business operations lens.”

What are Wooster students learning about in this Pathway?

Students complete courses across the disciplines that allow them to develop the tools to succeed in the field including:

• Building communication skills with courses like Communication & Policing and The Politics of Language and participating in a grant-writing workshop

• Developing an understanding of legal and political perspectives related to activism through courses like Immigration Politics and Policy and Politics of Inequality

• Putting current issues in context by learning the history of policy movements through courses like Martin, Malcolm & Mandela and The Making of the Carceral State

What types of experiential learning opportunities are available?

• Religious & Spiritual Life service trips to various sites

• Internship with the Ohio Organizing Collaborative at The Way of Mind and Body in Akron

• Volunteering with Rigid & Roots, an Ohio-based sustainability organization

This Pathway is exactly everything I care about, and why I am in college ministry. I believe so much in, firstly, the liberal arts education environment, but, secondly, doing the kind of connective and reflective work that Pathways offers, to help students figure out “What is it I want to do in the world? Why should I pursue this?” or even if I don’t know what I want to pursue, “What are my values? What are the things that I care about? And how can I use those things to do good in the world, in whatever way I am doing that after Wooster?”

— Erin Guzmán, interim director of Religious & Spiritual Life/Chaplain, liaison to the Activism & Social Change Pathway
Mike Frazier ’03 analyzes information to put the Kansas City Chiefs in position to succeed

As a statistical analysis coordinator for the Kansas City Chiefs, Mike Frazier ’03 uses player statistics and data generated by coaches, the NFL, and third-party vendors to assist Head Coach Andy Reid and the Chiefs coaching staff in “putting players in the best position possible.”

“We have access to an extremely large amount of information,” Frazier said. “During the season, a lot of effort is focused on our upcoming opponent. We’re gathering information on what they have done successfully in the past. The coaches want to put our players in a position where they can succeed against something that we know our opponent is likely to do given their strengths.”

One of the challenges Frazier faces is “taking all this information and creating a way that people can visualize it,” he explained, noting that different people process information differently. Frazier explained that his experience at Wooster helped him to develop skills to break down that information. “The writing skills that you begin to develop in first-year seminar and are a part of so many of the classes are important for me in terms of creating reports. I can do all the research in the world, but ultimately, I have to find a way to communicate it concisely, accurately, and in a way that allows that information to be digested by the decision makers. That was certainly a big part of what I took away from the interdisciplinary classes.”

Majoring in business economics at Wooster, Frazier first completed an internship with alumnus Phil Shaffer ’78, who managed several large endowments and clients with high net worth, and also participated in the Jenny Investment Club, “a rare experience Wooster has where students have the opportunity to invest real money,” he noted. It was the late Professor Jack Julian in economics who encouraged him in his junior Independent Study involving baseball statistics. “Professor Julian encouraged me to work on something that was fun, figuring that I’d be more likely to enjoy the process.” Frazier later took an internship through the Great Lakes Colleges Association and The Philadelphia Center that connected him with Joe Banner, then-president of the Philadelphia Eagles. “Right around the early 2000s, sports teams and leagues were starting to get more interested in additional research and development in football. Jeffrey Lurie, the owner of the Eagles had empowered Joe Banner to put resources toward essentially research and development,” he said. “They brought in interns and then created a full-time position for me in 2003. It wasn’t necessarily a career that I went into Wooster thinking I wanted to get into because it didn’t necessarily exist.”

Participating in the internship that would lead to his career in this way helped Frazier focus his interest. “Whether it’s in finance or in sports, for anybody, internships are an opportunity to try things and take a test drive with a career you think you may be interested in, that was certainly instrumental for me,” said Frazier, noting the fun he still has in his current role with game days and competitions. “It really is amazingly fun. I’m incredibly fortunate to be able to be a part of it.”
Adaptability learned at Wooster allowed Grace Sparks ’16 to pursue a career in digital producing and visualization.

According to Grace Sparks ’16, who currently holds a position with Kaiser Family Foundation’s polling team, one of the many things psychology and journalism have in common is an appreciation for data, lots of data. Good practitioners in either profession become skilled at analyzing sources of data and understanding the methodology used to get information on everything from political polls to research studies.

Sparks, who majored in psychology at Wooster, has worked for multiple polling and media companies to interpret and write about the results of polls. From 2018 until late 2020 she was a digital producer at CNN Politics. Her job entitled translating the data in political polls into meaningful information for millions of viewers. But first, she had to have faith in the data.

“One of my favorite things at CNN Politics was being part of the decision-making process for what polls journalists could write about,” she said. “I really appreciated improving coverage of polling, since there is such a wide range of good and bad polls out there. I wanted our outlet to work better and smarter with data.”

Sparks has found the blend of quantitative and qualitative work she did at Wooster honed the skills she uses in the many facets of her job. She credits the work she did in psychology statistics class and the scientific writing assignments in her psychology courses, combined with the creative writing in English courses, with giving her good interdisciplinary preparation for the polling and media world.

“As a psych major, the psychology statistics course was a requirement to take and at the time, that was all it was to me,” she said. “However, I developed innumerable skills that allowed me to more thoroughly analyze data sets.” Beyond the specific skills Sparks has in analyzing data, she said Wooster helped her build interpersonal skills. And the connections she was able to make through Wooster faculty have shaped her career.

“The direct interaction students at Wooster have with professors taught me interpersonal skills which have come in handy when it comes to networking. CNN was my third job out of college, mostly due to the friends and connections I made at my first position at HuffPost and my direct communication with professors at Wooster,” she said.

The Digital & Visual Storytelling Pathway for College of Wooster students was designed to give students a broad range of courses, experiences, and reflections to help them prepare for what can be an unexpected career journey. “Few of my friends in the polling community ended up there intentionally, to the point where it’s a joke within our profession that not many studied polling before getting a job in it,” said Sparks. “I have friends who majored in journalism, political science, English, statistics, sociology, really anything, that have ended up working in polling or in media polling. A liberal arts degree enables students to get a well-rounded education and pull from different facets when applying for jobs or even working in a field that wasn’t their intended profession. Adaptability has always been key in the job market, and Wooster helped with that immensely.”
**PATHWAY OVERVIEW**

The Entrepreneurship Pathway challenges students to develop the leadership skills and soft skills needed to generate interest in their ideas, while helping them build defined skills, such as attracting investors and pitching in competitions. Students who may not even realize they are, by definition, entrepreneurs, like artists and those who plan to go on to medical or dental school and open a practice of their own, can build the tools they need to graduate with a strong sense of how to get started in their careers.

When students come to Peter Abramo, director of entrepreneurship for APEX, about ideas they want to develop, the discussion often focuses on a problem to be solved by the entrepreneur’s idea or invention. In classes and in course discussions on entrepreneurship, students hear a lot about “opportunity recognition” and validating concepts. And while solving a problem is at the root of many entrepreneurial efforts, students to develop the tools to succeed in the field including:

- Applying Methods and Research Experience (AMRE) program, where students serve as consultants to businesses and organizations searching for new ideas and problem-solving skills
- The Commons Innovation Accelerator program, offering resources and guidance for student entrepreneurs
- Serving on the College’s philanthropic entrepreneurship team, Enactus

**What are Wooster students learning about in this Pathway?**

Students complete courses across the disciplines that allow them to develop the tools to succeed in the field including:

- Understanding an entrepreneurial mindset through courses such as Entrepreneurship and Societal Impact and Global Social Entrepreneurship
- Navigating the steps to generate and attract funding in courses such as Angel Investing
- Delving into specialized areas of interest to students hoping to launch a business or organization, such as Teaching Globally Engaged Learners and Financial Accounting

**PATHWAY ENTREPRENEURSHIP**

*Kait Turshen ’05 builds a business and lifestyle of her own design*

When Kait Turshen ’05 took the leap from working in the fashion and beauty industry in New York City to developing her own retail business in suburban Cleveland, she designed the new business to hew closely to her personal mission of leading a clean and wellness-focused lifestyle.

Her business, SLFMKR, which Turshen calls “a modern apothecary” offers non-toxic, eco-friendly and cruelty-free skin care and makeup. A political science major at Wooster, after graduation Turshen gravitated to the fashion industry, working as an account executive and sales manager for a number of companies, including Tommy Hilfiger, BCBGMAXAZRIA, and Free People.

“In my past corporate jobs, I worked for these big global brands,” she said, when asked about her favorite part of her work. “I always loved the people, the department store buyers, the e-commerce buyers. I really loved the relationship side of my work.” As a business owner who has set up a life far from the big city she lived in for 13 years, Turshen connects to people as customers and has a chance to educate them about her store’s approach to healthy living. “I love so many things about SLFMKR and being able to live this vision that I had,” she said. “The one that stands out the most is really connecting to people. When people come into the store, I can talk to them about the small changes they can make. I can help change someone’s life.”

Entrepreneurship comes naturally to Turshen, who said “I always had a little side business. In grade school, I was selling friendship bracelets.” College gave her the chance to explore other cultures and mindsets and open her eyes to lots of options. Yes, she was a political science major, but “because of the way Wooster’s curriculum is structured and the way they format their learning style, I was able to make these pivots pretty easily,” she said. “At Wooster you’re not one of 500 kids in a lecture hall. You’re doing research and defending that research and understanding the research and using it. Do I use research from junior year now? No. But I can go into a job and see areas that need improvement and figure out a better way.”

SLFMKR launched online and in a storefront in Shaker Heights, Ohio, in spring 2020, at a time when most businesses were struggling to stay open. Turshen and her husband moved back to Turshen’s home state of Ohio in 2019 so they could be closer to her family, and her decision to open a business came after getting a sense of the retail landscape in Greater Cleveland. Turshen’s business has a robust online presence that accounts for a fair share of her business, but she knows opening a brick-and-mortar store during a global pandemic was risky. So far, though, sales have been strong and Turshen has plans to add more stuff this year. Turshen is confident because she knows the industry, marketing, and how to build relationships with vendors. And she knows how to fill a niche in the market. SLFMKR challenges customers to change the definition of self-made, by which she means that money and objects aren’t the only measure of success. “To me, being self-made is achieving health and wellness,” Turshen said.

“Students gain a deeper understanding of how to make a positive impact in any field they desire. We teach our students the knowledge and skills they need to be changemakers.”

— Peter Abramo, director of entrepreneurship for APEX, liaison to the Entrepreneurship Pathway

*Photo: Sharon Hughes*
PATHWAY GLOBAL IMPACTS

PATHWAY OVERVIEW

The Global Impacts Pathway “brings together a desire to serve with an impulse to be globally minded and globally engaged,” said Harry Gamble, professor of French and Francophone studies and liaison for the Pathway, adding, “along with that, the cultural and linguistic competencies developed in the program allow that engagement to really happen successfully.” While Wooster’s diverse international population on campus enhances the learning environment for all students by offering perspectives from different backgrounds, experiences, and beliefs, students in the Global Impacts Pathway are encouraged to broaden their thinking about the international community further outside their comfort zones and consider nontraditional locations for study abroad, internships, or careers that “engage with parts of the world that many Americans don’t engage with,” Gamble explained.

Built to incorporate Wooster’s history as one of the first 15 college campuses to offer a Peace Corps Prep program, the Pathway includes the option of earning a Peace Corps Prep certificate that can help students prepare for future service as Peace Corps volunteers. All students interested in careers that seek to address international challenges, particularly in the areas of education, health care, and the environment in the developing world will find the Global Impacts Pathway allows them to focus their interests and find careers in international service, economic development, national and international government organizations, international education, environmental organizations, and more.

Christabel Dadzie ’04 finds aspired trajectory supporting development in Ghana, Africa

F or Christabel Dadzie ’04, making a positive impact in her community—one that those who don’t have what she has—has always been her main aspiration. After arriving at Wooster as an international student from Ghana, Africa, meeting with a faculty advisor who listened to her interests and ideas and helped her find the right courses set her up with a trajectory that led her to a career where not only is she supporting others, but she’s also dedicated to helping her peers as well.

Originally planning to major in economics, Dadzie found an advisor in Kent Kille, professor of political science and global and international studies, who recommended international relations (now Global and International Studies) based on her interests. The major encompassed economics, political science, and “expanded to include foreign affairs,” she said. “All of that was very enticing to me.” Dadzie became very involved on campus through extracurricular activities including student government, the International Students Association, and more. “Involvement in these organizations really built my leadership—moving forward and defined things like my public speaking,” she said. “It opened up the horizon of what leadership meant.” After completing her master’s degree in international affairs at Columbia University in New York, she worked in public policy for four years and realized more people would stay in Ghana and support the development of the country and community if they had a support system, and she founded Ahapaara, an organization that “promotes brain gain by supporting people returning home,” she said. “People needed structure to make them want to come back and stay.” Beginning in 2011, the organization started as a listserv of 12 people and has grown to more than 2,000 individuals who connect with others in the same situation, according to Dadzie’s website.

Dadzie also serves as a senior social protection specialist for the Social Protection and Jobs Unit at the World Bank based in Ghana. She realized more people would stay in Ghana and support the development of the country and community if they had a support system, and she founded Ahapaara, an organization that “promotes brain gain by supporting people returning home,” she said. “People needed structure to make them want to come back and stay.” Beginning in 2011, the organization started as a listserv of 12 people and has grown to more than 2,000 individuals who connect with others in the same situation, according to Dadzie’s website.

For Dadzie, being “working with the poor and vulnerable, and I can see change. I can show my value actually goes to what we define it for,” she explained. “When you come back as a Ghanaian with an accent, with your nose high up in the air like we all did, you’re not very well liked.”

Dadzie wrote about her experiences and connected with others in the same situations, several Africans who had been in the diaspora—who had lived and learned abroad and returned home to work in leadership roles with technological companies and banks. She realized more people would stay in Ghana and support the development of the country and community if they had a support system, and she founded Ahapaara, an organization that “promotes brain gain by supporting people returning home,” she said. “People needed structure to make them want to come back and stay.” Beginning in 2011, the organization started as a listserv of 12 people and has grown to more than 2,000 individuals who connect with others in the same situations, according to Dadzie’s website.

What are Wooster students learning about in this Pathway?

Students complete courses across the disciplines that allow them to develop the tools to succeed with a global mindset including:

- Engaging with world languages such as Chinese, French, German, Russian, or Spanish through an intermediate level
- Academic training in education, health, or environmental sectors in courses like Classroom Management or Social Justice, Science of Outbreaks: The Past, Present and Future of Infectious Disease, or Environmental Physics
- Intercultural understanding and competence: Racial & Ethnic Groups in American Society, Intercultural Communication, or Race, Gender & Tourism

What types of experiential learning opportunities are available?

- Religious & Spiritual Life Service Trip during Spring Break to Tijuana or Colcord, West Virginia
- Peace Corps Prep Club
- Volunteering with Central American Medical Outreach (CAMO) in Orrville, Ohio
- Participating in Montessori Volunteer Program
- Volunteering with the College’s Carbon Capture project at Fen Valley

“The Global Impacts Pathway provides new routes for people to open up towards the international world. As we think about engagement and service in the broader world, the broader world is also here in Wooster, Ohio. Many internships, volunteering experiences, or co-curricular experiences here on campus can have a really powerful global, international dimension.”

— Harry Gamble, professor of French & Francophone studies, liaison to the Global Impacts Pathway

Christabel Dadzie ’04 →

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Christabel Dadzie ’04 →
What are Wooster students learning about in this Pathway?

Students complete courses across the disciplines that allow them to develop the tools to succeed in the field including:

• Expanding their knowledge of art through courses such as African Art and Theory and Application in Art History
• Understanding the role of museums and digital archives in courses such as Museum Anthropology and Museums & Political Conflict
• Exploring how various cultures express their religious beliefs and cultures in courses such as Materiality and Spirit
• Delving into fundamentals of anthropology and archaeology to understand the traditions of collection and preservation around the world.

What types of experiential learning opportunities are available?

• Documenting aspects of the history of Wooster and Wayne County through the Wooster Digital History Project
• Internships at local and regional museums and historical centers
• Archival work in Special Collections and Digital Collections at The College of Wooster Art Museum

Archeologist Jade Robison ’16 protects the past so stories can be told for future generations

Jade Robison’s work as an archeologist at the National Park Service’s Tonto National Monument in Arizona is most definitely hands-on. While no day on the job is the same as any other, she can be found cleaning and identifying artifacts, constructing projects as required by various laws, doing research, taking the backcountry to assess the condition of the two ancient cliff dwellings open to the public on the site, or opening excavation units. For someone who had never set foot in Arizona before taking the job at Tonto last fall, Robison is enjoying working with the public and tribal partners who have connections to the area. She’s also using skills she learned at Wooster and built on her journey through graduate school and in internships along the way.

As an archeologist major with a minor in classical studies at Wooster, Robison had firsthand experience working with collections and archives while working under Special Collections Librarian Denise Monbarnes, who Robison called “a wonderful mentor who believes in her student workers and always provided opportunities to develop our skills.”

Although she initially didn’t think the American Southwest was a place she wanted to be, Robison kept her options open. At UNL, she found a new focus in Southwest studies. She credits the connections she made at Wooster and the College’s emphasis on taking an interdisciplinary approach to everything she does as keys to her success.

“I work on an interdisciplinary team daily. Here at Tonto, I work with interpretation staff, a natural resource specialist, and a facilities manager. I communicate regularly with people outside of my park, including experts in the regional office, tribal partners, and museum collection curators and archivists. The diverse range of courses I encountered at Wooster solidified the skills I’ve needed to collaborate with experts outside of my field,” she said.

Now in a leadership position within the National Park Services, Robison said Wooster prepared her to step up. “I am absolutely not a natural born leader,” she said. “I don’t always like to be in charge, or to be responsible for making a big decision. Wooster taught me that while leadership is important, it’s equally important to be a collaborator.”

"From the traditional materials angle of museum and archival work to the new digital formats of preservation and display, we have, right here on campus, the facilities and the expertise to get students pointed in this direction and have them graduate with a real hands-on sense of what these careers are about.”

— Madonna Hettinger, Lawrence Stanley Professor of Medieval History, Museum & Archival Studies Pathway faculty

Like all the Pathway options, Museum & Archival Studies is truly interdisciplinary and designed “to make sure students can come at this from many, many entry points,” said Madonna Hettinger, the Lawrence Stanley Professor of Medieval History and part of the team of faculty involved in planning the Museum & Archival Studies Pathway. Chemistry plays an important role in the dating of an object; for example, as chemical elements from pigment in a piece can offer clues to help determine the age of an object. The study of world religions shows us how communities express themselves through art and objects. Politics, ethics, economics, and more are at play when we think about collections and historic preservation.

Introduction to Museum Studies, a course offered by The College of Wooster for many years, would seem like an obvious first class for students on the Pathway, but the faculty who designed the Pathway developed lists of courses to give students many viewpoints and a fuller understanding of the kind of work they are drawn toward. They identified six separate interest categories for students to choose from, including a specific focus area for archaeology, a track for those who want to focus on curation and preservation at libraries and archives, another for those interested in anthropological museums and more.

Beyond the classroom, Hettinger said the most valuable part of the Pathway may be the experiences students can have and the connections they will make with Wooster alumni at cultural institutions around the world. “We already have a such a good track record in guiding students toward this kind of career,” she said. “When I sat down to think about names I knew working in the field who were graduates from the College, the list dated back decades before I came to Wooster.”
Josette Beran ’95 charts strategy for Cleveland Clinic throughout the coronavirus pandemic

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rioritizing and reprioritizing as well as using “out-of-the-box thinking” are the strengths that Josette Beran ’95 uses every day as chief strategy officer for Cleveland Clinic. Since the outset of the novel coronavirus pandemic, she’s used a strategic lens to “consider the big picture and the macro trends that impact the organization,” she said. “We’ve had to ask ourselves what the worst-case scenario is and plan accordingly.” This kind of thinking helps us focus on how to best care for our patients and communities during a public health crisis and in the future once we emerge from the pandemic.

Beran says she first learned to balance multiple challenges as a student. “Wooster was challenging academically, so I had to focus on my studies and put in a lot of hard work. Learning how to prioritize, study effectively and build a strong work ethic are skills that prepared me for a diverse and complex career in health care. I spend every day prioritizing and then reprioritizing my work,” she said. Though she didn’t know what she wanted to do after graduation, the psychology major found the “breadth of coursework that you get in a liberal arts school and in psychology so important.” She added, “Even though the College is a small community, you get exposed to so many wonderful experiences. Wooster was a great first step toward a professional career.” Completing her master’s degree in executive health care business administration at Baldwin Wallace University, Beran has been working for Cleveland Clinic for 20 years in a number of administrative roles, including three years at Cleveland Clinic Abu Dhabi, overseeing the hospital start-up. Her most recent years in leadership are focused on implementing strategies that support the organization’s mission.

At Wooster, Beran learned the importance of careful research and planning. She carried research from her junior Independent Study—investigating whether children’s eyewitness testimony could be influenced—into an experiment during her senior year. “I learned that smart planning like this can be a huge benefit. Preparing the paper and having to present was just the beginning of all of the presentations I would have to prepare and present in my professional career,” she said. Though on a different scale than the global pandemic, the experience influenced her perspective and taught her about the value of hard work. “With hard work and determination you can achieve anything.” Beran said. “I.s. sure seemed like the impossible when I started at Wooster. There are many things today that seem impossible but can be accomplished with hard work and determination. You really have to believe in yourself and get the support from others, very much like the I.s. experience.”

“The public health issues we face don’t lend themselves to single or reductive answers. They’re complex problems: pandemics, infectious disease, diabetes, obesity, or access to health care, for example. They require an array of skills and familiarity with various types of knowledge. You have to be able to view things from several different perspectives, if you’re going to make a positive contribution to some of the health dilemmas we face.”

—Tom Tierney, professor of sociology & anthropology, liaison to the Public Health Pathway

With the ever-evolving public health issues facing the world today, more and more students are taking an interest in the field. “Whether it’s epidemiology, nutrition, health education, or public health policy, there’s a strong interest among our students in this area, and I think that’s just going to continue growing,” said Tom Tierney, professor of sociology and anthropology and liaison to the Public Health Pathway. “The Pathway allows students to start intensely exploring that field in the broadest sense, combining their coursework, and their experiential opportunities, and consistently inviting them to reflect over the course of their education about how their understanding of public health has changed and how they see their coursework impacting their view of the field and the careers they’re interested in.”

The complexity of the larger historic, economic, and social issues that influence public health requires students to “view things from different perspectives,” Tierney explained. “To make a positive contribution to some of the health dilemmas we face, students need to develop an understanding of human populations, the ethical and communications dimensions involved, and the scientific basis for some of the policies and proposals. Through this Pathway, students in any major or minor can take courses to enhance their understanding of the complexity of these issues and prepare to pursue a career in public health.”

Developing these critical perspectives will allow students to become effective leaders in a variety of roles that promote community health and well-being such as nutritionist, emergency management specialist, epidemiologist, occupational therapist, public health communication specialist, and so many more.

LEARNING & DOING

What are Wooster students learning about in this Pathway?

Students complete courses across the disciplines in two of these focus areas. Some of these courses include:

- Arts and Humanities: History of Ancient Medicine, Biomedical Ethics, or Death and Afterlives
- History and Social Sciences: Global Politics of Reproduction, The History of Pain, or Globalizing Health
- Mathematics and Natural Sciences: Intro to Geographic Information Systems, The Biology of Nutrition, or Biochemistry of Metabolism

What types of experiential learning opportunities are available?

- Leadership in student clubs or organizations including Pre-Health Club, Minorities in STEM, First Responders, Colleges against Cancer, Sexual Respect Coalition, Wooster Volunteer Network, and others
- Shadowing medical and health professionals in Wooster, Wayne County, or elsewhere
- Assisting in the training room of the Scot Center
Lowry Center renovation and expansion expected to move forward this summer, propelled by strong fundraising

Lowry Center has served as the heart of campus since 1969, envisioned as a place to bring the Wooster community together. Thanks to the generosity of lead donors who have contributed more than $33,000,000, The College of Wooster expects to move forward with breaking ground this summer on a modern realization of this heart of campus.

“This important renovation will create a welcoming, accessible, and inspiring space that surrounds us all the time with a sense of Wooster’s values and community. Our students come to Wooster from across the country and around the world, and so much of their growth and preparation for lives of purpose comes from what they learn from one another—inside and outside the classroom,” said Bolton.

“Improvement of this space, for those who eat, gather, and work there has been identified as a critical priority for the College for many years. And students have identified connection, belonging, engagement, and support in an inclusive community as the most important factors in whether they stay and thrive at the College.”

Plans for the building—estimated around $40 million—include maximizing the current structure with the efficient re-use of existing spaces to create a building that inspires, tells Wooster’s story, and reflects our values of diversity, internationality, welcome, and inclusion—to visitors as well as the campus community. Improvements will focus on establishing bright, flexible places throughout the building for students to gather, collaborate, and relax; bringing together student support services that are currently scattered around campus so that they are easily accessible, seamless, and work in synergy for students; updating dining spaces so that they are excellent to work, gather, and eat in; and improving overall building accessibility.

“Wooster’s commitment to diversity, equity, and inclusion work distinguishes us among our peers, even as we know there is much work yet to do. Re-imagining the space with the CDI at the center of its corazón is just right,” added Chief Diversity, Equity and Inclusion Officer Ivonne García, who has been actively involved as part of the project steering committee.

“Architects will make use of large windows to draw in sunlight and slab brick to create a Tartan feeling and better blend with the existing brick on the building.”

“Renderings produced by the project architect, Boston-based Bergmeyer, include an 8,000-square-foot addition to the western entrance off of Beall Avenue and renovations of the entire interior on all three levels of the existing building, with the exception of The Alley, which was updated in 2017-18.”

Above is a view of the 8,000-square-foot western addition to the building.
As visitors enter the renovated center, they will walk into an open-air atrium overlooking John P. Papp Stadium. A new open-air atrium will be added to the western entrance of the building. The College’s central dining will be relocated from its current second-floor location to the building’s main level as an open servery, increasing its size, accessibility, and overall efficiency, and providing additional storage and workspace for dining staff. Donors will have a variety of options for seating with Wooster’s signature fireplace serving as centerpiece. Meeting rooms will be added along with additional seating overlooking John P. Papp Stadium.

Main Level

A new open-air atrium will be added to the western entrance of the building. As visitors enter the renovated center, they will walk into an open-air atrium, increasing its size, accessibility, and overall efficiency, and providing additional storage and workspace for dining staff. Donors will have a variety of options for seating with Wooster’s signature fireplace serving as centerpiece. Meeting rooms will be added along with additional seating overlooking John P. Papp Stadium.

**Highlights of the project include:**

**Main Level**

Thanks to the generous support of Richard J. Bell ’83 and Toni Clark, and an anonymous donor, the College is offering a $3 million, dollar for dollar match to encourage contributions to this historic project. To participate, make a minimum commitment of $50,000 and a dollar-for-dollar match will be applied to provide you the opportunity to select a naming opportunity beginning at the $100,000 level.

The match will apply to gifts of up to $250,000 per donor and after corresponding naming opportunities.

Donors work with the Office of Advancement to sign a pledge agreement and must fulfill the pledge within five years of the initial commitment.

Naming opportunities will be offered in the order the commitments are made and once a pledge agreement is completed, the match dollars will be available to influence the naming opportunity associated with the gift.

For more information contact Wooster’s Office of Advancement at giving@wooster.edu or 330-263-2325.

**Matching Gift Opportunity**

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**Steve Gault ’73 makes gift to ‘enhance student experience’**

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As visitors enter the renovated center, they will walk into an open-air atrium and be greeted by an Info Desk made with I.S. buttons.

**Above**: Students have a variety of seating options on the main level dispersed around the pit or overlooking John P. Papp Stadium after grabbing food from the new servery on the main level.

**Below**: A new open servery will be relocated to the main level, providing improved access, inspiring presentation, and dedicated labeling of menu options and ingredients.

**Steve Gault ’73 making a lead gift to support the renovation of Lowry Center.**

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**STUDENT CENTER TRANSFORMATION**

**LOWER LEVEL**

The College’s print shop and post office will be relocated to the lower level and positioned near the new location for the bookstore and MacLeod’s coffee bar and convenience store. Additional quick dining options will be available for students, visitors, and other members of the campus and local community.

**UPPER LEVEL**

The upper level provides space designed to support our extraordinary students and their active participation in Wooster’s thriving leadership community. To best support students, this floor will become the new centralized home for the Center for Diversity, Equity, and Inclusion, the Dean of Students, and the Offices of Residential Life and Student Activities. There are ample large and medium-sized meeting spaces as well as a variety of Wooster-themed breakout study rooms and student organization offices.

"After a year of intense planning, we are so excited to enter the building phase of the new student center,” said Myma Hernández, vice president of student affairs and dean of students. “This beautiful renovation and expansion will allow us to maintain the spirit and vibrancy of student life and combine that with the modernization and centralization of many student support functions that meet the needs of our current students and generations of future Wooster students.”

Members of Wooster’s staff, faculty, and student body took part in intense planning meetings on all aspects of the building throughout the past year, connecting in person and moving virtually as the pandemic hit last spring. Forums were held with the broader campus community, including alumni, to solicit feedback and input on the overall direction of key spaces. Student input was solicited at multiple open forums and meetings with the design team, and via Post-it notes on the Art Wall installation last fall.

Wooster has already raised $33,000,000 in support of the project from the early support of 21 donors. Joining Richard J. Bell ’63 and Tani Clark in making lead gifts are Doug Brush ’77, John and Doon Allen Foster ’80, The Austin E. Knowlton Foundation, Inc., William A. Long, Brake ’65, and Stephen C. Gault ’73.

Wooster’s Board of Trustees voted to move forward with the development of construction documents for the student center transformation at their meeting in October and expects to approve the timeline for the project this spring. Construction is expected to occur in two phases and complete in 2023.

Retail operations for the bookstore and a new MacLeod’s convenience store will merge on the lower level adjacent to W0091 student radio station, The Alley, and the post office and print shop.

"I know that the renovation will make Lowry a much more inclusive space for the students who come after me.” — Olivia Proe ’21

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Professors Niklas Manz (left) and John Lindner (far right) along with Fish Yu ’21, Chase Fuller ’19, and Margaret McGuire ’20 in the computational physics lab during summer 2019.

John Lindner, the Moore Professor of Astronomy-Physics, and Niklas Manz, assistant professor of physics, recently published an article with two current Wooster students, Fish Yu ’21 and Margaret McGuire ’20, and alumnus Chase Fuller ’19, that was a result of their research in the summer of 2019. The team wrote computer simulations to study how waves would react to a variety of objects and was successful in identifying how wavefronts interact with obstacles of different shapes.

Bhakti Mamtora, assistant professor of religious studies and South Asian studies, published an article that draws from her fieldwork experience in India, which she describes as an "autoethnography" and uses personal narrative to argue that intellectual humility is essential to fieldwork in religion.

Désirée Weber, assistant professor of political science, wrote the critical introduction to "Wittgenstein’s book Wörterbuch für Volksschulen, or Dictionary for Elementary Schools.

The National Library of Chile recently added a new collection to its digital archive, a collection of nineteenth century English-language newspapers published in Chile that were digitized through a research project led by Jennifer Hayward, the Virginia Myers Professor of English and Global Media and Digital Studies, and a team including Wooster student research assistants, Tess Henthorne ’16 and Tongtong Wu ’21.

The National Science Foundation (NSF) awarded a three-year grant in February to a College of Wooster team researching climate change through analyzing tree rings of wood samples salvaged from melting Alaskan glaciers. The team includes principal investigator Greg Wiles, the Schoolwy Chair of Natural Resources and professor of earth sciences; Nick Wiesenbich, geology technician; Wooster students, and researchers at the University of Alaska Fairbanks.

Camille Carr ’22, a religious studies major, wrote a children’s book called His and Hers about the lives of two sisters when one of them is diagnosed with a life-limiting illness. The Pennsylvania Pediatric Palliative Care Coalition, a group that supports families who have children with life-limiting illnesses in Carr’s home state, asked her to write the book based off of her own experience having a sister with a life-limiting illness and it will be used in children’s hospitals and by pediatric palliative care teams across the country.

Korri Palmer ’20, spoke about her I.S. research as part of an American Public Square panel and subsequent-ly on Kansas City’s NPR affiliate KCUR. Palmer, a communication studies major, studied how mi-nority students use cancel culture, or the removal of emotional and financial support from a celebrity or brand they disagree with, as a form of social media activism in her I.S.

Saeed Husain ’21 and Hah Yeon Lee ’22 attended the Athens Democracy Forum this year as student delegates, making it the third year in a row that Wooster students have participated. The annual conference in association with The New York Times brings together politicians, business leaders, writers, and many others to discuss the state of democracy around the world.

With the pandemic disrupting academic and co-curricular experiences for college students across the country, the College of Wooster created the Wooster Plus Program to create flexibility for students and families. It allows students to complete their studies at Wooster in a ninth or tenth semester, tuition-free. For more information about eligibility for the program visit wooster.edu/plus.

Samita Datta, assistant professor of political science, spoke about her I.S. research as part of an American Public Square panel and subsequent-ly on Kansas City’s NPR affiliate KCUR. Palmer, a communication studies major, studied how mi-nority students use cancel culture, or the removal of emotional and financial support from a celebrity or brand they disagree with, as a form of social media activism in her I.S.

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Diversity, equity, and inclusion trainings take place College-wide

Since June 2019, Chief Diversity, Equity, and Inclusion Officer Ivonne M. García has provided antiracist, anti-bias and/or inclusive training and teaching workshops to more than 50 departments, divisions, College units, student-focused groups, and organizations at The College of Wooster.

“Creating an equitable and inclusive community is the top priority in our strategic plan,” said President Sarah Bolton. “There are many actions that are necessary to achieve this goal, from recruiting diverse staff and faculty to building academic programs like Africana Studies and creating new scholarships and support for students. But one of the most important steps we can take is to be constantly teaching and learning, so that in every part of the College, people know how to talk about and create welcoming and just environments. The programs that Dr. García has developed have moved us forward tremendously—from residence halls to teams to class-rooms to our boardroom. And we are really excited that the faculty have voted that every academic department will participate in this type of training each year, so that they will constantly be advancing.

The trainings are customized for each session based on the needs of the team or group to focus on inclusive team-building exercises, culturally responsive teaching workshops, or interactive case studies, as just a few examples. “My hope is that everybody comes out of these sessions with a common language when we’re talking about anti-rac-ism,” said García. “Through this action-based approach, the next time people experience these situations, they have the tools from these workshops or case studies in actual life situations.”

The trainings are also developed through material from mostly Black Indigenous People of Color (BIPOC) specifically talking about antiracism. “Many of us grew up in a context where it was often not BIPOC people who were teaching racism as part of our curriculum,” said García, noting that this connects to the idea of positionality, or a person’s social and political context of identity in terms of race, class, gender, sexuality, and ability status. “Our position limits our understanding of life. The voices of people who have actually experienced racism in the flesh, so to speak, are the important voices that we have to include in the conversation.”

Anti-racist and inclusion-focused training is also a part of a new-student orientation. García worked closely with the Dean of Students Office as well as a group of Black alumni, including Mamoudou N’Diaye ’74, to offer antiracist resources and training as part of New Student Orientation and International Student Orientation.

BOARD OF TRUSTEES ESTABLISHES RACIAL EQUITY TASK FORCE

In September, Wooster’s Board of Trustees established a Racial Equity Task Force. Through the work of the Task Force, the board will identify ways to engage in initiatives to promote racial equity in the makeup and work of the board itself and provide support and appropriate oversight of the College’s initiatives to promote and increase racial equity. Judge Solomon Oliver, Jr. ’69, serves as Chair of the new Task Force, and is joined by fellow trustees Don Frederico, Dr. Richard Bowers, Diane Holt Frankle, Jennifer A. Haverkamp, John H. Heman, Blake Moore, and Jilleene Johnson Rodriguez. The board has identified advancing racial equity as one of its key priorities for the 2020-2021 year, and every board committee has also begun new efforts toward this goal.

The Biden-Harris Transition team named Erika Pooth ‘93, College of Wooster Trustee, as team lead for the Department of Housing and Urban Development. Poethig was charged with evaluat- ing the operations of HUD in order to prepare the then-incoming Biden-Harris administration to lead the country from their first day in office.

The three elements of Latino diver-sity we highlight—religion, class, and generational status—could continue to benefit Republi-cans in the long term, especially if the party continues to espouse a populist economic message. If current trends continue, the group’s growing numbers of Protestants; grow-ing numbers of increasingly acculturated Latinx Americans with a smaller share of immigrants and an increasing level of English proficiency; and a continuing high share of working-class voters suggest demographic voice may deliver a larger share to Republicans in the years ahead.”

“Access to affordable housing has been worsening for years, especially in communities of color. The gap between black and white homeownership rates has widened since the 1960s. The fact that only 42% of Black Americans own their homes, compared with 72% of their white peers, means most of them are renters, making them more vulnerable to losing their homes.”

“One of the things we learned, that we anticipated but learned for sure, was that for this kind of situation with COVID, you don’t need a plan—you need plans A to Z. At the beginning of the fall semester, we had to pass it on and keep it active, relying on the experiences of other institutions, that frequent testing is a really good investment and that it does really make a difference.”


Word from Wooster

The College of Wooster Board of Trustees as an Alumni Trustee in December. Wilson, who earned his degree in history at Wooster, is now retired as world economist of World Bank Group and is founder of the John Sullivan Fellows Fund of the Cleveland Foundation. At World Bank, he served the Development Research Group and the Infrastructure and Technology Vice Presidency, providing leadership in operations around the world on trade and development issues. Wilson previously served as vice president for technology policy at the Information Technology Industry Council in Washington, D.C. and as a senior staff officer at the U.S. National Academy of Sciences and National Research Council.

Wilson was adjoint professor of In-ternational Affairs at Georgetown University and visiting a fellow at the Institute for International Economics at Columbus University. After graduating from Wooster, he was a member of the staff at Columbus University in international affairs. Previously he served the Col-lege as a member of the Alumni Board from 2016 to 2019, and he’s also served as a student mentor, an admissions event host, and as chair of the affinity group engagement committee for the Alumni Board.

You can invent tradition. Lots of people do this. What makes it a tradition is passing it on and keeping it active every year.”

“I am excited about learning, and encouraging them to pursue their dreams. The school that surprised me the most in this regard was The College of Wooster—edits Ron Lieber, “Your Money” Columnist at The New York Times in his new book The Price You Pay for College: An Entirely New Roadmap for the Biggest Financial Decision Your Family Will Ever Make. In a chapter dedicated to awards, “The College of Wooster puts it all together”

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“...for value-conscious readers, I wanted to know which schools were really excited about learning, price, cost, and discounting. It quietly became clear that nearly every president was citing, unreported, the data. Research on what defines successful undergraduate education: connecting students with professors who care deeply about them, making them feel excited about learning, and encouraging them to pursue their dreams. The school that surprised me the most in this regard was The College of Wooster—edits Ron Lieber, “Your Money” Columnist at The New York Times in his new book The Price You Pay for College: An Entirely New Roadmap for the Biggest Financial Decision Your Family Will Ever Make. In a chapter dedicated to awards, “The College of Wooster puts it all together”

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—President Sarah Bolton in Crook’s Cleveland Business featuring the Wooster Plus Program as well as its pivot in COVID-19 testing strategy for the spring semester
Mentoring Matchup

**ANDY ZIDRON**
Head Coach, Men’s Soccer

**ANDREAS XENOFONTOS ’21**
Economics Major

Andy Zidron first met when Xenofontos transferred to The College of Wooster in his sophomore year. He learned about Wooster through a friend who attended from his home in Cyprus, an island country north of Egypt. After working together for three years, with Xenofontos leading off-season trainings, reviewing game footage together, and interacting on the field and in the classroom, Zidron says Xenofontos has made a positive impact on those around him through his involvement as a resident assistant, in the International Student Association, and the AMRE program, in addition to his role on the soccer team. After completing his country’s required service in the military after high school, Xenofontos came to Wooster with a different mindset from many of his peers, Zidron explained: “He is pushing our younger guys to see and reach their potential.” Xenofontos chose to study remotely from Cyprus in the fall, but the two have found ways to maintain a strong mentoring relationship.

**What have you learned from each other?**

**Xenofontos:** Coach Andy taught me to “read the room” and use my communication skills when talking to my teammates. Some of the guys are six years younger than me, so they don’t have the same experience. Reading the room based on their perspectives helped me to lead the team during off-season training.

**Zidron:** Andreas helped me become a better leader and coach because he has a different lens at which he looks through things. We’re very similar in a lot of ways in terms of competitiveness and constantly striving to get better. Andreas has been in some hyper competitive arenas and by sharing those experiences has pushed me to think about how we can stay within our culture of family oriented while striving to get better. Andreas has always been in some hyper competitive arenas and by sharing those experiences has pushed me to think about how we can stay within our culture of family oriented while striving to get better.

**What has it meant to you to be able to have this experience?**

**Xenofontos:** Soccer is not just a sport; it’s something bigger. When everything seems uncertain, how do you recover from that negative thought? Coach has indirectly taught me about that through the years, because he’s always smiling even when he’s not smiling. This year was not easy, but he was always there.

**Zidron:** When he was afar in the fall, we shared what we’re doing on campus with the guys and found ways to stay connected. It reaffirms my value of relationships. I want to be a person that always seeks opportunity for constant growth and development. If someone is doing something better than you, look at him, listen to him, and see if you can improve that skill and seek those opportunities.

**Why is it important to develop mentor/mentee relationships?**

**Zidron:** The pandemic has confirmed the idea that we aren’t designed to be alone, that everybody needs relationships and desires to be a part of something bigger. Mentoring allows that to go to the next level.

**Xenofontos:** I want to be a person that always seeks opportunity for constant growth and development. If someone is doing something better than you, look at him, listen to him, and see if you can improve that skill and seek those opportunities.

**“When everything seems uncertain, how do you recover from that negative thought?”**

— Andreas Xenofontos ’21

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**ATHLETICS**

**Wooster’s Rumph hopeful to live out Olympic dream**

Victoria Rumph, Wooster’s head softball coach, is one of 20 athletes vying for a spot on this summer’s Canadian Olympic Team. The team is training at various points throughout the spring prior to naming its 15-player Olympic roster and three alternates.

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**W ASSOCIATION HALL OF FAME CLASS ANNOUNCED**

Ali Drushal Sloan ’09 (volleyball, track & field), Sarah Frost Hoffman ’89 (swimming), Frank Knutsen ’34 (cross country, track & field), Jack Lengyel (football and lacrosse head coach), Seth Mastrine ’01 (football), Kate Messer Dulac ’99 (lacrosse), Steve Moore (basketball coach), Travis Snyder ’99 (baseball), and Megan Sward ’06 (lacrosse) were selected for induction into the W Association Hall of Fame. Due to the impact of COVID-19, this group’s induction will take place during Black & Gold Weekend in 2021, dates for which have not been announced as of publication.

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**UPDATES ON ATHLETIC COMPETITION 6 & "SENIOR SALUTE"**

Wooster’s teams resumed practices and winter teams started competition on Feb. 5. We’re hopeful our fall and spring teams play throughout the semester. Check WoosterAthletics.com regularly for updates on intercollegiate competition, investing links, and an ongoing series honoring our senior student-athletes.

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**“It is the greatest honor to have the chance to represent Canada at the highest level for my sport,” Rumph shared. “I’ve dreamt about my Olympic moments since I was a kid on a local ball diamond. There is no prouder moment for me than hearing our anthem play with the maple leaf across my chest. I couldn’t be more grateful for the support and flexibility the College has given me in making this dream become a reality. I’m on a gold-medal mission with my team and the belief that our softball student-athletes at Wooster have in me allows me to dig deep and make the most out of every opportunity I’m given.”**

A member of Softball Canada’s National Team since 2013, Rumph’s international experience includes competing for her native country at the Pan American Softball Championship, the World Cup of Softball, the Canadian Open, and the Japan Cup, and she’s played in the National Pro Fastpitch League. Softball is making a return to the Olympics for the first time since 2008, and Rumph’s hopeful she’ll be able to do her part to help Canada win its first medal.
What drew you to Wooster and why has it been a good fit so far?

“Five years ago, I immigrated to Manhattan, Kansas, from Tehran, the capital of Iran. My hometown is in a metropolitan region, with more than 15 million residents, where you find a diversity of people, culture, places, events, and, of course, challenges. I found Manhattan a beautiful, safe, and lovely place, that in contrast to Tehran, made me interested in spending the rest of my life in a small town. When I first visited Wooster in January 2020, I found it even more beautiful than Manhattan. It is woody, greener, and more importantly, closer to large cities like Cleveland, Akron, Columbus, and even Pittsburgh, which provides a unique context for its residents to take advantage of living in a suburban environment and accessing the amenities and convenience of big cities. I like the contrast between downtown’s old urban form and the new constructions of the northern part. The ups and downs of the streets remind me of life, and the diversity of restaurants is interesting for such a small town. Also, Ohio is two hours closer to home (Persia) by flight!”

What excites you about the College?

“I enjoy the interdisciplinary climate of the College. Having students from more than 20 different majors in one class is not a common experience in many schools and, I believe, this highly distinguishes the College. I also like the emphasis on undergraduate research. One of my own most cited publications was derived from my undergraduate final project. Therefore, I understand how strong research helps students in their future academic and professional journeys. Doing a study abroad, if well-connected to the rest of the courses and research, would contribute to a unique, integrated curriculum which, along with the interdisciplinary nature of the College and the recent development of Pathways creates an exciting environment for the faculty and students. I like the integration of libraries, technology, Scott Center, dorms, classrooms, and people, and how these together create a sense of identity and belongingness.”

What do you enjoy or appreciate about the Wooster community?

“The sense of community, without a doubt! Since my first day, I have witnessed how professors, staff, and students support each other and try to create an atmosphere in which everyone becomes successful. This win-win approach stems from the inclusive and diverse roots of the College, where people are committed to the individual’s right to the place. My first year at The College of Wooster coincided with the COVID-19 pandemic that affected the world. The supportive, friendly, and considerable environment of the Department of Urban Studies in particular, and the College in general, made everything enjoyable and optimistic for me. Thank you all!”

Fulfilling Promises

Music alumna donates four pianos, enriching musical experiences for Wooster students

What an incredible memorial to an amazing woman—a lifelong musician and pedagogue who played a vital role in the lives of students and faculty alike. The impact of these wonderful instruments will be felt by our students and program. And the generous addition to our endowment will be felt by our students and program for generations to come.”

With Hamed Goharipour, Assistant Professor, Urban Studies

Hamed Goharipour is one of seven new tenure-track faculty members who started during unusual circumstances last fall. The hybrid learning environment was new to everyone and COVID-19 restrictions pushed orientation efforts online, but Goharipour shares how he has still been able to enjoy getting to know Wooster. So far, he says, so good.
Tartan Ties

ON THE CALENDAR
VIRTUAL L.S. MONDAY
HAPPY HOUR
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.

Alumni Events
The Office of Alumni and Family Engagement hosted many virtual events this fall that allowed alumni, families, and friends of the College from around the world to virtually gather, learn something new, and discuss their interests. Sarah Sobek, professor of chemistry & associate dean for experiential learning, presented her research on the formula of chemistry and the ways in which it has remained evolution over the last several decades, as well as the challenges of conservation associated with the study of daylight fluorescent pigments and the evolution of the pigments.

Alumni Achievements
Wayne A. Cornelius ’67 will be featured in Chronicles, the newsletter of the University of California, San Diego Emeriti Faculty Association, for his lecture, “Engaging with Public Policy: An Immigration Scholar in Three Presidential Campaigns Wayne A. Cornelius.” Cornelius is distinguished professor of political science and Theodore Gill Professor of U.S.-Mexican Relations emeritus, at University of California, San Diego.

Laurence S. Kurth ’76 wrote, “Abby Wilson Kurth ’76 and I purchased one square foot of the Scottish Highlands and titled ourselves, Laird and Lady ‘Na-bad Alannah,’’ which hopefully means ‘Fighting Scot.’” Other wise, I continue to act as managing partner for the San Antonio office of the Akerman law firm while sheltering in place. Abby is working as a wellness coach for a national company.

Steven Douglas Glick ’79 wrote, “Hello to the Class of 1979! I hope this finds you well in what has been a challenging year to say the least. My family and I are well. I made some professional changes. After 41 years, I left law enforcement and have entered the realm of emergency management full time with the College as director of emergency management. As you can imagine, it has been a challenge this year. If you are in the area, stop in, and say hello even if it is remotely. Wishing all of you good health and happiness.”

Robert L. Allman ’74 wrote, “Our group holds weekly Zoom get-togethers for men of Seventh Day Adventists, talk, and laugh as pictures of our class’s Zoom call. I rec ognized a few names and know Don Dewald ‘72 from living in Mansfield now, but none of my friends from Wooster days. I was heavily involved in sports and the sixth section, so I was very curious about what the others were doing with their time.”

Dan Hyatt ’73, Bill Henley ’73, Dave ’Tinky’ Wilber ’73, Rod Russell ’73, Tim Fusco ’74, Chris Nicely ’74, Don Allman ’74, Brian Chisnell ’74, Danny Zellans ’75, Jay Schmid ’75, Gene Schindewolf ’75, Mike “Poon” Patterson ’75, Jim Clough ’75, Robin Harpae ’75, Dave Stoner ’75, “Easy” Ed Snyder ’75, Pat Mc Laughlin ’76, Dave “Bird” Branfield ’76, Rick Hopkins ’76, and Dave Churchill ’77. They exchange memories, talk, and laugh as pictures from long ago are produced.

‘00s
Meghan Nicol Meeker ’09 shared, “I am the director of social media and engagement at Amp Strategies, responsible for creating en gaging social media campaigns and daily content, as well as one-off hero content for a variety of local and national clients.”

‘00s
William P. Heaton ‘71 wrote, “I enjoyed very much being a part of our class’s Zoom call. I rec ognized a few names and know Don Dewald ‘72 from living in Mansfield now, but none of my friends from Wooster days. I was heavily involved in sports and the sixth section, so I was very curious about what the others were doing with their time.”

‘00s
Robert L. Dyer ’77 wrote, “Wooster fun at the beach with Dave Luken ’77, Tom Farquhar ’77 and Bob Dyer ’77.”
Gregory A. Gast ’76 wrote, “Roommates Richard Patton ’77, Marcy Hubbell Patton ’77, Nancy Hart Gast ’77, and I caught up after 15 years in Naples, Florida.”

Mauve Kinch Heater ’77 shared: “Brian Heater ’77 and I still live in Gainesville, Virginia just outside of Washington, D.C. We love the cultural offerings available to us, including a recent concert at the Kennedy Center by a Chicago jazz group conducted by our classmate, Blood Cowart ’77. It was a great time to catch up!”

Caitlin Ann Gaffney ’11 married Josephine Ray ’14 on May 23, 2020. She wrote, “The pandemic drastically changed our plans, and we cancelled our large ceremony to have a small ceremony in front of Kenarden Lodge. Our officiant was Alice Webb ’13 and two more Wooster Alumni, Dan Adair ’08 and Molly (Gaffney) Adair ’08, attended.”

David M. Kinney ’77 wrote, “Dave Hay ’77, Bob Rutan ’77, Dave Luken ’77, Rob Dyer ’77, Tom Farquhar ’77, and Mike Kinney ’77 enjoyed a four-day rafting and camping trip on the Colorado River in Utah in September. Other than hairlines and waistlines, not much has changed.”

James W Caruso ’77 wrote, “Covid-19 doesn’t stop the Shaefer House Boys from getting together. We had a couple of Zoom happy hours to keep in touch. All are healthy and looking forward to when a real get together can happen. Pictured: Dale Osterman ’77, Dave Kirkpatrick ’77, Ed Gilliss ’77, Ernie Fischer ’77, Bill Kozane ’77, Jim Caruso ’77, Sam Sisodia ’77, Dave Roberts ’77, Bruce Shaw ’77.”


Alexander Ray Hopkins ’16 married Kelsey Clark ’16 on Nov. 16, 2019, in Okatie, South Carolina.

Bao: I want to help students in the way I did. Q: What does it mean to you to be an involved member of the Wooster community? Bao: When I was at Wooster, it was a tough starting point when I was in my early 20s. It’s intellectually stimulating and every day you can find something new. Q: What do you like most about your job? Bao: The stock market is fascinating, and I truly enjoy researching all the new exciting industries and identifying all the winners and losers. It’s intellectually stimulating and every day you can find something new.

Q: How did Wooster prepare you for the work you’re doing now? Bao: Wooster helped me foster the skill of independent thinking. To succeed in investing, it’s extremely important to be able to obtain information, process information, and ultimately form my own analytical framework. The I.S. experience was a great starting point when I was in my early 20s.

Q: What do you like most about your job? Bao: The stock market is fascinating, and I truly enjoy researching all the new exciting industries and identifying all the winners and losers. It’s intellectually stimulating and every day you can find something new.

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Q: What inspires you to give to The College of Wooster? Bao: I want to help students in the way I can. COVID-19 is causing a lot of disruptions and the last thing I want to see is Scots losing educational opportunities. I want to help fund APEX fellowships, which can bring more internship/career opportunities to students.

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Near the end of his 53 days in the NBA Bubble, Vardon had a front-row seat for a historic moment: the Milwaukee Bucks refused to take the court for game five of its first-round playoff series against the Orlando Magic in response to the police shooting of Jacob Blake in Wisconsin. Vardon, who originally planned to cover the nightmare between the Los Angeles Lakers and Portland Trail Blazers that day, decided to “check (the Bucks) out before they closed out the series,” and was one of two reporters on scene to report on the breaking news.

Vardon’s rhetorical classes from his time at Wooster, especially those with Denise Bost- dorf, professor of communication studies, came into play regularly when on assignment. Those lessons learned provide a boost in confidence when he tries “to interpret some of the meaning” instead of just print what is said. Those skills were on display in the bubble, as James gave Vardon an exclusive one-on-one interview on his feelings and thoughts as things unfolded around the Milwaukee Bucks’ decision.

Read more on Vardon’s experience covering the Bucks’ historic decision by searching his name at news.woost.edu.

Throughout his career, Cornelius’s research centered around “how various kinds of immigration control policies influence individual-level decisions to migrate or to stay at home, with special attention to the efficacy and unintended consequences of tougher border enforcement.” However, Buttigieg and Biden’s campaigns needed proposals on issues that Cornelius was largely unfamiliar with. “Those campaigns were happening in the aftermath of the 2018 ‘migration crisis’ at the border, which mostly involved asylum-seekers, not economic migrants,” he explained, which required him to delve deeply into refuge policies for the first time. “You need to be willing to stretch yourself well beyond your usual bounds of professional competence. That’s often scary, but it can also be very rewarding.”

Cornelius is particularly proud of a proposal he first developed for the Buttigieg campaign which has now been incorporated into Biden’s comprehensive immigration agenda. He called it the “Community Renewal visa.” “This was a new, place-based visa that would steer new refugees and other immigrants to specific counties that had been losing working-age population,” he explained. “The idea was to keep individuals from coming, but rather to use immigrant policy to be effective in addressing economic and demographic concerns at the local level.” Cornelius’s research was instrumental in developing this proposal, which has now been incorporated into Biden’s campaign plans.

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In Memoriam

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

41. Margaret McNiece Ellie, Aug. 3, 2020, Daly City, CA
42. Mary J. (Ballioni) Shull, Nov. 9, 2020, Springfield, IL
43. Betty (Stuckelberg) Towner, Oct. 25, 2020, Levittown, NY
44. Jeanne (Stuart) Garnett, Nov. 2, 2020, Rochester, NY
45. Martha Joan (Dall) Weddle, Sep. 18, 2020, Wildwood, FL
46. Malcolm C. Boggs, Sep. 12, 2020, Schenectady, NY
47. Ruth E. (Neff) Daniels, Sep. 12, 2020, Martha, OH
48. Harry E. Glatt, Jul. 12, 2020, Jamaica, NY
49. Alice R. (Rosmig) McCune, Jul. 18, 2020, Ithaca, NY
50. John K. Felber, Sep. 11, 2020, Center Conway, NH
51. Carol M. (Fast) Worley, Dec. 5, 2020, Lake Mary, FL
52. William R. McGraw, Dec. 9, 2020, Wooster, OH
53. Janice (Niemyer) Smith, Jun. 21, 2020, Memphis, TN
54. Ruth (Peterison) Ewern, Feb. 26, 2020, Salt Lake City, UT
55. Elbridge Carl Zimmerman, Dec. 16, 2020, Wooster, OH
58. Robert M. Lautenschlager, Sep. 23, 2020, Rapid City, SD
60. Patricia J. Young, Dec. 4, 2020, Westerville, OH
61. John P. Haun, Aug. 19, 2020, Sierra Vista, AZ
62. David R. Kuebler, Jul. 18, 2020, La Junta, CO
63. George W. McClure, Jr., Sep. 5, 2020, Santa Rosa, CA
64. Thomas L. Wiley, Sep. 20, 2020, Middletown, OH
67. Gordon L. Bundy, Nov. 17, 2020, Grand Rapids, MI
68. R. Jane (Hening) Klein, Jul. 4, 2020, Oakland, CA
69. Richard S. Galloway, Sep. 29, 2020, Madera, OH
70. Philip D. Broholer, Oct. 19, 2020, Wooster, OH
71. Louis Phillips Castelli, Nov. 3, 2020, Philadelphia, PA
72. Linda (McIntosh) Liptak, Mar. 12, 2020, Dover, OH
73. Andrew J. Matonak, Nov. 7, 2020, Myrtle Beach, SC
74. Stephen W. McEvaney, Apr. 8, 2020, Arlington, VA
75. Sara (Conover) Butturini, Nov. 13, 2020, Peppermill, MA

FACULTY & STAFF

Gene E. Pollock, Nov. 5, 2020, Wooster, OH

In 1961, Pollock began his 38-year tenure at the College as a professor of economics. Throughout his time at the College, Pollock modeled what it means to be a member of an academic community, serving as department chair multiple times, as well as serving on many presidential committees. In addition, he wrote and published the textbook Statistical Methodology. Pollock was also an enthusiastic Fighting Scots basketball fan, making many road trips with his wife Jean to support the team.

Margaret S. Powell, Aug. 28, 2020, Wooster, OH

Powell worked for nearly three decades at the College as a well-loved librarian. In the early 1970s, Powell began her time at the College working on special projects in Andrews Library, and with time and collaboration with the late Barbara Bell, led The College of Wooster Library’s acquisitions department to national recognition. After her retirement in 2001, she received the Clyde Award from the Ohio Government Documents Roundtable. During her career, Powell was an enthusiastic mentor, happily helping students work out their academic questions using library materials. Her curiosity and interest in learning was apparent outside of the library as well, as she traveled around the globe throughout her life.

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The hearth and heart of Campus

LIKE THE HEARTH of a home, “the pit,” as it’s fondly known to students and alumni alike has always been a place of warmth and light where students gather to study, grab a bite, collaborate, and meet up between classes. In the same way, the building often acts as a starting point for alumni when they return to campus for reunions and alumni gatherings.

Bolstered by the support of early donors inspired to support the project, the $40-million renovation and expansion of the student center will refresh this focal point of the Wooster community and enhance the student experience by bringing together student support services that are currently scattered around campus. Thanks to the generous support of Richard J. Bell ’63 and Toni Clark, and an anonymous donor, the College is offering a $3 million, dollar for dollar match to encourage contributions to this historic project (details on page 24).

Expected to break ground in Summer 2021, learn more inside about the ways the building will continue to inspire, tell Wooster’s story, and reflect our values of diversity, internationality, welcome, and inclusion. Also hear from student leaders about their excitement for the project, and read about the second fire pit that will complement this signature fireplace on the main level.